

NEACUHO

Northeast Association of College and University Housing Officers



2019 RD2B Conference Brandeis University Assessment Packet

Included in this Assessment Packet:

- Executive Summary by Assessment Coordinator 3 pages
- Conference Summary via Google Analytics 7 pages
- Comment Responses: Feedback questions 1 page
- Executive Summary Pre/Post-test by Assessment Coordinator 2 pages
- Pre/Post-test document 1 page
- Pre/post-test Summary by Google Analytics 4 pages

Report prepared by: Heather Quire M.S. Ed.
NEACUHO Assessment Coordinator



Executive Summary - Report By: Heather Quire – Assessment Coordinator

Conference: RD2B Fall 2019

Conference Date: November 16 2019

Conference Location: Brandeis University

Conference Goals and Desired Outcomes:

The overall goal of this conference was to:

- Increase attendees overall understanding of residence director position.
- Improve interviewing skills.
- Expand management strengths in both advisory and supervisory capacities.
- Foster strong relationships between attendees and create a community of like-minded future Res-Life professionals.

Learning Outcomes / Competencies Measured:

Session Learning Outcomes are listed in the findings section below starting on page 2.

What assessment methodology was used?

A post-event survey was used to determine the efficacy of the conference in reaching the above learning outcomes and competency measurements. The survey was approximately 29 questions in length and included both quantitative and qualitative data. For quantitative data collection, attendees were asked to rate their experience using a scale of 1 to 5 (1 being strongly dissatisfied with the experience or very low understanding of the topic and 5 being strongly satisfied with the experience or very high understanding of the topic). For qualitative data collection, attendees were asked for specifics of what they learned and for any comments they had regarding the conference as a whole.

Additionally, a pre-assessment and a post-assessment was done on confidence level understanding a topic – see Executive Summary included in the overall RD2B Assessment Packet.

What were the findings?

There was a 32.14% response rate 18 respondents of the 56 attendees

Overall Satisfaction of Conference Experience: (93.33% [4.66/5.0])

Satisfaction of Sessions:

- Welcome: (90.00% [4.5/5.0])
- Session - Job Search: (91.254% [4.56/5.0])
- Session - Supervising vs. Advising: (82.50% [4.125/5.0])
- Session – Grad School 101: (86.67% [4.33/5.0])
- Session – A day in the Life of an RD: (95.00% [4.75/5.0])
- Lunch Networking (90% [4.5/5.0])
- Closing/ swag swap (76.25% [3.8125/5.0])
- Communication from Committee (93.33% [4.66/5.0])
- Directions given (89.41% [4.47/5.0])



Understanding of learning outcomes of 4 sessions:

Job Search (94.06% [4.70/5.0])

- Learning Outcome 1: Evaluate priorities, wants, and needs to plan for own job search (92.50% [4.625/5.0])
- Learning Outcome 2: Use best practices to create solid resumes, cover letters, and reference lists. (93.75% [4.70/5.0])
- Learning Outcome 3: Be confident in the ability to participate in a job interview. (96.25% [4.81/5.0])
- Learning Outcome 4: Recognize and appreciate the importance of institutional fit and how to determine it. (93.75% [4.68/5.0])

Supervising vs. Advising (92.71% [4.63/5.0])

- Learning Outcome 1: Have basic understanding of the role of each position. (92.50% [4.625/5.0])
- Learning Outcome 2: Have basic understanding of challenges they might face in their first year of either role. (91.25% [4.56/5.0])
- Learning Outcome 3: Understanding importance of having difficult conversations with staff members. (93.75% [4.63/5.0])
- Learning Outcome 4: Understanding of Supervisor/Advisor vs. friend boundaries. (93.33% [4.66/5.0])

A Day in the Life of an RD (96.56% [4.82/5.0])

- Learning Outcome 1: Have basic understanding of day to day responsibilities and routine. (97.50% [4.875/5.0])
- Learning Outcome 2: Have basic understanding of what it means to be a live in professional. (96.25% [4.8125/5.0])
- Learning Outcome 3: Have an understanding of work/life balance (96.25% [4.8125/5.0])
- Learning Outcome 4: Have an understanding of class/life balance (96.25% [4.8125/5.0])

Grad School 101 (85.00% [4.25/5.0])

- Learning Outcome 1: Have basic understanding of graduate preparation programs (82.67% [4.133/5.0])
- Learning Outcome 2: Have basic understanding of benefits of graduate school. (92.00% [4.6/5.0])
- Learning Outcome 3: Recognize resources to find graduate programs and the types of programs. (85.33% [4.266/5.0])
- Learning Outcome 4: Have basic understanding of grad school opportunities (ACUHO-i internship, study abroad, practicum) (80.00% [4.0/5.0])



Key takeaways

- High degree of satisfaction of all sessions (above 82%)
- High percentage (above 80%) of understanding of learning outcomes for all sessions
- Mentor time has positive comments and comments of critique; take a look at mentor/mentee time structure for future RD2Bs.
- Based on both assessments done, the attendees learned information related to being an RD.

What change (if any) needs to be made to the assessment process?

Moving forward for all RD2B Conferences, the pre/post-test should happen.

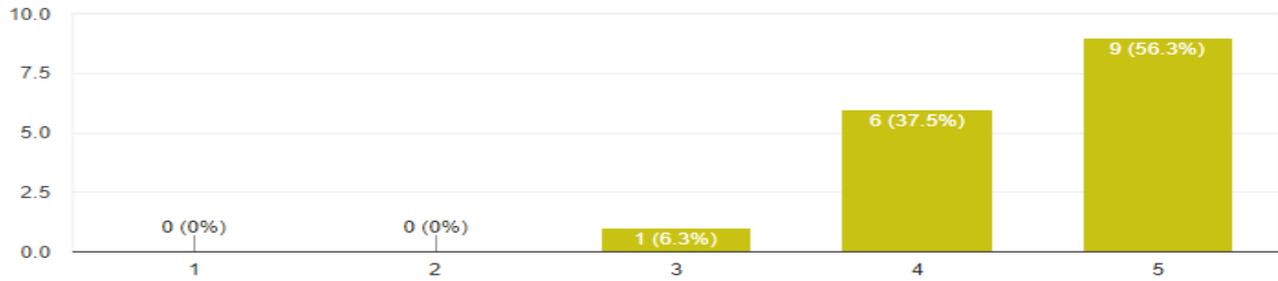
What results do you think should be communicated out to the membership?

- Conference Satisfaction
- Understanding of Learning Outcomes
- Comparison of previous RD2B Conferences

Please rate how satisfied you were with the following.

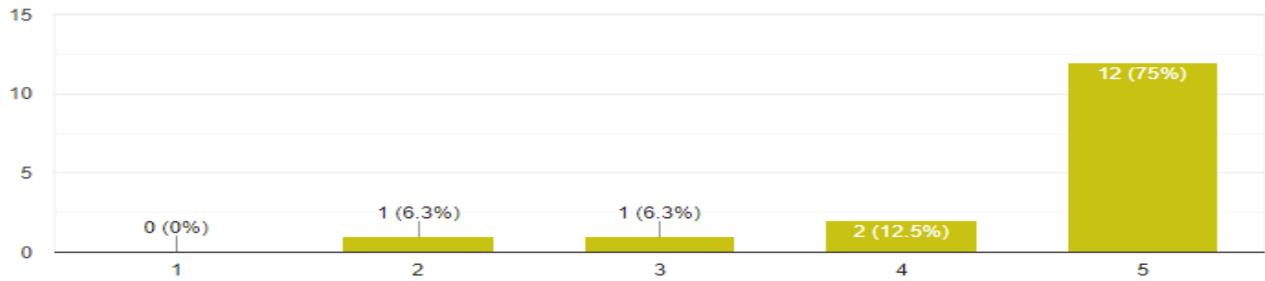
Welcome

16 responses



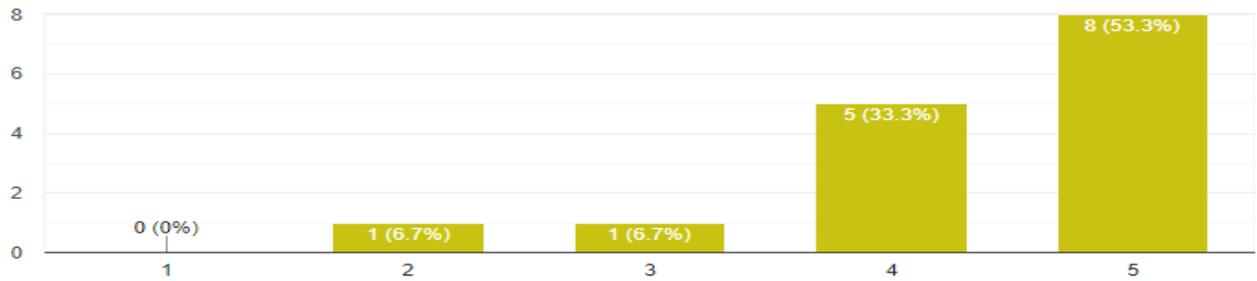
Session: Job Search

16 responses



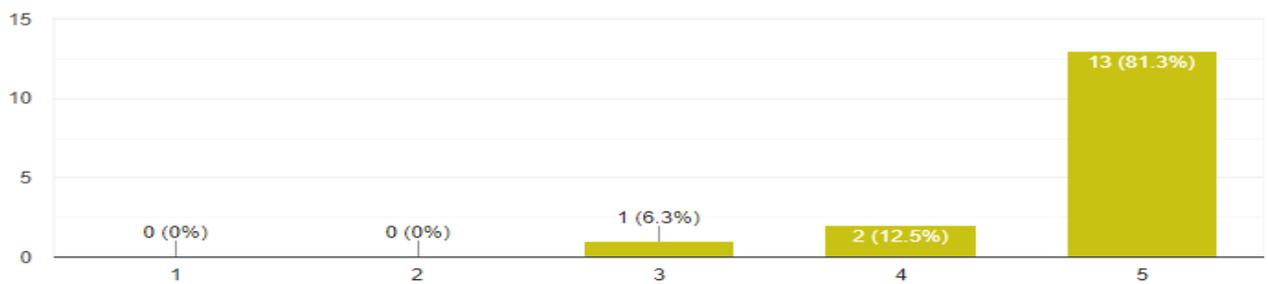
Session: Grad School 101

15 responses



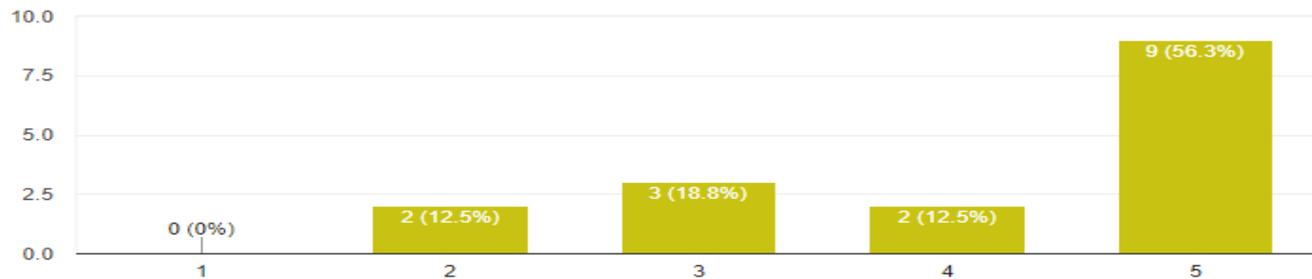
Session: Life as an RD

16 responses



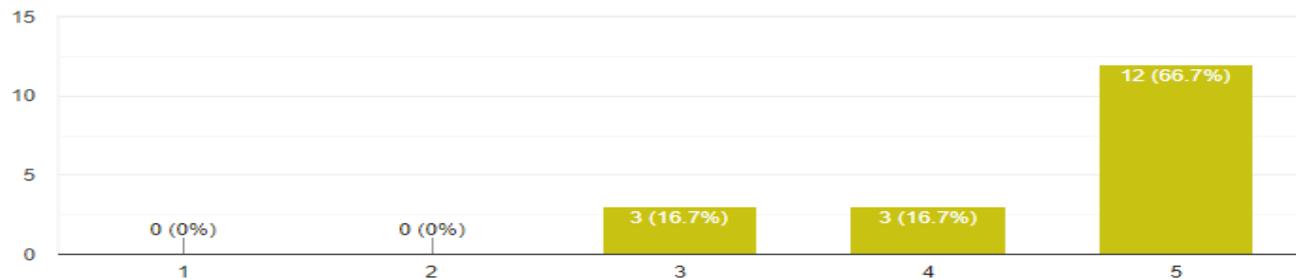
Session: Advising vs. Supervising

16 responses



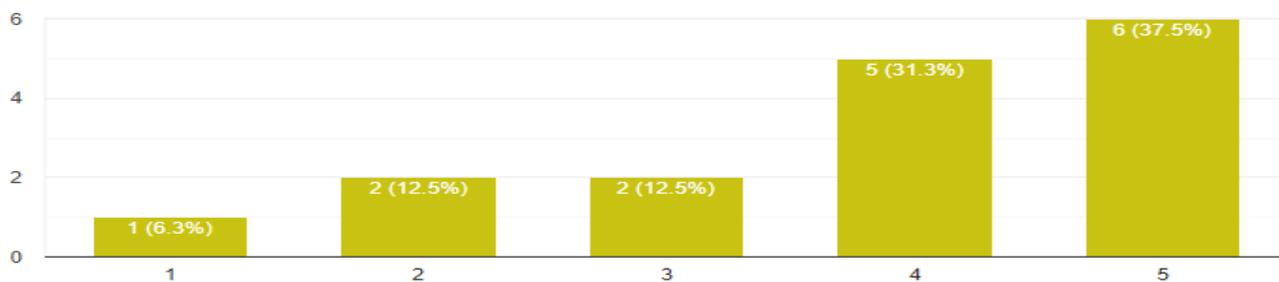
Lunch / Networking time

18 responses



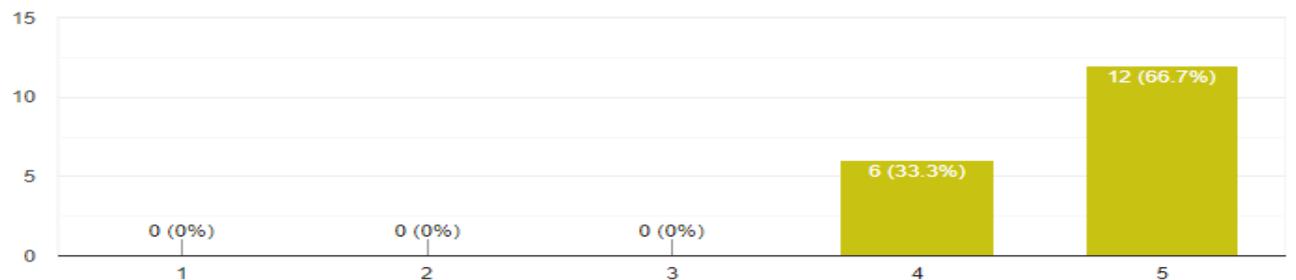
Closing / Swag Swap

16 responses



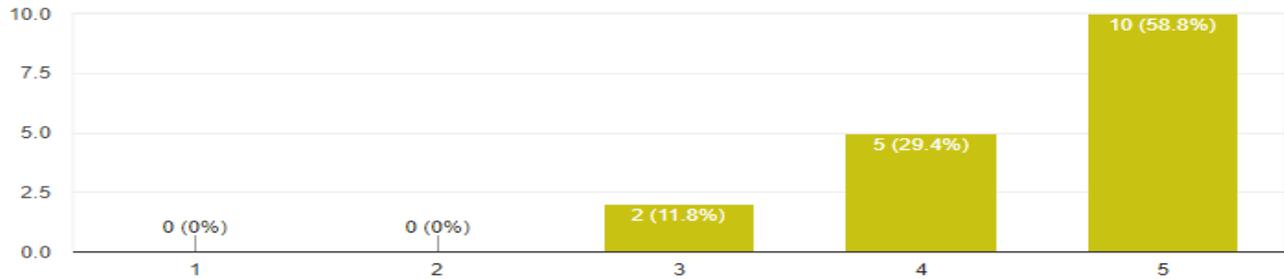
Communication from the NEACUHO New Professional Development Committee

18 responses



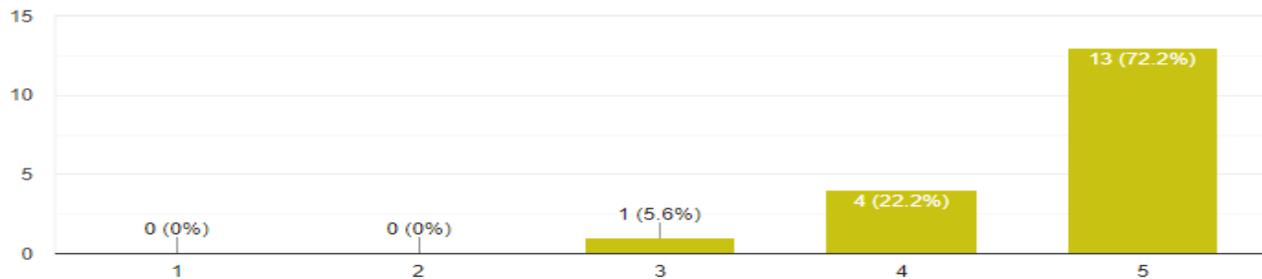
Directions on campus locations

17 responses



Overall Conference Experience

18 responses

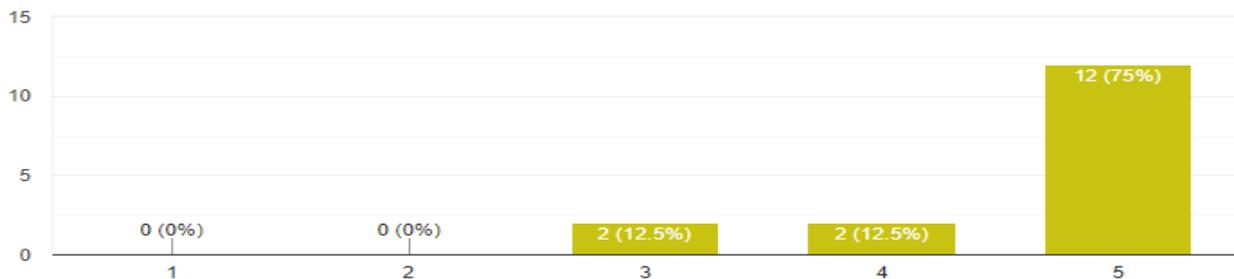


Conference Session Learning Outcomes

Session: Job Search

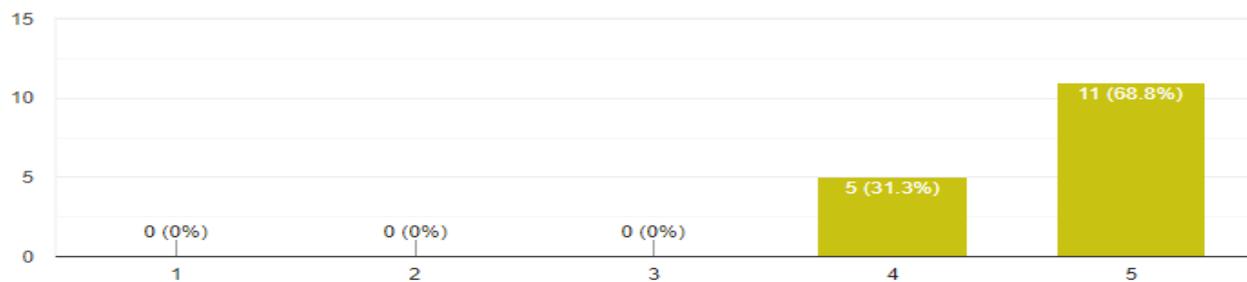
Learning Outcome 1: Evaluate priorities, wants, and needs to plan for own job search

16 responses



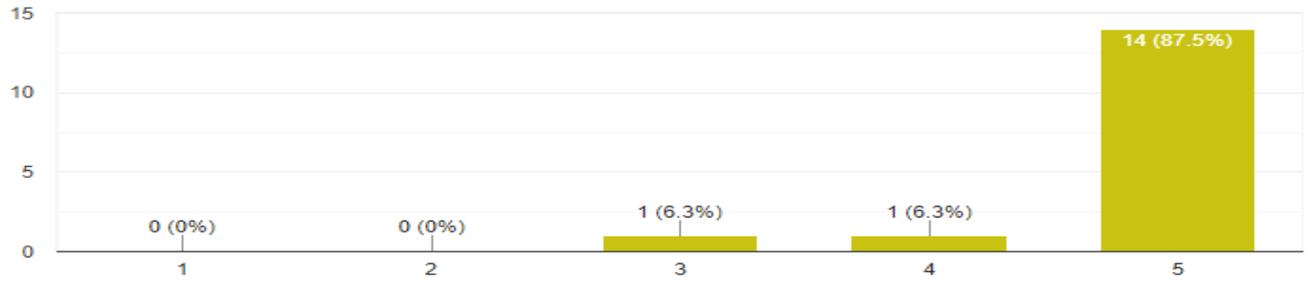
Learning Outcome 2: Use best practices to create solid resumes, cover letters, and reference lists.

16 responses



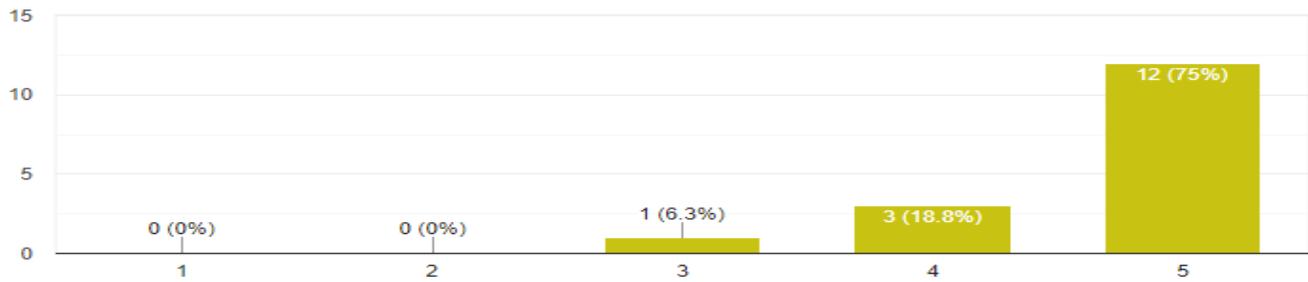
Learning Outcome 3: Be confident in the ability to participate in a job interview.

16 responses



Learning Outcome 4: Recognize and appreciate the importance of institutional fit and how to determine it.

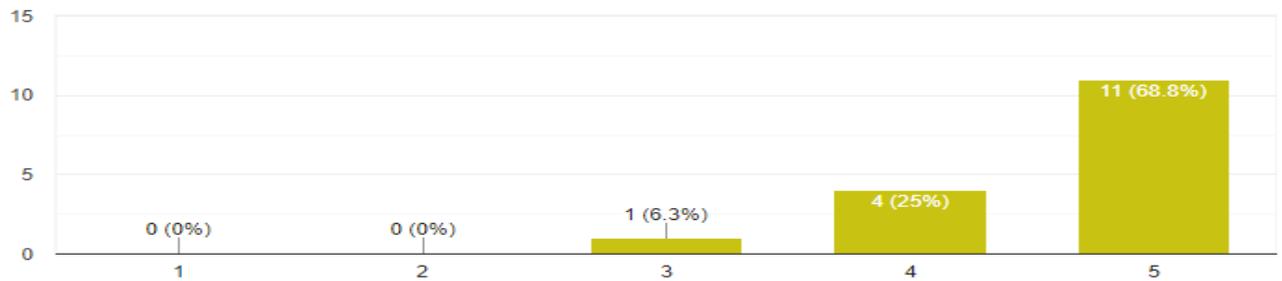
16 responses



Session: Supervising vs. Advising

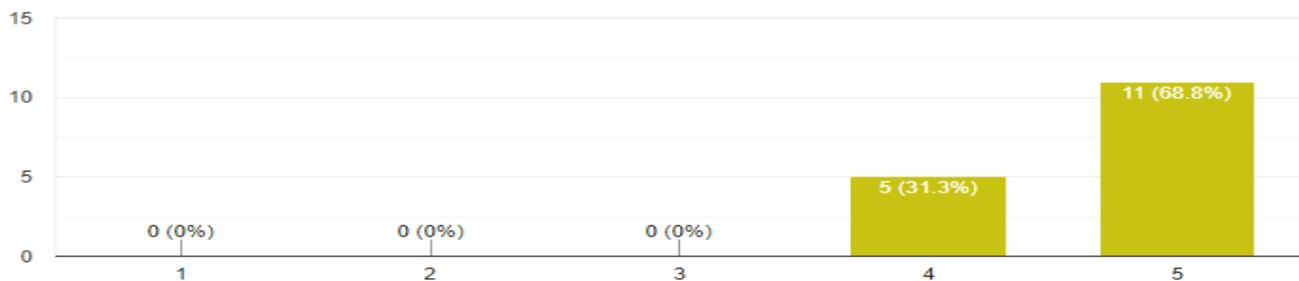
Learning Outcome 1: Have basic understanding of the role of each position.

16 responses



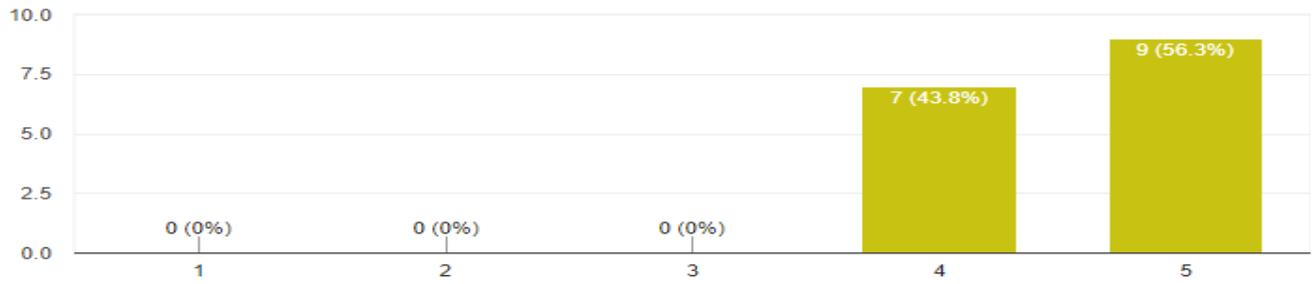
Learning Outcome 2: Understanding importance of having difficult conversations with staff members.

16 responses



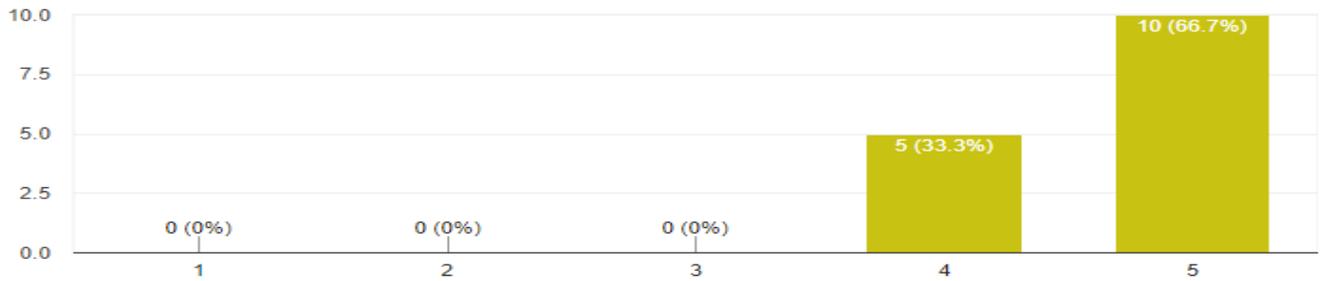
Learning Outcome 3: Have basic understanding of challenges they might face in their first year of either role.

16 responses



Learning Outcome 4: Understanding of Supervisor/Advisor vs. friend boundaries.

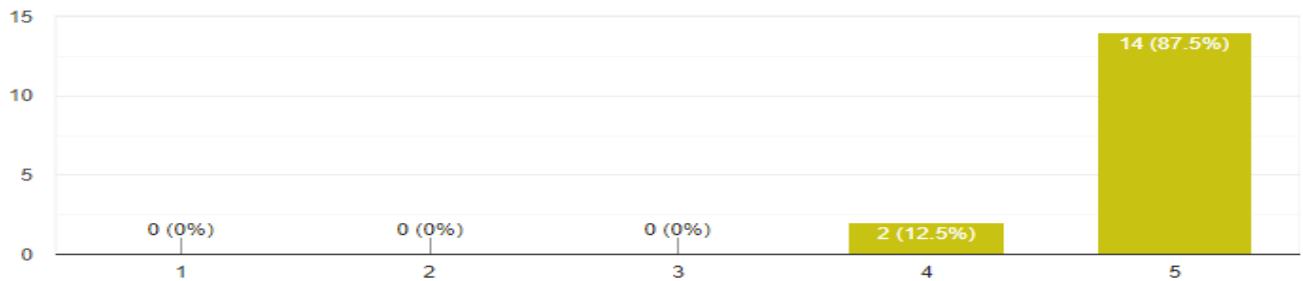
15 responses



Session: Day in the Life of an RD

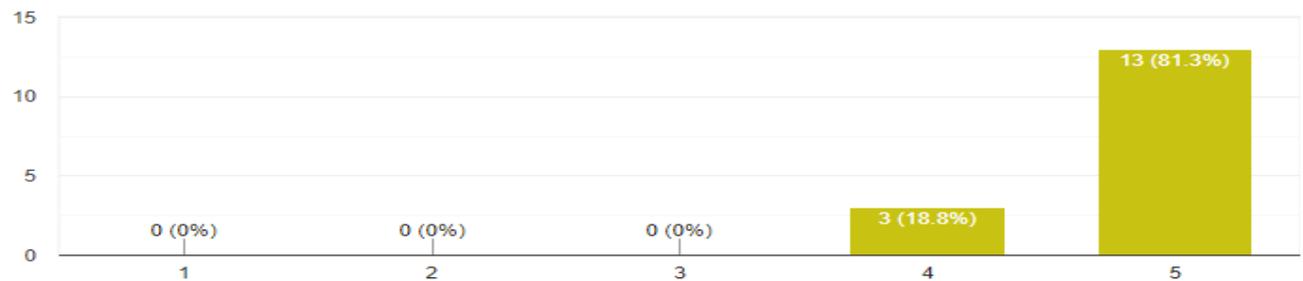
Learning Outcome 1: Have basic understanding of day to day responsibilities and routine.

16 responses



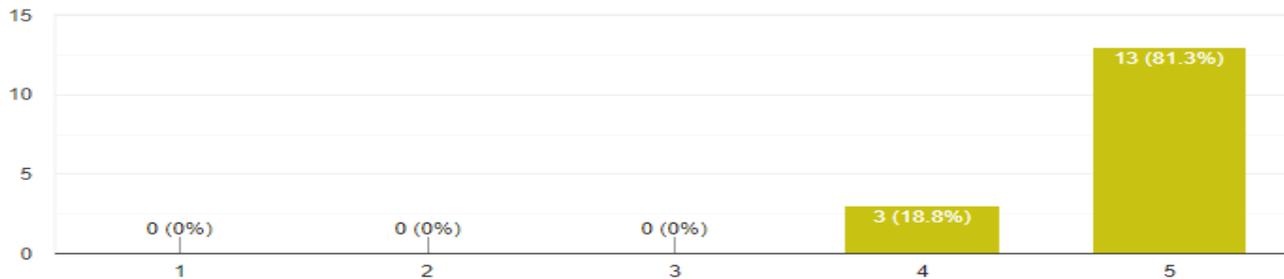
Learning Outcome 2: Have basic understanding of what it means to be a live in professional.

16 responses



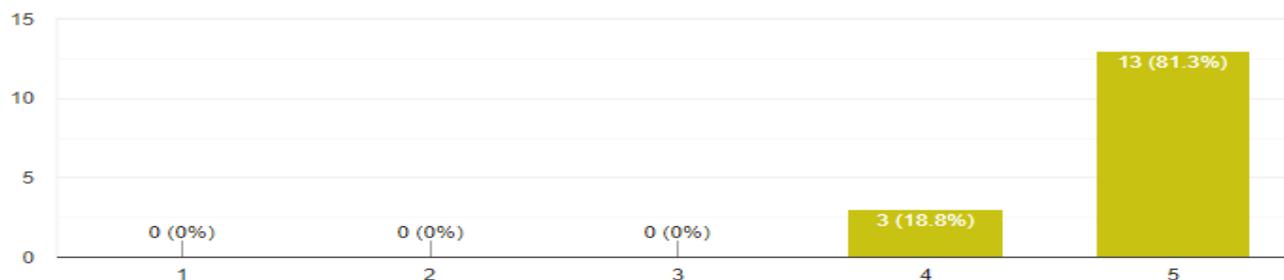
Learning Outcome 3: Have an understanding of work/life balance

16 responses



Learning Outcome 4: Have an understanding of class/life balance

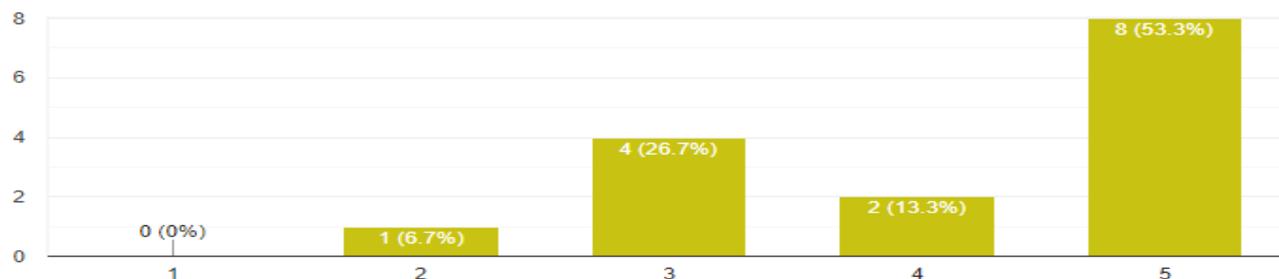
16 responses



Session: Grad School 101

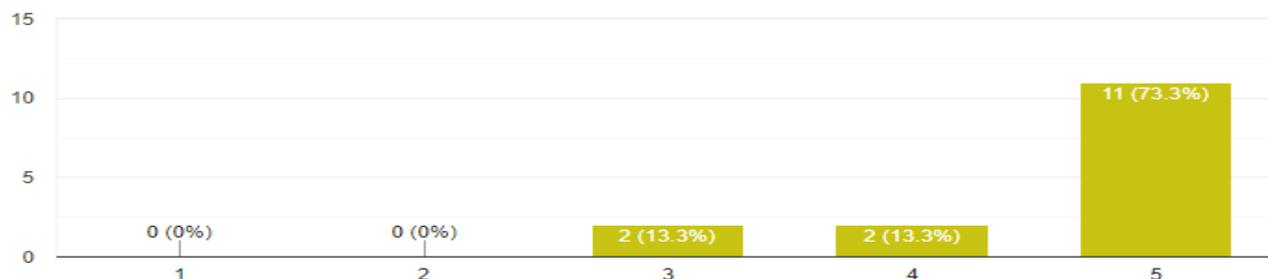
Learning Outcome 1: Have basic understanding of graduate preparation programs

15 responses



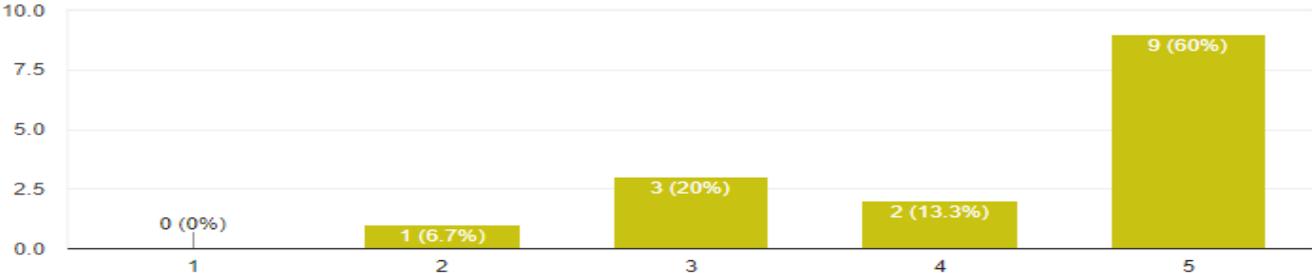
Learning Outcome 2: Have basic understanding of benefits of graduate school.

15 responses



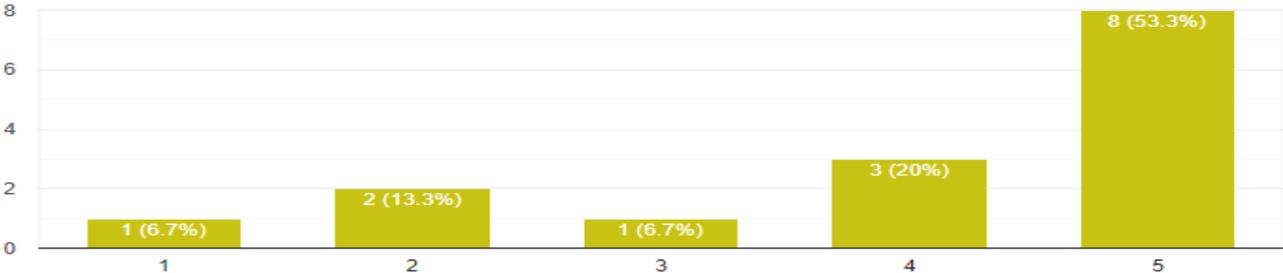
Learning Outcome 3: Recognize resources to find graduate programs and the types of programs.

15 responses



Learning Outcome 4: Have basic understanding of grad school opportunities (ACUHO-i internship, study abroad, practicum)

15 responses



Feedback Comments: In what ways has your understanding of RD Life changed?

I understand now how busy the life is and how to better manage time
I definitely wanna become an RD
I didn't really know what an RD's job looked like outside of staff meetings, being consistently available and having on-call hours, and Conduct meetings. This conference gave me a breadth of information for what the job entails, the different aspects of an RD's role, what their schedule looks like, how each institution may have different requirements and may offer assistanceships to pay for your professional development, and they had tangible links and resources for the job search! Was incredibly helpful and insightful.
Stressed about grad school stuff now but I gained a lot of knowledge and am excited
The details are more clear now
I think I always understood the role of an RD, but after RD2B I feel affirmed that it's a role I'd like to hold in the future.
I have a much better understanding of the day to day tasks of an RD in addition to how to become an RD
It is hard but fulfilling
I understand more of the transferable skills from my current RA experience to the RD job
Learned about more daily tasks

Please give feedback on your mentor/mentee time.

Paige was really nice and really open about sharing her experience
Loved it definitely will keep in touch with my mentor
He was great! Answered questions, shared his experience, shared his own resume with us, gave us advice, asked us questions about our interest. Very good.
I LOVED THE MENTOR MENTEE TIME. This was my favorite part of the whole thing and I loved being one on one and my mentor was amazing
it felt awkward and poorly timed
Mentor/mentee time was great! I felt so fortunate to have a professional who was engaged in conversation with me and genuinely wanted to be a resource in any way she could have. I wasn't expecting to leave the conference with a mentor that I could actually continue talking to, so it was a wonderful surprise! It was probably my favorite part of the conference.
wish we had more time
Overall very informative and helpful.
Mentor/Mentee time was fantastic. I think its a really important and useful part of the conference.
Paige was amazing and gave a lot of insight into the RD life
I wish we got to go over our resume in mentor time
I did not enjoy my mentor/mentee time. I did not feel that my mentor provided valuable insight into the field of SA or Higher Ed. My mentor talked 80% of the time and came into the session from a deficit based approach highlighting the areas that were really poor about my personal readiness and resume. It was not an enjoyable experience and it was a hard way to end the conference. I also felt like this individual was being extremely insensitive and unhelpful to the peer that was in my group.
It went well but occasional times without talking. Maybe add more questions to help guide the session?

