

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

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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.

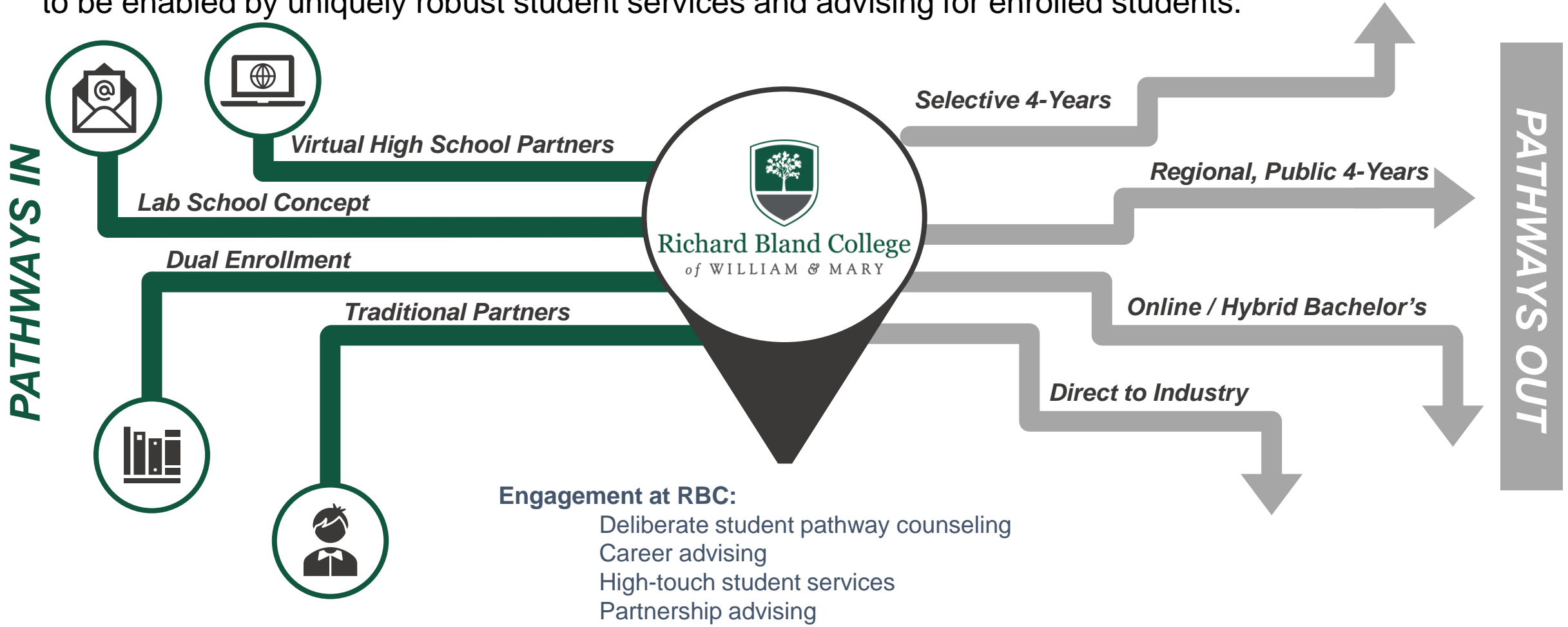
TARGET AUDIENCES AND NEEDS

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

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

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.

