COLLEGE EXECUTIVE COMMITTEE MEETING
Tuesday, December 6, 2016 • 1:30 p.m. – 2:30 p.m. • N-206

Members: Hsieh, Bell, Hopkins, Ramsey, McMahon, Hubbard (absent), Allen (absent), & Marin

Attendees: Ornelas, Jacobson, Ascione, & Miramontez

McMahon called the meeting to order at 1:35 p.m.

A. **Approval of the Agenda**
Ramsey moved to approve the agenda, seconded by Bell, and all responded in favor.

B. **Approval of Previous Minutes**
Bell moved to approve the 11/29/16 minutes, seconded by Hopkins, and all responded in favor.

C. **Guests/Introductions**
Laura Murphy was introduced, and Briele Warren (who was taking minutes for Steve Quis).

D. **Updates from the Chancellor's Cabinet**
Hsieh reported on the Chancellor's Cabinet Update data as of December 5th, and shared that Miramar has scheduled 206 FTES for the Intersession, and that online sections account for 75% of the total FTES of City, Mesa, and Miramar Colleges. Hsieh also noted the High Demand section of the attachment, and said that of the 51 waitlisted sections for Intersession, 43 are online, and Hsieh noted that this was part of the reason to certify all of the college instructors to teach online.

Hsieh commented on Miramar's numbers on the Enrollment Report as of December 3rd, and the 2016-17 totals compared to the target.

Hsieh brought up an attachment regarding the Basic Skills English Workgroup Update, and noted a new course of ENGL 29, which would enable students to enroll in ENGL 101 with additional support. Hsieh asked if activating this new course meant that the original four courses that the students would go through to enroll in ENGL 101 would be deactivated. Ascione and Hopkins responded that the courses would not be deactivated, as it takes a long time to set up a course.

Hsieh reported on the District Strong Workforce Program Plan, and commented that Ornelas would likely have more information, as she is part of the regional group. Ornelas shared that they planned to finish the plan by December 16th. Hsieh asked if the plan could be provided to her ahead of time so that she could review before signing, and Ornelas responded that it was web-based, and that to the best of her knowledge, signatures were not needed. Hsieh asked for clarification, as the attachment mentioned that the 'College certifies' the plan, and Ornelas replied that she was not sure what the attachment was implying, but it was her understanding that signatures were not required.

Hsieh shared the Fall 2016 FTES Target and Completion Comparisons attachment, and in presenting Miramar's numbers, noted that Miramar's FTES projections listed do not include the Academy/in-service FTES. She has continued to stress this to everyone at the District and campus so that it is not forgotten.

Hsieh brought up an attachment listing the San Diego Promise Activities at the different colleges, and asked Ramsey to verify if the outreach to Continuing Education site at Miramar needed to be included on the list (as there was currently nothing referencing it). If it needed to be included, she asked that it be added for accurate reporting.

Hsieh reported that Miramar was hiring additional faculty in fall 2016 to start spring 2017, and shared an attachment listing the positions that were in progress.

Hsieh mentioned that the District was considering a slightly different logo look, and showed an attachment of the current logo, and Options A-C of different examples. She noted that at this point, it looked like the District was going to go with Option B.

E. **New Business**

#	Item	*Strategic Goals	Accreditation Standard	Initiator
1	**2016 Recommended Classified Needs List** (attachment) Bell reported that per the usual process, the 2016 Classified Priority	1	III	Bell

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#	Item			

Recommendations List had been prepared with the prioritized lists from all of the divisions, and had been combined and prioritized at a campus-wide level by the three Vice Presidents. Bell noted that the Administrative and Instructional divisions had actually both put forward the same position (a Female Athletic Equipment Attendant in the Hourglass area) at a high ranking, and for this reason, this position was placed at the number one ranking for campus-wide. Administrative Services had the position at #1 on their division list, and Instructional Services had the position at #3.

McMahon asked if it were possible to have an equivalent list of the current hiring stages of the various classified staff positions in the same way as the faculty positions were listed in the specific stage of their progress. Bell indicated that he could provide this list. Hsieh responded that the CEC could bless it. No questions or concerns were raised.

