



Richard Bland College
of WILLIAM & MARY

Richard Bland College of William & Mary Fifth-Year Interim Report September 2024



September 25-27, 2024



Richard Bland College

of WILLIAM & MARY

Office of the President

SACSCOC Fifth Year Interim Report

August 2024

I am pleased to present the Compliance Certification Report for Richard Bland College of William & Mary (RBC), and I welcome you as a member of the Review Committee. RBC is a selective, residential, two-year college offering an affordable, university-parallel liberal arts education for students whose ambition is to transfer and complete a baccalaureate degree. More than 95% of RBC graduates receive Associate of Science degrees, reflecting a longstanding tradition of excellence in STEM education. The College's academically rigorous programs are grounded in the liberal arts tradition of one of America's oldest and most prestigious public universities, The College of William & Mary.



The College's signature Guided Pathways to Success (GPS) program provides every student a single point of support—a Learner Mentor—who utilizes predictive analytics and other AI tools to guide, advise, and support students from orientation through graduation. Learner Mentors collaborate with faculty and staff to honor RBC's aspirational goal of 100% student success.

Strong partnerships and guaranteed admission agreements with William & Mary, the University of Virginia, and other reputable public and private universities seamlessly connect students to baccalaureate programs and degrees that may have been out of reach prior to completing the first two years of college at RBC.

For more than six decades, students and generations of alumni have consistently credited RBC faculty with their success. With teaching as their first priority, the vast majority of faculty possess terminal degrees in their discipline, and they consistently demonstrate that nothing is more important than fully engaging students in the learning process. Students rate Richard Bland College professors among the best in the Richmond region.

In 1961, the College employed nine faculty members and enrolled one hundred seventy-five students. Today, with thirty-five full-time faculty members and more than 2,500 students, the friendly, family atmosphere for which RBC is known remains a differentiator. At RBC, excellence and affordability serve as watchwords for administrative decision-making.

Please let me know if I can be of any assistance to you at any point in the review process.

Sincerely,

A handwritten signature in black ink, which appears to read "Debbie L. Sydow". The signature is fluid and cursive.

Debbie L. Sydow, Ph.D.
President



THE FIFTH-YEAR INTERIM REPORT

Name of Institution: Richard Bland College of William & Mary

Address of the Institution:

11301 Johnson Rd
Petersburg, VA 23805

Name, title, contact numbers of person(s) preparing the report:

Ashley Fuller
Data and Compliance Officer
804-862-6100 ext 8612

The Fifth-Year Interim Report is comprised of the following:

- **Signatures Attesting to Integrity (*applicable to all institutions*)**. Requests that the chief executive officer and accreditation liaison attest to the accuracy of institutional assessment and documentation supporting that assessment.
- **Institutional Summary Form Prepared for SACSCOC Reviews (*applicable to all institutions*)**. Requests that the institution complete the “Institutional Summary Form Prepared for SACSCOC Reviews.”
- **Fifth-Year Compliance Certification (*applicable to all institutions*)**. Monitors continued compliance with identified Core Requirements and Standards.
- **Impact Report of the Quality Enhancement Plan (*applicable to all institutions*)**. Demonstrates the extent to which the QEP has affected outcomes related to student learning and/or student success.

An institution may also be requested to host an off-campus committee charged to review new, but unvisited, off-campus sites initiated since the institution’s previous reaffirmation. An institution will be notified of this at the time it receives its notification letter from the SACSCOC President regarding the Fifth-Year Interim Report.

Signatures Attesting to Integrity

(Applicable to all institutions)

By signing below, we attest that Richard Bland College of William & Mary has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Standards of the *Principles of Accreditation*.

Date of Submission: 8/30/2024

Accreditation Liaison

Name of Accreditation Liaison Stacey Sokol

Signature Stacey Sokol

Chief Executive Officer

Name of Chief Executive Officer Dr. Debbie Sydow

Signature Dr. Debbie Sydow

The “Institutional Summary
Form Prepared for SACSCOC Reviews”
(Applicable to all institutions)

GENERAL INFORMATION

Name of Institution: Richard Bland College of William & Mary

Name, Title, Phone number, and email address of Accreditation Liaison

Stacey Sokol
Chief Business Officer
Office: 804-862-6100 ext 8603; Cell: 804-539-9686
ssokol@rbc.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Ashley Fuller
Data & Compliance Officer
Office: 804-862-6100 ext 8612; Cell: 804-543-8068
afuller@rbc.edu

IMPORTANT:

Accreditation Activity (*check one*):

- Submitted at the time of Reaffirmation Orientation
- Submitted with Compliance Certification for Reaffirmation
- Submitted with Materials for an On-Site Reaffirmation Review
- Submitted with Compliance Certification for Fifth-Year Interim Report
- Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- Submitted with Merger/Consolidations/Acquisitions
- Submitted with Application for Level Change

Submission date of this completed document: 08/30/2024_____

EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify):

2. Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
 - Other (Specify):

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (*check one*)
 - Independent, not-for-profit

Name of corporation OR
Name of religious affiliation and control:

September 25-27, 2024

 Independent, for-profit *

If publicly traded, name of parent company

 Public state * (*check one*) Not part of a state system, institution has own independent board Part of a state system, system board serves as governing board Part of a state system, system board is super governing board, local governing board has delegated authority Part of a state system, institution has own independent board

*** If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.**

TITLE IV PARTICIPATION

Check the appropriate box below for the institution*:

 Institution participates in title IV, Higher Education Act programs Institution does NOT participate in title IV, Higher Education Act programs

*** If an institution has changed or plans to change its title IV participation, it is required to notify SACSCOC. See SACSCOC policy, "Title IV Program Responsibilities," for additional information and direction for responding to standards under the "Principles of Accreditation."**

INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions:

Please address the following and attach the information to this form.

1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

History: Richard Bland College was established by the Virginia General Assembly in 1960 as a branch campus of the College of William & Mary. Located 30 miles south of Richmond, VA Richard Bland College is the Commonwealth's only selective, public, two-year, residential college offering a liberal arts curriculum leading to the associate degree. The curriculum enables students to acquire junior status upon transferring to William & Mary or another four-year college. The College is governed by the Board of Visitors of The College of William & Mary, whose members are appointed by the Governor of Virginia. A president, appointed by the Board of Visitors, oversees the administration and courses of study at the College. Richard Bland College derives its name from Richard Bland, Virginia statesman and champion of public rights in the years leading up to the American Revolution.

Mission and Description: The mission of RBC is "To prepare our students for a lifetime of endless potential." We accomplish this by:

- Preparing students for university transfer through academically rigorous programs grounded in the liberal arts tradition of William & Mary.
- Expanding access to college credentials through strategic partnerships, specialized programming, and scalable innovation."

RBC offers Associates of Arts and Associates of Science degrees that are based in the liberal arts and constructed to prepare students for successful transfer to four-year colleges/universities. In addition to associate degrees, RBC also offers three certificate programs.

Characteristics: The College serves approximately 2500 students through its on-site, distance learning, and dual enrollment programs and services. The student population is approximately 58% female and 58% minority; 91% of the student population reside in the Commonwealth. RBC is an Equal Opportunity Institution. Application for admission is open to all qualified persons. Applicants must have a high-school diploma or equivalent. Dual Enrollment students are enrolled based on a high school GPA of 3.0 or better and must obtain permission from the high school and a parent/guardian. They are registered for courses using course placement guidelines. Unique institutional features include the College's standing as the only residential junior college in the Commonwealth, its Guided Pathways for Success

(GPS@RBC) program, and its focus on strategic partnerships, specialized programming, and scalable innovation.

2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

The following table lists all credentials awarded for each degree or certificate offered at Richard Bland College for the 2022-2023 academic year.

Credential Awarded	Academic Year 2022-2023			Total
	Fall 2022	Spring 2023	Summer 2023	
Associate of Arts-General	1	5	3	9
Associate of Science-General	33	43	35	111
Associate of Science-Behavioral Science	1	3	2	6
Associate of Science-Business Administration	4	19	3	26
Associate of Science-Physical Science	0	1	0	1
Associate of Science-Life Science	0	0	0	0
Associate of Science-Clinical Lab Sciences	2	0	0	2
Associate of Science-Math & Computer Science	3	4	0	7
Communications Certificate	0	0	0	0
Fine Arts Certificate	0	0	0	0
Logistics Certificate	0	0	0	0
Total	44	75	43	162

The following table lists the term dates for the Fall 2022, Winter 2022, Spring 2023, and Summer 2023 terms.

Fall 2022	Winter 2022	Spring 2023	Summer 2023
August 29, 2022- December 16, 2022	December 19, 2022- January 13, 2023	January 17, 2023- May 16, 2023	May 22, 2023-August 18, 2023

3. Off-Campus Instructional Locations and Branch Campuses

List **all approved off-campus instructional locations** where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

Richard Bland does not have any off-campus instructional locations of branch campuses.

Table 1: Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers **50% or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported to and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Table One begins on the next page.

Name of Site	Physical Address (street, city, state, country)	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas)	Is the site currently active?
Dinwiddie High School	115001 Boisseau Road, Dinwiddie, VA 23841	1/11/2024	January 2024	<ul style="list-style-type: none"> • Associate in Arts Degree (A.A.) • Associate in Science Degree (A.S.) • A.S.-Behavioral Sciences • A.S.-Business Administration • A.S.-Math/Computer Science • A.S.-Physical Science • A.S.-Life Science • A.S.-Clinical Lab Sciences • Communications Certificate • Fine Arts Certificate • Logistics Certificate 	Active
Hopewell High School	400 S Mesa Drive, Hopewell, VA 23860	2/12/2021	7/26/2021	<ul style="list-style-type: none"> • Associate in Arts Degree (A.A.) • Associate in Science Degree (A.S.) • A.S.-Behavioral Sciences • A.S.-Business Administration • A.S.-Math/Computer Science • A.S.-Physical Science • A.S.-Life Science • A.S.-Clinical Lab Sciences • Communications Certificate • Fine Arts Certificate • Logistics Certificate 	Active

<p>Rock Ridge High School</p>	<p>43460 Loudon Reserve Drive, Ashburn, VA 20148</p>	<p>7/5/2019</p>	<p>August 2019 (retroactive)</p>	<ul style="list-style-type: none"> • Associate in Arts Degree (A.A.) • Associate in Science Degree (A.S.) • A.S.-Behavioral Sciences • A.S.-Business Administration • A.S.-Math/Computer Science • A.S.-Physical Science • A.S.-Life Science • A.S.-Clinical Lab Sciences • Communications Certificate • Fine Arts Certificate • Logistics Certificate 	<p>Active</p>
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September 25-27, 2024

Table 2: Off-campus instructional sites at which the institution offers **25-49%** of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. *Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.* For each site, provide the information below.

Name of Site	Physical Address (street, city, state, country)	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas)	Is the site currently active?
Colonial Heights High School	3600 Conduit Road, Colonial Heights, VA 23834	Approved in portal 9/25/2023	8/21/2023	<ul style="list-style-type: none"> • Associate in Arts Degree (A.A.) • Associate in Science Degree (A.S.) • A.S.-Behavioral Sciences • A.S.-Business Administration • A.S.-Math/Computer Science • A.S.-Physical Science • A.S.-Life Science • A.S.-Clinical Lab Sciences • Communications Certificate • Fine Arts Certificate • Logistics Certificate 	Active

<p>Fredericksburg Christian School</p>	<p>9404 Thornton Rolling Road, Fredericksburg, VA 22408</p>	<p>Approved in portal 9/25/2023</p>	<p>2/2/2024</p>	<ul style="list-style-type: none"> • Associate in Arts Degree (A.A.) • Associate in Science Degree (A.S.) • A.S.-Behavioral Sciences • A.S.-Business Administration • A.S.-Math/Computer Science • A.S.-Physical Science • A.S.-Life Science • A.S.-Clinical Lab Sciences • Communications Certificate • Fine Arts Certificate • Logistics Certificate 	<p>Active</p>
<p>Independence High School</p>	<p>23115 Learning Circle, Ashburn, VA 20148</p>	<p>6/1/2020</p>	<p>12/17/2019</p>	<ul style="list-style-type: none"> • Associate in Arts Degree (A.A.) • Associate in Science Degree (A.S.) • A.S.-Behavioral Sciences • A.S.-Business Administration • A.S.-Math/Computer Science • A.S.-Physical Science • A.S.-Life Science • A.S.-Clinical Lab Sciences • Communications Certificate • Fine Arts Certificate • Logistics Certificate 	<p>Active</p>

<p>Isle of Wight Academy</p>	<p>17111 Courthouse Highway, Isle of Wight, VA 23397</p>	<p>7/1/2019</p>	<p>1/1/2019</p>	<ul style="list-style-type: none"> • Associate in Arts Degree (A.A.) • Associate in Science Degree (A.S.) • A.S.-Behavioral Sciences • A.S.-Business Administration • A.S.-Math/Computer Science • A.S.-Physical Science • A.S.-Life Science • A.S.-Clinical Lab Sciences • Communications Certificate • Fine Arts Certificate • Logistics Certificate 	<p>Active</p>
<p>Petersburg High School</p>	<p>3101 Johnson Road, Petersburg, VA 23805</p>	<p>Approved in portal 9/25/2023</p>	<p>1/2/2024 - planned implementation</p>	<ul style="list-style-type: none"> • Associate in Arts Degree (A.A.) • Associate in Science Degree (A.S.) • A.S.-Behavioral Sciences • A.S.-Business Administration • A.S.-Math/Computer Science • A.S.-Physical Science • A.S.-Life Science • A.S.-Clinical Lab Sciences • Communications Certificate • Fine Arts Certificate • Logistics Certificate 	<p>Approved but no classes offered to date</p>

<p>Prince George High School</p>	<p>7801 Laurel Spring Road, Prince George, VA 23875</p>	<p>1/3/2019</p>	<p>Spring 2019</p>	<ul style="list-style-type: none"> • Associate in Arts Degree (A.A.) • Associate in Science Degree (A.S.) • A.S.-Behavioral Sciences • A.S.-Business Administration • A.S.-Math/Computer Science • A.S.-Physical Science • A.S.-Life Science • A.S.-Clinical Lab Sciences • Communications Certificate • Fine Arts Certificate • Logistics Certificate 	<p>Active</p>
<p>Roanoke Catholic School</p>	<p>621 North Jefferson Street, Roanoke, VA 24016</p>	<p>7/1/2019</p>	<p>1/1/2019</p>	<ul style="list-style-type: none"> • Associate in Arts Degree (A.A.) • Associate in Science Degree (A.S.) • A.S.-Behavioral Sciences • A.S.-Business Administration • A.S.-Math/Computer Science • A.S.-Physical Science • A.S.-Life Science • A.S.-Clinical Lab Sciences • Communications Certificate • Fine Arts Certificate • Logistics Certificate 	<p>Active</p>

<p>Tidewater Academy</p>	<p>217 West Church Street, Wakefield, VA 23888</p>	<p>7/1/2019</p>	<p>1/1/2019</p>	<ul style="list-style-type: none"> • Associate in Arts Degree (A.A.) • Associate in Science Degree (A.S.) • A.S.-Behavioral Sciences • A.S.-Business Administration • A.S.-Math/Computer Science • A.S.-Physical Science • A.S.-Life Science • A.S.-Clinical Lab Sciences • Communications Certificate • Fine Arts Certificate • Logistics Certificate 	<p>Active</p>
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Table 3: Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, **and** (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported to and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
None					

4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Richard Bland College was approved by the Commission to offer distance education effective for the Fall 2015 semester. The college was notified of this approval with a letter from the Commission dated March 4, 2016.

Credential	Delivery	Program
A.S.	Asynchronous	<ul style="list-style-type: none"> Canvas
A.S in Business Administration	Asynchronous	<ul style="list-style-type: none"> Canvas
Logistics Certificate	Synchronous	<ul style="list-style-type: none"> Teams Conferencing (free within Canvas) Canvas

5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

Richard Bland College of William & Mary is accredited only by the Southern Association of Colleges and Schools Commission on Colleges. The last decennial reaffirmation of the

College by the Commission was completed in 2019. The college's five-year interim report was submitted in 2014.

- (2) If SACS Commission on Colleges is not your primary accreditor for access to USDE Title IV funding, identify which accrediting agency serves that purpose.

This question is not applicable to Richard Bland College of William & Mary.

- (3) List any USDE-recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

No USDOE recognized agency has terminated RBC's accreditation, nor has the institution voluntarily withdrawn from any such agency.

- (4) Describe any sanctions applied or negative actions taken by any USDE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDE-recognized agency to the institution.

Richard Bland College of William & Mary has not received sanctions, nor has it had any negative action taken against it by any USDOE-recognized accrediting agency during the two years before the submission of this report.

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Richard Bland College has had no current or prior limitations, suspensions, or terminations regarding student financial aid during the previous three years. The College is not on reimbursement nor any other exceptional status with regard to federal or state financial aid. Richard Bland College was recently approved for recertification by the Department of Education to participate in the Title IV, HEA Programs through December 31, 2027.

Document History

Adopted: September 2004

Revised: March 2011

Revised: January 2014

Revised: January 2018

Edited: February 2020

Edited: February 2022

Revised: April 2024

The Fifth-Year Compliance Certification

(Applicable to all institutions)

Directions:

- (1) Please access the document “Directions and Guidelines for the Completion of the Fifth-Year Interim Report.”**
- (2) For each Principle listed below, the institution should make a determination regarding compliance, place an “X” in the appropriate box, explain the reason for the institution’s findings, and provide documentation in support of its determination.**

Compliance

The institution found that it meets the requirement and provides a convincing argument in support of its determination and a list of documents (or electronic access to the documents) demonstrating compliance.

Non-Compliance

The institution found that it does not meet the requirement and provides the reason for checking non-compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.

Section 5: Administration and Organization

- 5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.
(Qualified administrative/academic officers)

Judgement of Compliance:

Compliant Not Compliant Not Applicable

Narrative 5.4:

Richard Bland College (RBC) employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. Therefore, the College is in compliance with this standard.

Qualified administrative and academic officers are employed

The [College of William & Mary Board of Visitors Bylaws, 2020 Article XI, Section B](#) designates the authority of the President as being "...responsible for the overall administration of the College, [and] is assisted in the performance of duties by a chief academic officer, a chief financial officer, or such other senior officers as the President deems necessary or appropriate." The President has permission to establish these positions and recommends the "appointment of such officers of the College, subject to the approval of the Board of Visitors."

Resumes and curriculum vitae, which are kept in the Office of Human Resources, indicate that all administrators at RBC have the requisite experience and competence to lead the institution. RBC's organizational structure is shown in the [RBC Organizational chart](#). Table one provides a link for each administrator's job desc curriculum vitae as well as a summary of their qualifications [\[President's Council Organizational Chart\]](#). It should be noted that Organizational Charts reflect a snapshot of the RBC structure. Table One references the most current structure and titles as well as new hires not referenced in the Organizational Charts.

Table One begins on the next page.

Classification	Position	Held By	Summary of Qualifications
Executive Officers (Cabinet members)	<u>President</u>	<u>Debbie L. Sydow</u>	<ul style="list-style-type: none"> • Previous President Onondaga Comm. College. • Ph.D. English, Indiana Univ. of Pennsylvania.
	<u>Vice President and Chief Research and Innovation Officer</u>	<u>Kimberly Boyd</u>	<ul style="list-style-type: none"> • Previous Assistant Dean, Chair, and Professor at Virginia State Univ. • Ph.D. Philosophy, Social Psychology, Virginia Commonwealth Univ.
	<u>Chief Business Officer</u>	<u>Stacey Sokol</u>	<ul style="list-style-type: none"> • 20 Years strategic leadership experience. • MBA, Virginia Commonwealth University.
	<u>Chief Academic Officer</u>	<u>Tiffany Birdsong</u>	<ul style="list-style-type: none"> • Previous Chair, Social and Behavioral Science Department at RBC. • PsyD in Clinical Psychology, LaSalle Univ., Pennsylvania.
	<u>Chief Enrollment Management Officer</u>	<u>Justin May</u>	<ul style="list-style-type: none"> • Previous Director of Recruitment at ECPI Univ., School of Technology. • MS in Management, Strategy and Leadership, Michigan State Univ.
	<u>Chief Development Officer</u>	<u>Jeffrey Brown</u>	<ul style="list-style-type: none"> • Previous Director of Special Projects and Operations at RBC. • M.A. in Public Administration, Radford Univ., Radford, VA.
	<u>Chief Operating Officer</u>	<u>Eric Kondzielawa</u>	<ul style="list-style-type: none"> • Previous Director of Operations & Capital Assets at RBC. • B.A. Business Management, Syracuse University

	<u>Chief Institutional Effectiveness Officer and Title IX Coordinator (July 2024)</u>	<u>Bryan Shelly</u>	<ul style="list-style-type: none"> • Previous SIR Managing Partner and Director of Research <ul style="list-style-type: none"> • Ph.D. Politics, Princeton University • Previous Media Marketing Director-Virginia State University <ul style="list-style-type: none"> • B.S. Mass Communications, Virginia Commonwealth University
	<u>Chief Communications and Marketing Officer</u>	<u>Jesse E. Vaughan</u>	<ul style="list-style-type: none"> • Former Director of Athletics at RBC. • BS in Exercise, Sport, and Health Education, Radford University, Radford, VA
Senior Administration (President's Council Members)	<u>Director of Student Life and Athletics</u>	<u>Scott Newton</u>	<ul style="list-style-type: none"> • Former Personal Aide to the Mayor of Richmond, VA. • B.A. in Public Policy, The College of William & Mary, Williamsburg, VA.
	<u>Associate Director of Government Relations</u>	<u>Terelle Robinson</u>	<ul style="list-style-type: none"> • Previous Deputy Chief of Campus Safety and Police at RBC. <ul style="list-style-type: none"> • M.S. in Criminal Justice: Public Administration, Liberty Univ., Lynchburg, VA.
	<u>Director of Campus Safety and Chief of Police</u>	<u>Thomas Travis</u>	<ul style="list-style-type: none"> • Previous VDOE, Learning Infrastructure Coordinator • Ed.D in Educational Administration and Policy Studies, The George Washington University
	<u>Director of IT/Information Security Officer(ISO)</u>	<u>Susan Clair</u>	<ul style="list-style-type: none"> • Previous Student Success Center Director of Counseling and Academic Advisor. • Ph. D. in Higher Education Policy, Planning, and Leadership.
	<u>Director of Counseling Services</u>	<u>Evanda Watts-Martinez</u>	

	<u>Director of Human Resources</u>	<u>Dianna Banks</u>	<ul style="list-style-type: none"> • Previous HR Generalist, Benefits Coordinator, and Interim HR Director. • B.S. in Management and Organizational Development, Eastern Mennonite Univ., Harrisonburg, VA.
	<u>Director of Financial Aid</u>	<u>Lisa Johnson</u>	<ul style="list-style-type: none"> • Previous Assoc. Dir. in Financial Aid at Virginia State University. • M.Ed., Virginia State University.
	<u>Director of Student Success</u>	<u>Ben Thoreson</u>	<ul style="list-style-type: none"> • Previous Student Success Manager at RBC. • M.S. in Education-Higher Education, Old Dominion Univ. Norfolk, VA.
	<u>Director of Residence Life and Housing</u>	<u>Isaiah Lucas</u>	<ul style="list-style-type: none"> • Previous Assistant Director of the African American Cultural Center at North Carolina State University Previous Residence Hall Director, Norfolk State University • M.S.Ed in Higher Education Student Affairs Old Dominion University
	<u>Director of Dual Enrollment and High School Programs</u> <u>Title IX Coordinator (Feb 2023-June 2024)</u>	<u>Christie Clarke</u>	<ul style="list-style-type: none"> • Previous Director of School and Community Relations, Dinwiddie Public Schools • M.S.Ed Virginia State University
	<u>Program Director</u> <u>University Center</u>	<u>Ann Ifekwunigwe</u>	<ul style="list-style-type: none"> • Previous National Board-Certified Teacher (100% Virtual), in Richmond, VA. • Ed.D in Education, Urban Superintendents Program, from Harvard University, in Cambridge, MA, in 2014.

	<u>Controller</u>	<u>Melissa Mahoney</u>	<ul style="list-style-type: none"> • Previous Assistant Controller & Director of Foundation Accounting, RBC • M.S., Accounting, Longwood University
Academic Officers	<u>Chair, Natural Science & Math</u>	<u>David Morgan</u>	<ul style="list-style-type: none"> • Professor of Physics and Astronomy at RBC. • Ph.D. in Physics (High Energy Particle Theory), College of William and Mary, Williamsburg, VA.
	<u>Chair, Languages & Humanities</u>	<u>Alice Henton</u>	<ul style="list-style-type: none"> • Associate Professor of English at RBC. • Ph.D. in English, University of California, Los Angeles.
	<u>Chair, Social & Behavioral Sciences</u>	<u>Adam Zucconi</u>	<ul style="list-style-type: none"> • Associate Professor of History at RBC. • Ph.D. from West Virginia Univ., Morgantown, WV.
Additional Employees	<u>Board of Visitors Faculty Representative</u>	<u>Daniel Franke</u>	<ul style="list-style-type: none"> • Associate Professor of History at RBC. • Ph.D. in History, Univ. Of Rochester, Rochester, NY.
	<u>Faculty Assembly Chair</u>	<u>Jason Pode</u>	<ul style="list-style-type: none"> • Associate Professor of Mathematics • Master of Arts in Mathematics, Central Michigan University
	<u>Head Librarian</u>	<u>Timothy Hurley</u>	<ul style="list-style-type: none"> • Previous Evening and Sunday Supervisor, Health Sciences Library, Virginia Commonwealth Univ. • M.S. in Library and Information Science, Syracuse Univ.
	<u>Executive Assistant to The President</u>	<u>Gerrit Smith</u>	<ul style="list-style-type: none"> • Previous Review Attorney Manager, UnitedLex (formerly LeClair Ryan). • J.D., The Ohio State Univ. Moritz College of Law, Columbus, OH.

September 25-27, 2024

	<u>Associate Director of Development</u>	<u>Katellinn Davis</u>	<ul style="list-style-type: none">• Previously Retail Store Manager RBC.• M.A. in Executive Leadership, Liberty University, Lynchburg, VA (in progress)
	<u>Associate Director of Development</u>	<u>Carolyn Day Pruett</u>	<ul style="list-style-type: none">• Previously Client Services Coordinate for Milestone Financial Solutions• B.A. in Anthropology & Sociology from Mary Baldwin University

President's Cabinet (Executive Officers)

There are nine members of the President's Cabinet serving as Executive Officers: The President, Vice-President, Chief Business Officer, Chief Academic Officer, Chief Enrollment Management Officer, Chief Development Officer, Chief Operating Officer, Chief Institutional Effectiveness Officer, and Chief Communications and Marketing Officer. The Chief Information Officer is a contracted employee and also serves as a member of the President's Cabinet.

The President of RBC, Dr. Debbie L. Sydow, has served continuously since she was named to that office in 2012. Prior to 2012, she served as President of Onondaga Community College, where she served as chief executive officer of a comprehensive community college with more than 12,000 full-time students and 1,600 employees. She earned a Ph.D. in English from Indiana University of Pennsylvania, which was conferred in 1994, as well as being awarded an Honorary Doctorate from Keuka College, Keuka Park, NY in 2010.

The Vice President and Chief Research and Innovation Officer, Dr. Kimberly Boyd, assumed the position of Vice President on January 10, 2022. Prior to this, she was the Assistant Dean at the College of Natural and Health Sciences and Chair & Professor, Psychology Department at Virginia State University, Petersburg, VA. She earned a Ph.D. in Social Psychology from Virginia Commonwealth University, in Richmond, Virginia, which was conferred in 2003.

The Chief Business Officer, Ms. Stacey Sokol, assumed her position of Chief Business Officer in February 2023. Prior to her position, she was Director of Compliance and Institutional Effectiveness at RBC. She earned her MBA from Virginia Commonwealth University School of Business Administration and her M.Ed. from Virginia Commonwealth University School of Education in Richmond, VA.

The Chief Academic Officer, Dr. Tiffiany Birdsong, assumed her position in 2021. Prior to this appointment, she served as the Chair of the Social and Behavioral Sciences Department at RBC from 2019-2021. Dr. Birdsong was accepted to the American Council on Education in February 2024. She earned her PsyD. in Clinical Psychology from LaSalle university in Philadelphia, PA, which was conferred in 2012.

The Chief Enrollment Management Officer, Mr. Justin May, assumed his position in July of 2021. Prior to this appointment, he was the Director of Recruitment for ECPI University's School of Technology in Richmond, VA. He earned his MS in Management, Strategy, & Leadership from Michigan State University, East Lansing, MI.

The Chief Developmental Officer, Mr. Jeffrey Brown, assumed his position in August of 2023. Prior to this he was the Director of Special Projects and Operations at RBC. He earned his MA in Public Administration, Radford University, which was conferred in 1992.

The Chief Operating Officer, Mr. Eric Kondzielawa, was appointed to this position in 2017. Prior, he was Director of Property Management and Capital Planning (2016-

2017) at RBC and Project Manager with North Star Companies (2011-2015). He earned a B.A. in Business Management from Syracuse University, which was conferred in 1990.

The Chief Institutional Effectiveness Officer and Title IX Coordinator, Dr. Bryan Shelly was appointed to this position in 2024. Prior to this position he was a Managing Partner and Director of Research at Southeastern Institute of Research (2022-2023). He earned his B.A. in political science from Tufts University in 1998 and was awarded a Ph.D. in politics from Princeton University in 2005.

The Chief Communications & Marketing Officer, Mr. Jesse Vaughan, was appointed to his position in 2021. Prior, he worked for Virginia State University as the Special Assistant to the President Marketing Director (2010-2021) and for Northern Arizona University as their Associate Director of Television Services. Mr. Vaughan earned a B.S. in Mass Communications from Virginia Commonwealth University.

President's Council (Senior Administration)

Beyond the executive officers of RBC, the following individuals are regarded as Senior Administrative and Academic Officers, managing operational units across campus and collectively advising the president on key institutional decisions.

Director of Student Life and Athletics, Mr. Scott Newton, assumed his position in April 2021. Prior to this he was Director of Athletics at RBC. He earned his BS in Exercise, Sport and Health Education with a minor in Business Administration from Radford University in May 2010.

The Associate Director of Government Relations, Mr. Terelle Robinson, assumed his position in July 2022. Prior to his current position, he was Community Engagement Coordinator at RBC. He earned his BA in Public Policy in 2017 from The College of William & Mary in Williamsburg, VA.

The Chief of Police and Director of Campus Safety, Thomas Travis, was appointed to this position in August of 2020. Prior to this position, Chief Travis was Deputy Chief of Campus Safety & Police. He earned his MS in Criminal Justice: Public Administration in September 2019 from Liberty University in Lynchburg, VA.

The Director of Counseling Services, Dr. Evanda Watts-Martinez, assumed her position in July 2017. Prior to taking this position, she was Director of Counseling & Academic Advisor at RBC. She earned her Ph.D. in Higher Education Policy, Planning and Leadership in 2016 from The College of William & Mary in Williamsburg, VA.

The Director of Human Resources, Ms. Dianna Banks, assumed her position in June of 2023. Previously, she was The Benefit Specialist at the Department of Conservation and Recreation in Richmond, VA. She earned her BS in Management and Organizational Development in May 2011, from Eastern Mennonite University in Harrisonburg, VA.

The Director of Financial Aid, Ms. Lisa Johnson, was appointed to this position in 2017. Prior to this position, she was Associate Director for the Office of Financial Aid for Virginia State University (2011-2017). She earned a Master of Educational Leadership from Virginia State University in 2007.

The Director of Student Success, Mr. Ben Thoreson, assumed the position in September of 2023. Prior to this position he was a Learner Mentor for RBC. He earned his MS in Education-Higher Education in 2017 from Old Dominion University in Norfolk, VA.

The Director of Residence Life, Mr. Isaiah Lucas, assumed his position at RBC in 2022. Previously, he worked for NC State University as their Assistant Director of African American Culture and a Residence Hall Director for Norfolk State University. Mr. Lucas earned a Master's in Education from Old Dominion University and is in pursuit of a PhD in Higher Education from Howard University.

The Director of Dual Enrollment and High School Programs, Ms. Christie Clarke, assumed her position in 2022. Previously, she served Dinwiddie County Public Schools as their Director of School and Community Relations (2018-2022) and as their Director of Staff Development (2014-2018). Mrs. Clarke earned her Master of Education in Administration and Supervision in 2003 from Virginia State University and her Bachelor of Science in Liberal Studies/Elementary Education in 1997 from Longwood College.

The Program Director of the University College, Dr. Ann Ifekwunigwe, assumed her position in July 2022. Prior to that she was a National Board-Certified Teacher (100% virtual), in Richmond City Public Schools, Richmond, VA and a Central Office Administrator in Petersburg City Public Schools. She earned her Ed.D. in the Urban Superintendents Program at the Harvard Graduate School of Education in Cambridge, MA in 2014, and an MBA at MIT's Sloan School of Management in 2007.

The Controller, Ms. Melissa Mahoney, has been in her current position at RBC since 2023. Previously, she served RBC as the Assistant Controller and Director of Foundation Accounting (2021-2023) and the Accounting and Compliance Manager (2019-2021). Ms. Mahoney earned an M.S. in Accounting from Strayer University in 2019 and is in pursuit of her MBA from Longwood University.

The Board of Visitors Faculty Representative & Associate Professor of History, Dr. Daniel Franke, assumed his position of Associate Professor of History in 2022 becoming BOV representative in 2023. Dr. Franke previously served as an Assistant Professor of History at RBC. He earned his Ph.D. in History at the University of Rochester, in Rochester, NY in 2014.

The Faculty Assembly Chair & Associate Professor of Mathematics, Jason Pode, assumed his position in July of 2024. He earned his Master of Arts in Mathematics from Central Michigan University in 2013. He previously served as Assistant Professor of Mathematics at RBC beginning in 2017.

The Head Librarian, Mr. Timothy Hurley, assumed his position in August of 2021. Mr. Hurley was previously an intern at The College of William Mary and worked at the

Health Science Library at Virginia Commonwealth University as the evening and Sunday supervisor. He earned his MLIS at Syracuse University in 2021.

The Director of IT/ISO, Ms. Susan Clair assumed her position in February 2024. Ms. Clair was previously the Coordinator of Learning Infrastructure for the Virginia Department of Education. She earned her Ed.D. from The George Washington University and an Ed.S. in instructional technology from The University of Virginia.

The Executive Assistant to the President, Office Manager and Chief FOIA (Freedom of Information Act) Officer, Mr. Gerrit Smith, assumed his position in February of 2023. Previously he was a Review Attorney Manager at UnitedLex (formerly Le Clair Ryan). He earned his J.D. at The Ohio State University at Moritz College of Law, Columbus, OH, in May 2005.

The Associate Director of Development, Ms. Katelinn Davis, assumed her position in July 2022. Previously she was the Retail Store Manager for RBC. She earned her BA in Political Science at Virginia Tech in Blacksburg, VA in 2019. She is currently pursuing her MA in Executive Leadership at Liberty University in Lynchburg, VA.

The Associate Director of Development, Ms. Carolyn Day Pruett, assumed her position in March 2024. Prior to joining RBC, she served as Client Services Coordinator for Milestone Financial Solutions and News Director, Editor, & Anchor for LNN USA. Ms. Pruett is a graduate of Richard Bland College and received her BA in Anthropology and Sociology from Mary Baldwin College in Staunton, VA in 2017.

