



Serving the Students of the Pandemic

Presidential Roundtable

Community College Executive Forum

Today's Presenters



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Audio Mute/Unmute and Video Stop/Start

The image shows a Zoom meeting interface with a white header containing the EAB logo and a blue background with a geometric pattern. The main content area displays "EAB Virtual Session". At the bottom, there is a dark control bar with icons for Mute, Stop Video, Invite, Participants, Share, Chat, Record, and Leave Meeting. A callout box highlights the Mute and Stop Video icons, which have red slashes over them. Another callout box highlights the up arrows next to the Mute and Stop Video icons.

Red slashes mean your microphone is muted and your camera is off

Access audio and video options by clicking the up arrow next to the Mic and Camera icon

EAB

EAB Virtual Session

Mute Stop Video Invite Participants Share Chat Record Leave Meeting

Suggested Zoom View

Enable side-by-side viewing of video and slides: View Options, then side-by-side mode

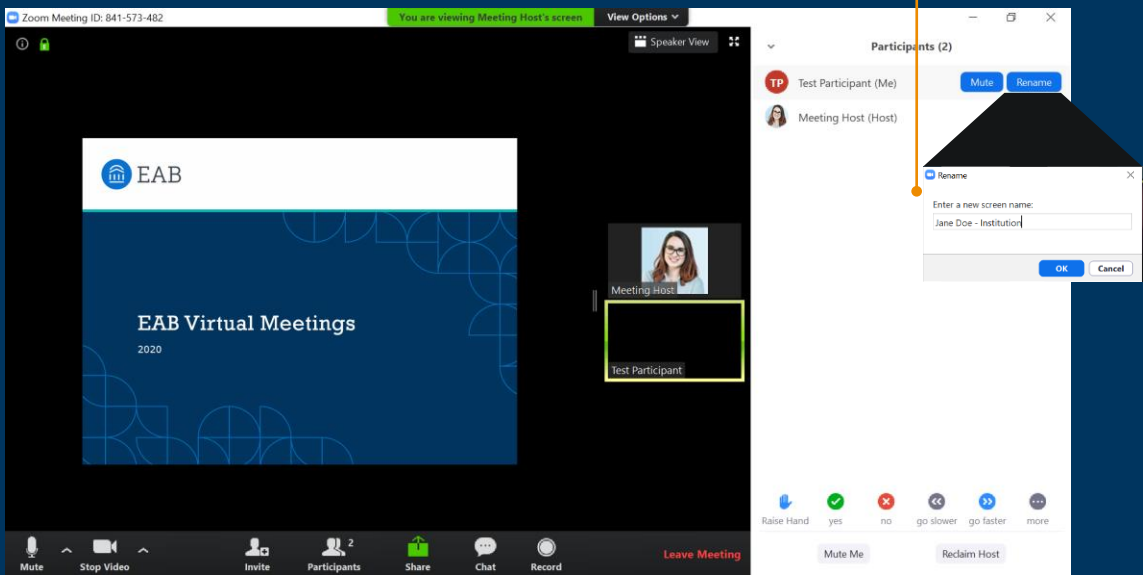
See only participants on camera: Click dots next to your name; then Hide Non-Video Participants

The screenshot shows a Zoom meeting window with the following elements:

- Zoom Meeting ID: 841-573-482
- Zoom Ratio: Fit to Window
- Request Remote Control
- Annotate
- Exit Full Screen
- Side-by-side mode (checked)
- Meeting Host (video feed)
- Meeting Host (name)
- Meeting Host (name) with Mute and video icons
- Mute My Audio (Alt+A)
- Start Video
- Rename
- Hide Non-Video Participants
- Hide Self View
- Zoom Meeting Controls: Mute, Start Video, Invite, Participants (2), Share, Chat, Record, Leave Meeting

Update Your Name

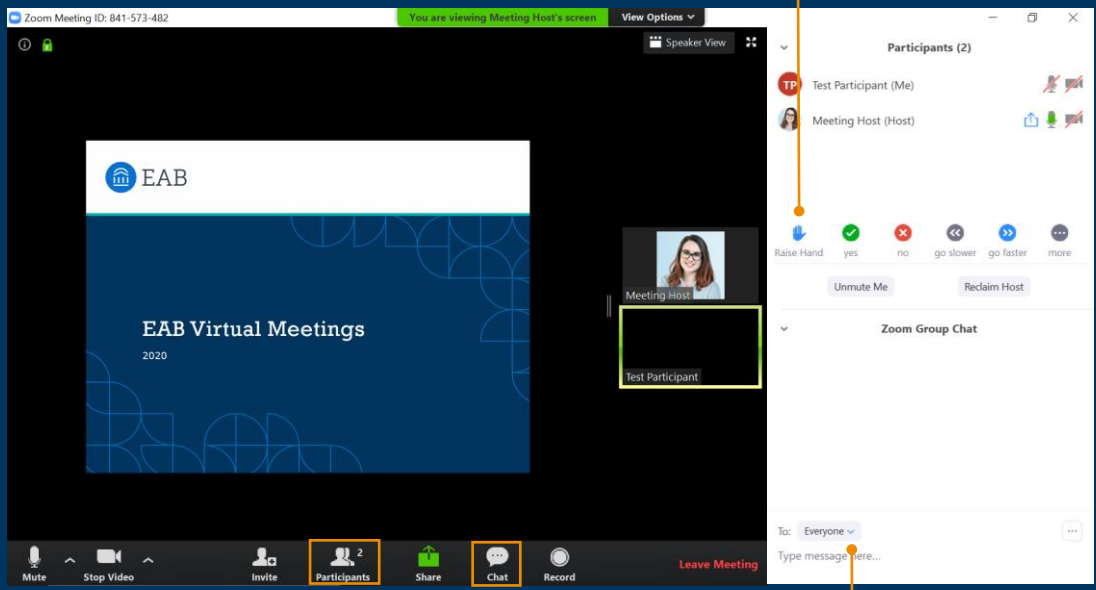
Update your name and add your institution



Open Participants menu

Chat and Nonverbal Feedback

Use icons to communicate answers and signals to presenter



Open Participants and Chat

Select whether you want to chat with everyone or a specific person

Introductions

If you could travel back to January, what is one piece of advice you'd give yourself for the coming year?

