



Richard Bland College
of WILLIAM & MARY

2014-2019 Strategic Plan - RBC-19
Summary Report
September, 2019

Context

In 2012, the Board of Visitors of the College of William & Mary hired Dr. Debbie L. Sydow as the 4th President of Richard Bland College. A proven transformational leader, President Sydow was hired with a mandate from the Board to oversee a comprehensive structural and systemic overhaul of the College. An overarching goal was to ensure the institution's alignment with goals established by the Governor and the General Assembly for the Commonwealth's public colleges and universities, ensuring that this anomalous two-year, residential, selective college in Virginia would be relevant and sustainable over time.

Strategic Planning Process

An expert planning consultant was hired to guide strategic plan development in 2012, working closely with the president and the Director of Institutional Effectiveness. As a component of the strategic planning development process, a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis was utilized to help frame and describe environmental conditions impacting the college.

In addition to the SWOT analysis, data about current conditions and trends in higher education, both nationally and in Virginia, and data concerning the college's key performance metrics, e.g., enrollment, graduation and completion, tuition and fees, etc., were compiled and presented in various ways to a cross-section of college stakeholders to stimulate informed responses and feedback. To ensure broad-based input and, more importantly, to gain diverse perspectives about the College's purpose and its promise to multiple stakeholders, a series of strategic planning forums were held in October and November 2012 with students, alumni, faculty and staff, retirees, board members, community members, local high schools and parents, businesses, and other stakeholders as part of the development process.

The culmination of this year-long comprehensive strategic planning initiative was the development of a five-year strategic plan, dubbed "RBC-19." RBC-19 was approved by the Board of Visitors in April 2013.

RBC-19 included modifications to Richard Bland College's mission, vision, and values. Updated mission, vision and values statements reveal a new focus on innovative and entrepreneurial programs, increased diversity, an enhanced student profile, and academic and instructional quality improvements:



Mission:

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.

Vision:

As an extension of William & Mary, 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.

Values:

- Integrity and honesty
- Exploration and discovery
- Student and faculty engagement
- Diversity and openness
- Innovation
- Shared responsibility for student success

RBC-19: Summary of Goals and Objectives

RBC-19 serves to support the College's mission, vision, and values, and it is focused on student success. The three tenets of RBC-19

are: Students, Programs & Delivery, and Operations & Resources. The Plan lays out a specific goal in each of these three key areas, and within each goal are several strategic initiatives and tactics designed to facilitate goal completion. A summary of these goals and targeted objectives is provided below. At the center of each goal was an increase in data-driven decisions given the College's relative lack of institutional data prior to the implementation of RBC-19.

I. Students

Goal: To achieve an enrollment target of 2,000 students

1. Manage strategic enrollment growth
2. Inspire learning through innovative teaching and support methodologies
3. Create a research-based, comprehensive first-year learning experience
4. Improve retention, graduation, and transfer rates

II. Programs and Delivery

Goal: To be optimally responsive to documented market demand

1. Optimize portfolio of academic program offerings
2. Deliver education solutions in response to market demand
3. Utilize new and innovative solutions in higher education instruction, academic support and management
4. Optimize delivery of courses and programs

III. Operations and Resources

Goal: To establish and maintain a high performance organization and ensure financial and environmental sustainability

1. Create financial and sustainability master plans
2. Identify performance-related data to drive quality and continuous improvement
3. Develop and implement revenue enhancement plans
4. Deploy resources in support of the mission, vision, and strategic goals

The remainder of this report highlights institutional successes and improvements that resulted from the implementation of RBC-19 across three foci: students, programs and delivery, and operations and resources.

STUDENTS

Enrollment and Student Profile

With its mission in mind, a strategic effort to provide improved academic and student support programs, services, and activities that appropriately prepare students for university transfer was made. A wide range of academic services, programs, and activities that promote the academic success of RBC's students has been implemented since 2013, including:

- Academic and Student Support Services
 - ESE@RBC
 - One-Stop Student Success Center
 - Global Student Success Center
- Academic and Student Support Programs
 - Honors Program
 - Promise Scholars Program
 - First Year Experience (ESE 101) and Second Year Experience (ESE 102)
 - Athletics
 - Aspire Living-Learning Community
 - Online Course and Program Expansion

Exceptional Student Experience @ Richard Bland College (ESE@RBC)

In 2016, RBC launched the Exceptional Student Experience (ESE@RBC) in support of its bold aspirational vision of 100% student success. Imagined as a GPS for students, ESE utilizes predictive analytics to deliver personalized academic and personal support for each student. ESE@RBC utilizes a "one-size-fits-one" approach to keep students on track to graduation. Each student is given a single point of contact: the Learner Mentor. Learner Mentors are responsible for the outcomes of each student in their case load. At the core of the ESE@RBC project is a focus on customized, one-to-one advising and support that increases engagement and academic achievement.

The ESE@RBC program is designed to provide wrap-around support throughout the student lifecycle. Incoming students at RBC take a placement test to determine their skill level in mathematics and English. Guidance Practitioners administer a brief survey to determine students' academic, transfer, and career goals. Students are then given pre-set schedules for their first semester, ensuring that they are not taking classes they do not need or that will not count toward their degree/transfer path. Next students are paired with a Learner Mentor to serve as a single point of contact for that student from orientation to graduation. ESE@RBC is the centerpiece of the College's student retention and support program.

Learner Mentors proactively help students to discover and achieve their transfer, major, and career goals. By creating a productive and reliable relationship with the student, the Learner Mentor is able to help students develop an individualized academic plan. Student progress is carefully monitored throughout their time at RBC using predictive analytics and early alert systems. Intervention strategies are tailored to students' needs based on available data, faculty and staff input, and face-to-face meetings with the Learner Mentors.

Each Learner Mentor (LM) monitors multiple data sources for each student in their case load to determine what types of intervention (if any) may be necessary. Identified risk factors include: first generation college student, attendance, low socioeconomic background, incoming high school GPA, and others. Data monitored by the LMs include the student's propensity to drop (with 70% accuracy), the number of risk factors, the student's current academic performance, and the number and type of interventions the student has received to date. Professors are also able to contribute information regarding student performance by entering notes and activating alerts directly into Dropout Detective, a software interface in the learning management system that is able to analyze a student's risk of failure or withdrawal from a course. LMs review all of this data and develop a communications plan for each student based on his or her individual risk level. Students with the lowest risk are contacted for traditional advising and support, while LMs are much more proactive with students who present greater risk factors.

A comprehensive, data-informed review of the first phase of ESE@RBC (2016-19) revealed multiple successes and opportunities for improvement. The findings and recommendations of this review will guide the next phase of ESE@RBC going into the next five-year planning cycle, and it is expected that the program will continue to evolve in response to new discoveries.

First Year Experience

Forty four percent (44%) of RBC students are the first in their family to go to college. These students often need additional support to transition from high school to college. To address these challenges, a research-based First Year Experience program was created, including the ESE 101 course.

