



Richard Bland College  
*of* WILLIAM & MARY

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RBC COMMITTEE  
W&M Board of Visitors

April 20, 2022

# CHAIRMAN'S REMARKS



## **MR. VICTOR BRANCH**

W&M Board of Visitors  
RBC Committee Chair





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# PRESIDENT'S REMARKS



**DR. DEBBIE SYDOW**

President



# VIRTUAL HIGH SCHOOL DUAL ENROLLMENT



**MR. STEVEN HAHN**

Higher Ed Consulting Sr. Director





# VIRTUAL STUDENT PIPELINE PLAN - HURON

## Richard Bland College

Future State Virtual Student Pipeline Plan

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# Project Overview

**Our task:** To highlight high-value opportunities and an implementation plan to enable execution of stronger and more deliberate partnerships with both regional and virtual high schools to support development of a robust student pipeline.

## Project Timeline

weeks-->	1	2	3	4	5	6	7	8	9	10	11
RBC HS Business Plan Development											
Task 1: Environmental and Market Analysis											
Task 2: Operational, Organizational, and Partnership Considerations											
Task 3: Financial Modeling											
Task 4: Implementation Plan											

**OPPORTUNITY:**  
Create additional  
pathways into RBC

RBC seeks to establish additional pathways and partnerships to encourage a robust pipeline of **diverse populations of Virginians**, including strengthening existing partnerships and exploring new opportunities.

## TARGET AUDIENCES AND NEEDS

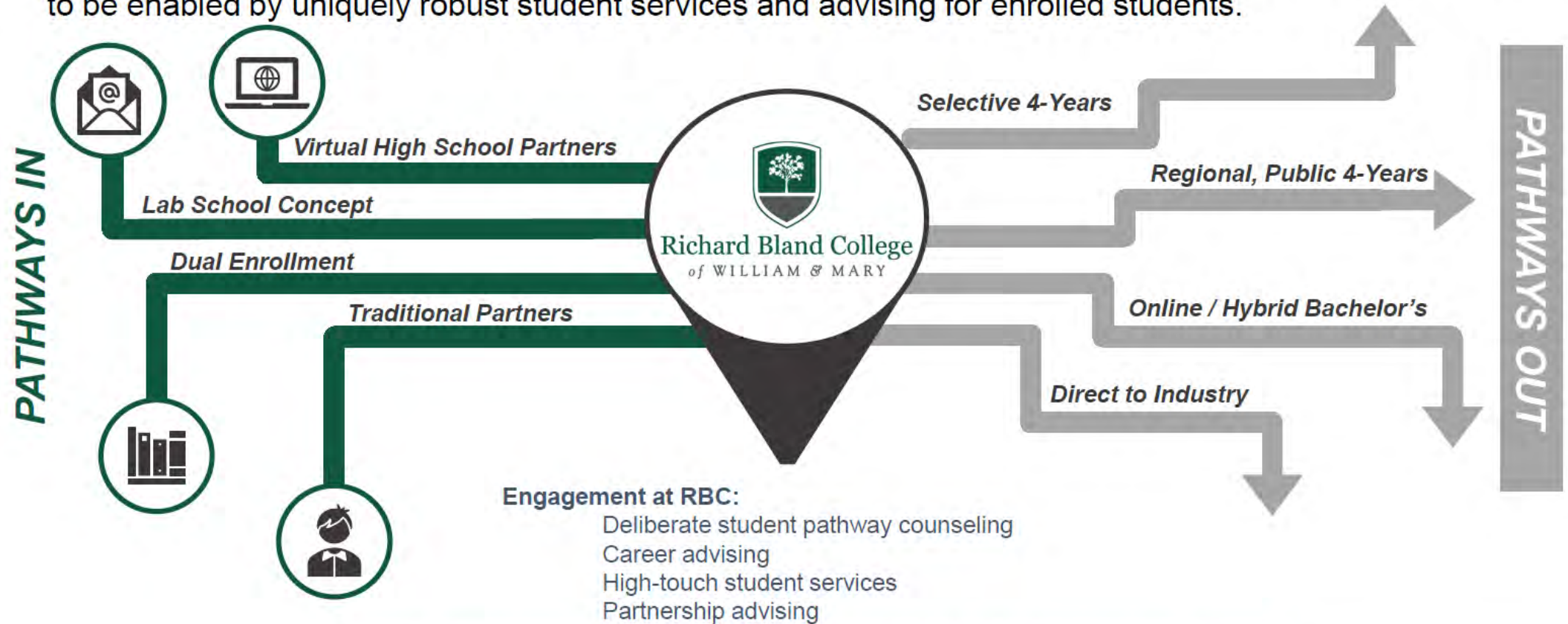
The expansion of existing partnerships and creation of new pipelines aims to serve all student populations, specifically students ages 15-24, including dual enrollment students, those seeking the Transfer Virginia initiative, military personnel as well as student seeking educational flexibility





# Future-State Strawman: RBC in 2023

The graphic below illustrates a potential future state vision for well-defined pathways in and out of RBC, to be enabled by uniquely robust student services and advising for enrolled students.



**RBC's mission: To prepare our students for a lifetime of endless potential**

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# Environmental and Market Analysis

An overarching analysis of the existing online high school education landscape in Virginia is detailed below. RBC will need to agree on the ideal partnership enrollment mix to further analyze ongoing opportunity markets and partnership targets.

Existing Opportunity Markets						
Virtual High Schools:	Virtual Virginia Academy	K12 Private Academy (Stride)	Career Prep Flex (Stride, Part-Time)	The Keystone School (Stride)	George Washington University (Online)	Virginia Connections Academy
	<ul style="list-style-type: none"> <li>• <b>Tuition-free program of several VA County public schools</b></li> <li>• Advanced Placement, world language, elective, and core courses offered</li> </ul>	<ul style="list-style-type: none"> <li>• Platform to reach international students interested in earning a U.S. diploma</li> <li>• Field trips, extracurricular activities, community service, and clubs available</li> <li>• Parent Company</li> </ul>	<ul style="list-style-type: none"> <li>• Career-focused electives in addition to core courses to discover career interests</li> <li>• Online option or option to remain in person school and online electives</li> <li>• Program of Stride</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible, self-paced approach to high school for students worldwide</li> <li>• Students include alternative students, military students, athletes, etc.</li> <li>• Program of Stride</li> </ul>	<ul style="list-style-type: none"> <li>• For high performing students interested in a college prep experience</li> <li>• Grades 8-12</li> <li>• Existing partnership with GWU</li> <li>• Program of Stride?*</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tuition-free online public school</b> in VA</li> <li>• Tailored student support</li> <li>• Advanced Placement, elective, and honors courses offered in addition to core curriculum</li> <li>• Across 31 states</li> </ul>
	<ul style="list-style-type: none"> <li>• Estimated 18,000 students for 2021-2022</li> </ul>	<ul style="list-style-type: none"> <li>• Estimated 5,000-8,000 students enrolled for 2021-2022</li> </ul>	<ul style="list-style-type: none"> <li>• Students enroll in addition to K12/Stride programming</li> </ul>	<ul style="list-style-type: none"> <li>• N/A*</li> </ul>	<ul style="list-style-type: none"> <li>• N/A*</li> </ul>	<ul style="list-style-type: none"> <li>• N/A*</li> </ul>

\*Exact virtual school enrollment numbers are not publicly available. Numbers listed above are estimates based on publicly available data.

\*\*GWU Online website names Stride, but no additional information

## Market Summary: Online HS

- The Virginia Department of Education has named virtual learning as an integral part of the state's educational system.

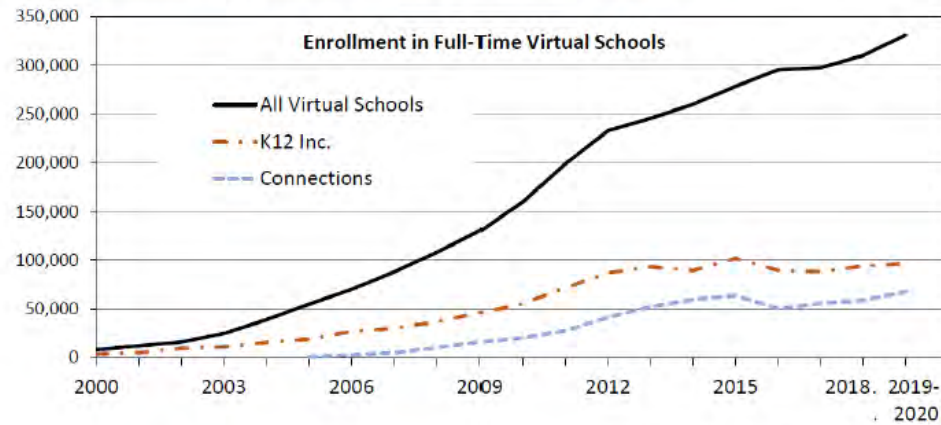




# Virtual High School Market Has Expanded

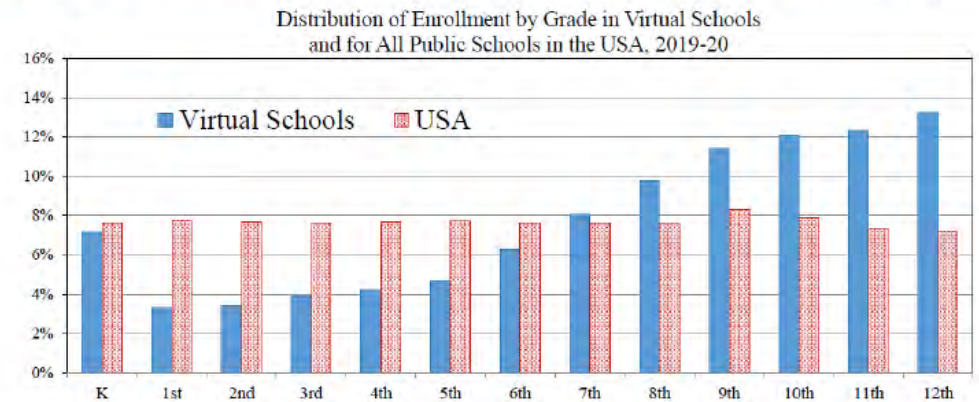
According to a May 2021 journal by the National Education Policy Center, virtual education enrollment in the United States has grown exponentially within the last decade, specifically in the high school landscape.

