



**EMBA 2020 Team 1**

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**VCU Executive MBA Strategic Dilemma Report**

**Richard Bland College**

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## **Strategic Dilemma**

Virginia Commonwealth University encourages for-profit and nonprofit organizations to consider VCU Executive MBA students and faculty for their strategic consulting needs. VCU Executive EMBA students bring diverse skills with dozens of years of experience in fields such as higher education, project management, and information technology. Our project and partnership with Richard Bland College began in January 2020, concluding at the end of April 2020, at which time the MBA candidate team will present their findings and recommendations in both written and presentation form. Past participants have included Capital One, Dominion Energy, Markel Corporation, Philip Morris and Lewis Ginter Botanical Gardens.

Richard Bland College is considering a hybrid Work College educational model in an effort to create a distinguishing brand benefit that makes achieving an RBC Associate degree more affordable and accessible; therefore improving its ability to achieve enrollment and revenue goals. It is specifically this concept, and associated business and educational considerations that RBC has asked our team to research.

Work Colleges are institutions that integrate work, learning, and service into the college experience. Jobs can be on-campus or off-campus, and all are supported by the institution. Student jobs will off-set the cost of attending the school. Most Work College students graduate with little or no debt. In order for the Work College model to be effective, Richard Bland College will need to develop new processes and practices to successfully deliver their modified programming and generated demand. They will also need to consider developing new partnerships with local and regional businesses, ensuring that students have a variety of specialized fields to have jobs in.

## **Executive Summary**

Richard Bland College is a public two-year college and formally associated with the College of William and Mary. There are approximately 2,400 enrolled students currently enrolled at RBC with approximately 20% of students pursuing some coursework online. RBC primarily attracts students from the rural Tri-Cities region (the three independent cities of Petersburg, Colonial Heights, and Hopewell) and portions of the adjoining counties of Chesterfield, Dinwiddie, and Prince George in south-central Virginia (within approximately 40 miles of campus). Additionally, there are approximately 1,500 dual-enrollment students (500 of which are located in Loudoun County). Dual enrollment students are currently attending high school while taking courses offered by RBC, in order to gain credits that apply to both institutions. According to RBC, this program “breaks-even” financially and many of these students ultimately do not enroll at RBC after high school.

RBC is particularly unique, as it’s the only two-year residential public college in Virginia, outside of the community college system. Richard Bland College’s mission is to prepare students for their transition into four-year universities through their academic programs. RBC has over 40 transfer partnerships with four-year universities and colleges including all of the 4-year public universities in the Commonwealth of Virginia.

Richard Bland College is often referenced as a “hidden gem.” This is a result of its reputation for high-quality instruction, but limited geographic reach. RBC is also very diverse, but also currently attracts a very needy population with over 50% of enrolled students being Pell Grant recipients. Tuition and fees are \$16,200 or \$8,100 per semester at RBC. These costs are similar to the four-year public institutions, but nearly twice as expensive as comparable Virginia community college offerings.

Virginia is anticipating minimal growth in high school graduate rates through 2031, while other areas of the country will experience steep declines in high school graduates. Given that RBC’s primary sources of revenue are tuition and state funding, RBC is facing significant challenges that



threaten its ability to enroll and graduate students, as are nearly all institutions in the Commonwealth and mid-Atlantic region. This is before accounting for what is likely to be a historic economic collapse as a result of the COVID-19 world pandemic, which will very likely lead to further and more immediate reductions in state appropriations.

To combat these challenges and to increase Richard Bland College's value proposition this report relies on finding from primary and secondary research to develop recommended next steps. Those recommendations, in part, are to expand the federal Work Student program, continue feasibility research towards implementing a hybrid work college mode, and increasing brand awareness.

## **Enrollment Landscape**

Higher education is experiencing an ongoing demographic shift that will challenge many institutions. Throughout the next ten years, models project changes in birth rates, analyzing the future of 18 year olds. Between 2017-2021, there will be a modest decrease (-1%) in 18 year olds. Then, from 2022-2025, there will be a growth spike (8%) of 4.51 million 18-year olds, followed by a sharp decline (-14%) from 2026-2029, of 3.86 million 18-year olds.

### **Summarizing by Segment and Selectivity**

#### ***Elite Higher Education***

Elite higher education institutions are currently stable with a continued strong demand. By 2029, demand is projected to increase by 8% (2019-2023: 3%, 2024-2026: 2%, 2027-2029: -5%). This will be driven by a strong value proposition and demand for entry into those institutions. Some may need to expand outside of their current market. Institutions will need to be mindful of balance between national and international students.

Nathan Grawe's Higher Ed Demand Index shows that elite higher education institutions will see a significant surge in the number of students that will qualify to attend, though this doesn't necessarily indicate admission. The projected increase is approximately 12,000 qualified students, a 7% increase. However, elite institutions typically don't increase their incoming class size. Therefore, the expectation is that it will become more rigorous and competitive over the next 10 years for a student to gain admission into their elite institutions of choice.

#### ***National Research and Liberal Arts Institutions***

Adversely, the top 50 national research and top 50 national liberal arts institutions are anticipated to have an 8% overall decline in demand (2019-2023: 1%, 2024-2026: 2%, 2027-2029: -11%).

Most institutions will lose enrollment to elite institutions and out of state universities, thus they will need to develop strategies to expand the market outside of traditional areas.

While Grawe's projections show that there are many states with decreasing demand, the projected demand is only anticipated to be down nearly 17,000 students. Due to increased competition at the elite level, most students are likely to end up at a national higher education institution. It is estimated that 90% of the projected decline for national institutions could be eliminated by simply capturing spillover demand.

#### *Regional Research and Liberal Arts Institutions*

The top 100 regional research and liberal arts institutions will be the most negatively impacted, with a 11% demand decline through 2029 (2019-2023: 0%, 2024-2026: 2%, 2027-2029: -12%). These institutions will find it difficult with these significant declines and will need considerable work to demonstrate value proposition to their prospective students.

Per Grawe's forecasts, regional institutions will be the most negatively impacted. The majority of regional institutions across the nation must prepare for these significant decreases. Nearly 150,000 students, accounting for 11% of the population, will opt for a national level school due to increasing class sizes.

#### Price-Shopping Wreaks Havoc on Yield

Reputation and geography versus price are now being considered to be "tiebreakers" to prospective students. According to an EAB Enrollment Services survey, 28% of students who were accepted into higher education institutions, did not enroll due to price related reasons (cost-of-attendance, financial aid/scholarships, and best value).

#### Factors Shaping Future Regional Supply and Demand

### *Student Access and Affordability*

- Changes to College-Going Rates
  - Higher college-going rates could limit the impact of demographic declines on college enrollments.
- Increased Student Price Sensitivity
  - Higher debt aversion among middle-class students could shift even more demand to public HEIs.

### *Competition*

- Competition from Publics on Both Sides
  - Public 4-years continue to grow available freshman spots and 2-years continue to market themselves as a “value-based” entry point. Private institutions will continue aggressive recruitment and discounting strategies to achieve desired enrollment outcomes.
- Consolidation and Closures
  - Institutions may look to gain scale and market share by acquiring struggling institutions. “Negative Halo” from closures will impact even healthy institutions

### *State Policy*

- Variable Higher Education Funding
  - Changes in state funding could impact the competitiveness of public institutions and force tuition increases
- State-Led Free College Initiatives
  - State-led affordability initiatives could divert students to public HEIs (but could also increase college-going rates)

## **Prospective Student Survey Analysis**

### **Research Overview**

#### *Design and Execution*

In partnership with Regis University, Nova Southeastern University, Richard Bland College and EAB, a primary research survey was designed and deployed to high school sophomores, juniors, and seniors through email with an invitation to participate in the survey. This survey remained open for completion throughout February and March 2020.

The goal of this survey was to collect data in order to gain clarity on the appeal of Work Colleges, determine the benefits of Work Colleges from a student perspective, and learn more about the types of higher educational institutions that prospective students are considering.

#### *Participant Profile*

Of the 886 students that participated in the survey:

- Gender: 64.7% Female 33.9% Male 1.4% Other
- High School Class: 32.4% Seniors 37.4% Juniors 30.2% Sophomores
- Family Background: 27.2% First Generation College Student 72.8% Non-First Generation College Student
- Employment History: 51.3% have never been employed

#### *Student Survey Results*

- The cost of attending college is the most important factor guiding student enrollment decisions (over factors such as academic reputation, fit, or geographic location).
- 98.8% of respondents plan to enroll in college, with the majority hoping to attend a 4-year institution.

- Options to help lower the cost of attendance (and avoid debt) significantly outweighs the appeal of real-world work experience while attending college
- The survey concluded that there is certainly interest in Work Colleges. 51% of respondents find the Work College model to be appealing.

#### *Research Study Conclusions*

- The study determined that avoiding debt and a reduced cost-of-attendance is a critical factor for students considering attending a Work College. This was found to be most true of students in low and middle-income families, whereas there is a more even split between graduating with little or no debt and gaining work experience while in college for students in high-income families.
- Students with less than \$60,000 household income and first generation students are more likely to consider community/junior colleges or Work Colleges.
- Female respondents found more appeal in a Work College and are more likely to consider online colleges. Male respondents are more likely to attend a trade or vocational school.
- Students who are currently employed are more likely to consider community/junior colleges compared to students who are unemployed. There is also an overwhelming amount of students in-favor of graduating with little or no debt over gaining additional work experience while in college.

## **Hybrid-Work College Business Model Analysis**

### **What is a Work College?**

Work Colleges are federally designated Colleges established under the 1992 reauthorization of the Higher Education Act. The purpose as defined by the *Electronic Code of Federal Regulations Title 34 Subtitle B Chapter VI Part 675 Subpart C §675.43* is:

The purpose of the Work-Colleges program is to recognize, encourage, and promote the use of comprehensive work-learning-service programs as a valuable educational approach when it is an integral part of the institution's educational program and a part of a financial plan that decreases reliance on grants and loans and to encourage students to participate in community service activities.

### **History of Work Colleges**

Work colleges were formally established in 1992, however, the concept of work colleges and the philosophy of work colleges goes back over one hundred years. The first five work colleges recognized federally were:

- Alice Lloyd College, located in Pippa Passes, KY and founded in 1923. Current enrollment is 599 students with an endowment of \$43 million. The average cost after aid is \$13,000.
- Berea College, located in Berea, KY and founded in 1855. Current enrollment is 1,613 students with an endowment of \$1.219 billion. The average cost after aid is \$1,358.
- Blackburn College, located in Carlinville, IL and founded in 1837. Current enrollment is 590 students with an endowment of \$22.1 million. The average cost after aid is \$12,000.
- College of the Ozarks, located in Point Lookout, MO and founded in 1906. Current enrollment is 1,508 students with an endowment of \$505 million. The average cost after aid is \$8,352.
- Warren Wilson College, located in Asheville, NC and founded in 1894. Current enrollment is 650 students with an endowment of \$52 million. The average cost after aid is \$25,117.

The first five institutions all have religious affiliations. Aside from that they each have their own unique stories. Berea College although not necessarily the oldest, claims to be the oldest work college and touts over one hundred years of work college experience. Early work colleges were focused primarily on physical labor, a component that is still prominent in many work colleges today.

Traditionally, this labor would manifest in grounds keeping and farming endeavors. Berea College, like other work colleges, today still employs the majority of its students in those two areas.

#### Work College Consortium (Established in 1995)

After the work college legislation was finalized, the colleges collectively developed the Work College Consortium. The consortium was established in 1995 and is currently housed on Berea's campus. The consortium is a resource and advocate for work colleges at the state and federal level. The consortium also hosts educational conferences on a regular basis. Institutions looking to become work colleges generally reach out to the consortium and utilize their expertise to help with the transition.

After the first five, the next schools to become work colleges were:

- Sterling College, located in Craftsbury Common, VT and founded in 1958 and joined the work college consortium in 1999. Current enrollment is 125 students with an endowment of \$1.1 million. The average cost after aid is \$34,000.
- Ecclesia College, located in Springdale, AR and founded in 1975 and joined the work college consortium in 2005 (not currently a member although still a work college). Current enrollment is 178 students with an endowment of \$13,500. The average cost after aid is \$19,000.
- Bethany Global University, located in Bloomington, MN and founded in 1948 and joined the work college consortium in 2016. Current enrollment is 410 students and endowment is unknown. The average cost after aid is \$17,000.
- Paul Quinn College, located in Dallas, TX and founded in 1872 and joined the work college consortium in 2018. Current enrollment is 551 students with an endowment of \$10.4 million. The average cost of after aid is \$12,000.

The history of both Sterling College and Paul Quinn College is of particular interest to Richard Bland College for different reasons. Sterling College recently only offered Associate of Arts degrees. In 1997, they became an accredited four-year college. Paul Quinn is the newest institution to become a work college having just joined the consortium in 2018.

As noted above, the Work College Consortium currently consists of eight religiously affiliated, private institutions across various regions. Paul Quinn College is also a Historically Black College and



University (HBCU) and Hispanic-Serving Institution (HSI). Six of eight consortium members are located in rural settings. Whereas, Bethany Global University is located in a suburb of downtown Minneapolis and Paul Quinn College is an urban college in Dallas, Texas.

### Undergraduate Enrollment

Student enrollment varies significantly across the work colleges with Sterling College only having 125 students enrolled, where Berea College has over 1,600 students. The enrollment numbers can be misleading at times, for example, in 2015 Sterling College celebrated its largest class in the school's history with 128 students, up 25% from the prior three years. Additionally, Ecclesia College has larger enrollments than Sterling College, but is under significantly more financial strain.

### Where Can Students Work

Colleges and universities across the nation utilize federal work study to enhance the value of education for students. This is primarily accomplished by allowing students to have access to additional financial aid, as well as an opportunity to hone soft skills. However, what is unique to work colleges is every resident student enrolled at the institution is required to work. As such, the traditional funding split for work colleges is different than the traditional split for work study. At present, most institutions fund work study positions with 25% institutional aid and 75% federal aid. Work college positions are generally funded with a 50% split, though these splits can vary dramatically based on the institution, the work study position, and the students demonstrated financial need.

After funding for the student is determined, institutions must place students in positions. Again, this can be easier for some institutions and quite difficult for others. Institutions with relatively low enrollment will be required to place students in less positions than larger institutions. Most work colleges primarily place students in positions within their respective institutions. These jobs run the gamut including in the following areas:

- Academic Assistance + Research
- Administrative
  - Accounting, Admissions, Advancement, Financial Aid, Human Resources, Library Services, Marketing and Communications, Information Technology, Student Affairs, etc.
  - Every office or institutional function with professional staff could/should have student workers
- Athletics
- Bookstore
- Campus maintenance (Facilities & Grounds)
  - Farm, Garden, and Land Management (if applicable)
- Community & Safety
- Daycare
- Food Service (if not outsourced)
- Off-campus Internships & Community Service

A comprehensive example of student positions from Blackburn College can be found in the appendices.

#### Student Workers vs. Full Time Employees

Work colleges rely heavily on student employees to maintain and run the institution. This has significant human resource implications. An example gleaned from interviews with work colleges elucidated the importance of human resources in implementing work colleges. It takes substantially more students to equate to one FTE. As such, you could have up to 8 part-time students for the equivalent of 1 FTE. This presents a unique management challenge for ensuring business continuity, this is especially salient given the complexities introduced by the COVID-19 pandemic.

Another HR component of work colleges is the overall management of a large number of student workers. At Berea College, some full-time professional staff members manage over 40 students while others only manage one student. Each institution will make work arrangements that best align with its institutional needs and learning objectives, but universally it is a focal point for HR administrators.

#### Scenarios for Richard Bland College

*Full Work College:* A federally designated work college must meet the following criteria:

1. A public or private nonprofit, four-year, degree-granting institution with a commitment to community service
2. Has operated a comprehensive work-learning-service program for at least two years
3. Requires resident students, including at least one-half of all students enrolled full-time, to participate in a comprehensive work-learning-service program for at least five hours each week, or at least 80 hours during each period of enrollment (with the exception of summer school), unless the student is engaged in an institutionally organized or approved study abroad or externship program
4. Provides students participating in the comprehensive work-learning-service program with the opportunity to contribute to their education and to the welfare of the community as a whole (specific requirements are listed in the next section).

The first requirement of a work college immediately excludes Richard Bland College from being granted work college status and would likely provide the most difficult criteria to satisfy should Richard Bland College ultimately decide to become a work college. The other seven criteria are worthy of additional exploration, however we can immediately eliminate another criteria (number 2), as it is directly related to actually becoming a work college by demonstrating work college commitment for at least two years. The remaining criteria should be used as guidance towards a hybrid program that could be a viable option for Richard Bland College.

#### *Hybrid Work College:*

While there is no official designation for a hybrid work college, the remaining criteria of a work college offer insights into what a hybrid program should strive to achieve. The third criteria above sets guidelines ensuring the work program of a qualifying institution is comprehensive. The remaining criteria are most relevant for Richard Bland College:

- A. An integral and stated part of the institution's educational philosophy and program;
- B. Requires participation of all resident students for enrollment and graduation;
- C. Includes learning objectives, evaluation, and a record of work performance as part of the student's college record;
- D. Provides programmatic leadership by college personnel at levels, comparable to traditional academic programs;
- E. Recognizes the educational role of work-learning-service supervisors; and
- F. Includes consequences for nonperformance or failure in the work-learning-service program similar to the consequences for failure in the regular academic program.

#### Implementation Considerations for Richard Bland

Richard Bland College should focus on ensuring the following criteria are met, as it proceeds to develop a hybrid work college model: work is integral to educational mission (A), work evaluations are included as part of the students college record (B), demonstrated institutional commitment (C), and work is valued and appreciated (D & E). When establishing this program, the following topics should be considered and thoughtfully explored to resolve potential issues before they emerge.

#### *How will student jobs be funded?*

As previously mentioned, it can be challenging to fund thousands of student's jobs and provide those students with meaningful employment. Are there corporate partners or alumni that will be able to assist with funding and job placement?

#### *Job Related Training (Students & Faculty/Staff)*

Supervisors will need to be trained to nurture and develop students and foster leadership. This training should be thoroughly continuously improving. The training given to professional staff will directly impact the success of the students.

Training and supportive services for students should also be developed and thoroughly vetted before wide scale deployment. Our research indicates that many prospective students have not worked before coming to college. Furthermore, our research also found that some students are apprehensive about employment, detracting from the educational experience. Successfully implementing student training and support services will help assuage both of these concerns. Support services should provide

counseling when necessary to help students adjust to the rigors of employment as well as provide regular feedback opportunities to ensure soft skill and leadership development.

Another consideration that should be explored is developing an academic or work calendar that makes it easier to promote and recognize student success. Traditional work colleges offer students four years of growth. The first year is generally manual labor that allows students to get acclimated to working while in school and provides a testing ground for leadership and skill development. As students matriculate through the work college their work transcripts help place them in leadership roles as they become upperclassmen. The best of these students are then afforded opportunities to work externally and become brand ambassadors for the work college. Given that RBC students are with the institution for a shorter period of time, creative training and development is necessary to ensure students are still provided high level engagement opportunities. While challenging, developing a quarterly calendar could help provide students with a more traditional work college experience.

#### *Curriculum redevelopment*

Another important phase of developing a work college hybrid program is curriculum redevelopment. Students should be given the opportunity to conceptually understand how work enhances the learning environment. Ideally there will be strong alignment between core program offerings and work responsibilities; while this will not be possible for all students it should be encouraged. In addition to aligning work and academic goals, work colleges should, perhaps more than any other institutions, ensure that graduates are ready to work in the career fields of today and tomorrow. Paul Quinn College has an innovative approach that may be beneficial for Richard Bland College as well. All graduates of Paul Quinn College are required to demonstrate digital fluency. This type of curriculum change helps position students for the jobs of tomorrow. Students are given the opportunity to learn core programming skills that will allow them to develop apps, websites and

software programs. Again, these types of sweeping changes should be further evaluated for the correct institutional fit.

#### *Workforce planning*

Leadership should consider and consult with HR, department heads and influential faculty and staff to determine the appropriate size of the workforce for developing a hybrid work college model.

The COVID-19 pandemic has shown institutions that core services can be completed remotely, what other lessons are institutions able to ascertain as a result of this crisis?

## **Brand Positioning + Recruitment Considerations**

### **Omni-Channel + Student-Centric + Interactive**

*Cut through the noise by using the right channel at the right time*

Regardless of changes RBC may make to its academic model, engaging more students and parents in the short term will be critical to sustaining current enrollments and potential growth. This activity cannot wait and these efforts must be relevant to the current interests of prospective students. This is particularly important for “Gen Z” students, where promotional and recruitment messages that are targeted and tailored fit their personal preferences, interests, and persona generate higher response/activity rates. Delivery and availability of interactive and engaging digital experiences are also increasingly important, especially in our current quarantined reality, for driving incremental demand (applications and enrollments).

### **Targeting Strategy: Identifying Right-Fit Students**

EAB conducts nearly 400 in-market A/B split tests annually, and has visibility into nearly every student that materializes from ACT, the College Board and other survey lists. We know that students are twice as likely to enroll when they are first contacted as sophomores, compared to students first contacted their senior year. These sophomores also average a 66-point higher SAT score when compared to seniors. However, we also know that high-aptitude racially and ethnically underrepresented students are twice as likely to become available to search in their senior year. A well targeted multi-year and multi-class strategy is integral to optimizing enrollment outcomes and return on the marketing and recruitment investments. We have included a detailed targeting opportunity analysis

for Richard Bland College. This research is included in the attached appendix, as well as current considerations in response to COVID-19.



## **Recommendations**

### **Expand Federal Work Study Programs**

Federal Work Study Programs provide an opportunity for educational institutions to increase aid to students, while providing a multitude of learning opportunities outside of the traditional classroom space. Richard Bland College should review their current work study program with two main components in mind. First, establish robust on-campus student positions. Secondly, increase the quality of said work study program, to ensure maximum learning opportunities, allowing students to develop additional soft-skills. The Appendix has additional resources that include a full set of example work study positions and a work study program rubric to evaluate current practices.

### **Continue Feasibility Research Towards Hybrid Model**

Our primary and secondary research suggests a genuine opportunity for Richard Bland College to successfully implement a hybrid work college model. However, there are significant challenges to be considered. A task force should be established to review legal and faculty governance issues related to transitioning into a hybrid work college model. One such example is to ensure that HR policies are current, relevant, and provide the flexibility to expand the existing student workforce. This is a prime opportunity, given the COVID-19 pandemic, to ensure institutions are well-aligned and appropriately sized, to seize the opportunities that will become available in the future.

A task force or designated team should work with university faculty and staff to tailor an updated curriculum ensuring that work merit during enrollment at Richard Bland College is fully realized. This is an important step towards building consensus and buy-in for the future. Additionally, this will be beneficial to develop a pilot program.

### **Pilot Program**

The pilot program should maintain a specific focus on ensuring students are able to develop soft skills while ensuring faculty and staff have the necessary tools and resources to provide a high quality learning opportunity for students. This includes focusing on the academic and work transcripts for individuals. In addition to having a system in place that tracks grades for work performance, this pilot program should also provide students with ample feedback opportunities to further develop as employees.

Part of the value of a work college is the growth it provides incoming students. In addition to piloting a work program at Richard Bland College, it will be important to push thinking on how students are provided opportunities to grow. We recommend exploring multiple opportunities for feedback and advancement for student employees. This would mean having a work calendar as well as an academic calendar, or moving from semesters to quarters ensuring students have notable milestones throughout their tenure as students, demonstrating mastery of the leadership skills they have gained. This will not be easy changes to implement, but they are worthwhile ventures should Richard Bland College decide to pursue a work college hybrid model.

### Change Management

To successfully usher in a new model, it is important to be intentional at each stage of the process. Empowering a central HR team or contracting a professional who specializes in change management is also recommended. While a professional may be a viable option, given the impending financial difficulties universities and colleges will experience as a result of COVID-19, we recommend utilizing in-house talent, while ensuring they have the resources necessary to successfully navigate this change.

### Identify potential strategic partners and develop new internship opportunities

During research for this report, the authors became aware of a deep and rich alumni network. We recommend engaging with alumni to gauge interest in developing off-campus employment opportunities. We also recommend connecting with the Petersburg Chamber of Commerce and the community organizations engaged in development projects for the Richmond Metropolitan Statistical Area.

#### Increase demand and grow applications

Time is of the essence and early investments in messaging and building brand awareness are important first steps to take, for any plan is ultimately adopted. While Richard Bland College is a gem, it no longer remains a hidden gem and efforts to show prospective students and their families what the Richard Bland College experience represents are strongly encouraged.

#### Implementation Plan + Timeline

##### *Near Term*

As previously discussed, Richard Bland College should continue to research the development of the hybrid model. In the near term, a task force should be developed to continue this research and develop a deeper understanding of work colleges. Aggressive branding and recruitment strategies briefly discussed within this report should be pursued. This includes working with existing partners and thought leaders to extract the most value in branding and recruitment messaging.

Intermediate Term: Build consensus, expand federal work study program.

##### *Long Term*

Develop and implement a pilot hybrid program and although outside of the scope of this report, we would recommend exploring expansion to a four year institution. The authors recognize this will be a difficult path, though one that should start nonetheless. The legal challenges and political

challenges may prove insurmountable, but the authors believe this may be an opportunity to signal intent and identify early supporters in what will undoubtedly be a long journey.

## **Appendices**

## **Appendix A: Reference Material**

National Student Employment Association ([nsea.info/](http://nsea.info/))

Federal Work Study ([Federal Work-Study \(FWS\) Program](#))

St. Louis Fed [Is College Still Worth It? The New Calculus of Falling Returns](#)

Work College Regulations ([Federal Definition of Work College](#))

Sterling College Enrollment [Celebrates Another Record Year in Enrollment & Fundraising](#)

Work Study [Federal Definition of Work Study](#)

Nathan D. Grawe [Demographics and the Demand for Higher Education](#)

EAB Enrollment Services, "Deposit IQ Survey", 2017

[Work College Consortium](#)

[Alice Lloyd College](#)

[Berea College](#)

[Bethany Global University](#)

[Blackburn College](#)

[College of the Ozarks](#)

[Paul Quinn College](#)

[Sterling College](#)

[Warren Wilson College](#)

## **Appendix B Survey Data**

## Work College Survey

*Thank you for your participation.*

### 1.1

Are you planning to enroll at a college or university after you graduate from high school?

- ☐ Yes [go to 1.2]
- ☐ No [go to 1.1a]

#### 1.1a NEW PAGE

Why are you not planning to enroll at a college or university? (Select all that apply.)

<response options are randomized>

- I don't think I can afford college [include 1.1b]
- I have family responsibilities [include 1.1b]
- My grades are not good enough to get into college [go to end]
- I don't think college is worth the cost [include 1.1b]
- I plan to enroll in college after I take some time off [include 1.1b]
- I am not ready to go to college at this time [include 1.1b]
- I am going into the military [go to end]
- I am not ready to make a decision about college now [include 1.1b]
- I never was interested in attending college [include 1.1b]
- Other (please specify) [open textbox]

#### 1.1b NEW PAGE

Even though you are not planning to enroll at a college or university at this time, we hope you will tell us what you think about the concept of a Work College.

Work Colleges are institutions that integrate work, learning, and service into the college experience. Students participate in an academic program where students have a job in addition to regular course work.

Jobs can be on campus or off campus, and all are supported by the institution. Students' jobs off-set the cost of attending the school. Most Work College students graduate with little or no debt.

Ultimately, Work College students gain valuable work experience while earning a degree, and reducing the cost of their college education.

How appealing is the concept of a Work College to you?

- ☐ Extremely appealing [include 1.1c]
- ☐ Somewhat appealing [include 1.1c]
- ☐ Neutral
- ☐ Somewhat unappealing [include 1.1c]
- ☐ Extremely unappealing [include 1.1c]

#### 1.1c

What makes the concept of a Work College [appealing/unappealing] to you?  
[open textbox]

#### 1.1d

Would you consider attending a Work College where you could get work experience, earn a degree, and graduate with little to no debt?

- ☐ Yes
- ☐ No [go to end]
- ☐ Maybe
- ☐ Unsure at this time



### 1.1e NEW PAGE

Which of the following benefits of a Work College is most important to you?

- ☐ Graduating with little to no debt
- ☐ Gaining work experience while in college
- ☐ Getting a 4-year college degree
- ☐ Other (please specify) [\[open textbox\]](#)

### 1.2 NEW PAGE

What types of schools are you considering at this time? *(Select all that apply.)*

- Public/State schools (four-year schools)
- Private/Independent schools (four-year schools)
- Community/Junior colleges (two-year schools)
- Online colleges
- Work Colleges [\[go to 1.2d\]](#)
- Service academies (e.g., United States Military Academy, United States Naval Academy)
- For-profit schools (e.g., University of Phoenix, Bryant & Stratton College)
- Vocational/Trade schools
- Other schools (please specify) [\[open textbox\]](#)

### 1.2a NEW PAGE

We want you to consider a type of college known as a Work College.

Work Colleges are institutions that integrate work, learning, and service into the college experience. Students participate in an academic program where students have a job in addition to regular course work.

Jobs can be on campus or off campus, and all are supported by the institution. Students' jobs off-set the cost of attending the school. Most Work College students graduate with little or no debt.

Ultimately, Work College students gain valuable work experience while earning a degree, and reducing the cost of their college education.

How appealing is the concept of a Work College to you?

- ☐ Extremely appealing [\[include 1.2b\]](#)
- ☐ Somewhat appealing [\[include 1.2b\]](#)
- ☐ Neutral
- ☐ Somewhat unappealing [\[include 1.2b\]](#)
- ☐ Extremely unappealing [\[include 1.2b\]](#)

### 1.2b

What makes the concept of a Work College [\[appealing/unappealing\]](#) to you?  
[\[open textbox\]](#)

### 1.2c

Would you consider attending a Work College where you could get work experience, earn a degree, and graduate with little to no debt?

- ☐ Yes
- ☐ No [\[go to end\]](#)
- ☐ Maybe
- ☐ Unsure at this time

### 1.2d NEW PAGE

Which of the following benefits of a Work College is most important to you?

- ☐ Graduating with little to no debt
- ☐ Gaining work experience while in college
- ☐ Getting a 4-year college degree
- ☐ Other (please specify) [open textbox]

### NEW PAGE

Thanks for your feedback. In this final section, we'd like to learn a bit more about you. The personal information you provide is optional and confidential and will be used only to examine differences in responses by groups of students.

### 2.1

How do you identify?

- ☐ Female
- ☐ Male
- ☐ Other

### 2.2

What is your ethnicity? (Please check each one that reflects the way you identify yourself.)

- African/African American/Black
- Asian (Central/South/East/Southeast)/Pacific Islander
- Hispanic or Latin
- Middle Easterner/West Asian
- Native American
- White/Caucasian
- Other (please specify) [open textbox]

### 2.3 NEW PAGE

What is your approximate annual family/household income? [drop-down box]

I don't know

\$30,000 or less

\$30,001-\$60,000

\$60,001-\$90,000

\$90,001-\$120,000

\$120,001-\$150,000

\$150,001-\$200,000

\$200,001-\$250,000

\$250,001 or more

### 2.4

What is your high school grade average?

[drop-down box]

Don't Know

A+

A

A-

B+

B

B-

C+

C

C- or below

**2.5 NEW PAGE (Include if student is going to college in 1.1)**

Will you be the first person in your immediate family to attend college?

