

# 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.

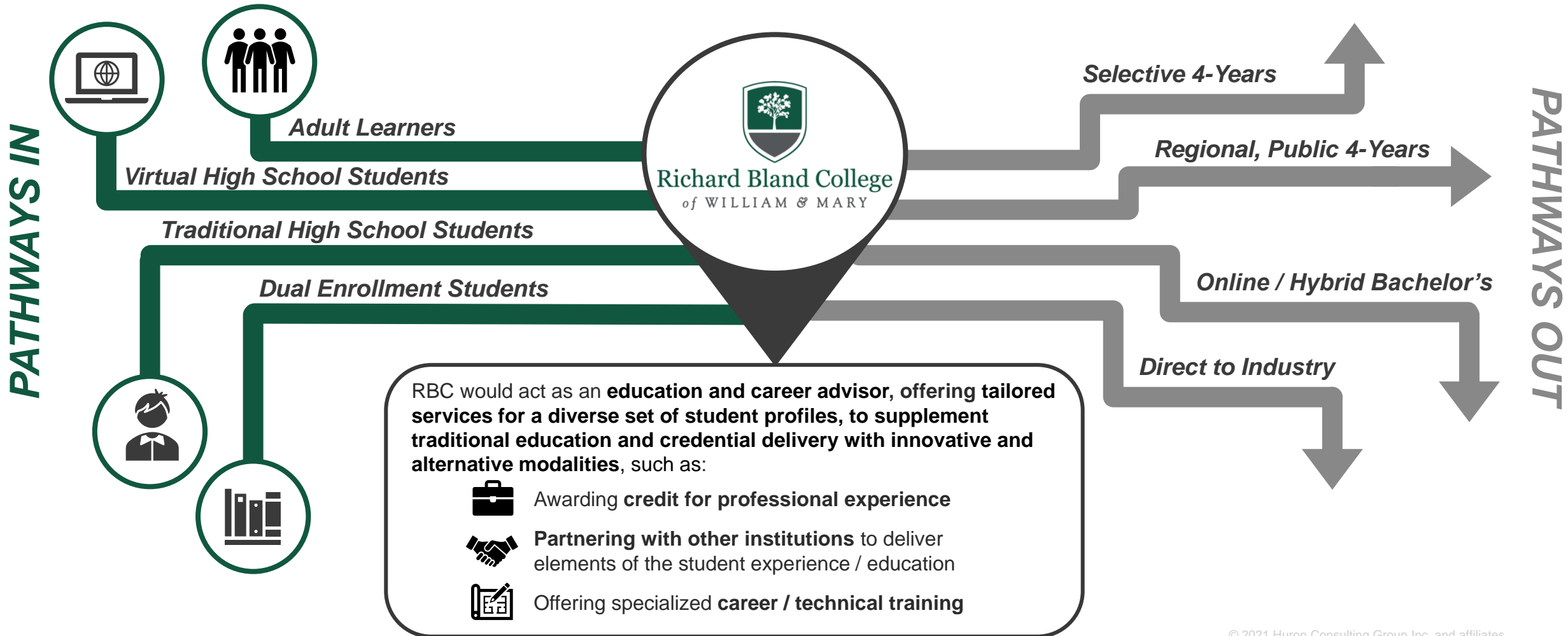
Huron understands that Richard Bland College aims to be a high-touch institution that offers tailored services to support a diverse set of students along various pathways to educational and ultimately career success. RBC will offer degrees and professional credentials in relevant and growing fields,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

<p><b><i>Core</i></b></p>	<p><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</p>
<p><b><i>Adjacent</i></b></p>	<p><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</p>
<p><b><i>Transformative</i></b></p>	<p><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</p>

# 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> <ul style="list-style-type: none"> <li>  <ul style="list-style-type: none"> <li>George Mason University</li> </ul> </li> <li>  <ul style="list-style-type: none"> <li>Old Dominion University Online</li> </ul> </li> <li>  <ul style="list-style-type: none"> <li>Radford University</li> </ul> </li> <li>  <ul style="list-style-type: none"> <li>Purdue University Global</li> </ul> </li> </ul>

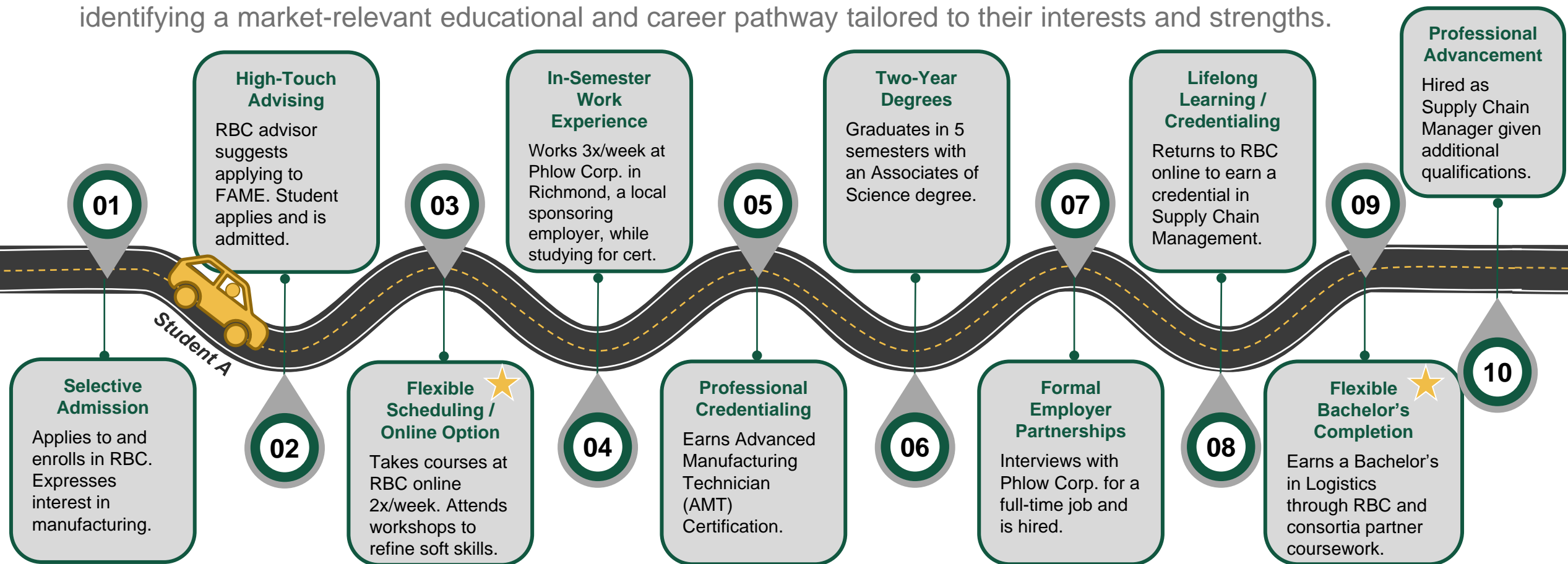
Virtual learning has emerged as a preferred learning modality for some students and their families and in turn, **approximately 20% of US school districts have already or plan to offer virtual schooling even after the pandemic.**<sup>2</sup>



★ - To include partner participation / delivery

# 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.

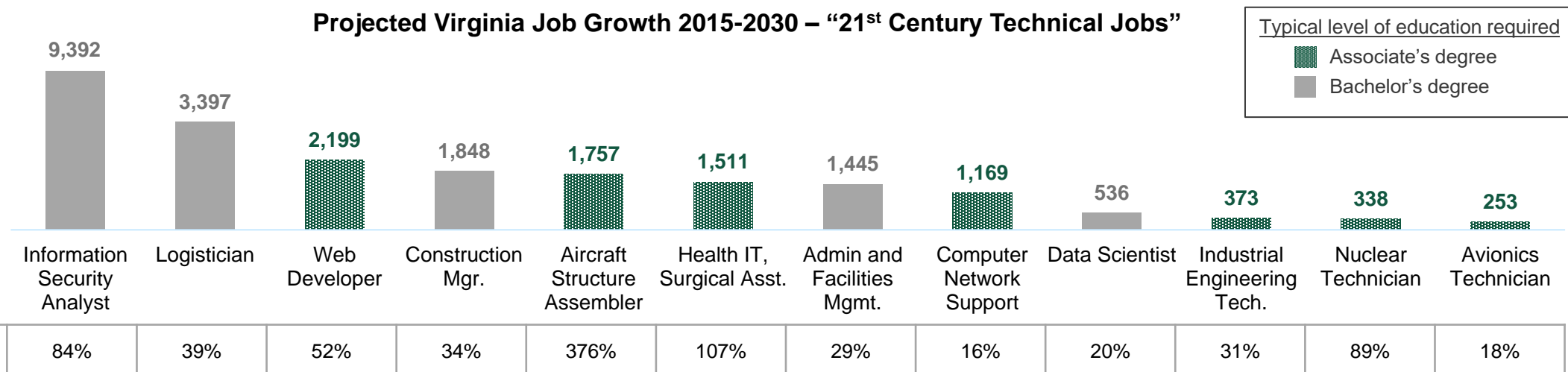


Students who transfer out of an institution lose an average of 43% of their existing credits attained<sup>1</sup>; **retaining students thus limits overall education costs and better positions students** for educational and career success.

# 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.

Projected Virginia Job Growth 2015-2030 – “21st Century Technical Jobs”



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.**



Source: EMSI – Labor Market Database; Note: Information Security Analyst not presented to scale for illustrative purposes



# 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.

<u>COMMUNITY COLLEGES</u>
<i>Widespread curricula focus</i>
<i>Local reach with modest investment in select areas</i>
<i>Offer credentials / professional opportunities ad hoc</i>
<i>Local workforce development</i>
<i>Four-year degree preparation</i>

<u>RBC VISION</u>
<i>High-touch student experience</i>
<i>Flexible learning options</i>
<i>Holistic and deliberate career pathways</i>
<i>Stackable credentials relevant to courses and in-demand career pathways</i>
<i>Thoughtful employer partnerships</i>

# 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

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

## Staff

To provide sufficient faculty and student support aligned with growth, the College will likely need to staff up in areas such as:

- Academic Support
- Student Services
- Marketing
- HR
- Information Technology

## Technology / Infrastructure

As RBC considers growing its academic portfolio and enrollment (primarily online), likely investments needed will include, among others:

- Content Mgmt. and Delivery
- Career Platform / Resources
- Marketing Platform(s)
- Student Success Analytics

**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



# Richard Bland College

## Future State Virtual Student Pipeline Plan

*April 5, 2022*

# Agenda

1. Project Overview
2. Environmental & Market Analysis
3. Operational & Organizational Analysis
4. Financial Considerations
5. Implementation Roadmap
6. Recommendations
7. Q&A



# 1

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## Overview







# 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.

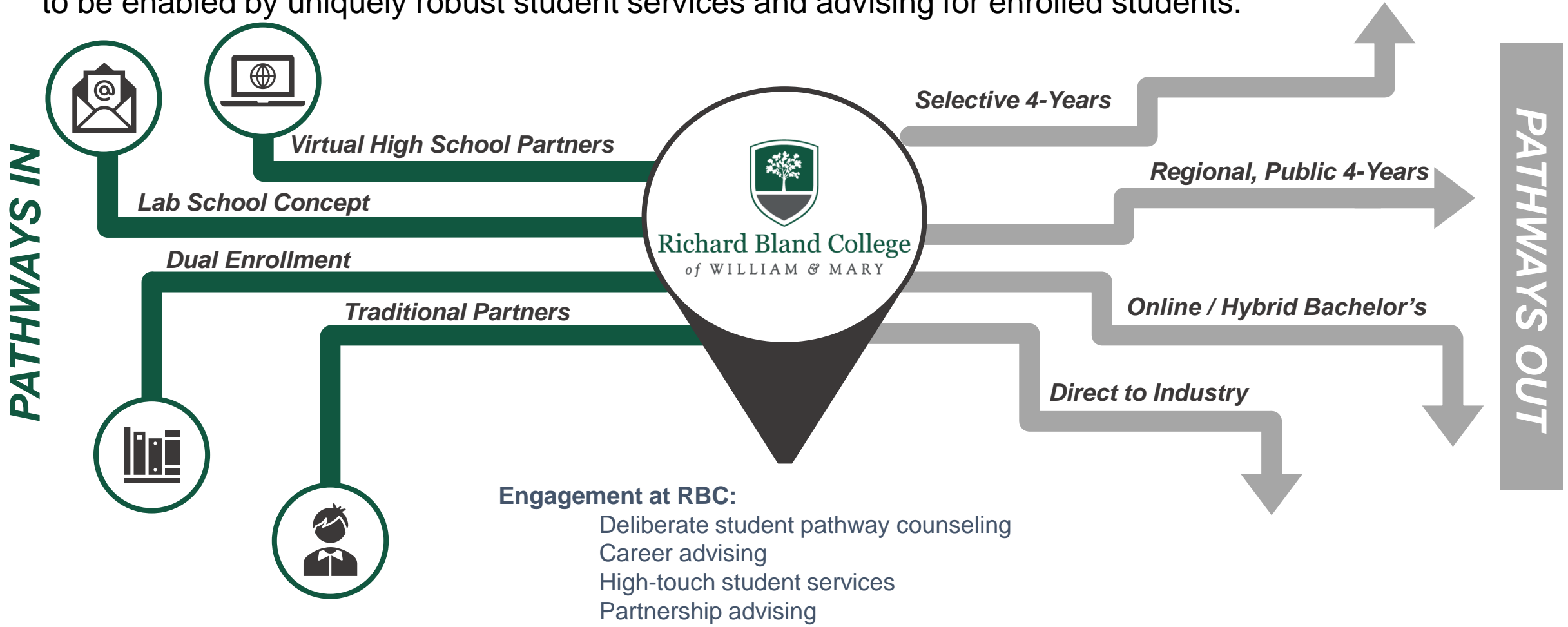
### TARGET AUDIENCES AND NEEDS

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**

# 2

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## Market Analysis







# Strategic Objectives & Alignment

As indicated in RBC's 2020-2025 Strategic Plan, six of the strategic objectives directly align to this course of work as listed below.

- **(B):** Refine recruitment and admissions processes so that they are clearly presented, easy to follow, and keep prospective students accurately informed of requirements and next steps. Onboarding should be effortless and will: a) expose the student to career/transfer opportunities that inform and inspire pathway decisions; b) develop individualized, comprehensive program plans based on the chosen pathway; c) remove all barriers to starting the education process.
- **(C):** Tell the story of Richard Bland College and our **student value proposition** through: a) a targeted, future-sighted strategic enrollment management plan; b) well prepared and executed marketing strategies that spread awareness and effectively develop the RBC brand; c) communication strategies announcing the success of faculty, staff and students; d) focused engagement with partners and the community that demonstrates our contribution to the local municipalities and the Commonwealth.
- **(D):** Initiate partnerships with high schools that provide college-level credit and/or motivate and prepare students for college-level coursework. Create programs that provide support for underprepared students in college-level math, English and key gateway courses that are intrinsic to a majority of program pathways.
- **(H):** Administrative processes, particularly those that have a direct impact on the student, will be evaluated and redesigned to provide the smoothest, most user-friendly experience possible. Barriers to every facet of the educational system will be removed. Course registration, engagement in events and activities, housing and dining plan enrollment, and bill processing and payment, for example, will be easy and seamless.
- **(K):** Develop high-quality, practical learning spaces, both physical and virtual, that support innovative, effective learning through cutting-edge instructional technologies and pedagogies.
- **(N):** Produce initiatives and curriculum that promote global thinking and perspectives to expand problem solving capacity; develop communication skills; and encourage cultural awareness, understanding and mutual tolerance.



# 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 Virginia Academy	K12 Private Academy (Stride)	Career Prep Flex (Stride, Part-Time)	The Keystone School (Stride)	George Washington University (Online)	Virginia Connections Academy
Virtual High Schools:	<ul style="list-style-type: none"> <li>Tuition-free program of several VA County public schools</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>Tuition-free online public school 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>

**Market Summary: Online HS**

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

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

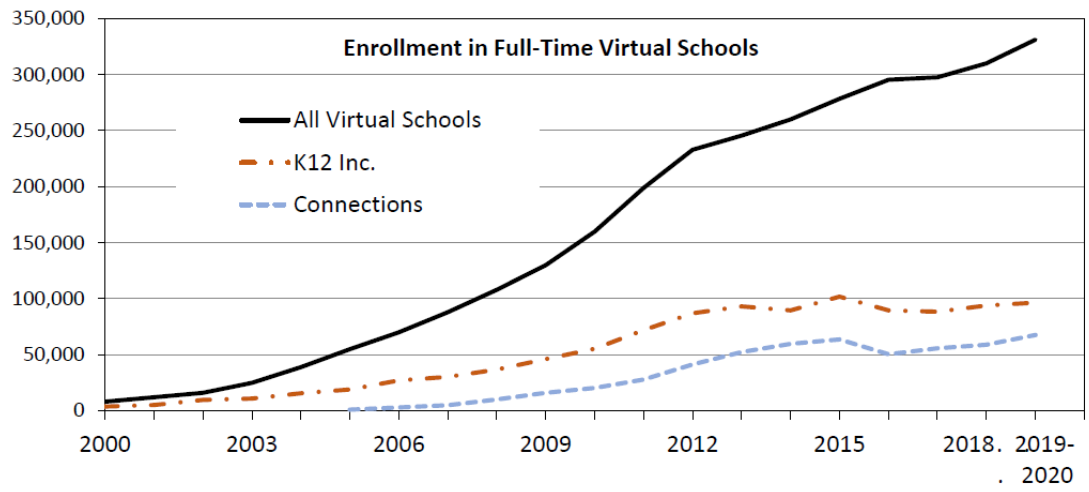
\*\*GWU Online website names Stride, but no additional information



# Virtual High School Market Has Expanded

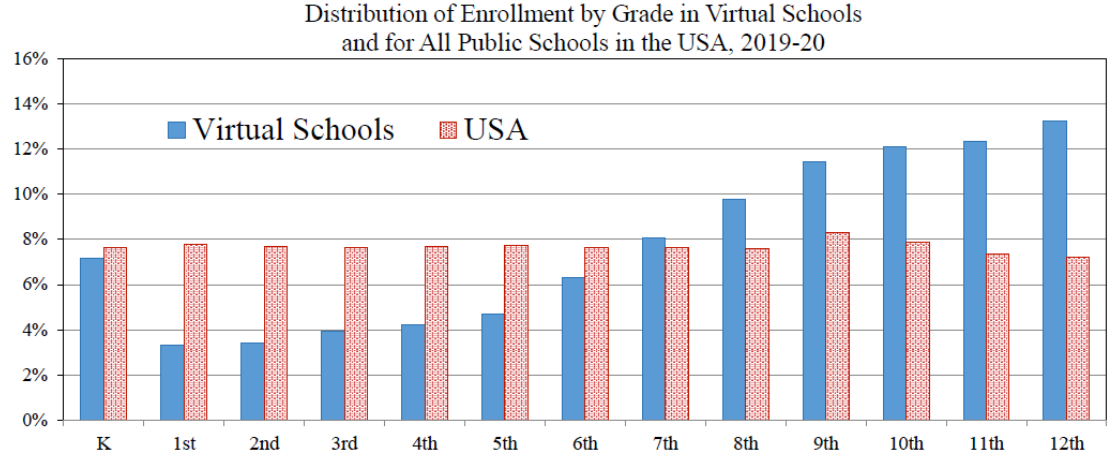
According to a May 2021 journal by the National Education Policy Center, virtual education enrollment in the United States has grown exponentially within the last decade, specifically in the high school landscape.

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

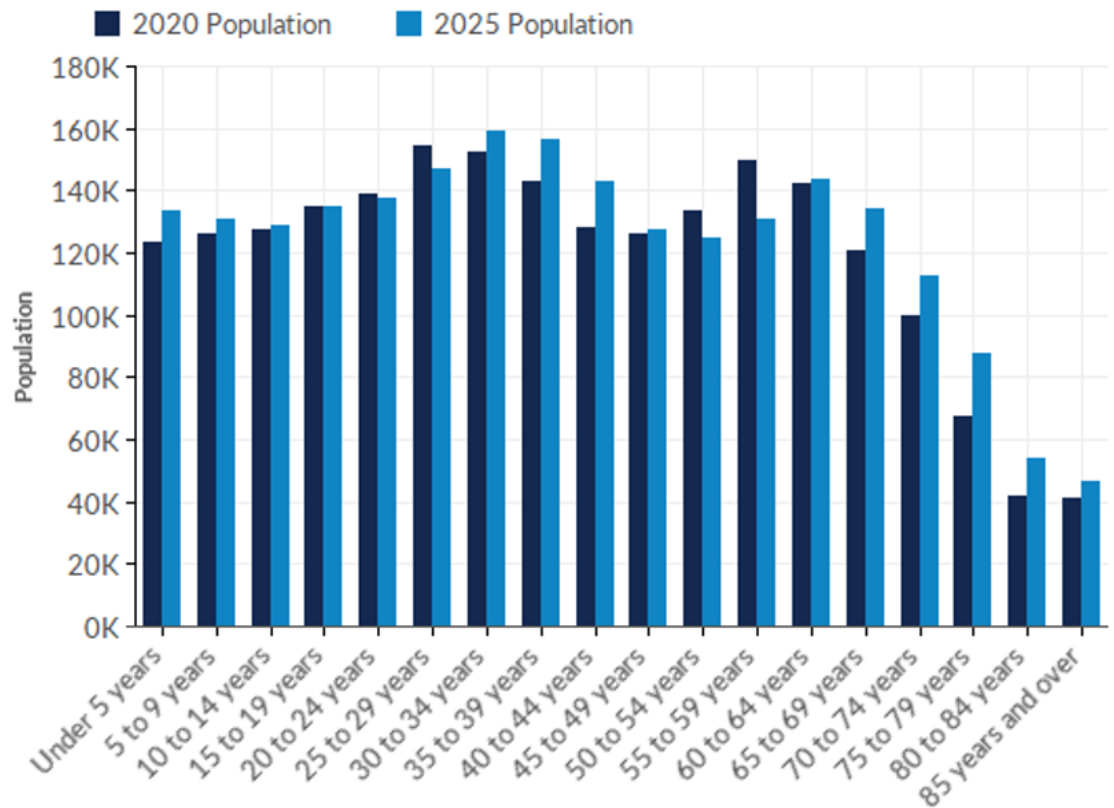
*This raises the importance of non-instructional support staff to advise students throughout the process*



# 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%



# Strengths

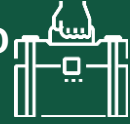
RBC serves important audiences and has a strong track record of delivering high-quality education to historically underserved audiences. By leveraging those experiences, RBC will continue to focus on marginalized students, while also broadening the audiences and addressing student pipeline growth.

## 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

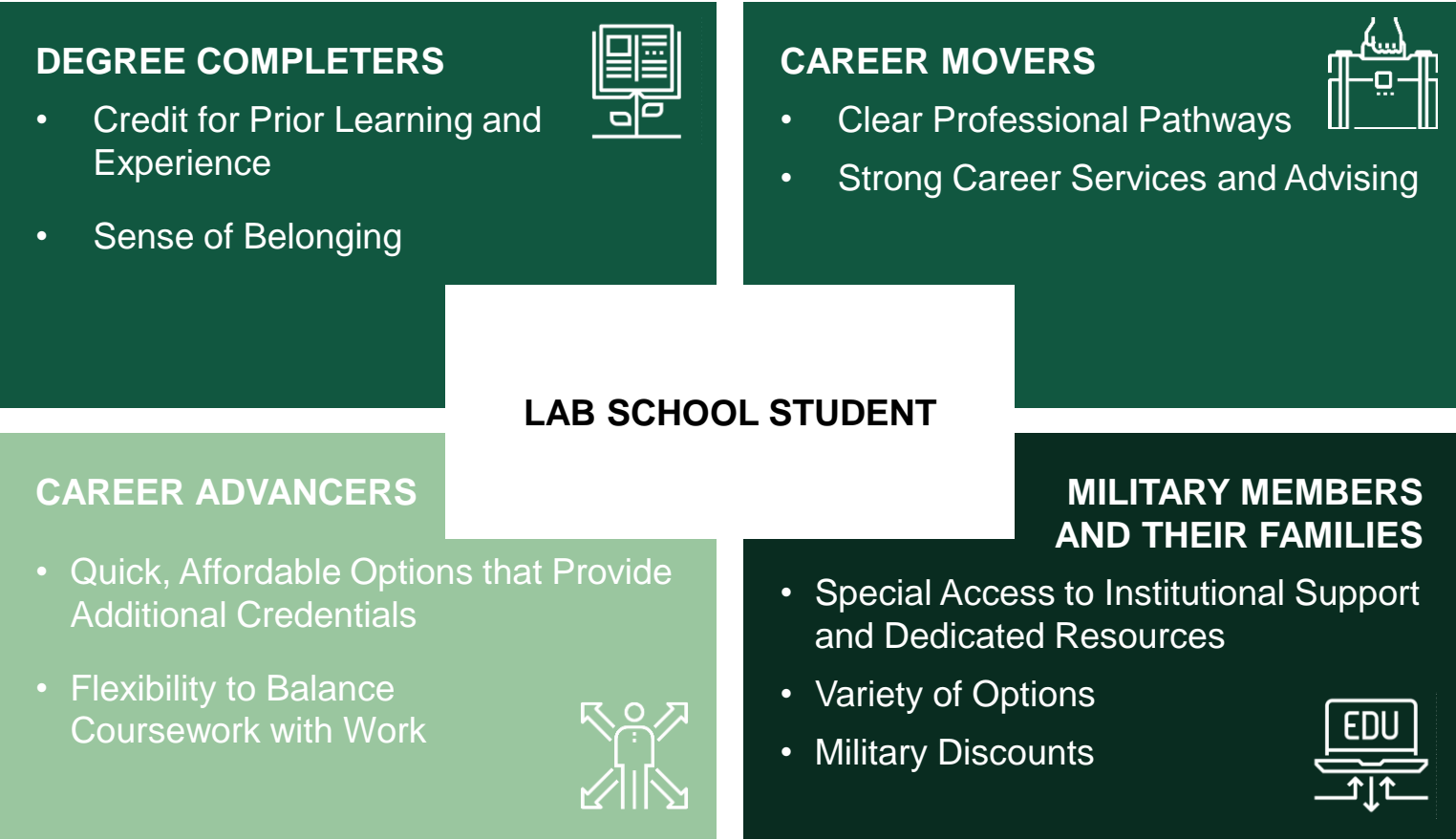
- Only residential junior college in VA
- Opportunity for transitional support
- Coursework/Work flexibility
- Affordable options





# 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



# 3

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## Organizational Analysis





# 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.

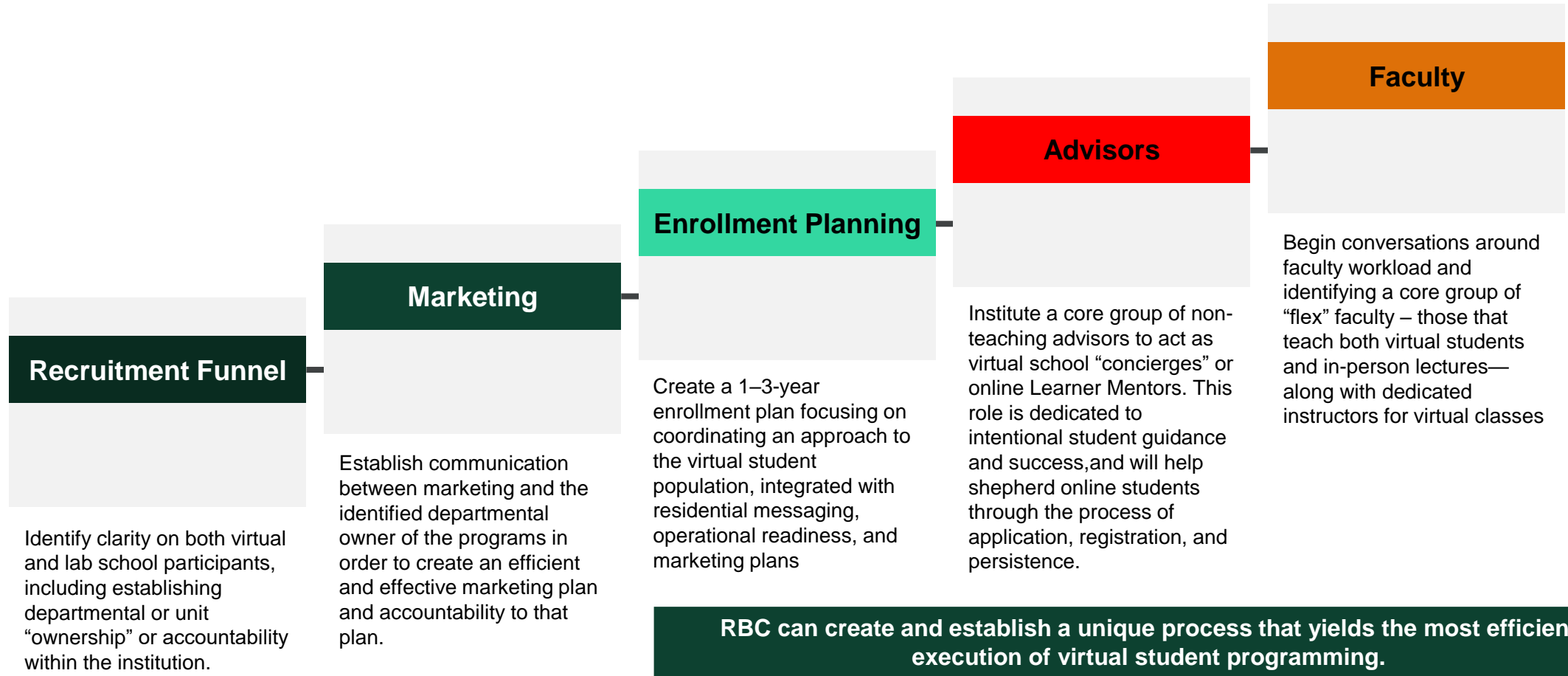
Program	Goal	Overseeing Department
On-Campus High School College Program (HSCP)	<ul style="list-style-type: none"> <li>• HS students who have completed sophomore year with a 3.0 or higher GPA</li> <li>• HS students enroll in college courses on the Richard Bland College campus while earning high school 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**



# Needed Alignments and Investment in Infrastructure

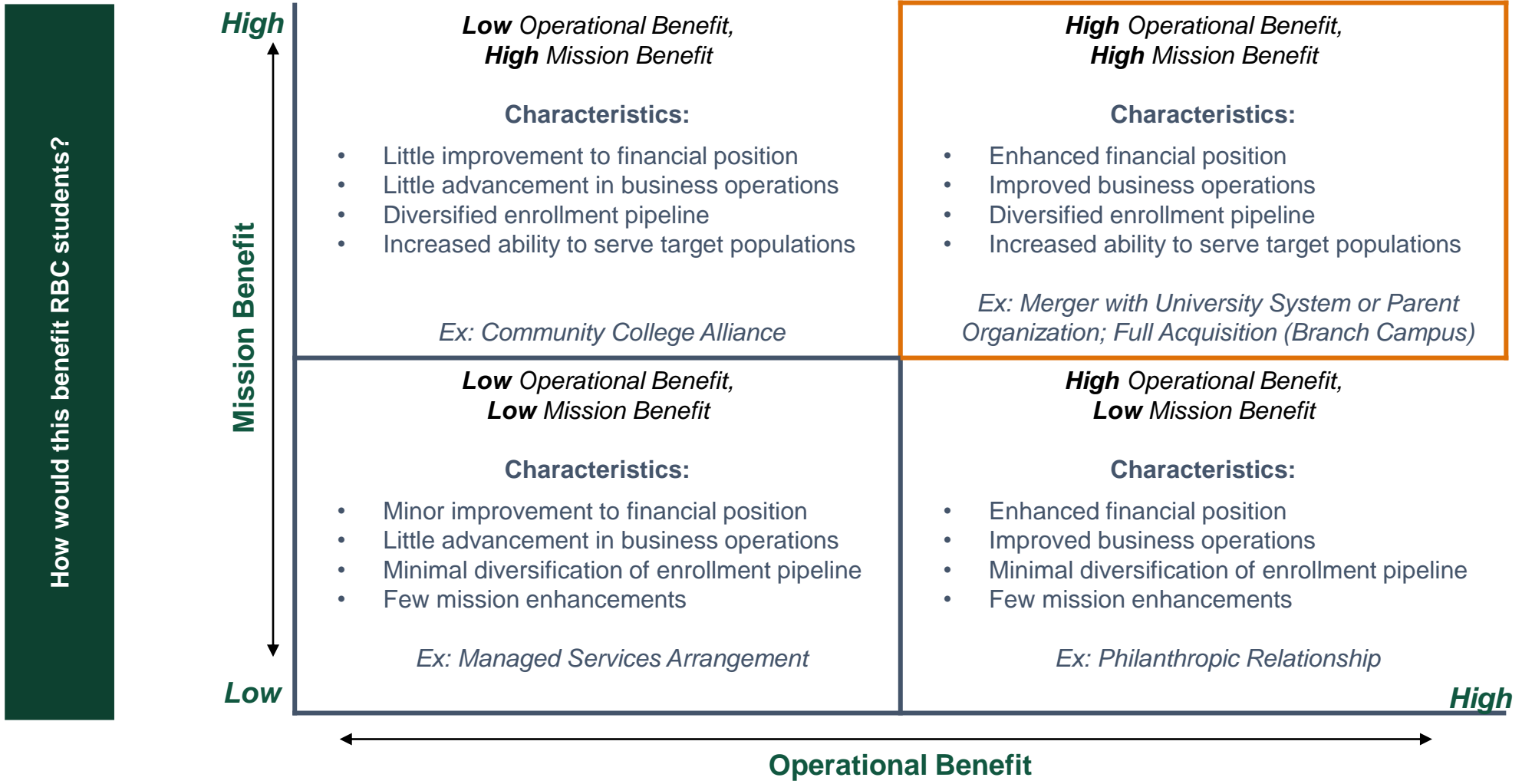
An operational and organizational analysis was conducted with respect to the human capital, technology, and other considerations needed to effectively support realization of RBC’s online growth strategies, as visualized below.