ESE 101 courses are taught by faculty members from different disciplines with support from LMs. Faculty all teach the same skills, but 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 speaks 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 the fall of 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:

- Active participation in class
- Effective study skills
- Ability to develop timelines for projects
- Written Communication
- Development of personal relationships with instructors
- Oral Communication
- Knowledge of the College Honor Code

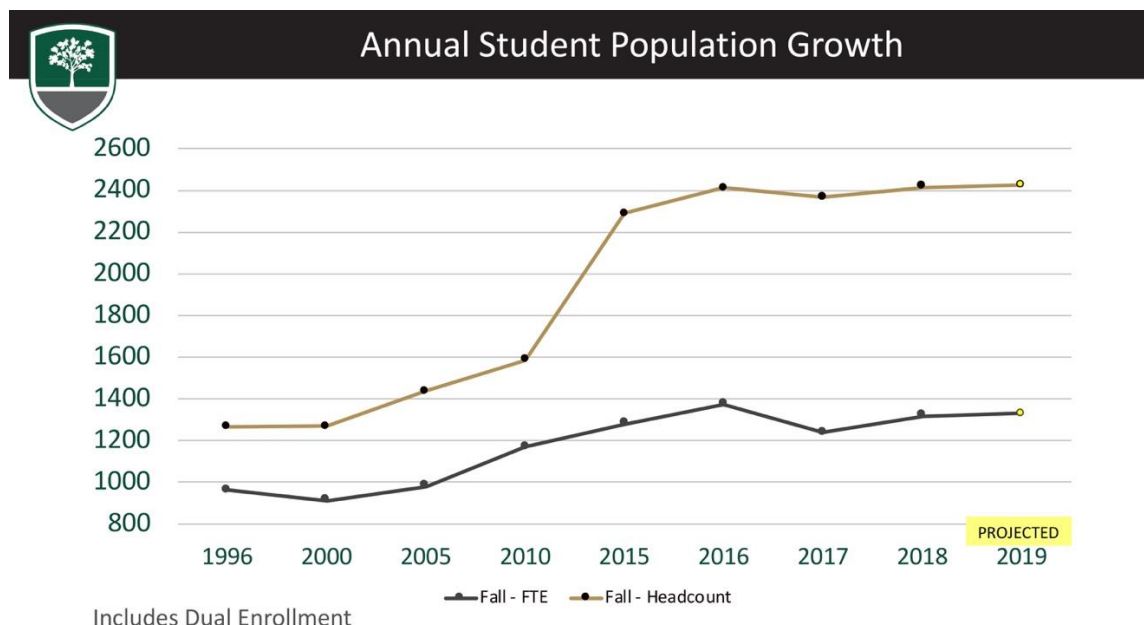
Statesman Athletics Resurrected

In 2013, RBC reinstituted intercollegiate athletics following a 20-year hiatus. An athletic director was hired to build the program from the ground up, and he achieved remarkable success. Today there are three women’s sports (soccer, softball, and volleyball)

and two men's sports (basketball and soccer). Statesman teams have secured a national championship in basketball (NJCAA Division II; 2015) and regional championships in softball (Region X; 2014, 2015), volleyball (Region X; 2018), and men's soccer (Region X; 2016).

Statesman Athletics Resurrected

A primary component of RBC-19 was the development of a strategic approach to enrollment management with a focus on diversifying the student population, and ensuring that the college is attracting and recruiting students who are a good fit and, therefore, are likely to be successful. As shown in the chart below, RBC now leads all Virginia higher education institutions in enrollment growth over the last five years.



A few of the noteworthy components of RBC's Strategic Enrollment Management (SEM) plan that were implemented to achieve this goal include:

- Increasing partnerships with Virginia high schools to offer dual enrollment
- Developing an Honors Program
- Reinstating intercollegiate athletics and recruiting athletes
- Partnering with NAVITAS and development of the RBC Global Student Success Program (GSSP) to increase the international student population
- Restructuring the admissions operation and improving marketing both within and outside of Central Virginia
- Designing Thematic Housing (CHOICE and ASPIRE)
 - The figure below provides information on two of RBC's recent initiatives: the CHOICE and ASPIRE programs.

The C.H.O.I.C.E: A Collaborative Community

"Creating Helpful Opportunities in the College Environment"

The C.H.O.I.C.E is a residential community located in Freedom Hall that is designed for first year students who are committed to excelling while in college. The C.H.O.I.C.E community is focused on college readiness, collaborative support, academics, and growth.

Mission

The C.H.O.I.C.E seeks to encourage and support a living environment that guides first year students who are committed to excelling while in college through intentional programming, academics, and 1-2-1 mentorship.

Goal

To support students through the various speed bumps that may arise and to expose students to the true essence of collaborative support.

Purpose

To create an interpersonal environment that supports the growth of first year students through interdisciplinary curriculum dedicated to student success.

MENTORING

The purpose of mentoring is to allow students to have 1-2-1 interactions with various individuals across the campus community to begin beneficial relationships that will assist in their college success.

INTERDISCIPLINARY CURRICULUM

This curriculum is aimed to assist first year students in the transition from high school to college. Through programming and other enrichment activities students will be given the opportunity to learn the necessary social skills needed to provide them the support they need towards their academic growth.

ACADEMIC PREPARATION

Students will be provided collaborative support to achieve their academic goals. The interactions that they will have with various faculty and staff during programming, study hall sessions, and their living environment will provide them the opportunity to be prepared to achieve the various goals they have academically.

The ASPIRE Living Community

The ASPIRE living community is a Residence Life focused community designed for residential honor students. Our community is driven by a program model comprised of (3) components; mentorship, personal development, & academic excellence.

MENTORSHIP PROGRAMS

These programs are aimed at providing students 1-2-1 contact with hall staff that will enable them to form a developmental relationship. Activities may include lunch dates, office meetings, classroom visitations, and mediation sessions.

