

RICHARD BLAND COLLEGE

2020-2026 SIX-YEAR PLAN: NARRATIVE

OVERVIEW:

The totality of the six-year plan should describe the institution's goals as they relate to goals of The Virginia Plan for Higher Education, the Higher Education Opportunity Act of 2011 (TJ21) and the Restructured Higher Education Financial and Administrative Operations Act of 2005. The instructions under institutional mission and alignment to state goals, below, ask for specific strategies around four priority areas. Other sections will offer institutions the opportunity to describe additional strategies to advance institutional goals and state needs. *Please be as concise as possible with responses and save this narrative document with your institution's name added to the file name.*

Section A. Institutional Mission, Vision, Goals, Strategies, and Alignment to State Goals:

Provide a statement of institutional mission and indicate if there are plans to change the mission over the six-year period.

Provide a brief description of your institutional vision and goals over the next six years, including numeric targets where appropriate. Include specific strategies (from Part 3 – Academic-Financial Plan and Part 4 – General Fund Request) related to the following areas: (1) access and enrollment, particularly for underrepresented students; (2) retention, completion and time to degree; (3) affordability and funding; and (4) workforce alignment and retention of graduates. Strategies also can cross several state goals, notably those related to improved two-year and four-year transfer, and should be included here. If applicable, include a short summary of strategies related to research. The description of any strategy should be one-half page or less in length. Be sure to use the same short title as used in the Part 3 and Part 4 worksheets.

RESPONSE:

In April 2013, William & Mary's (W&M) Board of Visitors (BOV), in its oversight role for Richard Bland College (RBC), approved RBC-2019, a strategic plan with a primary goal of improving student outcomes by bolstering the quality and diversity of academic programs and services, the student profile, and personnel while, at the same time, stabilizing college finances and streamlining operations. As that plan reaches its end, RBC has largely transformed into a highly diverse, high-performing institution that is now actively engaged in a strategic planning process to map out its future in a higher education environment that is dynamic, both nationally and within the Commonwealth. RBC's strategic priorities over the coming cycle will include active consideration of a broad range of opportunities that support the educational needs of the Commonwealth and its citizens, while continuing to move the institution toward financial sustainability and safeguarding student affordability.

As RBC considers future opportunities, a key question that emerges is what is the role of a “two-year, residential, liberal arts transfer institution” within the Commonwealth’s higher education system. RBC is currently that anomalous institution, neither a community college nor a comprehensive nor a branch campus. A working group of BOV members and the leadership of RBC and W&M is identifying and vetting business opportunities available to RBC that can generate sustainable revenue streams while continuing to provide highly customized, wrap-around support for under-served student groups to ensure their academic success. Any pathways pursued will incorporate the mission of RBC — primarily its focus on underserved, low income and first-generation Virginia students. Any future scenarios must be both viable and sustainable while addressing the higher education and business development objectives of the Commonwealth.

After the BOV approved RBC-2019, RBC began researching data-driven solutions to positively impact student success and retention. In January 2015, a model was identified that aligned with the newly stated Vision of RBC: Richard Bland College is in the vanguard of learning-outcomes based liberal arts education for university transfer and a model for testing and applying outcomes-driven solutions in higher education. In April 2015, with financial support from its Foundation, RBC entered into a partnership with IBM-Portal to launch the Exceptional Student Experience at Richard Bland College (ESE@RBC) in pursuit of the College’s bold aspirational vision of 100% student success. The scope of the project was to build a predictive analytics tool that would identify at-risk students even before they began their coursework; to gather relevant data (e.g., academic performance, class attendance, and conduct) over the course of their enrollment to guide just-in-time interventions designed to keep students on track for success; and to customize support services for each individual RBC student.

The cultural, organizational and operational shift to a “one size fits one” model of student support and improved retention and graduation rates was the ultimate goal of RBC’s Exceptional Student Experience program (ESE@RBC). To achieve these results, the College streamlined business processes and reallocated limited resources to ensure that students were receiving optimal, just-in-time support. The result is a highly personalized, student-centric, wrap-around support and advising model that gives each student a Learner Mentor who acts as their guide, coach and advocate. Learner Mentors utilize data to help keep students on track to graduation, resulting in improved engagement and retention. Richard Bland College’s Mission is to prepare students for university transfer through academically rigorous programs grounded in the liberal arts tradition of William & Mary, and to expand access to college credentials through strategic partnerships, specialized programming, and scalable innovation.