# Future Partnership Assessment Capability

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





# 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



# 4

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## Financial Considerations





# 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.

<p><b>HYBRID STUDENT EXPERIENCE (VIRTUAL COMMUNITY)</b></p> <ul style="list-style-type: none"> <li>Identify remote/on premise goals of virtual student community</li> <li>Build a working model of what a possibility of a physical summer semester may encompass</li> </ul>	<p><b>LEARNER MENTORS – VIRTUAL</b></p> <ul style="list-style-type: none"> <li>Assist in application, registration, advising, financial aid, persistence, and regular engagement</li> <li>Enterprise Salesforce CRM may assist in their coordination – potential increase in licenses</li> <li>Technology and staff costs here</li> </ul>	<p><b>COURSE DESIGN, IMPLEMENTATION, AND EVALUATION</b></p> <ul style="list-style-type: none"> <li>Build intentional course syllabi to align with student and modality needs</li> <li>Frequent request for student feedback on course architecture and student comfort with class/environment</li> </ul>	<p><b>LEARNING MANAGEMENT SYSTEM (LMS)</b></p> <ul style="list-style-type: none"> <li>Currently using Canvas</li> <li>Does Canvas have all the necessary tools for student success regarding these potential opportunities?</li> <li>Is there a need for new or additional licenses?</li> </ul>	<p><b>FACULTY READINESS</b></p> <ul style="list-style-type: none"> <li>Provide dedicated online learning faculty members with intentional training and guidance, mixed with flex faculty according to their interest</li> <li>Faculty-student ratios for similar enterprises are about 25:1 at max (SNHU)</li> </ul>

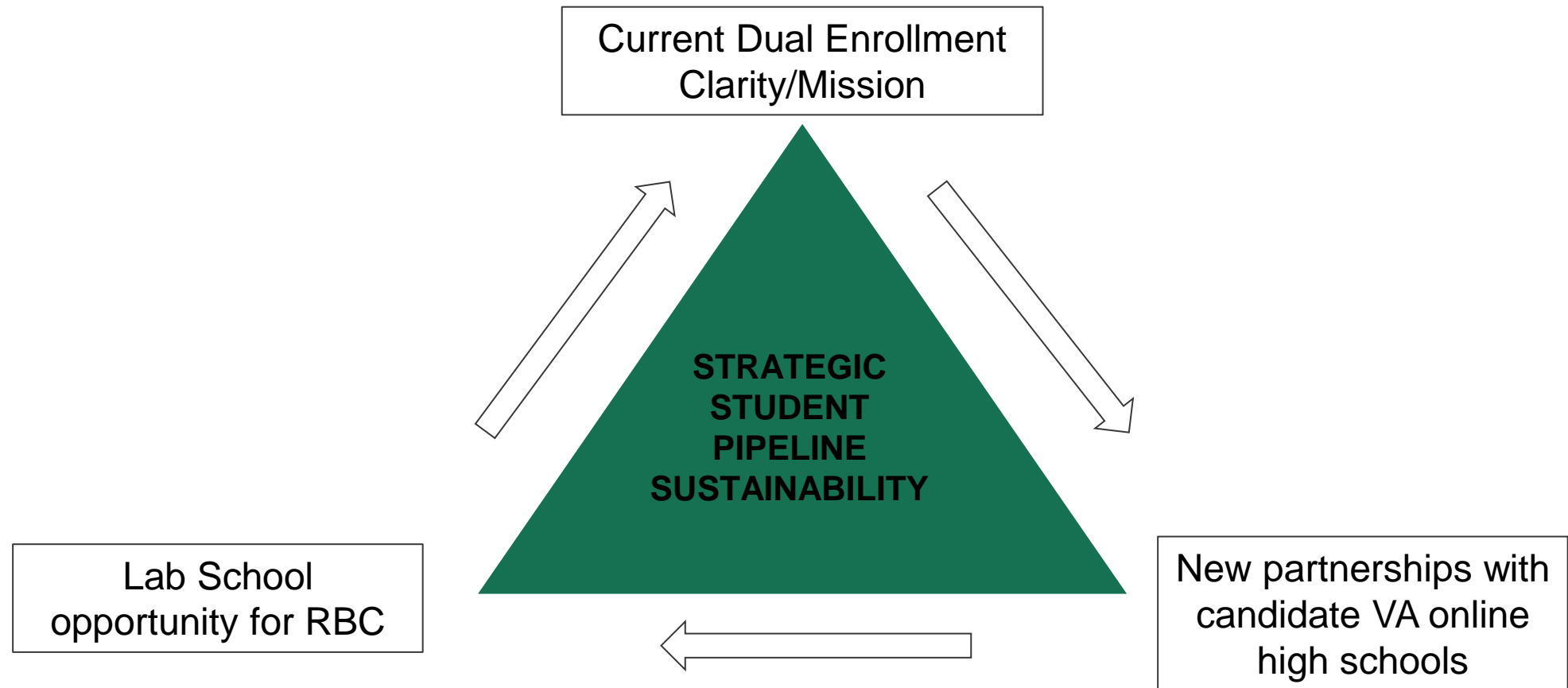
**Current Decisions**

- 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.





# 5

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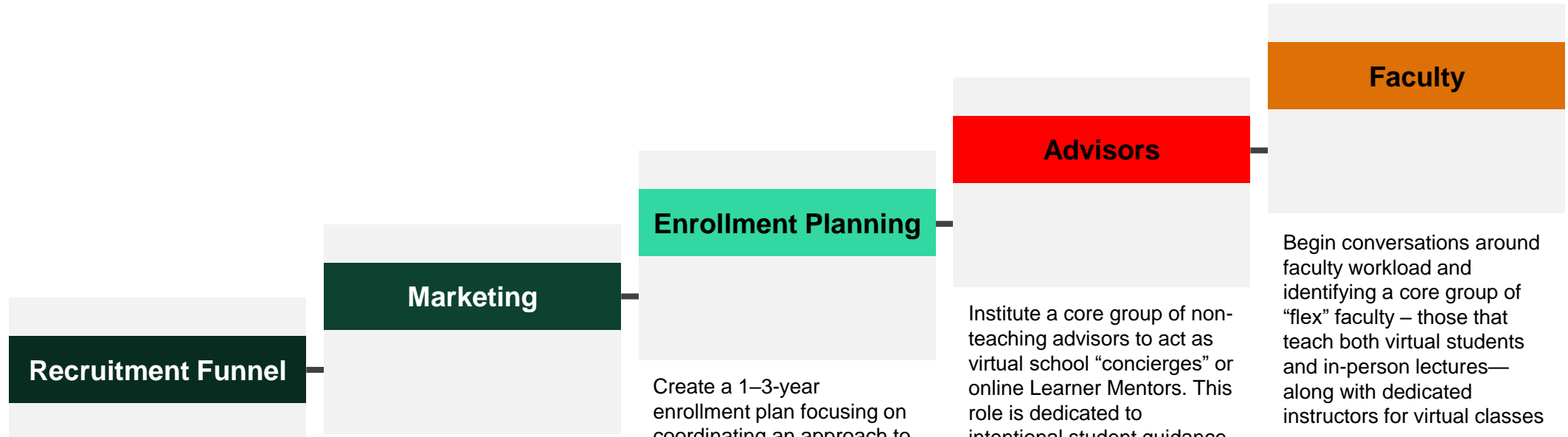
## Implementation Roadmap





# Infrastructure Revisited

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



**Recruitment Funnel**

Identify clarity on both virtual and lab school participants, including establishing departmental or unit “ownership” or accountability within the institution.

**Marketing**

Establish communication between marketing and the identified departmental owner of the programs in order to create an efficient and effective marketing plan and accountability to that plan.

**Enrollment Planning**

Create a 1–3-year enrollment plan focusing on coordinating an approach to the virtual student population, integrated with residential messaging, operational readiness, and marketing plans

**Advisors**

Institute a core group of non-teaching advisors to act as virtual school “concierges” or online Learner Mentors. This role is dedicated to intentional student guidance and success and will help shepherd online students through the process of application, registration, and persistence.

**Faculty**

Begin conversations around faculty workload and identifying a core group of “flex” faculty – those that teach both virtual students and in-person lectures—along with dedicated instructors for virtual classes

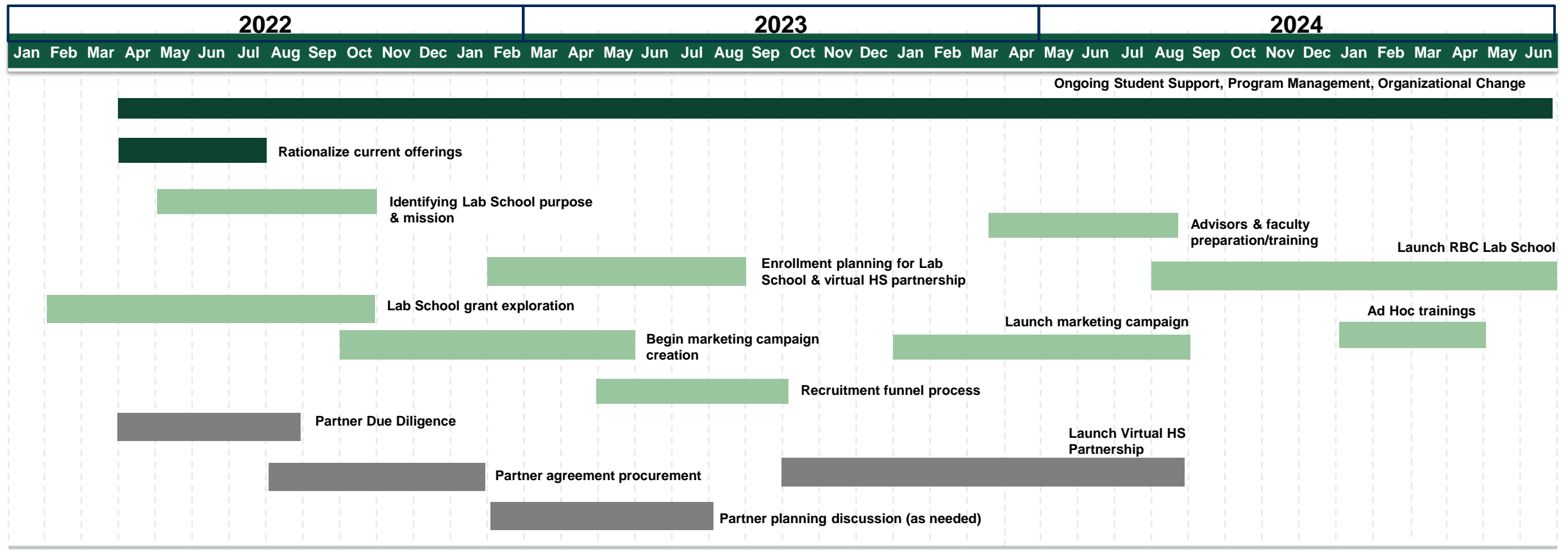
**RBC can create and establish a unique process that yields the most efficient execution of virtual student programming.**





# 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.



**KEY:**  Partner related       RBC workload       Functional, Management and Governance



# 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>

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## Recommendations







# 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.

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Q&A





# Virginia State University and Richard Bland College

Virtual School of Technical and Professional Studies

**Final Compendium**

February 25, 2022



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# Virginia State University and Richard Bland College

Virtual School of Technical and Professional Studies

## **Task 1: Environmental and Market Analysis**

*Originally shared: November 15, 2021*



# Task 1 Pre-Read



The entirety of this document serves as a pre-read to the November 15<sup>th</sup> review of Task 1: Environmental and Market Analysis.

Task 1: Environmental and Market Analysis	Task 2: Operational, Organizational, and Strategic Alliance Considerations	Task 3: Financial Modeling	Task 4: Implementation Plan
<p>RBC and VSU will align around an initial set of <b>offerings</b> to be delivered by the Virtual School. Offerings will be prioritized based on demand, competitive density, and pricing, among other factors.</p>	<p>RBC and VSU will develop a shared understanding of the <b>operational requirements</b> to launch and grow the School, based on the outcomes of the first Task. This will include an analysis of current resources at both institutions as well as opportunities for third-party partnerships.</p>	<p>The financial model will provide leadership with a <b>tool for evaluating the financial impact</b> of academic and operational decisions in designing the School.</p>	<p>Leadership will come to understand the near, medium, and long-term next steps.</p>

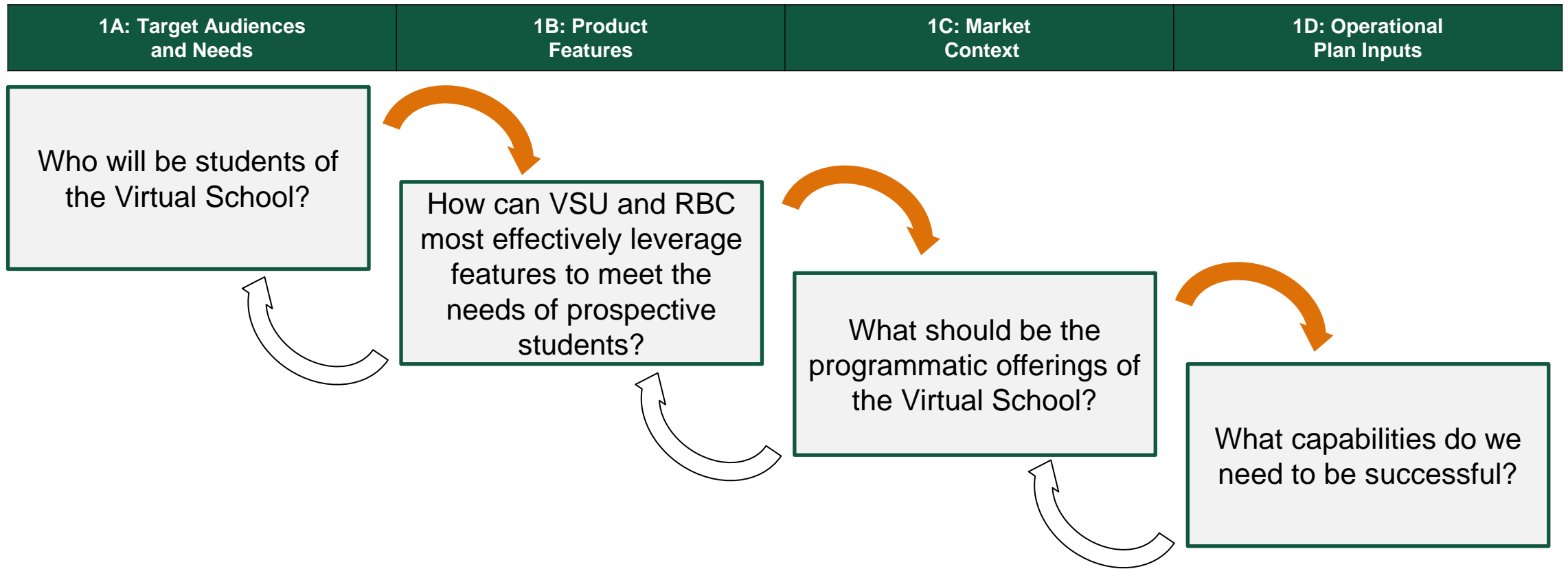
**As you read through this document, we ask that you consider: Are the proposed set of programs and product mix highlighted in this report the ideal set of offerings for the Virtual School?**



# Virtual School Strategic Choices



The goal of Task 1: Environmental and Market Analysis is to enable VSU and RBC to align on a strategic direction for the Virtual School including decisions on who to serve and how to best serve them.





# Task 1: Environmental and Market Analysis

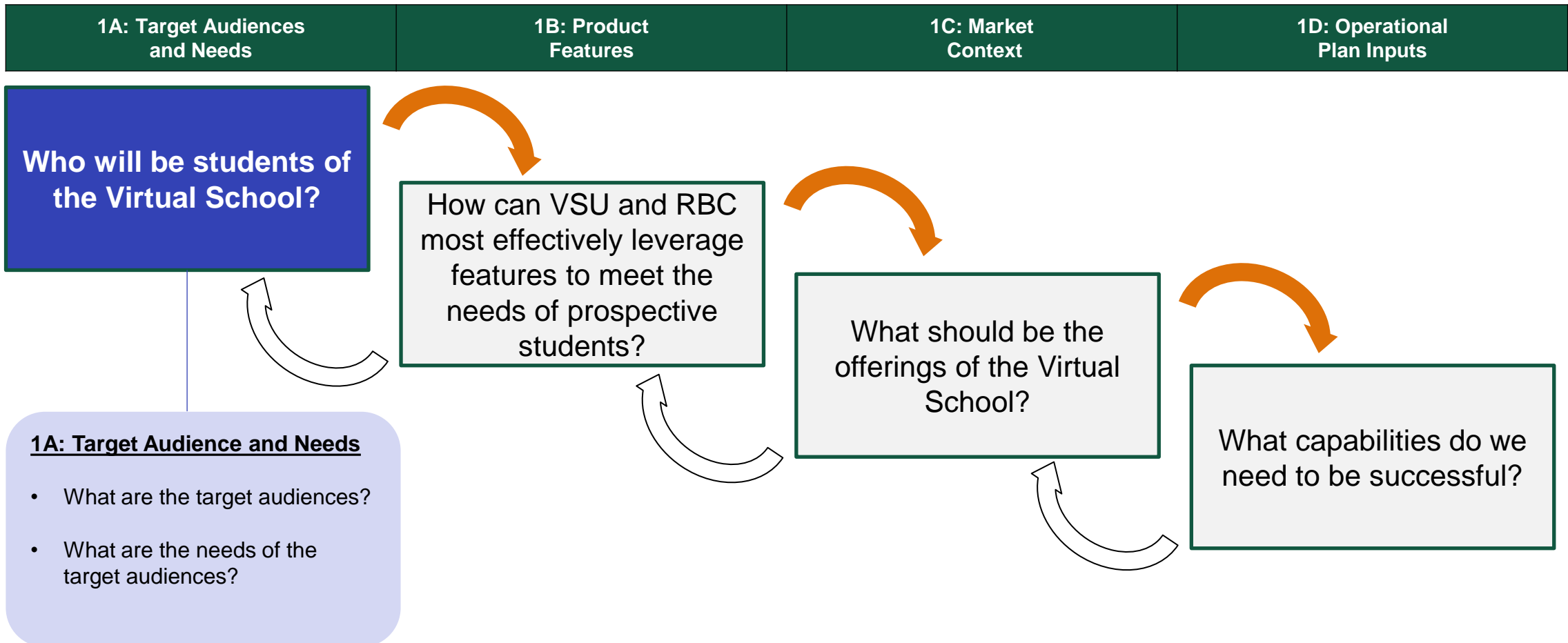
Through market research and internal discussions, VSU and RBC can align on target audiences and products offerings for the Virtual School of Technical and Professional Studies.

Task 1: Environmental and Market Analysis Outline				
	1A: Target Audiences and Needs	1B: Product Features	1C: Market Context	1D: Operational Plan Inputs
Strategic Question	Who will be students of the Virtual School?	How can VSU and RBC most effectively leverage features to meet the needs of prospective students?	What should be the offerings of the Virtual School?	What capabilities do we need to be successful?
Section Content	<ul style="list-style-type: none"> <li>• Target Audiences</li> <li>• Audiences' Needs</li> <li>• Mission Alignment</li> <li>• 21<sup>st</sup> Century Technical Jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of Offering Types</li> <li>• Pricing Overview</li> <li>• Best Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Criteria</li> <li>• Occupations vs Related Offerings Supply</li> <li>• Program Identification</li> <li>• Peer/Competitor Overview</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing and Branding</li> <li>• Strategic Enrollment</li> <li>• Recruitment Strategies</li> </ul>

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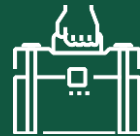
# Target Audiences

During the project kickoff meeting, VSU and RBC noted the following populations— mostly, segments of the adult learner market— as potential targets audiences for the Virtual School.



## Degree Completers

- As of 2013, the Commonwealth of Virginia had 743K people with some college experience, but no degree. Between 2014 and 2018, 10.6% (94K) re-enrolled and 3.3% (22K) completed their degrees<sup>1</sup>
- As of 2021, Virginia has an estimated 1.3 million people that have some college experience but no degree



## Career Movers

- In 2021, the General Assembly for the Commonwealth of Virginia budgeted for funding a new Office of Education and Labor Market Alignment to support greater partnerships with higher education regarding labor market demand<sup>2</sup>



## Learners Seeking Flexibility

- In a recent survey, 73% of students noted that they planned to take some courses in a fully on-line format in the return to campus<sup>1</sup>
- Stemming from the launch of the Statesman-Trojan Alliance in 2019, VSU and RBC noted that the Virtual School presents an opportunity to build on the partnership by offering dual enrollment opportunities to VSU and RBC students



## Military Members and their Families

- VSU and RBC agree that military personnel and their families would be a good target audience for the Virtual School
- As of June 2021, the Commonwealth of Virginia had over 155K active duty and national guard/reserve military personnel

Source: 1) *The Digital Learning Pulse Survey*, Bay View Analytics. April 2021. Survey included 772 faculty, 514 academic administrators, and 1,413 students.



# Audiences' Needs



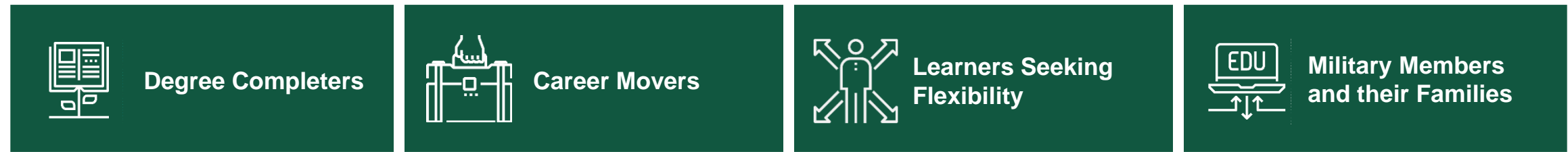
The needs of the target audiences are relevant across the various populations and can be described along the student lifecycle continuum.

Student Lifecycle

Apply and Accept

Enroll and Retain

Graduate



Affordability / Low Cost

Prior Learning Assessment

Flexible Scheduling / Short Duration

Online Delivery

High Quality Offerings

Robust Student Support

Clear Pathways to Employment / Enablement of Upward Mobility in Current Career

**In addition to the needs of the target audiences, VSU and RBC can consider the goals of statewide initiatives and how the efforts of the Virtual School would benefit Virginia at-large.**

# Mission Alignment



In 2020, the State Council of Higher Education for Virginia announced the Virginia Plan which outlines three primary goals and strategies that VSU and RBC can align with the efforts of the Virtual School.

## Best State for Education

## VSU & RBC Virtual School

### EQUITABLE

Close access and completion gaps.



#### Strategies:

1. **Expand postsecondary opportunities** and awareness to Virginians
2. Advance digital access, adoption and literacy, and high-quality, **effective remote-learning programs**
3. **Strengthen student support services** for persistence and completion



VSU and RBC seek to establish an online school aimed at a **diverse population of Virginians** and differentiated by a **high-touch, student support value proposition**

### AFFORDABLE

Lower costs to students.



#### Strategies:

4. Align tuition and fees, financial aid and state appropriations to **broaden student access**
5. Cultivate **affordable postsecondary education pathways**
6. Update and **reform funding models and policies**
7. **Foster program and administrative innovations** that improve quality, collaboration, and efficiency



The Virtual School could **offer innovative products tailored to meet the needs of target students** and ensure affordability by **pricing offerings competitively according to the market**

### TRANSFORMATIVE

Expand Prosperity.



#### Strategies:

8. Support experiences that **improve students' employment outcomes**, income and community engagement
9. Improve **alignment between post-secondary academic programs and labor market outcomes**
10. **Cultivate a climate of inclusion and innovation** through scholarship, research, and diverse faculty



The Virtual School is considering offerings that are based on growing jobs in Virginia to **prepare students for careers in 21<sup>st</sup> Century Technical Jobs**

# Labor Market Connection



The primary audience for the Virtual School will be the learners as defined on the previous pages. An additional audience will be employers in growing fields who are seeking well-qualified entrants. **The Virtual School's success will depend on bringing the interests of these two audiences into alignment.**

# 21<sup>st</sup> Century Technical Jobs



The 15 occupations listed below comprise the 21<sup>st</sup> Century Technical Jobs identified in Huron's previous work with RBC, along with some added relevant occupations that are also projected to grow in Virginia.

21 <sup>st</sup> Century Technical Job	2021 Positions	2031 Positions	Number of Jobs Added (2021 – 2031)	Avg Number of VA Institutions with a Related Offering (2016 – 2021)	Level of Education Required
Software Developers	81,432	95,378	13,946	12	Bachelor's degree
Information Security Analysts	17,191	20,902	3,711	65	Bachelor's degree
Computer User Support Specialists	20,373	23,186	2,812	17	Alt credential or certificate
Operations Research Analysts	7,741	9,029	1,288	8	Bachelor's degree
Construction Managers	6,407	7,375	968	33	Bachelor's degree
Computer Occupations, All Other <sup>1</sup>	16,291	17,238	947	49	Bachelor's degree
Data Scientists	2,628	3,350	722	4	Bachelor's degree
Facilities Managers	5,808	6,501	692	31	Bachelor's degree
Web Developers	5,848	6,539	692	64	Associate's degree
Database Administrators	7,703	8,346	643	48	Bachelor's degree
Computer Network Support Specialists	8,012	8,596	584	16	Associate's degree
Logisticians	9,976	10,244	267	1	Bachelor's degree
Health Information Technologists	2,708	2,904	196	29	Alt credential or certificate
Industrial Engineering Technologists	1,480	1,560	80	23	Associate's degree
Avionics Technicians	1,633	1,679	46	3	Associate's degree

Source: Emsi

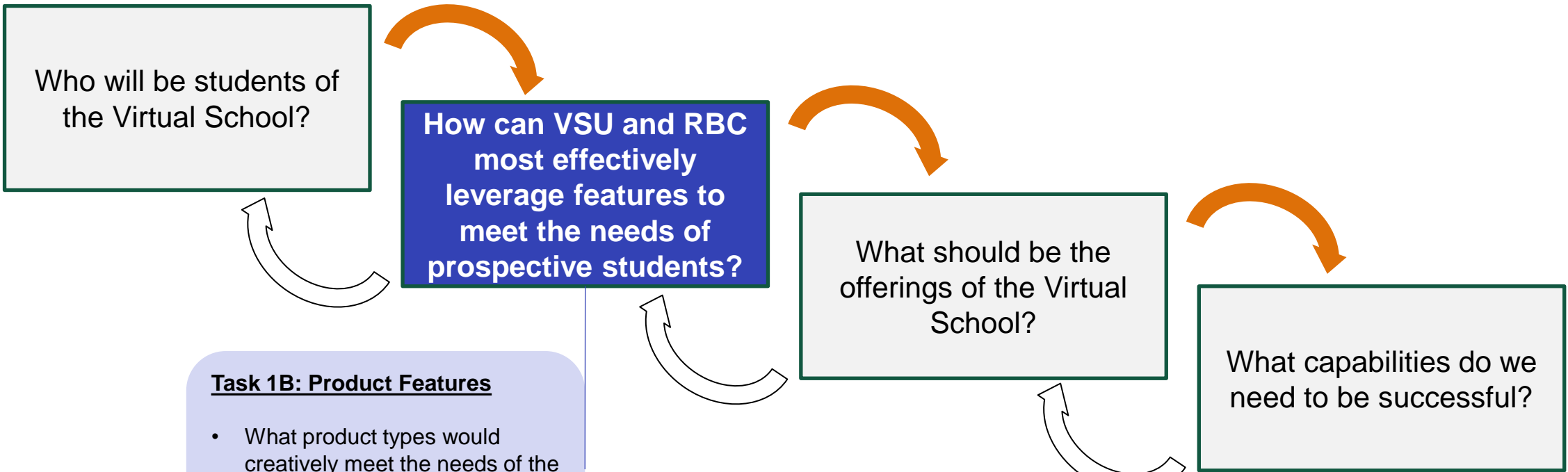
1) The Computer Occupations, All Other occupation represents computer occupations with a wide range of characteristics which do not fit into another category (e.g., Web Administrators, Geographic Information Systems Technologists, Blockchain Engineers, etc.)



# Virtual School Strategic Choices

The goal of Task 1: Environmental and Market Analysis is to enable VSU and RBC to align on a strategic direction for the Virtual School including decisions on who to serve and how to best serve them.

1A: Target Audiences and Needs	1B: Product Features	1C: Market Context	1D: Operational Plan Inputs
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**Task 1B: Product Features**

- What product types would creatively meet the needs of the target learner audiences?
- How should offerings be priced?





# Features of Non-Traditional Offerings

The Virtual School of Technical and Professional Studies will be newly built, thus allowing VSU and RBC the flexibility to consider non-traditional modalities for offerings.

## SHORTER DURATION

Many adult learners have turned to offerings that are shorter to quickly and efficiently make career changes.

## DIGITAL DELIVERY

The COVID-19 pandemic accelerated the adoption of online academic delivery.

## MICRO-CREDENTIALS AND DIGITAL BADGES

Online providers have seen an increase in enrollment for micro-credential offerings as students seek alternative, non-traditional options to demonstrate competency in a particular area.

## FLEXIBILITY

Students seek offerings that are suitable for their already busy schedules.

## COMPETENCY-BASED EDUCATION

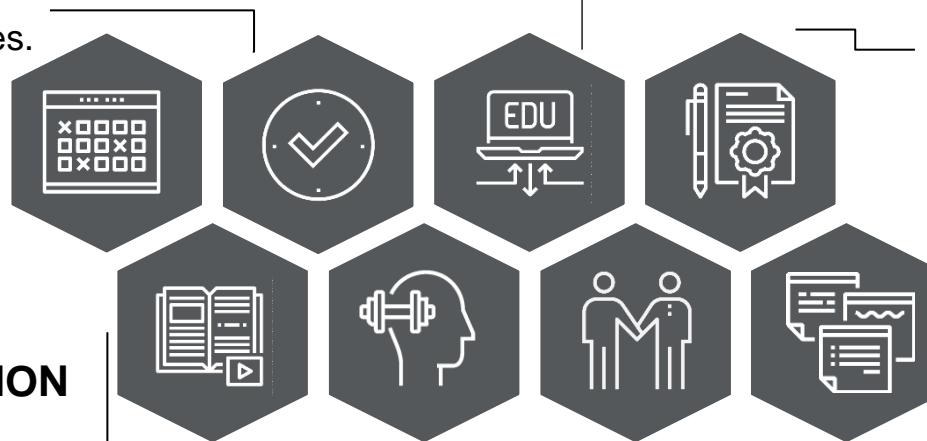
CBE has increased in popularity, allowing students to progress at their own pace.

## PRIOR LEARNING ASSESSMENT

Awarding students credit for life and work experience helps reduce overall educational costs and the time it takes to graduate.

## EMPLOYER PARTNERSHIPS

More corporations seek to partner with higher education institutions to develop career-specific curriculum to meet their workforce needs and create pathways to specific professions.



## CERTIFICATE OFFERINGS

Enrollments in postbaccalaureate and graduate certificate offerings increased in 2019 and 2020 while associate and bachelor's degree programs declined<sup>1</sup> indicating more interests in noncredit certificates.

1) National Student Clearinghouse Research Center, November 2020.

# Offering Types



Recent developments in the distance education market point to continued growth in non-traditional offerings as higher education institutions look for creative ways to serve adult learners.

## MICRO-CREDENTIALS

During 2020, edX (acquired by 2U in 2021) saw a 10-fold increase in applications for micro-credentials, with 11% seeking new skills because they were unemployed and 25% seeking to advance their careers<sup>1</sup>.

## CUSTOM EMPLOYER OFFERINGS

The market size for companies that enable employer-university collaboration is expected to increase by an average annual rate of 13.0%<sup>4</sup> as institutions seek to further connect learning outcomes to the labor market.

## NON-TRADITIONAL OFFERING TYPES FOR CONSIDERATION

## CERTIFICATES

In Fall 2020, enrollments in postbaccalaureate certificate programs grew 5.0%<sup>3</sup> from the previous year as working adults seek cost efficient ways to upskill and reskill for their careers.

