MiraCosta Community College

Institutional Follow-up Report #1 and Response to Accreditation Letter

Submitted by

MiraCosta College One Barnard Drive Oceanside, CA 92056

to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 7, 2011

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Statement of Report Preparation

Upon recommendation of the college's accreditation liaison officer, Pam Deegan, Vice President, Instructional Services, the Steering Committee responsible for the college's 2010 Self Study met in October 2010 to discuss the organization of the March 2011 follow up report and visit. The members of the 2010 Accreditation Self Study Steering Committee, including trichairs, are:

Kimberly Coutts, Director of Institutional Research
Pamela Deegan, Vice President, Instructional Services, Accreditation Liaison Officer
Mary Gross, Instructor, English as a Second Language, Faculty Tri-Chair
Jennifer Paris, Electronic Resources Librarian
Gwen Partlow, Curriculum Support Specialist, Classified Tri-Chair
Albert Taccone, Ph.D., Dean, Career and Technical Education, Administrative Tri-Chair
Connie Wilbur, Faculty Director, Disabled Students Programs and Services

The meeting resulted in the Steering Committee recommending that the March 2011 Follow Up Report be the responsibility of the Steering Committee. The steering team brought this recommendation to the college president, Dr. Francisco Rodriguez, for his review and approval. Upon his approval, the 2010 Self Study tri-chairs and accreditation liaison officer led the effort to gather evidence and write the response. President Rodriguez gave the tri-chairs and accreditation liaison officer the responsibility for the direction of the report. This approach was consistent with the organization and preparation of the 2010 Accreditation Self Study.

Dr. Rodriguez submitted the final report to MiraCosta College Board of Trustees for their review and approval in February 2011. The Board of Trustees approved the report at their February 15, 2011 meeting. [E-42]

Francisco C. Rodriguez, Ph.D.	Date
Superintendent/President	
MiraCosta Community College District	

MiraCosta College Follow-Up Report #1 and Response to Accreditation Team Letter March 1, 2011

Recommendation I: In order to meet the standards, the Team recommends that the college (I.A.4, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, III.A.6, III.B.2.a, III.B.2.b, III.C.1.c, III.C.2, III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d, III.D.3, ER19):

- Implement, align, and integrate various college plans into a fully integrated institutional plan that advances a defined mission statement.
- Develop specific, measurable, realistic and time-bound objectives in relation to clearly stated institution-wide goals that are understood college-wide and represent the foundation of the integrated institutional plan.
- Conduct consistent, systematic and timely evaluations of the integrated
 institutional plan and its related components based on analysis of both
 quantitative and qualitative data and ensure the results are communicated and
 understood by college constituents. Further, in order to promote and sustain a
 culture of evidence and improve institutional effectiveness, the college should
 implement an ongoing method of measuring and evaluating its effectiveness in
 achieving state institutional performance objectives and student learning
 outcomes.
- Complete the Education (Comprehensive) Master Plan and begin implementation. In addition, the college must demonstrate that decisions regarding priorities result from stated institutional goals and are linked to an integrated institutional plan and its related planning components. [E-1]

1-A: Implement, align, and integrate various college plans into a fully integrated institutional plan that advances a defined mission statement.

Resolution:

Immediately following the March 2010 visit from the accreditation team and receiving their initial report containing several recommendations, members of the MiraCosta College community began to assess the college's progress on the various components of the institutional strategic plan and how the college could align, integrate, and implement these components in order to advance a defined mission statement.

The college had already begun to rewrite and align its board policies and administrative procedures with the suggested content and format of the Community College League of California; most of these had been approved and in place prior to the accrediting teams visit in March 2010. Each proposed board policy is thoroughly discussed by each of the college's governance councils (Administrative Council, Academic Senate Council, Classified Senate Council, Associated Student Government) before being presented to the President's Cabinet and ultimately to the Board of Trustees for discussion and approval.

In April 2010, Board Policy 3250: Institutional Planning was approved by the Board of Trustees. In addition, the accompanying administrative procedure was reviewed. This policy states that the superintendent/president ensures that the "District has and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research." [E-2]

The planning system, as approved by the board, includes, but is not limited to:

- Comprehensive Master Plan (including the educational plan and the facilities plan)
- Equal Employment Opportunity Plan
- Student Equity Plan
- Matriculation Plan
- Transfer Center Plan
- Experiential Education Plan
- Extended Opportunity Programs and Services (EOPS) Plan
- Technology Plan

Further, Administrative Procedure 3250: Institutional Planning, updated in February 2011, outlines the processes for developing, reviewing, updating, approving, and implementing plans and processes. [E-3] It states the following:

- Comprehensive Master Plan (CMP), including the educational and facilities
 components is reviewed annually and updated every five years. The CMP will be
 implemented continuously via the annual program review process and the annual
 budget development process, as well as planning and budgeting within each division
 of the college.
- Program Review Process is reviewed and updated annually by the Budget and Planning Committee, Institutional Program Review Committee, and the Academic Affairs Committee as a recommendation to the Academic Senate Council, which approves the process as a recommendation to the superintendent/president. It is implemented annually by all programs and services.
- Linkage between program review and budget development is reviewed annually and updated as needed by Budget and Planning Committee and Institutional Program Review Committee as a recommendation to the Academic Senate Council, which approves the process as a recommendation to the superintendent/president.
- Sequential Resource Allocation Funding Process is reviewed and implemented annually and updated and approved as needed by the Vice President of Business and Administrative Services (VPBAS), in consultation with Budget and Planning Committee. [E-3]

With the board policy and administrative procedure in place, the college community began to integrate the various plans into the institutional strategic plan. In April 2010, the college community held the initial organizational meeting to develop the Comprehensive Master Plan (CMP) – to include the educational and the facilities components. [E-4] Members of the CMP team were selected by the college's governance councils, and thus represent all segments of the college. [E-5]

In May 2010, members of the CMP team met with educational and facilities consultant teams to discuss: the charge and role of the CMP team; the proposed process and timeline; the measures of success; the options for organizing the title and contents of the final document; the data portfolio outline; and the next steps. [E-6, E-7]

Throughout the summer and fall of 2010, the CMP team continued to meet to develop the comprehensive plan. [E-6, E-7, E-21, E-24, E-29, E-33, E-35] In order to ensure the transparency of the process and to involve the entire MiraCosta College community, a section of the college portal is devoted to agendas, minutes, discussions, surveys, and chapters of the CMP. Every member of the college community has access to the portal and is encouraged to access it to obtain information, participate in discussions, and provide input to the process. [E-8]

At this writing, the following chapters of the CMP have been written, distributed for college-wide review, discussed in college-wide forums, presented to the Board of Trustees in CMP workshops, and further refined, based on college-wide input:

- Chapter 1: Background
 - o Planning Process
 - Description of the District
 - Local and State Context
- Chapter 2: Profile of the District Community and Students
 - Introduction
 - o Regional Population and Population Growth
 - o Employment and Employment Growth
 - o Enrollment Trends and Student Characteristics
 - Perceptions of the District
 - o Lessons Learned from the Data Relevant to Educational Planning
- Chapter 3: Instructional Disciplines and Student Services
 - o Introduction
 - Instructional Disciplines
 - Student Services
 - District-wide Initiatives
 - Support of Learning
- Chapter 4: A Declaration of Institutional Excellence
 - o Institutional Goal I: MCCD will become a vanguard educational institution.
 - o Institutional Goal II: MCCD will become the college where students have the highest likelihood of success.
 - o Institutional Goal III: MCCD will institutionalize effective planning processes through the systematic use of data to make decisions.
 - o Institutional Goal IV: MCCD will demonstrate high standards of stewardship and fiscal prudence.
 - o Institutional Goal V: MCCD will be a conscientious community partner. [E-45]

Concurrently with the development of the CMP, the governance councils examined other components of institutional planning to ensure they are implemented, aligned, and integrated. Under the guidance of the BPC and the IPRC, the college is currently engaged with writing an integrated planning manual, with an expected completion date of fall 2011. [E-45]

A task force consisting of members of the Budget and Planning Committee and Academic Affairs Committee reviewed the program review process, its linkage to the budget development process, and the integration of both with the college mission. [E-9] They determined that a new program review standard was needed to address the integration of the planning and budgeting process with the college mission. [E-10] As a result, a new college-wide program review standard has been added, demonstrating how the program addresses the mission statement. This standard is now a component of every annual program review, as well as a factor in each program development plan arising from program review. [E-10]

Throughout the college, all program-development funding requests are prioritized and approved by district constituencies in a collegial process, using data profiles and based on the mission of the college. [E-3]

Analysis:

With the development of the CMP well under way, the college has begun to fully align, integrate and implement the various components of the institutional strategic plan. Just prior to the accreditation team visit in March 2010, the Board of Trustees had approved the current college mission, after extensive input from the college community. Based on the visiting team's recommendation, the process for refining the mission statement is under way.

The college addressed this recommendation by using the mission statement as the basis for creating the institutional goals from which objectives and activities are derived.

Additional Plans:

The CMP team has developed institutional goals based on the mission statement, and all planning utilizes the approved mission as the cornerstone. The timeline and process for review of the mission statement will be established in spring 2011 after the Board of Trustees endorses the educational component of the CMP.

1-B: Develop specific, measurable, realistic and time-bound objectives in relation to clearly stated institution-wide goals that are understood college-wide and represent the foundation of the integrated institutional plan.

Resolution:

In early fall 2010, members of the CMP team, with input from the greater college community, began to develop the five institutional goals, from which the college institutional objectives were developed. These are contained in Chapter 4 of the CMP. [E-45] Dr. Rodriguez presented these goals to members of the Board of Trustees at their special board workshop. Members of the board indicated their support for the goals and objectives. [E-11, E-34]

The educational plan of the CMP is grounded in an analysis of current programs and services, the district's position in the state, and the campus and community members' perceptions and vision for the future. The introduction to Chapter 4 of the CMP states: Drawing from its mission and guided by the Board of Trustees' goals, this chapter presents the district's guiding principles and institutional strategic goals that will guide the district's decision-making and use of resources for the next ten years. The institution's guiding principles are:

- Student Success
- Teaching and Learning Effectiveness
- Access, Growth and Opportunity
- Community, Economic, and Workforce Development
- Organizational Effectiveness and Agility [E-45]

Resulting from these guidelines are the five institutional strategic goals for the ten-year term of the CMP:

- 1. MiraCosta Community College District will become a vanguard educational institution.
- 2. MiraCosta Community College District will become the college where students have the highest likelihood of success.
- 3. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
- 4. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
- 5. MiraCosta Community College District will be a conscientious community partner.

After the institutional goals were affirmed, strategic objectives were developed to articulate the methods to achieve each of the strategic goals. Members of the college community attended open forums and provided input and feedback via an online blog available at the college portal throughout the fall 2010 term. The strategic objectives have been developed by using components of the district's data profile. Components of the data profile used are:

- Zip Codes in MiraCosta Community College District Service Areas 2010 LQ
- High School Drop-out Rates
- Crosswalk of TOP Codes and MCC Instructional Disciplines
- Student Access to the Internet at Home by Race/Ethnicity
- Credit Student Demographics by Sites
- Online Survey Detail [E-45]

The format used to present the strategic objectives is to first list the district mission statement, then the planning principles appropriate to the objective, followed by the Board of Trustees Values, Goals, and Priorities 2010-2011, and finally, the Institutional Strategic Goals 2010-2020. Following the specific strategic goal, specific objectives are listed. Following Board of Trustees approval of these objectives, various governance councils, with input from appropriate college

community members, will add activities that demonstrate work toward fulfilling the college objectives. [E-45]

- Institutional Goal I: MiraCosta Community College District will become a vanguard educational institution.
 - Create an educational environment that promotes dialogue, learning, student engagement, and innovation.
 - Develop exceptional facilities and infrastructure to anticipate changing needs and priorities.
 - Create a teaching academy to support faculty interested in learning onsite and online pedagogy with a focus on strategies to improve student retention.
 - o Implement Science, Technology, Engineering, and Mathematics (STEM) best practices to strengthen teaching and learning in science and mathematics courses and develop strategies to share those teaching practices with K-12 partners.
 - Partner with local industry to develop and maintain educational programs that meet community needs with a focus on anticipating and responding to emerging and developing technologies.
 - o Become a model for environmental education and sustainability.
 - o Implement a preeminent online education program that effectively supports student success.
 - Develop a model foundation and development office to support the educational mission of the district.
 - o Become a model for cultural diversity education and student support that spans the district's curriculum, operations and institutional planning.
- Institutional Goal II: MiraCosta Community College District will become the college where students have the highest likelihood of success.
 - Expand the academic experiences and civic engagement activities of the Honors Scholars Program and increase students' participation in and successful completion of the program.
 - o Develop and implement strategies to improve student retention.
 - o Institutionalize the best practices identified through the Basic Skills Initiative Pilot Projects.
 - O Design a program to increase the number of students who progress from success in noncredit courses to success in credit courses.
 - Develop a multi-faceted outreach program to student-veterans to encourage and support their transition into the district and the achievement of their educational goals.
- Institutional Goal III: MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
 - Establish an Office of Institutional Research and Grants to provide leadership for research, planning, grants, and accreditation.

- Develop a data warehouse to ensure a single consistent source of information for reports and inquiries.
- Integrate the routine use of data in the district's strategic planning processes, including the systematic review of standardized data reports and the assessment of measurable objectives derived from the institutional strategic goals.
- Develop an integrated planning manual that describes the connections among the components of district planning and that defines the purpose, timelines, and products of each planning component.
- o Develop processes to align the CMP with program review for all departments and programs that links to the allocation of resources.
- o Revise the mission statement so that it is a more effective basis for planning.
- O Develop and implement strategies to track student learning outcome assessment and to communicate the results of student outcome assessment.
- o Integrate participation in the development and assessment of student learning outcomes into faculty evaluations.
- o Develop a comprehensive District Technology Plan 2011-2015.
- Assess the planning processes and the governance structure.
- o Review planning processes to ensure broad participation in district planning.
- Develop a process for establishing and distributing an annual research agenda and reports.
- Build the capacity of the Office of Institutional Research and Grants to fulfill the college's goals of becoming a data-driven institution.
- Institutional Goal IV: MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
 - o To facilitate student access, develop and implement strategies to increase the college-going participation rate to the state average.
 - Implement budget processes to ensure that annually the unrestricted general fund ending balance is at least ten percent of expenditures at the close of each fiscal year.
 - Develop strategies to improve the ratio of Weekly Student Contact Hours to Fulltime Equivalent Faculty (WSCH/FTEF) as a way to demonstrate accountability and efficient use of resources.
 - Disseminate an annual report to the community outlining the district's progress on its institutional strategic goals and objectives, fiscal health and stewardship, and educational leadership.
- Institutional Goal V: MiraCosta Community College District will be a conscientious community partner.
 - Expand collaborative and innovative programs to provide venues for student success as well as venues for community engagement.
 - o Develop a cohesive concurrent program for high school students.
 - Develop a MiraCosta Promise Program to link at-risk, middle school students with the district through activities, success contracts, and scholarships upon high school graduation.

- Combine and expand the district's existing strengths in community services and small business development.
- o Develop a model program for district service area senior citizens.
- Optimize and affirm the mutual benefit of the district's community-based advisory committees for improving educational programs.

Analysis:

These strategic goals and objectives are intentionally broad enough to cover the ten-year term of the CMP. They have been confirmed through the collegial process during fall 2010, and received support from the Board of Trustees at their November 16, 2010 board workshop [E-34], and once again at their board retreat on March 5, 2011. [E44] They have been established based on data collected during summer and fall 2010.

Additional Plans:

Once activities derived from the institutional goals and objectives are developed, it will be possible to measure these objectives, using data collected and stored in the data profile in the data warehouse. To aid in this process, as noted in Institutional Goal III, the college has instituted an Office of Institutional Research and Grants to ensure the college sustains integrated planning that is data-driven and informs institutional decision-making. The Office of Institutional Research and Grants will lead the college's efforts to ensure sustainable, continuous, quality improvement through planning, program review and student learning outcomes.

1-C: Conduct consistent, systematic and timely evaluations of the integrated institutional plan and its related components based on analysis of both quantitative and qualitative data and ensure the results are communicated and understood by college constituents. Further, in order to promote and sustain a culture of evidence and improve institutional effectiveness, the college should implement an ongoing method of measuring and evaluating its effectiveness in achieving state institutional performance objectives and student learning outcomes.

College departments, governance councils, and committee members have the responsibility for initiating the updating and evaluation of each component of the institutional strategic plan. Listed below is the cycle in place for each of the components:

- Comprehensive Master Plan (CMP), including the educational plan and facilities plan: This is reviewed annually and updated every five years by the Budget and Planning Committee. All governance councils approve the CMP as a recommendation to the superintendent/president. The plan is implemented continuously via the annual program review process and the annual budget-development process, as well as planning and budgeting within each division of the college. [E-3]
- *Program Review Process:* The Budget and Planning Committee, Institutional Program Review Committee, and the Academic Affairs Committee review and update this process annually as a recommendation to the Academic Senate Council, which will approve the process as a recommendation to the superintendent/president. The program review process is implemented annually by all programs and services. [E-3]

- Program Review/Budget Development Linkage Process: The Budget and Planning Committee and the Institutional Program Review Committee review this process annually and update it as needed as a recommendation to the Academic Senate Council, which will approve the process as a recommendation to the superintendent/president. [E-3]
- Budget and Planning Calendar: The Budget and Planning Committee establishes and approves the Budget and Planning Calendar. [E-3]
- Sequential Allocation Funding Process: The VPBAS reviews and implements the Sequential Allocation Funding Process annually, and updates it, as needed, in consultation with the Budget and Planning Committee. [E-3]
- Equal Employment Opportunity Plan: An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principals that conform to federal and state laws. An Equal Employment Opportunity Advisory Committee was formed to develop and maintain the plan, which is approved by the Academic Senate Council, Classified Senate Council and Administrative Council. The Director of Human Resources is designated as the Equal Employment Opportunity Officer, charged with monitoring implementation of the plan. [E-12]
- Experiential Education Plan: The Experiential Education Plan is developed, reviewed annually, and revised by the Director of Career Studies and Services and is submitted to the Board of Trustees for approval prior to being submitted to the Chancellor's Office. [E-13]
- Student Equity Plan: The Student Equity Plan complies with California Education Code and is reviewed annually as part of the student services program review. [E-14]
- *Matriculation Plan:* The Matriculation Plan is reviewed annually as part of student services program review. [E-14]
- *Transfer Center Plan:* The Transfer Center Plan complies with the requirements of Title 5. The plan identifies appropriate target student populations, and is designed to increase the transfer applications of underrepresented students among transfer students. It is reviewed and updated at least annually by the Transfer Center Director. [E-15]
- *EOPS Plan:* The Extended Opportunity Programs and Services Plan is reviewed and updated at least annually by the director of Extended Opportunity Program Services. This plan aims to assist students who have language, social, and economic disadvantages to succeed academically at MiraCosta College. [E-16]

Both qualitative and quantitative data are analyzed. Some of the data used most recently, as part of the development of the CMP are:

- Online community survey sent to 224 community members representing various sectors of the district's local community (a 52 percent response rate was returned.)
- One-on-one interviews with 50 community and on-campus stakeholders, focusing on the participants' vision for the future of the college.
- Description of the current community and college populations and projected demographics for the coming decade.
- Creation of a gap analysis to compare the number of graduates in the college's career technical education programs with labor market information on current and projected job openings.

- Data file of enrollment and weekly student contact hours by discipline and by campus location. [E-17]
- Zip Codes in MiraCosta Community College District Service Areas 2010 LQ
- High School Drop-out Rates
- Crosswalk of TOP Codes and MCC Instructional Disciplines
- Student Access to the Internet at Home by Race/Ethnicity
- Credit Student Demographics by Sites
- Regional Population and Population Growth [E-45]
- Employment and Employment Growth [E-45]
- Enrollment Trends and Student Characteristics [E-45]
- Perceptions of the College [E-45]
- Lessons Learned from the Data Relative to Educational Planning [E-45]

Analysis:

An example of the input college stakeholders have on an ongoing basis is in the development of the CMP. In this example, committee members and consultants requested feedback for the first draft of the CMP by posting the document on the web portal and inviting participation in open forums. After community members provided feedback, a second draft of the document was posted on the web, indicating how college members' responses were incorporated into the second draft of the document. As the consultants pointed out, such a review-and-revision process is part of becoming a data-driven institution. [E-18]

Because the linkage process between program review and budget development is so critical to the institutional plan, the process has undergone significant revisions in response to BPC's evaluation of the 2009 program review to budget development linkage process. The 2010 revisions, incorporated in the revised AP 3250, change the focus of the linkage process away from the funding requests to the program development plans to which they are attached. Program development plans are prioritized and approved by district constituencies in a collegial process, based on the district's mission, vision, and core values, especially as embodied in the developing CMP, as well as the results of analyzing both qualitative and quantitative data in the District Data Portfolio. The 2010 revised program review to budget development linkage process described below embodies the district's goal of sustainable, continuous, quality improvement.

- Program development plans are developed by program leads, in consultation with deans/managers.
- Program development plans are first reviewed and prioritized by their respective divisions.
- After the divisional review group has prioritized its program development plans, those with funding requests are divided into two categories for review and prioritization by the plan review groups: Instructional Plan Review Group and Support Service Plan Review Group.
- The prioritized lists from the plan review groups, then, go to the governance councils for review and approval: Academic Senate Council, Classified Senate Council and Administrative Council.

- Once the Council step has been completed, the prioritized lists of program
 development plans and their associated funding requests are reviewed by BPC, which
 creates one ranked list of all program development plans with associated funding
 requests.
- BPC then makes recommendations to the VPBAS concerning which funding requests should be granted (except for requests for faculty growth positions).
- The VPBAS carries the funding request recommendations to the superintendent/ president, who makes the final determination of which requests will be funded. The VPBAS incorporates the approved funding requests into the district's proposed operating budget. [E-3]

Another significant outcome of the district's evaluation of its planning and governance process was the creation of the Institutional Program Review Committee (IPRC) as one of the district's seven Governance Organization Committees. The IPRC was approved by the Governance Organization Committee and all governance councils in December 2010 and January 2011. This Institutional Program Review Committee includes representatives of all constituencies, as well as the Student Learning Outcomes Assessment Coordinator as a standing member. The IPRC will begin work in spring of 2011 to evaluate and enhance the program review process and strengthen the incorporation of Student Learning Outcomes and Outcomes Assessment in all program reviews. [E-19]

A task force comprised of members of the Budget and Planning Committee and Institutional Program Review Committee will develop an integrated planning manual in spring of 2011 to organize and integrate the CMP, program review process and standards, Student Learning Outcomes Assessment, and other district plans and processes into one Institutional Strategic Plan.

Also in spring of 2011, the Student Learning Outcomes Assessment co-coordinator will develop a SLOs and Assessment Manual, to be approved by the Academic Affairs Committee as a recommendation to Academic Senate Council.

Additional Plans:

The Institutional Program Review Committee (IPRC) will assist program review authors with the development of annual program reviews, including incorporation of Student Learning Outcomes Assessment. In addition, the IPRC will coordinate the annual program review process, validate individual program reviews, and, in collaboration with the Budget and Planning Committee, incorporate the recommendations and commendations resulting from program review validation into the CMP. Each program review cycle will culminate in the IPRC's annual review and validation of the process, as well as assessment of the aggregate results of program review college-wide.

To promote and sustain a culture of evidence and sustainable, continuous, quality improvement, the college will establish an Office of Institutional Research and Grants. This office will be responsible for developing and having administrative oversight over systems including all data and research necessary to conduct consistent, systematic and timely evaluations of the integrated institutional plan and all related components, including the CMP and program review, using

quantitative and qualitative data. The office will also be responsible for clearly and effectively communicating these results to all college constituents.

1-D: Complete the Education (Comprehensive) Master Plan and begin implementation. In addition, the college must demonstrate that decisions regarding priorities result from stated institutional goals and are linked to an integrated institutional plan and its related planning components.

Resolution:

In March 2010, a task force of Budget and Planning Committee and Academic Affairs Committee began the process of searching for master planning consultants to work with the district to develop the CMP. [E-4] During April and May 2010, the team members and consultants were chosen and two organizational meetings took place to outline the procedure for developing the CMP. During this time, the CMP web portal was set up to allow input and feedback from the entire college community. Team members discussed and outlined the elements to be included in the data profile.

[E-6, E-7]

During July, August, and September 2010, the administrative co-chairs of the CMP team and the Deans Roundtable worked with the educational plan consultants to develop the elements to be included for the education plan analysis, and to discuss the district's growth projection. [E-20] In addition, the CMP team held their second general meeting to discuss All College Day. [E-21] At the All College Day meeting on August 16, 2010, just prior to the opening of the fall semester, the CMP consultants presented the proposed outline and projected timeline for the CMP to all members of the college community. [E-22] All information presented at the All College Day meeting is posted to the CMP password protected portal site at https://portal.miracosta.edu/Pages/welcome.aspx. [E-23]

On August 27, 2010, following the All College Day meeting, the consultants emailed all college email users inviting them to join the consultants and the CMP team for a review session to learn about the data elements that would be included in the Educational Plan to categorize each instructional discipline. Two session times were listed in the invitation, with the first session videotaped and a link provided to the tape on the CMP website. [E-24]

In September 2010, the consultants distributed the first draft of the educational plan's data portfolio (Chapter Two). A draft of the descriptions/analyses of instructional disciplines and student services was distributed to deans, department chairs, and directors on September 8, 2010. On September 10, it was distributed for college-wide review. On September 13, the consultants held an open forum to review the data contained in the draft. Following this period of review, the college community at large provided feedback to the consultants and the CMP team. The educational plan consultants edited the draft, incorporating suggestions and clarifying areas of confusion. [E-20, E-25]

Also in September, the consultants held an open forum to introduce and receive feedback on the proposed institutional goals and objectives. On September 21, 2010, the Board of Trustees met in a workshop to review the CMP timeline and the progress made to date, and to provide input and observations. [E-26]

In October 2010, stakeholders reviewed and provided feedback to the second draft of the descriptions/analyses of the educational plan. During the first week of November 2010, Chapter 1 (Background), Chapter 2 (Profile of the District Community and Students) and Chapter 3 (Instructional Disciplines and Student Services) were distributed for college-wide review. Open forums were held to review and discuss institutional goals and objectives, and the Board of Trustees held other workshops to review the data in the educational plan. [E-27, E-28, E-29, E-30]

Also during November, Chapters 1-4 (Institutional Goals and Objectives) were distributed for college-wide review. [E-31, E-32, E-33, E-35, E-36] The Board of Trustees held a workshop on November 16, 2010 to review the progress of and provide feedback for the CMP. [E-34]

On December 8, 2010, Dr. Rodriguez hosted a Report to the Region, where he discussed the CMP with members of the public. [E-37] Educational plan consultants in concert with college personnel conducted a workshop to present a status report and request conceptual endorsement of the educational plan. [E-4]

A follow-up review of the institutional goals, with a specific emphasis on sustainability, occurred with members of the President's Circle on February 10, 2011. [E-43]

Analysis:

Although the Board of Trustees will not approve the CMP until fall 2011, significant progress has been made in the completion of the educational plan and development of the integrated planning manual, as well as facilities planning. Portions of the plan are being implemented as evidenced by use of the educational plan data and drafts in budget and course schedule development in spring of 2011. As described in detail earlier in this response, linkages between program review and the budget development processes are in place. Program development plans are prioritized and approved by district constituencies in a collegial process, based on the district's mission, vision, and core values, especially as embodied in the developing CMP.

Plans and projects to fulfill the five institutional strategic goals and the related strategic objectives in chapter four of the CMP, the final chapter of the education plan, are already underway. Examples include:

- A divisional advisory committee, Sustainability Advisory Committee, was established to advise the college superintendent/president on ways to fulfill the strategic objective "Become a model for environmental education and sustainability" (under Institutional Strategic Goal #1) [E-38].
- An Academic Senate advisory committee, MiraCosta Online Educators (MOE) was formed in fall of 2010. Working with Academic Affairs Committee (AAC), Academic Senate Council (ASC), and appropriate members of the administration, MOE has begun the process of finalizing and gaining approval for the Online Education Plan. Representatives of MOE, ASC, and AAC have worked with the superintendent/president, vice presidents and the dean of AIS to develop a faculty director of online education position to begin on July 1, 2011. Thus implementing the strategic objective, "Implement a pre-eminent online education program that effectively supports student success" (Institutional Strategic Goal #1). [E-39]

- All College Day of spring 2011 began with an invited speaker and breakout sessions focused on student success strategies and challenges. Related activities and study of best practices will take place throughout the semester, leading up to an April 29, 2011 day-long Student Success Summit, with follow-up activities running through fall of 2011, as the college strives to "Develop and implement strategies to improve student retention" (an objective under Institutional Strategic Goal #2). [E-40]
- A task force comprised of members of BPC and IPRC is developing an integrated planning manual in spring of 2011, as described in an objective under Institutional Strategic Goal #3.
- With the January 21, 2011, full Academic Senate approval of additional language in the criteria for evaluation of full-time faculty, the college has already implemented the strategic objective "Integrate participation in the development and assessment of student learning outcomes into faculty evaluations" under Institutional Strategic Goal #3. [E-41]

Additional Plans:

The Board of Trustees supported the CMP's educational plan component at its February 15, 2011 meeting. [E-4, E-42] Completion of this educational plan, as part of the integrated institutional strategic plan, will allow members of the college to begin demonstrating that prioritizing decisions is a result of institutional goals and objectives, as described in the educational plan. Departments will utilize the college-wide standard addressing these linkages as they prioritize and prepare their program development plans in the program review process in preparation for the 2011-2012 budget cycle. The educational plan will be implemented throughout the development of the facilities plan by providing both the data and the strategic goals and objectives that guide facilities planning.

Evidence

Evidence-1	Accrediting Commission Letter, June 30, 2010
Evidence-2	Board Policy 3250
Evidence-3	Administrative Procedure 3250 and attachment
Evidence-4	Proposed CMP Timeline
Evidence-5	List of CMP Members
Evidence-6	Agenda, first meeting of CMP, May 7, 2010
Evidence-7	Minutes, first meeting of CMP, May 7, 2010
Evidence-8	http://www.miracosta.edu/Governance/BPC/MiraCostaMasterPlanProject.htm
Evidence-9	Budget and Planning Committee memo, August 27, 2010
Evidence-10	Program Review Standards
Evidence-11	Email from Dr. Rodriguez
Evidence-12	Board Policy and Administrative Procedure 3420
Evidence-13	Administrative Procedure 4103
Evidence-14	Vice President Student Services, oral interview
Evidence-15	Board Policy and Administrative Procedure 5120
Evidence-16	Board Policy and Administrative Procedure 5150
Evidence-17	CMP Progress Report, #1, August 20, 2010
Evidence-18	Memo to EMP Team from E. Conrad, September 10, 2010
Evidence-19	Proposal Outlining Institutional Program Review Committee, December 2010 and January 2011
Evidence-20	Agendas, Deans' Round Table, July 7, September 1, September 22, October 6, 2010
Evidence-21	Agenda, CMP Team Meeting #2, August 16, 2010
Evidence-22	Hard copy: Power Point Presentation at All College Day, August 16, 2010
Evidence-23	https://portal.miracosta.edu/Pages/welcome.aspx.
Evidence-24	Email, CMP Invitation, August 27, 2010
Evidence-25	Agenda, CMP Meeting, #3, September 17, 2010
Evidence-26	Agenda, Board of Trustees Meeting, September 21, 2010
Evidence-27	PowerPoint, October 8, 2010
Evidence-28	Memo, EMP Team, October 12, 2010
Evidence-29	Agenda, CMP Meeting #4, October 15, 2010
Evidence-30	Appointment Schedules Regarding CMP/EP, September and October, 2010

Evidence-31	Email, Distribution of CMP/EP, Chapters 1-3, November 5, 2010
Evidence-32	Email, Distribution, CMP Institutional Goals and Objectives, November 8 2010
Evidence-33	Agenda, CMP Meeting #5, November 6, 2010
Evidence-34	Agenda, Board of Trustees Meeting, November 16, 2010
Evidence-35	Agenda, CMP Meeting #6, December 17, 2010
Evidence-36	Email, Distribution Chapters 1-3, All-users, November 30, 2010
Evidence-37	Invitation to attend Report to the Region, December 8, 2010
Evidence-38	Cabinet Document on Sustainability Advisory Committee
Evidence-39	Agenda of Academic Senate Council Meeting, January 28, 2011
Evidence-40	All College Day Planning Memo, January 21, 2011
Evidence-41	Approved Changes to Professional Growth and Evaluation Criteria (approved by Academic Senate on January 21, 2011)
Evidence-42	Agenda, Board of Trustees Meeting, February 15, 2011
Evidence-43	Invitation to February 10, 2011 President's Circle
Evidence-44	Board Retreat Agenda, March 5, 2011
Evidence-45	Comprehensive Master Plan



ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES

10 COMMERCIAL BOULEVARD SUITE 204 NOVATO, CA 94949 TELEPHONE: (415) 506-0234 FAX: (415) 506-0238 E-MAIL: accjc@accjc.org www.accjc.org

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Vice President GARMAN JACK POND

Associate Vice President LILY OWYANG June 30, 2010

Dr. Francisco Rodriguez Superintendent/President MiraCosta College One Barnard Drive Oceanside, CA 92056

Dear President Rodriguez:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 9-11, 2010, reviewed the institutional Self Study Report and the report of the evaluation team which visited MiraCosta College Monday, March 1-Thursday, March 4, 2010. The Commission took action to reaffirm accreditation, with a requirement that the College complete two Follow-Up Reports. Both reports will be followed by a visit by Commission representatives.

The Commission requires that the first Follow-Up Report be submitted by March 15, 2011. The Follow-Up Report should demonstrate the institution's resolution of the recommendation as noted below:

Recommendation 1: In order to meet the standards, the Team recommends that the college (I.A.4, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, III.A.6, III.B.2.a, III.B.2.b, III.C.1.c, III.C.2, III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d, III.D.3, ER 19):

- Implement, align, and integrate various college plans into a fully integrated institutional plan that advances a defined mission statement
- Develop specific, measurable, realistic and time-bound objectives in relation to clearly stated institution-wide goals that are understood college-wide and represent the foundation of the integrated institutional plan.
- Conduct consistent, systematic and timely evaluations of the integrated institutional plan and its related components based on analysis of both quantitative and qualitative data and ensure the results are communicated and understood by college constituents. Further, in order to promote and sustain a culture of evidence and improve institutional effectiveness, the college should implement an ongoing method of measuring and evaluating its effectiveness in achieving stated institutional performance objectives and student learning outcomes.

Dr. Francisco Rodriguez MiraCosta College June 30, 2010 Page Two

• Complete the Education Master Plan and begin implementation. In addition, the college must demonstrate that decisions regarding priorities result from stated institutional goals and are linked to an integrated institutional plan and its related planning components.

With regard to Recommendation 1 above, the Commission notes the need for MiraCosta College to place significant emphasis on college wide, integrated planning that is data-driven and which informs institutional decision making.

The second Follow-Up Report should be submitted by March 15, 2012 and should demonstrate the institution's resolution of the recommendations as noted below:

Recommendation 2: In order to meet the standard and achieve the proficiency level by 2012, the Team recommends that the college develop comprehensive reports to clearly demonstrate the ongoing, systematic review of student learning outcomes (I.B.1, II.A.2.e, II.A.2.f, II.B.4, II.C.2).

Commission Concern: The Commission expects that institutions meet standards that require the identification and assessment of student learning outcomes, and the use of assessment data to plan and implement improvements to educational quality, by fall 2012. The Commission therefore requests that the College include in its 2012 report information that demonstrates the College has met these standards. (Standards I.B.1, II.A.2.e, II.A.2.f, II.B.4, and II.C.2)

Recommendation 3: In order to meet the standard, the Team recommends that the college formalize in writing participation in student learning outcomes and assessment as a stated component of the evaluation process for faculty and others directly responsible for student progress for achieving stated student learning outcomes (III.A.1.c).

Recommendation 4: In order to meet the standard, the Team recommends that the college develop a process to evaluate the integrity and effectiveness of its new governance structure and use the evaluation results as the basis for improvement (IV.A.2.5).

I wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with standards or on sanction are expected to correct deficiencies within a two-year period or the Commission must take action to terminate accreditation. MiraCosta College must correct the deficiencies noted by **June 2012** or the Commission will be compelled to act.

All colleges are required to submit a Midterm Report in the third year after each comprehensive evaluation. MiraCosta College should submit the Midterm Report by March 15, 2013.

Dr. Francisco Rodriguez MiraCosta College June 30, 2010 Page Three

The Midterm Report describes resolution of any team recommendations made for improvement, includes a summary of progress on College-identified plans for improvement as expressed in the Self Study Report, and forecasts where the College expects to be by the time of the next comprehensive evaluation.

The College conducted a comprehensive self study as part of its evaluation. The Commission requires that the plans for improvement of the institution included in its self study efforts be used to support the continuing improvement of MiraCosta College. The next comprehensive evaluation of the College will occur during Spring 2016.

The recommendations contained in the Evaluation Team Report represent the observations of the evaluation team at the time of the visit. The Commission reminds you that while an institution may concur or disagree with any part of the team report, the College is expected to use the Evaluation Team Report to improve the educational programs and services of the institution.

A final copy of the Evaluation Team Report is attached. Additional copies may now be duplicated. The Commission requires you to give the Evaluation Team Report and this letter dissemination to your College staff and to those who were signatories of your institutional Self Study Report. This group should include the campus leadership and the Board of Trustees. The Commission also requires that the Evaluation Team Report and the Self Study Report be made available to students and the public. Placing copies in the college library can accomplish this. Should you want an electronic copy of the report, please contact Commission staff.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,

Barbara A. Beno, Ph.D.

Bulaca a Sere

President

BAB/tl

cc: Dr. Pam Deegan, Accreditation Liaison Officer Board President, MiraCosta Community College District Dr. Andreea Serban, Team Chair

Enclosure

The superintendent/president shall ensure that the MiraCosta Community College District has and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.

The planning system shall include plans required by law, including but not limited to:

- A. Comprehensive Master Plan (including an Educational Plan and a Facilities Plan)
- B. Equal Employment Opportunity Plan
- C. Student Equity Plan
- D. Matriculation Plan
- E. Transfer Center Plan
- F. Experiential Education Plan
- G. Extended Opportunity Programs and Services (EOPS) Plan
- H. Technology Plan

The superintendent/president shall submit to the Board of Trustees those plans for which Title 5 requires board approval.

The superintendent/president shall inform the board periodically about the status of planning and the various plans and ensure the board has an opportunity to assist in developing the general institutional mission and goals for the Comprehensive Master Plan.

See Administrative Procedure 3250.

ADMINISTRATIVE PROCEDURE

Institutional planning processes shall be broad-based, comprehensive, systematic, and integrated into all aspects of decision making within the district with the fundamental purpose of fulfilling the mission, vision, and core values of MiraCosta College. Datadriven comprehensive master planning for the district and annual program-review processes for all programs and services shall provide the basis for institutional planning.

The initial recommendation for integrating institutional planning rests with the Budget and Planning Committee, the Business and Administrative Services Division, and the Office of Institutional Research, as noted in the individual board policies and administrative procedures cited below.

Institutional planning processes shall be submitted to the California Community College (CCC) System Office when required.

Processes for developing, reviewing, updating, approving, and implementing plans and processes include:

- A. Comprehensive Master Plan (CMP)
 - 1. Reviewed annually and updated every five years by the Budget and Planning Committee. The updated CMP will be approved by all governance councils as a recommendation to the superintendent/ president.
 - Implemented continuously via the annual program review process and the annual budget development process, as well as planning and budgeting within each division of the college.
- B. Program Review Process
 - Reviewed and updated annually by the Budget and Planning Committee, Institutional Program Review Committee, and the Academic Affairs Committee as a recommendation to the Academic Senate Council; approved by the Academic Senate Council as a recommendation to the superintendent/president.
 - 2. Implemented annually by all programs and services.

MiraCosta Community College District

Page 1 of 8

Effective Date:

4/6/10, 2/8/11

References:

Accreditation Standard I.B

- C. Program Review/Budget Development Linkage Process (attached)
 - 1. Reviewed annually and updated as needed by the Budget and Planning Committee and the Institutional Program Review Committee as a recommendation to the Academic Senate Council; approved by the Academic Senate Council as a recommendation to the superintendent/president.
 - 2. Implemented annually by all programs and services and supervised by the Budget and Planning Committee.
- D. Budget and Planning Calendar
 - Established and approved annually by the Budget and Planning Committee.
- E. Sequential Resource Allocation Funding Process (see below)
 - Reviewed and implemented annually and updated and approved as needed by the VPBAS in consultation with the Budget and Planning Committee.
- F. Equal Employment Opportunity Plan (see Board Policy and Administrative Procedure 3420)
- G. Student Equity Plan (see Board Policy and Administrative Procedure 5300)
- H. Matriculation Plan (see Board Policy and Administrative Procedure 5050)
- I. Transfer Center Plan (see Board Policy and Administrative Procedure 5120)
- J. Experiential Education Plan (see Board Policy and Administrative Procedure 4103)
- K. EOPS Plan (see Board Policy and Administrative Procedure 5150)

Program Review to Budget Development Linkage Process

Program development plans are prioritized and approved by district constituencies in a collegial process, based on the district's mission, vision, and core values, especially as embodied by the district's Comprehensive Master Plan (CMP).

Process Overview

- A. The program review to budget-development linkage identifies the funding requests to be granted by reviewing and prioritizing the program-development plans to which the funding requests are attached. The Budget and Planning Committee (BPC) recommends to the Vice President, Business and Administrative Services (VPBAS), which funding requests should be granted, based on the rankings of program development plans by the divisional review and plan review groups.
- B. Program-development plans and their associated funding requests are developed by program personnel, in consultation with deans/managers and recorded in PERCY.
- C. All program development plans are reviewed and prioritized in this process:
 - Divisional review stage—all program-development plans (with or without associated funding requests) are reviewed and prioritized by their respective divisions: Instructional Services Division, Student Services Division, Business and Administrative Services Division, the Office of the President.
 - Technical review stage—all program-development plans with associated funding requests are reviewed by the Technical Review Subcommittee of BPC to determine the true costs of funding requests, including benefits, total cost of ownership, etc.
 - 3. Plan review stage—program-development plans with funding requests are divided into two categories for review by the plan review groups: Instructional Plan Review Group and Support Service Plan Review Group. The divisional review group rankings will be given appropriate weight by the plan review groups as they develop their prioritized lists of program-development plans.
 - Governance Council review stage—the prioritized lists from the plan review groups go to the governance councils for review and approval: Academic Senate Council, Classified Senate Council, and Administrative Council.
 - 5. Budget and Planning Committee (BPC) stage—the prioritized lists of program- development plans and their associated funding requests are reviewed by BPC, which creates one ranked list of all program-development plans with associated funding requests. BPC then makes recommendations to the VPBAS concerning which funding requests should be granted (except for requests for faculty growth positions—see #4 below).

- 6. Final funding stage—the VPBAS carries the funding-request recommendations to the superintendent/president, who makes the final determination of which requests will be funded. The VPBAS incorporates the approved funding requests into the district's proposed operating budget.
- D. Funding requests for full-time, faculty-growth positions are reviewed and prioritized, based on the program-development plans to which they are attached, by a process that ensures the Academic Senate maintains primary responsibility:
 - Technical review stage—as described in #3 above.
 - 2. Plan review stage—the Academic Affairs Committee (AAC) is the plan review group.
 - 3. Academic Senate Council (ASC) stage—the faculty-growth position request rankings are reviewed and approved by the ASC.
 - 4. Final stage—the president of the Academic Senate will consult with the superintendent/president who will determine the final list of faculty-growth position requests to be funded.

Note: the divisional review stage and the Budget and Planning Committee stage are not included in this process.

Description of Stages

A. Divisional Review Stage

- 1. The purpose of the divisional review stage is to provide for senior division administrators, in consultation with other employee groups represented in their divisions, to:
 - a. Identify and prioritize those program-development plans that are most in keeping with the needs of the division.
 - b. Identify plans that include funding requests that will be financed using funds other than the program-development funds.
 - c. Identify plans that may be integrated.
 - d. Identify plans that require additional funding requests and initiate those funding requests, including ensuring the highest priority plans go to the technical review stage.
- 2. The divisional review stage will include appropriate representation from the employee groups within the division:
 - a. The chair of the divisional review group should be the senior administrator in the division, wherever possible.

- b. Members of the divisional review groups will be appointed by the chairs of the divisional review groups, in consultation with the appropriate council leaders.
- 3. All program development plans will go through the divisional review stage:
 - a. Program-development plans that do not have associated funding requests, and are not deemed by the divisional review group to need funding requests, will not continue any further in the budgetdevelopment process.
 - b. All program-development plans that have associated funding requests, or are deemed by the divisional review group to need funding requests, will proceed through the technical review, plan review, and BPC stages of the budget-development process, and no funding requests will be removed from these plans.

B. Technical Review Stage

- 1. The purpose of the technical review stage is to more accurately identify the complete cost of the highest-priority funding requests, including such things as:
 - a. Employee benefits for growth positions.
 - b. Total cost of ownership (TCO) for equipment, etc.
 - Additional items associated with funding requests that were not included in the submitted program-development plans, such as new computers for requested faculty-growth positions, etc.
- 2. The technical review stage will occur between the end of the divisional review stage and the beginning of the plan review stage.
- The technical review group is a subcommittee of the Budget and Planning Committee.
 - a. It is chaired by the VPBAS or designee.
 - b. It will include representatives of all employee groups, particularly those who have strong experience in the areas of budget, finance, TCO, etc.

C. Plan Review Stage

- 1. The purpose of the plan review stage is to review and rank programdevelopment plans.
- 2. In the plan review stage, program-development plans will be divided into two categories and will be ranked by two separate plan review groups—the Instructional Plan Review Group and the Support Services Plan Review Group.

- a. Plans that primarily involve the instructional mission of the college, including but not limited to the following examples, are Instructional Plans:
 - (1) Curriculum
 - (2) Expansion of existing instructional programs
 - (3) Addition of new instructional programs
 - (4) Creation and implementation of instructional projects
- b. Plans that primarily involve services that support the instructional mission of the college, including but not limited to these examples, are Support Services Plans:
 - (1) Expansion of existing support services programs
 - (2) Addition of new support services programs
 - (3) Creation and implementation of support services projects
- 3. The plan review groups will consist of a combination of members of college governance committees, divisional review groups, and department chairs appointed by BPC.
 - a. The Instructional Plan Review Group will consist of members from the Academic Affairs Committee, Courses and Programs Committee, department chairs, and the Instructional Services Division Review Group.
 - b. The Support Services Plan Review Group will consist of members from Student Affairs, the Campus and Community Relations Committees, and from Student Services, Business and Administrative Services, Instructional Services, and the President's Office Divisional Review Groups.
 - c. The plan review groups may include additional resource persons, as the groups deem appropriate.

The chair of each plan review group will be chosen by its members.

D. Governance Council Review Stage

Academic Senate, Classified Senate, and Administrative Councils review and approve the prioritized lists of program-development plans from both plan review groups.

E. Budget and Planning Committee Stage

The Budget and Planning Committee (BPC) creates one prioritized list of program- development plans from the two lists developed by the plan review groups and approved by the governance councils.

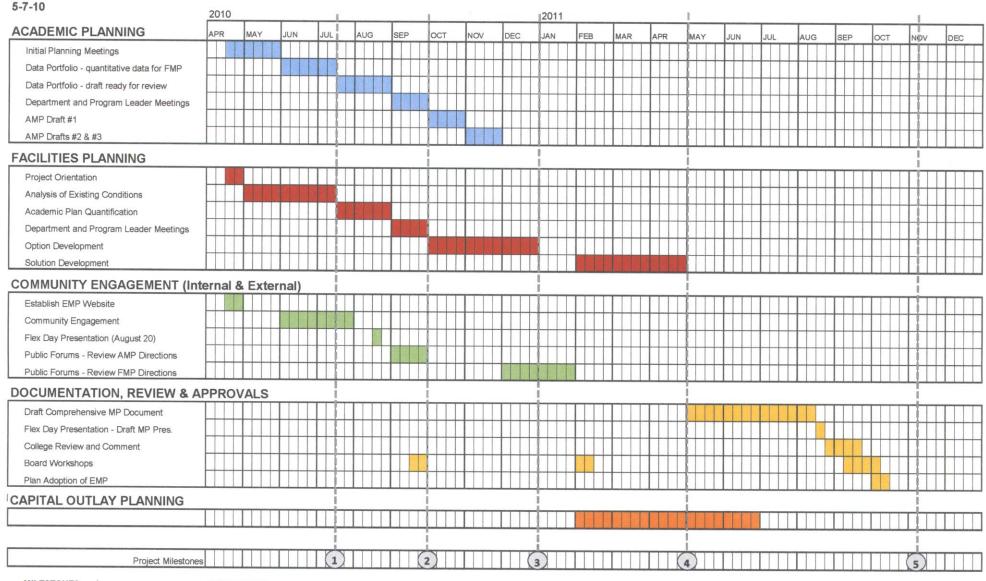
- 1. BPC develops a prioritized list of requests to be funded as a recommendation to the VPBAS based on available funds.
- 2. Faculty-growth-position requests to be funded will be identified in a separate process, described elsewhere in this document

F. Final Funding Stage

The VPBAS carries the funding-request recommendations to the superintendent/ president, who will make the final determination of which requests will be funded. The VPBAS incorporates the funded requests into the district's proposed operating budget. BPC votes to recommend the budget to the Administrative Council for approval and then to the superintendent/president, before it goes to the Board of Trustees for adoption.

	Sequential Resource Allocation Formula
start	Total Funds Available for Distribution
less	Board Reserves
less	Fixed Costs
	Permanent employee compensation
	Utilities, contracts, debt, insurance, etc.
less*	Internally Designated Ongoing Costs
	Equipment replacement, technology replacement, etc.
	(note: Indirect Cost accounts divisionally institutionalized in 09/10)
less*	Prior year level of operating budgets reflecting inter-divisional
	Program Review reallocations
equals	Net Funds Available for Distribution
less*	Program Review A - Full-time faculty standard
	Growth full-time faculty from Program Review as approved by President
less*	Program Review B - Academic schedule based on Program Review
	Costs associated with the Board-approved percent increase
	of the instructional schedule based on Program Review
equals	Discretionary Funds Available
less	Increase other operating accounts by CPI
less	Program Review C - Nonfaculty program review standards
less	Increase to Ending Balance
equals	Nothing Remaining
*	If a negative amount must start over from the top

MiraCosta College Master Plan - PROPOSED TIMELINE



MILESTONES

- 1 Quantified AMP data
- 2 Qualified AMP information
- 3 Preliminary FMP Recommendations
- 4 Developed FMP Recommendations
- 5 Comprehensive EMP

DELIVERABLE

Enrollment and WSCH Data Academic Priorities/Initiatives Preferred Option for each site

Project scopes, ROM budgets and preliminary phasing

Final approved EMP document





MiraCosta Community College District Comprehensive Master Plan 8-19-10

8-19-10	SP	RING		SUMM	ΞR		F	ALL					SPRIN	G		}	SUMN	/ER	1		F	ALL	
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Five Year Construction Plan, IPPs, FPPs						100																	





List of CMP Members

Members of the Academic Senate

Patrick Connolly (Instructor, Administration of Justice)

Keith Cunningham (Instructor, Biology)

Keith Dunbar (Instructor, Math)

Marti Essman (Instructor, Nursing/Allied Health)

Robert Fulbright (Instructor, Kinesiology)

Myla Stokes Kelly (Librarian)

David Massey (Instructor, Dance/Performing Arts)

Louisa Moon (Instructor, Philosophy and Academic Senate President)

Sylvia Ramirez (Instructor, Non-credit ESL)

John Thomford (Instructor, Biology)

Steve Vail (Instructor, Automotive Technology)

Connie Wilbur (Director, Disabled Students Programs and Services)

Mark Yeager (Instructor, Chemistry): Co-chair

Members of the Classified Senate

Abdy Afzali (Instructional Computing Coordinator)

Tim Dow (Campus Police Sergeant)

Trudy Fore (Class Schedule/Information Specialist)

Catherine Halmay (Secretary, Health Services and Classified Senate President)

Lori Schneider (Administrative Secretary, Academic Information Services)

Melanie Seibert Haynie (Administrative Secretary)

Peggy Stroika (Buyer)

Members of the Administrative Council

Jim Austin (VP, Business and Administrative Services): Co-chair

Cheryl Broom (Interim Director, Marketing and Communication)

Kimberly Coutts (Director, Institutional Research)

Pam Deegan (VP, Instructional Services): Co-chair

Dick Robertson (VP, Student Services)

Mario Valente (Dean, Academic Information Services)

Alketa Wojcik (Community Learning Center, Associate Dean of Student

Services)

Member of the Associated Student Government

Adam Frye (Associated Student Government President)

Key Resource Appointees

Sally Foster (Dean, San Elijo Campus)

Tom Macias (Director, Facilities)

MiraCosta College Master Plan Team Meeting

May 7, 2010

AGENDA:

1.	Introductions	
II.	Charge and Role of the Master Plan Team	
III.	Proposed Process and Timeline	
IV.	Master Plan Vision and Goals	
V.	Document Organization and Title - OPTIONS	
VI.	Data Portfolio Outline - DRAFT	
VII.	Next Steps	
PARKING LO	(Place here any unscheduled agenda items that are presented before or during d of the meeting if there is time to address the issues, or if it will be carried-over to the	ng the meeting – it will be e next meeting)
Parked Topic 8	Details	Meeting Action

NEXT MEETING DATE: To be determined.

CONFIRMATION OF INDIVIDUAL ACTION PLAN ITEMS:





MEETING ACTION PLAN

ACTION ITEM:	 DATE DUE:





Meeting Minutes

Meeting #: 1

Date: 5/7/10

Present:

Abdy Afzali, Jim Austin, Patrick Connolly, Kimberly Coutts, Keith Cunningham, Pam Deegan, Tom Dow, Trudy Fore, Sally Foster, Robert Fulbright, Catherine Halmay, Melanie Haynie, Louisa Moon, Sylvia Ramirez, Peggy Stroika, John Thomford, John Towers, John Turbeville, Steve Vail, Alketa Wojcik, Mark Yeager (MiraCosta)

Eva Conrad (CCBT)
Deborah Shepley (HMC)

Project

Name:

MiraCosta College

Project #:

5011001-000

Subject:

Master Plan Team Meeting

Items

Discussed:

1.1 Introductions:

1. Members of the Master Plan team introduced themselves, identified the group they represent and their interest in participating in this team.

1.2 Charge and Role of the Master Plan Team:

- 1. Jim Austin led a dialogue to articulate the Master Plan Team charge, responsibilities and ground rules.
 - a. What are we?
 - Big picture, whole district perspective
 - Two-way communication
 - · Clear communication; no surprises
 - Historical perspective, institutional memory
 - Ensure right people are involved
 - First readers of the plans
 - Education to create realistic plans based on data

b. What we are not:

- Small
- Decision making
- No "looking for pork"

c. Ground Rules:

- Be open and collegial
- · Use data to driven decisions
- Identify your hat (who you represent) when making a point; this is the two-hat theory;
 each of us represents the entire District as well as a particular constituency
- · No confidential information; no secrets
- Be transparent, but aware of how information will be received outside of the Master Plan Team
- Be topic based, not personality based
- Be direct

1.3 Proposed Process and Timeline:

- 1. The consultants Deborah Shepley (HMC Architects) and Eva Conrad (CCBT) led a review of the proposed process and timeline for the development of the Master Plan. The ensuing group discussion of specific points yielded this change to the proposed process and timeline: to add a review by the College's four (4) Councils at each of these project benchmarks:
 - Data portfolio and strategic directions for planning are ready for campus review (mid-September).
 - Academic Master Plan draft #2 is ready for campus review (October).
 - Facilities Master Plan recommendations are ready for campus review (May).
- 2. The group discussed the communication protocol for this master planning process:
 - A Master Plan Group Portal will be established and used for the sharing of timelines, meeting minutes and draft documents.
 - Gail Shirley will take the lead on setting this up and will post the material developed during the planning process.
- 3. The steps in the Master Plan process to be completed prior to the next Master Plan Team meeting are:
 - · Set up the Master Plan Group Portal.
 - Conduct interviews with community and on-campus stakeholders.
 - Draft the data portfolios.
 - Analyze existing site and facilities conditions.

1.4 Measures of Success:

1. The Master Plan Team discussed what they considered to be key indicators of success. This generated the following responses:

Success:

- a. Data driven process with solid conclusions
- b. Expanded awareness of MiraCosta College
- c. Clear identification of what MiraCosta College will be
 - At full build out
 - When it grows up
- d. Serves as a solid foundation
- e. Includes knowledge of how to use the Master Plan
- f. Links to program review
- g. Driven by community/student needs (diverse needs)
- h. Inclusive process
- i. Logical integration of academic and facilities planning clear connection
- j. Match to mission/vision
- k. End product has buy-in and support
- I. MiraCosta College become known by the community
 - As the college of choice
 - For academic excellence (Transfer, CTE, Basic Skills)
- m. Shared understanding of MiraCosta identity
- n. Identification of tools to support instructions/faculty
- o. Usable and living document; easy to implement
- p. Solid foundation for funding
- g. Educational and contextual
- r. Assists in prioritization
- s. Useful as a communication tool in a variety of venues

1.5 Document Organization and Title – Options:

- 1. The team discussed the pros and cons of optional formats for the final documents and titles.
- 2. The final document could be a series of stand-alone documents or could be chapters in one large document. The final format will be electronic for ease of access and reduced printing.
- 3. Following discussion of the options, the group's recommendation for a title of the complete document is "MiraCosta Master Plan".

- 4. The group discussed that within the complete document, the title "Academic Master Plan" is confusing given that:
 - a. The college has a long history of a document with this title.
 - b. The title does not include student services.
- 5. The group will return to the issues of document organization and title during the August meeting.

1.6 Data Portfolio Outline – Draft:

1. An outline of the elements to be included in the data portfolio was distributed with the request that the outline be shared with constituent groups and that suggested changes/additions to the outline are sent to Kimberly Coutts, Director of Institutional Research, within two weeks.

1.7 Next Steps:

- 1. The Master Plan group portal will be set up.
- 2. The draft schedule and date portfolio will be posted on the portal.
- 3. The Master Plan team will solicit feedback on the draft data portfolio outline within two weeks.
- 4. The Master Plan team will receive the date portfolio electronically by Friday, August 13th.

The above notes document our understanding of items discussed in the above-referenced meeting. Unless notice to the contrary is received, the notations will be considered acceptable and HMC will proceed with work based on these understandings. Any discrepancies should be brought to our attention within seven (7) working days of receipt.

Submitted by,

Submitted by,

Deborah Shepley, AIA, LEED[®]AP HMC Architects

Eva Conrad, Ph.D. CCBT

DS:II

Next Meeting Date: August 16, 2010, 10:00 to 12:00

cc:

Distribution by College

File:

MM-MI



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MiraCosta Comprehensive Master Plan Project



THE MIRACOSTA COMPREHENSIVE MASTER PLAN PROJECT

- MiraCosta Comprehensive Master Plan Project
- MiraCosta Master Plan Team
- Meeting Agendas/Minutes
- Documents
- Announcements
- The MiraCosta Community College District has begun its Comprehensive Master Plan project by hiring consultants for the Educational Plan and the Facilities Plan. The consultants will work together with the MiraCosta Master Plan Team to prepare, produce and recommend approval by the Board of a comprehensive master plan to guide the education of our students, service to our communities, and planning for facilities to support these endeavors.
 - ▶ Comprehensive Master Plan Schedule (rev 8.19.10) (PDF)
 - ▶ Educational Plan Data Elements Review Session (VIDEO)

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TO: MiraCosta Budget & Planning Committee BPC)

FROM: Jim Austin and Mark Yeager, BPC Co-chairs

DATE: August 27, 2010

SUBJECT: Program Review Linkage to Resource Allocations – PERCY Updates and Decisions

Needed to Move Forward

The purpose of this memo is twofold:

 Update BPC on enhancements that have already been made to PERCY based upon input over the summer

Solicit recommendations from BPC on questions that must be answered before any
further programming can be done. If the questions are not answered very, very soon
PERCY will not be ready in time for the district to adequately prepare for the
accreditation follow-up visit in the spring.

Enhancements that have already been made to PERCY

- 1. Restriction to a single development plan per each program standard—the reviewer states what needs to be addressed in the standard review and then proposes a plan to address that need in the program development plan.
- 2. Ability to attach multiple funding requests to a single development plan--each funding request remains singular, but multiple requests (supplies, equipment, people) can now accompany a single plan.
- 3. Ability to reference other standards in support of a funding request.—each funding request will contain a "see also" checkbox section that will allow the user to refer the reader to other portions of the program review to justify a request for funding.
- 4. Divisional review and ranking phase--divisional reviewers and evaluators will be able to rank and comment upon each development plan within the division (ranking will be both categorical and by relative position within that category). This step has been included in the timeline to be presented to BPC today.
- 5. Technical review phase--the program will allow for an expert cost analysis to be entered for each funding request. This step has been included in the timeline to be presented to BPC today.

Three additional proposed modifications for which clarification is necessary and authorization pending

A. What to do about the budget review groups? What if anything is their role?

<u>Background:</u> Currently PERCY output to the BPC evaluation stage is aligned to the budget review groups, which last year were configured according to the typology of funding requests-faculty, staff, equipment, technology, supplies, facilities and administrators. In the upgraded version of PERCY, funding requests are clustered, tied to a single development plan. In addition, the system adds (as above) a) divisional ranking and commentary to each development plan, b) technical cost assessment of each funding request, c) linkage of funding requests to other program review standards where the rationale for funding is also addressed.

The question: Thus the question arises as to what, exactly, is to be evaluated at the BPC phase, what groups will conduct that evaluation, and what PERCY output is necessary to provide those groups with what they need to conduct those evaluations. Will the groups continue to focus on a specific subset of funding requests, or will the review groups be reconfigured to focus on a subset of program development plans with their attendant funding requests, or will an entirely different procedure be used. We need to design the necessary PERCY output to be sent to the BPC groups to make sure that those groups receive the information they need in the form they need it: what PERCY fields are to be included, in what order, and assembled into what sets? And what is to be the nature and form of PERCY input subsequent to actions by the BPC groups?

Recommendation:

Option #1: All program improvement plans that request additional resources should go to the seven review groups identified last year. With the exception of faculty hiring, the role of each review group will be to review its category of resource within each program improvement request and route back to BPC for each request the review groups concerns and comments. BPC shall consider those feedbacks in its final prioritization of the requests. Faculty hires will actually be ranked by the committee for recommendation to the superintendent/president.

Option #2: All program improvement plans that request additional resources should go to Technical Review Team. After Technical review Team will ensure that the proposals are complete and then route each proposal to any review committee that has a component in the proposal. That means that if a proposal has multiple categories, such as classified staff and equipment, it would go to multiple review groups. With the exception of faculty hiring, the role of each review group will be to review its category of resource within each program improvement request and route back to BPC for each request the review groups concerns and comments. BPC shall consider those feedbacks in its final prioritization of the requests. Faculty

hires will actually be ranked by the committee for recommendation to the superintendent/president.

B. How to link district and divisional mission, goals and values to each of the program reviews?

<u>Background:</u> PERCY does not include a mechanism for linking college or divisional goals, missions, values to each of the programs being reviewed. The accreditation report dinged the district for not specifically linking the district's mission statement, program review and resource allocation.

<u>The Question:</u> How to link district and divisional mission, goals and values to each of the program reviews?

Recommendation: Add an additional college-wide standard to the review for all programs in which the evaluators are asked to address the manner in which and extent to which the program furthers the district's mission. If this approach is determined to be satisfactory, we will need to link PERCY to the district's mission statement. We will also need specific college-wide language appropriate to the new standard. Note that the recommendation is to just formally link the district's mission rather than try to create more complex linkages to divisional goals, values, etc.

C. Linking student success to funding or approval of program improvement plans

Background: PERCY does not include a mechanism for linking student success to funding or to approval of program development plans, if such a link is necessary and desired. Nor is there any specific linkage within PERCY between SLOAC (student learning outcome) values and the more generic concerns of "student success." This is a second issue raised during our last meeting, presented as a requirement linked to accreditation. Currently, three of the six PERCY divisions include Student Achievement as a divisional standard by which each of the programs in that division must measure themselves. However, student achievement is broadly defined within these standards; there is no necessary linkage between a program's evaluation of student achievement and program funding; and there is no linkage between SLOAC measures and funding requests. If PERCY is to create a formal linkage between SLOAC and budget development, the mechanism and specific requirements for such a linkage must be defined. Alternatively, if an evaluation of the program relative to specific measures of student success is sufficient, the language of the current Student Achievement standards can be reviewed and modified as necessary to meet the expectations raised during accreditation.

<u>The Question:</u> How to link program review and the resource allocation processes to SLOAC values and "student success"? This seems to be the toughest of the three issues.

<u>Recommendation:</u> Require that each division adds a new standard, or revises an existing divisional standard, for all units within the division for SLOAC or the administrative/student

services equivalent of SLOAC that all units must respond to. The divisions can add this new standard (student services already has one), or modify an existing standard Student Achievement in the Instructional Division) via the current PERCY interface. All responses must be narrative. Any Program Improvement Plans will be required to address the manner in which and the extent to which adoption and implementation of the proposed plan will contribute to the program's ability to enhance student learning outcomes and advance student achievement and success. Because all requests for funding are submitted under the umbrella of a Program Improvement Plan, those who evaluate funding requests will be provided with a justification based in part on student achievement, success, and learning outcomes.

Time is of the essence! Items A, B, and C must be resolved--and the program modified--before the initiation of the program review process for the current year.

BUDGET AND PLANNING COMMITTEE (BPC) MIRACOSTA COMMUNITY COLLEGE DISTRICT ONE BARNARD DRIVE — OCEANSIDE, CA

MINUTES OF THE REGULAR BPC MEETING

August 27, 2010 (Approved October 1, 2010)

- I. Call to Order: 11:05 a.m.
 - All members present except: Adam Frye, Brent Pickett, Sylvia Ramirez, Alketa Wojcik Others Present: Peter Morrison, Myeshia Armstrong
- II. Public Comments None
- III. Minutes of the May 21, 2010 Regular Meeting
 Kelly moved approval as presented, Halmay seconded, Approved with 2 abstentions
- IV. Changes in/Additions to the Agenda None
- V. Reports
 - A. GO Committee

First meeting of the semester is scheduled for today.

- B. Steering Council
 - First meeting of the semester is scheduled for September 3rd.
- C. <u>Task Force for Program Review and Program Review to Budget Development</u> Regarding PERCY,
 - · guidelines for users are being written,
 - Student Learning Outcomes and Assessments will be included where appropriate,
 - · a request that contains multiple components can now be entered as one request,
 - a technical review phase will be incorporated into the process to ensure all bases are covered before requests go out for review, and
 - everything comes out of PERCY as a "plan" and no longer as individual requests/components.

Members reviewed the timeline. Members also reviewed a document from BPC Cochairs Yeager and Austin addressing updates and posing three additional modifications for which clarification is needed.

1. What to do about the budget review groups? What if anything is their role?

Coutts moved a) to categorize requests by "improvement plan" with each improvement plan's components intact, b) to forward "improvement plans" to the division level first, and c) that once they leave the division level, "improvement plans" are to be reviewed by a group of experts to perform a technical review. Cunningham seconded, Approved Unanimously.

Peter Morrison will develop a template of what he needs for the next step.

2. How to link district and divisional mission, goals and values to each of the program reviews?

Kelly moved to authorize the task force to write a new district-wide standard that addresses the Institutional Mission. **Schneider seconded, Approved Unanimously**

3. Linking student success to funding or approval of program improvement plans.

Since it was determined that a vote was not required, there was no formal motion. It was agreed that each division would create a division-wide standard for the Student Learning Outcomes (SLOs)/Administrative Unit Outcomes (AUOs) and that PERCY would incorporate question prompts for that standard and the ability to enter responses.

- D. Update on Fiscal Matters
 - Deferred to VII.A. FY11 Final Budget Presentation
- E. Early Retirement Incentive Plans Results

Moved to a future agenda

F. Comprehensive Master Plan – Master Plan Team Report

The team is now headed by Tri-chairs, with the inclusion of Mark Yeager. The data portfolio is still under review, with input due by August 31st. On Monday, September 13th there will be two all-college meetings regarding the master plan and a video tape will be made available. On Monday, September 20th two forums are scheduled. Announcements will be made soon.

VI. Old Business - None

VII. New Business

A. FY11 Final Budget Presentation

Austin led BPC members in a review of the FY11 Final Budget. It will be presented to the Board during its next meeting in a workshop, and adopted during the following meeting.

- B. <u>First Read: Budget & Planning Calendar (Planning Year 2010-2011)</u>
 Members reviewed the calendar. a) Yeager requested considering options for the Feb. 4, 2011 heavy schedule, given that Jan. 21st is all-college day and Feb. 18th is a holiday what can be moved or how can the heavy schedule be accommodated? b) Master Planning dates need to be identified and added. c) A hold was added for April 29th, the fifth Friday in April
- C. Review Prior to Action: Chancellor's Office Grant "Medic to LVN; IDC to RN, Enrollment Growth & Retention Pgm-AND RN Programs" \$150K grant already in effect, no district match required

Members reviewed.

D. Review Grant Prior to Action: "Nuclear Technology Scholarship" - \$150K, no district match required, institutionalization not required

Members reviewed.

VIII. Action Items

- A. Approve Forwarding the Final Budget to the Administrative Council Connolly moved, Coutts seconded, Approved Unanimously
- B. Approve Chancellor's Office Grant: Medic to LVN; IDC to RN, Enrollment Growth & Retention Pgm-AND RN Programs

Moon moved, Dunbar seconded, Approved Unanimously

- C. Approve Nuclear Technology Scholarship Grant

 Moon moved, Yeager seconded, Approved Unanimously
- IX. Information Items None
- X. Future Agenda Items and Announcements For the remainder of the fiscal year, all BPC meetings are scheduled in Smart Classroom 3205...
- XI. Adjournment: 12:58 p.m.

- ▼ Program Review
 - ▼ View Program Reviews
 - ▶ Select Program Review
 - ▼ View Program Inventory
 - ▶ Programs
 - ▼ View Standards
 - ▼ College-Wide Standards
 - ▶ View College
 - ▶ View Standards
 - ▼ Divisional Standards
 - View Division
 - View Standards
 - ▼ Program-Specific Standards
 - ▶ View Programs
 - ▶ View Standards
 - Reports
 - ▶ Logoff



--Return all form values to defaults

COLLEGE STANDARDS Location MiraCosta College Standard Group College Include Archived? SEARCH --Search for standards

Name	Description	Archived?	
Staffing	Is the program provided with sufficient administrative and staff support to meet its objectives and to perform to the standards that it and the college expects?		VIEW
Facilities	Are the offices, work areas, storage, and other spaces assigned to the program sufficient in terms of square footage, location,	1 1	VIEW
	quality, and upkeep to optimize departmental performance? Of what quality are the facilities that currently house this program and		
	in what ways do these affect the ability of the program to achieve its objectives?		
Equipment and Supplies	Is the program provided with supplies and equipment appropriate in kind, amount, and quality to address the needs of staff in the program and to meet program requirements and objectives?	* *	VIEW
Staff Development	Is the program provided with sufficient resources and opportunity to allow its staff to remain abreast of current trends and		VIEW
	requirements, to develop job proficiency and expertise, to learn new skills and to explore new initiatives, or to make innovative		
	contributions to the functioning of the department?	•	
MasterPlan Status	To what extent and to what degree has the development of the program met the expectations for program growth specified in the		VIEW
	college's master planning documents?		<u> </u>
Progress from Prior Review	What progress has the program made in addressing the recommendations adopted in prior reviews of the program? To what extent	:	VIEW
	has the program's development plan been achieved? To what extent has such achievement improved the program?		
Additional Considerations	In addition to the criteria specified in the other standards, what additional and unspecified considerations should be taken into		VIEW
	account when evaluating the status and performance of this program?		
Reinforcement of District Mission Statement	To what extent and to what degree does the program reinforce and advance the District's Mission Statement?		VIEW

RESET

BUDGET AND PLANNING COMMITTEE (BPC) MIRACOSTA COMMUNITY COLLEGE DISTRICT ONE BARNARD DRIVE — OCEANSIDE, CA

DRAFT MINUTES OF THE REGULAR BPC MEETING

00	ctober	1,	2010
(Approved	!		

Call to Order: 11:10 a.m.

All members present except: Myeshia Armstrong, Kimberly Coutts, Catherine Halmay, Brent Pickett.

Others in attendance: Sheri Wright

Public Comments - None

Minutes of the August 27, 2010 Regular Meeting

Wojcik moved approval as presented, Dunbar seconded, Approved with 2 abstentions

Changes in/Additions to the Agenda - None

Reports

A. GO Committee

The committee completed questions for the evaluation survey, which is due out October 1, 2010 by 5:00 p.m.

B. Review of BPC Responsibilities for New Members

Yeager explained BPC's role in the governance organization structure

C. Steering Council

The council is scheduled to meet immediately following this BPC meeting. Nothing has been routed to BPC so far this academic year.

D. Program Review

Guidelines have been added to PERCY, which is currently open and scheduled to close on October 15th. Input from the previous year is archived, and a working version of last year's input appears in this year's fields for updating as necessary. Two standards are being added: 1) a district-wide standard addressing the mission, and 2) a standard for each of the four divisions addressing SLOs/AUOs.

E. Update on Fiscal Matters

The state budget is close to being passed. STRS modifications would be for new members and not affect existing members. PERS modifications are more complicated and still under negotiation. So far there is no negative COLA for community colleges. Austin will begin working with the county next week regarding any new information on property taxes. At this point when there is a request that requires funding, the requestor is being asked what will be removed so the freed-up funds can be applied to the new request.

F. Comprehensive Master Plan - Master Plan Team Report

A special meeting is being scheduled for October 18th of master plan team members only in order to develop guidance for the Educational Plan consultant, Eva Conrad, on how to move forward with the writing.

Old Business

A. Recommended Changes to the Program Review to Budget Development Linkage Process
BPC members reviewed the draft recommendation provided by the PR to BD Task Force. The
document contained 3 items already approved by the Academic Senate Council and a process

NOTICE OF REGULAR MEETING OF THE BUDGET AND PLANNING COMMITTEE

A regular meeting of the MiraCosta Community College Budget and Planning Committee will be held:

Friday, 11/5/2010 ** 11:00 a.m. - 1:00 p.m. ** Smart Classroom 3205, Oceanside Campus

James Austin, Co-chair Vice President, Business and Administrative Services

Mark Yeager, Co-chair Professor of Chemistry and Physical Science

- I. Call to Order & Check-in
- II. Public Comments
- III. Minutes of the October 1, 2010 Regular Meeting: Review & Approval (attachment III.)
- IV. Changes in/Additions to the Agenda
- V. Reports
 - A. GO Committee (Members of the GO Committee)
 - B. Steering Council (Yeager)
 - C. Program Review: Status, Next Steps (Austin, Fore) (attachment V.C.)
 - D. Update on Fiscal Matters (Austin)
 - E. Comprehensive Master Plan Master Plan Team Report (Austin, Deegan, Yeager)
- VI. Old Business
 - A. AP 3250, Institutional Planning (Yeager)
 - B. BP/AP 7400, Employee Travel (attachment VI.B.)
 - C. FY11, Budget Status (Austin)
 - D. FY12, Preliminary Identification of Potential Adjustments (Austin)
 - 1. Review of 5-year Plan (attachment VI.D.1.)
 - 2. Review of Potential Adjustments to the 5-year Plan (attachment VI.D.2.)
- VII. New Business
 - A. Creation of Budget Forum Planning Subcommittee (Yeager)
- VIII. Action Items None
- IX. Information Items
- X. Future Agenda Items and Announcements
- XI. Adjournment

NEXT MEETING: December 3, 2010, 11am - 1pm in Smart Classroom 3205

BUDGET AND PLANNING COMMITTEE (BPC) MIRACOSTA COMMUNITY COLLEGE DISTRICT ONE BARNARD DRIVE — OCEANSIDE, CA

MINUTES OF THE REGULAR BPC MEETING

November 5, 2010 (Approved December 3, 2010)

I. Call to Order: 11:00 a.m.

All members present except: Keith Dunbar, Marti Essman, Karen Korstad, Sylvia Ramirez, Dick Robertson. Others in attendance: Sheri Wright, Francisco Rodriguez, Steve Vail

- II. Public Comments None
- III. Minutes of the October 1, 2010 Regular Meeting

 Deegan moved approval as presented, Schneider seconded, Approved
- **IV.** Changes in/Additions to the Agenda Addition under "Information Items" Dr. Rodriguez at 1:00 p.m. to discuss master planning goals and objectives

V. Reports

A. GO Committee

The committee will consider adding a Program Review Committee to the GO structure during its meeting following today's BPC meeting.