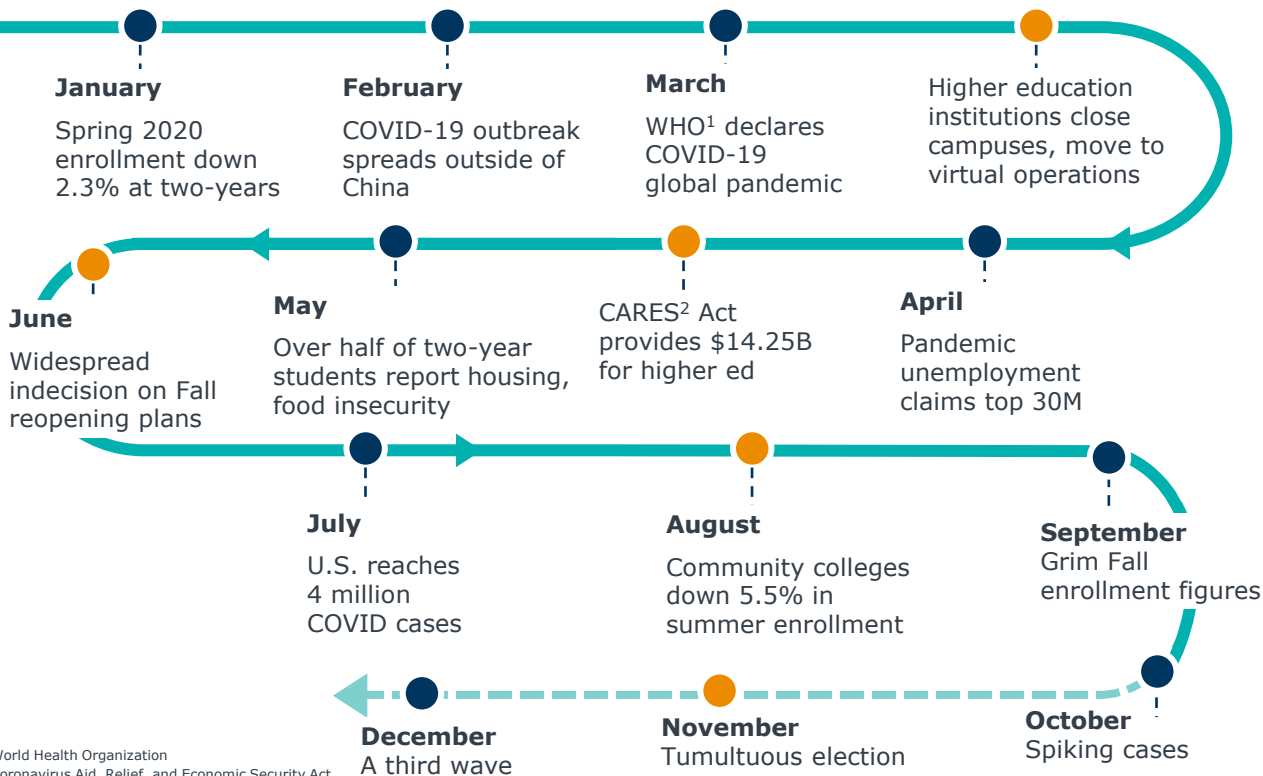
Connect with EAB



- 1 Strategic Leadership Through Crisis
- 2 What Presidents Need to Do to Serve the Students of the Pandemic
- 3 Entering the Covid-19 Era
- 4 Economic Recovery and Development
- 5 Final Thoughts and Takeaways

2020: A Tumultuous Year for Higher Ed

Higher Education Faces Unprecedented Challenges Amidst Global Pandemic



1) World Health Organization

2) Coronavirus Aid, Relief, and Economic Security Act



The Urgency vs. Importance Challenge

Crisis Management Crowds Out Strategic Thinking Time

Delayed Fall Start

Simultaneous Online and F2F Instruction

Modularized "Mini-Mesters"

Full Return To On-Campus Operations

Postpone Fall Semester To Spring

Low-Residency Model

Early Summer Start With Mid-Fall Closure

100% Remote Instruction

Only Core and Lab Courses F2F

“

“Our executive team is managing the crisis day-to-day – hundreds of operational decisions. We’re frankly exhausted. **But what worries me most is that the urgent is crowding out time for strategy – are we prioritizing the right things?** How do we survive at the end of this, or not end up being a shell of our former self.”

President

Large Research University

”

