

## **MINUTES**

### **College Executive Committee September 25, 2012**

San Diego Miramar College

**Present:** Sandi Trevisan, Patricia Hsieh, Daphne Figueroa, Terrie Hubbard, Joyce Allen, Buran Haidar, Susan Schwarz, Jerry Buckley, Gerald Ramsey, Michael Shepard

#### **A. Approval of Agenda**

Approved.

#### **B. Approval of Previous Minutes**

Minutes of 9/18/12 approved. Figueroa will clarify statement regarding writing team confirmation in minutes of 9/4/12 and provide to Trevisan. CEC approved minutes of 9/4/12 with edits to be provided by Figueroa.

#### **C. Guests**

Daniel Miramontez, Adela Jacobson

#### **D. Chancellor's Cabinet**

- Enrollment report. As of today, Miramar College is 12% above target, which includes projections for the year. Hsieh requested VPI Buckley work with the public safety dean to provide more realistic projections.
- SB1440, transfer degree status. Received implementation status report today. Will scan and share with CEC. For fall 2013 transfer applicants, an outreach communication plan has been developed for students and faculty/staff. Hsieh proposed the Vice Chancellor draft a communiqué for the college presidents to customize.
- Vice Chancellor Lynn Neault shared the draft academic calendar for 2013-2014. Spring break will be March 31-April 5, 2013. Hsieh will scan and share draft calendar with CEC.
- Federal workforce training grants -- Department of Labor grants (President Obama's \$2 billion commitment to community colleges). Otto Lee shared a proposal for proactive measures to share, review and apply for grants, rather than reactive. Hsieh reminded CEC that Miramar decided to focus on internal processes instead of supporting a District Review Board. Figueroa shared a concern that AFT is pressuring Academic Senates vote on the resolution that originated at Mesa College to establish a grant review board at the District. City passed the resolution and CE is being pressured to vote. Figueroa suggested the Senate presidents discuss the issue with the Chancellor informally to address common goals and concerns. Miramar College Senate has endorsed the resolution with reservations. Hsieh explained that Miramar has been using a process developed in the past that VPI Buckley will review the Miramar existing "Form" with the Deans and that the new Chair of BRDS will be invited into the conversation. Buckley updated that the Form was reviewed last summer and that it was sent to BRDS for consideration last Friday, but it was not discussed, according to Haidar. She added, for the record, that prior to this review, the Budget Committee was working on a review process as part of the PIEC Strategic Plan outcomes that would take into account any existing process; the two processes need to be merged together and not be exclusive of each other. Buckley will work with BRDS to continue to address and Hsieh asked Buckley to bring the internal process item back when he has completed his discussion with BRDS.

- Human Resources (HR) is working with each college to assure forms used are correct and the most updated versions. HR is working with VPA offices to assure outdated forms removed from each college website and replaced with a link to the district website/form. Figueroa cited this as an example of the need for improved internal communications within the district. The District Strategic Plan Committee will be developing strategies for improving internal communications.
- Last week, the district administered an emergency communication test. 96% of the employee contact information on file is accurate. Individuals who did not receive a notice should go to the HR website to update their contact information.
- At the next Cabinet meeting (10/2), Vice Chancellor Dave Umstot will bring a draft policy for enforcing non-smoking environment.

## **E. NEW BUSINESS**

### **1. Approval of 2012-2013 Research Agenda (Miramontez)**

Miramontez presented the 2012-13 Research Agenda and reviewed the dynamic document, highlighting changes from last year. Development takes place at various levels – research needs are identified through committee meetings and discussions, ad hoc requests are reviewed (some become recurring items and/or removed), and comparison of items with IRP website that include district-wide projects with Miramar specific data. Classified Senate is having trouble identifying a representative for the Research Sub-Committee. Official representatives need to be identified. Figueroa needs a classified representative on the Basic Skills Committee. Hsieh requested a current committee membership list. Juli Bartolomei notifies constituent leaders of vacancies. An “End user and date used” column has been added to the Research Agenda to help close the loop on accountability. Hsieh asked who would be responsible for the environmental scan report; Miramontez responded the Research Sub-Committee will develop an outline for PIE Committee approval and input. It will ultimately inform the next iteration of Educational Master Plan (2015). Research agenda items are aligned with specific strategic goals. Buckley suggested removing all question marks in the document prior to finalizing the Research Agenda. Miramontez will provide the Research Agenda to the Classified Senate and ASC for their review and acceptance. The Academic Senate has already approved the document. It was suggested that all constituent groups should have a signature line on the front cover sheet of the Research Agenda. After thorough discussion it was decided to add a signature line for Classified Senate only (indicated approval of the document) and no need to add one for ASC, since the Research Agenda will serve as an informational item for this group. Item will return to CEC agenda on Monday, 10/8.

### **2. Date and Location of 2012 Student Satisfaction Survey Briefing (Hsieh/Ramsey)**

Hsieh thanked Shepard, Jacobson, Ramsey, Buckley, and Miramontez for coordinating the briefing, which will be Friday, 10/26, 9 a.m. -10:30 AM, in M-110. Survey results from the Employee Survey will be posted on the web. Miramontez will follow up.

### **3. Feedback on and Posting Timeline of Draft CEC Minutes (Hsieh)**

Hsieh requested CEC members adhere to the deadline and promptly provide edits to CEC minutes when requested for timely approval and posting to the website. Final draft minutes, incorporating all edits, will be distributed prior to approval at the following CEC meeting.

#### **4. Accreditation Midterm Report (Hsieh)**

Buckley is waiting for one writing team lead classified member to be named. He will be meeting tomorrow with the Deans Council to facilitate a discussion regarding setting dates for writing teams to meet. He received a mapping document last week (delineates local and district functions) and additional evidence on the president's selection and evaluation. Additional writing team members need to be recruited; triad team leads have been identified. He is seeking a location to host a brief retreat for planning meeting to discuss mid-term report structure. Buckley will share the mapping document with CEC.

#### **F. OLD BUSINESS**

#### **G. REPORTS**

##### **Academic Senate (Figueroa)**

Executive Committee meets today to work on planning the All Senate Execs retreat on 10/19 and make recommendations about the technical visit. The full Senate will meet 10/2.