## COMPETENCY-BASED EDUCATION

A survey conducted in 2020 showed that 73% of institutions surveyed were in the process of adopting or interested in adopting competency-based learning with 13% having already adopted CBE<sup>2</sup>. Of these institutions, two-thirds mentioned expanded access to non-traditional learners.

### Sources:

- 1) <https://evollution.com/programming/credentials/microcredentials-empower-change-and-growth/>
- 2) <https://www.air.org/sites/default/files/2021-07/State-of-the-Field-Findings-from-2020-Postsecondary-CBE-Survey-July-2021.pdf>
- 3) National Student Clearinghouse Research Center, November 2020
- 4) <https://medium.com/merge-edtech-insights/mass-collaboration-between-employers-and-universities-is-the-future-of-higher-education-part-1-ed840467bfd5>

# Pricing Overview



As VSU and RBC consider the product types of the Virtual School and how to best provide access to prospective students, another important product feature to consider is the pricing strategy.

1B: Product Features

- Calibration of price will be an important factor as many prospective students of the target audiences will be price sensitive.
- The following pages provide context on peer and competitor pricing as well as best practices aligned with attracting the target audience.

## ILLUSTRATIVE EXAMPLE

DOSLL Budget Forecasting Tool

**Inputs**

- 1) Use blue variable input cells to adjust scenarios
- 2) Output to the right will auto-adjust based on scenario
- 3) Only adjust variable inputs on this tab

**Legend**

Variable Input (user-selected; drives all output)
Formula Driven/Copied Input

Revenues					
<b>Inflation</b>					
Annual inflation	2%				
For-Credit	G2 Y1	G2 Y2	G2 Y3		
Anticipated Growth	2%	2%	2%		
Number of For-Credit Learners	7500	7650	7803		
Non-Credit	G2 Y1	G2 Y2	G2 Y3	Input	
<b>Custom (ex. Corporate)</b>					
Total Number of Learners	400	640	950		
Number of Workshops	20	32	48		
Average Workshop Size	20				
Average Workshop Price	\$ 10,000	\$ 10,200	\$ 10,404		
Anticipated Growth		60%	50%		
Online Revenue	\$ 60,000	\$ 97,920	\$ 146,880	30%	
In-Person Revenue	\$ 100,000	\$ 163,200	\$ 244,800	50%	
Hybrid Revenue	\$ 40,000	\$ 65,280	\$ 97,920	20%	
<b>Open Enrollment / Non-Customized</b>					
Total Number of Learner Purchases	1330	2128	3192		
Number of Offerings	7	11	17		
Average Offering Size	190				
Average Offering Price	\$ 700	\$ 714	\$ 728		
Anticipated Growth		60%	50%		
Online Revenue	\$ 372,400	\$ 607,757	\$ 911,635	40%	
In-Person Revenue	\$ 372,400	\$ 607,757	\$ 911,635	40%	
Hybrid Revenue	\$ 400,000	\$ 607,757	\$ 911,635	40%	

Definitions	Assumptions/Notes
= FY20 For-Credit Learners	Rounded figure based on data from DOSL
= Number of Workshops	Initial assumption. BSU to updated workshop numbers based on existing N
= Average Workshop Size	
= FY22 Average Workshop Price	Competitive pricing based on market benchmarks.
= Anticipated Growth of Custom Programs	We anticipate slower growth of these offerings and have entered 1/2 gro
= Proportion of Online Workshops	
= Proportion of In-Person Workshops	
= Proportion of Hybrid Workshops	
= Starting Number of Learner Purchases (can include repeat learners)	
= Number of Offerings	Initial assumption. BSU to updated workshop numbers based on existing N
= Average Offering Size	
= Average Price of Offering	Conservative estimate slightly below competitive market benchmarks.
= Anticipated Growth of Open Enrollment Programs	
= Proportion of Online Offerings	
= Proportion of In-Person Offerings	
= Proportion of Hybrid Offerings	



# Competitor Online Pricing Summary

31 institutions in VA are offering at least one online or distance offering that could be competitive with an offering provided by the Virtual School (additional detail in provided in peer section).

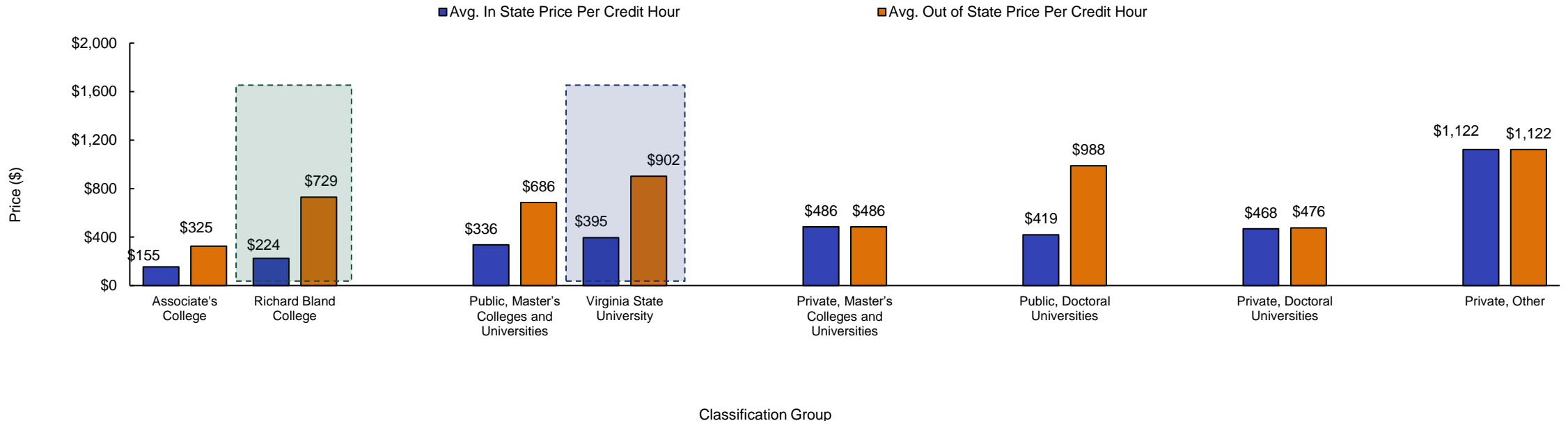
Institution Type	Example Institutions	Average In State Price Per Online Credit Hour	Average Out of State Price Per Online Credit Hour
Associates Colleges	Tidewater, Patrick Henry, Germanna, John Tyler, Rappahannock, Northern VA	\$155	\$325
Public, Master's Colleges and Universities	Norfolk State, Radford, James Madison	\$336	\$686
Private, Master's Colleges and Universities	Strayer University, ECPI, University of Lynchburg, and Stratford	\$486	\$486
Public, Doctoral Universities	William and Mary, George Mason, Virginia Commonwealth	\$419	\$988
Private, Doctoral Universities	University of Management and Technology	\$468	\$476
Private, Other	University of the Potomac-VA Campus	\$1,122	\$1,122

# Online Pricing by Institution Type



Generally, competitor prices for the identified programs increase as the degree level provided by the institution advances with price per credit hour ranging from \$155 to \$1,122.

Online and Distance Pricing by Institution Type



**VSU and RBC's current price per credit hour are both higher than the in-state averages of their institution classification groups at \$395 and \$224 per credit hour, respectively.**

Note: The Richard Bland College and Virginia State University values are price per credit hour.

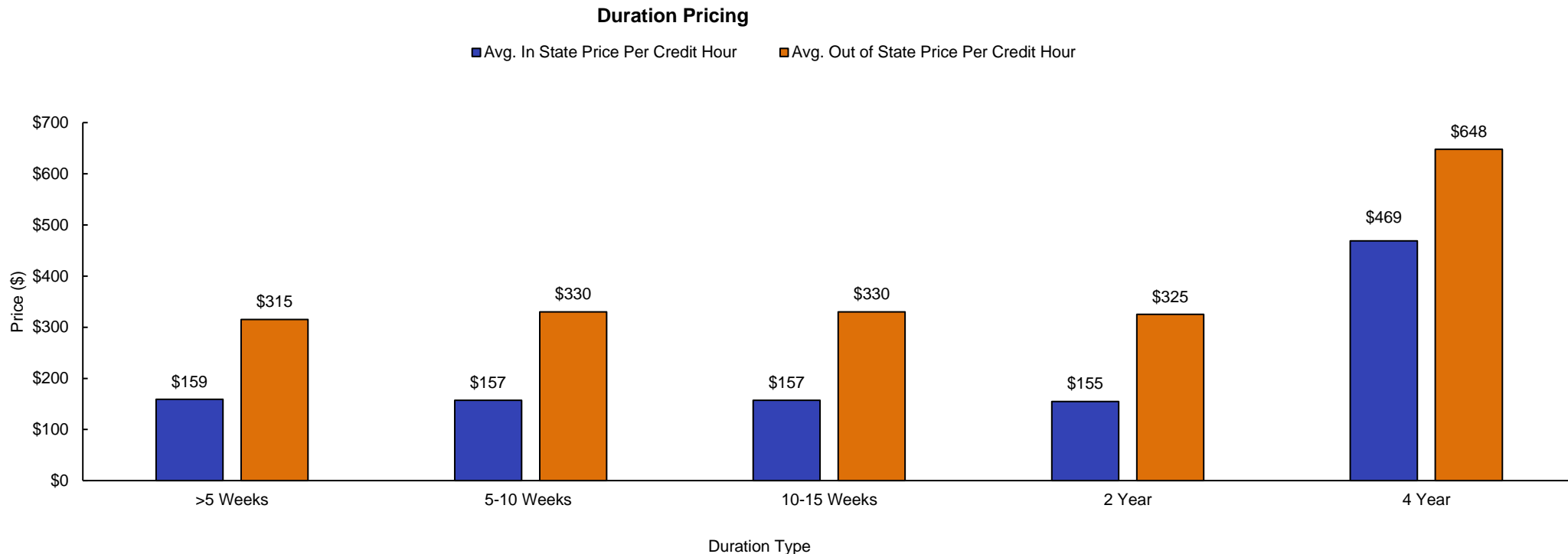
1B: Product Features





# Online Pricing by Duration of Program

Generally, competitor prices for shorter duration programs are lower than those of traditional length programs with price per credit hour ranging from \$155 to \$648.



**Huron re-grouped the 31 institutions with distance learning programs by duration to compare cost to student to create accurate pricing opportunities for the Virtual School.**

# Pricing Best Practices



To create competitive prices for the Virtual School offerings, RBC and VSU may want to consider the following strategies in the marketplace addressing similar audiences to the Virtual School.



## Military Pricing

- Roughly 10 institutions in VA\* offer discounts for military personnel and their family
- Discounts include in-state pricing for out-state military individuals, waiving of extra fees, and support



## In State Versus Out of State

- Most private institution competitors price their online programs at the in-state tuition price regardless of the student's location
- In Huron's experience some schools offer in-state pricing to students living in some neighboring counties



## Employer Partnership/ Business Rates

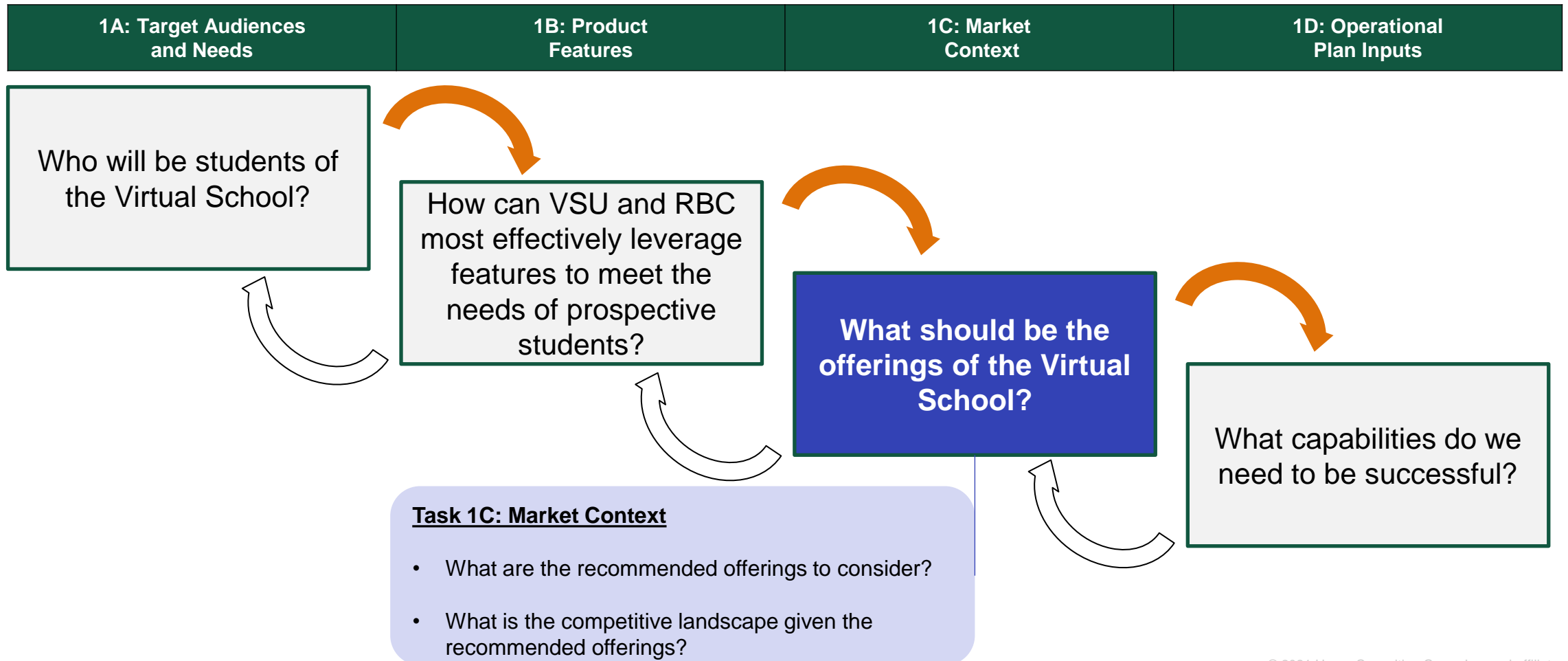
- Equitable access for all
- Encouraging a well-trained workforce
- Institutions offer business rates priced higher than in-state rates, but lower than out of state rates e.g., for Southside Virginia Community College, in-state is **\$154**, out of state is **\$236**, while the **Business Contract Rate for out of state students is \$154**)

**A diverse portfolio of pricing options may help the Virtual School acquire and retain its target audience of military, new students, career movers, and education continuers.**



# Virtual School Strategic Choices

The goal of Task 1: Environmental and Market Analysis is to enable VSU and RBC to align on a strategic direction for the Virtual School including decisions on who to serve and how to best serve them.



# Assessment Criteria



When determining which programs and courses to offer at the Virtual School, VSU and RBC should prioritize offerings based on market need, feasibility, financial impact, and mission alignment.

## MISSION ALIGNMENT

Program and course offerings should be assessed against institutional missions to ensure alignment.



Mission Alignment



Market Needs

## MARKET NEEDS

Labor market analysis allows VSU and RBC to consider the development of programs that address growing labor needs in the Commonwealth of Virginia.

## MARGIN

Decisions on Virtual School offerings should consider financial implications including both revenue and expense expectations.



Margin



Feasibility

## FEASIBILITY

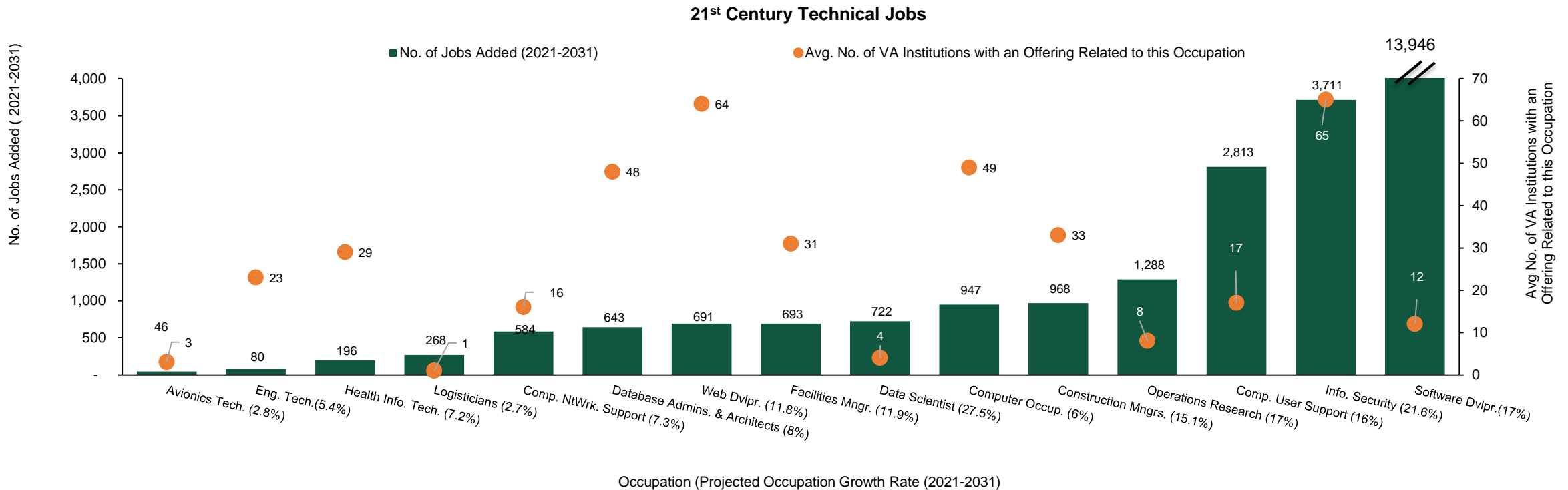
Assessments of VSU and RBC capabilities identify which offerings can be developed and where 3<sup>rd</sup> parties can address potential gaps.

**In addition to these criteria, VSU and RBC can also align Virtual School programs to the workforce initiatives of the Commonwealth of Virginia and aim to aid the state in meeting its goals.**

# Occupations vs. Related Offerings Supply



The 21<sup>st</sup> century technical occupations are selected based on job growth, earning potential (>\$50K), and degree level, and further prioritized by number of jobs added and low supply of occupation related offerings.



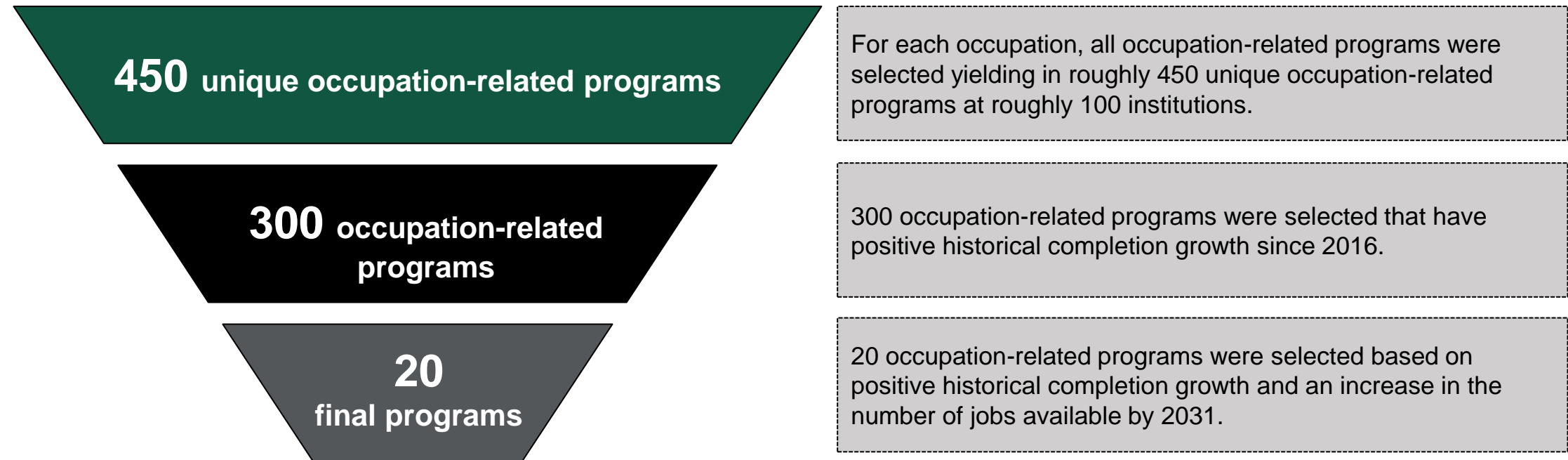
**The areas of opportunity for VSU and RBC to develop offerings arise from the alignment of high number of forecasted jobs added with low numbers of institutions with related offerings (e.g., Software Developer).**





# Program Identification: Filtering Criteria

Building on work from Phase 1 and the selected target audiences, Huron narrowed down the occupation-related offerings to allow focusing of resources and efforts on best opportunities.

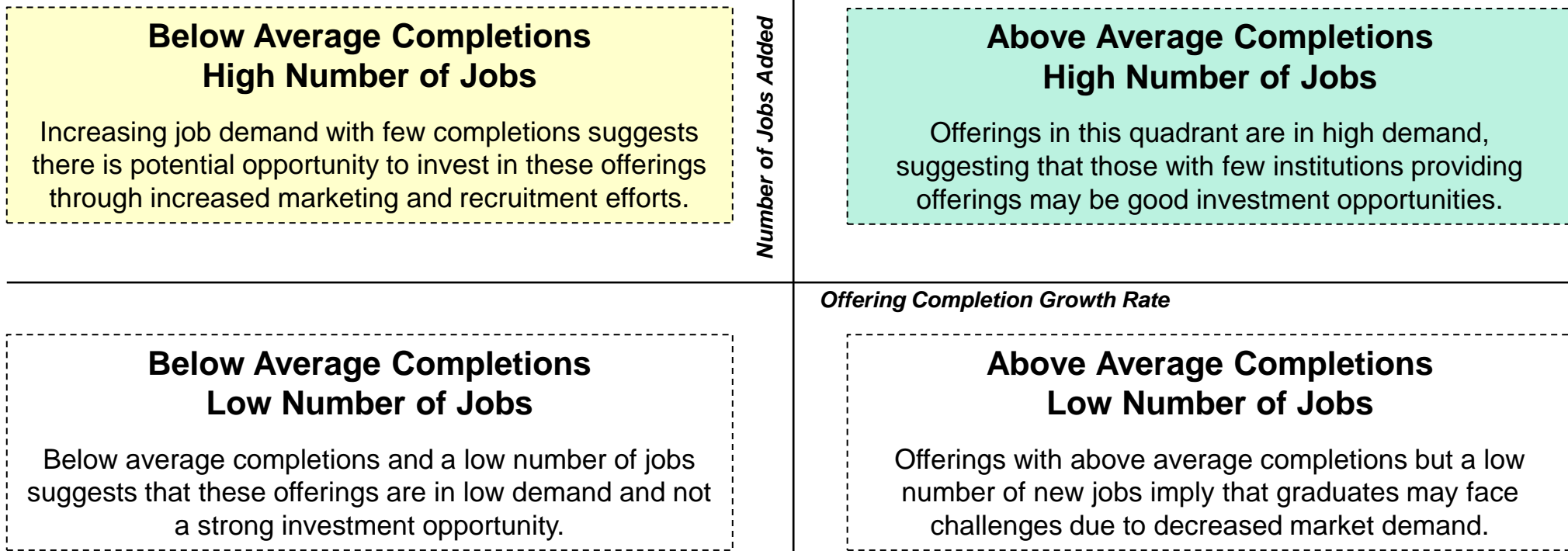


**Further evaluation of the 20 occupation-related programs will identify the programs with the highest potential (fastest growing programs associated with the largest number of jobs added).**

# Program Identification: Offering Market Demand



To further prioritize the 20 occupation-related offerings, Huron plotted these based on past completion rate, number of jobs added by 2031, and the current number of institutions with similar offerings.



1C: Market Context

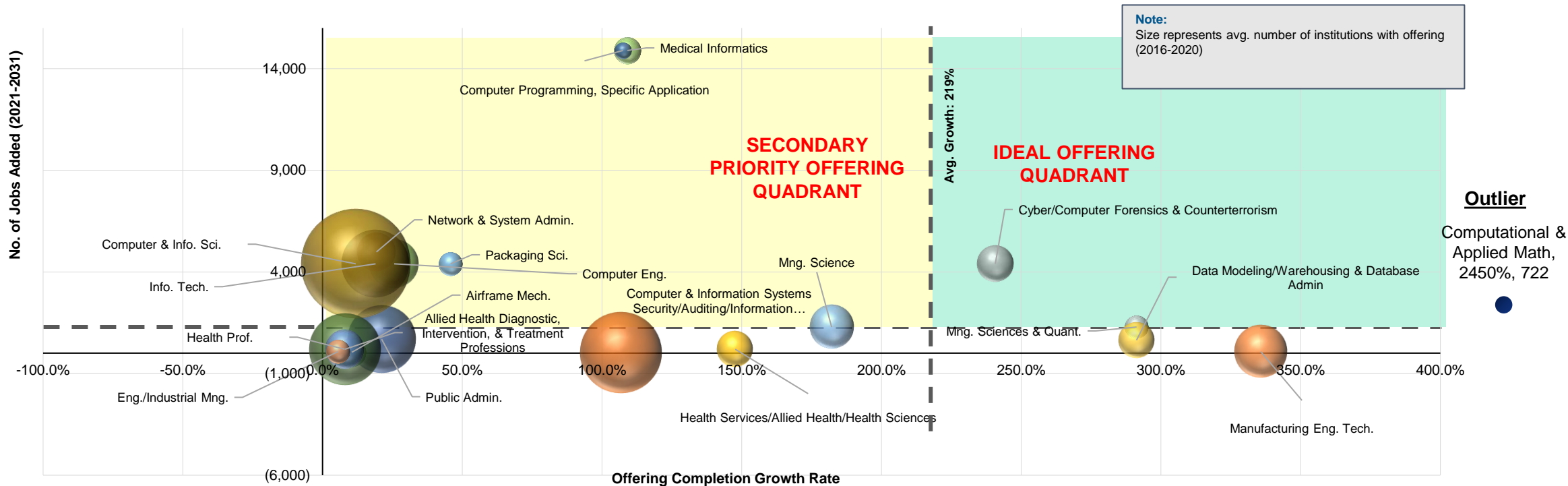
**Ideal offerings fall in the upper-right quadrant and have above average increasing completions, a high number of jobs added, and low supply. Secondary priority offerings fall in the upper-left quadrant.**



# Program Identification : Virginia Offerings

A specific offering-focused competitor market highlights potential areas of investment for the Virtual School of Technology and Professional Studies.

Public and Private Institution's Offering Focused Competitor Market



**Cyber/Computer Forensics is above the average completion growth rate and forecasted to increase in the number of jobs, suggesting the development of this offering as a strong investment.**

# Program Identification: Recommended Offerings



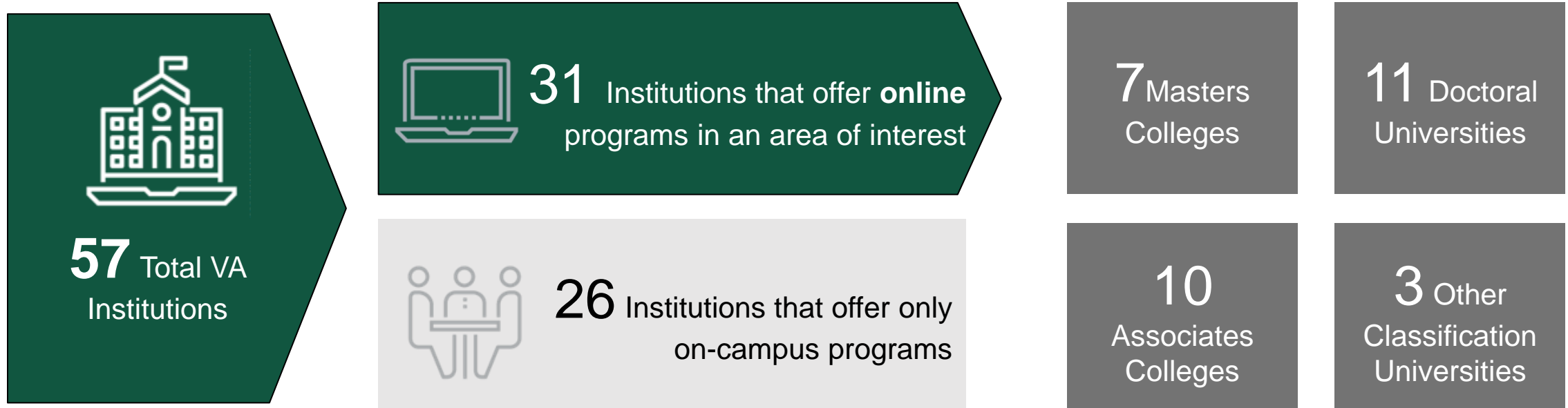
Huron has identified the following programs as recommended offerings for the Virtual School based on low number current offerings, and high population institution growth.

Program Name	No. of Jobs Added (2021-2031)	Avg. Number of Institutions Offering	No. of Jobs Added / Avg. No. of Institutions Offering	Program Completion Growth
Computer Programming, Specific Application	14,893	1	14,893	107%
Network and System Administration / Administrator	4,986	5.6	890	19%
Management Science	1,288	7.2	178	182%
Management Science and Quantitative Methods, other	1,288	2	644	291%
Computer Engineering, general	4,402	9	489	25%
Computational and Applied Mathematics	722	1.8	401	2450%
Medical Informatics	14,893	2.6	5,728	109%
Data Modeling/ Warehousing and Database Administration	643	4.8	133	241%
Information Technology	4,402	17	258	19%
Cyber/Computer Forensics and Counterterrorism	4,402	5	880	240%

# Peers and Competitors by Institution Type



For the 20 selected occupation-related offerings there are 57 total institutions in Virginia with at least one of the occupation-related offerings.



**In addition to competing with the 31 institutions that offer an online program of interest, VSU and RBC will also need to consider competition stemming from non-traditional players in the market.**





# Non-Traditional Competitors in the Market

In addition to peer higher education institutions, VSU and RBC will be faced with increased competition from non-traditional, for-profit players who aim to provide direct access to online learners.



## Section4

Section4 provides short-course, non-credit business education. Section4 delivers content through “sprints” priced at \$1,000 each. Sprints are “frictionless” and led by well-known business leaders and faculty from top MBA programs.



## Edge Pathways

Edge Pathways attempts to replace the first year of undergraduate engineering with a low-cost, high-quality learning experience. Targeted to learners of diverse backgrounds, Edge offers a wraparound learner experience and an opportunity to earn credit at the University of New Haven.



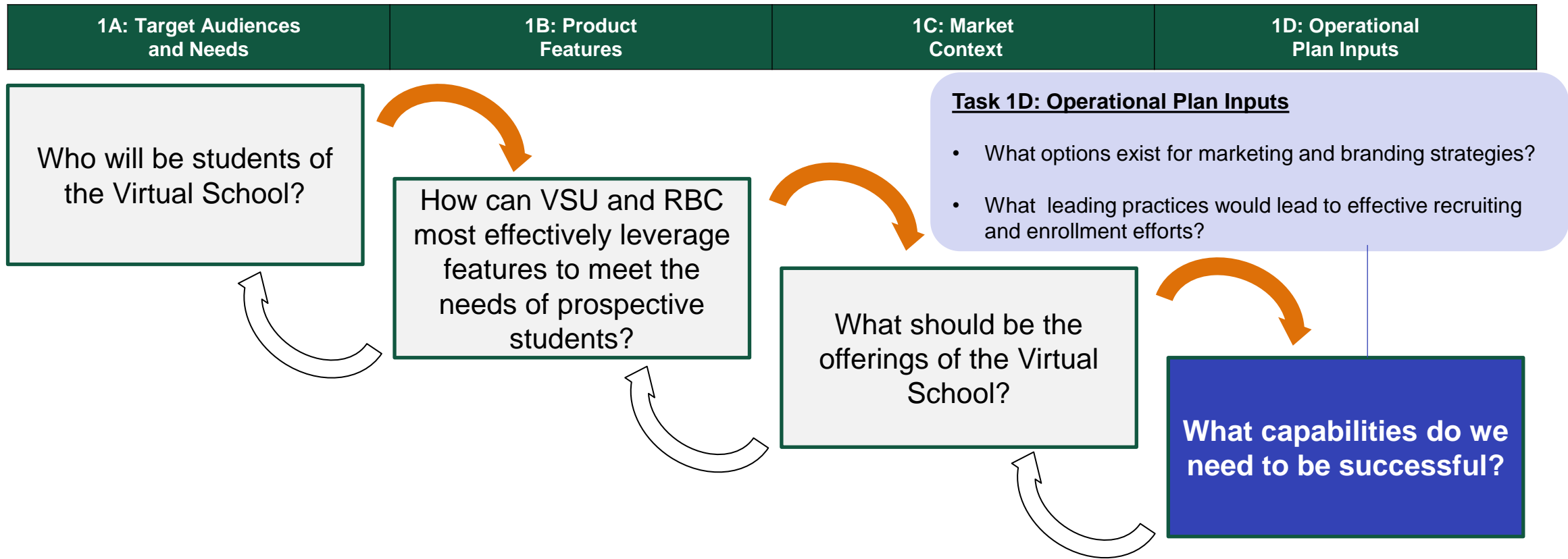
## 2U

2U provides students access to degree programs, short courses, and bootcamps offered by its University partners. In June 2021, 2U acquired edX, gaining access to 39 million learners in edX’s portfolio.



