

# Richard Bland College

## *Future State Vision Final Report*

September 2, 2021



Richard Bland College  
*of WILLIAM & MARY*



# Agenda

**1. RBC'S FUTURE-STATE VISION**

**2. SUMMARIZED GROWTH OPPORTUNITIES**

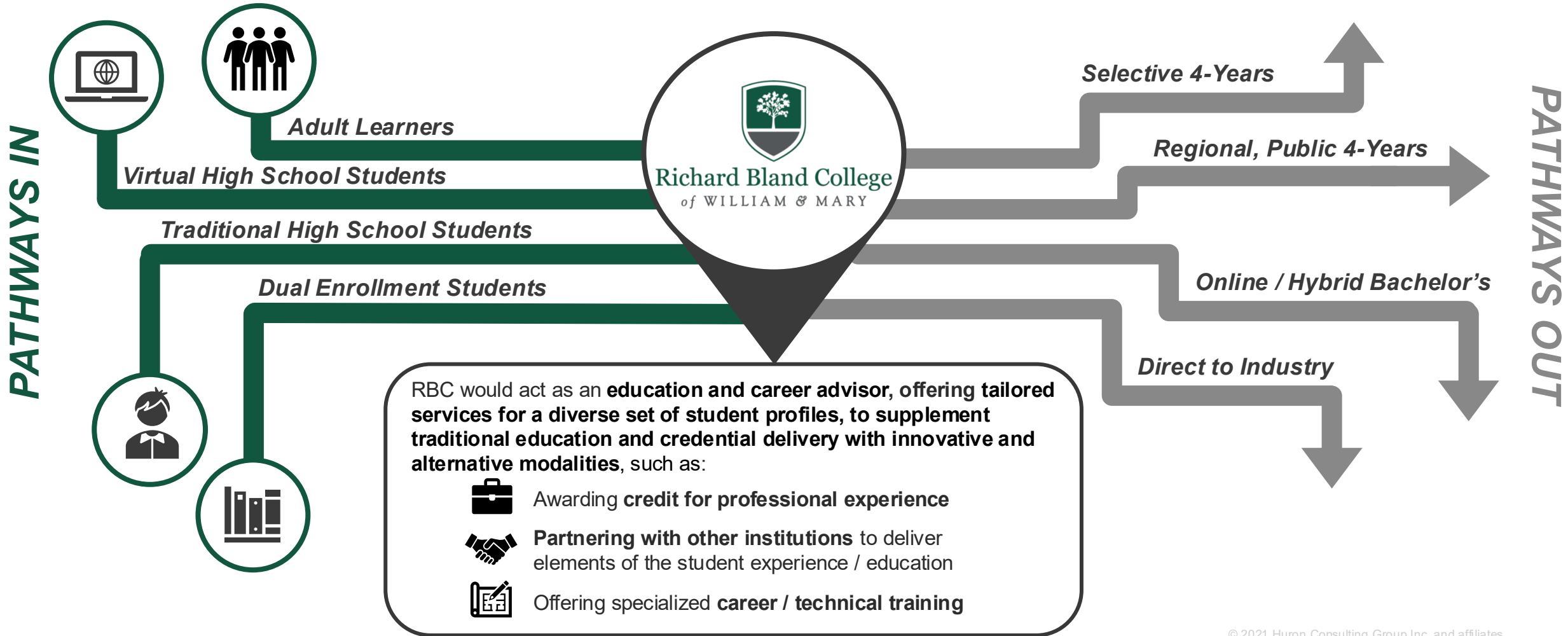
**3. OPERATIONALIZE THE TRANSFORMATIVE VISION**

**4. ACTION PLAN SUMMARY**

**5. APPENDIX**

# Future-State RBC

The graphic below illustrates the 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.



# Student Pathway Options

The three primary student pathways that Huron researched and presented to RBC to inform their future state strategic vision are outlined below.

## A. CORE OPPORTUNITY

### *Strengthening Traditional High School Partnerships*

- **High School Partnerships:** Define / solidify partnerships with high schools closest to RBC in proximity (e.g., Petersburg, Prince George, etc.).
- **High-touch Market Examples:** *UNC Minority Advisor Program* – peer mentors provide academic and developmental support; students required to meet at least once a semester.
- **Selective Four-Years:** Consider partnering with University of Richmond (Richmond City is the #1 and #2 city by number applied and enrolled respectively).

