2011 COMPREHENSIVE MASTER PLAN

MiraCosta Community College District

MiraCosta COLLEGE

MiraCosta Community College District
2011 Comprehensive Master Plan //

November 2011

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    Technology Planning

Table of Contents //

Letter from the President //

In 1932, when a furnished house in Oceanside rented for around 13 dollars a month and a hamburger sold for 10 cents a pound, talk of establishing a community college in North San Diego County started. Though the idea was initially rejected, it soon became evident that an economically shaken Oceanside needed a way to provide local students with a college education without having to leave town. In 1934, the Oceanside - Carlsbad Junior College Department of the Oceanside High School District, now known as MiraCosta College, opened its doors to 20 faculty members and 130 students. In 1964, increased local demand for higher education prompted the college to move to its current Barnard Drive location in Oceanside. Over the years, MiraCosta College has continued to meet our community's needs by building the San Elijo Campus in Cardiff and the Community Learning Center in downtown Oceanside.
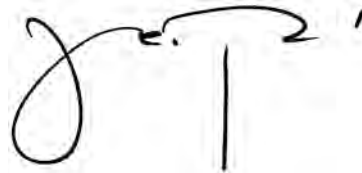
Today, MiraCosta College educates more than 14,500 credit students and another 8,000 noncredit students each semester. While much has changed in the past 77 years, MiraCosta College's strong commitment to student success, focus on academic excellence and innovation, and dedication to serve the local community have remained consistent. These are the hallmarks of MiraCosta College, and they remain at the forefront as we plan for the future.

The 2011 Master Plan for MiraCosta College is more than just a planning document. It is centered on the needs of our students and community and provides a vision of what the college will look like in the next decade. It also gives the necessary guidance to get us there. This Master Plan is the result of thoughtful collaboration among MiraCosta College faculty, staff, students, community members and the governing board. In true collegial fashion, the college community participated in a multi-year process of educational program review and facilities planning derived from forecasted student enrollment, local employment projections and future economic growth of the region.

Just as the growth of our surrounding community is central to the growth of the college, MiraCosta College's expansion is paramount to the economic growth of the coastal North San Diego County region. Over the next decade, The 2011 Master Plan points to an exceptional learning experience with thousands more students transferring to four-year institutions, entering our local workforce and participating in lifelong learning opportunities.

I am proud to present this document, and am excited about what it means for both our college and community. I want to expressly thank the members of the MiraCosta College Master Plan Committee, the governing board, the architectural firm of HMC, and the College Brain Trust for their skill and dedication to the planning process. Their collective commitment to listening to the voices of all constituents and our community has led to a strong final document that is as inclusive as it is visionary.

MiraCosta College has a proud history of serving coastal North San Diego County. As we enter into our next phase of growth, this document will serve as a reflection of not just who we are, but who we aspire to be. The next decade at MiraCosta College is poised to be one of exciting advancements, excellent learning opportunities, and continued commitment to the success of students and service to this region.

Francisco C. Rodriguez, Ph.D.
Superintendent/President
MiraCosta College
November 2011

Mission Statement //

"The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves."

Comprehensive Master Plan Purpose //

This *2011 MiraCosta Community College District Comprehensive Master Plan* is the District's long-term plan. As a central component in the District's integrated planning process, this document serves many purposes:

- Project the long-term development of programs and services.

- Develop Institutional Goals.

- Inform the public of the District's intentions and garner support for the services provided in and to the community.

- Provide a common foundation for discussion about District programs.

- Develop recommendations for site and facilities improvements.

- Support accreditation and demonstrate compliance with accreditation standards.

Planning Process //

The *2011 MiraCosta Community College District Comprehensive Master Plan* began with an analysis of the internal and external environments. These analyses were the basis for dialogue about the District's effectiveness in advancing its mission, an objective look at the current status of the District's programs and facilities, and the projection of future challenges. These conversations culminated in five Institutional Goals that will now serve as the basis for the District's short-term plans, growth projections for instructional and student services programs, and plans to provide the facilities needed to support the growth and the Institutional Goals. For the links among the components of the planning process, refer to the *2011 Integrated Planning Manual*.

The development of the *2011 MiraCosta Community College District Comprehensive Master Plan* has been a highly participatory process involving the District's many constituencies. The Master Plan Team—composed of faculty, staff, student, and administrative representatives—were the lead group and first readers for this document (see the Acknowledgements page for membership). In addition, the Department Chairs, Deans, and various ad hoc groups were involved in the drafting and review of the *2011 Comprehensive Master Plan*. The venues for dialogue about the data and other components of this long-term plan were Master Plan Team meetings, one-on-one interviews, department meetings, presentations, and open forums with the District, the community and the Board of Trustees.

CMP Overview //

The **Educational Plan** portion of the *2011 MiraCosta Community College District Comprehensive Master Plan* analyzes the current status of the District's communities, instructional and student service programs, and projects the challenges and opportunities for the coming decade. With this information as the foundation, the District developed institutional goals to direct the District's energies and resources in ways to further enrich services to students and increase student success. The **Facilities Plan** follows the **Educational Plan** and presents an integrated approach to translating educational planning needs into site and facilities recommendations.

The District's sites and purpose are described in the first chapter. The District is a single-college district that served over 14,500 students in credit courses and approximately 4,000 students in non-credit courses at three sites in fall 2010. 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 three larger community college districts, students in the MiraCosta Community College District have the 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 1930s 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.

The second chapter presents and analyzes internal and external scans data to identify the challenges that are 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 resides 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 for the District are 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 the most important among the District's services.

The District's Institutional Goals are presented in the third chapter and are intended to focus the District's decision-making and use of resources for the next ten years. The five Institutional Goals for the term of this Educational Plan are:

I. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.

II. MiraCosta Community College District will become the institution where each student has a high probability of achieving academic 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 goals are intentionally broad enough to cover the ten-year term of this *2011 Comprehensive Master Plan*. The next step in the District's integrated planning process is to build specific objectives and action steps to achieve these institutional strategic goals. 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.

Chapter 4 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, programmatic changes are identified that are anticipated to occur in the coming decade for each instructional discipline and student service. These projections do not include maintenance-of-effort activities or specific requests for staffing or budgetary modifications as these are included in program reviews.

The **Facilities Plan** portion of the *2011 Comprehensive Master Plan* translates the educational program needs into a series of site and facilities recommendations. It includes the quantification of planning data to forecast projected space needs, facilities planning principles to guide recommendations, site and facilities improvements for each of the three campuses, and the analysis of existing conditions which served as the basis for discussion.

The Educational Plan Linkage describes the methodology that was used to translate the educational planning data into facilities space needs. The forecasted space needs are analyzed in relation to the current space inventory at each campus and used to develop recommendations for facilities. A description of the District Environment describes the physical setting of the three campuses. A review of several factors including the climate conditions, geology, hydrology, topography, regional transportation, and site specific factors set the foundation for recommendations for site and facilities improvements. The Pathways to Sustainability highlight recommendations to address the Institutional Goal IV.

The three sections that follow include site-specific information and recommendations for each campus. Each section begins with the campus guiding concepts that were used to develop the recommendations for facilities. The analysis of the planning data follows and summarizes the foundation for improvements. The recommendations for facilities highlight facilities projects including new construction, renovation, and modernization. Site improvement projects describe recommendations for developing the overall campus environments and sustainability projects define the site-specific approach to improving environmental stewardship.

Oceanside Campus

The Oceanside Campus is the largest of the three campuses and offers a comprehensive array of programs and services. Recommendations for future development of the Oceanside Campus include the construction of three new instructional buildings, renovation of several existing facilities to support program needs, and the modernization of many buildings to address safety, accessibly, and maintenance issues. A series of site improvement projects are proposed to improve vehicular and pedestrian circulation, expand the campus core of activity, and to develop a series of outdoor spaces to promote collaboration and student success.

San Elijo Campus

The San Elijo Campus is located on the southern edge of the District and focuses on transfer programs and services. Recommendations for future development of the San Elijo Campus include the construction of a new instructional building to support program needs and a new student services center to increase the community's access to these services. Renovation of existing facilities to support program needs and the modernization of several buildings to address safety, accessibly, and maintenance issues are also recommended. A series of site improvement projects are proposed to improve circulation, and to develop a variety of outdoor gathering spaces to enhance the campus environment.

Community Learning Center

The Community Learning Center offers basic skills and noncredit courses to serve as a pathway to credit programs. Recommendations for future development of the Community Learning Center include the construction of a new gateway building, the renovation of the existing main building and the development of the site to create a pedestrian friendly campus. The placement of the new building, along with a series of site improvement projects are proposed to increase the identity of the campus within the community, to improve circulation, and to develop a collegiate environment.

EDUCATIONAL PLAN

EDUCATIONAL PLAN

Overview //

The **Educational Plan** portion of the *2011 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 goals to direct the District's energies and resources in ways to further enrich services to students and increase student success. With the context of the anticipated challenges and long-term institutional goals, the final chapter of this section analyzes the status and projects the growth for each of the District's instructional disciplines and student services.

Chapter 1: Background

Mission Statement

"The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves."

Institutional Goals

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Chapter 1: Background //

Description of the District

Local and State Context

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 Comprehensive Master 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 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 2,758,081 students in 2009 – 2010 according the Community College League of California Fast Facts 2011.

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 Report of the 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 31st for residents with an associate degree or higher and 26th for residents with a bachelor's degree or higher. In the 35 – 44 age cohort California ranks 26th for residents with an associate degree or higher and 17th 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 1930s. 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 11.4% in May 2011. Echoing national projections, the California Workforce Investment Board projects that the record job losses between 2007 and 2010 will gradually reverse and the pace of job growth will 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 details on projected job growth for the career technical education programs offered in the District.

Chapter 2:
Profile of the District Community and Students

Mission Statement

"The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves."

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Chapter 2: Profile of the District Community and Students //

Overview

Regional Population and Population Growth

Employment and Employment Growth

Enrollment Trends and Student Characteristics

Perceptions of the District

Lessons Learned from the Data Relevant to Educational Planning

Index of Data Sets

Regional Population and Population Growth

Employment and Employment Growth

Enrollment Trends and Student Characteristics

Data Set 21: MiraCosta District Credit Census Enrollment

Data Set 22: MiraCosta District Participation Rates

Data Set 23: MiraCosta District Weekly Student Contact Hours by Instruction Mode for Fall 2009

Data Set 24: MiraCosta District Efficiency Measures by Program for Fall 2009

Data Set 25: MiraCosta District Growth Category by Program Discipline for Fall 2009

Data Set 26: MiraCosta District Credit Enrollment by Race/Ethnicity

Data Set 27: MiraCosta District Student and District Population by Race/Ethnicity

Data Set 28: MiraCosta District Credit Enrollment by Age

Data Set 29: MiraCosta District Credit Enrollment by Gender

Data Set 30: MiraCosta District Credit Enrollment by Schedule

Data Set 31: MiraCosta District Credit Enrollment by Units Enrolled

Data Set 32: MiraCosta District Credit Enrollment by Age and Units Enrolled

Data Set 33: MiraCosta District Credit Enrollment by Educational Goal

Data Set 34: MiraCosta District Credit Enrollment by Military Status

Data Set 35: MiraCosta District Credit Enrollment by Area of Residence

Data Set 36: MiraCosta District Students Who Reside at Camp Pendleton

Data Set 37: MiraCosta District Duplicated Credit Headcount by Campus

Data Set 38: MiraCosta District Weekly Student Contact Hours by Campus Location for Fall 2009

Data Set 39: MiraCosta District Credit Enrollment by Gender and by Campus and Online for Fall 2009

Data Set 40: MiraCosta District Credit Enrollment by Race/Ethnicity and by Campus and Online for Fall 2009

Data Set 41: MiraCosta District Credit Enrollment by Age and by Campus and Online for Fall 2009

Data Set 42: MiraCosta District Credit Enrollment by Highest Degree Completed and by Campus and Online for Fall 2009

Data Set 43: MiraCosta District Campus Attended by ZIP Code of Residence for Fall 2009

Data Set 44: MiraCosta District Credit Enrollment by District of Residence

Data Set 45: MiraCosta District High School Capture Rate for Major Public Schools

Data Set 46: MiraCosta District High School Capture Rate for Minor Public Schools

Data Set 47: MiraCosta District High School Capture Rate for Private Schools

Perceptions of the District

Overview //

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. Regional Population and Population Growth: Current and projected demographic characteristics, such as age, race/ethnicity, and educational levels, and income,

2. 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. Enrollment Trends and Student Characteristics: 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. Lessons Learned from the Data Relevant to Educational Planning: 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.

Camp Pendleton

76

Oceanside

Community
Learning Center

78

15

Oceanside
Campus

5

Carlsbad

Mid-District
Line

Encinitas

Rancho
Santa Fe

San Elijo
Campus

Solana
Beach

San Diego

Del Mar

56

MiraCosta Community College District Area

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
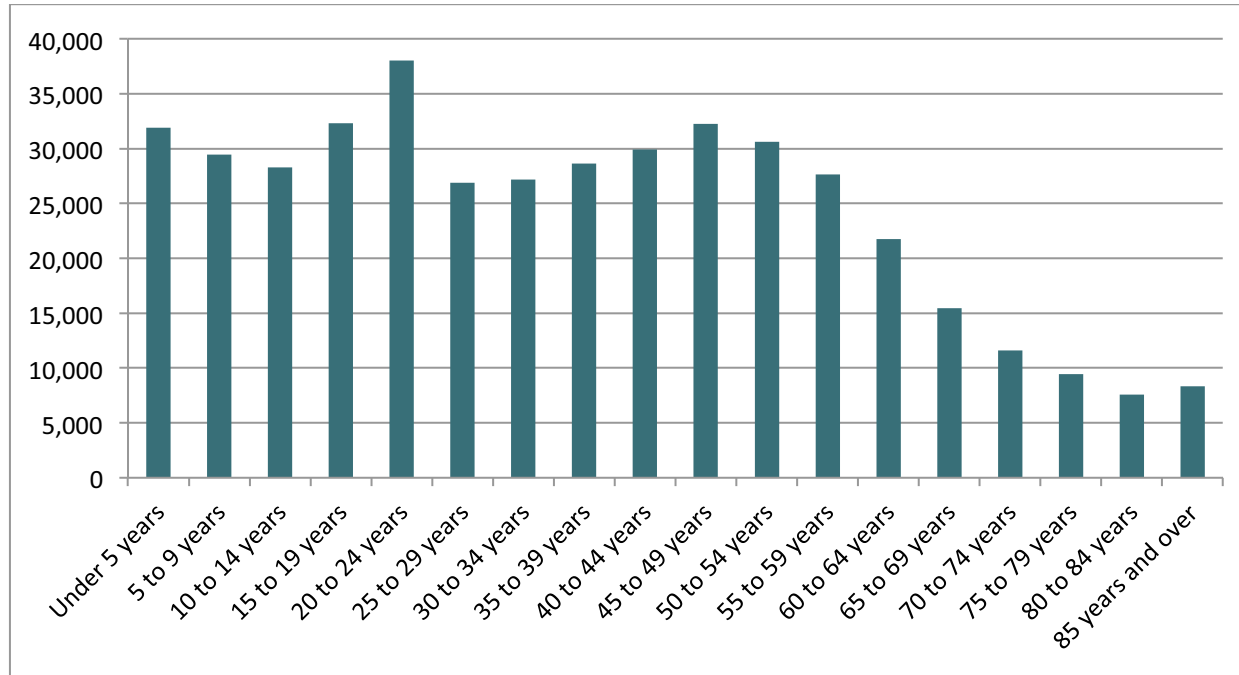
Source: EMSI - 2nd Quarter 2010

- 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
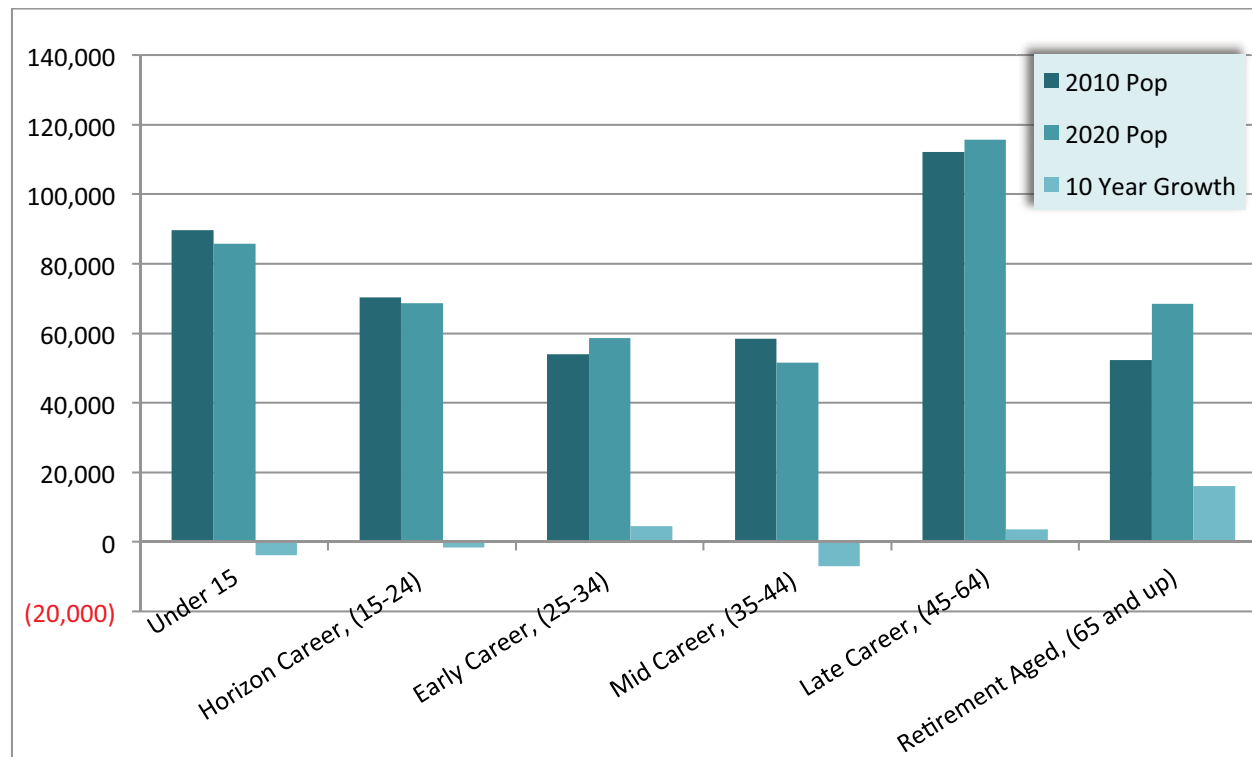
Source: EMSI - 2nd Quarter 2010

• 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				

Source: EMSI - 2nd Quarter 2010

Data Set 7: MiraCosta Service Area 2010 Population by Race/Ethnicity

Hispanic
26%

Asian
8%

Black or African
American
4%

Two or more races
4%

American Indian or
Alaska Native
1%

Native Hawaiian and
other Pacific Islander
1%
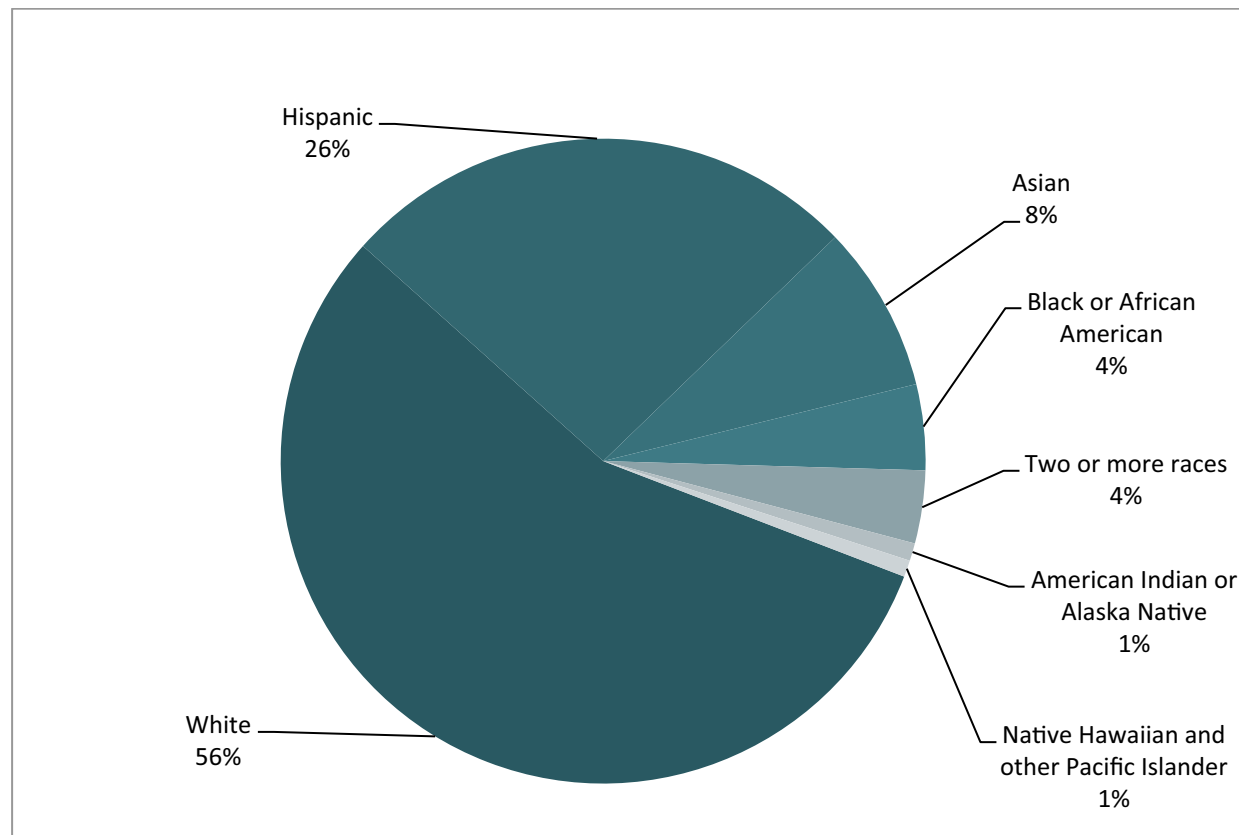
White
56%

- 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 Year Growth	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
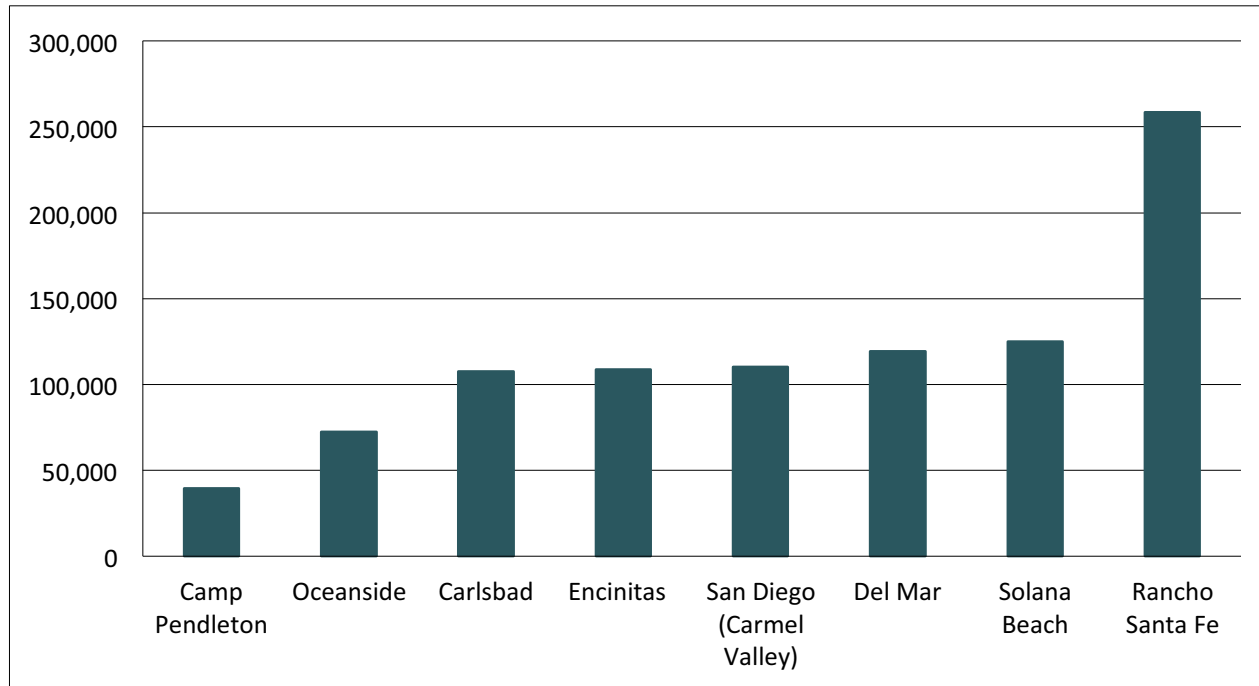
Data Set 12: Distribution of Median Family Income in Three Cities

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%
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

Legend:
- Graduate or professional degree
- Bachelor's degree
- Associate's degree
- Some college, no degree
- HS Grad
- 9th to 12th
- less than 9th
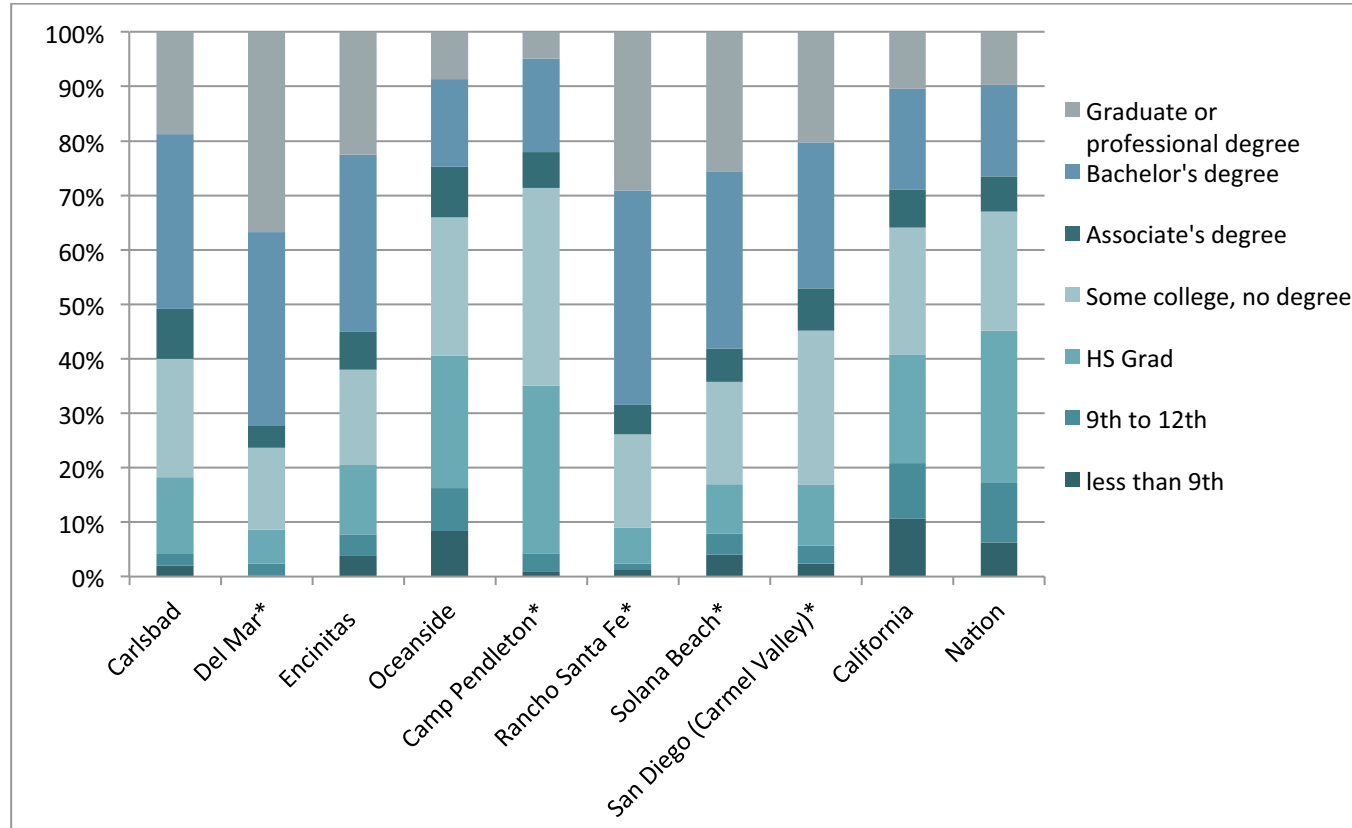
* data from Census 2000

- 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 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

* Outside of the MiraCosta Community College District service area

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.

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 category Utilities includes the San Onofre Nuclear Generating Station located in the Palomar Community College District service area.

- 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 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.

Educational Programs Gap Analysis

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 18. 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 Pro¬grams (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

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Regional 2009 Grads	Gap/ Surplus
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 and Sciences, General	1,704	1,722	18	1%	$18.61	23	2	21
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).
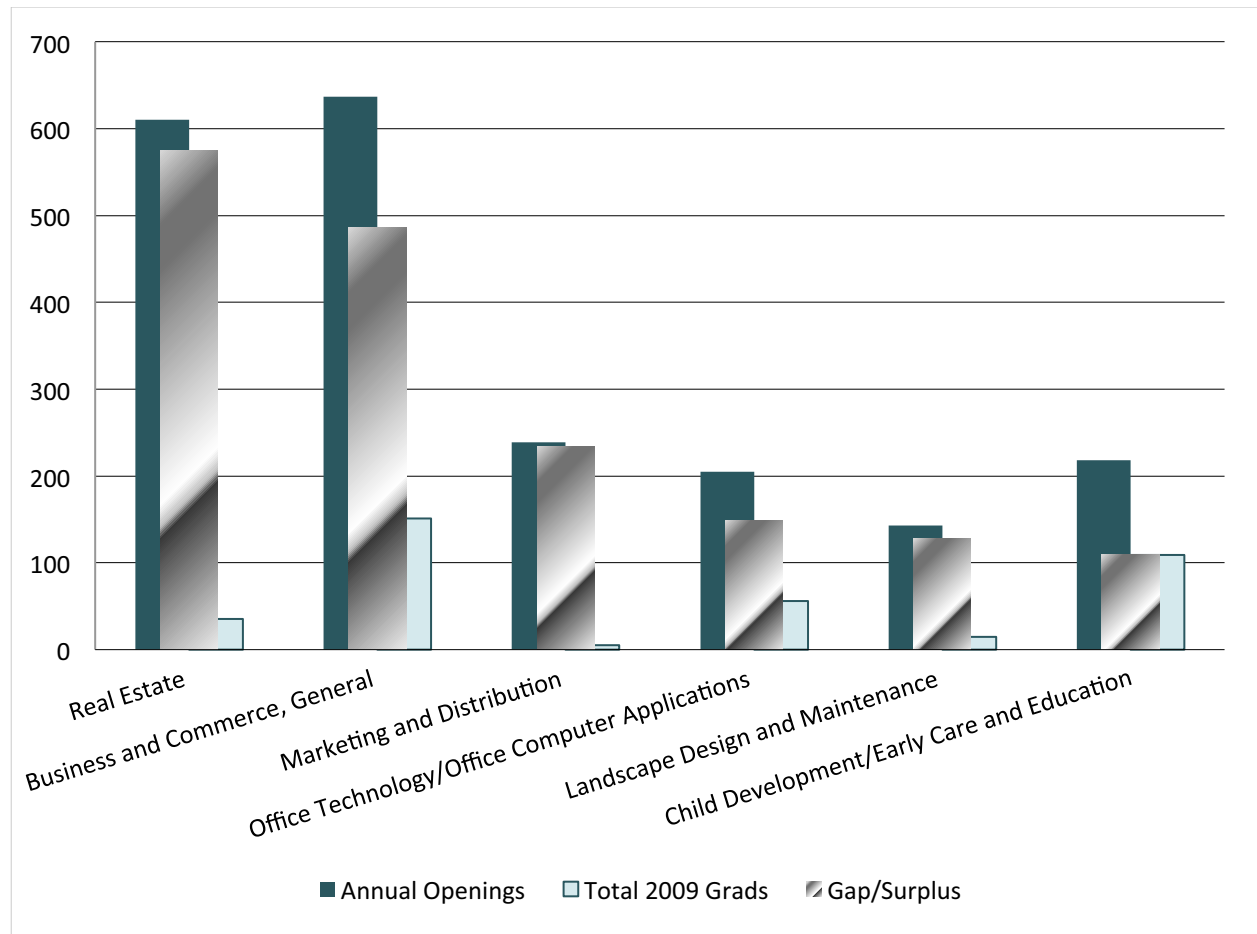
Data Set 20: Career Technical Programs for MiraCosta to Consider

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
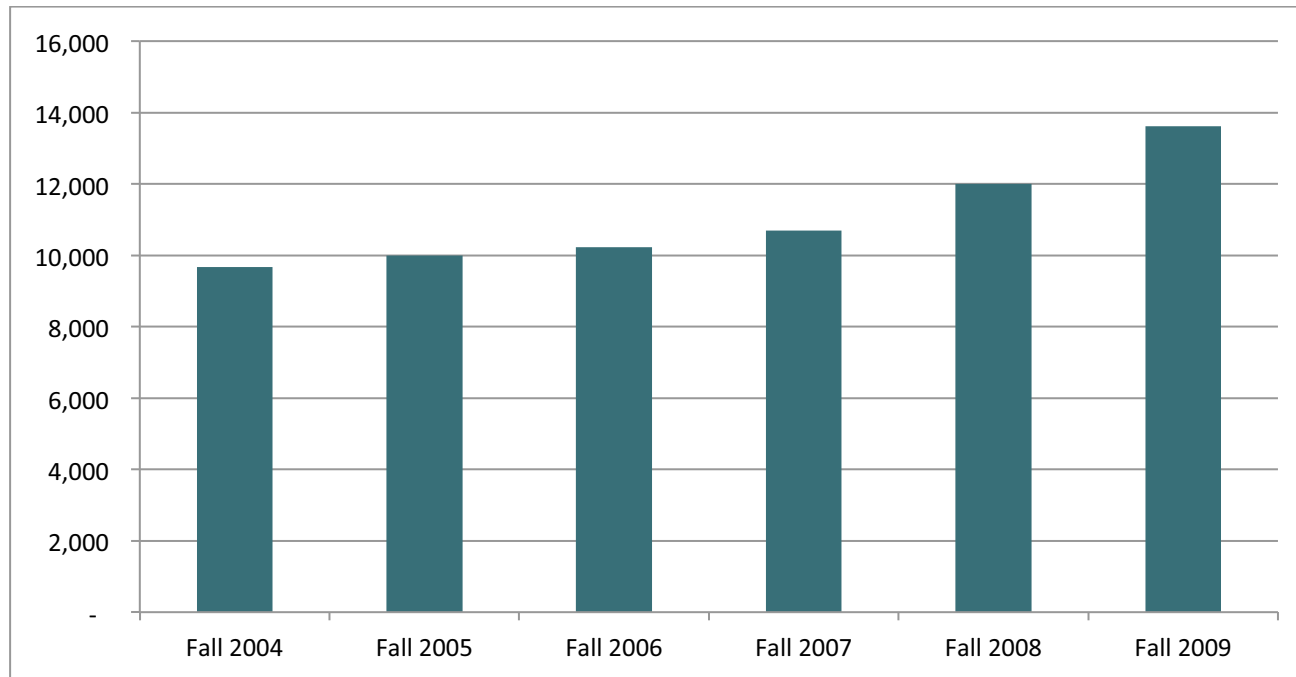
- Credit enrollment increased 41% between Fall 2004 and Fall 2009 with the greatest increase, 25%, occurring between fall 2007 and fall 2009.

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 Colleges	14,485,251 (2010)	1,383,487 (2008)	
	Source: EMSI	Source: CPEC online Quick Data	0.095
MiraCosta Community College District	165,032	11,606	
	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 District 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	510

Instructional Discipline	FTES	WSCH	WSCH/FTEF
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

- 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.

Instructional Discipline	FTES	WSCH	WSCH/FTEF
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

Instructional Discipline	FTES	WSCH	WSCH/FTEF
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.

- 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 Growth Category by Program Discipline for Fall 2009

Category 1 Will grow faster than the District growth rate contingent on additional resources		Category 2 Will grow faster than the District growth rate contingent on additional resources. Needs plan to improve rates of successful course completion
Anthropology	Mathematics	Astronomy
Automotive Technology	Oceanography	Counseling
Biology	Philosophy	Education
Chemistry	Political Science	Gerontology
Communication Studies	Psychology	Media Arts and Technology
Earth Sciences	Reading	
English	Sociology	
Linguistics		
Category 3 **Will grow at the same rate as District growth within existing resources**		**Category 4** **Will grow at the same rate as District growth within existing resources. Needs plan to improve rate of successful course completion**
Accounting	Horticulture	Administration of Justice
Art	Library Science	Architecture
Biotechnology	Physics	Dance
Business Administration	Real Estate	Drafting Design Technology/Engineering
Child Development	Spanish	Health Education
Computer Science		Humanities
Dramatic Arts		Japanese
Economics		Literature
Film Studies		Medical Administrative Professional
Geography		Nursing/Pharmacology
Geology		Physical Science
History		Surgical Technology

Category 5 Will grow slower than the District growth rate Needs attention		Category 6 Will grow slower than the District growth rate. Needs attention and plan to improve rate of successful course completion
Chinese	Radiation Protection Technology	Business Office Technology
Computer Studies & Information Technology	Special Education	English as a Second Language
German		French
Hospitality		Kinesiology
Italian		Music

- Various accountability measures were used to assess and categorize each instructional discipline; refer to the next chapter for these data.

- The categories indicate the growth potential for each discipline based on fall 2009 indices. Most disciplines have the potential to grow faster or at the same rate as the District's projected growth rate of 2% per year.

Data Set 26: MiraCosta District Credit Enrollment by Race/Ethnicity

Race/Ethnicity	FALL 2007		FALL 2009	
	#	%	#	%
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 27: MiraCosta District Credit Enrollment and District Population by Race/Ethnicity

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 28: MiraCosta District Credit Enrollment by Age

Age	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		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 29: MiraCosta District Credit Enrollment by Gender

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		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 30: 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 31: MiraCosta District Credit Enrollment by Units Enrolled

Units Enrolled	FALL 2007		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 32: 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	Total
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 33: MiraCosta District Credit Enrollment by Educational Goal

Educational Goal	Fall 2007		Fall 2009	
	#	%	#	%
Vocational Degree or Certificate - No Transfer	779	7%	1,019	7%
Completing Credits for Another College/High School	423	4%	696	5%
Associate's Degree and then Transfer	4,475	41%	5,457	39%
Associate's Degree and No Transfer	728	7%	977	7%
Transfer Only	1,760	16%	2,066	15%
Personal/Professional Development	1,780	16%	2,206	16%
Undecided	1,092	10%	1,435	10%
Total	11,037		13,856	

- The majority of the credit students (61%) express a traditional educational goal of achieving an associate degree and/or transfer.

Data Set 34: MiraCosta District Credit Enrollment by Military Status

Military Status	Fall 2007		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 35: MiraCosta District Credit Enrollment by Area of Residence

Residence	Fall 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 36: MiraCosta District Students Who Reside at Camp Pendleton

	2010 Population	08-'09 Credit Students	08-'09 Participation Rate	09-'10 Credit Students	09-'10 Participation 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 Mira-Costa 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 37: MiraCosta District Duplicated Credit Headcount by Campus

Campus	Fall 2007	Fall 2009	% Change
Oceanside	8,173	10,119	24%
San Elijo	2,806	3,652	30%
Community Learning Center	22	44	100%
Online	2,409	3,622	50%
Off-campus	124	79	-36%

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 38: MiraCosta District Weekly Student Contact Hours by Campus for Fall 2009

Online
12%

Other
5%

San Elijo
18%

Community
Learning Center
8%
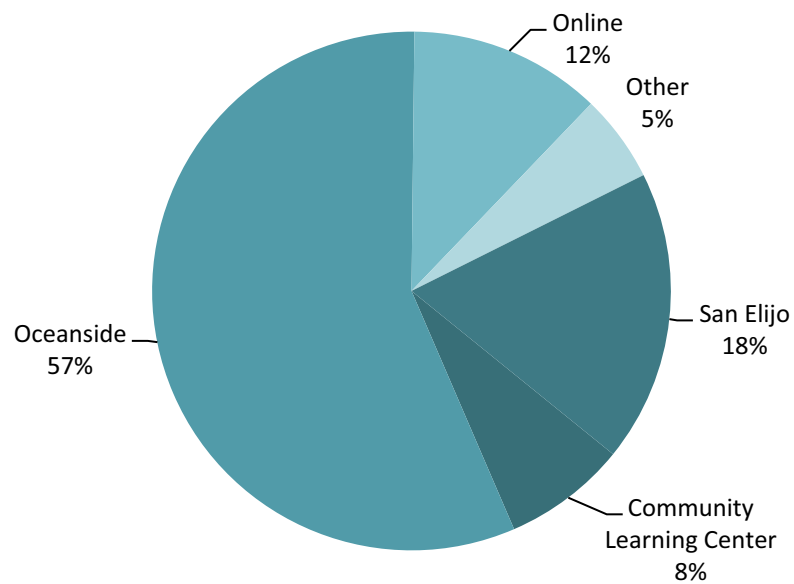
Oceanside
57%

- 57% of WSCH was delivered at the Oceanside Campus and 18% at the San Elijo Campus.

Data Set 39: MiraCosta District Credit Enrollment by Gender and by Campus and Online for Fall 2009

Gender	Oceanside		San Elijo		Online	
Female	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		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 40: MiraCosta District Credit Enrollment by Race/Ethnicity and by Campus and Online for Fall 2009

Race/Ethnicity	Oceanside		San Elijo		Online	
American Indian/ Alaskan Native	82	1%	23	1%	24	1%
Asian/Pacific Islander	933	9%	272	8%	374	9%
Black	506	5%	49	1%	167	4%
Hispanic	2,314	23%	438	12%	646	16%
White	4,927	49%	2,348	65%	2,231	57%
Multiple Ethnicities	590	6%	204	6%	245	6%
Other Non White/Unknown	683	7%	263	7%	271	7%
Total	10,035		3,597		3,958	

- 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 41: MiraCosta District Credit Enrollment by Age and by Campus and Online for Fall 2009

Age	Oceanside		San Elijo		Online	
17 and Under	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 42: MiraCosta District Credit Enrollment by Highest Degree Completed and by Campus and Online for Fall 2009

Highest Degree Completed	Oceanside		San Elijo		Online	
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 43: MiraCosta District Campus Attended by ZIP Code of Residence for Fall 2009

ZIP Code Area of Residence	Cities of Residence	Total Residents	Site of Enrollment		
			Oceanside	San Elijo	Online
Northern Portion of District	Carlsbad/La Costa	1,210	84%	16%	28%
	Oceanside/Camp Pendleton	5,028	87%	8%	28%
	Total	6,238	87%	9%	28%
			Oceanside	San Elijo	Online
Southern Portion of District	Carlsbad/La Costa	1,070	59%	49%	28%
	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 District	Vista/San Marcos	1,973	86%	11%	28%
	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 44: MiraCosta District Credit Enrollment by District of Residence

Community College District based on Residence	Attend					
	MiraCosta District	Palomar District	San Diego City College	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

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 45: MiraCosta District High School Capture Rate for Major Public Schools

School	# 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 46: MiraCosta District High School Capture Rate for Minor Public Schools

School	# 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 47: 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 48: MiraCosta District Placement Results for Fall 2009

ENGLISH		Number	Proportion
Basic Skills English			
Non-credit English course at the Community Learning Center		175	5%
English 802, Introduction to College Writing I		207	6%
English 803, Introduction to College Writing II		1,082	30%
Transfer English			
English 100, Composition and Reading		2,099	50%
	English Total	3,563	100%
READING		**Number**	**Proportion**
Basic Skills Reading		1096	31%
Reading 830, Basic College Reading			
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, Grammar for Non-Native Speakers of English		93	33%
Recommend ESL 803, Introduction to College Writing II for Non-Native Speakers of English		2	1%
	English as a Second Language Total	283	100%

MATHEMATICS		Number	Proportion
Basic Skills Math			
Math 820, Pre-Algebra		311	9%
Math 820 or Math 100/830 (Borderline scores)		556	15%
Math 100/830, Elementary Algebra		712	20%
Math 100/830 or Math 101 (Borderline scores)		313	9%
Math 101, Intermediate Algebra		716	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		452	13%
With Trigonometry Cluster mastery: Math 135* or Math 150* (Borderline)		27	1%
With Trigonometry Cluster mastery: Math 150*		123	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 49: MiraCosta District Persistence of First-Time Students for Fall 2006

Student Status	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 50: MiraCosta District Persistence of First Time Students for Fall 2007

Student Status	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 51: MiraCosta District Persistence of First Time Students for Fall 2008

Student Status	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 60.

Definitions:
- First time students 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.
- Persistence 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 52: MiraCosta District Retention and Successful Course Completion for Credit Courses

	A	B	C	D	F	CR	P	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 53: 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 54: MiraCosta District Degrees and Certificates Awarded

Awards	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 55: MiraCosta District Degrees and Certificates Awarded by Program

Program	2007-2008	2008-2009
Agriculture, Agriculture Operations and Related Sciences	20	23
Architecture and Related Services	11	15
Biological and Biomedical Sciences	0	0
Business, Management, Marketing and Related Support Services	194	211
Communication, Journalism and Related Programs	9	5
Computer and Information Sciences and Support Services	18	11
Education	3	3
Engineering	0	0
Engineering Technologies/Technicians	12	10
English Language and Literature/Letters	0	1
Family and Consumer Sciences/Human Sciences	86	81
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	1	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 56: 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%						
2003-2004 (n:1097)	1%	7%	15%	27%	35%	42%	47%							
2004-2005 (n:1217)	1%	6%	16%	28%	36%	44%								

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. This State Chancellor's Office Transfer Cohort study tracks a group of transfer-bound students from their first year of college and beyond. The most recent cohort of students that can be tracked using this method began in 2004-2005. Their 6th year is 2010-2011 and is therefore the most current available as this document is prepared.

- Of the cohort described above, 39 to 45% of District students transferred by Year 6.

- The cohort of students who entered the District in 2004-2005, 44% transferred within six years compared to a statewide average of 41% for the same cohort year.

Data Set 57: MiraCosta District Transfer Velocity by Ethnicity

Race/Ethnicity	MiraCosta Community College 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 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 58: 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 59: 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 60: 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 61: 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 62: 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 63: 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 64: ARCC Data: MiraCosta District Summary

ARCC Student Outcome Measure	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.

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.

Student Satisfaction Survey: In Spring 2010 an e-mail survey was sent to all credit students and 2,240 students responded.

Data Set 65: MiraCosta District Student Service Satisfaction

Service	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 66: MiraCosta District Student Opinion of Registration Processes

Survey Prompt	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 67: MiraCosta District Student Opinions on Campus Climate and Student Government

Survey Prompt	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 68: MiraCosta District Student Satisfaction with Facilities

Survey Prompt	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.

Community Survey: Fall 2008

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 69: 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 Unimport-ant	Not Important	Cannot Evaluate/No Opinion
76%	20%	3%	0%	0%	1%
Extremely Effective	Effective	Somewhat Effective	Somewhat Ineffective	Ineffective	Cannot Evaluate/No Opinion
35%	34%	9%	2%	0%	21%

B. Provide quality, accessible and affordable classes for career-technical skills.					
Extremely Important	Important	Somewhat Important	Somewhat Unimport-ant	Not Important	Cannot Evaluate/No Opinion
68%	27%	3%	0%	0%	1%
Extremely Effective	Effective	Somewhat Effective	Somewhat Ineffective	Ineffective	Cannot 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 Unimport-ant	Not Important	Cannot Evaluate/No Opinion
5o%	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	Important	Somewhat Important	Somewhat Unimport-ant	Not Important	Cannot Evaluate/No Opinion
25%	32%	30%	8%	2%	4%
Extremely Effective	Effective	Somewhat Effective	Somewhat Ineffective	Ineffective	Cannot Evaluate/No Opinion
12%	32%	12%	1%	1%	42%

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
  / Affordable foundation for transfer/success in high education
  / Partnerships with business, education, community to extend limited resources
  / Raise awareness and community involvement, increase outreach

Final Question. 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.

Community Interviews

In spring and summer 2010, 38 community members and 12 members of the on-campus 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 70: 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 college-level 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.

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.**

Implications for Planning

This profile of the college and the community highlights the District's many benefits and successes and identifies specific challenges to be addressed in the institutional strategic goals.

The District's benefits/successes include the following:

• Designated to serve multi-ethnic communities along the Southern California coast.

• A service area with a population projected to grow by 2.6% in the coming decade.

• A population whose largest age cohort is between 20 and 24 years of age.

• Given the relatively low level of educational attainment within the communities of Oceanside and Camp Pendleton, there is a need for the educational opportunities offered by a community college.

• A robust labor market projected to increase the number of new jobs in the coming decade, especially in Carlsbad and Oceanside.

• A dramatic increase in student enrollment in recent years, especially in online education.

• Effective community outreach through a diverse range of noncredit programs.

• A youthful student population with 73% of students aged 30 or younger.

• An improvement in overall efficiency as measured by increasing ratios of WSCH/FTEF.

• Student outcomes meet or exceed the average rate of peer colleges on these metrics: student progress and achievement, the percentage of students who earned at least 30 units, student persistence, and ESL course improvement.

• Interviews indicate that District faculty, administrators, and staff are dedicated to the mission of the District and to continuing its successes.

Based on data from internal and external scans, the District's challenges in the coming decade are to:

i. Meet the needs of a community that is projected to grow by 2.6% by 2020

   Increasing student enrollment to serve the needs of the community is a multi-faceted challenge. The relevant data sets that provide background for the related institutional strategic goals are:

   / Currently the participation rate of 18-44 year olds (calculated by the number enrolled in the District relative to the number of same-age residents within the District) is 7% which is below the calculated state average of 9.5%.

   / Three population segments are projected to grow

above the average growth rate of 2.6% are: (a) residents in 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%).

/ Based on enrollment patterns, students are attracted to online education. The increase in online course enrollment is responsible for 43% of the District's total enrollment growth between fall 2007 and fall 2009.

/ In fall 2009 the District's retention rate of 79.6% was significantly below the state average of 85.6%. Increasing the number of students who complete the courses in which they enroll is the first step to increasing degree and certificate completion rates.