Academic Officers

There are three division chairs elected by the faculty. Each is currently serving a two-year term.

The Department of Natural Science and Mathematics Chair & Professor of Physics and Mathematics, Dr. David Morgan, assumed his position as chair in August 2022. Previously, he served as an Associate Professor of Physics and Mathematics for RBC. He earned his Ph. D. in Physics (high-energy particle theory) at the College of William and Mary in Williamsburg, VA in May 1997.

The Department of Language and Humanities Chair & Associate Professor of English, Dr. Alice Henton, assumed her position as chair in 2023. Previously, she served as an Assistant Professor of English at RBC. She earned her Ph.D. in English at the University of California, Los Angeles, CA in 2014.

The Department of Social and Behavioral Sciences Chair & Associate Professor of History, Dr. Adam Zucconi, assumed his position as chair in 2021 after serving as an Assistant Professor since August of 2016. He earned his Ph.D. in History at West Virginia University, in Morgantown, WV in 2016.

Qualified administrative and academic officers are evaluated:

RBC periodically evaluates its administrators, including the President, executive officers, and all other administrators, whether classified or non-classified.

President

The professional performance of the President of RBC is evaluated by the Board of Visitors at least annually according to [Article VI, Section B of the Bylaws](#). According to Article VI, Section B of the Bylaws of the Board, “The President [of Richard Bland College] brings to the attention of the Rector and the Chair of the Richard Bland College Committee such matters as require the attention or action of the Board and may participate in discussions of the Board or its committees” and “at least annually, on a date set by the Rector of the College, the Board conducts an evaluation of the performance of the President for the preceding year.” The evaluation and approval of the President’s contract changes are evidenced in the [meeting minutes from July of 2023 \(page10\)](#).

Executive Officers

The remaining executive officers of the College are the Chief Officers in various areas. They are “subject to formal and periodic evaluations of their administrative performance. Written performance evaluations of administrative and professional faculty shall be conducted, and pay increases, when funds are available, shall be based on an objective analysis of the performance of each individual” [[RBC Policy Manual—Policy 1110](#)].

“At the beginning of the performance cycle (July-September), the employee, with input from the supervisor, will develop an operational/performance plan that includes measurable, target goals for the year. Employees will also review their position description for accuracy. While based on the employee’s job duties as stipulated in the position description and the long-term master plan goals of the unit, operational/performance plan goals will reflect measurable goals for the coming year, including those that support the College’s strategic plan. The operational goals for the unit should be prioritized by the supervisor and entered into AchieveIt. While the plan will establish the goals, objectives, and performance necessary to achieve the satisfactory level, supervisors and employees are encouraged to discuss the opportunity and effort needed to achieve higher performance levels. Supervisors will finalize their unit’s operational/performance plans for the upcoming year within 90 days of the new performance year and will meet individually with each subordinate to discuss the final operational/performance plans and expectations. An operational/performance plan for new employees must be established within 30 days of their start date. For employees whose start date is after March 1 of a given performance year, a performance plan will be established for the next performance year” [[Evaluation Process](#)].

For confidentiality reasons, personnel evaluations are not included in this narrative as documentation that evaluations are conducted. These evaluations can be reviewed if desired. A [blank evaluation form](#) is included for reference.

Other Administrative/Professional Faculty

Definitions and methods of evaluation for administrative and professional faculty are given in the Policy Manual, Performance Evaluation of Administrative and Professional Employees; VII, Performance Planning, Methods of Documentation [[RBC Policy Manual Other Administrative/Professional Faculty](#)]. “Administrative and Professional (AP) employees shall be subject to formal and periodic evaluations of their administrative performance.” All employees are “subject to formal and periodic evaluations of their administrative performance. Written performance evaluations of administrative and professional faculty shall be conducted, and pay increases, when funds are available, shall be based on an objective analysis of the performance of each individual.”

Evaluation procedures include “using guidance from and forms provided by the Director of Human Resources. In addition, the supervisor must provide the employee with an opportunity to complete a self-assessment based on his or her performance plan. The supervisor is responsible for ensuring consistent and appropriate application of the evaluation process and for ensuring that the documents are included in the employee’s official personnel file.

The supervisor will give the employee a copy of the final performance evaluation prior to meeting individually with the employee to discuss. Supervisors who rate the employee’s performance as “Inconsistently Fulfills Performance Expectations” must provide guidance and, where appropriate, training to improve performance. Supervisors will provide both the employee and the Director of Human Resources documentation of the guidance given and of the training to be completed. The employee who is assigned such training shall provide the supervisor and the Director of Human Resources documentation of its completion. Supervisors who rate an employee’s performance as “Fails to Meet Performance Expectations” must, in consultation with the Director of Human Resources, develop a performance improvement plan. The supervisor will re-evaluate the employee three months after the development of the performance improvement plan to determine whether performance has improved. Employees whose performance continues to be unsatisfactory at the end of the re-evaluation period are subject to termination for cause.”

A [blank evaluation](#) form used for administrative personnel is attached.

Academic Officers

Faculty who serve as administrators are evaluated according to the policies in the [Faculty Handbook](#). This consists of the completion of an annual Faculty Development Report, which is prepared in May. Faculty Development Reports are evaluated by the Department Chairs and the Chief Academic Officer and discussed with the employee. The most recent formal evaluation of the administrative performance of a [department chair](#) from 2022 calendar year is included. A [blank evaluation](#) form is also included for reference.

September 25-27, 2024

Contracted Employees:

Two administrative roles are currently served via contracted employees. These include both the Chief Information Officer and the Registrar. While they serve vital roles at RBC the individuals themselves are not RBC employees and hence are not evaluated under this structure.

Evidence:[Article VI, Section B of the Bylaws](#)[blank evaluation form--Executive Officers](#)[blank evaluation--faculty](#)[blank evaluation--Other Administrative/Professional Faculty](#)[College of William & Mary Board of Visitors Bylaws,2020 Article XI, Section B](#)[CV-Adam Zucconi](#)[CV-Alice Henton](#)[CV-Ann Ifekwunigwe](#)[CV-Ben Thoreson](#)[CV-Bryan Shelly](#)[CV-Carolyn Day Pruett](#)[CV-Christie Clarke](#)[CV-Daniel Franke](#)[CV-David Morgan](#)[CV-Debbie L. Sydow](#)[CV-Dianna Banks](#)[CV-Eric Kondzielawa](#)[CV-Evanda Watts-Martinez](#)[CV-Gerrit Smith](#)[CV-Isaiah Lucas](#)[CV-Jason Pode](#)[CV-Jeffrey Brown](#)[CV-Jesse E. Vaughan](#)[CV-Justin May](#)[CV-Katelinn Davis](#)[CV-Kimberly Boyd](#)[CV-Lisa Johnson](#)[CV-Melissa Mahoney](#)[CV-Scott Newton](#)[CV-Stacey Sokol](#)[CV-Susan Clair](#)[CV-Terelle Robinson](#)[CV-Thomas Travis](#)[CV-Tiffany Birdsong](#)[CV-Timothy Hurley](#)[department chair evaluation](#)[Evaluation Process--Executive Officers](#)[Faculty Handbook Evaluation Process](#)[meeting minutes from July of 2024--President's Evaluation](#)[PD-Associate Director of Development](#)

[PD-Associate Director of Government Relations](#)
[PD-Board of Visitors Faculty Representative](#)
[PD-Chief Academic Officer](#)
[PD-Chief Business Officer](#)
[PD-Chief Communications and Marketing Officer](#)
[PD-Chief Development Officer](#)
[PD-Chief Enrollment Management Officer](#)
[PD-Chief Institutional Effectiveness Office](#)
[PD-Chief Operating Officer](#)
[PD-Controller](#)
[PD-Department Chair](#)
[PD-Director of Campus Safety and Chief of Police](#)
[PD-Director of Counseling Services](#)
[PD-Director of Dual Enrollment and High School Programs PD-Director of Financial Aid](#)
[PD-Director of Human Resources](#)
[PD-Director of IT/Information Security Officer](#)
[PD-Director of Residence Life and Housing](#)
[PD-Director of Student Life and Athletics](#)
[PD-Director of Student Success](#)
[PD-Executive Assistant to The President](#)
[PD-Faculty Assembly Chair](#)
[PD-Head Librarian](#)
[PD-President](#)
[PD-Program Director University Center](#)
[PD-Vice President and Chief Research and Innovation Officer](#)
[PD-Title IX Coordinator](#)
[President's Council Organizational Chart](#)
[RBC Organizational chart](#)
[RBC Policy Manual Other Administrative/Professional Faculty](#)
[RBC Policy Manual—Policy 1110](#)

Section 6: Faculty

- 6.1 The institution employs a sufficient number of full-time faculty members to support the mission and goals of the institution.
(Full-time faculty) [CR]

Judgement of Compliance:

Compliant Not Compliant Not Applicable

Narrative 6.1:

Richard Bland College (RBC) employs a sufficient number of full-time faculty members to support the mission and goals of the institution. Therefore, RBC is in compliance with this standard.

The [mission](#) of Richard Bland is
“To prepare our students for a lifetime of endless potential.

RBC accomplishes this by:

- Preparing students for university transfer through academically rigorous programs founded in the liberal arts tradition of William & Mary.
- Expanding access to college credentials through strategic partnerships, specialized programming, and scalable innovation.”

RBC full-time faculty advance and support this mission in a variety of ways. The most critical is their roles in teaching, research and creative activity. Faculty are also deeply engaged in institutional, community, and professional service. After an introduction to faculty definitions at RBC, the remainder of the narrative will address the role of full-time faculty in supporting the RBC mission through teaching, research and creative activity, and service.

The Faculty at Richard Bland College

RBC chooses its faculty, both full and part-time, according to their educational preparation and the relevance of their experience to guide students to successful transfer.

According to the [Faculty Handbook](#), full-time faculty appointments are held under one of the following categories:

- A. Tenured Faculty

September 25-27, 2024

- B. Tenured-Eligible Faculty
- C. Specified Term, Full-Time Faculty

Within these categories all full-time faculty teach fifteen (15) credit hours per semester and bear other responsibilities. As stated in the [Faculty Handbook, Section II](#) “Faculty are responsible for all aspects relating to the educational programs of the College, making recommendations to the Chief Academic Officer.” The handbook elaborates to define the responsibilities of the faculty to include participating in and assuring the quality and integrity of the College’s academic programs. Faculty participate in the establishment, assessment, and delivery of all of RBC’s academic programming, as detailed in the “Agencies of Faculty Self-Governance” section of the handbook. Though the Chief Academic Officer oversees all academic assessment activities. The assessments themselves are conducted, reviewed, and used by the faculty to ensure constant improvement of instruction.

Workloads are managed within the College to ensure the ability for faculty to fill roles outside of teaching that will be addressed later in this narrative. The [handbook](#) reads, “no faculty member can be required to carry more than 15 credits during the semester,” with the maximum “assigned load that a faculty member can carry without the approval of the Chief Academic Officer” being 19 credits.

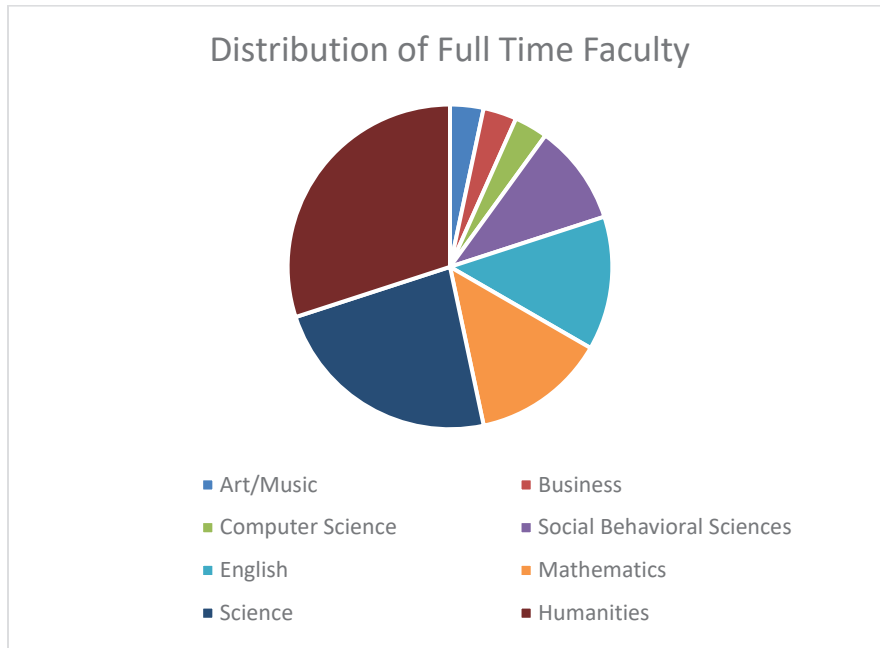
Faculty responsibilities also include participation in Faculty Assembly which consists of all “full-time faculty, with the addition of one elected adjunct-faculty member from each of the three academic departments” as elected by department faculty. In addition, faculty serve on committees throughout the College but “will not be required to serve on more than four (4) institutional, faculty, peer-review, and/or ad hoc committees during an academic year.”

To ensure an adequate number of full-time faculty each year, “the Chief Academic Officer will assess the need for additional faculty yearly and report such needs to the President.” Faculty within each department actively engage in the [search for new hires](#) with search committees being “recommended by the Chief Academic Officer and appointed by the President.” All recommendations for full-time positions are reviewed by the Chief Academic Officer and then forwarded to the President for final approval ensuring the upmost integrity and excellence in each position.

Sufficient Number of Faculty to Support the Mission and Goals of the College: Teaching

The RBC mission can be expressed in two components. The first of these components is to prepare our students for university transfer. Figure One shows the distribution of full-time faculty across the disciplines RBC faculty are weighted heavily toward the foundational courses of English, Mathematics, and the Sciences.

Figure One: Distribution of Full Time Faculty Across Discipline



Full-time faculty deliver an overwhelming percentage of credit hours to degree-seeking students within the College community. Table One shows the percentage of credits taught by full-time faculty to degree seeking students over the last four semesters. Based on IPEDS data available full-time faculty compose more than half the faculty at RBC. By contrast, more than 2/3 of faculty are considered part-time at local community colleges.

Table One: Percentage of Degree-Seeking Credits Taught by Full-Time Faculty

	<i>Fall 2022</i>	<i>Spring 2023</i>	<i>Fall 2023</i>	<i>Spring 2024</i>
Percentage of Degree-Seeking Credits Taught by FT Faculty	76%	74%	69%	68%

The prevalence of full-time faculty in these roles has clearly supported student success and led to a transfer rate for RBC of 45% for the 2020 Fall cohort according to publicly available IPEDS data. The successful transfer rate speaks to RBC’s university parallels and faculty support for this part of the mission is evident based on the preceding data.

The second component of the mission at RBC is “expanding access to college credentials through strategic partnerships, specialized programming, and scalable innovation.” Within the [RBC Strategic Plan, Seize Your Potential](#), one major objective strives to “Initiate partnerships with high schools that provide college-level credit and/or motivate and prepare students for college-level coursework” In the past year alone, RBC’s dual enrollment program has grown more than 20% with an increase in participation from the local public and private school systems.

Table Two: Dual Enrollment Students RBC 2019-2023

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
RBC Dual Enrollment Students	1451	1379	1336	1392	1784

***As reported in SCHEV

The proliferation of the Dual Enrollment (DE) offering has led to RBC partnering with local school systems to fill the need for additional DE instructors. The distribution of credit hours taught by full-time faculty when including dual enrollment students is shown in Table Three.

Table Three: Percentage of Credits Taught by Full-Time Faculty

	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Percentage of Credits Taught by FT Faculty	43%	43%	54%	39%

Full-time faculty oversee and approve the curriculum including learning objectives, syllabi, and collection of data on learning outcomes. The oversight of full-time faculty in program development and learning outcomes will be further discussed in section 6.2(b).

Sufficient Number of Faculty to Support the Mission and Goals of the College: Research and Creative Activity

While the main focus of RBC faculty is educating students, those students can often benefit from not only the results of research but also participating in the research efforts of their full-time faculty. RBC has sufficient full-time faculty to allow for participation in research projects outside of the classroom, as evidenced by the description below.

In 2020 faculty leaders and the administration implemented a joint undertaking to allow for an increase in faculty scholarly activity. The ultimate outcome was the development of "[Creativity Contracts](#)" for faculty who have completed at least three one-year contracts. The creativity contracts allow the individual faculty member, in cooperation with the RBC Shared Governance model, to receive a course release for each semester for one year to implement approved "individualized scholarly assignments" that provide faculty members with time and incentive to develop new and innovated ways of teaching that will ultimately benefit students and "clearly support the Strategic Plan, the Quality Enhancement Plan, and the RBC mission." While the plan was approved in 2020, decreased on-campus faculty due to the pandemic led to a delayed implementation of the opportunity. A [sample of a creativity contract](#) is provided, as is Table Four for Fall 2023 showing the participation of full-time faculty in a variety of creative contract options.

To assist with building faculty momentum and continuous engagement and opportunity, in 2022 the RBC administration opened the Office of Research and Innovation. This office develops innovative proposals with RBC faculty, staff and students; submits funding applications that match RBCs strategic priorities; and provides research training

and workshop opportunities on and off campus. One of the first initiatives developed by the ORI office was the “Faculty Research Incentive” program. The Purpose of the Faculty Research Incentive program is to provide faculty with funds to support research interests and encourage active participation in scholarly research across the campus for faculty and students. In the long term, this initiative aims to help support the continued development of distinguished and comprehensive research exploration at the college.

In addition, RBC received research funding that included multiple faculty from a variety of agencies. The current Faculty Research Incentive projects are included in Table Four. Research and Grant Funding is listed in Table Five.

Table Four: Fall 2023-24 Faculty Research Incentive Activity: Full-Time Faculty

Faculty and Funding	Research Project Description
<p>2023 - Ashley Fuller Summer funding and research support (databases, surveys)</p>	<p>To help identify and service the needs of first-generation college students at RBC, a research project identifying student needs and then creating a cohort of first-generation college students. In the Spring Semester of 2023 data was collected using a mixed method approach. Upon completion of data collection from RBC, the summer session was used to analyze the quantitative and qualitative data from the surveys and focus groups, as well as the quantitative data drawn from previous work. This research resulted in a new 1st Generation (first scholars) program designed to better serve the needs and improve retention of first-generation college students at RBC.</p>
<p>2024 – Dr. David Morgan, Physics Funding/equipment</p>	<p>3-D Visualization in Science & Math: The purpose of the 3D Visualization and Virtual Reality Lab is to provide RBC instructors and students with the tools to explore cutting-edge applications of VR, AR, and 3D visualization & fabrication. The projects may include:</p> <ul style="list-style-type: none"> * The development of new visualizations and the creation of 3D manipulatives for students enrolled in Calculus I,II, and Multivariable Calculus. * The development of new immersive learning experiences for students enrolled in Anatomy & Physiology and Astronomy & Cosmology, as well as other science courses. * The presence of a High Performance Computing workstation for mathematics and computer science faculty who require computing power and tools that exceed those of typical office desktop computers * Software tools that will encourage and allow mathematics and computer science faculty to explore new training and professional development opportunities.
<p>Dr. Gurnik, Chemistry Funding research and research travel</p>	<p>Radio-Carbon Dating: Fieldwork through a partnership with RBC and VCU lead to the Canary Islands for archaeological excavation. Richard Bland College is one of the analytical facilities offered to VCU's students for research and learning. RBC houses the instruments for artifact chemical analysis by X-ray fluorescence and infrared spectroscopy.</p>
<p>Dr. Kalota Stewart, Math, summer research</p>	<p>Math & Drones - Advanced Technology Education. Math & drone curriculum development/drone summer camp & Research proposal development</p>
<p>Michelle Delano, Art Research conference support</p>	<p>(Art): Create & Apply Learning of STEAM Lab Art.</p>
<p>Dr. Bjorkman, Math course reduction/ research project development</p>	<p>Math & Drones - Advanced Technology Education Research proposal development</p>

September 25-27, 2024

Table Five: Fall 2023 Research and Grant Activity: Full-Time Faculty

Grant	Funding Amount	Grant Status	Faculty/Student involvement
NSF Enabling Partnerships to Increase Innovation Capacity (EPIIC)	\$400,000	Awarded	Faculty research/student interns
Department of Justice Office on Violence Against Women	\$300,000	Awarded	Faculty Research/Student internships
SCHEV Grant	\$1,025,000	Approved not yet awarded	Faculty Research
Dept of Labor—Back on Track	\$700,000	Awarded	Faculty Creativity Contracts
IDEAS Grant—Madagascar & London	\$25,000	Awarded	Faculty Research/Student International Learning and Research
Anthem-Bon Secours Grant	Pending—1 million	Pending	Strategic Partnership with nursing schools/Student internships
SCHEV – Rural Student Success Award	3.4 million	Awarded	Student scholarships, research dollars and paid internships

The [Strategic Plan](#) of RBC challenges the College to:

- Ensure that students have various opportunities to participate in experiential learning activities, including internships, job placements, and other similar programs that are deeply embedded in the curriculum.
- Develop high-quality, practical learning spaces, both physical and virtual, that support innovative effective learning through cutting-edge technologies and pedagogies and diverse research initiatives on academic endeavors designed to develop strong research agendas, local, regional, and global partnerships; and implementation of research grants and contracts.

To meet these goals of the Strategic Plan, RBC has embarked on the ambitious project of developing an Academic Innovation Center that will open in the Fall of 2024. In an effort to create a space that most effectively implements the high-quality, practical learning spaces desired by faculty, [full-time faculty](#) have been a part of the Academic Innovation Center since beginning of the planning process in 2018. Delayed by COVID, the campus anxiously awaits the opportunities the new space will offer upon opening.

In addition to new facilities to meet these goals, over the last two years RBC has increased research grant funding from zero direct grant research dollars funded for faculty to 7 million in research funding to support full-time faculty as evidenced by Tables Four above. The Office of Research and Innovation offers full-time faculty grant funded opportunities to engage in research while also engaging students in research and scholarship both locally and globally. The full-time faculty at RBC are sufficient to support this tenant of the Strategic Plan as evidenced by the increasing grant opportunities for research at the College.

Sufficient Number of Faculty to Support the Mission and Goals of the College: Service

The size of the RBC campus lends itself to full-time faculty members filling many roles, including that of service to the campus community. To support the mission of the College, faculty are encouraged in the [Faculty Handbook](#) to “engage in the life of the College beyond the required workload.” College service, community service, active membership in professional associations or societies, and scholarly research all contribute toward the vitality of the College and should be included in an individual’s annual [Faculty Development Report](#).”

As evidenced by the number of service opportunities in which full-time faculty engage, the College has sufficient full-time faculty to fully support the College's mission in terms of service.

RBC boasts a large number of campus activities and clubs, many of which involve Faculty Sponsors [[bio page of clubs](#)]. Faculty also work to create service opportunities for students that foster learning. Below is a sampling of activities within the last year that full-time faculty have engaged in on the campus community:

September 25-27, 2024

- [Alternative Spring Break](#)
- [Dino Dig](#)
- [New York Honors/SGA Spring Break Trip](#)

Off-Campus Instructional Sites;

RBC operates several OCIS locations (see standard 14.3 for a full listing). OCIS faculty do not constitute a separate faculty unit of RBC.

Evidence:[Academic Innovation Center--Faculty Planning](#)[Alternative Spring Break](#)[Anthem-Bon Secours Grant](#)[Club Bios](#)[Creativity Contract Development](#)[Creativity Contract Sample](#)[Department of Justice Office on Violence Against Women](#)[Dept of Labor—Back on Track](#)[Dio Dig](#)[Faculty Development Report](#)[FH--Appointment Types](#)[FH-College Service](#)[FH--Faculty Responsibilities](#)[FH--Hiring](#)[FH--Teaching Loads](#)[IDEAS Grant—Madagascar & London](#)[Mission](#)[NSF Enabling Partnerships to Increase Innovation Capacity \(EPIIC\)](#)[NY Honors/SGA Spring Break Trip](#)[SCHEV – Rural Student Success Award](#)[SCHEV Grant](#)[Strategic Plan](#)

6.2 For each of its educational programs, the institution

6.2.b Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
(Program faculty)

Judgement of Compliance:

Compliant Not Compliant Not Applicable

Narrative 6.2b:

For each of its education programs, Richard Bland College (RBC) employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. Therefore, RBC is in compliance with this standard.

Institution Definitions:

At RBC, we employ the following definitions for the items addressed in this standard:

- Curriculum and program quality is achieved by ensuring that courses within each curriculum/program are taught by qualified instructors.
- Curriculum and program integrity is achieved by ensuring that courses, programs, and curricula are soundly constructed by qualified instructors.
- Curriculum and program review is achieved by ensuring that courses, curricula, and programs are reviewed by qualified instructors.

Sufficient Number of Faculty for Curriculum and Program Quality:

Delivery of content by qualified instructors is vital to ensuring the quality of programs and curriculum. The teaching (and teaching-related) responsibilities at RBC are stated in the [Faculty Handbook, Section II](#). They include:

- Developing and maintaining an educational program of high quality
- Recommending and maintaining curricula
- Delivering educational content to achieve established student learning outcomes. Faculty are expected to regularly assess student-learning outcomes against established departmental goals, and to adjust curricular content and instructional methodologies to ensure focused and success-oriented results, while maintaining academic rigor
- Awarding grades for students in their classes

- Certifying all degree candidates to the Registrar

While each faculty member provides exemplary instruction regardless of status, Richard Bland assigns the majority of its classes for degree seeking students to full-time faculty in all disciplines to maximize program quality. Having educators whose full-time responsibility is dedicated to student achievement is indicative of the institution's dedication to a high-quality program. To continue to ensure this level of excellence, the goal of the College is for a minimum of 70% of degree seeking student credit hours to be taught by full-time faculty. The percentage of degree seeking credit hours taught by full-time faculty for each department over the last four semesters is shown in the Table One.

Richard Bland currently offers eight programs that fall in the AA/AS category. All faculty teach in each of the eight programs, hence there is no program at RBC where the percentages cited above are significantly different.

RBC partners with local public and private school systems and boasts a large dual-enrollment population. The percentage of classes by department taught by full-time faculty when including non-degree seeking students is shown in Table Two.

**Table One: Percentage of Degree-Seeking Credit Hours by Department,
Full-Time Faculty**

Department	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Languages and Humanities <ul style="list-style-type: none"> • EDUC • ENGL • FREN • GEO • PHIL • REL • SPAN • COMM • THEA 	70%	92%	76%	83%
Social and Behavioral Sciences <ul style="list-style-type: none"> • ART • BUS • ECON • GOVT • HIST • MUS • PSY • SOC 	67%	64%	64%	55%
Natural Science and Mathematics <ul style="list-style-type: none"> • AMET • BIO • CHEM • CSCI • HLTH • MATH • PE • PHYS 	82%	80%	75%	71%

Table Two: Percentage of Credit Hours (degree and non-degree) by Department taught by Full-Time Faculty

	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Department				
Languages and Humanities <ul style="list-style-type: none"> • EDUC • ENGL • FREN • GEO • PHIL • REL • SPAN • COMM • THEA 	38%	44%	65%	37%
Social and Behavioral Sciences <ul style="list-style-type: none"> • ART • BUS • ECON • GOVT • HIST • MUS • PSY • SOC 	54%	39%	37%	36%
Natural Science and Mathematics <ul style="list-style-type: none"> • AMET • BIO • CHEM • CSCI • HLTH • MATH • PE • PHYS 	43%	46%	52%	44%

Sufficient Number of Faculty for Curriculum and Program Integrity:

To produce curriculum and programs that possess integrity, faculty must exercise the right to initiate new and change existing curriculum and programs through a documented process. The program/course development responsibilities are listed in the [Faculty Handbook, in Section II](#), and include:

- Developing and maintaining a program of high quality, and
- Recommending and maintaining curricula

The process for curriculum development and/or change is faculty-initiated and faculty-driven, and the number of faculty in each department is sufficient to ensure that these responsibilities are met.

The process for review of programmatic changes begins at the department level. Any course changes or new course proposals begin with full-time faculty in one of the three departments. A [course proposal form](#) is presented and discussed at the department level. Upon approval the new course proceeds to the Instructional Programs/Curriculums Committee (IPCC) where full-time faculty continue to oversee the curriculum and program integrity.

In the [Faculty Handbook, Section III.D.1.b](#) the Instructional Programs/Curriculums Committee (IPCC) is established. The purpose and scope of that committee is defined therein, and includes:

- To research degree requirements of area colleges and universities, as well as national curriculum trends
- To review, propose, and consider recommendations to modify, add to, or delete components of degree requirements and curricula in support of the College's Strategic Plan
- To interface with members of academic disciplines before recommending policy changes, policies, or programs to the Faculty Assembly and the Chief Academic Officer.

The IPCC is required by the Faculty Handbook to consist of six acting members representing the teaching faculty with two from each department. Additionally, one member may be appointed by College administration from the Registrar's Office, Enrollment Services, or the library.

Upon approval by IPCC, the course proposal moves forward to Faculty Assembly, the President's Council, Chief Academic Officer, and finally the President.

To provide evidence of the sufficient number of faculty to oversee and produce curriculum and programs possessing integrity, examples and documentation of the curriculum changes is provided in Table Three. It should be noted that documentation may reflect alternative position titles to the ones described in the above process due to position and title changes that took place at the College over the years. The final course, History 297, shows the most recent position titles as described above.

Table Three: Curriculum Approval Documentation

Course	Proposal	Review	FA Review	Final Approval
MTH 211	Course Proposal	IPCC Review	Faculty Assembly Review	Approval
PHYS 110	Course Proposal	IPCC Review	Faculty Assembly Review	Approval
PSY 210	Course Proposal	IPCC Review	Faculty Assembly Review	Approval
HIS 297	Course Proposal	IPCC Review	Faculty Assembly Review	Approval

Sufficient Number of Faculty for Curriculum and Program Review:

The program/course review responsibilities of the faculty are listed in the [Faculty Handbook, in Section II](#), and include:

- Recommending and maintaining admissions standards
- Recommending and maintaining curricula
- Recommending policy, including standards, requirements, and procedures for awarding degrees and certifications granted by the College
- Recommending to the administration procedures for maintaining and improving faculty competence through programs of academic and sabbatical leave, in service instruction, and attendance at professional meetings
- Recommending professional standards and criteria in such areas as faculty retention, promotion, and tenure
- Recommending and maintaining policies, including determining prerequisites for courses and degrees, policies governing transfer credit, academic probation, admissions, and withdrawals

To effectively operationalize these tasks, full-time faculty regularly review the Learning Outcomes and the data associated with those outcomes to evaluate curriculum and programs. The number of faculty in each department are sufficient to ensure that these responsibilities are met.

As evidenced below, full-time faculty are part of the following aspects of curriculum and program review.

September 25-27, 2024

Creating and Reviewing Course Learning Outcomes (CLOs):

CLOs are regularly reviewed by all full-time faculty. Faculty approved outcomes are then used in their respective courses regardless of modality. In 2023 all departments participated in a review of all learning outcomes for all courses.

- Language and Humanities Learning Outcome Review [[Department Minutes A, Department Minutes B](#)]
- Social and Behavioral Sciences Learning Outcome Review [[Department Email](#)]
- Natural Science and Mathematics Learning Outcome Review [[Department Email](#)]

Mapping of CLOs to Program Level Outcomes (PLOs):

Each department actively engages in the process of mapping CLOs to PLOs. Full-time faculty oversee the mapping for each of their given specialty areas.

- [Departmental Engagement in CLOs to PLOs](#)
- [CLO to PLO spreadsheet](#)

Assessment of Curriculum and Program Outcomes:

All faculty at RBC engage in Outcome assessment. An assessment schedule is maintained and all faculty regardless of modality have access to record and track their Learning Outcome data.

- [Assessment Schedule](#)
- [Faculty Assessment Reminders](#)

Review and Evaluation of Curriculum and Program Data:

Each semester faculty are given the opportunity to review their personal learning outcome data and college-wide data. Reports are generated and distributed for departmental review and evaluation ensuring full-time faculty oversight of curriculum and program outcomes.

- [Individual Faculty Review](#)
- [College Assessment Data](#)

See narrative 8.2a for further details on learning outcomes assessment.

Distance Education:

All courses at RBC regardless of the modality use the same curriculum and program requirements. Therefore, full-time faculty ensure the curriculum quality, integrity, and review of all programs as evidenced in the narrative above.

Off-Campus Instructional Sites:

The courses taught at OCIS are all taught by credentialed faculty using the same learning outcomes and program requirements as on-campus courses. Therefore, full-

time faculty ensure the curriculum quality, integrity, and review of all programs as evidenced in the narrative above.

Evidence:

[Assessment Schedule](#)

[College Assessment Data](#)

[Course Approval--HIS 297](#)

[Course Approval--Math 211](#)

[Course Approval--PHYS 110](#)

[Course Approval--PSY 210](#)

[Course Proposal Form](#)

[Course Proposal Form--HIS 297](#)

[Course Proposal Form--MATH 211](#)

[Course Proposal Form--PHYS 110](#)

[Course Proposal Form--PSY 210](#)

[Faculty Assembly Review--HIS 297](#)

[Faculty Assembly Review--Math 211](#)

[Faculty Assembly Review--PHYS 110](#)

[Faculty Assembly Review--PSY 210](#)

[Faculty Assessment Reminders](#)

[FH--Faculty Responsibilities](#)

[FH--Instructional Programs/Curriculum Committee](#)

[Individual Faculty Review](#)

[IPCC Review--HIS 297](#)

[IPCC Review--Math 211](#)

[IPCC Review--PHYS 110](#)

[IPCC Review--PSY 210](#)

[LO Review Language and Humanities Department Minutes A](#)

[LO Review Language and Humanities Department Minutes B](#)

[LO Review Natural Science and Mathematics](#)

[LO Review Social and Behavioral Sciences](#)

[LO to PLO Mapping Department Engagement](#)

[LO to PLO Mapping Spreadsheet](#)

6.2.c Assigns appropriate responsibility for program coordination.
(Program coordination)

Judgement of Compliance:

Compliant Not Compliant Not Applicable

Narrative 6.2c:

Richard Bland College (RBC) assigns appropriate responsibility for program coordination for each of its education programs and is therefore in compliance with this standard.

RBC offers eight degree programs each listed in the [Institutional Summary Form](#). While still offering a general AA and general AS degree, more focused degree options allow students to choose a path of study that will allow for transfer options focusing on a particular area of their choosing.

Consistent with the College's past practices, these programs continue to be coordinated and reviewed by the [Chief Academic Officer](#) (CAO) as a variety of disciplines are represented in each degree program. As all the degree programs are designed to provide broad competence for transfer within a wide range of disciplines, they are coordinated through the CAO's office in close collaboration with the department chairs and the faculty in the relevant academic areas.

Within each academic department is an administrative unit that serves to facilitate coordination of faculty efforts to promote interdisciplinary activity. The various disciplines at RBC are grouped into three departments: Natural Science and Mathematics, Language and Humanities, and Social and Behavioral Sciences. Each department selects a [Chair by peer vote](#) from their respective faculty members. Chairs are elected for two-year terms and may serve no more than two terms consecutively as outlined in the [Faculty Handbook, Section IIIA](#). Along with [administrative duties](#) such as scheduling and budgeting, [Chairs serve to provide a link](#) between lead faculty in specific content areas, departments as a whole, and ultimately the CAO.