Some Courses F2F, Some Online

Separate People by Age

Students on Campus, Faculty Remote

Staggered Fall Starts

Only Grad Students Return

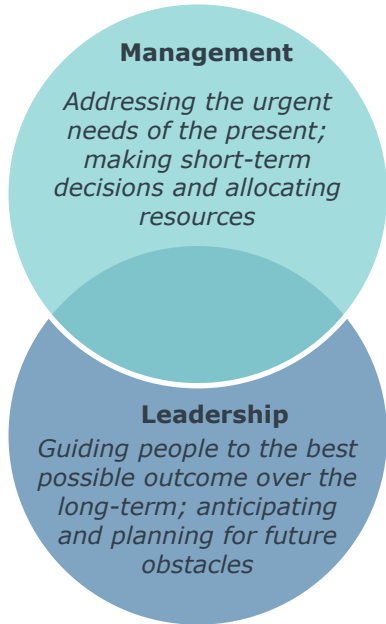
Only First-year Students Return

Students Live in Dorms, Learn Online

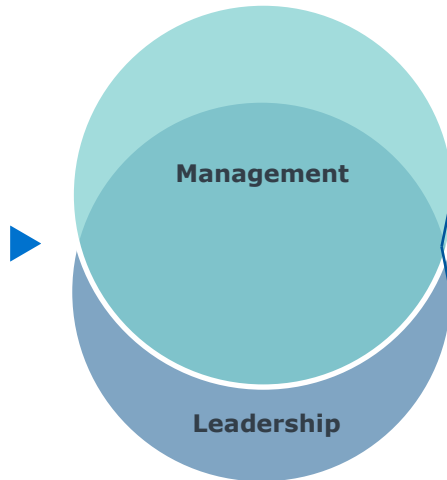
Management Creep During Crisis

Crises Make Managers Out of Leaders, at the Expense of Strategic Growth

Optimal Division of Presidential Mindshare



Presidential Mindshare During a Crisis



Contributions to Crisis Management Creep



Stakeholder anxiety



No "playbook" to reference



Irrelevant urgency



What Presidents Need to Do to Serve the Students of the Pandemic

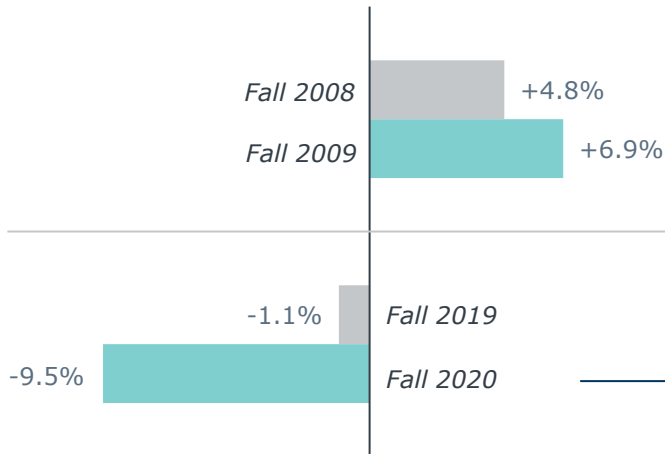


History is Not Repeating Itself...



