



Hardwiring Student Mental Health Support

Steps to Take for Fall 2021

August 11, 2021

We help schools support students from enrollment to graduation and beyond

➤ **ROOTED IN RESEARCH**

8,000+ Peer-tested best practices

500+ Enrollment innovations tested annually

➤ **ADVANTAGE OF SCALE**

1,900+ Institutions served

4.1 M+ Students supported by our SSMS

➤ **WE DELIVER RESULTS**

95% Of our partners continue with us year after year, reflecting the goals we **achieve together**

➤ Find and enroll your right-fit students

➤ Support and graduate more students



➤ Prepare your institution for the future

Meet Your Presenters



Matt Mustard

*Student Success
Senior Strategic Leader*



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*Associate Director,
Student Success Research*

Questions?

Throughout the presentation, feel free to submit questions through the chat

Technical Difficulties?

Email MPrice@eab.com if you're having trouble viewing slides

Anxious, Depressed, and Burnt Out



Students Face Numerous Psychological Barriers to Persistence

Student Voices Reveal the Personal Reasons Preventing Their Continuation

"The thought of going back again **after all this time makes me tense up.**"

"Going back would take me **at least a year to catch up again.**"

"College now **feels like an alien environment.**"

“

"On paper, I am a failure as a college student."

”

"I feel like an **impostor.**"

"If I went back, **I'd have to retake Introduction to Biology and other core classes**, which I have absolutely no desire or concentration to do."

"**I'm not prepared** after spending 20 years in the military and taking classes here and there."

What is the Extent of Our Responsibility?

“

At what point do we **stop being an educational institution and become a social welfare institution**? I don't know that we have an answer on how to make that call.”

“

If we don't provide these supports on campus, who will? Our community doesn't have the resources. We have an obligation to help students be well.”

“

What does it mean to acting *in loco parentis* in an age of lawnmower parenting? We must protect students, but how much?”

Pandemic Has Forced Us to Look Inward

And Has Illuminated Gaps in Our Efforts

What the Pandemic Revealed about Campus Well-Being

1

We have too often overlooked staff and faculty well-being



For many campuses, the pandemic sparked new conversations about supporting faculty and staff well-being and engaging employees in well-being efforts

2

We have under-invested in preventative support, engagement, and education



We have heavily invested in one-on-one support and managing crises, but less on preventative support to help students, faculty, and staff manage challenges

3

Our in-person models created barriers even before the pandemic



Due to stigma, inconvenience, or busy schedules, our in-person model was creating barriers to accessing care before the pandemic

Shining a Stark Spotlight on Mental Health



A Newly Urgent Priority for University Leaders Due to Pandemic Impact

Most Pressing Challenges Facing Presidents Due to COVID-19

ACE Survey of U.S. College & University Presidents, Feb. 2021

1 Mental health of students

2 Mental health of faculty and staff

3 Long-term financial viability

4 Enrollment numbers for spring semester 2021

5 Racial equity issues

Not Just Students: New Concerns About Faculty and Staff Mental Health

94% Of presidents are **concerned about the mental health of employees** as a result of COVID-19

53% Of faculty reported a **significant increase in emotional drain**

40% Of faculty **considered leaving** their positions as a result of COVID-19



A rising college HR priority

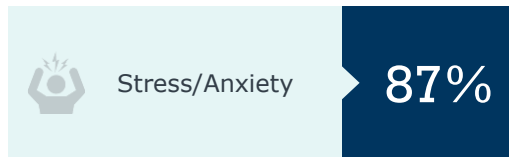
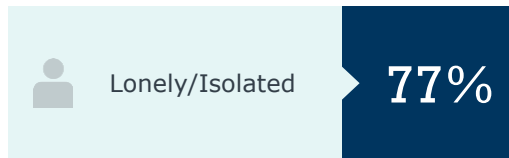
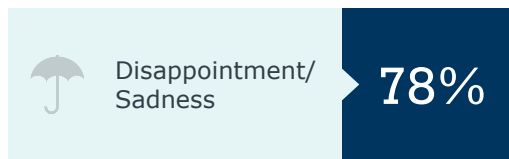
Faculty Well-Being: Creating a Stronger Workforce