DEVELOPMENTAL PROGRAMS

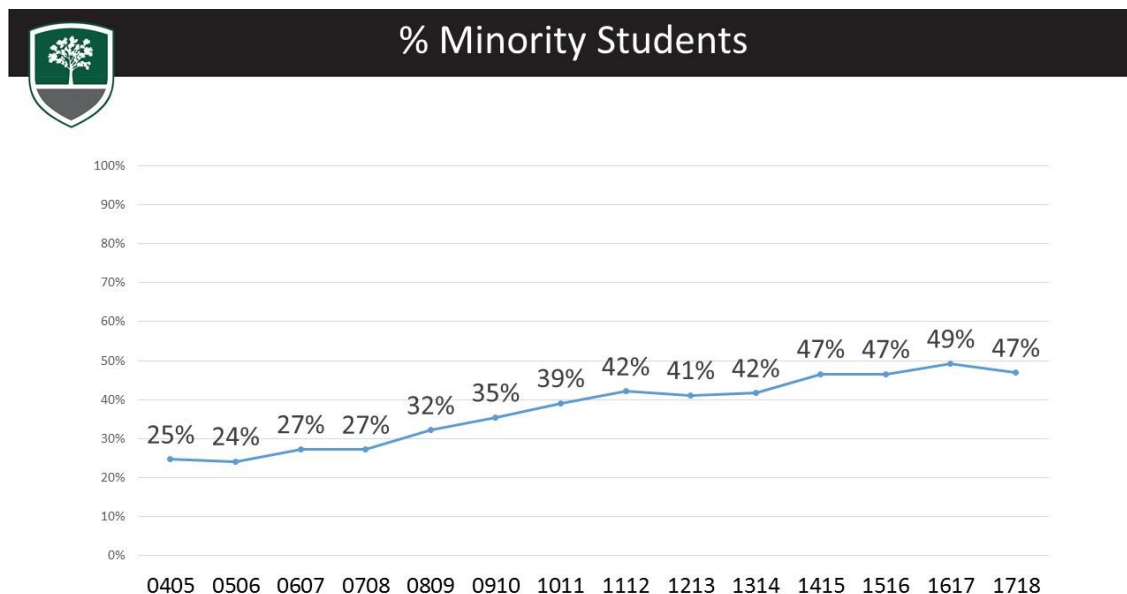
These programs are aimed at helping to transition students into college life and broaden their horizon. They are also designed to offer students the necessary life skill building that will supplement the academic learning they receive in the classroom.

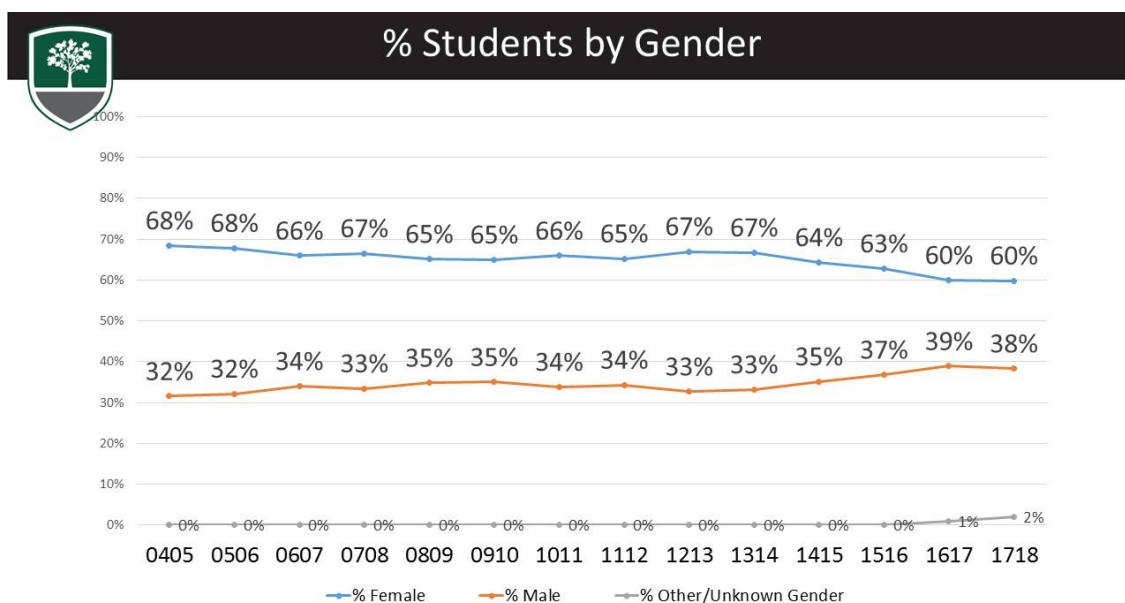
SERVICE LEARNING PROGRAMS

These programs will introduce students to the service profession. Students will be required to complete 25 hours of service per semester. Students can also expect to participate in various service learning projects around the campus and surrounding community.

Enrollment Profile

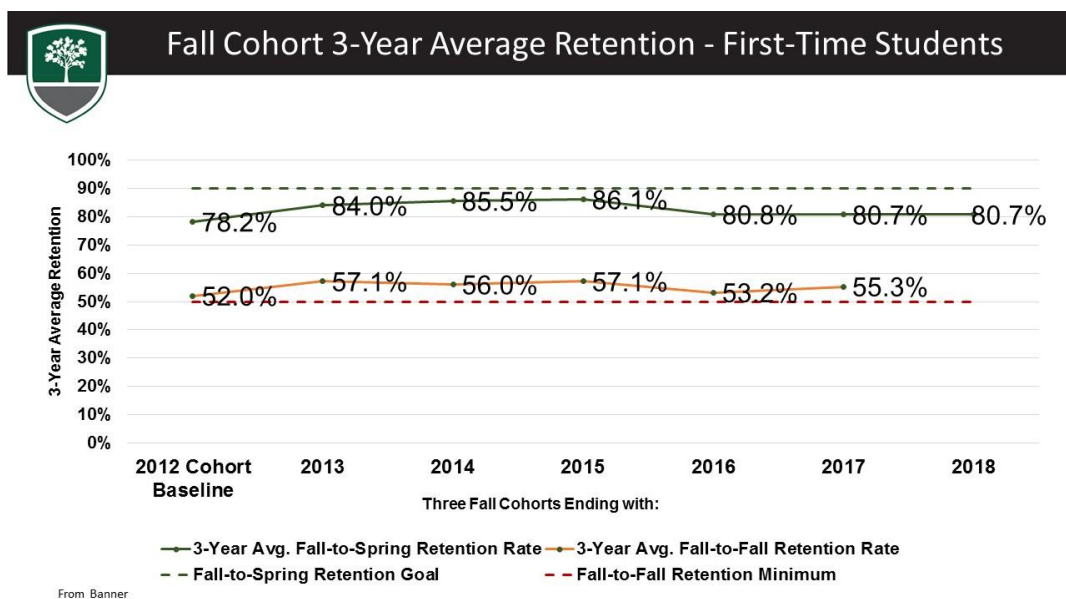
The RBC student population is increasingly diverse by design. Diversity at a small college ensures a rich and robust learning environment for all students. The charts below summarize the composition of student population by minority status and by gender.