Community College Enrollment Changes At Recession Onset

Year-on-year change in total public two-year enrollments



Eroding Core Student Populations

-19.1% First-time students, 18-20

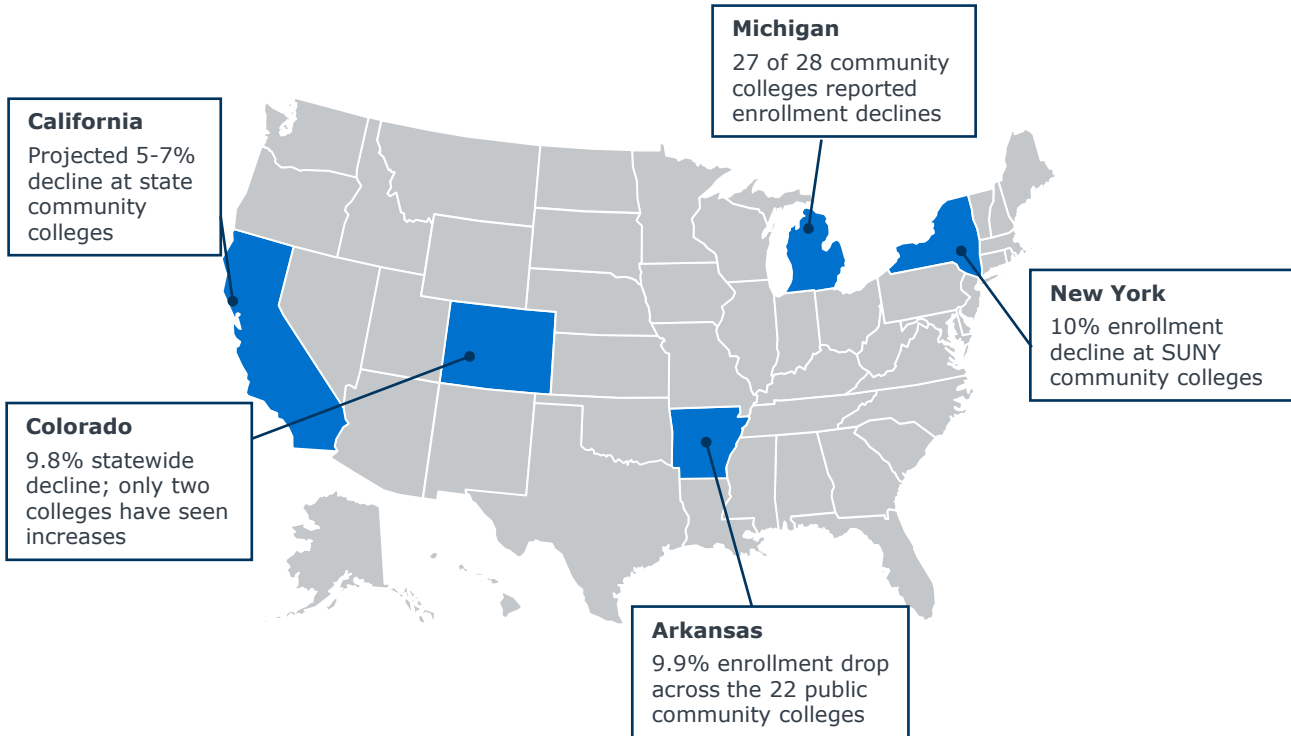
-12.8% Black students

-9.6% Part-time students

-10.6% Hispanic students

...And the Impact is Being Felt Nationwide

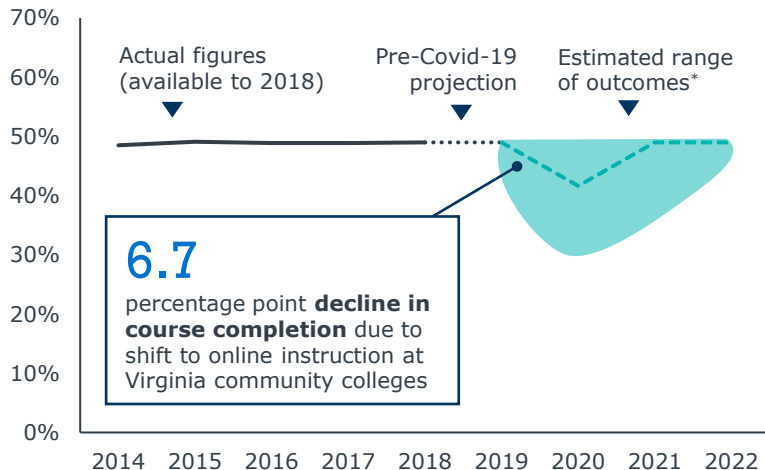
Community Colleges Across the Country Experience Dramatic Declines



Source: [CBS San Francisco](#); [Coloradopolitics.com](#); [Arkansas Democrat Gazette](#); [Buffalo News](#); [Upper Michigan Source](#); [National Student Clearinghouse](#); EAB research and analysis.

Not Just an Enrollment Story

First year retention rate¹, all two-year institutions, 2014-22, actual and projected



Estimated range of inputs informing outcome:

- Transfer institutions or stop out: 0-20%
- Delaying education to care for ill family member: 0-2%
- Internet connection insufficient for remote instruction: 0-10%
- Duration of COVID-19 impacts: 0-2 years

*Range of possibilities is not a confidence interval.

Students Most At Risk:

- Marginalized populations
- Live in COVID-19 hotspots
- Working to fund education

Students Least At Risk:

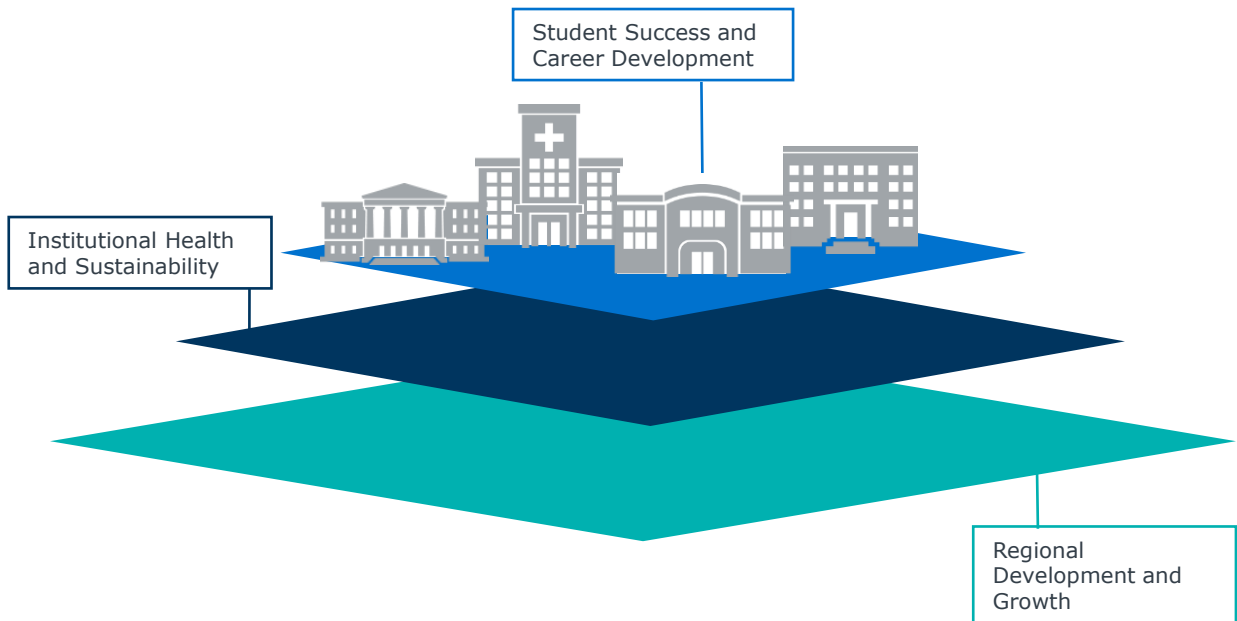
- Live near college campus
- Multiple devices with broadband at home
- Financing education with family savings

1) Measured as the percentage of first-time students returning to the same institution from the previous year.

The Presidential Perspective

Strategic Leadership Beyond the Walls of Campus

Serving the Students of the Pandemic Requires Investment in Institutional, Regional Sustainability



What We Shared With Your Team

What Colleges Are Missing About the Students of the Pandemic



Prioritizing Financial Instead of Opportunity Cost

The outsized enrollment declines at community colleges and among low-income students eligible for significant aid have revealed that the cost of tuition may be irrelevant when compared to the opportunity cost of giving up subsistence-level work or dependent care.



Expecting Students, Faculty to Raise their Hands

Insufficient mental health infrastructure places burden on students and staff to self-identify, and counseling center traffic is an unreliable metric during a pandemic.



Attributing Enrollment Drops Entirely to Virtual Learning

Primarily online institutions have experienced enrollment growth across all demographic groups, suggesting that students' migration away from the community college is not just about instructional modality.



Trying to "Go Back to How Things Were"

The gaps in access, equity, and success that existed before the pandemic cannot be alleviated by returning to the status quo.



Failing to Embrace the "Student as Customer"

Years of talking about students as customers has produced expected outcomes—students want to feel like they're "getting what they paid for," and in a world of remote learning and few perks, many feel that they're not.



Not Prioritizing Removal of Existing Barriers

Compounding effects of learning loss, financial insecurity and mental health concerns means that existing institutional barriers are going to become even greater obstacles to students' success.