COVID Effect Still Not Fully Understood

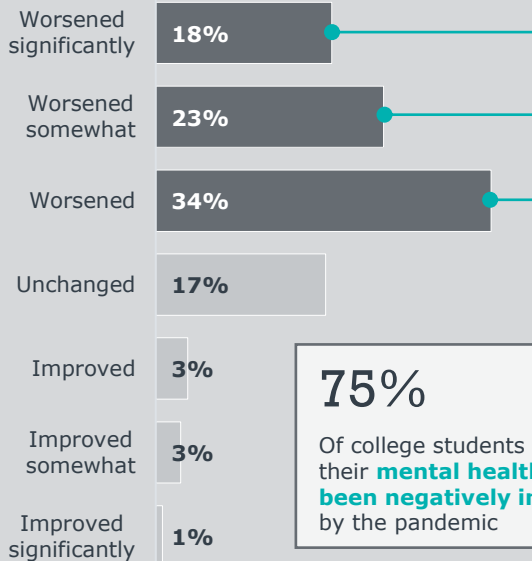
But Early Data Indicates Widespread Impact on Mental Health and Wellness

No One Immune to Emotional Impacts of COVID

Share of students surveyed who reported feeling...



Since the beginning of the pandemic, has your mental health...



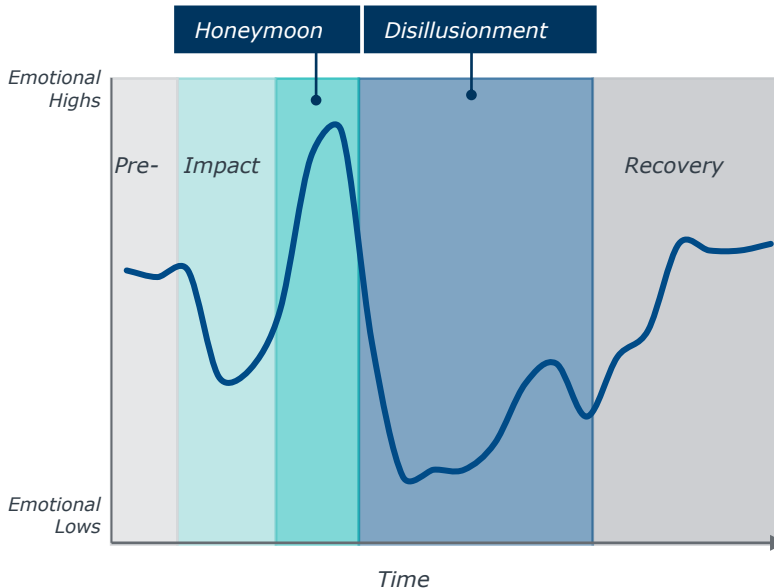
Anticipating Future Support Needed For In-Seat Students, Continued



Post-Pandemic Disillusionment Likely to Influence Enrollment, Engagement

Phases of Disaster Have Distinct Emotional Consequences

U.S. Department of Health and Human Services



Signs of Post-Pandemic Disillusionment



Physical and emotional exhaustion



Dramatic shift in demand for services



Lower academic engagement, performance



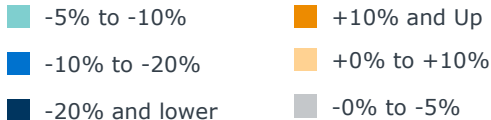
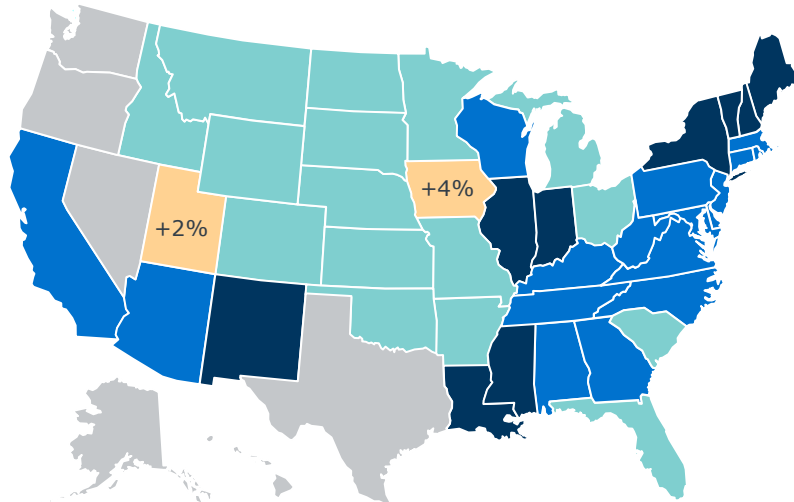
Expressions of abandonment and resentment