The current chairs of the College's three departments are:

- [Dr. David Morgan](#), Associate Professor of Physics, Department of Natural Science and Mathematics;
- [Dr. Alice Henton](#), Associate Professor of English, Department of Languages and Humanities; and

- [Dr. Adam Zucconi](#), Associate Professor of History, Department of Social and Behavioral Sciences

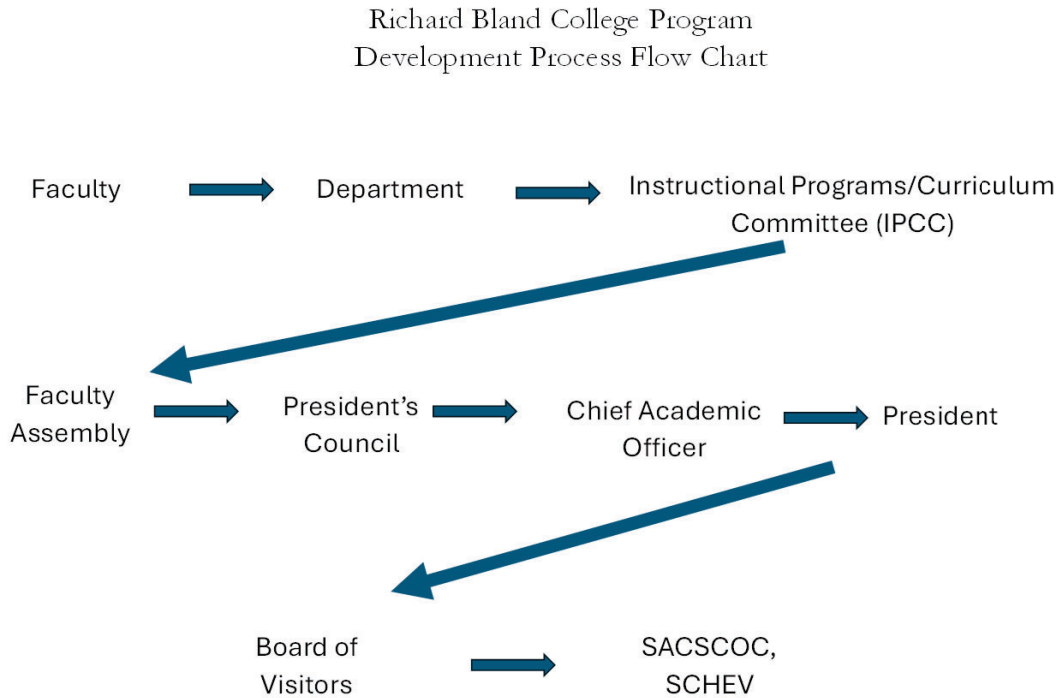
The Chief Academic Officer, [Dr. Tiffany Birdsong](#), and the department chairs are assisted in coordinating the College’s degree programs by the lead faculty shown in Table One:

Table One: Lead Faculty by Program

Program	Lead Faculty	Degree	Specialty
A.S. Behavioral Sciences	Barbara Morgan	Ph.D.	Counselor Education
A.S. Business Administration	Muhammad Shahid	Ph.D.	Economics
A.S. Mathematics/Computer Science	Lauran Johnson	Ed.S.	Curriculum & Instruction of Mathematical Education
A.S. Physical Science	David Morgan	Ph.D.	Physics
A.S. Clinical Lab Sciences	Mary Gurnick	Ph.D.	Chemistry
A.S. Life Science	Timothy Rohrbach	Ph.D.	Biology
A.S., General	Adam Zucconi	Ph.D.	History
A.A. General	Alice Henton	Ph.D.	English

Figure One shows the process of program coordination and approval at RBC.

Figure One: Curriculum and Program Development Flow Chart



Each of the above entities plays a vital role in the introduction and approval of new programs as well as programmatic changes. The documentation in Table Two supports evidence of their involvement. No new programs have completed the entire approval process since the decennial review thus the process is outlined and blank sample forms are provided.

Table Two: Curriculum and Program Change Documentation

Entity	Responsibility	Documentation
Faculty	Propose program to Department	Course Proposal Form
Departments	Review and discussion of Proposal	Faculty Handbook
IPCC	Review and Approval/Disapproval of Proposal	IPCC charge in Handbook
Faculty Assembly	Discussion and Recommendation to President's Council	Faculty Handbook Policy Manual
President's Council	Discussion	
Chief Academic Officer	Recommendation to President	
President	Approval	
Board of Visitors	Approval	Board of Visitors Bylaws
State Council of Higher Education of Virginia	Approval	SCHEV Academic Approval Policy

Based on the above evidence RBC assigns appropriate responsibility for program coordination.

Off-Campus Instructional Sites and Distance Learning

RBC operates several OCIS locations (see standard 14.3 for a full listing). While faculty other than full-time faculty may also offer instruction at off-site and in distance learning programs, these faculty do not constitute a separate faculty unit and there is no role in program coordination outside what is outlines in the narrative preceding.

Evidence

- [BOV Bylaws](#)
- [CAO Job Description](#)
- [Course Proposal Form](#)
- [CV--Dr. Adam Zucconi](#)
- [CV-Dr. Alice Henton](#)
- [CV-Dr. Barbara Morgan](#)
- [CV-Dr. David Morgan](#)
- [CV-Dr. Mary Gurnick](#)

[CV-Dr. Muhammad Shahid](#)

[CV-Dr. Tiffany Birdsong](#)

[CV-Dr. Timothy Rohrbach](#)

[CV-Lauran Johnson](#)

[Department Chair Election](#)

[Department Chair Job description](#)

[FH--Chair Responsibilities](#)

[FH-Course Approval](#)

[FH-IPCC Charges](#)

[Policy Manual--Course Approval](#)

[SCHEV Academic Approval Policy](#)

Section 8: Student Achievement

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (*Student achievement*) [CR]

[Note: Each member institution has chosen a specific metric with SACSCOC for measuring graduation rate and analyzing that measure of student success. As part of its response to this standard, the institution should identify its chosen metric; provide appropriate data regarding its performance as measured by that metric (including its baseline data, goals, and outcomes); and discuss any changes it has made based on its analysis of this graduation-rate data. Institutions are also required to disaggregate their graduation data in appropriate ways; they should discuss that disaggregated data and any changes made as a result of analyzing that data.]

Judgement of Compliance:

Compliant Not Compliant Not Applicable

Narrative 8.1:

Richard Bland College (RBC) identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the College’s mission, the nature of the students it serves, and the kinds of programs offered. RBC uses multiple measures to document student success. Therefore, RBC is in compliance with this standard.

Mission

The College’s [mission](#) is to prepare students for a lifetime of endless potential. We accomplish this by:

- Preparing students for university transfer through academically rigorous programs grounded in the liberal arts tradition of William & Mary.
- Expanding access to college credentials through strategic partnerships, specialized programming, and scalable innovation.

Student Population

In keeping with our mission, RBC admits first- and second-year students whose primary objective is to transfer to a four-year institution. Our program offerings are therefore limited to Associate of Science and Associate of Arts degrees.

Table 1 shows the demographic characteristics of the Richard Bland student population for the 2022-2023 school year based on IPEDS headcount data. The Richard Bland student population is 18% Asian, 22% Black or African American, 6% Hispanic/Latino, 42% White, 7% two or more races, and 3% other. It is 58% female.

Table 1: 2022-2023 Student Enrollment by Demographic

	Full-Time Students	Part-Time Students	Grand Total
Overall	829	1,670	2,499
Total Men	411	685	1,096
Total Women	418	985	1,403
U.S. Nonresident	27	0	27
Hispanic/Latino	55	90	145
American Indian or Alaska Native	7	8	15
Asian	15	386	401
Black or African American	280	256	536
Native Hawaiian or Other Pacific Islander	0	0	0
White	358	750	1,108
Two or more races	58	131	189
Race and ethnicity unknown	29	49	78
Pell Grant	320	0	320

Student Achievement Goals and Outcomes are Identified

In keeping with the College's [mission](#) and [Strategic Plan, Seize Your Potential: Strategic Plan 2020-2025](#), the institution evaluates student success through the metrics of retention, persistence, and graduation, as well as monitoring students' 4-year Baccalaureate completion. The SACSCOC identified metric is the 150% graduation rate. This along with Retention by Fall Cohort, Persistence by Fall Cohort, 4-year Baccalaureate Completion, and Dual Enrollment success measures will be discussed in the remainder of this narrative.

Graduation 150% by Fall Cohort

Graduation is a key performance indicator of the institution's success in meeting its mission of preparing students for transfer. The College measures the percentage of First-Time Full-Time students who graduate within 3 years (150% of expected time) by Fall Cohort. This data is submitted to IPEDS annually. The College strives to attain a

35% three-year graduation rate. RBC's minimum threshold for graduation rate both overall and for different demographic populations is 30%.

Retention by Fall Cohort

Student retention is an indicator of student progress and institutional success in preparing students for transfer. The first-year's student retention rate (Fall-to-Spring semesters and Fall-to-Fall semesters) is calculated as the percentage of Fall Cohort First-Year students who return for the Spring Semester and similarly, also return for the following Fall semester. The College relies on its own student data in calculating retention. Our institutional goal for Fall-to-Spring student retention is 90% and our minimum threshold is 70%. Though the 90% goal for Fall-to-Spring retention is aspirational, we see it as a prime indicator of student success.

Our minimum threshold for Fall-to-Fall student retention is 50% and our target goal is 65%. As a transfer institution, our mission is to prepare students for transfer to a four-year college/university. Therefore, if we continue to admit excellent students (including those coming in with transfer, dual enrollment, or AP credit) and these students are successful, many of these students will be prepared to transfer after one year at the College. A minimum threshold serves to ensure that our numbers do not drop below levels approximating those we have maintained over the last several years.

Persistence by Fall Cohort

Persistence measures the student's ultimate academic outcome and preparation for transfer. The persistence rate is calculated as the percentage of Fall Cohort First-Year students who ultimately graduate from RBC, plus the percentage who transferred to another college, plus the percentage of students still enrolled. The College relies on its own student data in identifying graduates and currently enrolled students. Transfer students are identified annually by processing our student data through the National Student Clearinghouse. Preparing students for transfer to a 4-year college is central to our mission. The College considers students transferring to another institution prior to graduating from RBC to be a successful student outcome. The College's strategic target goal for student persistence is 55%. The minimum threshold for student persistence is 45%.

Monitoring of 4-Year Baccalaureate Completion to meet or exceed a minimum standard

In support of student success, RBC monitors, through the State Council of Higher Education for Virginia (SCHEV), the baccalaureate completion of our transfer students. While the College does not have any control over the student's academic career after transfer, should the baccalaureate completion rate fall below a 60% threshold, the College will reassess its programming and student support services to ensure that we are adequately preparing students for transfer. Its target goal for Baccalaureate completions is 70% of all transfer students.

Dual Enrollment Measures

Over the last three years, RBC has increased its focus on offering students dual enrollment opportunities. During the 2022-2023 Academic year, DE students comprised a significant portion of RBC's total enrollment. Due to the significant increase in dual enrollment, RBC has increased efforts in tracking the student achievement measures of this population of students as listed below.

- Percentage of students earning a C or better in DE classes: A grade of C or better is typically required for a course to transfer to another university. For this reason, RBC considers a C in DE courses to be an accurate reflection of whether the student has mastered the course content at an acceptable level and is therefore a measure of student achievement.
- Associate degrees granted: RBC has three off-campus instructional sites that offer DE students the opportunity to earn an Associate degree. For this reason, RBC considers the number of students who earn Associate degrees as a measure of student achievement.

RBC has not provided thresholds or goals for the above measures of DE student achievement. RBC foresees collecting an additional 2-3 years of data prior to establishing thresholds and goals for these measures.

Student Achievement Goals and Outcomes Data are Reported and Published

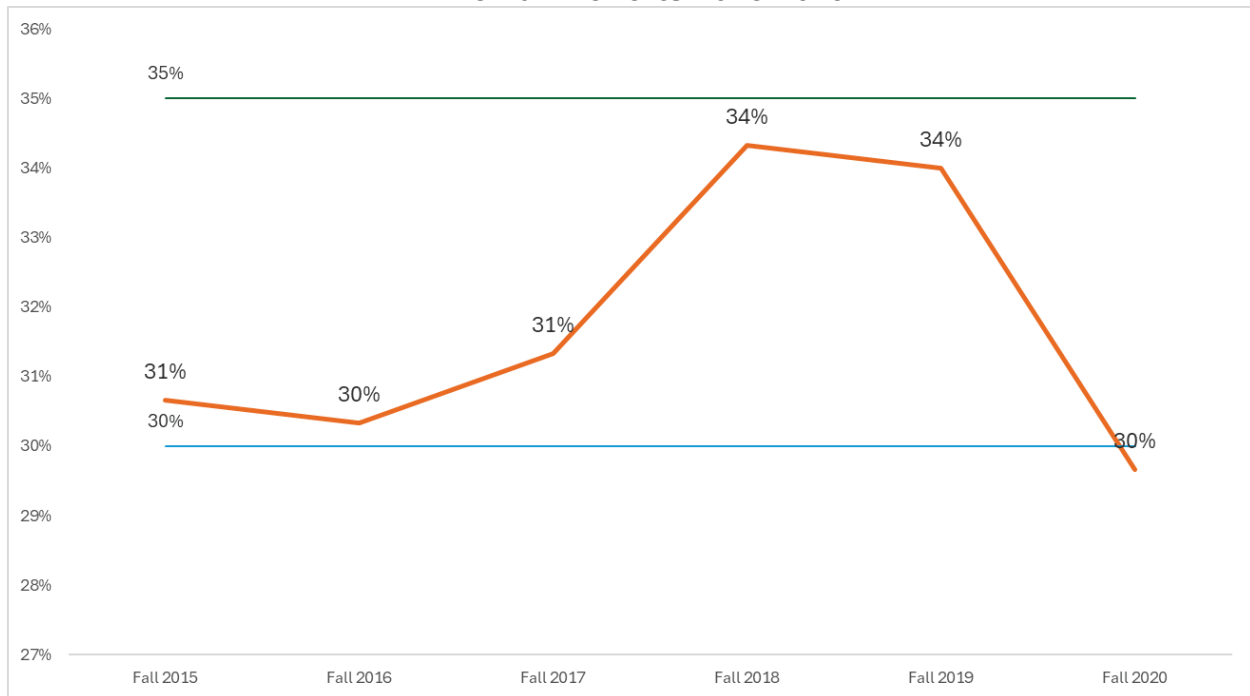
As presented above, our metrics are, except for transfers, based on our internal data. Please note that while SCHEV reports similar metrics about Virginia colleges, their data collection schedule represents a point in time that may be different than our own, and their criteria and calculations may differ.

The data in this narrative are available on the [College's website](#). To foster continuous improvement, data are routinely shared with RBC academic leadership and appropriate faculty groups.

Average 3-Year Graduation Rate (150% Completion Time)

The College monitors the three-year average graduation rate for full-time, first-time freshmen as a measure of progress towards this goal. The three-year average ending with the 2019 Cohort has an average graduation rate of 34% and is shown in Figure One. RBC graduation rates were steadily increasing before COVID, with lower retention rates due to COVID expected to impact two or three cohorts. Our target graduation rate is 35%, which is slightly ahead of the two-year sector average of 30% and a reasonable rate for us, considering that many of our most successful students will leave after a year.

Figure 1: IPEDS Three-Year Average 150% Graduation Rate for Full-Time, First-Time Fall Cohorts 2015-2019



The College also measures the graduation rate among different student populations based on gender, race/ethnicity, and socioeconomic status. RBC aims for each group to meet the target graduation rate of 35%. The data for each identified group is shown in Table Two.

Table 2: IPEDS Three-Year Average 150% Graduation Rate for Selected Populations, 2017-2019 Cohorts

* small sample size, results not reported

Men	27%
Women	38%
American Indian or Alaska Native	*
Asian	43%
Native Hawaiian or Other Pacific Islander	*
Black or African American	22%
White	46%
Two or more races	51%
Pell Grant recipients	26%
Subsidized Stafford Loan recipients not receiving Pell Grants	33%
Did not receive Pell Grants or subsidized Stafford Loans	47%

Retention

Retention is an institutional performance measure and is a strategic priority for the College. RBC monitors student retention each semester. Figure Two shows the 3-year average Fall-to-Fall retention rate by ending cohort for First Time Students beginning in 2017. From 2017 to 2020, RBC's three-year Fall to Spring retention rate remained relatively steady between 76% and 83% but fell to 61.6% in the 2021-2022 school year.

Figure 2: 3-Year Average Fall-to-Spring Retention by Ending Cohort: First Time Students, Graduates Excluded

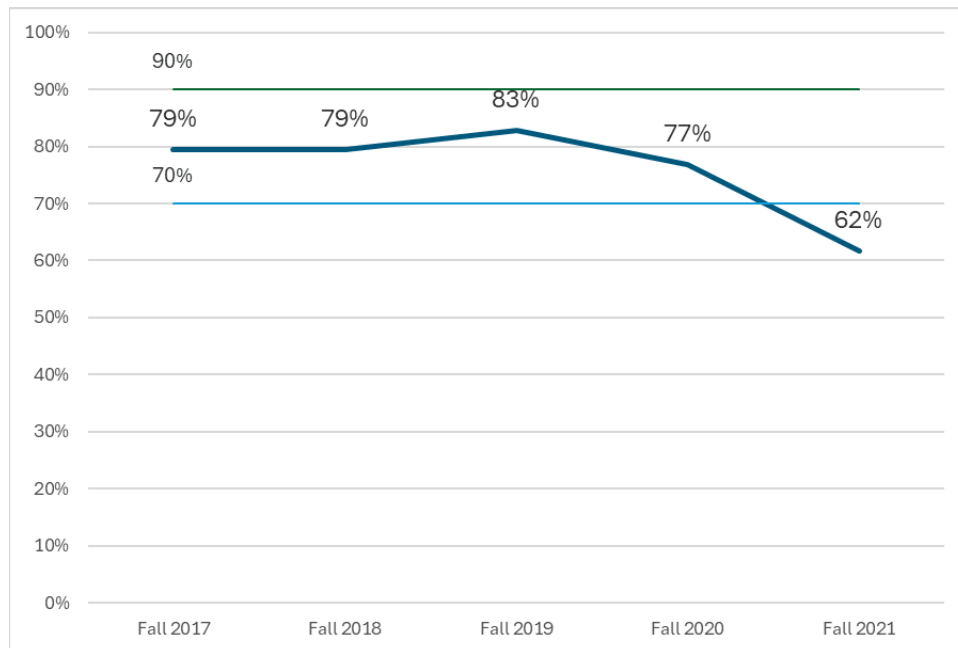
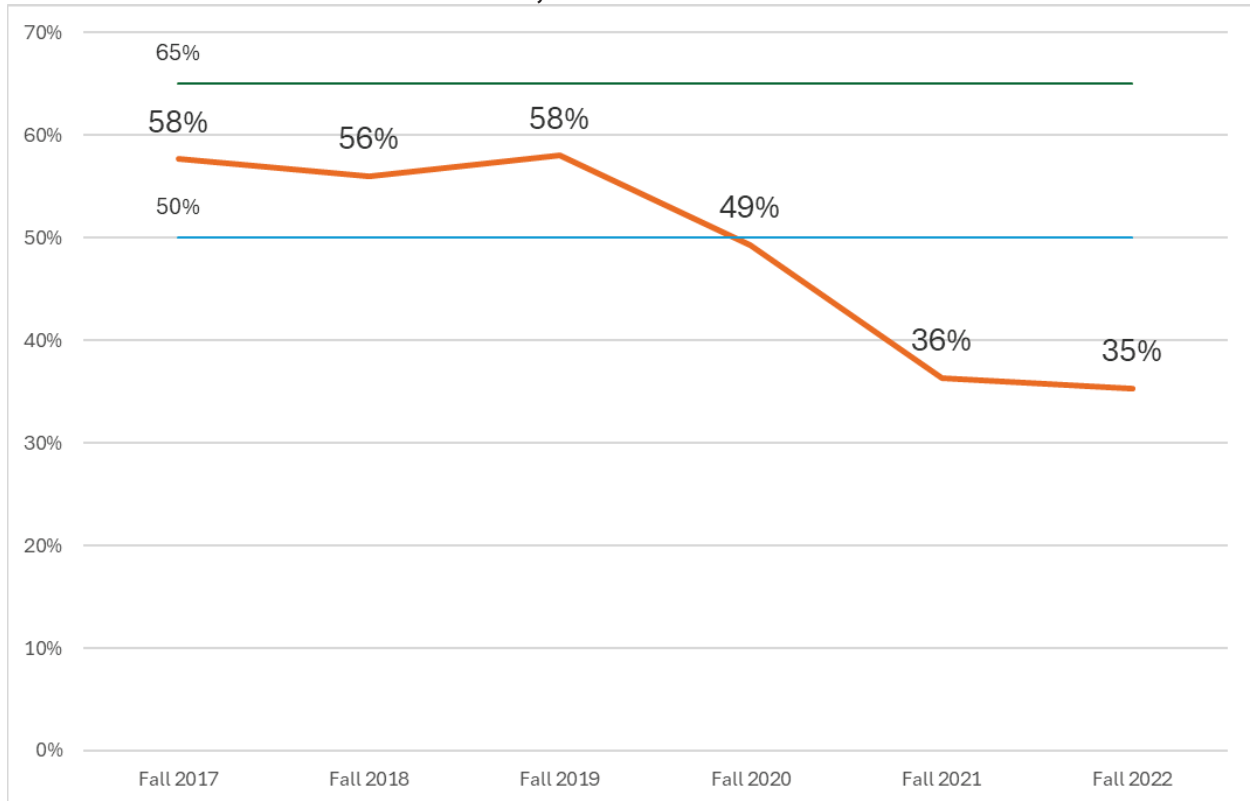


Figure Three shows the 3-year average Fall-to-Fall retention rate by ending cohort for First Time Students beginning in 2017. From Fall 2017 to Fall 2019, RBC's three-year average Fall-to-Fall retention rate was between 56% to 58%. In Fall 2020 that rate fell to 49% and fell even further in Fall 2021, to 36%.

Figure 3: 3-Year Average Fall-to-Fall Retention by Ending Cohort: First Time Students, Graduates Excluded



It is notable that both the Fall to Spring and Fall to Fall Retention rates have suffered since 2019. Extenuating circumstances drove these drops. Fall 2020 was the first semester to measure retention during the COVID-19 pandemic, which drove retention rates across the nation lower. In Fall 2021, RBC continued to feel the effects of COVID. It also started a new program (since discontinued) where students could enroll in RBC during a “gap year” but take classes at off campus instructional sites throughout the world. By design, this program enrolled students for one year and did not grant a certificate or degree, which artificially deflates the Fall-to-Fall IPEDS retention rate. With the discontinuation of the one-year program and the waning of the pandemic, RBC is very confident its retention rates will rebound the previous levels. It should be noted that Fall 2023 to Spring 2024 Retention rose to 80% and Fall 2022 to Fall 2023 retention rose to 59% indicating a positive return to normalcy post-pandemic.

Persistence

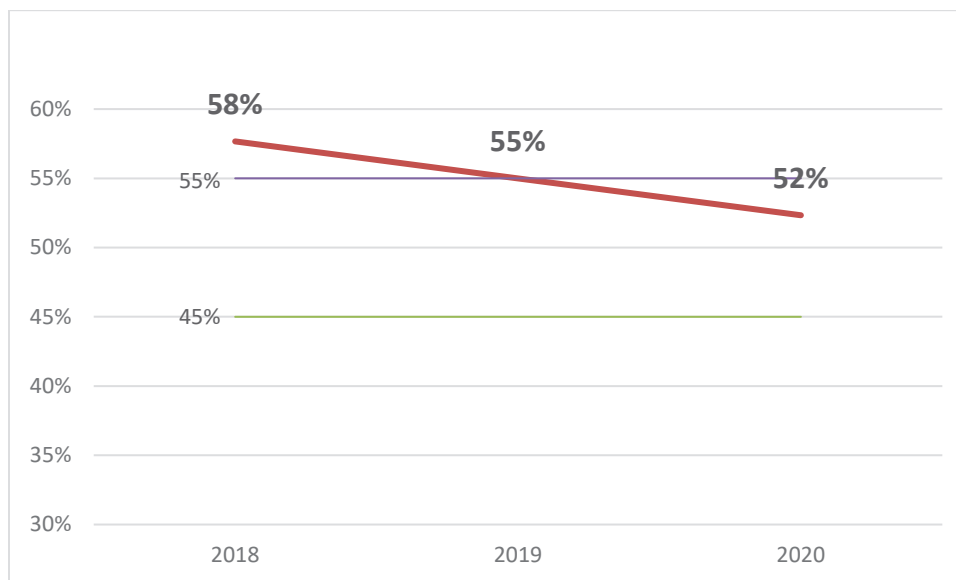
Persistence is an institutional performance measure and is a strategic priority for the College. RBC monitors student persistence annually. Persistence, as a measure of the ultimate student outcome, has three positive components:

- 1) The student has graduated,
- 2) The student is still here, and
- 3) The student has transferred to another college.

This measure is calculated using our internal student data, which has had transfer information appended to it by the National Student Clearinghouse.

Since 2018, our three-year average persistence data has trended down but still hovers around RBC's target of 55%. In 2018, the three-year average data for persistence was 58%, while for 2020, the three-year average is 52%.

Figure 4: Three-Year Average Persistence by Cohort: Currently Enrolled – Graduated – Transferred to Another College, First Time Students Full- and Part Time

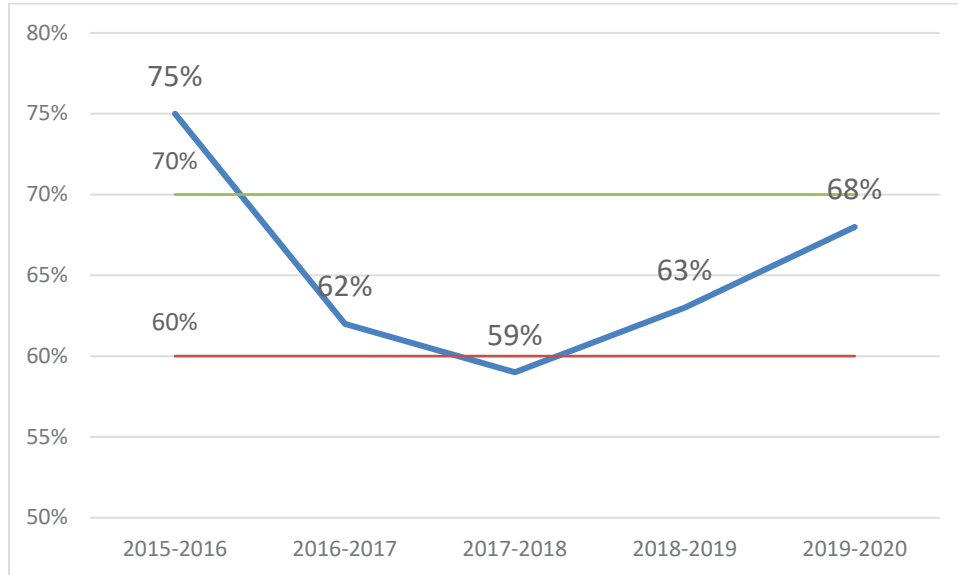


Four-Year Baccalaureate Completion Rates

RBC students typically perform well at their four-year transfer institutions. Although degree completion at another institution is not directly controlled by RBC, we monitor this metric to provide insight into how well we are preparing our students to succeed at the 4- year institutions they subsequently attend. We consider 60% to be the minimum threshold for Baccalaureate completion. Should this metric drop below that threshold, we would research potential RBC-related items that might have impacted the results, including curriculum alignment, academic rigor, and expectations of transferring

students by the transfer institutions. As seen in Figure 5, RBC students typically complete their baccalaureate degrees at or above our established threshold.

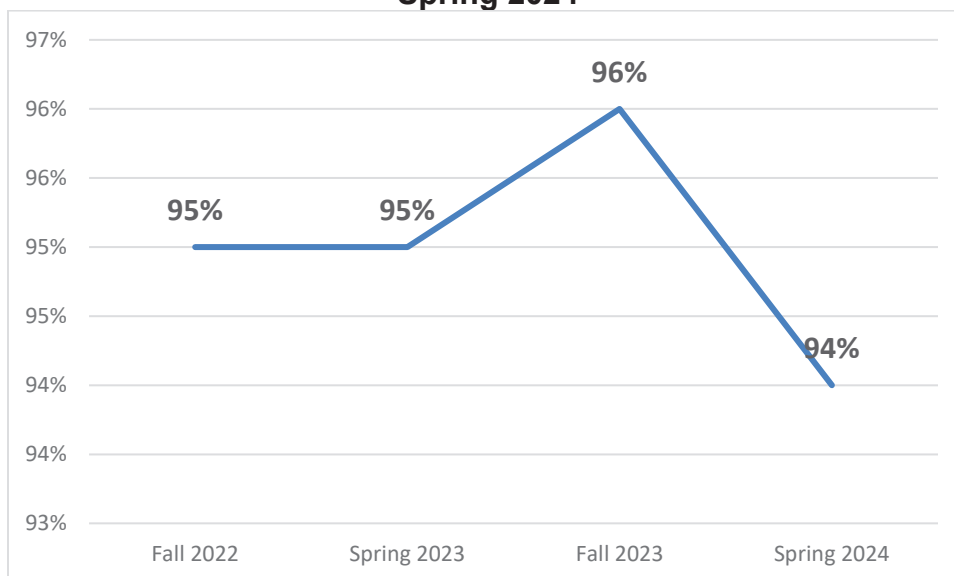
Figure 5: SCHEV 4-Year Completion Rates of RBC Students Transferring in Fall and Spring of Designated Year



Dual Enrollment: Students Earning C or Better

Figure 6 describes the percentage of students earning a C or better in RBC DE classes. Because DE has grown so rapidly, RBC presents data only for the last four semesters and cannot yet set realistic thresholds or goals for this measure. Between 94% and 96% of DE students earned a C or better throughout the four semesters.

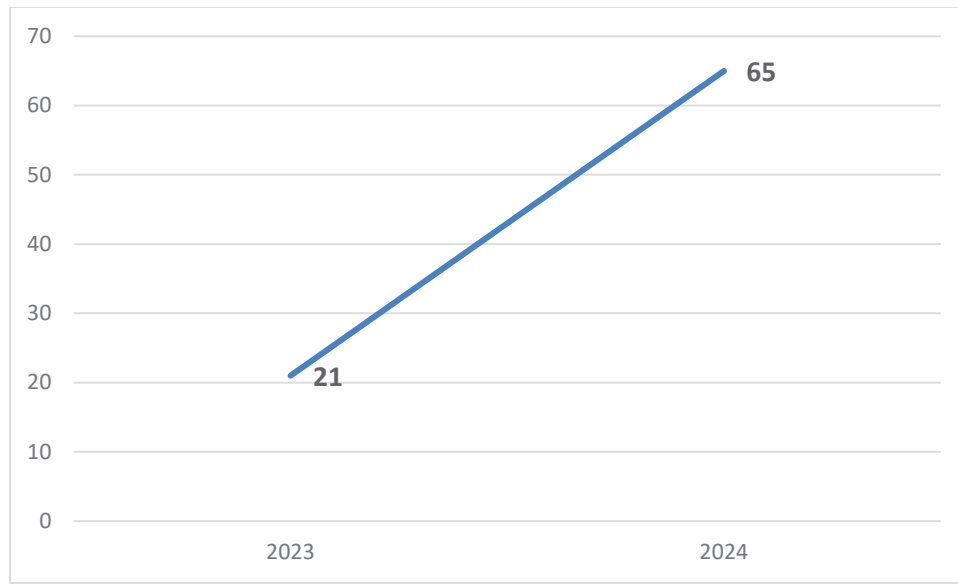
Figure 6: Percentage of Students Earning a C or Better in DE Classes, Fall 2022-Spring 2024



Dual Enrollment: Students Earning Associate Degrees

Figure 7 describes the number of DE students earning associate degrees in 2023 and 2024. The number of associate's degrees awarded to DE students rose from 21 in 2023 to 65 in 2024.

Figure 7: DE Students Earning Associate Degrees, 2023 & 2024



Student Achievement Goals and Outcomes are Appropriate to the Mission, the Nature of the Student Body, and the Programming Offered

The six key student achievement outcomes selected by the College are appropriate to the mission, to the nature of the student body, and to the types of programming offered. Not only do each of the goals detailed above align with the College's Strategic Plan, they also significantly align with the goals established for institutions of higher education by the Commonwealth of Virginia. These goals demonstrate RBC is committed to measuring achievement in a way that reflects the different goals its students may have (degree, transfer, or college credit).

Student Achievement Goals and Outcomes are Evaluated

RBC evaluates outcomes in each of its six student achievement measures, as evidenced in the published results on the [College's website](#). RBC's President and senior leadership regularly engage in a thorough review of these measures and strategize to improve them. This is accomplished through senior leadership retreats and strategic conversations to establish annual institutional priorities.

RBC is pleased that its overall graduation rate exceeds the national average for two-year colleges but is aware that it falls short of its goal of 35%. Areas of focus include the graduation rates of Black or African American students, who have a three-year average graduation rate of 22%. Pell Grant recipients have a 26% graduation rate, and men

have a 27% graduation rate. Trends show that the disproportionate challenges many of these students face manifest themselves in lower graduation rates across the nation.

Over the past three years several initiatives have been introduced and developed to benefit the entire student body, while specifically focusing on challenges that Pell Grant recipients and African American students face. The remainder of this narrative will focus on College efforts to improve graduation rates in these specific demographics.

Guided Pathways/Learner Success Lab

At the start of the Fall 2022 semester, RBC launched the Guided Pathways to Success (GPS) program. The launch of this program was following an 18-month study by the American Council on Education in continued support of the College's commitment to 100% student success ([LSL Peer Review](#)). GPS includes academic and personal support for all RBC students using a relationship-based approach model through Learner Mentors (LMs).

The driving force of the success of the GPS program at RBC is the Learner Mentor model. Students are assigned a Learner Mentor upon their confirmed admission to RBC based on their chosen degree. Learner Mentors specialize in degree programs in order to provide the most comprehensive approach to advising ([Learner Mentor FAQ](#)). The specialized LM model allows LMs to provide their students with wrap-around support to discover and achieve their transfer, major, and career goals. Each student has the option to meet with their Learner Mentor in person or in an online setting if they are a distance education student. Further details regarding the LM role are discussed below in the Academic Advising section.

Additional efforts to support the student transition to college are included in the GPS 101 courses, which are recommended for all incoming students. Within the GPS 101 course the student is exposed to specialized content to address common roadblocks to success at the college level. GPS 101 courses boast small classes with instructors who can build relationships with the students while moving toward the Learning Outcomes of the GPS course. These Learning Outcomes include:

1. Demonstrate how to conduct oneself as a college student in the classroom;
2. Operate online tools available to RBC students, including library databases, Canvas, and Outlook 365.
3. Recognize campus resources and physical locations;
4. Demonstrate good study habits and time-management skills;
5. Describe how establishing positive relationships with other students, faculty, and members of the campus community impacts the college experience;
6. Exhibit understanding in the area of financial literacy;
7. Define and give examples of critical thinking.