- ☐ Yes
- ☐ No

**NEW PAGE**

Thank you for participating in this survey. Your answers have been submitted.

University Research Partners wishes you the best for your future.

# RBC Work College Findings

Stub: 1.1: Are you planning to enroll at a college or university after you graduate from high school?	Total Count	886	
	No	11	1.2%
	Yes	875	98.8%

Stub: 1.1a: Why are you not planning to enroll at a college or university? (Select all that apply.) - Selected Choice	Total Count	886	
	I am going into the military	3	27.3%
	I am not ready to go to college at this time	1	9.1%
	I am not ready to make a decision about college now	3	27.3%
	I don't think I can afford college	4	36.4%
	I don't think college is worth the cost	2	18.2%
	I have family responsibilities	1	9.1%
	I never was interested in attending college	0	0.0%
	I plan to enroll in college after I take some time off	4	36.4%
	My grades are not good enough to get into college	0	0.0%
	Other (please specify)	3	27.3%

Stub: 1.2: What types of schools are you considering at this time? (Select all that apply.) - Selected Choice	Total Count	886	
	Community/Junior colleges (two-year schools)	179	20.5%
	For-profit schools (e.g., University of Phoenix, Bryant & Stratton College)	38	4.3%
	Online colleges	54	6.2%
	Other schools (please specify)	21	2.4%
	Private/Independent schools (four-year schools)	550	62.9%
	Public/State schools (four-year schools)	808	92.3%
	Service academies (e.g., United States Military Academy, United States Naval Academy)	56	6.4%
	Vocational/Trade schools	55	6.3%
	Work Colleges (i.e., schools where you have a job that off-sets the price of tuition)	125	14.3%

Stub: 1.2a: How appealing or unappealing is the concept of a Work College to you?	Total Count	761	
	Extremely appealing	113	14.8%
	Neutral	275	36.1%
	Not at all appealing	40	5.3%
	Somewhat appealing	282	37.1%
	Somewhat unappealing	51	6.7%

Stub: 1.2d: Which of the following benefits of a Work College is most attractive to you? - Selected Choice	Total Count	830	
	Gaining work experience while in college	253	30.5%
	Getting a 4-year college degree	86	10.4%
	Graduating with little to no debt	476	57.3%
	Other (please specify)	15	1.8%

2.1: How do you identify?					is your approximate annual family/household income?				1st person in your immediate family?			state					2.6: Do you currently have a job?												
Total	Female A	Male B			Total	< \$60k A	\$60k-\$120 B	>\$120k C		Total	No A	Yes B		Total	Northeast A	South B	Midwest C	West D		Total	No, never A	Not current B	Yes C						
Stub: 1.1: Are you planning to enroll at a college or university after you graduate from high school?	Total Count				867	569	298			438	194	151	93		830	604	226			823	110	299	117	297		825	423	152	250
	No				10	6	4			3	2	1	0		0	0	0			11	0	6	1	4		11	7	3	1
	Yes				857	563	294			435	192	150	93		830	604	226			812	110	293	116	293		814	416	149	249
	No				1.2%	1.1%	1.3%			0.68%	1.0%	0.66%	0.0%		0.0%	0.0%	0.0%			1.3%	0.0%	2.0%	0.85%	1.3%		1.3%	1.7%	2.0%	0.40%
	Yes				98.8%	98.9%	98.7%			99.3%	99.0%	99.3%	100.0%		100.0%	100.0%	100.0%			98.7%	100.0%	98.0%	99.1%	98.7%		98.7%	98.3%	98.0%	99.6%

Stub: 1.1a: Why are you not planning to enroll at a college or university? (Select all that apply.) - Selected Choice	Total Count	867	569	298	438	194	151	93	830	604	226	823	110	299	117	297	825	423	152	250	
	I am going into the military	3	1	2	1	1	0	0	0	0	0	0	3	0	1	0	2	3	2	1	0
	I am not ready to go to college at this time	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0
	I am not ready to make a decision about college now	3	3	0	0	0	0	0	0	0	0	0	3	0	2	1	0	3	2	1	0
	I don't think I can afford college	3	3	0	1	1	0	0	0	0	0	0	4	0	2	1	1	4	3	1	0
	I don't think college is worth the cost	2	1	1	0	0	0	0	0	0	0	0	2	0	1	1	0	2	1	1	0
	I have family responsibilities	1	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	0	0
	I never was interested in attending college	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	I plan to enroll in college after I take some time off	4	2	2	1	1	0	0	0	0	0	0	4	0	2	1	1	4	2	2	0
	My grades are not good enough to get into college	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Other (please specify)	3	1	2	1	0	1	0	0	0	0	0	3	0	2	0	1	3	2	0	1
	I am going into the military	0.35%	0.18%	0.67%	0.29%	0.52%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.42%	0.0%	0.33%	0.0%	0.67%	0.36%	0.47%	0.66%	0.0%
	I am not ready to go to college at this time	0.12%	0.18%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.14%	0.0%	0.0%	0.85%	0.0%	0.12%	0.0%	0.66%	0.0%
	I am not ready to make a decision about college now	0.35%	0.53%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.42%	0.0%	0.67%	0.85%	0.0%	0.36%	0.47%	0.66%	0.0%
	I don't think I can afford college	0.35%	0.53%	0.0%	0.29%	0.52%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.56%	0.0%	0.67%	0.85%	0.34%	0.48%	0.71%	0.66%	0.0%
	I don't think college is worth the cost	0.23%	0.18%	0.34%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.28%	0.0%	0.33%	0.85%	0.0%	0.24%	0.24%	0.66%	0.0%
	I have family responsibilities	0.12%	0.18%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.14%	0.0%	0.33%	0.0%	0.0%	0.12%	0.24%	0.0%	0.0%
	I never was interested in attending college	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	I plan to enroll in college after I take some time off	0.46%	0.35%	0.67%	0.29%	0.52%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.56%	0.0%	0.67%	0.85%	0.34%	0.48%	0.47%	1.3%	0.0%
	My grades are not good enough to get into college	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other (please specify)	0.35%	0.18%	0.67%	0.29%	0.0%	0.66%	0.0%	0.0%	0.0%	0.0%	0.0%	0.42%	0.0%	0.67%	0.0%	0.34%	0.36%	0.47%	0.0%	0.40%	

What type of school do you attend?	Total Count	867	569	298	438	194	151	93	830	604	226	823	110	299	117	297	825	423	152	250
	Community/Junior colleges (two-year schools)	174	119	55	81	43	27	11	172	111	61	176	11	61	25	79	167	89	21	57
	For-profit schools (e.g., University of Phoenix, Bryant & Stratton College)	37	24	13	19	8	8	3	35	24	11	35	8	12	6	9	35	19	9	7
	Online colleges	51	40	11	28	15	10	3	54	34	20	52	8	18	9	17	53	32	8	13
	Other schools (please specify)	21	12	9	7	2	2	3	19	11	8	19	2	6	1	10	19	10	3	6
	Private/Independent schools (four-year schools)	541	353	188	282	116	95	71	527	398	129	503	87	174	71	171	516	262	105	149
	Public/State schools (four-year schools)	790	522	268	401	177	138	86	769	561	208	762	101	280	105	276	754	387	136	231
	Service academies (e.g., United States Military Academy, United States Naval Academy)	56	32	24	32	17	9	6	56	38	18	55	3	20	9	23	55	32	9	14
	Vocational/Trade schools	53	28	25	24	12	7	5	53	35	18	55	5	21	8	21	52	35	8	9
	Work Colleges (i.e., schools where you have a job that off-sets the price of tuition)	121	85	36	57	39	14	4	122	74	48	110	19	34	13	44	119	62	23	34

Stub: 1.2: What types of schools are you considering at this time? (Select all that apply.) - Selected Choice	Community/Junior colleges (two-year schools)	20.1%	20.9%	18.5%	18.5%	22.2%	17.9%	11.8%	20.7%	18.4%	27.0%	21.4%	10.0%	20.4%	21.4%	26.6%	20.2%	21.0%	13.8%	22.8%			
	For-profit schools (e.g., University of Phoenix, Bryant & Stratton College)	4.3%	4.2%	4.4%	C	4.3%	4.1%	5.3%	3.2%	A	4.2%	4.0%	4.9%	A	4.0%	5.1%	A	B	4.2%	4.5%	5.9%	2.8%	
	Online colleges	5.9%	7.0%	3.7%	B	6.4%	7.7%	6.6%	3.2%	6.5%	5.6%	8.8%	6.3%	7.3%	6.0%	7.7%	5.7%	6.4%	7.6%	5.3%	5.2%		
	Other schools (please specify)	2.4%	2.1%	3.0%	1.6%	1.0%	1.3%	3.2%	2.3%	1.8%	3.5%	2.3%	1.8%	2.0%	0.85%	3.4%	2.3%	2.4%	2.0%	2.4%			
	Private/Independent schools (four-year schools)	62.4%	62.0%	63.1%	64.4%	59.8%	62.9%	76.3%	63.5%	65.9%	57.1%	61.1%	79.1%	58.2%	60.7%	57.6%	62.5%	61.9%	69.1%	59.6%			
	Public/State schools (four-year schools)	91.1%	91.7%	89.9%	A, B	91.6%	91.2%	91.4%	92.5%	B	92.7%	92.9%	92.0%	B, C, D	92.6%	91.8%	93.6%	89.7%	92.9%	91.4%	91.5%	89.5%	92.4%
	Service academies (e.g., United States Military Academy, United States Naval Academy)	6.5%	5.6%	8.1%	7.3%	8.8%	6.0%	6.5%	6.7%	6.3%	8.0%	6.7%	2.7%	6.7%	7.7%	7.7%	6.7%	7.6%	5.9%	5.6%			
	Vocational/Trade schools	6.1%	4.9%	8.4%	A	5.5%	6.2%	4.6%	5.4%	6.4%	5.8%	8.0%	6.7%	4.5%	7.0%	6.8%	7.1%	6.3%	8.3%	5.3%	3.6%		
	Work Colleges (i.e., schools where you have a job that off-sets the price of tuition)	14.0%	14.9%	12.1%	B, C	13.0%	20.1%	9.3%	4.3%	A	14.7%	12.3%	21.2%	13.4%	17.3%	11.4%	11.1%	14.8%	C	14.4%	14.7%	15.1%	13.6%

Stub: 1.2a: How appealing or unappealing is the concept of a Work College to you?	Total Count	746	484	262	381	155	137	89	708	530	178	713	91	265	104	253	706	361	129	216
	Extremely appealing	112	83	29	47	24	21	2	103	62	41	101	13	35	15	38	106	60	22	24
	Neutral	269	171	98	132	51	50	31	255	196	59	259	34	91	38	96	254	129	42	83
	Not at all appealing	38	22	16	19	5	4	10	32	28	4	36	10	12	4	10	32	14	3	15
	Somewhat appealing	278	182	96	152	67	51	34	272	208	64	267	32	101	39	95	268	136	50	82
	Somewhat unappealing	49	26	23	31	8	11	12	46	36	10	50	2	26	8	14	46	22	12	12
	Extremely appealing	15.0%	17.1%	11.1%	12.3%	15.5%	15.3%	2.2%	14.5%	11.7%	23.0%	14.2%	14.3%	13.2%	14.4%	15.0%	15.0%	16.6%	17.1%	11.1%
	Neutral	36.1%	35.3%	37.4%	34.6%	32.9%	36.5%	34.8%	36.0%	37.0%	33.1%	36.3%	37.4%	34.3%	36.5%	37.9%	36.0%	35.7%	32.6%	38.4%
	Not at all appealing	5.1%	4.5%	6.1%	5.0%	3.2%	2.9%	11.2%	4.5%	5.3%	2.2%	5.0%	11.0%	4.5%	3.8%	4.0%	4.5%	3.9%	2.3%	6.9%
	Somewhat appealing	37.3%	37.6%	36.6%	39.9%	43.2%	37.2%	38.2%	38.4%	39.2%	36.0%	37.4%	35.2%	38.1%	37.5%	37.5%	38.0%	37.7%	38.8%	38.0%
Somewhat unappealing	6.6%	5.4%	8.8%	8.1%	5.2%	8.0%	13.5%	6.5%	6.8%	5.6%	7.0%	2.2%	9.8%	7.7%	5.5%	6.5%	6.1%	9.3%	5.6%	

Stub: 1.2d: Which of the following benefits of a Work College is most attractive to you? - Selected Choice	Total Count	813	541	272	406	188	147	71	780	559	221	770	100	275	110	285	776	399	147	230
	Gaining work experience while in college	248	167	81	116	53	34	29	242	175	67	229	25	82	29	93	237	130	48	59
	Getting a 4-year college degree	84	50	34	47	16	20	11	82	56	26	81	9	31	8	33	82	42	17	23
	Graduating with little to no debt	467	314	153	239	118	90	31	444	320	124	448	66	154	73	155	445	218	81	146
	Other (please specify)	14	10	4	4	1	3	0	12	8	4	12	0	8	0	4	12	9	1	2
	Gaining work experience while in college	30.5%	30.9%	29.8%	28.6%	28.2%	23.1% B	40.8%	31.0%	31.3%	30.3%	29.7%	25.0%	29.8%	26.4%	32.6%	30.5%	32.6%	32.7%	25.7%
	Getting a 4-year college degree	10.3%	9.2%	12.5%	11.6%	8.5%	13.6%	15.5%	10.5%	10.0%	11.8%	10.5%	9.0%	11.3%	7.3%	11.6%	10.6%	10.5%	11.6%	10.0%
	Graduating with little to no debt	57.4%	58.0%	56.3%	58.9%	62.8%	61.2%	43.7%	56.9%	57.2%	56.1%	58.2%	66.0%	56.0%	66.4%	54.4%	57.3%	54.6%	55.1%	63.5%
	Other (please specify)	1.7%	1.8%	1.5%	0.99%	0.53%	2.0%	0.0%	1.5%	1.4%	1.8%	1.6%	0.0%	2.9%	0.0%	1.4%	1.5%	2.3%	0.68%	0.87%

RBC Work College Profile

Stub: 2.1: How do you identify?		Count	Percent
	Female	569	64.7%
	Male	298	33.9%
	Other	12	1.4%

Stub: 2.2: What is your ethnicity? (Please select each one that reflects the way you identify yourself.) - Selected Choice		Count	Percent
	African/African American/Black	117	13.2%
	Asian (Central/South/East/Southeast)/Pacific Islander	107	12.1%
	Hispanic or Latin	282	31.8%
	Middle Easterner/West Asian	14	1.6%
	Native American	22	2.5%
	Other (please specify)	17	1.9%
	White/Caucasian	445	50.2%

Stub: 2.3: What is your approximate annual family/household income?		Count	Percent
	\$120,001-\$150,000	23	2.8%
	\$150,001-\$200,000	28	3.5%
	\$200,001-\$250,000	15	1.9%
	\$250,001 or more	27	3.3%
	\$30,000 or less	101	12.5%
	\$30,001-\$60,000	93	11.5%
	\$60,001-\$90,000	94	11.6%
	\$90,001-\$120,000	57	7.0%
	I don't know	371	45.9%

Stub: 2.3: What is your approximate annual family/household income?		Count	Percent
	\$120,001-\$150,000	23	2.8%
	\$150,001-\$200,000	28	3.5%
	\$200,001-\$250,000	15	1.9%
	\$250,001 or more	27	3.3%
	\$30,000 or less	101	12.5%
	\$30,001-\$60,000	93	11.5%
	\$60,001-\$90,000	94	11.6%
	\$90,001-\$120,000	57	7.0%
	I don't know	371	45.9%

Stub: 2.4: What is your high school grade average?		Count	Percent
	A	285	34.1%
	A+	110	13.2%
	A-	141	16.9%
	B	97	11.6%
	B+	112	13.4%
	B-	31	3.7%
	C	14	1.7%
	C+	10	1.2%
	C- or below		0.0%
	Don't Know	35	4.2%

Stub: 2.5: Will you be the first person in your immediate family to attend college?		Count	Percent
	No	604	72.8%
	Yes	226	27.2%

Stub: 2.6: Do you currently have a job?		Count	Percent
	No, I have never had a job	423	51.3%
	No, but I had one in the past	152	18.4%
	Yes, I have multiple jobs	24	2.9%
	Yes, I have one job	226	27.4%

		Count		Percent	
Stub: state	AE	1		0.12%	
	AL	1		0.12%	
	AZ	46		5.5%	
	CA	103		12.3%	
	CO	83		9.9%	
	CT	16		1.9%	
	DC	1		0.12%	
	DE	1		0.12%	
	FL	149		17.8%	
	GA	18		2.2%	
	HI	8		0.96%	
	IA	1		0.12%	
	ID	2		0.24%	
	IL	34		4.1%	
	IN	23		2.8%	
	KS	11		1.3%	
	KY	1		0.12%	
	LA	1		0.12%	
	MA	8		0.96%	
	MD	8		0.96%	
	MI	24		2.9%	
	MN	5		0.60%	
	MO	18		2.2%	
	MS	1		0.12%	
	MT	2		0.24%	
	NC	2		0.24%	
	NE	30		3.6%	
	NJ	29		3.5%	
	NM	20		2.4%	
	NV	2		0.24%	
	NY	43		5.1%	
	OH	5		0.60%	
	ON	5		0.60%	
	OR	10		1.2%	
	PA	12		1.4%	
	PR	6		0.72%	
	RI	2		0.24%	
	TN	3		0.36%	
	TX	70		8.4%	
	UT	7		0.84%	
	WA	12		1.4%	
	WI	8		0.96%	
	WV	1		0.12%	
	WY	2		0.24%	



1.2ba
What about the concept of a Work College is appealing to you?
A Work College seems appealing because I may be able to graduate with little or no debt.
A work college would enable students to practice what they are learning in a more everyday sort of environment that can help them apply it more easily after the are done with school.
Ability to have work experience during college
able to have an outside life with my academics
academics
AI
allows me to pay for my college degree
Architecture
Because they are institutions that integrate work, learning, and service into the college experience.
Because you can earn money to pay your own bills whilst you are still in college is such a good concept for me. Plus the extra work experience to add on to your CV.
Being able to gain experience while also learning at the same time
Being able to gain workolace experience and college credits is awesome
Being able to have a job that does not intervene with school life/ combat your school schedule
Being able to have a job while still in college.
being able to have little or no debt after college
Being able to have some work experience in my field
Being able to help get more experience and learning to be dependent but at the same time you're benefiting from working and studying
Being able to make money that would help with college fees.
Being able to pay off at least part of tuition before I graduate.
Being able to pay off student loan debt while in college
Being able to take what you have learned and put it to real life use
Being able to work and have my tuition paid for
Being able to work and having a class schedule that is set up around that is appealing to me.
Being able to work and learn at the same time
Being able to work in an actual enviroment for the field I'm researching in, and potentially securing a job for when I graduate.
Being able to work in college with what you're studying
Being able to work while go to school seems like something that I can see myself doing.
Being paid for a job while getting an education
Cheaper tuition
Close and accessable Income
College will be cheaper
connections before entering workforce
Cost reduction
Debt free and get work experience
Decreasing cost of college
Decreasing student loans.
Don't know
Earning money
Earning money to pay off loans
Earning money to reduce tuition

experience
Experience in the workplace
Gaining experience
Gaining experience while going to college.
Gaining experience while going to earn a degree
Gaining experience and lowering the cost of college
Gaining hands-on work experience and being able to pay off tuition
gaining real life experience
Gaining work experience while I'm still in school.
Gaining work experience whilst going to school
Gaining work-based experience in my desired field of study
Get to work about what you are in college for and getting the degree at the same time
getting a cheaper tuition
Getting a headstart on paying and saving money.
Getting an opportunity for experience and you're already at school, so it's not impossible to work and do your classes
Getting hands on experience
Getting money
Getting not only the campus experience but the hands-on learning as well.
getting real life experience while accumulating less debt
getting to work sooner
Getting training for my work field
Graduating college with no debt and gaining experience
Graduating with little debt
Graduating with little debt, on the job experience.
Graduating with little to no debt
graduating with little to no debt (and help with tuition)
Graduation with little to no debt
Hands on experience
Hands on experience
Hands on experience - that coincides with coursework
Hands on experience with a low cost education
Hands-on experience
hands-on learning
having a job
having a job while going to school will allow me to save more money
Having a job while in college
Having a job while working on course assignments
Having little debt and a lot of experience out of college.
Having little to no debt
Having little to no debt after graduation.
Having little to no debt and the off-set cost
having little to no debt is what mainly caught my attention. Costs have been a major stress in my college decisions.
Having money for books, classes, extras. etc.
Having the balance of a job whilst being educated
Having work and service integrated into the college curriculum itself

Having work experience alongside education
Having work experience aside from school experience
Helping me pay for college.
Helps pay for tuition
How it lowers the cost of attending the college
how you can do what you love for a living
I am a very hands on person so the work mixed with academics would be good
I am able to graduate with little or no debt.
i am able to work and learn about the work at the same time
I am able to work at my college and not need to worry much about work and school if work is at a different location or not part of my college
I am interested in the fact that you can have little to no student debt after you graduate.
I can earn money to pay off the tuition.
I can go to school and work in the same place which will make it easy to stay on schedule
I can pay off debt easier this way.
I can work and get an education hst is affordable.
I don't accumulate too much college debt
I dont want college debt and i want to make money.
I fee appealing the fact that you can have a job and still be at school without having to worry much about balancing your time for school and your job. Apart from this, you have opportunity to be able to learn and be more experienced in a certain field.
I find it intriguing that I can get into the workforce while attending college and paying off my college fees
I get to have a job and go to school in the same area.
I like that it gives you an idea of what the job or career you are aiming for would look like so that by the tome you graduate, you are not completely inexperienced.
I like that the college is able to incorporate career life into their education so they are prepared for a career after college.
I like the idea of graduating with little debt, and earring job experience throughout college without the stress of having a job during college but having to work around school.
I like the idea of having a job while going to college because you are getting hands on experience in a potential field.
I like the idea of using my college education at work sooner than getting a job after college.
I like the idea of working and learning at the same time.
I love the opportunity of working at a job while at the same time studying it in college. Not only this but it is preparing you for the real world after school. Also, I believe that it is a great way to jumpstart a career in what you are interested early on.
I myself am a workaholic, I like the idea of having a job while going to college.
I personally enjoy working. A work-college education would be a bonus, if you will. I already have a job in the food industry that I am absolutely in love with. I am also looking into becoming a RA. I find that colleges who have that sort of job and give you free room and some off board are highly appealing.
I think it's helpful to be able to pay off some of the money because of how expensive college is. I don't want to leave college in debt.
I think that gaining experience while you go through College is really important.
I think that it's cool that you working while learning is a great skill and can help you get a good working experience in the future.

I will always have something to do also I enjoy gaining new skills
I will have less money to pay after graduating, and I will have more experience in the workforce.
I would be able to complete more experience for future careers after college.
I would be able to gain work experience during college, and I would leave with little, to no debt.
I would be able to lower my tuition cost
i would leave with little to no debt
I would like more experience in learning how to work with others and deal with customer service.
i'll be able to have a job that works with my school schedule
I'm able to work and provide for myself as well as learn at the same time
idk
Independence
Integration of real world skills
Is interesting because i can earn money
Is it real estate related?
It allows me to leave college with the freedom to do as I like without having a great worry of great
It gives me money to pay for college
It gives me the opportunity to learn but also have a job at the same time so I don't waste my time.
It gives you experience
It gives you more experience in the carrier that you are choosing to do the rest of your life instead of just hearing about how your career would work.
It is a starting point for the future
It is cheap
It offsets the cost of admission
it seems like it will give me a lot more experience
It sounds like a good way to go to college and not get into debt or that much debt. Having a job also gives you experience and a sense of Independence that I think is important
It will help me in the future.
it would be amazing to have the opportunity to build a resume while offsetting the price of college
It would help with tuition and other types of monetary charges.
It's appealing that you can use the money made from the job to offset your tuition.
It's interesting to see the fact that it would be easy to sort of have a balance between school work and earning money
Job
job experience
Job placement after college
Jobs on and off campus
learning experience
Learning important skills while studying for a degree
Learning to balance work and school and gaining the skills it comes with.
less debt
Less debt
Less debt and job experience
Less debt and work experience while in school
Lessen burden of student debt!
Let's see
Little debt
Little or no debt

little to no debt
Little to no debt
Little to no debt
Little to no debt
Little to no debt
Little to no debt
Little to no debt
Little to no debt
Little to no debt after college.
Little to no debt after graduation and gaining work experience while enrolled in school
Little to no debts
Little to no dept
Little to no student debt
Low tuition
Low tuition cost and work experience
Lower cost
lower expenses
Lower tuition
Lowering chance of debt
Lowering cost for college
Lowering the cost of tuition and retaining more learning experiences in a job setting.
Money
Money to help pay for college & work experience
No debt and having a job
No debt or little of it after graduating.
Not being in debt or only having a little bit of debt when I get out of college is appealing to me.
Not having any student debt
Not having so much student debt
Not having student debt
Not having student debt after
Not only are the students gaining valuable, actual experience, but according to that snippet, most earn their degrees and graduate with very little no debts.
Off set debt
Offsetting price to attend school
On the job experience.
Paying my debt off and making my college more affordable since I am poor and not really sure if I can afford going to college.
Provides an individual some experience
Reduce cost
Reduced cost and experience
Reduced debt and the experience that would be gained.
Reducing the cost of college tuition.
small debt
That college is pretty much free
That I can have a job on or off campus
That I can learn but earn money at the same time and also the experience of working
That I can work while studying so I am able to get a real feel for what it is like working in the field.

That I won't be in debt as much without a job
That it can be outside the campus
That it reduces the cost, however, I think that having the job at least have minor relevance to the career or degree path chosen would be even more appealing.
That they get to have working experience and that they get out with little or no debt.
That they help me test the waters of the workforce and give me an advantage when I finish college
that you get to work yet learn at your school
That you will be making money and that it simulates real life
The "no student debt" part and the fact that you get experience for your job field while still being in school.
The ability to be able to have a job
The ability to gain more hands on experience
the ability to gain the work experience needed for my major but also earn my degree.
The ability to gain work experience while attending college
The ability to go to college and work based on your interest.
The ability to have a job
The ability to have a job to help pay off debt.
The ability to have experience in the workforce.
The ability to make my college cheaper
The ability to work off debts
The appealing aspect of work college would be getting a wage to live off of during my college career.
The aspect of being able to have a job as well so I will not have to look very hard to find one.
The benefits seem very appealing.
The chance to get to put to practice what I learn in college directly. Often times, securing a job after college is a difficult process because of the lack of experience. But a Work College allows me to earn that experience while in a learning environment that I can make mistakes in and learn from.
The concept that I am able to earn money and experience what it is like to have a job.
The decreased cost of education and the work experience that you can get out of it.
The experience can be good however, I don't know how my schedule would be concerning my sport, track and field.
The experience gained while also continuing education.
The experience that it offers
The experience you can potentially gain
The experience you get from working while learning about your major.
The fact that college cost lower.
The fact that I can work and learn at the same time
The fact that I can work and leave with little to no debt
The fact that I can work to relieve my student debt while still attending college.
The fact that I learn hands on instead of through books
The fact that it can reduce the amount you have to pay.
The fact that it can teach me time management and still helps me get money so I don't have to ask my parents for money and I can become independent
The fact that it helps and prepares you for the future
The fact that it leaves you with minimal debt after college.
The fact that it reduces the amount of student loans needed to be taken out and helps students graduate with little to no debt
the fact that most students graduate with little to no debt

The fact that my family won't have to worry as much about tuition and that I can help to pay for my own education
The fact that people off set tuition costs and gain work experience.
The fact that students would have less financial stress and that students would gain valuable experience is extremely appealing to me.
The fact that the college experience is equal to or better than at any other college, but with a lower cost and work experience under my belt.
The fact that the work college allows you to integrate more with a job. Allowing you to have more experience in the workforce also the fact that their will be much less debt than what we may think.
The fact that there is work and learning combined into one experience.
the fact that we are able to begin working and that supposedly there would be no debt once we study because the price of tuition is taking in consideration the amount of money we will win
The fact that you can gain work experiance and that I can graduate with little to no debt
The fact that you can gain work experience in your field and lower your college course while in college is interesting.
The fact that you can gain work experience while working on your degree, but not like an internship sort of thing.
The fact that you can work academically and physically to pay for college.
The fact that you can work to pay off your tuition is very interesting.
the fact that you get hands on experience in your career
The fact that you obtain valuable work skills along with being educated at the same time.
The fact that you start to experience adult life early.
The fact the I gain experience and can actually afford collage with out having a huge dept
The fact the it balances tuition
The fact you work while at a university
The fact you're provided with an oppotunity to get a job while in college,and earn some money.
The gaining experience and knowledge at the same time
The hands on experience should be useful.
The hands on experience that is being gained along with the education.
the idea of being able to work and do your studies without being super overwhelmed and stressed.
The idea of gaining real life experience in the work force while continuing as a student at a college/university
The idea of little college debt after graduation
The idea that I can have hands on learning to further my skills in what I am learning at the time.
The little to no debt part
The little to no dept and the Job seems interesting
The low cost and experience
The low tuition
the lower student debt
The lowering of tuition
The managing of work and studying
The opportunity to apply skills and knowledge learned through traditional classroom settings in a more realistic workplace environment.
The opportunity to attend an educational institution while simultaneously gaining experience and minimising debt is extremely appealing to me.

The opportunity to gain work experience in your field of study, whilst attending a university, for a lower cost. Less money will have to be spent in order to obtain more valuable information and experiences.
The price of the tuition will be reduced, as well as gaining more experience.
The reduced debt
The reduced price
The reward of experience
The thought of having no student loans and gaining work experience while in college.
the variety
The vibes
The way I imagine a work college is a school primarily focused on the work force
the whole concept of a work college.
the work can offset tuition
The work experience and being able to help pay tuition.
The work experience.
the work part
They work with you to have time for your job and college
To offset the balance of school tuition fee
Tuition being lower because I would have a job
Variety
what appeals to me about a work college is applying what you learn immediately into action. i personally consider myself a hands on learner so this is something i'm very interested in.
What's appealing is that it could offset the tuition.
What's a work college?
Where you can get work experience while also focusing on your studies.
WORK AND STUDY TOGETHER
Work colleges give you experience which you will later on need
Work experience
Work experience, less debt
Work offsets college tuition
Working
Working
Working and being able to juggle courses
Working and getting the experiences of working while earning the degree
Working for the institution would help me with tuition fees and other educational fees in general
Working in a job related to my major while going to college
Working in the same area as my university as a part of my experience because it's a college option and it helps to offset high prices.
Working to support college
Yes, because it allows us to become independent and at the same time educate ourselves
You already have a job while in college
You can come out with a smaller debt
You can work on campus
You gain work experience
You get a break from school 24/7 to do something productive.
You get a job that help pay for college
You get experience by having a job while also not having to go into debt.