A Nearly-Universal Population Cliff



Falling Birthrates Will Hit Institutions Across the US

Percent Change in the Population of 18-Year-Olds, 2025-2035



Demographics Hit Regional Institutions Much Harder

Change in demand, 2025-2035

-6% Private Institutions

-1% 'Elite'
Top 50¹ research universities & liberal arts colleges

-5% National
Top 50-100¹ research universities & liberal arts colleges

-10% Regional
Ranked¹ outside of Top 100

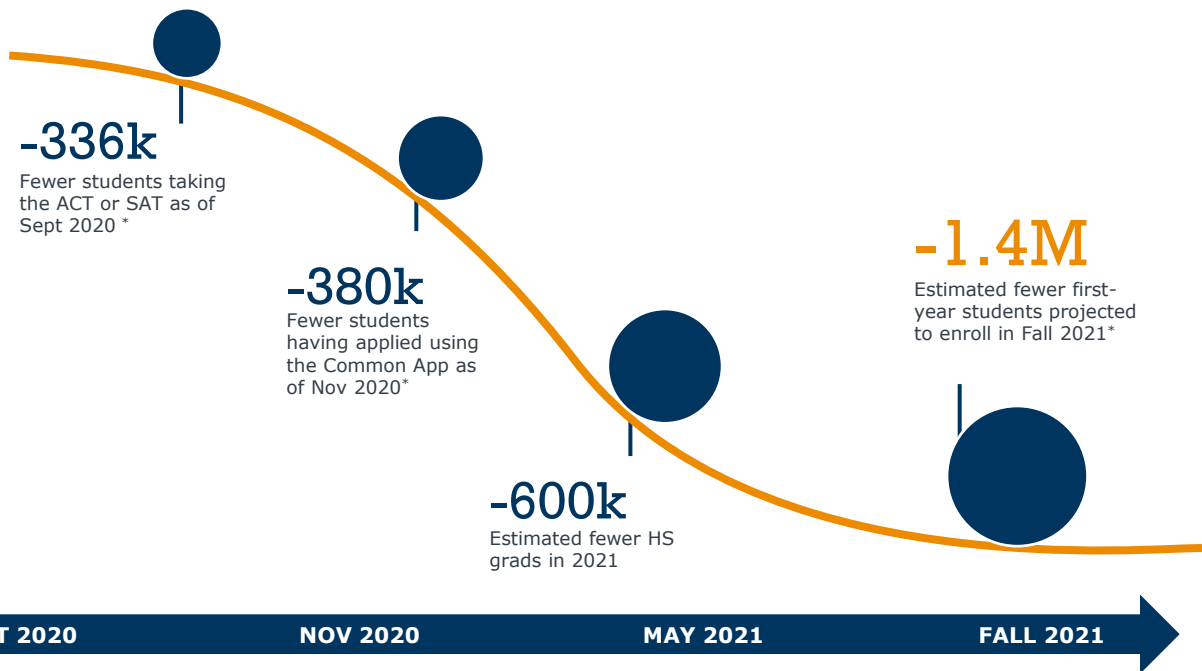
1) Based on US News and World Report
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Sources: Grawe, Nathan D., *The Agile College: How Institutions Successfully Navigate Demographic Changes*, 2021; EAB analysis.

Over a Million Freshmen May Go Missing This Year



Snowball Effect of Life Disruption, Missing Key Enrollment Steps



* EAB projection based on analysis of existing NCES projections, Common App data, and student surveys.