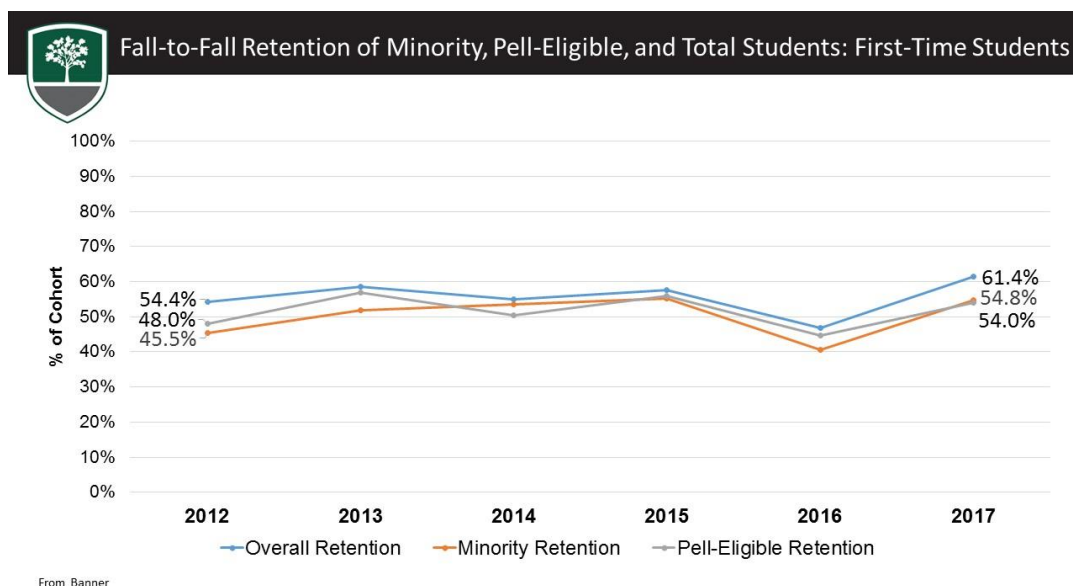


Retention

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.



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



Persistence

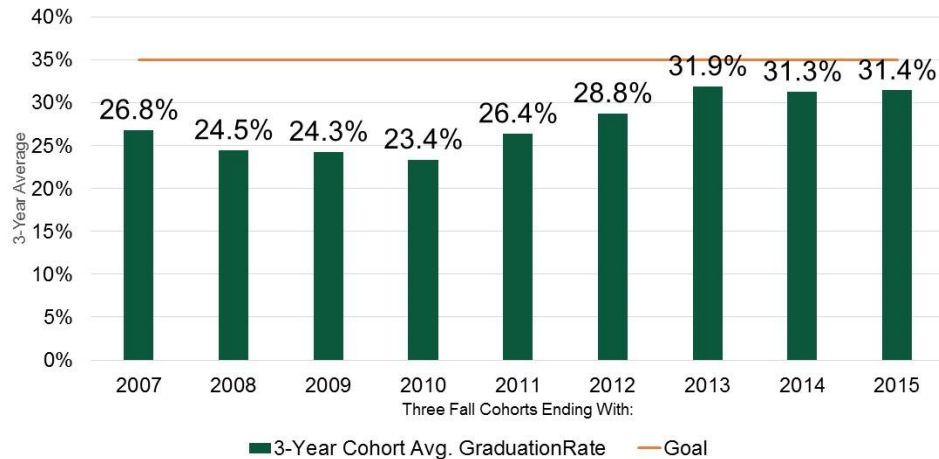
Persistence measures the student's ultimate academic outcome and preparation for transfer. Persistence is calculated as the percentage of Fall Cohort First-Year students who ultimately graduated from Richard Bland College, plus the percentage who transferred to a 4-year college, plus the percentage of students still enrolled. The College relies on its own student data in identifying graduates and currently enrolled students. Transfer students are identified by processing student data (at a point late in each fall semester) through the National Student Clearinghouse.

Because preparing students for transfer to a 4-year college is central to RBC's mission, the College considers students transferring to a 4-year institution prior to graduating to be a successful outcome. The College's strategic target goal for student persistence is 55%.

The following two figures show graduation rates of RBC students who complete degrees at RBC prior to transfer (first figure) and those who complete degrees after transferring to a four-year school (second figure).



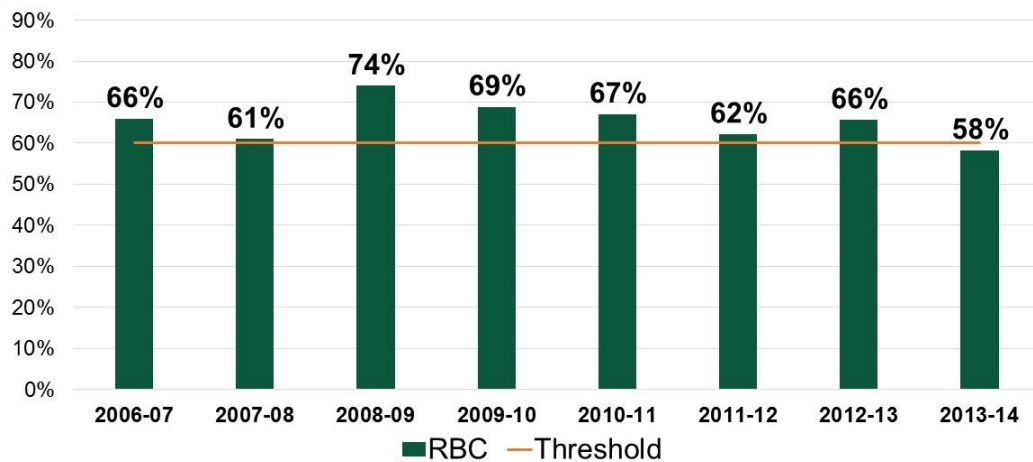
IPEDS: Three Year Average 150% Graduation Rates - Fall Cohorts 2007-2015



NOTE: Depicts graduation rates of RBC students who complete degrees at RBC prior to transfer.



SCHEV: 4-Year Completion Rates of RBC Students Transferring in Fall and Spring of Designated Year



<http://research.schev.edu/feedback/transfer/TR05.asp>

NOTE: Depicts graduation rates for those who complete degrees *after* transferring.

PROGRAMS AND DELIVERY

Promise Scholars

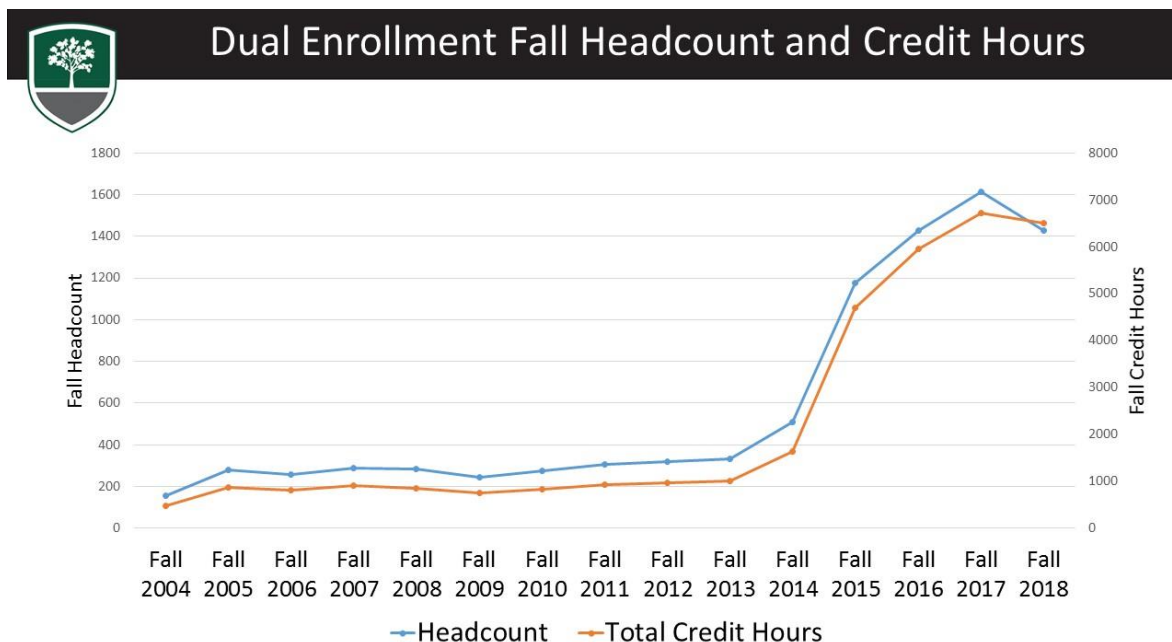
The Promise Scholars program, a joint initiative between Richard Bland College and The College of William & Mary, is designed to reduce financial barriers for high-ability Virginia residents who are PELL eligible. This innovative program makes W&M core courses available on the RBC campus. Both colleges support Promise Scholars in the form of scholarship funds, guaranteed housing, peer-to-peer support, and mentorship. One W&M faculty member travels to RBC's campus to teach one general education course each semester of the sophomore year, providing students the opportunity to experience W&M instruction while attending RBC.