Do you have any additional comments or feedback about this conference?

It was such an amazing conference with great presenters and great staff to talk to
I don't think the supervisor/advisor presentation was necessary. The presenters did a good job - I just think you could easily sum that up in two slides, and an hour focus on it was not necessary.
It lack networking opportunities.
I wish there was more information about how to find financial aid for grad school, or how to apply for practicums/assistantships/ etc. It was brought up a lot as an option but there wasn't much explanation or tips on how to find it.
do more outreach to invite other schools
This was well put together and very helpful
It would have been helpful in the graduate school session to actually learn about the difference between different student affairs/higher ed programs. As someone who is in the height of my graduate school search I would like to have more specific information on student affairs programs
Nope



Executive Summary – Reported By: Heather Quire – Assessment Coordinator

Conference: Fall RD2B 2019

Conference Date: November 16, 2019

Conference Location: Brandeis University

Learning Outcomes / Competencies Measured:

1. I am confident in what to look for when researching higher education and student affairs graduate programs.
2. I am confident in my ability to effectively job search for an RD position.
3. I am confident that I am aware of what a typical week looks like in the life of an RD.
4. I am confident that I know the difference between advising and supervising students.

What assessment methodology was used?

A paper pre-test and a post-test were done for this RD2B. The pre-test was given to the attendees at registration of the conference and collected before going to the first session of the day. A paper post-test was given to attendees after the last session and collected before leaving for the day.

The pre-test and post-test had the same questions 1 through 4 which asked attendees to rate their confidence level on the specific topic. The last question on the pre-test was *Please answer: What are three (3) things you hope to gain from this conference?*; while the post-test was *Please answer: What are three (3) things you learned from attending this conference?*

The pre-test data and post-test data was entered into forms to create spreadsheets of the data to analyze and compare.

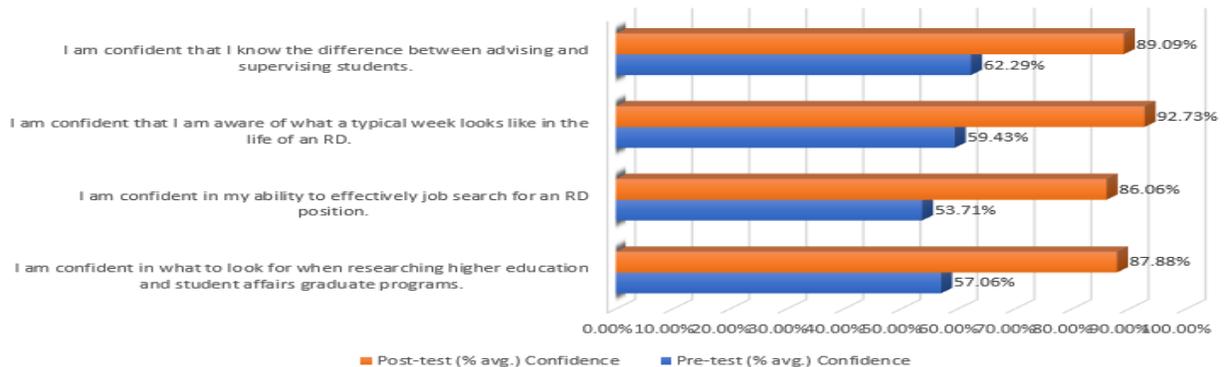
What were the findings?

The Pre-test and Post-test compared Confidence level based on a 1-5 rating scale.

	1	2	3	4	5	
Not at all confident	<input type="radio"/>	Very Confident				

The results of the pre-test and post-test is compared below in % (avg.).

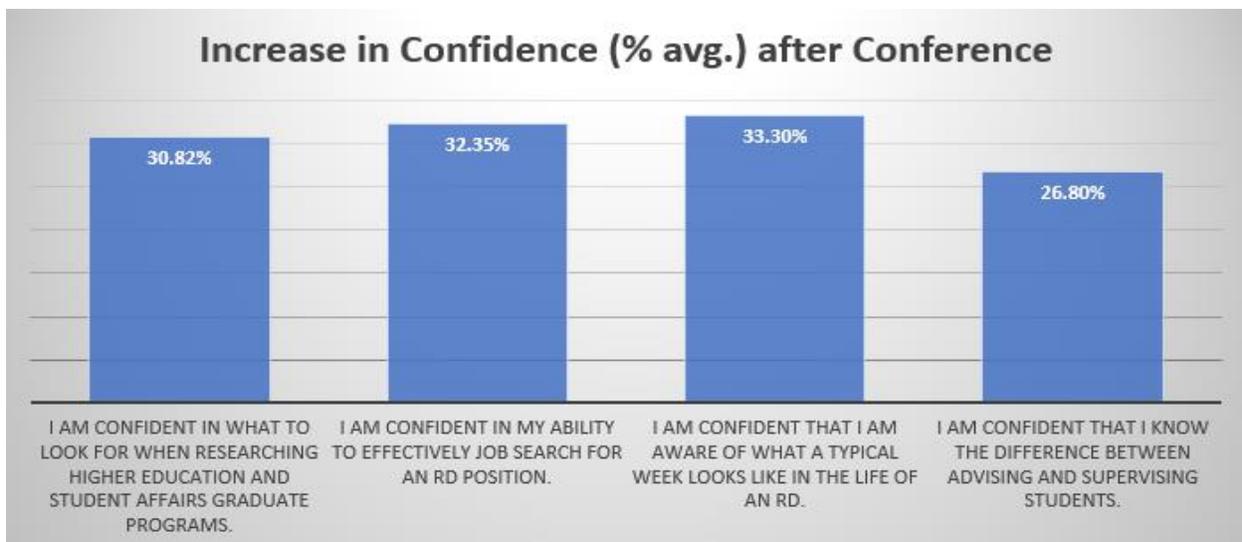
Fall 2019 RD2B Topic Confidence (% avg.)





Question	Pre-test (% avg.) Confidence	Post-test (% avg.) Confidence
I am confident in what to look for when researching higher education and student affairs graduate programs.	57.06%	87.88%
I am confident in my ability to effectively job search for an RD position.	53.71%	86.06%
I am confident that I am aware of what a typical week looks like in the life of an RD.	59.43%	92.73%
I am confident that I know the difference between advising and supervising students.	62.29%	89.09%

For the 4 questions asked on the pre-test and post-test there was about an average of 30.82% (avg.) increase for each question in confidence level from the start of the conference to the end of the conference.



Key takeaways:

- Confidence level increased on all topics by about 30% (avg.).

What change (if any) needs to be made to the assessment process?

- The paper pre-test and post-test worked well to have attendee fill out at the beginning of the conference and at the end of the conference.

What results do you think should be communicated out to the membership?

- Any and all of the information analyzed.



RD2B 2019 Pre-assessment

Please fill this out with your current knowledge base and understanding prior to the RD2B Conference at Brandeis University. A post-assessment will be done at the end of the conference. This assessment will be used to help gain understanding of the learning happening for this conference. Thank you for your participation.

Please rate your level of confidence in the following.

Please rate on a scale of 1 - 5 (1=Not at all confident, 2=low confidence, 3=Neutral, 4=confident, 5=very confident)

1. I am confident in what to look for when researching higher education and student affairs graduate programs.

1 2 3 4 5

Not at all confident Very Confident

2. I am confident in my ability to effectively job search for an RD position.

1 2 3 4 5

Not at all confident Very Confident

3. I am confident that I am aware of what a typical week looks like in the life of an RD.

1 2 3 4 5

Not at all confident Very Confident

4. I am confident that I know the difference between advising and supervising students.

1 2 3 4 5

Not at all confident Very Confident

5. Please Answer: What are three (3) things you hope to gain from this conference?



RD2B 2019 Post-assessment

Please fill this out with your current knowledge base and understanding having attended the RD2B Conference at Brandeis University. This assessment will be used to help gain understanding of the learning happening for this conference. Thank you for your participation.

Please rate your level of confidence in the following.

Please rate on a scale of 1 - 5 (1=Not at all confident, 2=low confidence, 3=Neutral, 4=confident, 5=very confident)

1. I am confident in what to look for when researching higher education and student affairs graduate programs.

1 2 3 4 5

Not at all confident Very Confident

2. I am confident in my ability to effectively job search for an RD position.

1 2 3 4 5

Not at all confident Very Confident

3. I am confident that I am aware of what a typical week looks like in the life of an RD.

1 2 3 4 5

Not at all confident Very Confident

4. I am confident that I know the difference between advising and supervising students.

1 2 3 4 5

Not at all confident Very Confident

5. Please Answer: What are three (3) things you learned from attending this conference?

Fall RD2B 2019 Conference at Brandeis University Google Analytics for Pre-assessment & Post-assessment

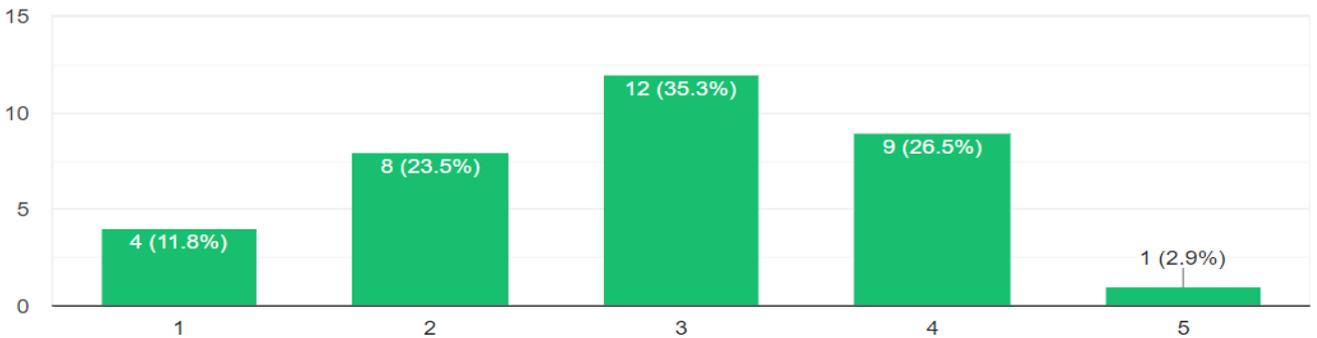
Pre-assessment: Likert-Scales used in questions 1 through 4



Question 1:

I am confident in what to look for when researching higher education and student affairs graduate programs.

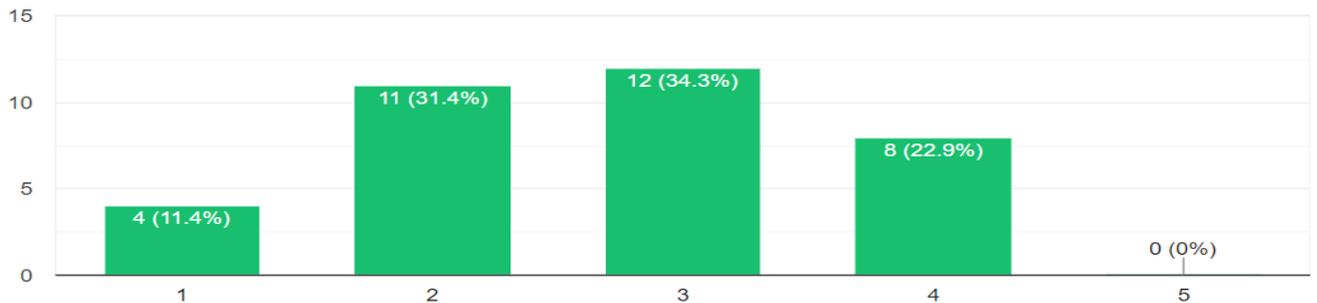
34 responses



Question 2:

I am confident in my ability to effectively job search for an RD position.

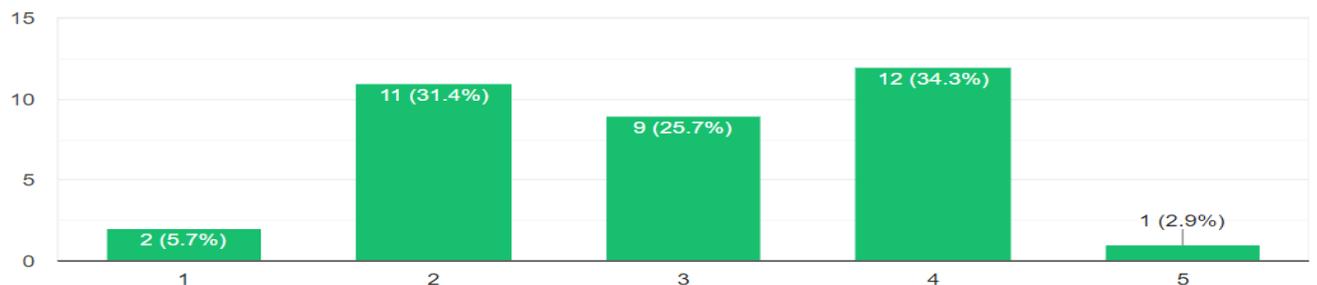
35 responses



Question 3:

I am confident that I am aware of what a typical week looks like in the list of an RD.

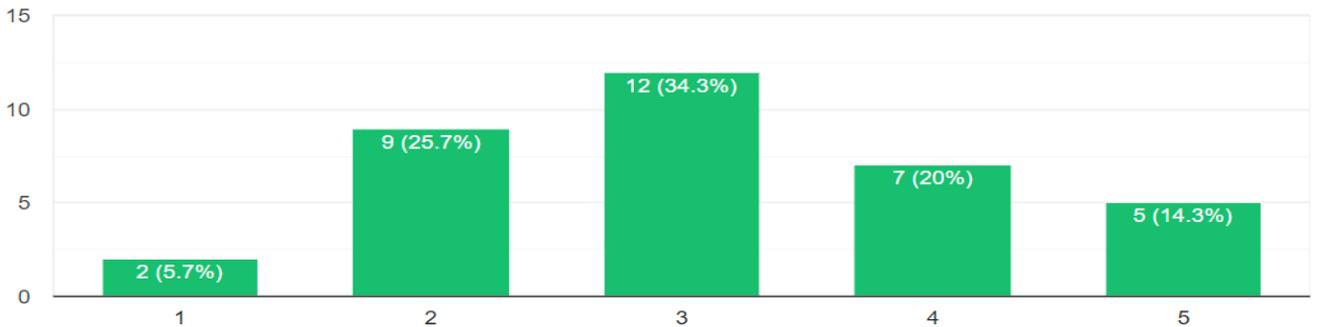
35 responses



Question 4:

I am confident that I know the difference between advising and supervising students.

35 responses



Please answer: What are three (3) things you hope to gain from this conference?

How to choose/find grad school
Better understanding of advising vs supervising; what I should be looking for when searching for SA jobs; How to effectively search for RD or SA jobs
Networking; Insight on job searching for next year; Insight on looking for grad programs
Connections with young professionals; Resume review; To answer #4 (Supervising vs. Advising)
Networking; Learn RD Life; Job search help
Grad School Ideas; RD Job info; Advising Skills
insight into the road to become an RD; How to find jobs
Networking; Job searching; How to efficiently research jobs
Things to know about grad school; insight into the RD position; job search
Networking; Professional Development; meet new RAs
Professional development, networking, and meet new people
Resource; knowledge, opportunity
Networking opportunity; more about the "unseen" roles of an RD
Knowledge, Experience, skills necessary to be effective in the RD role.
Networking opportunity; how to find RD Jobs; Higher understanding of RD position
a better understanding of the RD role; advice on the graduate school search; information on being a grad RD
what RA Skills to expand upon on resume; when to apply to RD jobs; how to negotiate RD Salary/room
Grad school app. tips; Trends in Residence Life; Applying for an RD position with little RA experience
Connections; friendships; confidence
How to make proper connections; what to expect as an hall director
Grad schools; what RD do behind the seen
mentorship; resume review; network
learn more about what it takes to be an RD; networking
opportunity for professional development; networking with other institutions; learn how to properly search for assistantships
How do you find these positions; do you actually need a masters; how do you go to grad school and be an RD
what to look for in a grad program; how to build resume; how to apply for jobs
See if this is a potential future career I'd like; what research into job search/future higher ed.; Education, what my future 5 year plan could look like
Tips on searching grad schools; how to compare schools
Understanding how to find a job in student affairs; jobs in residential life that are not for graduate students; future upward progression in Res. Life
options in residential life; day in the life of a RD; how job transitions work in residence life
skills, knowledge, connections

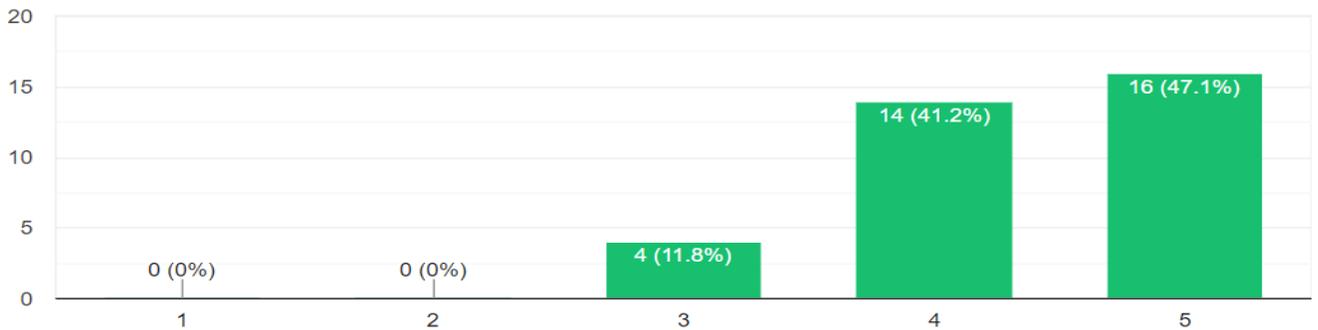
Post-Assessment: Likert-Scale used in questions 1 through 4.



Question 1:

I am confident in what to look for when researching higher education and student affairs graduate programs.

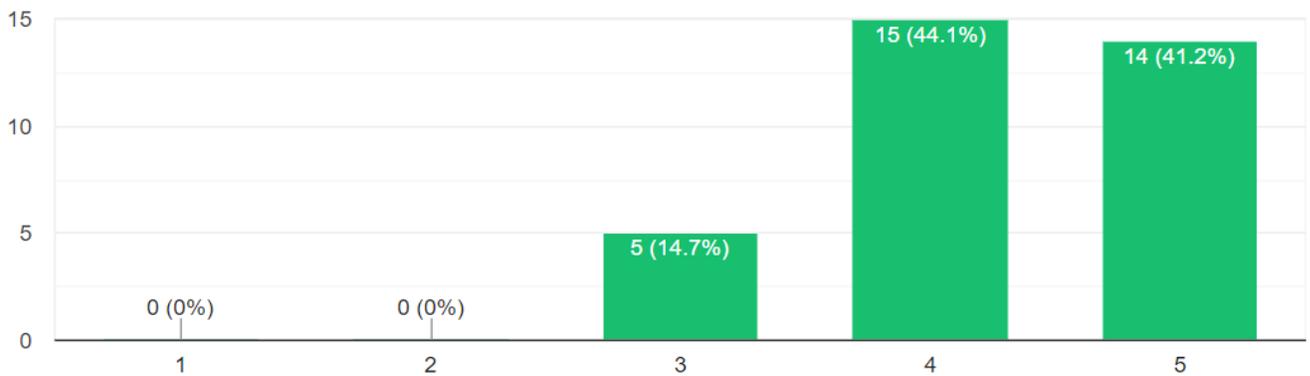
34 responses



Question 2:

I am confident in my ability to effectively job search for an RD position.

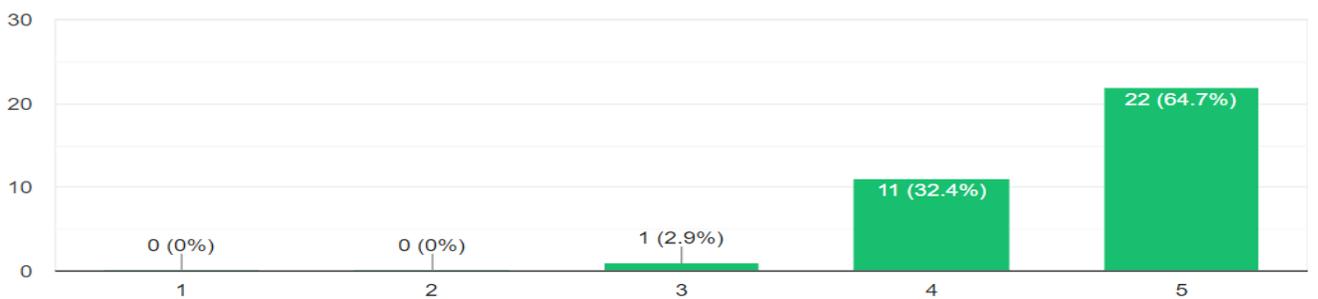
34 responses



Question 3:

I am confident that I am aware of what a typical week looks like in the list of an RD.

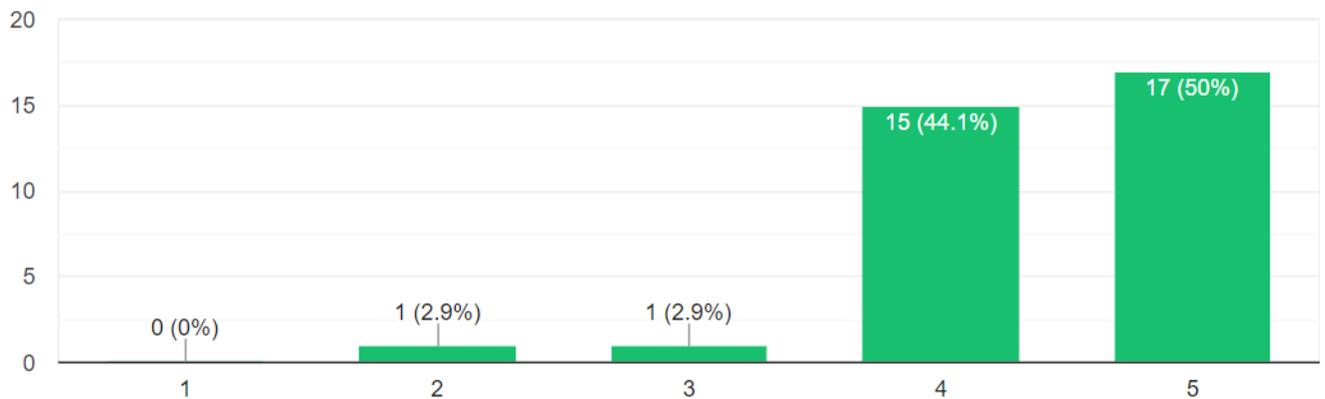
34 responses



Question 4:

I am confident that I know the difference between advising and supervising students.

34 responses



Please answer: What are three (3) things you learned from attending this conference?

difference between graduating and working into programs, busy like as an RD, about not being wrong with decision
How to find graduate schools; what tasks RDs are responsible for; what to expect for the application process.
What to look for in the Program
send cover letter with resume; advising vs supervising; behind the scenes RD duties
skill set needed for position; how to manage a staff; searching for a position
how to find a grad school; how to get a job; interview
there are many options, it's a small field; setting boundaries
behind the scenes, advising & supervising; importance of thank you
Devon is amazing!; new professional development; how to set boundaries
interview tips; difference between advising/supervising; other institution process
job searching skills; apply to grad program advice; learned about different experiences
I learned the difference between advising & supervising; I gained resources to turn to when looking for higher ed job; I learned valuable "behind the scenes" information about the life of an RD
to look for assistantships; how to be a supervisor- not a friend; how to manage a tough RD schedule
how to effectively search for a job/school; about burnout & how to cope with burnout; effective leadership
Ask questions, don't pay for grad school, set boundaries; ** I think something that would be helpful would matching mentors & mentees better - I had alot of questions
websites to help job search; interview tips; how the average week looks for a RD
What to ask about during interviews & when to ask those questions; that research is key where you apply
what to look for in RD positions, life of an RD; how to be a supervisor and advisor
how to look for jobs in higher ed; difference between GAs and RDs; where to find programs
better understanding of current higher ed climate; pros/cons of going straight to grad school; many paths
different tracks for grad programs; duties of an RD; networking
definitely how to approach employers; having a mentor is valuable; duty protocol is different everywhere
skills; knowledge; connections
resume help; regular week; plans always change
apply to many programs; practice self-care; maintain a good work-life balance
connections; networking; job opportunities
things to look for in an RD job; how to manage time as an RD; the importance of making connections
difference between advising an supervising; how to apply to grad school /what to look for; higher e is attainable
How to properly interview; networking with other professionals / paraprofessionals; I definitely want to work in Residential life

NEACUHO

Northeast Association of College and University Housing Officers



2019 Res. Ops Conference Manhattan College Assessment Packet

Included in this Assessment Packet:

- Executive Summary by Assessment Coordinator 2 pages
- Demographics Summary including charts/graphs 4 pages
- Conference Summary via Google Analytics 4 pages
- Comment Responses: Feedback questions 5 pages

Report prepared by: Heather Quire M.S. Ed.
NEACUHO Assessment Coordinator



Executive Summary - Report By: Heather Quire – Assessment Coordinator

Conference: Res. Ops. 2019

Conference Date: December 6, 2019

Conference Location: Manhattan College

Learning Outcomes / Competencies Measured:

- Learning Outcome 1: Attending this conference will gain understanding of best practices of housing operations.
- Learning Outcome 2: Attending this conference will allow new professionals the opportunity to learn about operations.
- Learning Outcome 3: Attending this conference will build a foundation about housing operations to aid in residence life & housing career path and future operation focused professional development opportunities.

What assessment methodology was used?

A post-event survey was used to determine the efficacy of the conference in reaching the above learning outcomes and competency measurements. The survey was approximately 35 questions in length and included both quantitative and qualitative data. There were 4 sections: 1) demographics, 2) conference learning outcomes, 3) specific conference questions and 4) additional feedback questions including sense of belonging questions.

For quantitative data collection, attendees were asked to rate their experience using a scale of 1 to 5 (1 being strongly dissatisfied with the experience or very low understanding of the topic and 5 being strongly satisfied with the experience or very high understanding of the topic). Additionally, for the rating of learning outcomes, there was a scale of 1 to 5 (1 being low and 5 being high) For qualitative data collection, attendees were asked several feedback questions and for any comments they had regarding the conference as a whole.

What were the findings?

There was a 44% response rate, 33 respondents of the 75 attendees who the survey was sent to.

The average number of years of attending in the profession: 7.47 years

For demographic information see executive summary within the overall assessment packet

Conference Learning Outcomes (avg%): Overall understanding: 75.53% [3.77/5.0]

- Learning Outcome 1: Attending this conference will gain understanding of best practices of housing operations. 72.73% [3.63/5.0]
- Learning Outcome 2: Attending this conference will allow new professionals the opportunity to learn about operations. 77.50% [3.875/5.0]
- Learning Outcome 3: Attending this conference will build a foundation about housing operations to aid in residence life & housing career path and future operation focused professional development opportunities. 76.36% [3.81/5.0]

Overall Satisfaction of Conference Experience: (75.15% [3.75/5.0])



Satisfaction of Sessions:

- Welcome: (78.18% [3.90/5.0])
- Session - The (Hotel) Suite Life: Managing College Students in a Hotel: (78.18% [3.90/5.0])
- Session - Housing Operations Managers are Retention Experts: (80.00% [4.0/5.0])
- Session - Using Google Suite to Increase Efficiency and Effectiveness: (81.54% [4.07/5.0])
- Session - Overview of Assessment: Let's Tell a Story: (71.67% [3.58/5.0])
- Session - Coordinating Controlled Chaos: A Residence Coordinators Experience with Opening a New Building: (71.11% [3.55/5.0])
- Session - Considering a Centralized Residential Check-In for First Year Students: (74.67% [3.73/5.0])
- Session - Managing Organizational Change Through Strategic Planning and Professional Development Roundtable: (72.00% [3.6/5.0])
- Session - Centralized Duty Scheduling: (85.45% 4.27/5.0])
- Session - Lions and Tigers and Small Horses - Navigating the ESA Process on your campus: (84.62% [4.23/5.0])
- Session - Emergency Housing Relocation Roundtable: (70.91% 3.54/5.0])
- Session - Take Your Housing Selection Process to the Next Level: (80.00% [4.0/5.0])
- Lunch and Vendor Fair (64% [3.2/5.0])

Key takeaways

- Several feedback comments about having the schedule of presentations further in advance than the few days beforehand.
- Almost all of the comments were positive when asked if this conference was beneficial to individual professional development.
- The degree of satisfaction of all sessions ranged from 70.00% to 85.45%
- The lunch and vendor fair was rated the lowest of the day at 64.00%.
- The percentage (avg.%) of understanding of all learning outcomes was 75.53%
- The percentage of individuals who were able to make a connection at the conference was: 90.9% (33 responses: 30=Yes | 3=No)
- The percentage of individuals who were able to connect with a person in a leadership role in NEACUHO was: 67.7% (31 responses: 21 = Yes| 10 =No)
- The percentage of individuals who responded that this was an inclusive conference was: 100% (33 responses: 33=Yes | 0=No))

What change (if any) needs to be made to the assessment process?

None at this time

What results do you think should be communicated out to the membership?

- Any and all information.



Demographic Summary – Reported By: Heather Quire – Assessment Coordinator

Conference: Residential Operations. 2019

Conference Date: December 6, 2019

Conference Location: Manhattan College

NEACUHO is collecting data on demographics to better understand who responds to surveys and evaluations. On the evaluation, there is a disclaimer that states that no demographic question is required, it is optional to answer any questions listed in the demographic section.

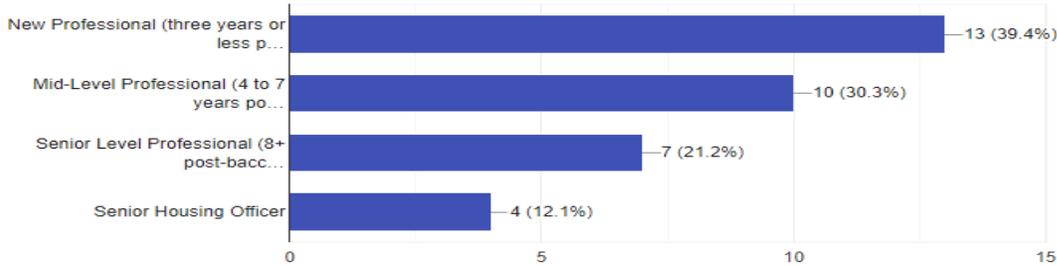
This is an Executive Summary of the demographics of the responses from the overall evaluation of the Res. Ops. Conference.

What were the findings?

Demographic Information

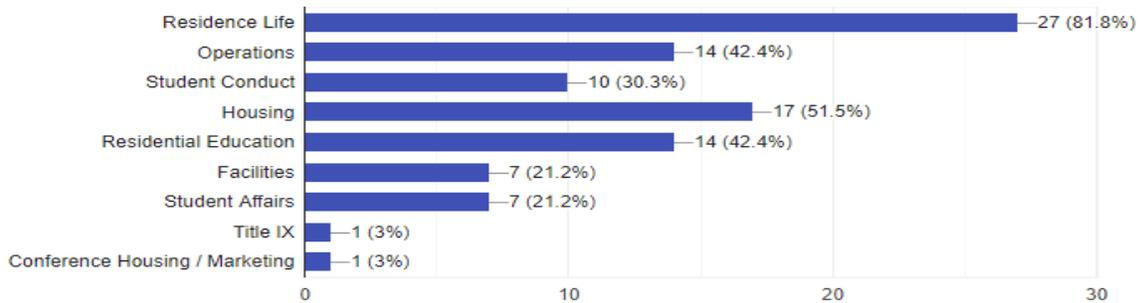
Professional Level

33 responses



What is the main function of your position - check all that apply

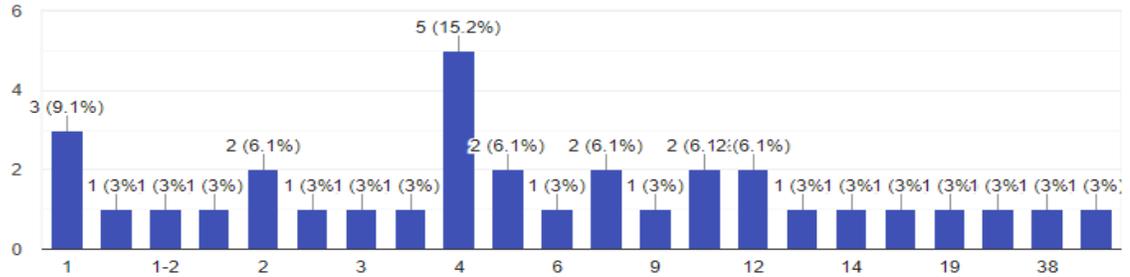
33 responses



Number of years as a full time professional: average = 7.47 years

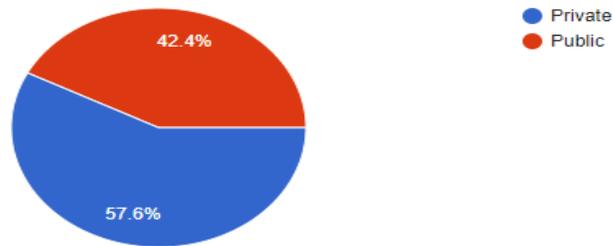
Number of years as a full time professional.

33 responses



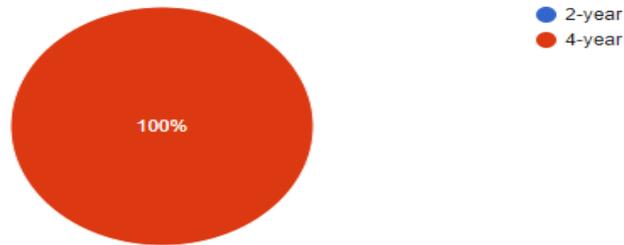
Institution Type - Private or Public

33 responses



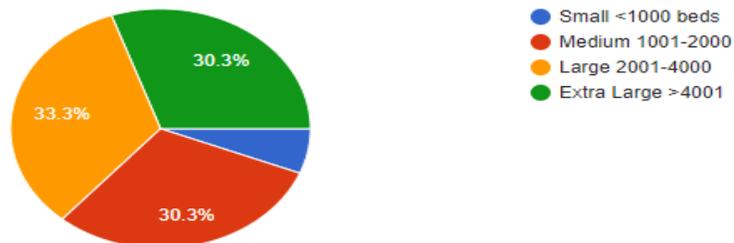
Institution Type - 2 year or 4 year

33 responses



Institution Size

33 responses





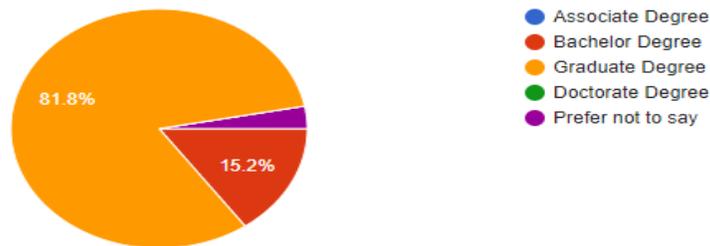
Which NEACUHO District is your institution a part of?

33 responses



What is the highest level of education you have completed?

33 responses

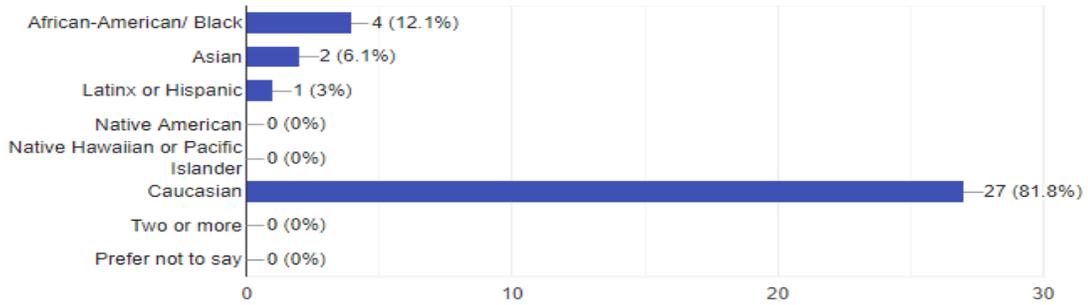


Feedback Question: Are there any accessibility concerns or feedback that would have made your NEACUHO Conference experience better or that we can consider at future events/offerings? Please explain.

No
N/A
no
Some folks did not use the microphone systems which is a challenge for attendees who are hard of hearing. Some people asked if they should use the microphones for ADA compliance which could put attendees who may be hard of hearing on the spot in a room full of their peers.
Microphones for every presentation.
More advanced notice of presentations. Some presenters I spoke with did not know they were presenting until a day or two before their presentation and had to throw something together in that time.
n/a
Gluten free was noted on my registration, however the catering staff were unaware until I brought it forward. It was accommodate once expressed, but having noted prior to coming, it would be helpful to loop necessary people in on this.
None
It would have helped to pass the microphone around the room when the Board was talking.
I enjoyed there was time to network, but I'd like to see continuous networking opportunities between conferences.
I have loved all of the sessions

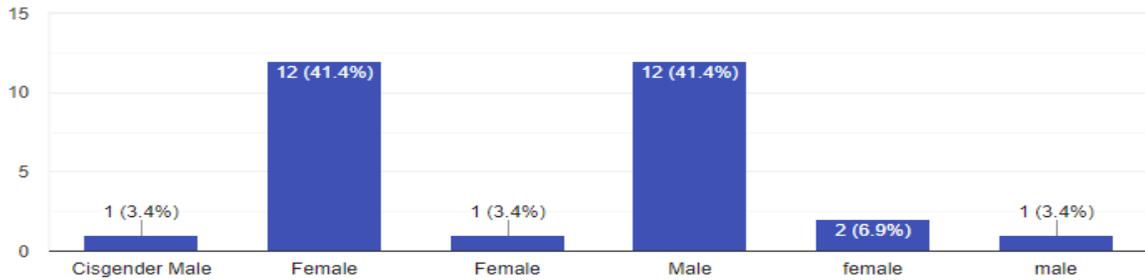
Please specify your race &/or ethnicity.