You get experience in your field while earning college credit.
You get real world experience
You get to develop a sense of what the future holds in the workforce, and tuition is lowered
You get to gain experience in your future career field
You get to graduate with a minimum debt.
you get to have hands on experience
You get to practice a certain trade and perfect it.
you get to work in the field that you are studying
You get workbased experience while learning
You're getting real life experiences in the job you want to graduate for
Your money would go towards paying off school which is nice

1.2bb
What about the concept of a Work College is not appealing to you?
A work college is not what I am looking for.
ANIMAL STUDY
As an International Student, i will not be allowed to work in the US on a student visa
College is already a lot of work and having to get a job on top of that sounds extremely stressful.
Conservatory
Doesn't prepare me for a career I am interested in
Everything
Everything
Having a job on top of school work
Having to be concerned with work as well as my academic goals
having to do a job that I'm not interested in
Having to work a job on top of all of the rigorous work.
Having to work and balance school.
Having to work besides having to worry about studies
how work off sets college classes
I already have a job and would like to focus only on my education with college
I am interested in an MD/PhD in neuroscience
I do not know
I do not want to work in college because I will work for the rest of my life afterwards and I want the full college experience.
I don't know what it is
I don't believe a work college would offer my major/career choice
I don't think it's my type of thing
I feel like I'm at college to learn, not to work.
I feel like there would be a lack of time for school and work, or the classes would be lacking in content
I have no interest in this
I honestly don't know what it is
I personally don't feel as if I could mainly focus on school
I personally prefer the traditional 4 year schools that are well known
I want college for college, not for just working the time away.
I want to be able to study multiple things, obviously with a focus but in many subjects. Most of my interests are abstract and wouldn't fit into the purpose of a trade school
I want to concentrate on studies only.
I want to focus on schooling rather than work
i want to go into business, not trade. I also feel that work colleges are less rigorous academically and offer less post college credibility
I want to go to a good school that has sports and where you are in a classroom
I want to go to a private liberal arts college
I want to go to college for education and the experience.
I want to have a normal college experience
I want to pursue a four year degree and go onto graduate school.
I would rather focus 100% on my studies

i would want to be in a community where i am able to improve on my education while learning what i want to do in the future in a comfortable collage campus or university
I'm trying to get my four year study at a university
idk what a work college even is
Im going to play Baseball in college and study to become a DR, no chance to work during college.
It seems like it would not be for me because I'm not good at multi-tasking
It seems uninteresting
It would be stressful to worry about work and school at the same time
It's not really college
Limited job options
Managing a full school load of class and being a student while working a full time job
My career plan isn't leading me down a path where a work college would be applicable
N/a
No time. I plan on playing a sport during college. That's why I am taking a gap year to train then go to college
Not able to create my own schedule/ free to do what I'd like with my schedule
Not as credible as a bigger four year university such as Ohio State
Not being full focused on advancing my education in a higher facilitated pursuit.
Not focusing enough on the studies
Not ideal
not publicly funded
Not wanting to be in debt in the future.
Not what i want to do
The fact that I'm not just focusing on my education
the fact that you cant really just focus on an education
The rigorous classes I plan to take and the job I have to maintain does not sound appealing to me.
The way the question is presented is biased and represents a flawed interviewing tactic by only revealing one side of the matter, designating only positive descriptions rather than a neutral one.
The idea itself I'm unopposed towards, but I do not take kindly to questions that attempt to influence a surveyor's opinion instead of merely gaining insight, as was the original intent.
well that's not my plan about going to college and furthering my education. I want to stay in a school environment and continue to learn.
Working

## **Appendix C Work College Job Resources**



# EMPLOYING STUDENT SUCCESS

## OVERVIEW

On-campus student employment has the potential to be a prime student success strategy for institutions. The purpose of this rubric is to help colleges and universities understand and self-assess the extent to which the conditions of student employment on their campuses are characteristic of a high-impact practice shown to increase retention and facilitate deeper learning for students from all backgrounds.

The NASPA On-Campus Student Employment Self-Assessment Rubric codifies the research used to develop the report *Employing Student Success: A Comprehensive Examination of On-Campus Student Employment* and builds on identified capacity areas and guiding principles. While the rubric was informed by research focused on undergraduate student development, certain elements can also be used to benefit graduate students. The student employment rubric is not meant to be used as an extensive program evaluation tool but rather as a mechanism for guiding planning discussions and identifying current strengths and areas for program improvement.

The rubric is designed to be used as a continuous improvement tool to help campus leaders assess their institution's current state of student employment program efforts. Based on the results of this assessment, institutions should develop and implement improvement plans for areas in need of attention.

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## HOW TO USE THE RUBRIC

The rubric centers around six capacity areas critical for successful on-campus student employment program administration: leadership engagement, hiring policies and procedures, growth and professional development opportunities, student learning outcomes, assessment and evaluation, and program management. Each capacity area has associated criteria, which the rubric presents in the form of guiding questions, as well as descriptors for each of the possible ratings.

The rubric uses language intended for use at the institution level; however, it can also be used for divisions and/or departments involved in the administration of on-campus student employment.

Capacity Criteria Ratings	
Rating	Definition
<b>Forming</b>	Practices do not occur and/or institution is currently in the planning phase
<b>Emerging</b>	Practices occur inconsistently and/or institution is in the early phase of implementation
<b>Performing</b>	Practices occur but more can be done to formalize and/or standardize across the institution
<b>Exemplary</b>	Practices are carried out consistently across the institution and/or the institution has achieved an ideal state

	Forming	Emerging	Performing	Exemplary
<b>LEADERSHIP ENGAGEMENT</b>				
<b>Goal Setting</b>  <i>To what extent has the institution integrated student retention, engagement, and/or learning as primary goals of an on-campus employment program?</i>	<ul style="list-style-type: none"> <li>• Institution has not formally identified and shared goals for student employment.</li> <li>• Leadership does not recognize the potential of on-campus student employment to serve as a high-impact practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution primarily operates under the belief that the sole purpose of student employment is to provide financial support to students.</li> <li>• Leadership and/or managers of student employment programs may recognize that student employment can be leveraged as a high-impact practice; however, there has been little to no action to formally develop student success-related goals for the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and program managers have developed goals for student employment that integrate student learning and retention; however, the goals have not been shared throughout the institution.</li> <li>• Institution is in the process of developing a plan and/or a plan is in place to enhance student employment; however, the plan is more focused on scaling the number of positions and not on transforming the program into a high-impact practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Goals of student learning, engagement, and/or retention have been co-developed with and/or approved by leadership.</li> <li>• Program goals have been articulated and shared with various audiences at the institution.</li> <li>• Institution has developed a comprehensive plan to actualize the intended goals of the program.</li> </ul>
<b>Institutional Alignment</b>  <i>In what ways has the institution prioritized and invested in student employment resources to support campuswide student success goals?</i>	<ul style="list-style-type: none"> <li>• Student employment is not seen as a student success strategy at the institution and/or student employment is not included in the institution's student success plans.</li> <li>• Leadership has allocated resources to help pay student employees and maintain current state of operations; however, resources are not given for the purpose of advancing the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution has begun allocating resources to support effective campus employment activities related to student success; however, these investments are made on a small scale and/or are happening on an infrequent basis.</li> <li>• Institution is working to identify potential ways to support program development operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership is investing resources to support and scale effective program activities; however, many of those activities are not directly tied to student learning, engagement, or retention.</li> <li>• Institution is beginning to integrate student employment into ongoing student success initiatives and/or high-quality student employment programming is happening on a small scale across part(s) of the campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Student employment is seen as a priority student success initiative at the institution and has been integrated into formal strategic plans and aligns with other student success efforts.</li> <li>• Leadership allocates adequate resources to help provide more opportunities for student employees and invests in the development of tools and activities that encourage and promote student learning and engagement.</li> </ul>



	Forming	Emerging	Performing	Exemplary
<b>HIRING POLICIES AND PROCEDURES</b>				
<b>Outreach and Awareness</b>  <i>How does the institution ensure that all students have an equal opportunity to apply for a position?</i>	<ul style="list-style-type: none"> <li>Information about open on-campus employment positions is publicly available to students; however, the information is not easy to find and/or students are unaware of how to apply for on-campus employment when needed.</li> <li>Job descriptions are not posted in a centralized database and/or hiring departments primarily rely on in-person or word-of-mouth referrals.</li> </ul>	<ul style="list-style-type: none"> <li>There is an overreliance on one source of communication about available on-campus employment positions and/or additional work can be done to diversify outreach to students.</li> <li>Institution has a centralized database for on-campus employment positions; however, hiring departments use the database on an infrequent and inconsistent basis and/or students do not find it to be user-friendly.</li> </ul>	<ul style="list-style-type: none"> <li>Institution uses a mix of communication channels to inform students about positions.</li> <li>A centralized database exists and many hiring departments use the system; however, more can be done to encourage widespread system use.</li> <li>Most communication materials are used to inform students about specific positions; more can be done to inform students about the benefits of working on campus.</li> </ul>	<ul style="list-style-type: none"> <li>Institution uses a diverse mix of communication channels (e.g., social media, online job database) to inform students and raise student awareness of potential job opportunities and benefits of working on campus.</li> <li>Information about available on-campus employment positions and how to apply for them is accessible to all students.</li> <li>Institution mandates that all job openings be posted online.</li> <li>Institution strongly encourages or requires all jobs to be posted in a centralized location.</li> </ul>
<b>Application Procedures (Expectation Setting)</b>  <i>To what extent does the institution provide students with clear information about job expectations?</i>	<ul style="list-style-type: none"> <li>Most hiring departments do not provide students with written position descriptions for on-campus jobs.</li> <li>Position descriptions that are provided to students are vague and/or difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>Position descriptions that include basic information about the job's responsibilities are available to students; however, more can be done to ensure that position descriptions accurately describe what a student should expect from the experience (e.g., learning outcomes, potential wages earned).</li> <li>Position descriptions are inconsistent across the institution (i.e., some are more comprehensive than others).</li> <li>Most job titles are vague (e.g., student aide, student assistant) and not very descriptive.</li> </ul>	<ul style="list-style-type: none"> <li>Most available positions include descriptions with detailed information about job responsibilities and expected benefits of the experience.</li> <li>Institution provides a standard position description template; however, more information is needed to reflect the potential student experience and/or its use is varied across the institution.</li> <li>Institution utilizes a student employment website and/or designated campus office to provide resources for students with questions about employment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>All available jobs include position descriptions with most, if not all, relevant information (e.g., meaningful job title, potential learning outcomes, responsibilities, wages/wage scale, physical demands).</li> <li>Institution uses a standard position description template that allows hiring departments to provide additional contextual information.</li> <li>Institution provides students with multiple mechanisms for finding information and asking questions about potential roles (e.g., website, job fairs, hiring managers, designated campus office).</li> </ul>

	Forming	Emerging	Performing	Exemplary
<b>HIRING POLICIES AND PROCEDURES (CONTINUED)</b>				
<b>Application Procedures (Hiring Experience)</b>  <i>To what extent does the institution create a hiring experience that allows students to practice and develop professional job-seeking skills?</i>	<ul style="list-style-type: none"> <li>Students applying for on-campus employment positions are required to submit an application, which is primarily for human resources compliance purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Institution encourages hiring departments to ask students to submit applications and/or résumés and complete a formal interview; however, these practices do not occur on a consistent basis.</li> <li>Level of hiring process complexity is not commensurate with the responsibility level and skill set needed for the position for which a student is applying (e.g., application for an entry-level position that requires résumé, cover letter, references, writing sample, and interviews).</li> </ul>	<ul style="list-style-type: none"> <li>Institution requires or encourages hiring departments to ask students to complete more than a job application prior to start of employment.</li> <li>Some hiring departments treat the hiring process as a way to further develop a student's job-seeking skills.</li> <li>Institution has job-seeking supports available to students; however, supports are not easily accessible to students and/or student awareness of them is limited.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring practices and requirements align with the level of responsibility and skill set needed for the position; process is not seen as overbearing or overly simplistic in relation to the role.</li> <li>Students are required to submit/complete at least two of the following: job application, cover letter, résumé, interview, or writing sample.</li> <li>Institution leverages the hiring process as a low-risk learning opportunity to provide students with a "true-to-life" hiring experience.</li> <li>Institution provides support to help students develop and refine job-seeking skills (e.g., interview preparation, résumé preparation).</li> <li>Students have access to support in multiple ways (e.g., in-person counseling, technology-enabled counseling, online tutorials).</li> </ul>

	Forming	Emerging	Performing	Exemplary
<b>GROWTH AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES</b>				
<b>Student Employee Supports</b>  <i>How does the institution provide professional development opportunities for students to help them build critical career-readiness skills?</i>	<ul style="list-style-type: none"> <li>• Very little support is provided to students to help them acclimate to on-campus student employee roles.</li> <li>• Institution does not offer any professional development opportunities for student employees and responsibility for doing so is left solely to each hiring department.</li> </ul>	<ul style="list-style-type: none"> <li>• Some areas across the institution offer resources (e.g., orientation, handbook, website) to help student employees better understand their responsibilities and roles at the institution; however, the resources are hard to find and/or only accessible to some student employees.</li> <li>• Institution and hiring departments have a sense of the career-readiness areas they want students to build; however, there has not been any formal articulation or structures put in place to standardize these skills for students.</li> <li>• Professional development opportunities are rarely offered and/or only primarily offered to students who work in certain areas on the campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution has developed several resources to provide students with the information about on-campus employment obligations and to address any questions; however, more can be done to increase participation and use of resources.</li> <li>• Institution has identified priority career-readiness areas for student employees.</li> <li>• Institution offers some professional development opportunities to help student employees build career-readiness skills; however, more work can be done to formalize/structure offerings and/or make training more accessible to increase participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution utilizes a combination of resources (e.g., handbook, new employee orientation, student employment website, employment office) for students to get answers to questions about on-campus employment.</li> <li>• Institution has identified and clearly defined career-readiness areas for students to develop or enhance during their employment experience.</li> <li>• Student employees have access to professional development opportunities that are delivered in multiple ways (e.g., face to face, on the job, webinars, prerecorded training).</li> <li>• Professional development opportunities are often revisited to ensure they are meeting student employee and supervisor needs.</li> </ul>

	Forming	Emerging	Performing	Exemplary
GROWTH AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES (CONTINUED)				
<b>Supervisor Capacity</b>  <i>How does the institution provide clear guidelines and support for supervisors of student employees?</i>	<ul style="list-style-type: none"> <li>• Institution provides little to no guidance for supervisors of student employees.</li> </ul>	<ul style="list-style-type: none"> <li>• Most supervisors have a general understanding of their role and responsibilities; however, supervisors lack tools and guidance about how to succeed in their role.</li> <li>• Institution provides information about supervisor responsibilities that center around human resources and compliance issues; little to no guidance is given on how to enhance the employment experience to serve as a high-impact practice.</li> <li>• Supervisor efforts are reviewed on an infrequent and inconsistent basis.</li> <li>• Institution is developing a process to facilitate ongoing communication with supervisors.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisors have a shared understanding about how to be effective in their role.</li> <li>• Institution provides supervisors multiple resources and tools (e.g., handbook, website, orientation) to help inform actions.</li> <li>• Institution has developed a process for communicating information to supervisors, addressing common challenges and questions, and celebrating successes; however, more can be done to facilitate supervisor-to-supervisor and supervisor-to-leadership communication.</li> <li>• Students are able to provide feedback on their supervisor's performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution has developed and shared tools and resources (e.g., orientation, templates, website) that most supervisors leverage and use to enhance the student employment experience; these tools and resources are routinely revisited and updated when necessary.</li> <li>• Institution offers formal training and professional development opportunities for supervisors centered around goals of the student employment program.</li> <li>• Multiple communication mechanisms are in place for supervisors to share successes and challenges and to ask questions with one another and provide feedback to leadership.</li> <li>• Institution has developed several ways to identify and recognize high-performing supervisors, including embedding supervisor performance criteria into professional staff evaluations.</li> </ul>

	Forming	Emerging	Performing	Exemplary
GROWTH AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES (CONTINUED)				
<b>Recognition</b>  <i>In what ways does the institution recognize and highlight the contributions of student employees?</i>	<ul style="list-style-type: none"> <li>• Student employee contributions are rarely formally recognized across the institution.</li> <li>• Institution does not have any formal process to reward and/or acknowledge excelling and high-performing student employees.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution occasionally recognizes the positive impact of student employment; however, more can be done to increase the frequency of recognition and/or reach a larger campus audience.</li> <li>• Individual student employee contributions are inconsistently recognized across the institution, or criteria for students to receive recognition is inconsistent across hiring departments.</li> <li>• Competitiveness of processes and qualifications for students to receive recognition and rewards limit the number of student who apply or are eligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution finds ways throughout the year to formally recognize the contributions of student employees.</li> <li>• Formalized incentive structures are in place to recognize student employees for their contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution utilizes several opportunities to recognize and share the impact of student employment (e.g., participating in National Student Employment Week, highlighting student employment facts in various speeches and/or institutionwide communications).</li> <li>• Institution has formalized opportunities and consistent processes for incentivizing student employee performance and advancement (e.g., promotions, raises, special programs, micro-credentials/badges, comprehensive learner records).</li> </ul>

	Forming	Emerging	Performing	Exemplary
<b>STUDENT LEARNING OUTCOMES</b>				
<b>Learning Framework</b>  <i>To what extent does the institution identify institutionwide student learning outcomes of employment opportunities?</i>	<ul style="list-style-type: none"> <li>• Institution has not identified expected learning outcomes for employment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution has articulated expected employment learning outcomes; however, learning outcomes are not consistently recognized across campus employment areas.</li> <li>• Institution is in the process of selecting and/or developing a framework for defining learning outcomes and rubric for assessing level of student learning; however, the process does not have a mechanism for including cross-campus function/office input.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution has articulated expected employment learning outcomes; effort has been made to raise awareness about learning outcomes across all areas on campus.</li> <li>• Institution included cross-campus function/office input in selecting and/or creating a framework for defining learning outcomes and rubric for assessing level of student learning.</li> <li>• A plan is in place to ensure campus understanding about how to effectively use frameworks and rubrics for employment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution has embedded employment learning outcomes into relevant practices and policies; learning outcomes are consistent and widely understood across campus.</li> <li>• Institution included cross-campus function/office input in selecting and/or creating a framework for defining learning outcomes and rubric for assessing level of student learning.</li> <li>• Framework aligns with institutional mission, academic outcomes, and other student success efforts.</li> <li>• Most of the institution has bought into the value of learning frameworks and rubrics, and supervisors understand how to use them.</li> </ul>

	Forming	Emerging	Performing	Exemplary
<b>STUDENT LEARNING OUTCOMES (CONTINUED)</b>				
<b>Reflection (Learning)</b>  <i>In what ways does the institution help student employees evaluate and document their learnings from their employment experience?</i>	<ul style="list-style-type: none"> <li>• Institution does not set expectations or have policies about discussing student learning.</li> <li>• No mechanism for documenting student learning is in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution has established expectations about the importance of informal or formal check-ins to discuss student employee learning; however, the quality and timeliness of check-ins is inconsistent across hiring offices/departments.</li> <li>• Student learning is recognized and documented across some hiring offices/departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution has established expectations about the importance of formal and informal check-ins to discuss student employee learning and offers guidance to help improve consistency in quality and timeliness of check-ins across hiring offices/departments.</li> <li>• Students and supervisors co-develop a learning plan at the start of employment; however, this plan is not often revisited or updated.</li> <li>• Student learning is recognized and documented across all hiring offices/departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution has established expectations, reinforced by formal policies, that ensure all student employees are given opportunities to reflect on learning and draw connections between their career goals and experiences inside and outside the classroom; reflection may occur via one-on-one conversations with supervisors, group conversations with peers moderated by supervisors, or a mix of alternative communication mechanisms.</li> <li>• Students and supervisors co-develop a learning plan at the start of employment; this plan is frequently revisited and updated.</li> <li>• Student learning development is recognized across hiring departments/offices; students have the opportunity to document learning via a formal record, certificate, e-portfolio, or digital badge.</li> </ul>

	Forming	Emerging	Performing	Exemplary
STUDENT LEARNING OUTCOMES (CONTINUED)				
<b>Feedback (Performance)</b>  <i>In what ways are students able to receive and give feedback on their performance during their employment experience?</i>	<ul style="list-style-type: none"> <li>No mechanisms are in place that allow students to establish baseline goals or receive feedback on their performance during their employment experience.</li> <li>There is a process in place for when corrective action is needed; however, it is not well defined and students and supervisors are largely unaware of its existence.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline performance and goals are set at the beginning of the employment term; however, there is a need for ongoing communication that allows student employees and supervisors to update goals during the experience.</li> <li>Students receive feedback on their performance during a formal evaluation at the end of the employment experience; however, the evaluation does not include an opportunity for students to give supervisors feedback.</li> <li>Supervisors and students have a basic understanding of the process in place for when corrective action is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Students and supervisors discuss baseline performance and goals at the beginning of the employment term.</li> <li>Students and supervisors have mid- and post-employment term evaluations where students can both give and receive feedback.</li> <li>Students and supervisors are aware of the appropriate protocols and intervention strategies in place for when corrective action is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Students and supervisors set expectations and baseline performance goals at the start of the employment experience; appropriate flexibility and opportunity is given to adjust these expectations and goals as needed throughout the experience.</li> <li>Students and supervisors have informal check-ins and set times for formal evaluations to discuss both student employee and supervisor performance before, during, and after the employment experience.</li> <li>Students are given supports needed to prepare them to effectively give and receive feedback during performance evaluations.</li> <li>Students and supervisors are confident in their ability to document, communicate, and manage systemic challenges and concerns; guidance and existing documents from human resources are leveraged.</li> </ul>



	Forming	Emerging	Performing	Exemplary
<b>ASSESSMENT AND EVALUATION</b>				
<b>Student Success Data (Collection)</b>  <i>How does the institution identify, collect, and store data to further understand the impact of student employment?</i>	<ul style="list-style-type: none"> <li>• Institution does not fully understand the data it needs to assess program impact.</li> <li>• Institution does not have a routine process in place to collect data on all on-campus student employees.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution understands which data it needs but does not have the capacity to collect them all for various reasons (e.g., system capacities, staff capacity).</li> <li>• Data collection is not always timely and/or reliable enough for decision makers to have an accurate sense of progress or impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution understands and is able to collect most of the priority data it needs to understand progress and impact.</li> <li>• Most student success data is quantitative (e.g., GPAs, retention rates, graduation rates); more can be done to gather qualitative data (e.g., student surveys) to understand student experiences with the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution regularly collects quantitative and qualitative data relevant to understanding the extent to which employment meets program goals and/or its impact on other institutional priorities.</li> <li>• Leadership and stakeholders have confidence in the accuracy and reliability of the data.</li> <li>• Institution continuously seeks improvement in data collection efforts and regularly engages with the institutional research office, faculty, and other campus data professionals to identify creative ways to evidence impact.</li> </ul>
<b>Student Success Data (Analysis and Interpretation)</b>  <i>To what extent can the institution understand student employment's impact on student success?</i>	<ul style="list-style-type: none"> <li>• Institution is in the process of identifying measures and analyses relevant to understanding program impact.</li> <li>• Institution cannot effectively explain program impact on institutional priorities and the extent to which it meets program goals, and/or there are too many people involved and it is unclear where decision-making authority lies.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution has established a baseline assessment to help determine progress and impact of efforts; however, capacity issues allow for only simple analyses to occur.</li> <li>• Leadership can anecdotally discuss the impact of on-campus employment efforts; however, discussions are not supported with sound data analyses.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution uses data analyses to discuss key areas in need of improvement as well as program impact on student success.</li> <li>• Institution understands it needs to conduct more complicated analyses to further understand progress and impact on student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Both institution and hiring departments have a clear sense of program impact and areas for improvement.</li> <li>• A set of agreed-upon metrics are routinely analyzed to understand program trends and patterns over time; data analyses are used to inform leadership actions.</li> <li>• Cross-institution data partners are actively involved and supply leadership with the necessary analyses and interpretation of outcomes.</li> <li>• Institution is able to share sound data analyses about the impact of the student employment program with internal and external stakeholders.</li> </ul>

	Forming	Emerging	Performing	Exemplary
<b>PROGRAM MANAGEMENT</b>				
<b>Oversight</b>  <i>How well does the institution monitor and manage on-campus student employment program functions and advancement efforts?</i>	<ul style="list-style-type: none"> <li>No clear person or team is responsible for coordinating the institution's on-campus student employment efforts.</li> <li>There is no recognized ownership of efforts to advance student employment across the campus; improvement efforts are made at a department/office level and there are no formal communication mechanisms for sharing insights across campus.</li> </ul>	<ul style="list-style-type: none"> <li>Designated point(s) of contact have minor roles in managing and monitoring on-campus employment functions relating to compliance and hiring paperwork.</li> <li>Some on-campus employment functions have clear owners and are recognized throughout the institution; however, this level of awareness is not seen across functions and groups of students on the campus.</li> <li>Planning or restructuring is needed to ensure an institutionwide approach for administering on-campus employment.</li> </ul>	<ul style="list-style-type: none"> <li>Designated point(s) of contact is in place and manages/coordinates processes across the institution; however, roles and responsibilities are still being defined.</li> <li>Point(s) of contact has little to no authority to make programmatic decisions.</li> <li>Existence of coordinating body is inconsistently understood across the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Designated point(s) of contact is responsible for managing and coordinating processes across the institution.</li> <li>Roles and responsibilities are clearly defined, aligned with program goals, and widely understood across campus. Responsibilities may include creating mechanisms for routine updates to both students and employers as well as working to create a seamless experience for students.</li> <li>Point(s) of contact is empowered by leadership to make critical program decisions.</li> <li>Point(s) of contact actively collaborates with hiring offices/ departments and hosts regular cross-campus meetings to discuss improvement efforts on student employment.</li> </ul>
<b>Resources</b>  <i>How well has the institution built the infrastructure to fully implement and manage the employment program to scale?</i>	<ul style="list-style-type: none"> <li>Staff and designated point(s) of contact are working beyond their capacity and do not have the necessary resources to carry out the work.</li> <li>Discussions of how to maintain and/or expand the program are preliminary and require more planning.</li> </ul>	<ul style="list-style-type: none"> <li>Some areas of the institution have capacity to effectively manage the program at a high-impact level; however, professionals in other departments/units are concerned about the stability of their areas due to capacity constraints.</li> <li>There is an overreliance on one or two persons to manage the program; more work is needed to train additional staff and more efficiently operate the program.</li> <li>Institution is unsure and/or there is disagreement about the resources needed to sustain and scale the program.</li> </ul>	<ul style="list-style-type: none"> <li>Institution has the capacity to run the program given the current state of implementation; however, more resources (e.g., staff, space, training) are needed to scale the program.</li> <li>Program staff has identified and communicated to leadership the resources needed in order to efficiently manage the program; more resources need to be secured to scale the program to the desired level.</li> <li>Leadership is working to obtain the resources needed to maintain and scale the program.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and designated point(s) of contact are able to operate at an optimal level based on allotted resources.</li> <li>Leadership has clearly identified the necessary resources to scale and manage the program, which is evident through deliberate planning, securing needed resources, and allocating appropriate staffing levels.</li> </ul>

	Forming	Emerging	Performing	Exemplary
<b>PROGRAM MANAGEMENT (CONTINUED)</b>				
<b>Technology</b>  <i>To what extent does the institution leverage technology to effectively manage the student employment program?</i>	<ul style="list-style-type: none"> <li>• Institution does not have an effective system for managing student employment processes and communication efforts.</li> <li>• Institution has not explored whether a technology system, web-based solution, and/or software can be used to make the process more effective; institution relies solely on face-to-face interactions.</li> <li>• Current systems are not integrated and/or relevant staff do not have access to all systems.</li> </ul>	<ul style="list-style-type: none"> <li>• More work can be done to streamline processes for students and supervisors.</li> <li>• Institution has not explored whether any program components can be automated; however, current face-to-face and manual information processing works well given current scale of program.</li> <li>• Institution uses disparate systems that are not integrated; however, staff are trained and have access to each system and/or have developed successful workarounds to obtain/share the needed information.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution has developed procedures that allow quick and easy processes for students; some aspects are automated when optimal.</li> <li>• Institution has an established system in place that allows students and supervisors to easily communicate with program point(s) of contact.</li> <li>• Institution is leveraging existing technology systems to document and share information about student employees, learning outcomes, and program operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Institution has well-established procedures and systems in place that appropriately leverage technology for program processes.</li> <li>• Processes are automated when optimal; institution utilizes the right balance of technology and face-to-face interactions.</li> <li>• Institution has leveraged existing technology systems or has built a new system to document and share information about student employees, learning outcomes, and program operations.</li> <li>• On-campus student employees are identified in the student information system and/or other institutionwide database; the institution is able to connect student employment data with other data to assess the impact of the program on students' retention, graduation, and other success measures.</li> <li>• Systems and processes ensure that sharing of student information is secure and kept confidential.</li> </ul>



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# Administrative Positions

## DEPARTMENT MANAGER

### OFFICE: Student Management

**DESCRIPTION OF DUTIES:** Work with supervisors and the department advisor to ensure that: minimum labor needs of department are met, department jobs are necessary/productive, workers receive sufficient training, and that supervisors and workers are informed of and follow work program and department guidelines; provide leadership and mediation with problem resolution and in disciplinary matters; assure that weekly time cards are submitted and totaled by deadline; monitor worker under/over time and intervene when necessary; distribute and collect worker evaluations and follow-up problems as needed; identify honor workers; ensure that workers and supervisors are kept informed of department meetings, policy and procedure changes and other relevant work program information. With the input and approval of the department advisor, select an assistant manager who will also serve as designated replacement (for the manager when he/she is not available).

Be a member of, and attend Work Committee meetings; represent the department's interests and together with other Work Committee members ensure that the over-all interests and needs of the campus community are met; actively participate in establishing and accomplishing goals and objectives of Work Committee. Participate in the selection of next year's department manager and general managers. Help train next years department manager.

Managers are expected to work 20 to 25 hours per week, for which they receive a stipend in addition to the tuition reduction. Because the above "administrative duties" will not routinely require 20-25 hours per week, the administrative services manager must work the balance of his/her time in another job within the department for at least 10 hours per week.

### QUALIFICATIONS:

Must possess self-initiative and maturity of thought and good interpersonal, communication, time management and problem solving skills; must have good organizational/planning skills and be detailed minded; prefer previous leadership experience; must possess a general knowledge and understanding of the department; must meet grade point requirement and cannot be on academic, work or social probation.

## ADMINISTRATIVE SERVICES DEPARTMENT ASSISTANT MANAGER

### OFFICE: Student Management

**DESCRIPTION OF DUTIES:** Assist the department manager including: identifying honor workers; assisting with verbal and written communication to workers and supervisors regarding meetings, policy/procedure changes, etc.; serve as designated replacement for the manager and fulfilling the managers duties in his/ her absence; other related duties as assigned by the manager.

### QUALIFICATIONS:

Must possess self-initiative and maturity. Be dependable and trustworthy. Expected to represent the department in all aspects, as a leader and role model. Have good typing skills and excellent interpersonal, communication and organizational/planning skills; cannot be on academic, social or work probation.

## **OFFICE ASSISTANT**

### **OFFICE: Alumni/Development**

#### **REPORTS TO: Institutional Advancement Coordinator**

DESCRIPTION OF DUTIES: The Alumni/Development Office is responsible for communication with Alumni and Friends of Blackburn College and for securing and processing contributions to the College. This office also coordinates Homecoming and Phon-A-Thon. The students working in the Alumni/Development Office have direct and frequent contact with Alumni, the local community and Friends of the College, which mandates professionalism in attitude and work. Opportunities for advancement and greater responsibility exist for students demonstrating the ability and desire.