The IBM-Portal relationship brought much more than data to improve student success. It also brought contacts with colleges in the United Kingdom where a similar student-centric model had already been deployed. In November 2015, RBC’s President, Dr. Debbie Sydow, visited Brockenhurst College to learn about their innovative, award-winning student retention model. Connecting with Brockenhurst allowed RBC to reflect on its own process and infrastructure gaps, as well as needed investments to achieve significant results. This process identified the need for organizational and staffing changes, intensive process mapping, and the development of an internal data warehouse that would allow for the connection of disparate data from a variety of

systems, placing pertinent information about each student in the hands of RBC Learner Mentors, faculty, and support staff.

Beginning fall 2016, after construction of a preliminary data warehouse to bring a number of primary data points together, RBC deployed its own model for the prediction of propensity of incoming freshman to drop. The model demonstrated a reliability factor of approximately 73%. Work continues to provide Learner Mentors, faculty and support staff with one case-management system to view, utilize, and record student data and interventions. Resource limitations have delayed the availability of a comprehensive tool. However, bringing these resources in-house has made it possible for RBC to effectively streamline business processes and increase timeliness and accuracy of the data needed to improve student outcomes.

What started out as a pilot project to determine RBC's capacity to use a data-driven approach to support student retention and success has morphed into a fundamental culture shift. Originally many of the practices that RBC used for the basis of ESE@RBC were adapted from the four key principles found in the American Association of Community Colleges (AACC) Pathways Project: 1) map pathways to student end goals; 2) help students choose and enter a program pathway; 3) keep students on path; and 4) ensure that students are learning. Unfortunately, the limited resources mentioned earlier made it necessary to skip some primary elements of guided pathways to instead focus on specific projects that were immediately available for implementation and considered of the highest priority, namely centralized student support.

Strategy 1: Evolution of ESE to GPS@RBC

Supports Access and Enrollment; Retention, Completion and Time to Degree; and Workforce Alignment and Retention of Graduates

Research and data collection done in support of our current strategic planning cycle strongly suggests that RBC should evolve the ESE@RBC program into the fully implemented guided pathways framework that provides a clear student value proposition. This framework is composed of A) easy to navigate onboarding, B) clearly defined pathways that outline workforce-friendly majors and credentials, and effective processes for entering a pathway, C) fast track programs to get academically underprepared students into and through crucial English and math courses, D) high-touch, intensive student-centric support across the college, and E) tools for faculty, staff and students that provide useful information about assessment and progress. The design and implementation of this comprehensive program, Guided Pathways for Success at Richard Bland College (GPS@RBC), is the primary focal point of the RBC six-year plan and the future-sighted strategic plan of the College.

This is a project that redesigns the entire college to improve the student experience for every student (and faculty and staff) from entry through graduation. The primary initiatives involve reforms in advising and registration processes to help all students identify realistic and relevant goals as early as possible in their academic career. Well-defined and easy to follow program maps are developed to meticulously guide students in each program through the academic journey from beginning to end; the primary objective - to avoid as much time waste as possible.

There is also a strong focus on how students are supported, monitored and tracked throughout their courses of study college-wide. And finally, alignment with local and other high-need labor markets is a major principle, ensuring that value exists as students leave with a defined credential.

Thanks to the implementation of ESE@RBC, the College possesses a substantial foundation for the comprehensive adoption of this GPS@RBC. The small size and demonstrated nimbleness of RBC will allow the quick development of this new paradigm that combines the benefits of the Learner Mentor, one-stop culture with the research-proven effectiveness of the guided pathway tenants. Additionally, as described later, a separate work-curriculum integration component will tie the academic experience with key career-building skills, job/internship experience and beneficial career services.