33 responses



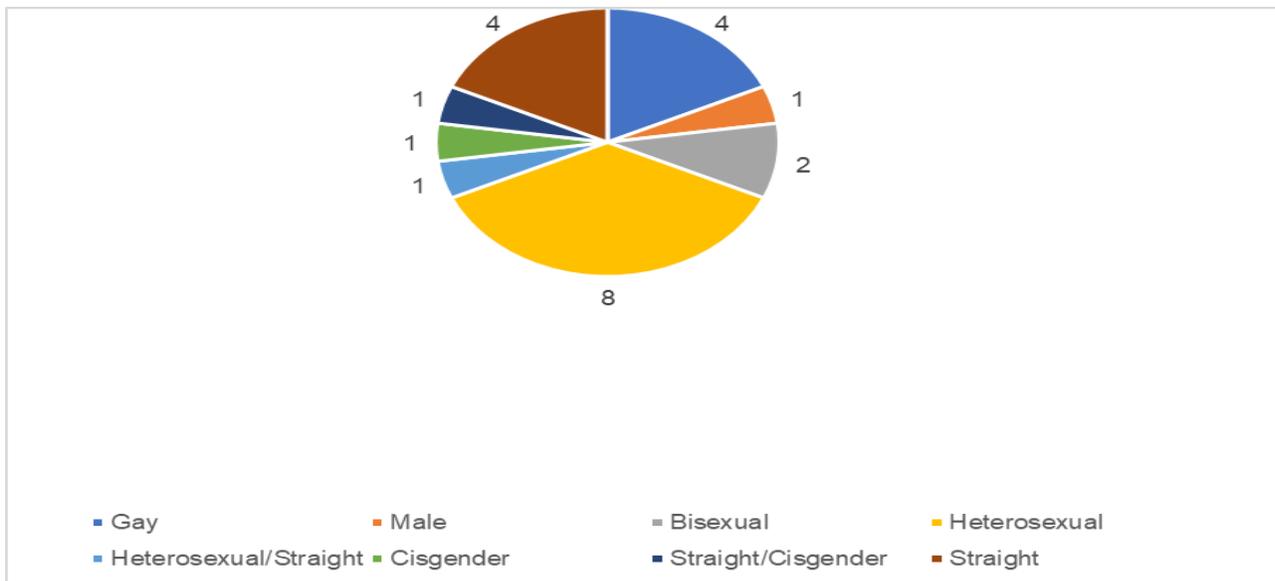
Please identify your gender.

29 responses



Please identify your sexual identity/orientation.

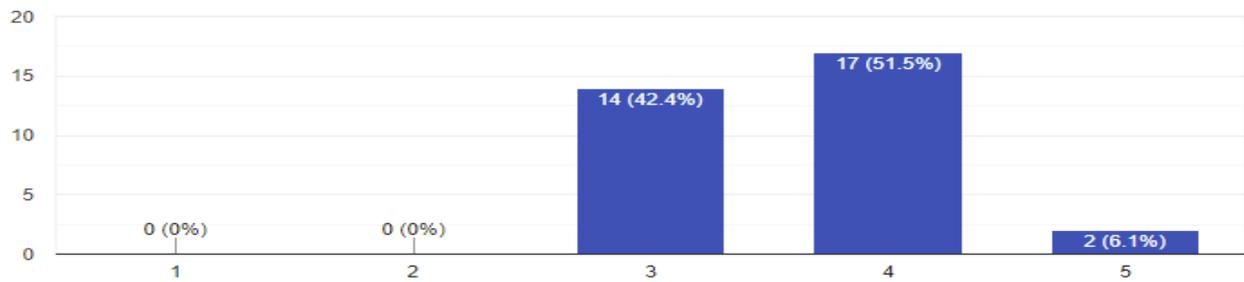
22 responses



Conference Session Learning Outcomes

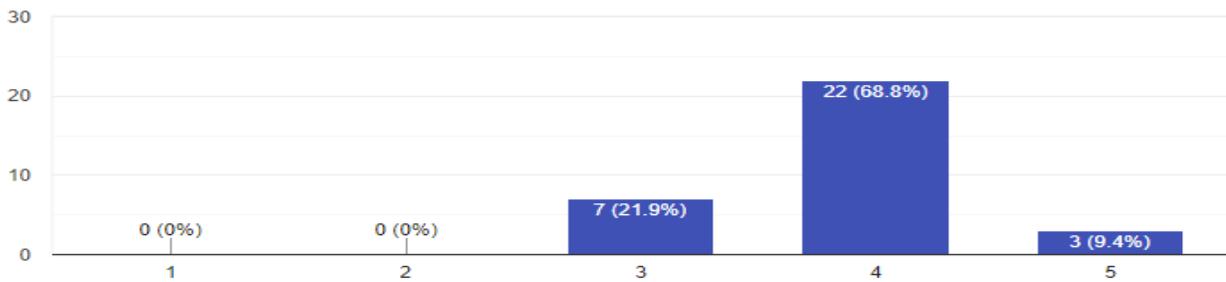
Conference Learning Outcome 1: Attending this conference will gain understanding of best practices of housing operations.

33 responses



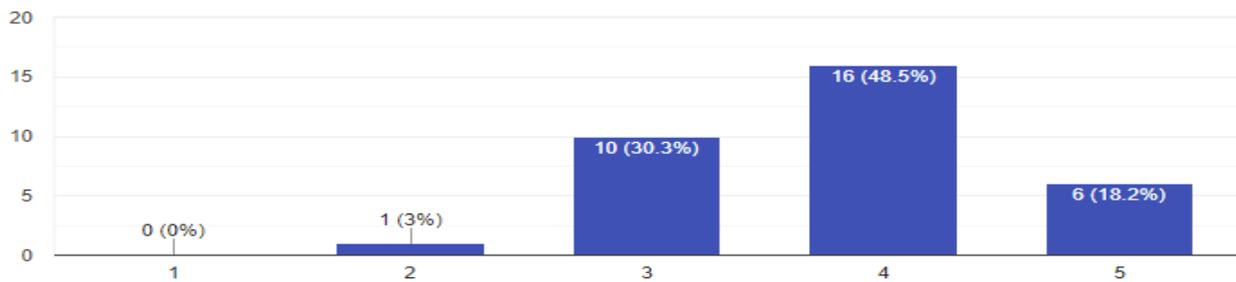
Conference Learning Outcome 2: Attending this conference will allow new professionals the opportunity to learn about operations.

32 responses



Conference Learning Outcome 3: Attending this conference will build a foundation about housing operations to aid in residence life & housing career path and future operation focused professional development opportunities.

33 responses

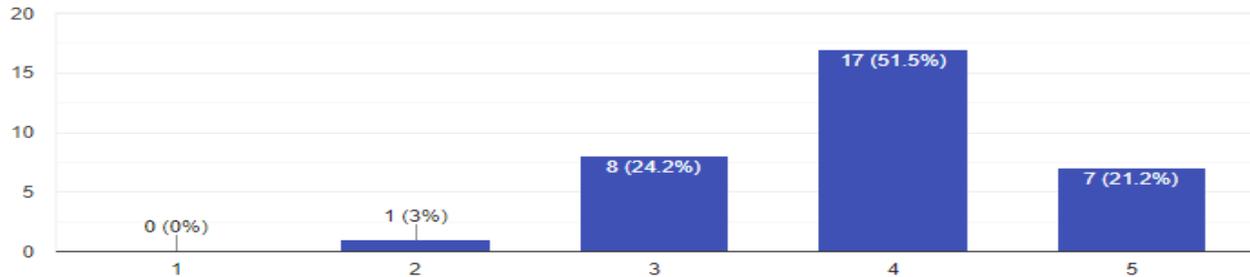


Satisfaction with Sessions

Please rate how satisfied you were with the following sessions/presentations

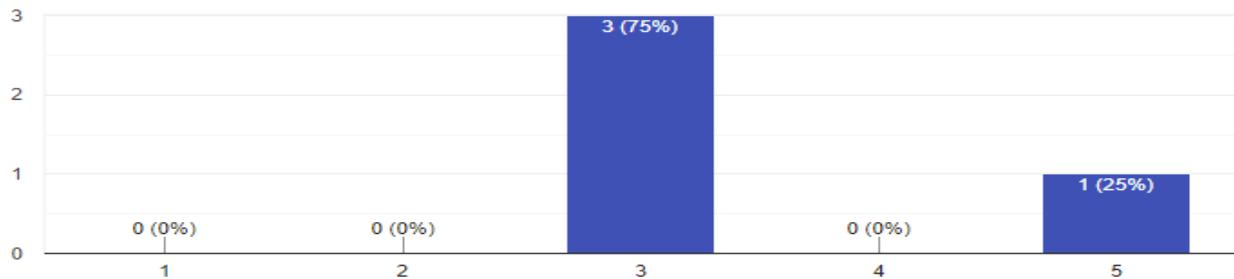
Welcome

33 responses



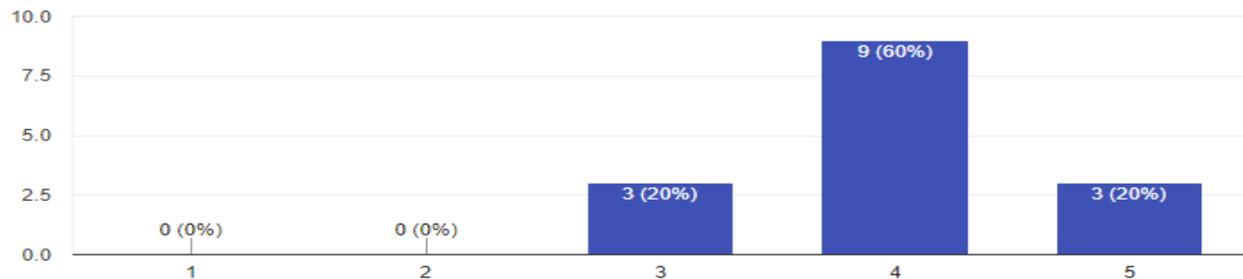
The (Hotel) Suite Life: Managing College Students in a Hotel

4 responses



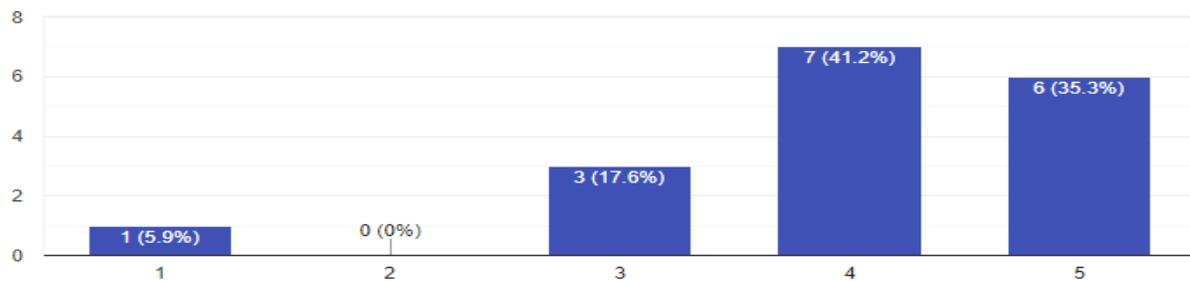
Take Your Housing Selection Process to the Next Level

15 responses



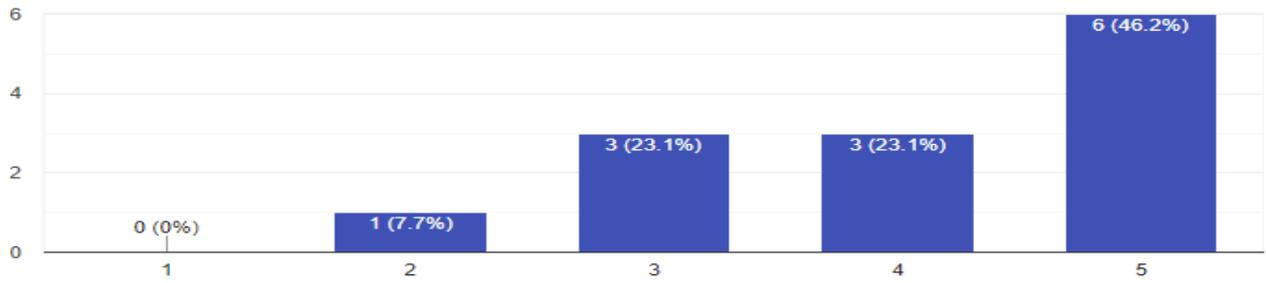
Housing Operations Managers are Retention Experts

17 responses



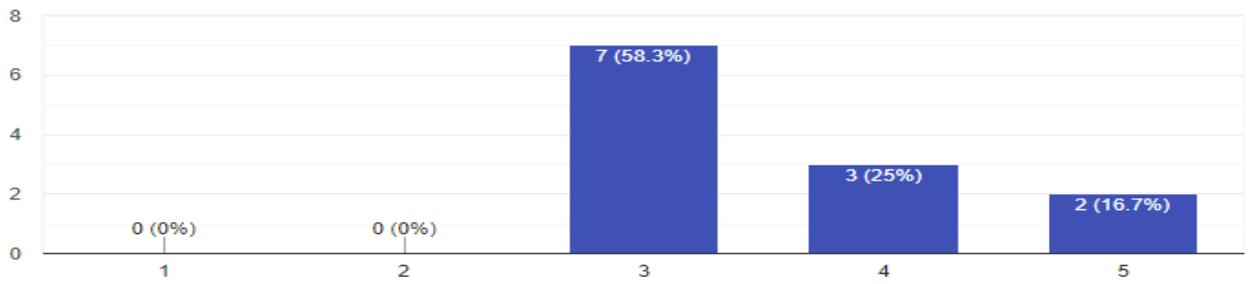
Using Google Suite to Increase Efficiency and Effectiveness

13 responses



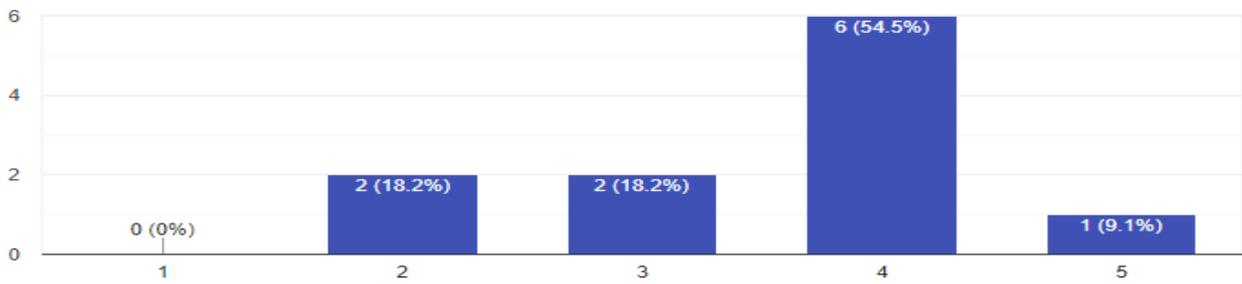
Overview of Assessment: Let's Tell a Story

12 responses



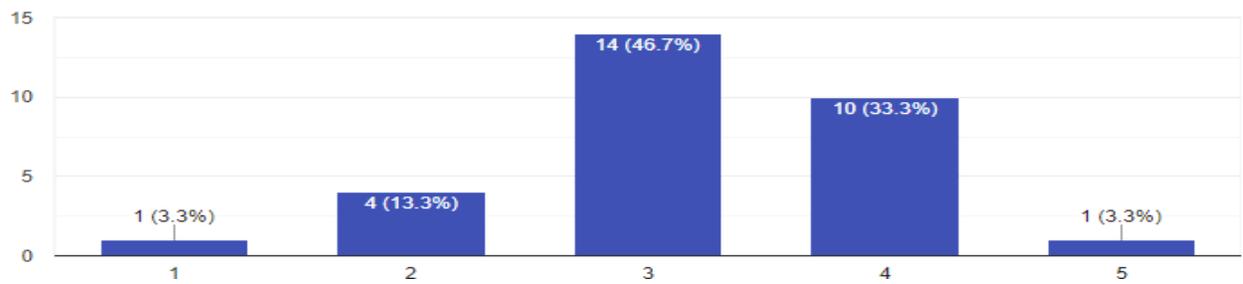
Emergency Housing Relocation Roundtable

11 responses



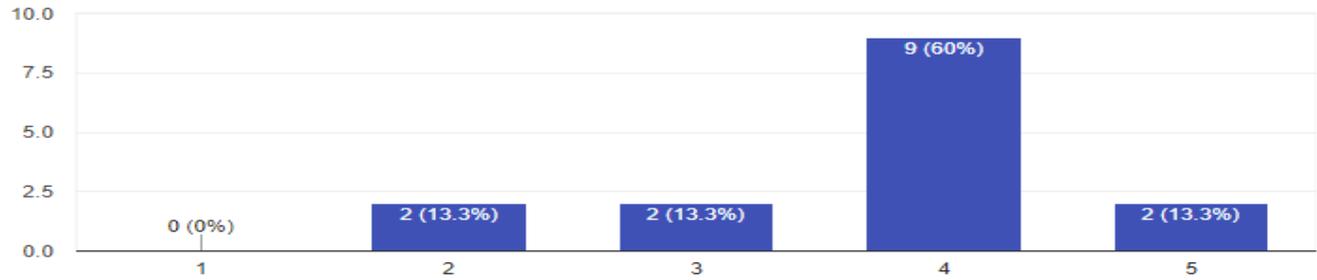
Lunch and Vendor Fair

30 responses



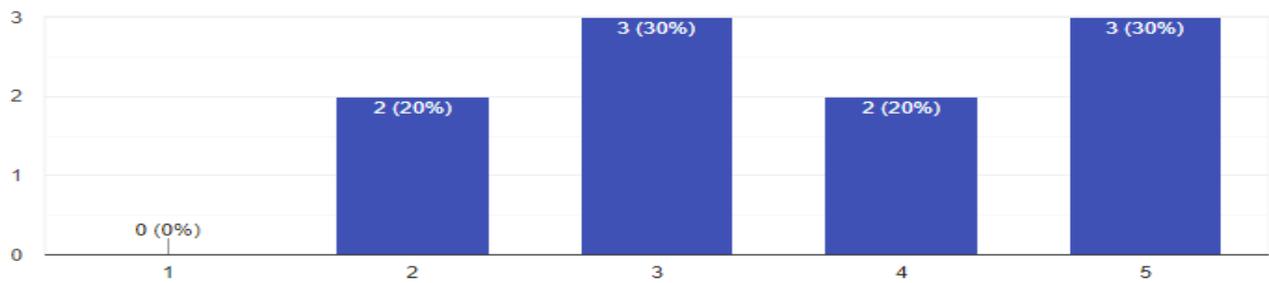
Considering a Centralized Residential Check-In for First Year Students

15 responses



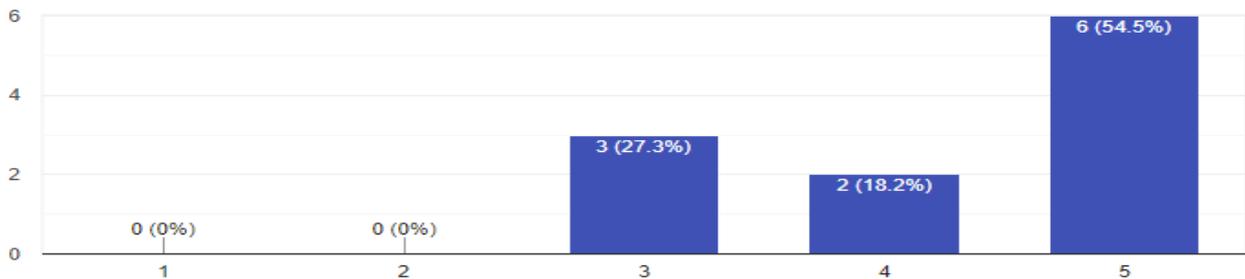
Managing Organizational Change Through Strategic Planning and Professional Development Roundtable

10 responses



Centralized Duty Scheduling

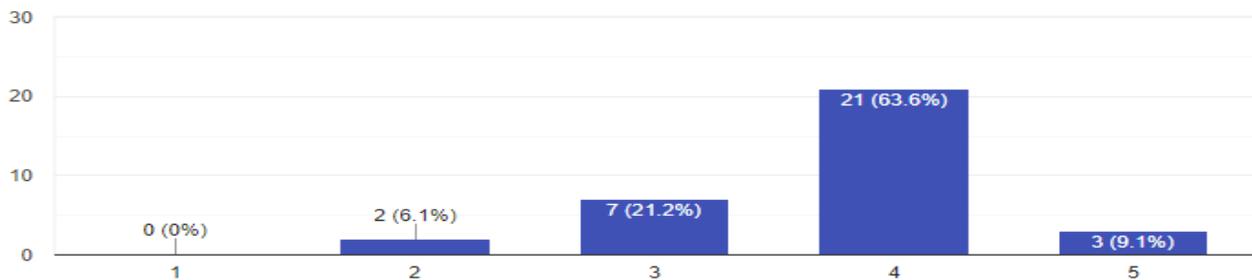
11 responses



Additional Comments/Feedback

Overall Conference Satisfaction

33 responses



Was this drive-in conference beneficial to your professional development? Please explain.

networking and connecting with colleagues
I gained a lot of insight into the way other institutions do things and saw things I have thought of put into practice. This will hopefully lead me to make improvements in my institution going forward.
It was beneficial because I was able to learn about different ways to think about certain issues my campus my be experiencing
Yes. I was able to connect with other new professionals.
There weren't too many presentations available that I was able to benefit from. I think this is largely because there were limited options in terms of the number of presentations offered.
Beneficial in a sense that I was able to hear how other universities in the region do things that we also do at our institution. Also was able to chat in a little more detail (less formal setting) with some other professionals about things that weren't being presented on, which was nice.
Yes, I was able to learn about multiple institutions some of which were the same size as the one I work at. I was able to see how our practices match up against others.
I enjoyed it!
Yes, I left with information that would benefit from discussion with my department, especially navigating students with emotional support animals
Yes, the offerings were relevant to either my institution or my own career path. It is invaluable to be able to sit and discuss operational strategies, successes, and challenges with individuals from other institutions.
Yes. I walked away thinking of some ways we could make our processes better.
Yes - find it a good opportunity to connect with colleagues regionally
I think in some regard, it was beneficial to my professional development. There are certain procedures that other institutions had that would be great to implement at mine.
Yes! I met some new people, exchanged thoughts and ideas on processes and vendors, and learned a few new things! I haven't been to a conference in a while so it was certainly refreshing and motivating.
Yes but not by much. There was not much of a change from the year prior.
Yes, it was. It provided me more knowledge into Housing Operations
This experience was overall very fulfilling. As a second year attendee, it was nice to see a broader scope of presentations.
Absolutely. I like the focused attention to Operational topics.
Yes - although I've been in the field many years there are always new things to learn and networking to be had.
There were some great ideas that I have already brought back to my institution. it was nice to have some networking opportunities.
Yes. It's a good way to connect with colleagues and see what they are doing at their institutions.
Yes it was but I thin k two days would have been more beneficial
To me, this Residential Operations was very surface level and for folks who's functional area is operations, this was not beneficial. I wish I was able to hear more of trending topics and best practices. I also wish there were more vendors. I'm sure it was probably hard to get them to commit to a drive-in in December that may not grab as much business so I do understand that was probably hard.

What types of Operations focused events/programs would you like to see planned over the next several months?

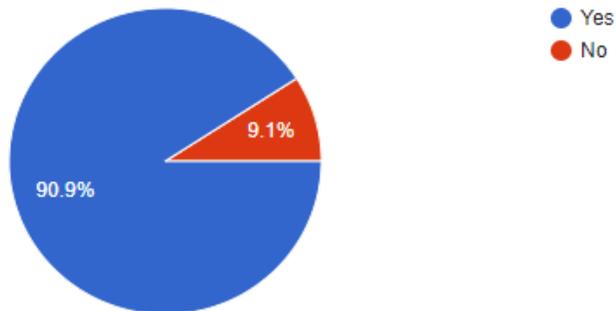
N/A
Mid level specific functions and cross institutional presentations
More retention and strategic planning. More small institution and/or cross-institution presentations.
Online seminar series about different large areas of operations (laundry, furniture, etc) and how to address/problem solve based on institution design (large vs small, private vs public, etc)
I was hoping to see sessions designed for RHD level staff who are interested in transitioning to Ops
Critiques/ best practices with certain housing operations software.
More about housing selection
Electronic Hangouts addressing trends
Best practices in Conference Housing operations, Generating revenue as an auxiliary operation,
I would like to see working with vendors and how to approach them if you want to go to bid, or if they aren't holding up their end of the contract.
Looking at other institutions auxiliary housing services such as laundry, vending, etc.
I would like to see more geared towards new professionals
Honestly, I am not sure. It would be great if the committee researched what is up and coming and presented this out or found presenters to do that. Also, we talk a lot about ESAs with students, what are the trends with ESAs and live-on/in staffs and faculty and how are institutions handling it with care and compassion?

Do you have any additional comments or feedback about this conference?

Lunch was sub par and could have been better.
More options in terms of sessions offered by different types of institutions
Session schedule was released later than expected. I would like to see more collaboration between schools to discuss certain topics (i.e. ESAs, Housing Selection, etc.)
The schedule should have been finalized and set out earlier than the evening before the conference. It seemed as though the presentations were still being secured in the days before the conference began. Also the intentionality of which sessions were scheduled should be looked at. Two StonyBrook sessions were in the last slot which is not helpful to me as someone from a small private institution with a shrinking budget.
Given the nature of our field, I understand that things are going to change at the last minute and going with the flow is part of the territory. However, I would have rather received the schedule the either sometime Monday (the week of the conference) or morning of the conference prior to arrival, compared to 9pm the night before. Also, I recognize that this wasn't entirely in the committee's control but It also would have been nice to have a better variety and larger quantity in presentations to choose from. Being a relatively new professional I attended this conference to learn more about operations within housing and it wasn't as informative as I'd hope but I appreciated the opportunity to hear how things are done at other institutions in the region.
If possible, more variety of sessions that could include topics on supervising graduate and undergraduate students, early arrival best practices, and housing selection
The vendor fair/lunch portion could have been shorter. This would have allowed people to stay to the end of the conference and still get out before the worst of the traffic hit.
I felt that there were great sessions, but sessions on summer housing/conferencing and damage billing could have been extremely beneficial.
Please make sure that presentations/presenters change up year to year.
None
In the future, choosing a location in a slightly less metropolitan location would be greatly beneficial to avoid city traffic on a Friday afternoon.
The lunch time was way too long and could have been shortened to allow an earlier departure from campus at conclusion of conference.
Would be good if call for programs occurred sooner. This is two years running that the call came late and notification of program acceptance came literally two days before the conference. With more lead time there may be greater mix and quantity of programs.
Conference staff was friendly,
Dessert would be great at lunch
no
Thanks for your work

Were you able to make a connection with another person at this conference? Please explain below.

33 responses

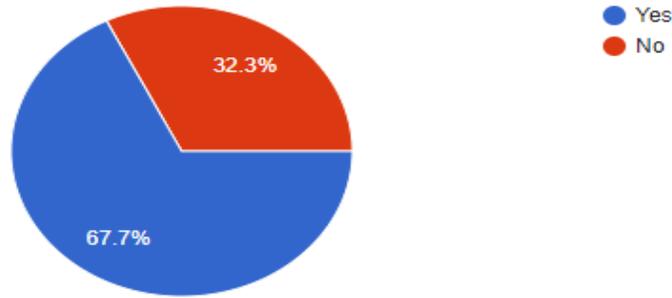


Please explain your answer above. (Were you able to make a connection with another person at this conference?)

Yes through lunch & sessions informally and formally.
I was able to reconnect with my former RD who I worked for 15 years ago and met some of her current staff. Was nice to reconnect with her and meet current employees at SUNY Oneonta and compare stories of my experience there.
There wasn't any real time to connect with others. Sometimes have structured events or bonding events can help
E board members were very open and accessible!
I was able to connect with a handful of other folks at lunch which was a really beneficial networking opportunity for me as I look toward my next steps in the field.
Spoke with a couple people at lunch about several separate topics.
I was able to connect with a colleague from Bentley to talk about housing selection.
I thought the people I chatted with were nice and we had good conversations.
After completing my presentation, a few people who attended stayed and chatted with me about some of the topics in my presentation.
I spoke to many different people that I believe I would be able to approach at other events and conferences.
I appreciated the opportunity to connect with some new people at lunch!
I was able to connect with housing coordinators at other institutions to see what sort of things they were doing.
I got to meeting with colleagues from other institution other than mine.
I was able to network with a professional from Bentley, WPI, and New College. All beneficial as they are serving in roles I hope to be. This conference allowed a new/mid level professional like myself to see familiar faces and have the social courage to go up and network.
Re-connect with a former colleague that I haven't seen in many many years.
Yes - in addition to reconnecting with former colleagues I also met some individuals from other campuses
Yes I was, coming by myself was very helpful because I was forced to meet new people
Talking to a couple of the vendors was great. Also meet some new professionals during sessions.
Had a good conversation with someone from another institution about a new building in development. We were able to discuss some considerations that I thought would be helpful based on challenges we had.

Were you able to connect with a NEACUHO member who is in a leadership position within NEACUHO? Please explain below.

31 responses

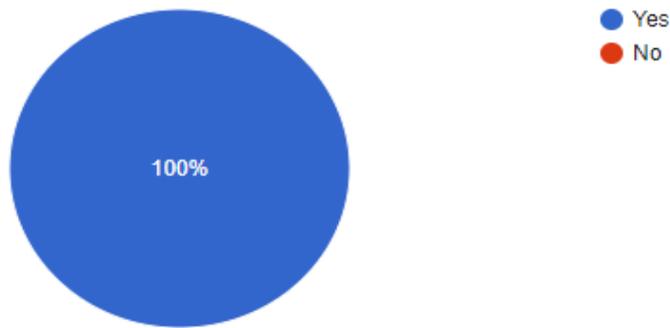


Please explain your answer above. (Were you able to connect with a NEACUHO member who is in a leadership position within NEACUHO?)

n/a
N/A
I did not reach out
Matt, Heather, Dave
I sat next to Matt Foster at lunch, whom I've never spoken too, but was able to have discussions about different housing operations and NEACUHO.
At lunch I was fortunately seated with a current and future board member.
Spoke with the president elect, Matt Foster for a brief time.
I did not actively seek out a member who is in a leadership position within NEACUHO.
Spoke with the President David Grimes and discussed ways I could potentially get involved.
Antonio is my mentor, though this was our first chance to connect in person.
I had lunch with Heather Quire who was lovely!
Yes, I was able to connect with the Treasurer-Elect
I was able to join a committee while attending.
Yes I connected with Matt, it was great to pick his brain on how to get involved, but also how to get more involved in my own institution.
Sonya is the BEST
I was able to connect with someone at breakfast
I initially sat at a table with a number of leadership team members for the start of the program. The group was very welcoming.

Do you think this conference created an inclusive environment? Please explain below.

33 responses



This was a great experience.
Overall it was an inclusive environment. I appreciate the acknowledgement at the start of the conference of the land that we were on and the identification of where the single stall bathrooms are. I think we can continue to strive to do better by ensuring that all presenters use a microphone regardless of whether they think that they are loud enough.
Yes, it was an inclusive environment for all in attendance.
I believe the conference allowed me to talk and converse with multiple individuals who were both new and experienced professionals.
Good that the venue had elevators for those with difficulty walking or could not use the stairs
I think that there was something offered for everyone!
It was open and allowed discussion with others.
Something to consider - open gender restrooms?
seemed good to me!
Everyone was very friendly at the conference

NEACUHO

Northeast Association of College and University Housing Officers



2020 EDI Retreat

NHTI, Concord's Community College

Assessment Packet

Included in this Assessment Packet:

- Executive Summary by Assessment Coordinator 3 pages
- Demographics Executive Summary including charts/graphs 4 pages
- Conference Summary via Google Analytics 7 pages
- Comment Responses: Feedback questions 3 pages
- Pre/Post-test Paper PDF 1 page
- Pre/Post-test Executive Summary 13 pages

Report prepared by: Heather Quire M.S. Ed.
NEACUHO Assessment Coordinator



Overall Retreat Executive Summary - Report By: Heather Quire – Assessment Coordinator

Conference: EDI Retreat

Conference Date: February 7, 2020

Conference Location: NHTI, Concord's Community College

Conference Learning Outcomes / Competencies Measured:

Cultural Knowledge and Self-Awareness: Learning Outcomes

- Conference Learning Outcome 1: Attending this conference will be able to have a deeper understanding of their own racial identities.
- Conference Learning Outcome 2: Attending this conference will be able to recognize and critically reflect upon one's own cultural biases, fears, and comfort levels.

Increase Knowledge: Learning Outcomes

- Conference Learning Outcome 3: Attending this conference will be able to identify issues of power, privilege, and oppression in our individual work and the broader field.
- Conference Learning Outcome 4: Attending this conference will be able to increase their knowledge base about each of the dimensions of diversity (gender, religious beliefs, race, marital status, ethnicity, parental status, age, education, physical and mental ability, income, sexual orientation, occupation, language, geographic location, and many more components).

Plan for Action: Learning Outcomes

- Conference Learning Outcome 5: Attending this conference will be able to actively try to impact those who are within their spheres of influence regarding issues of bias, discrimination, and social justice.
- Conference Learning Outcome 6: Attending this conference will be able to make a positive influence on their campuses and their communities.

What assessment methodology was used?

A post-event survey was used to determine the efficacy of the conference in reaching the above learning outcomes and competency measurements. The survey was approximately 42 questions in length and included both quantitative and qualitative data. There were 4 sections: 1) demographics, 2) conference learning outcomes, 3) satisfaction of aspects of conference and specific conference questions and 4) additional feedback questions including sense of belonging questions. For quantitative data collection, attendees were asked to rate their experience using a scale of 1 to 5 (1 being strongly dissatisfied with the experience or very low understanding of the topic and 5 being strongly satisfied with the experience or very high understanding of the topic). For qualitative data collection, attendees were asked for specifics of what they learned and for any comments they had regarding the conference as a whole. This also included a demographics section to understanding who is responding to the evaluation.

Additionally, a pre-assessment and a post-assessment was done with 10 questions on confidence level in having a discussion on a specific topic and 3 questions on level of agreement on 3 different statements – see Executive Summary included in the overall EDI Retreat Assessment Packet.



What were the findings?

There was a 40.38% response rate, 21 respondents of the 52 attendees

Overall Satisfaction of Conference Experience: (74.00% [3.70/5.0])

Satisfaction of Sessions:

- Welcome: (77.00% [3.85/5.0])
- Session 1 - Presentation 1: Active Allyship: (53.33% [2.66/5.0])
- Session 1 - Presentation 2: Building Community through Community Circles: (83.33% [4.167/5.0])
- Session 1 - Presentation 3: Restorative Justice: (84.44% [4.22/5.0])
- Session 2 - Presentation 1: Beyond the Letters with the Genderbread Person: (52.00% [2.6/5.0])
- Session 2 - Presentation 2: Bias Incidents: (82.22% [4.11/5.0])
- Session 2 - Presentation 3: Unheard Voices - Stories of LGBTQ+ History: (73.33% [3.66/5.0])
- Session 2 - Presentation 4: First Gen Success: (65.71% [3.28/5.0])
- Lunch (73.00% [3.65/5.0])
- Racialized Caucus (76.00% [3.8/5.0])
- Combined Caucus (77.89% [3.89/5.0])
- Closing (74.00% [3.70/5.0])

Understanding of learning outcomes of the Conference: (73.81% [3.69/5.0])

Cultural Knowledge and Self-Awareness: Learning Outcomes (77.14% [3.85/5.0])

- Conference Learning Outcome 1: Attending this conference will be able to have a deeper understanding of their own racial identities. (76.31% [3.80/5.0])
- Conference Learning Outcome 2: Attending this conference will be able to recognize and critically reflect upon one's own cultural biases, fears, and comfort levels. (78.10% [3.90/5.0])

Increase Knowledge: Learning Outcomes (68.57% [3.42/5.0])

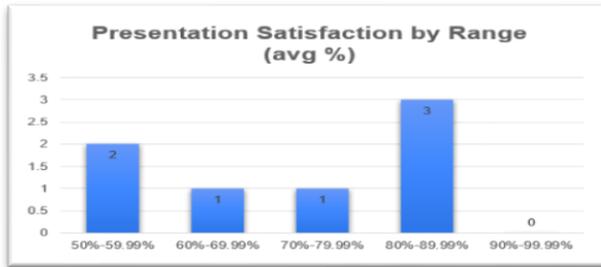
- Conference Learning Outcome 3: Attending this conference will be able to identify issues of power, privilege, and oppression in our individual work and the broader field. (73.33% [3.66/5.0])
- Conference Learning Outcome 4: Attending this conference will be able to increase their knowledge base about each of the dimensions of diversity (gender, religious beliefs, race, marital status, ethnicity, parental status, age, education, physical and mental ability, income, sexual orientation, occupation, language, geographic location, and many more components). (63.81% [3.19/5.0])

Plan for Action: Learning Outcomes (75.71% [3.78/5.0])

- Conference Learning Outcome 5: Attending this conference will be able to actively try to impact those who are within their spheres of influence regarding issues of bias, discrimination, and social justice. (75.24% [3.76/5.0])
- Conference Learning Outcome 6: Attending this conference will be able to make a positive influence on their campuses and their communities. (76.19% [3.80/5.0])

Key takeaways

- Mixed reviews of satisfaction for the 6 presentation sessions [chart breakdown by range]



- The highest rated presentation sessions were:
 - Session 1 – Presentation 3 Restorative Justice 84.44% (avg%) with 9 responses
 - Session 2- Presentation 2 Bias Incidents 82.22% (avg.%) with 9 responses
- The Racialized Caucus and Combined Caucus satisfaction rating (avg %) was very similar: (76.00% [3.8/5.0] and (77.79% [3.89/5.0]) respectively (difference of 0.9 on the 5.0 scale)
- Overall Conference understanding of Learning Outcomes was 73.81% (avg.%)
- There is good feedback within the comments section questions of this evaluation to help with planning future EDI Retreats/offerings.

What change (if any) needs to be made to the assessment process?

The pre/post-test worked very well for the EDI Retreat, I would consider doing versions of a pre/post-post for the conference each time depending on the learning outcomes.

It can be noted:

Within in this overall assessment packet there are 3 executive summaries:

- Overall Retreat Executive Summary
- Pre/Post-test executive Summary
- Demographics Executive Summary

What results do you think should be communicated out to the membership?

- Any and all information in this assessment packet.



Demographic Summary – Reported By: Heather Quire – Assessment Coordinator

Conference: EDI Retreat 2020

Conference Date: February 7, 2020

Conference Location: NHTI, Concord’s Community College

NEACUHO is collecting data on demographics to better understand who responds to surveys and evaluations. On the evaluation, there is a disclaimer that states that no demographic question is required, it is optional to answer any questions listed in the demographic section.

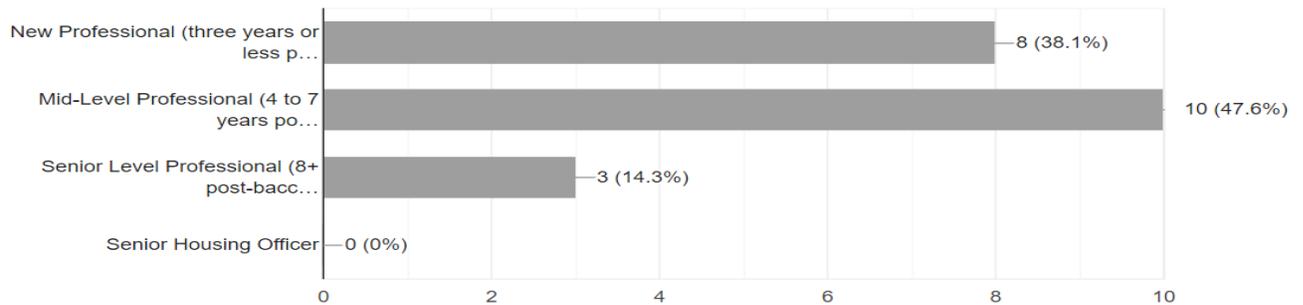
This is an Executive Summary of the demographics of the responses from the overall evaluation of the EDI Retreat.

What were the findings?

