

# Educating and Supporting the Whole Student



An *Inside Higher Ed* webcast  
Wednesday, June 22, 2022

# Presenters

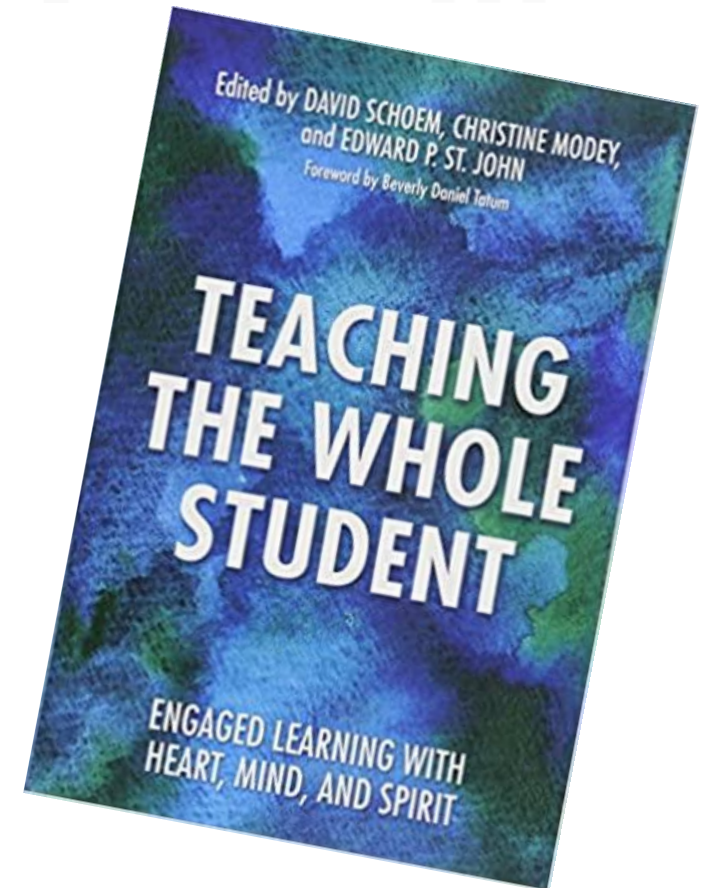
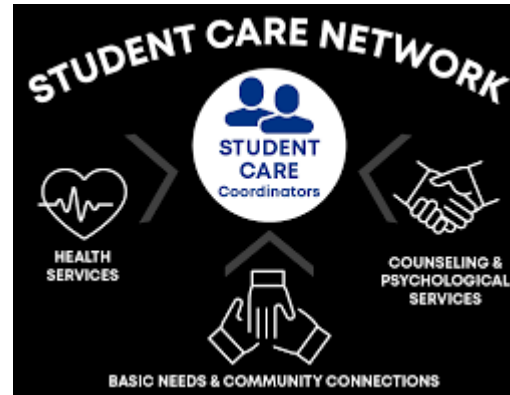
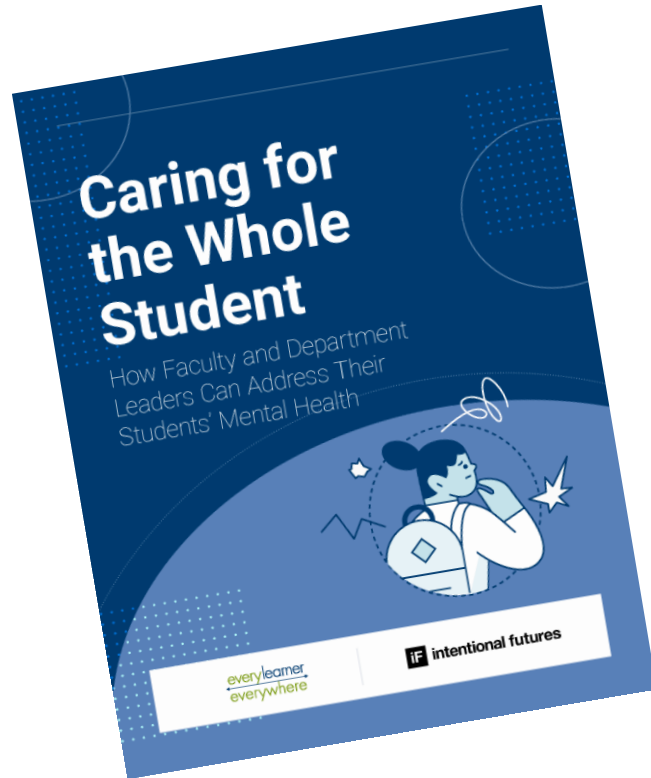