The Alumni/Development Office reports directly to the Vice President for Institutional Advancement. A student working in this capacity will be expected to do the following.

- General office work including filing and database changes.

- Enter gifts into database, prepare documents for these gifts, and create receipt letters for the gifts.

- Light janitorial including cleaning floor, dusting, straightening office and taking out trash.

### QUALIFICATIONS:

Must be detail oriented, possess excellent computer skills, and have strong written and oral skills.

## **OFFICE ASSISTANT/ HOMECOMING ASSISTANT**

### **OFFICE: Alumni/Development**

#### **REPORTS TO: Director of Alumni Relations**

DESCRIPTION OF DUTIES: The Alumni/Development Office is responsible for communication with Alumni and Friends of Blackburn College and for securing and processing contributions to the College. This office also coordinates Homecoming, Alumni Events, Alumni Board Events, and any other tasks deemed to the office. The students working in the Alumni/Development Office have direct and frequent contact with Alumni, the local community and Friends of the College, which mandates professionalism in attitude and work. Opportunities for advancement and greater responsibility exist for students demonstrating the ability and desire.

The Alumni/Development Office both report directly to the Vice President for Institutional Advancement.

The Homecoming Coordinator Responsibilities:

- Assist in the planning, implementing and overseeing all aspects of Homecoming Weekend.

- Required to work all days of Homecoming

- Requires being a leader during the weekend and a central point person for all questions regarding the weekend.

- Serving as the liaison to the Alumni Association Board of Directors and Office of the President

- Strong Event background is helpful but not required

- Requires some cross training in all aspects of the Institutional Development office.

### **QUALIFICATIONS:**

This position requires some supervision of an assistant coordinator as well as some supervision of co-workers to the extent necessary to assure satisfactory completion of tasks. An extremely high level of responsibility is assumed with this position. Must be able to set and manage a budget and prepare a final evaluation and budget report. Requires extremely strong organizational and time management skills, attention to detail, ability to work independently and be self-motivated, and excellent written and oral communication skills. This position requires half-time summer employment in the Office, but if not available, regularly scheduled on-campus visits a number of times throughout the summer is required.

## **ACCOUNTS PAYABLE/ PURCHASING ASSISTANT**

### **OFFICE: Business Office**

**DESCRIPTION OF DUTIES:** Typing purchase orders, preparing invoices for payment; processing and mailing checks; posting budget expenditures and other financial data; "light" janitorial duties: emptying trash, sweeping floors, dusting, etc.; other general office/clerical support duties as assigned.

### **QUALIFICATIONS:**

Prefer someone with an accounting/bookkeeping background; must have good math skills and ability to work with numbers and detail; ability to understand and follow directions; ability to communicate with and get along with others; good typing skills and able to respect confidentiality.

## **STUDENT ACCOUNTS RECEIVABLE**

### **OFFICE: Business Office**

### **DESCRIPTION OF DUTIES:**

- Assist with bookkeeping and record maintenance
- Assist with internal accounting procedures for preparation of year-end audit
- Assist with cashing checks and other cashier duties
- Create batches for posting payments
- Create journal entries for various operations
- Create cash receipts for various operations
- Assist with excess funds checks
- Clarify student charges and be able to point them in the right direction
- Customer service
- Assist with student statements and billing
- Typing, filing, label making, maintaining student files, etc
- Light janitorial duties

### **QUALIFICATIONS:**

Prefer someone with an accounting/finance background and or major; must have good math skills and the ability to work with numbers and detail. Must be detail orientated and be able to file numerically and alphabetically. Must be able to communicate with and get along with others; must be able to respect confidentiality. Must have good typing skills and the ability to use a ten key calculator.

## **CAREERS ASSISTANT**

## **OFFICE: Career Services**

### **DESCRIPTION OF DUTIES:**

Review the Career Services web pages twice monthly and update as necessary.

Assist in the delivery of on-campus career related conferences.

Supervise and maintain regular office hours in the Career Resource Room.

Provide career resource information to students upon request. Maintain resource checkout system and periodically check to be sure resources are returned. Notify students with delinquent or overdue resources via campus mail. Annually conduct an inventory of career resources.

Assist students in using web site, and other career interest inventories and career search tools.

Input graduate follow-up survey information into the survey database and conduct follow-up phone calls to graduates who have not completed the survey.

Post information on job fairs and job search seminars around campus as needed. Compose information on job fairs and seminars and send it to Public Relations for inclusion in the Campus Communiqué.

Prepare career related marketing information. Develop and maintain a career bulletin board.

Periodically staff a careers table in the campus center.

Copy and mail (via campus mail and e-mail) job fair information to senior students.

Miscellaneous typing, filing, copying, and office work.

Light janitorial duties such as emptying trash, vacuuming the office and resource room, dusting shelves and resource holdings (as needed), etc; and other related duties as assigned.

### **QUALIFICATIONS:**

Good writing abilities, creativity, excellent interpersonal skills, self-initiative, typing skills, ability to problem solve and learn new skills, and prior experience working with computers.

#### **E-Recruiting**

Complete assigned tasks in a timely manner

Take initiative to meet the needs of students and the department

Conduct Research to update Websites and Career Services handouts

## **FINANCIAL AID ASSISTANT**

### **OFFICE: Financial Aid**

**DESCRIPTION OF DUTIES:** Typing, filing, answering telephone, scheduling, balancing reports, recording information in student records, computer data entry, duplicating, "light" cleaning: emptying trash, sweeping, dusting, etc.; and other general office support duties as assigned.

### **QUALIFICATIONS:**

Good typing skills, organized and detail minded, good interpersonal skills and professional manner with students, faculty, staff and the public; the ability to respect the confidentiality of office information.

## **MARKETING & PR ASSISTANT**

### **OFFICE: Marketing & Public Relations**



**DESCRIPTION OF DUTIES:** The Office of Marketing and Public Relations is the central point for all of the College's external and internal communications efforts. These efforts include the creation and distribution of press releases to media outlets; designing and editing the College's alumni magazine and Annual Report; updating the College website; providing photography services at College events; and designing promotional materials, including postcards, brochures, posters, and more. These duties are assigned as tasks to each student worker, and whenever possible, assigned based upon strengths and the interest of the worker. However, this is also a learning environment, and students are regularly encouraged to work in areas where they are less experienced, building competencies in previously unexplored skill sets.

The general worker in the Office of Marketing and Public Relations may have as many as four to six projects simultaneously, with hard deadlines and specific functions. These projects will be supervised by the Director of Marketing and Public Relations and the Marketing and Public Relations Assistant. These projects often require working with other College departments collaboratively, and may involve utilizing the talents of photographers, writers and designers. Student workers must take upon themselves the responsibility of seeing a project through and coordinating all aspects of the project, including interviewing, photographing, writing, or designing. The Director and Assistant will guide each project and provide insight and editing as necessary.

**QUALIFICATIONS:**

Students working in the public relations office must be highly organized self-starters. PR workers are expected to manage their assigned projects and meet identified work deadlines with highly-focused attention to detail. Preference is given to students with a background in communications, graphic or web design, or marketing, but special skills or experience are considered on a case-by-case basis.

clear, concise communication is essential to the functioning of this department. Workers must be willing to communicate with other student and professional workers providing project status reports, task assignments and job clarification. In addition to routine work communication, students working in the PR department must be comfortable and willing to represent the College during public functions when they may be called upon to interact with alumni, community members, prospective students or employees, and/or donors.

Because the Blackburn campus is not a 9 to 5 operation, PR workers are routinely called upon to work evenings and weekends. Most frequently, PR workers are needed to photograph events taking place outside of regular business hours, although other activities and events may demand PR worker's involvement. Work attire may vary from casual to formal depending on the event or occasion. Daily attire is casual and will be discussed during job orientation. It is required that PR workers are available for work during both homecoming and commencement weekends.

**ACADEMIC PREREQUISITES:**

Consideration is given to students who are currently, or have previously been, enrolled in courses in Graphic Design, English & Communications, Marketing, Web Design, or high school publication courses (newspaper, yearbook, etc.. Special skills or experience are considered on a case-by-case basis.

**ESSENTIAL SKILLS:**

- Excellent written and oral communication
- Competence in Microsoft Word and Excel
- Familiarity with Adobe Creative Suite
- Photography skills

**GRADUATION ANALYST**

**OFFICE: Registrar/Records**

**DESCRIPTION OF DUTIES:**Keep accurate check sheet records for all junior and senior students concerning graduation requirements; order diplomas; determine graduation award recipients; certify students for graduation; degree conferral entry; knowledge of degree requirements and assisting faculty and students with advising problems. Assist as necessary with counter traffic and answering telephones. Other general office support duties and light janitorial work including emptying trash and sweeping.

**QUALIFICATIONS:**

Good typing skills; prior registration/records experience; ability to work well with faculty, staff and students; planning and organization skills; detail oriented and adaptable. Confidentiality is critical.

## **REGISTRATION ASSISTANT**

### **OFFICE: Registrar/Records**

**DESCRIPTION OF DUTIES:**Assists with the development of the Time Schedule of Classes, Double Instruction Periods Schedule and other registration related materials; processes add/drop forms; and balances course sections as necessary. Type transcript evaluations; input transfer coursework in CAMS; distribute and file evaluations as appropriate. Answer telephones and directs counter traffic as needed. Assist with other general office support duties and special projects as required. Light janitorial work including emptying trash and sweeping.

**QUALIFICATIONS:**

Good typing skills; ability to work well with the public and one-on-one with faculty and students; detail oriented, well-organized, adaptable. Confidentiality is critical.

## **STUDENT ACTIVITIES ASSISTANT**

### **OFFICE: Student Life**

**DESCRIPTION OF DUTIES:**Student Activities Assistants are expected to assist with the planning, marketing, and implementation of programs hosted by the Office of Student Activities. Assistants will be active on the Campus Activities Board (CAB), attending meetings, helping to organize volunteers, and promote the Office of Student Activities in a positive manner. Assistants will work closely with the Auxiliary Services, Theater, and Public Relations departments. They will also communicate and work with booking and talent agents/agencies. Assistants are also responsible for helping to maintain and monitor campus Clubs and Organizations.

**QUALIFICATIONS:**

Applicants should be aware of the position description and of the time requirement necessary to work in this office. Many work hours are during evening and weekend times due to the nature of the position. An outgoing, energetic person with awareness for organization and the ability to take initiative to get the job done is ideal for the position. Candidates should be proficient in the Microsoft Office Suite of programs.

## **ASSISTANT TO THE EXECUTIVE ASSISTANT TO THE PRESIDENT**

### **OFFICE: Office of the President/Provost**

**DESCRIPTION OF DUTIES:**

Under the direction of the Executive Assistant to the President:

Take the initiative to become familiar with the day-to-day work of the college to enable you to answer questions and telephone calls in an intelligent, helpful manner.

Answer the phone and transfer or take accurate messages for the President, Provost, and Executive Assistant to the President.

Schedule appointments and make sure all calendars are kept up-to-date and accurate and that last-minute appointments are reported to the persons(s) they concern.

Assist with and oversee (when applicable) special projects for the President, Provost, and Executive Assistant to the President.

Schedule work load appropriately:

- Follow the schedule and accurately plan to perform or assist with work associated calendared events.
- Handle incoming/outgoing mail in a timely manner.
- Perform copying tasks in an accurate and timely manner.

Be willing and available to assist the Executive Assistant to the President with Convocations, Commencements, Board Meetings, and other Special Events as requested.

Work cooperatively with all members of the Office of the President/Provost

Other duties as assigned.

#### **QUALIFICATIONS:**

Must be discrete and tactful in performance, and knowledgeable about the campus. Must be accurate in work performance, able to work in a confidential manner, trustworthy, punctual, and reliable.

### **STUDENT LIFE ASSISTANT**

#### **OFFICE: Counseling Services**

**DESCRIPTION OF DUTIES:** Provide administrative support to the Director of Counseling Services.

This includes but is not limited to:

Typing of Counseling & Psychology course related materials

Creation, Posting, and removal campus of signs

Grading & alphabetizing of Psychology Course Materials

Copying of pamphlets, signs, handouts, quizzes and exams

Data entry for program evaluations (use of Lotus123)

Transport materials (handouts, boxes, computer supplies, & mail to different parts of campus

Library research (online searching & article ordering)

Supervise and maintain regular office hours in the Career Resource Room, Room 121.

Provide career resource information to students upon request. Establish resource check-out system and periodically check to be sure resources are returned. Notify students with delinquent or overdue resources via campus mail.

Assist students in using FOCUS II, the ISCPA web site, and other career interest inventories and career search tools.

“Light” janitorial duties: emptying trash, sweeping office, etc; other related duties as assigned.

Note: The Director of Counseling and Career Services does NOT directly supervise this position! This student only has access to the Career & Counseling resource room and NOT the Counseling Services Office. The Administrative manager is responsible for this individual’s time card. The Director only assigns the projects to this position. The Administrative manager is responsible for any disciplinary action due to a student’s inability to complete assigned hours or tasks.

#### **QUALIFICATIONS:**

Good writing abilities, creativity, excellent interpersonal skills, self-initiative, typing skills, ability to problem solve & learn new skills, and prior experience working with computers.

### **GIFTS ASSISTANT**

## **OFFICE: Alumni/Development**

**DESCRIPTION OF DUTIES:** The Alumni/Development Office is responsible for communication with Alumni and Friends of Blackburn College and for securing and processing contributions to the College. This office also coordinates Homecoming and Phon-A-Thon. The students working in the Alumni/Development Office have direct and frequent contact with Alumni, the local community and Friends of the College, which mandates professionalism in attitude and work. Opportunities for advancement and greater responsibility exist for students demonstrating the ability and desire. The Alumni/Development Office reports directly to the Vice President for Institutional Advancement. This position assumes responsibility for the processing and acknowledgement of all gifts to the College. The nature of the job dictates a fairly consistent workload with heavier than normal volume prior to the calendar and fiscal year end. The position requires cross training in all aspects of the Alumni/Development Office including filing, data entry and other duties as needed.

### **QUALIFICATIONS:**

Must be **extremely** detail oriented, possess excellent computer skills, and have strong written and oral skills. Responsibilities include entering gifts received in the computer and producing accurate receipt letters.

## **DEPARTMENT ADVISOR**

### **OFFICE: Student Management (staff/faculty, part-time)**

**DESCRIPTION OF DUTIES:** The student-managed work program has a two-fold purpose: to help keep college operational costs as low as possible and to provide an extra dimension of community within which students have the opportunity to contribute and learn. In order for the program to be successful, students must be “empowered”. They must be assisted with acquiring the knowledge and skills necessary to do the work; be given the opportunity and encouragement to perform the work; be held accountable to appropriate standards of work and be given appropriate recognition for their work.

The role of the Administrative Services Department Advisor is that of an “enabler”. The advisor must be a teacher, trainer, coach and mentor for the student manager. The advisor will:

- Participate in the selection of the manager.

- Assure that the manager is trained regarding the services, organization, functioning and needs of the department.

- Provide guidance on management practices and procedures.

- Keep informed about department issues/concerns and see that they are being properly addressed by the manager.

- Meet regularly (at least weekly) with the manager to provide support and advise regarding department issues and needs.

- Set appropriate standards and hold the manager accountable for his/her performance and behavior.

- Assure that the work warning and other department and work program policies are being implemented by the manager.

- Keep the general managers and work program advisor informed of any significant problems/issues.

- Evaluate the performance of the manager.

- Consider and advocate ways/means of improving the work program at the department level and campus wide.

Attend Work Committee meetings whenever possible.

Be an advocate for the work program.

#### QUALIFICATIONS:

Prefer a staff member from the administrative services area; must be enthusiastic about a interested in the work program; must have good communication, teaching and human relations skills and must be willing and able to devote 2- 4 hours per week to the position in addition to his/her other college duties.

### **NEW STUDENT ORIENTATION ASSISTANT**

#### **OFFICE: Student Life**

DESCRIPTION OF DUTIES: Assist with all aspects of coordinating New Student Orientation programs. Included in these responsibilities are coordinating dates, times, locations, and schedules, recruiting volunteers from the faculty and staff, creating parent and student handbooks, creating marketing materials, and promoting the Office of New Student Orientation in a positive manner. Assistants will be working with the Auxiliary Services department, Food Service, Faculty and Staff members, the Public Relations department, the Work Office, and a number of offices within the Student Life Department.

#### QUALIFICATIONS:

Applicants should be effective and open communicators, be creative, and be proficient with Microsoft Office Suite, and should be proficient in use of social media outlets. The ideal candidate will have an understanding of the benefits and importance of New Student Orientation programs, or, at the very least, an interest in this type of programming. An outgoing, energetic person with awareness for organization and the ability to take initiative on projects is ideal for this position.

### **ASSOCIATE FOR DIVERSITY & INCLUSION**

#### **OFFICE: Student Life**

DESCRIPTION OF DUTIES: On a broad scale, the Associate must possess:

The self awareness needed to work as an inclusive leader of diversity

The knowledge needed to create supportive academic and social programs for underrepresented students

The skills needed to facilitate diversity related events and tasks

More specifically, the responsibilities include: planning orientation for new students of color and international students each Fall and Spring; mentor new students of color; assist with retention of students of color and international students; when requested, serve as an advocate for students of color; attend various Senate, Trustee, and College Committee meetings as requested; work closely with diversity related student clubs; plan and implement cultural/educational programs for the community, such as celebration of the Dr. Martin Luther King Convocation. Brief the director of any problems with students of color that have been called to your attention.

The students are responsible for creating, hanging and/or distributing flyers announcing upcoming programs and activities. (Flyers are generally placed on each of the doors in all of the residence halls, library, computer lab, gym, Hudson, Ludlum, and Demuzio Campus Center, as well as the bathrooms in the residence halls, Demuzio, and Hudson.

Students are also responsible for any sign-up sheets necessary, as well as the circulation of attendance sheets and program evaluation forms. When it is necessary to sign up for an event (when travel is involved) student workers are responsible for confirming with students if they still plan to attend.

In addition, student workers are responsible for writing a brief summary of each program and activity, including brief description, number in attendance, cost, etc.

Since many of the programs and activities sponsored by the Department are done so in collaboration with Multicultural Expressions, student workers are also required to attend and actively participate in all club meetings.

The Department typically begins programming within the first few days of students' arrival, making it difficult to conduct an official training procedure. Student workers are briefed on their job duties as much as possible during the first day of work. However, since the Minority Student Orientation is held several days later, student workers tend to receive immediate on the job training.

The student workers answer directly to the Department director, who closely monitors the students' work and progress. The students are evaluated and assessed based on the quality of work, dependability, ability to get along with others, as well as their enthusiasm and willingness to take initiative. (The work program office issues one evaluation form per semester.)

#### QUALIFICATIONS:

The ideal candidate is creative, resourceful, energetic, and friendly. In addition, the candidate has strong communication and interpersonal skills, and is able to establish a healthy rapport with students of color, international students, as well as other members of the Blackburn community. Must also be able to work without constant supervision; have the ability to manage multiple assignments; and be enrolled as a full-time student in good academic, work, and social standing.

### **STUDENT LIFE HOUSING ASSISTANT**

#### **OFFICE: Housing & Residential Life**

DESCRIPTION OF DUTIES: Provide administrative support to the Director of Residence Life and Housing

This includes but not limited to:

Creation, Posting, and removal of campus signs

Maintain (2) bulletin boards for the purposes of information and Roommate connections

Creation and maintenance of Housing Floor Plans for 6 Residence Halls

Copying pamphlets signs and handouts

Help with the preparation of and facilitating room draw

Transport materials (Handouts, boxes, computer supplies, and mail to different parts of campus)

Maintain a daily log of work orders for all 6 residence halls

Maintain a log of social and educational programs for 16 RA's

Create plans for next semester, facilitate the distribution to 6 RD's and the post office for commuter students

Maintain floor plans for moving on days

Maintain Room Condition Reports and report all damages for billing

Supervise and maintain regular office hours in the Student Life worker office located in room.

Provide house and work order materials information to students upon request.

"Light" janitorial duties: emptying trash, sweeping office, etc: other related duties as assigned.

#### QUALIFICATIONS:

Good writing abilities, creativity, excellent interpersonal skills, self-initiative, typing skills, ability to problem solves and learn new skills and prior experience working with computers.

### **ADMISSIONS CAMPUS VISIT COORDINATOR**

**OFFICE: Admissions**

**REPORTS TO: Admissions Office Manager**

GENERAL SUMMARY: This position reports to the Admissions Office Manager with a specific focus on increasing the number of prospective students to be recruited within an assigned recruitment territory.

ESSENTIAL JOB FUNCTIONS:

Recruitment and management of prospective leads in the CAMS data system.

Coordinates prospective campus visit for student and their family and confirms prospective guests of their visit in a timely manner.

Maintains contact sequence by making daily telephone and email inquiries to prospective students, parents and high school counselors.

Supports the Office of Admissions in the overall development and implementation of institutional enrollment goals.

Follow-up correspondence with prospective students and families.

Data entry of prospective inquiries, mass marketing mailings, copy and scanning, and operating college switchboard are required daily.

Serve on appropriate College committees.

Other duties as assigned.

EQUIRED EDUCATION, SKILLS, ABILITIES:

Ability to effectively communicate in person and in writing and be able to speak publicly

Must make daily telephone, e-mail and social media inquiries when requested

Should possess high energy, attention to detail, and the ability to organize effectively

Outlook to Google Chrome including Microsoft Word, PowerPoint, Excel and Outlook.

Organizational and time management skills

Ability to communicate with faculty and staff members, and prospective/current students and their parents, in a courteous and professional manner

Ability to work independently as well as a member of a team

As a Blackburn College work program teaching supervisor, you have certain responsibilities to the College and to the student(s) you are supervising. Therefore, as part of your position requirements, you agree to

Provide adequate instruction, training and appropriate working conditions for the performance of the student(s)' duties.

Be a positive role model and mentor.

Assure that the student(s) you supervise work in an environment that complements the College's mission and values.

Assure that the duties assigned to student workers are appropriate and necessary, and maximize the opportunities for student learning and development.

Cooperate with student management in the fulfillment of their work responsibilities, and in a manner that enhances their learning and development.

Adhere to the work program guidelines including the verification of student work hours, evaluation of student work performance each semester, and use of the work warning system to document unacceptable student work behavior.

The statements herein are intended to describe the general nature and level of work being performed by a person holding this position. This is not to be construed as an exhaustive list of all responsibilities, duties, and skills required of persons holding this position.

## **ADMISSIONS GENERAL STUDENT WORKER**

**OFFICE: Admissions**

**REPORTS TO: Admissions Office Manager**

### GENERAL SUMMARY:

This position reports to the Director of Admissions with a specific focus on increasing the number of prospective students to be recruited within an assigned recruitment territory.

### ESSENTIAL JOB FUNCTIONS:

Recruitment and management of prospective leads in the CAMS data system.

Maintains contact sequence by making daily telephone and email inquiries to prospective students, parents and high school counselors.

Supports the Office of Admissions in the overall development and implementation of institutional enrollment goals.

Follow-up correspondence with prospective students and families.

Data entry of prospective inquiries, mass marketing mailings, copy and scanning, and operating college switchboard are required daily.

Serve on appropriate College committees.

Other duties as assigned.

### REQUIRED EDUCATION, SKILLS, ABILITIES:

Ability to effectively communicate in person and in writing and be able to speak publicly

Must make daily telephone, e-mail and social media inquiries when requested

Should possess high energy, attention to detail, and the ability to organize effectively

Computer literacy including Microsoft Word, PowerPoint, Excel and Outlook.

Organizational and time management skills

Ability to communicate with faculty and staff members, and prospective/current students and their parents, in a courteous and professional manner

Ability to work independently as well as a member of a team

As a Blackburn College work program teaching supervisor, you have certain responsibilities to the College and to the student(s) you are supervising. Therefore, as part of your position requirements, you agree to

Provide adequate instruction, training and appropriate working conditions for the performance of the student(s)' duties.

Be a positive role model and mentor.

Assure that the student(s) you supervise work in an environment that complements the College's mission and values.



Assure that the duties assigned to student workers are appropriate and necessary, and maximize the opportunities for student learning and development.

Cooperate with student management in the fulfillment of their work responsibilities, an manner that enhances their learning and development.

Adhere to the work program guidelines including the verification of student work hours, evaluation of student work performance each semester, and use of the work warning system to document unacceptable student work behavior.

The statements herein are intended to describe the general nature and level of work being performed by a person holding this position. This is not to be construed as an exhaustive list of all responsibilities, duties, and skills required of persons holding this position.

## **ADMISSION PROCESSOR**

### **OFFICE: Admissions**

### **REPORTS TO: Admissions Office Manager**

#### GENERAL SUMMARY:

This position reports to the Director of Admissions with a specific focus on increasing the number of prospective students to be recruited within an assigned recruitment territory.

#### ESSENTIAL JOB FUNCTIONS:

Recruitment and management of prospective leads in the CAMS data system.

Processes all prospective applications, transcripts, test scores and updates prospective records daily.

Manages applicant paperwork throughout the entire admissions process (ie. Student Status, Document Tracking, Student CAMS Sequences, etc.)

Maintains contact sequence by making daily telephone and email inquires to prospective students, parents and high school counselors.

Supports the Office of Admissions in the overall development and implementation of institutional enrollment goals.

Follow-up correspondence with prospective students and families.

Data entry of prospective inquiries, mass marketing mailings, copy and scanning, and operating college switchboard are required daily.

Serve on appropriate College committees.

Other duties as assigned.

#### REQUIRED EDUCATION, SKILLS, ABILITIES:

Ability to effectively communicate in person and in writing and be able to speak publicly

Must make daily telephone, e-mail and social media inquiries when requested

Should possess high energy, attention to detail, and the ability to organize effectively

Computer literacy including Microsoft Word, PowerPoint, Excel and Outlook.

Organizational and time management skills

Ability to communicate with faculty and staff members, and prospective/current students and their parents, in a courteous and professional manner

Ability to work independently as well as a member of a team

As a Blackburn College work program teaching supervisor, you have certain responsibilities to the College and to the student(s) you are supervising. Therefore, as part of your position requirements, you agree to

Provide adequate instruction, training and appropriate working conditions for the performance of the student(s) duties.

Be a positive role model and mentor.

Assure that the student(s) you supervise work in an environment that complements the College's mission and values.

Assure that the duties assigned to student workers are appropriate and necessary, and maximize the opportunities for student learning and development.

Cooperate with student management in the fulfillment of their work responsibilities, and in a manner that enhances their learning and development.

Adhere to the work program guidelines including the verification of student work hours, evaluation of student work performance each semester, and use of the work warning system to document unacceptable student work behavior.

The statements herein are intended to describe the general nature and level of work being performed by a person holding this position. This is not to be construed as an exhaustive list of all responsibilities, duties, and skills required of persons holding this position.

## **ADMINISTRATIVE REPRESENTATIVE ASSISTANT**

### **OFFICE: Admissions**

**DIRECTLY REPORTS TO: Admissions Counselor**

**INDIRECTLY REPORTS TO: Director of Admissions**

### GENERAL SUMMARY:

This position is a supportive recruiting role to an assigned Admissions Counselor with a specific focus on increasing the number of prospective students to be recruited within an assigned recruitment territory.

### ESSENTIAL JOB FUNCTIONS:

Recruitment and management of prospective leads in the CAMS data system.

Maintains contact sequence by making daily telephone and email inquiries to prospective students, parents and high school counselors.

Supports the Admissions Counselor in meeting/exceeding their specific institutional enrollment goals.

Follow-up correspondence with prospective student applicants and families.

Data entry of prospective inquiries, mass marketing mailings, copy and scanning, and operating college switchboard are required daily.

Assist with managing any means of social media at that request of the Office of Admissions.

Serve on appropriate College committees.

Other duties as assigned.

### REQUIRED EDUCATION, SKILLS, ABILITIES:

Ability to effectively communicate in person and in writing and be able to speak publicly

Must make daily telephone, e-mail and social media inquiries

Should possess high energy, attention to detail, and the ability to organize effectively

Computer literacy including Microsoft Word, PowerPoint, Excel and Outlook.

Organizational and time management skills

Ability to communicate with faculty and staff members, and prospective/current students and their parents, in a courteous and professional manner

Ability to work independently as well as a member of a team

As a Blackburn College work program teaching supervisor, you have certain responsibilities to the College and to the student(s) you are supervising. Therefore, as part of your position requirements, you agree to

Provide adequate instruction, training and appropriate working conditions for the performance of the student(s)' duties.

Be a positive role model and mentor.

Assure that the student(s) you supervise work in an environment that complements the College's mission and values.

Assure that the duties assigned to student workers are appropriate and necessary, and maximize the opportunities for student learning and development.

Cooperate with student management in the fulfillment of their work responsibilities, and in a manner that enhances their learning and development.

Adhere to the work program guidelines including the verification of student work hours, evaluation of student work performance each semester, and use of the work warning system to document unacceptable student work behavior.

The statements herein are intended to describe the general nature and level of work being performed by a person holding this position. This is not to be construed as an exhaustive list of all responsibilities, duties, and skills required of persons holding this position.

## **ASSISTANT TO THE DIRECTOR OF ANNUAL GIVING**

### **OFFICE: Alumni/Development**

### **REPORTS TO: Director of Annual Giving**

DESCRIPTION OF DUTIES: The Office of Annual Giving is responsible for communication with Alumni and Friends of Blackburn College and for securing annual gifts. This office also coordinates Phon-A-Thon, the Macoupin County Scholarship Auction and various special events. The students working in this office has direct and frequent contact with Alumni, the local community and Friends of Blackburn, which mandates professionalism in attitude and work. Opportunities for advancement and greater responsibility exist for students demonstrating the ability and desire.

The Assistant to the Director of Annual Giving is responsible for planning and implementing the annual fall and spring Phon-a-Thon for raising Annual Fund dollars. This requires detail planning, recruiting, training and supervising callers. Additionally, provides administrative support including: report preparation, drafting correspondence and setting appointments. In addition, the position assumes responsibility for the day-to-day running of the office. This position requires cross training in all aspects of the Alumni/Development Office.

### QUALIFICATIONS:

Requires proficiency in both written and oral communication, ability to work independently, and high regard to detail and computer skills. The position requires frequent contact with alumni and donors, organizational abilities, database entry and an outgoing personality. This position is an excellent opportunity for a self-starter who is willing to accept a high degree of responsibility, and would like to be motivated for their work.

## ADMISTRATIVE ASSISTANT

### OFFICE: Work Office

#### DESCRIPTION OF DUTIES:

Organize and maintain office

Record and post time worked in all departments, record and assist with preparation of payroll, and record work write ups

File time cards, warnings, evaluations, work applications, etc. in workers files

Clean and maintain office

#### QUALIFICATIONS:

Good computer/word processing skills and general clerical skills, well organized and detail oriented, good interpersonal skills and able to work well with the public, must be able to respect confidentiality.

### PEER COUNSELOR/ COUNSELING ASSISTANT/ MENTOR

#### QUALIFICATIONS AND SKILLS:

Junior standing or greater, 2.5 GPA minimum

Passing grade or enrolled in Intro to Counseling

Passing grade or currently taking Applied Counseling

Expressed interest in Individual and Group Counseling

Interpersonal communication Skills, in verbal, written and presentation formats

Basic leadership skills (Dealing with others mistakes)

Moderate Problem Solving Skills

Advanced Project Management Skills

Teamwork and Social Responsibility

The ability to conduct a routine clinical interview and standard psychosocial assessment and be able to document these procedures

The ability to present information in a clear and concise manner

#### POSITION FUNCTIONS:

##### **Individual mentoring / Counseling Assistance:**

Assist other students assigned to them by the College Counselor for guidance and direction concerning drug/alcohol issues, relationship issues including domestic violence and sexual assault, adjustment and transition issues and disability accommodations.

