



EAB

# Virtual Support

Building Staff and Student Resiliency Through Times of Change and Distance

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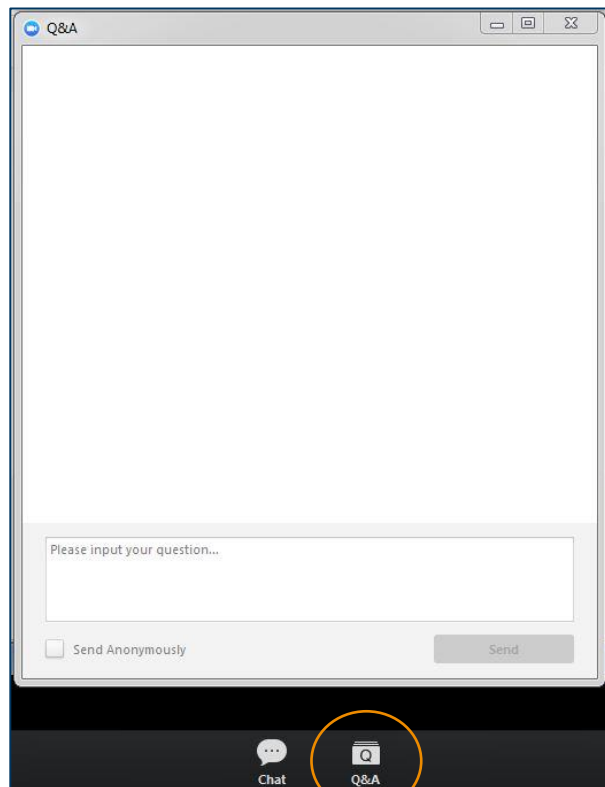


## Asking a Question

To ask the presenter a question, navigate to the Q&A button at the bottom of your screen and type it into the Q&A Panel.

After the webinar, a member of our team will be in touch to follow-up on your questions individually.

*Type your question here*



# Today's Presenters



## Matt Mustard

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## Lindsay Schappell

*Strategic Leader*

LSchappell@eab.com





**We help schools support students from enrollment to graduation and beyond**

➤ **ROOTED IN RESEARCH**

**7,500+** Peer-tested best practices

**500+** Enrollment innovations tested annually

➤ **ADVANTAGE OF SCALE**

**1,500+** Institutions served

**4 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

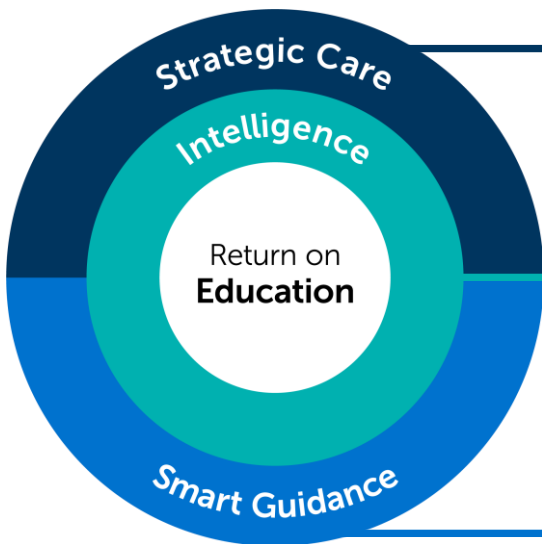


➤ Prepare your institution for the future

# What Is a Student Success Management System?



Navigate, EAB's **Student Success Management System**, is an enterprise-level technology that links administrators, advisors, deans, faculty, other staff, and students in a Coordinated Care Network designed to help schools proactively manage student success and deliver a Return on Education.



## STRATEGIC CARE

Hardwire staff within a **Coordinated Care Network** to power information-sharing, united support, and targeted interventions

## INTELLIGENCE

Infuse strategy into your student success efforts with the power of **data analytics** and machine learning to ensure student interventions are effective and efficient

## SMART GUIDANCE

Empower students to be agents of their own success through **targeted guidance** and self-service tools at the most pivotal moments in their journey toward degree completion

# Inside Our Student Success Management System



Integrated, Holistic Analytics Enable Better Advising and Student Support

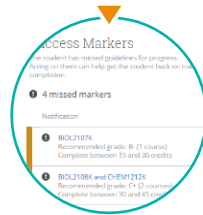
## Intelligence (Analytics)

