

Annual  
Report

# STUDENT LIFE

2021-2022











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Dear Reed Community,

The Student Life Division has embarked on culture-changing work that re-centers our students and their experiences in our daily practice. Some might say *I thought this was what you were doing all along*, and to some extent, yes. However, as we continue to develop and learn, we recognize that we can do more and be more for our students at the most transformative time of their lives. As we know, culture work is a collaborative endeavor. No one person can change a culture. It requires a collective understanding that leads to action-based outcomes for many individuals.

The 2021-2022 academic year held many challenges while presenting many opportunities to reaffirm our commitment to our student body and the higher education profession. The dedicated staff and student leaders in the division provided some of the most critical services and resources to cultivate a culture of care, intentionality, and inclusive excellence. Two years after the pandemic started, we remain positively optimistic and see the impact we are making on the lives of our students and, ultimately, the impact that they will make on the world.

This year, a group of our students reminded me that there is power in our authentic narratives. The stories we tell ourselves and the experiences we have require us to be critically-reflective of our intentions and actions in order to advance the ultimate goal of student success and inclusive excellence at the college. It is in the sharing of the joys and triumphs in our stories that we create an atmosphere of collective celebration and achievement campus-wide. It is also in our collective story that we have the opportunity to acknowledge when we have steered away from our most important goals so that we can realign our efforts and actions contributing to the betterment of our campus community.

This year's annual report represents some of the major highlights of the various 15+ functional areas in Student Life that aim to reduce as many barriers for Reed students while ensuring their persistence to graduation. It is my hope that this report provides inspiration to colleagues across the college. Additionally, I hope that members of the larger Reed community see the impact we are making in our community and the positive effect that students can have on our larger society. When we are present for our students and campus community, there is a magic, unparalleled to any other experience, that occurs and has a significant impact on the Reed collegiate experience.

With radical love and care,

Karnell McConnell-Black, Ed.D.  
Vice President for Student Life





# THE GOAL OF A STUDENT LIFE EXPERIENCE

- Integrated and Holistic Experience
- Building Capacity for Empathy and Care
- Engage in Understanding Dynamics of Difference
- Preparation for Life Beyond Reed





# SAFETY & SUPPORT

To ensure students can be fully engaged in their journeys, a collaborative network of Reed offices - Title IX & 504, Student Rights & Responsibilities, and Community Safety are focused on support and advocacy.







# COMMUNITY SAFETY

## DESCRIPTION

The Office of Community Safety operates 24-hours a day, every day of the year. Core essential services include the following:

- Emergency response on campus and coordination with external emergency responders
- College switchboard, including an emergency number and the primary college information line
- After-hours urgent response for facility and grounds
- Student Life on-call response coordination
- Emergency preparedness and response coordination
- Alarm system monitoring, response, and coordination



## DIVERSITY, EQUITY, & INCLUSION

The Community Safety team completed both online and in-person trainings to promote diversity, equity, and inclusion with work practices. Additionally, the team completed a top-to-bottom review of the unit's practices and documentation, and reflected on connecting training information directly to their daily work.



## OUTCOMES & IMPACT

The most substantial impact on Community Safety's work over the past year was the team's engagement with the largest incoming class of students in the college's history. While continuing to operate 24/7 under pandemic-related guidance and operational requirements, CS leaned in to connect with students directly. This was facilitated in part by the resumption of the annual CS trading card program and related contest. CS conducted multiple in-person student engagement events, including the annual Voodoo doughnut event and s'mores events. CS enhanced planning for campus emergencies by launching the use of procedural checklists by key campus areas.

Community Safety performs or assists with a wide range of additional campus services to the community, including the following:

- Campus safety services, such as escorts, building and campus checks, and engagement with members of the public on campus
- Campus facility access for routine operations and special events
- Wayfinding assistance for visitors, contractors, and others
- College I.D. services
- Support for Residence Life, Student Engagement, Campus Events and Planning, and other core offices



Number of Staff: 18

# COMMUNITY SAFETY



Community Safety Trading cards contest to promote engagement with students and staff

## Student Customer Satisfaction Survey June 2021- June 2022

*Data Highlights of Services Provided*

Type of Assistance	Met or Exceeded Expectations
Unlock doors	447
Escort	19
Medical assists	18
Alcohol or Other Drug Encounters	13
Vehicle assistance	10
Thefts	9



## DATA POINTS

Reports & Services	2021-2022	2020-2021	2019-2020
<b>Alcohol &amp; Other Drug Reports</b> 	50	80	189
<b>Thefts</b>	83	44	
<b>Door Unlocks</b>	3,326		

The single largest type of service call was for door unlocks.



## GOALS & PRIORITIES 2022-2023

1. Emergency Preparedness - facilitating an external review of the college's emergency preparedness program in order to identify areas of strength and improvement.
2. Parking Lot Security - evaluating options for controlling access to college parking lots as a method for crime reduction and to increase safety.



# STUDENT RIGHTS & RESPONSIBILITIES

## DESCRIPTION

The Office of Student Rights and Responsibilities (OSRR) is charged with the broad oversight of the college's student adjudication process. OSRR collaborates closely with Reed community members to address and respond to student conduct in ways that are educational, equitable, and efficient. OSRR promotes mutual respect, accountability, and honorable behavior throughout the Reed community, and works to cultivate an educational process that is restorative rather than punitive to promote a safe, caring and responsive climate while facilitating avenues for healing between community members. OSRR serves as a resource to students, staff, and faculty regarding restorative and resolution processes.

## DIVERSITY, EQUITY, & INCLUSION

OSRR has facilitated joint conversations with Judicial Board and Administration Committee to address issues of equity as both boards hear similar cases and have historically handed out divergent sanctions for similar violations. The discussion included evaluation of varying impacts of identical sanctions across different demographics to address equity issues in all processes.

OSRR has partnered with OID to hire 6 interns for the Social Justice Research and Education Fund (SJREF) summer internship program. These interns represent each of the student-led accountability groups at Reed (Honor Council, Judicial Board, and Restorative Justice Coalition). Over the course of the summer, the interns are tasked to:

- Analyze and evaluate the cases that were heard by their group over the course of the past academic year, focusing on demographics of participants in the process, outcomes for students, and feedback gained from participants.
- Propose edits to policy or operating practice aimed at increasing Reed community education, access, and equity.
- Devise communication strategies to promote awareness of and education for the purpose and function of their group within Reed's community with a special focus on reaching those groups and individuals perceived as least likely to engage.
- Collaborate with fellow interns to create a presentation with educational materials for new student orientation.
- Collaborate with others to establish a model for continued on-campus education and engagement with a special focus on building strong collaborations with Residence Life and the Office for Student Engagement.



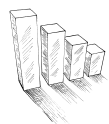
## OUTCOMES & IMPACT

In OSRR's first full year in operation, we are excited to explore the meaning and value of our role greater to the Reed community. We envision enhancing education and access to our different accountability processes by centralizing some advisory and oversight functions within one role to allow for students, staff, and faculty find resources for how or when to engage in the College's adjudicative or resolution processes to more easily. Through the course of the past year, OSRR has committed a significant amount of time on community building work necessary to allow community members to feel safe, comfortable, and informed enough to properly engage with our processes.



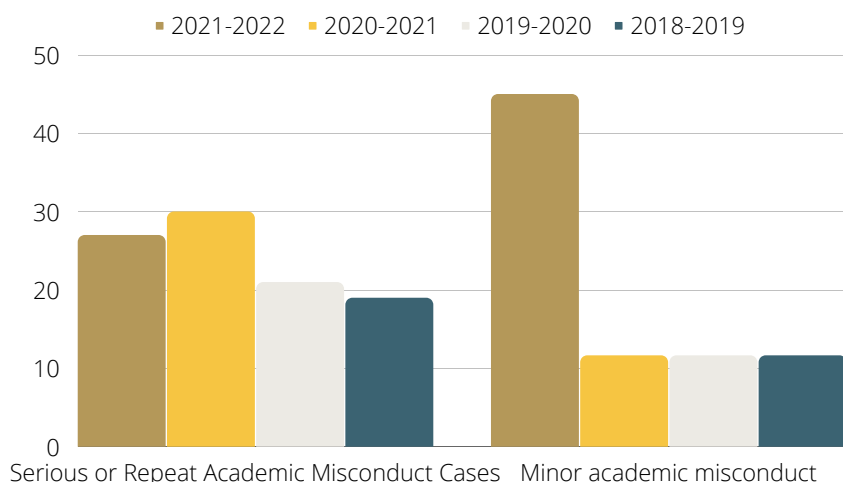
# STUDENT RIGHTS & RESPONSIBILITIES

Number of Staff: 1

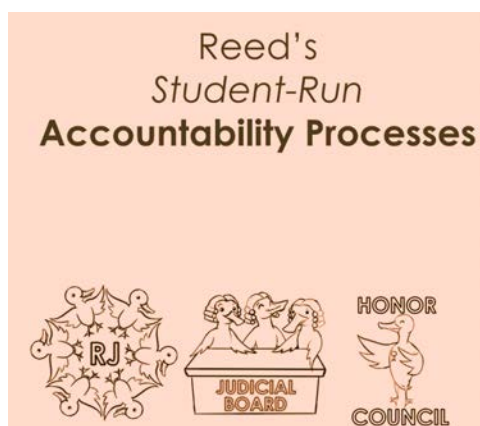


## DATA POINTS

OSRR worked to advise Restorative Justice Coalition (RJC) in their hosting of monthly educational events and general community building circles open to students, staff, and faculty, as well as 10 focused community building circles (specific to residence hall communities, academic departments, staff departments).