F.   Old Business

#	Item	*Strategic Goals	Accreditation Standard	Initiator
1	**Accreditation – Update on 2016 Self-Study** Miramontez reported that there would be an accreditation tri-chairs meeting on Thursday, December 8th from 10:00 a.m. – 11:30 a.m. in K1-107, and would cover important information regarding what has been done, and what everyone will need to know for the accreditation team visit in March 2017.	1	I, II, III, & IV	Miramontez
2	**Implementation of Cultural & Ethnic Diversity Plan** (attachment) Hsieh brought up the Diversity Committee plan, presented by Darrel Harrison at the 11/29/16 CEC meeting, and given to the CEC on 12/1/16. Hsieh noted that the plan had been reviewed by the CEC and managers in the past couple of days, and that feedback was incorporated, but it was unfortunate that there were no representatives at the meeting from the Diversity & International Education Committee in order to comment on the feedback. The feedback and notes were discussed goal by goal, column by column. Hsieh noted that while the plan had good intent, there were many parts to the document that did not align with College and District processes and procedures, and there seemed to be some confusion in this regard. Murphy agreed, and mentioned that that the plan's goals, actions, and responsible parties did not seem to connect or flow. Jacobson commented that the plan was ambitious, and contained a lot of work. For Goal 1, Murphy said that the 'composition of the student population' and the 'surrounding community' were two different things, and that the action plan did not seem to directly address this goal. It was also noted that the data mentioned in the action plan was handled by the District Equal Employment Opportunity Office, and Human Resources, and this information was protected. It was recommended that an additional action plan be included for this goal, in order to fully address all aspects of it. It was recommended to remove the spring 2017 portion of the evidence of actions (Task Force Chair attending the Miramar Managers meeting to discuss the process for diversity hires), and Hsieh mentioned that the information was previously listed in spring 2016, but since it was not done, and	3	I, III, & IV	Hsieh, Hubbard, & Arancibia

* **San Diego Miramar College 2013 – 2019 Strategic Goals**
Goal 1: Provide educational programs and services that are responsive to change and support student learning and success.
Goal 2: Deliver educational programs and services in formats and at locations that meet student needs.
Goal 3: Enhance the college experience for students and the community by providing student-centered programs, services and activities that celebrate diversity and sustainable practices.
Goal 4: Develop, strengthen and sustain beneficial partnerships with educational institutions, business and industry, and our community.
Please also see http://www.sdmiramar.edu/institution/plan **for San Diego Miramar College 2013-2019 Strategic Plan**

attendance was never requested, it could be removed. Miramontez commented that the 'Campus Researcher' in the recommendations to responsible parties was incorrect, and needed to be updated to 'College Research Office.' Murphy recommended updating the language across the board in the plan to say 'ethnically diverse,' as it was inconsistent in listing the terms 'diverse,' or 'ethnically diverse.'

For Goal 2, Hsieh and Beitey noted the inclusion of the Site Compliance Officer language into the plan, as this important piece was not reflected before. Miramontez noted that the 'Accreditation Liaison Officer' should be removed from the recommendations to responsible parties, and that it should read 'College Research Office.'

For Goal 3, Hsieh caught a sentence structure correction, and said to delete the word 'to' from 'DIEC requests ~~to~~ the District HR Offices through the…'

For Goal 4, Ascione said that the 'Filipino Language' course wording should be removed from the plan, as the action plan did not detail anything regarding to language. After comments from Miramontez, Ramsey, and Murphy, it was recommended that another action plan be added regarding attraction/recruitment and retention of underrepresented groups. It was noted in the evidence of actions section that the LGBTQ and Campus Pride portions did not seem to directly relate to the goal, and should probably be removed. It was recommended that in the recommendations to responsible parties, the Curriculum Committee be added, as any course additions would need to go through them.

For Goal 5, Hsieh reported that the original wording of 'Campus Hour' was changed to the correct term of 'College Hour,' and the inclusion of the Dean of Student Affairs to the recommendations for responsible parties was noted. Jacobson commented on the need for faculty and staff to understand that college protocol needed to be followed for the public to hold any sessions or rent any facilities on campus.