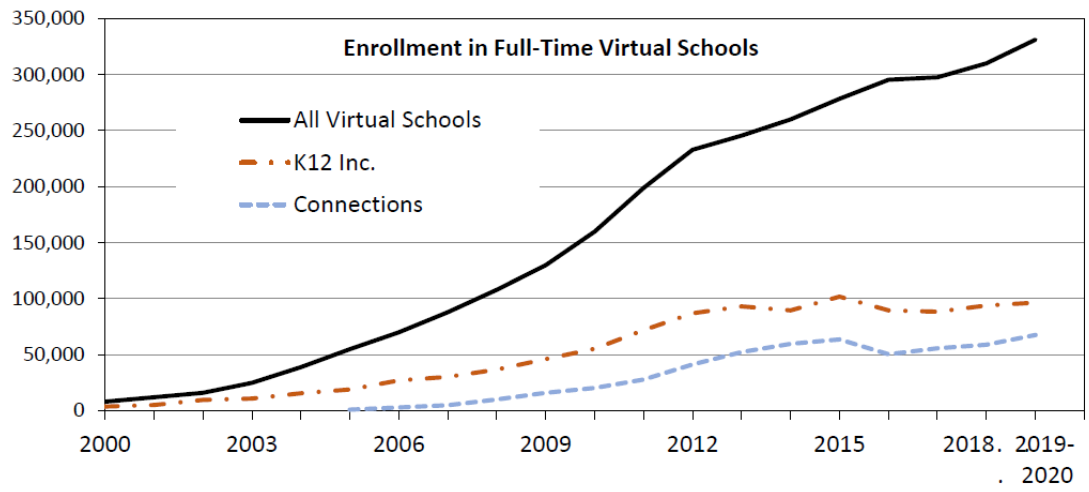
**GWU Online website names Stride, but no additional information



Virtual High School Market Has Expanded

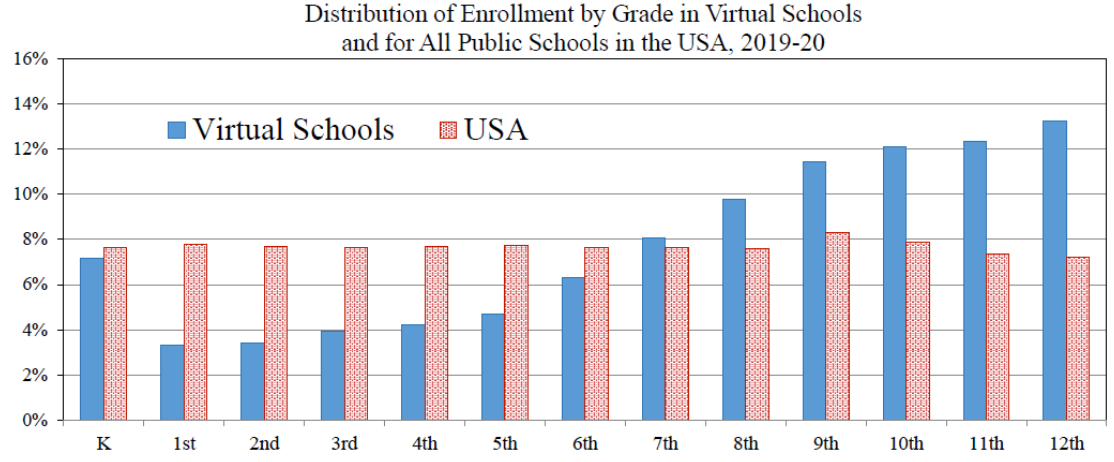
According to a May 2021 journal by the National Education Policy Center, virtual education enrollment in the United States has grown exponentially within the last decade, specifically in the high school landscape.