Source: "Teen disengagement is on the rise," Brookings Institution, <https://www.brookings.edu/blog/up-front/2020/10/01/teen-disengagement-is-on-the-rise/>; "Unprecedented College Search: The Class of 2021 Fall Survey," <https://www.niche.com/about/enrollment-insights/unprecedented-college-search-the-class-of-2021-fall-survey/>; EAB analysis of Common App and Enrollment Services data.

Trickle-Up Effect from Generation Alpha

Education Has Become the "De Facto" System of Care

75%

Of children receiving mental health care **received that care in a school setting**

21x

Youth are 21 times **more likely to visit a school-based health clinic** for their mental health care than a community-based clinic

Leading to Higher Baseline for Mental Health Services

1

Social, emotional, and behavioral health **screening for all students**

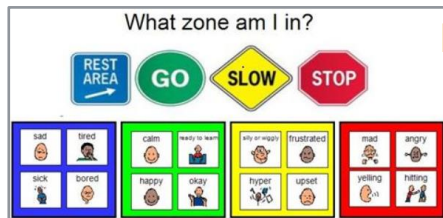
2

Online behavior monitoring to identify students at risk of crisis

3

Social, emotional, behavioral health **training for teachers and staff**

New Tools for Generation Alpha



Zones of Regulation



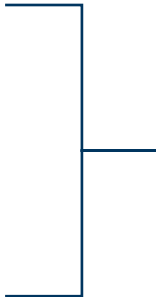
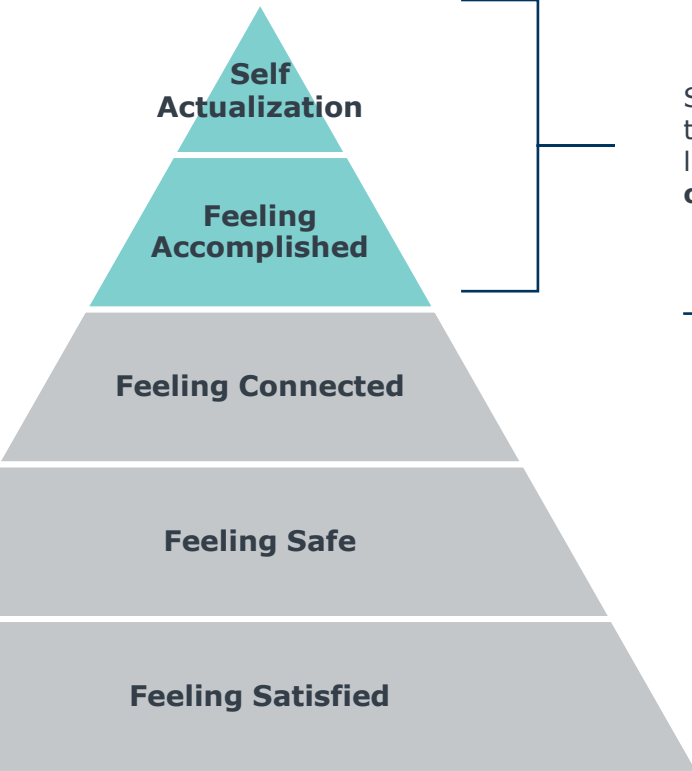
"Settle Your Glitter"

Sources: "Best Practices in School Mental Health," Child Health and Developmental Institute of Connecticut, Issue Brief No. 19, February 20, 2013; "Nationwide, One in Five Youth Suffers from a Diagnosable Emotional, Mental, or Behavioral Disorder," *School Based Mental Health Alliance*, Accessed 28 Oct. 2019; Frank, T., "APP SNAP: Settle Your Glitter uses technology to help calm emotions," *Duluth News Tribune*, 2015; Lee, S., "Self-Regulation and the Zones of Regulation," *Nurture for the Future*, 2016; EAB interviews and analysis.



In the Classroom

Maslow's Hierarchy



Students must be at these levels to reliably log into and complete **online coursework**

Resource:
EAB's Toolkit for Addressing Students' Basic Needs



But many students aren't having **basic physiological and psychological needs** met. So how do you **identify and support students** who are struggling in these areas?