Over the past year, there were 10 Judicial Board cases. In collaboration with Residence Life, we implemented a new practice allowing students to agree or disagree with incident report facts before being assigned an AOD violation. The increased engagement in the process allowed for students to take accountability for their actions and share their perspective. Under the new process, 72 Alcohol or Other Drug Violations were processed.



## GOALS & PRIORITIES 2022-2023

1. Building out the Office of Student Rights and Responsibilities and educating the community on its purpose.
2. Enacting policy changes that allow for a more equitable, efficient, and accessible system to address harm, conflict, and policy cases.
3. Establish OSRR signature events that promote student success and/or community wellness.



# TITLE IX / 504

## DESCRIPTION

The Title IX & 504 Office is responsible for the college's maintenance of educational spaces that are free from discrimination on the basis of sex and gender, as well as disability. In compliance with evolving state and federal regulations, the office works proactively to address issues of equity and access, and responds to reports of discrimination. The office:

- provides supportive measures to those who are reported to have experienced discriminatory harassment
- coordinates formal complaint processes of alleged harassment on the basis of sex and gender
- manages the student disability accommodations grievance process
- is responsible for proactive assessment, outreach, and collaboration to further compliance efforts and establish supportive practices as related to sex and gender, and disability across campus

## DIVERSITY, EQUITY, & INCLUSION

By applying a lens that understands issues of sex/gender and disability discrimination as Civil Rights matters, the work of the Title IX & 504 Office supports all students on our campus, especially those who hold marginalized identities. Collaborative efforts this past year included work with:

- the Sexual Misconduct Board to support student equity in accessing supportive resources and adjudicative procedures
- Community Safety to establish pathways for student No Contact Order requests through the Title IX & 504 Office
- the Office of Institutional Diversity and Student Judicial Board to understand and respond to issues of bias
- Human Resources and the Dean of the Faculty to offer and implement supportive measures in employment and academic contexts



The office also took part in trainings focused on reducing bias and addressing issues of equity within our investigation processes. In addition to implementing new grievance procedures and applying new policies, considerable attention was paid this year to providing equitable supportive measures across a variety of contexts while paying attention to DEI issues.

## OUTCOMES & IMPACT

The Title IX & 504 Office was formalized and established at Reed during the COVID pandemic and shortly after the 2020 Title IX regulations. Setting departmental outcomes and formally establishing policies and procedures consistent with the updated regulations has been a prime goal for 2021-2022. The office worked directly with students to provide supportive measures and implement newly published procedures. The office also coordinated with the Office of Student Rights and Responsibilities to ensure that complaints were addressed through the appropriate adjudicative process. Following the first year implementing new policy and procedure, and with anticipation of upcoming changes to Title IX regulations, the office has also developed additional outcomes as goals for the coming academic year.

Number of Staff: 2

# TITLE IX / 504

**\*36 Reports**

of potential sexual  
harassment

8 of these  
36 Reports led to  
investigations or  
adjudication  
processes

Hearings, appeals,  
and informal  
resolutions were  
used to resolve  
these complaints.

*\*Please note that Title IX statistics do not reflect Clery statistics as Clery is based on a calendar year versus an academic year, and Title IX statistics include reports that fall outside of Clery categories.*

## Supportive Measures



Students were able to participate in intake meetings and receive supportive measures remotely.



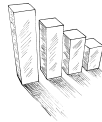
The most commonly requested supportive measure requested was a No Contact Order. There were 17 supported by the office this year.



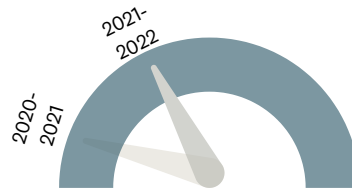
Supportive measures also included coordination with faculty and increased flexibility.



Supportive measures connected students to resources in other offices within Student Life, such as Health & Well-Being and Residence Life.



## DATA POINTS



In 2021-2022 there were 36 reports of potential sexual harassment. This was a marked **increase** from the 11 similar reports in the prior academic year.

- Most common alleged policy violation: sexual harassment
- Many students engaged the office because they were seeking support, but were not interested in initiating a complaint process
- Supportive measures were provided to 30 community members



## GOALS & PRIORITIES 2022-2023

1. The primary priority for the 2022-2023 academic year is the ongoing maintenance of the Title IX and DHSM policies and grievance procedures.
2. Align campus sexual misconduct policies and processes alongside broader student misconduct, community bias processes, and overall campus anti-discrimination efforts consistent with all relevant regulations.
3. Increase connections and relationships between academic departments and staff offices to improve timely and meaningful support for students.
4. Increase visibility of efforts and purpose of office through campus discussions and other methods resources.





# ACADEMIC LIFE

The administrative offices at Reed focused on academic life - including academic challenges, opportunities, and decisions - with Office of Academic Support, Disability & Accessibility Resources (DAR), and International Student Services (ISS).





# ACADEMIC SUPPORT

## DESCRIPTION

The Office of Academic Support works to assist students with academic support resources within the First Year Experience and Spring Symposium programs. We collaborate on the Student Life Curriculum Committee, the Academic Success Committee, and match incoming new students with faculty advisers based on expressed interests. Our key areas of work include coaching, workshops, and tutoring for students in support of student success:



- Coaching: one-on-one meetings with students to connect unique experiences and needs with improved learning practices.



- Peer tutoring: students meet one-on-one with tutors to address problems or develop content knowledge for a course.



- Workshops: group events focused on a theme, process, or skill for advancing academics.



- Resources: quantitative and qualitative skills and strategies are offered through tutoring as well as through online content.

## DIVERSITY, EQUITY, & INCLUSION

Academic Support Services continues to review and reflect on the resources and services we provide in order to create inclusive spaces for students and learning. Several projects this year addressed DEI initiatives including:

- Continued analysis of how our tutoring program contributes to supporting diversity. Data is being processed to explore these nuances for a future report.
- In Spring 2022, in collaboration with Disability & Accessibility Resources (DAR), Academic Support launched a pilot program to increase students' accessibility to study skills coaching. For this tailored program, 3 Study Skills tutors were hired and trained in Fall 2021 and began taking appointments in Spring 2022 with 42 appointments. The pilot will continue during the 2022-23 academic year by expanding the number of tutors.
- Six tutor training workshops offered this year focused explicitly on utilizing inclusive practices in tutoring sessions. Sessions on these topics were offered to all tutors at multiple times throughout the year.

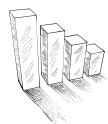


## OUTCOMES & IMPACT

Academic Support outcomes include greater academic success for students, improving support services through tutoring program, and improving advising via collaboration with the Academic Success committee. Our outcomes also align closely with the self-efficacy outcomes. Students who engage with Academic Support resources develop strategies for anticipating and navigating challenges; can articulate their skills, goals, and accomplishments; and understand and demonstrate a growth mindset.

