

Virginia's Community Colleges

We give everyone the opportunity to learn and develop the right skills so lives and communities are strengthened.

Opportunity 2027 Strategic Plan

Approved by the State Board for Community Colleges

March 18, 2021

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Introduction

The year 2020 will be most remembered for the COVID-19 pandemic that brought our nation, and the world, to a halt. Yet, in reality there were two other pandemics unfolding - the economic fallout that came as a result of COVID-19 and the pandemic of racial injustice that cast systemic racism to the forefront of national dialogue with the killing of George Floyd. Each of these pandemics are connected by one consistent and undeniable thread: the deep inequities that plague our nation. In fact, the populations most affected by the health implications of COVID-19, the economic turmoil that resulted, and most subjected to the systemic racism of our justice system are the same. They are Black. They are Latino. They are impoverished. They are less educated.

Diversity, equity, inclusion, and access to opportunity have been at the heart of our community college mission since we first opened our doors. However, our efforts to translate those ideals into action for all Virginians have not always yielded the results that we seek as quickly as we would like. Simply stated, we must do better.
-Glenn DuBois

With this as a backdrop, Virginia Community College System (VCCS) Chancellor Glenn DuBois responded by calling for a new six-year strategic plan laser focused on eliminating equity gaps across Virginia's 23 community colleges. A statewide task force was already developing recommendations to respond to the impact of COVID-19 and to help our colleges remain sustainable and relevant in a post-pandemic future. These recommendations addressed program delivery modalities, teaching and learning practices, remote services, integrated student supports, funding and financing of colleges, and the future of work. With the new charge to prioritize equity, the task force pivoted to take an intentional look at disaggregated data to inform goals, strategies, and metrics for the six-year plan. What we learned is sobering.

Our data revealed deep inequities in how students are supported as they enroll in and complete their education. For example, even though Black students are our second largest student population,

- Only a third of Black students who apply to one of our colleges enroll.
- In the last five years, Black student enrollment declined by more than 12,000 students.
- Only one out of five first-time, full-time Black students completed a community college credential or degree of any type in three years.
- Fewer Black students are graduating today from Virginia's Community Colleges than did just five years ago, despite increasing graduation rates for all other historically minoritized groups across all our colleges.

These facts provide insights into why this strategic planning effort is needed and underscore that we must do everything we can to address the impact of systemic racism on student achievement. In doing so, we seek to close equity gaps and expand access to opportunity to all Virginians.

Defining Equity

In 2012, Virginia's State Board for Community Colleges adopted a Policy Statement on Diversity and Inclusion:

The Virginia Community College System is committed to fostering, cultivating, and sustaining a culture of diversity and inclusion. The VCCS acknowledges the vital impact of a diverse and inclusive community on academic programs, on workforce development and other training, and on the larger communities served by our colleges. Students from diverse backgrounds, taught by faculty and assisted by staff from similarly diverse backgrounds, benefit from an abundant educational experience that prepares them for success in an increasingly interconnected and multi-cultural world. Therefore, it is the policy of the Virginia Community College System to employ and retain individuals that reflect our diverse society. A culture of diversity and inclusion shall be manifest in all dimensions of Virginia's Community Colleges.

Using this statement as a foundation, a subcommittee of the strategic planning task force, the Equity Leadership Team, was tasked with developing a definition of *equity* to provide a common understanding of this value within the context of the work of our colleges. This definition, adopted by the task force and advanced to the State Board for Community Colleges for its review and approval, recognizes the work that must occur to overcome the systemic issues that have been and continue to be barriers to student success in Virginia's Community Colleges:

Equity is the existence of an environment in which policies, practices, and beliefs are grounded in the principle of fairness and that acknowledges structural racism, gender disparities, and systemic poverty, while honoring the diversity of humanity. This environment explicitly prioritizes the success of all students to ensure that they have the necessary resources to fulfil their college and career goals.

The task force was guided in its work, then, by the charge set forth by Chancellor DuBois, data on student outcomes, the State Board's policy statement on diversity and inclusion, and the proposed definition of equity for Virginia's Community Colleges.

The Strategic Goal

The Virginia Community College System 2027 Strategic Plan is grounded in an aspiration to eliminate gaps in student outcomes over the next six years. This aspiration responds to Chancellor DuBois' bold charge to address inequity, a charge set forth during the period of social unrest and long overdue reckoning with racial injustice that followed the killing of George Floyd on May 25, 2020.

System data reveal that individuals of color are the least likely to enter college, succeed in courses, and earn a college credential. These results demonstrate the impact of structural racism on the lives of our students and our colleges.

Further, the coronavirus pandemic has exacerbated long-standing racial, gender, and socioeconomic inequities. Communities of color have been most hard-hit by the health impacts of the virus. Nationally, Black people are three times more likely than their White counterparts to contract COVID-19, and in Virginia, although Latinx residents make up just 10% of the population, they account for almost half of all COVID-19 cases.¹

In addition, while the recession resulting from the pandemic impacted all, its greatest and most lasting effect has been on Black and Latinx Americans and mothers of school age children. By the end of summer 2020, half of all dislocated workers who were White had recovered employment, compared to just a third of those who were Black. Mothers of school-age children had lost employment at higher rates than men (approximately a third higher). Individuals of color and women are also disproportionately represented in the hardest hit industry sectors, hospitality and retail, making connecting these residents to high demand career pathways more critical now than ever.²

This is the backdrop that led the task force to propose a strategic goal that is both bold and urgent:

Virginia's Community Colleges will achieve equity in access, learning outcomes, and success for students from every race, ethnicity, gender, and socioeconomic group.