RBC recruits incoming freshmen to be provisionally accepted as Promise Scholar candidates. A select 15 rising sophomores who have achieved academic excellence and proven their commitment to leadership and public service are selected to become Promise Scholars. The first freshmen and sophomore Promise Scholar cohorts were selected in fall 2018. There are currently 30 Promise Scholars, and assuming continued success, there is the possibility of increasing the total number of participants.

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. Mr. Hays Watkins, former William & Mary Rector of the Board of Visitors, and his wife, Betty, donated a leadership gift of \$1 million dollars toward an endowment to fund Promise scholarships at RBC. To date, well over 50% of the \$2.1 campaign goal has been raised.

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 at high schools in the tri-city / tri-county region, combined with the expansion of a dual enrollment presence within a 75-mile radius (including high schools in Northern Virginia) were primarily responsible for the success of this initiative.



As with all major programs initiated as part of RBC-19, dual enrollment underwent a comprehensive review in 2019. Based upon the findings, recommendations to ensure that dual enrollment both generates revenue and produces a large pool of enrollment prospects (~1,500) will be folded into the goals and objectives established in the next five-year plan.

Forging Pathways to the Baccalaureate Degree

As RBC is primarily a transfer institution, all courses are designed to be university-parallel, and all courses fit into the general education requirements for the College's four-year transfer partners. RBC offers 40+ guaranteed admission agreements with partnering colleges and universities, including a unique agreement with the Virginia Council of Independent Colleges (CICV).

Creating a Culture of Academic Assessment

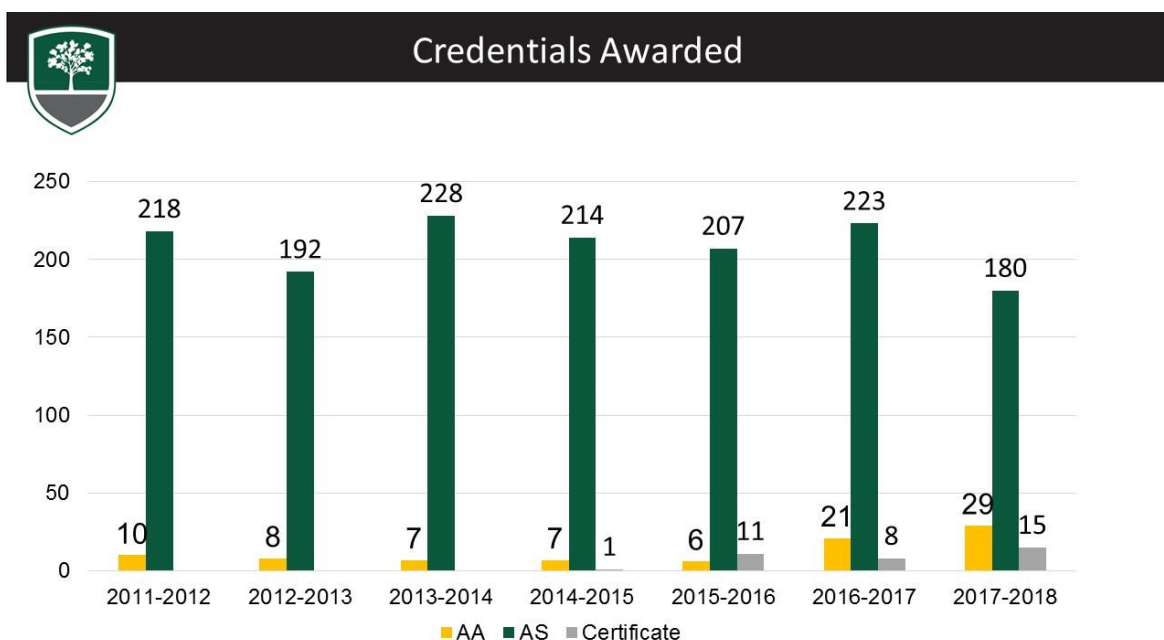
In 2014, Richard Bland College submitted its five-year interim report to its accreditation agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The College was notified in early 2015 of the Commission's request to submit a referral report to address deficiencies 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 provides evidence of improvements that have been realized.

Increased Flexibility of the AA Degree

Due to low numbers of students declaring the intent to pursue the Associate in Arts (AA) degree, the College redesigned the degree in spring 2015, making it more flexible while ensuring alignment of the degree with the offerings of transfer partners. Since the redesign, the number of students obtaining the AA have increased annually, as shown below.

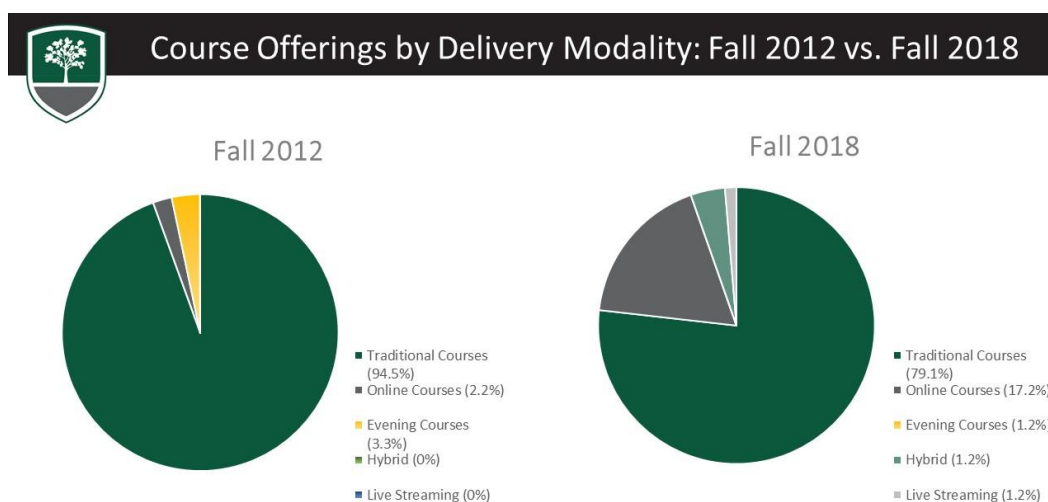


Certificate Program Offerings

The College has added a number of certificate programs, including certificates in Equine Therapy, Communications, and Logistics & Project Management. The availability of these stackable credentials has driven an increase in credentials awarded, as shown in the figure above.