**Figure 1. Enrollment Trends in Full-Time Virtual Schools**



Source: National Education Policy Council, 2021

**Figure 8. Enrollment by Grade Level for Virtual Schools and U.S., 2019-20**





## Yet, Virtual Student Outcomes Have Not Matched Potential

Though enrollment of virtual schools has been on an upward trajectory, graduation rates have remained below the national average.

**Table 9. Four-Year Graduation Rates, 2019-20**

Virtual Schools	Number of Schools with Data	Graduation Rate	Blended Learning Schools	Number of Schools with Data	Graduation Rate
All Virtual Schools	310	54.6%	All Blended Schools	176	64.3%
Independent Virtual	191	53.1%	Independent Blended	101	67.7%
Nonprofit Virtual	30	57.2%	Nonprofit Blended	42	69.5%
For-Profit Virtual	89	55.4%	For-Profit Blended	33	53.9%
<i>K12 Inc.</i>	<i>(46)</i>	<i>(56.3%)</i>	<i>K12 Inc.</i>	<i>(7)</i>	<i>(80.9%)</i>
<i>Connections</i>	<i>(30)</i>	<i>(62.0%)</i>	<i>Success VLC</i>	<i>12</i>	<i>(28.6%)</i>
District Virtual	149	61.8%	District Blended	77	66.7%
Charter Virtual	161	52.6%	Charter Blended	99	63.2%
Overall Average National Graduation Rate		85%			85%

Source: National Education Policy Council, 2021

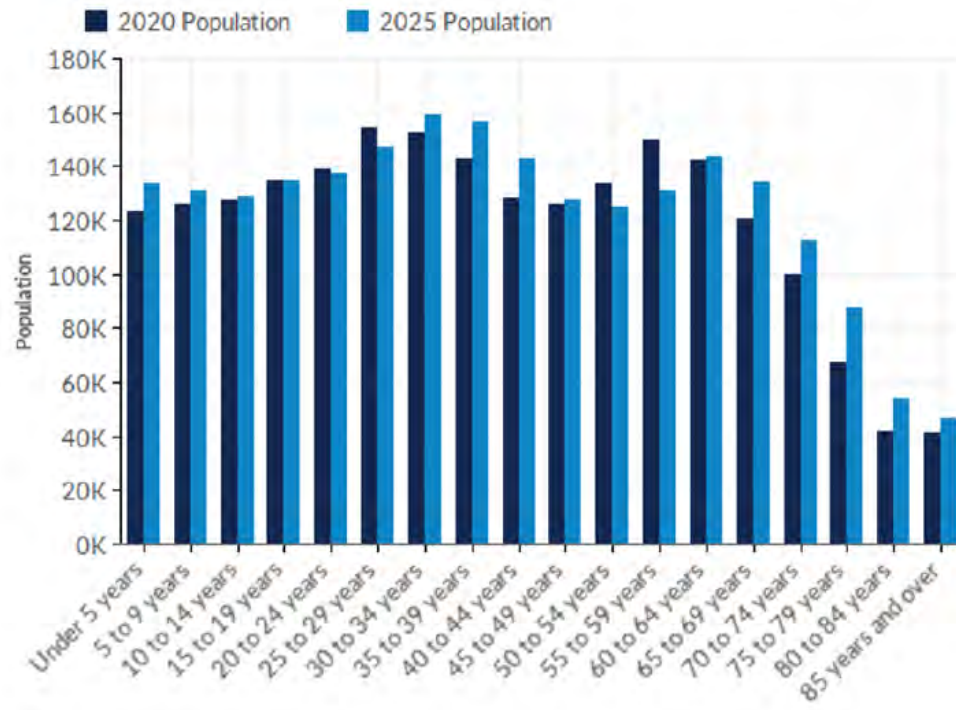
*This raises the importance of non-instructional support staff to advise students throughout the process*



# Environmental and Market Analysis

Over the next few years, demographic changes within the commutable hinterland to RBC will see a decline in the population of college-age students; however, opportunities still exist for achieving a greater percentage of the addressable market for on-campus students by promoting and investing in strengths.

## Population by age within 60 miles of RBC



Age Cohort	2020 Population	2025 Population	Change	% Change
15-19	134,709	134,654	-55	0%
20-24	138,605	137,710	-895	-1%

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# Strengths

RBC serves important audiences and has a strong track record of delivering high-quality education to historically underserved audiences. By leveraging those experiences, RBC will continue to focus on marginalized students, while also broadening the audiences and addressing student pipeline growth.

## GEOGRAPHY

- Ability to provide a physical residential experience in a traditionally commuter area, central to VA
- Proximity to several partner institutions



## TRADITIONALLY UNDERSERVED

- Provide a sense of community
- Clear and concise guidance
- Strong career services and advising



## VIRTUAL SCHOOL STUDENT

- Online Delivery
- Multi-Modality (Synchronous, Asynchronous)

## EXISTING PATHWAYS IN & OUT

- Dedicated faculty/staff to student success
- Learner Mentors for specific guidance



## JUNIOR COLLEGE EXPERIENCE

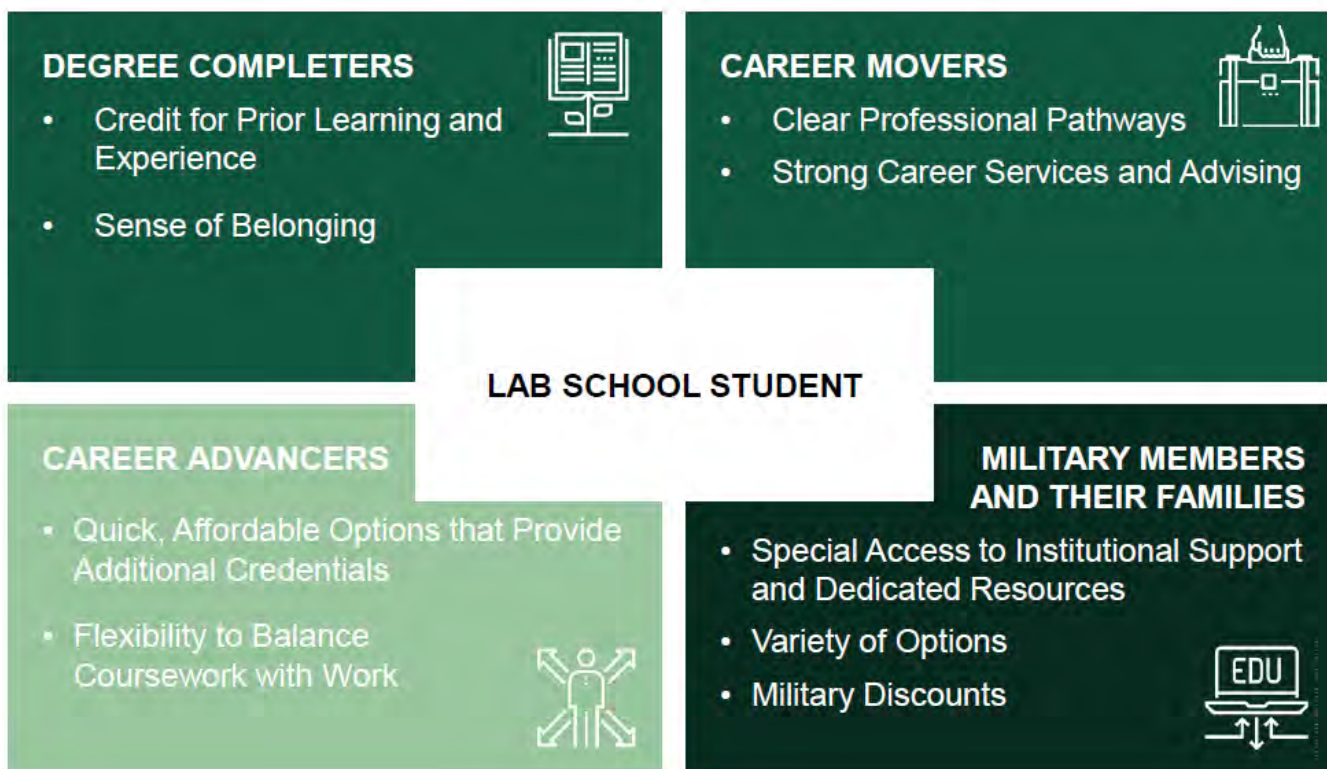
- Only residential junior college in VA
- Opportunity for transitional support
- Coursework/Work flexibility
- Affordable options





# Lab School Opportunity

The recent push for virtual education has brought additional legislation regarding the Lab School market in Virginia. They are designed to test and develop new educational models, incubate new ideas and allow teachers to train in a live classroom environment. RBC has begun the initial steps of conceiving an online or hybrid lab school.