Because the College has redefined the culture and processes over the last several years to be student-centric, the primary requirements to move forward with this adoption are 1) four (4) additional Learner Mentor (LM) positions to scale the current workload back from 242 students to 125 students per LM [\$326,500] and 2) a Student Success Program Manager [\$125,000] to effectively manage the entire GPS@RBC program and continuously monitor outcomes. The Program Manager will remove friction in the student success system and act as a supervisor to the Learner Mentor team and other student success staff. This crucial position ensures that the student value proposition is properly delivered and that all students are best positioned for success.

Requested funds for strategy: \$451,500 (year 1 and 2)

Strategy 2: Central Case Management and Predictive Analytics

Supports Retention, Completion and Time to Degree

In order for this program to work correctly, the College must implement a centralized case-management system that provides a 360-degree view of the student throughout their entire lifecycle with the College (\$290,000). It is crucially important that all faculty and staff who engage with and navigate students work optimally together as a team to provide a “one size fits one” student experience. The capability for each individual responsible for a student’s success to see early warning indicators, apply requests for interventions, and, generally provide just-in-time support throughout a student’s lifecycle is critical to the College’s robust student success program.

For example, an incomplete or invalid FAFSA could be a red flag for a student who was about to enter their second year. Leaving this data with a small, overworked Financial Aid office has no intrinsic value; however, placing that small piece of information in a place where the student’s Learner Mentor or an engaged faculty member can act on it might likely be the difference between the student’s successful completion and attrition due to a seemingly insurmountable barrier to completion.

Furthermore, the College must move beyond the prototype predictive model for risk that was originally developed and establish more robust models that provide relevant insight based on real-time activity (\$150,000). Current tools that the College has used to supplement this function have not been adequate because most do not integrate well and are missing valuable information.

Research of data points that can successfully predict risk to retention and/or graduation needs to be conducted. Models are then created and integrated into current and future systems so that more accurate warnings are available and interventions can take place quickly.

Requested funds for strategy: \$440,000 (year 1 and 2)

Strategy 3: Online and Dual Enrollment GPS Support

Supports Access and Enrollment; Retention, Completion and Time to Degree

The number of high school students taking dual enrollment courses at the College has grown dramatically in recent years. In the last 15 years, RBC dual enrollment has grown from representing 10.9% of the college's total headcount and 3.4% of the college's total FTE in 2004 to 59.7% and 33.1%, respectively in 2018.

Dual enrollment partnership programs should include a wide range of ability levels and different types of students, not just those who are academically advanced. Students most likely to benefit from dual enrollment include males, students from low-income families, and lower-achieving and racial or ethnic minority students. This demographic typically requires additional guidance and support to successfully navigate the college culture and landscape and to make the best long-term decisions related to career pathways.

GPS@RBC is a perfect fit for this audience, and introducing the establishment of guided pathways and student success services into the high school experience will provide benefits related to retention and reduced-time-to-degree by ensuring that students are actively guided throughout their educational journey, no matter where it begins.

Furthermore, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) has made it clear in their policy on dual enrollment that student services available to on campus students must be provided to those students participating in dual enrollment courses in the high schools. This alone requires expansion of the GPS@RBC program to include RBC's large dual enrollment population.

Establishment of these services to support the dual enrollment population will automatically make them available for a non-traditional student population that primarily engages with higher education online. Restarting, or beginning, your educational journey online can be a confusing and lonely process. For students who are looking to improve their economic situation through a post-secondary degree or a change/advance in career, GPS@RBC would make a substantial impact in ensuring success.

The effective launch of GPS@RBC in this space will require a dedicated Learner Mentor as well as a program coordinator (\$143,000). Additional technology licensing will also be needed for expansion (\$82,000).

Requested funds for strategy: \$225,000 (year 1 and 2)

Strategy 4: Development of a Work-Curriculum Integration Component to GPS@RBC

Supports Affordability and Funding, Workforce Alignment and Graduation/Retention

As noted above, part of the College's strategic planning process considered a broad range of opportunities that would support the educational needs of the Commonwealth in a financially feasible way. Preliminary research indicates that given its size, location and student demographics, RBC may be an ideal candidate for transition to a Work College model. Obviously, the journey to that objective is filled with a number of challenges that have the potential to be insurmountable; however, the conceptual goal of providing students in the Commonwealth with this type of work-learning experience is both viable and valuable, particularly for RBC's demographics.