Instructional Delivery Modes

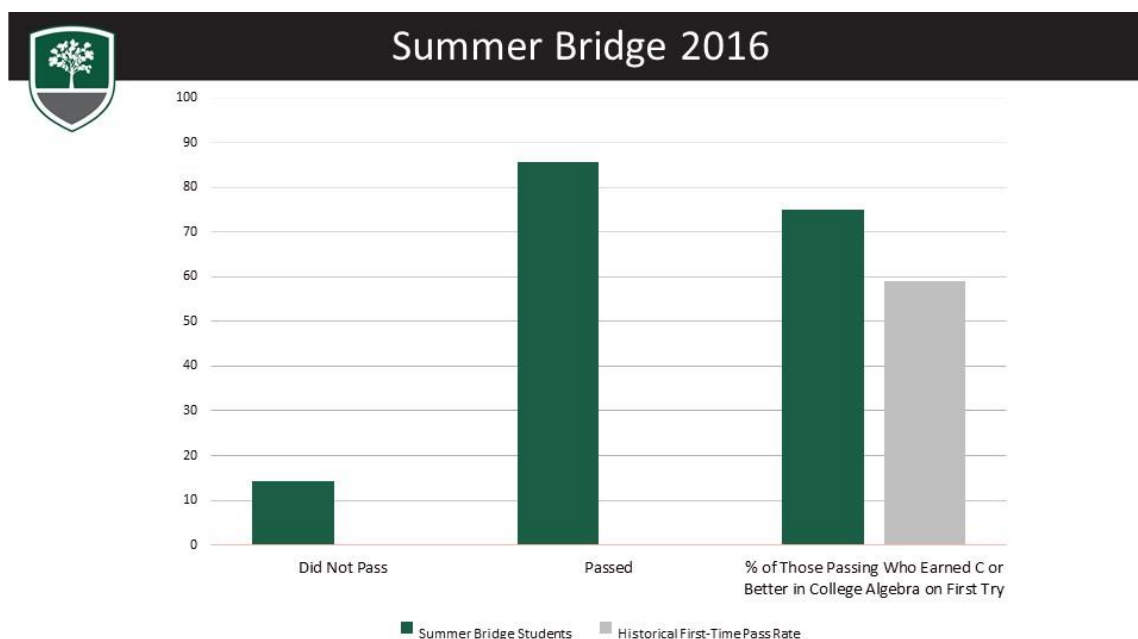
The College has responded to market demand and the increasing need for flexible course offerings. The figures below show proportions of RBC courses by instructional delivery modality for fall 2012 and fall 2018. These data exclude dual-enrollment course offerings.



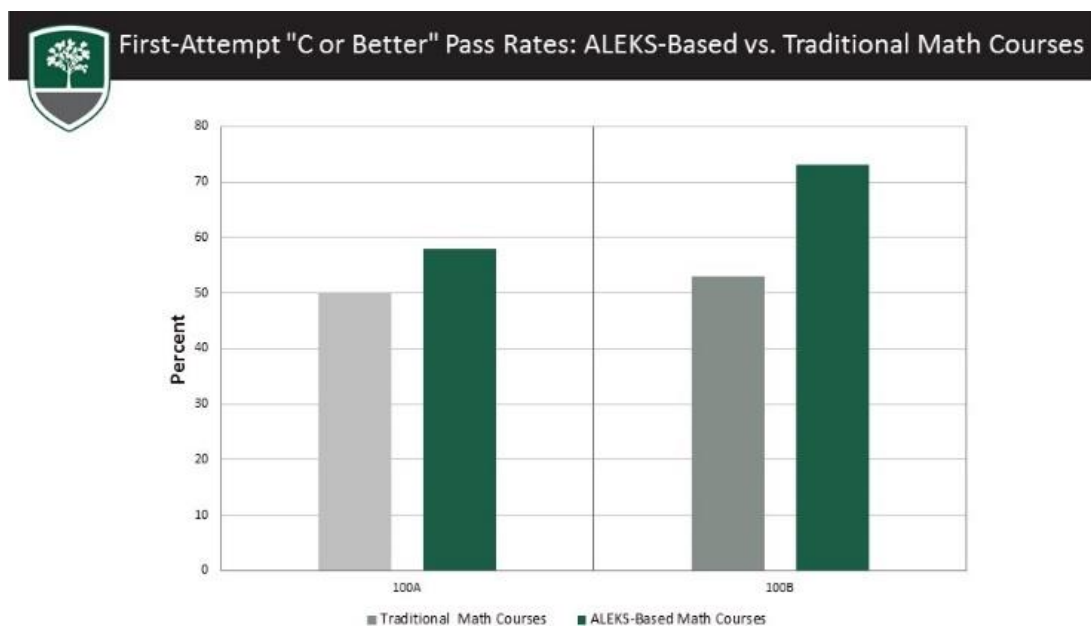
Innovation in Instructional Delivery Methodologies

Nationwide, first-time pass rates for students taking developmental math courses in higher education are very low. Passing developmental and gateway (college algebra) math courses represents a significant barrier to graduation. In response to this systemic issue in mathematics education, beginning in spring 2016, RBC conducted a pilot project utilizing ALEKS for teaching developmental mathematics. ALEKS is an adaptive learning interface through which students are provided individualized learning pathways based on their assessed strengths and weaknesses.

A Summer Bridge Program using ALEKS in an intensive 3.5-week session was instituted in summer 2016 to provide any entering freshman who had placed into developmental mathematics and wanted to participate in the program the opportunity to move directly into college algebra. These students were followed for subsequent success in college algebra in the fall 2016 semester immediately after completion of the Bridge Program. Notably, 75% of students who passed the Summer Bridge Program also passed college algebra on their first attempt, as compared with the historical first-time pass rate of 59% at the college. These results are shown in the figure below.



Further analysis of data to determine the effectiveness of this program-level paradigm shift in developmental mathematics education demonstrates that at the developmental mathematics level, ALEKS-based developmental math courses have higher first-time pass rates than traditional courses, as shown in the left figure below.



The RBC Math Faculty were awarded a \$10,000 Digital Learning Innovation Award by the Online

Learning Consortium for their work with adaptive learning and developmental mathematics. Given the promising results and the significant impact of adaptive learning technology on student success in math, Richard Bland College also piloted a partnership with Acrobatiq, a higher education software-driven solution that provides adaptive learning instruction in a variety of other subjects, including history, economics, and chemistry.

