

Creating a Summer Strategy to Promote Persistence

Preparing to Retain Students in a Period of Uncertainty

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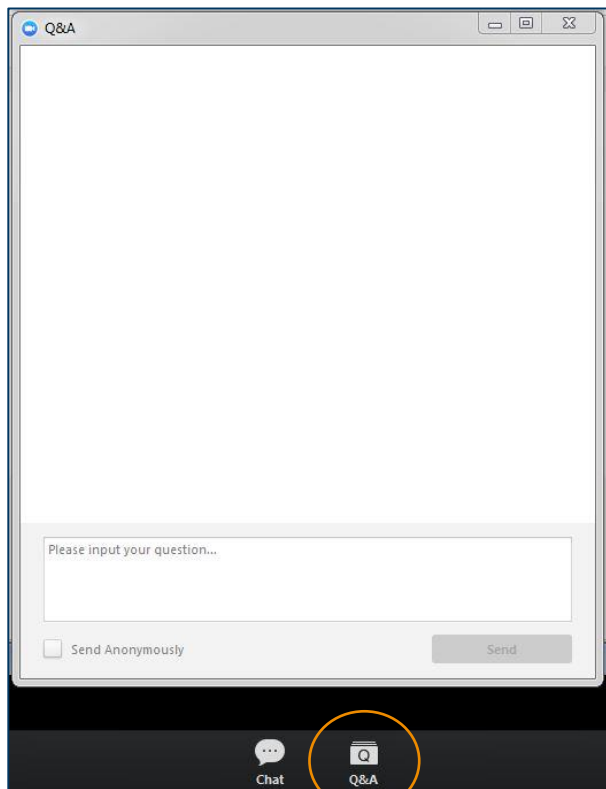


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After the webinar, a member of our team will be in touch to follow-up on your questions individually.

Type your question here



Your Presenters Today



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What We Know about COVID's Disruption

Enrollment, Financial, and Operational Uncertainty Abound

The Good: Institutions Turned on a Dime, and Students Remain Engaged



Remarkable pivot from face-to-face to virtual instruction in a matter of days

17%

Percentage higher response rate for recruitment emails sent in March 2020 compared to 2019

0-40%

Some institutions report no decline in registrations for the fall from last year, while others cite students' "wait and see" attitudes

The Not-So-Good: Budget Reductions and Equity Concerns Loom Large

70%

Percentage of presidents expecting a revenue decrease of 10% or more

72%

Percentage of presidents who indicate they will layoff staff as a result of COVID

29M

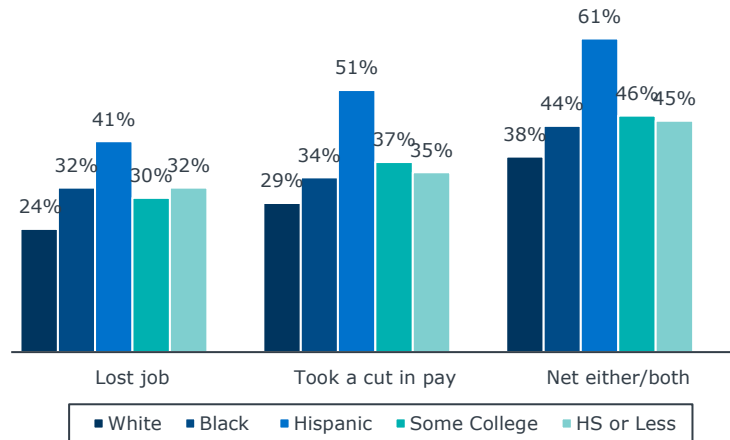
Individuals have filed for unemployment insurance as of April 29, largely concentrated among lower-income workers

A Summer of Inequity and Uncertainty

Disparate Impact Comes into Focus but Long-Term Economic Effects Unclear

More Than Four in Ten Adults Say They or Someone They Know Has Lost a Job or Lost Some Pay

Pew Research Center



DACA Recipients, International Students Excluded from Emergency CARES Aid

"We're talking tens of thousands of students in our district. ... They're left out. They're the most vulnerable," said Francisco C. Rodriguez, chancellor of the Los Angeles Community College District

65% & 83%

Percentage of middle and low-income families who lack access to emergency savings or credit to survive a financial disruption

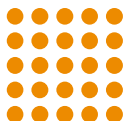
What Could Happen to Student Success?



For every **100 students** who started a bachelor's degree before **COVID-19...**

25

Never complete a bachelor's degree



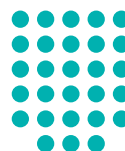
12

Still enrolled after six years



28

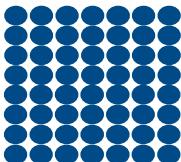
Graduate but are underemployed



For every **100 students** who started at a community college before **COVID-19...**

79

Leave during onboarding or later



9

Complete an associate's degree



7

Graduate but are underemployed



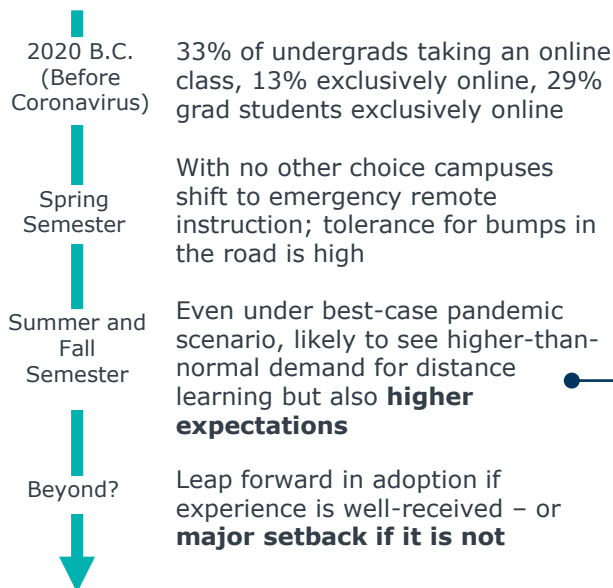
Online Gets Its Time to Shine – Will It?



Rapid Transition Creates New Opportunities—and New Challenges

A Crucible Moment for Online

Long-Term Effects of COVID-19 on Online Adoption Depend on How Institutions Shape This Experience



“What was sufficient to get through the crisis of the spring is unlikely to be seen as adequate in the fall, given that colleges will have had more time to prepare. The expectations will be higher, and colleges that don't deliver will risk angering students and parents and, importantly, potentially failing their most-vulnerable students”

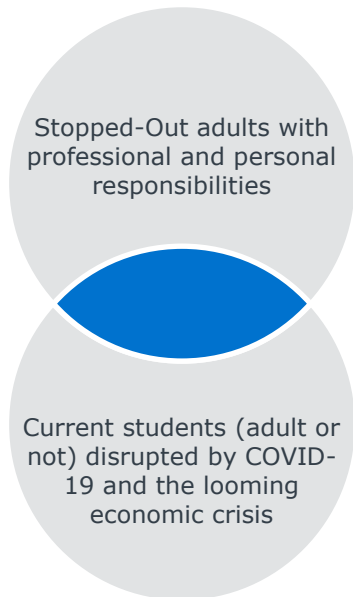
Doug Lederman, Editor

Inside Higher Ed

An Imperfect but Informative Analogy

Stopped Out Student Communication and Recruitment Offers Valuable Ideas

Two Oft-Divided Populations...



Now Showing Similar Characteristics...

- Uncertainty about cost, social environment, and support system
- Doubts about taking on debt without guaranteed return
- Anxiety about family finances and basic needs

And Similar Needs

- Frequent outreach
- Preparation for online education
- Dynamic financial support
- Clear, flexible academic plans
- Urgent need for career support

Expectation Setting & Launch Considerations

Identifying Your Top Priorities and Next Steps

Five Strategies for Partners Today

1 Update General Configurations

- Build a long-term virtual support infrastructure
- Simplify the student experience

2 Communication and Appointment Campaigns

3 Solicit Faculty Feedback on Students

4 Utilize Navigate Student

- Enable features that drive connections
- Overcommunicate and build-in opportunities to ask probing questions to your content strategy

5 Prepare for Upcoming Terms with Academic Planning

Access the Navigate Help Center for today's slides and other COVID-19 resources.



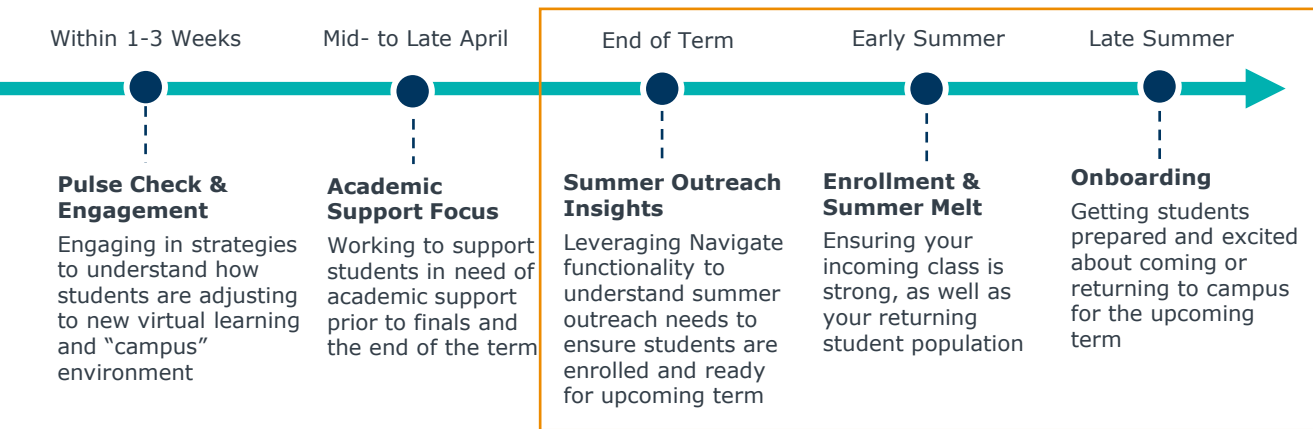
Actively Implementing Navigate?

