



ACCELERATE OPPORTUNITY

2024–2030 Statewide Strategic Plan

Overarching Strategic Goal:

Award 300,000 cumulative meaningful credentials by 2030 across all regions through accelerated access and success for every student.

Cumulative Meaningful Credentials:

All degrees, diplomas, certificates, career studies certificates awarded and FastForward credentials reported within the academic year.
Baseline: Annual Year 2021.



Strategic Plan Metrics and Definitions



OBJECTIVE #1: **Developing Virginia's Talent**

Provide all students with the knowledge, skills, credentials, and degrees necessary to thrive in dynamic and emerging 21st-century careers.

METRICS:

- 1.1 Provide 12,500 cumulative meaningful postsecondary credentials to dual and concurrently enrolled students prior to high school graduation by 2030.*
- 1.2 Increase the percentage of FastForward completers to 95% annually by 2030.
- 1.3 Increase the percentage of FastForward credential awards to 75% annually by 2030.
- 1.4 Increase VCCS annual graduates in regionally high-demand fields employed by 6,000 by 2030.*
- 1.5 Increase graduates entering industries with the highest job growth in Virginia to 40% by 2030.
- 1.6 Increase the percentage of VCCS graduates who achieve upward mobility in Virginia to 50% by 2030.

DEFINITIONS:

Concurrently enrolled students: Students currently enrolled in high school who are enrolled in college-level courses for both college and high-school credit attending courses at a community college. The baseline year, Fiscal Year (FY) 2023 (July 1, 2022–June 30, 2023), will be compared to the final year, FY 2030 (July 1, 2029–June 30, 2030).

Dual-enrolled students: Students currently enrolled in high school who are enrolled in college level courses for both college and high-school credit attending courses at a high school. The baseline year, FY 2023 (July 1, 2022–June 30, 2023), will be compared to the final year, FY 2030 (July 1, 2029–June 30, 2030).

Cumulative meaningful post-secondary credentials: Total number of degrees, certificates, CSCs, diplomas awarded, and FastForward credentials earned by concurrently enrolled students between July 1, 2023–June 30, 2030.

FastForward completer: Any student who receives a passing grade in a specific FastForward course. The baseline year, FY 2023 (July 1, 2022–June 30, 2023), will be compared to the final year, FY 2030, (July 1, 2029–June 30, 2030).

FastForward credential award: A credential earned based on a specific FastForward course training. Reported by student after completion of FastForward course. The percentage of completers will be compared to the percentage reporting earning a credential between the baseline year, FY 2023 (July 1, 2022–June 30, 2023), and the final year, FY 2030 (July 1, 2029–June 30, 2030).

Regionally aligned high-demand fields: Programs identified as high demand based on labor market data by GO Virginia region as part of the 2024 Workforce Expansion Initiative.

Industries with the highest job growth in Virginia: As identified by the Virginia Office of Education Economics (VOEE) (<https://voee.org/the-virginia-board-of-workforce-developments-high-demand-occupations-list/>).

Upward mobility in Virginia: As defined in the 2023 Six-Year Plan Fact Packs, earnings greater than 200% of the federal poverty level (5 years post-grad) for the average family size for a 25–29-year-old+ estimated annual student loan payment: <https://www.schev.edu/home/showpublisheddocument/3377/63835137141100000>

** = metric dependent on expanded funding*

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Strategic Plan Metrics and Definitions



OBJECTIVE #2: Reaching More Virginians

Integrate systemwide and college communications to expand the talent pipeline for Virginia employers.

METRICS:

- 2.1 Increase cumulative enrollment in regionally aligned high-demand fields by 20,000 students by 2030.*
- 2.2 Increase the annual number of students enrolled in FastForward by 20% by 2030.*
- 2.3 Increase annual application yield to 66% by 2030.
- 2.4 Increase the annual number of working-age adults enrolled by 14,000 by 2030.
- 2.5 Increase the percentage of military-affiliated students to 15% of the annual credit headcount by 2030.
- 2.6 Increase annual number of incarcerated students enrolled by 25% by 2030.