##### **Classified Senate (Allen)**

Met last week. Currently working on bylaws; update meeting calendar; committee membership (local and district); fund raising; holiday party on 12/9. Questioned who posts major events on the college wide master calendar. Trevisan will check list of authorized staff and categories for posting to the college calendar.

##### **Associated Student Council (Shepard)**

Senator elections were held last Friday; every position is filled. Worked on office hours; setting up committee representatives. Shepard asked if students are needed for midterm report writing team leaders. Students are not represented in the triad (manager/academic/classified), but would hope to have representation for students in each area. As part of the Democracy Commitment, AS will sponsor a debate on Proposition 30 on 10/2 in L-105 auditorium from 12 noon-2 p.m.. Students will ask questions; one will open and provide remarks. Dean Lou Ascione will serve as moderator; Angela Romero will frame the presentation with the importance of civic and political engagement. Shepard asked if hosting an Assembly debate would be feasible. Optimal attendance, facility, safety, parking and other logistics must be considered. Hsieh encouraged AS to work with their advisor. Shepard distributed flyers for the Proposition 30 debate.

##### **District Governance Council**

Met last week. No board agenda. SB1440 discussion.

##### **District Strategic Planning Committee**

Looking seriously at Strategic Plan and revisions. Each campus and CE presented their strategic plans.

##### **District Budget Committee**

Update on approved adopted budget.

#### **H. ANNOUNCEMENTS**

Ramsey praised Saturday's Foundation Invest in Success event. Hsieh said next time, the event will be held on campus.

*9/126/12*

*Trevisan*

# Miramar Collegewide Research Agenda 2012-13

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## Approvals

Research Subcommittee:

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Daniel Miramontez, Chair

Planning & Institutional Effectiveness Committee:

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Jerry Buckley, Co-Chair

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Buran Haidar, Co-Chair

Academic Senate:

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Daphne Figueroa, President

College Executive Committee:

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Patricia Hsieh, President

## Collegewide Research Agenda Overview

The purpose of a research agenda is to help organize and prioritize research requests that might otherwise be disjointed or not integrated into collegewide planning and decision making, and to improve the quality of the data and information used on campus. The process for developing and using a research agenda is equally as valuable as the research agenda itself. It serves as a vehicle for dialog and a way in which to move beyond a culture of evidence to a more integrated culture of inquiry. More importantly, it provides a mechanism for collaborative inquiry which helps build research expertise throughout the college rather than isolated pockets of the college.

The research that is included in the research agenda supports the major activities and initiatives that serve the broader functions on campus (e.g., strategic planning, enrollment management, budget development, program review, accreditation, grant development, Basic Skills and SLO and assessment). They are typically recurring research requests that have clearly defined indicators and metrics attached to them (e.g., success indicators and successful course completion rates, transfer rates and number of awards conferred). Research that is narrow in focus or that responds to a singular interest or one-time event or activity may occur under ad hoc requests which are handled separately using the college's research request and prioritization process.

## Research Agenda Items Linked to Multiple Goals



# Miramar Collegewide Research Agenda 2012-13

College Goals	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goals 1-3	-Strategic & College Annual Planning -Instructional Program Review -Institutional Effectiveness -Accreditation	How well do the students perform and is there a trend toward improved success?  What are the course enrollment trends?	Current Miramar students and faculty; courses and sections	The results will be used by individual programs for program improvement, by schools to set goals and objectives for the coming year, and by the PIE committee to revise Miramar's strategic goals and strategies. It will also be used by the Marketing Committee and others to design effective programs and services	Five year trend analysis of programs by semester, courses, and demographic segments of interest for each indicator listed: 1. Number of Sections Offered 2. CAPS (Max Enrollment) 3. Census Enrollment 4. Census Headcount 5. Success Rates 6. GPA 7. Retention Rates 8. Total Load for FT Faculty 9. Total Load for Part Time and Overload Assignments 10. WSCH = Weekly Student Contact Hours 11. Load (WSCH / FTEF) 12. Wait list	1. Annual Program Review reports  2. Chancellor's Cabinet report	Indicators 1-11 are Annual IRP Office	

**Goal 1:** Focus college efforts on student learning and student success through quality education that is responsive to change.

**Goal 2:** Deliver instruction and services in formats and at sites that best meet student needs.

**Goal 3:** Enhance the college experience for students and the community by providing campus facilities, programs and student-centered co-curricular activities that celebrate diversity and sustainable practices.

# Miramar Collegewide Research Agenda 2012-13

College Goals	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goals 1, 2, 4	CTE	What is the enrollment and completion information for students enrolled in Career Technical Education (CTE) programs?	Students enrolled in CTE (vocational) programs	To improve outreach and student support programs and to provide information for state-mandated reports	Enrollment and completion data broken down by top code for all CTE programs	1. CTE Program Enrollment & Completion Report  2. Perkins Core Indicator Reports	Annual Perkins Office	
Goals 1- 2	Enrollment Management	What are the enrollment changes at critical points in time?	President, VPI and Deans	The information will be used to manage course and section offerings and to manage and improve access	College level data and information by semester by accounting method and mode of instruction for : 1. FTES  2. Number of Sections Offered  3. Fill Rates (enrollment/caps)  4. Enrollment  5. Headcount  6. Load (WSCH / FTEF)  7. Waitlisted courses (number of seats and students) by course  8. Low enrollments by course  9. FTES Outlook	All of the items are provided in hardcopy form in the weekly Cabinet Update Report to the President as well as electronic copies in the Tallies to the VPI	Indicators 1-9 are by semester IRP Office	

# Miramar Collegewide Research Agenda 2012-13

College Goals	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goals 3 & 4	-Outreach/ Recruitment <b>-Planning</b>	Where do Miramar students live?	Miramar College student population	To inform marketing, program review, grant applications, & outreach	Annual analysis of headcount by zip code for collegewide and program level	Headcount by Zip Code Report	Annual-CBR	
Goals 1 & 5	-Accreditation -Program Review -Strategic Planning	How satisfied are the students with the services they receive in the Student Service departments?	All students using the services	To make improvements in the services offered	Each Student Services department will conduct a survey with a core set of questions and custom questions.	POS Student Services Dept. Surveys(?)	Annual IRP(?)	
	-Accreditation -Strategic Planning	How satisfied are the students with the programs, services, instruction, facilities and college environment?	Random sample of day and evening students	To inform planning and improvement decisions about programs, services, instruction, facilities and the college environment	Random sample of day and evening students surveyed in classes using a Likert scaled and open-ended comment questions survey instrument.  All employees surveyed online with pencil and paper option available.	Student Satisfaction Survey 2015  Employee Satisfaction Survey 2015	3 year cycle IRP (next iteration 2014-15)  3 year cycle IRP (next iteration 2014-15)	

**Goal 1:** Focus college efforts on student learning and student success through quality education that is responsive to change.