/ In fall 2009 a significant percentage of first-time freshmen were placed in courses below transfer-level in mathematics, English, and reading. For English and reading, 41% and 31% respectively, tested below readiness for transfer-level courses, and 73% of these entering freshmen were unprepared for transfer-level courses in mathematics. In addition to the challenge of the high number of underprepared students, the District is challenged to increase the effectiveness with which it prepares these students for college-level courses. 45% of the District's basic skills students successfully completed the next higher level course in the sequence compared to average of 54% for similar colleges.

ii. Strengthen the District reputation as an outstanding educational institution

Students have high regard for the District's programs and services, a view which is shared by the community at large. Based on the responses to a community survey and follow-up interviews, the District is well-regarded in the community with 67% to 69% of the respondents rating the district as "extremely effective" or "effective" in transfer and career technical education. The rating for the District's basic skills program was slightly lower (60%), but over a quarter of the respondents reported that they were not aware of these basic skills programs.

Despite these accolades, the District is not attracting a high proportion of high school graduates (14 – 27%) and almost 1,500 students in fall 2009 who live in the MiraCosta Community College District chose to attend a different, nearby community college.

iii. Demonstrate effective stewardship of its resources through appropriate program development and discontinuance of unnecessary programs

A primary goal is to provide effective workforce training for residents within the District boundaries. Ongoing data analysis is needed to maintain currency in the workforce training needs of local business and industry.

Projections for local job growth are optimistic. The cities and incorporated areas that make up the District 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).

The labor market analysis in this chapter 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).

iv. Demonstrate effective stewardship of its resources through fiscal prudence

When asked about their vision for the future of the District in one-on-one interviews, both community and campus leaders voiced the hope that the District will be known for making significant strides in delivering more excellence in education within its existing resources. The heightened concern about fiscal stability and sustainability is due in part to the national recession and the ways the recession has impacted the local economy, such as the decline in the housing market. This decline in the tax base has reduced the District's basic aid income. Another factor leading to heightened awareness of and concern for fiscal issues is the recent spate of front-page articles charging officials in several California cities and other community college districts with the misuse of public funds.

Chapter 3:
A Declaration of Institutional Excellence

Mission Statement

"The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves."

Institutional Goals

I. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.

II. MiraCosta Community College District will become the institution where each student has a high probability of achieving academic 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.

A Declaration of Institutional Excellence //

Overview

Institutional Goal I. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.

Institutional Goal II. MiraCosta Community College District will become the institution where each student has a high probability of achieving academic 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.

Overview //

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. The analysis presented in the previous chapter highlighted four primary challenges:.

1. Meet the needs of a community that is projected to grow by 2.6% by 2020

2. Strengthen the District reputation as an outstanding educational institution

3. Demonstrate effective stewardship of its resources through appropriate program development and discontinuance of unnecessary programs

4. Demonstrate effective stewardship of its resources through fiscal prudence

The District's Institutional Goals have been developed in response to these challenges. These are intended to serve as a guide for the District's decision-making and use of resources for the next ten years. The five Institutional Goals are:

I. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.

II. MiraCosta Community College District will become the institution where each student has a high probability of student 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 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.

Institutional Goals //

I. **MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.**

MiraCosta Community College District has a rich history of a collaborative dedication to teaching and learning. Faculty are justifiably proud of that history and are motivated to maintain the institution's reputation of innovation and excellence. This reputation was verified in students' report of high levels of satisfaction with the District's services and facilities and community members' responses to an online survey and one-on-one interviews. In order to maintain this standing in the academic community and in the local community, the District places excellence in teaching and learning among its highest priorities.

II. **MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.**

The low number of students who complete degrees and certificates is a top concern at state and national levels. President Obama's call for an increase of 5 million degrees and certificates by 2020 is in response to a decline in levels of higher education attainment in the United States compared to other large, industrialized nations. Applying this targeted increase to California community colleges, the American Graduation Initiative challenges all community colleges to triple the number of degrees and certificates awarded by 2020. To meet this challenge, each college would need to increase the number of degrees and certificates awarded by 12% per year for each of the next 10 years. This national agenda to increase completion rates is aligned with the majority of the District's students who report that their educational goal is to earn an associate degree.

Being underprepared for college-level work is a barrier to student achievement of an associate degree. 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. 40% of the grades earned in basic skills courses are below a C and only about half (45%) of the District's basic skills students successfully complete the next higher level course in the sequence. Through this institutional goal the District is documenting its collective commitment to develop and implement strategies that will result in quantifiable gains in student achievement at all levels.

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

The District is at the beginning of a significant cultural shift to embrace the use of data analyses to assess challenges and successes and to use those results to plan improvements. To institutionalize best practices in planning as well as to fully comply with accreditation standards, the District is prioritizing the development and implementation of a data-driven integrated planning cycle. Each component in that planning process will include the use of data to assess results and inform decisions. To ensure that these processes are transparent and to increase institutional trust, the steps and timelines of planning processes, such as strategic planning and the allocation of resources, will be documented in an integrated planning manual.

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

Recovery from the economic recession is projected to be slow within the District boundaries, with unemployment and the housing market cited as two benchmarks likely to continue to reflect this recession. The resulting decline in the tax base has reduced the District's basic aid income. This state and national recession has prompted a review of District fiscal philosophy and practices. For example, basic aid funding has allowed the District to function without adherence to state benchmarks, such as productivity ratios which compare the amount of full-time equivalent students to faculty load. To demonstrate high standards of stewardship and fiscal prudence, the District is planning to institutionalize the use of such benchmarks in the assessment of programs. The use of these benchmarks will provide needed evidence to be considered in the prioritization of resource allocations as well as provide a mechanism for evaluating progress towards meeting institutional goals.

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

Since change is to be expected in students' needs, interests, and level of preparedness, one component of being a conscientious community partner is for the District to successfully meet the challenges of those changes. In this institutional goal, the District is articulating its commitment to (1) develop an ongoing cycle of data gathering and analysis for the purposes of assessing the alignment of community needs with the District's programs and services and (2) to renew and expand its partnerships with K-12 to improve students' preparedness for college-level studies.

Similarly, change in local business and industry is to be expected. To serve as an effective partner in restoring the District service area to economic health, partnerships are essential. In this institutional goal, the District expresses its commitment to renew and expand partnerships with business and industry in order to improve employment rates in the service area, including establishing public-private partnerships when these are congruent with the District mission.

Chapter 4:
Instructional Disciplines & Student Services

Mission Statement

"The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves."

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

Instructional Disciplines and Student Services //

Overview

Instructional Disciplines

Student Services

District-wide Initiatives

Support of Learning

Overview //

This Educational Plan is grounded in an analysis of the current status and future Program Plans 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. Refer to Data Set 25 in Chapter 2 for the list of all instructional disciplines by growth category.

In this chapter, the growth potential of each District instructional discipline is analyzed using a rubric that combines

- A comparison of successful course completion rates for that discipline to the state average for that discipline and

- A productivity measure (WSCH/FTEF).

The analysis for each instructional discipline in this chapter includes placement in one of the following growth categories based on fall 2009 and fall 2010 data.

This chapter is divided into four parts. The first describes each instructional discipline and the second each student service. The third part of the chapter describes three District-wide initiatives which are those projects that are offered across the District: Basic Skills Initiative, Honors Scholars Program and Online Education. The final part of this chapter briefly describes the administrative services that support student learning.

Data

Rubric for the Growth Categories for Instructional Disciplines

Productivity as measured by a comparison of the District Discipline's WSCH/FTEF to the target WSCH/FTEF set for that discipline	District Discipline's Successful Course Completion Rate Compared to the State Average Successful Course Completion Rate for that Discipline	
	District Discipline Meets or Exceeds the State Average	District Discipline is Below the State Average
District Discipline meets or exceeds 95% of the target WSCH/FTEF	Category 1	Category 2
District Discipline is within 75 – 94% of the target WSCH/FTEF	Category 3	Category 4
District Discipline is 74% or less of the target WSCH/FTEF	Category 5	Category 6

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 Technology

Dance

Design Drafting Technology/Engineering

Dramatic Arts

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

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.

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.

Data

Accounting F2009 Category 3 F2010 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%	64%
Target: Fall 2015	3,348	> 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

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 F2010 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%	83%
Target: Fall 2015	1,109	> 517	> 90%		
Target: Fall 2020	1,192	> 545	> 95%		

Administration of Justice	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	Reassigned 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	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
2105.00	Administration of Justice	663	800	137	21%	$29.36	30	56	(26)

ADMINISTRATION OF JUSTICE (cont'd)

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.

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. *101H Biological Anthropology (Honors)* and *102H Cultural Anthropology (Honors)* 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 F2009 Category 1 F2010 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,741	544	99%	69%	66%
Fall 2010	1,761	550	100%	70%	66%
Target: Fall 2015	2,072	> 526	> 95%		
Target: Fall 2020	2,455	> 526	> 95%		

Anthropology	FTES	WFCH	FTES/WFCH	FTEF	FTEF % FT/PT	Reassigned 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

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 F2010 Category 2	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%	70%
Target: Fall 2015	276	>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 Analysis

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/ Surplus
0201.00	Architecture and Architectural Technology	210	210	0	0%	$21.63	6	12	(6)

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.

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 F2010 Category 2	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%	75%
Target: Fall 2015	8,055	> 452	> 90%		
Target: Fall 2020	8,652	> 477	> 95%		

Art	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	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

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 F2010 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%	64%
Target: Fall 2015	910	> 463	> 95%		
Target: Fall 2020	1,079	> 463	> 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

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 F2009 Category 1 F2010 Category 2	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%	73%
Target: Fall 2015	2,285	> 410	> 95%		
Target: Fall 2020	2,707	> 410	> 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.

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 F2009 Category 1 F2010 Category 2	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%	66%
Target: Fall 2015	9,116	> 454	> 95%		
Target: Fall 2020	10,801	> 454	> 95%		

Biology	FTES	WFCH	FTES/WFCH	FTEF	FTEF FT/PT	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

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 F2009 Category 3 F2010 Category 5	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	491	350	94%	79%	77%
Fall 2010	442	315	79%	75%	75%
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	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	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.

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 F2010 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%	65%
Target: Fall 2015	2,980	> 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.

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 6F2010 Category 3	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%	63%
Target: Fall 2015	1,185	> 238	> 75%		
Target: Fall 2020	1,185	> 285	> 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 Gap Analysis

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.

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, *CRLP 100 Career and Life Planning*, and the four-unit Interdisciplinary Studies course, *INTR 100 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%	73%	73%

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%	73%

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-op	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

CAREER 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%

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 F2010 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%	66%
Target: Fall 2015	5,276	> 434	> 95%		
Target: Fall 2020	6,252	> 434	> 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

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 F2010 Category 4	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%	72%
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 pre-school 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.

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 F2010 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%	75%
Target: Fall 2015	3,806	> 428	> 95%		
Target: Fall 2020	4,509	> 428	> 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

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
Total	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

Enrollments in Community Education Courses Detail		
	2008	2009
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
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	11	123
Workskills Certificate Programs	6	135
Total	8,953	12,507

COMPUTER SCIENCE

Description

Computer Science is the study of problem solving using computers. The Computer Science Program within Career and Technical Education offers a curriculum designed for students who are: (1) developing computer programming skills in preparation for transfer to a four-year college or university in Computer Science or a field with strong computational components such as biological sciences, mechanical and electrical engineering, physical sciences, chemistry, mathematics, etc., (2) and/or for professional careers. Most courses are transferable throughout the CSU and UC systems.

Courses are intended to meet the needs of students at various levels of competence, from the novice to the more expert. The program acquaints stu¬dents with up-to-date, cutting edge methods in computer science that are useful in solving problems of science, industry, and government. It also prepares students for the additional formal education and self-education required in this constantly changing field in addition to fostering students' abilities to solve complex computer science problems. This program stresses the use of logic, critical thinking, computational and communication skills. Students learn to program independently as well as collaboratively in teams.

Students may take individual courses to gain expertise in specific areas, or they may take courses collectively to earn the Associate in Science degree or the Computer Programming Fundamentals Certificate of Achievement.

The major and certificate both introduce the student to software design, code implementation, and project management using a variety of programming languages and the primary applications of each language. More specialized courses focus on computer functionality and communication mechanisms, algorithmic efficiency, effective organization and storage of information, and computer architecture. An awareness of ethical responsibility to the profession and society is also stressed.

The advisory committee for this discipline is part of the SD4C (San Diego Community Colleges Computer Council) network. This group meets twice a year and is composed of industry partners and faculty from all the local community colleges and four-year institutions in the area.

Courses are offered primarily on the Oceanside campus both in the day time and at night as well as online. Plans are underway to offer one or more courses at the San Elijo campus as needed.

Growth Projection

The discipline of computer science is projected to keep pace with District growth. This growth will likely require additional faculty in order to maintain the educational quality of this engaging and challenging discipline.

Data

Computer Science F2009 Category 3 F2010 Category 4	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%	64%
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

The need for workers trained in software applications will be considerable, with an increase of almost 700 jobs in the next five years. For graduates 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, but 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.

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 Technology F2009 Category 5 F2010 Category 4	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%	62%
Target: Fall 2015	1,800	> 306	> 75%		
Target: Fall 2020	1,800	> 367	> 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	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 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.

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

Dance F2009 Category 4 F2010 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%	77%
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

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/ Engineering F2009 Category 4 F2010 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%	71%
Target: Fall 2015	1,153	> 300	> 90%		
Target: Fall 2020	1,239	> 317	> 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.

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

Dramatic Arts F2009 Category 3 F2010 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,440	372	85%	75%	75%
Fall 2010	1,576	407	96%	83%	77%
Target: Fall 2015	1,555	> 376	> 90%		
Target: Fall 2020	1,670	> 397	> 95%		

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

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 F2010 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%	63%
Target: Fall 2015	364	> 499	> 95%		
Target: Fall 2020	431	> 499	> 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

EARTH SCIENCE/GEOLOGY/ OCEANOGRAPHY (cont'd)

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 F2010 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%	67%
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

EARTH SCIENCE/GEOLOGY/ OCEANOGRAPHY (cont'd)

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.

Lecture courses in oceanography are offered at the Oceanside and San Elijo Campuses in the day and evening, on-line and late-start scheduling. Laboratory courses are offered during the day at the Oceanside and San Elijo Campuses to accommodate field activities that require daylight. Oceanography 101H is part of the Honors Scholar Program.

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 F2009 Category 1 F2010 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,779	494	100%	73%	62%
Fall 2010	1,845	513	107%	72%	65%
Target: Fall 2015	2,117	> 463	> 95%		
Target: Fall 2020	2,508	> 463	> 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

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 F2009 Category 3 F2010 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	2,001	556	93%	70%	61%
Fall 2010	1,839	575	99%	71%	62%
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

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 F2010 Category 1	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%	66%
Target: Fall 2015	86	> 342	> 95%		
Target: Fall 2020	102	> 342	> 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

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 F2010 Category 1	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%	70%
Target: Fall 2015	84	> 360	> 75%		
Target: Fall 2020	84	> 432	> 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 Analysis Gap

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	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.

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 6 F2010 Category 1	WSCH		WSCH/FTEF		Fill Rate		Successful Course Completion		Statewide Successful Course Completion	
Fall 2009		1,267		302		70%		67%		73%
Fall 2010		1,629		370		101%		80%		73%
Target: Fall 2015		1,267		> 275		> 75%				
Target: Fall 2020		1,267		> 330		> 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

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 F2010 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%	66%
Target: Fall 2015	12,676	> 354	> 95%		
Target: Fall 2020	15,020	> 354	> 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%

ENGLISH/READING (cont'd)

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 pre-transfer 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 1 F2010 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%	67%
Target: Fall 2015	540	> 477	> 90%		
Target: Fall 2020	570	> 504	> 95%		

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%

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, on-line, 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 F2010 Category 2	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%	64%
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

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, *GERO 101 Introduction to Aging*, 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. *GERO 101 Introduction to Aging* 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 2 F2010 Category 2	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	126	630	101%	79%	82%
Fall 2010	129	645	108%	77%	85%
Target: Fall 2015	150	> 570	> 95%		
Target: Fall 2020	178	> 570	> 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

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 F2010 Category 3	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%	69%
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.

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. Students may take courses to prepare for a major in history or to fulfill general education requirements.

Courses in history are offered at the Oceanside and San Elijo campuses in the day and evening, on-line, and in late-start scheduling. There are six history courses in the Honors Scholars program:

- *HIST 100H World History to 1500 (Honors)*
- *HIST 101H World History Since 1500 (Honors)*
- *HIST 103H Western Civilization to 1648 (Honors)*
- *HIST 104H Western Civilization Since 1648 (Honors)*
- *HIST 110H United States History to 1877 (Honors)*
- *HIST 111H United States History Since 1877 (Honors)*

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 F2010 Category 1	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%	61%
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

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. *HORT 116 Plant Science* 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 F2010 Category 1	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%	73%
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 Gap Analysis: Landscape Design and Maintenance

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.

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 F2010 Category 6	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%	73%
Target: Fall 2015	461	> 397	>75%		
Target: Fall 2020	461	> 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	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	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.

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 Program Plans

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 F2010 Category 2	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%	69%
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

HUMANITIES/FILM/LINGUISTICS/ LITERATURE (cont'd)

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 (Honors)* 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 F2009 Category 3 F2010 Category 2	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	735	525	92%	74%	70%
Fall 2010	759	542	95%	70%	72%
Target: Fall 2015	794	> 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

HUMANITIES/FILM/LINGUISTICS/ LITERATURE (cont'd)

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 F2010 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	72	360	100%	96%	65%
Fall 2010	114	570	95%	87%	66%
Target: Fall 2015	86	> 342	> 95%		
Target: Fall 2020	102	> 342	> 95%		

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

HUMANITIES/FILM/LINGUISTICS/ LITERATURE (cont'd)

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 F2010 Category 2	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%	71%
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

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); in German at the Oceanside Campus (evening); in Italian at the Oceanside Campus (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

Chinese: This discipline is projected to grow slower than the District growth rate. A plan is needed to improve this discipline's efficiency.

French: 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.

German: This discipline is projected to grow slower than the District growth rate. A plan is needed to improve this discipline's efficiency.

Italian: This discipline is projected to grow slower than the District growth rate. A plan is needed to improve this discipline's efficiency.

Japanese: 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.

Spanish: This discipline is projected to keep pace with District growth. This growth can be achieved through increased efficiencies within existing resources.

Data

Chinese F2009 Category 5 F2010 Category 5	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	210	315	61%	79%	73%
Fall 2010	235	353	76%	79%	75%
Target: Fall 2015	210	> 389	> 75%		
Target: Fall 2020	210	> 466	> 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 F2010 Category 4	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%	64%
Target: Fall 2015	630	> 381	> 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 F2010 Category 1	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%	66%
Target: Fall 2015	355	> 375	> 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 F2010 Category 4	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%	65%
Target: Fall 2015	610	> 383	> 75%		
Target: Fall 2020	610	> 459	> 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 F2010 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%	68%
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 F2010 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%	67%
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

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.

Data

Kinesiology (w/o Wellness Ctr) F2009 Category 6 F2010 Category 4	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	3,235	485	75%	63%	75%
Fall 2010	3,750	505	83%	74%	77%
Target: Fall 2015	3,235	> 521	> 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.

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 F2010 Category 1	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%	63%
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%

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.

Data

Mathematics (No MLC) F2009 Category 1 F2010 Category 2	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%	67%
Target: Fall 2015	15,138	> 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%

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.

Data

Media Arts and Technologies F2009 Category 2 F2010 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%	67%
Target: Fall 2015	3,060	> 360	> 95%		
Target: Fall 2020	3,626	> 360	> 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.

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, on-line, 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.

Data

Medical Administrative Professional F2009 Category 4 F2010 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	540	338	90%	64%	89%
Fall 2010	660	264	83%	67%	67%
Target: Fall 2015	712	> 395	> 90%		
Target: Fall 2020	752	> 417	> 95%		

	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

Graduates/Jobs Gap Analysis

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.

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 the District growth rate. Plans are needed to improve this discipline's efficiency and to improve rates of students' successful course completion.

Data

Music F2009 Category 6 F2010 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%	71%
Target: Fall 2015	3,590	> 279	> 75%		
Target: Fall 2020	3,590	> 335	> 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.

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
Grand 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
High School Math	25.50	765.00	383
High School Science	4.53	135.90	408
High School United States History	8.27	248.10	372
High School World History and Geography	5.87	176.10	340
Noncredit Adult Basic Education	24.23	726.90	242
Noncredit Short-Term Vocational Education	16.00	480.00	303

Unduplicated Enrollment by Program and Ethnicity - Fall 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 Program and Age Category - 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%
50 to 59	7%	2%	24%
60+	1%	0%	16%

Unduplicated Enrollment by Program and Gender - Fall 2009

	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.

	A	B	C	D	F	CR	P	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.

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 Program Plans

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 Total			146634.04

Noncredit English as a Second Language			
	FTES	WSCH	WSCH/FTEF
Noncredit ESL	234.39	7031.70	384

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

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 F2010 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%	89%
Target: Fall 2015	3,809	> 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.

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 ¼ of the students in the special education, older adult and health and safety programs reside in Carlsbad/La Costa.

All Noncredit (Noncredit WSCH is based on positive attendance rather than census.)

Program Group	Weekly Student Contact Hours (WSCH)		
Noncredit Programs			16248.34
Grand Total			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
Noncredit Special Education	41.71	1251.30	518
Noncredit Writing	5.74	172.20	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

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, on-line, 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 F2009 Category 1 F2010 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	2,531	527	99%	71%	64%
Fall 2010	2,593	540	103%	72%	64%
Target: Fall 2015	3,012	> 501	> 95%		
Target: Fall 2020	3,568	> 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

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 F2010 Category 1	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%	64%
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

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 Program Plans 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 F2010 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%	70%
Target: Fall 2015	1,380	> 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

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. *PLSC 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

Political Science F2009 Category 1 F2010 Category 1	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	1,790	559	95%	73%	62%
Fall 2010	2,219	564	100%	70%	63%
Target: Fall 2015	2,130	> 559	> 95%		
Target: Fall 2020	2,524	> 559	> 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

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 F2010 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%	67%
Target: Fall 2015	5,018	> 510	> 95%		
Target: Fall 2020	5,945	> 510	> 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

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.

Data

Real Estate F2009 Category 3 F2010 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%	64%
Target: Fall 2015	920	> 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 Gap Analysis

TOP Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Hourly Earnings	Annual Openings	Total 2009 Grads	Gap/Surplus
0511.00	Real Estate	13,370	17,236	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.

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.

Activity at the Small Business Development Center

	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

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 F2010 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%	65%
Target: Fall 2015	3,518	> 545	> 95%		
Target: Fall 2020	4,168	> 545	> 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

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 F2009 Category 5 F2010 Category 3	WSCH	WSCH/FTEF	Fill Rate	Successful Course Completion	Statewide Successful Course Completion
Fall 2009	125	288	78%	83%	73%
Fall 2010	148	342	82%	83%	73%
Target: Fall 2015	125	> 296	> 75%		
Target: Fall 2020	125	> 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

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 F2010 Category 6	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%	86%
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	2010 Jobs	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.

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
Sections of Class Assistance	26	27	23	6	4	3

*Pilot was only half the semester.

	Community Learning Center*		
	Fall 2008	Fall 2009	Fall 2010
Sessions	539	1,003	1,473
Sections of Class Assistance	3	11	10

*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 Satisfied	Satisfied	Dissatisfied	Very 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%

EXIT

FREE

Current Events

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 registration	Online registration	Applications processed	Veterans using GI bill benefits
2009-10	18,940	39,702	36,3779	1,393

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%

MIRACOSTA CAMPUS POLICE AND SAFETY STATS -- 2010

	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 walk in customers helped at the front counter each day.		150-200
*Total estimate of students per year attending classroom presentations by Campus Police.		600

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 ratio of counselors-to-students is 1/1,702.5.

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 F2010 Category 4	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%	73%
Target: Fall 2015	1,108	> 523	> 95%		
Target: Fall 2020	1,313	> 523	> 95%		

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

	Fall 2009		Fall 2010	
	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%

COUNSELING (cont'd)

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 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%

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%

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

As a reflection of the current recession, the number of student applications for EOPS assistance has increased significantly, with the fall 2010 numbers matching or exceeding the numbers from the previous academic year. The number of students served is contigent on the level of state funding.

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%

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 Program Plans

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.

Data

The 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%

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 Program Plans

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

**Appointments, information, copy of medical records, etc. (data collected manually)

***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

Health Services Utilization Data -- July 1, 2009 to June 30, 2010

Office Contacts	CLC	SEC	OCN	Combined	Students	Staff	Other***
Nurses		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 Dis.Screening			46	46	46		
Food Pantry		3	12	15	15		
Receptionist Only**		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

**Appointments, information, copy of medical records, etc. (data collected manually)

***Other – child, visitor, vendor, etc.

Additional Services/Contacts	SEC	OCN	Combined
Over the Counter Self Care (condoms, tampons, Band-Aids, Tylenol, Ibuprofen, etc.)	339	822	1,161
Outreach (blood drives, class presentations, health events, College Hour table, etc.)	544	1,259	1,803
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%

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 Program Plans

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
Total enrollment	147	149	169	172	156	162	174
New arrivals	55	40	65	34	46	36	63

	Average GPA	Standard Deviation	Variation
Non-international Students			
Fall 2007	2.6	1.11	1.24
Spring 2008	2.71	1.09	1.18
International Students			
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		

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%

INTRAMURAL AND INTERCOLLEGIATE ATHLETICS (cont'd)

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

Intercollegiate athletics is projected to grow at a slower rate than the District's overall growth rate.

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%

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%

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 Program Plans

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

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 Program Plans

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
Student Learning Outcome: As a result of service learning, I have an increased understanding of the organization that I served (purpose, challenges, clients served).						
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 Learning Outcome: The hands-on experience helped me better understand 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 Performance Indicator: The service learning staff was informative and 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 Performance Indicator: I would recommend this program to other students.						
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

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

STUDENT ACTIVITIES/STUDENT GOVERNMENT (cont'd)

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%

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

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%

District-wide Initiatives //

Basic Skills Initiative

Honors Scholars Program

Online Education

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, guaranteed 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

ONLINE EDUCATION

Description

CyberCosta is the name for the District's online education website where student access all online courses and services. Both credit and noncredit courses are accessible online. After the first online course offering in 1995, CyberCosta was created 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

Following is a summary of the disciplines that currently offer online courses and their plans to expand offerings.

Instructional Discipline	Currently Offer Online	Currently Offer Hybrid	Plan to develop online course	Plan to develop online certificates or degree	Plan to develop hybrid courses	Plan to increase online sections
Accounting	x	x	x	degree	x	x
Administration of Justice		x			x	
Anthropology	x		x			x
Architecture			x	certificate		x
Art	x		x			x
Astronomy			x		x	
Automotive Technology		x				
Biology	x	x	x		x	x
Biotechnology	x	x	x		x	x
Business Administration	x		x	degree		x
Business Office Technology	x					
Career and Life Planning	x					x
Chemistry	x				x	x
Child Development	x	x	x	x		x
Chinese						
Communication Studies	x		x		x	x
Computer Studies and Information Science	x	x		x		
Computer Science	x					x
Counseling	x					
Dance	x		x		x	x
Drafting Design Technology	x	x				

Instructional Discipline	Currently Offer Online	Currently Offer Hybrid	Plan to develop online course	Plan to develop online certificates or degree	Plan to develop hybrid courses	Plan to increase online sections
Dramatic Arts	x		x		x	x
Earth Sciences	x					
Economics	x		x			x
Education			x			x
Energy Technology						
English	x		x			
English as a Second Language			x			
Film Studies	x		x			
French			x			
Geography	x					
Geology	x					
German						
Gerontology	x		x	x		x
Health Education	x	x	x		x	x
History	x				x	x
Horticulture			x	certificate	x	
Hospitality	x	x	x	certificate degree		x
Humanities			x			
Interdisciplinary Studies						
Italian			x			
Japanese						
Kinesiology	x		x		x	x
Library Science	x					
Linguistics						
Literature			x			

Instructional Discipline	Currently Offer Online	Currently Offer Hybrid	Plan to develop online course	Plan to develop online certificates or degree	Plan to develop hybrid courses	Plan to increase online sections
Mathematics	x					x
Media Arts and Technology	x					
Medical Administrative Professional	x					
Music	x	x			x	
Nursing/Pharmacology	x	x			x	x
Nutrition			x			
Oceanography	x		x		x	
Philosophy	x			x		
Physical Sciences	x					
Physics					x	
Political Science			x			
Psychology	x	x	x			x
Energy Technology						
Reading						
Real Estate	x		x	certificate	x	x
Sociology	x		x			x
Spanish	x		x			x
Special Education						
Surgical Technology						
Noncredit ESL			x		x	
Noncredit Adult HS/ Career Development		x	x		x	

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.

Educational Plan Appendix

Mission Statement

"The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves."

Institutional Goals

I. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.

II. MiraCosta Community College District will become the institution where each student has a high probability of achieving academic 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.

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

ZIP Codes in MiraCosta Community College District Service Area //

City	Zip	Comments
Oceanside/Camp Pendleton	92056	Partially in Palomar CC District
	92054	
	92055	
	92057	Partially in Palomar CC District
	92058	
	92051	PO Box
	92052	PO Box
	92049	PO Box
Carlsbad	92008	
	92009	Partially in Palomar CC District
	92010	
	92011	
	92018	PO Box
	92013	PO Box
Encinitas	92023	PO Box
	92024	
Cardiff by the Sea	92007	
Del Mar	92014	
San Diego (Carmel Valley)	92130	
Solana Beach	92075	
Rancho Santa Fe	92067	
	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										
	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

TOP Code	Description	MiraCosta Terminology	Instructional Discipline Page in the Educational Plan
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
1230.10	Registered Nursing	Registered Nursing	Nursing
1230.20	Licensed Vocational Nursing	Licensed Vocational Nursing	Nursing
1230.30	Certified Nurse Assistant	Certified Nursing Assistant	Nursing
1262.00	Massage Therapy	Massage Therapy Technician	Health Education
1299.00	Radiation Protection Technicians/ Other Health Occupations	Radiation Protection Technology Energy Technology	Energy Technology
1305.20	Children with Special Needs	Early Childhood Special Education	Child Development
1305.00	Child Development/Early Care and Education	Early Childhood Education	Child Development
1307.00	Hospitality	Hospitality Management	Hospitality
1307.10	Restaurant and Food Services and Management	Hospitality Management	Hospitality
2105.00	Administration of Justice	Criminology and Justice Studies	Administration of Justice
3009.00	Travel Services and Tourism	Hospitality Management	Hospitality

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.

FACILITIES PLAN

FACILITIES PLAN

Overview //

The **Facilities Plan** portion of the *2011 Comprehensive Master Plan* translates the educational planning needs into a series of site and facilities recommendations. It includes the quantification of planning data to forecast projected space needs, facilities planning principles to guide recommendations, site and facilities improvements for each of the three campuses, and the analysis of existing conditions, which served as the basis for discussion.

Education Plan Linkages describes the methodology that was used to translate the educational planning data into facilities space needs. The forecasted space needs are analyzed in relation to the current space inventory at each campus and used to develop recommendations for facilities. The District's **Facilities Planning Principles** describe the guiding concepts for site and facilities recommendations. A description of the **District Environment** describes the physical setting of MiraCosta College and each of the three campuses. A review of several factors including the regional context and the climate conditions, set the foundation for recommendations for site and facilities improvements.

Chapter 5, 6, and 7 include site specific information and recommendations for each of the three campuses. Each chapter begins with an analysis of the **Existing Conditions**, followed by the **Facilities Recommendations**, which highlight new construction, renovation, and modernization projects. Site Improvements describe recommendations for developing the overall campus environments. The Path to Sustainability defines the site-specific approach to improving environmental stewardship to address Institutional Goals I and IV.

Facilities Plan Organization

- Educational Plan Linkages
- Facilities Planning Principles
- District Environment

Chapters 5, 6, and 7

- Overview
- Existing Conditions
- Recommendations
    - / Facilities Planning Principles
    - / Facilities Recommendations
    - / Demolition and Removal of Facilities
    - / Site Improvements
    - / Phasing Plans
    - / Path to Sustainability

Appendix

- Reference Documents
- CMP Building Program Assumptions
- Preliminary Options
- Sustainability Visioning and Goal Setting
- MCC Path to Sustainability
- Site Infrastructure Planning

Educational Plan Linkages //

This section of the CMP highlights the linkage between the **Educational Plan** and the **Facilities Plan.** The data developed and quantified in Chapter 2 of the Educational Plan served as the foundation for all discussions related to facilities, and was used to drive decisions related to the recommendations for each campus. The purpose of this section of the **Facilities Plan** is to establish the amount and type of space necessary to support the academic program of instruction and support services through the year 2020.

Projected Headcount

As detailed in Chapter 2 of the Educational Plan in this document, the following is a table of the current and master plan forecast headcount at each campus.

Headcount By Campus

FALL 2009	OC	SEC	CLC
Credit	10,119	3,652	44
Non-Credit	117	76	2,342
TOTAL	10,236	3,728	2,386

Forecasted Headcount By Campus

FALL 2020	OC	SEC	CLC
Credit *	12,345	4,455	54
Non-Credit **	129	84	2,576
TOTAL	12,474	4,539	2,630

* Credit headcount projected to grow 2% per year compounded (N x 1.22)

** Noncredit headcount projected to grow 1% per year compounded (N x 1.10)

Calculating Space Needs

The inventory of facilities is an important tool for planning and managing college campuses. The California Community Colleges Facilities Space Inventory database (FUSION) includes descriptive data on buildings and rooms for each college. This information is essential for developing the annual *Five Year Capital Construction Plan*, planning for capital outlay construction projects, analyzing space utilization, and projecting future facilities space needs.

The Education Code mandates an annual inventory of all facilities in the District. By combining existing and future enrollment and program forecasts with appropriate space use standards, space needs for current and future needs are developed. Space capacity is the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs.

Space capacity analysis enables an institution to identify the types of space it needs and the types of space it holds in excess. The analysis of space forms the core of the facilities plan. Space capacity analysis typically includes the following categories of space:

Space Type	Room Use Numbers	Description
Lecture	100s	Classrooms + support spaces
Lab	200s	Labs + support spaces
Office	300s	Offices + support spaces; all offices, including administrative and student services
Library/Study	400s	Library, study, and tutorial + support spaces
Instr. Media	530s	AV/TV; Technology + support spaces
Other	520, 540 to 800s	Non-capacity load categories

The line item above for space type "Other" includes a number of spaces on campus that are considered to be in non-capacity load categories. These are spaces that are not analyzed by the state chancellor's office in relation to utilization and efficiency, but are important as part of the college's inventory related to maintenance and operations. Types of spaces included in "Other" include the following:

- Physical Education (Teaching Gym)
- Clinic/Demonstration
- Assembly/Exhibition
- Food Service
- Lounge
- Merchandise Facility
- Data Processing
- Physical Plant
- Health Service

Space Utilization and Planning Standards

To determine space capacity requirements for a college, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Administrative Code prescribes standards for the utilization and planning of educational spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants). The Title 5 space standards used to determine both existing and future capacity requirements are listed in the table below.

Each component of these standards is applied with an appropriate form of enrollment to produce a total assignable square feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total building requirements for the college.

Category	Formula	Rates/ Allowances
Classrooms	ASF/Student Station	15
	Station Utilization Rate	66%
	Average hours room/week	53
Labs	ASF/Student Station*	
	Station Utilization Rate	85%
	Average hours room/week	27.5
Offices/Conference Rooms	ASF per FTEF	140
Library/Learning Resource Center	Base ASF Allowance	3,795
	ASF/1st 3,000 DGE	3.83
	ASF/3001-9,000 DGE	3.39
	ASF/DGE>9,000 DGE	2.94
Instructional Media AV/TV/Radio	Base ASF Allowance	3,500
	ASF/1st 3,000 DGE	1.50
	ASF/3001-9,000 DGE	0.75
	ASF/DGE>9,000 DGE	0.25

* Varies per TOPS code

2009 Space Inventory

The *2009 MiraCosta College Space Inventory Report* was used as the basis for the analysis of space. The 2009 Space Inventory Report table include a summary of the capacity load categories of space and their respective totals for the entire district and for each campus.

2009 Space Inventory Report

Assignable Square Feet (ASF)	
Space Type	Space Inventory (ASF)
Lecture	64,085
Lab	87,082
Office	56,059
Library/Study	34,462
Instr. Media	56,156
Other	75,117
TOTAL ASF	372,961

2009 Space Inventory Report by Campus

Campus Distribution		
CAMPUS	Total ASF	% of District total
Oceanside Campus (OC)	293,179	79%
San Elijo Campus (SEC)	49,287	13%
Community Learning Center (CLC)	30,119	8%
TOTAL ASF	372,961	

It is important to note that the *2009 MiraCosta College Space Inventory Report* includes all facilities on campus that are in use, including temporary facilities. Temporary facilities are planned to be removed throughout the district as functions move into permanent space. In the calculation for projected space needs, the removal of this space from the starting point has been taken into account.

Projecting Future Space Needs

The methodology for projecting future space needs is summarized as follows:

- Enrollment forecasts and WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type of space.
- The 2009 space inventory for each campus was adjusted to reflect the proposed removal of temporary facilities. This was referred to as the "adjusted inventory."
- Following the analysis of existing conditions, and the identification of permanent facilities to be removed, the inventory was adjusted a second time to remove these spaces and create a baseline for determining future space needs. This was referred to as the "baseline inventory."
- The "baseline inventory" for each campus was subtracted from the total space requirements described above to result in the net ASF need by type of space for the 2020 master plan horizon.
- The result, net assignable square footage by type of space, served as the basis for developing options for each campus.

Oceanside Campus (OC)

The Oceanside Campus is the largest of the three campuses and includes 79% of the District's total space inventory. Most of the space on campus is housed in permanent facilities, however there is a substantial amount of space currently housed in temporary facilities that are planned to be removed. The 2009 OC Space Inventory table includes a summary of the space capacity categories and the adjusted inventory, which includes the removal of all temporary facilities.

2009 OC Space Inventory

Space Type	Current Inventory	Adjusted Inventory *
Lecture	34,295	27,542
Lab	70,124	70,124
Office	45,866	42,982
Library/Study	28,346	28,346
Instr. Media	1,980	1,980
PE/Teaching Gym **	26,418	26,418
Other* **	86,150	85,457
TOTALS	293,179	282,849

* Temporary buildings, currently on the space inventory, have been removed
** PE/Teaching Gym is a non-capacity space category, but used in this analysis for the Oceanside Campus

Following the analysis of existing conditions, and the identification of permanent facilities to be removed, the inventory was adjusted a second time to remove these spaces and create a baseline for determining future space needs. The 2009 OC Baseline Inventory table includes a summary of the capacity categories with these spaces removed.

2009 OC Baseline Inventory

Space Type	Current Inventory	Baseline Inventory *
Lecture	34,295	26,487
Lab	70,124	68,507
Office	45,866	40,047
Library/Study	28,346	28,346
Instr. Media	1,980	1,980
PE/Teaching Gym	26,418	3,797
Other **	86,150	81,682
TOTALS	293,179	250,846

* Permanent facilities recommended to be demolished have been removed
** For description of 'Other' see note on page F.iv

Using data from the previous tables and calculating prescribed State of California space standards, the 2020 OC Space Needs table provides a net assessment for assignable square footage for campus facilities to meet the master plan forecast with a target year of 2020. The "baseline inventory" is subtracted from the 2020 Space Needs to result in the net ASF need by type of space for the master plan horizon.

2020 OC Space Needs

Space Type	Baseline Inventory	2020 Space Needs (State Standards) (ASF)	Baseline Inventory minus 2020 Need (ASF)*
Lecture	26,487	38,036	-11,549
Lab	68,507	104,716	-36,209
Office	40,047	35,372	4,675
Library/Study	28,346	26,100	2,246
Instr. Media	1,980	10,393	-8,413
PE/Teaching Gym	3,797	22,108	-18,311
Other **	81,682	68,002	13,680
TOTALS	250,846	304,727	

* A negative number indicates a need for additional space
** For description of 'Other' see note on page F.iv

Following the removal of temporary facilities and demolition of existing facilities on the Oceanside campus, the following areas demonstrate a need for additional space according to state space standards.

- Lecture
- Lab
- Instructional Media
- PE/Teaching Gym

This new space is planned for in the construction of new facilities and the repurposing of existing facilities as described in **Chapter 5: Oceanside Campus.**

San Elijo Campus (SEC)

The San Elijo Campus includes 13% of the District's total space inventory. All of the space on campus is housed in permanent facilities. The 2009 SEC Space Inventory table includes a summary of the space capacity categories.

Following the analysis of existing conditions, Building 400 was identified as a permanent facility to be removed. The space in Building 400 was removed from the space inventory in order to develop a baseline for determining future space needs. The 2009 SEC Baseline Inventory table includes a summary of the capacity categories with this space removed.

Using data from the previous tables and calculating prescribed State space standards, the 2020 SEC Space Needs table provides a net assessment for assignable square footage for campus facilities to meet the master plan forecast with a target year of 2020. The "baseline inventory" is subtracted from the 2020 Space Needs to result in the net ASF need by type of space for the master plan horizon.

2009 SEC Space Inventory

Space Type	Current Inventory
Lecture	15,699
Lab	11,013
Office	5,877
Library/Study	6,116
Instr. Media	186
Other *	10,396
TOTALS	49,287

* For description of 'Other' see note on page F.iv

2009 SEC Baseline Inventory

Space Type	Current Inventory	Baseline Inventory *
Lecture	15,699	14,319
Lab	11,013	8,528
Office	5,877	5,659
Library/Study	6,116	6,116
Instr. Media	186	186
Other **	10,396	10,396
TOTALS	49,287	45,204

*Building 400 space has been removed from the inventory

** For description of 'Other' see note on page F.iv

2020 SEC Space Needs

Space Type	Baseline Inventory	2020 Space Needs (State Standards) (ASF)	Baseline Inventory minus 2020 Need (ASF) *
Lecture	14,319	12,430	1,889
Lab	8,528	11,774	-3,246
Office	5,659	9,244	-3,585
Library/Study	6,116	9,991	-3,875
Instr. Media	186	5,927	-5,741
Other	10,396	34,099	-23,703
TOTALS	45,204	83,465	

* A negative number indicates a need for additional space

Following the demolition of Building 400 on the SEC campus, the following areas demonstrate a need for additional space according to State space standards.

- Lab
- Office
- Library/Study
- Instructional Media
- Other (non-capacity categories)

This new space is planned for in the construction of new facilities and the repurposing of existing facilities as described in **Chapter 6: San Elijo Campus.**

Community Learning Center (CLC)

The Community Learning Center includes 8% of the District's total space inventory. The space is housed in both permanent facilities and temporary facilities. The 2009 CLC Space Inventory table includes a summary of the space capacity categories and the adjusted inventory, which includes the removal of all temporary facilities.

2009 CLC Space Inventory

Space Type	Current Inventory	Adjusted Inventory *
Lecture	14,091	12,477
Lab	5,945	5,945
Office	4,316	4,110
Library/Study	-	-
Instr. Media	-	-
Other **	5,767	5,767
TOTALS	30,119	28,299

* Permanent facilities recommended to be demolished have been removed.

** For description of 'Other' see note on page F.iv.

Using data from the previous tables and calculating prescribed state space standards, the 2020 CLC Space Needs table provides a net assessment for assignable square footage for campus facilities to meet the master plan forecast with a target year of 2020. The "baseline inventory" is subtracted from the 2020 Space Needs to result in the net ASF need by type of space for the master plan horizon.

2020 CLC Space Needs

Space Type	Adjusted Inventory	2020 Space Needs (State Standards) (ASF)	Baseline Inventory minus 2020 Need (ASF) *
Lecture	12,477	5,057	7,420
Lab	5,945	456	5,489
Office	4,110	3,200	910
Library/Study	-	5,940	-5,940
Instr. Media	-	4,340	-4,340
Other **	5,767	16,383	-10,616
TOTALS	28,299	35,375	

* A negative number indicates a need for additional space

** For description of 'Other' see note on page F.iv.

It is important to note that because the CLC serves primarily non-credit instruction, the state prescribed standards for instructional space do not accurately reflect the space needs for classroom and lab space on this campus. According to the analysis, the following areas demonstrate a need for additional space according to state space standards.

- Library/Study
- Instructional Media
- Other (non-capacity categories)

The CMP recommends the development of flexible multi-purpose space on campus to address the projected space needs. These needs are planned for in the construction of new facilities and the repurposing of existing facilities as described in **Chapter 7: Community Learning Center.**

Facilities Planning Principles //

Following the analysis of the educational planning data and the existing conditions on each campus, a set of facilities planning principles were developed to guide discussions regarding site and facilities development. The principles are summarized below and represent the District's overall direction for facilities recommendations that are articulated at each of the three campuses.

Maximize Functional Space

- Renovate existing facilities to address program needs.
- Repurpose vacated spaces to support justified space needs.
- Modernize existing buildings to address safety, accessibility and maintenance needs.

Eliminate Non-functional Space

- Remove temporary buildings.
- Demolish aging facilities and relocate functions to new or repurposed space.

Improve Efficiency/Utilization of Facilities

- Consolidate related programs.
- Create flexible, interdisciplinary spaces.

Right- size the Campus to Address Program Needs

- Align the projected space inventory with state guidelines.
- Position the College to maximize funding (state and local.)

Enhance the Campus Environment

- Define clear, inviting campus entry points.
- Develop clear pedestrian connections.
- Create gathering spaces to support collaboration.
- Develop campuses to encourage students to "hang out."

Develop the Path to Sustainability

- Create campuses as living labs.
- Develop strategies to minimize the environmental impact.
- Promote the District as a leader in habitat preservation.

District Environment //

MiraCosta College is situated in a region that has long been one of the most favorable for human habitation. The interface of ocean and continent has shaped a hospitable home for people, as well as life in a great variety of forms. The mild climate and the unique lifestyle have contributed to the growth of a string of communities, along this coastal region. These communities are diverse, encompassing urban centers, residential communities, and beach towns situated by coastal lagoons and bluffs, in verdant river valleys, and on rugged plateaus. The three campuses of MiraCosta Community College District reflect this diversity to a surprising degree—enhancing the opportunity to lead as an example of environmental stewardship while planning new facilities to serve the growing community.

Regional Context **//**

Physically elongated, the District's service area extends across approximately 40 miles of the Pacific coast from Camp Pendleton to Del Mar. The region was shaped by a series of rivers, running east to west, that carved valleys from the inland mountain range to the sea. Long ago, the rising sea drowned the mouths of these valleys, which then filled with alluvium. The result is a string of estuaries—lagoons that are notable for their biodiversity—at the mouth of each river.

More recently, the land and ocean have supported human communities, and the region gave rise to a world famous agricultural and horticultural industry. Cities and towns were established along the coast. WWII saw the establishment of Camp Joseph H. Pendleton. Increasing population since the war has grown the communities throughout the region. and suburban and urban residential and commercial development has replaced much of the agricultural land use.

Observations

- There is a need to mitigate the impact of population growth and urbanization on the lagoon wetlands.
- There is a need to restore and preserve natural habitats.

Camp Pendleton

San Luis Rey River

Oceanside Municipal Airport

76

Oceanside

Community Learning Center

Vista

Oceanside Transit Center

Buena Vista Lagoon

Oceanside Campus

Buena Vista Creek

Carlsbad Highlands

78

Coaster Carlsbad Village Station

Agua Hedionda Creek

Palomar College

Agua Hedionda Lagoon

McClellan Palomar Airport

CSU San Marcos

Escondido

Coaster Carlsbad Pointsettia Station

5

Batiquitos Lagoon

15

San Marcos Creek

Lake Hodges

Coaster Encinitas Station

Escondido Creek

Encinitas

San Dieguito River

San Elijo Campus
San Elijo Lagoon

Solana Beach

NORTH

LEGEND

○ MIRACOSTA CAMPUS

── FREEWAY

── PASSENGER RAILWAY

▨ ECOLOGICAL RESERVE

▨ LAGOON

→ PACIFIC FLYWAY

── CREEKS

Regional Context //

Regional Climate and Temperature //

The MiraCosta campuses are located in Climate Zone 7, which is the southernmost coastal region of California. The warm ocean water at this latitude makes this climate very mild. The temperature of the ocean water affects the air temperature over it, and this in turn moderates temperatures over this coastal region.

The ocean influences the weather most of the time, with periodic wind changes that bring hot and extremely drying Santa Ana winds. The weather in the summer is warm and comfortable, but hot enough that cooling is necessary on some days. Frequent high fogs naturally moderate the temperature. The winters are cool and heating is necessary some of the time.

With daily temperature and humidity levels within the comfort zone during much of the year (see the Monthly Diurnal Averages graphic,) conditions are ideal for a variety of passive solar strategies.