B. Steering Council

Nothing new has been routed to BPC.

C. Program Review: Status, Next Steps

The Technical Review Subcommittee of BPC will begin costing out funding requests. The timeline will need to be modified to reflect the inclusion of review by councils. BPC approved the composition of two plan review groups:

- Instructional Plan Review Group
 - Composition: Academic Affairs Committee (2), Courses and Programs
 Committee (2), Department Chairs (2), and Instructional Services Division
 Plan Review Group (2)
 - Academic senate president to coordinate the appointments and schedule first meeting
- Support Services Plan Review Group
 - Composition: Student Affairs Committee (2), Campus Committee (2),
 Community Relations Committee (2), Student Services Division Plan Review
 Group (2), BAS Division Plan Review Group (2), President's Division Plan
 Review Group (2), and Instructional Division Plan Review Group (2)
 - Classified senate president to coordinate the appointments and schedule first meeting
- D. Update on Fiscal Matters

Austin updated members on the current state budget and property taxes

E. Comprehensive Master Plan - Master Plan Team Report

A presentation was made on October 29th to the full academic senate and to an open-forum audience, which focused on Chapters 1-3 and the district goals and objectives. Concern was expressed about the objectives, and attendees were advised that the objectives were meant to be examples for those the district needs to develop. The goals are on the portal, and communication will be sent encouraging all district constituencies to submit potential objectives for each goal.

VI. Old Business

A. AP 3250, Institutional Planning

The procedure was reviewed and will be an action item on the December 3rd meeting agenda. Definitions of the plan review groups will be added.

B. BP/AP 7400, Employee Travel

Reviewed and action taken: Coutts moved to approve with a few minor technical edits by Sheri Wright, Schneider seconded, approved unanimously.

C. FY11, Budget Status

Secured property taxes continue with downward projections between 1 - 1½ % from last year, but the decline is expected to be offset by a positive CPI adjustment factor.

- D. FY12, Preliminary Identification of Potential Adjustments
 - Review of 5-year Plan: Members reviewed two versions one excluding the \$8 million reduction and the other including the \$8 million reduction (which the superintendent/president set as a goal in his first update for the 2011/12 budget). Version 1 clearly showed a need for budget reductions in 2011/12 to prevent a negative ending balance the following year. In the next week Austin and Armstrong will develop multiple simulations of the 5-year plan based on assumptions concerning the impact of FY2011 reductions.
 - 2. Review of Potential Adjustments to the 5-year Plan: Members reviewed the handout of potential adjustments to the FY2011/12 budget and suggested other considerations, which will be brought back to the next meeting. On December 3rd BPC will begin putting numbers into line items regarding budget reductions for FY2011/12.

VII. New Business

A. <u>Creation of Budget Forum Planning Subcommittee</u>

After discussion, BPC members concurred with creating this subcommittee. Yeager will carry the item forward to the next step.

VIII. Action Items - None

IX. Information Items -

- A. Dr. Rodriguez lead a discussion on the importance of institutional goals and objectives in terms of the institution's future, the comprehensive master plan, and AACJC requirements.
- X. Future Agenda Items and Announcements
- XI. Adjournment: 1:00 p.m.

---- Original Message -----

From: Rodriguez, Francisco

To: Taccone, Al; Deegan, Pamela Sent: Fri Jan 07 20:05:10 2011

Subject: RE: CMP Goals/Objectives and B of T

Greetings, Dr. T:

Happy New Year!

Yes, the board had the opportunity to review and support the goals and objectives as they were being developed and in their final stages. While a formal vote was not planned for or taken, the board gave its nod of support at the Nov. 16, 2010 board workshop that focused specifically on the CMP when I shared them in their final form.

Hope this helps and let me know if you need anything else.

FCR

The MiraCosta Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. The district is committed to a continuing good-faith effort to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity and are not subjected to discrimination in any program or activity of the district on the basis of accent, age, ancestry, citizenship status, color, disability, economic status, ethnic-group identification, gender, marital status, medical condition, national origin, parental status, race, religion, sexual orientation, veteran status, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The district will strive to achieve a workforce that is welcoming to men, women, persons with disabilities, and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy, and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

The MiraCosta College District Equal Employment Opportunity (EEO) Plan is Appendix I.D. of the board policies and administrative procedures. It is reviewed annually and updated as needed by the EEO Advisory Committee.

The EEO Plan components include Annual Evaluation, EEO Advisory Committee, Employment Procedures, Delegation of Authority, Complaint Procedures, Job Announcements, and Dissemination and Revision of the Plan, as excerpted below.

Annual Evaluation

The Human Resources Department will annually survey the district's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the district's progress in implementing the EEO Plan, to provide data needed for the reports required by this Plan, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification, and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). At least every three years, the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

- A. Executive/Administrative/Managerial
- B. Faculty and other Instructional Staff:

Adult Education Career Education

English

Health and Physical Education

Humanities

Instructional and Support Services

Mathematics Natural Sciences Social Sciences

Part-Time

- C. Professional Non-faculty
- D. Secretarial/Clerical

MiraCosta Community College District

10/6/09

References:

Effective Date:

Education Code §\$87100 et seq. Title 5 §\$53000 et seq., 59300 et seq. Page 1 of 5

- E. Technical and Paraprofessional
- F. Skilled Crafts
- G. Service and Maintenance

EEO Advisory Committee

The district has established an Equal Employment Opportunity Advisory Committee to assist the district in implementing its Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity. The equal employment opportunity officer shall train the advisory committee on equal employment compliance and the Plan itself. The committee shall include a diverse membership whenever possible. A substantial good-faith effort to maintain a diverse membership is expected. If the district has been unable to meet this objective, it will document what efforts were made to recruit advisory committee members who are members of monitored groups. The committee will be composed of two members of the faculty appointed by the Academic Senate President, two members of the classified staff appointed by the Classified Senate President, two students recommended by the Associated Student Government, two community representatives appointed by the superintendent/president, and one member of the administration appointed by the superintendent/president.

The committee will be convened initially each year and chaired by the equal employment opportunity officer. Terms of office for the voting members shall be for two years. The Equal Employment Opportunity Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings, if needed, to review equal employment opportunity and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the Board of Trustees, the superintendent/president, and the equal employment opportunity officer.

Employment Procedures

Employment procedures will comply with current Title 5 Regulations.

Delegation of Authority

It is the goal of MiraCosta College that all employees promote and support equal employment opportunity because such a goal requires a commitment and a contribution from every segment of the district. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

A. Board of Trustees

The Board of Trustees is ultimately responsible for proper implementation of the district's Plan at all levels of district and college operation and for ensuring equal employment opportunity as described in the Plan.

B. Superintendent/President

The Board of Trustees delegates to the superintendent/president the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the district's equal employment opportunity policies and procedures. The superintendent/ president shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The superintendent/president shall include in the evaluation of the performance of all administrators who report directly to him on actions taken in support of the Plan.

C. Equal Employment Opportunity Officer

The district has designated the Director of Human Resources as its equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the district will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan, and for assuring compliance with the requirements of Title 5, §53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in section 6 of the Plan and for ensuring that applicant pools and selection procedures are properly monitored.

D. Equal Employment Opportunity Advisory Committee

The district has established an Equal Employment Opportunity Advisory Committee to act as an advisory body to the equal employment opportunity officer and the district as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee assists in the development and implementation of the Plan in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for Plan revisions as appropriate.

E. Agents of the District

Any organization or individual, whether or not an employee of the district, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel, is an agent of the district and is subject to all the requirements of this Plan and will be given a copy of it.

F. Good-Faith Effort

The district shall make a continuous good-faith effort to comply with all the requirements of its Plan.

Complaint Procedure

Α. Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5 §53026): The district has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the district to waive the sixty (60)-day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the Chancellor's Office, the decision of the district in complaints pursuant to Title 5 §53026 is final. (See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at: http://www.ccco.edu/divisions/legal/quidelines/Guidelines%20for%20Minimum% 20Conditions%20Complaints.htm.)

The district may return without action any complaints that are inadequate because they do not state a clear violation of EEO regulations. All returned complaints must include a district statement of the reason for returning the complaint without action.

The complaint shall be filed with the equal employment opportunity officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the superintendent/president. A written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of completion. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under Title 5 §53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5 §59300 et seq.

В. Complaints Alleging Unlawful Discrimination or Harassment (Government Code §59300 et seq.): The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director of Human Resources is responsible for receiving such complaints and for coordinating their investigation.

Job Announcements

Job announcements will clearly state job specifications, setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic,

socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job specifications, including any "required", "desired", or "preferred" qualifications beyond the state minimum qualifications that the district wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the district is an "Equal Opportunity Employer."

Dissemination and Revision of the Plan

The commitment of the Board of Trustees and the superintendent/president to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be printed in the college catalog and class schedule. The Plan and subsequent revisions will be distributed to the Board of Trustees, the superintendent/president, administrators, the Academic and Classified Senate Councils, union representatives, and members of the District Equal Employment Opportunity Advisory Committee. The Plan will be available on the district's Web site and, when appropriate, may be distributed by e-mail. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the district. Each year the district will inform all employees by e-mail of the Plan's availability, including a written summary of the provisions of the Plan. The annual notice will emphasize the importance of the employee's participation and responsibility in ensuring the Plan's implementation.

ADMINISTRATIVE PROCEDURE

Experiential education, also known as internship, field experience, work-based learning, and cooperative work-experience education or co-op is designed to allow MiraCosta College students to gain workplace experience and develop skills under the instruction of a faculty member and the supervision of an employer.

Experiential education offers business, industry, and organizations the talents and energy of students who contribute to workforce development and strengthen the link between the educational and business communities.

A plan is developed and submitted to the Chancellor's Office, which includes:

- A. A statement that the district has officially adopted the plan, subject to approval by the State Chancellor.
- B. A specific description of the respective responsibilities of college, student, employer, and other cooperating agencies in the operation of the program.
- C. A specific description for each type of experiential education program.
- D. A description of how the district will:
 - 1. Provide guidance services for students during enrollment in experiential education courses.
 - 2. Assign a sufficient number of qualified academic personnel as stipulated in the district plan to direct the program and to assure district services required in Education Code §55255.
 - 3. Assure that students' workplace-learning experiences are documented with written measurable learning objectives.
 - 4. With the assistance of employers, evaluate students' workplace-learning experiences.
 - 5. Describe the basis for awarding grades and credit.
 - 6. Provide adequate clerical and instructional services.

The plan is developed, reviewed annually, and revised by the Director of Career Studies and Services and is submitted to the Board of Trustees for approval prior to being

MiraCosta Community College District

Page 1 of 2

Effective Date:

1/19/10

submitted to the Chancellor's Office. The district plan includes this administrative procedure, as well as information on the maintenance of records, type and units of experiential education, and evaluation of student performance.

Student Equity Plan - Student Services

The Student Equity Plan complies with California Education Code and is reviewed annually as part of the Student Services Program Review process.

An oral interview also took place with the Vice President of Student Services, Dick Robertson.

BOARD OF TRUSTEES POLICY

The MiraCosta Community College District incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The district further recognizes that students who have historically been underrepresented in transfer to baccalaureate-level institutions are a special responsibility.

The superintendent/president shall assure that a transfer center plan is implemented that identifies appropriate target student populations, is designed to increase the transfer applications of underrepresented students and complies with laws and regulations. Such plan shall describe the activities of the Transfer Center and the services to be provided to students. The college will provide space and facilities adequate to support the Transfer Center in implementing its activities. In collegial consultation with the Instructional Services Division and the Academic Senate, the Student Services Division shall staff the center and coordinate the plan.

ADMINISTRATIVE PROCEDURE

The MiraCosta Community College District has a transfer center plan that complies with the requirements of Title 5. The plan identifies appropriate target student populations and is designed to increase the transfer applications of underrepresented students among transfer students. Plan components include, but are not limited to:

- A. Services to be provided to students.
- B. Facilities.
- C. Staffing.
- D. An advisory committee.
- E. Evaluation and reporting.
- F. Transfer path requirements for each articulated baccalaureate major.

The plan is reviewed and updated at least annually by the Transfer Center Director.

5150: Extended Opportunity Programs and Services

BOARD OF TRUSTEES POLICY

Support services and programs that are in addition to the traditional student services programs shall be provided in order to assist students who have language, social, and economic disadvantages to succeed academically at MiraCosta College.

The Extended Opportunity Programs and Services (EOPS) is established to provide services that may include, but are not limited to, outreach, recruitment, orientation, assessment, tutorial services, counseling and advising, and financial aid.

The superintendent/president shall assure that the EOPS program conforms to all requirements established by the relevant law and regulations.

ADMINISTRATIVE PROCEDURE

5150: Extended Opportunity Programs and Services

The district maintains a plan for the provision of programs and services to assist students who have language, social, and economic disadvantages to succeed academically at MiraCosta College.

The Extended Opportunity Programs and Services plan is available to students online at the program's Web site and in print in the EOPS office. The plan will be reviewed and updated at least annually by the Director of Extended Opportunity Programs and Services.





To:

Dr. Francisco Rodriguez

From:

Eva Conrad and Deborah Shepley

Subject:

MiraCosta Community College District Comprehensive Master Plan Progress Report #1:

April - August, 2010

Date:

August 20, 2010

Progress on the Comprehensive Master Plan

- Master Plan Team was formed and two meetings have been held: May 7 and August 16. The
 Master Plan Team has three co-chairs: Vice Presidents Pam Deegan and James Austin and
 Mark Yeager, a faculty member who also serves as the Co-chair of the Planning and Budget
 Committee.
- The Comprehensive Master Plan website has been established and is in use to post documents such as the meeting agendas, minutes, handouts, and the draft of data portfolio.
- The consultants presented the Comprehensive Master Plan process and timeline to an institutional gathering on August 20th at the All-College Day general meeting.

Progress on the Educational Plan

- Collaborated with the Vice Presidents to revise the table of contents and the template for describing student services and instructional disciplines.
- Developed questions for an online community survey and a list of 224 community members
 representing various sectors of the District's local community to receive the survey. Distributed
 the online survey in mid-June and analyzed the results which will be included as qualitative
 information for the data portfolio. Of the 224 community members who received the survey, 117
 completed the survey for a 52% response rate, which is significantly higher than typical.
- Developed questions for one-on-one interviews with community and on-campus stakeholders and a list of community members to be interviewed. Fifty interviews were conducted in mid-July, 38 with community members and 12 with on-campus stakeholders. The questions focused on the participants' vision for the future of MiraCosta College.
- Prepared a data portfolio to describe the current community and the college populations and to
 project demographic anticipated for the coming decade. A gap analysis was conducted to
 compare the number of graduates in the College's career technical education programs with labor
 market information on current and projected job openings. This data portfolio is currently being
 reviewed by the Master Plan Team and will be distributed College-wide for review and comment
 on September 1.
- Prepared data and facilitated discussions with you and the Vice Presidents on the factors to be considered in establishing an institutional growth rate for the coming decade

- Developed a model for categorizing instructional disciplines based on growth potential and student success achievement.
- Drafted descriptions of all instructional disciplines and student services in preparation for September meetings with Department Chairs and Program Leads.

Progress on the Facilities Plan

- Collaborated with the Institutional Researcher to prepare a data file of enrollment and weekly student contact hours by discipline and by campus location.
- Reviewed available facilities information with the facilities group.
- Visited each campus to collect information for the analysis of existing conditions.



MIRACOSTA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

NEW TRUSTEE WELCOME RECEPTION 2:30 P.M. – FOYER – BUILDING 1000

ANNUAL ORGANIZATIONAL MEETING 3 P.M. – TUESDAY – DECEMBER 14, 2010

JOHN MACDONALD BOARD ROOM BUILDING 1000 - OCEANSIDE CAMPUS

AGENDA

- I. CALL TO ORDER
- II. FLAG SALUTE / ROLL CALL
- III. BOARD ORGANIZATIONAL ACTION
 - A. Administer Oath of Office to New Board Members
 - B. Election of Officers
 - 1. President
 - 2. Vice President
 - Secretary
 - C. Fix Dates, Times, and Locations of 2011 Board Meetings

IV. APPROVE MEETING MINUTES

- A. Special Meeting of November 16, 2010
- B. Regular Meeting of November 16, 2010

V. PUBLIC COMMENT ON ITEMS ON AND NOT ON THE AGENDA

ITEMS ON THE AGENDA: Members of the audience may address the Board of Trustees on any item listed on the agenda when that agenda item comes up for discussion and/or action. Comments will be limited to five (5) minutes per agenda item, and a total of fifteen (15) minutes of public comment on an item unless waived by the board. Consent Items are considered to be routine and customary district business, and are voted on in one vote; however, a board member or a member of the audience may request that an item listed on the consent Items be removed and considered individually.

ITEMS NOT ON THE AGENDA: Members of the audience may address the Board of Trustees on any topic that is not on the agenda so long as the topic is within the jurisdiction of the district. Under the Brown Act, the board is not permitted to engage in public discussion or take any action on an agenda item not on the agenda, except that members of the board may briefly respond to

statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative, or in response to questions posed by the public, a member of the board may ask a question for clarification. A member of the board or the board itself may provide a reference to staff (superintendent/president) or other resources for factual information, request staff (superintendent/ president) to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff (superintendent/ president) to place a matter of business on a future agenda. Comments from visitors shall not exceed five (5) minutes unless the time limit is waived by the board. The board may also limit the total amount of time for speakers on a particular topic to fifteen (15) minutes.

VI. CHANGES IN AGENDA ORDER

VII. PRESENTATIONS

A. Comprehensive Master Plan – Community Survey Results

VIII. CONSENT ITEMS

- A. Approve Academic Personnel Report #7-10/11
- B. Approve Classified Personnel Report #7-10/11
- C. Approve Termination of Classified Employee Correction
- D. Approve Correction to Reclassification of Existing Position and Title Change
- E. Approve the District Initial Proposal to the MiraCosta College Academic Associate Faculty CCA/CTA/NEA for the Contract to Commence July 1, 2011
- F. Ratify Contracts and Approve Purchase Orders November 1 to 30, 2010
- G. Approve Change Order #2 Fireline Replacement Project
- H. Approve Banking and Automatic Teller Machine (ATM) Services Agreements
- I. Approve New Spring 2011 Community Services Classes and Excursions

IX. ACTION ITEMS

A. Adopt Resolution No. 18-10/11 – Public Agency Retirement System (PARS) Supplementary Retirement Plan for the 2010-2011 Academic Year

X. SECOND READING AND ADOPTION — BOARD POLICIES

A. BP 7130 Compensation

B. BP 7140 Collegial Negotiation and Collective Bargaining

XI. FIRST READING — BOARD POLICY REVISIONS AND NEW POLICIES

A. BP 7270 Student Workers

B. BP 7400 Employee Travel

The following administrative procedures are provided for information only:

AP 7145 Personnel Records

AP 7270 Student Workers

AP 7400 Employee Travel

XII. INFORMATION

- A. Revision of Administrative Procedure V.C-08 to Address Auditor's Recommendation and Internal Revenue Service Regulations
- B. Quarterly Financial Report, Quarter Ended September 30, 2010
- C. Summer 2010 Graduates

XIII. COLLEGE-RELATED REPORTS

- A. Trustees Activities
- B. Students
- C. Classified Employees
- D. Faculty
- E. Academic Associate Faculty, CCA/CTA/NEA
- F. Vice Presidents
 - 1. Instructional Services
 - 2. Student Services
 - Business and Administrative Services
- G. Superintendent/President

XIV. FUTURE AGENDA ITEMS AND ANNOUNCEMENTS

XV. ADJOURNMENT

UPCOMING MEETING
Tuesday, January 18, 2011
3 p.m.
John MacDonald Board Room
Oceanside Campus

Board meetings are held in meeting rooms that are accessible to those with mobility disabilities. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Board Assistant Secretary, 760.795.6610, 760.757.2121, extension 6610, or 619.755.5155, extension 6610. The TDD number is 760.439.1060.

In compliance with Government Code §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Board of Trustees in advance of their meetings may be viewed at the Office of the Superintendent/President, One Barnard Drive, Oceanside, California, or by clicking on the Board of Trustee's website at http://www.miracosta.edu/OfficeOfThePresident/BoardofTrustees/Agendas.htm. Such writings will also be available at the board meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Evelyn Dalby, Executive Assistant to the Superintendent/President, at 760,795.6610 or by e-mail at edalby@miracosta.edu.

PLEASE TURN OFF CELL PHONES AND PAGERS BEFORE THE START OF THE MEETING. THANK YOU.

Subject:	Attachment:	
Comprehensive Master Plan – Community Survey Results	None	
Category:	Type of Board Consideration:	
Presentation	Information Consent Action	
	Approved for Consideration: Francisco C. Rodriguez, Ph.D. Superintendent/President	

BACKGROUND

The district hired consultants to create a comprehensive master plan. Those consultants are the College Brain Trust and HMC Architects.

STATUS

Community leaders were invited to complete an online survey. Its purpose was to support and increase awareness of MiraCosta College planning processes; to engage community members/leadership in one-to-one, broad-based dialogue; to provide opportunity for input and participation; and to gather information regarding community awareness, perceptions, and "big-picture" priorities. Ariane Lehew of HMC Architects will present the survey results.

RECOMMENDATION

For information only.



MIRACOSTA COMMUNITY COLLEGE DISTRICT ONE BARNARD DRIVE — OCEANSIDE, CA

MINUTES OF ORGANIZATIONAL BOARD MEETING

December 14, 2010 (Approved January 18, 2011)

I. CALL TO ORDER

The Board of Trustees of the MiraCosta Community College District met in a regular meeting on Tuesday, December 14, 2010, in the John MacDonald Board Room on the Oceanside Campus. The meeting was called to order at 3 p.m. by Dr. Rodriguez.

II. FLAG SALUTE / ROLL CALL

Board members present:

David Broad

Gloria Carranza

William Fischer

George McNeil

Ron Ruud

Jeanne Shannon

Jacqueline Simon

Liberty McDonald, Student Trustee

Francisco C. Rodriguez, Superintendent/President James Austin, Vice President, Business and Administrative Services Pamela Deegan, Vice President, Instructional Services Richard Robertson, Vice President, Student Services

III. BOARD ORGANIZATIONAL ACTION

A. Administer Oath of Office to New Board Members

Dr. Rodriguez swore in the newly elected board members: David Broad, Bill Fischer, Ron Ruud, and Jeanne Shannon.

B. Election of Officers

1. President

By motion of Trustee Carranza, seconded by Trustee Ron Ruud, Dr. Bill Fischer was elected as president. The motion carried unanimously. Student advisory vote: aye.

2. Vice President

By motion of Trustee Ruud, seconded by Trustee Carranza, George McNeil was nominated as vice president of the Board of Trustees. The motion carried unanimously. Student advisory vote: aye.

3. Secretary

By motion of Trustee Fischer, seconded by Trustee McNeil, Superintendent/President Francisco Rodriguez was elected as secretary to the Board of Trustees, and Executive Assistant to the Superintendent/President Evelyn Dalby as assistant secretary. The motion carried unanimously. Student advisory vote: aye.

C. Fix Dates, Times, and Locations of 2011 Board Meetings
After discussion, the item was pulled and will be presented for action at the
January 2011 meeting. By motion of Trustee Simon, seconded by Trustee
Ruud, the January regular meeting will be held on January 18, 2011, at 5
p.m. in the John MacDonald Board Room. The motion carried unanimously.
Student advisory vote: aye. A comprehensive master plan workshop will be
held at 3 p.m.

IV. APPROVE MEETING MINUTES

- A. Special Meeting of November 16, 2010
- B. Regular Meeting of November 16, 2010

By motion of Trustee Carranza, seconded by Trustee Shannon, the minutes of the Special Meeting of November 16, 2010, and the Regular Meeting of November 16, 2010, were approved. The motion carried unanimously. Student advisory vote: aye.

V. PUBLIC COMMENTS ON ITEMS ON AND NOT ON THE AGENDA

Kathleen O'Brien, past president of the MiraCosta College Associate Faculty, introduced Bill Flores, the new president of the associate faculty. Al Nyman will serve as interim vice president.

A number of community members and students spoke regarding the yoga teacher-training program.

VI. CHANGES IN AGENDA ORDER

None.

VII. PRESENTATIONS

A. Comprehensive Master Plan – Community Survey Results

Ariane Lehew, HMC Architects, reviewed the community-engagement elements of the comprehensive master plan. She detailed how the community-leaders online survey was developed and administered, and gave an overview of the survey results.

VIII. CONSENT ITEMS

- A. Approve Academic Personnel Report #7-10/11
- B. Approve Classified Personnel Report #7-10/11
- C. Approve Termination of Classified Employee Correction
- D. Approve Correction to Reclassification of Existing Position and Title Change
- E. Approve the District Initial Proposal to the MiraCosta College Academic Associate Faculty CCA/CTA/NEA for the Contract to Commence July 1, 2011
- F. Ratify Contracts and Approve Purchase Orders November 1 to 30, 2010

- G. Approve Change Order #2 Fireline Replacement Project
- H. Approve Banking and Automatic Teller Machine (ATM) Services Agreements
- I. Approve New Spring 2011 Community Services Classes and Excursions

Items B and H were pulled for discussion.

By motion of Trustee Simon, seconded by Trustee Carranza, consent items A, C, D, E, F, G, and I were approved. The motion carried unanimously. Student advisory vote: aye.

By motion of Trustee Carranza, seconded by Trustee Simon, consent item B was approved. The motion carried unanimously. Student advisory vote: aye. By motion of Trustee McNeil, seconded by Trustee Simon, consent item H was approved. The motion carried unanimously. Student advisory vote: aye.

IX. ACTION ITEMS

A. Adopt Resolution No. 18-10/11 – Public Agency Retirement System (PARS) Supplementary Retirement Plan for the 2010-2011 Academic Year

By motion of Trustee Carranza, seconded by Trustee McNeil, Resolution No. 18-10/11 was adopted, authorizing a PARS supplementary retirement plan. The motion carried unanimously. Student advisory vote: aye.

X. SECOND READING AND ADOPTION OF BOARD POLICIES

- A. BP 7130 Compensation
- B. BP 7140 Collegial Negotiation and Collective Bargaining
 By motion of Trustee Carranza, seconded by Trustee Broad, Board Policy 7130
 and Board Policy 7140 were adopted. The motion carried unanimously. Student advisory vote: aye.

XI. FIRST READING - BOARD POLICIES

- A. BP 7270 Student Workers
- B. BP 7400 Employee Travel

The policies were accepted for a first reading and will be presented for adoption at a future meeting.

XII. INFORMATION

- A. Revision of Administrative Procedure V.C-08 to Address Auditor's Recommendation and Internal Revenue Service Regulations
- B. Quarterly Financial Report, Quarter Ended September 30, 2010
- C. Summer 2010 Graduates

The items were presented for information. Vice President James Austin noted the district received an error-free audit. The board requested additional information regarding banking and unbanking hours.

XI. COLLEGE-RELATED REPORTS

A. Trustees Activities

Trustee Carranza attended the Celebrate the Season event, Mayor Bud Lewis's retirement event, and a theatre production. Trustee Broad recently attended his last foundation meeting. Trustee McNeil attended a Kruglak Gallery art show, two women's basketball games, the Spotlight fundraiser, a dance festival, holiday carol festival, and the foundation and faculty holiday events. Trustee Simon attended the Bud Lewis farewell, the CCLC conference in Pasadena, the

December SDICCCA meeting, the Report to the Region, the trustee reception, and the foundation holiday event. Trustees Shannon and Ruud attended several welcome parties. Trustee Fischer expressed hope and looks forward to the coming year's challenge.

B. Students

Student Trustee Liberty McDonald did not report due to final examinations.

C. Classified Employees

Classified Senate President Catharine Halmay welcomed the new trustees. The silent auction at the winter luncheon again raised funds for student scholarships. Cynthia Dudley, technical writer, was named employee of the semester.

D. Faculty

Academic Senate President Louisa Moon also welcomed the new trustees. The senate council has met twice. Faculty had a very productive semester. A number of policies and procedures have been vetted and will come to the board for review. The textbook loan program received the Board of Governors Exemplary Program Award.

E. Academic Associate Faculty, CCA/CTA/NEA

Bill Flores noted making preparations for spring flex on January 16, 2011.

F. Vice Presidents

1. Instructional Services

Vice President Pam Deegan welcomed the new trustees and noted a written report is in the agenda.

2. Student Services

Vice President Dick Robertson also welcomed the new and returning trustees.

3. Business and Administrative Services

Vice President Jim Austin introduced the Business and Administrative Services staff and noted a written report is in the agenda.

G. Superintendent/President

Dr. Rodriguez congratulated the newly elected trustees. A board workshop to review the comprehensive master plan will be held on January 18 at 3 p.m., followed by the regular meeting at 5 p.m.

XIII. FUTURE AGENDA ITEMS AND ANNOUNCEMENTS

None.

XIV. ADJOURNMENT

The meeting adjourned at 6:07 p.m.

Min C. Fischer

MINUTES APPROVAL:

William C. Fischer Board President

Francisco C. Rodriguez, Ph.D. Superintendent/President

Bennett, Mary (OCN)

From:

Shirley, Gail

Sent:

Friday, September 10, 2010 1:10 PM

To:

EMP Team

Cc:

Eva Conrad; Deborah Shepley

Subject:

Education Plan: "Chapter 2 - Data" to be distributed for College-wide review

Attachments:

MiraCosta College Educational Plan Chapter 2 - data - ready for College review 090810.docx

Importance:

High

To: Master Plan Team Members

From: Eva Conrad, Education Plan Consultant

The second draft of the data chapter for the Educational Plan is being distributed for College-wide review and comment today. This draft is a stronger document than the first draft thanks to your feedback.

The document is attached as well as posted to the portal and to the website at: Education Plan Chapter 2 - data

In researching answers to the excellent questions you posed, we've done the following:

- -- Corrected and augmented the data and the accompanying bullet points as needed;
- -- Gained a better understanding of how the economists preparing this analysis defined the region;
- -- Revised the narrative in the data chapter that introduces the gap analysis; and
- -- Expanded the gap analysis table to include the growth of jobs over time as well as an annual snapshot.

This review-and-revise process is all part of becoming a data-driven institution. Kudos to you for taking the time and energy to delve into the data and ask strong analytical questions.

Thank you.

Eva Conrad

Governance Organization Committee Change Recommendation

Approve establishing a program review committee to begin in spring 2011, with the following name, purview, composition and leadership.

Name: Institutional Program Review Committee

Purview:

- 1. Changes to college wide PR standards.
- 2. Guidelines for writing divisional and program standards
- 3. Integrating SLOs and assessments at the institutional and program levels into standards and processes
- 4. Development assistance for those writing program reviews (by subcommittee)
- 5. Validation of program reviews and development of commendations and recommendations (by subcommittee)

Leadership:

Faculty and Dean co-chairs

Membership:

- 9 Faculty (inc. Outcomes Assessment Coordinator)
- 5 Classified
- 9 Administrators
- 1 Student

For item #2, please note that this is slated to start in spring 2011. We consider the work of this committee to be essential to meeting accreditation standards in program review and integrated planning.

Davis, Daria (Instruction Ofc)

From:

Shirley, Gail

Sent:

Tuesday, February 22, 2011 12:22 PM

To:

Davis, Daria (Instruction Ofc)

Subject:

EVIDENCE #19 - FW: Volunteers for Proposed Institutional Program Review Committee

Importance:

High

Daria . . . For the EVIDENCE #19 request:

I'm not having a lot of luck finding evidence for this, but here's an email from Louisa Moon to the Academic Senate that gives some information . . . will forward to you anything else I can find.

Gail

----Original Message-----

From: Moon, Louisa

Sent: Monday, December 13, 2010 7:39 PM

To: Academic Senate

Subject: Volunteers for Proposed Institutional Program Review Committee

Academic Senate Members,

The IPRC (Institutional Program Review Committee) proposed by G.O. will go forward to all Councils (and in our case the full Academic Senate) with plans to begin work in spring semester 2011. While the Councils have not yet officially approved this proposal, when/if it is approved, we will have very little time to find good volunteers. With that in mind, please allow me to tentatively ask for interested faculty members to contact me as soon as possible.

I am particularly looking for volunteers who have recently been involved in writing program reviews who can start with a basic knowledge of the structure and role of program review. If you currently have an assignment you would like to trade for membership on this committee, please let me know, and I can make arrangements to change your assignment. I consider this to be of the utmost importance as the final piece in developing sustainable integrated planning at the college -- connecting the Comprehensive Master Plan with program review in an iterative, data-driven process.

Here's your chance to be part of the solution! Please volunteer.

GO Committee proposal is as follows:

Approve establishing a program review committee to begin in spring 2011, with the following name, purview, composition and leadership.

Name: Institutional Program Review Committee

Purview:

- 1. Changes to college wide PR standards.
- 2. Guidelines for writing divisional and program standards 3. Integrating SLOs and assessments at the institutional and program levels into standards and processes 4. Development assistance for those writing program reviews (by subcommittee) 5. Validation of program reviews and development of commendations and recommendations (by subcommittee)

Leadership:

Faculty and Dean co-chairs

Membership:

- 9 Faculty (inc. Outcomes Assessment Coordinator)
- 5 Classified
- 9 Administrators
- 1 Student

Best Regards, Louisa Moon Academic Senate President

[do the wave!]

MiraCosta College
1 Barnard Drive
Oceanside, CA 92056
P 760.757.2121 x6241
lmoon@miracosta.edu
http://www.miracosta.edu/Governance/AcademicSenate/index.htm

Deans' Round Table



Agenda July 7, 2010

- 1. Addition of Agenda Items
- 2. Board Items
- 3. Grants
- 4. Feasibility of
 - a. e-catalog
 - b. Single Summer/Fall schedule of classes
 - c. Mailer rather than full schedule of classes
- 5. P.E. Requirement for Nursing Degree
- 6. Risk Management and Hospital Contracts
- 7. Accreditation
- 8. New Faculty Orientation
- 9. Education Master Plan
- 10. Other

Deans' Round Table



Agenda September 1, 2010

- 1. Addition of Agenda Items
- 2. Board Items Meeting -
- 3. Grants
- 4. Schedule Format
- 5. Comprehensive Master Plan
- 6. Budget
- 7. Temporary Workers
- 8. Filling vacancies
- 9. Growth FY11-12
- 10. Chairs' Meeting
- 11. Chairs' Retreat
- 12. Prioritize Items
- 13. Other

Deans' Round Table



September 22, 2010

- 1. Addition of Agenda Items
- 2. Board Items
- 3. Grants
- 4. Program Review
 - a. General
 - b. Instructional Services
- 5. Right to Assign
- 6. Faculty Handbook
- 7. Negotiation Items
- 8. Comprehensive Master Plan
- 9. Budget
- 10. Chairs' Retreat
- 11. Room Assignments
- 12. Associate Faculty midterm departmental meetings
- 13. Other



Agenda October 6, 2010

- 1. Addition of Agenda Items
- 2. Board Items
- 3. Grants
- 4. Right to Assign Associate Faculty Hiring Process
- 5. AP 7344-4
- 6. Comprehensive Master Plan
 - a. Interviews
 - b. Format used
 - c. CTE
 - d. Goals and objectives
- 7. Budget
 - a. Temporary Workers
 - b. Wellness center
 - c. CLC
 - d. AIS
 - e. Filling vacancies Where can we wait
 - f. Summer
- 8. Growth FY11-12
- 9. Chairs' Meeting
- 10. Program Review 10-14-10
 - a. Surveys
- 11. Other





Meeting Agenda

Meeting # 2

Date

08/16/10

Location

Aztlans A & B

Building 3400 Oceanside Campus

Time

9:00 am

Project

MiraCosta College Educational Master Plan

Project #

5011001-000

Subject

Master Plan Team Meeting

Agenda - DRAFT

1. Master Plan Process and Timeline

- Overview
- Summer activities
- Fall activities (scheduled)
 - All College Day:
 - August 20: overview of the master planning process

Open Forums on Campus:

- September 20: two sessions on the same day, morning and afternoon
- TOPICS:
- Review of the data
- Discussion of institutional growth rate projection
- Preliminary draft of the institutional goals and objectives
- Next steps in the planning process

Department Chairs/Program Leads Meetings

September 14-16

Board Meeting/Workshop/Presentation

• September 21 (tentative)

2. Data Portfolio

- Online survey
- Interview summary
- Profile of the community
- Profile of the College

3. Educational Master Plan

- List of programs for instruction and student services
- Program page template
- Process and schedule for developing program pages

4. Proposed Master Plan Team meetings

- September 15: 1st institutional goals and analysis of existing conditions
- October 21: 2nd draft institutional goals and academic plan quantification
- November 11: facilities planning principles and preliminary options
- December 10: option development

Confirmation of Individual Action Plan Items

Next Meeting Date

To be determined

CC

File MM-OT

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MiraCosta College Master Plan Team Meeting: August 16, 2010

Educational Master Plan 2010-2020 Table of Contents

Executive Summary

Background

- Educational Master Planning process
- Description of the District
 - Mission, Vision, Values
 - · Description of District Sites
 - Oceanside
 - San Elijo
 - o Community Learning Center
 - Distance Education
- Adjoining Community College Districts

Profile of the College's Community and Students

Program Pages for Instruction and Student Services

Institutional Strategic Goals (or Directions)

<u>Institutional strategic goals</u> (or directions) convey the institution-wide directions for the next 5-10 years. Following each are corresponding <u>strategic objectives</u> which identify steps to be taken to achieve the institutional strategic goal, the responsible party for leading the efforts toward the goal, and the timeline.

List of the Program Pages for the Educational Master Plan 2010-2020

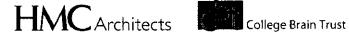
Student Services

Admissions and records	Institute for international perspectives	
Campus police and safety	Intramural and intercollegiate athletics	
Counseling	School relations/diversity outreach	
Disabled student program and services	Service learning	
Extended opportunity programs and services	Student activities/student government	
Financial aid	Testing services	
Health services	Transfer center	

List of the Program Pages for the Educational Master Plan 2010-2020

Instruction

Accounting	Geography
Administration of Justice	Health
Anthropology	History
Architecture	Horticulture
Art	Hospitality
Astronomy	Humanities/Film/Linguistics/Literature
Automotive Technology	International Languages
Biology	Kinesiology
Biotechnology	Learning Centers (writing, mathematics, tutoring)
Business Administration	Library
Business Office Technology	Mathematics
Center for Career Studies and Services	Media Arts and Technologies
Chemistry	Medical Administrative Professional
Child Development	Music
Communication Studies	Noncredit Programs
Community Service	Nursing/Gerontology/Pharmacology
Computer and Information Sciences	Philosophy
Computer Science	Physics
CyberCosta (distance education)	Political Science
Dance	Psychology
Drafting	Real Estate
Drama	Small Business Development Center
Earth Science/Oceanography/Geology/Physical Sci	Sociology
Economics	Surgical Technology
Education/Special Education	
Energy Technology	
Engineering	
English/Reading	
English as a Second Language	





Meeting Minutes

Meeting #:

Date: 08/16/10

Present:

Abdy Afzali, Jim Austin, Patrick Connolly, Kimberly Coutts, Keith Cunningham, Pam Deegan, Tim Dow, Keith Dunbar, Marti Essman, Trudy Fore, Sally Foster, Adam Frye, Robert Fulbright, Catherine Halmay, Melanie Haynie, Myla Stokes Kelly, Tom Macias, Louisa Moon, Sylvia Ramirez, Dick Robertson, Lori Schneider, Peggy Stroika, John Thomford, Steve Vail, Mario Valente, Connie Wilbur, Alketa Wojcik, Mark Yeager (MiraCosta)

Eva Conrad (CCBT) Deborah Shepley (HMC)

Project

Name:

MiraCosta Community College District

Project #:

5011001-000

Subject:

Master Plan Team Meeting

Items Discussed:

2.1 Introductions:

1. Members of the Master Plan Team introduced themselves.

2.2 Master Plan Process and Timeline:

- 1. Deborah Shepley distributed the schedule and in a review of the document highlighted the activities that occurred since the May meeting of the Master Plan Team and the upcoming schedule of fall activities including the following:
 - a. An overview of the Comprehensive Planning Process to be presented at All-College Day on August 20th.
 - b. Two (2) open forums to be held on campus on September 20th and a Board Workshop on September 21st with this agenda:
 - Review the data
 - Discuss institutional growth rate projection
 - Discuss and gather feedback on the preliminary draft of the institutional goals and objectives
 - Describe the next steps in the planning process
 - c. Department Chairs/Program Leads meetings on September 14-16 and October 19-21

2.3 Data Portfolio:

1. Online survey:

Ariane Lehew distributed and reviewed a summary of the methodology and responses of the online survey distributed to community members in June. Three (3) master plan team members were thanked for suggesting changes to the online survey prior to the distribution to community members: Lori Schneider, John Towers, and Sylvia Ramirez.

2. Interview Summary:

Eva Conrad distributed and reviewed a summary of the methodology and responses of the interviews of community and on-campus stakeholders conducted in July. The results of the online survey and the stakeholder interviews will be included as qualitative data in the data portfolio.

3. Profile of the Community:

Eva Conrad distributed and reviewed a sample of the data compiled to describe the community. Team members were asked to submit suggested edits/changes to Gail Shirley by August 31st. The second draft of this component of the data portfolio will be distributed for college-wide review beginning September 1st.

4. Profile of the College:

Kim Coutts distributed and reviewed a sample of the data compiled to describe the college. Team members were asked to submit suggested edits/changes to Gail by August 31st. The second draft of this component of the data portfolio will be distributed for college-wide review beginning September 1st.

2.4 Educational Master Plan:

- 1. Handouts describing the following were distributed and reviewed:
 - a. List of programs for instruction and student services
 - b. Program page template
 - c. Process and schedule for developing program pages

2.5 Proposed Master Plan Team Meetings:

- 1. The following dates for fall meetings of the Master Plan Team were proposed.
 - a. September 15th:
 - 1st institutional goals and analysis of existing conditions
 - b. October 21st:
 - 2nd draft institutional goals and academic plan quantification
 - c. November 11th:
 - Facilities planning principles and preliminary options
 - d. December 10th:
 - Option development
- 2. The request was made to keep meetings on Friday. Deborah Shepley said that Gail Shirley would propose alternative dates and would send final meeting dates to the group.

The above notes document our understanding of items discussed in the above-referenced meeting. Unless notice to the contrary is received, the notations will be considered acceptable and HMC will proceed with work based on these understandings. Any discrepancies should be brought to our attention within seven (7) working days of receipt.

Submitted by, Submitted by,

Deborah Shepley, AIA, LEED®AP Eva Conrad, Ph.D. HMC Architects CBT

DS:II

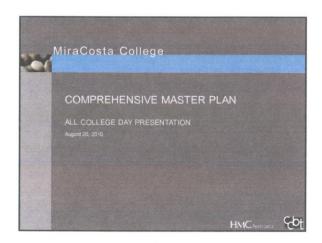
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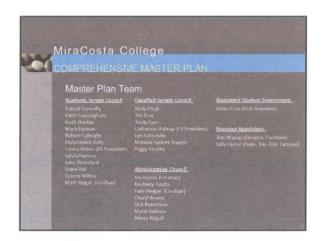
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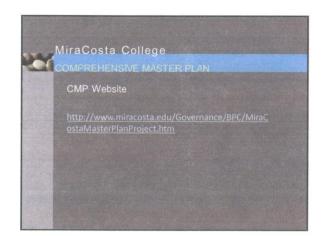
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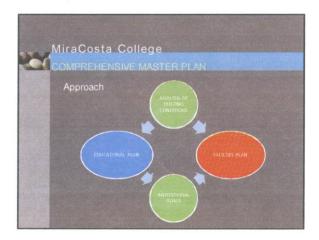
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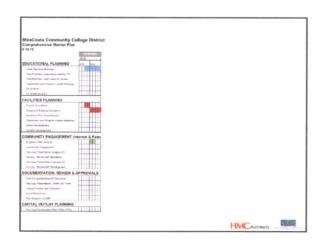
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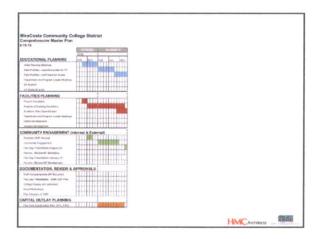


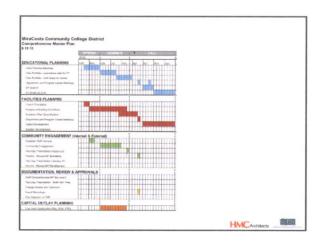


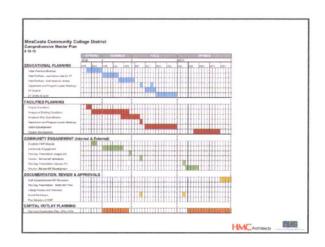


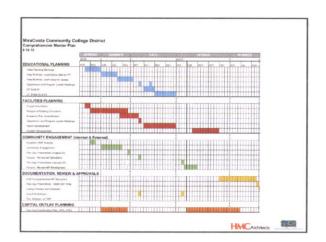


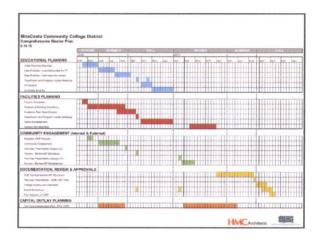


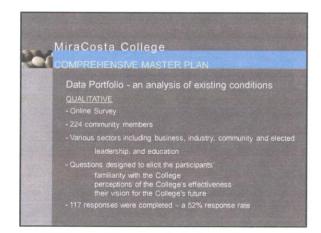


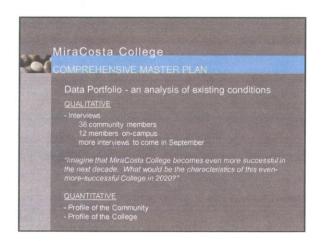


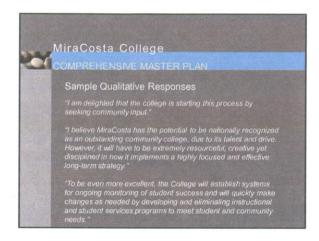








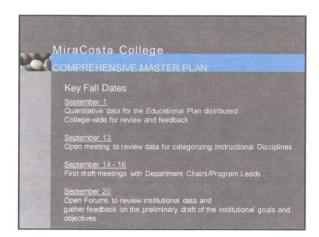


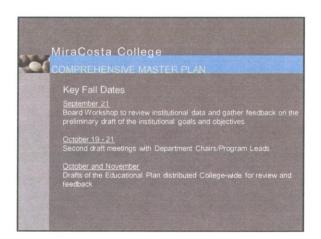
















Add to My Links Add this page or any other to Links list.

Manage Links Reorganize or delete items in Links list.

Welcome to the Portal Contact us at portal@miracosta.edu with questions, suggestions, or training requests.

Announcements

Spring 2011 Parking Information

2/14/2011 9:10 AM

by Woolley, Chad

The college expects record enrollment this Spring, Detailed parking information is available on the MCC public web site.

New to the Portal? by Woolley, Chad

2/10/2011 11:16 AM

New to the Portal? Learn how to streamline your work and collaborate with others by going to Portal Help & Training (under the Resources tab). Here you will find self-help tools such as:

Back 1 2 3 4 5 6 Next

Videos
Articles
QRC (Quick Reference...

MiraCosta College Launches New Visual Identity



MiraCosta College will unveil its new public Web site on Jan. 14, 2011. The site features a new, modern look and feel, and a new navigational structure designed to make it easier for students to find the info they need.

What's Happening Agendas &	Minutes	Important Dates			
Event	Locat	ion	Start	I	С
Deans Roundtable	OC470	08	02/16/11 1:00PM		a
Equivalency committee meeting	OC103	30	02/16/11 2:45PM	0	0
Chinese Club	OC344	19 AZTLAN B	02/16/11 3:30PM	0	13
Honors Scholar Program Social at SEC	SAN S & B	TUDENT CTR CONF RMS A	02/16/11 3:30PM	0	1
Performance Writers Club	OC360	1 LITTLE THEATRE	02/16/11 3:30PM	0	10
Ballet Folklorico Xochiquetzal	OC 34	00 CLUB ROOM	02/16/11 4:00PM	0	13
Co-op Orientation	OC310	05	02/16/11 5:00PM		0
Women's Basketball: vs Palomar	OC GY	′M	02/16/11 5:00PM	0	0
Study Abroad Information Meeting	SAN30	08	02/16/11 5:30PM	0	1
Introduction to Transfer - Oceansi	de OC120	02	02/16/11 6:00PM	0	a
Men's Basketball: vs Southwestern	OC GY	′M	02/16/11 7:00PM	0	13
Classified Salary Committee	OC125	52	02/16/11 9:00AM		0
Working Conditions Group	OC103	30	02/16/11 9:00AM		0
Physio Learning Community	OC405	50	02/16/11 9:30AM		C
SBDC's Build Your Own Website Wkshop	CLC13	33	02/16/1110:00AM		10
Art: Calculations for Future Events	OC 34	00 ART GALLERY	02/16/1111:00AM	0	0
Free STD Testing: Oceanside	COLLE	GE CALENDAR	02/16/1111:30AM	0	8
Time Management	OC120	02	02/16/1112:00PM	0	0
Vista Community Clinic Focus Gro	SAN S	TUDENT CTR CONF RMS A	02/16/1112:00PM	0	13
Department Chairs - Tentative	OC340	00 AZTLANS A & B	02/17/11 2:00PM		1

Portal Tips & Tricks

IE Users - are you repeatedly prompted to login to the Portal? by Woolley, Chad

10/14/2010 1:53 PM

As with FireFox users, the fix is to essentially tell the browser to trust portal.miracosta.edu:

1. Open IE. Select Tools -> Internet Options -> Security Tab and Select Sites

2. Ensure "Automatically detect intranet network" is checked and...

Add Outlook Web Access (OWA) to your My Site

10/14/2010 1:50 PM

by Woolley, Chad

Want to access your **Outlook** email, calendar, and folders anytime, anywhere? Outside of the College? You can from your Portal **My Site** by adding OWA (works the same as **link** from the MCC site):

- From the top-right, click My Site
 From the top-right,...

FireFox Users - are you repeatedly prompted to login?

10/14/2010 1:49 PM

Some Firefox users report repeated prompting for login and password when trying to access the portal. This is due to a browser security setting, and the fix is to essentially tell the browser to trust portal.miracosta.edu.

Firefox 3.0+

1. Open...

Davis, Daria (Instruction Ofc)

From: Shirley, Gail

Sent: Friday, August 27, 2010 1:50 PM

To: All Mail Users
Cc: 'Eva Conrad'

Subject: COMPREHENSIVE MASTER PLAN INVITATION: 9/13 Open Meetings to Review Data Elements Categorizing Each Instructional

Discipline

DATE: Friday, August 27, 2010

SUBJECT: A Message to All Email Users from Eva Conrad, Academic Plan consultant for MiraCosta's Comprehensive Master Plan

For our College's Educational Plan, data will be included to categorize each instructional discipline. On the recommendation of the Master Plan Team, we invite you to join us for a review session to learn about these data elements. The date is **Monday September 13th** and the location is the **Oceanside Campus Little Theatre (3601)**. You have a choice of times: **either 1:30 to 3:00 pm or 3:30 to 5:00 pm**. The facilitators will be Pam Deegan and Eva Conrad. A videotape of the first session will be posted on the Comprehensive Master Plan website and a link will be provided once posted.

1





Meeting Agenda

Meeting # 3

Date

09/17/10

Location

Smart Classroom 3205

Time

11:00 am

Project

MiraCosta College Educational Master Plan

Project #

5011001-000

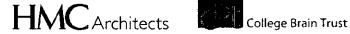
Subject

Master Plan Team Meeting

AGENDA

- 1. Introduction
- 2. Project Status
- 3. Facilities Planning Review Analysis of Existing Conditions
 - Oceanside Campus
 - Community Learning Center
 - San Elijo Campus
- 4. Educational Planning Review and Edit Lessons Learned from the Data
- 5. Next Steps

Next Meeting Date
To be determined





Meeting Minutes

Meeting #:

Date: 09/17/10

Present:

Abdy Afzali, Cheryl Broom, Patrick Connolly, Kimberly Coutts, Keith Cunningham, Pam Deegan,

Keith Dunbar, Marti Essman, Trudy Fore, Sally Foster, Adam Frye, Robert Fulbright,

Catherine Halmay, Myla Stokes Kelly, Tom Macias, Louisa Moon, Sylvia Ramirez, Lori Schneider, Peggy Strojka, John Thomford, Steve Vail, Mario Valente, Alketa Wojcik, Mark Yeager (MiraCosta)

Eva Conrad (CBT)

Ariane Lehew, Deborah Shepley, Sheryl Sterry (HMC)

Project

Name: MiraCosta Community College District

Project #: 5011001-000

Subject: Master Plan Team Meeting

Items

Discussed:

- 3.1 Opening Discussion: Pam Deegan led a discussion about the master planning process.
 - Interviews were held this week between Department Chairs/Program Leads and the educational and facilities planners.
 - Comments and additional information from faculty due by the end of this month.
 - Pam encouraged the college community to express any concerns in an open dialogue.
 - Process needed to review labor market data for the CTE programs.
 - Definition of completing students needs further clarification.
 - President Rodriguez will present the district's institutional goals and objectives in Open Forums next
 - Draft planning model has been developed by the educational planners.
 - The model will be shared and vetted soon.
 - Technology master planning will follow the educational planning process in Spring 2011.
- 3.2 Introductions: Members of the Master Plan Team introduced themselves.
- 3.3 Process and Timeline: HMC Architects reviewed the master planning process and timeline.
- 3.4 Analysis of Existing Conditions – MiraCosta CCD:
 - 1. The MiraCosta Community College District:

The planning team reviewed the community's perceptions of MiraCosta College District, gathered in the on-line survey and interviews with community leaders/stakeholders. Half of the input came from people in Oceanside. She suggested that the District could benefit with additional input from the area near the San Elijo campus. The majority of students are from the northern half of the District.

Master Planning Committee comments:

- A. San Elijo is an official "education center"
- B. MiraCosta has four (4) locations OC, CLC, SEC and On-Line
- C. Camp Pendleton is divided between two (2) Districts, MiraCosta CCD and Palomar CCD. MiraCosta College District negotiates with Palomar College for each program that serves the residents of Camp Pendleton, such as the nursing program. MiraCosta College District serves a geographically small portion of Camp Pendleton.

3.5 Analysis of Existing Conditions - Oceanside Campus:

A series of graphics were presented to the committee, summarizing the team's analysis and observations of existing conditions. See attached PowerPoint presentation. The discussion with the MPT included the following comments:

1. The Oceanside Regional Context:

Master Planning Committee comments:

A. The Sprinter light rail line should be added to the analysis slide.

2. Oceanside Campus Neighborhood Context:

Issues:

 The presence of MiraCosta College District is not prominently indicated at the entrances to Barnard and Glaser Drive.

Master Planning Committee comments:

A. A two-sided MiraCosta College District sign is needed on the campus entry along Barnard Drive.

3. Existing Campus:

Issues:

Temporary buildings are located throughout the campus.

Master Planning Committee comments:

- A. T300 and Purchasing Building T600 should be shown as temporary buildings.
- B. The state funding for new construction included the commitment by the District to remove some temporary buildings. Some of these vacated temporary buildings have been reoccupied.

4. Development History:

Issues:

 Aging facilities with several issues include the Gymnasium, Facilities, Wellness Center, Horticulture Faculty Offices, the running track, Building 3000, and Building 3100.

Master Planning Committee comments:

- A. Purchasing Building 6100 was built in two (2) phases, in the 1990s and the 2000s.
- B. Theater Building 2000 was renovated, but the mechanical equipment for the back of house needs One Million Dollars (\$1,000,000) worth of improvements.
- C. Overall, the faculty offices are falling apart. Many are too small. The Nursing Building is an example.
- D. Campus Security Building 100 is not difficult to find. There are no apparent issues with this location.

5. Vehicular Circulation:

Issues:

- Congested parking during peak periods in parking lots and along Glaser and Barnard Drives.
- Accessible parking in Lot 3B is across a busy driveway from the campus core.
- No separation between cars and people at driveway to the Gymnasium.
- Campus Security Building is not at a campus entrance.
- The community has a negative view of the campus' visibility and parking facilities.
- Responses to the student survey expressed dissatisfaction with the amount of parking and low light level in the evenings.
- Neighbors have complained of students parking in their neighborhoods during peak periods.

Master Planning Committee comments:

- A. The District has met with neighbors to resolve parking issues.
- B. It was suggested that the campus' high ground be used to make it more visible to the community. Palomar College was cited as a good example.
- C. Barnard and Glaser Drives could be renamed "MiraCosta Drive". It was noted that the Barnard Family is a big donor to the District.
- D. The tennis court parking lot should be shown as a campus lot on the analysis slide.

6. Pedestrian Circulation:

Issues:

- There is no clear and welcoming entrance from the parking lots to the Student Services and Activities Buildings.
- Open space separates the campus core from the Arts Complex and the Athletic Precinct.
- There are no accessible paths of travel to the athletic fields and track.

Master Planning Committee comments:

- A. There is another bus stop at Building 4300. Students walk from the bus stop up the adjacent driveway into campus.
- B. The pedestrian path from the Library to the Barnard Drive bridge should be shown as a primary path on the analysis slide.
- C. The existing paved paths near the clock tower are not situated where people walk, so they walk on the grass.
- D. A better access path is needed to Pedley Park.
- E. Horticulture is disconnected from campus pedestrian paths, the steps are steep and the ramps are difficult to use. A bridge from the loop road to the upper story of Horticulture Building 7000 would improve access.
- F. Pedestrians use the vehicular driveway to access the Gymnasium from Barnard Drive.
- G. Both the path and the bridge to the Gymnasium are not ADA compliant. The stair next the the bridge across Barnard Drive is deteriorating. The sidewalks around the Gym are buckling.
- H. There is no elevator to the second floor of the Gym.
- l. There is no accessible path from Barnard Drive to the level of the bridge above.
- J. The sidewalk along Glaser Drive stops next to the Child Development Center, complicating pedestrian travel to the CDC.
- K. There is no sense of welcome when entering at the west side of campus, where the largest number of people park.
- L. Vehicles use the parking lot in front of Buildings 3000 and 3300 to drop off passengers at the ramp. This causes congestion.
- M. The ramp is too steep for many wheelchair users; they often ask others to push them up. Tom Macias stated that the ramp complies with maximum slope requirements, but some users find it difficult to use.
- N. The ramp in front of Building 3000 does not accommodate the emergency cart that the nurses use to help students.
- O. There is a need for better passenger drop offs to improve traffic flow. In addition to Lot 3C, other parking areas are used to drop off passengers, resulting in traffic congestion. These areas include in front of Biotech 4000 and by the bridge near Building 4800.
- P. The intersection of Barnard Drive and the entry to Lots 1A and 2A is awkward due to the number of crosswalks in that area.

7. Campus Zoning:

Issues:

- Campus Security is remote from the main entries to the campus.
- Plans to move the Facilities Buildings closer to Purchasing would clear space near the campus core for student related functions.
- The Wellness Center is remote from other Physical Education facilities.
- Steeply sloped land adjacent to Horticulture will require careful design if developed into support space or demonstration gardens.

Master Planning Committee comments:

- A. Building 4700 about half is Administrative, including Pam Deegan's office.
- B. Buildings 3100 and 3200 contain some instructional space, as well as the cashier and other functions.
- C. Building 4000 contains some custodial space.
- D. If more instructional space is built, the classrooms in Buildings 3100 and 3200 could be converted into student service or activities space. This would allow the courtyards to be used for related activities.

- E. Wellness Building 4100 is too small for this function. It used to be the print shop. It would be better located near Kinesiology, where it could be used as a lab.
- F. The Allied Health Building 4400 does not function well for that program, but it could be suitable for other uses.
- G. Horticulture there is a wish for space for demonstration gardens and teaching gardens throughout campus, and not just next to Building 7000.

3.6 Analysis of Existing Conditions - Community Learning Center:

A series of graphics were presented to the committee, summarizing the team's analysis of existing conditions and sharing observations. The discussion with the MPT included the following comments:

1. Neighborhood Context:

The team has heard that the community appreciates the presence of the CLC.

2. Existing Campus:

Issues:

- Arby's is the most prominent feature near Mission Avenue.
- There are unpaved areas used for parking.
- Building A and B were adapted for educational use, and vestiges of the retail center design remain.

Master Planning Committee comments:

- A. Arby's pays rent to the MiraCosta College District general fund.
- B. Building C looks permanent, but is a temporary building.

3. <u>Development History</u>:

Issues:

• The building housing the SBDC is aging and deteriorating.

4. Vehicular and Pedestrian Circulation:

Issues:

- Monument sign/bus shelter is not where public buses can stop.
- Sidewalk is on the west side of the entrance driveway. Pedestrians must cross traffic to reach Buildings A, B, and C.
- The existing gathering space is small and separated from the campus core.
- The plaza in front of Buildings A and B are spacious but have no amenities for student gatherings.

Master Planning Committee comments:

- A. The entry monument sign is blocked by palm trees. Arby's is the most visible feature along the Mission Street frontage.
- B. Faculty and students use the south entry driveway, but many people do not know that this access point exists.
- C. Need for more parking. Eight (8) week term duration leads to frequent peak traffic periods.
- D. There is no gathering space for students.
- E. There is no path between the Small Business Development Center and the main building, although not many people walk between these two (staff only).
- F. Building C used to be a high school presence. Now it houses two (2) classrooms and two (2) faculty offices. The occupants feel isolated and separated.

5. Campus Zoning:

Issues:

 The Mission Street frontage is not very wide and the view into the campus is blocked by Arby's and the SBDC.

Master Planning Committee comments:

A. There are few student services offered at the CLC. Students go to the Oceanside campus for most services. There is one (1) tutoring room in Building A. The area indicated as student

services is mostly office space. Building A also houses a conference room, student lounge, counseling office, faculty and staff offices, and instructional space.

3.7 Analysis of Existing Conditions - San Elijo Campus:

A series of graphics were presented to the committee, summarizing the team's analysis of existing conditions and sharing observations. The discussion with the MPT included the following comments:

1. Regional Context:

The team heard that people in the community are less familiar with the San Elijo campus. *Master Planning Committee comments:*

A. Sally Foster said that more people have visited San Elijo then previously.

2. Neighborhood Context:

The campus is situated next to the San Elijo Lagoon and development is subject to California Coastal Commission limitations. Other neighboring properties include institutional uses (churches and schools), and agriculture. Residential neighborhoods sit on the plateau above the bluffs.

3. Existing Campus:

The parking is located on the most level area next to Manchester Avenue. The buildings are mostly cluster in the center of the site. The sloped areas near the base of the bluffs are set aside as open space and restricted from development.

4. Pedestrian and Vehicular Circulation:

Issues:

- The main vehicular entrance lacks strong signage to indicate the presence of the campus.
- The campus is no longer served by the local bus system.
- The campus core lacks an outdoor area designed for large gatherings.
- Buildings 500 and 600 are separated from the rest of campus by the fire driveway/fire access road.

Master Planning Committee comments:

- A. The paths from Admin Building 800 and from Building 400 to the driveway should be shown as secondary paths.
- B. A flat area at the campus core is needed for events. Currently gatherings are held in the small plaza in front of the Library. The Amphitheater sees little use because of its remote location and its unshaded southern orientation. It is often uncomfortably hot. Some events, such as film showings and the battle of the bands, are held in the amphitheater.
- C. The metal tables are public art.

5. Campus Zoning:

Master Planning Committee comments:

- A. Admin Building 800 houses student services.
- B. Library 100 houses some instructional spaces, such as computer labs.
- C. Facilities Building 700 is in a workable location and it not too remote.
- D. Tom Macias would like to know how the eighty thousand (80,000) GSF development limit set by the Coastal Commission was determined. Could this be amended to allow more growth?
- E. Sally Foster said that when San Elijo was built, Manchester Avenue was a two (2) lane road which was flooded every year. Currently there are less traffic issues and better access from Interstate 5. She thinks that an application to amend the conditions would be successful.
- F. The acquisition of adjacent agricultural land could be considered. Caltrans and the San Elijo Conservancy have expressed interest in partnering with MiraCosta College District to manage this land.

3.8 Lessons Learned:

A. The lessons learned section of the Educational Plan is a summary of the elements identified in the data chapter that are most relevant for educational planning.

C. This brief document will be distributed to the Master Plan Team for their review and comment prior to the addition of this section to Chapter 2 of the Educational Plan.

The above notes document our understanding of items discussed in the above-referenced meeting. Unless notice to the contrary is received, the notations will be considered acceptable and HMC will proceed with work based on these understandings. Any discrepancies should be brought to our attention within seven (7) working days of receipt.

Submitted by, Submitted by,

Deborah Shepley, AIA, LEED®AP Eva Conrad, Ph.D. HMC Architects CBT

D\$:II

Next Meeting Date:

October 15th, 11 am – 1 pm

Location: Oceanside Campus, 3205

cc: Distribution by District

File: MM-MI

N:\Projects\5011 - Mira Costa CCD\001-000 - Mira Costa College Facilities MP\5. MM\M\MiraCosta MM 3 (9-17-10)FINAL.doc Attachment: 9-17-10 PowerPoint presentation



MIRACOSTA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

SPECIAL MEETING 11:45 A.M. – TUESDAY – SEPTEMBER 21, 2010

ROOM 1054 – BUILDING 1000 OCEANSIDE CAMPUS – OCEANSIDE, CA

AGENDA

- I. CALL TO ORDER
- II. FLAG SALUTE / ROLL CALL

III. PUBLIC COMMENT ON ITEMS ON AND NOT ON THE AGENDA

ITEMS ON THE AGENDA: Members of the audience may address the Board of Trustees on any item listed on the agenda when that agenda item comes up for discussion and/or action. Comments will be limited to five (5) minutes per agenda item, and a total of fifteen (15) minutes of public comment on an item unless waived by the board. Consent Items are considered to be routine and customary district business, and are voted on in one vote; however, a board member or a member of the audience may request that an item listed on the consent Items be removed and considered individually.

ITEMS NOT ON THE AGENDA: Members of the audience may address the Board of Trustees on any topic that is not on the agenda so long as the topic is within the jurisdiction of the district. Under the Brown Act, the board is not permitted to engage in public discussion or take any action on an agenda item not on the agenda, except that members of the board may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative, or in response to questions posed by the public, a member of the board may ask a question for clarification. A member of the board or the board itself may provide a reference to staff (superintendent/president) or other resources for factual information, request staff (superintendent/ president) to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff (superintendent/ president) to place a matter of business on a future agenda. Comments from visitors shall not exceed five (5) minutes unless the time limit is waived by the board. The board may also limit the total amount of time for speakers on a particular topic to fifteen (15) minutes.

IV. MASTER PLAN WORKSHOP

V. DECLARE NEED FOR CLOSED SESSION PURSUANT TO GOVERNMENT CODE §95957.7

- A. Conference with Legal Counsel–Anticipated Litigation (Pursuant to Government Code §54956.9, Subdivision (b)) Significant exposure to litigation: one case
- B. Conference with Legal Counsel–Existing Litigation (Pursuant to Government Code §54956.9, Subdivision (a) of §54956.9) Case: #37-2007-00055219-CU-WM-NC

VI. RECONVENE IN OPEN SESSION - REPORT ACTION FROM CLOSED SESSION

A. Conference with Legal Counsel—Anticipated Litigation (Pursuant to Government Code §54956.9, Subdivision (b)) Significant exposure to litigation: one case

B. Conference with Legal Counsel–Existing Litigation (Pursuant to Government Code §54956.9, Subdivision (a) of §54956.9) Case: #37-2007-00055219-CU-WM-NC

VII. ADJOURNMENT



MIRACOSTA COMMUNITY COLLEGE DISTRICT ONE BARNARD DRIVE — OCEANSIDE, CA

MINUTES OF SPECIAL BOARD MEETING

SEPTEMBER 21, 2010 (Approved October 19, 2010)

I. CALL TO ORDER

The Board of Trustees of the MiraCosta Community College District met in a special meeting on Tuesday, September 21, 2010, in Building 1000, Room 1054, on the Oceanside Campus. The meeting was called to order at 11:45 a.m. by Vice President Charles Adams.

II. FLAG SALUTE / ROLL CALL

Board Members present:

Charles Adams

George McNeil

Gloria Carranza

Gregory Post (absent)

Rudy Fernandez

Jacqueline Simon

William Fischer

Trustee Post joined the meeting at 1:45 p.m.

III. WORKSHOP

The Board of Trustees, Superintendent/President Rodriguez, and consultants from CA Collegiate Brain Trust reviewed a preliminary draft of the district's comprehensive master plan. The group reviewed the planning history, process, data, community feedback, and strategic goals and objectives. The board requested that two other workshops be scheduled in November and January to update the board on the progress of this project.

IV. DECLARE NEED FOR CLOSED SESSION PURSUANT TO GOVERNMENT CODE §95957.7

At 1:55 p.m., the board declared the need to enter closed session to discuss the following:

A. Conference with Legal Counsel–Anticipated Litigation (Pursuant to Government Code §54956.9, Subdivision (b)) Significant exposure to litigation: one case

B. Conference with Legal Counsel–Existing Litigation (Pursuant to Government Code §54956.9, Subdivision (a) of §54956.9) Case: #37-2007-00055219-CU-WM-NC

V. RECONVENE IN OPEN SESSION - REPORT ACTION FROM CLOSED SESSION

At 3:15 p.m., the board returned to open session to report the following:

A. Conference with Legal Counsel-Anticipated Litigation

(Pursuant to Government Code §54956.9, Subdivision (b))

Significant exposure to litigation: one case

Discussion. No action taken.

B. Conference with Legal Counsel-Existing Litigation

(Pursuant to Government Code §54956.9, Subdivision (a) of §54956.9)

Case: #37-2007-00055219-CU-WM-NC

Discussion. No action taken.

VI. ADJOURNMENT

The meeting adjourned at 3:16 p.m.

MINUTES APPROVAL:

Gregory/Post/President

Board President

Francisco & Rodriguez, Ph.D.

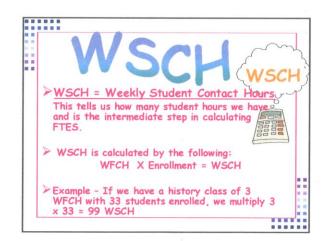
Superintendent/President

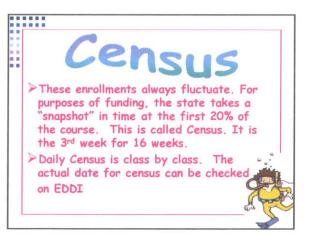


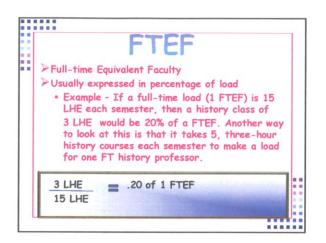


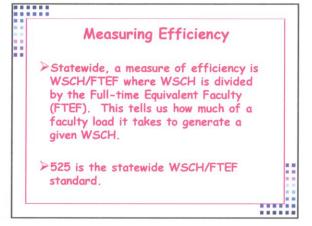
Weekly Faculty Contact Hours This tells us how many hours the class meets each week. We use WFCH to measure the size of our schedule.

Enrollment Enrollment = the number of students in the class Until we know what the actual enrollments are, it is handy to use estimates. EDDI utilizes estimates so that we can project what our total enrollments will be as soon as we plan the schedule. The estimates are based on previous terms.









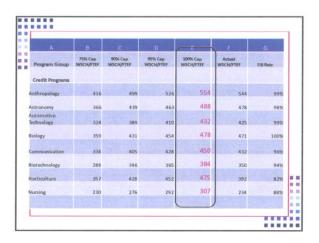
		*
College	Fall 2010 WSCH/FTEF	Fill Rate
MiraCosta	478	91%
San Diego Mesa College	577.4	95%
San Diego City College	575	
San Diego Miramar	535	97%
Palomar College	517	92.7%
Imperial Valley	540	106%
Grossmont	519	95%



About this Model Links resource allocations to statewide quantitative criteria that are INDIVIDUALIZED for each program at MiraCosta using characteristics unique to MiraCosta College: Smaller Class Size Maximas Smaller Classrooms WSCH/FTEF based on present program and each based upon individual fill rates

How were these Standards Developed? To establish individualized WSCH/FTE, Created a "what If?" Scenario "What if?" every class in a discipline was filled to 100%?

Giv	ven:
1.	Class size is based on class size maxima and/or classroom cap, not or an increase in class size maximas
2.	Each discipline will have <u>different</u> WSCH/FTEF figures
3.	A comprehensive community college is a collection of different disciplines with different class sizes



Near Term (2010-2015)
Criteria
Six Different Categories

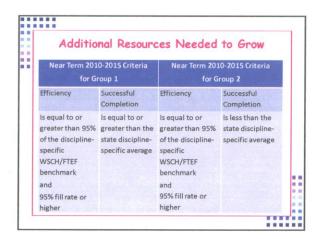
The group where Additional Resources are required to Grow

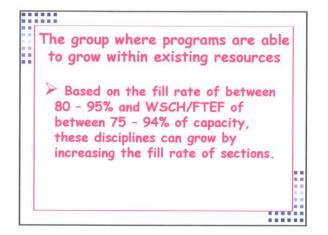
Based on the fill rate and WSCH/FTEF both being at or above 95% of capacity, these disciplines need more space, or more hours, etc. in order to grow.

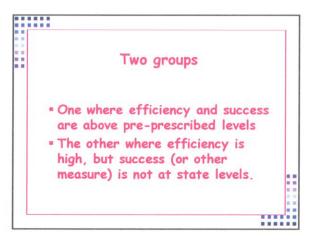
Two groups

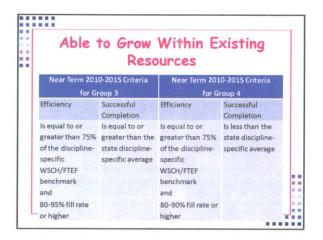
One where efficiency and success are above preprescribed levels

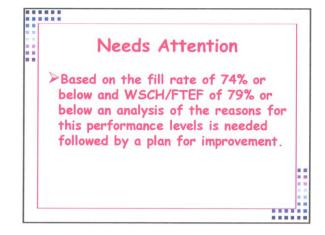
The other where efficiency is high, but success (or other measure) is not at state levels.

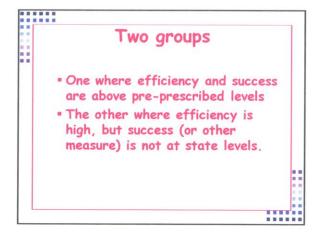


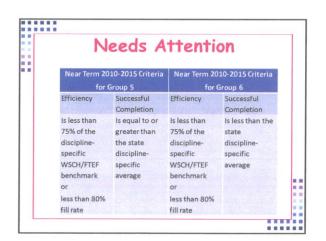












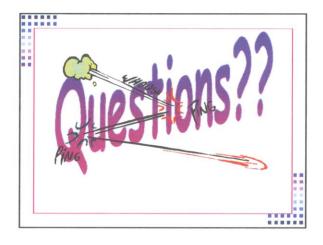
Far Term (2015-2020)
Criteria
Six Different Categories

For the far term, these percentages will be adjusted, with the ultimate goal of having as many disciplines as possible performing at a high level of fill rate, a high level of individualized WSCH/FTEF measure, and a high level of student success compared to state standards.

What Does it Look Like for MiraCosta ? (handout)

Remember that <u>each year</u>, these numbers will change and new lists will be generated on changes!

We will see changes as we include 2010 data.



