Dr. Maria Dezenberg
Provost
Lashrecse Aird

Chief of Staff
B.A., Mass Communications & Public Relations, Virginia State University
Cassandra Standberry

Director of Human Resources
A.A., Business, University of Phoenix
Katie Bjorkman

Assistant Professor of Mathematics
Ph.D., San Diego State/University of California
M.S., VCU
B.S., George Fox University
Ashley Fuller

Assistant Professor of Mathematics
M.S., VCU
B.S., Bridgewater College
Katie Heffernan

Assistant Professor of Biology
Ph.D., Northern Illinois University
M.S., Northern Illinois University
B.S., University of Wisconsin
Enrollment
MEET A FEW STUDENTS

Sarah Moncure, International Relations

Muhammad Ibrahim Bucha, Business Analytics

Kenzie Somerville, Biology Pre-Veterinary Studies
## Enrollment Head Count by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>2017</th>
<th>2018</th>
<th>2019 (Prelim)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>% Chg</td>
<td>#</td>
</tr>
<tr>
<td>Out of State/International</td>
<td>45</td>
<td>22.2%</td>
<td>69</td>
</tr>
<tr>
<td>Central Virginia</td>
<td>768</td>
<td>1.4%</td>
<td>748</td>
</tr>
<tr>
<td>Tidewater</td>
<td>44</td>
<td>-4.5%</td>
<td>51</td>
</tr>
<tr>
<td>Northern Neck</td>
<td>23</td>
<td>21.7%</td>
<td>26</td>
</tr>
<tr>
<td>Northern Virginia</td>
<td>21</td>
<td>23.8%</td>
<td>34</td>
</tr>
<tr>
<td>Valley</td>
<td>8</td>
<td>0.0%</td>
<td>13</td>
</tr>
<tr>
<td>Western Virginia</td>
<td>3</td>
<td>-33.3%</td>
<td>1</td>
</tr>
<tr>
<td>Southwest</td>
<td>-</td>
<td>0.0%</td>
<td>-</td>
</tr>
<tr>
<td>Southside</td>
<td>23</td>
<td>13.0%</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>935</td>
<td>3.3%</td>
<td>965</td>
</tr>
</tbody>
</table>

**Goal**: 942, 2.5%
## ENROLLMENT – CREDIT HOURS BY RESIDENCY

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>% Chg</td>
<td>#</td>
<td>%</td>
<td>% Chg</td>
<td>% Chg</td>
</tr>
<tr>
<td>Active Military or Dependent</td>
<td>186</td>
<td>220</td>
<td>18.3%</td>
<td>310</td>
<td>40.9%</td>
<td></td>
</tr>
<tr>
<td>Virginia Resident</td>
<td>11,797</td>
<td>12,093</td>
<td>2.5%</td>
<td>11,830</td>
<td>-2.2%</td>
<td></td>
</tr>
<tr>
<td>Out of State</td>
<td>269</td>
<td>265</td>
<td>-1.5%</td>
<td>153</td>
<td>-42.3%</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>231</td>
<td>243</td>
<td>5.2%</td>
<td>209</td>
<td>-14.0%</td>
<td></td>
</tr>
<tr>
<td>GSSP</td>
<td>46</td>
<td>361</td>
<td>684.8%</td>
<td>611</td>
<td>69.3%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12,529</strong></td>
<td><strong>13,182</strong></td>
<td><strong>5.2%</strong></td>
<td><strong>13,113</strong></td>
<td><strong>-0.5%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**GOAL**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>12,720</strong></td>
<td><strong>3.6%</strong></td>
<td><strong>12,720</strong></td>
<td><strong>3.1%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2019-20 PROVOST’S PRIORITIES

Academic Quality

Enrollment Optimization

Student Success

2019-20 Priorities
### Academic Quality
- Program to Program Pathways
- Faculty Mentoring
- Provisional Admissions Program
- Online Program Delivery