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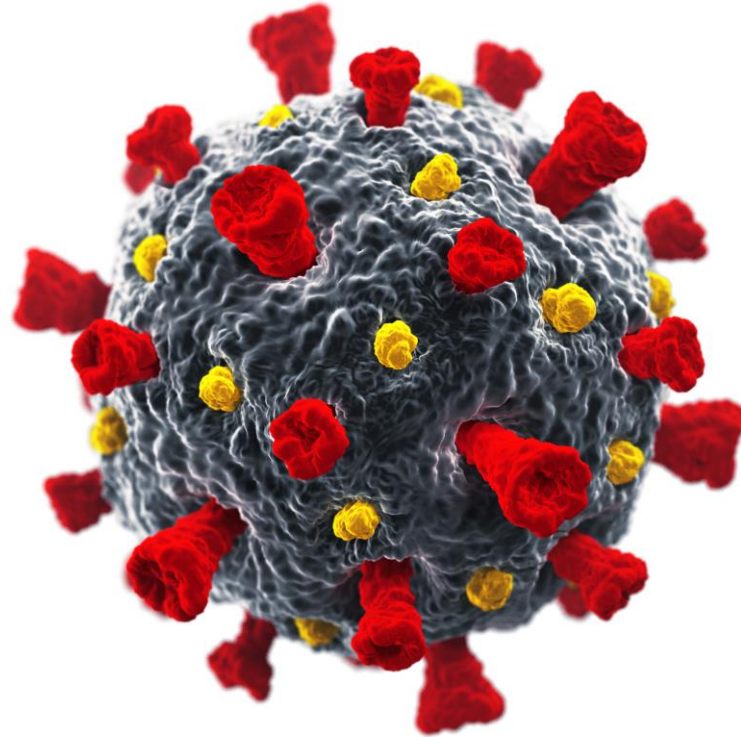
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# What Is the “Whole Student”?