Achieving this goal is essential for the future of our students and our colleges. The detailed goals, strategies, and objectives outlined in the next section of this document provide a roadmap for how Virginia's Community Colleges will achieve this strategic goal by providing all students with access to

- Learning environments that recognize the value of diversity, equity, and inclusion;

¹ (<https://vadogwood.com/2020/08/21/latinx-people-make-up-half-of-virginias-covid-19-cases-despite-being-10-of-the-states-population/>)

² (<https://www.washingtonpost.com/graphics/2020/business/coronavirus-recession-equality/>)

- Clearly defined program pathways infused with high impact practices that support educational excellence and equity in their success;
- An evidence-based culture of care that responds to their diverse needs and supports and inspires their educational and career success;
- Programs and services that are scheduled in ways responsive to their needs;
- The knowledge, skills, credentials, and degrees that enable them to thrive in dynamic and emerging 21st century careers shaped by the future of work;
- Advising and coaching that support economic and social mobility by connecting them to effective university transfer and career pathways;
- A world-class, diverse cadre of college faculty, staff, and administrators focused on equity-minded principles and practices in service of inclusive excellence and student success; and,
- Affordable, transparent college tuition and fees that support their need for financial flexibility

Further, Virginia's Community Colleges will achieve this goal by providing all employees with access to

- Work environments that recognize the value of diversity, equity, and inclusion;
- Professional development that supports a shared, common understanding of and commitment to equity in student access, learning, and success at the individual college and system-level;
- Disaggregated data and theories of change that build an understanding of factors that impact student success, areas for institutional focus, and methods for achieving equity in outcomes;
- Equity-minded policies, procedures, practices and technologies that remove student barriers, reflect students' lived realities, and support inclusive excellence; and.
- Advocacy for funding that supports the vitality and sustainability of our colleges.

The following section outlines five supporting goals that, if achieved, will support attainment of the strategic goal. Each goal is supported by strategies and objectives for the first biennium of the six-year plan.

Supporting Goals, Strategies, and Objectives

Virginia’s Community Colleges will achieve equity in access, learning outcomes, and success for students from every race, ethnicity, gender, and socioeconomic group.

The strategic goal is supported by five supporting goals, each with detailed strategies and objectives for the first biennium.

Supporting Goal 1: Ensure that Virginia’s Community Colleges are equipped to deliver on the promise of the equity goal by ensuring that all internal and external constituencies understand why the goal is necessary to provide a talent pipeline for Virginia employers.

Virginia’s Community Colleges will launch a systemwide campaign to build awareness of the equity goal and provide intentional support to engage faculty and staff in understanding how the equity goal is reflected in their students and the communities they serve.

Strategy 1: Establish a Communications Committee to support development of a system-level communication plan for the strategic plan and to support colleges in their own communication plan development.

Strategy 2: Establish and promote Virginia’s Community Colleges as the primary training provider in the Commonwealth for businesses seeking to ensure a sustainable supply of workers with the skills and credentials required to be competitive.

Biennial Objectives:

- Create and share broadly across the colleges a case document that introduces the equity definition; describes equity in access, learning outcomes, and success; and includes contextualized data to support the equity goal and engage faculty and staff in understanding how the equity goal is reflected in their students and the communities they serve.
- Develop college and system branding that promotes community colleges as the most efficient and responsive training solution for businesses.

Supporting Goal 2: Provide all students with access to high impact practices that support educational excellence and equity in student success through the development of a world-class cadre of diverse employees focused on equity-minded principles and practices.

Excellence in teaching and learning forms the backbone of Virginia’s Community Colleges. The transition to remote teaching and learning during the pandemic has cast a spotlight on existing and now exacerbated inequities in our student population. As students cope with a wide range of adverse factors, it is essential that all faculty are supported and engaged in high impact strategies that focus on and incorporate the individual needs of our students and reflect research in the scholarship of teaching and learning, regardless of instructional delivery modality. It is also essential that our students see themselves and their experiences reflected in their faculty and the curriculum. Virginia’s Community Colleges will support a diverse faculty to provide students with culturally responsive learning experiences informed by evidence-based, discipline-appropriate high impact practices, such as collaborative assignments, work-based learning, and capstone projects. High impact student-centered strategies have a demonstrated positive impact on the development of essential academic and workplace skills such as critical thinking, problem solving and communication, and Virginia’s Community Colleges will lead the Commonwealth and the nation by ensuring that all students have access to these transformational learning experiences.

Strategy 1: Invest in development of a world-class cadre of diverse full-time and adjunct faculty who are focused on equity-minded principles and practices in teaching and learning and committed to student success.

Strategy 2: Adopt common equity-focused high impact teaching practices and provide professional development to support their inclusion in the curriculum.

Strategy 3: Develop and implement intentional strategies to improve learning outcomes, deepen student connections, perform equity-driven curriculum review, and ensure program cohesion for successful entry into the workplace or seamless transfer.

Biennial Objectives:

- Implement recruiting strategies and hiring practices that advance the goals of diversity, equity, and inclusion in the search and selection process for all employees.
- Engage all employees in professional development and meaningful dialogue to broaden understanding of equity gaps in student success.
- Evaluate existing and identify new faculty recruitment and retention strategies to attract and retain qualified and diverse faculty and ensure that how we hire is reflective of our college communities.
- Create an onboarding toolkit for new faculty that provides mentorship and guidance for success and retention and ensures that faculty have what they need to be successful in a diverse teaching environment.

- Evaluate existing faculty professional development programs with an eye towards professional development that focuses on equity-based, high-impact teaching and learning practices in support of the strategic plan.
- Review and revise the faculty evaluation process so that it incorporates measurable SMART Goals, encourages faculty ownership and accountability, inspires high performance, and includes feedback that supports faculty development and growth.
- Engage faculty discipline teams in an equity-driven review of curriculum content for cultural responsiveness and representation.
- Improve program cohesion through full implementation of guided pathways, including intentional redesign of the Student Development (SDV) courses; revision of transfer programs to include major pathway maps designed to make transfer seamless and efficient; and implementation of stackable credentials, work-based learning, and capstone courses to ensure students' readiness to enter the workforce. Fully utilize Navigate to create program pathways that inform students of milestones in their progress.

Supporting Goal 3: Provide all students with a culture of care that responds to the needs of our diverse student population and supports and inspires their educational and career success.

The Virginia's Community Colleges will meet every student where they are and see their quest for higher education through an asset lens, providing them with a meaningful opportunity to succeed. Student Services professionals at Virginia's Community Colleges, in collaboration with partners on and off campus, will support **every student** with an appointed care network. This network of diverse, culturally competent, and well-trained individuals commits to understanding the student's specific assets, challenges, and needs, and to responding with a plan for achieving success developed in collaboration with the student. It builds on the foundation set forth by the system's Power of the Possible Task Force, which recommended a holistic approach to student support that included quality advising and coaching; easy access to social and community benefits and financial stability services; and the adoption of a tele-health platform to provide immediate connection to mental health counseling. This inclusive culture of care will promote a growth mindset, recognize the significance of cultural difference, and include the student as an active partner in his or her own success.

Strategy 1: Provide faculty and staff with disaggregated data and professional development in cross-cultural understanding to assist in identifying and supporting student needs.