DEFINITIONS:

Cumulative enrollment: Total headcount of students, including program-placed credit and dual-enrolled students and FastForward students between July 1, 2023-June 30, 2030.

Regionally aligned high-demand fields: Programs identified as high demand based on labor market data by GO Virginia region as part of the 2024 Workforce Expansion Initiative.

Annual number of FastForward students: Headcount of unique students enrolled in FastForward courses beginning between July 1 and June 30 of a given year. The baseline year, FY 2023 (July 1, 2022-June 30, 2023), will be compared to the final year, FY 2030 (July 1, 2029-June 30, 2030).

Annual application yield: The percentage of unique credit students who are admitted as new or returning students during Summer, Spring and Fall who enroll in at least one course and receive a grade during any term of that academic year. The baseline year, FY 2023 (Summer, Fall, Spring), will be compared to the final year, FY 2030 (Summer, Fall, Spring).

Working-age adults: Students who are between 25 and 65 years of age while enrolled. The baseline year, FY 2023 (Summer, Fall, Spring), will be compared to the final year, FY 2030 (Summer, Fall, Spring).

Military-affiliated students: Credit students who self-identified as being active, reserve, veteran, retired, military spouse or military dependent on VCCS admissions application.

Incarcerated students: Students who are enrolled in VCCS courses offered in carceral settings.

** = metric dependent on expanded funding*

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Strategic Plan Metrics and Definitions



OBJECTIVE #3: Delivering Education to Today's Learners

Support educational excellence in student success through the development of a world-class cadre of employees focused on high-impact instructional practices.

METRICS:

- 3.1. Increase the number of full-time faculty engaged in professional development opportunities to broaden understanding of relevant emerging topics for student success by 50% by 2030.
- 3.2. All colleges will offer shortened sessions for courses included in the Passport and Uniform Certificate of General Studies (UCGS) by 2030.
- 3.3. All courses required by the Passport and UCGS will be available online asynchronously every semester by 2030.
- 3.4. Increase annual online headcount by 8,000 students by 2030.
- 3.5 Expand credit-for-prior-learning options to all FastForward credentials by 2030.

DEFINITIONS:

Professional development opportunities: Opportunities that advance skills, traits, and competencies that contribute to success in the workplace as defined and identified by the college for its workforce.

Shortened sessions: Any academic term offered for less than 16 weeks.

Passport: A 16-credit hour set of VCCS courses, in which all courses are transferable and shall satisfy a lower-division general education requirement at any public institution of higher education in Virginia and many private institutions. Taken individually, Passport courses may, but are not guaranteed to, satisfy general education requirements at the receiving institution. (<https://www.transfervirginia.org/content/passport-policy-and-courses>)

Uniform Certificate of General Studies (UCGS): The Uniform Certificate of General Studies (UCGS) is a 30-31 credit program in which all courses are transferable and satisfy lower-division general education requirements at any Virginia public institution and many private institutions of higher education. Taken individually, UCGS courses may, but are not guaranteed to, satisfy general education requirements at the receiving institution.

Online: Courses that do not require attendance in a physical classroom, typically taught through a learning management platform, such as Canvas or synchronous online conferencing software like Zoom. Identified as distance courses within the student information system (SIS).

Asynchronous: The instructor and the students in the course all engage with the course content at different times (and from different locations). The instructor provides students with a sequence of units that the students move through as their schedules permit within a specific semester.

Annual online headcount: Unique students who enroll in at least one online or distance course for credit or FastForward within a given academic year (Summer, Fall, Spring). The baseline year, FY 2023 (Summer, Fall, Spring), will be compared to the final year, FY 2030 (Summer, Fall, Spring).

Credit for prior learning: The process of awarding a student credit for competency in a subject matter that has been achieved through previous academic study or occupational experience.