After the discussed recommendations and changes, there were no additional questions. It was agreed to accept to the plan with the recommended changes. Hsieh said that the plan would be sent out once more to the CEC so that everyone could confirm the changes recommended at the meeting, and in doing this, none of the language in the Self-Evaluation Study would need to be changed.

| 3 | **Performing Arts Center Capital Campaign**
 Tabled until the first spring 2017 CEC meeting. | 1 & 2 | II & III | Ascione |

G. Place Holders

#	Item	*Strategic Goals	Accreditation Standard	Initiator
1	**Status of Updating Program Information on College Website** *Tabled until the first spring 2017 CEC meeting.*	1 & 2	I, II, & III	Hopkins, Ramsey, & Bell
2	**Status Report on Progress of Faculty Online Teaching Certification** *Tabled until the first spring 2017 CEC meeting.*	1 & 2	II	Hsieh & Hopkins
3	**2/9/17 On-Campus Board Meeting Program:** **Access, Equity, Completion, Success, & Career,** **Partnerships in Practice through Applied Learning &**	1	IV	Hsieh

	Student Engagement *There was no new information to report.*			
4	**Open Educational Resources (OER)** *Tabled until the first spring 2017 CEC meeting.*	1 & 3	II	McMahon
5	**SSSP-SEP-BSI-CTE Integration for 17/18 Plan** (attachment) *Tabled until the first spring 2017 CEC meeting.*	1 & 3	II	Hsieh

H.   **Reports**

(Please limit each following report to two minutes maximum. If you have any handouts, please email them to Briele Warren ahead of time to be included for distribution electronically).

- Academic Senate
  There was no report.
- Classified Senate
  There was no report due to no Classified representatives.
- Associated Student Governance
  There was no report.
- District Governance Council
  There was no report.
- District Strategic Planning Committee
  There was no report.
- Budget Planning and Development Council
  There was no report.
- College Governance Committee
  There was no report.

I.   **Announcements**
  There were no announcements.

J.   **Adjourn**
  The meeting was adjourned at 2:55 p.m.

As a courtesy, please let the College and Academic Senate Presidents know if you will be unable to attend the meeting.

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Sections

Districtwide, the number of sections for 2017 Intersession sections is 249 (City/ECC 49, Mesa 133, Miramar 67). The total number of fully and partially online classes this Intersession is 147 (City/ECC 26, Mesa 78, Miramar 43).

FTES

The total FTES for Spring Intersession 2017 at the credit colleges is 434.4 (City/ECC 81.3, Mesa 246.8, Miramar 106.3). Online sections account for 75% of the total FTES.

Headcount

Unduplicated headcount for Spring 2017 intersession credit colleges is 3,527(City/ECC 733; Mesa 2,188; and Miramar 1,031). Headcount for Spring 2017 intersession for credit colleges online only students is 2,326 (City/ECC 504; Mesa 1,459; and Miramar 779).

Enrollment

Enrollment for Intersession 2017 at All Colleges is 4,698 (City/ECC 802, Mesa 2,660, and Miramar 1,236). Enrollment for Intersession 2017 credit colleges online classes is 3,393 (City/ECC 568 Mesa 1,879, and Miramar 946).

High Demand

There are currently 51 waitlisted sections in Intersession 2017 (21% of all sections offered). Of the Intersession 2017 waitlisted sections, 8 are on campus sections (9% of all on campus sections offered) and 43 are online sections (29% of all online sections offered). There are 321 waitlisted seats and 300 students on wait lists.

Higher Demand Report - Intersession 2017
On Campus Waitlisted Courses as of December 3, 2016

City College/ECC

Percent Waitlisted	Course	Crse Title	On Campus				
			Waitlisted Students	Waitlisted Sections	Average Wait Cap	Total Sections	Average Course Cap
100%	COMS103	ORAL COMMUNICATION	9	1	9	1	30
	ENGL101	READING AND COMPOSITION	4	1	8	1	25
	ENGL205	CRITICL THINKNG/INTRMD COMPSTN	1	1	8	1	25
Total/Average			14	3	8	3	27

Higher Demand Report - Intersession 2017
On Campus Waitlisted Courses as of December 3, 2016

Miramar College

			On Campus				
Percent Waitlisted	Course	Crse Title	Waitlisted Students	Waitlisted Sections	Average Wait Cap	Total Sections	Average Course Cap
100%	EXSC139A	WEIGHT TRAINING I	1	1	10	1	20
Total/Average			1	1	10	1	20