Key Considerations:

- Work with your implementation team to determine if it makes sense to pull-forward **project timelines**
- Consider rolling-out communication tools, **specifically student-initiated appointment scheduling**, prior to campus-wide onboarding to allow key staff to connect with students over the Summer
- Consider **enhanced visibility** for staff across different areas of the platform
- Craft and communicate **clear guidelines for expectations of use** to ensure students are supported holistically while operations are virtual
- Encourage staff to utilize your training site to practice crafting communications and campaigns, as well as leverage **EAB's self-service training resources** while in implementation

Spring & Summer Timeline

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Student Populations Focus Areas

Academic Performance

- Probation or Suspension
- **Low GPAs (2.3 or below)**
- Prior Attendance or Academic Concern Students
- **Lack of Engagement in Virtual Course**

Academic Progress

- **Low Credit Completion Ratios**
- Multiple Missed Success Markers OR Upcoming Success Markers
- Students Eligible to Graduate
- **Not Enrolled for Upcoming Term**

Student Categories

- International Students
- **Transfer Students**
- High-Performing Students
- Student-Athletes
- Predictive Model Insights
- **Mid- to High- Financial Need OR Students Impacted by COVID-19**
- Students Receiving Accommodations
- LGBTQ Students
- **Housing-/Food-Insecure Students**
- Limited Tech Access
- Stop-Out Students

Communication Campaigns

Email and Texting Nudges to Promote Success

1



Email Campaign Examples

Building community with new incoming students

- Communicate opportunities to connect with current students, link to videos content, or provide virtual tours of popular campus locations

Reintroduce support resources

- Remind or refresh information about services over the summer to build enrollment confidence

2



Texting Campaign Examples

Quick check in periodically with students

- "Hey. How are you? I know things could be stressful and uncertain right now. I just wanted to check in and see how you're doing."

Updates to or new procedures

- "Questions about our new fall course schedule or living on campus? Schedule time with your advisor to learn more."



In **Activity Analytics** you can see the volume of communications and the "Top Communicators"

Consider a Student Communications Policy

Setting Foundation for Success

Develop Plan

Consider plan for key communication channels to ensure messages are consistent in voice and purpose

Questions to Consider:

- Who should have access to send messages?
- What is the primary purpose for this communication channel?
- What are the specific use cases?
- How should message content be crafted?
- What is an example of a strong message?



Use new fields on **Student Information Report** to identify students who have opted out of texts and remind them of process to opt back in

Top Campaign Recommendations

Focusing on Continuous Engagement & Connection to Campus

Time	Campaign	Priority	Owner
Early Summer	Specialized Population & Equity-Based Campaigns (e.g., International, Pell Grant Recipients, Graduating Students, etc.)	High	Advising
	Financial Support Campaigns for Upcoming Term (e.g. Financial Aid, CARES Act support, etc.)	High	Financial Aid
	Admissions Yield Event	Medium	Admissions
	Career Services / Internship Meetups	Low	Career Services / Alumni
	Summer Campus Engagement & Check-Ins with Students	Low	Student Affairs / Student Life



Not sure if these are the campaigns you want to run, look in **Population Health Dashboard** to get some additional ideas!



Want to know if these had any impact? Track the impact of these campaigns within **Intervention Effectiveness**.

Top Campaign Recommendations



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Focusing on Continuous Engagement & Connection to Campus

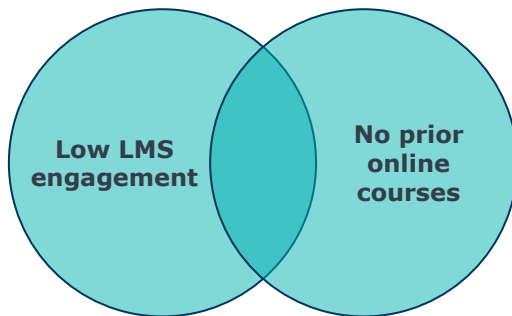
Time	Campaign	Priority	Owner
Late Summer	Follow-Up Re-Enrollment Campaign (e.g., Strategic Populations: Over 120 credits, High-Performing Students, etc.)	High	Advising
	Term Performance Check-Ins & Follow-Up	Medium	Advising
	GPA Booster Opportunities (e.g., GPA Recovery Courses, Academic Preparation and Skill-Building opportunities, etc.)	Low	Advising / Tutoring
	Student Affairs Engagement Opportunities (e.g. Resume Review, Student Life, Dining Focus Groups, etc.)	Low	Student Affairs
Ongoing	Changes for Fall Term & Impacts on Schedule (if still virtual)	High	Advising
	Midterm Grade Support (Summer Classes)	High	Faculty / Tutoring
	Orientation Appointment Sign-Ups	Medium	Admissions / Orientation
	Spring Enrollment Visit Days - Advising Appointments, Group Sessions	Medium	Advising / Admissions
	Final Exam Support (Summer Classes)	Medium	Faculty / Tutoring

Lessons from a COVID Transition Intervention

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Proactive Outreach Finds No Shortage of Adjustment Issues

Redefining Academic Risk on a Suddenly Virtual Campus



Campaign: Text Message Survey

UofM wants to hear about your transition to fully online courses and services. Please take a few minutes to complete a short survey: [\[survey link\]](#)

500+ Responses
in one day

26%
Need help
transitioning

31%
Lack home
internet

Campaign: Faculty Early Alerts

**Alerts since
March 25th**



Low or no class
engagement **789**

Technical issues **76**

Personal or
financial concerns **49**

Gaining Insights through Progress Reports



A Feedback Tool to Help Surface Fall Persistence Barriers

Purpose

Leverage progress report campaigns as a feedback mechanism from faculty. This feedback can be adjusted from traditional progress report campaigns that faculty have completed.

Timing

Progress reports can be used to gather feedback on students throughout the entire term:

- *All Term* – Leave campaign open all semester for faculty to provide feedback on engagement in virtual course
- *Mid- to Late-April* – Allow faculty to indicate students who are struggling and need academic support
- **End of Term – Focus on students who haven't enrolled in upcoming term and allow faculty to indicate potential reasons**
 - If you are unable to run a progress report at this time, **ensure your alert reasons recognize summer challenges** that would prevent reenrollment in the fall

KEY CONSIDERATIONS

- **For end of term campaigns, the campaign must be sent out before end of the term**
- Notify faculty of purpose and frequency of COVID-19 progress reports and their role over the summer, if you intend to change it
- Consider leaving the campaign open for the rest of the term and even into the summer to cover final exams and assignments
- Adjust alert reasons, if included, to be specific to what faculty can discern from their virtual course
- Consider FERPA & HIPAA compliance for new alert reasons and triaging

Progress Report Campaigns & Alerts

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Provide Guidance to Faculty on Summer-Specific Feedback

CONFIGURATIONS

- Instructions and reminders to faculty/staff regarding alerts as part of student's academic record
- Adjust progress report column headers
 - "Mark Yes if this student struggled to engage in virtual courses"
 - "Do you have any insight into why this student would not reenroll?"
- Adjust alert reasons, triage pathways and communication to students and others on campus

TOP ALERT REASONS

- **Positive/Kudos**
- **Concerned Student Won't Return Next Semester**
- **Poor Online Test Performance**
- **Inconsistent Class Attendance**
- **Personal Commitments/Home Expectations Conflict with Attendance**
- Lack of WiFi or Technology
- Student Struggling with Virtual Format
- No Response to Outreach from Instructor
- Limited Access to Learning Resources/Material (print or electronic)
- Lack of engagement in group work
- Referral to Student Support Office
- Academic Dishonesty During Online Assessment
- Referral to Student Life/Engagement Offices
- Not Attending Office Hours



Have you thought about using **Watch Lists** and **Population Health Dashboard** to gain insights on students with these alert reasons?

Other Navigate Functionality to Deploy

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Six Ways to Connect with and Monitor Changing Student Needs



Travel Letters

Leverage Travel Letters to inform faculty of students who will be missing class for particular reasons (e.g. students impacted by or diagnosed with COVID-19).

Ongoing



Student Lists

Student Lists can be a helpful way to monitor identified students, such as students who have not responded to outreach or students who responded with "X" on an institutional survey around WiFi and technology access.

Ongoing



Absence Emails

Revise current absence email templates with COVID-19 specific content, adjustments to attendance policies and support resources.