Content in the course is chosen from a variety of topics based on student needs for that particular semester. ([GPS Discussion Question](#)). Topics for the course include mental health, educational and life goals, conflict resolution, communication skills, time

management and study skills. [\[GPS Canvas Modules\]](#). The GPS course is offered to all students regardless of their mode of instruction.

Racial Justice and Equity Report and Inclusive Excellence Committee

On June 2, 2020, President Debbie Sydow appointed a 14-member task force on Racial Justice and Equity (RJ&E) to determine instances in which persistent inequities and lack of inclusiveness may have been carried out within each College department's policies, procedures, and structures. The task force undertook a year-long campus study, gathering data from both current and former faculty, staff, and students of color through listening sessions and the Training Our Campus Against Racism (TOCAR) instrument. The task force examined whether learners of color feel equitably supported in the classroom and in their experiences of accessing and receiving academic support services. Finally, this study explored the impact on the retention and achievement of students of color these inequities may have had. Task force members provided semester updates on its study to RBC stakeholders and composed a final report with recommendations.

The RJ&E Task Force proposed recommendations in three interrelated areas: Employee Training, College Policies, and College Operations. We believe that changes in these three areas will catalyze the larger cultural shift that would benefit RBC. The data revealed a need for training in the areas of personal biases, inclusion, and equity for RBC employees on all institutional levels.

The outcomes of the RJ&E Task Force Final Report will be realized as campus members follow the report's recommendations to establish grievance policies and systems of accountability to address forms of discrimination that exclude groups of individuals from the opportunity to grow, develop, and advance in its learning and workplace communities.

In Spring 2024, the administration of RBC reinstated the "Inclusive Excellence" committee, tasked with crafting a comprehensive strategic plan in response to the RJ&E final report. This committee has formulated the 1RBC Strategic Plan, centered around five strategic pillars:

- Establishing processes, protocols, and spaces to ensure restorative justice and its principles of accountability, healing, and reconciliation.
- Developing strategies to enhance diversity and inclusion among the college workforce, including faculty and staff.
- Addressing student success equity gaps related to discipline, retention, graduation, persistence, and transfer.
- Cultivating a deeper understanding of campus belonging and the lived experiences of the campus community.

September 25-27, 2024

- Integrating ongoing diversity, equity, and inclusion training throughout the college.

The Inclusive Excellence Committee will convene regularly to operationalize these strategic pillars and integrate them into the fabric of the institution. This committee will collaborate closely with students to ensure that recommendations directly affecting them are implemented thoughtfully and effectively, resulting in tangible, noticeable, and impactful outcomes. RBC successfully addressing these five strategic pillars will result in a narrowing or eliminating of gaps in student outcomes.

MySTIC Tutoring Center

Post-pandemic, RBC noted a need to offer extra help and tutoring opportunities for students, particularly in math, science, and English classes. While RBC has previously offered tutoring, with the move to virtual classes, in-person tutoring had diminished. Beginning in the Spring of 2021, academic tutoring services in-person were resumed and expanded.

RBC's academic support services include the Math and Science Tutoring Center (MyStic) and the Writing Center. Both services provide RBC students with academic assistance that strengthens their ability to learn effectively and consequently achieve academic success. These services are open to all students currently attending RBC, either in-person or online, and are free of charge. Peer Tutors are RBC students trained to provide tutoring support. Services are available by making an appointment or on a walk-in basis. Students may be tutored individually or in small groups. Additional academic support is available through the instructor's office hours for each individual student's course. [[MySTIC Flyer, Math and Science Tutoring Schedule, Writing Center Schedule](#)]

Barbershop Talks

In the Spring of 2023, an initiative was created by the Office of Campus engagement to create a safe space for men of color to engage in conversation. The [Barbershop Talks](#) program offers "an unfiltered space for men of color to engage in old and transformative conversations, guiding our community toward healing and success." Events are held each semester.

R.I.C.H. Men of RBC

The R.I.C.H. Men of RBC organization is a dynamic and inclusive all-men organization dedicated to fostering the values of Respect, Integrity, Character, and Honor among its members. Committed to promoting personal and professional growth, the club provides a supportive environment for young men to explore and develop their identities while contributing positively to their communities. Through a diverse range of events and initiatives, including leadership workshops, health and wellness seminars, community service projects, personal development workshops, guest speaker series, relationship seminars, communication seminars, and professional seminars, the club empowers its

September 25-27, 2024

members to become compassionate, empathetic leaders who positively influence their peers and society. With a focus on inclusivity and mutual respect, the R.I.C.H. Men of RBC strive to create a culture of accountability and excellence, enriching the academic and social fabric of Richard Bland College and beyond.

Both Barbershop Talks and R.I.C.H. Men of RBC are designed to reach all students but specifically Black/African American men. By creating a safe space for these students to feel appreciated and heard, RBC hopes to establish lines of communication that can provide support and intervention.

First Scholars Network

In March of 2023, RBC was accepted as a [First Scholars Institution by the Center for First-generation Student Success](#). With nearly half of all RBC students identifying as First Generation, the College saw the need to connect with other colleges and universities to advance the outcomes of First-Generation students. As part of the initiative, RBC participated in a semester long study to identify areas of improvement for addressing the needs of First-Generation scholars. Boasting a 79% response rate on the Insight Tool study, RBC is now part of a three-year cohort where monthly workshops are held, working groups established, and metrics are measured in a continuous improvement cycle model in the pursuit of increased graduation rates for first generation scholars. Departments campus wide, including admission, financial aid, student success, academics, and others serve on working groups to [deliver on this initiative](#).

Summer Bootcamp Programs

As RBC's Dual Enrollment (DE) program has grown efforts have been made to assist students entering the DE program. Prior to their first semester taking classes at RBC students in low-income and rural areas are invited to RBC to [participate in sessions](#) regarding course readiness, communication, campus navigation, and other areas related to success.

After entering the First Scholars Network in 2023, RBC began working toward a summer overnight experience for First Generation students with a high school GPA below 3.0. In July 2024 RBC held a two-day [Statesmen Summer Institute](#). The program was designed to allow first generation students a unique opportunity to jumpstart their college experience, make connections, and gain valuable skills. The program highlights included overnight stays in the residence halls, course expectation overviews, connections to college resources, and other college readiness workshops. Eighteen students participated in the inaugural Summer Statesman Institute.

Save Our Students (S.O.S.) Fund

As part of an effort to address financial needs of students at RBC, the SOS fund was established in the Spring of 2022 and launched in the Fall of 2022. The mission of the [SOS fund](#) to provide "immediate financial assistance to Richard Bland College students experiencing a financial crisis that impacts their academic coursework and personal well-being." Students can be recommended by faculty or self-apply to receive up to \$200 in emergency funds to continue their academic journey. Since the launch of the

program more than 25 students have been aided in the purchase of items such as gas, groceries, textbooks, or personal items.

Evidence:

[Barbershop Talks](#)

[First Scholars Institution](#)

[GPS Canvas Modules](#)

[GPS Discussion Questions](#)

[Learner Mentor FAQ](#)

[LSL Peer Review](#)

[Math and Science Tutoring Schedule](#)

[Mission](#)

[MySTIC Flyer](#)

[RBC First Scholars](#)

[RBC PHS Middle College Bootcamp](#)

[RBC Student Achievement Measures Website](#)

[SOS Webpage](#)

[Statesmen Summer Institute Schedule](#)

[Strategic Plan](#)

[Writing Center Schedule](#)

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

8.2.a Student learning outcomes for each of its educational programs.

(Student outcomes: educational programs)

Judgement of Compliance:

Compliant

Not Compliant

Not Applicable

Narrative 8.2a:

Richard Bland College (RBC) identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides clear evidence of seeking improvement based on the analysis of the results in student learning outcomes for each of its educational programs.

As of Fall 2023, RBC offers eight degree-granting academic programs, including:

- Associate of Arts Degree (A.A.)
- Associate of Science Degree (A.S.)
- Associate of Science Degree—Behavioral Sciences (A.S.—Behavioral Science)
- Associate of Science Degree—Business Administration (A.S.—Business Administration)
- Associate of Science Degree—Math/Computer Science (A.S.—Math/Computer Science)
- Associate of Science Degree—Physical Science (A.S.—Physical Science)
- Associate of Science Degree—Life Science (A.S.—Life Science)
- Associate of Science Degree—Clinical Lab Sciences (A.S.—Clinical Lab Sciences)

Within these degrees all students complete [standard general education competencies](#). At RBC these general education competencies take the form of the [College's Curriculum Goals](#). As a two-year institution with a focus on transfer, these overarching core curriculum goals apply to all degree programs and directly with our [mission](#). In addition, programmatic goals in each of the individual degree pathways allow students to further specialize their learning on a focused path aligned to their four-year transfer goals. The following narrative further addresses the identification, assessment, and

evaluation of programmatic outcomes for each of the eight specialized programs at RBC.

Programmatic Outcomes: Identification

RBC clearly identifies student learning outcomes (SLOs) for each of its degree programs. This occurs at both the course and degree level. Programmatic outcomes for each degree are established at the time of the development, proposal, and approval of new degree programs. No new degrees have been added to RBC since 2014, thus the remainder of this section will refer to the identification of course level outcomes and how they are mapped to current degree programs.

Each [course has learning outcomes](#) (CLOs) that are created at the department level by faculty at the time of course development. Evidence that discussion and adoption of CLOs is faculty driven and occurs at the department level is provided [[Natural Science and Mathematics CLOs](#), [Behavioral and Social Sciences CLOs](#), [Languages and Humanities CLOs](#)]. In connecting course-level work to higher-level program learning, CLOs are mapped to [Program Level Outcomes](#) (PLOs). Faculty are responsible for mapping CLOs directly to PLOs. Evidence of the faculty participation in mapping is provided [[Mapping of CLOS to PLOS](#)].

A comprehensive list of Program Level Outcomes, and the mapping of CLOs to these programmatic goals are provided for each program. Stackable certificates offered by RBC are contained within academic programs and therefore certificate outcomes are contained within program level outcomes

Program Outcomes	Outcome Mapping
Associate of Arts--Outcomes	Associate of Arts--Mapping
Associate of Science—Outcomes	Associate of Science—Mapping
A.S. Business Administration—Outcomes	A.S. Business Administration—Mapping
A.S. Behavioral Sciences—Outcomes	A.S. Behavioral Sciences—Mapping
A.S. Clinical Lab Sciences—Outcomes	A.S. Clinical Lab Sciences—Mapping
A.S. Life Science—Outcomes	A.S. Life Science—Mapping
A.S. Math/Computer Science—Outcomes	A.S. Math/Computer Science—Mapping
A.S. Physical Science—Outcomes	A.S. Physical Science--Mapping

Programmatic Outcome: Assessment

Richard Bland College assesses student learning directly through course level outcomes which are then mapped to program-level outcomes using the mapping process discussed above. Academic assessment begins with individual course assessment. SLOs are assessed on a three-year cycle at a minimum, according to the [Student Learning Outcome Assessment Timetable](#). Certificates at RBC are considered

stackable credential pathways that allow students to develop expertise in a specific area while pursuing their associate's degree. For this reason, student learning assessment occurs at the course level as a component of the institution's larger assessment plan.

The data collection tool always remains accessible to faculty to report course level learning outcome data, and faculty are encouraged to report data in off-cycle reporting years as well. The Assessment Timetable specifically addresses general education competencies. Due to the nature of RBC degrees, program coursework overlaps significantly. Therefore, programmatic outcomes may be analyzed annually based on course level outcome reporting.

Individual faculty collect student learning data from various sources including exams, papers, and other student work products. At the end of each semester CLO data is compiled by faculty at the individual student level. The criteria referenced in the [RBC Assessment Plan](#) indicate a College wide goal of 70% or more of students meeting or exceeding expectations.

Faculty members report student learning information to a campus-wide data collection tool for each CLO. This process allows faculty to review individual student performance on CLOS and aggregate data across their courses. Sample reports from individual faculty are shown below:

[Math Faculty Course Outcome Report](#)

[History Faculty Course Outcome Report](#)

The Chief Academic Officer and department chairs review aggregate data across courses. This process allows for the assessment of student performance at the course level. Sample reports of SLOs by course are shown below:

[BIO 101 Course Level Report](#)

[COMM 101 Course Level Report](#)

Upon the review of individual faculty CLO reporting, the Chief Academic Officer and department chair generate reports mapping CLOs to PLOs. Sample assessment reports of PLO performance of degree programs spanning four semesters are shown below.

Degree Assessment Reports
<u>Associate of Arts</u>
<u>Associate of Science</u>
<u>Associate of Science, Behavioral Sciences</u>
<u>Associate of Science, Business Administration</u>
<u>Associate of Science, Math/Computer Science</u>
<u>Associate of Science, Clinical Lab Sciences</u>
<u>Associate of Science, Life Science</u>
<u>Associate of Science, Physical Science</u>

Programmatic Outcome: Evidence of Seeking Improvement:

RBC’s robust approach towards assessing student learning (SLOs) via CLOs and PLOs culminates in a multifaceted process for seeking improvement. This approach occurs at the faculty and administrative level. Sample evidence of the College’s process for seeking improvement is below.

Upon reporting and reviewing CLO data, individual faculty seek to make improvements at the course level. This often occurs by adjusting assignments, pedagogy, and/or incorporating innovative tools to support student learning. Evidence of seeking improvement at the individual and course level is provided below:

- [GOVT Course Report Spring 2022](#), [GOVT Course Report FALL 2022](#), [Faculty Teaching Effectiveness Report](#)
- [PHIL/REL Course Report Spring 2023](#), [PHIL/REL Fall 2023](#), [Faculty Teaching Effectiveness Report](#)

In addition to faculty seeking improvement via the review of CLO reports at the individual faculty level, aggregate data across course types are collated and reviewed. The Chief Academic Officer and department chairs review this information at the

aggregate course level and identify areas for improvement discussed [at the department and discipline level](#). These reports are further reviewed with academic support services to identify process improvement opportunities related to [advising and student success](#), as well as programming and professional development opportunities for faculty.

Evidence of the College seeking improvement across course type is evidenced below:

- [Math 110 Fall 2021 Course Level Report](#)
- [Math 110 Spring 2022 Course Level Report](#)
- [Quantitative Reasoning Analysis Report](#)
- [ENG 101 Fall 2019 Course Level Report](#)
- [ENG 101 Spring 2020 Course Level Report](#)
- [Written Communication Analysis Report](#)

Upon review of course level data, the CAO and department chairs work with faculty to address areas of deficiencies across the curriculum and degree programs. Faculty have consistently identified first-year mathematics and English courses as gateway courses where students require additional support. Examples of college level interventions include embedded mathematics tutors in developmental classes, department proposal and implementation of a Math and Science Tutoring Center (MySTIC) Coordinator, and Faculty Development in the areas of Writing Across the Curriculum and best practices. Evidence of improvement programs is evidenced below:

- [MySTIC embedded tutor proposal](#)
- [MySTIC staff job description](#)
- [Writing Across the Curriculum--Faculty Development Session](#)
- [Responding to Student Writing—Faculty Development Session](#)

RBC's commitment to assessment and seeking improvement is further evidenced by the expansion of an embedded data collection tool beginning in the summer of 2024. Following a robust review process with the Chief Academic Officer, Department Chairs, and various faculty, a single platform was selected to be embedded into RBC's Learning Management System (Canvas). The [eLumen Insights tool](#) will support streamlined curriculum development, outcomes assessment, and program review which will further inform ongoing strategies for seeking improvement. [Training for faculty](#) will begin prior to the Fall 2024 semester to ensure adequate outcome assessment to better enable analysis and improvement across programs. This new tool will not only improve the ability of RBC to collect PLO data but also allow for the collaborative discussion both internal to each department and across departments to improve student outcomes.

Distance Education:

Programs offered via distance education at RBC are included in RBC's program review process described in 8.2a. Student proficiency with regard to program learning outcomes is assessed, regardless of the location in which a student participates in coursework.

Off-campus Instructional Sites

Programs offered at OCIS locations are included in the RBC program review process described in 8.2a. Student proficiency with regard to program learning outcomes is assessed, regardless of the location in which a student participates in coursework.

Evidence

[AA Assessment](#)

[AA Mapping](#)

[AA Outcomes](#)

[AS Assessment](#)

[AS Behavioral Sciences Mapping](#)

[AS Behavioral Sciences Outcomes](#)

[AS Business Administration Mapping](#)

[AS Business Administration Outcomes](#)

[AS Clinical Lab Sciences Mapping](#)

[AS Clinical Lab Sciences Outcomes](#)

[AS Life Science Mapping](#)

[AS Life Science Outcomes](#)

[AS Mapping](#)

[AS Math/Computer Science Mapping](#)

[AS Math/Computer Science Outcomes](#)

[AS Outcomes](#)

[AS Physical Science Mapping](#)

[AS Physical Science Outcomes](#)

[AS, Behavioral Sciences Assessment](#)

[AS, Business Administration Assessment](#)

[AS, Clinical Lab Science Assessment](#)

[AS, Life Science Assessment](#)

[AS, Math/Computer Science Assessment](#)

[AS, Physical Science Assessment](#)

[Behavioral and Social Sciences CLOS](#)

[BIO 101 Course Level Report](#)

[COMM 101 Course Level Report](#)

[Course Level Outcomes](#)

[Department Level Program Review](#)

[ENG 101 Fall 2019 Course Level Report](#)

[ENG 101 Spring 2020 Course level Report](#)

[Faculty Teaching Effectiveness Report--GOVT](#)

[Faculty Teaching Effectiveness Report--PHIL/REL](#)

[General Education Core](#)

[GOVT Course Report Fall 2022](#)
[GOVT Course Report Spring 2022](#)
[History Faculty Outcome Report](#)
[Languages and Humanities CLOS](#)
[Mapping of CLOS to PLOS](#)
[Math 110 F21 Course Level Report](#)
[Math 110 S2022 Course Level report](#)
[Math Faculty Course Outcome Report](#)
[Mission](#)
[MySTIC Embedded Tutor Proposal](#)
[MySTIC Staff Job Description](#)
[Natural Science and Mathematics CLOS](#)
[PHIL/REL Course Report Fall 2023](#)
[PHIL/REL Course Report Spring 2023](#)
[Program Level Outcomes](#)
[Quantitative Reasoning Analysis Report](#)
[RBC Assessment Plan](#)
[RBC Curriculum Goals](#)
[Responding to Student Writing FD Session](#)
[Student Learning Outcome Assessment Timetable](#)
[Writing Across the Curriculum FD Session](#)
[Written Communication Analysis Report](#)

Section 9: Educational Program Structure and Content

9.1 Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.

(Program content) [CR]

Judgement of Compliance:

Compliant Not Compliant Not Applicable

Narrative 9.1:

At Richard Bland College (RBC) the educational programs (a.) embody a coherent course of study, (b.) are compatible with the stated mission and goals of the institution, and (c.) are based upon fields of study appropriate to higher education. Therefore, RBC is compliant with this standard.

A Coherent Course of Study and Appropriate to Higher Education:

Each program at RBC embodies a coherent course of study appropriate for fields of study in higher education. [The RBC catalog \(2023-2024\)](#) includes a listing of all programs offered including eight associate degrees and three certificate programs as listed in the [Institutional Summary Form](#). Within the catalog are listed [course descriptions](#), [program requirements](#), and the [course/program prerequisites](#).

Faculty develop course learning outcomes for each course that are tied to the program goals for each degree program. Each semester, required learning outcomes are assessed based on the [College Assessment Plan](#). The results of the learning outcome assessments are reported to the Chief Academic Officer where they are then tied directly to programmatic outcomes for each program offered. A full discussion of the examination and implementation of learning outcome assessment is included in section 8.2a.

A student's progress through the program is guided by their [Learner Mentor](#) through advising appointments and [degree planners](#). Students have access to consult a Learner Mentor prior registering for courses to ensure the coherence of their educational plan. Additionally, faculty members recommend course options for individual students based on background knowledge and skills required to meet desired academic and career outcomes.

To ensure that all programs maintain a coherent course of study, any proposed change in program requirements, courses, or sequencing must undergo the process outlined in both the [Faculty Handbook](#) and the [RBC Policy Manual](#). As an example, faculty can

September 25-27, 2024

present new courses for curriculum changes to their respective departments using the [Course Proposal Form](#). After discussion by the respective department, the change is forwarded to the Instructional Programs and Curriculum Committee. Approval by IPCC, moves the proposal forward to Faculty Assembly. Once approved by Faculty Assembly, a discussion is held with President's Council leading to a recommendation from the Chief Academic Officer (formerly Director of Academics) to the President for final approval. A similar process is followed for pre-requisite changes or program requirements. Details and samples of course changes including documentation are included in the narrative for section 6.2b.

Further evidence of the coherence of programs that are appropriate for higher education is the approval of all degree programs by the State Council of Higher Education for Virginia (SCHEV). All programs must follow their [Academic Approval Policy, section IV](#). Within this policy institutions are required to provide SCHEV with a "Justification for the Proposed Program." The justification must include a detailed account of how the program is a response to "specific demand", "employment demand," and "student demand. By meeting these requirements for current programs at RBC this ensures that all programs approved by SCHEV are appropriate fields for higher education.

Programs are compatible with the Mission:

RBC maintains a historic position in the Commonwealth of Virginia in that it is the only residential two-year school solely designed to prepare students for university transfer. We differ from colleges in the Virginia Community College System in that we do not have technical and career-oriented programs. The first half of the RBC [mission](#) states that the goal of all our degrees and certificates is to prepare students for university transfer by engaging them in a rigorous liberal arts foundation.

At RBC there are eight degree programs offered and three certificate programs. Each of the degree programs supports the mission to "prepare students for university transfer". This is achieved through the programs' use of a common liberal arts [general education core](#).

In order to achieve the goal of university transfer, each of the eight programs contains a "core" of general education credits. RBC maintains over 40 [transfer agreements](#) with other colleges and universities. These transfer agreements allow for the seamless transfer of credits from RBC to four-year institutions in the Commonwealth. RBC transfer students who meet the set GPA requirements receive priority admission into select programs at various four-year colleges in the Commonwealth. The transfer agreements serve to offer assurances of guaranteed transfer of credits as equivalent courses at transfer partners.

In addition to preparing students for university transfer RBC rises to the call of the second half of the mission to use "strategic partnerships, specialized programming, and scalable innovation" to allow students to reach their potential. By differentiating degrees beyond the classic associate degree, RBC has worked to help students specialize students in their chosen field of study to better prepare them for diverse and ever changing careers in the current workforce. While receiving general education credits that meet requirements of transfer partners, RBC students are also given the

opportunity to embark on specialized course work specific to their degree program to prepare them for a four-year university major in their chosen field. Further discussion of the specialized degrees is included in the narrative for section 8.2a.

Distance Education and Off-Campus Instructional Sites:

Regardless of course modality or location, all programs conform to the same guidelines. Therefore, all distance education programs and those located at OCIS follow a coherent course of study, are compatible with the mission of the College, and are based on fields of study appropriate to higher education.

Evidence:

[Academic Approval Policy SCHEV](#)

[College Assessment Plan](#)

[Course Description Example](#)

[Course Proposal Form](#)

[Course/Program Prerequisites-Example](#)

[Degree Planner Sample--Behavioral Science](#)

[FH-Course/Program Approval](#)

[General Education Core](#)

[Learner Mentor Advising Page](#)

[Mission](#)

[Program Requirement Example Business Administration](#)

[RBC Catalog Program Listing](#)

[RBC Policy Manual Course/Program Approval](#)

[Transfer Agreements](#)

9.2 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

(Program length) [CR]

Judgement of Compliance:

Compliant

Not Compliant

Not Applicable

Narrative 9.2:

Richard Bland College (RBC) offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level. Therefore, RBC is in compliance with this standard.

RBC offers a total of eight associate degrees with all eight requiring 60 semester credit hours. ([Degrees Offered at RBC](#), [Sample Degree Plan—Life Science](#)) According to regulation [8VAC40-31-140](#), the State Council of Higher Education for Virginia (SCHEV) states that “An associate degree shall be granted only after the successful completion of at least 60 semester hour or 90 quarter credit hours of collegiate level study.” All degree programs at RBC are approved by the State Council on Higher Education for Virginia (SCHEV) and are summarized in Table One with full requirements for each degree linked:

Degree	Total Credit Hours
<u>Associate of Arts—General</u>	60
<u>Associate of Science—General</u>	60
<u>Associate of Science—Behavioral Sciences</u>	60
<u>Associate of Science—Business Administration</u>	60
<u>Associate of Science—Math/Computer Science</u>	60
<u>Associate of Science—Physical Science</u>	60
<u>Associate of Science—Life Science</u>	60
<u>Associate of Science—Clinical Lab Sciences</u>	60

Table One: Summary of Associate Degree Options

At RBC, the Instructional Programs/Curriculum Committee (IPCC) is the faculty committee primarily responsible for monitoring degree program length and for ensuring that any new degree proposals meet the minimum requirements. As indicated in the [RBC Faculty Handbook Section III.D.1.b.](#), the purpose and scope of IPCC is:

- a. To research degree requirements of area colleges and universities, as well as national curriculum trends
- b. To review, propose, and consider recommendations to modify, add to, or delete components of degree requirements and curricula in support of the College’s Strategic Plan;
- c. To interface with member of academic disciplines before recommending policy changes, policies or programs to the Faculty Assembly and the Chief Academic Officer; and
- d. To review and recommend to the Faculty Assembly and the Chief Academic Officer modifications, deletions, and/or additions to policies and/or course descriptions.

In addition to the eight degree programs, RBC also offers three stackable certificates including Communications, Fine Arts, and Logistics. The certificate programs have historically been awarded in conjunction with an associate degree. A summary of the certifications is shown in Table Two.

Table Two: Summary of Certificate Options

Certificate	Total Credit Hours
<u>Logistics</u>	16
<u>Fine Arts</u>	15
<u>Communications</u>	9

Distance Education:

At RBC, program length is not dependent upon the method of delivery. Distance learning programs require the same number of credits as on-campus options.

Evidence

[Communications Certificate Requirements](#)

[Degree Requirements Associate of Arts](#)

[Degree Requirements Associate of Science](#)

[Degree Requirements Behavioral Sciences](#)

[Degree Requirements Business Administration](#)

[Degree Requirements Clinical Lab Sciences](#)

[Degree Requirements Life Science](#)

[Degree Requirements Math/Computer Science](#)

[Degree Requirements Physical Science](#)

[FH--IPCC Charges](#)

[Fine Arts Certificate Requirements](#)

[Logistics Certificate Requirements](#)

[RBC Degree Options](#)

[Virginia Code 8VAC40-31-140](#)

Section 10: Educational Policies, Procedures, and Practices

- 10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.
(Public information)

Judgement of Compliance:

Compliant Not Compliant Not Applicable

Narrative 10.2:

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. Thus, Richard Bland College (RBC) complies with this standard.

Academic Calendars:

Academic calendars are available on the RBC website. These are located both in the [College Catalog](#) and also directly on the website.

Grading Policies:

College grading policies are available within the College Catalog and published on the RBC website. A representation of the [grading policy information](#) presented on the published web pages is attached as well as a copy of an [RBC transcript](#) which publishes grading policies on the document. Additionally, instructors provide grading policies within the [course syllabus](#).

Cost of Attendance:

Detailed [cost of attendance](#) is available on the RBC website. The included attachment provides a representation of the information presented on the published webpage.

Refund Policies:

[Refund Policies](#) are published on the RBC Website on the Admissions Page. Included in this document is a description of the refund policies for institutional withdrawal, dropped classes, and unclaimed Title IV funding. Important withdraw and refund dates are also posted within the [academic calendar](#).

Distance Education and Off-Campus Instructional Sites:

The information above is published and made available regardless of location of instruction or program mode of delivery.

Evidence:

[Academic Calendar--RBC Catalog](#)

[Cost of Attendance](#)

[Grading Policies--College Website](#)

[Grading Policies--Syllabus](#)

[Grading Policies--Transcript](#)

[Refund Policies](#)

[Refund Policies--Academic Calendar](#)

10.3 The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students.
(*Archived information*)

Judgement of Compliance:

Compliant Not Compliant Not Applicable

Narrative 10.3:

Richard Bland College (RBC) ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. Therefore, the College is in compliance with this standard.

Ensures the Availability of Archived Official Catalogs:

RBC maintains archived official College catalogs containing the relevant information for course and degree requirements to serve the needs of the College's former and returning students.

Print copies of all official College catalogs dating from 1960 to 2013 are maintained in the College's Archives and Special Collections area of the Library, also known as "The Virginia Room."

In addition to print catalogs, digital copies of all previous catalogs may be [requested](#) through the [College's Library Services Sharepoint Site](#). Official College catalogs from 2018-present are accessible on the [College's website](#) directly.

Distance Education and Off-Campus Instructional Sites:

RBC ensures the availability of archived official catalogs, digital and/or print, with relevant information for course and degree requirements sufficient to serve former and returning students participating in online/distance education. Therefore, the College is in compliance with this standard.

Evidence:

[Catalog access college website](#)

[Catalog Request Form](#)

[Catalog Sharepoint Site](#)

10.5 The institution (a) publishes admissions policies consistent with its mission; (b) ensures that its recruitment materials and presentations accurately represent the institution’s practices, policies, and accreditation status; and (c) ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

(Admissions policies and practices)

Judgement of Compliance:

Compliant Not Compliant Not Applicable

Narrative 10.5:

To demonstrate evidence of compliance with this standard Richard Bland College (RBC):

- publishes admissions policies consistent with its mission;
- incorporates recruitment materials and presentations that accurately represent the practices, policies, and accreditation status of the institution; and
- ensures that independent contractors or agents used for recruiting purposes and for admissions activities are governed by the same principles and policies as institutional employees.

Policies are Published and Consistent with the Mission:

Admission policies are published in the following documents and locations:

- RBC College Catalog 2023-2024, [Admissions and Enrollment](#)
- RBC Website—[Application for Admission](#)

The [mission](#) of RBC is “To prepare our students for a lifetime of endless potential. (This is accomplished by): Preparing students for university transfer through academically rigorous programs grounded in the liberal arts tradition of William & Mary (and) expanding access to college credentials through strategic partnerships, specialized programming, and scalable innovation.”

The [general statement of access policy](#) of the College is found in the RBC Catalog, 2023-2024. It states:

September 25-27, 2024

“Richard Bland College of William & Mary is an Equal Opportunity Institution and as such, application for admission to the College is open to all qualified persons. Richard Bland College, an equal educational opportunity institution, makes no distinction in admission of students or in any other official activities on the basis of race, color, national origin, sex, age, religion, political affiliation, handicap, veteran’s status, or any other non-merit factor. All standards and policies of the College, including those governing student employment, recruitment, admissions, financial aid, and support programs are applied accordingly. The Office of Enrollment Services, acting under policies established by the Academic Standards Committee and approved by the Board of Visitors, considers each applicant individually using principles of election, evidence of good character, and evidence of academic achievement and promise.”

In keeping with the RBC mission, admissions policies encourage the matriculation of students who have successfully completed course loads with high academic rigor (to include at least 21 entrance units in high school), thus ensuring that the student possesses academic strength consistent with those preparing to complete a bachelor’s degree.

RBC is committed to meeting the educational needs of all its students. Agreements developed and maintained with our bachelor’s-level transfer partners provide clear pathways for our students to continue with their educational journey.

A candidate for admission to RBC is considered on the basis of the candidate’s high school achievement and participation in extracurricular activity. Admission is normally restricted to those students who have achieved a minimum high school grade point average of 2.5; however, if a candidate with a grade point average below 2.5 has presented adequate evidence of academic potential, that candidate may be admitted with a limited course load.

Transfer applicants are encouraged to have at least a 2.0 GPA from the institution they last attended and meet the high school requirements listed above. RBC provides opportunities for all aspiring students and will consider applications from individuals with GPAs below the preferred criteria. Along with these considerations, the College desires to incorporate into its community a wide variety of backgrounds, attitudes, and interests to enrich the educational experience of its students. This is accomplished through holistic review, including optional recommendation letters, essays, and/or test scores.

Recruitment Materials are Accurate:

Included below is general information related to a variety of topics of interest to potential students, including admissions, financial aid, academics, tuition and fees, and facilities. All information in recruitment documents and presentations are screened by the Chief Enrollment Management Officer, Chief Marketing and Communications Officer and, where appropriate, the President.

Sample recruitment materials used by the College are included as attachments with this narrative.

- [Admissions Fair Flyer](#)
- [RBC at a Glance](#)
- [RBC Scholarship Flyer](#)
- [Veteran's Benefit Flyer](#)

Before 2008, RBC's recruitment strategy was primarily localized, focusing on areas within a 45-mile radius of the campus. This approach shifted significantly after our first residence facilities opened in the fall of 2008, when RBC began to pursue a more ambitious statewide recruitment strategy. This new strategy not only continued to target the immediate vicinity of the campus but also extended our outreach to key regions such as Northern Virginia and the Tidewater area. Our admissions team is dedicated to actively engaging potential students through visits to high schools and participation in various recruitment events. A notable part of our efforts includes collaboration with the [Virginia Association of College Registrars and Admissions Officers](#) (VACRAO), highlighted by hosting an annual college fair on the RBC campus in the fall. These initiatives are designed to educate high school students on the opportunities available at RBC and beyond.

In addition to direct outreach, RBC's marketing strategy encompasses a multifaceted approach to engagement. This includes RBC social media and television commercials that capture the essence of our campus life, a digital marketing campaign that features real student experiences, and a combination of electronic and traditional printed communications aimed at prospective students. These efforts are integral to our mission of attracting a diverse and vibrant student body.

Students seeking information about RBC are given materials and directed to the RBC website for additional information and the admissions application. All additional materials and forms can be accessed on the College website. Specifically, these include:

- [Application Requirements](#)
- [Application for Admissions](#)
- [Financial Aid Verification Process](#)
- [Costs and Financial Aid](#)
- [Visiting Campus](#)
- [Admitted Student Checklist](#)
- [Office of Enrollment](#)
- [Statesmen Scholars Financial Assistance Information](#)

Every fall, spring, and summer, RBC organizes an Admissions Fair that attracts between 75 to 125 families. We highly encourage campus visits and offer personal and group tours conducted by our admission staff members and current students. Prospective students are also welcome to attend academic classes upon prior arrangement.

Independent Contractors/Agents are Governed by Same Institutional Policies:

RBC has established a framework to ensure that independent contractors or agents adhere to our institutional policies and values. This includes:

- **Representation and Responsibilities:** Contractors are granted non-exclusive rights to represent our institution solely to disseminate information about our programs and screening and recommend prospective students. They must assess candidates based on academic abilities and financial capabilities, among other criteria.
- **Commitment to Excellence:** Agencies representing our institution must ensure their agents participate in training sessions provided by the institution at least once per semester. This ensures they are up to date with procedural and programmatic changes, upholding the highest standards of excellence and ethical practices.
- **Accountability Measures:** Agencies must submit monthly reports detailing their recruitment efforts and outcomes. They must also ensure the timely submission of requested documentation to the institution, promoting transparency and efficiency.
- **Marketing Material Use:** Only institution-approved marketing materials are to be used in recruitment efforts to ensure consistency and accuracy in the representation of our values and offerings.
- **Feedback for Improvement:** Regular feedback sessions will be conducted to discuss recruitment strategies and performance, fostering continuous improvement and alignment with institutional goals.
- **Ethical Conduct:** All interactions with prospective students and their families must be conducted with integrity, honesty, and transparency, avoiding any misrepresentation of the institution and its programs.

