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

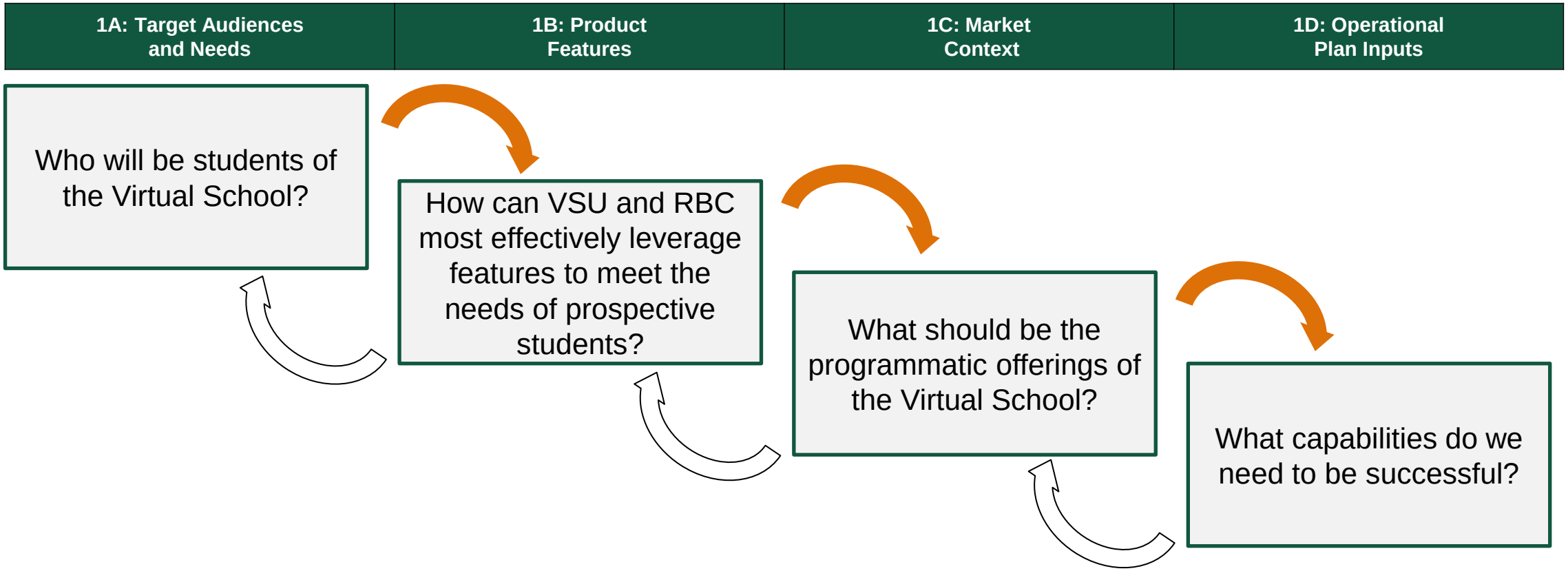
The entirety of this document serves as a pre-read to the November 15th review of Task 1: Environmental and Market Analysis.

Task 1: Environmental and Market Analysis	Task 2: Operational, Organizational, and Strategic Alliance Considerations	Task 3: Financial Modeling	Task 4: Implementation Plan
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.	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.	The financial model will provide leadership with a **tool for evaluating the financial impact** of academic and operational decisions in designing the School.	Leadership will come to understand the near, medium, and long-term next steps.

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	• Target Audiences • Audiences' Needs • Mission Alignment • 21st Century Technical Jobs	• Summary of Offering Types • Pricing Overview • Best Practices	• Assessment Criteria • Occupations vs Related Offerings Supply • Program Identification • Peer/Competitor Overview	• Marketing and Branding • Strategic Enrollment • Recruitment Strategies

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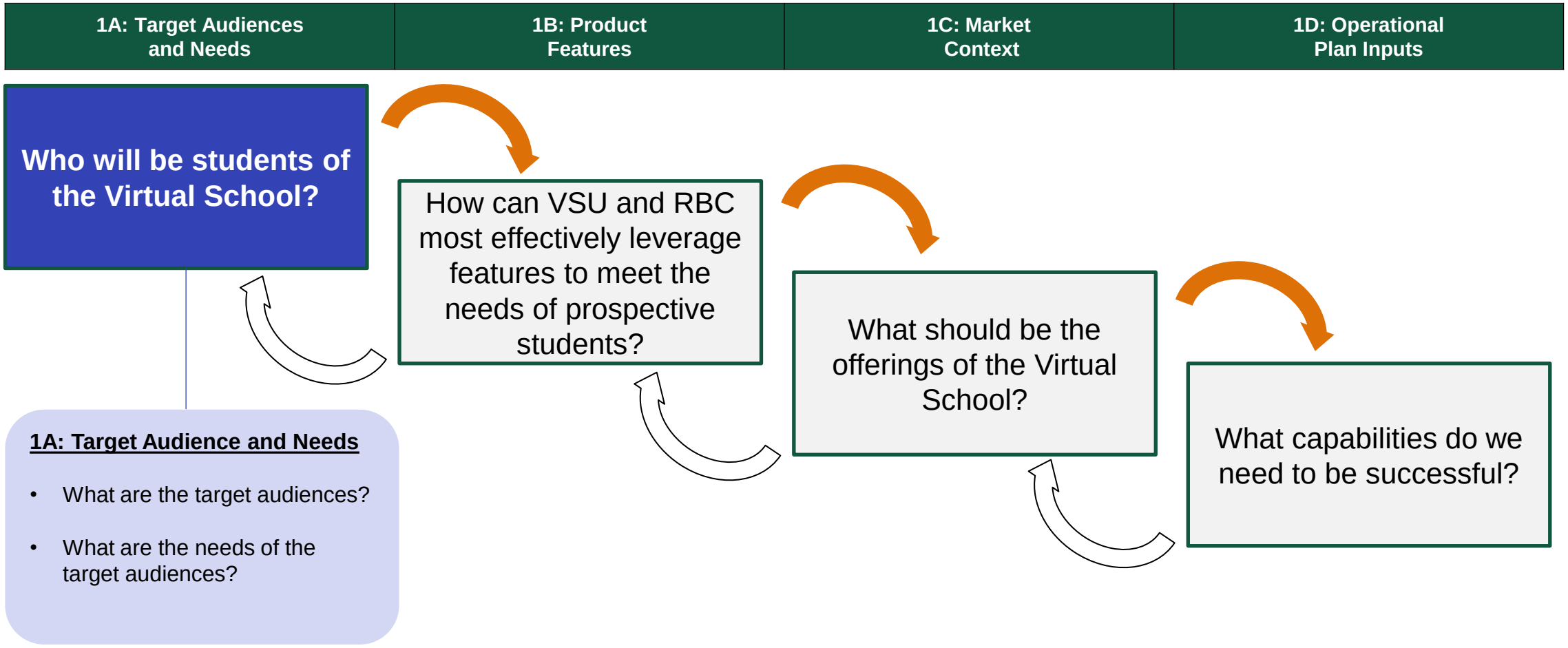

Target Audiences

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[1]
- 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[2]

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[1]
- 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
	Degree Completers	Career Movers	Learners Seeking Flexibility	Military Members and their Families
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 21st Century Technical Jobs**

Source: https://www.schev.edu/index/statewide-strategic-plan/goals

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.**

21st Century Technical Jobs

The 15 occupations listed below comprise the 21st 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.

21st 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[1]	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.)

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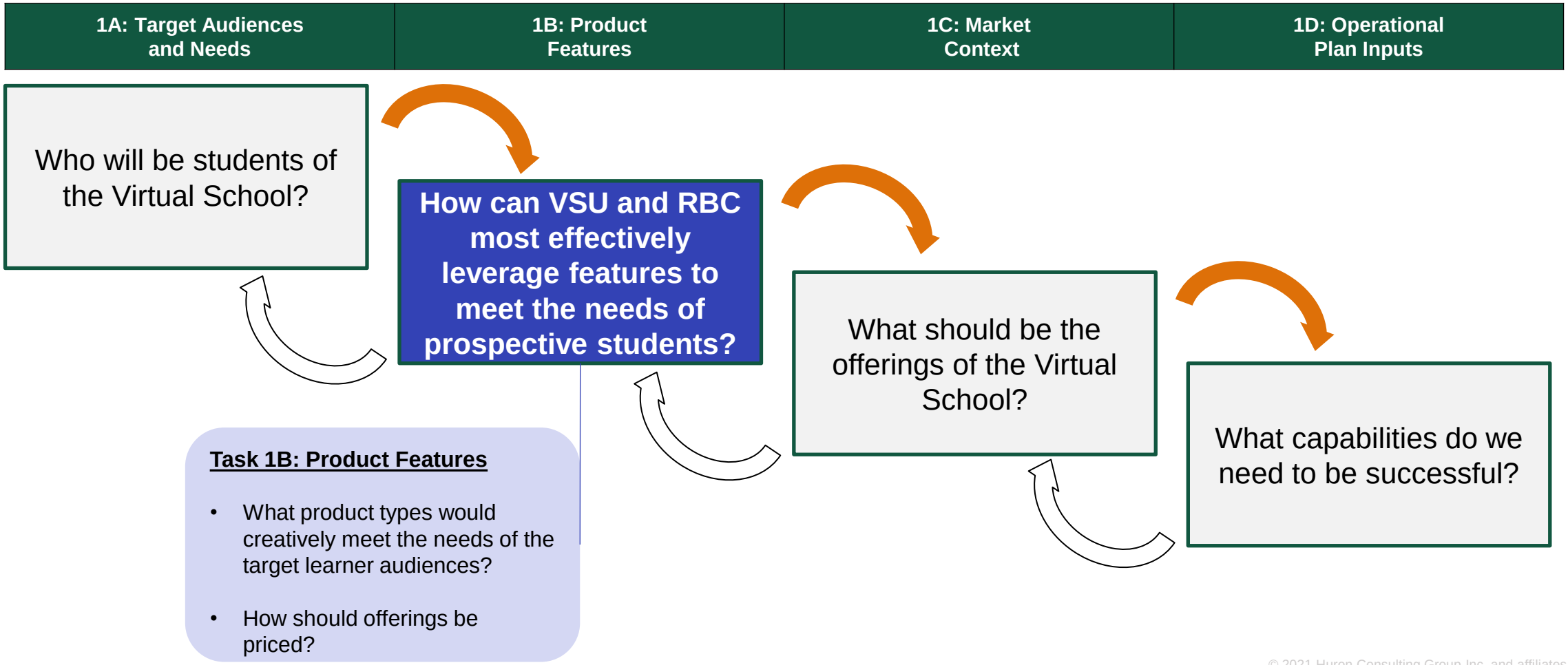


Features of Non-Traditional Offerings

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.

CERTIFICATE OFFERINGS

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

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.

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.

NON-TRADITIONAL OFFERING TYPES FOR CONSIDERATION

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[1].

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%[4] as institutions seek to further connect learning outcomes to the labor market.

CERTIFICATES

In Fall 2020, enrollments in postbaccalaureate certificate programs grew 5.0%[3] 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[2]. Of these institutions, two-thirds mentioned expanded access to non-traditional learners.

Sources:
1) https://evolllution.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/emerge-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.