Early in Term



Tags

Information that needs to be shared about a student (e.g. Student Remaining on Campus, Lack of WiFi Access, etc.), can be shared through tags, which are ideal to disperse that knowledge on students to Navigate users.

Ongoing



Email Signatures

Update email signatures both inside and outside of Navigate to include relevant information about virtual appointments and instructions on how to sign in.

Ongoing, ensure relevance as changes occur



Relationship Types

In an effort to support students, relationship types are a great way for students to see who they are connected to across campus; even think about adding a "COVID-19 Coordinator" to a student's success team.

Ongoing

Supporting Students Through the COVID-19 Crisis with Smart Guidance

19

Supporting Immediate Challenges

Challenge: Students miss out on the academic support and camaraderie of being with peers

Recommendation: Promote Study Buddies as a way for students to connect with each other virtually when they can't be on campus

Timing: *Summer online courses and as fall term begins*

Challenge: Students need to meet with advisors and other staff virtually for registration and support

Recommendation: Remind & encourage students to easily request new appointments, noting how they would like to be reminded, and reschedule if missed

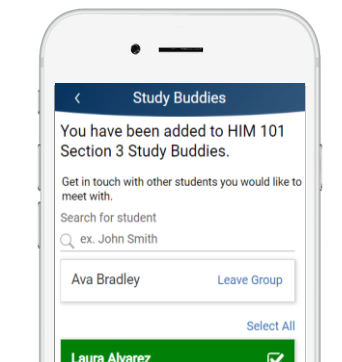
Timing: *Ongoing*

Challenge: It's hard to figure out which students are struggling and what they are struggling with

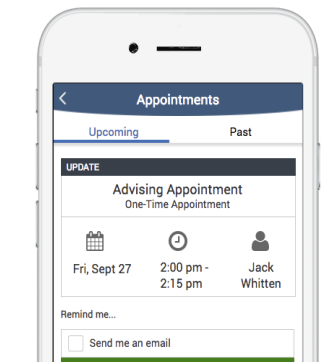
Recommendation: Use Quick Polls to assess internet needs, financial changes, concerns about remote learning, etc.

Timing: *End of term and beyond*

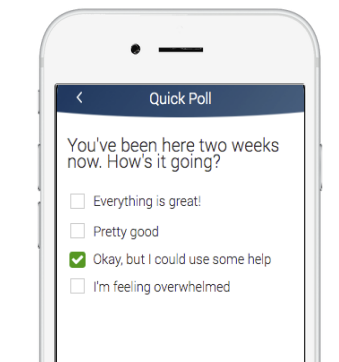
STUDY BUDDIES



APPOINTMENT SCHEDULING



QUICK POLLS



Supporting Students Through the COVID-19 Crisis with Smart Guidance



Supporting Immediate Challenges

Challenge: There is a high amount of unpaid balances and holds as some students cope with job loss

Recommendation: Send students hold reminders, inserting language about emergency grants to assist; consider raising hold thresholds temporarily

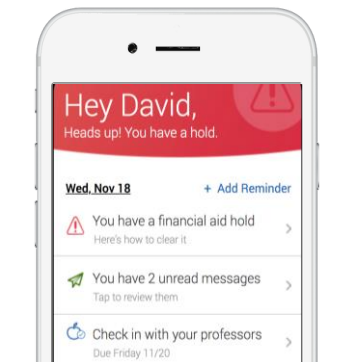
Timing: *Mid- to Late April*

Challenge: In this constantly evolving situation, information and resources require frequent updates

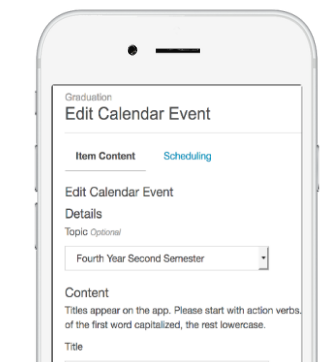
Recommendation: The Content Administrator Tool allows approved staff to instantly push out new and revised content

Timing: *Ongoing*

HOLD CENTER



CONTENT ADMINISTRATION



Be sure to leverage **Student Milestone Analytics** since it captures student activity data from Navigate so advisors can proactively support students based on their behavior, goals, and needs

Supporting Students Through the COVID-19 Crisis with Smart Guidance



Preparing for Uncertainties in the Next Term

Supplementing Virtual Orientation and Onboarding

Recommendation : The Pivotal Moments Path organizes key onboarding and ongoing guidance in a prioritized timeline so that students can navigate their own college journey

Timing: *Early Summer*

Reminding Students of Key Deadlines without Physical Meetings

Solution: Students can add their own tasks and deadlines to their Path and set up reminders in the form of a text, email, or notification

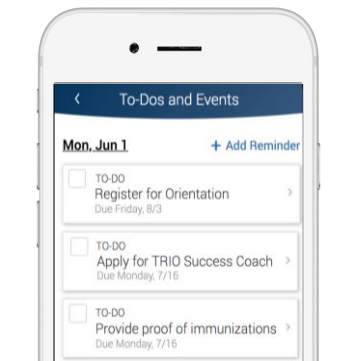
Timing: *Early Summer and Late Summer*

Uncovering Matriculation Barriers in an Uncertain Summer

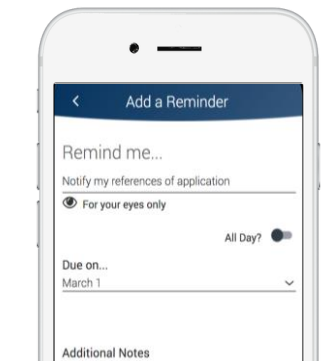
Recommendation: Create an intake survey to learn about incoming students' goals, concerns, financial changes, plans, etc.

Timing: *After deposit deadline*

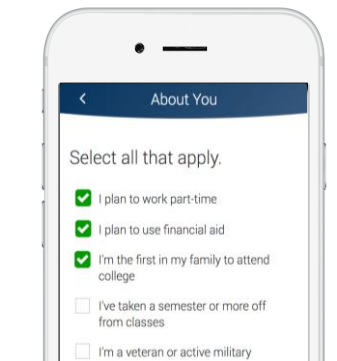
PIVOTAL MOMENTS PATH



TO-DOS & REMINDERS



INTAKE SURVEY



Getting Students Back on Track

22

Proactively Correct Academic Plans in the Shared Workspace

COVID-19 Disrupted Student Paths to Timely Completion

16-Week Spring
Term Begins

Week 2

Week 4

Week 6

Week 8

Week 10

Week 12

Week 14

Week 16



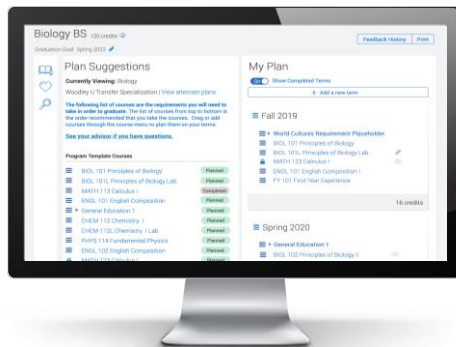
Student
withdraws from
two courses



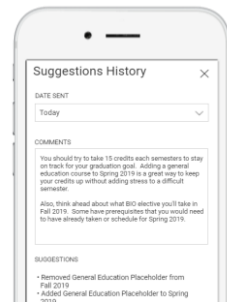
Advisor reviews
student plan to
find path to
maintain degree
progress

Starting over, now off-track

Build and lock courses
needed to graduate on time



Push New Academic Plans
Across Summer and Fall



Use **Academic Planning Analytics** to respond to course availability needs and preferences to create achievable degree pathways during COVID-19 and changing course offerings.



Resources and Suggestions for Communication



Access the Help Center in Navigate for More Detailed Guidance

Intake Survey Question (for new students)

Please check all that apply:

- I have taken an online class before
- I am nervous about paying for classes
- I do not currently have a job
- I have concerns about starting college in a virtual environment

Quick Poll Questions

1. How was your experience with virtual classes in the spring or summer?
2. Please rate your stress level on a scale of 1-10
3. Please indicate which of the following factors are contributing to stress in your life: Finances, Internet Access, Family obligations, Work, Grades

To-Dos

Additional COVID-19 To-Dos:

- Virtual orientation content and tasks (*Early Summer*)
- Appeal your financial aid package if your financial situation has changed (*Ongoing throughout summer*)
- Review grants, scholarships and loans that may be adjusted to accommodate for this term (*Summer*)
- Connect with your peers via the Study Buddy Feature (*Summer courses or start of fall courses*)

Resources

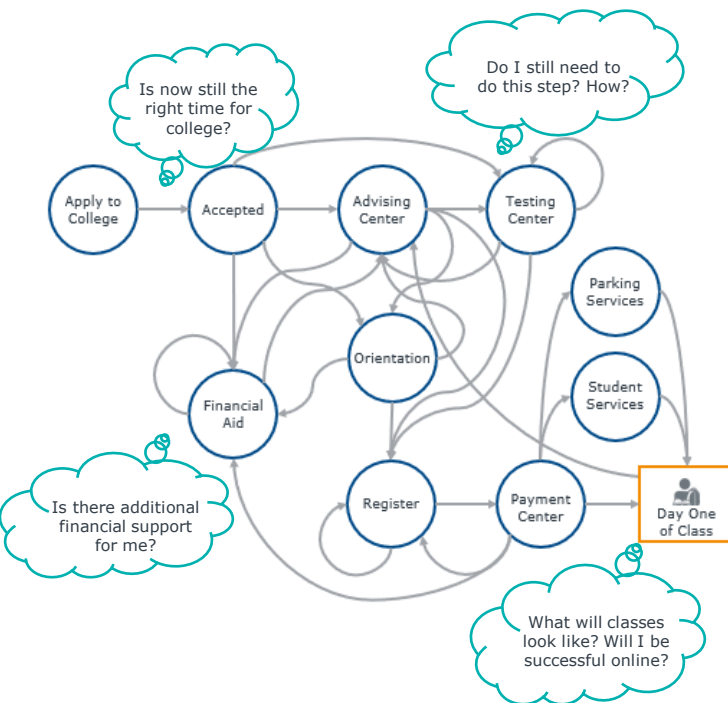
2020 COVID-19 Resource (*Tip: Include number to have at top of student resources*)

"We are here for you! We know this is an unusual and confusing time for you and we want to make sure you have the resources you need to be successful."