Alternative Spring Break

To advance student engagement and service learning goals, in spring 2017 and every year since, students from RBC and Virginia State University partnered on an “alternative spring break” service learning trip to Hobcaw Barony, South Carolina. While there, students cleared trails, restored historic sites, and learned about the ecology of the area and the incredible histories of the people who lived there.

The alternative spring break provides the opportunity for students to discover historic areas and cultures. Students stay at the Baruch Institute at Hobcaw Barony, a 17,000-acre preserve comprised of eight historic rice plantations. Professors from Clemson University and the University of South Carolina provide students with facility tours of the marine and wetlands/forestry labs. Students explore the historic grounds of the barony that featured a slave village that was inhabited until the 1960s.

On a historic river boat tour on the Pee Dee and Waccamaw Rivers, students learn about local plantations and discover how urbanization has changed some areas while leaving other locations still inhabited by founding families. At the Hampton Plantation, the spring 2017 students cleared trails that were established in the 1920s, but had been abandoned since the 1970s. When the students arrived, only one garden trail was accessible, but the group successfully cleared six new trails, a task Park Rangers said would have taken a year to complete without the volunteer effort.

Experiential Learning in West Virginia

Each summer since 2016, RBC has offered students the opportunity to participate in an experiential learning Stream Ecosystem Assessment course. The course starts in the classroom where students learn various sampling methods and look at the physical, chemical, and biological aspects of streams. The class then moves into the outdoors where students embark on a week-long trip to the hills of West Virginia. There students meet with state and federal agencies, non-profit groups, and public stakeholders, and they work together to collect data from the local streams using methods learned in class. The course culminates in a student presentation to the College and public that focuses on their experience and what they learned.

OPERATIONS & RESOURCES**Creating a Culture of Assessment**

Due to its small size, limited resources, and intense focus on efficiency, the college adopted a highly integrated institutional effectiveness model that emphasizes an iterative, data-informed, plan-driven process. Making informed decisions based on strategic priorities and allocating resources—fiscal, physical and human—in direct support of strategic goals and objectives is a fundamental component of the process, as is having in place an organizational structure that directly contributes to ongoing assessment and continuous improvement. Change was disruptive in the early years of the transformation, as deep-level organizational realignment was underway—including organizational realignment, the introduction of shared governance, institutional brand identification, strategic enrollment management, the introduction of standard business processes and practices across operations, and policy development. With foundational infrastructures and systems, as well as standard business operations now in place, the highly integrative institutional effectiveness process aligns with General Assembly guidelines for higher education, the State Council for Higher Education’s strategic plan and Six-Year Planning process, and SACSCOC standards. Organizationally, President’s Council and three broadly representative college committees—Institutional Effectiveness, Student Experience and Success, and Finance and Operations—along with the Faculty Assembly and its committees, perform an important role in shared governance and institutional effectiveness. All engage in planning, assessment and continuous improvement relative to institutional goals and priorities.

Although the development of an effective strategic planning process was imperfect and its evolution mirrors the disruptive change that has taken place over the last five years, today the College employs an intentional, well-designed institutional effectiveness (IE) model and manages it through a robust strategic planning system. Planning is ongoing, comprehensive, integrated, and research-based. The College’s IE process informs a comprehensive set of planning strategies for achieving the mission, and measurable outcomes for assessing progress toward strategic goals and objectives. The extent to which goals and outcomes have been achieved is systematically evaluated, and the results are used as input into a subsequent phase of planning, resulting in continuous institutional improvement.

Data-Driven Decision Making

As part of its focus on data-driven processes and decisions, the College committed significant resources to establish an Institutional Research department and implement the use of predictive analytics to evaluate student propensity to drop. Since 2016, the annual assessment calendar for student activities and services alone has grown to over 40 assessment projects, covering student satisfaction with college services and facilities as well measuring program effectiveness. Intentional and careful tracking of key performance indicators and other useful measures such as retention, persistence, graduation, probation, and student learning outcomes resulted in findings of

compliance in all assessment-related areas by the SACSCOC Reaffirmation Team during their decennial reaffirmation visit in October 2018.

Moving Toward Fiscal Sustainability

Since the implementation of RBC-19, the College has made tremendous progress to eliminate the fiscal deficiencies of its past through a number of carefully

considered strategic initiatives, including:

- Establishment of a self-operated dining facility that annually generates excess revenue
- Introduction of Strategic Enrollment Management focused on elevating the RBC student profile and increasing enrollment. New, target populations of students—Honors, student-athletes, out-of-area and international (the latter made possible by the addition of student housing)—have been recruited with favorable results.
- Addition of 226 beds to on-campus housing, including 76 new beds in 2018 through the re-purposing and renovation of an existing facility
- Implementation of a four-year tuition reset
 - RBC tuition was the lowest of all Virginia public colleges, even the community colleges, having increased by <1% annually for more than 20 years.
 - By increasing tuition gradually at a rate of <10% annually—while at the same time conscientiously managing elasticity and, specifically, financial aid funding for students with high financial need—the College has been able to generate a level of tuition revenue that, in part, offsets losses in state funding over time.
 - The first of the two figures below compares for RBC, the Virginia Community College System (VCCS), and Virginia 4-year institutions, the changes in in-state tuition and general fund appropriations from the Commonwealth between FY01 and FY17.
 - The first figure also shows that general funds have, over time, declined in present value at a faster rate than tuition increases have been able to make up the difference. This is particularly true for RBC, as the College was underfunded and maintained, prior to the four-year tuition reset initiative, the lowest tuition in the Commonwealth.
 - The second figure below shows the increased annual headcount and annual FTE from 2014 through 2018 and the concomitant decreases in per head appropriations from the Commonwealth that RBC has sustained.

