

CHARTING THE FUTURE:

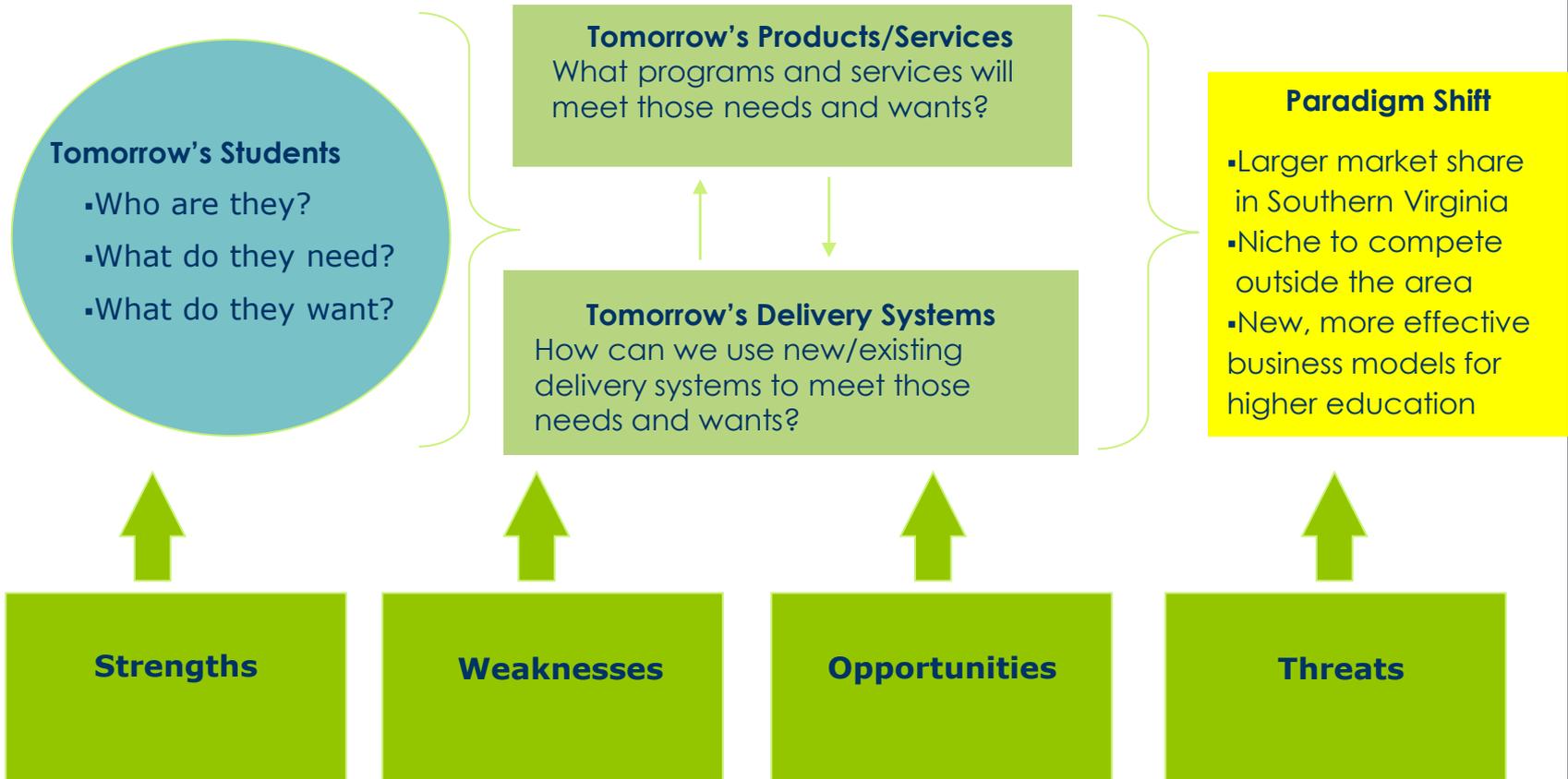
RBC 2018

The College of William and Mary
Board of Visitors Committee on
Richard Bland College

Debbie L. Sydow, Ph.D., President

November 29, 2012

Snapshot of Strategic Planning Process



Historical Backdrop

- College was established in 1960 by the General Assembly as a branch college of W&M with a primary mission of offering **transfer associate degrees in the liberal arts and sciences**. Similarly, Christopher Newport began as a two-year extension of W&M in Newport News, and Old Dominion was a two-year extension of W&M and VPI in Norfolk. George Mason began as the Northern Virginia branch of UVA, and Clinch Valley College as the Southwest Virginia branch of UVA.
- When the community college system was established in the mid-1960s to provide geographical and general access to both transfer and technical education for all Virginians, most branch two-year colleges became independent and escalated to four-year status.
- In 1966 the first bill was introduced to absorb RBC into the community college system (similar bills were introduced each year through 2010). This was replaced by a bill to allow RBC to offer upper level (Y3,4) coursework, and 90 credit hours (Y3) was authorized by the W&M Board of Visitors.
- In 1968, SCHEV denied approval for any offerings beyond the 2-year level and advocated for RBC to become a community college. RBC changed its “purpose” to be the **state’s only public junior college**. This purpose statement was only slightly modified in 1977, 1987 and 1997.