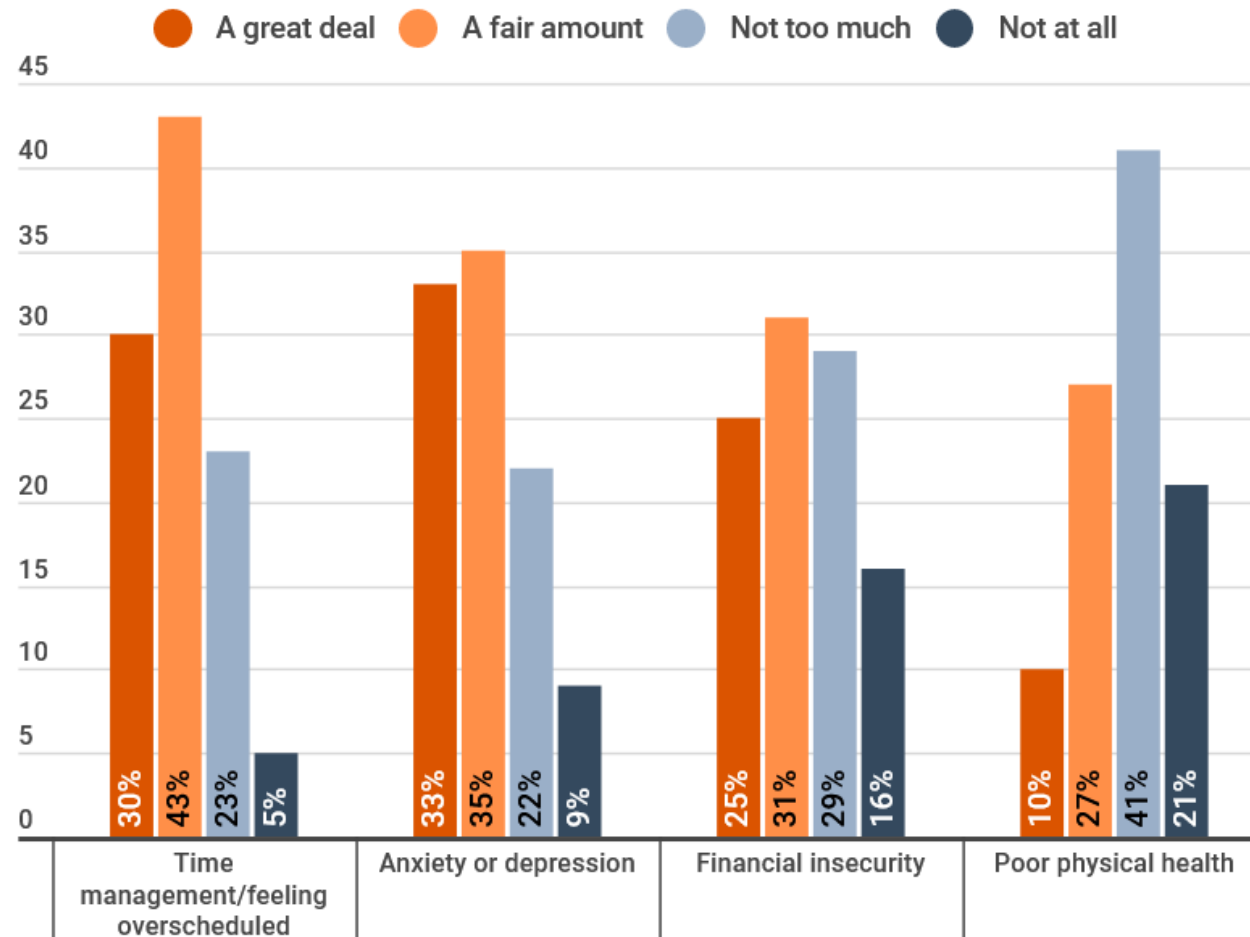
# The Pandemic Impact



*iStock*

# Understanding Students' Struggles

Amount college students say they have struggled with common challenges in recent months



Source: Inside Higher Ed/College Pulse survey of 2,003 college students; explore the data [here](#)

# Understanding Where Students Have Been



## Adverse Childhood Events Asked About in Survey

(In order from most to least selected, with students asked to identify having experienced themselves or within the immediate family)

- Depression or other mental health issues
- Emotional abuse
- Being unemployed for an extended period
- Alcoholism/excessive drinking
- Food insecurity
- Witnessing violence near home
- Physical abuse
- Housing insecurity/homelessness
- Drug addiction

# Where Do Students Find Support?

## Who Makes Up Students' Village on Campus?

Students asked to identify the role of any individual employee on campus who understands them



Source: Inside Higher Ed/College Pulse survey of 2,003 college students; explore the data [here](#)



Student Voice, an Inside Higher Ed and College Pulse collaboration, is presented by:



# Academic Approaches

- Redesigning gateway courses to close equity gaps
- PEACE: preparation, expertise, authenticity, caring and engagement





# Addressing Mental Health in the Classroom

## Developing “mental immunity”:

1. Give students basic education about neurophysiology.
2. Educate students about how to regulate emotions and reduce stress.
3. Provide culturally relevant support.
4. Destigmatize conversations around mental health.
5. Prepare for the long-term effects of the pandemic.

# The Faculty Role in Career Readiness

“Why wouldn’t professors want to include in their curricula competencies employers say they are looking for? Don’t we all want our students to succeed, not just in our courses but beyond them?”

*--Rachel Toor, professor of creative writing,  
Eastern Washington University*

# Strategies for Specific Groups: Students Who've Left College

- 25 colleges reached out to 27,000 students who stopped out during the pandemic – overwhelmingly students of color/low-income.
- Student success coaches contacted them about registering for courses; helped them set long-term goals; prepare for setbacks; and balance family and work responsibilities.
- About 3,000 reenrolled in 2021.



# Strategies for Specific Groups: Single Mothers

- Students raising children are 10 times less likely to complete four-year degree within five years.
- 43% of single mothers work 30+ hours a week.
- Single mothers enrolled full-time spend 9 hours a day on child care and housework.
- What institutions can do: flexible delivery, around-the-clock academic and support services, financial aid.



*Geber86/Getty Images*



# Strategies for Specific Groups: Students With Disabilities



American University's Disabled Student Union recently became an official university-recognized club.

Thanks

**D2L**