**Goal 3:** Enhance the college experience for students and the community by providing campus facilities, programs and student-centered co-curricular activities that celebrate diversity and sustainable practices.

**Goal 4:** Initiate and strengthen beneficial partnerships with business and industry, other educational institutions, and community.

**Goal 5:** Refine the college's integrated planning process

## Research Agenda Items Linked to Individual Goals

# Miramar Collegewide Research Agenda 2012-13

**Goal 1:** Focus college efforts on student learning and student success through quality education that is responsive to change.

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 1	-Program Review -Accreditation -SLO <b>-Planning</b>	How well are the students performing within each program/discipline?	All students enrolled as of census	To inform program and course planning and improvement decisions	Single semester analysis by program of enrollment, success, retention and GPA, demographic, & productivity segments	Program Review Reports	Annual IRP-CBR	
	-Matriculation -Program Review <b>-Planning</b>	What are demographic & course-taking behaviors of DSPS students?	DSPS students	To inform DSPS programs and course planning and improvement decisions	Annual analysis of student demographics, outcomes & enrollments	DSPS Annual Report	Annual IRP	
	-Matriculation -Program Review <b>-Planning</b>	What are demographic & course-taking behaviors of EOPS students?	EOPS students	To inform EOPS programs and course planning and improvement decisions	Annual analysis of student demographics, outcomes, & enrollments	EOPS Annual Report	Annual IRP	
	-SLO <b>-Planning</b>	Are students satisfied with the ILC services?	Students that visit ILC for services	To inform the ILC is meeting students needs and assist in department planning	Annual analysis of student satisfaction with ILC services	ILC Survey Report	Annual IRP-CBR	

# Miramar Collegewide Research Agenda 2012-13

**Goal 1:** Focus college efforts on student learning and student success through quality education that is responsive to change.

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 1	-BSI -Planning	How well do Basic Skills students who receive some type of intervention perform relative to Basic Skills students who don't receive an intervention?	Students in Basic Skills English, Math and ESOL who receive some type on intervention	To inform program, course and services planning and improvement decisions	Student outcome comparisons among Basic Skills students who received some type of intervention to those who had not received an intervention	Basic Skills Intervention Reports (multiple reports)	Annual IRP-CBR	
	-BSI -Planning	How well do Basic Skills students perform and what is their progress in college-level courses?	Students in Basic Skills English, Math and ESOL	To inform program, course and services planning and improvement decisions	Five year trend information on Basic Skills students: headcount by demographic segments of interest, specific basic skills course enrollment, success, retention, & persistence	Basic Skills Report	Annual IRP	

# Miramar Collegewide Research Agenda 2012-13

**Goal 1:** Focus college efforts on student learning and student success through quality education that is responsive to change.

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 1	-Accreditation -Strategic Planning <b>-Institutional Effectiveness</b>	How does Miramar College compare to other colleges in the community college system across an array of indicators?	Miramar College student population	Accountability reporting to the legislation	ARCC provides a framework for an annual evaluation of Miramar College with measurable performance indicators	ARCC Report	Annual IRP	
	<b>-BSI Planning</b>	What affect does tutoring services have on various student outcomes for basic skills students?	Students in pre-transfer English, ESOL, and Math courses	To improve PLACe programs (044-Supervised Tutoring) and services	Student outcomes comparisons among pre-transfer English, ESOL, and Math students who had PLACe visits to those who did not have visits	PLACe Student Outcomes Comparison Report	Annual IRP-CBR	
	<b>-Matriculation Planning</b>	How effective are Learning Communities at helping students to succeed in college?	Students enrolled in Learning Communities	To inform program, course and services planning, and improvement decisions	Reporting on learning community students' enrollment, headcount, persistence, & outcomes	Programs to Improve Outcomes for Underrepresented Students PowerPoint	Annual IRP	

# Miramar Collegewide Research Agenda 2012-13

**Goal 2: Deliver instruction and services in formats and at sites that best meet student needs.**

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 2	-Planning	How satisfied are the students with online courses?	All students enrolled in online courses	To inform planning and improvement decisions about online courses based on students' perception & opinions about elements involved in online courses	Students' perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support received, classroom support and communication, and their perception of learning.  Success and retention rates comparisons among students enrolled in online course format to those students enrolled in a traditional class format by overall, gender and ethnicity	Online Course Satisfaction Survey	Annual IRP	
	-Planning	What are the student outcomes of students enrolled in online courses?	All students enrolled in online courses	To inform planning and improvement decisions about online courses based on student outcomes data		Online Success and Retention Report	Annual IRP	

# Miramar Collegewide Research Agenda 2012-13

**Goal 3:** Enhance the college experience for students and the community by providing campus facilities, programs and student-centered co-curricular activities that celebrate diversity and sustainable activities.

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 3	-Outreach/ Recruitment <b>-Planning</b>	Where do Miramar students live?	Miramar College student population	To inform marketing, program review, grant applications, & outreach	Annual analysis of headcount by zip code for collegewide and program level	Headcount by Zip Code Report	Annual IRP-CBR	
	-Outreach/ Recruitment <b>-Planning</b> <b>-Enrollment Management</b>	What is the enrollment pattern of the non-credit students to credit courses and how do they perform?	All noncredit students and ESOL only students.	To improve articulation and support for noncredit students	Profile of non credit students and a comparison of success, retention and GPA of noncredit students to the general population	Noncredit to Credit Migration Study	Annual IRP	
	-Outreach/ Recruitment <b>-Planning</b>	How do the demographic characteristic of Miramar students compare to its service area?	Miramar College student & service area populations	To support and inform marketing, enrollment growth, & outreach	Profile student population relative to service area population across gender, ethnicity, & age	Students & Service Area Diversity PPT	Annual IRP	
	<b>-Planning</b>	Is there gender equity in intercollegiate sports?	Full-time students who meet the athletic eligibility criteria	To inform collegewide decisions related to increasing diversity and responding to equity initiatives.	Examine gender equity in intercollegiate sports	Title IX Gender Equity Survey	Annual IRP	

# Miramar Collegewide Research Agenda 2012-13

**Goal 4:** Initiate and strengthen beneficial partnerships with business and industry, other educational institutions, and the community.

