



The Pandemic Ripple Effects

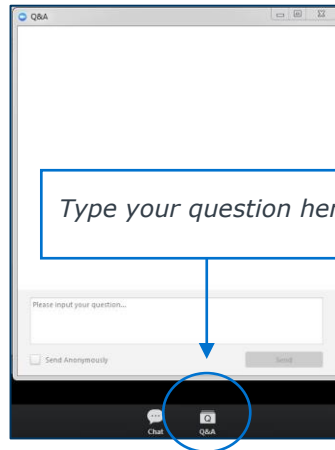
Guidance for Community Colleges to Counteract Long-Term Student
Success Challenges

Connecting to Audio



Refer to the **webinar confirmation email** you received in your inbox.

Asking a Question



Brief Exit Survey



We'd appreciate your **feedback** on today's presentation.

Meet Your Presenter



Ed Venit

Managing Director

EVenit@eab.com

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RIPPLE 1

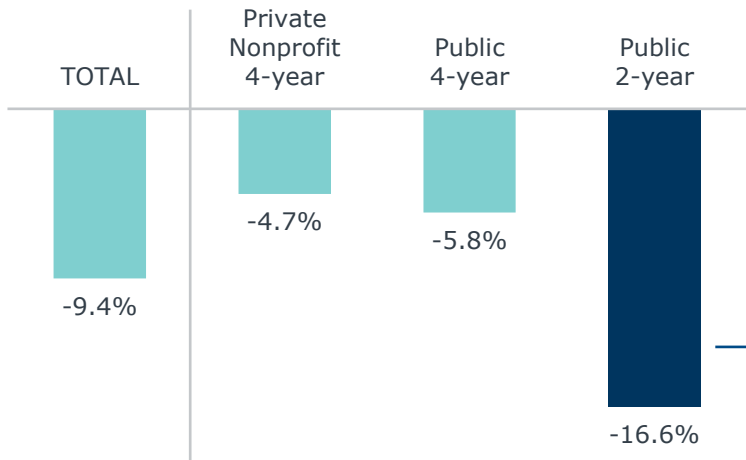
ENROLLMENT CHALLENGES

Pandemic Enrollment Declines

Big Declines at Two-Year Colleges Are Soon to Be Felt by All Institutions

Undergrad Enrollment, Spring 2020 to 2022

National Student Clearinghouse



Downstream Effects for Four-Year Schools

49%

of BA graduates have community college credits

34%

of students take college credit in high school

-12%

decline in upward transfer since start of the pandemic

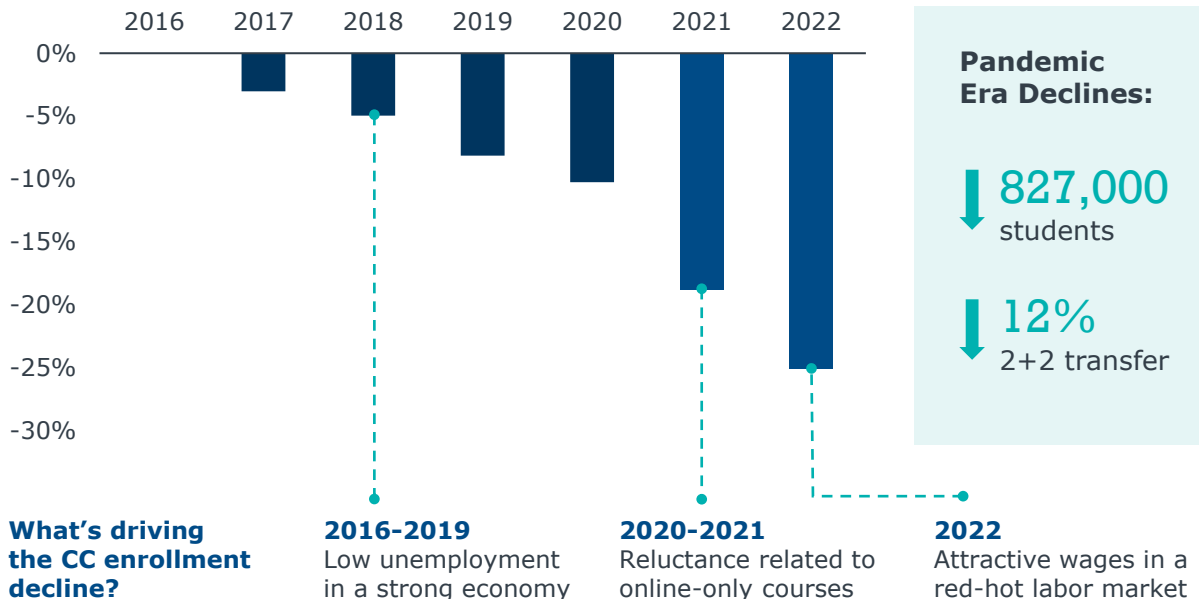
Source: National Student Clearinghouse https://nscresearchcenter.org/wp-content/uploads/CTEE_Report_Spring_2022.pdf, updates; HCM Strategists (2021), "The Transfer Reset: Rethinking Equitable Policy for Today's Learners"; <https://nscresearchcenter.org/transfer-mobility-and-progress/>; EAB interviews and analysis.

