



District Strategic Planning Vision Statement

VCCCD Board Strategic Planning is committed to optimal student access and degree and certificate completion through the effective and efficient use, assessment, and improvement of its fiscal, human, and technological resources.



Board Goal One: Provide Access and Student Success

“Provide optimal student access to academic, career, and support programs through effective, efficient, and accountable operations. Provide quality educational programs and services without barriers to ensure student course, degree or certificate completion and successful four-year college transfer or employment.”

The goal and objectives are in no order of priority and are accomplished working through the District’s participatory governance structure and constituents. Progress and focus toward this goal will be measured by the following benchmarks/objectives:

- A. Students are served more efficiently by expedited movement through District programs resulting in associate, transfer, and CTE degree and certificate completion. Student learning opportunities are enhanced by implementing system-wide efficiencies. Associate degree programs contain no more than 60 units with an appropriate mix of general education, core discipline, and exploratory elective courses.
- B. Uniform collegiate level English, mathematics, and science course units and learning outcomes are established across the District consistent with equivalent courses at four-year California state universities or the transfer model curriculum (TMC).
- C. Uniform English, ESL and mathematics objectives for pre-collegiate courses are established and uniform student assessment and placement in such for both pre- collegiate and collegiate courses in these subject areas are implemented.
- D. Basic skills, ESL and all pre-collegiate programs are set no lower than two levels below collegiate level.
- E. Efficient and effective course coring and core sequences for academic programs and services are established and maintained and college catalogs accurately reflect curriculum and program offerings.
- F. Districtwide common-course numbering is established.



Board Goal Two: Maintain Instructional Quality Within Budgetary Limits

“Implement system-wide efficiencies to enhance institutional capacity to enroll students. Maximize student learning and success by allowing students to effectively achieve their educational goals.

Utilize student, course and program outcome information to continuously improve programs and services and enhance educational success. Improvement in student access, persistence, course completion, and degree/certificate completion will be emphasized as a benchmark for organizational effectiveness.”

The goal and objectives are in no order of priority and are accomplished working through the District’s participatory governance structure and constituents. Progress and focus toward this goal will be measured by the following benchmarks/objectives:

- A. Technical and vocational college courses and programs are aligned with employer and market needs.
- B. Professional development activities for faculty and staff promote organizational best practices and technology activities that empower employees to work “smarter” allowing greater time to be expended on activities linked to student access, persistence, and success.
- C. Uniform policy and procedure for college program assessment, improvement, and discontinuance are established.



Board Goal Three: Prudent Fiscal Stewardship

“Ensure the budget process provides the foundation for sound planning, fiscal management, stability, sustainability, and accountability.”

The goal and objectives are in no order of priority and are accomplished working through the District’s participatory governance structure and constituents. Progress and focus toward this goal will be measured by the following benchmarks/objectives:

- A. The link between discretionary budgeting and strategic planning is strengthened.
- B. Expenditures linked to District planning are reviewed on an annual basis.
- C. The effectiveness and efficiency of all District operations, programs, and services are improved and associated cost savings are redirected to student learning and support.
- D. District long-term retirement obligations (GASB 45) are funded and adequate cash reserves are maintained to handle cash flow requirements, including state funding deferrals and unanticipated expenditures.
- E. Costs in areas such as healthcare, work-related injuries, facilities and operations, etc. are contained or reduced and cost savings are redirected to student learning and support.
- F. The state’s financial condition is monitored and assessed to allow for timely budgetary intervention to avoid crises and unanticipated disruptions in District operations and programs.
- G. A plan to fund budgetary structural deficits is developed and maintained.