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 4	-Outreach -BSI -Matriculation -Enrollment Management <b>-Planning</b>  -CTE -Planning	What are the enrollment characteristics of incoming freshmen and how do they perform?  What are the enrollment characteristics of incoming freshmen who received college credit for pre-approved CTE courses in high school? How do they perform?	Incoming freshmen students from feeder high schools and non feeder high schools  Incoming freshmen students from feeder high schools who received college credit for pre-approved CTE courses in high school	To inform recruitment and retention decisions  To inform recruitment and retention decisions	Trend study of enrollment by demographic segments, placement, success, retention, and average units completed  Cohort tracking study of enrollment , course taking behaviors & student outcomes at SDCCD	High School Pipeline Report  Tech Prep Annual Report	Annual IRP  Annual IRP	

# Miramar Collegewide Research Agenda 2012-13

**Goal 5:** Refine the college's integrated planning processes.

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 5	- Strategic Planning - Enrollment Management <b>- Institutional Effectiveness</b>	What are the characteristics of the students being serviced and how have they changed over the years?	Current and past students.	To inform collegewide decisions related to increasing diversity and responding to equity initiatives.	<p>Single semester headcount profile of students by age, gender, ethnicity, enrollment status, residency, income, ed. Goal, and units attempted by: 1) Entire college pop 2) Online college pop</p> <p>Five year trend information on: headcount by demographic segments of interest, success, retention, awards conferred, transfer, FTES, persistence, &amp; human resources</p> <p>Handy reference book containing fingertip facts &amp; figures such as enrollment, student outcomes, and human resources information</p>	<p>Student Profiles (aka College Demographics)</p> <p>Fact Book</p> <p>Facts on File</p>	<p>Semester IRP</p> <p>Annual IRP</p> <p>Annual IRP</p>	



**San Diego Community College District  
City College, Mesa College, Miramar College  
and  
Continuing Education**

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**Delineation of Functions  
Map of District and College/Continuing Education  
Functional Organization**

The San Diego Community College District is comprised of 5 major operational components: City College, Mesa College, Miramar College, Continuing Education and the District administrative departments that support campus and overall operations, including Business and Technology Services, Facilities Management, Human Resources, Instructional Services & Planning and Student Services.

Functions that are the responsibility of the District administrative departments are intended to provide for efficiency and continuity of services and programs. Compliance and functions that are statutorily required are also the responsibility of various District operations. The provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of each College and Continuing Education.

Following is a delineation of the areas of functional responsibility between the District administrative departments, the Colleges and the Continuing Education program within the San Diego Community College District.

It should be understood that all administrative departments and operations in the District Office are under the final authority of the Chancellor, and the College/Continuing Education operations are under the final authority of the President, who reports to the Chancellor. The Board of Trustees is the final level of authority for all functions within the District.

- **Board Policy & Administrative Regulations**  
**Board of Trustees**

The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the Colleges, and Continuing Education. Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups throughout the organization. For policies and regulations that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review process. The general public may comment at public Board meetings on any policy consideration or other matters before the Board.

- **Chancellor**

The Chancellor is the Chief Executive Officer of the District and is responsible for the administration of the District in accordance with the policies established by the Board of Trustees. The execution of all decisions made by the Board of Trustees concerning operations of the District is the responsibility of the Chancellor.

- **Presidents**

The President is the institutional Chief Executive Officer of the College/Continuing Education. The President reports to the Chancellor. The President is responsible for the day-to-day operation of the total College/Continuing Education program and provides leadership and coordination for the College/Continuing Education community.

The Presidents and Chancellor provide overall leadership and operational authority on all of the functional areas that follow.

- **Bookstore/Cafeteria (ABSO)**

**District – Executive Vice Chancellor, Business and Technology Services  
College/Continuing Education – Vice President of Administrative Services**

The cafeteria and bookstore are managed and operated as a separate business enterprise of the District - the Auxiliary Business Services Organization (ABSO). ABSO is the responsibility of the Executive Vice Chancellor, Business and Technology Services. All cafeteria and bookstore operations are managed centrally and have indirect consultative relationships with the Colleges and Continuing Education Vice Presidents of Administrative Services. The Vice Presidents of Administrative Services are responsible for indirect oversight of the orderly, day-to-day operation of the bookstore and cafeteria.

- **Budget Development**

**District – Executive Vice Chancellor, Business and Technology Services  
College/Continuing Education – Vice President of Administrative Services**

The Board of Trustees delegates budget development to the District administration, under the leadership of the Executive Vice Chancellor, Business and Technology Services. While the Board retains its fiduciary responsibility for fiscal oversight, the District office is responsible for establishing and maintaining the budget, in consultation with the Vice Presidents of Administrative Services, as well as other College and Continuing Education leadership. Budget is developed in a collaborative manner. A formula for the distribution of funds to the Colleges, Continuing Education and other District operations has been established through a participatory process. This formula has been refined annually with input from the districtwide Budget Development and Institutional Planning Committee, comprised of faculty leaders and administrators from throughout the District. Once funds are distributed, the colleges and administrative departments are responsible for the

expenditure and monitoring of funds within the constraints of local, state and federal laws. Audits and fiscal controls are the responsibility of the District administrator.

- **College Police**  
**District – Chief of Police; Vice Chancellor, Facilities Management**  
**College/Continuing Education – Police Lieutenant; Vice President, Administrative Services**

Campus safety and parking operations are the overall responsibility of the District Office. The College Police Department is a centralized operation reporting to a Chief of Police who reports to the Vice Chancellor, Facilities Management. The Police Department includes P.O.S.T. Certified Police Officers assigned to each College and Continuing Education and a central dispatch for emergency operations. There is also a Police sub-station located on each college campus. The College Police staff on site at the Colleges and Continuing Education interface directly with the President and Vice President of Administrative Services, who serves as the college administrative officer responsible for campus safety and parking operations. Resources are managed and deployed centrally to the Colleges/Continuing Education as well as the District Office, with twenty-four hour coverage, seven (7) days a week. The Chief of Police is also responsible for the development, maintenance and execution of emergency response operations for the District.