## B. ADJACENT OPPORTUNITY

### *Tapping into the Virtual High School Market*

- **Increase in Virtual Learning:** Approximately 20% of US school districts already or plan to offer virtual schooling after the pandemic.
- **Virtual High School Partnerships:** Consider forming partnerships with various online high schools in Virginia to increase the student pipeline into RBC (e.g., Virginia Virtual Private Academy).
- **Sophia Learning at RBC:** RBC could leverage its existing tool, Sophia Learning, to engage students likely more apt to enroll in RBC-branded Sophia Learning courses to complete an online Associate's Degree.

## C. TRANSFORMATIVE OPPORTUNITY

### *Establishing Bachelor's Programs and Professional Credentialing*

- **Job Growth:** Many jobs projected to grow materially in Virginia by 2030 will require at least an associate's degree if not professional credentials or a bachelor's degree.
- **Potential Offerings:** RBC could set up programming highly aligned with growing fields to prepare its diverse set of enrollees.
- **Partnerships:** Leveraging partnerships to holistically deliver programs thoughtfully will enable RBC to maintain a nimble and affordable portfolio that could easily be shifted (new investment, divestment, etc.).

**Pathway C (the most transformational) was prioritized for further examination. See subsequent slides for additional detail and suggested next steps.**

# Operationalize the Transformative Vision

Huron explored high-level analyses related to the transformative opportunity which are intended to inform a more built-out, extensive implementation plan. See below for areas of initial analysis.

| TRANSFORMATIVE<br>OPPORTUNITY | INDEX | ANALYSIS                                | DESCRIPTION   |
|-------------------------------|-------|---|---|
|                               | A     | <b>Programming</b>                      | Define criteria for program prioritization for near-term / long-term implementation.  |
|                               | B     | <b>Faculty</b>                          | Identify current faculty alignment with programs that would correspond to identified “21 <sup>st</sup> Century Technical Jobs.” |
|                               | C     | <b>Staff</b>                            | Determine RBC’s appropriate levels of staffing to support the future state and contextualize current staffing levels.           |
|                               | D     | <b>Partnership &amp; Infrastructure</b> | Review RBC’s existing suit of partners and identify potential partners to assist in executing the College’s strategic vision.   |

Effectively planning for and executing RBC’s transformative future state vision requires **significant internal and external / market analysis**. Huron has included suggested next steps on subsequent slides to further analyses in preparation for implementing the future state.

# Programming Analysis (1 of 2)

While precise programming decisions will invariably be unique to an institution, the following criteria are often utilized in attempting to prioritize or objectively evaluate programmatic options.



## FINANCIAL IMPACT

- Potential impact on revenue, expenses, liabilities, and / or income



## ACADEMIC ALIGNMENT

- Faculty expertise alignment
- Existing course / curriculum alignment



## MARKET NEED

- Potential student interest
- Alignment with current / projected workforce needs
- Program availability regionally (i.e., competitive landscape)<sup>1</sup>



## OPERATIONAL ALIGNMENT

- Staff support / capacity
- Existing operational capability

To create an objective evaluation / prioritization framework, **criteria must be selected, with relative weights applied to each.** Developing a dynamic framework with assigned weights will allow RBC to envision the future state more **clearly and objectively.**

<sup>1</sup>See Appendix for table illustrating regional / online programs aligning with identified 21<sup>st</sup> century technical jobs.

## Programming Analysis (2 of 2)

In addition to identifying which criteria should be selected and weighted, RBC must also consider various questions surrounding its academic portfolio more broadly.



How many programs / certificates should RBC offer?

What level of investment would each program require to set up?

Do programs require a particular “ROI” to justify their launch?

Should any existing programs be phased out / deprioritized? What criteria should inform any divestment decisions?

As RBC begins to consider its future state portfolio, it should conduct a deeper market analysis to better understand the competitive landscape and potentially **prioritize programs that may best differentiate RBC from other institutions.**

# Faculty Analysis

Huron conducted a preliminary review of RBC's faculty roster and specific faculty expertise and identified **only low to moderate faculty alignment** with programs that would correspond to those "21st Century Technical Jobs."