Identify referral sources when necessary within the campus and broader community.

Work in accordance with the ethical principles and professional standards of practice as established by the American Counseling Association including strict adherence to policies which include client confidentiality and the modeling of appropriate and professional standards.

Update the College Counselor regarding the Academic Progress and resource needs of self and those assigned to them.

##### **Education and Prevention Services:**

Provide educational and prevention programming to the student body on topics to include, but not limited to, drug and alcohol use abuse and dependence, domestic violence and sexual assault, HIV/AIDS and sexual health, stress reduction, mental health, grief and bereav and disability accommodations both campus wide and also to be available in residence

Develop and implement methods to measure program success.

**Group Counseling:**

Willingness to co-facilitate discussion groups with College Counselor.

Supply report to the College Counselor concerning group progress and observations.

**Resource / Educational Material:**

Develop and display educational material relevant to the college population concerning the topics of drug and alcohol, domestic violence and sexual assault, mental health, HIV/AIDS and sexual health, adjustment and transition, and disability accommodations

Assist outside organizations to participate in programming on campus

**Screening / Assessment / Scheduling / Case Management / Outreach:**

Conduct phone and in-person interviews for initial calls of service.

Schedule appointments through the use of the Google Calendar System.

Assist in all methods of client outreach including email, phone, text and in-person contact.

**Marketing / Publicity Campaigning:**

Assist the counseling office in in-person, telephone, email and social media publicity outreach designed to promote student wellness and access to counseling services.

**Other:**

Assist other Counseling Services Staff to help achieve the office's goals

Assist other Professional Student Life Staff when requested.

Participate in a standardized schedule of training.

Attend all scheduled Departmental meetings.

Other duties as assigned.

**DEFAULT POSITION**

**OFFICE: Administration Department**

**DESCRIPTION OF DUTIES:**

Clerical/Cleaning Offices in Administration Department

File

Basic Data Entry (Any Office)

Put Flyers out for Event(Helping Abbey Hardin)

Mail (Admissions, or Any Office)


Help out any office in the Administration Department that needs it during the semester.

Help Alumni Development with events

**RESEARCH ASSISTANT**

## **OFFICE: Institutional Research**

### **DESCRIPTION OF DUTIES:**

Participate in and support research, evaluation, and strategic planning for the College. 

Prepare and maintain databases, files, and records.

Plan and implement research studies, including developing and administering surveys.

Enter and analyze data with document scanners and statistical software packages.

Prepare reports by summarizing findings and representing results with graphs.

Search for information and summarize findings.

Maintain office by responding to questions, answering telephone calls, and organizing files/databases.

Assist with and oversee (when applicable) special projects for the Director of Institutional Research.

Work cooperatively with all members of the Office as well as with the Office of the President/Provost.

Other duties as assigned.

### **QUALIFICATIONS:**

The ideal Research Assistant is pursuing a degree in a Social Science area such as Business, Political Science, Criminal Justice, or Psychology. They should know or be willing to learn research, statistics, and their applications. They should be familiar with administrative and clerical tasks such as word processing, managing files and records, and designing research. They must have basic skills in Microsoft Office, specifically Excel and Word.

Other qualities and skills include: discretion, reliability, attention to detail, problem-solving, and written and oral communication.

## **STUDENT LIFE OFFICE ASSISTANT**

### **OFFICE: Student Life**

**DESCRIPTION OF DUTIES:** Maintain organization of office; responsible for putting into CAMS all student housing and meal plan assignments/charges and miscellaneous student charges/billing in CAMS; responsible for the distribution of current floor plans to residence life staff; responsible for maintaining and updating floor plans and changes in housing charges in CAMS for all residence hall moves (numerous during moving-on days); responsible for maintaining, organizing and checking student files; responsible for distribution of sick notices to appropriate faculty and staff; responsible for the posting and billing of prorated excessive messes in the Residence Halls; responsible for the maintenance and tracking of student immunization records in CAMS and Excel; responsible for creating (and recreating) student identification cards; responsible for updating the office calendar; responsible for office duty when professionals are not present; responsible for the maintenance and cleaning of the front office

### **QUALIFICATIONS:**

Good computer/word processing skills; general clerical skills; well organized; detail oriented; good interpersonal skills; maintain confidentiality; ability to manage multiple tasks efficiently; ability to leave a task when interrupted and come back to finish; ability to communicate effectively with professionals as well as students; initiative to find tasks that need to be completed as opposed to being assigned tasks; good time management skills

## **PR ASSISTANT/ WEBSITE WORKER**

**OFFICE: Marketing & Public Relations**

**DESCRIPTION OF DUTIES:** The Office of Marketing and Public Relations is the central point for all of the College's external and internal communications efforts. These efforts include the creation and distribution of press releases to media outlets; designing and editing the College's alumni magazine and Annual Report; updating the College website; providing photography services at College events; and designing promotional materials, including postcards, brochures, posters, and more. The website worker will be focused on projects and tasks related to the college website, however, other duties may be assigned according to the needs of the office at any particular time.

The website worker may have several web projects in process simultaneously, with hard deadlines and specific functions. These projects will be supervised by the Director of Marketing and Public Relations and the Marketing and Public Relations Assistant. These projects often require working with other College departments collaboratively, and may involve utilizing the talents of photographers, writers and designers. The student website worker must take upon themselves the responsibility of seeing assignments through and coordinating all aspects of specific website assignments, including planning, photo selection and editing, writing and editing, or basic website coding. The Director and Assistant will guide each project or assignment and provide insight and editing as necessary.

Since the website is hosted and designed by an outside vendor, the student website worker will be expected to communicate with the design company, make requests for assistance at the direction of the Director, and follow instruction or guidance provided by the web design company.

**QUALIFICATIONS:**

Students working as the website worker must be highly organized self-starters. They are expected to manage their assigned projects and meet identified work deadlines with highly-focused attention to detail. Preference is given to students with a background in communications, graphic or web design, or marketing, but special skills or experience are considered on a case-by-case basis.

Clear, concise communication is essential to the functioning of this department. Workers must be willing to communicate with other student and professional workers providing project status reports, task assignments and job clarification. In addition to routine work communication, students working in the PR department must be comfortable and willing to represent the College during public functions when they may be called upon to interact with alumni, community members, prospective students or employees, and/or donors.

Because the Blackburn campus is not a 9 to 5 operation, the website worker may be called upon to work evenings and weekends. Work attire may vary from casual to formal depending on the event or occasion. Daily attire is casual and will be discussed during job orientation. It is required that PR workers are available for work during both homecoming and commencement weekends.

**ACADEMIC PREREQUISITES:**

Consideration is given to students who are currently, or have previously been, enrolled in courses in Graphic Design, English & Communications, Marketing, Web Design, or have previous direct experience in web design. Special skills or experience are considered on a case-by-case basis.

**ESSENTIAL SKILLS:**

- Excellent written and oral communication
- Competence in Microsoft Word and Excel
- Familiarity with Adobe Creative Suite
- Familiarity with web design software.
- Photography skills

**PR ASSISTANT/ GRAPHIC DESIGNER**

## **OFFICE: Marketing & Public Relations**

**DESCRIPTION OF DUTIES:** The Office of Marketing and Public Relations is the central point for all of the College's external and internal communications efforts. These efforts include the creation and distribution of press releases to media outlets; designing and editing the College's alumni magazine and Annual Report; updating the College website; providing photography services at College events; and designing promotional materials, including postcards, brochures, posters, and more. These duties are assigned as tasks to each student worker, and whenever possible, assigned based upon strengths and the interest of the worker. However, this is also a learning environment, and students are regularly encouraged to work in areas where they are less experienced, building competencies in previously unexplored skill sets.

The graphic designer may have several web projects in process simultaneously, with hard deadlines and specific functions. These projects will be supervised by the Director of Marketing and Public Relations and the Marketing and Public Relations Assistant. These projects often require working with other College departments collaboratively, and may involve utilizing the talents of photographers and writers. The graphic designer must take upon themselves the responsibility of seeing assignments through and coordinating all aspects of specific design projects, including planning, design, writing and editing, and print coordination. The Director and Assistant will guide each project or assignment and provide insight and editing as necessary.

### **QUALIFICATIONS:**

Students working in the public relations office must be highly organized self-starters. PR workers are expected to manage their assigned projects and meet identified work deadlines with highly-focused attention to detail. Preference is given to students with a background in communications, graphic or web design, or marketing, but special skills or experience are considered on a case-by-case basis.

Clear, concise communication is essential to the functioning of this department. Workers must be willing to communicate with other student and professional workers providing project status reports, task assignments and job clarification. In addition to routine work communication, students working in the PR department must be comfortable and willing to represent the College during public functions when they may be called upon to interact with alumni, community members, prospective students or employees, and/or donors.

Because the Blackburn campus is not a 9 to 5 operation, PR workers are routinely called upon to work evenings and weekends. Most frequently, PR workers are needed to photograph events taking place outside of regular business hours, although other activities and events may demand PR worker's involvement. Work attire may vary from casual to formal depending on the event or occasion. Daily attire is casual and will be discussed during job orientation. It is required that PR workers are available for work during both homecoming and commencement weekends.

### **ACADEMIC PREREQUISITES:**

Consideration is given to students who are currently, or have previously been, enrolled in courses in Graphic Design, English & Communications, Marketing, Web Design, or high school publication courses (newspaper, yearbook, etc.). Special skills or experience are considered on a case-by-case basis.

### **ESSENTIAL SKILLS:**

- Excellent written and oral communication
- Competence in Microsoft Word and Excel
- Familiarity with Adobe Creative Suite
- Photography skills

## **ASSISTANT TO DEVELOPMENT & FOUNDATIONS RELATIONS OFFICERS**



## **OFFICE: Institutional Advancement/ Development/ Alumni**

DESCRIPTION OF DUTIES: The Institutional Advancement/Development/Alumni Office is responsible for communication with Alumni and Friends of Blackburn College and for securing and processing contributions to the College. The students working in the Institutional Advancement/Development/Alumni Office have direct and indirect contact with alumni, donors, the local community and Friends of the College, which mandates professionalism in attitude and work. Opportunities for advancement and greater responsibility exist for students demonstrating the ability and desire.

The Alumni/Development Office and Public Relations Office both report directly to the Vice President for Development.

### **1. Perform general office work related to:**

The Scholarship Acknowledgement Process: Keeping/updating a list of recipients for each scholarship, gathering information for recipients who need to be reported on for Foundations, assisting in planning and implementing the annual Scholarship Appreciation Dinner, tracking and editing incoming thank you letters to donors, following up on letters that are needed.

Research: Conducting research on individual and foundation donors, research on fundraising, marketing and related subjects, and preparing reports based upon that research

### **2. Work cooperatively with all members of the Office**

Assisting with and overseeing (when applicable) special projects for the Vice President of Advancement, the Foundation Relations Officer and Development Officers

### **3. Perform general janitorial work for the office**

#### QUALIFICATIONS:

Must be extremely detailed oriented, be able to use the Internet, and have strong written and oral skills. Must be accurate in work performance, able to work in a confidential manner, trustworthy, punctual, and reliable. Must be discrete and tactful in performance.

## **TRANSCRIPT CLERK**

## **OFFICE: Registrar/Records**

DESCRIPTION OF DUTIES: Responsible for processing transcript requests in a timely manner, preparing the official transcript for mailing, maintaining accurate records of transcript activity and filing transcript requests. Answers telephones and directs counter traffic as necessary. Assists with other general office support duties and special projects as required. Light janitorial work including emptying trash and sweeping.

#### QUALIFICATIONS:

Excellent customer service, good typing skills, ability to work well with the public and one-on-one with faculty and students; detail oriented, well-organized, adaptable. Confidentiality is critical.

More information available at the link below:

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Academics (<https://blackburn.edu/prospective-students/work-program/work-program/academics/>)



## **Appendix D Unabridged PowerPoint Presentation**



# VCU

School of Business

## Strategic Dilemma

Executive MBA – Class of 2020  
Team 1

Bethany Artis | David Cullen | Stephen Davenport | Ezekiel Dufore | Kymberly Johnson

# Executive MBA Strategic Dilemma Project

For-profit businesses and non-profit organizations are encouraged to consider VCU business students and faculty for their strategic consulting needs. Selected projects are assigned to a team of Executive MBA students who are completing their final degree requirements and average 14 years of prior work experience. A faculty advisor with expertise in the related topic is also assigned to each project.

The projects begin in January and conclude at the end of April, at which time the students present their findings and recommendations in both written and presentation form. Past participants have included Capital One, Dominion Energy, Markel Corp., Philip Morris and Lewis Ginter Botanical Gardens.



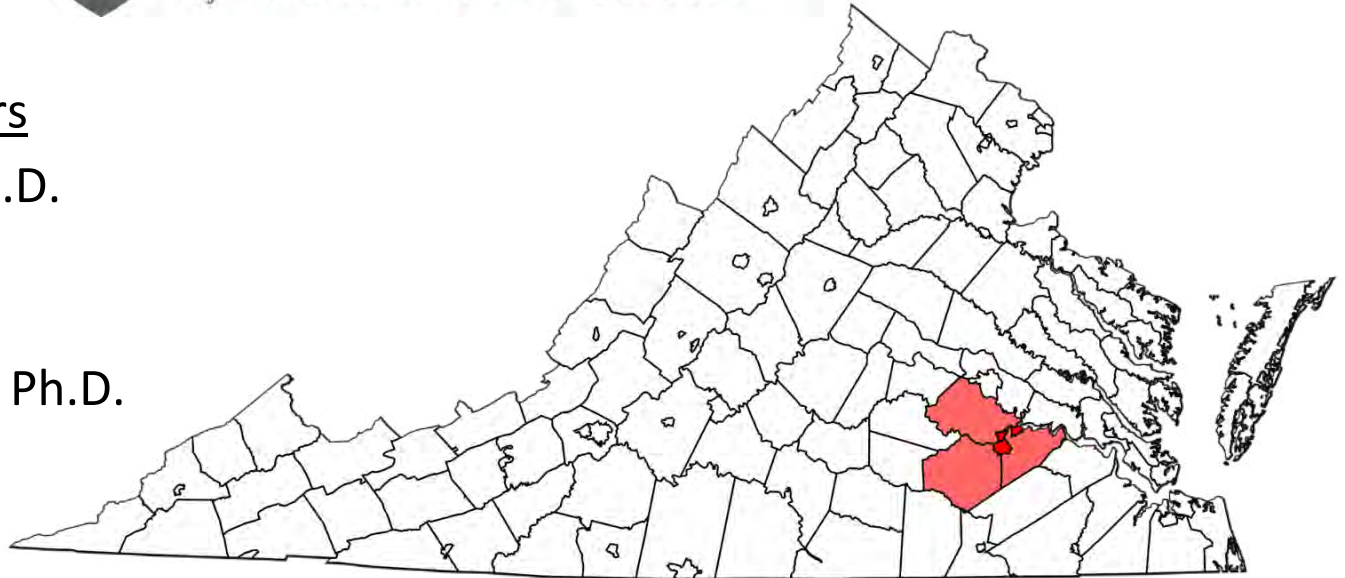
Richard Bland College  
*of WILLIAM & MARY*

## Executive Sponsors

Debbie Sydow, Ph.D.  
President

Maria Dezenberg, Ph.D.  
Provost

Stacey Sokol  
Program Manager



Richard Bland College is located in the rural Tri-Cities region which includes the three independent cities of Petersburg, Colonial Heights, and Hopewell and portions of the adjoining counties of Chesterfield, Dinwiddie, and Prince George in south-central Virginia.

# Richard Bland College

*“A selective, two-year, residential, public liberal arts transfer institution”*

Total Enrollment: 2,400 (20% online)

Residential Capacity: 500 students (currently at 80% capacity)

Resident Tuition + Fees: \$16,200 (\$8,100 per semester)

Geographic Footprint: 95% from the Tri-Cities region<sup>1</sup>

Ethnicity: 45.4% White, 24.3% African American, 14.9% Asian, 5% Hispanic

First Generation: 40%

Percentage of Pell Grant Recipients: >50%

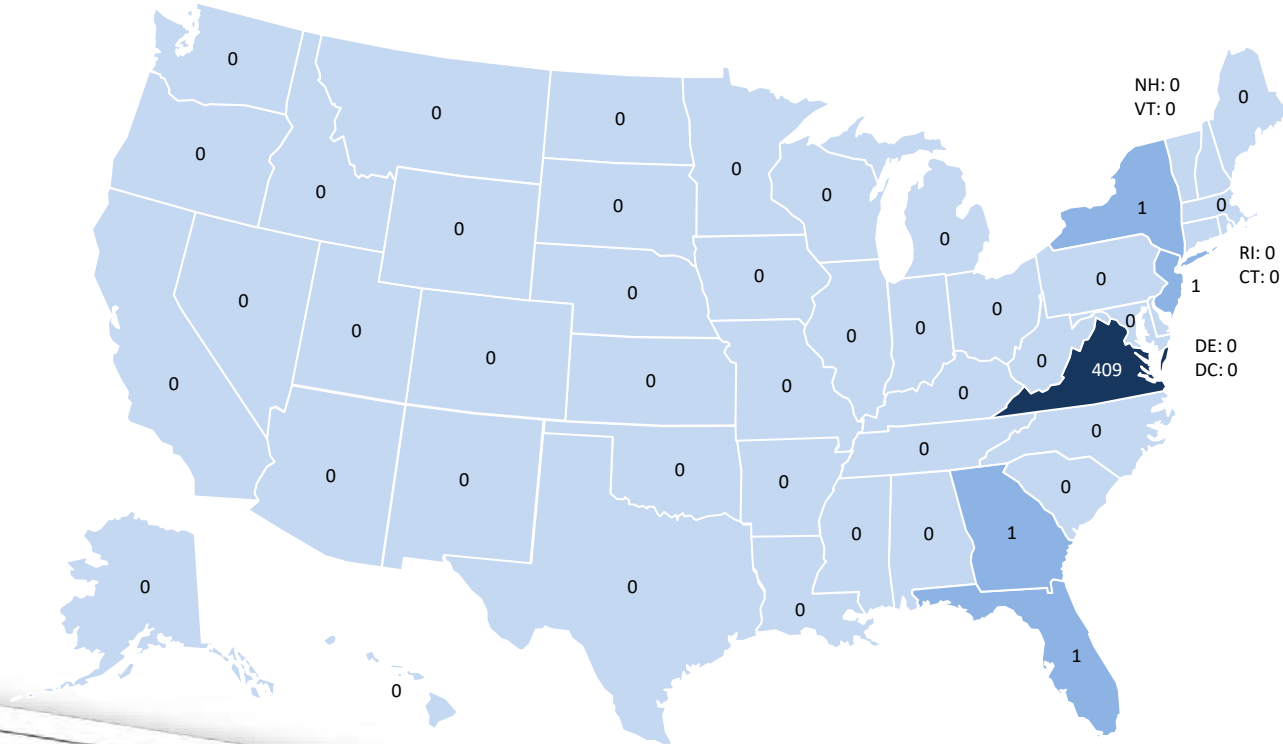
First-Year to Second Year Retention: 55%

Guaranteed Transfer Pathways: 40

Dual Enrollment: 1,500 students at 24 schools (500 in Loudoun County)

# Historical Enrollment Activity

2018 First-Time Degree Seeking Undergraduates



# Hidden Gem

“RBC has long been identified as the *hidden gem* of higher education in Virginia. The *hidden* adjective is based both on its relative obscurity—few are aware of RBC outside the Tri-Cities region—and its rural setting featuring 750+ acres of wetlands, bucolic forest, and the state’s oldest and largest pecan grove. Additionally, on average, a student of Richard Bland College travels a mere 36 miles to campus. This keeps the knowledge of RBC in a tightly focused radius. The *gem* moniker refers both to the College’s reputation for excellence and the undeniable sensation that the campus often elicits in its students, visitors, faculty and staff, the feeling of a warm and palpable embrace of care, compassion and support.”

- RBC Strategic Plan 2020-2025



# Strategic Dilemma: Hybrid Work College Model

- Richard Bland College's primary sources of revenue are tuition and state funding.
- Traditional undergraduate enrollment<sup>1</sup> is the primary driver of tuition revenue for RBC.
- RBC is facing many challenges that threaten its ability to enroll and graduate students.
- RBC is considering a hybrid Work College educational model to create a distinguishing benefit (or array of benefits) that would improve its ability to achieve its enrollment and revenue goals.

# What is a Work College?

Electronic Code of Federal Regulations Title 34 Subtitle B  
Chapter VI Part 675 Subpart C §675.43 Purpose:

The purpose of the Work-Colleges program is to recognize, encourage, and promote the use of comprehensive work-learning-service programs as a valuable educational approach when it is an integral part of the institution's educational program and a part of a financial plan that decreases reliance on grants and loans and to encourage students to participate in community service activities.

- ✓ *Students' jobs off-set the cost of attending the school.*
- ✓ *Most Work College students graduate with little or no debt.*



# VCU

School of Business

- Enrollment Landscape
- Prospective Student Survey
- Hybrid-Work College Business Model Analysis
- Brand Positioning + Recruitment Considerations
- Recommendations



**VCU**

School of Business

# Enrollment Landscape

# Looming Birth Dearth

**Modest Decrease...**

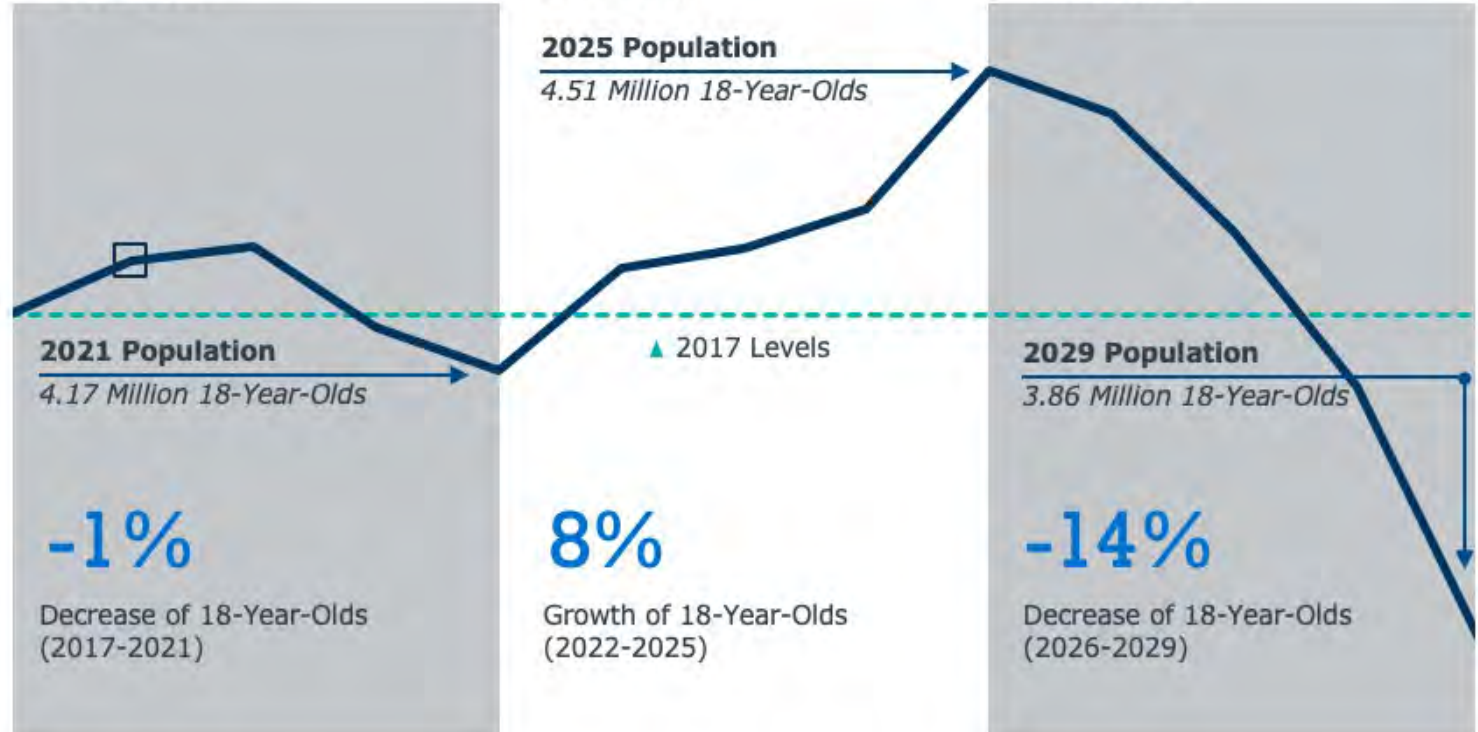
**...Followed by Growth Spike...**

**...Met with A Sharp Decline**

2017-2021

2022-2025

2026-2029



Population of 18-  
Year-Olds to  
Contract Sharply  
After 2025

# Diverging Fortunes by Selectivity



## THE WALL STREET JOURNAL.

### U.S. Colleges Are Separating Into Winners and Losers

February 2018

*"...U.S. not-for-profit colleges and universities are segregating into winners and losers—with winners growing and expanding and losers seeing the first signs of a death spiral."*



188<sup>th</sup>

Ranking

50k

Avg. Graduate Earnings

3%

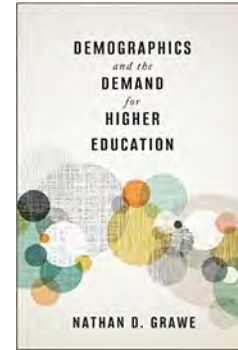
Default Rate



1,051<sup>st</sup>

32k

15%



**Nathan D. Grawe**

Professor of Economics

Carleton College

Developed a probabilistic model that projects college-going population from 2012 to 2029

### Higher Education Demand Index

↓ 9%

Projected decline in 4-year college bound students, 2017-2029



HEDI aims to predict **first-time** college students, disaggregated by state and selectivity

# Summarizing by Segment and Selectivity

## Elite HEIs

Top 50 research universities,  
Top 50 liberal arts colleges  
(USNWR rankings)

 +8%

Percent change in  
projected demand,  
2017-2029

Timespan	% Change in Demand
2019 to 2023	3%
2024 to 2026	2%
2027 to 2029	-5%

- Continued strong demand
- Elite HEIs concentrated in regions with declining populations, and **some** may need to extend reach to new markets
- Challenge to balance international/domestic students and diversity efforts as demographics shift

## National HEIs

Top 50-100 research universities,  
Top 50-100 liberal arts colleges  
(USNWR rankings)

 -8%

Percent change in  
projected demand,  
2017-2029

Timespan	% Change in Demand
2019 to 2023	1%
2024 to 2026	2%
2027 to 2029	-11%

- Aggregate gains among elite institutions will offset projected losses for most national institutions
- Focus on developing strategies to capture “spillover” demand in their state/region

## Regional HEIs

Research universities and liberal  
arts colleges ranked outside of  
Top 100 (USNWR rankings)

 -11%

Percent change in  
projected demand,  
2017-2029

Timespan	% Change in Demand
2019 to 2023	0%
2024 to 2026	2%
2027 to 2029	-12%

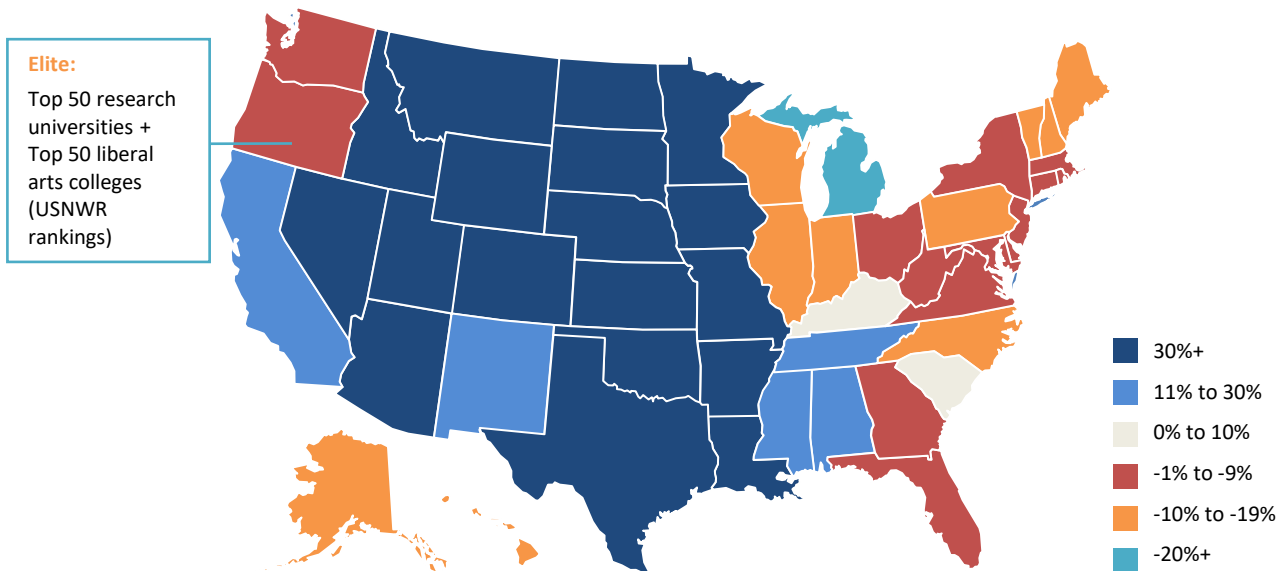
- Challenges ahead
- Most subject to demographic volatility as core population is least likely to travel, most skeptical of college value proposition



# Smooth Sailing for Elite 4-Year Institutions

## Demand for Elite 4-Year Institutions Rising Fast West of the Mississippi

*Projected Change in 4-Year Elite HEI-Going Students State by State, 2017-2029*



## Without Expansion, Most Elite HEIs Will Not Meet Increased Student Demand

**+12k**

Greater 2029 Projected Demand than  
2017 Projected Demand

**7%**

Projected Increase in Student Demand  
From 2017 to 2029

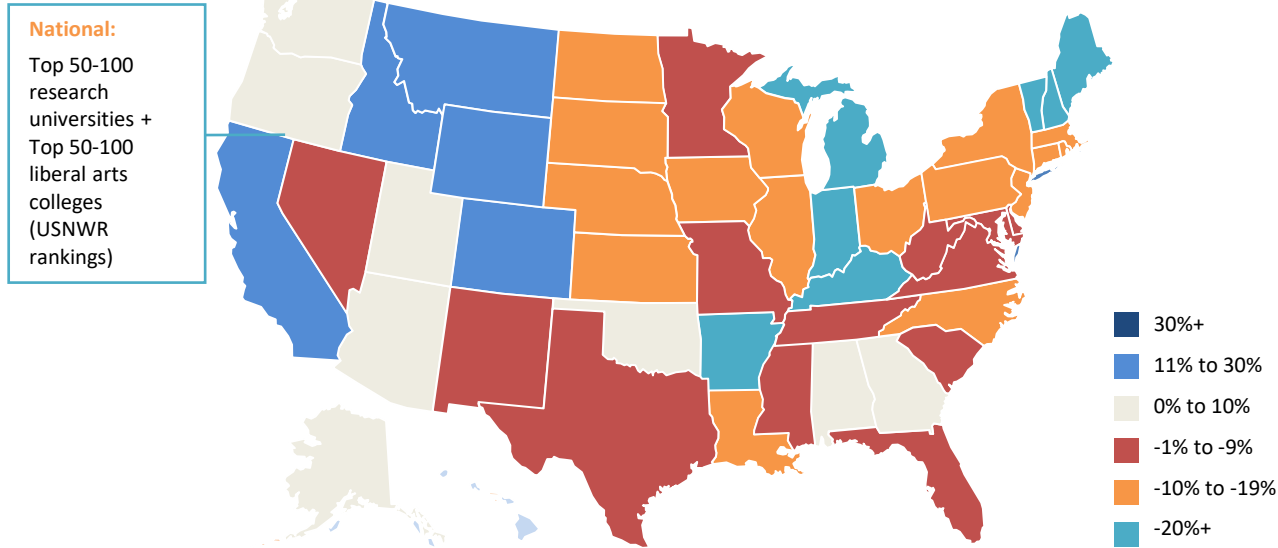
Sources: Grawe, Nathan D., *Demographics and the Demand for Higher Education*, 2017; EAB analysis.