No Sign of the Bottom

The Two-Year College Enrollment Decline Accelerated During the Pandemic

Change in Two-Year Undergraduate Enrollment Since 2016

Spring Enrollments, National Student Clearinghouse



Some Good News



Most Potential Students Plan to Enroll or Are Still Deciding

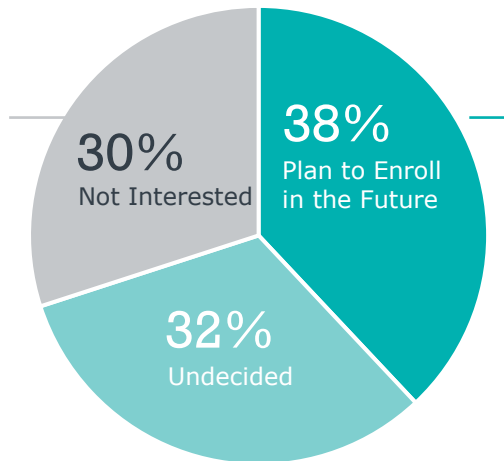
"Do You Plan to Enroll in College In the Future?" (18-24-Year-Olds Not in College), 2021

A 'Hard No' from a Few

2.5M

Not attending because:

- ▶ "College is a waste of money"
- ▶ "I don't need a degree to get a good job"



But Most are Open to College

5.8M

Not attending because:

- ▶ "Working full-time"
- ▶ "Disruption/uncertainty from the pandemic"
- ▶ "Couldn't afford it"

1) Online survey conducted by Intelligent.com of 1,250 Americans 18-24 not currently enrolled in higher education, Jan. 2022.

How Are You Recruiting?



Typical Community College Has Multiple Opportunities for Improvement

Passive Marketing

Reliant on nontargeted methods like billboards and bus stops

Staffing

High turnover and vacancy rates impact ability to serve students

Complex Onboarding

Many steps in the process increase melt before classes start

Underused Pathways

Not taking full advantage of HS dual enrollment programs

Manual Processes

A lack of virtualization and responsiveness discourages students

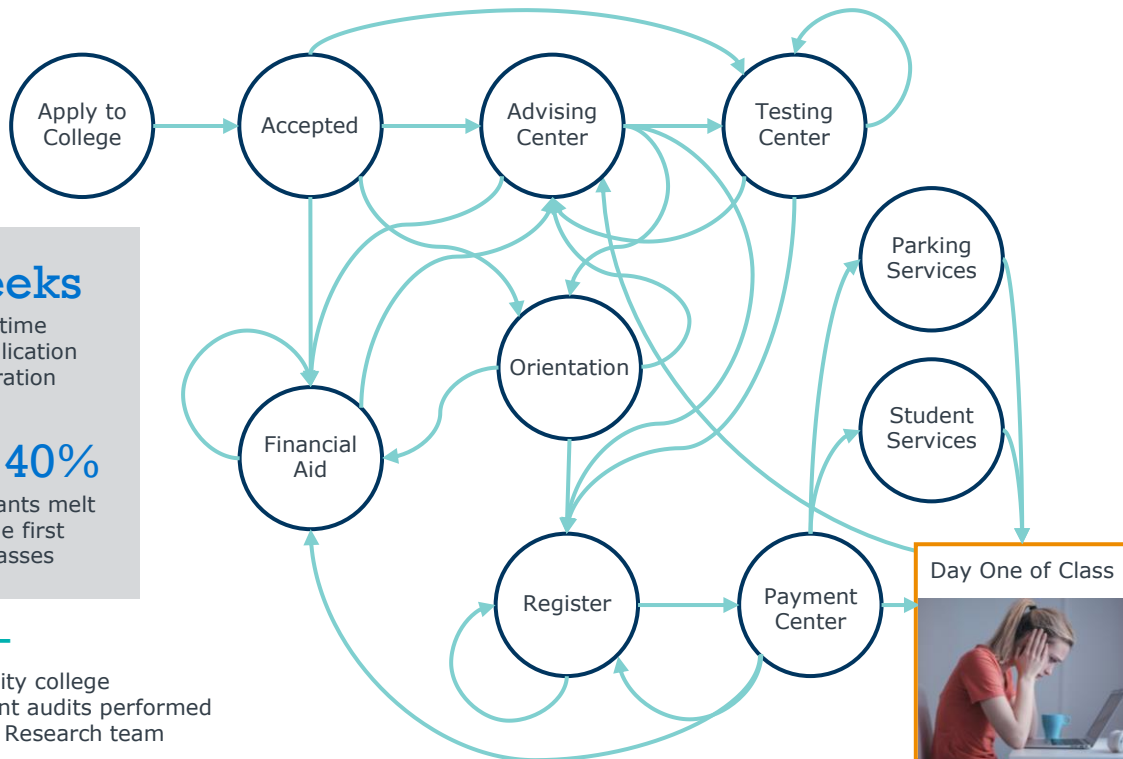
Retention Strategy?