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

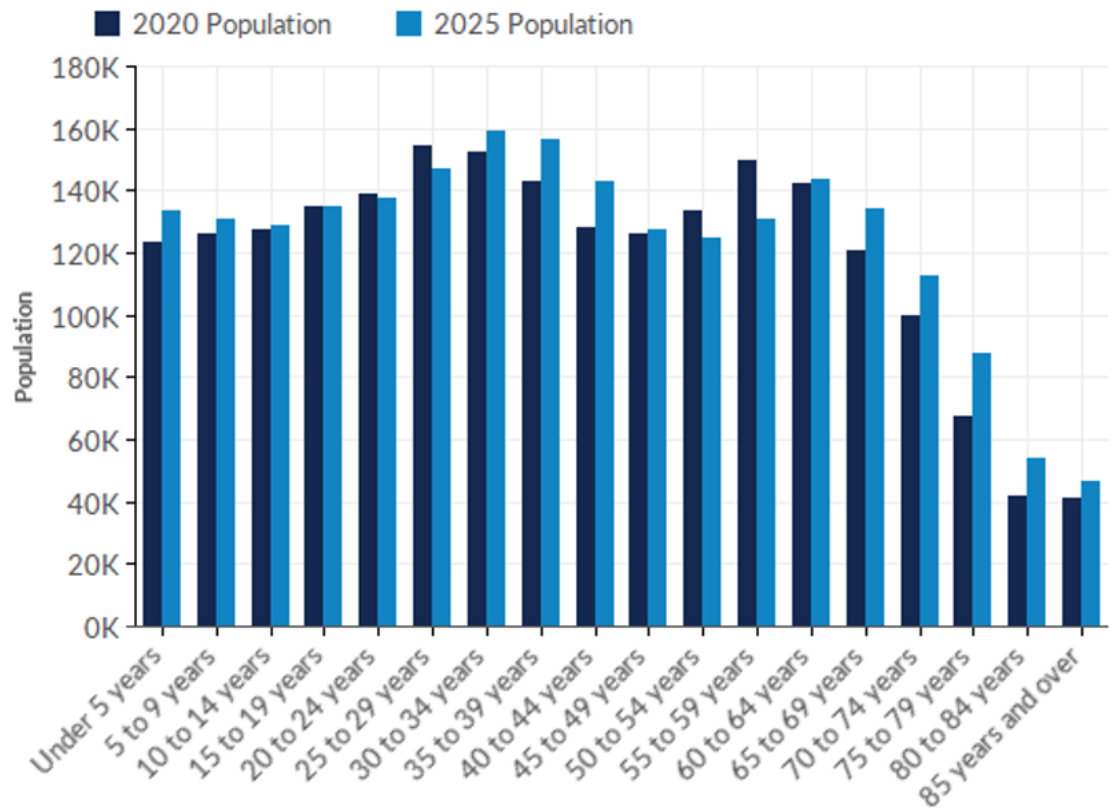
This raises the importance of non-instructional support staff to advise students throughout the process