- **Facilities Planning and Operations**  
**District – Vice Chancellor, Facilities Management**  
**College/Continuing Education – Vice President of Administrative Services**

The District administration has responsibility for procurement, construction, maintenance and operations of all District facilities and construction projects. The Vice Chancellor, Facilities Management coordinates contracts, leases, facilities planning, construction, maintenance and operations. The District uses the consultation process to provide broad participation in the oversight of maintenance and construction of all facilities to ensure campus needs are met. The Colleges and Continuing Education develop facilities master plans and scheduled maintenance priorities that reflect the educational and student support needs of each institution. These plans form the basis for facilities master planning and facilities development in the District.

The Vice President of Administrative Services is responsible for facilities maintenance and operations along with facilities planning at each College and Continuing Education. The Vice President of Administrative Services oversees the daily operation of the physical plant of the campus, including maintenance, construction projects and operation of all facilities.

The District administration is also responsible for two major construction bond projects (Propositions S & N), including the procurement and construction of several major facilities throughout the District. The District Office works very closely with the Colleges and Continuing Education, under the leadership of the President and Vice President of Administrative Services, along with faculty and staff, in the design, planning and build-out of each project. The District administration is also responsible for reporting and responding to the Propositions S & N Citizens' Oversight Committee on all matters pertaining to the bond projects.

- **Fiscal Oversight**  
**District – Executive Vice Chancellor, Business and Technology Services**  
**College/Continuing Education - Vice President of Administrative Services**

The District Office has the primary responsibility for administering all policies and procedures related to the expenditure of funds and has full audit compliance responsibility. Once a budget is developed and approved by the Board of Trustees, the Colleges and Continuing Education have autonomy in determining campus expenditures so that they can fulfill their mission. The District Office is responsible for the annual audit and works with the Colleges and Continuing Education to ensure that revenue and expenditure management conforms to generally accepted accounting practices and statutes. The District Office provides for central coordination of purchasing, accounting, grants and contract management and accounts payable activities. The District Office also has an internal auditor who is responsible for monitoring accounting practices and internal controls throughout the organization. The San Diego Community College District is fiscally independent.

- **Human Resources**  
**District – Vice Chancellor, Human Resources**  
**Colleges/Continuing Education – Vice President of Administrative Services**

The Board of Trustees has delegated the responsibilities for Human Resources management to the District administration. The functional responsibilities include negotiations, contract management, hiring procedures and processes, workers' compensation, employee benefits, employee records, payroll, legal services and risk management. The Vice Chancellor, Human Resources, serves as the chief negotiator for the District, representing the Board of Trustees. Policy and procedure development affecting Human Resources is also coordinated through this department. Job classifications and descriptions are developed and maintained by the District Office. The hiring process is managed and monitored by the District Office. The Presidents, Chancellor and Board of Trustees are responsible for final hiring decisions. Each College, Continuing Education, as well as the various District departments have defined responsibilities for participating in hiring procedures, staff evaluation, and contract administration as it relates to supervisory responsibilities. Payroll is also a collaborative effort between the District Office and the Vice Presidents of Administrative Services at each College and Continuing Education. Legal services related to personnel issues are coordinated through the Vice Chancellor, Human Resources, in consultation with the Chancellor.

- **Information Technology**  
**District – Executive Vice Chancellor, Business and Technology Services**  
**Director of Information Technology**

Information Technology is responsible for the District's administrative computing, network data and voice services, data center operations, web services, desktop computing, and a 24/7 Help Desk. Application support for the District's library is provided under contract by the vendor of the library system. Support for the instructional labs at the College and Continuing Education is provided by technicians from Information Technology that report to the leadership at the

Colleges and Continuing Education. Additional Instructional Technicians are located on the campuses, to provide support for instructional computing.

The Director of Information Technology reports to the Executive Vice Chancellor, Business and Technology Services. Operational responsibility for the Administrative Finance System, the Human Resources System and the Student Information System resides with the respective Vice Chancellor for each functional area.

- **Institutional Research & Planning**  
**District – Vice Chancellor, Student Services; Director, Institutional Research & Planning**  
**College/Continuing Education – President; College Researcher**

Institutional Research is a districtwide operation reporting to the Vice Chancellor, Student Services. It consists of a central component responsible for districtwide data, studies and information, as well as a college-based researcher at each College and Continuing Education. (Currently, only two of the college-based researchers are filled). The college-based researchers report to the Colleges and Continuing Education for work direction and research priorities, along with a formal reporting relationship with the District Office for training, evaluation, research protocols, database management and additional support for projects. The central office is responsible for annual accountability reporting, enrollment projections, state reporting and developing a culture of evidence, inquiry, and action for the District. It provides data and information support to District and College/Continuing Education planning efforts, including Program Review, Accreditation, Basic Skills, Strategic Planning, ARCC and Enrollment Management. The office maintains a comprehensive website and provides regular reports on a variety student progress and outcome indicators to the Chancellor and Board of Trustees. The department is also responsible for establishing an annual Research agenda for the District and supports the Colleges and Continuing Education in development of their Research agendas.

- **Instructional Services & Planning**  
**District – Vice Chancellor, Instructional Services and Planning**  
**Colleges/Continuing Education – Vice President of Instruction/Vice President of Instruction & Student Services (Continuing Education)**

Curriculum development, as well as provision of the academic program, is the responsibility of the Vice Presidents of Instruction at the Colleges and Vice President of Instruction and Student Services at Continuing Education. Coordination and alignment of curriculum, including compliance with Title 5 and policy and procedure development related to instruction is the responsibility of the Vice Chancellor, Instructional Services and Planning, in consultation with the Colleges and Continuing Education's academic leadership and administration. Coordination of grants and contracts, economic development, online education, International Education, Military Contract Education and several categorically funded career technical programs are also the responsibility of the District Office. Grant development is a collaborative responsibility between the Colleges and the District Office with resources provided by the District Office. The District administration has primary responsibility for developing and maintaining

relationships with industry and a Corporate Council to address workforce needs. Oversight of the District's large online education program, including training, website development, and maintenance is the responsibility of the District Office in coordination with the Colleges and Continuing Education.