All-in focus on recruitment leaves little mindshare for retention



The Labyrinth of Onboarding

Exacerbates Summer Melt and Starts Students on Wrong Foot



3 weeks

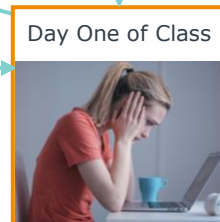
Average time from application to registration

10 – 40%

of applicants melt before the first day of classes

190+

Community college enrollment audits performed by EAB's Research team



College Stop-Outs

Two-Year Colleges in Prime Position to Serve an Often Overlooked Group

A Huge and Growing Population

37.1M Adults 25+ with some college, no degree in 2018

+1.9M Additional student left with no degree 2019-2021

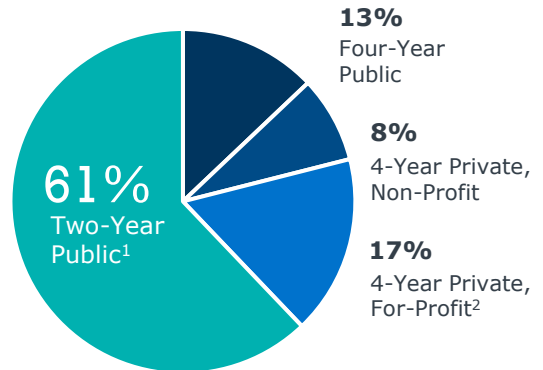
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944K Reenrolled in 2020-2021

60K Graduated in 2020-2021



Where Did They Reenroll?



10-15% of some-college, no degree students ultimately reenroll → **38%** re-enroll at the same institution where they first enrolled

1) 2-year colleges also include 4-year institutions that primarily grant Associate's Degrees.
 2) 4-Year Private, For-Profit includes Primarily Online Institutions
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Source: National Student Clearinghouse Research Center. "Some College, No Credential Student Outcomes" report and appendix. 2021; EAB interviews and analysis.

How Do You Get Them Back?

Characteristics of Successful Stop-Out Reenrollment Programs

Adult Experiences and Obligations

- Years of work and life experience
- Balancing school against family, work, etc.



1. Offer hybrid or online
2. Award credit for prior learning
3. Prioritize programs that
 - a. Align best to career goal
 - b. Award degree most quickly
4. Remove bureaucratic and policy impediments
5. Specialize services for adult students

Past College Experience

- Earned previous academic credit
- Higher academic risk profile than general undergrad population



6. Prioritize generous credit transfer pathways and policies
7. Accommodate and serve high academic risk students

Financial Limitations

- Likely in debt from earlier enrollment
- Potential for past financial obstacles like bursar holds



8. Address past financial impediments
9. Offer completer-specific scholarships



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RIPPLE 3

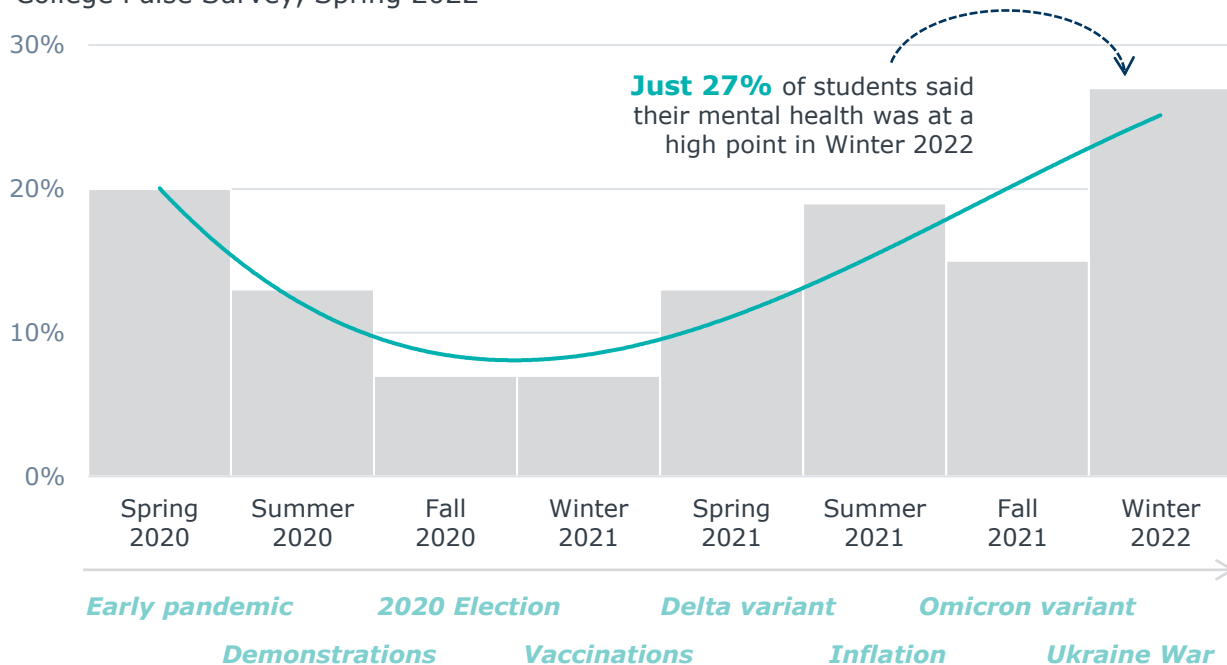
**STUDENT
MENTAL HEALTH**

How Has Student Mental Health Changed?