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%

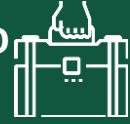


Strengths

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 

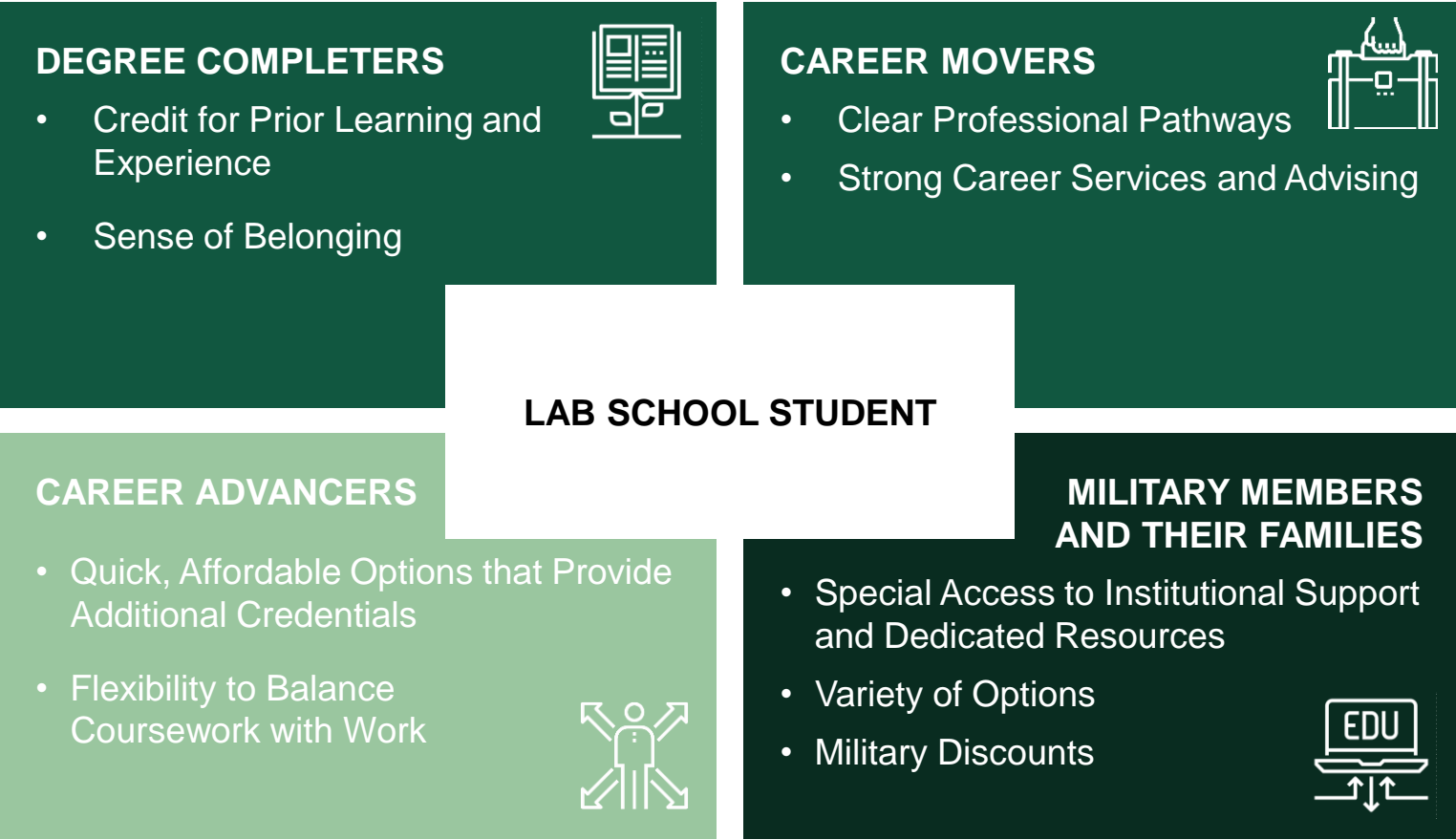
JUNIOR COLLEGE EXPERIENCE

- 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

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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.