The work college model is student-centered and designed to enhance and enrich the educational experience through structured engagement in work. Research confirms that this model builds character, work ethic, leadership and competence in critical thinking and time management skills, which are qualities that employers indicate they seek most. RBC intends to implement a pilot program that integrates work, either on campus or with community partners, with a curriculum that provides learning outcomes in key skill areas. Career counseling, job search and other crucial support services for learners looking to enter, or re-enter, the workforce will be provided as another major objective of the program.

Initiation of the pilot will require a resource (\$102,000) to direct the program and focus on community partnership development as well as seed money for curriculum development and management (\$33,500). Additionally, RBC is asking for funding (\$150,000) to supplement institutional work study so that the pilot work-curriculum integration component will provide not only valuable skills and opportunities for students, but lower educational costs as well. This idea, of course, is at the heart of what most work colleges do as they build a work-integrated culture.

Requested funds for strategy: \$135,500 (year 1 and 2)

Added Financial Aid funds for Institutional Work-Curriculum Integration: \$150,000 (year 1 and 2)

Section B. Tuition and Fees Predictability Plans: Provide information about the assumptions used to develop tuition and fee charges shown in PART 1. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the institution's mission, market capacity and other factors. Include information, if applicable, on tuition increase plans for program- and level-specific charges or on any other alternative tuition and fee arrangement.

RESPONSE:

Given the additional funds allocated by the General Assembly in the FY 20 budget, and the current political environment, annual tuition is not expected to increase more than 3%-5% for each year of the next biennium. This is, of course, dependent on the level of state funding received for key initiatives and maintenance of current services at the level of quality necessary for sustainability. This represents approximately \$8 per credit hour at 3% and approximately \$10 per credit hour at

5%. Furthermore, RBC intends to revisit the distribution of student charges between tuition and mandatory fees to more appropriately align between E&G and Auxiliary uses.

Section C. Other Budget Items: This section includes any other budget items for which the institution wishes to provide detail. Descriptions of each of these items should be one-half page or less.

RESPONSE:

Compliance and institutional improvement continue to be a priority for Richard Bland College. As a smaller, Tier 1 institution, RBC is under an intense level of scrutiny by oversight agencies and auditors. This places substantial pressure on monetary and human resources at the College.

W&M Internal Audit and the Commonwealth's Auditor of Public Accounts have identified issues related to separation of duties and change management in both Information and Technology Services (ITS) and Human Resources (HR). These weaknesses are a direct result of too few resources with specific skill sets, which limits the team's ability to spread workload and responsibility, particularly in ITS given the restrictive NIST/VITA standards.

Two (2) resources in ITS (\$258,000), two (2) resources in HR (\$130,600) and one (1) resource in the Financial Aid office (\$74,800) have been identified as crucial to mitigating risk within the College. Additionally, a Compliance Manager (\$125,000) is requested to oversee the maintenance of the RBC policy manual, ongoing compliance training for personnel, management of SACSCOC standards and principles, Title IX operations and other compliance-related matters. Centralization of these key processes is essential for compliance effectiveness as all of these tasks are currently spread across multiple, disparate and over-burdened functional units.

The need for additional or expanded systems for personnel management, financial reporting improvements and security monitoring (\$120,000) are also key in order to ensure compliance with the required standards. With the College currently on warning with SACSCOC for non-compliance with Standard 13.1 (Financial Resources), implementation of these systems is paramount and mandatory.

Requested funds for compliance: \$708,400 (year 1 and 2)

Section D. Programs and Instructional Sites:

Provide information on any new academic programs, including credentials and certificates, or new instructional sites, supported by all types of funding, that the institutions will be undertaking during the six-year period. Note that as part of the revised SCHEV program approval process, institutions will be asked to indicate if a proposed new program was included in its six-year plan. Also, provide information on plans to discontinue any programs.