### Student Success
- ESE Phase III with Predictive Analytics Refinement
- One Stop Model Expansion
- Office of Engagement

### Enrollment Optimization
- Long-Range Strategic Enrollment Plan
- Recruitment Channel Diversification
- Brand Refresh
- Website Redesign
- Admissions Tools & Training
Mr. Eric Kondzielawa
Director of Operations and Capital Assets
Total Project Square Footage: 23,478
(includes renovated space)
LEADING EDGE TECHNOLOGY

40% High Tech Classrooms
35% Collaborative Learning
15% Library Addition
10% Offices
RESIDENT ASSISTANT APPRENTICE (RAA) PROGRAM
• The RAA Program expands opportunities for student engagement on campus, which further advances ESE@RBC and retention.

• It is an exploratory work program that is being launched with residential students.

• The program will provide hands-on learning for those who have an interest in becoming an RA at RBC or at their transfer school of choice.
RAA Program

• RAAs will assist the Resident Assistants (RAs) with entry level functions, primarily as desk aides (about 50% of the time).

• Other duties include, but are not limited to, assisting with mail communications in the Finance Office, filing forms in the Office of Residence Life, sorting and delivering mail in Facilities, and checking in students to the Gym.
• Each RAA commits to working 85 hours per semester, which is monitored weekly.

• The compensation for the RAA is complimentary housing.

• Every applicant interviewed was accepted into the inaugural class

• There are 34 RAAs.
• A new avenue for students to engage in the RBC community.

• Participants develop competence, leadership and interdependence.

• Participants also have the opportunity to see how the different departments work across campus and to learn while working.

• RBC gets a more developed pool of candidates for the RA position.

• RAs will have more time to develop effective social and educational programming for the RBC community.

• Can serve as an early phase of in exploring a Work College model.
Dr. Ken LaTessa
Chief Information, Strategy &
Innovation Officer
Six-Year Plan Highlights
RBC-19 moved the College to a student-centric, one-stop shop model with a focus on the student experience and centralized student success

- Started with an analytics partnership – IBM Portal
- Established Learner Mentor model based on Brockenhurst College, UK retention model
- In fall 2016, a preliminary data warehouse was constructed and in-house risk model developed

The Exceptional Student Experience (ESE@RBC) was established as the program to drive student success

- Aspirational goal of 100% student success
- Morphed into a cultural change
- Some of the original groundwork was adapted from the AACC Guided Pathways
POSITIVE RESULTS ACHIEVED

First-Time Student, Graduates Excluded

Fall-to-Spring Retention Since 2016
Up 9.3%

Fall-to-Fall Retention Since 2016
Up 14.6%
What is the role of a:

✔ two-year
✔ residential
✔ liberal arts
✔ transfer

institution within the higher education system of the Commonwealth?

What is our **Student Value Proposition**?
Guided Pathways for Success: GPS@RBC

Comprehensive College-Wide Implementation of the pillars of Guided Pathways

1. map pathways to student end goals
2. help students choose and enter a program pathway
3. keep students on path
4. ensure that students are learning

We are not that far away if the proper funding and effort is applied to the project
Evolution of ESE to GPS@RBC

The framework is composed of:

A. easy to navigate onboarding

B. clearly defined pathways that outline workforce-friendly majors and credentials, and effective processes for entering a pathway

C. fast track programs to get academically underprepared students into and through crucial English and math courses

D. high-touch, intensive student-centric support across the college

E. tools for faculty, staff and students that provide useful information about assessment and progress
Centralized Case Management & Predictive Analytics

Centralized case management system provides 360-degree view of students throughout entire lifecycle

- Key data points for information and action
- Real-time intervention
- Early warning notification and metrics dashboards
- Student portal with key actions to be taken (checklist)

Research and development of new and improved predictive models

- Risk to drop
- Activity tracking models to assist in interventions with leading indicators
Online & Dual Enrollment GPS Support

