RADFORD UNIVERSITY

BOARD MINI-RETREAT
8:00 A.M.*
MAY 4, 2017
MARTIN HALL, THIRD FLOOR, BOARD ROOM
RADFORD, VIRGINIA

MINUTES

Approved

Board Members Present
Mr. Christopher Wade, Rector
Dr. Javaid Siddiqi, Vice Rector
Mr. Robert A. Archer
Dr. Jay A. Brown
Ms. Krisha Chachra
Ms. Callie M. Dalton
Dr. Rachel D. Fowlkes
Ms. Mary Ann Hovis
Dr. Susan Whealler Johnston
Mr. Mark S. Lawrence
Mr. Randolph "Randy" J. Marcus
Dr. Debra K. McMahon
Ms. Alethea "A.J." Robinson
Ms. Georgia Anne Snyder-Falkinham

Board of Visitors Members Absent
Mr. Steve A. Robinson

Board of Visitors Members Not Participating
Mr. Kevon DuPree, Student Representative (non-voting advisory member)
Dr. Carter Turner, Faculty Representative (non-voting advisory member)

Others Present
President Brian O. Hemphill, Ph.D.
Mr. Richard Alvarez, Vice President for Finance and Administration and Chief Financial Officer
Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer
Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer
Dr. Joseph Scartelli, Interim Provost and Vice President for Academic Affairs
Ms. Katherine "Kitty" McCarthy, Vice President for Enrollment Management
Ms. Ashley Schumaker, Chief of Staff, Office of the President
Ms. Mary Weeks, Secretary to the Board of Visitors/Senior Assistant to the President
Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia

Dr. Matt Dunleavy, Executive Director for the Innovation Learning Lab
Dr. Orion Rogers, Dean, Artis College of Science and Technology
Dr. Ken Cox, Dean, Waldron College of Health and Human Services
Mr. Chad Reed, Associate Vice President, Budget and Financial Planning
Radford University Faculty and Staff

CALL TO ORDER
Dr. Susan Whealler Johnston called the meeting to order on behalf of Rector Wade at 8:05 a.m. in the Board Room, Martin Hall, Radford University, Radford, Virginia. President Hemphill made brief introductory remarks about the topics of presentations and discussions the Board of Visitors members would engage in. The topics are issues and ideas resulting from current work of the Radford University's Strategic Plan Committees.

COMPETENCY-BASED EDUCATION
Dr. Matt Dunleavy, Executive Director of the Innovation Learning Lab, provided an overview of the emerging field of Competency-Based Education (*Attachment A*) and is made a part hereof. He provided challenges and opportunities of the initiative and a pilot testing with a small group using this new model will be launched soon. Discussion on the topic ensued. Rector Wade thanked Dr. Dunleavy for the information and presentation.

SIGNATURE ACADEMIC PROGRAMS
Dr. Ken Cox, Dean of the Waldron College of Health and Human Services, and Dr. Orion Rogers, Dean of the Artis College of Science and Technology, provided an overview of a collaborative project between the two colleges that addresses a critical need in the health care industry, Healthcare Informatics (*Attachment B*) and is made a part hereof. The collaboration would provide needed skill sets to both nursing and technology students. Discussion on the topic ensued. Rector Wade thanked Drs. Cox and Rogers for the information and presentation.

STRATEGIC ENROLLMENT GROWTH
Ms. Kitty McCarthy, Vice President for Enrollment Management, provided an overview of strategic targeted markets and goals for enrollment growth at Radford University (*Attachment C*) and is made a part hereof. Discussion on the topic ensued. Rector Wade thanked Ms. McCarthy for the information and presentation.

CONCLUSION
Rector Wade and President Hemphill, President, provided closing remarks and noted that the time was well spent in providing Board members needed information in advance of receiving the draft Radford University Strategic Plan, which will be previewed in October.

ADJOURNMENT
With no further discussion, motion to adjourn was made by Dr. Javaid Siddiqi, Vice Rector, seconded by Mr. Randolph "Randy" J. Marcus. Motion passed unanimously and the meeting adjourned at 11:10 a.m.

Respectfully Submitted,

Ms. Mary Weeks, Secretary to the Board of Visitors/Senior Assistant to the President

Objectives

- Objective 1: Provide an overview of the emerging field of CBE.

- Objective 2: Identify programs well positioned for a CBE pilot.

- Objective 3: Outline an implementation plan with key recommendations.

Overview

- What is Competency-Based Education(CBE)?

- What are the CBE opportunities and challenges?

- Case Study: SNHU College for America (CfA)

- Pilot Implementation Plan

What is Competency-Based Education?

What is Competency-Based Education?

- Decouples learning from time-based models enabling self-paced learning.
- Three interdependent outcomes accompany this shift away from time as a learning metric:
  1. Increase in education access due to greater flexibility for working adults
  2. Decrease in time to degree
  3. Decrease in cost for non-traditional adult learner
- Considered a "disruptive innovation" by leading experts (Christensen, 2013).

Christensen, Clayton. The innovator's dilemma: when new technologies cause great firms to fail. Harvard Business Review Press, 2013.