Poll and Chat-In

Poll: Which of these misassumptions are you seeing most often on your campus?

Chat in: What else are your teams failing to understand about the students of the pandemic?

Opportunities for Community Colleges

Serve the Students of the Pandemic By Addressing Critical Challenges



Quantifying the Impact of Covid-19

- Understand how the pandemic and recession have shaped the higher ed landscape
- Enrollment, student success forecasts based on early data



Rethink Radical Accessibility

- Streamline on- and off-ramps
- Prepare for an increasingly virtual future
- Prioritize the part-time learner experience



Confront the Mental Health Crisis

- Educate and equip student-facing staff to identify mental health concerns
- Become a trusted source of information for holistic student needs



Dismantle Institutional Barriers

- Remove policy barriers to student progress
- Redefine what it means to be “college ready”



[Materials Available Here](#)



Entering the COVID-19 Era

Unpacking the Short- and Long-term Consequences of the Coronavirus Pandemic on Higher Education

-
- Michael Fischer, Associate Director, Research



The State of COVID-19 on Campus

Significant Uncertainty Challenges Higher Education Response to Covid-19

Leaders Dealing with Growing Campus Cases...

13.4M Total COVID-19 cases reported in US

321k Cases associated with US colleges and universities

540+ US colleges reporting 100+ cases since repopulating



...and Unanswered Questions Necessary for Planning...



When will cases peak? How long will current wave last?



How long will recession last? When will travel and conferences resume?



How much will state funding decline? How will Biden administration respond to crisis?

...All While Fundamental Pre-COVID Challenges to Higher Education Accelerate



Early arrival of the 2026 enrollment cliff



Worsening equity gaps



(Even more) aggressive competition



Accelerating closure risk

Ten Repopulation Lessons from Fall 2020

COMBAT COVID-19 SPREAD



Extensive testing is essential.



Overinvest in quarantine protocols.



Repopulate campus in waves.



Balance flexibility and rigidity in repopulation plan.

SUPPORT CAMPUS



Social distancing is harder for students than masking.



Students need an alternative campus experience.



Ease faculty safety and instructional concerns.

BUILD TRUST



Dashboards and websites provide needed transparency.



Proactively engage the local community.



Executives must lead by example.

For more information and case studies on each of these lessons, visit eab.com/covid19.

Practice What You Preach

Executive Behavior Can Help (or Hinder) Community Buy-In

Students Condemn Double Standard After Leadership Flouts Rules...

AP

West Virginia Univ. president apologizes for maskless photo



University President "continued to invite two Harvard custodians to clean their home for four hours, twice a week, well into the first wave of the pandemic"

POLITICO

Students rebuke Notre Dame president for not wearing mask at White House



...While Solidarity with Students Promotes Buy-in for Safety Measures



Colgate President quarantined in campus residence hall for two weeks at the beginning of the semester alongside all students returning to campus



Example demonstrated community's commitment to health and safety



Allowed institution to review quality of quarantine and isolation experience through real time feedback from senior leadership

”

“If I'm asking you to do this, I'll do it, too. So whatever food you're eating, I'm gonna eat.”

Brian Casey, President, Colgate University

Expanding the Pandemic Time Horizon

Compared to Fall, Spring Term Has Unique Repopulation Challenges...



Greater number and diversity of repopulating examples



Reduced vigilance after viable vaccine announced



Higher student, parent, and faculty expectations



Larger impact on 2021 enrollment and success

...While Also Raising Concerns about Long-term Pandemic Consequences



Gaps in the total student experience



Growing mental health crisis



Shift to permanent remote work



Widening digital divide

COVID-19 Exacerbating Preexisting Challenges



Before COVID-19

- Student services expanding to meet evolving and diverse needs
- Improved data collection leading to new insights about student behaviors and inflection points
- Greater attention to how students' out-of-classroom experiences contribute to their total experience
- Questions raised about post-graduate career outcomes
- Growing diversity of students accessing post-secondary education
- More acute concerns about debt, completion rates, basic needs security



Student Services Ecosystem



Value for Money



Evolving Student Demographics

COVID-19 Impact

- In-person services no longer a given, requiring new approaches
- Digital divide exacerbated by unequal student access to technology, internet, quiet workspaces
- Grave economic outlook across the globe exacerbating ROI concerns
- Increased student financial need, coupled with reduced familial support, raising interest in alternative pathways
- Global events compounding students' isolation, anxiety, and stress
- Underserved students (home and international) now even less likely to enroll/re-enroll

Is Virtual Advising Here to Stay?



Promising Trends After a Year of Virtual Advising

- ▶ Students making more appointments
- ▶ Students more likely to attend their appointments
- ▶ Appointments now shorter and more efficient
- ▶ Advisors becoming more proactive in communicating with students
- ▶ Students more likely to use online advising tools

25%



increase in students accepting Navigate appointment requests sent to their mobile apps

126%



increase in text messages sent via Navigate in spring 2020 compared to fall 2019

1) Navigate is EAB's student success platform.

Virtual Connections Beyond the Classroom



Building Affinity and Sense of Belonging

- Mascot chat or livestream
- Virtual campus jigsaw puzzles
- Campus Zoom backgrounds
- Instagram story templates

Driving Engagement with Academic Staff

- Video series spotlighting academic experiences
- Virtual library tour
- AMA with campus librarian
- “Meet an Academic” webinar

Engaging Parents and Family Members

- Phone campaign for parents
- Introduction to campus services for parents
- Orientation sessions hosted in multiple languages

Facilitating Virtual Campus Experiences

- Virtual a capella concert
- Esports intramural league
- TikTok dance competition
- Virtual art gallery showcase

Fostering Peer-to-Peer Connections

- Student-hosted chat box
- Hobby webinars
- Virtual board game meet-up
- Virtual book clubs

Volunteer and Service Opportunities

- Translators Without Borders
- ‘Be My Eyes’ service for visually impaired students
- Project Gutenberg
- Live-captioning

Review EAB’s Compendium of [120+ Virtual Engagement Strategies](#) to determine what strategies could best work on your campus.