Demographic Information

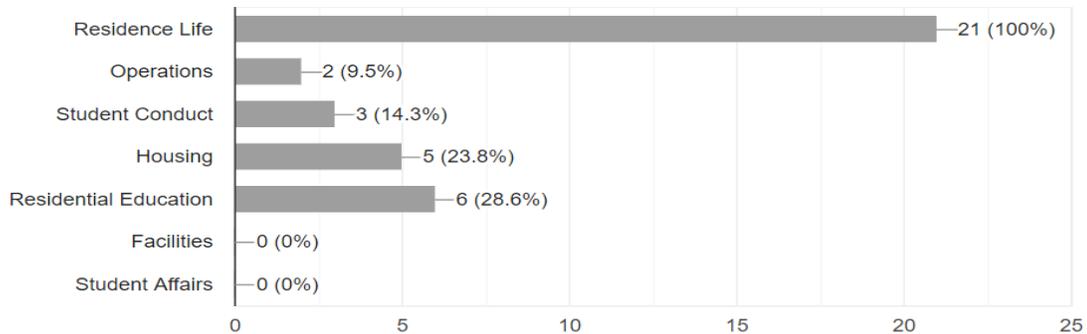
Professional Level

21 responses



What is the main function of your position - check all that apply

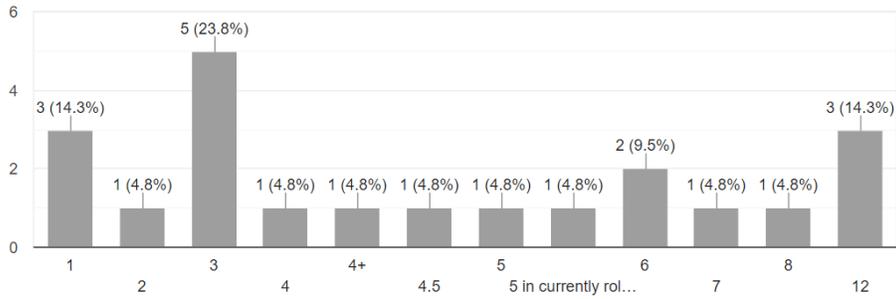
21 responses



Number of years as a full time professional: average = 5.119 years

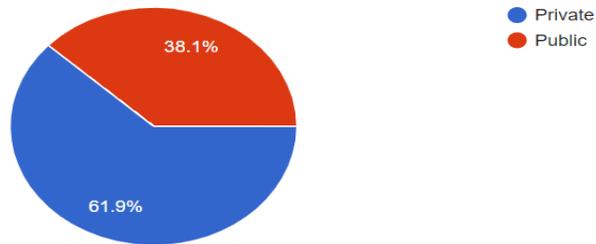
Number of years as a full time professional.

21 responses



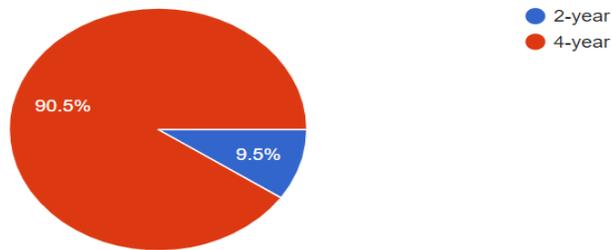
Institution Type - Private or Public

21 responses



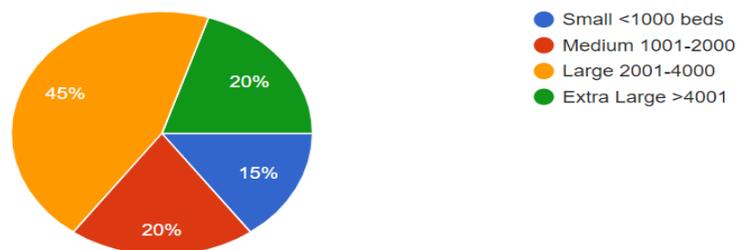
Institution Type - 2 year or 4 year

21 responses



Institution Size

20 responses





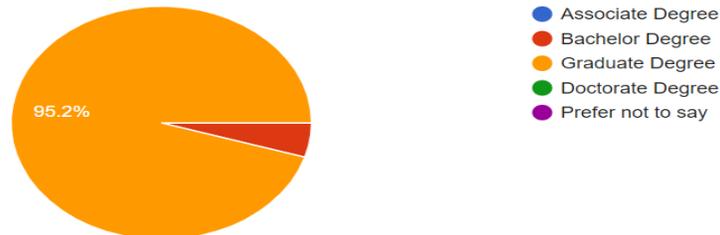
Which NEACUHO District is your institution a part of?

21 responses



What is the highest level of education you have completed?

21 responses

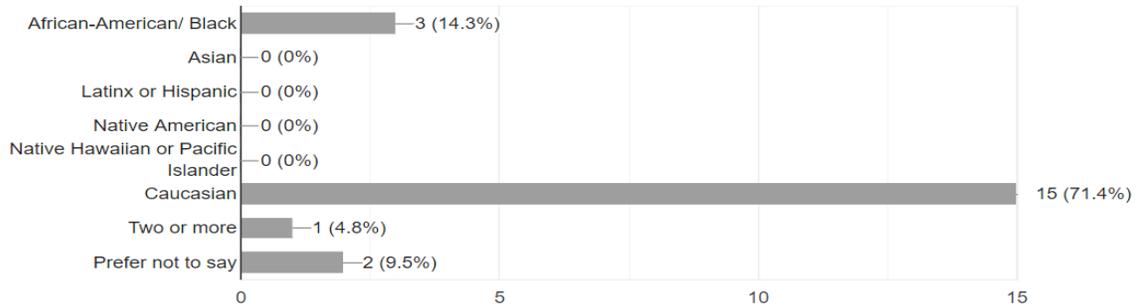


Feedback Question: Are there any accessibility concerns or feedback that would have made your NEACUHO Conference experience better or that we can consider at future events/offerings? Please explain.

No
N/a
The location of lunch was in a small space and felt really confined.
I have back and hip pain. At times it helps to be able to stand in the back over sit for so long but the caucus which were at the end of the day weren't really designed for it without feeling like I was interrupting. If facilitators (not just the Caucus but all) could say if you need to stay up or move around that is okay, really helps.
It would have been helpful to know lunch was in a different building than the sessions and that there was a walk in between.
no.
N/A
2 options. Either gather feedback from schools of when selection, training, etc are during the year and see when the best time to have a conference. This allows more people to get adjusted rather than taking a day to go to the conference when other items are happening.
Other option is to allow people to register for any conference for the whole year. At the Annual Conference, we should open all the conferences open to people so it allows professionals to request money at one time, rather than each individual week.
N/A
N/A
I think that speakers having a mic would be helpful especially in the fishbowl session because its just something that should be used

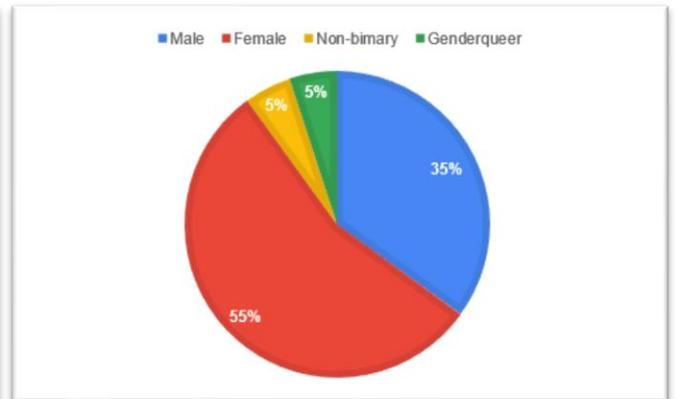
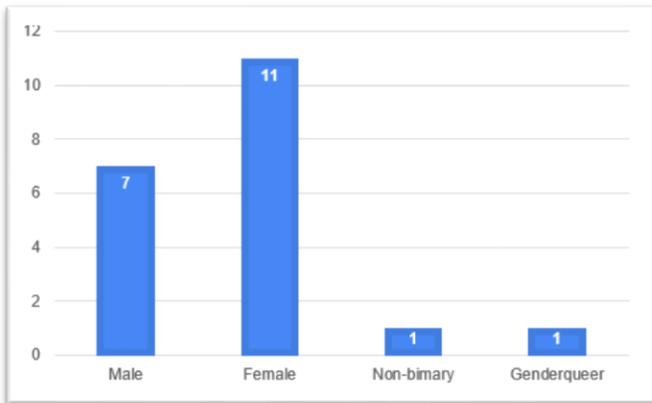
Please specify your race &/or ethnicity.

21 responses



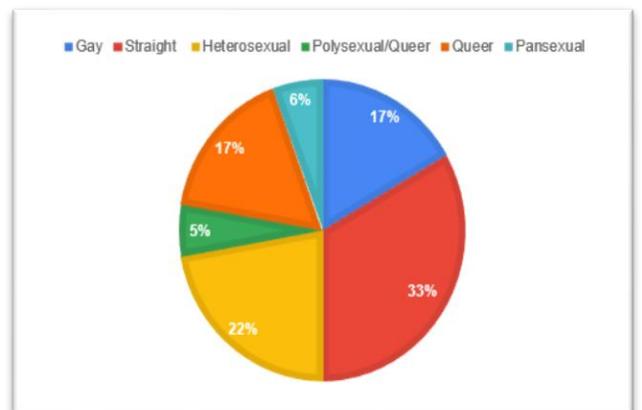
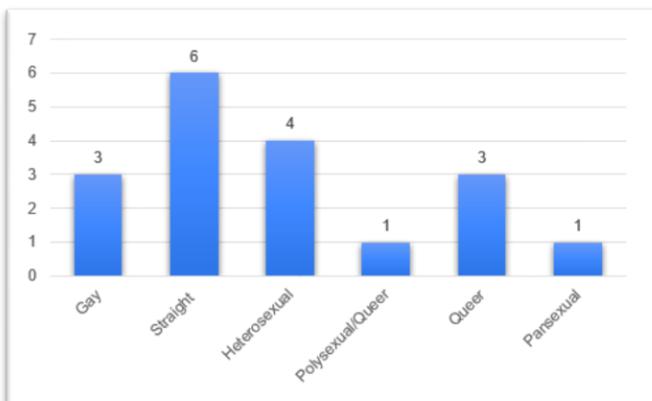
Please identify your gender.

20 responses



Please identify your sexual identity/orientation.

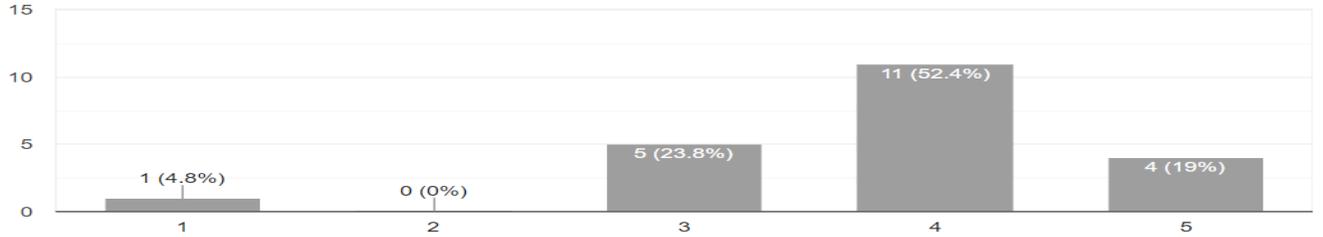
18 responses



Cultural Knowledge and Self-Awareness: Learning Outcomes

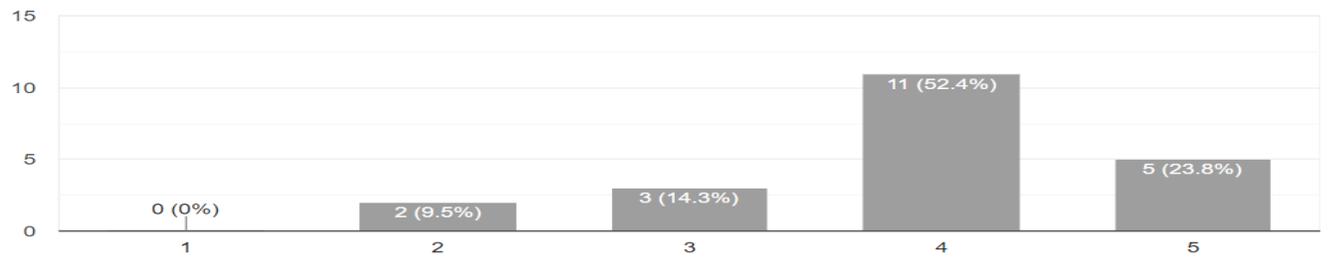
Conference Learning Outcome 1: Attending this conference will be able to have a deeper understanding of their own racial identities.

21 responses



Conference Learning Outcome 2: Attending this conference will be able to recognize and critically reflect upon one's own cultural biases, fears, and comfort levels.

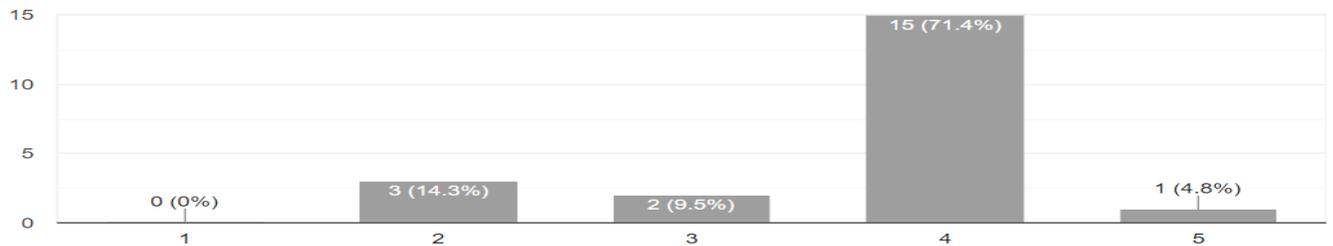
21 responses



Increase Knowledge: Learning Outcomes

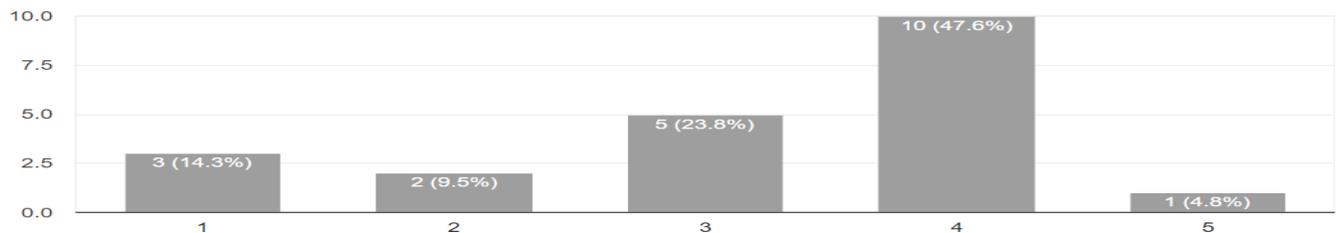
Conference Learning Outcome 3: Attending this conference will be able to identify issues of power, privilege, and oppression in our individual work and the broader field.

21 responses



Conference Learning Outcome 4: Attending this conference will be able to increase their knowledge base about each of the dimensions of diversity (gender, religious beliefs, race, marital status, ethnicity, parental status, age, education, physical and mental ability, income, sexual orientation, occupation, language, geographic location, and many more components).

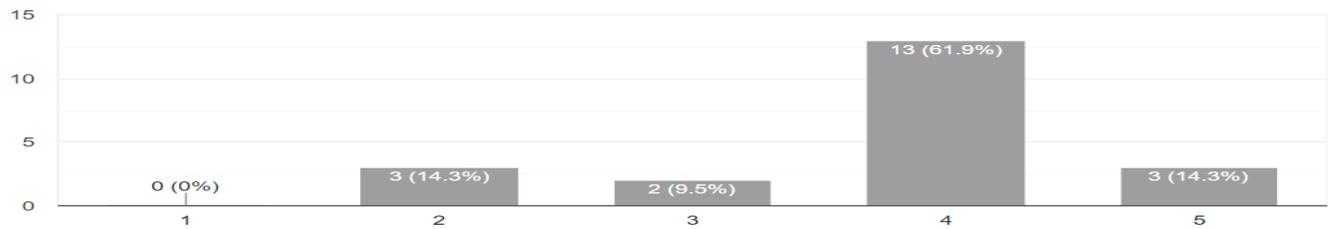
21 responses



Plan for Action: Learning Outcomes

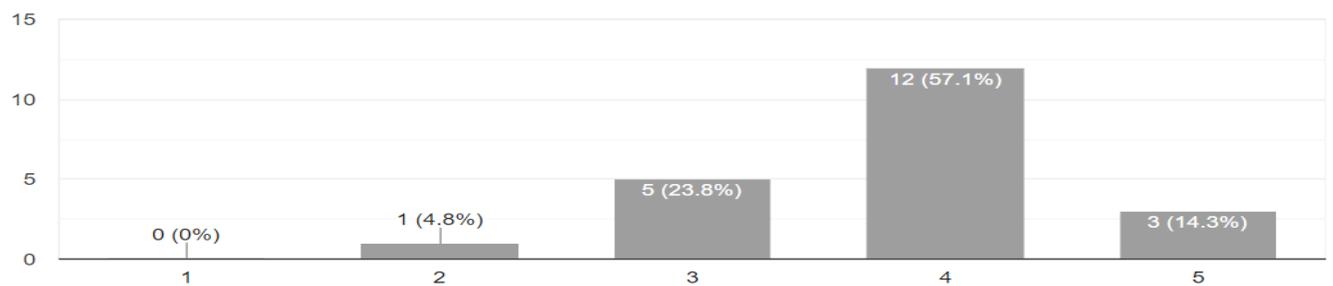
Conference Learning Outcome 5: Attending this conference will be able to actively try to impact those who are within their spheres of influence regarding issues of bias, discrimination, and social justice.

21 responses



Conference Learning Outcome 6: Attending this conference will be able to make a positive influence on their campuses and their communities.

21 responses

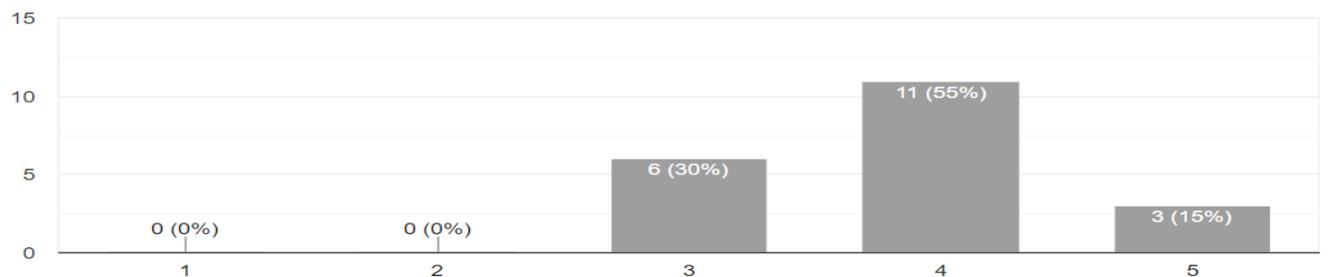


Satisfaction with Sessions

Please rate how satisfied you were with the following sessions/presentations

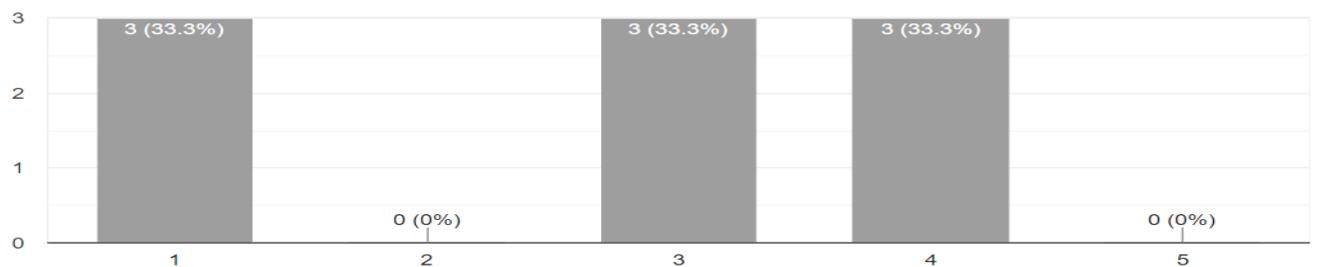
Welcome

20 responses



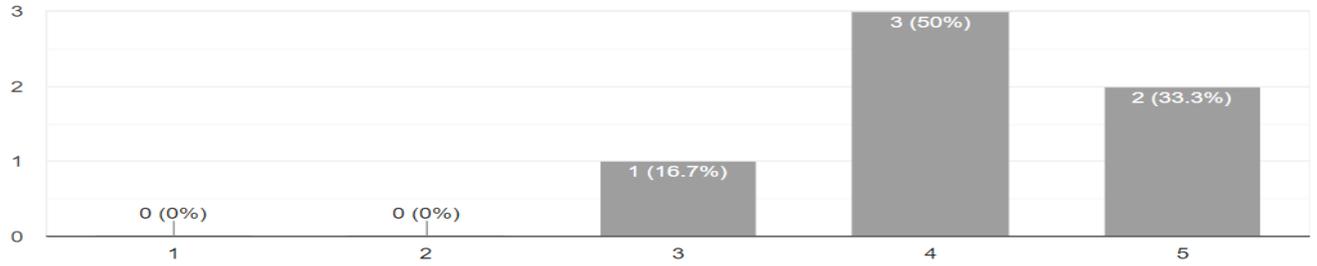
Session 1 - Presentation 1: Active Allyship

9 responses



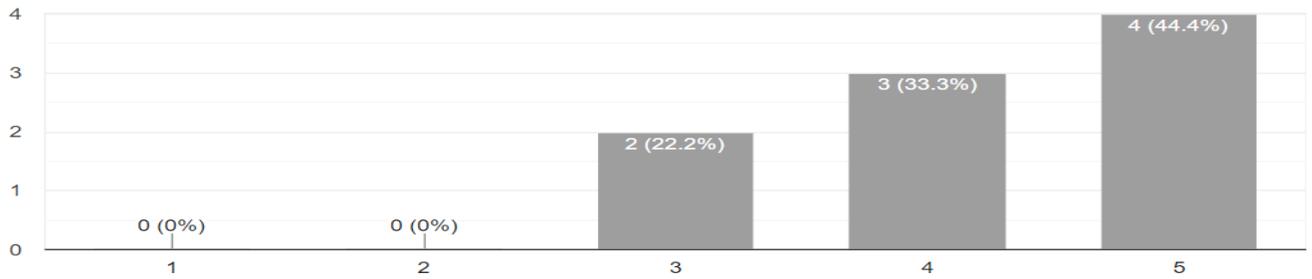
Session 1 - Presentation 2: Building Community through Community Circles

6 responses



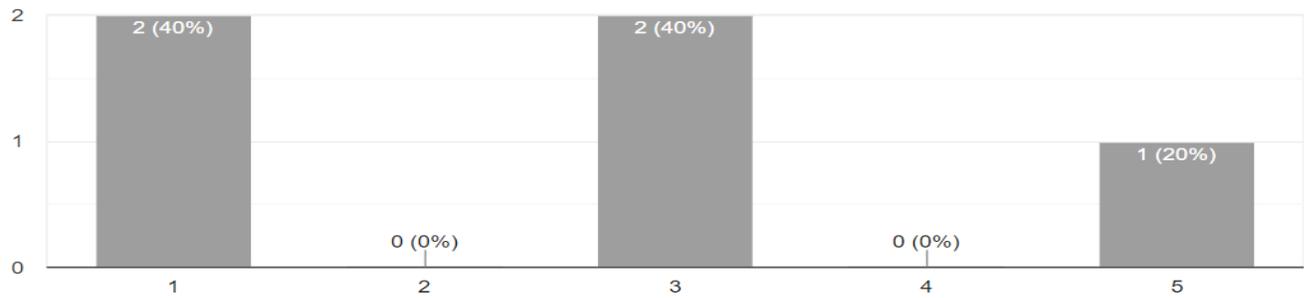
Session 1 - Presentation 3: Restorative Justice

9 responses



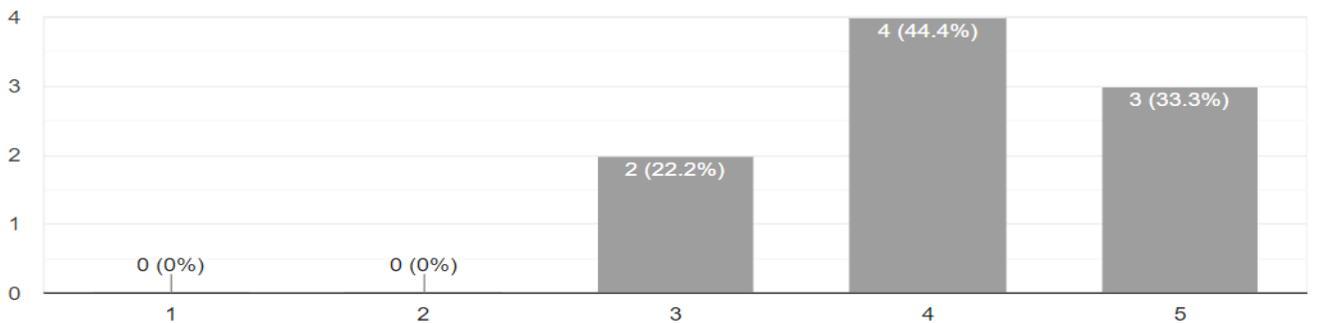
Session 2 - Presentation 1: Beyond the Letters with the Genderbread Person

5 responses



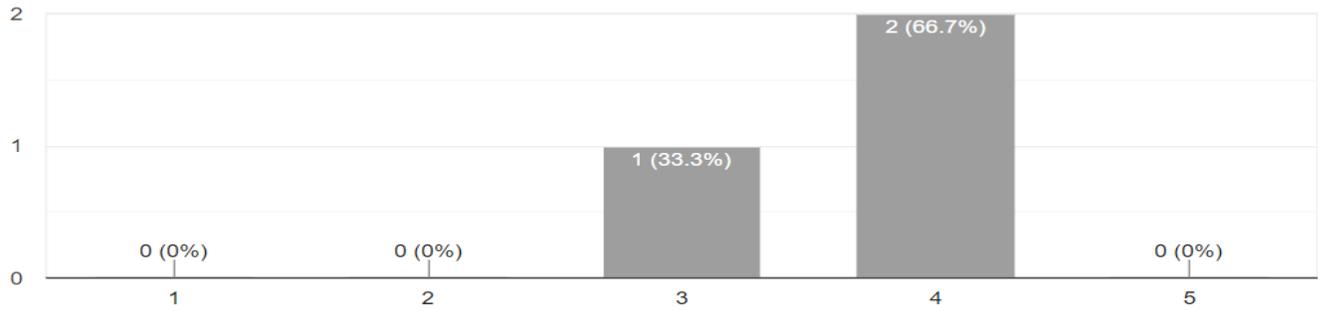
Session 2 - Presentation 2: Bias Incidents

9 responses



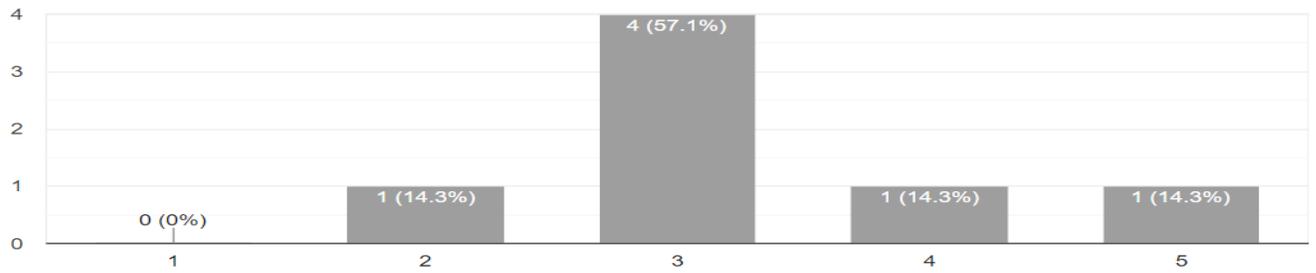
Session 2 - Presentation 3: Unheard Voices - Stories of LGBTQ+ History

3 responses



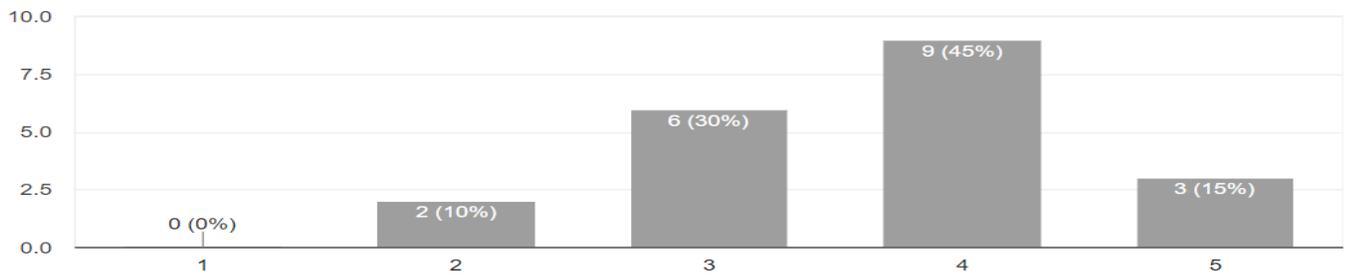
Session 2 - Presentation 4: First Gen Success

7 responses



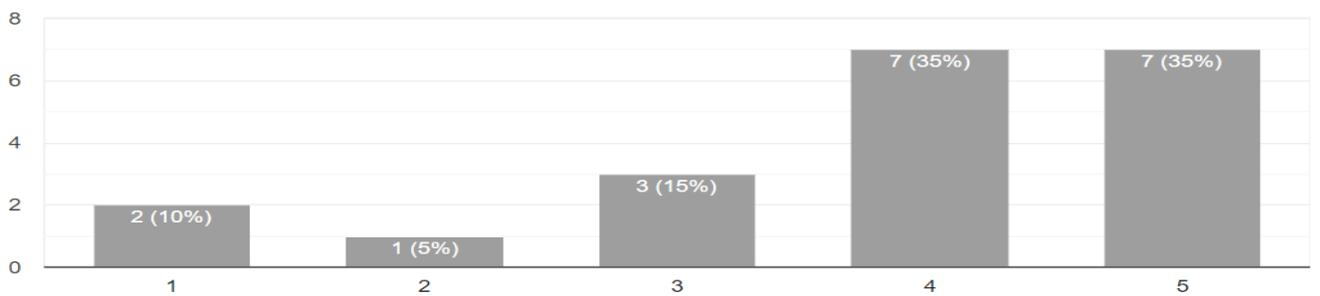
Lunch

20 responses



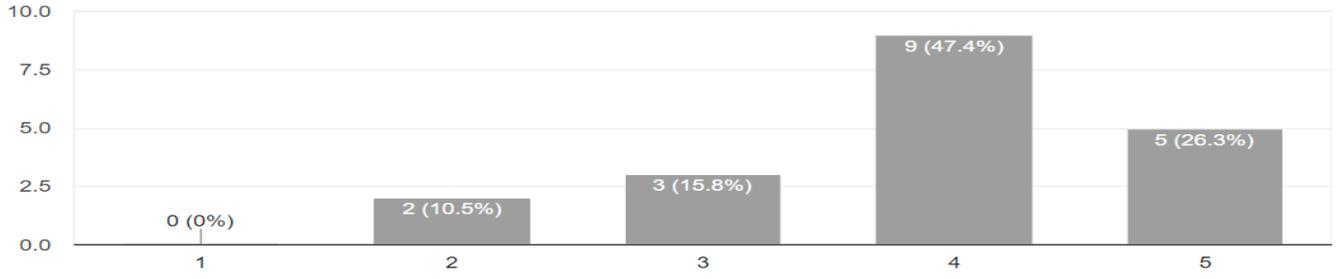
Racialized Caucus

20 responses



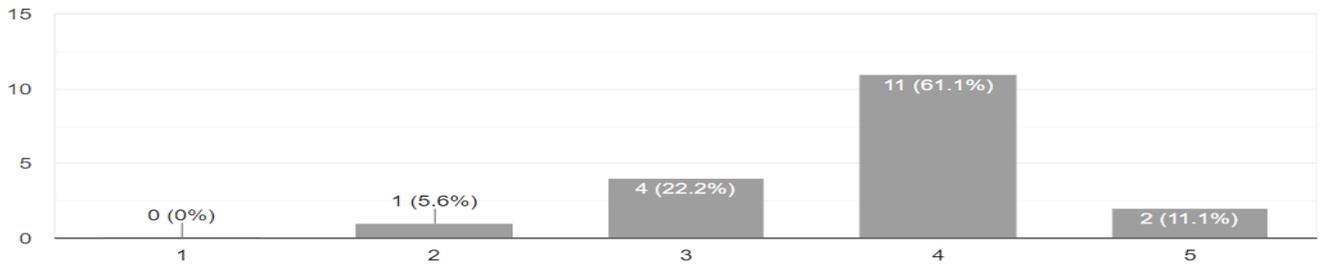
Combined Caucus

19 responses



Closing

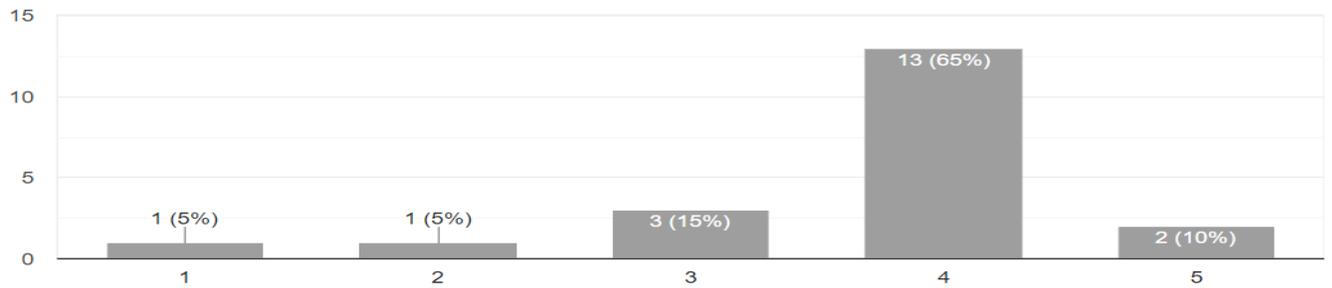
18 responses



Additional Comments/Feedback

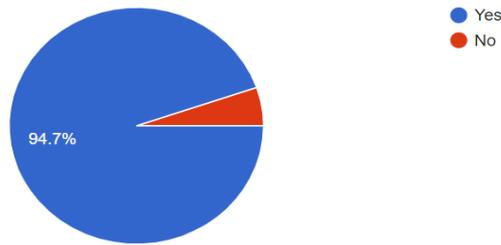
Overall Conference Satisfaction

20 responses



Were you able to make a connection with another person at this conference? Please explain below.

19 responses



Conversation during and between sessions

A few good connections

I had great discussions with folks from the region regarding the conference topics and topics outside of the conference.

I was able to connect with Alex a little bit and that was fun.

I met new individuals and was able to connect in shared experiences

Connected with several others naturally while waiting for sessions and during.

I met a ton of new people and it was nice to hear their stories.

I spoke with someone I had not met who made me reconsider how my role plays into EDI work and the things I can do to ensure better systemic treatment of all students.

I had a bit of a cough, so I limited my social outreach, but I did have some great conversations with others.

I connected with some colleagues whom I had met at previous conferences. It was nice to catch up with them.

Generally just being able to be in conversation and meet new folk

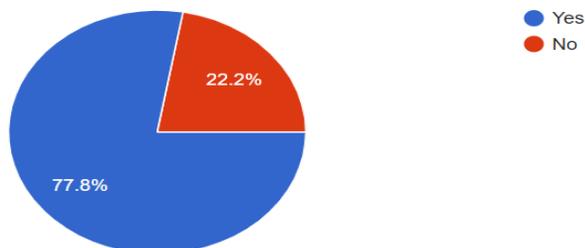
The caucus allowed me to make connections with other members.

Yes, I connected with Veronica Hills who was a co-presenter on the Genderbread activity.

There was not a lot of time for this aside from Lunch but I should have put more effort here

Were you able to connect with a NEACUHO member who is in a leadership position within NEACUHO? Please explain below.

18 responses



I got to connect with Darnelle

All conference participants were actively involved every step of the way I was able to interact and get to know several members of the NEACUHO board.

I had the opportunity to speak with a few board members.

I'm on the EDI committee, so it was easy.

they were very accessible through presenting & participating

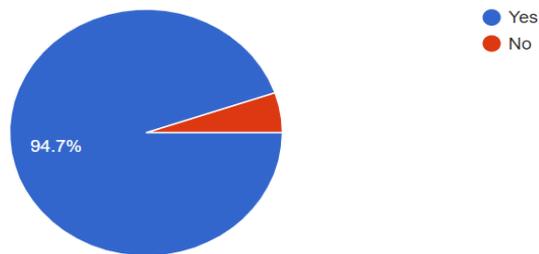
Were in groups with leadership members.

Yes. I was able to connect with Darnelle Bosquet-Fleurival.

I guess I did not take the time to talk to any of them or did not think it was super clear who was in a leadership position

Do you think this conference created an inclusive environment? Please explain below.

19 responses



most people seemed comfortable talking in every sessions.
I feel that the welcome established an environment of inclusion and set the tone for the event. Sometimes NEACUHO conferences can feel a bit judgmental; however, this conference felt like a space where everyone was learning.
I think everyone's speaking time was respected.
I would say yes, although there is room for growth in better addressing a wider array of marginalized identities.
I think everyone came from a place of understanding and was there to learn, but I think more could have been done to challenge problematic statements.
I believe that Darnelle's introduction of the conference was a great way to create an inclusive environment. Unfortunately there was just not enough time in each caucus to get to where we might have been able to go with additional time.
Aside from the inaccessibility of no mic, I think it was okay

Feedback Comments: Was this drive-in conference beneficial to your professional development. Please explain.

