

OBERLIN

COLLEGE & CONSERVATORY

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Imagine
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The Division of
STUDENT AFFAIRS
Year in Review 2021-2022

The Division of Student Affairs Year In Review 2021-2022

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Letter from the VICE PRESIDENT OF STUDENT AFFAIRS AND DEAN OF STUDENTS

Dear Colleagues:

For the Division of Student Affairs, the academic year 2021-2022 is best described as one of change and transitions. Beyond the pandemic, the year presented additional challenges, especially with high levels of turnover in key leadership positions. However, it afforded us exciting opportunities to reimagine the student co-curricular experience. The division spent considerable time assessing student needs, realigning divisional structure, and engaging in active listening with students, staff, faculty, and stakeholders inside and beyond Student Affairs. Additionally, the division enlisted the Peterson Rudgers Group to perform an extensive external review of Student Life operations, programs, and services.

Their review helped leaders to quickly understand the complexities and opportunities for growth. After a full assessment, seven (7) areas were identified for strategic focus:



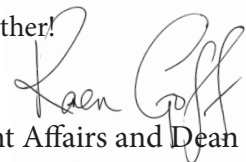
Once the strategic focus areas were determined, we spent the year building the infrastructure for a reimagined Division of Student Affairs, centered around the student experience. Implementation launched during the fall 2021 semester and continued into spring 2022 as we —

- Hired a diverse and highly skilled Student Affairs Leadership Team (SALT);
- Made efforts in the ongoing improvement of the division's operational efficiency, based on findings by the Petersen Rudgers Group and the One Oberlin report;
- Created a Residential Education Task Force consisting of faculty, staff, and students to provide input and feedback into student learning beyond the classroom;
- Created a Vibrant Campus Life Task Force to hear feedback directly from students regarding their social engagement on and off campus;
- Realigned, renamed, and restructured several areas to better reflect the functions, programs, and services being delivered; and
- Hosted regular meetings with student leaders to gain additional insights into student issues and to work proactively and collaboratively to address their concerns.

The 2021-22 Student Affairs annual report summarizes some of our divisional accomplishments, which are directly attributed to our dedicated practitioners and educators who diligently serve as advocates, guides, and mentors. They have responded to the evolving needs of our students, before and during the pandemic, with intentionality, care, and unwavering support. I am deeply grateful to lead and learn alongside these individuals who are committed to our students' holistic development and success as we reimagine the path forward together!

KAREN C. GOFF

Vice President of Student Affairs and Dean of Students





Karen C. Goff
Vice President of Student Affairs
and Dean of Students

STUDENT AFFAIRS LEADERSHIP TEAM (SALT)



Harmony Cross
Dean of
Student Success



Ted Evans
Director of
Entrepreneurship



Debra Herzog
Executive Assistant to
the Vice President of
Student Affairs and
Dean of Students



Thom Julian
Associate
Dean of Students



**Anthony Pernell
McGee**
Executive Director,
Career Exploration
and Development



Andrew Oni
Executive Director,
Student Safety and
Well-being



Mark Sapara
Assistant Vice
President and Dean
for Intercultural
Engagement



Mark Zeno
Assistant Vice
President and
Dean of Residential
Education/Student
Life Auxiliary Services

CENTER FOR STUDENT SUCCESS

The Center for Student Success staff conducted successful programs for first-generation and low-income students, taught in the LEAD program, administered the growing Executive Functioning Program, and collaborated across campus with multiple departments to support students. Students received 1:1 and group support on a variety of topics, led by both Peer Mentors and staff. Students also received emergency support through ObieCares, which was administered for the first time through the Center. The Brenda Grier Miller Scholars program welcomed a fourth cohort of students and successfully graduated its first cohort of students.

Three staff members submitted successful proposals to speak at the National Association of Student Personnel Administrators (NASPA) Student Success in Higher Education 2022 conference and all three presented in Baltimore, MD. Their participation represents national recognition for Oberlin's innovative and creative approaches to student success.



KUDOS

- Harmony Cross was appointed to the NASPA Inaugural Success Coaching Knowledge Community (KC) Board. She was also a panelist at The Consortium on High Achievement and Success (CHAS) Annual Representative Meeting where she discussed High Impact Student Support: *What Really Aids in Student Retention and Graduation* (June 22-24)
- Anna Brandt, Brook Escobedo, and Monique Burgdorf presented *Building Community and Supporting Retention Through a Low-Cost First-Generation Cohort Program* at the NASPA SSHE conference in Baltimore, MD (June 2022-24)
- Monique Burgdorf presented at Higher Education Financial Wellness Association (HEFWA, July 2022)

IMPACT BY THE NUMBERS

Students Served
582 unique students
were served by
attending a program or
meeting with Center staff

Staff conducted
1,738 1:1 meetings
Of these, 486
were unique student
meetings

Staff Held
98 group meetings
and events with 1,258
students attending;
• 279 unique students
attended

Peer Mentorship
Program:
90 first-year students
were served.
• 23% had 5+
interactions

Learning Enhancement Across
the Disciplines Program (LEAD):
Total registration AY 21-22: 1,330

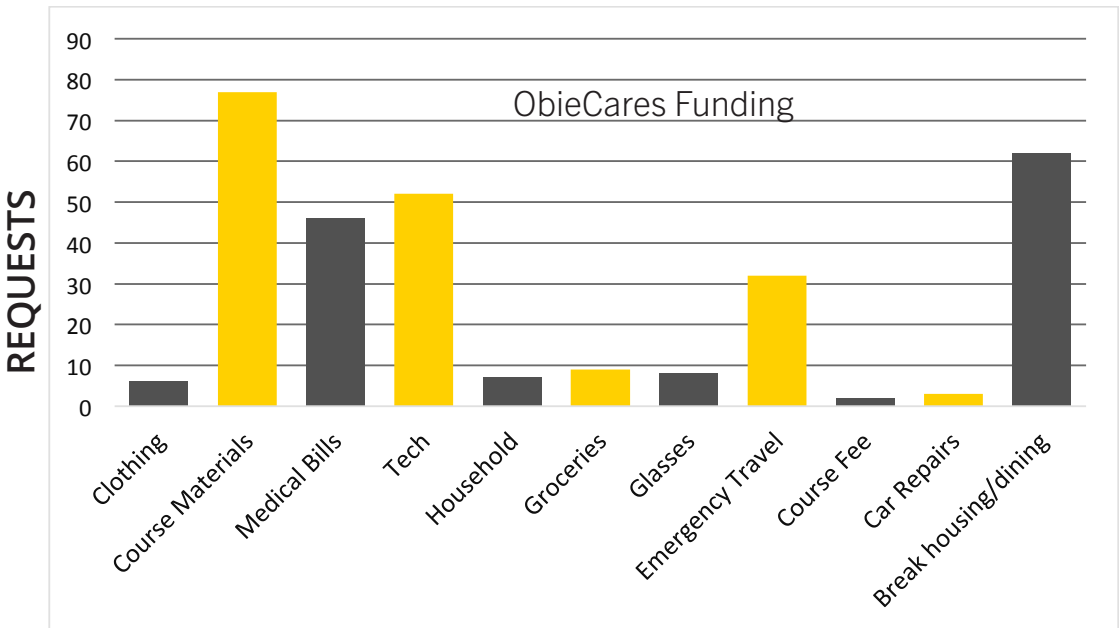
Unique students enrolled: 1,181
• 62% of the total registered
were first-year students.