Climate Zones //

MONTHLY DIURNAL AVERAGES - Climate Zone 7, USA

DAILY CONDITIONS - 1st January (1)
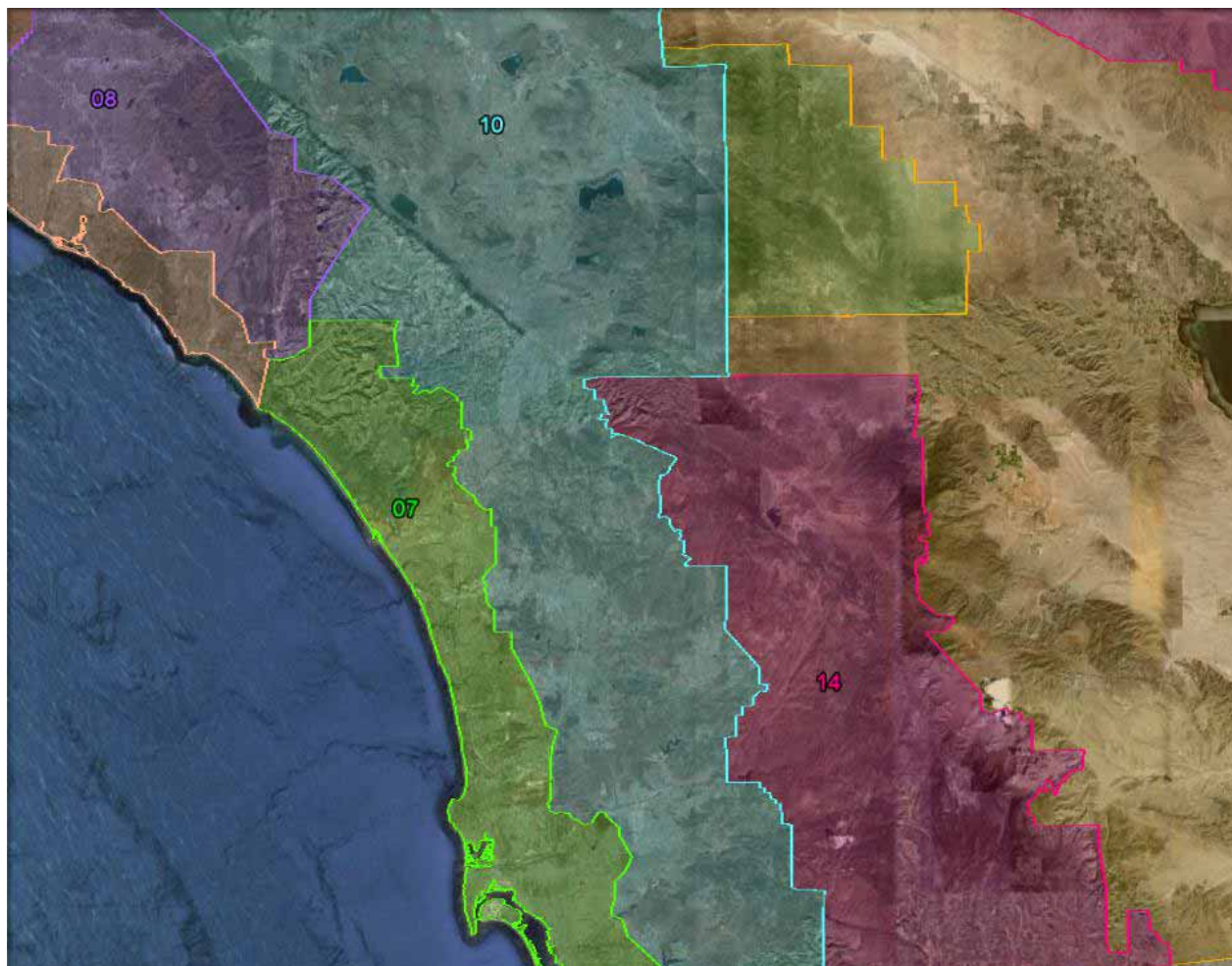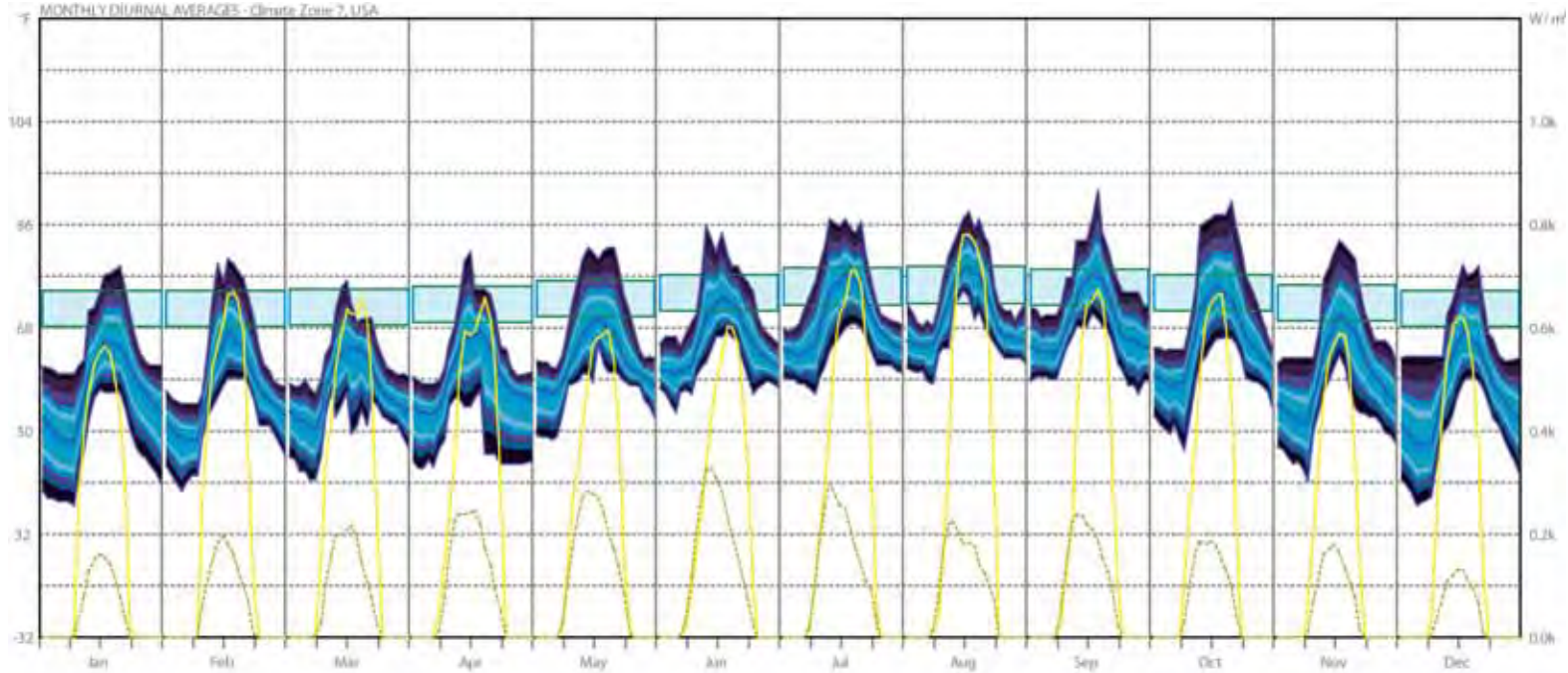
LEGEND

Comfort: Thermal Neutrality

Temperature	Direct Solar
Rel Humidity	Diffuse Solar
Wind Speed	Cloud Cover
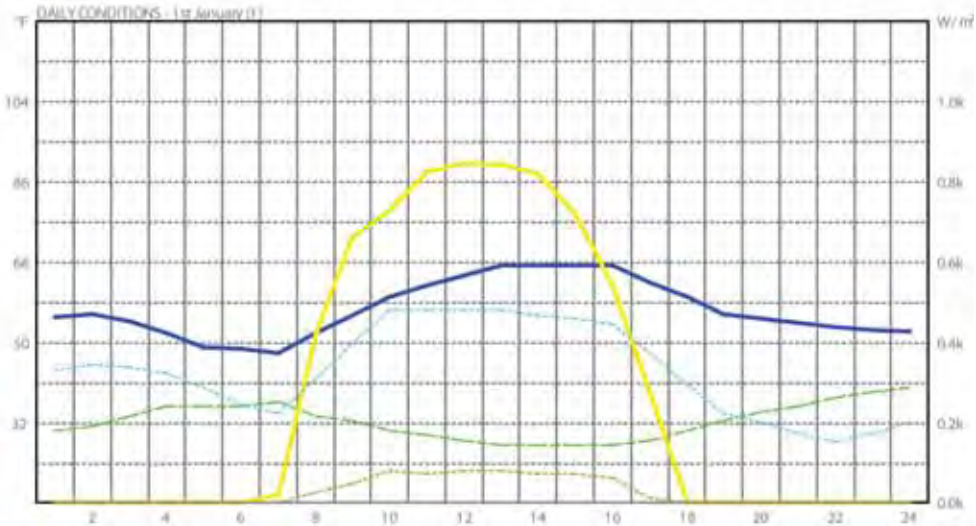
Monthly Diurnal Averages //

Regional Climate and Temperature // (continued)

The psychometric chart indicates that the region is characterized by a moderate, cool climate, as a majority of the year the temperature resides slightly to the right (cooler degree days) of the comfort zone (indicated in yellow on the psychometric chart). Basic climatic design priorities for the winter months include optimization of insulation, reduction of outside air infiltration, and implementation of passive solar strategies. During the summer months, design priorities include shading of windows, natural ventilation and distribution of thermal mass.

Psychrometric Chrart
Location: Carlsbad Palomar, USA
Frequency: 1st January to 31st December
Week day Times: 00:00-24:00 Hrs
Weekend Times: 00:00-24:00 Hrs
Barometric Pressure: 101.36 kPa
© Weather Tool

SELECTED DESIGN TECHNIQUES:
1. Passive solar heating
2. Thermal mass effects
3. Natural ventilation
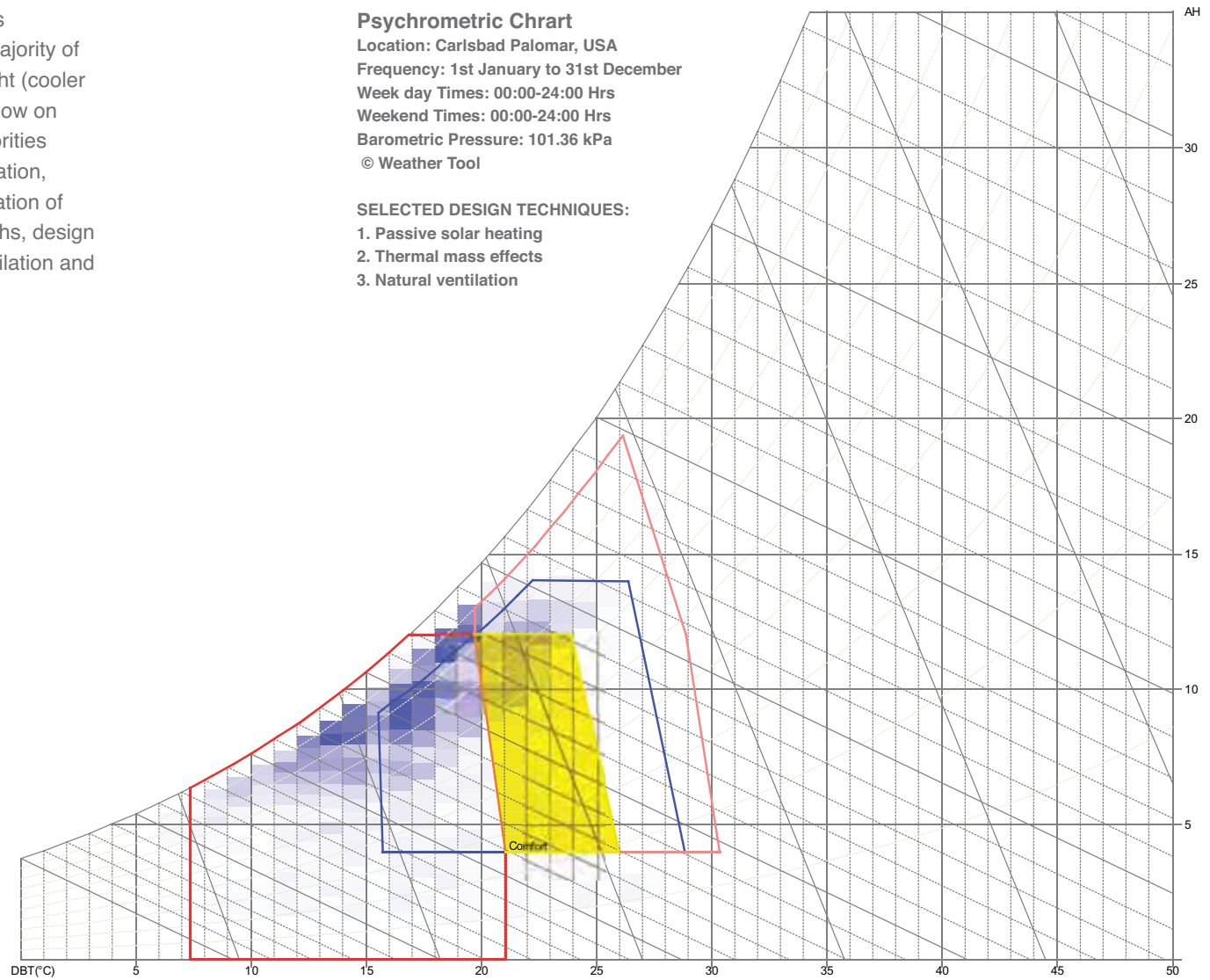
Diffuse Solar Radiation (W/m²)
Weekly Summary
Location: Carlsbad Palomar, USA (33.1°, -117.3°)
© Weather Tool
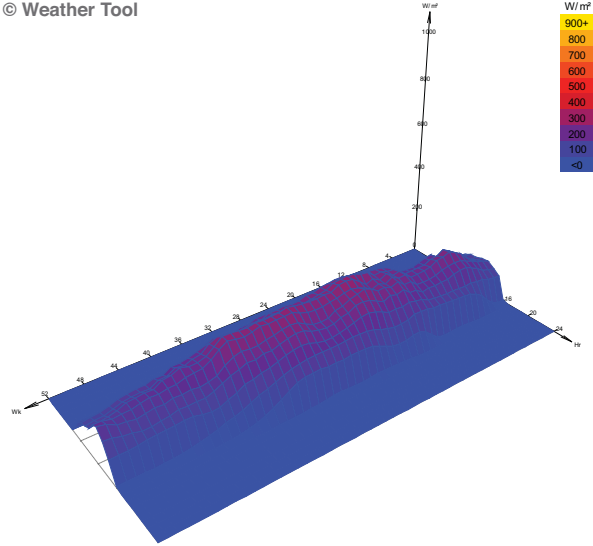
Direct Solar Radiation (W/m²)
Weekly Summary
Location: Carlsbad Palomar, USA (33.1°, -117.3°)
© Weather Tool
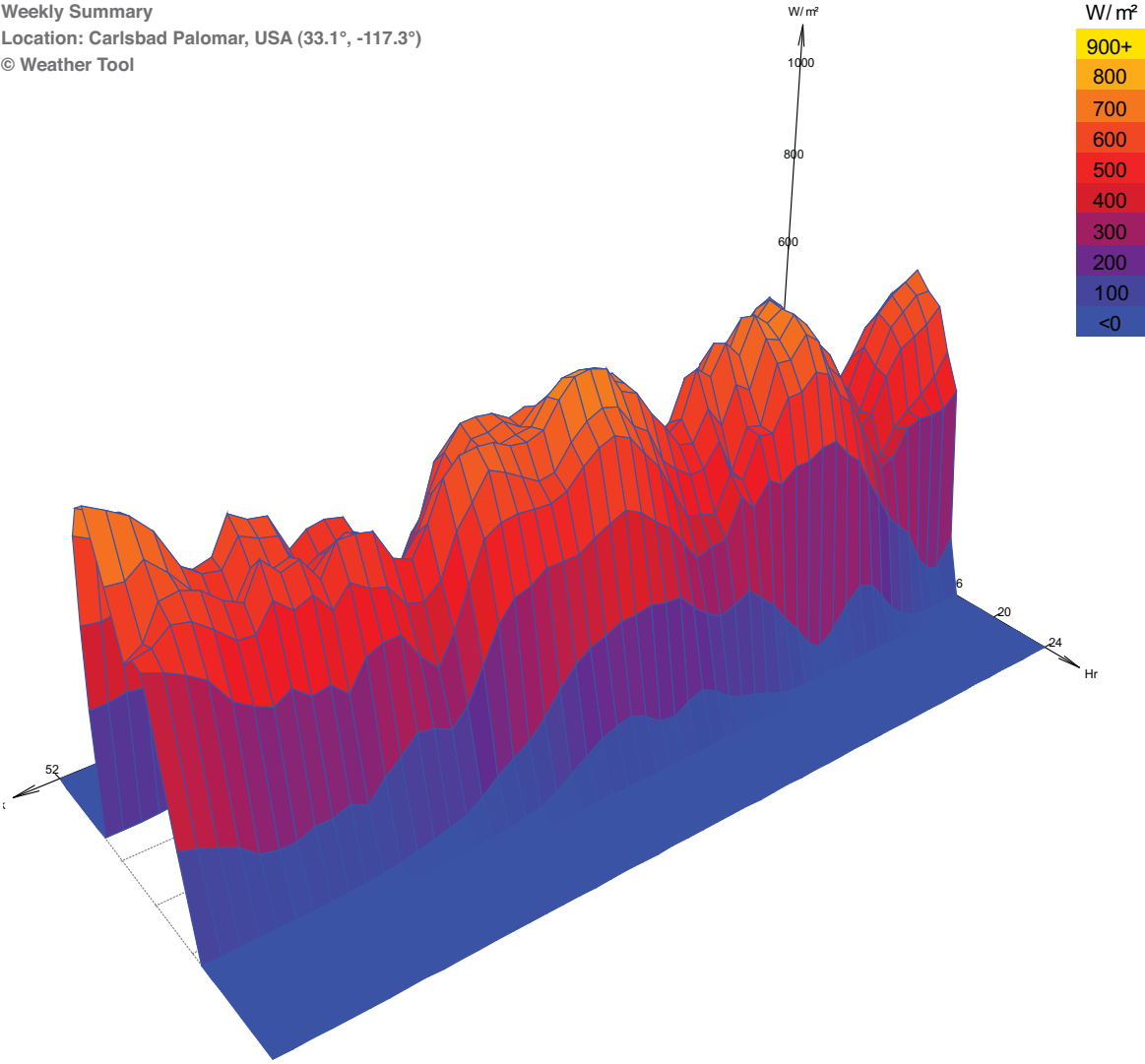
Average Cloud Cover (%)
Weekly Summary
Location: Carlsbad Palomar, USA (33.1°, -117.3°)
© Weather Tool
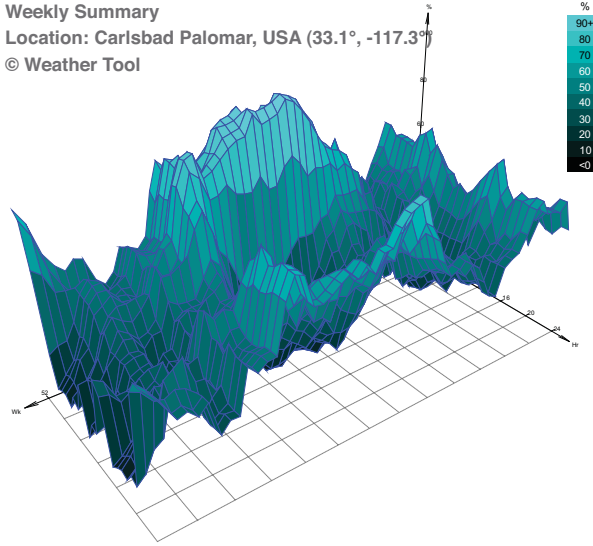
Wind Conditions //

Prevailing winds for this area come from the west coast for a majority of the spring and summer months, and are balanced by warmer east winds during the autumn and winter months. The average wind speed ranges between 5 to 10 kilometers per hour, or 3 to 6 miles per hour. Natural ventilation is a viable and sustainable strategy as it is most effective when winds are at least 5 miles per hour. Renewable wind energy is most effective when winds average approximately 18 kilometers per hour or 11 miles per hour, and therefore is not recommended for any of the MiraCosta campuses at a large scale. However, a smaller scaled installation, such as wind-powered site lighting, would be a viable option since these devices require only a minimal wind speed.

Prevailing Winds- Summer
Wind Frequency (Hrs)

Wind Frequency (Hrs)

Average Wind Temperatures
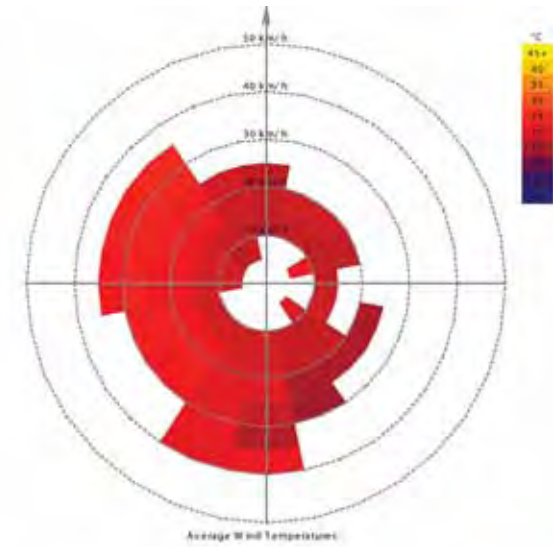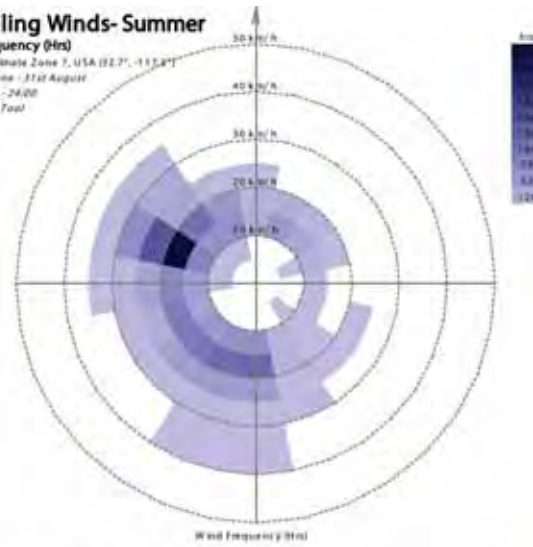
Prevailing Winds- Winter
Wind Frequency (Hrs)
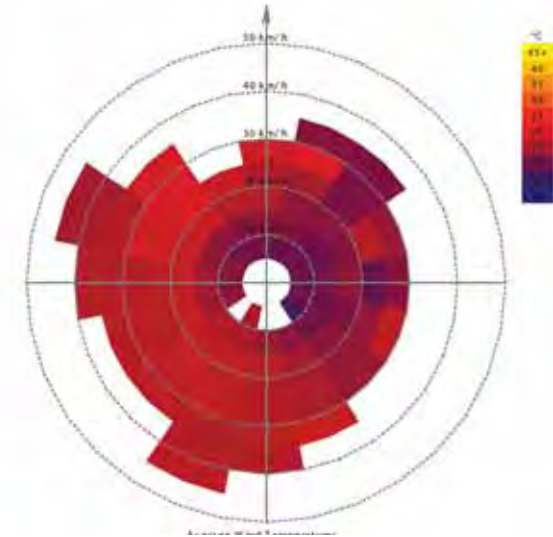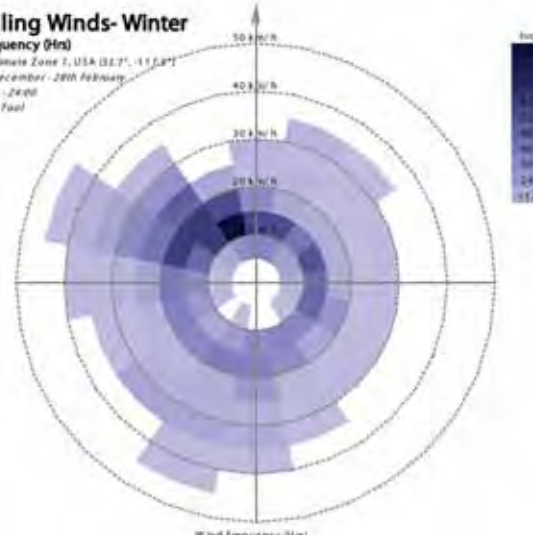
Regional Natural Habitat //

Regional conservation programs combine the planning efforts of the community and governmental agencies that result in the protection of biologically valuable areas. These efforts protect the quality of life in the region by maintaining the area's scenic beauty and natural biological diversity. The MiraCosta Community College District has taken a proactive stance in this regard. The graphic illustrates the position of the three MiraCosta College campuses in relation to the many protected areas in the region. With three campuses situated amongst these rich community resources, the District is well positioned to build on its leadership role going into the future.
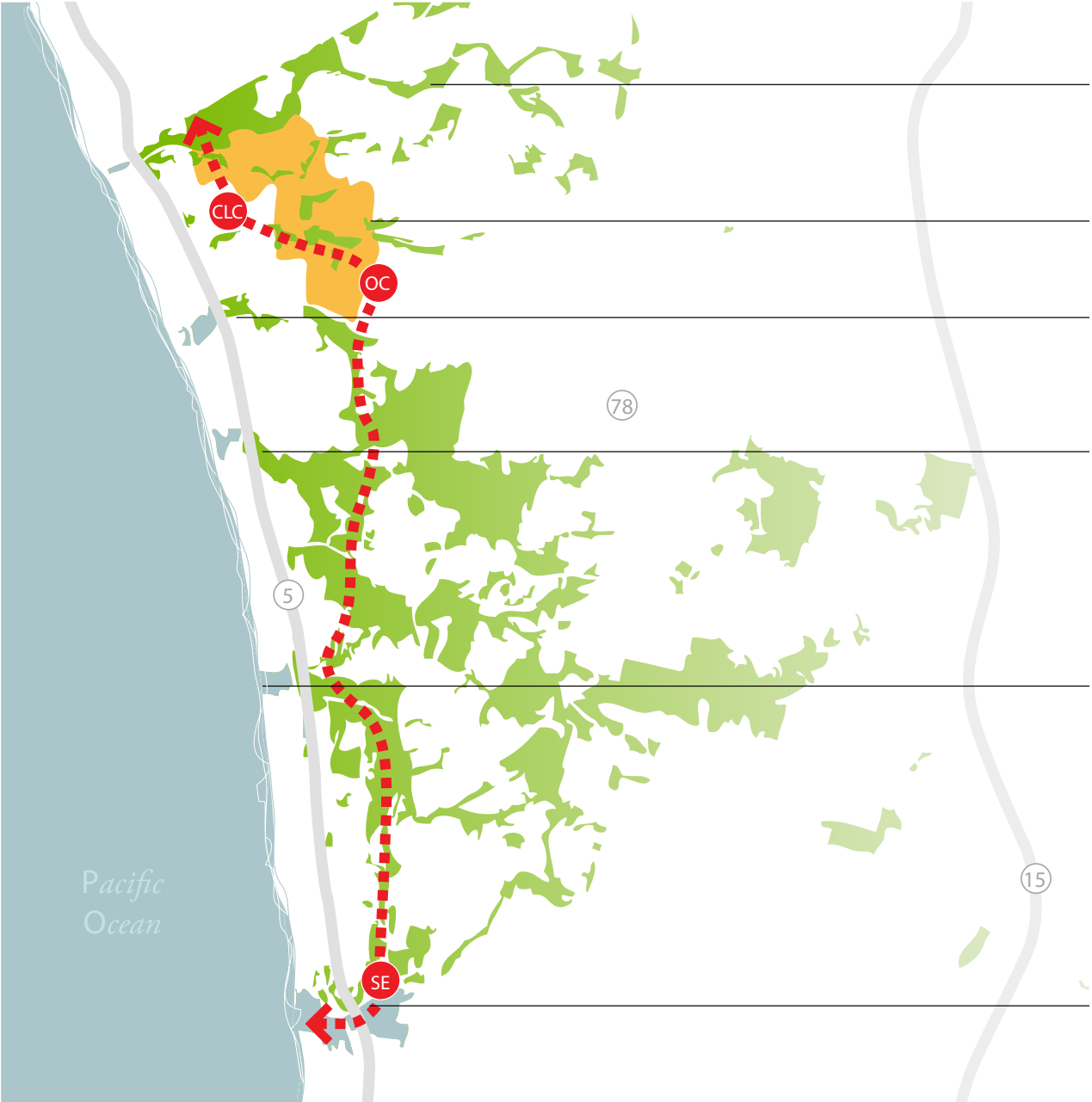
Chapter 5: Oceanside Campus

Mission Statement

"The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves."

Institutional Goals

I. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.

II. MiraCosta Community College District will become the institution where each student has a high probability of achieving academic 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.

Overview//
Oceanside Campus

Chapter 5 of the Facilities Plan presents a model that translates the Educational Plan into the site specific recommendations for the Oceanside Campus. The chapter begins with the analysis of **Existing Conditions** which served as the basis for the planning discussions with the Master Plan Team. **Recommendations** for future development are described in the section that follows, and includes the following information:

- Facilities Planning Principles
- Facilities Recommendations
- Demolition and Removal of Facilities
- Site Improvements
- Phasing Plans
- Path to Sustainability

Oceanside Campus Existing Conditions

Existing Conditions //
Oceanside Campus

The Existing Analysis phase of the facilities planning process involved a study of the existing conditions on the campus in order to identify key planning issues. The information was obtained from discussions with the Comprehensive Master Plan Team, interviews with District faculty and staff, and campus tours. The following are graphic and narrative descriptions of the existing conditions, which were presented to the Comprehensive Master Plan Team for discussion.

- Local Context
- Neighborhood Context
- Existing Campus
- Development History
- Facilities Condition
- Vehicular Circulation
- Pedestrian Circulation
- Campus Zoning
- Geology + Hydrology
- Open Space Programming
- Campus Connectivity
- Open Space Typology
- Irrigation
- Energy Consumption

Local Context //

Following settlement of the agricultural lands of the San Luis Rey Valley, the city of Oceanside was established in 1888 near the Pacific coast. Over time, its boundaries extended eastward to the inland plateaus and valleys. With Carlsbad, Oceanside has seen the fastest growth of population and commerce in the District service area. The Oceanside Campus sits on the highlands between the Buena Vista Creek valley and State Route 78, and the San Luis Rey River valley and State Route 76. It lies to east of the downtown business and harbor districts, Interstate 5 and State Route 101, and the Amtrak and Coaster rail lines. The major vehicular routes and rail lines are situated on level ground near the coast and in the river valleys. The campus is served by the bus and light rail systems of the North County Transit District. Since it was launched in 2008, the Sprinter light rail line has connected downtown Oceanside to the cities of Vista, San Marcos and Escondido. The line runs near the campus, potentially serving many of the students who attend MiraCosta College from inside and outside the District service area. The College Boulevard Station is about 2.5 miles travel distance from the campus, and is linked via the 325 Breeze bus line.

Observations:

- The campus is part of the drainage to the Buena Vista Creek and lagoon. The lagoon is maintained as an ecological reserve in spite of the challenges of its location in a rapidly developing population center.
- The campus' rugged highland location is somewhat removed from the urban centers of Oceanside and Carlsbad, and major vehicular routes. This location makes bicycle access challenging. Unlike Palomar College and CSU San Marcos, there is no on-campus Sprinter station. Most students, faculty and staff travel to the campus in single occupant vehicles.

San Luis Rey River

Oceanside Municipal Airport

76

Mission Avenue

Oceanside

Oceanside Boulevard

Canyon Drive

Community Learning Center

Oceanside Business District

Oceanside Campus

El Camino Real

Rancho Del Oro Road

College Blvd

5

Vista Way

78

South Coast Highway

Buena Vista Lagoon

Buena Vista Creek

Carlsbad

LEGEND

MIRACOSTA CAMPUS

FREEWAY

PASSENGER RAILWAY

MAJOR STREET

LOCATION

RAILWAY STATION

ECOLOGICAL RESERVE

LAGOON

CREEKS

NORTH

Local Context //

Neighborhood Context //

The Oceanside campus sits near the top of the highland plateau, surrounded by single family homes and townhouses. The campus sits elevated above College Avenue and Rancho Del Oro Drive, the two main roads that connect to the freeways and nearby commercial centers. The campus serves its neighborhood by providing much of the publicly accessible open space. The elevated location provides extensive views to the ocean and surrounding highlands and valleys.

Observations

- The campus is not visible from major roads and the surrounding community.
- Better signage is needed, especially on College Boulevard and Rancho Del Oro Drive.
- Planning for future growth must be done with sensitivity regarding environmental impacts to the surrounding residential neighborhood.
- The community enjoys access to the campus, and use of its facilities.
- Extensive views, especially to the north and west, are available from many parts of the campus.

LEGEND

- MIRACOSTA CAMPUS
- FREEWAY
- MAJOR STREET
- COMMERCIAL / RETAIL
- INSTITUTIONAL
- OPEN SPACE

Cameo Drive

Thunder Drive

Glaser Dr

MiraCosta College
Oceanside Campus

El Camino
Country Club

College Drive

Barnard Dr

Tri-City
Medical Center

Rancho Del Oro Dr

Vista Way

78

Lake Blvd

NORTH
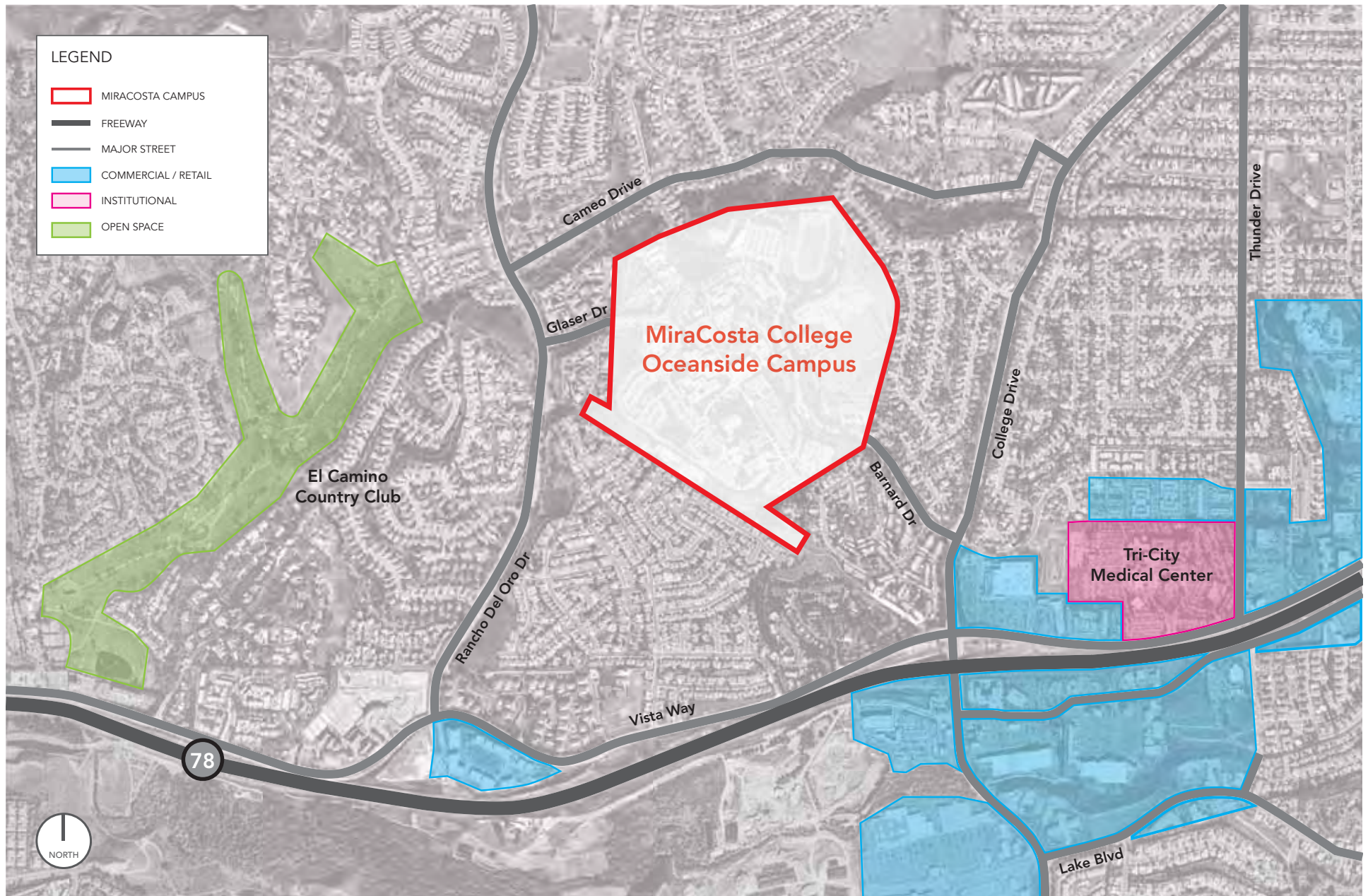
Neighborhood Context //

Existing Campus //

The 121.5 acre Oceanside Campus has been developed around a central open space on a plateau. An arroyo enters from the southeast, creating a path for Barnard Drive to access the main level of campus development. This arroyo separates the campus core from the eastern fields, which are also near the same elevation. The city water utility owns a water tank built on the high point in the middle of campus, which divides and attenuates campus development. An arroyo on the north side of campus has been graded in the form of a stadium, and houses a track and field.

The most developed part of campus lies within the encircling path of Barnard Drive. This campus core area constitutes the largest contiguous space at roughly the same elevation. Most of the parking has been built on the perimeter, either outside or just inside Barnard Drive. More recently in its history, the District has used land outside the core, and at a lower elevation, to build instructional space, including the Child Development Center and Horticulture Building.

Most of the buildings are single story and less than 25,000 square feet in area. These modestly sized buildings are clustered around intimately scaled courtyards.

The cluster created by Instructional buildings 4500, 4600, and 4700, opens up for the passage of a circulation axis extending from the main quad to the northeast. The exterior walls step to accommodate this "diagonal" axis, creating nicely scaled, serial courtyards, shaded by canopy trees. The drama experienced when emerging from this series of shaded, intimate spaces, into the open central quad, punctuated by its bell tower, makes this one of the more memorable outdoor experiences on the Oceanside campus.

Observations:

- There is a need to replace temporary buildings with permanent facilities.
- The campus is divided into separate sectors by the water tank or by changes in elevation.
- New development should be designed with sensitivity to the scale of existing buildings and the open spaces between them.
- There is a need to utilize the limited campus core area for instructional space.
- There is a need to strengthen connecting features, and mitigate the effects of elements that physically divide the campus.

EXISTING CAMPUS

PERMANENT FACILITIES

TEMPORARY FACILITIES

ROSELLE STREET

CAMEO DRIVE

TRACK

BARNARD DRIVE

SOFTBALL

4100

4000

4500

SOCCER

3600

3500

3601

460

5100

GLASER DRIVE

GYM
5000

5200

4800

BASEBALL

LIBRARY

3700

ADMIN
1000

3200

3100

3000

RANCHO DEL ORO DRIVE

WATER

CARR DRIVE

BARNARD DRIVE

BARNARD DRIVE

COLLEGE BOULEVARD

NORTH

Existing Campus //

Development History //

Although MiraCosta College originated in 1934, when it was established as the Oceanside-Carlsbad Junior College, the history of the Oceanside Campus began in 1964; after the District separated from the Oceanside High School District, and the present site was acquired. Most of the existing buildings were constructed in the 1960s around the main quad. Many are built around courtyards, which provide external circulation that is shaded by generous, cantilevered overhangs. The designers of much of the subsequently built space have taken queues from these original buildings.

The Theater is the most notable building that dates back to the 1980s, and a portion of it has been remodeled recently. During the 1990s the Student Center and several instructional buildings were built. The Student Center is situated at the edge of the campus core, and the western rooms and deck command a view that extends to the ocean and frames the setting sun.

During the last decade, the pace of development quickened with the construction of many new facilities, including the Child Development Center, the Library, the Horticulture Complex, Creative Arts Building and the Concert Hall. Many of these buildings were constructed at the edges of the campus core plateau, where sloping topography and slope stability issues have complicated the design and construction.

Observations:

- The oldest buildings may be nearing the end of their useful lives, and are likely in need of renovation or replacement.
- Past campus design have established some good precedents for future development
- The most desirable and easily buildable sites are mostly developed
- The edges of the campus core plateau offer the potential to capture great views, with the challenges of building on sloped sites and maintaining strong connections to the campus core.
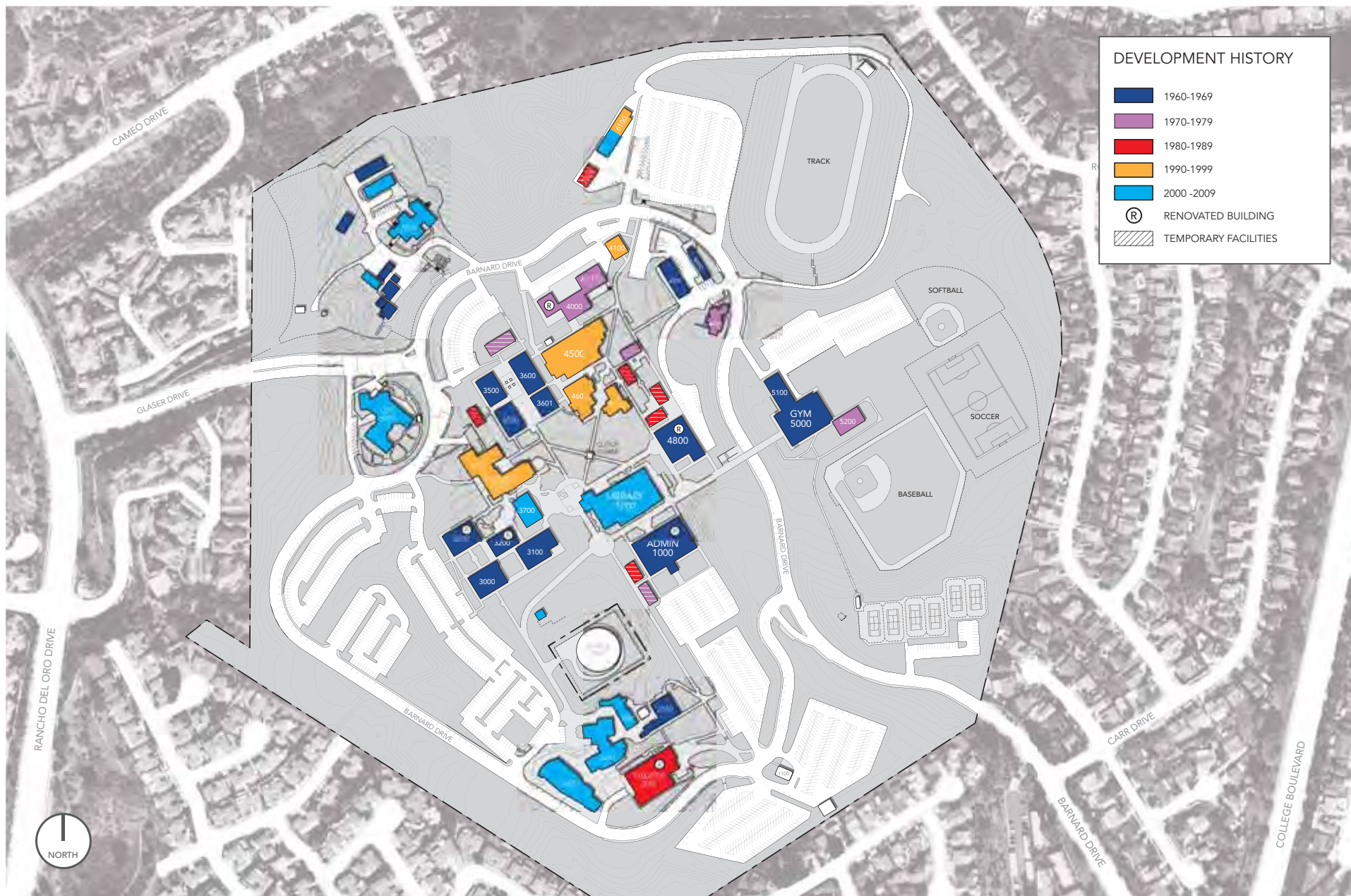
DEVELOPMENT HISTORY

- 1960-1969
- 1970-1979
- 1980-1989
- 1990-1999
- 2000 -2009
- (R) RENOVATED BUILDING
- TEMPORARY FACILITIES

TRACK

SOFTBALL

SOCCER

BASEBALL

GYM
5000

5100

5200

4800

450C

4000

3600

3500

3601

460

3700

3200

3100

3000

LIBRARY
1700

ADMIN
1000

CAMEO DRIVE

GLASER DRIVE

BARNARD DRIVE

RANCHO DEL ORO DRIVE

CARR DRIVE

COLLEGE BOULEVARD

NORTH

Development History //

Facilities Condition //

MiraCosta College participates in the California Community College Facility Condition Assessment program, which includes a tool that is available to all districts for the assessment of existing community college buildings and the planning of repair work. The results of the last assessment, which was conducted in November of 2010, are shown in the graphic. The Facility Condition Index (FCI) is the ratio of the cost of addressing all of a facility's deficiencies versus that facility's replacement value. The FCI was calculated for each existing facility. Facilities were placed in one of three categories.

• Good Condition indicates an FCI of less than 5% (Green)
• Fair Condition indicates an FCI of 5% to 10% (Yellow)
• Poor Condition indicates and FCI of greater than 10% (Red)

Information from the FCI Report along with third party studies from the engineering team was used during the planning process. Decisions regarding the renovation versus the replacement of existing facilities were incorporated into the recommendations.

FACILITIES CONDITION
ASSESSMENT

FCI <5% (good condition)

FCI 5% - 10% (fair condition)

FCI >10% (poor condition)

TRACK

SOFTBALL

SOCCER

BASEBALL

GYM
5000

5100

5200

4800

4500

4000

3500

3600

3601

460

3700

3200

3100

3000

ADMIN
1000

4100

CAMEO DRIVE

GLASER DRIVE

RANCHO DEL ORO DRIVE

BARNARD DRIVE

BARNARD DRIVE

BARNARD DRIVE

CARR DRIVE

COLLEGE BOULEVARD

NORTH

Facilities Condition //

Vehicular Circulation //

Vehicles enter campus from two points, via Barnard Drive on the east and Glaser Drive on the west. A relatively small sign and the tennis courts are the first facilities encountered by visitors entering from Barnard Drive. A small sign at Glaser and Rancho Del Oro Drives indicates the approach to the west campus entry.

Both entry drives have bike lanes connecting to the city bike lane network. Both entry points are much lower than the campus core plateau, and are sloped to rise up to the level of the campus core plateau. Barnard Drive circles much of the campus, providing access to parking lots both inside and outside the loop. NCTD Breeze bus lines 302 and 325 stop at several points on Barnard Drive as it circles the campus core. Several pedestrian walks serve a second function to extend fire access into the center of campus.

Observations:

- The vehicular entrances do not make a strong and welcoming first impression of the campus.
- Clear directional signage to "front door" and other frequently visited functions, is needed at the campus entries.
- The intersections at the east and west entrances on Barnard and Glaser Drives are not designed for good traffic flow or wayfinding.
- Parallel parking on Barnard Drive limits visibility of cars and pedestrians.
- Limited passenger drop-off zones result in congestion as parking lots are used for this function.

- High demand for parking during peak periods at the beginning of sessions leads to congestion on Glaser and Barnard Drives and the parking lots. The District has met with neighbors complaining of students parking near homes during these times.
- A portion of the parking lots are far from, or at a lower elevation than, most of the instructional buildings. These lots are not fully used during non-peak periods.
- Many parking stalls nearest to the Student Services buildings are designated for staff parking, leaving a need for more visitor and accessible parking, as well as a passenger drop-off zone.
- Parking near the Concert Hall is limited, and elderly and disabled patrons are forced to travel long distances from parking lots.
- Accessible parking stalls in Lot 3B are across a busy driveway from the Student Center.
- The Campus Security Building is not visible from the main entrance on Barnard Drive. The adjacent driveways are too closely spaced and encumbered by multiple crosswalks.
- Pedestrians and vehicles do not have separate routes at the driveway to Lot 5A.
- Students complain of low parking lot lighting levels in the evenings.

LEGEND

- ● CAMPUS ENTRY
- ▣ BUS STOP
- ── PRIMARY VEHICULAR PATH
- --- SECONDARY VEHICULAR PATH
- --- EMERGENCY VEHICLE ACCESS
- --- SERVICE VEHICLE ACCESS
- [P] PARKING LOT
- ▨ TEMPORARY FACILITIES
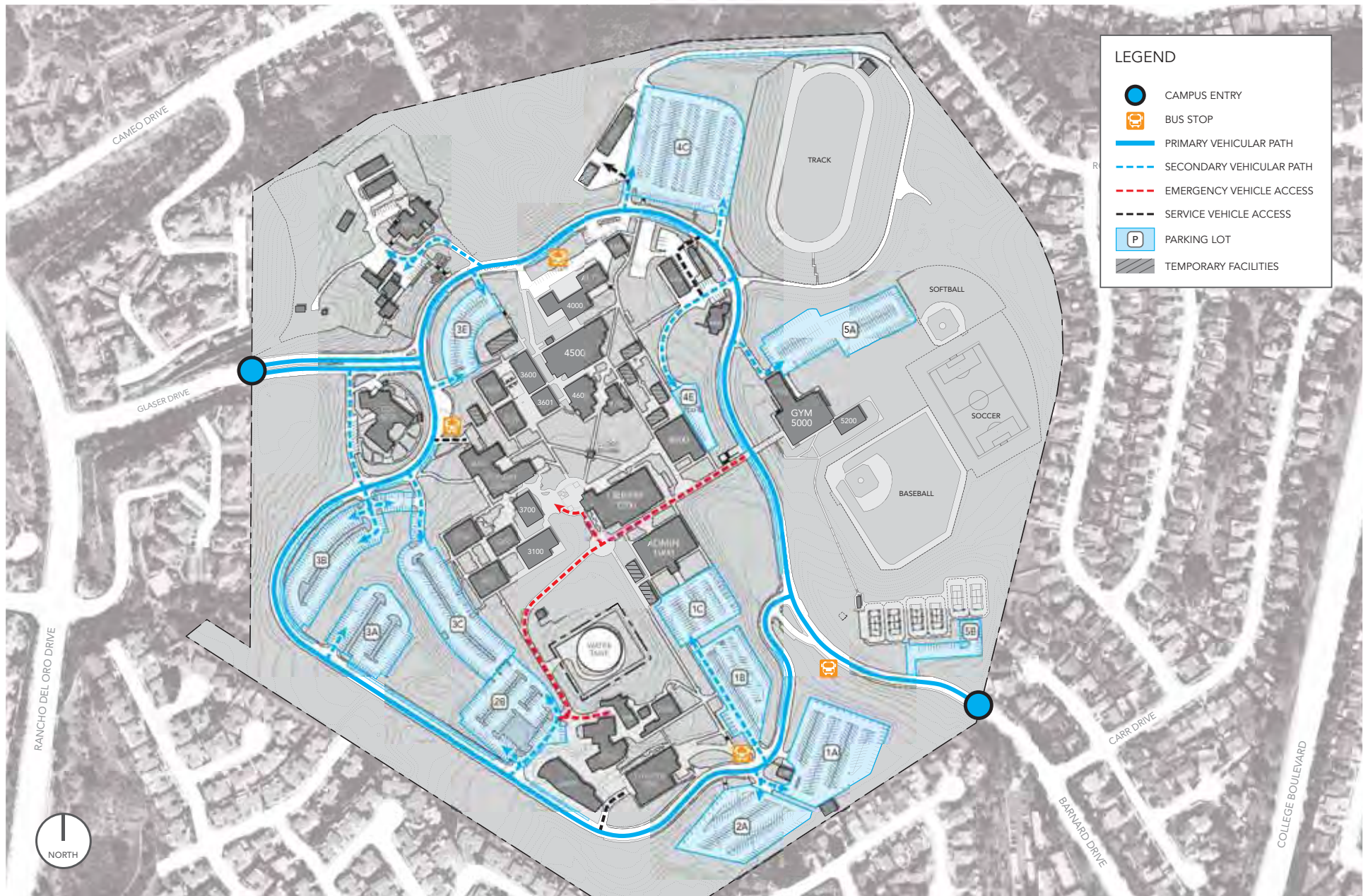
Vehicular Circulation //

Pedestrian Circulation //

Themed directional signage is provided throughout most of the campus. Pedestrian walkways are well developed in the campus core and main quad. These vital links weaken as they extend beyond the core, especially to facilities that are situated below the campus core plateau.