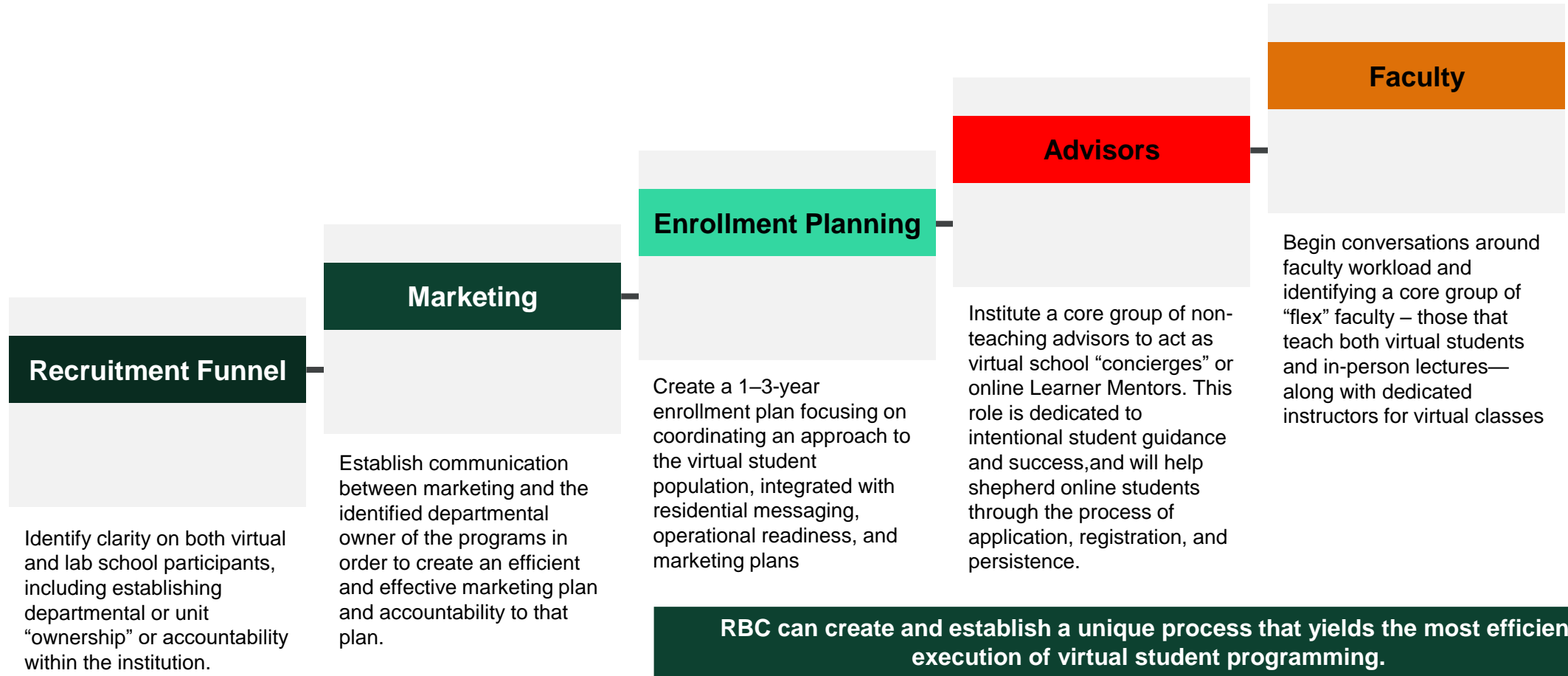
Program	Goal	Overseeing Department
On-Campus High School College Program (HSCP)	<ul style="list-style-type: none"> • HS students who have completed sophomore year with a 3.0 or higher GPA • HS students enroll in college courses on the Richard Bland College campus while earning high school and college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