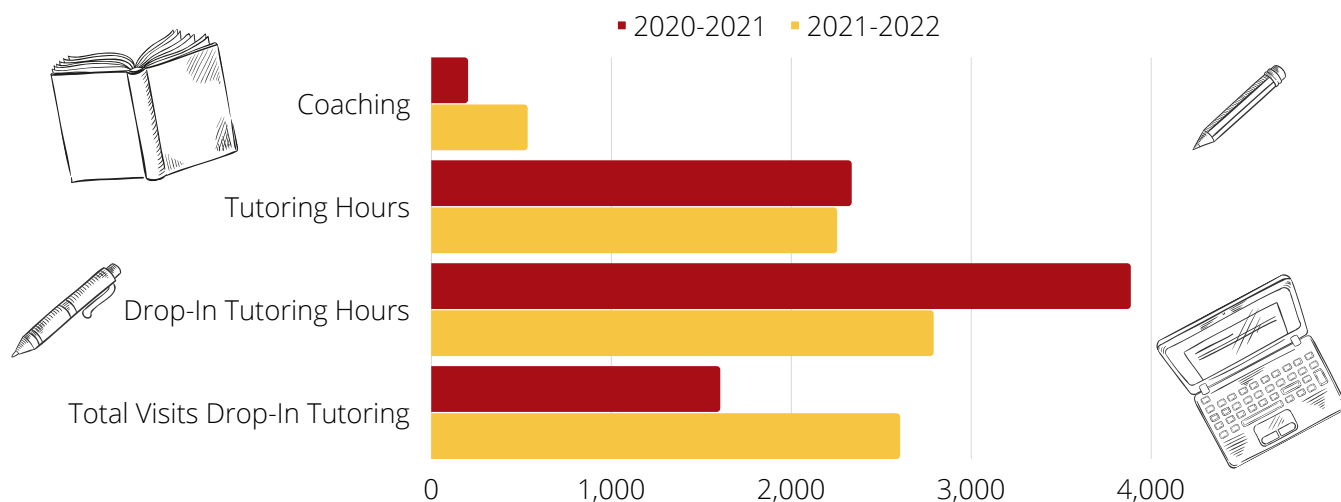
Number of Staff: 2 Full Time,  
2 part-time

## ACADEMIC SUPPORT



### DATA POINTS

The type and amount of academic support requested by students fluctuates each year. As noted, a marked increase in academic coaching was needed by students this year (more than doubled from 204 appointments to 534). Tutoring usage was steady this year. Tutoring is a key program for students to gain one-on-one support in addressing course-related problem solving and studying. Additionally, the tutors gain meaningful academic and leadership skills from the program. Academic Support employed approximately 146 tutors and of those, a total of 121 tutors (86%) had at least one individual tutoring appointment in 2021-2022.



### GOALS & PRIORITIES 2022-2023

1. Onboarding and engaging a new Director for the program to share their unique skills in the work of the department will be a major priority.
2. Consolidating and updating the training sequence(s) for tutors, with a focus on inclusive practices for tutoring integrated across all themes/topics.
3. Designing and implementing a model for assessing academic support measures and peer tutoring.
4. Collaborating with other departments to increase engagement with tutoring across the student population effectively.
5. Collaborating with other departments, particularly the Peer Mentor Program, to the increase visibility of, and interest in, the tutor hiring process among first-generation students.
6. Continuing to support the First-Year Experience program.
7. Planning and implement a new version of the Spring Symposium program, increasing faculty engagement with the program, and considering a more peer-support oriented vision.
8. Continuing to work with the Academic Success Committee, Associate Dean of Faculty, and Registrar's Office to improve academic advising and achieve advising-related goals from the Student Success plan.



# DISABILITY & ACCESSIBILITY RESOURCES

## DESCRIPTION

DAR is responsible for determining students' eligibility for disability accommodations, in compliance with local, state, and federal laws pertaining to disability and accommodations in higher education. We work closely with faculty and Student Life partners to coordinate and implement academic, housing, physical education, and other accommodations. DAR works closely with Reed's 504 coordinator to review campus policies and procedures related to accessibility, and collaborates with campus partners to proactively identify and address potential access barriers.

## DIVERSITY, EQUITY, & INCLUSION

As a department that works directly with students with disabilities, virtually all of DAR's work contributes to diversity, equity, and inclusion initiatives. All DAR resources and services are geared toward supporting students with disabilities within both legal and social justice frameworks. Our program is focused on universal design concepts within trainings for faculty and staff. This model removes barriers rather than focusing only on deficits. The goal for the next few years is to move beyond minimum compliance and encourage expansive program design with access and inclusion in mind. Key efforts our office has engaged within the Reed community have included:

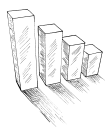
- campus conversations,
- book groups,
- affinity groups,
- virtual & off-campus professional development opportunities that address racism and anti-racism work,
- collaboration with campus partners to help remove barriers to wayfinding for students,
- documentation requirement revisions to place greater emphasis on student self-reporting for intakes and assessments.



## OUTCOMES & IMPACT

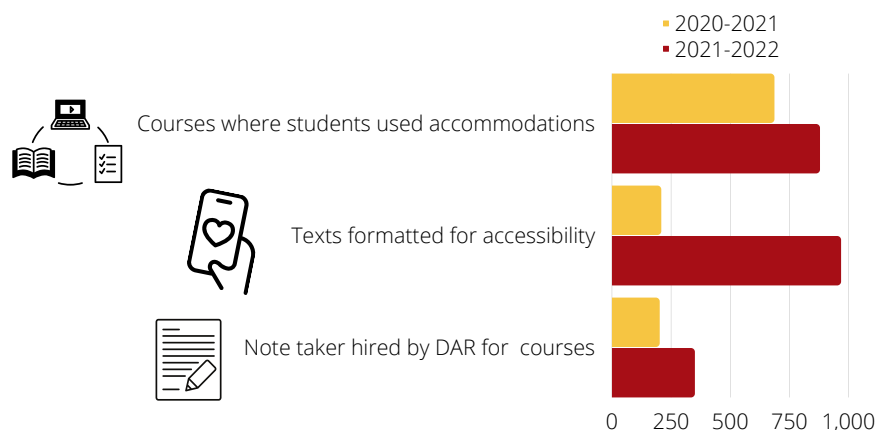
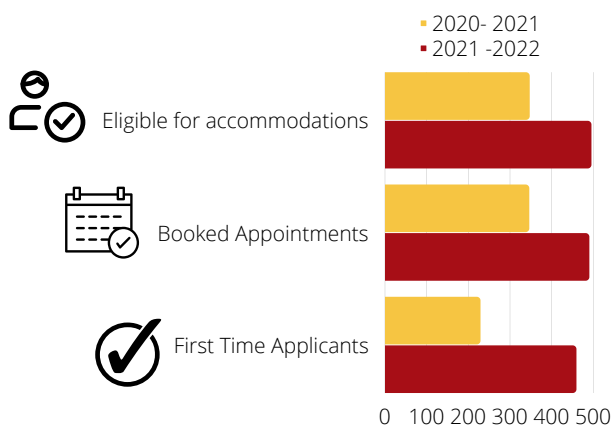
With our goals of access and inclusion in coordinating reasonable and necessary accommodations for students, DAR reduces access barriers and allows students to engage as fully as possible in what Reed has to offer. We also serve as a resource for faculty and staff who frequently consult with us on matters pertaining to student access and accommodations. DAR's work ensures Reed's compliance with relevant laws, such as the ADA-AA and Section 504 of the Rehabilitation Act of 1973.

- This year, DAR served a record number of students. The number of students registered with DAR grew by 30% from last year.
- We provided a substantive increase in services to meet demand.
- Our office increased student outreach efforts through tabling sessions, a poster campaign, regular meetings with the Students with Disabilities Coalition representative, and the addition of DAR-specific materials and sessions.
- We published new resources for faculty, including an ADA video series, and several accommodation-specific guides for faculty orientation.
- DAR continued to expand access for students with disabilities through efforts such as working with the Registrar's office on priority registration as a student accommodation and working with Library staff as well as faculty to revise the alternative format text process to ensure materials are provided in a timely manner.



## DATA POINTS

In 2021-2022, DAR assisted with a record number of applications, appointments, and accommodations. There was a 30% increase from the prior year in eligible students registered for accommodations, a 77% increase over 5 years. Students booked 490 appointments with DAR staff this year and 459 students applying for accommodations were first-time applicants. There was a dramatic increase in formatting texts for accessibility this year at 966 documents, from 208 last year. DAR hired note takers for 349 total courses this year (up from 201 courses last year).



At any given time, approximately 25% of the Reed student population is formally registered with DAR. By providing necessary accommodations to students with disabilities, DAR helps to remove barriers and allows our diverse students to fully engage with Reed academic and campus programs



## GOALS & PRIORITIES 2022-2023

1. Hire and onboard an Assistant Director.
2. Cross-train staff to increase our versatility and reliability as a department by supporting students.
3. Update the alternative format text process by collaborating closely with library staff, faculty, and third party vendors to increase efficiency and ensure ADA compliance.
4. Build relationships with faculty and expand faculty resources, including hosting training sessions for faculty and staff on topics related to accommodations and access in the academic setting. We will also continue to develop video and text resources for faculty.
5. Create an accessible event planning guide for use by the Reed community at large.
6. Refine our services for deaf/hard of hearing students and for students who are blind or low-vision. While this is a growing area of service for our department, we will work closely with students and IT services to offer technologies that will ensure access for these students.



# INTERNATIONAL STUDENT SERVICES

## DESCRIPTION

At Reed College, the Office of International Student Services (ISS) supports the academic and personal well-being of more than 150 international students from more than 28 countries and territories.

Key functions of ISS:

- Help students with immigration advising and maintaining their visa status in the Student and Exchange Visitor Information System (SEVIS) while at Reed College.
- Assist with visa status during post-graduation and for students utilizing their post-completion Optional Practical Training work benefit.
- Provide resources and programs to assist with acclimating to life in the U.S. and thriving at Reed.

