VISION ALIGNED REPORTING

A BRIEF OVERVIEW

VISION ALIGNED REPORTING

INTRODUCTION
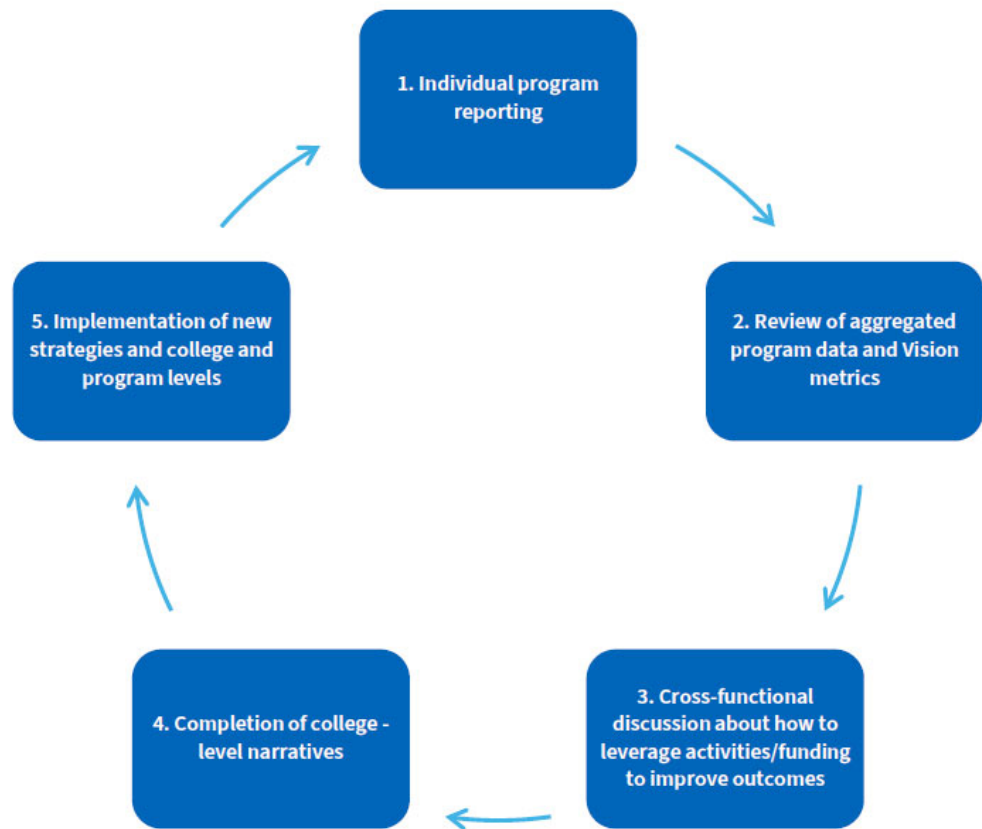
https://www.youtube.com/watch?v=qqBvO9Apu4A

GOALS

Two goals of the new process are to

(1) improve college capacity to plan, budget and report in a holistic way to maximize college time and resources and

(2) activate Vision for Success core commitments and achieve the Vision goals.

To these ends, program and college-level reporting in the VAR are separate but closely aligned to provide both individual programs and college leaders with insight into how all programs work together to achieve colleges' local Vision goals. The design is also consistent with and should support the colleges' and system's efforts to improve student outcomes

1. Individual program reporting

2. Review of aggregated program data and Vision metrics

3. Cross-functional discussion about how to leverage activities/funding to improve outcomes

4. Completion of college - level narratives

5. Implementation of new strategies and college and program levels

WHO?

◆ NextUP

◆ CalWORKS

◆ CCAP (College and Career Access Pathways)/Dual Enrollment

◆ DSPS (Disabled Student Programs and Services)

◆ EOPS (Extended Opportunity Programs and Services) & CARE

◆ Middle College High School

◆ MESA (Mathematics, Engineering, Science Achievement)

◆ SEA (Student Equity and Achievement) Program

◆ Strong Workforce Local Share

◆ Transfer Center Annual Report

◆ Veterans Resource Centers

A tool is provided to guide entries.

NARRATIVES

Because narratives are so short (200 characters maximum), it is important that they are useful to the work the Chancellor's Office is doing to support colleges and inform stakeholders of efforts throughout the system. To this end, each narrative should:
be as specific as possible about how the activity chosen relates to the specific Vision goal;

- identify the group(s) served/affected by the activity (when possible);
- quantify the number of people served (when possible);
- avoid repeating the exact same narrative across all goals—they should be goal-specific;
- avoid using only a couple of words, i.e., write in complete sentences; and
- be understandable to a wide audience, i.e., terms used should not be college-specific.

Table 2: Examples of Useful Narrative Responses

General Topic*	Narrative From a Pilot College
Training	We funded cultural proficiency programming and data coaching for faculty, classified professionals, administrators and peer mentors.
Student Support	Various student orientations (including family orientations and Spanish-speaking orientations) served 8,060 students.
Counseling	We increased counseling appointments and Success Coach sessions within these programs (as well as collegewide) to reduce the total units taken.
Program Administration	The Equity Committee brought together the student services team for planning retreats during the summer to work on figuring out how to help students overcome some of these barriers, such as financial.
Personnel	We hired a counseling assistant to work specifically with disproportionately impacted (DI) students. The assistant reached out to these students to ensure they had educational plans.
Outreach	In 2019-2020, Outreach served a total of 8,253 students. Of those, 1,124 students attended a campus tour, and 6,082 attended an event, such as a community event. Virtual welcome and help desk=1,047.
Direct Aid to Students	57% of Student Success Completion grant awardees were African American or Hispanic. These funds provide students financial aid beyond tuition that supports students staying enrolled and completing.

*The VAR Project Team identified the topics after pilot colleges' submissions.

RESOURCES

Chancellors Office Overview

VAR User Manual

VAR Class on Vision Resource Center

THANK YOU!