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



Needed Alignments and Investment in Infrastructure

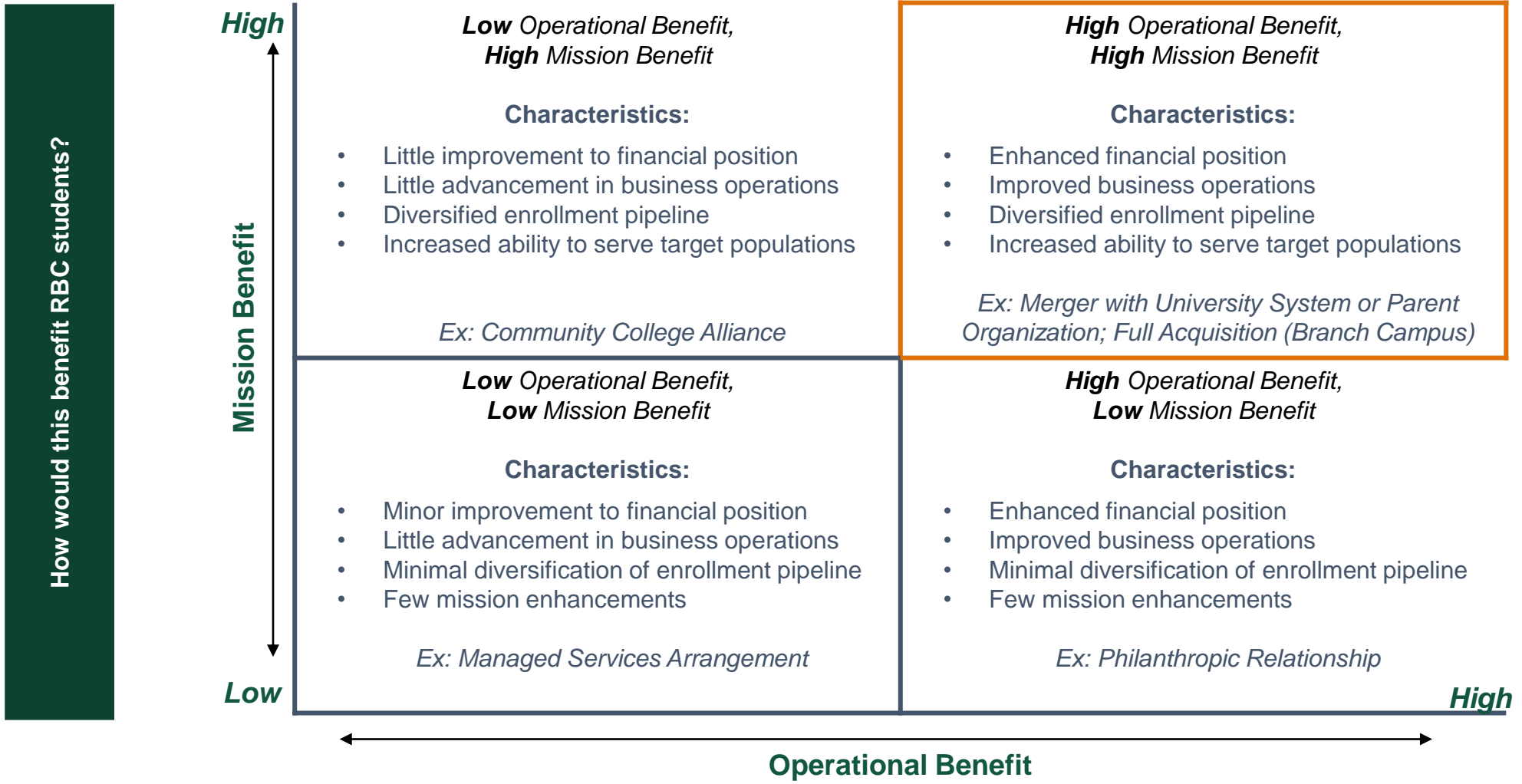
An operational and organizational analysis was conducted with respect to the human capital, technology, and other considerations needed to effectively support realization of RBC’s online growth strategies, as visualized below.