## GOALS OF A LABORATORY SCHOOL

The goals of a lab school is to provide an institution opportunities to conduct educational research, teaching education students, serve the community at large, and/or provide professional development opportunities for regional teachers in the area.



# Lab School Landscape in VA

The Virginia Board of Education recently established the College Partnership Laboratory School Committee to review applications and develop criteria for disbursements from the College Partnership Laboratory Fund.

## Current Landscape

- Also known as, "Demonstration Schools,"
- The Governor has proposed investing \$150 million over the biennium into the College Partnership Laboratory School Fund.
- There are currently no Lab Schools operating in the Commonwealth of Virginia.
- Principles of the Lab School mission align with the mission of The Virginia Plan for Higher Education.
- The Board of Education shall give "substantial preference to any application from a historically black college or university (HBCU) or any application to establish a lab school in an underserved community (as defined by their percentage of students eligible for free or reduced lunch)".

## Internal Existing Capabilities

- Richard Bland College is already situated for success according to several of these characteristics.
- The Lab School opportunity would provide important and needed funding to support current online operations and support future expansion of online partnerships.
- To respond successfully, Richard Bland will need to have clarity around the mission of the current virtual education options available at RBC as well as how a lab school would integrate and yet augment the services provided by the current online programs

## Key Needs for a Successful Lab Schools

- Clear mission and vision
- Defined curriculum path
- Alignment with university and faculty research
- Connection to campus programs
- Clear roles and responsibilities across partners
- Space for curriculum and student growth
- Innovation with clear direction





# Current Dual Enrollment Models at RBC

The current dual enrollment model from RBC includes three separate subgroups of programming. This does not include the recent partnership between RBC and HEAV (Homeschool Educators Association of Virginia) as well as Verto Education, the latter being under review by the College.

Program	Goal	Overseeing Department
On-Campus High School College Program (HSCP)	<ul style="list-style-type: none"> <li>• HS students who have completed sophomore year with a 3.0 or higher GPA</li> <li>• HS students enroll in college courses on the Richard Bland College campus while earning high school and college credit</li> </ul>	<ul style="list-style-type: none"> <li>• Student Success – <i>Thom Addington</i></li> </ul>
Off-Campus Dual Enrollment Program	<ul style="list-style-type: none"> <li>• Qualified high school juniors or seniors</li> <li>• Credits for courses successfully completed may be used toward a degree at Richard Bland College or may be transferred to another college or university</li> </ul>	<ul style="list-style-type: none"> <li>• Student Success – <i>Thom Addington</i></li> </ul>
Middle College Program	<ul style="list-style-type: none"> <li>• Partnership between Richard Bland College and area HS</li> <li>• <b>On Campus:</b> Petersburg City Public Schools &amp; Sussex County Public Schools</li> <li>• <b>HS Campus &amp; Online:</b> Hopewell High School</li> <li>• Allows students an opportunity to complete requirements for HS graduation while working toward an RBC degree concurrently.</li> </ul>	<ul style="list-style-type: none"> <li>• Office of the Provost – <i>Allison Spivey</i></li> </ul>

**OPPORTUNITY: Create a more streamlined organizational structure regarding dual enrollment and modalities**

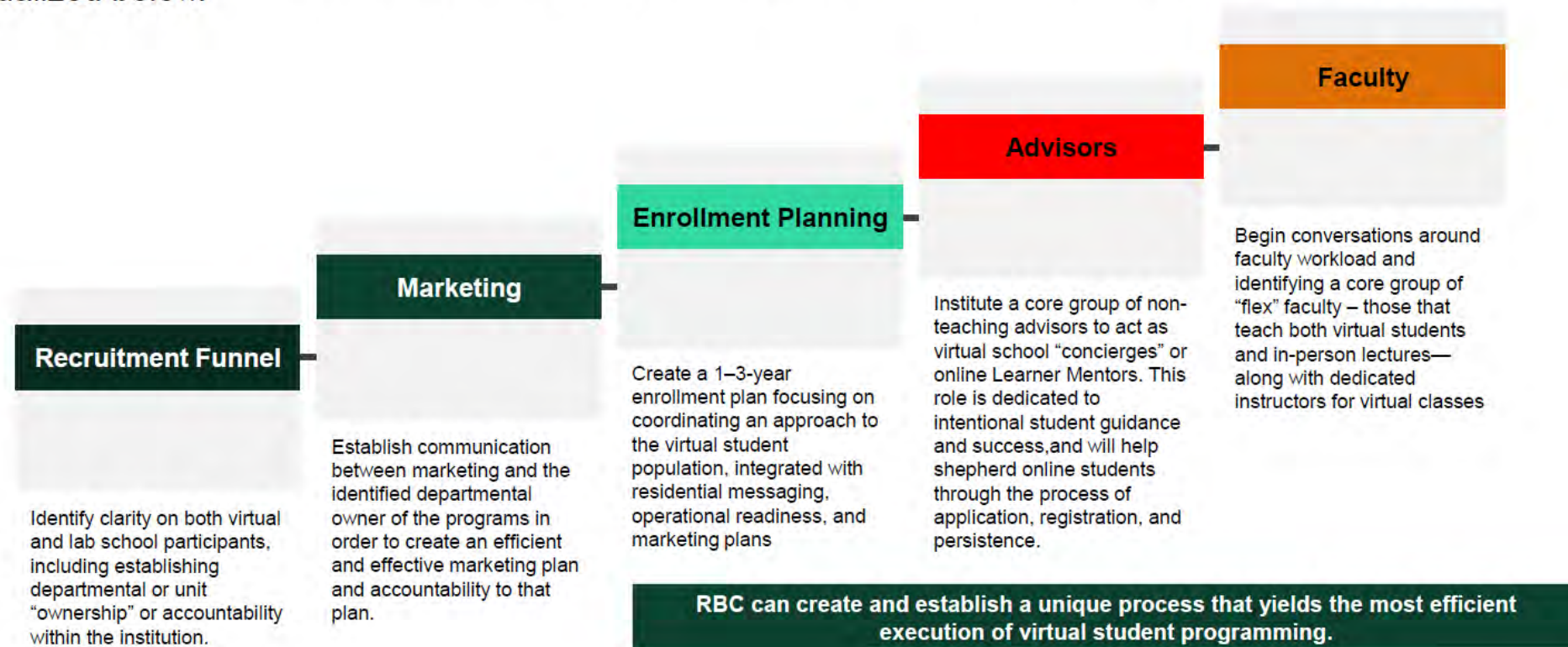
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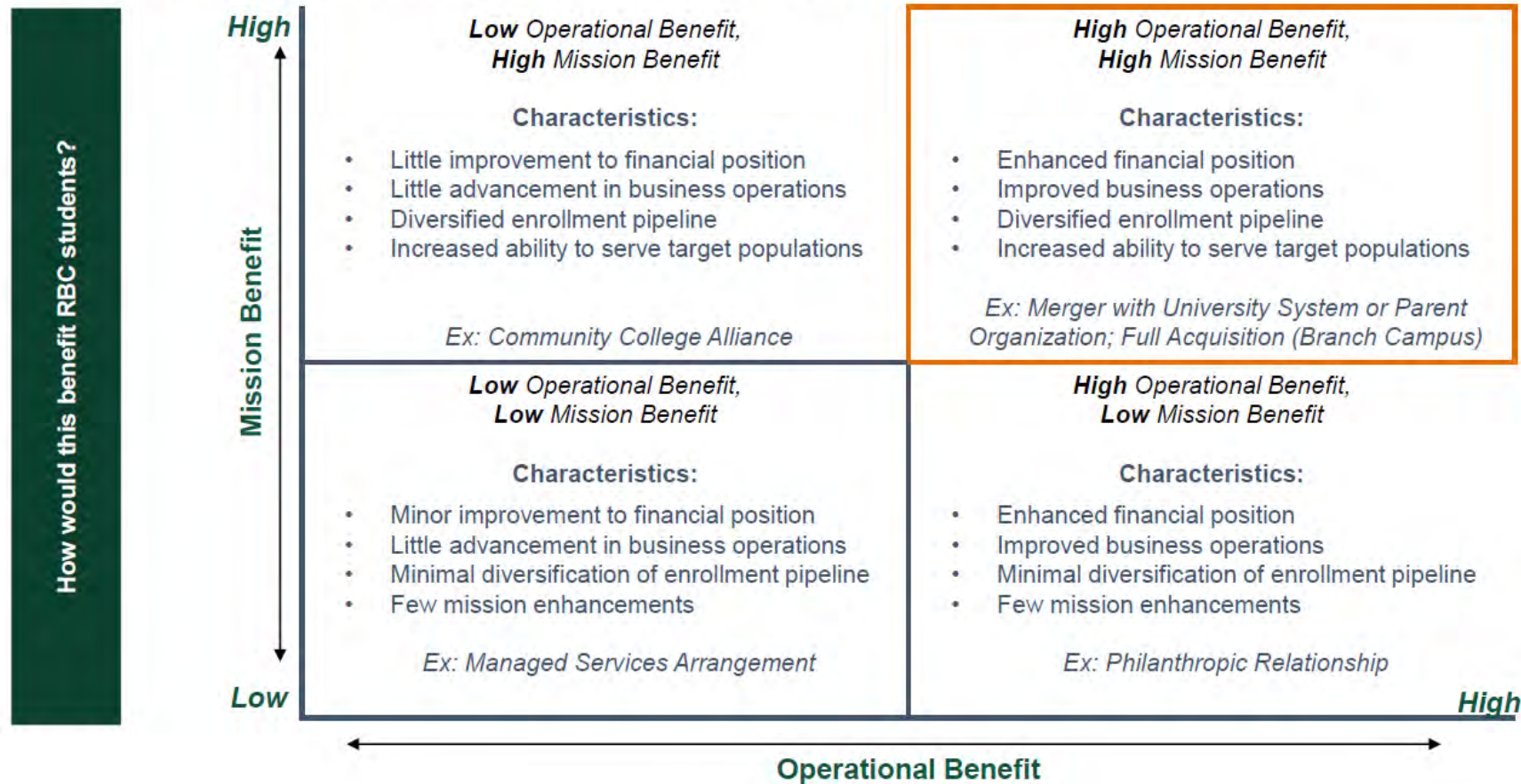
# Needed Alignments and Investment in Infrastructure

An operational and organizational analysis was conducted with respect to the human capital, technology, and other considerations needed to effectively support realization of RBC's online growth strategies, as visualized below.