## Strategic Care (Interaction & Workflow)

1 Historical Trend Analytics



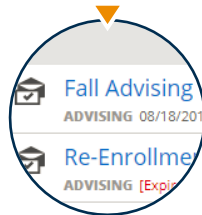
2 Predictive Analytics



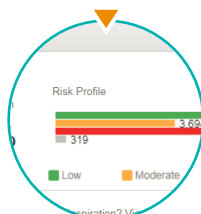
5 Smart Student Profile



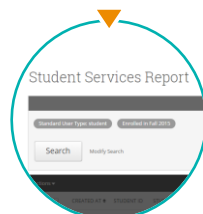
6 Campaign Management



3 Population Health Analytics



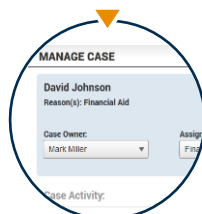
4 SSMS Activity Analytics



7 Progress Reports



8 Coordinated Care Network



# Inside Our Student Success Management System



Integrated, Holistic Analytics Enable Better Advising and Student Support

## Smart Guidance (Milestone Guidance)

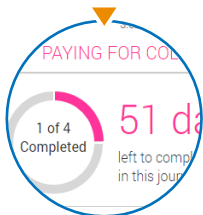
9 Multi-Modal Communication



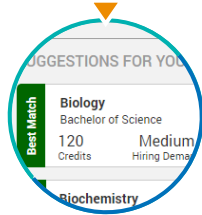
10 Appointment Scheduling



11 Milestone Guidance

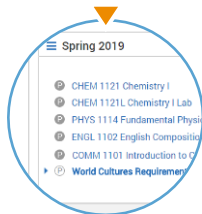


12 Major Selection Guidance

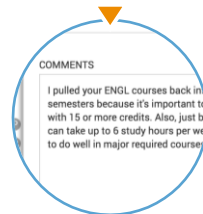


## Smart Guidance (Academic Planning)

13 Course and Term Planning



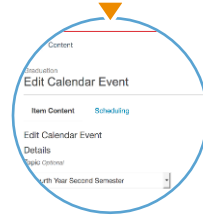
14 Shared Workspace



15 Best-Fit Scheduling and Registration



16 Content Administration





- 1 **Mental Health in Times of Crisis**
- 2 Managing Your Staff's Engagement
- 3 Managing Your Student's Care
- 4 Q&A



# Mental Health in Times of Crisis

Understanding Reactions in Self and Other

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SECTION

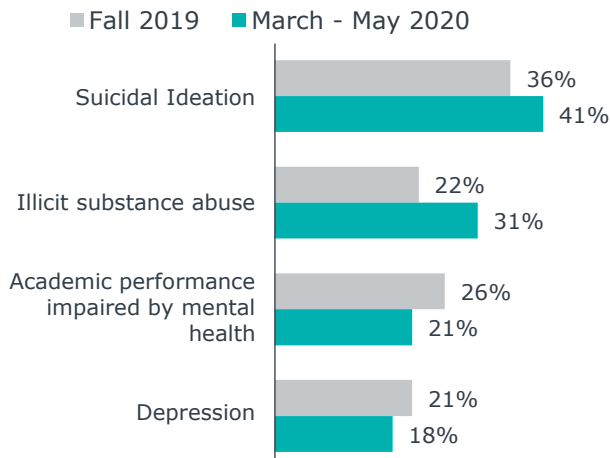
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# Mental Health Before and After the Pandemic

