

Serving the Students of the Pandemic

Confronting a Looming Mental Health Crisis

We'll begin the webinar at 12:02PM ET

Community College Executive Forum

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Today's Presenter



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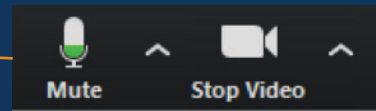
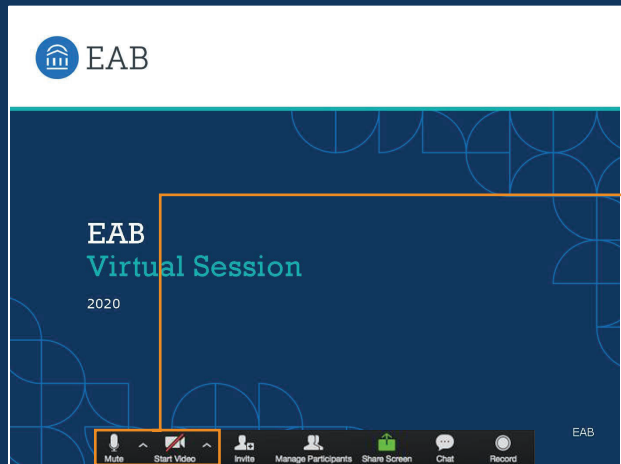
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Zoom Features and Settings

Audio Mute/Unmute & Video Stop/Start



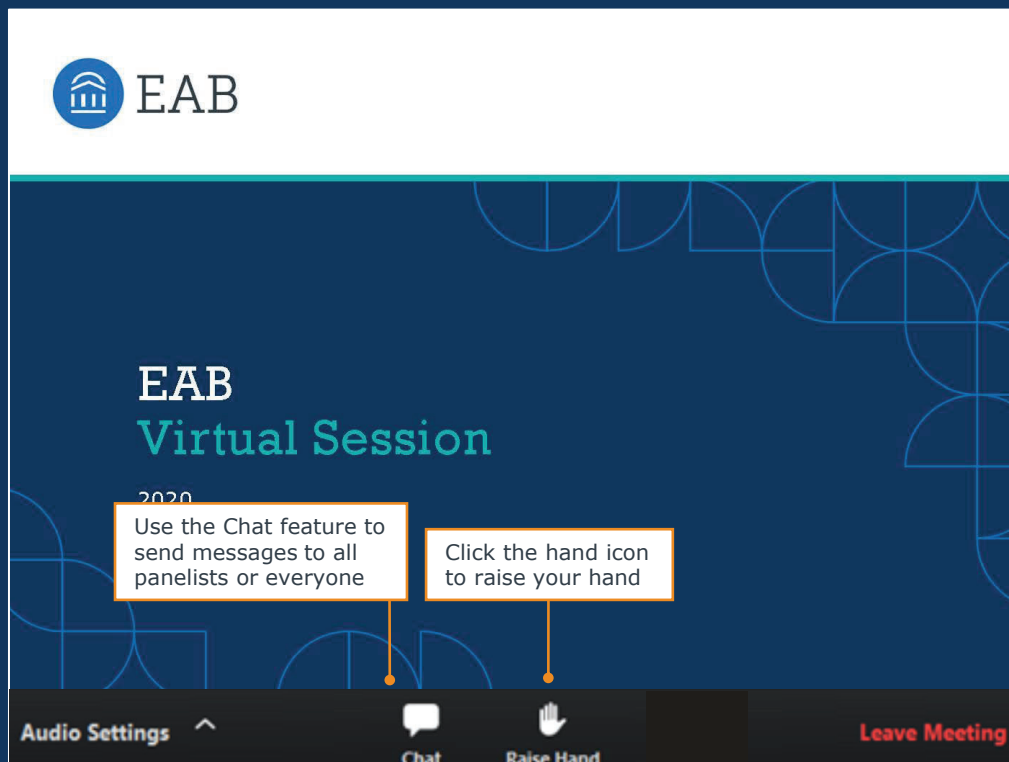
You are live.
Everyone can hear you.
Everyone can see you.



You are not live.
You are muted.
Your video is turned off.

Clicking the Up arrow next to the Mic and Camera icon at any time during the meeting will provide you with audio and video options.

