Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded
Must submit evals using the OLC conference website, beta platform mobile app
STRONGER TOGETHER: ENHANCING THE ONLINE COMMUNITY OF CARE FOR STUDENTS IMPACTED BY DISASTER THROUGH FACULTY CHAMPIONS

Natural Disaster Student Support
Environmental Barrier (EVB) Team
PRESENTERS

Michelle Jungbauer
Senior Manager, Student Experience

Alonna Koch
Manager, EVB Event Management

Shvonna Aldridge
Faculty Experience Manager, Student Experience
SESSION OVERVIEW

Program Presentation (30 minutes)
• Environmental Barrier (EVB) Program History
• EVB Event Identification for Natural Disasters
• Faculty Assistance Protocol and Student Care Plans
• EVB Champion Program
• COVID-19 Impact
• Program Results and Lessons Learned

Discussion/Reflection (10-15 minutes)
• Implementing a “Champions” Program
SESSION OBJECTIVES

1. Participants will observe how having a strong faculty “Champion” program can improve student and program outcomes.

2. Participants will learn how to engage key stakeholders around crisis management through the use of program advocates.

3. Participants will discuss strategies for selecting “Champions” for program support.

4. Participants will observe lessons learned as we explore the unprecedented impact of COVID-19 to our academic support systems.
WGU EVB PROGRAM HISTORY

What is the EVB Program?
THE WGU ENVIRONMENTAL BARRIER (EVB) PROGRAM GOAL

To proactively support students facing barriers to their academic success due to natural disasters or other major events; To help minimize the barrier to their success and provide integrated and individualized support as an Online Community of Care.
ETHICAL AND REGULATORY CONSIDERATIONS
FOR NATURAL DISASTER STUDENT SUPPORT IN THE ONLINE ENVIRONMENT

Organizational Responsibilities
- What is our responsibility when online students live far away from the University’s geographical location?
- Is our responsibility different from that of a brick and mortar educational organization?

Organizational Culture
- Does caring about our students change when we never see them in person?
- How do we connect and create an online community of care when not all the online community is impacted by a major natural disaster?

Higher Ed Regulations for Natural Disaster Student Support
- SAP, LOA Guidelines, Student Well-Being Checks (DOE 17-08)

“We as a higher education institution have a duty and obligation to our students to care for their personal and academic well-being.”

General Order 17-08 - General Guidance for Disaster
STUDENT SUPPORT IN THE AFTERMATH OF DISASTER

<table>
<thead>
<tr>
<th>Event Severity Category</th>
<th>Student Impact Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Declared Disaster, High Severity</td>
<td>1    Completely Displaced</td>
</tr>
<tr>
<td>2  Declared Disaster, Moderate Severity</td>
<td>2    Partially Displaced</td>
</tr>
<tr>
<td>3  Non-Declared, Moderate Severity</td>
<td>3    Not Displaced, Impacted</td>
</tr>
<tr>
<td>4  Non-Declared, Minimum Severity</td>
<td>4    Not Displaced, Not Impacted</td>
</tr>
</tbody>
</table>

Photos by Douglas R. Clifford / TNS
STUDENT DISASTER SUPPORT
Pilot Year FY18 in Review

32 EVENTS
Monitored

11,380 STUDENTS
Identified

6,567 Required
OUTREACH

20+
SUPPORT
Types Provided

84% of students were able to remain in
ACTIVE status

43% of students impacted have since
GRADUATED
## EVB EVENT SUMMARY FY19

### EVB Annual Summary FY19

<table>
<thead>
<tr>
<th>FY19Q1</th>
<th>FY19Q2</th>
<th>FY19Q3</th>
<th>FY19Q4</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Events FY19</td>
<td>9</td>
<td>12</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Event Severity Level (Average)</td>
<td>2.2</td>
<td>1.5</td>
<td>1.7</td>
<td>1.7</td>
</tr>
<tr>
<td>Active EVB Student Records (Average)</td>
<td>2,503</td>
<td>5,409</td>
<td>5,867</td>
<td>6,411</td>
</tr>
<tr>
<td>Actual Student Impact Level 1</td>
<td>102</td>
<td>100</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Actual Student Impact Level 2</td>
<td>139</td>
<td>148</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Actual Student Impact Level 3</td>
<td>221</td>
<td>676</td>
<td>133</td>
<td>64</td>
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<tr>
<td>Actual Student Impact Level 4</td>
<td>561</td>
<td>2769</td>
<td>287</td>
<td>257</td>
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<tr>
<td>Student Impact Unknown (record incomplete)</td>
<td>1483</td>
<td>1716</td>
<td>629</td>
<td>188</td>
</tr>
<tr>
<td>% EVB Mentor Completion Rate *</td>
<td>41%</td>
<td>68%</td>
<td>41%</td>
<td>65%</td>
</tr>
<tr>
<td>Total New EVB Students (All Impact Levels)</td>
<td>2506</td>
<td>5409</td>
<td>1065</td>
<td>535</td>
</tr>
</tbody>
</table>