Bennett, Mary (OCN)

From:

Shirley, Gail

Sent:

Tuesday, October 12, 2010 10:59 AM

To: Cc: **EMP Team**

CG.

'Eva Conrad'

Subject:

Educational Plan: Lessons Learned section (attached for first read)

Attachments:

MiraCosta College Lessons Learned from the Data for CMP Team Review.docx

Master Plan Team Members,

Attached please find the next portion of the Educational Plan for your review and comment as "first readers" of the plan. The lessons learned section of the Educational Plan summarizes the data sets that are most relevant for educational planning. This is not intended to be a comprehensive summary of the data chapter, rather it highlights those issues to be addressed in the institutional strategic goals and objectives. These are the data elements that were reviewed at the beginning of the Open Forum sessions on October 20th and the Board Workshop on October 21st.

Please send your comments to Gail by October 29th. Thank you.

Thanks,

Eva

Comprehensive Master Plan Educational Plan, Chapter 2 Summary Lessons Learned from the Data Relevant to Educational Planning, Draft #1

The purpose of this section is to distill from the large amount of information presented in this chapter the key elements that should be considered in educational planning. These lessons learned describe both opportunities and challenges for the District's planning for the next decade.

Community/Service Area Considerations

- 1. The shape and location of the MiraCosta Community College District service area poses unique opportunities and challenges for student access. The District is located along the Southern California coast between Orange County to the north and the metropolitan area of San Diego to the south and surrounded by the Pacific Ocean, Camp Pendleton, the Palomar community college service area, and the San Diego community college service area. This elongated physicality creates challenges when planning for student access to District facilities and programming while addressing the educational needs of population segments in different areas of the community.
- 2. The population of the District service area currently numbers about 437,180 people and is projected to grow modestly by 11,559 total residents (2.6%) over the next ten years.
- 3. Within the long narrow service area, 54% (236,053) of the population reside in the Northern portion (Oceanside/Pendleton and Carlsbad north of zip code 92011), and the remainder, 46%, (201,126) reside in the Southern portion. Over the next decade, the population in the Northern portion of the district is projected to grow at a higher rate (3.4%) than the Southern portion (1.7%).
- 4. Although there is an almost equal distribution of the population across the Northern and Southern portions of the service area, the District's enrollment draws unequally from the two portions. 3,547 students reside in the Southern portion of the service area while 6,238 reside in the Northern portion.
- 5. Population segments projected to grow above the average rate of 2.6% include:
 - a. the Northern portion of the service area (3.4%),
 - b. those over 55 years of age, and
 - c. Hispanics, Asians, and those of two or more races (7 to 8%).

These data show that the community is distinguished by a variety of characteristics and highlight the need for the District to offer programs for unique audiences.

- 6. The service area is represented by extremes within a variety of socio-economic/demographic measures. The two portions of the service area include cities with diverse median annual incomes (for example, \$124,907 in Solana Beach versus \$72,393 in Oceanside) and educational levels (for example, 72% with Bachelor's Degree or higher in Del Mar versus 25% of the same in Oceanside).
- 7. During this period of time, the "Baby Boomlet," the large numbers of those born in the 1980s and 1990s, is maturing and creating a declining youth population in the service area. In 2020, the service area is projected to increase 14% in the 25-29-year-old age population. However, the number of those within the 18-24-year-old age range (the typical college-attending audience) will slightly decline. In keeping with this projection, the number of high school graduates from feeder high schools is projected to decline slightly between now and 2020.

Enrollment Management and Projection

- 8. The District's credit enrollment increased 41% between fall 2004 and fall 2009, with the greatest increase from 11,037 to 13,856 headcount (25%) in the past two years. This increase can be attributed to multiple factors, such as demographic changes in the population; the economic downturn which predictably results in increased college enrollment; recent improvements in scheduling; and reduced state funding which caused adjacent community college districts to reduce their course offerings.
- 9. The District's expansion of its online course offerings is a significant factor in this recent enrollment increase. Online course enrollment increased 50% which is an increase of a little over 1,200 students. This increase in online course enrollment is responsible for 43% of the District's total enrollment growth between fall 2007 and fall 2009.
- 10. Future enrollment growth will not result from overall population growth because the population is growing at such a small rate (2.6%). To strategically plan for enrollment growth, two potential sources of enrollment growth are to attract a greater number of high school graduates as well as to attract college-going residents in its service area who might otherwise attend college in adjacent community college districts.
- 11. In terms of student flow to and from the surrounding community college districts, in fall 2009 the District enrolled 3,100 students who lived in the Palomar Community College District. In turn, 4,581 students who live in the MiraCosta Community College District service area enrolled at Palomar College, indicating a net loss of 1,481 students. This is occurring during a period when Palomar is reducing course offerings due to budget constraints; when Palomar College returns to a more robust schedule of offerings, the extent of this student flow imbalance may increase.

- Attracting students who live in the MiraCosta service area to attend the MiraCosta College District has significant potential for enrollment growth.
- 12. Of the 2008 high school graduates from major public schools within the District's service area 14% to 27% matriculated to the District. Since this matriculation rate is low compared to other California community colleges, attracting a greater proportion of high school graduates who live in the District service area to attend MiraCosta College District has significant potential for enrollment growth.
- 13. The most common statewide measure of efficiency compares the number of hours faculty are with students in class each week (Weekly Student Contact Hours) with the number of equivalent full-time faculty (Full Time Equivalent Faculty). This is used statewide as an indicator of efficiency because it conveys how much of a faculty load it takes to generate a given WSCH. The state goal for this ratio of 525 WSCH per FTEF is based on an assumption of 15-hour-per-week load for each FTEF and assumes an average class size of 35 students. (15 x 35 = 525) The **District-wide WSCH/FTEF ratio of 425 for credit courses in fall 2009** reflects a class size average of fewer than 35 students per class. This ratio is improving, with a District-wide WSCH/FTEF ratio of above 450 for credit courses in fall 2010.
- 14. While the adult population of the service area is not expected to yield enrollment growth between now and 2020, the participation rate (the number of those enrolled in the community college relative to the population) could be increased. Currently, the participation rate for the 18-44 year-old service area population is 7% which is below the calculated state average of 9.5%. However this state average should be considered with caution since the range of participation rates varies greatly throughout California depending upon service area demographics and other variables.

Student Characteristics

- 15. Credit students are ethnically diverse, with the race/ethnicity of students reflecting the service area population albeit with a slightly lower proportion of White students (enrollment is 7% less than the proportion in the community) and Hispanic students (enrollment is 2% less than the proportion in the community).
- 16. Credit students generally reflect the typical college student profile: they are relatively youthful, with 75% below 30 years of age; the majority express a traditional educational goal of achieving an associate degree; 18% attend solely at night; and approximately a third of the students attend full-time.
- 17. 57% of credit students are female and 42% are male, representing a gender imbalance compared to the total community population. This phenomenon is common in higher education and often reflects program offerings. This disparity is

another variable to consider as the District plans programs to engage both genders in the service area population.

Student Success Measures

- 18. The multiple measures of student success indicate continued and significant student achievement. The challenge is to develop processes to consistently and routinely monitor these measures by discipline with the goal of using those results to improve programs.
- 19. Basic skills student success measures need further study as the Accountability Report for Community Colleges data indicate that only 60% of grades given in basic skills courses were successful grades and only about half (45%) of the District's basic skills students successfully complete the next higher level course in the sequence.
- 20. The **student retention** rate of 81% 83% for the past two years is below the state average of 84.6% reported by the State Chancellor's Office, placing the District in the bottom third of the state compared to other community colleges.

Workforce Development Programs

- 21. Career technical programs generated a quarter of the District's weekly student contact hours in fall 2009. Hundreds of degrees and certificates are awarded each year by these programs: 211 in Business, Management, and Marketing, 179 in Health Professions majors, and 87 in Personal and Culinary Services <in date>.
- 22. The labor market analysis identified some occupations and programs for the region that will need more trained workers in the future than currently are being trained (such as business, marketing, and office technology), some programs for which there are more regional graduates than there are positions available (such as computer networking), and programs with potential for growth that the District may consider developing (such as compliance officers and legal secretaries). Such programmatic expansions, contractions, and development need more evaluation by faculty.

Perceptions of the District

- 23. Over 2,000 students completed an online survey in spring 2010 and they **reported high levels of satisfaction** with the District's services and facilities.
- 24. Of the 117 community members who completed an online survey in summer 2010, the majority ranked **preparation for university transfer and career-entry as the most important elements** of the District's services. Responses to open-ended questions praised the District's dedication to students and reiterated the emphasis on transfer education and career preparation.

25. 50 members of the District and surrounding community participated in one-on-one interviews to gather their vision for the District's future. While the varied responses reflect a wide range of goals, some of the themes identified include: the need to demonstrate student successes, to expand partnerships with local businesses and K-12 districts, and to be effective stewards of taxpayer funds by delivering more excellence within existing resources.





Meeting Agenda

Meeting # 4

Date

10/15/10

Location

Smart Classroom 3205

Time

11:00 am

Project

MiraCosta College Educational Master Plan

Project #

5011001-000

Subject

Master Plan Team Meeting

AGENDA

1. Introduction

- Comments, rumors, etc.
- Call for subcommittee recommendation on a process to review and revise institutional strategic objectives

2. CMP Timeline and Status

3. Educational Plan

- Review Chapter 4 format
- Enrollment Forecasts for each Site

4. Master Plan Space Program

- Space Inventory Analysis
- Master Plan Space Needs

5. Sustainable Planning

- Purpose/Meaning of Sustainable Master Planning
- Sustainability Visioning
- Development and Implementation of the Sustainable Master Planning Guidelines

6. Next Steps

Next Meeting Date
October 15th, 11 am – 1 pm
Location: Oceanside Campus,

3205

File

MM-OT

N:\Projects\5011 - Mira Costa CCD\001-000 - Mira Costa College Facilities MP\5. MM\0T\Agenda\Agenda 10-15-10.docx





Meeting Minutes

Date: 10/15/10 Meeting #:

Present: Jim Austin, Cheryl Broom, Patrick Connolly, Kimberly Coutts, Keith Cunningham, Pam Deegan,

> Tim Dow, Keith Dunbar, Marti Essman, Trudy Fore, Sally Foster, Adam Frye, Robert Fulbright, Catherine Halmay, Melanie Seibert Haynie, Myla Stokes Kelly, Tom Macias, Sylvia Ramirez,

Lori Schneider, Alketa Wojcik, Mark Yeager (MiraCosta)

Eva Conrad (CBT)

Eera Babtiwale, Deborah Shepley, Sheryl Sterry (HMC)

Project

Name: MiraCosta Community College District

Project #: 5011001-000

Master Plan Team Meeting Subject:

Items

Discussed:

- 4.1 Opening Discussion: Pam Deegan led a discussion about the status of the master planning process.
 - Subcommittee has been tasked with reviewing the institutional strategic goals and objectives. The following was discussed:
 - a. The scope of the review
 - b. A forum to share the results
 - c. Changing to Strategic "Directions" or "Initiatives" as opposed to "Goals"
 - 2. Pam asked the Committee about any comments or rumors regarding the educational planning process.
 - a. None were shared.
- **CMP Timeline and Status:** The team reviewed the master planning process, timeline and status. 4.2
 - 1. The "Lessons Learned" summary for Chapter 2 has been distributed for review by the Master Plan
 - 2. Drafts 3 for instructional disciplines and Drafts 2 for student services have been distributed to Deans and Department Chairs in preparation for the second set of interviews October 19 - 21.
 - 3. Chapters 1 3 will be distributed for District-wide review on November 5th. A schedule for the second District-wide review of the Educational Plan was discussed. Dr. Francisco will be asked if he prefers to take the Educational Plan to the January or February Board meeting.
 - 4. Quantification of the academic plan is in progress, but must not get ahead of the educational planning process. Very preliminary facilities options will be presented this fall, but must continue in the spring 2011 semester.
- 4.3 Educational Plan: The team summarized some key elements of the education plan.
 - 1. College Growth Target:

The Superintendent/President's 2% enrollment growth target per year for the next ten years was discussed.

- a. Current economic conditions have resulted in higher growth that probably won't be sustained.
- b. The 2% growth target may be too low, since classes are crowded now.
- c. The afternoons are still under-filled, and classes could be scheduled for better utilization in the afternoon.

- d. The 2% growth target is aggressive for a demographically mature district. However the District participation rate is low and should be improved.
- **4.4** Master Plan Space Program: The Master Plan Space Program serves as the key link to tie the educational plan to the facilities plan. The meeting included a discussion of how this is developed.
 - 1. Space Inventory Analysis:
 - Each year the College updates the inventory of assignable space on each campus and reports this information to the California Community College Chancellor's Office (CCCCO) at the end of September.
 - b. Assignable Square Feet (ASF), includes the usable space within each facility. It does not include corridors, restrooms, elevators, stairs and mechanical rooms.
 - c. Spaces are categorized by use and fall into these general categories:
 - Lecture
 - Lab
 - Office
 - Library
 - Instructional Media
 - Other (includes meeting rooms, assemble space, health services, etc.)
 - 2. Capacity Load Ratios
 - a. The first five categories are considered "capacity load categories" and closely scrutinized by the CCCCO when determining the need for more space. The amount of space is judged against Title 5 space standards based on enrollment, WSCH and FTES.
 - b. The capacity load ratio is the ratio of existing space compared to the Title 5 standards. A ratio greater than 100% indicates that the college is overbuilt in that category. A ratio less than 100% demonstrates a need for more space.
 - c. Current Inventory and 2009 Capacity Load Ratios were reviewed for each campus.
 - d. Future space needs are in development in order to serve as the basis for facilities planning and are based on the quantification of the academic planning data in development.
 - 3. Discussion:
 - a. There is a big difference between first week attendance and positive attendance. The state calculates WSCH based on positive attendance.
 - b. The CCCCO space standards for support services space is the same for campuses and educational centers.
 - c. Space needs for non-credit programs, such as those taught at the CLC, are not calculated in the same way. An appropriate model will be built for the CLC.
- **Sustainable Master Planning:** The team led a discussion regarding sustainable master planning and reviewed ideas and concepts for incorporating into the overall CMP.
 - 1. Purpose and Meaning of Sustainable Master Planning
 - a. Sustainability is part of MiraCosta College's Institutional Strategic Goals and Draft Objectives and will be integrated into the development of the CMP.
 - b. Many instructional disciplines incorporate sustainability in their curriculum projections; a listing of programs that plan to develop or increase enrollment in on-line courses was reviewed.
 - c. The team presented examples of statements of purpose for a sustainable master plan.
 - 2. Sustainable Visioning
 - a. There are many opportunities to achieving success on many levels, with regard to people, the environment and energy use. The master planning process will develop a unique set of sustainability initiatives growing out of the visions of and opportunities available to the MiraCosta College community.

- 3. Development of the Sustainable Master Plan Guidelines HMC reviewed the process, which will include the following activities:
 - a. Benchmarking current energy use and carbon footprint.
 - b. Analysis of existing opportunities for sustainability in the following areas:
 - i. Existing Natural Habitat/Wildlife Conservation
 - ii. Water Conservation/Stormwater Management
 - iii. Existing Infrastructure Analysis
 - iv. Energy Systems
 - v. Sustainable Education
 - vi. Community Outreach
 - vii Operations and Management
 - viii. Transportation
 - ix. Technology
 - c. Discussion:
 - i. The San Elijo campus is building gardens that feature California natives.
 - San Elijo campus is no longer served by the North County Transit Authority. There is a possibility of having an electrical vehicle charging site installed at no cost to the District.
 - iii. The District is strategizing to maximize funding. For example, a one megawatt PV solar power installation could result in energy cost savings which could be used to subsidize mass transit. To increase voter support of funding measures, the College should start with projects with broad support. Public opinion is needed in this regard.
 - iv. Communication between the campuses, and sharing of sustainability plans should be encouraged. The sustainability report card for each campus will be made available by the District.

The above notes document our understanding of items discussed in the above-referenced meeting. Unless notice to the contrary is received, the notations will be considered acceptable and HMC will proceed with work based on these understandings. Any discrepancies should be brought to our attention within seven (7) working days of receipt.

Submitted by, Submitted by,

Deborah Shepley, AIA, LEED®AP Eva Conrad, Ph.D. HMC Architects CBT

DS:II

Next Meeting Date:

November 19th, 11 am – 1 pm Location: Oceanside Campus, 3205

cc: Distribution by District

File: MM-MI

N:\Projects\5011 - Mira Costa CCD\001-000 - Mira Costa College Facilities MP\5. MM\M\mathred{MiraCosta MM 4 (10-15-10).docx

Attachment: 10-15-10 PowerPoint presentation

Appointments for Carolyn Russell: Tuesday September 14 Oceanside Campus, Building 3400 (Student Center) Aztlan A, Room 3450

Time	Department Chair/ Program Lead	Title for Program Page
8:30 – 10:00	Barbara Greenstein, Testing bgreenstein@miracosta.edu	Testing Services
	Alicia Terry, Registrar aterry@miracosta.edu Jane Sparks, San Elijo A&R Supervisor jsparks@miracosta.edu	Admissions & Records
10:00 – 11:30	Mike Deaton (MDeaton@miracosta.edu) Assistant Department Chair (Hilda Gomez-Zinn, Counseling Dept Chair	Counseling Transfer Center
	cannot attend) hgomez@miracosta.edu) Denise Plante, Counselor @ CLC dplante@miracosta.edu Lise Flocken, Transfer Center lflocken@miracosta.edu	
11:30 – 12:3	0 Lunch	
12:30 – 2:00	Pat Conahan, Intramural Athletics pconahan@miracosta.edu	Intramural and Intercollegiate Athletics
	Jim Gonzales, Student Activities Also Interim Dean at San Elijo jgonzales@miracosta.edu	Student Activities/Student Government
2:00 – 3:30	Kathy Striebel kstriebel@miracosta.edu	Business Office Technology Computer & Info Sciences
		Computer Science Medical Admin Professional
3:30 – 5:00	Susan Roberts sroberts@miracosta.edu	Nursing/Pharmacology Surgical Technology

Appointments for Carolyn Russell: Wednesday September 15 Oceanside Campus, Building 3400 (Student Center) Aztlan A, Room 3450

Time	Department Chair/ Program Lead	Title for Program Page
8:30 - 10:00		
10:00 -	Claire Ehrlinger	Architecture
11:30	cehrlinger@miracosta.edu	Automotive Technology
		Drafting
		Engineering
		Horticulture
11:30 – 12:30	Lunch	
12:30 – 2:00	Susan Herrmann	English/Reading
	sherrmann@miracosta.edu	ESL
-		Humanities/Film/Linguistics/Literature
		Education/Special Education
2:00 - 3:30	Chris Metzler	Astronomy
	cmetzler@miracosta.edu	Chemistry
		Earth Science/Oceanography/ Geology/Physical Science
		Physics
		Radiation Protection Technology
3:30 - 5:00	Herschel Stern	Anthropology
	hstern@miracosta.edu	Economics
		Geography
		History
		Philosophy
		Political Science

MiraCosta College Educational Master Plan Schedule as of August 6, 2010

Appointments for Carolyn Russell: Thursday September 16 Oceanside Campus, Building 4700, Room 4708

Time	Department Chair/ Program Lead	Title for Program Page	
8:30 – 10:00			
10:00 – 11:30	Jeff Uhlik juhlik@miracosta.edu	Media Arts & Technologies	
11:30 Leave	11:30 Leave for LAX to meet 4:45 pm flight		

Appointments for John Spevak: Tuesday September 14 Oceanside Campus, Building 1000, HR Conference Room 1030

Time	Department Chair/ Program Lead	Title for Program Page
8:30 – 10:00	Connie Wilbur, DSP&S	DSP&S
	cwilbur@miracosta.edu Teresa Cerda, EOP&S	EOP&S
	tcerda@miracosta.edu JoAnn Bernard	Financial Aid
	jbernard@miracosta.edu	
10:00 -	Marge Reyzer, Health Servs	Health Services
11:30	mreyzer@miracosta.edu Carol Wilkinson, Service Learning	Service Learning
	cwilkinson@miracosta.edu	
11:30 – 12:30) Lunch	
12:30 – 2:00	Jan Moberly	School Relations & Diversity Outreach
	School Relations & Diversity Outreach	Campus Police
	imoberly@miracosta.edu Robert Norcross Campus Police	Institute for International Perspectives
	rnorcross@miracosta.edu Mia Scavone, Institute for Internat'l Perspectives	
	mscavone@miracosta.edu	
2:00 - 3:30	Lilia Vidal	International Languages
	lvidal@miracosta.edu	
3:30 - 5:00	Tom Severance	Accounting
	tseverance@miracosta.edu	Business Administration
		Real Estate
5:00 - 6:30	Jeff Ihara	Biology
	jihara@miracosta.edu Mike Fino	Biotechnology
	mfino@miracosta.edu	

Appointments for John Spevak: Wednesday September 15 Oceanside Campus, Building 1000, HR Conference Room 1030

Time	Department Chair/ Program Lead	Title for Program Page
8:30 - 10:00	David Massey	Dance
	dmassey@miracosta.edu	Drama
		Music
10:00 -	Robert Kelley	Administration of Justice
11:30	rkelley@miracosta.edu	Child Development / Gerontology
		Psychology
		Sociology
11:30 – 12:30 Lunch		
12:30 – 2:00	Neil Moura	Communication Studies
	nmoura@miracosta.edu	
2:00 - 3:30	Steve Wezniak	Noncredit Programs
	swezniak@miracosta.edu	
	Sylvia Ramirez	
	sramirez@miracosta.edu Leon Levy	
	llevy@miracosta.edu	
3:30 - 5:00	Karen Smith	Health
	ksmith@miracosta.edu Al Taccone, Dean	Hospitality / Restaurant / Tourism
	ataccone@miracosta.edu	Kinesiology

Appointments for John Spevak: Thursday September 16 at San Elijo Campus in the Student Center Room 925, except the first appointment which is in Peter's office, room 602

Time	Department Chair/ Program Lead	Title for Program Page	
7:00 – 8:30	Peter Avery pavery@miracosta.edu	Mathematics Room 602 San Elijo Campus	
8:30 - 10:00			
10:00 – 11:30	Pamela Perry pperry@miracosta.edu	Library	
11:30 – 12:30 Lunch			
12:30 – 2:00	Linda Kurokawa Ikurokawa@miracosta.edu	Community Service	
2:00 – 3:30	Anna O'Cain aocain@miracosta.edu	Art	
3:30 – 5:00	Sudershan Shaunak sshaunak@miracosta.edu	Small Business Development Center	

Bennett, Mary (OCN)

From: Eva Conrad [eva.e.conrad@gmail.com]
Sent: Monday, October 11, 2010 10:57 AM

To: Deegan, Pamela; Robertson, Dick; Spring, Martin; Valente, Mario; Taccone, Al; Smith, Dana;

Hermosillo, Gilbert; Comstock, Sandy, Wojcik, Alketa; Matthews, Ric John Spevak; Carolyn Russell; Bennett, Mary (OCN); Bollerud, Julie

Cc: John Spevak; Carolyn Russell; Bennett, Mary (O' Subject: Educational Plan Appointments for October

Attachments: October Schedule for Carolyn Russell 10-11-10.docx; October Schedule for John Spevak

10-11-10.docx

Attached please find the final appointment schedules for the October meetings with Department Chairs/Program Leads. The purpose of these appointments is to hear feedback on the second draft of the page in the Educational Plan for each instructional discipline and student service.

I encourage you to review those drafts carefully to ensure that you are comfortable with the projections...these projections are each unit's plan for the next decade. Please discuss these with the Department Chairs/Program Leads to make sure that:

(1) the projections address any issues that appear in the data ribbons, such as retention rates or efficiency,

(2) you are in agreement that these projections are comprehensive and that they accurately reflect the ways in which the instructional discipline or student service will contribute to the District's institutional goals and objectives.

This is the time to add, delete, and edit the projections.

Thanks for your support in making time for these appointments.

Appointments for Carolyn Russell: Tuesday October 19, OC 1030 (Human Resources conference room, Oceanside)

Time	Department Chair/ Program Lead	Title for Program Page
8:30 – 10:00	Barbara Greenstein, Testing bgreenstein@miracosta.edu	Testing Services
	Alicia Terry, Registrar aterry@miracosta.edu Jane Sparks, San Elijo A&R Supervisor jsparks@miracosta.edu	Admissions & Records
10:00 – 11:30		
11:30 - 12:30	Lunch	
12:30 - 2:00	Pat Conahan, Intramural Athletics pconahan@miracosta.edu	Intramural and Intercollegiate Athletics
	Jim Gonzales, Student Activities igonzales@miracosta.edu	Student Activities/Student Government
2:00 – 3:30	Kathy Striebel kstriebel@miracosta.edu	Business Office Technology
	Al Taccone, Dean ataccone@miracosta.edu	Computer & Info Sciences
		Computer Science
		Medical Admin Professional
3:30 - 5:00		

Appointments for Carolyn Russell: Wednesday October 20, OC 1030 (Human Resources conference room, Oceanside)

Time	Department Chair/ Program Lead	Title for Program Page
8:30 – 10:00		
10:00 – 11:30		
11:30 – 12:30	Lunch	
12:30 – 2:00	Susan Herrmann sherrmann@miracosta.edu Dana Smith, Dean dsmith@miracosta.edu	English/Reading ESL Humanities/Film/Linguistics/Literature Special Education
2:00 - 3:30	Chris Metzler cmetzler@miracosta.edu Ric Matthews, Dean rmatthews@miracosta.edu	Astronomy Chemistry Earth Science/Oceanography/ Geology Energy Technology Physical Science Physics
3:30 - 5:00	Herschel Stern hstern@miracosta.edu Ric Matthews, Dean rmatthews@miracosta.edu	Anthropology Economics Geography History Philosophy Political Science

Appointments for Carolyn Russell: Thursday October 21, OC 1054 (Admin building, Oceanside)

Time	Department Chair/ Program Lead	Title for Program Page
8:30 – 10:00	Mike Deaton (MDeaton@miracosta.edu) Assistant Department Chair (Hilda Gomez-Zinn, Counseling Dept Chair cannot attend) hgomez@miracosta.edu) Denise Plante, Counselor @CLC dplante@miracosta.edu Lise Flocken, Transfer Center Iflocken@miracosta.edu *by phone* Marty Spring, Dean mspring@miracosta.edu	Counseling Transfer Center
10:00 – 11:30	Jeff Uhlik juhlik@miracosta.edu Al Taccone, Dean ataccone@miracosta.edu	Media Arts & Technologies
11:30		
2:00 – 3:30	Susan Roberts sroberts@miracosta.edu Sandy Comstock, Assoc. Dean scomstock@miracosta.edu	Nursing/Pharmacology Surgical Technology
3:30 – 5:00	Claire Ehrlinger cehrlinger@miracosta.edu Al Taccone, Dean ataccone@miracosta.edu	Architecture Automotive Technology Drafting Engineering Horticulture

Appointments for John Spevak: Tuesday, October 19, Aztlan A (Student Center, Oceanside)

Time	Department Chair/ Program Lead	Title for Program Page
8:30 - 10:00	Connie Wilbur, DSP&S	DSP&S
	cwilbur@miracosta.edu	
	Teresa Cerda, EOP&S	EOP&S
	tcerda@miracosta.edu	
	JoAnn Bernard	Financial Aid
	jbernard@miracosta.edu	
10:00 11:30	Marge Reyzer, Health Services	Health Services
11.50	mreyzer@miracosta.edu	Sandas Lagraina
	Carol Wilkinson, Service Learning	Service Learning
	cwilkinson@miracosta.edu	
	Gilbert Hermosillo, Dean	
	ghermosillo@miracosta.edu	
11:30 – 12:30	Lunch	
12:30 – 2:00	Jan Moberly	School Relations & Diversity Outreach
	School Relations & Diversity	
	Outreach	Campus Police
	imoberly@miracosta.edu	
	Robert Norcross	Institute for International Perspectives
	Campus Police rnorcross@miracosta.edu	
	Mia Scavone, Institute for	
	International Perspectives	
	mscavone@miracosta.edu	
	Gilbert Hermosillo, Dean	
	ghermosillo@miracosta.edu	
2:00 - 3:30	Lilia Vidal	International Languages
	lvidal@miracosta.edu	
	Pilar Hernandez	
	phernandez@miracosta.edu	
	Dana Smith, Dean	
	dsmith@miracosta.edu	
3:30 - 5:00	Tom Severance	Accounting
	tseverance@miracosta.edu	Business Administration
	Al Taccone, Dean	Business Administration
	ataccone@miracosta.edu	Real Estate
	<u> </u>	1100. 2000

Appointments for John Spevak: Wednesday, October 20, Aztlan A (Student Center, Oceanside)

Time	Department Chair/ Program Lead	Title for Program Page
8:30 – 10:00	David Massey dmassey@miracosta.edu Dana Smith, Dean dsmith@miracosta.edu	Dance Drama Music
10:00 – 12:45	Robert Kelley rkelley@miracosta.edu Ric Matthews, Dean rmatthews@miracosta.edu	Administration of Justice Child Development Education Gerontology Psychology Sociology
No Lunch		
12:45 - 2:00	Robert Fulbright rfulbright@miracosta edu Al Taccone, Dean ataccone@miracosta.edu	Health Education Hospitality / Restaurant / Tourism Kinesiology
2:00 – 3:30	Steve Wezniak swezniak@miracosta.edu Sylvia Ramirez sramirez@miracosta.edu Leon Levy	Noncredit Adult High School/Career Development Workforce Preparation Noncredit ESL
	Ilevy@miracosta.edu Alketa Wojcik, Dean awojcik@miracosta.edu	Other Noncredit
3:30 – 5:00	Neil Moura nmoura@miracosta.edu Dana Smith, Dean dsmith@miracosta.edu	Communication Studies
5:00 - 6:30	Jeff Ihara jihara@miracosta.edu Mike Fino mfino@miracosta.edu Ric Matthews, Dean rmatthews@miracosta.edu	Biology Biotechnology

Appointments for John Spevak: Thursday, October 21, SAN 925/926 (Student Center, San Elijo)

Time	Department Chair/ Program Lead	Title for Program Page
8:30 – 10:00	Pamela Perry pperry@miracosta.edu Mario Valente, Dean mvalente@miracosta.edu	Library
10:00 – 11:30	Sudershan Shaunak sshaunak@miracosta.edu Alketa Wojcik, Dean: Not able to attend awojcik@miracosta.edu	Small Business Development Center
No Lunch		
11:30 – 12:45	Linda Kurokawa Ikurokawa@miracosta.edu Alketa Wojcik, Dean: Not able to attend awojcik@miracosta.edu	Community Service
12:45-2:00	Peter Avery pavery@miracosta.edu Ric Matthews, Dean rmatthews@miracosta.edu	Mathematics
2:00 – 3:30	Anna O'Cain aocain@miracosta.edu Dana Smith, Dean dsmith@miracosta.edu	Art

Bennett, Mary (OCN)

From: Bennett, Mary (OCN)

Sent: Friday, November 05, 2010 9:53 AM

To: All Mail Users

Subject: Comprehensive Master Plan - Educational Plan Chapers 1 - 3 Ready for Districtwide Review Attachments: MiraCosta Educational Plan Chapter 1 ready for District Review November 5, 2010.docx;

s: MiraCosta Educational Plan Chapter 1 ready for District Review November 5, 2010.docx; MiraCosta Educational Plan Chapter 2 ready for District review November 5, 2010.docx;

MiraCosta Educational Plan Chapter 3 ready for District review November 5, 2010.docx

Sent on behalf of Eva Conrad:

Thank you for your continued attention to the ongoing process of developing an Educational Plan. We are ontrack to complete the plan by the end of this semester.

Today the first three chapters of the Educational Plan will be posted on the Comprehensive Master Plan website for your review and comment. These three chapters will be posted separately to facilitate you finding the sections of greatest interest to you.

<u>Chapter 1</u> is a brief snapshot of the District and the local and state context.

<u>Chapter 2</u> describes the status of the local population and economy, forecasts local population and economic changes, and presents student enrollment and demographics. This chapter was distributed for District-wide review in September. Changes in this 3rd draft are in response to your comments to the earlier draft.

<u>Chapter 3</u> is a description and analysis of each instructional discipline and student service.

<u>Chapter 4</u> presents institutional goals and objectives; these are based on the data in the first three chapters. Dr. Rodriguez presented the first draft of this chapter in two Open Forums on September 20^{th.} The review and revision process to shape the institutional goals and objectives is ongoing this month with additional Open Forums. This topic is also being added to the agendas for other meetings. A draft of this chapter will be distributed for District-wide review by the beginning of next month.

You will find spacing and format irregularities. Such adjustments will be made during the final preparation of the document.

Please send comments on Chapter 1 to Gail Shirley <u>ashirley@miracosta.edu</u>.

Please send comments on Chapter 2 to Kim Coutts <u>kcoutts@miracosta.edu</u>.

Please discuss comments and suggested edits on Chapter 3 with your Dean.

The deadline to review the current draft of these chapters is **November 18**th.

The next draft of the Educational Plan will be distributed for District-wide review on November 29th.

Davis, Daria (Instruction Ofc)

From:

Shirley, Gail

Sent:

Tuesday, February 22, 2011 12:13 PM

To:

Davis, Daria (Instruction Ofc)

Subject:

EVIDENCE #32 - FW: Your Participation in Developing the MCC Institutional Strategic Goals

and Objectives

Importance:

High

Daria,

Another communication as part of your EVIDENCE #32 request.



Gail Shirley Administrative Assistant, BAS Division Office

From: Yeager, Mark

Sent: Monday, November 15, 2010 7:09 AM

To: All Governance

Subject: Your Participation in Developing the MCC Institutional Strategic Goals and Objectives

Greetings Colleagues,

The Master Plan Team chairs, Pam Deegan, Jim Austin and Mark Yeager, invite you (implore you, even) to participate in developing and writing the objectives that will help us accomplish the MCC Institutional Strategic Goals.

The original draft of the MCC Institutional Strategic Goals and Objectives included a number of objectives for each goal, and those objectives have generated a significant amount of discussion. However, it should be noted that those objectives were meant as examples, not as actual objectives to be included in the Comprehensive Master Plan. So, we need your help in developing and writing objectives.

Your input is vital. You may participate by posting to the "Institutional Goals and Objectives" blog in the MCC Portal and/or by attending one or more of the Institutional Goals and Objectives open forums. To find the blog, sign on to the Portal and look for the "Committees" tab. Click and pull down to "Budget and Planning Committee", and then choose "Master Plan Team". The link to the blog will be on the far left of the page. The open forum schedule, as announced previously, is:

- --Monday, 11/15 (today), 2-3p.m., San Elijo Student Center Conference Rooms
- -- Tuesday, 11/16, 4-5PM at the CLC, room 104
- --Wednesday, 11/17, 5-6 p.m. OC 4809

The deadline for your input is the end of next week, so please participate now.

Any and all input is valuable, and will be considered no matter what form it is in. However, the following guidelines are meant to help in framing your thoughts as you work:

- -Objectives are more specific than goals, but not as specific as action plans.
- -Objectives should be measurable, and try to include how it might be measured.
- -Objectives state what we wish to become or accomplish, not what we are or have accomplished already.

Examples of objectives are:

-Become a leader in meeting the employment needs of local microbreweries by establishing an instructional program in zymology (measurement: completed when zymology program is approved, and offers courses)

-Implement transfer programs and courses in disciplines that feed into environmental science and environmental studies majors at four-year institutions (measurement: completed when enough courses and programs have been implemented to increase transfer into these majors, although a specific target would have to be set to get a true measurement)

-Increase the percentage of students who complete degrees and certificates by establishing more cohort programs to support students from their first semester on (measurement: a particular target would have to be set for number or percentage of students who complete degrees and/or certificates, but the goal would be met when that target is reached)

Thanks in advance for your participation.

The Master Plan Team Co-chairs, Pam Deegan Jim Austin Mark Yeager

Davis, Daria (Instruction Ofc)

From:

Shirley, Gail

Sent:

Tuesday, February 22, 2011 12:03 PM

To:

Davis, Daria (Instruction Ofc)

Subject: Attachments: EVIDENCE #32 - FW: Your Input Needed on Objectives for New Draft of Goals PastedGraphic-1.tiff; ATT00001..htm; MCCGoalsDraftNov15.pdf; ATT00002..htm

Importance:

High

Daria . . . I'm forwarding to you the email and attachment (the pdf file attached) that Mark Yeager (on behalf of the three CMP co-chairs: Mark, Jim, Pam) sent on November 23, 2010, to the "all governance" mailing list soliciting input into the draft Institutional Strategic Goals - in response to your request under **Evidence #32**.

G



Gail Shirley
Administrative Assistant, BAS Division Office

From: Yeager, Mark

Sent: Tuesday, November 23, 2010 11:28 AM

To: All Governance

Subject: Your Input Needed on Objectives for New Draft of Goals

Importance: High

Fellow MiraCostans,

We still need your help in writing objectives to go with the MiraCosta College Institutional Strategic Goals.

Dr. Rodriguez has written a new draft of the Institutional Strategic Goals that will be included in Chapter 4 of the Comprehensive Master Plan (CMP), and which will help guide MiraCosta's institutional decisions for the next several years. I have attached his draft of "A Declaration of Institutional Excellence", which includes the new goals, as well as other information that will help you understand the process, and participate in writing objectives.

In the new draft, Dr. Rodriguez has used input from MCC constituencies to condense the original 7 goals into 5 goals, and to make the language more consistent and more precise. Please read the attached document carefully, and write one or two draft objectives to go with any of the goals. Again, it is more important to contribute ideas than it is to write complete, polished objectives. **Your input is needed as soon as possible**, in order for it to be incorporated into the second draft of Chapter 4 of the CMP. The goals and objectives will also become part of our integrated planning manual, which is important both for MIraCosta's own needs, but also to help us respond to a recommendation from the accrediting commission.

Send your input to Sally Foster, chair of the Goals and Objectives subcommittee. If you wish, you may also send your input to your Classified or Academic Senate Council representatives, or to any member of the Master Plan Team. The blog in the portal received very little use, so we are concentrating on other methods of communication.

It is truly vital that the college community participate in writing these objectives, as nobody else can do it.

Thank you for your participation.

The Master Plan Co-chairs Mark Yeager Pam Deegan Jim Austin

Mark A. Yeager Professor of Chemistry and Physical Science Co-chair, Budget and Planning Committee Co-chair, Master Plan Team

MiraCosta Community College District: A Declaration of Institutional Excellence

Five Guiding Planning Principles

- 1. Student Success
- 2. Teaching and Learning Effectiveness
- 3. Access, Growth and Opportunity
- 4. Community, Economic, and Workforce Development
- 5. Organizational Effectiveness and Agility

Lexicon for Planning

Principles Overarching principles that convey the institution's priorities

Goal Statements of broad institutional intentions and ambitions

Objectives Statements articulating the strategies to be used to achieve the institutional goals

Action Steps Statements that define the specific steps that will be taken to achieve the

institutional objectives and include a timeline and the identification of individuals or groups responsible to complete or ensure completion of the action steps

(Who does what by when?)

MiraCosta Community College District Institutional Strategic Goals

- 1. MiraCosta Community College District will become a vanguard educational institution.
- MiraCosta Community College District will become the college where students have the highest likelihood of success.
- 3. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
- MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
- 5. MiraCosta Community College District will be a conscientious community partner.

(DRAFT: 11/15/10)





Meeting Agenda

Meeting # \$ 5

Date

11/19/10

Location

Smart Classroom 3205

Time

11:00 am

Project

MiraCosta College Educational Master Plan

Project #

5011001-000

Subject

Master Plan Team Meeting

AGENDA

1. Welcome

Establish a subcommittee to develop an integrated planning process and manual

2. CMP Process and Timeline

Review status

3. Educational Planning

- Feedback from District-wide Review of Chapters 1-3
- Institutional Goals and Objectives

4. Quantification of the Planning Data

- Space Needs Analysis
- Master Plan Space Program (for each campus)

5. Sustainability - Analysis & Opportunities

- Process
- Focus for MiraCosta College
- Campus Opportunities (SEC, CLC, OC)
 - Community Context
 - Sun/Wind/Climate
 - Geography
 - > Open Space Use and Landscaping
 - Energy and Water

6. Next Steps

Next Meeting Date December 17, 2010

File MM-OT

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Meeting Minutes

Meeting #:

Date: 11/19/10

Present:

Jim Austin, Keith Cunningham, Keith Dunbar, Marti Essman, Trudy Fore, Sally Foster, Adam Frye,

Robert Fulbright, Melanie Seibert Haynie, Myla Stokes Kelly, Tom Macias, Louisa Moon, Sylvia Ramirez, Dick Robertson, Peggy Stroika, John Thomford, Steve Vail, Mario Valente,

Connie Wilbur, Alketa Wojcik, Mark Yeager (MiraCosta)

Scott Berkebile, Paul Robotta (Nolte and Associates)

Kevin Slawson (SWA Group)

Eera Babtiwale, Mitchell De Jarnett, Deborah Shepley, Sheryl Sterry (HMC)

Project

Name:

MiraCosta Community College District

Project #:

5011001-000

Subject:

Master Plan Team Meeting

items

Discussed:

5.1 Welcome:

Jim Austin welcomed the CMP Committee and opened the meeting.

1. A subcommittee was established to create an integrated planning process and manual.

5.2 **CMP Timeline and Status:**

The team reviewed the master planning process, timeline and status.

1. Preliminary facilities options will be presented at the next Committee Meeting on December 17th and option development will continue in the spring 2011 semester.

5.3 **Educational Plan:**

Mark Yeager reviewed the status of the Educational Planning Process.

- 1. Feedback from the District wide review of Chapters 1 through 3.
- 2. Institutional Goals and Objectives.

Quantification of the Planning Data: 5.4

- 1. Review of the following:
 - a. Frequently used acronyms
 - b. Capacity load ratios
 - c. Space type definitions
 - d Space needs calculations
- 2. Master Plan Space Programs for each Campus were reviewed.
- 3. The programs are preliminary and will be used to create the preliminary campus development options.
 - a. Discussion
 - i. Library space inventory to be revisited
 - ii. SEC labs are not scheduled for efficient use
 - iii. Effect of off-site classes and lower positive attendance numbers for non-credit classes on capacity load ratios. Consider more credit courses at CLC.

5.5 Sustainable Master Planning:

The team presented the analysis of factors relevant to sustainable master planning for each campus.

- 1. Analysis Process
 - a. The team has been gathering and reviewing plans and data, meeting with college representatives and touring the campuses.
 - b. Through the information gathering process, the CMP will focus on the following three areas:
 - i. People
 - 1. Engage the Community
 - 2. Use the Campuses as Living Laboratories
 - ii. Environment
 - 1. Lead in Preservation
 - 2. Connect to Regional Environments
 - 3. Reduce Environmental Impacts
 - iii. Energy and Water
 - 1. Lower Energy and Water Use
 - 2. Reduce Carbon Footprint
- 2. Sustainability Analysis

The analysis reviewed the following aspects.

- a. Regional and Community Context
 - i. The Region

The campuses reflect the diverse environments and communities within the District. The region is characterized by a unique series of plateaus and river valleys that culminate in lagoons. These habitats and ecological reserves support diverse plant and animal life, including aquatic life and the migrating birds of the Pacific Flyway.

- ii. San Elijo Campus
 - The bluffs separate the campus from the community center, and there is a need to actively raise its visibility and engage the community. On the other hand, the topography enhances the strong connection between the campus and the San Elijo Lagoon. There is an existing social connection between the campus and the San Elijo Lagoon Conservancy.
- iii. The Oceanside Campus and the CLC
 - The CLC is located in the center of Oceanside, on the flat coastal plane. It
 presents an opportunity to set an example for sustainability in an urban
 center, including stormwater management to protect beaches and the ocean,
 and providing urban gardens and habitat and a connection to the natural
 environment.
 - The Oceanside Campus is located on a plateau in a suburban residential context. It presents the opportunity to preserve and restore natural habitat, link to ecological reserves, lessen stormwater related impacts to the Buena Vista Stream and Lagoon.
- b. Climate
 - i. The analysis reviewed climate in terms of the following aspects.
 - 1. Sun path in relation to the physical layout of each campus.
 - 2. Regional wind characteristics in relation to each campus.
 - 3. Climate:
 - a. Monthly Diurnal Average Temperatures in relation to the comfort zone
 - b. Dry bulb temperature range throughout the day and year.

- Psychometric Chart and strategies for achieving thermal comfort in Climate Zone 7.
- All three campuses are located in Climate Zone 7, which experiences mild, dry conditions that are conducive for achieving user comfort through passive design strategies.
- iii. The Team is collecting site specific climate data.
 - Herschel Stern, Professor of Geography collects weather data. The central irrigation system also monitors and records weather data. Tom Macias will provide this data to the Master Planning Team.

c. Campus

- i. San Elijo Campus
 - Review of the Coastal Commission Coastal Development Permit conditions, including maximum total building area, height limitation, and permanent open space easements and deed restrictions.
 - Campus is built in the river valley on porous alluvium over sandstone bedrock. Ground water is close to the surface near Manchester Avenue. This hinders the effective functioning of the existing stormwater management system. There is good water percolation potential throughout the campus, especially where ground water is not too close to the surface.
 - 3. The more steeply sloped land is restricted from development by the Coastal Permit conditions. The 100 year flood zone impacts portions of the campus. Impervious surfaces cover a significant portion of the campus. The existing stormwater system conveys water to the filters and sedimentation basins near Manchester Avenue. This system is aging and challenged by its relation to the high water table.
 - a. In the last 20 to 30 years, flooding has occurred in the 100 year flood

ii. The Community Learning Center

 The Campus site is relatively flat. The soil conditions do not have a naturally good percolation potential. Two large areas are not paved or landscaped. Much of the site is covered by impervious surfaces. Stormwater flows on the surface and out through the driveway to Barnes Street. There are existing issues with stormwater drainage.

iii. Oceanside Campus

- The campus is built on a plateau with arroyos running through and around portions of its perimeter. The buildings and parking lots have been built on flat fill pads, placed over the clay topsoil, over the sandstone bedrock. Stormwater tends to percolated down through the fill to saturate the clay, leading to slope creep and failures.
- Most of the large areas of steeply sloped land occurs around the perimeter of the campus and are not suitable for building development. These areas may be ideal for other uses.
- 3. Impervious surfaces cover a significant portion of the campus. The existing stormwater drains and pipes convey water from the central portions of the campus to detention basins and the city storm drain system. There are areas where uncontrolled surface drainage occurs on slopes, resulting in erosion and slope failure.

d. Open Space and Landscape Design

- i. San Elijo Campus
 - 1. Existing programming of open spaces were reviewed.
 - a. Basketball court is used for P.E. classes and by the community. It was placed to utilize a part of the parking lot that is last to be filled.

- Existing open space character and circulation was reviewed. Weak connections were identified at the campus vehicular entry and to the basketball court.
- 3. Slopes and open spaces were reviewed, including spaces that present an opportunity for new or improved programming. These spaces include undeveloped spaces in the northern portion of campus, existing quads, and the amphitheater and adjacent space.
- 4. Habitat and potential open space links were reviewed.
 - a. A tunnel under Manchester Avenue could be considered to provide a passageway for wildlife between the campus and the lagoon.
- Existing landscape irrigation requirements were reviewed. Turf areas were identified.

ii. Community Learning Center

- 1. Existing programming of open spaces were reviewed.
 - a. There is a lack of usable student gathering space.
- 2. Existing open space character and circulation was reviewed. Weak connections were identified at the campus entries and between the SBDC and the main buildings.
- Spaces that present an opportunity for new or improved programming include the undeveloped space behind Building C and the unpaved overflow parking lot.
 - a. The students have taken the initiative to start community gardens at the CLC.
- 4. Existing landscape irrigation requirements were reviewed. Turf areas were identified.

iii. Oceanside Campus

- 1. Existing programming of open spaces were reviewed.
- Existing open space character and circulation was reviewed. Weak
 connections were identified at the campus vehicular entries, to Horticulture,
 to Parking Lot 4C, and between parking and the Student Services buildings.
 - a. Pedestrian circulation issues include ADA issues, safety issues and lack of connectivity for the following.
 - The lack of a continuous sidewalk linking the CDC to the rest of campus.
 - Pedestrians must cross a busy driveway to use the accessible parking in Lot 3B which serves the Student Center, Admissions and Records and Student Services.
 - iii. Pedestrians walk on the north side of Barnard Drive between Horticulture and Lot 4C (adjacent to the steep slope).
- 3. Slopes and open spaces were reviewed, including spaces that present an opportunity for new or improved programming. These spaces include areas in the central campus, athletic precinct, and near Horticulture.
 - a. The land occupied by the tennis courts are underutilized with regard to College functions. The courts mainly benefit the community.
- Habitat and potential open space links to the surrounding community were reviewed.
 - Potential regional links between the campuses and to the lagoon ecological reserves, the SANDAG M.H.C.P. Wildlife Corridor and Biological Core and Linkage Areas were reviewed.
- 5. Existing landscape irrigation requirements were reviewed. Turf areas were identified. Turf used in areas where it is not vital to the open space function represent an opportunity to conserve water.

i. San Elijo Campus

- Campus electrical and natural gas energy use was compared to two benchmarks, the average for higher education facilities in California, and the Energy Star Building maximum energy use standard. The data received indicate that the SEC energy use is 28 kBTU/square foot/year, significantly lower than both benchmarks.
 - a. The Master Planning Team will confirm the energy usage when it reviews the energy efficiency report by SC Engineering.
- 2. The College's draft board policy for sustainability includes a resolution to obtain 40% of energy needs through renewable sources. If produced by photovoltaic panels, the surface area would need to be 16,000 square feet.
- Many open doors were observed during classes, and the campus administration has seen an ongoing need to persuade faculty to close classroom doors. The Team is looking into energy conservation solutions and ways to address occupant needs.

ii. Community Learning Center

- 1. Energy Use at the CLC is 137 kBTU/square foot/year, which is almost twice the average for higher education facilities in California.
- 2. If 40% of energy needs were to be produced by photovoltaic panels, the surface area would need to be 48,000 square feet. If the campus used the average amount for California higher ed facilities, the surface area would need to be 20,000 square feet. There is a great potential for energy conservation.

iii. Oceanside Campus

- 1. Energy Use at the CLC is 137 kBTU/square foot/year, which is almost twice the average for higher education facilities in California.
- If 40% of energy needs were to be produced by photovoltaic panels, the surface area would need to be 48,000 square feet. If the campus used the average amount for California higher ed facilities, the surface area would need to be 20,000 square feet. There is a good potential for energy conservation.

5.6 Next Steps:

It was agreed that a College committee will be established to focus on sustainability and work with the Master Planning Team.

The above notes document our understanding of items discussed in the above-referenced meeting. Unless notice to the contrary is received, the notations will be considered acceptable and HMC will proceed with work based on these understandings. Any discrepancies should be brought to our attention within seven (7) working days of receipt.

Submitted by,

Submitted by,

Deborah Shepley, AIA, LEED[®]AP HMC Architects

Eva Conrad, Ph.D. CBT

DS:II

Next Meeting Date: December 17th, 11 am – 1 pm

Location: Oceanside Campus, 3205

cc: Distribution by District

File: MM-Mi

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Attachment: 11-19-10 PowerPoint presentation



MIRACOSTA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

SPECIAL MEETING 1:30 P.M. – TUESDAY – NOVEMBER 16, 2010 COMMUNITY ROOM – COMMUNITY LEARNING CENTER 1831 MISSION AVENUE – OCEANSIDE, CA

AGENDA

- I. CALL TO ORDER
- II. FLAG SALUTE / ROLL CALL
- III. PUBLIC COMMENT ON ITEMS ON AND NOT ON THE AGENDA

ITEMS ON THE AGENDA: Members of the audience may address the Board of Trustees on any item listed on the agenda when that agenda item comes up for discussion and/or action. Comments will be limited to five (5) minutes per agenda item and a total of fifteen (15) minutes of public comment on an item, unless waived by the board. Consent items are routine and customary district business and approved in one vote; however, a board member or a member of the audience may request that an item listed on the consent items be removed and considered individually.

ITEMS NOT ON THE AGENDA: Members of the audience may address the Board of Trustees on any topic not on the agenda so long as the topic is within the jurisdiction of the district. Under the Brown Act, the board is not permitted to engage in public discussion or take any action on an agenda item not on the agenda, except that members of the board may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative, or in response to questions posed by the public, a member of the board may ask a question for clarification. A member of the board or the board itself may provide a reference to staff (superintendent/president) or other resources for information, request staff (superintendent/president) to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff (superintendent/president) to place a matter of business on a future agenda. Comments from visitors shall not exceed five (5) minutes unless the board waives the time limit. The board may also limit the total amount of time for speakers on a particular topic to fifteen (15) minutes.

- IV. COMPREHENSIVE MASTER PLAN WORKSHOP
- V. 3 P.M. DECLARE NEED FOR CLOSED SESSION PURSUANT TO GOVERNMENT CODE §95957.7
 - A. Conference with Labor Negotiators
 (Pursuant to Government Code §54957.6)
 Agency-designated representatives: Francisco C. Rodriguez, James Austin Employee organizations: (1) Academic Senate, (2) Classified Senate,
 - (3) MiraCosta Community College District Academic Administrators' Association,
 - (4) MiraCosta Community College District Classified Administrators' Association,
 - B. Conference with Legal Counsel–Anticipated Litigation (Pursuant to Government Code §54956.9, Subdivision (b)) Significant exposure to litigation: one case

- C. Conference with Legal Counsel–Existing Litigation (Pursuant to Government Code §54956.9, Subdivision (a) of §54956.9) Case: #37-2007-00055219-CU-WM-NC
- D. Public Employee Discipline/Dismissal/Release (Pursuant to Government Code §54957)

VI. 4:30 P.M. – RECONVENE IN OPEN SESSION – REPORT ACTION FROM CLOSED SESSION

- A. Conference with Labor Negotiators
 (Pursuant to Government Code §54957.6)
 Agency-designated representatives: Francisco C. Rodriguez, James Austin Employee organizations: (1) Academic Senate, (2) Classified Senate,
 (3) MiraCosta Community College District Academic Administrators' Association,
 (4) MiraCosta Community College District Classified Administrators' Association,
- B. Conference with Legal Counsel–Anticipated Litigation (Pursuant to Government Code §54956.9, Subdivision (b)) Significant exposure to litigation: one case
- C. Conference with Legal Counsel–Existing Litigation (Pursuant to Government Code §54956.9, Subdivision (a) of §54956.9) Case: #37-2007-00055219-CU-WM-NC
- D. Public Employee Discipline/Dismissal/Release (Pursuant to Government Code §54957)

VII. ADJOURNMENT

A thank-you and farewell reception for Trustees Charles Adams, Rudy Fernandez, and Greg Post will be held in the Community Learning Center lobby from 4:30 to 5 p.m.





Meeting Agenda

12/17/10

Date

11/19/10

Smart Classroom 3205

Time

11:00 am

Project

Meeting #

Location

MiraCosta College Educational Master Plan

Project #

5011001-000

Subject

Master Plan Team Meeting

AGENDA

1. Welcome

· Establish a subcommittee to develop an integrated planning process and manual

2. CMP Process and Timeline

Review status

3. Educational Planning

- Feedback from District-wide Review of Chapters 1-3
- Institutional Goals and Objectives

4. Quantification of the Planning Data

- Space Needs Analysis
- Master Plan Space Program (for each campus)

5. Sustainability - Analysis & Opportunities

- Process
- Focus for MiraCosta College
- Campus Opportunities (SEC, CLC, OC)
 - Community Context
 - Sun/Wind/Climate
 - Geography
 - Open Space Use and Landscaping
 - Energy and Water

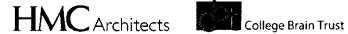
6. Next Steps

Next Meeting Date December 17, 2010

File

MM-OT

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Meeting Minutes

Date: 12/17/10 Meeting #:

Present: Abdy Afzali, Patrick Connolly, Kimberly Coutts, Keith Cunningham, Keith Dunbar, Marti Essman,

Trudy Fore, Sally Foster, Catherine Halmay, Melanie Seibert Haynie, Myla Stokes Kelly, Tom Macias,

Louisa Moon, Sylvia Ramirez, Lori Schneider, Peggy Stroika, Steve Vail, Mario Valente,

Connie Wilbur, Alketa Wojcik, Mark Yeager (MiraCosta)

Mitchell De Jarnett, Benedetta Del Vecchio, Deborah Shepley (HMC)

Project

MiraCosta Community College District Name:

5011001-000 Project #:

Subject: Master Plan Team Meeting

Items

Discussed:

Welcome/Introduction: 6.1

Jim Austin welcomed the CMP Committee and opened the meeting.

The overall status of the CMP was reviewed.

- 1. Feedback on Ed Plan Chapters 1 to 3 has been received. The comments were minor with one exception of a request to move data from the appendix to the body of Chapter 2.
- 2. Ed Plan Chapter 2 has been distributed for district wide review.
- 3. The next step is to incorporate the suggested changes into the penultimate (next to final) draft of the Ed Plan. This draft will be posted on the CMP website and presented to the board at a workshop scheduled for January 18, 2011.
- 4. The Educational Plan will be combined with the Facilities Plan (when completed) as an integrated Comprehensive Master Plan.
- 5. The completed CMP will be presented to the board in the fall of 2011.

6.2 **Planning Assumptions:**

Dr Rodriguez led the group in a discussion regarding the planning assumptions for the Comprehensive Master Plan. A memo written by Dr Rodriguez to Jim Austin, Pam Deegan and Mark Yeager served as the outline for the discussion.

The following is a summary of the discussion:

INTRODUCTION:

- 1. The CMP is a wonderful opportunity to define what MCC will be in the future.
- 2. The CMP will instruct, inform, nurture and fulfill the vision.
- 3. This is an exciting time for the college an opportunity to shape the future.
- 4. As we move into the facilities planning part of the CMP, it is important to note that facilities shape learning environments and engagement. The shape of the physical environment will inspire and inform academic excellence and help students succeed.
- 5. MCC must be nimble and entrepreneurial as we move into the future.

FOCUS AND ROLE OF THE THREE PHYSICAL SITES/CAMPUSES:

Oceanside Campus

- 1. OC will be a comprehensive community college.
- 2. It will offer a full array of programs and services congruent with the district mission statement, goals
- 3. The district is not ready for a fourth site. We have not fully utilized everything we have now.

San Elijo Campus

- 1. SEC will focus as a transfer program site.
- 2. The expansion of the SEC into a comprehensive community college is not justified.
- 3. The group discussed ideas for naming this center. Ideas included "Transfer Program Center" which could be part of a longer name "MCCD, SEC Campus Transfer Program Center".

 **ACTION: MCC to follow up with PIO regarding the official name.

Community Learning Center

- CLC will focus as a community based basic skills, noncredit, noncredit to credit, and adult continuing education site.
- 2. There is still room to grow on the existing site.
- 3. There is a need to determine the appropriate balance of programs.
- 4. Student support services are needed on the site.

NONCREDIT SENIOR PROGRAM

- 1. The district has dedicated significant resources over time to this endeavor.
- 2. A program for seniors is not within the primary mission focus of CA community colleges.
- 3. The community would like these programs and they want them for free.
- 4. MCC needs to focus on the CC mission and not rush to a decision to support this program.

ATHLETICS/COMMUNITY USE FACILITIES

- 1. The prioritization of athletics must be considered within the context of the 10 year roadmap articulated in the MCC institutional goals and objectives.
- 2. The recommendation is to phase out the athletics and grow the intramural program. This would focus on engaging students in a different way, increase campus spirit and student life.
- 3. There was concern from some of the committee members with the phasing out of athletics.
- 4. The programs were noted by some to have good community support.
- 5. The on-line survey included questions about athletics and title 9 and the interest appeared to be very low
- 6. There is a lot of room to grow intramural sports, for example with surfing.
- 7. CA is the only place to get credit from inter-collegiate athletics.
- 8. 40 to 50% of the maintenance and operations time is spent on maintaining spaces for the community.
- 9. The tennis courts and the track are only used by the community.
- 10. There is an opportunity to create multi-use outdoor spaces and shift activity to the campus core. For example, a training course could be developed around the campus property for college and community use.
- 11. Decisions regarding the future of athletics are key to the development of the facilities master plan recommendations.

ACTION: MCC will follow up with recommendations.

6.3 Facilities Master Planning:

The planning team led a discussion regarding areas of opportunity for each of the campuses. The following is a summary of the discussion:

Oceanside Campus

- 1. All temporary/portable facilities are recommended for removal as part of the CMP.
- 2. The following permanent facilities are recommended for removal and/or replacement.
 - a. M&O Facilities
 - b. Wellness Center
 - c. Allied Health Building
 - d. PE Building
- 3. A series of potential building locations were discussed with the committee.
 - a. There are several locations close to the campus core that could be developed to support the projected program needs from the Educational Plan.
 - The demolition of the existing PE Building opens up opportunities for new construction on the east side of Barnard Drive.
 - c. Improving connections across Barnard Drive is a priority for the campus.

- e. The central plant and new pump station could be relocated in order to create a place for a new facility close to the campus core.
- f. A new Student Services Center, or Welcome Center, was suggested to create a welcoming gateway building to the campus that would improve access to services. This would result in vacating existing facilities currently housing student services functions and create available space for instruction.
- g. A location near the tennis courts could accommodate a new Campus Police facility that would be easy to find and help orient visitors to the campus.
- 4. A series of site areas were discussed for future parking development.
 - a. The site of the existing track could accommodate a multi-level parking structure.
 - b. Pedley Park could accommodate a multi-level parking structure with a facility on the top level at the same grade as the campus core buildings. Campus police facilities could be integrated into this structure.
 - c. The tiered parking areas on the west side of campus could be developed to include a decked parking structure that works with the existing contours and improve access to the campus core.
 - d. Surface parking areas could be developed in several locations including the site of the Allied Health Building, the site of the existing tennis courts and part of the field area.
 - e. The committee recommended eliminating all parking from Barnard Drive and replacing with parking lots and/or structures.

Community Learning Center

- 1. Arby's, the SBDC and the temporary facility are all recommended for removal as part of the CMP.
- 2. A new facility is recommended to accommodate the justified program expansion as part of the Ed
- 3. Two locations for this new facility were presented for discussion:
 - a. At the front, along Mission Avenue
 - b. At the back, close to the existing building
- 4. The group preferred the front location because it provided the opportunity to increase visibility within the community.
- 5. An outdoor developed area, between the two (2) facilities, was discussed. This area could be developed to include student gathering areas and create a collegial environment.
- 6. A perimeter vehicular loop road was discussed along with interior parking areas.

San Elijo Campus

- 1. There are no facilities at SEC that are recommended for removal.
- 2. The overall parking count is adequate and could be reduced.
- 3. A potential re-alignment of the access road to the east would expand the opportunity to develop the front edge of the campus.
- 4. Two (2) areas for locating potential future buildings were discussed:
 - a. The area at the top level of facilities (that was identified in the previous master plan)
 - b. An area to the east of the library
- 5. The group liked the location at the front as it offered an opportunity to increase the presence along Manchester Avenue and create easily accessible facilities.
- 6. Parking could be added at the upper location in order to improve accessibility.
- 7. A landscaped area within the main parking lot was discussed as an idea to connect the campus core to the community and soften the parking lot.
- 8. The basketball court could be converted to parking and shifted up closer to the campus buildings.

6.4 Next Steps:

- 1. The College will follow up regarding the development of recommendations for Athletics on the Oceanside Campus.
- 2. Based on the discussion, the planning team will develop a set of preliminary options for review and discussion at the next Master Plan Team meeting.
- 3. The date for the next Master Plan Team Meeting will be scheduled in early January.

The above notes document our understanding of items discussed in the above-referenced meeting. Unless notice to the contrary is received, the notations will be considered acceptable and HMC will proceed with work based on these understandings. Any discrepancies should be brought to our attention within seven (7) working days of receipt.

Submitted by,

Deborah Shepley, AIA, LEED®AP HMC Architects

DS:II

Next Meeting Date:

TBD

cc:

Distribution by District

File:

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Bennett, Mary (OCN)

From:

Shirley, Gail

Sent:

Tuesday, November 30, 2010 10:34 AM

To: Cc: All Mail Users

Cubicati

'Eva Conrad'

Subject:

Educational Plan Drafts of Chapters 1 - 3 for District-wide Review - comment deadline:

12/15/2010

Attachments:

MiraCosta Educational Plan Chapter 3 ready for District review November 29, 2010.docx; MiraCosta Educational Plan Chapter 2 ready for District review November 29, 2010.docx; MiraCosta Educational Plan Chapter 1 ready for District Review November 29, 2010.docx

November 30, 2010

For District-wide Distribution

From Eva Conrad, Educational Plan Consultant for the Comprehensive Master Plan

Dear MiraCostans,

Thank you for your continued attention to the ongoing process of developing an Educational Plan. We continue to be on-track to complete the plan by the end of this semester....and that is thanks to your good work and attention to this task.

The next drafts of the first three chapters of the Educational Plan are attached to this email for your review and comment. They also will be posted today on the Comprehensive Master Plan website. Since this is the second or third District-wide review of these chapters, please check to verify that the changes you requested have been made. Since the next draft is the almost-final draft, please approach this task as a check for errors of fact.

As with the previous District-wide distribution, these three chapters are presented separately to facilitate you finding the sections of greatest interest to you.

Chapter 1 is a brief snapshot of the District and the local and state context. This chapter was distributed for District-wide review earlier this month. Changes in this 2nd draft are in response to your comments on the draft submitted for District-wide review earlier this month.

Chapter 2 describes the status of the local population and economy, forecasts local population and economic changes, and presents student enrollment and demographics. This chapter was distributed for District-wide review in September and earlier this month. Changes in this 4th draft are in response to comments from you and the Board of Trustees to the earlier drafts.

Chapter 3 is a description and analysis of each instructional discipline and student service. This chapter has been reviewed 3 times by faculty and staff in each instructional discipline and student service and was distributed for District-wide review earlier this month.

Two sections of the Educational Plan will be distributed for District-wide review later this week:

- the appendix to Chapter 2, and
- Chapter 4.



PRESIDENT FRANCISCO RODRIGUEZ CORDIALLY REQUESTS YOUR PARTICIPATION

REPORT TO THE REGION

MIRACOSTA COLLEGE COMPREHENSIVE MASTER PLAN: A VISION FOR 2020

WEDNESDAY, DECEMBER 8, 2010 9-11 AM

MIRACOSTA COLLEGE
OCEANSIDE CAMPUS

STUDENT CENTER, AZTLAN A/B

1 BARNARD DRIVE, OCEANSIDE

(FREE PARKING IN LOT 3B OR 3C)

PLEASE RSVP TO
CBROOM@MIRACOSTA.EDU OR 760.795.6612
BY MONDAY, DECEMBER 6

Bennett, Mary (OCN)

From:

Shirley, Gail

Sent:

Monday, November 29, 2010 12:16 PM

To: Cc: EMP Team Broom, Chervl

Subject:

Invitation to CMP Team . . . FW: Report to the Region

Forwarded to Members of the Comprehensive Master Plan Team at Cheryl Broom's request.

Please review and RSVP directly to Cheryl at cbroom@miracosta.edu

Gail Shirley Administrative Assistant, BAS Division Office MiraCosta College / One Barnard Drive / Oceanside CA 92056 / T 760.795.6829



From: Broom, Cheryl

Sent: Monday, November 29, 2010 11:10 AM

To: Shirley, Gail

Subject: Report to the Region

Hi Gail,

Can you pass on this invitation to the master planning committee? Though this event is geared for the external community, everyone on the Master Plan Committee is invited to attend, and those who RSVP may be called upon to potentially serve as facilitators.

Thanks, Cheryl Dear Colleagues,

MiraCosta College is planning for the future, and you are cordially invited to participate.

The college is developing a comprehensive educational planning document - known as the Master Plan - that will help guide us in the planning of the college's future programs, services and facilities. Please join the members of the MiraCosta College Master Planning Team and other community leaders to learn about the college's vision and to share with us your perspective on college goals and objectives.

I hope that you will be able to join us for the Report to the Region; your input and your voice are instrumental to the success and the vitality of this project. Thank you and we look forward to seeing you on December 8.

Sincerely,

Francisco C. Rodriguez, Ph.D. Superintendent/President

MiraCosta College

MEMO

TO: Distribution Lise

From: Jim Austin

Date: 12/7/2010

Subject: Follow-up from Cabinet – Divisional Sustainability Advisory Committee

Member appointments requested

Today Dr. Rodriquez accepted the recommendation to establish a <u>Sustainability Advisory Committee</u> within the Executive Division. The master planning consultants need such an advisory committee or task force, the Campus Committee has recommended such an advisory committee, and both the Steering Committee and Cabinet recommend it.

Initial composition:

- Chair, Director of Facilitates appointed by the Superintendent/president
- (1) student, appointed by the student government
- (4) members with appropriate expertise appointed by the chair in consultation with the Academic Senate president
- (4) members with appropriate expertise appointed by the chair in consultation with the president of the Classified Senate, with a recommendation that the expertise includes
 - o Grounds
 - o HVAC
- (1) classified administrator appointed by the chair in consultation with the president of the association
- (1) academic administrator appointed by the chair in consultation with the president of the association
- Authority for the chair to add additional members as needed with the consensus of the committee

Portfolio of the Committee

To be drafted by the committee and recommended to the Superintendent/president

Notes:

- an advisory committee rather than a Campus Committee subcommittee is created because it can have members who are not required to come from only one GO committee or council
- an advisory committee rather than a task force is created because a task force is short term but the district's sustainability interests are on-going
- the committee is created within the executive division because a true commitment to sustainability touches all the divisions of the district

MiraCosta College Academic Senate MEMORANDUM

DATE:

January 25, 2011

TO:

Academic Senate Members

FROM:

Louisa Moon, Senate President

RE:

Academic Senate Council Meeting on Friday, January 28th, at 9:00 a.m.

in room 1202

PLEASE TURN OFF CELL PHONES, PAGERS AND BLACKBERRIES BEFORE START OF MEETING.

AGENDA

Call to Order

Persons Wishing to Address the Council

I. CONSENT CALENDAR - Minutes of 12/10/10 meeting

II. REPORTS

- A. Senate President Moon (10 mins.)
- B. College President (10 mins.)
- C. Associate Faculty Chirra, Carlsson (5 mins.)
- D. Classified Rep. Davis (5 mins.)
- E. Elections Committee Harland (15 mins.) Time Certain 10:30am

III. OLD BUSINESS

- A. Salary Advancement Committee Manual Revisions Vidal (10 min.) Time Certain: 9:30

 Description: Salary Advancement Committee revised its manual to incorporate changes due to administrators no longer being Academic Senate members and PAC separating.
- B. Board Policies & Administrative Procedures Yeager (10 mins.) Time Certain: 10:00

 Description: Revised version of AP 3250 Institutional Planning (from BPC) taking into account Academic Senate Council approved revisions to Program Review to budget development process

IV. NEW BUSINESS

- A. Emeritus Status Consideration for Retired Associate Faculty Moon (10 min.)

 Description: Two noncredit associate faculty who are up for consideration for emeritus status
- B. AAC Vote on Online Coordinator--a Faculty Position Skemp (10 mins.) Time Certain: 9:40
 Description: AAC voted that any leader of online to be hired should be faculty
- C. New Committee Assignments Moon (10 mins.)

Description: Affirm faculty co-chair and members of Institutional Program Review Committee, co-coordinator of Outcomes Assessment, appointments to other governance, Academic Senate and advisory committees (and removal of appointments on request or due to leaves).

- D. Course Disciplines List Baughman (10 min.)
 - Description: Approved course assignments to disciplines from Courses and Programs Committee
- E. 🖛 Agenda Item Form Revision Moon (10 mins.)

Description: Changes to reflect new governance process and frequent need for committees to come to Council with business

F. Board Policies & Administrative Procedures – Wright (10 mins.) **Time Certain: 10:10**Description: AP 7216 - Academic Employees: Grievance Procedures for Contract
Decisions and BP/AP 7360 - Discipline and Dismissal: Academic Employees

V. FUTURE AGENDA ITEMS

- VI. COUNCIL COMMENTARY
- VII. ADJOURNMENT

1725 Academic and Professional Matters

AAC = Academic Affairs Committee

Academic Senate and Senate Council meetings are held in meeting rooms that are accessible to those with mobility disabilities. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant, Louise McDermott, (760) 757-2121, extension 6215. The TDD number is (760) 439-1060.

Dear Colleague,

The planning for the Retention/Student Success Summit is moving forward. Your commitment to our process is greatly appreciated and necessary. The agenda thus far is as follows:

All College Day - Retention/Student Success Summit 10:00 am - 1:00 pm (3 hours)

Goals/Outcomes:

Awareness of issues, establishing a common understanding

Reflection of current student success practices

Building a Culture of Success and Excellence: Summarize focus group discussion to identify best practices for disciplines, programs, and departments.

All College Day Agenda

- Introduction and context of Student Success: Why here? Why now? President Rodriguez
- Special Guest speaker (s) (record narrative) TBA
 - o Back-up plan: student panel
- Breakout sessions with MCC audience facilitated by faculty and/or staff Student Success Facilitators
- Reconvene and summarize discussion themes (record narrative) Student Success Facilitators
- Setting the Spring 2011 semester direction: Theme 2 -Innovation Questions **TBA**
- Announce MCC Retention Summit II on April 29, 2011 TBA
 - o sharing best student success practices, organizational/operational practices

Breakout Session Questions

- What factors lead to student success and what is your role in student success?
- Can you identify a best practice that a colleague of yours does that helps students become successful?
- What do students in your department /discipline tell you that have contributed to their success?
- What obstacles to success do students in your department/discipline identify and tell you?
- What are you proud of in your department/discipline that contributes to student success?
- Our students come to MiraCosta for many, many reasons. What are some of the success stories that are never counted because the students don't follow a traditional path?

All College Day is the initial phase of our student success efforts across the campus. The goal for 2011 is to stay true to the themes and continue our momentum throughout the year.

Four themes and phases for 2011

- 1. **Reflection**, Spring 2011 all college day
 - a. Speaker/Panel, meet with all facilitators flex week to discuss breakout strategy.
- b. Potential outcome: 3-5 principles that frame/guide our work in student success across disciplines and departments through 2011.
- 2. **Innovation**, Spring 2011 semester
 - a. Imagine returning to MiraCosta in five years, after a sustained focus on greater student success.
 - 1. How would it look different? (in/out classroom, website, A&R, budget, faculty/staff time & resources, committee structures, organizational chart)
 - 2. What would that sound like? (Discussion in groups: faculty, student, budget, professional development)
 - b. new ideas, operational revision, proposals for change Summit II April 29, 2010
- 3. Action, plan initiatives for Fall 2011
 - a. Development of student success/retention plan
 - b. Implementation of new initiatives, operational changes
- 4. Sustainability
 - a. Systematic feedback
 - b. Systemic Change
 - c. What's Next?

<u>Issues to be resolved:</u>

- Logistics: Set-up groups, rooms, lunch
- Provide supplies: large post-its, markers, name tags, arrange participants in groups of 12 or less, copy BSI survey, etc...
- Who will be doing a follow-up after All College Day?
- Is there an estimated time frame participates will receive a report on the Retention/Student Success Summit?
- Who will plan Summit II for April 29?

A meeting is scheduled with all facilitators during flex week on Thursday Jan. $20\,3:30-5:00$ pm in the Little Theatre 3601. We currently have 30 breakout session facilitators representing faculty, staff, and administrators.

Have a peaceful holiday. Thank you.

MiraCosta College Academic Senate MEMORANDUM

DATE: January 14, 2011

TO: Academic Senate Members

FROM: Louisa Moon, Senate President

RE: Full Academic Senate Meeting for Friday, January 21st, at 1:30 p.m.

in room 3601 (little Theatre)

PLEASE TURN OFF CELL PHONES, PAGERS AND BLACKBERRIES <u>BEFORE START OF MEETING</u>.

AGENDA

Call to Order Persons Wishing to Address the Council

- I. ANNOUNCEMENTS
- II. CONSENT CALENDAR Minutes of 8/20/10 and 102910 Full Academic Senate Meetings
- III. ACTION ITEMS:
 - A. Working Conditions Manual
 - B. 🗇 Changes to Plan A Associates Degree
 - C. G Changes to PG&E Handbooks
 - D. GO Recommendation to Add Institutional Program Review Committee (IPRC)
- IV. ADJOURNMENT
- 1725 Academic and Professional Matters

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Criteria 5: Participation in collegial governance, which may be demonstrated by...