Strategy 2: Assess existing technology platforms and provide new tools needed by students, staff and faculty to remove barriers to success.

Strategy 3: Foster an environment that recognizes the value of diversity and prioritizes equitable outcomes for students.

Strategy 4: Identify specific barriers that lead to equity disparities in application and enrollment processes and develop plans to reduce equity gaps in onboarding processes across all student groups.

Biennial Objectives:

- Conduct process mapping of the student onboarding process to identify specific policy and process barriers that lead to equity disparities and develop new enrollment processes to reduce equity gaps.
- Develop a comprehensive onboarding and student lifecycle process which includes the assignment of students to appropriate support staff within a Support Network
- Create a career concierge approach that guides students to the right educational choices for their career goals and upon which students may continue to rely on over the course of their careers
- Provide students with connections to programs and community resources that address non-academic barriers to success.
- Develop the knowledge and strengthen the skills of existing and future student support leadership and their staff through intentional and strategic professional development with emphasis on equity and student success.
- Provide professional development on financial resources to front-line support staff to equip them to be able to respond accurately to most student inquiries
- Assess, align, and/or replace existing technology tools to meet the needs of students and campus stakeholders. Fully utilize Navigate to create program pathways that inform students of milestones in their progress.
- Advocate for state funding to increase the number of full-time professional advisors to create acceptable advising caseloads and ensure continuity of academic and non-academic support for students.

Supporting Goal 4: Provide all students with the knowledge, skills, credentials, and degrees that enable them to thrive in dynamic and emerging 21st century careers shaped by the future of work.

The Virginia Community College System’s mission is to help everyone develop the right skills and knowledge so lives and communities are strengthened. To achieve this mission in a rapidly changing economy requires a commitment from leadership, faculty, and staff across all of our 23 community colleges. Whether transferring to complete a bachelor’s degree or preparing to enter the workforce, students will recognize the quality and value of a Virginia community college education. Colleges will partner with local, state, and national business leaders and university partners to ensure that education, training and credentials are relevant and responsive to the future of work. They will provide students with targeted and tailored advising, coaching, and guidance throughout their educational journey, recognizing that today’s

graduates are tomorrow's returning students. Virginia's Community Colleges will be leaders in accelerating access to in-demand career pathways by awarding credit for prior learning, embedding stackable credentials with marketplace value, braiding credit and non-credit instruction, and growing internship and apprenticeship opportunities.

Students need help making the smart choices that allow them to thrive over years and decades, instead of just surviving from day to day. Our colleges will become trusted career development partners that our students can return to again and again. Virginia's Community Colleges will lead our students to the credentials that are relevant to the careers they seek to build and will ensure that our training aligns with evolving business demands. In doing so, we will prepare all of our students – regardless of race, ethnicity, gender, or socioeconomic background – for meaningful work that pays sustaining wages and provides access to the middle class and beyond. The ability of Virginia's Community Colleges to create pathways to prosperity for the full diversity of our communities will ensure the success of our students, grow our regional economies and businesses, and drive institutional innovation and sustainability.

Strategy 1: Implement policies and practices that will ensure Virginia's Community Colleges are recognized as the primary training provider in the Commonwealth for students seeking careers or seamless transfer and businesses needing workers to be competitive in the 21st century economy.

Strategy 2: Ensure all colleges develop and leverage strong partnerships with business and industry so that every program prepares well-qualified workers for current and emerging workforce demands.

Strategy 3: Guide every student to choose the right educational pathway to achieve his or her career goals by employing labor market information and career development strategies.

Strategy 4: Build academic schedules that prioritize the needs of students and expand access to all students, regardless of their geographic location or socioeconomic status, to ensure they can get the courses they need when they need them.

Biennial Objectives:

- Align curricular content with the expressed business needs of employers, including periodic review and updates by business advisory groups; develop methods and schedules to update all credentialing programs with a frequency that ensures consistent alignment with industry changes.
- Initiate more comprehensive and aligned policies and processes to accelerate time to completion by expanding credit for prior learning, integrating workforce and academic instruction, and providing greater access to internship and apprenticeship opportunities. Develop a system-wide model for offering work-based or cooperative learning programs at all colleges.

- Implement year-round 8-week terms, flexible hybrid course delivery models, quality-certified online courses, competency-based delivery, and other strategies to meet students' scheduling needs and move them more quickly through their programs.
- Provide professional development on labor market information, careers, programs, and transfer pathways for advisors who onboard students to enable them to guide students effectively in selecting program majors.
- Pursue resources for new program start-up to allow colleges to proactively address changing workforce needs and provide ongoing career development for students.
- Disaggregate data reflecting student outcomes by program to identify inequities and propose policy and practical solutions to address those barriers.

Supporting Goal 5: Provide all students with access to affordable college educations that support their need for financial flexibility while also supporting the vitality and sustainability of our colleges.

The Virginia Community College System remains the most affordable public higher education option in the Commonwealth. Community college tuition and fees as a percentage of per capita income in the Commonwealth, however, are nearly double the national public two-year college rate, and the COVID-19 pandemic has widened the wealth gap, putting low-income students at greater risk of not attending, much less completing, college. To ensure that college access remains an attainable goal for all, Virginia's Community Colleges will strategically balance the financial challenges and needs of students - especially students of color and in low-income circumstances - with institutional funding models that support fiscally healthy, innovative, and student-centered colleges. Colleges will increase transparency in course and program costs for students, develop more flexible within-term tuition-payment options, and collaborate on ensuring that the allocation of state general funds addresses strategic student priorities. Clarity regarding affordability and financial flexibility will improve access and support equity in student outcomes.

Refocused funding allocations will incentivize established priorities and promote the attainment of goals directly related to equity in student success. Virginia's Community Colleges will also work toward achieving a more strategic allocation of existing state funding resources; increasing state funding; and growing grant, foundation, and industry support. Creating a more predictable and transparent funding model will enable Virginia's Community Colleges to increase effectiveness in resource planning and support student-centered innovation. By making access to a high quality, responsive, and affordable education a central goal, Virginia's Community Colleges will keep the door of equity in opportunity open for all in the Commonwealth.

Strategy 1: Determine average system-wide cost of educational delivery for selected high-demand, high-cost programs—and understand any local cost variances—with an eye towards expanding access for historically minoritized populations.

Strategy 2: Develop policy to allow course fee structures that include the costs of required materials and examinations for certification/licensure.

Strategy 3: Publish “all inclusive” pricing that reflects full cost of education, including materials and certification exams.