Key programs:

- International Student Orientation,
- InterConnect Peer Mentor Program non-residential Host Family Program,
- Discover PDX program,
- as well as other social, cultural, and life and academic skills programming throughout the year.

Our International Student Advisory Board organizes events that facilitate the sharing of diverse cultures and building community on campus. ISS also collaborates across departments and divisions to support campus events and learning opportunities in order to deepen campus stakeholder understanding of the international student experience.



## DIVERSITY, EQUITY, & INCLUSION

Promoting DEI values is embedded in the mission of ISS; supporting diverse learners is essential to our work. Examples of this work include:

- ISS, Dean of Faculty, The Registrar's office, Center for Life Beyond Reed, and two students Diana Wang ('23) and Aditya Gadkari ('22), designed an expansion of the PE/CE graduation requirement to encompass Experiential Learning (EXEL credit). The proposal was approved by the faculty in April and will allow F-1 visa holders to access Curricular Practical Training, an efficient and low-cost option for work authorization that will allow participation in off-campus opportunities related to their studies.
- Provided training to the student Judicial Board members.
- Hosted & collaborated on a number of campus events: Mid-Autumn Festival, Day of the Dead, and Lunar New Year (in collaboration with MRC and Chinese eHouse) holiday celebrations, and with International Student Advisory Board, hosted regular meetings and activities, and a multi-day International Festival celebration.



## OUTCOMES & IMPACT

- Proposal and approval of Experiential Learning (EXEL) Credit to allow F-1 students to utilize Curricular Practical Training (CPT).
- Proposal and approval to hire a full-time International Student Advisor to support international community programming.
- Updated student resources for USCIS online OPT Filing.
- Offered winter break programming to international students impacted by COVID-related travel disruptions.

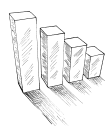
Number of Staff: 3  
Student employees: 12

# ISS



**8%** of Fall 2021 enrolled student population is international.

**28** countries or territories represented by international students (based on passport citizenship)



## DATA POINTS



F-1 (degree-seeking) international students = 128



J-1 (short-term exchange) international students = 4



F-1 on Optional Practical Training (OPT) = 26



International students (current and graduates) receiving assistance with immigration support from ISS office = 158



## GOALS & PRIORITIES 2022-2023

1. The new full-time International Student Advisor will join the office and a priority for this position will be to explore ways to reintroduce the Host Family Program.
2. ISS will continue to collaborate with the Dean of the Faculty's office, the Registrar's office, and Center for Life Beyond Reed to develop the structure for the Experiential Learning credit program and a pathway to authorize Curricular Practical Training (CPT).
3. Continue developing and expanding immigration resources for students, especially in regard to Reduced Course Load authorizations, ongoing COVID-19 SEVP guidance, and maintaining status.
4. Review events and programming with a cross-cultural and anti-racist lens in an effort to support international student engagement in a multicultural Portland experience, and offer opportunities for international students to learn about issues of social and racial justice in Oregon and the U.S.





# HEALTH & WELL-BEING

The offices at Reed focused on health and well-being with the goal of supporting students' holistic development - Athletics, Fitness, and Outdoor Programs, Sexual Health, Advocacy & Relationship Education (SHARE), the Health & Counseling Center (HCC), and COVID-19 Response.





# ATHLETICS, FITNESS AND OUTDOOR PROGRAMS

## DESCRIPTION

The Athletics, Fitness and Outdoor Programs (AFOP) department oversees the programming for physical education classes, sports teams and clubs, and all outdoor programming including the backpack co-op, the ski cabin, and climbing wall. In addition, the department manages a full-service fitness facility including a pool, workout rooms, sports fields, and a future, large multi-use gymnasium. AFOP supervisory staff manage over one hundred instructors and staff who ensure the overall health, safety, and risk management of our facility and programming.

## DIVERSITY, EQUITY, & INCLUSION

Our department is committed to offering a wide range of programs, classes, clinics, and initiatives to students to promote meaningful diversity, equity and inclusion efforts. AFOP staff participated in Justice, Equity, Diversity and Inclusion (JEDI) training to critically view and assess programming and needs in the JEDI categories. Additionally, directors have completed multiple professional development offerings and online training such as DEI in Outdoors, Trauma and Resilience in College Populations and more. During Paidea, the indoor climbing wall worked with MRC and MALS students to offer multiple trans/queer climbing sessions.



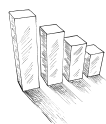
## OUTCOMES & IMPACT

AFOP plays a significant role on campus, empowering the Reed community to build healthy habits, strengthen community connections, and engage in opportunities to improve physical and mental well-being. Striving to create an environment of inclusivity, AFOP offers students a wide range of programming opportunities, experiences, and resources that align with the College's initiative to promote the development of lifelong and positive lifestyle habits.

Physical education and the Gray Fund Outdoors programming planned and held more than 50 on-campus outdoor activities and offered more than 78 different health and wellness classes. Some of these programs included:

- The Ski Cabin at Mt. Hood was enjoyed for lodging by 268 students. This was an increase usage from non-covid related years and shows that this access for students is essential to create balance with their campus and academic life.
- The Backpack Co-Op saw more than 360 individual renters from the campus community check out gear for outdoor adventures.
- The climbing wall at Reed had an average 20-25 users per week; mid-day climbing sessions have been attended by a mixture of dedicated staff and students.
- Gray Fund Outdoors served more than 280 students, staff, and faculty on various trips that included: bungee jumping, Trailblazers game, Fall Break on the Oregon Coast, crabbing, sand surfing, mountain biking in Hood River, and other trips.
- Reed Outing Club offered weekly outdoor trips of hiking and exploring the Pacific Northwest that were led and planned by student leaders. Over 200 students ventured outdoors on trips for the academic year.





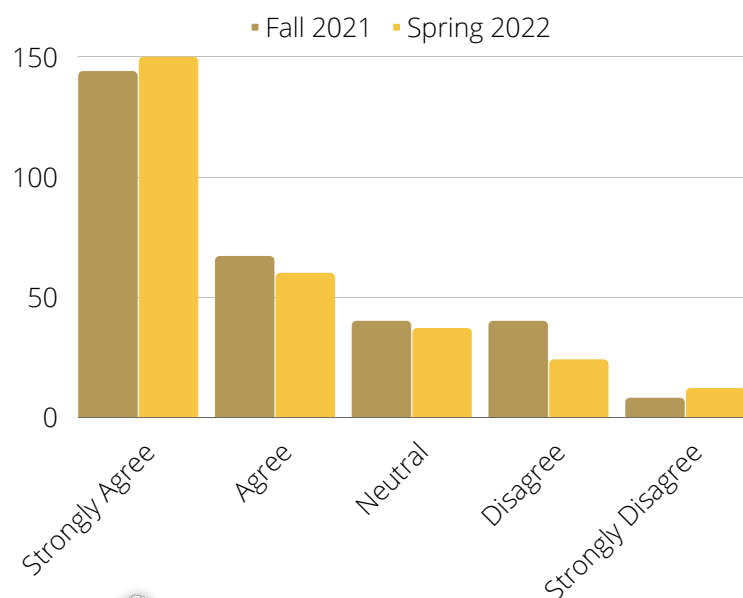
## DATA POINTS

Our program of on-campus, virtual, off-campus PE classes during the 2021-2022 academic year included over 164 on-campus classes, 18 virtual classes, and 35 classes conducted off-campus.

Every year, students taking PE classes have the opportunity to complete evaluations for courses.

Consistently, 50-75% of students report that they "Agree" or "Strongly Agree" that taking a class helped to make them more physically active than they would have been on their own.

Taking this class made me more physically active than I otherwise would have been.



## GOALS & PRIORITIES 2022-2023

1. Continuing to increase the level and amount of culturally relevant, equitable, and inclusive programming.
2. Supporting AFOP staff as we strive to become a more anti-racist department by further expanding the diversity of the AFOP staff, instructors, and coaches, including seeking out students within the Reed community for student work positions who reflect the diversity of our student population.
3. Finding successful work-arounds to the loss of the Sports Center including scheduling new, offsite programming.
4. The construction and opening new sports center will be an opportunity to rethink how to utilize the sports center with intentionality as a center that is inclusive, relevant, and builds community.



# COVID-19 RESPONSE COORDINATION

Number of Staff: 1

## DESCRIPTION

The COVID-19 Response Coordinator is responsible for leading the implementation of strategies to reduce the spread of COVID-19, track the virus on campus, and implement culturally responsive measures to promote behaviors that create a healthy campus environment. The coordinator supports the application of disease prevention measures (including testing and vaccinations) in routine campus operations, tracks and interprets official communications from local, state and national public health officials, and uses the latest evidence on COVID-19 transmission, prevention, and response to inform practice. The position is interdisciplinary and requiring direct collaboration with diverse groups of staff, faculty, students, families, and alumni.