- 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

Inflation	
Annual inflation	2%

For-Credit	G2 Y1	G2 Y2	G2 Y3	Definitions	Assumptions/Notes
Anticipated Growth	2%	2%	2%		
Number of For-Credit Learners	7500	7650	7803	= FY20 For-Credit Learners	Rounded figure based on data from DOSL

Non-Credit	G2 Y1	G2 Y2	G2 Y3	Input	
Custom (ex. Corporate)					
Total Number of Learners	400	640	960		
Number of Workshops	20	32	48		= Number of Workshops — Initial assumption. BSU to updated workshop numbers based on existing N
Average Workshop Size	20				= Average Workshop Size
Average Workshop Price	$ 10,000	$ 10,200	$ 10,404		= FY22 Average Workshop Price — Competitive pricing based on market benchmarks.
Anticipated Growth		60%	50%		= Anticipated Growth of Custom Programs — We anticipate slower growth of these offerings and have entered 1/2 grow
Online Revenue	$ 60,000	$ 97,920	$ 146,880	30%	= Proportion of Online Workshops
In-Person Revenue	$ 100,000	$ 163,200	$ 244,800	50%	= Proportion of In-Person Workshops
Hybrid Revenue	$ 40,000	$ 65,280	$ 97,920	20%	= Proportion of Hybrid Workshops
Open Enrollment / Non-Customized					
Total Number of Learner Purchases	1330	2128	3192		= Starting Number of Learner Purchases (can include repeat learners)
Number of Offerings	7	11	17		= Number of Offerings — Initial assumption. BSU to updated workshop numbers based on existing N
Average Offering Size	190				= Average Offering Size
Average Offering Price	$ 700	$ 714	$ 728		= Average Price of Offering — Conservative estimate slightly below competitive market benchmarks.
Anticipated Growth		60%	50%		= Anticipated Growth of Open Enrollment Programs
Online Revenue	$ 372,400	$ 607,757	$ 911,635	40%	= Proportion of Online Offerings
In-Person Revenue	$ 372,400	$ 607,757	$ 911,635	40%	= Proportion of In-Person Offerings

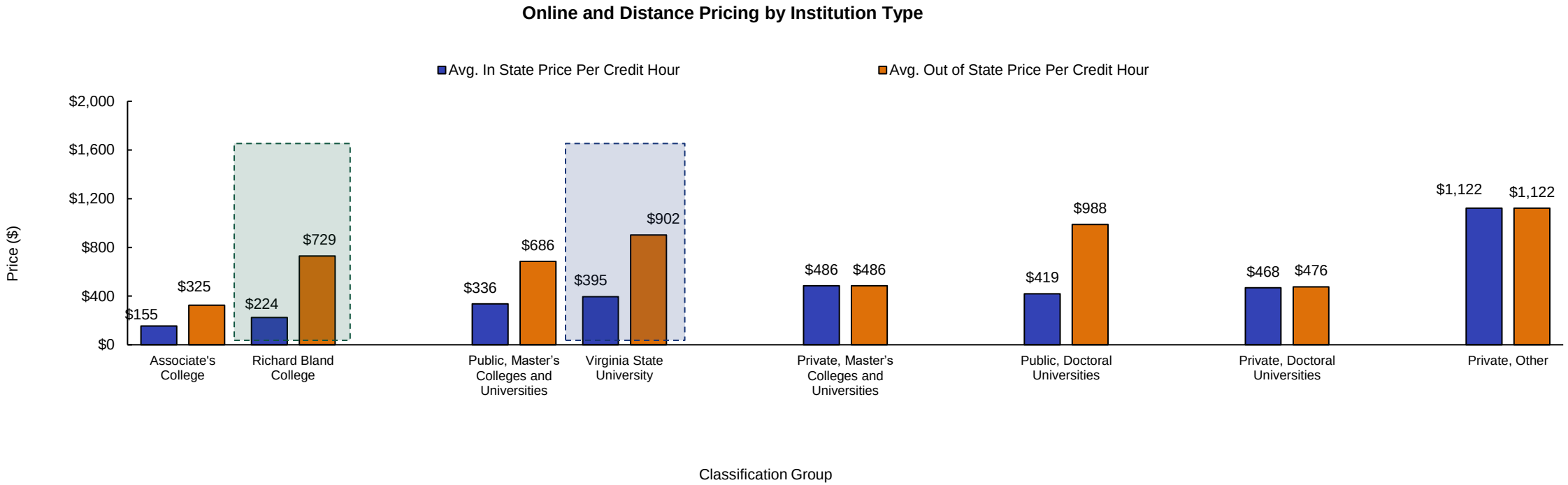
Competitor Online Pricing Summary

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.

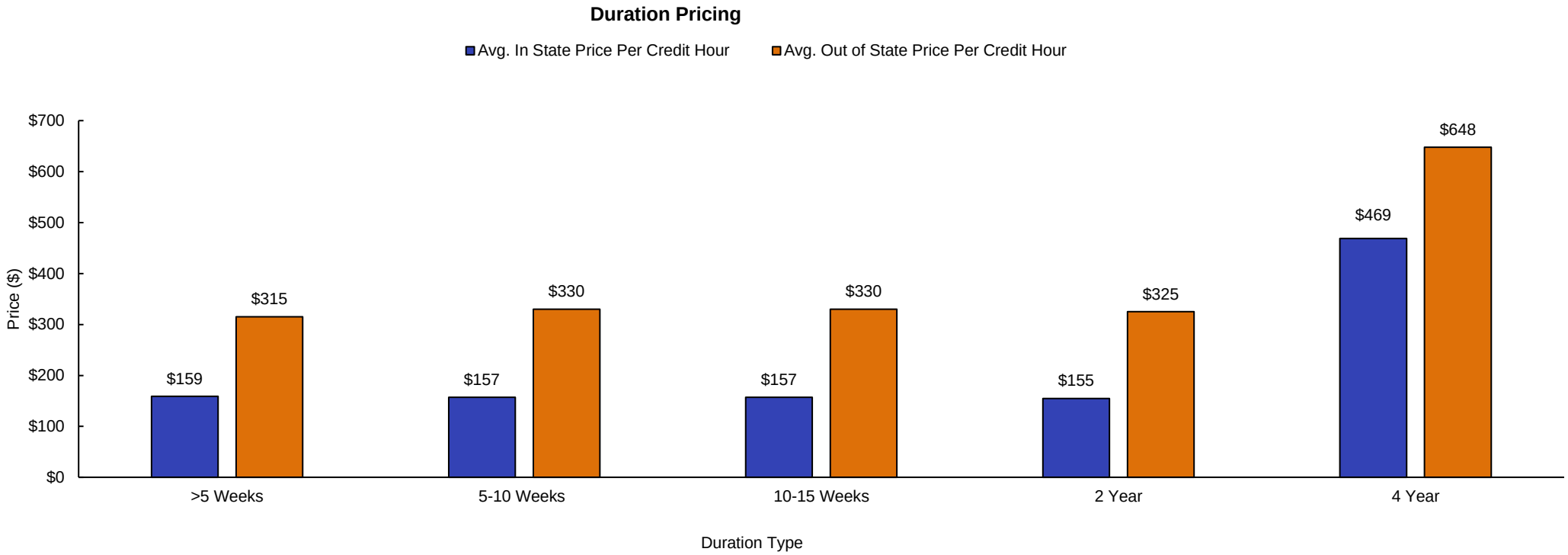


VSU and RBC's current price per credit hour are both higher than the in-state averages of their institution classification groups at $395 and $224 per credit hour, respectively.

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

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.

Source: *out of 57 institutions offering 20 selected programs

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

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?

Task 1C: Market Context

- What are the recommended offerings to consider?
- What is the competitive landscape given the recommended offerings?

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

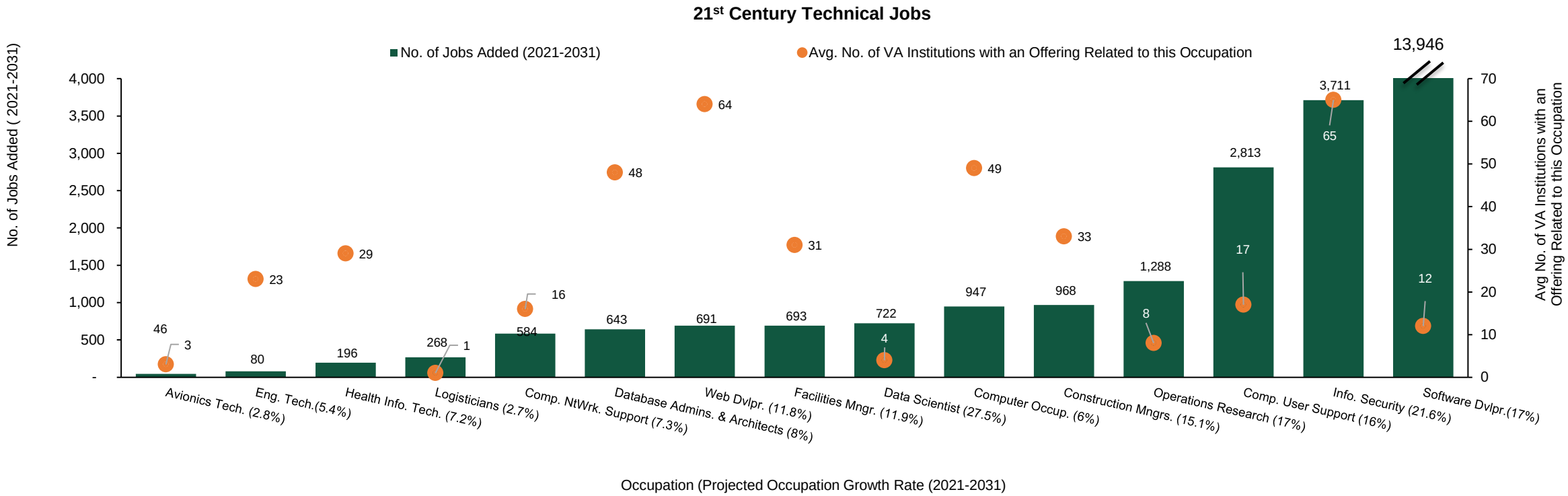
FEASIBILITY

Assessments of VSU and RBC capabilities identify which offerings can be developed and where 3rd 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 21st 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.

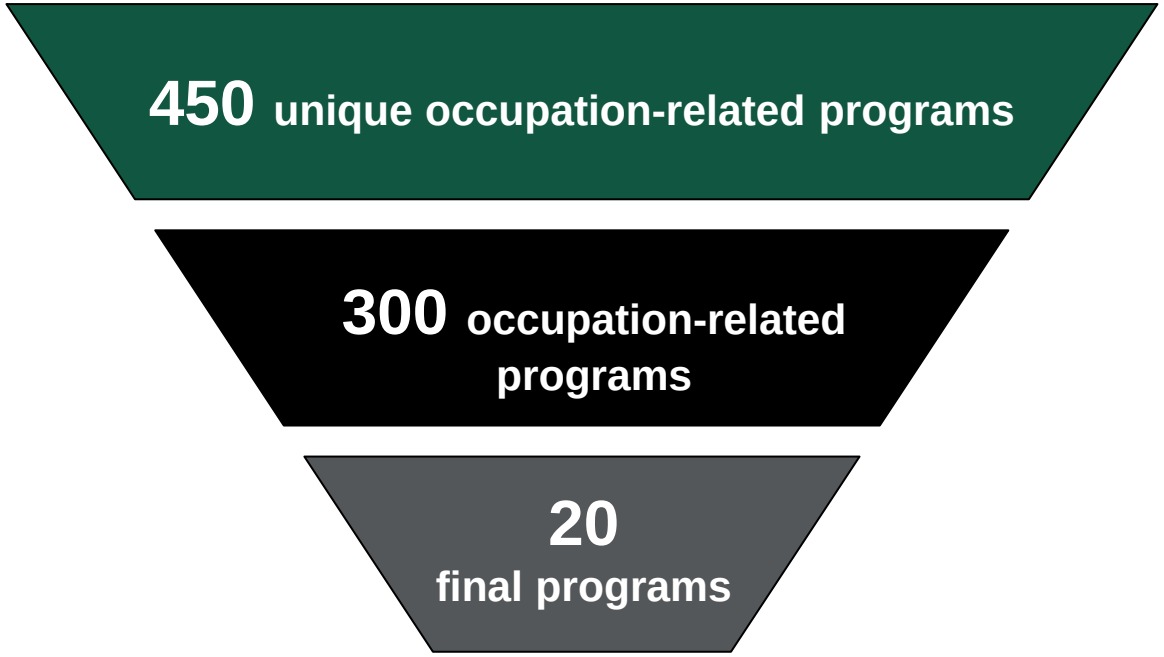


The areas of opportunity for VSU and RBC to develop offerings arise from the alignment of high number of forecasted jobs added with low numbers of institutions with related offerings (e.g., Software Developer).

Source: Emsi

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.



For each occupation, all occupation-related programs were selected yielding in roughly 450 unique occupation-related programs at roughly 100 institutions.