- (a) Active involvement in a fair share of committee work (e.g., governance councils, advisory committees, ad hoc committees, task forces, and standards groups);
- (b) Active involvement in department or program functioning (e.g., sub-committee work, program review, and participation in Student Learning Outcomes assessment cycles*).

^{*}Results of Student Learning Outcomes assessments shall not be a factor in faculty evaluation.

Davis, Daria (Instruction Ofc)

From: Moon, Louisa

Sent: Saturday, January 22, 2011 10:39 AM

To: All Governance

Subject: Highlights of Academic Senate Meeting 1-21-11

Attachments: PlanAProposed.pdf; SLOParticipationLanguage1-18-11.docx; GOchangerecsrev1-19.docx;

Program-review-spring09.pdf

Colleagues,

Our first Academic Senate meeting of 2011 was very productive in a short time. For those who could not attend, here are the highlights.

ACTIONS:

APPROVED "Damn fine" minutes of 8-20-10 and 10-29-10 full Academic Senate Meetings

APPROVED Working Conditions Manual for Full Academic Senate Members with amendment that reference to appendix 2.4 on p. 29 should be a reference to appendix 1.4. Many thanks to Jonathan Cole for researching, creating and refining this compendium of existing agreements, and to the district and Academic Senate teams for collegial work to finalize the agreement. Next week, the spring 2011 Collegial Negotiations team goes to work on spring negotiations. This team [Louisa Moon, Mary Gross, Peter Avery, Sue Simpson, Jonathan Cole, and Mike Deschamps] will be meeting with the District team [Dr. Rodriguez, Pam Deegan, Dick Robertson, and Jim Austin] with changes coming to the full Academic Senate for a vote on the morning of April 29th before the spring student success summit begins. Mark your calendars!

APPROVED Changes to Plan A Associates Degree (attached). Many thanks to Gail Baughman and the Courses and Programs Committee for their full vetting of the issue at their own meetings, the full Academic Senate meeting in October, and the PDP flex week presentation in January, and to the subcommittee that took to heart their colleagues' input in refining the proposal. This Plan A Associates will be in the fall 2011 catalog.

APPROVED Changes to PG&E Handbooks. Many thanks to Dara Perales, Mark Whitney, and the PG&E Committee for their full vetting of the issue at their own meetings, at the October full Academic Senate meeting, and at the PDP flex week presentation in January, and to the subcommittee that took to heart their colleagues' input in refining the proposal. These changes to the criteria (attached) will go into the 2011-2012 PG&E manuals.

APPROVED Governance Organization Committee's recommendation to add an Institutional Program Review Committee (IPRC) with membership and purview as proposed, to begin work in spring of 2011 (attached). There was some discussion of the validation process and the meaning of the term "validation" in this context. I'm attaching the statewide Academic Senate's paper "Program Review: Setting a Standard" (adopted spring 2009) that addresses options for committee validation of program review. Many thanks to the GO committee and Program Review Task Force for formulating and vetting this proposal. The committee will begin work shortly. I already have most of the necessary faculty volunteers, but if you have a passion for program review, let me know as soon as possible.

ANNOUNCEMENTS:

ACADEMIC SENATE OSHER SCHOLARSHIP - In order to receive the match from the Osher Foundation to endow our scholarship, the Academic Senate will need to get about \$5000 more in donations by June, 2011. You can donate by going here

https://foundation.miracosta.edu/GivingOpportunties/GiveOnline/GiftforNamedDesignatedScholars

hipFund.aspx and using the pull-down menu to select "Academic Senate Scholarship." If you already donate \$6/month to the Academic Senate, please send an email to payroll telling them that your \$6/monthly payroll deduction for Academic Senate dues should be replaced by a \$2 monthly donation for Academic Senate dues and a \$4/monthly donation to the Academic Senate Osher Scholarship. The college will not be having a Valedictorian and Salutatorian in future, so the money now needs to go through this foundation scholarship. No administrative fees are taken from donations for Osher Scholarships. If you are still donating to the Academic Senate legal fund, I'm happy to say that that fund is strong and no new contributions are needed. Please consider diverting any ongoing donations to the Academic Senate Osher Scholarship instead.

ELECTIONS COMMITTEE SURVEY - Please follow the link provided by Elections Committee Chair, Julie Harland, http://www.surveymonkey.com/s/5XJW9GN to a short survey to gauge interest in changing elections rules and processes, including the term of the Vice President and the number of seats on Academic Senate Council. Survey must be submitted by Jan. 27th. Results will go to the Elections Committee and Academic Senate Rules and Bylaws subcommittee to suggest revisions they might consider as they develop the Rules and Bylaws changes to be approved at the April 29th full Academic Senate meeting. There must be some revision of the Rules and Bylaws due to the unionization of the noncredit associate faculty in spring of 2010.

SPRING CELEBRATION OF SUCCESS - Classified and Academic Senate Presidents are working together with Dr. Rodriguez to plan a spring celebration of success in March, 2011. Classified Senate awards typically given at the spring all-college day will be awarded at this event, as well as awards for our Academic Senate nominees for the Exemplary Program Award (the EOPS textbook loan program - Teresa Cerda, faculty director), Hayward Award (Sylvia Ramirez), Foundation Innovation Awards (Textbook Loan Program, Credit Math Program, Operation College Readiness Program, Program for Online Teaching, and Developmental Composition Program), and the Regina Stanback-Stroud Diversity Award. Our nominees were also honored at the statewide level for Exemplary Program Award and Hayward Award. Please submit completed applications to Steve Vail by Jan. 27th for the Regina Stanback-Stroud Diversity Award (explained here http://asccc.org/awards/diversity), so that we can select our nominee for this award, who will then have a chance to win at the statewide level, as well. Steve is our Academic Senate Council awards coordinator.

A final big thank you to all who attended this meeting. At the statewide Academic Senate plenary session this fall, I heard about a college with only 43 full-time faculty members that had an Academic Senates of the whole but could not get a quorum present at any meeting. We had well more than a quorum present at this meeting and at the August meeting. With 173 full-time faculty members, this level of commitment to the democratic process is extraordinary, and it is my great pleasure to serve such a dedicated group. I'm looking forward to all we can accomplish together with our associate faculty Academic Senate members, as well as our colleagues in the Classified Senate, Administrative Council, and Associated Student Government in 2011. Here's to the new semester!

Cheers, Louisa Moon Academic Senate President

[Real logo coming soon!]

MiraCosta College 1 Barnard Drive Oceanside, CA 92056 P 760.757.2121 x6241 lmoon@miracosta.edu

http://www.miracosta.edu/Governance/AcademicSenate/index.html





MIRACOSTA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

REGULAR MEETING 3 P.M. – TUESDAY – FEBRUARY 15, 2011

COMMUNITY ROOM - COMMUNITY LEARNING CENTER 1831 MISSION AVENUE - OCEANSIDE, CA

AGENDA

- I. CALL TO ORDER
- II. FLAG SALUTE / ROLL CALL
- III. APPROVE MEETING MINUTES
 - A. Special Meeting of January 10, 2011
 - B. Special Meeting of January 18, 2011
 - C. Regular Meeting of January 18, 2011

IV. PUBLIC COMMENT ON ITEMS ON AND NOT ON THE AGENDA

ITEMS ON THE AGENDA: Members of the audience may address the Board of Trustees on any item listed on the agenda when that agenda item comes up for discussion and/or action. Comments will be limited to three (3) minutes per agenda item and a total of fifteen (15) minutes of public comment on an item, unless waived by the board. Consent items are considered routine and customary district business, and are voted on in one vote; however, a board member or a member of the audience may request that an item listed on the consent items be removed and considered individually.

ITEMS NOT ON THE AGENDA: Members of the audience may address the Board of Trustees on any topic not on the agenda so long as the topic is within the jurisdiction of the district. Under the Brown Act, the board is not permitted to engage in public discussion or take any action on an agenda item not on the agenda, except that members of the board may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative, or in response to questions posed by the public, a member of the board may ask a question for clarification. A member of the board or the board itself may provide a reference to staff (superintendent/president) or other resources for information, request staff (superintendent/president) to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff (superintendent/president) to place a matter of business on a future agenda. Comments from visitors shall not exceed three (3) minutes unless the board waives the time limit. The board may also limit the total amount of time for speakers on a particular topic to fifteen (15) minutes.

V. CHANGES IN AGENDA ORDER

VI. PRESENTATIONS

- A. MiraCosta College Scholar-Athletes
- B. FY12 Preliminary Five-Year Fiscal Plan (Preliminary Budget)

VII. CONSENT ITEMS

- A. Approve Academic Personnel Report #9 -10/11
- B. Approve Classified Personnel Report #9-10/11
- C. Approve Temporary Reclassification
- D. Ratify Contracts and Approve Purchase Orders January 1 to 31, 2010
- E. Approve Change Order #3 Fireline Replacement Project
- F. Approve 2010/11 Additional Legal Services
- G. Ratify the Full-Time Equivalent Students (FTES) Funded Growth for FY12
- H. Approve Adult High School Diploma Program (AHSDP) Graduates
- I. Approve Faculty Sabbatical Leave Applications
- J. Adopt Resolution No. 19-10/11 Excuse Board Member Absence (Fischer)

VIII. ACTION ITEMS

A. Approve Accrediting Commission for Community and Junior Colleges Institutional Follow-up Report #1 and Response to Accreditation Letter

IX. SECOND READING AND ADOPTION — BOARD POLICIES

- A. BP 3720 Computer and Network Use
- B. BP 5505 Academic Integrity

The following administrative procedures are provided for information only:

AP 3720 Computer and Network Use

AP 5505 Academic Integrity

X. INFORMATION

- A. Draft Educational Component of the Comprehensive Master Plan
- B. Administrative Procedure 3280, Grants
- C. Materials from CCLC Annual Legislative

XI. COLLEGE-RELATED REPORTS

- A. Trustees Activities
- B. Students
- C. Classified Employees
- D. Faculty
- E. Academic Associate Faculty, CCA/CTA/NEA
- F. Vice Presidents
 - 1. Instructional Services; Accreditation Update
 - 2. Student Services
 - Business and Administrative Services
- G. Superintendent/President

XII. FUTURE AGENDA ITEMS AND ANNOUNCEMENTS

XIII. ADJOURNMENT



The MiraCosta College President's Circle invites you to join

President Francisco Rodriguez

for Report to the Region: Part II

Thursday, February 10 from 3:30 – 6 p.m.

MiraCosta College

1 Barnard Drive, Oceanside

Student Center Building 3400

Program

3:30 - Atzlan A & B
Our Students Speak Out
Roundtable Discussions: Focus on Sustainability
5:00 - Kruglak Art Gallery
Wine and Cheese Reception

Kindly send reservations or regrets by Thursday, February 3 to rsvp@miracosta.edu or Kelsey Krumdieck 760-795-6652.



MIRACOSTA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

REGULAR MEETING – BOARD RETREAT 9 A.M. – SATURDAY – MARCH 5, 2011

ROOM 1054 CONFERENCE ROOM – BUILDING 1000 OCEANSIDE CAMPUS

AGENDA

- I. CALL TO ORDER
- II. FLAG SALUTE / ROLL CALL
- III. PUBLIC COMMENT ON ITEMS ON AND NOT ON THE AGENDA

ITEMS ON THE AGENDA: Members of the audience may address the Board of Trustees on any item listed on the agenda when that agenda item comes up for discussion and/or action. Comments will be limited to three (3) minutes per agenda item and a total of fifteen (15) minutes of public comment on an item, unless waived by the board. Consent items are considered routine and customary district business, and are voted on in one vote; however, a board member or a member of the audience may request that an item listed on the consent items be removed and considered individually.

ITEMS NOT ON THE AGENDA: Members of the audience may address the Board of Trustees on any topic not on the agenda so long as the topic is within the jurisdiction of the district. Under the Brown Act, the board is not permitted to engage in public discussion or take any action on an agenda item not on the agenda, except that members of the board may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative, or in response to questions posed by the public, a member of the board may ask a question for clarification. A member of the board or the board itself may provide a reference to staff (superintendent/president) or other resources for information, request staff (superintendent/president) to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff (superintendent/ president) to place a matter of business on a future agenda. Comments from visitors shall not exceed three (3) minutes unless the board waives the time limit. The board may also limit the total amount of time for speakers on a particular topic to fifteen (15) minutes.

- IV. BOARD LEADERSHIP AND PLANNING RETREAT VII
- V. ADJOURNMENT

UPCOMING MEETING

March 15, 2011 Regular Meeting Boardroom – Oceanside Campus 3 p.m.

Board meetings are held in meeting rooms that are accessible to those with mobility disabilities. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Board Assistant Secretary, 760.795.6610, 760.757.2121, extension 6610, or 619.755.5155, extension 6610. The TDD number is 760.439.1060.

In compliance with Government Code §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Board of Trustees in advance of their meetings may be viewed at the Office of the Superintendent/President, One Barnard Drive, Oceanside, California, or by clicking on the Board of Trustee's website at http://www.miracosta.edu/OfficeOfThePresident/BoardofTrustees/Agendas.htm. Such writings will also be available at the board meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Evelyn Dalby, Executive Assistant to the Superintendent/President, at 760.795.6610 or by e-mail at edalby@miracosta.edu.



MIRACOSTA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES LEADERSHIP AND PLANNING RETREAT VII OCEANSIDE CAMPUS — CONFERENCE ROOM, BUILDING 1000 MARCH 5, 2011

FINAL AGENDA

8:45 a.m.	Coffee and Conversation	
9 a.m.	Open Meeting (John MacDonald Board Room)	Bill
	Welcome and Goals for the Day	Bill
	 Superintendent/President's Updates/Discussion FY12 Proposed Budget Reduction Strategies Accreditation Spring Visit (March 28, 2011) Campus Safety and Emergency Preparedness EEO Report (Jim Austin/Sheri Wright) 	FCR
10:30 a.m.	 Review of Board Ad-Hoc Committees Current: Legislative Relations; Naming of Buildings; Community Relations; Legal Proposed: Budget/Audit 	Bill
10:45 a.m.	Review of Board of Trustees Self-Evaluation Process and Superintendent/President Annual Evaluation Process	Bill
11 a.m.	 Legislative Relations Updates/Discussion Amy Supinger, Supinger Strategies, and Dede Alpert, Nielsen Merksamer, LLP 	FCR
12 noon	Lunch	
12:15 p.m.	Superintendent/President's Updates/Discussion (continued)	FCR
12:45 p.m.	Comprehensive Master Plan Discussion Review of BP/AP 3250: Institutional Planning MiraCosta Community College District Mission Statement, Guiding Prin Board of Trustees Values-Goals-Priorities, Institutional Goals	Bill/George
2:45 p.m.	Wrap-Up	Bill
3 p.m.	Adjourn	

MiraCosta Community College District Mission Statement

MiraCosta College provides quality instruction and support services that allow students to pursue and achieve their goals. The college responds to the needs of its students and community by creating new programs, expanding existing programs, and implementing innovative approaches to teaching and learning that prepare students to be productive citizens in a diverse and dynamic world.

MiraCosta Community College District Guiding Principles

- 1. Student Success
- 2. Teaching and Learning Effectiveness
- 3. Access, Growth and Opportunity
- 4. Community, Economic, and Workforce Development
- 5. Organizational Effectiveness and Agility

Board of Trustees Values, Goals, and Priorities 2010-2011

- Sustaining the College's Academic Excellence
- Continuing Professional Growth through Board Development
- Promoting and Nurturing Collegiality
- Engaging in Community Outreach
- Completing the Comprehensive Master Plan
- Maintaining Fiscal Prudence and Stability
- Improving Student Success and Access to the College
- Engaging in Strategic Planning for the District

MiraCosta College Institutional Goals

- Goal I. MiraCosta Community College District will become a vanguard educational institution.
- Goal II. MiraCosta Community College District will become the college where students have the highest likelihood of success.
- Goal III. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
- Goal IV. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
- Goal V. MiraCosta Community College District will be a conscientious community partner.

MiraCosta Community College District Comprehensive Master Plan

Educational Plan

This Educational Plan is one portion of the MiraCosta Community College District Comprehensive Master Plan. Front materials such as the District mission and vision, a letter from the Superintendent/President's and acknowledgments will precede the Educational Plan in the final document.

MiraCosta Community College District Comprehensive Master Plan: Educational Plan Executive Summary

This Comprehensive Master Plan is a central element in the District's ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. An integrated planning manual to be developed in the coming year will identify the function and timeline for each component of the District planning process.

The Educational Plan portion of the MiraCosta Community College District Comprehensive Master Plan analyzes the current status of the District and projects the challenges and opportunities for the coming decade. With this information as the foundation, the District developed institutional strategic goals and objectives to direct the District's energies and resources in ways to further enrich services to students and increase student success.

Chapter 1: Introduction includes a brief description of the District planning processes and the purpose of this Educational Plan as well as a description of the District sites and services. The District is a single-college district that in fall 2010 served over 14,500 students in credit courses and approximately 4,000 students in non-credit courses at three sites. Two of the sites, one in the Northern and one in the Southern region of the service area, offer primarily credit instruction. The third site is located in the largest city of the District service area and offers primarily non-credit instruction. Bordered by two larger community college districts, the students in the MiraCosta Community College District have a benefit of options for their community college education. The District is in sync with the current national and state dialogue on student achievement and places a high priority on this as a benchmark of the successful fulfillment of its mission. The nation and the state are in the midst of the most serious economic downturn since the 1930's and economists predict a slow recovery over the next two years. Beyond 2012, projections for the local economy in the District service area are positive regarding new job growth.

Chapter 2: Profile of the Community and the College presents and analyzes internal and external scans data to anticipate challenges likely to arise in the next decade and to assess the District's effectiveness in fulfilling its mission. The service area population is projected to grow modestly by 2.6% over the next ten years. A little over half (54%) of the population reside in the Northern portion of the service area with the population in this portion of the district projected to grow at a higher rate (3.4%) than the Southern portion (1.7%). Although the distribution of the population is almost equal across the Northern and Southern portions of the service area, the District's enrollment draws unequally from the two portions, with 45% of the credit students residing in the Northern portion of the District, 26% residing in the Southern portion, and 29% residing outside of the District. The District's credit enrollment increased 41% between fall 2004 and fall 2009. Between fall 2007 and fall 2009, online course enrollment accounted for 43% of the growth in credit enrollment. The enrollment growth target for this Educational Plan is projected to be 2% per year for each of the next ten years. Given the modest growth in population, two potential sources of enrollment growth are for the District to attract a greater number of high school graduates within its service area and to attract college-going residents in its service area who might otherwise attend college in adjacent community college districts. Credit students are racially/ethnically diverse in patterns that largely reflect the racial/ethnic diversity of the service area population. These students generally fit the typical college student profile: they are relatively youthful, with 75% below 30 years of age; the majority express a traditional educational goal of achieving an associate degree; 56% attend during the day or

during the day and evening; and approximately a third of the students attend full-time. The multiple measures of student success indicate significant student achievement. Both District leaders and community members ranked *preparation for university transfer and career-entry* as most important among the District's services.

<u>Chapter 3: Instructional Disciplines and Student Services</u> presents a descriptive snapshot and an analysis of each instructional and student service area as well as the administrative units. Although all components of the District will need to grow in order to serve greater numbers of students, all components will not grow at the same rate as the District overall. The analysis of each instructional discipline and student service culminates in a projection that identifies the growth of each instructional discipline and student service as being

- · slower than,
- · at the same rate as, or
- faster than

the projected total District growth of 2% per year each year for ten years. In addition to the description and analysis, for each instructional discipline and student service programmatic changes are identified that are anticipated to occur in the coming decade. These projections do not include maintenance-of-effort activities or specific requests for staffing or budgetary modifications as these are included in program reviews.

<u>Chapter 4: A Declaration of Institutional Excellence</u> announces the District's guiding principles and institutional strategic goals that will focus the District's decision-making and use of resources for the next ten years. The institution's guiding principles are:

- 1. Student Success
- 2. Teaching and Learning Effectiveness
- 3. Access, Growth and Opportunity
- 4. Community, Economic, and Workforce Development
- 5. Organizational Effectiveness and Agility

The five institutional strategic goals for the term of this Educational Plan are:

- MiraCosta Community College District will become a vanguard educational institution.
- II. MiraCosta Community College District will become the college where students have the highest likelihood of success.
- III. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
- IV. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
- V. MiraCosta Community College District will be a conscientious community partner.

The institutional strategic goals are intentionally broad enough to cover the ten-year term of this Educational Plan. Each is accompanied by strategic objectives that articulate the methods that will be used to achieve the institutional strategic goal. The next step in the District's integrated planning process will be to build the specific action steps to achieve these strategic objectives. These action steps will include timelines for task completion and the identification of those responsible for completing or ensuring the completion of the action steps. In addition to the development of an action plan, an integrated planning manual will be developed in the coming year to describe the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation including methods for assessing progress on these action steps.

This Educational Plan outlines an impressive agenda for institutional development. Given the strengths of the faculty and staff, the supportive community, the collegial campus climate, and the visionary leadership at all levels in the organization, the District is fully prepared to achieve this agenda.

MiraCosta Community College District Comprehensive Master Plan: Educational Plan

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Chapter 3 Instructional Disciplines and Student Services

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Chapter 4 A Declaration of Institutional Excellence

Introduction

Institutional Goal I. MiraCosta Community College District will become a vanguard educational institution

Institutional Goal II. MiraCosta Community College District will become the college where students have the highest likelihood of success.

Institutional Goal III. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.

Institutional Goal IV. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.

Institutional Goal V. MiraCosta Community College District will be a conscientious community partner.

Appendix

ZIP Codes in MiraCosta Community College District Service Area

2010 LQ

High School Drop-out Rates

Crosswalk of TOP Codes and MCC Instructional Disciplines

Student Access to the Internet at Home by Race/Ethnicity

Online Survey Detail

About Economic Modeling Specialists Incorporated

Chapter 1 Background

Planning process Description of the District Local and State Context

Planning Process

This MiraCosta Community College District Educational Plan projects the future of the District for the coming decade and concludes with institutional strategic goals and objectives to address current and foreseeable challenges. This plan is one component of the District's Comprehensive Master Plan and is linked to the District's other planning processes, such as the Facilities Plan, program review and resource allocation.

This document identifies who is being served by the District, the various services provided, and projects the future growth and change in those areas. The plan is grounded in an analysis of both internal realities, such as the District's current systems and programs, and external influences, such as demographic trends and the community's educational interests and workforce needs.

This Educational Plan has been developed with broad District and community collaboration for the purposes of:

- Projecting the long-term development of programs and services;
- Developing institutional goals and objectives;
- Providing a framework for the development of the Facilities Plan and Technology Plan;
- Informing the public of the District's intentions and garner support for the services provided in and to the community;
- Providing a common foundation for discussion about District programs; and
- Supporting accreditation and demonstrating compliance with accreditation standards.

Description of the District

The MiraCosta Community College District is located along the Southern California coast between Orange County to the north and the metropolitan area of San Diego to the south. The District is approximately 35 miles north of San Diego and 90 miles south of Los Angeles. The District includes the cities of Oceanside, Carlsbad, Encinitas, Rancho Santa Fe, Solana Beach, Del Mar, the unincorporated areas of La Costa, Olivenhain, Carmel Valley, and a portion of Camp Pendleton Marine Base.

The cities in the MiraCosta Community College District service area have seen strong population growth over the past 50 years. According to Census population estimates, the population growth rate leveled off between 2000 and 2010. Between 2010 and 2020, the term of this Educational Plan, the regional population is projected to grow by 2.6%. However, population growth is not uniform across all cities in the region. Oceanside/Camp Pendleton is projected to grow by 3.4% over the next 10 years. Carlsbad also is projected to see significant population growth, 3.3% over 10 years. However, Encinitas, Carmel Valley, Del Mar, Rancho Santa Fe, and Cardiff by the Sea are not anticipated to see substantial population growth. Chapter 2 of this document includes the status of the local population and economy and forecasts local population and economic changes.

The District is a single-college district serving over 14,500 students in credit courses and approximately 4,000 students in non-credit courses in fall 2010 at three sites. Chapter 2 of this document includes student enrollment and demographics for each site. Instructional offerings include credit, noncredit, not-for-credit community services, and business development/contract education courses. Students' efforts toward achievement of their educational goals are supported by an impressive array of support services, most of which are available at the three sites. Both instructional and student services are offered online.

Oceanside Campus

The Oceanside Campus moved to its 121.5-acre site in 1964 and houses a comprehensive public community college, offering credit, career technical and noncredit courses. The general education credit courses lead to transfer and/or to one of 93 associate degree majors. The career technical courses lead to associate degrees or certificates in 28 majors. Noncredit classes tailored for older adults are also offered on this campus. The majority of the District's students attend the Oceanside Campus.

San Elijo Campus

The San Elijo Campus of the MiraCosta Community College District opened in 1988 and is situated on 48 acres facing the San Elijo Lagoon in Cardiff. The campus offers general education credit courses leading to transfer or an associate degree. Students can complete all requirements for an associate degree in 57 of the District's 93 associate degree majors. A variety of career technical education courses are offered on site, and all requirements for one associate degree major (child development) can be completed by taking courses at San Elijo. Noncredit courses offered at the San Elijo Campus are limited based on an agreement with the San Dieguito Union High School District, which is responsible for adult education in the Cardiff area. A wide variety of Community Services courses are available at the San Elijo Campus.

Community Learning Center

The Community Learning Center opened in fall 2000 and centralized the noncredit programs that were previously offered in over 40 sites across the District service area. The Community Learning Center, located on 7.6 acres in downtown Oceanside, hosts a wide variety of noncredit programs, including English as a Second Language, The Adult High School Diploma Program, classes for older adults, health classes, parenting, and classes for those who are physically and mentally challenged. The Center also houses the Cisco Networking Academy which prepares students for computer industry certifications. Credit courses in massage therapy and credit courses that fulfill general education requirements are also offered at this site. The credit courses offered at the Community Learning Center are intended to support students' transition from noncredit to credit enrollment.

Local and State Context

Adjoining Community College Districts

The three community college districts that border the MiraCosta Community College District are: Palomar Community College District to the north and east, San Diego Community College District to the south, and South Orange County Community College District to the north. Given the proximity of these districts, students flow among districts is to be expected; refer to Data Set 39 in Chapter 2 for the details of this flow.

Student flow among the community college districts is greatest in the exchange between Palomar College and MiraCosta College. In fall 2009, approximately 3,100 students who live in the Palomar College service area attended MiraCosta College and approximately 4,580 students who live in the MiraCosta

College service area attended Palomar College. One reason for this robust exchange is proximity; the two colleges are within 10 miles of one another. Another possible reason is size: Palomar College is larger, serving over 30,000 students and offering 200 associate degrees and certificates. Palomar College hosts seven educational centers located throughout their service area, including a center on Camp Pendleton Marine base.

California Community Colleges

Based on the belief that an educated California will advance its economic, political, and social success, the state has developed an impressive system of 112 community colleges. The colleges are as diverse as the regions and populations they serve. The largest higher education system in the world, California community colleges served a total of 2,897,531 students in 2008 – 2009 according the Community College League of California Fast Facts 2010.

The national and state dialogue has recently focused on student achievement of degrees or certificates. Once having the highest percentage of young adults with a college degree globally, America now ranks 10th compared to other countries. Currently college-age students are likely to be less well-educated than their parents. (See the Community League of California Commission on the Future and reports published by the National Center for Higher Education Management Systems.)

California ranks lower than many other states on the higher education achievements of its residents. In the 25 - 34 age cohort California ranks 31^{st} for residents with an associate degree or higher and 26^{th} for residents with a bachelor's degree or higher. In the 35 – 44 age cohort California ranks 26^{th} for residents with an associate degree or higher and 17^{th} for residents with a bachelor's degree or higher. In the older age groups (45 – 64 and over 64) California ranks in the top quartile for educated residents compared to other states.

A recent study by the Institute for Higher Education Leadership and Policy at California State University in Sacramento identified ethnic differences in student achievement. Among the black and Latino students who attend community colleges, proportionately fewer black and Latino students (26% and 22% respectively) completed a degree or certificate within six years than white and Asian Pacific Islanders (37% and 35% respectively). Proportionately twice as many white students transfer to a four-year university than Latino students. (http://www.csus.edu/ihelp/PDFs/R_Div_We_Fail_1010.pdf)

To direct energy toward solutions to these issues, the California strategic plan for the coming decade includes these goals:

- Success: California's community colleges will increase completions by 1 million by 2020.
- Access: California's community colleges will close participation rate gaps.
- **Equity**: California's community colleges will eliminate the achievement gap among enrolled students.

Economic Context

The nation is in the midst of the most serious economic downturn since the 1930's. The impact has affected every facet of the economy. Economists predict a slow recovery over the next two years.

California has among the highest unemployment rates in the nation. The state unemployment rate recorded above 12% in September 2010. Echoing national projections, the California Workforce Investment Board projects that job losses will gradually diminish during 2010 and the pace of job growth will gradually strengthen through the first half of 2011. However, unemployment rates are expected to remain high through the end of 2011 and to finally fall below double digits in 2012.

Beyond 2012, projections for the local economy are positive regarding new job growth. The cities and incorporated areas that make up the MiraCosta service area added 6,700 jobs between 2002 and 2010, equivalent to 11% growth. The California Department of Employment Development anticipates this local growth trend to continue over the next 10 years, projecting an additional 12,740 jobs between 2010 and 2020 (19% growth) with Carlsbad and Oceanside leading the way with new job growth.

The largest local industry sectors in 2010, according to job count, are professional, scientific and technical services, which make up 10.6% of all jobs; real estate (7.8%); healthcare and social assistance (7.1%); and finance and insurance (5.9%). The region is unusual in that three of the area's top five industry sectors offer earnings higher than \$53,000 per year: (1) professional, scientific and technical services, (2) healthcare and social assistance, and (3) finance and insurance. Refer to Data Set 18 in Chapter 2 of this document for more details on employment and earnings by industry sector in the District's service area.

Chapter 2 Profile of the District Community and Students

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Chapter 2 Profile of the District Community and Students Index of Data Sets

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Data Set 68: MiraCosta District Community Survey Questions and Responses

Data Set 69: MiraCosta District Summary of Community Interviews

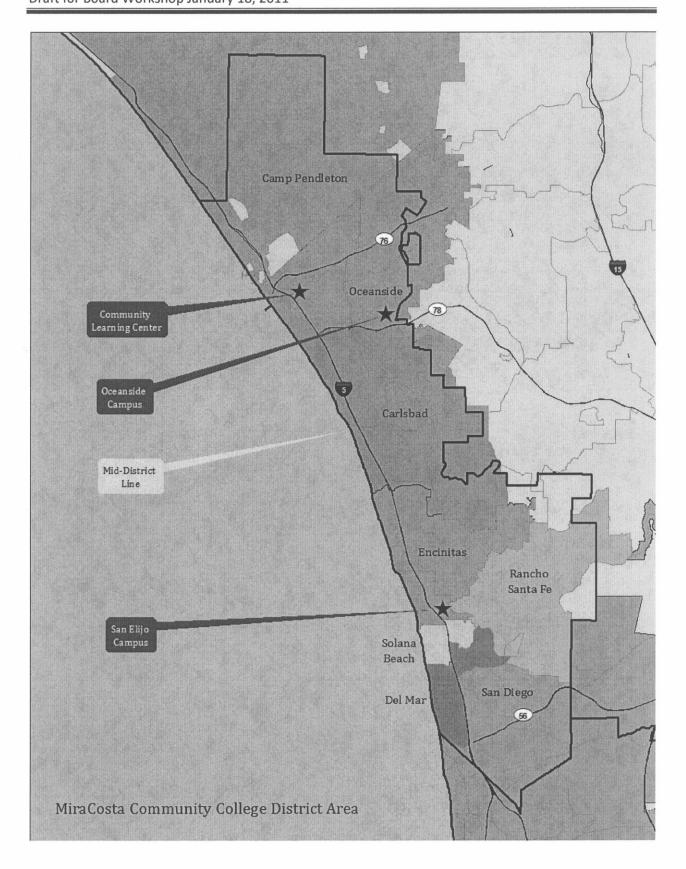
Introduction

This chapter provides background information about the demographic and economic characteristics of the MiraCosta Community College District service area and its students. This information is presented in these five sections:

- 1. <u>Regional Population and Population Growth</u>: Current and projected demographic characteristics, such as age, race/ethnicity, and educational levels, and income,
- Employment and Employment Growth: Current and projected employment patterns by occupational category, labor market data for programs currently being offered by the District, and the identification of training programs not currently offered by the District with potential to meet regional needs,
- 3. <u>Enrollment Trends and Student Characteristics</u>: Current demographic characteristics for credit and noncredit students, such as age, race/ethnicity, educational goals, and academic success, and
- 4. Perceptions of the District: Results of surveys completed by internal and external stakeholders.
- 5. <u>Lessons Learned from the Data Relevant to Educational Planning</u>: A summary of the key elements most relevant to educational planning.

The data in this report include all of the 22 ZIP codes in the District's service area which stretches across the cities of Oceanside, Carlsbad, Encinitas, Del Mar, and Solano Beach, the communities of Cardiff by the Sea, Rancho Santa Fe, Carmel Valley, as well as portions of Camp Pendleton. Where possible, data are displayed for each city and community; in some cases data are only available for larger cities such as Carlsbad and Oceanside. Data for each city and community have been aggregated from the ZIP code level based on the US Post Office geographic distinction for each ZIP code. Since the data are based on ZIP codes and not city boundaries proper, in some cases the number of people or jobs may appear higher or lower than expected.

For selected statistics, the service area was divided into Northern and the Southern portions. The Northern portion includes Oceanside, Camp Pendleton, and part of Carlsbad. The Southern portion includes Encinitas, Del Mar, Solana Beach, Cardiff-by-the-Sea, Rancho Santa Fe, and Carmel Valley. For the purposes of these analyses, Carlsbad was divided at the boundary for ZIP code 92011.



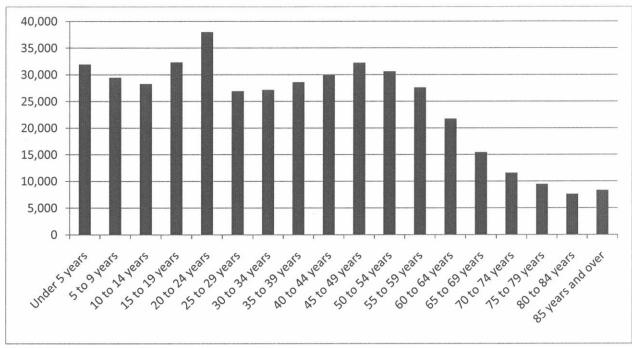
Regional Population and Population Growth

Data Set 1: MiraCosta Service Area Population Distribution by Age

Age	2010 Pop	2020 Pop	10 Year Growth	10 Yr. % Growth	2010 LQ
Under 5 years	31,929	26,840	(5,088)	(16%)	0.98
5 to 9 years	29,457	29,608	151	1%	0.96
10 to 14 years	28,283	29,306	1,022	4%	0.99
15 to 19 years	32,322	30,895	(1,427)	(4%)	1.03
20 to 24 years	38,011	37,776	(235)	(1%)	1.19
25 to 29 years	26,911	30,587	3,676	14%	0.81
30 to 34 years	27,157	28,013	856	3%	0.88
35 to 39 years	28,611	25,174	(3,437)	(12%)	0.95
40 to 44 years	29,906	26,384	(3,522)	(12%)	0.98
45 to 49 years	32,228	27,793	(4,435)	(14%)	1.02
50 to 54 years	30,613	28,184	(2,429)	(8%)	1.03
55 to 59 years	27,615	31,156	3,540	13%	1.09
60 to 64 years	21,758	28,628	6,870	32%	1.03
65 to 69 years	15,442	23,593	8,151	53%	1.03
70 to 74 years	11,590	17,604	6,014	52%	1.02
75 to 79 years	9,458	10,970	1,512	16%	1.05
80 to 84 years	7,575	7,152	(423)	(6%)	1.07
85 years and over	8,313	9,075	762	9%	1.14
Total	437,180	448,739	11,559	3%	
Important Categories	,				
18 years	7,451	6,986	(465)	(6%)	n/a
18-19 years	14,435	13,534	(902)	(6%)	n/a
18-44 years	165,032	161,468	(3,564)	(2%)	n/a

Source: EMSI - 2nd Quarter 2010

Note: Refer to the Appendix for (1) a list of the ZIP codes included in the MiraCosta Community College District service area and (2) an explanation of the column "2010 LQ."



Data Set 2: MiraCosta Service Area Population Distribution by Age in 2010

Source: EMSI - 2nd Quarter 2010

- According to the most recent population statistics the overall population of the service area in 2010 is 437,180.
- The 20-24 year-old cohort is the largest group in the region with 38,011 people. The location
 quotient score of 1.19 indicates that there are 19% more people in this age group, per capita,
 than the national average. This already high concentration is even stronger in Oceanside and
 Carlsbad. These cities combined have 27,450 people in the 20-24 year old segment.
- Although the rate of the total population is projected to increase, the number of residents in the college-age cohorts (18-19 and 18-44 years of age) will decline between now and 2020.

Data Set 3: MiraCosta Service Area Population by Community

Community	2010 Pop.	2015 Pop.	2020 Pop	5 Year Growth	5 Yr. % Growth	10 Year Growth	10 Year % Growth
Oceanside	158,771	161,962	163,632	3,191	2.0%	4,861	3.1%
Carlsbad	99,576	101,519	102,879	1,943	2.0%	3,303	3.3%
Encinitas	49,250	49,517	49,795	267	0.5%	545	1.1%
San Diego (Carmel Valley)	42,969	42,957	43,149	(12)	(0.0%)	180	0.4%
Camp Pendleton	35,268	36,572	37,030	1,304	3.7%	1,762	5.0%
Del Mar	14,220	14,345	14,433	125	0.9%	213	1.5%
Rancho Santa Fe	13,282	13,315	13,430	33	0.2%	148	1.1%
Solana Beach	13,233	13,481	13,664	248	1.9%	431	3.3%
Cardiff by the Sea	10,610	10,694	10,727	84	0.8%	117	1.1%
Total	437,179	444,362	448,740	7,183	1.6%	11,561	2.6%
North Section	236,053	241,469	244,160	5,416	2.3%	8,107	3.4%
South Section	201,126	202,893	204,580	1,767	0.9%	3,454	1.7%

Source: EMSI - 2nd Quarter 2010

Note: Camp Pendleton, one of the largest military bases in the country, spans MiraCosta and Palomar Community College Districts. Given the base's proximity to Oceanside, all on-base residents are included in these reports.

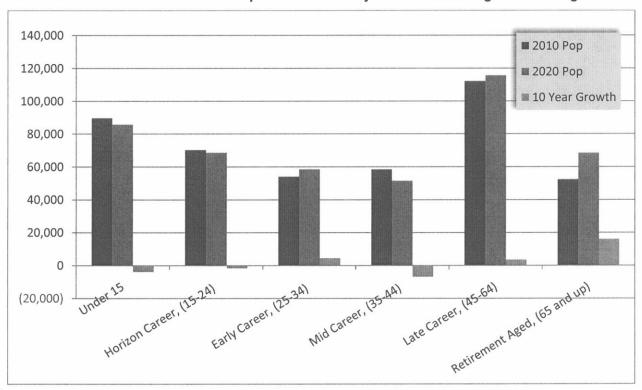
- Between 2010 and 2020, the service area population is projected to grow by 2.6%. Oceanside
 and Carlsbad have the highest proportion of the regional population, followed by Encinitas and
 Carmel Valley.
- Overall, the northern section of the service area will grow in population by 3.4% between now and 2020, and the southern section is projected to grow less, by 1.7%.
- Oceanside is projected to grow by 2.0% over the next five years and 3.1% over the next 10 years.
 Carlsbad also is projected to see significant population growth according to headcount and percentage change, 2.0% over five years and 3.3% over 10 years.
- Substantial population growth is not anticipated in areas such as Cardiff-by-the-Sea, Rancho Santa Fe, and Carmel Valley.

Data Set 4: MiraCosta Service Area Population by Career-Related Age Cohorts Table

Age	2010 Pop	2020 Pop	10 Year Growth	10 Yr. % Growth	2010 LQ
Under 15	89,669	85,755	(3,914)	(4%)	0.98
Horizon Career, (15-24)	70,332	68,671	(1,661)	(2%)	1.11
Early Career, (25-34)	54,068	58,600	4,532	8%	0.85
Mid Career, (35-44)	58,517	51,558	(6,959)	(12%)	0.97
Late Career, (45-64)	112,215	115,761	3,546	3%	1.04
Retirement Aged, (65 and up)	52,378	68,394	16,016	31%	1.05

Note: Refer to the Appendix for an explanation of the column "2010 LQ."

Data Set 5: MiraCosta Service Area Population Growth by Career-Related Age Cohorts Figure



Source: EMSI - 2nd Quarter 2010

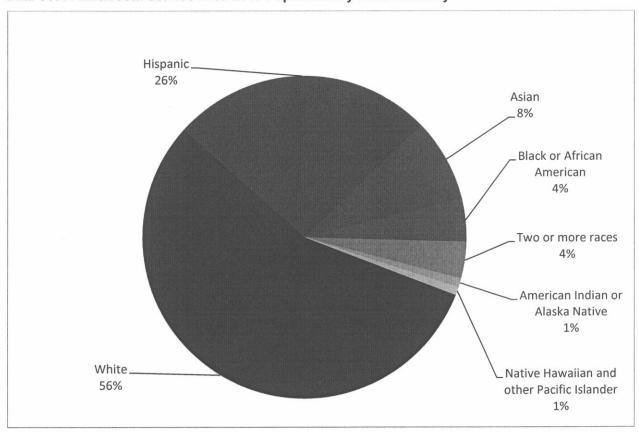
- The largest career-related age cohort in 2010 is the late career group, (45-64 years of age), and it will remain the largest group out to 2020.
- Most age cohorts are projected to decline slightly or remain roughly the same, with the exception
 of the early career age group (25-34) and the retirement age group (65 and up). The early career
 group is expected to increase by 3,900 people (7%) and the retirement age group by 15,300
 people (29%).

Data Set 6: MiraCosta Service Area Population Growth by Race/Ethnicity

Race/Ethnicity	2010 Pop	2015 Pop	2020 Pop.	5 Year Growth	5 Yr. % Growth	10 Year Growth	10 Yr. % Growth
White	243,903	242,622	244,760	(1,281)	(1%)	857	0%
Hispanic	114,386	120,532	122,097	6,146	5%	7,711	7%
Asian	36,608	38,406	38,749	1,798	5%	2,141	6%
Black or African American	18,781	18,201	18,111	(580)	(3%)	(670)	(4%)
Two or more races	15,988	16,964	17,336	976	6%	1,348	8%
American Indian or Alaska Native	3,870	3,939	3,967	69	2%	97	3%
Native Hawaiian and other Pacific Islander	3,645	3,699	3,721	54	1%	76	2%
Total	437,180	444,363	448,739	THE STATE SECTION ASSESSMENT OF THE SECTION OF THE SEC	TO THE PARTY OF TH	NEEDOCKY (INCOMES THAN DO FOR CONTINUE STATE OF	

Source: EMSI - 2nd Quarter 2010

Data Set 7: MiraCosta Service Area 2010 Population by Race/Ethnicity



• The race/ethnicity make-up of the service area is predominantly White (56%), but other groups such as Hispanic (26%) and Asian (8%) also compose a considerable share of the population.

 Along with the rest of California, the demographic make-up of the service area will continue to change in coming years, as most other race/ethnicity groups are projected to grow at a greater rate than that projected for White.

Data Set 8: MiraCosta Service Area Language Spoken at Home by Community

Community	English only	Language other than English	% of total population who self report that they speak English "less than very well"		
Oceanside	66%	34%	18%		
Solana Beach*	80%	20%	7%		
Camp Pendleton*	80%	20%	5%		
Encinitas	81%	19%	8%		
Carlsbad	83%	17%	5%		
Del Mar*	87%	13%	1%		
San Diego (Carmel Valley)*	87%	13%	3%		
Rancho Santa Fe*	88%	12%	2%		
Total	75%	25%	11%		

^{*} data from Census 2000

- In total, 25% of the residents in the MiraCosta District service area speak a language other than English at home. Of the total population who responded to the question about proficiency in English, 11% report that they speak English "less than very well."
- There are more multi-lingual households in Oceanside (34%) than in other communities in the District service area.

Data Set 9: MiraCosta Service Area Population Growth by Gender

Gender	2010 Pop	2015 Pop	2020 Pop		5 Yr. % Growth	10 Year Growth	10 Yr. % Growth	2010 LQ
Males	219,916	223,233	225,214	3,317	2%	5,298	2%	1.02
Females	217,264	221,131	223,525	3,867	2%	6,261	3%	0.98

Source: EMSI - 2nd Quarter 2010

• There are slightly more males than females in the region, 219,916 males to 217,264 females, and the growth rate of both genders will be roughly the same in coming years.

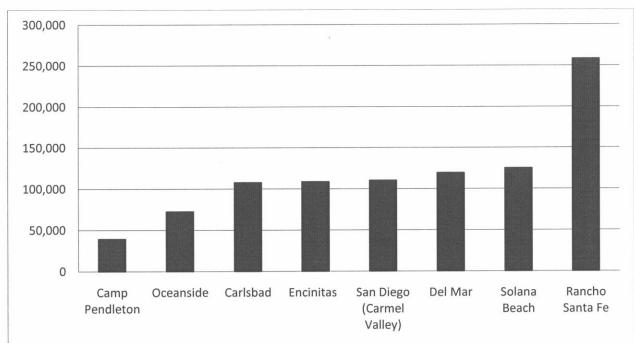
Data Set 10: MiraCosta Service Area Median Family Income by Community Table

Community	Median Family Income, (in 2008 \$)
Encinitas	\$108,549
Carlsbad	\$107,561
Oceanside	\$72,393
Rancho Santa Fe*†	\$258,467
Solana Beach*	\$124,907
Del Mar*	\$119,244
San Diego (Carmel Valley)*	\$110,095
Camp Pendleton*	\$39,377
California	\$61,154
Nation	\$52,175

Source: US Census Bureau, 2006-2008

^{*} indicates that data is based on Census 2000, (but adjusted for inflation in 2008 \$)

[†] Actual family income for Rancho Santa Fe could be higher. The income level prior to adjusting for inflation was suppressed, but it was estimated at \$250,000 in 1999 dollars.



Data Set 11: MiraCosta Service Area Median Family Income by Community Figure

Data Set 12: Distribution of Median Family Income in Three Cities

City	Less than \$10,000	\$10,000 to \$14,999	\$15,000 to \$24,999	\$25,000 to \$34,999	\$35,000 to \$49,999	\$50,000 to \$74,999	\$75,000 to \$99,999	\$100,000 to \$149,999	\$150,000 to \$199,999	\$200,000 or more
Carlsbad	1.5%	2.3%	4.9%	4.8%	11.5%	14.8%	15.8%	27.0%	17.1%	21.8%
Encinitas	2.3%	1.1%	2.8%	5.2%	6.9%	14.2%	13.4%	19.4%	14.5%	20.2%
Oceanside	2.9%	1.5%	6.2%	7.8%	12.8%	20.8%	17.2%	19.2%	7.1%	4.5%
Total	2.4%	1.6%	5.2%	6.5%	11.4%	17.9%	16.1%	21.4%	11.3%	12.3%

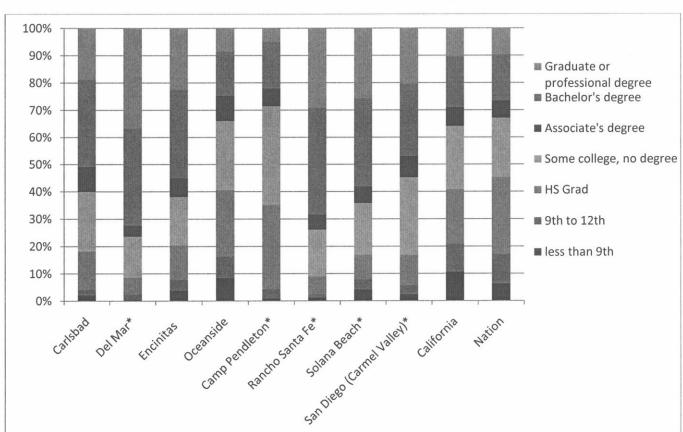
These cities are highlighted in this analysis because each had a population of at least 20,000 between January 2005 and December 2007, based on Census Bureau estimates.

- In almost all cities in the District's service area, the median family income levels are considerably higher than the national and state averages. In 2008 the national average was \$52,175 and the state average was \$61,154. In the cities of Encinitas, Carlsbad, and Oceanside, the median income levels were between \$72,000 to \$108,000 with the median income in the remaining four cities between \$110,000 and \$258,000.
- Camp Pendleton, with a median family income of \$39,377, is the only area in the College's service area with a median income level lower than the national and state averages.
- Despite the high median earnings numbers, about 27% of the population is below the national average in median family income and about 4% residents in the region live in poverty based on a rough comparison with the average U.S. poverty threshold.

Data Set 13: MiraCosta Service Area Highest Educational Attainment for Population 25+ Table

Community	less than 9th	9th to 12th	HS Grad	Some college, no degree	Associate's degree	Bachelor's degree	Graduate or professional degree	% HS Grad or higher	% Bachelors or higher
Carlsbad	2.1%	2.1%	14.0%	21.7%	9.2%	32.1%	18.8%	95.8%	50.9%
Del Mar*	0.2%	2.1%	6.2%	15.1%	4.0%	35.6%	36.7%	97.7%	72.4%
Encinitas	3.8%	3.9%	12.7%	17.6%	6.9%	32.6%	22.5%	92.3%	55.1%
Oceanside	8.3%	8.0%	24.3%	25.4%	9.2%	16.1%	8.7%	83.7%	24.7%
Camp Pendleton*	0.8%	3.4%	30.8%	36.4%	6.5%	17.1%	4.9%	95.7%	22.0%
Rancho Santa Fe*	1.2%	1.1%	6.6%	17.2%	5.4%	39.3%	29.1%	97.6%	68.4%
Solana Beach*	4.1%	3.8%	9.1%	18.8%	6.1%	32.6%	25.6%	92.1%	58.2%
San Diego (Carmel Valley)*	2.4%	3.3%	11.2%	28.3%	7.8%	26.7%	20.3%	94.3%	47.0%
							100/		0004
California	11%	10%	20%	23%	7%	19%	10%	79%	29%
Nation	6%	11%	28%	22%	6%	17%	10%	83%	27%

^{*} data from Census 2000



Data Set 14: MiraCosta Service Area Educational Attainment for Population 25+ Figure

- For all communities in the service area except Oceanside and Camp Pendleton, about 50% of the adult population over 25 years of age has earned a Bachelor's Degree or higher. This rate is significantly higher than the state average of 29%.
- In Oceanside and Camp Pendleton, 41% have not attended college.

^{*} data from Census 2000

Data Set 15: MiraCosta Feeder High School Graduations and Projections

	2000	2005	2010	2015	2020	10-'20 Change	10-'20 % Change
Torrey Pines High	629	772	581	578	575	(6)	(1.0%)
Vista High *	625	657	516	512	507	(9)	(1.7%)
Rancho Buena Vista High*	517	565	645	634	623	(22)	(3.4%)
Carlsbad High	505	577	671	654	637	(34)	(5.0%)
La Costa Canyon High	549	519	533	529	524	(9)	(1.6%)
El Camino High	562	551	573	570	566	(7)	(1.2%)
Oceanside High	404	357	342	330	320	(22)	(6.4%)
San Dieguito Academy	263	388	349	337	324	(25)	(7.1%)
Minor Public Schools	189	302	339	333	327	(12)	(3.6%)
Guajome Park Academy*		150	214	205	196	(19)	(8.8%)
Canyon Crest Academy			390	369	348	(42)	(10.7%)
Sum of regional schools	4,243	4,838	5,153	5,049	4,948	(205)	(4.0%)
San Diego County	25,681	29,069	30,410	29,838	29,265	(1,145)	(3.8%)
California	309,866	355,275	365,535	359,656	353,777	(11,757)	(3.2%)

Source: California Department of Education, Educational Demographics Office. Data as of 7/7/2009. Note that all data from 2009 onward are projections

Notes:

- Graduation rates reflect the number of individuals who receive a high school degree within four years of their initial high school enrollment
- Refer to the Appendix for high school drop-out rates
- In 2000 there were 4,243 high school graduates in the College's service area. This number grew
 to an estimated 5,153 by 2010. Certain schools within the area have seen a rapid increase in the
 number of graduates over the past 10 years, most notably Carlsbad High, the San Dieguito
 Academy and the minor public schools, a category which includes all the of the region's charter
 schools and academies that are not otherwise listed.
- Although most high schools in the region have exhibited a consistent growth over the past ten years, the number of graduates is projected to decrease slightly in the next decade based on the projected decline of individuals in the 18-19 year old age group. (Refer to Data Set 1.) Nationally graduation rates have been on an increasing trend since the turn of the 21st century but this has not been the case in the state of California.

^{*} Outside of the MiraCosta Community College District service area

Employment and Employment Growth

Data Set 16: MiraCosta Service Area Employment by Community

Community	2002	2010	2015	2020	02-'20 Growth	02-'20 % Growth	10-'20 Growth	10-'20 % Growth
Carlsbad	84,212	87,639	95,368	99,059	14,847	18%	11,420	13%
Oceanside	51,403	55,102	60,229	62,883	11,480	22%	7,781	14%
San Diego (Carmel Valley)	28,231	29,915	33,614	35,572	7,341	26%	5,657	19%
Encinitas	31,203	33,559	37,095	38,814	7,611	24%	5,255	16%
Solana Beach	13,656	15,429	17,247	18,041	4,385	32%	1,612	17%
Del Mar	11,738	12,478	13,656	14,098	2,360	20%	1,620	13%
Rancho Santa Fe	9,059	10,048	11,167	11,662	2,603	29%	1,614	16%
Camp Pendleton	4,673	5,307	5,784	6,038	1,365	29%	731	14%
Cardiff by the Sea	3820	4,117	4,495	4,658	838	22%	541	13%
Region	237,995	253,594	278,655	290,825	52,830	22%	37,231	15%
California	19,204,436	19,913,088	21,733,881	22,727,788	3,523,352	18%	2,814,700	14%
Nation	163,438,942	173,111,627	187,547,430	195,421,300	31,982,358	20%	2,230,968	13%

Source: EMSI Complete Employment - 2nd Quarter 2010

- This region has experienced remarkable employment growth over the past eight years. The communities that make up the District service area added 52,830 jobs between 2002 and 2010, which is equivalent to 22% growth.
- It is anticipated that the region will grow by another 37,231 jobs between 2010 and 2020 (15% growth).
- Over the next 10 years, Carlsbad and Oceanside will likely continue to lead the way in terms of the number of new jobs, with smaller communities such as Carmel Valley, Rancho Santa Fe, and Solana Beach experiencing the highest percentage of job growth.

Data Set 17: MiraCosta Service Area Employment and Earnings by Industry Sector

Description	2010 Jobs	2020 Jobs	Change	% Change	Average Earnings Per Worker	2010 National LQ	2020 National LQ
Real Estate and Rental and Leasing	20,029	25,856	5,827	29%	\$27,017	1.71	1.65
Arts, Entertainment, and Recreation	9,299	10,718	1,419	15%	\$22,950	1.70	1.62
Professional, Scientific, and Technical Services	27,002	35,749	8,747	32%	\$70,890	1.54	1.57
Information	6,857	7,710	853	12%	\$101,377	1.42	1.46
Accommodation and Food Services	23,033	25,931	2,898	13%	\$23,468	1.33	1.37
Finance and Insurance	15,145	18,444	3,299	22%	\$65,487	1.19	1.22
Other Services (except Public Administration)	15,629	17,146	1,517	10%	\$28,982	1.16	1.12
Utilities*	952	781	(171)	(18%)	\$123,478	1.10	0.96
Management of Companies and Enterprises	2,904	2,969	65	2%	\$77,805	1.03	1.00
Retail Trade	25,759	27,794	2,035	8%	\$33,170	0.98	0.99
Administrative and Support and Waste Management and Remediation Services	14,318	17,058	2,740	19%	\$38,043	0.95	0.91
Wholesale Trade	8,370	9,330	960	11%	\$76,987	0.93	0.97
Manufacturing	16,632	16,441	(191)	(1%)	\$79,684	0.91	0.94
Government	30,023	31,708	1,685	6%	\$84,137	0.86	0.84
Educational Services	4,577	5,463	886	19%	\$33,050	0.78	0.76
Agriculture, Forestry, Fishing and Hunting	3,426	3,510	84	2%	\$42,483	0.68	0.70
Health Care and Social Assistance	18,090	21,876	3,786	21%	\$53,335	0.65	0.63
Construction	8,412	8,982	570	7%	\$69,736	0.61	0.54
Transportation and Warehousing	3,043	3,207	164	5%	\$51,326	0.33	0.31
Mining, Quarrying, and Oil and Gas Extraction	94	149	55	59%	\$48,629	0.06	0.08
Total	253,594	290,825	37,231	15%	\$53,615		

Source: EMSI Complete Employment - 2nd Quarter 2010

 The region has a diverse mix of businesses, leading to employment opportunities in an array of fields. The largest industry sectors in 2010, according to job count, are professional, scientific and

^{*} The category <u>Utilities</u> includes the San Onofre Nuclear Generating Station located in the Palomar Community College District service area.

technical services, which make up 10.6% of all jobs; real estate (7.8%); healthcare & social assistance (7.1%); and finance & insurance (5.9%).

The region is unusual in that three of the five fastest-growing industry sectors offer high earnings.
 The categories of professional, scientific & technical services, healthcare & social assistance, and finance & insurance offer median earnings higher than \$53,000 per year.

<u>Educational Programs Gap Analysis:</u> An educational programs gap analysis compares the supply of graduates or program completers to the demand, or number of job openings, for those trained workers. The District may use this information for two purposes:

- 1) to place MiraCosta Community College District current career technical programs in context with the local industry occupational outlook, and
- 2) to identify programs the District may consider developing or expanding upon that have the potential to meet a regional occupation demand.

Typically the **region** studied for both the supply and the demand sides of this analysis would be the district **service area**. Given that the MiraCosta Community College District is in close proximity to a major metropolitan area and that there is a flow into and out of the College's service area as evidenced by 29% of the District's students living outside of the District in fall 2009, the geographic boundaries of the region for this analysis need to be larger than the District service area.

Once the decision is made to expand the geographic boundaries for an analysis, the next question is where to set the new boundaries. Including the entire San Diego metropolitan area is not appropriate because

- 1) It is not the District's mission to train people to work in San Diego, and
- 2) There are many other colleges fulfilling the mission to train people to work in San Diego.

For these reasons, the geographic boundaries used for this gap analysis to identify both supply (graduates) and demand (job openings) extend beyond the District service area to include Vista, San Marcos, and northern San Diego County.

The supply of trained workers, identified in the following data set as Regional 2009 Graduates, is the number of individuals within the identified geographic area who completed either a degree-earning or certificate-earning program in the given academic year. The region for this analysis expands beyond the District service area to include community colleges, career colleges and universities in Vista, San Marcos and selected colleges in north San Diego. Regional 2009 Graduates includes an average of the degrees and certificates earned in the MiraCosta District for the past two years plus degrees and certificates earned at other local public and private colleges and universities.

The demand of regional training needs is identified in the following data set through two measures:

- Annual Openings are the number of job openings anticipated to be available to workers in the geographic area within a one-year time period. This estimate includes both new and replacement jobs. New jobs are entirely new positions that will become available due to economic growth, and replacement jobs are positions that become available due to events such as retirement, firings,

out-migration, and other events. The calculation of replacement jobs is based in part on the national average of retirement and turnover rates by occupation.

- The projection of job growth is shown in the first four columns of Data Set 19. This information provides a 5-year analysis of national and local trends as well as what industry experts predict about growth in the industry which would cause an increase in the number of new positions for trained workers in the identified geographic area.

Since these two measurements, *Regional 2009 Graduates* and *Annual Openings*, represent supply and demand, the difference between the two anticipates the gap or surplus of workers trained for specific occupations. The column labeled *Gap/Surplus* is either a deficit or an oversupply of trained workers relative to the workforce demands. A surplus of trained workers is indicated by numbers in parentheses in Data Set 19; a surplus means that the number of completers produced in the latest academic year exceeds the needs of the regional economy. A gap/surplus of +/- 10 indicates that the current needs for this field are satisfied because the annual number of graduates is sufficient to meet the annual number of job openings.

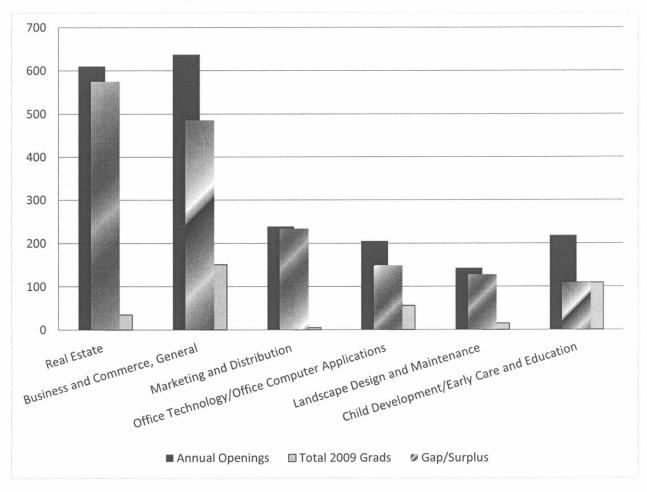
The following data sets contain data pertaining to each of District's career technical programs. The program titles are presented in terms of California's Taxonomy of Programs (TOP) code definitions. A crosswalk of college terminology and TOP codes is included in the Appendix.

Data Set 18: Labor Market Demand Overview of MiraCosta Programs

OP Code	Description	2010	2015 Jobs	Change	%	Current	Annual	Regional	Gap/Surplus
		Jobs			Change	Hourly Earnings	Openings	2009 Grads	
0511.00	Real Estate	13,370	17,236	3,866	29%	\$9.32	610	35	575
0501.00	Business and Commerce, General	15,270	17,911	2,641	17%	\$32.48	637	151	486
0509.00	Marketing and Distribution	5,979	6,942	963	16%	\$29.50	239	5	234
0514.00	Office Technology/Office Computer Applications	7,220	7,997	777	11%	\$19.01	205	56	149
0109.10	Landscape Design and Maintenance	5,719	6,176	457	8%	\$13.20	143	15	128
1305.00	Child Development/Early Care and Education	4,264	5,256	992	23%	\$9.63	218	109	109
0702.10	Software Applications	3,488	4,186	698	20%	\$29.86	139	49	90
1307.10	Restaurant and Food Services and Management	2,281	2,621	340	15%	\$15.21	65	5	60
0708.10	Computer Science	3,065	3,444	379	12%	\$27.12	110	56	54
1005.00	Commercial Music	1,277	1,637	360	28%	\$10.16	61	8	53
0614.20	Web Design	1,515	1,710	195	13%	\$28.24	52	1	51
0430.00	Biotechnology & Biomedical Technology	1,206	1,450	244	20%	\$26.67	58	8	50
0835.20	Fitness Trainer	1,446	1,708	262	18%	\$13.90	51	2	49
1230.30	Certified Nurse Assistant	1,907	2,419	512	27%	\$11.44	70	24	46
1307.00	Hospitality	1,224	1,429	205	17%	\$17.81	45	13	32
1030.00	Graphic Art and Design	1,795	2,161	366	20%	\$14.98	84	54	30
0101.00	Agriculture Technology	1,704	1,722	18	1%	\$18.61	23	2	21

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	and Sciences, General								
0953.00	Drafting Technology	1,248	1,344	96	8%	\$24.36	39	25	14
1262.00	Massage Therapy	367	441	74	20%	\$20.93	13	4	9
3009.00	Travel Services and Tourism	326	331	5	2%	\$7.87	9	3	6
1299.00	Radiation Protection Technicians/Other Health Occupations	55	67	12	22%	\$30.68	3	0	3
1305.20	Children with Special Needs	179	218	39	22%	\$40.83	9	4	5
1217.00	Surgical Technician	84	103	19	23%	\$23.08	4	2	2
0502.10	Tax Studies	3,315	3,653	338	10%	\$17.27	83	82	1
1230.10	Registered Nursing	2,609	3,165	556	21%	\$37.02	101	103	(2)
0201.00	Architecture and Architectural Technology	210	210	0	0%	\$21.63	6	12	(6)
1208.00	Medical Assisting	2,333	2,952	619	27%	\$14.59	92	98	(6)
0948.00	Automotive Technology	1,705	1,793	88	5%	\$21.38	50	60	(10)
2105.00	Administration of Justice	663	800	137	21%	\$29.36	30	56	(26)
1230.20	Licensed Vocational Nursing	709	847	138	19%	\$21.67	36	70	(34)



Data Set 19: Annual Openings, Graduates and Gap/Surplus for Six High-Demand Programs

- Three program areas, Business and Commerce, General and Marketing & Distribution, and Office Technology/Office Computer Applications have an outstanding demand of 486, 234, and 149 more workers, respectively, beyond the current output of District and other regional colleges.
- Three programs in the top six, Landscape Design and Maintenance, Child Development/Early Care and Education, and Real Estate, have demand for additional workers (575, 128 and 109 respectively) but the wages in these occupations are close to or below the living wage for this region. (The living wage is estimated to be \$12.45 per hour based on San Diego County, the region geographically the closest to the District service area for which this metric is calculated.)
- Software Applications and Electronic Game Design are two programs that lead to average wages greater than \$28 per hour and have substantial demand; Software Applications has an estimated need for 132 new workers on an annual basis, while Electronic Game Design is projected to need 59 new workers every year.

- A number of occupations, such as Biomedical Instrumentation, Fitness Trainer, and Certified Nurse Assistant, have a considerable number of annual openings and lead to either solid wages or career with advancement opportunities.
- Nine programs offered by the District contribute to a surplus of workers in the region, most significantly: Computer Networking (surplus of 68), Automotive Technology (surplus of 38), Licensed Vocational Nursing (surplus of 34), and Administration of Justice (surplus of 34).

Data Set 20: Career Technical Programs for MiraCosta to Consider

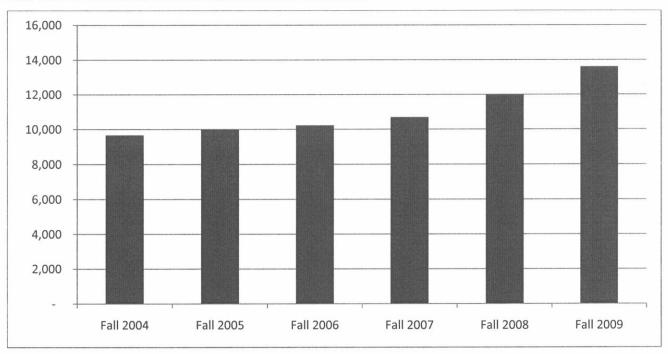
2010 Standard Occupational Classification	Description	Annual Openings	Current Hourly Earnings	Total 2009 Grads	Gap/Surplus
25-2021	Elementary school teachers	39	\$43.46	0	39
25-2031	Secondary school teachers	32	\$42.31	3	29
13-1041	Compliance officers	22	\$28.48	4	18
43-6012	Legal secretaries	21	\$19.68	4	17
29-2056	Veterinary technologists and technicians	17	\$19.05	0	17
29-2021	Dental hygienists	16	\$44.66	0	16
25-2022	Middle school teachers, except special and vocational education	18	\$42.46	3	15
27-3031	Public relations specialists	15	\$24.70	1	14
17-3023	Electrical and electronic engineering technicians	13	\$27.82	0	13
23-2011	Paralegals and legal assistants	16	\$29.68	4	12
19-4031	Chemical technicians	12	\$22.64	0	12
13-1073	Training and development specialists	12	\$28.39	0	12
13-1079	Human resources, training, and labor relations specialists, all other	16	\$32.16	5	11
13-1081	Logisticians	10	\$37.08	0	10
19-4099	Life, physical, and social science technicians, all other	15	\$23.06	8	7
11-3051	Industrial production managers	9	\$39.60	2	7
17-3025	Environmental engineering technicians	4	\$30.91	0	4
11-3071	Transportation, storage, and distribution managers	3	\$43.38	0	3

- The programs with the largest unmet demand are elementary school teachers, secondary school teachers, compliance officers, legal secretaries, and veterinary technicians.
- Community college students aspiring to become elementary and secondary teachers do not
 major in Education and therefore are not reflected as graduates in the data above. However,
 community colleges facilitate the education of future elementary and secondary teachers by
 offering preparatory course(s) and smoothing the path for transfer to colleges and universities
 with a teacher credential program.

• Other potential opportunities for new District programs are in the healthcare field (veterinary technologists and dental hygienists) and sciences (chemical technicians; environmental science technicians; and environmental engineering technicians).

Enrollment Trends and Student Characteristics

Data Set 21: MiraCosta District Credit Census Enrollment



• Credit enrollment increased 41% between Fall 2004 and Fall 2009 with the greatest increase, 25%, occurring between fall 2007 and fall 2009.

Data Set 22: MiraCosta District Participation Rates

	# of 18-44 Year Olds in the Service Area	# of 18-44 Year Olds Enrolled	Participation Rate
California Community	14,485,251 (2010)	1,383,487 (2008)	
Colleges	Source: EMSI	Source: CPEC online Quick Data	0.095
MiraCosta Community	165,032	11,606	
College District	Source: EMSI	Source: District Office of Institutional Research	0.070

- Participation rate is the answer to the question, "Of 1,000 people in the population, how many attend your college?" The state average for 18-44 year olds is an answer of "95 people" (9.5%). The current District participation rate for 18 44 year olds is 7.0%, which is below than the state average.
- An important consideration related to this comparison of the MiraCosta District with the state
 average is that participation rates vary greatly across California community college districts based
 on demographic features of each district's service area.

Data Set 23: MiraCosta District Weekly Student Contact Hours by Instruction Mode for Fall 2009

	WSCH Total Credit and Noncredit	% of District Total
On Ground	128,102	88%
100% Online	15,760	11%
Hybrid	1,776	1%
Grand Total	145,638	

Note: Refer to the Appendix for data on student access to the internet by race/ethnicity.

 In fall 2009, 12% of all weekly student contact hours were delivered by either total online courses or hybrid courses.

Data Set 24: MiraCosta College Efficiency Measures by Program for Fall 2009

Instructional Discipline	FTES	WSCH	WSCH/FTEF
Accounting	103.34	3100.20	506
Administration of Justice	34.24	1027.20	467
Anthropology	58.04	1741.20	544
Architecture	8.53	255.90	295
Art	248.62	7458.60	450
Astronomy	25.50	765.00	478
Automotive Technology	64.00	1920.00	425
Biology	255.34	7660.20	471
Biotechnology	16.35	490.50	350
Business	91.96	2758.80	476
Business Office Technology	39.51	1185.30	208
Career and Life Planning	2.35	70.50	351
Chemistry	147.80	4434.00	435
Child Development	95.98	2879.40	503
Chinese	7.00	210.00	315
Communication Studies	106.60	3198.00	432
Computer and Information Science	60.01	1800.30	316
Computer Science	20.00	600.00	310
Counseling	31.13	933.90	467
Dance	79.56	2386.80	381
Drafting Design Technology	35.60	1068.00	308
Drama	48.00	1440.00	370

Earth Sciences	10.20	306.00	E10
	10.20	306.00	510
Economics	66.70	2001.00	556
Education	2.40	72.00	360
English	355.08	10652.40	362
English as a Second Language	42.23	1266.90	302
Film Studies	24.50	735.00	525
French	21.00	630.00	378
Geography	41.86	1255.80	523
Geology	22.39	671.70	420
German	11.83	354.90	355
Gerontology	4.20	126.00	630
Health	72.50	2175.00	566
Health - Wellness Center	34.96	1048.80	333
History	172.00	5160.00	549
Horticulture	58.06	1741.80	392
Hospitality/Restaurant/Tourism	15.38	461.40	378
Humanities	10.20	306.00	510
Interdisciplinary Studies	9.33	279.90	349
Italian	20.33	609.90	366
Japanese	29.60	888.00	444
Kinesiology - No Wellness Center	107.84	3235.20	485
Library Science	6.83	204.90	205
Linguistics	2.40	72.00	360
Literature	22.80	684.00	489
Math Learning Center Only	13.78	413.40	81
Mathematics	424.03	12720.90	511
Media Arts Technologies	85.71	2571.30	387
Medical Administrative Professional	29.17	875.10	444
Music	119.68	3590.40	345
Nursing/Pharmacology/Gerontology	117.56	3526.80	232
Oceanography	59.30	1779.00	494
Philosophy	84.36	2530.80	527
Physical Science	6.30	189.00	473
Physics	42.60	1278.00	399
Political Science	59.67	1790.10	559
Psychology	140.55	4216.50	532
Radiation Protection Technology	2.80	84.00	210
Reading	17.77	533.10	470
Real Estate	28.40	852.00	533

Sociology	98.53	2955.90	591
Spanish	184.40	5532.00	433
Special Education	4.15	124.50	288
Surgical Technology	15.20	456.00	285
Cooperative Work Experience/Internships	11.22	336.60	163
Credit Subtotal	4,289.26	128,677.80	419
High School American Government	8.62	258.60	388
High School Computer Studies	3.21	96.30	289
High School Economics	8.96	268.80	403
High School English	38.94	1168.20	334
High School Fine Arts	3.54	106.20	319
High School Math	25.50	765.00	383
High School Science	4.53	135.90	408
High School US History	8.27	248.10	372
High School World History	3.78	113.40	340
Noncredit Adult Basic Education	24.23	726.90	242
Noncredit Art	30.48	914.40	457
Noncredit ESL/Citizenship	234.39	7031.70	384
Noncredit Health	22.75	682.50	488
Noncredit Health, Older Adults	49.56	1486.80	381
Noncredit Music, Older Adults	13.36	400.80	401
Noncredit Parenting	11.47	344.10	258
Noncredit Psychology	10.30	309.00	343
Noncredit Short-Term Vocational	16.00	480.00	303
Noncredit Special Education	41.71	1251.30	518
Noncredit Writing	5.74	172.20	461
Noncredit Subtotal	565.34	16,960.20	
Grand Total	4,854.60	145,638.00	396

Note: Noncredit WSCH is based on positive attendance rather than census.

- Over one quarter of the total Weekly Student Contact Hours was generated by these three programs combined: Noncredit, Mathematics, and English.
- Approximately a quarter of the total credit Weekly Student Contact Hours in fall 2009 was generated by career technical programs. Of these, Accounting, Business, Child Development, Media Arts & Technologies, and Nursing/Pharmacology/Gerontology generated the largest amount of Weekly Student Contact Hours in this semester.

The most common statewide measure of efficiency compares the number of hours faculty are with students in class each week (Weekly Student Contact Hours) with the number of equivalent full-time faculty (Full Time Equivalent Faculty). The state goal for this ratio is 525, representing one faculty member teaching five three-unit classes per semester with 35 students in each class. While many disciplines meet or exceed this standard, others do not for a variety of reasons including room capacity. The average class size in the District is less than 35 students per class as reflected in the District WSCH/FTEF ratio of 419 for fall 2009.

Data Set 25: MiraCosta District Credit Enrollment by Race/Ethnicity

2	FALL 2007		FALL 20	09
	# # **	%	#	%
American Indian/Alaskan Native	93	1%	104	1%
Asian/Pacific Islanders	1,051	10%	1,216	9%
Black	453	4%	593	4%
Hispanic	2,261	20%	2,789	20%
White	5,918	54%	7,390	53%
Multiple Ethnicities	309	3%	825	6%
Other Non White/Unknown	952	9%	939	7%
Total	11,037		13,856	

Note: Data Sets 26 – 40 represent demographic and enrollment data for credit courses. For demographic and enrollment-by-program data for noncredit programs, refer to the three sections on noncredit programs in Chapter 3.

