

# Richard Bland College

## *Future-State Visioning and Market Discussion*

July 28, 2021



Richard Bland College  
of WILLIAM & MARY



# Agenda

**1. EXECUTIVE SUMMARY AND RBC'S VISION**

**2. CORE AND ADJACENT GROWTH OPPORTUNITIES**

**3. TRANSFORMATIVE VISION / MARKET ASSESSMENT**

**4. SELECT CASE STUDIES**

**5. CONCLUSION**

# Executive Summary

In recent months, RBC has sought to refine its future state vision and identify avenues for growth and execution of that vision.

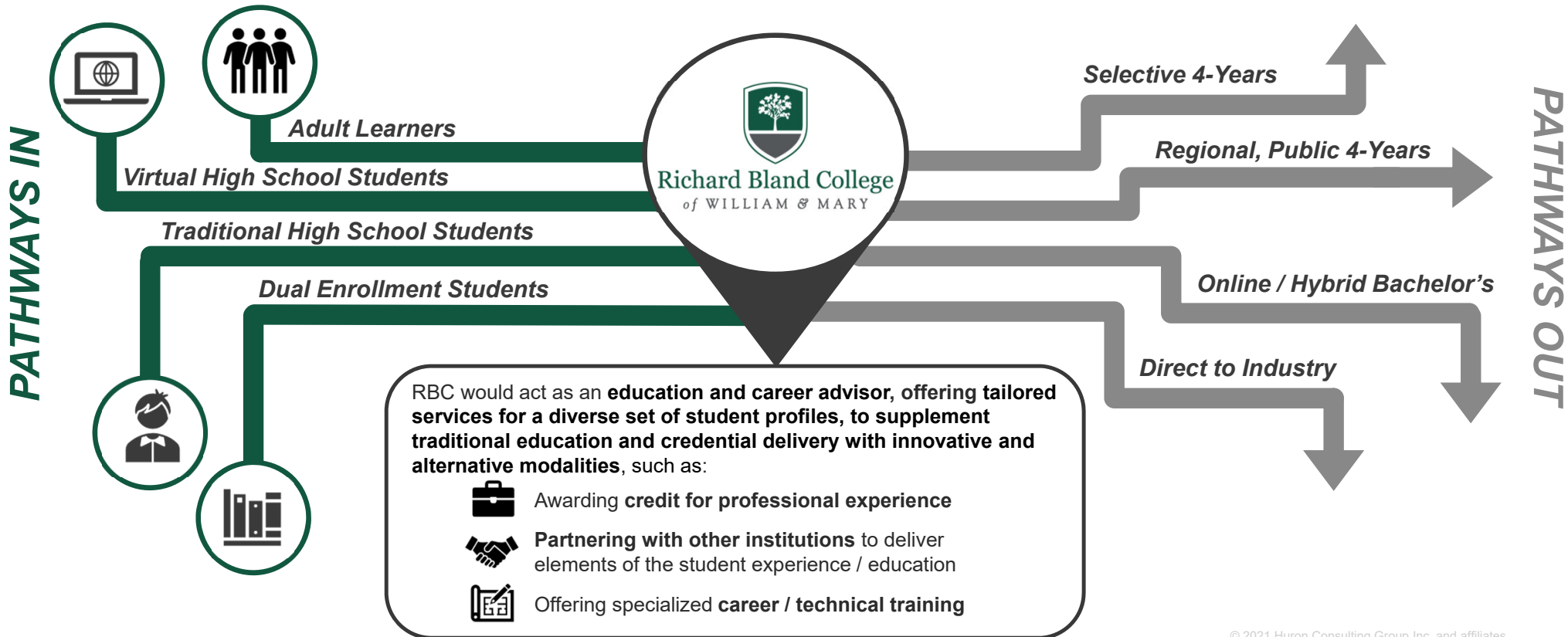
Huron understands that Richard Bland College aims to be a high-touch institution that offers tailored services to support a diverse set of students along various pathways to educational and ultimately career success. RBC will offer degrees and professional credentials in relevant and growing fields, to be delivered through innovative and nimble learning modalities.