Same services available to online and dual enrollment students

- Satisfy SACSCOC requirements
- Provide crucial guidance to students that may not have access to resources
- Under-served high school students
- Non-traditional students wanting to change/advance
Hybrid Work College Idea is Viable & Valuable

- Enhance and enrich the educational experience
- Builds character, work ethic, leadership and competence in critical thinking and time management skills – high demand characteristics
- Curriculum that provides learning outcomes in key skill areas
- Internships/Jobs to reduce the cost of education
- Career counseling, job search and other crucial support services
OTHER MAJOR PIECES

• **KEY COMPLIANCE FUNDING IN ITS, HR & FA**
• **INCREASED FINANCIAL AID FUNDING**
• **THE ACADEMIC INNOVATION CENTER**
REQUESTED FUNDING

$2.6M for Each Fiscal Year, 2021/2022

- GPS@RBC: $1,252,000
- Financial Aid: $650,000
- Compliance related resources & systems: $708,400
- AIC: $15.7M
• FY20 Budget Update
• APA Audit Findings
• Corrective Action Workplan
Dr. Tiffany Birdsong
Faculty Representative, W&M Board of Visitors

Mr. Solomon Asare,
Student Representative, W&M Board of Visitors
Student Employment @ RBC
TWO-YEAR REVIEW
2017-2019

Federal Work Study,
Institutional Student Employment
and Beyond...
STUDENT EMPLOYMENT

WHO? WHAT? WHERE?

2017-2018 Academic Year
64 students employed on campus
  • 13 FWS
  • 51 IWS
Utilization of student workers
  1. Athletics
  2. Student Success Support Staff
  3. Facilities

2018-2019 Academic Year
86 students employed on campus
  • 27 FWS
  • 59 IWS
Utilization of student workers
  1. Student Activities/Residence Life
  2. Athletics
  3. Library
On-campus employment opportunities that are intentionally designed around learning and engagement can considerably enhance the student experience in multiple ways (McClellan et al., 2018).

Working alongside a cohort of peers or other professionals who directly contribute to the mission and success of an institution can help build a student’s sense of identity, connection, and value to the campus (McCormick et al., 2010).
Activities within a highly impactful student employment program may include:

- establishment of **foundational requirements or criteria** to ensure preparedness and clarity regarding student and employer goals and expectations;

- cultivation of a **supportive student–supervisor relationship** in which the supervisor provides **guidance and constructive feedback**;

- frequent opportunities for student articulation of learning and reflection on the **connections between the student’s experience, their coursework, and long-term career goals**;

- engagement in both **planned and authentic programming** that allows for application of classroom learning, exploration of professional skills, and the **development of relevant learning outcomes**; and

- acknowledgment and **documentation** of student growth, contributions, and commitment during and after the experience.
NACE career-readiness competencies:
(a) critical thinking and problem solving, *
(b) oral and written communication, *
(c) teamwork and collaboration, *
(d) digital technology, *
(e) leadership, *
(f) professionalism and work ethic,
(g) career management, and
(h) global and intercultural fluency
WORK. LEARN. SERVE

**Academic Support**
- Library
- Writing Lab
- Student Success (tutoring)
- Research Labs

**Campus Program**
- Support
- Athletics
- Student Activities
- Enrollment Services/Outreach

**Administrative Office Support**
- IT Services
- Records & Registration
- Admissions & Advancement
- Financial Aid
- HR
- Communications

**Facilities & Campus Support**
- Café/Dining Hall
- Landscape
- Dorm Maintenance
- Recycling/Waste Management
NACE Comprehensive Examination of On-Campus Student Employment: Five Takeaways…

1. Senior leadership engagement is critical

2. Multiple communication channels are needed to explain to students the benefits of working on campus and to inform them of available positions

3. Supervisors are the linchpin of the student employee experience

4. Institutions should have a shared understanding of what student employees should be and are actually learning

5. Data usage for the purposes of analyzing and sharing the impact of student employment is an area for improvement among many institutions