

Is Everything Hybrid Now? A Discussion of Virtual, In-Person and Hybrid Financial Wellness

Speakers



Zach Taylor
The University of
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Sara Ray
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Jodi Kaus
Kansas State
University



Tristia Kayser
Columbia University

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- 9:45 AM – 10:45 AM
- EMU Crater Lake North (146)



**Higher Education
Financial Wellness**
ALLIANCE

Why Are We Here?

- COVID = forced things online and now they're not as much.
- Financial wellness and the national student loan debt = things you've been doing for years are suddenly relevant (this is a joke – y'all were early to the party.)
- Financial wellness maybe more important?
- Online learning maybe more important? Prevalent?



What We Know About Hybridizing

- Both teachers and students often report feelings of decreased motivation, increased loneliness, and less interaction with teachers and peers ([source](#)).
- Students tend to be less engaged during online sections of class, more engaged during F2F instruction ([source](#)).
- Most faculty not trained in classroom management or communication in hybrid settings ([source](#)).
- Many students not prepared for the technology demands or with the study skills to thrive in hybrid settings ([source](#)).
- We really know 'nothing' about FW and hybridizing.





Jodi Kaus – K-State's Powercat Financial

- How did Kansas State transition in the pandemic
 - Zoom was already in place luckily
 - Focused on mission critical issues
 - Peer counselors had never been trained virtually
 - More students sought SFA direct assistance & funding sources
- What are your feelings toward in-person, hybrid, and online formats?
 - In-person pros and cons: connection v. convenience
 - Hybrid pros and cons: flexibility v. multitasking
 - Fully Online pros and cons: accessible v. inaccessible





Jodi Kaus – K-State's Powercat Financial

- What are students'/peers'/admins' feelings?
 - Keep the good lessons learned
 - Each person feels very differently, best to acknowledge
 - New incoming students are unique from all others
- What should be done?
 - Relationships matter most
 - Capacity must be assessed
 - Don't be afraid to try





Sara Ray – Baylor's Financial Wellness Office

- How did Baylor transition in the pandemic
 - Started as a virtual Program in the Spring of 2020
 - I was hired in August of 2021 and chose to keep most services exclusively virtual
 - Switched to a primarily in-person program by Fall 2022
- What are your feelings toward in-person, hybrid, and online formats?
 - In-person allows for deeper connections
 - Virtual is great for providing services to students that are not on campus as well as alumni
 - Hybrid can provide the benefits of both but is difficult to implement without support





Sara Ray – Baylor's Financial Wellness Office

- What are students'/peers'/admins' feelings?
 - Different student populations have distinct needs and preferences
 - Peer student workers are very flexible if they know that they can ask questions and receive feedback/support in new modalities/skills
 - Admin has increasingly asked about hybrid offerings to maximize workshop attendance
- What should be done?
 - Training peers in-person is important
 - Don't try to do everything all at once
 - Assess space and technology needs



Tristia Kayser – Columbia University

How did Columbia transition in the pandemic?

- **Program Inception:**
 - Nov. 2019
 - One presentation, one partner office
- **Pandemic Remote Transition:**
 - March 13, 2020
- **Program Development, Expansion and Growth:**
 - Need for easily adapted, low-to-no-cost content to drive student engagement and foster community during remote learning (*e.g. create remote campus culture and support opportunities*)
 - Provide resources and outreach on resources (pause on repayment, Fresh Start, contact offices for emergency aid/other assistance)
 - Now conduct approx. 20 presentations per-term across multiple schools/partner offices



Tristia Kayser – Columbia University

What are your feelings toward in-person, hybrid, and online formats?

"A place for everything and everything in its place"

- **Remote**

- Increased Accessibility/Program Exposure with easily adaptable materials (e.g. no cost expenditures, target niche populations such as international students, student initiative/organizations without financial risk to limited budgets)
- Online Disinhibition as a benefit; willingness to "open up"; relaxed atmosphere
- Challenging to drive ongoing engagement beyond initial "buzz"; live event "melt" (e.g. register to watch later adds need to reconsider attendance metrics for analysis)

- **In-person**

- "Live" learning and support from "a real person"
- Feels "Formal", but adds authority
- Easier to incentivize attendance (food, raffles etc)

- **Hybrid** - *The best of both!*



Tristia Kayser – Columbia University

What are students'/peers'/admins' feelings?

- **"... It depends"**
 - Most interested in returning to live events, but agree hybrid offerings increase accessibility
 - "Melt" has not improved with remote vs in-person events; averaging approx. 50% for each
 - Different student groups/schools have unique student needs

What should be done?

- **"Campus Community; United":**
 - Focus on niche populations to address unique needs: *Who are they? What do they need? Where do they attend? How do we reach them?*
 - Hybrid as a way to increase accessibility toward expanded DEIA/B efforts (e.g. non-traditional students and remote campus culture/belonging)



What is the Future!

- Who knows! But seriously:
- More institutions making plans to offer fully online bachelor's degrees.
- Community colleges shifting to fully online degrees and even online bachelor's degrees.
- College students increasingly diverse, including by age, geographic location, and life circumstance.
- Financial wellness programming will **probably** need to be hybridized to optimize numbers (if that is the goal).



Thank You! and Contact Information

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Description

- As COVID has become a risk that many communities have learned to live with, student programming has followed and returned to many in-person settings. However, many students may still prefer virtual settings for financial wellness programming, necessitating hybrid delivery capacity. Given this dilemma--seemingly having to hybridize many forms of programming--this roundtable discussion will engage with the audience to discuss financial wellness program formatting and the future of program delivery.



References

- Garwood, B. (2021, March 15). Hybrid Hangups: What Teachers Struggle with Most in Hybrid Instruction. EdTech Magazine. Retrieved from <https://edtechmagazine.com/k12/article/2021/03/hybrid-hangups-what-teachers-struggle-most-hybrid-instruction>
- Lorenzo-Lledó, A., Lledó, A., Gilabert-Cerdá, A., & Lorenzo, G. (2021). The Pedagogical Model of Hybrid Teaching: Difficulties of University Students in the Context of COVID-19. *European Journal of Investigative Psychology and Education*, 11(4), 1320–1332. <https://doi.org/10.3390/ejihpe11040096>
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