- In fall 2009, the majority of the District's credit students were represented by two ethnic groups: White (53%) and Hispanic (20%). The distribution of all ethnicities in the credit student population has remained relatively unchanged for the last two years.
- The increase in the Multiple Ethnicities category is due in part to a change in the application form which now allows students to select "Multiple" as an ethnicity choice.

Data Set 26: MiraCosta District Credit Enrollment and District Population by Race/Ethnicity

	Below 18 Years, Population in Service Area	18 Years and above, Population in Service Area	Fall 2009 Credit Enrollment
American Indian/Alaskan Native	1%	1%	1%
Asian/Pacific Islanders	8%	10%	9%
Black/African American	5%	4%	4%
Hispanic	36%	22%	20%
White	44%	60%	53%

Multiple Ethnicities	7%	2%	6%
Other Non-White/ Unknown	n/a	n/a	7%

 The race/ethnicity of students enrolled in credit courses reflects the service area population with the exceptions of a slightly lower proportion of White students (enrollment is 7% less than the proportion in the community) and Hispanic students (enrollment is 2% less than the proportion in the community).

Data Set 27: MiraCosta District Credit Enrollment by Age

	FALL 20	FALL 2007		FALL 2009	
	# #	%	#	%	
17 and Under	851	8%	762	5%	
18 and 19	2,589	23%	3,127	23%	
20 to 24	3,526	32%	4,446	32%	
25 to 29	1,415	13%	1,950	14%	
30 to 39	1,137	10%	1,572	11%	
40 to 49	851	8%	1,066	8%	
50 to 59	497	5%	693	5%	
60+	171	2%	240	2%	
Grand Total	11,037	00000000000000000000000000000000000000	13,856		

- Almost three-fourths (74%) of the District's credit students are below 30 years of age and the
 median age is within the 20 to 24-year-old cohort, indicating a youthful college population. In
 comparison, the state average for the proportion of credit students below 30 years of age in
 fall 2009 is 68%.
- The age distribution of students enrolled in credit courses has remained stable over the past two years.

Data Set 28: MiraCosta District Credit Enrollment by Gender

	FALL 2007		FALL 2009	
	#	%	#	%
Female	6,362	58%	7,909	57%
Male	4,585	42%	5,778	42%
Unknown	90	1%	169	1%
Total	11,037	A PARTIE	13,856	

 There is a slightly higher proportion of female than male students both in the District and in the state. The state average for community college students is 54% female, 45% male, and 1% unknown. • The District credit student population does not reflect the community demographic of an almost 50/50 distribution of male and female residents as reported previously in this chapter.

Data Set 29: MiraCosta District Credit Enrollment by Schedule

Schedule	Headcount	% of Total
Day	4,660	34%
Evening	2,541	18%
Online Only	1,210	9%
Day + Evening	3,034	22%
Day + Online	1,148	8%
Evening + Online	481	3%
Day + Evening + Online	782	6%
Total	13,856	

Note: Evening students are those taking classes that begin after 4:30pm or Saturday. Hybrid classes are counted as on-campus classes.

 About 1/3 of the students attend only during the day and another 22% take courses during the day and evening.

Data Set 30: MiraCosta District Credit Enrollment by Units Enrolled

	FALL 20	07	FALL 2009	
	#	%	#	%
0.0 - 3.0 Units Enrolled	2,500	23%	3,030	22%
3.5 - 6.0 Units Enrolled	2,245	20%	2,868	21%
6.5 -11.5 Units Enrolled	2,687	24%	3,461	25%
12.0-15.0 Units Enrolled	2,861	26%	3,727	27%
15.5 – 18.0 Units Enrolled	615	6%	710	5%
More than 18.0 Units Enrolled	129	1%	60	0%
Total	11,037		13,856	

- The distribution of credit enrollment by unit load has remained stable over the past two years.
- The proportion of District students taking 12 credit units or more is 32%, matching the state average for full-time students. The majority of the students (68%) are part-time, proportionately almost equally divided among the three part-time categories.

Data Set 31: MiraCosta District Credit Enrollment by Age and Units Enrolled

Age Cohorts	0.0 - 3.0 Units	3.5-6.0 Units	6.5-11.5 Units	12.0- 15.0 Units	15.5-18.0 Units	More than 18 Units	Tota
17 and Under	238	148	136	193	46	1	762
18 and 19	236	320	711	1,536	299	25	3,127
20 to 24	696	819	1,343	1,334	236	18	4,446
25 to 29	409	530	571	357	76	7	1,950
30 to 39	498	485	373	176	33	7	1,572
40 to 49	443	317	197	95	13	1	1,066
50 to 59	343	197	115	31	6	1	693
60+	166	52	16	5	1		240
Total	3,029	2,868	3,461	3,727	710	60	13,856

- Of the District's students who enroll in 12 or more units (4,497 students), a little more than 75& are between the ages of 18 and 24.
- The majority of students 40 years old and older take 6 or fewer units.

Data Set 32: MiraCosta District Credit Enrollment by Educational Goal

Fall 2007		Fall 200)9
#	%	#	%
779	7%	1,019	7%
423	4%	696	5%
4,475	41%	5,457	39%
728	7%	977	7%
1,760	16%	2,066	15%
1,780	16%	2,206	16%
1,092	10%	1,435	10%
11,037		13,856	
	# 779 423 4,475 728 1,760 1,780 1,092	# % 779 7% 423 4% 4,475 41% 728 7% 1,760 16% 1,780 16% 1,092 10%	# % # 779 7% 1,019 423 4% 696 4,475 41% 5,457 728 7% 977 1,760 16% 2,066 1,780 16% 2,206 1,092 10% 1,435

• The majority of the credit students (61%) express a traditional educational goal of achieving an associate degree and/or transfer.

Data Set 33: MiraCosta District Credit Enrollment by Military Status

	Fall 200)7	Fall 2009	
	#	%	#	%
Currently Active Military	152	1%	209	2%
Dependent of Active Military	460	4%	616	4%
Not indicated	9,981	90%	12,430	90%
Service Medal & Other Vet	1	0%		0%
Vet discharged one year plus	356	3%	445	3%
Vet discharged w/in year	87	1%	156	1%
Total	11,037		13,856	

Note: These figures are an estimate as students are not required to update their military status each semester.

Given the District's proximity to a large military base, Camp Pendleton, the proportion of
credit enrollment related to this military population is a factor in program planning. Based on
statements at initial enrollment, 10% of credit students indicated that they were in the military,
dependents of military, or discharged vets.

Data Set 34: MiraCosta District Credit Enrollment by Area of Residence

	Fall 2	2007	Fall	2009
	#	%	#	%
Oceanside	3,951	36%	4,319	31%
Carlsbad/La Costa	1,843	17%	2,280	16%
Encinitas/Cardiff	1,130	10%	1,442	10%
Carmel Valley/Del Mar	584	5%	671	5%
Solana Beach/Rancho Santa Fe	289	3%	364	3%
Camp Pendleton	119	1%	709	5%
Vista/San Marcos*	1,563	14%	1,973	14%
Other ZIP codes*	1,558	14%	2,097	15%
Total	11,037		13,856	

^{*} Outside of the MiraCosta Community College District service area

 In fall 2009 approximately half of District's credit students live in the Oceanside and Carlsad/LaCosta areas (47%). 23% live in the combined areas of Encinitas/Cardiff, Carmel Valley/Del Mar, Solana Beach/Rancho Santa Fe, and Camp Pendleton. 29% of the District's credit students resided outside of the service area.

Data Set 35: MiraCosta District Students Who Reside at Camp Pendleton

	2010 Population	08-'09 Credit Students	08-'09 Participation Rate	09-'10 Credit Student s	09-'10 Participatio n Rate	2-year Average	2-year Average Participation Rate
Camp Pendleton Estimated Population	13,829	725	5.24%	958	6.93%	842	6.10%

Note: Camp Pendleton, one of the largest military bases in the country houses approximately 35,000 military personnel and family members. The base spans MiraCosta and Palomar Community College Districts and by mutual agreement between the two districts, the Palomar District currently offers instruction on the base.

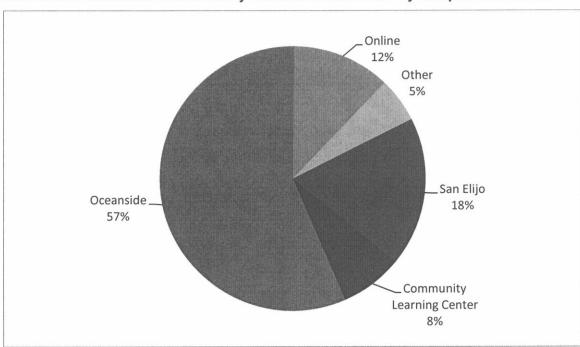
- In 2008-2009, 725 students between the ages of 18 to 44 were from exclusively Camp Pendleton ZIP codes. That number jumped to 958 in 2009-2010, contributing to a two-year average of 842 students between the ages of 18 to 44. This represents 6.10% of the total on-base population between 18 and 44 which is comparable to the 7.00% participation rate for the total community (see Data Set 23).
- In 2008-2009, 7% of the Camp Pendleton students enrolled in at least one distance education course and in 2009 – 2010, 8% of these students enrolled in at least one distance education course.

Data Set 36: MiraCosta District Duplicated Credit Headcount by Campus

-II 2007	Fall 2009	
all 2007	Fall 2009	% Change
8,173	10,119	24%
2,806	3,652	30%
22	44	100%
2,409	3,622	50%
124	79	-36%
		CATHER THE SECURITY OF THE SEC

Notes:

- The Community Learning Center offers primarily noncredit courses.
- Off-campus includes students enrolled in classes not held online or at a District campus.
- The majority of the District's students take at least one credit course at the Oceanside Campus.
- In the past two years both Oceanside and San Elijo Campuses experienced similar significant growth in student enrollment in credit courses.
- Enrollment in online courses has grown 50% since fall 2007. This increase of a little over 1,200 students represents 43% of the District's total enrollment growth between fall 2007 and fall 2009.



Data Set 37: MiraCosta District Weekly Student Contact Hours by Campus for Fall 2009

57% of WSCH was delivered at the Oceanside Campus and 18% at the San Elijo Campus.

Data Set 38: MiraCosta District Credit Enrollment by Gender and by Campus and Online for Fall 2009

Female	Oceans	Oceanside		San Elijo		Online	
	5,695	57%	1,820	51%	2,482	63%	
Male	4,226	42%	1,728	48%	1,440	36%	
Unknown	114	1%	49	1%	36	1%	
Total	10,035	**************************************	3,597	DI COMBONIBILI PRIBLICA POPO POR PORTO DE COM	3,958		

As noted in Data Set 28, overall more female than male students attend credit classes. The
gender distribution differs among the three sites. The female/male distribution at Oceanside
Campus matches the overall District distribution (57%/42%) while there is a greater balance of
female/male students at San Elijo (51%/48%). In online courses, female students outnumber
male student by a ratio of 2 to 1.

Data Set 39: MiraCosta District Credit Enrollment by Race/Ethnicity and by Campus and Online for Fall 2009

Oceanside	San Elijo	Online
	•	

Total	10,035		3,597		3,958	
Other Non White/Unknown	683	7%	263	7%	271	7%
Multiple Ethnicities	590	6%	204	6%	245	6%
White	4,927	49%	2,348	65%	2,231	57%
Hispanic	2,314	23%	438	12%	646	16%
Black	506	5%	49	1%	167	4%
Asian/Pacific Islander	933	9%	272	8%	374	9%
American Indian/Alaskan Native	82	1%	23	1%	24	1%

- Students' race/ethnicity at Oceanside Campus is comparable to the distribution of race/ethnicity
 in the District's total student population with the exception of slight differences in the proportion of
 Hispanic and White students. Compared to the District's total student population, at the
 Oceanside Campus there are proportionately fewer White students (49% compared to 53%) and
 proportionately more Hispanic students (23% compared to 20%).
- The San Elijo Campus has the highest proportion of White students in the District (65%) and the lowest proportion of Hispanic (12%) and Black (1%) students.
- Among the students taking online courses, the distribution of students' race/ethnicity mirrors the patterns at on-campus sites with two exceptions:
 - A slightly higher proportion of White students take courses online compared to those attending the Oceanside Campus (57% compared to 49%) and a slightly lower proportion of White students take courses online compared to those attending the San Elijo Campus (57% compared to 65%).
 - A slightly lower proportion of Hispanic students take courses online compared to those who attend the Oceanside Campus (16% compared to 23%) and a slightly higher proportion of Hispanic students take courses online compared to those who attend classes at the San Elijo Campus (16% compared to 12%).

Data Set 40: MiraCosta District Credit Enrollment by Age and by Campus and Online for Fall 2009

17 and Under	Oceans	Oceanside		San Elijo		е
	562	5%	191	5%	143	4%
18 and 19	2,328	23%	1,031	29%	744	19%
20 to 24	3,284	33%	1,227	34%	1,354	34%
25 to 29	1,396	14%	410	11%	665	17%
30 to 39	1,090	11%	293	8%	524	13%
40 to 49	747	7%	215	6%	329	8%
50 to 59	464	5%	161	5%	168	4%
60+	164	2%	69	2%	31	1%
Total	10,035		3,597		3,958	

• The distribution of the students across the age cohorts is comparable at the two on-campus sites and online with the exception of a slightly greater proportion of 18 and 19-year old students at San Elijo (29% compared to 23% at Oceanside and 19% online).

Data Set 41: MiraCosta District Credit Enrollment by Highest Degree Completed and by Campus and Online for Fall 2009

	Oceans	ide	San El	ijo	Onlin	ie
Associate's Degree	484	5%	143	4%	208	5%
Bachelor's Degree	964	10%	398	11%	444	11%
Certificate of Proficiency	145	1%	53	2%	63	2%
Currently Enrolled in Adult School	44	0%	13	0%	8	0%
Currently Enrolled in K-12	279	3%	88	3%	68	2%
Foreign School Diploma/Certificate	285	3%	85	2%	103	3%
GED, HSC or Equivalent	457	5%	159	4%	171	4%
High School Diploma	7,164	71%	2,605	72%	2,838	72%
Not a High School Grad, Not Enrolled	213	2%	52	1%	55	1%
Unknown	0	0%	1	0%	0	0%
Total	10,035		3,597		3,958	

• Within every category of the highest degree completed, the proportion of students is consistent across the two on-campus sites and online.

Data Set 42: MiraCosta District Campus Attended by ZIP Code of Residence for Fall 2009

ZIP Code Area of Residence	Cities of Residence	Total Residents	Site	of Enrollme	nt
			Oceanside	San Elijo	Online
Northern Portion	Carlsbad/La Costa	1,210	84%	16%	28%
of District	Oceanside/Camp Pendleton	5,028	87%	8%	28%
	Total	6,238	87%	9%	28%
			Oceanside	San Elijo	Online
Southern Portion	Carlsbad/La Costa	1,070	59%	49%	28%
of District	Carmel Valley/Del Mar	671	30%	78%	28%
	Encinitas/Cardiff	1,442	40%	69%	26%
	Solana Beach/Rancho Santa Fe	364	35%	74%	25%
	Total	3,547	43%	65%	27%
			Oceanside	San Elijo	Online
Outside the	Vista/San Marcos	1,973	86%	11%	28%
District	Other ZIP codes	2,098	67%	23%	34%
	Total	4,071	76%	17%	31%

Note: This table compares where credit students live to which campus they attend. This table was compiled to address the question of whether students attend the campus closest to their residences. The first two columns of the table indicate where students live within the Northern or Southern portion of the service area or outside of the district. These data exceed 100% because some students are enrolled at more than one campus.

- Students generally attend the campus closest to their residence. Of the 6,238 credit students
 who live in the Northern portion of the service area 87% attend Oceanside, 9% attend San Elijo
 and 28% are enrolled in an online class. More than half of the students who live south of
 Carlsbad attend the San Elijo Campus.
- About three-fourths of the out-of-district credit students attend the Oceanside Campus and 31% are enrolled in an online course.

Data Set 43: MiraCosta District Credit Enrollment by District of Residence

	Attend											
Reside	MiraCosta District			San Diego Mesa College	San Diego Miramar College	Southwestern College						
MiraCosta CCD	9,777	4,581	284	658	525	69						
Palomar CCD	3,100	17,101	966	2,348	3,578	117						
San Diego CCD	327	614	14,784	19,884	7,312	2,917						
Southwestern CCD	33	146	3,529	1,607	634	16,594						

Source: Data shared by other San Diego Community College Districts. Grossmont-Cuyamaca data not available.

- There is significant cross-enrollment between the MiraCosta and Palomar Districts. In fall 2009, 3,100 students who live in the Palomar District service area attended MiraCosta District, and conversely, 4,581 students who live in the MiraCosta District service area attended Palomar.
- In total, 6,117 District service area residents attended college elsewhere in fall 2009, and 3,460
 residents of neighboring community college districts attended one of the MiraCosta Community
 College District campuses.

Data Set 44: MiraCosta District High School Capture Rate for Major Public Schools

	# Graduating High School in 2006 – 2007 Academic Year	% 2006 – 2007 Grads Who Enrolled at MCC Prior to Fall 2009	# Graduating High School in 2007 – 2008 Academic Year	% Graduating in 2007 – 2009 Who Enrolled at MCC Prior to Fall 2010
Canyon Crest Academy	1	100%	401	16%
Carlsbad	613	39%	680	29%
El Camino	542	38%	602	26%
La Costa Canyon	596	33%	564	24%
Oceanside	392	35%	371	36%
San Dieguito Academy	349	40%	354	31%
Torrey Pines	882	27%	620	24%
Rancho Buena Vista*	539	27%	681	22%
Vista*	613	25%	551	23%

^{*}Outside the MiraCosta Community College District

Note: Canyon Crest Academy opened in 2006-2007 and reported only one graduate.

Data Set 45: MiraCosta District High School Capture Rate for Minor Public Schools

	# Graduating High School in 2006 – 2007 Academic Year	% 2006 – 2007 Grads Who Enrolled at MCC Prior to Fall 2009	# Graduating High School in 2007 – 2008 Academic Year	% 2007 – 2008 Grads Who Enrolled at MCC Prior to Fall 2010
Carlsbad Village and Seaside Academies	80	24%	79	18%
Sunset & North Coast Alternative HS	46	50%	78	33%
Ocean Shores (Continuation)	48	35%	47	28%
Pacific View Charter	47	28%	58	29%
Guajome Park Academy*	144	40%	215	20%

^{*}Outside the MiraCosta Community College District

Data Set 46: MiraCosta District High School Capture Rate for Private Schools

	# Graduating in High School 2006 – 2007 Academic Year	% 2006 – 2007 Grads Who Enrolled at MCC Prior to Fall 2009	# Graduating High School in 2007 – 2008 Academic Year	% Graduating in 2007 – 2009 Who Enrolled at MCC Prior to Fall 2010
Army and Navy Academy	73	1%	55	2%
The Bishop's School	130	5%	116	5%
Cathedral Catholic High	349	6%	352	6%
Fusion Learning Center	13	0%	19	0%
The Grauer School	**	**	13	38%
Tri-City Christian School	73	22%	**	**
Halstrom High School (Formerly Futures High School)	7	71%	13	31%
La Jolla Country Day	87	0%	88	2%
Pacific Academy Inc.	3	67%	5	60%
Rainbow Advanced Instruction	7	0%	14	0%
Santa Fe Christian High	76	28%	93	17%
The Winston School	11	0%	9	11%

^{**}Data not available.

 This two-year snapshot of high school capture rates show that approximately one-third of the students graduating from El Camino, Carlsbad, La Costa, Canyon Crest Academy, San Dieguito Academy, and Oceanside High Schools enrolled at a District campus. Of the minor public high schools and private schools, the highest numbers of students entering
the District were from Carlsbad and El Camino High Schools and the highest percentages of
students entering the District upon graduation were from Sunset and North Shores Alternative
High Schools and Guajome Park Academy.

Data Set 47: MiraCosta District Placement Results for Fall 2009

ENGLISH	Number	Proportion
LINGEIGH.	Hamber	, ropertion
Basic Skills English Non-credit English course at the Community Learning Center English 802, Introduction to College Writing I English 803, Introduction to College Writing II	175 207 1,082	5% 6% 30%
Transfer English English 100, Composition and Reading	2,099	59%
English Total	3,563	100%
READING	Number	Proportion
Basic Skills Reading Reading 830, Basic College Reading	1096	31%
Transfer Reading Reading 100, Critical Reading and Thinking	2467	69%
Reading Total	3,563	100%
ENGLISH AS A SECOND LANGUAGE	Number	Proportion
Basic Skills ESL Recommend a non-credit ESL course at Community Learning Ctr	35	12%
Recommend credit ESL support courses: ESL 820, Grammar, and/or ESL 810, Listening and Speaking Skills for Non-Native Speakers of English, OR a non-credit ESL Level 7 course	49	17%
Recommend ESL 802, Introduction to College Writing I for Non- Native Speakers of English. Course Advisory: ESL 820, Grammar for Non-Native Speakers of English	104	37%
Recommend ESL 803, Introduction to College Writing II for Non-Native Speakers of English. Course Advisory: ESL 820,	93	33%
Grammar for Non-Native Speakers of English		
	2	1%

MATHEMATICS	Number	Proportion
Basic Skills Math Math 820, Pre-Algebra Math 820 or Math 100/830 (Borderline scores)	311 556	9% 15%
Math 100/830, Elementary Algebra Math 100/830 or Math 101 (Borderline scores) Math 101, Intermediate Algebra	712 313 716	20% 9% 20%
Basic Skills/Transfer Math Math 101 or Intermediate Algebra, or any course numbered 103- 130, except 106	381	11%
Transfer Math Math courses numbered 103-130*, except 106 With Trigonometry Cluster mastery: Math 135* or Math 150*	452	13%
(Borderline) <u>With</u> Trigonometry Cluster mastery: Math 150*	27 123	1% 3%
Mathematics Total	3,591	100%

• Of the students who entered the District in Fall 2009, 41% were assessed and placed in basic skills English, 31% in basic skills reading, and 73% in basic skills mathematics.

Data Set 48: MiraCosta District Persistence of First-Time Students for Fall 2006

	First Year Students	Persist to Next Spring	Persist to Next Fall	% Persisting to Next Spring	% Persisting to Next Fall
Full-Time	882	730	536	83%	61%
Part-Time	1019	520	342	51%	34%
Grand Total	1901	1250	878	66%	46%

Data Set 49: MiraCosta District Persistence of First Time Students for Fall 2007

	First Year Students	Persist to Next Spring	Persist to Next Fall	% Persisting to Next Spring	% Persisting to Next Fall
Full-Time	988	821	630	83%	64%
Part-Time	1,003	512	346	51%	34%
Grand Total	1,991	1,333	976	67%	49%

Data Set 50: MiraCosta District Persistence of First Time Students for Fall 2008

	First Year Students	Persist to Next Spring	Persist to Next Fall	% Persisting to Next Spring	% Persisting to Next Fall	
Full-Time	1,026	842	648	82%	63%	
Part-Time	1,240	657	471	53%	38%	
Grand Total	2,266	1499	1119	66%	49%	

Note: These data depict only those first-time students who re-enroll in the MiraCosta Community College District. For data that track a specific cohort of District students across the entire community college system, refer to Data Set 57.

Definitions:

<u>First time students</u> refers to students who indicate on their college application that this is their first time in the District and that they have never attended another college.

Full time indicates students enrolled in 12 or more units at census in their first semester.

Part time indicates students enrolled in fewer than 12 units at census in their first semester.

<u>Persistence</u> includes students who attended in the fall and enrolled in a course or courses in the District in the subsequent semester.

The percentages of first-time, full-time and part-time students who enrolled the following spring
and fall semesters are consistent for the cohorts of fall 2006, 2007 and 2008 students. 61% to
64% of full-time students persist to the next fall semester in contrast to persistence rates of 34%
to 38% for part-time students.

Data Set 51: MiraCosta District Retention and Successful Course Completion for Credit Courses

	Α	В	С	D	F	CR	Р	NC	NP	MW	w	Total Grades	Successful Course Completion	Retention
Fall 07	28%	20%	13%	4%	9%	5%	0%	2%	0%	0%	18%	29,197	67%	82%
Spr 08	29%	20%	12%	4%	8%	6%	0%	2%	0%	0%	19%	29,479	67%	81%
Fall 08	29%	20%	13%	4%	8%	0%	5%	0%	2%	0%	18%	31,554	68%	81%
Spr 09	29%	21%	13%	4%	7%	0%	6%	0%	2%	0%	19%	33,353	68%	81%
Fall 09	30%	21%	13%	4%	8%	0%	5%	0%	2%	0%	17%	36,762	69%	83%

Successful Course Completion: (A+B+C+CR+P)/Total Grades Retention: (A+B+C+CR+P+D+F+NC+NP)/Total Grades

• The grade distribution, retention rate, and completion rate have remained relatively unchanged for the past five semesters, with 28 to 30% of students receiving A grades, 20 to 21% receiving B's and 12 to 13% receiving C's.

- Of the credit course enrollments in fall 2009, 83% of the students received a grade. Of these, 69% successfully completed the course, receiving a grade of A, B, C, CR, or Pass. This is slightly above the state average successful course completion of 68%.
- The District's retention rate is below the state average of 84.6% reported by the State Chancellor's Office. Given differences in how withdrawal grades are included in the calculations, in this same report, the District retention rate for fall 2009 is 79.6%. With either calculation, the District ranks in the lower third compared to the average retention rates for all California community colleges.

Data Set 52: MiraCosta District Retention and Successful Course Completion for Online Credit Courses for Fall 2009

Chancellor's Office Definition of Distance Education Program Type	MiraCosta College Success	Statewide Success	MiraCosta College Retention	Statewide Retention
Biological Sciences (04)	69%	60%	86%	78%
Business and Management (05)	67%	56%	82%	77%
Education (08)	73%	62%	88%	82%
Engineering and Industrial Technologies (09)	43%	57%	71%	79%
Family and Consumer Sciences (13)	71%	61%	82%	81%
Fine and Applied Arts (10)	58%	61%	80%	82%
Foreign Language (11)	42%	56%	51%	78%
Health (12)	75%	70%	83%	83%
Humanities (Letters) (15)	64%	54%	78%	75%
Information Technology (07)	62%	57%	76%	77%
Interdisciplinary Studies (49)	65%	60%	81%	82%
Library Science (16)	66%	60%	86%	82%
Mathematics (17)	49%	43%	62%	71%
Media and Communications (06)	58%	57%	68%	77%
Physical Sciences (19)	60%	58%	74%	75%
Psychology (20)	68%	58%	82%	80%
Social Sciences (22)	62%	55%	78%	77%
Total	63%	56%	78%	78%

^(#) indicates the TOPs code

Successful Course Completion: (A+B+C+CR+P)/Total Grades

Retention: (A+B+C+CR+P+D+F+NC+NP)/Total Grades

- For online credit courses, the District's overall rate of successful course completion exceeds the state average (63% compared to 56%) while the District's overall rate of student retention matches the state average (both at 78%).
- For fall 2009, the rate of successful course completion for online courses was below the rate for all credit courses (63% compared to 69%). Similarly, the student retention rate for online courses was below the student retention rate for all credit courses (78% versus 83%).

Data Set 53: MiraCosta District Degrees and Certificates Awarded

	2007-2008	2008-2009
Associate in Arts	510	506
Associate in Science	16	24
Certificate of Achievement	229	336
Certificate of Competence	308	16
Certificate of Proficiency	N/A	297
Total	1,063	1,179

- Consistent for the past two years, the number of associate degrees awarded annually is approximately 530.
- The types of certificates that can be awarded changed in 2008-2009. The Certificate of
 Achievement requires 12 18 units or more, must be approved by the state, and is documented
 on students' transcripts. The Certificate of Proficiency is less than 18 units, is locally approved,
 and is not documented on students' transcripts. The Certificate of Competence is being
 discontinued.

Data Set 54: MiraCosta District Degrees and Certificates Awarded by Program

2007-2008	2008-2009
20	23
11	15
0	0
194	211
9	5
18	11
3	3
0	0
12	10
0	1
86	81
	20 11 0 194 9 18 3 0 12

	2007-2008	2008-2009
Foreign Languages, Literatures and Linguistics	2	0
Health Professions and Related Clinical Sciences	104	179
Legal Professions and Studies	1	0
Liberal Arts and Sciences, General Studies and Humanities	431	433
Mathematics and Sciences	0	0
Mechanic and Repair Technologies/Technicians	56	62
Multi/Interdisciplinary Studies	0	1
Parks, Recreation, Leisure, and Fitness Studies	100 100 100 100 100 100 100 100 100 100	2
Personal and Culinary Services	58	87
Physical Sciences	0	0
Precision Production	0	0
Psychology	0	2
Public Administration and Social Service Professions	0	0
Science Technologies/Technicians	18	7
Security and Protective Services	8	10
Social Sciences	1	3
Visual and Performing Arts	30	33
Total	1,063	1,179

- Parallel to other California community Districts, the majority of the associate degrees are awarded in Liberal Studies (433).
- Two other associate degree majors with high rates of award are Business, Management, and Marketing (211) and Health Professions (179).

Data Set 55: MiraCosta District Transfer Cohort Percentages

Cohort Year	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Yr 14
1995-1996 (n: 1124)	1%	6%	15%	27%	34%	40%	44%	48%	51%	52%	53%	54%	55%	56%
1996-1997 (n:1076)	1%	6%	14%	24%	32%	39%	43%	46%	49%	50%	52%	53%	53%	54%
1997-1998 (n:1065)	2%	7%	16%	27%	37%	44%	48%	51%	53%	54%	55%	56%	57%	
1998-1999 (n:1106)	1%	6%	16%	27%	36%	43%	48%	51%	54%	55%	57%	57%		
1999-2000 (n:1067)	1%	7%	16%	28%	37%	45%	49%	53%	55%	57%	58%			
2000-2001 (n:1179)	1%	5%	13%	24%	34%	41%	45%	49%	52%	54%				
2001-2002 (n: 1167)	1%	5%	13%	24%	33%	40%	45%	49%	50%					
2002-2003 (n:1214)	1%	6%	16%	29%	38%	44%	49%	51%						

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2003-2004 1% 7% 15% 27% 35% 42% 47% (n:1097)

Source: California Community College Chancellor's Office Datamart

Note: This table tracks first-time college students who demonstrate that they intend to transfer by the courses they choose from their first academic year of enrollment to the point of transfer to a four-year institution. To be included in this transfer cohort, students must complete at least 12 units, including a transfer-level English or mathematics course within a 6-year period. The transfer rate is then based on the total number of students who transfer compared to the number of students in the cohort. The total number of students who transfer is based on data from the State Chancellor's Office.

- Of the cohort described above, 39 to 45% of District students transferred by Year 6.
- The cohort of students who entered the District in 2003-2004, 42% transferred within six years compared to a statewide average of 41% for the same cohort year.

Data Set 56: MiraCosta District Transfer Velocity by Ethnicity

	MiraCosta Co	mmunity Co	llege District		Statewide	
	# of Students who Transferred	# of Students in the Cohort	Transfer Rate	# of Students who Transferred	# of Students in the Cohort	Transfer Rate
Asian/Pacific Islander	39	82	48%	11,492	22,796	50%
White	322	703	46%	21585	49816	43%
African-American	18	49	37%	2,490	7,335	34%
Hispanic	58	201	29%	10,060	32,716	31%
American Indian/Alaskan Native	0	4	0%	283	941	30%
Unknown/Non- Respondent/Declined	22	58	38%	4,731	10,858	44%
Total	459	1,097	42%	50,641	124,462	41%

 Of the cohort of students who entered in 2003-2004 the overall transfer rate is 42% as noted in the prior data set. Within that cohort of students, the transfer rates for Asian/Pacific Islanders and Whites were above the District rate of 42% and the rates for African-Americans and Hispanic were below the District rate of 42%

Accountability Reporting for Community Colleges (ARCC): The statistics in this section are calculated by the State Chancellor's Office for each community college in California. This report was intended to provide the State Legislature with a report card for all community colleges combined. Currently the State

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Chancellor's Office provides statistics on each measure for community college individually and encourages the leadership and faculty of each college to study their college reports which include comparisons to peer colleges and trends over time.

Data Set 57: ARCC Data: MiraCosta District Student Progress and Achievement Rate

2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
53.6%	59.9%	60.0%

ARCC Definition: Percentage of first time college students who completed at least 12 units in the District and achieved one of the following outcomes within five years:

- · Earned a degree or certificate
- Transferred
- Achieved "Transfer Directed" status (defined as successfully completed transfer English and mathematics classes)
- Achieved "Transfer Prepared" status (defined as completed 60 or more UC/CSU transferable units with a grade point average of =>2.0)

Data Set 58: ARCC Data: MiraCosta District Percentage of Students Completing 30 Units or More

2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
71.4%	73.6%	74.3%

ARCC Definition: Percentage of first time college students who completed at least 12 units at MiraCosta District and completed a degree/transfer level course and earned at least 30 units in the California Community College system.

Data Set 59: ARCC Data: MiraCosta District Persistence Rate

Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
68.0%	65.0%	68.8%

ARCC Definition: Percentage of first-time students who earned a minimum of six units earned in a fall term in the District who returned and enrolled in the subsequent fall term in the California Community College system.

Note: These data reflect a specific cohort of District students tracked across the entire community college system. For data on first-time students who re-enroll in the District, refer to Data Sets 47-49.

Data Set 60: ARCC Data: MiraCosta District Successful Course Completion for Vocational Courses

2006-2007	2007-2008	2008-2009
69.1%	70.7%	71.9%

ARCC Definition: Percentage of students in a given year who receive a grade of A, B, C or CR in a vocational course in the District.

Data Set 61: ARCC Data: MiraCosta District Successful Course Completion Rate for Basic Skills

2006-2007	2007-2008	2008-2009
58.9%	59.2%	60.1%

ARCC Definition: Percentage of students in a given year who receive a grade of A, B, C or CR in a basic skills course in the District.

Data Set 62: ARCC Data: MiraCosta District ESL and Basic Skills Improvement Rates

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL	69.3%	68.5%	66.2%
Basic Skills	46.1%	49.0%	45.2%

ARCC Definition: The number of District students completing coursework at least one level above their prior basic skills enrollment within the three-year cohort period.

Data Set 63: ARCC Data: MiraCosta District Summary

25	MiraCosta District's Rate	Peer Group Average	Peer Group Low
Student Progress and Achievement	60.0	55.7	42.3
Percent of Students Who Earned at Least 30 Units	74.3	72.1	63
Persistence Rate	68.8	66.5	59
Vocational Course Successful Completion Rate	71.9	75.8	62.2
Basic Skills Course Successful Completion Rate	60.1	63.8	55
Basic Skills Course Improvement Rate	45.2	54.2	34.9
ESL Course Improvement Rate	66.2	41.5	0

Note: Peer groupings are created for each metric using a regression model of common characteristics, such as proximity to a UC/CSU campus, FTES, and the percentage of the local population with college degrees.

 Student outcomes for District students meet or exceed the average rate of its peer colleges on these metrics: student progress and achievement, the percentage of students who earned at least 30 units, persistence, and ESL course improvement. However on the metric of basic skills course improvement rate, the District's rate is notably lower than the average rate of its peer colleges.

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Perceptions of the District

Surveys and interviews have been conducted recently to gather students' and community members' perceptions of the MiraCosta Community College District. Although not scientific research, reports of these qualitative data are included in this chapter to promote discussion.

<u>Student Satisfaction Survey</u>: In Spring 2010 an e-mail survey was sent to all credit students and 2,240 students responded.

Data Set 64: MiraCosta District Student Service Satisfaction

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Admissions and Records	48%	48%	3%	2%
Counseling	45%	44%	9%	3%
Transfer Center	50%	42%	6%	1%
Career Center	45%	47%	6%	2%
Writing Center	51%	42%	6%	1%
Tutoring Center	60%	35%	3%	1%
Math Learning Center	64%	33%	3%	1%
Open Computer Lab	65%	33%	1%	0%
Financial Aid	44%	40%	10%	6%
Scholarship Office	48%	47%	5%	1%
Extended Opportunities Programs and Services	58%	34%	5%	3%
Disabled Students Programs and Services	63%	30%	5%	2%
Student Health Center	58%	39%	2%	1%
District Bookstore	42%	47%	8%	2%
Cafeteria	50%	44%	5%	1%
Student Accounts	46%	51%	3%	1%
Campus Police	47%	48%	4%	2%
Library Services	60%	39%	1%	0%

Note: Data Set 62 reflects the satisfaction ratings of students who indicated that they had used the service at least once.

Students are generally satisfied with the District's services. Students are most satisfied with the
Open Computer Lab, the Student Health Center, and the Library; they are less satisfied with
Counseling, Financial Aid, and the District Bookstore.

Data Set 65: MiraCosta District Student Opinion of Registration Processes

n	Very Easy	Easy	Somewhat Easy	Somewhat Difficult	Difficult	Very Difficult

Applying to the college using the paper application	1,308	42%	35%	17%	4%	1%	1%
Applying to the District using the online application	2,013	53%	33%	11%	3%	1%	0%
Registering for classes at Admissions and Records	1,513	39%	34%	18%	5%	2%	1%
Registering for classes using SURF	2,166	53%	28%	12%	4%	1%	1%
Adding/Dropping classes at Admissions and Records	1,369	42%	37%	15%	4%	2%	1%
Adding/Dropping classes using SURF	1,840	60%	27%	9%	3%	1%	1%

Students responding to this survey are generally satisfied with registration processes. Online
processes for registration and class changes garner slightly higher satisfaction ratings compared
to on-campus processes.

Data Set 66: MiraCosta District Student Opinions on Campus Climate and Student Government

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
MiraCosta District provides a student-friendly environment.	61%	35%	1%	0%	2%
MiraCosta District supports my goals.	57%	37%	2%	1%	4%
MiraCosta District programs and activities reflect my interests.	46%	39%	5%	1%	10%
If I have a problem/crisis at MiraCosta District, I know where to go for help.	31%	36%	11%	3%	18%
I am satisfied with the way student government (ASG) represents students and student interests.	21%	23%	5%	1%	50%
Students have a meaningful role in governing, planning, budgeting and policy-making issues.	21%	22%	5%	2%	50%

- 96% of the students report that the District has a student-friendly environment.
- Half of the District's students are unaware of student government and other strategies for having a voice in governance.

Data Set 67: MiraCosta District Student Satisfaction with Facilities

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
I feel that MiraCosta District provides safe and secure environment.	58%	38%	2%	0%	3%
The buildings are accessible to students.	57%	39%	1%	0%	3%
The classroom buildings are clean and well maintained.	57%	38%	2%	0%	3%
Restroom and locker room facilities are clean and well maintained.	45%	42%	5%	1%	7%
The grounds support a welcoming environment.	59%	37%	1%	0%	2%
Classroom facilities adequately support student learning programs and services.	54%	39%	2%	0%	4%
Campus walkways are well lit.	45%	37%	6%	1%	10%
Parking facilities are adequately maintained.	47%	44%	5%	2%	3%

Students report high levels of satisfaction with the grounds and facilities.

<u>Community Survey: Fall 2008:</u> 401 members of the internal and external community were randomly selected to participate in a telephone survey designed to explore participants' perceptions of the District's strengths and weaknesses. The overall conclusions from the survey are:

- MiraCosta has good public image and name recognition, but the public knows little else about the college. Areas of possible improvement include responsiveness to perceived needs, scheduling and program mix, and occupational/business offerings that would help people go to work.
- MiraCosta has an exceptional internal climate. There are things that can be improved, but overall, the college clearly has the morale and will to meet current and future challenges.

The complete report of survey results is available at: https://www.miracosta.edu/Governance/RAP/2009MiraCostaEnvironmentalScan.htm

Community Survey Summer 2010: 224 community members were invited to participate in a brief online survey to assess community awareness of, perceptions about, and priorities for the MiraCosta District. The community members were selected from various sectors of the local community representing areas such as business, industry, community and elected leadership, and education. 117 responses were completed for a 52% response rate. Refer to the Appendix for a complete report of this survey; below is a selected set of responses.

Data Set 68: MiraCosta District Community Survey Questions and Responses

Questions 6. & 7. For each of the following areas, please indicate how important you feel each is as a focus for the MiraCosta District (Question 6.) Please indicate how you rate MiraCosta District's effectiveness in each of the following areas (Question 7.)

A. Provide quality, accessible and affordable classes for transfer to universities.

Extremely Important	Important	Somewhat Important	Somewhat Unimportant	Not Important	Cannot Evaluate/No Opinion
76%	20%	3%	0%	0%	1%

Extremely Effective	Effective	Somewhat Effective	Somewhat Ineffective	Ineffective	Cannot Evaluate/No
35%	34%	9%	2%	0%	Opinion 21%

B. Provide quality, accessible and affordable classes for career-technical skills.

Extremely Important	Important	Somewhat Important	Somewhat Unimportant	Not Important	Cannot Evaluate/No Opinion
68%	27%	3%	0%	0%	1%

Extremely	Effective	Somewhat	Somewhat	Ineffective	Cannot
Effective		Effective	Ineffective		Evaluate/No Opinion
26%	41%	11%	1%	1%	20%

C. Provide quality, accessible and affordable English, reading, and mathematics classes to prepare students for college success.

Extremely Important	Important	Somewhat Important	Somewhat Unimportant	Not Important	Cannot Evaluate/No Opinion
50%	35%	15%	0%	0%	1%

Extremely Effective	Effective	Somewhat Effective	Somewhat Ineffective	Ineffective	Cannot Evaluate/No Opinion
19%	41%	11%	1%	0%	28%

D. Provide quality, accessible, and affordable English as a second language, citizenship, adult high school and classes for older adults.

Extremely	Important	Somewhat	Somewhat	Not Important	Cannot
Important		Important	Unimportant		Evaluate/No
					Opinion

32%

25%

emely	Effective	Somewhat	Somewhat	Ineffective	Cannot
ctive		Effective	Ineffective		Evaluate/No Opinion
ective					

8%

2%

4%

30%

Question 8. Have you or a family member personally attended/are currently attending MiraCosta District? If yes, when? Which campus? If applicable, please describe the program/degree/certificate. (100 responses)

All responses to this question are in the Appendix. Sample responses are:

- I attended the Oceanside Campus 10-15 years ago. My son and daughter recently attended the Oceanside campus. She was transferring from CSUSM from CSULB and needed some lower division courses.
- Myself and my son both general education and special interest courses at the Oceanside and Cardiff campuses. MiraCosta is a wonderful community college.
- My wife attended San Elijo campus...she took accounting course and received an AA degree.
 She was very satisfied.
- My daughter has taken classes (San Elijo) that provide dual credit for high school and college. A
 great way to get kids moving in the right direction.
- I took several real estate related courses. Very helpful and very affordable.
- Yes: Oceanside for transfer to university and surgical technology certificate; San Elijo for medical billing and community classes.

Question 9. Please share your vision of what MiraCosta District should do in the next five years to best meet the needs of the students and the community.

All responses to this question are in the Appendix. Sample responses are:

- Career technical, 2 year certificates in a credentialed field of study, transfer students.
- Accessible, diverse student body and staff, excellence in academics and career preparation, cultural center for community, high ethical standards, fiscal responsibility.
- Allow students to be competitive in the current economy; prepare them for key industries in North County.
- Keep prices reasonable, provide a greater variety of online courses, and continue providing career and technical courses for those who need immediate employment.
- Prevalent themes include:
 - Career technical education/workforce preparation for higher paying jobs
 - o Affordable foundation for transfer/success in high education
 - o Partnerships with business, education, community to extend limited resources
 - Raise awareness and community involvement, increase outreach

<u>Final Question</u>. Please provide additional observations, suggestions, and any other comments regarding MiraCosta District.

All responses to this question are in the Appendix. Sample responses are:

- I am delighted that the college is starting this process by seeking community input.
- I am very impressed with the leadership team at the college, its vision and its dedication to students. I believe MiraCosta has the potential to be nationally recognized as an outstanding community college, due to its talent and drive. However, it will have to be extremely resourceful, creative yet disciplined in how it implements a highly focused and effective long-term strategy.
- Focus on more 2-year degree programs that will provide high skill high wage jobs to people in the region.
- The school plays an important role in our community to prepare young adults for transfer to four year school.

<u>Community Interviews</u>: In spring and summer 2010, 38 community members and 12 members of the oncampus community were interviewed individually to ascertain their visions for the College's future. These conversations focused on the following question:

Imagine that the MiraCosta District becomes even more successful in the next decade. What would be the characteristics of this even-more-successful District in 2020?

Data Set 69: MiraCosta District Summary of Community Interviews

This summary presents District and community members' visions of how the District would function at a high level of excellence. The responses cluster into 5 groupings:

- Student Success
- The District and the Community
- The District and Educational Partners
- The District and Business Partners
- The District as a Steward of Taxpayers' Funds

Student Success

- The District will be known as the *college where students succeed* because of its high academic standards and outstanding levels of student success as evidenced by
 - Students' success in transitioning from non-credit and basic skills courses into credit collegelevel courses,
 - Student success in progressing through the credit basic skills course sequences,
 - Students' success in ESL courses,
 - Students' transfer rates,
 - Students' GPAs after they transfer,
 - Students' entry into careers that pay a livable wage, and
 - The successful completion of courses and programs by students in all ethnic groups.

- The District's student support programs will serve as a model for the state because of the
 - Significant improvement in District-wide student retention and
 - High rate of student persistence especially for high risk students.
- The District's ongoing monitoring of student success and its rapid response to making changes by developing and modifying instructional and student services programs as needed to meet student and community needs.
- The District's distance education program includes both a rich array of instructional programs and comprehensive support services.

The District and the Community

- The student population will represent the entire community.
- The District will support the community and will be supported by the community as evidenced by
 - Community members attending District events,
 - The community requesting and relying on District participation in community events,
 - Community members volunteering to help at the District, donating funds, and making strategic alliances around jobs for students, and
 - Strategies the District uses to give everyone who comes in contact with the District a stake or a role in students' success, such as a Council of Champions who commit to spreading District news across the community.
- Oceanside Campus, San Elijo Campus, and the Community Learning Center will have unique, well-established identities.
- The District will be known for being accountable to the community by routinely providing evidence of success through readily understood and meaningful student outcomes as well as stories of the impact of the MiraCosta experience on students' lives.
- Thanks to the District's reinvigorated public relations campaign, the District's reputation as an isolated, somewhat snobby institution will be a thing of the past.

The District and Educational Partners

- The District will have a unique and strong relationship with UCSD, SDSU, and CSU San Marcos as evidenced by
 - MiraCosta students routinely using the university libraries, learning centers and attending cultural and sporting events. This partnership is supported by an agreement for student rates on the Coaster train so MiraCosta students can travel to UCSD without traffic and parking problems.

- A program of upper division classes offered by CSU San Marcos on MiraCosta campuses.
- An agreement to use CSU's mathematics and writing testing of 11th graders to place those students in MiraCosta courses.
- The District will systematically change attitudes about the benefits of MiraCosta District by establishing a strong presence in the K-12 schools in its service area as evidenced by
 - A cohesive concurrent "early start" enrollment program both for high school students with transfer goals as well as for those with career technical education goals.
 - A model high school senior program in which there is a systematic routine of electronic and in-person contact between the District, the high school students, and their parents throughout their senior year.
 - A summer bridge program that brings students between 11th and 12th grades onto campus including samples of District-level courses.
 - Programs to connect to students in K-8th grades through learning, such as:
 - ♦ A "Kids' District Day" for younger children and their parents,
 - Hands-on laboratory experiences for 7th-8th graders tied to their curriculum, such as a life sciences boot camp, and
 - Writing-across-the-ages completion and workshops for multiple grades.

The District and Business Partners

- Members of the District's advisory committee will
 - Engage in authentic dialogue about standards and
 - Partner with the District to place students in internships and jobs.
- Members of the business community will support the District by creating internships for students
 and serving as guest speakers on campus. In turn the District will support the business community
 by serving as an information hub by bringing representatives of similar businesses together to learn
 about new possibilities, such as energy industries.

The District as a Steward of Taxpayers' Funds

- The District will be known for its significant strides in delivering more excellence in education within its existing resources.
- The District will be a leader in implementing environmentally sustainable practices.
- The District will fully use its facilities to expand student access by offering a robust program of evening and weekend classes.
- The District will ensure that facilities infrastructure is sufficient to keep pace with the growth, such as eliminating portables and providing sufficient parking.

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Lessons Learned from the Data Relevant to Educational Planning

The purpose of this section is to distill from the information presented in this chapter those key elements most relevant to educational planning. These key elements describe both opportunities and challenges for the District's planning for the next decade.

Community/Service Area Considerations

- 1. The shape and location of the MiraCosta Community College District service area poses unique opportunities and challenges for student access. The District is located along the Southern California coast between Orange County to the north and the metropolitan area of San Diego to the south and surrounded by the Pacific Ocean, Camp Pendleton, the Palomar community college service area, and the San Diego community college service area. This elongated physicality creates challenges when planning for student access to District facilities and programming while addressing the educational needs of population segments in different areas of the community.
- 2. The population of the District service area currently numbers about 437,180 people and **is projected** to grow modestly by 11,559 total residents (2.6%) over the next ten years.
- 3. Within the long narrow service area, 54% (236,053) of the population reside in the Northern portion (Oceanside and Carlsbad north of zip code 92011), and the remainder, 46%, (201,126) reside in the Southern portion. Over the next decade, the population in the Northern portion of the district is projected to grow at a higher rate (3.4%) than the Southern portion (1.7%).
- 4. Although there is an almost equal distribution of the population across the Northern and Southern portions of the service area, the District's enrollment draws unequally from the two portions. 3,547 students reside in the Southern portion of the service area while 6,238 reside in the Northern portion.
- 5. Population segments projected to grow above the average rate of 2.6% include:
 - a. the Northern portion of the service area (3.4%),
 - b. those over 55 years of age, and
 - c. Hispanics, Asians, and those of two or more races (7 to 8%).

These data show that the community is distinguished by a variety of characteristics and highlight the need for the District to offer programs for unique audiences.

- 6. The service area is represented by extremes within a variety of socio-economic/demographic measures. The two portions of the service area include communities with diverse median annual incomes (for example, \$124,907 in Solana Beach versus \$72,393 in Oceanside) and educational levels (for example, 72% of the adult residents with Bachelor's Degree or higher in Del Mar versus 25% of the same in Oceanside).
- 7. The "Baby Boomlet," the large numbers of those born in the 1980s and 1990s, is maturing and creating a declining youth population in the service area. In 2020, the service area is projected to increase 14% in the 25-29-year-old age population. However, the number of those within the 18-24-year-old age range (the typical college-attending audience) will slightly decline. In keeping with this projection, the number of high school graduates from feeder high schools is projected to decline slightly between now and 2020.

Enrollment Management and Projection

- 8. The District's credit enrollment increased 41% between fall 2004 and fall 2009, with the greatest increase from 11,037 to 13,856 headcount occurring in the past two years. This increase can be attributed to multiple factors, such as demographic changes in the population; the economic downturn which predictably results in increased college enrollment; recent improvements in scheduling; and reduced state funding which caused adjacent community college districts to reduce their course offerings.
- 9. The District's expansion of its online course offerings is a significant factor in this recent enrollment increase. Online course enrollment increased 50% which is an increase of a little over 1,200 students. This increase in online course enrollment is responsible for 43% of the District's total enrollment growth between fall 2007 and fall 2009.
- 10. Future enrollment growth will not result from overall population growth because the population is growing at a relatively low rate (2.6%). To strategically plan for enrollment growth, two potential sources of enrollment growth are to attract a greater number of high school graduates as well as to attract college-going residents in its service area who might otherwise attend college in adjacent community college districts.
- 11. In terms of student flow to and from the surrounding community college districts, in fall 2009 the District enrolled 3,100 students who lived in the Palomar Community College District. In turn, 4,581 students who live in the MiraCosta Community College District service area enrolled at Palomar College, indicating a net loss of 1,481 students. This is occurring during a period when Palomar is reducing course offerings due to budget constraints. When Palomar College returns to a more robust schedule of offerings, the extent of this student flow imbalance may increase. Attracting students who live in the MiraCosta service area to attend the MiraCosta College District has significant potential for enrollment growth.
- 12. Of the 2008 high school graduates from major public schools within the District's service area **14% to 27% matriculated to the District**. Since this matriculation rate is low compared to other California community colleges, attracting a greater proportion of high school graduates who live in the District service area to attend MiraCosta College District is a potential source of enrollment growth.
- 13. The most common statewide measure of efficiency compares the number of hours faculty are with students in class each week (Weekly Student Contact Hours) with the number of equivalent full-time faculty (Full Time Equivalent Faculty). This is used statewide as an indicator of efficiency because it conveys how much of a faculty load it takes to generate a given WSCH. The state goal for this ratio of 525 WSCH per FTEF is based on an assumption of 15-hour-per-week load for each FTEF and assumes an average class size of 35 students. (15 x 35 = 525) The **District-wide WSCH/FTEF ratio** of 419 for credit courses in fall 2009 reflects a class size average of fewer than 35 students per class. This ratio is improving, with a District-wide WSCH/FTEF ratio of above 450 for credit courses in fall 2010.
- 14. While the adult population of the service area is not expected to yield enrollment growth between now and 2020, the participation rate (the number of those enrolled in the community college

relative to the population) could be increased. Currently, the participation rate for the 18-44 year-old service area population is 7% which is below the calculated state average of 9.5%. However this state average should be considered with caution since the range of participation rates varies greatly throughout California depending upon service area demographics and other variables.

Student Characteristics

- 15. **Credit students are ethnically diverse**, with the race/ethnicity of students reflecting the service area population albeit with a slightly lower proportion of White students (enrollment is 7% less than the proportion in the community) and Hispanic students (enrollment is 2% less than the proportion in the community).
- 16. Credit students generally reflect the typical college student profile: they are relatively youthful, with 75% below 30 years of age; the majority express a traditional educational goal of achieving an associate degree; 56% attend during the day or during the day and evening; and approximately a third of the students attend full-time.
- 17. **57% of credit students are female and 42% are male**, representing a gender imbalance compared to the total community population. This phenomenon is common in higher education and often reflects program offerings. This disparity is another variable to consider as the District plans programs to engage both genders in the service area population.

Student Success Measures

- 18. The **multiple measures of student success** indicate continued and significant student achievement. The challenge is to develop processes to consistently and routinely monitor these measures by discipline with the goal of using those results to improve programs.
- 19. Basic skills student success measures need further study as the Accountability Report for Community Colleges data indicate that only 60% of grades given in basic skills courses were successful grades and only about half (45%) of the District's basic skills students successfully complete the next higher level course in the sequence.
- 20. The **student retention rate of 81% 83%** for the past two years is below the state average of 84.6% reported by the State Chancellor's Office, placing the District in the bottom third of the state compared to other community colleges.
- 21. For fall 2009, the rate of **successful course completion for online courses** was below the rate for on-campus credit courses (63% compared to 70%) but above the state average for online courses (63% compared to 56%). Similarly, the **student retention rate for online courses** was below the student retention rate for on-campus courses (78% versus 84%) but matched the state average for student retention at 78%.

Workforce Development Programs

22. Career technical programs generated a quarter of the District's weekly student contact hours in fall 2009. Hundreds of degrees and certificates are awarded each year by these programs: 211 in

Business, Management, and Marketing, 179 in Health Professions majors, and 87 in Personal and Culinary Services.

23. The labor market analysis identified some occupations and programs for the region that will need more trained workers in the future than currently are being trained (such as business, marketing, and office technology), some programs for which there are more regional graduates than there are positions available (such as computer networking), and programs with potential for growth that the District may consider developing (such as compliance officers and legal secretaries). Such programmatic expansions, contractions, and development need more evaluation by faculty.

Perceptions of the District

- 24. Over 2,000 students completing an online survey in spring 2010 and they **reported high levels of satisfaction** with the District's services and facilities.
- 25. Of the 117 community members who completed an online survey in summer 2010, the majority ranked **preparation for university transfer and career-entry as the most important elements** of the District's services. Responses to open-ended questions praised the District's dedication to students and reiterated the emphasis on transfer education and career preparation.
- 26. 50 members of the District and surrounding community participated in one-on-one interviews to ascertain their vision for the District's future. While the varied responses reflect a wide range of goals, some of the themes identified include: the need to demonstrate student successes, to expand partnerships with local businesses and K-12 districts, and to be effective stewards of taxpayer funds by delivering more excellence within existing resources.

Chapter 3 Instructional Disciplines and Student Services

Introduction
Instructional Disciplines
Student Services
District-wide Initiatives
Support of Learning

Introduction

This Educational Plan is grounded in an analysis of the current status and future projections of the programs and services offered to students.

The analysis presented in this chapter includes a description, data summary, and growth projection for each of the District's instructional disciplines and student services.

There are two common quantitative benchmarks of a community college district's institutional effectiveness: enrollment and student achievement.

Enrollment is the number of students who take advantage of the programs and services offered. Enrollment in the District had been stable for a number of years in the below-10,000 students range. Between fall 2007 and the current semester, there has been a noteworthy 25% increase in credit enrollment. The District is now approaching 15,000 students enrolled in credit courses.

The District is projecting that growth in credit enrollment will continue in the coming decade at the rate of 2% per year each year. The bases for this projection are:

- · A projected increase of 2.6% in population in the District service area over the next ten years and
- An institutional commitment to raise the participation rate in the District.

The participation rate in a community college district addresses the question: "Of 1,000 people in the population, how many attend your college?" The state average for 18-44 year olds is 95 people out of 1,000 (9.5%). The current District participation rate for 18 - 44 year olds is 7.0%. To ensure that the District is fulfilling its mission to provide access to higher education to residents of its service area, the District has made an institutional commitment to increase its participation rate.

Student achievement is most commonly measured by the rates of student successful course completion and student retention. Student success rates reflect the percentage of students who complete a course with a passing grade at the end of the semester. Student retention reflects the percentage of students who complete a course with either passing or non-passing grades at the end of the semester. As shown in the previous chapter, the District's average successful course completion rate of 69% is slightly above the state average of 68%, and the District's average retention rate of 83% is below the state average of 85%. The averages for individual programs vary. The analysis in this chapter includes a comparison of each instructional discipline's rate of successful course completion with the state-wide average of successful course completion for that discipline.

Obviously all components of the District will need to grow in order to serve greater numbers of students, but all will not grow at the same rate as the total District enrollment. Therefore, in the following summaries, each instructional discipline and student service is rated as growing

- slower than.
- · at the same rate as, or
- faster than

the projected total District growth of 2% per year each year for ten years.

The final element on the following pages is a set of plans that outline anticipated changes to the disciplines and services over the next decade. These are programmatic plans such as anticipated changes in curriculum or delivery mechanisms.

These plans do not include maintenance-of-effort activities or specific requests for staffing or budgetary modifications because these plans/requests are included in other portions of the District's program review process.

Instructional Disciplines

Accounting

Administration of Justice

Anthropology

Architecture

Art

Astronomy

Automotive Technology

Biology

Biotechnology

Business Administration

Business Office Technology

Center for Career Studies and Services

Chemistry

Child Development

Communication Studies

Community Service/Business Development

Computer Science

Computer Studies and Information Technologies

Dance

Design Drafting Technology/Engineering

Drama

Earth Science/Oceanography/Geology

Economics

Education

Energy Technology

English as a Second Language

English/Reading

Geography

Gerontology

Health Education

History

Horticulture

Hospitality

Humanities/Film/Linguistics/Literature

International Languages

Kinesiology

Library

Mathematics

Media Arts and Technologies

Medical Administrative Professional

Music

Noncredit Adult High School/Career Development and Workforce Preparation

Noncredit English as a Second Language

Nursing/Pharmacology

Other Noncredit

MiraCosta Community College District Comprehensive Master Plan Educational Plan, Chapter 3 Updated-March 7, 2011

Philosophy

Physical Science

Physics

Political Science

Psychology

Real Estate

Small Business Development Center/Business and Entrepreneurship Center

Sociology

Special Education

Surgical Technology

Writing Center

ACCOUNTING

Description

Accounting is the systematic recording, analysis, and explanation and interpretation of financial transactions of a business. The Accounting Program includes theoretical and practical courses for students planning to transfer as accounting majors and career technical courses that lead to associate degrees in Accounting and Bookkeeping; certificates of achievement in Accounting and Bookkeeping; certificates of proficiency in Billing, Cost and Accounting Assistant and in Income Tax Preparer; and professional development courses to improve workplace skills.

Accounting shares an advisory committee, the Business Advisory Board, with the business administration program. This committee meets twice a year, consists of 33 members, and includes representatives of government agencies and businesses who hire persons trained in accounting and business administration

Courses in accounting are offered at the Oceanside Campus and the San Elijo Campus in the day and evening and online.

Growth Projection

The discipline of accounting is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

Accounting F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	3,100	506	86%	72%	65%
Fall 2010	3,352	546	94%	75%	Not Yet Available
Target: Fall 2015	3,348	<u>≥</u> 531	≥ 90%		
Target: Fall 2020	3,596	≥ 560	≥ 95%		

Accounting	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	103	92	1.12	6.13	29/71	0.21 FTEF	33/67
Fall 2010	112	92	1.21	6.13	31/69	0.10 FTEF	33/67

Graduates/Jobs Gap Analysis for Tax Studies

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
0502.10	Tax Studies	3,315	3,653	338	10%	\$17.27	83	82	1

In terms of the projected strength of the job market, the need for workers trained in applied accounting will continue to be steady with an increase of over 300 additional trained workers needed in the next five years. Currently, the rate of

graduates is keeping pace with the region's needs for trained workers. The median hourly earnings indicate that graduates are likely to earn a living wage.

Augmenting this gap analysis is the consideration that this discipline prepares students for entry-level work in the field as well as transfer. Many students completing this associate degree transfer to a university and do not seek entry-level employment.

Projections for Accounting

- Expand online offerings so that a student can complete all required major classes for an Accounting associate degree online
- Expand the number of courses taught in the hybrid mode
- Expand tax accounting offerings, including a course specializing in corporate tax
- Expand the bookkeeping curriculum, including specialized courses in payroll bookkeeping
- Collaborate with Community Services to offer review courses for bookkeeping and enrolled agent national certification exams
- Create honors courses in Financial Accounting and Managerial Accounting
- Collaborate with Academic Information Systems to create classrooms with computers that can accommodate current accounting class sizes
- Develop relationships with local high schools to provide high school students more opportunities to take college courses in accounting

ADMINISTRATION OF JUSTICE

Description

Administration of Justice examines the structure, function, laws, procedures, and decision-making processes of the police, courts, and correctional agencies that constitute the criminal justice system. In addition, several of the courses explore specific crime typologies to include the nature of the criminal activity and the motivation of the offender(s). Administration of Justice courses provide academic background for transfer to four-year institutions while combining theory and practical experience to prepare students for employment in law enforcement and related fields.

The Administration of Justice program offers courses which satisfy general education requirements for associate degrees and lower division transfer major requirements; career technical courses that lead to associate degrees in Criminology and Justice Studies or Law Enforcement; a certificate of achievement in Law Enforcement, and professional development courses to improve workplace skills. Relevant careers/jobs include federal, state, and local law enforcement/correctional agencies, support positions in law offices and corporate legal units, and employment with private security agencies.

The Advisory Committee includes 18 community members, including police chiefs, managers of security operations, and representatives from the San Diego District Attorney's Office, the San Diego County's Sheriff's Department, and nearby California State Universities.

Courses in Administration of Justice are offered at the Oceanside Campus in the day and evening, at the San Elijo Campus during the day, on weekends, and in the hybrid and late-start formats.

Growth Projection

The discipline of Administration of Justice is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Data

Administration of Justice F2009 Category 4	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,027	467	87%	69%	82%
Fall 2010	1,187	469	94	68%	Not Yet Available
Target: Fall 2015	1,109	<u>≥</u> 517	≥ 90%		
Target: Fall 2020	1,192	≥ 545	≥ 95%		

Administration of Justice	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigne d Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	34	33	1.04	2.20	37/63	0.19 FTEF	45/55
Fall 2010	40	38	1.04	2.53	31/69	0.21 FTEF	39/61

Graduates/Jobs Gap Analysis

TOP Code	Description	2010 Jobs			Current Hourly Earnings	Annual Total Openings 2009 Grads		Gap/ Surplus	
2105.00	Administration of Justice	663	800	137	21%	\$29.36	30	56	(26)

In terms of the projected strength of the job market, the need for workers trained in administration of justice will increase over the next five years, with 30 annual job openings projected for the coming year. The median hourly earnings indicate that graduates are likely to earn close to a living wage.

Since the goal of a community college is to serve the residents and employers of the surrounding region, only Northern San Diego County rather than San Diego County in its entirety was included in the gap analysis above. Potential locations for entry-level employment that are not included in this analysis are: San Diego Sheriff Office, San Diego Police Department, California Highway Patrol, and the U.S. Border Patrol and other federal agencies with a presence in the District.

The following factors augment the labor market gap analysis for Administration of Justice positions.

- The Employment Development Department, a state agency, reports a job gap of 282 for the 2105.00 TOPs code that include two applicable SOC codes (333021: Detectives and Criminal Investigators and 333051: Police and Sheriff's Patrol Officers). This report projects average annual job openings of 338 for both SOC codes with an average hourly wage of \$36.81. The report includes a notation that employers usually expect employees in this occupation to be able to do the job after long-term on-the-job-training and to have work experience in a related occupation.
- Of the 56 total 2009 total graduates, 28 were graduates of MiraCosta College.
- The world, the nation, and the state are in the midst of the most serious recession in 60 years. Unemployment in California is the second highest in the nation, with economists predicting that the unemployment rate will remain at double-digit levels until 2012.
- Public service sectors have been especially impacted by the budget crises with hiring freezes and furlough days commonplace. While public safety jobs are generally given priority by elected officials, it remains unclear the extent to which those jobs will be impacted by the economic conditions.
- Many students completing this associate degree transfer to a university and do not seek entry-level employment in the field.

Projections for Administration of Justice

- Add 8-week hybrid and weekend courses
- Explore developing courses in parole, probation, and corrections

- Submit one or more courses which would meet the Cultural Diversity requirement for the District's associate degree
- Develop partnerships with local high schools regarding career pathways to MiraCosta's Administration of Justice program
- Collaborate with the college's Campus Police to develop a mutually beneficial partnership
- Develop internships with local police departments and the sheriff's office
- Distribute, in collaboration with the Institutional Research Office, surveys to students in administration of justice courses over several semesters to determine if their goal is transfer or entry-level work in the field

ANTHROPOLOGY

Description

Anthropology, a social science, is the study of human behavior from a biological, historical, cultural, and social perspective. Anthropology analyzes the place of humans in the natural world and explores cultural assumptions across the globe. Anthropology courses satisfy general education requirements for an associate degree and lower division transfer.

Courses in anthropology are offered at the Oceanside and San Elijo Campuses in the day and evening, on-line, and in late-start scheduling. Anthropology 101H and 102H are part of the Honors Scholar Program.

Growth Projection

The discipline of anthropology is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources.

Data

Anthropology	WSCH	WSCH/FTEF	Fill Rate	Successful Course	Statewide Successful
F 2009 Category 1				Completion	Course Completion
Fall 2009	1,741	544	99%	69%	66%
Fall 2010	1,761	550	100%	70%	Not Yet Available
Target: Fall 2015	2,072	<u>></u> 526	<u>></u> 95%		
Target: Fall 2020	2,455	>_526	<u>></u> 95%		

Anthropology	FTES	WFCH	FTES/WFCH	FTEF	FTEF % FT/PT	Reassigne d Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	58	48	1.21	3.20	30/70	0.03 FTEF	31/69
Fall 2010	59	48	1.22	3.20	30/70	0.05 FTEF	31/69

Projections for Anthropology

- Add new courses such as Gender Studies, Forensic Studies, and Human Origin
- Expand online offerings
- Double the number of lab sections to meet student demand
- Expand hands-on learning experiences

ARCHITECTURE

Description

Architecture, a career technical education program, is the art and science of designing and erecting buildings and other physical structures. The Architectural Technology Program gives students a working knowledge of the practices and technical aspects of architectural design and drawing. Unique to the program are on-campus display pavilions and student showcases designed and built by students in the program. Students may earn a certificate of achievement in Architectural Technology. An associate degree is awarded upon completion of the above certificate and the required general education courses. Several courses are CSU transferable.

A unique feature of the program is the hands-on student build program which has featured student showcases and display pavilions and which continue, in collaboration with other programs, will serve them in the future.

The advisory committee consists of 30 industry professionals from the fields of architecture, drafting, and engineering. The committee provides internships and grants and meets at least once a year.

Courses in the Architectural Technology Program are offered at the Oceanside and San Elijo campuses in the day and evening and in late-start scheduling.

Growth Projection

The discipline of architecture is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Data

Architecture F2009 Category 4	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	256	295	88%	63%	71%
Fall 2010	236	354	105%	68%	Not Yet Available
Target: Fall 2015	276	<u>≥</u> 297	≥ 90%		
Target: Fall 2020	297	≥313	≥ 95%		

Architecture	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	9	13	.66	.87	69/31	0.00 FTEF	69/31
Fall 2010	8	10	.79	.67	79/21	0.00 FTEF	79/21

Graduates/Jobs	Gap	Anal	ysis
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0201.00	Architecture and	210	210	0	0%	\$21.63	6	12	(6)
	Architectural								
	Technology								

The job market is projected to be stable over the next five years with fewer than 10 job openings in the coming year. The gap/surplus of +/- 10 indicates that the current needs for this field are satisfied. The median hourly earnings indicate that graduates are likely to earn a living wage.

Projections for Architecture

- Incorporate the concepts and practices of sustainability throughout the curriculum
- Add a preparatory course in Leadership in Energy and Environmental Design (LEED)
- Add a course in Architectural History which will satisfy a general education requirement
- Assess the demand for 3D printing and rapid prototyping
- Increase BIM (Building Information Modeling) course offerings
- Expand course articulation to UC's
- Create a digital presentation and portfolio class for the architecture, drafting, and landscape disciplines

ART

Description

The Art Program offers theoretical and practical courses in the traditional disciplines of art and art history, as well as in new-genre and photographic arts. Courses in art satisfy general education requirements for the associate degree and lower division transfer and lead to associate degrees in Art History, Art (Studio), and Digital Photography and a certificate of achievement in Digital Photography. The program has, as part of its instructional space, an active art gallery focusing on contemporary art, with exhibitions and lectures by professional artists, faculty, and students.

Courses in art are offered at the Oceanside and San Elijo Campuses during the day and evening, online, and in the late-start format.

Growth Projection

The discipline of art is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

Art F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	7,459	450	91%	74%	74%
Fall 2010	8,059	467	96%	71%	Not Yet Available
Target: Fall 2015	8,055	≥ 452	≥ 90%		
Target: Fall 2020	8,652	≥ 477	≥ 95%		

Art	FTES	WFCH	FTES/WFCH	ES/WFCH FTEF		Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	249	276	0.90	16.56	38/62	0.79 FTEF	42/58
Fall 2010	269	288	0.93	17.26	18/82	2.84 FTEF	35/65

Projections for Art

- Expand the recently developed programs in video and performance and in multi-dimensional, interdisciplinary, multi-sensory, mixed-media installation
- Expand the number of art courses and sections offered online
- Expand the number of courses offered in studio art at the San Elijo Campus to strengthen the transfer program
- Expand the number of sections in studio art at the Oceanside Campus to capitalize on the existing specialized facilities

- Expand interior and exterior instructional studio space at both the Oceanside and San Elijo Campuses in order to broaden art offerings in response to student demand
- Create a certificate and an associate degree related to art exhibition design, museum studies, and art history, applicable to career and transfer students
- Participate in an interdisciplinary effort to determine the appropriate department for a comprehensive film program that addresses the needs and wishes of the students and the community
- Create an artist-in-residence program
- Participate in the District's commitment to public art
- Establish and/or expand exhibition venues

ASTRONOMY

Description

Astronomy, a natural science, is the study of the formation, composition, interactions, and evolution of the universe as a whole and the celestial objects comprising it, such as planets, stars, nebulae, galaxies, and black holes. Lecture and laboratory courses offer students hands-on experience in observational astronomy. Astronomy courses satisfy general education requirements for an associate degree and lower division transfer. ASTR 101 Descriptive Astronomy satisfies a requirement for the Liberal Studies associate degree.

Lecture courses in astronomy are offered at the Oceanside and San Elijo Campuses in the day and evening. Laboratory classes are offered at the Oceanside campus in the evening. The San Elijo Campus is not suitable for observational laboratory classes.

Growth Projection

The discipline of astronomy is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources. In addition to this growth goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Data

Astronomy F2009 Category 2	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	765	478	98%	59%	64%
Fall 2010	759	474	95%	48%	Not Yet Available
Target: Fall 2015	910	<u>></u> 463	<u>></u> 95%		•
Target: Fall 2020	1,079	<u>></u> 463	<u>></u> 95%		

Astronomy	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom	
Fall 2009	26	24	1.06	1.60	61/39	0.02 FTEF	63/38	
Fall 2010	25	24	1.05	1.60	61/39	0.02 FTEF	63/38	

Projections for Astronomy

- Develop a resource center for astronomy students which could be shared with physics
- Develop an online and/or hybrid offering of ASTR 101 Descriptive Astronomy
- Increase offerings of ASTR 101L Descriptive Astronomy Laboratory which can be offered only at night and at the Oceanside Campus
- Increase the offerings of ASTR 120 Life in the Universe and ASTR 201 Introductory Astronomy

- Develop an honors section of ASTR 101 Descriptive Astronomy
- Consider developing new courses such as Stars and Galaxies, Solar System Astronomy, and Introductory Cosmology
- Consider developing an indoor astronomy laboratory

AUTOMOTIVE TECHNOLOGY

Description

Automotive Technology, a career technical education program, covers theory and hands-on instruction in the diagnosis, service, and repair of automobiles and light trucks. The program prepares students for a breadth of entry-level positions including, but not limited to, mechanics, technicians and auto parts, brake and tire specialists, as well as smog technicians, service advisors, lot porters, insurance investigators, machinists, RV and off-road service, and boat repair. The program also provides training for persons already employed in the industry. Courses prepare students for various state Automotive Service exams, licenses, and national certificates. Students may earn certificates of proficiency in Automotive Electronics; Automotive Quick Service Assistant; Automotive Repair: Drive-Train Specialist; Automotive Alignment, Brakes, and Suspension; and Basic Engine Performance. Students may earn certificates of achievement in Automotive Electronics, Computers, and Emissions and/or HVAC; Automotive Technology; and California Smog Check Technician. An Associate in Arts degree is awarded upon completion of the Automotive Technology certificate of achievement and the general education requirements. Automotive technology 102 is CSU transferable.

Unique to the program is the provision of the tools, equipment, and vehicles for eight six-week sections of hybrid training for experienced but unemployed technicians. This opportunity is funded by a federal grant awarded to Community Services.

The advisory committee consists of ten industry professionals and faculty from career technical programs and the Career Center. The committee meets annually.

Courses in automotive technology are offered at the Oceanside Campus in the day and evening, hybrid format, and in late-start scheduling.

Growth Projection

The discipline of automotive technology is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources.

Data

Automotive Technology F 2009 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,920	425	99%	72%	72%
Fall 2010	2,207	452	103%	67%	Not Yet Available
Target: Fall 2015	2,285	<u>></u> 410	<u>></u> 95%		,
Target: Fall 2020	2,707	<u>></u> 410	<u>></u> 95%		

Automotive Technology	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	64	68	0.94	4.52	60/40	0.29 FTEF	62/38
Fall 2010	74	84	0.88	4.88	55/45	0.30 FTEF	62/38

Graduates/Jobs Gap Analysis

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/Surplus
0948.00	Automotive Technology	1,705	1,793	88	5%	\$21.38	50	60	(10)

In terms of the projected strength of the job market, the need for workers trained in automotive technology will increase slightly over the next five years, with 50 positions anticipated in the next year. A gap analysis of +/- 10 indicates that the program is meeting current regional needs. The median hourly earnings indicate that graduates are likely to earn a living wage.

Three considerations augment this gap analysis:

- Gasoline internal combustion engines will remain in service for decades to come, maintaining the on-going demand for technicians.
- The District has developed training in hybrid and electric technology which provides a unique advantage to the
 graduates of this program. This program is expected to meet this increasing significant local need given
 California's aggressive policies on the use of sustainable fuels, the popularity of hybrid vehicles and the
 emergence of all-electric vehicles in the coming year.
- Southern California continues to be a car culture; the limited options for public transportation via light rail do not appear to have been successful in decreasing the use of automobiles.