Although technically accessible, some ramps are difficult to use. Other paths need to be upgraded to meet current accessibility requirements.

The water tank and the Barnard Drive Arroyo have attenuated the campus development and have led to longer walking paths to the arts complex and the gymnasium.

Observations:

- There is a need to strengthen and extend the major pedestrians axes and gateways.
- Accessible paths to the athletic fields are needed.
- The stairway next to the Barnard Drive bridge is not accessible, and the bridge structure is aged and deteriorating.
- An accessible path to Pedley Park is needed.
- The ramp from Barnard Drive to the Horticulture Building is accessible, but not easy to use due to the extensive change in elevation.
- There is not an appropriately sized entry from the heavily used Lot 3C into Student Services. The ramp from parking lot 3C to Student Services has the maximum allowable slope and does not accommodate the emergency medical cart.
- Pedestrians walking to the gym, and vehicles driving to Lot 5A, do not have separate paths.
- There is a need for passenger drop-off zones to reduce congestion in parking lots.
- The entrances to Lots 1A and 2A near Campus Police are encumbered by multiple crosswalks across Barnard Drive and the parking lot entrances.
- An elevator is not provided to accommodate access to the 2nd floor of the gym.

LEGEND

🚌 BUS STOP

━━━━ PRIMARY PEDESTRIAN PATH

----- SECONDARY PEDESTRIAN PATH

STUDENT GATHERING AREAS

TEMPORARY FACILITIES

TRACK

SOFTBALL

SOCCER

BASEBALL

GYM
5000

4800

ADMIN
1000

3500

4000

5100

5200

NORTH

CAMEO DRIVE

GLASER DRIVE

RANCHO DEL ORO DRIVE

BARNARD DRIVE

CARR DRIVE

COLLEGE BOULEVARD
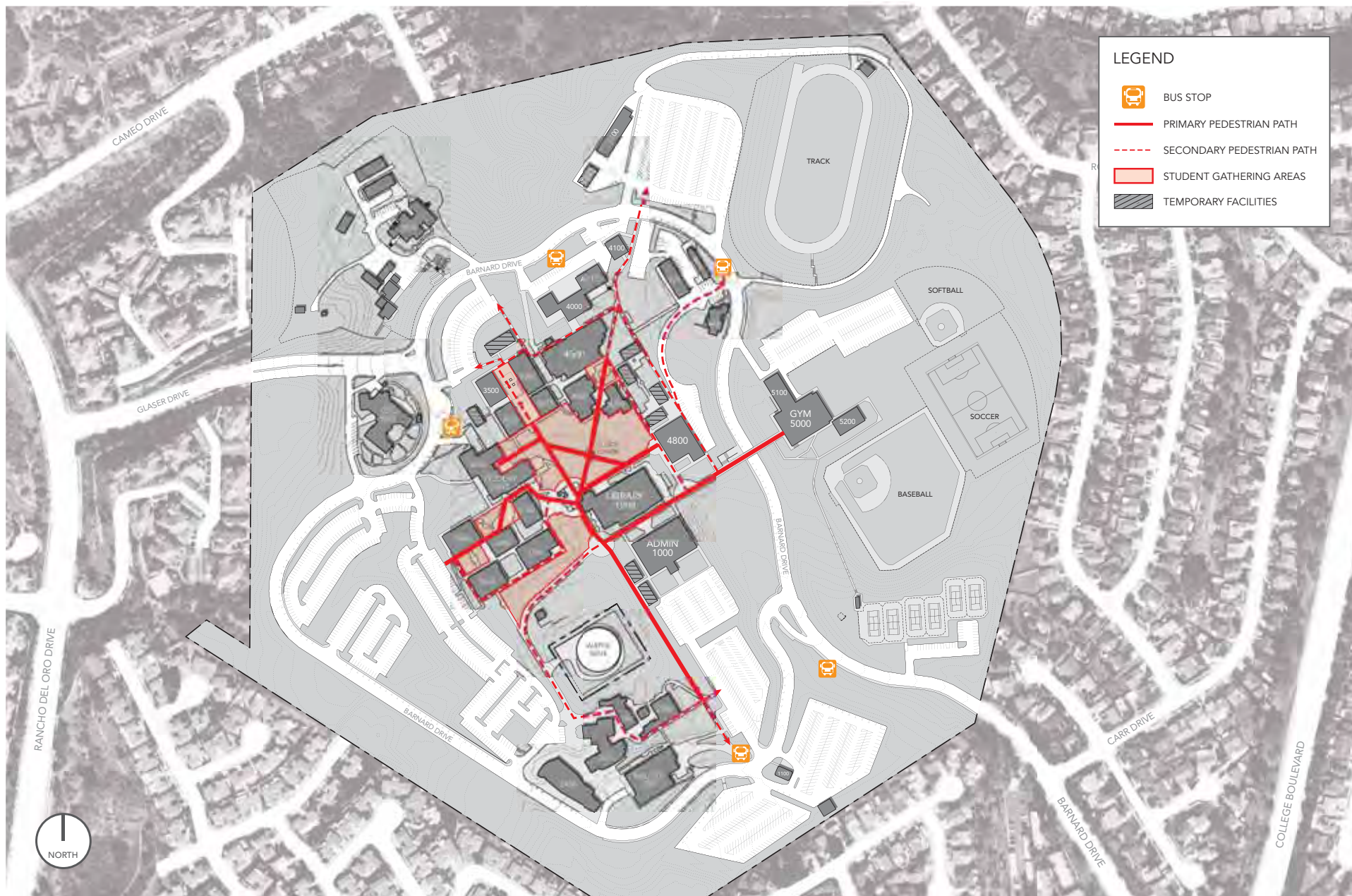
Pedestrian Circulation //

Campus Zoning //

The campus zoning is well organized by function. The Campus Police, Administration Building and Library, together with the adjacent Theater and Concert Hall, form a zone of "front door" functions, which are visited by the community. To the west is the Arts zone, which includes instructional and performance spaces for the fine arts, music and theater.

The Student Center and Student Services are the predominate functions on the west side of campus. Instructional space predominates the northern sector of campus, from the Child Development Center to the Allied Health Building.

The gymnasium, locker and showers and athletic fields occupy the space east of the Barnard Drive arroyo, from the track and field to the tennis courts. Vehicular and pedestrian access across the arroyo is available but limited by aging and inadequate facilities. The track and field is built in an arroyo that was graded into the shape of a stadium, although seating, circulation and support facilities have not been built.

The Purchasing offices and warehouse, Facilities offices and Maintenance buildings and yards are located on both side of the Barnard Drive loop at the northeast portion of campus.

Observations:

- Several classrooms occupy space in the student services zone.
- The Facilities and Maintenance buildings and yard occupy a significant amount of space within the Barnard Drive loop, adjacent to instructional buildings.

CAMPUS ZONING

- ADMINISTRATION
- STUDENT SERVICES
- LIBRARY
- INSTRUCTIONAL
- CHILD DEVELOP. CENTER
- ATHLETICS
- SERVICES
- (C) COMMUNITY ACCESSIBLE
- TEMPORARY FACILITIES

Campus Zoning //

Geology + Hydrology //

The Oceanside campus geology is characterized by its highland plateau location. The sandstone foundation bedrock has been eroded by water into slopes and arroyos. The native soil has a high clay content, and is not very porous. Earlier development of building sites and parking lots required the creation of level terraces, which were built up with fill soils laid over the native clay. These terraces have been failing and creeping downslope, lubricated by water sitting on the saturated clay layer under the fill. The parking lots and buildings constructed on these terraces are also in jeopardy, and several have been demolished and rebuilt on properly engineered fill. Remaining areas of slope failure include the gymnasium, Pedley Park and the Administration Building, and the western parking lots.

Land that is sloped 15% or more is shown on the graphic. This condition presents a considerable challenge to development, requiring costly measures to stabilize the slopes, control erosion, and build accessible circulation connections.

Rainwater falling on the campus core is channeled into an underground storm drain system, and directed to several detention basins, which empty into the municipal system. The campus is in the Buena Vista Creek drainage, which enters the ocean at the Buena Vista Lagoon, one of the series of lagoon ecological reserves in north county. Rain, falling on the campus perimeter slopes, flows on the surface before reaching swales or drains, causing uncontrolled erosion in the areas shown on the graphic.

The graphic shows impervious surfaces, including building roofs, hard paths, parking lots and roads. Although the underlying native clay layer limits the potential for rainwater percolation, impervious surfaces reduce the ground area that can absorb rainwater into the soil and increase the quantity of run-off. The impervious surfaces contribute to contamination of the rainwater with organic matter, oils, heavy metals, herbicides and other pollutants, which accumulate on these surfaces until being washed away in a rain event. The first flush at the start of the wet season, is freighted with the debris that has built up over the dry season. This material is flushed into the lagoons and the ocean, raising bacteria levels and exposing wildlife to harmful debris and chemicals. .

LEGEND

IMPERVIOUS SURFACES

STORM DRAIN

WATER FLOW

DETENTION BASIN

EROSION ISSUES

TRACK

SOFTBALL

SOCCER

GYM

BASEBALL

LIBRARY

ADMIN

WATER TANK

NORTH
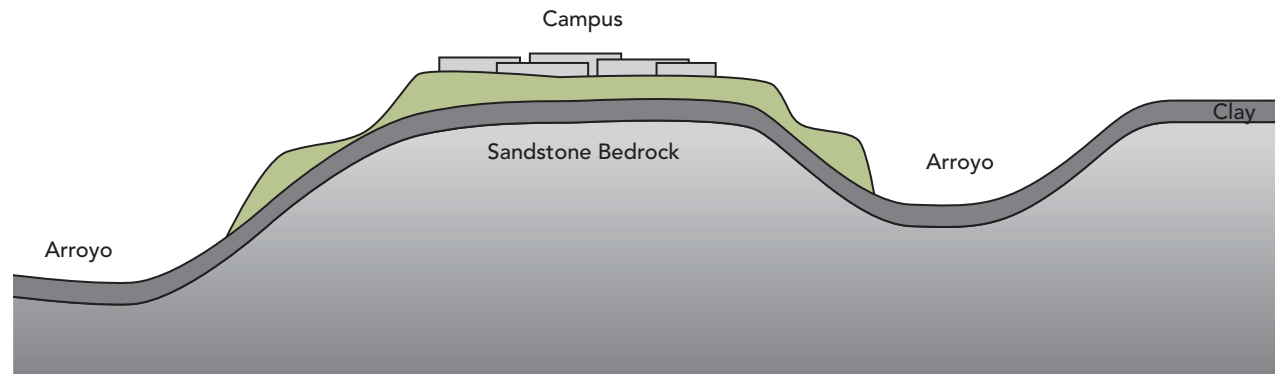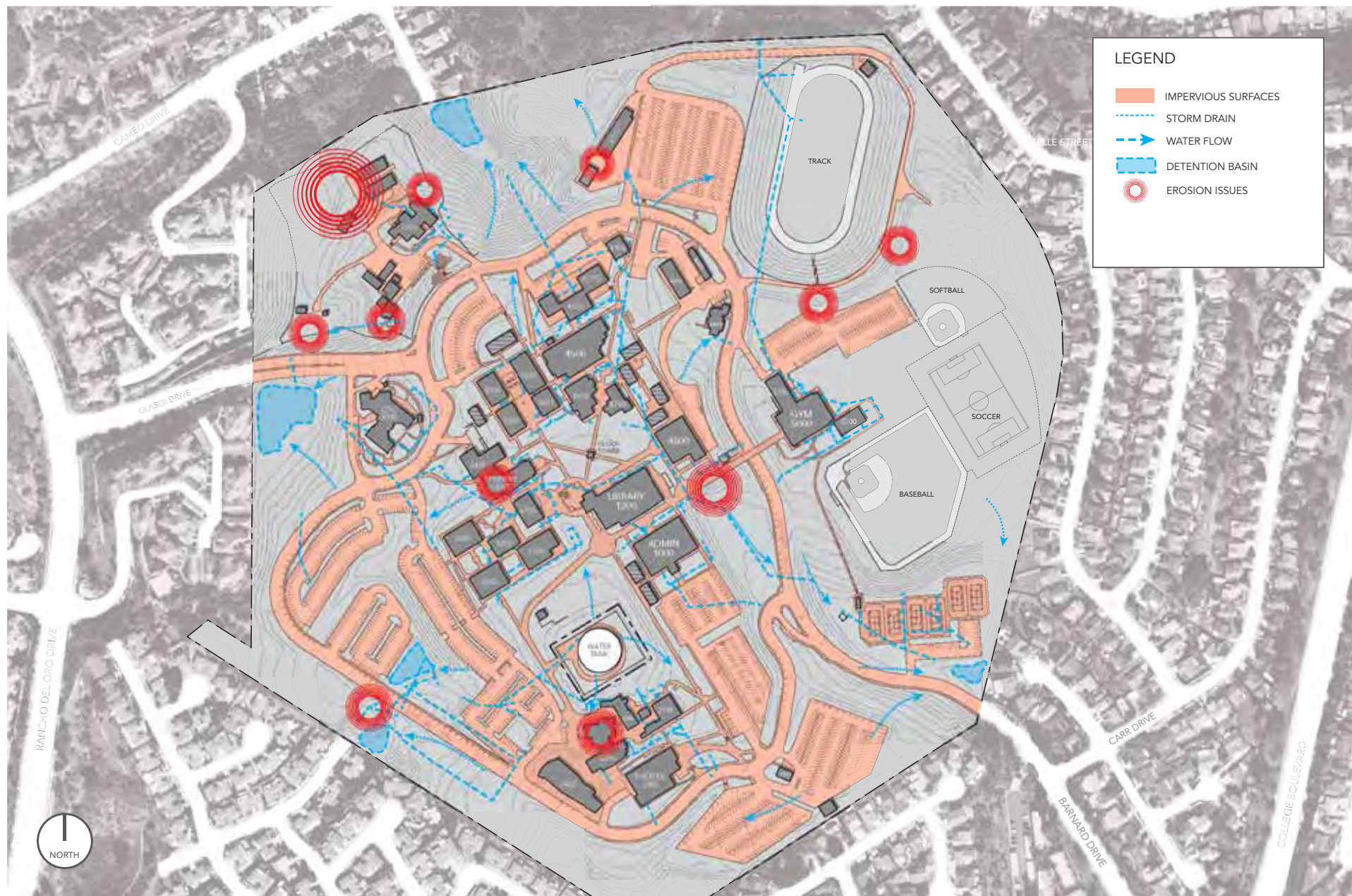
Geology + Hydrology //

Open Space Program //

A systematic analysis of the Oceanside Campus reveals opportunities and constraints to be considered, and ensures that the CMP proposals have a solid foundation, which will ensure a vibrant campus that is a true community resource. Starting with identifying key open space areas, the analysis will look at their connectivity and programmatic relationships, and where opportunity lies to strengthen the organizational structure of the campus.

The Oceanside campus has a diverse mix of open space that is well used by the college community. Located at the geographical center of the campus is the Quad, which is the ceremonial heart of the campus. Several key buildings frame this space including the library and student center, along with the instructional buildings to the north. The Quad hosts formal events such as College Hour, along with more casual uses such as small student gatherings and the occasional outdoor classroom during the warmer summer months.

Located southeast of the Quad is Pedley Park, which is another significant open space on campus. This park contains an expansive turf area and is used primarily as a passive space by students and local residents. Parking Lots 1B & 1C are important open spaces on campus, reserved for faculty and administration parking, and used to stage District graduations for all three campuses each June.
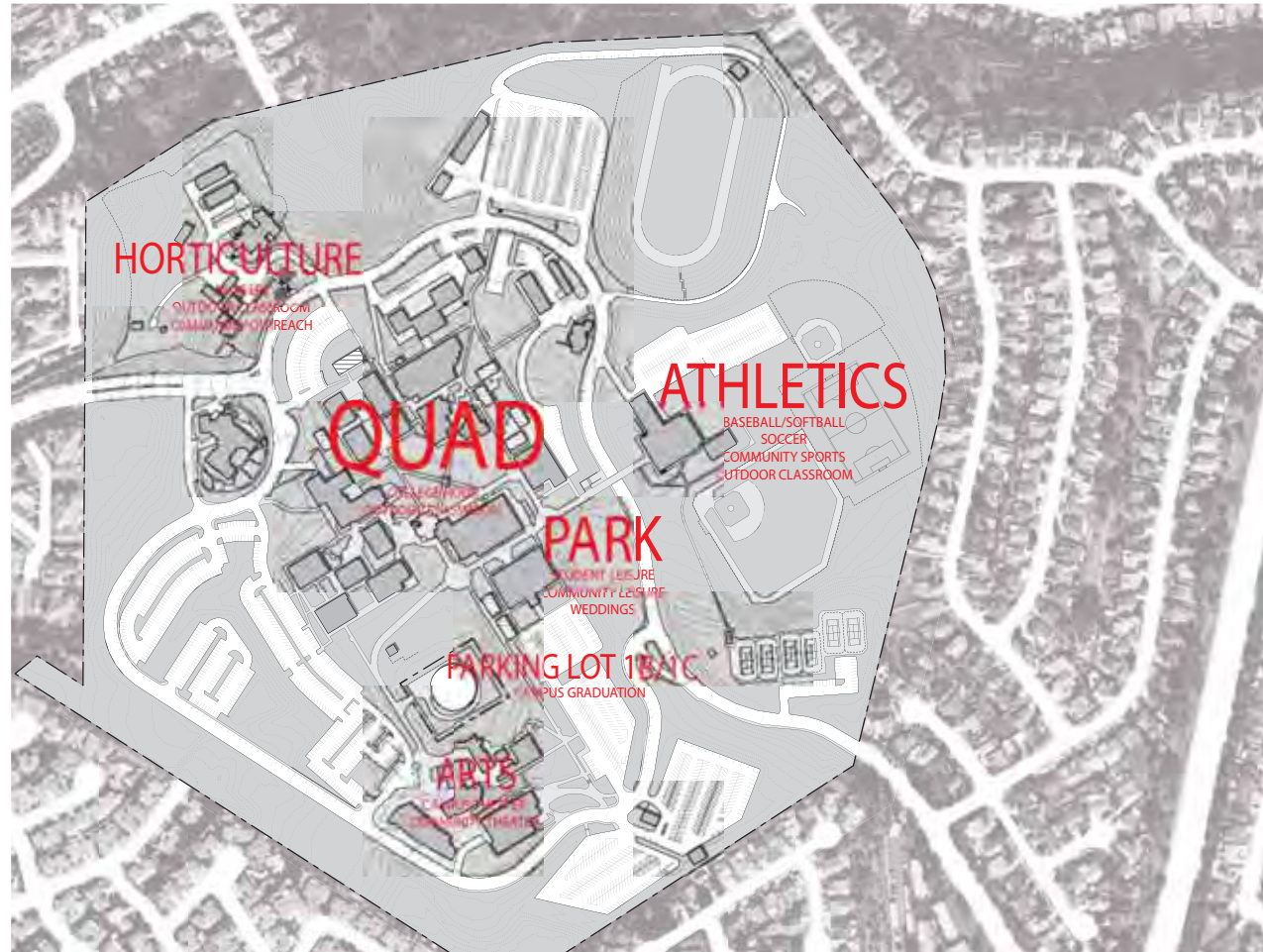
The Arts and Horticulture areas are located along the edges of campus, and are somewhat removed from the central open space. Both areas host community events such as musicals and plays at the community theater, and high school 4-H events next to the Horticulture department.

The athletics area is another significant open space that houses two soccer fields, a softball field, baseball field, and a large track and field. These fields are used by campus athletic programs and community sports leagues.

CAMPUS CONNECTIVITY

EXISTING GATHERING AREAS

P PARKING LOT

PRIMARY CIRCULATION

SECONDARY CIRCULATION

WEAK CONNECTION

TRACK

SOFTBALL

SOCCER

BASEBALL

ROSE

CARR DRIVE

BARNARD DRIVE

COLLEGE BOULEVARD

Campus Connectivity //
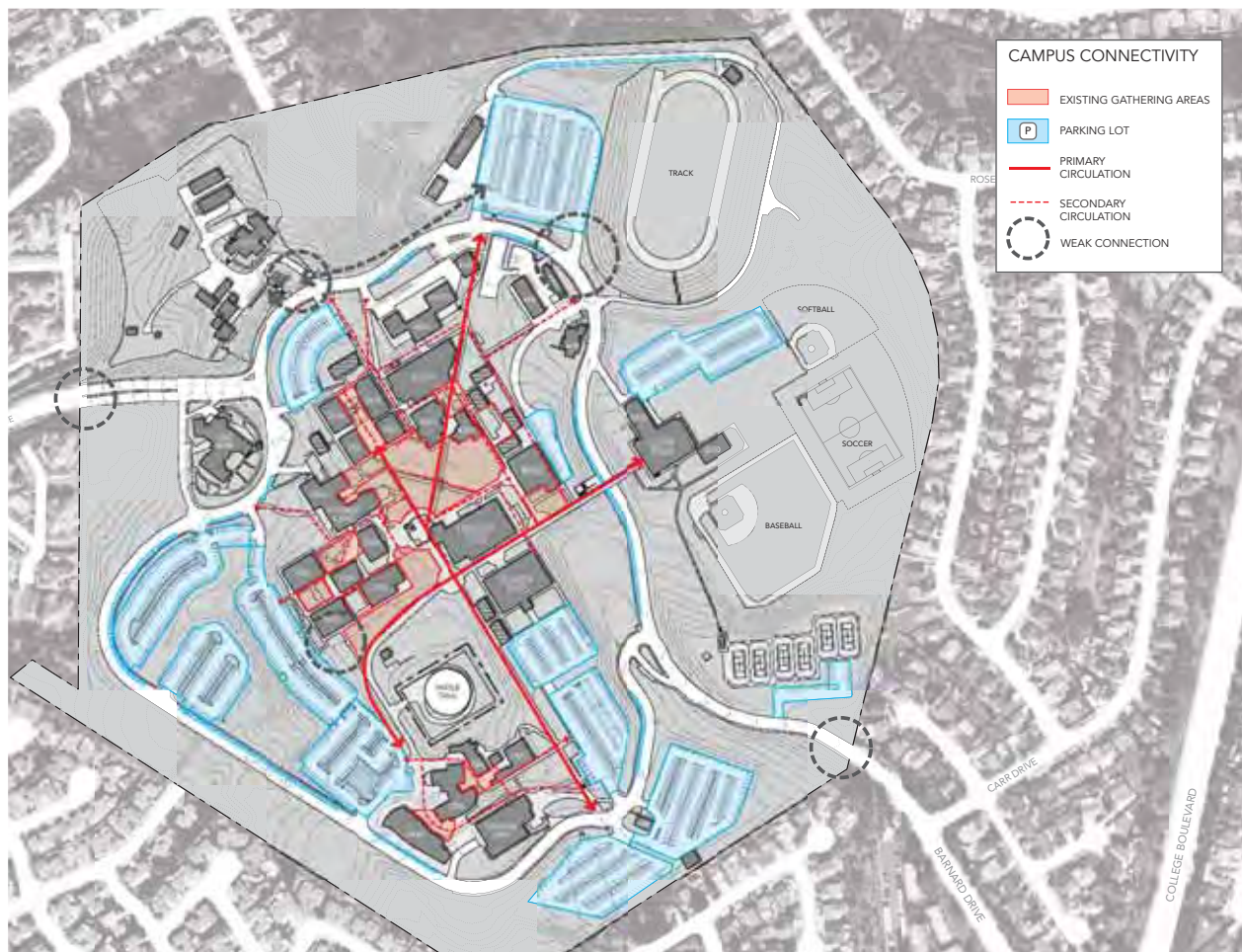
Two main circulation axes currently link the Arts Complex to the south and the Gym area to the east with the center of campus. While the North/South axis has a strong link to the south, it becomes weaker just north of the Quad area as it looses definition amongst the network of academic courtyards. The East/West axis lacks an accessible path to the Gym, and the link to the west parking area is poor.

Parking Lot 4C is preferred by students due to the close proximity to most of the academic classrooms, although the connection between these two areas is weak. Due to the close proximity of the Horticulture Department, this parking area is also popular with Horticulture students. The connection is almost nonexistent as students must walk along a dirt path next to Bernard Drive, next to the steep arroyo embankment to the north.

Both entries to campus are characterized by undistinguished transitions from the suburban residential context to the campus core. The presence of strong gateway design is needed.

Open Space Typology //

Maximizing land use efficiency is important as the campus is mostly built out. Open space comprises a significant amount of land area, although it is not all buildable due to the sloped topography. As a result, much of the program opportunity lies within the core of the campus where the elevation is more level.

While the Quad area is framed with key buildings, a large open turf area to the south reaches west to the parking area and is under-utilized being mostly void of program.

Another large open turf area is located along the west side of the Student Center. This space is also void of program primarily due to the 20 feet of grade change. Opportunity lies in creating more usable space that allows activities to spill out from the Student Center.

Pedley Park, another area of opportunity, is under-utilized largely due to its 28 feet of grade change from the center of campus. This park is also a key focal point along the south entry, and one of the first spaces experienced by visitors.

OPEN SPACE TYPOLOGY

- SLOPES EXCEEDING 15%
- UNDERUTILIZED LAND
- PROGRAM OPPORTUNITY

TRACK

SOFTBALL

SOCCER

GYM
5000

BASEBALL

4800

ADMIN
1000

4500

3600

3500

3601

460

3700

3100

3000

NORTH

CAMEO DRIVE

GLASER DRIVE

RANCHO DEL ORO DRIVE

BARNARD DRIVE

BARNARD DRIVE

BARNARD DRIVE

ROSELL

CARR DRIVE

COLLEGE BOULEVARD

Open Space Typology //

Irrigation //

Analyzing the planting areas and materials reveals that most of the "lush" landscape is located within the campus core with the exception of the activity fields. With a majority of the water-intense landscape being turf, and the open space analysis revealing that some of these areas are under-utilized, opportunities exist to reprogram and re-populate many spaces with more drought tolerant planting materials, and free up valuable maintenance dollars.

LANDSCAPE IRRIGATION
REQUIREMENTS

LOW WATER USE

MODERATE WATER USE

HIGH WATER USE

NORTH

Irrigation //

Energy Consumption //

Located on a topographical plinth without geographical obstructions, Oceanside's campus receives an abundant amount of solar radiation from the low winter sun and higher summer sun, tempered by moderate cloud cover year round. A majority of the existing buildings are oriented along a southeast-northwest axis, thus are exposed to a significant amount of solar radiation. This results in a high energy use per square foot to cool these buildings. In 2009, Oceanside Campus consumed approximately 97 KBtu/sf. This figure is above both the California Higher Education Building Average of 76 KBtu/sf and the Energystar benchmark of 50 KBtu/sf. This figure takes into consideration both electricity and fuel consumption.

Energy conservation measures combined with supplemental energy efficiency strategies will result in a significantly more efficient operation for the campus. Renewable energy is one option to consider. Rooftops, shade structures, parking lots and other flat, exposed surface areas could be considered for photovoltaic systems. The larger square on the graphic plate shows the area of photovoltaic panels needed to satisfy 40% of the current campus energy use. The smaller square show the area of panels if campus energy consumption is reduced to the California Higher Education Building Average Benchmark.
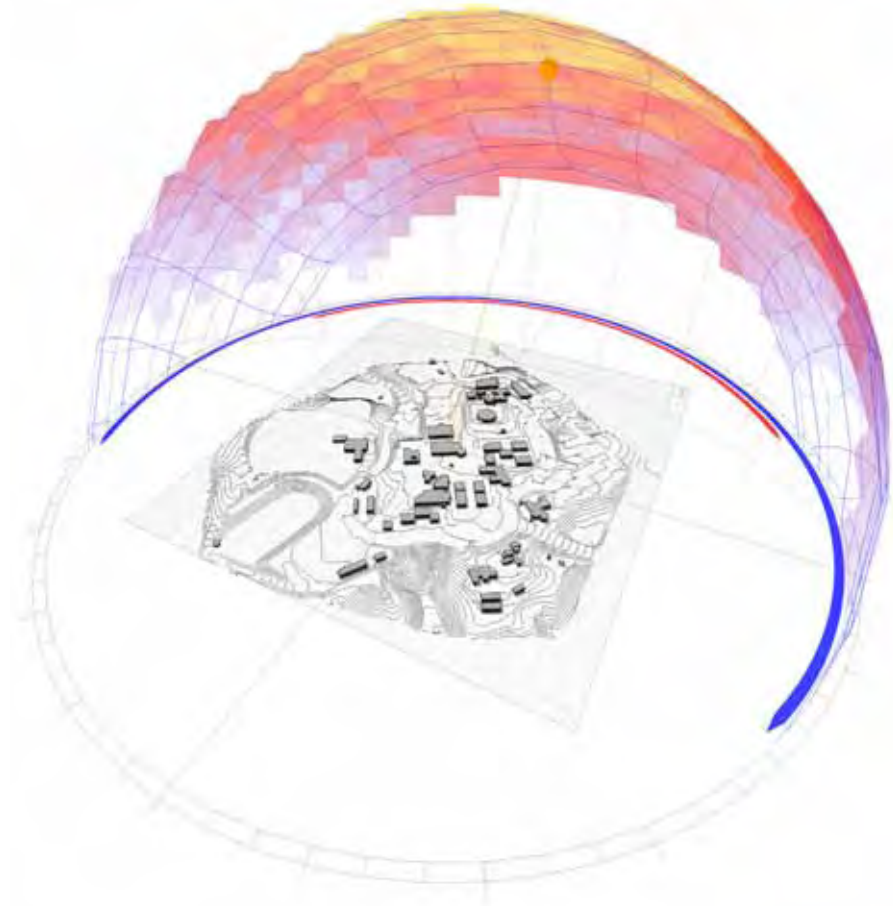
Sun Path Diagram illustrating the solar condition of the site over the course of day, during each season of the year.

2009 | ENERGY USAGE

Kbtu/sf

117

97

CA Higher Ed Average   76

50

48

SEC   CLC   OC
67,313   43,360   400,360

Square Feet

240,000 sf
CURRENT

186,000 sf
AVERAGE

NORTH
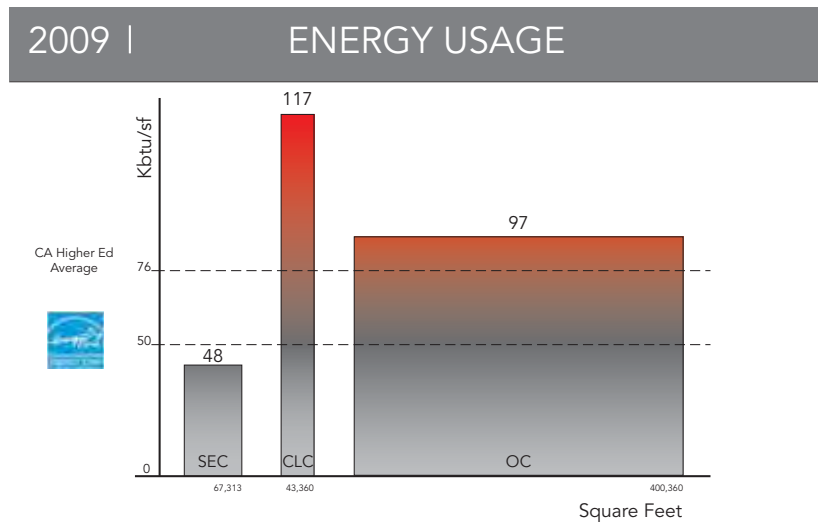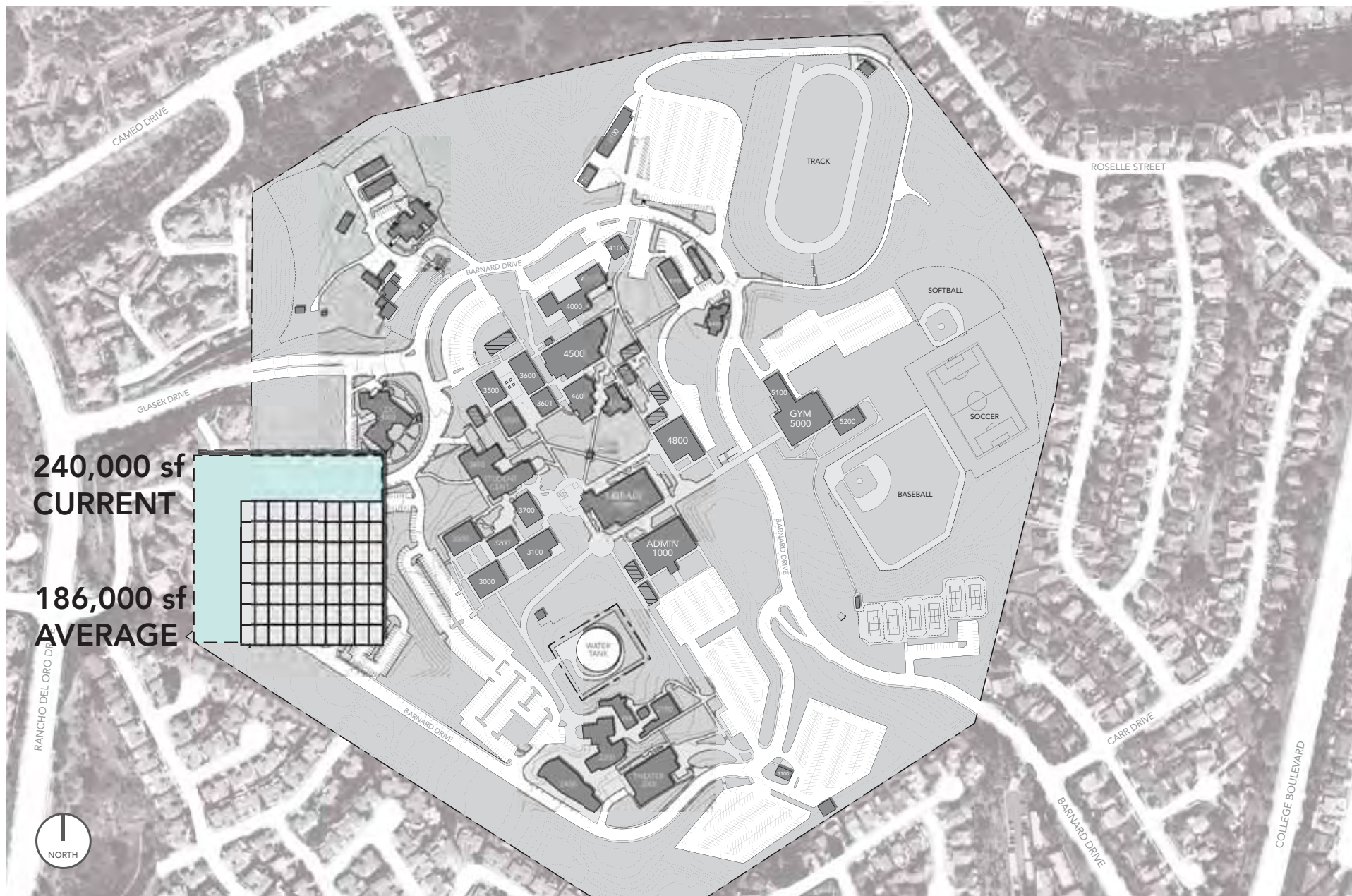
Energy Consumption - PV Panel Area //

Oceanside Campus Recommendations

Recommendations //
Oceanside Campus

The Facilities Plan for the Oceanside Campus presents an overall picture of the proposed development that is designed to support the institutional goals for MiraCosta College. The recommendations meet the needs of the projected enrollment and program forecasts for the Oceanside Campus and are a translation of the educational planning data to facilities space needs.

The Oceanside Campus is the largest of the three campuses and houses a full complement of educational programs and services. Recommendations for future development include the construction of three new instructional buildings, renovation of several existing facilities to support program needs, and the modernization of many buildings to address safety, accessibility and maintenance issues. A series of site improvement projects are proposed to improve vehicular and pedestrian circulation, expand the campus core of activity, and to develop a series of outdoor spaces to promote collaboration and student success.

While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of recommended improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occur with a designated user group.

The recommendations for the future development of the campus are described in this section and are grouped into the following categories.

• New Facilities
• Renovation of Facilities
• Modernization of Facilities
• Demolition and Removal of Facilities
• Site Improvements
• Phasing Plans
• Path to Sustainability

Facilities Planning Principles //

The Facilities Planning Principles for the District were applied to the Oceanside Campus and resulted in the recommendations that are presented in this chapter. An overview of this application is provided below.

Maximize functional space

- Existing facilities are modernized to address safety, accessibility and maintenance needs.
- Existing facilities are renovated and repurposed to address identified program needs.
- The campus core is expanded with the construction of new multi-level facilities.
- A robust utility and technology infrastructure is provided to support all facilities.

Eliminate non-functional space

- Temporary facilities are removed and functions are relocated to permanent buildings.
- Aged facilities, which cannot be feasibly renovated or repaired, are demolished and functions relocate to new buildings or renovated spaces.
- Non-functional and under-utilized spaces are removed or renovated to support identified program needs.

Improve efficiency/utilization of facilities and available land

- Functions are consolidated to improve efficiency and support the sharing of resources.
- Student services and activities spaces are re-zoned to improve access and visibility.
- Facilities support functions are relocated out of the campus core to allow for the construction of new instructional buildings.
- Barriers are removed and connections are improved to promote more efficient use of available land and facilities.
- Flexible, multi-purpose spaces are provided to maximize scheduling and utilization.

Right-size the campus to address program needs

- The recommendations for facilities are developed based on the planning data developed in the Educational Plan and translated to space needs using state guidelines.
- Re-zoning of available land supports the College's identified program needs.

Enhance the campus environment

- The campus entry experience is improved to welcome visitors at multiple entrance points.
- Vehicular circulation is improved to provide clear way-finding orientation.
- Additional parking lots, bus stops, and passenger drop-off zones are located close to student destinations.
- Clearly organized, barrier-free walks are provided to connect pedestrians to all areas of the campus.
- Outdoor spaces are developed to support instruction and to extend the learning environment beyond the walls of the buildings.
- Gathering spaces are provided throughout the campus to encourage collaboration, study and informal activity.

Develop the path to sustainability

- The campus open space is developed as a living lab to inspire and educate about environmental stewardship.
- Strategies are developed to reduce energy and water use, and negative impacts to water quality.
- Natural habitat areas are established around the campus perimeter.

Facilities Recommendations **//**

The 2011 Facilities Plan for the Oceanside Campus presents a model that provides for the projected enrollment, and the programming priorities identified in the Educational Plan. The recommendations for the future development of the campus are described in this section, and are grouped into the following categories:

New Facilities

New facilities projects will provide space to replace temporary and non-functional space, and accommodate the projected growth over the next decade. The new facilities are located in accordance with the District's priorities for use of the limited building sites on the Oceanside Campus. The new facilities are sited, massed, and oriented to enhance the existing campus pattern of development, work with environmental conditions, and strengthen circulation patterns. The new facilities have the potential to be models for sustainable design. They will meet the green building design and operational standards set by the District, and will use strategies for energy and water efficiency, occupant health and comfort, and high performance. These strategies are described in the Path to Sustainability later in this chapter.

Renovation of Existing Facilities

The renovation of an existing facility will include the complete or partial repurposing of that facility to accommodate new functions. Renovation projects allow campus functions to be rezoned to improve student access to services, to create engaging spaces that foster collaborative learning, to improve operational efficiency, and to address the secondary effects of constructing new space. In addition, renovation projects will modernize building support systems and update spaces that are not identified to be repurposed.

Modernization of Existing Facilities

As established by the *November 2010 Facilities Condition Assessment*, many existing buildings on the Oceanside Campus require significant repairs. Although the buildings are well maintained, and many are in good condition, a prudent planning process must anticipate the need for upgrades at some point in the course of the ten-year planning horizon. Modernization is recommended for all facilities for which a significant change in use is not planned.

Demolition and Removal of Facilities

The removal of temporary facilities will take place as functions move to new or repurposed permanent space. Permanent facilities which have aged beyond their useful lifespan will be demolished as functions move to new or renovated facilities.

Site Improvements

The recommendations for campus site improvements align with the use of the campus open space and the District's priorities. Outdoor spaces will be developed to support collaboration, study and recreation, and to encourage students to spend more time on campus. Student access to learning will grow with improved transportation access, safe and well designed circulation, adequate and convenient parking, and barrier-free paths.

Phasing

The recommended projects are grouped into construction phases as illustrated in the Phasing Plans.

Path to Sustainability

The facilities planning process helped to establish and document the MiraCosta College vision for sustainability, which guided the development of recommended strategies for the Oceanside Campus. Strategies for sustainability have been integrated into every project. They address policy, operations, energy and water use, water quality, and high performance facility design. The Path to Sustainability section describes these strategies, their projected benefits, and charts a path to an increasingly sustainable future.

MODERNIZED BUILDINGS
RENOVATED BUILDINGS
NEW BUILDINGS

Facilities Recommendations //

New Facilities //

Four new facilities projects are proposed for the Oceanside Campus. Three projects will address the need for additional instructional space, as well as the replacement of aging facilities and temporary structures.

Each instructional building will be developed to address program needs and create effective, innovative learning environments. Art display areas are recommended to be included in the public areas of each of the new facilities to provide opportunities to showcase student and faculty artwork.

The fourth project will provide a well-zoned, state-of-the-art facilities and purchasing complex to support the efficient and sustainable operation of the District's physical plant.

Projects

- New Instructional Building 01
- New Instructional Building 02
- New Instructional Building 03
- New Maintenance, Operations and Purchasing Complex

LEGEND

NEW BUILDINGS

MODERNIZED BUILDINGS

RENOVATED BUILDINGS

M.O.P. COMPLEX

INSTRUCTIONAL BLDG 03

INSTRUCTIONAL BLDG 02

INSTRUCTIONAL BLDG 01

New Facilities //

MiraCosta College

New Facilities **//**

New Instructional Building 01

The new Instructional Building 01 will house interdisciplinary classrooms, allied health programs, faculty offices, meeting rooms, and the art gallery.

The allied health programs are projected to keep pace with the District's overall growth rate. The allied health programs are currently housed in the 4400 Building which is not large enough to accommodate these disciplines and has been identified as a facility to be demolished as part of this CMP. Through a series of discussions with the college, the CMP recommendation is for the allied health programs to move to the new Instructional Building 01. This building will house labs for allied health instruction, the new art gallery, and interdisciplinary classrooms.

Instructional Building 01 is a multi-level building located on the northern edge of Pedley Park and the eastern edge of the new Campus Green. The new building will be an integral part of a new campus gateway, welcoming visitors and students to the campus. The upper level fronts onto the Student Walk, the primary east-west pedestrian axis and ties into the new Crossing Plaza that extends to Instructional Building 03 and the proposed east campus development.

Instructional Building 01 will have multiple entry points at the upper level of the main campus and the lower level that connects to Pedley Park. It will provide a much needed programmatic presence for Pedley Park and provide multiple accessible pedestrian links between these levels of the campus. The programmed spaces will be surrounded by outdoor terraces which will provide wonderful views of Pedley Park and the new Arboretum to the south. These linked terraces of outdoor spaces are key to activating this area of the campus by creating an atmosphere of activity and connection between indoor and outdoor learning environments.
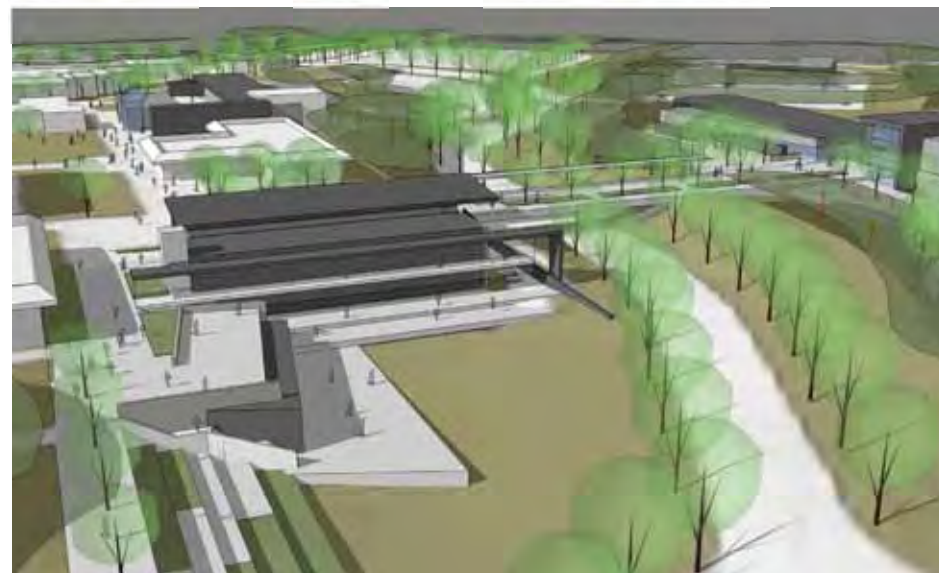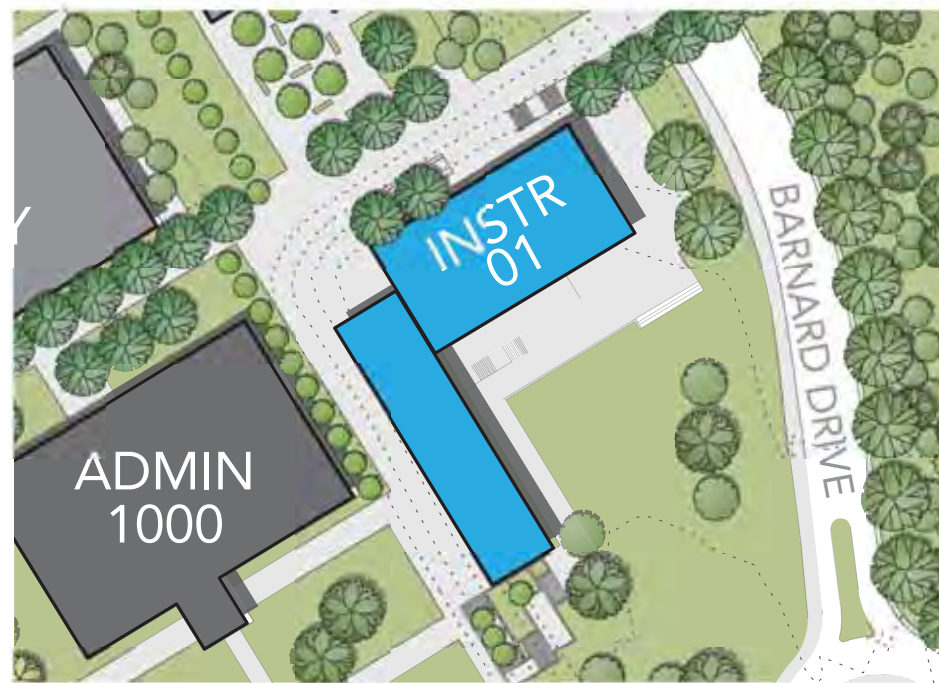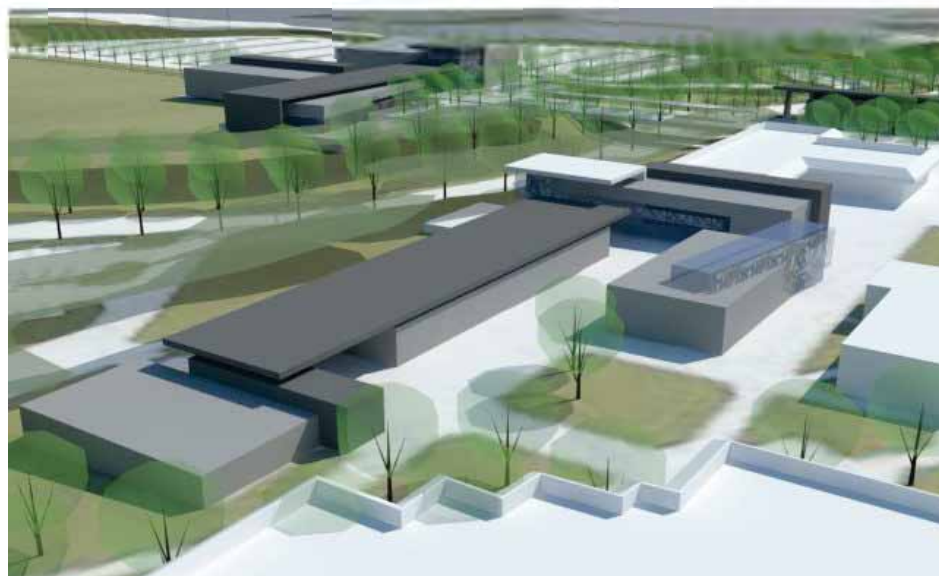
New Facilities //

New Instructional Building 02

The new Instructional Building 02 will house interdisciplinary classrooms, biological science labs, faculty offices, and meeting rooms.

The science programs have demonstrated considerable growth and are projected to continue to grow faster than the District's overall growth rate. All science programs are currently housed in the 4500 Building which is not large enough to accommodate these growing disciplines. The CMP recommendation is for the biological sciences to move to the new Instructional Building 02 and designate the 4500 building as the hub for the physical sciences. The new building will house multiple labs, lab support space, and flexible, interdisciplinary classrooms that will support the entire campus and encourage the efficient use of campus facilities.

Instructional Building 02 is situated on the eastern edge of the mesa which defines the campus core. This creates an important link between the upper campus and the new parking and drop-off area proposed at the level of Barnard Drive below. A new secondary courtyard is proposed, which intersects with the Diagonal Walk pedestrian axis as it moves down the hill. The new building defines an important edge on the eastern boundary of the main campus quad and occupies the intersection of two important pedestrian axes on the campus.

Instructional Building 02 takes advantage of the sloping site and has a lower level built into its eastern wing allowing the building to welcome students and visitors at the lower level adjacent to the new parking and drop-off area.

New Facilities **//**

New Instructional Building 03

The new Instructional Building 03 will be a complex of facilities to house kinesiology, a gym, dance studios, multi-purpose studios, interdisciplinary classrooms, a fitness center, locker rooms, offices, meeting rooms, and equipment storage.

The new complex will house programs that are currently located in the 5000, 5100 and 5200 Buildings which have been identified as facilities to be demolished as part of this CMP. In addition, this complex will house the new fitness center, which is currently located in the 4100 Building, and is scheduled to be renovated for another use.