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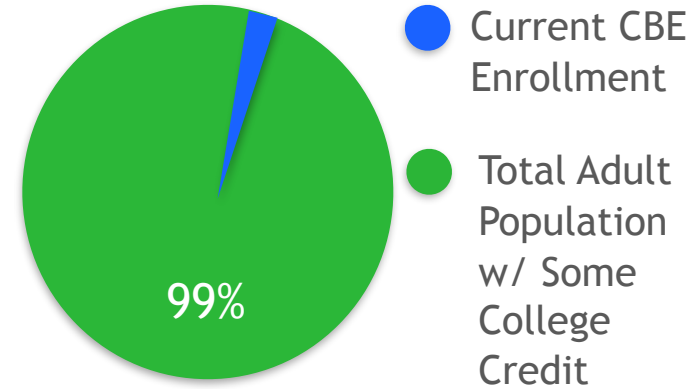
Why is CBE "disruptive"?
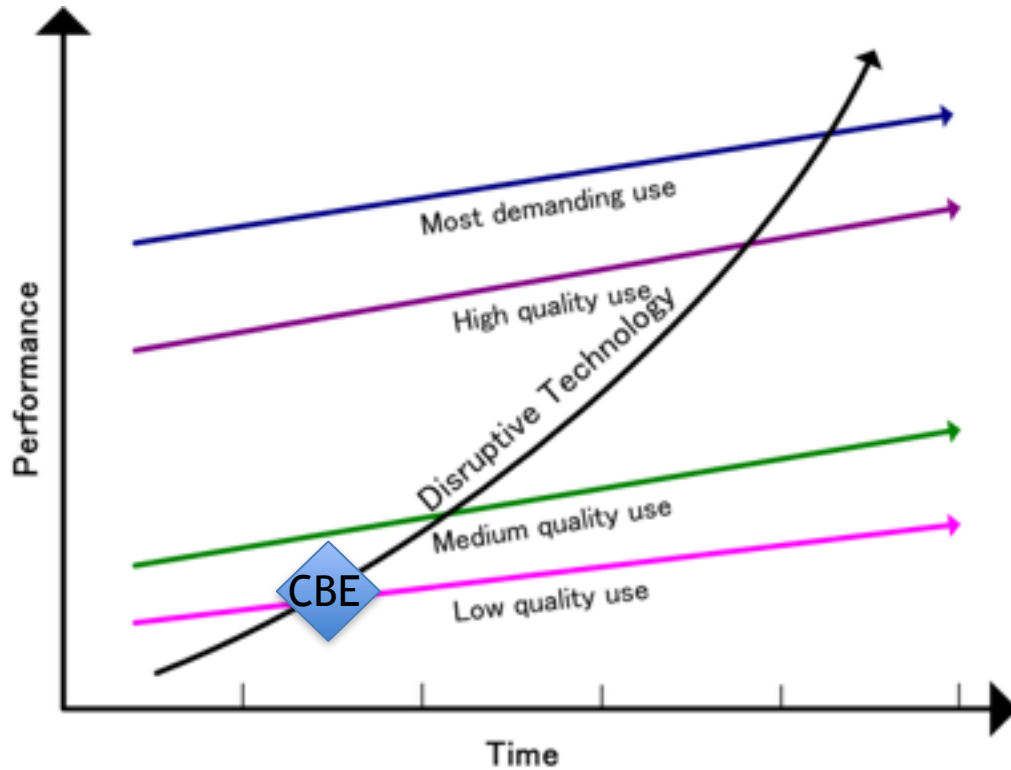
1. Delivers low cost, low quality (initially) product (e.g., MOOC).
2. Dramatically increases access for previously underserved population (working adults).
3. Exploits untapped market with target product (career skills CBE).
4. Over time, the quality improves while keeping costs low.

Weise, Michelle R., and Clayton M. Christensen. "Hire Education: Mastery, Modularization, and the Workforce Revolution." Clayton Christensen Institute for Disruptive Innovation (2014).

CBE Opportunities: Untapped markets

- Dramatic expansion of potential market and corresponding revenue
  - Potential "non-traditional" market is 28-40 million working adults.
  - Current CBE enrollment is approximately 300,000.
  - Market is largely (99%) untapped.
- Demand for skilled employees in certain areas (e.g., Cyber Security and Geospatial Intelligence) is very high and forecast to remain high. "I need skilled workers to fill these jobs. Plain and simple..." (Gov. McAuliffe).
- RU is very well positioned to capitalize on these market conditions.

● Current CBE Enrollment

● Total Adult Population w/ Some College Credit

99%

http://rpkgroup.com/wp-content/uploads/2016/10/rpkgroup_cbe_business_model_report_20161018.pdf
https://www.learninghouse.com/files/documents/resources/Online%20College%20Students%202012.pdf

CBE Opportunities: Learning Sciences

- Learning sciences provide opportunities to gain competitive advantage.
- RU could become a national leader in highly innovative and emergent fields of study (e.g., CBE instructional design, learning analytics, story-based learning environments, gamification, and virtual reality).

Learning Analytics

Learning Sciences

Personalized Learning

CBE Challenges: Innovation and Inertia

- CBE is a disruptive innovation and challenging to scale.
- "Academic Inertia" works against innovation:

"Overwrought with constraints, most colleges and universities are structurally incapable of facilitating innovations that deviate from the way they currently deliver education…The result is a normalization of what we call *embedded inefficiencies*" (p. 15).

Weise, Michelle R., and Clayton M. Christensen. "Hire Education: Mastery, Modularization, and the Workforce Revolution." Clayton Christensen Institute for Disruptive Innovation (2014).

CBE Initiative

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CBE Challenges: Regulatory Environment

The regulatory environment has several interdependent levels:

- Federal financial aid
- Federal and state laws of employment
- State government agencies (e.g., SCHEV)
- Regional accreditation (e.g., SACSCOC),
- Regional boards/departments (e.g., VA DOE)
- Industry Standards

Strategic decisions are needed to identify the specific programs and market opportunities that could scale using a CBE approach.