300 occupation-related programs were selected that have positive historical completion growth since 2016.

20 occupation-related programs were selected based on positive historical completion growth and an increase in the number of jobs available by 2031.

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.

Below Average Completions
High Number of Jobs

Increasing job demand with few completions suggests there is potential opportunity to invest in these offerings through increased marketing and recruitment efforts.

Above Average Completions
High Number of Jobs

Offerings in this quadrant are in high demand, suggesting that those with few institutions providing offerings may be good investment opportunities.

Number of Jobs Added

Offering Completion Growth Rate

Below Average Completions
Low Number of Jobs

Below average completions and a low number of jobs suggests that these offerings are in low demand and not a strong investment opportunity.

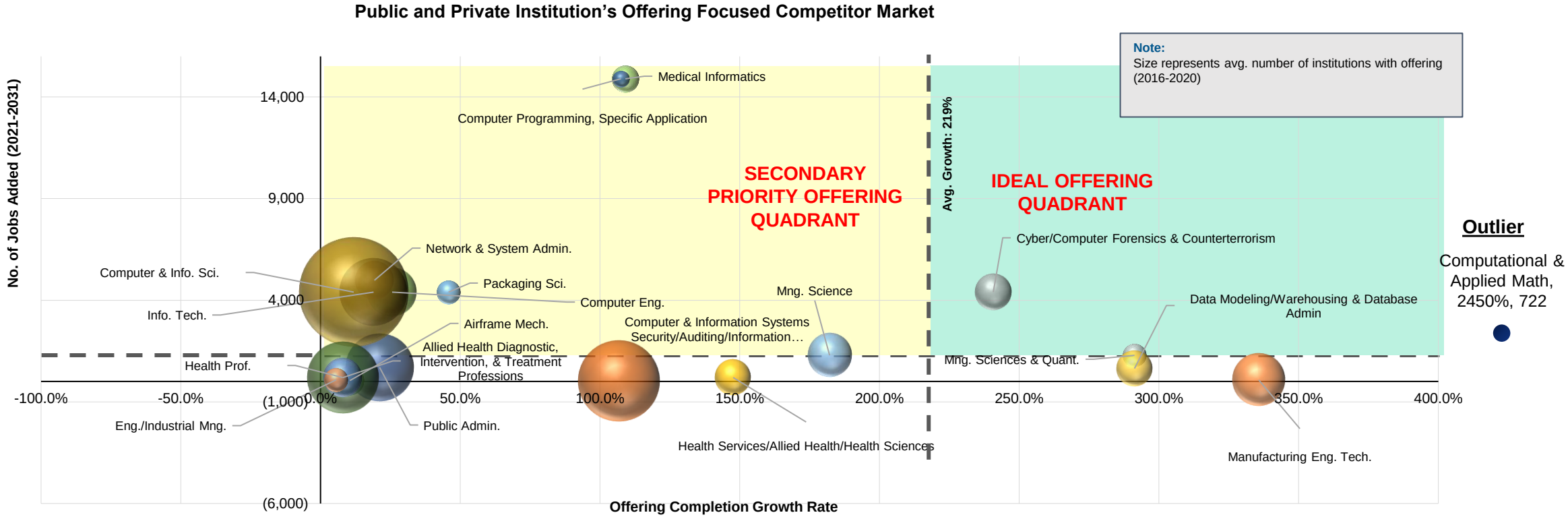
Above Average Completions
Low Number of Jobs

Offerings with above average completions but a low number of new jobs imply that graduates may face challenges due to decreased market demand.

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.



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.

Source: Emsi

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.

57 Total VA Institutions

31 Institutions that offer **online** programs in an area of interest

26 Institutions that offer only on-campus programs

7 Masters Colleges

11 Doctoral Universities

10 Associates Colleges

3 Other Classification Universities

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.

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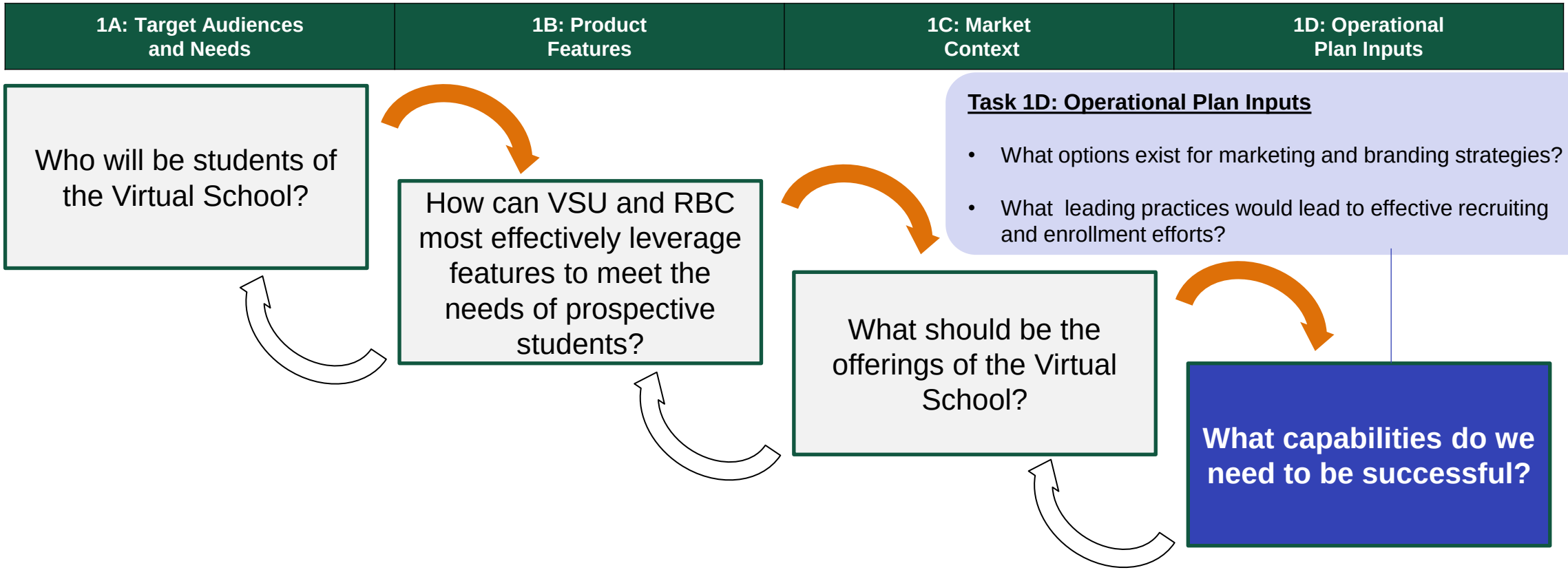


Marketing and Branding

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

W.M. Keck Science Department
Claremont McKenna College • Pitzer College • Scripps College

- 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.

Statesman-Trojan Alliance	VSU and RBC Virtual School
Highlighting **affordability** of degree through alliance	Highlight **flexibility** and **affordability** of offerings at the Virtual School
Highlighting **expanded access** to college credentials and **career preparation**	Highlight focus on **career preparation** and **acknowledgement of prior learning**
Paying tribute to **past successes with nomenclature**	Focus on **branding** for the Virtual School that represents both institutions
Focusing on the **future** and **overall success of the state of Virginia**	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)

Source: Inside Higher Education, Weissman "Pulling Out All the Stops"
Abound College, Schritter "Three Strategies for Recruiting and Retaining Military Students"
The Community College Enterprise, Evans, Pellegrino, Hoggan "Supporting Veterans at the Community College: a Review of the Literature"

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

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 21st Century Technical Jobs with projected growth through 2031.

Information Security Analyst

Web Developer

Computer Occupations, All Other

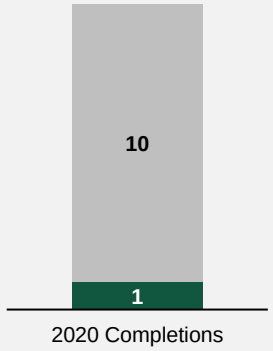
OCCUPATIONS

The cyber/computer forensics and counterterrorism offering is a feeder offering for three 21st 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.

Distance Offered Offerings

Non-Distance Offered Offerings

OCCUPATION DETAIL

21st 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

Source(s): Emsi, National Center for Education Statistics (NCES)

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 21st Century Tech Jobs between 2021 and 2031.

Software Developers

Computer Occupations, All Other

OCCUPATIONS

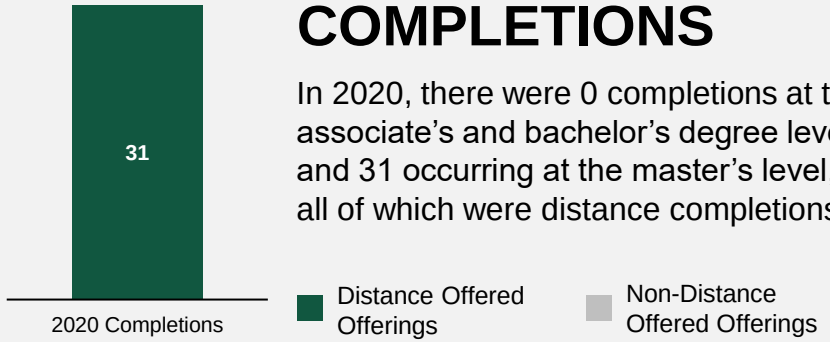
The medical informatics offering is a feeder offering for two 21st century technical jobs.

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

21st 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

Source(s): Emsi, National Center for Education Statistics (NCES)

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 21st Century Tech Jobs between 2021-2031.

Software Developers

Computer Occupations, All Other

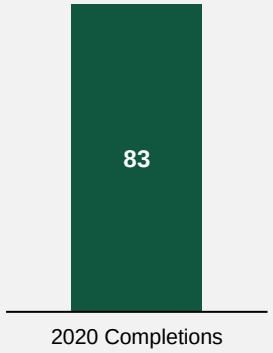
OCCUPATIONS

The computer program, specific applications offering is a feeder offering for two 21st 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.

Distance Offered Offerings

Non-Distance Offered Offerings

OCCUPATION DETAIL

21st 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

Source(s): Emsi, National Center for Education Statistics (NCES)

Network and System Administration/Administrator

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

OCCUPATIONS

- Information Security Analysts
- Web Developer
- Computer Network Support Specialist

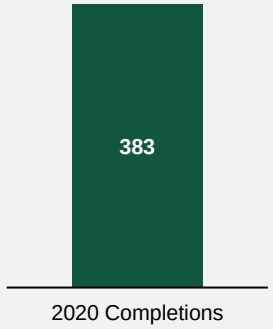
The network and system administration/administrator offering, feeds into three 21st century technical jobs.

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

21st 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)

Source(s): Emsi, National Center for Education Statistics (NCES)

Management Science

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

Operations Research Analysts

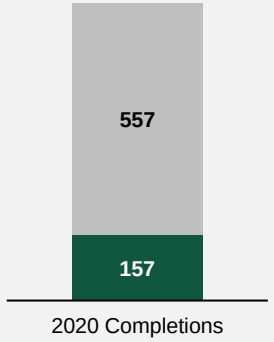
OCCUPATION

The management science offering feeds into one 21st 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.

Distance Offered Offerings

Non-Distance Offered Offerings

OCCUPATION DETAIL

21st 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

Source(s): Emsi, National Center for Education Statistics (NCES)

Management Science & Quantitative Methods

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

Operations Research Analyst

OCCUPATION

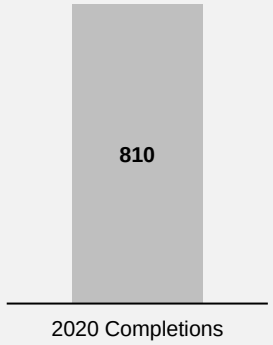
The management science and quantitative methods, other offering is a feeder offering for one 21st century technical job.

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.

Distance Offered Offerings

Non-Distance Offered Offerings

OCCUPATION DETAIL

21st 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

Source(s): Emsi, National Center for Education Statistics (NCES)

Computer Engineering, General

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

Information Security Analysts

Web Developer

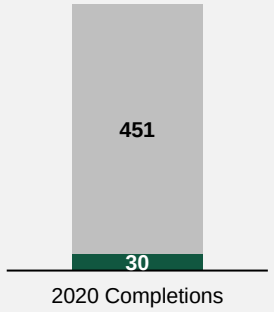
OCCUPATIONS

The computer engineering, general offering is a feeder offering for two 21st 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.