Strategy 4: Develop the framework for a student financial services ecosystem at each of Virginia’s Community Colleges, a “one stop” destination where students’ financial needs (tuition, books, life expenses, etc.) are addressed in a holistic, integrated manner.

Biennial Objectives:

- Provide professional development across functional areas to strengthen budget forecasting and state board tuition discussions.
- Identify high-demand, high-cost programs with low enrollment of historically minoritized populations and develop strategies to promote program expansion and equitable enrollment representation.
- Study the costs of required professional certification and licensure examinations and develop a policy to allow such fees to be included as program fees, and thus eligible to be covered by federal or state financial aid.
- Develop a policy to require colleges to identify all program costs (including books, uniforms, tools, supplies, etc.) and publish the actual student price per program on college websites and in catalogs.
- Establish a work group of chief financial officers to study tuition rates that reflect the actual cost of education by program and make recommendations to the Chancellor.
- Convene a summit of college finance, student services, and institutional research staff to define “holistic integrated student financial ecosystem practices,” document best practices for holistic financial supports among institutions, and evaluate best-in-class models at other public and two-year colleges.
- Explore professional development needs among financial services, academic and student support staff to close knowledge gaps about current funding and financial-aid regulations and to implement best practices for student financial services.
- Address any policy areas needed to facilitate a holistic, integrated student financial ecosystem as defined by the group and maintain proper financial controls.

Measuring Outcomes

Virginia's Community Colleges have set forth a bold, aspirational equity-focused goal. The system office and colleges together will establish metrics to document progress towards the goal, to measure effectiveness of the strategies, and to build ownership of the plan across stakeholders. These metrics will be a mixture of student-level measures and process-related measures. Student-level measures will track progress towards achieving the equity goal, while process-related measures will track progress towards implementation of the biennial strategies and objectives. Each college will develop biennial Institutional Priorities and report outcomes to the Chancellor.

- 1) Develop a public-facing dashboard with disaggregated, institution-level student data to track progress towards closing equity gaps based on race/ethnicity, gender and socioeconomic condition. Student-level measures will include access, learning outcomes, and success indicators such as enrollment, gateway course completion, retention, credit hour progression, and credential completion.
- 2) Continue to collect and report on an annual basis disaggregated demographic data on college and system office employees by category, in relation to the demographics of the college region and student population served.
- 3) Appoint Work Groups with systemwide representation to implement the strategies and objectives for each supporting goal. Each Work Group will prioritize objectives, establish a timeline, and identify process measures towards achieving the strategies and objectives. Work Groups will report regularly on their progress.
- 4) Each college president will develop biennial Institutional Priorities, as determined by the Chancellor. Presidents will report their outcomes of these priorities to the Chancellor as a part of their annual performance evaluation meetings.

Recommendations to the Chancellor

Professional Development

Prioritize system-level professional development resources and leverage systemwide convening opportunities to deepen stakeholder engagement and cultivate a deeper understanding of teaching and learning, student supports, the future of work, and funding and finance within the context of the equity goal.

Oversight and Accountability

Establish a Standing Committee and agenda item of the Advisory Council of Presidents (ACOP) charged with overseeing systemwide implementation of the strategic plan; reviewing progress, monitoring outcomes, making recommendations to the Chancellor for strategy adjustments; and developing strategies and objectives for the second and third biennia of the six-year plan.

Building a Diverse and Equitable Work Environment

Expand the existing Virginia Community College System Standing Committee on Diversity and Inclusion to establish a system-level Culture, Diversity, Equity, and Inclusion Committee charged with assessing and/or developing policies and procedures to advance a more equitable and inclusive environment to support colleges in their aligning efforts. The Committee will conduct a systemwide climate assessment of students, employees, and leadership to establish a baseline of experiences and beliefs.

Appendix A

Chancellor's Task Force on Law Enforcement Curriculum

Background

On June 3, 2020, Chancellor Glenn DuBois announced the actions that the Virginia Community College System would take following George Floyd's killing and the protests that followed. Mr. Floyd's death was not isolated, coming before and after Breonna Taylor of Louisville, Kentucky, Elijah McClain of Aurora, Colorado, and Daniel Prude of Rochester, New York. These deaths and subsequent demonstrations elevated the need for change and, along with a pandemic, highlighted inequities throughout society.

The Chancellor responded by announcing the formation of a Law Enforcement Curriculum Task Force to examine the curricula that Virginia's Community Colleges use to educate law enforcement personnel. The Task Force included representatives from a broad cross-section of professions, including those from law enforcement and the legal system (sheriffs, police chiefs, community college campus police, the Virginia Association of Chiefs of Police, the Virginia Association of Campus Law Enforcement Administrators, the Virginia Department of Criminal Justice Services and the Virginia State Police), community activists and leaders, community-minded representatives from the legal, judicial and local government professions, and community college faculty and administrators.

An overarching, fundamental theme that emerged in the findings of the Task Force on Law Enforcement Curriculum at large, and of every subcommittee, is the critical importance of the Virginia's Community Colleges leading the way in being an intentional convener of conversations between communities and law enforcement. These convenings, held on a regular basis, will ensure that curricula meet the needs of current and future students, law enforcement personnel, and the communities that are served and identify trends to be incorporated into the curriculum going forward.

Overarching Recommendation: Establish a Criminal Justice Community Partners (CJCP) Committee

The Virginia Community College System should establish and organize a Criminal Justice Community Partners Committee. Ideally, the Committee would meet semi-annually to receive input from law enforcement agencies and community groups. The Committee will be a conduit between community college leaders and faculty, the Department of Criminal Justice Services, representatives from the Virginia Association of Chiefs of Police (VACP), the Virginia Sheriff's Association (VSA), the Virginia Association of Campus Law Enforcement Administrators (VACLEA), law enforcement training academies, and four-year transfer partners. The Committee will make recommendations for curriculum updates and improvement to ensure that criminal justice programs are current, relevant, appropriate, and equitable.

In addition, CJCP will advise VCCS and law enforcement agencies on priorities that would support enrollment in educational pathways leading to a career studies certificate or degree.

The Committee will make recommendations to the Senior Vice Chancellor for Academic and Workforce Programs; these recommendations will be managed through existing system-wide curriculum and governance processes.