Students Don't Have Confidence that Faculty Care



15

But Faculty Can Play an Important Role in Student Mental Health

Many Students Don't Feel Faculty Value Mental Health

60% Of students feel their instructors **do not** take mental health seriously

70% Of students **aren't comfortable** telling their instructor if their mental health stops them from completing their work

Faculty Play a Role in Each of The Top 3 Areas of Student Stress Amid COVID-19

- 1 Uncertainty about the future of their education (72%)
- 2 Fear falling behind in their coursework (61%)
- 3 Struggles with remote learning (60%)

“

“It's about creating an environment of trust, so students know that they have an ally within you. **Being proactive about expressing the importance of mental health to our students, signals that they should value their mental health** and we are here if they need help.”

Adjunct Professor, Northeastern Public University

Source: "[College Student Mental Health and Well-Being: A Survey of Presidents](#)", *Higher Education Today*, 2019; "[COVID-19 and Mental Health](#)", *Chegg*, 2020; "[College Students Mental Health Continues To Suffer From...](#)", *Timely MD*, 2020; "[Faculty Pandemic Stress Is Now Chronic](#)", *Inside Higher Ed*, 2020; "[Mental Health on The Syllabus](#)", *Inside Higher Ed*, 201. Student Affairs Forum interviews and analyses.

Emphasizing Importance of Mental Wellness

Standardized Blurbs and Links Are Easy to Incorporate into Syllabi



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If you find yourself struggling with your mental or physical health this quarter, please feel free to approach me. I try to be flexible and accommodating. You may also contact the Evanston CAPS office which provides a variety of services for full-time/degree-seeking undergraduate and graduate students. Visit <https://www.northwestern.edu/counseling/> or call 847.491.2151



THE UNIVERSITY
of
WISCONSIN
MADISON

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. University Health Services can help with these or other issues you may experience. Help is always available. You can learn about free, confidential mental health services available to you; call 608-265-6600 (option 2) or visit uhs.wisc.edu.



Ensure syllabus statements reflect current counseling center operations and available resources

Stanford Updates Faculty Red Folder Online

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The Virtual Red Folder Provides Up-to-Date Guidance for Faculty



Quick and Easy Access Online

The folder transitioned online to ensure easy and quick access while working remotely during COVID-19



Updated to Reflect Recent Events

Sample questions specific to social injustice and COVID-19 help faculty engage in conversation with students on these topics



Guidance on Roles & Boundaries

Faculty feel better prepared to engage with distressed students when they understand what the university expects of them



“We heard from faculty and staff that sometimes **they are just not sure what to say or what is appropriate or inappropriate** because no one wants to further traumatize someone in distress, so we came up with a process to help them.”

-John Austin, Special Assistant for Health and Wellbeing, Stanford University

Integrating Coping Strategies into the Curriculum

Ryerson University Lowers Barriers to Faculty Participation



ThriveRU Workshop Series

Four session resilience training program for students, faculty, and staff on topics such as optimism, grit, and changing habits



Self-Guided Resources

Includes a wide **variety of supplementary resources** including:

- Weekly workbooks
- Resilience flashcards
- Meditation recordings
- Quick tip handouts



Facilitator's Guide

Accompanies weekly workbooks and equips faculty and staff to discuss common challenges in interactions with students

Excerpt: ThriveRU Weekly Workbook Week 3 Exercise – Cultivating Optimism

Why is this Important to Students Now:

By the third week of the term the workload is beginning to sink in and some of our **students may start to question their academic choices and ability to deliver** on the expectations their instructors have for them.

Leading the Exercise:

Ask yourself when something good happens:

- (1) What role did I play in making this happen?
- (2) ...

Ask yourself when something bad happens:

- (1) How can I keep this temporary?
- (2) ...

Try asking these questions as part of project debriefs during student-staff meetings or during 1:1s. If they struggle to answer the questions, offer alternative views they may not have considered.

Visit Ryerson University's [ThriveRU website](#) to access supplementary resources and facilitator's guide.