Distance Offered Offerings

Non-Distance Offered Offerings

OCCUPATION DETAIL

21st 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

Source(s): Emsi, National Center for Education Statistics (NCES)

Computational and Applied Mathematics

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

Data Scientist

OCCUPATION

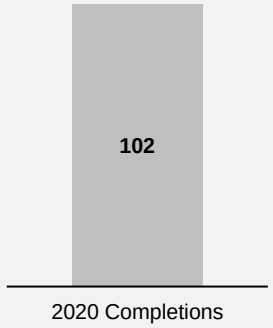
The computational and applied mathematics offering is a feeder offering for one 21st century technical job.

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.

Distance Offered Offerings

Non-Distance Offered Offerings

OCCUPATION DETAIL

21st 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

Source(s): Emsi, National Center for Education Statistics (NCES)

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 21st century occupation.

Data administrators and architects

OCCUPATIONS

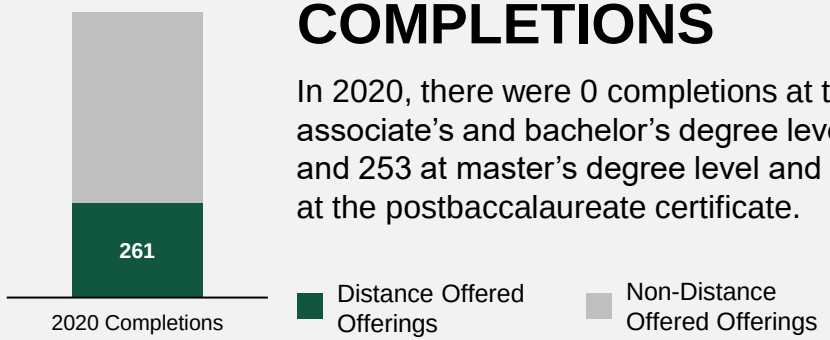
The data modeling/ warehousing and database administration offering is a feeder offering for one 21st century technical job.

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

21st 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

Source(s): Emsi, National Center for Education Statistics (NCES)

Information Technology

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

Information Security Analysts

Web Developer

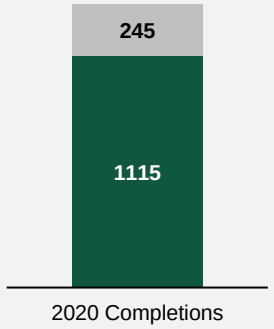
OCCUPATIONS

The information technology offering is a feeder offering for two 21st 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.

Distance Offered Offerings

Non-Distance Offered Offerings

OCCUPATION DETAIL

21st 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

Source(s): Emsi, National Center for Education Statistics (NCES)

Aeronautics/Aviation/Aerospace Science & Tech.

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

Avionics Technicians

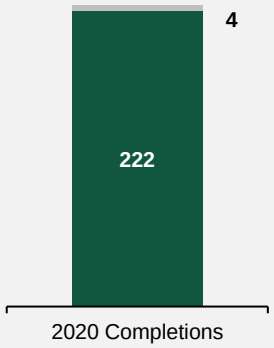
OCCUPATIONS

The information technology offering is a feeder offering for one 21st 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.

Distance Offered Offerings

Non-Distance Offered Offerings

OCCUPATION DETAIL

21st 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

Source(s): Emsi, National Center for Education Statistics (NCES)

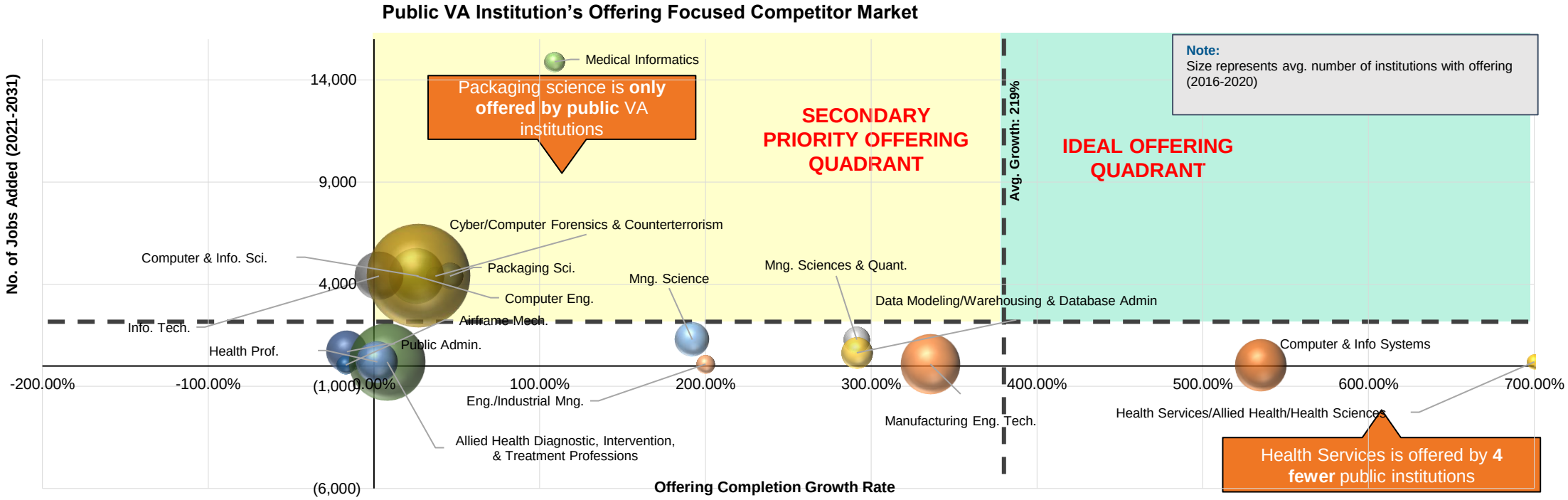
Identified Online Programs Competitor List

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

Richard Bland College of William & Mary

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

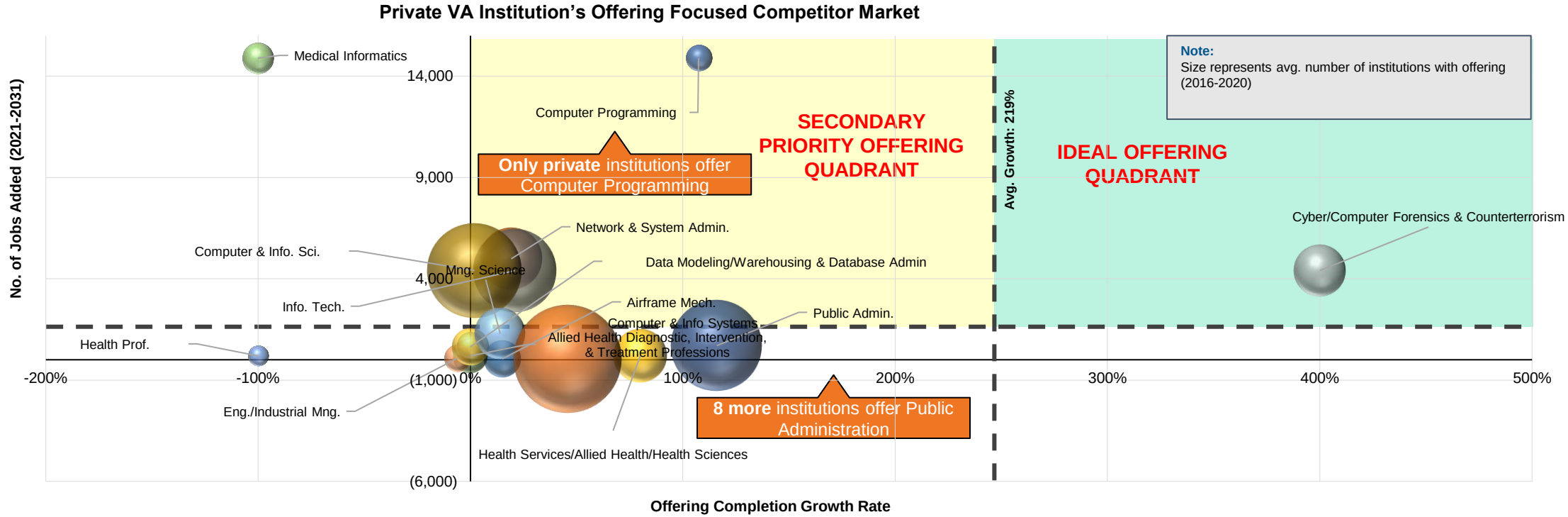


A dissection of the previous graph to show offering by public institutions, highlights potential areas of opportunity for the Virtual School, e.g. inclusion of a Network and Systems Administration offering.

Source: Emsi

Program Identification: Private Institution Offerings

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

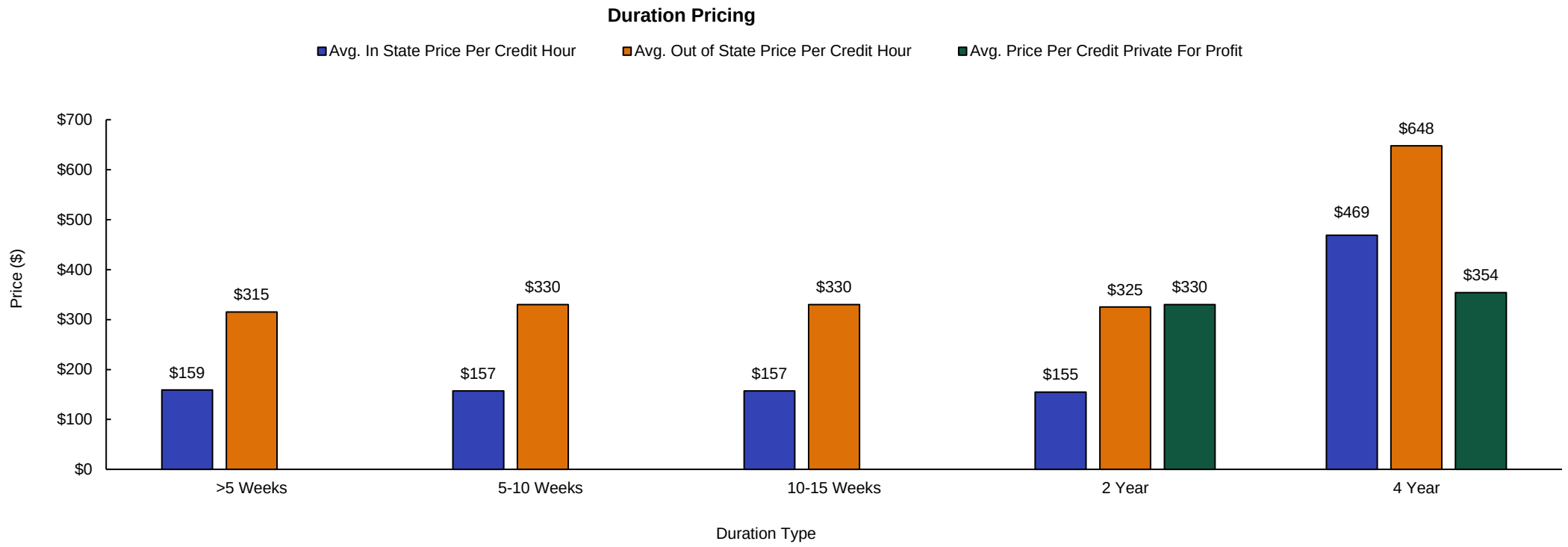


A dissection of the previous graph to show offering by private institutions, highlights potential areas of opportunity for the Virtual School.

Source: Emsi

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.