Zoom Webinar Features



- 1 The Mental Health Crisis is Here, and Here to Stay
- 2 Putting Mental Health at the Center of Mission
- 3 Become a Trusted—and Comprehensive—Resource
- 4 Educate and Equip Faculty and Frontline Staff
- 5 Coda: Support Faculty and Staff Wellbeing

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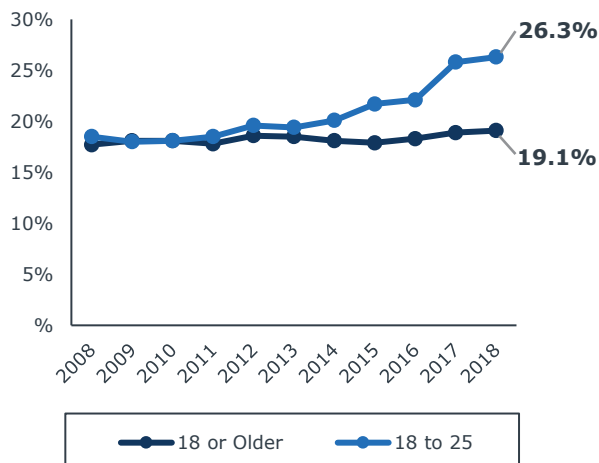
The Mental Health Epidemic Predates COVID-19

6

Mental Illness Has Become a Nationwide Crisis in Recent Years

Mental Illness Is a Consistent Struggle for Many Americans

Percentage of Adults 18 or Older with Any Mental Illness in the Past Year, 2008-2018



Increase in "Deaths of Despair," Due to Rise in Suicide and Drug/Alcohol Abuse

Mortality of US Middle-Aged¹ White Non-Hispanic Men with a HS Diploma or Less

0.7%

Average annual decrease in deaths of despair from 1968-1999

4.5%

Average annual increase in deaths of despair from 2000-2017

2x

Deaths by suicide and substance abuse have more than doubled since 2000²

1) Ages 45-54

2) 2000: 41.5 deaths per 100,000
2017: 89.3 deaths per 100,000

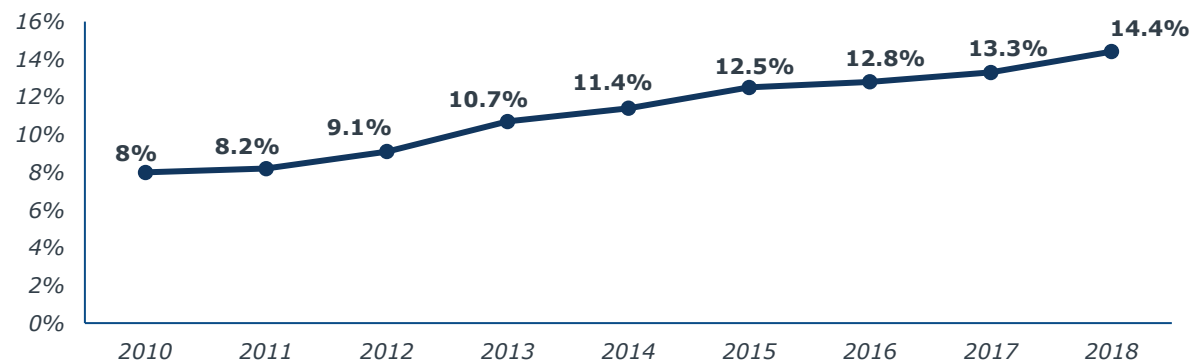
Adolescent Mental Health Issues Increasing

7

Depression and Anxiety on the Rise Among Teens

Percentage of US Adolescents Reporting a Major Depressive Episode¹ in the Past Year

Adolescents aged 12-17, 2010-2018



17%

Increase in **diagnosis of anxiety disorders** in young people² in the last 10 years



32%

Of adolescents will meet criteria for an **anxiety disorder by the age of 18**

1) Characterized as suffering from depressed mood for two weeks or more, a loss of interest or pleasure in everyday activities, accompanied by other symptoms such as feelings of emptiness, hopelessness, anxiety, worthlessness.

2) Aged 6 to 17.

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Sources: Bahrapour, Tara, "Mental health problems rise significantly among young Americans," *The Washington Post*, March 2019; "2017 Children's Mental Health Report: Anxiety and Depression in Adolescence," *Child Mind Institute*, Accessed 25 Oct. 2019; "2018 Children's Mental Health Report: Understanding Anxiety in Children and Teens," *Child Mind Institute*, Accessed 25 Oct. 2019; EAB interviews and analysis.

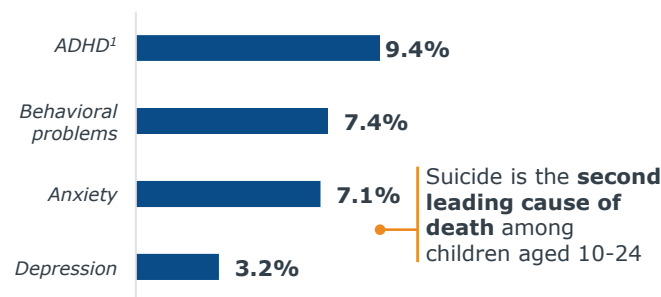
Affecting Individuals Younger and Younger

