TRAILBLAZING OPPORTUNITIES 2030

STRATEGIC PLAN

Brightpoint
COMMUNITY COLLEGE

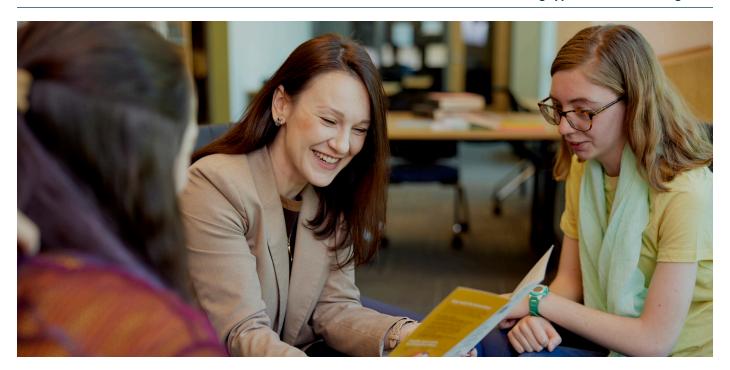www.brightpoint.edu/2030
#Brightpoint2030

MISSION STATEMENT

Brightpoint Community College provides quality educational opportunities that inspire student success and community vitality.

VISION STATEMENT

A success story for every student.

GOALS

#1 Student Success

Prepare students with the knowledge, skills, credentials, and degrees to become successful in dynamic, high-demand, and emerging careers.

#2 Forging the Path

Cultivate connections and develop ways to expand the talent pipeline in our service region.

#3 Serving Today's Learners

Deliver premier educational offerings to today's learners, and promote professional excellence and high-impact instructional practices.

#4 Culture of Care

Support the diverse needs of our students through a culture of care.

#5 Affordable Access and Sustainability

Invest in improving access to an affordable college education for our students while supporting the vitality and sustainability of our college.

Strategic Focus Area 1

STUDENT SUCCESS

#1 **Prepare students with the knowledge, skills, credentials, and degrees to become successful in dynamic, high-demand, and emerging careers.**

1.1 Increase student completion in cumulative meaningful postsecondary credentials[1] among dual[2], homeschooled, and concurrently[3] enrolled students prior to their high school graduation.*

1.2 Increase the percentage of FastForward completers[4] annually.

1.3 Increase the percentage of FastForward credential awards.[5]

1.4 Increase the annual number of graduates in regionally aligned high-demand fields.[6]*

1.5 Increase the number of graduates entering industries with the highest job growth[7] in Virginia.

1.6 Increase the percentage of graduates who achieve upward mobility in Virginia.[8]

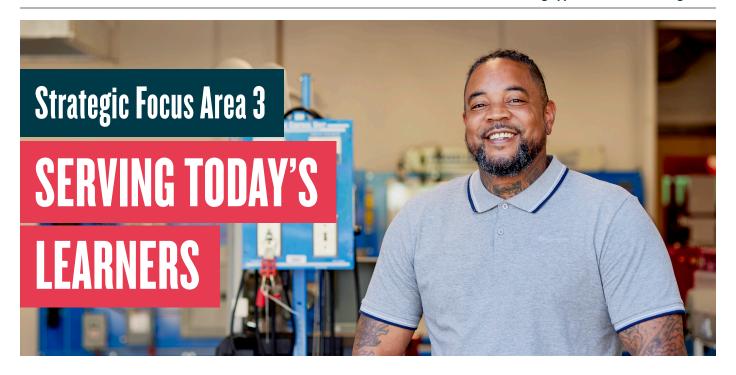**1.7** Increase the cumulative number of degrees, diplomas, certificates, and credentials.*

* The objective is dependent on the VCCS acquiring additional funding.

Strategic Focus Area 2
FORGING THE PATH

#2 Cultivate connections and develop ways to expand the talent pipeline in our service region.

2.1   Increase cumulative enrollment[9] in regionally aligned high-demand fields.[10]*

2.2   Increase the annual number of FastForward students.[11]*

2.3   Increase annual application yields.[12]

2.4   Increase the annual number of working-age adult[13] learners enrolled.

2.5   Increase the percentage of military-affiliated students[14] enrolled.

2.6   Implement a prison education program that offers academic, for-credit, programs of study to incarcerated students,[15] and increase workforce credential program offerings at prisons in the service region.

2.7   Research, and as feasible, add resources for students who speak languages other than English.

* The objective is dependent on the VCCS acquiring additional funding.

Strategic Focus Area 3
SERVING TODAY'S LEARNERS

#3 Deliver premier educational offerings to today's learners, and promote professional excellence and high-impact instructional practices.

3.1 Offer faculty and staff professional development opportunities[16] (e.g., cultural, technological, and/or pedagogical) to broaden their understanding of relevant and emerging topics in support of student success, and provide cross-training opportunities for staff, where appropriate.

3.2 Optimize our course offerings to meet the scheduling needs of our students, including shortened sessions for courses included in the Passport[17] and Uniform Certificate of General Studies[18] (UCGS).