Recommendation 1: Expand the Role of Criminal Justice Curriculum Advisory Committees to Include Community Partners

- Local college criminal justice advisory committees should be expanded to include one or two representatives from community organizations, such as social services agencies, public housing boards, or any other community stakeholder group that could provide insights into community policing strategies. Local advisory committees could hold public forums between law enforcement organizations and community organizations to build and strengthen trust.

Recommendation 2: Uniform Curriculum Name

- A uniform curriculum name should be adopted throughout all community colleges for associate degree programs that are currently classified as criminal justice, administration of justice, police science, corrections science, and forensics. A uniform name change that reflects elements of justice and equity and moves away from references to crime and policing should be considered. The universal name change will be a proactive step to communicate the priorities of diversity and inclusion and will facilitate transfer into four-year degree programs for students who wish to pursue a baccalaureate degree.

Recommendation 3: Redesign Criminal Justice Associate Degree Programs to Include Two Mandatory Courses

- Convene faculty to create a new 3-credit hour course that combines elements of ADJ 229 (Law Enforcement and the Curriculum) and ADJ 231 (Community Policing) to focus on the important relationships between law enforcement and the communities being served. Recommended implementation: Fall semester 2022.
- Convene faculty to create a new 3-credit hour course similar to ADJ 233 (Multiculturalism and the Criminal Justice System) to build students' understanding of cultural competency and encompass appreciation of and respect for cultural diversity. Recommended implementation: Fall semester 2022.

Recommendation 4: Enhance Partnerships with Training Academies and Build Community Engagement

- Community colleges should explore partnerships with criminal justice agencies so that community college students can engage in experiential activities such as ride-alongs, simulations, and role-playing scenarios.
- Community engagement activities should be incorporated into existing curricula to better prepare students to interact and build positive relationships with diverse and marginalized communities that may harbor mistrust in policing practices.

Recommendation 5: Diversify the Faculty

- Develop and implement a robust recruitment and marketing plan focused on faculty diversity. This plan would impart guidance and training to the college Human Resource Officers in resources, techniques, and strategies to broaden pools of diverse applicants for faculty positions. Tracking diversity trends of applicants would provide meaningful metrics that could be analyzed and deployed in subsequent recruitment efforts.
- Uniform standards and a universal system for posting, recruiting, and receiving applications should be developed for criminal justice faculty. This improvement will eliminate inconsistencies in postings for similar jobs.

Recommendation 6: Offer Additional Educational Opportunities for Students and Law Enforcement Personnel

- Virginia's Community Colleges should design criminal justice programs with stackable credentials leading to the associate degree and offer courses leading to certificates through student-centered academic schedules and instructional modalities that accommodate existing law enforcement personnel.
- The educational foundations of Virginia's 23 community colleges and the Virginia Foundation for Community College Education should prioritize the creation of scholarship opportunities for historically minoritized students to incentivize increasing enrollment and completion of criminal justice associate degree programs.
- Virginia's Community Colleges should work with law enforcement agencies and academies to offer additional training opportunities including implicit bias and trauma-informed training as a part of officers' biennial in-service training requirements. For example, administering an implicit bias assessment tool can inform an officer's journey and include training that addresses sexual assault, domestic violence, immigrant community interactions, and psychological awareness.

Appendix B

Compiled List of Goals and Strategies

Supporting Goal 1: Ensure that Virginia’s Community Colleges are equipped to deliver on the promise of the equity goal by ensuring that all internal and external constituencies understand why the goal is necessary to provide a talent pipeline for Virginia employers.

Strategy 1: Establish a Communications Committee to support development of a system-level communication plan for the strategic plan and to support colleges in their own communication plan development.

Strategy 2: Establish and promote Virginia’s Community Colleges as the primary training provider in the Commonwealth for businesses seeking to ensure a sustainable supply of workers with the skills and credentials required to be competitive.

Supporting Goal 2: Provide all students with access to high impact practices that support educational excellence and equity in student success through the development of a world-class cadre of diverse employees focused on equity-minded principles and practices.

Strategy 1: Invest in development of a world-class cadre of diverse full-time and adjunct faculty who are focused on equity-minded principles and practices in teaching and learning and committed to student success.

Strategy 2: Adopt common equity-focused high impact teaching practices and provide professional development to support their inclusion in the curriculum.

Strategy 3: Develop and implement intentional strategies to improve learning outcomes, deepen student connections, perform equity-driven curriculum review, and ensure program cohesion for successful entry into the workplace or seamless transfer.

Supporting Goal 3: Provide all students with a culture of care that responds to the needs of our diverse student population and supports and inspires their educational and career success.

Strategy 1: Provide faculty and staff with disaggregated data and professional development in cross-cultural understanding to assist in identifying and supporting student needs.

Strategy 2: Assess existing technology platforms and provide new tools needed by students, staff and faculty to remove barriers to success.

Strategy 3: Foster an environment that recognizes the value of diversity and prioritizes equitable outcomes for students.

Strategy 4: Identify specific barriers that lead to equity disparities in application and enrollment processes and develop plans to reduce equity gaps in onboarding processes across all student groups.

Supporting Goal 4: Provide all students with the knowledge, skills, credentials, and degrees that enable them to thrive in dynamic and emerging 21st century careers shaped by the future of work.

Strategy 1: Implement policies and practices that will ensure Virginia’s Community Colleges are recognized as the primary training provider in the Commonwealth for students seeking careers or seamless transfer and businesses needing workers to be competitive in the 21st century economy.

Strategy 2: Ensure all colleges develop and leverage strong partnerships with business and industry so that every program prepares well-qualified workers for current and emerging workforce demands.

Strategy 3: Guide every student to choose the right educational pathway to achieve his or her career goals by employing labor market information and career development strategies.

Strategy 4: Build academic schedules that prioritize the needs of students and expand access to all students, regardless of their geographic location or socioeconomic status, to ensure they can get the courses they need when they need them.

Supporting Goal 5: Provide all students with access to affordable college educations that support their need for financial flexibility while also supporting the vitality and sustainability of our colleges.

Strategy 1: Determine average system-wide cost of educational delivery for selected high-demand, high-cost programs—and understand any local cost variances—with an eye towards expanding access for historically minoritized populations.

Strategy 2: Develop policy to allow course fee structures that include the costs of required materials and examinations for certification/licensure.

Strategy 3: Publish “all inclusive” pricing that reflects full cost of education, including materials and certification exams.

Strategy 4: Develop the framework for a student financial services ecosystem at each of Virginia’s Community Colleges, a “one stop” destination where students’ financial needs (tuition, books, life expenses, etc.) are addressed in a holistic, integrated manner.