To execute this vision, increase competitiveness, and grow enrollment, RBC intends to explore three primary avenues:

<b><i>Core</i></b>	<b>Strengthen relationships with local high schools (i.e., within 50 miles of RBC)</b> , which have traditionally provided the majority of RBC's resident student population and will likely continue to serve as an important pipeline for "traditional" associate's degree seekers
<b><i>Adjacent</i></b>	<b>Forge partnerships with virtual high schools</b> to tap into the sizable online secondary education market, which is experiencing rapid growth and is comprised of students who may be most apt to pursue an online associate's degree
<b><i>Transformative</i></b>	<b>Establish 4-year bachelor's degree programs</b> aligned with fields experiencing material job growth (i.e., largely professionally oriented), and create <b>programming for professional credentialing</b> and 2-year degrees in support of lifelong learning and career progression in these fields

# RBC in 2025

The graphic below illustrates a potential future state vision for well-defined pathways in and out of RBC, to be enabled by RBC serving as a “lifelong education and career advisor” for its diverse enrollees.



# Strengthening Traditional High School Partnerships





The table below outlines a prospective pathway into and out of RBC for a traditional high school student, as well as the high-touch student services and advising they would receive while enrolled at RBC.

	PATHWAY IN	AT RBC	PATHWAY OUT
Traditional to Selective Four-Year	<p><b><u>Traditional High School Partners</u></b></p> <p><b>Existing Partnership(s):</b></p> <ul style="list-style-type: none"><li>• Loudon County High Schools</li></ul> <p><b>Partnerships to Consider:</b></p> <ul style="list-style-type: none"><li>• Define / solidify partnerships with high schools closest to RBC in proximity, for example:<ul style="list-style-type: none"><li>○ Petersburg HS (3 mi)</li><li>○ Prince George HS (12 mi)</li><li>○ Hopewell HS (13 mi)</li><li>○ Dinwiddie HS (15 mi)</li></ul></li></ul>	<p><b><u>High-touch Student Support at RBC</u></b></p> <p><b>Existing Resources at RBC:</b></p> <ul style="list-style-type: none"><li>• Advisor / Learner Mentor</li><li>• Counseling Services</li><li>• Disability Services</li><li>• Exceptional Student Experience</li><li>• Academic Placement &amp; Support</li></ul> <p><b>Market Examples to Consider:</b></p> <ul style="list-style-type: none"><li>• <i>HPU First Year Navigator Support Program:</i> Student leaders provide <b>transitional support</b> to first-years.</li><li>• <i>UNC Minority Advisor Program:</i> Peer mentors provide academic and developmental support; students <b>required to meet at least once a semester.</b></li></ul>	<p><b><u>Selective Four-Year Institution Partners</u></b></p> <p><b>Existing Partnership(s):</b></p> <ul style="list-style-type: none"><li>• William &amp; Mary Guaranteed Admission<ul style="list-style-type: none"><li>○ Bridge Program</li><li>○ Promise Scholars</li></ul></li><li>• University of Virginia Guaranteed Admission<ul style="list-style-type: none"><li>○ College of Arts &amp; Sciences</li><li>○ Interdisciplinary Studies</li></ul></li></ul> <p><b>Partnerships to Consider:</b></p> <ul style="list-style-type: none"><li>•  <i>University of Richmond:</i> Richmond City is #1 and #2 city by number applied and enrolled respectively</li><li>•  <i>Gettysburg College:</i> Private, Liberal Arts college, PA</li></ul>

~97% of RBC enrollees are from VA, and 72% are from within 45 miles of RBC, reflecting the importance of strengthening relationships with local high schools, especially as the higher ed market becomes increasingly competitive.

# Tapping into the Virtual High School Market

The table below outlines a prospective pathway into and out of RBC for a virtual high school student, as well as the high-touch student services and advising they would receive while enrolled at RBC.