FIRST GENERATION AND HIGH FINANCIAL NEED SERVICES AND SUPPORT

- Peer Mentor Program – Year-round support provided by student mentors for first-generation and Pell-grant eligible first-year students
- First Gen programs: F1RST Friday Series – variety of topics including financial aid, stress management, study abroad, summer internship funding, and more
- First Gen programs: Wings & Tots Series, First Generation Day, Home Neither Here nor There, First in the Family
- Posse Mentoring

Other Programs and Services offered include:

- Holistic 1:1 support for all students
- LEAD Courses – Individual Studies LEAD 900A, 900B, 901, 110, 115, 150, 151, 155, 180, 185 (all students)
- Executive Functioning Group – peer support through programs and 1:1 sessions
- Medical Leave administration – personalized, empathetic support for students taking and returning from leave
- ObieCares



PRIORITIES/RECOMMENDATIONS

- Implement a high-impact Student Success Coaching Model.
- Administer, re-design, and/or expand current programs and services (ObieCares, FLI Programming, LEAD).

CAREER EXPLORATION & DEVELOPMENT

The 2021-22 academic year was challenging and transformative as the career center pivoted and converted the career curriculum to a virtual format, delivering high-quality content and exploration experiences for Obies. Using One Oberlin as its roadmap, the curricular and co-curricular merged as the Center for Engaged Liberal Arts (CELA). With the lead of the new executive director, the career center changed its name to Career

Exploration & Development to highlight the importance of students exploring careers and finding one that aligns with their core values and academic interests. With Alumni Engagement and Advancement, CED will launch PeopleGrove career access and mentoring platform to replace WISR. PeopleGrove is the bridge between education and the working world, effectively building students' social capital to succeed.

JUNIOR PRACTICUM

The Junior Practicum program provides third-year students with a unique and engaging opportunity to gain the skills and confidence to launch into a high-quality summer internship successfully. Students who complete the Junior Practicum program, including the Summit and coursework, will receive up to \$5,000 to pursue a summer experience. Students with high financial aid can submit a supplemental budget for additional funding to support their internship experience.

158

Enrolled
students



137

Received
funding

\$556,950

Total funds dispersed

Summer Internship Funds

80

Enrolled students

\$220,971

Total funds dispersed

SUMMER ENDOWED FUNDS

Career Exploration & Development (CED) provides funding for a summer experience to support students who might otherwise be unable to complete an unpaid internship. These funds are provided through the generosity of Oberlin alumni and grants awarded to the college.

20

Received
funding



Total funds dispersed:

\$61,381

SUMMER ON THE CUYAHOGA

CED also participates in Summer on the Cuyahoga (SOTC). The program brings together 60-80 students for an intensive summer immersion program designed to help interns explore the Cleveland area's professional, civic and, social offerings. SOTC offers students challenging internships, community introductions, alumni connections, and free group housing for the summer. CED typically sends five students to participate in SOTC.

Projected funds dispersed **\$6,000**

Handshake is a job, recruitment, and event platform that students use to research internship and job opportunities and register for events, including job fairs, info sessions, and workshops. Below is the demographic and class year breakdown:

Number of appointments with advisors: **821**



Appointments by Gender

- Female: 73.0%
- Male: 27% • N/A: 0.2%



Appointments by Class Year

- First Year: 12% • Sophomore: 17% • Junior: 25%
- Senior/5th Year: 39% • Alumni: 8%



Top Appointment Types

- Internship Search • Resume/Cover Letter Review
- Entry-Level Job Search • Exploring Careers



Appointments by Race/Ethnicity*

- Asian/Asian American: 23.6% • Native American/Alaskan Native: 0.4%
- Black or African American: 12.8% • White/Caucasian: 56.8%
- Latino(a): 5.0% • N/A: 1.5%

WISR

WISR is a mobile-friendly platform that helps Obies find and talk with alumni who are eager to share their advice and expertise. Students can browse career communities, affinity, and identity-based groups to find alumni working in fields of interest and request a one-to-one advisory session.

Students and Alumni Connections/Engagement: **441**

PARTNERSHIPS/ COLLABORATIONS



Faculty and staff across campus can request workshops from Career Exploration & Development on various career development topics (resumes, cover letters, interviewing, job/internship searches, career exploration, etc.) by submitting the workshop application. CED staff conducted workshops for various classes and departments such as Posse Scholars, Bonner Scholars, Brenda Grier Miller Scholars, the international student orientation, and Admissions.



Welcome Reception - Photo by Yvonne Gray



Neuroscience Research - Photo by Clarissa Heart



Sophomore Opportunities and Academic Resources (SOAR) - Photo by Yvonne Gay

Twenty-eight (28) workshops were conducted for our campus partners.

- | | | |
|--|-------------------------------------|--|
| 1. International Student Orientation | 6. LEAD 185 -Adulting (3) | 14. Posse Scholars (3) |
| 2. Student Organization Retreat | 7. Parents Weekend | 15. Black Women's Narratives on Page, Stage and Screen |
| 3. Career Development Center Info Session | 8. Bonner Scholars (3) | 16. Writing Religion and Gender Across Cultures |
| 4. Sophomore Opportunities and Academic Resources (2) | 9. Brenda Grier-Miller Scholars (2) | 17. Neuroscience Majors |
| 5. First Year Seminar - Conflict: Can We Transform It? | 10. Art History Internship Panel | 18. LEAD 180 |
| | 11. Justice in America | 19. Neuroscience Senior Seminar (NSCI400) |
| | 12. Math Department | |
| | 13. Admissions MVP | |



PRIORITIES/RECOMMENDATIONS

- **Develop and implement** an Employer & Alumni Recruitment Program
- **Expand** Winter Term Micro-Internships to highlight the presidential initiative on Race, Equity & Inclusion
- **Re-engage** with Northeast Ohio Consortium for Career Advancement (NCCA) & Great Lakes College Association (GLCA)
- **Secure and implement** a new CRM for student/alumni engagement
- **Develop** a curriculum for early engagement
- **Publish** Standard Operations Manual

ENTREPRENEURSHIP

Entrepreneurship and Innovation successfully conducted a mini version of LaunchU, partnered with CELA, and created a deeper path forward with the Conservatory. The unit also thoroughly reviewed and identified seven student startup microgrant recipients, and was integral in reviewing over 30 students with the CED, ultimately leading to the selection of the 2022 Ashby Business Scholars. LaunchU pitch presentations were deemed a success this year and feedback indicated the students were the most prepared and individual team pitches were the best ever.