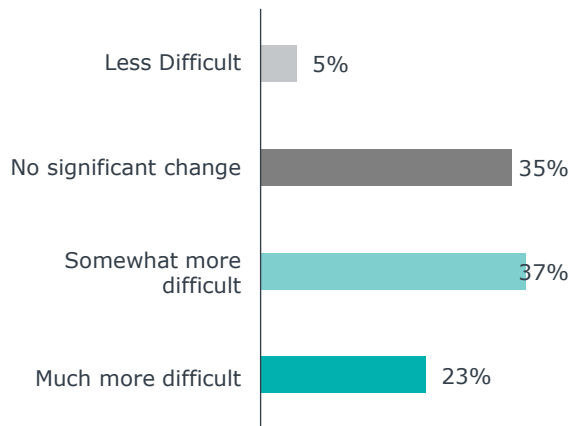


18,000 Students from 14 Institutions Surveyed by the *Chronicle*

## Students report experiencing the following struggles

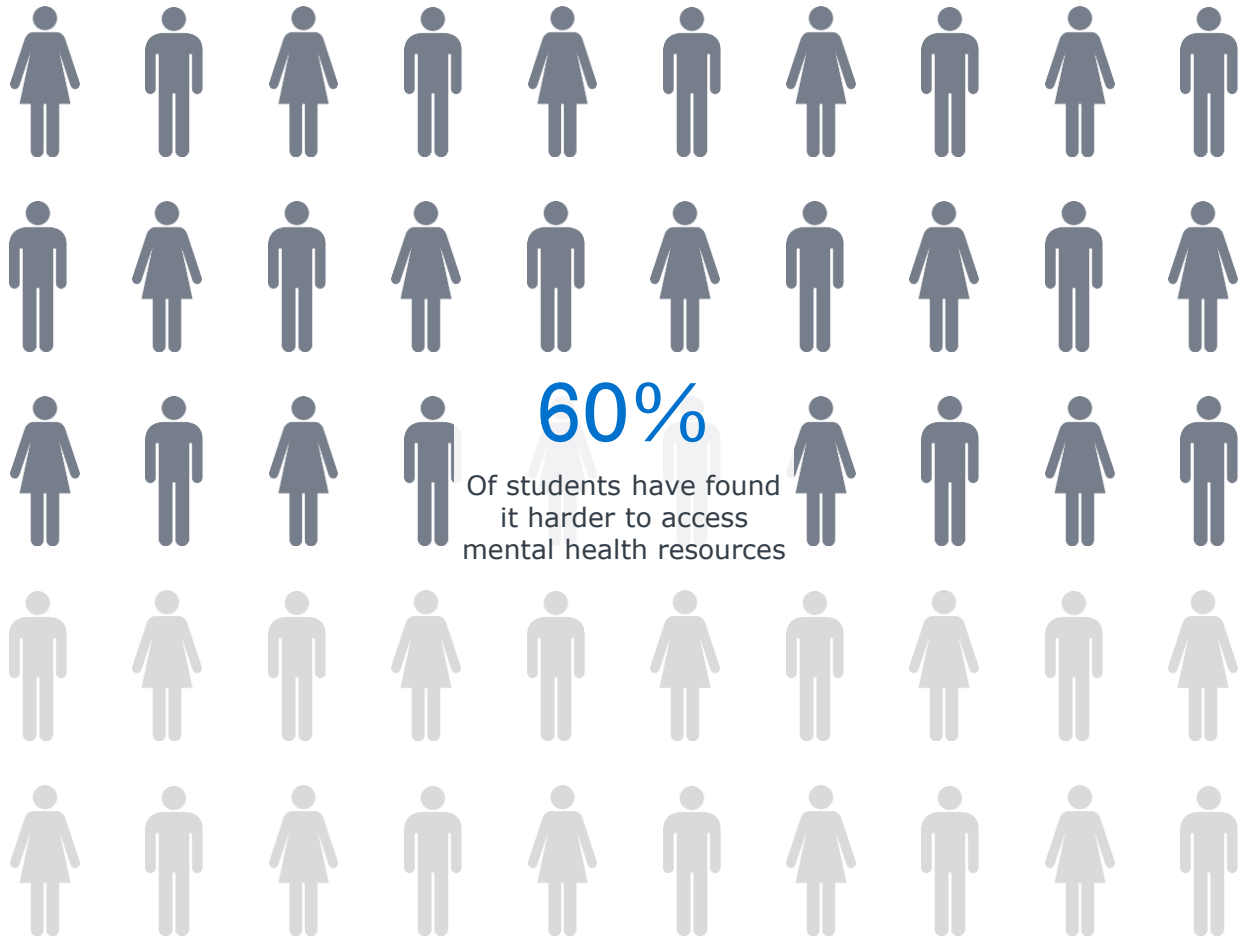


## Students report the difficulty of accessing mental health support



The survey also showed that administrators and professors received high marks for the support they provided during the pandemic.

Source: Williams June, Audrey: "College Students Have Been Stressed Out During the Pandemic. Here's How It's Affected Their Mental Health." ([https://www.chronicle.com/article/college-students-have-been-stressed-out-during-the-pandemic-heres-how-its-affected-their-mental-health?cid2=gen\\_login\\_refresh&cid=gen\\_sign\\_in](https://www.chronicle.com/article/college-students-have-been-stressed-out-during-the-pandemic-heres-how-its-affected-their-mental-health?cid2=gen_login_refresh&cid=gen_sign_in)) 13 July, 2020



60%

Of students have found it harder to access mental health resources

# Before We Begin

## Ground Rules for Today

We are not asking you to become therapists or counselors to your staff or students. It is unethical to provide that level of care and can do more harm to assume those roles than to refer to those trained and available to provide care in these moments.

**When in doubt, validate, appreciate and refer to those who can help beyond your capacity.**

# Common Cognitions During Crisis

## What We're All Feeling—Including Your staff and Students



### Emotional

- Shock
- Anger
- Despair
- Emotional numbing
- Terror/Fear
- Guilt
- Phobias
- Depression or sadness
- Grief
- Irritability
- Hypersensitivity
- Helplessness/ Hopelessness
- Anhedonia
- Dissociation



### Cognitive

- Impaired concentration
- Impaired decision-making ability
- Memory impairment
- Disbelief/Denial
- Confusion
- Distortion
- Decreased self-esteem
- Decreased Self-efficacy
- Self-blame
- Intrusive thoughts or worries
- Nightmares



### Physical

- Fatigue
- Insomnia
- Sleep disturbance
- Hyperarousal
- Somatic complaints
- Impaired immune response
- Headaches
- Gastrointestinal problems
- Decreased appetite
- Elevated startle response



### Interpersonal or Behavioral

- Alienation
- Increased relationship conflict
- Vocational impairment
- Avoiding reminders
- Crying/closing off easily
- Change in eating patterns
- Tantrums/outbursts
- Regression in behavior
- Elevated risk-taking behavior
- Aggression

# Coping During Crisis Mimics Grief Process



Not “The New Normal”—But Grief Over Loss of Normalcy

- 1 Denial:** *This virus won't affect us.*
- 2 Anger:** *You're making me stay home and taking away my activities.*
- 3 Bargaining:** *If I social distance for 2 weeks everything will be better, right?*
- 4 Sadness:** *I don't know when this will end.*
- 5 Acceptance:** *This is happening; I have to figure out how to proceed.*



# Managing Your Staff

Getting What You Need While Ensuring They Do, Too

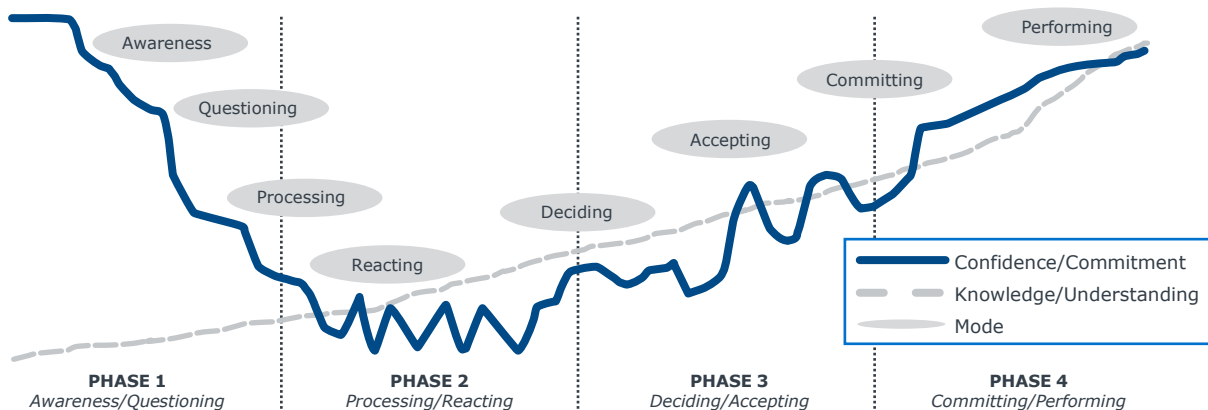
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SECTION