Programmatic Projections

- Develop a certificate of achievement for hybrid and electric vehicles
- Develop alternative fuel and electric vehicle courses
- Increase the number of students who complete certificates in jobs that provide a living wage
- Develop a certificate of proficiency in Automotive Reconditioning and Inspection
- Facilitate a pathway for students who choose to pursue an industrial arts degree from CSULA, CSULB, and CSUF

BIOLOGY

Description

Biology is the science of life and living organisms, including their structure, function, growth, origin, evolution, and distribution. Courses in biological sciences satisfy general education requirements for the associate degree and lower division transfer and lead to associate degrees with a major in Biological Sciences or Environmental Science. Biology courses are prerequisites to programs in the health professions.

Courses in biological sciences are offered at the Oceanside and San Elijo Campuses in the day and evening, online, and in hybrid and late-start formats.

Growth Projection

The discipline of biology is projected to grow faster than the District overall growth rate. However since this discipline is functioning at capacity, growth is contingent on additional resources.

Data

Biology F 2009 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	7,660	471	100%	67%	65%
Fall 2010	7,909	448	98%	63%	Not Yet Available
Target: Fall 2015	9,116	<u>></u> 454	<u>></u> 95%		•
Target: Fall 2020	10,801	<u>></u> 454	≥95%		

Biology	FTES	WFCH	FTES/WFCH	ES/WFCH FTEF		Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	255	244	1.05	16.27	35/65	2.26 FTEF	49/51
Fall 2010	264	265	0.99	17.67	36/64	1.58 FTEF	45/55

Projections for Biology

- Increase the number of laboratory sections at both the San Elijo and Oceanside campuses
- Increase the number of courses and the number of sections in online and hybrid formats
- Based on the results of a pilot program in Fall 2010, combine Biology 101 and 101L into one course, Biology 100, to improve student retention and success while maintaining or improving WSCH/FTEF

BIOTECHNOLOGY

Description

Biotechnology engages in research, development, testing, manufacturing, and marketing of products related to the biomedical and agricultural industries. A career and technical education program, the biotechnology program provides both theoretical background and practical experience necessary to gain employment in the biotechnology industry. A bioprocessing focus and an emphasis on biofuels respond to the region's needs for bioscience technicians.

The biotechnology program offers transfer and career technical courses that lead to an associate degree in Research and Development; certificates of achievement in Research and Development and Bioprocess Technology; a certificate of proficiency in Laboratory Skills; and professional development courses to improve workplace skills.

The Advisory Committee is comprised of industry, workforce development, and educational partners from throughout the San Diego region. MiraCosta is part of a regional collective organized by the Southern California Biotechnology Center (SCBC) at Miramar College. Since there are several biotechnology programs throughout the region that would invariably draw upon many of these same organizations for their mandatory Advisory Committees, the SCBC coordinates the annual Advisory Committee meeting on behalf of the partner programs. Members of this committee include employers from industries related to biotechnology, including basic research, biopharmaceuticals, diagnostics, medical devices, laboratory services, suppliers, and agricultural services.

Courses in biotechnology are offered at the Oceanside Campus in the day and evening in a dedicated, customized laboratory space, online, and in hybrid and late-start formats.

Growth Projection

The discipline of biotechnology is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

Biotechnology	WSCH	WSCH/FTEF	Fill Rate	Successful Course	Statewide Successful
F2009 Category 3				Completion	Course Completion
Fall 2009	491	350	94%	79%	77%
Fall 2010	442	315	79%	75%	Not Yet Available
Target: Fall 2015	530	≥ 346	≥ 90%		
Target: Fall 2020	569	≥ 365	≥ 95%		

Biotechnology	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	16	21	0.78	1.40	61/39	0.15 FTEF	71/29
Fall 2010	15	21	0.70	1.40	61/39	0.15 FTEF	71/29

Graduates/Jobs Gap Analysis

TOP Code	Description	2010 Jobs	2015 Jobs	Chang e	% Change	Current Hourly Earning s	Annual Opening s	Total 2009 Grad s	Gap/ Surplus
0430.00	Biotechnology & Biomedical Technology	1,206	1,450	244	20%	\$26.67	58	8	50

In terms of the projected strength of the job market, the need for workers trained in biotechnology will be strong, with an increase of 244 jobs projected for the next five years. The median hourly earnings indicate that graduates are likely to earn a salary well above the living wage.

Projections for Biotechnology

- Develop new courses related to biofuels with funds provided by a state grant
- Revise and develop curriculum in response to rapidly changing labor market needs
- Expand as needed the number of courses and sections offered in the online and hybrid formats
- In collaboration with the Institutional Research Office distribute job placement surveys to students as they exit the program

BUSINESS ADMINISTRATION

Description

Business is a study of the practices and products of commerce. Business administration courses include theoretical and practical courses for students planning to transfer as business majors and career technical courses that lead to associate degrees in Business Administration, Entrepreneurship, Management, Marketing, and Retail Management; certificates of achievement in Entrepreneurship, Management, Marketing, and Retail Management; certificates of proficiency in Business Fundamentals, Entrepreneurship Fundamentals, and Retail Assistant; and professional development courses to improve workplace skills.

Business Administration shares an advisory committee, the Business Advisory Board, with the Accounting program. This committee meets twice a year, consists of 33 members, and includes representatives of government agencies and businesses who hire persons trained in accounting and business administration

Courses in business are offered at the Oceanside and San Elijo Campuses in the day and evening, online, and in the late-start format.

Growth Projection

The discipline of business administration is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

Business Administration F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	2,759	476	83%	69%	65%
Fall 2010	3,252	542	92%	67%	Not Yet Available
Target: Fall 2015	2,980	<u>≥</u> 516	≥ 90%		
Target: Fall 2020	3,200	≥ 545	≥ 95%		

Business Administration	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	92	87	1.06	5.80	32/68	1.17 FTEF	52/48
Fall 2010	108	90	1.20	6.00	30/70	1.21 FTEF	50/50

Graduates/Jobs Gap Analysis for General Business and Commerce

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
0501.00	Business and Commerce, General	15,270	17,911	2,641	17%	\$32.48	637	151	486

In terms of the projected strength of the job market, the need for workers trained in general business and commerce will be very strong with over 2,000 additional workers needed in the next five years. Currently, the supply of trained workers is below the job openings in the region. The median hourly earnings indicate that graduates are likely to earn a living wage.

Graduates/Jobs Gap Analysis for Marketing and Distribution

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
0509.00	Marketing and Distribution	5,979	6,942	963	16%	\$29.50	239	5	234

In terms of the projected strength of the job market, the need for workers trained in marketing and distribution will be strong with almost 1,000 new jobs projected for the next five years. Currently, the supply of trained workers is below the job openings in the region. The median hourly earnings indicate that graduates are likely to earn a living wage.

Augmenting this gap analysis is the consideration that this discipline prepares students for entry-level work in the field as well as transfer. Many students completing this associate degree transfer to a university and do not seek entry-level employment.

Projections for Business Administration

- Expand online courses and sections so that students can complete the Business Administration associate degree major online
- Expand the number of courses taught in the hybrid mode
- Collaborate with Academic Information Systems to create classrooms with computers that can accommodate current business administration class sizes
- Develop honors courses in Business Communication and Legal Environment of Business
- Develop relationships with local high schools to provide high school students more opportunities to take college courses in business administration

BUSINESS OFFICE TECHNOLOGY

Description

The Business Office Technology Program, a career technical education program, offers courses in office/administrative skills for students seeking a career and for working professionals who want to learn or update specific technology skills. Students may earn certificates of achievement in Office Manager or Secretary/Administrative Assistant. A certificate of proficiency is available in Office Assistant. Associate degrees are awarded upon completion of both the certificate and the required general education courses.

One of the unique features of the program is that it meets the community's need for typing tests required by many employers as evidence that an individual meets a certain level of proficiency and fulfills minimum qualifications. Many tests are administered each week, free of cost.

The Advisory Committee, many of whose members are affiliated with the International Association of Administrative Professionals, is composed of twelve industry professionals, some of whom have served since the onset of the program. The committee meets yearly.

Courses are offered on-line in a self-paced format so scheduling is flexible. A laboratory, the BOT Model Office, is located on the Oceanside campus. In the BOT Model Office, students can avail themselves of a simulated small business office environment and receive one-to-one assistance and small group instruction.

Growth Projection

The discipline of business office technology is projected to grow slower than the District growth rate. Plans are needed to improve this discipline's efficiency and to improve rates of students' successful course completion.

Data

Business Office Technology F2009 Category 6	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,185	208	62%	53%	60%
Fall 2010	801	334	88%	71%	Not Yet Available
Target: Fall 2015	1,185	≥ 238	<u>></u> 75%		
Target: Fall 2020	1,185	≥ 285	<u>></u> 90%		

	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	40	24	1.65	1.60	35/65	0.44 FTEF	63/38
Fall 2010	27	36	0.74	2.40	22/78	0.47 FTEF	42/58

Graduates/Jobs Gar	o Ana	vsis
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TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
0514.00	Office Technology/Office Computer Applications	7,220	7,997	777	11%	\$19.01	205	56	149

In terms of the projected strength of the job market, the need for workers in business office technology will be considerable with almost 800 job openings projected for the next five years. The current supply of trained workers is below the number of annual job openings. The median hourly earnings indicate that graduates are likely to earn a living wage.

Projections for Business Office Technology

- Meet the training needs of middle managers whose jobs have been impacted by current economic trends to upgrade or learn skills in keyboarding, 10 key, word processing, document production, and basic skills such as filing and electronic communication
- Add two courses: Introduction to Office Technology and Industry Certification
- Meet emerging technology needs identified by the advisory committee and internship contacts in hardware and software training for new skills brought about by the evolution in hardware such as handheld, speech-activated, and touch-activated devices
- Monitor the impact of the change from open entry/open exit delivery and revised curriculum on student enrollment and student retention beginning in fall 2011

CENTER FOR CAREER STUDIES AND SERVICES

Description

The Center for Career Studies and Services offers credit courses and workshops, on site and online; provides career assessment and counseling; coordinates career-related events, including a college-wide Career and Major Fair, discipline-specific career fairs, and job fairs; places students in campus positions; and provides a broad array of services related to obtaining employment or internships, including on campus employer recruitment and the First Impressions professional clothing program. All courses and services are designed to support students' making informed, intentional career decisions.

The courses include four Career and Life Planning courses, one Interdisciplinary Studies course, Internship Studies courses in every discipline, and Cooperative Work Experience Education courses in all career-technical education disciplines. The three-unit career and life planning course, Career and Life Planning, and the four-unit Interdisciplinary Studies course, Foundation Skills for the College Experience, transfer to UC and CSU, fulfilling the area E requirement for CSU. All internship studies and cooperative work experience education courses and the one-unit Introduction to Career Planning course transfer to CSU.

The Center for Career Studies and Services provides extensive career resources for students, faculty, and staff; 285 books, 68 instructional DVDs/videos, and several periodicals related to career planning and preparation, job search and job success techniques, and labor market forecasts and trends are housed in its career resource laboratory. The career resource laboratory also houses four computers to provide access to a variety of free and subscription-based career assessment, exploration, and preparation software and sites; employment databases; and industry and occupational information. Services provided include individual and group career assessment, exploration, and counseling, as well as individual and group assistance with all aspects of obtaining internships and employment. All services are available online as well as on site, except the First Impressions professional clothing program.

Although the Center for Career Studies and Services is housed on the Oceanside Campus, career counseling and career services are scheduled consistently as well as by arrangement at the San Elijo Campus.

Growth Projection

Both the instructional and service components of the Center for Career Studies and Services are projected to keep pace with the District's overall growth.

Data

The data reflects two courses: CRLP 101 (1 unit) and CRLP100 (3 units) which is co-listed with COUN100. Fall 2009 data for CRLP 100/COUN 100 is included in this summary as in the data for the Counseling Department. Given this unique mix of data, a fall 2009 category and WSCH and WSCH/FTEF targets are not established for this discipline.

Career and Life Planning	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	426	534	91%	73%	n/a
Fall 2010	399	498	90%		n/a

Data for experiential education courses – internship studies, occupational cooperative work experience education, and general cooperative work experience education – are presented in aggregate, below. These on-demand courses are created as students secure internships and employment. Therefore traditional efficiency measures are meaningless for these courses. Examples of the unique nature of these courses is that the fill rate will always be 100% because the course is created once a student requests it; faculty provide one-on-one instruction at the students' worksites; and enrollment continues after the first census. The most relevant metrics for assessing these courses are successful course completion and retention.

Data for Experiential Courses

Internship Studies & Cooperative Work Experience Ed.	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	282	155	100%	77%	n/a
Fall 2010	354	224	100%	73%	n/a

Fall 2009 Data

Course	Enrolled at Census	Total Grades	Retention	Successful Course Completion
Internships	35	37	95%	92%
Occupational Co- op	42	42	76%	71%
General Co-op	39	39	74%	69%
Total/Average	116	118	81%	77%

Fall 2010 Data

Course	Enrolled at Census	Total Grades	Retention	Successful Course Completion
Internships	27	28	82%	75%
Occupational Co-	24	25	92%	92%
General Co-op	66	69	78%	65%
Total/Average	117	122	83%	73%

Student use of Career Center services has increased in each category in the following comparison of the most recent three-year period (2007-2010) with the preceding three-year period (2004-2007). These data also highlight improved efficiency in that the number of students attending workshops has increased while the number of workshops offered has decreased. The 30% increase in classroom presentations reflects an increase in the diversity of disciplines in which faculty request career services presentations. Online services, such as workshops and orientations, are not captured in this data set.

Student Use Data

CA	REER CENTER SERVICES	
SERVICE	2004-2007	2007-2010
Appointments	1,280	1,965
Workshops	96	70
Attendance at Workshops	208	248
Presentations	63	89
Attendance at Presentations	1,695	2,179
Placements on Campus	227	242

Although 33% of students surveyed in spring 2010 reported that Career Center services were not necessary for them and 7% reported that they were not aware of the program, 92% of the students who use the Career Center report high levels of satisfaction.

Frequency of Use

Frequency of Use	1-3 times	4 or more	Didn't think it necessary for me	Was Not Aware of Program	Never – Other
Career Center	24%	4%	33%	7	31%

Student Satisfaction

Student Satisfaction	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Career Center	45%	47%	6%	2%

Projections for the Center for Career Studies and Services

- Increase online offerings, including access to local employment and internship databases and employment and internship search and success workshops
- Expand virtual career resources by exploring the incorporation of current and emerging technologies such as streaming videos, live video chat, Jing, etc.
- Secure stable, recurring internship opportunities for students in those disciplines with the highest internship enrollment
- Increase the number of classroom presentations and the variety of disciplines in which presentations are offered
- Develop strategies to support the strategic objective of collaborating with advisory committee members to provide paid or unpaid internships and to grant priority access to jobs for careertechnical education program completers

CHEMISTRY

Description

Chemistry is an experimental and physical science which studies the composition, structure, properties and reactions of matters. Lecture and laboratory sections emphasize compounds and molecules for inorganic and organic chemistry including reactions, structure, and physical and chemical properties. Chemistry courses satisfy general education requirements for an associate degree and lower division transfer.

Courses in chemistry are offered at the Oceanside and San Elijo Campuses in the day and evening, in online and hybrid formats and in late-start scheduling. There are limited laboratory offerings at the San Elijo Campus because of space.

Growth Projection

The discipline of chemistry is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources.

Data

Chemistry F2009 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	4,434	435	96%	74%	65%
Fall 2010	4,881	452	100%	70%	Not Yet Available
Target: Fall 2015	5,276	<u>></u> 434	<u>></u> 95%		
Target: Fall 2020	6,252	<u>></u> 434	<u>></u> 95%		

Chemistry	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	148	153	0.97	10.20	44/56	0.29 FTEF	47/53
Fall 2010	163	162	1.00	10.80	41/59	0.56 FTEF	46/54

Projections for Chemistry

- Increase the number of CHEM 108 Preparatory Chemistry offerings
- Increase offerings at the San Elijo Campus to include CHEM 102, 104, 210, and 211
- Investigate the development of a Chemistry Technology certificate program
- Establish a chemistry resource center in a location adjacent to the current chemistry facilities
- Revise all course outlines to include online offerings
- Implementation of honors courses for CHEM 108 and 110

CHILD DEVELOPMENT

Description

Child Development explores the social/ emotional, cognitive/ language, and physical growth and development in children from conception through adolescence. Child development courses provide both theoretical background and practical experience necessary to gain employment in the child development field, including positions in early care and education and in before- and after-school care.

The child development program offers courses which satisfy a general education requirement for the associate degree, career technical courses that lead to associate degrees in: Child Development, Child Development Teacher, Associate Teacher, Master Teacher, Entrepreneurship, and Site Supervisor; certificates of achievement in Child Development Teacher, Associate Teacher, Master Teacher, Entrepreneurship, Site Supervisor, and Early Intervention and Inclusion; a certificate of proficiency in Child Development Assistant Teacher; and professional development courses to improve workplace skills. Students seeking employment in a variety of professional fields take child development courses to fulfill career requirements.

The college's Child Development Center serves as a campus laboratory school for the program, providing both hands-on experiences for child development students and early childhood care and education for student, staff, and community families. The Center's demonstration classrooms provide an environment for students to learn best practices through observation and on-floor interactions with young children and their families.

Courses in child development are offered at the Oceanside Campus and the San Elijo Campus during the day, evening, and weekend; online; and in the hybrid and late-start formats. All courses required for the associate degree in child development are offered at the San Elijo Campus, making this the only career technical education degree offered in its entirety at the San Elijo Campus.

The Advisory Committee meets twice a year and consists of 41 members, including public, private, and military pre-school directors; representatives from community organizations like Head Start, Camp Fire, and the YMCA; representatives from local K-12 school districts; a representative from California State University, San Marcos; and student representatives.

Growth Projection

The discipline of child development is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

Child Development F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	2,879	503	92%	76%	72%
Fall 2010	2,856	492	94%	71%	Not Yet Available
Target: Fall 2015	3,110	≥ 566	≥ 90%		
Target: Fall 2020	3,340	≥ 597	≥ 95%		

Child Development	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	96	86	1.12	5.73	5/95	2.10 FTEF	42/58
Fall 2010	95	87	1.09	5.80	6/94	1.64 FTEF	34/66

Graduates/Jobs Gap Analysis for Child Development

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
1305.00	Child Development/Early Care and Education	4,264	5,256	992	23%	\$9.63	218	109	109

In terms of the projected strength of the job market, the need for workers trained in child development will be considerable, with the growth of nearly 1,000 jobs over the next five years. Although the number of graduates is not keeping pace with the job openings, the median hourly earnings for some child development workers are lower than a living wage. However, the many career ladders in this field invite job advancement and specialization beyond entry-level positions.

Two additional data sources augment the information in the gap analysis included above:

- Based on recent data from the U.S. Department of Labor Statistics, Occupational Employment
 Statistics hourly earnings within the child development profession vary considerably. The
 specifically identified salaries are California child care workers at \$11.14 per hour, California preschool teachers at \$14.37 per hour, and pre-school directors at still higher earnings
 (www.bls.gov/ncswage2008.htm).
- The Employment Development Department, a state agency, reports a job gap of 198 for the 1305.00 TOPs code in the Northern San Diego County region for 2008 to 2018.

Projections for Child Development

- Expand the number of sections and courses offered online
- Update the curriculum to keep it consistent with the Statewide Curriculum Alignment Project and other related state regulations, guidelines, and initiatives
- Explore external sources of funding to support and strengthen the child development program and the child development center
- Work with the Baccalaureate Pathway to Early Childhood Education (BPECE) to strengthen and raise awareness of career-ladder pathways for students seeking a bachelor's degree in early childhood education

- Distribute, in collaboration with the Institutional Research Office, job placement surveys to students as they exit the program
- Offer at least one certificate program completely online

COMMUNICATION STUDIES

Description

Communication Studies provides students with a theoretical and methodological foundation of the nature of communication in its various forms and contexts, as well as the uses, effects, and relevancy of communication in their own lives. Courses in the Communication Studies program satisfy general education requirements for the associate degree and lower division transfer and lead to an associate degree.

Courses in communication studies are offered at the Oceanside Campus and San Elijo Campuses during the day and evening as well as online.

Growth Projection

The discipline of communication studies is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources.

Data

Communication Studies F2009 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	3,198	432	96%	80%	73%
Fall 2010	3,321	449	100%	81%	Not Yet Available
Target: Fall 2015	3,806	<u>></u> 428	<u>></u> 95%		
Target: Fall 2020	4,509	<u>></u> 428	<u>></u> 95%		

Communication Studies	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	107	111	0.96	7.40	46/54	0.59 FTEF	54/46
Fall 2010	111	111	1.00	7.40	59/41	0.64 FTEF	68/32

Projections for Communication Studies

- Increase the number of courses and sections offered online
- Expand the modalities for providing more immediate feedback and assessment of within-class assignments and presentations
- Develop "Communication across the Curriculum" in support of student success through collaboration with the Writing Center
- Participate in an interdisciplinary effort to determine the appropriate department for a comprehensive film program that addresses the needs and wishes of the students and the community

COMMUNITY SERVICES AND BUSINESS DEVELOPMENT

Description

The Community Services and Business Development program provides opportunities for personal and professional development, skill improvement, career advancement, cultural enrichment, and recreational enjoyment on a not-for-credit basis. The business development arm of this program works with employers to offer specialized training designed to improve skills specific to their profession. The Community Services and Business Development program also oversees the English Language Institute which assists international students in preparing for credit courses.

Classes offered through Community Services and Business Development are supported through enrollment fees and employer contracts.

Classes are offered at the Oceanside Campus, the San Elijo Campus, the Community Learning Center, and at approximately ten other sites throughout the District during the day and evening, on weekends, and online.

Growth Projection

The growth of this fee-based program is contingent on community interest and involvement.

Data

Enrollment in community education courses increased almost 40% between 2008 and 2009. That increase is greatest in contract training, enrichment, online certificate programs, and work skills certificate programs.

Enrollment in Community Education Courses Summary

	2008	2009
Arts	1216	1117
Business and Career	606	870
Children and Teens	2292	2609
Computers	396	414
Contract Training	2206	4780
Contract Training Credit Courses	0	142
Enrichment	923	1257
Excursions	717	475
MiraCosta College English Language Institute	75	57
Online Classes	505	528
Online Certificate Programs	11	123
Workskills Certificate Programs	6	135
T	otal 8,953	12,507

Enrollments in Community Education Courses Detail

	2008	2009
Arts		
Arts	297	287
Drawing and Painting	359	398
Gardening and Floral	45	26
Home Arts	107	100
Performing Arts	241	172
Photography	167	134
Business and Career		
Business and Career	245	353
Cake Design Program	15	39
Computers	25	58
Customer Service Academy	0	59
Floral Design	12	0
Human Resources Certificate Program	79	92
Small Business Forum	22	25
Supervisory Academy	208	244
Children and Teens		
Children and Teens	91	170
College for Kids	720	1027
Driver Education	1453	1378
Surf Team	28	34
Computers		
Computers	396	414
Contract Training		
Contract Education - for credit	0	142
Contract Education – not for credit	2206	4780
Enrichment		
Fitness and Recreation	449	457
Food and Wine	0	8
Health and Personal Enrichment	206	209
Language and Literature	143	145
Other		244
Personal Finances	125	194
Excursions		
Excursions	448	355
International Travel	30	9
Recreation and Leisure	239	110
MiraCosta College English Language Institute		
ELI	75	57
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Online Classes		
Basic Computer Literacy	11	8
Business Administration	13	12
Career and Professional Development	52	52
Certification Prep	0	9
Computer Applications	68	54
Courses for Teachers	0	8
Creative Writing	12	39
Database Management and Programming	20	20
Digital Photography and Video Photography	16	34
Languages	20	38
PC Troubleshooting, Networking & Security	8	8
Personal Enrichment	24	20
Personal Finance and Wealth Building	12	3
Technical Training Certificate Programs	131	112
Test Prep	16	8
The Internet	6	4
Web and Computer Programming	15	13
Web Page Design, Graphics & Multimedia	81	70
Writing and Publishing	0	17
Online Certificate Programs		
Online Certificate Programs	11	123
Workskills Certificate Programs		
Workskills Certificate Programs	6	135
Total	8,953	12,507

Projections for Community Services and Business Development

- Expand contract training to include more business partners and training opportunities
- Expand work skills and career training by creating additional short-term (one- to twelve-week)
 programs
- Create new synergies with the Small Business Development Center to better help small business owners improve their own management skills and the skills of their employees
- Expand enrollment in the English Language Institute by recruiting students globally more effectively and creating partnerships with sister schools
- Offer fee-based personal development courses previously offered in credit and noncredit modes
- Expand summer youth programs specific to high-school-age individuals, including such activities as a summer musical academy

COMPUTER SCIENCE

Description

Computer Science, a career and technical education program, is the study of problem-solving using computers. The curriculum is designed for students who are developing computer programming skills in preparation for transfer into computer science or a field with strong computational components such as biological science, mechanical and electrical engineering, physical sciences, chemistry, and mathematics and/or for those preparing for professional careers. Students may earn a certificate of achievement in Computer Programming Fundamentals. This discipline is also a transfer major, with associate degrees offered in Computer Science and Computer Programming Fundamentals. Most courses are CSU and UC transferable.

The advisory committee is part of the SD4C (San Diego for Community Colleges) network and is composed of industry partners and faculty from all local community colleges and four-year institutions. The committee meets twice a year.

Courses in computer science are offered at the Oceanside campus in the day and evening, on-line, and in late-start scheduling.

Growth Projection

The discipline of computer science is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

Computer Science F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	600	310	84%	62%	60%
Fall 2010	740	317	88%	57%	Not Yet Available
Target: Fall 2015	648	≥ 339	≥ 90%		
Target: Fall 2020	696	≥ 358	≥ 95%		

	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	20	29	0.69	1.93	47/53	0.10 FTEF	52/48
Fall 2010	25	35	0.70	2.33	38/62	0.11 FTEF	43/57

Graduates/Jobs Gap Analysis

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
0708.10	Computer Science	3,065	3,444	379	12%	\$27.12	110	56	54

For graduates of with this major who seek entry-level work as opposed to transferring, the projected need for workers trained in computer science at the associate degree level will be steady. The current number of trained graduates meets about half of the regional demand for workers with these skills. The median hourly earnings indicate that graduates are likely to earn a living wage.

Projections for Computer Science

- Increase offerings to meet the needs of other disciplines that require one or more programming classes
- Add courses such as the Mobile Device Application Development class in response to the growing reliance on the Internet and the rapid development of handheld, Internet-enabled devices
- Increase the number of online sections
- Offer courses at the San Elijo Campus
- Develop database and data mining courses contingent on review of offerings at other community colleges

COMPUTER STUDIES AND INFORMATION TECHNOLOGY

Description

The Computer Studies and Information Technology Program serves students with courses in basic skills, transfer, and career and technical education. Composed of curriculum focused in the areas of computer applications, information technology, and networking, the program provides students with theoretical and hands-on experience in using the power to compute to evaluate critically and solve business, network, and security problems.

The curriculum in the Computer Studies and Information Technology is divided between the Computer Applications program and the Network Administration and Security program. Certificates of proficiency are offered in Computer Applications User, Computer Competencies for the Workplace, and Emerging Technologies in Computer Studies. Certificates of achievement are offered in Certified Computer Desktop Support Specialist, E-Commerce, and Microsoft Certified Application Specialist (MCAS) for Business. Additional certificates of achievements are awarded in Computer Applications Professional for Business; Computer Studies; and Network and Desktop Systems Administration. Associate degrees are awarded upon completion of any of these three certificates and the required general education courses. All courses are CSU transferable; some transfer to UC. Additionally, certain networking courses provide preparatory training for various industry certifications from Microsoft, CompTIA, and Red Hat, and selected local testing is available through the MiraCosta Community College District Microsoft Business Certifications Center. Some CSIT courses support computer and technology requirements for other programs. The program also has a Cooperative Work Experience-Occupations component ranging from 1 to 4 units.

The Computer Applications Program advisory committee, comprised of region-wide faculty, industry executives, and hiring managers in a range of information technology areas, meets twice a year. A representative of the Network Administration and Security program participates in these meetings as well as meeting annually with a committee specific to the area of network administration and security consisting of representatives of large, medium and small businesses who review and advise on the curriculum and certificate programs.

Courses are offered at the Oceanside and San Elijo Campuses in the day and evening, online, in hybrid format, in 8 week accelerated sessions, and in late-start scheduling.

Growth Projection

The discipline of computer studies and information technology is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

Computer and Information Science F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,800	316	78%	64%	63%
Fall 2010	1,862	315	81%	61%	Not Yet Available
Target: Fall 2015	1,800	≥ 306	<u>></u> 75%		
Target: Fall 2020	1,800	≥ 367	<u>></u> 90%		

	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	60	86	0.70	5.70	28/72	0.40 FTEF	35/65
Fall 2010	62	89	0.70	5.90	27/73	0.43 FTEF	34/66

Graduates/Jobs Gap Analysis: Computer Networking

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
0708.10	Computer Networking	1,617	2,139	522	32%	\$34.17	74	142	(68)

In terms of the projected strength of the job market, the need for workers trained in computer studies and information technology will be strong. While the current number of trained graduates exceeds the regional demand for these trained workers, an increase of over 500 jobs is projected for the next five years. The median hourly earnings indicate that graduates are likely to earn well above the living wage.

Graduates/Jobs Analysis Gap: Office Technology/Office Computer Applications

	Description	2010 Jobs	2015 Jobs	Chang e	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
0514.00	Office Technology/ Office Computer Applications	7,220	7,997	777	11%	\$19.01	205	56	149

In terms of the projected strength of the job market, the need for workers trained in office technology/office computer applications will be considerable, with an increase of over 750 jobs in the next

five years. The supply of graduates is insufficient to meet current regional job openings. The median hourly earnings indicate that graduates are likely to earn a living wage.

Graduates/Job Analysis Gap: Software Applications

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
0702.10	Software Applications	3,488	4,186	698	20%	\$29.86	139	49	90

In terms of the projected strength of the job market, the need for workers trained in software applications will be considerable, with an increase of almost 700 jobs in the next five years. The supply of graduates is insufficient to meet current regional job openings. The median hourly earnings indicate that graduates are likely to earn well above the living wage.

Projections for Computer Studies and Information Technologies

- Assess the effects of recent changes in scheduling and curriculum revision on student enrollment
- Assess the effects of restructuring certificate requirements on student completion
- Develop an ongoing plan adapting and updating courses to incorporate the latest trends and utilize advances in technology
- Incorporate in course content relevant social issues (privacy, security, and legal) as these relate to trends and technological innovation
- Offer as many degrees and certificates online as possible consistent with good pedagogy
- Emphasize currency, creativity, and critical thinking in addressing real world problems and situations across the curriculum

DANCE

Description

The Dance Program examines dance choreography, performance, and aesthetic in diverse dance styles and techniques. Both a transfer and a career technical education program, the department offers performance opportunities for both dance majors and non majors. Courses in dance satisfy general education requirements for the associate degree, fulfill requirements for lower division transfer, and lead to an associate degree in Dance and certificates of achievement in Dance Instructor and Pilates Instructor.

Courses in dance are offered at the Oceanside and San Elijo Campuses in the day and evening, online, in the late-start format, and by audition.

The Advisory Committee for Dance Instructor meets once a year and has 11members, including dance company artistic directors, a choreographer, a manager of a private dance studio, representatives of local high schools, and a representative of California State University, San Marcos.

The Advisory Committee for Pilates Instructor meets once a year and has six members, including three owners of private Pilates studios and an instructor in a private Pilates studio.

Growth Projection

The discipline of dance is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Data

Data					
Dance F2009 Category 4	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	2,387	381	81%	68%	70%
Fall 2010	2,609	426	82%	69%	Not Yet Available
Target: Fall 2015	2,578	≥ 428	≥ 90%		
Target: Fall 2020	2,769	≥ 452	≥ 95%		

Dance	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	80	94	0.85	6.25	30/70	0.11 FTEF	32/68
Fall 2010	87	99	0.88	6.12	21/79	0.74 FTEF	33/67

Projections for Dance

- Expand opportunities for students in the newly developed Dance Instructor program to increase certificate completion rates
- Expand opportunities for students in the Pilates Instructor program to increase certificate completion rates
- Increase the number of sections and/or courses that respond to the District's commitment to multiculturalism and global citizenship
- Expand the number of sections and courses like Dance History, Dance Appreciation, and Dance Cultures of the World that are offered online
- Create hybrid formats in courses that have components of lecture and performance
- Add performances featuring students in all dance courses
- Expand partnerships with community entities to provide students with opportunities to perform with professional dancers
- Create opportunities for artists-in-residence

DESIGN DRAFTING TECHNOLOGY/ENGINEERING

Description: Design Drafting

Design Drafting Technology, a career technical education program, provides students with skills in computer-assisted drafting including graphic communication, basic design problem-solving, and strategies to provide project support. Students may earn certificates of proficiency in Applied Design, and Drafting Fundamentals. Students may earn certificates of achievement in Computer-Aided Design and Drafting, Computer-Aided Drafting, and Electro-Mechanical Drafting. Associate degrees are awarded upon completion of any of the above certificates of achievement and the required general education courses. Most courses are CSU transferable to engineering and design programs. Drafting 101 and 111 are UC transferable.

Description: Engineering

Engineering is the discipline of applying technology, science, and mathematical knowledge to design and implement materials, structures, machines, devices, systems, and processes. The pre-engineering program satisfies general education requirements for an associate degree and lower division transfer. Two courses in Engineering are cross-listed with Design Drafting Technology courses.

The shared advisory committee consists of thirty industry professionals in architecture, engineering, and design. The committee provides grants and internships and meets once a year.

Courses in design drafting technology are offered at the Oceanside and San Elijo campuses in the day and evening, in online and hybrid formats, and in late-start scheduling. Courses in pre-engineering are offered at the Oceanside campus in the day and evening.

Growth Projection

The discipline of design drafting technology/engineering is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Data

Drafting Design Technology F2009 Category 4	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,068	308	93%	68%	71%
Fall 2010	1,156	267	83%	70%	Not Yet Available
Target: Fall 2015	1,153	≥ 300	<u>></u> 90%		
Target: Fall 2020	1,239	≥ 317	<u>></u> 95%		

Design Drafting Technology/ Engineering	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	36	52	0.68	3.47	32/68	0.30 FTEF	40/60
Fall 2010	39	65	0.59	4.33	25/75	0.18 FTEF	29/71

Graduates/Jobs Gap Analysis

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
0953.00	Drafting Technology	1,248	1,344	96	8%	\$24.36	39	25	14

In terms of the projected strength of the job market, the need for workers trained in design drafting technology/engineering is expected to increase slightly over the next five years. With the current rate of 25 regional graduates and an anticipated 39 openings per year, there are sufficient workers for the available jobs in the region. The median hourly earnings indicate that graduates are likely to earn a living wage.

Although the numbers of entry-level jobs in specialized occupations directly related to drafting is small, students who complete this program are equipped with a knowledge base in mathematics and design that no doubt provides entrée into other occupational categories.

Programmatic Projections

- Incorporate 3D printing and rapid prototyping into courses
- Add CNC technology into the program
- Add a preparatory course in Leadership in Energy and Environmental Design (LEED)
- Develop a certificate of achievement in engineering technology
- Increase Building Information Modeling (BIM) course offerings
- Create a digital presentation and portfolio class for the architecture, drafting, and landscape design (or landscape architecture) students (or majors)
- Add an Introduction to Engineering course that transfers to CSU/UC
- Increase online and hybrid course offerings
- Add a general education course in Construction and Culture that transfers to CSU
- Create a new certificate in Construction Management

DRAMATIC ARTS

Description

The Dramatic Arts discipline emphasizes transfer education, professional preparatory training, and community involvement. For the theatre major, public performance including acting, design and technology is at the core of the discipline's program. The curriculum focuses on current acting techniques and modern vocational skills to encourage student success in their artistic endeavors. Courses in dramatic arts satisfy general education requirements for the associate degree and lower division transfer and lead to associate degrees in Dramatic Arts and Design and Technology and a certificate of achievement in Design and Technology.

Courses in dramatic arts are offered at the Oceanside and San Elijo Campuses during the day, online, and in late-start format, and by audition.

Growth Projection

The discipline of dramatic arts is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

WSCH	WSCH/FTEF	Fill Rate	Successful Course	Statewide Successful Course
			Completion	Completion
1,440	372	85%	75%	75%
1,576	407	96%	83%	Not Yet Available
1,555	≥ 376	≥ 90%		
1,670	≥ 397	≥ 95%		
	1,440 1,576 1,555	1,440 372 1,576 407 1,555 ≥ 376	1,440 372 85% 1,576 407 96% 1,555 ≥ 376 ≥ 90%	Course Completion 1,440 372 85% 75% 1,576 407 96% 83% 1,555 ≥ 376 ≥ 90%

Dramatic Arts	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	48	58	0.82	3.87	33/67	0.71 FTEF	51/49
Fall 2010	53	58	0.91	3.87	48/52	0.14 FTEF	52/48

Projections for Dramatic Arts

- Add new courses to the curriculum for Theater Design and Technology
- Revise the Design and Technology degree and certificate to better meet the needs of the industry
- Expand the number of courses and sections offered online and in the hybrid format
- Implement a conservatory training track to the existing curricular model and expand the Actors' Academy from summer-only to year-round

- Participate in an interdisciplinary effort to determine the appropriate department for a comprehensive film program that addresses the needs and wishes of the students and the community
- Expand partnerships and collaborations with community theater groups
- Create opportunities for artists-in-residence

EARTH SCIENCE/GEOLOGY/OCEANOGRAPHY

Description: Earth Science

Earth Science, an interdisciplinary field, includes astronomy and space science, climatology, geology, physical geography, and oceanography. The single course in this discipline, Earth Science 106 Earth and Space Science, satisfies the physical science general education requirement and lower division transfer requirements and fulfills a requirement for the associate degree in Liberal Studies.

An earth science course is offered at the San Elijo Campus during the day and on-line.

Growth Projection

The discipline of earth science is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources.

Data

Earth Science F2009 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	306	510	97%	69%	64%
Fall 2010	327	545	104%	68%	Not Yet Available
Target: Fall 2015	364	<u>></u> 499	<u>></u> 95%		
Target: Fall 2020	431	<u>></u> 499	<u>></u> 95%		

Earth Science	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	10	9	1.13	0.60	67/33	0.00 FTEF	67/33
Fall 2010	11	9	1.21	0.60	67/33	0.00 FTEF	67/33

Projections for Earth Science

 Conduct a zip code study on students enrolled in the online section of EART 106 Earth and Space Science to determine if local students are denied enrollment due to the section being impacted by students from other colleges and universities

Description: Geology

Geology, a natural science, is the scientific study of the origin, history, and structure of the earth. Geology courses satisfy general education requirements for the associate degree and lower division transfer.

Lecture and laboratory courses are offered at the Oceanside campus during the day, on-line and in late-start scheduling. Geology 101H is part of the Honors Scholar Program.

Growth Projection

The discipline of geology is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

Geology F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	672	420	88%	69%	66%
Fall 2010	785	436	92%	68%	Not Yet Available
Target: Fall 2015	725	≥ 430	≥ 90%		•
Target: Fall 2020	779	≥ 454	≥ 95%		

Geology	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	22	24	0.93	1.60	50/50	0.60 FTEF	88/13
Fall 2010	26	27	0.97	1.80	44/56	0.00 FTEF	44/56

Projections for Geology

- Implement strategies to increase the fill rate
- Geology courses will be added and revised to comply with the state model transfer curriculum for this discipline (SB 1440)

Description: Oceanography

Oceanography, a natural science, is the study of the ocean and its phenomena. Oceanography courses satisfy general education requirements for the associate degree and lower division transfer.

Courses in oceanography are offered at the Oceanside and San Elijo Campuses in the day and evening, on-line and late-start scheduling.

Growth Projection

The discipline of oceanography is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources.

Data

Oceanography	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course
F2009 Category 1					Completion
Fall 2009	1,779	494	100%	73%	62%
Fall 2010	1,845	513	107%	72%	Not Yet Available
Target: Fall 2015	2,117	<u>></u> 463	<u>></u> 95%		
Target: Fall 2020	2,508	> 463	<u>></u> 95%		

Oceanography	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	59	54	1.10	3.60	32/68	0.05 FTEF	33/67
Fall 2010	62	54	1.14	3.60	31/69	0.69 FTEF	50/50

Projections for Oceanography

- Increase laboratory offerings, all of which must be offered during the day since field activities require daylight
- Develop a hybrid oceanography course

ECONOMICS

Description

Economics, with applications in both business and the social sciences, examines the production, distribution, and consumption of goods and services as well as the theory and management of economies and how the choices made by individuals, firms, and governments impact scarce resources. Economics courses satisfy general education requirements for an associate degree and lower division transfer.

Courses in economics are offered at the Oceanside and San Elijo Campuses in the day, evening and online.

Growth Projection

The discipline of economics is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

Economics	WSCH	WSCH/FTEF	Fill Rate	Successful Course	Statewide Successful
F2009 Category 3				Completion	Course Completion
Fall 2009	2,001	556	93%	70%	61%
Fall 2010	1,839	575	99%	71%	Not Yet Available
Target: Fall 2015	2,161	≥ 537	≥ 90%		
Target: Fall 2020	2,321	≥ 567	≥ 95%		

Economics	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	67	54	1.24	3.60	27/73	0.04 FTEF	28/72
Fall 2010	61	48	1.28	3.20	30/70	0.05 FTEF	31/69

Projections for Economics

- Collaborate with Academic Information Services to update technology, such as smart boards, document cameras and tablet personal computers
- Expand online offerings
- Increase the offerings of ECON 100 Survey of Economics
- Monitor the continued growth of ECON 100, 101, and 102 in light of recent CSU requirements

EDUCATION

Description

A single course in Education is offered to support students with the goal of transferring to four-year elementary teacher programs. The course introduces students to teaching as a career and assists them in making career choices. The course is part of the Associate in Arts Degree in Liberal Studies: Elementary (Multiple Subject) Teaching Preparation. The course is CSU and UC transferable.

The course is offered at the Oceanside Campus in the evenings.

Growth Projection

The discipline of education is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources. In addition to this growth goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Data

Education F2009 Category 2	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	72	360	100%	67%	69%
Fall 2010	120	600	100%	75%	Not Yet Available
Target: Fall 2015	86	<u>> 342</u>	<u>></u> 95%		
Target: Fall 2020	102	<u>> 342</u>	<u>></u> 95%		

Education	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	2	3	0.80	0.20	0/100	0.00 FTEF	0/100
Fall 2010	4	3	1.33	0.20	0/100	0.00 FTEF	0/100

Projections for Education

- Explore offering additional courses and certificates, meeting the needs of students interested in transferring to schools of teacher education and/or of students interested in paraprofessional occupations such as teacher's aide and tutoring
- Add courses and sections, both on-site and online in response to student need

Energy Technology

Description

The Energy Technology Program, a career technology education program, provides instruction and hands—on experience for students interested in pursuing a career in the nuclear energy industry. Courses introduce students to the basic theory and fundamental applications of nuclear radiation and power generation. The program's combination of mathematics, science, technical studies, and work experience prepare students with the analytical and practical skills needed to for entry-level employment in nuclear power and radiation-related industries.

The options are an emphasis in Non–licensed Operator Training (NLO) or the Radiation Protection Technology (RPT). An associate degree in Energy Technician is awarded upon completion of the required courses for selected emphasis as well as the general education courses. Students are paid as well as earn credit for their on-the-job training at the San Onofre Nuclear Generating Station by enrolling in Cooperative Work Experience.

The Radiation Protection Technology degree program was first offered in 2008-2009 and the Non-licensed Operator Training emphasis was introduced in Fall 2010. Courses in radiation protection technology are offered at the Oceanside campus in the evening and in a TBA format.

The advisory committee is comprised of industry professionals from Southern California Edison, a local high school administrator, and members of the MiraCosta staff. The committee meets once or twice a year.

Growth Projection

The discipline of Radiation Protection Technology is projected to grow slower than the District growth rate. A plan is needed to improve this discipline's efficiency.

Data

Student interest in this new program been impressive, resulting in 89 students entering the program in fall 2010.

Radiation Protection Technology F2009 Category 5	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	84	210	44%	100%	83%
Fall 2010	264	660	135%	88%	Not Yet Available
Target: Fall 2015	84	<u>></u> 360	<u>></u> 75%	r	
Target: Fall 2020	84	≥ 432	<u>></u> 90%		

Radiation Protection Technology	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	3	6	0.47	0.40	0/100	0.00 FTEF	0/100
Fall 2010	9	6	1.47	0.40	0/100	0.00 FTEF	0/100

Graduates/Jobs Anal	ysis Gap
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TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Opening s	Total 2009 Grads	Gap/ Surplus
1299.00	Radiation Protection Technicians/Other Health Occupations	55	67	12	22%	\$30.68	3	0	3

In terms of the projected strength of the job market, the need for workers trained in radiation protection technology will be remain stable, with an increase of 12 jobs over the next five years. Students are in the pipeline to this degree, but there has not been sufficient time to complete course requirements and graduate. The median hourly earnings indicate that graduates are likely to earn a salary well above the living wage. These labor market data do not include the need for non-licensed operator trainees at the San Onofre Nuclear Generating Station as their workforce ages and retires.

Projections for Energy Technology

- Increase course offerings to support a new cohort of 48 operations trainees and 15 radiation protection technicians
- Explore the possibility of adding a third track, Maintenance Technicians, to the program
- Offer courses at the Community Learning Center
- Collaborate with physics and chemistry faculty to resolve scheduling and other potential issues between this program and these essential disciplines
- Add a non-licensed operator track (fall 2010) and a maintenance track (fall 2011 or fall 2012)

ENGLISH AS A SECOND LANGUAGE

Description

The credit English as a Second Language program focuses on providing advanced skills development and college academic preparation to students whose first language is other than English. The program provides students with the tools and techniques they need to reach their goals, including college academic preparation, workplace improvement, and personal enrichment. Courses in composition, listening/speaking, reading/vocabulary, and grammar are graded as pass/no pass and do not fulfill degree or transfer requirements.

Over the past six years, the FTES earned in the Credit ESL program has increased over 100%, from 45 to currently over 95. The program works closely with the Noncredit ESL program to matriculate students to the Credit course offerings. The Credit ESL program has higher success rates than the state average and a significantly higher success rate when compared to like institutions. It is the first ESL program in the United States to have achieved Advanced Certification from the National Association of Developmental Education for its ESL Composition program.

Courses are offered at the Oceanside and San Elijo Campuses in the day and evening.

Growth Projection

The discipline of credit English as a Second Language is projected to keep pace with the District growth rate. A plan is needed to improve this discipline's efficiency. The Basic Skills Initiative does and will continue to impact the growth of this discipline.

Data

English as a Second Language F2009 Category 5	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,267	302	70%	67%	n/a
Fall 2010	1,629	370	101%	80%	Not Yet Available
Target: Fall 2015	1,267	≥ 275	<u>></u> 75%		
Target: Fall 2020	1,267	≥ 330	<u>></u> 90%		

English as a Second Language	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	42	63	0.67	4.20	37/63	0.47 FTEF	48/52
Fall 2010	54	66	0.82	4.40	30/70	0.70 FTEF	45/55

Projections for English as a Second Language

- Develop strategies, in partnership with the Student Services division ,for informing incoming students about the credit ESL program and classes
- Expand awareness of the ESL assessment option for students taking the placement exam
- Increase visibility and understanding of the credit ESL program by working with campus partners
 and conducting targeted student recruitment and marketing at the college, local high schools, and
 community
- Coordinate with noncredit instructional faculty and student support services to improve the students' experience of transitioning from noncredit to credit instruction
- Increase credit ESL course offerings at the CLC
- Develop a mentoring program for associate faculty to expand opportunities for sharing resources and materials
- Expand ESL computer software options for students that are made available in open computer labs for self-paced/personalized use

ENGLISH/READING

Description: English

The English discipline focuses on the development of composition, critical thinking, and critical reading from the developmental (800) level to 100 and 200 transfer level courses. English courses give students intensive instruction and practice in the composition, revision, and editing of academic essays. Students also develop the skills of reading college-level texts (both fiction and nonfiction) and making critical judgments about those texts. English courses, with the exception of 800 courses which make up approximately 29% of offerings and which are pass/no pass, satisfy general education requirements for the associate degree and lower division transfer.

Student placement data indicates a continuing need for pre-transfer writing courses. The Letters Department Developmental Skills Initiative focuses on professional development, coordination with student and academic support services, integration of critical learning strategies and study skills into the curriculum, and the establishment of clear and consistent course exit standards. Consistent evaluation of student retention, success, and persistence rates demonstrate significant improvements for developing student due to this dedicated commitment to meet students' needs by using research-based best practices.

Courses are offered at the Oceanside and San Elijo Campuses in the day and evening, on-line, and in late-start scheduling. Courses include offerings for the Puente Project, the First Year Experience, and the Honors Scholars Program.

Growth Projection

The discipline of English is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources.

Data

English F2009 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	10,652	362	98%	69%	65%
Fall 2010	11,372	376	102%	71%	Not Yet Available
Target: Fall 2015	12,676	<u>></u> 354	<u>></u> 95%		
Target: Fall 2020	15,020	<u>></u> 354	<u>></u> 95%		

English	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	355	441	0.81	29.40	36/64	2.19 FTEF	44/56
Fall 2010	379	453	0.84	30.24	39/61	3.01 FTEF	49/51

Students testing into pre-transfer writing courses

2008-2009	2009-2010
3,563 / 41%	5,978 / 44%

Projections for English

- Improve students' success rates in online 101 Composition and Reading courses
- Continue to collect and analyze data regarding student readiness from feeder schools and use the data to evaluate assessment, placement, and course development
- Expand basic skills course offerings as data reveal emerging needs
- Create online versions of 200-level courses
- Increase collaboration among faculty teaching English
- Develop and implement strategies to institutionalize programs and services within the Basic Skills
 Initiative
- Participate in research of best practices for expanding the first year experience program to all new students and ensure that the program integrates interdisciplinary instructional and student support services for new students
- Explore the possibilities for addressing needs of underrepresented students including adding a second Puente cohort
- Research the best practices for alternative models of basic skills course offerings
- Increase student engagement with *Tidepools* magazine through interdisciplinary and intracampus partnerships with art, photography, graphic design, student government, Honors, Phi Theta Kappa and the *Chariot*

Description: Reading

The Reading discipline includes courses which focus on basic skills and transfer requirements. The transfer reading course is designed to develop techniques for the critical analysis of language and informative literature and satisfies general education and lower division transfer requirements. The developmental courses are pre-transfer courses designed to support student progress in various reading skills and strategies and help support and prepare students for reading college-level texts.

Approximately 30% of the students who completed the placement tests were advised to take a pretransfer reading course.

Courses are offered at the Oceanside Campus in the day and evening.

Growth Projection

The discipline of reading is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources. Reading assessment results indicate a need greater than the capacity.

Data

Reading F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	533	470*	95%	79%	66%
Fall 2010	557	491	93%	74%	Not Yet Available
Target: Fall 2015	576	≥ 453*	≥ 90%		
Target: Fall 2020	618	≥ 479*	≥ 95%		

^{*} these numbers are being verified

Reading	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	18	17	1.05	1.13	88/12	0.00 FTEF	88/12
Fall 2010	19	17	1.09	1.13	88/12	0.00 FTEF	88/12

Students tested who received a recommendation for a pre-transfer reading course

2008-2009	2009-2010
1096 / 31%	1714 / 29%

Projections for Reading

- Expand the reading program through stronger recommendation of pre-transfer reading course(s) for students who assess below Reading 100
- Offer more sections of developmental and other reading courses to meet the needs of students based on relevant data
- Collaborate with the Writing Center to develop and implement reading training for Writing Center consultants and develop methods of student support for reading across the discipline
- Provide network computer software options for students to improve reading fluency, vocabulary development, and comprehension for self-paced/personalized use
- Research the best practices for alternative models of basic skills course offerings
- Offer professional development in supporting reading for faculty across the disciplines

GEOGRAPHY

Description

Geography, with applications in both the social sciences and the natural sciences, is the study of the earth, including the distribution and interconnectedness of all natural and cultural phenomena and how places are particular expressions of nature and culture. Geography courses satisfy general education requirements for an associate degree and lower division transfer. Geography 104 (World Geography) is a requirement for the Bachelor of Arts degree in Liberal Studies in the CSU system.

Geography courses are offered at the Oceanside and San Elijo Campuses in the day and evening, online, and in late-start scheduling.

Growth Projection

The discipline of geography is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

Geography F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,256	523	93%	67%	64%
Fall 2010	1,406	541	95%	63%	Not Yet Available
Target: Fall 2015	1,356	≥ 506	≥ 90%		
Target: Fall 2020	1,457	≥ 534	≥ 95%		

Geography	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	42	36	1.16	2.40	8/92	0.80 FTEF	42/58
Fall 2010	47	39	1.20	2.60	15/85	0.60 FTEF	38/62

Projections for Geography

- Offer GEOG 124 Geographic Information Science and Spatial Reasoning on a regular basis
- Add a social science course in Environmental Sustainability and Society
- Develop a career technical track for geography majors
- Expand hands-on learning opportunities

Gerontology

Description

Gerontology is a multidisciplinary study of the human aging process that focuses on the physiological, psychological, and social aspects of aging as well as how an aging population affects contemporary society. The study of gerontology is pertinent to a number of professions.

The gerontology discipline currently offers one online course, Gerontology 101, which satisfies general education requirements for the associate degree and lower division transfer. Even though there is only one course in the gerontology discipline, there is a multi-disciplinary associate degree in Gerontology. Gerontology 101 is also a requirement or elective within associate degrees in Liberal Arts (with an Area of Emphasis in Multicultural Studies, Social and Behavioral Sciences), Registered Nursing (ADN), Registered Nursing (LVN-RN), Human Development, and Pre-Social Work.

Growth Projection

The discipline of gerontology is projected to grow faster than the District overall growth rate. However since this discipline is functioning at capacity, growth is contingent on additional resources.

Data

Gerontology F2009 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	126	630	101%	79%	n/a
Fall 2010	129	645	108%	77%	Not Yet Available
Target: Fall 2015	150	<u>></u> 570	<u>></u> 95%		•
Target: Fall 2020	178	<u>></u> 570	<u>></u> 95%		

Gerontology	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	4	3	1.40	0.20	0/100	0.00 FTEF	0/100
Fall 2010	4	3	1.43	0.20	0/100	0.00 FTEF	0/100

Projections for Gerontology

- Increase the number of courses and sections of gerontology both on-site and online
- Create a gerontology certificate with courses from multiple disciplines to augment the transfer requirements to the California State University
- Develop a gerontology certificate with a career technical education focus

- Develop a Psychology of Aging: Adult Development and Aging course (similar to the course offered at American River College, which fulfills a California State University general education requirement in Area E1—Lifelong Learning and Self Development)
- Develop a Communicating with and Validating Older Adults course (transferable to the California State University, similar to one offered at American River College, which also fulfills that college's Living Skills general education requirement)
- Develop a Caregiving course (similar to the GERON 134 Mental Health and Caregiving course offered at California State University Fresno)
- Incorporate service learning into gerontology courses
- Offer the gerontology associate degree and certificates online

HEALTH EDUCATION

Description

The Health Education Program explores many facets of health, including principles and practices of personal and community health, occupational health and safety, nutrition, and the care and prevention of injuries. Courses in the health education program fulfill requirements for lower division transfer and lead to an associate degree in Applied Health, Nutrition, and Kinesiology, an associate degree in Massage Therapist, and certificates of achievement in Massage Therapist and Massage Practitioner.

The Advisory Committee for Massage Therapist meets once a year and consists of eight members, including representatives from five businesses employing massage therapists.

Courses in health education are offered at the Oceanside Campus in the day and evening; at the San Elijo Campus during the day; at the Community Learning Center during the day and evening and on Saturday; online; and in the late-start and hybrid formats.

Growth Projection

The discipline of health education is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Data

Health Education (w/o Wellness Center) F2009 Category 4	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	2,175	566	93%	64%	67%
Fall 2010	2460	566	93%	70%	Not Yet Available
Target: Fall 2015	2,349	≥ 522	≥ 90%		
Target: Fall 2020	2,523	≥ 550	≥ 95%		

Health Education	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom	
Fall 2009	73	61	1.20	3.83	37/63	0.60 FTEF	52/48	
Fall 1010	82	70	1.17	4.35	16/84	0.29 FTEF	23/77	

Graduates/Jobs Gap Analysis for Massage Therapy

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/Surplus
1262.00	Massage Therapy	367	441	74	20%	\$20.93	13	4	9

In terms of the projected strength of the job market, the need for workers trained in massage therapy over the next five years will increase slightly. The gap/surplus of +/- 10 indicates that the current needs for this field are satisfied. The median hourly earnings indicate that graduates are likely to earn a living wage.

Projections for Health Education

- Rename the discipline "Health Education and Nutrition"
- Expand the number of health and nutrition courses and sections offered on both campuses, online, and in the hybrid format
- Create a certificate in Nutrition Assistant
- Create a certificate in Fitness and Nutrition Education
- Develop new internships and increase student involvement in community service
- Revise the curriculum to give students hands-on experience with current technologies related to health, nutrition, and fitness, including indicators of health such as percent body fat (bioelectrical impedance and Bod Pod analysis) and oxygen supply (VO2 max) and analysis of nutrition such as pH measurement and microscopic analysis
- Expand the Massage Therapist program to include courses at the Oceanside and San Elijo Campuses

HISTORY

Description

The study of history is the endeavor to understand the present by becoming knowledgeable about the past. As the context of all human activity, history gives students the depth needed to understand society and their place in it. History courses satisfy general education requirements for the associate degree and lower division transfer.

Courses in history are offered at the Oceanside and San Elijo Campuses in the day and evening, on-line, and in late-start scheduling. Several history courses are part of the Honors Scholars program.

Growth Projection

The discipline of history is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

History F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	5,160	549	92%	65%	60%
Fall 2010	5,393	574	97%	65%	Not Yet Available
Target: Fall 2015	5,573	≥ 536	≥ 90%		•
Target: Fall 2020	5,986	≥ 565	≥ 95%		

History	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	172	141	1.22	9.40	33/67	0.90 FTEF	43/57
Fall 2010	180	141	1.27	9.40	28/72	1.34 FTEF	43/57

Projections for History

- Increase the number of history majors by offering multiple sections and diverse curriculum
- Expand honors, hybrid, and online offerings
- Add survey courses

HORTICULTURE

Description

Horticulture, a career technical education program, examines the art and science of cultivating plants. The program studies the principles in floral, garden, and landscape design as well as theory and practice in plant propagation, production, and management of nursery and greenhouse crops; planting and maintenance of landscapes, and interior-scapes; agri-business; floriculture; and wine technology. Students may earn certificates of proficiency in Irrigation Technology and Wine Technology. Students may earn certificates of achievement in Landscape Architecture, Landscape Management, and Nursery/Horticulture Crop Production. Associate degrees are awarded upon completion of one of the above certificates of achievement and the general education requirements. Horticulture 116 satisfies general education requirements. Most courses are CSU transferable; a few are also UC transferable.

Unique features of the program include 5 acres of nursery production, demonstration gardens, two greenhouses, a vineyard and orchard. The department operates a sales nursery where student-raised plants and produce are sold. Through the landscape design and landscape architecture classes, students design landscape solutions for residential and public agency clients.

The advisory committee consists of twelve industry professionals, District staff and one or more students. The committee meets annually and participates in recruiting and career events. The committee also provides in-kind donations, scholarships, and internships.

Courses are offered at the Oceanside and San Elijo Campuses in the day and evening and in late-start scheduling.

Growth Projection

The discipline of horticulture is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

Horticulture F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,742	392	82%	80%	73%
Fall 2010	2,015	445	95%	78%	Not Yet Available
Target: Fall 2015	1,881	≥ 428	≥ 90%		
Target: Fall 2020	2,020	≥ 452	≥ 95%		

Horticulture	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	58	67	0.87	4.45	31/69	0.60 FTEF	45/55
Fall 2010	67	79	0.86	4.53	29/71	0.67 FTEF	44/56

Graduate/Jobs	Gan	Analysis:	Landscape	Design	and	Maintenance	
Graduate/Jobs	Gab	MIIdIVSIS.	Lalluscape	Design	anu	Manitenance	

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
0109.10	Landscape Design and Maintenance	5,719	6,176	457	8%	\$13.20	143	15	128

In terms of the projected strength of the job market, the need for workers trained in horticulture will increase by over 450 jobs in the next five years. There are fewer graduates than job openings projected for the coming year. The median hourly earnings indicate that graduates are likely to earn a living wage. The program is the only one in north county San Diego and the nearest program is fifty miles away.

Graduate/Jobs Gap Analysis: Agriculture Technology and Sciences

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
0101.00	Agriculture Technology & Sciences, General	1,704	1,722	18	1%	\$18.61	23	2	21

In terms of the projected strength of the job market, the need for workers trained in horticulture will remain steady over the next five years. There are fewer graduates than job openings projected for the coming year. The median hourly earnings indicate that graduates are likely to earn a living wage.

Projections for Horticulture

- Add a certificate in sustainable horticulture
- Add courses in water management and organic agriculture production
- Increase hybrid and online course offerings
- Revise existing certificates to include foundational courses in soil science, sustainability, and water management
- Create an on-campus Water Conservation demonstration and teaching garden in partnership with local water agencies
- Develop a model edible garden
- Create a portfolio class working with other disciplines such as architecture, graphic design, and drafting

HOSPITALITY

Description

Hospitality, a career technical program, provides both theoretical background and practical experience necessary to gain employment in the food service, restaurant, lodging, event management, travel, and related industries.

The hospitality program offers courses that lead to an associate degree in Hospitality Management; certificates of achievement in Hospitality Management, Restaurant Management, and Travel and Tourism Management; certificates of proficiency in Catering Operations, Dining Room Operations, Food Service Operations, Front Office Operations, Rooms Division Management, and Travel Reservations; and professional development courses to improve workplace skills. Many of these courses are CSU transferrable.

The Advisory Committee meets once a year and, because it includes representatives from hospitality, tourism, and restaurant management, consists of 25 members, including managers of restaurants, hotels, resorts, casinos, and amusement parks, as well as representatives from chambers of commerce, California State University campuses, K-12 school districts, and the military.

Courses in hospitality are offered at the Oceanside Campus in the evening and at other off-campus sites, online, and in hybrid and late-start formats.

Growth Projection

The discipline of hospitality is projected to grow slower than the District growth rate. A plan is needed to improve this discipline's efficiency.

Data

Hospitality F2009 Category 5	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	461	378	72%	75%	72%
Fall 2010	623	445	75%	71%	Not Yet Available
Target: Fall 2015	461	≥ 397	<u>></u> 75%		
Target: Fall 2020	461	<u>></u> 476	≥ 90%		

Hospitality	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	15	18	0.84	1.22	66/34	0.20 FTEF	82/18
Fall 2010	21	21	0.99	1.40	57/43	0.20 FTEF	72/29

Graduates/Jobs Gap Analysis for Hospitality

TOP Code	Description		2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings		Gap/ Surplus
1307.00	Hospitality	1,224	1,429	205	17%	\$17.81	45	13	32

In terms of the projected strength of the job market, the need for workers trained in hospitality will be steady with an increase of about 200 jobs over the next five years and 45 job openings in the next year. The number of graduates is not keeping pace with the projected jobs. The median hourly earnings indicate that graduates are likely to earn a living wage.

Graduates/Jobs Gap Analysis for Restaurant and Food Services Management

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
1307.10	Restaurant & Food Services & Management	2,281	2,621	340	15%	\$15.21	65	5	60

In terms of the projected strength of the job market, the need for workers trained in restaurant and food services management will be steady with an increase of over 300 jobs in the next five years and with 65 annual job openings in the next year. The number of graduates is not keeping pace with the projected jobs. The median hourly earnings indicate that graduates are likely to earn a living wage.

Graduates/Jobs Gap Analysis for Travel Services and Tourism

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
3009.00	Travel Services and Tourism	326	331	5	2%	\$7.87	9	3	6

In terms of the projected strength of the job market, the need for workers trained in travel services and tourism will be steady, with an estimate of 9 jobs available annually. The median hourly earnings indicate that graduates are likely to earn less than a living wage.

Projection for Hospitality

 Expand the number of courses available online so that students could complete a degree or certificate by taking classes exclusively online

HUMANITIES/FILM/LINGUISTICS/LITERATURE

Description: Humanities

Humanities, an interdisciplinary study, examines the ways people throughout time and cultures have developed cultural, mortal/ethical, and artistic creations in response to their world, and analyzes cultural and artistic productions in their original context. Humanities courses satisfy general education requirements for an associate degree and lower division transfer. The course also fulfills the American Studies requirement for Associate of Arts degree in Liberal Studies.

Courses are offered at the Oceanside and San Elijo Campuses in the day and evening.

Growth Projections

The discipline of humanities is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Data

Humanities F2009 Category 4	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	306	510	85%	63%	67%
Fall 2010	342	570	95%	59%	Not Yet Available
Target: Fall 2015	330	≥ 540	≥ 90%		
Target: Fall 2020	355	≥ 570	≥ 95%		

Humanities	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	10	9	1.13	0.60	100/0	0.00 FTES	100/0
Fall 2010	11	9	1.27	0.60	100/0	0.00 FTES	100/0

Projections for Humanities

- Develop an online course in Humanities
- Revise courses to reflect the Cultural Diversity requirement for the District's associate degree
- Establish tutoring opportunities for selected courses to bolster student retention
- Explore an introductory course that combines on-site instruction with attendance at local area arts performances and exhibits and visits to architectural and historical sites

Description: Film Studies

The Film Studies program explores the history and production of cinema including the differences in the concept, writing, and production between cinematic and stage productions. Film courses satisfy general education requirements for an associate degree and lower division transfer. Film 101H Introduction to Film is part of the Honors Scholars Program.

Courses in film are offered at the Oceanside and San Elijo Campuses in the day and evening and on-line.

Growth Projection

The discipline of film studies is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

Film Studies	WSCH	WSCH/FTEF	Fill Rate	Successful Course	Statewide Successful
F2009 Category 3				Completion	Course Completion
Fall 2009	735	525	92%	74%	70%
Fall 2010	759	542	95%	70%	Not Yet Available
Target: Fall 2015	794	<u>></u> 511	≥ 90%		
Target: Fall 2020	853	≥ 539	≥ 95%		

Film Studies	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	25	21	1.17	1.40	100/0	0.00 FTEF	100/0
Fall 2010	25	21	1.20	1.40	0/100	0.00 FTEF	0/100

Projections for Film Studies

 Participate in an interdisciplinary effort to determine the appropriate department for a comprehensive film program that addresses the needs and wishes of the students and the community

Description: Linguistics

Linguistics is the scientific study of language covering the structure, sounds, and meaning as well as the history of the relations of languages to each other and the cultural place of language in human behavior. The linguistic course satisfies the requirement for the associate degree in Liberal Studies and lower division transfer.

The linguistics course is offered at the Oceanside Campus during the day.

Growth Projection

The discipline of linguistics is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources.

Data

Linguistics F2009 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	72	360	100%	96%	n/a
Fall 2010	114	570	95%	87%	Not Yet Available
Target: Fall 2015	86	<u>></u> 342	<u>></u> 95%		,
Target: Fall 2020	102	> 342	> 95%	1	

Linguistics	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	2	3	0.80	0.20	100/0	0.00 FTEF	100/0
Fall 2010	4	3	1.27	0.20	100/0	0.00 FTEF	100/0

Projections for Linguistics

 Offer the course every semester so that students who are pursuing the associate degree in Liberal Studies can complete the degree without delay

Description: Literature

Literature is the study of the production, analysis, and literary criticism of American, British, and world literature. Literature courses satisfy general education requirements for an associate degree and lower division transfer.

Courses are offered on the Oceanside and San Elijo Campuses in the day and evening.

Growth Projection

The discipline of literature is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Data

Literature F2009 Category 4	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	684	489	88%	67%	70%
Fall 2010	783	559	95%	64%	Not Yet Available
Target: Fall 2015	739	≥ 500	≥ 90%		
Target: Fall 2020	793	≥ 527	≥ 95%		

Literature	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	23	21	1.09	1.40	100/0	0.00 FTEF	100/0
Fall 2010	26	21	1.24	1.40	100/0	0.00 FTEF	100/0

Projections for Literature

- Rewrite courses as needed to reflect the Cultural Diversity requirement for the District's associate degree
- Strengthen department connections to and support of the Honors program by developing Honors literature courses

INTERNATIONAL LANGUAGES

Description

The International Languages Department advances the study of foreign languages in a direction that will serve the educational needs of a diverse community. The programs within the department encompass both language proficiency and cultural understanding so that students may become active participants in a global society. The languages in the department include Chinese, French, German, Italian, Japanese, and Spanish. International language courses satisfy general education requirements for the associate degree and lower division transfer. Associate degrees can be earned in the majors of French, Italian, Japanese, and Spanish. A certificate of proficiency is offered in Career Spanish for Medical Personnel. Courses in Chinese are offered at the Oceanside Campus (evening); in French at the Oceanside and San Elijo Campuses (day and evening) and San Elijo Campus (evening); in Japanese at the Oceanside Campus (day and evening) and San Elijo Campus (evening); and in Spanish at the Oceanside and San Elijo Campuses (day and evening), online, and in the late-start format (Oceanside, San Elijo, online).

Growth Projection

<u>Chinese</u>: This discipline is projected to grow slower than the District growth rate. A plan is needed to improve this discipline's efficiency.

<u>French</u>: This discipline is projected to grow slower than with the District growth rate. Plans are needed to improve this discipline's efficiency and to improve rates of students' successful course completion.

<u>German</u>: This discipline is projected to grow slower than the District growth rate. A plan is needed to improve this discipline's efficiency.

<u>Italian</u>: This discipline is projected to grow slower than the District growth rate. A plan is needed to improve this discipline's efficiency.

<u>Japanese</u>: This discipline is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

<u>Spanish</u>: This discipline is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Chinese	WSCH	WSCH/FTEF	Fill Rate	Successful Course	Statewide Successful
F2009 Category 5				Completion	Course Completion
Fall 2009	210	315	61%	79%	73%
Fall 2010	235	353	76%	79%	Not Yet Available
Target: Fall 2015	210	≥ 389	<u>></u> 75%		
Target: Fall 2020	210	≥ 466	<u>></u> 90%		

Chinese	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	7	10	0.70	0.67	0/100	0.00 FTEF	0/100
Fall 2010	8	10	0.78	0.67	0/100	0.00 FTEF	0/100

French F2009 Category 6	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	630	378	75%	56%	62%
Fall 2010	685	411	81%	60%	Not Yet Available
Target: Fall 2015	630	<u>></u> 381	<u>></u> 75%		
Target: Fall 2020	630	≥ 457	≥90%		

French	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	21	25	0.84	1.67	0/100	0.00 FTEF	0/100
Fall 2010	23	25	0.91	1.67	0/100	0.00 FTEF	0/100

German F2009 Category 5	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	355	355	71%	81%	67%
Fall 2010	185	556	106%	90%	Not Yet Available
Target: Fall 2015	355	≥ 375	<u>></u> 75%		
Target: Fall 2020	355	≥ 450	≥90%		

German	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	12	15	0.79	1.00	0/100	0.00 FTEF	0/100
Fall 2010	6	5	1.23	0.33	0/100	0.00 FTEF	0/100

Italian F2009 Category 5	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	610	366	72%	69%	64%
Fall 2010	720	432	85%	64%	Not Yet Available
Target: Fall 2015	610	≥ 383	<u>></u> 75%		•
Target: Fall 2020	610	≥ 459	<u>></u> 90%		

Italian	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	20	25	0.81	1.67	54/46	0.10 FTEF	60/40
Fall 2010	24	25	0.96	1.67	48/52	0.20 FTEF	60/40

Japanese F2009 Category 4	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	888	444	93%	62%	68%
Fall 2010	876	438	86%	56%	Not Yet Available
Target: Fall 2015	959	≥ 432	≥ 90%		
Target: Fall 2020	1,030	≥ 456	≥ 95%		

Japanese	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	30	30	0.99	2.00	50/50	0.00 FTEF	50/50
Fall 2010	29	30	0.97	2.00	50/50	0.00 FTEF	50/50

Spanish F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	5,532	433	82%	71%	66%
Fall 2010	5,752	463	90%	70%	Not Yet Available
Target: Fall 2015	5,975	≥ 458	≥ 90%		
Target: Fall 2020	6,417	≥ 484	≥ 95%		

Spanish	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	184	192	0.96	12.77	39/61	1.06 FTEF	47/53
Fall 2010	192	187	1.03	12.42	40/60	0.99 FTEF	48/52

Projections for International Languages

- Create a planning schedule for each language so that students can complete the cycle of courses (three semesters) in a language
- Offer sufficient online courses in French and Italian so that students can complete the full cycle (three semesters) of each language online
- Offer sufficient Italian classes in the afternoon at the San Elijo Campus so that students can complete the full cycle of three courses in Italian on that campus
- Expand the number and type of Spanish courses offered online, including Spanish for Health Care Providers I and II
- Create Spanish courses targeted for professional applications within new certificates, similar to the Career Spanish for Medical Personnel certificate
- Enhance language laboratory opportunities at the San Elijo Campus by remodeling and or enlarging its Language Resources Center
- Participate in an interdisciplinary effort to determine the appropriate department for a comprehensive film program that addresses the needs and wishes of the students and the community

KINESIOLOGY

Description

Kinesiology is the study of human anatomy, physiology, and the mechanics of body movement. Courses in the kinesiology program fulfill major requirements for lower division transfer and lead to an associate degree in Applied Health, Nutrition, and Kinesiology and certificates of achievement in Personal Fitness Trainer and Yoga Instructor.

The Advisory Committee for Personal Fitness Trainer meets once a year and has 19 members, including coordinators and managers of fitness businesses and representatives from the local YMCA, National Academy of Sports Medicine, the Scripps Center for Integrated Medicine, and CSU San Marcos.

The Advisory Committee for Yoga Instructor meets once a year and has seven members, including a representative from a fitness business and a representative of a yoga studio.

Courses in kinesiology are offered at the Oceanside Campus in the day and evening, at the San Elijo Campus during the day, online, and in the late-start format.

Growth Projection

The discipline of kinesiology is projected to grow slower than the District growth rate. A plan is needed to improve this discipline's efficiency.

Kinesiology (w/o Wellness Ctr) F2009 Category 5	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	3,235	485	75%	63%	n/a
Fall 2010	3,750	505	83%	74%	n/a
Target: Fall 2015	3,235	≥ 521	<u>></u> 75%		
Target: Fall 2020	3,235	≥ 625	≥90%		

Kinesiology	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	108	128	1.08	6.67	15/85	0.00 FTEF	15/85
Fall 2010	125	139	0.89	7.45	6/94	0.55 FTEF	13/87

Wellness Center F2009	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,049	333	82%	50%	n/a
Fall 2010	570	375	95%	62%	n/a
Target: Fall 2015	1,049	n/a			
Target: Fall 2020	1,049	n/a			

Wellness Center	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	35	47	0.74	3.15	0/100	0.00 FTEF	0/100
Fall 2010	19	23	0.82	1.52	0/100	0.00 FTEF	0/100

Graduates/Jobs Gap Analysis

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
0835.20	Fitness Trainer	1,446	1,708	262	18%	\$13.90	51	2	49

In terms of the projected strength of the job market, the need for fitness trainers will increase by over 150 positions in the next five years. Currently, the supply of trained workers is below the job openings in the region. The median hourly earnings indicate that graduates are likely to earn a living wage.