Immediate priorities are mapping the vision steps, partnering with CELA and the Conservatory, deepening regional relationships, and growing external sources of entrepreneurial funding to support ideas, launches and programming. The Entrepreneurship and Innovation Program goal is to strategically and gradually expand in multiple ways, including: Entrepreneurship programming, audience, student participants, internal and external relationships, geographic reach and presence, marketing, funding, and internal college engagement and awareness.



KEY HIGHLIGHTS

- Reengaged the LaunchU Board, and they are now performing together at a high level with the Director and college.
- Integrated into the Mini LaunchU program and mentored teams and individuals successfully. Currently mentoring and assisting two business startups that came from LaunchU.
- Selected winners and recipients of the Burton D. Morgan Microgrants as they launch their business ideas and are currently being mentored.
- Worked with CELA Team, including the CED on interviewing and selecting Ashby Business Scholars and the Bonner Center on Connect Cleveland strategy, tactics, and introducing new business and community relationships.

IMPACT BY THE NUMBERS

Developed
11 Oberlin student business ideas

(for-profit and nonprofit) are in progress
and working directly with
Entrepreneurship leadership

Funded
5 Oberlin student business ventures

through microgrants from a
Burton D. Morgan Foundation grant

Students engaged with the
Entrepreneurship Center:
**60 students personally met with
Entrepreneurship Director**

for advice, coaching,
and interview readiness

A student with long dark hair, wearing a white face mask and a dark jacket, is seated at a desk. They are looking at two computer monitors. The monitor on the left displays a blue screen with some text and a progress bar. The monitor on the right displays a white screen with a grid or table. The student's hand is on a computer mouse. The background is a plain wall.

OTHER COLLEGE DEPARTMENTS ENGAGED/PARTNERED/PROGRAMS

Entrepreneurship has been comprehensive in planning with numerous Oberlin departments (Student Affairs, Center for Engaged Liberal Arts, Advancement, Conservatory, Admissions, Peer Advisors, Athletics) to develop tactics and strategies for 2022-2023.

EXTERNAL BUSINESSES ENGAGED

14 businesses are ideating and/or working with the Entrepreneurship Center to determine ways to add value to students including treks, speakers, internships, and mentors.

Over 14 relationships with businesses in Cleveland and surrounding communities have been established to provide more content and support in many areas for entrepreneurship. Work has been started to identify a location and potential partner to have an Oberlin entrepreneurial presence in Cleveland. The Director of Entrepreneurship has personally mentored and coached over 30 students and teams multiple times to develop them personally, solve problems and to assist in driving their ideas and business startups forward.



PRIORITIES/RECOMMENDATIONS

- Reimagine and relaunch LaunchU, driven by interculturalism that is engaged campus-wide and is well received in Oberlin and Cleveland.
- Clarity of vision for Entrepreneurship and Innovation
- Administrative Support for Entrepreneurship Program
- Build out corporate, community, and external college relationships
- Establish a strong and consistent Cleveland presence with partnerships and funding sources
- Entrepreneurship course BUS 104 for Fall 2022

ENTREPRENEURSHIP

Spring 2022 Student Entrepreneurship Microgrant Awards

Student Name, Major, and Year	Venture Name	Award
Samkeliso Dlamini Computer Science and Business First Year	Flawless Wear	\$500
Riley Gillibrand Sociology and ENVS Third Year	Beadgremlin	\$350
Paul Kamitsuka Neuroscience Third Year	Repettable	\$465
Norman Ngene Mwangi Economics and Business Second Year	Gikomba mtumba store	\$400
Omukoko Okoth Economics First Year	Ethical Poultry Farming	\$500
TOTAL AMOUNT AWARDED: \$2,215		

EXTERNAL BUSINESSES ENGAGED



ORIGIN



KUDOS

Ted Evans was re-elected to the Great Lakes Science Center and Cleveland Zoo Board of Directors. He is currently under consideration for the Cleveland Playhouse and Playhouse Theater Board of Directors. These boards consist of the top business and philanthropic leaders of Northeast Ohio and these relationships will provide Oberlin with many benefits and student opportunities that are already being cultivated.

INTERCULTURAL ENGAGEMENT

The **Center for Intercultural Engagement (CIE)** brings together the Office for Disability and Access (ODA), International Student and Scholar Services (ISSS), Multicultural Resource Commons (MRC), and the Office of Spirituality and Dialogue (OSD) to create programming that leverages the strengths of each area under the aegis of intercultural engagement. With coordinated efforts and resources, students benefit from a seamless enterprise that, separately and together, celebrates the unique attributes of our students while engaging them in their commonalities. Through increased connection, they understand the full spectrum of ideas, ideologies, and experiences that comprise our student body and respond to them respectfully and reciprocally.

To this end, we seek to support students through 1:1 engagement, substantive and interdepartmental programming, and through outreach to campus and community partners and allies. To create a

sense of inclusion and belonging for all members of our community, we project through word and deed a spirit of open communication and help to remove barriers to accessing the strong liberal arts and conservatory education provided by Oberlin.

The 2021-2022 academic year was a time of rebuilding for all four areas under the CIE. As a new concept brought together ODA, ISSS, MRC and OSD, we discussed overlap and what makes each unit distinctive. Issues such as community dialogue and developing a sense of belonging and inclusion are central to how we are building our teams. By the start of the Fall 2022 semester, we will have reinvested in critical areas with appropriate level of staffing. We spent six months, following the arrival of the AVP, structuring and building out teams through intensive interviewing and hiring. The results of these efforts will be evidenced in 2022-2023.



IMPACT BY THE NUMBERS

Office FOR Disability and Access:

746 total registered students

392 new requests for accommodations

168 new students received accommodations

392 appointments with students (all in Spring 2022)

2,276 individual accommodations requested
across 970 courses

100% of new students

applying for accommodations in Spring 2022 (N=392)
received an individual appointment. (In the past,
accommodations were given without
necessarily any interaction.)