2



# The Predictable Phases of Change



**INDIVIDUAL RESPONSES – highly variable based on personality, desire for change, past experiences with change, etc. →**

## Questions

Surprise, confusion and denial



## Emotions

Fear/anger/sense of loss  
 Victimization/resistance/bargaining  
 Some may exit, some may have minimal or positive reactions



## Transition

Absorption of specific impact  
 Consideration of options and cost-benefit analysis  
 Decision whether to “bet with”



## The New Normal

Adoption of changes  
 Increasing mastery  
 The new is now normal



**MANAGER ACTIONS that can help decrease lows and accelerate movement to next phase →**

## Inform/Explain

Provide facts and timelines.  
 Clearly explain change; use many channels.  
 Invite questions and iterate why you are committed.  
 Repeat, repeat, repeat.

## Listen/Empathize

Acknowledge sense of loss (even good changes bring some losses).  
 Expect emotion; validate concerns  
 Allow absorption time.  
 Listen to resisters/detractors – they can help flag valid concerns/needs.

## Support/Coach

Provide details and training and point out upsides/opportunities.  
 Solicit (and use) input from staff.  
 Coach/invest time with valued staff.  
 Enlist influencers to help others.

## Perform/Innovate

Model personal commitment.  
 Help people gain mastery.  
 Be generous with recognition.  
 Foster ongoing improvement, express gratitude, and develop future leaders.

# Flexible Operating Options

## What are the likely term outcomes?

- In-Person for the full term
- Distance learning full-term
- In-Person with shift to distance learning
- Altered term begin/end dates



## Things to Consider:



### ▶ Shifting Hours of Operation

have your team start earlier or work later to better address home needs



### ▶ Avoid Employee Burnout

Build a happier workforce by finding new ways to celebrate work done well



### ▶ Shift to a results-based approach

Manage team members' work output of completed tasks instead of 'time in seat'



### ▶ Take Advantage of Resources

Fully utilize technology like mobile options for Zoom, Slack, and Outlook



# Providing Stability During Uncertainty

Commitment to Student Success is Static – Your Approach Should Be Fluid

Ensure you have recurring one-on-one check-ins scheduled with all direct reports



**Prioritization exercise:** in your one-on-one check-ins, discuss all current workstreams and what may need to be prioritized or accomplished differently during this time of remote work.



**Look at performance goals:** re-evaluate performance goals for each of your team members to ensure they still make sense, and brainstorm obstacles that may be new or more acute in a remote environment.



**Examine metrics:** work collaboratively to ensure existing metrics are still relevant and if not, figure out new metrics for tracking and accountability.

Working virtually can be difficult and brand new to some. Ensure you are taking the time to understand how to **best communicate with each person** during this time.

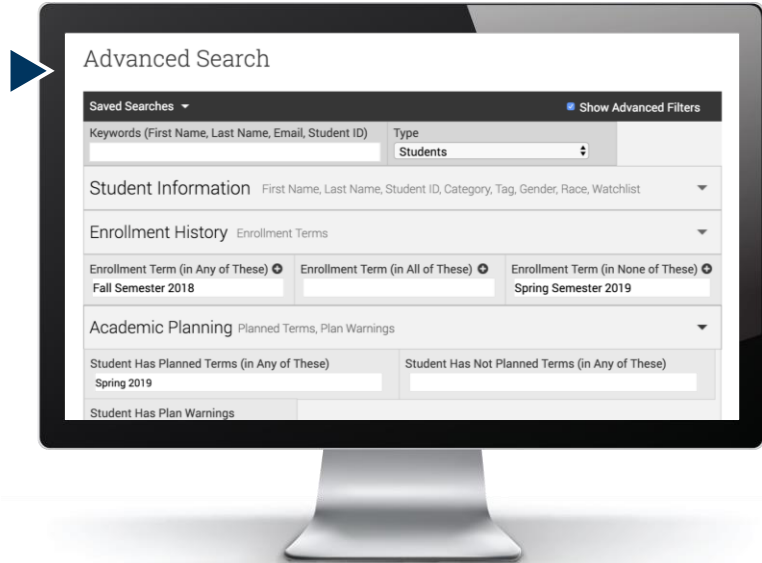
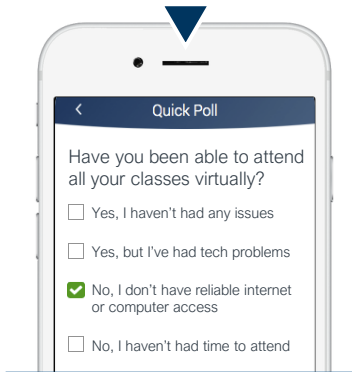
# Is That Meeting Necessary?

Will This Meeting Reduce Your *Team's* Anxiety, or *Your* Anxiety?

## Use Navigate to Pulse-Check Outcomes Instead of a Meeting

Which students should your team prioritize meeting with?