# Virtual School Strategic Choices

The goal of Task 1: Environmental and Market Analysis is to enable VSU and RBC to align on a strategic direction for the Virtual School including decisions on who to serve and how to best serve them.



# Marketing and Branding



Evaluating other higher education alliances and partnerships provides suggestions for marketing and branding of the Virtual School.

## Co-Branding



- Headed by the PSU provost and OHSU Provost
- Leadership includes a Dean supported by a team of both OHSU and PSU faculty
- Marketing include both supporting schools' brands
- "Joint School", "collaboration to succeed"
- Separate website and materials

## Donor-Funded Branding



- Shared academic and research department for Claremont Mckenna, Pitzer, and Scripps College
- Funded by the W.M. Keck Foundation
- Schools share courses and resources across the department
- Marketing includes all supporting schools' brands and logos
- Separate website and materials
- Leadership includes a Dean for the department

## Distinct Branding



- Online Course Provider created by Harvard and MIT (2012)
- Focusing on 3 main principles: Experience, Practice, Apply
- Marketing and branding separate from Harvard and MIT
  - Unique logo and branding
  - Separate website and materials
- Partnered with Microsoft (2014)
- Launched a high school initiative (2014)
- Distinctly branded to allow for expansion in course offerings

# Statesman-Trojan Alliance



RBC and VSU may draw on previous branding efforts to situate marketing and branding for the new Virtual School.

1D: Operational Plan Inputs



## Statesman-Trojan Alliance

Highlighting **affordability** of degree through alliance

Highlighting **expanded access** to college credentials and **career preparation**

Paying tribute to **past successes** with **nomenclature**

Focusing on the **future** and **overall success of the state of Virginia**

## VSU and RBC Virtual School

Highlight **flexibility** and **affordability** of offerings at the Virtual School

Highlight focus on **career preparation** and **acknowledgement of prior learning**

Focus on **branding** for the Virtual School that represents both institutions

Highlight **non-traditional offerings** and **innovation** behind the Virtual School

# Recruitment Strategy



The Virtual School may draw on current recruitment efforts by RBC and VSU, and expand to reach target audiences through a focus on the high touch experience, flexibility, and affordability.

## Virtual High School Partnerships

- **Continue establishing partnerships with Virtual High Schools** within Virginia and surrounding areas (e.g., Virginia Virtual Academy)
- **Entice students** to begin or continue education (e.g., free tuition credits or free textbooks)
- **Dual credit opportunities** to allow high school students to begin taking college credits while finalizing their high school degree

## Strengthening Current High School Partnerships

- **Continue existing partnerships** (e.g., Loudon County Schools)
- **Increase on campus registration events**, develop programs with schools to bring prospective future students, and **connect with high school counselors individually**
- Highlight the **student focused experience** and **high touch online school**
- Expand **on campus registration events**
- Offering dual enrollment or dual credits
- Live chat on website

## Military Audiences

- **Offer on campus camaraderie** (e.g., Old Dominion's contact between currently enrolled military personnel and personnel applying)
- **Tailor the application process** (e.g., personalized webpage for veterans)
- Highlight **acknowledgement of prior learning, mentoring, and high touch student services**
- **Provide offerings at military installations** (e.g., Tidewater's Community College's presence at over 10 military bases in VA)



# Enrollment Strategy



VSU and RBC should consider the institutional strategy, the student perspective, and ability to respond to changes in the market as students' demands, expectations, and needs continue to evolve.

	Apply	Acceptance	Enroll	Retain	Graduate
Student Perspective	Affordability				
	Instructional Modalities		Sense of Belonging		
	Academic Interest		Technology		
				ROI: Career and Alumni Network	
Institutional Perspective	Pricing		Academic Portfolio		Support
	Diversity		Instructional Modalities		Analytics
	Application Review		Budgets		
	Financial Health		Technology and Student Services		

# Task 1

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Appendix



# Cyber/Computer Forensics and Counterterrorism



The cyber/computer forensics and counterterrorism offering realized 240.7% growth between 2016 and 2020 and is associated with three 21<sup>st</sup> Century Technical Jobs with projected growth through 2031.

Information Security Analyst

Web Developer

Computer Occupations, All Other

## OCCUPATIONS

The cyber/computer forensics and counterterrorism offering is a feeder offering for three 21<sup>st</sup> century technical jobs.

## DEFINITION CIP 43.0116

An offering focusing on the principles and techniques used to identify, search, seize, and analyze digital media and to conduct cyber investigations against criminal and terrorist activity. Includes instruction in cryptography, programming, investigative techniques, forensic imagery, web-based investigation methods, cyber terrorism, and applicable laws and administrative procedures.

## COMPLETIONS

In 2020, there were a total of 11 cyber/computer forensics and counterterrorism offering completions at the associate's and bachelor's degree level.



## OCCUPATION DETAIL

21 <sup>st</sup> Century Technical Job	Jobs Added (2021 – 2031)	Entry Level Education	Median Salary
Information Security Analyst	3,711	Bachelor's Degree	\$116,376
Computer Occupations, All Other	947	Bachelor's Degree	\$112,258
Web Developer	692	Associate's Degree	\$80,787

## KEY TAKEAWAYS

- 3 different institutions in VA offered a cyber/computer forensics and counterterrorism offering in 2020
- The University of Potomac-VA Campus is the only institution to offer Cyber/Computer Forensics and Counterterrorism via online instruction

# Medical Informatics



Medical Informatics grew 109.1% from 2016 and 2020 and is a feeder offering for Software Developers which is expected to add the most jobs among the 21<sup>st</sup> Century Tech Jobs between 2021 and 2031.

Software Developers

Computer Occupations, All Other

## OCCUPATIONS

The medical informatics offering is a feeder offering for two 21<sup>st</sup> century technical jobs.

## DEFINITION CIP 51.2706

An offering that focuses on the application of computer science and software engineering to medical research and clinical information technology support, and the development of advanced imaging, database, and decision systems. Includes instruction in computer science health information systems architecture, medical knowledge structures, medical language and image processing, and others.

## COMPLETIONS

In 2020, there were 0 completions at the associate's and bachelor's degree level and 31 occurring at the master's level, all of which were distance completions.



## OCCUPATION DETAIL

21 <sup>st</sup> Century Technical Job	Jobs Added (2021 – 2031)	Entry Level Education	Median Salary
Software Developers	13,946	Bachelor's Degree	\$112,736
Computer Occupations, All Other	947	Bachelor's Degree	\$112,258

\*Many of the positions in these growing fields are expected to be related to the healthcare industry

## KEY TAKEAWAYS

- The 31 offering completions in 2020 are attributable to 1 institution in VA (George Mason University, MS)
- No associate's or bachelor's degree offerings are currently available in VA although associated occupations only require those levels of education for entry positions

# Computer Programming, Specific Applications



Computer Programming grew 107.5% from 2016 to 2020 and is a feeder offering for Software Developers which is expected to add the most among the 21<sup>st</sup> Century Tech Jobs between 2021-2031.

Software Developers

Computer Occupations, All Other

## OCCUPATIONS

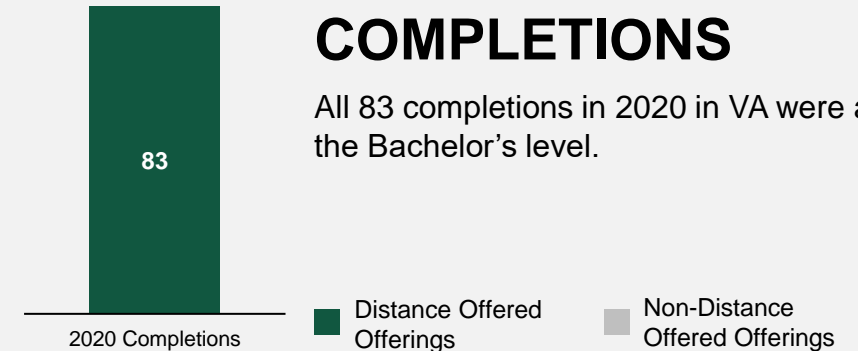
The computer program, specific applications offering is a feeder offering for two 21<sup>st</sup> century technical jobs.

## DEFINITION CIP 11.0202

A program that prepares individuals to apply the knowledge and skills of general computer programming to the solution of specific operational problems and customization requirements presented by individual software users and organizational users. Includes training in specific types of software and its installation and maintenance.

## COMPLETIONS

All 83 completions in 2020 in VA were at the Bachelor's level.



## OCCUPATION DETAIL

21 <sup>st</sup> Century Technical Job	Jobs Added (2021 – 2031)	Entry Level Education	Median Salary
Software Developers	13,946	Bachelor's Degree	\$112,736
Computer Occupations, All Other	947	Bachelor's Degree	\$112,258

## KEY TAKEAWAYS

- The 83 offering completions in 2020 are attributable to 1 institution in VA (ECPI University)
- The only 2020 VA offerings were at a private university



# Network and System Administration/Administrator



Network and System Administration/Administrator grew 19.3% from 2016 and 2020 and is a feeder offering for three 21<sup>st</sup> century technical occupations.

Information Security Analysts

Web Developer

Computer Network Support Specialist

## OCCUPATIONS

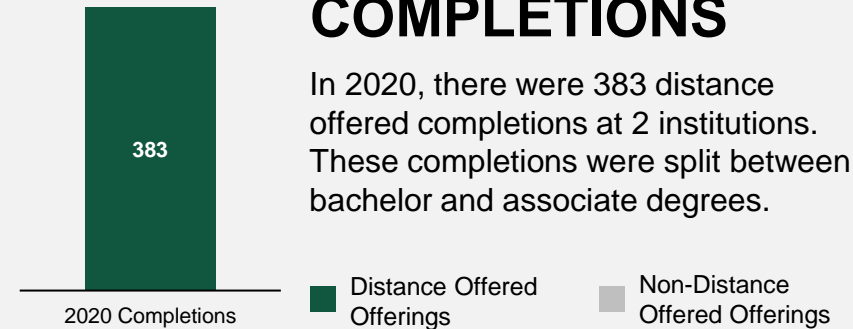
The network and system administration/administrator offering, feeds into three 21<sup>st</sup> century technical jobs.

## DEFINITION CIP 11.1001

An offering that prepares individuals to manage the computer operations and control the system configurations emanating from a specific site or network hub. Includes instruction in computer hardware and software and applications; local area and wide area networking; principles of information systems security; disk space and traffic load monitoring; data backup; resource allocation; and setup and takedown procedures.

## COMPLETIONS

In 2020, there were 383 distance offered completions at 2 institutions. These completions were split between bachelor and associate degrees.



## OCCUPATION DETAIL

21 <sup>st</sup> Century Technical Job	Jobs Added (2021 – 2031)	Entry Level Education	Median Salary
Information Security Analysts	3,807	Bachelor's Degree	\$116,376
Web Developer	676	Associate's Degree	\$80,787
Computer Network Support Specialist	461	Associate's Degree	\$70,158

## KEY TAKEAWAYS

- In 2020, only 2 institutions had completions for this offering, all distance offered.
- This offering is only offered at private universities (ECPI University and American National University)

# Management Science



Management Science grew 182.2% from 2016 and 2020 and is a feeder offering for one 21<sup>st</sup> century occupation.

Operations Research Analysts

## OCCUPATION

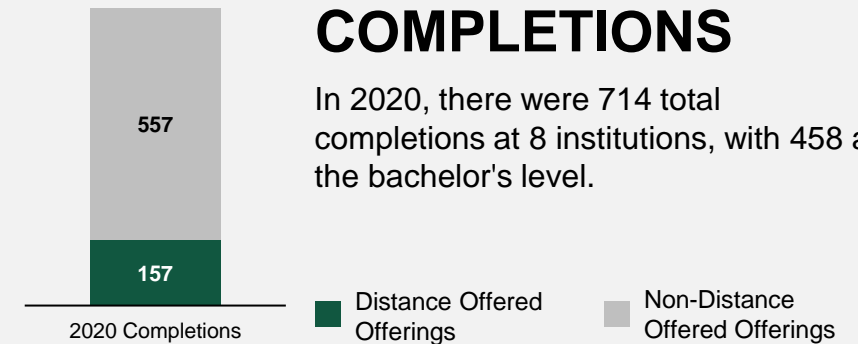
The management science offering feeds into one 21<sup>st</sup> century technical job.

## DEFINITION CIP 52.1301

A general program that focuses on the application of statistical modeling, data warehousing, data mining, programming, forecasting and operations research techniques to the analysis of problems of business organization and performance. Includes instruction in optimization theory and mathematical techniques, data mining, data warehousing, stochastic and dynamic modeling, operations analysis, and the design and testing of prototype systems and evaluation models.

## COMPLETIONS

In 2020, there were 714 total completions at 8 institutions, with 458 at the bachelor's level.



## OCCUPATION DETAIL

21 <sup>st</sup> Century Technical Job	Jobs Added (2021 – 2031)	Entry Level Education	Median Salary
Operations Research Analysts	1,288	Bachelor's Degree	\$106,246

## KEY TAKEAWAYS

- In 2020, 8 institutions had all of VA's completions, split between both private and public institutions

# Management Science & Quantitative Methods



Management Science and Quantitative Methods, other grew 291.3% from 2016 and 2020 and is a feeder offering into one 21<sup>st</sup> century occupation.

Operations Research Analyst

## OCCUPATION

The management science and quantitative methods, other offering is a feeder offering for one 21<sup>st</sup> century technical job.

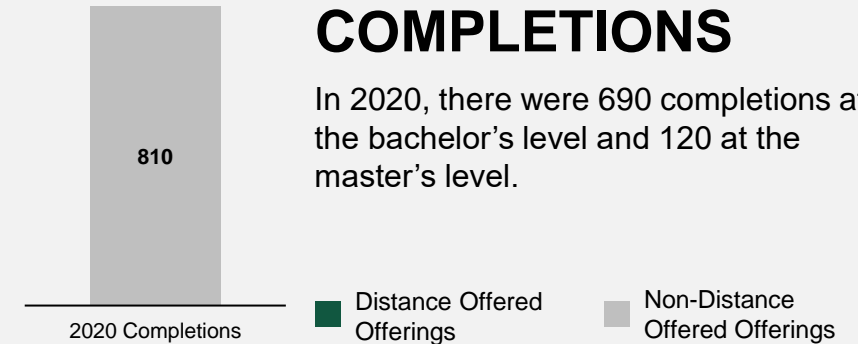
## DEFINITION

**CIP 52.1399**

Any instructional program in business quantitative methods and management science not included in management science.

## COMPLETIONS

In 2020, there were 690 completions at the bachelor's level and 120 at the master's level.



## OCCUPATION DETAIL

21 <sup>st</sup> Century Technical Job	Jobs Added (2021 – 2031)	Entry Level Education	Median Salary
Operations Research Analyst	1,288	Bachelor's Degree	\$106,246

## KEY TAKEAWAYS

- 2 institutions had all of VA's 2020 offering completions (University of Virginia and George Mason University)
- Only offered at public VA institutions in 2020

# Computer Engineering, General



Computer Engineering, general grew 25.6% from 2016 and 2020 and is a feeder offering for two 21<sup>st</sup> century occupations.

Information Security Analysts

Web Developer

## OCCUPATIONS

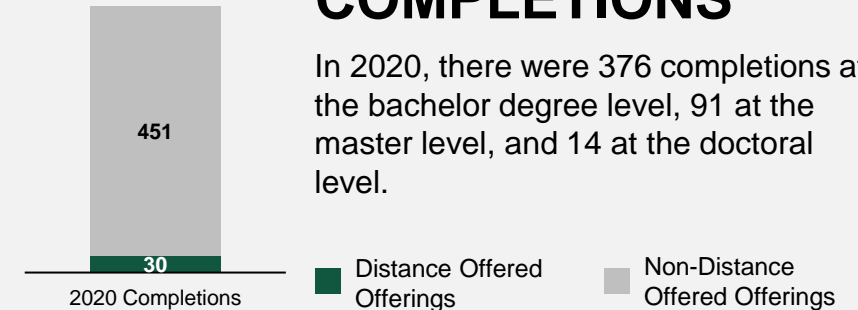
The computer engineering, general offering is a feeder offering for two 21<sup>st</sup> century technical jobs.

## DEFINITION CIP 14.0901

A program that generally prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of computer hardware and software systems and related equipment and facilities; and the analysis of specific problems of computer applications to various tasks.

## COMPLETIONS

In 2020, there were 376 completions at the bachelor degree level, 91 at the master level, and 14 at the doctoral level.



## OCCUPATION DETAIL

21 <sup>st</sup> Century Technical Job	Jobs Added (2021 – 2031)	Entry Level Education	Median Salary
Information Security Analysts	3,807	Bachelor's Degree	\$116,376
Web Developer	676	Associate's Degree	\$80,787

## KEY TAKEAWAYS

- 9 institutions had all of VA's offerings completion in 2020, split between both public and private institutions
- There are currently (2020) no offerings at the associate level which is the entry level of education for one of the offering related occupations

# Computational and Applied Mathematics



Computational and applied mathematics grew 2,450% from 2016 and 2020 and is a feeder offering for one 21<sup>st</sup> century occupation.

Data Scientist

## OCCUPATION

The computational and applied mathematics offering is a feeder offering for one 21<sup>st</sup> century technical job.

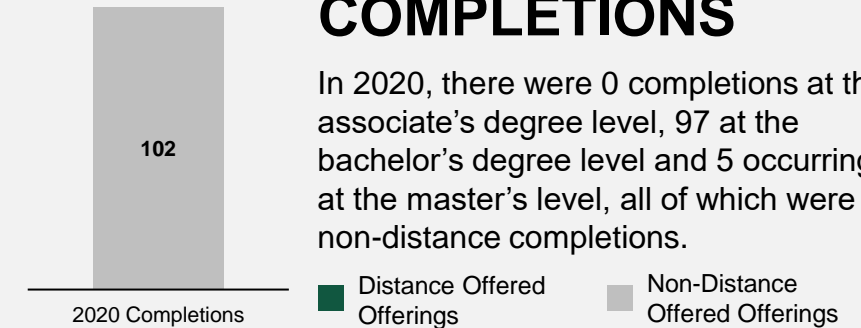
## DEFINITION

### CIP 27.0304

A program that focuses on the application of a broad range of mathematical and computational methods to modeling, analysis, algorithm development, and simulation for the solution of complex scientific and engineering problems. Includes instruction in numerical analysis, discrete mathematics, operations research, optimization, differential equations, statistics, scientific computation, and applications to specific scientific and industrial topics.

## COMPLETIONS

In 2020, there were 0 completions at the associate's degree level, 97 at the bachelor's degree level and 5 occurring at the master's level, all of which were non-distance completions.



## OCCUPATION DETAIL

21 <sup>st</sup> Century Technical Job	Jobs Added (2021 – 2031)	Entry Level Education	Median Salary
Data Scientist	722	Bachelor's Degree	\$92,414

## KEY TAKEAWAYS

- Only 1 institution had all completions in 2020 in VA (Virginia Polytechnic Institute and State University)
- There are no distance offered offerings at current VA institutions



# Data Modeling/Warehousing & Database Admin



Data modeling/warehousing and database administration grew 241.6% from 2016 and 2020 and is a feeder offering for one 21<sup>st</sup> century occupation.

Data administrators and architects

## OCCUPATIONS

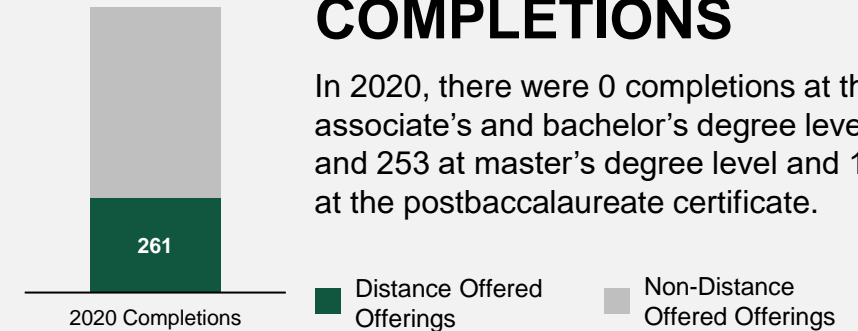
The data modeling/ warehousing and database administration offering is a feeder offering for one 21<sup>st</sup> century technical job.

## DEFINITION CIP 11.0802

A program that prepares individuals to design and manage the construction of databases and related software programs and applications, including the linking of individual data sets to create complex searchable databases (warehousing) and the use of analytical search tools (mining). Includes instruction in database theory, logic, and semantics; operational and warehouse modeling; dimensionality; attributes and hierarchies; data definition; technical architecture; access and security design.

## COMPLETIONS

In 2020, there were 0 completions at the associate's and bachelor's degree level and 253 at master's degree level and 10 at the postbaccalaureate certificate.



## OCCUPATION DETAIL

21 <sup>st</sup> Century Technical Job	Jobs Added (2021 – 2031)	Entry Level Education	Median Salary
Data administrators and architects	643	Bachelor's Degree	\$109,970

## KEY TAKEAWAYS

- All 2020 completions came from 4 VA institutions split evenly between distance and non distance programs
- No VA programs are offered below the master's degree level

# Information Technology



Information technology grew 19.0% from 2016 and 2020 and is a feeder offering for two 21<sup>st</sup> century occupations.

Information Security Analysts

Web Developer

## OCCUPATIONS

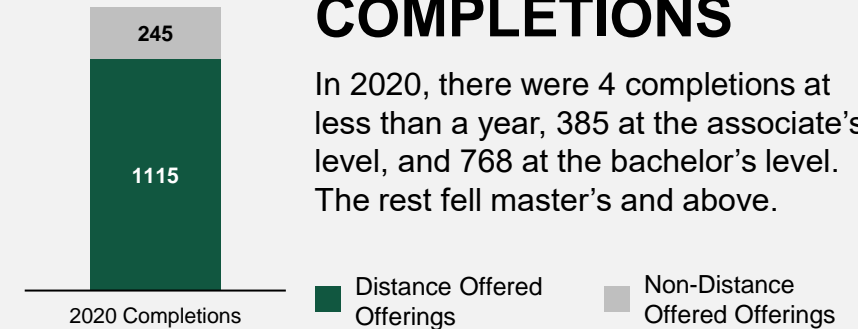
The information technology offering is a feeder offering for two 21<sup>st</sup> century technical jobs.

## DEFINITION CIP 51.2706

A program that focuses on the application of computer science and software engineering to medical research and clinical information technology support, and the development of advanced imaging, database, and decision systems. Includes instruction in computer science, health information systems architecture, medical knowledge structures, medical language and image processing, quantitative medical decision modeling, imaging techniques, electronic medical records, and medical research systems.

## COMPLETIONS

In 2020, there were 4 completions at less than a year, 385 at the associate's level, and 768 at the bachelor's level. The rest fell master's and above.



## OCCUPATION DETAIL

21 <sup>st</sup> Century Technical Job	Jobs Added (2021 – 2031)	Entry Level Education	Median Salary
Information Security Analysts	3,807	Bachelor's Degree	\$116,376
Web Developer	676	Associate's Degree	\$80,787

## KEY TAKEAWAYS

- All completions occurred at 15 total institutions split evenly between distance and non distance offered

# Aeronautics/Aviation/Aerospace Science & Tech.



Aeronautics/ Aviation/ Aerospace Science & Tech. grew 79% from 2016 and 2020 and is a feeder offering for one 21<sup>st</sup> century occupation.

Avionics Technicians

## OCCUPATIONS

The information technology offering is a feeder offering for one 21<sup>st</sup> century technical job.

## DEFINITION CIP 49.0101

A program that focuses on the general study of aviation and the aviation industry, including in-flight and ground support operations. Includes instruction in the technical, business, and general aspects of air transportation systems.

## COMPLETIONS

In 2020, there were 222 completions at the bachelor's degree level, and 4 at less than 1 academic year.



## OCCUPATION DETAIL

21 <sup>st</sup> Century Technical Job	Jobs Added (2021 – 2031)	Entry Level Education	Median Salary
Avionics Technicians	46	Associate's Degree	\$70,158

## KEY TAKEAWAYS

- 222 completions in 2020 occurred at Liberty University
- 4 completions in 2022 occurred at Thomas Nelson Community College

# Identified Online Programs Competitor List



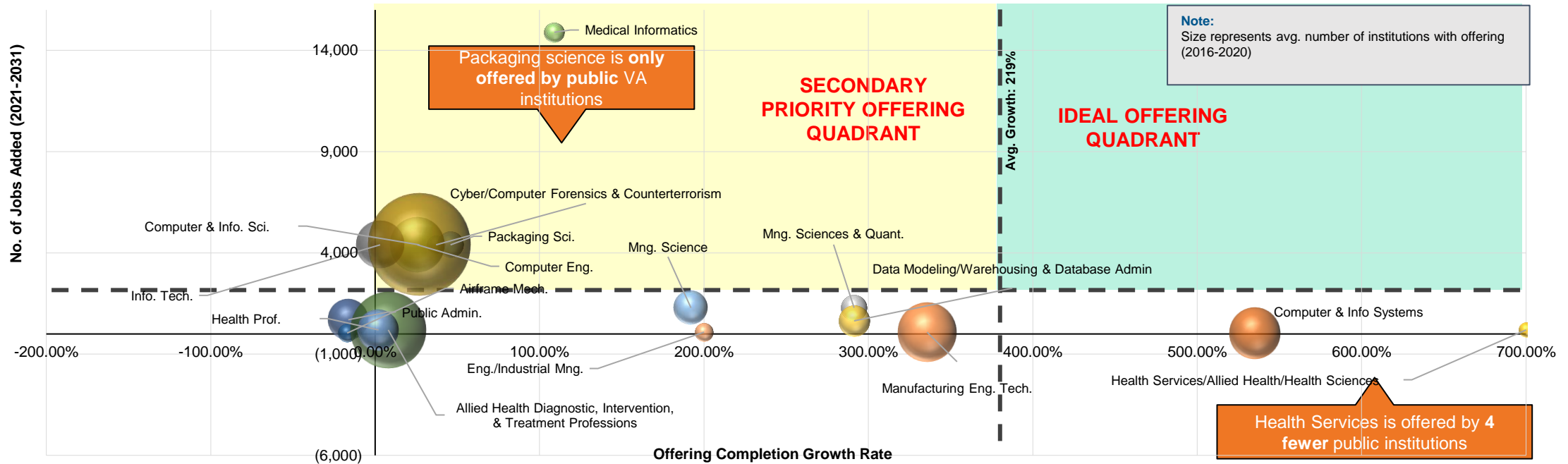
Carnegie Classification	Institution	Duration	Type	In State Price / Credit Hr.	Out of State Price / Credit Hr.
Associate's Colleges: High Career & Technical-High Traditional	Tidewater CC	2	Public	\$100	\$387
Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional	Patrick Henry CC	2	Public	\$154	\$331
Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional	Germanna CC	2	Public	\$163	\$269
Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional	John Tyler CC	2	Public	\$155	\$331
Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional	Rappahannock CC	2	Public	\$154	\$330
Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional	Northern Virginia CC	2	Public	\$187	\$359
Associate's Colleges: Mixed Transfer/Career & Technical-Mixed Traditional/Nontraditional	SW Virginia CC	2	Public	\$154	\$360
Associate's Colleges: Mixed Transfer/Career & Technical-Mixed Traditional/Nontraditional	Mountain Empire CC	2	Public	\$157	\$357
Associate's Colleges: Mixed Transfer/Career & Technical-Mixed Traditional/Nontraditional	Thomas Nelson CC	2	Public	\$160	\$359
Associate's Colleges: Mixed Transfer/Career & Technical-Mixed Traditional/Nontraditional	Virginia Western CC	2	Public	\$170	\$170
Baccalaureate Colleges: Diverse Fields	Averett	4+	Private	\$480	\$480
Baccalaureate/Associate's Colleges: Mixed Baccalaureate/Associate's	American National	4+	Private	\$216	\$216
Doctoral Universities: Very High Research Activity	William & Mary	4+	Public	\$584	\$1,573
Doctoral Universities: Very High Research Activity	George Mason	4+	Public	\$146	\$146
Doctoral Universities: Very High Research Activity	Virginia Polytechnic Institute & State	4+	Public	\$476	\$1,248
Doctoral Universities: Very High Research Activity	Virginia Commonwealth	4+	Public	\$417	\$417
Doctoral Universities: Very High Research Activity	University of Virginia-Main Campus	4+	Public	\$471	\$1,556
Doctoral/Professional Universities	University of Mng. & Technology	4+	Private	\$390	\$390
Doctoral/Professional Universities	Old Dominion	4+	Public	\$360	\$407
Doctoral/Professional Universities	Liberty	4+	Private	\$390	\$390
Doctoral/Professional Universities	Regent	4+	Private	\$574	\$574
Doctoral/Professional Universities	Hampton	4+	Private	\$634	\$634
Doctoral/Professional Universities	Mary Baldwin	4+	Private	\$460	\$460
Master's Colleges & Universities: Medium Programs	Norfolk State	4+	Public	\$431	\$431
Master's Colleges & Universities: Medium Programs	Radford	4+	Public	\$329	\$814
Master's Colleges & Universities: Medium Programs	James Madison	4+	Public	\$248	\$812
Master's Colleges & Universities: Medium Programs	Strayer University-Virginia	4+	Private	\$329	\$329
Master's Colleges & Universities: Medium Programs	ECPI	4+	Private	\$691	\$691
Master's Colleges & Universities: Medium Programs	University of Lynchburg	4+	Private	\$555	\$555
Master's Colleges & Universities: Larger Programs	Stratford	4+	Private	\$370	\$370
Special Focus Four-Year: Business & Management Schools	University of the Potomac-VA Campus	4+	Private	\$1,764	\$1,764

# Program Identification: Public Institution Offerings



Computer Programming, specific application and Network and System Administration are not offered by public institutions in the state of Virginia.

Public VA Institution's Offering Focused Competitor Market



1C: Market Context

A dissection of the previous graph to show offering by public institutions, highlights potential areas of opportunity for the Virtual School, e.g. inclusion of a Network and Systems Administration offering.

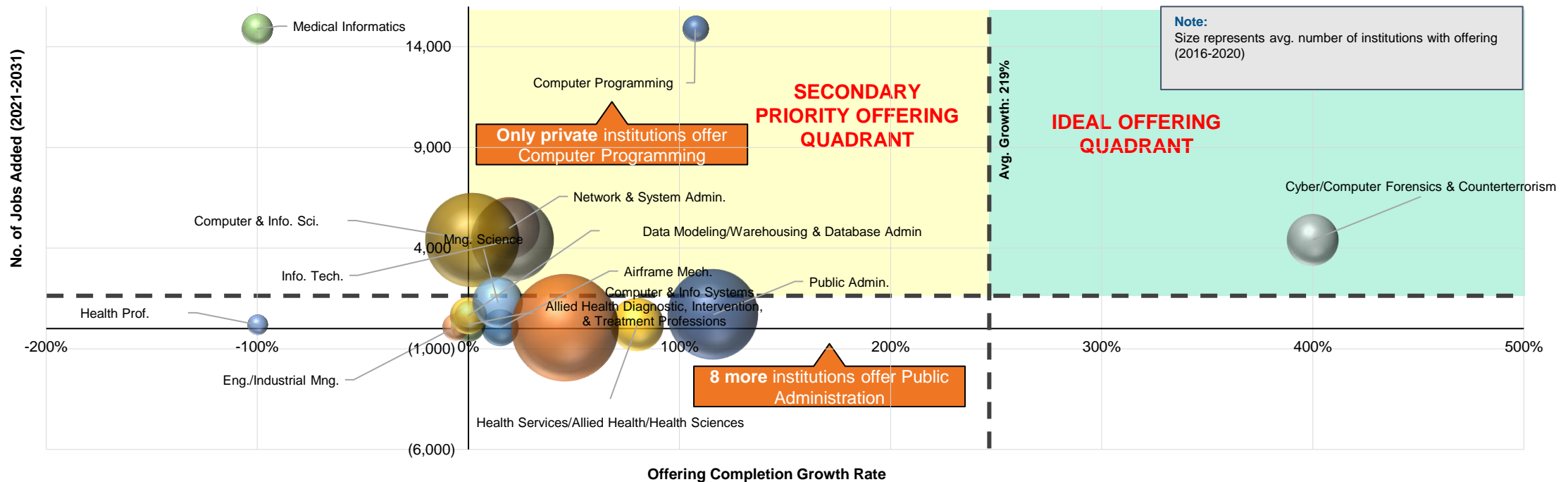


# Program Identification: Private Institution Offerings



Packaging Science, Computer Engineering, Management Science and Quantitative Studies, and Manufacturing Engineering are not offered by private VA institutions.