PRIORITIES/RECOMMENDATIONS

Center for Intercultural Engagement:

- Increase marketing and public relations efforts to emphasize the new CIE and office name changes for all four areas.
- Continue conversations regarding the renovations of Wilder to ensure that spaces such as the Testing Center, vegetarian/kosher/halal kitchens, Prayer Space and MRC Lounge meet the needs of students.
- As they build out their teams, collaborate with CIE Assistant Deans/Directors on issues of leadership, supervision, management, and full development of all team members.
- Take advantage of the new Presence software, along with other qualitative/quantitative assessment tools such as Qualtrics, to measure the impact of CIE efforts.
- Make data-driven decisions regarding services offered and resources needed.

Office for Disability and Access:

- Increase training on issues of disability with students, faculty, staff and families.
- Providing services for students on the spectrum (i.e., Executive Functioning, Coaching, Sensory Lounges).
- Review all policies and procedures (such as the grievance process) and make appropriate changes that are communicated to the public.

International Student and Scholar Services:

- Generate “soft touch” and holistic programming with the hiring of a new Program Coordinator.
- Monitor usage of campus resources such as ObieCares, Writing Center, Student Clubs, Advising Services, Career Development, etc., to determine future needs and inform disparities in International Students graduation rates.

Multicultural Resource Commons:

- Build and establish relationships with students, faculty, and staff across campus.
- Create more collaborative efforts across campus with affinity groups and clubs, various academic departments, as well as offices that align with the retention and success of underrepresented populations (male students of color, undocumented students, etc.). Utilize data to improve and continue to meet the needs of underrepresented students.

Office of Spirituality and Dialogue:

- Build a strong dialogue program to capitalize on the success of Barefoot Dialogue.
- Engage in a national assessment/instrument that offers comparative feedback on spiritual climate.
- Find appropriate space for dialogue groups and interfaith prayer with the renovation of Wilder.

KEY HIGHLIGHTS

- Created staffing structures for 4 areas under the Center for Intercultural Engagement, developed new job descriptions and engaged in intensive hiring and interviewing to fill those positions. The AVP created a Vision Plan for the unit.
- Renamed all four offices under CIE to reflect that they are under one umbrella, and to create identities that speak to the spirit and substance of their respective work.
- Through intensive discussions and focus groups with faculty, staff and students, the AVP developed key focus areas:
 - Support for LGBTQ+ and Gender issues;
 - Inclusion of ASD programs and support through Disability services; and
 - Additional support for International Students.
- Campus partners were fully apprised of our need to create student-centered areas, as we cannot be “all things to all people.”

STUDENT LEADERSHIP AND INVOLVEMENT

The Office of Student Leadership and Involvement planned, sponsored, and assisted with over 370 on-campus events during the 2022 academic year! The average attendance for the events was just over 100 people per event and represented over 150 active student organizations that became reacclimated to campus after the pandemic-affected 2020-2021 academic year.

Led by Dean Goff, the Office of Student Leadership and Involvement successfully passed a new student organization chartering process. This process not only has expedited approvals for new student organizations but has increased applications from new organizations. During the 2021-2022 academic year, we received over 15 applications for new organizations.

The 2021-2022 academic year represented a rigorous year of planning. As such, the Office of Student Leadership and Involvement began major upgrades that will revolutionize the way Oberlin students experience student life at Oberlin College.

For example:

➡ The initial plans for the Wilder Renovation have been approved, and work is beginning by 2023. Wilder Hall, built in 1911, within the next few years, and the planning process required heavy student and staff input.

➡ Implementation of “Presence,” a new student engagement platform, which will allow students to track their attendance at events, advertise events and organizations, modernize student engagement processes, and develop a co-curricular resume. “GoOberlin” will launch for Fall 2022 Orientation.

➡ The Student Finance Committee (SFC), with assistance from staff in Student Leadership and Involvement, finalized a draft policy and charter change that will be implemented in phases throughout the 2022-2023 academic year. This new charter consolidates SFC and OST, streamlines processes, clarifies the relationship between SFC and Student Senate, gives the advisor more agency to fix issues, and better describes leadership positions.



During Spring 2022, the Office of Student Leadership and Involvement began an internal staffing restructure, which included the following changes:

- Tina Zwegat is now the **Director of Student Involvement and Orientation**.
- Sean Lehlbach was promoted to the **Associate Director of Student Involvement**.
- Debbie Presti retired from Oberlin College. In her place, Pat Stull has been hired as the **Scheduling Manager and Administrative Assistant**.
- In a newly created position, Sara Schoenhof transitioned from the Department of Athletics to become **Associate Director of Campus Recreation**.
- Joining P.J. Stasuk, Arica Pfirsch has accepted the **Concert Sound – Equipment Technician** position and will continue the excellent work of our Concert Sound department.
- Jess Gorgas joins our team from UNC Wilmington to become Oberlin's first **Director of Student Leadership**. Jess is charged with creating a leadership curriculum, creating a relationship with a national leadership honors society, and helping infuse leadership development into our student organizations.
- Shaina Lin Chung (OC '21) joined the team as the **Student Involvement Coordinator**, who will advise the Program Board and assist with all programming out of the office.
- Ryan Wolfgang comes to Oberlin as the new **Campus Recreation Coordinator**, who takes over leadership of the campus lanes while being charged with developing an outdoor recreation program.

A New Orientation and First-Year Experience Committee was formed, and includes representation from Student Affairs, the Conservatory, Arts & Sciences, and the AARC. This committee has not only re-envisioned Orientation for the 2022 academic year, but introduced “Welcome Week” programming for upper-class students and created a new summer communications plan titled, “Ready, Set, Oberlin!”



Makers Market - Photo by Christy Chen



Welcome Reception - Photo by Yvonne Gay



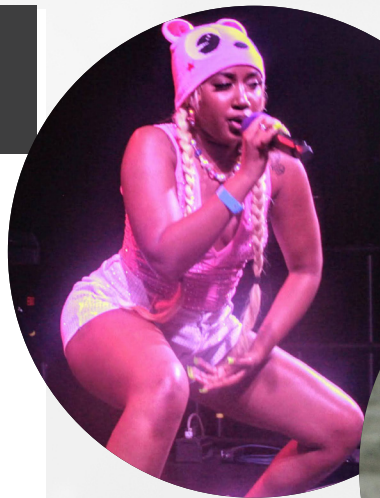
STUDENT LEADERSHIP AND INVOLVEMENT

IMPACT BY THE NUMBERS

Programming

- Planned, sponsored, and assisted with **371 on-campus events**

In the 279 events where attendance was tracked, the average attendance was **100 attendees per event**



Top: Welcome Back Breakfast
Photo by Christy Chen

Left: Solarity Concert

Bottom: Halloween
Photo by Anokha Venugopal



Based on attendance, the most popular 10 events were:

10/04/2021 – Welcome Back Breakfast (SLI/DOS)
700 Attendees

12/18/2021 – Fall Semester Solarity Concert
(Solarity) 640 Attendees

5/21/2022 – Spring Semester Solarity Concert
(Solarity) – 624 Attendees

4/16/2022 – WOBC Coverband Showcase (WOBC)
606 Attendees

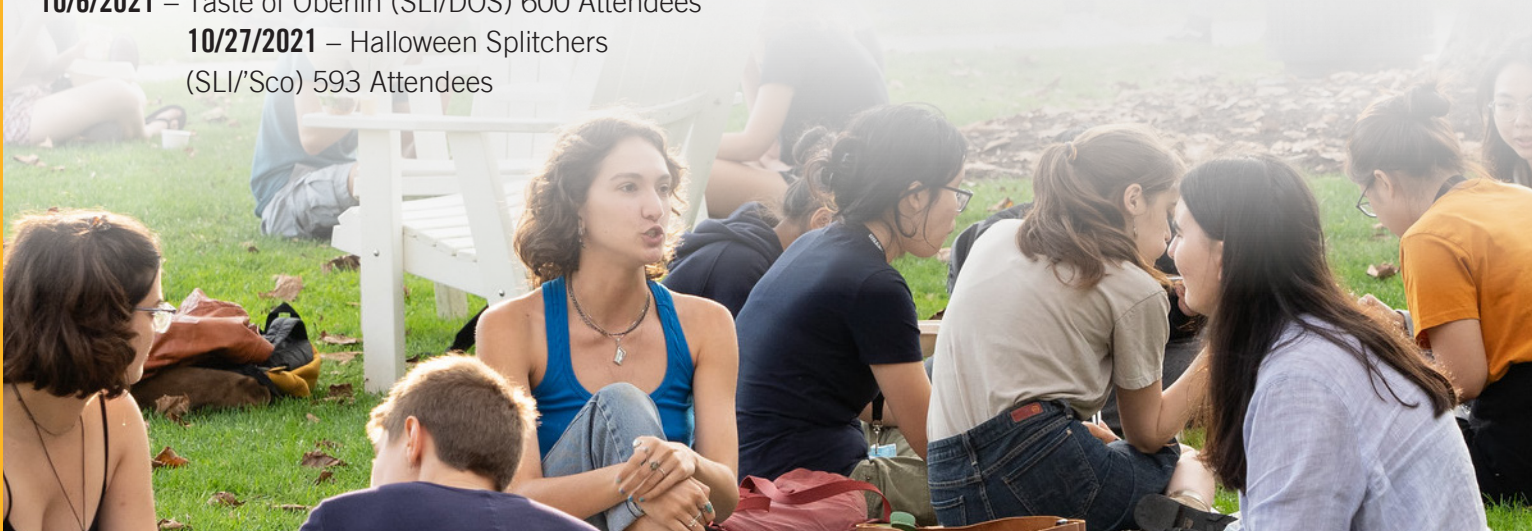
10/6/2021 – Taste of Oberlin (SLI/DOS) 600 Attendees
10/27/2021 – Halloween Splitchers
(SLI/'Sco) 593 Attendees

10/16/2021 – Homecoming Fireworks (SLI/Athletics)
500 Attendees

10/22/2021 – Co Co and Clare Clare Concert (SUPC)
408 Attendees

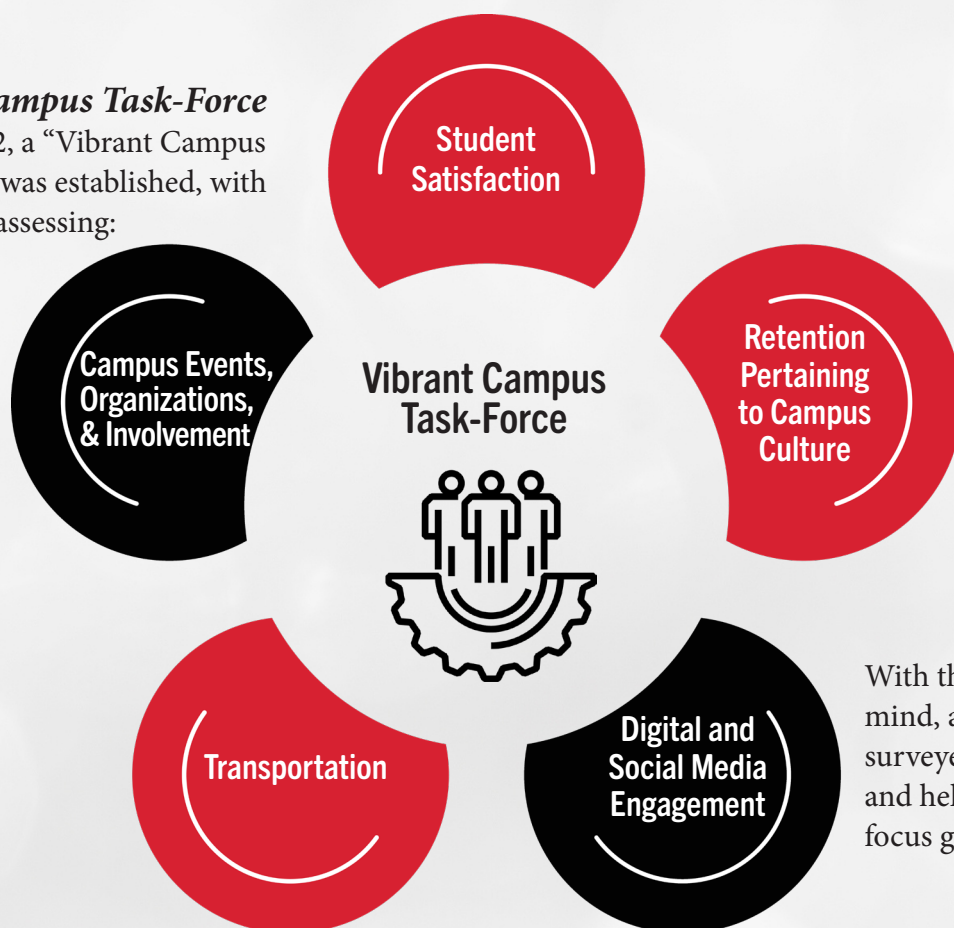
10/20/2021 – Country Splitchers (SLI/'Sco)
370 Attendees

5/8/2022 – Makers Market (SLI/Program Board)
350 Attendees



Vibrant Campus Task-Force

In early 2022, a “Vibrant Campus Task-Force” was established, with the goals of assessing:



With these goals in mind, a committee surveyed students and held several focus groups.



PRIORITIES/RECOMMENDATIONS

Presence Student Engagement Software

Successfully launch our “GoOberlin” student engagement software in the Fall Semester, and begin inclusion of co-curricular achievements and tracks.