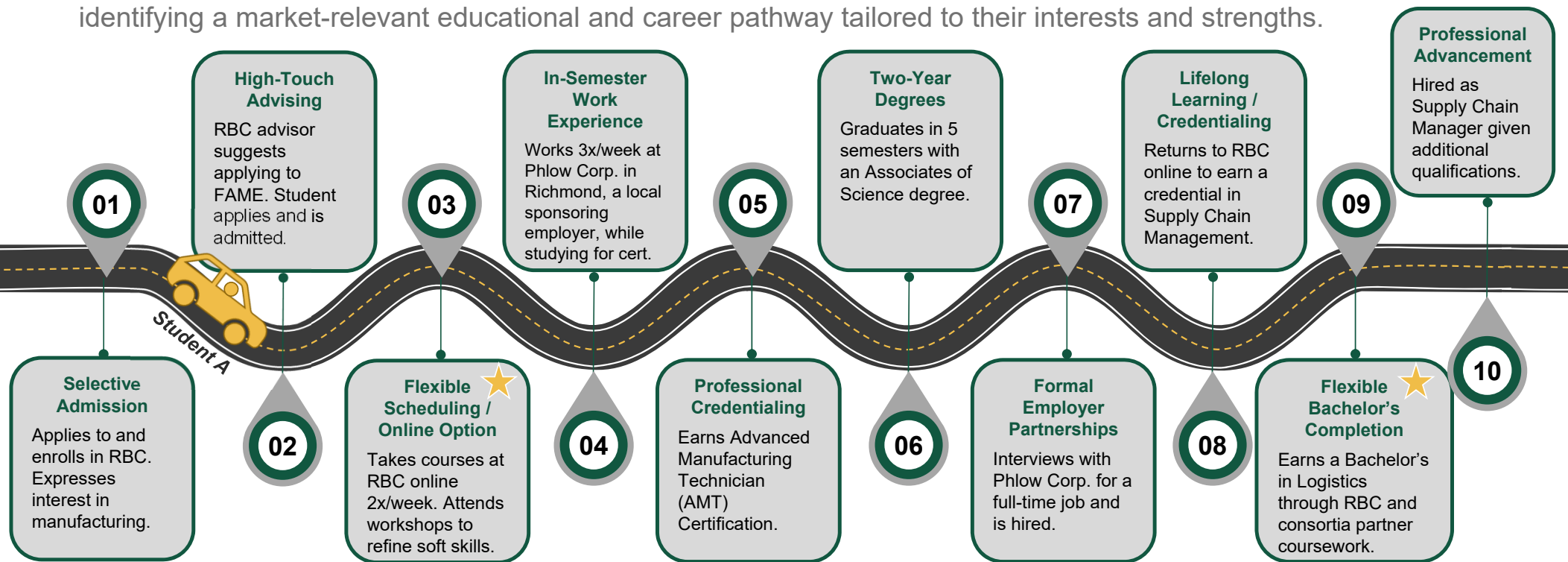
	PATHWAY IN	AT RBC	PATHWAY OUT
Virtual High School to Online Bachelor's	<p><b><u>Virtual High School Partners</u></b></p> <p><b>Partnerships to Consider:</b></p> <ul style="list-style-type: none"><li>Consider forming partnerships with the following online high schools in Virginia to increase the student pipeline into RBC:<ul style="list-style-type: none"><li>Virginia Virtual Academy (2,100 enrolled as of 2019)<sup>1</sup></li><li>K12 Private Academy</li><li>The Keystone School</li><li>George Washington University Online High School</li></ul></li></ul>	<p><b><u>High-touch Student Support at RBC</u></b></p> <p><b>Existing Resources at RBC:</b></p> <ul style="list-style-type: none"><li>Advisor / Learner Mentor</li><li>Counseling Services</li><li>Disability Services</li><li>Testing Center</li><li>Tutoring</li><li>Writing Center</li></ul> <p><b>Sophia Learning at RBC:</b></p> <p>These students are likely more apt to enroll in RBC-branded Sophia Learning courses to complete an online Associate's Degree.</p>	<p><b><u>Online Bachelor's Completion</u></b></p> <p><b>Existing Partnership(s):</b></p> <p>The following RBC partners specialize in the completion of a bachelor's degree online:</p> <div><div><ul style="list-style-type: none"><li>George Mason University</li></ul></div><div><ul style="list-style-type: none"><li>Old Dominion University Online</li></ul></div><div><ul style="list-style-type: none"><li>Radford University</li></ul></div><div><ul style="list-style-type: none"><li>Purdue University Global</li></ul></div></div>