The primary roles and responsibilities of this position include:

- COVID case investigation and response
- Management and oversight of COVID testing operations
- Establishing, promoting, and enforcing good public health behaviors
- Support planning for safe in-person events and activities
- Monitoring and managing COVID-19 vaccination requirements
- Maintaining updated protocols for operations, in alignment with evolving public health regulations and current scientific evidence
- Communicating with Reed community members, alumni, and families regarding COVID best practices, requirements, and future plans
- Data was collected and reported on the Reed website (Dashboard and overall 2021 report: <https://www.reed.edu/coronavirus/survey-report.html>; excerpts from report on next page)



## OUTCOMES & IMPACT

The level of direct engagement students receive with faculty, staff, and each other is foundational to the Reed experience, and being able to do this safely was of utmost importance. In preparing for the 2021-2022 academic year, the goals of COVID response at Reed were to:

1. Minimize the spread of COVID-19 outbreaks on campus,
2. Maintain COVID-19 case and test positivity rates at a level low enough to be supported by established response systems,
3. Improve student engagement with the college's COVID prevention and response plan.



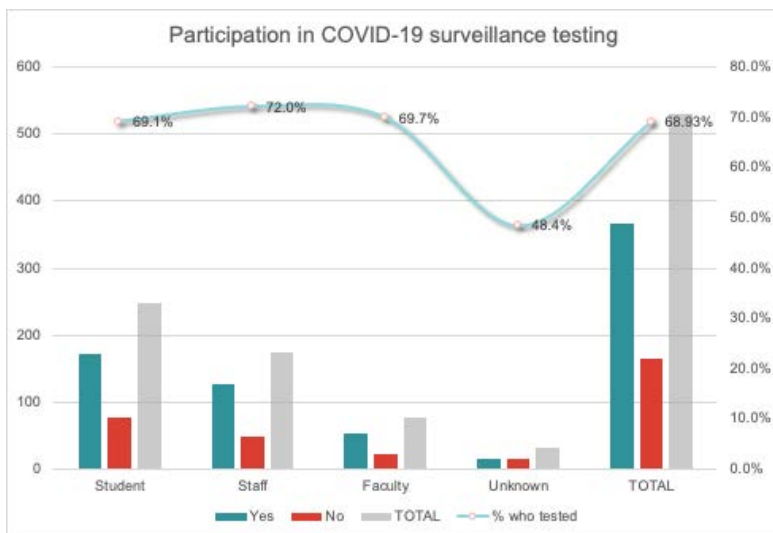
# COVID



## DATA POINTS

### Participation in Surveillance Testing

The Reed Community actively participated in surveillance testing during the Fall 2021 semester. Testing was initially conducted with staffing assistance from an outside vendor at the testing site. In order to reduce risk and increase efficiency, self-service testing began in late September.



23,391

COVID-19 SALIVA  
TESTS COMPLETED  
DURING THE FALL  
2021 SEMESTER

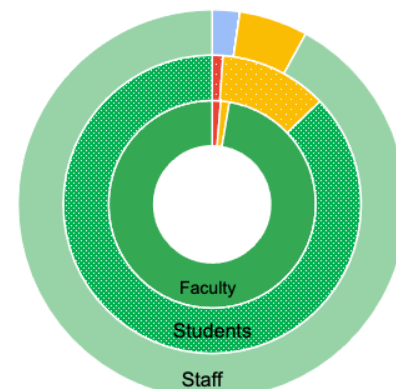
### Self-reported use of Face Coverings

Respondents widely indicated that they always wore face coverings indoors (90-96%). Many indicated that when outdoors - either alone or with others - they only sometimes wore their face coverings.

Excerpt from Reflections on Feedback from Students, Faculty, and Staff on Pandemic Response (report).  
<https://www.reed.edu/coronavirus/survey-report.html>

### Face Coverings

Shared indoor spaces  
(classrooms, bathrooms, lobbies, hallways)  
Frequency you use face Coverings



■ Not Applicable ■ Sometimes ■ Mostly ■ Always



# HEALTH & COUNSELING CENTER - COUNSELING SERVICES

## DESCRIPTION

The Counseling Services department in Health & Counseling Center (HCC) promotes students' well-being within a safe and confidential environment through a range of psychological support services. Counseling Services provides solution-focused individual counseling for students struggling with stress, anxiety, depression, social isolation, and other personal concerns; skill-building workshops; identity-based group forums; crisis intervention; alcohol and other drug assessment; and case management services.

The scope of our Counseling Services includes:

- Brief, solution-focused individual counseling
- Crisis intervention
- Group counseling
- Identity-based group forums
- Skill-building workshops
- Case management
- Referrals to providers in the Portland community
- After-hours crisis phone line
- Teletherapy sessions through with Uwill
- Peer-to-peer online support through Togetherall



## DIVERSITY, EQUITY, & INCLUSION

Staff participated in various groups to promote diversity and inclusion including:

- membership in Trans Inclusion Working Group, a group advancing gender equity at Reed and supporting holistic wellness for trans, nonbinary, and gender nonconforming Reed community members
- membership in LGBTQ+ Affinity Group
- membership in Black Staff & Faculty Affinity Group
- What It Means to Be Black Student Forum
- First Generation College Students Therapy Group



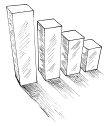
Additionally, HCC participated in expanding the Equity Team to welcome new members and created a DEI-dedicated budget line supporting DEI work and Equity Team endeavors.

## OUTCOMES & IMPACT

- Organized training with DAR and Academic Life for the entire HCC team.
- Conducted student workshop and support groups: Nature-Based Mindfulness Experiences Workshop, Ecotherapy Student Workshop Series (walking and stationary), What It Means To Be Black Student Forum, Healthy Relationships Group, Hot Topics Supportive Discussion Group, and Navigating Insurance 101 Drop-In Workshop.
- Collaborated with Student Health Advisory Council (SHAC) to develop a survey to assess students' perceptions and satisfaction with HCC services.
- Participated in other outreach events including: Self-Care Tabling Event, Alcohol Education Tabling Event, Low-SES Resources Workshop.
- Contracted with a community provider to provide support to the ABIDE Body Image and disordered eating group.
- Promoted a first-generation college students therapy group, led by community provider, Dr. Adam J. Rodriguez, Psy.D.

# COUNSELING SERVICES

Number of Staff: 8



## DATA POINTS

The pandemic contributed to an increase in mental health support needs for students, in tandem with a nationwide shortage of mental health clinicians. To bridge the resulting gap, Counseling Services contracted with Uwill to provide free teletherapy sessions to students – up to 12 sessions per student per year. Counseling Services also contracted with Togetherall, an online platform moderated by licensed clinicians who provide peer-to-peer support to students.

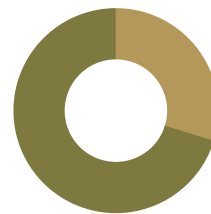
### Top 10 Concerns Presented to Counseling Services 2021-2022

1. Anxiety
2. Depression
3. Interpersonal difficulties
4. Academic difficulties
5. Grief/loss
6. Identity
7. Self-esteem
8. Alcohol and other drug problems
9. Suicidal ideation
10. Psychosis



### # of Appointments HCC vs UWill

HCC Counseling  
966



Uwill Teletherapy  
409

The bulk of counseling services are provided by HCC team. UWill services augmented our services and allowed students to access care through this resource.



Tabling events provide education as well as self-care supplies.



Flyers for workshops, support groups, ecotherapy and more



## GOALS & PRIORITIES 2022-2023

Our goals for the new year include:

- Broadening the suicide prevention plan
- Strengthening the harm reduction for alcohol and other drug use plan
- Implementing a wellness application
- Increasing coordination and integration of student services within Health and Well-being

# HEALTH & COUNSELING CENTER

## - MEDICAL SERVICES

### DESCRIPTION

The HCC Medical Services team provides a multitude of student-centered medical and mental health services for the students at Reed College. Our medical staff is a diverse group of professionals including certified nurse practitioners, a psychiatric/mental medication provider, registered nurses, certified medical assistants, and a registered health information technician. We actively work to provide comprehensive and compassionate care and ensure that the services we provide are both equitable and inclusive. Services are provided both in-person and via Telehealth based on each student's preference. Services we provide include but are not limited to:

#### Primary care medical services:

- Diagnosis and treatment of acute illnesses, injuries, and chronic conditions; Gender Affirming Hormone Therapy; Immunizations
- Sexual and reproductive health care
- Referrals to area specialists
- Preventive Health Counseling & Health Education; Injection training



#### Harm Reduction Services:

- Sexual/Reproductive Health STI Testing, Condoms, PEP, PrEP, Emergency Contraception
- Resources for off-campus harm reduction services



#### Mental Health Medication Management:

- ADHD Medication Management
- Depression/Anxiety Medications
- Insomnia, Bipolar, OCD Medications



#### Administrative Services

- Records: Copies of Medical and Immunization Records
- Health Insurance support & assistance

#### COVID-19 Support Services

- COVID-19 Diagnostic Testing
- COVID-19 Vaccinations
- Isolation/Quarantine Support



### DIVERSITY, EQUITY, & INCLUSION

Historically, the HCC has developed policies, protocols, and implemented staff DEI training that improved not only how we cared for each other, but also how we cared for the students of Reed. This year, the HCC's Equity Team enacted changes to support the continuation of DEI efforts. Staff on the Medical Services team redesigned the Equity Team including inviting new members, formalizing a DEI-related budget to support professional development, as well as organizing training for the entire HCC team in collaboration with DAR and Academic Support.