Private For-Profit Universities include American National University, ECPI University, Stratford University, University of Management and Technology, and University of the Potomac, VA

Virginia State University and Richard Bland College

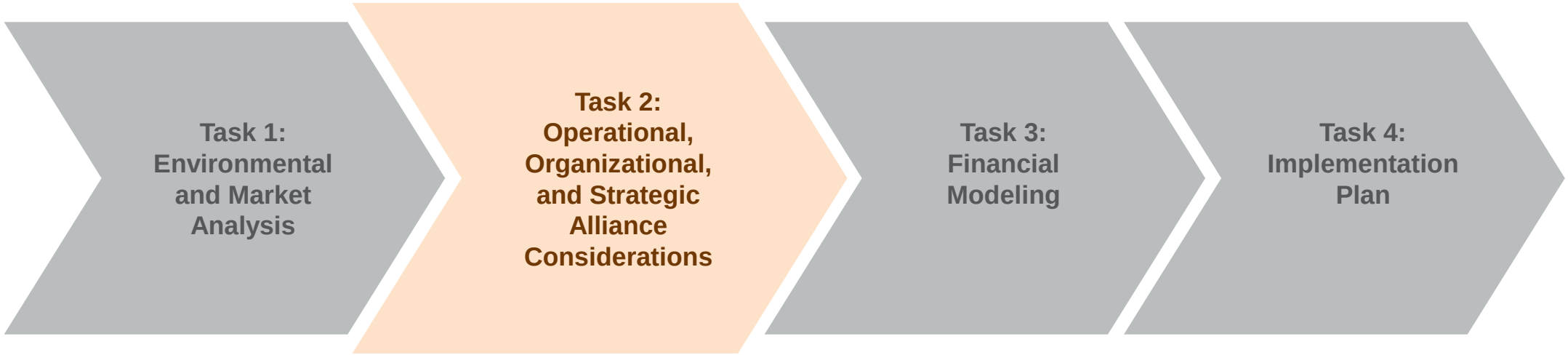
Virtual School of Technical and Professional Studies

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 9th, 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 9th 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

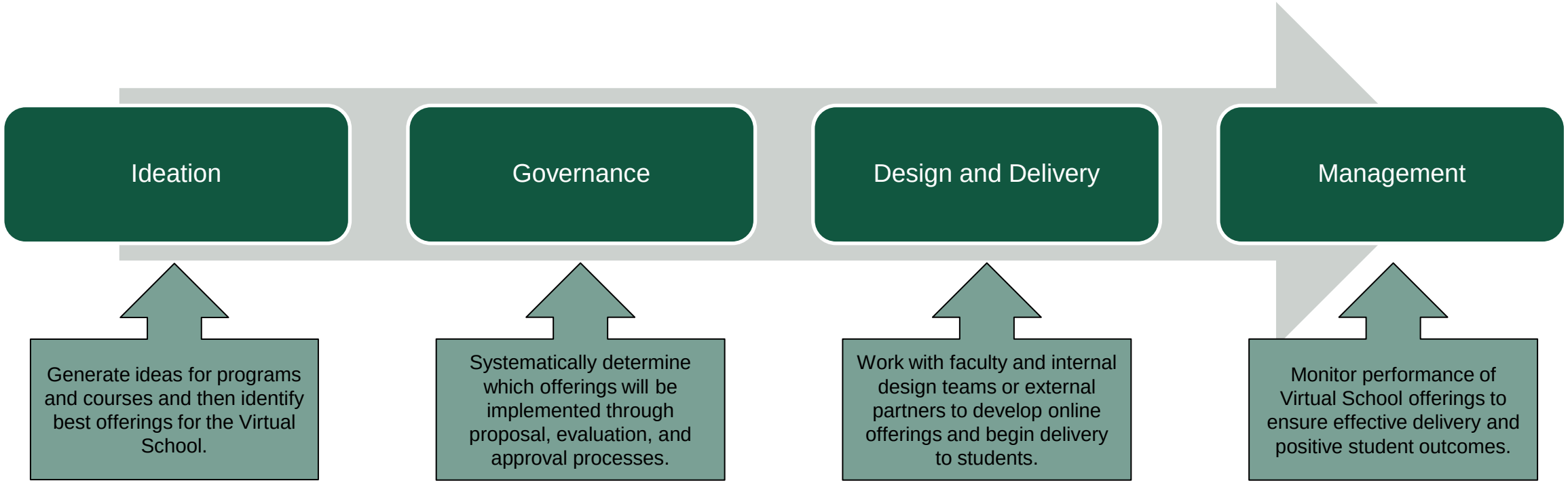
How can VSU and RBC effectively perform the necessary functions for the Virtual School?

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.

	IDEATION		GOVERNANCE	DESIGN & DELIVERY		MANAGEMENT
Responsible or Supporting Functional Units	**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**
Success Factors					
Faculty Engagement	**Marketing & Communicating Value**	**Effectiveness of Approval Process**	**Program Quality**	**Student Satisfaction**	**Student Career Placement**
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.
Market Alignment	**Leverage Partnerships**	**Offering Time-to-Market**	**Student Experience**	**High-touch Student Support**	**New and Repeat Business**
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**
Success Factors					
Faculty Engagement	**Marketing and Communicating Value**	**Effectiveness of Approval Process**	**Program Quality**	**Student Satisfaction**	**Student Career Placement**
Market Alignment	**Leverage Partnerships**	**Offering Time-to-Market**	**Student Experience**	**High-touch Student Support**	**New and Repeat Business**
Critical Decisions					
• How will VSU and RBC engage faculty in the determination of offerings for the Virtual School? • How will VSU and RBC continue to leverage market data to aid in the discovery process for new offerings?	• How do VSU and RBC intend to market the Virtual School's offerings and value to prospective students? • How will VSU and RBC continue to cultivate relationships with corporations and other organizations?	• How can VSU and RBC streamline the approval process to promote effective implementation of offerings that meet changing market demands?	• What quality standards will be met for Virtual School offerings? • How many faculty and staff will be positioned to support the Virtual School?	• Will Virtual School students have dedicated support or share support services with on-campus students?	• What career services support will be available for Virtual School students?

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
Primary Responsibility Organization	RBC	VSU	VSU	RBC	RBC	VSU
Virginia State University	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
Richard Bland College	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
External Partnership	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.

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	- - -

1) Data sourced from VSU Faculty Directory 2) Faculty Data provided by RBC

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	21st 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

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	Curate Value Proposition	Highlight the Virtual School's Opportunities
• 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	• 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 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.

President, Provost, and Academic Deans	Academic Departments	Faculty Senate Curriculum Committee	Faculty Senate	Provost	Office of Distance Education	VSU Board of Visitors	SCHEV and/or SACSCOC
Online offering requests are submitted to Office of Distance Education by President, Provost, and Deans	New offerings are reviewed with the academic departments	Requests are then examined by the Curriculum Committee	After review by the Curriculum Committee, recommendations are submitted to the full Faculty Senate	Proposals recommended by the Senate are then submitted to the Provost office for approval before being sent to state and regional agencies	As the approved proposals await state and regional approval, the Office of Distance Education works with faculty to ensure design is aligned with Quality Matters Higher Education Rubric	In the case of new programs, proposals are sent to the VSU Board of Visitors for approval	After being approved at the institutional level, new offering proposals are sent to SCHEV and SACS for state and regional approvals

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.

1 – 2 Semesters (4 – 8 months)								1 Semester (4 months)
Office of Online and Continuing Education	**Academic Department Chairs**	**Academic Department Faculty**	**Programs and Courses Committee**	**Faculty Assembly**	**President's Council**	**President and Provost**	**William & Mary Board of Visitors**	**SCHEV and/or SACSCOC**
Online offering ideas originate in the Office of OCE	New ideas are reviewed with the academic department chairs to determine home department	Once a home department is determined, proposed offerings are vetted with department faculty	The proposal is then reviewed by the Programs and Courses Committee for recommendation	Proposals are then reviewed by the faculty assembly before being submitted to institutional leadership	The President's Council consisting of administrative and faculty leadership evaluate proposals	Proposals are submitted to and reviewed by the President and Provost for final institutional approval	In the case a proposal is for a new program, it must be submitted to the William & Mary Board of Visitors for approval	After being approved at the institutional level, new offering proposals are sent to SCHEV and SACS for state and regional approvals

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

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.

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

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.

STUDENT READINESS

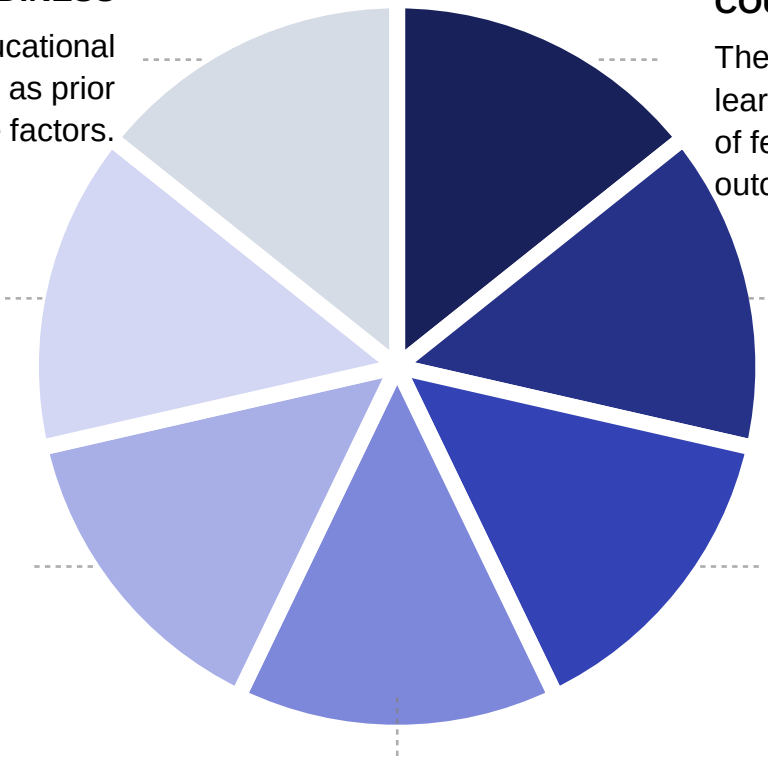
The degree to which students are prepared for educational success in a course of study including factors such as prior learning, motivation, and life factors.

FACULTY READINESS

The degree to which faculty are engaged and prepared to effectively provide online instruction and support student learning goals.

LEARNING MANAGEMENT SYSTEM (LMS)

The software application used for the administration of online delivery and hosting of program and course content.



COURSE DESIGN

The combination of instructional materials, learning activities, interactions, and development of feedback processes to meet certain learning outcomes.

COURSE DELIVERY

The method in which course content and instructional activities are delivered to students.

COURSE CONTENT

Instructional materials that are necessary to convey information to students and aid in the understanding and desire learning outcomes.

INSTITUTIONAL INFRASTRUCTURE

The organizational and technological structures needed to support online academic delivery to students.