Virtual learning has emerged as a preferred learning modality for some students and their families and in turn, **approximately 20% of US school districts have already or plan to offer virtual schooling even after the pandemic.**<sup>2</sup>

Source: <sup>1</sup>National Coalition for Public School Options; <sup>2</sup>RAND Corporation

# RBC as the “Lifelong Education and Career Advisor”

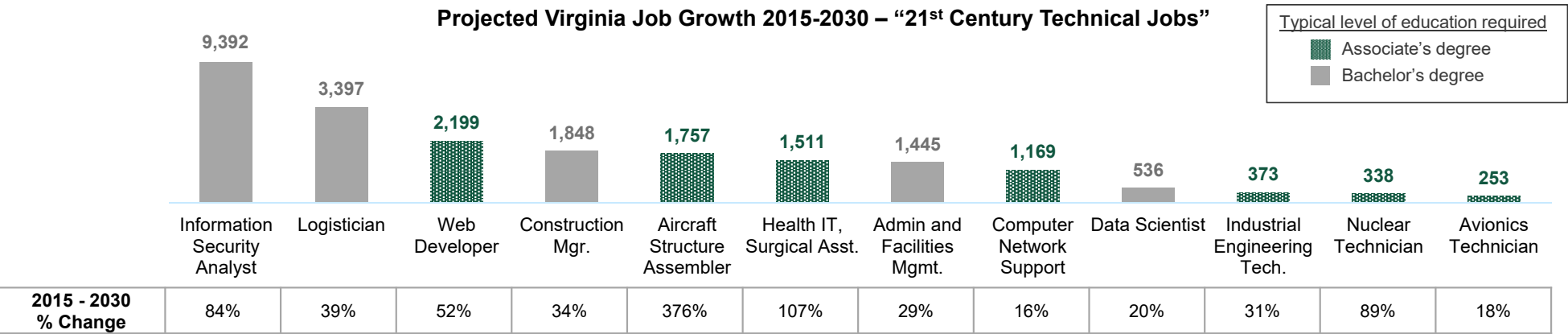
The pathway below illustrates how RBC could act as a lifelong advisor, supporting a hypothetical student in identifying a market-relevant educational and career pathway tailored to their interests and strengths.



Students who transfer out of an institution lose an average of 43% of their existing credits attained<sup>1</sup>; **retaining students thus limits overall education costs and better positions students** for educational and career success.

# Job Growth in Virginia

A multitude of jobs are projected to grow materially in the VA region in coming years, most of which will require at least an associate's degree, if not professional credentials and/or a bachelor's degree, as well.



The jobs above reflect the top-12 for projected growth in Virginia when controlling for the following criteria, aligned to RBC's vision

- At least 10% growth by 2030 with at least 250 jobs added
- At least \$50,000 in median annual earning potential
- At least an associate's degree, if not a professional credential and/or applied bachelor's degree required
- Minimal years of work experience required, if any

Several of the occupations outlined above allow for upward movement for the student / employee, especially through attainment of professional certifications and/or a bachelor's degree, ultimately **enabling increased responsibility, promotions, and higher salaries.**

POTENTIAL VA  
EMPLOYERS:





# Virginia Market Assessment (1 of 2)

The table below illustrates existing associate’s, bachelor’s and/or certificate programs offered at regional institutions related to those jobs experiencing the most growth in Virginia.