- Include college website COVID-19 landing page with link to federal and state sites
- Health and Counseling Center
- IT Help Desk
- Virtual office information

Onboarding Challenges Persist and Evolve

COVID-19 Only Adds to the Maze of Policies and Processes



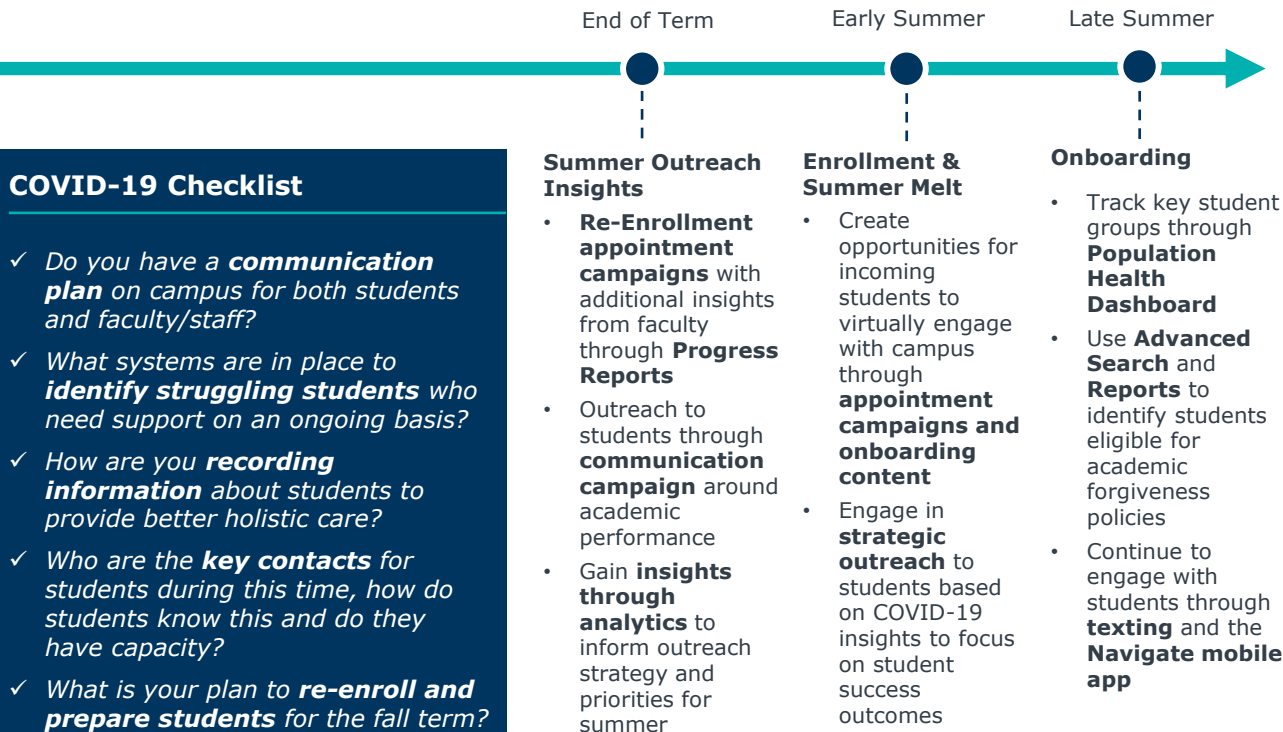
Traditional Process Often Leaves Students Feeling:

- Unsure of next steps and deadlines
- Confused by inconsistent messaging
- Inconvenienced by multiple trips to campus
- Intimidated by complex processes or requirements (Examples: Placement & Financial Aid)

Virtual Onboarding Adds Challenges:

- Uncertain if now is the right time to attend college
- Unsure if next steps or requirements are still accurate or relevant
- No connection to campus/college- sense of belonging
- Additional reliance on and uncertainty about financial support and access to resources

Review of Key Recommendations



EAB Navigate – COVID-19 Resources



Web-Based Resources

Navigate Release Notes in the Help Center

- 19.2.8 Release – Friday, April 10 – [Student Scheduling](#) over all class times as Global Configuration
- 19.2.9 Release – Friday, March 20 – [Time Zone](#) display adjustments
- 19.2.10 Release - Friday, March 27 – [LMS integration](#) enhancements

COVID-19 Resources and Navigate Recommendations in the Help Center -

- [COVID-19 Navigate Resource Center](#)
- [Providing Virtual Support to Students and Staff During Crisis](#)

Research Publications and Resources on EAB.com -

- [COVID-19 Publications](#)
- [Online and Hybrid Education Publications](#)

Upcoming Webinars and Events

Collaborative Wide Webinars

- [Developing Coping and Resilience Skills to Advance Student Success](#)
 - Monday, May 4, 2-3 ET
- [Building a Summer Strategy to Promote Persistence and Degree Progress](#)
 - Tuesday, May 5, 1-2 pm ET
- [How UW-Parkside is Safeguarding Student Success](#)
 - Wednesday, May 6, 2-3 pm ET
- [Meeting Students' Financial Needs in a COVID-Prompted Recession](#)
 - Tuesday, June 16, 1-2 pm ET
- [Reflecting on Lessons Learned Three Months into the COVID-19 Crisis](#)
 - Tuesday, June 30, 1-2 pm ET



Appendix

Partner Examples and Additional Resources

-
- Quick Polls (Partner Examples)
 - Quick Polls (EAB Resources)

SECTION

1

Partner Examples



Quick Poll Questions & Follow-Up

Example Poll	Intervention Strategy/Follow-up	Timing
Have you registered yet?	Used branch logic to gather additional information for "No" responses, followed up with the students who replied with a "No"	Mid- to Late April
Why have you not yet registered for the next semester?	Identified which students had a fixable barrier (e.g. financial, course registration) and connected them with the right resource	Mid- to Late April
Do you need help registering for the next semester?	Appointment campaign directed at students who indicated they needed help registering	Mid- to Late April, End of Term
What's the Best Pizza Place around (institution name)?	Encouraged students to vote on the best pizza place in town, then invited all poll participants to an exclusive pizza party once back on campus	Early Summer
If Financial Aid was available, would you consider taking summer courses?	Goal is to incentivize students to register for summer coursework in order to reduce time to completion	Mid- to Late April, End of Term
Are you interested in joining a club?	Connection to student activities/student life office to explore student club options and interests	Early Summer, Late Summer
Is it difficult for you to buy enough food for you or your family?	Follow-up from the institution's care team, health services office, or institutional leadership to figure out support for individual student	Within 1-3 Weeks, Early Summer

Partner Examples



Quick Poll Questions & Follow-Up

Example Poll	Intervention Strategy/Follow-up	Timing
How are you feeling now that we've gone virtual?	Follow-up accordingly based on student's response. <i>Great -> Wonderful! Have a great semester!</i> <i>Okay -> How can we help make things better?</i> <i>Could be better -> What can we assist with?</i>	Within 1-3 weeks
Vote for a Premium Dinner in the dining hall!	Demonstrates to students that Quick Polls can be fun and to drive engagement on campus and ask them something that will get them excited for their return to campus	Early Summer
What are you looking forward to when you return to campus?	Graduation? Participating in Activities? Taking New Classes? Seeing friends? Studying Abroad? Not Returning	Early Summer, Late Summer
Do you need help adjusting your Financial Aid because of COVID-19?	Follow-up by Financial Aid office to review student's aid package and determine any needed adjustments for upcoming term	Early Summer

Quick Poll Library – Supporting Academic Concerns

QP Question	Intervention Purpose	Timing
It's been a couple weeks...how are classes going so far?	Provide resources for students that feel overwhelmed or concerned about upcoming exams. Inform students about ability to drop/withdraw from classes.	Start of Year/Term
Midterms season is finally over! How do you think you did?	Provide resources for students that are not performing up to institutional or personal academic standard.	Pivotal Moment
Are you repeating any courses this semester? If yes, how are you feeling about your performance in that class?	Provide proactive support to students taking critical courses or that are on academic warning/probation.	Pivotal Moment
Congratulations, you're done with exams! How do you think that went?	Reach out to students who are worried that they may have failed a course, need to repeat a course, or have another concern that they need help with before the close of the semester.	Graduation or End of Year/Term
How many hours/week are you studying for your classes?	Reach out to students that are not studying adequately at the beginning of the semester and meet with students who may be spending too much time on their classwork.	Start of Year/Term
Classes are officially in session! Have you been able to attend all your classes so far?	Flag students having a difficult time getting to class, feeling overwhelmed, or overcoming external barriers preventing them from attending class regularly.	Start of Year/Term
Exams are around the corner. How are you feeling?	Provide resources to students feeling overwhelmed with studying or general stress management.	Pivotal Moment
Final grades are in! How are you feeling?	Notify students to check their grades. Reach out to students that are concerned about their performance. Potentially flag high-flyer students that are feeling disengaged.	Graduation or End of Year/Term
How do you feel about this term's schedule?	Prompt students that are unhappy with their schedules to add/drop courses before the deadline.	Start of Year/Term

Sample Scripting

How many hours/week do you spend studying for class?