# Future Partnership Assessment Capability

RBC can formalize its capabilities around assessing future online partnerships via an objective matrix such as this one



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# Analysis & Due Diligence

Upon identifying a potential alliance, the university should analyze the opportunity, develop the business case, and perform due diligence on strategic rationale and operational factors.

## Strategic & Market Rationale

*Example Questions to Drive the Business Case and to Analyze During Due Diligence*

1. Does the opportunity align with the university's strategic objectives?
2. What is the differentiated value proposition of an alliance to both institutions?
3. What are the most relevant workforce and educational needs in the primary catchment area of the newly envisioned strategic alliance and do other competitive providers address those needs?
4. How could each university in a strategic alliance deliver on the value proposition?

## Operational & Financial Factors

*Example Areas to Examine During Due Diligence*

- Governance/Corporate Documents
- Real Property
- Accreditation and Licensing
- Financial Aid
- Financial and Accounting
- Tax Items
- Contractual Relationships
- Insurance
- Qualified and Nonqualified Benefit Plans
- Human Resources
- Litigation and Investigations
- Intellectual Property
- Legal & Risk Management Issues
- Physical and Information Technology Assets
- Marketing Materials
- Student Enrollment and Student Services
- Programs and Curriculum

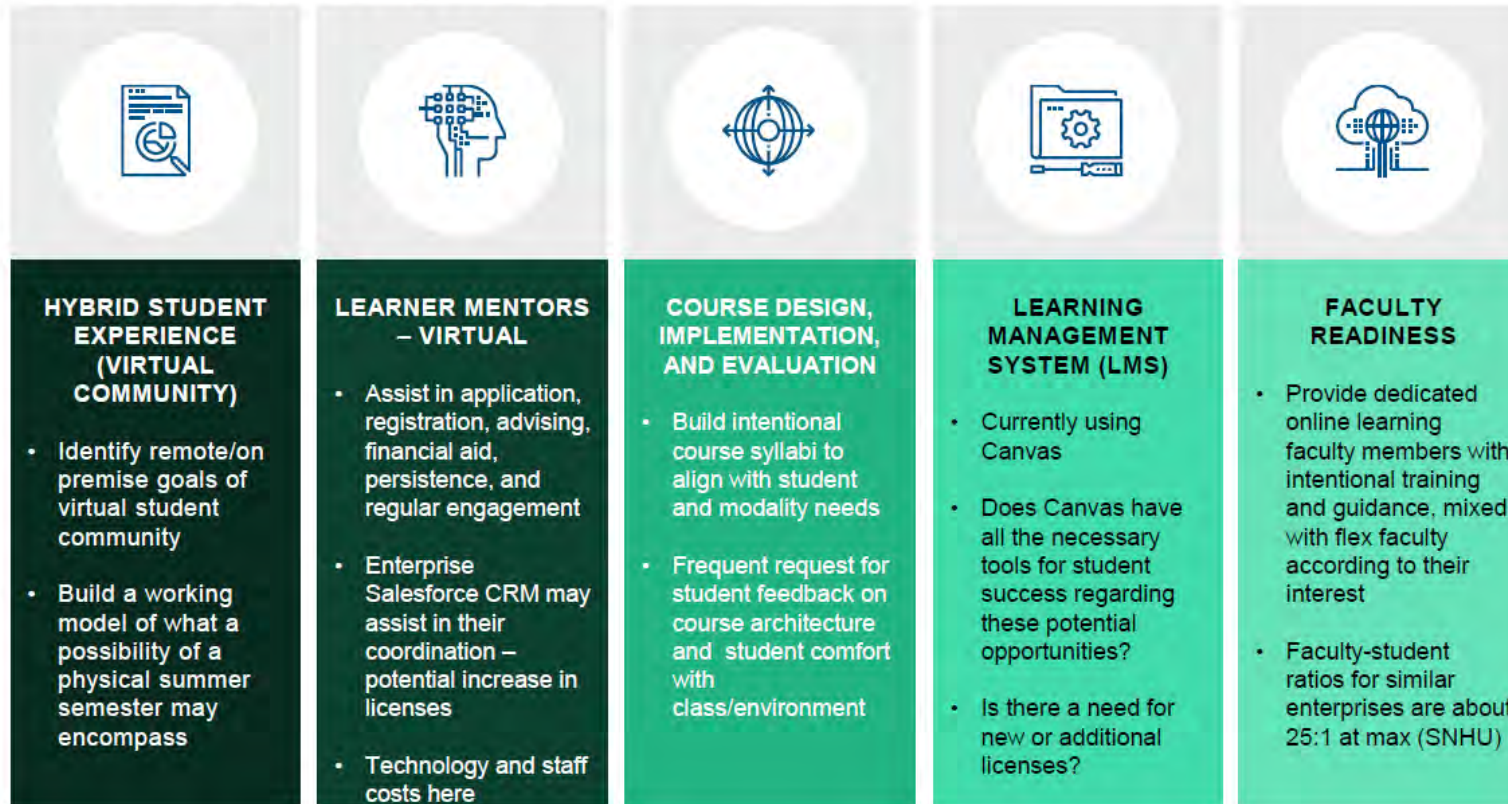
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# Areas of Investment

In order to create a sustainable and more robust student pipeline, the creation of quality student achievement begins with a strong faculty and staff foundation. Cost considerations are mostly tied to student enrollment and faculty ratio.



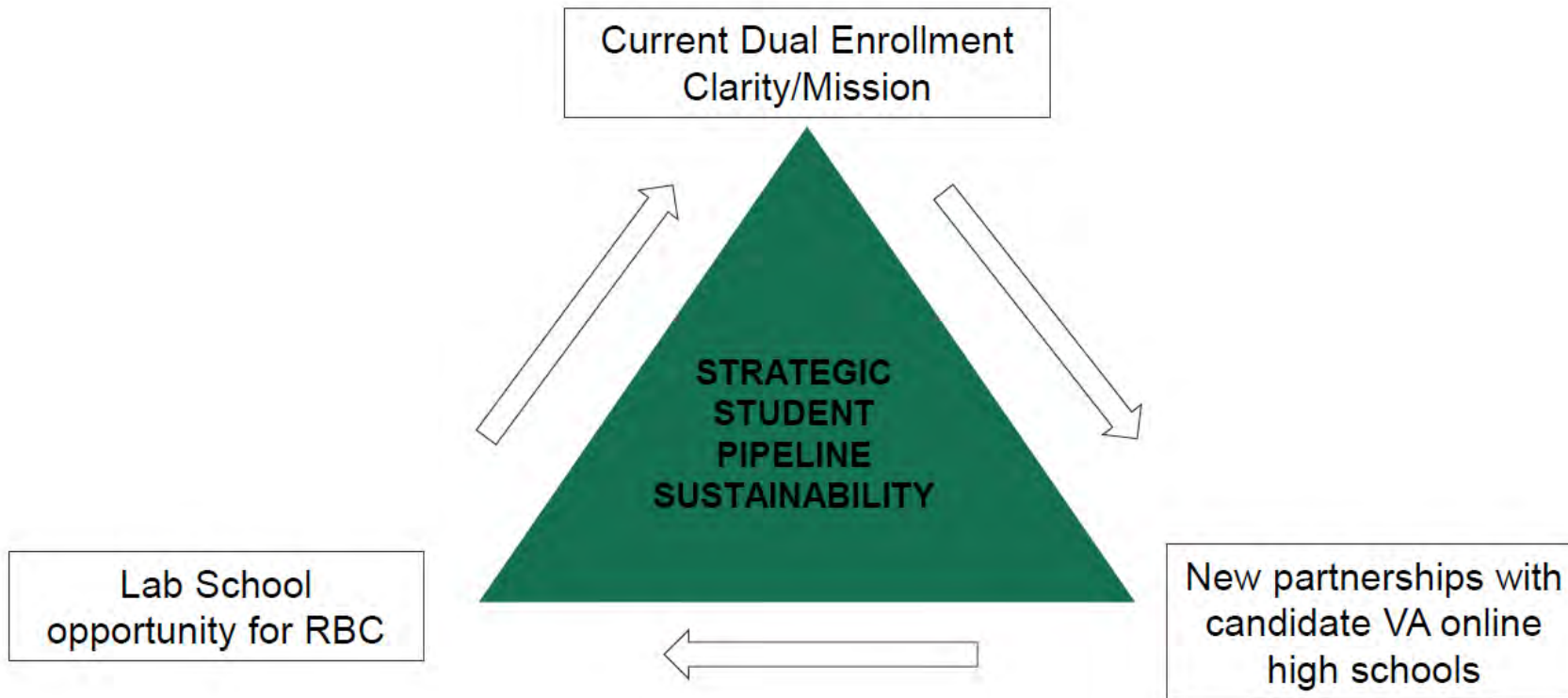
## Current Decisions

- Does RBC want to prioritize both virtual HS partnerships and Lab School opportunities?
- What is the value-add of either opportunity to RBC? Of both?
- How many dedicated staff members will assist in this undertaking? How many faculty and staff members does RBC need to hire?