Use Navigate Student **Quick Polls** to assess student needs and **Advanced Search** to quickly find the students who require additional support



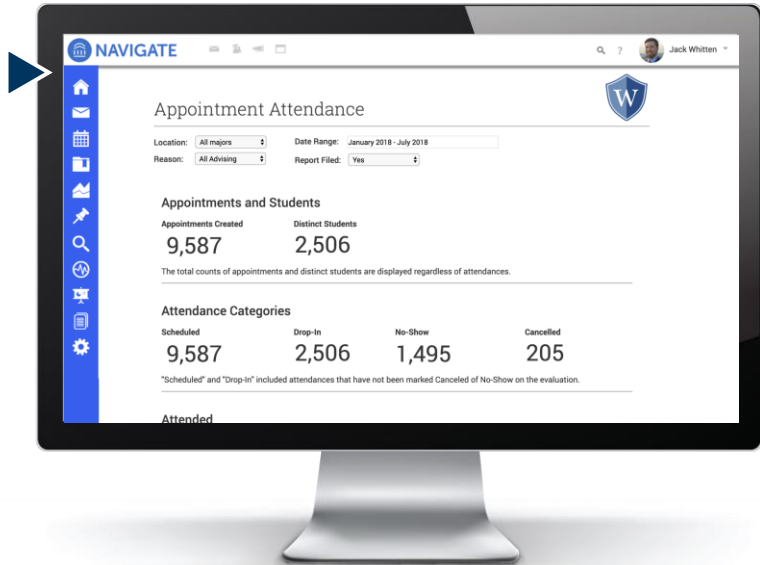
# Is That Meeting Necessary?

Will This Meeting Reduce Your *Team's* Anxiety, or *Your* Anxiety?

## Use Navigate to Pulse-Check Outcomes Instead of a Meeting

How many appointments are taking place across your team?

Use **Activity Analytics** or **Appointment Reports** to see the high-level scheduling and attendance rate of appointments





## In your check-ins with direct reports, you should ask the following:

- 1** Do you have everything you need to be productive and comfortable while you're in a hybrid structure?
- 2** Is there anything about your current work schedule and set – up that might present challenges that we may need to work around?
- 3** How can I support you?  
(***then***, offer solutions where possible)

# Supporting Coaching & Management Conversations

## Lead With Empathy

1

### Listen



- Prepare for the conversation: consider timing and potential distractions
- Anticipate sensitive issues, and be on the lookout for verbal and non-verbal cues from your staff

2

### Confirm Understanding and Ask Clarifying Questions



- Empathize, but do not strengthen complaints with over-the-top reaction or complete agreement
- Get to the heart of the issue: ask questions to understand why this matters, what factors are at play, and what this will impact

3

### Answer Their Questions



- Be thoughtful with your word choice
- Consider the [Nudge Theory](#) of word choice, keeping it in mind with how you present options or choices for moving forward

4

### Transition Back to the Meeting



- Follow up, reflect, and share notes (especially if there are next steps)
- It's useful to have documentation of any difficult or serious conversation



# Supporting Your Students

Moving through Maslow's Hierarchy of Needs to Student Success

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SECTION

3





“One can choose to go back toward safety or **forward toward growth**. Growth must be chosen again and again; fear must be overcome again and again.”

*-Abraham Maslow*

# Maslow's Hierarchy of Needs



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

**Self  
Actualization**

Is there **anything I can do** to support you?  
*(then, offer solutions where possible)*

**Feeling  
Accomplished**

How can we **celebrate your work** during this time? How can we apply these wins to your other classes or barriers?

**Feeling Connected**

Are there **people that are there for you** if you are experiencing difficulty? What of these strategies can we deploy for X class?

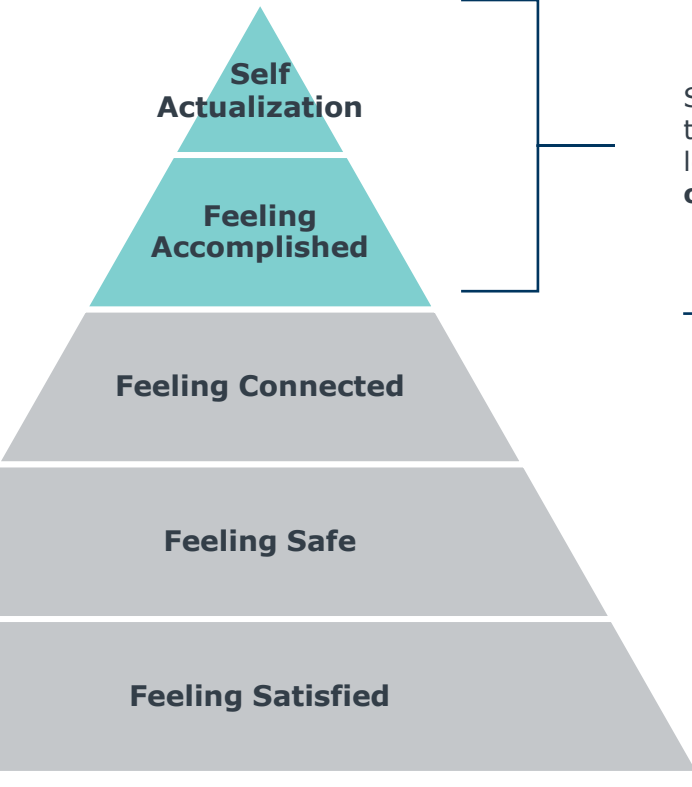
**Feeling Safe**

Is there anything about your remote learning set-up that might **present challenges** or that we may need to work around?

**Feeling Satisfied**

Do you **have everything you need to be productive and comfortable** while you're learning remotely?

# Maslow's Hierarchy of Needs



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

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?