Trending Upward, But Most Students Still Not Feeling Their Best

When has your overall mental health been the best?

College Pulse Survey, Spring 2022

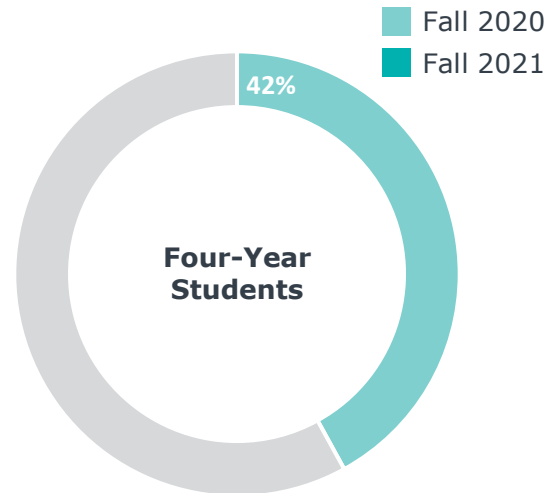
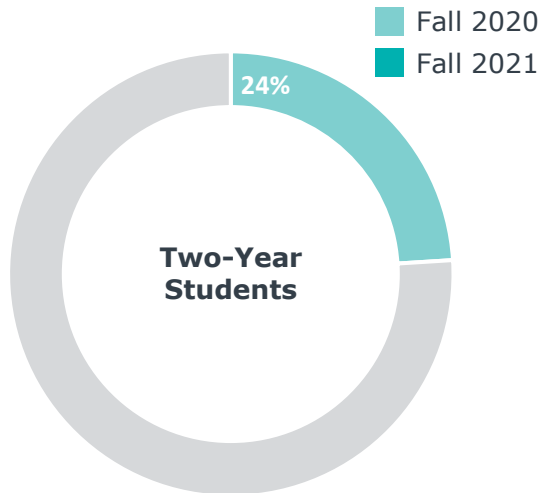


Source: [College Pulse](#) survey of 2,000 college students, March 16-22, 2022; EAB interviews and analysis

A Growing Threat to Retention



In the Past 6 Months, Have You Considered Stopping Out Due to Emotional Stress?
Gallup / Lumina Survey



Supply of Counselors Plummetts While Demand for Services Surges

“ We are seeing an unprecedented number of college counseling center clinicians leaving this field...and [**candidate pools to fill vacancies are**] **smaller than anyone could have ever imagined.**”

*Gary Glass, Director of Counseling and Career Services
Emory University*



Holistic Mental Health Network

Life can be challenging. Academic, work, and personal issues can interfere with our success. Allegany College of Maryland is committed to supporting students, faculty, and staff by offering comprehensive mental health services. This holistic network focuses on the wellbeing and resilience of each individual person, and is built upon a foundation of self-care.

Reactive

Proactive

Autonomy – Do It Yourself

Intervention – Need Some Help

SEEK
Help



- Dial 911 or ACM Campus Security 301-784-5555
- UPMC Crisis Counselor 240-964-1399
- Maryland Crisis Hotline 1-800-422-0009
- National Suicide Prevention Lifeline 1-800-273-TALK (8255)
- Crisis Text Line: Text "HOME" to 741741 (free/confidential)
- National Domestic Violence Hotline: 1-800-799-7233
- Family Crisis Resource Center 301-759-9244
- RAINN (Rape, Abuse, and Incest NI Network) 1-800-656-4673

USE

Campus Resources



- Personal Counseling at UPMC Outpatient Therapy Services and on-campus in the NMVCAH-115 – 240-964-8585
- Family Crisis Resource Center – 301-759-9344
- Renne Gibson, Student Support Coordinator, rgibson@allegany.edu or 301-784-5206
- Mental Health First Aid – look for Kosia sticker on office doors
- Residence Life – 301-784-5638
- Take a free & anonymous online screening for mental health <https://screening.mentalhealthscreening.org/allegany>

TALK
with Others



- Talk with a friend, family member, mentor, coach, neighbor
- Counsel with religious leader – pastor, minister, priest, rabbi, imam
- Talk with Resident Assistants or Residence Life Professional Staff: Director, Area Coordinator
- Reach out to academic and student services advisors

DEVELOP
Self-Knowledge



- Participate in a mind-body wellness group
- Visit mental health screening: <https://screening.mentalhealthscreening.org/allegany>
- Visit Student Lounge on Brightspace
- Attend a Mental Health First Aid training, watch Kognito training videos, or use mental health apps
- Attend educational programs sponsored by Residence Life, Residence Life, Academic Programs, & Clubs
- Take an Integrated Health or Psychology Course at ACM

BUILD
Your Community



- Join a student club. Contact Erin Yokum, Director of Student Life, at eyokum@allegany.edu
- Visit College to Community Partnership Center for community and civic engagement opportunities
- Aspiring Young Mentors – student programming to build connections and success
- Participate in student government
- Learn more about Pathways for Success. Contact Tara DeVore, Director, at tdevore@allegany.edu
- Attend campus events including speakers, sports, & more