Strategic Plan Metrics and Definitions



OBJECTIVE #4: Supporting Today's Learners

Provide all students with a culture of care that responds to the needs of our student population and supports and inspires their educational and career success.

METRICS:

- 4.1. Increase the annual percentage of program-placed students applying for financial aid to 75% by 2030.
- 4.2. Increase Financial Aid for FastForward (FANTIC) application completion by 15% by 2030.
- 4.3. All front-line support staff will participate in at least one professional development opportunity on financial resources to equip them to be able to respond accurately to most student inquiries by 2030.
- 4.4. Increase students engaged in paid internships and apprenticeship programs by 25% by 2030.
- 4.5. Increase usage of student wrap-around support services by 10% by 2030.

DEFINITIONS:

FAFSA application: Free Application for Federal Student Aid application is used by all United States students to determine eligibility for federally funded grant and loan programs for higher education. Completion will be measured by ISIRS received for program-placed enrolled students within a financial aid year. The baseline year, FY 2023 (Summer, Fall, Spring), will be compared to the final year, FY 2030 (Summer, Fall, Spring).

FANTIC application: Financial Aid for Noncredit Training leading to Industry Credentials is used by VCCS students who are enrolled in an approved noncredit workforce training program leading to the attainment of an industry-recognized credential or licensure to demonstrate financial need. Completion will be measured by FANTIC applications received for enrolled FastForward students within a fiscal year. The baseline year, FY 2023 (July 1, 2022-June 30, 2023), will be compared to the final year, FY 2030 (July 1, 2029-June 30, 2030).

Professional development opportunities: Opportunities that advance skills, traits, and competencies that contribute to success in the workplace as defined and identified by the college for its workforce.

Financial resources: May include federal, state, and institutional financial aid available to credit and FastForward students, as well as institutional and community-based non-academic support services, such as SNAP, TANF, HUD, Medicaid, childcare, and other services as defined by the college. May also include financial literacy training.

Paid internships and apprenticeships: Internships are often unpaid and may not lead to a full-time job. Apprenticeships are paid experiences that often lead to full-time employment. Experiences should be documented either as classes or as part of an advising record.

Student wrap-around support services: Services offered by the college or VCCS to help students gain access to food, clothing, transportation and/or childcare, document advising (EAB Navigate), learn about and qualify for state and federal non-academic aid (SingleStop), attain mental health counseling or other services.

Strategic Plan Metrics and Definitions



OBJECTIVE #5: Investing in Virginia's Workforce

Provide all students with access to affordable college education that supports their need for financial flexibility while also supporting the vitality and sustainability of our colleges.

METRICS:

- 5.1. Approve and implement the VCCS model for including licensure and certification examination fees for credit programs by 2030.
- 5.2. Seek additional FastForward funding investments from the Commonwealth to address the ongoing annual growth of the programs by 2030.
- 5.3. Seek additional annual funding for capacity-building efforts in regionally identified high-demand programs.
- 5.4. Increase funds available for student emergency needs at all VCCS institutions.
- 5.5. Complete assessment of facilities and make recommendations for renovation or replacement by 2030.
- 5.6. Seek funding support for renovation and replacement of facilities exceeding useful life by 2030.
- 5.7. Review current student fee structures and identify opportunities for modifications by 2030.
- 5.8. Review the current pay-for-performance model and current funding model by 2030.

DEFINITIONS:

Licensure and certification examination fees: Amounts charged by third parties to students to apply for and take required examinations to obtain licensure or certification as required by employers for specific jobs.

Funding investments: May include state general funds, grants, or philanthropic donations.

Capacity-building efforts: Public and private funds used to expand faculty, staff, facilities, and/or equipment and supplies needed to offer courses and programs to additional students.

Student emergency needs: Funds available as grants or short-term loans to assist students with any non-tuition barrier that may prevent them from remaining enrolled during a specific semester.

Pay-for-performance model: VCCS outcomes-based funding model that allocates 20% of the validated resource model (state funding allocation).