- **Legal Services & EEO**

**District – Vice Chancellor, Human Resources; Director, Legal Services & EEO  
College/Continuing Education – Site Compliance Officer**

The Director, Legal Services & EEO is responsible for legal mandates related to compliance and employment. EEO reporting, monitoring, and training are the responsibility of the District Office. Discrimination complaint investigations and formal resolutions are also the responsibility of the District Office in consultation with the Site Compliance Officer at each College and Continuing Education. The Site Compliance Officer is the first responder to complaints and issues on campus, in consultation with the President, and may resolve certain complaints informally, as appropriate.

- **Public Information and Government Relations**

**District – Director, Public Information and Government Relations  
College/Continuing Education – Public Information Officer**

The District has substantial involvement with city, county, state, and federal agencies along with other representatives that interact with and impact the needs of the District. The Director of Public Information and Government Relations works directly with the Chancellor to build partnerships, guide legislative advocacy and maintain relations with federal, state and local agencies and officials, including the media. Direct assistance is also provided to the Colleges and Continuing Education to enhance public awareness. Each College and Continuing Education has a Public Information Officer who works closely with the President and also maintains liaison with local, city and county organizations, as well as state and national agencies, to promote public and media relations and activities. The District Office is responsible for several major publications designed to ensure that the community is informed of College and Continuing Education operations and initiatives, including an *Annual Report*, an *Economic Impact Report*, *Propositions S & N Report*, *Board and Chancellor's Cabinet Reports* (monthly) and the *WE – With Excellence*, a quarterly report on current programs and activities. The District Office also maintains the content of the District website, a source of information for both external and internal constituents.

- **Risk Management**

**District – Vice Chancellor, Human Resources; Risk Manager  
College/Continuing Education – Vice President of Administrative Services**

Risk management, including workers' compensation claims and legal matters related to District operations are the responsibility of the Vice Chancellor, Human Resources. The Risk Management office works in consultation with the Chancellor's Cabinet for all legal matters, as well as with the Vice President of Administrative Services at each college for workers' compensation and liability matters.

- **Student Services**

**District – Vice Chancellor, Student Services**

**Colleges/Continuing Education – Vice President of Student Services/Vice President of Instruction & Student Services (Continuing Education)**

Student Services program development and operations are the responsibility of the Vice Presidents of Student Services at the Colleges and the Vice President of Instruction & Student Services at Continuing Education. Policy development and oversight, program development, student records, state reporting, state and federal compliance and audit, Institutional Research, District Outreach and Disability Support Programs and Services are the responsibility of the Vice Chancellor, Student Services. Policy review and development are coordinated with the Colleges and Continuing Education’s academic and student services leadership. Administrative computing related to students and services, including self-service systems (web-based) and access to student information is also the responsibility of the Vice Chancellor, Student Services, in coordination with the Vice Presidents of Student Services. Compliance with state and federal laws, including legal services related to students and records are also the responsibility of the District Office.

**The following standing collegial Councils and Committees provide a means for effective decision-making throughout the District.**

## **District**

- **Budget Development and Institutional Planning Advisory Committee**

The Budget Development Committee is a participatory governance committee comprised of representation from faculty, administration, staff and students from the Colleges and District office.

The role of the Budget Development Committee is to make recommendations to the Chancellor and Chancellor's Cabinet on districtwide budget and planning issues. The committee does not address matters that are within the purview of collective bargaining or personnel matters.

- **Chancellor's Cabinet**

The Chancellor's Cabinet is the executive leadership body of the District. It consists of the Presidents, Vice Chancellors and Director of Public Relations. Chaired by the Chancellor, the Chancellor's Cabinet meets weekly to discuss and make decisions on policy matters, planning and budget, fiscal operations, legal affairs and other important matters of the District.

- **Curriculum Instructional Council**

The Curriculum Instructional Council consists of the Vice Chancellor, Instructional Services & Planning, the Vice Presidents of Instruction from each College and Continuing Education and Articulation Officers and Curriculum Committee Chairs from the Colleges and Continuing Education.

The role of the Curriculum Instructional Council is to provide coordination of curriculum and instructional matters, districtwide; to develop policies and guidelines for improvement of instruction and to review all procedures and activities related to instructional programs.

- **District Governance Council**

The District Governance Council serves as the districtwide communication, planning and review forum on matters pertaining to major issues affecting the District. It consists of students, faculty and staff representatives from each College and Continuing Education along with representatives from each of the District administrative offices.

The role of the Council is to review the Board agenda and make recommendations; to share information on major activities in process throughout the District and to review matters related to educational programs and services, districtwide. The Council does not address matters within the purview of collective bargaining.

- **District Marketing & Outreach Committee**

The District Marketing & Outreach Committee consists of the Governmental Relations Manager, the District Outreach Officer and Information Officer from each College and Continuing Education.

The role of the committee is to serve as the vehicle for reviewing, planning and coordinating marketing and outreach activities to ensure good communication and an effective, complementary balance in marketing and outreach activities between the District and the Colleges and Continuing Education.

- **District Strategic Planning Committee**

The Strategic Planning Committee serves as the districtwide vehicle for initiation and coordination of districtwide strategic planning to ensure good communication and effective oversight of the planning process. The committee is comprised of faculty and administrative representatives from throughout the District. The committee serves as an effective, complementary balance in planning activities between the District and the Colleges and Continuing Education.

- **Management Services Council**

The Management Services Council consists of representation from each of the District administrative offices and the Vice President of Administrative Services from each College and Continuing Education.

The role of the Council is to review matters and make recommendations to the Chancellor's Cabinet related to business services, human resources and facilities policy development and implementation. The Council does not address matters that are negotiable.

- **Student Services Council**

The Student Services Council consists of the Vice Chancellor of Student Services, the Vice President of Student Services from each College and Continuing Education, and a representative of the Academic Senate from each College and Continuing Education.

The role of the Council is to develop, review, monitor and maintain all student services policies and procedures, and processes districtwide; and to develop and review programs and related student services matters to ensure continuity and consistency of the provision of services to students throughout the district.