Image Source: http://www.sacscoc.org/

CBE Challenges: Cost

The costs include initial startup investments as well as ongoing costs such as faculty compensation.

Break-even and profitable stages of *large scale CBE* require significant up-front investment (e.g., development, marketing, recruiting, etc.) and the successful scaling of the programs (i.e., high volume of students).
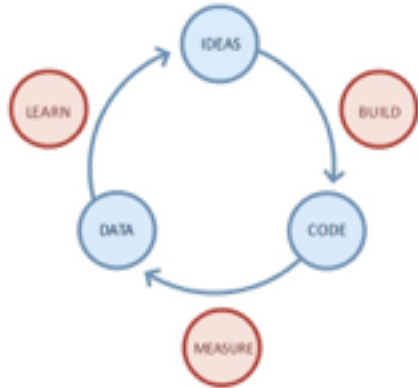
Image Source: Shutterstock

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CBE Challenges: Cost (Not necessarily…)

Significant startup costs saving could be realized by:

- Adopting the plans of successful programs (e.g., SNHU CfA)

- Using a lean startup approach (e.g., minimum viable product of 1-2 programs initially) rather than a large-scale launch approach.

Minimize *TOTAL* time through the loop

Use data-driven (e.g., Design Based Research) approach to iterate towards scale.

The "invest little, learn a lot" model is cost-effective and informative.

Ries, Eric. The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses. Crown Business, 2011.

CBE Initiative

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Case Study in Success: SNHU College for America

SNHU (Non-profit, Private) Overview:

Residential on-campus enrollment: **3,000**

Online enrollment: **60,000**

CfA enrollment: **5,000**

CfA Employer Partners: **120**

CfA Student Cost: **$3,000** annual subscription fee

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Case Study in Success: SNHU College for America

Hansen, Sarah E. W. (2017) *Developing a disruptive innovation in U.S. higher education: A case study of competency-based education at college for america*. Doctoral Dissertation, University of Pittsburgh.

- Planning
- Development
- Delivery

Case Study in Success: SNHU College for America

Planning:

- Reassigned a small (4) internal team with online and innovation experience.
- Grounded all work in Dr. Clay Christensen's work on disruptive innovation.
- Created "The Innovation Lab" (TIL) as an autonomous development unit which was physically and programmatically separate from the other units.
- Empowered TIL to operate as an entrepreneurial start up (e.g., few restrictions).
- Identified target audience (customers & market) (i.e., working adults in key sectors).
- Developed formal processes for "informing, persuading and training staff" to decrease perception of a threat to existing "culture, values, roles, and resources." Emphasize side-by-side success, not either/or.

Hansen, Sarah E. W. (2017) Developing a disruptive innovation in U.S. higher education: A case study of competency-based education at college for america. Doctoral Dissertation, University of Pittsburgh.

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Case Study in Success: SNHU College for America

Development:

- Partnered with educational and industry partners to identify and co-develop competencies, recruit students, assess projects and manage learning.
- Established business model (Business-to-Business), business plan, and growth plan (5 years: 5,000 students). The B2B strategy reduces marketing costs and scales more effectively than a direct B2C (Business-to-Customer) marketing approach.
- Developed learning management system (LMS) using agile methodology.
- Developed a "Knowledge Map" of competencies with accompanying assessments. These initial market competencies were informed by national frameworks.
- Worked through the regulatory process early (U.S. Department of Education, accreditation).

Hansen, Sarah E. W. (2017) Developing a disruptive innovation in U.S. higher education: A case study of competency-based education at college for america. Doctoral Dissertation, University of Pittsburgh.

CBE Initiative

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Case Study in Success: SNHU College for America

Delivery:

- Launched small pilot with 30-50 students and 15 partners in 2013.
- Hyper-focused on customer acquisition, service and retention.
- Scaled team to meet requirements as enrollment grew addressing required business functions as criteria for hire.
- Established internal processes of program evaluation and continuous improvement (e.g., performance metrics and tracking system)

Hansen, Sarah E. W. (2017) Developing a disruptive innovation in U.S. higher education: A case study of competency-based education at college for america. Doctoral Dissertation, University of Pittsburgh.