This policy reinforces RBC's dedication to maintaining the integrity and consistency of our admissions and recruitment practices, ensuring that all parties involved in these processes are aligned with our institution's policies and values. A [sample contractor agreement](#) is provided as evidence of RBC's compliance to this standard.

Distance Education and Off-Campus Instructional Sites:

All admissions policies, procedures, and materials are consistent regardless of location of instruction or program mode of delivery. Therefore, RBC is in compliance with this standard.

Evidence:

[Admissions Fair Flyer](#)

[Admissions Policies--College Catalog](#)

[Admissions Policies--College Website](#)

[Admitted Student Checklist](#)

[Application for Admissions](#)

[Contractor Agreement Sample](#)

[Costs and Financial Aid](#)

[Financial Aid Verification Process](#)

[General Statement of Access Policy](#)

[Mission](#)

[Office of Enrollment Staff](#)

[RBC at a Glance](#)

[RBC Scholarship Flyer](#)

[Statesman Scholar Financial Assistance Information](#)

[Veteran's Benefit Flyer](#)

[Virginia Association of College Registrars and Admissions Officers](#)

[Visiting Campus](#)

10.6 An institution that offers distance or correspondence education:

- (a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
- (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
- (c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity. (*Distance and correspondence education*)

Judgement of Compliance:

Compliant Not Compliant Not Applicable

Narrative 10.6:

Richard Bland College (RBC) ensures that a student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit. In addition, RBC has a written procedure for protecting the privacy of students enrolled in distance education courses and programs. Finally, RBC ensures that students are notified in writing at the time of registration of any additional fees associated with verification of student identity.

Distance Education:

At RBC distance education is outlined in the [Procedures and Guidelines for Online Education](#). In this document distance learning is categorized into three modes of delivery:

- **Asynchronous Online Courses:** An online course in which all of the contact hours are delivered online and can be completed at the students' own pace. Students periodically complete assignments by specified due dates through message boards, modules, quizzes, and/or other online delivery methods.
- **Synchronous Online Course:** An online course in which all of the contact hours are delivered through real-time chat and/or videoconferencing in a virtual classroom allowing for instant interaction between instructors and students. Synchronous online courses deliver assignments to be

completed by students by specified due dates through message boards, modules, quizzes, and/or other online delivery methods.

- Hybrid Courses: Those courses in which any portion of the contact hours must be completed online, outside the classroom, and traditional seat time has been reduced accordingly. Face-to-face meeting times must be clearly stated in the Banner Schedule.

Regardless of the mode of delivery, learning occurs through college-based tools including Canvas and Teams. Faculty are required to ensure programs and courses offered as distance learning courses use the same learning outcomes and curriculum as in person courses.

The narrative below discusses how RBC ensures these courses verify identify of the student, maintains written procedures to protect privacy, and notifies students in writing of an additional fees associated with verification of student identity.

Verification of Identity:

RBC has adopted current best practices and procedures in verifying the identity of students and awarding academic credit in accordance with the SACSCOC [Distance Education and Correspondence Courses Policy Statement](#). Within this policy it is stated that institutions must verify the identity through methods including:

- Secure Login and Passcode
- Proctored Exams

At RBC the required method for identify verification is that of the [Statesman Account Management \(SAM\)](#). Students are required to create unique usernames and passwords to access all secure online and network resources. In addition to the login RBC has implemented [Multi-Factor Authentication \(MFA\)](#) which requires all users to provide two or more verification factors to gain access to all online accounts and applications. With SAM, the expectation is that ONLY the person assigned those login credentials will use them as outlined in the [Student Handbook](#).

Microsoft Teams is built into every Canvas course, including distance courses, and professors can request that students log in for video chat at any time to verify face-to-face. Faculty are already trained on SAM, as they use it to log into all their RBC platforms. Teams training is provided at Canvas trainings for faculty. If an instructor is teaching online, the College provides opportunities for the instructor to have one-to-one training on any and all components of Canvas. The College also provides training for those with limited experience and [provides 24/7 help](#) (via phone and chat) to support both students and faculty in participation and compliance.

Distance education students must use their RBC credentials to verify identity when logging into asynchronous and synchronous courses via Canvas. By logging into Canvas and entering the Canvas site, students are acknowledging agreement to applicable RBC policies and guidelines.

In addition to students having to log in to online classes via SAM to verify their identity, the College also provides faculty members an additional way to verify student identity and academic integrity using online proctoring software. Faculty have the option to require students to use [Honorlock](#) proctoring to verify the identity of the student taking the exam. When using the software, a student's identity is verified prior to the exam and then monitored throughout the exam to maintain the integrity of the assessment. Faculty using this software provide students with information in the [syllabus](#) regarding proctoring software.

Written Procedures for Protecting Student Privacy

RBC has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. Therefore, RBC is in compliance with this standard.

RBC has written policies and procedures [within its catalog](#) for protecting the privacy of students, including security of academic records, regardless of the mode or location of instruction.

The policy on the Rights of Students at RBC pursuant to the Family Educational Rights and Privacy Act (FERPA) was promulgated to "protect the rights of the past and present students." Students can choose to allow another individual to access their records by completing a [Student Information Release Form](#) that will be maintained in the student's permanent record. All RBC employees undergo [annual FERPA training](#) to ensure adherence to these policies.

To maintain privacy and protect student electronic records, RBC utilizes a Banner-based student information system. RBC has a data standards team consisting of Banner power users in each functional office and technical users from Information Technology. The [Access Control Policy](#) outlines the requirements for the handling and protection of all RBC institutional data. Adherence to these policies and procedures ensures the privacy of students, regardless of the mode by which the student receives instructions.

Excerpts from RBC's Access Control Policy

"Information and technology related systems owned and maintained by the College are vital assets that need to be available for authorized users with a legitimate need. These assets must be maintained in a consistent, accurate state; preserved and protected by all appropriate means. In order to ensure reliable and accurate data is provided to the College community, information resources must be protected from natural and human hazards. Policies and practices must be established to ensure risks are eliminated or mitigated using the best practices validated by security professionals. Employees accessing data must observe requirements for confidentiality and privacy, must comply with protection and control procedures, and must accurately present the data in use. The function of this policy is to enhance and define the policies and approved procedures of the RBC Information Security

Program to protect technology and information systems and data from credible threats, whether internal or external, deliberate or accidental.

It is the policy of RBC to use all reasonable technology resources and security control measures to:

- *Protect College information resources against unauthorized access, manipulation, modification, use, or destruction*
- *Maintain the integrity of College data*
- *Ensure College data residing on any Technology Resources system is available when needed*
- *Comply with the appropriate federal, state, legislative, regulatory and industry requirements.*
- *Protecting information resources includes:*
 - *Physical protection of information processing and storage facilities, equipment, and media*
 - *Assurance that application and data integrity are maintained*
 - *Assurance that information systems perform their critical functions correctly, in a timely manner, and under adequate controls*
 - *Protection against unauthorized access to protected data through logical access controls*
 - *Protection against unauthorized disclosure of information*
 - *Assurance that systems continue to be available for reliable and critical information “*

Notification of Fees:

RBC does not charge students a fee that is specifically for the purpose of verifying student identity in distance education courses and programs. RBC does charge a “Distance Learning Fee” as described in the [Tuition and Fees](#) breakdown. The distance learning fee does not cover any additional service to verify identity.

Evidence:

[Access Control Policy](#)

[Distance Education and Correspondence Courses Policy Statement](#)

[FERPA release form](#)

[FERPA training](#)

[Honolock Policies--Syllabus](#)

[Honorlock](#)

[Multi-Factor Authentication](#)

[Procedures and Guidelines for Online Education](#)

[STAC Help Desk](#)

[Statesman Account Management](#)

[Student Handbook--Technology Policies](#)

[Student Privacy Policies--College Catalog](#)

[Tuition and Fees Breakdown](#)

- 10.7 The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.
(Policies for awarding credit)

Judgement of Compliance:

Compliant Not Compliant Not Applicable

Narrative 10.7:

Richard Bland College (RBC) publishes and implements policies for determining the amount and level of credit awarded for its courses regardless of format or mode of delivery. Oversight of these College policies is given collectively to persons academically qualified to make the necessary judgements. The College does not offer any educational programs that are not based on credit hours. Therefore, RBC is in compliance with this standard.

Publishes and Implements Policies for Determining the Amount and Level of Credit Awarded, Regardless of Format or Mode of Delivery

RBC publishes and implements policies and procedures for determining credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and in accordance with SACSCOC policy.

Policies Related to the Credit Hour

At the state level, the [State Council of Higher Education for Virginia \(SCHEV\)](#) defines the credit hour as “a unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system”. In accordance with this definition, RBC developed its policy [Policy on Determination and Assignment of Academic Credit](#), which governs the awarding of credit hours for courses and programs regardless of instructional modality. This policy is published in the College’s Policy Manual, which is available online at the College website. The policy is based upon [SACSCOC’s Credit Hours Policy Statement](#) and Federal guidance ([34 CFR 600.2](#)).

RBC uses the standard definition of academic credit, based on [SACSCOC policy](#) and the [Carnegie Unit](#), as the primary measure by which progress toward completion of an academic program is evaluated. In the typical case, one credit must reasonably

approximate three hours of academic work per week for approximately 15 weeks or an equivalent amount of academic work over an alternative period of time. RBC also uses a standard definition of academic work, to include classroom or direct faculty instruction, laboratory work, internships, practica, studio work, computer and distance learning leading to the award of credit hours, as outlined in our [Policy on Determination and Assignment of Academic Credit](#).

RBC offers the option to audit classes but does not award credit for any course work taken on a noncredit basis. Though the institution does offer developmental courses (the grades for which are used to help determine academic status), these credits are not used towards graduation requirements.

The following chart compares the RBC policy with Commission policy, SCHEV definitions, and federal guidance, and demonstrates that RBC policy is consistent with these policies and regulations. In this chart, the only part of the RBC policy verbiage included is that which indicates that RBC adopts federal and state guidance related to policies on awarding academic credit.

<p><u>RBC Policy</u></p> <p>RBC adopts the federal and state definitions of credit hour as outlined above, regardless of the mode of delivery including, but not limited to, self-paced, online, hybrid, lecture, seminar, and laboratory. RBC further acknowledges credit-hour stipulations required by accrediting agencies for specific schools and levels.</p>	<p><u>SACSCOC Policy</u></p> <p>Federal Definition of the Credit Hour. For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:</p> <ol style="list-style-type: none"> 1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or 2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours 	<p><u>SCHEV Definition</u></p> <p>Term: Credit hour Description: A unit of measure representing an hour (50 minutes) of instruction over a 15 week period in a semester or trimester system or a 10 week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.</p>	<p><u>Federal Guidance (34 CFR 600.2)</u></p> <p>Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work defined by an institution, as approved by the institution’s accrediting agency or State approval agency, that is consistent with commonly accepted practice in postsecondary education and that reasonably approximates not less than— (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.</p>
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Policies Related to Course Approval

Faculty are recognized experts in the curriculum of higher education, as evidenced by their credentials. As experts, faculty have primary responsibility for the curriculum. The development of new courses, including determination of appropriate level of credit, is the responsibility of the faculty.

The College's policy on Curriculum Approval, as it specifically relates to New Course Approval, is found in the [College's Policy Manual](#). The policy states:

Procedure for Adding a Course to the Curriculum

- 1. The faculty member proposing the addition of a new course will complete a Proposal for New Course form and sign it.*
- 2. Copies of the proposal will be distributed to all members of the Department where the course will be taught, and a Department meeting will be held to discuss the proposal.*
- 3. After the proposal has been discussed in the Department, the faculty member will submit it to the Instructional Program/Curriculum Committee.*
- 4. The Instructional Program/Curriculum Committee will set a meeting date and distribute a copy of the Proposal for New Course form to all members of the faculty as part of the agenda for the meeting.*
- 5. The Instructional Programs Committee will approve or disapprove the proposed course and submit such a recommendation to the Faculty Assembly.*
- 6. The Faculty Assembly will submit their recommendations to the President's Council.*
- 7. The President's Council will recommend to the President either approval, with any appropriate modifications, or disapproval of the course.*

Once a course has completed the process as described above the CAO office adds the course to the catalog, and the course is created within the Enrollment management system to begin offering the course.

Alternative Modes of Delivery

RBC implements policies for determining the amount and level of credit awarded, regardless of format or mode of delivery. Assigned credit hours and course meeting times are included under each course listed in the Schedule of Classes and in Banner. All courses meet the required length of time based upon the College's definition of a credit hour, as evidenced by a sample screenshot from the class search function within the course schedule:

Class Schedule Listing

Sections Found

[Western Civil. since 1715 - 10802 - HIST 102 - 001](#)

Associated Term: Spring 2024

Registration Dates: Sep 28, 2023 to Jan 26, 2024

Levels: Undergraduate

Attributes: History Course

Main Campus Campus

Lecture Schedule Type

3.000 Credits

[View Catalog Entry](#)

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	9:30 am - 10:45 am	M	Ernst Hall AUDITORIUM	Jan 22, 2024 - May 13, 2024	Lecture	Daniel P Franke (P) 
Class	9:30 am - 10:45 am	W	Ernst Hall 220	Jan 22, 2024 - May 13, 2024	Lecture	Daniel P Franke (P) 

Courses offered through distance education or other non-traditional ways that do not meet the time-based contact hour requirement must be approved by the Chief Academic Officer. Such courses, in accordance with SCHEV policy on page 1 of [Regulations Governing Certification of Certain Institutions to Confer Degrees, Diplomas and Certificates](#), “use demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes to ensure these courses are equivalent to traditionally delivered courses.” The coursework for distance and non-traditional modalities must be equivalent to the amount of coursework offered via the traditional model. Online and Hybrid courses are identified separately in the Schedule of Classes with section numbers beginning designated as N and H respectively with N50 and increasing sequentially (e.g., MATH 101-N50, CSCI 202-N50, CSCI 202-N51, ENGL 101-H01, ENGL 101-H02). Screenshot examples of both an online course and a hybrid course as they appear within the RBC Schedule of Classes are included here.

Class Schedule Listing

Sections Found

[Elementary French II - 10868 - FREN 102 - N50](#)

Associated Term: Spring 2024

Registration Dates: Sep 28, 2023 to Jan 26, 2024

Levels: Undergraduate


Main Campus Campus

Distance Learning Schedule Type

4.000 Credits

[View Catalog Entry](#)

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	TBA		Internet - OnLine	ONLINE Jan 22, 2024 - May 13, 2024	Distance Learning	Melanie A Munier (P) 

Class Schedule Listing

Sections Found

Rhetoric & Research I - 10848 - ENGL 101 - H01

Associated Term: Spring 2024

Registration Dates: Sep 28, 2023 to Jan 26, 2024

Levels: Undergraduate

Main Campus Campus

Lecture Schedule Type

3.000 Credits

[View Catalog Entry](#)

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	8:00 am - 9:15 am	T	Ernst Hall 116	Jan 22, 2024 - May 13, 2024	Lecture	Alice Henton (P)

Credit for all courses at RBC is based on the standard definition of the credit hour as discussed in our institutional policy on assigning credit. New courses are proposed and approved according to a rigorous procedure that ensures proper review of faculty and administration and adherence to commonly accepted practice and transferability. Courses are assigned the same amount of credit regardless of instructional modality. In Narrative 9.2 of this report, the College documents that requirements for educational programs are determined by the faculty of the respective departments.

Amount of Credit

The [RBC Policy Determination and Assignment of Academic Credit](#), follows the federal definition of the credit hour. Since RBC offers courses designed primarily for transfer to senior institutions, the College has developed articulation agreements with most four-year institutions in the Commonwealth of Virginia. These agreements generally include a list of course equivalences between RBC courses and courses offered at each such institution—see the example for [Virginia Commonwealth University](#). The course equivalences are available via the [RBC website](#). Admission requirements, equivalency transfer guides, and articulation agreements are accessible there. In addition to providing information on its website, RBC is also a full-partner in the [Transfer VA Initiative](#). Through this program, RBC makes semester updates to a portal where students in the Commonwealth can see where their [credits from RBC will transfer](#) to other schools in the Commonwealth. These equivalences demonstrate the credit format used by RBC is standard and acceptable to the transfer colleges in the Commonwealth.

Alternate Instructional Modalities

RBC employs two alternate instructional modalities: online (asynchronous and synchronous) and hybrid courses. Credit offered for classes taught in alternate formats is the same as that for in-class instruction. All online and hybrid classes at RBC are also taught in the traditional format and are required to cover the same material and learning outcomes; therefore, the amount of time required to complete assignments, examinations, etc., for these courses is identical. The learning outcomes of these courses are also assessed by faculty under the same standards as traditional courses.

Policies Require Oversight by Persons Academically Qualified to Make the Necessary Judgments

Policies related to determination of the amount and level of credit awarded for RBC courses, as discussed above, are overseen by persons academically qualified to make necessary judgments, as required.

Educational Programs Not Based on Credit Hours

RBC does not offer courses that are not based on the credit hour as defined above.

Evidence:

[Carnegie Unit Definition](#)

[Course Equivalencies--RBC website](#)

[Credit Hour Definition--SCHEV](#)

[Federal Regulation 34 CFR 600.2](#)

[RBC Policy on Determination and Assignment of Academic Credit](#)

[RBC Policy--New Course Approval](#)

[Regulations Governing Certification of Certain Institutions to Confer Degrees, Diplomas and Certificates](#)

[SACSCOC's Credit Hours Policy Statement](#)

[Transfer Course Equivalence Sample--VCU](#)

[Transfer VA Initiative Description](#)

[Transfer VA Sample Check my Credits](#)

10.9 The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

(Cooperative academic arrangements)

Judgement of Compliance:

Compliant

Not Compliant

Not Applicable

Narrative 10.9:

Richard Bland College does not participate in any cooperative academic arrangements with any other institutions.

Section 12: Academic and Student Support Services

12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

(Student support services) [CR]

Judgement of Compliance:

Compliant

Not Compliant

Not Applicable

Narrative 12.1:

The [mission](#) of Richard Bland College (RBC) is:

“To prepare students for a lifetime of endless potential. We accomplish this by:

- Preparing students for university transfer through academically rigorous programs grounded in the liberal arts tradition of William & Mary.
- Expanding access to college credentials through strategic partnerships, specialized programming, and scalable innovation.”

By providing appropriate academic and student support programs, services, and activities consistent with this mission, RBC is in compliance with this standard.

Academic and Student Support Programs, Services, and Activities are Provided:

RBC serves a diverse population of students in a unique way by being the only two-year college in the Commonwealth of Virginia focused solely on university transfer. Unlike the Virginia Community College System with its emphasis on technical and workforce related degrees, RBC provides a rigorous academic environment that prepares students for the four-year experience. To best prepare these students, RBC offers a wide range of academic services, programs, and activities to promote the success of its students both in the on-campus setting and online. The sections below summarize the available services. As evidenced by the narratives to follow, there is an abundance of programs, services, and activities provided.

Academic and Student Support Programs:

Orientation

The Enrollment Services Team oversees the New Student Orientation for all entering students. Prior to the start of each semester, students are given the opportunity to participate with their families in an on-campus orientation event [[Orientation Email](#), [Orientation Registration](#)]. During these sessions, students and families can engage with services including financial aid, the business office, residence life, dining services, student success, academics, campus security, disability services, campus technical assistance, the Honors Program, and Campus Engagement [[Orientation Schedule](#)]. RBC makes available the services from these in-person orientation sessions to students that are unable to attend or to those who participate in distance learning classes through a system of structured outreach. This method of orientation allows for the same access to account set-up, financial services, and other addressed services [[Student Account Set-up Instructions](#), [Student Information Emails](#)].

Beyond a traditional orientation model, Enrollment Services continues to offer new ways to engage students and help ensure their success when enrolling at RBC. As part of a new initiative, area schools that are identified as high need (50% or more receiving free or reduced lunch) and have at least five confirmed admits will be offered [onsite mini orientations](#). Students will be offered on-site admission as well as opportunities to discuss account creation, class registration, financial aid, and residence life.

In addition to the orientation opportunities, students are also provided with an online experience to prepare them for the use of RBC's Learning Management System (Canvas) as well as topics such as communication and time management beneficial to first time college students. Prior to the start of their first semester, they are provided with these interactive lessons on the Canvas system. [[Canvas Orientation Course](#)]. Students are also given access to [One Stop Campus Resources](#) on Canvas in order to provide them with access to all resources in one place throughout their RBC career.

At off campus sites, the Director of Dual and Enrollment hosts a [student information](#) session for students prior to the start of each semester. During this session, an overview of the program and student accounts are presented. Students are provided assistance setting up all RBC accounts. Additionally, students are guided through the RBC website to demonstrate access to the student and campus resources. For dual enrollment students that participate in the middle college on-campus program, an [orientation/Boot Camp](#) is held for students where the traditional orientation experience is tailored to the specific needs of a high school student to prepare them for a successful transition. The session is led by the Director of Student Success, Director of Dual Enrollment, and the Learner Mentors. Topics include account set up, campus communication, student services and support, scheduling, and a campus tour.

Guided Pathways for Success

At the start of the Fall 2022 semester, RBC launched the Guided Pathways to Success (GPS) program. The launch of this program was following an 18-month study with the

American Council on Education in continued support of the College's commitment to 100% student success ([LSL Peer Review](#)). GPS includes academic and personal support for all RBC students using a relationship-based approach model through Learner Mentors (LMs).

The driving force of the success of the GPS program at RBC is the Learner Mentor model. Students are assigned a Learner Mentor upon their confirmed admission to RBC based on their chosen degree. Learner Mentors specialize in degree programs in order to provide the most comprehensive approach to advising ([Learner Mentor FAQ](#)). The specialized LM model allows LMs to provide their students with wrap-around support to discover and achieve their transfer, major, and career goals. Each student has the option to meet with their Learner Mentor in person or in an online setting if they are a distance education student. Further details regarding the LM role are discussed below in the Academic Advising section.

Additional efforts to support the student transition to college are included in the GPS 101 courses, which are recommended for all incoming students. Within the GPS 101 course the student is exposed to specialized content to address common roadblocks to success at the college level. GPS 101 courses boast small classes with instructors who can build relationships with the students while moving toward the Learning Outcomes of the GPS course. These Learning Outcomes include:

1. Demonstrate how to conduct oneself as a college student in the classroom;
2. Operate online tools available to RBC students, including library databases, Canvas, and Outlook 365.
3. Recognize campus resources and physical locations;
4. Demonstrate good study habits and time-management skills;
5. Describe how establishing positive relationships with other students, faculty, and members of the campus community impacts the college experience;
6. Exhibit understanding in the area of financial literacy;
7. Define and give examples of critical thinking.

Content in the course is chosen from a variety of topics based on student needs for that particular semester. ([GPS Discussion Question](#)). Topics for the course include mental health, educational and life goals, conflict resolution, communication skills, time management and study skills. ([GPS Canvas Modules](#)). The GPS course is offered to all students regardless of their mode of instruction.

Athletics

RBC offers students an athletics program appropriate for a two-year junior college. RBC offers five men's sports (baseball, basketball, cross country, soccer, track and field) and seven women's sports (basketball, beach volleyball, cross country, soccer, softball, track and field, volleyball).

[RBC Athletics Program's mission](#) is to “provide students athletes with the ability to develop academically, professionally, and athletically. To reach our full potential we are built on three core values: Accountability, Integrity, and Success.”

The College has appropriate facilities to support their mission including:

- Petersburg Sports Complex
- Field House
- Stateman Beach Courts
- Statesman Hall
- Statesman Softball Field
- Willcox Field

The adequacy of these facilities will be further discussed in the narrative for section 13.7.

Residence Life and Housing

The Office of Residence Life and Housing provides more than just a living space for students; it is a strategic partner in fostering retention, persistence, and graduation rates. Central to this mission is the implementation of a [residential curriculum](#) that guides the office's programmatic efforts to cultivate well-rounded students. Programmatic efforts are [assessed and evaluated](#) based upon their impact for determination of appropriate future events. Collaborating closely with the Office of Student Success, the professional staff undergo training in Dropout Detective, analyzing data on attendance, faculty feedback, and grades to encourage students to tap into available resources and realize their full potential.

Documenting intentional interactions is a core requirement, with Resident Assistants tasked to record 25 intentional engagements where critical conversations on key aspects of the residential curriculum occur. Similarly, Residence Life Coordinators are responsible for logging purposeful discussions related to the curriculum. The office also supports students navigating conflicts through conflict mediation services.

Furthermore, the office oversees three living-learning communities (LLCs) that offer additional support tailored to specific identity groups. These LLCs cater to Black men, women, and students within the LGBTQIA spectrum, providing safe and intentionally curated spaces for students to flourish in community.

Student Engagement and Leadership (Student Assembly and Clubs)

Prior to COVID, student assembly and clubs were active on the RBC campus. Like many campuses, RBC suffered a decline in these activities post-covid and has worked diligently to reinstitute and grow the programs to support and involve students. A list of active clubs is below with a look at their descriptions in the attachment [[RBC Active Clubs](#)]:

September 25-27, 2024

- Agricultural & Wildlife Club
- Anime Club
- Astronomy & Physics Club
- Calico Storico Colum
- Dungeons & Dragons Club
- E-Sports Club
- Exemplar Student Fitness Club
- Flag Football Club
- History Club
- Ignite Campus Ministries
- Journalism Club
- Mental Health Diaries Club
- Open Book Club
- Soccer Club
- Startups Club
- Strategic Gaming Club
- Volleyball Club
- Yarn Its (Crochet) Club

Academic and Student Support Services:

Academic Advising

RBC has adopted a Guided Pathways advising model after completing an 18-month study through the American Council on Education. The updated advising model helps ensure students choose, remain on, and successfully graduate from a clear and impactful academic pathway. The Guided Pathways framework includes four pillar practices [[Learner Success Report, page 9](#)]:

1. Clarify pathways to end goals
2. Help students enter and choose pathways
3. Help students stay on the path
4. Ensure students are learning

These pillars are accomplished by providing each student upon confirmation of admission with a Learner Mentor that specializes in their desired degree track. Each Learner Mentor provides wrap-around support for students to discover and achieve their transfer, major, and career goals. [[Learner Mentor Job Description, Learner Mentor FAQ](#)]

By creating a more focused relationship with each student, the Learner Mentor helps students develop an individualized academic plan. New students are introduced to the Guided Pathways model both within the student handbook and at student orientation [[Student Handbook-Academic Advising, Orientation Schedule--Advising](#)].

September 25-27, 2024

The importance of training Learner Mentors has always been a priority of the Student Success Department. On their first day, each Learner Mentor is provided with a training schedule and a [Learner Mentor resource guide](#) which includes admissions/registration requirements, financial aid requirements, housing requirements, advising requirements, and technology requirements. Learner Mentors go through training with the [Director of Student Success](#), which provides them with an overview of all responsibilities [[Student Success Organizational Chart](#)]. Specific [training days](#) on topics such as FERPA, advising expectations, graduation and transfer processes, and other topics are also held throughout the year.

Each Learner Mentor has a membership to the Global Community for Academic Advising ([NACADA](#)) as well as professional development funds to attend conferences. Learner Mentors have access to professional development in all areas through the College as needed. Staff meet once a week as a team to [train](#), problem solve, and collaborate with faculty, staff, and professional consultants.

Students communicate with their Learner Mentor through scheduled appointments, walk-in hours, emails, text messages, and telephone communications. The Learner Mentors support the RBC mission and goals by providing services to increase student persistence, retention, transfer, and graduation. Learner Mentors and faculty partner to monitor student progress using an early alert system, [Dropout Detective](#), which is guided by predictive analytics that help identify the best interventions in support of student success. In addition to the use of Dropout Detective, Learner Mentors follow an [intervention calendar](#) throughout each semester to ensure students who are struggling are contacted regularly. Learner Mentors provide all these supports and services to distance learning students via email, telephone, or text message.

Counseling Center and Mental Health Support

The [Counseling Center](#) is available to currently enrolled students at RBC. The Counselors provide services related to the development of the whole person and support students' emotional and physical well-being as well as their academic concerns. Students who participate in counseling sessions discover ways to overcome self-defeating behaviors, learn about themselves in the academic and career exploration process, and acquire new skills that enable them to think through, confront, and address difficult issues in ways that move them toward effective decision-making and healthy resolutions.

Students enrolled in either on or off-site programs have access to counseling in-person, over the phone, or via Teams Conferencing. The counselors work with students to ensure that confidentiality is maintained in all sessions.

Counselors assist full and part-time students with managing the academic and social aspects of their college life, focusing on enabling students to adapt, adjust, transition, and progress in a rigorous two-year learning environment. The counseling program at RBC has multiple services to meet a variety of needs as outlined in the [Counseling Services Brochure](#). For students in immediate crisis situations, 24-hour counseling is available through ProtoCall and 24-hour mental health support is available through

WellTrack. Community resources are also provided for students facing mental health needs as well as housing security issues. Beyond the crisis level of counseling, the Counseling Department works to provide continual opportunities for students to become well-rounded healthy individuals through programming targeting areas such as [positive reinforcement](#), [racial justice and equity](#), [relationships](#), [social media](#), and [stress management](#).

The RBC counseling model takes on a tiered level approach to provide each student with tailored support, beginning with the Learner Mentor relationship and continuing into the relationships built with the Director of Counseling Services. Services work to address the personal, physical, and emotional barriers students face during the college experience. The three tiers of support are addressed below:

- [Tier 1](#) Counseling assists students with issues such as academic adjustment, social transition, and personal relationships. Learner Mentors support students with issues of this type.
- [Tier 2](#) Counseling Services are offered for students with situations that are considered to have some type of physical and/or emotional risk including bullying and intimidation. Students who have had verbal altercations on campus are encouraged to seek Tier 2 Counseling through their Learner Mentors and when necessary, the Director of Counseling.
- [Tier 3](#) concerns must be handled through the Director of Counseling in the Student Success Center. Tier 3 services are in place for learners who have experienced harassment, had suicide ideation, or have been stalked, assaulted, or raped. The Tier 3 counselor offers both individual and group counseling services. Students who are in need of services which fall beyond the scope of this office receive [referrals from the Counseling Center](#).

In addition to the Counseling Center, RBC strives to offer mental health services and training to students as well as Faculty and Staff. Faculty receive [crisis intervention training](#) as part of faculty development. Faculty and Staff are also offered opportunities for their [own mental health](#) including resources and [additional training for students](#). Staff at RBC offer [student leaders resources](#) to help their fellow students. Athlete's mental health is also a priority at RBC as evidenced by the [program wide study](#) conducted in 2023 to improve mental health resources for athletes on campus.

Library Services

The RBC Library collection focuses on resources for the College's academic programs, student research, and general use. The collection consists of books, journals, newspapers, and films available as physical items and/or digital resources. The physical collection consists of approximately 15,651 physical items with a collection of 2,725 videos and 25 Journals. The Library has an extensive collection of English and American literature covering all time periods. The history collection emphasizes American and European history, with a broad collection of books on early American history, the Civil War, and World War II. There are also a significant number of books in the art, religion, philosophy, and psychology sections.

As a paid member of VIVA ([The Virtual Library of Virginia](#)), the Library has electronic access to a shared collection of 44,000+ e-journals, 170+ databases, almost 400,000 eBooks, and 130,000+ streaming media that cover a broad range of subject areas. The Library participates in a shared integrated library system through William & Mary, and uses ExLibris Alma and Primo as its integrated library system. In addition to the Library's collection, patrons have access through Interlibrary Loan to the resources of libraries throughout the Commonwealth as the result of the Library being a paid member of OCLC ([Online Computer Library Center](#)). OCLC and OCLC Worldshare allow staff, faculty and students to request unparalleled global resources through OCLC's powerful network of libraries.

The Library provides a virtual space for users through its website [[RBC Library Homepage](#)] where students can access e-books, journals, and videos directly, conduct searches, and request hard copy resources. This service is provided via EZproxy, a server that allows students and faculty to access these online resources from off-campus locations.

All RBC Library patrons have access to the Library's [LibGuides](#). The LibGuides are curated, subject guide sites containing resources (both library and other) on the topic of the guide. RBC's LibGuides were launched in 2015 and currently consist of a [Library Orientation](#) guide, [Writing & Citation](#) guide, [Student Resources](#) guide, [Faculty Resources](#) guide, and subject guides on each main subject taught at the College. Patrons can also access materials and research guides using the LibGuides and request information on literacy webinars through Zoom.

The RBC Library has also created a [Canvas Course](#) shell for Library Services to help students with citation and the library catalog. Citations methods covered in this course are APA, MLA and Chicago style. There are also sections for navigating LibGuides and a virtual Library Tour.

Library staff members offer on-demand instruction in the physical library location and virtually. To support spontaneous instruction in the physical library, the library is staffed with a [full-time librarian](#) as well as a [part-time librarian assistant](#) and is open Monday-Thursday 8am-7pm, Fridays 8am-5pm, and Saturdays 12pm-5pm. The library staff hold appropriate credentials for the responsibilities for which they are assigned. Students and faculty can also set up an appointment with a librarian for one-on-one reference help.

The RBC Library and the Head Librarian, Tim Hurley, helps support and implement OERs in the classroom settings. This is done by sending information presented by VIVA on their OER offerings through VIVA Open and the VIVA Open Grants. The head librarian notifies faculty of new OER publishing avenues presented by VIVA and helps the faculty successfully navigate these resources. The library has also written a resource guide on OERs in our LibGuide [website](#).

Distance education and dual enrollment instructors can [request literacy instruction](#) information by emailing library@rbc.edu, calling the Library, or filling out and submitting a [Librarian Appointment Form](#) found within the online Library resources. Library staff collaborate with the instructor to understand the needs of the class so that they can

provide effective library instruction. Depending on these needs, this instruction can be delivered a number of ways: face-to-face (depending on distance), synchronous (via Teams or Canvas), or asynchronous (via Canvas or LibGuides).

Currently under construction is the new Academic Innovation Center which, when completed, will be an additional space dedicated to learning and advancement. This space will include multiple study rooms, classrooms and audio/video studios, and a new special collections room for the library's historical and special artifacts. The new center will also include a competitive and casual gaming arena in hopes of developing a competitive e-sports team and engaging students during downtime. The new audio/video studios will help teachers record lectures for multimodal asynchronous learning and podcasting abilities for students, staff, and faculty. The library staff will help facilitate these endeavors by offering instruction on recording and editing. The special collections will be a new hands-on learning experience allowing teachers to prototype courses with aid from the librarians that teach students how to handle and curate archival resources.

University College

RBC University College opened in the Fall of 2022 to assist students in creating a “seamless pathway to a baccalaureate degree.” The University College staff focuses on providing students with services to ease their transfer process both in the traditional manner and through innovative pathways and partnerships.