The CMP recommendation is for this new complex to be constructed on the east side of campus, adjacent to the proposed activity fields and new parking. It will anchor this side of the campus and serve as an entry portal for those entering the campus from the new east parking lot. It ties directly to the new Crossing Plaza and Instructional Building 01 to complete the new campus gateway experience.
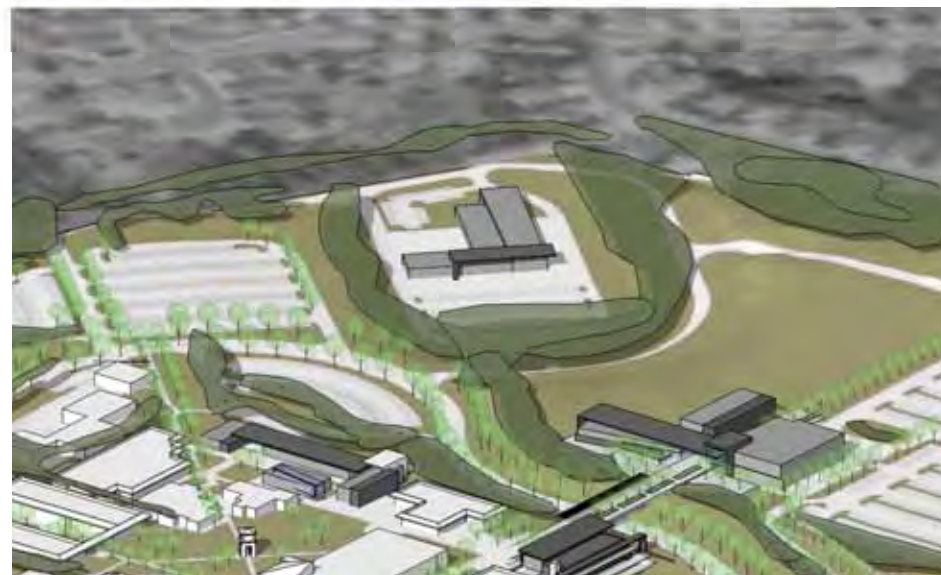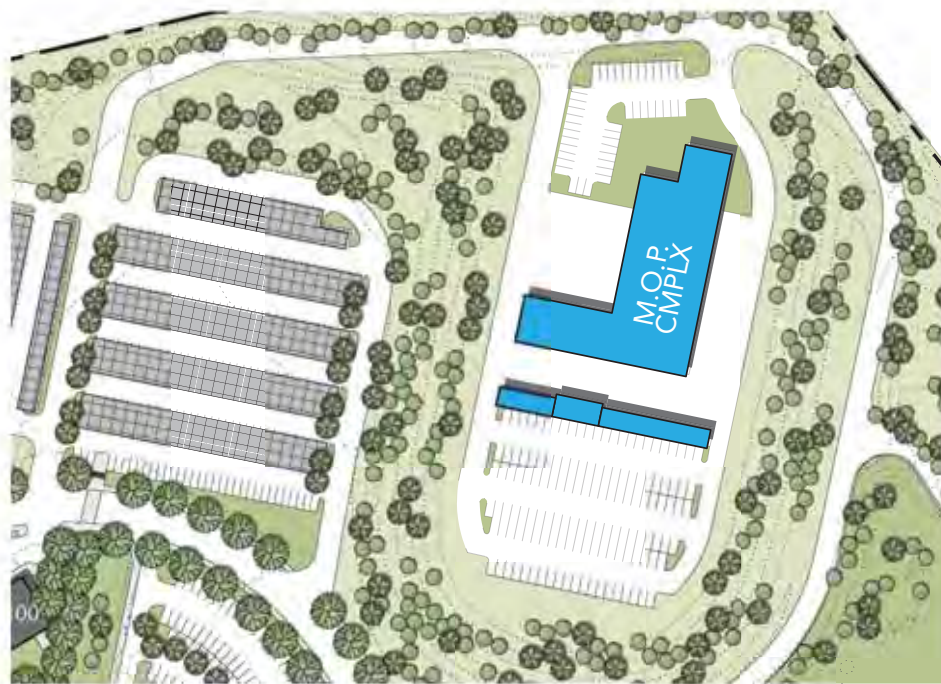
New Facilities //

New Maintenance, Operations, and Purchasing Complex

This new facility will house the Purchasing Office and Warehouse, the Facilities Office, and the Maintenance and Operations offices, shops, and yards. The co-location of these functions allows for the sharing of facilities such as showers, meeting space, and storage.

The recommended location makes use of the existing level field in the northeastern sector of the Oceanside Campus. The field is set well below the elevation of the campus core, and requires an effort to access on foot. The site, however, is conveniently accessed by vehicles, and the existing access drives will be upgraded to support truck traffic. Suppliers, vendors, and contractors will park in the visitor's parking lot, adjacent to the office entrance at the north side of the facility.

The site provides the space needed for the warehouse receiving/loading docks, and yards for the transportation/mechanics, maintenance, custodial, and grounds operations. In addition, a parking lot will be provided to the south of the facility to accommodate additional parking when needed.

A roof-mounted photovoltaic system will contribute power to run the facility, including the recharging of electric powered vehicles and carts. The facility will support sustainable operations through a centralized state-of-the-art building management system that will monitor and control campus-wide energy and water systems for optimal efficiency. A waste recycling and management facility will support the District's efforts to maximize the diversion of waste away from landfills through recycling and re-use. Space will be provided for composting of green waste, recycling, and proper management of electronic waste and hazardous waste.

Renovation of Facilities //

The proposed renovation projects for the Oceanside Campus address the identified program needs and reflect the importance of student access to services. Existing space will be re-purposed following the construction of other projects, and the student activities and student services facilities will be renovated to provide space for growth and improved functional zoning. Art display areas are recommended to be included in the public areas of the renovated facilities to provide opportunities to showcase student and faculty artwork.

Projects

- Administration Building 1000
- Student Center Building 3400
- Student Services Buildings 3000, 3100, 3200, 3300, 3700
- Automotive Technology Building 4000
- Building 4100
- Science Building 4500
- Building 4700
- Horticulture Building 7000

LEGEND

■ RENOVATED BUILDINGS

■ MODERNIZED BUILDINGS

■ NEW BUILDINGS

M.O.P. CMPLX

ACTIVITY FIELDS

INSTR 03

4000

4500

3600

3601

46C

CLOCK TOWER

PRIMARY

3700

3200

3100

3000

ADMIN 1000

INSTR 01

WATER TANK

FUTURE BUILDING SITE

GLASER DRIVE

RANCHO DEL ORO DRIVE

BARNARD DRIVE

COLLEGE BOULEVARD

BARNARD DRIVE

NORTH
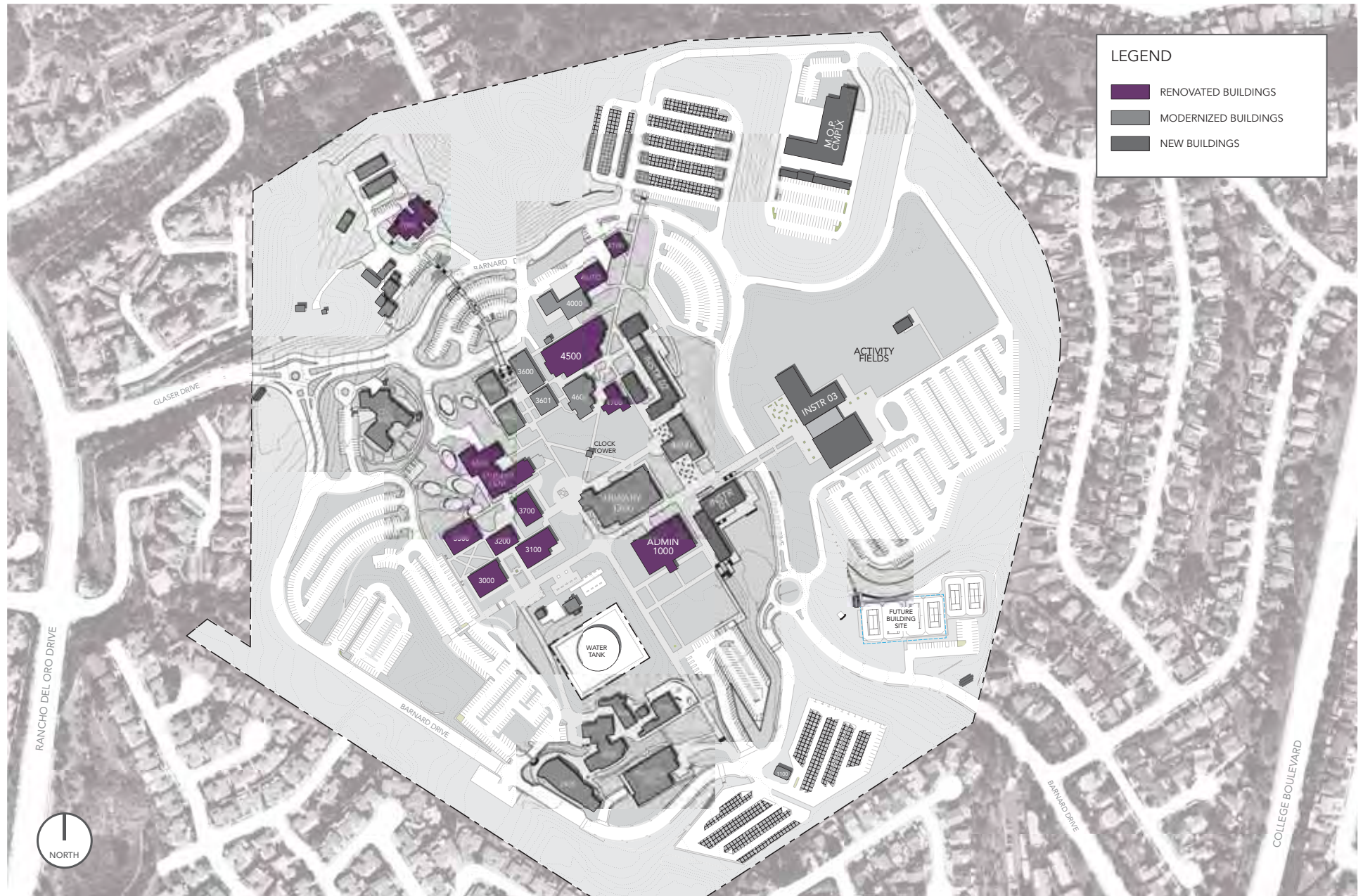
Renovation of Facilities //

Renovation of Facilities //

Administration Building 1000 Renovation

The Community Services Offices will move to an off-campus location. The vacated space will be repurposed for the Office of Instruction, which is currently located in Building 4700. The centralization of administrative functions supports the facilities planning principle of improving efficiency and utilization of facilities by consolidating related programs.
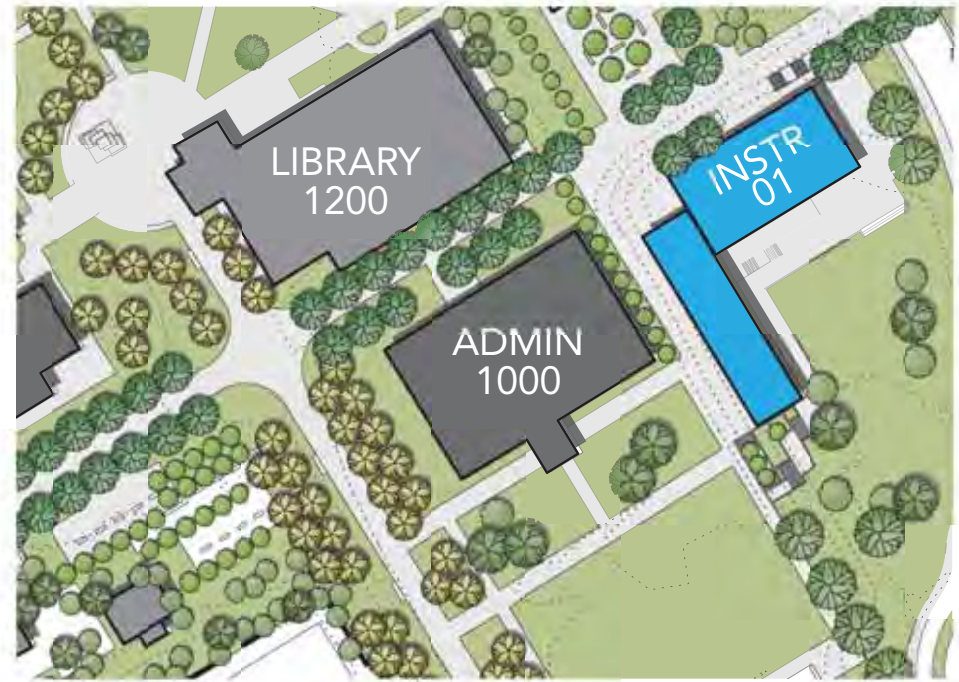
Renovation of Facilities //

Student Center Building 3400 Renovation

Certain student services offices and the Kruglak Art Gallery will be relocated from the Student Center into new locations. The vacated space will provide room to address the student activities program needs and promote student engagement.

The renovation will improve circulation between the first and second levels and increase access to all areas of the building. Existing patio spaces will be improved, and direct connections will be provided between the indoor and outdoor spaces. The repurposing allows student activity programs to grow, be more visible, and serve more students, thus enhancing student success by increasing participation in an expanded academic experience.

Student Services and Instructional Buildings 3000, 3100, 3200, 3300, and 3700 Renovations

The renovation of the Student Services Buildings will address program needs and cluster related programs.

These recommendations can be summarized as follows:

- Relocate unrelated functions to provide adequate space for student services and activities.
- Locate functions in accordance to their need for visibility and compatibility, and synergies with adjacent functions.
- Improve and activate exterior courtyards and create connections to indoor spaces.

Renovation of Facilities //

Automotive Technology Building 4000 Renovation

The Renovation of Building 4000 will repurpose space for Automotive Technology, which is currently occupied by the Biotechnology program and a general use classroom on the upper level. The Biotechnology program and classroom will be relocated to new facilities in an instructional building. The expanded Automotive Technology facility will support training for emerging and developing green technologies, including a hybrid vehicle training program, an electric vehicle training program, an alternative fuel vehicle program, and an electric vehicle charging site.

Building 4100 Renovation

The Wellness Center, which is currently housed in Building 4100, will move to new space in Instructional Building 03. Building 4100 will be repurposed to provide lecture space.

Science Building 4500 Renovation

Building 4500 currently houses laboratory space for the Biology, Chemistry, and Physical Science programs and the Design Drafting Technology/Engineering and Architecture programs. The biology labs will move to new facilities in Instructional Building 02. The CAD/drafting labs will move to Horticulture Building 7000. The entire building will be renovated and repurposed to accommodate growth of the Physical Sciences programs.

Building 4700 Renovation

The Office of Instruction will move to Administration Building 1000. The vacated space will be repurposed for faculty offices.

Renovation of Facilities //

Horticulture Building 7000 Renovation

A biology laboratory in Horticulture Building 7000 will move to new space in Instructional Building 01. The vacated space will be repurposed to house a CAD/drafting lab currently located in the 4500 Building.

Modernization of Facilities //

The proposed modernization projects will provide needed repairs and upgrades to maximize the utilization and functional lifespan of existing facilities. Modernization work will maintain the integrity of the building structure, and update finishes, technology, equipment, furnishings, and systems. Energy and water efficiency upgrades will be incorporated, as well as upgrades to improve accessibility and occupant health, safety and comfort.

Although the modernized buildings will retain their primary functions, these projects provide the opportunity to incorporate incremental changes to improve functionality, address program needs, and enhance learning environments. Some of the proposed recommendations include the following:

- Include art display areas in the public areas of modernized facilities to provide opportunities to showcase student and faculty artwork.
- Provide a new classroom in the Theater Building 2000 to address program needs.
- Construct music and art program storage within the Creative and Fine Arts Complex.

Through these projects, the District will accomplish the following objectives:

Repair and Upgrade for Safety and Accessibility

In addition to repairing non-functioning elements, facilities will be upgraded to keep pace with evolving standards and regulations for life safety and barrier removal.

Improve Technology Systems

Media systems and specialized equipment will be brought up to date. Building network equipment and connectivity will be made robust enough to support emerging instructional technologies.

Refresh Finishes and Furniture Systems

Worn and damaged finishes will be replaced to maintain structural integrity and provide attractive spaces that welcome students. Worn and outdated furniture will be replaced for more efficient utilization of space and improved support of modern teaching methodologies.

Upgrade for Sustainability

Building spaces and infrastructure will be upgraded to create high performance learning and working environments which meet rigorous District standards for energy and water efficiency, indoor air quality, material use, and occupant comfort.

Projects

- Campus Police Building 1100
- Library Building 1200
- Theater Building 2000
- Art Building 2100
- Creative Arts Building 2200
- Art-Music Building 2300
- Concert Hall 2400
- Buildings 3500 and 3600
- Automotive Technology 4000
- Instructional Building 4600
- Instructional Building 4800
- Child Development Center 8000
- Horticulture Complex

LEGEND

MODERNIZED BUILDINGS

RENOVATED BUILDINGS

NEW BUILDINGS

M.O.P. CMPLX

ACTIVITY FIELDS

INSTR 03

4000

4500

3600

3601

460

CLOCK TOWER

4800

3700

LIBRARY 1200

INSTR 01

3200

3100

ADMIN 1000

3000

FUTURE BUILDING SITE

WATER TANK

NORTH

GLASER DRIVE

RANCHO DEL ORO DRIVE

BARNARD DRIVE

BARNARD DRIVE

COLLEGE BOULEVARD

Modernization of Facilities //

Demolition and Removal of Facilities //
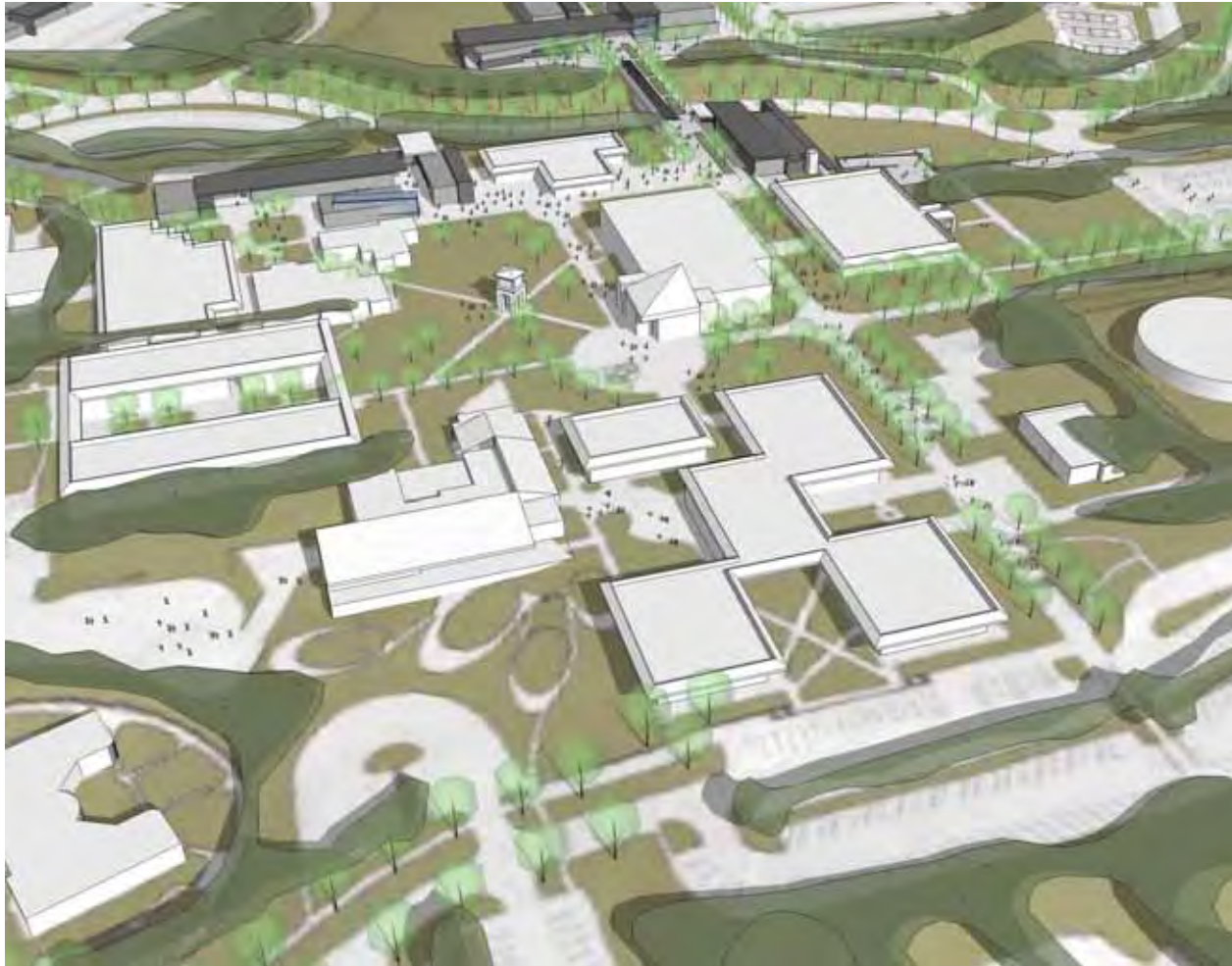
The removal of these existing facilities is being recommended to replace temporary buildings with permanent facilities, to support the District's priorities for the use of the limited prime building sites and to replace aged facilities.

Demolition and Removal List

- Temporary Building T100
- Temporary Building T110
- Temporary Building T300
- Temporary Building T310
- Temporary Building T400
- Temporary Building T410
- Temporary Building T420
- Temporary Building T430
- Purchasing Office T600
- Maintenance and Operations Building 4200
- Facilities Office Building 4300
- Allied Health Building 4400
- Gymnasium 5000 and 5100
- Locker Building 5200
- Warehouse Building 6100
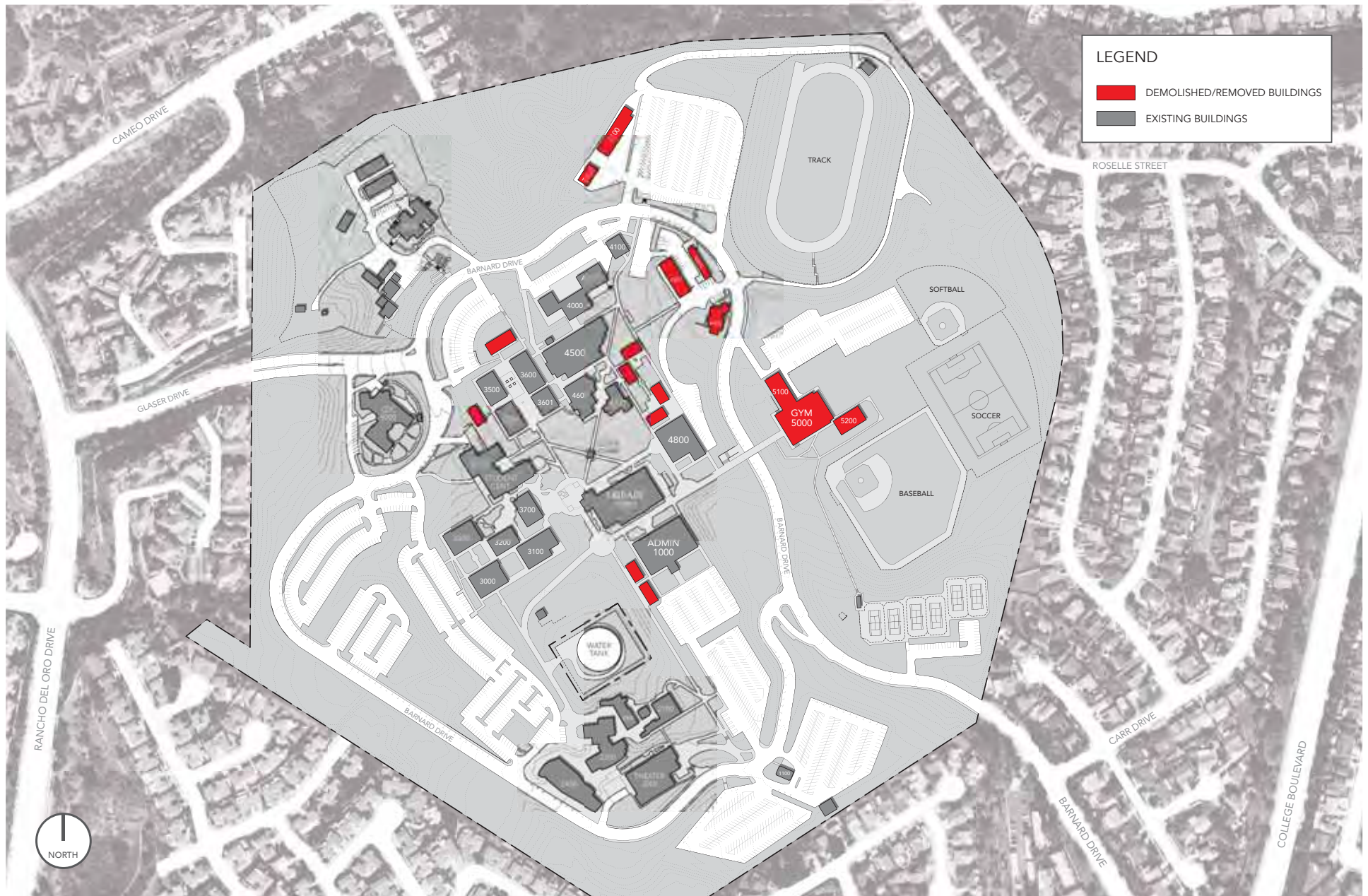
LEGEND

DEMOLISHED/REMOVED BUILDINGS

EXISTING BUILDINGS

TRACK

ROSELLE STREET

CAMEO DRIVE

BARNARD DRIVE

GLASER DRIVE

SOFTBALL

4100

4000

4500

3600

3500

3601

460

SOCCER

5100

GYM
5000

5200

4800

BASEBALL

STUDENT

3700

LIBRARY

3200

3100

ADMIN
1000

RANCHO DEL ORO DRIVE

3000

WATER
TANK

CARR DRIVE

BARNARD DRIVE

THEATER

4100

NORTH

COLLEGE BOULEVARD

Demolition and Removal of Facilities //

Site Improvements //

The recommendations for improving the Oceanside Campus are based on a holistic and sustainable approach to address the physical, environmental, and social conditions of the campus. The site recommendations also address the need to maintain, repair, and improve existing drives, parking lots, pavement, lighting, and security. It also includes recommendations to address the on-going erosion and slope stability issues. The next several pages describe campus wide recommendations for vehicular and pedestrian circulation, open space programming, landscaping, and site infrastructure. This is followed with descriptions of each site improvement project.

Site Infrastructure Planning

The Facilities Plan recommends improvements to the campus site utility infrastructure to anticipate changing needs and growth over the next decade. The plan identifies improvements to the following infrastructure systems.

- Water
- Stormwater
- Sanitary Sewer
- Natural Gas
- Electricity
- Technology

Written reports for these systems are included in the Facilities Plan Appendix of this document. Each report describes the existing system, analyzes future needs, and makes recommendations for system upgrade and extension. A set of phased conceptual plan drawings illustrate the recommendations for each system.

Projects

- Natural Habitat Areas
- College Avenue Sign and Bernard Drive Sign
- Rancho del Oro Sign and Glaser Drive Sign
- Crossing Plaza & Pedley Park
- Student Plaza & Scholar's Garden
- Horticulture Event Lawn
- Oceanside Terrace
- West Entry Drives and Parking Lot Improvements
- East Entry Drives and Parking Lot Improvements
- Arboretum
- Campus Green
- Arts Yard and Storage
- Parking Lots 1A, 1B, and 2A Improvements
- South Campus Photovoltaic System
- Parking Lot 4C Improvements
- North Campus Photovoltaic System
- Northeast Parking Lot
- North Barnard Drive Improvements
- Parking Lot 3E Improvements
- Activity Fields

Site Improvements //

Proposed Vehicular Circulation //

The proposed vehicular circulation recommendations address several key issues:

- Improving the campus entry experience.
- Improving circulation flow and clarity.
- Providing needed parking capacity.
- Improving vehicular and pedestrian safety.
- Improving access to alternative transportation.

The recommendations call for strategies to improve vehicular flow at the intersections at both of the campus entries. To improve safety, the existing parallel parking will be removed from Barnard Drive. Parking capacity will be increased and new lots will be placed closer to student destinations. The interface between vehicular and pedestrian circulation will be improved by extending the main pedestrian axes to passenger drop-off zones, bus stops, bike storage, and the most heavily used parking lots.

LEGEND

	CAMPUS ENTRY
	BUS STOP
	PRIMARY VEHICULAR PATH
	SECONDARY VEHICULAR PATH
	EMERGENCY VEHICLE ACCESS
	SERVICE VEHICLE ACCESS
P	PARKING LOT
P	PREFERRED PARKING
	BICYCLE PARKING
	BICYCLE PATH
	DROP-OFFS
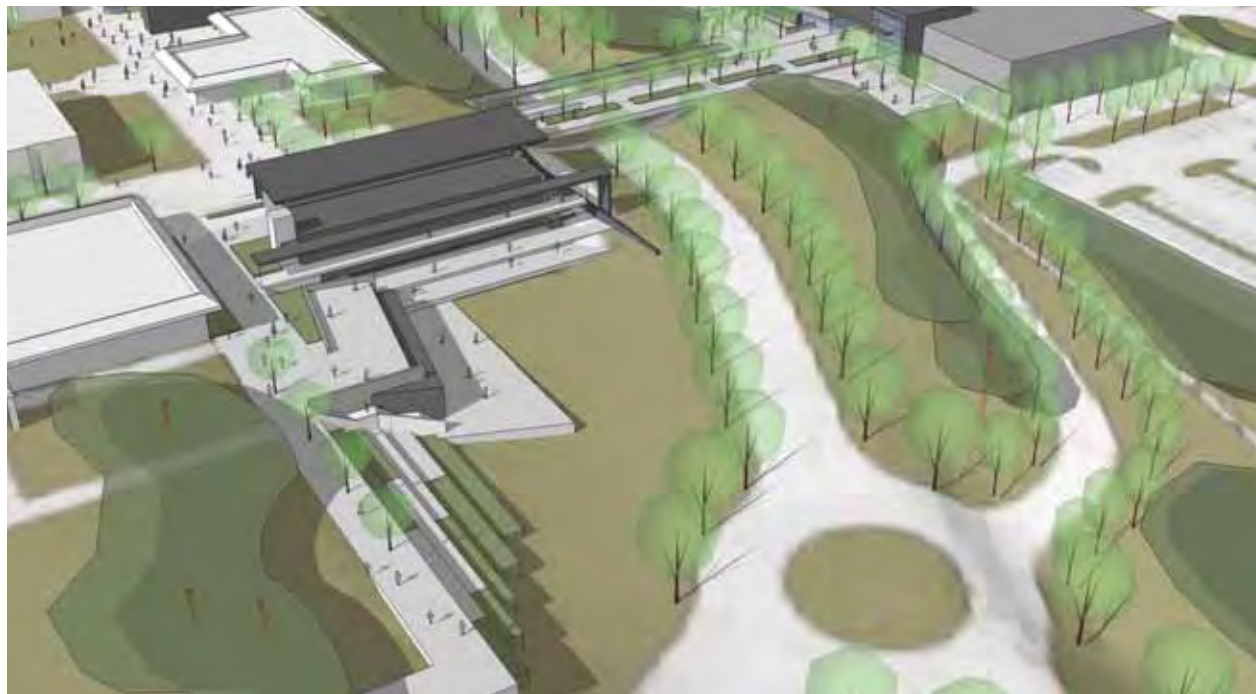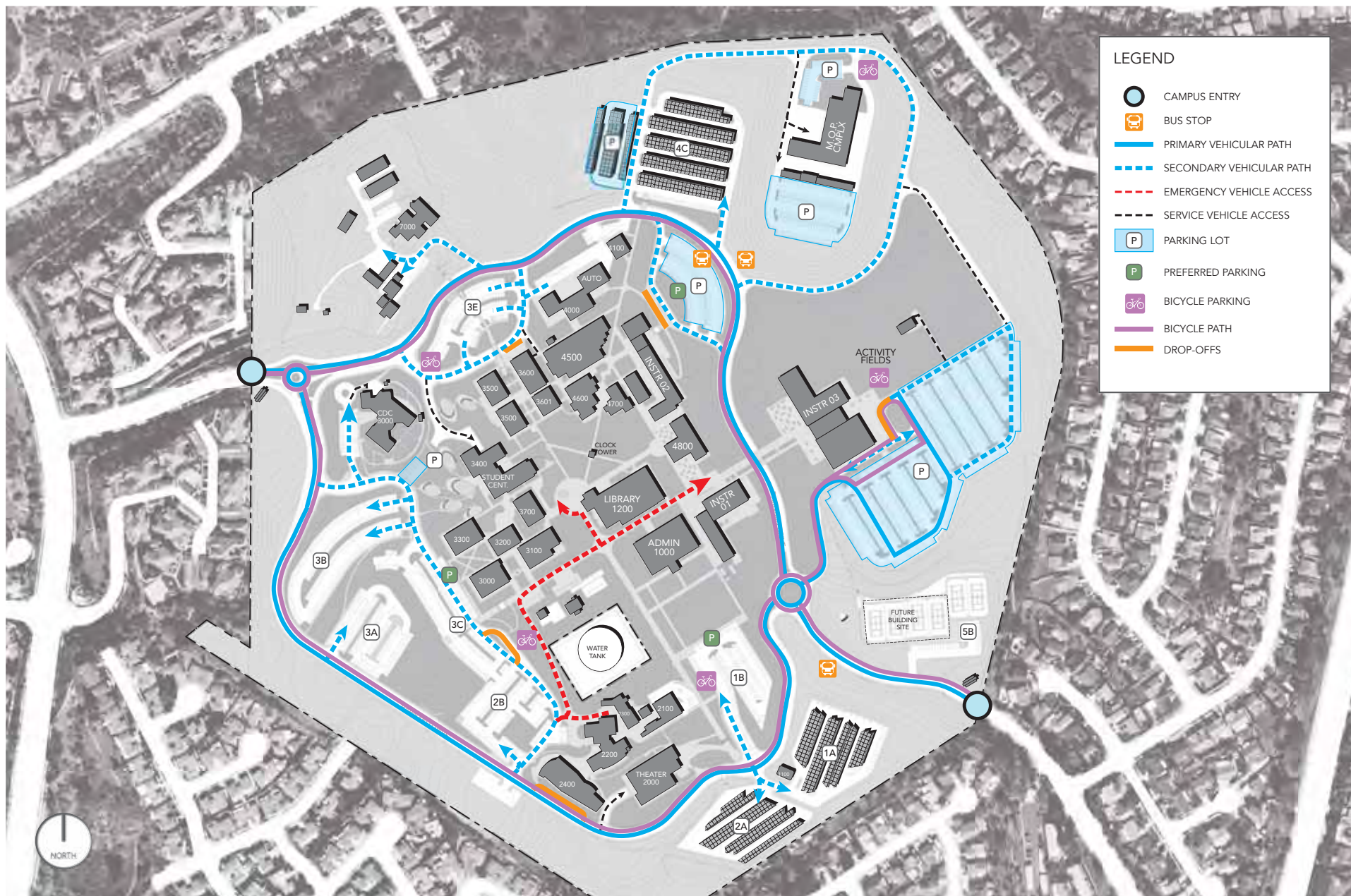
Proposed Vehicular Circulation //

Proposed Pedestrian Circulation //

The proposed pedestrian circulation recommendations address several key issues:

- Improving pedestrian safety.
- Ensuring accessibility through the removal of barriers.
- Enhancing the campus experience.

The recommendations call for the creation of a clear progression as pedestrians enter the campus from bus stops, parking lots, and passenger drop-offs through well-designed gateways that connect to the main pedestrian axes into and across campus. These pathways will be given a clear identity and character. They will bring pedestrians to building entrances, secondary paths, and the inviting access points for gathering spaces. Pedestrian circulation will be designed to work with the campus topography. Universal access will be a key design priority, especially at the sloped edges of the campus core plateau. Instead of the utilitarian ramp, sloped transitions will be gracefully integrated into the design of buildings and landscaping.

LEGEND

🚌 BUS STOP

━━━ PRIMARY PEDESTRIAN PATH

╌╌╌ SECONDARY PEDESTRIAN PATH

━━━ PASSENGER DROP-OFF
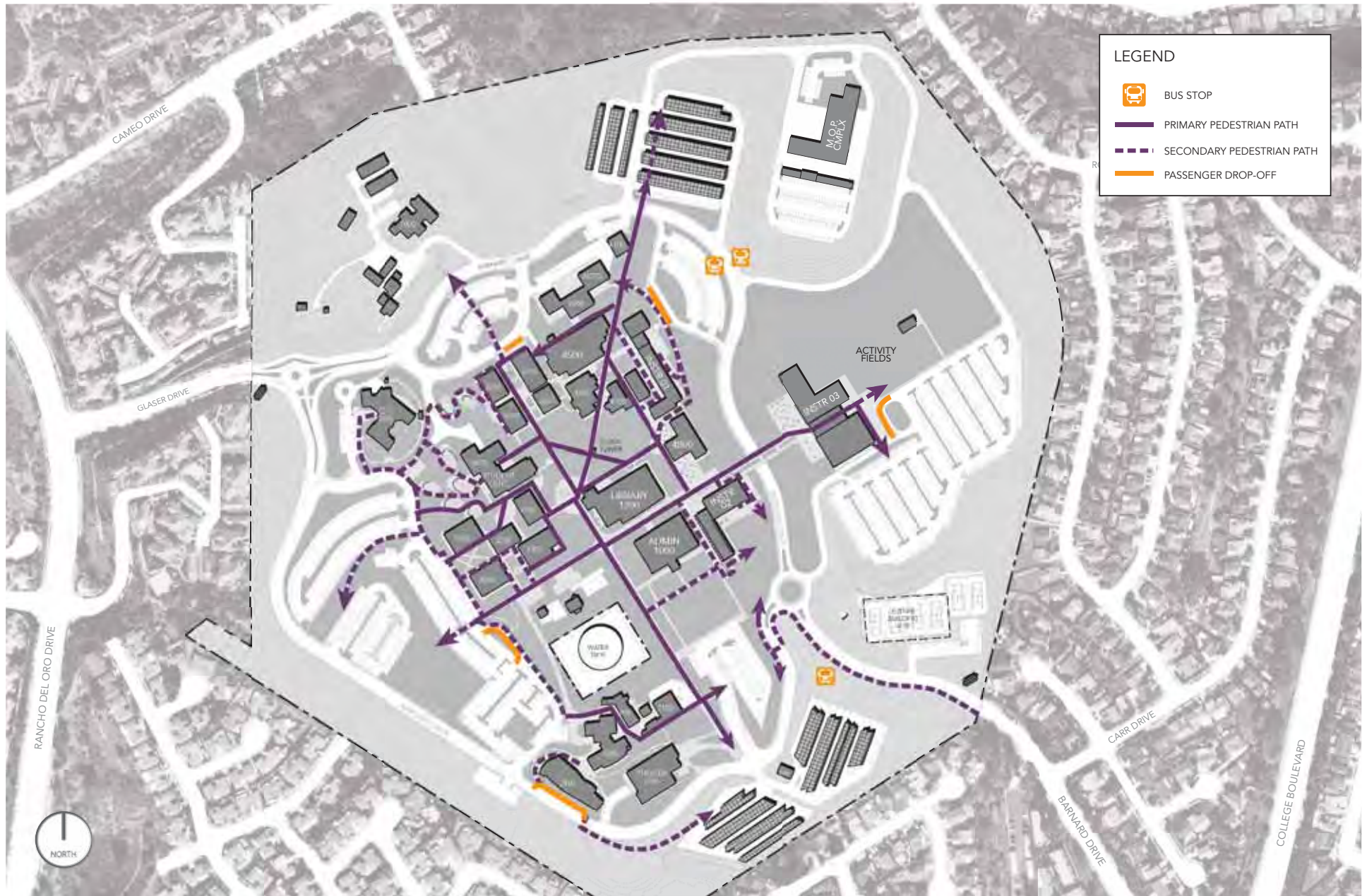
Proposed Pedestrian Circulation //

Open Space Concept //

The MiraCosta Community College District has a rich landscape that is spread over three campuses and is composed of adapted coastal and Mediterranean plants with accents of native material. The quad areas are well used, especially during the weekly Campus Hour. Other areas along the perimeter of campus are landscaped extensively with turf, but are less used by staff and students. Building layout and wayfinding for all three campuses are clearly organized, however programs dispersed throughout each campus can be better connected with a more formalized and hierarchical landscape approach. A strong landscape framework will help guide the District through future growth while maintaining its distinguished identity within the community.

While the existing landscape is attractive and well maintained, it is somewhat resource intensive and costly. By establishing an open space network that functions as a complex and multi-layered system, the high maintenance costs can be mitigated, while positioning the District as a leader in environmental stewardship. Therefore, the recommended open space concept will focus on three specific goals that will enhance the District's experience for staff and students:

Connectivity – The landscape framework strategy will connect existing building and outdoor programs with new proposed programs throughout each campus. Furthermore, this idea of connectivity will look beyond the campus limits in an effort to build stronger and more meaningful bonds with the surrounding community.

UTILITY CORRIDOR

STORM WATER RETENTION & AQUIFER RECHARGE

WILDLIFE HABITAT

AGRICULTURE

PARKING LOT

SOLAR ENERGY COLLECTION

CARBON SEQUESTRATION

HEAT ISLAND MITIGATION
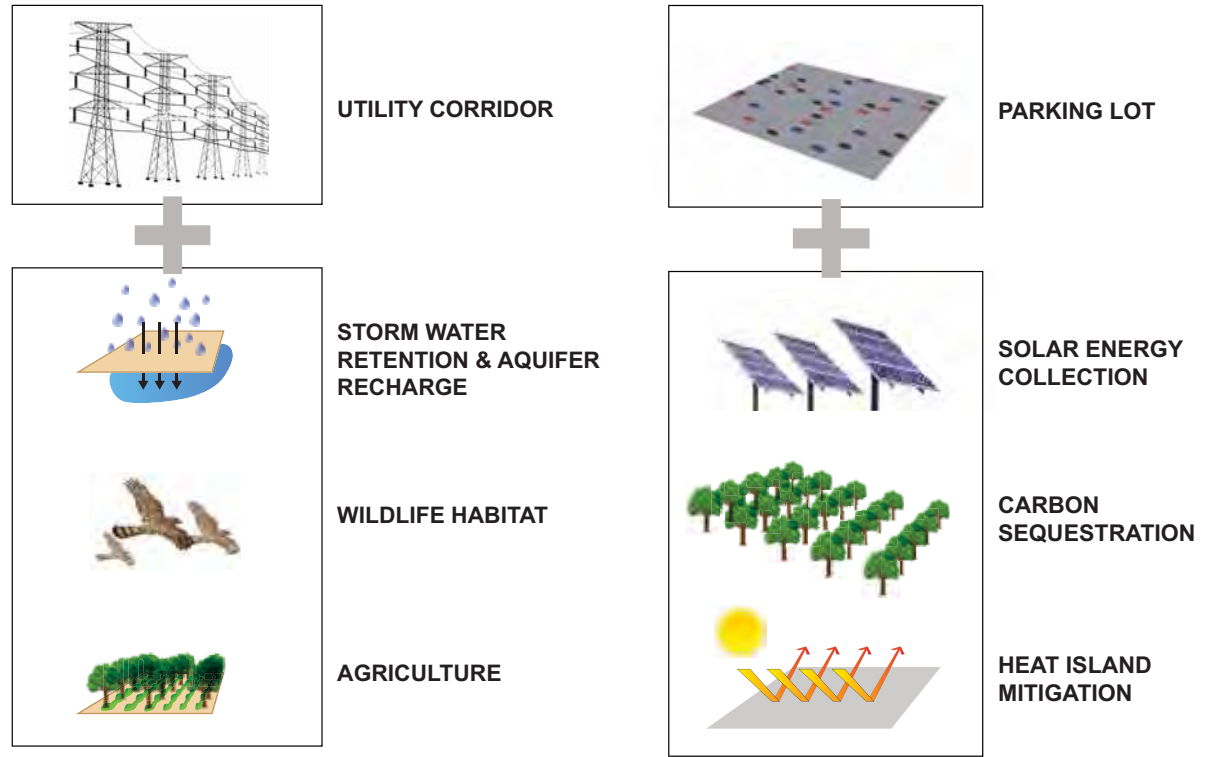
Hyper-program diagrams that illustrate the benefits of creating richly layered landscapes

Efficiency – Breaking down the landscape into its core components and materials to thoroughly understand how it functions will highlight opportunities to improve its efficiency and maintenance costs. Also, by positioning the campus landscape within the broader context of overall campus energy use and environmental processes and flows, the District can implement a hyper-programed landscape that helps solve multiple issues for the campus and the overall community.

Education - By creating stronger physical and programmatic connections on campus within a landscape that is productive and efficient, the stage will be set for a campus that can extend instruction beyond the limits of the classroom and beyond the student population. Highlighting the environmental processes that support our daily lives will help give students and the community a stronger connection to the environment and a stronger sense of stewardship to the planet.

Open Space Programming //

The Oceanside Campus has an existing richly layered landscape composed of various outdoor programs. The Facilities Plan will build upon this foundation and introduce further opportunities for programming to develop. The ceremonial heart of the campus will remain the Quad which is geographically located at the center of campus. A series of courtyards and plazas, extending throughout the instructional core zone, will be programmed to support the learning that occurs in the surrounding buildings. Continuing the communal aspects of the Quad, the Oceanside Terrace will transform an existing slope into a layered system of plazas and gardens that offer spectacular views of the nearby ocean. The Crossing Plaza will extend the campus core by creating an urban plaza that spans Bernard Drive. To the west, the Student Plaza and Student Services complex will offer a network of smaller scaled courtyards and plazas that will create new opportunities for students to gather and socialize. The Event Garden located within the Horticulture complex will create a new place for outdoor learning and community engagement.

Oceanside's open space programming will extend beyond established plazas and courtyards and into more non-conventional spaces. Transforming the campus-wide pedestrian axes into spaces with their own character and sense-of-place, will provide students with places that are more dynamic and spontaneous to gather and share ideas.

Landscape Framework //

The landscape framework is an important visual element of the open space plan. Creating a strong framework will serve as an organizing element for the campus today, and a way to connect the existing development to zones of future expansion.

Two intersecting axes establish the foundational framework. The Arts Walk will carry a riparian theme as it extends down to the Arts complex, up to the campus core, and down again to the Horticulture complex and adjacent arroyo. This walk will feature a strong alley of sycamore trees with an informal and eclectic mix of native and adapted understory planting. The deciduous trees and perennial planting will help celebrate the seasonal cycle of change in the landscape.

The Student Walk will carry the theme of a woodland corridor which is anchored by the Student Services complex to the west and Instructional Building 03 to the east. This corridor will have a more formal appearance with an alley of upright evergreen trees and a more formal and restrained understory planting palette. The Diagonal Walk will feature an upright evergreen or semi-evergreen tree as well, however the understory will feature a broad array of shrubs and groundcovers as it stretches from the Quad to the northern parking lot.

The formality of the pedestrian axes will be contrasted by a more eclectic and dynamic palette of plant material within the numerous courtyards and plazas throughout campus, adding to the excitement of experiencing varied and changing spaces.
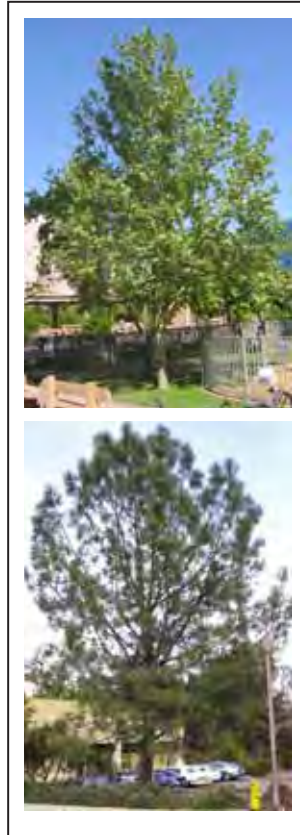
ARTS WALK

London Plane Tree
platanus acerifolia 'columbia'

Torrey Pine
Pinus torreyana

STUDENT WALK

Indian Rosewood
Dalbergia sissoo

Silk Oak
Grevillea robusta

DIAGONAL AXIS

Raywood Ash
Fraxinus angustifolia 'Raywood'

Canary Island Pine
Pinus canariensis

COURTYARDS & PLAZAS

Palo Verde
Parkinsonia spp.
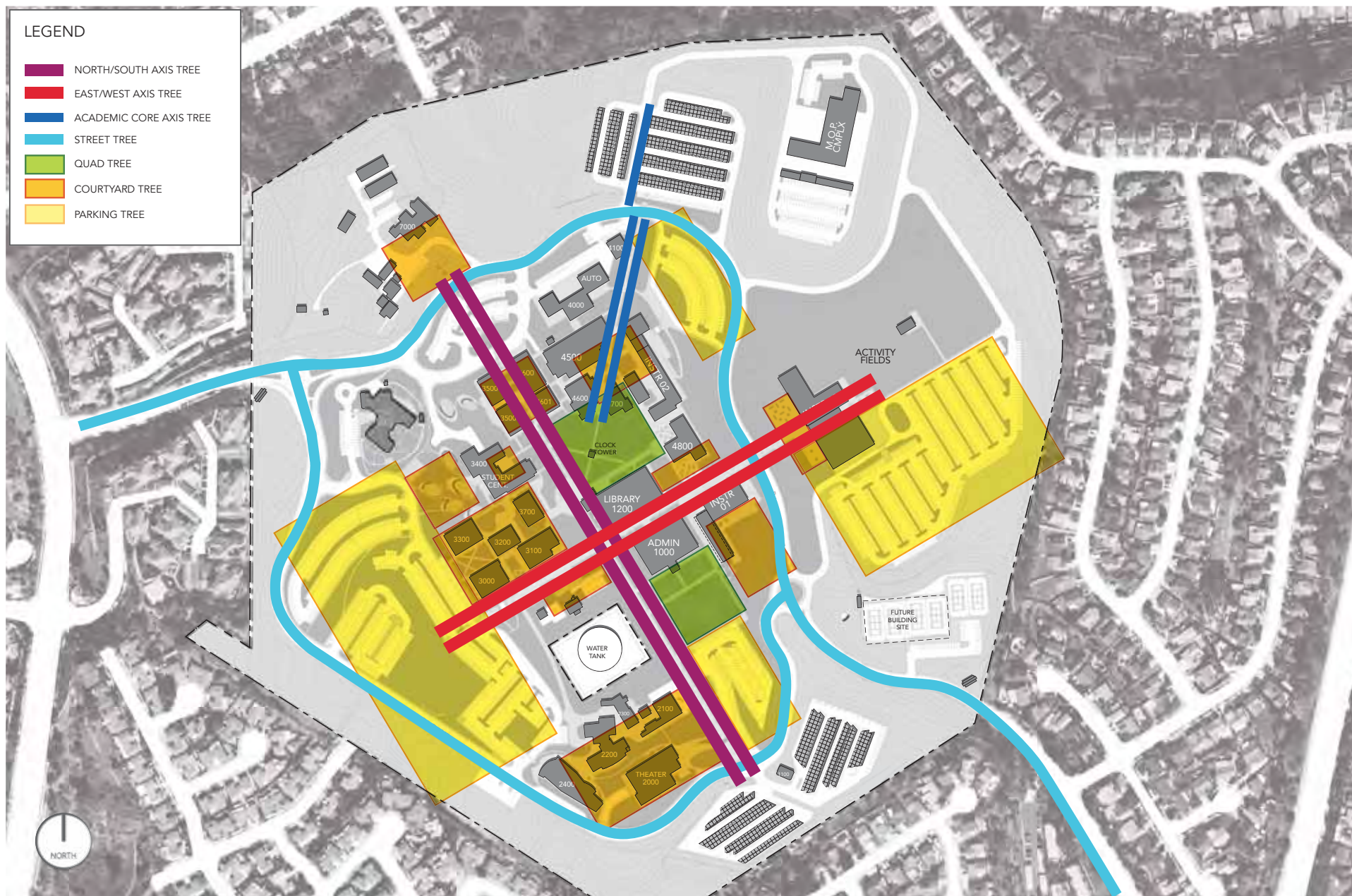
Western Redbud
Cercis occidentalis

LEGEND

- NORTH/SOUTH AXIS TREE
- EAST/WEST AXIS TREE
- ACADEMIC CORE AXIS TREE
- STREET TREE
- QUAD TREE
- COURTYARD TREE
- PARKING TREE

M.O.P. CMPLX

ACTIVITY FIELDS

AUTO 4000

4100

4500

4600

4700

4800

CLOCK TOWER

3600

3601

3500

3400

STUDENT CEN.