# Communicating Flexibly Based on Student Need

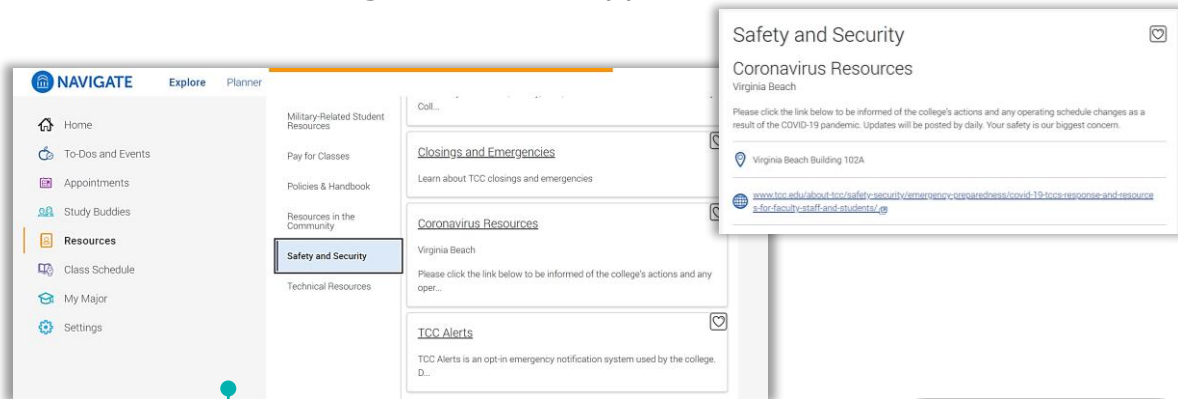


Student Needs	Key Questions to Consider
<p><b>Physiological Needs</b></p> <ul style="list-style-type: none"><li>• Nutrition (obtaining food or preparing meals)</li><li>• Personal health (both mental and physical)</li><li>• Maintaining adequate housing and sufficient sleep</li><li>• Balance in necessary daily life roles and activities</li></ul>	<ul style="list-style-type: none"><li>• Have you asked your students about their needs for shelter, sleep or sustenance?</li><li>• Do you know which students could benefit from your virtual physical or mental health resources?</li></ul>
<p><b>Psychosocial Needs</b></p> <ul style="list-style-type: none"><li>• Feeling of academic adequacy</li><li>• Sense of love and belonging</li></ul>	<ul style="list-style-type: none"><li>• When did you last reach out to your students to acknowledge their hard work in this transition? To empathetically connect and communicate that you are here for them?</li></ul>
<p><b>Human Needs</b></p> <ul style="list-style-type: none"><li>• Motivators to persist in studies</li><li>• A sense of basic safety and security</li><li>• Financial security for tuition and other expenses</li></ul>	<ul style="list-style-type: none"><li>• How are you thinking about leveraging micro grant funding during this crisis?</li></ul>

Use Navigate Student **Quick Polls** to identify students struggling with these basic needs, and use **Advanced Search** and advisor **Campaigns** to ensure they receive support

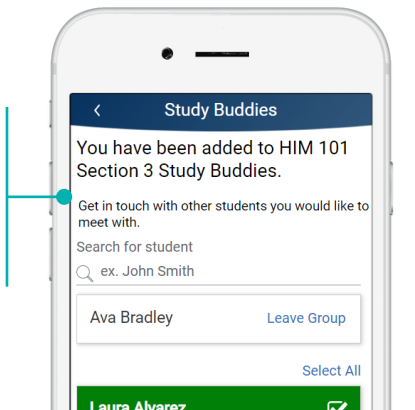
# Using Navigate as a Virtual Support Structure

## Resources in the Navigate Student App



Update your school's resources in Navigate's **Content Administrator Tool (CAT)** to include COVID-19 and general health info. Ask your EAB Strategic Leader to help you build a temporary Resource Category to group these together

Actively promote **Study Buddies** as a way for students to engage (virtually) with classmates



# Sample Navigate Quick Poll and Survey Prompts Used By Partners Today

## Allow students to select any that apply to them:

### Basic Needs

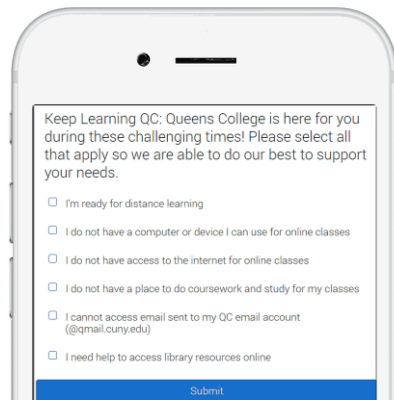
- I am concerned about having a place to stay for the rest of the term.
- I have concerns about covering food expenses while living off campus.
- I am concerned about covering everyday expenses while living off campus.
- I am concerned about paying tuition for this term while living off campus.
- I do not have access to a working computer/tablet off campus.
- I am concerned about having reliable or working internet access while off campus.
- I am currently not passing one or more classes.
- I am concerned about my academic standing.

### Supplementary Support

- I would like to know my options to attend virtual [tutoring sessions/supplemental instruction/office hours].
- I would like to [hear from/receive support from] the counseling center while campus is unavailable.
- I would like to know my options to meet virtually with [my advisor/career center/financial aid office].
- I had a job on campus/off campus and would like to know my options to continue working.
- I would like to receive inspirational reminders and tips from someone from campus who knows me

### Plans for the Future

- I am considering [withdrawing/disenrolling] from classes for the rest of the term.
- I am concerned about graduating on time because of recent events.
- I am concerned that I will not be able to find a summer internship or permanent job while off campus.



Keep Learning QC: Queens College is here for you during these challenging times! Please select all that apply so we are able to do our best to support your needs.