Historical Backdrop

- Plans for residential living-learning communities proposed by President Maze were endorsed by the Board of Visitors in 1981.
- A 1992 BOV resolution approved The Comprehensive Master Plan for RBC, which outlined “College plans for campus development during the next *twenty* years. This plan anticipates growth to 2,500 students (1,554 in 2012), with 1,500 students housed in proposed living-learning centers (251 in 2012).”
- In 1997, following President McNeer’s appointment as president, a new strategic plan for RBC was approved by the W&M BOV. The plan established the following goals:
 - reinstating and improving the honors program
 - improving student recruitment throughout the Commonwealth
 - increasing headcount to 2,000 while maintaining average class size of 22
 - improving the technology infrastructure
 - improving academic advising
 - expanding student activities to include club or intercollegiate sports.
- Residence halls for 251 students opened in 2008, but the campus was not adequately prepared. Admissions standards were set aside in the push to fill beds, which led to higher attrition, behavioral problems, default rates, etc.

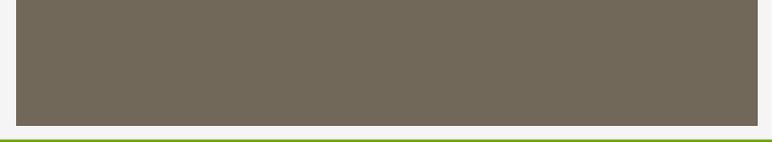
Historical Backdrop

In fall of 2001, Noel-Levitz, a consulting group focused on enrollment management, identified key strategic opportunities as:

- Identifying “customers”
- Analyzing academic and service offerings
- Establishing RBC’s image (How do you want to be perceived?)
- Developing priorities via a long-range planning initiative.

Other recommendations included:

- Develop a long-term strategic enrollment management plan
- Develop a formal marketing and recruitment plan
- Develop a comprehensive retention plan with specific objectives and staff accountabilities.
- Consolidate your “first stop offices” and create a better “welcome mat” to your campus, especially adjacent to the “first impression” offices.
- Move into the 21st century with: reworked logo and ways to reach today’s students in a timely manner (e.g., social media)



SWOT Analysis

STRENGTHS

- Successful alumni
- Respected faculty with focus on student success
- Pride
- Location
 - Strong economy
 - Proximity to DC, Williamsburg, and historic/tourist destinations
 - Physical campus – pecan groves, wetlands, new buildings
- Community “ownership”
- Relationships
 - Army Logistics University
 - Dual Enrollment Partnerships
- Capacity for enrollment growth
- Unique status as state’s only residential “junior college”
- W&M affiliation

WEAKNESSES

- Student completion rates – 22%
- Brand and image
- Lack of continuous improvement infrastructure and transparency:
 - Data integrity
 - Access to information
- Fragmented enrollment and advising systems:
 - 5% decrease in retention over last 5 years
 - 14% decrease in graduation over the last 5 years
- No Enrollment management plan
- Closed culture
 - Silos
 - 86% of students from local area
 - Limited opportunities to gain new industry knowledge and practices
- Inadequate technology infrastructure
- Limited, undifferentiated product line
- Limited linkages with W&M

OPPORTUNITIES

- Branding & marketing
- Align academic portfolio with demand, including Governor's TJ21 goals
- Capacity for:
 - Specialized programming in STEM-h, logistics (ALU, et al)
 - Online, hybrid and innovative program delivery
- Re-start escalation process
- Utilize existing resources (housing, groves, wetlands, expertise) to generate revenue
- Build new revenue streams
- Shared governance – tap collective intelligence
- Reinvest savings from administrative reorganization in quality improvements of existing educational offerings, and new “products”

THREATS

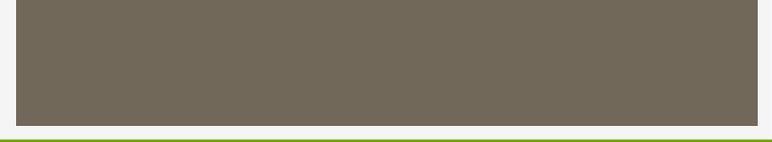
- Public perception
- Obsolescence
- Inertia – no sense of urgency
- Changes in higher education industry:
 - Business model
 - New delivery systems, e.g., MOOCs
 - New demands for accountability
- Court injunction
- Increased competition
 - For-profits
 - Community colleges
 - Comprehensives
- Demand for ROI

KEY DATA and TRENDS

FUTURE FOCUS:

Differentiating, branding and building a demand-driven portfolio of academic programs

- Build quality of existing associate degree programs to become Virginia's premiere two-year, residential **liberal arts** college focused exclusively on transfer to W&M and other top-ranked colleges and universities (Guaranteed Admission Agreements)
- Expand portfolio through **STEM-h**, capitalizing on new Science and Technology Center and partnering with employers to develop programming at two-year and potentially four-year level to meet regional and TJ-21 goals, e.g., logistics; dietetics/nutrition; computer simulation, modeling and gaming
- Expand and diversify portfolio through **partnerships, alternative delivery of existing programs** and **addition of entrepreneurial, high-demand, revenue-generating continuing education**



DISCUSSION