# Opportunity for National 4-Year Institutions

## Demand for National Institutions Projected to Fall Most in the East and Mid-West

*Projected Change in 4-Year National HEI-Going Students State by State, 2017-2029*



## Surplus Demand for Elite HEIs Could Create Spillover Demand for National HEIs

**-22k** Lower 2029 Projected Demand than  
2017 Projected Demand

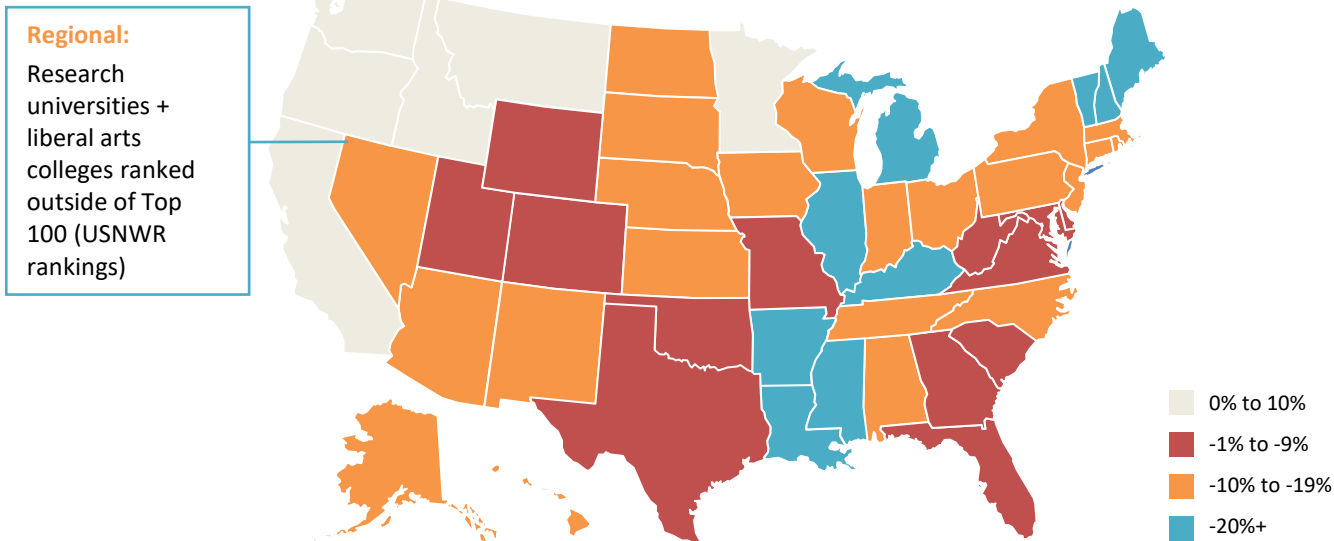
**55%** Of Projected Demand Shortfall that Surplus Elite  
HEI Demand Could Cover

Sources: Grawe, Nathan D., *Demographics and the Demand for Higher Education*, 2017; EAB analysis.

# Regional 4-Year Institutions Must Brace for Impact

## Slim Glimmer of Hope Across Nation For Regional Institutions

*Projected Change in 4-Year Regional HEI-Going Students State by State, 2017-2029*



### If Appropriations Fall, National HEIs Could Poach Students from Regional HEIs

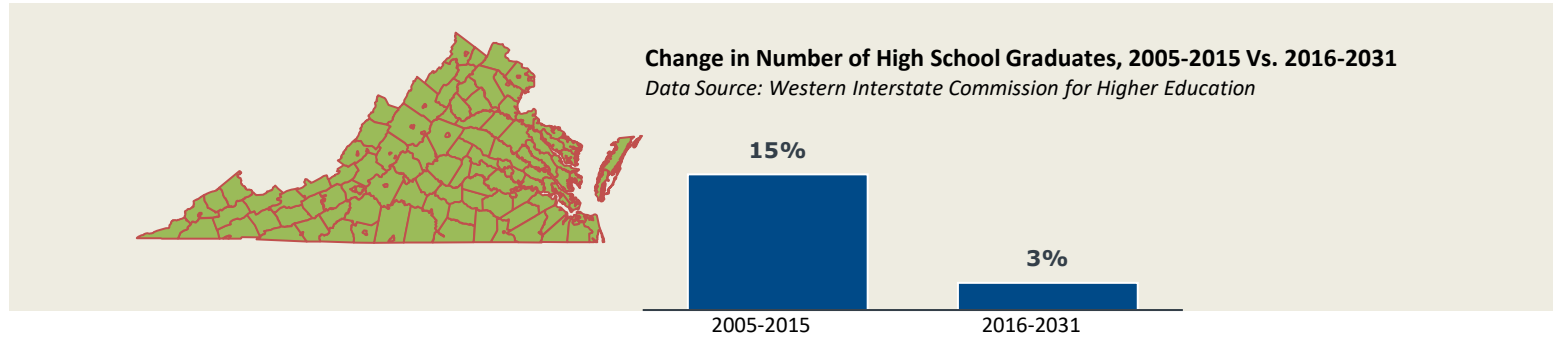
**-152k**

Lower 2029 Projected Demand than  
2017 Projected Demand

If state appropriations fall for public national HEIs, these universities may recruit more students away from regional institutions to bolster tuition revenues.

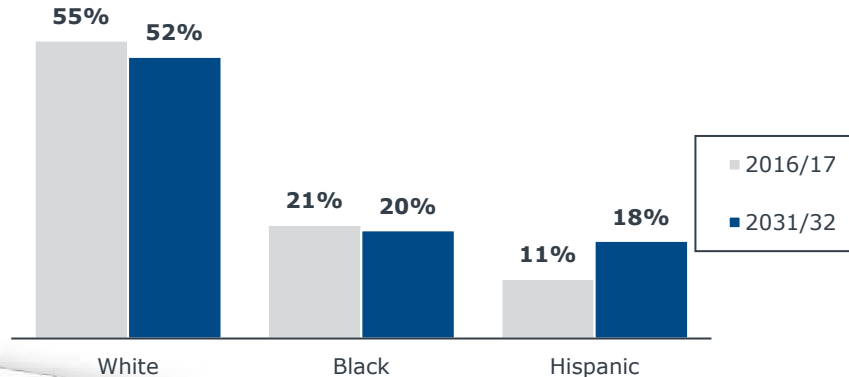
Sources: Grawe, Nathan D., *Demographics and the Demand for Higher Education*, 2017; EAB analysis.

# Virginia Demographics



## Hispanic, White, and Black Students as a Share of All High School Graduates, 2016 Vs. 2031

*Data Source: Western Interstate Commission for Higher Education*



Source: Knocking at the College Door: Projections of High School Graduates, *Western Interstate Commission for Higher Education*, 2016, [www.wiche.edu/knocking](http://www.wiche.edu/knocking); EAB interviews and analysis.

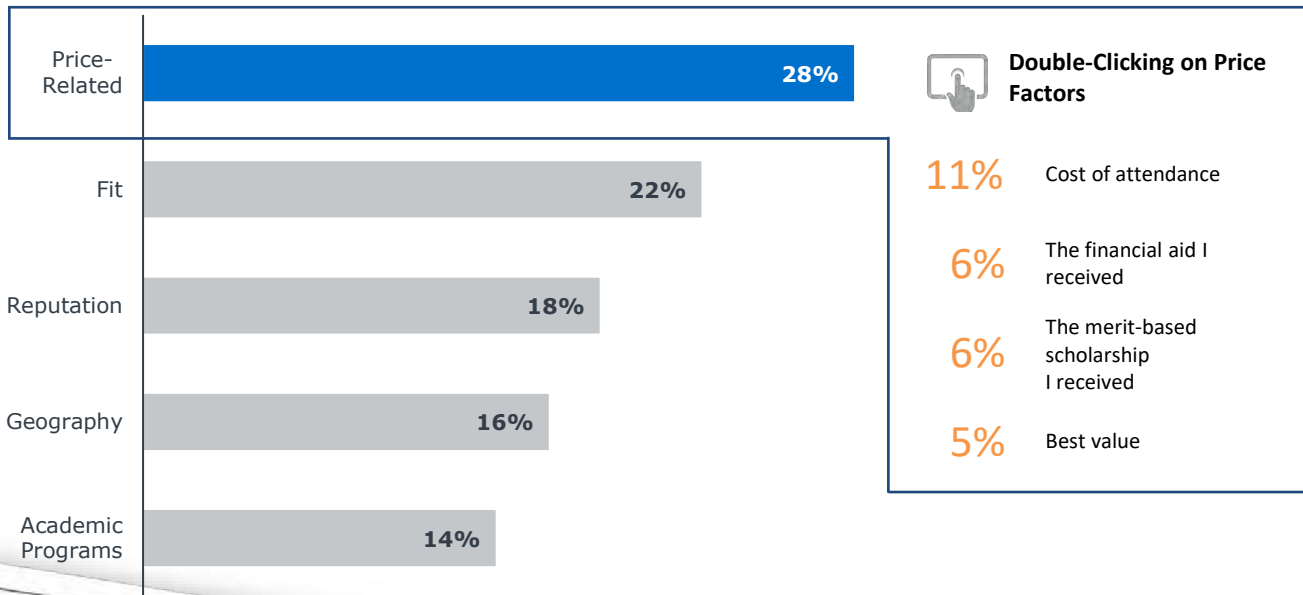
# Price-Shopping Wreaks Havoc on Yield

Price Outpacing Reputation and Geography as Critical Student 'Tiebreaker'



## What Factor Made You Decline Acceptance and Choose a Competing Offer?

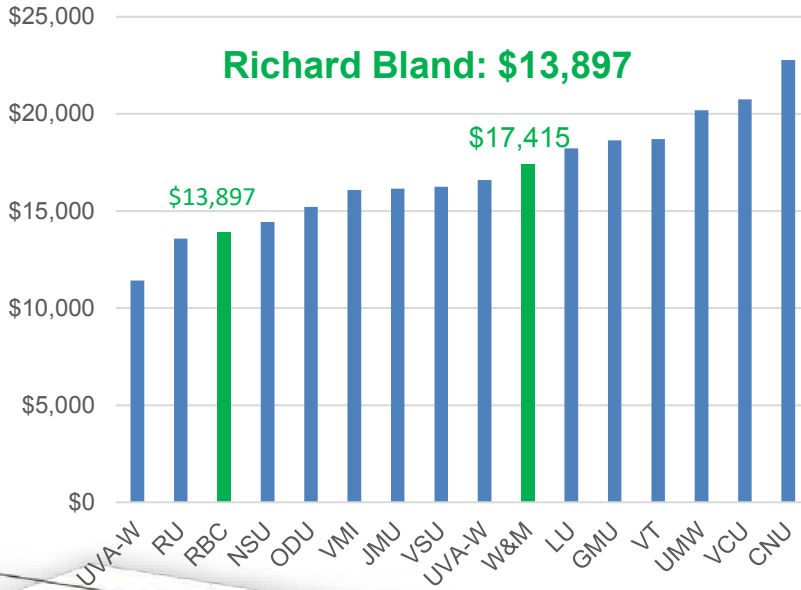
EAB Enrollment Services 'Deposit IQ' Survey, 2017 n = 190,227 FTFT Admitted Not Enrolled Students



# Affordability

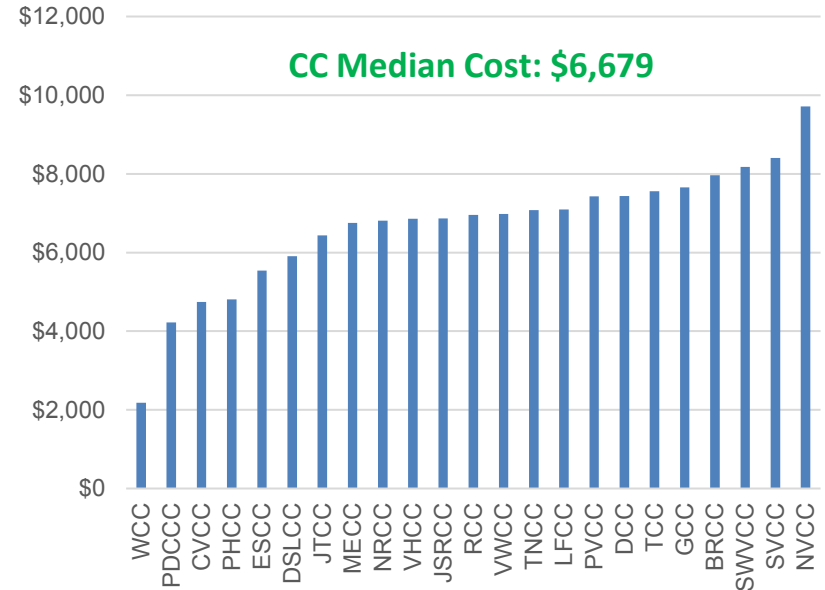
## Virginia Publics: Average Net Price for Student Awarded Grant of Scholarships Aid

2016-2017



## VA Community Colleges: Average Net Price for Student Awarded Grant of Scholarships Aid

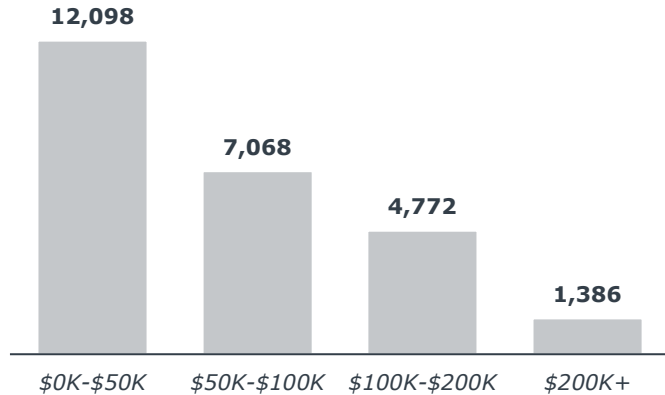
2016-2017



# Affordability

## Number of South Atlantic Region<sup>1</sup> Households By Income Segment (Thousands), 2015

Data Source: U.S. Census



## Virginia Median Household Income, 2014

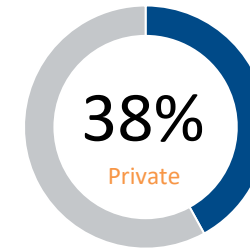
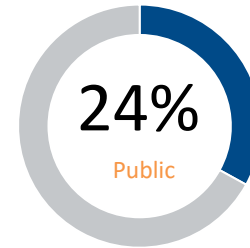
Data Source: U.S. Census

\$66,155 •

## Average Virginia University Net Price as a Percent of Virginia Median Household Income<sup>2</sup>

Data Source: IPEDS, U.S. Census

Note: Net price calculated for students receiving financial aid (in-state students only for publics).



South Atlantic region includes Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, and West Virginia.

Net price data from IPEDS variable "Average net price-students awarded grant or scholarship aid, 2014-15", in state for public institutions and all students for private institutions.

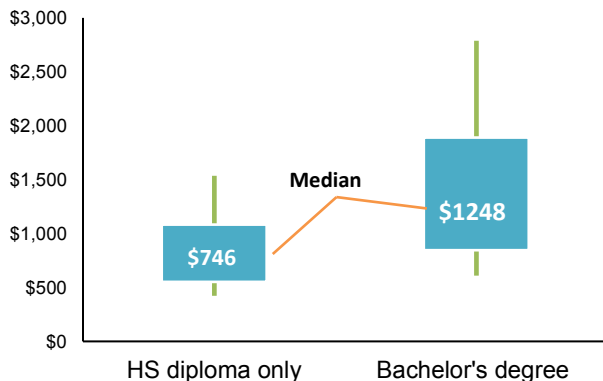
Source: EAB analysis of IPEDS data, *National Center for Education Statistics*; Current Population Survey, 2016 Annual Social and Economic Supplement, *U.S. Census Bureau*, July 21 2017; 2016 Current Population Survey, Annual Social and Economic Supplements Data Tables, Historical Household Income, *U.S. Census Bureau*, July 23 2017; EAB interviews and analysis.

# Growing Debt Aversion Despite Income Premium

If a Degree Has High ROI, Why Are Students Loan Averse?

## A College Degree Still Boosts Earnings

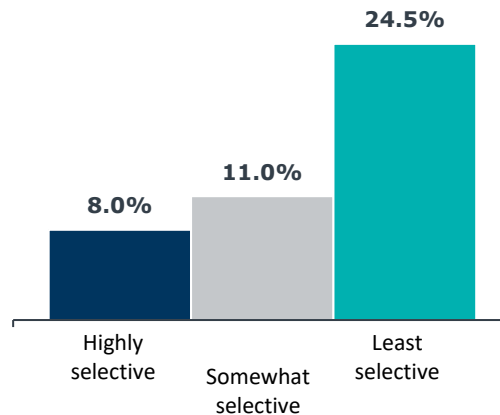
Average Weekly Earnings by Degree Attained<sup>1</sup>



**42%** income premium for college graduates over those without a degree

## As Selectivity Decreases, Loan Aversion Increases<sup>2</sup>

Percentage of Students at 4-Year Public Institutions Showing Debt Aversion



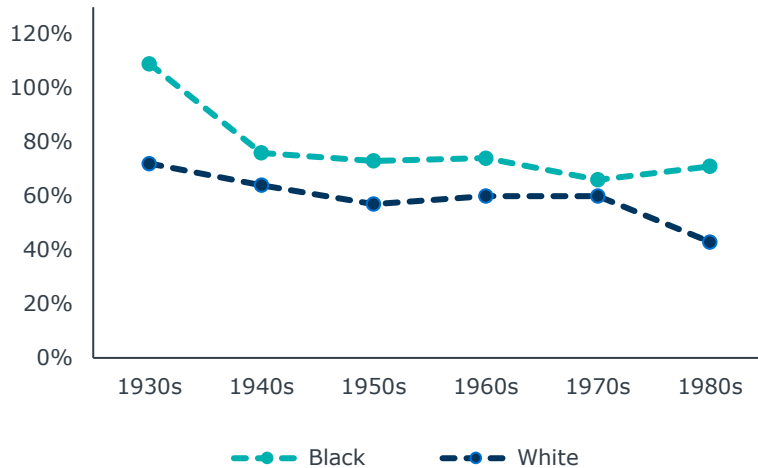
**39%** of high school students exhibit evidence of loan-averse behavior

# Disaggregating College ROI by Birth Year

Later Birth Cohorts See Stagnant Income and Declining Wealth Premiums

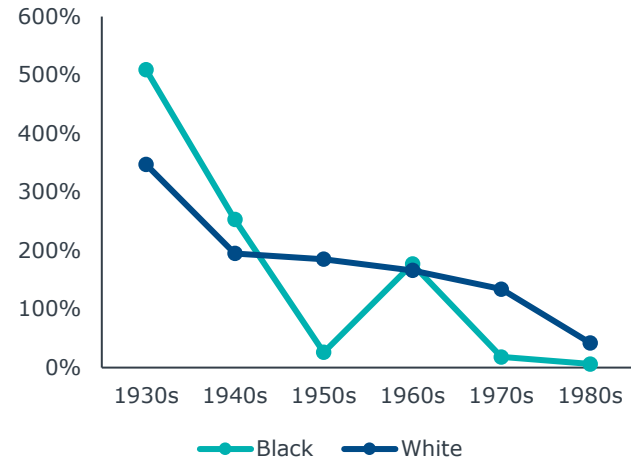
## A Degree Does Increasingly Little for Income Premium of Younger Cohorts

*Expected Income Premiums for Black and White Graduates, by Birth Cohort*



## Wealth Premiums “Statistically Indistinguishable From Zero”

*Expected Wealth Premiums for Black and White Graduates, by Birth Cohort*





# ROI Studies Overlook Risk of Non-Completion

## What Is the Present Value of a Student's Decision to Enroll?

**Most Studies Calculate ROI from the Point of Graduation...but What is the Value of the Decision to *Enroll*, Graduation Unknown?**

**\$344K**

Net present value of a college degree, adjusted for risk of non-completion and student ability bias

- Douglas Webber, 2018

**\$1M**

Net present value of a college degree, adjusted for risk of non-completion

- Toutkoushian, Shafiq, & Trivette, 2018

### Factors Students Consider When Estimating the ROI of Enrolling in College

- ▶ Immediate cost
- ▶ True cost (immediate cost plus interest from any debt)
- ▶ Opportunity cost (lost earnings)
- ▶ Major
- ▶ Institution graduation rate
- ▶ Student's own perception of likelihood to graduate
- ▶ Selectivity or prestige of institution

### Three Student Self-Doubts About Degree Completion



Personal Financial Circumstance



Level Of Academic Preparedness

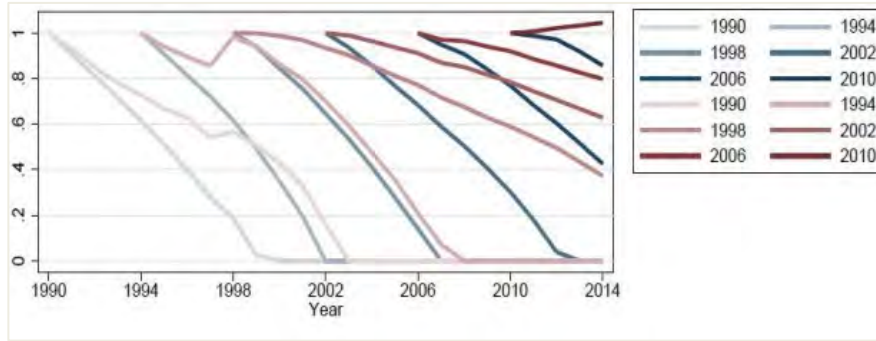


Family Circumstance

# Repayment Is Harder Than in the Past

## All Borrowers, And Especially Those with Large Balances, Repay Loans At A Slower Rate

*Balance of Median Borrower Repaid Over Time, 1990 to 2014<sup>1</sup>*



### Key Takeaways

- ▶ Borrowers with low balances taking longer to repay
- ▶ Large balance borrowers now owe more than their initial payment amount

Year Loans Enter Repayment	1994	2006
Status of median borrower, 8 years later	0% of balance remaining	>40% of balance remaining

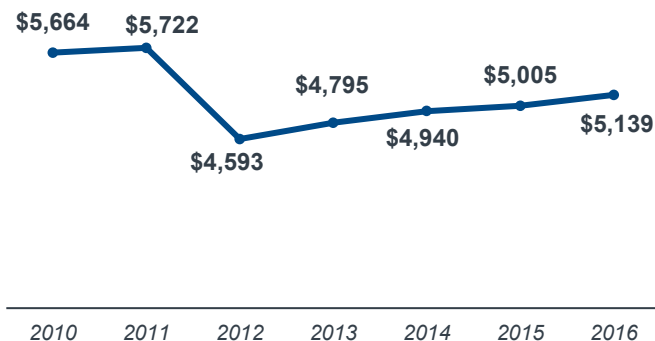
1. Blue lines indicate borrowers owing less than \$50,000
2. Based on 2,500 respondents to a recent Cengage survey: 51% of respondents had student debt; Average debt was \$22,411; The Department of Education estimates that it will take 20 years for borrowers to repay loans between \$20,000 and \$40,000

Looney, Adam and Constantine Yannelis. "Borrowers With Large Balances: Rising Student Debt And Falling Repayment Rates." The Brookings Institution, February 2018; Hess, Abigail. "College Grads Expect To Pay Off Student Debt In 6 Years – This Is How Long It Will Actually Take." CNBC.com. May 23, 2019; "2019 Cengage Student Opportunity Index." Cengage and Wakefield Research; EAB interviews and analysis.

# State Appropriations

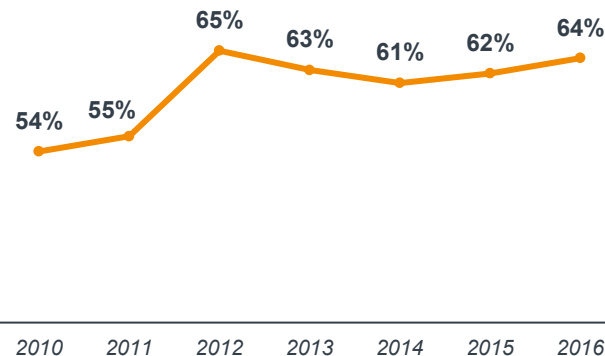
## Educational Appropriations per Student FTE, Virginia

Data Source: State Higher Education  
Executive Officers Association Data



## Net Tuition as a Percentage of Total Educational Revenues, Virginia

Data Source: State Higher Education  
Executive Officers Association Data



Source: "2016 State Higher Education Finance (SHEF) Report", State Higher Education Executive Officers, <http://www.sheeo.org/projects/shef-fy16>; EAB interviews and analysis.

# Factors Shaping Future Regional Supply and Demand



## Student Access

### ○ Changes to College-Going Rates

Higher college-going rates could limit the impact of demographic declines on college enrollments.

### ○ Increased Student Price Sensitivity

Higher debt aversion among middle-class students could shift demand even more demand to public HEIs.



## Competition

### ○ Competition from Publics on Both Sides

Public 4-years continue to grow available freshman spots and 2-years continue to market themselves as a “value-based” entry point. Private institutions will continue aggressive recruitment and discounting strategies to achieve desired enrollment outcomes.

### ○ Consolidation and Closures

Institutions may look to gain scale and market share by acquiring struggling institutions. “Negative Halo” from closures will impact even healthy institutions



## State Policy

### ○ Variable Higher Education Funding

Changes in state funding could impact the competitiveness of public institutions and force tuition increases.

### ○ State-Led Free College Initiatives

State-led affordability initiatives could divert students to public HEIs (but could also increase college-going rates).

# College Finances Constantly in the Press

Mainstream Press Hits on Affordability; Trade Press Hits on Sustainability

## Mainstream News Focuses on Unaffordability

**HUFFPOST**

“Are Private Colleges Too Expensive?”

**CNBC**

“Middle-Class Squeeze: Is an Elite Education Worth \$170K in Debt?”

**Money**

“Why Attending a Private College Might Not Be Worth the High Cost”

**The Washington Post**

“Private Colleges Are a Waste of Money for White, Middle-Class Kids”

## Trade Press Focuses on Financial Unsustainability

THE CHRONICLE OF HIGHER EDUCATION

“Is Tuition Discounting Leading Some Colleges Off a Cliff?”

**UB** University Business

“Discounting the Price of College to Influence Student Enrollment is Risky Business”

**INSIDE**  
HIGHER ED

“One-Third of CBOs Believe Their Discount Rates are Unsustainable”

Source: Peter Schmidt, “Is Tuition Discounting Leading Some College Off a Cliff?”, *Chronicle of Higher Education*, April 28, 2017; Robert Massa, “The Perils of Price Competition,” *University Business*, June 1, 2005; Kellie Woodhouse, “When Shrinkage Is Good,” *Inside Higher Ed*, October 21, 2015; Gary A. Olson, “Are Private Colleges Too Expensive?”, *Huffington Post*, October 23, 2016; Nona Willis Aronowitz, “Middle-Class Squeeze: Is an Elite Education Worth \$170,000 in Debt?”, *CNBC*, October 3, 2014; Kim Clark, “Why Attending a Private College Might Not Be Worth the High Cost,” *Money*, August 26, 2016; Max Ehrenfreund, “Private Colleges Are a Waste of Money for White, Middle-Class Kids,” *The Washington Post*, December 18, 2014.

# “William & Mary<sup>1</sup> Confronts A Nationwide Enrollment Crisis”

Virginia Gazette, December 27, 2019

“Unless we change our revenue stream or our cost model -- that is, what we spend and how we spend it - - then we would be in an ongoing cost-cutting mode for the foreseeable future to make sure that we remain in a balanced position.”

Sam Jones

Senior Vice President for Finance and  
Administration

“Moderate, smart growth by about 600 students within four years would be appropriate and necessary for the school. Funding from the state, about \$1.3 million annually, for the tech talent initiative will help the college gain about 240 undergrads in that four-year time period.”

Henry Broaddus

Vice President for Strategic Initiatives and  
Public affairs



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# Prospective Student Survey Analysis

# Research Overview

## Design and Execution

In partnership with Regis University and Nova Southeastern University, EAB conducted a perception survey on behalf of Richard Bland College.