RESPONSE:

The College has recently filed substantive change proposals with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to add several off-campus

instructional sites. Approvals of these changes by SACSCOC are pending at this time. The sites are: Isle of Wight Academy, Prince George High School, Roanoke Catholic School, and Tidewater Academy (all offering 25%-49% of credits toward degree), as well as Rock Ridge High School (offering 50%+ of credits toward degree). The College has no plans to close any off-campus instructional sites at this time.

The College continues to be responsive to market demands in higher education by continuously evaluating its academic program offerings and, importantly, continuously updating and establishing new agreements with four-year college and university partners to provide students pathways to high demand credentials. Currently under investigation is the opportunity to add flexibility to existing associate degrees by expanding areas of specialization and certificate programming in disciplines specifically related to workforce development. Additionally, preliminary research is underway to identify methods, either via partnerships or legislative change, to offer specific baccalaureate degrees or additional certificates that align with Commonwealth workforce needs, including computer science education, hospitality management, ecotourism, environmental science and STEM-h related disciplines— particularly those focusing on health careers.

Section E. Financial Aid:

TJ21 requires “plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans.” Virginia’s definitions of low-income and middle-income under TJ21 are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.

RESPONSE:

The College provides financial help to students who are challenged to cover the rising cost of education. This financial aid comes in the form of institutional, state, endowment and federal funding to help low and middle-income families afford college. RBC utilizes unfunded scholarships (e.g., Statesmen Scholars) to assist more students with bridging the gap.

RBC awards financial aid based on the U.S. Department of Education Federal Methodology (FM) formula in calculating a student’s Expected Family Contribution (EFC). The EFC determines a student’s eligibility for financial aid. The FM formula is used in all of RBC’s financial aid packages, including institutional, state, and federal funding. This formula takes into consideration the student’s household size, number in college, Adjusted Gross Income, etc., to determine the amount of financial aid to award.

Awarding criteria focus on the neediest of students who are awarded the highest overall financial aid offer. This financial aid offer generally includes state, institutional and federal dollars.

RBC’s definition of middle-income and low-income within the financial aid plan is as follows:

- A. Low Income Students in 2019-20 (In-State): Definition = Expected Family Contribution (EFC) of \$0 - \$5,486 (Pell Grant eligible students)

B. Middle Income Students in 2019-20 (In-State): Definition = Expected Family Contribution (EFC) of \$5,487 - \$16,000

For 2019-2020, the EFC cut-off for awarding Virginia Student Financial Assistance Program (VSFAP) and college grants and waivers to on-time, in-state, financial aid filers is \$16,000. The College's goal for the future is to continue awarding student financial aid at this trajectory to further increase enrollment and improve retention rates. In order to achieve this, the College is asking for an additional \$500,000 to add incremental awards to further decrease the cost of education for our high-need student population.

Section F. Capital Outlay: Provide information on your institution's top two Education and General Programs capital outlay projects, including new construction as well as renovations, that might be proposed over the Six-Year Plan period that could have a significant impact on strategies, funding, student charges, or current square footage. Do not include projects for which construction (not planning) funding has been appropriated.

RESPONSE:

Academic Innovation Center: The Academic Innovation Center expands and transforms the current building that houses the library into a modern tool for fostering educational innovation; provides a combination of new and renewed space, totaling 23,478 ft², for study and collaboration; and serves as a unique cultural center that inspires, supports, and contextualizes student learning. This flexible, high tech space will facilitate connected learning for a networked world through faculty development, student engagement, communities of practice, and technology-enhanced active learning. The Academic Innovation Center provides the engine and the physical hub for the implementation of GPS@RBC and the long-term success of students.

Requested amount: \$14,200,000

Section G. Restructuring: Provide information about any plans your institution has to seek an increased level of authority, relief from administrative or operational requirements, or renegotiation of existing management agreements.

RESPONSE:

It is the intent of Richard Bland College to pursue Tier 2 status to relieve the institution of the burden of resources necessary to comply with restrictions in Information Technology and Procurement functions that come with the designation of Tier 1.

Section H. Performance Pilots (optional):

For this topic, any institution that wishes to include a Performance Pilot and provided notification by April 1 to relevant parties, should select one or more of the strategies presented in the institution's Academic and Financial plan (PART 3) and General Fund Request (PART 4) that

constitute(s) "one innovative proposal" as defined in subsection F of § 23.1-306. Describe the proposal, the proposed performance measures and the requested authority or support from the Commonwealth.