Traditional pathways of transfer are accomplished through RBC's guaranteed transfer agreements. The University College assists students by providing [college visits](#), [transfer fairs](#) and one on one assistance in preparing applications. In addition to the more traditional method of transfer, RBC has also moved to develop innovative pathways to provide students with opportunities to keep costs low while attaining a four-degree. As part of a hallmark program, RBC partners with both Virginia State University and Virginia Wesleyan University to allow students to attain four year degrees from these schools at RBC tuition rates.

Finally, RBC looks to expand opportunities for students by connections with both the Transfer VA program as well as the Transfer Scholars Network. Both of these partnerships allow RBC students access to schools both inside the Commonwealth and across the nation. Additional details are available on the [University College webpage](#).

Tutoring Services

RBC's academic support services include the Math and Science Tutoring Center (MyStic) and the Writing Center. Both services provide RBC students with academic assistance that strengthens their ability to learn effectively and consequently achieve academic success. These services are open to all students currently attending RBC, either in-person or online, and are free of charge. Peer Tutors are RBC students trained to provide tutoring support. Services are available by making an appointment or on a walk-in basis. Students may be tutored individually or in small groups. Additional academic support is available through the instructor's office hours for each individual student's course. [[MySTIC Flyer](#), [Math and Science Tutoring Schedule](#), [Writing Center Schedule](#)]

ADA Services

Students with differing abilities identified under the Americans with Disabilities Act are [eligible for accommodations](#) to ensure equal access to the experiences of RBC academic programs and activities. Upon [registration](#) with the Office of Disability Services, The ADA Coordinator develops an [accommodation plan](#) specific to each student's needs which is then communicated to necessary individuals through the student, with the ADA coordinator available to assist as needed.

The office of Disability Services provides services to all students taking courses at RBC including distance education and off-campus instructional sites. Services are available in-person, via phone, email, or Teams appointments.

Information regarding the College's ADA support services can be found on the [website](#).

2021 Racial Justice and Equity Report

On June 2, 2020, President Debbie Sydow appointed a 14-member task force on [Racial Justice and Equity \(RJ&E\)](#) to determine instances in which persistent inequities and lack of inclusiveness may have been carried out within each College department's policies, procedures, and structures.

The RJ&E Task Force proposed recommendations in three interrelated areas: Employee Training, College Policies, and College Operations. We believe that changes in these three areas will catalyze the larger cultural shift that would benefit RBC. The data revealed a need for training in the areas of personal biases, inclusion, and equity for RBC employees on all institutional levels. An [introduction to the report](#) is included here. The full report is available on the RBC webpage. Additional details of the RJ&E Task Force will be outlined in section 13.8.

RBC Plan & Inclusive Excellence Committee

In Spring 2024, the administration of RBC reinstated the "Inclusive Excellence" committee, tasked with crafting a comprehensive strategic plan in response to the RJ&E final report. This committee has formulated the 1RBC Strategic Plan and will convene regularly to operationalize these strategic pillars and integrate them into the fabric of the institution. This committee will collaborate closely with students to ensure that recommendations directly affecting them are implemented thoughtfully and effectively, resulting in tangible, noticeable, and impactful outcomes. Additional details on the Inclusive Excellence Committee will be shared in section 13.8.

Academic and Student Support Activities/Programming

Based on its mission to "prepare students for a lifetime of endless potential." including "university transfer," the College has developed a robust suite of student-development

programs essential to this mission. Campus Engagement and programming at RBC focuses on the following objectives:

1. Cultural Enrichment
2. Leadership and Student Development
3. Community Engagement
4. Social Interaction

Using a team approach involving the Offices of Campus Engagement, Residence Life and Student Success among others, the RBC campus community plans events, and activities to support students. Activities span the four objectives listed above and are thoughtfully planned through engagement with student life representatives and [planning events](#). The following [spreadsheet](#) contains a comprehensive list of activities across campus during the 2023-2024 school year. Highlighted events include:

Cultural Enrichment

- [Barbershop Talks](#)
- [Harmony and Heritage](#)
- [Barbershop Talks: Man to Man](#)
- [Celebrate Hispanic Heritage Month](#)

Leadership and Student Development

- [Coin Catch: Financial Tips](#)
- [Wake and Bake](#)
- [Dine on a Dime](#)
- [Defend the Den](#)
- [Elevate Your Mind](#)
- [Yoga and Sound Bath](#)
- [Rainbow Enrichment](#)
- [Mid-Term Madness](#)
- [Folding Success](#)
- [Money Matters Game Night](#)

Community Engagement

- [Cards for a Cause](#)
- [Game Day](#)
- [Sandwich Drive](#)
- [Walk a Mile in Her Shoes](#)
- [Alternative Spring Break](#)

Social Interaction

- [Dart Cupids Heart](#)
- [Superbowl Sunday](#)
- [Battle of the Halls: Flag Football Edition](#)
- [RBC Pajama Jam](#)
- [Late Night Breakfast](#)
- [Winter Unwind](#)
- [Spooky Party](#)
- [Fall Festival](#)
- [Party Like a Statesman](#)
- [Battle of the Halls: Dodgeball Edition](#)
- [Big Bland Block Party](#)
- [Reggae Rock](#)

Academic and Student Support Programs, Services, and Activities are Appropriate:

As evidenced from the above comprehensive list of programs, services, and activities offered to all students, RBC provides a comprehensive and developmentally-based set of programs for its students. The programs complement the [mission](#) of the College to “prepare students for a lifetime of endless potential” and prepare them for “university transfer.” The programs and services are supportive of student academic and social growth and are appropriate for students attending a two-year residential college.

Off-Campus Instructional Sites (OCIS)

Students at RBC OCIS locations are provided with appropriate academic and student support programs and services ([OCIS INFORMATION SHEET](#)). Students located at OCIS locations may utilize the services described above in-person and on-campus services when possible or may make individual appointments to access the services online as well.

Distance Education:

Students taking distance education courses experience the same rigor and expectations of those enrolled in on-campus programs. RBC strives to offer online access to services as described above regardless of mode of delivery of instruction.

Evidence:

[ADA--Accommodation Plan](#)

[ADA--Registration Form](#)

[ADA--Services Website](#)

[ADA--Student Handbook](#)

September 25-27, 2024

[Canvas Orientation Course](#)
[Community Engagement--Alternative Spring Break](#)
[Community Engagement--Cards for a Cause](#)
[Community Engagement--Game Day](#)
[Community Engagement--Sandwich Drive](#)
[Community Engagement--Walk a Mile in Her Shoes](#)
[Community Resource Guide](#)
[Counseling Program--Positive Reinforcement](#)
[Counseling Program--Racial Justice and Equity](#)
[Counseling Program--Relationships](#)
[Counseling Program--Social Media](#)
[Counseling Program--Stress Management](#)
[Counseling Services Brochure](#)
[Counseling Webpage](#)
[Crisis Intervention Training](#)
[Cultural Enrichment--Barbershop Talks](#)
[Cultural Enrichment--Barbershop Talks: Man to Man](#)
[Cultural Enrichment--Harmony and Heritage](#)
[Cultural Enrichment--Celebrate Hispanic Heritage Month](#)
[CV--Barrett Smith\(part-time library assistant\)](#)
[CV--Timothy Hurley \(Head Librarian\)](#)
[Dropout Detective Sample](#)
[GPS Canvas Modules](#)
[GPS Discussion Questions](#)
[Leadership and Student Development--Coin Catch: Financial Tips](#)
[Leadership and Student Development--Defend the Den](#)
[Leadership and Student Development--Dine on a Dime](#)
[Leadership and Student Development--Elevate Your Mind](#)
[Leadership and Student Development--Folding Success](#)
[Leadership and Student Development--Mid-Term Madness](#)
[Leadership and Student Development--Money Matters Game Night](#)
[Leadership and Student Development--Rainbow Enrichment](#)
[Leadership and Student Development--Wake and Bake](#)
[Leadership and Student Development--Yoga and Sound Bath](#)
[Learner Mentor FAQ](#)
[Learner Mentor Job Description](#)
[Learner Mentor Resource Guide](#)
[Learner Mentor Training Schedule](#)
[Learner Mentor Weekly Training](#)
[LibGuides Faculty Resources](#)
[LibGuides Homepage](#)
[LibGuides Library Orientation](#)
[LibGuides OERs](#)
[LibGuides Student Resources](#)
[LibGuides Writing & Citation Guide](#)
[Library Appointment Form](#)
[Library Canvas Course](#)
[Library Instructor Request](#)
[LSL Peer Review](#)

[LSL Report Guided Pathways, Page 9](#)
[Math and Science Tutoring Schedule](#)
[Middle College Orientation/Bootcamp](#)
[Mindfulness in the Grove](#)
[Mission](#)
[Mission Statement--RBC Athletics](#)
[MySTIC Flyer](#)
[NACADA Membership](#)
[OCIS Information Sheet](#)
[OCIS Student Information Session](#)
[One Stop Campus Resources](#)
[Online Computer Library Center](#)
[On-site mini orientations](#)
[Organizational Chart Student Success](#)
[Orientation Email](#)
[Orientation Registration](#)
[Orientation Schedule](#)
[Orientation Schedule--Advising](#)
[PD Director of Student Success](#)
[Racial Justice and Equity Webpage](#)
[RBC Active Clubs](#)
[RBC Athletics Mental Health Report](#)
[RBC Library Homepage](#)
[Residence Life Program Evaluation](#)
[Residential Curriculum](#)
[RJ&E Report Introduction](#)
[Social Interaction--Battle of the Halls: Dodgeball Edition](#)
[Social Interaction--Battle of the Halls: Flag Football Edition](#)
[Social Interaction--Big Bland Block Party](#)
[Social Interaction--Dart Cupid Heart](#)
[Social Interaction--Fall Festival](#)
[Social Interaction--Late Night Breakfast](#)
[Social Interaction--Party Like a Statesman](#)
[Social Interaction--Reggae Rock](#)
[Social Interaction--RBC Pajama Jam](#)
[Social Interaction--Spooky Party](#)
[Social Interaction--Superbowl Sunday](#)
[Social Interaction--Winter Unwind](#)
[Student Account Set-up Instructions](#)
[Student Activity Event List](#)
[Student Activity Planning Retreat](#)
[Student Handbook--Academic Advising](#)
[Student Information Emails](#)
[Student Success Intervention Calendar](#)
[Suicide Prevention Training](#)
[University College Campus Visits](#)
[University College Transfer Fairs](#)
[University College Webpage](#)
[Virtual Library of Virginia](#)

[Writing Center Schedule](#)

12.4 The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

(Student complaints)

[Note: As part of its response to this standard, the institution should include information about the individual(s)/office(s) responsible for maintaining these records, elements of a complaint review that are included in the record(s), and whether the records are centralized or decentralized.]

Judgement of Compliance:

Compliant

Not Compliant

Not Applicable

Narrative 12.4:

Richard Bland College (RBC) publishes appropriate and clear procedures for addressing written student complaints. The College follows these procedures and maintains a record of all such complaints. Therefore, the College is in compliance with this standard.

The College attempts to initially resolve student complaints at the source of the complaint on an informal basis with appropriate College personnel. When that does not resolve the complaint, procedures are invoked for resolving written student complaints as described in the [RBC Student Handbook, Section III](#). The complaint process is also posted on the [College website](#).

Evidence that these procedures have been followed is contained in the document [John Doe Complaint](#) and [Resolution](#). These procedures for addressing written student complaints are outlined under the following categories of complaints:

General Student Complaints:

As outlined in the handbook, students are encouraged to seek an informal resolution of the matter directly with the faculty or staff member involved. However, if an informal resolution is neither successful nor advisable, the student should use the [online complaint form](#).

The complaint must be submitted within ten (10) business days of the alleged conflict or action. Any student filing a complaint shall have the right to be represented by legal counsel at every level and to present witnesses and evidence to support the grievance without fear of reprisal. This procedure does not confer the right upon anyone to make slanderous or libelous statements (i.e., false statements).

September 25-27, 2024

Upon receipt of the complaint, a conference will take place with the student and the appropriate office handling the report. The staff member will notify the appropriate persons and request any information or documentation needed to resolve the complaint. The staff member may attempt to resolve the complaint by encouraging discussion between the student(s) and the faculty member/administrator or by taking the appropriate steps to resolve the complaint.

A review of the complaint with the supervisor(s) or others in line of supervision may be used when deemed appropriate and beneficial to the process. All relevant documentation and possible outcomes must be submitted by the student or other appropriate persons to the applicable supervisor(s) within ten (10) business days of the date the complaint is filed.

When possible, the final resolution (or a finding of “unresolved”) will be filed with the appropriate office within fifteen (15) business days of the date the complaint is filed. If circumstances exist that require an extension of this deadline, the staff member assigned the complaint will notify the parties involved.

If the student is not satisfied with the outcome of the complaint, a Written Student Complaint Committee will be appointed to review the information and render a final decision. The Committee will consist of three faculty and staff representative and two student members appointed by the Student Assembly President. The committee’s decision will be final. Records of these complaints are kept in an online repository managed in the Office of the Chief Business Officer.

Title IX

For complaints involving student or employee discrimination, harassment, or sexual misconduct pursuant to Title IX, applicable policies and procedures are outlined on the [RBC website](#) and in the [RBC Policy Manual](#). Records of these complaints are kept in a locked filing cabinet in the office of the Title IX Coordinator. Additional policies and attachments related to Title IX include:

- [Title IX Complaint Form](#)
- [Americans with Disabilities Act Policy—Policy Manual](#)
- [Student Handbook ADA Compliance](#)
- [Discrimination, Harassment, Sexual Misconduct, and Retaliation--Policy Manual](#)
- [Discrimination, Harassment, Retaliation Policy—Student Handbook](#)
- [Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence Complaint Resolution Process Guidelines](#)
- [Student Code of Conduct](#)
- [Grievance Procedure for Administrative Employees](#)

Financial Aid or Academic Probation/Suspension Appeals

Financial Aid appeals are described in the [Satisfactory Academic Progress Policy](#) on the College website. Academic Suspensions Appeals are described in the [2023-2024 College Catalog](#). Appeals for both Financial Aid and Academic Suspensions/Probations may be made from the College website using the [SAP Appeal Form for Reinstatement](#). Appeals that are filed are considered by the [Academic Standards and Appeals Committee](#) consisting of faculty and staff members. Records of these appeals are kept in an online repository and managed by the office of the Chief Academic Officer. Additional documentation of the RBC Financial Aid and Academic Appeals process is included in the following:

- [Academic Appeals Flow Chart](#)
- [Academic Suspension Letter](#)
- [Example of a Student SAP appeal, Example of Student SAP appeal denied](#)
- [Example of a Student SAP appeal \(2\), Example of Student SAP appeal approved](#)
- [Suspension of Financial Aid Letter](#)
- [Financial Aid Approval Letter](#)
- [Academic Probation Contract](#)

Grade Appeals

The [Student Handbook](#) provides information related to grade appeals for students. Students are encouraged to consult with the faculty member who issued the grade for the course. If the student is not satisfied with the grade and believes it has been assigned unfairly, the student may appeal to the department chair and further to the Chief Academic Officer (CAO). If the issue is still not resolved, the student has the right to appeal to the [Academic Standards and Appeals Committee](#) which will then make a recommendation to the CAO who will make the final decision and notify the student. The written appeal must be submitted within ninety days of the final grade. A [grade appeal form](#) to facilitate the appeal process is available through the CAO's office.

Campus Regulations

Parking and vehicle regulations are laid out in both the [Student Handbook](#) and [RBC Policy manual](#). Appeals concerning parking citations are submitted to the Business Office and are overseen by the Student Conduct Board. Records of these appeals are kept in an online system through the Office of Student Success. The following attachments offer an [example of an appeal](#) as well as a [formal decision](#) in regard to the appeal.

In-State Tuition Eligibility

In-State Tuition eligibility appeals are described in the [RBC College Catalog 2023-2024 Virginia In-State Tuition Eligibility](#). Appeals are filed with the Office of Enrollment Services and can be appealed outside of Enrollment Services with the Director of Financial Aid followed by a three-member panel within the College. Any further appeal must proceed outside the College through the Circuit Court of Dinwiddie.

Student Conduct

Appeals relevant to Student Conduct or Honor Code decisions are described in the [Student Handbook](#) under section XVIII and follow the attached [Flow Chart](#). The conduct board process does not assign grades for honor code violations. Records of these appeals are kept in an online repository managed by the Department of Student Success. Examples of appropriate documentation for this process is included below:

- [Conduct Hearing Notice](#)
- [Conduct Hearing Decision](#)
- [Conduct Hearing Appeal](#)
- [Appeal Decision One](#)
- [Appeal Decision Two](#)

Other information regarding student complaints:

[Federal Law 34CFR 668.43\(b\)](#) requires that an institution make available to enrolled and prospective students “contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint. RBC meets this requirement and demonstrates compliance with this standard below.

Filing Complaints with the State Council of Higher Education for Virginia (SCHEV) and SACSCOC

If an issue cannot be resolved by the College's internal process, a complaint involving allegations of dishonest or fraudulent activity, including the provision of false or misleading information, may be brought to the State Council of Higher Education for Virginia (SCHEV). Alternatively, students may also submit complaints about a SACSCOC-accredited institution using the SACSCOC complaint process. These processes are outlined in the [Student Handbook](#) with links posted on the website for each type of complaint. Non-SARA state complaints may be made in the state where the student is located.

Distance and Off-Campus Instructional Sites:

All policies and procedures described above apply to students in distance education programs and to those attending courses at off-campus instructional sites. Policies and procedures are appropriate, clear, published, and implemented, and a record of student complaints is maintained regardless of mode of delivery of the student's program or site location.

Evidence:

[Academic Appeal Approved](#)

[34CFR 668.43\(b\)](#)

[Academic Appeal Denied](#)

[Academic Appeal Sample \(2\)](#)

[Academic Appeal Sample\(1\)](#)

[Academic appeals Flow Chart](#)

[Academic Probation Letter](#)
[Academic Standards and Appeals Committee](#)
[Academic Suspension Letter](#)
[ADA Compliance Student Handbook](#)
[ADA--Policy Manual](#)
[Conduct Appeal Decision One](#)
[Conduct Appeal Decision Two](#)
[Conduct Hearing Appeal](#)
[Conduct Hearing Decision](#)
[Conduct Hearing Notice](#)
[Discrimination, Harassment, Sexual Misconduct and Retaliation--Policy Manual](#)
[Discrimination, Harassment, Sexual Misconduct and Retaliation--Student Handbook](#)
[Financial Aid Approved Letter](#)
[Grade Appeal Form](#)
[Grade Appeals--Student Handbook](#)
[Grievance Procedure for Administrative Employees](#)
[John Doe Complaint](#)
[John Doe Resolution](#)
[Online Complaint Form](#)
[Parking Regulations--Policy Manual](#)
[Parking Regulations--Student Handbook](#)
[Parking Violation--appeal](#)
[Parking Violation--decision](#)
[SAP Appeal Form](#)
[SARA Complaint Process--Student Handbook](#)
[Satisfactory Academic Progress Policy](#)
[Sexual and Gender Based Harassment Complaint and Resolution Guidelines](#)
[Student Appeal Process--Student Handbook](#)
[Student Complaint Process--College Webpage](#)
[Student Complaint Process--Student Handbook](#)
[Student Conduct Flow Chart](#)
[Suspension of Financial Aid Letter](#)
[Title IX--Complaint Form](#)
[Title IX--RBC Policy Manual](#)
[Title IX--RBC website](#)
[Virginia in-State Tuition Eligibility](#)

Section 13: Financial and Physical Resources

13.6 The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education.

(Federal and state responsibilities)

Judgement of Compliance:

Compliant Not Compliant Not Applicable

Narrative 13.6:

Richard Bland College (RBC) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act and audits its financial aid programs as required by federal and state regulations. Therefore Richard Bland College is in compliance with this standard.

Financial Aid programs are audited as required by state and federal regulations:

As stated in the [Code of Virginia §30-133 Part A](#), "The Auditor of Public Accounts shall audit all of the accounts of every state department, officer, board, commission, institution, or other agency handling any state funds as determined necessary by the Auditor of Public Accounts." Richard Bland College and the College of William & Mary financial statements are consolidated within the Audited Consolidated Financial Report for the Year Ended June 30, 2023; however, the [Optional Supplementary Information](#) included on pages 130 – 131 includes RBC-specific information for the Statement of Net Position and Statement of Revenues, Expenses and Changes in Net Position. All other audit worked performed by the APA, including student financial aid and other major federal programs pertaining to higher education are detailed in the [APA's Report on Audit for the Year Ended June 30, 2023 for The College of William & Mary](#).

The College of William & Mary in Virginia Report on Audit for the Year Ended June 30, 2023 provides the financial aid findings for RBC on pages 7 – 10.

- Improve Reporting to National Student Loan Data System
In the report, the auditor stated:
"Richard Bland personnel did not report accurate and/or timely enrollment data to the National Student Loan Data System (NSLDS) for students that had graduated, withdrawn or had an enrollment-level change."

RBC management concurred with the finding and the corrective action plan included immediately correcting the error in Spring 2024 and requiring future monitoring to ensure accuracy in future Clearinghouse reports.

- Properly Perform Return of Title IV Calculations

In the report, the auditor stated:

“Richard Bland personnel did not properly perform return of Title IV calculations for the Fall 2022 and Spring 2023 semesters.”

RBC Management concurred with the finding and the corrective action plan included immediately correcting errors in Spring 2024 and establishing procedures to ensure future compliance.

- Return Unearned Title IV Funds Timely

In the report, the auditor stated:

“Richard Bland personnel did not return unearned Title IV aid timely to ED.”

RBC Management concurred with the finding and the corrective action plan included convening college representatives to collaboratively outline a corrective action plan to prevent future findings.

The College’s Program Participation Agreement with US Department of Education indicates that the College is authorized to participate in student financial assistance programs authorized by Title IV of Higher Education Act of 1965 as amended. Per the current Resource Manual for this narrative, several relevant questions are listed for consideration: Each question and our response to that question may be found below:

1. What issues exist with the Title IV program for the institution, if any?

Response: None

2. Has the institution been placed on reimbursement method?

Response: No

3. Has the institution been required to obtain a letter of credit on behalf of the Department of Education?

Response: No

4. Are there any findings in the independent audit of the institution’s federal financial aid programs?

Response: Yes, APA findings are outlined and addressed above. There were no material weaknesses.

5. Are there significant impending litigation issues with respect to financial aid?

Response: No.

6. Are there significant unpaid dollar amounts due back to the department of education?

Response: No.

7. Have adverse communications been received from the Department of Education? If so, what is the institution's response?

Response: No adverse communications have been received.

8. What is the institution's student loan default rate? Is there a finding in the audit of federal awards regarding student loan default rates.

Response: The most recent student loan default rate for the college is 0%. Due to the pandemic student loans were placed in forbearance status which contributed to the 0% default rate. Richard Bland College has partnered with ECMC to provide free assistance to students on their Federal student loan obligations to ensure successful and comfortable loan repayment. ECMC customer representatives reach out to students ensuring their grace period to answer questions about their load obligations and/or repayment options. They also contact students if their loan(s) become delinquent. ECMC helps students explore a wide variety of possibilities such as alternative repayment plans, deferment, consolidation, discharge, forgiveness, and forbearance options.

9. Is the institution aware of infractions to regulations which would jeopardize Title IV funding?

Response: No.

Evidence:

[Code of Virginia §30-133 Part A](#)

[College of William & Mary Report on Audit for the Year Ended June 30, 2024](#)

[William & Mary Audited Consolidated Financial Report for the Year Ended June 30, 2024](#)

- 13.7 The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.
(Physical resources)

Judgement of Compliance:

Compliant Not Compliant Not Applicable

Narrative 13.7:

Richard Bland College (RBC) ensures adequate physical facilities and resources, both on campus and for distance learning, that appropriately serve the needs of the College's educational programs, support services, and other mission related activities. Therefore, RBC is in compliance with Standard 13.7. RBC does not have off-campus facilities.

The [mission](#) of the College is

"[t]o prepare students for university transfer through academically rigorous programs grounded in the liberal arts tradition of William & Mary and to expand access to college credentials through strategic partnerships, specialized programming, and scalable innovation.

RBC maintains a comfortable, spacious, liberal arts learning environment for both residential and commuter students. Academic buildings are conveniently clustered in the southwest quadrant of the campus [[Campus Map](#)]. To meet a variety of instructional methodologies, classrooms range from traditional to easily reconfigured spaces designed for collaborative learning. Laboratories are well equipped and include appropriate safety resources. All classrooms contain technology appropriate to meet the instructional requirements of the faculty and student body. Construction is currently underway for a new Library Academic and Innovation Center which should be operational for Fall 2024. In addition, RBC maintains adequate facilities for all faculty and support staff as well as an athletic program.

The following narrative describes: (1) all campus facilities, (2) Information Technology resources, (3) the Strategic Plan, and (4) Facilities Management

Campus Facilities

Service to Educational Programs: Building and Space Overview

As the Commonwealth of Virginia's only two-year residential junior College, RBC holds a unique place in the higher education system of Virginia. The College's facilities serve 1151 FTE students of which more than 350 are residential. To provide all the services these students need the College facilities also support the employment of 38 administrators, 31 full-time faculty, 41 adjunct faculty, 54 full-time staff, and 61 part-time staff.

RBC owns 344,540 total gross square feet of building space on campus which has remained stable since 2010 but will increase in size after the addition of the Academic Innovation Center in the Fall of 2024. A detailed analysis of each campus building and its space utilization is included in the [RBC Building Analysis](#). A [photo tour](#) of the campus academic areas, athletic facilities, housing, student services, and library operations are attached to this report. An expansion of gross square footage is anticipated in Fall of 2024 and will be addressed later in this narrative. New state buildings are built according to the standards set forth in the Virginia Construction and Professional Services Manual, [VCPSM](#).

Service to Educational Programs: Classroom and Laboratory Space

The majority of the classroom and laboratory space at RBC is located in James B. McNeer Hall and the adjacent Humanities and English (Ernst Hall) building. Table 1 shows the classroom and laboratory space in both McNeer Hall and Ernst Hall.

Academic room utilization is reported every two years to the [State Council of Higher Education of VA](#). RBC strives to keep class sizes low. Its numbers reflect this reality, and RBC values its capacity for growth as it continues to increase enrollment and expand class offerings. RBC's numbers are comparable with Virginia Community Colleges and other Virginia four-year schools with similar student populations. Table 2 summarizes the data reported to SCHEV from 2012 to 2022.

Table 1: Classroom and Laboratory Space

	Number of Rooms	Assignable Square Feet	VCPSM Guidelines (Sq. Ft/Station)	RBC Average
McNeer Hall				
Classrooms	15	9581	20	21
Computer Classrooms	2	1257	20	25
Science Labs (Biology/Chemistry)	7	7092	45	42
Science Lab (Physics)	1	1057	40	41
Science Instrumentation Labs	2	1103		
Prep Rooms	6	1384	10	10
Seminar Rooms	2	663		
Assembly/Classroom	1	1361	10	31
Ernst Hall				
Classrooms	15	9581	20	30
Seminar Rooms	1	296		
Writing Center	1	411		

Table 2: Richard Bland College Classroom and Laboratory Room Utilization

Room Use	Classroom Use				Laboratory Use			
	Weekly Hours Room Use	Weekly Hours Station Use	Percent of Occupancy	Weekly Hours Room Use	Weekly Hours Station Use	Percent of Occupancy		
SCHEV Guideline	40	24	60%	24	18	75%		
RBC 2022	25	11	46%	16	8	53%		
RBC 2020	Not reported							
RBC 2018	17	13	67%	14	10	71%		
RBC 2016	20	13	67%	8	5	60%		
RBC 2014	21	12	61%	17	12	74%		
RBC 2012	18	13	71%	16	11	68%		
UVA-Wise (2022)	24	9	37%	18	12	68%		
Brightpoint CC (2022)	25	12	47%	29	17	59%		
Patrick Henry CC (2022)	38	16	42%	34	13	39%		

Service to Educational Programs: Office Space

Office space guidelines for the Commonwealth of VA are contained in the Construction and Professional Services Manual ([VCPSM](#)). RBC has almost 18,145 square feet of office space. Table 3, based on IPEDS employment numbers for Fall 2023, shows the office space at RBC is adequate.

Table 3: Recommended Office Space by Employee Category

	Number of RBC employees	VCPSM Guideline	Office Space required at RBC
Administrators	38	196 sq ft	7448
Full Time Faculty/Staff	85	64 sq ft	5440
Part-Time Staff	61	48 sq ft	2928
Adjunct Faculty	41	48	1968
		Total	17784 sq ft.

Service to Educational Programs: Advising, Registration, and Tutoring Areas:

The centrally located RBC Library was chosen to house the Office of Student Success and the Learner Mentor staff. The Learner Mentors are located on the ground floor of the RBC library. 2040 square feet of space is dedicated to the Learner Mentor areas. The tutoring centers are located in the respective academic buildings for which the tutoring centers service specific content areas. The Math and Science Tutoring Center (MyStIC) is housed in McNeer and the Writing Center is housed in Ernst.

Student Housing:

RBC is the only two-year residential campus in the Commonwealth of Virginia and prides itself on providing housing for more than 40% of its degree seeking students. As of Fall IPEDS data 2023, RBC had 815 degree seeking students and a total of 373 living in residential housing. RBC has 395 beds that are designated for regular student use in Patriot and Freedom Hall. If additional space is needed RBC has renovated Commerce Hall for residential usage.

Athletic Facilities:

RBC has a tradition of recreational and athletic activities for students. Multiple athletic facilities have been renovated or newly constructed since 2006, including the softball field, beach volleyball courts, and soccer fields. The softball field is 225 feet to straight-away center field and 200 feet down the left and right field lines. The softball field includes dugouts, bullpens, and a batting cage. In 2017, irrigation was installed in the soccer field and the surface was sprigged with Bermuda grass toward a new playing surface. Surrounding the soccer field is a regulation size gravel track that is used for

practice and training. In 2019, athletics graded a practice soccer field that all outdoor sports use during inclement weather or when the game field is being used. The regulation indoor basketball court has a seating capacity of 822. In 2022 RBC constructed two sand volleyball courts for the beach volleyball team. RBC has an [agreement with the City of Petersburg](#) to use their baseball field at the Petersburg Sports Complex.

In 2013, RBC re-joined the National Junior College Athletic Association (NJCAA). RBC athletes compete in the Region X athletic conference in 14 total collegiate varsity sports. In Fall 2024 E-Sports will join the list of offered programs/sports and will be housed in the E-Sports Arena, which will be in the future Academic Innovation Center.

Recreational activities for all students at RBC include tennis, kickball, dodgeball, indoor soccer, flag football, yoga, and Ultimate Frisbee. Students have access to joining sport clubs and are free to participate in open play at RBC facilities. Further details regarding student involvement in recreational activities is included in section 12.1 regarding student activities.

A summary of the Recreational and Athletic Facilities at RBC is shown in Table 4 beginning on the next page.

Table 4: Recreational/Athletic Facilities at RBC:

Facility	Facility Usage	Regulation Size	Available for Recreation	Surface	Seating Available
Stateman Hall (Gymnasium)	Basketball/Volleyball	Yes	Yes	Harwood Floor	Yes
Statesman Hall (Weight Room)	Sports Performance, Fitness Center	N/A	Yes	Rubber Floor	N/A
Stateman Hall Soccer Field	Soccer	Yes	Yes	Bermuda Grass	Yes
Stateman Softball	Softball, Kickball	Yes	Yes	Bermuda Grass	Yes
Statesman Track	Track and Field	Yes	Yes	Gravel	Yes
Beach Volleyball Courts	Beach Volleyball	Yes	Yes	Sand	No
Outdoor Courts	Tennis/Basketball	Yes	Yes	Asphalt	No

Campus Grounds:

The campus of RBC occupies 700 acres and is the home of the largest pecan grove in the Commonwealth, housing almost 1000 trees. The College planted 425 trees in 2015 in efforts to improve and maintain the beauty of the campus. The College harvests pecans and permits members of the community to gather pecans each fall. Integral to attracting new students and enhancing the college experience is the beautiful campus grounds. The RBC Grounds Department cares for a one-acre Asian flower garden, multiple flower beds that enhance many of the campus buildings, the pecan grove, and over 100 acres of maintained space that is used for non-athletic activities. Additionally, the maintenance team is tasked with setting up and tearing down facilities for events both in- and outdoors on campus. Athletic fields are maintained by the athletics department.

The [Grounds Department](#) ensures the most effective use of available resources to safely maintain campus facilities. The department maintains [schedules](#) for general grounds maintenance, safety and maintenance information for all equipment, and operating instructions for equipment.

Parking lots are clearly identified on and around campus. The current [parking inventory](#) identifies a total of 1143 parking spaces. Of these parking spaces, 144 are reserved specifically for faculty and staff, 18 are reserved for visitors, and 51 spots are designated for handicapped parking. There is an adequate amount of parking and is appropriately allocated based on the use and needs of faculty, staff, students, and visitors to the College.

Information Technology Resources:

Beginning in 2021 The Information Technology Department at RBC transitioned from being an internally managed department to being staffed by Ellucian through a managed services agreement. Within this department, the Statesman Technical Assistance Center (STAC) provides support for all areas of technology needs. STAC supports all of the College servers and services from a central data center. These services include: network connectivity (routers and switches), the external Internet connection, all individual users (including faculty and staff), the College Enterprise Resource and Planning System (Banner), and classroom technology systems. Priorities and policies are also set with recommendations received by and agreed to by the Chief Information Officer.

From traditional educational and general (E&G) resources, the College funds a four-year cycle of replacement of administrative and staff computers, including those for individuals in student support service areas such as financial aid, registrar, and admissions. In addition, to regular E&G operating funds, the College receives annual Higher Education Equipment Trust Funding (HEETF) from the Commonwealth. HEETF is managed by the State Council of Higher Education of Virginia (SCHEV) and the amount received directly supports instruction, research, and academic support. These funds must be used to support student learning. In recent years they have been used to support the replacement cycle for public student and faculty office computers, to

enhance the core switching and campus wireless networks to improve the student experience, to provide mobile computing in the classroom by both laptop and web enabled devices, and to refresh the instructional computers in the classrooms.

The College has significantly improved reliability by increasing investment in virtual servers which lessen the impact of equipment outages for maintenance and management. The College deployed a backup scheme that provides for increased security and availability data. The College implemented a print management solution, maintaining student availability to print services while significantly decreasing the number of standalone devices on campus. The College supplemented and modified its switching to provide greater availability and increased reliability through a ring topology.

Hardware:

- Servers—RBC utilizes infrastructure to augment the learning experience. This infrastructure includes servers and firewalls all configured with redundancy. A focus of hardware acquisitions in recent years has been to improve redundancy and decrease single points of failure.
- Backups—There are regular backup procedures for all servers, and data backup tapes are stored in data-rated fire safes in two-locations on the campus. RBC has backup configuration, and security policy documents available for confidential review.
- Peripheral Hardware—Faculty and staff offices have access to adequate scanners and networked printers and/or copiers to print documents rapidly and promptly.
- Network Infrastructure—RBC is connected via high-speed fiber connections to all buildings including a redundant path between all key buildings. Network design and central switch managing tools control disruptions stemming from point failures.
- Internet Connection— The College operates on an internet pipe of 1Gbps, providing added capacity for the ever increasing reliance on the internet for both the student experience and greater demand for hybrid learning and hosted/SaaS, and a second 1Gbps diverse link to the campus to improve or lessen the impact of a possible network outage.