Mesa College

Percent Waitlisted	Course	Crse Title	Online Waitlisted Students	Online Waitlisted Sections	Average Wait Cap	Total Sections	Average Course Cap
100%	ARTF100	ART ORIENTATION	9	1	12	1	40
	ARTF107	CONTEMPORARY ART	12	1	12	1	40
	BIOL120	THE ENVIRONMENT OF MAN	1	1	7	1	24
	BLAS140A	HIST U.S./BLACK PERSPECTIVES	14	1	14	1	45
	CHIC141A	U.S. HISTORY/CHICANO PERSPECTV	13	1	14	1	45
	CISC181	PRINCIPLES OF INFO SYSTEMS	1	1	12	1	40
	ENGL205	CRITICL THINKNG/INTRMD COMPSTN	24	3	8	3	25
	EXSC241B	INTRODUCTION TO KINESIOLOGY	2	1	9	1	30
	HIST100	WORLD HISTORY I	7	1	14	1	45
	HIST110	HIST. OF THE UNITED STATES II	9	1	14	1	45
	MATH119	ELEMENTARY STATISTICS	15	2	14	2	46
	MUSI100	INTRODUCTION TO MUSIC	9	1	15	1	50
	MUSI103	HISTORY OF ROCK MUSIC	4	1	15	1	50
	MUSI109	WORLD MUSIC	6	1	15	1	50
	PERG120	COLLEGE SUCCESS	10	1	11	1	35
	PHIL100	LOGIC AND CRITICAL THINKING	14	1	14	1	45
	SOCO101	PRINCIPLES OF SOCIOLOGY	6	1	14	1	45
60%	ENGL101	READING AND COMPOSITION	15	3	8	5	25
50%	BUSE119	BUSINESS COMMUNICATIONS	2	1	12	2	40
	BUSE140	BUSINESS LAW & THE LEGAL ENVIR	2	1	12	2	40
	NUTR150	NUTRITION	2	1	15	2	50
33%	ECON120	PRINCIPLES OF MACROECONOMICS	2	1	12	3	40
	ECON121	PRINCIPLES OF MICROECONOMICS	1	1	12	3	40
20%	HEAL101	HEALTH AND LIFE STYLE	3	1	9	5	30
Total/Average			**183**	**29**	**12**	**42**	**40**

Miramar College

Percent Waitlisted	Course	Crse Title	Online				
			Waitlisted Students	Waitlisted Sections	Average Wait Cap	Total Sections	Average Course Cap
100%	ARTF100	ART ORIENTATION	13	2	20	2	40
	ASTR101	DESCRIPTIVE ASTRONOMY	11	1	23	1	45
	GEOL100	PHYSICAL GEOLOGY	12	1	23	1	45
✓	HIST100	WORLD HISTORY I	17	1	20	1	40
	HIST101	WORLD HISTORY II	6	1	20	1	40
	HIST109	HISTORY OF THE UNITED STATES I	11	1	20	1	40
	SOCO101	PRINCIPLES OF SOCIOLOGY	5	1	20	1	40
Total/Average			75	8	21	8	41

San Diego Community College District
2016/17 Outlook
FTES Compared to Targets (Resident Only)
As of December 3, 2016