Private VA Institution's Offering Focused Competitor Market

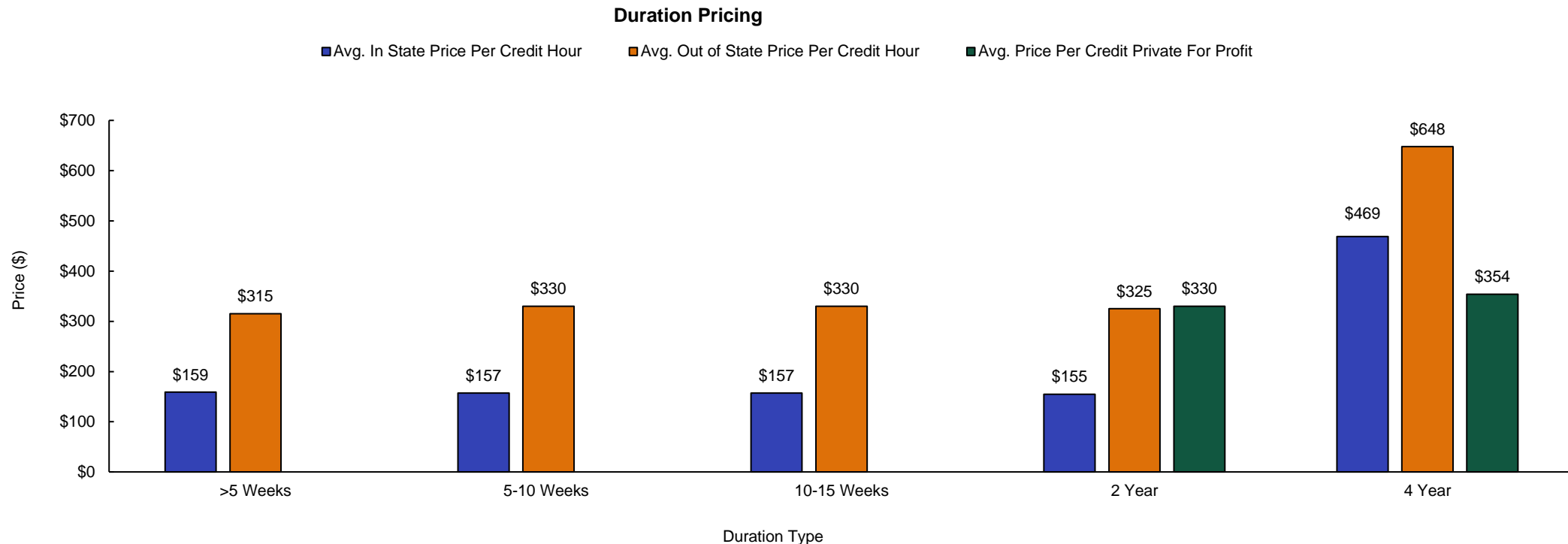


A dissection of the previous graph to show offering by private institutions, highlights potential areas of opportunity for the Virtual School.



# Online Pricing by Duration of Program

Generally, competitor prices for shorter duration programs are lower than those of traditional length programs with price per credit hour ranging from \$155 to \$648.



**With the inclusion of Private for-Profit Universities, pricing remains constant across shorter duration programs increasing for longer programs.**

# Virginia State University and Richard Bland College

Virtual School of Technical and Professional Studies

**Task 2: Operational, Organizational, and  
Strategic Alliance Considerations**

*Originally shared: December 9, 2021*





# Virtual School Business Plan Approach

To-date, Huron has reviewed with VSU and RBC, a list of potential offerings which can be considered for the Virtual School. Next, we will discuss the operational requirements to launch and grow the School.



## Task 1

RBC and VSU will align around an initial set of **offerings** to be delivered by the Virtual School. Offerings will be prioritized based on demand, competitive density, and pricing, among other factors.

## Task 2

RBC and VSU will develop a shared understanding of the **operational requirements** to launch and grow the School, based on the outcomes of the first Task. This will include an analysis of current resources at both institutions as well as opportunities for third-party partnerships.

## Task 3

The financial model will provide leadership with a **tool for evaluating the financial impact** of academic and operational decisions in designing the School.

## Task 4

Leadership will come to understand the near, medium, and long-term next steps.

# Task 2 Pre-Read Document



A review of this pre-read document will prepare meeting attendees for the Task 2: Operational, Organizational, and Strategic Alliance Considerations working group session on December 9<sup>th</sup>, 2021.

This pre-read document introduces the value chain framework which is used to detail the stages, necessary functions, and success factors for delivering value to the target audiences of the Virtual School. The primary objectives for the meeting on December 9<sup>th</sup> will be to discuss:

- What functions are necessary for operations of the Virtual School?
- How will VSU and RBC divide responsibility of performing the functions?
- Where is there potential for third-party, online program managers (OPMs) to provide support?

This document includes **provisional thoughts on the division of responsibilities**. We will discuss the division as presented to determine where modifications are necessary. As you review, please begin to reflect on the following critical decisions that will need to be answered:

- How do VSU and RBC intend to **engage faculty in the process of developing offerings** for the Virtual School?
- How do VSU and RBC **intend to market the Virtual School's offerings and communicate value**?
- How can VSU and RBC **align and streamline their respective approval processes to promote effective implementation of offerings** that meet changing market demands?
- How many **faculty and staff from each institution** will be positioned to support the Virtual School?
- Will Virtual School students **have dedicated support** or share support services with on-campus students?



## Task 2: Operational and Org Considerations

To ensure effective operation, VSU and RBC should consider what functions are necessary, how to best conduct those functions, and how current capabilities inform division of responsibilities.

### VALUE CHAIN

What are the array of functions that VSU and RBC will need to execute for the Virtual School?

### ORGANIZATION

What division of responsibilities between VSU & RBC will be optimal for the operation of the Virtual School?

### OPERATIONS

How can VSU and RBC effectively perform the necessary functions for the Virtual School?



# Agenda

## 1. Introduce Value Chain

- a. What are the array of functions that VSU and RBC will need to execute for the Virtual School?
- b. What factors determine success at each stage of the value chain?
- c. What critical decisions will need to be made at each stage?

## 2. Discuss Division of Responsibilities

- a. What division of responsibilities between VSU & RBC will be optimal for the operation of the Virtual School?
- b. How will roles and responsibilities be divided in the **ideation, governance, design and delivery, management** stages?

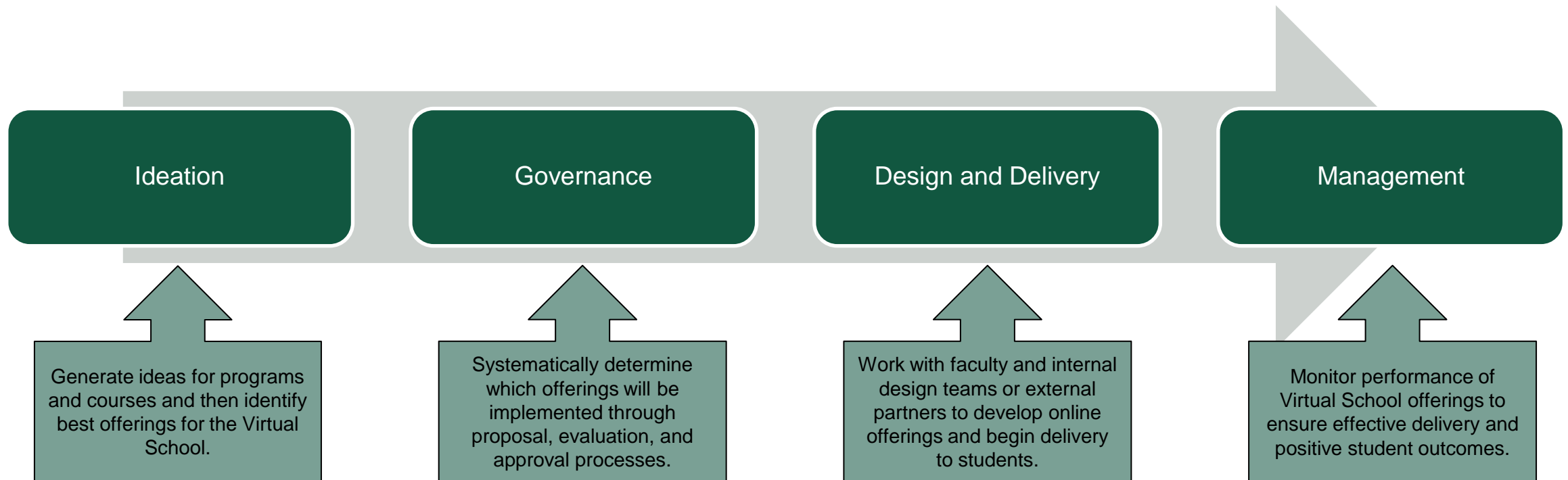
## 3. Review Potential Role of Third-Party Partners

- a. Which functions will potentially require further investment to ensure success of the Virtual School?
- b. How can third-party partners play a role in supporting operations of the Virtual School?



# Value Chain Introduction

The value chain outlines the broad steps for success and the factors that contribute to the final product. Additionally, it creates a framework for internal assessment and division of roles between VSU and RBC.



**Various institutional functional units play a role in the success of each stage of the value chain. Understanding where current strengths exist can help VSU and RBC to determine the division of responsibilities.**



# Value Chain: Functional Unit Overview

The functional units listed below collectively perform the necessary actions in the value chain to convert an offering concept into an actualized program or course in the Virtual School.

Responsible or Supporting Functional Units	IDEATION		GOVERNANCE	DESIGN & DELIVERY		MANAGEMENT
	Ideation & Market Assessment	Opportunity Identification & Confirmation	Proposal, Evaluation, & Approval	Development	Delivery	Management & Monitoring
Colleges/Faculty						
Pedagogical Innovation						
Marketing & Business Development						
Corporate/Employer Relations						
Government Relations						
Quality Assurance						
Instructional Design & Support						
Provost or Designee						
Assessment & Accreditation						
Finance & Operations						
Education/Training Offerings & Learning Providers						
Internal & External SMEs						
Learner Support Services						
Information Technology						
Registration & Records						
Career Services						
Enrollment Planning & Management						
Institutional Research, Analytics, and Decision Support						



# Value Chain: Success Factors

Successful execution at each stage of the value chain is determined by certain success factors and should aim to minimize transfers of responsibility between VSU and RBC.

IDEATION		GOVERNANCE	DESIGN & DELIVERY		MANAGEMENT
Ideation & Market Assessment	Opportunity Identification & Confirmation	Proposal, Evaluation, & Approval	Development	Delivery	Management & Monitoring
<b>Success Factors</b>					
<b>Faculty Engagement</b>	<b>Marketing &amp; Communicating Value</b>	<b>Effectiveness of Approval Process</b>	<b>Program Quality</b>	<b>Student Satisfaction</b>	<b>Student Career Placement</b>
Faculty should be involved in the generation of ideas for online programs and courses for the Virtual School.	Attracting target audiences through strong marketing efforts and communication of value and differentiation will be critical for the Virtual School.	The approval process for courses should encourage idea generation and effectively identify programs and courses with the highest opportunity of success.	The Virtual School must develop and curate high quality programs that lead to high learning results and positive student outcomes.	The Virtual School must continue to meet the needs of its students to increase student satisfaction and learning outcomes.	Virtual School students must have access to career advising services to aid in after-program career placement and decisions.
<b>Market Alignment</b>	<b>Leverage Partnerships</b>	<b>Offering Time-to-Market</b>	<b>Student Experience</b>	<b>High-touch Student Support</b>	<b>New and Repeat Business</b>
The Virtual School must identify the needs of the market and develop tailored offerings for target audiences.	The Virtual School should cultivate relationships with corporations and other organizations to promote the development of offerings with direct career placement opportunities.	The Virtual School must react quickly to changing market needs through direct and timely course approval.	Online students seek programs that offer strong student support through faculty/staff interaction and advising and foster a sense of belonging.	Providing online students with highly accessible support and advising will promote student retainment and ultimately increase likelihood of completion.	The Virtual School should develop strategies for both acquiring new audiences and attracting repeat students to pursue further education.



# Value Chain: Critical Decisions

In addition to the success factors within each stage, VSU and RBC should consider the following questions that speak to critical decisions needed to be made for the Virtual School.

IDEATION		GOVERNANCE	DESIGN & DELIVERY		MANAGEMENT
Ideation & Market Assessment	Opportunity Identification & Confirmation	Proposal, Evaluation, & Approval	Development	Delivery	Management & Monitoring
<b>Success Factors</b>					
<b>Faculty Engagement</b>	<b>Marketing and Communicating Value</b>	<b>Effectiveness of Approval Process</b>	<b>Program Quality</b>	<b>Student Satisfaction</b>	<b>Student Career Placement</b>
<b>Market Alignment</b>	<b>Leverage Partnerships</b>	<b>Offering Time-to-Market</b>	<b>Student Experience</b>	<b>High-touch Student Support</b>	<b>New and Repeat Business</b>
<b>Critical Decisions</b>					
<ul style="list-style-type: none"> <li>How will VSU and RBC engage faculty in the determination of offerings for the Virtual School?</li> <li>How will VSU and RBC continue to leverage market data to aid in the discovery process for new offerings?</li> </ul>	<ul style="list-style-type: none"> <li>How do VSU and RBC intend to market the Virtual School's offerings and value to prospective students?</li> <li>How will VSU and RBC continue to cultivate relationships with corporations and other organizations?</li> </ul>	<ul style="list-style-type: none"> <li>How can VSU and RBC streamline the approval process to promote effective implementation of offerings that meet changing market demands?</li> </ul>	<ul style="list-style-type: none"> <li>What quality standards will be met for Virtual School offerings?</li> <li>How many faculty and staff will be positioned to support the Virtual School?</li> </ul>	<ul style="list-style-type: none"> <li>Will Virtual School students have dedicated support or share support services with on-campus students?</li> </ul>	<ul style="list-style-type: none"> <li>What career services support will be available for Virtual School students?</li> </ul>



# Value Chain: Responsibilities Overview

Under the collaborative agreement of the Virtual School, back-office functions are expected to be managed by VSU, programs will be positioned at RBC, and general management a shared effort.

	IDEATION		GOVERNANCE	DESIGN & DELIVERY		MANAGEMENT
	Ideation & Market Assessment	Opportunity Identification & Confirmation	Proposal, Evaluation, & Approval	Development	Delivery	Management & Monitoring
<b>Primary Responsibility Organization</b>	RBC	VSU	VSU	RBC	RBC	VSU
<b>Virginia State University</b>	Offering ideation	Operations & marketing; Exploration of corporate and government partnerships	Offering proposal development; Business process and financial planning	Curriculum design and expertise contributions	Technology infrastructure, registrations, and support	Enrollment data; ROI analysis; Enrollment analysis and strategy development
<b>Richard Bland College</b>	Offering ideation	Exploration of corporate and government partnerships	Offering proposal development; Academic planning; Quality assurance and accreditation	Curriculum design; Quality assurance; Learner support services; Faculty training	Course delivery	Online offering evaluation; Career services
<b>External Partnership</b>	Market assessment and feasibility studies assistance	---	---	Instructional design assistance	---	---

**Note: The division of responsibilities listed in the table above is based on a provisional understanding and will be modified based on the Task 2 discussion.**





# Value Chain: Ideation

The ideation stage of the value chain consists of generating ideas for new offerings, exploration of potential partnerships, and vetting of ideas to be moved forward through the approval process.

Responsible or Supporting Functional Units	IDEATION	
	Ideation & Market Assessment	Opportunity Identification & Confirmation
	Primary Owner	
Colleges/Faculty	RBC	RBC
Pedagogical Innovation	RBC	RBC
Marketing & Business Development	VSU	VSU
Corporate/Employer Relations	VSU	VSU
Government Relations	VSU	VSU

**Support Units Role and Responsibilities**

**Colleges/Faculty:** Academic leadership and faculty generate and propose concepts for new programs and courses for the Virtual School of Technical & Professional Studies

**Pedagogical Innovation:** Academic leadership and academic affairs consider new modes of delivery tailored to meet the needs of the target audience

**Marketing & Business Development:** These offices conduct feasibility and market studies to assess potential for new programs and courses and capability of implementation

**Corporate Employer Relations:** The corporate relations office works with corporate partners to determine if new academic offerings can be established to address employer needs

**Government Relations:** Government relations work with government agencies to identify opportunities to develop academic programming to meet government needs

*Note: The division of responsibilities listed in the table above is based on a provisional understanding and will be modified based on the Task 2 discussion.*



Richard Bland College  
of WILLIAM & MARY

# Faculty Engagement

VSU and RBC could leverage knowledge of current faculty in related academic fields to develop market relevant offerings for prospective students of the Virtual School.

Program Name	Related Program or Major at VSU	Related Program or Major at RBC
Computer Programming, Specific Application	11.0701 Computer Science B.S., M.S.	30.0801 Science – Math/Computer Science A.S.
Network & System Administration / Administrator	11.0701 Computer Science B.S., M.S.	30.0801 Science – Math/Computer Science A.S.
Management Science	52.0201 Management B.S.	52.0201 Business Administration A.S.
Management Science & Quantitative Methods, Other	52.1201 Management Information Systems B.S.	52.0201 Business Administration A.S.
Computer Engineering, General	14.0901 Computer Engineering B.S.	30.0801 Science – Math/Computer Science A.S.
Computational & Applied Mathematics	27.0101 Mathematics B.S., M.S.	30.0801 Science – Math/Computer Science A.S.
Medical Informatics	---	40.0101 Clinical Lab Sciences A.S.
Data Modeling/ Warehousing & Database Administration	---	30.0801 Science – Math/Computer Science A.S.
Information Technology	15.0612 Information Logistics Technology	30.0801 Science – Math/Computer Science A.S.
Cyber/Computer Forensics & Counterterrorism	43.0104 Criminal Justice B.S.	30.0801 Science – Math/Computer Science A.S.
Aeronautics/Aviation/Aerospace Science & Tech. General	Faculty Drone/Aviation Science Research	---



# Market Alignment

VSU and RBC should continue to use market data to identify the demands of the technical job market and its workers. This will aid in creating offerings that adequately meet the needs of the target audiences.

Program Name	21 <sup>st</sup> Century Technical Job
Computer Programming, Specific Application	Software Developers & Software Quality Assurance Analysts & Computer Occupations
Network & System Administration / Administrator	Information Security Analysts & Web Developer, & Computer Network Support Specialist
Management Science	Operations Research Analysts
Management Science & Quantitative Methods, Other	Operations Research Analysts
Computer Engineering, General	Information Security Analysts & Web Developer
Computational & Applied Mathematics	Data Scientist
Medical Informatics	Software Developers & Software Quality Assurance Analysts & Computer Occupations
Data Modeling/ Warehousing & Database Administration	Database Administrators and Architects
Information Technology	Information Security Analysts & Web Developer
Cyber/Computer Forensics & Counterterrorism	Information Security Analysts & Web Developer
Aeronautics/Aviation/Aerospace Science & Tech. General	Avionics Technician

## Market Research Process Outline

- 1 Identify growing market industries and sectors
- 2 Inventory related academic programs that feed into the highest growing industries
- 3 Leverage existing partnerships to identify direct workforce needs
- 4 Prioritize programs with highest growth potential but current low supply
- 5 Align priority programs with current capabilities to select immediately actionable programs
- 6 Explore external partnerships to support implementation



Richard Bland College  
of WILLIAM & MARY

# Leverage Existing and New Partnerships

VSU and RBC should leverage corporate and government partnerships to aid in generating and executing on ideas for Virtual School offerings and courses that align with immediate employer needs.

## SEI Ventures

- Online course and program assistance including online course creation
- Aids in cultivating new program and course ideas
- Assists with technology for online learning platforms and student success
- Supports new technology ideas and innovation

## Sophia Learning

- Online free course provider service
- Allows students to participate in courses at their own pace
- Assists in channeling employees to affordable, flexible courses
- Sophia Learning is a subset of SEI, Inc.
- Credits awarded through institutions

## Wiley Education Services

- Assists with course design and development
- Aids in moving students between education and employment through learning and certificate solutions
- Provides up to date market data on current popular programs

**Successful partnerships between external parties and the Virtual School will aid in the creation of unique and high value offerings at an affordable price.**



# Marketing and Communicating Value

VSU and RBC will need to attract their target audiences through strong marketing efforts and communication of the Virtual School's value and differentiation.

## Marketing the Virtual School

### Identify Needs of Workforce and Future Student Base

- VSU and RBC must identify the needs of the workforce and future students through conducting feasibility and market studies to assess potential for new programs and courses and capability of implementation

### Curate Value Proposition

- The Virtual School must create a value proposition that addresses the needs of the VA workforce and future students
- Leverage the value proposition during the ideation of unique and high-quality offerings

### Highlight the Virtual School's Opportunities

- Highlight and promote the range of potential offerings at the Virtual School
- Respond to market feedback towards potential offerings and programs to be provided at the Virtual School



# Value Chain: Governance

The governance stage of the value chain is a process to systematically review proposed offering concepts, evaluate the feasibility, and approve new programs and courses for go-to-market.

Responsible or Supporting Functional Units	GOVERNANCE
	Proposal, Evaluation, & Approval
	Primary Owner
Colleges/Faculty	VSU
Marketing & Business Development	VSU
Quality Assurance	RBC
Instructional Design & Support	VSU & External Partners
Provost or Designee	RBC
Assessment & Accreditation	RBC
Finance & Operations	VSU
Education/Training Offerings & Learning Providers	RBC
Internal & External SMEs	VSU & RBC
Learner Support Services	RBC

**Support Units Role and Responsibilities**

**Colleges/Faculty:** Deans and faculty submit proposals for new academic offerings to the Virtual School governance committee

**Business Development & Operations/ Marketing and Finance & Operations:** Conduct feasibility studies to identify which offerings have highest potential, ROI, and are most marketable

**Quality Assurance:** Offerings are vetted against current in-house expertise that would support the development of high-quality programs

**Instructional Design & Support, Education/Training Offerings & Learning Providers, and Learner Support Services:** These personnel aid in proposal development and feasibility studies to determine which programs can be implemented

**Provost or Designee:** Reviews programs and provides input on those that should be approved

**Assessment & Accreditation:** Ensures certain standards are met to meet the requirement for accreditation and authorization of delivery

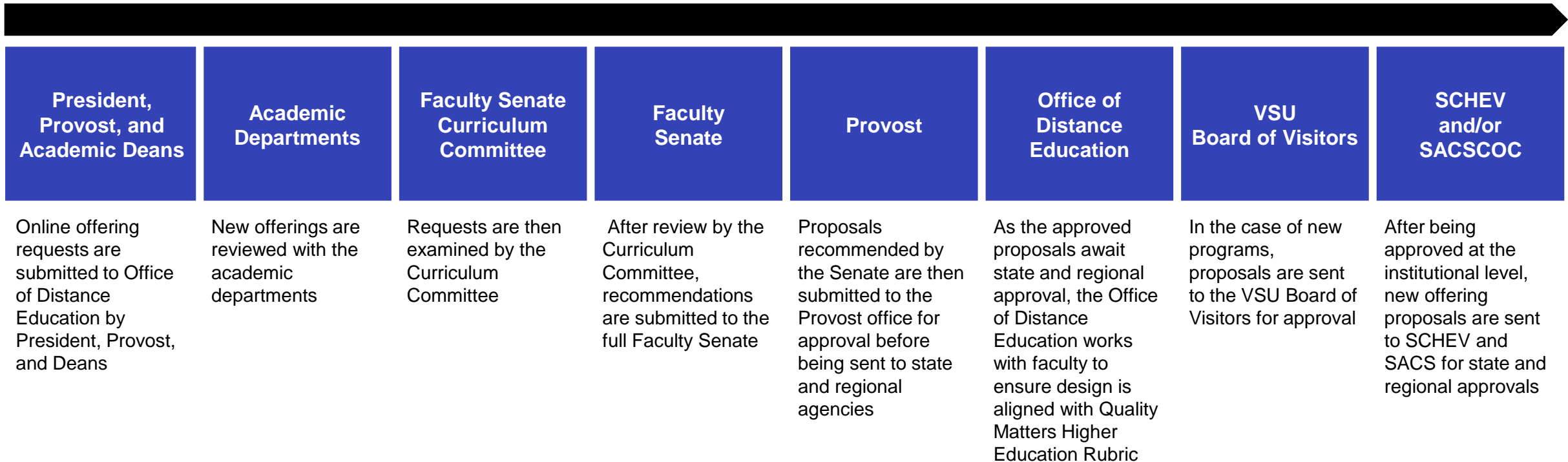
*Note: The division of responsibilities listed in the table above is based on a provisional understanding and will be modified based on the Task 2 discussion.*





# Current Approval Process: VSU Online

The current online offering governance process at VSU requires eight stages of review and approval before offerings are available to students.

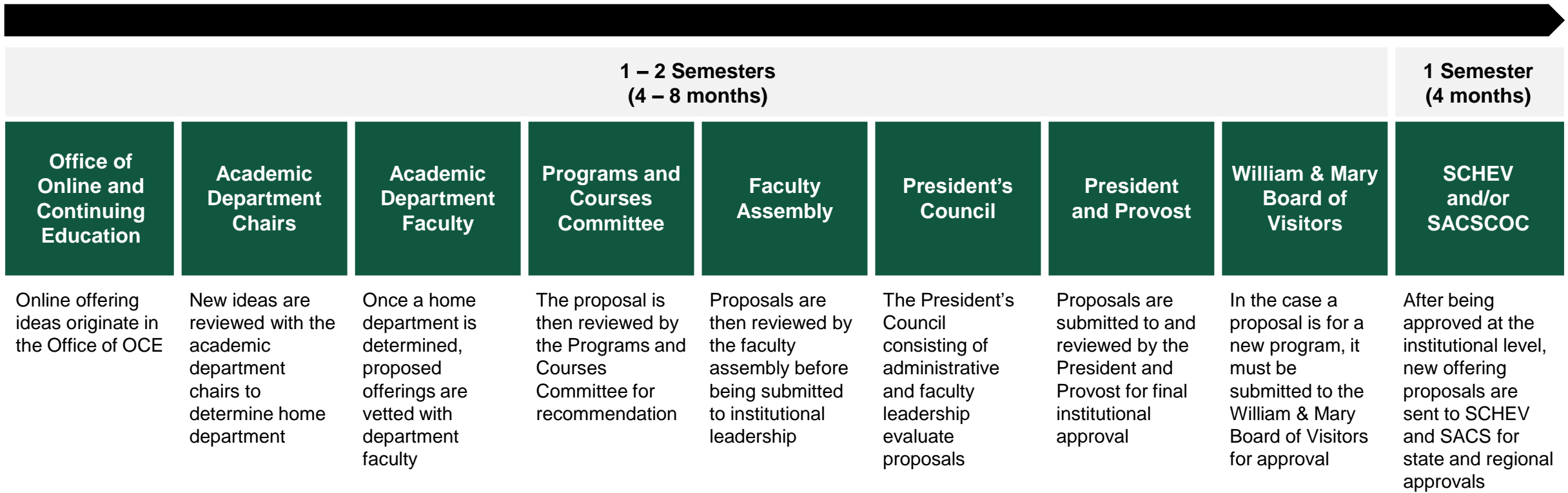


**Offerings for the Virtual School will require coordination between VSU and RBC on how offering proposals will be evaluated for consideration and agreement on the proper channels for approval.**



# Current Approval Process: RBC Online

The current online offering governance process at RBC requires nine stages of review and approval before offerings are available to students.



**How can both institutions' current processes be streamlined to promote responsiveness to market trends?**

# Value Chain: Design & Delivery



The design and delivery stage of the value chain involves the development, implementation, and delivery of instruction to students.

Responsible or Supporting Functional Units	DESIGN & DELIVERY	
	Development	Delivery
	Primary Owner	
Colleges/Faculty	RBC	RBC
Pedagogical Innovation	RBC	RBC
Quality Assurance	RBC	RBC
Instructional Design & Support	VSU & External Partner	VSU & External Partner
Education/Training Offerings & Learning Providers	RBC	RBC
Internal & External SMEs	VSU & RBC	VSU & RBC
Learner Support Services	RBC	RBC
Information Technology	VSU	VSU
Registration & Records	VSU	VSU

**Support Units Role and Responsibilities**

**Colleges/Faculty and Pedagogical Innovation:** Faculty partner with instructional designers to develop course structure and content

**Quality Assurance:** Academic and administrative leadership ensure that online offerings adhere to agreed upon standards of learning outcomes

**Instructional Design & Support, Education/Training Offerings & Learning Providers, and Internal & External SMEs:** These personnel work with faculty to design curriculum, courses, teaching manuals, and student materials

**Learner Support Services:** Provide academic advising to aid in learner development and establishment of goals

**Information Technology:** Support digital delivery through management of technology hardware, software, and platforms used in instruction

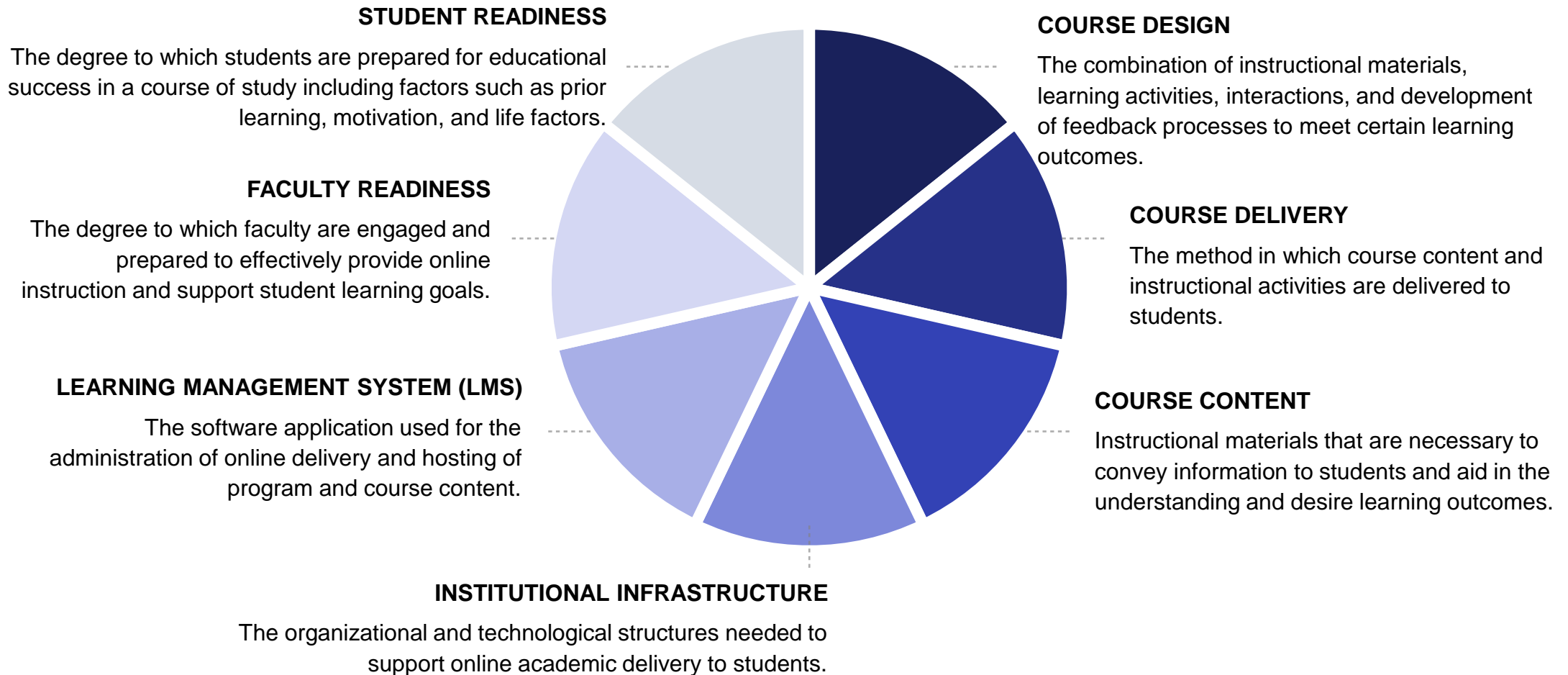
**Registration & Records:** Aids in student enrollment and maintains records of students in online programs and courses

*Note: The division of responsibilities listed in the table above is based on a provisional understanding and will be modified based on the Task 2 discussion.*



# Program Quality: Factors Affecting Quality

The Quality Matters higher education rubric highlights several factors that determine academic offering quality ranging from design and delivery methodology to faculty and student readiness.



# Program Quality: Quality Matters Rubric



Utilizing factors for success outlined in the quality matters rubric will aid in the development of high-quality programs that lead to high learning results.

General Standards:

	1	2	3	4	5	6	7	8
	Course Overview & Introduction	Learning Objectives - Competency	Assessment & Measurement	Instructional Materials	Learning Activities & Learner Interaction	Course Technology	Learner Support	Accessibility & Usability
	Introduces the <b>purpose and structure</b> of the course, and <b>communicates expectations and skills expected of the learner</b>	Describes <b>measurable outcomes</b> that are consistent with the course level objectives and clearly <b>states relationship between objectives and activities</b>	Measures achievement of <b>stated learning objectives</b> and is <b>sequenced, varied and suited to level of course</b>	Contributes to <b>achievement of stated learning objectives</b> and represent <b>up to date theory and practice</b>	Promotes student achievement through <b>clear requirements and instructor interaction</b>	Utilizes a variety of tools that are used to <b>support student engagement</b>	Course instructions <b>clearly show learners can support themselves</b> through highlighting student success resources	Focuses on <b>course navigation, ease of use, and readability</b>

# Student Experience: Faculty and Staff Support



During a recent survey of an array of higher education institutions, the following indicators were determined to be ideal ratios for online education, faculty and staff support.