*Q2 includes EVB Audit Support. Q3 we separated Mentor completion rates from EVB Audit Record Updates.

### FY19 EVB Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Event Severity</th>
<th>Event Type New (Active)</th>
<th>Potential Student Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Earthquake</td>
<td>11/30/18</td>
<td>2</td>
<td>Earthquake</td>
</tr>
<tr>
<td>Carr Fire (Northern CA)</td>
<td>07/23/18</td>
<td>2</td>
<td>Fire</td>
</tr>
<tr>
<td>Ranch Fire (Mendocino Complex-CA)</td>
<td>08/06/18</td>
<td>2</td>
<td>Fire</td>
</tr>
<tr>
<td>Pole Creek Fire - UT</td>
<td>09/14/18</td>
<td>2</td>
<td>Fire</td>
</tr>
<tr>
<td>Roosevelt Fire - WY</td>
<td>09/15/18</td>
<td>2</td>
<td>Fire</td>
</tr>
<tr>
<td>Camp Fire (NL CA)</td>
<td>11/08/18</td>
<td>1</td>
<td>Fire</td>
</tr>
<tr>
<td>Wooldridge Fire (CA)</td>
<td>12/08/18</td>
<td>1</td>
<td>Fire</td>
</tr>
<tr>
<td>Kansas Flood</td>
<td>09/08/18</td>
<td>3</td>
<td>Flood</td>
</tr>
<tr>
<td>Llano River Flood TX</td>
<td>10/16/18</td>
<td>2</td>
<td>Flood</td>
</tr>
<tr>
<td>Georgia Flooding (S)</td>
<td>12/01/18</td>
<td>2</td>
<td>Flood</td>
</tr>
<tr>
<td>Floods (AL-TN)</td>
<td>2/23/19</td>
<td>2</td>
<td>Flood</td>
</tr>
<tr>
<td>Russian River Flood (CA)</td>
<td>2/26/19</td>
<td>2</td>
<td>Flood</td>
</tr>
<tr>
<td>Midwest Flooding</td>
<td>3/13/19</td>
<td>1</td>
<td>Flood</td>
</tr>
<tr>
<td>Oklahoma Flooding (May 2019)</td>
<td>5/28/19</td>
<td>1</td>
<td>Flood</td>
</tr>
<tr>
<td>Arkansas River Flood</td>
<td>5/20/19</td>
<td>2</td>
<td>Flood</td>
</tr>
<tr>
<td>NC Flooding (2019)</td>
<td>6/9/19</td>
<td>4</td>
<td>Flood</td>
</tr>
<tr>
<td>Hurricane Lane Hawaii</td>
<td>06/23/19</td>
<td>2</td>
<td>Hurricane</td>
</tr>
<tr>
<td>Typhoon Mangkhut Guam</td>
<td>09/15/19</td>
<td>2</td>
<td>Hurricane</td>
</tr>
<tr>
<td>Hurricane Florence-Carolina Coast</td>
<td>09/11/19</td>
<td>2</td>
<td>Hurricane</td>
</tr>
<tr>
<td>Hurricane Michael</td>
<td>10/10/19</td>
<td>1</td>
<td>Hurricane</td>
</tr>
<tr>
<td>Typhoon Yutu - Mariana Islands</td>
<td>10/24/19</td>
<td>1</td>
<td>Hurricane</td>
</tr>
<tr>
<td>Boston Gas Explosion and Fires</td>
<td>09/15/19</td>
<td>3</td>
<td>Other</td>
</tr>
<tr>
<td>Pittsburgh Mass Shooting</td>
<td>10/10/19</td>
<td>1</td>
<td>Other</td>
</tr>
<tr>
<td>Thousand Oaks Mass Shooting</td>
<td>11/08/19</td>
<td>1</td>
<td>Other</td>
</tr>
<tr>
<td>Government Shutdown</td>
<td>1/17/19</td>
<td>3</td>
<td>Other</td>
</tr>
<tr>
<td>Virginia Beach Mass Shooting</td>
<td>5/31/19</td>
<td>2</td>
<td>Other</td>
</tr>
<tr>
<td>RL Tornadoes</td>
<td>10/0/18</td>
<td>2</td>
<td>Tornado</td>
</tr>
<tr>
<td>Midwest Tornadoes</td>
<td>12/00/18</td>
<td>2</td>
<td>Tornado</td>
</tr>
<tr>
<td>Tornado (AL)</td>
<td>1/10/19</td>
<td>2</td>
<td>Tornado</td>
</tr>
<tr>
<td>Mississippi Tornadoes</td>
<td>2/23/19</td>
<td>1</td>
<td>Tornado</td>
</tr>
<tr>
<td>Tornadoes (Lee County, AL-CA)</td>
<td>3/3/2019</td>
<td>1</td>
<td>Tornado</td>
</tr>
<tr>
<td>Alabama Tornado (4/2019)</td>
<td>4/9/2019</td>
<td>1</td>
<td>Tornado</td>
</tr>
<tr>
<td>Southern Tornadoes (1-10-19)</td>
<td>4/1/2019</td>
<td>1</td>
<td>Tornado</td>
</tr>
<tr>
<td>South-Central Tornadoes (May 2019)</td>
<td>5/2/2019</td>
<td>1</td>
<td>Tornado</td>
</tr>
<tr>
<td>Missouri Tornadoes (May 2019)</td>
<td>5/22/2019</td>
<td>2</td>
<td>Tornado</td>
</tr>
<tr>
<td>Memorial Day Tornadoes 2019 (IN-GA)</td>
<td>5/27/2019</td>
<td>1</td>
<td>Tornado</td>
</tr>
<tr>
<td>Indiana Tornadoes</td>
<td>6/15/2019</td>
<td>2</td>
<td>Tornado</td>
</tr>
<tr>
<td>Southern Winter Storms</td>
<td>12/10/2019</td>
<td>1</td>
<td>Winter Storm</td>
</tr>
</tbody>
</table>