**Audiences:** High school sophomores, juniors and seniors

**Invitation:** Personal email message from University Research Partners inviting students to complete the survey

**Data Collection:** February + March 2020



### The Study Was Designed to Identify:

1. Work College appeal
2. Benefits of attending a Work College that resonate most with students
3. Types of schools students are considering



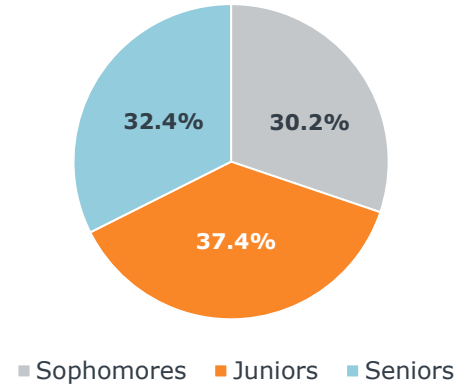
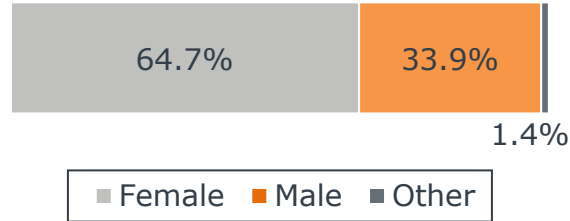
# Research Overview

## Participant Profile

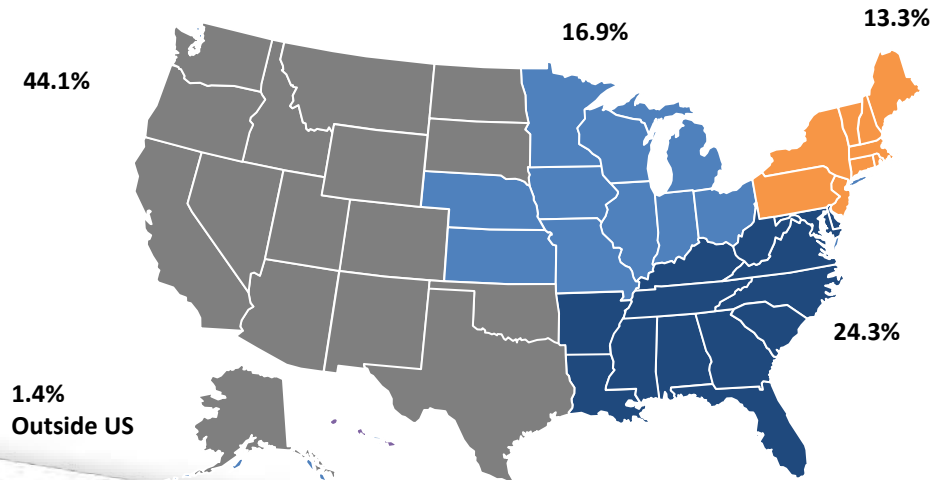
**886 Students**

Participated in the study

### Gender



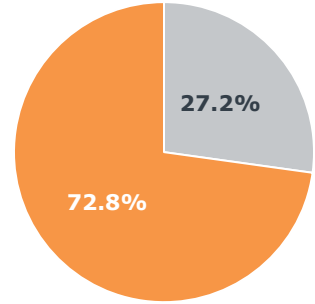
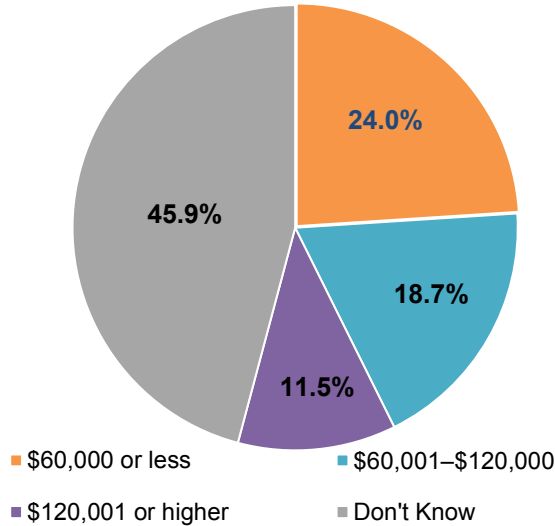
### Geographic Distribution



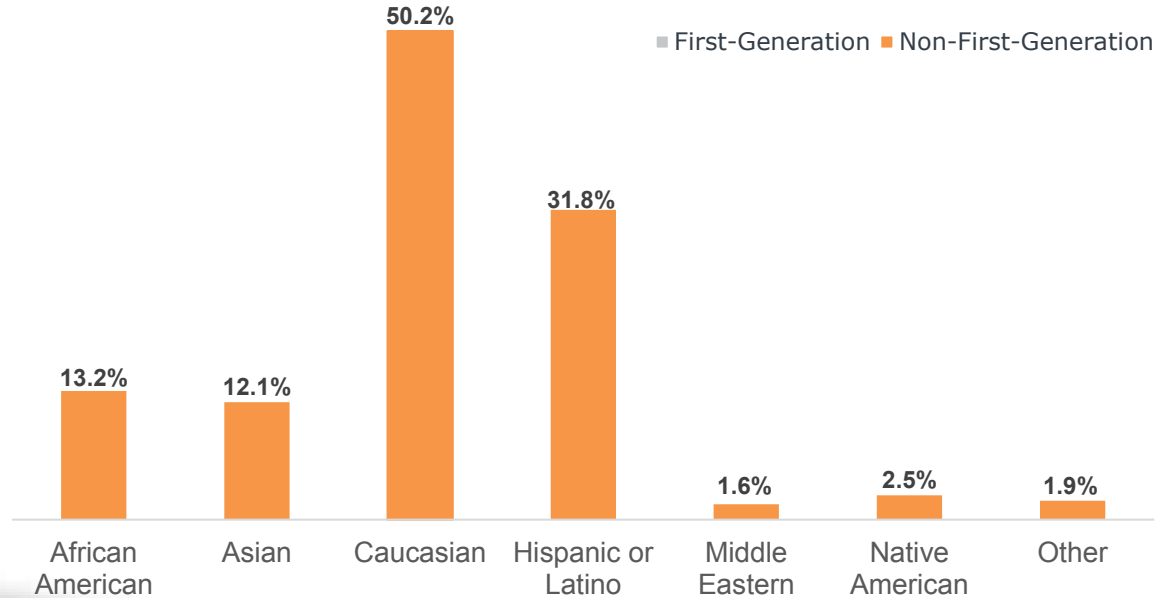
# Research Overview

## Participant Profile

Estimated Household Income



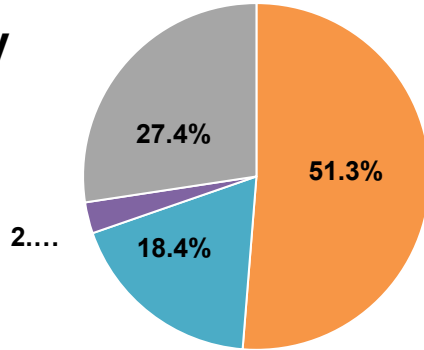
■ First-Generation ■ Non-First-Generation



# Research Overview

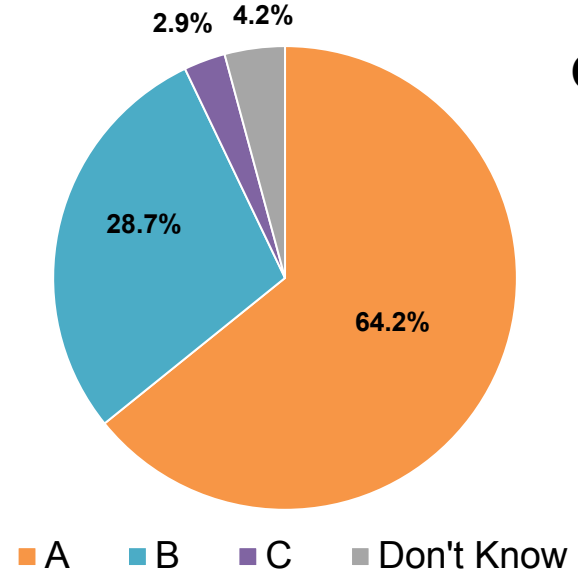
## Participant Profile

### Job History



- No, I have never had a job
- No, but I had one in the past
- Yes, I have multiple jobs
- Yes, I have one job

### GPA

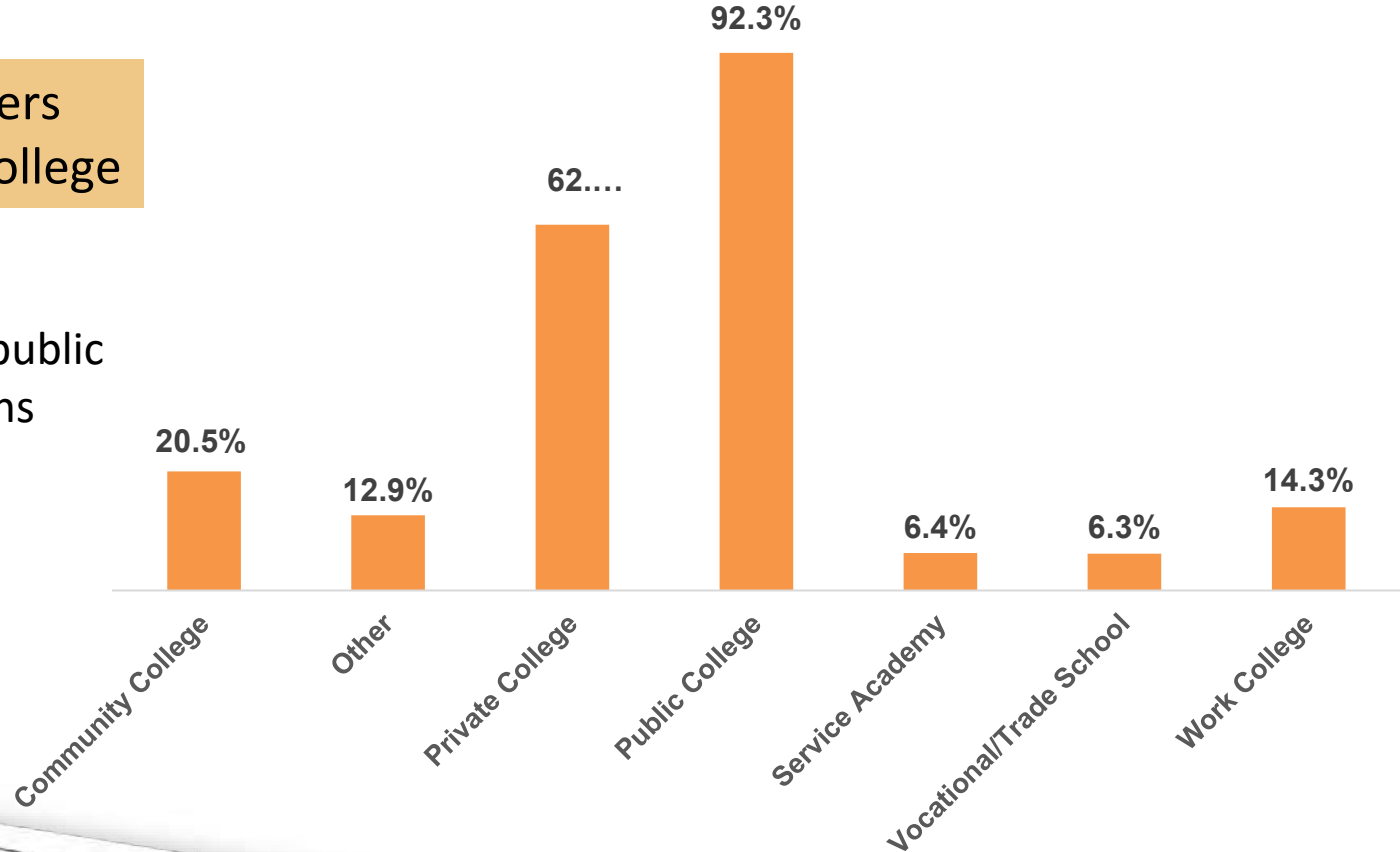


- A
- B
- C
- Don't Know

# Findings

**98.8%** of responders plan to enroll in college

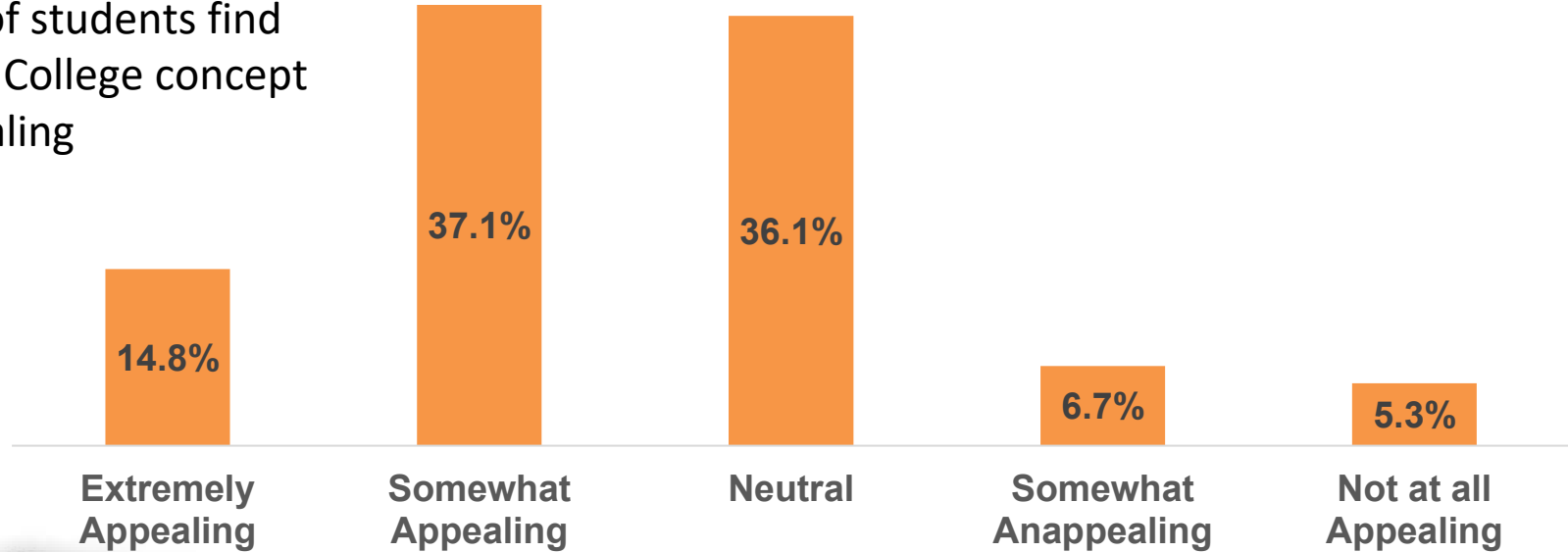
Most students are considering 4-year public or private institutions



# Findings

**How appealing or unappealing is the concept of a Work College to you?**

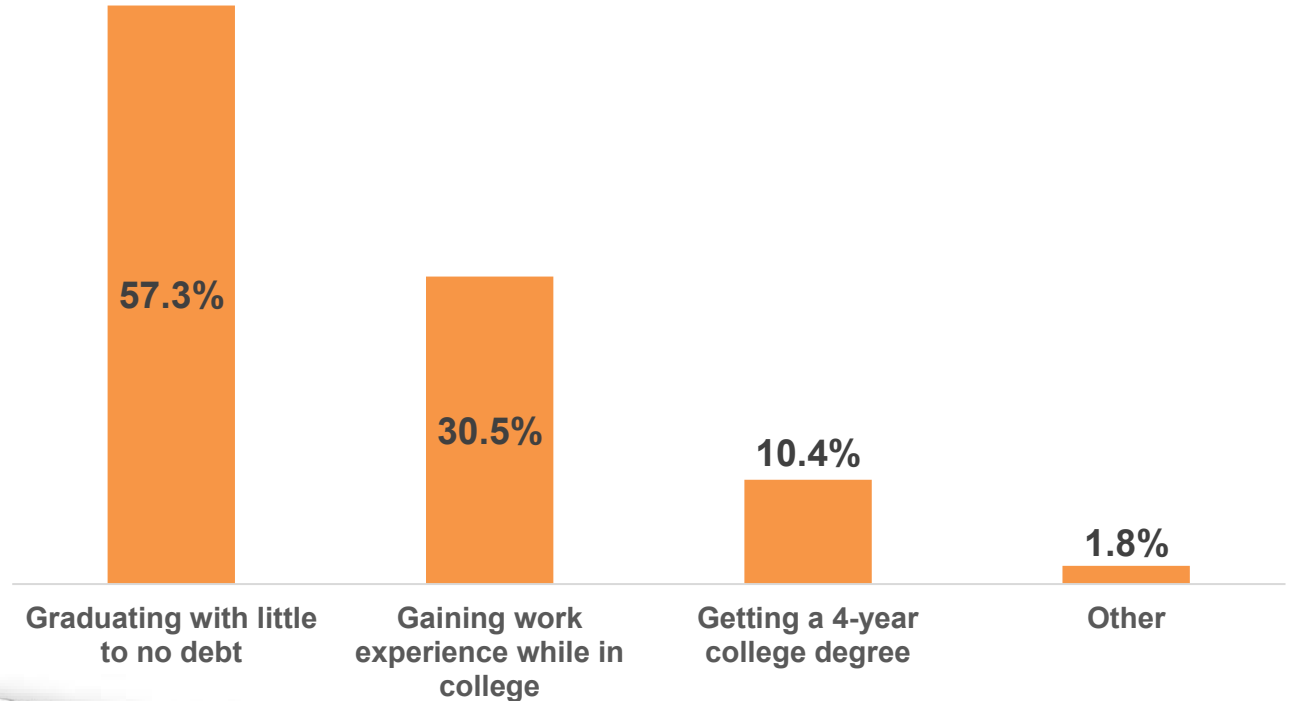
51% of students find  
Work College concept  
appealing



# Findings

Which of the following benefits of a Work College is most attractive to you?

**Graduating with little or no debt** is the leading benefit of attending a Work College.



# Verbatim Feedback

What about the concept of a Work College is appealing to you?

“A Work College seems appealing because I may be able to graduate with little or no debt”

“Being able to have little or no debt after college”

“Being able to work and have my tuition paid for”

“Gaining experience and lowering the cost of college”

“Getting a head start on paying and saving money”

“Hands on experience with a low-cost education”

“Having work experience aside from school experience”

“Helping me pay for college”

“I like the idea of working and learning at the same time”

“I would be able to lower my tuition cost”

“Offsetting price to attend school; On the job experience”

“The fact that I can work to relieve my student debt while still attending college”

“You get to develop a sense of what the future holds in the workforce, and tuition is lowered”

# Verbatim Feedback

What about the concept of a Work College is NOT appealing to you?

“Having a job on top of schoolwork”

“As an International Student, i will not be allowed to work in the US on a student visa”

“I feel like there would be a lack of time for school and work, or the classes would be lacking in content”

“I already have a job and would like to focus only on my education with college”

“I want to concentrate on studies only”

“I want to have a normal college experience”

“I would rather focus 100% on my studies”

“Limited job options”

“No time. I plan on playing a sport during college. That’s why I am taking a gap year to train then go to college”

“My career plan isn't leading me down a path where a work college would be applicable”

“I don’t believe a work college would offer my major/career choice”

“I want to go into business, not trade. I also feel that work colleges are less rigorous academically and offer less post college credibility”



# Summary Conclusions

- Lowering the cost of attendance (and avoiding debt) is overwhelmingly the leading benefit for considering a work college (more than academic reputation, fit or geographic location).
- Options to help lower the cost of attendance (and avoid debt) significantly outpace the appeal of real-world work experience while attending college.
- Low and middle-income students find potential of graduating with little or no debt most appealing benefit of attending a work college. Higher income students are more evenly split between graduating with little or no debt and gaining work experience while in college.
- Women find the appeal of work colleges more appealing than men and are more likely to consider online colleges where men are more likely to consider vocational/trade schools.
- Lower income students (<\$60K annual family/household income) and first-generation students are more likely to consider community/junior colleges and work colleges.
- Students who currently have jobs are more likely to consider community/junior colleges compared to student who do not have jobs. They also overwhelmingly favor graduating with little or debt over gaining additional work experience while in college.



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# Hybrid-Work College Business Model Analysis

# History of Work Colleges

**First 5** (formally established in 1992 reauthorization of the Higher Education Act)

- Alice Lloyd College, Pippa Passes, KY (1923)
- Berea College, Berea, KY (1855)
- Blackburn College, Carlinville, IL (1837)
- College of the Ozarks, Point Lookout, MO (1906)
- Warren Wilson College, Asheville, NC (1894)

# Beyond the First 5

## Work College Consortium (Established in 1995)

- Sterling College, Craftsbury Common, VT (1958)
- Ecclesia College, Springdale Arkansas (1975)
- Bethany Global University, Bloomington, MN (1948)
- Paul Quinn College, Dallas, TX (1872)

# Work College Consortium

## 8 Institutions

Private (all)

Religious Affiliation (all)

HBCU + HSI (Paul Quinn)

## Campus Setting

Rural (6)

Suburban (Bethany Global)

Urban (Paul Quinn)

## Undergraduate Enrollment

120-1600 students



# Work Colleges vs Federal Work Study

## Work Colleges

*For Every Wage Dollar (\$1.00)*

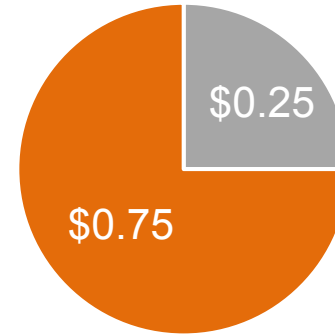


■ Institution ■ Federal Gov't

*Additional Federal Grant: \$950,000 (annually)*

## Federal Work Study

*For Every Wage Dollar (\$1.00)*



■ Institution ■ Federal Gov't

*Additional Federal Grant: \$150,000 (annually)*

# Where Can Students Work

- Academic Assistance + Research
- Administrative<sup>1</sup>  
Accounting, Admissions, Advancement, Financial Aid, Human Resources, Library Services, Marketing and Communications, Information Technology, Student Affairs, etc.
- Athletics
- Bookstore
- Campus maintenance (Facilities & Grounds)  
Farm, Garden, and Land Management (if applicable)
- Community & Safety
- Daycare
- Food Service (if not outsourced)
- Off-campus Internships & Community Service

# Sample of Academic Positions

- DEPARTMENT MANAGER
- SENIOR ASSISTANT MANAGER
- ASSISTANT MANAGER
- FACULTY/STUDIO ASSISTANT
- FACULTY/LAB ASSISTANT
- TEACHING ASSISTANT
- FACULTY/LAB ASSISTANT
- FACULTY ASSISTANT/TUTOR
- FACULTY/LAB ASSISTANT
- DEPARTMENT ASSISTANT
- FACULTY ASSISTANT/STUDENT LEADER
- DEPARTMENT STUDENT OFFICE MANAGER
- DEPARTMENT FACULTY ASSISTANT
- DEPARTMENT GENERAL OFFICE ASSISTANT
- STUDENT DIRECTOR OF CURRICULUM LIBRARY
- FACULTY ASSISTANT
- FACULTY ASSISTANT (COMMUNICATIONS)
- STUDENT EDITOR-IN-CHIEF
- STUDENT ASSISTANT EDITOR
- STAFF WRITER/REPORTER
- DESIGN LAYOUT EDITOR/PHOTOGRAPHER
- FACULTY ASSISTANT/TUTOR AND GRADER
- SOUND AND LIGHTING MANAGER
- COMMUNICATIONS SPECIALIST
- TECHNICAL DIRECTOR
- ASSISTANT TECHNICAL DIRECTOR
- WRITING ASSISTANT
- DEPARTMENT ADVISOR
- COMMONS MARKETING AND EVENT COORDINATOR



# Sample Job Description

## DESCRIPTION OF DUTIES

Assure that the minimal student labor needs of the department are met by:

- Working with supervisors and the department advisor
- Ensure that workers receive sufficient training from their supervisor
- Assure that weekly time cards are submitted and totaled by deadline
- Monitor worker over/under time and intervene when necessary
- Distribute and collect worker evaluations and follow-up any problems as necessary
- Identify honor workers

**DEPARTMENT:  
DEPARTMENT MANAGER:  
FACULTY SUPERVISOR:**

## WORK COMMITTEE DUTIES

- Attend Work Committee meetings
- Ensure that the over-all interests and needs of the campus community are met
- With input and approval of department advisor select a student worker to serve as designated replacement (in manager's absence)
- Participate in the selection of next year's department manager and general managers.
- Help train next year's department manager.
- Work 20 to 25 hours per week, for which they receive a monthly stipend in addition to the tuition reduction.
- Work the balance of his/her work requirement in another job within the department.

## QUALIFICATIONS

- Self-initiative
- Maturity of thought
- Communication skills
- Time management, and problem solving skills
- Must have good organizational/planning skills
- Must possess a general knowledge and understanding of the department
- Meet grade point requirement, and cannot be on academic, social, or work probation.

# Student Workers vs. Full Time Employees

## Example: Landscaping

2 Supervisors (professional staff)  
40 Part-time Students

---



Equivalent of 6 to 8 FTEs

## Total Student Hours

### **Minimum Commitment**

10 hrs. per week  
150 per semester

### **Supervisors + Upper Level Roles**

15-20 hrs. per week  
225-300 hrs. per semester

# Work College Scenario

- Comprehensive work-learning-service program for at least two years;
- Resident students must participate in a comprehensive work-learning-service program (at least 5 hours each week)
- Opportunity for students to contribute to their education and to the welfare of the community as a whole.
- Comprehensive student work-learning-service program:
  - Is an integral and stated part of the institution's educational philosophy and program;
  - Requires participation of all resident students for enrollment and graduation;
  - Includes learning objectives, evaluation, and a record of work performance as part of the student's college record;
  - Provides programmatic leadership by college personnel at levels comparable to traditional academic programs;
  - Recognizes the educational role of work-learning-service supervisors; and
  - Includes consequences for nonperformance or failure in the work-learning-service program similar to the consequences for failure in the regular academic program.

# Hybrid Model Scenario

- Is an integral and stated part of the institution's educational philosophy and program;
- Requires participation of all resident students for enrollment and graduation;
- Includes learning objectives, evaluation, and a record of work performance as part of the student's college record;
- Provides programmatic leadership by college personnel at levels comparable to traditional academic programs;
- Recognizes the educational role of work-learning-service supervisors; and
- Includes consequences for nonperformance or failure in the work-learning-service program similar to the consequences for failure in the regular academic program.

# Implementation Considerations for Richard Bland

- How would student jobs be funded?
  - Student jobs would need to help offset cost of tuition for a large number of students
  - Corporate partnerships
- Job related training (Students & Faculty/Staff)
  - Supervisor development + training processes
  - Opportunities to increase responsibility and scope of work for students in the program
- Curriculum redevelopment
  - Realignment of academic curriculum for work credit integration
  - Academic terms
- Identify roles and responsibilities that can be performed by students
  - Workforce planning: early Retirements, layoffs, reduced FTE, etc.
  - Employment review w/ HR and Department Heads

# Resources

- National Student Employment Association ([nsea.info/](https://nsea.info/))
- Federal Work Study (<https://www2.ed.gov/programs/fws/index.html>)



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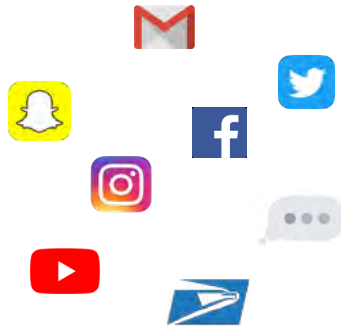
# Brand Positioning + Recruitment Considerations

# Recruitment Marketing

Effective Demand Generation In the Attention Economy

## Omni-Channel

Cut through the noise by  
using the **right channel**  
at the right time



## Student-Centric

Reach Gen Z by  
**tailoring content to**  
fit their persona



## Interactive

Increase engagement by  
providing **different in-**  
**kind digital experiences**





# Targeting Strategy: Identifying Right-Fit Students



## Enrollment Trends

Research historical enrollment data to establish baseline of student pipeline



## Understand Market Conditions

Sources are constantly evolving, the understanding of tester demographics is more important than ever



## Identify Core Student Types

Who are the core students needed to establish future entering classes and reaching goals? This is key in moving forward in all markets

### Historical Student Data

- Enrollment by location (State, County, ZIP)
- Academic quality
- Gender and ethnicity statistics

### Targeted Students

In-depth understanding of historical data, list populations, and goals to determine appropriate targeted audiences

### Source Population

- College Board, ACT and Surveys
- Timing of tester availability
- Demographic characteristics

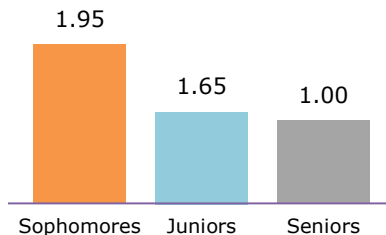
# Search: Timing Matters for Key Student Segments

Half of All Enrolled Students First Available Sophomore Year



**Students are 2x more likely to enroll when contacted as sophomores**

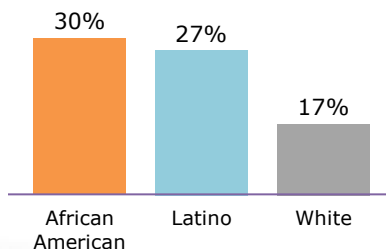
*Likelihood to enroll indexed to senior value*