Existing Regional Program Examples for “21 <sup>st</sup> Century Technical Jobs”			
#	Occupation	Institution	Program Name
1	Information Security Analysts	Northern Virginia CC	AAS in Cybersecurity
2	Logisticians	Virginia State University	BS in Information Logistics Technology
3	Web Developer	Northern Virginia CC	Web Design and Development Career Studies Certificate
4	Construction Managers	Virginia Tech	BS in Construction Engineering and Management
5	Aircraft Rigging	Blue Ridge CC	AAS in Advance Manufacturing Technology
6	Health Information Technologist	Tidewater CC	AAS Health Information Management
7	Facilities Manager	University of Virginia	Facilities Management Apprenticeship Program
8	Computer Network Support Specialists	Tidewater CC	AAS Specialization in Network Administration
9	Data Scientist	Columbia University	Professional Certificate in Data Science (Online)
10	Industrial Engineering Technologists	ODU Online	BS in Industrial Technology (Occupational & Technical Studies)
11	Nuclear Technician	Central Virginia CC	AAS in Nuclear Technology
12	Avionics Technician	Liberty University	BS in Aviation Maintenance (Unmanned Aerial Systems Cognate)

While other regional institutions may offer credentials or degrees in *some* of these fields, **none holistically and deliberately offer academic and career programs** intentionally aligned with those “21st Century Technical Jobs.”




# Community College Differentiation

RBC’s emphasis on flexible and innovative credit models for especially in-demand programs would differentiate it from community colleges and 4-year institutions, whose related activities have largely emerged ad hoc.

COMMUNITY COLLEGES	RBC VISION
Widespread curricula focus	High-touch student experience
Local reach with modest investment in select areas	Flexible learning options
Offer credentials / professional opportunities ad hoc	Holistic and deliberate career pathways
Local workforce development	Stackable credentials relevant to courses and in-demand career pathways
Four-year degree preparation	Thoughtful employer partnerships

# Virginia Market Assessment (2 of 2)

The table below outlines examples of other Virginia institutions employing unique delivery models and/or offering flexible / alternative pathway opportunities like those under consideration at RBC.

Unique Educational / Experiential Opportunities at Regional Institutions				
#	Opportunity	Institution	Description / Example	Existing RBC Capability?
1	Employer Partnerships	Northern Virginia CC	NVCC is the Related Technical Instruction (RTI) provider in the region for the Amazon Military Technical Apprenticeship.	
2	College Credit for Experience	Blue Ridge CC	BRCC students can earn college credit for professional experience, military training, certificate programs, etc.	
3	Flexible Bachelor's Completion	Piedmont Virginia CC + ODU Online	Students complete the first two years of their bachelor's degree at PVCC and continue with upper-level courses and graduate programs online at ODU.	
4	Professional Credentialing	Virginia CCs	VCC has a database organizing which professional credentials are offered at which community colleges across VA.	
5	Self-paced Online Learning	Liberty University	Students can earn a Bachelor's degree online at their own pace.	

- Across the regional landscape, several institutions **offer one or more of the unique delivery models** (e.g., credit for experience) or pathway opportunities (e.g., professional credentialing) envisioned for RBC's future state.
- **Few of these institutions, however, offer a robust suite** of diverse / unique experiences, opportunities, and pathways to degrees and employment; their utilization of these innovative models is instead more ad hoc and less engrained in their institutional missions.
- RBC therefore could position itself in a **unique competitive position as a College offering a deliberately diverse, flexible, and innovative model** for students to attain degrees and credentials

# Operationalizing the Vision

As RBC aims to grow its portfolio of offerings, partnerships, and delivery models, it will need to assess the degree to which investments in human capital, infrastructure, and technology are needed.