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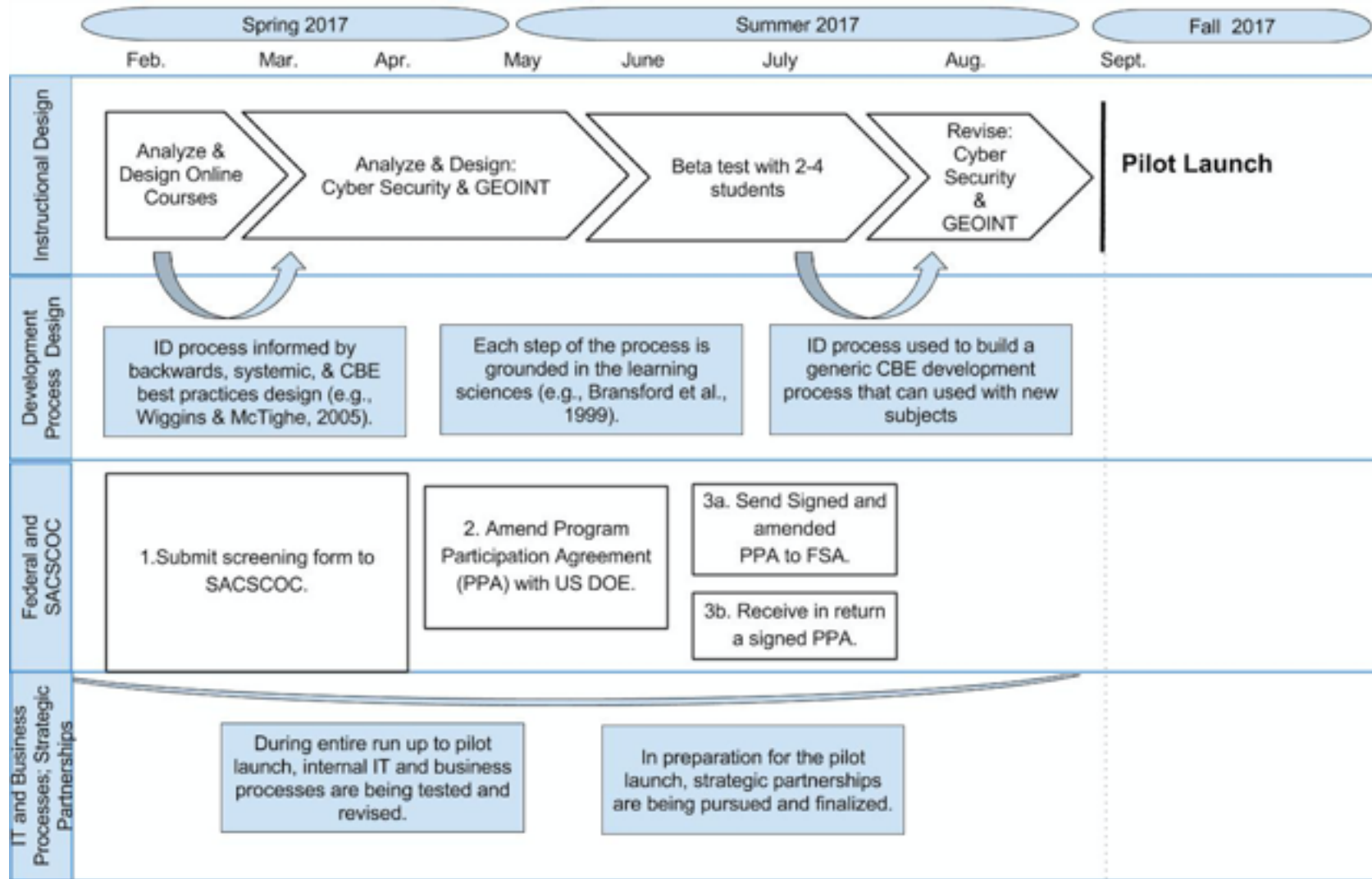# Proposed Pilot: Implementation Outline

Fall 2017: 1st Iteration Pilot
College of Science and Technology (CSAT)
- Cyber Science and Cyber Security (Certificate leading to a B.S.)
- Geospatial Intelligence (GEOINT) (Certificate leading to a B.S.)

Fall 2018: 2nd Iteration of CBE Programs
College of Education and Human Development (CEHD)
- Special Education Paraprofessional to Special Education Licensure (Certificate)
- Health Promotion, Disease Prevention (Certificate, BS, MS)
- Counselor Education: Certified Substance Abuse Counseling: Opiates (Certificate)

- Several other programs are well-positioned in CHBS, COBE, CVPA, and Waldron.
- "Invest a little, learn a lot" still requires an initial investment to staff the team.
- The priority for this team will be strategic partnerships, ID, and compliance.

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	Spring 2017				Summer 2017			Fall 2017
	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.

Instructional Design

Analyze & Design Online Courses → Analyze & Design: Cyber Security & GEOINT → Beta test with 2-4 students → Revise: Cyber Security & GEOINT → **Pilot Launch**

Development Process Design

ID process informed by backwards, systemic, & CBE best practices design (e.g., Wiggins & McTighe, 2005).

Each step of the process is grounded in the learning sciences (e.g., Bransford et al., 1999).

ID process used to build a generic CBE development process that can used with new subjects

Federal and SACSCOC

1. Submit screening form to SACSCOC.

2. Amend Program Participation Agreement (PPA) with US DOE.

3a. Send Signed and amended PPA to FSA.

3b. Receive in return a signed PPA.

IT and Business Processes; Strategic Partnerships

During entire run up to pilot launch, internal IT and business processes are being tested and revised.

In preparation for the pilot launch, strategic partnerships are being pursued and finalized.

Proposed Pilot: Cost

Estimated cost to test a pilot is approximately $250,000.

This cost would include staffing for the initial instructional design and industry partnerships requirements.

Proposed Pilot: Enrollment & Revenue (Slow*)

Year	Enrollment	Revenue	Cost	Surplus(Deficit)
1	30	$180,000	$255,023	($75,023)
2	60	$360,000	$255,023	$104,977
3	90	$540,000	$500,000	$40,000
4	120	$720,000	$500,000	$220,000
5	150	$900,000	$650,000	$250,000

*15 students per program paying $6K per year; adding 2 programs per year.

Proposed Pilot: Enrollment & Revenue (Faster*)

Year	Enrollment	Revenue	Cost	Surplus(Deficit)
1	60	$360,000	$255,023	$104,977
2	120	$720,000	$500,000	$220,000
3	240	$1,440,000	$750,000	$690,000
4	480	$2,880,000	$1,000,000	$1,880,000
5	960	$5,760,000	$1,250,000	$4,510,000

*Doubling the amount of students paying $6K per year while adding $250K in costs each year.