COVID-19 Impact on College Student Mental Health

An Enduring Crisis Has Been Magnified By the Stress of the Pandemic

Recent Data Indicates Worrying Trends in Mental Health...

80%

Of college students said the COVID-19 crisis has negatively impacted their mental health.

20%

Of college students said their mental health during COVID-19 has significantly worsened.

63%

Of college students find it challenging to stay connected with others

...And Concerns Staff on the Front Lines Unequipped to Address Student Needs

Skyrocketing Demand for Mental Health Support



Rate at which demand for counseling center appointments **outpaced enrollment growth** in 2018

Insufficient Time to Address All Requests

82%

Of university leaders agree that instructors now spend **more time on student mental health concerns** compared to three years ago

Instructors Underprepared to Address Concerns

66%

Of **instructors do not feel adequately prepared** to approach students and discuss concerns related to mental health

An Intensifying Mental Health Crisis

K-12 Trends Pose A Grave Challenge for Campuses Already Stretched Thin

Mental Health Concerns Continue to Escalate, Especially for Girls

30% ↑ Rate that major depressive episodes¹ have increased in adolescents between 2005-2015

2x Nearly twice as many females aged 10-24 were hospitalized due to self-injury in 2015 compared with 2009

Lack of Treatment in Youth Raises Concerns About College Transition

80% Of 3 to 17-year-olds with diagnosable mental health disorder go untreated



Feeling the Effects

Campus Impacts of Intensifying Mental Health Challenges



Sharp increase in requests for housing and learning accommodation overwhelm staff in multiple campus offices



Institutions will be expected to **prepare students to manage mental health in the workplace**



Students and their families **compare institutions' well-being resources** when assessing college options

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



The Year Everything Changed—Even Higher Ed

Successful Pandemic Ops Disprove Long-Held Beliefs About Remote Work

Administrative Divisions Undergo Unprecedented Change in 2020

Pre-Pandemic

- **Campus-centric**
“Magic” of physical university can’t be replicated elsewhere
- **Informal, spontaneous communication**
Ability to have impromptu face-to-face interactions highly valued
- **Analogue**
Many processes and technologies already outdated
- **Slow to change**
Traditions and tight budgets slow progress



Pandemic

- **Location decoupled from work**
Most admin staff continue to work successfully from home
- **Deliberate, formalized communication**
Physical separation prompts new communication styles and channels
- **Digitized and automated**
Remote operations force fast adoption of solutions like Zoom, Slack, and DocuSign
- **Capable of rapid, widescale change**
Most admin departments shift to remote in the span of days



Post-Pandemic



- **Maintain gains of remote operations**
Keep flexibility, efficiency, and redundancy provided by remote work capability
- **Reintegrate positive features of traditional higher ed modalities**
Accommodate employees who don’t want to or can’t work remotely, and reinforce connections to campus and students



As Goes the Workforce, So Goes The Workplace

Increasingly Strategic Workforce Expects Flexible, Strategic Work

Higher Ed Administrative Workforce Transforming from Transactional to Strategic

	Historical Characteristics	Modern Needs
 Staff	<ul style="list-style-type: none"> • Transactional • Behind-the-scenes • Generalists 	<ul style="list-style-type: none"> • Analytical • Customer-oriented • Specialists
 Org Model	<ul style="list-style-type: none"> • Siloed • Department-centric 	<ul style="list-style-type: none"> • Cross-functional • Customer-centric

The New Workforce Expects Flexibility

Strategic workers expect:

- Flexibility of schedule and location
- Competitive benefits with private sector
- Up-to-date processes and technology
- More diverse workforces

Bridging the Digital Divide

Sizing the Need if Remote Instruction and Operations Become the Norm

33M

Of US adults are not connected to the Internet

18%

Of US adults who make less than \$30k annually are not connected to the Internet

9%

Percentage-point internet access gap between suburban and rural households in US

Where We Can (and Have Been) Helping



Establish **“drive-in” internet access** by redirecting signals outward towards parking lots, parks, and other outdoor spaces



Provide **emergency funding** to help students buy equipment, or implement a laptop loaner program of unused on-campus computers



Create **lo-fi and mobile-friendly** online courses and materials to accommodate those without high-tech streaming options



Coordinate a **single message and avenue** for students to get IT support in a timely manner, like a dedicated 311 email address

What’s Our Role in the Long-Term?



Lobby and partner with internet service providers to set up infrastructure in underserved communities



Organize a fundraising campaign to address digital divide and basic needs insecurity issues



Negotiate with local governments and service providers to expand access



Train next generation of IT and computer science workers

For Virtual Peer Interaction, Start in the Classroom

Baseline

- ❑ Use **live polling** through Poll Everywhere, Top Hat, and institutional video conferencing technology.
- ❑ Integrate **asynchronous discussion and interaction** through LMS discussion boards, student-generated blogs, and peer review.
- ❑ Learning materials are **primarily static readings and presentations**.



Ideal for **low priority** modules

Intermediate

- ❑ Encourage **in-class discussion** using backchannel communication platforms like Slack, Discord, and Microsoft Teams.
- ❑ Learning materials include **pre-recorded video or audio**, saving classroom time for discussion.
- ❑ Module **content is adapted to the current context** to keep students engaged. For example, an introductory statistics module can analyze COVID-19 infection data by race, ethnicity and gender.



Ideal for **medium priority** modules

Exemplary

- ❑ Encourage **tech-assisted, in-class group activities** through collaborative notetaking using Google Docs, Sheets, Slides or a virtual whiteboard like Padlet.
- ❑ Learning materials include **short multimedia presentations** and micro-lectures.
- ❑ Facilitate **experiential learning** by involving students in pedagogy by using practices like student-generated question banks and ungrading¹.