RESPONSE:

No response provided for Section H.

Section I. Evaluation of Previous Six-Year Plan: Briefly summarize progress made in strategies identified in your institution's previous six-year plan. Note how additional general fund support and reallocations were used to further the strategies.

RESPONSE:

*Exceptional Student Experience (ESE@RBC) Program Drives
Retention and College Readiness*

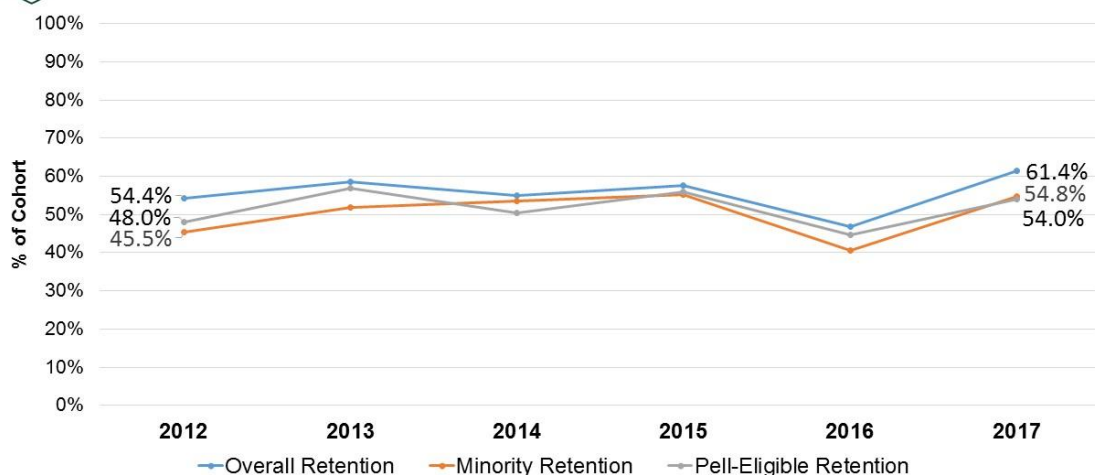
Since 2012, the College has increased its 3-year average retention rate for first-time degree-seeking students. The three-year average Fall-to-Fall retention rate increased from 52.0% to 55.5% (ending with the 2015 cohort), and the three-year average Fall-to-Spring retention increased from 78.0% to 86.1%. The percentage of students on probation or suspension has also decreased, from 19% in Fall 2012 to 11% in Spring 2018.

An original intent of predictive data acquired from student applications was early intervention in the summer months, but excessively lean management of the ESE process and changes to the orientation program led to the intervention becoming more reactive than proactive. Also, due to rolling admissions with multiple student orientations and placement testing running through August, the task of being proactive is complicated. Despite this, the use of predictive analytics, LMs and intervention strategies has had dramatic effects on retention. Fall-to-fall retention rates (first time students, graduates excluded) jumped from 46.8% in 2016-17 to 61.4% in 2017-18.

Retention of minority and Pell-eligible students has improved over 2012 levels, as shown in the figure below.



Fall-to-Fall Retention of Minority, Pell-Eligible, and Total Students: First-Time Students



From Banner

At RBC, over a third of students are the first in their family to go to college, which means they may need additional support to transition from high school to the college culture. To address the challenges that accompany transitioning from high school to college, RBC Faculty created the college's First Year Experience (ESE 101) course, which is required of new-to-college freshman.

ESE 101 courses are taught by a variety of faculty members from many different disciplines. Faculty all teach the same skills, but they do so within the framework of a course topic that aligns with their field of expertise. The diversity of topics appeals to individual student interests, and students have the flexibility to select a course topic that is of interest to them.