## Program Design, Development, & Launch

7 full-time faculty per 1 FTE instructional designer and support staff

## Instruction Support

7 full-time faculty per 1 FTE support staff

## Student Success

200 students per 1 FTE staff

## Recruitment

2 programs per 1 FTE staff

## Administration and Maintenance

100 students per FTE staff

## Career Services and Alumni Experience

86 students per 1 FTE staff

## Admissions and Onboarding

250 applications per 1 FTE staff

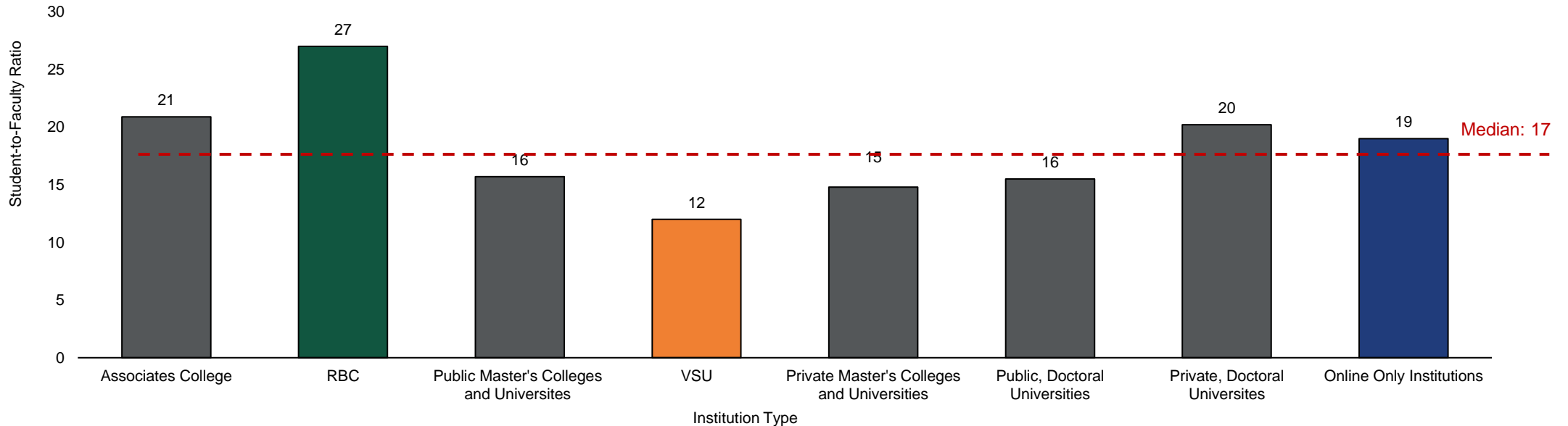


# Student Experience: Student to Faculty Ratio



Compared to institutions in the comparison set<sup>1</sup>, RBC is above the median student-to-faculty ratio with 27 students to 1 faculty member, while VSU is below the median with 12 students to 1 faculty member.

**VSU and RBC Student-to-Faculty Ratio Benchmarks**  
2020 Student and Faculty Counts per IPEDS



**Student to faculty ratios determine the level of engagement faculty can have with each student with lower ratios potentially resulting in more chances for interaction and a high touch student experience.**

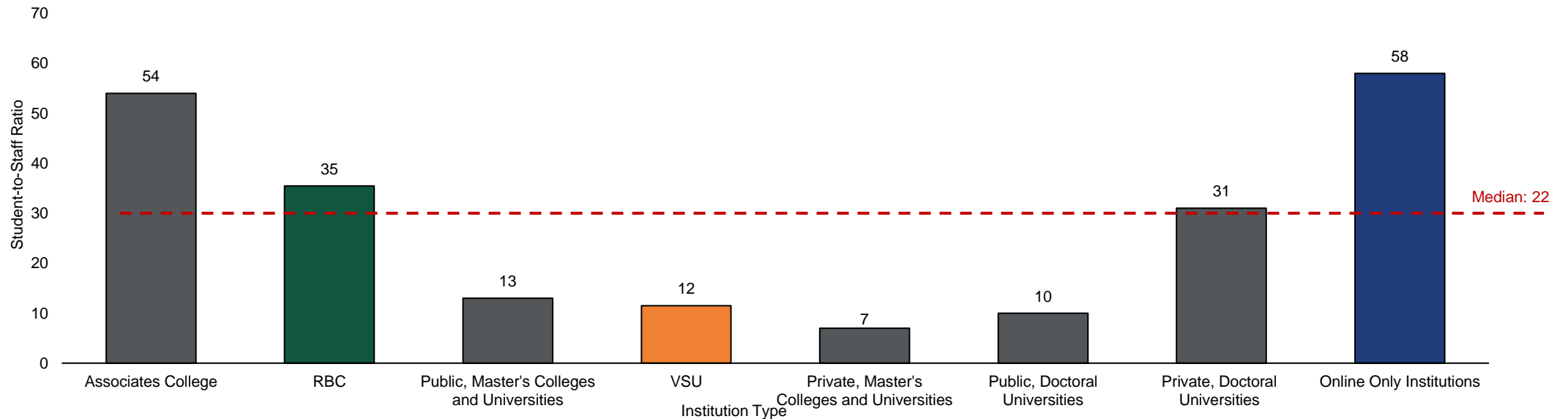
Source: 1) Comparison set includes institutions in VA offering online programs and only online offering national institutions - see appendix for list of only online institutions  
Note: Ratio includes total FTE students not in graduate or professional programs divided by total FTE instructional staff not teaching in graduate or professional programs.

# Student Experience: Student to Staff Ratio



Compared to institutions in the comparison set<sup>1</sup>, RBC is above the median student-to-staff ratio with 35 students to 1 full time staff, while VSU is below peer median with 12 students to 1 full time staff.

**VSU and RBC Student-to-Staff Ratio Benchmarks**  
2020 Student and Staff Counts per IPEDS



**Staffing levels for advising, career services, and other student support should be informed by expected enrollment to ensure that each student is able to receive the support needed for success.**

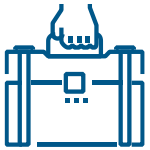
Source: 1) Comparison set includes institutions in VA offering online programs and only online offering national institutions - see appendix for list of only online institutions

Note: Data missing for 2 institutions; Student Data: Total 12-month unduplicated headcount; Staff Data: Full time non-instructional staff



# Student Satisfaction

In a recent student survey, online students noted that career enablement, flexibility, and affordability were among the top factors that were important when considering program enrollment.



**Career-Oriented Decision-Making:** The top five factors that influence a prospective student's decision to pursue a degree online are all related to career outcomes and advancement.<sup>1</sup>



**Affordability & Scholarships:** 60% of students shared that a modest \$1,000 scholarship could have led them to switch from one institution to another, signaling a search for the most affordable option.<sup>1</sup>



**Expedited Decision-Making:** 48% of online students applied within four weeks of starting their search, signaling the importance of readily available recruitment and marketing material + support.<sup>1</sup>



**Flexibility:** Career movers, military members, and learners seeking flexibility need readily access to student services, i.e., expanded student support office hours.<sup>2</sup>



**Prior Learning Assessment:** Students re-entering their education pathways are seeking institutions that acknowledge their prior education and knowledge obtained during past careers.



**Demand for Student Services:** 66% of online students use student services, with greatest demand for career / internship support and technical support.<sup>1</sup>

**Providing online students with accessible support will promote student retention, increase repeat business, and increase levels of engagement resulting in long term success of the Virtual School.**

Source: 1) Source: "Voice of the Online Learner" Wiley Education. 2021. 1,530 survey responses from prospective, current, or recently graduated students.

2) "Recommendations to Increase Student Engagement in Online Courses" NIU Center for Innovative Teaching and Learning



# Value Chain: Management

The management stage of the value chain calls for the review and evaluation of in-place offerings and aims to ensure positive student outcomes and institutional success.

Responsible or Supporting Functional Units	MANAGEMENT
	Management & Monitoring
	Primary Owner
Colleges/Faculty	RBC
Quality Assurance	RBC
Provost or Designee	RBC
Assessment & Accreditation	RBC
Finance & Operations	VSU
Information Technology	VSU
Registration & Records	VSU
Career Services	RBC
Enrollment Planning & Management	VSU
Institutional Research, Analytics, and Decision Support	VSU

**Support Units Role and Responsibilities**

**Colleges/Faculty and Provost or Designee:**  
Review student feedback and data on outcomes;  
Define goals for results

**Quality Assurance and Assessment & Accreditation:** Evaluates online offerings to ensure continued alignment with quality standards

**Finance & Operations:** Conduct financial analysis to determine ROI and assess ways to maximize margin while maintaining quality

**Information Technology:** Monitor online delivery technology to determine future resource needs

**Registration & Records:** Provide data to aid in enrollment and completion analysis

**Career Services:** Track online student career outcomes to measure program effectiveness

**Enrollment Planning & Management and Institutional Research, Analytics, and Decision Support :** Conduct online offering enrollment and student outcome analyses to inform modifications and the development of future programming

*Note: The division of responsibilities listed in the table above is based on a provisional understanding and will be modified based on the Task 2 discussion.*

# Student Career Placement



VSU and RBC may expand current partnerships with corporations to aid Virtual School students with career placement, as well as providing access to online career advising.

## Online Career Advising

- Mimic in person services for online students with increased outreach as many online or distance students may be unaware of services
- Assist in finding internships
- Alert students of upcoming job fairs
- Partner with current VA based companies to assist in job attainment
- Work with companies to ensure critical job skills are taught
- Flexible hours for career counseling offices

## Working with Employer Partnerships

RBC currently partners with Commonwealth Center for Advanced Manufacturing CCAM and the Manufacturing Institute for the 1<sup>st</sup> Virginia Chapter of FAME

### Possible Partners:

- DXC Technology
- General Dynamics
- SGS
- Northrop Grumman
- Leidos
- Science Logic
- Comscore
- Capitol Advantage

Partnering with employers may increase student job attainment and increase employer partnerships with corporations seeking to educate their workforce.

**To ultimately meet student needs, the Virtual School must be effective in aiding students in after-program career placement and decisions.**



# New and Repeat Business

The Virtual School must evaluate the marketplace for new students, while creating an environment of student success that encourages students to return to pursue further education.

## New Audiences

- Continually evaluate needs of the 21<sup>st</sup> century technical occupation marketplace to reach new students searching to expand their current skills
- Work with the state of Virginia to evaluate population education needs year to year
- Overlooked students seeking flexibility - 80% of youth who have been in foster care hope to attend college, but only 3-5% successfully complete an undergraduate degree<sup>1</sup>
- Waive application deadlines and fees<sup>2</sup> to make education more accessible
- Foster new and existing relationships with Virginia area based high schools

## Repeat Students

- Maintain high completion and retention rates
- Market high-quality offerings that are flexible and affordable
- Offer pricing discounts for returning Virtual School students
- Ease of application process for returning students
- Foster alumni relations with current students

**Enrollment strategies to attract new and repeat students will lead to consistent revenue sources and help to ensure long-term success of the Virtual School.**





# Value Chain: Role of External Partners

VSU and RBC can consider the use of external partners for support at certain stages of the value chain including market research and assessment and instructional design assistance.

	IDEATION		GOVERNANCE	DESIGN & DELIVERY		MANAGEMENT
	Ideation & Market Assessment	Opportunity Identification & Confirmation	Proposal, Evaluation, & Approval	Development	Delivery	Management & Monitoring
<b>Primary Responsibility Organization</b>	RBC	VSU	VSU	RBC	RBC	VSU
<b>Virginia State University</b>	Offering ideation	Operations & marketing; Exploration of corporate and government partnerships	Offering proposal development; Business process and financial planning	Curriculum design and expertise contributions	Technology infrastructure, registrations, and support	Enrollment data; ROI analysis; Enrollment analysis and strategy development
<b>Richard Bland College</b>	Offering ideation	Exploration of corporate and government partnerships	Offering proposal development; Academic planning; Quality assurance and accreditation	Curriculum design; Quality assurance; Learner support services; Faculty training	Course delivery	Online offering evaluation; Career services
<b>External Partnership</b>	Market assessment and feasibility studies assistance	---	---	Instructional design assistance	---	---



# Partnership Services

When considering engaging a third-party provider there are three options to explore: full-service, limited partnership, and no partnership.

No OPM Partnership	Limited OPM Partnership	Full-Service Partnership
<ul style="list-style-type: none"> <li>The Virtual School may choose to fully <b>develop all functions in-house.</b></li> <li>May require <b>increased resources to meet capabilities for success.</b></li> </ul>	<ul style="list-style-type: none"> <li>A limited OPM partnership would involve an <b>OPM for select support functions or a shorter duration.</b></li> <li>OPM's may only be contracted to help aid the start of the Virtual School.</li> </ul>	<ul style="list-style-type: none"> <li>The Virtual School may establish a <b>full-service contract with an OPM.</b></li> <li>Many core functions of the Virtual School would <b>be outsourced</b>, lessening burden on in-house resources.</li> </ul>
<p><b>Benefit:</b> VSU and RBC own all tuition revenue.</p>	<p><b>Benefit:</b> Engages OPMs as needed with a lower cost to the Virtual School.</p>	<p><b>Benefit:</b> OPM assumes upfront risk of start up cost and brings full expertise to partnership.</p>
<p><b>Risk:</b> Working between two institutions to centralize units and allocate resources.</p>	<p><b>Risk:</b> Will still need personnel to manage relationship between OPM.</p>	<p><b>Risk:</b> Longer term contract with increased share of revenue to OPM.</p>

**VSU and RBC should explore a partnership along this spectrum that would best address current needs within the value chain and gaps in current capabilities.**

# Third-Party Provider Benefits and Disadvantages



OPM partnerships come with varying benefits and costs. It is important that these are considered along with how well a potential partner would be aligned with institutional missions.

Benefits of an OPM Partnership	Disadvantages of an OPM Partnership
<ul style="list-style-type: none"> <li>▪ Can build <b>flexible partnership models</b> that suit the individual needs of a particular school/system                             <ul style="list-style-type: none"> <li>○ <b>Cost to launch is shared</b> by the institution and the service provider, decreasing investment costs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Need internal personnel to manage partnerships                             <ul style="list-style-type: none"> <li>○ OPM personnel do not work for VSU and RBC, <b>strategies are not shared across</b> OPM and institution</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Offers degree and nondegree online credentials</li> </ul>	<ul style="list-style-type: none"> <li>• Many require <b>significant revenue sharing (&gt;50%)</b> <ul style="list-style-type: none"> <li>○ <b>Lack of transparency</b> around performance due to revenue sharing contract</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Have expertise</b> in areas from market research, enrollment, course design, and retention</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Long-term contracts</b> are common that may constrain academic portfolio, course material, technology platform, and key enrollment data</li> </ul>
<ul style="list-style-type: none"> <li>• Often can increase enrollment                             <ul style="list-style-type: none"> <li>○ Easy to implement and realize increase in enrollment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• OPM's may <b>work with multiple institutions at once</b> including competitor institutions</li> </ul>

# Task 2

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Appendix



# Online Only Institutions



Integrated Postsecondary Education Data System Unit ID	Institution Name
163204	University of Maryland Global Campus
377342	Vista College-Online
460349	Johnson & Wales University-Online
475273	Springfield College-Regional, Online, and Continuing Education
480091	Bryant & Stratton College-Online
480569	Florida Institute of Technology-Online
485908	Antioch University Online
489779	Purdue University Global

# Online Course Size Best Practices



Achieving well sized online courses will help drive success of the Virtual School.

## Institution Wide Limit

- Institutions may choose to **cap the limit of students** in online or distance courses across the whole institution
- Industry leaders report **15 to 25 students** as standard
- Both University of MA Lowell and Bingham Young have smaller online courses than in-person
- **Important to involve both faculty and student perspective's and evaluate online course size frequently**

## Faculty Determined

- Institutions may allow **faculty to determine** online or distance course size
- Faculty may be paired **with a course instructional designer** to choose best size for each online or distance class
- Important to **continually evaluate student success and feedback from both student and faculty** to determine if course needs to be resized

## Data Informed

- Institutions may differ online, or distance courses **based on student interactions and feedback**
- Course size may be determined by the **number of interactions between instructor and student as a quality marker**
- Explore how many hours a week per faculty and **use LMS reports to evaluate** proper class size

**The Virtual School may draw on best practices to situate its online courses for success. Optimal course size may help increase retention and completion rates.**



# Completion and Retention Rates



VSU and RBC must evaluate their current capabilities to ensure the Virtual School can support measures needed to see positive completion and retention rates.

## Completion Rates

- Generally, **MOOCS** have the poorest completion rates
- There has been an increase in online completion rates
  - 2019 2U's online completion rate is up to 88% and Harvard Business School Online has seen completion rates of up to 85%
  - Paid for programs tend to see higher completion rates
- **Work with students to increase accountability**, i.e., create programs that allow students to complete courses with a peer

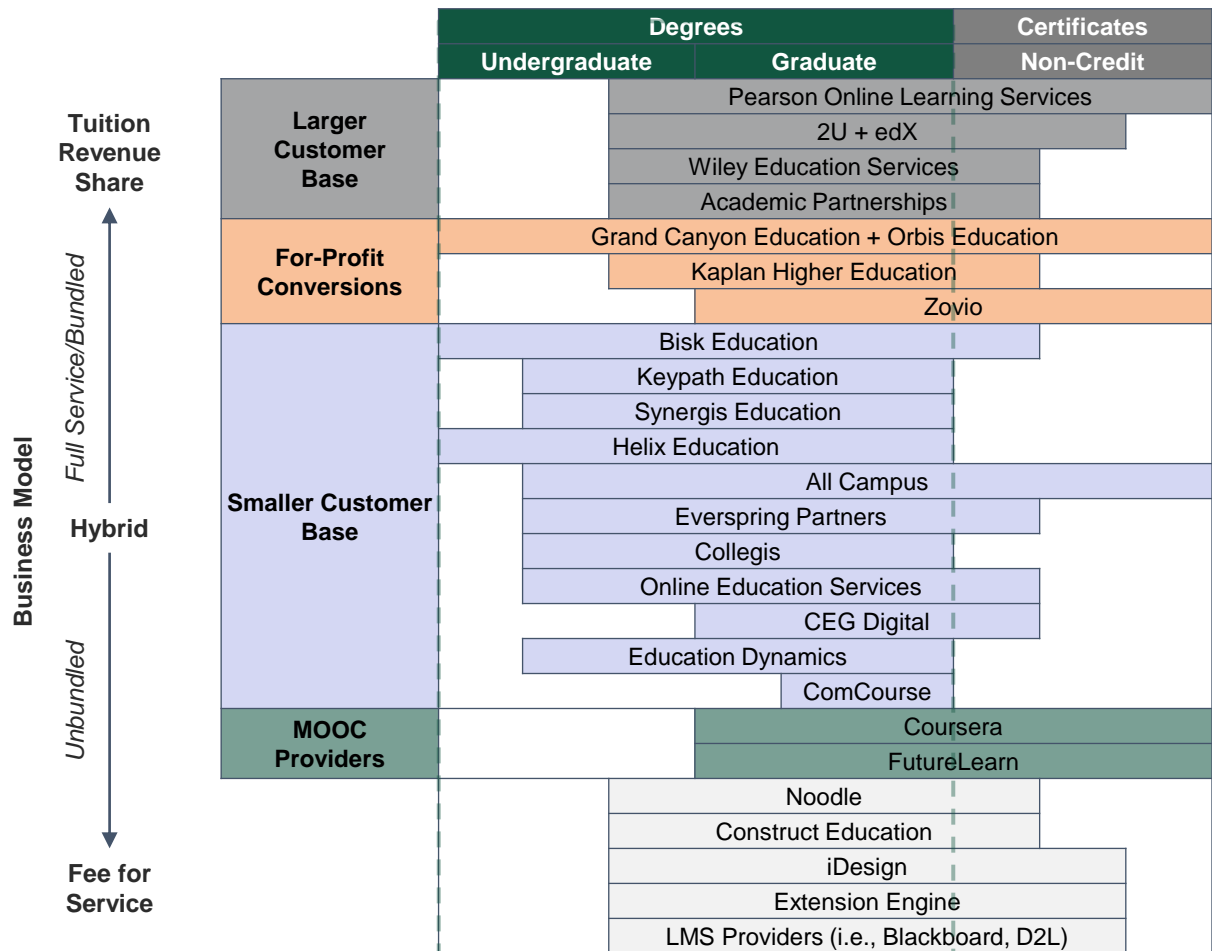
## Retention Rates

- Generally, **online retention rates are 10-20% lower** than in-person counterparts at traditional colleges
- US World News reports that average first-time, full-time online college student retention rate at 55% and the average retention rate among first-time part time students is 39% while for in-person classes the rates are 77% and 45% respectively
- Some institutions have seen a spike in retention rates **through different initiatives**, ex. Boise State University has seen an increase through an online bootcamp at the start of course program



# Third Party Provider Current Landscape

The current Online Program Management (OPM) business is expanding, providing opportunities for assistance in conducting specific functions for the Virtual School.



## Considerations

- This figure illustrates the **current OPM market**
- Business models range from fee-for-service to tuition revenue share with various hybrid business models in between
- Currently, **certificate and graduate courses** are the bulk of offerings by OPMs
- Key vendors are **Academic Partnerships, 2U, and Pearson**<sup>1</sup>
- The global OPM market is expected to **grow at a CAGR of 14%** from 2019-2025<sup>1</sup>
- Many vendors are currently looking to **expand by increasing undergraduate OPM offerings**<sup>2</sup>



# Offering Types

Utilizing resources from both VSU and RBC, the Virtual School can provide an array of offerings from micro credentials to bachelor's degrees.

Offering Type	Provisional Primary Owner	Responsibilities	Course Approval Process
Associate's Degree	RBC	<ul style="list-style-type: none"> <li>Confer associate's degree</li> </ul>	Approval needed from William and Mary BOV
Bachelor's Degree	VSU	<ul style="list-style-type: none"> <li>Confer bachelor's degree</li> </ul>	Approval needed from VSU BOV
Joint Program	VSU	<ul style="list-style-type: none"> <li>Deliver micro credentials including certificates</li> <li>Construct curriculum development</li> </ul>	Approval needed from both institutions BOVs
Dual Degree	VSU	<ul style="list-style-type: none"> <li>Construct curriculum development across both institutions</li> <li>Confer bachelor's degree</li> </ul>	Approval needed from both institutions BOVs

# Virginia State University and Richard Bland College

Virtual School of Technical and Professional Studies

## Task 3: Financial Modeling

*Originally shared: January 31, 2022*



# Agenda



- 1) Discuss Key Drivers of Financial Impact
- 2) Examine Model Components and Scenarios to Inform Operational Plan
- 3) Review Next Steps



# Virtual School Business Plan Approach

To-date, Huron has reviewed with VSU and RBC a list of potential offerings and operational requirements for the Virtual School. Next, we will discuss the financial impact.



## Task 1

RBC and VSU will align around an initial set of **offerings** to be delivered by the Virtual School. Offerings will be prioritized based on demand, competitive density, and pricing, among other factors.

## Task 2

RBC and VSU will develop a shared understanding of the **operational requirements** to launch and grow the School, based on the outcomes of the first Task. This will include an analysis of current resources at both institutions as well as opportunities for third-party partnerships.

## Task 3

The financial model will provide leadership with a **tool for evaluating the financial impact** of academic and operational decisions in designing the School.

## Task 4

Leadership will come to understand the near, medium, and long-term next steps.



# Uses and Limitations of the Financial Model



The financial model aims to address the feasibility of the Virtual School. It does not specify a division of revenue and expenses between VSU and RBC, though this level of detail could be added in the future.

## What the financial model does do:

- Presents list of expected sources of revenue and costs of Virtual School operations
- Acts as a planning tool that provides scenario outcomes based on a set of predetermined assumptions and variables highlighted in prior conversations between VSU, RBC, and Huron

## What the financial model does not do:

- Determine the specific arrangement for which VSU and RBC will share revenue and split costs associated with Virtual School operations
- Provide an outlook of actual forecasted results based on historical trends
- Define the precise number of faculty and staff, and allocation of other resources that VSU and RBC should use for the Virtual School



# Task 3: Financial Planning

The dynamic financial model aims to evaluate the academic and operational decisions of the Virtual School through outlining factors to cost of delivery, flexible scenarios, and near-term financial outcomes.

## 3A: Key Financial Drivers

What are the primary factors driving the cost of delivery?

## 3B: Financial Model Components

What critical questions are answered by each module?

## 3C: Scenario Planning

How does the adjustment of model assumptions affect financial outcomes?



# Key Drivers of Sources and Uses

Revenues for the Virtual School are largely driven by expected student enrollment while costs of delivery are driven by faculty and staff costs, and program costs including offering development, IT, and marketing costs.

Key Drivers	Model Implications
<p><b>Student Enrollment</b></p> <ul style="list-style-type: none"> <li>• What is the anticipated enrollment of the Virtual School?</li> <li>• How will student cohorts be distributed across bachelor's programs, associate's programs, and non-degree enrollments?</li> </ul>	<p>Student enrollment is the largest driver of operating sources as it determines tuition and fees revenue and state appropriations. Expected enrollment will also determine the amount of faculty and staff support needed for the Virtual School.</p>
<p><b>Faculty and Staff Costs</b></p> <ul style="list-style-type: none"> <li>• What is the optimal student-to-faculty ratio/student-to-staff ratio that will promote the desired level of high-touch student support?</li> <li>• What is the ideal faculty mix of full-time vs. adjunct faculty?</li> </ul>	<p>Faculty and staff costs are the largest driver of the operating uses. Faculty and staff needs are determined via expected enrollment counts and with costs ranging depending on faculty mix.</p>
<p><b>Program Costs</b></p> <ul style="list-style-type: none"> <li>• What do VSU and RBC expect to invest in program development?</li> <li>• Will the Virtual School partner with an external vendor for marketing, recruiting, instructional design, and career services?</li> </ul>	<p>Program costs include program development, IT, and marketing. If developed internally, large, upfront investments in program development are expected resulting in higher operating uses in Year 1.</p>



# Virtual School Base Case Assumptions

Initial assumptions for key drivers were determined based on analysis from Tasks 1 and 2 and help to determine a potential base case for financial results for the Virtual School.

Key Driver	Base Case Assumptions
<p><b>Student Enrollment</b> Based on current enrollment, what is an achievable first year enrollment goal? What type of programs will Virtual School students most likely seek?</p>	<p><b>Total Enrollment:</b> 300 <b>Bachelor's Share:</b> 0.25 <b>Associate's Share:</b> 0.25 <b>Non-Degree Share:</b> 0.5</p>
<p><b>Faculty and Staff</b> Using the benchmarking ratios from Task 1 as a reference, what level of faculty and staff would be ideal for high-touch support?</p>	<p><b>Student/Faculty Ratio:</b> 25 <b>Adjunct Faculty Share:</b> 0.75 <b>Student /Staff Ratio:</b> 50 <b>Salaries:</b> Current VSU and RBC Salaries and Benefits</p>
<p><b>Program Costs</b> What level of investment will be needed to develop the initial set of offerings? Investment costs for program development can be more than \$1 million per program*.</p>	<p><b>Program Development Costs:</b> \$1 million initial investment per 120 credit hour program or \$8,333 per credit Note: \$2.8 million of year 1 costs are initial program dev.</p>

Note: Totals may not foot due to rounding.

\*Source: <https://www.insidehighered.com/digital-learning/article/2018/06/04/shakeout-coming-online-program-management-companies>

# Virtual School Base Case



Based on the base case assumptions, the Virtual School can expect a year 1 deficit due to upfront program development costs though the School would be expected to recover the initial investment within three years.

Virtual School of Technical and Professional Studies Base Case							
Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total	CAGR
Bachelor's Degree Enrollment	75	145	210	271	279	--	38.9%
Associate's Degree Enrollment	75	145	149	154	158	--	20.5%
Non-Degree Enrollment	150	165	182	200	220	--	10.0%
<b>Total Enrollment</b>	<b>300</b>	<b>455</b>	<b>540</b>	<b>625</b>	<b>657</b>	<b>--</b>	<b>21.6%</b>
Net Tuition and Fee Revenue (\$)	1.2M	1.8M	2.2M	2.5M	2.7M	10.3M	23.5%
Other Sources (\$)	1.3M	1.4M	1.4M	1.5M	1.5M	7.1M	3.0%
<b>Total Operating Sources (\$)</b>	<b>2.5M</b>	<b>3.2M</b>	<b>3.6M</b>	<b>4.0M</b>	<b>4.2M</b>	<b>17.4M</b>	<b>13.8%</b>
Faculty/Staff Salaries and Benefits (\$)	1.2M	1.9M	2.3M	2.8M	3.0M	11.3M	26.2%
Program Costs (\$)	3.3M	0.3M	0.4M	0.4M	0.4M	4.8M	-40.4%
<b>Total Operating Uses (\$)</b>	<b>4.5M</b>	<b>2.2M</b>	<b>2.7M</b>	<b>3.2M</b>	<b>3.5M</b>	<b>16.1M</b>	<b>-6.2%</b>
<b>Operating Margin (\$)</b>	<b>(2.0M)</b>	<b>0.9M</b>	<b>0.9M</b>	<b>0.8M</b>	<b>0.7M</b>	<b>1.4M</b>	<b>--</b>

Key Driver	Base Case Assumptions
<b>Student Enrollment</b> Based on current enrollment, what is an achievable first year enrollment goal? What type of programs will Virtual School students most likely seek?	<b>Total Enrollment: 300</b> <b>Bachelor's Share: 0.25</b> <b>Associate's Share: 0.25</b> <b>Non-Degree Share: 0.5</b>
<b>Faculty and Staff</b> Using the benchmarking ratios from Task 1 as a reference, what level of faculty and staff would be ideal for high-touch support?	<b>Student/Faculty Ratio: 25</b> <b>Adjunct Faculty Share: 0.75</b> <b>Student /Staff Ratio: 50</b> <b>Salaries: Current VSU and RBC Salaries and Benefits</b>
<b>Program Costs</b> What level of investment will be needed to develop the initial set of offerings? Investment costs for program development can be more than \$1 million per program*.	<b>Program Development Costs: \$1 million initial investment per 120 credit hour program or \$8,333 per credit</b> Note: \$2.8 million of year 1 costs are initial program dev.

Note: Totals may not foot due to rounding.

\*Source: <https://www.insidehighered.com/digital-learning/article/2018/06/04/shakeout-coming-online-program-management-companies>

# Initial Investment - Program Development Costs



Based on an initial enrollment of 300 students, a \$2.8 million investment would allow for the development for a bachelor's program, associate's program, and 3-6 non-degree offerings.

Row Reference	Calculation	Description	Amount
A		Degree program development investment cost (120 credit hours)*	\$ 1 million
B	$A \div 120$	<b>Program development cost per credit</b>	<b>\$ 8,333</b>
C		Initial student enrollment assumption	300
D		Student to faculty ratio	25
E	$C \div D$	Number of faculty	12
F		Number of sections taught per year	8
G		Average number of credits per section (50% 4 credit and 50% 3 credit)	3.5
H	$C \times D \times G$	<b>Total faculty course credit load</b>	<b>336</b>
I	$B \times H$	<b>Total program development year 1</b>	<b>\$ 2.8 million</b>

## Key Considerations

- \$2.8 million program development investment
  - \$1 million for 120 credit bachelor's program
  - \$1 million for 120 credit associate's program
  - \$800 thousand for 96 credits of non-degree offerings
    - 3-6 non-degree offerings based on 15-30 credits per offering

Offering Type	Credits Per Program	Credit Allocation	Investment \$ in millions
Bachelor's	120	120	\$ 1.0
Associates	60	120	1.0
Non-Degree	15-30	96	0.8
<b>Total</b>	--	<b>336</b>	<b>\$ 2.8</b>

\*Source: <https://www.insidehighered.com/digital-learning/article/2018/06/04/shakeout-coming-online-program-management-companies>



# Financial Model Overview



The financial model is based on a set of assumptions that are managed by modules. Collectively, these modules provide VSU and RBC a tool for projecting financial results of the Virtual School.

## Questions Answered through Financial Model

- 1 How does the level of enrollment and number of faculty affect the potential net results of the Virtual School operations?
- 2 What sources can be considered for support of operations for the Virtual School?
- 3 Which variable and fixed costs must be considered in determining a program's full cost?
- 4 What is the overall return on investment of various programming portfolio mixes / strategies?

## Financial Model Components

### Program and Course Module

The program and course module contains assumptions regarding the number of students enrolled by program type and the number of courses that would be made available to them.