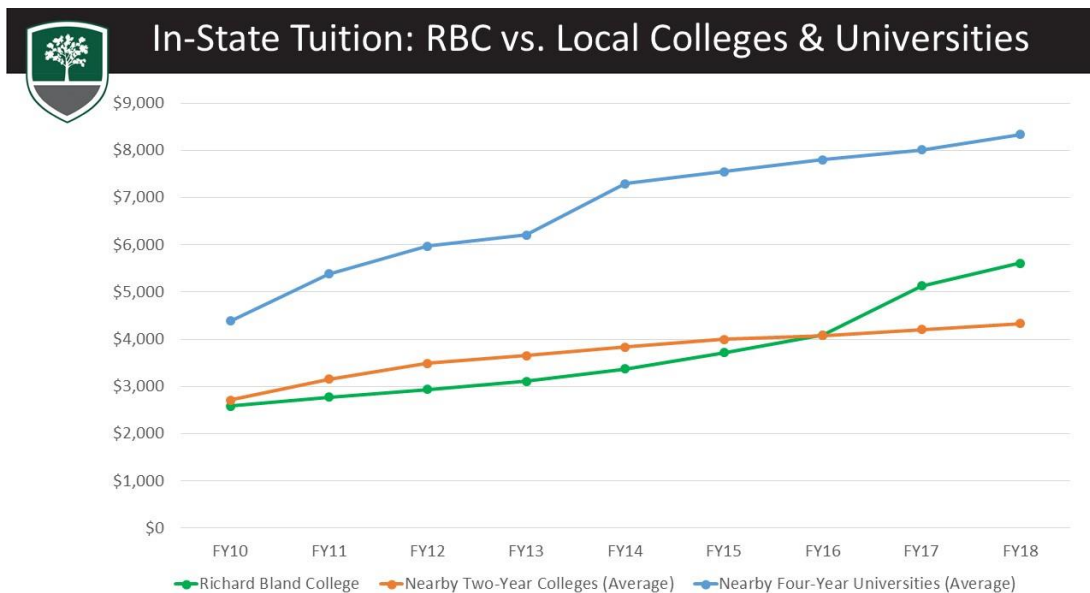
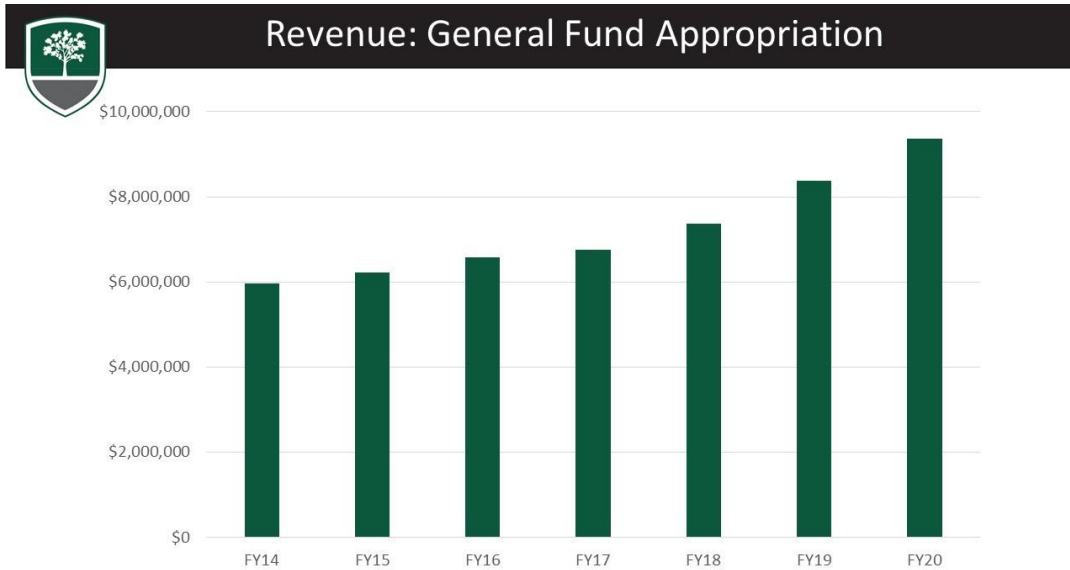
Increased Funding from the Commonwealth

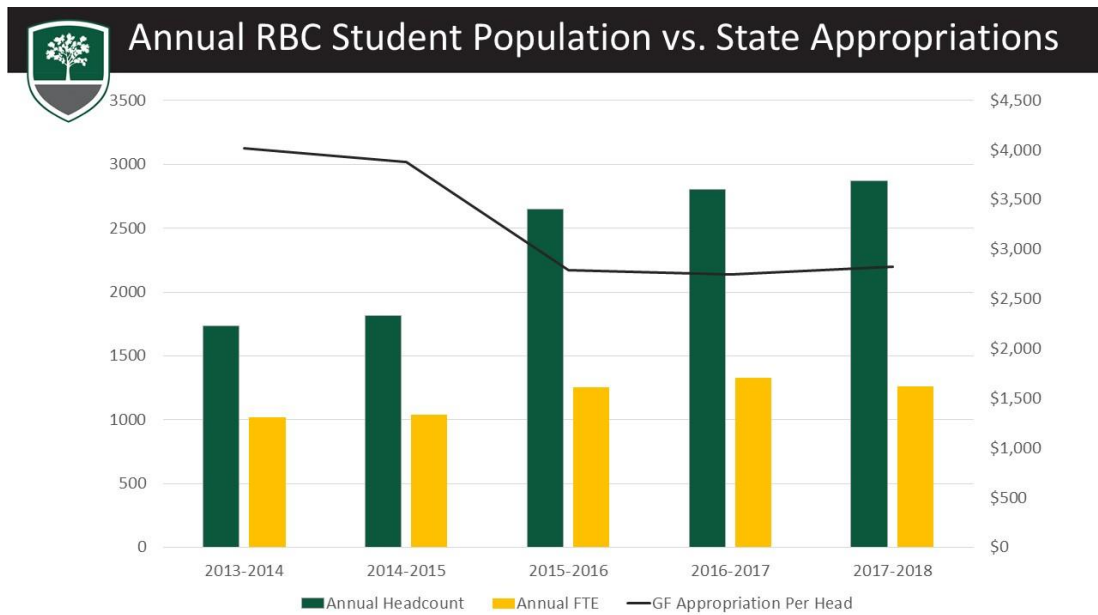
During the 2018 Virginia General Assembly session, Richard Bland College was approved to receive a total of

\$38,740,254 in funding for the 2018-2020 biennium (\$18,843,864 for FY2019 and \$19,896,390 for FY2020), which represents an increase of \$5.6 million dollars over the previous biennium total of \$33,094,424 (\$16,223,176 for FY2017 and \$16,871,248 in FY2018). Looking at state general fund support alone, the Commonwealth will have increased its support of Richard Bland by more than

57% between FY 2014, when the general fund appropriation was \$5,965,671 compared to the FY 2020 appropriated general fund amount of \$9,367,924.

Changes in General Fund Appropriations and In-State Tuition





Growth of the Alumni Database

As part of an initiative to reconnect with College alumni and community stakeholders, RBC set out to grow its alumni and community databases. There are currently 21,300 names in a relationship database and 8,555 College alumni.



Forging an Exceptional Student Success Matrix

“The Survivors in the near future of Higher Education will be institutions that are looking for innovative ways to partner with other colleges and offer a buffet of choices for obtaining a degree...” - CACUBO

RBC’s next strategic plan, titled REACH25, is designed to optimize people, programs, and processes. Changes in the business model are needed to accommodate the dynamism of the higher education landscape.

The following goals will focus strategic initiatives for this six-year plan:

1. Richard Bland College will be the best choice for motivated learners seeking credentials to support success in the global marketplace.
2. Richard Bland College will actively cultivate a responsive, diverse and engaged community of learners who thrive together in a personalized, supportive and safe environment.
3. Richard Bland College will support the success of our learning community by aggressively pursuing fiscal vitality, operational efficiency and a culture of excellence & innovation.