- I'm ready for distance learning
- I do not have a computer or device I can use for online classes
- I do not have access to the internet for online classes
- I do not have a place to do coursework and study for my classes
- I cannot access email sent to my QC email account (@qmail.cuny.edu)
- I need help to access library resources online

Submit

# Following Up with Students in Need of Support

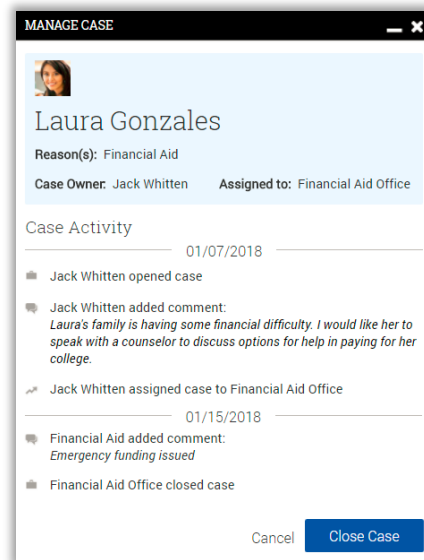
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Use case management, reporting, watch-lists, and campaigns to engage with flagged students and connect them to resources

- Watchlists can easily be created from lists generated from reports!
- Note Reasons can also be strategically used to help support student groups



The screenshot shows a web interface for a student named Laura Gonzales. At the top, there are navigation tabs: Overview, Success Progress, History, Class Info, Major Explorer, Path, and More. Below the tabs is the heading "All History" with a dropdown arrow. A "Filter by Type" dropdown is set to "Expand All". The main content area shows a list of history items for November 2017. The first item is a "Faculty Note" from Meena Kaur dated 11/3/2017. The reason is "Late assignments" and the comment states: "Laura mentioned her dad lost his job and she's having to work extra hours to stay in school." The second item is a "Faculty Note" from Jim Jacobson dated 11/2/2017. To the right of the history list is a profile picture of Laura Gonzales and a "Staff Alerts" section with a red notification icon containing the number 1. Below the alerts are "Take Action" and "Student Info" dropdown menus, and a "Links" section.



The screenshot shows a "MANAGE CASE" interface for Laura Gonzales. At the top, there is a profile picture and the name "Laura Gonzales". Below the name, it says "Reason(s): Financial Aid". The "Case Owner" is "Jack Whitten" and the "Assigned to" is "Financial Aid Office". The "Case Activity" section shows a timeline of events starting from 01/07/2018. The events are: "Jack Whitten opened case", "Jack Whitten added comment: Laura's family is having some financial difficulty. I would like her to speak with a counselor to discuss options for help in paying for her college.", and "Jack Whitten assigned case to Financial Aid Office". The next date is 01/15/2018, with events: "Financial Aid added comment: Emergency funding issued" and "Financial Aid Office closed case". At the bottom right, there are "Cancel" and "Close Case" buttons.

# Working with Faculty to Meet Students' Remote Needs

## Best Practices from Social Psychology and Crisis Response

1

### Flexible Schedules

Flexibility for course assignments and participation expectations are critical for students dealing with many of their (or their family's) needs

2

### Robust Support System

Create a support system and resource library that allows students to address their questions and concerns quickly and on their own schedule  
[Use Navigate Student resources, including to-dos, events, and promotion](#)

3

### Interactive, Engaging Learning

Develop group projects where learners to complete an online assignment, such as developing a blog or presentation. Help students connect and communicate with other learners to avoid feelings of isolation

[Encourage students to use Navigate Study Buddies to connect](#)

4

### Encourage Realistic Goals

Encourage students to set realistic goals and track their progress along the way. Offer reflection online activities that prompt them to think about their current beliefs and question assumptions



# Working with Faculty to Meet Remote Needs

## Using Progress Reports

Solicit feedback from faculty to identify students with certain needs and connect them to the right support.

Sample alert reasons:

- Haven't logged into online learning
- Student needs technology or WiFi
- Direct referrals to additional support departments

### Professor Lee:

Thank you for helping us create a quick snapshot of students who need extra resources to access online instruction. Your any related information with you, please do not include any health/medical details in your comments.

#### ECON-1401-HD13-LEC Microeconomics

	Student Name	Do you have concerns about this student?	Alert Reasons (You must choose at-least one if th
1	Parker, Peter	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/> No home internet access
2	Lane, Lois	<input type="radio"/> Yes <input type="radio"/> No	No laptop or tablet
3	Kent, Clark	<input type="radio"/> Yes <input type="radio"/> No	No response to emails or other outreach since March 10
4	Xavier, Charles	<input type="radio"/> Yes <input type="radio"/> No	Other concern--see comment
5	Grey, Jean	<input type="radio"/> Yes <input type="radio"/> No	
6	Stark, Tony	<input type="radio"/> Yes <input type="radio"/> No	Alert Reasons

# Scaling Support via Navigate Student

## Opt-in Resilience and Grit Content Throughout Times of Crisis

### How It Works



Promote via social media, email communications or even a Quick Poll to get students to opt-in to messages



Students sign up to receive resiliency nudges, either via text message or push notification as their settings allow



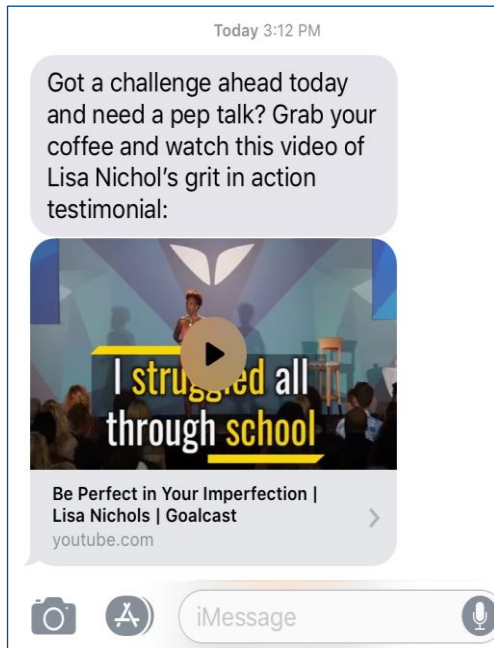
Students receive brief messages that keep resilience top of mind or promote resources