CEC

	Summer 2016 Summer 1 Claim in 2015/16	Summer 2016 Summer 2 Claim in 2016/17	Fall 2016	Inter-session 2017	Spring 2017	Summer 2017 Summer 1 Claim in 2016/17	Summer 2017 Summer 2 Claim in 2016/17	Summer 2017 Summer 2 Claim in 2017/18*	2016-17 Total	2016-17 Target	Difference Projected vs. 2016-17 Target	
City/ECC												
Credit	1,128.3	111.1	4,658.7	201.0	4,764.8	1,128.3	0.0	111.1	10,863.8	10,866.4		
Non-Credit	0	5.6	27.1	0.0	28.4	0	0.0	5.6	61.1	63.6		
Total	1,128.3	116.6	4,685.8	201.0	4,793.2	1,128.3	0.0	116.6	10,924.9	10,930.0	-5.1	0.0%
Mesa												
Credit	1,433.1	175.1	6,843.5	350.0	6,842.1	1,433.1	0.0	175.1	15,643.7	15,695.0		
Non-Credit	0	0.0	0	0.0	0	0	0.0	0.0	0.0	0.0		
Total	1,433.1	175.1	6,843.5	350.0	6,842.1	1,433.1	0.0	175.1	15,643.7	15,695.0	-51.3	-0.3%
Miramar												
Credit	762.8	80.2	3,366.5	260.0	3,490.2	762.8	0.0	80.2	7,959.7	7,572.4		
Academy	20.5	79.5	216.6	0.0	472.8	20.5	0.0	79.5	789.4	855.3		
In-Service	248.8	25.0	135.7	0.0	163.3	248.8	0.0	25.0	572.8	888.8		
Non-Credit	0	1.3	7.6	0.0	9.7	0	0.0	1.3	18.6	20.5		
Total	1,032.0	186.0	3,726.4	260.0	4,136.0	1,032.0	0.0	186.0	9,340.5	9,337.0	3.5	0.0%
College Total	3,593.4	477.7	15,255.7	811.0	15,771.2	3,593.4	0.0	477.7	35,909.1	35,962.0	-52.9	-0.1%
College Total w/ F-Factor									35,950.7	35,962.0	-11.3	0.0%
Continuing Ed												
Regular	110.2	209.6	746.1	0.0	769.7	110.2	0.0	209.6	1,835.6	1,870.1	-34.5	-1.8%
CDCP	380.8	744.4	2,606.6	0.0	2,685.2	380.8	0.0	744.4	6,416.9	6,607.9	-191.0	-2.9%
Total	490.9	953.9	3,352.7	0.0	3,454.9	490.9	0.0	953.9	8,252.5	8,478.0	-225.5	-2.7%
Total w/ F-Factor									8,420.9	8,478.0	-57.1	-0.7%
Credit Total	3,593.4	470.9	15,221.0	811.0	15,733.1	3,593.4	0.0	470.9	35,829.3	35,878.0	-48.6	-0.1%
Non-Credit												
Regular (w/ College NC)	110.2	216.5	780.8	0.0	807.8	110.2	0.0	216.5	1,915.3	1,954.1	-38.8	-2.0%
CDCP	380.8	744.4	2,606.6	0.0	2,685.2	380.8	0.0	744.4	6,416.9	6,607.9	-191.0	-2.9%
Total	490.9	960.8	3,387.4	0.0	3,493.0	490.9	0.0	100.0	8,332.2	8,562.0	-229.8	-2.7%
District Total	4,084.3	1,431.7	18,608.4	811.0	19,226.1	4,084.3	0.0	1,431.7	44,161.5	44,440.0	-278.5	-0.6%
District Total w/ F-Factor									44,371.6	44,440.0	-68.4	-0.2%

Source: SDCCD Information System

Estimated Funded Cap   44,000.0   371.6   0.8%
Base   43,286.0   1,085.6   2.5%

1. _Credit Colleges_ - Summer 1 Claim in 2015/16 and Summer 2 Claim in 2016/17 are actuals. Fall 2016 are combination of census week actuals, census day actuals, and projections based on Spring 2016 yields and fall sections. Spring 2017 FTES are estimates based on a combination of Spring 2016 actuals., Intersession 2017 targets, and 2016/17 expected growth. Summer 1 Claim in 2016/17, Summer 2 Claim in 2016/17, and Summer 2 Claim in 2017/18 are estimates.

2. _In-Service/Academy_ - Summer 1 Claim in 2015/16 and Summer 2 Claim in 2016/17 are actuals. Fall 2016 FTES are projections based on Spring 2016 yields and fall sections. Spring 2017 FTES are estimates based on Spring 2016 actuals. It is assumed that the year-long in-services classes will end on or before June 30, 2017 and be claimed in Summer 1 Claim 2016/17.

3. _Continuing Education_ - Summer 1 Claim in 2015/16 and Summer 2 Claim in 2016/17 are actuals. Fall 2016 are estimates based on Fall 2015 actuals. Spring 2017 FTES are estimates based on Spring 2016. Summer 1 Claim in 2016/17, Summer 2 Claim in 2016/17, and Summer 2 Claim in 2017/18 are estimates.

4. Summer 1 classes end on or before June 30; Summer 2 class census dates fall on or before June 30.

*FTES must be claimed in 2017/18 due to end dates.

Targets are as of August 2016 Chancellor's Cabinet

bring back CEC

all the Deans and UPI aware of the discussion?