# Interconnected Opportunities

Sustainable online student pipeline growth begins with clarity around the dual enrollment programs you have now; allows room for new partnerships with candidate Virginia online secondary academies; and builds on this foundation for creating a hybrid Lab School - which in turn provides insight into the effectiveness of dual enrollment and the direction of further partnerships.



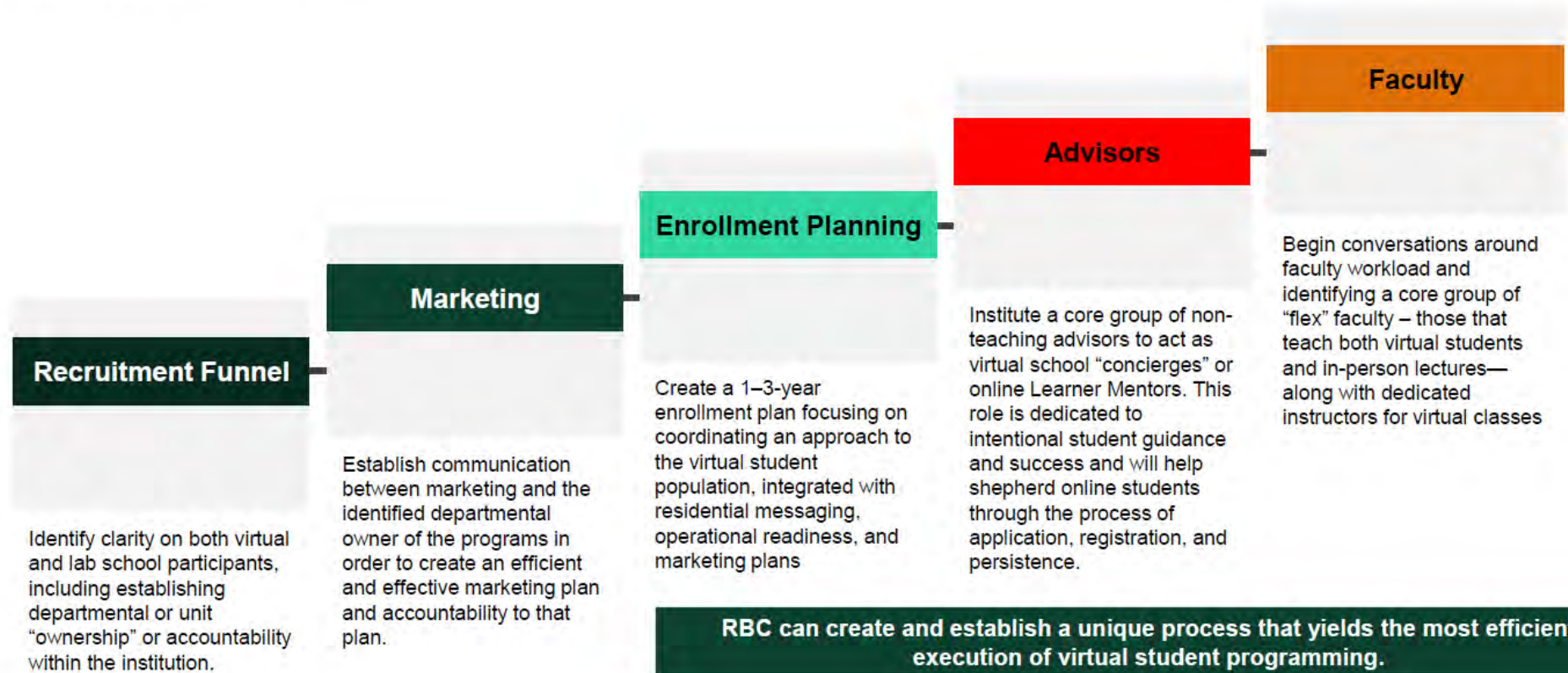
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# Infrastructure Revisited

The infrastructure needs identified below will be accomplished via an integrated roadmap of sequenced and simultaneous activities.

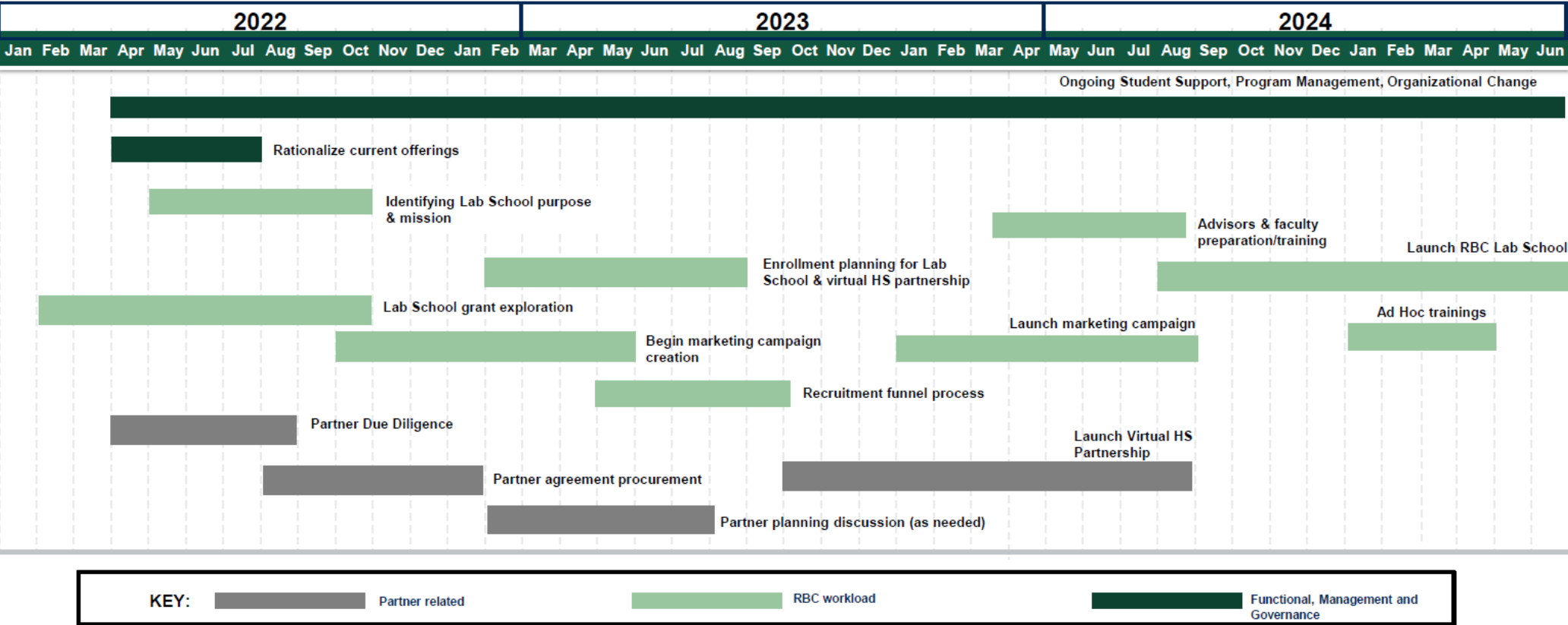


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# RBC Partnership Roadmap

A proposed roadmap to potential partnerships includes a multi-dimensional view of RBC's current state and immediate priorities to success, highlighting recommended tangible steps, as seen below.





# Implementation Plan

The fundamentals of an efficient implementation plan include a holistic approach with targeted sub-categories of ownership.

	Staff / Mentors Group			Faculty Group	
	Recruiting Team	Enrollment Team	Marketing Team	Course Creation	Student Networking Opportunities
<b>Support Provided:</b>	<ul style="list-style-type: none"> <li>Connecting with Enrollment Planning efforts to identify targets for the upcoming fiscal/academic year</li> <li>Envisioning goals that align with RBC's strategic vision: what type of students are we looking for, what provides the most institutionally driven yield?</li> <li>Tight alignment with campus marketing team</li> </ul>	<ul style="list-style-type: none"> <li>Identify approach to enrollment goals as related to the institution.</li> <li>Work cohesively with university budget and Chief Business Officer</li> <li>Identify the touchpoints and distinguishing characteristics of the hybrid student experiences at RBC</li> <li>Rationalize the portfolio of online partnerships with regard to each of their value-add</li> </ul>	<ul style="list-style-type: none"> <li>Identify approach to campaign creation using shared communication model</li> <li>Partnering with both Recruiting team + Enrollment team to tailor marketing materials to targeted audiences</li> <li>Act as a launching pad to new opportunities and programs RBC may launch in the future</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize course design to fit modality of course.</li> <li>Ensure students accessibility to course material</li> <li>Built in online mentoring</li> <li>Asynchronous/Synchronous course delivery modes</li> <li>Align course pedagogy with online course designers as needed (not all courses will require this)</li> </ul>	<ul style="list-style-type: none"> <li>Establishment of online office hours for student access</li> <li>Uses a shared model to provide valuable services and resources</li> <li>Meeting students where they are at in their educational journey</li> </ul>



# Recommendations

It is recommended that RBC pursue the four following areas of growth and development in order to establish an all-encompassing space to create and serve a robust pipeline of diverse populations of Virginians.