| 21st Century Technical Job   | Related Major Field(s)               | RBC Faculty in Field(s) <sup>2</sup> |
|------------------------------|--------------------------------------|--------------------------------------|
| Information Security Analyst | Computer / Data Science              | 1                                    |
| Logistician                  | Business / Math                      | 7                                    |
| Web Developer                | Computer Science                     | 1                                    |
| Construction Mgr.            | Construction-related Field           | 0                                    |
| Aircraft Structure Assembler | Aviation-related Field               | 0                                    |
| Health IT, Surgical Asst.    | Health / Computer Sciences           | 8                                    |
| Admin and Facilities Mgmt.   | Business / Facilities-related Field  | 1                                    |
| Computer Network Support     | Computer / Data Science              | 1                                    |
| Data Scientist               | Computer / Data Science              | 1                                    |
| Industrial Engineering Tech. | Math / Industrial Tech-related Field | 6                                    |
| Nuclear Technician           | Nuclear Tech-related Field           | 0                                    |
| Avionics Technician          | Aviation-related Field               | 0                                    |

## TAKEAWAYS



Of RBC's 33 full-time faculty members, **fewer than 10<sup>1</sup> currently teach courses in major fields** (not including prerequisites or general education courses) that correspond to those growing industries.



Without investment in strategic partnerships, **significant hiring would be necessary** to offer programs that would provide students with necessary degrees / credentialing to be successful in the fields outlined.



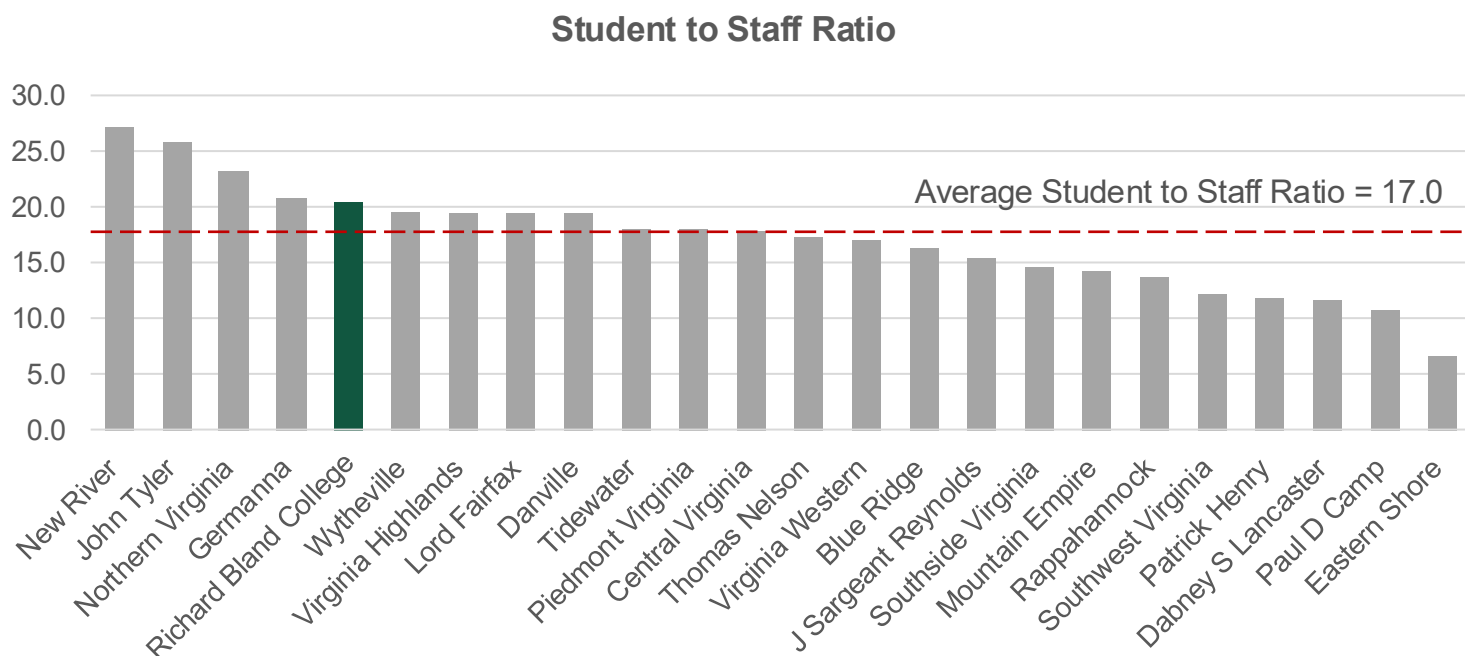
RBC investment in partnerships could likely enable the institution to more **flexibly (and affordably) offer prioritized programs** to potential students.

To further assess RBC's faculty alignment with programs corresponding to 21<sup>st</sup> century technical jobs, the College should use institutional knowledge and available data to **take a deeper dive into faculty expertise**, including adjuncts.