PRACTICE
Self-Care

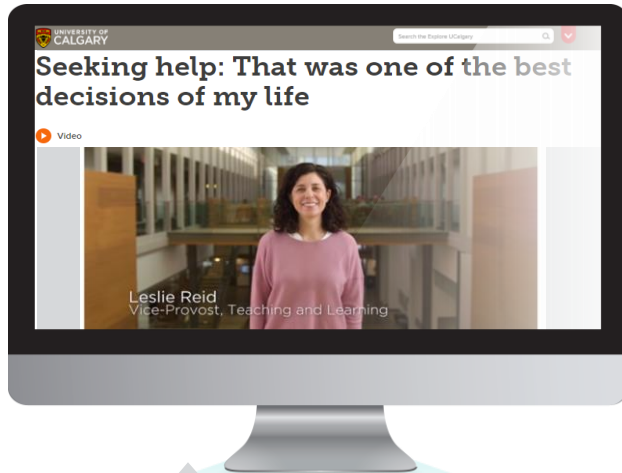


- Engage in prayer, meditation, mindfulness
- Move your body daily for 30 minutes
- 8 hours of uninterrupted sleep
- Eat a balanced and healthy diet. The ACM Pantry can help! www.allegany.edu/the-pantry
- ACM walking track, nature trail, and Labyrinth



Setting the Tone for Well-Being Promotion

Senior Leaders Play a Key Role in Stigma Reduction, Promoting Awareness



Key Points to Executive-Level Well-Being Promotion

- 1 Demonstrate vulnerability:** when leaders share their experience, it reduces stigma and normalizes well-being dialogue
- 2 Include faculty, staff, and students:** validate the importance of well-being for the whole campus community
- 3 Promote help-seeking:** serve as an example of how and when to access well-being support

“ I presented to the world confidence and ‘I have it all together,’ and yet I was under the grips of thoughts and beliefs that I couldn’t control ... [I was] feeling profoundly sad and alone. I remember the moment I decided I wanted to talk to someone about it. I talked to [my GP]...and she empathized, she understood. That was the best decision of my life.”

EAB Mental Health Resources



Scan or Click the QR Code to Access



ONLINE HUB

EAB Mental Health Resource Center
(open)



STUDY

Meeting the Escalating Demand for Mental Health and Well-Being (open)



STUDY

Rise of the Chief Wellness Officer
(open)



INSIGHT BLOG

Fundraising, Faculty Support, Grad Students
(open)



INSIGHT BLOG

3 Peer Support Models for Mental Health
(open)



LEARNING COHORT

Student Mental Health and Well-being Collaborative
(Jan 2023, open to partners)

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RIPPLE 2

**UNFINISHED
K-12 LEARNING**

Unfinished K-12 Learning



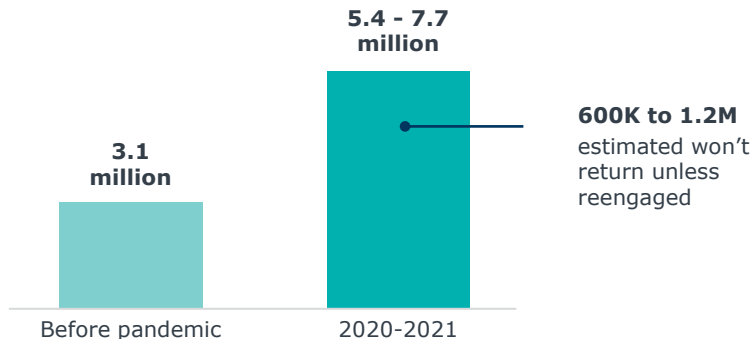
Disruptions Could Last for Years, But It's Far Too Early to Know the Extent

Class of 2023
High School Seniors

17% of the class of 2021 abandoned college plans

75% of students who fall behind in HS fail to graduate

Chronically absent students, 2020-2021
Grades 8-12



Source: McKinsey and Co. (2021), "[COVID-19 and education: The lingering effects of unfinished learning](#)"; Elaine Allensworth and John Q. Easton, *The on-track indicator as a predictor of high school graduation*, UChicago Consortium on School Research, 2005, [consortium.uchicago.edu](#); Ann E. Casey foundation (2010), "[Early Warning: Why Reading by the End of Third Grade Matters](#)"; EAB interviews and analysis.

Unfinished K-12 Learning

Disruptions Could Last for Years, But It's Far Too Early to Know the Extent

Class of 2023
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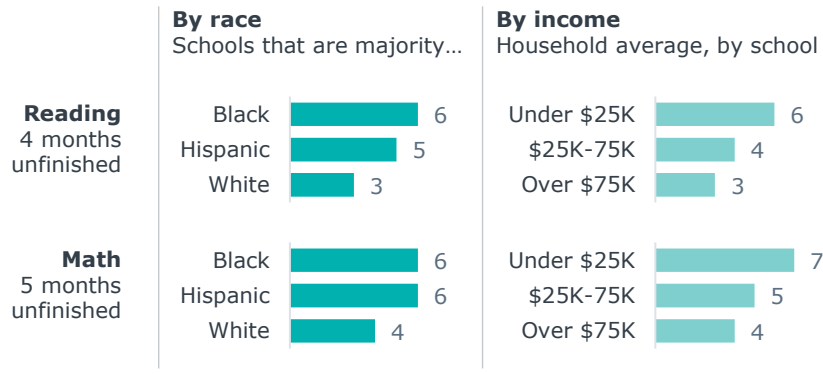
Class of 2027
Eighth-Graders

Class of 2032
Third-Graders

Algebra performance is closely linked with high school academic success

Students half as likely to go to college if not **reading-proficient by third grade**

Cumulative months of unfinished learning, 2020-2021
Grades 1-8



What Should We Do About It?