Software:

RBC utilizes Ellucian Banner ERP software to support key administrative functions. The modules implemented are Student, Finance, and Financial Aid. Students have access to online self-service modules that support registration, transcript access, and degree audits. Some functions such as payroll, human resources, and accounts payable are required to be processed through Commonwealth of Virginia central systems which are internet based. The Library has a proxy server to access online resources, and it partners with the College of William & Mary to run the ALMA Library software.

Wireless access will is available throughout the campus and the College deploys various software solutions that support student-facing functional areas including student, engagement, counseling, tutoring, etc.

Student Use Computers:

Students have access to computers for general use in the Academic Computer Laboratories in McNeer Hall, in Ernst Hall, and in the Library. Table 5, beginning on the next page, shows the allocation of student computers in each location as well as other areas of campus.

Table 5: Student Use Computers

Location	Available Computers	Use
McNeer Hall—Room 111	28	Classroom instruction and General use
McNeer Hall—Room 113	28	Classroom instruction and General use
McNeer Hall—Room 101	2	Tutoring Center
McNeer Hall –Room 308 and 301	35	These are a Science Lab classrooms that have technology that allows for small groups or the entire classroom to collaborate on projects.
Library	24	Information Commons Area_ General Use
Library	4	1st floor – Circulation Desk (Student Workers)
Patriot Hall	3	Study Hall for students living on campus
Freedom Hall	3	Study Hall for students living on campus
Ernst Hall Room 213	4	Writing Center
Laptop Cart 1	29	Mobile Laptops for exams and other classroom activities
McNeer Laptop Cart	19	Mobile Laptops for exams and other classroom activities
Laptop Cart 2	8	Mobile Laptops for exams and other classroom activities
Ernst Laptop Cart	16	Mobile Laptops for exams and other classroom activities

Science Laboratory Technology:

The Science Laboratories at RBC feature technology that allows for the appropriate education and lab work of RBC students. Biology labs are equipped with laptop computers including Vernier Software Programs that support the following equipment: EKG sensors, exercise heart rate monitor, conductivity probes, dissolved oxygen probe, direct-connect temperature probe, biology gas pressure sensor, spectrophotometer, colorimeter, pH system, and respiration monitor belts. The microbiology laboratory has a table-top centrifuge, an incubator, an autoclave, six sets of gel electrophoresis units, and a set of DNA sequencing equipment. There are also 24 Leica CME microscopes for students and an instructor's Leica DME microscope.

The chemistry laboratory has 32 stations used for both general chemistry and organic chemistry sections each semester. The laboratory is equipped with computers interfaced with Vernier Data Collection Systems. The laboratory also contains Milton Ray Spec 20s, a Nicolet Fourier Transform Infrared (FTIR) spectrophotometer, and a Shimadzu gas chromatograph and a Waters high performance liquid chromatograph, two Perkin Elmer Fourier transform infrared spectrometers, and a Perkin Elmer gas chromatograph with a mass spectrometer detector.

The physics laboratory supports both college physics, university physics, and in-seat astronomy labs. The laboratory has 24 stations around six tables and is equipped with 8 iMac computers with appropriate software.

Faculty Access and Training:

Each faculty member has an assigned laptop with a connection to the campus network. Faculty use Banner to view class rosters, access student information, and assign final grades. Faculty advisors and Learner Mentors use Banner to view advisee transcripts and other advising information. Faculty members use Canvas as a classroom management tool. Canvas training is offered for new users and those wishing to update their skills.

Serving Education Programs, Access to Technical Support:

Technology at RBC is managed by the Statesman Technical Assistance Center (STAC). STAC provides 24/7 support to all faculty, staff, and students. Requests are ticketed and followed by a survey after resolution to provide feedback on satisfaction with services provided. A sample of [survey feedback](#) the Fall 2023 semester is provided.

Facilities Management

In the past five years, RBC has made many improvements and has continued both to care for its physical facilities and to improve physical facility processes. Over 75% of the College's owned space has been newly renovated or constructed since 2007. Existing facilities have been dutifully maintained through a combination of a strong preventative maintenance program, a process for addressing major repairs with a reserve maintenance fund, and a dedicated staff. These enhancements and

maintenance programs have contributed to a physical campus environment that is in good condition and fully capable of supporting the mission of the institution and its programs and services.

Facilities Resources and Budget:

RBC has a strong history of financial support from the Commonwealth of Virginia. Table 6 summarizes budget allocations RBC has received from the Commonwealth of Virginia for the operation and maintenance of the physical plant for the last 5 years:

Table 6: RBC Operation and Maintenance of Physical Plant Budget

Year	Richard Bland College
2019-2020	\$747,483
2020-2021	\$1,001,015
2021-2022	\$1,146,100 *Includes Athletic Field Maintenance
2022-2023	\$1,085,000 *Athletic Field Maintenance in Athletics Budget
2023-2024	\$1,427,288

The budget process for seeking these funds begins with an assessment by the Chief Operating Officer of historical and projected utility use and repair needs. The proposed physical plant budget is presented to the President’s Cabinet to be included in the overall budget request to SCHEV and the General Assembly.

RBC continues to invest in capital assets to support the mission of the College. Table 7 summarizes the College’s capital projects since 2018:

Table 7: Capital Improvement Projects 2018-2024

FY 2018-2024 Project	Budget Amount
Commerce Hall Renovation (completed 2018)	\$4,162,005
Academic Innovation Center (AIC) (anticipated completion Fall 2024)	\$17,631,750
AIC Generator Project (anticipated completion Fall 2024)	\$566,067.42

By the Fall of 2024, Richard Bland College will open the Academic Innovation Center (AIC). The AIC will consist of an additional 14,000 square feet added to the existing library and 10,000 square feet of renovation to the library's second floor.

The programming effort was guided by the President's vision of new spaces that can easily be reconfigured and transformed for new academic programs as technology advances to provide new ways for students to engage in learning.

Routine, Preventative, and Deferred Maintenance:

The Facilities Department operates and maintains the College's physical facilities. The Chief Operating Officer, who reports directly to the College President, oversees the Facilities Department.

RBC's routine maintenance program process was automated in July of 2017. When individual departments of faculty and staff identify a maintenance issue, an email is sent to facilities@rbc.edu describing the problem. The email is received by all maintenance personnel. The Maintenance Supervision assigns the job to a maintenance crew member. When the job is complete or if a part needs to be ordered, the crew member sends an email back to the system. A sample of maintenance tickets and responses for a four month period is included in Table 8.

Table 8: Maintenance Ticket Response Time July 2023-October 2023

Date	Tickets Created	Tickets Closed	Avg Time/Ticket Response (per hour)	Avg Time/Ticket Resolve (per hour)
7/2/2023	3	2	107.2	144.5
7/9/2023	11	10	53.9	146.3
7/16/2023	10	10	74.9	106.9
7/23/2023	15	15	207.6	68.2
7/30/2023	13	13	42.8	75.9
8/6/2023	15	14	42.8	75.9
8/13/2023	16	15	218.6	219.4
8/20/2023	42	41	30.6	93.5
8/27/2023	39	38	57.4	55.6
9/3/2023	35	35	32.2	65.2
9/10/2023	26	23	219.9	189.6
9/17/2023	35	33	73.2	84.1
9/24/2023	18	17	99.6	100.4
10/1/2023	21	18	180.6	208.3
10/8/2023	17	16	13.1	21.6
10/15/2023	19	19	85	127.8
10/22/2023	15	15	66.2	68.9

Hazardous conditions of those that impair operations are given priority and are completed immediately. Minor items move forward using existing College resources. A maintenance reserve fund is in place to provide funding for major repairs.

[Preventative maintenance](#) at the College is ongoing and is designed to ensure safety and increase the useful life of mechanical equipment, vehicles, and facilities. Preventative maintenance is the responsibility of a variety of specialized contractors and RBC maintenance staff. RBC continually strives to maintain facilities that meet the highest possible standards. However, keeping campus structures clean and well-maintained is a constant challenge. A maintenance reserve fund is available to pay for unexpectedly large maintenance projects.

For many years the Commonwealth has invested significant capital in RBC, substantially improving the condition of the College with new construction and renovation has continued to fund large maintenance items with a steadily increasing maintenance reserve fund (\$1,263,247 for 2024).

In 2021 RBC undertook a [Building Facility Condition Assessment Review](#). The purpose of the review was to create a long-term preventative maintenance plan to more responsibly prepare for budgeting needs as buildings and systems aged. An independent contractor, Gordian, was hired to perform an assessment of major facilities, systems, and grounds. Based on the report, the institution reports a [facilities condition index](#) of 14%. In an effort to address buildings with the highest FCI, the report was used to make future budgeting and maintenance plans, some of which have already been implemented. Table 9 shows maintenance services and upgrades that have occurred between 2018 and 2024 along with in progress improvements as well as proposed projects. Of particular note are the renovations implemented for Stateman Hall, the President's Residence, and Maze Hall. The library, which had an FCI score of 29% will be finishing a massive renovation as part of the AIC addition discussed above. There is a proposal for renovation work to begin on both Maze and Pecan Hall.

Table 9: Preventative Maintenance and Upgrades 2018-2024

Project FY 2018-2024	Project Completion Date	BUDGET
Statesman Hall -HVAC Replacement	January 2018	24,600.00
Statesman Hall - Exterior Door Replacement	January 2018	59,900.00
Statesman Hall - Access Controls	January 2018	31,400.00
Library - Lighting Replacement	January 2018	31,400.00
Grounds Dept. Roof	July 2019	31,500.00
Replace Walkway	January 2020	46,800.00
Maze Hall Window & Doors	January 2020	264,900.00
Guest House Renovation	February 2021	57,610.00
Dorms - Sprinkler Replacement	February 2021	27,100.00
Barn Exterior Painting	February 2021	29,300.00
McNeer Boilers (partial), Roof & Door Locking Replacement	2022	393,900.00
President's House/Mold, Moisture, AB	February 2022	36,600.00
Building Automation Upgrade	January 2022	100,000.00
McNeer Boilers (remaining)	In progress	189,000
Patriot Hall Hot Water Tanks	In progress	127,000
Statesman Bathroom Renovations	In progress	146,000
Dorm Storefront Door Replacement	In progress	60,000
Safety/Security Cloud Implementation	Planned	140,000
President's Home—Electrical Panel	Planned	42,220
President's Home--Generator	Planned	36,883
Statesman-Air Systems	Planned	244,547
Statesman—Electrical Panels	Planned	126,569
Library/Café—RTU1	Planned	120,406
Library—Elevator Replacement	Planned	156,338
Ernst Hall—Card Access Door Locks Replacement	Planned	35,485
Barn—Replace 2HVAC units	Planned	69,112
Bar—Replace Windows	Planned	50,280
Pecan Hall Renovation	Proposed	Not yet approved
Maze Hall Renovation	Proposed	Not yet approved

As evidenced by the constant efforts of regular and preventative maintenance, and with extended maintenance plans for campus buildings, RBC ensures that its physical facilities are able to appropriately serve the needs both now and in the future of the education programs, support services, and other mission related activities at the College.

Risk Management:

Pursuant to state law, the Division of Risk Management (DRM) protects the Commonwealth of Virginia departments, agencies, institutions, boards, commissions, officers, agents, and employees against the financial risks that result from legal liability, property damage or loss, and loss of state funds. The certificate of [Liability Coverage and Property Certificate of Insurance](#) is evidence of the coverage provided to RBC.

Student and Staff Rating of Quality of Academic Facilities and Equipment

In May 2024, the College surveyed 129 graduating students. 87.0% of graduating students said that they were “very satisfied” (60.8%) or “somewhat satisfied” (26.2%) with the “quality of academic facilities and equipment.”

In early Summer 2024 RBC also surveyed faculty and staff about the quality of academic facilities and equipment. 79.6% of respondents said they were “very” or “somewhat satisfied” with academic facilities and equipment. 69.0% said they were “very” or “somewhat satisfied” with the timeliness of responses to service requests. On a scale of 1 to 10, on average faculty and staff rated the “adequacy and appropriateness of facilities to support educational programs” as 7.5. Respondents rated the “adequacy and appropriateness of facilities to support services to students” as 7.6 and the “adequacy and appropriateness of facilities to support all mission-related activities” as 7.6.

In future years, the College plans to continue these surveys and will take appropriate action if student, faculty, or staff satisfaction starts to waiver.

Distance Education:

The College’s campus facilities and IT resources and support as discussed throughout this narrative are available to all distance education students.

Off-Campus Instructional Sites:

The College’s campus facilities, IT resources, and IT support as discussed throughout this narrative are available to all OCIS education students. Additionally, resources specific to each OCIS location are described in the attached [spreadsheet](#).

SUMMARY:

RBC maintains physical facilities and resources that appropriately and adequately serve the needs of its educational programs, support services, and mission-related activities.

Evidence:

[Building Analysis](#)

[Building Condition Assessment Review](#)

[Campus Map](#)

[Facilities Condition Index Definition](#)

[Grounds Department Maintenance Schedule](#)

[Grounds Department Safety Manual](#)

[Mission](#)

[OCIS spreadsheet](#)

[Parking Inventory](#)

[Petersburg Sports Complex Agreement](#)

[Photo Tour](#)

[Preventative Maintenance](#)

[SCHEV Room Utilization Report](#)

[STAC Survey Feedback](#)

[VCPSM Manual](#)

13.8 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)

[Note: An institution should also include information about the status of any open or closed investigations by the U.S. Department of Education's Office of Civil Rights related to sexual violence that were active at the time of, or have occurred since, the institution's last comprehensive review. If there have been no such investigations, the institution should indicate as much.]

Judgement of Compliance:

Compliant

Not Compliant

Not Applicable

Narrative 13.8:

Richard Bland College (RBC) is committed to providing a healthy, safe, and secure environment for its students, faculty, staff, and visitors. The College takes appropriate and reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community and is therefore in compliance with this standard. In 2019 RBC obtained certification as a "[Certified Crime Prevention Campus](#)", through the Department of Criminal Justice Services. RBC was recently awarded re-certification in November of 2023. RBC is one of only 8 colleges/universities in the state to have this certification.

Campus Safety and Police Department

Staffing:

Responsibilities for providing a healthy, safe, and secure environment at RBC is a function of the College's Department of Campus Safety and Police. The department is led by the Director of Campus Safety and Chief of Police. Organization for the department is shown in the attached [organizational chart](#).

To achieve the mission, the department maintains 24-hour police patrols of the campus grounds, utilizes modern security technologies, including card access systems and security camera monitoring, enforces state laws and College regulations, implements proven crime prevention methods, ensures compliance with safety regulations, implements identified best practices, and initiates community programming that enhances police-community relationships.

The department employs four full-time and eight part-time police officers who have full law enforcement authority and responsibility on all properties owned, leased, or

operated by RBC, including all roads that pass through the campus. The department police officers enforce all state laws and College regulations and prevent, detect, and investigate any criminal activity on campus. The department also employs a full-time record manager which also oversees dispatching.

The Department's 13 part-time campus security officers (CSO) are supervised by a full-time lead campus safety officer. These personnel provide front desk security for the College's two residence halls, Patriot (opened, 2008), Freedom (opened, 2008). The CSO's staff the front desk from midnight until 8:00 am every day during the academic year.

All police officers are sworn and certified by the Virginia Department of Criminal Justice Services (DCJS) after successfully completing the rigorous 480-hour training requirement. In addition, all sworn personnel must complete 40 hours of training biannually. The training process includes establishing proficiency in the use of firearms, including the handgun, shotgun, and rifle. Department personnel utilize multiple forms of lethal and non-lethal weapons, including departmental issued firearms and OC pepper spray, and maintain their proficiency and certification through the Crater Criminal Justice Academy.

Department Organization:

The original police department at RBC was established in 2008 after the addition of residence halls. After five years the new department was evaluated, and a plan of action was developed to adapt the department into a model of safety and security as opposed to solely law enforcement. The Department of Campus Safety and Police at RBC was established in 2015. Founded on the principals of community-oriented policing, the department focuses on police officers building ties and working closely with members of the College community. The department has three functional areas of responsibility:

Police Services - This area provides all law enforcement services to include:

- Prevention of crime
- Detection of criminal acts
- Investigation of Criminal Acts
- Supporting the prosecution of crimes with the Commonwealth's Attorney
- Parking Enforcement
- Residential Security Training
- Special Event Planning, traffic, and crowd control
- Threat Assessment Team (TAT) coordination

Safety Services

- Emergency Operations Planning (College EOP)
- Emergency Operations Center
- Continuity of Operations Planning (COOP)
- National Incident Management Systems (NIMS)
- Incident Command Systems (ICS)

- Fire Safety, to include fire drills, fire extinguisher maintenance, and health and safety inspections.
- Coordinating the State Managed Shelter (SMS)
- Occupational Safety and Healthy (OSHA)
- College Community Emergency Response Team (CCERT)
- Local Emergency Planning Committee (LEPC) in Price George and Dinwiddie Counties
- Basic First Aid equipment/training management
- Emergency Management Team (EMT) coordination

Community Services

- Communications support of radio and telephone
- RBC Identification Card System management
- Parking System management
- Records management to include Clery and Incident Based Reporting
- Data Base management
 - NCIC
 - VCIN
 - E2Campus
 - FBI online—through VA State Police
 - NOAA Weather Alerts

Additional information related to safety at RBC is found in on the [Department of Campus Safety and Police webpage](#).

In addition, the Department has the responsibility of coordinating four committees.

- [Threat Assessment Team](#)-- as required by the [Code of Virginia, §23-9.2:10](#), Violence Prevention Committee; Threat Assessment Team. The College has implemented [policies and procedures](#) for the prevention of violence on campus including assessment and intervention with individuals whose behavior poses a threat to the safety of the campus community.
- [Emergency Management Team](#)-- appointed by the College President, is responsible for the management of natural and man-made emergency incidents that may cause disruption and harm to the campus.
- [Title IX Committee](#)-- as required by the [Code of Virginia, §23.1-806](#), Reporting Acts of Sexual Violence. The College has established a review committee for the purpose of reviewing information related to acts of sexual violence. Once information of an alleged act of sexual violence is reported, the committee convenes within 72 hours to determine if the act should be reported to law enforcement and to the Commonwealth's Attorney.
- [Clery Committee](#) – appointed by the Director of Campus Safety and Police, the committee is established to ensure the College's compliance with its obligations under the Clery Act, a federal law that requires all colleges and

universities that participate in federal financial aid programs to compile and disclose information about crime on and near their campuses.

Campus Police and Safety Policies are found on the RBC webpage in the [Policy Manual](#).

Jurisdiction:

The Department of Campus Safety and Police jurisdiction includes all property owned, leased, and controlled by the College and the adjacent streets, highways, and sidewalks. Primarily, the police jurisdiction is on the College-owned and controlled properties, known as the “core campus” that includes the streets, sidewalks, and highways adjacent to those properties known as “public properties” ([Campus Map](#)).

The Department of Campus Safety and Police works cooperatively with both the [Prince George County Police Department](#) and the [Dinwiddie County Sheriff’s Office](#), the law enforcement agencies for the two jurisdictions in which the College is located. In addition, the department works with the Federal Bureau of Investigation (FBI), the Virginia Department of Alcohol Beverage Control (ABC), the Virginia State Police (VSP), and other surrounding campus and local police agencies. Formal meetings are held between the leaders of these agencies through the Virginia Chiefs of Police Association (VCPA), and the Virginia Association of Campus Law Enforcement Administrators (VACLEA).

The police officers of the RBC Police Department, the Dinwiddie County Sheriff’s Office, and the Prince George County Police Department communicate regularly on the scene of incidents that occur on and around the campus. The department investigator works closely with the investigator from Dinwiddie and Prince George or the Virginia State Police (or applicable agency) when an incident takes place that would require joint investigative efforts and resources for the investigation of alleged criminal offenses. Crime-related reports and information are shared between agencies as necessary. The College maintains a mutual aid agreement with the [Virginia Department of State Police](#) to provide additional law enforcement services in the event of an emergency.

Located at 520 Carson Drive (across from the Barn Theatre), the department is available and open for all criminal matters 24 hours a day, 365 days a year. For general public business, the office is open from 8 am until 4 pm, Monday through Friday, excluding holidays. Recovered property can be collected by owners during these office hours. After hours, contact may be made with a police officer through a variety of ways, including using the emergency telephone number, (804) 862-6111, the non-emergency telephone number, (804) 863-4085, or any one of the College’s 20 emergency call boxes located across the campus.

Safety and Security Implementation:

The Department of Campus Safety and Police is responsible for several safety and security programs:

Fire Safety:

The [RBC website](#) houses the most recent [Annual Campus Security and Fire Safety Report](#) (currently the 2023 report). All RBC residence halls are protected by a fire suppression system that includes detection, manual pull stations, and an audible alarm. The fire system is monitored by Siemens Monitoring an off-site fire system monitoring company, 24 hours a day and seven days a week. Depending on the type of activation, Siemens Monitoring may call the Department of Campus Safety and Police or may also call the local fire department.

Fire extinguisher, CPR, and first aid training is made available to the Office of Residence Life staff, Residence Hall Directors (RDs), and Residential Advisors (RAs). All on-campus residents (including those with special needs) are briefed on fire safety issues at the beginning of each semester through floor meetings. Residents are required to comply with the fire safety regulations outlined in the [Student Handbook](#), which includes information on fire safety and appropriate action(s) to take during a fire alarm or fire emergency evacuation.

[Fire drills](#) are conducted in residence halls each semester. The Department of Campus Safety and Police conducts and observes the drills. The drills are conducted to ensure proper functioning of the building fire alarm system and to familiarize residents with the process of evacuation. Occupants must evacuate for a drill just as they would for a real fire. When the fire alarm sounds, everyone must evacuate the building immediately every time. All fire alarms must be treated like a fire situation. Failure to evacuate the building, or evacuate in a timely manner, may result in disciplinary action. In addition, anyone involved in initiating a false alarm, inappropriately discharging a fire extinguisher, or tampering with fire protection alarms and systems, will face disciplinary action and possible criminal charges.

Academic and public use buildings undergo monthly inspections of fire extinguishers, exit signs, and fire doors, as well as all 20 emergency call boxes, are completed by department personnel. The Facilities Department coordinates contracted inspections of all sprinkler systems, fire alarm panels, chemical and kitchen hood systems, hydrants and backflow prevention for all heating boilers. All inspection reports are maintained in the facilities office.

State fire Marshals conduct inspections, as requested by the College, through unannounced visits to the campus, and on all building construction. The College also maintains a 500,000-gallon water storage tank to increase water pressure and volume for fighting fires and to supply sprinkler systems.

Emergency and Timely Warning Notification

In compliance with the Higher Education Act of 1965 as amended and [§23.1-803 of the Code of Virginia](#), the College has implemented a comprehensive emergency notification system, identified as [RBCAlert](#). This system consists of several notification technologies including:

September 25-27, 2024

- Text messaging
- Voice telephone messaging
- An outdoor siren and public address
- A webpage with servers on and off campus
- E2Campus destock client for computers
- Social media
- Email to registered users
- Flyers or similar postings
- Fire alarms
- Alertus Boxes, strategically placed throughout the campus buildings

This notification system allows the prompt disclosure of information about crimes on and near the campus that may pose an ongoing threat to the College community. The system is an opt-out notification system. As an opt-out system, contact data from a variety of campus sources is inputted into the notification system. Community members may opt-out of the system by notifying the Department of Campus Safety and Police at police@rbc.edu. In addition to the electronic format, the Chief of Police or designee may post paper flyers on building doors of the College community in the event of a power interruption or for sharing specific information to a particular group or for other reasons.

Emergency Notification and Timely Warning Notification alerts are considered for the following Uniform Crime Reporting Program (UCR)/National Incident Based Reporting System (NIBRS) classifications, including but not limited to, murder, non-negligent manslaughter, manslaughter by negligence, sexual assault (rape, fondling, incest, and statutory rape), robbery, burglary, aggravated assault, motor vehicle theft, and arson. The College's Director of Campus Safety and Chief of Police or designee will review all reported incidents to determine if there is an ongoing threat to the community or if there is a significant emergency or dangerous situation involving an immediate threat to the community.

Timely Warning Notification is defined as an alert notice provided to inform about a "serious or continuing threat to students, faculty, staff, and guests." It is a warning that is provided to enable those individuals to protect themselves and will be issued as soon as the pertinent information is available. Timely warnings are provided to alert the community to threats related to or arising from crimes specified in the Clery Act. The warning will always withhold the name(s) or identifying information of any victim but may have identifying information for a possible suspect(s). Timely warnings are typically written by the Director of Campus Safety and Chief of Police or designee and are generally distributed to the campus community via one of the components of the College's emergency notification system or by email to anyone who has an RBC.EDU address. Timely warnings may also go out in a text message when they are determined to be necessary. Timely warnings may also be posted on the emergency website or on affected building doors to alert occupants of the threat.

Emergency Notifications are made by the Director of Campus Safety and Chief of Police. If unavailable, the designated order of succession will be followed. Authorized College personnel, to include police officers, dispatchers, records manager, and certain

information technology personnel may activate any of the emergency notification system components through the E2Campus encoder (on or off campus) using mobile technologies. Emergency Notification alert notice(s) are normally posted on the College's website. Depending upon the type of incident, the outdoor siren may also be activated. Once the situation has been resolved and it is determined to be safe to return to normal activities, an "all clear" message will be distributed via the same method of notification previously used for that incident.

In addition to these notices, the College may issue a notification known as a "crime alert" to the community, typically via email or flyer, for any crime that is not specifically defined in the Clery Act but would be deemed as a potential threat to people or property. This notice will be authorized by the Director of Campus Safety and Chief of Police or designee.

Prior to activating an emergency notification, the authorized personnel will take into account the safety of the community, determine the content of the notification, and initiate the applicable systems unless issuing a notification will, in the professional judgement of the responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

The system is tested each semester to ensure effectiveness. The outdoor siren is tested daily through a silent system test. Information on how to receive alerts is provided to the College community annually through e-mail, faculty and staff meetings, student orientation, and during vehicle registration.

Emergency Response and Evacuation Information

The College's Emergency Operations Plan was originally established in 2008. The plan was submitted and approved by the Virginia Department of Emergency Management. Revisions are made annually to reflect the changes in the College's organizational structure and mission. The most [recent updated plan](#) revised in Spring 2024 will go before the Board of Visitors in Fall 2024. The plan provides guidance and essential support functions to key administrators and staff personnel in the planning, mitigation, response, and recovery regarding emergencies and potential threats on or near the College campus. The emergency operations plan is integrated with the jurisdictions, Prince George and Dinwiddie Counties, in which the College is located.

The [College President appoints](#) appropriate College staff to the (EMT) annually. The EMT is chaired by the Director of Campus Safety and Chief of Police. The members include: Director of Campus Safety & Chief of Police, Chief Operating Officer, Chief Development Officer, Chief Academic Officer, Chief Business Officer, Chief Technology Officer, and Chief Communications and Marketing Officer.

In the event of an emergency, the College's Director of Campus Safety and Chief of Police may activate the Emergency Operations Center (EOC) located at the police department and notify the Emergency Management Team via E2Campus notification system. The EMT would engage in a conference call and the chair would provide a brief summary of the incident. The EMT would begin to develop strategies to manage the incident.

The director of Campus Safety and Chief of Police currently serves as the Emergency Management Coordinator and is a member of the Dinwiddie Local Emergency Planning Committee and the Prince George Local Emergency Planning Committee. The Emergency Management Coordinator also serves as the College Safety Officer and reports building code, fire code, and other OSHA and safety violations. These violations are forwarded to the appropriate departments for resolution. RBC conducted a full-scale exercise on October 21, 2023. RBC also took part in the state-wide tornado drill on March 7, 2023. Also, a test of the RBCAlert notification system was conducted in September 2023.

Emergency preparedness information on what to do in an emergency is essential to keeping our College community safe. A section of the College website and a portion of the SharePoint intranet is dedicated to [emergency management](#). This site provides useful information on many types of hazards along with key terms that will be used during an emergency.

Attached copies for specific items are found below:

- [Active Shooter Plan](#)
- [Bomb Threat Plan](#)
- [Earthquake Plan](#)
- [Influenza Plan](#)
- [Tornado Plan](#)
- [Emergency Terms](#)

Campus Buildings and Grounds Safety and Security

Academic and Public Use Buildings

All academic and public use buildings are patrolled by Department of Campus Safety and Police on a regular basis and are secured by police officers or are automatically secured through the College's building access system. Access to secure academic and

public use buildings is restricted to individuals authorized to have keys or card access. The classroom facilities and administrative facilities are locked and unlocked by either electronically controlled security systems, managed through the College's Information Technology Services or by the Department of Campus Safety and Police. Most College buildings are open to the public during normal operating hours. The classroom facilities are locked after the evening courses have concluded and are opened at 7:30 a.m. for classes to begin during weekdays. Most College buildings are locked on Saturdays, Sundays, and recognized holidays unless a sanctioned event is scheduled. The administrative offices are locked from 5:00 p.m. to 8:00 a.m. during weekdays and are closed on Saturdays, Sundays, and recognized holidays.

Residence Halls

Residential apartments on campus are secured at all times. Only students who reside in the residence halls are permitted access using an assigned proximity card. This is controlled by an electronic security system. All visitors must be escorted by a residential student or staff member. All exterior emergency doors are alarmed. The residential facilities have video surveillance cameras located at each exit and entry. Cameras are also located in each hallway, on every floor, and in the elevators. Cameras are recorded and monitored occasionally by police and in the evening by RA's, RD's, and security officers. All interior apartment doors are controlled by proximity card access. Only students who reside in the apartment have access. A student's individual room is secured by a key lock issued to the student only. Resident Advisors (RAs), Residential Directors (RDs), and police officers conduct hallway tours during the evening hours to ensure the safety and security of the buildings.

Almost 400 undergraduate students reside in two West Campus residence halls, Patriot Hall and Freedom Hall. Each residential facility is managed by a Residential Director (RD), a professional staff member from the Office of Residence Life who resides in the building. The RD maintains a staff of student resident assistants (RAs). It is their responsibility to confront, review, and report certain conduct issues, mediate disputes, encourage conflict resolution, and promote community development.

Both Patriot Hall and Freedom Hall have a reception desk in the main lobbies that are staffed by resident assistants (from 5 pm until midnight) and security officers (from midnight until 8 am) every day except when the buildings are closed and during breaks, when the buildings are not inhabited. The Office of Residence Life is located on the first floor of Freedom Hall and is open from 8 am until 5 pm. Security cameras record the activities in each lobby and in the hallways and elevators of the buildings and may be used for investigative purposes. Both Patriot Hall and Freedom Hall have 24 hour desk coverage on Saturday and Sunday.

Access is restricted to residents and their approved guests. In the building lobbies, residents must show their College identification card to the front desk personnel and are required to sign in to their guests during certain hours. Residents are cautioned against permitting strangers to enter the buildings. Police officers, security officers, RDs, and RAs patrol the exterior of the residence halls on a regular basis.

September 25-27, 2024

Residence Life staff, including the RDs and RAs, also enforce security measures in the halls and work with residents to achieve a community respectful of individual and group rights and responsibilities. The Department of Campus Safety and Police works closely with RAs to provide educational sessions on alcohol and drug abuse and the prevention of various crimes, including sexual assault. The College also has a Memorandum of Understanding (MOU) with [James House](#) to assist victims of domestic violence or sexual assault.

All residence halls are required to participate in emergency evacuation procedures once each semester. The emergency evacuation procedures are tested through planned, unannounced fire drills. These drills prepare the occupants of the building for an organized evacuation in case of an emergency. During evacuation drills, the occupants familiarize themselves with the most direct route to exit each building. All drills are coordinated by the Department of Campus Safety and Police and the Office of Residence Life.

All members of the Residence Life staff have been carefully chosen through a selection process established by the Office of Residence Life. The staff has the skills, knowledge, and information to help residents learn about and adjust to the College community living environment. Training for resident assistants is conducted by the Office of Residence Life in conjunction with various departments on and off campus, including the Department of Campus Safety and Police.

Safety and Security Prevention and Training

RBC maintains a secure campus environment through its response to issues, but also works to prevent issues before they arise. The remainder of the narrative discusses areas where the College works to prevent issues from occurring through programming and training.

Crime Prevention Through Environmental Design (CPTED)

Facilities and landscaping are maintained in a manner that reduces hazardous conditions. The Department of Campus Safety and Police personnel regularly report malfunctioning lights and emergency call boxes, and other unsafe physical conditions to the Director of Operations and Capital Assets. Members of the College community are encouraged to report deficiencies to the Department of Campus Safety and Police as soon as they are observed.

Security Awareness and Crime Prevention Education Programs

The Department of Campus Safety and Police documents security and safety violations found during routine patrol of buildings and grounds. This information is distributed to the appropriate College department for corrective action. Crime prevention and emergency preparedness lectures and programs are scheduled each semester for all students, faculty, and staff. Crime prevention materials are available at the Campus Safety and Police building and are made available at new student, faculty, and staff orientation programs. Programs specifically aimed at students are held throughout the year. Examples of such programs are listed below.

- [Domestic Violence Sexual Assault and Stalking Prevention](#)
- [Bystander Intervention Training](#)
- [Active Shooter Awareness and Discussion](#)
- [Rape Aggression Defense Course](#)
- [Love it Lock it—Keeping Valuables Safe](#)

Campus Watch Programs

The Department of Campus Safety and Police provides a series of “Campus Watch” programs for students, faculty, and staff throughout the calendar year. “Campus Watch” programs include:

- [Silent Witness Program](#)-- a web-based reporting tool that allows community members to anonymously report crimes to the Department of Campus Safety and Police. Information about a suspicious incident or person, a College policy violation, or a potential crime, or information regarding a crime that has already been committed or that may be committed in the future can be reported to the department for action. The Silent Witness reports are monitored by the department on a daily basis and all reports are reviewed and assigned for action as appropriate. The Silent Witness program should not be used in an emergency or for an “in progress” situation.
- [Rape Aggression Defense Program](#)-- a national standard self-defense course that provides both basic crime prevention skills and physical moves that help prevent becoming a victim of a violent crime.
- [Safety Escort](#)-- Department of Campus Safety and Police personnel are available to escort students to and from buildings on campus to their cars and/or the residence halls in the evening hours. This service is offered to those who must cross campus during the nighttime alone.

Diversity and Inclusion

Diversity Statement

*Subject to approval by college administration

Richard Bland College is dedicated to nurturing an institutional culture defined by inclusion, belonging, and opportunity. Our steadfast commitment lies in recognizing and harnessing the strength of diversity. We strive to foster an environment where differences are not only acknowledged but also celebrated and embraced. Every member of the RBC family is committed to upholding a sense of fairness, justness, honesty, and integrity—prioritizing campus community needs, and embracing diversity. Through our collective efforts, we aim to unite, uplift, support, and propel our campus community forward by promoting the achievement, inclusion, and retention of both students and employees.

2021 Racial Justice and Equity Report

On June 2, 2020, President Debbie Sydow appointed a 14-member task force on Racial Justice and Equity (RJ&E) to determine instances in which persistent inequities and lack of inclusiveness may have been carried out within each College department's policies, procedures, and structures. The task force enthusiastically accepted the President's charge and considered this historical work an honor as well as a gift to the campus. It undertook a year-long campus study, gathering data from both current and former faculty, staff, and students of color through the use of listening sessions and the Training Our Campus Against Racism (TOCAR) instrument. The task force examined whether learners of color feel equitably supported in the classroom and in their experiences of accessing and receiving academic support services. Finally, this study explored the impact on the retention and achievement of students of color these inequities may have had. Task force members provided semester updates on its study to RBC stakeholders and composed a final report with recommendations.