### Faculty and Staff Module

The faculty and staff module contains assumptions on student-to-faculty and student-to-staff ratios as well as other general expenses that are based on faculty counts (e.g., faculty training, supplies and materials)

### Sources and Uses Modules

The sources module contains assumptions on revenue sources for the Virtual School including tuition, fees, grants, etc. The uses module contains expenses that are not based on faculty and staff counts (e.g., IT, marketing expenses)

### Sources and Uses Scenarios

The sources and uses scenario modules allow for adjustments to base assumptions to identify how changes to expectations would affect financial outcomes for the Virtual School.



# Program and Course Module Overview

The program and course module contains assumptions regarding the number of students enrolled by program type and the number of courses that would be made available to them.

1

How does the level of enrollment and number of faculty affect the potential net results of the Virtual School operations?

Program and Course Assumptions			
Module Modifiable Variables	Questions to Consider	Base Case Value	Assumption Context
Total Enrollment	What number of enrolled students can be expected in the first year?	300	Over the next 10 years, 21 <sup>st</sup> Century Tech Jobs are expected to add over 27,500 jobs; captures just over 1%
Share of Enrolled Students by Program / Offering Type	How many students will be enrolled in each program type?	25% Bachelor's students, 25% Associate's students, 50% Non-Degree students	Demand for non-traditional offerings has increased in recent years as learners seek quick, affordable solutions for education
Student Enrollment Growth	At what rate will student enrollment grow over time?	3% Bachelor's and 3% Associates and 10% Non-Degree students	According to the National Student Clearinghouse Research Center, bachelor's and associate's programs have declined in recent years while certificate program enrollment has grown
Course Sections Taught per Year	How many courses can a faculty member teach per year?	8	Annual course load for an adjunct faculty member
Retention	How many students will return to their respective programs each year?	0.9	Assumes high-level of satisfaction with program and support provided

# Program and Course Module Effect



Given the base case assumptions for programs and courses, the Virtual School could see an average annual enrollment growth rate of 21.6% allowing the school to regain its initial investment in three years.

Virtual School of Technical and Professional Studies							
Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total	CAGR
Bachelor's Degree Enrollment	75	145	210	271	279	--	38.9%
Associate's Degree Enrollment	75	145	149	154	158	--	20.5%
Non-Degree Enrollment	150	165	182	200	220	--	10.0%
<b>Total Enrollment</b>	<b>300</b>	<b>455</b>	<b>540</b>	<b>625</b>	<b>657</b>	<b>--</b>	<b>21.6%</b>
Net Tuition and Fee Revenue (\$)	1.2M	1.8M	2.2M	2.5M	2.7M	10.3M	23.5%
Other Sources (\$)	1.3M	1.4M	1.4M	1.5M	1.5M	7.1M	3.0%
<b>Total Operating Sources (\$)</b>	<b>2.5M</b>	<b>3.2M</b>	<b>3.6M</b>	<b>4.0M</b>	<b>4.2M</b>	<b>17.4M</b>	<b>13.8%</b>
Faculty/Staff Salaries and Benefits (\$)	1.2M	1.9M	2.3M	2.8M	3.0M	11.3M	26.2%
Program Costs (\$)	3.3M	0.3M	0.4M	0.4M	0.4M	4.8M	-40.4%
<b>Total Operating Uses (\$)</b>	<b>4.5M</b>	<b>2.2M</b>	<b>2.7M</b>	<b>3.2M</b>	<b>3.5M</b>	<b>16.1M</b>	<b>-6.2%</b>
<b>Operating Margin (\$)</b>	<b>(2.0M)</b>	<b>0.9M</b>	<b>0.9M</b>	<b>0.8M</b>	<b>0.7M</b>	<b>1.4M</b>	<b>--</b>

Note: Totals may not foot due to rounding.

## Key Considerations

1. Bachelor's degree programs are assumed to reach steady state enrollment by Year 4 when the fourth cohort of students join and prepare for graduation in the following year
2. Similarly, associate's degree programs would be expected to reach steady state enrollment by Year 2
3. Non-Degree programs will consist of shorter-term programs and will not receive growth from returning cohorts in the same manner as the degree programs
4. Current enrollment trends assume a 90% student retention rate

# Faculty and Staff Module Overview



The faculty and staff module contains assumptions on student-to-faculty and student-to-staff ratios as well as other general expenses that are based on faculty counts (e.g., faculty training, supplies and materials).

1

How does the level of enrollment and number of faculty affect the potential net results of the Virtual School operations?

Faculty and Staff Module Assumptions			
Module Modifiable Variables	Questions to Consider	Base Case Value	Assumption Context
Staffing Ratios	What are the ideal ratios of student-to-faculty, student-to-staff, and adjunct faculty to full-time faculty?	Student to Faculty Ratio: 25 Adjunct Faculty Share: 0.75 Student to Staff Ratio: 50	Average for online institutions student to faculty levels is roughly \$20, while average student to staff is \$57
Annual Faculty and Staff Salary and Wages	How much will faculty and staff be compensated?	Current compensation rates from VSU and RBC	Salaries will be consistent with VSU and RBC rates
Yearly Salary and Wages Growth Rate	How will compensation increase each year?	3%	Average historical inflation rate
Employee Benefits	What will be the fringe benefits rate for Virtual School faculty and staff?	0.31 Full-time Employees	Benefits will remain consistent with VSU and RBC current rates
Faculty Training	What are the costs of yearly training for new and existing faculty?	\$ 3,650	Faculty training cost per faculty
Other Investments per Faculty Member	How much will be spent to support faculty members?	IT Costs: \$ 1000* Supplies & Materials: \$ 400 Other General Exp: \$ 200	Total cost is approximately 2% of overall operating uses

# Faculty and Staff Module



Given the base case assumptions for faculty and staff, salaries and benefits expenses could grow at a similar rate to net tuition revenue maintaining the small surplus of tuition over salary expenses.

Virtual School of Technical and Professional Studies							
Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total	CAGR
Bachelor's Degree Enrollment	75	145	210	271	279	--	38.9%
Associate's Degree Enrollment	75	145	149	154	158	--	20.5%
Non-Degree Enrollment	150	165	182	200	220	--	10.0%
<b>Total Enrollment</b>	<b>300</b>	<b>455</b>	<b>540</b>	<b>625</b>	<b>657</b>	<b>--</b>	<b>21.6%</b>
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Other Sources (\$)	1.3M	1.4M	1.4M	1.5M	1.5M	7.1M	3.0%
<b>Total Operating Sources (\$)</b>	<b>2.5M</b>	<b>3.2M</b>	<b>3.6M</b>	<b>4.0M</b>	<b>4.2M</b>	<b>17.4M</b>	<b>13.8%</b>
Faculty/Staff Salaries and Benefits (\$)	1.2M	1.9M	2.3M	2.8M	3.0M	11.3M	26.2%
Program Costs (\$)	3.3M	0.3M	0.4M	0.4M	0.4M	4.8M	-40.4%
<b>Total Operating Uses (\$)</b>	<b>4.5M</b>	<b>2.2M</b>	<b>2.7M</b>	<b>3.2M</b>	<b>3.5M</b>	<b>16.1M</b>	<b>-6.2%</b>
<b>Operating Margin (\$)</b>	<b>(2.0M)</b>	<b>0.9M</b>	<b>0.9M</b>	<b>0.8M</b>	<b>0.7M</b>	<b>1.4M</b>	<b>--</b>

Note: Totals may not foot due to rounding.

## Key Considerations

1. In this scenario, the ratio of adjunct faculty to full-time faculty remains constant over the first five years
2. Program costs include IT, supplies and materials, and general expenses allowance per faculty and staff FTE. These costs are held constant across the first five years

# Sources Module Overview



The sources module contains assumptions on potential revenue sources for the Virtual School including tuition, fees, contracts and grants, and private gifts.

2

What sources can be considered for support of operations for the Virtual School?

Total Sources Assumptions			
Module Modifiable Variables	Questions to Consider	Base Case Value	Assumption Context
Tuition Revenue	What prices will be set for the different types of programs?	Bachelor's tuition: 5,540 Associate's tuition: 5,760 Non-Degree tuition: 3,100	Student tuition will reflect current institutional prices (\$180-\$200 per credit)
Yearly Tuition Growth	At what rate will tuition change?	3%	Average historical inflation rate
Average Discount Rate	What tuition assistance will be provided to students to increase affordability?	0.4	Reflects current discount rate provided by VSU and RBC
Gifts, Grants, and Contracts	What revenue will the Virtual School receive from gifts, grants, and contracts?	250,000	Reflects current grants and gifts received by RBC
State Appropriations	What state appropriations will the Virtual School receive?	200,000	Reflects current state appropriations from VA per student



# Sources Module Effect



In the base case, total operating sources grow at a rate of roughly 13.8% over the first five years, per faculty costs and faculty salaries are the largest drivers of this increase.

Virtual School of Technical and Professional Studies							
Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total	CAGR
Bachelor's Degree Enrollment	75	145	210	271	279	--	38.9%
Associate's Degree Enrollment	75	145	149	154	158	--	20.5%
Non-Degree Enrollment	150	165	182	200	220	--	10.0%
<b>Total Enrollment</b>	<b>300</b>	<b>455</b>	<b>540</b>	<b>625</b>	<b>657</b>	<b>--</b>	<b>21.6%</b>
Net Tuition and Fee Revenue (\$)	1.2M	1.8M	2.2M	2.5M	2.7M	10.3M	23.5%
Other Sources (\$)	1.3M	1.4M	1.4M	1.5M	1.5M	7.1M	3.0%
<b>Total Operating Sources (\$)</b>	<b>2.5M</b>	<b>3.2M</b>	<b>3.6M</b>	<b>4.0M</b>	<b>4.2M</b>	<b>17.4M</b>	<b>13.8%</b>
Faculty/Staff Salaries and Benefits (\$)	1.2M	1.9M	2.3M	2.8M	3.0M	11.3M	26.2%
Program Costs (\$)	3.3M	0.3M	0.4M	0.4M	0.4M	4.8M	-40.4%
<b>Total Operating Uses (\$)</b>	<b>4.5M</b>	<b>2.2M</b>	<b>2.7M</b>	<b>3.2M</b>	<b>3.5M</b>	<b>16.1M</b>	<b>-6.2%</b>
<b>Operating Margin (\$)</b>	<b>(2.0M)</b>	<b>0.9M</b>	<b>0.9M</b>	<b>0.8M</b>	<b>0.7M</b>	<b>1.4M</b>	<b>--</b>

Note: Totals may not foot due to rounding.

## Key Considerations

1. With a full –service OPM partnership, revenue totals would decrease due to tuition revenue share fee structures, however program costs would also decrease.
2. Other sources include state appropriations based on current rates per student FTE
3. Private gifts could also be a source of funding for the Virtual School but are not currently included

# Uses Module Overview



The uses module contains other expenses that are not based on faculty and staff counts including IT, program development, and marketing expenses.

3

How does the level of enrollment and number of faculty affect the potential net results of the Virtual School operations?

Total Uses Assumptions			
Module Modifiable Variables	Questions to Consider	Base Case Value	Assumption Context
Infrastructure and Technology	What costs will be incurred for infrastructure and technology?	160,000	Current estimated VSU LMS costs per year
Program Development Cost Per Section	How much does it cost per credit to develop a new online program?	8,333	Investment costs for program development can be more than \$1 million per program <sup>1</sup> .
Marketing Expenses	What marketing costs will be needed during the first year and years moving forward?	5%	1-6% of total costs is industry norm for marketing costs. Being a new school, the Virtual School is expected to be on the higher end of the range

1) <https://www.insidehighered.com/digital-learning/article/2018/06/04/shakeout-coming-online-program-management-companies>

2) <https://www.insidehighered.com/blogs/call-action-marketing-and-communications-higher-education/total-marketing-spend-hard-questions>

# Uses Module Effect



Upfront program costs such as developing new offerings will occur within the first year, however costs may decrease in following years after programs are already established.

Virtual School of Technical and Professional Studies							
Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total	CAGR
Bachelor's Degree Enrollment	75	145	210	271	279	--	38.9%
Associate's Degree Enrollment	75	145	149	154	158	--	20.5%
Non-Degree Enrollment	150	165	182	200	220	--	10.0%
<b>Total Enrollment</b>	<b>300</b>	<b>455</b>	<b>540</b>	<b>625</b>	<b>657</b>	<b>--</b>	<b>21.6%</b>
Net Tuition and Fee Revenue (\$)	1.2M	1.8M	2.2M	2.5M	2.7M	10.3M	23.5%
Other Sources (\$)	1.3M	1.4M	1.4M	1.5M	1.5M	7.1M	3.0%
<b>Total Operating Sources (\$)</b>	<b>2.5M</b>	<b>3.2M</b>	<b>3.6M</b>	<b>4.0M</b>	<b>4.2M</b>	<b>17.4M</b>	<b>13.8%</b>
Faculty/Staff Salaries and Benefits (\$)	1.2M	1.9M	2.3M	2.8M	3.0M	11.3M	26.2%
Program Costs (\$)	3.3M	0.3M	0.4M	0.4M	0.4M	4.8M	-40.4%
<b>Total Operating Uses (\$)</b>	<b>4.5M</b>	<b>2.2M</b>	<b>2.7M</b>	<b>3.2M</b>	<b>3.5M</b>	<b>16.1M</b>	<b>-6.2%</b>
<b>Operating Margin (\$)</b>	<b>(2.0M)</b>	<b>0.9M</b>	<b>0.9M</b>	<b>0.8M</b>	<b>0.7M</b>	<b>1.4M</b>	<b>--</b>

Note: Totals may not foot due to rounding.

## Key Considerations

1. Program development costs of \$2.8 million (given no full-service partnership with an OPM) will be realized in year 1 before decreasing in years 2 through 5
2. Program costs also include \$160,000 for LMS fees per year and \$222,827 for marketing costs in year 1

# Sources and Uses Scenarios



The sources and uses scenario modules allow for adjustments to base assumptions to identify how changes to expectations would affect financial outcomes for the Virtual School.

Source Scenarios	
Scenarios	Guiding Questions
1. Non-Degree Focus	How does increasing student enrollment in non degree programs change revenue and expenses of the Virtual School?
2. Tuition Increase	How does increasing student enrollment in non degree programs change revenue and expenses of the Virtual School?
3. Associate's Degree Focus	How does increasing student enrollment in non degree programs change revenue and expenses of the Virtual School?

Use Scenarios	
Scenarios	Guiding Questions
1. High Touch Experience	How does increasing faculty and staffing levels change revenue and expenses of the Virtual School?
2. Increased Full-Time Faculty and Staff	How does increasing full-time faculty and staff change revenue and expenses of the Virtual School?
3. Full-Time Faculty Focus	How does increasing share of full-time faculty to adjunct faculty change revenue and expenses of the Virtual School?

**Each of the scenarios above, build off the base case, highlighting financial implications of shifting primary aspects of the Virtual School operations.**

# Sources Scenarios



The sources scenarios help to evaluate how changes in source category amounts affect total sources. In the examples below, one scenario increases tuition prices while the others adjust program enrollment.

Source Override Assumptions	Base Case	Non-Degree Focus	Tuition Increase	Associate's Degree Focus
Bachelor's degree tuition (\$)	5,540	5,540	6,094	5,540
Associate's degree tuition (\$)	5,760	5,760	6,336	5,760
Non-degree program tuition (\$)	3,100	3,100	3,410	3,100
Other program fees (\$)	595	595	654	595
Share of bachelor's degree students	0.25	0.10	0.25	0.20
Share of associate's degree students	0.25	0.10	0.25	0.60
Share of non-degree students	0.50	0.80	0.50	0.20
Average discount rate	0.40	0.40	0.40	0.40

# Sources Scenarios



Increasing tuition and fee prices by 10.0% would increase operating revenue by 4.6% from the base case while increasing associate's degree program enrollment increases sources from the base case by 24.1%.

Category	Base Case	Non-Degree Focus			Tuition Increase			Associate's Degree Focus		
	Assumption	Assumption	Difference	% Change	Assumption	Difference	% Change	Assumption	Difference	% Change
Bachelor's Degree Enrollment	75	30	(45)	-60.0%	75	-	--	60	(15)	-20.0%
Associate's Degree Enrollment	75	30	(45)	-60.0%	75	-	--	180	105	140%
Non-Degree Enrollment	150	240	90	60.0%	150	-	--	60	(90)	-60.0%
<b>Total Enrollment</b>	<b>300</b>	<b>300</b>	<b>-</b>	<b>0.0%</b>	<b>300</b>	<b>-</b>	<b>0.0%</b>	<b>300</b>	<b>-</b>	<b>0.0%</b>
Net Tuition & Fee Revenue (\$)	1.2M	1.2M	0.0M	0.0%	1.3M	0.1M	8.3%	1.2M	0.0M	0.0%
Other Sources (\$)	1.3M	0.7M	(0.7M)	-53.8%	1.3M	-	0.0%	1.9M	0.6M	46.2%
<b>Total Operating Sources (\$)</b>	<b>2.5M</b>	<b>1.8M</b>	<b>(0.7M)</b>	<b>-26.2%</b>	<b>2.6M</b>	<b>0.1M</b>	<b>4.6%</b>	<b>3.1M</b>	<b>0.6M</b>	<b>24.1%</b>
Fac/Staff Salaries & Benefits (\$)	1.2M	1.2M	-	0.0%	1.2M	-	0.0%	1.2M	-	0.0%
Program Costs (\$)	3.2M	3.2M	-	0.0%	3.2M	-	0.0%	3.2M	-	0.0%
<b>Total Operating Uses (\$)</b>	<b>4.5M</b>	<b>4.5M</b>	<b>-</b>	<b>0.0%</b>	<b>4.5M</b>	<b>-</b>	<b>0.0%</b>	<b>4.5M</b>	<b>-</b>	<b>0.0%</b>
<b>Operating Margin (\$)</b>	<b>(2.0M)</b>	<b>(2.7M)</b>	<b>(0.7M)</b>	<b>-35.0%</b>	<b>(1.9M)</b>	<b>0.1M</b>	<b>5.0%</b>	<b>(1.4M)</b>	<b>0.6M</b>	<b>30.0%</b>

Note: Totals may not foot due to rounding.



# Uses Scenarios



The uses scenarios evaluate how changes in use category amounts affect total uses. The examples below adjust the number of full-time faculty, adjunct faculty, and staff supporting the Virtual School.

Use Override Assumptions	Base Case	Expanding Faculty	Expanding Staff	Increased Full-Time Faculty
Student-to-Faculty Ratio	25	15	25	25
Share of Adjunct Faculty	0.75	0.75	0.75	0.5
Student-to-Staff Ratio	50	50	40	50
IT Equipment Cost Per Faculty (\$)	1,000	1,000	1,000	1,000
Supplies and Materials Cost Per Faculty (\$)	400	400	400	400
General Expenses Per Faculty (\$)	250	250	250	250

# Uses Scenarios



Adjustments to the faculty and staff ratios increase salaries and benefits expenditures by \$115.9K to \$131.0K (9.7% to 10.9%) but only increase overall operating uses by at most, 2.8%.

Category	Base Case	Expanding Faculty			Expanding Staff			Increase Full-Time Faculty		
	Assumption	Assumption	Difference	% Change	Assumption	Difference	% Change	Assumption	Difference	% Change
Net Tuition & Fee Revenue (\$)	1.2M	1.2M	-	0.0%	1.2M	-	0.0%	1.2M	-	0.0%
Other Sources (\$)	1.3M	1.3M	-	0.0%	1.3M	-	0.0%	1.3M	-	0.0%
<b>Total Operating Sources (\$)</b>	<b>2.5M</b>	<b>2.5M</b>	-	<b>0.0%</b>	<b>2.5M</b>	-	<b>0.0%</b>	<b>2.5M</b>	-	<b>0.0%</b>
Student-to-Faculty Ratio	25	15	(10)	-40.0%	25	-	0.0%	25	-	0.0%
Share of Adjunct Faculty	0.75	0.75	-	0.0%	0.75	-	0.0%	0.5	(0.25)	-33.3%
Student-to-Staff Ratio	50	50	-	0.0%	40	(10)	-20.0%	50	-	0.0%
Fac/Staff Salaries & Benefits (\$)	1.2M	1.3M	0.1M	8.3%	1.3M	0.1M	8.3%	1.3M	0.1M	8.3%
Program Costs (\$)	3.3M	3.3M	-	0.0%	3.3M	-	0.0%	3.3M	-	0.0%
<b>Total Operating Uses (\$)</b>	<b>4.5M</b>	<b>4.6M</b>	-	<b>0.0%</b>	<b>4.6M</b>	-	<b>0.0%</b>	<b>4.6M</b>	-	<b>0.0%</b>
<b>Operating Margin (\$)</b>	<b>(2.0M)</b>	<b>(2.1M)</b>	<b>(0.1M)</b>	<b>-5.0%</b>	<b>(2.1M)</b>	<b>(0.1M)</b>	<b>-5.0%</b>	<b>(2.1M)</b>	<b>(0.1M)</b>	<b>-5.0%</b>

Note: Totals may not foot due to rounding.

1) Does not include employee benefits (remains constant across scenarios)



## Next Steps

Building off the previous two tasks and the financial model, the team will design an implementation plan highlighting near, medium, and long-term steps.

**1**

Incorporate feedback from today's session into financial model

**3**

Continue Task 4 development of business plan and implementation roadmap

**2**

Share updated model with VSU and RBC project managers

**4**

Final meeting of this engagement is scheduled for February 9<sup>th</sup>, 12:30-2pm ET

# Virginia State University and Richard Bland College

Virtual School of Technical and Professional Studies

## **Task 4: Implementation Plan**

*Originally shared: February 9, 2022*

# Agenda

## 1. Principles of the Virtual School Vision

- a. What audiences will the Virtual School aim to serve?
- b. What types of programs and courses will the Virtual School offer to meet student needs?

## 2. Virtual School Operations

- a. What is the proposed division of responsibilities that will be optimal for Virtual School operations?
- b. What options exist for external partners to support marketing, instructional design, and career services?

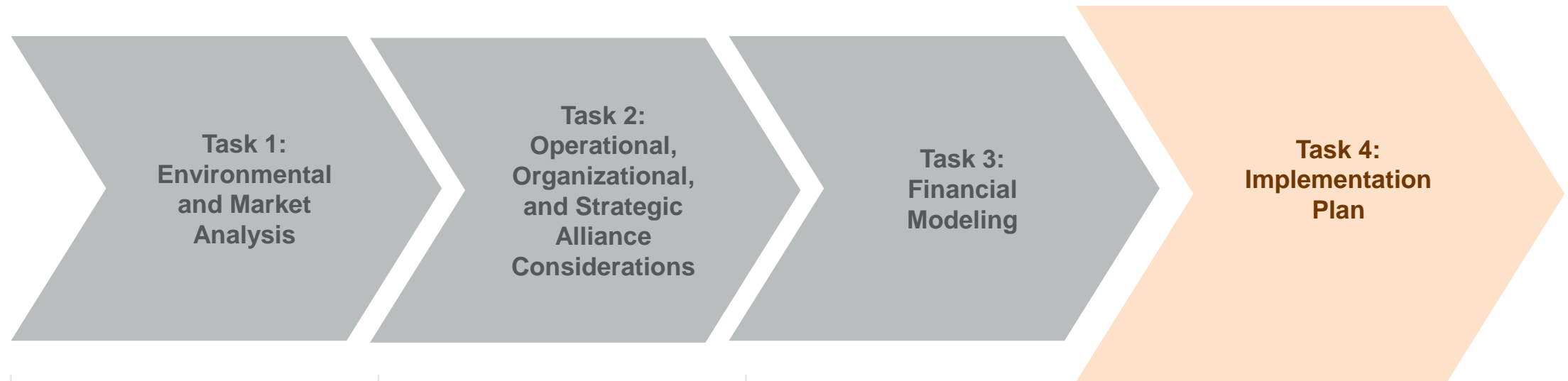
## 3. Implementation Roadmap

- a. What is the timeline and series of activities that will be necessary for implementation?
- b. What are the proposed structure, roles, and responsibilities of the implementation team?



# Virtual School Business Plan Approach

To-date, Huron has reviewed with VSU and RBC a list of potential offerings and operational requirements for the Virtual School. Next, we will discuss the financial impact.



## Task 1

RBC and VSU will align around an initial set of **offerings** to be delivered by the Virtual School. Offerings will be prioritized based on demand, competitive density, and pricing, among other factors.

## Task 2

RBC and VSU will develop a shared understanding of the **operational requirements** to launch and grow the School, based on the outcomes of the first Task. This will include an analysis of current resources at both institutions as well as opportunities for third-party partnerships.

## Task 3

The financial model will provide leadership with a **tool for evaluating the financial impact** of academic and operational decisions in designing the School.

## Task 4

Leadership will come to understand the near, medium, and long-term next steps.



# Principles of the Virtual School Vision

During Task 1: Environmental and Market Analysis, VSU and RBC defined elements of the Virtual School Mission by determining the target audience and how to best meet their needs and the needs of the state.

**EQUITABLE**  
Close access and completion gaps

VSU and RBC seek to establish an online school aimed at a **diverse population of Virginians** and differentiated by a **high-touch, student support value proposition**

**AFFORDABLE**  
Lower cost to students

The Virtual School could **offer innovative products tailored to meet the needs of target students** and ensure affordability by **pricing offerings competitively according to the market**

**TRANSFORMATIVE**  
Expand prosperity

The Virtual School is considering offerings that are based on growing jobs in Virginia to **prepare students for careers in 21<sup>st</sup> Century Technical Jobs**

## TARGET AUDIENCES AND NEEDS

The Virtual School aims to serve the adult learner market, specifically degree completers, those seeking career changes, and military personnel as well as student seeking educational flexibility

## NON-TRADITIONAL OFFERINGS

The Virtual School will offer competitively priced degrees and nontraditional offerings such as certificates and micro-credentials to provide options for students who hope to obtain necessary credentials as quick and cost effectively as possible

## 21<sup>ST</sup> CENTURY TECHNICAL JOBS

Virtual School offerings will be directly connected to labor market demand for occupations that are expected to grow in the Virginia Commonwealth





# Target Audiences and Needs

As a junior college and an HBCU, RBC and VSU have track records of delivering high-quality education to historically underserved audiences. The Virtual School will continue to focus on the underserved, while also broadening the audiences that each partner institution currently addresses.

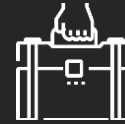
## DEGREE COMPLETERS

- Credit for Prior Learning and Experience
- Sense of Belonging



## CAREER MOVERS

- Clear Professional Pathways
- Strong Career Services and Advising



## VIRTUAL SCHOOL STUDENT

- High-Quality Offerings
- Online Delivery

## CAREER ADVANCERS

- Quick, Affordable Options that Provide Additional Credentials
- Flexibility to Balance Coursework with Work



## MILITARY MEMBERS AND THEIR FAMILIES

- Special Access to Institutional Support and Dedicated Resources
- Variety of Options
- Military Discounts



## APPLICATION AND ADMISSIONS

During the applications and admissions process, the target audience will make decisions based on affordability and in some cases, the ability to transfer in credit based on previous learning

## ENROLLMENT AND RETENTION

The target audience will seek flexible scheduling and shorter duration, high-quality offerings. These needs combined with high-touch student support will promote high student retention in the Virtual School.

## GRADUATION

With the Virtual School's goal of offering programs and courses tied to labor market needs, Virtual School students will require career services support to help them make the transition to a new occupation.

# Non-Traditional Offerings



To meet the needs of the target audience, the Virtual School should consider lower cost, non-traditional offerings that will provide flexible, more affordable options alongside traditional degree programs.

## MICRO-CREDENTIALS

Online providers have seen an increase in enrollment for micro-credential offerings as students seek alternative, non-traditional options to demonstrate competency in a particular area.



**Only 13% of surveyed institutions currently offer micro-credentials indicating low supply for current demand<sup>1</sup>**

## CUSTOM EMPLOYER OFFERINGS

More corporations seek to partner with higher education institutions to develop career-specific curriculum to meet their workforce needs and create pathways to specific professions.



**13% expected annual growth in employer-university collaborations<sup>2</sup>**

## CERTIFICATES

Enrollments in certificate offerings increased in 2019 and 2020 while associate and bachelor's degree programs declined indicating more interests in noncredit certificates.



**5% growth in postbaccalaureate certificate programs in 2020<sup>3</sup>**

## COMPETENCY-BASED EDUCATION

Competency-based education has increased in popularity, providing students the flexibility to progress through academic programs at their own pace.



**73% of surveyed institutions noted they were in the process or interested in adopting competency-based education<sup>4</sup>**

1) UPCEA, Demographic Shifts in Educational Demand and the Rise of Alternative Credentials, 2017

2) 4) <https://medium.com/emerge-edtech-insights/mass-collaboration-between-employers-and-universities-is-the-future-of-higher-education-part-1-ed840467bfd5>

3) National Student Clearinghouse Research Center, November 2020

4) 2) <https://www.air.org/sites/default/files/2021-07/State-of-the-Field-Findings-from-2020-Postsecondary-CBE-Survey-July-2021.pdf>

# 21<sup>st</sup> Century Technical Jobs



The Virtual School will be focused on providing direct pathways to in-demand careers through consistent assessments of the market and the alignment of programs and course offerings to labor market needs.

CIP Code	Program	Example Occupation	Typical Level of Education	Median Salary
11.0202	Computer Programming, Specific Application	Software Developers	Bachelor's Degree	\$112,736
11.1001	Network and System Administration / Administrator	Web Developer	Associate's Degree	\$80,787
52.1031	Management Science	Operations Research Analyst	Bachelor's Degree	\$106,246
52.1399	Management Science and Quantitative Methods	Operations Research Analyst	Bachelor's Degree	\$106,246
14.0901	Computer Engineering	Web Developer	Associate's Degree	\$80,787
27.0304	Computational and Applied Mathematics	Data Scientist	Bachelor's Degree	\$92,414
51.2706	Medical Informatics	Software Developers	Bachelor's Degree	\$112,736
11.0802	Data Modeling/ Warehousing & Database Admin	Database Administrators and Architects	Bachelor's Degree	\$109,970
51.2706	Information Technology	Information Security Analyst	Bachelor's Degree	\$116,376
43.0116	Cyber/Computer Forensics and Counterterrorism	Information Security Analyst	Bachelor's Degree	\$116,376
49.0101	Aeronautics/Aviation/Aerospace Science & Tech.	Avionics Technician	Associate's Degree	\$70,158



# Division of Responsibilities

During Task 2: Operational and Organizational Considerations, VSU and RBC discussed the division of responsibilities and decided on potential areas where an external partnership could be beneficial.

Value Chain Stage	Success Factors
Ideation and Market Assessment	<ul style="list-style-type: none"> <li>Faculty Engagement</li> <li>Market Alignment</li> </ul>
Opportunity Identification & Confirmation	<ul style="list-style-type: none"> <li>Marketing &amp; Communicating Value</li> <li>Leveraging Partnerships</li> </ul>
Proposal, Evaluation, & Approval	<ul style="list-style-type: none"> <li>Effectiveness of Approval Process</li> <li>Offering Time-to-Market</li> </ul>
Development	<ul style="list-style-type: none"> <li>Program Quality</li> <li>Student Experience</li> </ul>
Delivery	<ul style="list-style-type: none"> <li>Student Satisfaction</li> <li>High-tough Student Support</li> </ul>
Management and Monitoring	<ul style="list-style-type: none"> <li>Student Career Placement</li> <li>New and Repeat Business</li> </ul>

Virtual School Function	Primary Responsibility Organization		
	VSU	RBC	External Partner
Program Ideation		✓	
Market Assessment			✓
Marketing			✓
Offering Approval	✓	✓	
Curriculum Design		✓	
Instructional Delivery		✓	
Information Technology	✓		
Student Registration	✓		
Student Advising and Support		✓	
Career Services			✓
Human Resources	✓		
Finance		✓	

# OPM Partnership Options



During Task 2, VSU and RBC also discussed the potential for an OPM partnership to support market research, marketing, instructional design, and career services efforts for the Virtual School.



	Noodle	Wiley University Services	2U + edX	Pearson Online Learning Services	Academic Partnerships	All Campus	Coursera
Marketing with Lead Generation	●	●	●	●	●	●	●
Instructional Design	●	●	●	●	●	●	●
Career Development	●	◐					◑

● Service provided by company

◐ Some services provided by company

◑ Limited services provided by company

# OPM Partnership Pricing



OPM vendors largely offer two different fee structures including tuition revenue sharing for bundled services or fee for service for select services.