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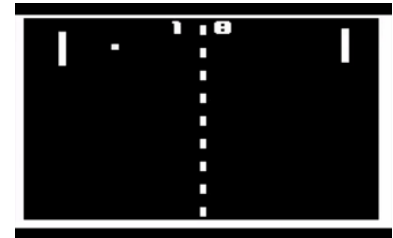
Perspective and Vision
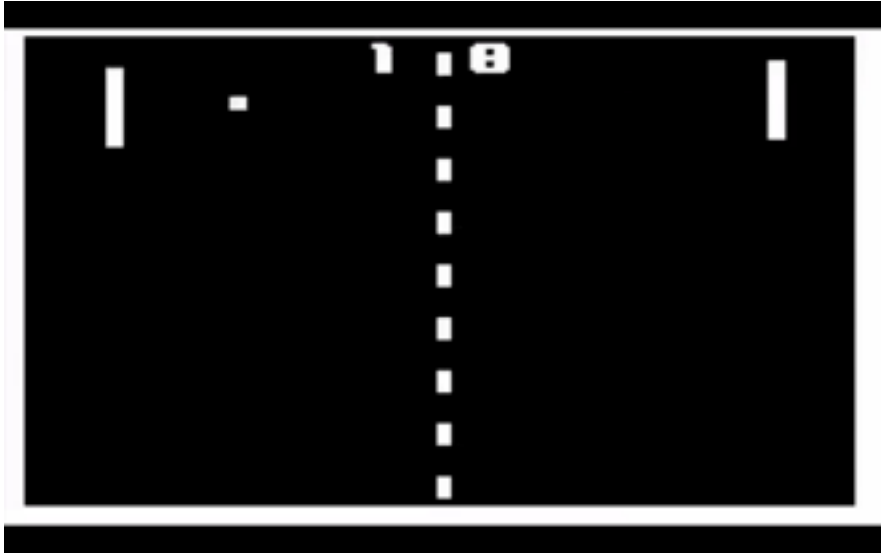
Atari's Pong: 1972

Call of Duty: 2017

Perspective and Vision

D2L LMS Interface

This is Pong.

CBE Initiative

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Perspective and Vision

D2L LMS Interface
(Pong)

This is the LMS of the near future.

Image Source: Shutterstock

RU has a "Disruptive" Opportunity to Lead
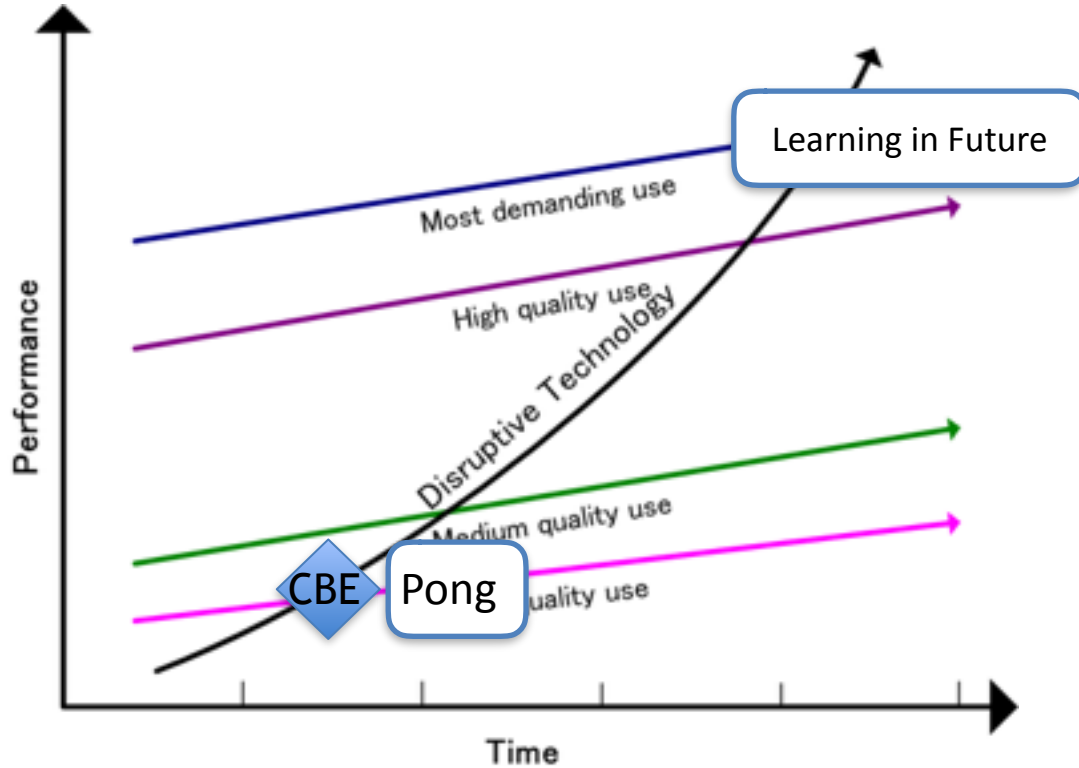
We have opportunity to become national leaders in CBE instructional design, learning analytics, story-based learning environments, gamification, and virtual reality.

Weise, Michelle R., and Clayton M. Christensen. "Hire Education: Mastery, Modularization, and the Workforce Revolution." Clayton Christensen Institute for Disruptive Innovation (2014).