Teaching Wellness Through Academic Disciplines

Georgetown University's Engelhard Project

Faculty link academic course content to health and well-being topics through readings, presentations, and reflective writing assignments.

Three Elements of Curricular Infusion



Targeted readings or writing assignments that link course content with infusion topic



In-class discussions and/or presentations from campus resource professionals



Community partnerships that encourage students to reflect on lived experience

DEPARTMENT	COURSE TITLE	WELL-BEING TOPIC
<i>Anthropology</i>	<i>Disability and Culture</i>	<i>Mental Health, Relationships</i>
<i>Economics</i>	<i>Healthcare Systems Economics</i>	<i>Stress and Coping Skills</i>
<i>German</i>	<i>Witches</i>	<i>Societal Stigma, Mental Health</i>
<i>Mathematics</i>	<i>Introduction to Math Modeling</i>	<i>Healthy Relationships With Food and Exercise</i>
<i>Physics</i>	<i>Dynamic Processes in Biological Physics</i>	<i>Biology of Depression</i>
<i>Philosophy</i>	<i>Introduction to Philosophy</i>	<i>Human Flourishing</i>
<i>Psychology</i>	<i>Cultural Psychology</i>	<i>Contemplative Practices for Well-Being</i>



Scaling Services with Students



Not Possible to Keep Up with Growing Needs



Demand Leading to Unsustainable Investments in Counseling Staff...



7x

Rate at which demand for counseling center appointments **outpaced enrollment growth**¹

9.3 FTE

Number of staff counseling centers gained for every 1 lost in 2017-18, up from 3.9 in 2014-15

18 days

Average wait time for an initial counseling appointment on campuses that have a waitlist, up from 12 days in 2014-15

Now Available: Meeting the Escalating Demand for Mental Health Services²



This study recommends best practices to maximize existing counseling center resources by:

- Aligning resources with students' varying levels of need and risk
- Tailoring interventions to key student segments

1) Counseling center utilization increased 38.4% while enrollment increased by only 5.6% from 2009-2015.
2) This content will not be the focus of today's discussion.

Sources: LeViness, Peter, Carolyn Bershaw, and Kim Gorman. "Association for University and College Counseling Center Directors Annual Survey," 2018; Center for Collegiate Mental Health, 2018 Annual Report; Bauer-Wolf, J., "Study: College Presidents Prioritizing Student Mental Health," *Inside Higher Ed*, 2019; EAB interviews and analysis.

Supporting the Full Student

Frontline Staff are Entry Points for Each Element of Student Success



Academic Success

- Orientation to how higher education functions
- Identification of key academic milestones and deadlines
- Introduction to guidelines, criteria and procedures vital to success
- Development of study skills and self efficacy (e.g., knowing their learning style)
- Building confidence and competence in engaging senior leaders as self-advocates



Engagement and Belongingness

- Connection to staff/students to increase outcomes
- Real-world skills to connect to current and future-self
- Relationship-building and communication skills
- Identification and support of purpose in relation to Institution's mission
- Feeling of progression towards goals
- Broadened sense of perspective and worldview



Overall Wellness

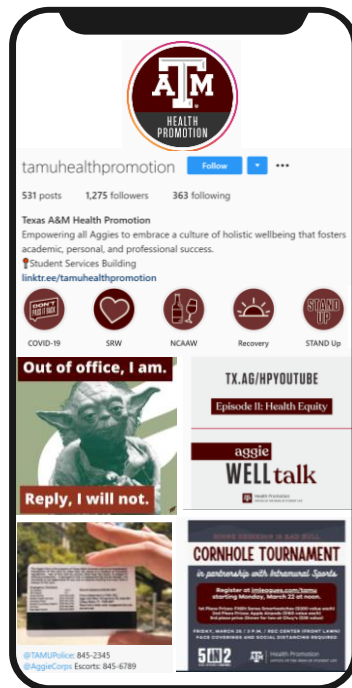
- Normalizing physical and emotional health check-ups
- Identification of physical and emotional health risks or needs in self/other
- Adaptive and pro-social coping skills
- Education for how to use and refer others to on/off-campus resources
- Increase tolerance to change, challenge and future-planning