3.3 As feasible and appropriate, offer courses toward completion of the Passport and UCGS classes online[19] asynchronously[20] every semester.

3.4 Increase annual online headcount.[21]

    3.4.1 Develop a process that empowers asynchronous distance learning students to not have to come to campus for any supplies.

3.5 Expand credit-for-prior-learning[22] options for FastForward credentials.

3.6 Provide Navigators with two consecutive semesters of courses that should be taken in a student's first year for all programs, so that students may enroll in multiple semesters at the time of their initial enrollment.

Strategic Focus Area 4

CULTURE OF CARE

#4 **Support the diverse needs of our students through a culture of care.**[23]

4.1 Increase the percentage of program-placed students completing the Free Application for Federal Student Aid (FAFSA).[24]

4.2 Increase the percentage of students completing the FastForward (FANTIC)[25] application.

4.3 Upskill all student-facing front-line support staff with professional development opportunities[26] on financial resources.[27]

4.4 Increase the number of students in paid internships and apprenticeships,[28] and explore opportunities to provide student internships on-campus.

4.5 Develop a comprehensive plan for student support with wrap-around services[29] (i.e., food pantry, clothing closet, transportation, mental health services, and childcare), and increase usage of services.

4.5.1. Evaluate cost-effective childcare solutions for our students.

4.5.2. Evaluate cost-effective transportation solutions for our students.

4.6 Assess the optimum hours of operation for our support services and implement them, as appropriate.

4.7 Evaluate our student onboarding[30] process and make appropriate modifications to further mitigate barriers for our students.

4.8 Ensure our students receive seamless transition of services in the Help Hub by integrating Community College Workforce Alliance (CCWA),[31] Navigators,[32] and representatives from other areas of the institution, as appropriate.

4.9 Develop and implement a comprehensive advising plan that fosters a proactive and supportive advisor-student connection (QEP).

4.10 Foster a sense of belonging[33] among students and affective organizational commitment[34] among employees by supporting professional practices that promote a culture of care.

Strategic Focus Area 5

AFFORDABLE ACCESS AND SUSTAINABILITY

#5 Invest in improving access to an affordable college education for our students while supporting the vitality and sustainability of our college.

5.1 Implement the VCCS model for licensure and certification examination fees.[35]**

5.2 Support VCCS efforts to seek additional FastForward funding investments[36] to address annual program growth.

5.3 Seek additional funding for capacity-building efforts[37] in regionally identified high-demand programs.

5.4 Increase funds available for student emergency needs[38] at the college.

5.5 Participate in the VCCS assessment of facilities for renovation or replacement.

5.6 Support VCCS efforts to seek funding support for renovation and replacement of facilities.

5.7 Review current student fee structures and identify opportunities for modifications.

5.8 Support VCCS efforts by participating in the review of the current pay-for-performance model[39] and current funding model, as appropriate.

5.9 Research strategies to address students' financial challenges in enrolling in classes (e.g., scholarships, grants, lengthening scholarship application window, etc.).

5.10 Evaluate process for eVA transactions to optimize purchasing and provide staff training, as appropriate, on Commonwealth of Virginia procurement policies.

5.11 Reduce the percentage of students dropped for non-payment.

*** The objective is dependent on changes in VCCS policy and/or practice.*

Notes

[1] 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.

[2] 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).

[3] 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).

[4] 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).

[5] 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).

[6] 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.

[7] 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/).

[8] 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/3377/638351371411100000.

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

[10] 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.

[11] 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).

[12] 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).

[13] 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).

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

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

[16] 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.

[17] 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).

[18] Uniform Certificate of General Studies (UCGS): The Uniform Certificate of General Studies (UCGS) is a 31-33 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.

[19] 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).

[20] 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.

[21] 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).

[22] 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.

[23] Culture of Care: a practice that prioritizes professional relationships among colleagues, supervisors and their staff, and employees and students; the practice fosters belonging by creating an environment where people feel valued through acts of compassion, appreciation, responsibility, and vulnerability.

[24] 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).

[25] 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).

[26] 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.

[27] 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.

[28] 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.

[29] Support with wrap-around 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 (Single Stop), attain mental health counseling or other services.

[30] Onboarding: the process on which a student begins at the college, from application to enrollment in classes.

[31] CCWA (Community College Workforce Alliance): the workforce division of Brightpoint and Reynolds Community Colleges that offers training, coaching, and career services for businesses and individuals.

[32] Navigators: professional staff that support student onboarding.

[33] Sense of belonging: the feeling of being accepted, valued, respected, and included in a particular group or community, just as you are (Strayhorn, 2019).

[34] Affective organizational commitment: the emotional attachment to an organization which affects individual feelings and behaviors, shapes individual perceptions, and results in transactions and emotional investment (Mathieu & Zajac, 1990; Meyer & Allen, 1991; Meyer et al., 2002).

[35] 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.

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

[37] 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.

[38] 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.

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