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Perspective and Vision

Testing FreshAiR on RU Campus: 2009

Harvard licensing FreshAiR: 2011

CBE Initiative

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Questions & Discussion

Signature Academic Programs

Criteria for Signature Academic Programs include the following:

1. Is the program something we already do well?

2. Is there a demonstrated economic need for the program?

3. Will the Commonwealth be willing to invest in the program?

The Department of Information Technology in the Artis College of Science and Technology has demonstrated expertise in the current big three areas of information technology and can contribute to signature academic programs.

- Big data – M.S. in Data and Information Management – students enrolled

- Cybersecurity – B.S. in Computer and Cyber Science – proposal at SCHEV

- Healthcare informatics – collaboration with the WCHHS is in progress

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Signature Academic Programs

Criteria for Signature Academic Programs include the following:

1. Is the program something we already do well?

The Computer Science concentration within the Computer Science degree program was recently reaccredited by ABET until 2022 with the summary evaluation of "no deficiencies, weaknesses, or concerns were found."

On June 8, 2016, Radford University was designated a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE) by the National Security Agency (NSA) and the U.S. Department of Homeland Security (DHS) through 2021.

Signature Academic Programs

Signature Academic Programs

2. Is there a demonstrated economic need for the program?

The National Initiative for Cybersecurity Education (NICE) group concluded that *"cybersecurity jobs are in high and growing demand and that a critical shortage of qualified workers exists across the nation."*

"A recent report by the Business Higher Education Forum indicates that Virginia has the second highest concentration of cyber job postings behind California. Within the DC, Maryland, Virginia region, there were over 33,000 cyber security openings - over 17,000 in Virginia alone."

https://cyberva.virginia.gov/

Signature Academic Programs

3. Will the Commonwealth be willing to invest in the program?

"Cyber Security is one of Governor McAuliffe's top priorities and a key component of the New Virginia Economy. In order for Virginia to continue leading in this rapidly evolving space, we need to develop a sustainable talent pipeline capable of providing skilled, industry ready workers to meet this increasing demand."

"Through the work of the Virginia Cyber Commission, a holistic, education-centric approach to advancing cyber in the Commonwealth has been developed and included in the Governor's introduced budget."

https://cyberva.virginia.gov/

Signature Academic Programs

Criteria for Signature Academic Programs include the following:

1. Is the program something we already do well?

2. Is there a demonstrated economic need for the program?

3. Will the Commonwealth be willing to invest in the program?

The Waldron College of Health and Human Services consists of five units and eleven programs that can contribute to signature academic programs.

The five units include the School of Nursing (SON), Department of Communication Sciences and Disorders (COSD), School of Social Work (SOWK), Department of Occupational Therapy (OT) and the Department of Physical Therapy (PT).

Signature Academic Programs

Criteria for Signature Academic Programs include the following:

1. Is the program something we already do well?

- The <u>School of Nursing:</u> BSN program has existed for almost 50 years, and the graduate program has existed almost 30 years. NCLEX first time <u>pass rates</u> greater than the State and National Average for the past 5 years for the UG RN Program (96.6% this year); NP pass rate 100% since program began in the mid 1990's. Recently ranked 4th out of 49 nursing program in VA.
- CCNE Accreditation, State Board of Nursing referred to RU Nursing as "the GOLD STANDARD for nursing education in Virginia."

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Signature Academic Programs

Criteria for Signature Academic Programs include the following:

1. Is the program something we already do well?

- The COSD undergraduate program has existed for 45 years, and the graduate program has existed for 40 years. Praxis pass rate is 100%, which far exceeds the national average. ASHA CAA Accreditation.

- The Social Work undergraduate program has existed for 40 years, and the graduate program has existed for 25 years. CSWE Accreditation.

- The Occupational Therapy program has existed for eight years. 100% Pass rates on the national certification exam. OTD is being developed. ACOTE Accreditation.

- Doctorate of Physical Therapy program has existed for 5 years. 100% ultimate pass rate on national exam. CAPTE Accreditation

Signature Academic Programs

2. Is there a demonstrated economic need for the program?

- An unmet need exists for nurses at the undergraduate and advanced practice levels. 9,252 RN listings, (260 at Carilion), 1,193 NP's in VA.

- Speech-Language Pathology and Audiology are critical shortage areas, especially in schools (767 job listings in VA).

- A need for social workers exists since 60% of all mental health counseling in the United States is done by social workers (1,934 job listings in VA).

- High demands and high employment rates exist for both occupational therapy (1,165 job listings in VA), and physical therapy graduates (2,103 job listings in VA).

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Signature Academic Programs

3. Will the Commonwealth be willing to invest in the program?
Yes, need and demand exist for all five WCHHS programs.

Program	Bureau of Labor Statistics (2016)	U.S. News Best Jobs (2016)
Nursing	16% growth BSN	#16 best job, $67,500
	31% growth graduate	#5 best job, $105,000
COSD	21% growth	#19 best job, $74,000
SOWK	12% growth	#73 best job, $46,000
OT	27% growth	#17 best job, $80,000
PT	34% growth	#12 best job, $84,000

Signature Academic Programs

A partnership between the Waldron College of Health and Human Services and the Artis College of Science and Technology has resulted in the potential for a signature program in healthcare informatics.