## 1. Invest: Lab School

- Under the newly established College Partnership Laboratory School Committee, the investment of a Lab School at RBC not only works cohesively across the initiatives of the Commonwealth of Virginia, but also works directly to achieve an additional robust student pathway into the institution.

## 2. Invest: RBC Infrastructure

- Success with all online endeavors will depend upon the ability to meet student demands "at the speed of Amazon", and particularly with respect to navigating student needs successfully throughout the system. Align marketing with operational planning so that campaigns may funnel into known cohorts. Create a concierge advisory cohort to help student through the onboarding steps and SAP.

## 3. Virtual Virginia Academy Partnership

- As Virginia's premiere tuition-free virtual education option, investment in a partner relationship with Virtual Virginia can provide a dual-enrollment model of education for online high school students. This will enhance RBC's reach among virtual students, as well as expand the current dual enrollment model at RBC.

## 4. Mature the Model

- Establish and develop a series of RBC-derived organizing principles surrounding online education and future partnerships. Additionally, evaluate current pedagogy of online offerings and make improvements over time to the catalog – creating a larger number of courses specifically designed for remote delivery.





# GLOBAL STUDENT SUCCESS PROGRAM



**DR. SHARON RAUCH**

Executive Director



# The value of pathways for a post-COVID generation

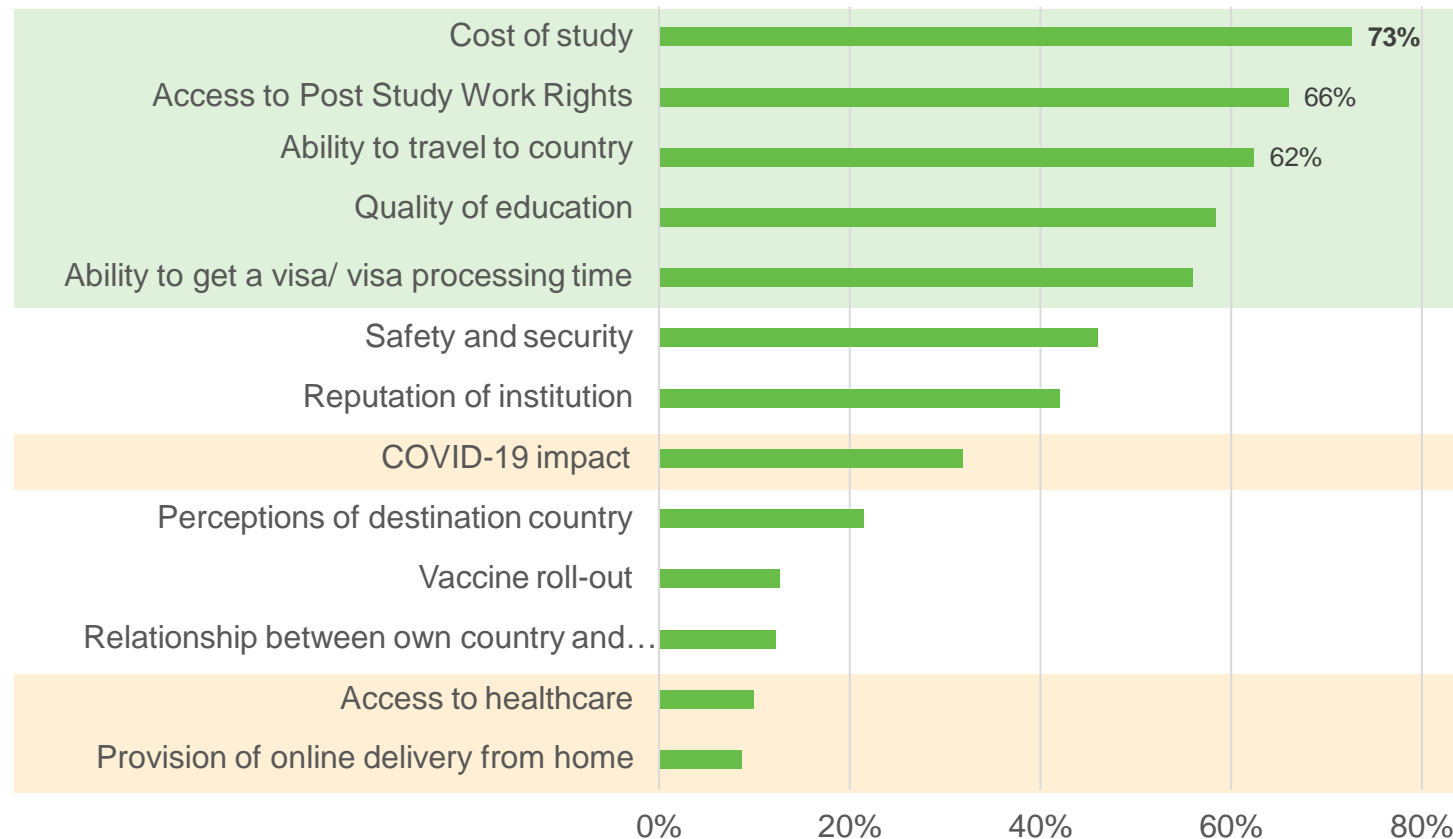


# As the pandemic runs its course, traditional factors will start to influence student decisions once again

Our own agent perception survey suggests that COVID-related influencing factors are decreasing in importance

What are currently the most important factors influencing student choice of study destination? (*Respondents must select exactly five*)

% of respondents that chose each “important factor” – Round 4 (Sept 2021)



Source: Navitas Agent Perception Survey, Round 4 (September 2021, n = 1022)

## Self assessment quiz

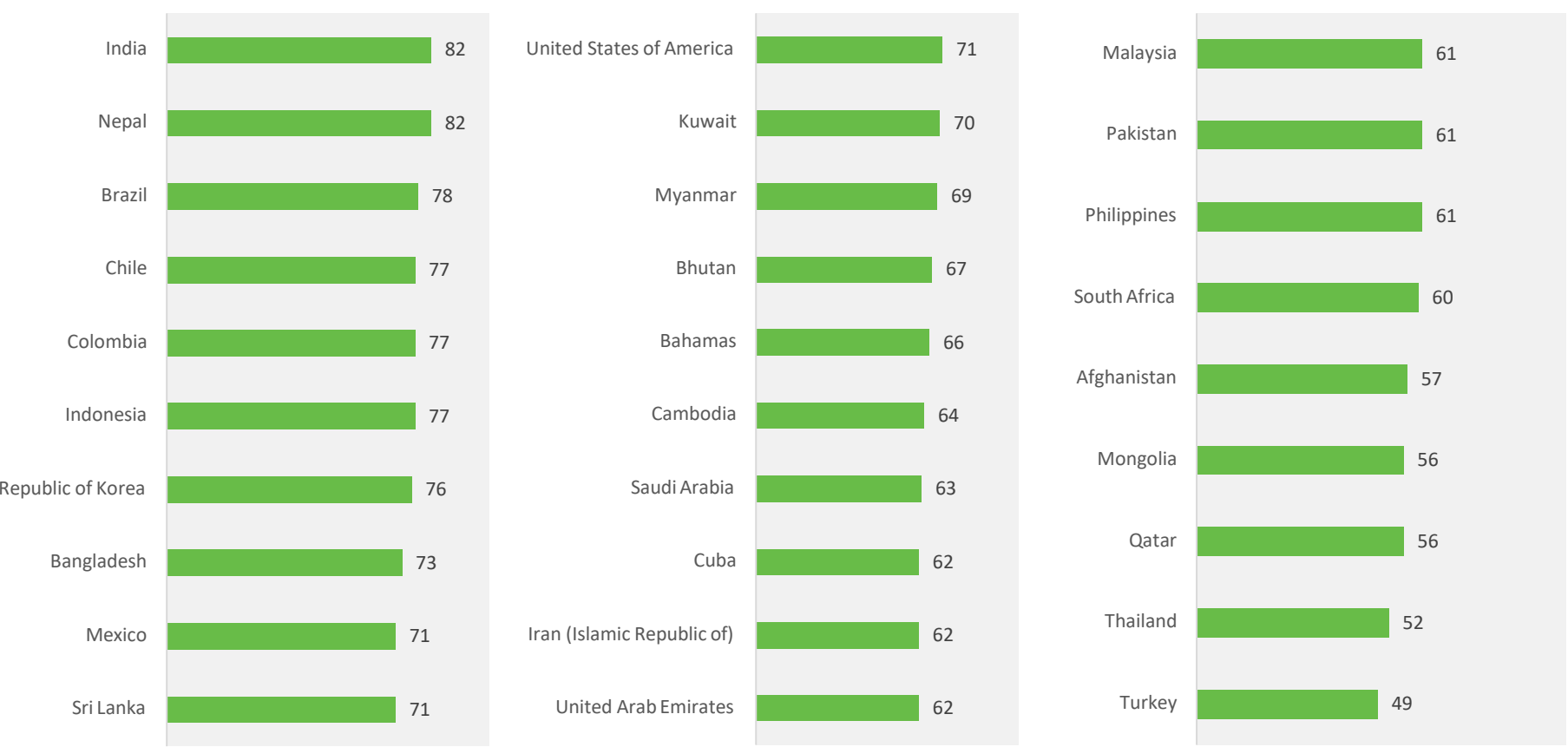
**Q1: Are you still concerned about COVID-19?**

- Yes, very much so 2 pts
- Yes, from time to time 1 pt
- Not really 0 pts

# Generation COVID: Disrupted study may mean students need more support

Hundreds of millions of students faced school closures throughout the pandemic, with negative consequences for their readiness to university study

Total duration of school closures (Duration of FULL and PARTIAL school closures in weeks – Feb 2020 to Jan 2022)



Self assessment quiz

Q1: Did you have more than 50 weeks of school closures in the last two years?