---

**Hurricane Michael**

**CA Fires**
EVB EVENT IDENTIFICATION
EVENT MANAGEMENT PROCESS

Daily Event Tracking

Student Support
Event Severity

Executive Group Notifications
Student Impact

Faculty Communications
Federal Declaration Confirmation

Student Communications
Create Event in Salesforce for record documentation
Daily News and Weather Monitoring
EVB Vetting Team: Event Severity, Impact & Scope

### Event Severity Category vs. Student Impact Category

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<td>Non-Declared, Moderate Severity</td>
</tr>
<tr>
<td>4</td>
<td>Non-Declared, Minimum Severity</td>
</tr>
</tbody>
</table>

### Dual Vetting Decisions

- Severity and Scope?
- Local Impact (Evacuations?)
- WGU Students in Area?
- Potential Level of Impact?
- Federal Disaster Declaration?
VETTING STUDENTS MOST LIKELY IMPACTED BY THE NEW EVENT
**EVB EVENT ALERTS AND NOTIFICATIONS**

**EVB Event Communication**

1. EVB Student Communication  
   *(Megaphone, email)*
2. EVB Working Group EVB Alert
3. Mentor EVB Email (those with EVB Students)
4. Executive Group EVB Notification

**EVB New Event News Article**  
*(Faculty Knowledge Base)*
Environmental Barrier (EVB) Mentor Response Protocol

**Reach - Assess - Assist**

**Reach** out to your student(s)

**Assess** actual level of impact of the EVB Impact[1-4].

**Assist** the student with individual learner support strategies, as needed.*
EVB CHAMPION PROGRAM
EVB Champion Program Overview

The EVB Champion pilot was part of an ongoing effort to support and develop a robust online community of care at WGU, including proactive support for students facing the potential barriers of a natural disaster or other major event, across all colleges.
EVB CHAMPION PROGRAM

- Why?
- What does the role do?
- How are Champions selected?
- Who are the Champions?
- What are the intended outcomes?
EVB CHAMPION RESPONSIBILITIES

• Be an EVB Role Model in support of their EVB Students/Student Record updates.