- ☐ 0-5 hours
- ☐ 6-10 hours
- ☐ 11-15 hours
- ☐ 16-20 hours
- ☐ 21+ hours

Exams are around the corner. How are you feeling?

- ☐ Great so far!
- ☐ A bit stressed, but I think I have a handle on things.
- ☐ I'm feeling overwhelmed. I'm not sure where to start.
- ☐ Okay, but having a tutor would help
- ☐ I think I need to improve my **writing/math** skills.

It's been a couple weeks...how are classes going so far?

- ☐ Really well- no complaints!
- ☐ I'm having a tough time making it to all my classes.
- ☐ I'd like to get some help from tutoring.
- ☐ I am considering dropping one or more classes.
- ☐ I'm feeling overwhelmed.

Quick Poll Library – Supporting Academic Planning & Registration

QP Question	Intervention Purpose	Timing
Have you talked to an advisor about your degree plan? Do you feel good about next steps to stay on track?	Ensure that students are on track and regularly discussing progress with advisor.	Pivotal Moment
How many credits do you plan on taking next term?	Reach out to students considering part-time status, and discuss financial and academic consequences	Pivotal Moment
Have you registered for classes? If no, what's stopping you?	Identify students that need immediate help with course scheduling or making decisions about returning for the next term.	Pivotal Moment
Do you feel confident about graduating in your major of choice?	Identify and facilitate change of major earlier.	Graduation or End of Year/Term
Do you feel confident that you will graduate on time?	Discuss students' progress and course load. Reach out to help students map out degree plan.	Graduation or End of Year/Term
How are you feeling about your declared major?	Identify and reach out to students that may want to switch majors earlier, thereby preventing a delay in graduation or transfer risk.	Pivotal Moment
Are you planning on applying for [selective major]? If yes, do you need help applying?	Help students preemptively plan coursework for selective majors. Meet with students that do not meet major requirements sooner to keep them on track and find alternative options.	Pivotal Moment
Have you declared a major? If yes, are you considering changing majors? If no, what's stopping you?	Identify and provide preventative support to students that have yet declared a major or interested in changing their major to ensure that they do not fall astray.	Pivotal Moment
Have you applied for graduation?	Reach out to students with sufficient credits to graduate in order to surface student concerns earlier.	Graduation or End of Year/Term

Sample Scripting

How are you feeling about the major that you have declared?

- ☐ Really great
- ☐ Okay, but I need to figure out which classes I need to take
- ☐ I am considering switching majors.
- ☐ I'm struggling with my classes for this major.

(1) Have you registered for classes? (2) If no, what's stopping you?

- ☐ I don't know which classes to take.
- ☐ I am concerned about paying for my next term.
- ☐ I am feeling overwhelmed or stressed.
- ☐ I just haven't gotten to it yet.
- ☐ I may not return for the next term.
- ☐ Other

How many credits do you plan on taking next term?

- ☐ I am aiming for 15.
- ☐ Between 12-15 credits
- ☐ Between 9-12 credits
- ☐ Less than 9 credits
- ☐ I'm not sure that I will be here next term.

Quick Poll Library – Supporting Engagement & Belonging

QP Question	Intervention Purpose	Timing
Now that it's been a few weeks, how is your semester is going?	Reach out to students about specific issues early in the semester to prevent dropping out, low engagement, or poor performance.	Start of Year/Term
Classes start soon! What's on your mind?	Address concerns weighing students down outside of the classroom- finances, personal struggles	Start of Year/Term
Which of these would you say is your top priority this semester?	Point students towards resources to achieve their social, career, or academic goals.	Start of Year/Term
How many campus events have you attended so far?	Reach out to students who have attended 5 or less campus events by the end of the term or 3 or less events by midterms.	Pivotal Moment
How many of the following offices have you met with at least once?	Ensure that students are engaging with support resources and extracurricular opportunities earlier, particularly those students who are showing signs of struggling in their coursework.	Pivotal Moment
Do you feel involved in campus life? What activities or organizations would you like to learn more about?	Catch students early on who are experiencing personal issues or need additional help in finding their place on campus.	Pivotal Moment
Is there an office listed below that you'd like to reach out to you?	Provide students with an avenue to indicate interest in reaching out to an office that they may otherwise be hesitant to contact or have not had time to visit.	Start of Year/Term
How are you feeling about your current housing situation?	Surface issues of housing insecurity, discomfort, or roommate issues with students, particularly if they are in campus dorms.	Start of Year/Term

Sample Scripting

Now that it's been a few weeks, how is your semester is going?

- ☐ Great so far- no complaints!
- ☐ I'm dealing with some personal issues that have been tough.
- ☐ I'm struggling with classes right now.
- ☐ I'm having a difficult time financially.
- ☐ Other

Which of these would you say is your top priority this semester? You can select more than one.

- ☐ Getting more involved with student organizations on campus
- ☐ Landing an internship/job
- ☐ Keeping up with my grades
- ☐ Figuring out my major/career options
- ☐ Getting more involved in the community

Now that it's been a few weeks, how is your semester is going?

- ☐ Great so far- no complaints!
- ☐ I'm dealing with some personal issues that have been tough.
- ☐ I'm struggling with classes right now.
- ☐ I'm having a difficult time financially.
- ☐ Other

Quick Poll Library – Supporting Concerns Across Offices on Campus

QP Question	Intervention Purpose	Timing
Do you have any concerns about paying for next term's tuition?	Surface student concerns about tuition ahead of registration and tuition payment deadlines. Refer to financial aid office.	Pivotal Moment
Have you completed the FAFSA? If not, how can we help?	Send referral to financial aid office to support students who may need hands-on support to complete FAFSA.	Pivotal Moment
How are you feeling about finding a job post-graduation?	Meet with students that feel overwhelmed/have not started their search.	Pivotal Moment
How many hours do you dedicate to a part-time job per week?	Reach out to students that are working >10 hours with tips for success. Meet with students working >20 hours to provide support.	Start of Year/Term
Are you concerned about academic/athletic eligibility?	Talk to students who may be at risk of losing eligibility for special benefits based on academic performance or other issues.	Pivotal Moment
Have you met with [support office] at least once? How many times have you visited support [office]?	Direct students to resources that they should use more often, or towards specific resources that they should use more often moving forward.	Pivotal Moment
How many internships, jobs, or research positions have you had while at [institution]?	Identify opportunities for underclassmen earlier and nudge upperclassmen students to meet with the career office in order to build some work experience before graduating.	Graduation or End of Year/Term
Summer is almost here! Have you found an internship/opportunity yet?	Help students who are looking to make extra money or get work experience under their belt find on and on campus opportunities.	Graduation or End of Year/Term
Do you have plans for summer/ break?	Remind students to leverage breaks as time to study abroad, take classes, volunteer, or work.	Graduation or End of Year/Term
During this past year, did you ever experience not knowing where to sleep/where you could get your next meal?	Reach out to students that may be experiencing homelessness or food insecurity to provide special assistance.	Pivotal Moment

Sample Scripting

How many times have you had a tutoring appointment this year?

- ☐ Never, I don't think I need tutoring
- ☐ Never, I keep meaning to drop by
- ☐ A couple times when I needed help
- ☐ I'm there all the time!

Have you completed the FAFSA? If not, how can we help?

- ☐ I don't plan on doing the FAFSA this year.
- ☐ I am still collecting the paperwork that I will need.
- ☐ I haven't had time.
- ☐ I don't understand all the questions.
- ☐ I don't feel comfortable sharing more information.

How are you feeling about finding a job post-graduation?

- ☐ Overwhelmed- I don't know where to start
- ☐ I haven't started applying for positions, but I plan to start soon.
- ☐ I've started applying to some jobs already
- ☐ I have one or more offers, but I'm not interested in accepting
- ☐ I have at least one offer that I am considering accepting!