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

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

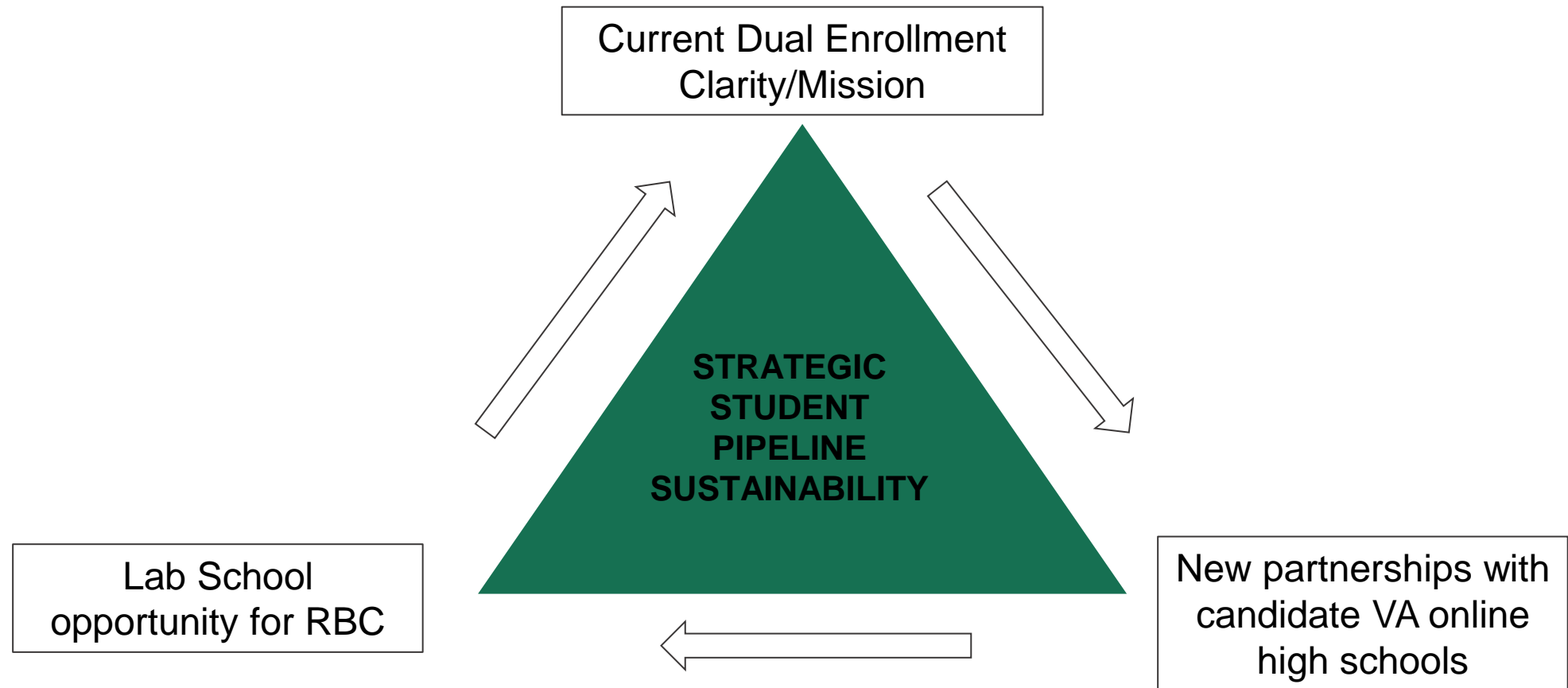
Current Decisions

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



Interconnected Opportunities

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



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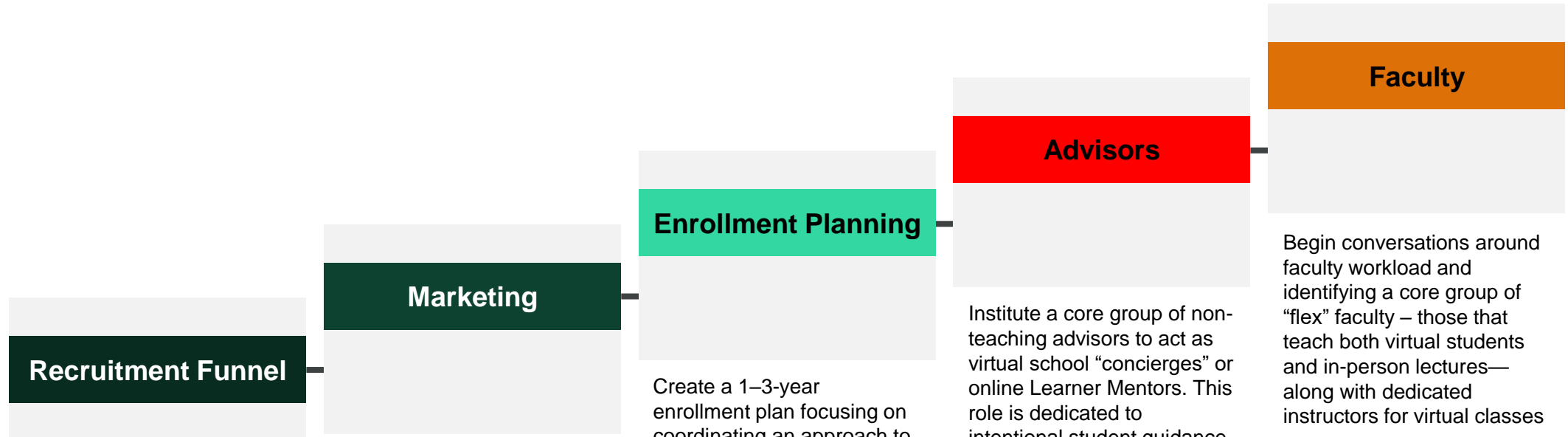
Implementation Roadmap