Yes, good networking with colleagues
Yes
Yes because it's a necessary conversation to have within our field. It also provides a space where those who need the supports are able to get it if they are at an institution that doesn't have the necessary resources.
I think it was a great way to engage with student affairs professionals to gain insight and suggestions on how to continue personal growth and professional confidence.
Yes - any time spent on topics of identity, privilege, and equity is time well spent
Yes. I really appreciated that the racial caucus were not optional. It really made us talking about race directly! It's easy to avoid as a white person at a largely white institution.
I wish I was made aware of the sessions and their descriptions before attending the conference. I feel as though I was already familiar with a lot of the breakout session topics and the nature of the conversation in the white caucus was less of a "brave space" and more of a safe space. It was also difficult to have a fluid, open conversation in the caucus because a lot of the time was dedicated to the facilitators presenting, going over definitions of terms, etc. - it felt as if participants/attendees should have had a baseline knowledge of these issues coming into a conference for professional staff. I was expecting for conversations and sessions to go deeper.
Absolutely - while some information I already knew, it was an excellent opportunity for reflection and dialogue.
Yes, the new layout combined with the new presentations made it a worthwhile experience. Past versions of this conference have often had repeat presentations, so the addition of new things was great!
Yes, it allowed me a safe and open space to be who I am and realize that I can be who I am with in the work place
It'll help me in providing feedback on re-revising our bias protocol.
It was enjoyable getting to converse with fellow Res Life professionals about these issues. It started conversations with my coworkers that I may have otherwise not had.
Yes, EDI work should be central to all job-related functions and decision making. Any opportunity to increase knowledge and application of EDI should always be seen as beneficial.
Yes
I believe so. I appreciated being able to hear other folk's stories and lived experiences, as well as gather information for moving forward. The sessions I attended provided useful, tangible information that can be used at many institutions.
I think the drive-in was a little elementary in focus, and I wish it was at the next level of learning so I felt more challenged. I think it was a helpful reminder, but not something that was increasingly beneficial to my development.
It was not. I felt that the sessions I attended were very surface level (though I heard from peers that the Restorative Justice presentation was great.)
During the white caucus there was truly no time for discussion, besides right at the end. Unfortunately the 10 minutes we had of the discussion component was where someone asked for "white privilege" to be defined because someone in the room did not know what it was. The majority of the time I felt angry and impatient because my purpose of going was to continue the difficult conversations about race and racism that I have with my colleagues, but found that this was a very "tier 1" type of environment. I mostly was upset that there was no time for dialogue because I feel that is how many people learn - even when we are at different levels of learning. I do, however, feel that every white person working in Higher Education should know the definition of white privilege, and if they do not, they should educate themselves on that before attending a conference focused on EDI.
I am familiar with the socialization activity that was utilized at the beginning of the racialized caucus, however, it was not talked about as a socialization activity and nothing was really unpacked because there was not enough time. Even the sharing aspects were cut very short. This set the stage for blaming others and no self-reflection. While this may have been helpful with time to unpack it, more sharing, and more time later for self-reflection it was not executed well. We then moved into a long portion of time where we were presented to by the facilitators.
A comment that stuck out to me by one of the facilitators was "Racist is a hard word, that's hard, I still struggle with that." There was no time to unpack that statement, as we were being presented to. The good/bad binary was not touched on and the comment just sat there. If it was followed up with a definition of the good/bad binary and how we are socialized into a racist society and are therefore racist, that would have been okay, but that did not occur. I sometimes felt that the facilitators cared more about being relatable instead of pushing self-reflection and unlearning. I understand that this is a fragile topic, but isn't the whole point of a white caucus to be able to call out white fragility? People make mistakes, but the expectations that were set were set at the end of the power point slides and the socialization activity, so we were unable to call each other out/in before the 10 minute discussion right before the combined caucus. I would have liked to create guidelines before the presentation so that I could have followed up with my thoughts after that comment was said. I did talk about the good/bad binary afterwards during the short discussion. I think that if we had more time for dialogue it would have been much more beneficial.
I was just disappointed because I know I have so much more to learn and so much more growing to do. I just felt that we could have gone much deeper than we did. As much as it's super uncomfortable being vulnerable and to be called out/called in when saying something that is racist, it is crucial in our unlearning. At the end of the day if I am being truly honest with myself I need more practice in being called out/in in order to unlearn everything I have learned through socialization and I thought that I would be in an atmosphere that encouraged that, but I instead felt like a first year RA learning about privilege for the first time.
I do not think I was able to learn much to bring back to my role

Feedback Comments: Between your caucus and self-reflection time what have been the most beneficial learning/ revelations for you?

Direct action I can take within my workplace.
I thought the fishbowl activity was very beneficial and a new way to interact with each other regarding the discussion questions.
Book ends and the importance of finding my own voice.
I need to not be complacent and use my privilege for good and serve as an active ally to those who may not be sitting at the same tables as me
See above!
I gained a lot from the restorative practices session that I hope to bring back to my institution and department.
Reflections on my own upbringing, family dynamics, journey with whiteness, and how I impact policy.
I feel that I gained a better understanding of how recognizing and understanding the role of my own whiteness is important in better using my privilege to help others and check my own biases etc.
Relating to other people who are in the same place as me
I thought a bit about how my credibility is often less questioned in the field as I identify as white and present male.

One of my revelations was that I struggle to isolate my whiteness from my other privileged identities such as class and gender. I was unable to identify specific white privilege instances that were not inherently also tied in with being of a certain class and gender.
I enjoyed the revelation of white folk always defaulting to "what does it mean to be non-white" but we need to be more critical and reflective about what it means to be white.
I had been struggling with feeling like I needed to silence my voice a bit, and was encouraged to be sure that I continue to speak out on the issues I truly believe need to be addressed. thank you
That there is a lot more learning to be introduced to and certain areas that I would like to explore more. Areas of focus: race and 1st generation students
- I need to work on my patience
- I need to continue to speak up and be vulnerable, even when others are not
- I need to continue to have these conversations with the group I facilitate on my campus (Understanding Whiteness Community Conversations)
- I need to continue utilizing the Me & White Supremacy workbook that I began earlier this year

Feedback Comments: What do you currently need in order to participate in open and honest conversations about the race and other identities in NEACUHO?

It would be nice to see what is discussed in the realms of equity, diversity, and inclusion, included in other drive-in conferences, in order to continue the conversation year round rather than just the day of the conference.
I felt really welcomed with all the conversation
It was very open to allow participation.
I'm not entirely sure I understand this question
Continued sessions like the caucus and the environment at EDI that felt like a place of learning, rather than a judgmental space.
n/a
I wish we could get more specific in our dialogues about what specific policies, protocols, etc. work to disenfranchise others.
I believe I am able to participate in open and honest conversations.
Collective trust among all participants
To ensure that all participants are ready to engage
more opportunities
Spaces that challenge beliefs and that will check people if they make problematic statements.
I need progressive community guidelines and to be able lower my defenses and self-reflect on my spheres of influence and all that I/we can do to assist in contributing to creating an anti-racist society. I need more time to discuss, self-reflect, share, be vulnerable, etc.
The ability to openly listened and not feel judged

Feedback Comments: What would you like to see as part of a pre-conference to the Annual Conference related to equity, diversity, and inclusion?

Continue with the Professionals of Color Pre-Con
Do a similar "forced focus". Can be on race or another identity.

Maybe some reading or pre-reflection?
I think that the racialized caucus would have made a good pre-conference because there would be no time. Those who couldn't attend two days could still attend all of the sessions as a drive-in.
n/a
I'd like to see more case study type sessions - like reviewing how institutions handled an incident, what they learned, etc.
It could be useful to send a guide of specific terminology related to EDI. I think I understood most of it, but some others may not have been versed in some of the vocabulary specific to the field.
LGBTQ+ pre-conference
I loved the panel discussion last year and would to see it extended longer.
A more substantial caucus
I'd like to see deeper dialogue opportunities, and potentially sessions that delve deeper into EDI topics.
Maybe for folks who are not as familiar with basic privilege concepts to be able to get that precursor prior to the event so that the event can delve deeper than surface level

Feedback Comments: Do you have any additional comments or feedback about this conference?

I want to send a huge thank you to Darnelle and Heather for all of their hard work and time spent planning the conference.

Lunch room was rather cramped. Basically my chair kept hitting the one behind me.

n/a

I think everyone in attendance came in with an open mind which was great.

I know that we have to go to institutions based on location/school offering however, a conference in NH in winter can be a challenge.

thank you for the time you all put into this!

Provide an anticipated overview before registration closes so people can determine if it is at the level they need.

Rachel Grzejka I felt made comments that made folks uncomfortable throughout her presentation. Some of these include "were German, we don't feel anything", stating that she "got over caring" about inclusive bathrooms at her Catholic institution, "POC don't have people to look up to and it hurts my soul", "it was hard to do the program without (insert POC student leader's name) putting in the work", and "this is a safe space, say anything you want and speak candidly" which emphasizes intent over impact. I understand it is difficult to know exactly what presenters are going to say, but I think specifically if folks are attending an EDI conference it is important that presenters are knowledgeable.. I have also seen the "5 Tips for being an Ally" video many times throughout my life as a student, so watching as a professional staff member felt a bit elementary. The "Sometimes You're A Caterpillar" video was worse in the sense that the presenter talked about how "we all have our own struggles" with privilege, but did not touch upon the differences/systematic privilege. I just felt that at an EDI conference we should have been so much farther along. The presenter then ended with "I'm not doing official feedback, but did I do okay?" which was awkward in itself because it made folks feel they needed to say "mhm" which is exactly what happened.

Additionally my department has been told by our Director of the Queer/Trans initiatives that the Star Activity that was done in the Genderbread session has been outdated for the last 5 years and harmful to the folks who identify in the LGBTQ community. It negatively impacted the RAs in our training group (this is with the trigger warning, a thorough debrief, being mindful, etc.).As I am not an expert, I do not know what is best, but want to share that. The facilitators also used the term safe space, but did not explain it. I think that it is important, especially in all EDI conversations, that safe space is well-defined. (ex. safe does not mean comfortable)

We need to have more conferences like this that delve deeper. I appreciate the work that was put into this.

The breakout sessions could have been a lot more productive and insightful than they were



EDI 2020 Pre-assessment

Please fill this out with your current knowledge base and understanding prior to the EDI Retreat at NHTI. A post-assessment will be done at the end of the conference. This assessment will be used to help gain understanding of the learning happening for this conference. Thank you for your participation.

Please rate your level of confidence in the following.

Please rate on a scale of 1 - 5 (1=Not at all confident, =low confidence, 3=Neutral, 4=confident, 5=very confident)

1. I am confident in engaging in a discussion about intersectionality.

1 2 3 4 5
Not at all confident Very Confident

2. I am confident in engaging in a discussion about privilege.

1 2 3 4 5
Not at all confident Very Confident

3. I am confident in engaging in a discussion about social justice.

1 2 3 4 5
Not at all confident Very Confident

4. I am confident in engaging in a discussion about inclusion and equity.

1 2 3 4 5
Not at all confident Very Confident

5. I am confident in engaging in a discussion about implicit bias.

1 2 3 4 5
Not at all confident Very Confident

6. I am confident in engaging in a discussion about explicit bias.

1 2 3 4 5
Not at all confident Very Confident

7. I am confident in engaging in a discussion about internalized dominance.

1 2 3 4 5
Not at all confident Very Confident

8. I am confident in engaging in a discussion about internalized racial superiority.

1 2 3 4 5
Not at all confident Very Confident

9. I am confident in engaging in a discussion about internalized racial oppression.

1 2 3 4 5
Not at all confident Very Confident

10. I am confident in engaging in a discussion about anti-racist.

1 2 3 4 5
Not at all confident Very Confident

Please rate your level of agreement in the following.

Please rate on a scale of 1 - 5 (1=Do not agree, 2=Somewhat disagree 3=Neutral, 4=Somewhat agree, 5=Agree)

11. I engage in self-reflection around understanding my own racial identity.

1 2 3 4 5
Do not agree Agree

12. I have engaged with issues of power, privilege, and oppression in order to interrupt dominance.

1 2 3 4 5
Do not agree Agree

13. I have individually developed strategies that move the self and field towards liberation and social change. →

1 2 3 4 5
Do not agree Agree



EDI 2020 Post-assessment

Please fill this out with your current knowledge base and understanding since attending the EDI Retreat at NHTI. This assessment will be used to help gain understanding of the learning happening for this conference. Thank you for your participation.

Please rate your level of confidence in the following.

Please rate on a scale of 1 - 5 (1=Not at all confident, =low confidence, 3=Neutral, 4=confident, 5=very confident)

1. I am confident in engaging in a discussion about intersectionality.

1 2 3 4 5
Not at all confident Very Confident

2. I am confident in engaging in a discussion about privilege.

1 2 3 4 5
Not at all confident Very Confident

3. I am confident in engaging in a discussion about social justice.

1 2 3 4 5
Not at all confident Very Confident

4. I am confident in engaging in a discussion about inclusion and equity.

1 2 3 4 5
Not at all confident Very Confident

5. I am confident in engaging in a discussion about implicit bias.

1 2 3 4 5
Not at all confident Very Confident

6. I am confident in engaging in a discussion about explicit bias.

1 2 3 4 5
Not at all confident Very Confident

7. I am confident in engaging in a discussion about internalized dominance.

1 2 3 4 5
Not at all confident Very Confident

8. I am confident in engaging in a discussion about internalized racial superiority.

1 2 3 4 5
Not at all confident Very Confident

9. I am confident in engaging in a discussion about internalized racial oppression.

1 2 3 4 5
Not at all confident Very Confident

10. I am confident in engaging in a discussion about anti-racist.

1 2 3 4 5
Not at all confident Very Confident

Please rate your level of agreement in the following.

Please rate on a scale of 1 - 5 (1=Do not agree, 2=Somewhat disagree 3=Neutral, 4=Somewhat agree, 5=Agree)

11. I engage in self-reflection around understanding my own racial identity.

1 2 3 4 5
Do not agree Agree

12. I have engaged with issues of power, privilege, and oppression in order to interrupt dominance.

1 2 3 4 5
Do not agree Agree

13. I have individually developed strategies that move the self and field towards liberation and social change. →

1 2 3 4 5
Do not agree Agree



Executive Summary Pre-test / Post-test – Reported By: Heather Quire – Assessment Coordinator

Conference: EDI Retreat

Conference Date: February 7, 2020

Conference Location: NHTI, Concord's Community College

What was Measured:

Confidence in a discussion

1. I am confident in engaging in a discussion about intersectionality
2. I am confident in engaging in a discussion about privilege
3. I am confident in engaging in a discussion about social justice
4. I am confident in engaging in a discussion about inclusion & equality
5. I am confident in engaging in a discussion about implicit bias
6. I am confident in engaging in a discussion about explicit bias
7. I am confident in engaging in a discussion about internalized dominance
8. I am confident in engaging in a discussion about racial superiority
9. I am confident in engaging in a discussion about internalized racial oppression
10. I am confident in engaging in a discussion about anti-racist

Level of agreement

11. I engage in self-reflection around understanding my own racial identity
12. I have engaged with issues of power, privilege and oppression in order to interrupt dominance
13. I have individually developed strategies that move the self and field towards liberation and social change

What assessment methodology was used?

A paper pre-test and a post-test were done for this EDI Retreat. The pre-test was given to the attendees at registration of the conference and collected before going to the first session of the day. A paper post-test was given to attendees after the last session and collected before leaving for the day.

The pre-test and post-test had the same questions 1 through 13 which asked attendees to rate their confidence level on having a discussion about 10 topics and then for questions 11 -13 to rate their level of agreement on 3 statements. The pre-test data and post-test data was entered into forms to create spreadsheets of the data to analyze and compare.

What were the findings?

The Pre-test and Post-test compared Confidence level based on a 1-5 rating scale.

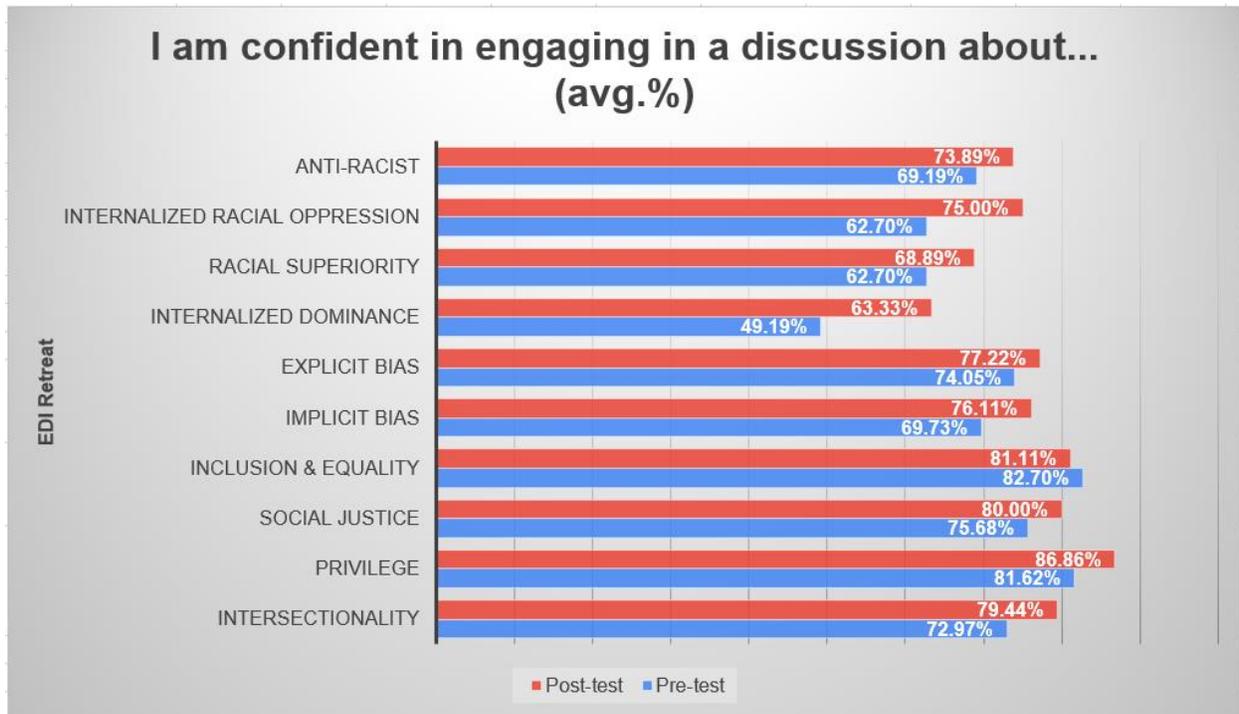
1 2 3 4 5

Not at all confident Very Confident

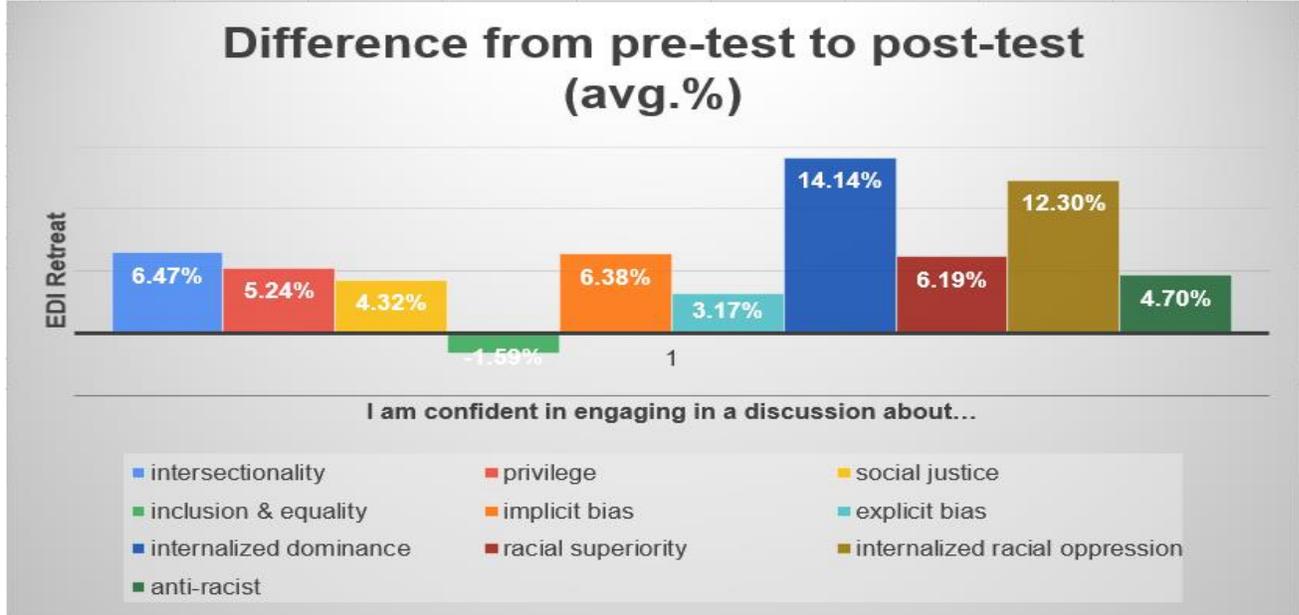


The results of the pre-test and post-test is compared below in % (avg.).

I am confident in engaging in a discussion about..	Pre-test	Post-test
intersectionality	72.97%	79.44%
privilege	81.62%	86.86%
social justice	75.68%	80.00%
inclusion & equality	82.70%	81.11%
implicit bias	69.73%	76.11%
explicit bias	74.05%	77.22%
internalized dominance	49.19%	63.33%
racial superiority	62.70%	68.89%
internalized racial oppression	62.70%	75.00%
anti-racist	69.19%	73.89%



For the 10 questions about confidence in discussing a topic asked on the pre-test and post-test there was about an average of **6.13% (avg.)** increase for each question in confidence level from the start of the conference to the end of the conference. It can be noted that each topic there was an increase except for the topic of inclusion & equality which decreased from pre-test to post-test. [see chart below]

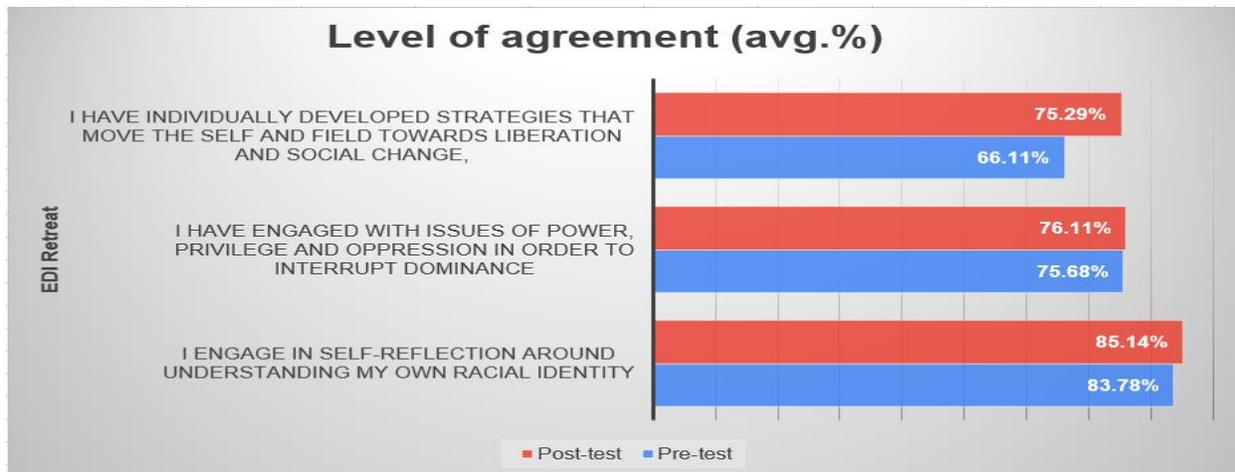


The Pre-test and Post-test compared Level of Agreement based on a 1-5 rating scale.

1 2 3 4 5

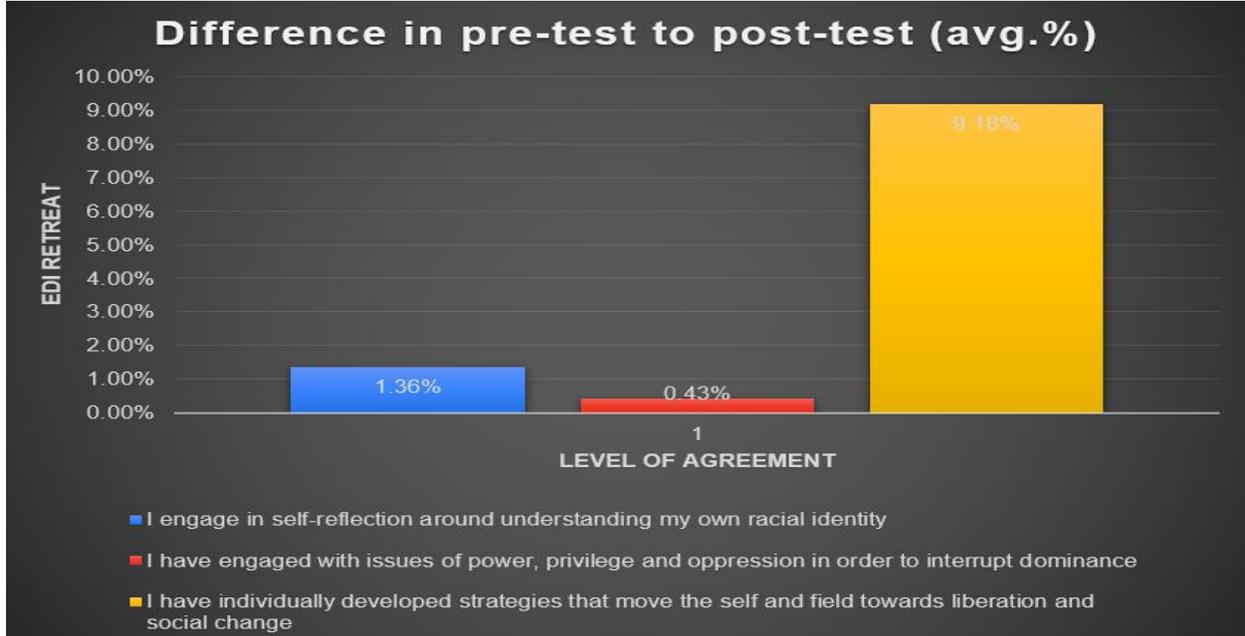
Do not agree Agree

Level of Agreement	Pre-test	Post-test
I engage in self-reflection around understanding my own racial identity	83.78%	85.14%
I have engaged with issues of power, privilege and oppression in order to interrupt dominance	75.68%	76.11%
I have individually developed strategies that move the self and field towards liberation and social change,	66.11%	75.29%





For the 3 questions about agreement of statement asked on the pre-test and post-test there was about an average of **3.66% (avg.)** increase for each question in confidence level from the start of the conference to the end of the conference. [see chart below]



Key takeaways:

- Confidence level on discussion the 10 topics was increased except 1.
- The following topics had an under 63% confidence in discussion prior to the conference and now after the conference all above 63%: Internalized Dominance, Racial Superiority, Internalized Racial Oppression, and Anti-Racist.
- The topics that increased the most from pre-test to post-test are: Internalized Dominance and Internalized Racial Oppression.
- Level of Agreement on the 3 statements increased.

What change (if any) needs to be made to the assessment process?

- The paper pre-test and post-test worked well to have attendee fill out at the beginning of the conference and at the end of the conference.

What results do you think should be communicated out to the membership?

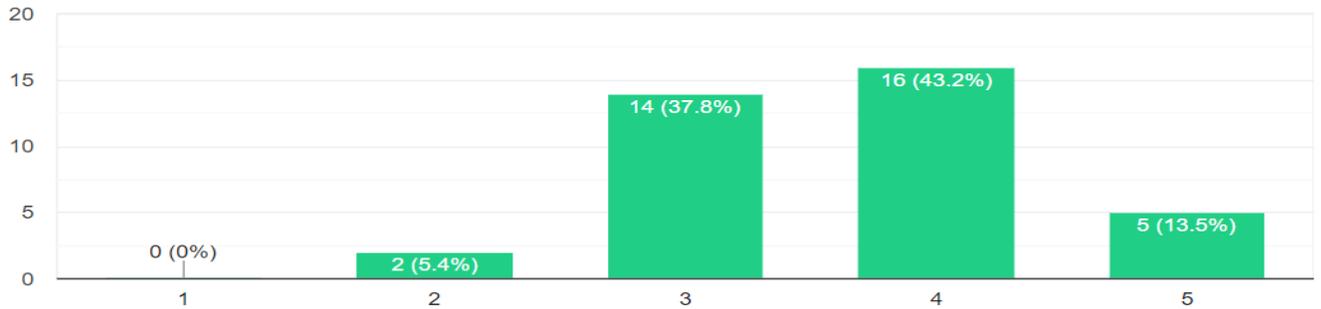
- Any and all of the information analyzed.

PRE-TEST Google Analytics

Please rate your level of confidence in engaging in a discussion in the following.

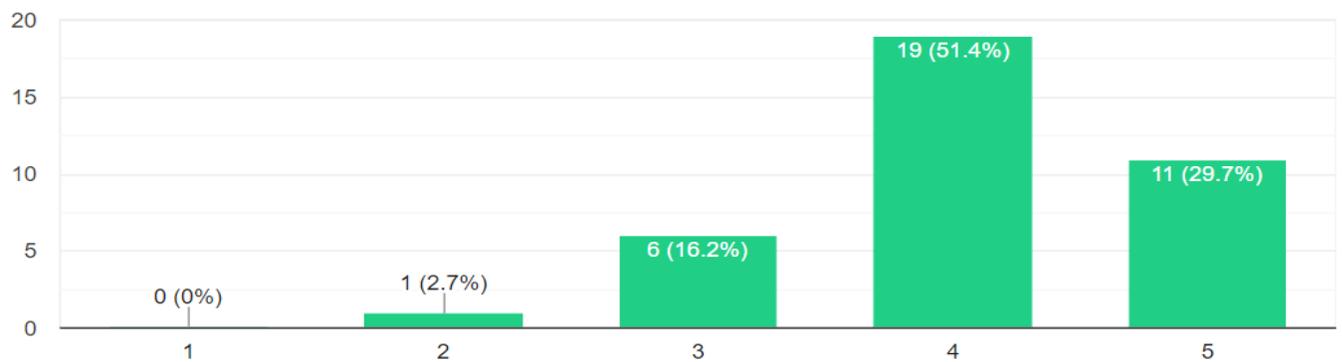
I am confident in engaging in a discussion about intersectionality.

37 responses



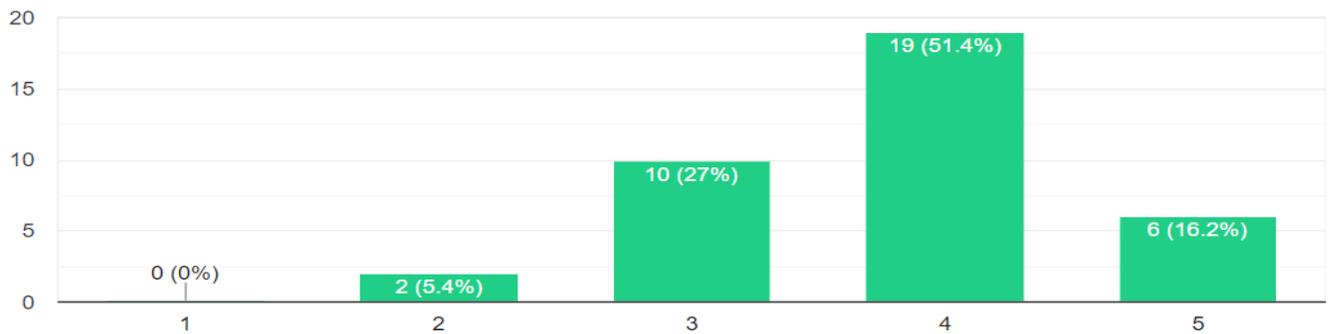
I am confident in engaging in a discussion about privilege.

37 responses



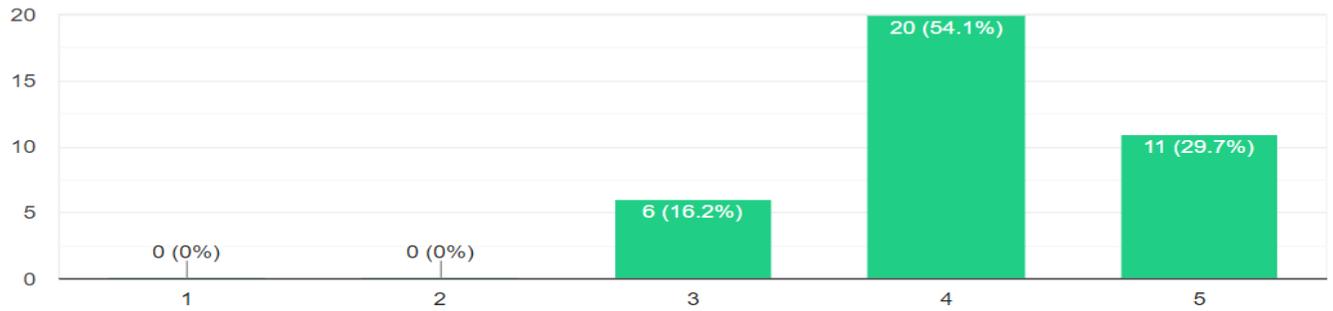
I am confident in engaging in a discussion about social justice.

37 responses



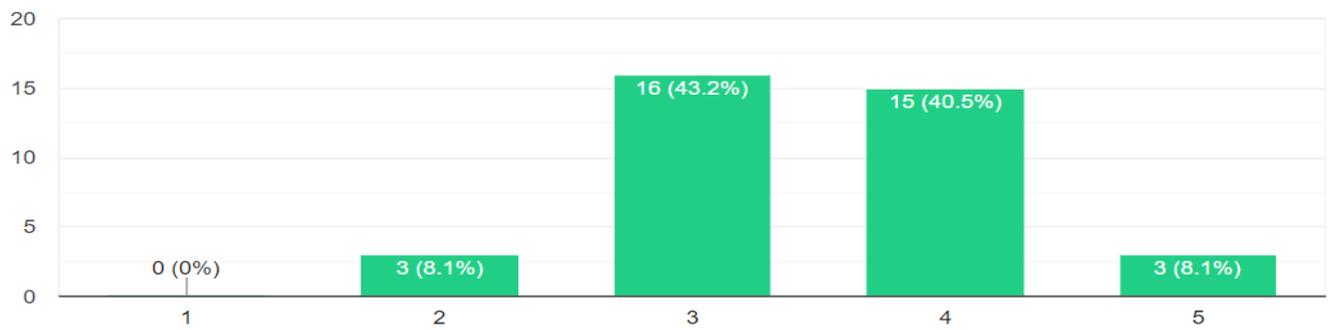
I am confident in engaging in a discussion about inclusion and equity.

37 responses



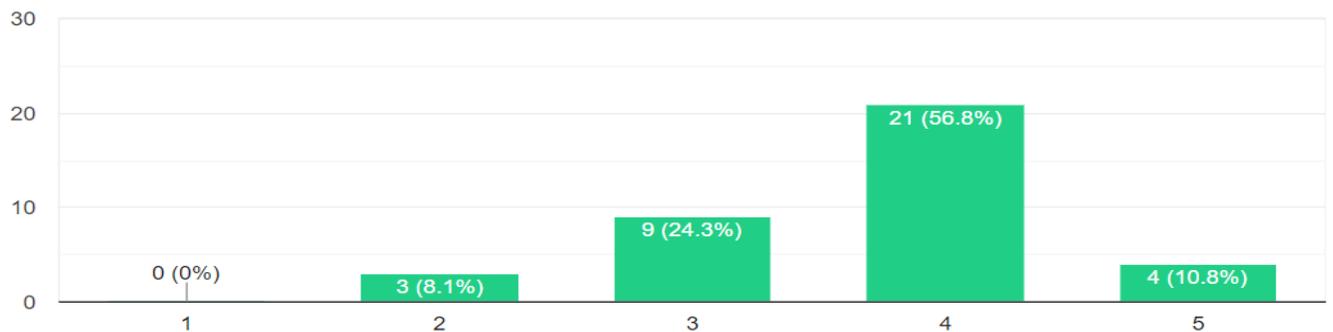
I am confident in engaging in a discussion about implicit bias.

37 responses



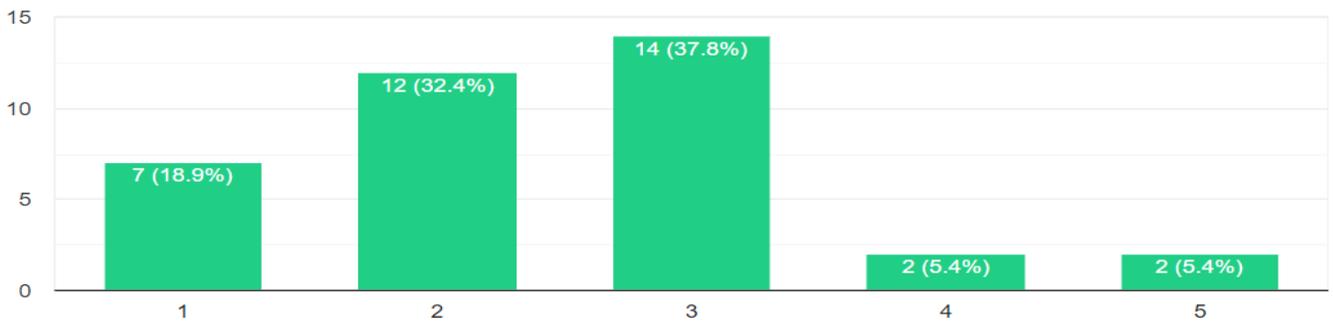
I am confident in engaging in a discussion about explicit bias.

37 responses



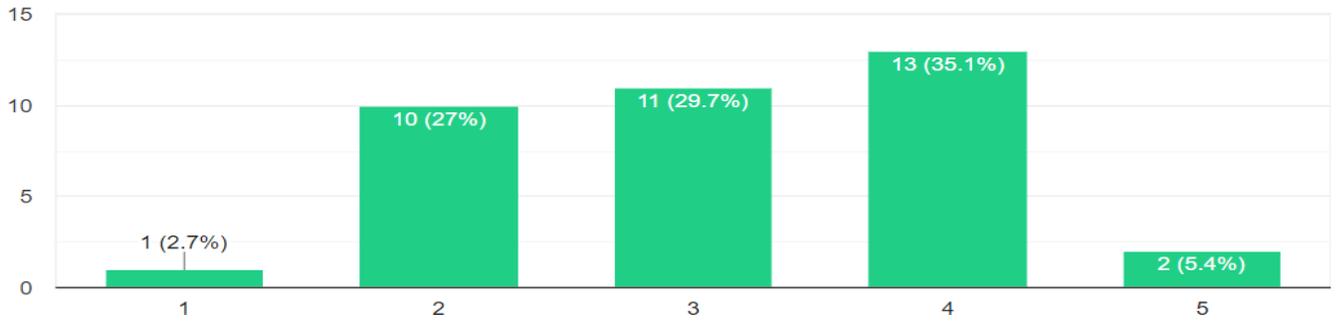
I am confident in engaging in a discussion about internalized dominance.

37 responses



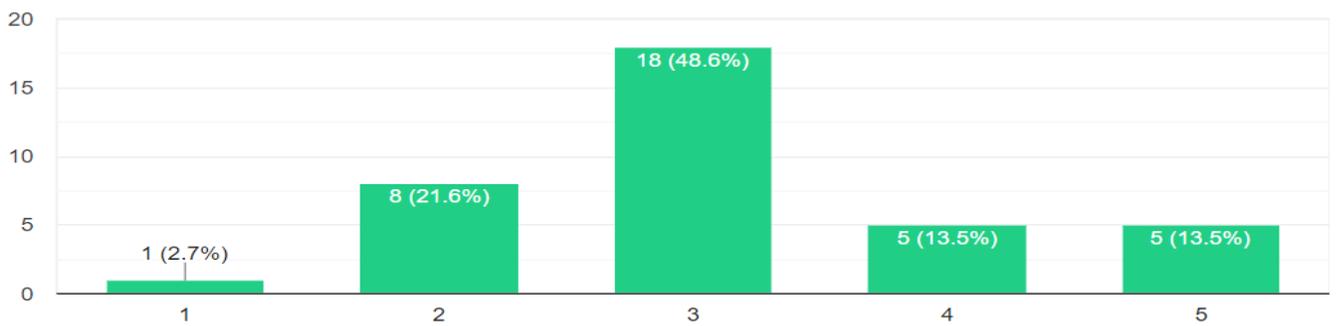
I am confident in engaging in a discussion about internalized racial superiority.