Improve Social Media Presence

With the addition of our Student Involvement Coordinator, we will create guidelines for student involvement social media accounts with the goal of improving all of our associated accounts.

Create a Student Leadership Portfolio

Our new Director of Student Leadership will prioritize the creation of workshops, organizations, and classes to assist all Oberlin students in improving leadership skills and demonstrating their progress to various stakeholders, on campus, to external organizations and to employers.

Expand Campus Recreation and Intramural Offerings

With our Associate Director and Coordinator of Campus Recreation on-board, our goal is to drastically increase the number of intramural sports that we offer, while increasing our support and training for club sports.

Campus Transportation Plan

As evidenced in the data from the “Vibrant Campus Task-Force” report, we learned that students have more interest in going to Cleveland than they do, and we have many students without driver’s licenses. The office will produce a transportation plan that continues our current off-campus programming and events, in addition to exploring the expansion of informal access for students into the Greater Cleveland Area.

STUDENT SAFETY AND WELL-BEING

“Ongoing meetings with the Conservatory faculty and Athletics were hosted to discuss mental health programs among specific student populations.



CAMPUS SAFETY

Campus Safety welcomed Anthony Traska, Director of Campus Safety, in the month of July. Anthony will provide leadership to the department of campus safety, and continue to work with the Department of Campus Safety and other campus stakeholders to prioritize safety initiatives for the entire campus, including the Allen Memorial Museum. A complete review of the Campus Safety Policy and Procedure manual will be completed and distributed to all staff within the department.

COUNSELING AND PSYCHOLOGICAL SERVICES

An external review of Oberlin College Counseling and Psychological Services was conducted. Several recommendations were made from the review and will be implemented for the 2022-2023 academic year. Given the growing needs and demands for mental health services, we will seek to shift to a Stepped Care model. This is a multi-tier system of programs that seeks to meet students where they are in their developmental process, while promoting autonomy and empowerment.

A student crisis response flow chart was created by the CAPS Director as a quick reference. The crisis response chart will be printed for distribution to all offices on campus as well as to students and staff. In addition, the Counseling and Psychological Services policies and procedures manual was reviewed for distribution to staff. Each staff member will have access to an electronic copy.

STUDENT WELL-BEING

As part of our Wellness Prevention efforts, we have engaged the Circle of Support to bring an Early Alert Messaging System using SAMHSA 8 Dimensions of Wellness to campus for the Fall 2022 semester.

The SHARE Program transitioned from the Center for Student Success in an effort to better support student well-being. The Director of SHARE role was reimaged and redesigned. The prior structure of SHARE advisors was changed to have one person as Director/Case Manager. The director will be the sole/primary person responsible for meeting with students as well as the case manager. A new Director/Case Manager of SHARE, Sheron Henry-Smith was hired in July. Monique Burgdorf will now serve as Director of Student Wellness Promotion, and will be collaborating with others across campus to implement a campus-wide framework for student wellness.

Ongoing meetings with the Conservatory faculty and Athletics were hosted to discuss mental health programs among specific student populations.



Bicycle Rider on Campus - Adobe Stock

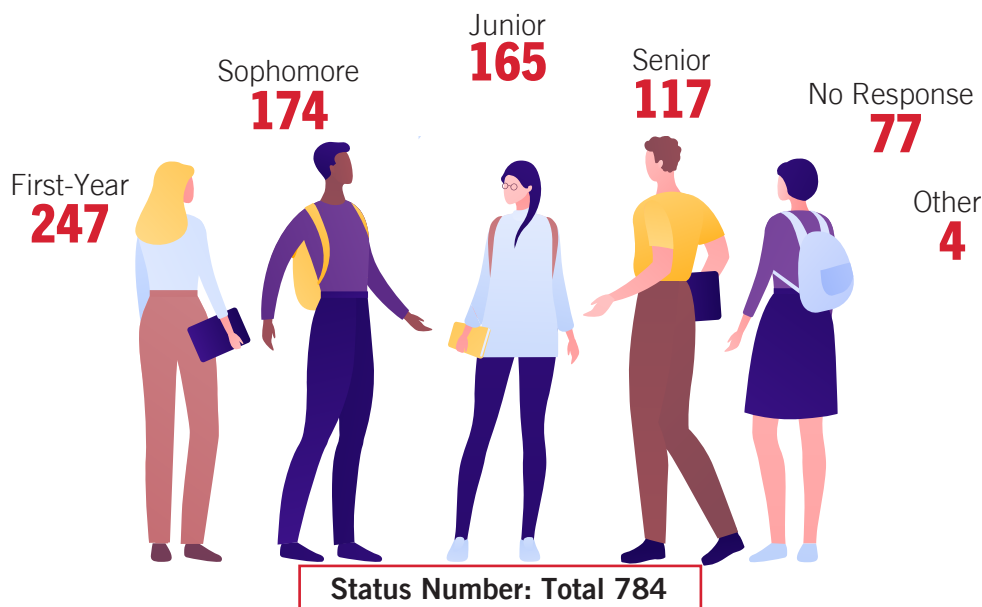


STUDENT SAFETY AND WELL-BEING

CAMPUS SAFETY-UTILIZATION OF CAMPUS SAFETY

IMPACT BY THE NUMBERS				
Month	Reports	Lockouts	Medical Transport	Non-Medical Transport
July	46	175	13	6
August	46	233	7	5
September	42	393	5	1
October	114	475	40	32
November	74	384	26	8
December	69	380	20	13
January	55	265	8	10
February	52	229	7	12
March	100	331	26	24
April	70	350	19	6
May	93	358	16	8
June	29	330	1	4
Total	790	3903	188	129

THE COUNSELING CENTER DEMOGRAPHICS OF STUDENTS WHO UTILIZED COUNSELING SERVICES



- The Counseling Center (CAPS) provided 270 outreach events and 262 hours of outreach (ranging from 15 minutes to 6-hour events). The Center actively provided outreach services to the campus community.
- CAPS facilitated structured workshops on coping with anxiety (Anxiety Toolbox) and building resilience (RIO workshops – Recognition, Insight, and Openness) throughout the academic year. We offered presentations on Racial Stress for Conservatory Students, Mindfulness Meditation in the Museum, Coping with Racial Trauma, Self-Compassion, Transforming Conflict, Interpersonal Effectiveness, Stress Management, and the use of social media.
- Other educational outreach activities included: Living with Stress workshop for first-year students, Parents Orientation (Letting Go Talk), anxiety and depression screenings, mental health advocacy panel, Peer to Peer Self-Care, Student Senate forums on mental health, an orientation resource fair, a parents weekend resource fair, peer roundtable talk, and the International Students Orientation.
- In May, CAPS sponsored Mental Health Awareness Month activities, including a mental health screening day, therapy dogs, and holistic play at Wilder Bowl.
- The Center has been actively involved with the Minority Mental Health Coalition and will continue engagement for the 2022-2023 academic year.
- Over the past year, staff members, Alexis DaFonseca and Libni Lopez, worked diligently to obtain the \$50,000 Rise and Thrive GEER Grant. With this grant, we will expand the existing collaboration between the Lorain County Urban League (LCUL) and Oberlin College to address the mental health needs of Black, Indigenous, and people of color (BIPOC), Oberlin students, and Lorain County community members. The effort will also address challenges stemming from COVID-19.