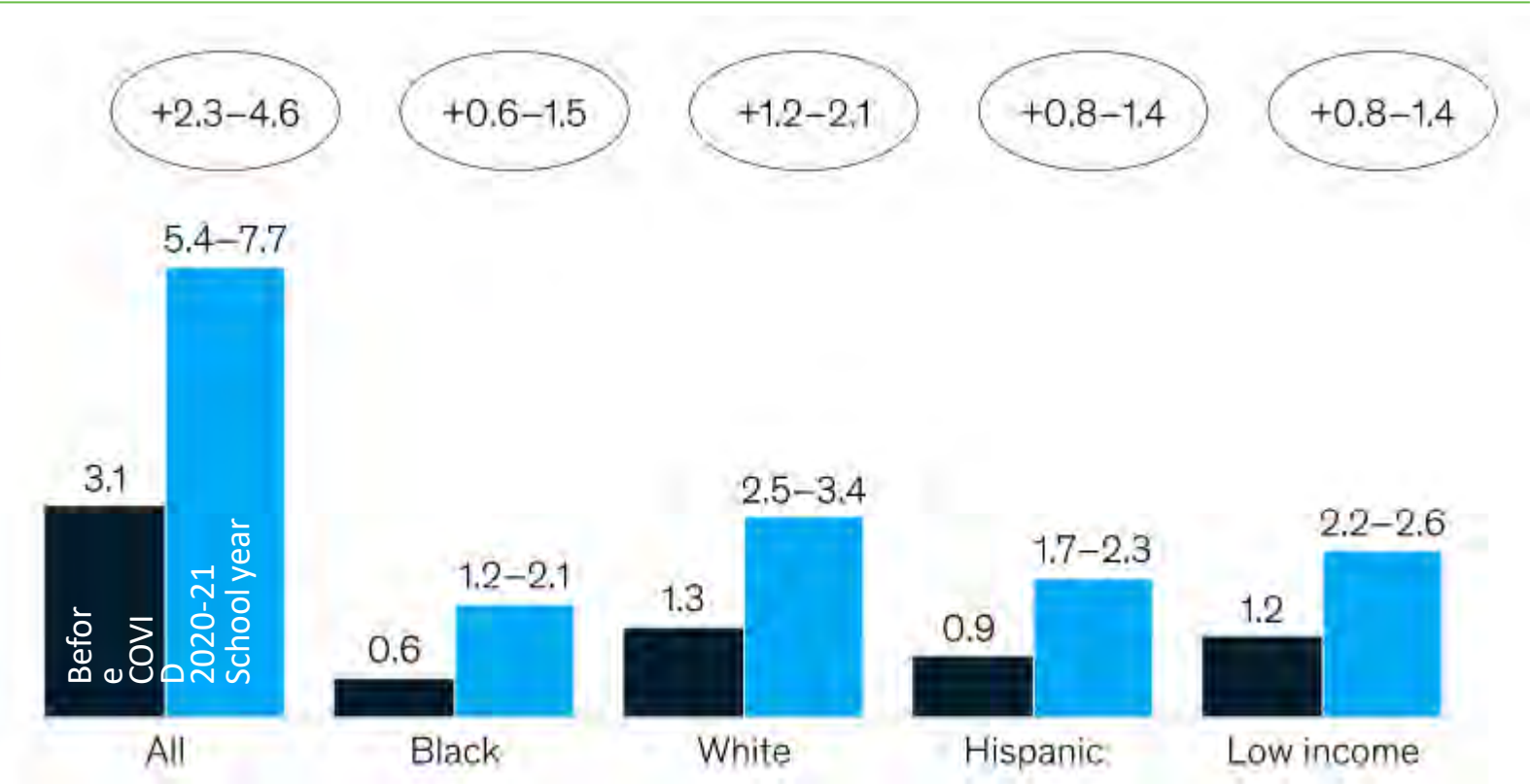
- >50 weeks2 pts
- <50 weeks1 pt
- Hardly any0 pts

Source: UNESCO

# Even while schools were open, the number that were absent sky-rocketed during the pandemic

Absenteeism in secondary schools increased significantly during the pandemic in the USA – what about other countries?

Number of chronically absent students in 8<sup>th</sup> grade to 12<sup>th</sup> grade (millions)



## Self assessment quiz

Q2: When school was open or online, were there days when you just had to skip classes ?

- More than I should have 2 pts
- Just a bit 1 pt
- Not at all 0 pts

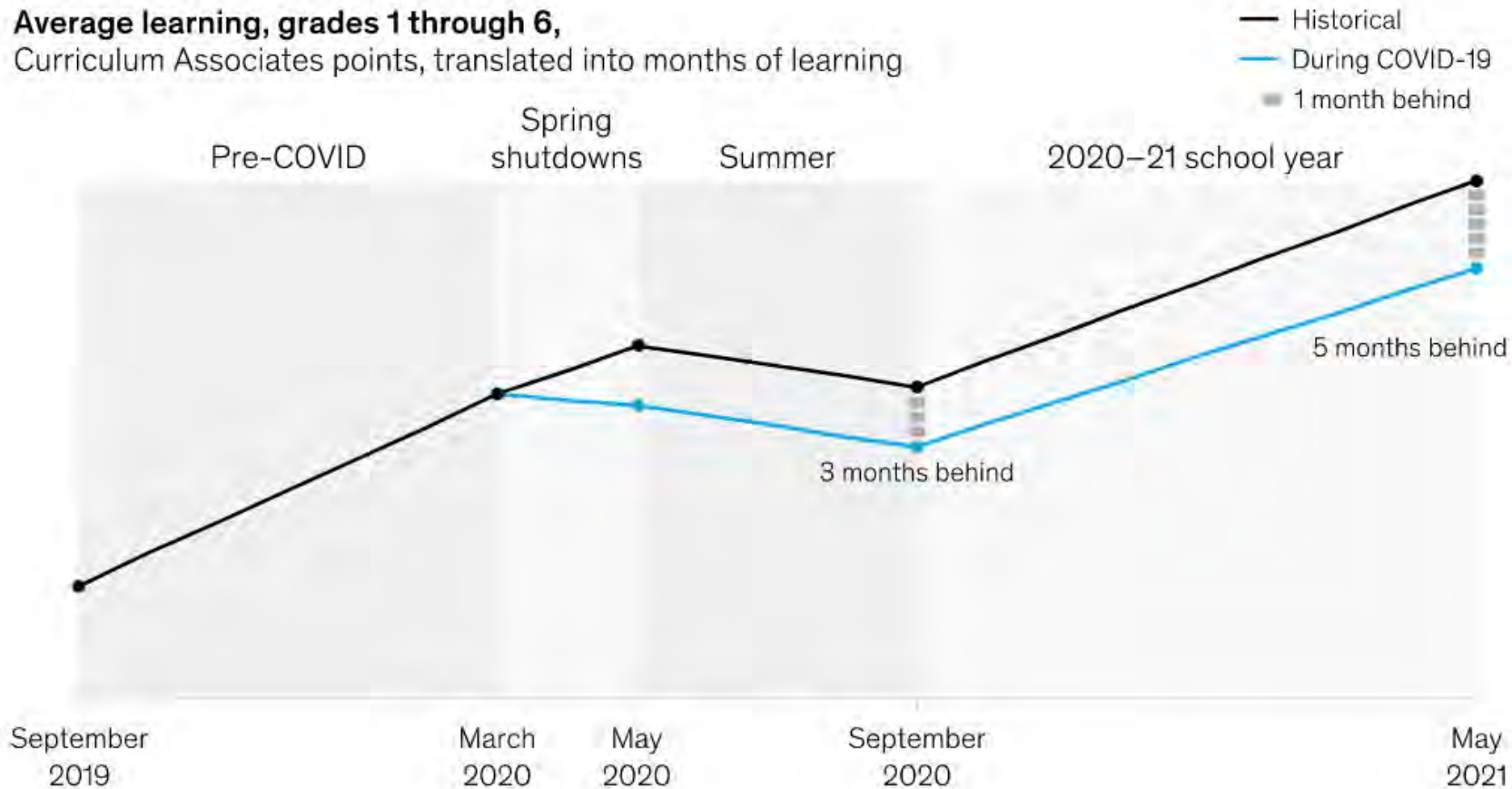
Source: McKinsey survey of 16,370 parents across 50 states



# The data is limited but the pandemic has had a negative effect on learning

The impact on learning amounts to several months of unfinished learning

Impact on average learning, grades 1 through 6 (months of learning -mathematics)