<sup>1</sup> 11 faculty member in Computer Science, 6 in Mathematics, 1 in Business, and 1 in Science; <sup>2</sup>See Appendix for detail on RBC faculty expertise.

# Staff Analysis

To contextualize RBC’s current staffing levels, Huron pulled student, faculty, and staff data from 23 Virginia Community Colleges for benchmarking purposes. See below for takeaways.



Measured in FTE (full-time equivalent)

**Every RBC staff member supports ~20.5 student FTE**, while on average across Virginia, each staff member supports ~17.0 student FTE.

This suggests a likely need for more support should enrollments grow (or independent of growth) especially given **RBC’s high-touch mission and brand.**

The College should analyze staffing on a unit-by-unit level to better understand RBC’s staffing capacity. RBC could consider **partnering with a third-party** to perform certain functions in the future state rather than hiring additional staff members **in order to stay nimble.**

# Partnership & Infrastructure Assessment

To further support the future state vision, RBC could consider partnering with third parties<sup>1</sup> to support their students throughout their academic / career lifecycle. This table provides examples of representative partners and their value add.

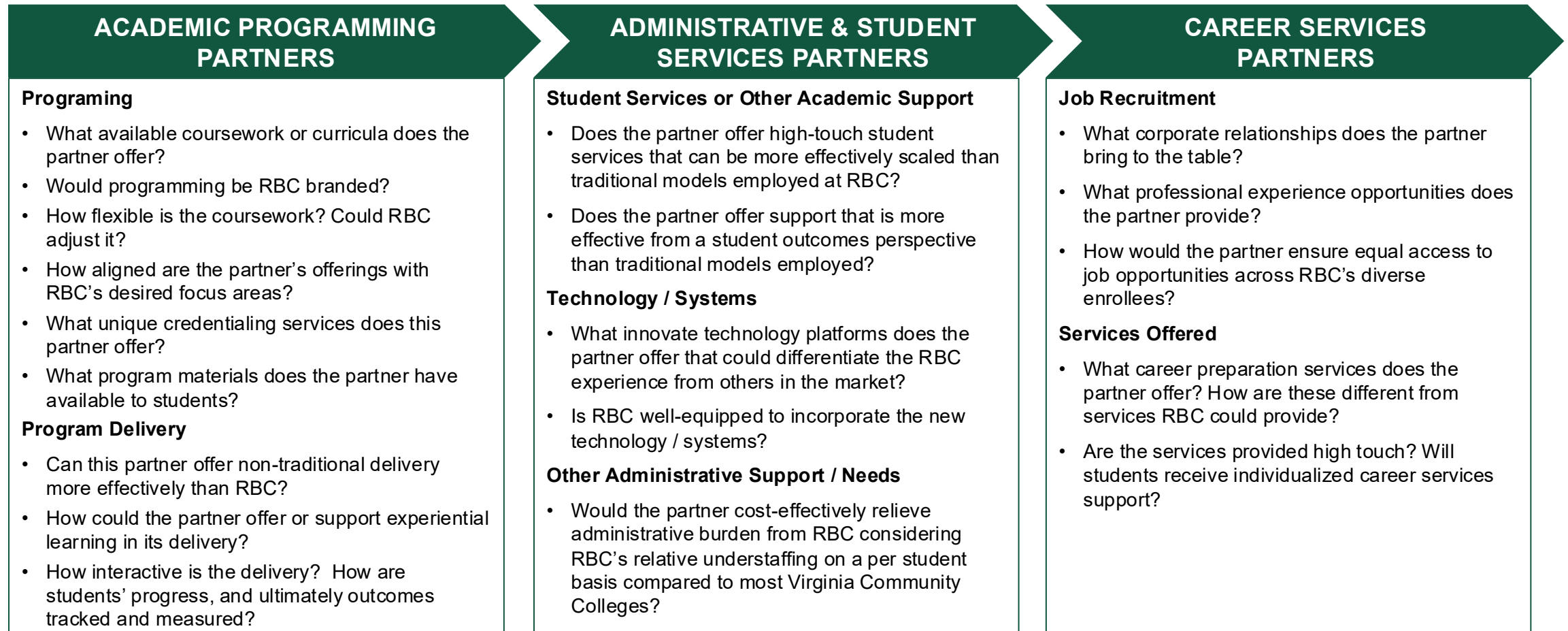
| Student Stage | Representative Partner  | Purpose  | Value Add to RBC  |
|---------------|---|--|---|
| Pathway In    | Noodle  | Develops a data-based, higher education marketing strategy to promote online programming and recruit students.   | Engaging a third-party to lead all marketing efforts related to online programming would lessen the administrative burden on RBC.   |
|               | Create Communication Associates<br><i>(business unit of Noodle)</i> | Provides full-service marketing services to higher education institutions.   | A specialized higher education marketing firm could help RBC further define, design, and build their desired brand around the future-state vision and boost enrollment as a result. |
| At RBC        | MindSumo  | Crowdsourcing platform to connect institutions to college students to solve strategic problems.  | RBC could leverage a third-party to establish connections between students and companies, allowing students to gain experience in creative problem-solving.                         |
|               | Noodle  | Provide institutions with a platform for distributing online courses, credentials, and certificates. Assists faculty with development of innovative online learning. | A third-party learning management platform would allow RBC to stay nimble while offering various programs in a collaborative learning environment.                                  |
|               | Coursera  | Assists institutions in marketing free, online courses.  | Similar to Noodle, a revenue-sharing, online learning platform allows RBC to stay nimble and limits the administrative burden of marketing courses.                                 |
| Pathway Out   | Handshake   | Ensures equal access to career opportunities across college students. It is the leading early career community in the US.  | A platform for job recruitment improves accessibility to job placement among RBC's diverse student body.  |