Three Ways to Prepare for the Impact of Unfinished K-12 Learning

1



Strengthen advising and academic support

Plug gaps in your early
warning processes

2



Adapt to quickly evolving student needs

Poll students to make
connections to support

3



Scale up capacity for delivering help

Automate messages
and basic processes

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RIPPLE 4

STAFFING TURNOVER

Pandemic Forces Give Higher Ed Whiplash

Talent Shortages force Shift From Cost-Containment to Asset Management

Labor as Our Biggest Cost Center

Focused on surviving early-pandemic revenue losses

"How can we encourage early retirement?"

"Where can we be more efficient?"

**2020:
Pandemic Scarcity**

-11%

Workers in Higher Ed¹

**2022:
The Great Renegotiation**

"How can we attract talent?"

"How do we retain our people?"

Labor as a Strategic Asset

Growing your institution in an era of labor shortage, inflation, and competition

1) Estimated loss of workers in the college and university industry from January 2020-January 2021 (lowest employment level during pandemic)

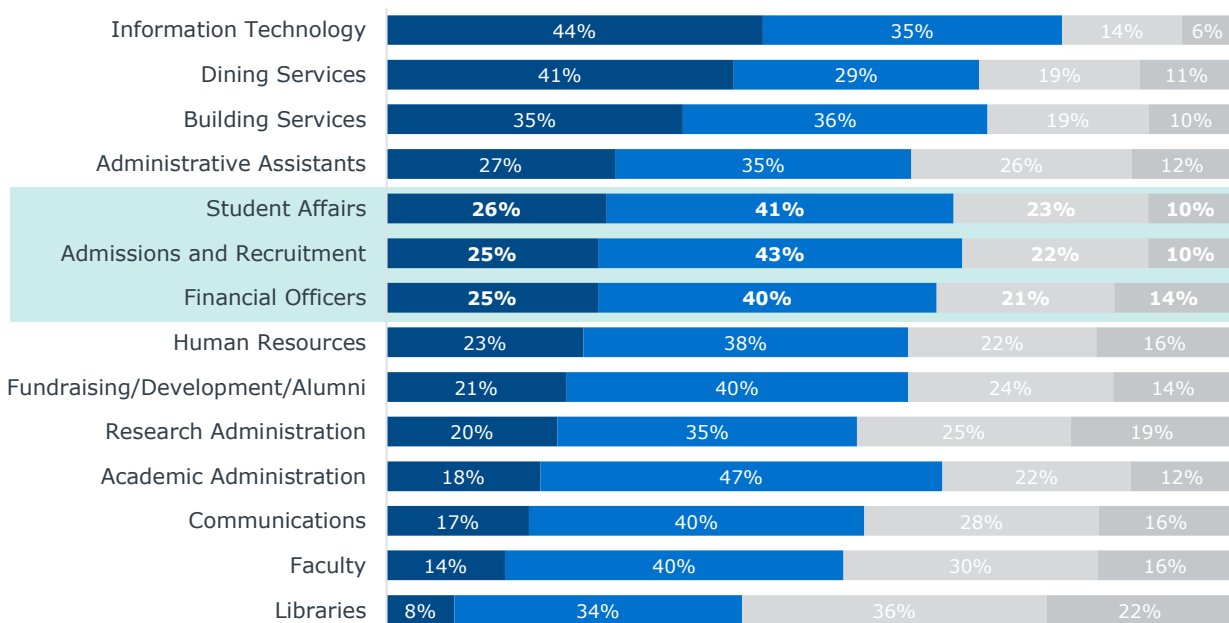
A Tough Labor Market for Student Success



Most Schools Having Difficulty Hiring Critical Student-Facing Roles

How Problematic Has It Been to Hire in These Areas?

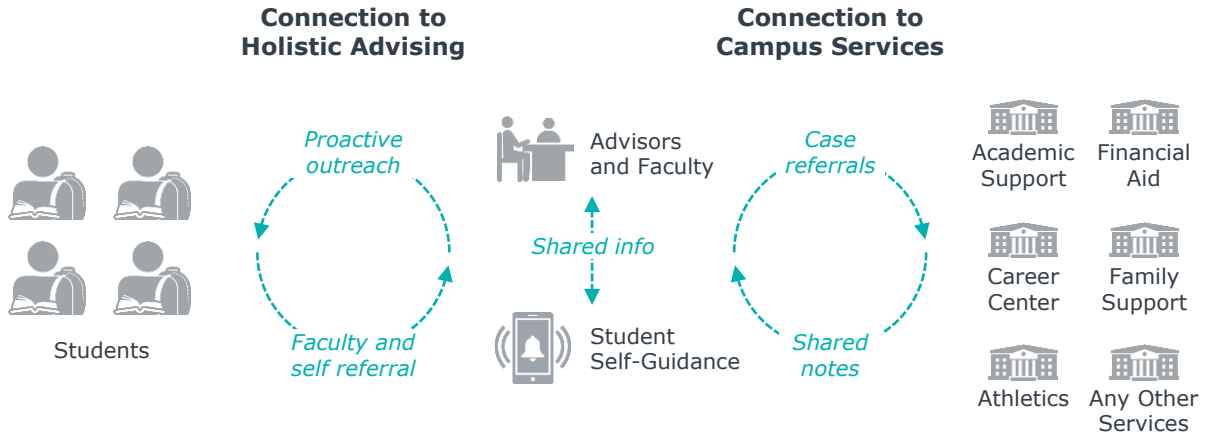
■ Serious Problem ■ Moderate Problem ■ Minor Problem ■ Not a Problem