The School of Nursing has a growing number of students pursuing careers in healthcare informatics. Board certification requires 1000 hours in practice and 12 credit hours or a degree in nursing informatics as described in the following link to the American Nurses Credentialing Center (ANCC):

http://www.nursecredentialing.org/InformaticsNursing

Signature Academic Programs

Faculty members in the School of Nursing and the Department of Information Technology have met with Keith Perry, CIO of Carilion Clinic, to discuss opportunities in developing healthcare informatics curriculum.

The School of Nursing is collaborating with the Department of Information Technology to develop curriculum to prepare nursing students for the ANCC Informatics Nursing board certification examination. Four courses are being developed and would be taught by faculty in Information Technology:

- Information Technology Concepts and Terminology

- Software Development Lifecycle

- Project Management

- Information Systems Security

Signature Academic Programs

The Healthcare Informatics concentration:

- Is designed for undergraduate students in the Information Science and Systems degree program

- Could also be a certificate for students in the Computer Science and the proposed Computer and Cyber Science degree programs

- Would complement the M.S. in Data and Information Management (DAIM) degree program

Signature Academic Programs

The Applied Research Center (ARC):

- An industry consortium designed to attract, develop and retain information technology talent for Southwest Virginia and regional partners

- Industry leading companies in cybersecurity, big data and healthcare have expressed interest in joining the consortium

- At least five of the seven graduate students who started the DAIM program in fall 2016 have received internships for summer 2017

Signature Academic Programs

Questions and Discussion

Board of Visitors Mini-Retreat

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Approach

Five work groups:

- Big Data
- Freshman Enrollment
- Transfer, Veteran, Adult Student Enrollment
- International Student Enrollment
- Costs and Fees

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Common Goal

- Grow headcount enrollment by 3% annually through academic year 2023-2024.

- Growth will be fueled by new approaches to student recruitment and retention along with the introduction of new academic programs.

Fall 2016: 9,401   **Fall 2023: 11,063**

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Big Data Strategies

Compile information RU has about prospective and enrolled students. Produce and utilize metrics to determine likelihood of enrollment and degree completion. Improved use of data will support all enrollment strategies.

- Integrate actionable insights
- Establish Enrollment Data Council
- Develop customer journey maps

Big Data Timeline

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recruitment	🟨	🟧	🟩	🟩	🟩	🟩
Retention		🟨	🟧	🟩	🟩	🟩
Advancement			🟨	🟧	🟩	🟩

🟨 Under Development   🟧 Pilot

🟩 Actively Used

Enrollment Strategies

Evaluate outcomes of Fall 2017 Recruitment Plan to support development of 2018-2023 New Student Strategic Recruitment Plan.

- Differentiated strategies and tactics will focus on target markets. Over time focus on those students most likely to apply, enroll, and persist.

- Utilize outcomes-based messaging in all new student recruitment efforts.

- Leverage technology, specifically virtual reality, in recruitment activities.

Freshman Enrollment Strategies: In-State

- More and earlier outreach through strategic name purchases.

- Break Northern Virginia into smaller recruitment territories.

- Create strategies and programs for high schools with a decline in application volume and/or those which continue to yield significantly lower than average.

Freshman Enrollment Strategies: In-State

- Enhance opportunities for recruitment of first generation and Latino students (and their families) through workshop-based programming and partnerships with community-based organizations.

- Develop marketing campaign for school counselors; include opportunities to visit the RU campus.

Fall 2016: 1,617   **Fall 2023: 2,027**

Freshman Enrollment Strategies: Out-of-State

- Focus recruitment efforts in Maryland, West Virginia and North Carolina (New Jersey and Pennsylvania as secondary markets).

- Assess scholarship offerings and their impact on enrollment decisions.

- Continue to grow alumni admissions volunteer program to support out-of-state recruitment activities.

MD, WV, NC   Fall 2016: 45   Fall 2023: 80

Transfer Student Enrollment Strategies

- Expand the transfer student inquiry pool.
- Create opportunities for community college faculty and transfer counselors to visit RU and RU faculty to visit community colleges.
- Enhance communications to support transfer recruitment.
- Ensure RU processes support timely and accurate transfer credit evaluations.

Fall 2016: 719   Fall 2023: 902

Veteran & Adult Student Enrollment Strategies

Identify an admissions counselor to specialize in Veteran and Adult Student recruitment.

- Utilize clearinghouse networks, recruitment of students with credits but no degree.

- Ensure RU processes support timely and accurate transfer credit evaluations.

- Reach out to former students who attended and left with credits but no degree.

Veterans   Fall 2016: 71   Fall 2023: 200

International Student Recruitment Strategies

- Establish Dual/Double degree programs with international universities.

- Launch worldwide, commission-based network of agents.

- Implement an English Language and Culture Program that will prepare students for RU degree programs.

Undergraduate   Fall 2016: 78   Fall 2023: 400

Graduate Student Recruitment Strategies

- Focus on primary feeder markets - RU, especially first-generation students, and Virginia Tech.

- New academic program development.

- Create and promote new early enrollment and accelerated degree options – 2 + 3, 4 + 1, summer bridge programs.

Fall 2016: 948   **Fall 2023: 1,166**

Cost and Fee Structures

Gain competitive advantage through differential tuition and fee structure for select programs, i.e. online and CBE.

- Analyze RU's current online tuition and fee structure relative to competitors such as ODU and Liberty University.

- Consider employer, such as LewisGale and U.S. Military, reimbursement rates when establishing tuition and fees.