Basic Skills English Workgroup Update
December 6, 2016

Outcome—Reduce English courses from four levels below transfer including specific strategies and time periods

Spring 2017 Activities

Carmen Jay

Finalize Curriculum approvals:

- Miramar—ENGL 29 (This new course provides an integrated approach that enables students who are 1 level below transfer to enroll in ENGL 101 with additional support)
- City—ENGL 21 (provides an integrated approach that enables students to enroll in ENGL 47A with additional support)

Fall 2017 Activities

- City will begin offering ENGL 21
- Miramar will begin offering ENGL 29

Fall 2018 Activities

District aligned

??
- City—Deactivate ENGL 42, 43, 48, and 49 — *Shared curriculum, will other colleges follow suit. ??*

Outcome—Develop requisite skills in noncredit courses that provide a seamless pathway to credit courses that reduce the need for placement assessment

Spring 2017 Activities

- Enhance norming grading strategies and standards between colleges and Continuing Education—College faculty will invite Continuing Education faculty to attend portfolio grading sessions
- Research developing Continuing Education peer navigators

Fall 2017 Activities

- Implement Continuing Education peer navigators

Outcome—Research revising English cut scores or developing assessment alternatives until MMAP and or Common Assessment are implemented

Spring 2017

Research indicates that larger numbers of students are being placed into long basic skills sequences; consequently many do not succeed or proceed to transfer level courses. ACCUPLACER is considered to be a biased placement tool that inaccurately assesses students. Additionally, SDCCD uses a cut score of 80, but the national average is 106 which adds to the placement issue.

SAN DIEGO COMMUNITY COLLEGE DISTRICT

City College • Mesa College • Miramar College • Continuing Education

District Strong Workforce Program Plan
December 6, 2016

Purpose of California Strong Workforce Program

- Expand the availability of quality community college CTE and workforce development courses, programs, pathways, credentials, certificates, and degrees
- Focus on activities that improve student success and attain workforce outcomes for all students enrolled in CTE programs and pathways

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District Certification of Local Plans   *Voc Dean /VPI*

- **December 12, 2016:** Colleges/CE submit a Summary of 2016-17 Local Plans to Instructional Services
    - Brief Description of 2016-17 Local Plan
    - List of CTE Programs in the Loal Plan
        Dead/line
- **December 12 – 21, 2016:** Certification of Local Plans by Colleges and CE — *??*

- **January 10, 2017:** Strong Workforce Program Summary Report is reviewed at Chancellor's Cabinet

- **January 11 – 30, 2017:** District pre-certification review of all Local Plans
    - SWP Requirements and Recommendations
        - *Labor Market Need*
            - *Geography and Occupations Targeted*
            - *Labor Market Demand and Supply Gap*
            - *Source of Labor Market Information*
        - *Increase quantity/improve quality of CTE Programs Projected Outcomes*
            - *Increase quantity*
                - *Current Enrollment Size of Proposed CTE Programs*
                - *Projected Enrollments Leading to High Wage, High Demand Jobs*
            - *Improve quality (select at least one for each program)*
                - *Completion of degree or certificate*
                - *Transfer*
                - *Employed 2 quarters after exit*
                - *Employed 4 quarters after exit*
                - *Employment in field of study*
                - *Second quarter earnings after exit*
                - *Fourth quarter earnings after exit*
                - *Median Change in earnings*
                - *Proportion of students who attained a living wage*

- Percentage of funds set aside in 2016-17. Funds allocated in 2017-18 will be based on achievement of outcomes.... The CCCCO suggested minimum is 17%.
- **Avoid Supplanting:** Funds appropriated to community college districts for local or regional share investment shall supplement, not supplant, existing funding of community college career technical education programs. This shall not be interpreted to mean that a participating community college district is prohibited from eliminating or altering existing programs, but the percentage of that community college district's total full-time equivalent students enrolled in career technical education courses relative to the total full-time equivalent students enrolled in the district shall not be reduced from the percentage computed for the 2015–16 fiscal year. *For SDCCD, CTE FTES is 28% of total FTES in 2015-16.*
- **Show Benefit to SWP Outcomes:** Funds expended must show a direct benefit to the requirements of the Strong Workforce Program outcomes of increasing the number of quality students or programs in CTE courses programs and pathways and addressing the recommendations of the Strong Workforce Task Force.
- **Avoid Duplication of Effort:** To avoid duplication of effort, activities funded under the Strong Workforce Program shall be informed by, aligned with, and expand upon the activities of existing workforce and education regional partnerships, including those partnership activities that pertain to regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), adult education block grant consortia, and K-12 career technical education programs.
- **Follow District Procedures:** All fiscal policy and program procedures adopted by the applicable Community College District shall be followed when expending allocations.