37 responses



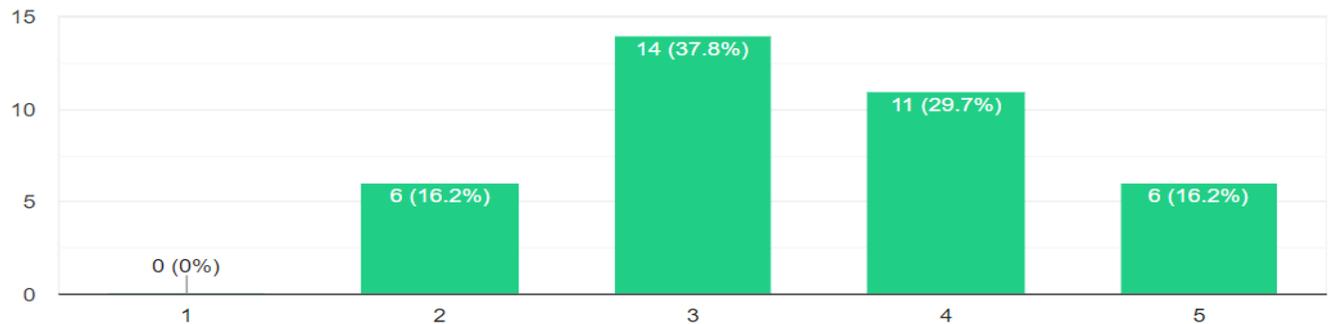
I am confident in engaging in a discussion about internalized racial oppression.

37 responses



I am confident in engaging in a discussion about anti-racist.

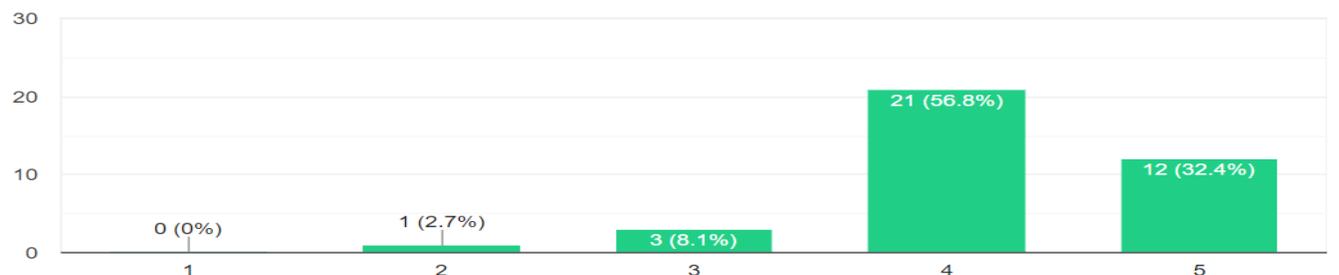
37 responses



Please rate your level of agreement with the following.

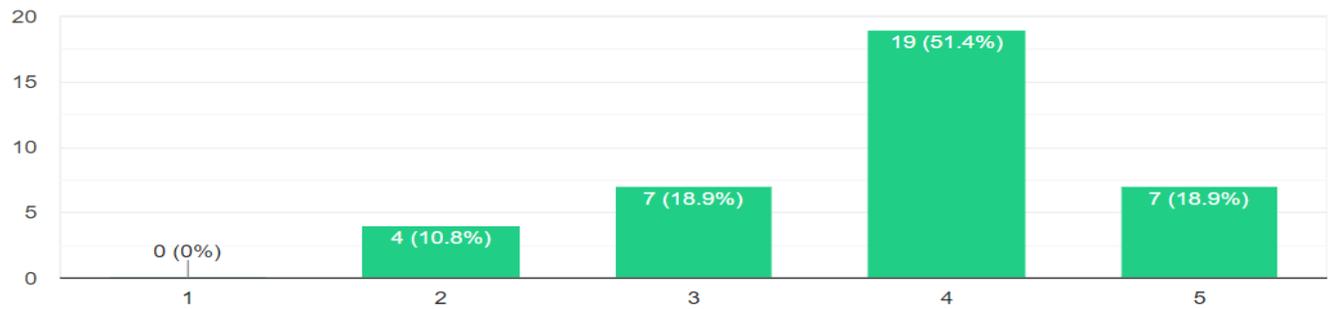
I engage in self-reflection around understanding my own racial identity.

37 responses



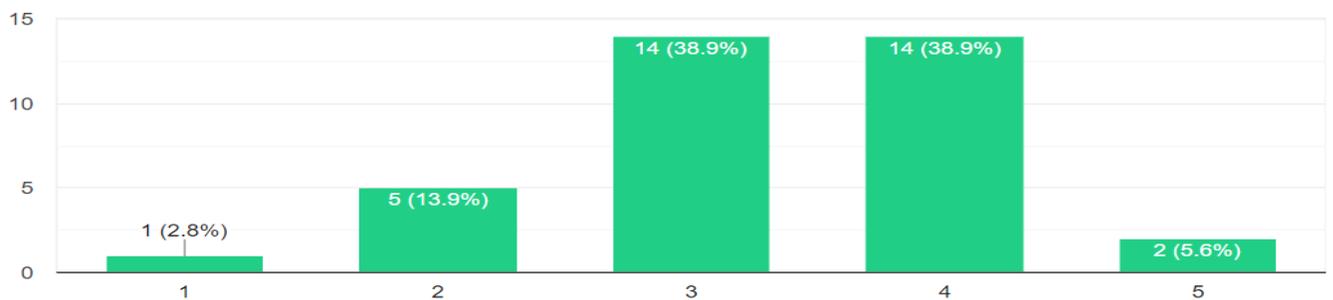
I have engaged with issues of power, privilege, and oppression in order to interrupt dominance.

37 responses



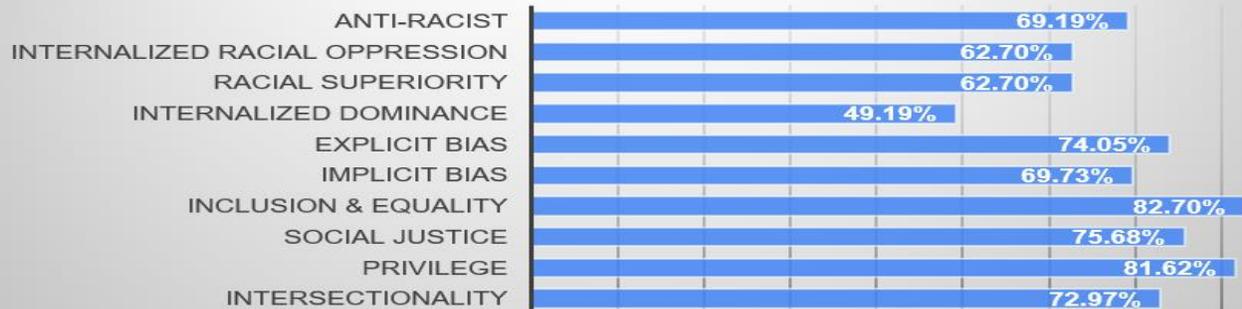
I have individually developed strategies that move the self and field towards liberation and social change.

36 responses



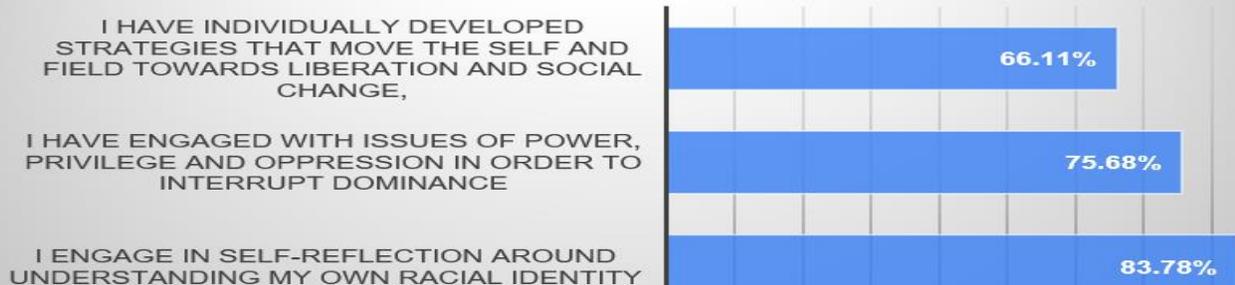
I am confident in engaging in a discussion about... (avg. %)

EDI Retreat Pre-test



Level of Agreement (avg. %)

EDI Retreat Pre-test

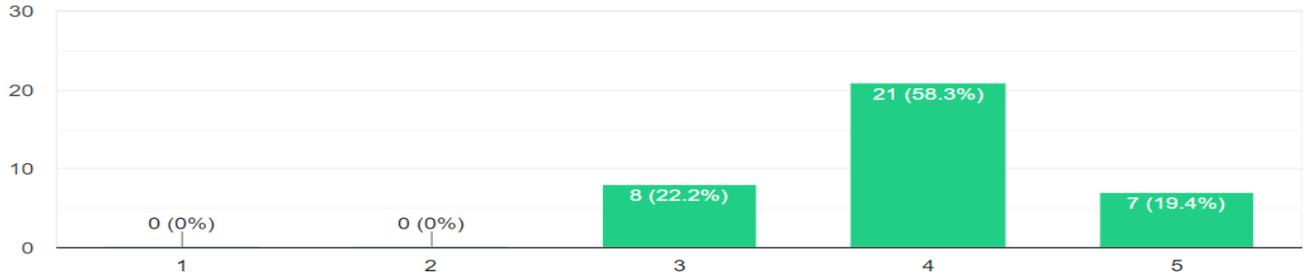


POST-TEST Google Analytics

Please rate your level of confidence in engaging in a discussion in the following.

I am confident in engaging in a discussion about intersectionality.

36 responses



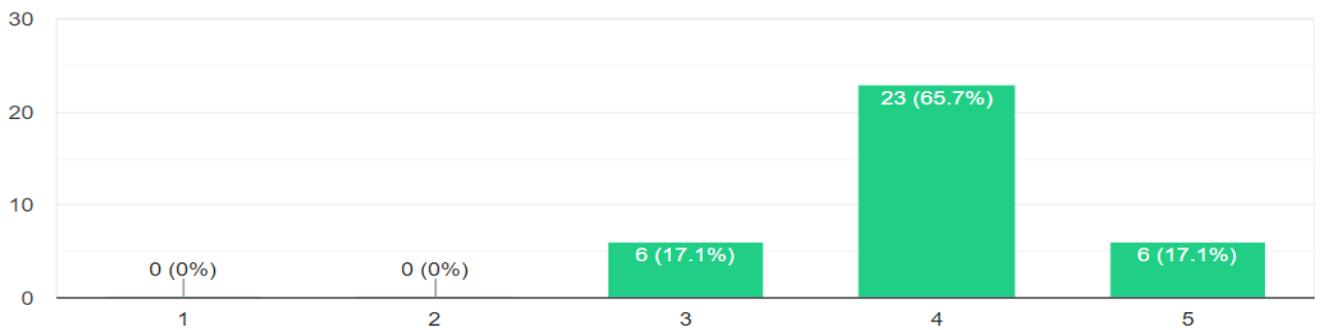
I am confident in engaging in a discussion about privilege.

35 responses



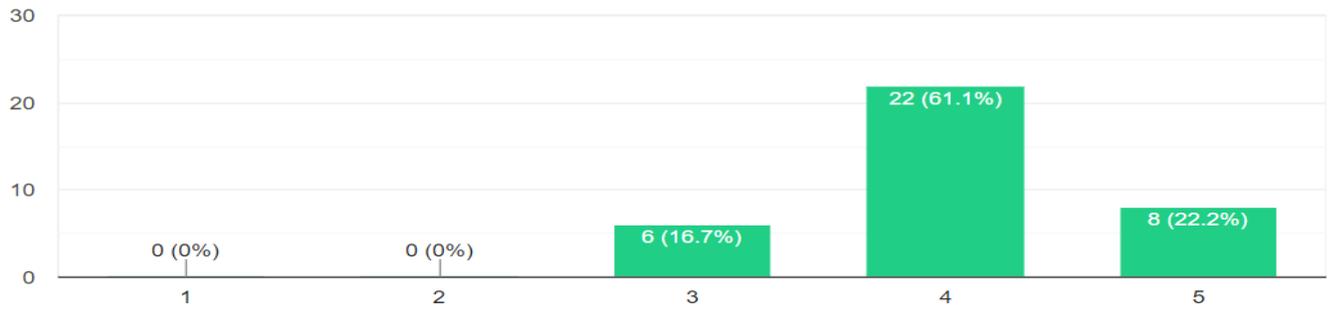
I am confident in engaging in a discussion about social justice.

35 responses



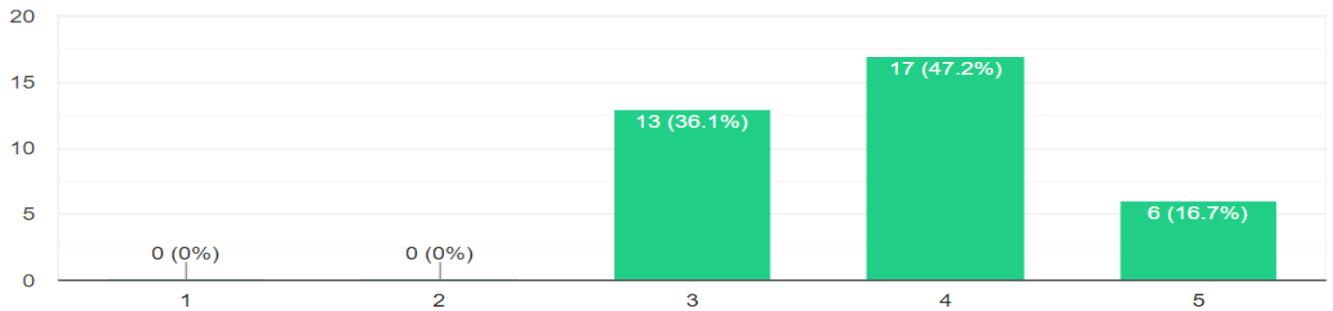
I am confident in engaging in a discussion about inclusion and equity.

36 responses



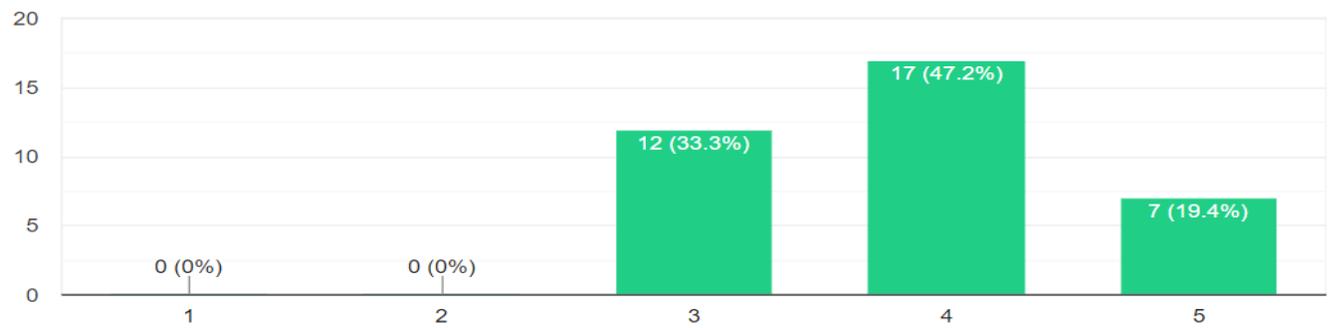
I am confident in engaging in a discussion about implicit bias.

36 responses



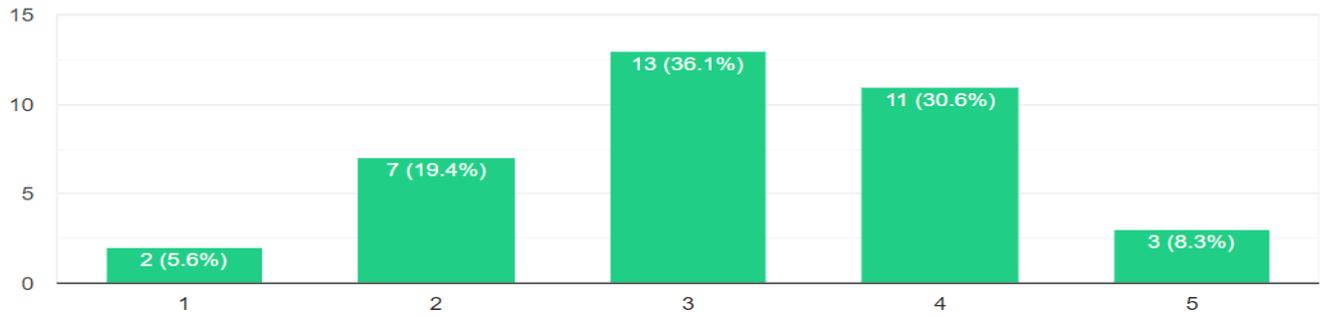
I am confident in engaging in a discussion about explicit bias.

36 responses



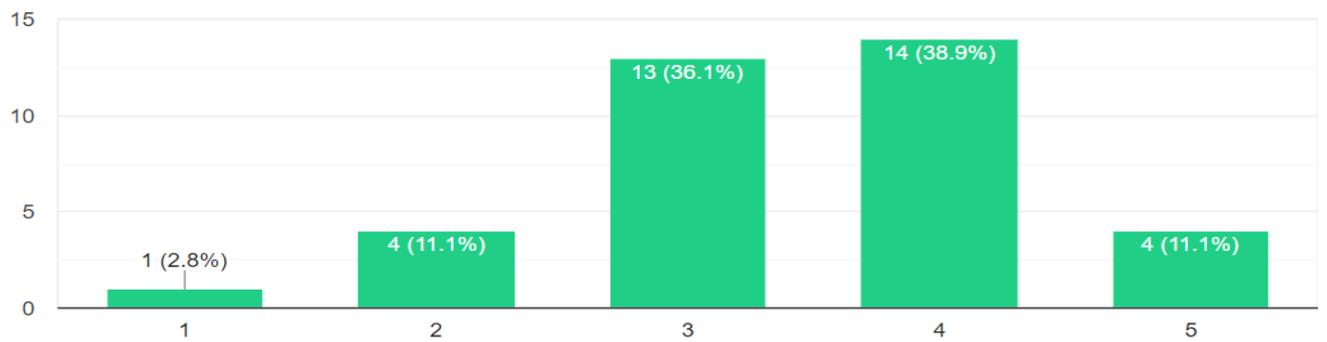
I am confident in engaging in a discussion about internalized dominance.

36 responses



I am confident in engaging in a discussion about internalized racial superiority.

36 responses



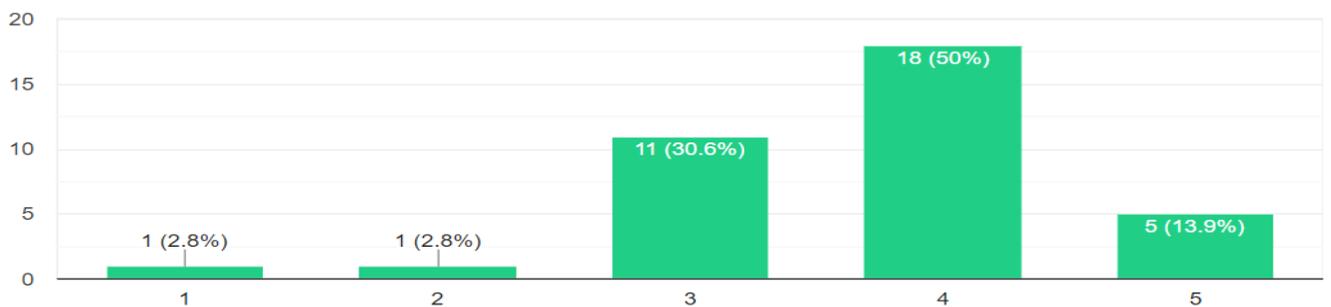
I am confident in engaging in a discussion about internalized racial oppression.

36 responses



I am confident in engaging in a discussion about anti-racist.

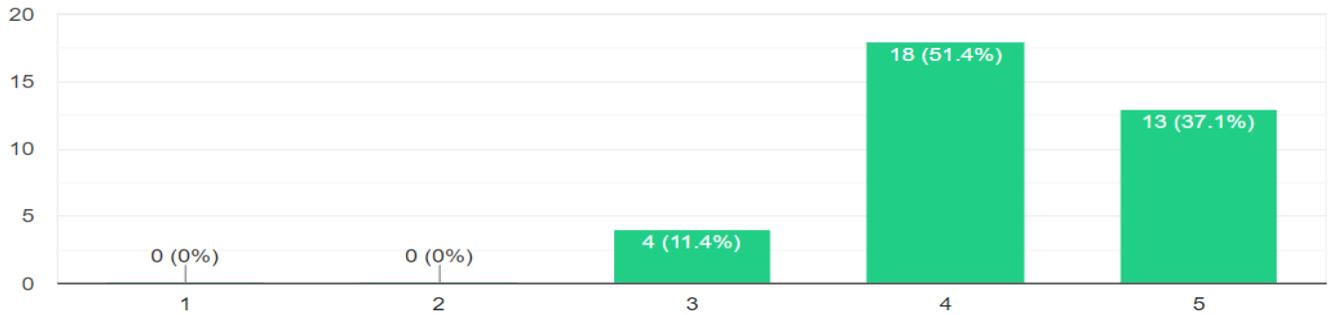
36 responses



Please rate your level of agreement with the following.

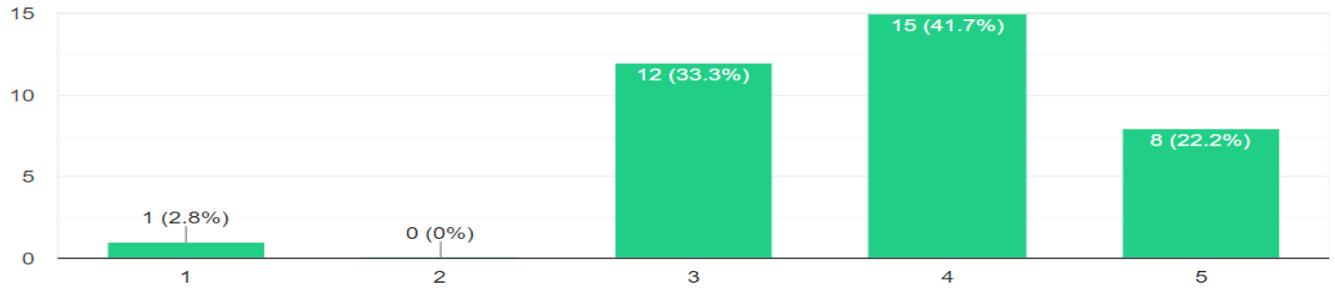
I engage in self-reflection around understanding my own racial identity.

35 responses



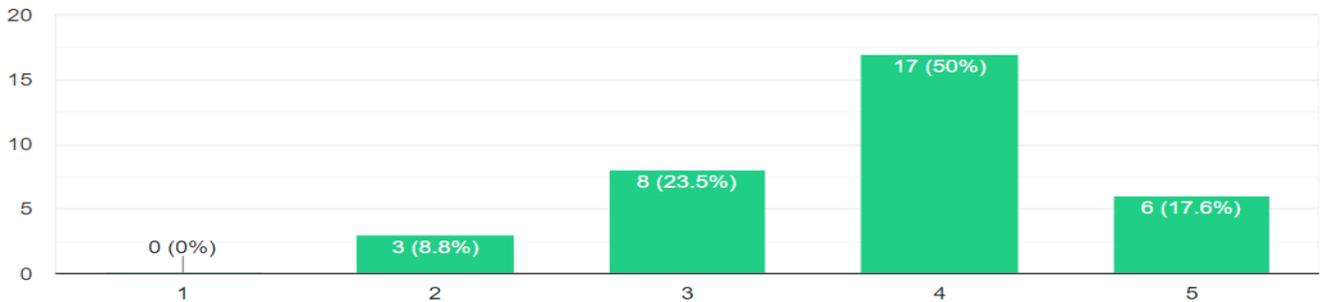
I have engaged with issues of power, privilege, and oppression in order to interrupt dominance.

36 responses

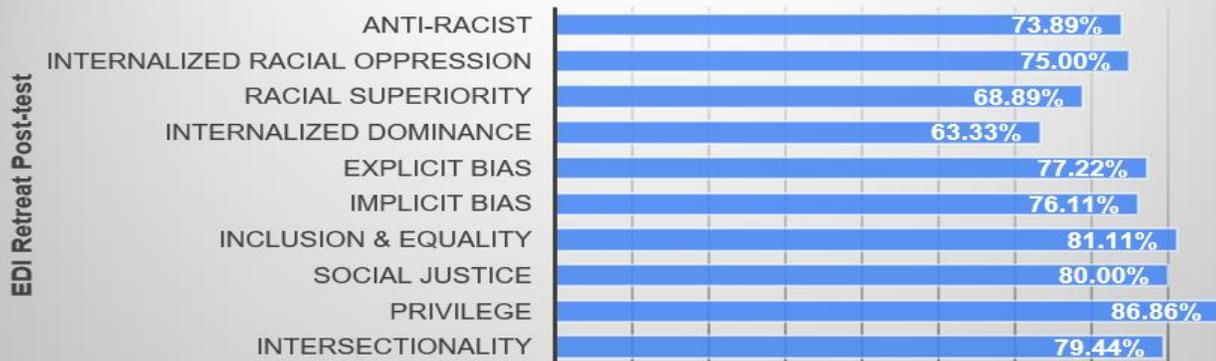


I have individually developed strategies that move the self and field towards liberation and social change.

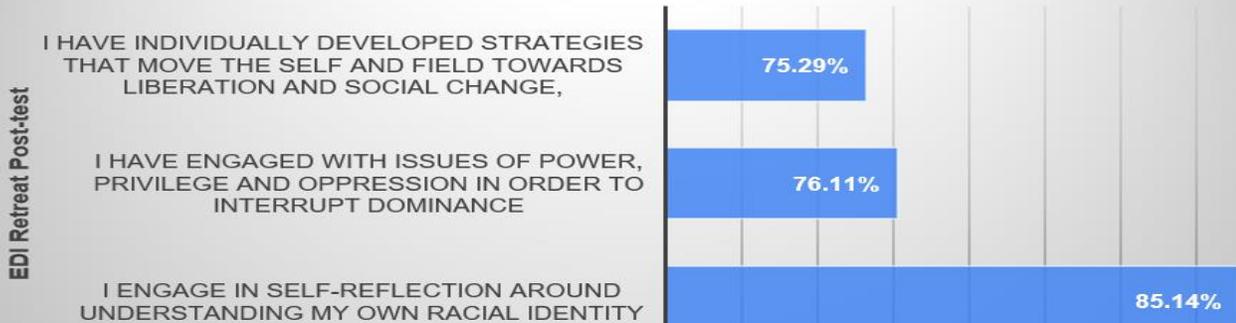
34 responses



I am confident in engaging in a discussion about (avg.%)



Level of agreement (avg.%)



NEACUHO

Northeast Association of College and University Housing Officers



2020 Residential Education (Virtual Format) Assessment Packet

Included in this Assessment Packet:

- Executive Summary 2 pages
- Demographics Executive Summary including charts/graphs 4 pages
- Conference Summary via Google Analytics & Feedback Comments 10 pages

Report prepared by: Heather Quire M.S. Ed.
NEACUHO Assessment Coordinator



Overall Retreat Executive Summary - Report By: Heather Quire – Assessment Coordinator

Conference: Res. Ed. Retreat

Conference Date: June 5, 2020

Conference Location: Virtual format

Conference Learning Outcomes / Competencies Measured:

- Conference Learning Outcome 1: participants will increase understanding of what strategies other institutions are utilizing to be successful in the context of Covid-19.
- Conference Learning Outcome 2: participants will learn 3-5 tangible strategies or resources they can utilize on their own campuses in planning to be successful in the context of Covid-19.
- Conference Learning Outcome 3: participants will gain confidence and preparedness as leaders and supervisors for this upcoming academic year.

What assessment methodology was used?

A post-event survey was used to determine the efficacy of the conference in reaching the above learning outcomes and competency measurements. The survey was approximately 35 questions in length and included both quantitative and qualitative data. There were 4 sections: 1) demographics, 2) conference learning outcomes, 3) satisfaction of aspects of conference and presenter feedback and 4) additional feedback questions including sense of belonging questions. For quantitative data collection, attendees were asked to rate their experience using a scale of 1 to 5 (1 being strongly dissatisfied with the experience or very low understanding of the topic and 5 being strongly satisfied with the experience or very high understanding of the topic). For qualitative data collection, attendees were asked for specifics of what they learned and for any comments they had regarding the conference as a whole.

What were the findings?

There was a 12.5% response rate, 39 respondents of the 312 attendees

Overall Satisfaction of Conference Experience: (77.84% [3.89/5.0])

Satisfaction of Sessions:

- Welcome: (78.29% [3.91/5.0])
- Keynote (77.84% [3.89/5.0])
- Roundtable 1A: Preparing for an Uncertain Fall Semester - Res. Ed. Focus: (81.54% [4.07/5.0])
- Roundtable 1B: Preparing for an Uncertain Fall Semester – Facilities & Operations Focus: (80.00% [4.0/5.0])
- Roundtable 2: Making Technology Work: What Are You Using? What Will You Use?: (71.61% [3.58/5.0])
- Roundtable 3: Taking Good Care in a Pandemic: Strategies for Cultivating Well-being in Unprecedented Circumstances: (64.62% [3.23/5.0])
- Roundtable 4: Moving Forward, Moving On: What Can We Learn From This?: (69.63% [3.48/5.0])
- Wrap up (71.67% [3.58/5.0])
- Trivia (82.86% [4.14/5.0])

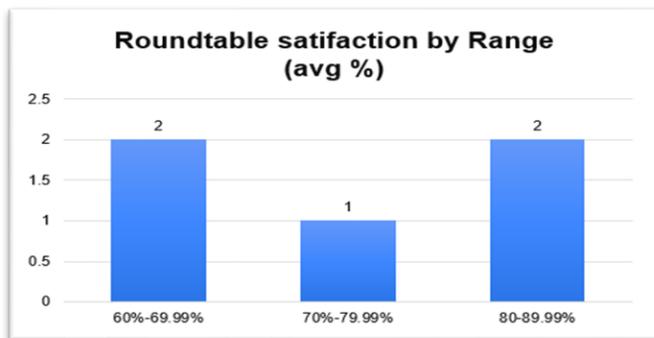


Understanding of learning outcomes of the Conference: (73.86% [3.69/5.0])

- Conference Learning Outcome 1: participants will increase understanding of what strategies other institutions are utilizing to be successful in the context of Covid-19. (78.42% [3.92/5.0])
- Conference Learning Outcome 2: participants will learn 3-5 tangible strategies or resources they can utilize on their own campuses in planning to be successful in the context of Covid-19. (73.68% [3.68/5.0])
- Conference Learning Outcome 3: participants will gain confidence and preparedness as leaders and supervisors for this upcoming academic year. (69.47% [3.47/5.0])

Key takeaways

- Mixed reviews of satisfaction for the 5 roundtables offered [chart breakdown by range]



- The highest rated roundtables were:
 - Roundtable 1A & Roundtable 1B
- Overall Conference understanding of Learning Outcomes was 73.86% (avg.%)
- There is good feedback within the comments for presenters and feedback comments for the entire Retreat that can help with planning future Res. Ed. Offerings but also virtual format offerings.

What change (if any) needs to be made to the assessment process?

Work to get more responses from participants for more data to be analyzed to help understand the conference. With such a low response rate this data may not reflect a good portion of the participants experience with this conference.

It can be noted:

Within in this overall assessment packet there are 2 executive summaries:

- Overall Retreat Executive Summary
- Demographics Executive Summary

What results do you think should be communicated out to the membership?

- Any and all information in this assessment packet.



Demographic Summary – Reported By: Heather Quire – Assessment Coordinator

Conference: Res. Ed. Retreat 2020

Conference Date: June 5, 2020

Conference Location: Virtual Format due to Covid-19 pandemic

NEACUHO is collecting data on demographics to better understand who responds to surveys and evaluations. On the evaluation, there is a disclaimer that states that no demographic question is required, it is optional to answer any questions listed in the demographic section.

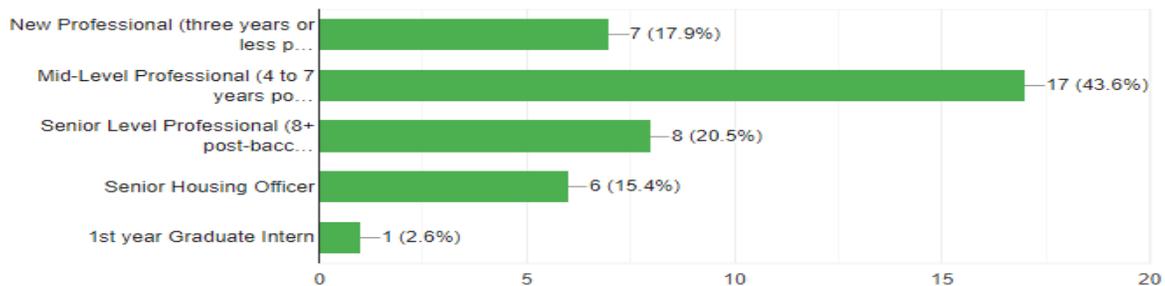
This is an Executive Summary of the demographics of the responses from the overall evaluation of the Res. Ed. Retreat.

What were the findings?

Demographic Information

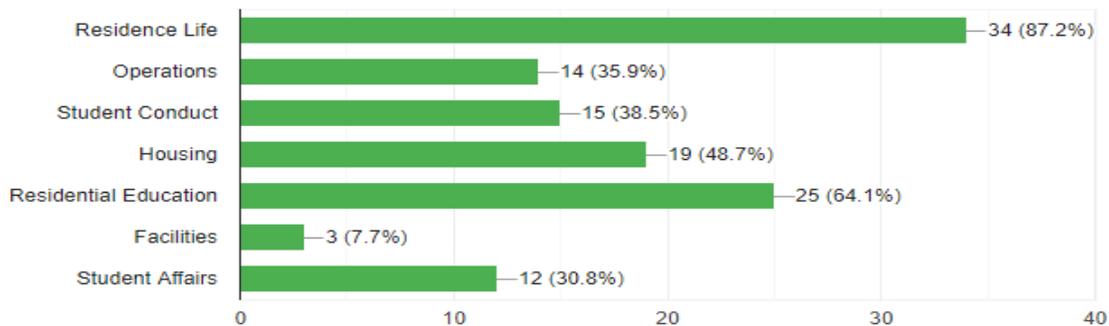
Professional Level

39 responses



What is the main function of your position - check all that apply

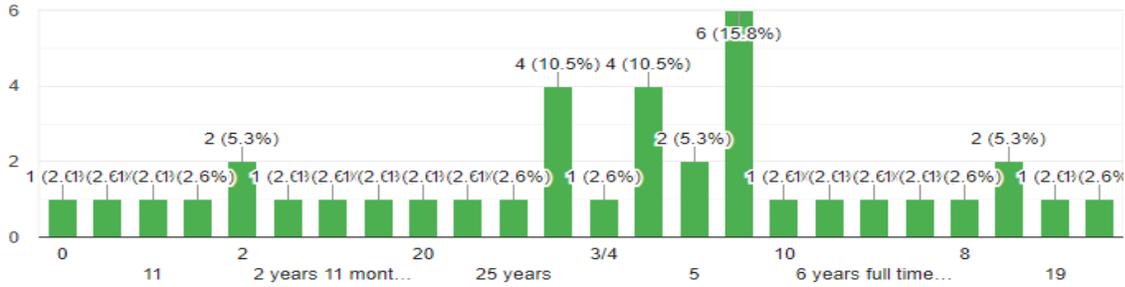
39 responses



Number of years as a full time professional: average = 8.06 years

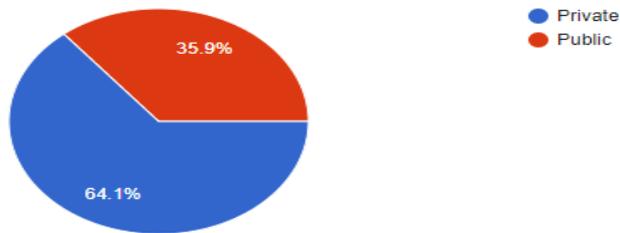
Number of years as a full time professional.

38 responses



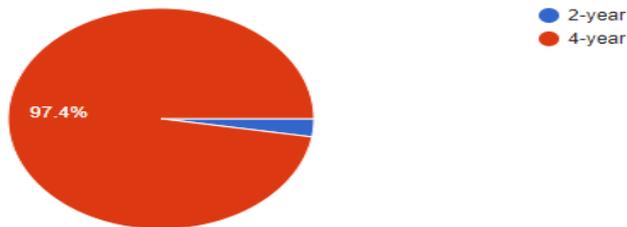
Institution Type - Private or Public

39 responses



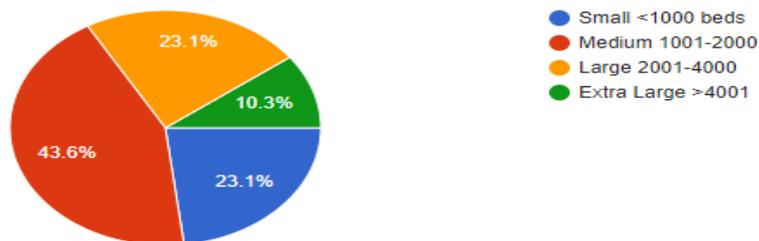
Institution Type - 2 year or 4 year

38 responses



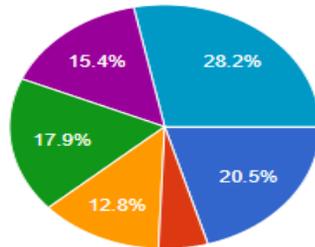
Institution Size

39 responses



Which NEACUHO District is your institution a part of?

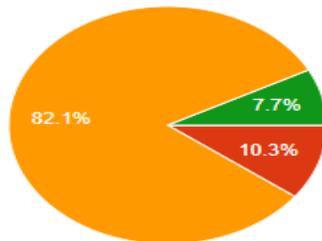
39 responses



- Connecticut & Rhode Island
- Eastern New York & Vermont
- Maine & New Hampshire
- Metro New York
- Western New York
- Massachusetts
- I do not know what district my institution is in

What is the highest level of education you have completed?

39 responses



- Associate Degree
- Bachelor Degree
- Graduate Degree
- Doctorate Degree
- Prefer not to say

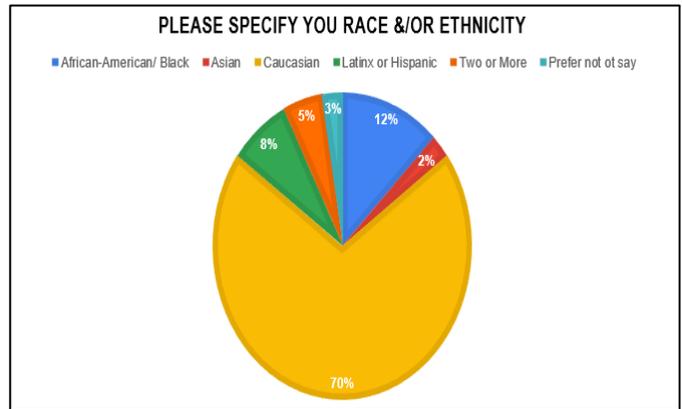
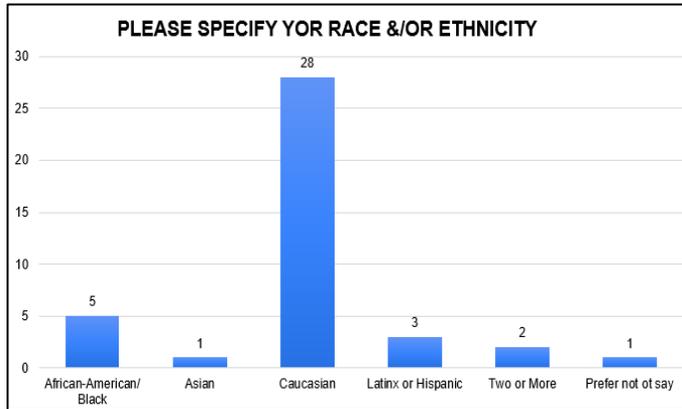
Are there any accessibility concerns or feedback that would have made your NEACUHO Conference experience better or that we can consider at future events/offerings? Please explain.