Appendix C

Compiled List of First Biennium Objectives

Communications and Engagement:

- Create and share broadly across the colleges a case document that introduces the equity definition; describes equity in access, learning outcomes, and success; and includes contextualized data to support the equity goal to engage faculty and staff in understanding how the equity goal is reflected in their students and the communities they serve.
- Develop college and system branding that promotes community colleges as the most efficient and responsive training solution for businesses.
- Develop a public-facing dashboard with disaggregated, institution-level data to track progress towards closing gaps based on race/ethnicity, gender and socioeconomic condition.

Reimagining Teaching and Learning:

- Implement recruiting strategies and hiring practices that advance the goals of diversity, equity, and inclusion in the search and selection process for all employees.
- Engage all employees in professional development and meaningful dialogue to broaden understanding of equity gaps in student success.
- Evaluate existing and identify new faculty recruitment and retention strategies to attract and retain qualified and diverse faculty and ensure that how we hire is reflective of our college communities.
- Create an onboarding toolkit for new faculty that provides mentorship and guidance for success and retention and ensures that faculty have what they need to be successful in a diverse teaching environment.
- Evaluate existing faculty professional development programs with an eye towards professional development that focuses on equity-based, high-impact teaching and learning practices in support of the strategic plan.
- Review and revise the faculty evaluation process so that it incorporates measurable SMART Goals, encourages faculty ownership and accountability, inspires high performance, and includes feedback that supports faculty development and growth.
- Engage faculty discipline teams in an equity-driven review of curriculum content for cultural responsiveness and representation.
- Improve program cohesion through full implementation of guided pathways, including intentional redesign of the Student Development (SDV) courses; revision of transfer programs to include major pathway maps designed to make transfer seamless and efficient; and implementation of stackable credentials, work-based learning, and capstone courses to ensure students' readiness to enter the workforce. Fully utilize Navigate to create program pathways that inform students of milestones in their progress.

Student Supports to Foster Success:

- Conduct process mapping of the student onboarding process to identify specific policy and process barriers that lead to equity disparities and develop new enrollment processes to reduce equity gaps.
- Develop a comprehensive onboarding and student lifecycle process which includes the assignment of students to appropriate support staff within a Support Network
- Create a career concierge approach that guides students to the right educational choices for their career goals and upon which students may continue to rely on over the course of their careers
- Provide students with connections to programs and community resources that address non-academic barriers to success.
- Develop the knowledge and strengthen the skills of existing and future student support leadership and their staff through intentional and strategic professional development with emphasis on equity and student success.
- Provide professional development on financial resources to front-line support staff to equip them to be able to respond accurately to most student inquiries
- Assess, align, and/or replace existing technology tools to meet the needs of students and campus stakeholders. Fully utilize Navigate to create program pathways that inform students of milestones in their progress.
- Advocate for state funding to increase the number of full-time professional advisors to create acceptable advising caseloads and ensure continuity of academic and non-academic support for students.

Meaningful Credentials and The Future of Work:

- Align curricular content with the expressed business needs of employers, including periodic review and updates by business advisory groups; develop methods and schedules to update all credentialing programs with a frequency that ensures consistent alignment with industry changes.
- Initiate more comprehensive and aligned policies and processes to accelerate time to completion by expanding credit for prior learning, integrating workforce and academic instruction, and providing greater access to internship and apprenticeship opportunities. Develop a system-wide model for offering work-based or cooperative learning programs at all colleges.
- Implement year-round 8-week terms, flexible hybrid course delivery models, quality-certified online courses, competency-based delivery, and other strategies to meet students' scheduling needs and move them more quickly through their programs.
- Provide professional development on labor market information, careers, programs, and transfer pathways for advisors who onboard students to enable them to guide students effectively in selecting program majors.
- Pursue resources for new program start-up to allow colleges to proactively address changing workforce needs and provide ongoing career development for students.
- Disaggregate data reflecting student outcomes by program to identify inequities and propose policy and practical solutions to address those barriers.

Reimagining Funding and Finance:

- Provide professional development across functional areas to strengthen budget forecasting and state board tuition discussions.
- Identify high-demand, high-cost programs with low enrollment of historically minoritized populations and develop strategies to promote program expansion and equitable enrollment representation.
- Study the costs of required professional certification and licensure examinations and develop a policy to allow such fees to be included as program fees, and thus eligible to be covered by federal or state financial aid.
- Develop a policy to require colleges to identify all program costs (including books, uniforms, tools, supplies, etc.) and publish the actual student price per program on college websites and in catalogs.
- Establish a work group of chief financial officers to study tuition rates that reflect the actual cost of education by program and make recommendations to the Chancellor.
- Convene a summit of college finance, student services, and institutional research staff to define “holistic integrated student financial ecosystem practices,” document best practices for holistic financial supports among institutions, and evaluate best-in-class models at other public and two-year colleges.
- Explore professional development needs among financial services, academic and student support staff to close knowledge gaps about current funding and financial-aid regulations and to implement best practices for student financial services.
- Address any policy areas needed to facilitate a holistic, integrated student financial ecosystem as defined by the group and maintain proper financial controls.

Appendix D

Additional Recommended Tactics for First Biennium

Reimagining Teaching and Learning:

- Evaluating the role, structure, and timing of SDV in the college program.
- Create cohorts from SDV Advising throughout the first year, continuing the relationship with the students in the cohort.
- Create more asynchronous modules to allow for more time/flexibility for success strategies— so policy information becomes asynchronous and student success strategies becomes more the focus.
- Create program specific SDV courses.
- Increase the use of Capstone courses for program cohesion.

Student Supports to Foster Success:

- Develop an electronic and internal campus process available to store important non-academic information used by advisors, counselors and coaches.
- Assign a group from the Council of Deans and Directors (CODD) to review policies, procedures, and practices that are barriers to student success. Develop a workplan to address the barriers.
- Actively advocate for funding to execute the JLARC recommendations for expanding advisors.
- Develop a comprehensive workplan to determine the campus advising needs and costs.
- Provide a required initial and on-going training program in specific areas to ensure cultural competence as well as mastery of roles.
- Provide best practice templates that can be customized to meet each campus's needs.
- Implement SMART recruiting strategies and hiring practices toolkit that advance the goals of diversity, equity and inclusion in the search and selection process for all employees.