Infrastructure Revisited

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



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

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.

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

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.

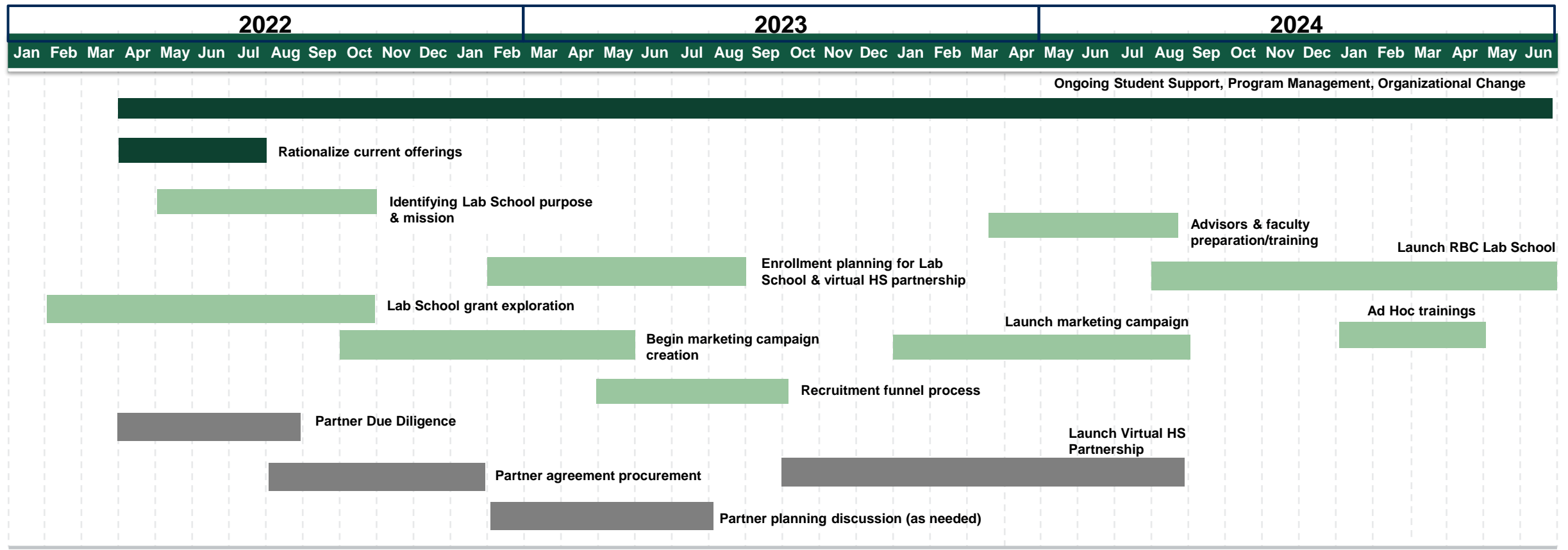
Begin conversations around faculty workload and identifying a core group of “flex” faculty – those that teach both virtual students and in-person lectures—along with dedicated instructors for virtual classes

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

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.

Q&A