8

Leaving District Leaders Very Concerned With How to Respond

Even Younger Children Not Immune to Mental Illness

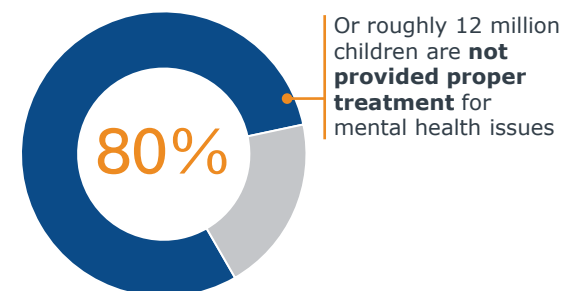
"% of Youth Ages 3-17 Diagnosed with ____"



Suicide is the **second leading cause of death** among children aged 10-24

But Most of These Kids Fail to Receive Adequate Treatment

% of Youth Ages 3-17 with a Diagnosable Anxiety Disorder who Go Untreated



Students and Families Face Multiple Challenges Connecting With Providers

50+%

Of children with a mental health disorder **do not receive treatment**

7.5 Weeks

Average wait time to see a child and adolescent psychiatrist

1) Statistic represents ADHD diagnoses for children aged 2-17.

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Source: Snow & McFadden, "Generation at Risk: America's Youngest Facing Mental Health Crisis," 2017; "Data and Statistics on Children's Mental Health," Centers for Disease Control and Prevention, 2019; "Child Mind Institute Children's Mental Health Report," 2015; EAB interviews and analysis.

Many Causes Outside Higher Ed's Control

9

Concerns About School Safety

>4 million

More than four million children **endured lockdowns** in the 2017-2018 school year

Immense Pressure to Achieve

2-3x

Adolescents in high-achieving schools can suffer anxiety, depression, substance abuse, and delinquent behavior at rates two to three times the national average

Exposure to Social, Environmental Risk Factors

>46%

Of US children have had at least one **adverse childhood experience**

33%

Of adolescents **live in poverty**, a risk factor for mental health issues

Unhealthy Relationship with Technology

71%

Teens who spent 5+ hours a day online were 71 percent **more likely to have at least one suicide risk factor**¹ than those who spent less than an hour a day

1) Depression, thinking about suicide, making a suicide plan or attempting suicide.

Sources: Barrett, K., "Social Media's Impact on Students' Mental Health Comes Into Focus," NEA Today, September 2018; National Academies of Sciences, Engineering, and Medicine. 2019. *Vibrant and Healthy Kids: Aligning Science, Practice, and Policy to Advance Health Equity*. Washington, DC: The National Academies Press. doi.org/10.17226/25466; Rich, S., Cox, J.W., "School Lockdowns in America," *The Washington Post*, Dec 2018; "Traumatic Experiences Widespread Among U.S. Youth, New Data Show," *Robert Wood Johnson Foundation*, Oct. 2017; Hodgkinson, S., Godoy, L., Beers, L.S., Lewin, A., "Improving Mental Health Access for Low-Income Children and Families in the Primary Care Setting," *Pediatrics*, Jan 2017, 139 (1) e20151175 doi.org/10.1542/peds.2015-1175; EAB interviews and analysis.

Undeniable Barriers to Student Success

10

Mental Health Has Demonstrated Effect on Academic Performance

-0.4

Average drop in GPA for students with anxiety and mild to severe depression

2x

College students with mental health concerns are twice as likely to drop out

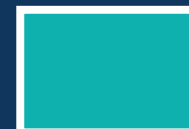
First- to Second-Year Retention Also Impacted By Students' Resilience Level¹

80%



High-Resilience Students

58%



Low-Resilience Students

“The issue of **mental health affects us all** and is a **growing concern** on our campus and college campuses nationwide...Student mental health is the **single highest priority** and **most compelling need**.”

Provost and Chief Academic Officer, Private Research University

1) As measured by a four-question academic resilience scale that explores the concepts of focus, effort, and recovery. High-resilience students respond "extremely" (or a 6-7 on a 7-point scale) on all questions in the scale while low-resilience students respond "not at all" (or a 1-2).

Sources: Eisenberg D, Golberstein Em Hunt J, "Mental Health and Academic Success in College"; Lipson S, Abelson S, Ceglarek M, Eisenberg D, "Investing in Student Mental Health," American Council on Education, 2019; Field K, "Stretched to Capacity," *The Chronicle of Higher Ed*, November 6, 2016; Skyfactor, "Academic Resiliency And First-Year College Students," 2017; EAB interviews and analysis.

Compounding Effects of Social Distancing

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Consequences of Social Distancing Amplify Mental Health Risk



Economic Stress

Economic downturns are usually associated with higher suicide rates compared with periods of relative prosperity.



Social Isolation

Suicidal thoughts and behaviors are associated with social isolation and loneliness.