We bring this to students and say, “We know that sometimes life gets hard. Would you like these **inspirational reminders from someone who knows you can do it?**”

*Jennifer Blackwell, Academic Advisor  
Delaware Technical Community College*

### Sample Post



# Navigate Student Content to Build Resiliency



## Opt-in Messages to Ensure Student Engagement and Touchpoints

Sample nudges:

- **Did you know...?**
  - Plug self-service and self-help resources provided by institution
- **Stress-less resources**
  - YouTube Yoga sessions, Short and easy non-academic tasks
- **Mental health awareness resources**
  - Know the signs (in self and other)
  - Virtual counselling options (institution and no/low-cost apps or sites)
    - <https://www.timely.md/campushealth-faqs/>
    - <https://www.virusanxiety.com>
- **Positivity and mindfulness**
  - Quotes from famous civil liberties leaders, therapists or educators
  - Tips that are applicable now and throughout academic career (study and self-care habits to blend together)



# Q&A

Use the Q&A Box to Ask Questions

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SECTION

5

# Please Fill Out the Exit Survey!



- As you exit the webinar, you will be directed to an evaluation that will automatically load in your web browser.
- Please take a minute to provide your thoughts on the presentation.

**THANK YOU!**

*Please note that the survey does not apply to webconferences viewed on demand.*



# Appendix

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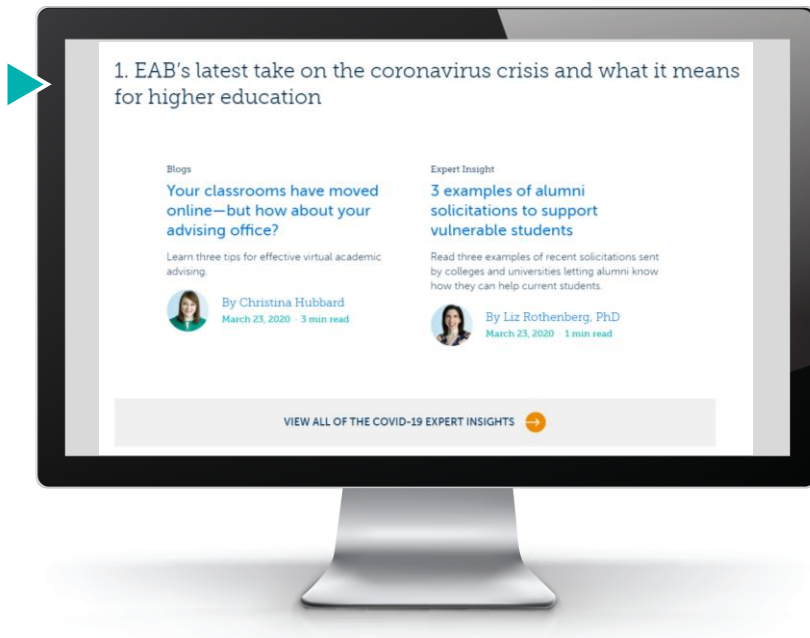
# EAB's Coronavirus Resource Center

39

## Free Resources to Help Your Campus Cope in Uncertain Times

Access our complementary suite of resources to support your campus through the coronavirus crisis, including:

- Our expert insights on supporting staff and students remotely
- Best practices for coping with instructional disruption
- Peer policies and guidance for developing response plans
- Examples of successful campus communication



Visit our resource center now:  
[eab.com/COVID19](https://eab.com/COVID19)

# National or Virtual Resources Available



## What They May Be Feeling

- **Anxiety** about the situation, your health, and the health of your loved ones
- **Concern** about your ability to effectively care for children or other dependents
- **Uncertainty** about how long this situation will last and what the future holds
- **Loneliness** caused by social distancing and not engaging in-person with friends and family
- **Anger** about behaviors and actions of others that put people at risk
- **Boredom** caused by the inability to engage in regular day-to-day activities
- **Desire** to abuse alcohol or drugs to cope
- **Symptoms of depression** such as feelings of hopelessness, changes in appetite, or sleeping

- First and most importantly: **Take breaks from watching, reading, or listening to news stories**, including social media. Hearing about the pandemic repeatedly can be upsetting.
  - Encourage your direct reports (or challenge yourself) to consider identifying one or two reputable, fact-based news sources and make the decision to only follow those ones. Examples include the [CDC](#), the [World Health Organization](#), or your local public health department.
- If your institution offers Employee Assistance Program through your insurance, promote that to all staff proactively. It's free and confidential
- Many doctors offices are moving to a tele-health model. Inform your staff proactively as well
- Exercise with free online yoga classes through [yoga works](#) and [other indoor options](#)
- Free guided meditation available through many apps, or YouTube/Streaming services
- [VirusAnxiety.com](#): COVID-19 specific, with globally-applicable self-care practices
- [Findhelp.org](#): Free or reduced-cost programs that help folks find food, help paying bills or other services
- [SAMHSA's Free National Helpline or Textline](#) (free or low-cost substance abuse or mental health services near you): **1-800-662-HELP (4357)**
- SAMHSA's Disaster Helpline: 1-800-985-5990 (English and español)
- SAMHSA's free texting service: Txt "TalkWithUs" to 66746