Source: Quality Matters Higher Education Rubric

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 **purpose and structure** of the course, and **communicates expectations** and **skills expected of the learner**	Describes **measurable outcomes** that are consistent with the course level objectives and clearly **states relationship between objectives and activities**	Measures achievement of **stated learning objectives** and is **sequenced, varied and suited to level of course**	Contributes to **achievement of stated learning objectives** and represent **up to date theory and practice**	Promotes student achievement through **clear requirements and instructor interaction**	Utilizes a variety of tools that are used to **support student engagement**	Course instructions **clearly show learners can support themselves** through highlighting student success resources	Focuses on **course navigation, ease of use, and readability**

Source: Quality Matters Higher Education Rubric

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	Instruction Support	Student Success
7 full-time faculty per 1 FTE instructional designer and support staff	7 full-time faculty per 1 FTE support staff	200 students per 1 FTE staff

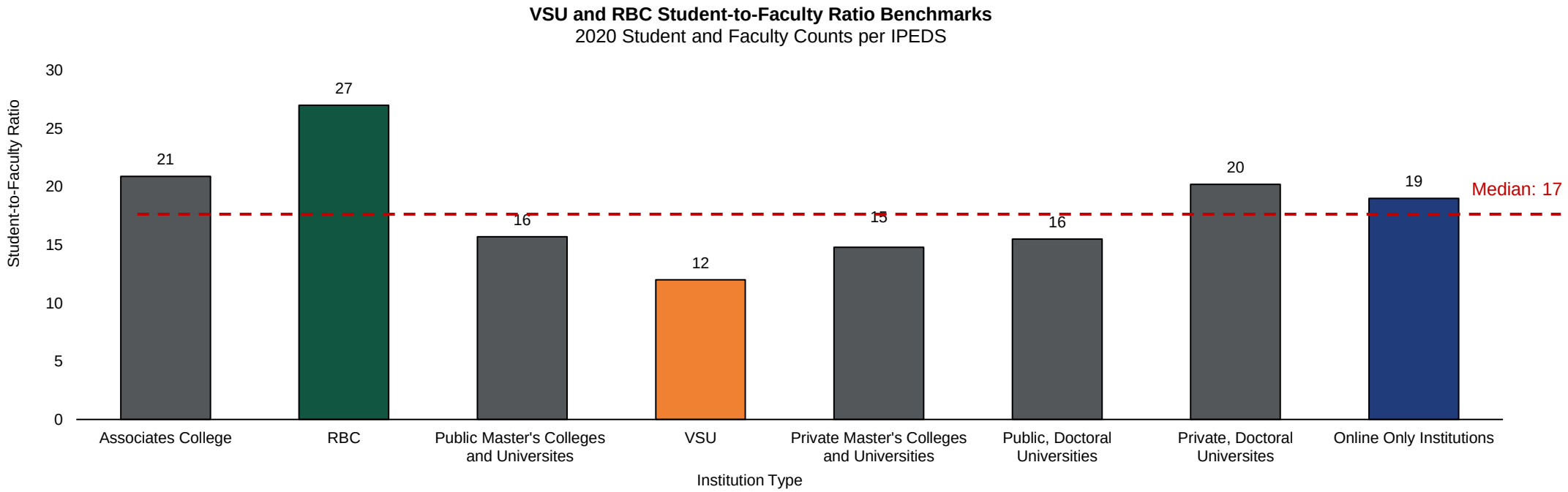
Recruitment	Administration and Maintenance	Career Services and Alumni Experience
2 programs per 1 FTE staff	100 students per FTE staff	86 students per 1 FTE staff

Admissions and Onboarding
250 applications per 1 FTE staff

Source: Online Staff and Faculty Survey Conducted by Huron in 2021 includes a dozen universities with a diversity of size and maturity. Benchmarks are based on median values

Student Experience: Student to Faculty Ratio

Compared to institutions in the comparison set[1], 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.

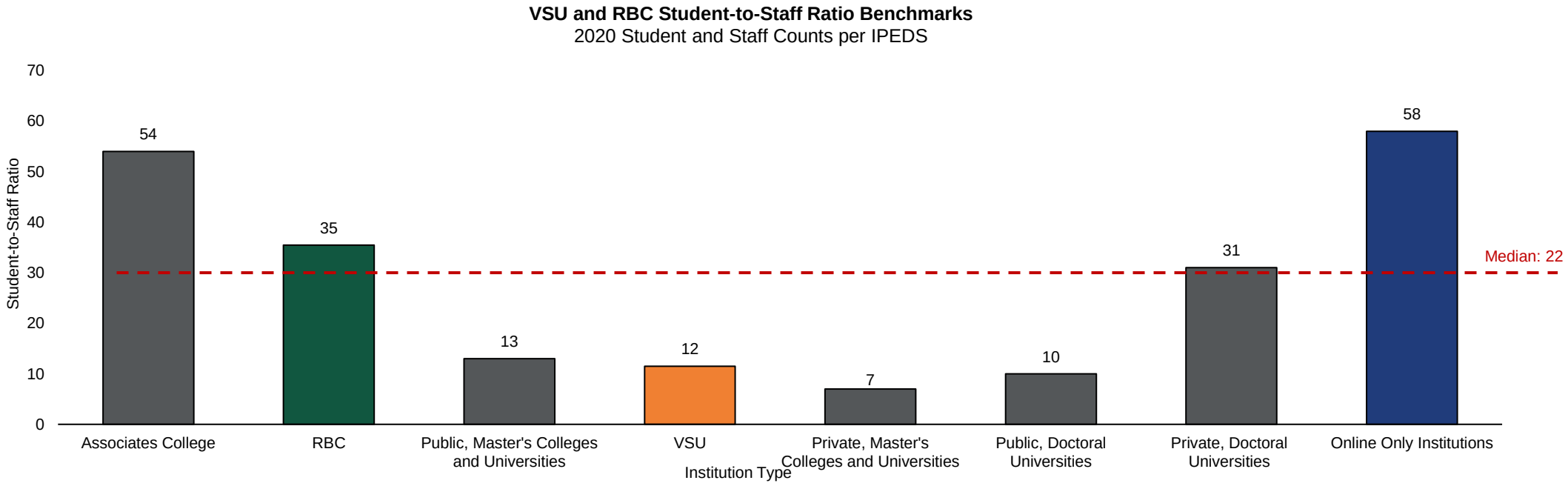


Student to faculty ratios determine the level of engagement faculty can have with each student with lower ratios potentially resulting in more chances for interaction and a high touch student experience.

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[1], 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.

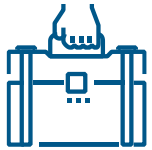


Staffing levels for advising, career services, and other student support should be informed by expected enrollment to ensure that each student is able to receive the support needed for success.

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.[1]

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.[1]

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

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.[1]

Flexibility: Career movers, military members, and learners seeking flexibility need readily access to student services, i.e., expanded student support office hours.[2]

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

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

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.

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

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 1st 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 purse further education.

New Audiences

- Continually evaluate needs of the 21st 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[1]
- Waive application deadlines and fees[2] 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.

Source: 1) Gross, “A Most Overlooked Population of Students” Inside Higher Ed. 2021
2) Barnard, “Redesigning College Admission: COVID-19, Access and Equity” Forbes 2020

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
Primary Responsibility Organization	RBC	VSU	VSU	RBC	RBC	VSU
Virginia State University	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
Richard Bland College	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
External Partnership	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
• The Virtual School may choose to fully **develop all functions in-house**. • May require **increased resources to meet capabilities for success.**	• A limited OPM partnership would involve an **OPM for select support functions or a shorter duration**. • OPM's may only be contracted to help aid the start of the Virtual School.	• The Virtual School may establish **a full-service contract with an OPM**. • Many core functions of the Virtual School would **be outsourced**, lessening burden on in-house resources.
Benefit: VSU and RBC own all tuition revenue.	**Benefit:** Engages OPMs as needed with a lower cost to the Virtual School.	**Benefit:** OPM assumes upfront risk of start up cost and brings full expertise to partnership.
Risk: Working between two institutions to centralize units and allocate resources.	**Risk:** Will still need personnel to manage relationship between OPM.	**Risk:** Longer term contract with increased share of revenue to OPM.

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
▪ Can build **flexible partnership models** that suit the individual needs of a particular school/system ○ **Cost to launch is shared** by the institution and the service provider, decreasing investment costs	• Need internal personnel to manage partnerships ○ OPM personnel do not work for VSU and RBC, **strategies are not shared across** OPM and institution
• Offers degree and nondegree online credentials	• Many require **significant revenue sharing (>50%)** ○ **Lack of transparency** around performance due to revenue sharing contract
• **Have expertise** in areas from market research, enrollment, course design, and retention	• **Long-term contracts** are common that may constrain academic portfolio, course material, technology platform, and key enrollment data
• Often can increase enrollment ○ Easy to implement and realize increase in enrollment	• OPM's may **work with multiple institutions at once** including competitor institutions

Source: Kim "5 Misconceptions about Online Program Management Providers" Inside Higher Ed

Task 2

Task 2

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.

Source: D'Orio, "One Size Does Not Fit All" Inside Higher Ed

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

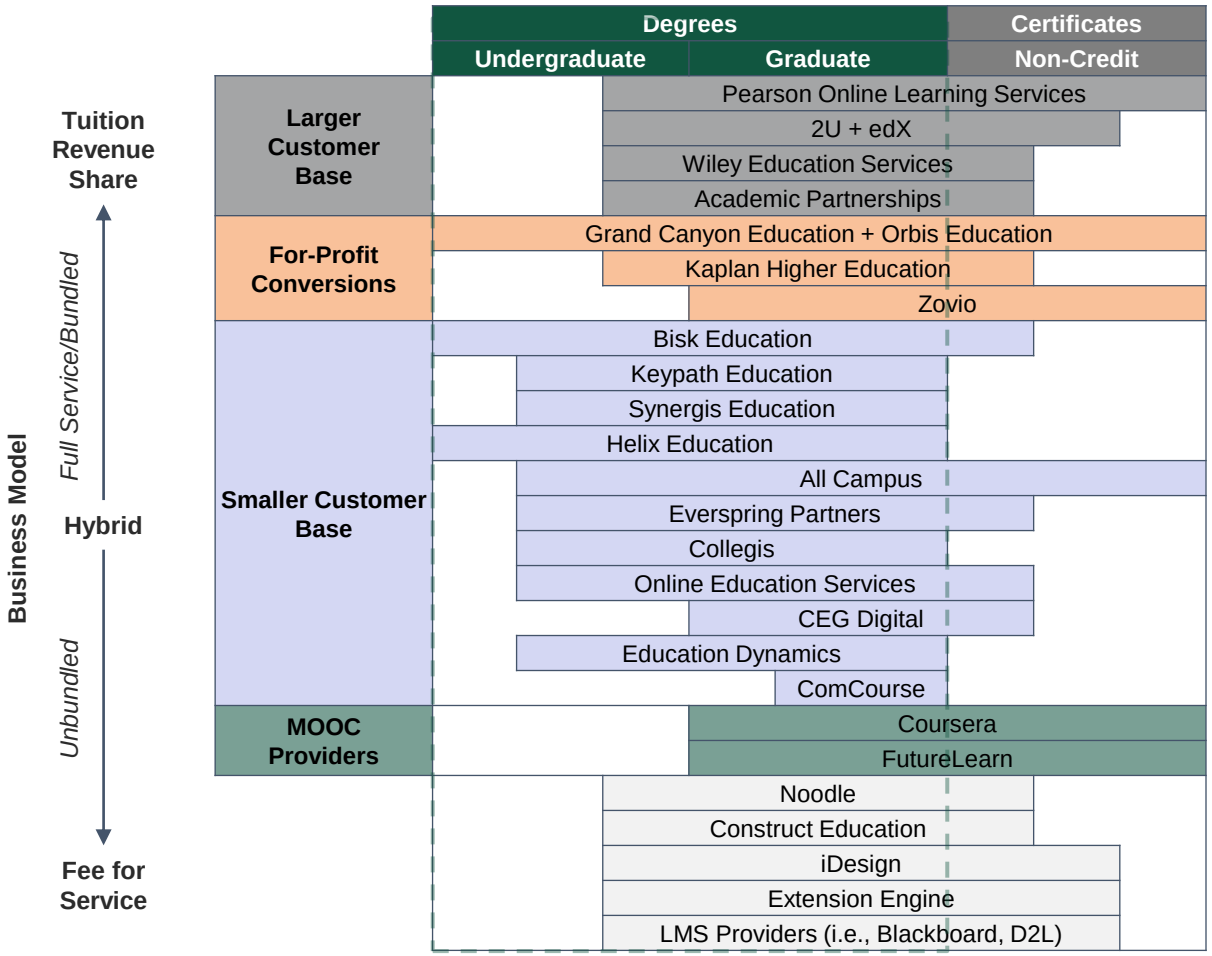
Retention Rates

- 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

Source: Ahearn "Moving from 5% to 85% Completion Rates for Online Courses" EdSurge
"Do Retention Rates at Online Colleges Differ from Retention Rates at Traditional Universities" Top Degrees

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**[1]
- The global OPM market is expected **to grow at a CAGR of 14%** from 2019-2025[1]
- Many vendors are currently looking to **expand by increasing undergraduate** OPM offerings[2]

Source: Graphic – PhilonEdTech, “The World Market Online Program Management, 2020-25 Key Players” CISION PR Newswire

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	• Confer associate's degree	Approval needed from William and Mary BOV
Bachelor's Degree	VSU	• Confer bachelor's degree	Approval needed from VSU BOV
Joint Program	VSU	• Deliver micro credentials including certificates • Construct curriculum development	Approval needed from both institutions BOVs
Dual Degree	VSU	• Construct curriculum development across both institutions • Confer bachelor's degree	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