Physical Illness

Health problems often associated with suicide may be exacerbated by increased risk of illness.



Anxiety Presented in the Media

24/7 news coverage of unprecedented events serves as an additional stressor.



Decreased Access to Religious Community

Weekly attendance at religious services has been associated with a 5-fold lower suicide rate. Closed churches and community centers further contribute to social isolation.



Barriers to Mental Health Treatment

Lack of childcare, additional COVID-19 screenings, and lack of prioritization reduces access to mental health care.

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Source: Reger MA, Stanley IH, Joiner TE. [Suicide Mortality and Coronavirus Disease 2019—A Perfect Storm?](#) *JAMA Psychiatry*. Published online April 10, 2020

Hardships of the Great Recession Returning

12

Home Stability at Risk for the Second Time in a Generation

Today's Students Were Born Amid Economic Downturn...

Economic and Societal Hardships Resulting from the Great Recession (2007-2009)



21.3%

Percentage of **food-insecure households with children** in 2009



30M

Americans lost jobs over the span of **two years**



Domestic violence grew in relation to unemployment, resulting in **75% of shelters reporting** an increase in women with children seeking assistance¹

...and Are Seeing Similar Impacts During COVID-19 Quarantine

Economic and Societal Hardships Emerging During COVID-19



51.6%

Percentage of children **without consistent access to free and reduced-price school lunches**



30.3M

Americans lost jobs over the span of **six weeks**



The French police reported a nationwide spike of about **30%** in domestic violence since the beginning of coronavirus closures

1) Based on national findings from a survey of domestic violence shelters, n=672.
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Source: Kalleberg, A & von Wachter, T, "The U.S. Labor Market During and After the Great Recession: Continuities and Transformations," 2017; Bauer, L & Schanzenbach, D, "Children's Exposure to Food Insecurity Is Still Worse Than It Was Before the Great Recession," 2018; Schneider et al., "Intimate Partner Violence in the Great Recession," 2017; "Mary Kay Truth About Abuse" Survey, 2011; NCES, *Digest of Education Statistics*, 2018; Tuab, A, *A New Covid-19 Crisis: Domestic Abuse Rises Worldwide*, 2020; EAB interviews and analysis.

Children and Parents Face Mental Health Risk

13

Children Are Showing Signs of Stress and Anxiety

36% of children are anxious about missing schoolwork

33% of children are worried about contracting COVID-19 themselves

19% of children are worried about not having enough food following news coverage of panic buying

17% of children are afraid to go outside their house

The Mental Health Tax of Family Quarantine



28% of quarantined parents warranted a diagnosis of "trauma-related mental health disorder" in a recent study of quarantined families in China.



In a 2013 study¹, **post-traumatic stress symptoms were 4x stronger** in adults and children who had been quarantined than in those who were not quarantined.

1) Sprang, Ginny & Silman, Miriam. (2013). [Posttraumatic Stress Disorder in Parents and Youth After Health-Related Disasters](#). Disaster Medicine and Public Health Preparedness, 2013.

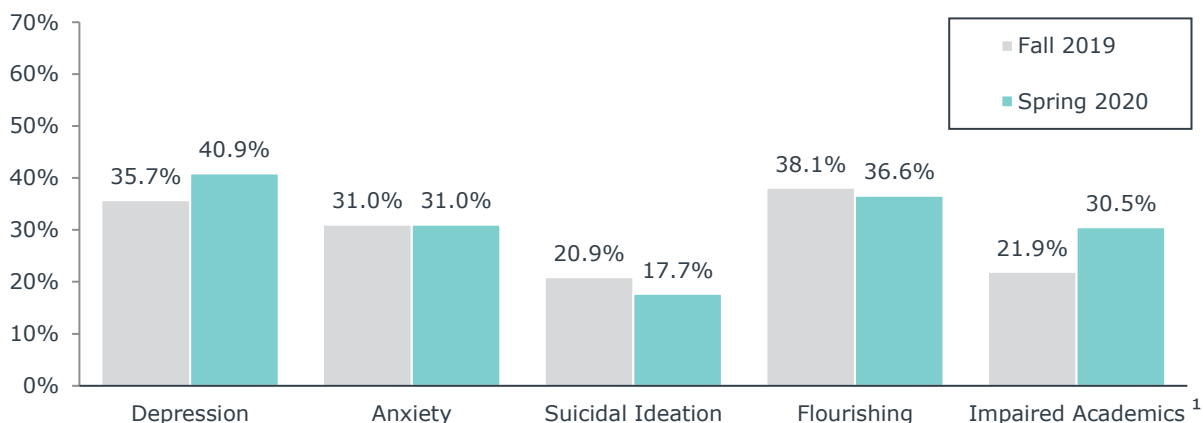
Sources: "Fifth of primary children afraid to leave house over Covid-19, survey finds," The Guardian, 2020; "Lockdown is the world's biggest psychological experiment - and we will pay the price," World Economic Forum, 2020; Brooks, et. al., "The psychological impact of quarantine and how to reduce it: rapid review of the evidence," 2020.

