GROSSMONT COLLEGE

Vision Aligned Reporting:
A CCCCO Initiative

Planning for Change

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ALLAN HANCOCK COLLEGE
ROADMAPS
TO SUCCESS

ROADMAPS TO SUCCESS

Aligning resources and programs to put students first.

THE WHY	THE WHAT	THE HOW	THE TOOLS
Our Students and Communities	Vision for Success	Guided Pathways	System-level Support

GOALS

- Increase Certificates and Degrees
- Increase Transfer Rates
- Decrease Units Accumulated
- Increase Employment in Field of Study
- Close Equity Gaps
- Close Regional Achievement Gaps

PILLARS

Clarify the Path
- Areas of Interest
- Degree Maps
- Career Inventories & Assessments

Enter the Path
- Orientations
- Counseling
- High School Outreach
- Intuitive web design

Stay on the Path
- Faculty Support
- Counseling Services
- Tutoring Services
- Successnet
- OpenEd Resources (OER)
- Health Center
- Financial Aid
- Learning Assistance
- Student Activities

Ensure Learning
- Transfer Services
- JobSpeaker/Career services
- Data/Metrics
- Faculty Development
- Program Review

Program Alignment and Support
- Developmental Ed. Reform (AB 705)
- California Promise (AB 19)
- Associate Degrees for Transfer
- Regulatory Reform

Fiscal Reform
- Student Centered Funding Formula
- Guided Pathways Allocations
- Student Equity and Achievement Program

Policy Connections
- Student Success Metrics
- Vision Resource Center
- Investment in Staff and Faculty
- Regional Support Strategy
- Local Board goals (AB 1809)

Vision Aligned Reporting: Launches in Fall 2024

What is VAR?

- Each of the categorical programs listed on this slide will be reporting using a new VAR tool. These programs will use the same data points in an effort to provide the CCCCO with a comprehensive view of the impact from the services that are being funded in an effort to achieve specific Vision goals (e.g., close equity gaps in access and increase degree/certificate/transfer completion).

Phase 1 Programs

- CALWORKS
- CCAP
- DSPS (ARC)
- EOPS
- MCHS
- MESA
- NEXTUP
- SEA
- Strong Workforce
- Transfer Center
- Veteran Resource Center

This Vision-Aligned Reporting tool is for demonstration purposes only.

Report for Vision Goal 1: Completion

2022-2023 Update

Vision Goal 1: Completion Summary

Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

Summary

Primary and Secondary Impact Spent Towards Vision Goal 1: Completion

Funds spent across all program and all activities indicated as having a primary impact on Vision Goal 1: Completion.

Primary Impact Total: $280,000.00 Primary Breakdown

Secondary Impact Total: $30,000.00 Secondary Breakdown

Activities Used Towards Vision Goal 1: Completion

DIRECT AID TO STUDENTS - MENTAL HEALTH GRANT	Secondary Impact	Activity Breakdown
MISC. PROGRAM SUPPORT COSTS - PROFESSIONAL DEVELOPMENT	Secondary Impact	Activity Breakdown
STUDENT SUPPORT SERVICES - SERVICES: TUTORING	Secondary Impact	Activity Breakdown
DIRECT AID TO STUDENTS - TRANSPORTATION	Primary Impact	Activity Breakdown
COUNSELING - TRANSFER	Secondary Impact	Activity Breakdown
DIRECT AID TO STUDENTS - PROGRAM SPECIFIC GRANT	Primary Impact	Activity Breakdown

Comments

Provide 3 specific highlights in which the identified disproportionately impacted groups were served with the goal of closing equity gaps.

Highlight 1

Provide feedback

VAR Requires Strong Partnership Linking CPIE, Student Services, Budget Analyst, District Ed Services & IT

Sample CPIE Responsibilities

- Participate in design of data collection methods
- Assist with choosing a data collection tool
- Analyze disaggregated data and present findings to program leads
- Ensure all activities for all 12 programs in Phase 1 are tracked to Vision goals: completion, transfer, units, and workforce both directly and indirectly
- Work with budget analyst to align bookkeeping methods with needs of reporting programs
- Train program coordinators and/or VAR coordinator on use of reporting tool

Sample Student Services Faculty & Staff Responsibilities

- Expand use of SARS capacity
- Move away from inconsistent coding methods to unified coding methods
- Collect student IDs for all participating students (ed planning services, events, etc.)
- Work with CPIE researcher on report access from SARS or similar data collection tool
- Design methods for tracking expenditures for each activity for each program (including for supplies/materials, staff costs, student workers, etc.)

VAR Requires Strong Partnership Linking CPIE, Student Services, Budget Analyst, District Ed Services & IT

Sample Budget Analyst Responsibilities

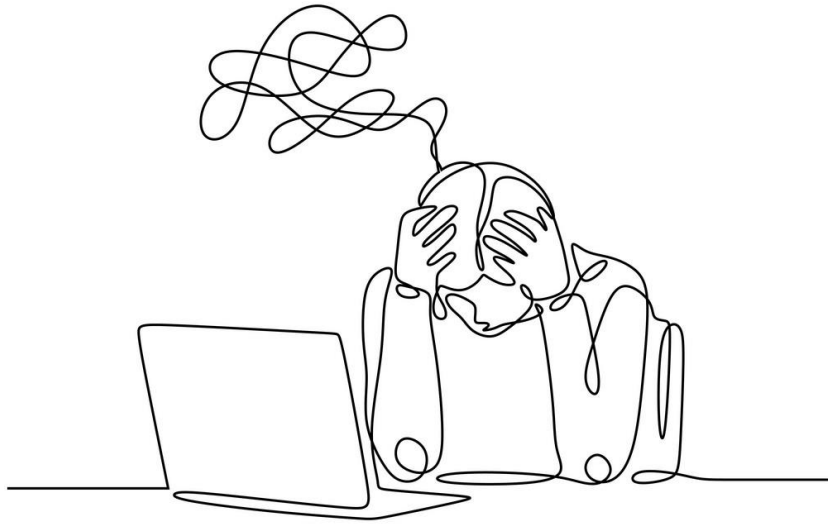
- Align bookkeeping methods with that of VAR framework.
- Budget tracking will need to occur down to the activity level.

Sample District Ed Services/IT Responsibilities

- MIS reporting and VAR will eventually need to be aligned/integrated.
- District IT will need to be prepared to support expansion of SARS tool (and other technology) to assist colleges in meeting VAR expectations, etc.

This is how we did this work last time . . .

- GC data collection method for pilot year in 2021
- Had to go back and work based on prior year
- In Fall 2024 we will begin tracking during real time
- We need automated tools
- Spreadsheet tracking is not sustainable



Benefit of Vision Aligned Reporting

- We can use the rich set of data for continuous improvement via program review, annual unit planning/resource requests, innovation needs, etc.

Vision Aligned Reporting Resources

- March 8 CCCCO Regional Training Materials