Appendix

Partner Examples and Additional Resources

-
- Early Alert Processes (Partner Examples)
 - Alert Reasons (EAB Resource)

SECTION

2

Partner Examples

Early Alert Processes – Collection, Triage, and Intervention Pathway

Alert	Intervention
Lack of Online Engagement (logged in less than 5 times in past week)	1. Message sent to assigned advisor 2. Student contacted via text to call help line if they are having internet connectivity issues
Virtual Technology Access Challenges	1. Email goes to Program Owner → notifies technical support team who manages loaner laptop program 2. Email goes to student letting them know about the technical support team as a resource
Expressed Challenges with Online Learning	1. Email to student includes links to academic support resources 2. Student connected to campus support offices (learning support, tutoring, accessibility services, etc.)
Considering Transferring to Another Institution	1. Message sent to success/assigned advisor prompting to connect with resources and services to improve experience 2. Student notified that advisor will be reaching out

Comprehensive List of Alert Reasons for a Virtual Environment

- Lack of WiFi or Technology
- Not Engaging in Class
- Positive/Kudos
- Student Struggling with Virtual Format
- No Response to Outreach/Emails Since Spring Break
- Limited Access to Learning Resources/Material (print or electronic)
- Referral to Registrar
- Referral to Financial Aid
- Learning environment concerns
- Pending/uncertain on re-enrollment (option to add COVID-19 specific impacts)
- Student Indicated Intent to Take a Leave of Absence This/ Next Term
- Student Has Not Registered for Next Term
- Student Planning to Return Next Term
- Student Indicated Intent to Transfer
- Students' Rescinded Opportunity/Job Offers
- Housing Concerns This/Next Term
- Lack of Participation/ Contribution in Group Work
- Inconsistent Class Attendance
- Personal Commitments/ Home Expectations Conflict with Class Attendance



Appendix

Partner Examples and Additional Resources

-
- Intake Survey (EAB Resources)
 - Onboarding Content (EAB Resources)

SECTION

3

Intake Survey Repository

Response Choice	Outreach Opportunity
I am concerned about [finding/paying for] transportation to go home once campus closes.	Send to students prior to or shortly after announcing a transition to virtual instruction. Financial Aid office can connect with students with appropriate resources.
I am concerned about finding a safe place to stay once campus closes.	Gauge students' abilities to find safe accommodations in preparation for virtual instruction.
I am concerned about having a place to stay for the rest of the term.	Ensure that students have a dependable space to call home off campus if your institution is considering, encouraging, or transitioning to virtual instruction.
I need assistance moving out or finding a place to store the belongings I have on campus.	Appropriate offices to reach out with options for funding/support (you may consider sending information about corporations that offering discounts or free services at this time).
I would like to [hear from/receive support from] the counseling center while campus is closed.	Identify students that are proactively interested in connecting with the counseling center. Counselors can follow up to provide support.
I have concerns about covering food expenses while living off campus.	Gauge students that are or anticipate being food insecure while living off campus. Provide relevant resources or information to these students.
I am considering [withdrawing/disenrolling] from classes for the rest of the term.	Provide information and resources to help students make an informed decision during this stressful time.
I do not have access to a working computer/tablet off campus.	Appropriate offices to reach out with options for funding/support (you may consider sending information about corporations that offering discounts or free services at this time).
I am concerned about having reliable or working internet access while off campus.	Appropriate offices to reach out with options for funding/support (you may consider sending information about corporations that offering discounts or free services at this time).

Intake Survey Repository

Response Choice	Outreach Opportunity
I am currently not passing one or more classes.	Connect with these students proactively to help them stay on track while navigating a shift in campus learning/culture.
I am concerned about my academic standing.	Provide students with resources to help them navigate a shift in campus learning/culture.
I would like to know my options to attend virtual [tutoring sessions/supplemental instruction/office hours].	Inform students about how to access vital academic resources virtually.
I would like to know my options to meet virtually with [my advisor/career center/financial aid office].	Inform students about how to access vital campus resources virtually.
I am concerned about covering everyday expenses while living off campus.	Financial aid office to reach out to students with relevant support resources.
I am concerned about paying tuition for this term while living off campus.	Financial aid office to reach out to students with relevant support resources.
I am concerned about graduating on time because of recent events.	Provide proactive support to students to discuss degree plans or next steps for graduating seniors.
I had a job on campus/off campus and would like to know my options to continue working.	The Career Center to reach out to students to help them navigate virtual opportunities through campus or finding work in their local communities.
I am concerned that I will not be able to find a summer internship or permanent job while off campus.	The Career Center to reach out to upperclassmen who are concerned with navigating the job search at this time.

Creating Onboarding Content

Considering the current COVID-19 crisis, the entering class of Fall 2020 will have a unique onboarding experience at your institution. Now, more than ever, **summer melt** is a higher likelihood.

We have found that **upfront engagement and communicating key actions** to students lead to a higher attendance in the Fall. Using this strategy, you can detect student engagement, identify specific needs for quick action, and give your students a consistent experience across the summer.

We strongly suggest you begin promoting and utilizing Navigate Student as soon as possible. This guide will walk you through key considerations as you create or update content to facilitate the student onboarding experience.

Recommendations for Strong Content

Content should always be effective, strategic, and sustainable

- ✓ Consider the key milestones, to-dos, & dates that must be met
- ✓ Make sure students can take immediate action to complete key tasks virtually
- ✓ Clearly list point of contact names, phone numbers, websites, and emails for students to reach out to easily should there be questions, or they need assistance
- ✓ Encapsulate essential information from multiple campus offices, but keep text as simple, concise and jargon free as possible
- ✓ Assign a clear owner to organize the onboarding updates to Navigate Student to ensure coordination
- ✓ Go beyond the To-Do checklist and incorporate encouraging notes, countdowns to the first day of classes and “hype” content
- ✓ Deploy interactive content strategically and do not overwhelm students. Remember, interactive content should make them feel connected to your institution. Issues of concern should have person outreach. Not all polls have to be serious in nature.

Identifying Key Content Needs

These content categories apply to all content, including onboarding content. Below are some recommended onboarding content.

Please note: this content will need to be edited based upon your institutions policies, timelines, decisions, and considerations.

1

Basic Content

Key information, milestones, To-Dos and dates that apply to all students to empower self-sufficiency

- Schedule an appointment with your advisor
- Register for classes
- Apply for financial aid and scholarships
- Set up a payment plan
- Submit your AP or IB test scores
- Complete placement tests
- Get your parking pass
- Get your books and supplies
- Connect with your peers - check out Study Buddies!
- Take a virtual tour of campus
- Sign up to receive text message alerts for campus updates and reminders
- Apply for federal work study
- Explore clubs and organizations
- Complete cybersecurity training
- Read the Code of Conduct
- Pay your housing deposit
- Explore the course catalog and academic planning
- Sign up for a meal plan and check out dining options on campus!
- Get your student ID
- Attend new student orientation
- Submit your health and immunization records
- Log into your student portal and activate your email

2

Specialized Content

Unique milestones and reminders for key student populations

- Learn about the CARES Act and apply for specialty loans or grants, if eligible
- Need access to a computer? Check out our Laptop Loaner Program
- Review the new Move In Day policy
- Declare your major
- Activate your Veteran's benefits
- Apply for Federal Work Study positions

3

Interactive Content

Feedback alerts support staff for follow-up and keeps new students feeling engaged

Quick Polls can be helpful prompts to let students know you care about them and to identify those who need additional support.

Examples:

- Do you need any of the following to take classes online?
 - Internet
 - Laptop
 - A quiet place to work
 - Something else that isn't listed
 - I am all set!
- It's almost the start of the Fall term, what are you most excited about?
 - Getting involved in clubs/organizations
 - Starting my classes
 - Making new friends
 - I'm worried about the Fall term

Onboarding Content Recommendation & Examples



Below are some recommended basic onboarding content.

Please note: this content will need to be edited based upon your institutions policies, timelines, decisions, and considerations.

To-Do Name	Draft Content
Schedule an appointment with your advisor	Meet with an advisor to help you get ready for your first term and make sure you are taking the best first steps to meet your goals. Advisors are here to help you from start to finish. Your academic advisor is an important resource for you during your time at the college.
Register for classes	Its time to register for your first semester of class! Once you have discussed your academic plan with your advisor, be sure to register for classes soon. (Enter official registration instructions here.)
Apply for financial aid and scholarships	Most students qualify for some funding of education. Apply to determine if you can too! You may qualify for grants (which you do not need to repay) or work-study. These can cover most of your educational costs. The application (FAFSA) is often used for other grant programs; it is worth your time. Apply early as awards are granted on a first-come-first-serve basis. You will need to reapply each year. The financial aid office can also help you set up a payment plan for each year's tuition and fees.
Submit your AP or IB test scores	Heads-up: You may be eligible for college credit before you even start classes! That's because certain tests you took in high school may be transferable for credit.
Complete placement tests	Placement tests ensure that you're enrolling in the right classes based on your skill level. Your results may mean that you can even skip some introductory courses. So, they're essential to making sure you start your experience off on the right foot.
Get your parking pass	Driving to campus? You will need to get a parking sticker after you register for classes, and before the first day of class. You can get a parking sticker at XXX. You will need your license plate number as well as driver information for your vehicle to fill out the parking sticker application. Once you have a sticker you are good to go!
Get your books and supplies	Stop by the bookstore to get all the materials for your class. You need to have your course schedule, course number and section number to find the right books. Books may be returned for a full or partial refund based on certain criteria. Visit the bookstore for details!
Connect with your peers - check out Study Buddies!	Meet people in your classes virtually or in person! • Click on the Study Buddies icon • Then join the groups for your classes
Take a virtual tour of campus	Unable to visit campus in person? Take our virtual tour (INSERT LINK)! This will help you get a feel for campus before you arrive. We can't wait to see you!
Sign up to receive text message alerts for campus updates and reminders	There's a lot to get done before the first day of class. We can help by sending reminders about the important stuff. • Click on Settings on the left side of your Navigate homepage • Click "Notification Settings" and check off Text Messages and Email so we can remind you about only the important stuff

Onboarding Content Recommendation & Examples



Below are some recommended basic onboarding content.