Ideal for **high priority** modules

1) Students semi-regularly reflect independently, with peers, and academic staff on their learning and module performance

Quick Discussion Question

Answer the Zoom Poll Prompt

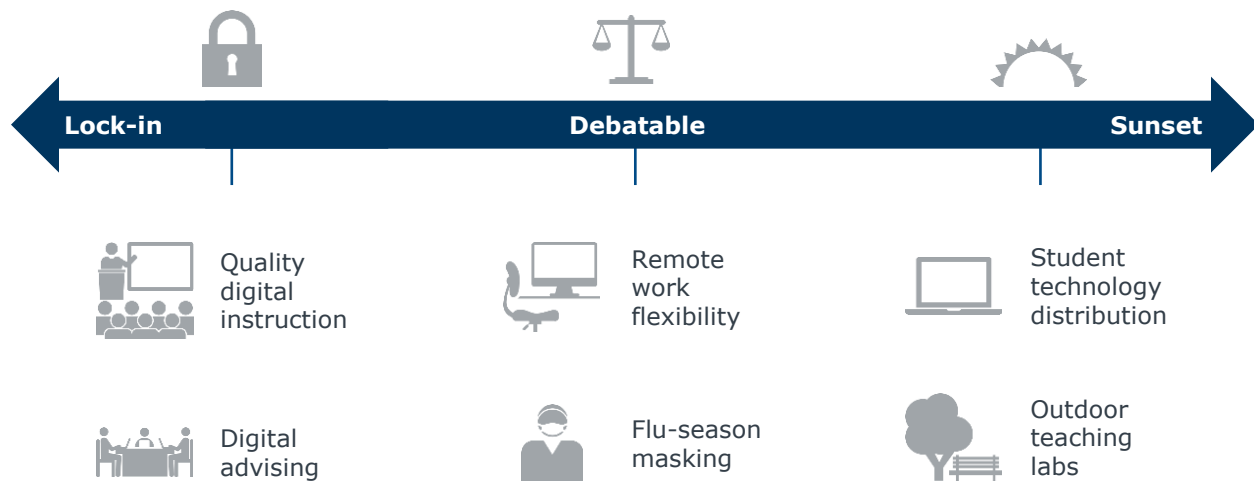
Which of these four areas is the highest priority for you over the coming calendar year?

- A. Total Student Experience
- B. Mental Health
- C. Remote Work
- D. Digital Forward Investment

Short-term Decisions, Long-term Consequences

Pandemic Investments May Align (or Conflict) with Campus Strategic Plan

Spectrum of Coronavirus-induced Campus Changes





Breakout Discussions

- What were the major lessons learned from your Fall COVID operations?
 - What Spring campus challenges do you need to plan for now?
-



Economic Recovery and Development

Strategically Utilize Partnerships to Boost the Regional Economy

DISCUSSION

Do You Want the Good News or Bad News First?



38

U.S. Economy Had a Better-than-Expected Q3, But Challenges Persist

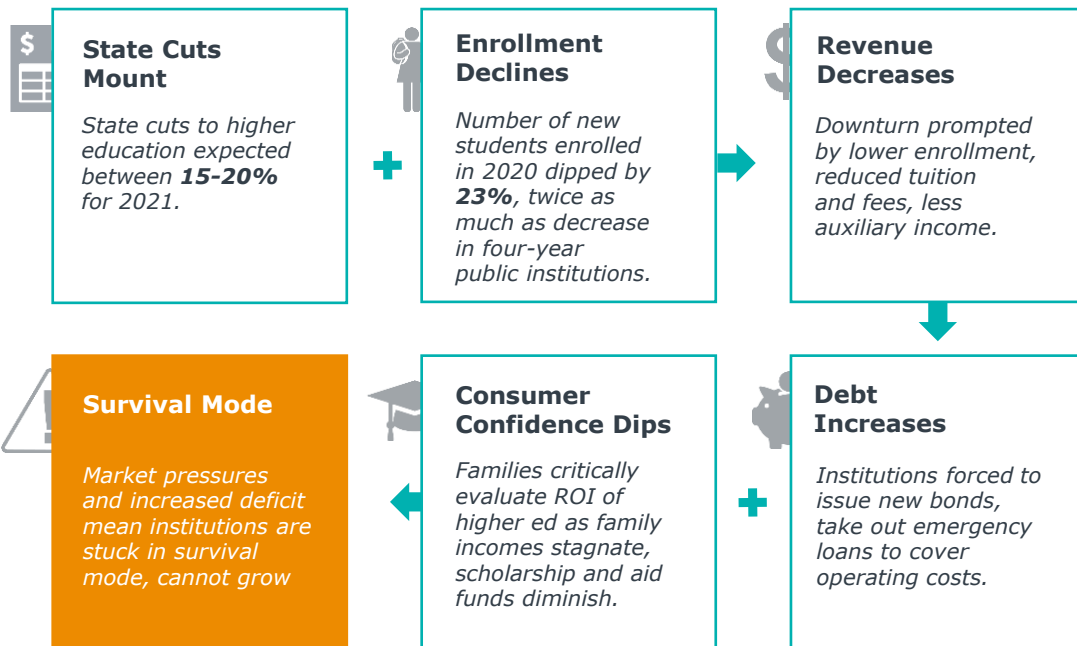
	Higher Education	Industry	Community
Positive Outlooks	<p>\$14B</p> <p>To higher education institutions through CARES Act</p> <p>Influx of federal, state funding for COVID related projects, R&D, training programs</p>	<p>\$5T</p> <p>Projected global revenue for information tech industry in 2021</p> <p>\$1.5T</p> <p>Projected value of pharma industry in 2021</p>	<p>6.9%</p> <p>Unemployment rate, down from 13.3% in May 2020</p> <p>638K</p> <p>Jobs added in October 2020</p>
Negative Impacts	<p>\$120B</p> <p>Estimated lost revenue and added costs as a result of COVID</p> <p>Second federal stimulus package negotiations stalled</p>	<p>18%</p> <p>Expected drop in energy investments over next year</p> <p>\$22B</p> <p>Expected decrease in farm income by 2021</p>	<p>11M</p> <p>People remain unemployed</p> <p>20%</p> <p>Decrease in small business revenue</p>