The Campus Mental Health Crisis is Here

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College Students Report Worsening Mental Health Amid Pandemic

Self-reported instances of mental health concerns, Healthy Minds survey (n = 12,033)



Declines in Mental Health Evident Across the Lifespan



22%

Of Chinese children reported clinically depressive symptoms after 33 days of lockdown

7.5x

Prevalence of severe depressive symptoms in adults during Covid-19 (vs. pre-Covid)

1) Impaired Academics is defined as >6 days in the prior 4 weeks when mental or emotional health negatively impacted academic performance
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Source: [The Impact of Covid-19 on College Student Well-Being](#), July 2020; Li, D. et al., [Journal of Affective Disorders](#), October 2020; Ettman, C. et al., [JAMA](#), September, 2020; EAB interviews and analysis,

Disparities in Mental Health Diagnoses



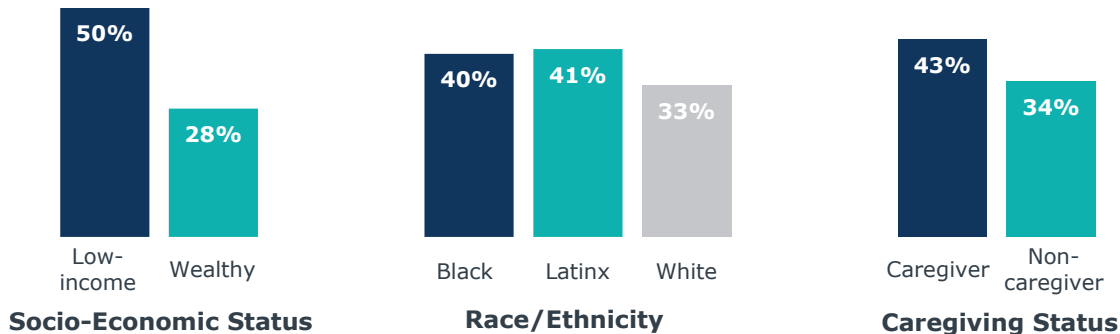
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“The COVID-19 pandemic is not affecting students equally. It appears likely to exacerbate the unique mental health issues faced by students of color, LGBTQ+ students, and low-income students.”

”

Your Students Aren't Feeling the Mental Health Crisis Equally

Percentage of undergraduate students who screened positive for symptoms of major depressive disorder, $n = 30,725$



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Source: Chirikov, Igor, et al., [Undergraduate and Graduate Students' Mental Health During the COVID-19 Pandemic](#), SERU Consortium, 2020.; ["Mental Health, Higher Education, and COVID-19," ACE](#), 2020.; EAB interviews and analysis.

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PAUSE

Please share any thoughts, questions, or student concerns you see on your campus in the chat.

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Overheard in Our Conversations with Partners

What is the Extent of Our Responsibility?

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

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

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

Part of the Community College Mission



Commitment to Access Necessitates Prioritizing Mental Health

#1

Student **mental health** ranked the **most important issue** by student affairs officers at both **two-year** and four-year institutions in 2019

58%

Of students at community colleges are concerned about **access to mental health services** during the pandemic

“We have a large, diverse student population: more foster youth, more veterans, first-gen students, etc. That means more people with more challenges in their lives.”

Betsy Sheldon,
Mental Health Services Specialist
California Community Colleges

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Source: [Addressing Community College Mental Health](#), Kognito, December 2019.; [Early Impacts of COVID-19 on the Community College Student Experience](#), *Diverse Issues in Higher Education*, July 2020.; [Defunding Student Mental Health](#), *Inside Higher Ed*, October 2019.; EAB interviews and analysis.

Two Opportunities to Serve Students...



... And Recommendations for Supporting Faculty and Staff



Become a Trusted—and Comprehensive—Resource

- Offer a meet and greet with community partners
- Provide a one-stop community resource portal



Educate and Equip Faculty and Frontline Staff

- Provide basic education to key frontline partners
- Lower barriers for making referrals
- Keep referrals top-of-mind for faculty and staff



Coda: Support Faculty and Staff Well-Being

- Increase awareness of occupational and pandemic-related stress
- Provide self-serve wellness resources
- Develop formal structures for peer support

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Opportunity #1: Connect with Community Partners

Raise Student Awareness of Community Resources

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College of Charleston's Annual Meet and Greet Event

Students' Various Needs Strain College Capacity

"Our counselors don't have the capacity to meet student needs"

"What services are even available to take students in our community?"