ESE 101 focuses on five general topics/skill sets, with the following learning outcomes:

- Communication: Students will demonstrate competency in oral, written, and interpersonal communication, and will engage in effective conflict resolution strategies.
- Curiosity: Students will effectively use critical thinking in problem solving, reasoning, analysis, interpretation, and synthesizing information.
- Wellness: Students will demonstrate growth in the area of self-management using skills necessary to lead emotionally, physically, and fiscally healthy lives.
- Literacy: Students will develop information, communication, media, and internet literacy as members of a global community.
- Leadership: Students will acquire leadership skills necessary to engage effectively in contemporary life with a sense of teamwork, collaboration, and cooperation within and beyond the classroom

In Fall 2016, 92% of students rated the ESE 101 course as “excellent,” and students assessed their top course gains as:

- Having opportunities for leadership
- Making connections with other students
- Reflection and learning that challenged their current thinking
- Review of diverse course materials
- Instructor feedback and assistance which enabled learning

In the Fall 2017 ESE 101 Pre-Test, students self-assessed their strengths as:

- Having a GPA goal
- Having a transfer school in mind
- Knowing their strengths and weaknesses
- Knowing where to go on campus to find the help they need

In the Fall 2017 ESE 101 Post-Test, students self-assessed their strengths as:

- Actively participate in class
- Have effective study skills
- Able to develop timelines for projects
- Written Communication
- Developing personal relationships with instructors
- Oral Communication
- Having full knowledge of the college's Honor Code

Promise Scholars

The Promise Scholars program, a joint initiative between Richard Bland College and The College of William & Mary, is designed to reduce financial barriers for high-ability, Virginia residents who are PELL eligible. This innovative program is designed to ease transfer from RBC to W&M for high-ability, Virginia residents who are eligible for a Pell Grant. The Promise Scholars Program provides W&M First Year Experience courses at RBC, scholarship funds, guaranteed housing, peer-to-peer support, and mentorship to eligible students who have committed to transferring to W&M. One W&M faculty member travels to RBC's campus to teach one general education course each semester of the sophomore year, giving students the opportunity to experience W&M while at RBC.

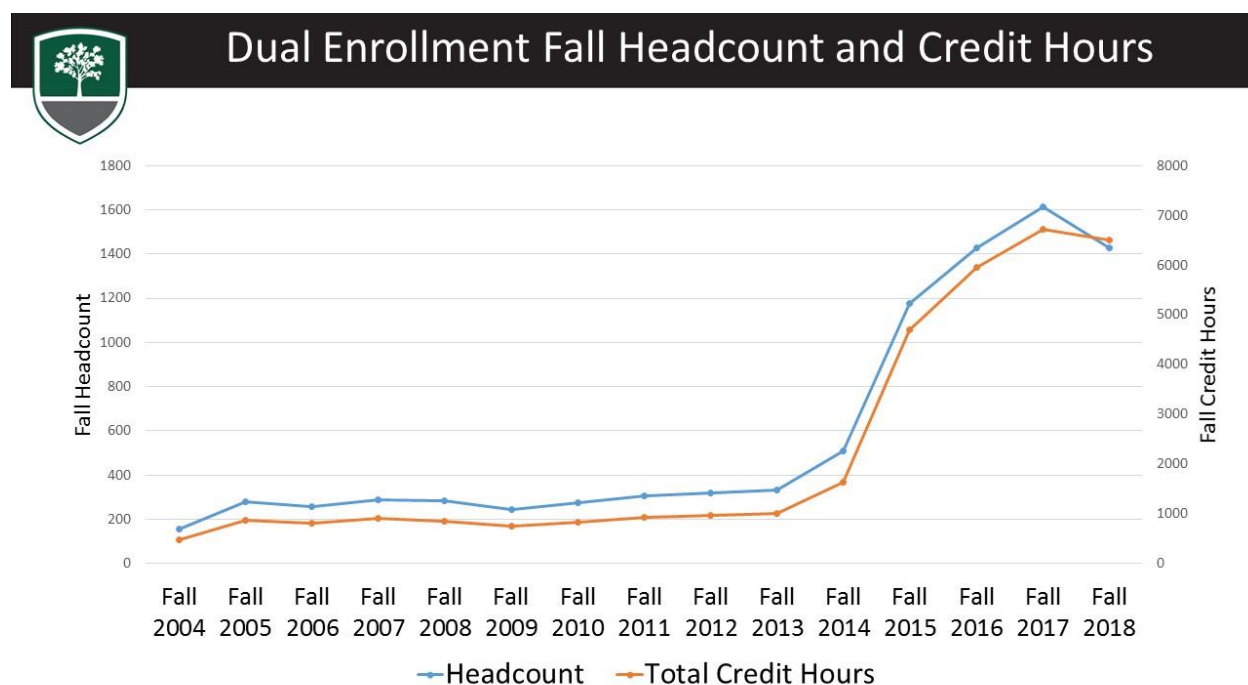
RBC recruits incoming freshmen to be provisionally accepted as Promise Scholars candidates. A select 15 rising sophomores who have achieved academic excellence and proven their commitment to leadership and public service become Promise Scholars each year. The first freshmen and sophomore Promise Scholars cohorts were selected in Fall 2018.