LIBRARY 1200

INSTR 02

INSTR 01

3700

3300

3200

3100

3000

ADMIN 1000

FUTURE BUILDING SITE

WATER TANK

3300

2100

2200

2400

THEATER 2000

NORTH

Landscape Framework //

Paving Typology //

Building upon the landscape framework, the paving selections should reinforce the hierarchy of the main pedestrian axes and the more unique character of the courtyards and plazas. Cost and maintenance are relevant concerns and should be acknowledged when finalizing material choices.

One of the most cost effective and ubiquitous paving materials used within our built environment today is concrete. This material is versatile and can take on many different colors and textures with relatively low installation and maintenance costs. Therefore, the master plan suggests continued use of concrete walks on campus, with the exception of the Arts Walk and Student Walk corridors.

Being one of the two prominent walks on campus, The Arts Walk should differentiate itself from the surrounding walks with the use of an integral color concrete. Color is a simple and easy way to enhance the look of concrete, however it is important that the color be added to the concrete mix prior to being poured as opposed to a surface stain that is applied after the concrete is poured and cured. The surface stains tend to be short lived and will require more routine maintenance to keep a uniform look.

The other prominent walk on campus is the Student Walk which should be articulated differently from the Arts Walk. By adding simple banding with a different surface texture that can be exposed by a sandblast finish, the Student Walk will take on a rhythm as it connects the east and west sides of the campus.

STUDENT WALK:
Integral color concrete with alternating panels of hand-seeded exposed aggregate with a light to medium sandblast finish

ART WALK:
Integral color concrete with light to medium sandblast finish

COURTYARDS & PLAZAS:
Pervious concrete unit pavers
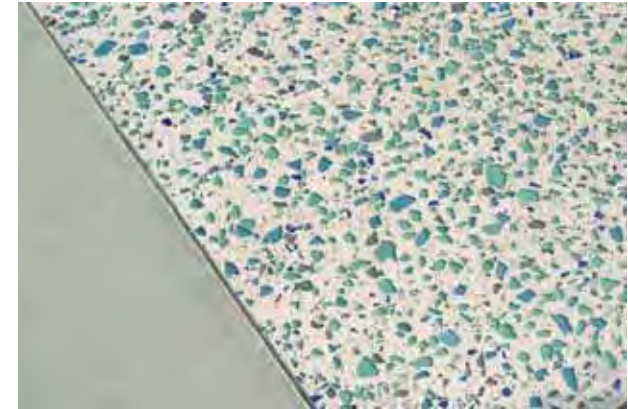
ACCENT PAVING:
Integral color concrete with hand-seeded exposed aggregate with a light to medium sandblast finish

The Indoor-Outdoor Classroom //

Extending learning outside the confines of the building walls is one of the goals of the open space recommendations. By showcasing some of the environmental processes that students learn about in the classroom, a new way of teaching and learning can evolve. Students can begin to see the interrelationships between geology, horticulture, and biology. Understanding these interrelationships will help equip students with a stronger analytic foundation that will help them succeed later in their careers.

There are also several cultural components to the landscape that can further enhance the educational heritage of the District. Examples include utilizing the Horticulture Event Garden to showcase classroom agricultural and viticulture techniques and extending the District's vast arts curriculum to outdoor courtyards where students can study the environmental arts and showcase sculpture. Several of the foreign language classes can further introduce students to different cultural practices related to farming, food, and art.

Another component to expanding learning beyond the classroom is that learning can now happen at any time, by anyone. Members of the surrounding community can learn the benefits of stormwater retention and new agricultural techniques. Local elementary schools can visit the campus to learn about productive habitats and the local species that they support. A pollination of ideas can begin to emerge as a broad cross-section of the community gathers to explore, learn, and share with one another.

ANTH 102
CHLD 106
FREN 101
HORT 145
HORT 148
HOSP 160
ITAL 101

BIO 102
BIO 103
GEOL 101
GEOL 120

ART 100
ART 204
ART 205

ART 216
ART 230

BIO 102
BIO 103
GEOL 120
HORT 230

ARCH 104
ARCH 223
ART 230
HORT 128
HORT 230

ASTR 101
KINE 100
KINE 111

HORT 117
HORT 118

NORTH

The Indoor-Outdoor Classroom //

Site Improvements //

Natural Habitat Areas

The Oceanside Campus perimeter areas are rich in native habitat species and wildlife. The unique characteristics of these areas could be celebrated and simultaneously protected through the concept of creating restorative landscapes–landscapes that actually make our environment better and return it to a healthy state. For example, arroyos on the north and south ends of the Oceanside Campus and sloped areas which define the campus perimeter, could be enhanced with native vegetation. These plantings would require minimal irrigation, aid in combating erosion, and support native wildlife in the area. Much of this land would not be inexpensive to build on due to the sloped topography. Restoration and enhancement of the areas highlighted on the graphic would advance the Oceanside Campus role as a steward of the environment and as a co-habitant of the surrounding area. For additional information, please refer to the Facilities Plan Appendix, MCC Path to Sustainability.

Site Improvements //

College Avenue Sign and Barnard Drive Sign

The intersection of College Avenue and Barnard Drive is a key decision point along the eastern vehicular approach to the Oceanside Campus. The construction of a monument sign is recommended for this corner.

The existing sign at the Barnard Drive campus entrance will be replaced with new signage to create a welcoming gateway into campus. Directional signage for the Barnard Drive round-about will be located in this vicinity. Additional signage at the round-about will clearly designate the routes to major campus locations, including the Campus Police Building, where visitor and parking information can be obtained.

Rancho Del Oro Sign and Glaser Drive Sign

The intersection of Rancho Del Oro and Glaser Drive is the key decision point along the western vehicular approach to the campus. A monument sign is recommended for the intersection. The existing sign on Glaser Drive at the campus entry point will be replaced to create a welcoming gateway. Directional signage is recommended for the entry and the Glaser Drive round-about.

Site Improvements //

Crossing Plaza

The Crossing Plaza is a vital new space that will extend the core of the campus development. The Crossing Plaza will allow for a new space that is at the same width as the rest of the Student Walk, helping to unify the campus across the Barnard Drive arroyo. The Crossing Plaza will be flanked on both sides by smaller plazas and courtyards helping to further activate this zone and reinforce its prominence on campus. This new plaza will go beyond being mere infrastructure by functioning as a sculptural and branding opportunity that will enhance the campus entry experience.

Pedley Park

Instructional Building 01 will be built along the edges of Pedley Park, helping to connect the park to the heart of the campus. With a current elevation change of more than 20 feet, the park today is underutilized. The new building will provide stepped exterior terraces and interior circulation to allow students to access the park from the campus core plateau. The strong connection to the new Campus Green will provide an expanded venue for large events. A new plaza space down at the park level will be used as a stage for formal and informal events.

Legend
1 Crossing Plaza
3 Pedley Park Terraces
4 Pedley Park
6 Arboretum
7 Activity Plaza

Site Improvements //

Student Plaza & Scholar's Garden

Accessing the campus from the west parking area is currently quite challenging due to a significant grade change and minimally accessible walks. The master plan strives to open up this vital connection and make a strong and easily navigable connection from the parking areas to the core of the campus. A new Student Plaza will greet students and visitors as they enter the campus, and lead them into the Student Services complex, or farther east towards the Quad. Several small courtyards and plazas within the Student Service complex will offer areas for rest and gathering.

Located at the intersection of the Student and Arts Walks is the Scholar's Garden. This space will act as an anti-quad of sorts where, instead of a large continual and communal open space, it will be more intimate, quiet, and shaded. This space has the ability to serve as one large gathering space where a program can be extended along all three terraces, or it can be broken down into smaller and more individual seating areas. The dynamic nature and strong pedestrian scale of the Scholar's Garden will create a strong outdoor room for the Oceanside Campus community.

Legend

1 Student Plaza
2 Plaza Fountain
3 West Drop-off
4 Student Services Quad
5 Student Walk Promenade
6 Scholar's Garden Terraces
7 Existing Fountain
8 Arts Walk Esplanade

Site Improvements //

Horticulture Event Lawn

Furthering the notion of the indoor/outdoor classroom, the Horticulture Event Lawn will be a space for both learning and socializing for students and the community at-large. Imagine a food and wine festival that celebrates a seasonal vegetable or fruit, or an autumn cultural festival that commemorates the harvesting of grapes for wine production. These events, supported by the District and by local businesses, will be hosted in part by the Horticulture, Hospitality, and Foreign Language programs with the local community invited to share and learn collectively. Local businesses can also team up with relevant college programs and student clubs to provide technical training and experience for students that help prepare them for their careers after graduation. This area will be the nexus of student and community interaction that will help the District forge stronger bonds with their neighbors.
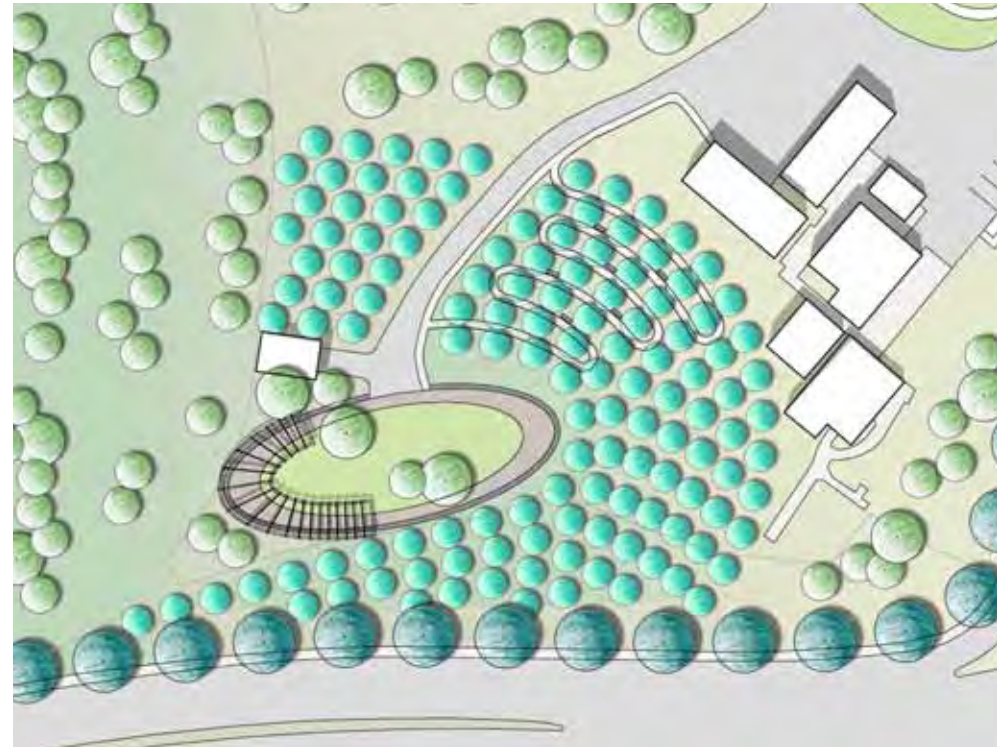
Site Improvements //

Oceanside Terrace

Located just west of the Quad area, the Oceanside Terrace will offer students another quality outdoor space with majestic views of the Pacific Ocean. The terrace area will connect the Student Service complex with the adjacent dining and meeting room spaces, and allow these functions to spill outside into the landscape.

One aspect that makes this space so powerful is that it has the ability to adapt to many different program types. Rather than a static space with confined limits (and programs), the Oceanside Terrace can be assembled and disassembled in numerous ways as the adjacent diagram begins to suggest. Different terraces can be combined for certain events. For example, a small band can be positioned at one of the lower terraces with the upper terraces serving as viewing platforms. Larger events, such as career day or student social clubs, can stage events on all four terraces simultaneously.

To preserve ocean views, tree planting within this area is more sporadic and opens up key view corridors from each terrace level. Ocean views from the lower terrace adjacent to Child Development Center are blocked, therefore, the informal tree planting carries through to this terrace to help give it a more unique character from the others. The Oceanside Terrace creates a strong pedestrian connection between the CDC and the campus core. The terracing and meandering paths provide a graceful and barrier-free pedestrian transition between the different elevations.

Site Improvements //

West Entry Drives and Parking Lot Improvements

Improvements are recommended to replace roadways, parking lots, and walks as the paving materials reach the end of their life cycle. The improvements will include reconstruction of the remaining failing slopes, terraces, and drainage systems in accordance with current civil engineering practices.

The parallel parking stalls on Barnard Drive will be removed to improve safety and visibility. It is recommended that bike lanes be designated on Barnard Drive and Glaser Drive connecting to and extending the existing city bike lane system into the campus.

Barnard Drive will be routed to the west of the Child Development Center, making use of a currently unimproved and sloped area. This change will provide a safe pedestrian connection between the CDC and the campus core and a secure walkway for parents. A round-about will manage the flow of traffic at the intersection of Glaser Drive and Barnard Drive, eliminating the need to stop. In particular, the movement of buses and trucks will be eased by eliminating the need to stop and start on the uphill climb into the campus.

The west parking lots will be restriped for increased parking capacity. A new passenger drop-off for Parking Lot 3C will bring students to the major pedestrian gateway at the west end of the Student Walk. A bicycle parking lot will be included in the improvement of Lot 3C, one of four primary bike storage lots on this campus. To increase energy efficiency and decrease stormwater impacts, parking lots and drives will be re-sloped to flow-through planters, inefficient existing site lighting will be replaced, and new shade trees will be planted.

Site Improvements //

East Entry Drives and Parking Lot Improvements

Similar to the western part of campus, improvements are recommended to replace roadways, parking lots, and walks. Parallel parking stalls will be removed and bike lanes are recommended. Another round-about is recommended at the intersection of the two forks of Barnard Drive where it loops around the campus back to the east entry.

A new drive will be constructed from the round-about to a large, new parking area on the plateau above the tennis courts. At this location, the lot will remove much of the traffic from Barnard Drive, so that cars don't need to travel much beyond the campus entry.

The new East Parking Lot and passenger drop-off brings students up to the level of the main campus plateau. The new passenger drop-off is recommended at the plaza through Instructional Building 03, and will bring students to the pedestrian gateway at the east end of the Student Walk.

Arboretum

The Arboretum will extend over the sloping east and west sides of the Barnard Drive arroyo as it enters the campus and rises to its highest point. The landscaping will help to stabilize these slopes and improve the appearance of the most heavily used entry corridor into the Oceanside Campus. The landscaping will visually screen the edges of the new East Parking Lot and Parking Lot 1A as seen from the east campus entry. The Arboretum presents an opportunity to demonstrate the beauty of water-wise landscaping with native and adapted plants in a part of the campus that is most visible to students and visitors.

Site Improvements //

Campus Green

The Campus Green replaces existing Parking Lot 1C, placing a green space at the "front door" of the Oceanside Campus. It will be suitable for formal events such as graduation ceremonies and informal recreation. Standing beside the Arts Walk, a Veterans Memorial will include Blayney Tower, which will be reinstalled as the main feature of the memorial.

Arts and Music–Yards and Storage

The music and arts yards will provide covered and open patio workspace and permanent storage space adjacent to Art Building 2100, Creative Arts Building 2200, and Concert Hall 2400. The yards will be secured and visually screened from the adjacent spaces and walks with perimeter walls.

Parking Lots 1A, 1B, and 2A Improvements

To improve traffic flow and the safety of pedestrians crossing Barnard Drive, the entrances to parking lots 1A and 2A will be replaced with a single driveway to the east of the Campus Police Building. The entrance drive to Parking Lot 1B will be relocated to align with the new access driveway to Lots 1A and 2A.

South Campus Photovoltaic System

Photovoltaic (PV) electrical generation is recommended to enable the District to meet its goal for on-site renewable power. Three parking lots have been identified as locations for PVs. The southern campus PV system will be installed on shade structure supports in Parking Lots 1A and 2A. The system will provide shaded parking. New energy efficient parking lot lighting will be integrated into the structures, replacing the aging and inefficient site lighting.

M.O.P. CMPLX

4100

AUTO

4000
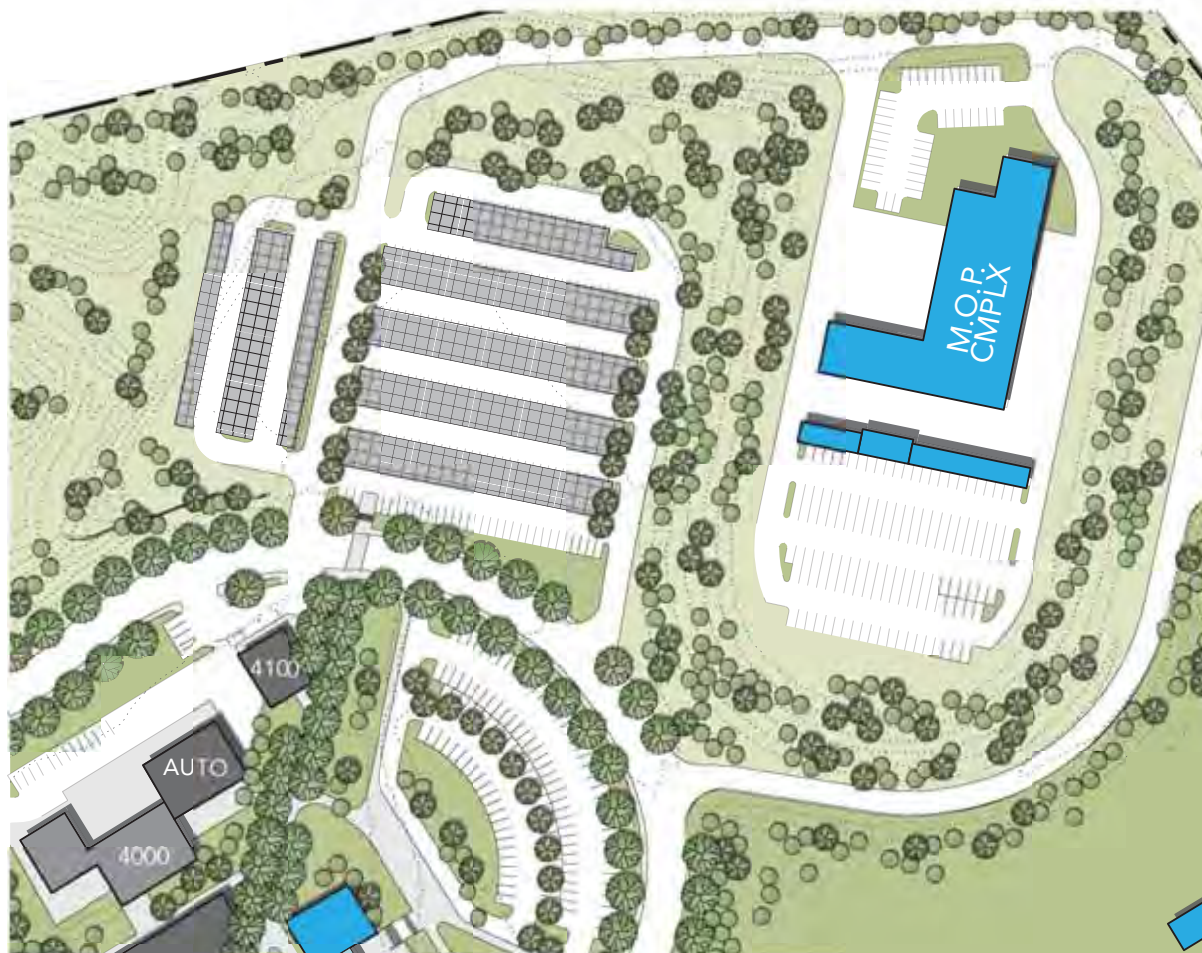
Site Improvements //

Parking Lot 4C Improvements

Improvements are recommended to replace roadways, parking lots, and walks as the paving materials reach the end of their life cycle. Parking Lot 4C will be enlarged to incorporate the site of the existing Purchasing Office and Warehouse. It will be laid out to maximize parking capacity.

The parking lots and drives will be re-sloped to drain into flow-through planters to clean and reduce the quantity of stormwater that leaves the campus. Stormwater system improvements will prevent uncontrolled surface drainage and erosion in the adjacent, highly sloped area of the campus nature reserve.

North Campus Photovoltaic System

Photovoltaic electrical generation is recommended to enable the District to meet its goal for on-site renewable power. Three parking lots have been identified as locations for PVs. The northern campus photovoltaic system will be installed on shade structure supports in Parking Lot 4C. The system will provide shaded parking. New energy efficient parking lot lighting will be integrated into the structures, replacing the aging and inefficient site lighting while conforming to strict standards for light pollution reduction.
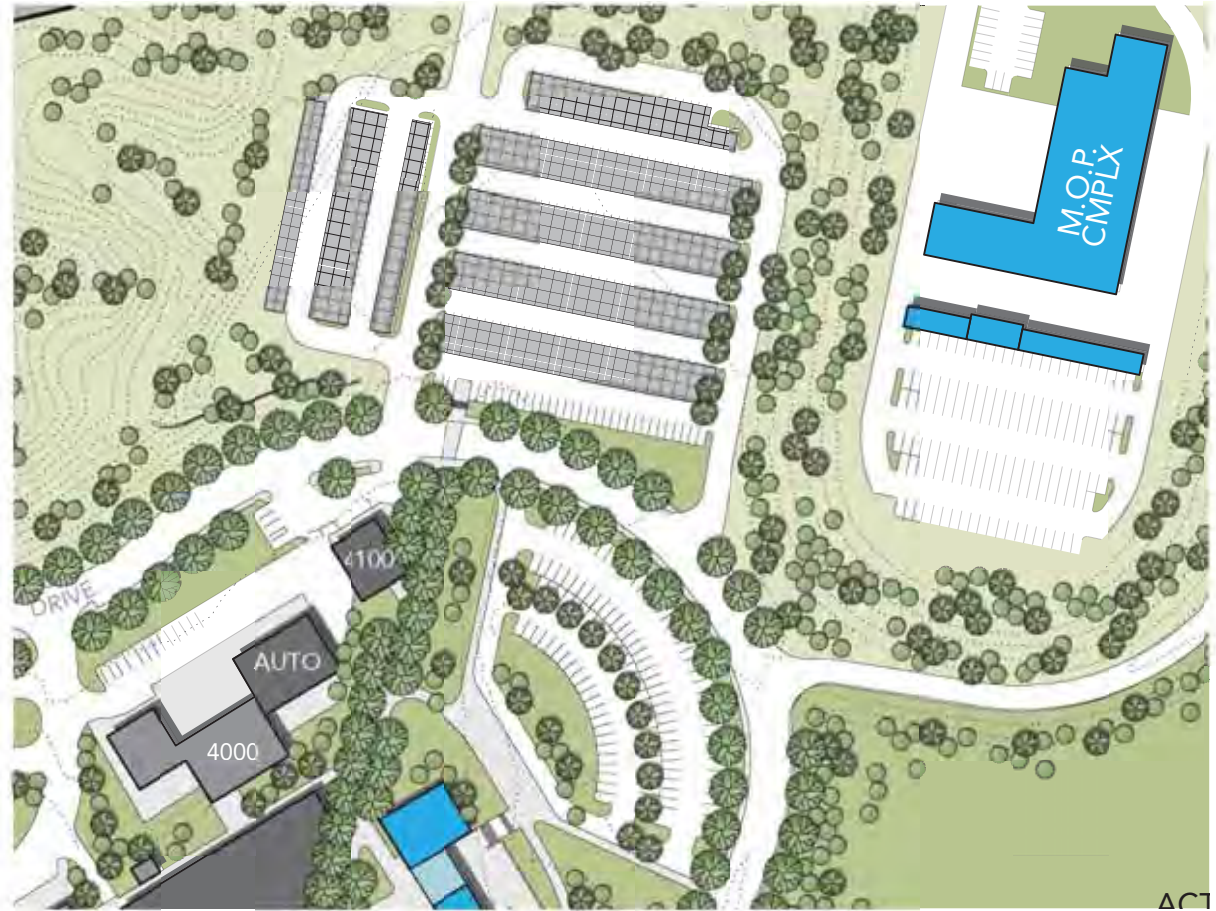
Site Improvements **//**

Northeast Parking Lot

The new northeast parking lot and passenger drop-off adds parking within the Barnard Drive Loop near many of the campus instructional buildings. The vehicular access to the parking lot will come from a particularly curvy section of Barnard Drive, where drivers have a limited view of on-coming traffic. Therefore, the separate entry and egress drives serving the parking lot will be limited to the clockwise traffic on Barnard Drive. A turn lane at the entrance and a merge lane at the exit are recommended. A new passenger drop-off is recommended within this parking lot, which will be well located to bring pedestrians close to the instructional zone of the campus. From the passenger drop-off, pedestrians will be able to reach the lower level of Instructional Building 02 via stairs or a sloped path. Elevators will provide access to the upper level, which will be at the level of the campus core plateau. Pedestrians will also be able to go directly to the Diagonal Walk, one of the main pedestrian axes, and follow this route into the Quad. The passenger drop-off will be terraced above the rest of the northeast parking lot to provide a gradual upslope transition.

The new parking lot will be sloped to drain into flow-through planters to clean and reduce the quantity of stormwater that leaves the campus. Shade trees will be incorporated into this parking lot to mitigate heat islands. The new parking lot will be provided with energy efficient lighting, which will provide quality lighting for security while conforming to strict standards for light pollution reduction.

Site Improvements **//**

North Barnard Drive Improvements

Improvements are recommended to replace roadways, parking lots, and walks as the paving materials reach the end of their life cycle. The improvements will include reconstruction of the remaining failing slopes, terraces, and drainage systems in accordance with current civil engineering practices.

Parallel parking stalls on Barnard Drive will be removed for improved safety and visibility. It is recommended that bike lanes be designated on Barnard Drive and Glaser Drive connecting to and extending the existing city bike lane system into the campus.

A sidewalk will be built on the north side of Barnard Drive to provide safe pedestrian access between Parking Lot 4C and the Horticulture Complex. A secure edge at the steeply sloped arroyo will be included in the design of this path. The path also offers an opportunity for pedestrians to view the arroyo. Educational signage, highlighting native plants and wildlife, is recommended for this location.

Site Improvements //

Parking Lot 3E Improvements

Parking Lot 3E will be reconfigured for increased parking capacity and a safer, clearer pedestrian pathway to the Horticulture Complex. A new pedestrian drop-off will bring students up to the main campus plateau and into the heart of the instructional zone. A bicycle storage lot will be included in the improvement of Parking Lot 3E, and it will be one of four primary bike parking lots on this campus.

Parking Lot 3E will be re-sloped to drain into flow-through planters to clean and reduce the quantity of stormwater that leaves the campus. Shade trees will be incorporated into the parking lot to mitigate heat islands and reduce the burden on building cooling systems.

ACTIVITY
FIELDS

INSTR 03

Site Improvements //

Activity Fields

The Activity Fields will accommodate multiple uses and provide barrier-free paths to multiple points of use. The fields will provide high quality facilities for soccer, softball, and other sports, and will accommodate two simultaneous games. A high efficiency irrigation system will minimize the use of water.

A plaza and building housing storage, restrooms, and a concession will be located near the center of the Activity Fields. This building will support an astronomy observation site with the rooftop level of this building serving as an observation deck that will be accessed from the ground level with a wheelchair lift and stairs. A storage room in the building will serve the astronomy program. Vehicle and pedestrian access will be accommodated by a paved path to the plaza.

Fencing or landscaping will screen the field from the lighting in the East Parking Lot. Path and building lighting for Instructional Building 03, the Activity Field, and the East Parking Lot will be designed for compatibility with the astronomical observation site.

Phasing Plans //
Oceanside Campus

The 2011 CMP Facilities Plan Recommendations present an overall picture of the future developed campus and includes recommendations for new construction, renovation of existing facilities, and campus-wide site improvements. Implementation of the recommendations will take place over a number of years, will be based on available funding, and will require detailed phasing.

The following pages illustrate the proposed phased development for the Oceanside Campus that will be implemented over time. Each phase includes a large number of projects that will be sequenced within the phase and were developed based on the following principles:

- Limit disruption to campus and programs.
- Follow the logical sequence of moves.
- Expedite projects that allow others to follow.
- Limit the number of temporary moves required.
- Reduce the need for swing space as much as possible.

Phase One //

01

Project List

- New Instructional Building 02
- New Maintenance, Operations and Purchasing Complex
- Campus Police Building 1100 Modernization
- Library Building 1200 Modernization
- Theater Building 2000 Modernization
- Art Building 2100 Modernization
- Creative Arts Building 2200 Modernization
- Art-Music Building 2300 Modernization

- Concert Hall 2400 Modernization
- Buildings 3500 and 3600 Modernization
- Building 4600 Modernization
- Natural Habitat Reserve
- Entry Signage
- Arts Yard and Storage
- Parking Lot 1B Improvements
- Parking Lot 4C Improvements
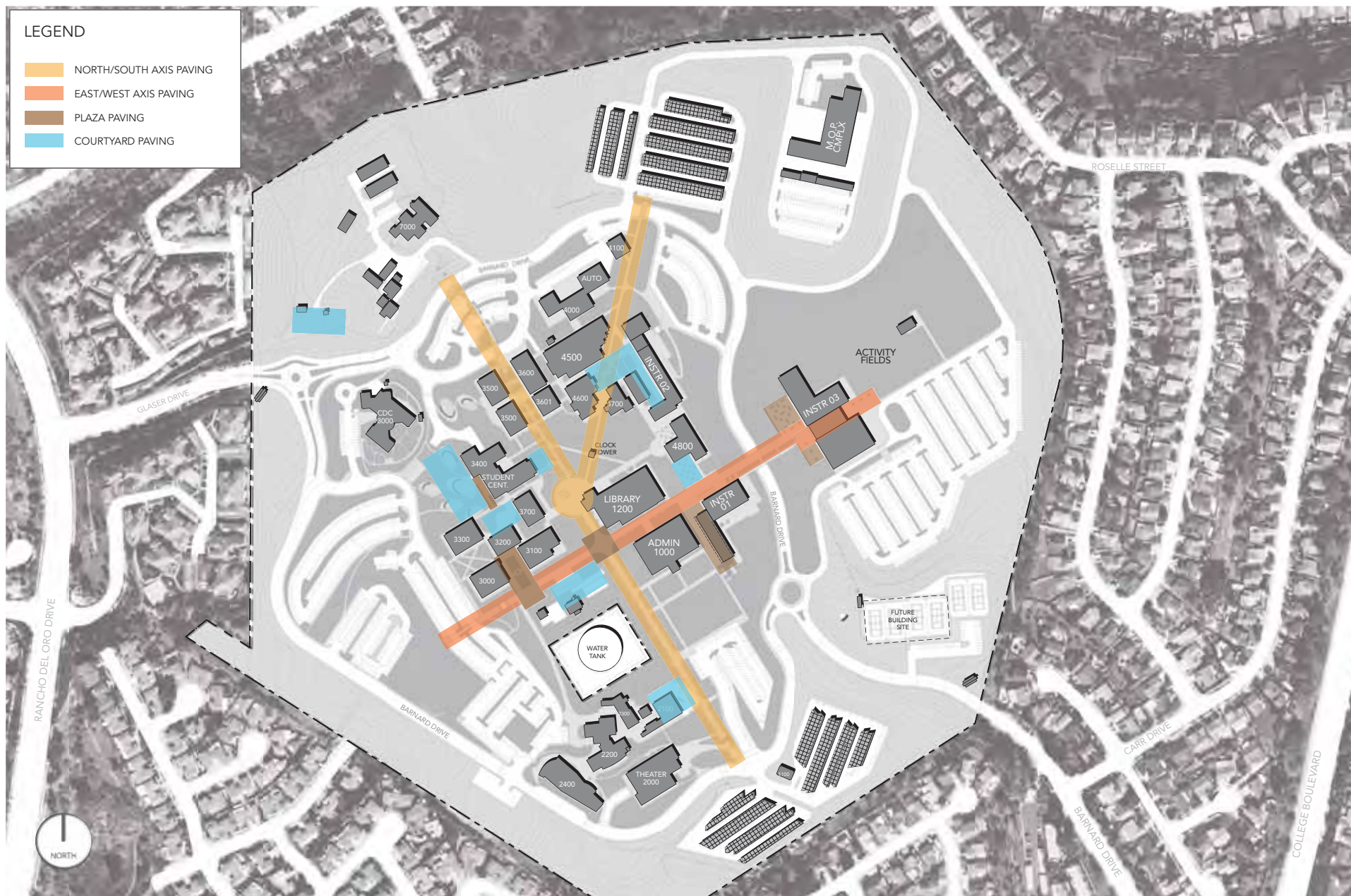- North Campus Photovoltaic System

Phase One //

Phase Two //

02

Project List

- New Instructional Building 01
- Administration Building 1000 Renovation
- Student Center Building 3400 Renovation
- Student Services and Instructional Buildings 3000, 3100, 3200, 3300, and 3700
- Building 4700 Renovation
- Building 4800 Modernization
- Campus Green
- Student Plaza
- Scholar's Garden
- Northeast Parking Lot

LEGEND

NORTH/SOUTH AXIS PAVING
EAST/WEST AXIS PAVING
PLAZA PAVING
COURTYARD PAVING

ROSELLE STREET

M.O.P. CMPLX

7000

4100

AUTO

4000

4500

INSTR 02

ACTIVITY FIELDS

3600

3500

3601

4600

4700

INSTR 03

CDC 3000

3500

CLOCK TOWER

4800

3400

STUDENT CENT.

LIBRARY 1200

INSTR 01

BARNARD DRIVE

3700

3300

3200

3100

ADMIN 1000

3000

FUTURE BUILDING SITE

WATER TANK

GLASER DRIVE

RANCHO DEL ORO DRIVE

BARNARD DRIVE

3300

2100

2200

THEATER 2000

2400

CARR DRIVE

COLLEGE BOULEVARD

NORTH

Paving Typology //

Phase Two //

Phase Three //

03

Project List

- New Instructional Building 03
- Automotive Technology Building 4000 Renovation
- Building 4100 Renovation
- Science Building 4500 Renovation
- Horticulture Complex Renovation
- Child Development Center Modernization
- West Entry Drives and Parking Improvements
- East Entry Drives and Parking Improvements
- Arboretum

- Parking Lots 1A and 2A Improvements
- South Campus Photovoltaic System
- North Barnard Drive Improvements
- Lot 3E Improvements
- Activity Field
- Crossing Plaza
- Event Garden
- Oceanside Terrace

Phase Three //

Path to Sustainability //
Oceanside Campus

Campus-Specific Visions and Goals

Leadership in Sustainability

In order to promote Oceanside Campus' role as a leader of sustainability, the following strategies are recommended:

- Improve public transportation access by continuing to collaborate with North County Transportation District.
- Provide preferred parking for alternative fuel vehicles.
- Provide electric vehicle charging stations, shaded and powered by photovoltaic shade structures.
- Provide incentives for carpooling.
- Coordinate class timings with mass transit schedules in order to facilitate the use of mass transit options.

Environmental Preservation

In order to further Oceanside Campus' environmental preservation efforts, the following strategies are recommended:

- Set aside arroyo and other perimeter lands for restoration.
- Promote natural habitat linkages through a regional system of reserves.
- Introduce and support native plant species within the campus fabric.
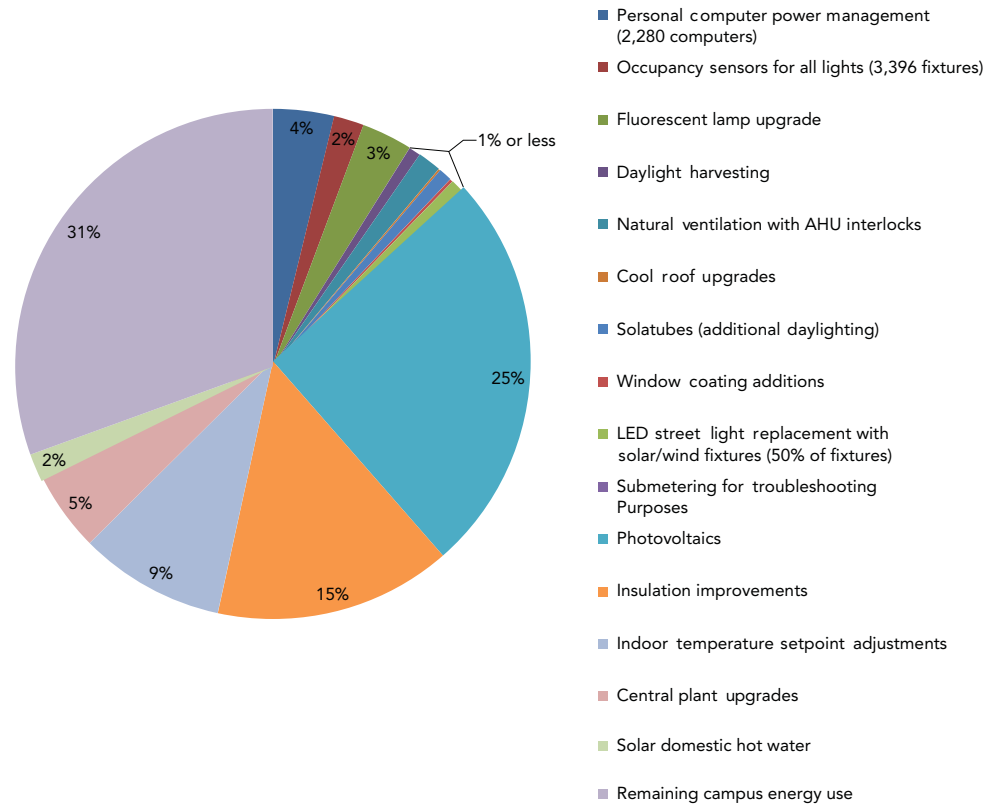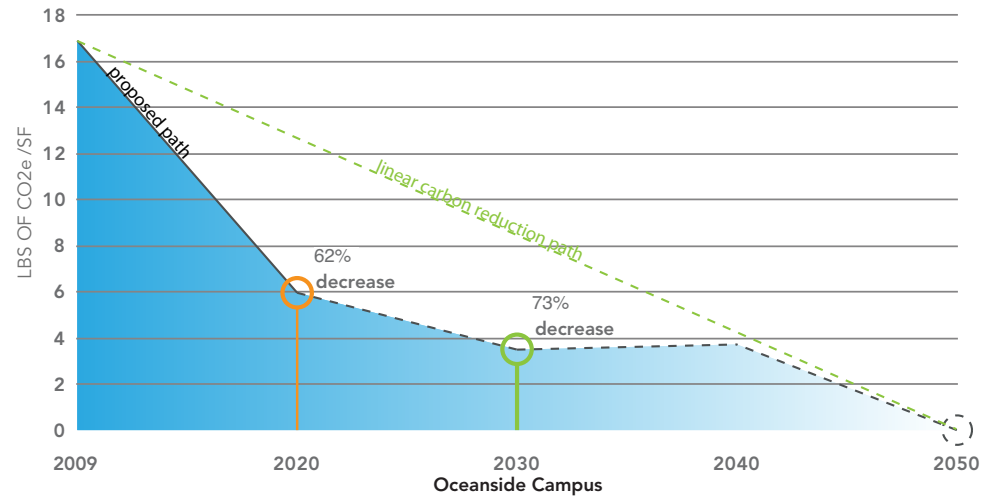
Campus as a Living Lab

In order to further Oceanside Campus' potential to serve as a living lab, the following strategies are recommended:
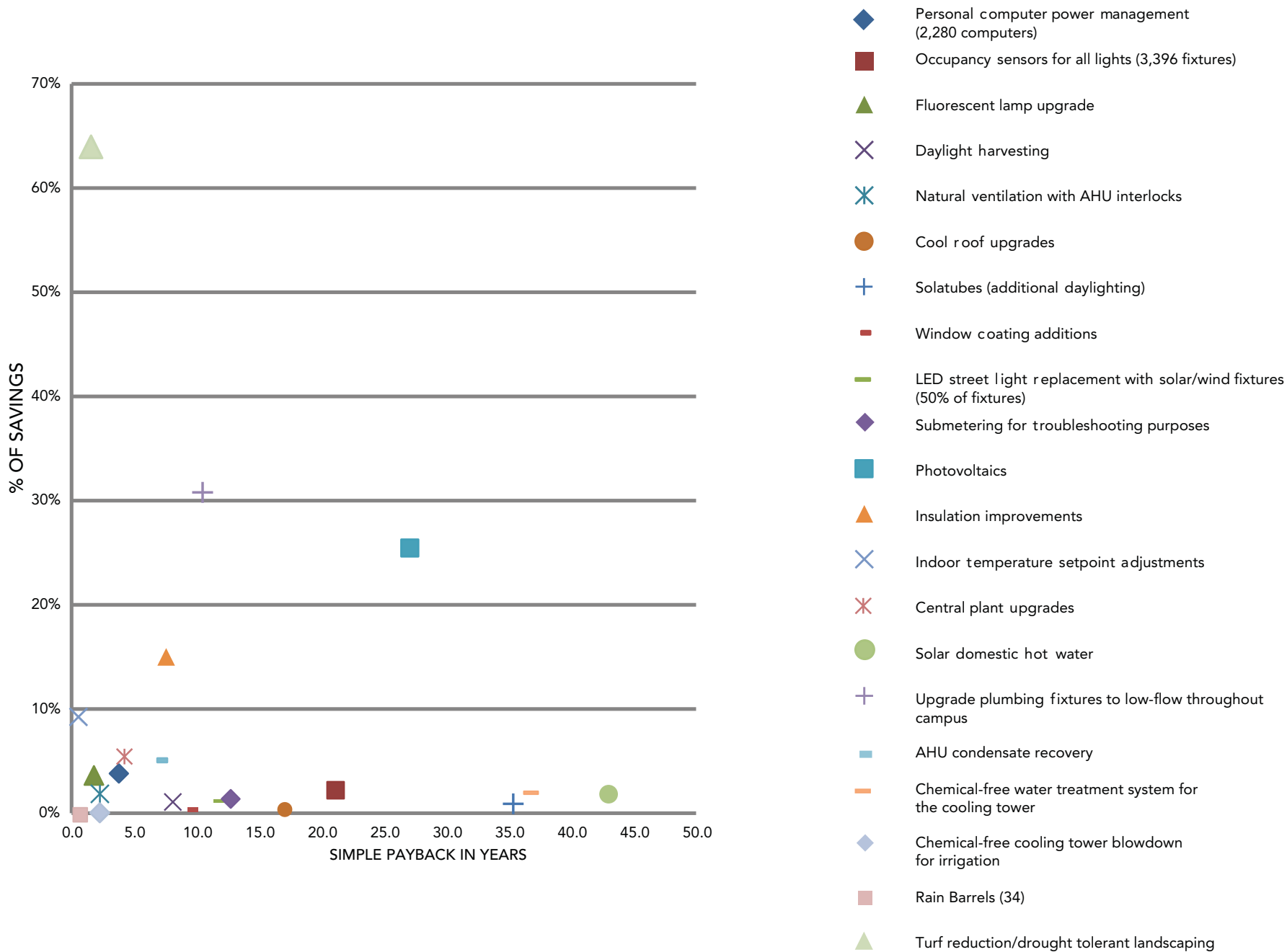
- Provide an interactive sustainable kiosk in a common resource area, such as student services, the student lounge, library, or food services area. This kiosk would highlight sustainable strategies used throughout the campus and would provide real-time data to viewers regarding energy and water use. Sustainable practices such as recycling efforts would also be highlighted through this kiosk.
- Provide sustainable signage throughout the campus, to highlight sustainable site strategies such as drought tolerant plants, stormwater management tactics, and heat island reduction methods, as well as energy-related strategies such as renewable energy installations.
- Use native, drought tolerant, and adapted plants within the campus core in order to encourage a restorative landscape.
- Provide outdoor spaces for community gardens and demonstration gardens.
- Design wellness and fitness facilities into the campus open spaces.

Summary of Strategies //

Through the implementation of the listed strategies, Oceanside campus would realize a total of 62% in carbon reduction by the year 2020, 73% in carbon reduction by the year 2030, with the potential of zero carbon emissions by the year 2050. There would potentially be a slight increase in natural gas use between the years 2020 and 2030 due to the proposed use of fuel cell technology, which relies heavily on natural gas in order to produce electricity. The low cost of gas, and the efficiencies inherent with on-site power generation, make this a technology worth considering further down the path to climate neutrality.

The percentage of energy saving contribution is indicated in the pie chart for each proposed sustainability strategy at the Oceanside Campus. This chart clarifies which strategies result in the most energy conservation. For a full description of all sustainable strategies recommended for the new facilities, existing facilities, and site improvements, see the Facilities Plan Appendix, MCC Path to Sustainability.

LBS OF CO_2e/SF

proposed path

linear carbon reduction path

62% decrease

73% decrease

Oceanside Campus

- Personal computer power management (2,280 computers)
- Occupancy sensors for all lights (3,396 fixtures)
- Fluorescent lamp upgrade
- Daylight harvesting
- Natural ventilation with AHU interlocks
- Cool roof upgrades
- Solatubes (additional daylighting)
- Window coating additions
- LED street light replacement with solar/wind fixtures (50% of fixtures)
- Submetering for troubleshooting Purposes
- Photovoltaics
- Insulation improvements
- Indoor temperature setpoint adjustments
- Central plant upgrades
- Solar domestic hot water
- Remaining campus energy use

Legend:

- ◆ Personal computer power management (2,280 computers)
- ■ Occupancy sensors for all lights (3,396 fixtures)
- ▲ Fluorescent lamp upgrade
- ✕ Daylight harvesting
- ✳ Natural ventilation with AHU interlocks
- ● Cool roof upgrades
- ✚ Solatubes (additional daylighting)
- ▬ Window coating additions
- ▬ LED street light replacement with solar/wind fixtures (50% of fixtures)
- ◆ Submetering for troubleshooting purposes
- ■ Photovoltaics
- ▲ Insulation improvements
- ✕ Indoor temperature setpoint adjustments
- ✳ Central plant upgrades
- ● Solar domestic hot water
- ✚ Upgrade plumbing fixtures to low-flow throughout campus
- ▬ AHU condensate recovery
- ▬ Chemical-free water treatment system for the cooling tower
- ◆ Chemical-free cooling tower blowdown for irrigation
- ■ Rain Barrels (34)
- ▲ Turf reduction/drought tolerant landscaping

Chart axes:
- Y-axis: % OF SAVINGS
- X-axis: SIMPLE PAYBACK IN YEARS

Summary of Strategies //

Oceanside

	Energy (kwh)	Therms (Therms)	Water (Gal.)	Irrigation (Gal.)	kBTU/sf
Current Campus Usage	6,378,406	173,800	9,866,419	28,232,907	97.0

Efficiency Measures to be Implemented by 2020	Cost for Measure ($)	Annual Energy Saved (kWh)	Annual Therms Saved (Therms)	Annual Building Water Saved (gal.)	Annual Campus Water Saved (gal.)	% of Campus Electricity Saved	% of Campus Gas Saved	% of Campus Energy Saved	% of Building Water Saved	% of Campus Water Saved	% of Waste Diverted	Annual Dollars Saved	Simple Payback (years)
Energy													
Electrical Conservation Strategies													
Personal Computer Power Management (2,280 computers)	$228,000	437,760	0	0	0	7%	0%	4%				$65,664	3.5
Occupancy Sensors for all lights (3,396 fixtures)	$679,200	216,730	0	0	0	3%	0%	2%				$32,510	20.9
Fluorescent lamp upgrade	$80,000	366,200	0	0	0	6%	0%	3%				$54,930	1.5
Daylight Harvesting	$100,000	84,900	0	0	0	1%	0%	1%				$12,735	7.9
Natural Ventilation with AHU Interlocks	$50,000	169,100	0	0	0	3%	0%	1%				$25,365	2.0
Cool Roof Upgrades	$35,500	14,000	0	0	0	0%	0%	0%				$2,100	16.9
Solatubes (additional Daylighting)	$509,400	95,616	0	0	0	1%	0%	1%				$14,342	35.5
Window Coating additions	$30,000	21,500	0	0	0	0%	0%	0%				$3,225	9.3
LED Street Light Replacement with Solar/wind fixtures (50% of fixtures)	$208,500	111,690	0	0	0	2%	0%	1%				$16,754	12.4
Submetering for Troubleshooting Purposes	$140,000	0	0	0	0	0%	0%	0%				$0	-
Photovoltaics	$12,000,000	2,905,000	0	0	0	46%	0%	25%				$435,750	27.5
Insulation Improvements	$617,339	303,705	47,912	0	0	5%	28%	15%				$81,489	7.6
Fuel Conservation Strategies								0%					
Indoor Temperature Setpoint Adjustments	$30,000	285,400	26,000	0	0	4%	15%	9%				$62,310	0.5
Central Plant Upgrades	$133,000	123,100	15,850	0	0	2%	9%	5%				$30,353	4.4
Solar Domestic Hot Water	$223,458	0	6,930	0	0	0%	4%	2%				$5,198	43.0
Energy Totals for Existing Upgrades 2020		5,134,701	96,692					69%					
Less New Building Energy Use		-517,700	-11,495					-7%					
Energy Totals for 2020 with New Buildings and all Efficiency Measures Implemented	$15,064,398	4,617,001	85,197			72%	49%	62%				$842,724	17.9
Water Conservation Strategies													
Upgrade Plumbing Fixtures to low-flow throughout campus	$290,000			2,986,515					30%			$27,989	10.4
AHU Condensate Recovery	$30,000			470,800					5%	0%		$4,412	6.8
Chemical-free water treatment system for the cooling tower	$55,000			160,680					2%	1%		$1,506	36.5
Use chemical-free cooling tower blowdown for irrigation	$1,000				120,120					0%		$525	1.9
Rain Barrels (34)	$3,400			0	1,870					0%		$6,115	0.6
Turf Reduction/Drought tolerant landscaping	$59,037				18,098,607					64%		$79,121	0.7
Water Totals for Existing Upgrades 2020				3,617,995					37%	65%			
Less New Building Water Use				-1,327,735					-13%			-$12,443	
Water Totals for 2020 with New Buildings and all Efficiency Measures Implemented	$438,437			2,290,260	18,220,597				23%	65%		$107,224	4.1

Efficiency Measures to be Implemented by 2020	Cost for Measure ($)	Annual Energy Saved (kWh)	Annual Therms Saved (Therms)	Annual Building Water Saved (gal.)	Annual Campus Water Saved (gal.)	% of Campus Electricity Saved	% of Campus Gas Saved	% of Campus Energy Saved	% of Building Water Saved	% of Campus Water Saved	% of Waste Diverted	Annual Dollars Saved	Simple Payback (years)
Expansion of campus recycling programs	$0										75%		
Expansion of Construction Waste Manage.	$0										20%		
Oil Recycling	$0										1%		
Expansion of food and green waste composting on campus	$0										1%		
Waste Totals for 2020 with New Buildings and all Efficiency Measures Implemented	**$0**	**0**	**$0**	**0**		**0%**	**0%**		**0%**	**0%**	**97%**	**$0**	
Totals for 2020	$15,502,835	4,617,001	85,197	2,290,260	18,220,597	72%	49%	62%	23%	65%	97%	$949,948	16.3

	Energy (kwh)	Therms (Therms)	Water (Gal.)
Annual Usage for New Buildings to be built before 2020		-517,700	-11,495	-1,327,735

Future Efficiency Measures to be Implemented by 2030	Cost for Measure ($)	Annual Energy Saved (kWh)	Annual Therms Saved (Therms)	Annual Building Water Saved (gal.)	Annual Campus Water Saved (gal.)	% of Campus Electricity Saved	% of Campus Gas Saved	% of Campus Energy Saved	% of Building Water Saved	% of Campus Water Saved	% of Waste Diverted	Annual Dollars Saved	Simple Payback (years)
Electrical Conservation Strategies													
LED Street Light Replacement with Solar/wind fixtures (50% of fixtures)	$208,500	111,690				2%	0%	1%				$16,754	12.4
Fuel Cells	$5,000,000	2,000,000	-27,400			31%	-16%	10%				$279,450	17.9
Water Conservation Strategies													
The Living Machine organic wastewater treatment	$1,376,220	0	0	18,248,956	0	0%	0%	0%	185%			$123,937	11.1
Totals for 2020 and 2030 Combined	$22,087,555	6,728,691	57,797	20,539,216	18,220,597	105%	33%	73%	208%	65%	97%	$1,370,089	16

Energy //

Building Energy Performance

It is recommended that new buildings be designed to operate at 35% better than Title-24 minimum baseline at the time of design. Existing buildings would be renovated to operate 69% more efficiently than existing conditions. This will be achieved by using the strategies below as well as using premium efficiency HVAC equipment, superior envelope properties, shading devices, and other efficiency strategies that make sense for the building under design. See the Facilities Plan Appendix, MCC Path to Sustainability for more information.