### OUTCOMES & IMPACT

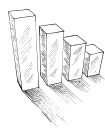
The Medical Services team is an integral component of the health and well-being of the Reed Community. The team serves at the forefront of COVID-related mitigation and support on campus for students in isolation/quarantine, during testing, and in administering COVID-19 vaccines. The Medical Services team works with campus partners and the Student Health Advisory Committee to continue to anticipate service needs for student health and well-being. Impacts and outcomes include:

- Participation in orientation (immunizations, health forms)
- COVID-19 vaccine clinics and diagnostics
- Telehealth and In-person student-centered care
- Student flu clinic
- Streamlined student health portal for care appointments
- Formalized harm reduction protocols and services
- Collaboration with Student Health Advisory Council to produce an HCC-focused Survey
- Development of onboarding training materials and coding protocols which has improved efficiency and accuracy.



Number of Staff: 9

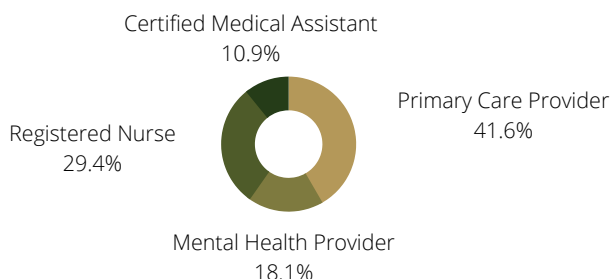
# MEDICAL SERVICES



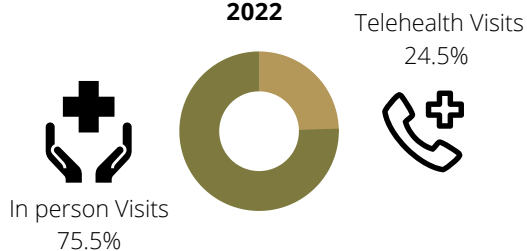
## DATA POINTS

Comparing data from 2018-2019 through 2021-2022 reveals a drastic 22% increase in student utilization of the Medical Services Team for medical and mental health services, with total appointments increasing by 47%. The addition of COVID-19 support services, harm reduction services, and online scheduling has contributed to increased utilization and ease of access.

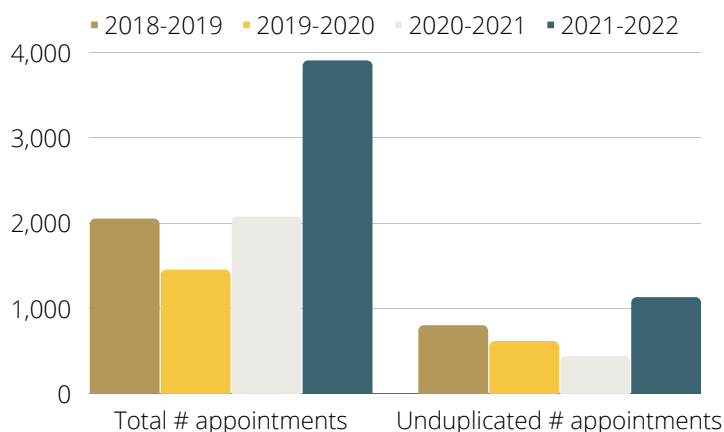
### Medical Services: Total Appointments by Provider Type 2021 - 2022



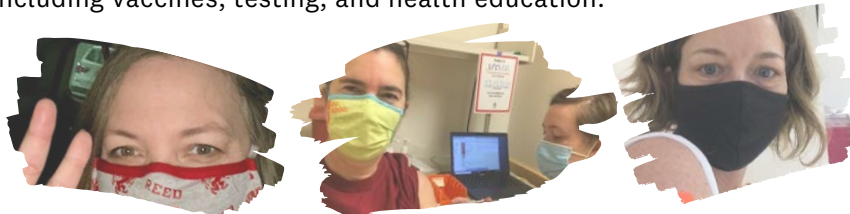
### Medical Services: TeleHealth Vs In-Person Visits 2021 - 2022



### Medical Services Total Appointment Data



The addition of a COVID support Registered Nurse (RN) provided the means to meet new medical demand placed on the team by the pandemic. The RNs work with students and campus partners to provide safe and effective care for students with COVID exposure or diagnosis. Our work also includes COVID-19 preventative measures including vaccines, testing, and health education.



Due to the nature of COVID-19 and in an effort to decrease barriers to care, the Medical Services team adopted the use of both in-person and telehealth appointments, which provided 26% of the student body the ability to access care safely. During surges of COVID-19, the Medical Team moved almost exclusively to telehealth appointments in order to protect the students and the team.



## GOALS & PRIORITIES 2022-2023

1. Revamping the insurance waiver process to increase ease-of-use for students
2. Continuing to develop and improve quality reporting procedures, policies, and documentation
3. Operationalizing professional development budgeting process
4. Implementing a digital statement for each student's appointment
5. Continuing focus and education on current OHA/CDC COVID-19 protocols.
6. Continuing to increase staff education for Gender Affirming Hormone Therapy, Depression/Anxiety medication management, COVID-19 support, and other services.

# SEXUAL HEALTH, ADVOCACY, & RELATIONSHIP EDUCATION PROGRAM

## DESCRIPTION

The Sexual Health, Advocacy, and Relationship Education Program (SHARE) works to cultivate a safe and supportive Reed community that affirms autonomy, consent, and communication by offering confidential survivor-centered, trauma-informed advocacy; teaching bystander intervention skills; providing peer-driven sexual health and prevention education; and connecting students to resources on and off campus.

There are three major SHARE programs:

- confidential advocacy for survivors and their allies;
- the Night Owls, a harm reduction and bystander intervention program;
- and the sexual health education program.

All staff receive appropriate training (initially 50 hours for advocates, and 4 hours for Night Owls and sexual health educators) and participate in continuing education sessions throughout the year. In addition to the specific duties mentioned below, all SHARE employees staff SHARE Lounges.

” SHARE closes gaps in the campus safety net by providing support to students who have experienced interpersonal harm, and harm reduction-based prevention services through our Night Owl and sexual health educator program. “

## DIVERSITY, EQUITY, & INCLUSION

All SHARE training is based on intersectional approaches for working with students dealing with personal and systemic issues. Staff are trained to consider their positionality and the impact of identities when interacting with others. Throughout the year, staff are encouraged to take trainings that will increase their understanding of and capacity to work with people of diverse backgrounds.



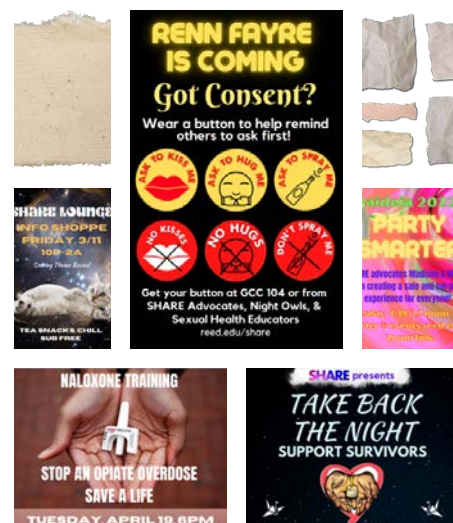
## OUTCOMES & IMPACT

SHARE, through the advocates, teach students how to identify red flags in others' behavior and how to approach conversations to make difficult decisions.

Night Owls reach out to students to provide friendly support with snacks, water, supplies, and assistance home.

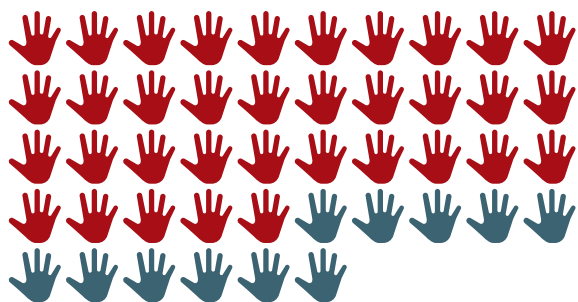
Training SHARE staff increases the capacity of the community to intervene to stop incidents of harm and appropriately respond when harm does occur. In turn, SHARE staff educate other students, further increasing the number of students on campus who understand how to support each other.