Creative & Effective Well-Being Promotion

Thoughtful Branding and Promotion Drives Awareness

Stand-Out Components of Texas A&M's Well-Being Promotion Strategy:

- ✓ **Branding is consistent and resonant**
Ensure well-being resources are easily recognized by collaborating with the institution marketing team to create a well-being brand
- ✓ **Create messages and content specifically for faculty and staff**
Make sure faculty and staff engagement is effective and promotes well-being across a variety of platforms
- ✓ **Promotion tactics increase accessibility of well-being resources**
Simplify finding well-being resources by listing well-being information on posters, ID cards and social media



Creative & Effective Well-Being Promotion (cont.)

Thoughtful Branding, Platform Use, and Content Drives Strategy Success

Headspace Challenge

Vanderbilt University

The challenge resulted in 25,214 minutes of student meditation, **exceeding their initial participation goal by over 400%**



Live Instagram Sessions

University of California, Irvine

Every Tuesday UC Irvine **counselors go live on Instagram** to answer student questions about resources



Questions? Connect with Us



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Meacie Fairfax

*Associate Director,
Research*

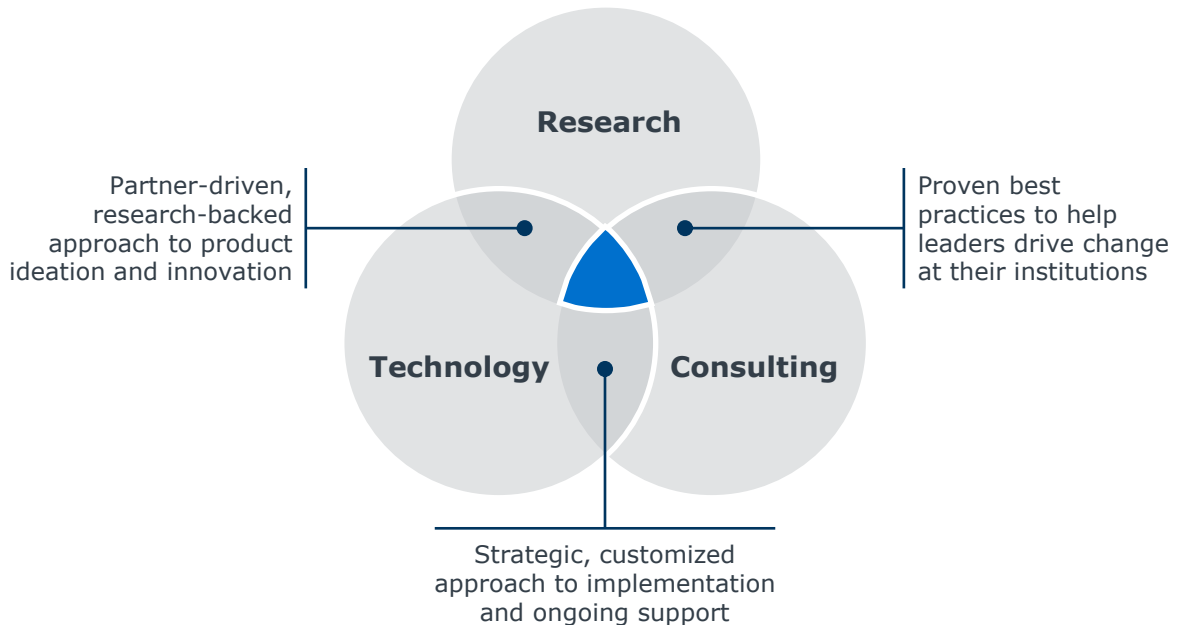
mfairfax@eab.com

What Is the Student Success Collaborative?



500+ Colleges & Universities Going Beyond Technology to Drive Impact

Three-Part “Collaborative” Approach to the Student Success Challenge



How Should We Follow Up With You?

1



Speak to an expert

Have an innovative twist or something in addition to anything you saw today?

Email mmustard@eab.com

2



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Learn more about practices like those discussed today and many more!

3

Learn more

Read our latest whitepaper for more on building a student-centric technology strategy





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