Meaningful Credentials and The Future of Work

- Map the current application processes, identify unneeded or redundant practices, and develop a process that ensures the shortest time between inquiry and enrollment.
- Relying on the results of the onboarding process mapping, develop and implement programming, professional development, job descriptions, and other supporting materials to ensure that college staff have the skills and knowledge necessary to provide the student support services outlined in the objectives here.
- Disaggregate onboarding data to identify equity barriers and propose policy and practice solutions to address those barriers.
- Develop and deploy unified messages and materials to emphasize the colleges' abilities to connect individuals with careers.
- Include specific information in college outreach plans about how colleges will reach out to former students to consider further education and training.

- Develop and/or expand state and local partnerships with other agencies and non-profit organizations that can help students overcome barriers to success by providing for food, housing, legal help, mental health and other related services.
- Further develop partnerships with high schools to promote the completion of career focused certifications prior to high school graduation.
- Collect specific employer feedback data that forecasts education and training trends to ensure program alignment with current and future business needs.
- Analyze criteria, policies, and processes related to program implementation and discontinuance, distribution, and viability and make recommendations to increase access to programming while reducing systemic program costs.
- Establish expanded access to work-based and experiential learning opportunities through local and state agreements with businesses and industry associations.
- Work with the Department of Labor and Industry to identify and remove barriers to expanded participation of community college students in registered apprenticeship programs and college provision of related technical instruction.
- Work with businesses and industry associations to develop, deliver, and expand innovative work-based learning programs that capitalize on internships and other cooperative learning models.
- Survey local businesses to determine the employment needs of the region, training needs, and business perceptions of using colleges as their training solution.
- Survey employees in high demand industries to assess their educational pathways, future educational needs, and skill requirements.
- Develop recruitment plans that address the attraction of both high school graduates and the adult ALICE population to college programs.
- Develop and/or expand partnerships with local and state agencies and non-profit organizations to ensure that adult ALICE students have the non-academic supports required for them to complete education and training while maintaining their work and family responsibilities.
- Work with the General Assembly and partner agencies to develop a new strategy for funding the higher expense Career and Technical Associate Degree Programs that meet high demand employment needs.

Reimagining Funding & Finance

- Identify target programs (i.e., high demand-high cost-low historically minoritized student populations)
- Collect and analyze data.
- Work with HCM (or other groups) to offer professional development for CFOs to inform college budgeting and state board tuition discussions.
- Prepare recommendations for program expansion with a goal of student equity
- Study tuition rates that reflect the actual cost of instruction.
- Identify academic programs with additional costs for students and compile summary of costs.
- Work with ASAC to develop policy, then move through the governance process.

- Develop accounting and financial aid practices to accommodate the new policy.
- Communicate opportunities to students.
- Calculate the “all inclusive” price for programs at each institution (books, uniforms, tools, etc.)
- Establish publishing standards for information at each college.
- Evaluate usefulness of information and make recommendations for changes, if indicated.

Appendix E

Current and Past Virginia Community College System Task Force Recommendations, Initiatives, and Legislative Strategies Mapped to Strategic Plan 2027 Goals

Strategic Goal: *Virginia’s Community Colleges will achieve equity in access, learning outcomes, and success for students from every race, ethnicity, gender, and socioeconomic group.*

Current or **Past** Virginia Community College System Task Forces and Initiatives that support this goal

<p>Power of the Possible (2019)</p> <p>Goal: Eliminate basic needs, insecurities and other non-academic barriers impacting student success</p>	<ul style="list-style-type: none"> • Implementing statewide SingleStop (in process) to help students find financial stability through supplemental federal and community resources • Conducting #RealCollege Survey to better understand students’ nonacademic barriers (in process) • Conducting professional development for faculty and student support staff and other college personnel to instill a culture of caring
<p>Guided Pathways (2014-continuing)</p> <p>Goal: Improve completion rates, especially for minoritized and low-income students.</p>	<ul style="list-style-type: none"> • Conducted data-informed Student Success Institute for college teams • Provided advising/coaching professional development through Student Success Center (JFF grant) • Conducted advising study & requested \$24M to enhance coaching/advising (not funded) • Implemented Navigate technology platform • Implemented Ad Astra scheduling platform • Reduced program length • Eliminated unnecessary prerequisites • Created stackable credentials • Expanded credit for prior learning • Developed meta-majors • Developed program pathway maps
<p>Diversity Task Force (2014)</p> <p>Goal: Align the diversity of faculty and staff to the communities served and the students enrolled by colleges</p>	<ul style="list-style-type: none"> • Proposed definition of Diversity & Inclusion was approved by the State Board in 2014 • Established a Diversity Dashboard to track student and employee demographics by college • Implemented the Search Advocate process for hiring committees • Established System Office position for Chief Diversity Officer

	<ul style="list-style-type: none"> Established a standing Diversity Committee, with representation from across the Virginia Community College System
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Supporting Goal 2: *Provide all students with access to high impact practices that support educational excellence and equity in student success through the development of a world-class cadre of diverse employees focused on equity-minded principles and practices.*

Current or **Past** Virginia Community College System Task Forces and Initiatives that support this goal

<p>Multiple Measures (2016) and Direct Enrollment (2019-22)</p> <p>Goal: Increase enrollment in, completion of, and success in college-level English and math</p>	<ul style="list-style-type: none"> (MM) Established high school GPA and other measures for placement (MM) Developed co-requisite developmental English and math courses (DE) Lowered the GPA floor for placement into college-level English and math (DE) Created just-in-time supplemental learning and tutoring support to help students succeed in college-level English and math Phase 1 colleges implemented Direct Enrollment in fall 2020; phase 2 and phase 3 colleges will implement in 2021 and 2022
<p>TransferVA (2018-2021)</p> <p>Goal: Increase bachelor’s degree attainment, especially among minoritized and low-income students; reduce cost and time for students to complete a bachelor’s degree</p>	<ul style="list-style-type: none"> Working with SCHEV to implement 2018 transfer legislative requirements, including the Passport, the Uniform Certificate of General Studies, pathway maps, and a transfer portal (in process) Goals include <ul style="list-style-type: none"> Increasing transfer outcomes for black, Latinx, and other minoritized students as well as low-income students Encouraging students to complete associate degree prior to transfer Establishing guaranteed general education transfer courses Creating major maps to smooth the transfer process Reducing time and cost for completion of bachelor’s degree
<p>Guided Pathways (2014-continuing)</p>	<ul style="list-style-type: none"> Conducted data-informed Student Success Institute for college teams