"I don't know how to identify which students need help"



Students are not connected to the care that is best suited to their specialized needs



Counselors aren't adequately equipped to handle students' mental health needs

College of Charleston Builds Relationships Between Campus and Community Providers



About the Event

- Open house is hosted on campus each spring
- 50 community providers attend the annual event
- Attendees network, learn more about available resources, and discuss shared observations about how to best serve students



Benefits

- Low cost and easy to implement each year
- Increases student awareness of community resources
- Gives campus counselors a greater understanding of off-campus services and vice versa

Expand Access With a One-Stop Referral Tool

Online Portals Connect Students with a Variety of Community Resources

Information to Include in Portal Database

- ☒ Provider Name/Contact Information
- ☒ Personal Identities
- ☒ Specialties
- ☒ Degree/Licensure
- ☒ Languages Spoken
- ☒ Nearest Public Transportation
- ☒ Forms of Payment Accepted
- ☒ Fee Structure

NOVA | Northern Virginia Community College

NOVACARES COUNSELING REFERRAL SYSTEM

If you are a student and are at risk in anyway (e.g., considering suicide or at risk of other physical harm) please dial 9-1-1 or contact the National Suicide Prevention Lifeline at 1-800-273-TALK. You may also visit the your nearest emergency room or contact NOVA police at 703-764-5000. If you would like additional non-emergency support for yourself or another student that you are concerned about, please file a NOVACares report at www.nvcc.edu/novacares.

The providers participating in the database supply their own information about their services. We cannot guarantee the accuracy, completeness, or timeliness of the information provided. We are also unable to endorse any particular provider that is listed. It will be important to verify information with the provider that most interests you, including fees and other arrangements. Contact your insurance company if you need to ensure that the clinician you select is a participating provider.

Name Search:

If you know the name of the provider or agency you are searching for, you may enter it here:

Area of Expertise: (Choose to select more than one area.)

Note: Selecting multiple areas will limit search results.

Language Spoken: (English by default)

Provider's Racial/Ethnic Identity: No Preference

Provider's Gender Identity: No Preference

Insurance Accepted:

Special Needs: ☐ Deaf and/or Hearing Impaired ☐ Blind and/or Visually Impaired

Services Offered: ☐ Psychiatry (Medication Management) ☒ Individuals ☐ Couples ☐ Family ☐ Groups

Free Mental Health Resources Available To Students

National Alliance on Mental Illness (NAMI)
24/7 helpline: Text "NAMI" to 741741

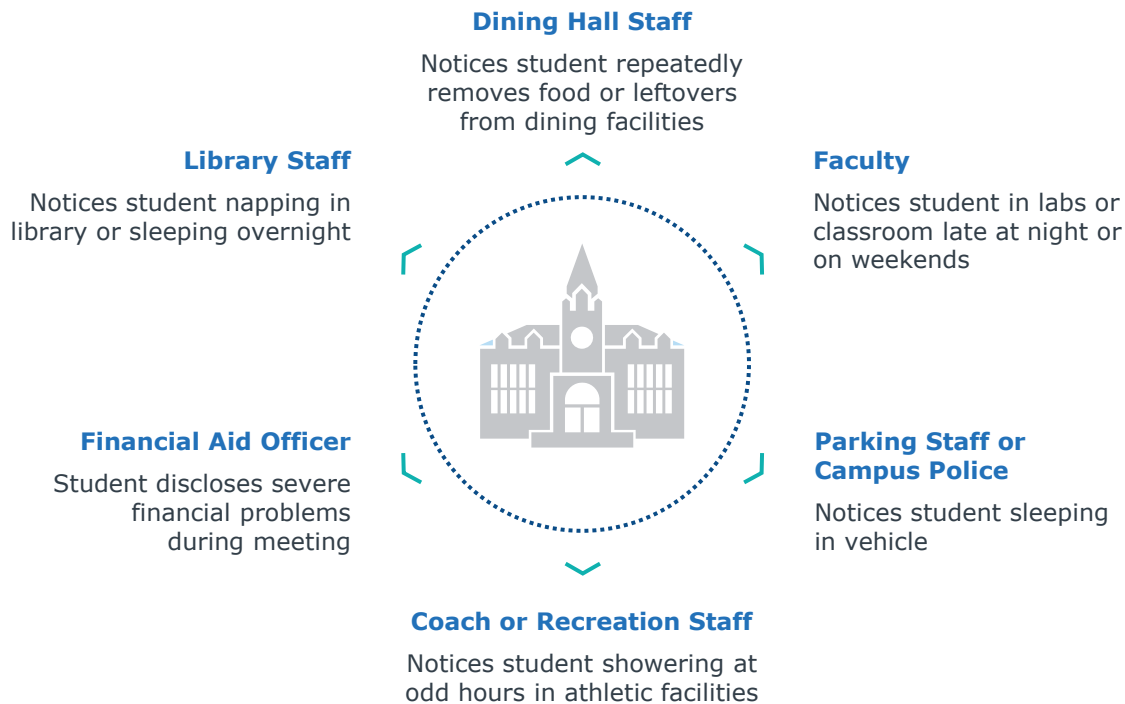
Substance Abuse and Mental Health Services Administration (SAMSHA):
[Behavioral Health Treatment Services Locator](#)

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Identify and Support Key Frontline Partners

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Tap Into Network of Information Across the Campus Community



Redefining Our Culture of Care

26

Provide Basic Education to Key Frontline Partners

Faculty and Staff “411 Folder”

REFER A STUDENT IF...