Please note: this content will need to be edited based upon your institutions policies, timelines, decisions, and considerations.

To-Do Name	Draft Content
Apply for federal work study	Looking for some extra money and work experience? Check out the federal work study program. These jobs have flexible hours, competitive wages and they're right on campus. They can also help you develop valuable skill sets that align with your career aspirations.
Explore clubs and organizations	Clubs and organizations are a great way to explore your interests, make new friends and build your resume. Explore what exciting opportunities await you at XX.
Complete cybersecurity training	Complete our cybersecurity training to show you know how to stay safe while working or learning online.
Read the Code of Conduct	Learn about our values, mission, and code of conduct. This will help you get acclimated to the environment on campus.
Pay your housing deposit	Secure your spot and pay your housing deposit before the deadline!
Explore the course catalog and academic planning	Check out our suggested courses for your program and add the ones you like into your plan. Then we'll help you find class times that work with your life and preferences. It's always a good idea to review with your advisor before you register. If you have problems registering, contact your academic advisor for help!
Get your student ID	Student ID cards get you into many of our services on campus including the library, fitness centers, testing center, campus bookstore, and computer labs. As a cardholder, you may also qualify for many discounts in the area. Take your photo and pick up a card at XXX.
Attend new student orientation	Orientation is a key step in setting you up for success. At orientation you will learn about what it is like to be a student at XXX, your path to your career, how advising and class scheduling works, how to pay for college, and much more. First-time college students are required to attend orientation, but all students can benefit from attending!
Submit your health and immunization records	There are a few medical forms that you need to complete. You may need to schedule a doctor's appointment to update your forms and immunization record, so contact your doctor as soon as possible. If your medical forms are not completed by the due date, you will not be able to attend classes and insurance issuance may be delayed. So get started now!
Log into your student portal and activate your email	We use the student portal and your college email account to communicate with you about important events on campus, updates to your account, requests for information to finalize your financial aid and so much more! Make a habit of checking both resources at least once a week to ensure that you don't miss out on something important!

Adjusting Processes to Meet New Challenges



Challenge #1: Uncertain if now is the right time to attend college and/or if they can be successful

Tactic to Address	Priority	Lift
Update Welcome Letter- ensure it is reassuring, provides clear direction for new applicants, and emphasizes value of degree/credential during this time	High	Medium
Update college website to ensure all pages (checklists, documents, videos) for new students are consistent	High	High
Arm staff (call center, admissions, welcome desk) with responses to common questions or hesitations	Medium	Medium
Introduce students to important technologies , like Navigate, Zoom, LMS, early on (how to access them and opportunities to learn how to use them)	Medium	Low

Discussion:

How is your college providing reassurance to students that college is still the right answer for them?

Example/Resources:

- Welcome Letter Exercise

Updating a Welcome Letter in Response to COVID-19

Charlotte Lopez
9630 Worswick Ct.
Washington, DC 20002

Your EABCC Student ID
5260927

Student ID number
included in acceptance
letter

Dear Charlotte,

Congratulations! You have been accepted to EABCC! We are so happy to welcome you to our community, and we look forward to helping you achieve your goals. Here at EABCC, we pride ourselves on offering outstanding educational opportunities, with our small class sizes, partnerships with local employers, and outstanding faculty.

Congratulatory
welcome highlights
key college attributes

You already completed the first step to achieving your goals.

Next, please use your student ID above to log on to www.navigate.eabcc.edu as soon as possible to see your personalized list of next steps, which include:

- Sign Up for Mandatory Orientation
- Send in Transcripts to admissions@eabcc.edu
- Apply for Financial Aid
- Complete Placement Exams

Nudge to sign on to
student portal and
preview of next steps,
including mandatory
institution-specific steps

Additional information about each of these steps will be available when you log in to navigate.eabcc.edu.

Have questions or need help? Many of your questions will be answered during EABCC's orientation. We will help you navigate through the first few steps on navigate.eabcc.edu, including course registration.

If you cannot attend orientation, you must visit or contact our admissions office at 800-555-5555 between the hours of 8:00 AM and 4:00 PM. You may also email us at admissions@eabcc.edu. These contacts may also be used if you have any further questions for us between now and EABCC Orientation.

Proactive information
about resources for
additional guidance

We'll see you soon! Again, congratulations on your decision to pursue higher education, and welcome to the EABCC family!

Sincerely,
Dr. John Doe
President, EAB Community College

Encouraging close

Adjusting Processes to Meet New Challenges



Challenge #2: Unsure if next steps or requirements are still accurate or relevant

Tactic to Address	Priority	Lift
Determine how key milestones are achieved virtually • Financial aid • Placement • Orientation • Registration	Critical	High
Audit Navigate Student content to reflect how key milestones are achieved and leverage automated notifications	High	Medium
Leverage proactive campaigns to drive students to meet with key offices	High	Medium
Create a staff-facing onboarding checklist that highlights any process or requirement changes	Medium	Low

Discussion:

How is your college communicating timely next steps and process changes?

Example/Resources:

- Partner example of next-day admissions appointment campaign

Adjusting Processes to Meet New Challenges



Challenge #3: Lack Personal Connection to the College

Tactic to Address	Priority	Lift
Assign staff from other student support offices as point of contact for students , i.e. admissions, financial aid	Medium	High
Send texts/emails that come from real people who students can respond to	Medium	Low
Create an engaging virtual orientation • Use small groups to establish deeper connections • Brainstorm creative ways to bring the physical campus to students & put emphasis on fun, informal experiences • Leverage learning modules to better communicate information in chunks and track comprehension and completion • Introduce Navigate as a self-service tool	Medium	High
Encourage webcam use during appointments with students	Medium	Low
Promote virtual events, i.e. registration sessions, study groups, virtual clubs, town halls	Medium	Medium

Discussion:

How is your college creating personal connections between applicants and the college?

What changes have you planned or made to orientation?

Example/Resources:

- EAB Expert Insight: [Lessons learned from CU Denver's First Virtual Orientation](#)

Adjusting Processes to Meet New Challenges



Challenge #4: Additional reliance on and uncertainty about financial support and access to resources

Tactic to Address	Priority	Lift
Update intake survey and/or quick poll to gauge student support needs and establish interventions based on responses	Medium	Medium
Ensure all support offices are set up with appointment scheduling in Navigate and are able to meet virtually	High	High
Proactively communicate financial aid support, updated scholarship opportunities, additional grants , etc.	High	Medium
Leverage the immediacy of texting to nudge students to check student support information	Medium	Low

Discussion:

What process have you put in place to connect students to virtual resources?

How are you communicating financial aid information and policy changes to students?

Example/Resources:

- Example updated intake survey

Other Content Considerations

As you prepare to onboard students heavily utilizing Navigate, take this time to review and update other content. This should be considered for onboarding students, but for returning students as well.

Resources

- Are all Resources required for the Onboarding process listed in Navigate Student?
- Are all Resources (newly added or previously listed) updated with current information, working websites, or contact support that may have changed during campus closings?
- Examples: LMS (Moodle or Blackboard), registration portal, Laptop Loaner Program, internet provider (ex: Spectrum), student health services, food bank (local or campus-based), storage facilities, state/campus specific health updates, Center for Multi-Cultural/Veterans/Disability Resources

Tips

- To help build community virtually, compile and configure a list of tips and best practices for getting started at your institution to populate in Navigate Student throughout the summer.
- Example: "When I was a freshman, I wish I had known..."

Maintenance Considerations

- Clearly identify Onboarding or COVID related configured content in the CAT naming conventions so that you can easily update as information changes or review during your maintenance period from year to year.
- Enlist the support of work study students whose working hours have been severely cut due to campus closures to help with auditing, editing, and adding content.

Events

- Add in Events that are specific to the Onboarding experience
- Are all Events previously configured for returning students still taking place? If not, or if they have gone virtual, be sure to remove, update dates, or add in virtual links where appropriate.



Appendix

Partner Examples and Additional Resources

-
- Miscellaneous

SECTION

4

Suggestions on Search Parameters

1

Enrollment History Enrollment Terms			
Enrollment Terms (In Any of these)?	Enrollment Terms (In All of these)?	Enrollment Terms (In None of these)?	
All 	All	All	

Engage with students who have not re-enrolled for the next term

2

Success Indicators Support Level, Success Markers			
Support Level (In Any of these)?	Success Marker (In All of these)?	Min. # of Missed Success Markers?	Max. # of Missed Success Markers?
All	All	0	999

Engage with high need students quickly

3

Student Information First Name
First Name?
Gender
All
E-mail(s)
Category (In Any of these)?
All 
Tag (In Any of these)?
All 

Use category & tag filters to support students in need (e.g. international)

Utilize Email Signatures



Partner Examples around Updates to Email Signatures

Call me: [555-555-5555](tel:555-555-5555)

My office phone line is forwarded to a web-based phone line; I can accept calls/voicemails anywhere.