Source: McKinsey, Curriculum Associates i-Ready assessment data

## Self assessment quiz

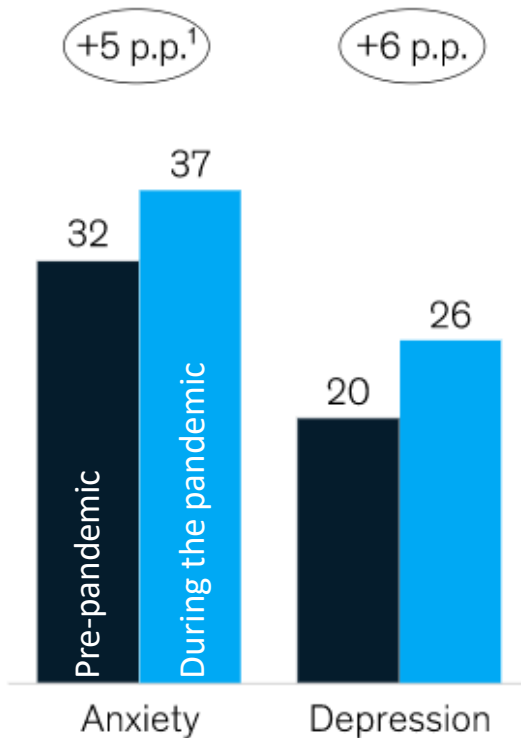
**Q3: Do you feel like you've had unfinished learning during the pandemic?**

- Yes, for the last two years 2 pts
- Yes, for one year 1 pt
- Not at all 0 pts

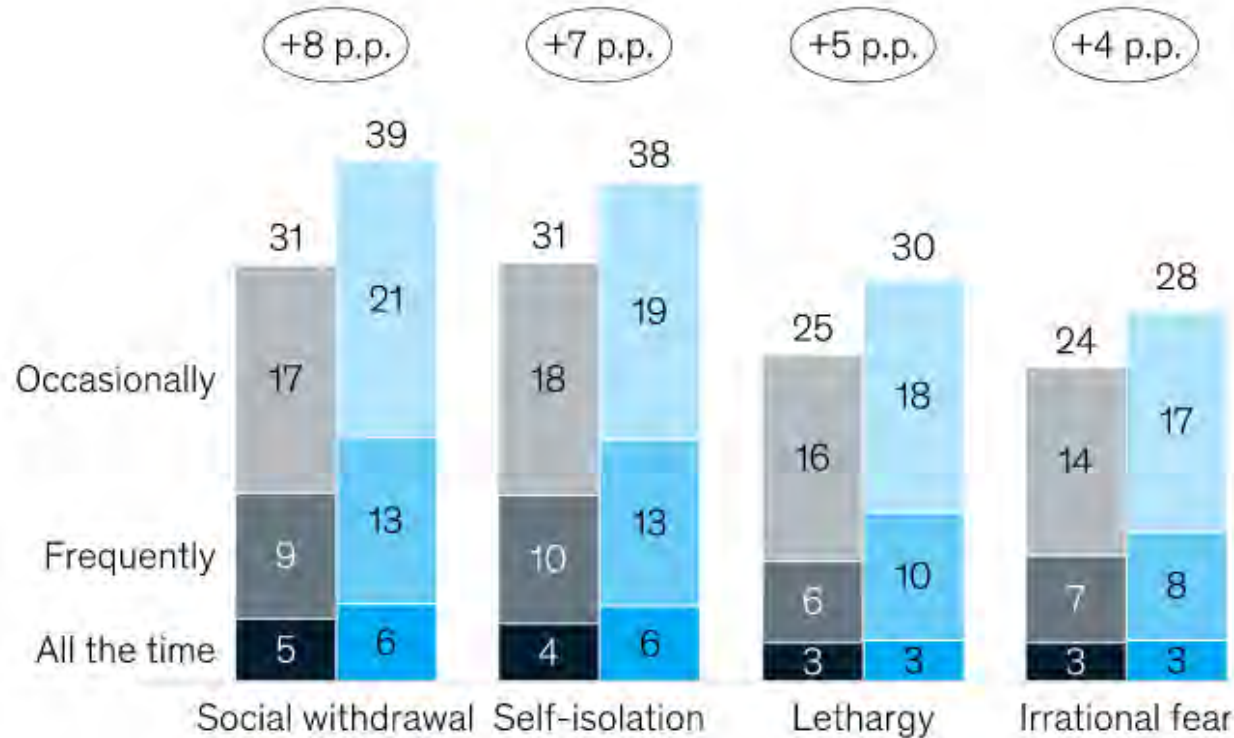
# And its not just about learning: COVID-19 has taken a toll on mental health

Parents in the USA reported increases in mental health conditions and concerning behaviours in their children

My child suffers from the following conditions (%)



My child exhibits the following behaviours (%)



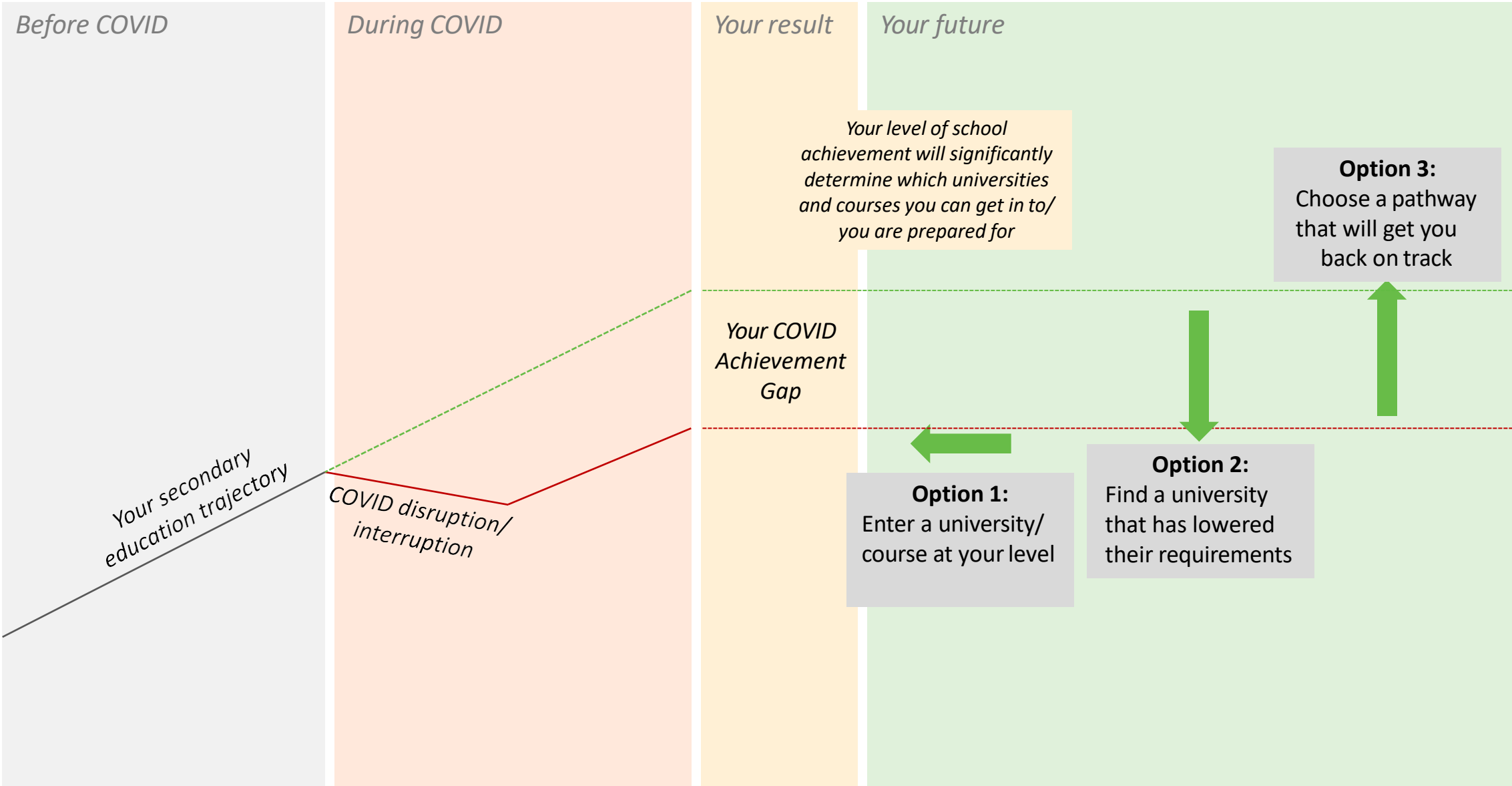
## Self assessment quiz

**Q4: Do you feel like your mental health has been affected throughout the pandemic?**

- Quite a lot 2 pts
- Just a bit 1 pt
- Not at all 0 pts

Source: McKinsey survey of 16,370 parents across 50 states

# What do to if you (or your child) did not achieve your full potential because of COVID-19?





# FACULTY & STUDENT REPORTS



**DR. DAVID MCCARTHY**  
Associate Professor in History



**THULANI JAYASINGHE**  
RBC Student Rep, BOV



# RBC STUDENTS REFLECT



**MIA WALLACE**



**NELSAR CASTILLO**



**MADDIE JOINER**



**THULANI JAYASINGHE**



**SANGJAE LEE**



**JASMINE HICKSON**



**GABBY SYLSTRA**



**RYLIE HARRIS**





QUESTIONS?



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**Thank you**



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**Closed Session**