When working with the student, try to identify signs or stressors, including:

- | | |
|---------------------|---|
| Relationship issues | Health concerns |
| Self-harm concerns | Financial concerns, including trouble affording food or housing |
| Disruptive behavior | |

RESOURCES

- | | |
|-------------------------------|----------------------|
| Campus Safety | Title IX Coordinator |
| CARE Team | Dean of Students |
| Off-Campus Counseling Options | Food Pantry |

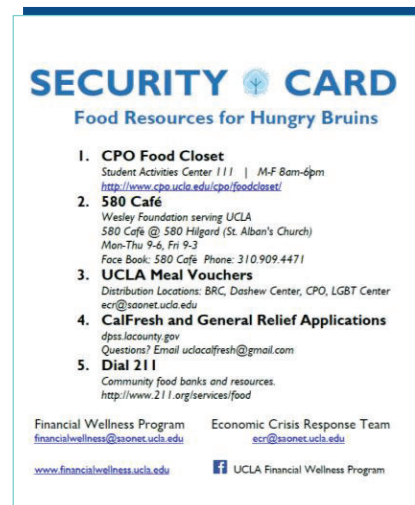
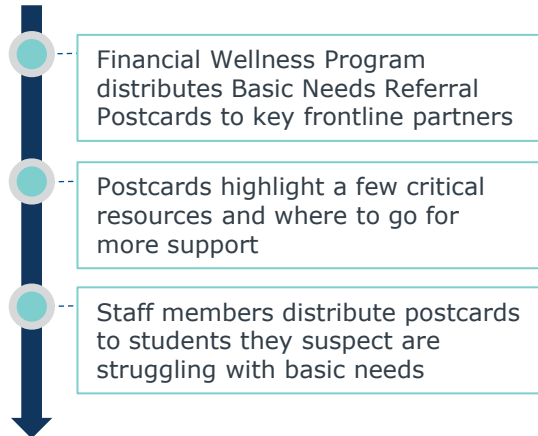
- 1 Add mental health and basic needs to campus community’s awareness of student challenges
- 2 Provide faculty and staff with easy-to-access information about resources available to support these students

Make It Easy to Make Referrals

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Equip Frontline Partners with Plug-and-Play Tools to Facilitate Referrals

UCLA's Basic Needs Referral Postcard



Postcards Distributed Widely to Staff

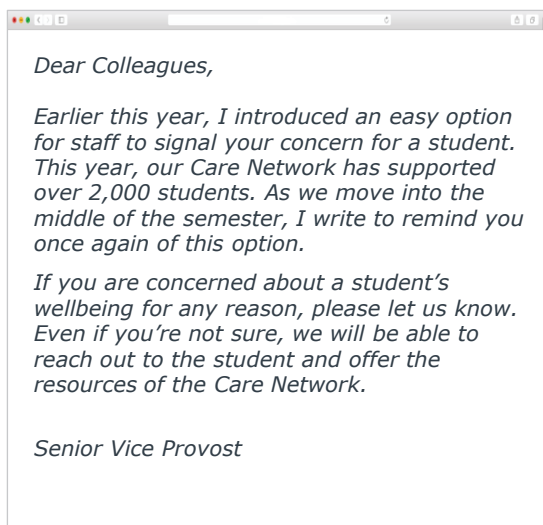
- Residential life
- Financial aid/bursar staff
- Center for international students
- Student legal services
- Academic counseling
- Special populations center

Keep Referrals Top of Mind

28

Send Just-in-Time Emails to Key Campus Partners

Targeted Information in Your Inbox



Make It Work on Your Campus

An Effective Email Reminder Campaign



Include information about **key warning signs** and **resources available** for food and housing insecurity



Distribute widely to faculty and staff in **student-facing** roles (e.g., international student office, financial aid, advising)



Send from **senior campus leader** to emphasize issue's importance



Circulate at key times to keep referring top of mind when students may be most at risk

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Urgent Need for Faculty and Staff Support

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Faculty, Staff Not Trained to Support Students...