Source: Chronicle of Higher Education survey of 720 college administrators


Coordinated Care Network


Use Technology to Ensure Quality of Student Support Despite Staff Churn



Data to Support Continuous Improvement

 Data on student needs, barriers, attitudes, and performance

 Data on appointments, communications, and other interactions

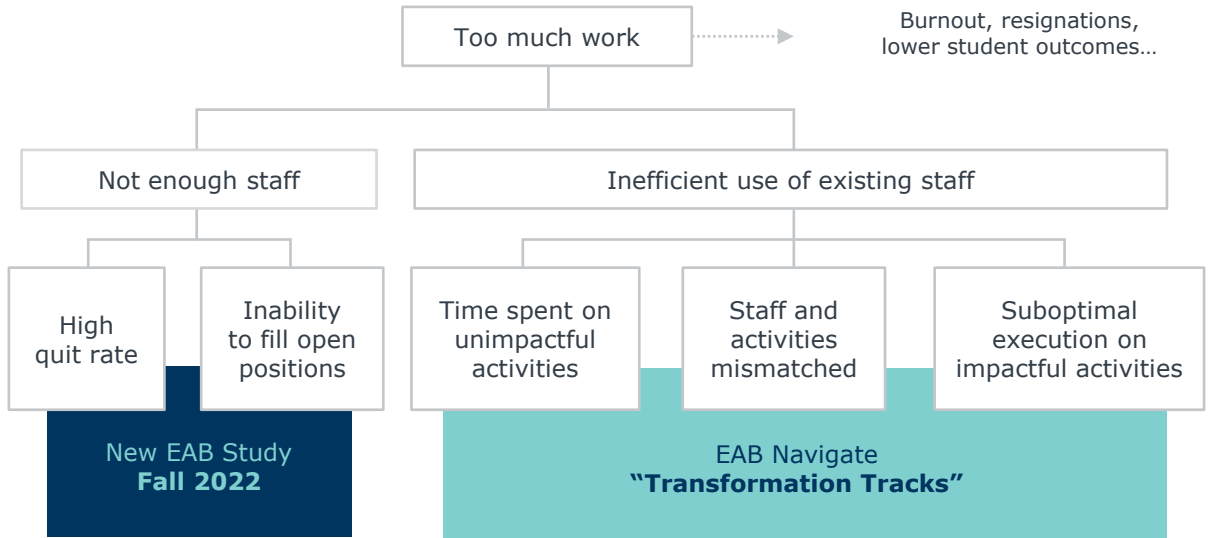
 Data on the accessibility, scope, and impact of support services

Breaking Down the Problem



Five Areas of Focus for Student Success Teams That Are Feeling the Crunch

Staffing Shortfalls in Context



Implementing the Right Plan for Your Institution

Strategic Leader



Collaborating with the institution to execute a tailored plan

Student Success Playbook

Organizational Readiness

Process Optimization

Technology (Navigate)

Change Management

Data-Driven Decision-Making

We get to know the institution and help them apply best-fit strategies for their community

Tools to Prioritize

Advancing Student Success and Equity Goals					EAB
Advancing Student Success and Equity Goals	Supporting Students with Diverse Abilities	Building Bridges and Academic Confidence	Addressing the Needs of Underrepresented Groups	Advancing the Value of the Institution	
Define Administrative Processes and Evidence	Provide a Range of Learning Experiences	Equip Students in the College Academic Preparation Program	Provide High-Quality Learning Experiences	Expand Experiential Learning in the Institution	
A B C D E N/A	A B C D E N/A	A B C D E N/A	A B C D E N/A	A B C D E N/A	
Assess an Emerging Research Program	Coordinate Student Support Services	Enable Self-Directed and Personalized Learning Experiences	Strengthen Community and Program Engagement Experiences	Research Center Culture and Operations to Foster Innovation	
A B C D E N/A	A B C D E N/A	A B C D E N/A	A B C D E N/A	A B C D E N/A	
Health Care	Provide Student Success Support for Transfer	Assess Transfer Outcomes and Support for Transfer	Encourage Participation in Research Experiences		
A B C D E N/A	A B C D E N/A	A B C D E N/A	A B C D E N/A		

Healthcare Student Persistence **Maximizing Returns on Education for All Students**