What Can Growth Look Like? (Draft)

	Freshman	Inter-national	Transfer	Continuing Undergrad.	Graduate	CBE	Total Enrollment
Fall 2017	1,926	30	755	5,746	919	30	9,406
Fall 2018	1,984	75	778	5,716	964	60	9,577
Fall 2019	2,044	125	801	5,793	1,000	90	9,853
Fall 2020	2,105	200	825	5,954	1,050	120	10,254
Fall 2021	2,168	275	850	6,154	1,090	150	10,687
Fall 2022	2,233	350	876	6,365	1,128	180	11,132
Fall 2023	2,300	400	902	6,589	1,166	210	11,567

Discussion

Approach

Five work groups:

- Big Data
- Freshman Enrollment
- Transfer, Veteran, Adult Student Enrollment
- International Student Enrollment
- Costs and Fees

Common Goal

- Grow headcount enrollment by 3% annually through academic year 2023-2024.

- Growth will be fueled by new approaches to student recruitment and retention along with the introduction of new academic programs.

Fall 2016: 9,401   **Fall 2023: 11,063**

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Big Data Strategies

Compile information RU has about prospective and enrolled students. Produce and utilize metrics to determine likelihood of enrollment and degree completion. Improved use of data will support all enrollment strategies.

- Integrate actionable insights
- Establish Enrollment Data Council
- Develop customer journey maps

Big Data Timeline

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recruitment	🟨 Under Development	🟧 Pilot	🟩 Actively Used	🟩 Actively Used	🟩 Actively Used	🟩 Actively Used
Retention		🟨 Under Development	🟧 Pilot	🟩 Actively Used	🟩 Actively Used	🟩 Actively Used
Advancement			🟨 Under Development	🟧 Pilot	🟩 Actively Used	🟩 Actively Used

🟨 Under Development   🟧 Pilot

🟩 Actively Used

Enrollment Strategies

Evaluate outcomes of Fall 2017 Recruitment Plan to support development of 2018-2023 New Student Strategic Recruitment Plan.

- Differentiated strategies and tactics will focus on target markets. Over time focus on those students most likely to apply, enroll, and persist.

- Utilize outcomes-based messaging in all new student recruitment efforts.

- Leverage technology, specifically virtual reality, in recruitment activities.

Freshman Enrollment Strategies: In-State

- More and earlier outreach through strategic name purchases.

- Break Northern Virginia into smaller recruitment territories.

- Create strategies and programs for high schools with a decline in application volume and/or those which continue to yield significantly lower than average.

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Freshman Enrollment Strategies: In-State

- Enhance opportunities for recruitment of first generation and Latino students (and their families) through workshop-based programming and partnerships with community-based organizations.

- Develop marketing campaign for school counselors; include opportunities to visit the RU campus.

Fall 2016: 1,617   **Fall 2023: 2,027**

Freshman Enrollment Strategies: Out-of-State

- Focus recruitment efforts in Maryland, West Virginia and North Carolina (New Jersey and Pennsylvania as secondary markets).

- Assess scholarship offerings and their impact on enrollment decisions.

- Continue to grow alumni admissions volunteer program to support out-of-state recruitment activities.

MD, WV, NC   Fall 2016: 45   Fall 2023: 80

Transfer Student Enrollment Strategies

- Expand the transfer student inquiry pool.
- Create opportunities for community college faculty and transfer counselors to visit RU and RU faculty to visit community colleges.
- Enhance communications to support transfer recruitment.
- Ensure RU processes support timely and accurate transfer credit evaluations.

Fall 2016: 719   Fall 2023: 902

Veteran & Adult Student Enrollment Strategies

Identify an admissions counselor to specialize in Veteran and Adult Student recruitment.

- Utilize clearinghouse networks, recruitment of students with credits but no degree.

- Ensure RU processes support timely and accurate transfer credit evaluations.

- Reach out to former students who attended and left with credits but no degree.

Veterans   Fall 2016: 71   Fall 2023: 200

International Student Recruitment Strategies

- Establish Dual/Double degree programs with international universities.

- Launch worldwide, commission-based network of agents.

- Implement an English Language and Culture Program that will prepare students for RU degree programs.

Undergraduate   Fall 2016: 78   Fall 2023: 400

Graduate Student Recruitment Strategies

- Focus on primary feeder markets - RU, especially first-generation students, and Virginia Tech.

- New academic program development.

- Create and promote new early enrollment and accelerated degree options – 2 + 3, 4 + 1, summer bridge programs.

Fall 2016: 948   **Fall 2023: 1,166**

Cost and Fee Structures

Gain competitive advantage through differential tuition and fee structure for select programs, i.e. online and CBE.

- Analyze RU's current online tuition and fee structure relative to competitors such as ODU and Liberty University.

- Consider employer, such as LewisGale and U.S. Military, reimbursement rates when establishing tuition and fees.

What Can Growth Look Like? (Draft)

	Freshman	Inter-national	Transfer	Continuing Undergrad.	Graduate	CBE	Total Enrollment
Fall 2017	1,926	30	755	5,746	919	30	9,406
Fall 2018	1,984	75	778	5,716	964	60	9,577
Fall 2019	2,044	125	801	5,793	1,000	90	9,853
Fall 2020	2,105	200	825	5,954	1,050	120	10,254
Fall 2021	2,168	275	850	6,154	1,090	150	10,687
Fall 2022	2,233	350	876	6,365	1,128	180	11,132
Fall 2023	2,300	400	902	6,589	1,166	210	11,567

Discussion

Board of Visitors Mini-Retreat

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End of Materials