By providing emotional support and information about options and resources, we can help students who are struggling to stay at Reed and reduce the lifelong personal and economic costs they experience.



Number of Staff: 1  
Student confidential Advocates: 12  
Student Night Owls: 10  
Student Sex health educators: 4

# SHARE



Of those who reported to SHARE (n=46) were survivors of encounters, 76% of them did not choose to report the experience to the college.

SHARE advocates facilitated weekly survivor peer support groups.

**21**  
**students**  
**attended**  
**at least**  
**1 session**

SHARE advocates facilitated weekly trauma-informed journaling groups.

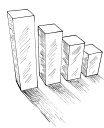
**18**  
**students**  
**attended**  
**at least**  
**1 session**

Night Owls provided supplies, a conversation, or assistance safely reaching home.

**50**  
**encounters**  
**on average**  
**per shift**

Sexual health educators provided supplies and education.

**27 tabling**  
**events;**  
**filled 142**  
**online orders**



## DATA POINTS

SHARE advocates hold a variety of spaces to meet with survivors. This includes support groups and journaling.

Night Owls held 49 shifts in the last academic year and averaged 50 encounters per shift. An encounter is a conversation and/or offer of Night Owl supplies (granola bars, ear plugs, hand warmers, etc.) or assistance to safely reach home. Night Owls have provided connections for additional assistance emergency interventions as needed.

Sexual health educators tabled every Friday during the Fall and Spring semesters, distributing safer sex supplies and SHARE materials, answering questions, and filling online safer sex supply orders. This included 900 latex condoms, 800 non-latex condoms, 225 dental dams, 100 nitrile gloves, 100 insertive condoms, and about 750 sachets each of silicone and water-based lubricant.



## GOALS & PRIORITIES 2022-2023

1. Lead the implementation of a comprehensive interpersonal violence prevention plan.
2. Develop training and materials for community members on a survivor-centered response to accusations of harm.
3. Develop training and materials for students on identifying and responding to relationship abuse.
4. Expand training for Night Owls to include conflict resolution and de-escalation skills.
5. Increase the availability, accessibility, and availability of supportive measures for survivors.







# STUDENT & CAMPUS LIFE

Student and Campus Life offices - including Residence Life, Student Engagement, and Student Support - focus on supporting students' co-curricular experiences at Reed, foster a sense of belonging, and nurture connection between and among community members.





# RESIDENCE LIFE

## DESCRIPTION

Residence Life fosters a residential experience aimed at supporting students in their academic pursuits, personal growth, and participation in an interdependent community. With individual well-being, interpersonal connections with a diverse community of peers, and access to resources as central themes, residence halls are grouped into neighborhood configurations which provide a foundation for intentional community building and increased access to resources.

Professional staff within Residence Life provide student support for life on campus by supervising student leaders, providing direct support of students, responding to policy violations, and participating in crisis response through the on-call team. Student House Advisers (HAs) placed in first-year neighborhoods focus on increasing social connections and individualized support for first-year students through structured one-on-one conversations. HAs in sophomore and upper-division neighborhoods focus on support for existing social groups, finding a major, qual and thesis support, and preparation for life after Reed.

## DIVERSITY, EQUITY, & INCLUSION

Residence Life worked to create definitions related to our DEI work to ensure a shared understanding of concepts while engaging in conversations. We collectively created a literature review based on foundational works, and staff went through culturally responsive (CRO) training that included comparing demographics of our student population with our team's and operationalizing a cycle of accountability for our work.

Professional Development and competency efforts included:

- One hour of dedicated learning for DEI every week.
- Book club and discussion groups in support of student needs.
- Proactive communication with low-SES/high-need students regarding winter and summer break housing options.
- Planning for the high-impact practice of structured meetings with Area Coordinators.



## OUTCOMES & IMPACT

We continue to build upon the neighborhood model and residential education through scaffolded support of residential communities. Initiatives include supporting the OWL program, sophomore-focused support, programmatic efforts for upper division students, and re-imagining the Language House program.

- Residence Life supported sophomores by organizing an orientation event to celebrate the end of virtual classes, programming related to wayfinding and connecting to resources, sophomore community building circles, and sophomore study groups.
- Facilitated the combined HA/OWL hiring and training process.
- Transferred StarRez to a cloud-based platform to improve access and timely updates
- Partnered with an off-campus storage company to provide more storage options for students and created more on-campus bike storage.
- Collected data regarding bringing back options for on-campus identity-based housing or creation of Living Learning Community/Communities (LLCs) to improve equity and student needs.



Number of Staff: 8

# RES LIFE



## DATA POINTS



69% of students felt they had established meaningful connections with students in their residential community, an increase of 13% from last year.



73.5% of students felt they had opportunities to engage with supportive academic resources in their community.



87.4% of students felt they had opportunities to engage with fun and social events, and increase of 40% from last year.



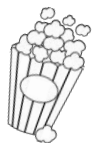
68% of students confirmed they can access resources for their well-being or know who to ask, an increase 5% from last year.

HAs completed a total of 302 student programs throughout the academic year. During Fall semester, HAs completed 141 active events and 41 self-guided events. In the Spring semester, HAs completed 92 active events and 28 self-guided events. Below are some highlights from each neighborhood:



### First Year

- Navigating Portland
- Community Picnic
- Movie Night Mondays



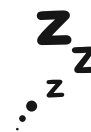
### Upper Division

- RCA & Birchwood Community BBQ
- Cleaning and cooking kits
- Healthy sleep habits workshop

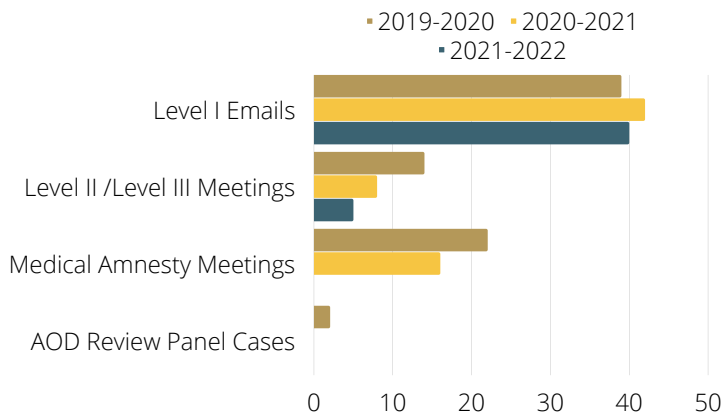


### Sophomore Year

- Monthly study room snacks
- CLBR Resume Review / Meet a Peer Career Advisor at Commons
- Community Dinners



## Case Management



Residence Life staff addressed the majority of responses to Alcohol and Other Drug policy violations. Residence Life staff also had the responsibility of responding to the majority of violations of Reed's public health behavior (PHB) guidelines.



## GOALS & PRIORITIES 2022-2023

1. Documentation of all housing processes, including timelines, procedures, and technical information.
2. Continuation of integrating culturally responsive (CRO) and DEI work in departmental processes and integration of Restorative Practices (community building circles) into HA program.

# OFFICE OF STUDENT ENGAGEMENT

## DESCRIPTION

The Office for Student Engagement (OSE) strives to nurture cross-campus involvement and to foster the intentional development of the whole student through programming and student support. Our office provides experiences that support students' discovery and development, build community and connection, ease transition to college, complement the academic program, and strengthen a sense of belonging at Reed. Key programs and services include:

- New Student Orientation
- First Year Experience programs
- Gray Fund events, trips, & activities
- student event support
- advising of clubs, organizations, and academic teams
- student Senate and Treasury support
- oversight of student spaces



## DIVERSITY, EQUITY, & INCLUSION

- Staff participation in the Student and Campus Life book club focused on anti-racism readings and discussion.
- Partnership with Residence Life to adopt a framework for culturally-responsive organizations and its application to our work.
- Improved the accessibility of student spaces and offered staff and faculty training to better support students with disabilities.



## OUTCOMES & IMPACT

- Organized a total of 50 events and programs, 12 hosted by OSE staff, 16 hosted by the Program Assistant, and 22 Gray Fund events. Welcomed a total of approximately 4600 participants for events with an average of 1-2 events per week.
- Increased the offerings of large-scale multi-activity events such as Spring Fling and Halloween Spooktacular.
- Diversified program types and modes to strike a balance between large and small scale events, participatory and self-directed events, scheduled and drop-in events.
- Successfully piloted the Program Assistant program for student staff to host low-cost, highly-social engagement opportunities on campus.