RBC should further research the above representative partners as well as additional potential third-parties to better understand RBC's role in the student journey and how partners can assist the College in achieving its future state vision.

<sup>1</sup>See Appendix for list of existing third-party partnerships.

# Evaluate Potential Partners

The College should develop a set of criteria to objectively evaluate prospective partners who may support future-state operations. See below for a list of questions representative of those that may be utilized to identify and prioritize partners.



# Action Plan Summary

It will be important to perform additional analyses in greater depth to reflect RBC's strategic vision as it is further refined. Huron has designed the following action plan to advise in the College's next steps.

|   |                                     | FY2022 |    |    |    | FY2023 |    |    |    |
|---|-------------------------------------|--------|----|----|----|--------|----|----|----|
| # | Activity <sup>1</sup>               | Q1     | Q2 | Q3 | Q4 | Q1     | Q2 | Q3 | Q4 |
| 1 | Perform Programming Analysis        |        |    |    |    |        |    |    |    |
| 2 | Perform Operational Analysis        |        |    |    |    |        |    |    |    |
| 3 | Develop Financial Model             |        |    |    |    |        |    |    |    |
| 4 | Identify Potential Partners         |        |    |    |    |        |    |    |    |
| 5 | Develop "Sellable" Strategic Vision |        |    |    |    |        |    |    |    |
| 6 | Prepare for Partnership             |        |    |    |    |        |    |    |    |
| 7 | Establish Partnership               |        |    |    |    |        |    |    |    |
| 8 | Engage Stakeholders                 |        |    |    |    |        |    |    |    |
| 9 | Manage Partnership Post-Launch      |        |    |    |    |        |    |    |    |

<sup>1</sup>See final report for more detailed sub-steps and activities.

# Appendix

# Virginia Market Assessment

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 / Online 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                       |
| 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.”

# Existing Third-Party Partnerships

Prior to considering new partner organizations to support execution of the College's vision to be a lifelong education and career advisor, it is important to first review RBC's existing suite of partners.

| Existing Partner   | Description   |
|--|---|
| <b>SEI Ventures</b><br><i>(Strayer &amp; Capella Parent Company)</i> | RBC licenses online coursework designed for adult or post traditional learners from Strayer Studios courses. These courses are rebranded as RBC courses instructed by RBC faculty.  |
| <b>Sophia Learning</b><br><i>(SEI product)</i>                       | Sophia Learning allows students to take online courses that are self-paced and affordable. This product allows students to work towards their educational and career goals on their own timeline.   |
| <b>Verto</b>   | Verto is a private company that provides study abroad experiences. Students are recruited by Verto, enroll in RBC (15 credits), and take the RBC courses at one of Verto's Destination Locations. Verto partners with universities, and courses will transfer automatically. W&M has approved for waitlist students to enter in Spring (guaranteed) after completing the semester abroad.   |
| <b>Central VA FAME</b>   | RBC partners with the Commonwealth Center for Advanced Manufacturing (CCAM) and the Manufacturing Institute for the first Virginia Chapter of FAME. In this program RBC has secured nine industry partners that agreed to hire 17 employees (part-time). The students work three days per week and attend RBC two days per week. The wages cover all tuition and fees as well as an additional stipend for the students' living expenses. |