**66-point** higher average SAT scores at enrollment of students first searched as sophomores compared to seniors

**Underrepresented students disproportionately available as seniors**

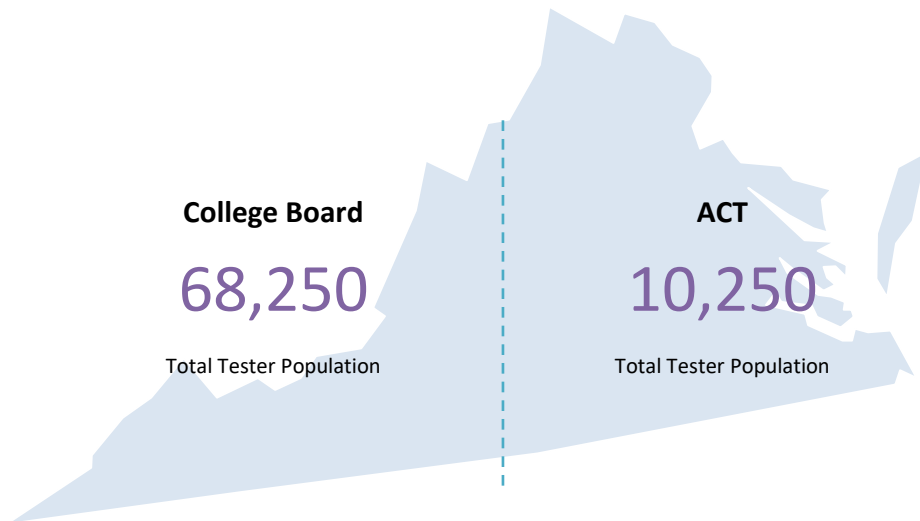
*Share of names by grade available*



**2x** greater likelihood that a student of color is high-ability when first searched as a senior than a white student

# Virginia Tester Population

Entering Class 2020



## Tester Highlights

Total Testers: 78,500

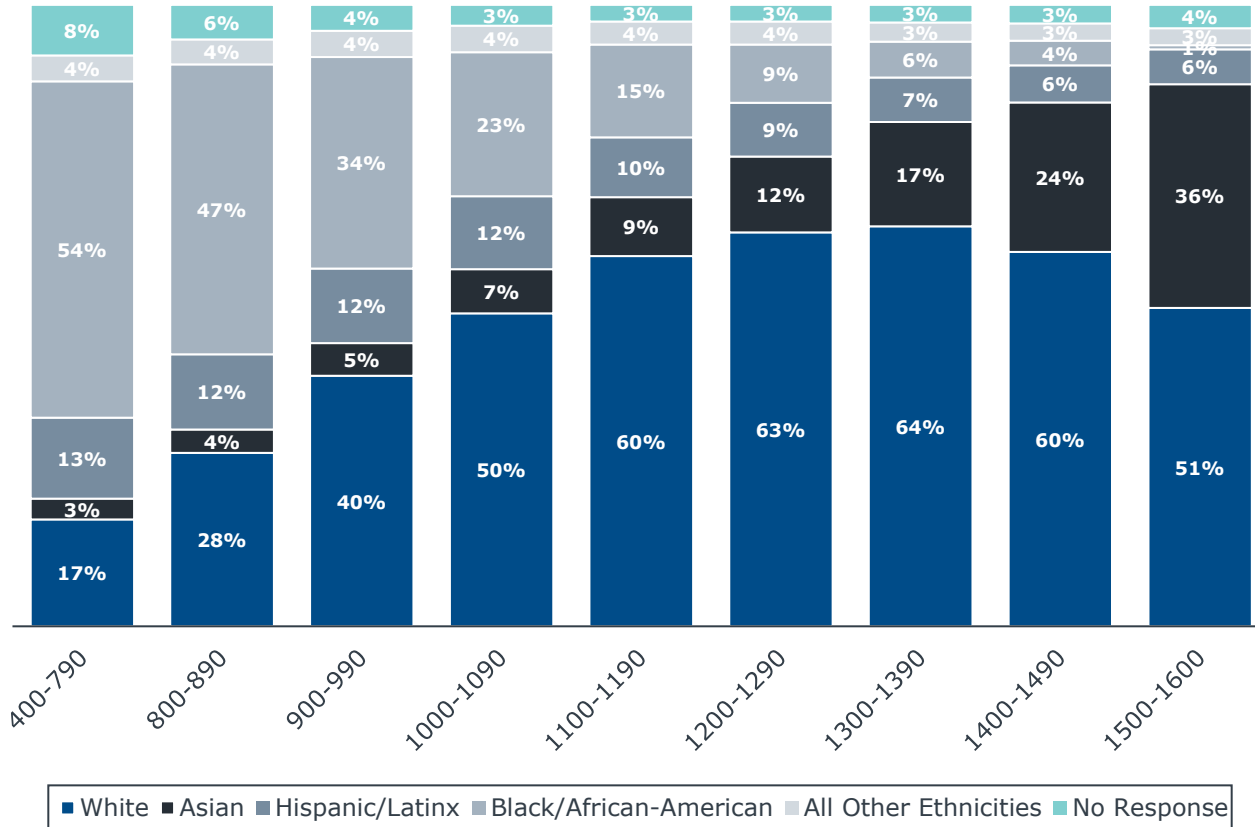
### By Source Percentage

- 87% College Board
- 13% ACT-EOS

### Total Testers by Assessment

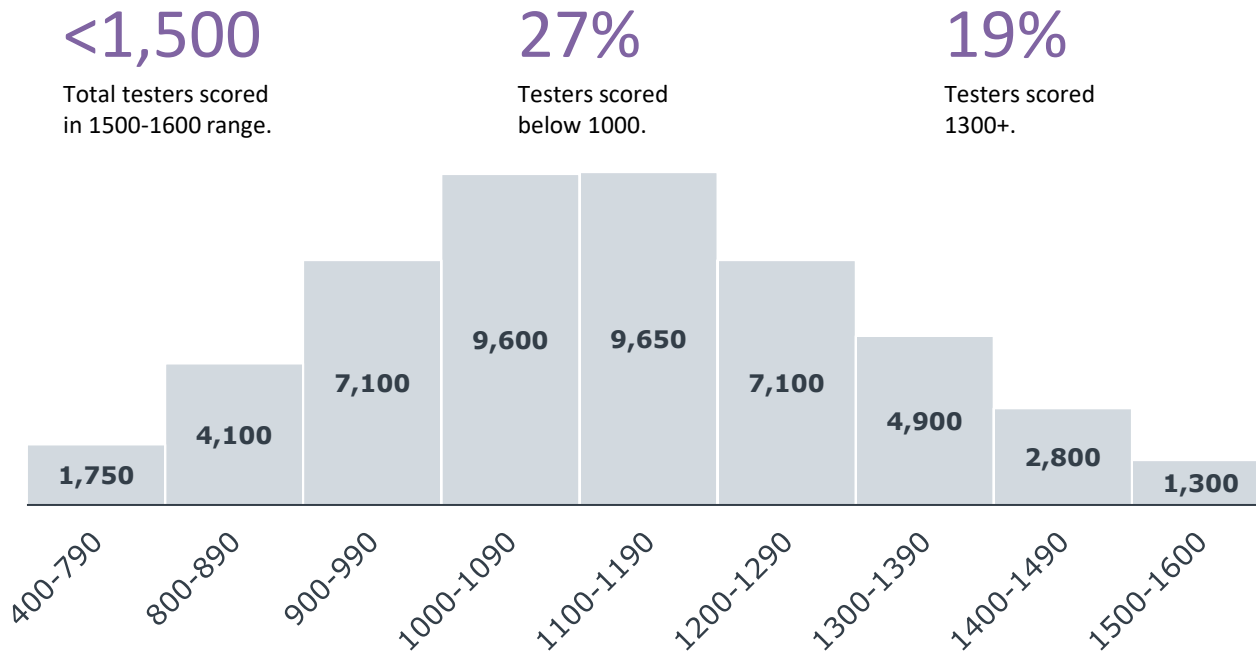
- 48,300 SAT
- 63,000 PSAT
- 26,700 AP
- 10,250 ACT-EOS

# Virginia Population By Ethnicity / Score Band



# Academic Quality: Virginia SAT Testers

Entering Class 2020



# Academic Quality: Virginia ACT Testers

Entering Class 2020

600

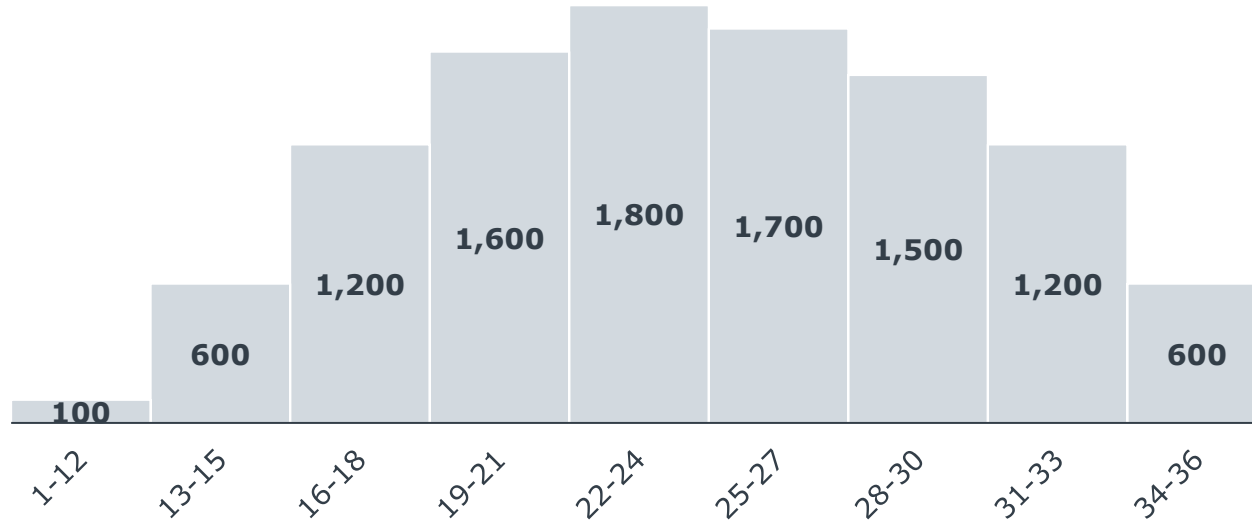
Total testers scored  
in 34-36 range.

18%

Testers scored  
below 19.

32%

Testers scored 28+.



# Tester Population by Distance Bands

Entering Class 2020	0 – 50	51 – 150	151 – 250
College Board	14,000	108,500	148,000
ACT	2,000	19,500	25,000

# 317K

Total Testers Within 250mi.

## 0-50 Miles

5% of 250mi tester population

99% Located in Virginia

## 51-150 Miles

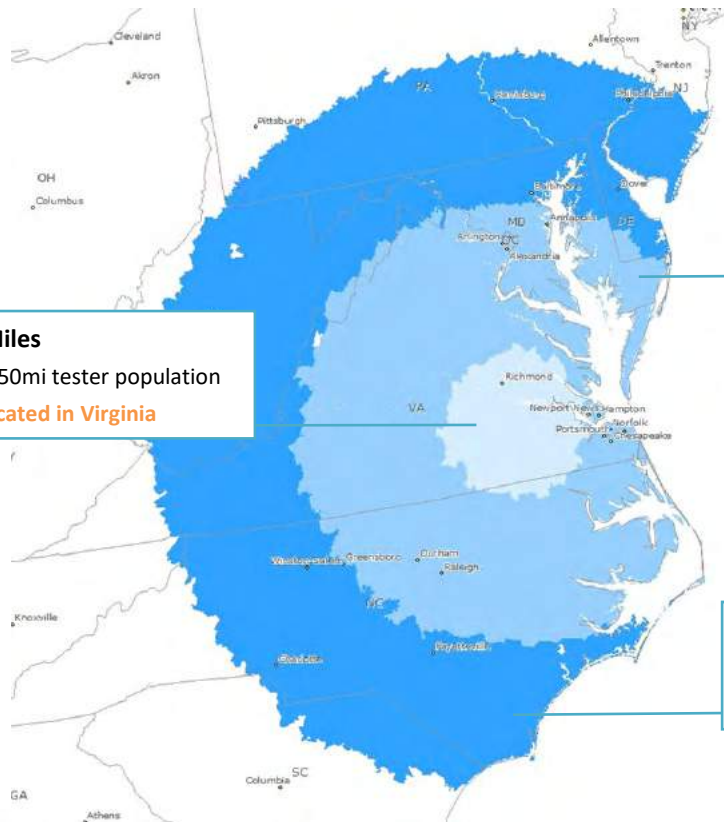
40% of 250mi tester population

47% Located in Virginia

## 151-250 Miles

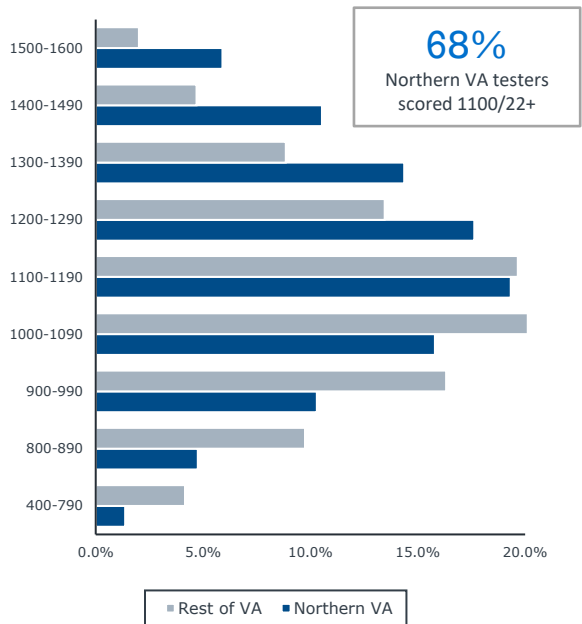
55% of 250mi tester population

1% Located in Virginia



# Navigating Northern Virginia Tester Populations

Entering Class 2020



## Northern VA

Counties: Arlington, Fairfax, Loudoun, Prince William.

Cities: Alexandria, Fairfax, Falls Church, Manassas, Manassas Park

58,550

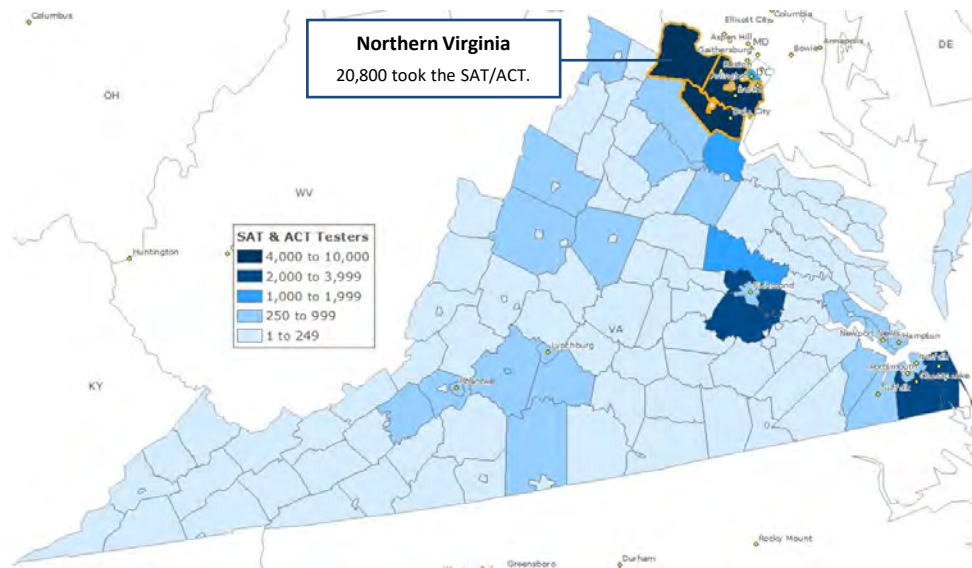
SAT/ACT Testers



36%

Northern Virginia<sup>1</sup>

Remaining **37,000 testers** are spread across the other 126 counties/independent cities.





# List Sourcing Already Increasingly Complex



## Change

List sources are continuing to change and evolve at a rapid pace



## Timing

List source release dates are shifting and increasing in frequency



## Benchmarks

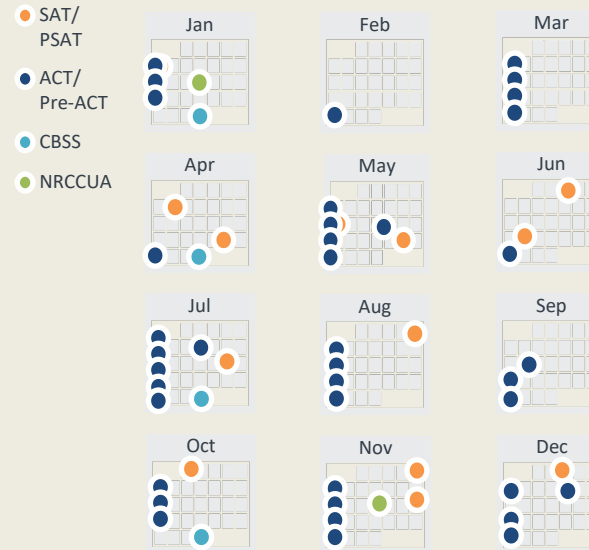
New student readiness reports highlight the need for assessment updates and access



## Demographics

Fewer students and increased diversity are leading to new challenges

## Student Names Released Year-Round



# Canceled Tests Delay Availability of New Names This Spring and Summer

## 2020 National Test Dates

as of April 16, 2020

Test	Testing Date	Data Release Date
February ACT	February 8, 2020	Feb 24 – March 23
March SAT (School Day 1 <sup>st</sup> Admin)	March 4, 2020	April 13, 2020
March SAT	March 14, 2020	April 13, 2020
March SAT (School Day 2 <sup>nd</sup> Admin)	March 25, 2020	May 4, 2020
April ACT	April 4, 2020	April 20 – May 18
April SAT (School Day 1 <sup>st</sup> Admin)	April 14, 2020	May 26, 2020
April SAT (School Day 2 <sup>nd</sup> Admin)	April 28, 2020	June 8, 2020
May SAT	May 2, 2020	June 1, 2020
Spring PSAT10	Feb 24 – April 30	July 6, 2020
June SAT	June 6, 2020	August 3, 2020
June SAT	June 20, 2020	June 29 – July 27
July ACT	July 25, 2020	August 3 – Aug 31

COVID-related test  
date cancellations

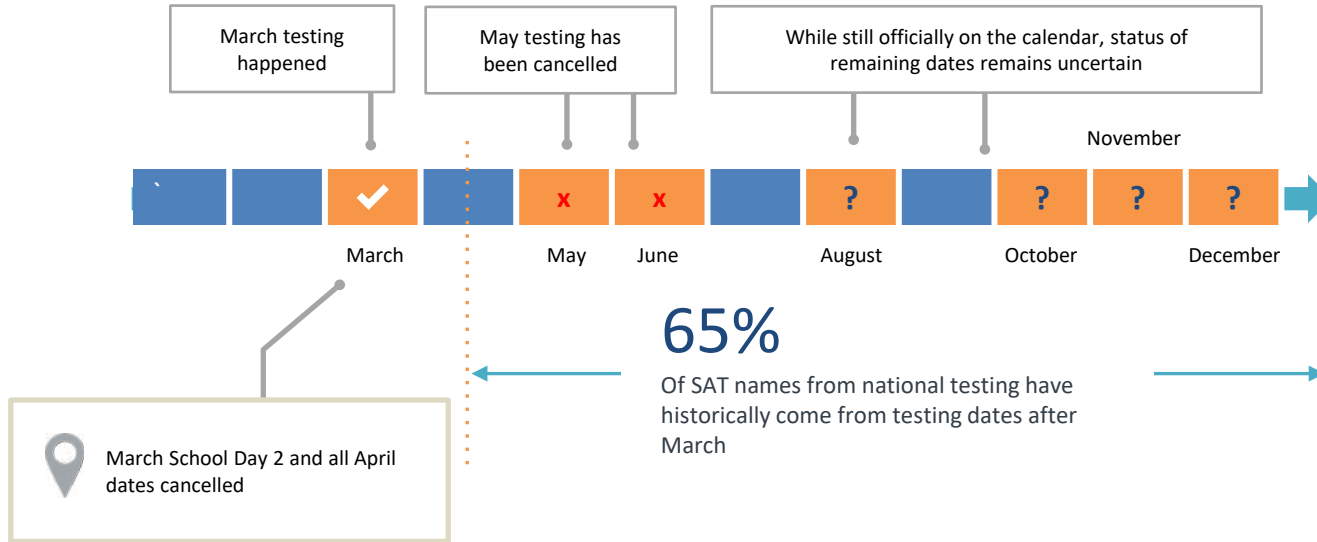
Remote proctoring at  
home option via computer

# Coronavirus Cancellations

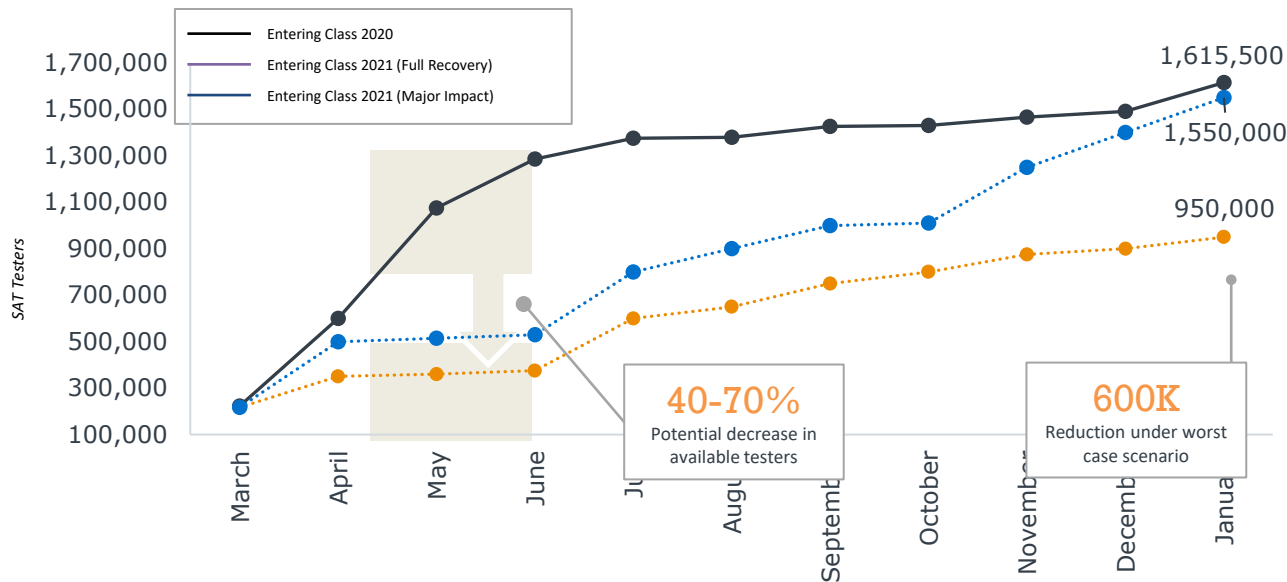
The Pandemic Has Caused Testing Dates to be Cancelled/Delayed

## SAT Test Dates

National Dates



# Potential Impact on SAT Availability



Initial impact on available SAT testers will be seen in **mid-April**. Select students that would normally test were unable to.



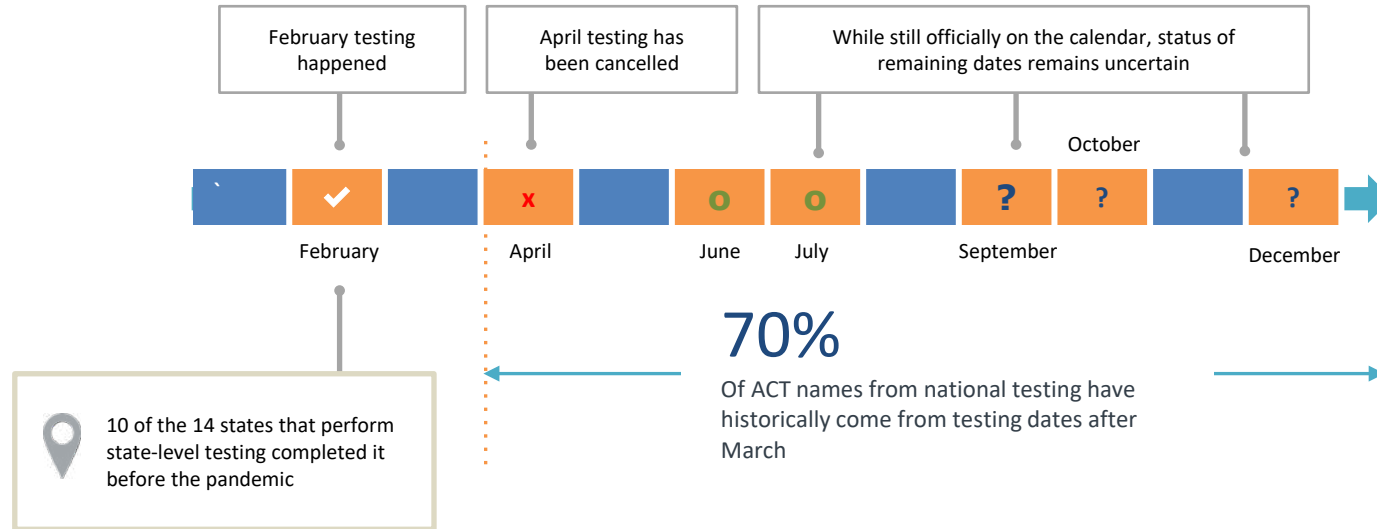
Decrease in overall availability will be seen **May-June** due to cancelled assessments. Minor growth from opt-ins will be available.

# Coronavirus Cancellations

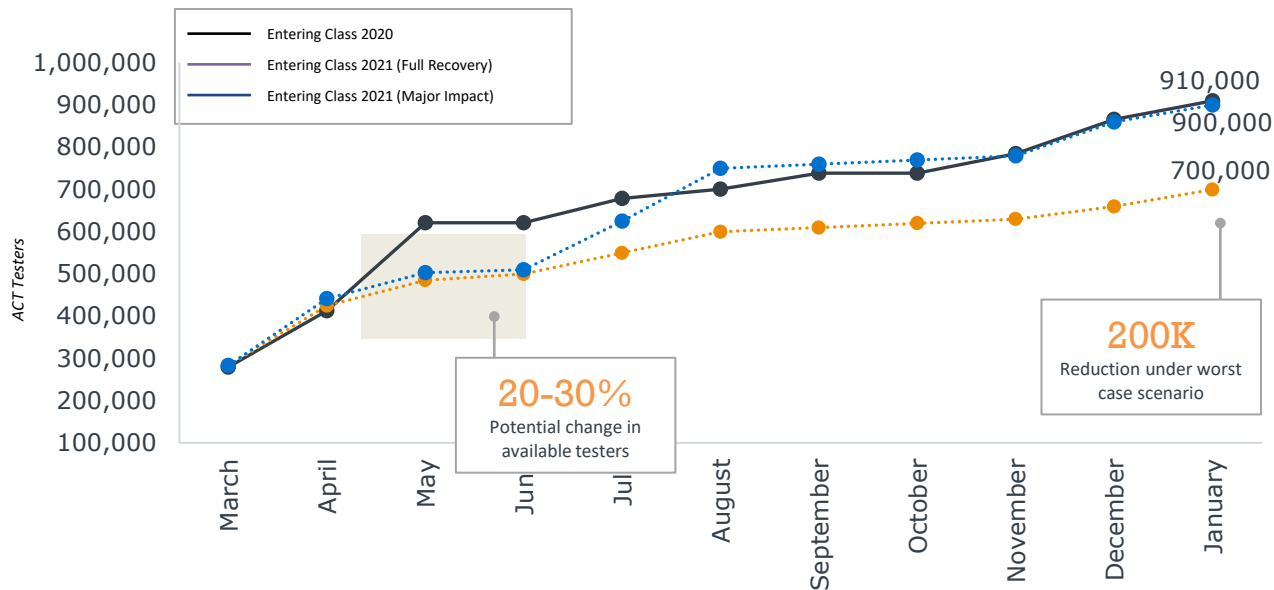
The Pandemic Has Caused Testing Dates to be Cancelled/Delayed

## ACT Test Dates

National Dates



# Potential Impact on ACT Availability



Initial impact on available ACT testers will be seen in **April-May**. Some states and districts did not hold test dates.



Decrease in overall availability will be seen **May-June** due to cancelled assessments.  
Minor growth due to multi-week data loads.

# Three Categories of Names

Cancellations and Delays Have Created Distinct Prospect Groups

## Student Names from ACT/SAT

*By Availability*

Currently available



Around 1/3 of the annual total of names from national standardized test dates are currently available

Eventually available



Majority of remaining names likely to become available, if later than in past years

Never available



A probably small number of students who otherwise would have tested will not and will therefore be unavailable via lists

# Three Categories of Names

## Cancellations and Delays Have Created Distinct Prospect Groups

### Student Names from College Board

*By Availability*

Currently available



Names are currently available for 1/3 of the typical annual total of the SAT test takers

85%

of total potential testers for EC2021 available in Student Search via SAT, PSAT and AP testing (does not include final test results from a subset)

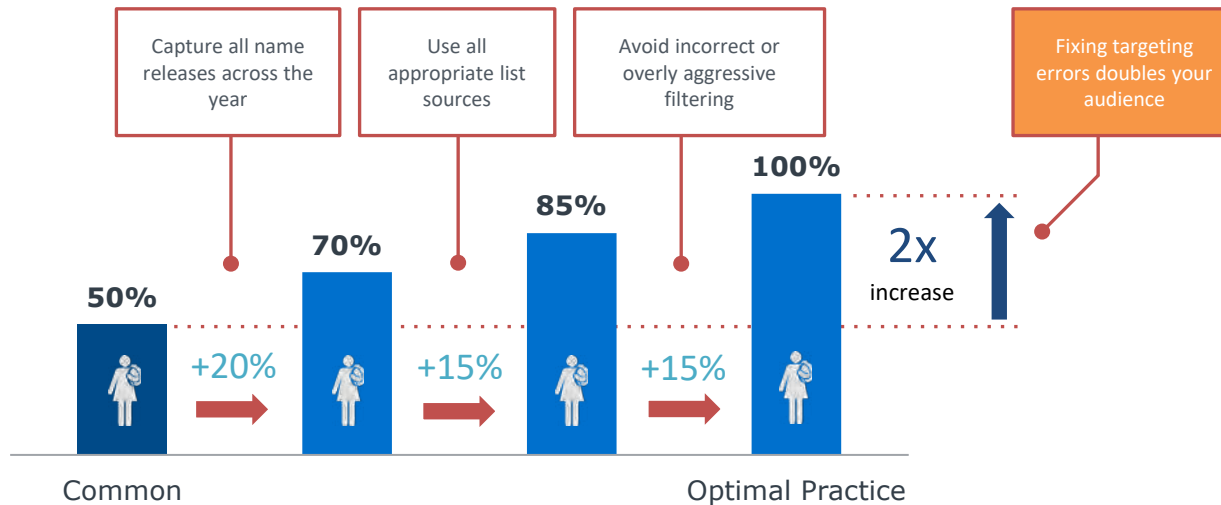


# Names that Are Currently Available

## Ensure You're Reliably Identifying All Viable Candidates

### Maximize Prospect Identification

*Percentage of Desirable Prospects Captured, by List-Sourcing Scenario*



### Additional Opportunities to Explore

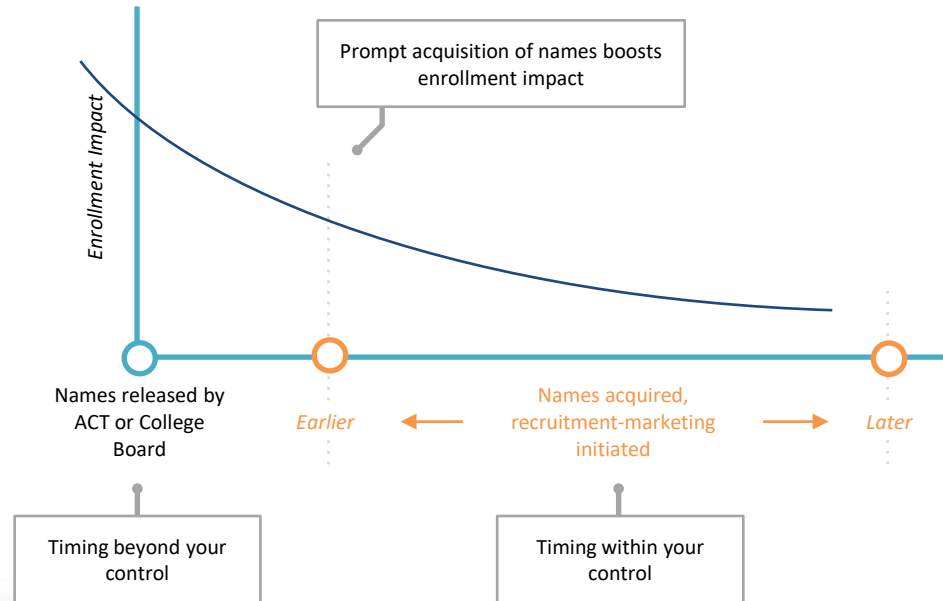
1. College Board provided **2 free files** to schools that are currently using Search
2. Revisit **previously purchased names** that haven't responded

# Names that Will Eventually Become Available

## Acquire and Act on Names at the Earliest Opportunity

### Enrollment Impact of Recruitment-Marketing Efforts




*Based on How Promptly Names Are Acquired After Release*



# Names that Will Not Become Available Via SAT/ACT

Consider Developing a More Complete Portfolio of Sources

## Supplementary Approaches for Identifying Prospective Students

	<p><b>Non-test-based list sources</b></p> <p>This category includes survey-based sources, such as NRCCUA, which do not depend on students taking tests</p>
<p><b>.EDU</b></p>	<p><b>Your website</b></p> <p>Data you gather on visitors to your website can help you identify and engage prospective students; use tactics like SEO and SEM to drive more traffic to your site</p>
	<p><b>Social media</b></p> <p>Facebook's Lookalike Groups feature enables you to identify and serve ads to individuals who fit the profile of your currently enrolled students</p>
	<p><b>Virtual tour</b></p> <p>As in-person tours remain infeasible, use virtual tours as an opportunity to engage and identify prospective students</p>



**VCU**

School of Business

# Recommendations

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- Expand Federal Work Study program
- Continue feasibility research towards hybrid model
  - Political, legal and faculty governance issues
  - Academic + Work Curriculum: develop pilot programs
  - Build consensus and buy-in; develop change management plan
- Identify potential strategic partners and develop new internship opportunities
- Increase demand and grow applications
- Invest wisely and boldly