N/A
potentially look into closed captioning? I know that could be very pricey and complicated to put together.
none
closed captioning if virtual
N/A
I would recommend providing additional break times [maybe 15 minutes between each session] to limit individuals getting tired. I would also look into providing closed captioning features and panel discussions so that participants aren't continuously talking the entire day [people seemed tired by 3PM]. A mix of panel and breakout groups might have helped in this regard. Also, I wanted to attend the lunch debrief chat, however it was during lunch and I had to go get mine.
Not for me.
No
N/A
No
none - I feel all went well! I've never experienced the break out sessions before and thought those were really neat
Closed captioning
closed captioning,
For a virtual conference, there was a surprising members of the board not present. I understand a lot is going on, but the lack of representation by the board was noticeable.



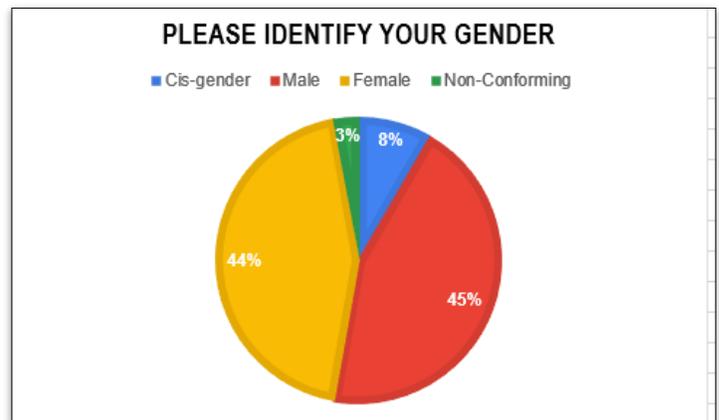
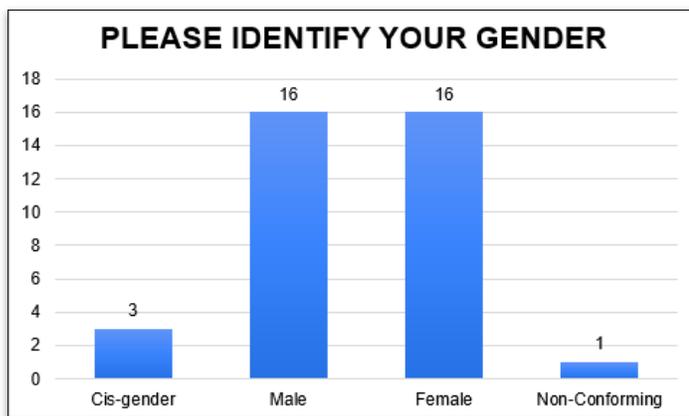
Please specify your race &/or ethnicity.

38 responses



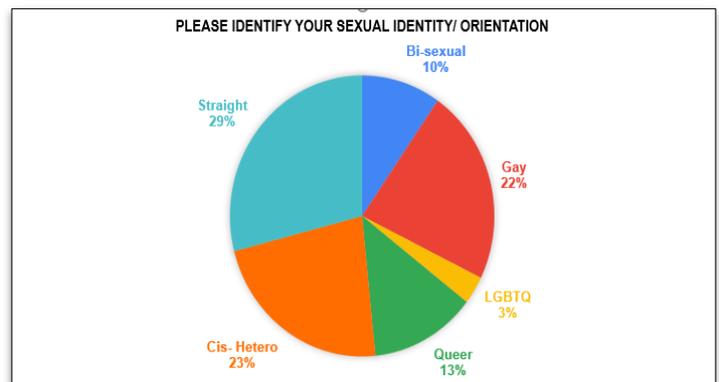
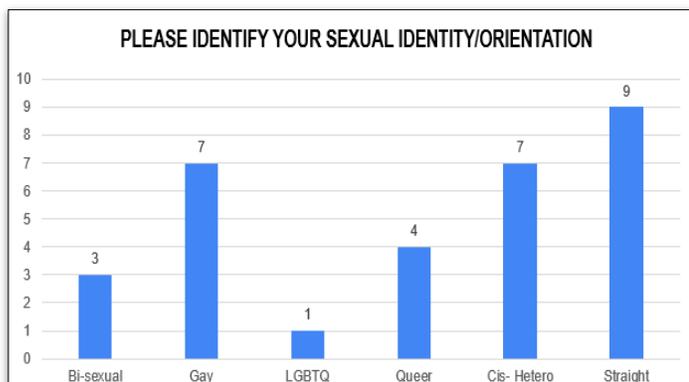
Please identify your gender.

36 responses



Please identify your sexual identity/orientation.

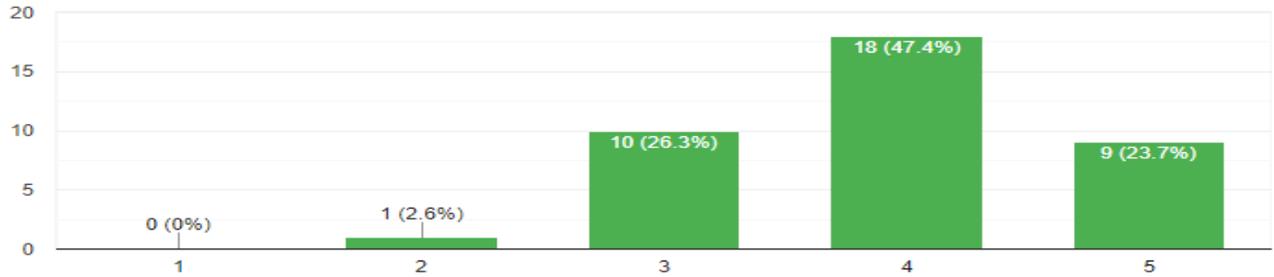
31 responses



Conference Learning Outcomes

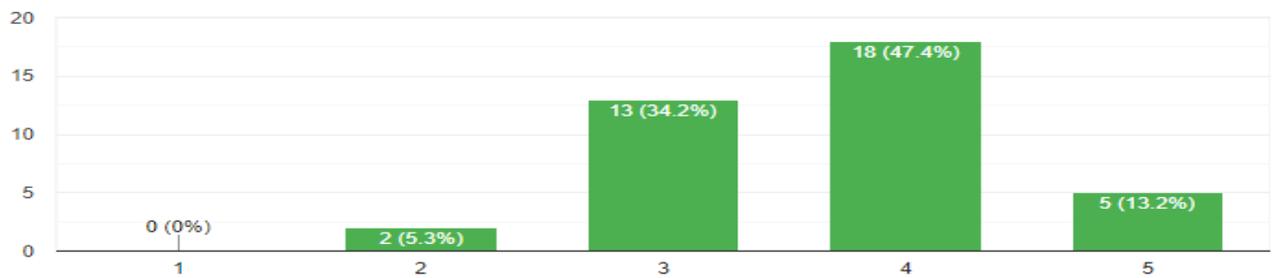
Conference Learning Outcome 1: participants will increase understanding of what strategies other institutions are utilizing to be successful in the context of Covid-19.

38 responses



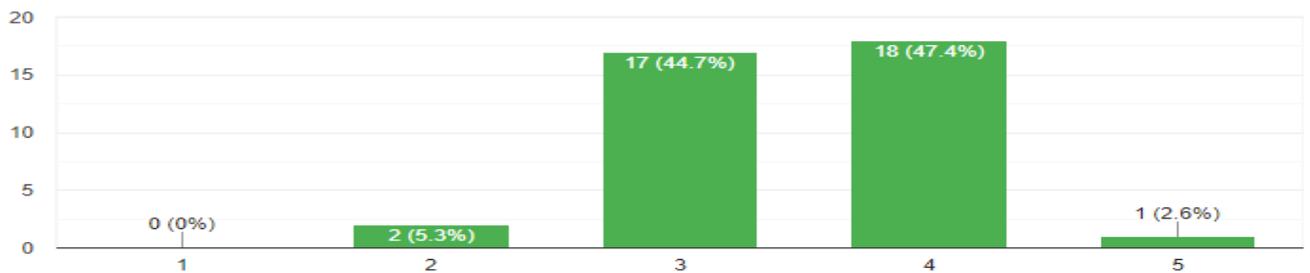
Conference Learning Outcome 2: participants will learn 3-5 tangible strategies or resources they can utilize on their own campuses in planning to be successful in the context of Covid-19.

38 responses



Conference Learning Outcome 3: participants will gain confidence and preparedness as leaders and supervisors for this upcoming academic year.

38 responses

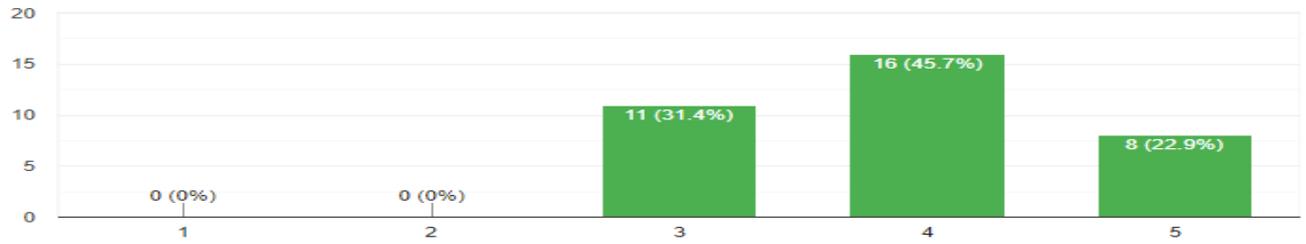


Satisfaction with Sessions

Please rate how satisfied you were with the following sessions/presentations

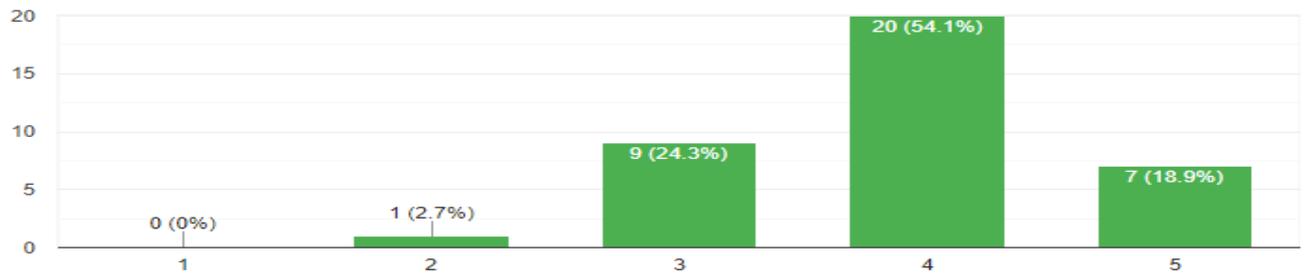
Welcome

35 responses



Keynote

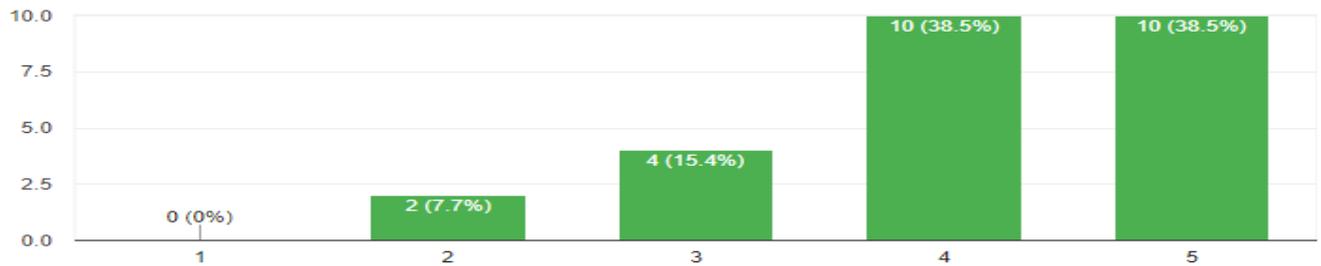
37 responses



Session 1

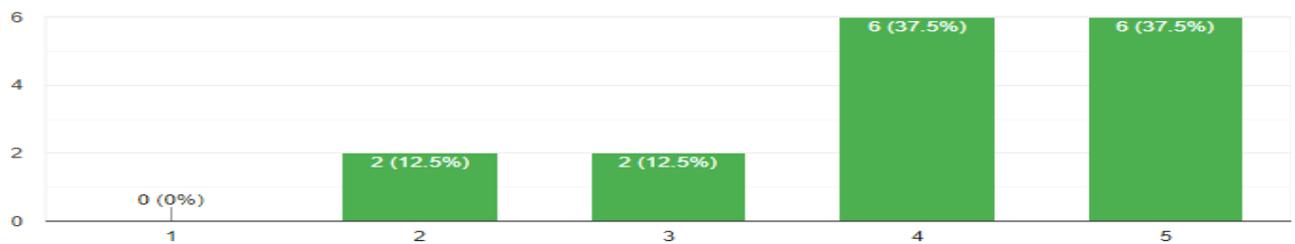
Roundtable #1A - Preparing for an Uncertain Fall Semester - Res. Ed. Focus

26 responses



Roundtable #1B - Preparing for an Uncertain Fall Semester - Facilities & Operations Focus

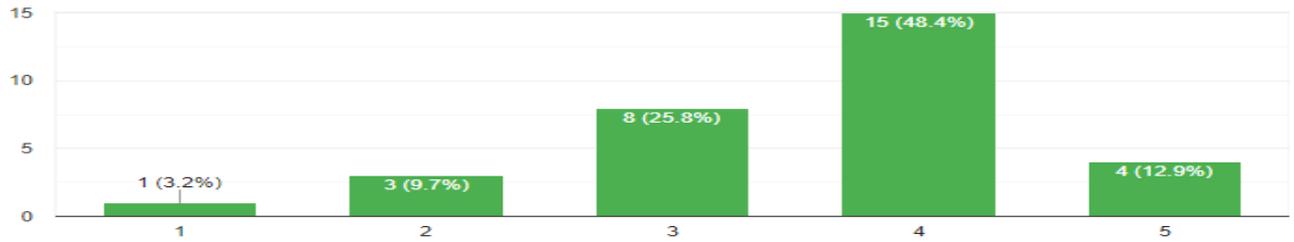
16 responses



Session 2

Roundtable #2 - Making Technology Work: What Are You Using? What Will You Use?

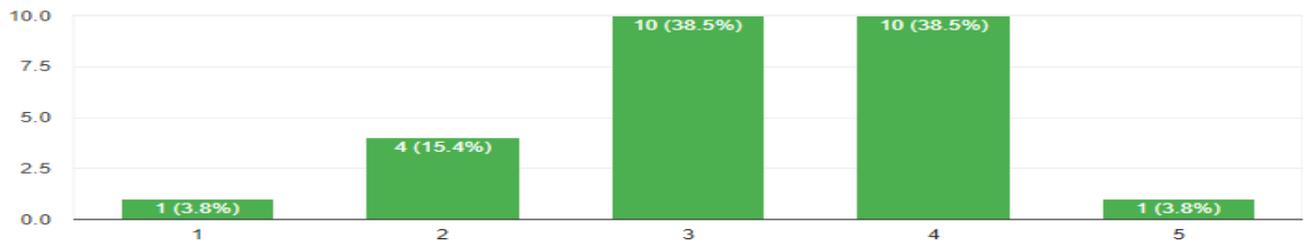
31 responses



Session 3

Roundtable #3 - Taking Good Care in a Pandemic: Strategies for Cultivating Well-being in Unprecedented Circumstances

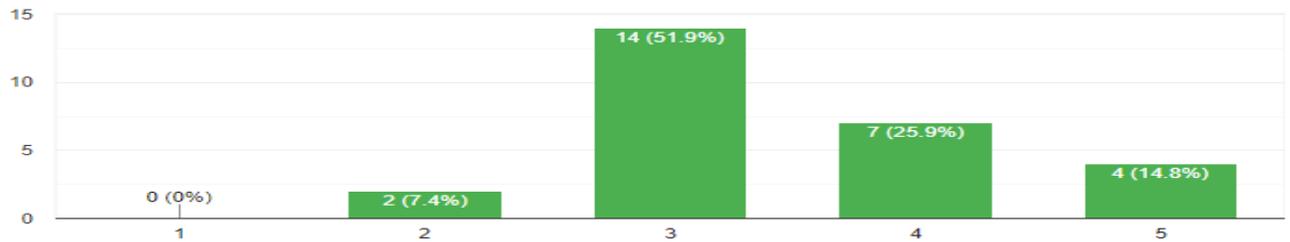
26 responses



Session 4

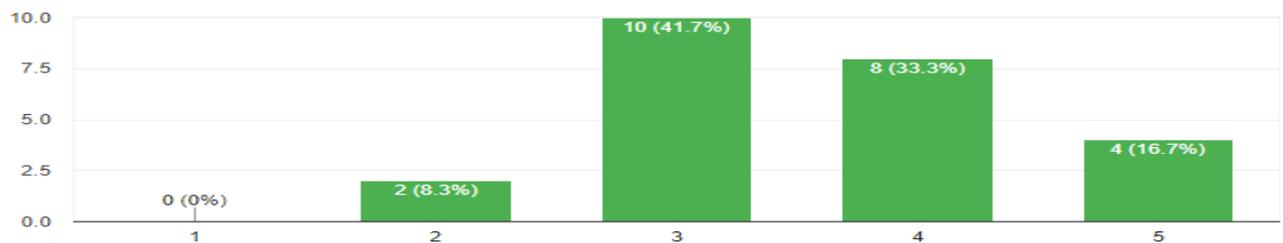
Roundtable #4 - Moving Forward, Moving On: What Can We Learn From This?

27 responses



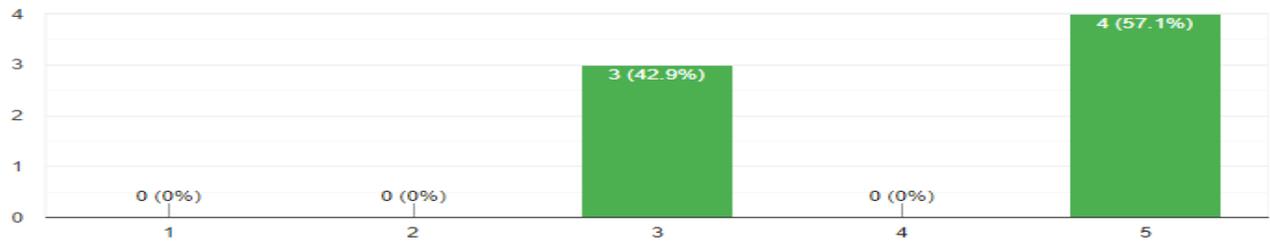
Wrap Up to Res. Ed.

24 responses



Trivia Social

7 responses



Presenter Feedback

Session 1

Roundtable #1A - Preparing for an Uncertain Fall Semester - Res. Ed. Focus

Presenter Feedback - Roundtable #1A: Please give any comments or specific feedback for the presenter.

Would want smaller groups or longer time in the smaller group.

It was confusing who was the lead after break out sessions or what the instructions were besides answer the questions. I did not learn any new information or resources to use even with the large group.

This was great, but it covered almost all topics that were then discussed later. It made things a bit repetitive, but that isn't the presenters faults.

I loved this session!!! The most tangible of the day!

Great session and transition to breakout rooms was smooth!

This was a good way to start and set a helpful tone to the rest of the day. The question prepared and posed by the presenters.

Bill did a great job facilitating the breakout sessions and helping us with our questions to answer.

Great start to the day! Bill was a knowledgeable facilitator and a great listener. I appreciated the exploration of innovative ways to approach Staff training and student engagement.

Helpful breakout rooms and guiding questions. Not much information given by presenters, more guided by participants.

Good presentation and set up for quite an involved discussion.

Overall, found this session the most helpful to just hear where everyone is at in their decisions (or lackthereof due to having to wait for our individual state mandates) and various approaches to plan for whatever may happen in the fall.

The breakout rooms could have benefitted from more mindful planning (ex: private college convo spaces, small institution spaces, resource-limited school convos, etc.)

Roundtable #1B - Preparing for an Uncertain Fall Semester - Facilities & Operations Focus

Presenter Feedback - Roundtable #1B: Please give any comments or specific feedback for the presenter.

Having all presenters introduce themselves in a large zoom was disorganized and time consuming. I felt it lacked structure

It would have been helpful to appoint a facilitator for each break out group in advance

Provided a safe space for everyone to share ideas and asked questions. Contributed to the conversation. In some room where there was not a clear facilitator the conversations stood still while in this session it was fluent.

Dominick provide some great insights on how his institution was preparing for the fall. He was a great moderator and kept participation flowing.

I thought that the facilitator did a great job and I got a lot out of this session! For someone that focuses on Res Ed and is starting to think about Ops for the first time, I really enjoyed this and took a lot of notes.

Great session, but I wish we had more time in this session.

Session 2

Roundtable #2 - Making Technology Work: What Are You Using? What Will You Use?

Presenter Feedback - Roundtable #2: Please give any comments or specific feedback for the presenter.

I was placed in a breakout room #6 with no individuals looking to step up and no leader to facilitate the convo. Individuals talked about things

More time to talk in smaller groups or making the groups smaller to encourage more discussion.

I would have loved if this included examples of new technology, demos. It would have been really unique to see it right in front of us during this. Unfortunately, most people didn't have anything new to share in regard to technology (myself included)

I wish the facilitator came in with some already pre-established ideas to share AFTER the conversation.

Provided insight what the technology they are using and provided the space for other to share and give ideas and suggestions to the group.

This was a wide ranging conversation and Gregory was prepared and organized. Where could future sessions select a couple of tools to walk through, tips on how to be more efficient with tools, or limit fatigue.

I don't think there was a lot of guidance. A lot of the questions we answered in the first session.

Nice job Greg! Thank you for sharing your insights and moderating the conversation.

I enjoyed being able to hear what my colleagues were using especially in regards to programming and training. It was really helpful.

Helpful breakout rooms and guiding questions. Not much information given by presenters, more guided by participant sharing and conversations. Good facilitation in rooms.

I found this to be useful because not everyone uses the same technology so hearing others ideas was helpful
Solid questions, got some good ideas from this session

Session 3

Roundtable #3 - Taking Good Care in a Pandemic: Strategies for Cultivating Well-being in Unprecedented Circumstances

Presenter Feedback - Roundtable #3: Please give any comments or specific feedback for the presenter.

More time to talk in smaller groups or making the groups smaller to encourage more discussion.

This was nice, but a bit too long to just discuss coping mechanisms. It would have been cool to do something interactive, maybe a brief meditation?

Self-Care is important, however, I think this time was utilized too much to complain and vent about the struggles that everyone was facing. This was very difficult to engage in because of the complaining.

It was good to hear from my own people. Hearing everyone's challenges and knowing myself and my colleagues were not alone even though we felt as though we were left on campus to do it all. Being able to listen and take in what others are trying to do for self care or work life balance was great as well. I was also able to appreciate that I have the space on campus to still separate my home life and my work like and so many of you all do not. The presenters did a great job with starting the conversation.

This session made me feel quite concerned for the younger members of our profession. There seemed to be a common theme of anxiety and trauma for those that live on campus because of catching all the challenges this spring brought. Where are we helping new professionals advocate for themselves, and Residence Life/Education to make sure it is working in collaboration with other campus departments in the support of students.

Thank you Khadijah and Kendell nice team effort! I appreciated your generosity in sharing your insights and keeping this much needed conversation honest and relevant.

I don't know that I really got a lot of out of this session. In some ways, it felt a little like a session to complain when staff are asked to step up and do more especially during these times that we've haven't seen before.

I liked the idea but maybe there could have been more to facilitate these conversations. When it comes to self care, it takes sometimes a push to get people going especially since lots can forget about it.

Personally, I did not find this session the most helpful just given how extremely personalized self-care and our current employment situations vary across the region. It's certainly interesting hearing how each institution is handling everything.

I'll admit this is very selfish of me to say, but this session at times made me feel even more anxious/nervous about the potential still of being furloughed whereas I would have preferred this 50-minute session to focus on actionable ways to prepare for the Fall

Session 4

Roundtable #4 - Moving Forward, Moving On: What Can We Learn from This?

Presenter Feedback - Roundtable #4: Please give any comments or specific feedback for the presenter.

More time to talk in smaller groups or making the groups smaller to encourage more discussion.

This was very repetitive from earlier discussions, and it made me feel tired and exhausted to continue to talk about how much we do not know and how few good examples there are out there.

Also a great session!!! It was nice to talk about next steps with colleagues and learn from how institutions are responding to the pandemic and continuing ResED operations.

For me, since I am not a futuristic person, this was the hardest session for me. But it did make me think about the future and what I will have to work through in the upcoming months.

This was helpful. There is still a great deal of uncertainty this session did the best job of providing some tangible strategies for the future. This is part of the challenges of the situation, not the sessions or the day.

Christina, thank you for sharing your insights and leading the group to ponder on future system processes and needed changes. It is clear that we have the opportunity to incorporate some of our virtual approach. I appreciated your leadership in examining how we care and value our most vulnerable populations in this new normal.

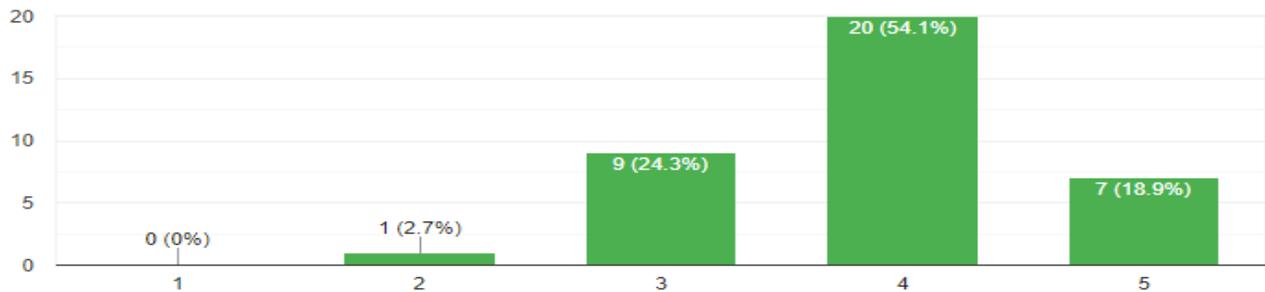
I enjoyed being able to start thinking about how we can move forward to really culminate the day.

I loved Christina's encouragement of making sure we are advocating for our students who need advocacy and are often overlooked. It is something we are looking into at my institution, definitely. I liked being broken into breakout rooms, it was helpful to have smaller conversations and then come back together for a debrief.

Additional Comments/Feedback

Overall Conference Satisfaction

37 responses



Was this conference beneficial to your professional development. Please explain.

meh

Yes, it was reassuring to speak to so many others in the same position that I am in/my institution is in. Knowing that we're all navigating through this difficult time made me feel better about my current situation and brought back more confidence within myself.

Yes, it is always good to talk to people in the region and how their experience is the same or different from our own.

Unfortunately I do not think it was beneficial. I would have preferred less of a round table and more of a seminar style. I understand that everyone is scrambling right now to figure out what the fall looks like but it would have been nice to look at best practices or have common virtual assistants come in such as microsoft or blackboard.

Making connections, feeling supported, gaining perspective

Ultimately, I would not call it a conference, but a structured chat forum. I appreciated that it was free, and I liked hearing from others. It is a tough time to have concrete discussions, so I understand why things were formatted this way, but I am walking away with very little new ideas or knowledge.

Yes. I really enjoyed the round table/break out room style. I felt that this was more natural than a formal presentation, especially given the circumstances

YES! This was perfect opportunity to speak to colleagues going through the same challenges. I really appreciated hearing how others are thinking about things and I am eager to bring this back to my team.

I certainly appreciated the opportunity to connect across the region without having the expense/logistics of travel. I think this is a valuable platform even after social distancing is lifted.

Yes! I have been away from the organization for a little while and it was fantastic to rejoin and focus on residential education. It was validating to talk with others and brainstorm practical ideas.

It is helpful to hear what others are thinking about - it informed me. I do not feel this was professional development per se but helpful brainstorming.

It was, I wrote down a ton of resources to use and am looking forward to seeing the notes that were collected

Yes, it helped me plan and consider the kinds of flexibility we will need. Also, reinforcing the need to be focused and thoughtful about the needs the residents and staff, looking at habits and traditions thoughtfully.

I think this was a good conference to have at this time of year. With all of our institutions going through the same thing and overall administrations giving us the same answers (or lack thereof) it was nice to see we weren't alone.

Yes

Yes, both intellectually and socially. The spirit of collaboration was palatable and Adam kept the groups in good spirit and kept the sessions moving in a timely manner.

Absolutely! I think during these times where we haven't seen a lot of what's going on before, it was helpful to be able to hear/see what other schools are doing.

yes

Yes, it was beneficial to speak with other professionals at this time to discuss plan for opening in the fall and to bounce ideas off each other.

Yes, overall it was much better than I anticipated. I would recommend doing a few of these throughout the year even when Covid isn't a factor. I personally love in person, however this was a great alternative.

Good ability to network with colleagues and share best practices during challenging and changing times at many universities.

Yes, it gave me ideas to think about to aid to the overall experience of residents and new platforms to use for students.

Yes, given so much uncertainty right now I found this a helpful experience to brainstorm and share ideas. It was a great way to process whats currently happening in the world and not feeling alone in the fight.

Yes. It gave a glimpse into what conferences may look like in the near future.

I wish I had been able to attend more sessions than just the keynote and last session with Christina. I imagine it would have been a lot more helpful to have a greater idea of what others are doing at other institutions, or are at least planning. Loved the focus on students who need accommodations, and making changes in our planning to help them.

Please give feedback about your virtual experience with this Retreat.

Using more interactive software or more dynamic presentations. I did like the round table discussion.

Virtual experience was fine, more instructions regarding break out sessions would have been beneficial.

Zoom is hard, but I thought the switch to roundtables rather than presentations was genius. It made it much more engaging and easier to stay focused.

Zoom worked well, no glitches!

Zoom was a great tool to use!!! I still felt engaged.

considering the fact it HAD to be like this... it was well done. I appreciated the break out rooms. If more conferences need to be done this way, it may be a good idea to request volunteers (BEFORE the conference) to be moderators in each break out room. Many of the rooms I was in were SUPER quiet and took a while for someone to step up to get the ball rolling. Might have been helpful to have someone (who had time to review the discussion questions and prepare) to be the moderator of the groups.

A virtual retreat once a year would be terrific! Keep a virtual format like this one please!

It would have been helpful to have a facilitator in the break out rooms.

I liked the format of coming together as a big group and then breaking out into groups. I think my only comment would be to maybe have facilitators in each group prior so if needed they can help start the conversation and keep it going.

It was a good day, just a long day. It might have been better to remove the last session and allow more time for the presenters to spend 15 minutes going through the content matter before going into breakout groups

Zoom is a decent tool and the organization of the small groups was helpful and made the interactions of high quality. I also was grateful for the advance preparation and sharing of the questions for each session. It helped me prepare to engage and take away from the day.

I thought NEACUHO did very well in this virtual experience. Everything flowed nicely and I didn't see any technical issues. Everyone also had proper "Zoom etiquette" so it was nice to be in an environment that way.

Overall, I would have liked to see one facilitator per breakout room because some of the rooms I was in it took a little bit for someone to volunteer to kind of lead the session

I really appreciated that all the sessions broke into smaller groups. I am going to be exploring this in zoom and modeling it for our staff's training.

I enjoyed it but after lunch it was definitely tiring. Not sure how to best break it up over multiple days as I'm sure you would've lost people but other than that, I liked it.

no issues.

I honestly enjoyed it. I wish there were a little more to the presentations, but overall great experience

Helpful to utilize one source (zoom) and also have many smaller breakout rooms to connect with colleagues.

Good experience. I enjoyed the virtual, felt more comfortable and I think it allowed more people to speak that may have hung back if it was in person.

I really enjoyed the break-out feature in Zoom -- I know the overall groups were quite large, but if possible to have enough co-presenters so that there is one in each break-out group to facilitate and drive the conversation more

There were definitely more questions than time to go over all the questions with the group sizes -- maybe either allowing more general themes/talking points to discuss.

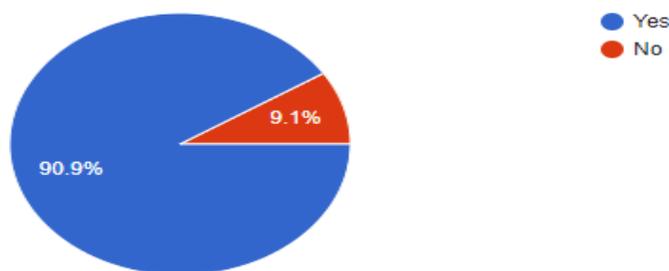
Smooth

I began to get Zoom fatigue toward the end. I felt less engaged in the last few sessions.

Zoom fatigue is real, but it was nice to not have to worry about traveling (potentially) far from home and back. It doesn't replace face to face communication, but in this climate, it was a good experience and the change was welcome.

Do you think this conference created an inclusive environment? Please explain below.

33 responses



Please explain answer above. (Do you think this conference created an inclusive environment?)

Yes, I've always felt that NEACUHO has done a wonderful job at creating a safe, respectable, and professional space for participants.
Accessible to those with a laptop and internet.

For the most part yes. I appreciate the opening acknowledgement of all that is happening in the world.
All facilitators were very welcoming.

I felt it provided a chance for everyone to feel valued and comfortable to share their ideas. Perhaps one additional way to help is to encourage use of the chat boxes.
I do wonder if it is helpful to hire a captionist. Zoom has a feature where that role can be assigned to someone now.

I am not sure this format would have been accessible to all - no interpreting (though I assume it would have been provided if requested)

In each roundtable/session/breakout group participants were able to express their thoughts, suggestions and ideas as well as ask questions to gain insight from other institutions. In my first breakout group information on job descriptions was shared freely with others who were interested.

Not completely, it was hard because many of the questions could only be partly answered as many individuals talked about losing staff members and almost full departments.

I think so. I also think the announcement of the space for staff of color next week help to make space for other concerns of importance for people. Though I am speaking as a white man who feels physically safe, and relatively secure in my job. There are others in the space managing additional burdens.

I think NEACUHO did a great job having a space to talk about current events; it provided us a space to support one another and I think we need that right now.

Yes, all participants were encouraged to participate. Topics chosen emphasized inclusion and participants were courageous and generous with their responses.

I think so. I felt that everyone was given an opportunity to have a voice and I appreciated the time to talk about the race related riots/issues going on in the world at lunch.
Yes.
You were included in conversation no matter what you worked for.

Personal pronouns respected, time for people to contribute in smaller groups

Lots of folks included their pronouns in their names on Zoom, and when introducing themselves, used their pronouns for introduction. As someone who does not experience a hearing impairment, I cannot comment on the helpfulness that captioning of some sort might have helped with, but being able to see folks' faces clearly while they were speaking would be helpful, I imagine. Instead of craning your neck and needing additional audio equipment to help with sound, you have the comfort of headphones, computer speakers, and being able to sit almost anywhere and still hear folks comfortably. In my experience, no one's opinions or ideas were looked down on- folks provided helpful feedback and asked questions to gain understanding.
Also, I liked that there was some opportunities for breaks in the day.

Do you have any additional comments or feedback about this conference?



Thank you so much for the lunch time conversation. It was helpful beyond words.

None

N/A

THANK YOU for changing modality of this conference and helping us to get together to discuss these important plans as we move toward uncertain times .

thank you

This conference made me realize in a greater magnitude that I am not alone. There are others out their like me who are tasked to complete work and we have no idea what the right answers might be and it is okay. There is a network of people that are willing to help especifically during this uncertain time when we are all just trying to figure it out.

I also appreciate the care that was shown in the use of the Zoom platform. That back end work was very helpful and made the day smooth. Thank you

Great job everyone!

Great job!

NO

I am glad I was able to participate in some fashion in the conference, and am looking forward to another opportunity. I prefer in person, but understand video conferencing is easier and safer to do right now.

NEACUHO

Northeast Association of College and University Housing Officers



2020 Toolkit Series (Virtual Format) Assessment Packet

Included in this Assessment Packet:

- Executive Summary 4 pages
- Demographics Executive Summary including charts/graphs 3 pages
- Conference Summary via Google Analytics & Feedback Comments 8 pages

Report prepared by: Heather Quire M.S. Ed.
NEACUHO Assessment Coordinator



Overall Retreat Executive Summary - Report By: Heather Quire – Assessment Coordinator

Conference: Toolkit Series

Conference Date: August 5 & August 7, 2020

Conference Location: Virtual format

Conference Learning Outcomes / Competencies Measured:

Each session that was offered on both days has learning outcomes. Which are included below.

What assessment methodology was used?

A post-event survey was used to determine the efficacy of the conference in reaching the above learning outcomes and competency measurements. The survey was approximately 50 questions in length and included both quantitative and qualitative data. There were 4 sections: 1) demographics, 2) satisfaction of aspects of conference 3) Session learning outcomes and presenter feedback and 4) additional feedback questions including sense of belonging questions. For quantitative data collection, attendees were asked to rate their experience using a scale of 1 to 5 (1 being strongly dissatisfied with the experience or very low understanding of the topic and 5 being strongly satisfied with the experience or very high understanding of the topic). For qualitative data collection, attendees were asked for specifics of what they learned and for any comments they had regarding the conference as a whole.

What were the findings?

There was a 0.439% response rate, 4 respondents of the 91 attendees overall.

- Day 1 8/5/20 Mid-level focus response rate: 0.0285% [1 respondent of 35 attendees]
- Day 2 8/7/20 Entry-level focus response rate: 0.0535% [3 respondents of 56 attendees]

Overall Satisfaction of Conference Experience: (80.00% [4.0/5.0]) {3 responses}

- Day 1 Overall Conference Satisfaction: (80.00% [4.0/5.0]) {1 response}
- Day 2 Overall Conference Satisfaction: (80.00% [4.0/5.0]) {2 responses}

Satisfaction of Sessions:

- Day 1 Welcome & Opening: (100.00% [5.0/5.0]) {1 response}
- Day 1 Session 1: Student Conduct Practices at the mid-level role (80.00% [4.00/5.0]) {1 response}
- Day 1 Session 2: Wellness and Mindfulness in the Mid-Level role (00.00% [0.0/5.0]) {0 responses}
- Day 1 Session 3: Reflections on a Career in Housing and Q&A for mid-level staff on skillset building needed to continue to a SHO role. (00.00% [0.00/5.0]) {0 responses}
- Day 2 Welcome & Opening: (90.00% [4.5/5.0]) {2 responses}
- Day 2 Session 1: Residential Curriculum Strategies and Approaches in a Covid-19 Environment (80.00% [4.0/5.0]) {1 response}
- Day 2 Session 2: Counseling skill set for Residential Life Staff (90.00% [4.5/5.0]) {2 responses}



- Day 2 Session 3: Skillsets and Resources from an Operations and Crisis Frame (60.00% [3.0/5.0]) {1 response}

Understanding of learning outcomes of each session:

Day 1 Session 1: Student Conduct Practices at the mid-level role

***** After the assessment went out it was noticed that the learning outcomes submitted for this session 1 do not match the presentation. The learning outcomes given from the chair were the same for session 1 and session 2, as the assessment coordinator, I did not catch this when creating the evaluation. *****

- Session 1 - Learning Outcome 1: N/A
- Session 1 - Learning Outcome 2: N/A
- Session 1 - Learning Outcome 3: N/A

Presenter feedback: {1 response}

Virtual format is accessible and easy to use during training.