SHARE UTILIZATION

SHARE

The SHARE director met with 117 students. In addition, SHARE met with 12 students who filed reports with Title IX; of the 12 students, one student took a personal leave, and the remaining 11 retained to the next semester (92%).

SHARE also met with 5 students who reported concerns related to Equity, Diversity, and Inclusion. All concerns were reported to the Director of Equity, Diversity, and Inclusion and all 5 students retained to the next semester (100%).

BY CITIZENSHIP

Number of Reports



Null	2.0
Dual Foreign	1.0
Dual United States	40.0
Foreign	41.0
Res. Alien/ Permanent	5.0
Undocumented	1.0
United States Citizen	452.0

Unduplicated Students





Null	2.0
Dual Foreign	1.0
Dual United States	33.0
Foreign	34.0
Res. Alien/ Permanent	4.0
Undocumented	1.0
United States Citizen	378.0

Number of Reports


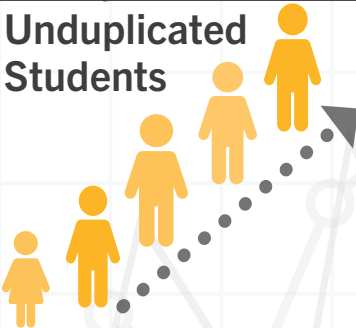
Unduplicated Students

Total	542.0
Total	452.00

BY GENDER



Number of Reports 	Null	2.0
	Female	296.0
	Male	244.0
Unduplicated Students 	Null	2.0
	Female	248.0
	Male	203.0
Number of Reports	Total	542.0
Unduplicated Students	Total	452.00

BY CLASS YEAR



Number of Reports 	Null	2.0
	Freshman	189.0
	Sophomore	126.0
	Junior	136.0
	Senior	87.0
	5-Year	2.0
Unduplicated Students 	Null	2.0
	Freshman	159.0
	Sophomore	108.0
	Junior	115.0
	Senior	77.0
	5-Year	2.0
Number of Reports	Total	542.0
Unduplicated Students	Total	452.00

SHARE UTILIZATION

BY ATHLETE

Number of Reports 	Null	2.0
	Athlete	76.0
	Not Athlete	464.0
Unduplicated Students 	Null	2.0
	Athlete	65.0
	Not Athlete	386.0
Number of Reports	Total	542.0
Unduplicated Students	Total	452.00

BY ETHNICITY

Number of Reports 	Null	2.0
	Asian	73.0
	Black	79.0
	Caucasian	333.0
	Latino	52.0
	Native American	3.0
Unduplicated Students 	Null	2.0
	Asian	64.0
	Black	67.0
	Caucasian	277.0
	Latino	42.0
	Native American	1.0
Number of Reports	Total	542.0
Unduplicated Students	Total	452.00



PRIORITIES/RECOMMENDATIONS

- **Campus Safety: Open Carry in Ohio**

Collaborative work is ongoing. We are working with the Oberlin Police Department and the Oberlin school district.

- **Counseling Center**

A planning meeting is scheduled to evaluate the current structure of care. With an eye toward providing a more efficient and smooth operation, we will realign roles to avoid duplication and reduce wait times for students to see a counselor.

- **Rise and Thrive Grant**

To develop this collaborative initiative, we will integrate the Urban League's mission to serve Black and underserved communities with Oberlin-based efforts focused on mental health, including those headed by Counseling Center staff, student groups, and other committees and departments in the Division of Student Affairs. The community will benefit from programming developed through the partnership, including campus-community events and community-specific programming. Additionally, community members will benefit from interacting and engaging with students as they deepen community-college relations. Oberlin with The College benefits from additional services and accessibility to community resources and from increased exposure to (and awareness of) community efforts beyond campus. Oberlin students will benefit from the mentorship, leadership, and wisdom of community members.

- **Student Inclusion in Mental Health**

Students will be included throughout the development of the partnership. Oberlin's Student Senate is working to address student mental health, and several other student organizations sponsor programming related to mental health at Oberlin, demonstrating student commitment to supporting the mental well-being of peers. Interested students may join the partnership at its inception and participate in all steps of planning and implementation, including identifying needs and creating and implementing programming, with payment through the Rise and Thrive grant. Students are innately invested in the well-being of fellow students and community advocacy. Their input will greatly inform the partnership.

- **Implement a triage process in care delivery with the hope of reducing clinical hours**

We will assess student needs, and based on that need, make appropriate referrals to on-campus and off-campus supportive services. We have identified several services that will fit within a Stepped Care Model. We will continue to offer several group and educational options so that individual care will not appear to be the only viable option of support.

RESIDENTIAL EDUCATION AND STUDENT LIFE AUXILIARY SERVICES

The Office of Residential Education (ResEd) enables the extension and enhancement of academic learning beyond the classroom. This is accomplished through quality programming, efficient services, and safe and comfortable facilities. ResEd maintains a personal presence in students' lives through its staff of resident assistants (RAs) and village assistants (VAs), full-time students who help build community. Together they involve students in college programs, resolve conflicts, and uphold college rules. RAs and VAs report to professional staff who live in college housing and support and oversee their efforts toward fostering community.

The Office of Residential Education and Auxiliary Services made changes and updates to meet the mission, vision, and goals of the Student Life Division this past year. Due to several job vacancies, much of the historical information for this office (protocols, processes, and standard functions) were lost, which required significant changes in staff operations. However, the new and current staff quickly assessed the major needs of the department and worked together to accomplish office priorities for student housing and conference services. Implementation of staff roles and responsibilities allowed for more staff cohesion, inclusive governance, and improved staff morale.

IMPACT BY THE NUMBERS

630

Traditional Student Strategies
(Bulletin Boards, Intentional
Conversations, Programs)

357

Traditional Professional Staff
Strategies (1:1 Meetings,
Meet & Greet Hour, Conduct
Hearings, Staff Meetings)

- Implemented mid-year ResEd student assessment to collect data from students on satisfaction and programmatic initiatives.
- Implementation of the Residential Education Model to build a sense of community and commitment
- Improved 24-hour, on-call support to students in crisis as well as individual follow-up with students
- Continuation of identity, language, and thematic communities
- Implementation of in-person interactions to improve customer service and satisfaction



PRIORITIES/RECOMMENDATIONS

- Collect more feedback and assessment from students and student staff to improve our processes.
- Review and adjust processes and procedures while improving staff handbooks.
- Review, select, and implement new housing software.
- Improve office image and approachability with students and key stakeholders.
- Redevelop partnerships with internal and external stakeholders.