The RBC Foundation established The Promise Scholarship, which provides financial assistance as part of the wrap-around support necessary to ensure that students are successful at RBC and after transferring to W&M. A \$1 million dollar donation was secured to create an endowment to

fund Promise scholarships at RBC. This endowment will be used for scholarships for the Promise Scholars program in perpetuity.

Increased Dual Enrollment Presence Across the Commonwealth

The figure below shows the tremendous increase in RBC's dual enrollment program since the implementation of RBC-19. Increases in course offerings to local dual enrollment partners, combined with establishing a dual enrollment presence in areas at a greater distance from the college (including high schools in Northern Virginia), were primarily responsible for the success of this initiative.



Focus on Degrees Earned and Student Transfer

Although the College is primarily a transfer institution, all courses offered by RBC are designed to be university-parallel, and all courses fit into the general education plan for the college's four-year transfer partners. The college now maintains 35+ transfer agreements with other colleges and universities. Since the start of RBC-19, ten of these agreements are new, including five guaranteed admission agreements, two new program-to-program transfer agreement, two art transfer agreements, one new memorandum of understanding, and two honors program transfer agreements.

Creating a Culture of Academic Assessment

In 2014, Richard Bland College submitted its five-year interim report to its accreditation agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The College was notified in early 2015 of the Commission's request to submit a referral report to address deficiencies noted by the Commission. The College was placed on monitoring in 2016

for the standard relating to assessment of student learning outcomes. Subsequently, RBC submitted two monitoring reports: one in 2016 and one in 2017.

The 2017 monitoring report contained strong evidence of the College's commitment to and compliance with the requirements of the standard. Following the Commission's review of the 2017 monitoring report, RBC was released from monitoring in December 2017, reflecting the Commission's confidence that RBC identifies and assesses learning outcomes, provides evidence of seeking improvement, and even provides evidence of improvements that have been realized. The 2019 decennial review affirmed compliance with all student learning outcomes standards established by SACSCOC.

Section J. Economic Development Annual Report (Due October 1):

Describe the institution's contributions to stimulate the economic development of the Commonwealth and/or area in which the institution is located. If applicable, the information should include:

1. University-led or public-private partnerships in real estate and/or community redevelopment.
2. State industries to which the institution's research efforts have direct relevance.
3. High-impact programs designed to meet the needs of local families, community partners, and businesses.
4. Business management/consulting assistance.

RESPONSE:

Economic Impact

Richard Bland College of William & Mary is located in the Petersburg community, and more than 90% of its student body resides in the tri-cities region. The city of Petersburg has one of the highest unemployment rates, the lowest health ranking, and one of the poorest performing school systems in the Commonwealth. All (100%) Petersburg students qualify for the free lunch program. The City has been financially unstable and deep in debt for more than a decade. The median household income is approximately \$33,000. The largest industries are health care and social assistance. With Petersburg as the center city for the region, bordering localities (excluding Chesterfield County) are experiencing economic depression.

Richard Bland College is an important economic driver for the region. A Weldon Cooper Center report estimates the following RBC expenditures in FY17:

- Employment Effect – 255 positions;
- \$14M State GDP & \$1M State Revenues, and
- Human Capital Improvements Value - \$7M GDP and \$1M State Tax Revenue.

Richard Bland College's total economic contribution equals \$21 million in GDP and State Tax revenues.