Projections for Kinesiology

- Convert the Wellness Center from open entry/exit format to traditional scheduling and sections
- Expand the number of certificates within kinesiology as appropriate based on a review of the types of certificates in kinesiology available at other community colleges
- Develop a physical therapist assistant associate degree
- In support of the Basic Skills Initiative, review courses offered at other colleges that provide a
 course in health, wellness, and nutrition specifically designed for basic skills students and
 contingent on that review, add such a course to the curriculum
- Expand the number of kinesiology courses and sections offered on both campuses, online, and in the hybrid format
- Revise the curriculum to give students hands-on experience with current technologies related to fitness and kinesiology, including indicators of fitness such as percent body fat (bioelectrical impedance and Bod Pod analysis) and oxygen supply (VO2 max)

LIBRARY

Description

The Library provides extensive resources and services for students, faculty, and staff. The library houses more than 75,000 books, 7,000 DVDs/videos, 3,000 CDs, and an e-book collection of more than 28,000 books. The library also provides online reference databases covering a variety of disciplines and access to more than 8,000 periodical titles through full-text online databases, with remote access provided to students, faculty, and staff.

The Library has equipment available for student, faculty, and staff use, including web-accessible computers; PCs with adaptive technology for users with disabilities; audio and video players; and printers, scanners, and photocopiers. The library provides a wide range of resources and services including circulation services, interlibrary loans, reserve collections, and group study facilities.

In addition to providing direct services such as on-site and remote reference services, class orientations, and subject specific workshops to students, library faculty teach a number of library science courses.

A full-service library is open during the day, evening, and on Saturday on the Oceanside and San Elijo Campuses. While there is no physical library at the Community Learning Center, circulation and interlibrary loan services are available to students, staff, and faculty. In addition, a librarian provides reference and instruction services ten hours per week on-site.

Growth Projection

The instructional component of library science is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Library services will also keep pace with the District growth, especially in providing digital services to students in support of the District's commitment to online delivery of instruction.

Data

Student use of library services increased over the last two academic years in the use of library computers and the online reference. Of the students who completed the student satisfaction survey, 99% reported satisfaction with library services.

Library Science F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	205	205	85%	65%	64%
Fall 2010	217	362	96%	66%	Not Yet Available
Target: Fall 2015	221	≥ 213	≥ 90%		
Target: Fall 2020	238	≥ 224	≥ 95%		

Library Science	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	7	15	0.46	1.00	47/53	0.75 FTEF	100/0
Fall 2010	7	9	0.80	0.60	45/55	0.33 FTEF	100/0

Library Services*	2008-2009	2009-2010
Number of students checking out physical formats	20,820	23,347
Number of physical items checked out	29,891	31,051
Number of students checking out eBooks	8,950	8,947
Number of eResources accessed	525,011	982,162
Number of resources utilized in-library	11,262	13,129
Number of students assisted by library Student Navigators	8,317	12,728
Number of students using library computers	3,561	5,234

^{*}Figures include library services at all campus sites.

Library Instructional Services *	2008-2009	2009-2010
Number of students attending orientations & workshops	5,340	5,195
Number of orientations & workshops taught by library faculty	228	215
Number of students enrolled in library credit courses	201	187
Number of reference questions answered	9,831	10,981
Number of community members (non-MCC) reference users	331	312
Number of students using online chat reference service	784	1532

^{*} Figures include library instructional services at all campus sites.

Student Satisfaction Survey

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Library Services	60%	39%	1%	0%

Projections for the Library

- Expand virtual library resources, such as reference and periodical databases, e-books, and multimedia content
- Expand online library instructional services and resources (orientations, research assistance, ondemand tutorials, interactive research modules) to provide effective and equitable learning experiences for students
- Increase efficiency and student success rates for library credit courses in order to meet prescribed levels set for the discipline
- Develop and support an innovative and technologically advanced physical library environment that facilitates interactive instruction, collaborative learning, and student academic success; this could be accomplished by renovating and/or expanding the existing infrastructure

MATHEMATICS

Description

Mathematics is the abstract deductive study of structure and pattern which serves as the foundation of science and technology. Courses in mathematics function as prerequisites to other college disciplines, satisfy general education requirements for the associate degree and lower division transfer, and lead to an associate degree in mathematics.

The mathematics program offers courses at the university level; courses for technical education; and courses one level below university level (intermediate algebra), two levels below university level (elementary algebra), and three levels below university level (pre-algebra).

Courses in mathematics are offered at the Oceanside and San Elijo Campuses in the day and evening, online, and in the late-start format.

The mathematics program includes the Mathematics Learning Center, which provides services to students in all levels of mathematics classes, in individual and group formats, including drop-in math tutoring; help with math homework; self-help materials, such as video lectures; textbook checkout for use within the center; learning communities; small group tutoring; and testing services. Beginning in fall 2010, self-paced classes previously offered through the Mathematics Learning Center will be discontinued.

The Mathematics Learning Center provides services in the day and evening and on Saturday at the Oceanside Campus and San Elijo Campus.

Growth Projection

The discipline of mathematics is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources.

Mathematics (No MLC) F2009 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	12,721	511	97%	61%	54%
Fall 2010	15,429	523	99%	57%	Not Yet Available
Target: Fall 2015	15,138	<u>></u> 494	≥ 95%		
Target: Fall 2020	17,936	≥ 494	≥ 95%		

Mathematics	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	424	373	1.14	24.87	49/51	1.80 FTEF	56/44
Fall 2010	514	442	1.16	29.49	40/60	1.14 FTEF	44/56

Of the students who completed the student satisfaction survey, 96% reported satisfaction with services received at the Mathematics Learning Center.

Student Satisfaction Survey

	Very			
	Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Mathematics Learning Center	64%	33%	3%	1%

Projections for Mathematics

- Incorporate strategies and pedagogies specifically designed for students in basic skills courses (MATH 820 and 830)
- Offer additional sections of existing courses in all locations, including the Community Learning Center
- Expand the number of mathematics sections offered online
- Incorporate the use of technology to accommodate the variety of student learning styles and to teach mathematical concepts more powerfully
- Expand tutoring options in the Mathematics Learning Center, including mathematics learning communities, small group tutoring, and online tutoring
- Increase testing services options in the Mathematics Learning Center, including on-site testing for online classes

MEDIA ARTS and TECHNOLOGIES

Description

Media arts, a career technical education program, is a genre that encompasses media communication designs created with new media technologies including web and interactive design, graphic design, video production, animation, and print-media creation and delivery. Students may earn certificates of proficiency in Print Publishing, Video and Animation, Visual Communication, and Web Design. Students may earn certificates of achievement in Graphic Design, Video and Media Design, and Web Development and Design. Associate degrees in Graphic Design and Web Development and Design are awarded upon completion of one of the above certificates of achievement and the general education requirements. Some media arts courses satisfy requirements for lower division transfer.

The advisory committee is comprised of ten industry professionals who specialize in web design, graphic design, and video production.

Courses are offered at the Oceanside Campus in the day and evening, on-line, and in late-start scheduling. A limited schedule of courses is available at the San Elijo Campus.

Growth Projection

The discipline of media arts and technologies is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources. In addition to this growth goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Media Arts and Technologies F2009 Category 2	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	2,571	387	98%	64%	66%
Fall 2010	2,640	369	98%	64%	Not Yet Available
Target: Fall 2015	3,060	<u>></u> 360	<u>></u> 95%		
Target: Fall 2020	3,626	<u>></u> 360	<u>></u> 95%		

Media Arts & Technologies	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	86	100	0.86	6.65	21/79	1.63 FTEF	45/55
Fall 2010	88	113	0.78	7.15	31/69	0.78 FTEF	42/58

Graduates/Jobs Gap Analysis

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
1030.00	Graphic Art and Design	1,795	2,161	366	20%	\$14.98	84	54	30
0614.20	Web Design	1,515	1,710	195	13%	\$28.24	52	1	51

In terms of the projected strength of the job market, the need for workers trained in graphic arts and web design is expected to be strong, with an increase of 366 and 195 positions respectively in the next five years. At the current time, there are more open positions in the region than there are trained graduates for both sets of occupations. The median hourly earnings indicated that graduates are likely to earn a living wage.

Projections for Media Arts and Technologies

- Develop an associate degree in Video and Media Design
- Collaborate with computer science to develop a new program in Mobile Applications/iPhone/Android technology
- Complete the development of a certificate of achievement in animation
- Meet the ongoing change in industry standards by regularly reviewing and rewriting curriculum

MEDICAL ADMINISTRATIVE PROFESSIONAL

Description

The Medical Administrative Professional Program, a career technical education program, trains students in reception, medical coding, records, billing, and health care documentation and prepares them to work in medical facilities. Students may earn certificates of proficiency in Medical Insurance and Coding Specialist and Medical Office Specialist. Students may also earn a certificate of achievement in Medical Office Professional and an associate degree upon completion of the certificate and the required general education courses.

The advisory committee is composed of fourteen industry professionals who are internship supervisors, local employers, members of local professional organizations, and medical facility supervisors. The committee meets annually.

Courses in medical administrative professional are offered at the Oceanside campus in the evening, online, in both lecture and self-paced learning formats, and in late-start scheduling

Growth Projection

The discipline of medical administrative professional is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Medical Administrative Professional F2009 Category 4	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	875	444*	90%	64%	89%
Fall 2010	582	416	83%	67%	Not Yet Available
Target: Fall 2015	945	≥ 386*	≥ 90%		
Target: Fall 2020	1,015	≥ 408*	≥ 95%		

^{*} these numbers are being verified

	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	29	21	1.39	1.40	0/100	0.00 FTEF	0/100
Fall 2010	19	21	0.92	1.40	0/100	0.00 FTEF	0/100

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
1208.00	Medical Assisting	2,333	2,952	619	27%	\$14.59	92	98	(6)

In terms of the projected strength of the job market, the need for workers trained as medical office professionals will be strong, with over 600 new jobs likely in the next five years. The gap/surplus of +/- 10 indicates that the current needs for this field are satisfied. The median hourly earnings indicate that graduates are likely to earn a living wage.

Projections for Medical Administrative Professional

- Expand program offerings to meet rapidly growing needs created by the federal healthcare bill and stimulus package which requires that all medical records are electronic by 2014
- Add new courses and certificates in healthcare documentation, transcription and auditing of electronic health records
- Add courses to support bilingual writing and reading skills of native second language speakers
- Collaborate with the Career Center to expand internship opportunities
- Offer job certification courses and preparation in the BOT Model Office, the small "model office" lab on the Oceanside Campus that provides students with the opportunity to simulate job duties and assignments of a business environment while completing their BOT and MAP course work.
- Begin the process of changing the TOPS code from 1208.00 to 0514.2

MUSIC

Description

The Music Program offers courses in both traditional and commercial music, including the appreciation, performance, and production of music, spanning both theory and practice. The program serves the needs of transfer students as well as student seeking employment opportunities in the commercial music industry.

Courses in music satisfy general education requirements for the associate degree and lower division transfer and lead to associate degrees in Music Performance, Digital Audio Production, and Recording Arts/Record Production; certificates of achievement in the Business of Music, Digital Audio Production, Recording Arts/Record Production, and Sound Reinforcement; and certificates of proficiency in Guitar, Digital Audio, Music Technology, Performance Technician, and Songwriting.

The Advisory Committee for Commercial Music consists of 56 members and includes representatives from music studios, audio production firms, electronic firms, universities, and the California Center for the Arts.

Courses in music are offered at the Oceanside and San Elijo Campuses during the day and evening, online, and in hybrid and late-start formats, and by audition.

Growth Projection

The discipline of music is projected to grow slower than with the District growth rate. Plans are needed to improve this discipline's efficiency and to improve rates of students' successful course completion.

Music F2009 Category 6	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	3,590	345	70%	64%	71%
Fall 2010	3,746	313	71%	63%	Not Yet Available
Target: Fall 2015	3,590	<u>></u> 279	<u>></u> 75%		
Target: Fall 2020	3,590	<u>></u> 335	<u>></u> 90%		

Music	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	120	156	0.77	10.42	36/64	0.26 FTEF	38/62
Fall 2010	125	161	0.78	11.98	39/61	0.28 FTEF	42/58

Graduates/Jobs Gap Analysis for Commercial Music

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
1005.00	Commercial Music	1,277	1,637	360	28%	\$10.16	61	8	53

In terms of the projected strength of the job market, the need for workers trained in commercial music will be considerable, with an increase of over 350 jobs projected for the next five years. Currently, the supply of trained workers is far below the job openings in the region. The median hourly earnings, however, indicate that graduates are likely to earn less than a living wage.

Projections for Music

- Develop internship opportunities for students in Digital Audio Production and in Recording Arts
- Expand the number of courses offered in the hybrid format
- Increase the number of successful Music Performance transfer students
- Expand the number of honors music courses
- Create a community concert series with master musicians in conjunction with master-class workshops for music students
- Create opportunities for artists-in-residence
- Offer an intensive summer music academy

NONCREDIT ADULT HIGH SCHOOL/ CAREER DEVELOPMENT AND WORKFORCE PREPARATION

Description

The Adult High School/Career Development and Workforce Preparation (AHS/CDWP) department provides noncredit courses and programs for students wishing to develop elementary and secondary basic skills; to increase skills in preparation for college coursework, employment, or advancement in the workplace; or to personal growth. Based on an agreement with local K-12 school districts, the MiraCosta Community College District was designated as the provider of Adult Education for Oceanside and Carlsbad and the San Dieguito Union High School District was designed as the provider of Adult Education for the southern portion of the College District's service area.

The department offers adult basic education, GED preparation, an Adult High School Diploma Program (AHSDP), and short-term vocational courses and programs, including Cisco computer networking, computer literacy and applications, and automotive tune-up.

Noncredit counselors associated with the department extend comprehensive counseling services to all enrolled as well as to prospective students at the Community Learning Center including a large number of students enrolled in courses offered through the Noncredit ESL department.

Classes are offered primarily at the Community Learning Center during the day and evening, on weekends, and in the hybrid format.

Growth Projection

This program is projected to grow at a slightly lower rate than the District's overall growth rate of 2% per year for the coming decade.

Data

Approximately 11% of the District's total Weekly Student Contact Hours in fall 2009 were generated by noncredit programs. There is an even distribution of students enrolled in these non-credit programs across both age and gender demographics. The majority of the students are Hispanic and reside in Oceanside/Camp Pendleton or Vista/San Marcos.

All Noncredit (Noncredit WSCH is based on positive attendance rather than census.)

Program Group	Weekly Student Contact Hours (WSCH)
All Noncredit Programs	16,248.34
Gran	d Total 146,634.04

Adult High School /Career Development Workforce Preparation

	FTES	WSCH	WSCH/FTEF
High School American Government	8.62	258.60	388
High School Computer Skills	3.21	96.30	289
High School Economics	8.96	268.80	403
High School English	38.94	1168.20	334
High School Introduction to Fine Arts	3.54	106.20	319

					FTES	3	WSCH	V	VSCH/F	TEF
High School Math					25.5	50	765.0	00		383
High School Science					4.5	53	135.9	90		408
High School United States History	WITH THE PERSON NAMED IN T	atti anti cara casa			8.2	27	248.1	10		372
High School World History and Ge	ography				5.8	37	176.1	10		340
Noncredit Adult Basic Education					24.2	23	726.9	90		242
Noncredit Short-Term Vocational E	ducatio	n			16.0	00	480.0	00		303
Unduplicated Enrollment by Progr	am and	Ethnici	ty - Fa	all 2009)					
	Adult Basic Education	Adult High School Diploma Program					Short Term Vocational			
Total N	340	535					115			
American Indian/Alaskan Native	1%	0%					0%			
Asian/Pac Island	9%	7%					15%			
Black	8%	4%					5%			
Hispanic	58%	66%					46%			
Multiple	3%	4%					1%			
Other Non White/Unknown	3%	2%					6%			
White	19%	16%					27%			
Unduplicated Enrollment by Progr	am and	Age Ca	itegor	y - Fall	2009					
	Adult Basic Education	Adult High School Diploma Program					Short Term Vocational			
Total N	340	535					115			
17 and Under	6%	15%					0%			
18 and 19	14%	24%					3%			
20 to 24	26%	27%					5%			
25 to 29	15%	15%					9%			
30 to 39	18%	12%					14%			
40 to 49	12%	5%					30%			
			SAME DATE OF STREET							
50 to 59	7%	2%	9%	15% 11%	1% 0%	9% 58%	24% 16%	18% 59%	9% 87%	9%

Unduplicated	Enrollment by	Program and	Gender - Fall 2009
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	Adult Basic Education	Adult High School Diploma Program	Short Term Vocational
Total N	340	535	115
Female	52%	48%	49%
Male	45%	50%	46%
Unknown	3%	2%	5%

Unduplicated Enrollment by Program and Area of Residence - Fall 2009

	Adult Basic Education	Adult High School Diploma Program	Short Term Vocational
Total N	340	535	115
Carlsbad/La Costa	8%	9%	16%
Carmel Valley/Del Mar	0%	0%	1%
Encinitas/Cardiff	2%	1%	3%
Oceanside/Camp Pendleton	72%	69%	62%
Solana Beach/Rancho Santa Fe	1%	0%	1%
Vista/San Marcos*	11%	15%	11%
Other ZIP codes*	6%	7%	7%

^{*} Outside of the MiraCosta Community College District

Retention and Successful Course Completion for Adult High School Courses

Of the Adult High School enrollment in fall 2009, 78% of the students received a grade. Of these, 58% successfully completed the course, receiving a grade of A, B, C, CR, D, or Pass. The grade distribution, retention rate, and completion rate have been consistent for the past five semesters, with 21 to 28% of students receiving A grades, 17 to 22% receiving B's and 13 to 17% receiving C's.

	Α	В	С	D	F	CR	Р	NC	NP	w	Total Grades	Successful Course Completion	Retention
Fall 07	22%	18%	13%	9%	14%	0%	0%	2%	0%	21%	903	53%	79%
Spr 08	21%	22%	17%	6%	14%	0%	0%	2%	0%	17%	1,272	61%	83%
Fall 08	28%	17%	15%	8%	11%	0%	0%	3%	0%	18%	1,042	60%	82%
Spr 09	25%	19%	15%	7%	15%	0%	0%	2%	0%	17%	1,335	58%	83%
Fall 09	23%	19%	16%	8%	10%	0%	0%	0%	2%	22%	1,302	58%	78%
Spr 10	19%	19%	16%	7%	11%	0%	0%	0%	2%	26%	1,320	60%	74%
Fall 10	22%	17%	16%	7%	16%	0%	0%	0%	2%	20%	1,251	62%	80%

HSDP Successful Course Completion: (A+B+C+CR+D+P)/Total Grades

HSDP Retention: (A+B+C+CR+P+D+F+NC+NP)/Total Grades

HSDP Successful Course Completion differs from Credit Successful Course Completion because D grades are considered successful course completion, in alignment with local high school standards.

Projections for Adult High School/Career Development Workforce Preparation

- Revise the curriculum as needed to ensure that students transitioning from noncredit to credit transfer and career technical education programs are academically prepared
- Coordinate with credit instructional faculty and student support services to improve the students' experience of transitioning from noncredit to credit programs
- Track the number of students who transition to credit transfer and career technical education programs
- Implement as needed new methods of instruction, including online and hybrid formats
- Implement as needed new methods of instructional delivery appropriate to students seeking alternate ways of learning
- Develop math and writing learning centers at the Community Learning Center
- Revise as needed the curriculum of short-term career technical education courses to respond to changing labor market needs
- Align faculty support services with those of the credit faculty

NONCREDIT ENGLISH AS A SECOND LANGUAGE

Description

The Noncredit English as a Second Language (ESL) department provides seven levels of English language instruction and vocational ESL. The department also offers open-entry citizenship, conversation, and computer-based courses such as Digital Storytelling. Through a variety of learning opportunities, students achieve proficiency in English and fulfill academic, vocational, personal, and civic goals. It is a program goal to assist students' transition into credit academic and vocational programs.

The tuition-free courses are offered at the Community Learning Center during mornings, afternoons, evenings and on Saturdays and at an off-site facility in Carlsbad during the day and evening.

Growth Projections

This program is projected to grow at a slightly lower rate than the District's overall growth rate of 2% per year for the coming decade.

Data

Approximately 11% of the District's total Weekly Student Contact Hours in fall 2009 were generated by noncredit programs. The majority of the students who enroll in noncredit ESL and citizenship courses are female, Hispanic, between the ages of 20 – 50, and live in the Oceanside/Camp Pendleton portion of the service area

All Noncredit (Noncredit WSCH is based on positive attendance rather than census.)

Program Group	Weekly Student Contact Hours (WSCH)	
All Noncredit Programs	16248	34
Grand	otal 146634	04
Noncredit English as a Second Language		
Noncredit English as a Second Language	FTES WSCH WSCH/FT	EF

Noncredit ESL Unduplicated Enrollment by Ethnicity - Fall 2009

	English as a Second Language	
Total N	949	
American Indian/Alaskan Native	0%	
Asian/Pac Island	20%	
Black	0%	
Hispanic	83%	
Multiple	1%	
Other Non White/Unknown	1%	
White	4%	

Noncredit ESL Unduplicated Enrollment by Age Category - Fall 2009

	English as a Second Language	
Total N	949	
17 and Under	1%	
18 and 19	6%	
20 to 24	15%	
25 to 29	15%	
30 to 39	27%	
40 to 49	21%	
50 to 59	9%	
60+	6%	

Noncredit ESL Unduplicated Enrollment by Gender - Fall 2009

	English as a Second Language	
Total N	949	
Female	60%	
Male	40%	
Unknown	1%	

Noncredit ESL Unduplicated Enrollment by Area of Residence – Fall 2009

	English as a Second Language	
Total N	949	
Carlsbad/La Costa	11%	
Carmel Valley/Del Mar	1%	
Encinitas/Cardiff	1%	
Oceanside/Camp Pendleton	79%	
Solana Beach/Rancho Santa Fe	0%	
Vista/San Marcos*	6%	
Other ZIP codes*	2%	

^{*} Outside of the MiraCosta College District

Projections for Noncredit English as a Second Language

- Increase the number of students who transition to credit academic and career technical education programs
- Increase the number of intensive-format classes
- Revise the curriculum to facilitate students' transition to current credit career technical education programs by helping them learn the language and vocabulary of career technical education programs
- Revise the curriculum to facilitate students' transition to the credit academic programs
- Coordinate with credit instructional faculty and student support services to improve the students' experience of transitioning from noncredit to credit instruction
- Track the number of students who transition to credit transfer and career technical education programs
- Implement new methods of instruction, including online and hybrid formats
- Align faculty support services with those of the credit faculty

NURSING/PHARMACOLOGY

Description: Nursing

Nursing, a career technical education program, prepares students for this applied health sciences profession that provides care for individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life. Both the Registered Nursing Program (ADN) and Vocational Nursing (VN) prepare students to care for patients in hospital and other healthcare agencies. These programs emphasize nursing theory and clinical practice for direct patient care. Students may earn certificates of proficiency in Certified Nursing Assistant and Home Health Aide. Students may earn certificates of achievement in Licensed Vocational Nursing (LVN). Students may earn associate degrees in Pre-nursing, Licensed Vocational Nursing, Registered Nursing (ADN), and Registered Nursing (LVN-to-RN) upon completion of the general education requirements.

Upon successful completion of the Associate Degree Nursing (ADN) program, graduates are eligible to apply for the National Council Licensure Examination for Registered Nurses. Successful performance on the exam results in licensing as registered nurses. Students completing the vocational nursing program may take additional courses in general education to receive an associate degree in Vocational Nursing. Upon completion of the LVN associate degree program, graduates are eligible to apply for the National Council Licensure Examination for Vocational Nurses. Successful performance on the exam results in licensing as vocational nurses (LVNs).

Pharmacology is the branch of medicine and biology concerned with the study of drug action. Four pharmacology courses are offered as part of the nursing program and one or more of these courses are required for associate degrees and certificates in health science majors.

The advisory committee consists of representatives from all north and south San Diego county health care agencies and schools of nursing. The committee meets formally at least once a year and informal meetings are held throughout the year.

Didactic courses in nursing are offered at the Oceanside Campus, Kaiser Hospital, and the Camp Pendleton Navy Hospital, in the day and evening, on-line, in lecture and to-be- arranged combinations, and in late-start scheduling. Clinical practice takes place in a variety of health care facilities including the Tri-city Medical Center and Palomar Pomerado Hospital, Kaiser Permanente, the San Diego Hospice and the Camp Pendleton Medical Center. Pharmacology courses are offered at the Oceanside Campus in the day and evening and on-line.

Growth Projection

The disciplines of nursing and pharmacology are projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Data

The following snapshots combine data for nursing and pharmacology with the exception of the state average for successful course completion.

Nursing/ Pharmacology F2009 Category 4	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	3,527	176	87%	79%	88%
Fall 2010	2,757	149	85%	80%	Not Yet Available
Target: Fall 2015	3,809	<u>≥</u> 191	≥ 90%		
Target: Fall 2020	4,091	≥ 201	≥ 95%		

Nursing/ Pharmacology	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Fall 2009 Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	118	301	0.39	20.07	37/63	1.56 FTEF	45/55
Fall 2010	92	277	0.33	18.45	36/64	2.28 FTEF	49/51

Graduates/Jobs Analysis Gap: Registered Nursing

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
1230.10	Registered Nursing	2,609	3,165	556	21%	\$37.02	101	103	(2)

In terms of the projected strength of the job market, the need for workers trained in registered nursing will be strong. With an increase of over 550 jobs projected over the next five years, the number of trained workers would need to increase to continue to meet regional needs. There is an almost perfect balance between the number of graduates and the number of job openings in the current year. The median hourly earnings indicate that graduates are likely to earn a salary well above the living wage.

Graduates/Jobs Gap Analysis: Licensed Vocational Nursing

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
1230.20	Licensed Vocational Nursing	709	847	138	19%	\$21.67	36	70	(34)

In terms of the projected strength of the job market, the need for workers trained in licensed vocational nursing will be considerable, with an increase of 138 jobs over the next five years. Although there are currently more graduates than open jobs in the region, if the number of graduates continues at the same

rate, there will not be enough trained workers to fill regional needs in the next five years. The median hourly earnings indicate that graduates are likely to earn a salary that is above the living wage.

Graduates/Jobs Gap Analysis: Certified Nurse Assistant

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
1230.30	Certified Nurse Assistant	1,907	2,419	512	27%	\$11.44	70	24	46

In terms of the projected strength of the job market, the need for workers trained in certified nurse assistant is strong, with an increase of over 500 jobs predicted over the next five years. In the coming year, there will be more positions available than there are trained workers in the region. The hourly median wage, however, indicates that graduates are unlikely to earn a living wage. The eight week program provides a starting point into the field. Students who complete the certificate have some priority standing for entering the other programs.

Projections for Nursing/Pharmacology

- Promote awareness of the "step-up" program that moves LVN's into the RN program.
- Assess the success of the evening part-time LVN program examining enrollment, retention, and NCLEX pass rates
- Maintain the number of hybrid courses and expand the number of classes offered on line
- Monitor the success of the generic RN program
- Collaborate with the CSU's to provide a framework for students' transition from the associate degree in nursing to the bachelor's degree in nursing

OTHER NONCREDIT

Description

The Other Noncredit program provides non-fee based courses in consumer education, health and safety, older adults, parent education, and special education for adults. The majority of the courses are offered for older adults in subjects ranging from art to writing.

Courses are offered in the day, evening, and weekends in community locations in Oceanside, in Carlsbad, and at Camp Pendleton as well as at the Community Learning Center, the Oceanside Campus, and the San Elijo Campus. With the prior approval of San Diego School District, a few courses have also been offered in the city of Encinitas and Cardiff.

Growth Projection

This program is projected to grow more slowly than the District's overall growth.

Data

Approximately 11% of the District's total Weekly Student Contact Hours in fall 2009 were generated by noncredit programs. The majority of the students in all other non-credit programs are white and female. Students who take parenting classes are younger than students taking other noncredit classes. For all other noncredit classes, 51 - 62% of the students reside in Oceanside/Camp Pendleton. A little over $\frac{1}{4}$ of the students in the special education, older adult and health and safety programs reside in Carlsbad/La Costa.

Weekly Student Contact Hours (WSCH)

41.71

5.74

1251.30

172.20

All Noncredit (Noncredit WSCH is based on positive attendance rather than census.)

Program Group

Noncredit Special Education

Noncredit Writing

Noncredit Programs			16248.34
Grand Tot	al		146,634.04
Other Noncredit by Program			
Fall 2009	FTES	WSCH	WSCH/FTEF
Noncredit Art	30.48	914.40	457
Noncredit Consumer Education	10.17	305.10	418
Noncredit Health	22.75	682.50	488
Noncredit Health, Older Adults	49.56	1486.80	381
Noncredit Music, Older Adults	13.36	400.80	401
Noncredit Parenting	11.47	344.10	258
Noncredit Psychology	10.30	309.00	343

518

461

Unduplicated Enrollment by Program and Ethnicity - Fall 2009

	Parenting	Special Education	Older Adults	Health and Safety
Total N	234	293	1343	267
American Indian/Alaskan Native	0%	0%	0%	0%
Asian/Pac Island	9%	2%	6%	15%
Black	3%	2%	1%	1%
Hispanic	18%	10%	4%	3%
Multiple	6%	1%	1%	0%
Other Non White/Unknown	5%	10%	5%	3%
White	59%	75%	82%	77%

Unduplicated Enrollment by Program and Age Category - Fall 2009

	Parenting	Special Education	Older Adults	Health and Safety
Total N	234	293	1343	267
17 and Under	0%	1%	0%	0%
18 and 19	2%	8%	0%	0%
20 to 24	25%	10%	0%	0%
25 to 29	29%	6%	0%	0%
30 to 39	35%	3%	1%	0%
40 to 49	7%	5%	2%	1%
50 to 59	1%	9%	9%	9%
60+	0%	58%	87%	90%

Unduplicated Enrollment by Program and Gender - Fall 2009

	Parenting	Special Education	Older Adults	Health and Safety
Total N	234	293	1343	267
Female	68%	62%	76%	74%
Male	30%	37%	22%	23%
Unknown	1%	1%	2%	3%

Unduplicated Enrollment by Program and Area of Residence – Fall 2009

	Parenting	Special Education	Older Adults	Health and Safety
Total N	234	293	1343	267
Carlsbad/La Costa	13%	30%	27%	34%
Carmel Valley/Del Mar	0%	0%	1%	0%
Encinitas/Cardiff	2%	3%	10%	2%
Oceanside/Camp Pendleton	62%	56%	51%	55%
Solana Beach/Rancho Santa Fe	0%	0%	1%	1%
Vista/San Marcos*	11%	8%	5%	6%
Other ZIP codes*	12%	3%	5%	3%

^{*} Outside of the MiraCosta Community College District

Projection for Other Noncredit

 Implement the transition of personal enrichment courses from the noncredit to the community services fee-based mode

PHILOSOPHY

Description

Philosophy is the study of the fundamental nature of reality, knowledge, and values through a critical analysis of fundamental assumptions or beliefs. The program also includes religious studies and a course in Asian studies. Philosophy courses satisfy general education requirements for the associate degree and lower division transfer.

Courses in philosophy are offered at the Oceanside and San Elijo Campuses in the day and evening, online, and in eight week and late-start scheduling.

Growth Projection

The discipline is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources.

Data

Philosophy	WSCH	WSCH/FTEF	Fill Rate	Successful Course	Statewide Successful
F2009 Category 1				Completion	Course Completion
Fall 2009	2,531	527	99%	71%	64%
Fall 2010	2,593	540	103%	72%	Not Yet Available
Target: Fall 2015	3,012	<u>></u> 501	<u>></u> 95%		
Target: Fall 2020	3,568	<u>></u> 501	≥95%		

Philosophy	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	84	72	1.17	4.80	20/80	1.04 FTEF	42/58
Fall 2010	86	72	1.20	4.80	24/76	0.87 FTEF	42/58

Projections for Philosophy

- Expand the number of PHIL 100 offerings as it is one of the four requirements students now must take at a community college before transferring to CSU
- Expand course offerings in religious studies
- Develop a History of Philosophy series which would be a set of two or three lower division survey courses that cover the history of philosophy such as Ancient, Modern, and Contemporary philosophy
- Develop honors courses for PHIL 101 Introduction to Philosophy: Knowledge and Reality and PHIL 102 Contemporary Moral Problems

PHYSICAL SCIENCE

Description

Physical science, an interdisciplinary field that includes physics, chemistry, astronomy and earth science, is the study of the nature and properties of energy and nonliving matter. Physical science courses satisfy general education requirements and lower division transfer and fulfill a requirement for the associate degree in Liberal Studies.

Courses in physical science are offered at the Oceanside Campus during the day and on-line.

Growth Projection

The discipline of physical science is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Data

Physical Science F2009 Category 4	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	189	473	90%	55%	60%
Fall 2010	201	503	96%	64%	Not Yet Available
Target: Fall 2015	204	≥ 473	≥ 90%		
Target: Fall 2020	219	≥ 499	≥ 95%		

Physical Science	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	6	6	1.05	0.40	50/50	0.00 FTEF	50/50
Fall 2010	7	6	1.12	0.40	0/100	0.00 FTEF	0/100

Projections for Physical Science

- Increase offerings of PHSN 101Fundamentals of Physical Science and PHSN 106 Energy, Motion, and Matter
- Explore strategies for improving student completion rate

PHYSICS

Description

Physics is the branch of science that studies nature at its most fundamental level and includes classical mechanics, thermodynamics, electricity and magnetism, waves, relativity and quantum mechanics. Physics courses satisfy general education requirements for the associate degree and lower division transfer.

Courses in physics are offered at the Oceanside Campus in the day and evening with limited offerings at the San Elijo Campus in the day and evening.

Growth Projection

The discipline of physics is projected to exceed District growth because of the steady growth in student demand and the projections of a continued market for well-paying jobs in fields requiring physics, including science, engineering, allied health and computer science. The addition of programs in Radiation Protection Technology and Nuclear Operator Training will further enhance demand for physics.

While limited growth can be achieved through increased efficiencies within existing resources, meeting the long-term increase in student demand will require program enhancements, including:

- a permanent physics/physical science lab facility at San Elijo
- expanded lab facilities at the Oceanside campus

Data

Physics F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,278	399	89%	82%	68%
Fall 2010	1,308	409	91%	84%	Not Yet Available
Target: Fall 2015	1,380	<u>≥</u> 405	≥ 90%		
Target: Fall 2020	1,482	≥ 428	≥ 95%		

Physics	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	43	48	0.89	3.20	62/38	0.03 FTEF	63/38
Fall 2010	44	48	0.91	3.20	61/39	0.06 FTEF	63/38

Projections for Physics

- Support the new and expanding Energy Technology program
- Develop a hybrid course

POLITICAL SCIENCE

Description

Political science, a social science, is the study of the processes, principles, and structure of government and political institutions; and the analysis of issues that governments face in developing policies in the current domestic and global context. Political science courses satisfy general education requirements for the associate degree and lower division transfer. Political Science 102 (American Institutions and History) meets the history requirement for CSU.

Courses in political science are offered at the Oceanside and San Elijo Campuses in the day and evening.

Growth Projection

The discipline of political science is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources.

Data

			Course Completion	Successful Course Completion
1,790	559	95%	73%	62%
2,219	564	100%	70%	Not Yet Available
2,130	<u>> 559</u>	<u>></u> 95%		
2,524	<u>></u> 559	<u>></u> 95%		
	2,219	2,219 564 2,130 ≥559	2,219 564 100% 2,130 ≥559 ≥95%	1,790 559 95% 73% 2,219 564 100% 70% 2,130 <u>></u> 559 <u>></u> 95%

Political Science	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	60	48	1.24	3.20	30/70	0.03 FTEF	31/69
Fall 2010	74	59	1.25	3.94	24/76	0.05 FTEF	25/75

Projections for Political Science

Develop an online version of PLSC 102 American Institutions and History

PSYCHOLOGY

Description

Psychology is the study of people through an examination of their thoughts, emotions, and behavior, using the scientific method. Courses in psychology have a biological and physiological emphasis and satisfy general education requirements for the associate degree and lower division transfer and lead to associate degrees in Human Development and Psychology and certificates of proficiency in Research Fundamentals and Volunteer Services.

Courses in psychology are offered at the Oceanside and San Elijo Campuses in the day and evening, online, and in hybrid and late-start formats.

Growth Projection

The discipline of psychology is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, growth is contingent on additional resources.

Data

Psychology F2009 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	4,217	532	97%	71%	65%
Fall 2010	4,699	568	108%	70%	Not Yet Available
Target: Fall 2015	5,018	<u>></u> 510	<u>></u> 95%		
Target: Fall 2020	5,945	<u>></u> 510	<u>></u> 95%		

Psychology	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF assuming all FT in Classroom
Fall 2009	141	119	1.18	7.93	59/41	0.33 FTEF	63/37
Fall 2010	157	124	1.26	8.27	53/47	0.60 FTEF	60/40

Projections for Psychology

- Revise Behavioral Statistics and Research Methods (cross-listed with sociology) to insure continued conformity and articulation with California State University transfer major requirements
- Expand the number of sections of Behavioral Statistics courses at both the Oceanside and San Elijo Campuses contingent on collaboration with Academic Information Services for the use of computer classrooms equipped with the necessary statistical software
- Add courses and sections, both on-site and online in response to student needs
- Offer course sections at the Community Learning Center

REAL ESTATE

Description

Real Estate, a career technical and professional program, provides education for students who plan to enter the real estate profession and for persons working in real estate and related fields who wish to enhance their knowledge and skills.

Real Estate includes career and technical courses that lead to associate degrees in Real Estate and Real Estate Entrepreneurship; certificates of achievement in Real Estate and Real Estate Entrepreneurship; certificates of proficiency in Real Estate Appraisal, Real Estate Assistant, Real Estate Finance, Property Management, and Real Estate Sales; and professional development courses to improve workplace skills. By completing course work in the real estate program, non-degreed and degreed students can qualify the state real estate agent and broker license exams.

The Advisory Committee meets once a year and consists of 19 members, including brokers, agents, mortgage officers, real estate consultants, and a student.

Courses in real estate are offered at the Oceanside Campus in the evening, at the San Elijo Campus in the day and evening, and online.

Growth Projection

The discipline of real estate is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Real Estate F2009 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	852	533	89%	68%	66%
Fall 2010	777	486	84%	72%	Not Yet Available
Target: Fall 2015	920	<u>≥</u> 540	≥ 90%		•
Target: Fall 2020	988	≥ 570	≥ 95%		

Real Estate	FTES	WFCH	FTES/WFCH	Fall 2009 FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	28	24	1.18	1.60	56/44	0.10 FTEF	63/38
Fall 2010	26	24	1.08	1.60	56/44	0.10 FTEF	63/38

Graduates/Jobs Ga	p Analysis
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TOP Code	Descriptio n	2010 Jobs	2015 Jobs	Chang e	% Chang e			Total 2009 Grad s	Gap/Surplu s
0511.0	Real Estate	13,37 0	17,23 6	3,866	29%	\$9.32	610	35	575

In terms of the projected strength of the job market, the need for workers trained in real estate will be strong, with almost four thousand additional jobs needed in the next five years. Although the number of graduates is not keeping pace with the number of job openings, the median hourly earnings indicate that graduates are likely to earn less than a living wage. Graduates who excel in real estate, however, can earn a significant income.

Projections for Real Estate

- Create a certificate in Mortgage Banking and Finance including a new course in Mortgage Loan Brokering and Lending
- Create a certificate in Property and Homeowner Association Management including a new course in Homeowner Association Management
- Expand the number of courses and sections offered online
- Expand the number of courses taught in the hybrid mode
- Expand the number of certificates that can be completed online
- Offer more courses related to real estate brokerage
- Develop relationships with local high schools to provide high school students more opportunities to explore the field of real estate

SMALL BUSINESS DEVELOPMENT CENTER/BUSINESS AND ENTREPRENEURSHIP CENTER

Description

The Small Business Development Center (SBDC) and the Business and Entrepreneurship Center (BEC) support a strong local economy which is vital for the MiraCosta District. As a basic aid college, the District's revenue stream is heavily dependent on property tax revenue. The presence of successful businesses leads not only to increased property tax revenue but also to increased employment opportunities for all community residents, including students and alumni.

The SBDC and the BEC are housed in the same office under the same director but are funded from different sources and serve somewhat different regions. The two programs provide different but complementary services.

The Small Business and Development Center of North San Diego County (all of San Diego County north of Interstate 8) is funded by federal and state and district sources. The SBDC provides consulting services and workshops for small businesses in its service area. The Center is dedicated to increasing the economic vitality of the community by helping small businesses and entrepreneurs build a foundation for success.

The Business and Entrepreneurship Center, one of seven regional centers throughout California which began operation in July 2010 is funded primarily through the Economic and Workforce Development Department of the California Community Colleges Chancellor's Office. The BEC serves all of San Diego County and Imperial County. It provides entrepreneurial training to persons of all ages, including young persons aged 14 to 27.

SBDC/BEC staff and consultants answer questions about small business, offer entrepreneurial training, and provide resources to help individuals start and/or expand their businesses.

The advisory committee for SBDC, called the North San Diego County Advisory Board, consists of 23 members, including representatives of lending institutions, local governments, consultants, and the local chamber of commerce.

The Small Business Development Center/Business and Entrepreneurship Center is located in Oceanside adjacent to the Community Learning Center.

Growth Projection

This program is federal-and-state-funded, and as such the growth projection is contingent on continued state and federal funding.

Data

The number of clients counseled and trained has increased steadily over the past five years. However, the fiscal metrics have declined in the past two years, reflective of the current global economic recession.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Clients counseled & trained	980	1,290	1,438	1,710	2,781
Jobs Created	160	24	98	30	136
Jobs Retained	14	1	28	67	13
Increase in Revenue	13,610,000	1,111,000	2,942,000	5,901,000	4,103,097
Loans	3,708,000	241,000	5,633,000	1,441,000	95,000
Equity Investment	1,281,000	1,494,000	1,301,000	289,000	175,000

Projections for the Small Business Development Center/Business and Entrepreneurship Center

- Expand client access to training by using technology such as streaming video, archived workshops, and web conferencing
- Become a Technology Development Center to help inventors commercialize their inventions
- As part of a Business and Entrepreneurship Center mandate, use technology to reach out to persons ages 14 to 27 to encourage entrepreneurship as a viable career
- Create new synergies with MiraCosta's Community Services and Business Development program
 in order to better help small business owners improve their own management skills and the skills
 of their employees

SOCIOLOGY

Description

Sociology is the study of human social behavior, groups, and the influence of environment on behavior, with a focus on the origins, organization, institutions, and developments of society. Courses in the sociology program satisfy general education requirements for the associate degree and lower division transfer and lead to associate degrees in Pre-Social Work, Social Sciences, and Sociology and to certificates of proficiency in Research Fundamentals and Volunteer Services.

Courses in sociology are offered at the Oceanside and San Elijo Campuses in the day and evening, at the Community Learning Center during the day, online, and in the late-start format.

Growth Projection

The discipline of sociology is projected to grow faster than the District overall growth rate. However since this discipline is functioning at capacity, growth is contingent on additional resources.

Data

Sociology F2009 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	2,956	591	102%	71%	64%
Fall 2010	3,338	642	109%	69%	Not Yet Available
Target: Fall 2015	3,518	<u>></u> 545	<u>></u> 95%		
Target: Fall 2020	4,168	<u>></u> 545	<u>></u> 95%		

Sociology	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	99	75	1.31	5.00	58/42	0.09 FTEF	60/40
Fall 2010	111	78	1.43	5.20	56/44	0.11 FTEF	58/42

Projections for Sociology

- Increase the number of sections offered in Sociology 101 Introduction to Sociology and Sociology
 102 Contemporary Social Problems
- Develop an Ethnic Studies associate degree, certificate, and courses, several of which may be cross-listed with sociology
- Increase the number of sections offered at the Community Learning Center
- Develop new courses related to the Cultural Diversity requirement for the District's associate degree
- Add courses and sections, both on-site and online, in response to student need

SPECIAL EDUCATION

Description

The Special Education courses offer skills and learning strategies for students with learning disabilities in mathematics, English, and educational planning and assessment.

Courses are offered at the Oceanside Campus during the day and in to-be-arranged scheduling.

Growth Projection

Special education will keep pace with the District enrollment of students with learning disabilities.

Data

Special Education	WSCH	WSCH/FTEF	Fill Rate	Successful Course	Statewide Successful
F2009 Category 5				Completion	Course Completion
Fall 2009	125	288	78%	83%	n/a
Fall 2010	148	342	82%	83%	Not Yet Available
Target: Fall 2015	125	≥ 296	<u>></u> 75%		
Target: Fall 2020	125	<u>></u> 356	≥90%		

WSCH	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	4	7	0.64	0.43	76/24	0.00 FTEF	76/24
Fall 2010	5	7	0.76	0.43	100/0	0.00 FTEF	100/0

Projections for Special Education

- Increase offerings of SPEC 840 Strategies Designed for Students with Learning Disabilities:
 Mathematics contingent on student need
- Develop and implement targeted marketing and counseling strategies to promote appropriate student placement in courses
- Continue inclusion of DSPS counselors and disability-related activities in SPEC courses

SURGICAL TECHNOLOGY

Description

The Surgical Technology Program, a career technical education program, trains students to prepare the patient, operating room, and equipment for surgical procedures in health care facilities. Teaching takes place in classroom, laboratory, and clinical settings throughout the area. Students may earn a certificate of achievement in Surgical Technology. And become certified as surgical technologists. An associate degree is awarded upon completion of the certificate and the required general education courses.

The advisory committee consists of representatives from all north and south San Diego county health care agencies and schools of nursing. The committee meets annually.

Surgical technology is offered in a one-year cohort program with courses offered at the Oceanside Campus and on-site in local health care facilities.

Growth Projection

The discipline of surgical technology is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

Data

Surgical Technology F2009 Category 4	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	456	285	76%	89%	91%
Fall 2010	416	195	65%	69%	Not Yet Available
Target: Fall 2015	492	≥ 327	≥ 90%		
Target: Fall 2020	529	≥ 404	≥ 95%		

Surgical Technology	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	15	27	0.56	1.80	100/0	0.20 FTEF	100/0
Fall 2010	14	32	0.43	2.13	84/16	0.20 FTEF	94/6

Graduates/Jobs Gap Analysis

TOP Code	Description		2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
1217.00	Surgical Technician	84	103	19	23%	\$23.08	4	10	(6)

In terms of the projected strength of the job market, the need for workers trained in surgical technology will be strong in terms of percentage of growth with a projected increase of 19 positions over the next five years. The gap/surplus of +/- 10 indicates that the current needs for this field are satisfied. The median hourly earnings indicate that graduates are likely to earn above a living wage.

Projections for Surgical Technology

• Implement the certification exam

WRITING CENTER

Description

The Writing Center provides assistance in writing for students in any course at any level at all district sites. Services for students include individual sessions (drop-ins and appointments), supplemental instruction, and student success workshops. Writing Center services are available during the day and evening at Oceanside, San Elijo, and the Community Learning Center.

The Writing Center offers a number of instructional services: in-class support at faculty request including, but not limited to, credit and noncredit basic skills writing courses; workshops arranged on topics such as plagiarism, timed writing exams and argumentation; and special program/discipline assistance as requested, such as unique support for summer bridge or nursing.

The Writing Center trains new writing consultants extensively before and during their first semester so they are prepared to work with student writers from any discipline at any stage of the writing process. Advanced consultants continue training for the duration of their employment.

To support the institutional student learning outcomes related to writing and other rhetorical acts (reading, speaking, and presenting), the Writing Center has begun to broaden services by piloting reading success workshops in fall 2010.

Growth Projection

The Writing Center is likely to grow at the same rate as the College.

Data

Use of Writing Center services by both students and faculty increased steadily between the Center's establishment in 2004 and 2008. The use of Writing Center services at the Community Learning Center continues to increase, while Writing Center appointments and drop-ins fluctuate at Oceanside and San Elijo Campuses due to changes in staffing.

Student Use Data

	Oceanside			San Elijo			
	Fall 2008	Fall 2009	Fall 2010	Fall 2008	Fall 2009	Fall 2010	
Appointments	979	1,578	1,377	218	195	272	
Drop-ins	1817	1,864	1,916	250	192	202	
Grammar Table Drop-ins	25*	295	241	n/a	n/a	n/a	
Hours of Classroom Assistance	86	149	53	12	13	6	

^{*}Pilot was only half the semester.

	Community Le		
	Fall 2008	Fall 2009	Fall 2010
Sessions	539	1,003	1,473
Hours of Classroom Assistance	15	25.4	

^{*}CLC does not distinguish between appointments and drop-in sessions, nor between the Writing Center and the Tutoring and Academic Support Center.

Of the students who completed the student satisfaction surveys and the point of service consultant evaluations, a strong majority (93% and 96% respectively) report satisfaction with writing center services.

Student Satisfaction Survey

	Very			Very
	Satisfied	Satisfied	Dissatisfied	Dissatisfied
Writing Center	51%	42%	6%	1%

Point of Service Consultant Evaluation Fall 2009

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have improved my paper by using the Writing Center	96%	3%	0%	1%

Projections for the Writing Center

- Establish a new scheduling system which allows students greater flexibility by creating an overlapping system of drop-in and appointment models to maximize usage of writing consultants
- Expand services to include asynchronous online writing support, starting with online courses
- Develop ways to increase student use of services the San Elijo Campus
- · Collaborate with reading faculty to
 - o develop and implement reading training for writing center consultants
 - develop methods of student support for reading across the disciplines
- Improve web presence to serve students through the use of audio, video and/or on-demand student success workshops
- In support of institutional student learning outcomes, collaborate with Communication Studies to develop a Communication Across the Curriculum Center which expands the support for writing and reading to include speaking and presenting

Student Services

Admissions and Records

Campus Police and Safety

Counseling

Disabled Student Program and Services

Extended Opportunity Programs and Services

Financial Aid and Scholarship Office

Health Services

Institute for International Perspectives

Intramural and Intercollegiate Athletics

Retention Services: Tutoring and Academic Support Center

School Relations/Diversity Outreach

Service Learning and Volunteer Center

Student Activities/Student Government

Testing Services

Transfer Center

ADMISSIONS AND RECORDS

Description

Admissions and Records is responsible for processing applications for admission; determining residency; reporting to the System Office; enrolling students in credit and noncredit classes; previewing, distributing, and changing grades; maintaining and evaluating academic records including prior credit evaluations and certifications; processing and issuing transcripts; evaluating records for graduation; assisting veterans including certifying coursework to ensure eligibility for benefits; and enforcing academic regulations.

Admissions and records services are offered at the Oceanside and San Elijo campuses and the Community Learning Center. At San Elijo, Admissions and Records functions also include processing student financial accounts, providing support services to counselors, and assisting in the financial aid process. At the Community Learning Center, functions include processing student financial accounts, providing support services to counselors, and proctoring assessment tests.

Growth Projection

The demand for Admissions and Records services is likely to grow at the same rate as District enrollment.

Data

Of the students who completed the student satisfaction survey, 95% reported satisfaction with Admissions and Records services.

Student Service Satisfaction Survey

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	
Admissions and Records	48%	48%	3%	2%	

Student Opinion of Registration Processes

	n	Very Easy	Easy	Somewhat Easy	Somewhat Difficult	Difficult	Very Difficult
Applying to the college using the paper application	1,308	42%	35%	17%	4%	1%	1%
Applying to the college using the online application	2,013	53%	33%	11%	3%	1%	0%
Registering for classes at Admissions and Records	1,513	39%	34%	18%	5%	2%	1%
Registering for classes at Admissions and Records	1,513	39%	34%	18%	5%	2%	1%
Registering for classes using SURF	2,166	53%	28%	12%	4%	1%	1%
Adding/Dropping classes at Admissions and Records	1,369	42%	37%	15%	4%	2%	1%
Adding/Dropping classes using SURF	1,840	60%	27%	9%	3%	1%	1%

Note: "N/A" responses excluded from the percentages

Student Use Data

	In-person	Online registration	Applications	Veterans using GI
	registration		processed	bill benefits
2009-10	18,940	39,702	36,3779	1,393

Projections for Admission and Records

- Expand technology support to meet the increased need for one-on-on assistance required by increased technology-mediated services and the increased demands of students for assistance
- Expand the components of online registration
- Customize PeopleSoft to make the system more effective in delivering appropriate messages to students and timely processing of student applications
- Use an electronic mode for transcript requests and deliverance of academic records to partner institutions
- Examine solutions to the barriers to converting forms from hardcopy to electronic such as the need to authenticate the identity of students and faculty
- Expand the phone bank by increasing the number of personnel assigned to phone duty during peak registration times
- Make more forms available online, including Committee on Exceptions forms, requests for graduation check and GE certification, and requests to re-enroll
- Develop processes for faculty to drop students electronically

CAMPUS POLICE AND SAFETY

Description

Campus Police and Safety is responsible for ensuring the safety and security of students, faculty, staff, and visitors to the college and for enforcing parking regulations. Campus Police and Safety staff patrol by car, foot, and bicycle to prevent and deter criminal activity and handle situations dealing with victims, suspects, and perpetrators. The department is also responsible for the District's emergency preparedness. In addition, the department offers assistance and provides information when needed.

Campus Police and Safety provides services on the Oceanside Campus, the San Elijo Campus, and the Community Learning Center.

Growth Projection

Campus Police and Safety is likely to grow at the same rate as the District.

Data

Of the students who completed the student satisfaction survey, 96% reported satisfaction with Campus Police services.

Student Service Satisfaction

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Campus Police	47%	48%	4%	2%

	January - June 2010	July - September 15,2010
Call type	Total number of responses	Total number of responses
Calls from Emergency Phones	58	37
Traffic Stops	122	72
Subject Stops	45	19
Security Checks & Foot Patrol	673	360
Alarm (Building & Vehicles)	134	87
Traffic Control	18	39
Traffic Accidents	24	12
Escorts	29	9
Jumpstarts	101	46
Lock outs	213	97
Assists with student/faculty/staff	31	5
Disturbance	34	18
Welfare Checks	14	33
Suspicious circumstances/people/vehicles	51	15
Other miscellaneous incidents/reports	4467	1333
Total	6014	2182
Total arrested	13	5
Parking citations	1608	1349
*Total estimate of telephone calls and w the front counter each day.	alk in customers helped at	150-200
*Total estimate of students per year atte presentations by Campus Police.	nding classroom	600

Projections for Campus Police and Safety

- Improve parking availability on the Oceanside Campus
- Expand the Emergency Operation Center in accordance with the District's Emergency Preparedness Program plan
- Collaborate with the Administration of Justice instructional program to integrate the department and the discipline more closely

COUNSELING

Description: Credit Counseling

Counseling services offer guidance and support to current and prospective students in the areas of academic counseling, career counseling and personal counseling. Students are given assistance in developing their education programs, coordinating their career and academic goals, understanding graduation, major, certificate, and transfer requirements, exploring career options, and resolving personal issues. Counseling services are delivered by means of individual counseling sessions, small group counseling, classroom visitations, special workshops and programs, limited online advising, referrals to campus and community services, and credit classes. The counseling ratio of faculty-to-student is 1/1702.5.

Credit counseling services are offered at the Oceanside and San Elijo campuses. Credit counseling courses are offered in the day and evening, online, and in late-start scheduling.

Growth Projection

The instructional component of counseling is projected to grow faster than the District overall growth rate. However since this discipline is functioning near capacity, further growth is contingent on additional resources. In addition to this growth goal, a second goal for this discipline is to develop strategies to improve rates of students' successful course completion.

The demand for counseling services is likely to grow at the same rate as District enrollment.

Data: Credit Counseling

Counseling F2009 Category 2	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	931	518	99%	74%	89%
Fall 2010	1,186	456	103%	71%	Not yet available
Target: Fall 2015	1,108	<u>> 523</u>	<u>></u> 95%		
Target: Fall 2020	1,313	<u>> 523</u>	<u>></u> 95%	1	

Counseling	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned Time	FTEF FT/PT assuming all FT in Classroom
Fall 2009	31	30	1.04	2.00	0/100	1.71 FTEF	0/100
Fall 2010	40	39	1.01	2.60	0/100	1.46 FTEF	0/100

Of the students who completed the student satisfaction survey, 89% reported satisfaction with counseling services.

Student Use Data

	F	all 2009	Fall 20	10
	OC	SEC	OC	SEC
Appointments attended	2,993	1,101		
Drop-ins	3,216	914		
No-shows	401	170		
Not Marked	615	196		
On-line Advising (commencing 11/12/09)		441		
Ed. Plans Developed	754	99		

Veterans Using GI Bill Benefits

2008-2009	2009-2010	
785	1,393	

Student Satisfaction Survey

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Counseling	45%	44%	9%	3%

Projections for Counseling

- Revise courses and information materials as necessary to align with on-going changes in UC and CSU requirements
- Expand counseling services to meet the needs of a growing veterans' population.
- Develop strategies to support students' use of online services
- Develop an online course for COUN105
- Expand the modes of delivering counseling services to integrate the current ways that students communicate
- Increase in-service training to maintain faculty and staff currency
- Make online counseling/advising available in both synchronous and asynchronous formats
- Develop a component of College Success Skills courses that focuses on how to be successful in an online class
- Develop videoconferencing counseling appointment options

- Offer credit counseling courses at the Community Learning Center to help facilitate student transition to the other campuses
- Routinely identify and refer credit students who do not have a high school diploma or GED to a noncredit counselor for the purpose of developing an Adult High School education plan that uses credit coursework

Description: Noncredit Counseling

Noncredit counseling services are offered at the Community Learning Center in conjunction with the Adult High School/Career Development and Workforce Preparation (AHS/CDWP). These counseling services offer guidance and support to current and prospective students in the areas of academic counseling, career counseling and personal counseling. Students are given assistance in developing their education programs, coordinating their career and academic goals, understanding graduation, major, certificate, and transfer requirements, exploring career options, and resolving personal issues. Noncredit counseling services are delivered by means of individual counseling sessions, small group counseling, classroom visitations, special workshops and programs, limited online advising, and referrals to campus and community services. The noncredit counseling ratio of faculty-to-student is 1:2,847. Unique to the noncredit counseling services are four annual publications of the CLC Career News and three major annual events (CTE Expo, Experience MCC, and College Connections) to encourage and

assist students' transition to credit courses.

Growth Projection

The demand for counseling services is likely to grow at the same rate as District enrollment.

Data: Noncredit Counseling

Student use of noncredit counseling services has increased each year for the past three years. Compared to 2007-08, the total number of contacts in 2009 – 2010 increased by a 40%.

Student Contacts

Year	Individual	Group	Total	% Increase from prior year
7/1/07-6/30/08	2,685	215	2,900	n/a
7/1/08-6/30/09	2,902	383	3,285	13%
7/1/09-6/30/10	3,034	1,028	4,062	24%

Note: These totals do not include students served during new student registration, orientation, and advising sessions.

Of the students who completed the student satisfaction survey, 93% reported satisfaction with noncredit counseling services.

Student Satisfaction Survey

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
Noncredit Counseling	50%	32%	11%	1%	2%

Projections for Noncredit Counseling

Collaborate with credit counselors to increase their awareness of noncredit basic skills courses

DISABLED STUDENT PROGRAM AND SERVICES

Description

The Disabled Student Program and Services (DSPS) assists students with disabilities to participate equally in college programs and activities. Services are provided to students with a variety of disabilities, including mobility, visual, speech, and hearing limitations; learning disabilities; acquired brain injury; and developmentally delayed learning. Support services include exam accommodations, note takers, alternate format materials, academic advising, disability management, and an assistive technology computer lab.

DSPS has offices and services available to students five days per week at the Oceanside Campus and two days per week at the San Elijo Campus.

Growth Projection

DSPS services are likely to grow at the same rate as the District overall growth rate.

Data

Services provided by DSPS have steadily increased, notably in the number of students served and the number of students attending lab training appointments.

	2008-2009	2009-2010	% Increase from 2008-2009 to 2009- 2010
Students Served	600	853	42%
Individual Student Appointments	2,260	2,480	10%
Group Student Appointments	110	116	5%
Number of Service Authorizations	428	567	32%
New Students at Lab Orientations	110	113	3%
Student at Lab Training Appointments	116	168	45%
Requests for Alternate Format Materials (books)	156	176	13%
Hours to Process Alternate Media Requests	477	528	11%
Hours Alternate Media Training & Coordination	98	118	20%

Of the students who completed the student satisfaction survey, 93% reported satisfaction with DSPS services.

Student Service Satisfaction

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Disabled Students Programs and Services	63%	30%	5%	2%

Projections for Disabled Student Program and Services

- Strengthen the case management approach for each student to promote individual student success
- Develop processes which are based less on paper and more on digital systems, especially in regard to reports and records
- Increase and improve services to students regarding exam proctoring, assistive technology, and related services
- Collaborate with instructors and counselors to increase awareness of the specific educational background and educational needs of DSPS students
- Collaborate with the Institutional Research Office to identify the retention, success, and persistence of students served by DSPS
- Make DSP&S counseling and support services available online in both synchronous and asynchronous formats.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

Description

Extended Opportunity Programs and Services (EOPS) is a statewide outreach and special assistance program that provides a support system for individuals from educationally and financially disadvantaged backgrounds. The EOPS program offers advising, special financial aid assistance, and a wide variety of other services.

Among the services provided by the EOPS office are Cooperative Agencies Resources for Education (CARE), which provides funding for childcare, transportation, workshops, and books; California Work Opportunities and Responsibilities for Kids (CalWORKs), which provides temporary financial assistance and employment-focused services to low-income families with minor children; Resources and Assistance to Former Youth (RAFFY), to help emancipated former foster youth transition to college and independent living; and the college's textbook loan program.

EOPS has offices and services available to students daily at the Oceanside Campus and as needed at the San Elijo Campus.

Growth Projection

EOPS services are likely to grow at the same rate as the District enrollment.

Data

Student applications for EOPS assistance has increased significantly, with the fall 2010 numbers matching or exceeding the numbers from the previous academic year.

Students Seeking EOPS Assistance/Students Receiving EOPS Assistance

	Students seeking EOPS assistance	Students receiving EOPS assistance
2009-2010	1,113	552 (49%)
2010 (Fall only)	1,149	372 (32%)

Note: In Fall 2009 the Chancellor's Office reduced the maximum number of MiraCosta students who could receive EOPS services from 630 (in 2008) to 333.

Students Receiving EOPS Benefits

	Fall 2009	Spring 2010	Fall 2010
New students accepted/served	153	28	148
Total students accepted/served, including continuing EOPS	455	331	372

Percentage of Students with BOGW Awards Also Receiving EOPS Benefits

	2009-2010	2010 (Fall only)
BOGW A/B Awards	2,894	2,478
EOPS Served %	19% (N=552)	15% (N=372)
BOGW A/B %		17% (N=2,478)

Number of CARE, CalWORKS, and RAFFY Students Served

Program	2009-2010	2010 (Fall only)
CARE	61	72
CalWORKS	126	106
RAFFY	22*	18*

^{*}Does not include the 25-30 students in the Independent Life Skills (ILS) classes. ILS classes are available to current foster youth who are close to timing out of the system and for those former foster youth who are 18-21 years old. The non college participations are from local group homes or are sent by foster parents.

Textbook Loan Program

	2009-2010	2010 (Fall only)
Applications	720	604
Textbooks Loaned	1,168 (Fall: 668; Spring 500)	732
Textbooks purchased for loan	428 (Fall: 284; Spring: 144)	317

Using the fall applicant information staff follows up with letters encouraging students to complete their financial aid files for the spring as the textbook they need may not be available. This may explain the slight decrease in applications and text loans from fall to spring.

Of the students who completed the student satisfaction survey, 88% reported satisfaction with EOPS services.

Student Service Satisfaction

-	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
EOPS	58%	30%	5%	2%

Projections for Extended Opportunity Program and Services

- Strengthen the case management approach for each student to promote individual student success
- Develop processes for reports and records that rely more on digital systems than paper systems
- Increase student awareness of EOPS services and online access to EOPS
- Collaborate with instructors and counselors to increase awareness of the specific educational background and educational needs of EOPS and CalWORKS students
- Collaborate with the Institutional Research Office to identify the retention, success, and persistence of students served by EOPS

 Allow EOPS students to access and use textbook vouchers online and to check-out and return books available through EOPS's lending library of electronic textbooks, sending books via US mail when necessary

FINANCIAL AID AND SCHOLARSHIP OFFICE

Description

The Financial Aid and Scholarship office coordinates and distributes student aid from the federal government, the state of California, and other sources. The types of aid include grants, loans, scholarships, student employment, and tuition and fee waivers.

The Financial Aid and Scholarship Office provides prospective and enrolled students with information, resources, and assistance, while meeting the fiduciary requirements of the funding sources.

The Financial Aid and Scholarship Office is housed on the Oceanside Campus and provides services to students at the Oceanside Campus daily and to students at the San Elijo Campus two days per month.

Growth Projections

Given recent increases in student requests, financial and scholarship services are likely to grow faster than the District overall growth rate in the near term and are likely to keep pace with changes in District enrollment from 2015 - 2020.

DataThe number of students seeking financial aid has steadily increased over the past three years.

		Total Student Applications Full-time/Part-time	# of Applicants Awarded Financial Aid Full-time / Part-time	% of Applicants Awarded Financial Aid Full-time / Part-time
2007 - 2008	Summer	2,520 / 2,394	760 / 414	30% / 17%
	Fall	3,605 / 7,431	1,286 / 1,499	36% / 20%
	Spring	3,346 / 8,262	1,217 / 1,582	36% / 19%
2008 - 2009	Summer	2,917 / 2,735	855 / 533	29% / 19%
	Fall	3,908 / 8,329	1,473 / 1,831	38% / 22%
	Spring	3,727 / 9,192	1,411 / 2,005	38% / 22%
2009 - 2010	Summer	3,480 / 3,555	1,136 / 745	33% / 21%
	Fall	4,496 / 9,355	1,864 / 2,430	41% / 26%
	Spring	4,305 / 10,359	1,797 / 2,681	42% / 26%

Students Applying for Federal Student Aid (FAFSAs)

Academic Year	FAFSAs Processed		
2007-2008	4,660		
2008-2009	5,752		
2009-2010	8,172		
2010-2011 (through Oct. 19, 2010)	8,607		

Note: Every FAFSA requires processing even if no aid is received by student

Between 84- 96% of the students who completed the student satisfaction survey reported satisfaction with Financial Aid and Scholarship services.

Student Service Satisfaction

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Financial Aid	44%	40%	10%	6%
Scholarship Office	48%	47%	5%	1%

Projections for Financial Aid and Scholarship Office

- Reduce the wait time for students between application and delivery from fifteen weeks to four weeks
- Increase the use of auto-packaging
- Develop processes for Board of Governor fee waivers and financial aid documentation that rely more on digital systems than paper systems
- Increase student awareness of Financial Aid services and online access to Financial Aid information and applications
- Collaborate with the Institutional Research Office to identify the retention, success, and persistence of students who receive Financial Aid
- Make financial aid advising available online in both synchronous and asynchronous formats
- Give students the ability to submit BOGW online with appropriate verification
- Implement student self-service capability to allow students to view the status of their Financial Aid awards online

HEALTH SERVICES

Description

The Student Health Services Program supports student achievement of their desired educational objectives through the maintenance of optimal physical, mental, and emotional health. Services include health assessment, first aid and emergency care, health counseling and referral, non-prescription medication, tuberculosis skin tests, immunizations, blood pressure screening, pregnancy testing, and information and referrals on a variety of health issues. Health education programs are also scheduled.

Registered nurses on the Oceanside and San Elijo Campuses provide nursing services. A physician and nurse practitioner provide medical services at Oceanside on an appointment basis. Marriage, family, and child counseling interns provide personal mental health counseling. Crisis intervention and referral are also available.

The Student Health Services Office serves students with regular hours at the Oceanside Campus in the day and evening and the San Elijo Campus during the day. It also provides services at the Community Learning Center by appointment.

Growth Projections

The Student Health Services Program is likely to grow at the same rate as the District.

Data

Student use of Health Services has steadily increased over the past two years.

Health Services Utilization Data -- July 1, 2008 to June 30, 2009

Office Visits	SEC	OCN	Combined	Students	Staff	Other***
Nurses	700	2,899	3,599	2,697	894	8
Physician/Nurse Practitioner	149	465	614	614	0	0
Counseling (MFT* Interns)	119	899	1,018	1,018	0	0
Massage Therapist	114	114	228	0	228	0
Support Groups with MFT Interns		72	72	72	0	0
Food Pantry	3	16	19	19	0	0
Receptionist Only**	111	265	376	Unknown	unknown	unknown
STD Testing	35	68	103	103	0	0
Total Office Visits	1,231	4,798	6,029	4,523+	1,122+	8

^{*}Marriage and Family Therapy

^{***}Other - child, visitor, vendor, etc.

Additional Services/Contacts	SEC	OCN	Combined
Over the Counter Self Care (condoms, tampons, Band-Aids, Tylenol, Ibuprofen, etc.)	291	1,041	1,332
Outreach (blood drives, class presentations, health events, College Hour table, etc.)	389	1,309	1,698
Other Services			
First Aid Kits (new/refilled)	1	21	22
Telephone calls*	1,126	6,661	7,787
Total Additional Services/Contacts	1,807	9,032	10,839

^{**}Appointments, information, copy of medical records, etc. (data collected manually)

Health Services Utilization Data -- July 1, 2009 to June 30, 2010

Office Contacts	CLC	SEC	OCN	Combined	Students	Staff	Other***
Nurses	THE STATE OF	788	3,096	3,884	3,075	805	4
Physician/Nurse Practitioner		167	612	779	779		
Counseling (MFT* Interns)	37	179	916	1,132	1,132		
Massage Therapist			27	27	0	27	
Groups/Depression/Eating			46	46	46		
Dis.Screening	All and						
Food Pantry		3	12	15	15		
Receptionist Only**	4 10 100	298	280	578	unknown	unknown	unknown
STD Testing		64	84	148	148		
H1N1 Flu Shot Clinics				846			
Total Office Contacts	37	1,499	5,073	7,455	5,195+	832+	4+

^{*}Marriage and Family Therapy

^{***}Other - child, visitor, vendor, etc.

Additional Services/Contacts	SEC	OCN	Combined
Over the Counter Self Care (condoms, tampons,	339	822	1,161
Band-Aids, Tylenol, Ibuprofen, etc.)			
Outreach (blood drives, class presentations, health	544	1,259	1,803
events, College Hour table, etc.)			
Other Services			
First Aid Kits (new/refilled)		57	57
Telephone calls*	1,759	8,502	10,261
Total Additional Services/Contacts	2,642	10,640	13,282

Of the students who completed the student satisfaction survey, 93% reported satisfaction with Health Services.

Student Service Satisfaction

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Student Health Center	58%	39%	2%	1%

Projections for Health Services

- Expand mental health services to include a professional qualified to dispense and evaluate the effectiveness of psychotropic medications
- Increase the availability of nurse practitioners and health promotion specialists to students at all three district sites

^{**}Appointments, information, copy of medical records, etc. (data collected manually)

- Collaborate with the Vice President of Business and Administrative Services to remodel or add space to accommodate an increase in the number of students served and the types of services at the San Elijo Campus
- Establish health services for students at the Community Learning Center in either dedicated or shared space
- Establish and enhance partnerships with community agencies to offer additional health services too costly to provide on campus
- Adopt the American College Health Association's Healthy Campus 2020 goals and objectives
- Expand the department web site and other social media to provide online students with the same health information currently available to on-site students
- Implement the federal Electronic Medical Records guidelines

INSTITUTE ON INTERNATIONAL PERSPECTIVES

Description

The Institute on International Perspectives coordinates international education programs for students and faculty. Staff members process admission and support services to international students (F-1 non immigrant status), including specialized orientation, advising, and counseling programs. This office provides admission and immigration support to international students in the English Language Institute offered through the Community Services Program.

The Institute on International Perspectives organizes and promotes study abroad programs sponsored by the District or through community college consortia, as well as providing support services to students, faculty and staff seeking opportunities abroad. In addition, the Institute on International Perspectives promotes internationalization through lectures, workshops, cultural activities, student clubs, discussion sessions, and educational experiences abroad.

The Institute on International Perspectives, with an office at the Oceanside Campus, serves students at both the Oceanside and San Elijo Campuses.

Growth Projections

Given the institutional goal to increase the enrollment of international students to 350, the Institute on International Perspectives is likely to grow faster than the District overall growth rate in the near term and is likely to keep pace with changes in District enrollment from 2015 - 2020.

Data

The total number of international students has been relatively consistent over the past several years and in comparison to the general student population, international students earn a higher GPA.

Enrollment of International Students

	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010
Tota	l enrollment						
	147	149	169	172	156	162	174
New	arrivals						
	55	40	65	34	46	36	63

	Average GPA	Standard Deviation	Variation
Non-international S	tudents		
Fall 2007	2.6	1.11	1.24
Spring 2008	2.71	1.09	1.18
International Studer	nts		
Fall 2007	3.21	0.89	0.80
Spring 2008	3.23	0.86	0.75

Participation in study abroad programs has declined in recent years for both students and faculty.

Study Abroad for Students and Faculty

	Italy Students/Faculty	London Students/Faculty	Mexico Students/Faculty	Spain Students/Faculty	Japan Students/Faculty	France Students/Faculty
Fall 06	11/0	4/0				
Spring 07			8/1	8/1	15/1	
Fall 07		3/1		11/0		
Spring 08	16/0			8/0		
Fall 08		4/0				
Spring 09	9/0			5/0		
Fall 09		7/0				7/0
Spring 10	5/0			10/0		
Fall 10				9/0		

Projections for the Institute on International Perspectives

- Develop and implement a recruitment plan to enable the District to meet its targeted international student population
- Support faculty efforts to internationalize the curriculum

INTRAMURAL AND INTERCOLLEGIATE ATHLETICS

Description: Intramural Sports

Intramural tournaments in a variety of sports are offered throughout the year and are free for all students and staff of all ability levels. The benefits of this program is promote new friendships, encourage activity, and provide opportunities to compete in a safe environment. Sports include soccer, basketball, dodge ball, tennis, volleyball, ultimate Frisbee, and softball, as well as video game tournaments.

Intramural sports are offered at the Oceanside campus.

Growth Projection

The program of intramural athletics is likely to grow at the same rate as the District enrollment.

Data

The intramural program began in fall, 2006 and has shown a steady increase in participation with a significant gain in spring 2010. Of the students who completed the student satisfaction survey, 84% reported satisfaction with EOPS services.

Student Participation in Intramural Activities

	Fall	Spring
2008 - 2009	303	310
2009 - 2010	325	420

Student Satisfaction Survey

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
MiraCosta College programs and activities reflect my interests.	46%	39%	5%	1%	10%

Student Interest Survey (N = 22)

	Strongly Agree	Agree	Neutral
The events offered by the MiraCosta Intramural program reflect my interests.	41%	55%	5%
Having the opportunity to compete in intramural sports events is important to (or enhances) my college experience.	59%	36%	5%
While participating I enjoyed myself.	86%	14%	0%
While participating I felt the environment was safe.	77%	14%	5%
Schedule permitting, I would participate in another MCC intramural event.	91%	9%	0%

Projections for Intramural Athletics

- Survey participants in intramural athletics to identify the demographic characteristics and to
 assess students' level of satisfaction with the offerings, the types of activities students would like
 to see offered, and if they would participate again in the future
- Increase the number of sports from 9 to 12-13 and the number of events from 12 to 16-19

Description: Intercollegiate Athletics

The District is a member of the Pacific Coast Athletic Conference and fields teams in men's and women's basketball and soccer. In addition, the District supports a club-based surf team which competes in the collegiate division of the National Scholastic Surfing Association.

Intercollegiate athletics are offered at the Oceanside Campus.

Growth Projection

The number and type of sports offered by intercollegiate athletics must grow in order for the District to be in compliance with Title IX.

Data

Students Participating in Intercollegiate Athletics

	2008-09	2009-10	
Male	36	36	
Female	28	27	

Survey of Student Interest in Intercollegiate Athletics

	Interested	in athletics	Not interested in athletics		
	Male Number/Percentage	Female Number/Percentage	Male Number/Percentage	Female Number/Percentage	
2009	166 / 33%	135 / 28%	323 / 66%	336 / 71%	
2010	220 / 31%	295 / 20%	490 / 69%	1,180 / 80%	

Projections for Intercollegiate Athletics

- Review the type and success of sports in feeder high schools and based in part on those findings, add 2-4 sports, with the first addition to be a women's spring sports team
- Provide additional services to student athletes, such as a counselor dedicated to assisting students with scheduling and eligibility requirements
- Develop a sports information program to publicize intercollegiate athletics to the community
- Collect data on the success rates of student athletes, including program completion and transfer

RETENTION SERVICES: TUTORING AND ACADEMIC SUPPORT CENTER

Description

The Tutoring and Academic Support Center (TASC) provides individual and group tutoring, self-help materials, and student success workshops. Students are offered multiple options for access to these services, including multiple drop-in and small group tutoring sessions. Tutoring is provided by MiraCosta students and transfer students who are trained in tutoring and group facilitation skills.