First Year Experience, Orientation & Wayfinding Leaders Programs

- Successfully launched the pilot year of the First Year Experience program.
- Hired 34 Orientation and Wayfinding Leaders (OWLS) to serve as peer leaders for first year students. OWLS welcomed students at Orientation and stewarded them to sessions, created connections with peers, and provided wayfinding information.
- Successfully organized the return of in-person Orientation during the pandemic.
- Provided online Orientation for a second year.

Student Spaces

- Identified accessibility needs in the Gray Campus Center student spaces and arranged for accessibility improvements, such as card reader installation and new doors facilitating access.
- Improved the Student Center to increase student use and meet needs with new student work spaces, a conference room for student meetings, a calendar booking system, and inviting decor.



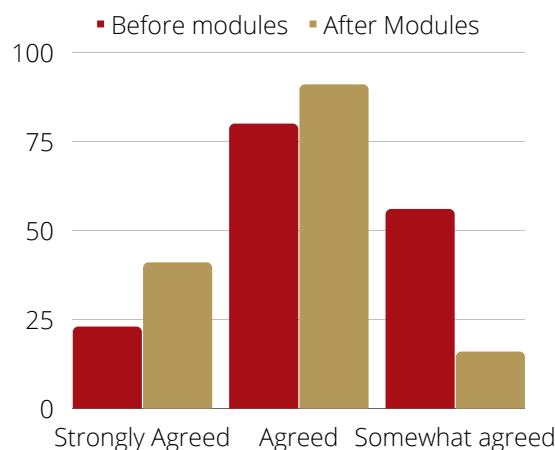
## DATA POINTS

As part of Orientation, OSE asks students to complete a survey to assess questions about learning outcomes. This helps us understand how we can connect students with Reed policies, adjusting to campus life, knowing where resources are and understanding if students feel confident in their abilities to get started with their journey at Reed.

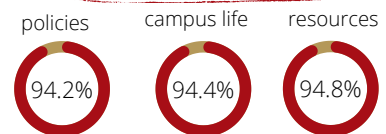
There was an increase in confidence about learning strategies after the completion of the online Orientation.

- Before completing the modules, 80% agreed that they were confident about learning strategies (23.1% "Strongly Agreed"; 56.9% "Somewhat Agreed").
- After the modules, 91.5% "Agreed" with the statement (41.5% "Strongly Agreed"; 50% "Somewhat Agreed").

### Students Surveyed Pre and Post Orientation Learning Outcomes



Based on an online survey, Students indicated that Orientation sessions addressed their questions about:



## GOALS & PRIORITIES 2022-2023

1. First Year Experience (FYE): Update and implement revised FYE curriculum based on learnings from the 2021-22 pilot year. Increase student engagement and participation in FYE weekly meetings.
2. Events and programs: Build out and implement the Program Board to host additional weekly campus programs. Improve Gray Fund marketing to staff and faculty to increase their interest and participation in events.
3. Risk management: Clarify expectations and systematize procedures to ensure proper risk management and insurance oversight for student clubs and events.
4. Student club and organization support: Provide more scaffolding and training to student club leaders to effectively recruit members, organize events, delegate responsibilities, and sustain institutional knowledge. OSE will double student staff for 2022-2023.
5. Workshop series: Provide instructional workshops to reach more students about OSE's resources and support.
6. Student engagement platform: Contingent on securing funding, implementing a platform to streamline event management and advertising, improve club information accessibility and infrastructure, centralize program calendaring, facilitate attendance management, and increase student engagement with clubs.



# STUDENT SUPPORT

## DESCRIPTION

The Office for Student Support is a central location for coordinating efforts with campus partners to assist students in overcoming hardships and obstacles to personal well-being and success. Student Support staff assist students through connections with campus partners, community resources and support systems, and encourage and support success through focused and personalized individual planning.

The Student Support office serves Reed students and the wider campus community through:

- referrals to campus and community resources
- providing ongoing individualized student support
- intaking and responding to concerns for students
- assisting students with institutional wayfinding

Student Support staff possess an effective understanding of college policies, procedures, and campus life, and work closely with students, staff, faculty, and families to address challenges, eliminate obstacles, promote well-being and thriving, and connect students to helpful resources.

## DIVERSITY, EQUITY, & INCLUSION

- Identify the needs of students, specifically students from minoritized communities.
- Collaborate with offices on campus to create and implement programs to support success.
- Student Support continues to engage in careful assessment, reflection, planning, and continual quality improvement for the betterment of students and the community.

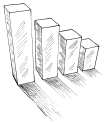


## OUTCOMES & IMPACT

- Revised Online Care Referral form to improve referrals and individualized support for students. Care station events created and implemented by the Student Support Office and various units in the Student Life division.
- Served as frontline support to students during multiple campus and community/national events.
- Supported students impacted by COVID-19 through a successful isolation and quarantine program in collaboration with other Student Life units.



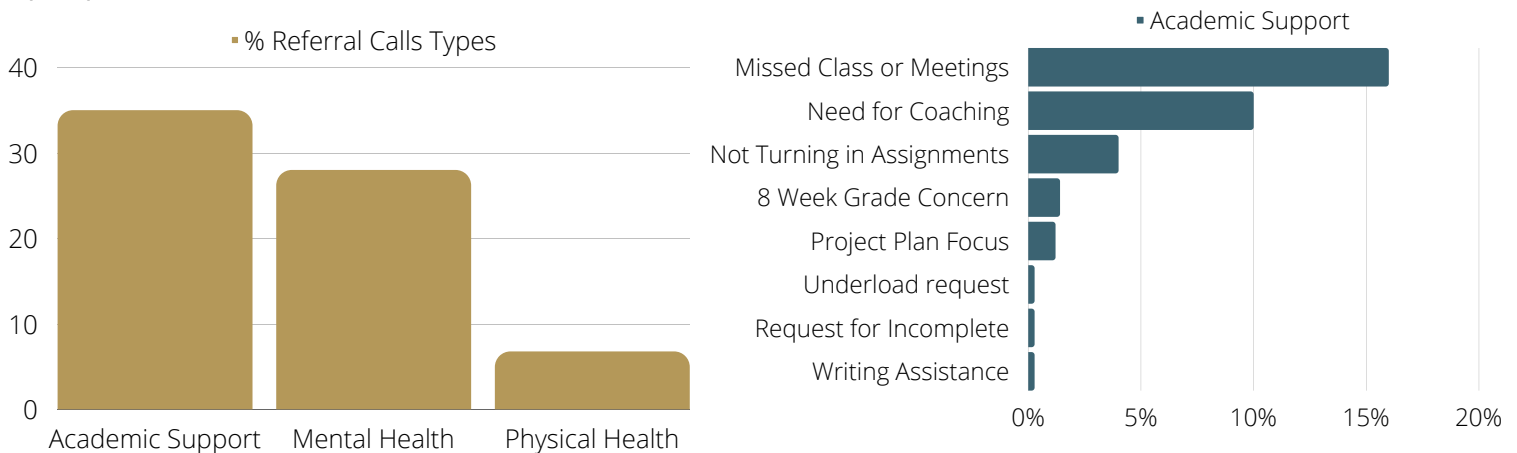
# STUDENT SUPPORT



## DATA POINTS

The majority (63%) of referrals requesting assistance for a student were generated from concerned faculty. We also received referrals from parents (13%), other staff (8%) other students (3.5%), and self referrals (11%). We received over 270 formal submissions via the email form this year, continuing the steadily increasing trend of students needing additional supports to navigate aspects of their time at Reed.

In the upcoming year, we will be implementing a new system to track cases more effectively and to manage data. Data we have at this point indicates that the top concerns the care team addressed were for areas under academic support (35% referrals) and mental health (28%). Additionally, under referrals for academic support, reasons noted for assistance highlighted students missing appointments or classes (16%), not turning in assignments (4%), or generally needing coaching or academic guidance to balance their activities and stress (10%).



Care team meetings often focused on connecting students to resources related to their academics, health and well-being, as well as general supportive measures such as navigating housing or finances. The cross-disciplinary work of members of the Care Team across Student Life address these important life issues for students daily.



## GOALS & PRIORITIES 2022-2023

1. Securing a director for the Office of Student Support to build the office and manage work flow.
2. To create, implement, and assess the work of the Student Response Team (SRT).
3. To improve the work flow for case management with the assistance of a new platform (anticipated Spring 2023) to improve efficiency and data management of cases for care team. This will allow an easier interface for students, faculty and staff to connect to resources as well.



A photograph of four students sitting around a wooden picnic table outdoors. Two students on the left are looking at a laptop, while two on the right are looking at a tablet. They are in a sunny, green environment with a brick building in the background. A red banner is overlaid at the bottom.

## *REED COLLEGE STUDENT LIFE*

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