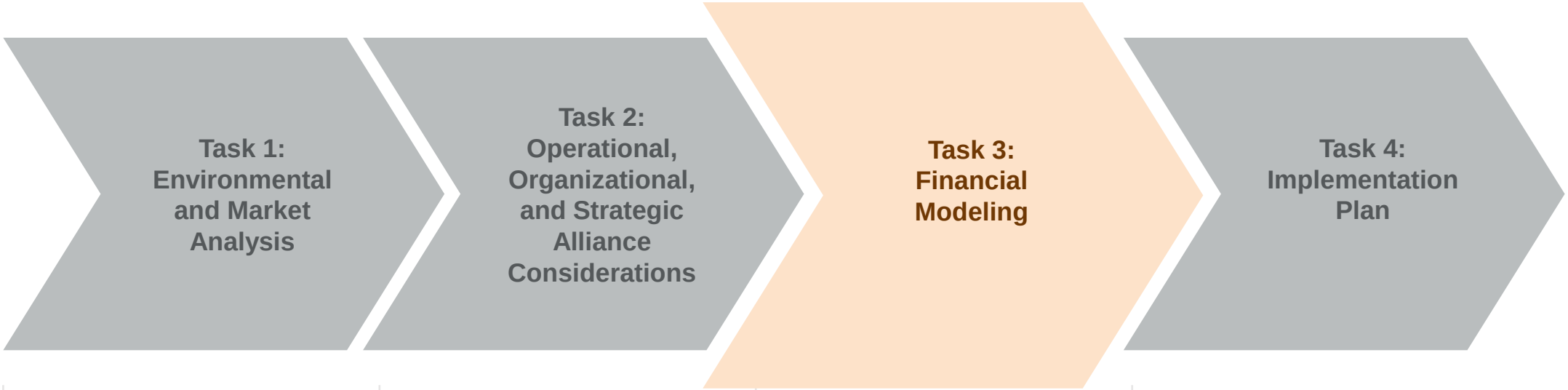
1) Discuss Key Drivers of Financial Impact

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:	What the financial model does not 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	• 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
Student Enrollment • What is the anticipated enrollment of the Virtual School? • How will student cohorts be distributed across bachelor's programs, associate's programs, and non-degree enrollments?	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.
Faculty and Staff Costs • What is the optimal student-to-faculty ratio/student-to-staff ratio that will promote the desired level of high-touch student support? • What is the ideal faculty mix of full-time vs. adjunct faculty?	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.
Program Costs • What do VSU and RBC expect to invest in program development? • Will the Virtual School partner with an external vendor for marketing, recruiting, instructional design, and career services?	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.

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
Student Enrollment Based on current enrollment, what is an achievable first year enrollment goal? What type of programs will Virtual School students most likely seek?	**Total Enrollment:** 300 **Bachelor's Share:** 0.25 **Associate's Share:** 0.25 **Non-Degree Share:** 0.5
Faculty and Staff Using the benchmarking ratios from Task 1 as a reference, what level of faculty and staff would be ideal for high-touch support?	**Student/Faculty Ratio:** 25 **Adjunct Faculty Share:** 0.75 **Student /Staff Ratio:** 50 **Salaries:** Current VSU and RBC Salaries and Benefits
Program Costs 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*.	**Program Development Costs**: $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.

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%
Total Enrollment	**300**	**455**	**540**	**625**	**657**	**--**	**21.6%**
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%
Total Operating Sources ($)	**2.5M**	**3.2M**	**3.6M**	**4.0M**	**4.2M**	**17.4M**	**13.8%**
Faculty/Staff Salaries and Benefits ($)	1.2M	1.9M	2.3M	2.8M	3.0M	11.3M	26.2%
Program Costs ($)	3.3M	0.3M	0.4M	0.4M	0.4M	4.8M	-40.4%
Total Operating Uses ($)	**4.5M**	**2.2M**	**2.7M**	**3.2M**	**3.5M**	**16.1M**	**-6.2%**
Operating Margin ($)	**(2.0M)**	**0.9M**	**0.9M**	**0.8M**	**0.7M**	**1.4M**	**--**

Key Driver	Base Case Assumptions
Student Enrollment Based on current enrollment, what is an achievable first year enrollment goal? What type of programs will Virtual School students most likely seek?	**Total Enrollment:** 300 **Bachelor's Share:** 0.25 **Associate's Share:** 0.25 **Non-Degree Share:** 0.5
Faculty and Staff Using the benchmarking ratios from Task 1 as a reference, what level of faculty and staff would be ideal for high-touch support?	**Student/Faculty Ratio: 25** **Adjunct Faculty Share:** 0.75 **Student /Staff Ratio: 5**0 **Salaries:** Current VSU and RBC Salaries and Benefits
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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 ÷ 120**	**Program development cost per credit**	**$ 8,333**
C	C ÷ D	Initial student enrollment assumption	300
D		Student to faculty ratio	25
E		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 *x* D *x* G**	**Total faculty course credit load**	**336**
I	**B *x* H**	**Total program development year 1**	**$ 2.8 million**

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
Total	**--**	**336**	**$ 2.8**

*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, 21st 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%
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Total Operating Uses ($)	**4.5M**	**2.2M**	**2.7M**	**3.2M**	**3.5M**	**16.1M**	**-6.2%**
Operating Margin ($)	**(2.0M)**	**0.9M**	**0.9M**	**0.8M**	**0.7M**	**1.4M**	**--**

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

Source: https://www.insidehighered.com/blogs/technology-and-learning/how-much-does-higher-ed-spend-it

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**
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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							
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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[1].
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.

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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%.

	Base Case	Non-Degree Focus			Tuition Increase			Associate's Degree Focus		
Category	**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%
Total Enrollment	**300**	**300**	**-**	**0.0%**	**300**	**-**	**0.0%**	**300**	**-**	**0.0%**
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%
Total Operating Sources ($)	**2.5M**	**1.8M**	**(0.7M)**	**-26.2%**	**2.6M**	**0.1M**	**4.6%**	**3.1M**	**0.6M**	**24.1%**
Fac/Staff Salaries & Benefits ($)	1.2M	1.2M	-	0.0%	1.2M	-	0.0%	1.2M	-	0.0%
Program Costs ($)	3.2M	3.2M	-	0.0%	3.2M	-	0.0%	3.2M	-	0.0%
Total Operating Uses ($)	**4.5M**	**4.5M**	-	**0.0%**	**4.5M**	**-**	**0.0%**	**4.5M**	**-**	**0.0%**
Operating Margin ($)	**(2.0M)**	**(2.7M)**	**(0.7M)**	**-35.0%**	**(1.9M)**	**0.1M**	**5.0%**	**(1.4M)**	**0.6M**	**30.0%**

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%.

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

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
2. Share updated model with VSU and RBC project managers
3. Continue Task 4 development of business plan and implementation roadmap
4. Final meeting of this engagement is scheduled for February 9th, 12:30-2pm ET

Virginia State University and Richard Bland College

Virtual School of Technical and Professional Studies

Task 4: Implementation Plan

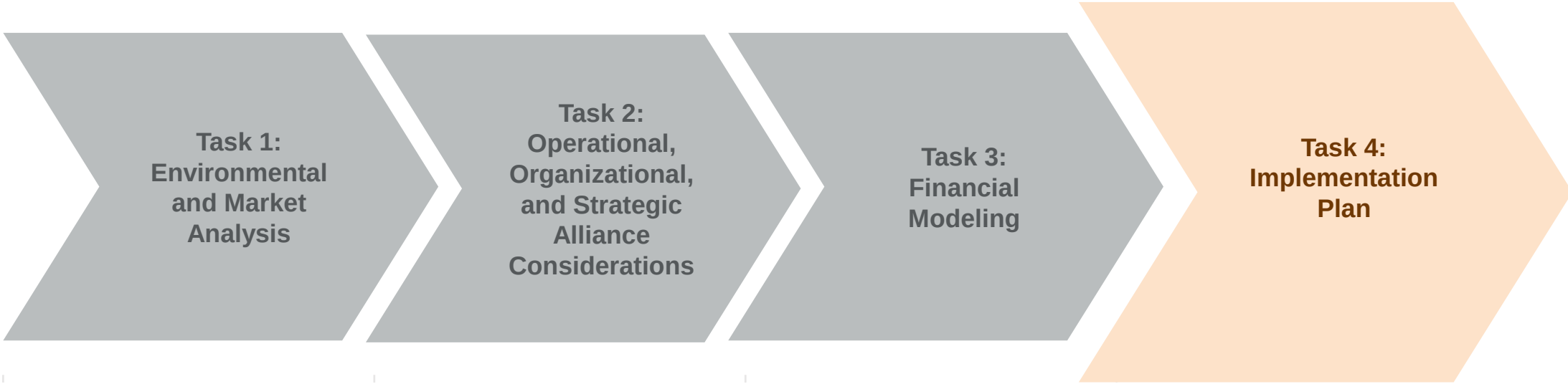
Originally shared: February 9, 2022

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 21st 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

21ST 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[1]

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[2]

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[3]

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[4]

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

21st 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	• Faculty Engagement • Market Alignment
Opportunity Identification & Confirmation	• Marketing & Communicating Value • Leveraging Partnerships
Proposal, Evaluation, & Approval	• Effectiveness of Approval Process • Offering Time-to-Market
Development	• Program Quality • Student Experience
Delivery	• Student Satisfaction • High-tough Student Support
Management and Monitoring	• Student Career Placement • New and Repeat Business

	Primary Responsibility Organization		
Virtual School Function	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**
Pathway for New Programs and Courses	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**
Rebrand Existing Programs and Courses	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

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 • Engage faculty to help design streamlined approval process and criteria for programs and courses • Define faculty qualifications needed to teach for Virtual School • Select initial offerings	Approve and develop new offerings in accordance with policy standards • Review proposed offering against policy criteria • Work with instructional designers (and OPM) to develop offering content • Follow processes for SCHEV/SACSCOC and discipline-specific accrediting bodies for approval and accreditation as well as other regulatory bodies	Deliver courses for inaugural term of Virtual School; request student feedback • Begin delivery of Virtual School courses • Solicit feedback from students for ways in which to improve delivery and course content	Evaluate student feedback for how to improve delivery and plan for new offerings • Continuation ideation of new programs and courses for Virtual School • Maintain ongoing training for online instruction
Student Support				
Technology and Partnerships				
Administrative				

Implementation Roadmap – Student Support

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	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
Student Support	• Design student support services including level of staff support, mechanisms for requesting and receiving support • Work with Technology team and faculty to assess potential for OPM partnership	• Establish connections with local employers • Design online mentoring program	• Align students with mentor or advisor to map our academic and career plans • Communicate suite of support services to students and ways to access • Solicit feedback	• Review student feedback to assess if adjustments to support structure are needed
Technology and Partnerships				
Administrative				

Implementation Roadmap – Technology

	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
KEY ACTIVITIES Academic Affairs Student Support **Technology and Partnerships** Administrative	Conduct exploratory conversations with OPM and evaluate options for potential partnership • Partner with faculty and Student Support team to evaluate potential for OPM partnership • Establish technology support for students	Prepare IT resources for instruction and LMS for student and course content • Work with faculty to ensure they have resources for instruction • Configure LMS and import offering content	Support delivery of courses through management of student and course content • Provide technical support for students and faculty	Assess need for updated IT resources and faculty, staff, and student IT needs • Conduct maintenance of IT resources • Review IT infrastructure to determine if updates are required • Manage archives of content and update as necessary for new programs and courses

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**
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 Student Support Technology and Partnerships **Administrative**	Establish processes for student registration, human resources, and finance • Design process for student registration • Work with Academic Affairs team to determine additional personnel need • Determine ideal split of revenues and costs between VSU and RBC	Prepare workflows for Virtual School Launch • Setup and test flow of information for registrar and financial system • Develop and execute marketing plan for Virtual School (possibly in partnership with OPM) • Work with Academic Affairs to form pricing	Execute registrar, finance, and human resource operations in support of VS • Track student program and course registrations • Collect information on courses taught by faculty members • Receive student payments	Forecast enrollment and financial outcomes for budget planning • Project enrollment and aid in development of enrollment strategy • Forecast projected financial results • Develop budget for next year of Virtual School

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.