Faculty	Staff	Technology / Infrastructure
Growing the portfolio will require investment in faculty; the desired mix of full-time vs. adjunct professors to support new programming will impact implementation cost and the degree of change management required, among other considerations	<p>To provide sufficient faculty and student support aligned with growth, the College will likely need to staff up in areas such as:</p> <ul style="list-style-type: none"><li>• Academic Support</li><li>• Student Services</li><li>• Marketing</li><li>• HR</li><li>• Information Technology</li></ul>	<p>As RBC considers growing its academic portfolio and enrollment (primarily online), likely investments needed will include, among others:</p> <ul style="list-style-type: none"><li>• Content Mgmt. and Delivery</li><li>• Career Platform / Resources</li><li>• Marketing Platform(s)</li><li>• Student Success Analytics</li></ul>

**Across these areas—faculty, staff, and technology / infrastructure—RBC may elect to invest in-house or partner / outsource with third party organizations for some or all functions and support.**

**In general, partnerships will reduce implementation and operational complexity, but pose risk to program quality and the RBC brand, while also limiting marginal revenue opportunities.**

# Case Study 1: SUNY Empire State College

This case study highlights SUNY Empire State College, an institution that has sought to disrupt the traditional higher education experience by recognizing “non-traditional” students’ life experience.

BACKGROUND	MODEL DETAILS	RBC RELEVANCE
<ul style="list-style-type: none"> <li>SUNY Empire State was founded in 1971 with the goal of being a <b>disruptor in higher education</b>.</li> <li>Their goal is to educate students at <b>any stage of life and learning</b>.</li> <li>Faculty mentors work closely with students to <b>design individualized degree programs</b>.</li> <li>Empire State employed a “<b>Credit for College Level Learning</b>” model.</li> </ul>	<p><b>Credit for College Level Experience:</b></p> <ul style="list-style-type: none"> <li>Empire State awards credit for <b>verifiable college-level learning</b> from sources such as:               <ul style="list-style-type: none"> <li>Courses from other colleges</li> <li>Work experience</li> <li>Volunteer work</li> <li>Military service</li> <li>Independent study</li> </ul> </li> <li>An identified mentor works with the student to determine <b>whether the learning is college-level and how to demonstrate that learning</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Offering credit for experience could:               <ul style="list-style-type: none"> <li>Attract <b>non-traditional students</b> interested in leveraging experience for credit</li> <li>Further position RBC as an institution focused on providing <b>opportunities for a diverse student body seeking educational and career success</b></li> </ul> </li> <li>If RBC were to employ a similar model, an <b>objective assessment of “college level learning”</b> would need to be developed (e.g., placement tests, credit, evaluation guides, etc.).</li> </ul>

Offering credit for experience could be an **opportunity for RBC to engage non-traditional (i.e., adult, some college / no degree) learners while supporting RBC’s vision** of holistic engagement and successful student outcomes.

## Case Study 2: Ancora Education

Ancora Education engages both students and corporations to offer vocational education programs online and in-person across the country.

BACKGROUND	MODEL DETAILS	RBC RELEVANCE
<ul style="list-style-type: none"> <li>Ancora Education is a group of private, post-secondary schools in <b>10 states across the country</b><sup>1</sup>.</li> <li>Their <b>9 brands offer vocational education programs</b> to employers and students.</li> <li>Ancora's programs are <b>hybrid, in-person, and online</b>.</li> <li><b>5 VA community colleges are partnering with Ancora Corporate Training</b> to manage their commercial driver's license (CDL) programs.</li> </ul>	<p><b>Vocational / Technical Offerings:</b></p> <ul style="list-style-type: none"> <li><b>Ancora brands include colleges</b> that directly serving students, <b>as well as corporate training programs</b> that companies launch to upskill employees.</li> <li>Example programs Ancora offers:               <ul style="list-style-type: none"> <li>Corporate Training</li> <li>Automotive Service Tech</li> <li>Web Development</li> <li>Healthcare Services</li> <li>Skilled Trades</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>RBC may choose to offer more technical programs that <b>align with fields experiencing material growth</b>.</li> <li>Investing in a select offerings likely to experience the greatest growth—and choosing the right partners to support them—could allow RBC to become a <b>leader in high demand programs</b>.</li> <li>Structuring the partnerships thoughtfully could <b>provide RBC with the flexibility to shift away from or invest further in particular fields</b>, should market factors change.</li> </ul>