• Help increase the understanding and benefits of completing a student’s EVB Record.

• Help direct team members in the right direction for EVB concerns (evb@wgu.edu).

• Respond positively to questions from their peers regarding an environmental barrier.

• Actively share EVB Resources with their teams (one-year pledge).

• Provide ongoing communication and feedback to the EVB Champion Coordinator.

• Advocate for team members facing challenging EVB Student concerns.
To be considered for the EVB Champion team, interested faculty:

- Must have completed the EVB LMS Training module.
- Must be an EVB Role Model (i.e., each EVB Champion should have all their own EVB Student Records completed for any students assigned to their care).
- Must be nominated and approved by their direct manager.
- Must be willing to serve as an EVB Champion for 1-year.
WHO ARE THE CHAMPIONS?

Representation From Each College

9 Health
3 Business
4 Teachers
1 IT

Representation reflects faculty in Mentoring and Enrollment
INTENDED OUTCOMES

• To increase EVB Event awareness across faculty teams
• To champion the goal of timely outreach to all potentially impacted EVB Students
• To reduce the number of incomplete EVB Student Records on file
• To reduce the number of students who may go without the support needed or leave the program because they were not aware of their options when highly impacted by a natural disaster in their local community
EVB AND COVID-19 IMPACT

Scaling the EVB Program and EVB Champions Program to support 120,000+ students
COVID-19 – A new kind of event....

Photos by Douglas R. Clifford / TNS
COVID-19 Student Impact (EVB Records)
99,684 EVB Students (EVB Level 1-3) as of 10/31/2020
Environmental Barriers to Academic Progress

**Broadscale Impact; Rapidly Changing Landscape**

- Field Placement and Community-based projects
- Third Party Certification, Testing and Internet Access Barriers
- Tuition and Financial Concerns (IC, TB, Self-Pay)
- Personal Impact
  - loss of wages
  - family or job stress
  - child-care, homeschooling demands
  - illness and/or quarantine
  - loss of loved ones
  - frontline worker demands

→ Closure of Examity Proctoring Sites (3-22-20)
COVID-19 UNIVERSITY TASK FORCE

• ABP Team
• WGU Executive Team
• Faculty Experience Team
• Student Experience Team
• EVB Working Group
• EVB Event Management Team
UNIVERSITY-WIDE LEARNER INTERVENTIONS FOR CV19

Recommendation: COVID-specific policy recommendations, with universal solutions where possible, to scale magnitude of impact.
EVB CHAMPION PROGRAM RESULTS

Results and Lessons Learned
COVID-19 FACULTY SUPPORT PLAN

WHY: Serving Students One-by-One

WGU students are broadly and adversely impacted by the COVID-19 pandemic, and they need flexible support to minimize the disruption to their academic progress and educational goals.

We want to support students during this time in ways that:

- **Personalize support to individual student needs.**
- **Promote continued academic progress,** even if at a slower rate, so students continue getting the skills and education they need for the future.
- **Minimize drops**—We can only support students when they stay.
- **Minimize financial and academic impacts**—We are here to help.
COVID-19 RECORDS REVIEW/UPDATES

- 81% Complete EVB Student Records (19% Incomplete)
- 14% Increase with EVB Champion Pilot Team Support
KEY TAKEAWAYS

Lessons Learned

1. Early and systematic identification of natural disasters is vital for a proactive outreach to potentially impacted students.

2. An integrated student care plan response protocol is critical to ensure academic continuity for students impacted by a natural disaster.

3. Faculty support advocates can help enhance program and student support through small-team communication and individualized/specialized support within their academic programs.
DISCUSSION

IMPLEMENTING A CHAMPIONS PROGRAM
HOW DO I DO THAT?
Discussion Questions

1. Do you have any similar Champion programs?
   - What programs might benefit from having Champions?
   - What might be the goals of a Champion program?
   - Who might you recruit as a Champion?

2. What considerations are needed to obtain support and buy-in from key leaders?

Follow-Up Reflections

What are your opportunities to help staff champion student support as they recover from natural disasters as part of an online community of care?
THANK YOU!

Michelle Jungbauer
Senior Manager, Student Experience

Alonna Koch
Manager, Student Experience

Shvonna Aldridge
Faculty Experience Manager, Student Experience

michelle.jungbauer@wgu.edu

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