Strategies
- Technology Power Management
- Lighting
  / Occupancy sensors
  / Continuous dimming daylight controls
- Heating, Ventilation and Air Conditioning
  / Temperature setpoints change
  / Displacement Ventilation
  / Under-floor Air Distribution
- Natural Ventilation
  / Operable windows and HVAC system interlocks
- Solar Domestic Hot Water
- Daylighting
  / Skylights, Solatubes
- Cool Roof Installations
  / Cool roof coatings
- Building Insulation Improvements
- Window Coatings
  / Low-e window film
- Submeters
  / Lighting, receptacles, process, and HVAC loads
  / Central Plant chilled water

Site Energy Performance
Site Lighting

It is recommended that all street, parking, and walkway lighting be replaced with wind and solar powered LED lighting fixtures. Current fixtures account for over 220,000 kWh of power usage per year. Installing these new fixtures will eliminate that entire annual power usage. It is proposed that half of the fixtures be installed before 2020 and the other half of the fixtures be replaced by 2030. This will have a total installation cost of $417,000 (half by 2020 and the other half by 2030) with a payback of approximately 12.4 years.

Central Plant Upgrades/Chilled Water Temperature Reset

Currently, the chillers on campus operate at 45 degree chilled water temperature whether the outdoor temperature conditions dictate the need for water that cold or not. It is recommended that the controls be modified as such so that the chilled water temperature varies with the outdoor air conditions. As the outdoor temperature gets cooler, the chilled water temperature will be warmer because less cooling will be needed and the chiller can operate more efficiently at the higher supply temperature. As the outdoor weather conditions warm up, the chilled water temperature will become colder to account for the higher cooling load needs. A savings of 54,100 kWh per year can be realized by implementing this control strategy on all chillers.

Art Complex Central Plant Consolidation

The Art Complex currently consists of three buildings served by three chillers located immediately next to one another but operating separately. These systems would operate in a much more efficient manner if they were combined into one chilled water system serving all three buildings. Some pipe and control modifications would

allow this to occur. Once complete, these revisions would allow for 39,000 kWh in annual power savings.

With both the temperature reset and art complex chiller consolidation implemented, the total costs would be about $133,000 with a payback of approximately 4.4 years.
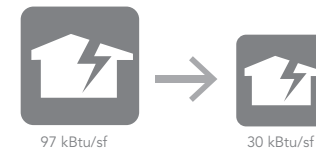
Photovoltaics

It is recommended that photovoltaic (PV) panels be installed above open parking lots on campus to provide 40% of the campus power requirements. Assuming all conservation recommendations are followed, the annual energy usage of the campus is estimated to be 7,263,235 kWh per year by 2020 (electricity and equivalent gas). To offset 40% of this power usage, a 2000 kW, 153,850 SF PV array would be needed. This area is based on the assumption that crystalline silicon panels, which generate 13 watts per SF and are common today, will be used. It is also recommended that PV panels be installed near the new maintenance building to recharge the electrical maintenance carts. At current installation costs of about $6 per watt, the costs for full implementation would be about $12 million dollars. A payback of 27.2 years could be seen without regards to any incentives.

Fuel Cells – Strategy for the Future

Natural fuel cells rely on a clean, inexpensive fuel to produce electricity with minimal environmental impact. A fuel cell will not be installed to handle the entire electrical needs of the campus, but rather it will be large enough to provide a base load for most of the year. At times in the summer there will be a need to use energy from the electrical grid, but much of this will be offset by the photovoltaics installed as described above. Having a 500 kW fuel cell will occupy approximately 1,800 SF on campus and will offset approximately 2,000,000 kWh per year. It is recommended that the fuel cells be installed after 2020 but before 2030 as part of carbon neutral efforts for the campus.

EXISTING BUILDINGS**

97 kBtu/sf → 30 kBtu/sf

69% SAVE

NEW BUILDINGS**

50 kBtu/sf

35% SAVE

DAYLIGHT HARVESTING

5% SAVE

PHOTOVOLTAICS***

25% SAVE

SOLAR HOT WATER

2% SAVE

SITE LIGHTING

1% SAVE

HEAT ISLAND MITIGATION

<1% SAVE

INSULATION

15% SAVE

FUEL CELL (FUTURE)

*Energy //

* Percentage of total campus energy savings are based on strategies implemented by 2020. For the full list, refer to the Summary of Strategies.

** Existing and new energy use is based on combined electricity and natural gas use, converted into kBtu/SF.

*** 40% contribution of energy savings from PVs are possible after all recommended strategies for 2020 are implemented.

Water Use //

Water Fixtures

New buildings will include efficient plumbing fixtures to allow the building to be, at a minimum, 40% below the Energy Policy Act water usage baseline in effect at the time of construction. With the current baseline, a 40% reduction can be achieved with standard fixtures that the maintenance staff will be able to maintain in a similar manner to existing plumbing fixtures throughout the campus. They will not require additional maintenance like waterless urinals do.

In existing buildings, there is a phase-out plan in place to replace older plumbing fixtures with newer, low-flow fixtures. This project should continue to be implemented. Under the current EPA baseline, the following fixtures should be installed throughout campus: 1.28 gpf water closets, 0.125 gpf urinals, 0.5 gpm lavatories, 1.0 gpm sinks, and 1.5 gpm shower heads. Existing fixtures have been observed to be: 1.6 gpf water closets, 1.0 gpf urinals, and 2.5 gpm lavatories. For a cost of approximately $290,000 in fixture upgrades, the estimated savings would be nearly three million gallons of water per year. This translates into a simple payback of 10.4 years.

Condensate Recovery

HVAC cooling coils inherently produce condensate. The existing HVAC equipment located throughout the campus is estimated to produce over 470,000 gallons of condensate each year. This gray water is discharged into the sanitary sewer system instead of being kept on campus for use. It is recommended that existing and new buildings have condensate recovery vessels adjacent to the buildings in the local landscape area. HVAC equipment will have the associated condensate piped to these retention vessels where it can be used to irrigate the local landscape areas, saving the nearly half million gallons of water each year sent down the drain. It is estimated that small systems could be installed throughout campus for approximately $30,000. With a 470,800 gallon per year savings, a payback could be seen in 6.8 years.

Landscape Irrigation

One of the main benefits of the recommended landscaping concept is the reduced need for irrigation. Once established, plants on the native habitat and the native and adapted landscape areas shown on the graphic, will not require irrigation. Turf will be provided where it is appropriate for the programmed use. This approach will reduce the amount of potable water needed to irrigate the Oceanside Campus by 64%.
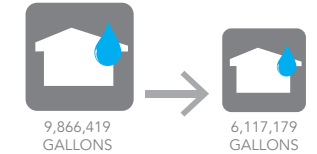
LEGEND

LANDSCAPE IRRIGATION

28,232,906
GALLONS/ YR

10,134,300
GALLONS/ YR
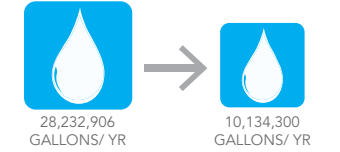
64% SAVE

UNDEVELOPED AREAS

NATIVE/ ADAPTED

TURF

680,311 S.F. EXISTING
244,200 S.F. RECOMMENDED

EXISTING BUILDINGS

9,866,419
GALLONS

6,117,179
GALLONS

37% SAVE

NEW BUILDINGS

1.327.735
GALLONS

40% SAVE

M.O.P.
CMPLX

7000

4100

AUTO

4000

4500

3600

3500

3500

3601

4600

4700

INSTR 02

ACTIVITY
FIELDS

INSTR 03

CDC
3000

CLOCK
TOWER

4800

3400

STUDENT
CENT.

3700

LIBRARY
1200

INSTR
01

BARNARD DRIVE

3300

3200

3100

ADMIN
1000

3000

FUTURE
BUILDING
SITE

WATER
TANK

BARNARD DRIVE

3300

2100

2200

THEATER
2000

2400

NORTH

Water Use //

Water Quality //

Recommendations to improve the Oceanside Campus stormwater management system will save potable water, help mitigate erosion issues, and reduce water pollution impacts on the Buena Vista Lagoon and the Pacific Ocean.

The areas identified as having historical flooding issues will require a analysis and modifications or additions to the existing storm drain system to capture and convey the runoff away from buildings. The areas identified as having erosion problems will require analysis, slope repairs, and slope stabilization measures to reduce the erosion potential during future storm events.

Installing natural systems to treat stormwater runoff and provide water to nearby landscaping can be done for many locations throughout the campus, especially in existing and new parking lots. Pervious paving and flow-through planters are recommended throughout the campus to manage stormwater close to where it falls. Implementing natural systems will reduce the impacts on the existing storm drain collection system and reduce irrigation water usage and cost during winter months. The need to replace aging parking lots and repair failing slopes provides the District with the opportunity to modify slopes and bring water to flow-through planters and bio-retention zones.

The potential to collect and use rainwater has been realized in an award winning project that was designed by the MiraCosta Horticulture program. Although current regulation and codes do not encourage a large scale implementation of this concept, future changes may make it feasible. The Oceanside Campus storm drain system carries much of the water that falls on the campus core to several detention basins, including a large basin south of the Glaser Drive campus entry. From these basins the water enters the municipal storm drain system. This collection system may one day convey water to cisterns for storage and use. For the present, rain barrels can be installed on various locations throughout each campus to collect stormwater from rooftops, then reuse it for localized landscaping.

LEGEND

STORMWATER CAPTURE & TREATMENT

RAIN BARRELS/ CONDENSATE CAPTURE
1,870 GALLONS AVAILABLE
(INSTALLED AT EACH BUILDING)

1.5% CAPTURED

FLOW-THROUGH PLANTER
TO TREAT STORM WATER

80% TREAT

ADDRESS STORMWATER MANAGEMENT, EROSION & SLOPE ISSUES

Water Quality //

Waste //

The Oceanside campus currently operates at a 75% landfill diversion rate. It is recommended that current efforts are supported further through the implementation of a 95% construction waste management plan standard, oil recycling at food service facilities, composting at food services facilities, phasing out use of plastics within food services, continued composting at the horticulture building, and the continued provision of recycling bins throughout the campus. The proposed Maintenance, Operations, and Purchasing Building would have the opportunity to become a living laboratory for recycling efforts. Comingling of refuse materials is the current practice on each of the MiraCosta campuses. It is recommended that an on-site effort is pursued to single sort all paper fibers, plastics, metals, and other containers. Coordination with the municipal agency which collects refuse from the campus will be necessary in order to achieve this goal.
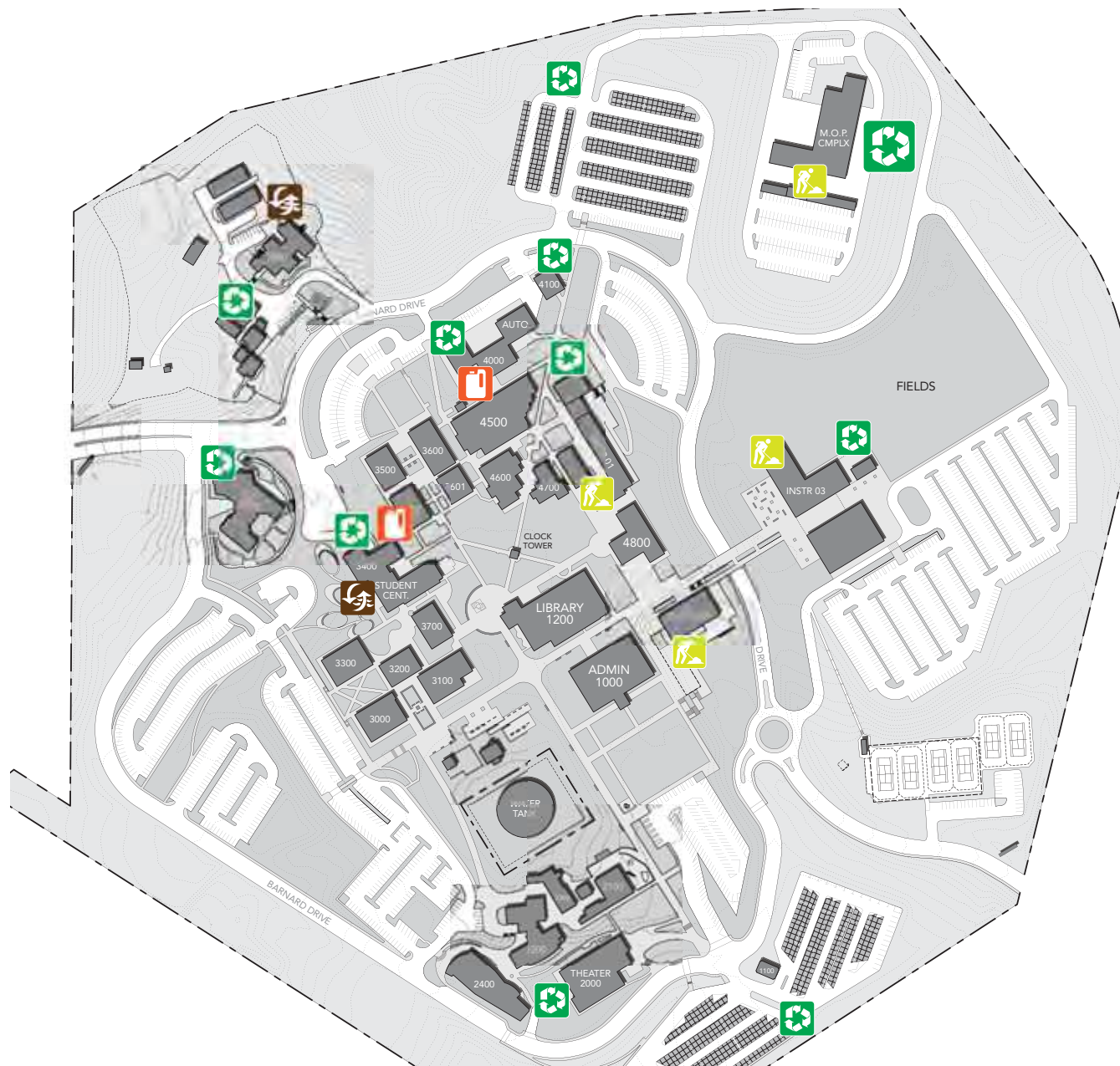
CONSTRUCTION WASTE MANAGEMENT

20%

RECYCLING CENTERS

75%

COMPOSTING CENTERS

1%

OIL RECYCLING

<1%

Waste //

Chapter 6:
San Elijo Campus

Mission Statement

"The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves."

Institutional Goals

I. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.

II. MiraCosta Community College District will become the institution where each student has a high probability of achieving academic 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.

Overview //
San Elijo Campus

Chapter 6 of the Facilities Plan presents a model that translates the Educational Plan into the site specific recommendations for the San Elijo Campus. The chapter begins with the analysis of **Existing Conditions** which served as the basis for the planning discussions with the Master Plan Team. **Recommendations** for future development are described in the section that follows, and includes the following information:

- Facilities Planning Principles
- Facilities Recommendations
- Demolition and Removal of Facilities
- Site Improvements
- Phasing Plans
- Path to Sustainability

San Elijo Campus Existing Conditions

Existing Conditions //
San Elijo Campus

The Existing Analysis phase of the facilities planning process involved a study of the existing conditions on the campus in order to identify key planning issues. The information was obtained from discussions with the Master Plan Team, interviews with District faculty and staff, and campus tours.

The following are graphic and narrative descriptions of the existing conditions, which were presented to the Comprehensive Master Plan Team for discussion:

- Local Context
- Neighborhood Context
- Existing Campus
- Development History
- Facilities Condition
- Circulation
- Campus Zoning
- Geology + Hydrology
- Open Space Programming
- Campus Connectivity
- Open Space Typology
- Irrigation
- Energy Consumption

Local Context //

The San Elijo Campus is located in the southern portion of the District's service area. In Encinitas, between the communities of Cardiff-by-the-Sea and Solana Beach, the campus sits in the valley formed by the Escondido Creek. Steep bluffs, shown on the graphic, isolate the valley from the surrounding communities.

The San Elijo Campus shares a unique setting with one of the ecological jewels of the north San Diego county coast. Situated by the San Elijo Lagoon, the campus community has forged a close relationship to this ecological reserve and the efforts to preserve it and learn from it. The San Elijo Lagoon Conservancy's LEED Platinum certified nature center is located near the campus.

Development in this coastal zone is subject to approval by the California Coastal Commission. The San Elijo Campus was built under a coastal development permit which sets conditions on many aspects of campus design and operation.

Interstate 5 lies 0.6 miles to the west, providing direct access to Manchester Avenue. The Coaster train line and State Route 101 hug the Pacific coast, about 1.5 miles away. The nearest train station is in Solana Beach, south of San Elijo Lagoon. Manchester Avenue is a main arterial roadway that links the campus to I-5 and Route 1 to the west, and the town center to the north. Manchester Avenue is provided with bicycle lanes. Although there is an on-campus bus shelter, North County Transit District recently stopped providing bus service to the campus.

Observations:

- The barriers created by the bluffs separate the campus from the town centers. There is a need to raise its visibility and strengthen its connections to the community.
- The proximity to the San Elijo Lagoon presents unique opportunities and responsibilities.
- As the campus continues to grow and evolve, future changes must conform to the coastal development permit.

LEGEND

- ▭ MIRACOSTA CAMPUS
- ▬ FREEWAY
- ▬ MAJOR STREET
- ▬ PASSENGER RAILWAY
- ◯ RAILWAY STATION
- ▮ ECOLOGICAL RESERVE
- ▮ LAGOON
- ▮ BLUFF
- — CREEKS
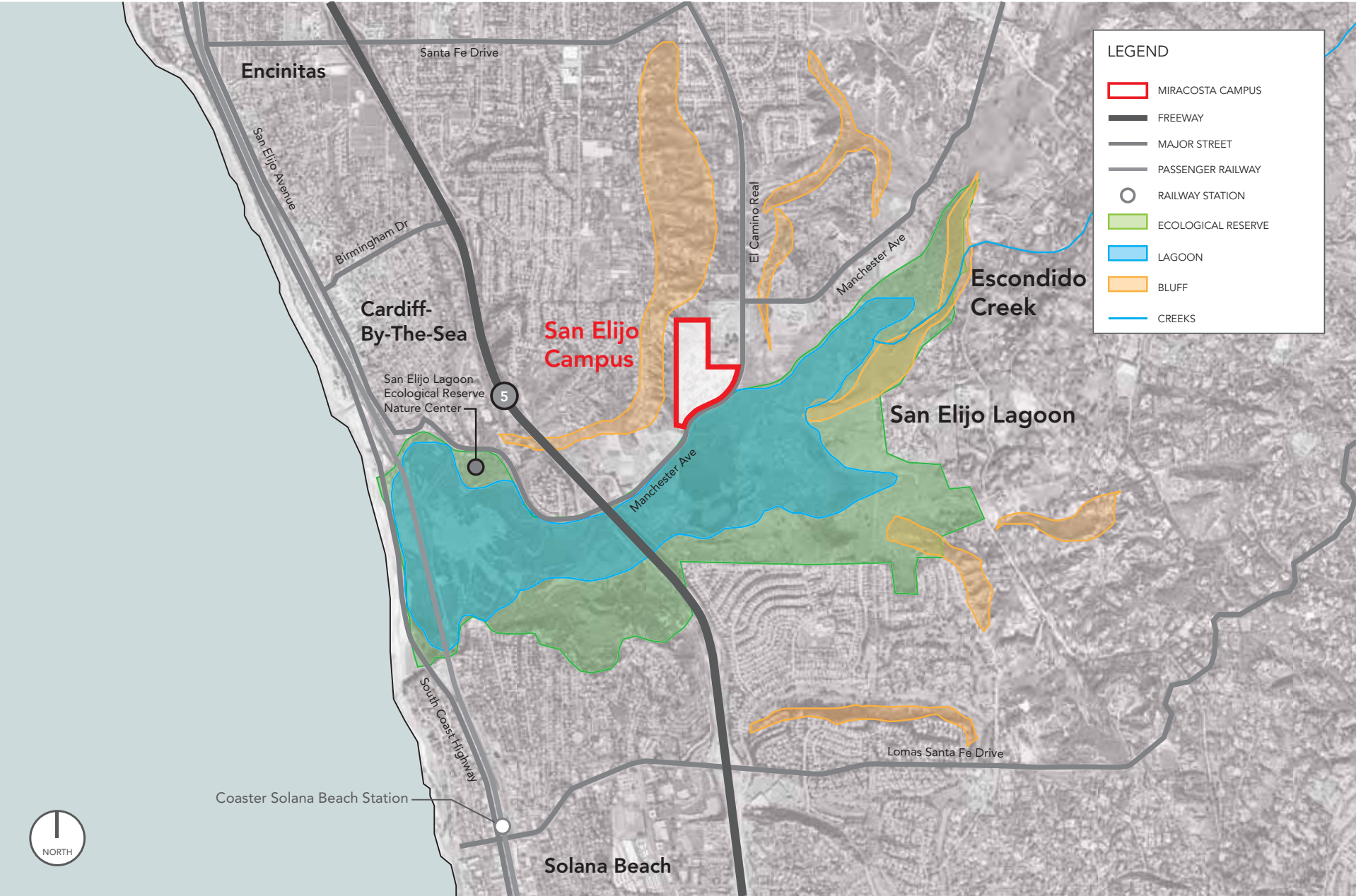
Local Context //

Neighborhood Context **//**

The neighborhood is evolving rapidly. Potential changes include the Interstate 5 lagoon crossing, which may be altered to lessen the obstruction of flow to the ocean. Both Caltrans and the San Elijo Conservancy have expressed interest in acquiring the agricultural land between I-5 and the campus. Land adjacent to the campus has been developed recently for residential use.

Observations:

• MiraCosta College has the opportunity to contribute to the dialogue and influence the change occurring in this neighborhood.

LEGEND

MIRACOSTA CAMPUS

FREEWAY

MAJOR STREET

COMMERCIAL / RETAIL

INSTITUTIONAL

OPEN SPACE

Manchester Ave

Temple Solel

Encinitas Country Day School

Saints Constantine & Helen Church

San Elijo Campus

San Elijo Lagoon

Agriculture

Manchester Ave

5

NORTH

Neighborhood Context //

Existing Campus //

San Elijo Campus sits on a 48 acre site. Campus development has been shaped by the coastal development permit. A considerable portion of the campus has been preserved in its natural state through permanent open space easements and deed restrictions. It serves as habitat for wildlife, including the coastal California gnatcatcher. The permit also mandates that the building zone be set back from the lagoon, and therefore the nearest buildings are almost 400 feet away from the Manchester Avenue street front.

The area closest to Manchester Avenue provides space for a series of sand filters and a sedimentation basin, intended to clean rain water flowing from the campus. Behind this area are the parking lots, which are terraced and planted with trees.

The buildings are mostly single story, relatively small, and built on terraces that minimized the change to the natural topography. The architectural style, materials and colors were selected to minimize their visual impact. The coastal development permit limits the total enclosed building area to 80,000 square feet. The total existing building area is 67,313 square feet, leaving 12,687 square feet remaining. Except for the library, a one story height limitation has been imposed. The existing buildings achieve efficient use of space by employing outdoor courtyards and walkways for circulation between rooms. Many interior spaces are accessed directly from other spaces, minimizing the area used for corridors. The parking lots and building zone are bordered by a concrete surface drainage channel. Beyond this channel lies the permanent open space.

Observations:

- As intended, the campus maintains a low profile as viewed from Manchester Avenue. There is a need to improve the public face, and strengthen the visual identity of the campus; while complying with the intent of the coastal development permit.
- The limit on total building area requires all space to be designed for maximum efficiency and usability, and to be devoted to housing the highest priority functions.
- The buildings are modestly sized and of wood framed construction. Most of the buildings "face" the front of campus, the upslope sides have a "back of house" feel.
- Although the buildings have many well designed courtyards and patios, and expansive views to the lagoon and bluffs; windows are used sparingly. Existing and future buildings could benefit from a stronger visual connection to the exterior spaces and views.

EXISTING CAMPUS

PERMANENT FACILITIES

OPEN SPACE EASEMENT

REDUCED OPEN SPACE
DEED RESTRICTED AREA

FACILITIES
700

600

500

400

STUDENT
CENTER
900

ADMIN
800

300

LIBRARY
100

200

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

NORTH

Existing Campus //

Development History //

The campus was opened in 1988 with most of the buildings in place. Two more buildings were built in the 1990s. The Student Center was expanded in the last decade. An exception to the coastal development permit allowed the second floor deck for the Student Center. All of the buildings share the same architectural style, materials and colors.

Observations:

• Except for the Student Center, the existing buildings have not been renovated significantly.
• The second floor deck of the Student Center does not connect to the interior space, and is underused.

DEVLOPMENT HISTORY

- 1980-1989
- 1990-1999
- 2000-2009

FACILITIES

700

400

900

ADMIN 800

300

LIBRARY 100

200

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

NORTH

Development History //

Facilities Condition //

MiraCosta College participates in the California Community College Facility Condition Assessment program, which includes a tool that is available to all districts for the assessment of existing community college buildings and the planning of repair work. The results of last assessment, which was conducted in November of 2010, are shown in the graphic on the facing page. The Facility Condition Index (FCI) is the ratio of the cost of addressing all a facility's deficiencies versus that facility's replacement value. The FCI was calculated for each existing facility. Facilities were placed in one of three categories.

- Good Condition indicates an FCI of less than 5% (Green)
- Fair Condition indicates an FCI of 5% to 10% (Yellow)
- Poor Condition indicates and FCI of greater than 10% (Red)

Information from the FCI Report along with third party studies from the engineering team were used during the planning process. Decisions regarding the renovation versus the replacement of existing facilities were incorporated into the recommendations.

FACILITIES CONDITION
ASSESSMENT

■ STUDENT SERVICES
■ LIBRARY
■ INSTRUCTIONAL

FACILITIES

700

600

500

400

STUDENT
CENTER
900

ADMIN
800

300

LIBRARY
100

200

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

NORTH

Facilities Condition //

Circulation //

Vehicles enter the campus on MiraCosta College Boulevard, where there is a signalized intersection with Manchester Avenue and a small campus police kiosk. MiraCosta College Boulevard is wider, at sixty feet, than usual and the circulation within the parking terraces is clear and straightforward. Part of the parking lot has been converted into a basketball court. A secondary driveway, to the west of MiraCosta College Drive, connects the parking lot to Manchester Avenue, but is not generally open for use. MiraCosta College Drive extends north to the fire lane and Facilities Building 700. Accessible parking is provided for each of the terraced levels of the building zone.

An accessible walkway runs diagonally through campus at a consistent slope, providing access to every terraced level. A stair and walkway connect the parking lot to the front entrance of the Library and Administration Building. Existing outdoor gathering spaces are limited to the front lawn near the Library entrance, the walkway near the Student Center dining patio, and a small plaza to the east of the Administration Building.

Observations:

- A passenger drop-off zone is needed.
- The fire lane divides the original campus area, which was built in the 1980s, from Buildings 500 and 600.
- The campus lacks a main pedestrian entry point, and a space for large gatherings.
- Use of the amphitheater is limited by its design, orientation, and lack of shade.
- The basketball court in the parking lot is isolated from the rest of campus life.

LEGEND

⬤ CAMPUS ENTRY

🚌 BUS STOP

━━━ PRIMARY VEHICULAR PATH

- - - SECONDARY VEHICULAR PATH

P PARKING LOT

━━━ PRIMARY PEDESTRIAN PATH

- - - SECONDARY PEDESTRIAN PATH

▭ EXISTING GATHERING AREAS

FACILITIES

700

STUDENT CENTER 900

400

500

300

200

LIBRARY 100

MANCHESTER AVENUE

NORTH
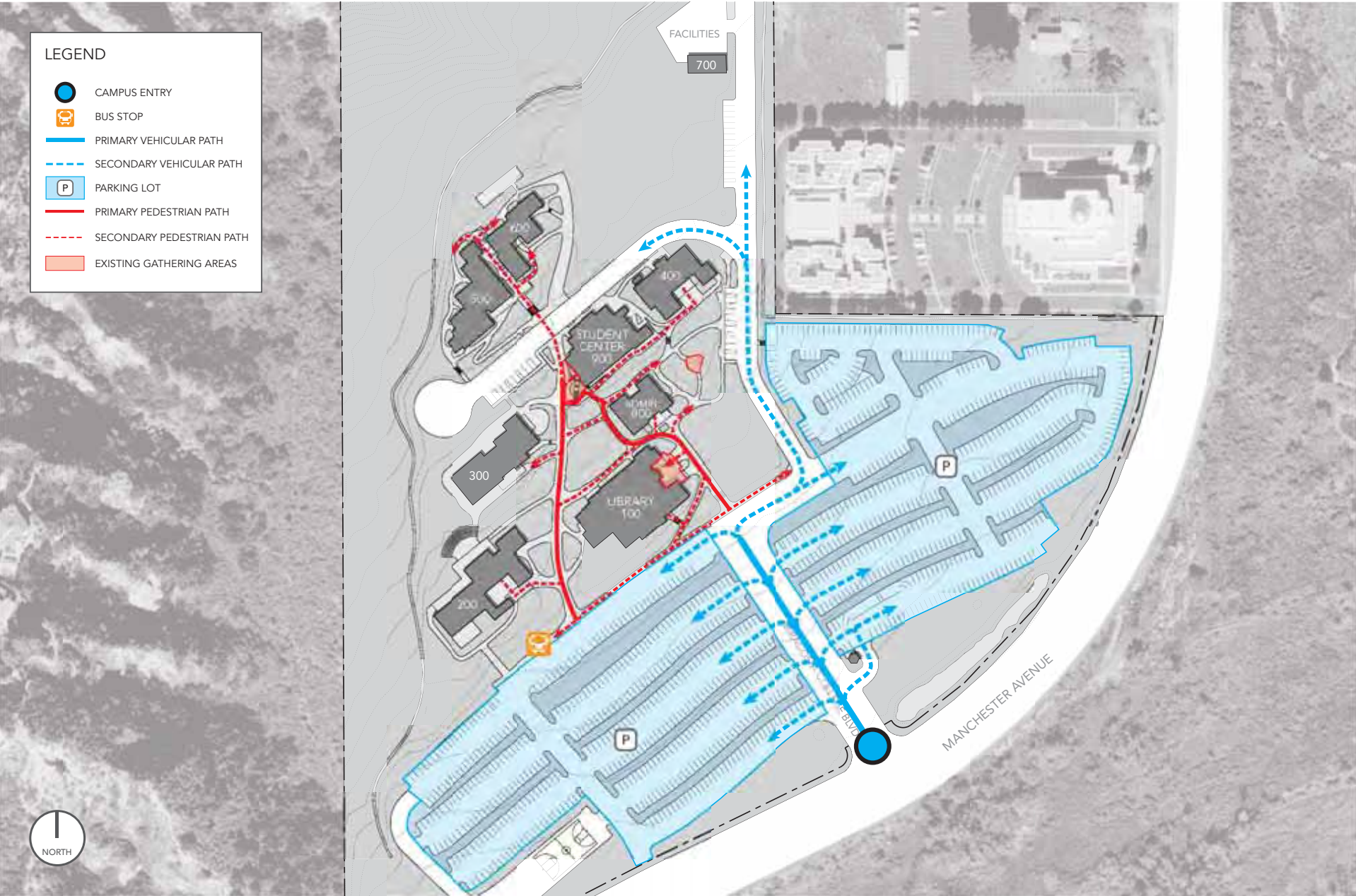
Circulation //

Campus Zoning //

Most of the buildings house instructional spaces. The Library is located at the front of the campus and the Adminstration and Student Services is located in the center. The Facilities Building is set back at the north end of the building zone.

CAMPUS ZONING

- ADMINISTRATION
- STUDENT SERVICES
- LIBRARY
- INSTRUCTIONAL
- SERVICES

FACILITIES
700

600
500
400
300
200
LIBRARY
100

NORTH

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

Campus Zoning //

Geology + Hydrology **//**

The San Elijo Campus is built in the Escondido Creek valley, on a thick layer of porous alluvium that covers the sandstone bedrock. The campus slopes down from its high side near the base of the bluffs, to Manchester Avenue. The ground water level is close to the surface at the street frontage, and the 100 year flood zone impacts portions of Manchester Avenue and the campus.

An existing storm water management system is designed to capture surface flow from the bluffs and the permanent open space, and divert it around the campus building zone via an open concrete channel. An underground storm drain system captures water in the building zone and parking lots. The water from both systems flows to a series of sand filters and a sedimentation basin. There are significant amount of impervious surfaces in the developed part of the campus, including roofs, walkways and parking lots. The coastal development permit requires a street sweeping program for the parking lots.

Observations:

- The percolation potential of the soils should be good.
- The storm drain filtering system is aging. The system requires constant maintenance and monitoring.
- Water from an adjacent property drains into the campus storm drain system.
- Several small areas of uncontrolled erosion have been identified.
- Due to its proximity to the lagoon, the campus has a clear and direct impact on its water quality, and a unique opportunity to implement and test innovative storm water strategies.

LEGEND

- IMPERVIOUS SURFACES
- FLOODPLAIN
- STORM DRAIN
- WATER FLOW
- DETENTION BASIN
- EROSION ISSUES

FACILITIES
700

600

400

500

STUDENT
CENTER
900

ADMIN
800

300

LIBRARY
100

200

MANCHESTER AVENUE
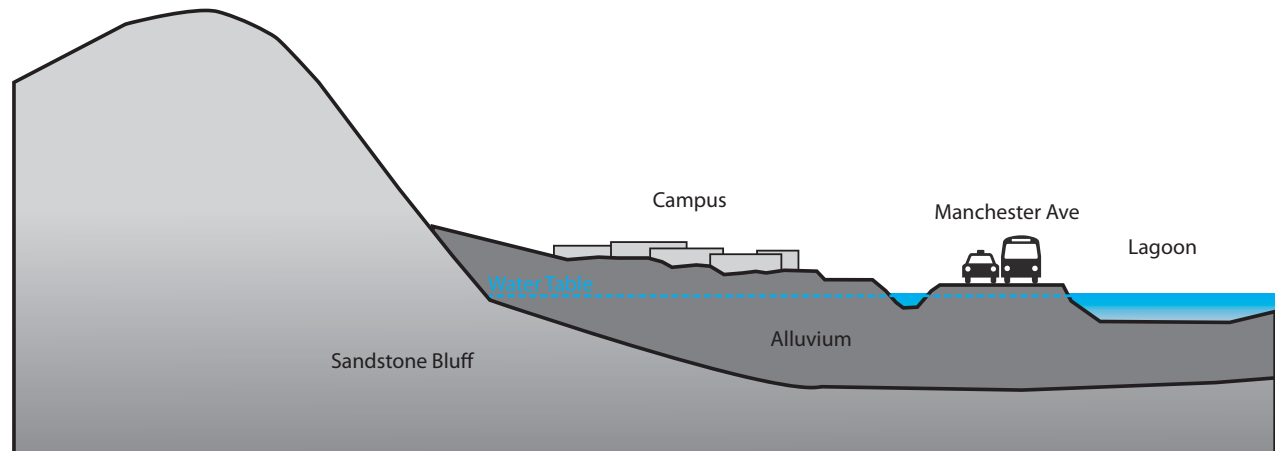
NORTH

Geology + Hydrology //

Open Space Program and Campus Connectivity //

The San Elijo campus is comprised of several terraces as it extends north which is connected by a central walk. The interior core is sloped turf which is predominately unprogramable and begins to lack overall identity within the campus. A large amphitheater just north of the Art building seems underutilized due to is location along the western edge of campus. The Administration Garden located just east of the Admin. building is a new demonstration garden featuring native California plants, and greatly valued by campus staff and students.

The campus quad is located east of the library, outside of the central open space. The area is well used by both students and the community. Several courtyards and small gardens cluster around the quad area and offer students a variety of outdoor spaces. With the quad area being located so close to the central open space area there is a lack of heirarchy which leads to monotenous feeling and experience.

Two main paths run north/south and connect the campus to the main parking area. Several smaller paths run east/west which connect the classrooms and administrative buildings. A hierarchy can be established by using a different paving material or color nor the north/south walks which will help them stand out and serve as way finding elements for guests. With the California Coastal Commission building setback line being so far removed from Manchester Avenue, the San Elijo campus suffers from a significant lack of visibility along the public edge. The campus signage is located at southern edge of the campus, far removed from the main entry drive.

GARDEN
COMMUNITY CLASSROOM
OUTDOOR LEISURE

QUAD

QUAD
COLLEGE HOUR
OUTDOOR LEISURE

COLLEGE HOUR
OUTDOOR LEISURE
COMMUNITY EVENT SPACE

AMPHI-THEATER
OUTDOOR CLASSROOM
MOVIES

QUAD
KIDS AT COLLEGE

PARKING AREA
STUDENT PARKING
COMMUNITY BIKE CLUB

ATHLETICS
BASKETBALL

Open Space Program //

CAMPUS CONNECTIVITY

EXISTING GATHERING AREAS

P   PARKING LOT

PRIMARY
CIRCULATION

SECONDARY
CIRCULATION

WEAK CONNECTION

FACILITIES
700

STUDENT
CENTER
900

500

600

400

300

ADMIN
800

LIBRARY
100

200

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

P

P

NORTH

Campus Connectivity //

Open Space Typology //

Maximizing land use efficiency is a master plan goal which will help create a stronger identity for the San Elijo campus. A majority of the site occurs on sloping terraces making much of the open space unprogrammed except for two large level areas next to the library and the student center. Another area of opportunity occurs at the large open plateau area just north of the 600 building. This area is large enough to site a new classroom building that would offer spectacular views to the San Elijo lagoon.

OPEN SPACE TYPOLOGY

- UNDERUTILIZED LAND
- SLOPES EXCEEDING 15%
- PROGRAM OPPORTUNITY
- OPEN SPACE EASEMENT
- REDUCED OPEN SPACE DEED RESTRICTED AREA

NORTH

Open Space Typology //

Irrigation //

The southern edge of campus is primarily Sycamore trees planted in turf which creates a lush edge to the campus, however there is a visual disconnect with the San Elijo Lagoon located across the street. A less resource intensive landscape will help with overall budget constraints and help position the campus in a more environmental context.

The interior of the campus is predominately turf. Some of the spaces are more utilized than others due to grade change and excessive slopes. Constraining turf to areas that have a programmatic use can help save maintenance dollars and create more unique spaces within the campus interior.

LANDSCAPE IRRIGATION
REQUIREMENTS

LOW WATER USE

MODERATE WATER USE

HIGH WATER USE

FACILITIES

700

600

500

400

STUDENT
CENTER
900

ADMIN
800

300

LIBRARY
100

200

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

NORTH

Irrigation //

Energy Consumption //

Located adjacent to a coastal bluff on the west, San Elijo's campus is shaded from late afternoon sun but receives an abundant amount of solar exposure from the eastern winter and summer sun paths. The campus is also located closer to the coast and surrounded by coastal lagoons, which results in a much cooler microclimate. Moderate cloud cover year round furhter creates a cooler exterior environment. A majority of the existing buildings are oriented along a southeast-northwest axis, thus are exposed to a decent amount of solar radiation. This orientation combined with the microclimate results in existing efficiency in energy use. In 2009, San Elijo campus consumed approximately 48 KBtu/sf. This figure is below the California Higher Education Building Average of 76 KBtu/sf and the Energystar benchmark of 50 KBtu/sf. This amount of energy use takes into consideration both electricity and fuel consumption.
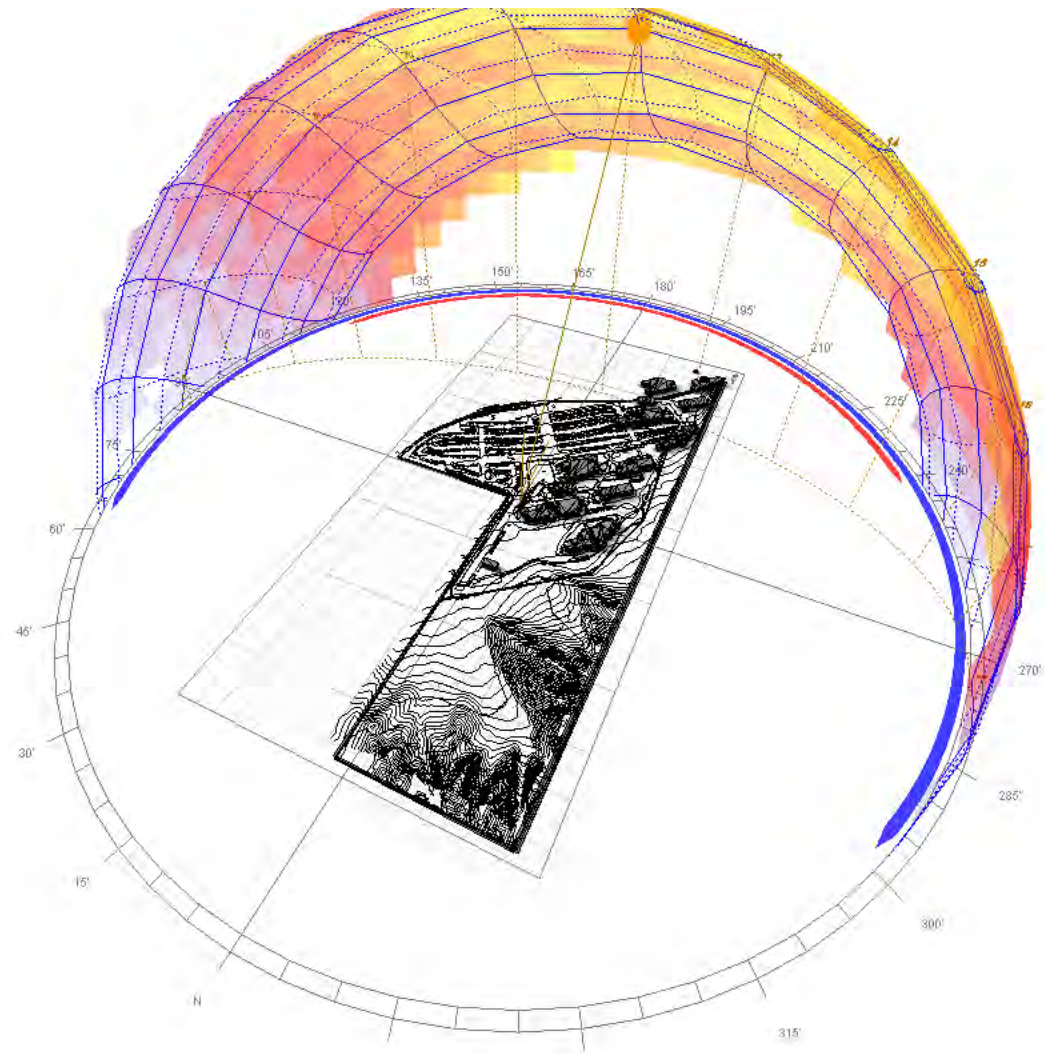
Sun Path Diagram illustrating the solar condition of the site over the course of day, during each season of the year.

Energy conservation measures combined with supplemental energy efficiency strategies will result in a significantly more efficient operation for the campus. Renewable energy is one option to consider. Rooftops, shade structures, parking lots and other flat, exposed surface areas could be considered for photovoltaic systems.

To meet the District's target to provide 40% of energy consumption with renewable energy, 20,000 square feet of PV panels would be needed at the 2009 consumption level.
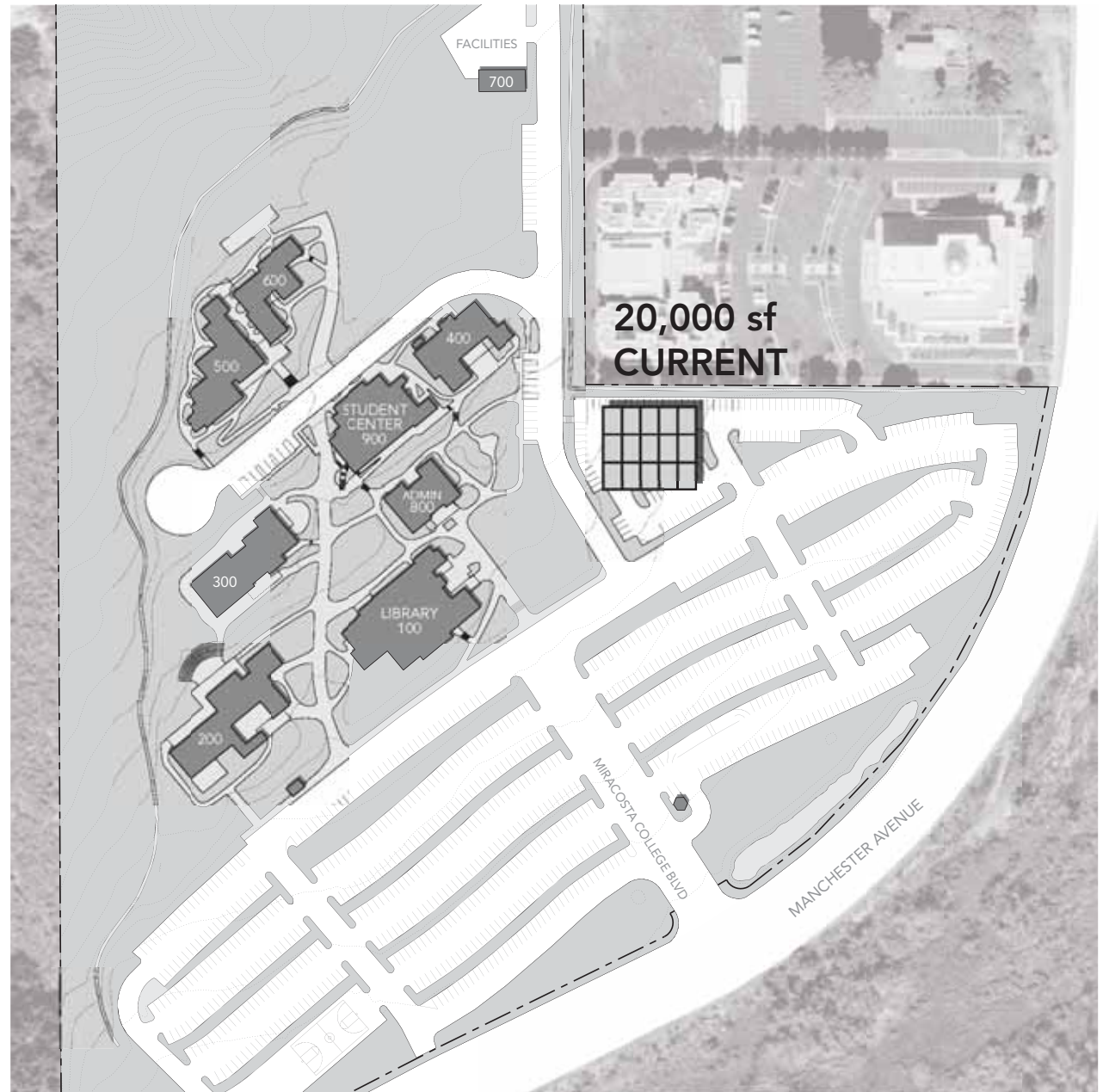
Energy Consumption - PV Panel Area //

San Elijo Campus Recommendations

Recommendations //
San Elijo Campus

The *2011 MiraCosta College Facilities Plan* for the San Elijo Campus presents an overall picture of the proposed development that is designed to support the institutional goals for MiraCosta College. The recommendations meet the needs of the projected enrollment and program forecasts for the San Elijo Campus and are a translation of the educational planning data to facilities space needs.