- **United Student Council**

The United Student Council is comprised of the Student Trustee from each College, along with the district advisor. The role of the Council is to review the Board agenda and to serve as the participatory voice of students on districtwide matters. The Council is facilitated by the Vice Chancellor, Student Services.

## **Colleges and Continuing Education**

- **Academic Senates**

The role of the Academic Senate is to represent the College and Continuing Education faculty to management at the College and Continuing Education as an integral part of decision-making and problem resolution. The Academic Senates make recommendations to the Governing Board on all academic and professional matters outside of collective bargaining.

- **Associated Students**

The Associated Student Council is the governing body of the students that promote and represent the best interests of the students and the College and Continuing Education. The Associated Students organize and direct many student sponsored programs and activities on campus, as well as provide services, which are designed to meet student needs.

- **Classified Senates**

The Classified Senate is a governance organization that represents the classified staff on matters not related to collective bargaining. The Classified Senate is included in the College and Continuing Education participatory governance councils, holds special events and professional development activities for the staff, and provides opportunities and forums for the sharing of information, ideas and concerns.

- **Participatory Governance Councils**

The President's Cabinet at Mesa College is the participatory governance council of the institution. Chaired by the College President, its membership includes representatives of the Academic Senate (4), Senior Administration (4), Classified Senate (2), Middle Management (1) and Associated Students (2). The President's Cabinet is responsible for college plans, budget development, major decisions, problem-solving and other matters not related to collective bargaining.

The function of the President's Council at City College is similar to that of Mesa College, but the membership composition is slightly different. Membership includes the College President, Senior Administration (3), Academic Senate Officers (3), Institutional Technology Council (1), and Classified Senate (1).

The Miramar College Executive Council (CEC) is the College's primary participatory governance body. Representatives from administration, the Academic Senate, the Classified Senate, and the Associated Students deliberate and seek consensus on issues facing the college; additionally, the CEC orchestrates the college's major initiatives in Strategic Planning, Budget and Planning, Grants and Projects, Institutional Effectiveness and Learning Outcomes, among others. The CEC also oversees the work of the college's participatory governance committees and facilitates communication among college constituency groups.

The Continuing Education Executive Governance Council is the overarching participatory governance council for the institution. It is comprised of Presidents (1) and Vice Presidents (2) from each of the three constituency groups, respectively, the Administration, the Academic Senate, and the Classified Senate. This body receives recommendations from more than 30 subcommittees and is ultimately charged with making recommendations to the Continuing Education President.

## **Community Involvement**

- **Auxiliary Organization**

The San Diego Community College Auxiliary Organization is a 501(c) (3) nonprofit organization that provides support to the education needs of the Colleges and Continuing Education, annually. The Auxiliary Board is comprised of the College Presidents, Academic Senate representatives, a Student Trustee and District administrators.

- **College and Continuing Education Foundations**

The College and Continuing Education Foundations are 501(c) (3) charitable organizations that support and advance the educational and student support services provided by the Colleges and Continuing Education. At each College and Continuing Education, the Foundation Board of Directors includes both public members and institutional members and is the organizational authority for the Foundation. The Foundations raise and distribute funds for student scholarships and special college projects, annually.

- **District Corporate Council**

The Corporate Council is a group of San Diego's leading business professionals who have committed financial and professional support to the District. The Corporate Council was created to match the needs of the business community with the professional team working to train and educate San Diego's workforce. It serves as a forum for the business perspective and helps the District plan the best educational strategies for students. There are currently 23 corporate members.

- **Citizens' Oversight Committee**

The Citizens' Oversight Committee (COC) was established as a result of the successful passage of Proposition "S," a \$685 million bond issue and Proposition "N," an \$870 million bond issue. The committee is responsible for informing the public concerning the District's expenditure of bond proceeds and ensuring that all the expenditures are in accordance with the law and the ballot measures. The Oversight Committee is also responsible for the preparation and presentation of an annual report of the activities and expenditures for the Board. The law requires a minimum of 7 members; 5 of which must represent specific groups, such as student government, business organizations, senior citizens' organization, taxpayers' organization and a foundation or advisory council supporting a College or the District. There are currently 17 members.

- **Trustee Advisory Council**

The role of the Trustee Advisory Council is to facilitate communication among citizens, Board members and educators. Members of the Council can be nominated by any Trustee, subject to the approval by the Board as a whole. The current membership is 26.