...And Struggle to Maintain Their Own Mental Wellness

95%

Of faculty agree that connecting students with mental health support services is part of their role

39%

Of graduate students report moderate-to-severe depression, compared to 6% of the general population

34%

Of faculty feel adequately prepared to approach students and discuss concerns related to mental health

27%

Of faculty disclose their mental health challenges with their department chair, dean, or provost



Student Concerns Spark Anxiety

Faculty and staff already strapped for time; student mental health concerns fuel further stress



Demand on Faculty at All Time High

Pandemic has brought new challenges to professional and personal lives of faculty



Mental Health Stigma Encourages Silence

Both faculty and staff fear reputational damage for disclosing challenges

Concerns Over Teacher Well-Being

Due to Personal Stress and Compassion Fatigue

Teachers Report High Levels of Stress and Emotional Strain

B.C. (Before COVID)

A.C. (After COVID)

58%

Of teachers described their mental health¹ as "not good" for at least 7 of the last 30 days

78%

Of teachers say they feel mentally and physically exhausted at the end of the workday

80%

Of teachers report feeling **anxious, worried, exhausted, or depressed** since the beginning of the COVID-19 crisis².

Working with Students Under Stress Increases Risk of Compassion Fatigue

Risk Factors of Compassion Fatigue



Female gender



Inexperience in the field



Degree of exposure



Prior trauma exposure



Young age

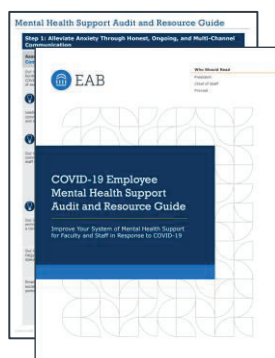
1) Including stress, depression, or emotional challenges.

2) N=5,000 teachers surveyed by Yale Center for Emotional Intelligence.

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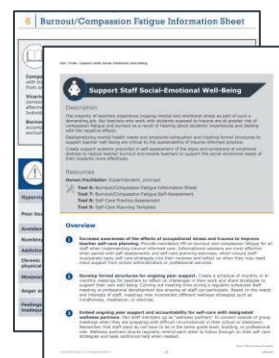
Sources: American Federation of Teachers, "2017 Educator Quality of Work Life Survey"; American Federation of Teachers, "PSRP Reporter: The National Publication of AFT Paraprofessionals and School Support Staff," Fall 2015; "Building Trauma-Sensitive Schools Handout Package," U.S. Department of Education National Center on Safe Supportive Learning Environments; EAB interviews and analysis.

Improve Mental Health Support for Faculty and Staff



COVID-19 Employee Mental Health Support Audit and Resource Guide

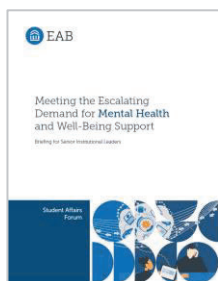
- Evaluate existing resources
- Alleviate anxiety with ongoing communication
- Support faculty and staff mental health
- Adjust administrative policies to ease COVID-19 impact



Supporting Students with a History of Trauma

- Increase awareness of occupational stress and pandemic-related stress
- Develop formal structures for ongoing peer support
- Embed accountability for self-care

Scaling Mental Health Support



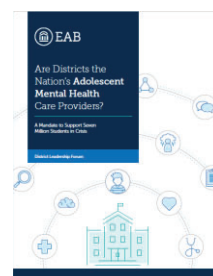
Meeting the Escalating Demand For Mental Health Services

Promoting Resiliency and Wellness



- *Expanding Well-Being Initiatives Through Faculty Partnerships*
- *Embedding Resilience into the Career Process*
- *Nudging Students Towards Resilient Behaviors*
- *Prime First-Year Students with Resilience and Coping Skills*

The Next Generation of Students



Responding to the Adolescent Mental Health Crisis

[Visit EAB's Mental Health Resource Center](#)

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Three Opportunities for Community Colleges

Maximize Enrollments By Addressing Critical Student Challenges

Rethink Radical Accessibility



- Streamline on-off-on ramps
- Treat students as "lifelong learners"
- Prepare for an increasingly virtual future
- Prioritize the part-time learner experience

**Thursday, November 12
2:00PM ET**

Confront the Looming Mental Health Crisis



- Educate and equip student-facing staff to identify mental health concerns
- Develop strong relationships with community service providers
- Become a trusted source of information and reference for holistic student needs

**Thursday, November 19
12:00PM ET**

Dismantle Institutional Barriers



- Redefine what it means to be "college ready"
- Remove policy barriers to student progress
- Leverage environmental uncertainty to create partnerships that promote student and institutional success

**Tuesday, December 1
1:00PM ET**

[Register Here](#)

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Final Thoughts

Your EAB Support Team:



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We have shared a link to an online evaluation in the **Chat**. Thank you for taking a moment to provide feedback on your experience today.

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