Tools to Measure

SSMS Maturity Curve	Maturity Levels			
	Absent	Limited	Expanded	Strategic
	Minimal use of technology	Process identified, referred to few people, focused on individual needs	Expansion of technology use, most of campus, increase of new student support services	Process changes referred to few people, theoretical change embedded into each workflow and team culture
	Little to no utilization of digital content	Turnkey use limited to one or a few units	Evaluation focused on an internal audience	Focus ability to integrate current and emerging technologies
	Level 0	Level 1	Level 2	Level 3
A) Streamline Support Services and Optimize Resource Allocation				
B) Coordinate Communications Across Multiple Channels				
C) Prepare for Student Interactions and Follow-up on Next Steps				
D) Identify and Intervene with Students in Need of Support				
E) Integrate Early Alerts and Case Management				
F) Connect Students with Self-Services Tools and Resources				
G) Guide Students Through Onboarding, First Year, and Beyond				
H) Streamline Student Academic Planning and Registration				

Transformation Tracks

Maturity Frameworks to Extend Student Support Capacity and Save Staff Time



Streamline Support Services and Optimize Resource Allocation

Student service offerings are built with the student experience in mind and are proactively communicated to students based on need, using student-friendly language within the technology to ensure student utilization



Identify and Intervene with Students in Need of Support

Data are used to identify cohorts of students in need of proactive outreach and support, and regularly updated to evaluate the effectiveness of interventions



Guide Students Through Onboarding, First Year, and Beyond

Populated checklists and plans with key action steps exist in Starfish across the full lifecycle, and the institution coordinates communication to focus populations and those students with greater need to ensure compliance with critical processes



Coordinate Communications across Multiple Channels

Messages coordinated across channels, with alignment in best-fit channel, and customized growth mindset messages to drive positive student action



Integrate Early Alerts and Case Management

Focus populations, common alert reasons, and corresponding intervention pathways identified using current and historical student data to create a coordinated care network comprised of advisors, faculty, and other support staff



Simplify Student Academic Planning

Students have access to user-friendly, dynamic academic planning tools, and advisors use those tools to keep students on track to a degree or intervene with students who are off track



Prepare for Student Interactions and Follow up on Next Steps

Advisors, faculty, and student services staff use the Starfish student profile data, predictive model, analytics, and notes to conduct high-quality interventions and provide next-step recommendations

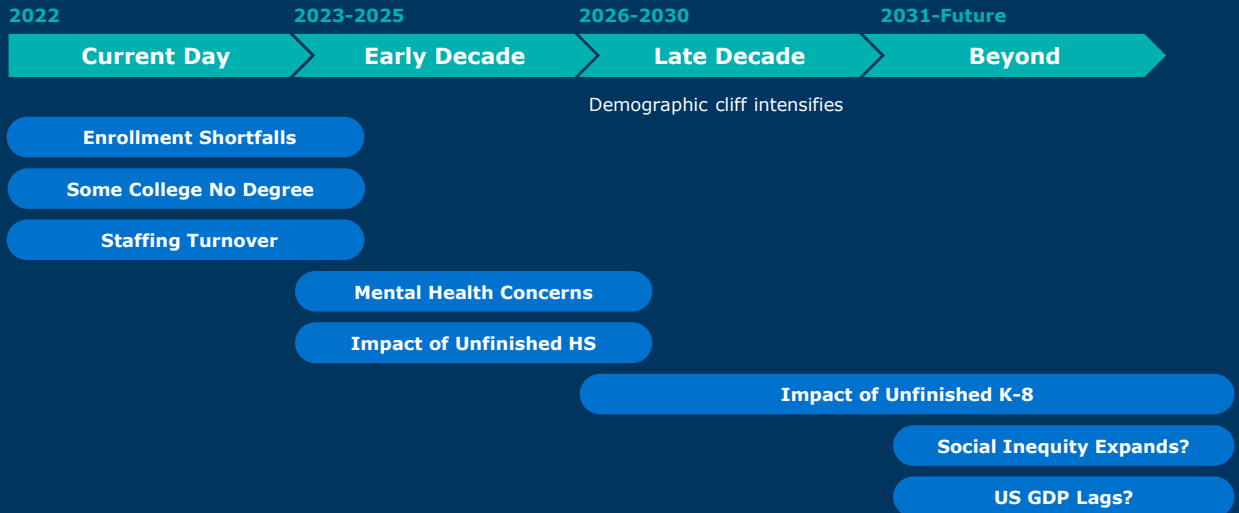


Connect Students with Self-Service Tools and Resources

Students can resolve most transactional questions using self-service resources, and the institution proactively pushes resource information to students suited for self-service to reduce the volume of demand on student support staff

Speculating About the Future

Possible Pandemic Ripples



Quick Poll #1



How can we help?

What resources would you like us to send in follow-up?
(select all that apply)

1. Please send me the deck from today's presentation
2. Please send me the Pandemic Ripple Effects white paper

Quick Poll #2



How can we help?

Would you like to speak with an **EAB Expert** about?
(select all that apply)

1. Increasing two-year enrollment
2. Accessing EAB mental health resources
3. Strengthening my early warning and survey capabilities
4. Extending my advising and support staff capacity



Ed Venit

Managing Director

EVenit@eab.com

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THANK YOU

(Please complete the survey)



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