<p>Goal: Improve completion rates, especially for minoritized and low-income students.</p>	<ul style="list-style-type: none"> ● Provided advising/coaching professional development through Student Success Center (JFF grant) ● Conducted advising study & requested \$24M to enhance coaching/advising (not funded) ● Implemented Navigate technology platform ● Implemented Ad Astra scheduling platform ● Reduced program length ● Eliminated unnecessary prerequisites ● Created stackable credentials ● Expanded credit for prior learning ● Developed meta-majors ● Developed program pathway maps
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Supporting Goal 3: *Provide all students with a culture of care that responds to the needs of our diverse student population and supports and inspires their educational and career success.*

Current or **Past** Virginia Community College System Task Forces and Initiatives that support this goal

<p>Power of the Possible (2019-present)</p> <p>Goal: Eliminate basic needs insecurities and other non-academic barriers impacting student success</p>	<ul style="list-style-type: none"> ● Implementing statewide SingleStop (in process) to help students find financial stability through supplemental federal and community resources ● Conducting #RealCollege Survey to better understand students' nonacademic barriers (in process) ● Conducting professional development for faculty and student support staff and other college personnel to instill a culture of caring
<p>TransferVA (2018-2021)</p> <p>Goal: Increase bachelor's degree attainment, especially among minoritized and low-income students; reduce cost and time for students to complete a bachelor's degree</p>	<ul style="list-style-type: none"> ● Working with SCHEV to implement 2018 transfer legislative requirements, including the Passport, the Uniform Certificate of General Studies, pathway maps, and a transfer portal (in process) ● Goals include <ul style="list-style-type: none"> ○ Increasing transfer outcomes for black, Latinx, and other minoritized students as well as low-income students ○ Encouraging students to complete associate degree prior to transfer ○ Establishing guaranteed general education transfer courses ○ Creating major maps to smooth the transfer process

	<ul style="list-style-type: none"> • Reducing time and cost for completion of bachelor’s degree
<p>Guided Pathways (2014-continuing)</p> <p>Goal: Improve completion rates, especially for minoritized and low-income students.</p>	<ul style="list-style-type: none"> • Conducted data-informed Student Success Institute for college teams • Provided advising/coaching professional development through Student Success Center (JFF grant) • Conducted advising study & requested \$24M to enhance coaching/advising (not funded) • Implemented Navigate technology platform • Implemented Ad Astra scheduling platform • Reduced program length • Eliminated unnecessary prerequisites • Created stackable credentials • Expanded credit for prior learning • Developed meta-majors • Developed program pathway maps
<p>Enrollment Management Task Force (2017-18)</p> <p>Goal: Increase enrollments, especially for minoritized males and adult learners.</p>	<ul style="list-style-type: none"> • State Board approved a \$.25/credit hour tuition increase to support statewide marketing for targeted populations: ALICE (low-income adults), Finish What You Start (transfer), Dual Enrollment (save money by completing degree at the community college) • Invested in Labor Market tools to support website recruiting (EMSI Career Coach) • Integrated credit/non-credit onboarding (One Door) • Provided professional development around marketing, recruitment, and onboarding • Recommended developing transparent cost information for students as well as payment plans and other financing incentives • Focus on improving enrollment processes and removing barriers

Supporting Goal 4: *Provide all students with the knowledge, skills, credentials, and degrees that enable them to thrive in dynamic and emerging 21st century careers shaped by the future of work.*

Current or **Past** Virginia Community College System Task Forces and Initiatives that support this goal

<p>G3</p> <p>Goal: Encourage enrollment in high-demand, market relevant career pathway programs by eliminating financial barriers with workforce scholarships</p>	<ul style="list-style-type: none"> • Incentivizing student enrollment in high-demand career pathway programs by providing last dollar scholarships (not funded) • Connecting students to sustaining wage employment in industry sectors key to VA economic growth • Partnering with employers to understand and respond to workforce needs • Eliminating financial barriers
<p>Tech Talent Investment Program</p> <p>Goal: Increase the number of graduates in computer science-related fields to meet current and future demand in VA</p>	<ul style="list-style-type: none"> • Creating new bachelor’s and master’s degrees in computer science and related fields • Meeting needs of existing IT employers in VA • Building the workforce required to recruit new IT employers
<p>FastForward</p> <p>Goal: Encourage enrollment in and completion of high-demand, market relevant workforce programs leading to industry recognized credentials</p>	<ul style="list-style-type: none"> • Providing short-term training programs leading to industry recognized certifications and credentials • Partnering with employers to understand and respond to workforce needs • Mapping program offerings to regional demands • Connecting students to high-demand, sustaining wage employment • Incentivizing completion

Supporting Goal 5: *Provide all students with access to affordable college educations that support their need for financial flexibility while also supporting the vitality and sustainability of our colleges.*

Current or **Past** Virginia Community College System Task Forces and Initiatives that support this goal

<p>G3</p> <p>Goal: Encourage enrollment in high-demand, market relevant career pathway programs by</p>	<ul style="list-style-type: none"> • Incentivizing student enrollment in high-demand career pathway programs by providing last dollar scholarships (not funded) • Connecting students to sustaining wage employment in industry sectors key to VA economic growth
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<p>eliminating financial barriers with workforce scholarships</p>	<ul style="list-style-type: none"> • Partnering with employers to understand and respond to workforce needs • Eliminating financial barriers
<p>Enrollment Management Task Force (2017-18)</p> <p>Goal: Increase enrollments, especially for minoritized males and adult learners.</p>	<ul style="list-style-type: none"> • State Board approved a \$.25/credit hour tuition increase to support statewide marketing for targeted populations: ALICE (low-income adults), Finish What You Start (transfer), Dual Enrollment (save money by completing degree at the community college) • Invested in Labor Market tools to support website recruiting (EMSI Career Coach) • Integrated credit/non-credit onboarding (One Door) • Provided professional development around marketing, recruitment, and onboarding • Recommended developing transparent cost information for students as well as payment plans and other financing incentives • Focus on improving enrollment processes and removing barriers

Appendix F

Partial List of Constituent Groups and Stakeholders Who Provided Input

State Board for Community Colleges

Advisory Council of Presidents

Academic Services Advisory Council

Workforce Development Advisory Council

Council of Deans and Directors

Chancellor's Faculty Advisory Council

College Faculty

College Student Services Staff Members

System Office Staff

Students

Business and Industry Leaders

Virginia Chamber

Secretary of Education

Chief Workforce Advisor