Sources: Brookings/The Hamilton Project, [Ten Facts about COVID-19 and the US Economy](#); CompTIA, [Industry Outlook 2021](#); IEA, [World Energy Outlook 2020](#); The New York Times, [Colleges Slash Budgets in the Pandemic](#); The New York Times, [Jobs Report Shows Gains but Vulnerability to New Virus Surge](#); Orientation Marketing, [Pharma Marketing Trends](#); U.S. Department of Agriculture, [America's Farmers: Resilient Throughout the COVID Pandemic](#); U.S. Department of Education, [CARES Act](#).

Inaction in DC Creates Problems at Home

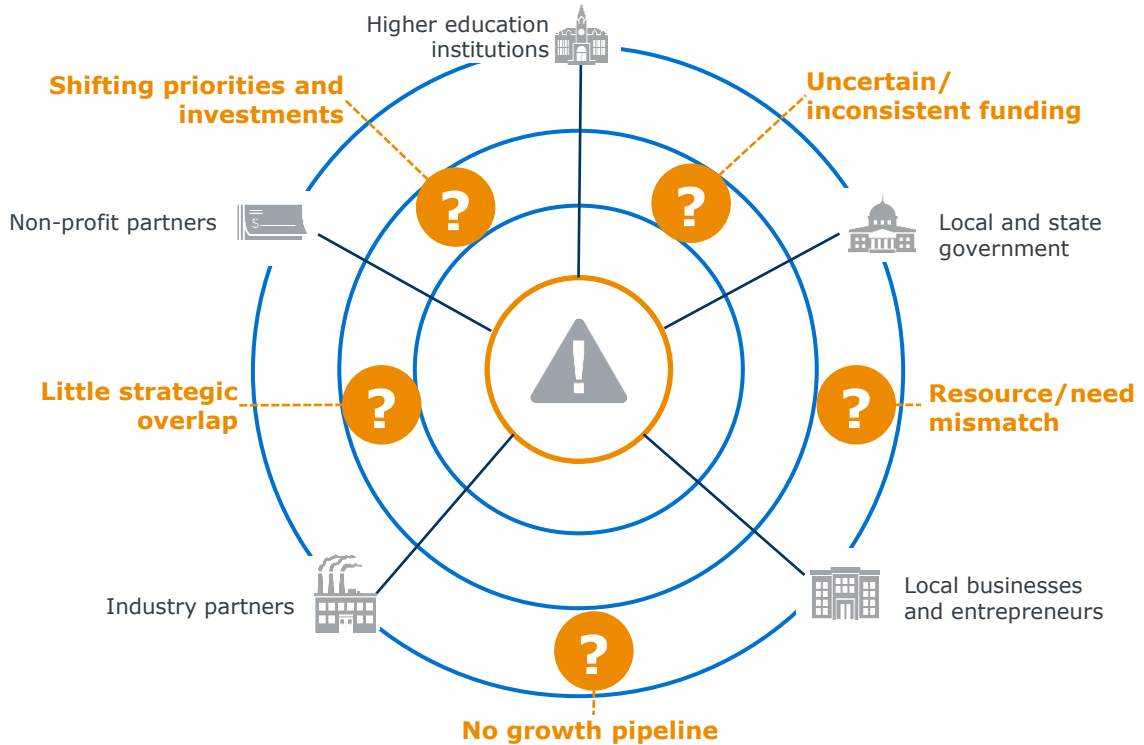
Potential Mid-to-Long-Term Impacts of a Delayed Second Stimulus

A Slippery Slope Without Federal Stimulus



Survival Mode at the Ecosystem Level

Zooming Out, Communities Struggle when Community Colleges Struggle



Our Research Agenda for 2021



Charting a Renewed Path to Economic Prosperity

I



Talent

How do institutions attract, train, and retain talent through academic programming, market-aligned apprenticeships, and greater industry sector diversity?

II



Innovation

How can institutions transfer knowledge and technology to community partners that helps seed new businesses and grow existing ones?

III



Place

How do institutions identify and market what makes their region unique to attract new investors and employers?

IV



Partnerships

How can institutions better connect government, industry, education, and non-profit stakeholders to form stronger, more resilient communities?

A Down Payment on Partnerships

Identifying Strategic Collaborations for Exponential Economic Growth



Other Education Institutions

- **K-12:** Identify and offer early opportunities to develop workforce skills and college credits
- **Four-Years:** Bridge curricular gaps and support pre-bachelors talent needs

Economic Impact

Engage Early, Support Often

K-12 partners require a partner to help their students navigate entering the workforce earlier than expected, while four-year institutions need help training and developing students that either need to find new jobs or feel more secure in their current positions



Industry Partners

- **Small Businesses:** Offer trainings, resources, equipment, and talent development programs
- **Mid-to-Large Businesses:** Scale talent at entry through management levels

Economic Impact

Foster Small, Attract Big

Industry partners are seeking support around core services (rather than new ideas), which entails expanding workforce training programs and identifying sustainable business models



Government Partners

- **Local Government:** Address short-term workforce challenges through trainings
- **State Government:** Identify and support mid-to-long term economic development initiatives and goals

Economic Impact

Think Statewide, Act Regional

Governmental partners will need support in deploying economic development resources to the industry sectors and regions in greatest of need of stimulus



Breakout Discussions

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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