Implementing these recommendations at Richard Bland College would enable RBC to realize its vision as "an institution in the vanguard of learning-outcomes based liberal arts education" that serves as "a model for testing and applying outcomes-driven solutions in higher education" by institutionalizing anti-discriminatory actions underpinned by an *ethos* of inclusion to cultivate opportunity for all members of the campus community.

The RJ&E Task Force proposed recommendations in three interrelated areas: Employee Training, College Policies, and College Operations. We believe that changes in these three areas will catalyze the larger cultural shift that would benefit RBC. The data revealed a need for training in the areas of personal biases, inclusion, and equity for RBC employees on all institutional levels.

The outcomes of the RJ&E Task Force Final Report will be realized as campus members follow the report's recommendations to establish grievance policies and systems of accountability to address forms of discrimination that exclude groups of individuals from the opportunity to grow, develop, and advance. Furthermore, the outcomes of the RJ&E Task Force Final Report will be realized as campus members follow the report's recommendations to establish grievance policies and systems of accountability to address forms of discrimination that exclude people from the opportunity to grow, develop, and advance in its learning and workplace communities.

Post-Pandemic Lens of Inclusion: Richard Bland College of William and Mary, has broadened its scope of inclusivity, encompassing not only the experiences of people of color on campus but also inclusion as it pertains to intellectual diversity, gender identity and sexuality, religion/spirituality, cultural and ethnic backgrounds, and beyond.

RBC Plan & Inclusive Excellence Committee

In Spring 2024, the administration of RBC reinstated the "Inclusive Excellence" committee, tasked with crafting a comprehensive strategic plan in response to the RJ&E

final report. This committee has formulated the 1RBC Strategic Plan, centered around five strategic pillars:

1. Establishing processes, protocols, and spaces to ensure restorative justice and its principles of accountability, healing, and reconciliation.
2. Developing strategies to enhance diversity and inclusion among the college workforce, including faculty and staff.
3. Addressing student success equity gaps related to discipline, retention, graduation, persistence, and transfer.
4. Cultivating a deeper understanding of campus belonging and the lived experiences of the campus community.
5. Integrating ongoing diversity, equity, and inclusion training throughout the college.

The Inclusive Excellence Committee will convene regularly to operationalize these strategic pillars and integrate them into the fabric of the institution. This committee will collaborate closely with students to ensure that recommendations directly affecting them are implemented thoughtfully and effectively, resulting in tangible, noticeable, and impactful outcomes.

Additional Safety and Security Measures

- Student Identification Cards - All students must have a RBC identification card each year to use in the library, to access their meal plan, to participate in intramural or club sports, and to use for other College related activities. All residential students must have College identification cards for access to the residential village. Student identification cards are produced by the Department of Campus Safety and Police and can be obtained each year during student orientation or during specified days and hours during the academic year.
- Medical – campus police officers are certified in basic first aid, CPR, and AED operations. Emergency Medical Services (EMS) is available 24 hours a day from Dinwiddie County Fire & EMS and/or Prince George County Fire & Rescue.
- Most buildings are also equipped with an emergency generator. Upon loss of power, the generator automatically activates to ensure adequate egress lighting in hallways and emergency exit stairwells. The fire system and all fire extinguishers are strictly maintained and tested in accordance with applicable state regulations and national standards.
- Motor Vehicle Security-- All faculty, staff, and students are required to display a valid College parking decal on their vehicle and park in their designated parking lot(s). Guests must display a temporary decal or special event placard. Parking tickets for violations may be issued by police officers. Parking regulations and other related information may be found in [RBC's Policy Manual](#). All persons

parking their vehicle on campus are reminded to always lock their doors and secure any valuables in the trunk or other safe place

- Traffic Control - Traffic control and parking regulations are monitored and enforced by the Department of Campus Safety and Police. Traffic flow is controlled in parking lots with the use of designated entrances and exits. Speed limit signs reduce speed limits on through roads to 25 mph during day class times, and these limits are enforced by the campus police, Virginia State Police, and police from the local jurisdictions. Crosswalks are painted at strategic locations and are updated as needed by the Commonwealth of Virginia Department of Transportation.

Additional Miscellaneous Measures

- [Continuity of Operations Planning](#) - RBC is also mandated by the state to meet the requirements of the Continuity of Operations Planning (COOP) Process. The RBC plan includes procedures and processes for disaster recovery, for incident response, and for occupant emergency responses. Emergencies covered include severe weather alerts, medical and first aid, explosions, chemical spills, bomb threats, fire, utility failure, and violent behavior. The President or her designee directs all emergency operations. The director of campus safety and chief of police is designated as the Emergency Coordination Officer. In compliance with Executive Order 41, this plan is updated with the Virginia Department of Emergency Management on an annual basis. [Training exercises](#) are held periodically to prepare for scenarios.
- Periodic, unannounced [inspections](#) of the food service operations are conducted by the state or local health department with required responses for any deficiencies identified. Any state office with oversight of a campus operation may conduct inspections, either scheduled or unscheduled.
- Healthy Environment - Smoking is not allowed in campus buildings and is relegated to designated areas. HVAC filters are changed on a regular basis. All public eating and drinking spaces are clean and well-maintained. Additionally, the Facilities Office monitors environmental factors such as mold remediation and asbestos abatement with corrective action taken when required.
- Employee Safety - The College is subject to VOSHA regulations and follows state guidelines concerning employee safety. An accident/incident report is provided to the Director of Human Resources of all accidents/incidents and a log is maintained in that office. All employee accidents are reported to the State Workers Compensation Commission.
- ADA Requirements - RBC complies with ADA requirements. All buildings provide handicapped accommodations, including access through ramps and elevators,

bathrooms, and parking spaces.

Investigations by the U.S. Department of Education's Office for Civil Rights

Since RBC's last comprehensive report there have been no investigations of complaints by the U.S. Department of Education's Office for Civil Rights.

Distance Education and Off-Campus Instructional Sites (OCIS)

Students enrolled in distance education programs and those at OCIS sites have access to RBC's Title IX and discrimination reporting processes as described above.

Evidence:

[§23.1-803 of the Code of Virginia](#)

[Active Shooter Awareness](#)

[Active Shooter Plan](#)

[Annual Campus Security and Fire Safety Report](#)

[Bomb Threat Plan](#)

[Bystander Intervention Training](#)

[Campus Map](#)

[Campus Safety and Police Policies](#)

[Campus Safety Organizational Chart](#)

[Clery Committee Policy](#)

[Code of Virginia, §23.1-806](#)

[Code of Virginia, §23-9.2:10,](#)

[Continuity of Operations Plan](#)

[COOP Training Exercises](#)

[Department of Campus Safety and Police Webpage](#)

[Dinwiddie County Sheriff's Office Mutual Aid Agreement](#)

[Domestic Violence and Sexual Assault and Stalking Prevention](#)

[Earthquake Plan](#)

[Emergency Management Appointment](#)

[Emergency Operations Webpage](#)

[Emergency Terms](#)

[Fire Drill Report](#)

[Fire Regulations Student Handbook](#)

[Health Inspections](#)

[Influenza Plan](#)

[James House MOU](#)

[Love it Lock it--Keeping Valuables Safe](#)

[Parking Regulations Policy Manual](#)

[Prince George Police Mutual Aid Agreement](#)

[Rape Aggression Defense Course](#)

[RBC Alert System](#)

[Safety Escort Program](#)

[Silent Witness Program](#)

[Threat Assessment Team Appointment](#)

[Title IX Appointment](#)

[Tornado Plan](#)

[Virginia State Police Mutual Aid Agreement](#)

Section 14: Transparency and Institutional Representation

- 14.1 The institution (a) accurately represents its accreditation status and publishes the name, address, telephone number, and website address of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus. (Publication of accreditation status)

Judgement of Compliance:

Compliant

Not Compliant

Not Applicable

Narrative 14.1:

Richard Bland College (RBC) represents its accredited status accurately and publishes the name, address and telephone number of Commission in accordance with the Commission requirements and federal policy.

Accreditation Status is Published and is Accurately Represented:

RBC publishes its accreditation status in the College Catalog and on the College website as stated below:

“Richard Bland College of William & Mary is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Associate of Arts and Associate of Science degrees. Richard Bland College of William & Mary also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Richard Bland College of William & Mary may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).”

The status is published in the following locations:

[Student Handbook](#)

[College Catalog](#)

[College Website](#)

Evidence

[College Catalog](#)

[College Website](#)
[Student Handbook](#)

14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (*Comprehensive institutional reviews*)

Compliant

Not Compliant

Not Applicable

Narrative:

Richard Bland College RBC applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites (OCIS). RBC does not have any branch campuses.

Distance Learning

The individual narratives for each of the Standards below address distance education as a mode of delivery.

Standard 6.1—Full-Time Faculty

Programs offered through distance education follow the same standards for full-time faculty regardless of modality. Distance education faculty do not constitute a separate faculty unit of RBC.

Standard 6.2b—Faculty Qualifications

The courses taught through distance learning are all taught by credentialed faculty using the same learning outcomes and program requirements as on-campus courses. Therefore, full-time faculty ensure the curriculum quality, integrity, and review of all programs as evidenced in the narrative above.

Standard 8.2a—Student Outcomes—Educational Programs

Programs offered via distance education at RBC are included in RBC's program review process described in 8.2a. Student proficiency regarding program learning outcomes is assessed, regardless of the location where a student participates in coursework.

Standard 9.1—Educational Program Structure and Content

Regardless of course modality all programs conform to the same guidelines. Therefore, all distance education programs follow a coherent course of study, are compatible with the mission of the College, and are based on fields of study appropriate to higher education.

Standard 9.2—Program Length

At RBC, program length is not dependent upon the method of delivery. Distance learning programs require the same number of credits as on-campus options.

Standard 10.2—Public Information

The following information is published online and is therefore available to students in distance education programs

- Academic Calendar
- Grading Policies
- Cost of Attendance
- Refund Policies

Standard 10.5 Admissions Practices and Policies

All admissions policies, procedures, and materials are consistent regardless of location of instruction or program mode of delivery. Therefore, RBC is in compliance with this standard.

Standard 10.6 Distance and Correspondence Education

RBC ensures that a student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit. In addition, RBC has a written procedure for protecting the privacy of students enrolled in distance education courses and programs. Finally, RBC does not charge any additional fees associated with verification of student identity.

Standard 10.7 Policies for Awarding Credit

Credit offered for classes taught in alternate formats is the same as that for in-class instruction. All online and hybrid classes at RBC are also taught in the traditional format and are required to cover the same material and learning outcomes; therefore, the amount of time required to complete assignments, examinations, etc., for these courses is identical. Policies for awarding credit are fully outlined in Standard 10.7.

Standard 12.1 Student Support Services

Students taking distance education courses experience the same rigor and expectations of those enrolled in on-campus programs. RBC strives to offer online access to services as described in Standard 12.1 regardless of mode of delivery of instruction.

Standard 12.4 Student Complaints

All policies and procedures described in Standard 12.4 apply to students in distance education programs . Policies and procedures are appropriate, clear, published, and implemented, and a record of student complaints is maintained regardless of mode of delivery.

Standard 13.7 Physical Resources

The College's campus facilities and IT resources and support as discussed in Standard 13.7 are available to all distance education students.

Standard 13.8 Institutional Environment

Students enrolled in distance education programs have access to RBC's Title IX and discrimination reporting processes as described in Standard 13.8.

Off-Campus Instructional Sites

The attached [OCIS Spreadsheet](#) provides a complete listing of RBC OCIS locations as well as the programs offered and information regarding facilities and resources available. The narratives for each of the Standards listed below address RBC's off-campus instructional sites.

Standard 6.1—Full-Time Faculty

RBC operates several OCIS locations (see standard 14.3 for a full listing). OCIS faculty do not constitute a separate faculty unit of RBC.

Standard 6.2b—Faculty Qualifications

The courses taught at OCIS are all taught by credentialed faculty using the same learning outcomes and program requirements as on-campus courses. Therefore, full-time faculty ensure the curriculum quality, integrity, and review of all programs as evidenced in the narrative above.

Standard 6.2c—Program Coordination

RBC operates several OCIS locations (see standard 14.3 for a full listing). While faculty other than full-time faculty may also offer instruction at off-site and in distance learning programs, these faculty do not constitute a separate faculty unit and there is no role in program coordination outside what is outlined in the narrative preceding.

Standard 8.2a—Student Outcomes—Educational Programs

Programs offered at OCIS locations are included in the RBC program review process described in 8.2a. Student proficiency with regard to program learning outcomes is assessed, regardless of the location in which a student participates in coursework.

Standard 9.1—Educational Program Structure and Content

Regardless of location all programs conform to the same guidelines. Therefore, programs located at OCIS sites follow a coherent course of study, are compatible with the mission of the College, and are based on fields of study appropriate to higher education.

Standard 9.2—Program Length

At RBC, program length is not dependent upon the modality. OCIS programs require the same number of credits as on-campus options.

Standard 10.2—Public Information

The following information is published online and is therefore available to students in distance education programs

- Academic Calendar
- Grading Policies
- Cost of Attendance
- Refund Policies

Standard 10.5 Admissions Practices and Policies

All admissions policies, procedures, and materials are consistent regardless of location of instruction or program mode of delivery. Therefore, RBC is in compliance with this standard.

Standard 10.7 Policies for Awarding Credit

Credit offered for classes taught at OCIS is the same as that for on campus instruction. All OCIS classes at RBC are also taught in the traditional format and are required to cover the same material and learning outcomes; therefore, the amount of time required to complete assignments, examinations, etc., for these courses is identical. Policies for awarding credit are fully outlined in Standard 10.7.

Standard 12.1 Student Support Services

Students at RBC OCIS locations are provided with appropriate academic and student support programs and services ([OCIS INFORMATION SHEET](#)).

Students located at OCIS locations may utilize the services described in Standard 12.1 in-person and on-campus when possible or may make individual appointments to access the services online as well.

Standard 12.4 Student Complaints

All policies and procedures described above apply to students attending courses at off-campus instructional sites. Policies and procedures are appropriate, clear, published, and implemented, and a record of student complaints is maintained regardless of the student's program or site location.

Standard 13.7 Physical Resources

The College's campus facilities, IT resources, and IT support as discussed in Standard 13.7 are available to all OCIS education students. Additionally, resources specific to each OCIS location are described in the attached [spreadsheet](#).

Standard 13.8 Institutional Environment

Students enrolled at OCIS locations have access to RBC's Title IX and discrimination reporting processes as described in Standard 13.8.

14.4 The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy [Accrediting Decisions of Other Agencies](#).)
(Representation to other agencies)

[Note: Institutions responding to part (a) of this standard should provide evidence (e.g., appropriate portion of the most recent self-study, report from the other accreditor, etc.) that demonstrates the accurate representation to other U.S. DOE recognized agencies with regard to such things as institutional purpose, governance, programs, and finances.]

Judgement of Compliance:

Compliant

Not Compliant

Not Applicable

Narrative 14.4:

Richard Bland College (RBC) is only accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and no other governing body. Therefore, RBC is in compliance with this standard.

The Impact Report of the Quality Enhancement Plan

Definition: The QEP Impact Report, submitted five years prior to the institution's next decennial review, is a report demonstrating the extent to which the QEP has affected outcomes related to student learning and/or student success. It is part of the institution's Fifth-Year Interim Report.

Reviewers: The QEP Impact Report is reviewed by the Committee on Fifth-Year Interim Reports.

Elements: With each copy of the QEP Impact Report, include a copy of the Executive Summary of your institution's QEP submitted to the Commission following your institution's recent reaffirmation.

The Report itself should address the following elements:

1. a succinct list of the initial goals and intended outcomes of the Quality Enhancement Plan;
2. a discussion of changes made to the QEP and the reasons for making those changes;
3. a description of the QEP's impact on student learning and/or student success, as appropriate to the design of the QEP. This description should include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP; and
4. a reflection on what the institution has learned as a result of the QEP experience.

The report should not exceed ten pages, excluding the Executive Summary but including the narrative, all appendices, and/or any other supporting documentation (whether in printed or electronic format).

SACSCOC: QEP Impact Report

QEP Summary, Outcomes, and Goals

The Richard Bland College QEP focused on improving the critical thinking skills of its students by promoting curricular and pedagogical innovations in the classroom, better assessing students' higher-order thinking and metacognitive abilities, and fostering a college culture of engaged reflection and dialog, with the aim of better preparing its graduates for baccalaureate study and beyond.

The selection of "critical thinking" as the QEP topic was informed by a multi-phase process that involved faculty, staff, and students at the college. The topic represented a strongly identified instructional need at RBC. It was one of a small number of topics that 100% of faculty survey respondents ranked either "important" or "very important", and it received a clear majority vote in the final topic selection ballots.

The QEP's five learning outcomes encompass such skills as clearly articulating a question or issue, evaluating sources of information, constructing and critiquing logical arguments, and synthesizing information in order to draw informed conclusions. The five learning outcomes for the QEP are...

1) Clearly define and articulate a question or issue

Students are able to formulate questions, pose problems, and present issues clearly and precisely.

2) Gather and evaluate sources of information

Students are able to gather relevant information, to critically evaluate their sources, and to analyze them in terms of their reliability, credibility, expertise, and bias.

3) Identify and evaluate claims and assumptions

Students are able to evaluate claims, identify important underlying assumptions, and analyze the relevance and influence of context.

4) Identify or articulate a clear position or thesis

Students are able to articulate a clear position, thesis, or hypothesis and analyze alternative perspectives.

5) Synthesize information and use logic to draw informed conclusions

Students are able to draw logical, evidence-based conclusions, apply knowledge in new contexts, and synthesize information from multiple sources to generate new ideas and to support and evaluate positions.

The initial five-year plan included initiatives and actions related to professional development, student assessment, critical thinking pedagogy, course and curriculum design, student learning experiences inside the classroom, and campus culture and events outside the classroom. The [executive summary](#) of the original QEP proposal is included in the appendix.

Modifications to the Plan

The most significant event to impact the QEP Plan was the COVID-19 pandemic, which interrupted the academic schedule in 2020 and moved much of the College's instruction online for the next two semesters. The advent of COVID involved required short-term modifications to instructional practices during the pandemic and has led to longer-term challenges regarding the academic preparedness of incoming students that are still being felt today.

One of the most significant COVID-related changes to the QEP was the implementation of our assessment plan. The initial plan to use the ***Test of Everyday Reasoning (TER)*** from Insight Assessment as an outside assessment tool was a significant casualty of the move to online instruction. While we administered the tool in-seat to 128 students at the start of the QEP, the COVID pandemic forced Insight Assessment to cease offering the in-seat versions of their assessment. RBC made two attempts to offer the TER to students online via various "opt-in" models but was unsuccessful in garnering a statistically meaningful pool of responses. Given the small sample size and the self-selected nature of the students who chose to engage with the assessment, it became clear that the results of the TER would not provide meaningful measures of student critical thinking and would not be comparable to the initial assessment. Based on the challenges with the TER noted above, the College identified two additional internal measures of student success.

- 1) Learning Outcomes: Course level learning outcomes were mapped one-to-one onto the critical thinking outcomes of the QEP, so that ***course level assessment data*** could be used to measure student mastery of the outcomes that we deemed to be directly connected to critical thinking.
- 2) Student Course Evaluations: Questions were added to the RBC course evaluations that students to opportunity to report how well the course modeled the critical thinking process and how often the course gave them the opportunity to exercise critical thinking skills.

There was a silver lining to be found in the pandemic when it came to student assessment. The move to online instruction made many traditional modes of assessment less reliable, so faculty were inspired to be more mindful about assessment in general. Several of the assessment-related course modifications discussed in the next section were in direct response to online teaching modifications. They were retained as an improved assessment practice following the return to largely in person instruction.

IMPACT on The Learning Environment

Classroom Interventions and Innovations

For the duration of the QEP, faculty were encouraged to share strategies for how they altered the structure, delivery, and/or assessment in their courses as a response to the QEP topic. These “interventions and innovations” can be thought of as falling into three broad categories —course design, pedagogy, and assessment.

The benchmark for success presented in the initial QEP proposal was that **100% of full-time faculty** would report specific classroom interventions and innovations associated with critical thinking. Of the faculty who taught full time for at least three out of the five years of the QEP, **22 out of 23** (96%) reported their specific critical thinking interventions and innovations during the QEP.

More than 70 specific course modifications were reported by the faculty. The reported activity of faculty fell mostly into the “assessment” category (67%) with somewhat fewer classified as pedagogy related (30%). Very few fell into the category of overall course design or modification (3%).

Faculty Engagement Survey

At approximately the two-thirds point of the QEP, an anonymous survey about the ongoing QEP was submitted to all full time RBC faculty. Three of the items on that survey asked faculty to respond to questions about the effect that the choice of QEP topic had on their classroom teaching. The questions included:

- Would you say that RBC’s choice of QEP topic has made you more **mindful** of the topic of critical thinking in your teaching practices overall?
- How much influence would you say that RBC’s choice of critical thinking as a QEP topic has had on the way you approach **teaching and fostering** critical thinking in your classes?
- How much influence would you say that RBC’s choice of critical thinking as a QEP topic has had on the way you approach **assessing and measuring** students’ critical thinking skills?

Faculty were also asked questions about their degree of engagement with the QEP, and their preferences for ongoing professional development. A summary of their responses follows.

- **92.8%** of faculty responded that the QEP has made them either *somewhat* more mindful (46.4%) or *a great deal* more mindful (46.4%) about critical thinking in their teaching practices.

- **67.8%** of faculty responded that the QEP had a *significant* influence (57.1%) or a *great deal* of influence (10.7%) on the way they approach teaching and fostering critical thinking.
- **67.8%** of faculty responded that the QEP had a *significant* influence (60.7%) or a *great deal* of influence (7.1%) on the way they approach *assessment* of critical thinking in their courses.

It is worth noting that some faculty who responded in the negative indicated in their free-form narrative responses that they already placed a high value on fostering and assessing critical thinking before it was chosen as the QEP topic.

Learning Outcomes Revision

During the 2023/24 academic year, the college took up the task of revising its learning outcomes across the entire curriculum. The overall goal of this process was to make the learning outcomes more concise and meaningful, more reflective of what we actually assess in our classes, and more uniform in style across departments. The department chairs who oversaw this process were inspired by the ongoing conversations around the QEP to be mindful of critical thinking as they analyzed the current landscape of learning outcomes. The revised outcomes were designed to stress the assessment of higher-order skills in student work and make use of language from higher levels of Bloom's Taxonomy to describe the skills we want our students to exhibit. Some examples of revisions across the disciplines include:

Original Outcome	Revised Outcome
GOVT 201: <i>Describe</i> the political process in the United States today, including the roles of political parties, the media, and public opinion.	GOVT 201: Evaluate the roles of the public, political parties, interest groups, and other actors in elections and policy-making
EDUC 200: Formulate a thesis that clearly states your opinion on a specific subject	EDUC 200: Analyze the scope and directions of emerging counseling approaches supplemental mental health support strategies (...)
MATH110: <i>Demonstrate an understanding</i> of probability and descriptive statistics, including counting methods, permutations, combinations, (etc)	MATH110: Apply the tools of probability and descriptive statistics, including counting methods, permutations, combinations, (etc)
BIO 101: <i>Explain</i> the laws of energy and matter, the cellular mechanisms of energy conversion in plants and animals, and the use of different forms of energy for cellular processes.	BIO101: Apply the physical laws that describe energy and matter to cellular mechanisms and processes in plants and animals.

As a result of this process, the learning outcomes for every course at the college are more reflective of our efforts to foster and assess critical thinking.

IMPACT on Student Learning

Results of Learning Outcome Assessments

The combined results of the student learning outcome assessments are shown in the table below. Each faculty member reports student achievement on their individual course learning outcomes via a four-level scale that indicates whether the student is *not meeting*, *approaching*, *meeting*, or *exceeding* each learning outcome. The table below shows the combined totals for students *meeting* + *exceeding* outcome mastery for each of the five QEP critical thinking outcomes that were mapped to course-level learning outcomes.

QEP Critical Thinking Learning Outcome	Percentage of students meeting or exceeding learning outcome mastery							
	F19	S20	F20	S21	F21	S22	F22	S23
Clearly articulate a question or define a problem	67.8%	89.2%	75.6%	85.1%	84.1%	81.6%	61.8%	57.5%
Gather and evaluate sources of information	84.7%	72.4%	88.8%	82.5%	66.7%	85.9%	58.6%	70.2%
Summarize and critique the arguments and reasoning of others	72.3%	72.4%	70.9%	67.8%	69.4%	77.3%	70.9%	65.5%
Construct a well-formed argument or line of reasoning	69.1%	78.3%	67.3%	72.7%	87.8%	83.5%	70.0%	75.8%
Identify connections, synthesize information, and draw informed conclusions	N/A	79.9%	70.8%	72.0%	91.5%	91.2%	65.1%	91.9%

TABLE X. Percentage of students achieving mastery on critical thinking learning outcomes each semester.

At a glance it clear that ***the overwhelming majority of RBC students are achieving mastery on course level outcomes associated with critical thinking skills.*** This is seen as a positive and encouraging overall result. Looking at the stated goals of the QEP however, results are mixed. In section **X.C** of the QEP plan, the benchmark for success was stated as: ***“At least 80% of students will demonstrate mastery of the five critical thinking learning outcomes as measured by their achievement of associated course-level learning outcomes”.*** While ***this benchmark was achieved by the Spring 2022 semester*** in 4 out of the 5 learning outcomes, the trend reversed somewhat in the following academic year.

This raises the issue that it is exceedingly difficult to meaningfully analyze trends in student learning over a five-year period that includes the unprecedented disruption of the COVID-19 pandemic. The phenomenon of “COVID Learning Loss” is almost certainly responsible for some of the decrease in student learning outcome achievement in 2022 and 2023.

Results from Student Course Evaluations

In the 2019/2020 academic year, new questions were added to the student course evaluation forms, which are administered at the end of the semester in every course at the College. These questions tracked students’ self-assessment of how frequently they

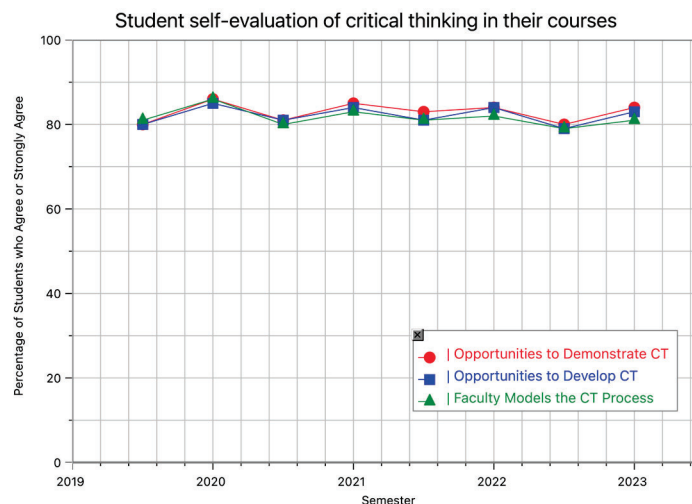
were required to engage in higher-order reasoning skills, synthesis and application of ideas, and critical thinking. The new survey questions ask students to agree/disagree with the following questions about their experience in the course:

- This course provided me with frequent opportunities to *demonstrate* my critical thinking skills.
- This course provided me with frequent opportunities to *develop* and *improve* my critical thinking skills.
- The professor in this course frequently *models* the critical thinking process.

QEP Course Evaluation Question	Percentage of students who agree or strongly agree							
	F19	S20	F20	S21	F21	S22	F22	S23
This course provided me with frequent opportunities to <i>demonstrate</i> my critical thinking skills	80.3%	85.7%	81.3%	84.7%	83.4%	83.5%	79.2%	83.5%
This course provided me with frequent opportunities to <i>develop</i> and <i>improve</i> my critical thinking skills.	80.4%	85.4%	80.9%	84.4%	81.5%	83.8%	78.7%	82.5%
The professor in this course frequently <i>models</i> the critical thinking process	81.1%	85.6%	80.4%	83.3%	81.2%	82.0%	78.5%	81.2%

TABLE X. Course evaluation responses indicating the percentage of students who agreed or strongly agreed with each statement. See the appendix to the QEP section for a more detailed breakdown of student responses.

In the QEP Proposal, the benchmark for achieving success was stated as “*80% of students will report spending a significant amount of time in their courses developing and demonstrating in higher-order thinking skills.*” The data show that when students evaluate their course experience, the majority of them agree that they are given the opportunity to demonstrate and improve their critical thinking skills. The 80% benchmark for success was achieved from the start, and this was seen as ***encouraging evidence that students feel they are getting the opportunity to experience, develop, and express critical thinking skills in their courses.***



With a fairly high initial ceiling and not much room for significant improvement, it is difficult to meaningfully analyze a trend in the data from year to year. However, one interesting pattern was a consistent increase in the numbers from fall to spring within

each academic year, suggesting that students are recognizing an increase in the amount of critical thinking that may be required in more advanced courses.

Final Reflection

The various measures of faculty engagement with the QEP paint an encouraging picture of the Richard Bland College faculty's willingness to engage with a college-wide program of improvement, even when that program is largely voluntary and driven by classroom innovation from the bottom-up rather than imposed by the administration through rigid structures and mandated teaching and assessment methods. The creativity of the faculty and their openness to rethinking what it means to foster and assess critical thinking made the QEP a very participatory and positive experience at the college.

One area where instructors requested an even more faculty-driven process was in the choice and delivery of professional development around the QEP topic. This is a change that we have started implementing over the past year, and our last round of summer PD included sessions that were conceived and delivered by our own faculty rather than outside "experts". These sessions were very successful and well-received and foreshadow a new approach to professional development at the college that was largely inspired by the QEP experience.

The five-year assessment of students' critical thinking abilities provided us with a generally positive view the state of our students' higher order thinking, particularly their self-assessment of the degree to which RBC gives them the opportunity to foster and demonstrate those skills. The difficulty of tracking student improvement over time left us wishing we had more effective, validated, and "fine-grained" external tools for assessing student capabilities in this area. As we focus in the coming years on refining our outcome-based assessment of student knowledge and skills, we hope to add to our toolbox of methods and instruments for measuring student learning in ways that allow us to draw more meaningful conclusions about the effectiveness of our teaching innovations.

SUPPORTING MATERIALS: STUDENT OUTCOME DATA

Outcome Performance for QEP Critical Thinking Outcomes

Students meeting/exceeding from 2019 to 2023

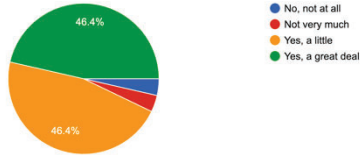
		<i>Percentage of students meeting or exceeding learning outcome mastery</i>							
<i>QEP Critical Thinking Learning Outcome</i>		<i>F19</i>	<i>S20</i>	<i>F20</i>	<i>S21</i>	<i>F21</i>	<i>S22</i>	<i>F22</i>	<i>S23</i>
1	Clearly articulate a question or define a problem	67.8%	89.2%	75.6%	85.1%	84.1%	81.6%	61.8%	57.5%
2	Gather and evaluate sources of information	84.7%	72.4%	88.8%	82.5%	66.7%	85.9%	58.6%	70.2%
3	Summarize and critique the arguments and reasoning of others	72.3%	72.4%	70.9%	67.8%	69.4%	77.3%	70.9%	65.5%
4	Construct a well-formed argument or line of reasoning	69.1%	78.3%	67.3%	72.7%	87.8%	83.5%	70.0%	75.8%
5	Identify connections, synthesize information, and draw informed conclusions	N/A	79.9%	70.8%	72.0%	91.5%	91.2%	65.1%	91.9%

		<i>Percentage of students who agree or strongly agree</i>							
<i>QEP Course Evaluation Question</i>		<i>F19</i>	<i>S20</i>	<i>F20</i>	<i>S21</i>	<i>F21</i>	<i>S22</i>	<i>F22</i>	<i>S23</i>
1	is course provided me with frequent opportunities to <i>demonstrate</i> my critical thinking skills	80.3%	85.7%	81.3%	84.7%	83.4%	83.5%	79.2%	83.5%
2	This course provided me with frequent opportunities to <i>develop</i> and <i>improve</i> my critical thinking skills.	80.4%	85.4%	80.9%	84.4%	81.5%	83.8%	78.7%	82.5%
3	The professor in this course frequently <i>models</i> the critical thinking process	81.1%	85.6%	80.4%	83.3%	81.2%	82.0%	78.5%	81.2%

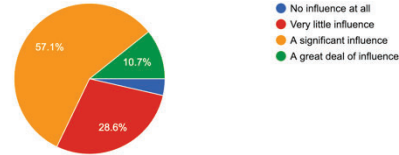
		<i>Percentage of students who strongly agree</i>							
<i>QEP Course Evaluation Question</i>		<i>F19</i>	<i>S20</i>	<i>F20</i>	<i>S21</i>	<i>F21</i>	<i>S22</i>	<i>F22</i>	<i>S23</i>
1	is course provided me with frequent opportunities to <i>demonstrate</i> my critical thinking skills	59.0%	67.0%	59.0%	63.0%	61.0%	65.0%	58.0%	61.0%
2	This course provided me with frequent opportunities to <i>develop</i> and <i>improve</i> my critical thinking skills.	60.0%	66.0%	59.0%	62.0%	59.0%	64.0%	57.0%	61.0%
3	The professor in this course frequently <i>models</i> the critical thinking process	64.0%	70.0%	59.0%	62.0%	60.0%	64.0%	59.0%	61.0%

SUPPORTING MATERIALS: FACULTY SURVEY RESULTS

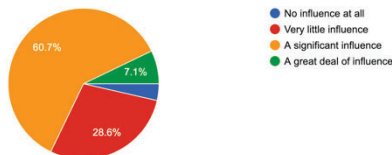
Would you say that RBC's choice of QEP topic has made you more mindful of the topic of critical thinking in your teaching practices overall?
28 responses



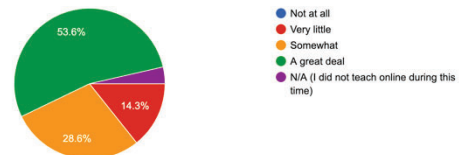
How much influence would you say that RBC's choice of critical thinking as a QEP topic has had on the way you approach teaching and fostering critical thinking in your classes?
28 responses



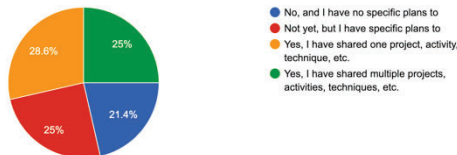
How much influence would you say that RBC's choice of critical thinking as a QEP topic has had on the way you approach assessing and measuring students' critical thinking skills?
28 responses



If you were one of many instructors who transitioned to online teaching as a result of the COVID-19 pandemic, how much did topic of critical thinking ...struction and assessment in the online environment?
28 responses



Have you shared any of your own projects or classroom innovations related to critical thinking with the QEP steering committee Chair?
28 responses



In which of the following areas would you like to see MORE professional development in the final year of the QEP?

28 responses