TASC also implemented an innovative approach to supplemental instruction by developing learning communities in which tutors serve as group facilitators for weekly academic support sessions linked to specific classes.

Student retention is supported by an early alert system which encourages faculty to identify students in need of academic support and recommend those students to TASC.

TASC provides services in the day and evening at the Oceanside Campus, the San Elijo Campus and the Community Learning Center.

Growth Projection

The student demand for services provided by the Tutoring and Academic Support Center is likely to grow at the same rate as the growth in District enrollment.

Data

Between 2004-2010 student use of the Tutoring and Academic Support Center has increased 75%, from 11,436 to 19,965 student contacts. This is almost double the College's student enrollment increase over the same time span (41%).

Student Use: 2009-2010 Tutoring and Academic Support Center

	One-on-One Tutoring	Learning Communities
Successful Course Completion		
Earning an A,B,C or Pass in the course	71%	79%
Contacts	14,341	5,624
Unduplicated Students	2,991	1,311
# of tutors	89	45

Source: The 2009-2010 Retention Services year-end report

Of the students who completed the student satisfaction survey, 95% reported satisfaction with the Tutoring and Academic Support Center services.

Student Satisfaction Survey

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Tutoring Center	60%	35%	3%	1%

Projections for Retention Services: Tutoring and Academic Support Center

- Target one-on-one tutoring for DSPS and basic skill student academic development
- Develop online tutoring to support students enrolled in online and on ground courses in synchronous formats
- Expand the number of courses supported by learning communities
- Develop strategies to increase faculty awareness of and student participation in Student Success Workshops
- Collaborate with the Education discipline to develop credit courses and a certificate
- Expand the First Year Experience Program to all first-year students
- Collaborate with the Career Center and Counseling departments to create an academic support plan (parallel to an educational plan)
- Sustain College Reading & Learning Association certification standards through training, assessment, and evaluation of tutors
- Expand group tutoring to a wider range of disciplines
- Collaborate with the Basic Skills Committee to pilot innovative strategies and programs for basic skill student populations

SCHOOL RELATIONS AND DIVERSITY OUTREACH

Description

The Office of School Relations and Diversity Outreach is the District's primary liaison to the local school districts and its diverse community. This program is responsible for implementing student outreach services, enhancing the ethnic and cultural diversity of the student body, and making MiraCosta the college of choice for District residents.

Among the services of this office is the Student Ambassador Program, which includes a group of a minimum of 20 culturally diverse student leaders. These students outreach to local K-12 school districts, helping bring the college message to students in high schools, middle schools, and elementary schools, with a special emphasis on students from ethnic minority backgrounds. Student ambassadors also extend outreach to the community, hold weekly office hours at each high school, and lead tours of the college for prospective students and prospective employers.

The Office of School Relations and Diversity Outreach, located on the Oceanside Campus, serves the entire District.

Growth Projections

Services provided by the Office of School Relations and Diversity Outreach are likely to grow at the same rate as the District.

Data

The number of high school students participating in on-campus placement testing in 2010 is the highest in four years with the exception of Torrey Pines High School. These high school participants report an interest in attending a community college after high school.

Number of High School Students Participating in Group Testing by School and Year

High School	2007	2008	2009	2010
Canyon Crest Academy	*	27	41	66
Carlsbad High School	81	110	93	99
Carlsbad Village Academy	10	4	15	18
El Camino High School	72	97	85	136
Guajome Academy	21	32	35	67
La Costa Canyon High School	41	42	37	72
Oceanside High School	97	101	91	113
Ocean Shores High School	24	14	19	10
Rancho Buena Vista High School	77	74	70	93
San Dieguito High School Academy	36	39	56	57
Sunset High School	12	14	22	32
Torrey Pines High School	38	51	53	26
Vista High School	88	47	74	117

Note: Canyon Crest Academy had their 1st graduating class is 2008

Ethnicity of High School Students Taking MiraCosta Placement Tests on Campus

Ethnicity	2008-2009	2009 -2010	
Hispanic	44%	46%	
White	29%	35%	
Black	5%	4%	
Asian	7%	5%	
Multiracial	14%	4%	
American Indian/Alaska Native	1%	1%	

Plans of High School Students Taking MiraCosta Placement Tests on Campus

Plans after high school	2008-2009	2009 -2010	
Attend a two year community college	76%	80%	
Unsure	15%	7%	

Number of High School Students Who Met with a MiraCosta Student Ambassador at Their High School

High School	2007	2008	2009	2010
Canyon Crest Academy	*	49	60	76
Carlsbad High School	179	177	184	88
Carlsbad Village Academy	10	4	15	18
El Camino High School	176	187	188	163
La Costa Canyon High	88	95	66	89
Oceanside High School	187	168	159	177
Ocean Shores High School	66	55	48	55
San Dieguito Academy	49	63	66	78
Sunset High School	44	43	53	55
Torrey Pines High School	56	87	85	88

Projections for School Relations and Diversity Outreach

- Develop outreach to high school students enrolled in nontraditional programs, such as virtual high schools and home schooling
- Increase outreach to high school students through social media
- Explore ways to identify and recruit high school students who have not indicated they will attend a four-year college
- Increase the number of graduating high school seniors who attend MiraCosta directly after graduation
- Work toward matching the ethnicity of the District's student population to reflect that of the community
- Assist the District in reaching its goal of becoming a Hispanic Serving Institution

SERVICE LEARNING AND VOLUNTEER CENTER

Description

The Service Learning and Volunteer Center supports course-based and co-curricular community service activities. Students provide service to local non-profit organizations and public schools. The mission of the center is to enrich student learning through applied experiences and promote civic participation. Center personnel maintain partnerships with community organizations to ensure appropriate placements for student learning. The team works closely with service learning faculty members; providing assistance with curriculum development, classroom orientations, project planning, and logistics.

The Service Learning and Volunteer Center sponsors several events throughout the year to encourage volunteerism and community engagement. These events include "Make a Difference Day," the Volunteer Fair, and the Community Science Festival.

The Service Learning Program is housed on the Oceanside Campus and provides services to students at all three District sites.

Growth Projections

The Service Learning Program is likely to grow at the same rate as District enrollment.

Data

The number of students, faculty, and agencies who participate in service learning is higher in the spring than the fall.

Participation Rates for Service Learning

	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Students Participating	459	618	493	595
Faculty Participating	47	53	45	55
Course Sections	74	83	73	86

Participation Rates for Co-Curricular Placements and Activities

	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Students Participating	155	180	228	255

Community Agencies Served by Service Learning and Co-Curricular Students

	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Agencies Served	108	129	137	143

Student Satisfaction/Outcomes

At the conclusion of the service learning assignment, students are asked to complete a program evaluation including responses to the following learning outcomes. The responses indicate that the majority of the students agree that the experience was a benefit in increasing their understanding of the agency where they worked as well as course material. The students reported high levels of satisfaction with the service learning program.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
	ing Outcome: A nat I served (pui				ed understandir	ng of the
Spring 2008	0%	2%	1%	17%	80%	259
Fall 2008	0%	1%	1%	27%	71%	241
Spring 2009	0%	1%	0%	16%	83%	247
Student Learn	ing Outcome: T	he hands-on ex	perience helped	d me better und	erstand course	material.
Spring 2008	2%	2%	11%	24%	62%	259
Fall 2008	0%	1%	7%	29%	63%	241
Spring 2009	1%	2%	2%	27%	68%	247
Program Perfo	ormance Indicat	or: The service	learning staff w	as informative a	nd helpful.	
Spring 2008	3%	1%	1%	22%	73%	259
Fall 2008	0%	0%	2%	29%	68%	241
Spring 2009	2%	1%	1%	22%	75%	257
Fall 2009	0%	0%	1%	12%	87%	254
Spring 2010	0%	1%	1%	23%	75%	177
Program Perfo	ormance Indicat	or: I would reco	mmend this pro	gram to other s	tudents.	
Spring 2008	0%	1%	2%	19%	78%	259
Fall 2008	0%	1%	2%	20%	76%	241
Spring 2009	2%	1%	1%	17%	80%	257
Fall 2009	1%	0%	2%	15%	82%	254
Spring 2010	1%	2%	1%	14%	82%	177

Projections for Service Learning and Volunteer Center

- Enhance the Student Learning web site to include developing an online orientation and a process by which students can submit information and documents electronically
- Create more efficient electronic systems to track information
- Increase the number of courses which have a service learning component with a focus on disciplines which currently don't have service learning classes
- Recruit service learning faculty to serve in leadership roles in regard to promoting the program and mentoring other faculty

STUDENT ACTIVITIES/STUDENT GOVERNMENT

Description: Student Activities

The Student Activities office provides opportunities for students to enhance their educational experience, to grow personally, and to develop leadership skills through co-curricular learning activities. Students are encouraged to participate in and influence the social and political environment in the District. Emphasis is placed on developing a sense of community among students, faculty, and staff through involvement.

The office provides logistical support and leadership advice to the Associated Students of MiraCosta (ASMCC), the Inter-Club Council (ICC) and the weekly student newspaper *The Chariot*. In addition, the Student Activities Office supports the Campus Information Center; campus social, recreational, cultural, and education programming (weekly College Hour events); community service and volunteer activities; the Emerging Leaders Institute (noncredit certificate in leadership); credit internship opportunities in leadership; housing referrals, student travel, student organization budgeting and financing, student grievances procedures, campus free speech and distribution of literature, student and faculty ID card issuance, on-campus event support, and the production of the college's annual commencement exercise.

Student Activities Offices are at the Oceanside and San Elijo Campuses.

Growth Projection

Student activities are likely to grow at the same rate as District enrollment.

Data

Of the students who completed the student satisfaction survey, 84% reported satisfaction with student activities

Student Satisfaction Survey

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
MiraCosta College programs and activities reflect my interests.	46%	39%	5%	1%	10%

Student Participation in Student Activities

	2007-2008	2008 - 2009	2009 - 2010
Average Attendance at College Hours			
Oceanside	422	503	411
San Elijo	100	125	400
Recognized student clubs	38	43	45
Individual approved activities	1,239	1,506	1,077
Participation in the Emerging Leaders Institute	24	35	36

Projections for Student Activities

- Transition from traditional activities to more student development functions such as co-curricular learning and learning communities in support of the District focus on improving student retention
- Collaborate with faculty to align classroom activities to support this expansion in student development activities
- Expand leadership training by developing a credit leadership course and increasing leadership internships
- Extend the first year student experience to all first-time students

Description: Student Government

All students are members of the Associated Students of MiraCosta College (ASMCC). The goal of the ASMCC is to give a voice to all students, enabling them to become part of the college community. ASMCC's major responsibilities include appointing students to campus-wide committees, taking part in participatory governance through the development of college policies and the annual district budget, adopting and overseeing use of an annual ASMCC operating budget, allocating funds for new programs and projects, providing campus-life activities for students, and granting club charters through the ICC. On average, 40 club charters are granted each year designed to meet students' interests. Clubs are grouped into the following categories: career, departmental, honors and service, religious, multicultural/ethnic, sports activities, and special interest clubs.

The decision-making body of ASMCC is the Student Senate which included 28 members in 2009-2010. This group oversees the election of a Student Senate President and a student trustee who represents students on the District governing board.

Growth Projection for Student Government

Student Government is likely to grow at the same rate as the District.

Data

Of the students who completed the student satisfaction survey, 88% reported satisfaction with student government representation of students. However, half of the students on campus don't know about or do not have an opinion about student government.

Student Satisfaction Survey

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
I am satisfied with the way student government (ASG) represents students and student interests.	21%	23%	5%	1%	50%
Students have a meaningful role in governing, planning, budgeting and policy-making issues.	21%	22%	5%	2%	50%

Projections for Student Government

- Expand services to include the Community Learning Center
- Collaborate with Community Learning Center faculty and staff to support students in transitioning from student leadership activities at that site to one of the other District Campuses

TESTING SERVICES

Description

The primary goal of Testing Services is to provide students with fair, appropriate, and valid assessments. Students test to discover current skill levels in mathematics, English and reading, or ESL grammar, reading, and listening to meet course requisites; to matriculate; to demonstrate the ability to benefit from instruction for certain financial aid requirements; or to meet a competency requirement for graduation.

Testing Services coordinates test development, implementation, and maintenance; administers tests for course placement; and serves as a test center for the Ability to Benefit test, the American College Testing Program, the General Education Development test, distance learning exams referred by other educational institutions, and an examination on the U.S. Constitution used for California teacher certification.

Testing Services are offered at the Oceanside and San Elijo Campuses. Proctoring services are available at the Oceanside and San Elijo campuses at the Academic Proctoring Centers, providing a testing environment for students enrolled in online courses. The Centers also support instructors who have students in need of taking make-up exams or exams in advance of a designated exam date, including midterms and finals and extended-time exams as authorized by Disabled Student Programs and Services.

Growth Projection

Testing services are likely to grow at the same rate as the District.

Data

The number of students served through testing services has continued to increase.

Number of High School Students: Group Testing

Spring 2008	Spring 2009	Spring 2010
654	671	881

Mathematics, English, and ESL Placement Testing

	2008-2009	2009-10	
Mathematics	3,503	6,428	
English	3,563	5,978	
ESL	283	406	

Academic Proctoring Services

	Exams for Online Courses # of Exams/# of Students	DSPS Extended Time Exams # of Exams/# of Students	Make-up Exams # of Exams/# of Students
Summer - Spring 2008 -2009	2,683 / 1,242	124 / 71	848 / 740
Summer – Spring 2009-2010	2,876 / 1,410	222 / 112	681 / 630

Projections for Testing Services

- Meet the assessment needs of an expanded Outreach program
- Continue to increase the number of students tested in their first semester
- Explore online testing
- Match proctoring services to keep pace with increases in the number of online courses and in the number of online course that require on-campus testing

TRANSFER CENTER

Description

The Transfer Center identifies and supports students who choose transfer as their education goal by preparing them for admissions requirements as well as upper-division work at a four-year college or university. The faculty director and counselor work with students to create individual education plans and term-by-term advising sheets in line with university admission requirements. The Transfer Center advises students enrolled in the Honors Scholar Program and collaborates with the Office of Instruction to develop the course schedule for this program. Other services include advising sessions with university representatives, transfer workshops, and trips to colleges and universities. The center is also responsible for the University Link program and for the review and the review and approval of UC Transfer Admission Guarantee applications each fall. The University Link program is a partnership among UCSD, the District, and local high schools that guarantees a high school student's admission to UCSD if the student completes his or her first two years of academic course work at a MiraCosta Community College District campus. The Transfer Center's responsibilities for the University Link program include but are not limited to teaching the COUN 105 Transfer Success course, completing education plan for students in the program and monitoring their progress. The center works closely with other student support services in the District, four-year universities, and local high school counselors.

Transfer Center services are offered at the Oceanside Campus with limited services at the San Elijo Campus.

Growth Projection

The demand for Transfer Center services is likely to grow at the same rate as District enrollment.

Data

Including the full range of activities, a total of 14,245 student contacts were made in 2009-2010. Of the students who completed the student satisfaction survey, 81% reported satisfaction with the services provided by the transfer center.

Student Service Satisfaction

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Transfer Center	44%	37%	6%	1%

Projections for the Transfer Center

- Conduct systematic analysis of student needs for transfer services at Oceanside and San Elijo
- Develop synchronous and asynchronous online formats to provide Transfer Center services

District-wide Initiatives

Basic Skills Initiative Honors Scholars Program Online Education (CyberCosta)

BASICS SKILLS INITIATIVE

The District is committed to the statewide mission to serve students in need of basic skills. The District faculty and staff believe in the importance of helping all students reach their full potential, including those students who enter college needing pre-collegiate level skills. The District has an active BSI Committee whose mission is to facilitate student academic development through inclusive, accessible, and innovative instructional programs, student support services, and partnerships that are District- wide and institutionally sustained.

With the support of the statewide BSI funding, the District has developed a variety of innovative instructional and student support service initiatives. Projects have included an Academic Boot Camp, a First Year Experience (FYE) program, a NonCredit to Credit (NC2C) Transition pilot, and the Letters (Developmental English/Credit ESL) portfolio assessment.

New and expanded supplemental support services include learning communities, teaching assistants in mathematics classrooms, and Writing Center support at all three sites.

The goal of the District's Basic Skills Initiative is to improve the success and persistence rates of basic skills students. Since the launch of the statewide BSI movement, the District has brought instructors, counselors, librarians, directors, and administrators together in a concerted effort to create a comprehensive plan, which includes the following:

- Institutionalize a highly coordinated structure that integrates, supports, and upholds the basic skills mission into the fabric of the college
- Develop and provide a variety of supplemental instructional support services to basic skills students
- Increase links between instructional services and student support services to support basic skills students' success and transition
- Provide professional development training and educational materials to administrators, faculty, and staff in order that all members of the campus community engage to provide quality basic skills instruction and services to students.

The BSI Committee has conducted ongoing evaluations of all pilot projects funded by the BSI statewide initiative; projects have had varying levels of success. Among the successful projects are the Letters Portfolio Project, the development of a Grammar Table at the Writing Center, and mathematics supplemental instruction. Projects such NC2C, FYE, and ABC which have had varying levels success have been analyzed and revised in order to improve results.

After several years of experimentation and research, the Basic Skills Initiative is poised to expand its campus-wide efforts and garner institutional sustenance.

HONORS SCHOLAR PROGRAM

Description

The Honors Scholar Program is an inclusive community of highly motivated students centered on enriched academic experiences and civic engagement resulting in transfer success. Honors courses provide challenging course work and increased interaction with faculty and peers. There are scholastic criteria for both entrance into and completion of the Honors Scholar Program.

Honors courses are fully transferable and many are written at the survey/introductory level so that students in virtually every major can participate in HSP while making continuous progress toward graduation and transfer. Honors scholars participate in a variety of extracurricular activities, such as cultural events, field experiences, colloquia, and visits to four-year colleges and universities. Honors scholars who complete HSP in good standing receive the "Honors Scholar" designation on their transcripts and are eligible for priority or guaranteed admission to many public and private four-year colleges and universities. Transfer agreements vary by school, but some offer special scholarships, quaranteed housing, priority registration, and honors-to-honors transfer opportunities.

The schedule of courses and infrastructure support for Honors Scholar Program is overseen by the Dean of Arts and Letters. A faculty member appointed by the Academic Senate President serves as Honors Coordinator, and leads the Honors Advisory Committee, which is advisory to the Office of Instruction. Students chosen by the Honors Coordinator serve as Honors Navigators.

Growth Projection

The Honors Scholar Program is projected to grow at the same rate as the District.

Data

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
UCLA TAP Certified	n/a	n/a	n/a	n/a	n/a	n/a	4	21
HSP Completion	3	10	15	14	12	13	9	24
Active Students	n/a	n/a	n/a	n/a	n/a	n/a	20	151

Projections for Honors Scholars Program

- Increase participation in the Honors Scholar Program to 300 students
- Increase the number of successful UCLA TAP-certified students to 30 per year
- Increase civic engagement and service learning opportunities for Honors Scholar Program students
- Expand the breadth and depth of the curriculum in the Honors Scholar Program
- Increase the number of faculty teaching and participating in the Honors Scholar Program
- Establish an Honors Lounge on the San Elijo Campus

ONLINE EDUCATION (CYBERCOSTA)

Description

CyberCosta refers to the District's online education website, where all online courses and services are offered. Both credit and noncredit courses are accessible online. After the first online course offering in 1995, CyberCosta opened in spring of 1998 with five courses offered by five different instructors. From spring of 1998 till fall of 2009, growth of online offerings has far outstripped the growth in enrollment overall. In fall 2009, 11% of the District's weekly student contact hours were offered at CyberCosta to 3,958 students. The credit courses offered at CyberCosta contribute to fulfilling requirements for transfer, associate degree, and certificates. There are currently 20 majors and 64 certificates approved by the Accrediting Commission to be offered more than 50% online.

Expansion of the number of courses, certificates, and services to be offered online is included in the plans of many District instructional disciplines and student services. A summary of these plans follows.

The Deans and Department Chairs collaboratively develop the schedule of online classes and a faculty committee, MiraCosta Online Educators, supports the instructional components of this delivery method in a variety of ways. Additional collaborative groups will be formed as needed to achieve the District's institutional objective to further develop this component of instruction and student services.

Growth Projection

Online education is projected to grow faster than the overall District in the near term (2010-2015) and to grow at the same rate as the District in the far term (2015-2020).

Data

The increase in online course enrollment is responsible for 43% of the District's total enrollment growth between fall 2007 and fall 2009. There are two bases for comparison of student success in online courses:

- Compared to on-campus courses: For fall 2009, the rate of successful course completion for online courses was below the rate for on-campus credit courses (63% compared to 70%). Similarly, the student retention rate for online courses was below the student retention rate for on-campus courses (78% versus 84%).
- Compared to the state average for online courses: For fall 2009, the District's overall rate of successful course completion exceeds the state average while the District's overall rate of student retention matches the state average.

MiraCosta District Retention and Successful Course Completion for Online and On-campus Courses for Fall 2009

Fall 2009	Total Enrollments	% Withdrawals	Successful Course Completion	Student Retention
On Campus	31,001	16%	70%	84%
Online	5,275	23%	63%	78%
Hybrid	479	23%	60%	77%
	36,755	17%	69%	83%

MiraCosta District Retention and Successful Course Completion for Online Courses for Fall 2009

Chancellor's Office Definition of Distance Education Program Type	MiraCosta College Success	Statewide Success	MiraCosta College Retention	Statewide Retention
Biological Sciences (04)	69%	60%	86%	78%
Business and Management (05)	67%	56%	82%	77%
Education (08)	73%	62%	88%	82%
Engineering and Industrial Technologies (09)	43%	57%	71%	79%
Family and Consumer Sciences (13)	71%	61%	82%	81%
Fine and Applied Arts (10)	58%	61%	80%	82%
Foreign Language (11)	42%	56%	51%	78%
Health (12)	75%	70%	83%	83%
Humanities (Letters) (15)	64%	54%	78%	75%
Information Technology (07)	62%	57%	76%	77%
Interdisciplinary Studies (49)	65%	60%	81%	82%
Library Science (16)	66%	60%	86%	82%
Mathematics (17)	49%	43%	62%	71%
Media and Communications (06)	58%	57%	68%	77%
Physical Sciences (19)	60%	58%	74%	75%
Psychology (20)	68%	58%	82%	80%
Social Sciences (22)	62%	55%	78%	77%
Total	63%	56%	78%	78%

Successful Course Completion: (A+B+C+CR+P)/Total Grades Retention: (A+B+C+CR+P+D+F+NC+NP)/Total Grades

Projections for Online Education (CyberCosta)

The planned expansion of online education is the District-wide goal of increasing student access and is articulated in this institutional strategic objective:

 Implement a robust distance education site that includes effective online support for student success as well as the courses necessary to complete several associate degree majors

The planning process to occur in spring 2010 will identify the action steps, responsible parties and timeline to achieve this institutional strategic objective.

Instructional Discipline	Currently Offer Online	Currently Offer Hybrid	Plan to develop online courses	Plan to develop online certificates or degree	Plan to develop hybrid courses	Plan to increase online sections
Accounting	Х	Х	Х	degree	Х	Х
Administration of Justice		X			Х	
Anthropology	X		Х			X
Architecture			Х	certificate		X
Art	X		X			Х
Astronomy			X		X	
Automotive Technology		Х				
Biology	X	Х	Х		X	X
Biotechnology	X	Х	Х		X	X
Business Administration	Х		Х	degree		X
Business Office Technology	Х					
Career and Life Planning	X					X
Chemistry	X				Х	X
Child Development	X	X	Х	Х		X
Chinese						
Communication Studies	X		Х		X	X
Computer Studies and Information Science	X	X		x		
Computer Science	X					X
Counseling	X					
Dance	X		Х		Х	Х
Drafting Design Technology	x	Х				
Dramatic Arts	X		Х		Х	Х
Earth Sciences	X					
Economics	X		Х			Х
Education			Х			Х
Energy Technology						
English English as a Second Language	X		X			
Film Studies	X		Х			
French			Х			
Geography	Х					
Geology	Х					
German						

Gerontology	X		X	X		X
Health Education	X	Х	X		X	Х
History	X				X	×
Horticulture			Х	certificate	X	
Hospitality	X	х	X	certificate degree		X
Humanities			X			
Interdisciplinary Studies						
Italian			х			
Japanese						
Kinesiology	Х		X		X	X
Library Science	Х					
Linguistics						
Literature			х			
Mathematics	Х					X
Media Arts and Technology	X					
Medical Administrative Professional	X					
Music	X	X			X	
Nursing/Pharmacology	X	X			X	X
Nutrition			Х			
Oceanography	X		Х		X	
Philosophy	Χ			X		
Physical Sciences	X					
Physics					X	
Political Science			X			
Psychology	X	X	Х			X
Energy Technology						
Reading						
Real Estate	Χ		Х	certificate	X	Х
Sociology	Х		Х			Х
Spanish	X		×			×
Special Education						
Surgical Technology						
Noncredit ESL			Х		Х	
Noncredit Adult HS/Career Development		X	×		Х	

Student Services with a goal to expand online services			
Admissions and Records			
Counseling			
DSPS			
EOPS			
Financial Aid and Scholarship Office			
Health Services			
Retention Services: TASC			
Service Learning and Volunteer Center			
Testing Services			
Transfer Center			
Writing Center			

Support of Learning

Superintendent/President

The Superintendent/President is the chief executive officer of the District serving under the direction of a locally elected, seven-member Board of Trustees. The eighth member of the Board of Trustees is the student trustee who is elected annually by students. The Superintendent/ President provides overall administrative leadership to the District and monitors institutional adherence to the policies prescribed and adopted by the Board of Trustees. The Superintendent/President also provides institutional leadership in carrying out the District's mission and institutional goals.

The District administrative team includes three vice presidents who report to the Superintendent/ President: Vice President of Business and Administrative Services, Vice President of Instructional Services, and Vice President of Student Services. Each of these divisions is discussed below.

Three other divisions also report directly to the Superintendent/President: College Development/ Foundation, Marketing and Communications, and Institutional Research and Grants. The Development Office provides administrative support for the District Foundation, solicits major gifts and engages in planned giving, coordinates fundraising and alumni communications, The Marketing and Communications Office is responsible for external communications, including college publications, district marketing and community outreach, government and media relations, the District website, and public information. The Institutional Research and Grants Office conducts research to generate reports and evaluation tools to meet both internal institutional research needs and reporting to external agencies, and coordinates state and federal grants for the college.

Business and Administrative Services Division

The Business and Administrative Services Division supports the mission of the District through the provision of District-wide services within the bailiwicks of six departments. The Vice President of Business and Administrative Services supervises six directors who oversee the daily operations of each department. The Fiscal Services Department provides services in the areas of accounting, budgeting, finance, and payroll. The Risk Management Department identifies risks, protects District assets, and develops and implements strategies to ensure the health and safety of District employees, students, and visitors. The Cashiering Services Department provides student financial services and cash handling services for instructional programs. The Facilities Department provides building maintenance, facilities repairs, and custodial and grounds services on the three District sites, as well as overseeing capital planning and construction. The Human Resources Department provides a comprehensive range of human resource management services including recruiting, developing, supporting, and retaining qualified and diverse employees. The Purchasing and Material Management Department oversees purchasing, contracts, capital projects, reprographic services, mail services, and asset management.

Instructional Services Division

The Instructional Services Division supports the District mission by developing and maintaining high-quality academic programs for the District's students. Led by The Vice President of Instructional Services, six deans and one associate dean provide direct oversight for the development and delivery of credit, noncredit, and community services instruction offered on-site and online. The academic programs present an array of options appropriate to a comprehensive community college. In addition, the responsibilities of this Division include support of high teaching standards, compliance with accreditation standards and

reporting requirements, the Library, and academic computing as well as these student support services: the Writing Center, the Math Learning Center, and the Center for Career Studies and Services.

Student Services Division

The Student Services Division supports the District mission by developing and maintaining high-quality student support programs for the District's students. Led by the Vice President of Student Services, three deans and one associate dean provide direct oversight of the development and delivery of student support services for both credit and noncredit students at the District's three sites and online. In addition to the array of student services programs appropriate to a comprehensive community college, this division is also responsible for campus police and intercollegiate athletics.

Chapter 4 A Declaration of Institutional Excellence

Introduction

Institutional Goal I. MiraCosta Community College District will become a vanguard educational institution.

Institutional Goal II. MiraCosta Community College District will become the college where students have the highest likelihood of success.

Institutional Goal III. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.

Institutional Goal IV. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.

Institutional Goal V. MiraCosta Community College District will be a conscientious community partner.

Introduction

This Educational Plan is grounded in an analysis of current programs and services, the District's position in the state, and campus and community members' perceptions and vision for the future. Given the current status, there is a rich array of both challenges and opportunities.

Drawing from its mission and guided by the Board of Trustees' goals, this chapter presents the District's guiding principles and institutional strategic goals that will guide the District's decision-making and use of resources for the next ten years. The institution's guiding principles are:

- 1. Student Success
- 2. Teaching and Learning Effectiveness
- 3. Access, Growth and Opportunity
- 4. Community, Economic, and Workforce Development
- 5. Organizational Effectiveness and Agility

The five institutional strategic goals for the term of this Educational Plan are:

- I. MiraCosta Community College District will become a vanguard educational institution.
- II. MiraCosta Community College District will become the college where students have the highest likelihood of success.
- III. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
- IV. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
- V. MiraCosta Community College District will be a conscientious community partner.

The five institutional strategic goals were initially reviewed by the Board of Trustees and confirmed through various District meetings in fall 2010. Although these goals are numbered, the numbers do not convey a priority status; each is equally weighted in terms of priorities.

The institutional strategic goals are intentionally broad enough to cover the ten-year term of this Educational Plan. Strategic objectives were then developed to articulate the methods to achieve each institutional strategic goal. These strategic objectives were crafted through a series of District-wide open forums and requests for feedback via an on-line blog in fall 2010.

The next step in the District's integrated planning process will be to build the specific action steps to achieve the strategic objective. These action steps will include timelines for task completion and the identification of those responsible for completing or ensuring the completion of the action steps. The integrated planning manual to be developed in the coming year will describe the ongoing and systematic

cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation including methods for assessing progress on these action steps.

This chapter outlines an impressive agenda for institutional development. Given the strengths of the faculty and staff, the supportive community, the collegial campus climate, and the visionary leadership at all levels in the organization, the District is fully prepared to achieve this agenda. These institutional strategic goals provide the guidance needed to keep the District's energies focused on the realization of measurable long-term goals to benefit its community and its students.

This chapter is formatted to display the links among the foundations for District planning: the District mission \rightarrow Board of Trustees Goals \rightarrow guiding principles \rightarrow institutional strategic goals \rightarrow strategic objectives \rightarrow action steps. Each of these terms is defined below.

Mission	Statement of the institution's broad educational	purposes, its intended

student population, and its commitment to achieving student learning that provides the impetus for achieving student learning and other goals that

the institution endeavors to accomplish

Board goals Statements of the Board's priorities developed annually

Guiding principles The institution's priorities

Institutional Strategic Goals Statements of broad institutional intentions and ambitions

Strategic Objectives Statements articulating the strategies to be used to achieve the

institutional goals

Action Steps Statements that define the specific steps that will be taken to achieve the

strategic objectives and include both a timeline as well as the

identification of individuals or groups responsible to complete or ensure completion of the action steps and to answer the question, "Who does

what by when?"

MiraCosta College provides quality instruction and support services that allow students to pursue and achieve their goals. The college responds to the needs of its students and community by creating new programs, expanding existing programs, and implementing innovative approaches to teaching and learning that prepare students to be productive citizens in a diverse and dynamic world.

Planning Principles:

Student Success

Teaching and Learning Effectiveness

Access, Growth and Opportunity

Community, Economic and Workforce Development

Board of Trustees Values, Goals, and Priorities 2010-2011:

- Sustaining the College's Academic Excellence
- Improving Student Success and Access to the College
 - Engaging in Community Outreach

Institutional Strategic Goal 2010-2020:

I. MiraCosta Community College District will become a vanguard educational institution.

Strategic Objectives	Accreditation Standard and/or Recommendation
Create an educational environment that promotes dialogue, learning, student engagement and innovation	<u>Standard I.B.1:</u> The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student
	learning and institutional processes.

	Standard III.B.1: The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. Standard IV.A.3: Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies. Recommendation 1, first bullet: Implement, align, and integrate various
	college plans into a fully integrated institutional plan that advances a defined mission statement.
Develop exceptional facilities and infrastructure to anticipate changing needs and priorities	Standard III.B.2: To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
Create a teaching academy to support faculty interested in learning on- site and online pedagogy with a focus on strategies to improve student retention	Standard II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location. Standard III.A.5: The institution provides all personnel with appropriate
	opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.
Implement STEM best practices to strengthen teaching and learning in science and mathematics courses and develop strategies to share those teaching practices with K-12 partners	Standard II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate

	courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location. Standard III.A.5: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.
Partner with local industry to develop and maintain educational programs that meet community needs with a focus on anticipating and responding to emerging and developing technologies	Standard II.A.2b: The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.
	Standard II.A.5: Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
Become a model for environmental education and sustainability	Standard II.A.1a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
	Standard III.B.1: The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
Implement a pre-eminent online education program that effectively supports student success	Standard II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study

	abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location. Standard II.B.1: The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.
	Standard II.B.3a: The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.
	Standard II.C.1: The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.
Develop a model foundation and development office to support the educational mission of the District	Standard III.D.1b: Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
Become a model for cultural diversity education and student support that spans the District's curriculum, operations and institutional planning	Standard II.A.3c: {General education includes} a recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
	Standard II.B.3d: The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

MiraCosta College provides quality instruction and support services that allow students to pursue and achieve their goals. The college responds to the needs of its students and community by creating new programs, expanding existing programs, and implementing innovative approaches to teaching and learning that prepare students to be productive citizens in a diverse and dynamic world.

Planning Principles:

Student Success

Teaching and Learning Effectiveness

Access, Growth and Opportunity

Community, Economic and Workforce Development

Board of Trustees Values, Goals, and Priorities 2010-2011:

- Sustaining the College's Academic Excellence
- Improving Student Success and Access to the College
 - Engaging in Community Outreach

Institutional Strategic Goal 2010-2020:

II. MiraCosta Community College District will become the college where students have the highest likelihood of success.

Strategic Objectives	Accreditation Standard and/or Recommendation
Expand the academic experiences and civic engagement activities of	Standard II.A.1a: The institution identifies and seeks to meet the varied
the Honors Scholars Program and increase students' participation in	educational needs of its students through programs consistent with their
and successful completion of the program	educational preparation and the diversity, demographics, and economy

	of its communities. The institution relies upon research and analysis to
	identify student learning needs and to assess progress toward achieving stated learning outcomes.
	Standard II.A.3c: {General education includes} a recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
	Standard II.B.3b: The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.
Develop and implement strategies to improve student retention	Standard II.B.3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
	Standard II.B.4: The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
Institutionalize the best practices identified through the Basic Skills Initiative Pilot Projects	Standard II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.
	Standard II.B.4: The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the

	achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
Design a program to increase the number of students who progress from success in noncredit courses to success in credit courses	Standard II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location. Standard II.B.4: The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
Develop a multi-faceted outreach program to student-veterans to encourage and support their transition into the District and the achievement of their educational goals	Standard II.B.3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

MiraCosta College provides quality instruction and support services that allow students to pursue and achieve their goals. The college responds to the needs of its students and community by creating new programs, expanding existing programs, and implementing innovative approaches to teaching and learning that prepare students to be productive citizens in a diverse and dynamic world.



Planning Principle: Organizational Effectiveness and Agility



Board of Trustees Values, Goals, and Priorities 2010-2011:

- Completing the Comprehensive Master Plan
- Engaging in Strategic Planning for the District
 - Engaging in Community Outreach
- Improving Student Success and Access to the College
- Continuing Professional Growth through Board Development
 - · Promoting and Nurturing Collegiality
 - · Maintaining Fiscal Prudence and Stability
 - Engaging in Strategic Planning for the District



Institutional Strategic Goal 2010-2020:

III. MiraCosta Community College District will institutionalize effective planning processes through the routine use of data to make decisions.

Strategic Objectives	Accreditation Standard and/or Recommendation
Establish an Office of Institutional Effectiveness & Grants to provide leadership for research, planning, grants, and accreditation	Standard I.B.3: The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of

evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

<u>Standard I.B.5</u>: The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

<u>Standard I.B.6</u>: The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

<u>Standard I.B.7</u>: The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

<u>Standard III.A.2</u>: The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

<u>Standard IV.B.2a</u>: The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Recommendation 1, third bullet: Conduct consistent, systematic, and timely evaluations of the integrated institutional plan and its related components based on analysis of both quantitative and qualitative data and ensure the results are communicated and understood by college constituents. Further, in order to promote and sustain a culture of

	evidence and improve institutional effectiveness, the college should implement an ongoing method of measuring and evaluating its effectiveness in achieving stated institutional performance objectives and student learning outcomes.
Develop a data warehouse to ensure a single consistent source of information for reports and inquiries	<u>Standard I.B.5</u> : The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
Integrate the routine use of data in the District's strategic planning processes, including the systematic review of standardized data reports and the assessment of measureable objectives derived from the institutional strategic goals.	Standard I.B.3: The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
	Standard I.B.7: The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.
	Recommendation 1, second bullet: Develop specific, measureable, realistic and time-bound objectives in relation to clearly stated institution-wide goals that are understood college-wide and represent the foundation of the integrated institutional plan.
Develop an integrated planning manual that describes the connections among the components of District planning and that defines the purpose, timelines, and products of each planning component.	Standard I.A.4: The institution's mission is central to institutional planning and decision-making.
	Standard I.B.3: The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

	Standard IV.A.2: The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.
	Recommendation 1, first bullet: Implement, align, and integrate various college plans into a fully integrated institutional plan that advances a defined mission statement.
Develop processes to align the master plan with program review for all departments and programs that links to the allocation of resources	Standard I.B.6: The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
	Standard III.D.1: The institution relies upon its mission and goals as the foundation for financial planning.
	Recommendation 1, first bullet: Implement, align, and integrate various college plans into a fully integrated institutional plan that advances a defined mission statement.
	Recommendation 1, fourth bullet: Complete the Educational Master Plan and begin implementation. In addition, the college must demonstrate that decisions regarding priorities result from stated institutional goals and are linked to an integrated institutional plan and its related planning components.
Revise the mission statement so that it is a more effective basis for planning	Standard I.A.3: Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
	Recommendation 1, first bullet: Implement, align, and integrate various college plans into a fully integrated institutional plan that advances a defined mission statement.
	As noted in the 2010 Accreditation Evaluation Report, page 20: "The

	college needs to further develop the mission statement to define the student population and to state a commitment to student learning."
Develop and implement strategies to track student learning outcome assessment and to communicate the results of student outcome assessment	Standard I.B.1: The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
	Standard II.A.1c: The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.
	Standard II.A.2f: The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.
	Standard II.B.4: The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
	Standard II.C.2: The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
	Recommendation 1, third bullet: Conduct consistent, systematic, and timely evaluations of the integrated institutional plan and its related components based on analysis of both quantitative and qualitative data and ensure the results are communicated and understood by college

	constituents. Further, in order to promote and sustain a culture of evidence and improve institutional effectiveness, the college should implement an ongoing method of measuring and evaluating its effectiveness in achieving stated institutional performance objectives and student learning outcomes. Recommendation 2: In order to meet the standard and achieve proficiency level by 2012, the Team recommends that the college develop comprehensive reports to clearly demonstrate the ongoing, systematic review of student learning outcomes.
Integrate participation in the development and assessment of student learning outcomes into faculty evaluations	Standard III.A.1c: Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.
	Recommendation 3: In order to meet the standard, the Team recommends that the college formalize in writing participation in student learning outcomes and assessment as a stated component of the evaluation process for faculty and other directly responsible for student progress for achieving stated student learning outcomes.
Develop a comprehensive, District Technology Plan 2011-2015	Standard III.C.2: Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.
Assess the planning process and the governance structure	Standard I.B.6: The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
	Standard I.B.7: The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

	Standard IV.A.5: The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.
	Recommendation 4: In order to meet the standard, the Team recommends that the college develop a process to evaluate the integrity and effectiveness of its new governance structure and use the evaluation results as the basis for improvement.
Review planning processes to ensure broad participation in District planning	<u>Standard I.B.4:</u> The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
	Standard IV.A.1: Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.
Develop a process for establishing and distributing an annual research agenda and reports	Standard I.B.5: The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
	Standard IV.A.3: Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.
	Standard IV.B.2e: The president works and communicates effectively

	with the communities served by the institution.
	Recommendation 1, third bullet: Conduct consistent, systematic, and timely evaluations of the integrated institutional plan and its related components based on analysis of both quantitative and qualitative data and ensure the results are communicated and understood by college constituents. Further, in order to promote and sustain a culture of evidence and improve institutional effectiveness, the college should implement an ongoing method of measuring and evaluating its effectiveness in achieving stated institutional performance objectives and student learning outcomes.
Build the capacity of the Office of Institutional Research & Grants to fulfill the College's goals of becoming a data-driven institution	Standard III.A.2: The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.
	Recommendation 1, third bullet: Conduct consistent, systematic, and timely evaluations of the integrated institutional plan and its related components based on analysis of both quantitative and qualitative data and ensure the results are communicated and understood by college constituents. Further, in order to promote and sustain a culture of evidence and improve institutional effectiveness, the college should implement an ongoing method of measuring and evaluating its effectiveness in achieving stated institutional performance objectives and student learning outcomes.

MiraCosta College provides quality instruction and support services that allow students to pursue and achieve their goals. The college responds to the needs of its students and community by creating new programs, expanding existing programs, and implementing innovative approaches to teaching and learning that prepare students to be productive citizens in a diverse and dynamic world.

Planning Principles:

Community, Economic and Workforce Development
Organizational Effectiveness and Agility

Board of Trustees Values, Goals, and Priorities 2010-2011:

- Completing the Comprehensive Master Plan
- Engaging in Strategic Planning for the District
- Continuing Professional Growth through Board Development
 - Promoting and Nurturing Collegiality
 - Maintaining Fiscal Prudence and Stability

Institutional Strategic Goal 2010-2020:

IV. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.

Strategic Objectives	Accreditation Standard and/or Recommendation
To facilitate student access; develop and implement strategies to increase the college-going participation rate to the state average	Standard II.B.3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
	Standard IV.B.2b: The president guides institutional improvement of the teaching and learning environment by establishing a collegial

	December 1997
	process that sets values, goals, and priorities.
Implement budget processes to ensure that annually the unrestricted general fund ending balance is at least 10% of expenditures at the close of each fiscal year	Standard III.D.2: To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.
	Standard IV.B.2d: The president effectively controls budget and expenditures.
Develop strategies to improve the ratio of Weekly Student Contact Hours to Full-time Equivalent Faculty (WSCH/FTEF) as a way to demonstrate accountability and efficient use of resources	Standard III.D.1b: Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
	Standard III.D.2: To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.
	Standard IV.B.2d: The president effectively controls budget and expenditures.
Disseminate an annual report to the community outlining the District's progress on its institutional strategic goals and objectives, fiscal health and stewardship, and educational leadership.	<u>Standard IV.B.2e</u> : The president works and communicates effectively with the communities served by the institution.
	Recommendation 1, third bullet: Conduct consistent, systematic, and timely evaluations of the integrated institutional plan and its related components based on analysis of both quantitative and qualitative data and ensure the results are communicated and understood by college constituents. Further, in order to promote and sustain a culture of evidence and improve institutional effectiveness, the college should implement an ongoing method of measuring and evaluating its effectiveness in achieving stated institutional performance objectives and student learning outcomes.

Mission:

MiraCosta College provides quality instruction and support services that allow students to pursue and achieve their goals. The college responds to the needs of its students and community by creating new programs, expanding existing programs, and implementing innovative approaches to teaching and learning that prepare students to be productive citizens in a diverse and dynamic world.

Planning Principles:

Access, Growth and Opportunity
Community, Economic and Workforce Development
Organizational Effectiveness and Agility

Board of Trustees Values, Goals, and Priorities 2010-2011:

- Continuing Professional Growth through Board Development
 - · Promoting and Nurturing Collegiality
 - Completing the Comprehensive Master Plan
 - · Maintaining Fiscal Prudence and Stability
 - Engaging in Strategic Planning for the District

Institutional Strategic Goal 2010-2020:

V. MiraCosta Community College District will be a conscientious community partner.

Strategic Objectives	Accreditation Standard and/or Recommendation
Expand collaborative and innovative programs to provide venues for	Standard I.A.1: The institution establishes student learning programs
student success as well as venues for community engagement	and services aligned with its purposes, its character, and its student

	population.
	population.
	<u>Standard II.A.2d</u> : The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
Develop a cohesive concurrent enrollment program for high school students	Standard I.A.1: The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
	Standard II.A.2d: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
Develop a MiraCosta Promise program to link at-risk, middle school students with the District through activities, success contracts, and scholarships upon high school graduation	Standard I.A.1: The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
	Standard II.A.2d: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
Combine and expand the District's existing strengths in community services and small business development	Standard I.A.1: The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
	Standard IV.B.2e: The president works and communicates effectively with the communities served by the institution.
Develop a model program for District service area senior citizens	Standard I.A.1: The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
	Standard IV.B.2e: The president works and communicates effectively with the communities served by the institution.
Optimize and affirm the mutual benefit of the District's community- based advisory committees for improving educational programs	Standard II.A.2b: The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify

competency levels and measurable student learning outcomes for
courses, certificates, programs including general and vocational
education, and degrees. The institution regularly assesses student
progress towards achieving those outcomes.

Appendix

ZIP Codes in MiraCosta Community College District Service Area 2010 LQ
High School Drop-out Rates
Crosswalk of TOP Codes and MCC Instructional Disciplines
Student Access to the Internet at Home by Race/Ethnicity
Online Survey Detail
About Economic Modeling Specialists Incorporated

ZIP Codes in MiraCosta Community College District Service Area

City	Zip	Comments
	92056	Partially in Palomar CC District
	92054	7
	92055	
Occasida/Cassa Dandlatan	92057	Partially in Palomar CC District
Oceanside/Camp Pendleton	92058	
	92051	PO Box
	92052	PO Box
	92049	PO Box
	92008	
	92009	Partially in Palomar CC District
Carlsbad	92010	
Cansbad	92011	
	92018	PO Box
	92013	PO Box
Englishe	92023	PO Box
Encinitas	92024	
Cardiff by the Sea	92007	
Del Mar	92014	
San Diego (Carmel Valley)	92130	
Solana Beach	92075	
Pancha Santa Fa	92067	
Rancho Santa Fe	92091	

2010 LQ

Several tables refer to a measurement often used in regional sciences called **location quotient**. Location quotient (LQ) is a way of comparing a region to a larger reference region according to some characteristic or asset. The process for deriving this number is to divide the percentage of the whole which that asset composes at the regional level by the percentage of the whole which that asset composes at the national level. For instance, if 18-19 years olds make up 4% of the regional population and 18-19 year olds make up 3% of the national population, we divide the first quotient by the second to obtain the location quotient: (0.04/0.03 = 1.33).

These data are fairly simple to translate into everyday language. If the LQ score for any asset is above 1.00, then the region has a greater concentration of that asset than the nation. Conversely if the LQ score for any asset is below 1.00, then the region has a lower concentration of that asset than the nation. Using the previous example, if the regional LQ for people 18-19 years of age is 1.33, this means that the region is 33 percent more concentrated with those individuals than the nation as a whole. Another way of saying this is that there are 33% more 18-19 year olds, per capita, than the national average.

High School Drop-out Rates

9th-12th Grade Drop Out Rate, Major Public Schools

9th-12th Grade Drop Out Rai	te, Major Pu	blic School	IS							
	2000	2001	2002	2003	2004	2005	2006	2007	2008	Average
San Dieguito Academy	1.0%	0.0%	0.0%	0.0%	0.0%	0.3%	2.0%	1.8%	0.0%	0.6%
La Costa Canyon High	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	4.9%	3.0%	1.8%	1.2%
Torrey Pines	0.3%	0.0%	0.6%	0.4%	0.5%	0.6%	14.4%	4.4%	1.2%	2.5%
El Camino	0.9%	3.6%	2.7%	3.6%	3.9%	1.6%	3.1%	6.3%	4.7%	3.4%
Carlsbad	2.0%	3.9%	2.4%	9.9%	5.8%	4.8%	3.9%	3.5%	3.7%	4.4%
Rancho Buena Vista*	2.1%	0.6%	1.2%	2.5%	1.9%	8.8%	7.6%	7.2%	11.8%	4.9%
Oceanside	4.9%	5.0%	1.7%	3.1%	2.3%	5.6%	4.1%	14.4%	14.8%	6.2%
Vista*	7.2%	6.5%	4.6%	5.9%	7.2%	10.7%	9.3%	5.1%	15.2%	8.0%
Carlsbad Seaside Academy	30%**	0%**	53.5%**	11.2%	2.6%	0.0%	0.0%	13.4%	3.7%	12.7%
Sunset	5.4%	6.3%	16.3%	15.5%	16.3%	12.3%	21.4%	29.2%	25.3%	16.4%
Guajome Park Academy*	31.9%	45.7%	49.3%	30.8%	2.0%	0.0%	0.0%	9.2%	19.2%	20.9%
Pacific View Charter	34.1%	22.9%	0.0%	9.3%	0.0%	0.0%	5.1%	68.0%	57.2%	21.8%
North Coast	1.0%	0.0%	0.0%	0.0%	10.4%	29.3%	39.4%	92.8%	77.9%*	27.9%
Ocean Shores (Continuation)	24.1%	76.4%	5.6%	7.5%	2.4%	9.9%	46.1%	36.1%	44.2%	28.0%
Carlsbad Village Academy	n/a	n/a	84.4%*	n/a	19.1%*	0%*	0%*	38.4%*	39.7%*	30.3%
Canyon Crest Academy	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.0%	0.7%	n/a
San Diego County †	8.8%	7.9%	9.2%	10.7%	15.0%	12.0%	13.8%	20.3%	17.1%	12.8%
California	11.1%	11.0%	10.8%	12.5%	12.9%	12.4%	14.1%	21.1%	18.9%	13.9%

^{*}Outside of MiraCosta Community College District service area

Dramatic increases in 2005-2006 forward were the result of the implementation of the California High School Exit Exam (CAHSEE) and the requirement of the high schools to verify data at the student level rather than the aggregate.

These drop-out rates represent the California Department of Education's "Four Year Derived Drop-out Rate." The formula for this rate is as follows: (1-((1-(drop gr 9/enroll gr 9))*(1-(drop gr 10/enroll gr 10))*(1-(drop gr 11/enroll gr 11))*(1-(drop gr 12/enroll gr 12))))*100 n/a means that the data is not available to complete the calculation

^{**} indicates that the school had fewer than 100 students enrolled at the beginning of the semester.

[†] There are more high schools within San Diego County than those listed here. Therefore this number should not be seen as the average for the region. It is displayed for purposes of comparison.

Crosswalk of TOP Codes and MiraCosta Community College District Instructional Disciplines

TOP Code	Description	MiraCosta Terminology	Instructional Discipline Page in the Educational Plan
0101.00	Agriculture Technology and Sciences, General	Agriculture Technology and Sciences, General; Agriculture Business, Sales, and Service	Horticulture
0109.10	Landscape Design and Maintenance	Horticulture; Landscape Management; Landscape Architecture; Floriculture; Nursery/Crop Production	Horticulture
0201.00	Architecture and Architectural Technology	Architectural Technology	Architecture
0430.00	Biotechnology & Biomedical Technology	Biotechnology	Biotechnology
0501.00	Business and Commerce, General	Business Administration; Management; Entrepreneurship	Business Administration
0509.00	Marketing and Distribution	Marketing	Business Administration
0502.10	Tax Studies	Accounting	Accounting
0511.00	Real Estate	Real Estate; Real Estate Entrepreneurship	Real Estate
0514.00	Office Technology/Office Computer Applications	Office Manager; Secretary/Administrative Assistant; Desktop Publishing	Business Office Technology Computer Studies and Information Technology
0614.20	Web Design	Web Development and Design	Media Arts & Technologies
0702.10	Software Applications	Network and Desktop Administration	Computer Studies and Information Technology
0708.10	Computer Science	Computer Programming Fundamentals; Computer Studies	Computer Science
0835.20	Fitness Trainer	Health Sciences; Kinesiology	Kinesiology
0948.00	Automotive Technology	Automotive Technology	Automotive Technology
0953.00	Drafting Technology	Computer-Aided Design and Drafting; Mechanical Drafting	Design Drafting Technology
1005.00	Commercial Music	Music Management & Merchandising	Music
1030.00	Graphic Art and Design	Graphic Design; Web Development and Design	Media Arts & Technologies
1208.00	Medical Assisting	Medical Administrative Professional; Medical Biller/Coder; Medical Transcriptionist	Medical Administrative Professional
1217.00	Surgical Technician	Surgical Technology	Surgical Technology

3009.00	Travel Services and Tourism	Hospitality Management	Hospitality
2105.00	Administration of Justice	Criminology and Justice Studies	Administration of Justice
1307.10	Restaurant and Food Services and Management	Hospitality Management	Hospitality
1307.00	Hospitality	Hospitality Management	Hospitality
1305.00	Child Development/Early Care and Education	Early Childhood Education	Child Development
1305.20	Children with Special Needs	Early Childhood Special Education	Child Development
1299.00	Radiation Protection Technicians/Other Health Occupations	Radiation Protection Technology Energy Technology	Energy Technology
1262.00	Massage Therapy	Massage Therapy Technician	Health Education
1230.30	Certified Nurse Assistant	Certified Nursing Assistant	Nursing
1230.20	Licensed Vocational Nursing	Licensed Vocational Nursing	Nursing
1230.10	Registered Nursing	Registered Nursing	Nursing

Student Access to the Internet at Home by Race/Ethnicity

Do you have internet access at home? (Credit Students Only)

	Yes	No
American Indian or other Native American	91%	9%
Asian, Asian American or Pacific Islander	92%	8%
Native Hawaiian	80%	20%
Black or African American, Non-Hispanic	79%	21%
White, Non-Hispanic	95%	5%
Hispanic, Latino, Spanish	92%	8%
Other	96%	4%
Total	93%	7%

Source: Community College Survey of Student Engagement Spring 2009

Online Survey Detail

Q.1. Please indicate your level of familiarity with MiraCosta District.

Very Familiar	Familiar	Somewhat Familiar	Somewhat unfamiliar	Not familiar
26%	46%	20%	20%	4%

Q.2. Indicate which MiraCosta District campuses you have visited or attended. Choose as many as apply.

Oceanside Campus	91%	Not Visited/Attended	4%
San Elijo Campus	53%	Other locations	0%
Community Learning Center	29%		

Q.3. In which city or region do you live?

Oceanside	35/30%	Escondido	7
Carlsbad	16/14%	Solana Beach/Cardiff	6
San Diego	16/14%	Vista	5
Encinitas	11	All other	20

Q.4. In which city or region do you work?

Oceanside	35/30%	Encinitas	6
Carlsbad	24/21%	Del Mar	6
San Diego (City/Cty)	16/14%	All other	12
Escondido/San Marcos	11	Retired/not working	7

Q.5. What service area or industry are you most associated with?

Area or Industry		Percentage
PreK-12 Education	15	13%
Higher Education	8	7%
Local Elected Officials	7	6%
Civic/Government	13	11%
Health Services	9	8%
Engineering/Manufacturing	3	3%
Finance/Real Estate/Insurance	12	10%

Transportation/Distribution	0	0%
Retail	2	2%
Biotechnology	7	6%
Horticulture	1	1%
Hospitality/Entertainment	6	5%
Utilities	5	4%
Automotive	1	1%
Other, please specify	28	24%
Total	117	100%

Q.8. Have you or a family member personally attended/are currently attending MiraCosta District? If yes, when? Which campus? If applicable, please describe the program/degree/certificate.

51 respondents replied "no." The other responses are:

- My grandson is currently attending MiraCosta Oceanside Campus pursuing psychology major.
- Took music courses in 2008, 2009. Took acting (Drama) class in 2009.
- Oceanside Spanish class
- Oceanside PE, Spanish, Astronomy. San Elijo Oceanography
- Oceanside Campus approximately 1985 1989
- Presently summer 2010 at Oceanside
- 1964 1966, Oceanside Campus, AA
- Former student Oceanside Campus, General Ed/Child Development
- I attended the Oceanside campus 10-15 yrs ago, and my daughter recently attended the Oceanside campus 2 years ago. She was transferring to CSUSM from CSULB and needed some lower division courses.
- I have taken a few classes. My daughter completed two years and transferred to Cal State San Marcos.
- Myself and my son both general ed and special interest courses at both the Oceanside and Cardiff campuses. Many year ago I also taught children's specialty cooking classes for Community Services at the Cardiff campus. MiraCosta is a wonderful community college.
- Yes. Myself Oceanside-Carlsbad Jr. College 1962-63 Wife Mira Costa Community College -1965-66
- Me. Over several years at both campuses in Child Development
- Both of my children 1988-1999 and 1997-1998 Oceanside Campus, both transferred to 4-year college
- Communications
- Current Oceanside campus student. General studies, including sciences.

- I teach part-time at MCC
- Horticulture several classes from 1997 Present
- Fashion design and general requirements
- 20 years ago at San Elijo
- Wife attend San Elijo campus several years ago ... 1987-89. She took accounting course and received an AA degree. She was very satisfied.
- Nephew, currently attending, pursuing AA for transfer purposes
- Yes, Oceanside & San Elijo, real estate
- Attended Oceanside campus (some San Elijo courses) from 2005-2008. Theater Arts focus, one course away from AA. Transferred to CSU Chico
- Oceanside, business, real estate
- My children took their Driving Education classes at Mira Costa
- No family members but my employees attend MiraCosta Child Development programs.
- Me and my son have attended MiraCosta College. I attended a few classes at both campuses for transfer credits. My son was a full time student at Oceanside campus but did not complete degree.
- Yes, Last term and this term. San Elijo. My daughter has taken classes that provide dual credit for HS and College. A great way to get kids moving in the right direction.
- Yes. 1991 Oceanside & San Elijo. Computer Applications Certificate & Associate Degree
- 2006/Oceanside/Surgical Tech.
- I have neighbors that attend and my wife is planning on finishing her general ed there this year (after 30 years off) and going to CSSM. My high school-aged son and wife will are taking a course together.
- My husband took a number of business and math classes a few years ago at San Elijo campus.
- Just a couple of classes YEARS ago. I took several real estate related classes. Very helpful and very affordable.
- Daughter currently attending both campuses and working on AA degree
- Presently Oceanside Personal enrichment
- I attended for a guitar class in San Elijo for fun about 10 years ago.
- Took all real estate course to get a brokers license. Now teach part time at MCC.
- My son attended Mira Costa College several years ago, and transferred to a State University. He attended Oceanside Campus.
- Encinitas campus, 2002-03
- Yes, both Oceanside and San Elijo in 1986. AA in Business Administration.
- yes: Oceanside/transfer university and surgical technology certificate yes/San Elijo/ medical billing community classes
- Myself, 2004 -05 San Elijo Theatre
- Son, 2007-2010. Mainly Oceanside. AA in Biology
- Oceanside-Carlsbad College, Oceanside, CA 1948-1950, received A.A. Degree
- My wife and I both attended Bakersfield City College, before she transferred to UCSB and I to UCLA, where we later graduated from our respective universities.
- My wife and I have attended computer and music classes at the downtown center and San Elijo.
 Non-credit
- Yes. My father attended MiraCosta CC in the 1980's
- Yes, college for kids

Q9. Please share your vision of what MiraCosta College should do in the next five years to best meet the needs of the students and the community.

- Involve the community in understanding the many contributions the College offers to the community
- Possibly lower unit cost, lower cost of food, lower cost of parking
- As we are all well aware, the world is changing and we all need to be re-oriented to how to problem solve and think critically in today's complex world. The job of Mira Costa in today's world is not just to prepare students for higher education or technical training but it needs to offer classes for mid-career and older workers to be able to think in the 21st century. Recommend a book, The Age of the Unthinkable. This book addresses what I am referring to.
- Continue to offer the superb classes you have and expand your terrific visual and performing arts.
- Focus on technology education
- Stronger in basics of English, grammar, math
- Keep on doing it
- Remain accessible to students
- Continue the outreach effort and to build a sustainable endowment that taps into the alumni
- Career tech, 2 year certificates in a credentialed field of study, transfer students
- Expand parking areas
- Accessible, diverse student body and staff, excellence in academics and career preparation, cultural center for community, high ethical standards, fiscal responsibility
- MiraCosta appears to have outstanding instructors and a strong curriculum. Keep up the good work!
- My views, as a student, are not relevant since it has been many moons ago that I attended Mira Costa. Overall I feel Mira Costa has many strengths meeting the needs of students. I also feel that students are poorly equipped to write and read at a college level but yet take classes that don't follow required prerequisites.
- I think the continuance of the Business Advisory Board is crucial to the success of MC students.
 The business community wants to be involved and active in shaping the curriculum and key messages sent to students.
- Become best in class (no pun intended). Palomar College has had the limelight for many years
 but I believe Mira Costa should take the top spot. From my interaction with Faculty and Admin at
 MCCC, I believe education and community involvement are extremely important to them.
 Suggestions: surveys to businesses (HR and Management); more public relations efforts (like
 tracking ace students through their careers and beyond and getting them on local news stations)
- Allow students to be competitive in the current economy; prepare them for key industries in North County.
- Keep their prices reasonable, provide a greater variety of online courses, and continue providing career and technical courses for those who need immediate employment.
- Continue to work on student retention
- Continue to work on the Alignment of credit courses for Early Childhood Education. Increase the number of units for Infant/ Toddler coursework. Continue to provide enrichment courses for Seniors. Improve Linkage with local providers for student placements.
- Provide educational opportunities that will allow students to afford to ultimately buy housing within the District limits and be employed productive assets to raise children within these confines of our District

- Access to classes, especially for potential entrepreneurs, is critical for the economic development of the region.
- Provide two year program for transfer to universities; provide quality classes for career technical skill. Provide a center of excellence for the Wounded Warrior program for wounded veterans in the Camp Pendleton area.
- MiraCosta truly has a "handle on" transfer education staying tuned with the changes in this area will, in this area, be the task before you. Our community colleges MiraCosta in this area, must be up to the task of helping California recover economically. Identifying jobs and careers which will emerge and "clustering" curricula which can serve emerging related careers is critical somewhat like you did with the hybrid car technician . . . I hope that certificate program is still doing well. From my limited experience with your Curriculum and Instruction group I think there is a need for some retooling to make the career education process work better. It seemed to me that it was on occasion the old 'round peg in a square hole' experience. Career education, WITH academic rigor, often has different needs than transfer education (e.g. externally set requirements, accreditation issues, and evaluation requirements). Also, the calendar or schedule with which you manage curriculum change is extremely cumbersome. I am aware that the Academic Senate is responsible for the curriculum, but in my experience, your process is somewhat cumbersome and should be addressed. Also, classroom space?
- Do not reduce the classes currently scheduled. I know the job market is tough now but will rebound with a Wham when the economy stabilizes
- MiraCosta College should ensure that it's programs are designed to prepare students for transition with a two year degree either to support the local industries (e.g., biotech, medical, energy, green initiatives, etc.) or to pursue a 4 year degree.
- Keep college affordable
- Continue with current programs maybe more emphasis on mature learners. America is turning gray.
- Based upon the question "Is a college degree still worth it?" there is a need to evaluate the need to offer middle-skilled occupational programs such as sales, office and administration which have shown little or no growth over the last decade.
- Align your funding with offering the educational needs of your community.
- Satisfy responses to question #6
- Provide several "niche" programs for the local student populace. Provide students with preparation for unique work environs and help student prepare for 4 year study when they are not entered as new students into those facilities
- Continue along the path currently in use. Dream big
- More technical training. Better relationships with local businesses. Better programs to develop k-12 students for college/trade schools
- Continue to work with local businesses to align their employment requirements with MiraCosta Colleges technical/science classes
- I think that Mira Costa College is doing a great job preparing students for job opportunities and to enter other 4-year colleges. Keep doing what you're doing...
- With sponsorship from government, foundations and businesses, MiraCosta College should continue to expand its capacity to prepare students for college transfer and for employment. It should be able to scale up its programs in highest demand as well as prepare for future educational demands. This means growth in physical plant (including parking), number of highly qualified and motivated faculty and student resources. It should continue to be innovative and proactive in terms of identifying and reducing the obstacles faced by students at all levels and

distinguishes itself from other community colleges based on performance metrics such as student satisfaction, retention rate and rate of employment of students on the technical career track. It should also continue to offer students a well-rounded educational and social experience that builds self-confidence, pride as an alumnus and desire to contribute to the school and to the broader community.

- Continue education for transfer of students to a State or Private University.
- Increase nursing and allied heath training opportunities.
- Keep the classes affordable.
- Horticulture provide career-technical classes in Viticulture to support a growing agricultural crop transition from avocado/citrus to grapes
- Partner with Industries and focus on technical career programs.
- Provide quality education for local students. Gear up for the work needs for the future so graduates are ready for the needed jobs.
- Increase the amount of transferrable credit courses you offer in areas of specific discipline such as marketing, advertising, finance, IT, etc that are courses required of a 4-year college Major degree, thus they don't have to repeat them and are of substantial learning experience to better prepare the student for their major.
- Provide CTE training for the community as well as AA degrees or/and courses for transfer
- MiraCosta College is doing a great job of understanding their community needs and preparing their students for positions upon graduation.
- I read a study recently that stated the majority of jobs in the future will not require a 4-year college degree. As such, I feel the community colleges play an important role (even more important than a 4-year college) in society to prepare people with the necessary skills (or sharpen their skills) to meet the needs of the future.
- Continue high standards Provide classes/programs for older adults other than middle of the day
- Continue to concentrate on providing a quality educational opportunity to young adults that includes CTE and articulated classes with the local high schools.
- Assist students and community in becoming contributors to our local, state, and national economy.
- Be realistic about job prospects for particular majors.
- Provide for students to transfer at the end of two years to a four year school
- Prepare students to engage in the ever changing job opportunities and educate them to provide future training to those who seek these opportunities.
- Become more visible in the community; Partner with the cities/businesses/organizations; maintain the quality staff and administrative professionals; enhance the image.
- Continue on the path of providing both technical skill and certification classes as well as undergrad programs to transfer to university settings
- Career technical on par with areas
- Find MONEY so classes are not over-crowded and many cut from programs each semester. It is difficult for students who are in a "track" to get their credentials when pre-requisites for needed courses are canceled or the "sequence" of courses are canceled and put our students semesters behind. Tell the Governor to cut other fat out of the budget and not education.
- My vision is to bring more high education technology such as podcasting and SMART Boards in the classroom.
- Continue to address the needs of the students on the transfer track to the UC/CSU system
- I like the direction of the college focusing on articulation agreements with 4 year institutions, with top notch instruction. Working to remediate English and Math issues for HS graduates so that

they can mainstream, and provide a cultural focal point for the community. I am deeply concerned with the breath of these tasks, and the financial resources needed to achieve success with type of mission.

- Expand San Elijo Campus, more certificate programs in "Green Tech"
- Continue to provide quality, affordable education for college-bound and career-technical students.
- I believe MCC should offer remedial classes/training that includes transportation (planned public/private routes) to its campus for local residents. Schedules and pickup locations will be planned with the local residents in mind, facilitating the decision to attend MCC.
- Get the word out how good the college is and work on keeping the young adults in school
- Continue to offer quality education at reasonable rates, including vocational training and courses for transfer to 4-year institutions.
- Ensure that course types are available to students wanting the knowledge to garner future jobs in specific job markets
- Continue academic excellence, Raise awareness Community involvement
- Include a course in credit management as part of the regular curriculum regardless of the major. I also think a parenting skills class would be very helpful given the age of many students and a general lack of knowledge as well as many single parents who do not have any role models
- It seems to me that the college is doing a good job. My feeling is that fewer folks are going to have a four year college as an option and we need to offer more career and technical training.
- Continue with low cost, quality programs for students in the community. I am particularly interested in courses which support healthcare
- Continue offering high quality educational opportunities for all in the community, whether preparing for the University level or a career in a vocation.
- Develop partnerships with 4-year colleges to facilitate transfer.
- Better promote your arts, sports, performing arts, lecture series and other 'life on the campus' events and programs.
- Interface with business and create classes to help prepare the future work force
- Provide quality and affordable education to students.
- Inform community of AA, brush-up skills, and vocational training.
- Prepare students to go out and obtain jobs in professional industries. Students should be prepared to go into organizations and be educated to fit into the professional world. Need technical and educational skills that are needed at the work place - not just text book training.
- Prepare all students (both young & those training for a new career) with skills that will prepare them to succeed in a job.
- Expand its Allied Health department and other vocational programs that are allowing people to enter the workforce & earn a living wage. Allied Health dept deserves a new building.
- Continue to provide a variety of courses for the individual majors and general education so that students can graduate in a timely manner.
- Emphasize 4-year-college transferrable college courses
- Provide an alternative for students who can't afford 4 years of university and prepare them for transfer to a university at 3rd year level.
- One of the biggest challenges of the community colleges is prioritize and define your vision and mission. Your responsibilities are many and varied. I'm not certain that all can be achieved at a high degree of success.
- Make programs accessible to students in the evening. We are a preschool and teachers need to be here doing the day. Flexible class schedules are imperative

- An institution which continues to ensure that students are successfully transferring to institutions of higher education.
- Keep on main mission-affordable, quality education for all. Focus on student success
- Expansion of Health Care offerings
- Hire qualified teachers who are versed in ethnicity and common sense. Also teachers who can teach about blue collar jobs and not the specialized fields.
- Maximize the use of the matching Osher Foundation funds to provide scholarships for needy students.
- Join with local districts with high and middle schools in career tech and 4 year university prep. Work with ConnectED to establish a joint program with OUSD.
- Writing skills, creative thinking and problem solving skills, business skills.
- Increase outreach related to preparing students for technical careers and 4 year transfer.
- Expand your nuclear energy program

Please provide additional observations, suggestions, and any other comments regarding MiraCosta District.

- I am delighted that the college is starting this planning process by seeking community input.
- Thank you for inviting me to take part in such a lovely survey, I can not wait to see what the college will turn into in the next 5 years.
- MCC is positioned perfectly to respond to our changing world and the current economic crisis around the world. This is an exciting time to be involved at the community college level. What a contribution you are positioned to provide.
- Mira Costa is a great "melting pot", ethnically diverse and age diverse. Beautiful campus, wonderful faculty.
- MiraCosta has an excellent mindset toward preparing students for future employment.
- I am impressed with the Automotive program.
- I applaud MiraCosta for taking this very important step and think everyone should employ sustainability into their thinking
- Community Colleges are the backbone of our educational system and repair shop for what is sometimes lacking in K-12. Access to trades/specialties that provide living wage employment and higher education s/b focus.
- It's been a great pleasure to be both a student at MiraCosta and work with the faculty and staff professionally. MiraCosta is certainly one of the best community colleges in California.
- My involvement with MiraCosta is as a sponsor and member of the Small Business Advisory Board of the SBDC, which is the only free small business resource in North County.
- I think MCC has become a little 'insular' over the years . . . it is a wonderful college and campus with great faculty but it could profit from looking at the processes other college use.
- We have been working closely with MCC for the past three years and find their classes perfect for our needs.
- More efforts to support business relationships, i.e., grant writing to assist low income students.
 More focus on bettering the relationships between MC, businesses, and K-12 to prepare students for college/trade schools.
- I am very impressed with the leadership team at the college, its vision and its dedication to students. I believe MiraCosta has the potential to be nationally recognized as an outstanding community college, due to this talent and drive. However, it will have to be extremely resourceful, creative yet disciplined in how it implements a highly focused and effective long-term strategy.
- Continue to help and aid Small Business owners.

- Suggest an on-line program for viticulture to reach a greater number of students in the county
- I am a participant on the Administration of Justice Advisory Committee
- I think you need to focus on more 2-year degree programs that will provide high skill high wage jobs to people in the region. Mesa College has tremendous allied health programs. Why doesn't Mira Costa?
- Your articulation program is very important to the high school students in our district. Please continue to expand in this area.
- I believe the school plays a important role in our community to prepare young adults for transfer to a four year school.
- Mira Costa has done a great job responding to the needs of the community and businesses and has been adaptable to changing curriculum or adding programs to meet the needs. I have worked with them primarily in the healthcare sector and am thrilled that they have their new ADN program
- MiraCosta is not alone in the budget cuts and I realize it isn't the fault of the college. I teach CD/ECE at Mesa and I know the problems we have with huge classes and cut classes. Something must be done. It's not right!
- I really like that MiraCosta College collaborates with local businesses to discuss the best strategies the school could prepare graduates for the business world.
- Thank you for seeking diverse input as you develop the Master Plan.
- I'm impressed with the level of prestige MCC has established and continue to be proud to be part of the community in which it serves.
- My concern is many young adults start college but do not finish. This is a problem nationwide.
- Junior College system more important than ever in light of job market and economic slowdown.
- Desperately needs a specialized classroom for the theatre department so it can continue to improve its program as well as being on par with other competing colleges and universities with respect to their facilities
- I think community colleges have access to many age groups as well as economic groups and they are part of the community which would benefit from classes/training which could be offered.
- One of the most important skills to have in business in the workplace today is the Microsoft office suite - particularly excel. I'm always surprised at how many college grads don't have this skill.
 Many times it's a show stopper in the hiring process.
- Mira Costa is doing a great job at training students for career opportunities and is open to looking at establishing new programs as the needs of the community & job opportunities change.
- The Child Development Department is amazing. You have excellent staff/instructors. Your campus is beautiful.
- Keep up the good work!
- Very convenient, parking could be expanded at San Elijo,
- Mira Costa has done an excellent job of working with our institution.
- The growth and openness that has been attracting a diverse group of students, especially from the Hispanic and Black Communities.
- Need more marketing; I am not aware of the college's mission.

About Economic Modeling Specialists Incorporated

Economic Modeling Specialists Incorporated (EMSI) provided the economic data and analysis for the MiraCosta Community College District Educational Plan. This firm provides data gathering, analysis, and consulting services to workforce, education, and economic development professionals throughout the nation. Since 1995, EMSI has delivered high-quality, cost-effective services that promote economic growth, institutional change, and intelligent use of human, physical, and financial resources.

EMSI gathers and harmonizes data from nearly 90 state and federal sources, creating a comprehensive and current database that is unsurpassed for its breadth and detail. Industry, workforce, and demographic data are available from state and county and ZIP code levels. By combining dozens of data sources, EMSI can fill gaps in individual sources, yielding a composite database that exploits the strengths of each source. The EMSI database is updated quarterly with the latest information from the Current Employment Statistics database. EMSI also updates demographic and educational attainment data by combining multiple data sources. Demographic projections are constructed by trending historical Census Bureau Annual Estimates, birth rates, death rates, and migration patterns.

EMSI uses many sources in the analysis of its labor market data, but some are relied upon more heavily than others. The following is a list of our most foundational data sources. From federal data sources, we utilize the Quarterly Census of Employment and Wages (QCEW), Non-Employer Statistics (NES), County Business Patterns (CBP), Regional Economic Information System (REIS), the Bureau of Labor Statistics' Occupational Employment Statistics (OES), and Current Employment Statistics (CES). In addition, we utilize industry projections from each state's statistical agencies.

Using a proprietary algorithm, EMSI provides solidly-grounded estimates for government-suppressed employment numbers, which are data points not disclosed by the government to maintain employer privacy. EMSI also adds in non-payroll employment, which is not captured by QCEW, using REIS and NES, after which it benchmarks its final industry data against REIS, our most accurate but low-detail data source. EMSI uses CES to move QCEW employment data forward into the most recent quarter, thus capturing recent economic changes. EMSI then harmonizes its industry and occupation data and creates regionalized staffing patterns for every industry using the OES program.

The following is a comprehensive account of EMSI's data sources.

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