RBC's **strategic investment (and likely partnerships) in select programming aligned to high-demand careers** could position the College as a leading provider of relevant education and credentials needed for select occupations.

## Case Study 3: Georgia Tech

In April 2018, Georgia Tech published a report entitled, “Deliberate Innovation, Lifetime Education” – the University’s plan to foster a culture of forward-thinking, strategic innovation.

BACKGROUND	MODEL DETAILS	RBC RELEVANCE
<ul style="list-style-type: none"> <li>Georgia Tech intends to <b>break from the linear model of education delivery</b>, recognizing that higher education must provide opportunities that <b>serve student needs throughout their entire careers</b>.</li> <li>The new approach – <b>Georgia Tech Commitment to a Lifetime Education</b> – envisions the next generation of education delivery to support the student from childhood on, <b>while engaging a diverse population of learners</b>.</li> <li>To do so, Georgia Tech has identified <b>5 initiatives</b> to make progress toward this goal.</li> </ul>	<p><b>Lifetime Education Model:</b> Georgia Tech launched the following initiatives to achieve their vision:</p> <ol style="list-style-type: none"> <li><u>Whole-Person Education</u> – experiential learning, globalization, professional development</li> <li><u>New Products &amp; Services</u> – microcredentials, minimester classes, credit-for-accomplishment</li> <li><u>Advising for a New Era</u> – personalized, technology-enhanced advising</li> <li><u>AI and Personalization</u> – AI based personalization systems</li> <li><u>Distributed Worldwide Presence</u> – experimentation with new modes of interaction</li> </ol>	<ul style="list-style-type: none"> <li>SUNY Empire State and Ancora were successful largely because they <b>identified and implemented alternative education delivery models</b> that were highly relevant to the times.</li> <li>Despite its reach, Georgia Tech has <b>recognized that a linear education model is becoming less attractive</b> to large segments of the student market.</li> <li>RBC similarly has an opportunity to <b>establish thoughtful modes of education delivery aimed at learners with diverse circumstances</b> and definitions of success</li> </ul>

Georgia Tech has recognized that a **circuitous education and credentialing model is emerging as an increasingly attractive approach** to lifelong learning, engagement, and upskilling for a large market of learners.

# Conclusion

RBC has envisioned three strategies to increase competitiveness, grow enrollment, and most critically, meet the lifelong learning and career support needs of a diverse set of students in a rapidly changing regional and national employment market.

## Core

- High schools located within 50 miles of RBC have traditionally accounted for ~75% of its full-time student body
- Strengthening relationships with these schools will be critical as the higher ed market becomes more competitive

## Adjacent

- Enrollment at virtual high schools is growing rapidly, especially since 2020
- These students are likely more apt than in-person high school students to consider an online associate's degree or a non-traditional education pathway

## Transformative

- Increasingly, **students are seeking more flexible and less linear educational pathways** to obtain diverse sets of credentials (e.g., associate's degrees, professional certificates, bachelor's degrees)
- At the same time, **demand for credentials in select fields has grown** and is projected to continue growing in Virginia and the broader region
- RBC has an opportunity to **establish itself as the premier VA institution offering innovative delivery models** for credentials closely aligned with current and future workforce needs
- While some regional institutions offer some unique delivery models and/or in-demand credentials, **none define themselves around non-traditional delivery and highly relevant education / engagement**
- RBC's existing **partnerships could be leveraged** to limit needed investment, and concurrently enable flexibility in realigning the program portfolio should market realities shift in coming years