Student Services – September 2012

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**2012/13 Outlook**

**FTES Compared to Targets (Resident Only)**

As of September 22, 2012

	Projections			2012-13 Total	2012-13 Target*	Difference Projected vs. Target	
	Summer 2012	Fall 2012	Spring 2013				
<b>City/ECC</b>							
Credit	246.7	4,670.6	4,733.8	9,651.1	9,585.1		
Non-Credit	4.5	24.1	28.7	57.3	46.9		
<b>Total</b>	<b>251.1</b>	<b>4,694.7</b>	<b>4,762.6</b>	<b>9,708.4</b>	<b>9,632.0</b>	<b>76.4</b>	<b>0.8%</b>
<b>Mesa</b>							
Credit	62.1	7,046.2	7,367.7	14,475.9	14,027.0		
Non-Credit	0.0	0.0	0.0	0.0	0.0		
<b>Total</b>	<b>62.1</b>	<b>7,046.2</b>	<b>7,367.7</b>	<b>14,475.9</b>	<b>14,027.0</b>	<b>448.9</b>	<b>3.2%</b>
<b>Miramamar</b>							
Credit	4.9	2,775.3	2,936.5	5,716.6	6,474.1		
Academy	37.7	75.7	196.3	309.7	(Included)		
In-Service	802.1	230.8	194.6	1,227.4	(Included)		
Non-Credit	0.0	6.3	5.7	12.0	10.9		
<b>Total</b>	<b>844.7</b>	<b>3,088.0</b>	<b>3,333.0</b>	<b>7,265.6</b>	<b>6,485.0</b>	<b>780.6</b>	<b>12.0%</b>
<b>College Total</b>	<b>1,157.9</b>	<b>14,828.9</b>	<b>15,463.2</b>	<b>31,450.0</b>	<b>30,144.0</b>	<b>1,306.0</b>	<b>4.3%</b>
<b>College Total w/ F-Factor</b>				<b>31,507.0</b>	<b>30,144.0</b>	<b>1,363.0</b>	<b>4.5%</b>
<b>Continuing Ed</b>							
Regular	153.5	844.1	824.9	1,822.5	1,823.3	-0.8	0.0%
CDCP	600.4	2,747.1	2,661.9	6,009.4	6,068.7	-59.3	-1.0%
<b>Total</b>	<b>753.9</b>	<b>3,591.1</b>	<b>3,486.8</b>	<b>7,831.9</b>	<b>7,892.0</b>	<b>-60.1</b>	<b>-0.8%</b>
<b>Total w/ F-Factor</b>				<b>7,993.8</b>	<b>7,892.0</b>	<b>101.8</b>	<b>1.3%</b>
<b>Credit Total</b>	<b>1,153.4</b>	<b>14,798.5</b>	<b>15,428.8</b>	<b>31,380.7</b>	<b>30,086.2</b>	<b>1,294.5</b>	<b>4.3%</b>
<b>Non-Credit</b>							
Regular (w/ College NC)	158.0	874.5	859.3	1,891.8	1,881.1	10.7	0.6%
CDCP	600.4	2,747.1	2,661.9	6,009.4	6,068.7	-59.3	-1.0%
<b>Total</b>	<b>758.4</b>	<b>3,621.6</b>	<b>3,521.2</b>	<b>7,901.2</b>	<b>7,949.8</b>	<b>-48.6</b>	<b>-0.6%</b>
<b>District Total</b>	<b>1,911.8</b>	<b>18,420.0</b>	<b>18,950.0</b>	<b>39,281.9</b>	<b>38,036.0</b>	<b>1,245.9</b>	<b>3.3%</b>
<b>District Total w/ F-Factor</b>				<b>39,500.7</b>	<b>38,036.0</b>	<b>1,464.7</b>	<b>3.9%</b>

Source: SDCCD Information System

**Methodology**

1. Credit Colleges- Summer 2012 FTES are actuals except for academy and in-service classes which are projections. Fall 2012 FTES uses actuals for census week classes; all others are projections based on the Spring 2012 yields. Spring 2013 FTES are projections.

2. Continuing Education- Summer 2012 FTES are actuals. Fall 2012 FTES are estimates based on the end of term totals for Fall 2011. Spring 2013 FTES are estimates based on the end of term totals for Spring 2012 with a two percent reduction.

\*Targets established per Chancellor's Cabinet March 2012

A. Communication Plan

DRAFT

- 1) The following students will be targeted for follow up:
  - Current students; and
  - 48 transferable units, including work in progress; and
  - Education plan on file; and
  - One of the following declared majors:
    - City College
      - Psychology
      - Communication Studies
      - History
      - Physics
      - Math
      - Political Science
    - Mesa College
      - Psychology
      - Sociology
      - History
      - Physics
      - Math
      - Art
    - Miramar College
      - Communication Studies
      - Sociology
      - Administration of Justice
      - History
      - Physics
      - Math
- 2) The college will be provided the number of students who meet the above criteria.
- 3) The Vice Presidents, Student Services at each college will develop a plan for meeting with the students.
  - Plan to be sent to District Student Services.
- 4) District Student Services to draft email text based upon the plan in 3) for Vice Presidents' review.
- 5) Email will be sent to students on October 5, 2012.

**B. Instructional Services to provide Student Services with proposed degree requirements to build in the Education Plan system**

**C. Enrollment Management**

- 1) List of students pulled in *item A.* will be provided to each college.
- 2) Counselors will identify students on list who will have their 1440 degree completed by the end of spring 2013.
  - Specific criteria to be identified.
- 3) List to be returned to District Student Services.
- 4) Students who will have their degrees completed by the end of spring will have their enrollment priority changed to facilitate enrollment and degree completion.

**D. Overall Communication Management**

Vice Presidents will convene key players on campus and identify a single point of contact for all communication related to 1440 degrees, to minimize confusion.

- Written follow-up to staff will be same language for all colleges to ensure consistency.

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
College Calendar for 2013-2014 Academic Year**

**DRAFT  
9/18/2012**

**Fall 2013**

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Spring 2014** 19

JANUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20

FEBRUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

23

MARCH						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

15

APRIL						
S	M	T	W	T	F	S
		<del>1</del>	<del>2</del>	<del>3</del>	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11

MAY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**Summer 2014** 14

JUNE						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

18

JULY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

20

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

Spring Break 3/31 - 4/5 Unified  
3/31 - 4/5 SDSU  
4/14 - 4/19 SDCCD tradition

Legend		
Fall Semester		Aug 6 - Dec 16, 2013
Flex Days		Aug 14, 15 & 16, 2013
Fall Classes Begin/End		Aug 19 - Dec 16, 2013
Classes Not in Session	<del></del>	Nov 25 - 30, 2013
Winter Break		Dec 17, 2013 - Jan 25, 2014
Non Working Days		Dec 26, 27, 30, 2013
Spring Semester		Jan 13 - May 24, 2014
Flex Days	<del></del>	Jan 23 & 24, 2014
Spring Classes Begin/End		Jan 27 - May 24, 2014
Spring Break	<del></del>	Mar 31 - Apr 5, 2014
Summer Session		May 27 - Aug 2, 2014

\* Convocation Day - August 15, 2013

Legal holidays ■

Local Holiday ■

Holidays			
Labor Day	Sept 2, 2013	Martin Luther King	Jan 20, 2014
Veterans Day	Nov 11, 2013	Lincoln Birthday	Feb 14, 2014
Thanksgiving	Nov 28 & 29, 2013	Washington Birthday	Feb 17, 2014
Admissions Day	Dec 23, 2013	Cesar Chavez Day	Apr 4, 2014
Christmas Holiday	Dec 24 & 25, 2013	Memorial Day	May 26, 2014
New Year Holiday	Dec 31, 2013-Jan 1, 2014	Independence Day	Jul 4, 2014

Days	Fall	Spring
M	15	15
T	16	16
W	16	16
Th	16	16
F	16	15
Flex	3	2
Non Classroom	6	7
Total	88	87

175 days

No Saturday or Sunday classes after a Friday holiday -  
No Sunday Classes before a Monday holiday