	Noodle	Wiley University Services	2U + edX	Pearson Online Learning Services	Academic Partnerships	All Campus	Coursera
Tuition Revenue Share (TRS)	●	●	●	●	●	●	●
Fee for Service (FFS)	●	●		●			
Notes	Flat fee structure plus fee per credit hour enrolled each semester	30-40% TRS for packaged services; Some FFS options	More than 50% Tuition Revenue Share	40-60% TRS for packaged services; Some FFS options	50% Tuition Revenue Share	More than 35% Tuition Revenue Share	25-40% Tuition Revenue Share based on revenue generated



# Two Pathways for Virtual School Implementation

## Pathway for New Offerings

	Phase 1: Design and Readiness	Phase 2: Offering Development	Phase 3: Virtual School Launch	Phase 4: Growth and Expansion
	Spring 2022 – Fall 2022 1-8 months	Fall 2022 – Summer 2023 9-17 months	Fall 2023 18-21 months	Post-Launch/Ongoing
<b>Pathway for New Programs and Courses</b>	Define set of offerings, student support structure, & scope of external partnership	Develop offerings and establish processes to support operations	Launch first term and set plan for evaluation and future planning	Continue to expand offerings and program types

## Rebrand Existing Offerings

	Phase 1: Student Support Development	Phase 2: Establish Processes for Business Ops	Phase 3: Virtual School Launch	Phase 4: Growth and Expansion
	Spring 2022 1-3 months	Summer 2022 4-6 months	Fall 2022 6-9 months	Post-Launch/Ongoing
<b>Rebrand Existing Programs and Courses</b>	Design student support structure and marketing strategy for Virtual School	Develop processes to support business operations	Launch first term and set plan for evaluation and future planning	Continue to expand offerings and program types





# Implementation Roadmap - Overview

KEY ACTIVITIES

	Phase 1: Design and Readiness	Phase 2: Offering Development	Phase 3: Virtual School Launch	Phase 4: Growth and Expansion
	Spring 2022 – Fall 2022 1-8 months	Fall 2022 – Summer 2023 9-17 months	Fall 2023 18-21 months	Post-Launch/Ongoing
Purpose	Define set of offerings, student support structure, & scope of external partnership	Develop offerings and establish processes to support operations	Launch first term and set plan for evaluation and future planning	Continue to expand offerings and program types
Academic Affairs	Establish new offering approval policies and determine resources needed	Approve and develop new offerings in accordance with policy standards	Deliver courses for inaugural term of Virtual School; request student feedback	Evaluate student feedback for how to improve delivery and plan for new offerings
Student Support	Form student support services: advising, career services, health services, etc.	Work with OPM and define criteria for external career services support	Aid first cohort in academic and career planning; request student feedback	Evaluate student feedback for how to improve student support
Technology and Partnerships	Lead discovery for OPM and determine scope of potential partnership	Prepare IT resources for instruction and LMS for student and course content	Support delivery of courses through management of student and course content	Assess need for updated IT resources and faculty, staff, and student IT needs
Administrative	Establish processes for student registration, finance, and human resources	Prepare workflows for Virtual School Launch	Execute registrar, finance, and human resource operations in support of VS	Forecast enrollment and financial outcomes for budget planning



# Implementation Roadmap – Academic Affairs

	Phase 1: Design and Readiness	Phase 2: Offering Development	Phase 3: Virtual School Launch	Phase 4: Growth and Expansion
	Spring 2022 – Fall 2022 1-8 months	Fall 2022 – Summer 2023 9-17 months	Fall 2023 18-21 months	Post-Launch/Ongoing
<b>Purpose</b>	Define set of offerings, student support structure, & scope of external partnership	Develop offerings and establish processes to support operations	Launch first term and set plan for evaluation and future planning	Continue to expand offerings and program types
<b>Academic Affairs</b>	Establish new offering approval policies and determine resources needed	Approve and develop new offerings in accordance with policy standards	Deliver courses for inaugural term of Virtual School; request student feedback	Evaluate student feedback for how to improve delivery and plan for new offerings
<b>Student Support</b>	<ul style="list-style-type: none"> <li>Engage faculty to help design streamlined approval process and criteria for programs and courses</li> </ul>	<ul style="list-style-type: none"> <li>Review proposed offering against policy criteria</li> <li>Work with instructional designers (and OPM) to develop offering content</li> </ul>	<ul style="list-style-type: none"> <li>Begin delivery of Virtual School courses</li> <li>Solicit feedback from students for ways in which to improve delivery and course content</li> </ul>	<ul style="list-style-type: none"> <li>Continuation ideation of new programs and courses for Virtual School</li> <li>Maintain ongoing training for online instruction</li> </ul>
<b>Technology and Partnerships</b>	<ul style="list-style-type: none"> <li>Define faculty qualifications needed to teach for Virtual School</li> </ul>	<ul style="list-style-type: none"> <li>Follow processes for SCHEV/SACSCOC and discipline-specific accrediting bodies for approval and accreditation as well as other regulatory bodies</li> </ul>		
<b>Administrative</b>	<ul style="list-style-type: none"> <li>Select initial offerings</li> </ul>			

KEY ACTIVITIES



# Implementation Roadmap – Student Support

	Phase 1: Design and Readiness	Phase 2: Offering Development	Phase 3: Virtual School Launch	Phase 4: Growth and Expansion
	Spring 2022 – Fall 2022 1-8 months	Fall 2022 – Summer 2023 9-17 months	Fall 2023 18-21 months	Post-Launch/Ongoing
<b>Purpose</b>	Define set of offerings, student support structure, & scope of external partnership	Develop offerings and establish processes to support operations	Launch first term and set plan for evaluation and future planning	Continue to expand offerings and program types
<b>Academic Affairs</b>	Form student support services: advising, career services, health services, etc.	Work with OPM and define criteria for external career services support	Aid first cohort in academic and career planning; request student feedback	Evaluate student feedback for how to improve student support
<b>Student Support</b>	<ul style="list-style-type: none"> <li>Design student support services including level of staff support, mechanisms for requesting and receiving support</li> </ul>	<ul style="list-style-type: none"> <li>Establish connections with local employers</li> <li>Design online mentoring program</li> </ul>	<ul style="list-style-type: none"> <li>Align students with mentor or advisor to map our academic and career plans</li> <li>Communicate suite of support services to students and ways to access</li> <li>Solicit feedback</li> </ul>	<ul style="list-style-type: none"> <li>Review student feedback to assess if adjustments to support structure are needed</li> </ul>
<b>Technology and Partnerships</b>				
<b>Administrative</b>	<ul style="list-style-type: none"> <li>Work with Technology team and faculty to assess potential for OPM partnership</li> </ul>			

KEY ACTIVITIES



# Implementation Roadmap – Technology

KEY ACTIVITIES

	Phase 1: Design and Readiness	Phase 2: Offering Development	Phase 3: Virtual School Launch	Phase 4: Growth and Expansion
	Spring 2022 – Fall 2022 1-8 months	Fall 2022 – Summer 2023 9-17 months	Fall 2023 18-21 months	Post-Launch/Ongoing
<b>Purpose</b>	Define set of offerings, student support structure, & scope of external partnership	Develop offerings and establish processes to support operations	Launch first term and set plan for evaluation and future planning	Continue to expand offerings and program types
<b>Academic Affairs</b>	Conduct exploratory conversations with OPM and evaluate options for potential partnership	Prepare IT resources for instruction and LMS for student and course content	Support delivery of courses through management of student and course content	Assess need for updated IT resources and faculty, staff, and student IT needs
<b>Student Support</b>	<ul style="list-style-type: none"> <li>Partner with faculty and Student Support team to evaluate potential for OPM partnership</li> </ul>	<ul style="list-style-type: none"> <li>Work with faculty to ensure they have resources for instruction</li> <li>Configure LMS and import offering content</li> </ul>	<ul style="list-style-type: none"> <li>Provide technical support for students and faculty</li> </ul>	<ul style="list-style-type: none"> <li>Conduct maintenance of IT resources</li> <li>Review IT infrastructure to determine if updates are required</li> <li>Manage archives of content and update as necessary for new programs and courses</li> </ul>
<b>Technology and Partnerships</b>	<ul style="list-style-type: none"> <li>Establish technology support for students</li> </ul>			
<b>Administrative</b>				



# Implementation Roadmap – Administrative

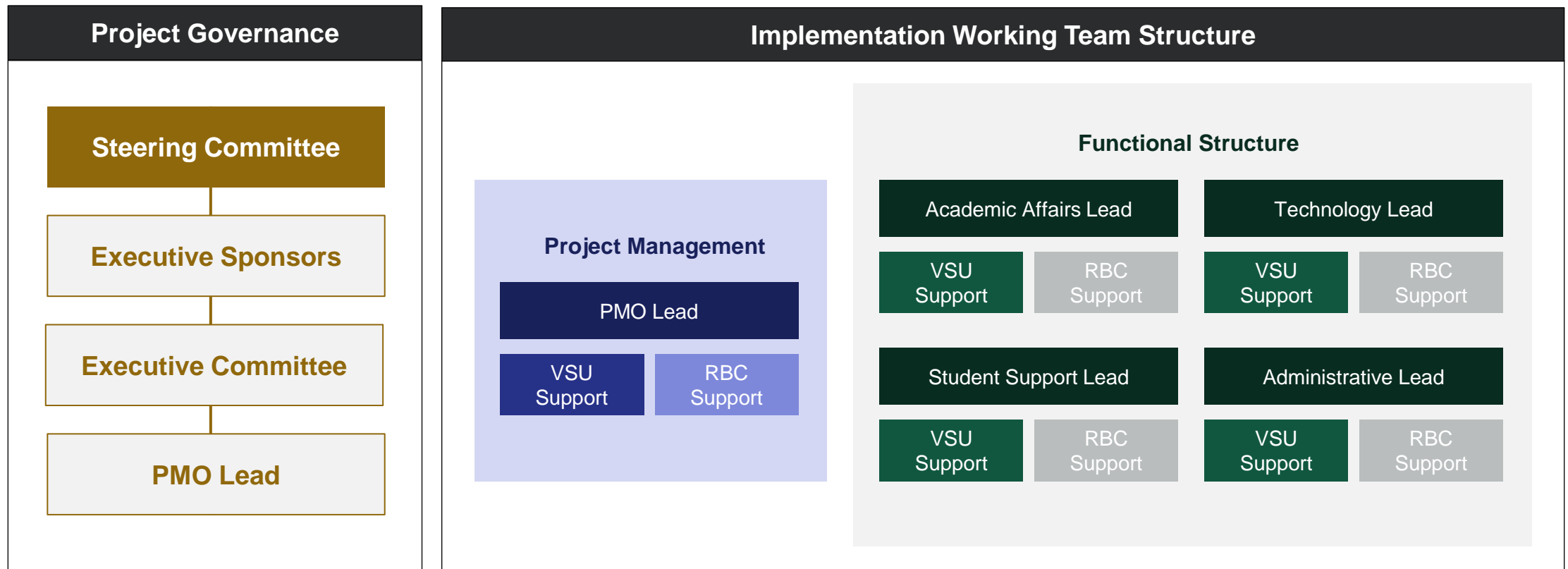
KEY ACTIVITIES

	Phase 1: Design and Readiness	Phase 2: Offering Development	Phase 3: Virtual School Launch	Phase 4: Growth and Expansion
	Spring 2022 – Fall 2022 1-8 months	Fall 2022 – Summer 2023 9-17 months	Fall 2023 18-21 months	Post-Launch/Ongoing
<b>Purpose</b>	Define set of offerings, student support structure, & scope of external partnership	Develop offerings and establish processes to support operations	Launch first term and set plan for evaluation and future planning	Continue to expand offerings and program types
<b>Academic Affairs</b>	Establish processes for student registration, human resources, and finance	Prepare workflows for Virtual School Launch	Execute registrar, finance, and human resource operations in support of VS	Forecast enrollment and financial outcomes for budget planning
<b>Student Support</b>	<ul style="list-style-type: none"> <li>Design process for student registration</li> </ul>	<ul style="list-style-type: none"> <li>Setup and test flow of information for registrar and financial system</li> </ul>	<ul style="list-style-type: none"> <li>Track student program and course registrations</li> </ul>	<ul style="list-style-type: none"> <li>Project enrollment and aid in development of enrollment strategy</li> </ul>
<b>Technology and Partnerships</b>	<ul style="list-style-type: none"> <li>Work with Academic Affairs team to determine additional personnel need</li> </ul>	<ul style="list-style-type: none"> <li>Develop and execute marketing plan for Virtual School (possibly in partnership with OPM)</li> </ul>	<ul style="list-style-type: none"> <li>Collect information on courses taught by faculty members</li> </ul>	<ul style="list-style-type: none"> <li>Forecast projected financial results</li> </ul>
<b>Administrative</b>	<ul style="list-style-type: none"> <li>Determine ideal split of revenues and costs between VSU and RBC</li> </ul>	<ul style="list-style-type: none"> <li>Work with Academic Affairs to form pricing</li> </ul>	<ul style="list-style-type: none"> <li>Receive student payments</li> </ul>	<ul style="list-style-type: none"> <li>Develop budget for next year of Virtual School</li> </ul>



# Implementation Team Structure

VSU and RBC can structure the implementation team with strategic direction provided by the executive sponsors and executive committee and the operational aspects handled by the functional teams.





# Implementation Team Responsibilities

The implementation of the Virtual School will be complex and require execution of responsibilities by the various functional teams, guided by a Project Management team consisting of internal or external support.

	Team	Example Members	Responsibilities	Time Commitment	Frequency of Interaction
Strategic	<b>Executive Sponsors</b>	Presidents and Provosts	Vision, strategic direction and alignment, scope, schedule, cost, policy, competing priorities, organizational roadblocks	0.05 FTE	Monthly
	<b>Executive Committee</b>	VPs of Academic Affairs, Finance	Business strategy issues, budget issues, project integration issues, campus impact, resistance issues, success criteria	0.10 FTE	Bimonthly
	<b>Project Management</b>	Dirs. of Distance/ Online Education	Strategic and tactical decision making, escalation of high risk/high impact issues, oversight and guidance	0.50 FTE	Weekly
Operational	<b>Academic Team</b>	Faculty Representatives	Program and course design, student experience, student learning outcomes	0.60 FTE	Daily
	<b>Technology Team</b>	Directors of IT	Configuration values, technical solutions, business process designs, OPM partnership management		
	<b>Student Support Team</b>	Director of Student Affairs/Success	Student experience, career services and student placement		
	<b>Administrative Team</b>	Directors of HR, Finance, Registrar	Business process design, enrollment forecasting, budget forecasting		

**In addition to institutional senior leadership, the executive committee can appoint Board of Visitors members, external partners, and other key stakeholders to aid in the progression of the Virtual School implementation.**



# Task 4

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Appendix



# Current Offerings for Virtual School Launch



VSU and RBC may capitalize on current offerings at each institution that can be rebranded and offered at launch of the Virtual School. The following are example VSU courses.

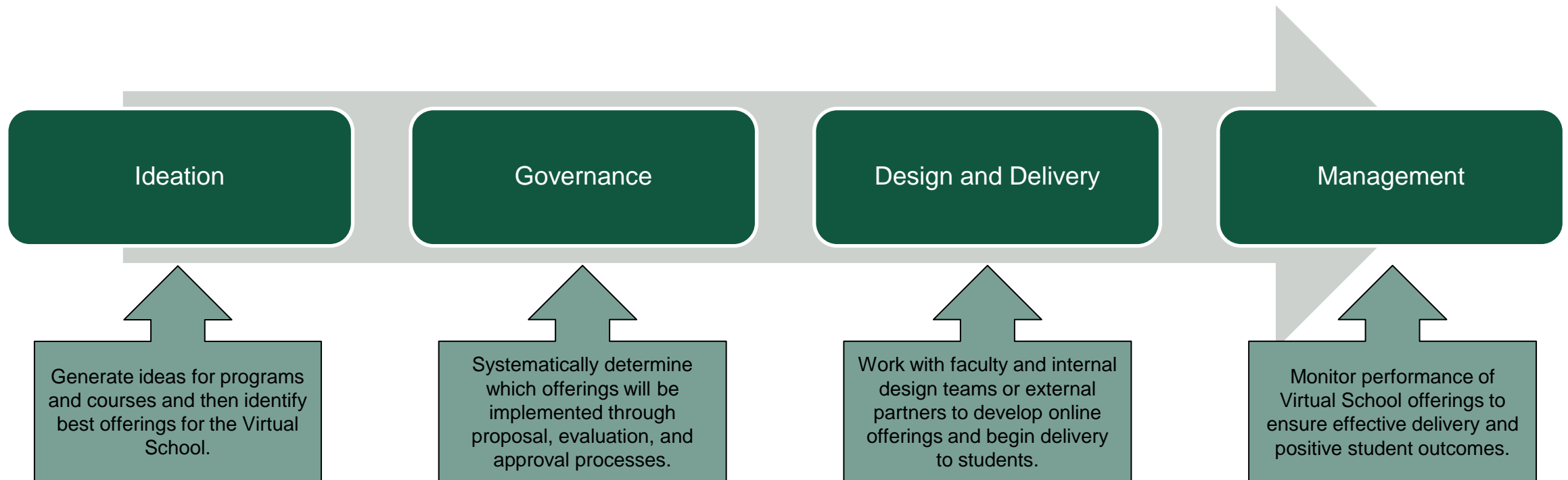
Virginia State University Official Certificate Programs					
CIP	Title	ABBR	Program Level	Certificate Level	Student Level
01.0701	International Agriculture	INAG	55	Undergraduate	91
11.0401	Enterprise Systems	ENSY	55	Undergraduate	91
15.0399	Wireless Technology	WRLT	55	Undergraduate	91
19.0501	Nutrition and Dietetics	DIET	55	Undergraduate	91
44.9999	Homefront Readjustment for the Armed Forces	HRAF	55	Undergraduate	91

For example, The Virtual School can capitalize on stackable certificates currently offered at VSU



# Value Chain Overview

The value chain outlines the broad steps for success and the factors that contribute to the final product. Additionally, it creates a framework for internal assessment and division of roles between VSU and RBC.



**VSU and RBC discussed the division of responsibilities at each stage of the value chain and should continue to discuss how to best leverage the resources outlined in the following pages to ensure effective operations.**



# Faculty Engagement

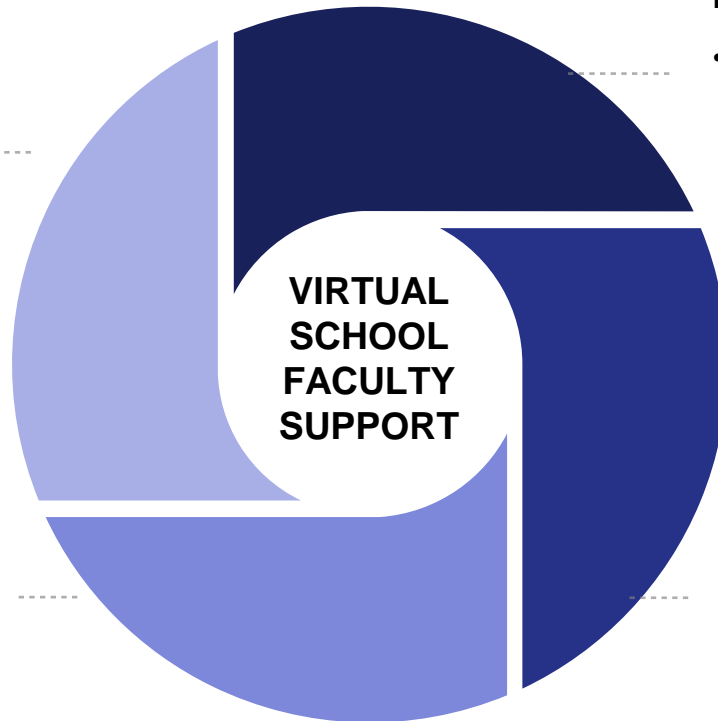
VSU and RBC discussed using a variety of options for Virtual School instructional delivery including leveraging current VSU and RBC faculty expertise, hiring adjunct faculty, and outsourcing.

## EXTERNAL VENDOR SUPPORT

- How can an external vendor support faculty at the Virtual School?

## HIRE ADJUNCT FACULTY

- How can adjunct faculty supplement current faculty at the Virtual School?



## LEVERAGE CURRENT FACULTY EXPERTISE

- What are the additional areas of specialty for current faculty at both VSU and RBC?

## FULL-TIME FACULTY

- How many current faculty members can be utilized for the Virtual School?

### Current Decisions

- Current full-time faculty at both institutions could be engaged to support the Virtual School
- Full-time faculty can manage a pool of adjuncts who would provide delivery of instruction
- External partners could aid faculty in course development
- VSU and RBC will need to agree on the criteria for hiring highly-qualified faculty

### Next Steps

1. Continue discussing need for external support for faculty course development assistance
2. Agree on criteria to assess qualifications of new faculty
3. Begin hiring process for additional full-time and adjunct faculty



# Assessment Criteria

VSU and RBC discussed prioritizing offerings based on market need, feasibility, financial impact, and mission alignment.

## MARKET NEEDS

How will VSU and RBC continue to leverage market data to aid in the discovery process for new offerings?

## MISSION ALIGNMENT

How will the Virtual School support the strategic plan of the state of Virginia?



## FEASIBILITY

Will offering market research be conducted in house or through a third-party vendor?

## MARGIN

How will the initial set of offerings impact the revenue and expense expectations of the Virtual School?

### Current Decisions

- Virtual School offerings will need to be aligned to market need through consistent market research efforts
- The financial model allows for views of different scenarios and can be used for planning purposes
- Principles of the Virtual School mission align with the mission of The Virginia Plan for Higher Education

### Next Steps

1. Continue discussion around potential for a third-party partnership that best fits the needs of the Virtual School and aligns with the interests of VSU and RBC
2. Identify best offerings for the Virtual School based on a balance of margin and student outcomes



# Marketing Services Partner Options

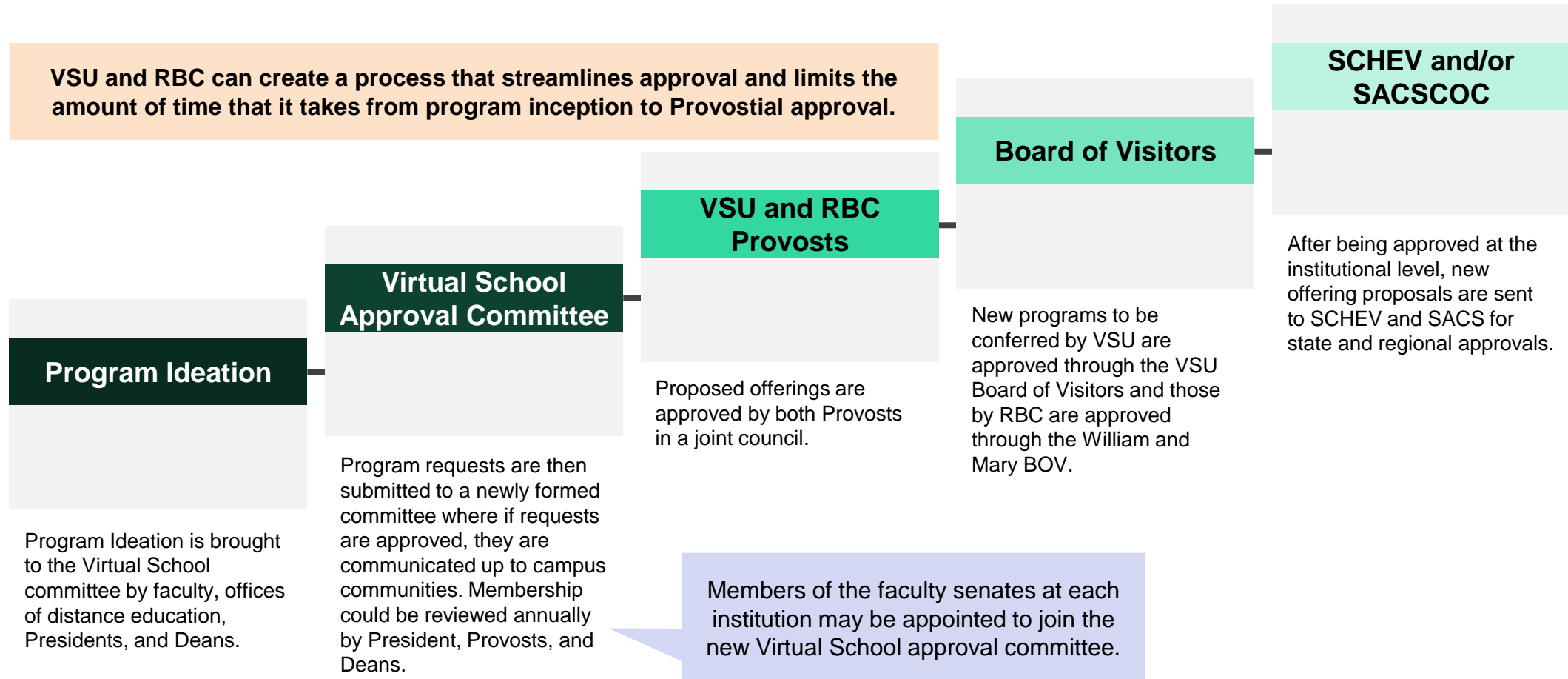
VSU and RBC will need to agree on the specific marketing functions needed for the Virtual School to aid in the external partner selection process.

OPM Partnership							
	Noodle	Wiley University Services	2U + edX	Pearson Online Learning Services	Academic Partnerships	All Campus	Coursera
<b>Marketing Support Provided:</b>	<ul style="list-style-type: none"> <li>Provides market research to aid in marketing materials</li> <li>Web design and content management</li> <li>Aid in recruitment marketing leads</li> </ul>	<ul style="list-style-type: none"> <li>Strategic portfolio growth</li> <li>Provides current market research in line with job market</li> </ul>	<ul style="list-style-type: none"> <li>Aids in institution branding</li> <li>Provides market research</li> </ul>	<ul style="list-style-type: none"> <li>Provides market research</li> <li>Aid in student acquisition</li> </ul>	<ul style="list-style-type: none"> <li>Market research capabilities</li> <li>Aid in brand and offering promotion</li> <li>Aid in student recruitment and retention</li> </ul>	<ul style="list-style-type: none"> <li>Build paid search and social media content development</li> <li>Aid in student recruitment</li> <li>Provides innovation tools</li> </ul>	<ul style="list-style-type: none"> <li>Build global reputation to aid in student recruitment</li> </ul>
<b>Tuition Revenue Sharing (If bundled with other services)</b>	Temporary revenue sharing to aid in upfront costs	30%-40% of tuition revenue shared	>50% of tuition revenue shared	40-60% of tuition revenue shared	50% of tuition revenue shared	~35% of tuition revenue shared	25%-40% depending on amount of revenue
<b>Fee for Service</b>	Flat fee structure plus fee per credit hour enrolled each semester	Allow for unbundled services for fee for service		Offers a fee for service model, as well			



# Virtual School Program Approval Process

To streamline the approval process, VSU and RBC can create a Virtual School specific policy for offering approval and charge a new committee with reviewing proposals and communicating decisions.












# High-Quality Offerings

VSU and RBC discussed creating quality standards across multiple criteria of program quality. Next steps include finalizing these standards into policy.

				
<p><b>STUDENT READINESS</b></p> <ul style="list-style-type: none"> <li>• Build learning communities throughout program duration to assist in student engagement</li> </ul>	<p><b>FACULTY READINESS</b></p> <ul style="list-style-type: none"> <li>• Provide faculty with both technical LMS training, as well as pedagogy training with a clear focus on the principle of effective moderation and facilitation of online discussions</li> </ul>	<p><b>COURSE DESIGN, IMPLEMENTATION, AND EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Review and adapt syllabi each period</li> <li>• Review enrollment counts during course period</li> <li>• Frequent request for student feedback on course architecture and student comfort with class/environment</li> </ul>	<p><b>LEARNING MANAGEMENT SYSTEM (LMS)</b></p> <ul style="list-style-type: none"> <li>• RBC currently uses Canvas LMS which VSU is in the process of switching to from Blackboard LMS.</li> </ul>	<p><b>INSTITUTIONAL INFRASTRUCTURE</b></p> <ul style="list-style-type: none"> <li>• Create an organized grievance process to ensure quality targets are being achieved by infrastructure, staff, and faculty</li> </ul>

**Current Decisions**

- VSU and RBC will create a policy that defines quality standards for Virtual School offerings
- Faculty will need to undergo mandatory and consistent training for online instruction

**Next Steps**

1. Agree on shared process for program quality standards
2. Build policy outlining quality standards for course content to build consistency across the Virtual School



# Student Satisfaction

VSU and RBC discussed decisions for the Virtual School that will increase student satisfaction across multiple criteria.

### Career Oriented Decision Making

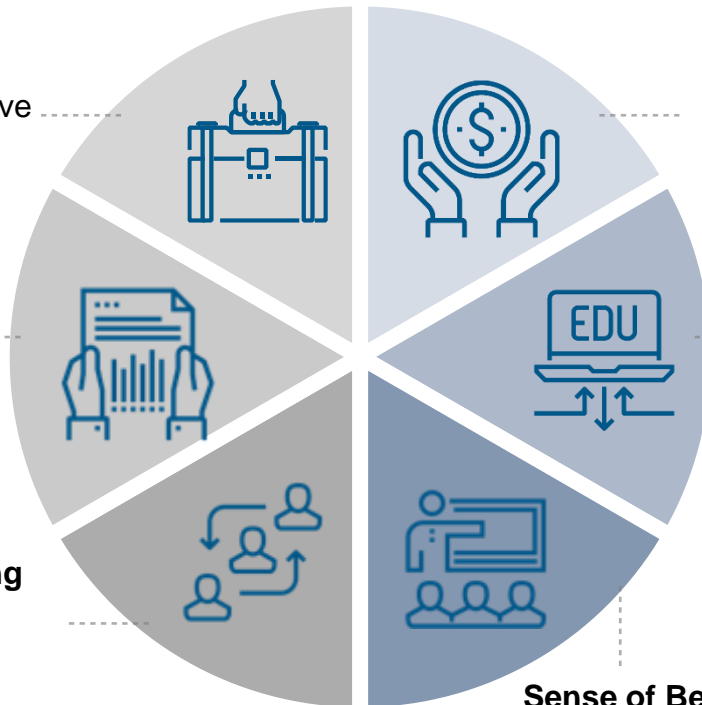
Will the Virtual School have dedicated student career support services?

### Expedited Decision Making

How will the Virtual School streamline the process of admission decisions?

### Prior Learning Assessment

How will the Virtual School meet the needs of degree completers?



### Affordability & Scholarship

How will the Virtual School ensure student satisfaction with offering pricing?

### Flexibility

How will the Virtual School meet the scheduling needs of students?

### Sense of Belonging

Will Virtual School students have access to all of the support services of on campus students?

### Current Decisions

- Career support services for the Virtual School maybe outsourced to an OPM
- VSU and RBC agreed that offering prices should be competitive with the market and contingent on the program
- The Virtual School will offer an array of bachelor's, associate's, and non-traditional, non-degree options to meet the needs of different student populations

### Next Steps

1. Discuss option of 24/7 student support through external partnership
2. Discuss admission process for the Virtual School and dual enrollment for VSU and RBC
3. Discuss how to best assure that students are acclimated to each institution and how to strengthen the sense of belonging

# Career Services Partner Options



VSU and RBC discussed a desire to explore partnering with an external vendor for career services support to aid students in career placement.

**Support Provided:**

Online Program Managers			Additional Options	
Noodle	Coursera	Wiley University Service	uConnect	Career Core (Kaplan/Wake Forest Partnership)
<ul style="list-style-type: none"> <li>Connects partner university with companies to assist with career services</li> <li>Provides technology support to assist with online programming</li> <li>Provides success coaching to online learners</li> <li>Integrate students in Noodle career programming to set up for career success</li> <li>Mentoring program</li> </ul>	<ul style="list-style-type: none"> <li>Aid students in learning skills valued by employees through programs</li> <li>Coursera skill sets such as communication skills and successful negotiations</li> <li>Track students progress within industry standards</li> </ul>	<ul style="list-style-type: none"> <li>Aids with military and veterans through the Wiley Military and Veteran Center of Excellence</li> <li>Connect students with career-ready programs to support career needs</li> <li>Use robust technology and data enabled reporting of the student journey to ensure students career outcomes are being met</li> </ul>	<ul style="list-style-type: none"> <li>Synthesis career resources data and information into one central online platform</li> <li>Offer career advice and education support</li> <li>Integrates with platforms such as Handshake</li> <li>Built in online mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Partnered together to launch Career Core</li> <li>Uses a shared model to provide valuable services and resources</li> <li>Access to role specific advisors</li> <li>Asynchronous career course curriculum</li> </ul>

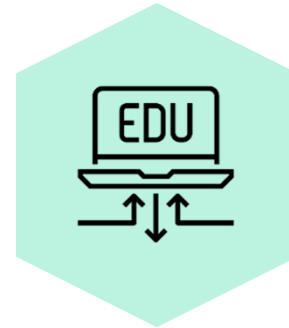
# Financial Management



VSU and RBC will need to reinforce several functions related to fiscal oversight and controls in order to support the financial health of the Virtual School.

## ROI ANALYSIS: PROGRAMS AND EXTERNAL PARTNERSHIPS

Analyze revenues compared to costs of specific programs and partnerships to determine margin and financial sustainability of each offering



## ASSESS NEED FOR TECHNOLOGY AND OTHER INVESTMENTS

Review technology infrastructure and other resources to determine need for additional investment to ensure high-quality delivery



## FINANCIAL MANAGEMENT FUNCTIONS



## LONG-TERM BUDGET PLANNING

Forecast Virtual School resource needs based on expected revenues and expenses

## OFFERING PRICING REVIEW

Review offering pricing periodically to ensure programs and courses are affordable to students and priced competitively

## FINANCIAL DATA MANAGEMENT

Manage tracking and storage of financial data to understand program costs and to support strategic decision making