Day 1 Session 2: Wellness and Mindfulness in the Mid-Level role

- Session 1 - Learning Outcome 1: Participants will be able to define aspects of mindfulness-based cognitive therapy and stress reduction. {No responses=no data}
- Session 1 - Learning Outcome 2: Participants will be able to create their definition for mindfulness through exploring practices. {No responses=no data}
- Session 1 - Learning Outcome 3: Participants will be able to explore how to incorporate those strategies with their supervisees. {No responses=no data}

Presenter feedback: {0 response}

Day 1 Session 3: Reflections on a Career in Housing and Q&A for mid-level staff on skillset building needed to continue to a SHO role.

- Session 1 - Learning Outcome 1: Participants will be able to define aspects of mindfulness-based cognitive therapy and stress reduction. {No responses=no data}
- Session 1 - Learning Outcome 2: Participants will be able to create their definition for mindfulness through exploring practices. {No responses=no data}
- Session 1 - Learning Outcome 3: Participants will be able to explore how to incorporate those strategies with their supervisees. {No responses=no data}

Presenter feedback: {0 response}

Day 2 Session 1: Residential Curriculum Strategies and Approaches in a Covid-19 Environment

- Session 1 - Learning Outcome 1: Participants will be able to summarize the 10 essential elements of a curricular approach (60.00% [3.0/5.0]) {2 responses}



- Session 1 - Learning Outcome 2: Participants will be able to explain the process for backwards by design. (60.00% [3.0/5.0]) {2 responses}
- Session 1 - Learning Outcome 3: Participants will be able to identify the benefits of a curricular approach during COVID. (50.00% [2.5/5.0]) {2 responses}

Presenter feedback: {0 response}

Day 2 Session 2: Counseling skill set for Residential Life Staff

- Session 2 - Learning Outcome 1: Participants will be able to identify appropriate boundaries for applying helping skills when working with Students of Concern. (80.00% [4.0/5.0]) {2 responses}
- Session 2 - Learning Outcome 2: Participants will be able to identify signs of situations being either emergent or urgent during crisis scenarios. (80.00% [4.0/5.0]) {2 responses}
- Session 2 - Learning Outcome 3: Participants will be able to outline varying risk factors for a lethality assessment. (80.00% [4.0/5.0]) {2 responses}

Presenter feedback: {0 response}

Day 2 Session 3: Skillsets and Resources from an Operations and Crisis Frame

- Session 3 - Learning Outcome 1: Participants will be able to identify strategies and resources for crisis response at the campus level. (60.00% [3.0/5.0]) {2 responses}
- Session 3 - Learning Outcome 2: Participants will be able to identify competencies related to housing facilities and their professional organizations. (60.00% [3.0/5.0]) {2 responses}
- Session 3 - Learning Outcome 3: Participants will be able to identify strategies for working cross units/departments to impact the student experience. (60.00% [3.0/5.0]) {2 responses}

Presenter feedback: {0 response}

Key takeaways

- With only a total of 4 responses (2 per day) it is really not good data to have takeaways.

What change (if any) needs to be made to the assessment process?

Work to get more responses from participants for more data to be analyzed to help understand the conference. With such a low response rate this data may not reflect a good portion of the participants experience with this conference. The response time was extended an extra week with a reminder requesting feedback.

It can be noted:

Within in this overall assessment packet there are 2 executive summaries:

- Overall Retreat Executive Summary



- Demographics Executive Summary

What results do you think should be communicated out to the membership?

- This assessment packet I do not think is worth sharing with anyone due to the lack of feedback however if anyone wants to see it, any and all information can be shared of this assessment packet.



Demographic Summary – Reported By: Heather Quire – Assessment Coordinator

Conference: Toolkit Series 2020

Conference Date: August 5th & August 7th 2020

Conference Location: Virtual Format due to Covid-19 pandemic

NEACUHO is collecting data on demographics to better understand who responds to surveys and evaluations. On the evaluation, there is a disclaimer that states that no demographic question is required, it is optional to answer any questions listed in the demographic section.

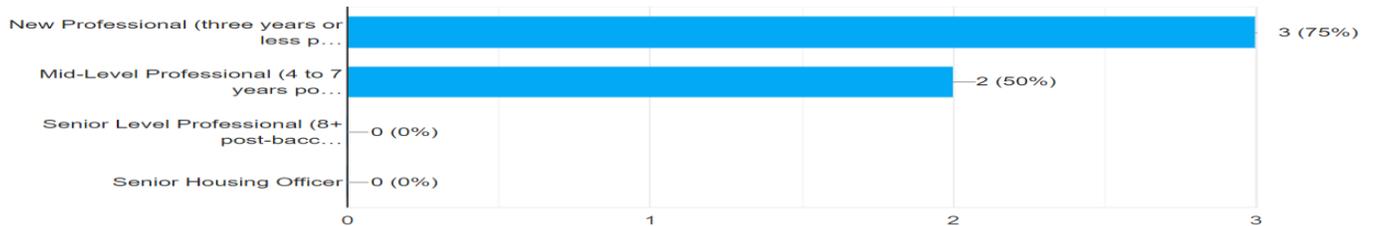
This is an Executive Summary of the demographics of the responses from the overall evaluation of the Toolkit Series.

What were the findings?

Demographic Information

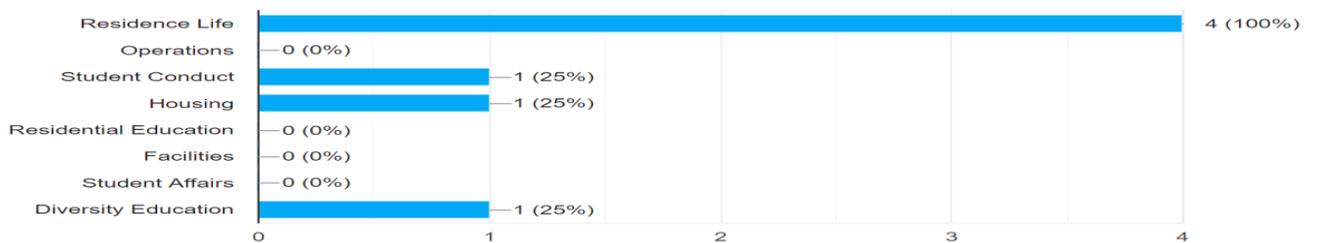
Professional Level

4 responses



What is the main function of your position - check all that apply

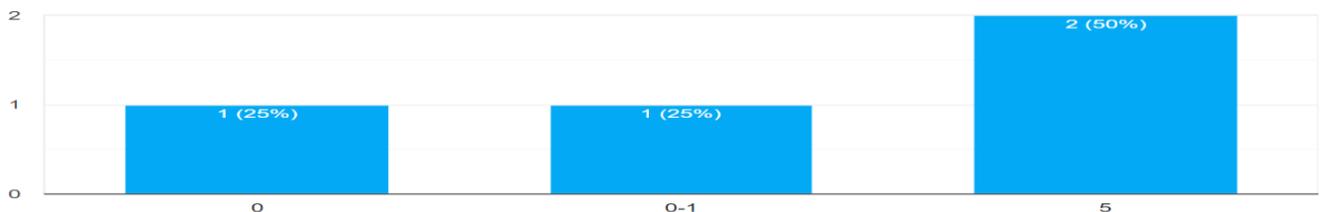
4 responses



Number of years as a full time professional: average = 2.75 years

Number of years as a full time professional.

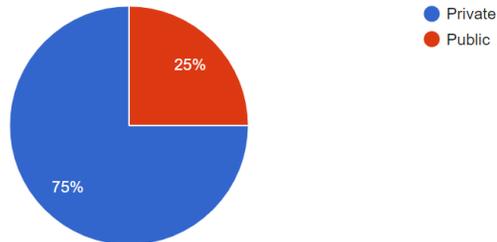
4 responses





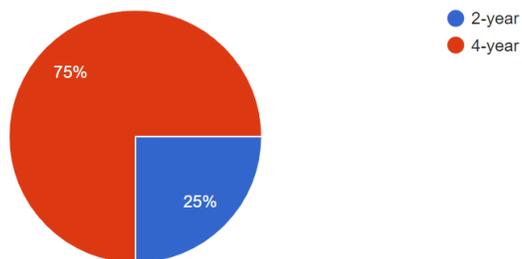
Institution Type - Private or Public

4 responses



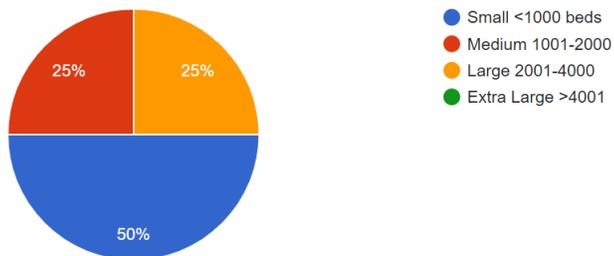
Institution Type - 2 year or 4 year

4 responses



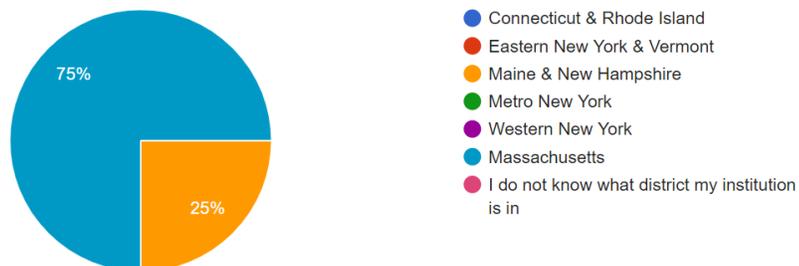
Institution Size

4 responses



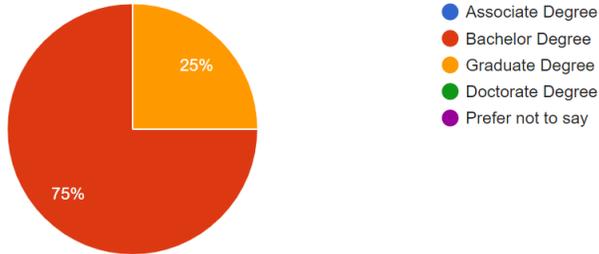
Which NEACUHO District is your institution a part of?

4 responses



What is the highest level of education you have completed?

4 responses



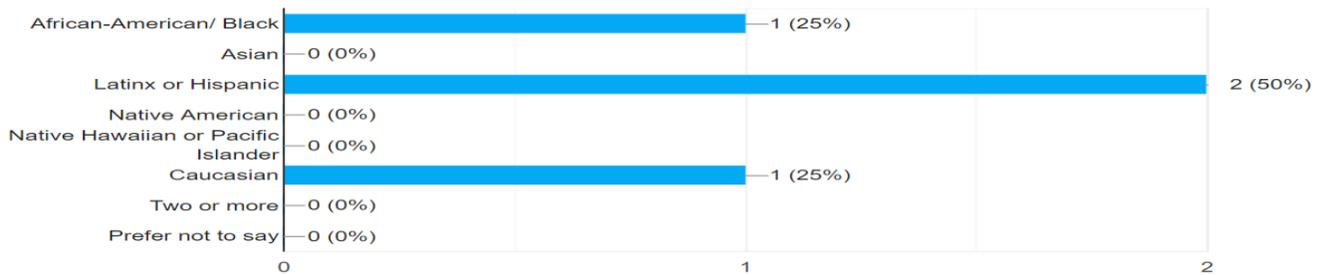
Are there any accessibility concerns or feedback that would have made your NEACUHO Conference experience better or that we can consider at future events/offerings? Please explain.

1 response

Technology

Please specify your race &/or ethnicity.

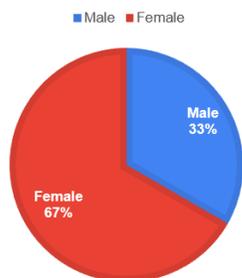
4 responses



Please identify your gender.

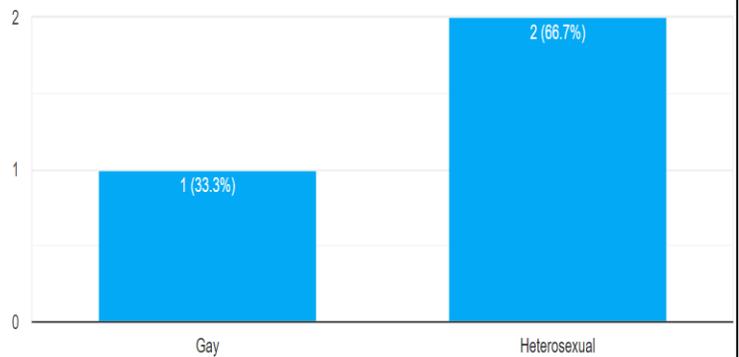
3 responses

PLEASE IDENTIFY YOUR GENDER



Please identify your sexual identity/orientation.

3 responses

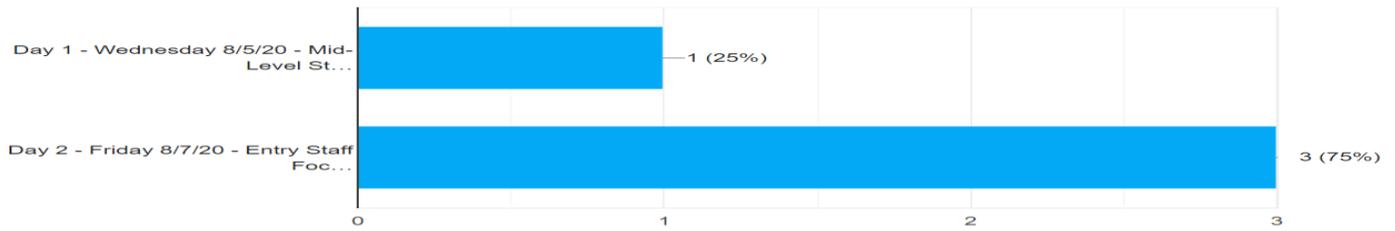


Toolkit Series 2020 (Virtual) Google Analytics & Feedback Comments

Satisfaction with Sessions

Which day(s) did you attend?

4 responses

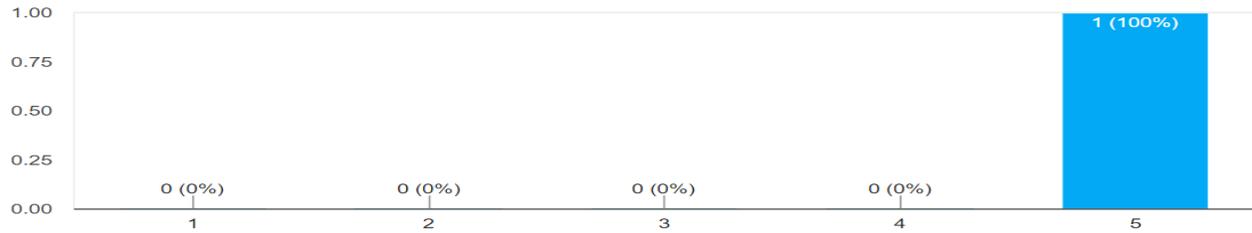


Wednesday, August 5 - Mid-Level Staff Focus

Please rate how satisfied you were with the following sessions/presentations

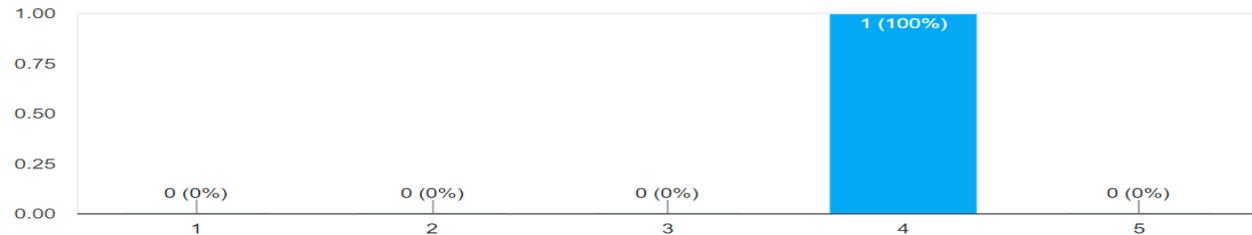
Opening and Welcome

1 response



Session 1: Student Conduct Practices at the mid-level role

1 response



Session 2: Wellness and Mindfulness in the Mid-Level role

0 responses

No responses yet for this question.

Session 3: Reflections on a Career in Housing and Q&A for mid-level staff on skillset building needed to continue to a SHO role.

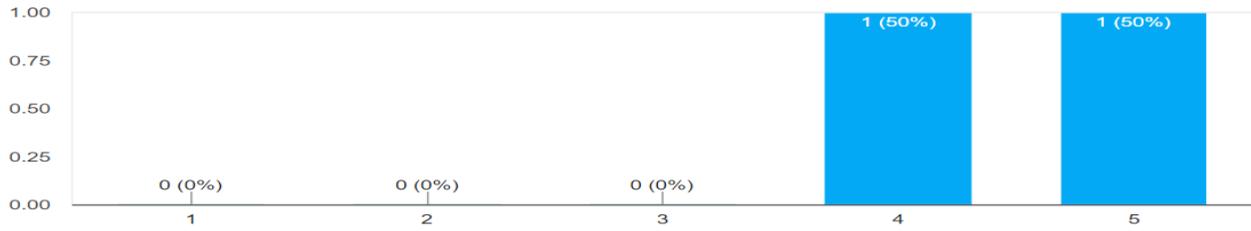
0 responses

No responses yet for this question.

Friday, August 7 - Entry-Level Staff Focus

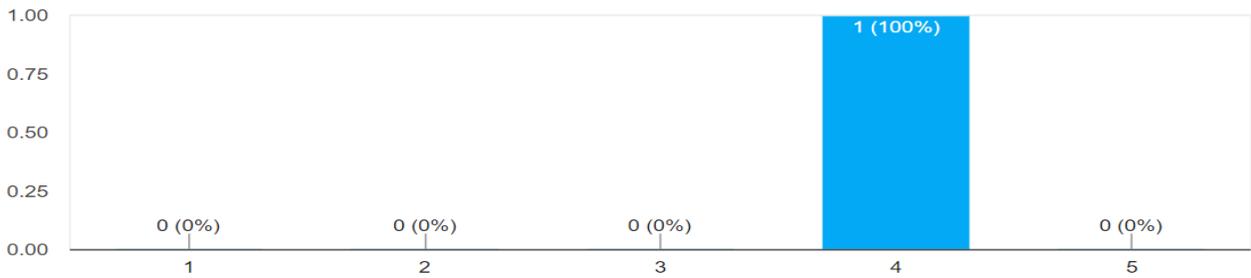
Opening and Welcome

2 responses



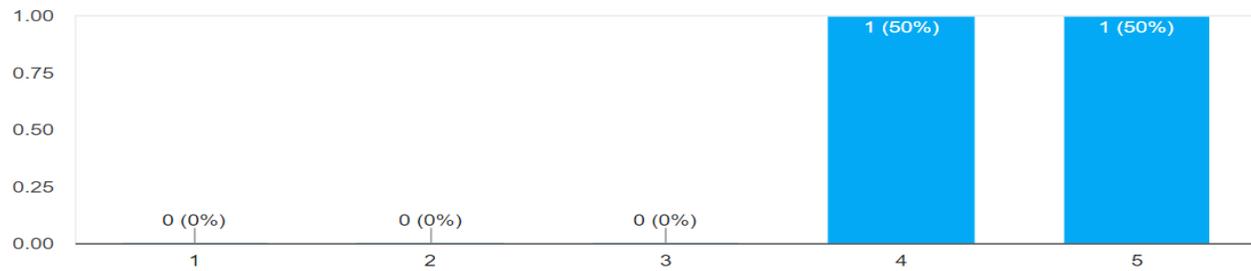
Session 1: Residential Curriculum Strategies and Approaches in a Covid-19 Environment

1 response



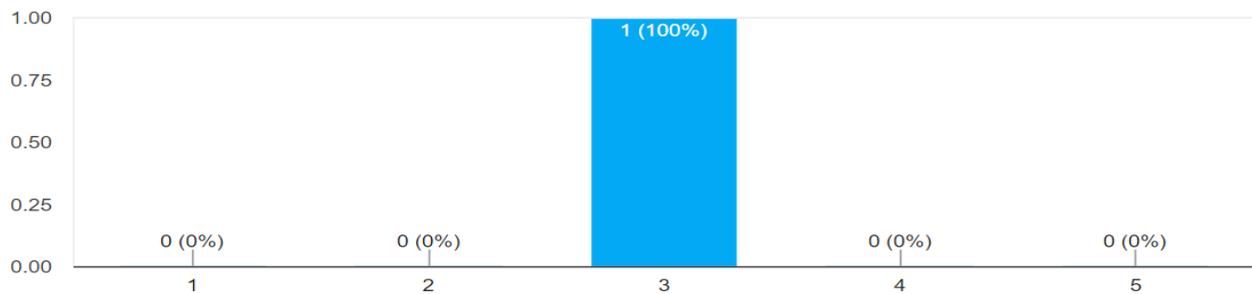
Session 2: Counseling skill set for Residential Life Staff

2 responses



Session 3: Skillsets and Resources from an Operations and Crisis Frame

1 response



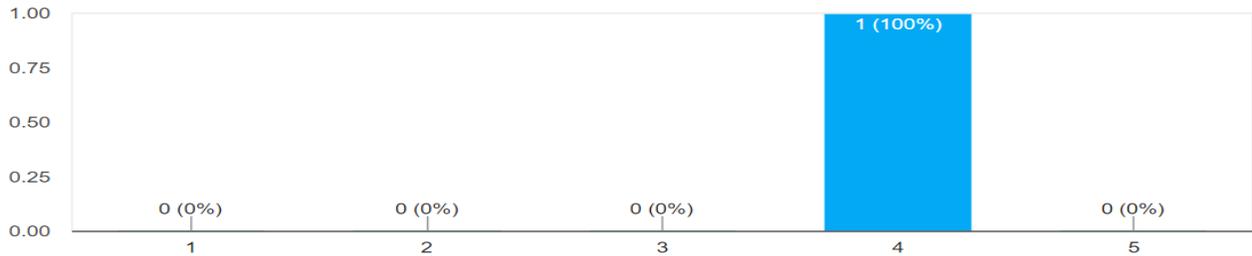
Wednesday, August 5 - Mid-level Staff Focus

Session 1: Student Conduct Practices at the mid-level role

Session 1: Learning Outcomes

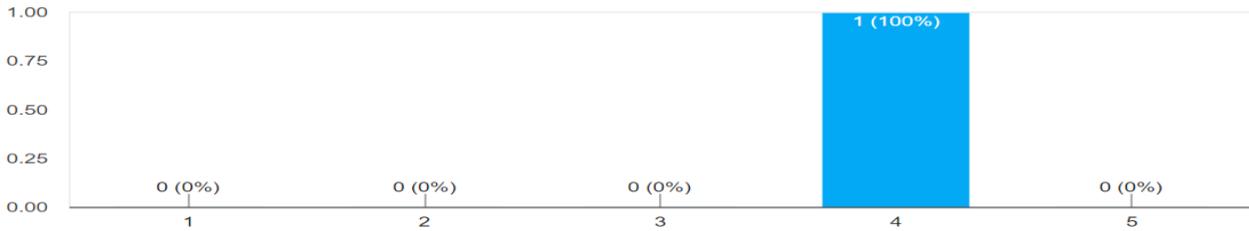
Session 1 - Learning Outcome 1: Participants will be able to define aspects of mindfulness-based cognitive therapy and stress reduction.

1 response



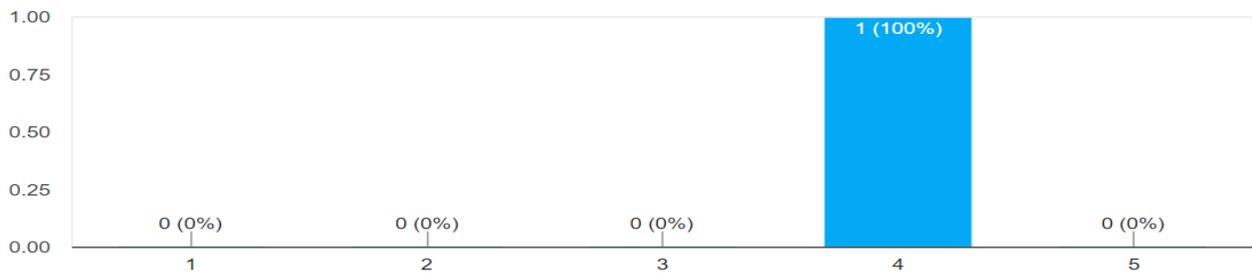
Session 1 - Learning Outcome 2: Participants will be able to create their definition for mindfulness through exploring practices.

1 response



Session 1 - Learning Outcome 3: Participants will be able to explore how to incorporate those strategies with their supervisees.

1 response



Presenter Feedback - Session 1: Student Conduct Practices at the mid-level role

0 responses

No responses yet for this question.

Session 2: Wellness and Mindfulness in the Mid-Level role

Session 2: Learning Outcomes

Session 2 - Learning Outcome 1: Participants will be able to define aspects of mindfulness-based cognitive therapy and stress reduction.

0 responses

No responses yet for this question.

Session 2 - Learning Outcome 2: Participants will be able to create their definition for mindfulness through exploring practices.

0 responses

No responses yet for this question.

Session 2 - Learning Outcome 3: Participants will be able to explore how to incorporate those strategies with their supervisees.

0 responses

No responses yet for this question.

Presenter Feedback - Session 2: Wellness and Mindfulness in the Mid-Level role

0 responses

No responses yet for this question.

Session 3: Reflections on a Career in Housing and Q&A for mid-level staff on skillset building needed to continue to a SHO role.

Session 3: Learning Outcomes

Session 3 - Learning Outcome 2: Participants will be able to identify experiences needed to pursue an SHO position.

0 responses

No responses yet for this question.

Session 3 - Learning Outcome 3: Participants will be able to reflect on their personal career progressions.

0 responses

No responses yet for this question.

Presenter Feedback - Session 3: Reflections on a Career in Housing and Q&A for mid-level staff on skillset building needed to continue to a SHO role.

0 responses

No responses yet for this question.

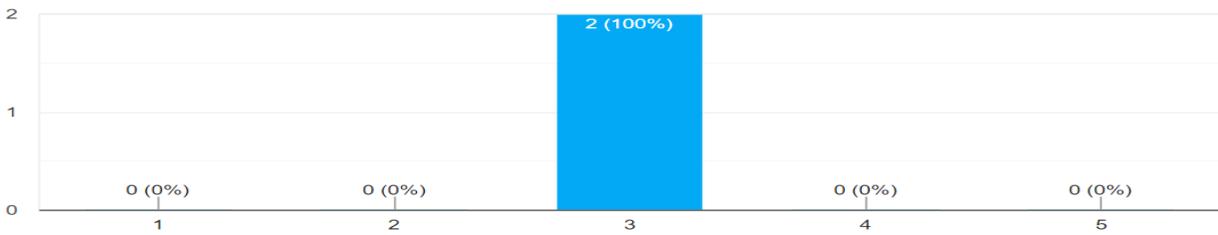
Friday, August 7 - Entry-Level Staff Focus

Session 1: Residential Curriculum Strategies and Approaches in a Covid-19 Environment

Session 1: Learning Outcomes

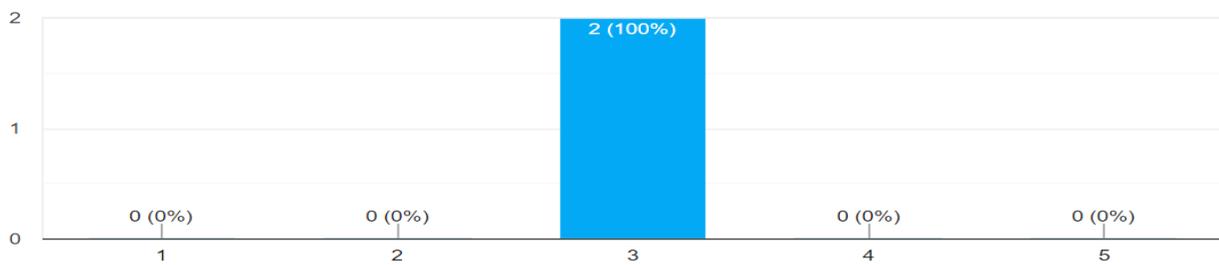
Session 1 - Learning Outcome 1: Participants will be able to summarize the 10 essential elements of a curricular approach.

2 responses



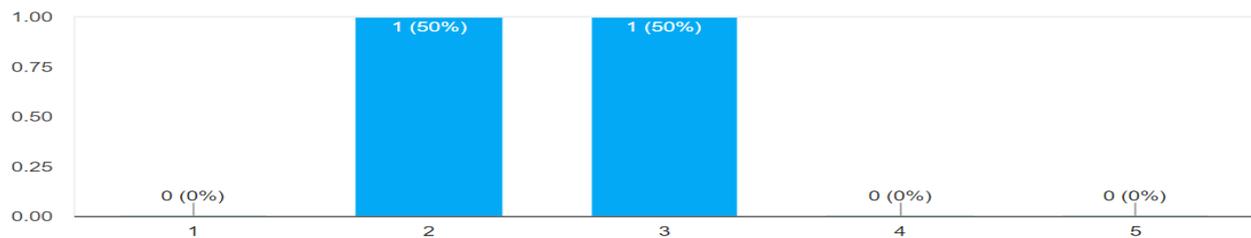
Session 1 - Learning Outcome 2: Participants will be able to explain the process for backwards by design.

2 responses



Session 1 - Learning Outcome 3: Participants will be able to identify the benefits of a curricular approach during COVID.

2 responses



Presenter Feedback - Session 1: Residential Curriculum Strategies and Approaches in a Covid-19 Environment

0 responses

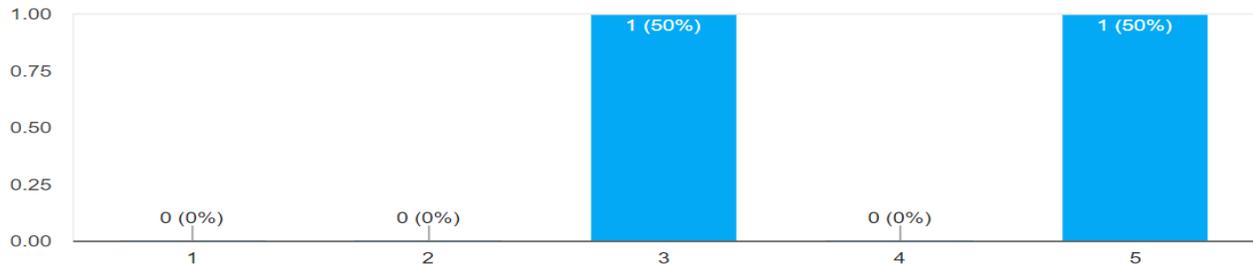
No responses yet for this question.

Session 2: Counseling skill set for Residential Life Staff

Session 2: Learning Outcomes

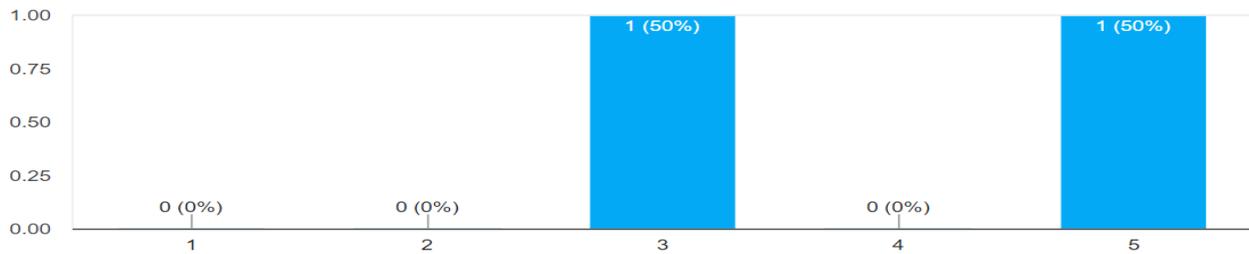
Session 2 - Learning Outcome 1: Participants will be able to identify appropriate boundaries for applying helping skills when working with Students of Concern.

2 responses



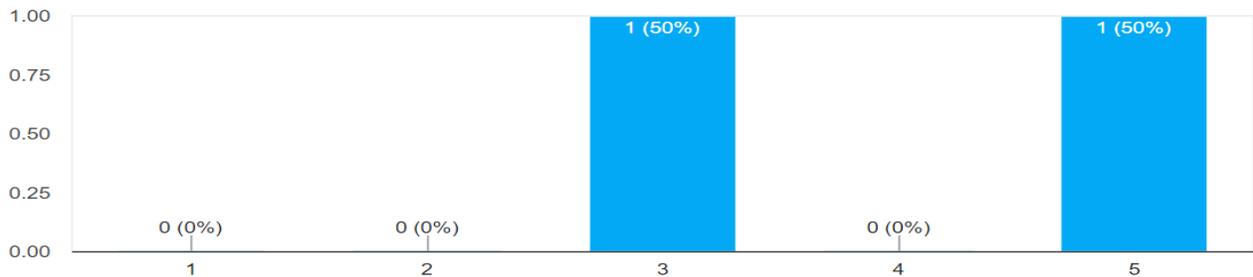
Session 2 - Learning Outcome 2: Participants will be able to identify signs of situations being either emergent or urgent during crisis scenarios.

2 responses



Session 2 - Learning Outcome 3: Participants will be able to outline varying risk factors for a lethality assessment.

2 responses



Presenter Feedback - Session 2: Counseling skill set for Residential Life Staff

0 responses

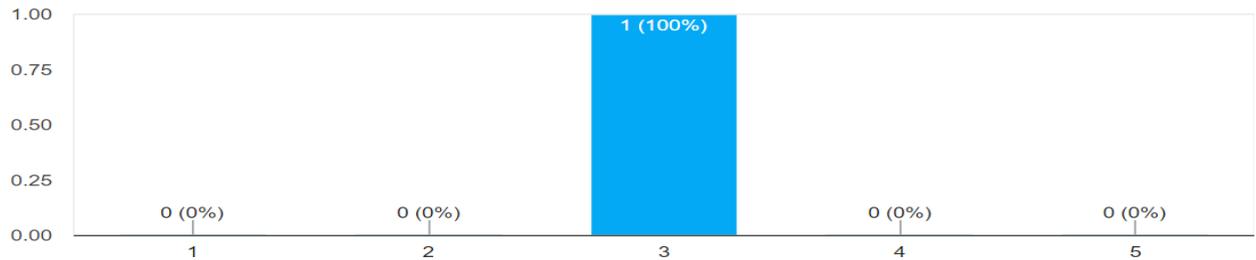
No responses yet for this question.

Session 3: Skillsets and Resources from an Operations and Crisis Frame

Session 3: Learning Outcomes

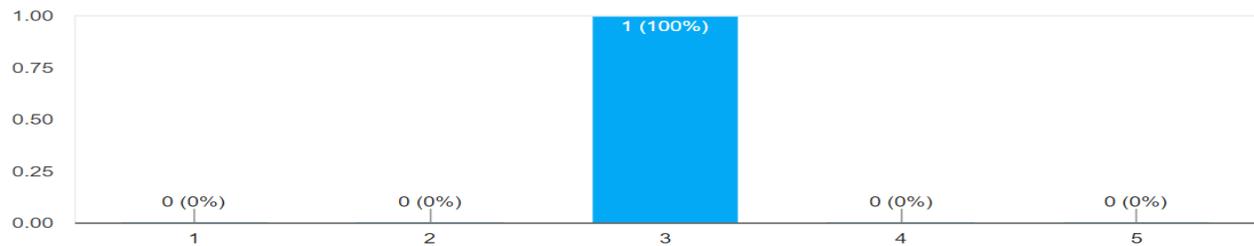
Session 3 - Learning Outcome 1: Participants will be able to identify strategies and resources for crisis response at the campus level.

1 response



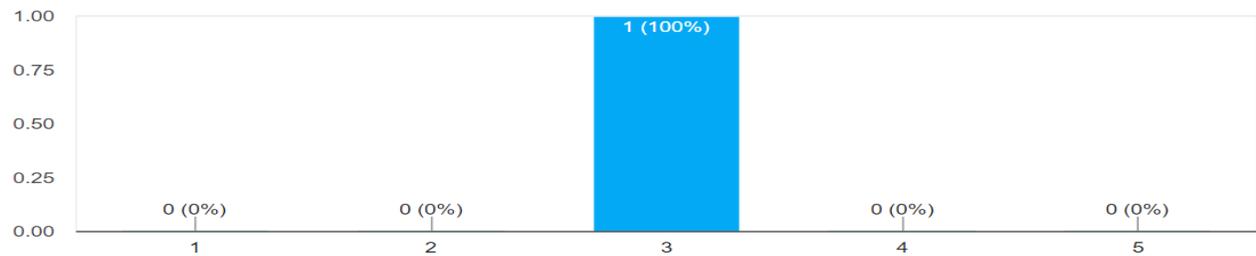
Session 3 - Learning Outcome 2: Participants will be able to identify competencies related to housing facilities and their professional organizations.

1 response



Session 3 - Learning Outcome 3: Participants will be able to identify strategies for working cross units/departments to impact the student experience.

1 response



Presenter Feedback - Session 3: Skillsets and Resources from an Operations and Crisis Frame

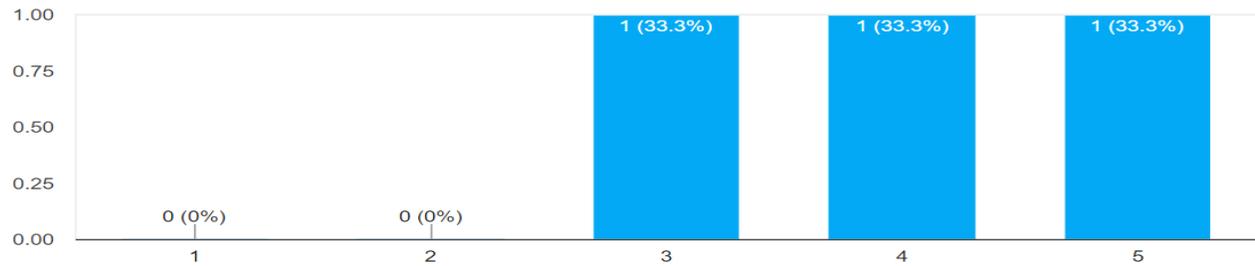
0 responses

No responses yet for this question.

Additional Comments/Feedback

Overall Conference Satisfaction

3 responses



Was this conference beneficial to your professional development. Please explain.

1 response

Yes, it helped me realize that throughout residential life across the board, we all go through similar situations. It also helped with different view points on how to approach a specific situation

Please give feedback about your virtual experience with this Toolkit Series.

2 responses

For this to be my first time attending this event, I was highly satisfied with the conversation and the presentation

Virtual format is accessible and easy to use during training.

Do you think this conference created an inclusive environment? Please explain below.

2 responses



Please explain answer above. (Do you think this conference created an inclusive environment?)

1 response

Yes, I feel like the presenter was very knowledgeable about what she was talking about and she touched every key point!

Do you have any additional comments or feedback about this conference?

0 responses

No responses yet for this question.