- **January 27, 2017:** District certifies and submits plans via Local Shares System (Final Due Date is January 31, 2017)

- **July 2017:** Round 1 Funding First Annual Report and Round 2 Funding Allocated for 2017-18

- **October 2017:** Round 2 District Pre-certification Review of all Local Plans

- **December 2018:** Round 1 Funding Final Report

(2016-2017)

StrongWorkforce Program SDCCD Allocation (2015-16)	
City College	$819,099.12 (25%)
Mesa College	$901,009.03 (27.5 %)
Miramar College	$769,953.37 (23.5%)
Cont. Education	$786,335.16 (24%)
Total:	$3,276,396.50
Indirects (4%)	$136,516.52
Grand Total:	$3,412,913

Fall 2016 FTES Target and Projection Comparisons

	Fall 2016 FTES Targets	Fall 2016 FTES Projections	Target to Projection Diff	Target to Projection Diff
City	4,914	4,687	-227	-4.6%
Mesa	6,825	6,844	19	0.3%
Miramar	3,315	3,375	60	1.8%
Continuing Education	3,538	3,353	-185	-5.2%

9337

Note: Miramar FTES Projections do not include Academy/In-service FTES since this is budgeted annually.

The total amount budgeted for Academy/In-service in 2016/17 is 1,538. Miramar is currently projected to generate 356 FTES in Fall 2016/17.

230

CEC

SAN DIEGO PROMISE

CITY COLLEGE • MESA COLLEGE
MIRAMAR COLLEGE

San Diego Promise Outreach

Activities to date:

Campus	Date	Type of Activity	High School
City College	11/10/16	Presentation	Lincoln
City College	11/14/16	Financial Aid Workshop	Morse
City College	12/2/16	Parent Night	Lincoln
Mesa College	11/9/16	✓ One-on-one	Clairemont
Mesa College	11/14/16	Small Group	Patrick Henry
Mesa College	11/14/16	✓ One-on-one	West City Continuing Ed
Mesa College	11/30/16	Parent Night	La Jolla
Mesa College	11/30/16	Parent Night	Point Loma
Miramar College	11/14/16	Parent Night	Mira Mesa High School
Miramar College	12/1/16	Parent Night	Serra High School

Upcoming Events:

Campus	Date	Type of Activity	High School
City College	12/7/16	Parent Night	Hoover
Mesa College	12/6/16	Parent Night	Clairemont
Miramar College	12/7/16	Parent Night	Scripps Ranch
Miramar College	12/7/16	Parent Night	University City

VPSS Miramar College   ?   One-on-One ?   Continuing Ed at Miramar ?

Question

District Student Services
December 5, 2016

Miramar	Biological Sciences/ MLTT	1.0	Offered position. Pending onboarding for Spring start.
Miramar	Physical Education Instructor	1.0	Interviewed. Pending offer paperwork.
Miramar	History Instructor	1.0	Interviewed. Pending offer paperwork.
Miramar	Nutritional Science/ Dietetics Instructor	1.0	Interviewed. Pending offer paperwork.
Miramar	Mathematics	1.0	Interviewing stage.
Cont. Ed.	Parent Education	1.0	Scheduling interviews.
Cont. Ed.	Fashion	1.0	Screening stage.
Cont. Ed.	Business Information Technology	1.0	Posted.
Cont. Ed.	DSPS Counselor	1.0	Posted.
DO-Stud. Svs.	DSPS Counselor/Learning Disabilities Specialist	1.0	HR review prior to posting.
DO-Stud. Svs.	College to Career (C2C) Coordinator [Restricted]	1.0	In hiring chair queue prior to posting.

Handwritten notes:
- ① submitted recommendation
- ② scheduled fw 2nd level
- ③ finished 2nd level
- ④ scheduled fw 2nd level
- ⑤ scheduled for 2nd level

Current Logo

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Option A

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Option B

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Option C

SAN DIEGO COMMUNITY COLLEGE DISTRICT