Project Governance

- Steering Committee
- Executive Sponsors
- Executive Committee
- PMO Lead

Implementation Working Team Structure

Project Management

- PMO Lead
- VSU Support
- RBC Support

Functional Structure

- Academic Affairs Lead
  - VSU Support
  - RBC Support
- Technology Lead
  - VSU Support
  - RBC Support
- Student Support Lead
  - VSU Support
  - RBC Support
- Administrative Lead
  - VSU Support
  - RBC Support

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.

Strategic

Operational

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

Appendix

Current Offerings for Virtual School Launch

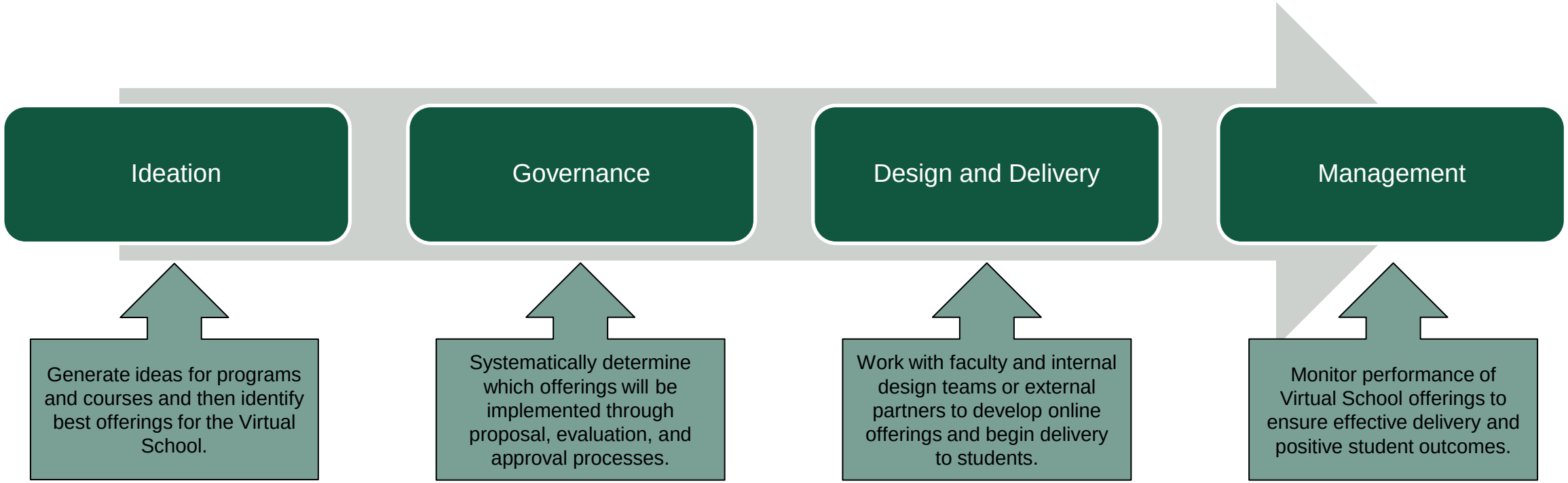
VSU and RBC may capitalize on current offerings at each institution that can be rebranded and offered at launch of the Virtual School. The following are example VSU courses.

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

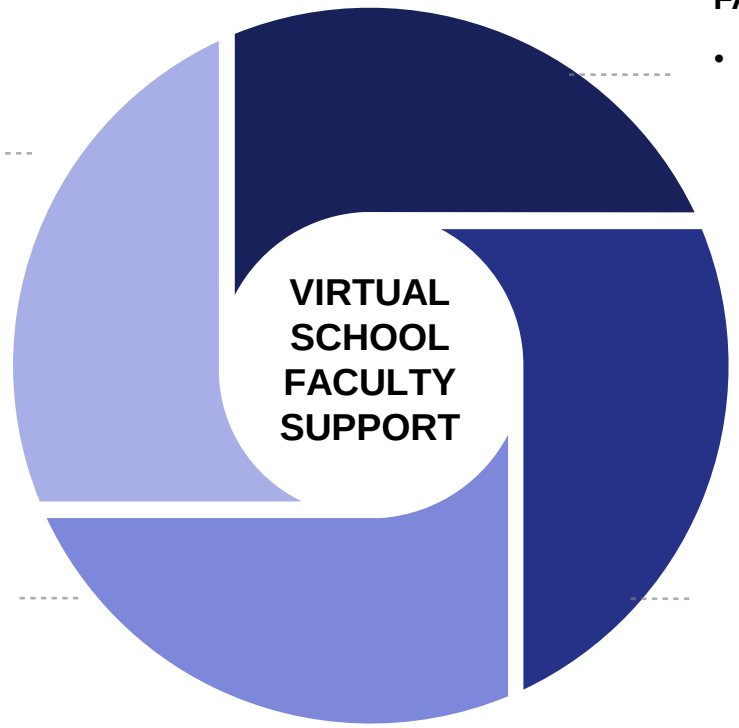
VSU and RBC discussed using a variety of options for Virtual School instructional delivery including leveraging current VSU and RBC faculty expertise, hiring adjunct faculty, and outsourcing.

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

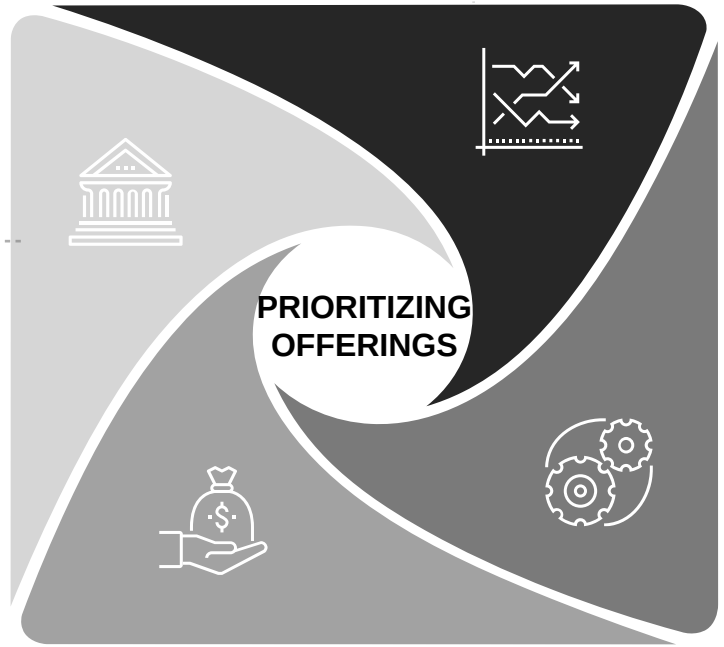
VSU and RBC discussed prioritizing offerings based on market need, feasibility, financial impact, and mission alignment.

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?



FEASABILITY

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**
Marketing Support Provided:	• Provides market research to aid in marketing materials • Web design and content management • Aid in recruitment marketing leads	• Strategic portfolio growth • Provides current market research in line with job market	• Aids in institution branding • Provides market research	• Provides market research • Aid in student acquisition	• Market research capabilities • Aid in brand and offering promotion • Aid in student recruitment and retention	• Build paid search and social media content development • Aid in student recruitment • Provides innovation tools	• Build global reputation to aid in student recruitment
Tuition Revenue Sharing (If bundled with other services)	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
Fee for Service	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.

VSU and RBC can create a process that streamlines approval and limits the amount of time that it takes from program inception to Provostial approval.

Program Ideation

Program Ideation is brought to the Virtual School committee by faculty, offices of distance education, Presidents, and Deans.

Virtual School Approval Committee

Program requests are then submitted to a newly formed committee where if requests are approved, they are communicated up to campus communities. Membership could be reviewed annually by President, Provosts, and Deans.

Members of the faculty senates at each institution may be appointed to join the new Virtual School approval committee.

VSU and RBC Provosts

Proposed offerings are approved by both Provosts in a joint council.

Board of Visitors

New programs to be conferred by VSU are approved through the VSU Board of Visitors and those by RBC are approved through the William and Mary BOV.

SCHEV and/or SACSCOC

After being approved at the institutional level, new offering proposals are sent to SCHEV and SACS for state and regional approvals.

High-Quality Offerings

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

STUDENT READINESS

- Build learning communities throughout program duration to assist in student engagement

FACULTY READINESS

- 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

COURSE DESIGN, IMPLEMENTATION, AND EVALUATION

- Review and adapt syllabi each period
- Review enrollment counts during course period
- Frequent request for student feedback on course architecture and student comfort with class/environment

LEARNING MANAGEMENT SYSTEM (LMS)

- RBC currently uses Canvas LMS which VSU is in the process of switching to from Blackboard LMS.

INSTITUTIONAL INFRASTRUCTURE

- Create an organized grievance process to ensure quality targets are being achieved by infrastructure, staff, and faculty

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

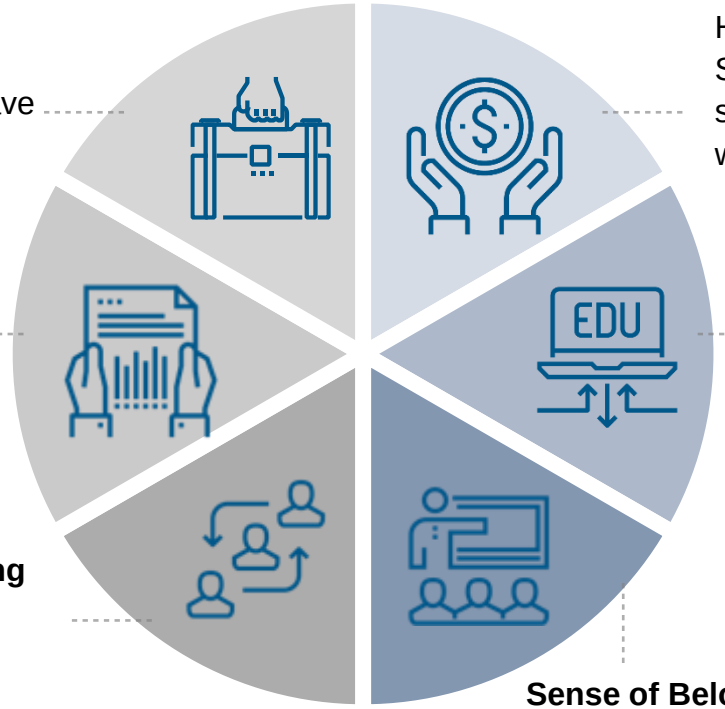
VSU and RBC discussed decisions for the Virtual School that will increase student satisfaction across multiple criteria.

Career Oriented Decision Making

Will the Virtual School have dedicated student career support services?

Affordability & Scholarship

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



Expedited Decision Making

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

Flexibility

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

Prior Learning Assessment

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

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.

	Online Program Managers			Additional Options	
	Noodle	Coursera	Wiley University Service	uConnect	Career Core (Kaplan/Wake Forest Partnership)
Support Provided:	• Connects partner university with companies to assist with career services • Provides technology support to assist with online programming • Provides success coaching to online learners • Integrate students in Noodle career programing to set up for career success • Mentoring program	• Aid students in learning skills valued by employees through programs • Coursera skill sets such as communication skills and successful negotiations • Track students progress within industry standards	• Aids with military and veterans through the Wiley Military and Veteran Center of Excellence • Connect students with career-ready programs to support career needs • Use robust technology and data enabled reporting of the student journey to ensure students career outcomes are being met	• Synthesis career resources data and information into one central online platform • Offer career advice and education support • Integrates with platforms such as Handshake • Built in online mentoring	• Partnered together to launch Career Core • Uses a shared model to provide valuable services and resources • Access to role specific advisors • Asynchronous career course curriculum

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.

LONG-TERM BUDGET PLANNING

Forecast Virtual School resource needs based on expected revenues and expenses

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

FINANCIAL MANAGEMENT FUNCTIONS

OFFERING PRICING REVIEW

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

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 DATA MANAGEMENT

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