KEY HIGHLIGHTS

- Successfully transitioned and closed/flipped/opened residence hall spaces between Summer, Fall, Winter, and Spring terms without breaks
- Fully implemented and adjusted the Residential Education Model curriculum in cooperation with students, staff, and faculty
- Navigated staff turnover at the professional and student level, ensuring consistent student support and service
- Manually developed and implemented a housing selection process as well as a communication strategy after the failure of housing software
- Successfully implemented professional-level strategies to build relationships between students and professional staff and positively promote the office to students
- Restarted Conference Services functions after two years of sunsetting such services
- Redeveloped staff roles and responsibilities to include 3 new directors (Housing Operations, Residential Curriculum, and Conference Services), including an office manager and a new graduate assistant



Class Meet 'n Greet - Photo by Mike Crupi



Career Communities - Photo by Mike Crupi



Welcome Reception - Photo by Yvonne Gay

COLLABORATION AND PARTNERSHIPS

- Utilized campus partners to implement and evaluate the Residential Education Model via newsletters, bulletin boards, active programming, and emails/flyers, among other strategies
- Developed liaison roles for Residential Education staff to partner with Student Life and other departments
- Reconnected Town-Gown partnerships with City of Oberlin officials and downtown businesses

DEPARTMENTAL/STAFF CHALLENGES

- Loss of key staff members with critical information for department functionality
- Failure of housing system database during Housing Selection

Looking Ahead:

REIMAGINING THE STUDENT EXPERIENCE



Reimagine

Reimagine

Reimagine

Reimagine

Reimagine

GOAL	STRATEGIES / TACTICS FOR IMPLEMENTATION	MEASURING SUCCESS & EXPECTED OUTCOMES
#1 Review, assess, and implement process, procedures, and policies to minimize institutional risks and liability and improve operational effectiveness and efficiency.	<ul style="list-style-type: none"> • Student Orgs Policy and Procedure Manual • Campus-wide framework for student wellness and well-being • Update Crisis Response Plan • Standard Operations and Procedures Manual for Division 	<ul style="list-style-type: none"> • 80% of student groups trained & informed about policies • At least 30% of employees aware of trauma informed response • 100% of RAs participation in trauma awareness training
#2 Strengthen staff development and model excellence through continuing professional development.	<ul style="list-style-type: none"> • Principles of Good Practice for Student Affairs • Strength-Based Leadership 	<ul style="list-style-type: none"> • 90% of Division aware & knowledgeable of the Principles of Good Practice for Student Affairs • 90% participate in Clifton Strengths Assessment
#3 Engage the Student Affairs Leadership Team in Intercultural Development as a framework for inclusive leadership and practice.	<ul style="list-style-type: none"> • Enlist external partner to facilitate and coach team using the Intercultural Development Inventory 	<ul style="list-style-type: none"> • 100% of the Student Affairs Leadership Team complete the IDI
#4 Create / facilitate opportunities for student leadership and involvement based on high impact practices for student development & learning.	<ul style="list-style-type: none"> • Develop student leadership co-curriculum based on the Social Change Model • Design a Leadership Portfolio of workshops & classes • “GoOberlin” • Obie Shuttle Service • Robust ResEd curriculum focused on learning & development 	<ul style="list-style-type: none"> • 90% of students participate in a weekend retreat focused on leadership • 50% of students complete the Clifton Strengths Assessment; utilization rate of 70% by student clubs and orgs • 30% of frequent ridership within the first year of implementation • 80% of RAs able to demonstrate knowledge of and apply the curriculum

Looking Ahead: REIMAGINING THE STUDENT EXPERIENCE

GOAL	STRATEGIES / TACTICS FOR IMPLEMENTATION	MEASURING SUCCESS & EXPECTED OUTCOMES
#5 Invest in each student's sense of belonging and cultural competency.	<ul style="list-style-type: none"> • Marketing & PR campaign that codifies the Center for Intercultural Engagement into campus culture initiatives • Develop initiative focused on Black and Latinx Males • Track utilization rate of MRC by all students, especially minoritized groups 	<ul style="list-style-type: none"> • Creation of the CIE with 4 departments under the umbrella • Host at least 4 programs focused on Black and Latinx males (AY) • 80% of all International students articulating a sense of belonging on campus • 70% of students with associated disabilities participate in executive functioning • Increase by 30% BIPOC and LGBTQIA+ utilization of MRC • 30% of students participate in intercultural competence training through MRC
#6 Strengthen and Expand Career and Entrepreneurship Programming	<ul style="list-style-type: none"> • Develop and implement a robust Career Co-Curriculum aligned with integrative concentrations • Employer & alumni recruitment plan • New CRM student/alumni mentoring platform • Expand Winter Term Internships and short-term experiential learning projects • Evaluate and assess FirstGen, LGBTQIA+ and Minoritized Student Engagement • Build in interculturalism into Entrepreneurship program to improve team dynamics, individual student growth, and overall project results 	<ul style="list-style-type: none"> • Embed career curriculum in the FYS; thereby reaching at least 80% of students during their first year • Increase the combined number of summer funded internships from 100 to 200 students • Increase the number of Black and Latinx students engagement with CED to at least 30%



GOAL	STRATEGIES / TACTICS FOR IMPLEMENTATION	MEASURING SUCCESS & EXPECTED OUTCOMES
#7 Optimize collaborations across campus to employ institution-wide strategies aimed at improving student retention and persistence comparable with peer and aspirant institutions.	<ul style="list-style-type: none">• ID and convene a cross-functional retention group focused on barriers to student retention and persistence and develop strategies for improvement examining the 4 P's – Profile, Progress, Process, Promise• Development of a multi-year Student Satisfaction Survey to evaluate student satisfaction annually each fall semester	<ul style="list-style-type: none">• Maintain First Year to Sophomore baseline retention at 90% or higher• Increase Sophomore to Junior persistence rate• At least 30% response rate from current student to establish baseline satisfaction with their student experience
#8 Reimagine and realign the Center for Student Success using data-driven and informed approach for student success.	<ul style="list-style-type: none">• Implementation of Student Success Coaching Model	<ul style="list-style-type: none">• Student who participate in three or more 1:1 coaching sessions retain at 92% or higher

Reimagine
Reimagine
Reimagine
Reimagine
Reimagine

OBERLIN

COLLEGE & CONSERVATORY

Division of Student Affairs

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