Phone: 555.555.5555

Virtual Office: <https://institutionname.webex.com/meet/username>

Let's Navigate!

[Students – Access your Navigate app TODAY to stay on track to achieve your graduation goal!](#)

[Faculty/Staff – Access Navigate-Staff to seamlessly work together to enhance student success!](#)

ONLINE APPOINTMENT REGISTRATION:

When you schedule your appointment, please tell me in the notes section whether you would like an email, phone, or Zoom advising appointment.

GRAD PLAN APPOINTMENTS: Please schedule two 30 minute appointments back to back. Grad plans cannot be completed in 30 minutes.

Click here <https://institutionname.campus.eab.com>; then click "Get Assistance" button

Username = your campus username (the first part of your school email);

Password = the same password you use to log into email or LMS.

Adjust Navigate Email Signatures within Global Settings



Appendix

Partner Examples and Additional Resources

-
- 61 Campaign Ideas (EAB Resources)
 - 65 Campaign Ideas (EAB Resources)

SECTION

5

Target Your Advising Efforts Across the Year

A targeted advising campaign is an effort of focused, proactive outreach to a population of students in need of a specific intervention or action. Over the past year, academic advisors in the Student Success Collaborative have used the SSC platform to conduct a wide range of campaigns—seeing impressive results with students. Below is a list of 63 campaign ideas from advisors across the country.

STUDENT POPULATIONS

● **Immediate Performance Concern**

These students are currently failing courses, missing milestones, or struggling to remain academically eligible. They are at-risk in the most traditional sense and unlikely to receive the immediate support.

● **Estima Das Invenção da Escrita**

Although these students appear to be performing adequately, SSC data suggests that they are likely to struggle or encounter roadblocks in future semesters. Interventions such as these students now will help prevent trouble down the road.

Program Choice Concerns

These students are enrolled in a major that is a poor fit for them based on their academic performance, or some in a declared path the recommended credit threshold. A proactive advising conversation could help put these students back on the right path.

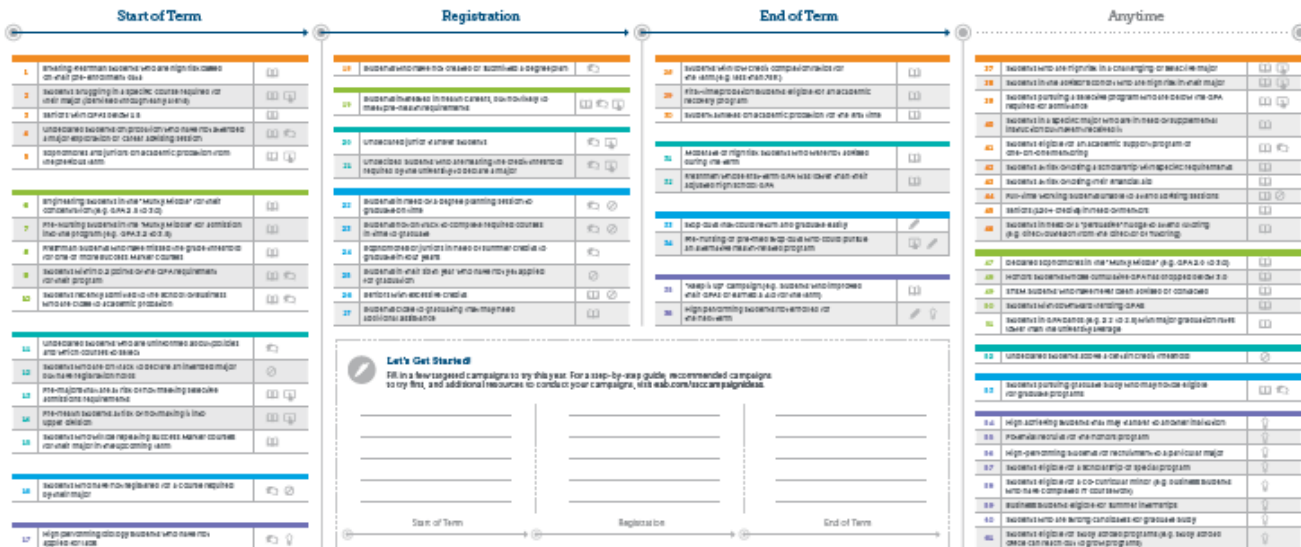
● **Business Concepts**

Students in this population might be performing well academically, but are making slower than recommended progress to graduation, potentially adding cost or reducing their likelihood of completing an M.Ed. This population includes students who have stopped out, are taking courses across several years, or slow

● **Student Experience Counts**

Students in this population are high performing, but may benefit from an encouraging message or engagement opportunity like a scholarship or internship to deepen their relationship with the institution and get more out of the college experience.

ADMINISTRATIVE ACTION



65 Campaign Ideas

65 Community College Advising Campaign Ideas

A targeted advising campaign is an effort of focused, proactive outreach to a population of students in need of a specific intervention or action. Navigape makes it easy to conduct a wide range of campaigns. Below is a list of 65 campaign ideas that advisors across the country have used to effectively reach various student populations. Use these ideas as inspiration to connect with YOUR students!

STUDENT POPULATIONS

- All Students
- First-Term Students
- Graduating Students
- Selective Program Students

ADVISOR ACTIONS



Urgent Outreach

These students have data in their records indicating an urgent academic concern and would benefit from immediate and directive outreach. Engaging these students will show them how to get back on course.



Proactive Outreach

These students would benefit from advisor outreach to support optimal decision-making and/or prevent a problem from arising. Engaging these students will make them feel supported and help them have the best college experience possible.



Positive Reinforcement

This outreach is meant to reinforce good decisions and to promote more opportunities for college engagement. Let students know that you recognize their achievements and are interested in helping them connect with resources that support their goals!

Before Term

Start of Term

End of Term

Anytime

1. Students who are undecided major who have not reached one-on-one "touchbase" in Navigape	⚠️
2. Incoming students who may benefit from first-semester success	⚠️
3. Students who have stopped out and are now re-enrolling for one semester	⚠️
4. Incoming students who have not registered for classes before or after the start of classes	⚠️
5. Students who could improve their financial literacy skills	⚠️
6. Students who have not registered for classes (enrolled in one semester)	⚠️
7. Students who are registered for classes but do not have enough credit for their program of study	⚠️
8. High-performing students who are taking fewer than 12 credits per semester	⚠️
9. Underperforming students who are taking more than 12 credits per semester	⚠️
10. "Stop-out" students who have not reached one-on-one "touchbase" in Navigape	⚠️
11. Incoming students who are on academic probation and who have not yet achieved an advising session	⚠️
12. Students who have not reached one-on-one "touchbase" in Navigape	⚠️
13. Veterans or military-affiliated students who may need additional academic support	⚠️
14. Veterans or military-affiliated students who are not involved in a student organization	⚠️
15. Students who have not registered for a course required by their major	⚠️
16. Students who have specific two-semester education but have not yet registered for either course	⚠️
17. Students who have previous college experience who have not completed college coursework	⚠️
18. Students interested in pursuing an associate's degree program of study	⚠️
19. Students interested in a selective program of study who have not yet reached one-on-one "touchbase" in Navigape	⚠️

20. First-generation students who may benefit from a review of campus resources and opportunities	⚠️
21. Incoming students with a GPA below 2.0 who are not on academic probation	⚠️
22. Students who have not reached one-on-one "touchbase" in Navigape	⚠️
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26. Students who have not reached one-on-one "touchbase" in Navigape	⚠️
27. Underperforming students who are taking fewer than 12 credits per semester	⚠️
28. Students who have not reached one-on-one "touchbase" in Navigape	⚠️
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64. Students who have not reached one-on-one "touchbase" in Navigape	⚠️
65. Students who have not reached one-on-one "touchbase" in Navigape	⚠️

34. High-performing students who may benefit from a review of campus resources and opportunities	⚠️
35. Incoming students with a GPA below 2.0 who are not on academic probation	⚠️
36. Students who have not reached one-on-one "touchbase" in Navigape	⚠️
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64. Students who have not reached one-on-one "touchbase" in Navigape	⚠️
65. Students who have not reached one-on-one "touchbase" in Navigape	⚠️

46. Students in general studies or an undeclared program of study	⚠️
47. Students who have not reached one-on-one "touchbase" in Navigape	⚠️
48. Students who have not reached one-on-one "touchbase" in Navigape	⚠️
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Let's Get Started!



STEP 1: Pick a Targeted Campaign to Run
Decide which group of students you want to target for intervention

STEP 2: Plan Your Outreach Strategy
Determine how frequently and in what way you will contact targeted students and articulate the messages you want to communicate

STEP 3: Evaluate Your Campaign Success
Identify metrics for measuring the outcomes of your campaign and target that will define success

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!

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