Recommendations for future development of the San Elijo Campus include the construction of two new buildings, a new instructional building and a new student services center, the renovation of existing facilities to support program needs, and the modernization of several buildings to address safety, accessibility and maintenance issues. Art display areas are recommended to showcase student and faculty art in the public spaces of new and existing buildings.
A series of site improvement projects are proposed to improve circulation and develop a series of outdoor

spaces to promote collaboration and student success. While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of recommended improvements. The final design of each site and facility project will take place as projects are funded, and detailed programming and design will occur with a designated user group.

The recommendations for the future development of the campus are described in this section and are grouped into the following categories.

- New Facilities
- Renovation of Facilities
- Modernization of Facilities
- Demolition and Removal of Facilities
- Site Improvements
- Phasing Plans
- Path to Sustainability

Facilities Planning Principles //

The Facilities Planning Principles for the District were applied to the San Elijo Campus and resulted in the recommendations that are presented in this chapter. An overview of this application is provided below.

Maximize Functional Space

- Existing facilities are modernized to address safety, accessibility and maintenance needs.
- Existing facilities are renovated and repurposed to address identified program needs.
- The campus core is expanded with the construction of new buildings.
- A robust utility and technology infrastructure is provided to support all facilities.

Eliminate Non-Functional Space

- Building 400, which cannot be feasibly renovated or repaired, is demolished, and its functions relocated to a new instructional building.
- Non-functional and under-utilized spaces are renovated to support identified program needs.

Improve Efficiency/Utilization of Facilities

- Functions are consolidated to improve efficiency and support the sharing of resources.
- Student services functions are re-zoned to improve access and visibility.
- Flexible, multi-purpose spaces are provided to maximize scheduling and utilization.

Right-Size the Campus to Address Program Needs

- The recommendations for facilities are developed based on the planning data developed in the Educational Plan and translated to space needs using state guidelines.

Enhance the Campus Environment

- The campus entry experience is improved to welcome visitors to the campus.
- Vehicular circulation is improved to create a safe drop-off and improve accessibility to upper areas of the campus.
- Clearly organized, barrier-free walks are provided to connect pedestrians to all areas of the campus.
- Outdoor spaces are developed to support instruction and to extend the learning environment beyond the walls of the buildings.
- Gathering spaces are provided throughout the campus to encourage collaboration, study, and informal activity.

Develop the Path to Sustainability

- The campus open space is developed as a living lab to inspire and educate about environmental stewardship.
- Strategies are developed to improve operations, reduce energy and water use, and mitigate negative impacts to water quality.
- Connections to adjacent natural habitat preserves are enhanced.

Facilities Recommendations //

New Facilities

New facilities projects will provide space to address program needs and accommodate the projected space needs. Proposed building sizes are based on the preliminary program discussions that took place during the planning process. A summary of these assumptions is included in the Appendix of this document. The new facilities are sited, massed, and oriented to enhance the existing campus pattern of development, work with environmental conditions, and strengthen circulation patterns. The facilities have the potential to be models for sustainable design. They will meet the green building design and operational standards set by the District, and will use strategies for energy and water efficiency, occupant health and comfort, and high performance.

Renovation of Existing Facilities

The renovation of existing facilities includes the complete or partial repurposing of facilities to accommodate new functions. Renovation projects allow campus functions to be rezoned to improve student access to services, to create engaging spaces that foster collaborative learning, to improve operational efficiency, and to address the secondary effects of constructing new space. In addition, renovation projects will modernize building support systems and update spaces that are not identified to be repurposed.

Modernization of Existing Facilities

The proposed modernization projects will provide needed repairs and upgrades to maximize the utilization and functional lifespan of existing facilities. Modernization

work will maintain the integrity of building envelopes and update finishes, technology, equipment, furnishings, and building systems. Energy and water efficiency upgrades will be implemented, as well as upgrades to improve accessibility and occupant health, safety and comfort.

Through these projects, the District will accomplish the following objectives:

Repair and Upgrade for Safety and Accessibility

In addition to repairing non-functioning elements, facilities will be upgraded to keep pace with evolving standards and regulations for life safety and barrier removal.

Improve Technology Systems

Media systems and specialized equipment will be brought up to date. Building network equipment and connectivity will be made robust enough to support emerging instructional technologies.

Refresh Finishes and Furniture Systems

Worn and damaged finishes will be replaced to maintain structural integrity and provide attractive spaces that welcome students. Worn and outdated furniture will be replaced for more efficient utilization of space and improved support of modern teaching methodologies.

Upgrade for Sustainability

Building spaces and infrastructure will be upgraded to create high performance learning and working environments that meet rigorous District standards for energy and water efficiency, indoor air quality, material use, and occupant comfort.

Demolition and Removal of Facilities

Permanent facilities which have aged beyond their useful lifespan will be demolished as functions move to new or renovated facilities.

Path to Sustainability

The facilities planning process helped to establish and document the MiraCosta College vision for sustainability, which guided the development of recommended strategies for the San Elijo Campus. Strategies for sustainability have been integrated into every project. They address operations, energy and water use, water quality and high performance facility design. The Path to Sustainability section describes these strategies, their projected benefits, and charts a path to an increasingly sustainable future.

Projects

New Facilities:
- Instructional Building 01
- Student Services

Renovation of Existing Facilities:
- Building 200 Renovation
- Building 500 Renovation
- Administration Building 800 Renovation
- Student Center Building 900 Renovation

Modernization of Existing Facilities:
- Building 100 Modernization
- Building 300 Modernization
- Building 600 Modernization
- Building 700 Modernization

Legend:
- Modernized Buildings
- Renovated Buildings
- New Buildings

INSTR 01

600

500

STUDENT CENTER 900

ADMIN 800

STD SVC

300

LIBRARY 100

200

FACILITIES 700

MANCHESTER AVENUE

NORTH

Facilities Recommendations //
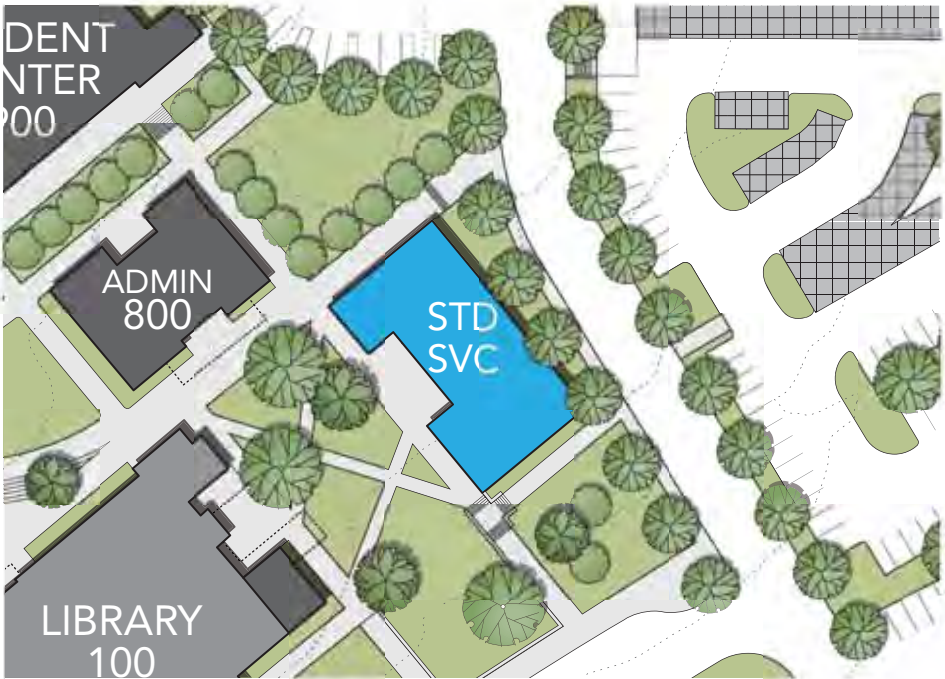
New Facilities **//**

Instructional Building 01

The new Instructional Building 01 will house interdisciplinary classrooms, science labs, and faculty offices.

The science programs have demonstrated considerable growth and are projected to continue to grow faster than the District's overall growth rate. Most science programs are currently housed in the 400 Building which is not large enough to accommodate these growing disciplines and has been identified as a building to be removed.

Instructional Building 01 is situated on the uppermost terrace of the San Elijo Campus. This building is sited, massed, and oriented to enhance the existing campus pattern of development, work with environmental conditions, and strengthen circulation patterns and open space programming. Comprised of science labs and interdisciplinary classrooms, the building develops an important edge on the northern boundary of the campus and completes the boundary of the new student plaza. The new Instructional Building 01 creates a gateway to the new activity field and provides shower facilities for its users.

Of the three campuses, the San Elijo Campus is closest to the ocean. The mild climate conditions of this site, together with the science programming to be housed within, are positive considerations for the design of a model green building, that demonstrates the science and engineering aspects of many sustainable strategies. Along with the San Elijo Lagoon Conservancy Visitor Center, this facility would transform the neighborhood into a magnet for those seeking strong examples of sustainable facility design.

New Facilities //

Student Services Building

The new Student Services Building will provide a centralized location for student services and improve the community's access to education. The proposed location creates a welcoming gateway to the campus and frames the newly developed quad.

The new building will house student services, health services, and multi-purpose meeting rooms.

Renovation of Facilities //

Art Building 200 Renovation

The limitations on the amount of enclosed building space and the mild climate favor the use of adjacent outdoor space to extend the functionality and capacity of indoor instructional spaces. The District has begun to use the campus as a living lab for demonstration projects that have the potential to intrigue and interest students. The Art Building site provides a great opportunity to implement this strategy. The installation of wide exterior doors, paving, lighting, and utilities are recommended to adapt the site areas to the north, west and south sides of Building 200 for use as outdoor art workspace. The existing Art Yard enclosure will be expanded and renovated.

The Honors Lounge will move to the Library Building, and the Honors Classroom will also move out of Building 200. The vacated space will be repurposed for art storage and a classroom.

Renovation of Facilities //

Building 500 Renovation

Following the construction of Instructional Building 01, spaces will be configured to address program needs. Space will be repurposed to expand the language lecture and lab spaces and an office will be repurposed for a language Lab Resource Center. The four small storage rooms opening onto Classroom 505 will be removed to create a larger classroom.

Administration Building 800 Renovation

The student services offices will move to the new Student Services Building. The building will be repurposed to provide more faculty offices, the Associate Dean's office, and a larger meeting room.

Student Center Building 900 Renovation

Health Services will move to the new Student Services Building. The Associate Dean's office will move to the Administration Building. The vacated space will be repurposed to provide more space for Student Activities and clubs. The upper deck will be renovated for better utilization. The feasibility of adding a roof or patio cover and enclosing the deck will be studied.

Demolition and Removal of Facilities //

The removal of Science Building 400 is recommended to support the District's priorities for the use of the limited space at the center of campus. The decision to replace the aged science laboratories in Building 400 with new labs in Instructional Building 01 was influenced by the high cost associated with lab renovations and the limitations inherent in the existing building design.

Demolition List
•   Science Building 400

Existing Buildings

Demolished or Removed Buildings

FACILITIES

700

600

500

400

STUDENT CENTER 900

300

800

LIBRARY 100

200

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

NORTH

Demolition and Removal //

Site Improvements **//**

The recommendations for improving the San Elijo Campus are based on a holistic and sustainable approach to address the physical, environmental, and social conditions of the campus. The site recommendations also address the need to maintain, repair, and improve existing drives, parking lots, pavement, lighting, and security. The next several pages describe the campus-wide recommendations for vehicular and pedestrian circulation, open space programming, landscaping, and site infrastructure. This is followed with descriptions of each site improvement project.

Site Infrastructure Planning

The Facilities Plan recommends improvements to the campus site utility infrastructure to anticipate changing needs and growth over the next decade. The plan identifies improvements to the following infrastructure systems.

- Water
- Stormwater
- Sanitary Sewer
- Natural Gas
- Electricity
- Technology

Written reports for these systems are included in the Facilities Plan Appendix of this document. Each report describes the existing system, analyzes future needs, and makes recommendations for system upgrade and extension. A set of phased conceptual plan drawings illustrate the recommendations for each system.
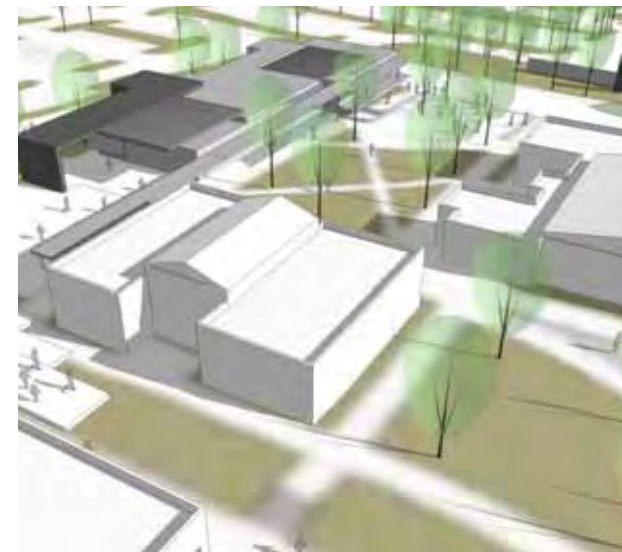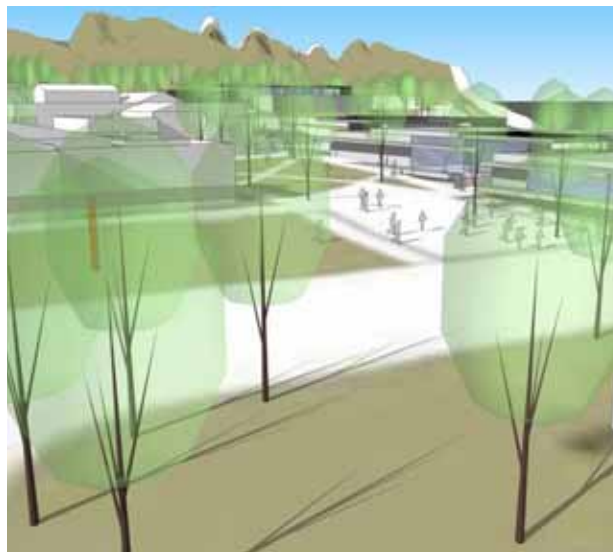
Projects

- Mira Costa College Boulevard Sign
- Drives & Parking Lot Improvements
- Photovoltaic System
- Activity Field
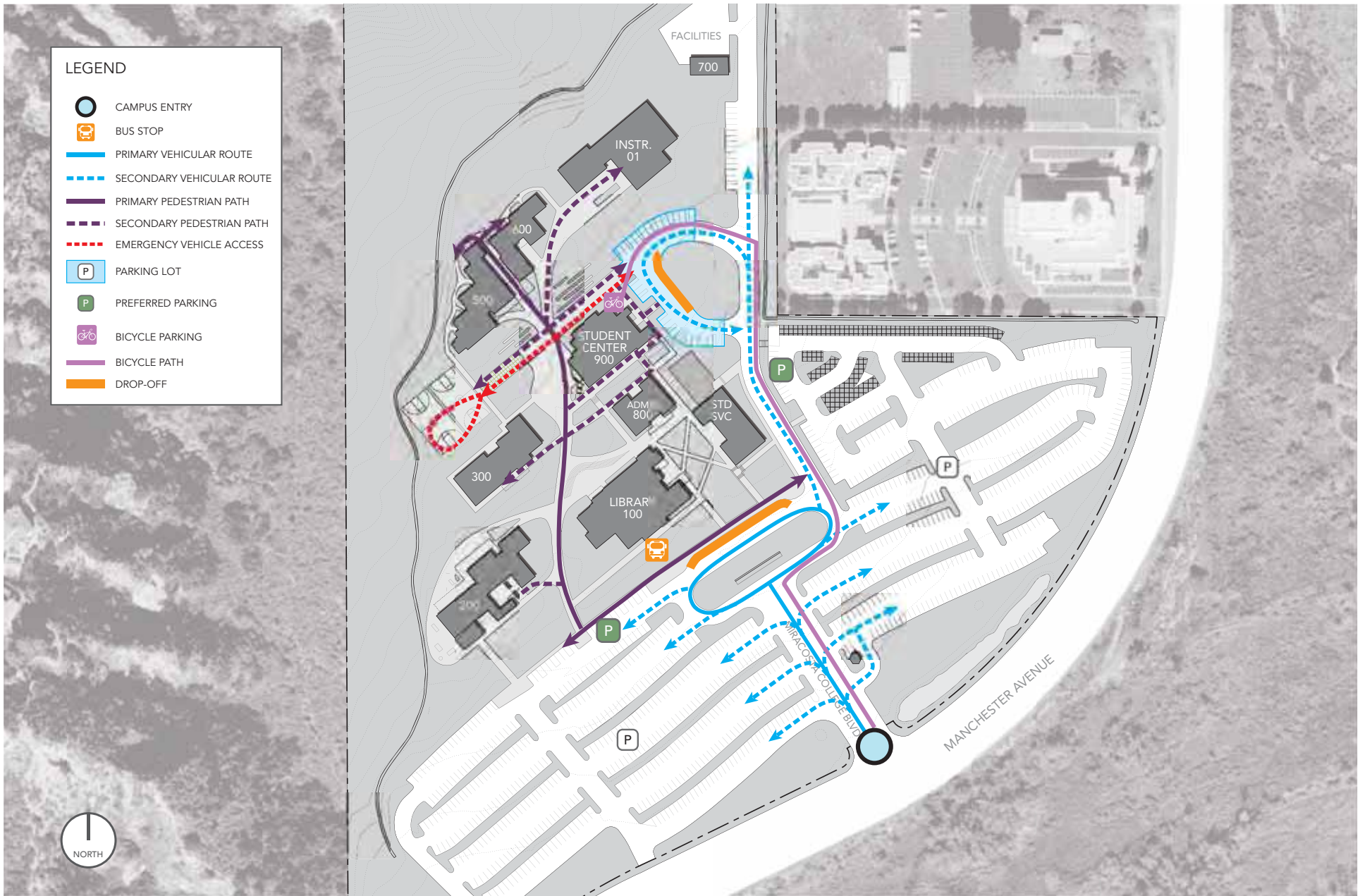- Natural Habitat Areas
- Student Quad
- Student Plaza

NORTH

Site Improvements //

Proposed Circulation //

The recommendations for campus circulation focus on improving the Manchester Avenue street front to project a strong identity to the community, providing a primary pedestrian gateway, and creating a more cohesive campus by revisioning the fire lane as a student plaza. The existing Campus Walk will be extended to serve the new facilities.

LEGEND

○ CAMPUS ENTRY

▢ BUS STOP

— PRIMARY VEHICULAR ROUTE

--- SECONDARY VEHICULAR ROUTE

— PRIMARY PEDESTRIAN PATH

--- SECONDARY PEDESTRIAN PATH

--- EMERGENCY VEHICLE ACCESS

P PARKING LOT

P PREFERRED PARKING

BICYCLE PARKING

— BICYCLE PATH

— DROP-OFF

NORTH

FACILITIES

700

INSTR. 01

600

500

STUDENT CENTER 900

ADM 800

STD SVC

300

LIBRAR 100

200

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

Proposed Circulation //

San Elijo Campus Habitat Zone //

The San Elijo campus is centrally located within the Encinitas Biological Core & Linkage Area as shown on the adjacent map. This linkage area is an important habitat zone because the City of Encinitas is largely built out, except for the last remaining native areas adjacent to the San Elijo lagoon and the adjacent upland habitat areas. The most abundant vegetation community in Encinitas is coastal sage scrub, which is home to several protected species. The adjacent lagoon is also a significant wildlife resource, supporting a high number of wetland animal species.

In contrast to the Oceanside campus occurring along the periphery of an established wildlife corridor, the San Elijo Campus has a much greater responsibility being centrally located within a wildlife area. The campus should work with existing conditions, avoid the use of invasive plant species, and control irrigation and stormwater runoff that can carry pesticides and other pollutants that can contaminate the fragile adjacent wetland.

The campus will also need to protect the adjacent upland area along its northern and western edges so that habitat connectivity is preserved. Low impact development such as a small observation deck may be permitted, but building within this area should be avoided.

1 View of western open space buffer
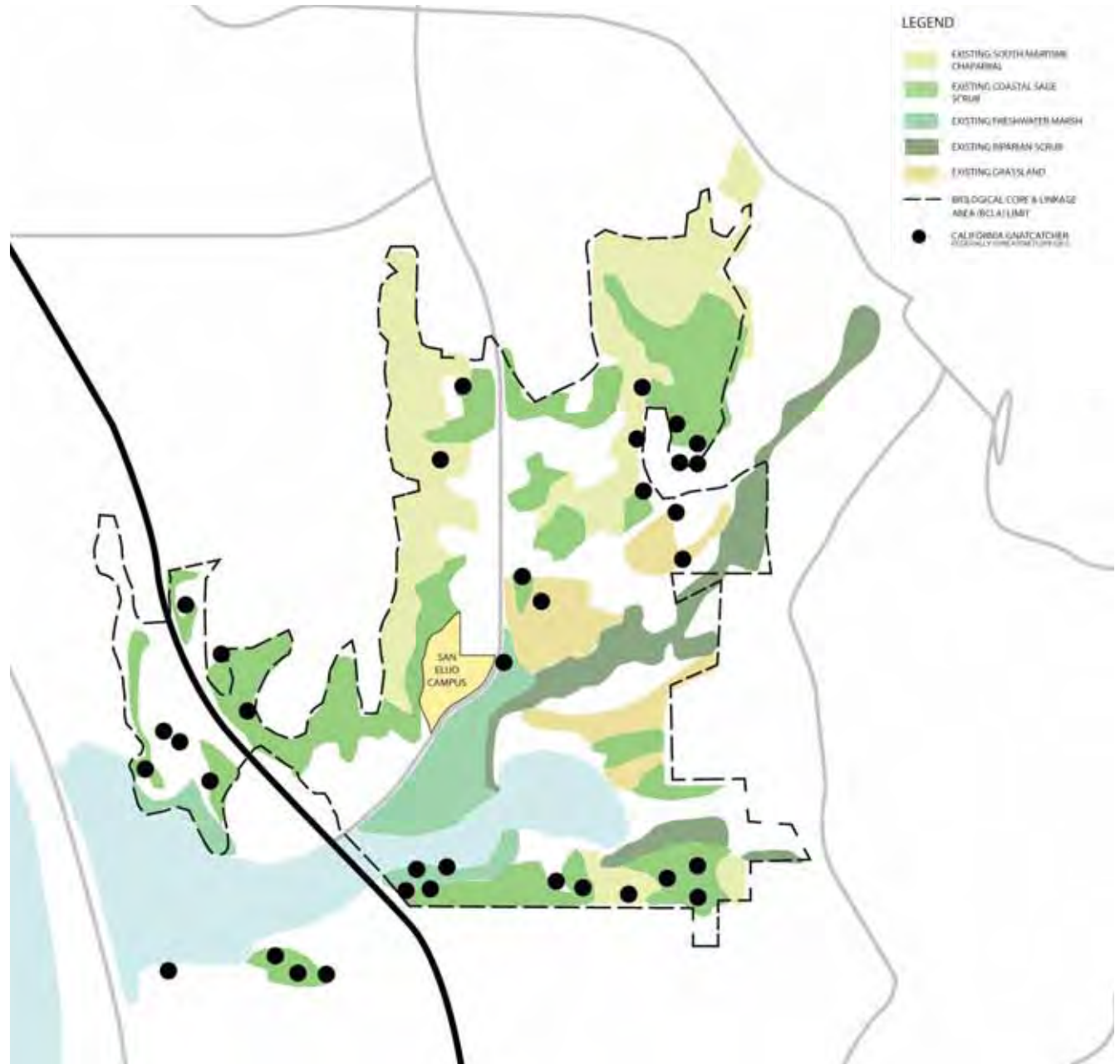2 View of northern open space buffer

3 View of San Elijo lagoon

LEGEND

EXISTING SOUTH MARITIME CHAPARRAL

EXISTING COASTAL SAGE SCRUB

EXISTING FRESHWATER MARSH

EXISTING RIPARIAN SCRUB

EXISTING GRASSLAND

— — — BIOLOGICAL CORE & LINKAGE AREA (BCLA) LIMIT

SAN ELIJO CAMPUS

San Elijo Campus Habitat Zone // Existing MHCP preserve areas

San Elijo Campus Habitat Zone (cont'd) //

The most notable species that has been located near the San Elijo campus is the Coastal California Gnatcatcher, which thrives in the adjacent coastal sage scrub vegetation community. Several other species use the habitat corridor along the western edge of campus to connect to the San Elijo lagoon. Preserving this area is vital to maintaining a healthy and productive habitat.

San Elijo Campus Habitat Zone // Existing MHCP species map

LEGEND

- HABITAT ZONE (ON-SITE)
- HABITAT ZONE (OFF-SITE)

FACILITIES
700

INSTR. 01

600

500

STUDENT CENTER 900

ADMIN 800

STD SVC

300

LIBRARY 100

200

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

NORTH

San Elijo Campus Habitat Zone // **Proposed habitat corridor and linkages**

Open Space Programming //

The San Elijo Campus is nestled in the bluffs adjacent to the San Elijo Lagoon, and encompasses a smaller area than the Oceanside Campus. As a result, the campus has more of a communal atmosphere with more intimate outdoor spaces and programs. The master plan will build upon this foundation and introduce additional programs to help increase the activity level and use of the campus open space.

There are currently two quad areas on campus that, at times, seem to have redundant purposes. Therefore, the master plan will consolidate these two spaces into one larger central quad that is surrounded by significant buildings and defines the ceremonial heart of the campus.

Complementing the quad area will be the Student Plaza, which is adjacent to the existing Student Center. This space will be more informal in character and host smaller events as well as the everyday lunch time gatherings.

Smaller programmatic areas include the new amphitheater located just north of the existing library, and the expanded arts courtyards that allow for more outdoor space for instruction and showcasing of student projects.

ACTIVITY
FIELD

INSTR.
01

FACILITIES

700

ACADEMIC
COURTYARDS

STUDENT
PLAZA

STUDENT
CENTER
700

ACTIVITY
COURT

AMPHI-
THEATER

QUAD

LIBRAR
100

DROP
OFF

ARTS
YARD

CAMPUS
WALK

MANCHESTER AVENUE

NORTH
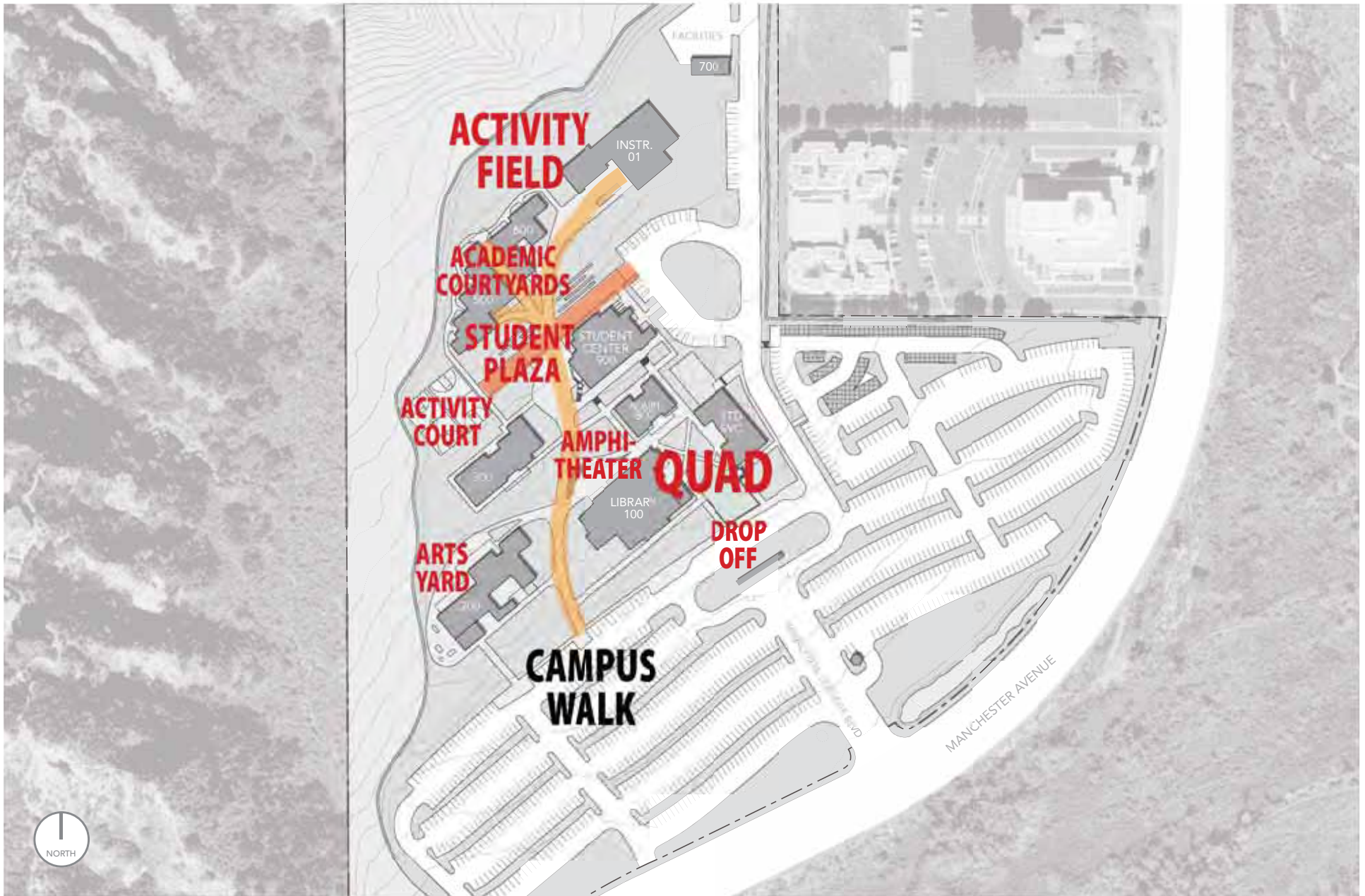
Open Space Programming //

Landscape Framework //

The landscape framework is an important element of the SEC Plan. It creates a strong framework and serves as an organizing element for the campus today and into the future.

One of the current issues for the San Elijo Campus is its identity within the community. Driving along Manchester Avenue, it is quite easy for motorists to pass by the campus without even knowing it is there. Part of the reason for this is the sizeable building setback that keeps the core of the campus somewhat removed from the public road. Another key aspect to the campus' visibility is the lack of any identity along Manchester Ave. This can be solved by creating a more formal alignment of street trees near the public edge that helps signify the civic prominence of the institution.

The formal alignment of trees should continue up the campus entry drive and symmetrically frame the drive and create an entry portal that provides a sense of arrival for students and staff.

Once visitors arrive at the academic core, the campus will offer internal views via the central quad. Therefore a tree that features a clear and tall understory canopy is important so that views are preserved into the campus, and views out of the campus to the San Elijo Lagoon. The East/West axis tree is important in that it helps connect both sides of the campus that are bisected by the Campus Walk as it transitions up the slope. The Student Plaza will feature a series of linear offsetting columnar trees that help signify the prominence of this space while preserving views south towards the lagoon.
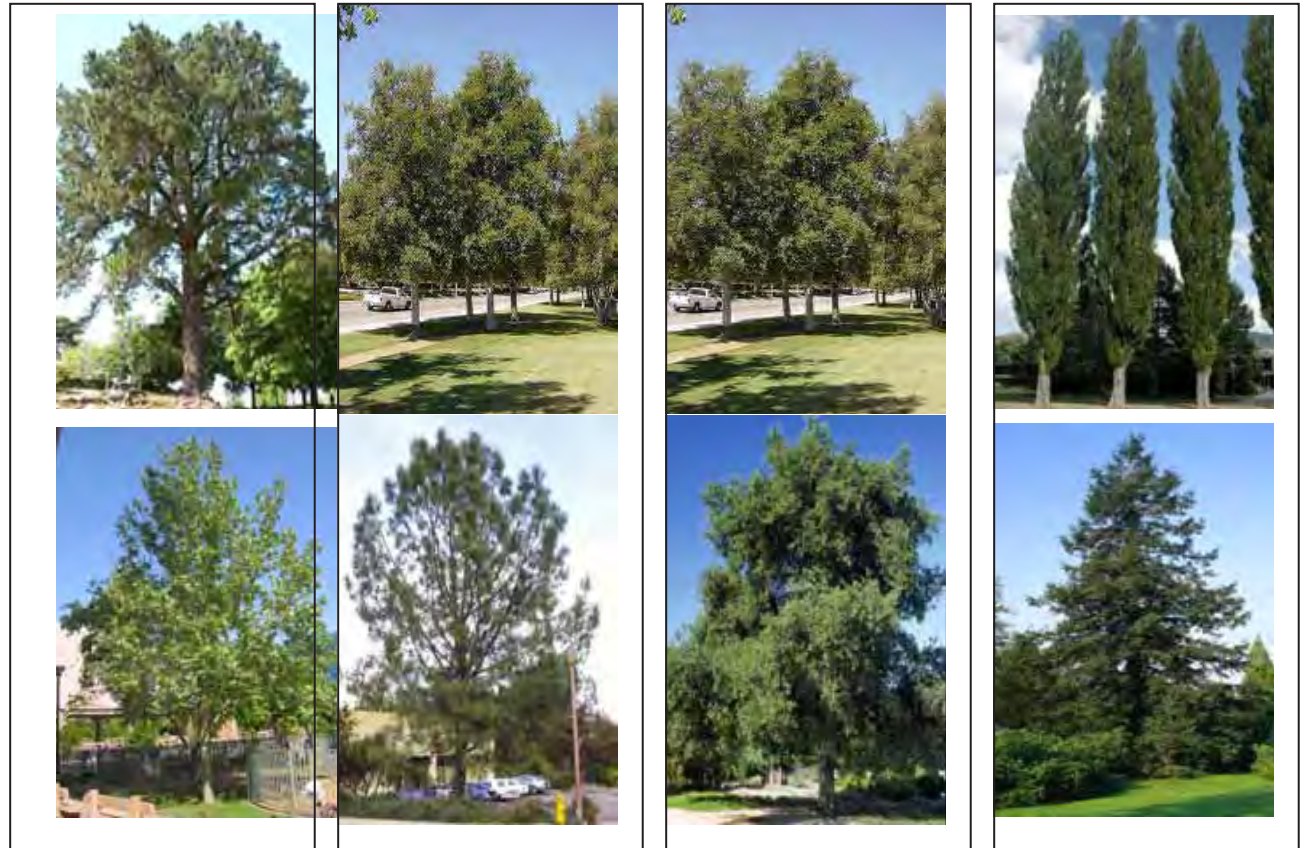
Perimeter Street Tree

Monterey Pine
Pinus radiata

Western Sycamore
Platanus racemosa

Entry Street Tree

White Alder
Alnus rhombifolia

Torrey Pine
Pinus torreyana

Quad Tree

White Alder
Alnus rhombifolia

Coast Live Oak
Quercus agrifolia

East/West Axis Tree

Western Cottonwood
Populus fremontii

Coast Redwood
Sequoia sempervirens

LEGEND

- STUDENT PLAZA TREE
- EAST/WEST AXIS TREE
- ENTRY STREET TREE
- PERIMETER STREET TREE
- QUAD TREE
- COURTYARD TREE
- PARKING TREE

FACILITIES

700

INSTR. 01

600

500

STUDENT CENTER 900

300

STD SVC

LIBRARY 100

200

NORTH

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

Landscape Framework //

Paving Typology //

Building upon the landscape framework, the paving selections should reinforce the hierarchy of the main pedestrian axes and the more unique character of the courtyards and plazas. Cost and maintenance are relevant concerns and should be acknowledged when finalizing material choices.

One of the most cost effective and ubiquitous paving materials used within our built environment today is concrete. This material is versatile and can take on many different colors and textures with relatively low installation and maintenance costs. Therefore, the master plan suggests the use of concrete for most of the walks on campus.

Due to the prominence of the Student Plaza a higher grade of paving is justified. However, it must be a material that is cost effective, can easily be replaced, and can handle vehicular loads as the plaza space also serves as a fire lane. For this area, the master plan recommends using a linear concrete unit paver that will accentuate the linear nature of the plaza and offer a more unique material that helps break up the monotony of the concrete walks.

Concrete unit pavers in varying sizes, colors, and patterns will help delineate the numerous courtyards and plazas throughout the campus. The smaller scale and varying uses allow for a more eclectic palette of materials that will help give a visual richness to the campus.

Art Walk:
Integral color concrete with light to medium sand blast finish

Courtyards and Plazas:
Concrete unit pavers

Student Plaza:
Linear concrete unit pavers

LEGEND

- STUDENT PLAZA PAVING
- NORTH/SOUTH AXIS PAVING
- QUAD/ENTRY PAVING
- COURTYARD PAVING

FACILITIES

700

INSTR. 01

600

500

STUDENT CENTER 900

300

LIBRARY 100

200

STD. SVC.

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE
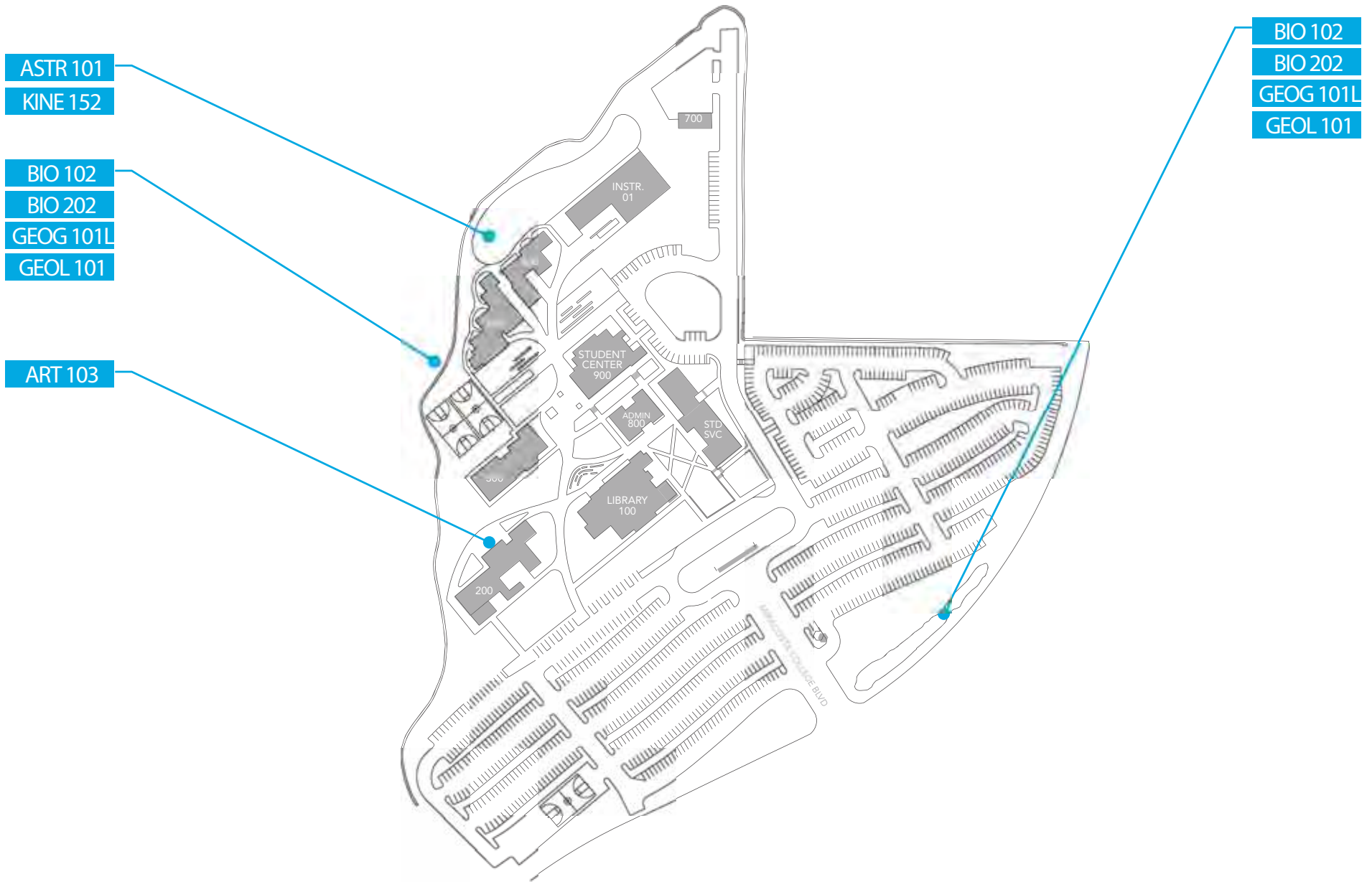
NORTH

Paving Typology //

The Indoor-Outdoor Classroom **//**

Extending learning outside the confines of the building walls is one of the goals of this master plan. By showcasing some of the environmental processes that students learn about in the classroom, a new way of teaching and learning can evolve. Students can begin to see the interrelationships between geology, horticulture, and biology. Understanding these interrelationships will help equip students with a stronger analytic foundation that will help them succeed later in their careers.

There are also several cultural components to the landscape that can further enhance the educational heritage of the District. Examples include utilizing the adjacent bluff habitat area as part of biology and geography classes. Also, since there is no gym on this campus, some of the kinesiology classes can utilize the activity fields and courts.

Another component of the expansion of learning beyond the classroom is that learning can now happen anywhere, any place, and at any time. Members of the surrounding community can learn the benefits of stormwater retention and how collecting surface pollutants can help preserve water quality downstream. Local elementary schools can visit the campus to learn about productive habitats and the local species that they support. A pollination of ideas can begin to emerge as a broad cross-section of the community gathers to explore, learn, and share with one another.

BIO 102
BIO 202
GEOG 101L
GEOL 101

ASTR 101
KINE 152

700

BIO 102
BIO 202
GEOG 101L
GEOL 101

INSTR. 01

ART 103

STUDENT CENTER 900

ADMIN 800

STD SVC

500

LIBRARY 100

200

MIRACOSTA COLLEGE BLVD

The Indoor-Outdoor Classroom //

Site Improvements //

Mira Costa College Boulevard Sign

An upgraded monument sign is recommended for the main campus entry at Manchester Avenue and MiraCosta College Boulevard.

Drives and Parking Lot Improvements

Improvements are recommended to replace roadways, parking lots, and walks as the paving materials reach the end of their life cycle. MiraCosta College Bouleverd will be improved with clear pedestrian and bicycle routes. A sign wall will face toward Manchester Avenue creating a visual destination for cars entering the campus. The drop-off and bus stop will be built above the existing grade level to reduce the need for ramps. A secondary drop-off and delivery zone will replace Building 400. The existing fire road, which isolates Buildings 500 and 600 from the rest of campus, will be closed to all but emergency traffic. In addition to the existing carpool parking area, preferred parking for alternative fuel vehicles is recommended.

The parking lots and drives will be re-sloped to drain into flow-through-planters to clean and reduce the quantity of stormwater that leaves the campus.

Photovoltaic System

A section of the parking lot has been identified as the location for photovoltaics, which will be installed on structural supports. The system will provide shaded parking. New energy efficient parking lot lighting will be integrated into the structures, replacing the aging and inefficient site lighting, while conforming to strict standards for light pollution reduction.

Site Improvements //

Activity Field

The Activity Field will provide a venue for multi-purpose use, including formal and informal sports, gatherings, and quiet study. Although it is not intended to be constructed as a high performance athletic field, this relatively flat site will be converted into a turfed lawn which can be used for active play. The field will be irrigated with a high efficiency system. To support the use of the Activity Field, a small locker and shower facility will be included in Instructional Building 01.

Natural Habitat Areas

The San Elijo Campus faces the San Elijo Lagoon Reserve, and backs up to the rugged sandstone bluffs to the west. A significant portion of the campus land area was set aside permanently as natural habitat and a buffer to protect the fragile bluffs. These resources present a unique opportunity to study and teach about the ecology, geology and hydrology of this coastal region. In addition, there is the opportunity for the entire campus to demonstrate best management water quality practices by expanding the Proposition 50 demonstration garden throughout the developed portion of the campus. The facilities plan recommends the development of site features to facilitate these objectives. The proposed Instructional Building 01 and Activity Field are well positioned to house educational features and a wildlife observation site. The pedestrian connection along MiraCosta College Boulevard will be strengthened with an accessible walkway to a kiosk at the campus entry, and outfitted with educational signage.
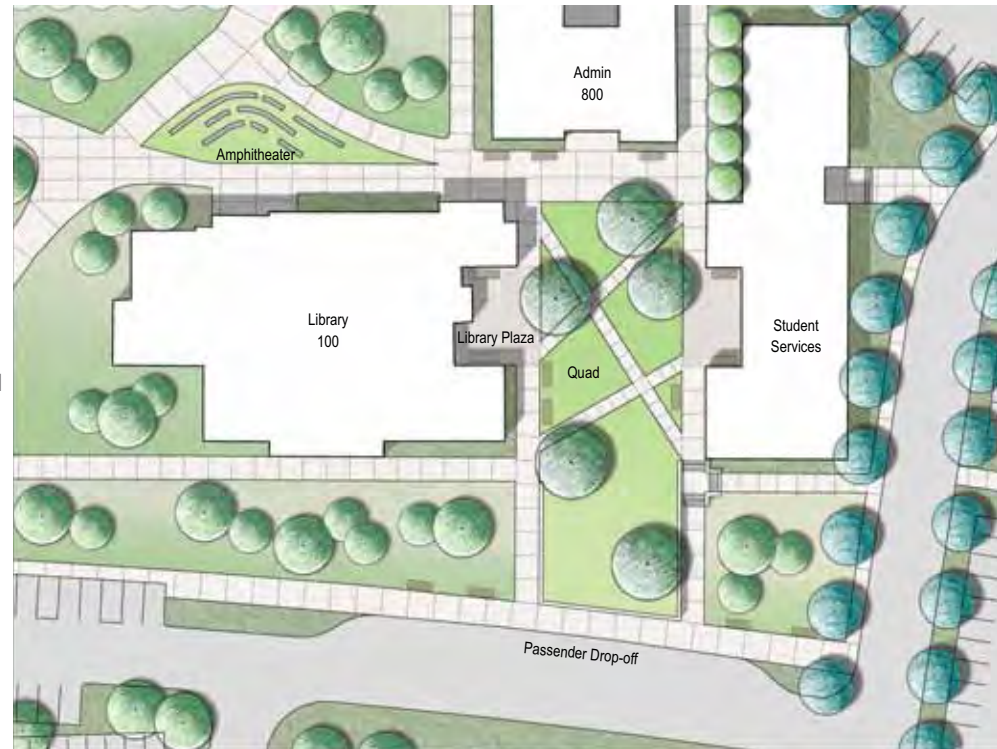
Site Improvements //

Student Quad

In an effort to consolidate the open space programming for the San Elijo Campus, the master plan proposes to stregthen the central quad by framing it with a new student services building and lengthening it along the southern axis. As the quad stretches south to the parking lot, it will rise above the new drop-off area and offer spectacular views of the lagoon beyond. Also, by extending the campus south toward the entry drive and closer to Manchester Avenue, the campus will begin to have a stronger visual presence within the community.

Just north of the library, the existing large swath of sloped turf has been repurposed into a new amphitheater where students can host small gatherings. Serving as a programmatic link, this area also helps link the quad to the new student plaza.

600

500

Student Center
400

300

Site Improvements //

Student Plaza

A strong alignment of columnar trees in a shifting grid pattern which is complemented by linear unit pavers will help signify the new Student Plaza as a unique space on campus. The open plaza is an important space for students to socialize and host spontaneous events such as college hour, social club gatherings, and café spillover from the adjacent student center. Just to the north of the plaza is a raised seating area that will offer views of the plaza for students looking for a more intimate space to study and contemplate. Larger events can spill over to the lower outdoor dining area to allow staff and students increased programmatic flexibility.

A small linear planting area along the west side of the plaza allows for fire access through the plaza and provides a buffer from the activity courts beyond.

Phasing //
San Elijo Campus

The 2011 CMP Facilities Plan Recommendations present an overall picture of the future developed campus and includes recommendations for new construction, renovation of existing facilities, and campus-wide site improvements. Implementation of the recommendations will take place over a number of years, will be based on available funding, and will require detailed phasing.

The following pages illustrate the proposed phased development for the San Elijo Campus that will be implemented over time. Each phase includes a large number of projects that will be sequenced within the phase and are developed based on the following principles:

- Limit disruption to campus and programs.
- Follow the logical sequence of moves.
- Expedite projects that allow others to follow.
- Limit the number of temporary moves required.
- Reduce the need for swing space as much as possible.

Phase One //

01

Project List

- New Instructional Building 01
- Library Building 100 Modernization
- Building 300 Modernization
- Building 500 Renovation
- Building 600 Modernization
- Facilities Building 700 Modernization
- MiraCosta College Boulevard Sign
- Drives and Parking Improvements-Phase 1

FACILITIES
700

ACTIVITY
FIELD

INSTR.
01

600

500

STUDENT
CENTER
700

400

ADMIN
800

300

LIBRARY
100

200

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

NORTH

Phase One //

Phase Two //

02

Project List

- Student Center 900 Renovation
- Student Plaza and Amphitheater Improvements
- Activity Field

FACILITIES

700

ACTIVITY
FIELD

INSTR.
01

600

500

STUDENT
CENTER
900

300

LIBRARY
100

200

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

NORTH

Phase Two //

Phase Three //

03

Project List

- New Student Services Building
- Art Building 200 Renovation
- Administration Building 800 Renovation
- Drives and Parking Improvements-Phase 2
- Campus Quad Improvements

Phase Three //

Path to Sustainability //
San Elijo Campus

Campus Specific Visions and Goals

Leadership in Sustainability
In order to promote San Elijo Campus' role as a leader of sustainability, the following strategies are recommended:

• Support student participation in ecological research through programs such as a sustainable agriculture certificate via the Horticulture department.
• Strengthen community outreach opportunities and partnerships.
• Improve public transportation access by continuing to collaborate with North County Transportation District.
• Provide preferred parking and incentives for alternative fuel vehicles and carpooling.
• Provide electric vehicle charging stations, shaded and powered by photovoltaic shade structures.

Environmental Preservation
In order to further San Elijo Campus' environmental preservation efforts, the following strategies are recommended:

• Preserve open space slopes and bluffs surrounding the campus.
• Promote linkages between campuses through a system of preserves.
• Support native plant species within and around the campus fabric. The Proposition 50 Garden is an example of this practice which could be emulated throughout parts of the campus.
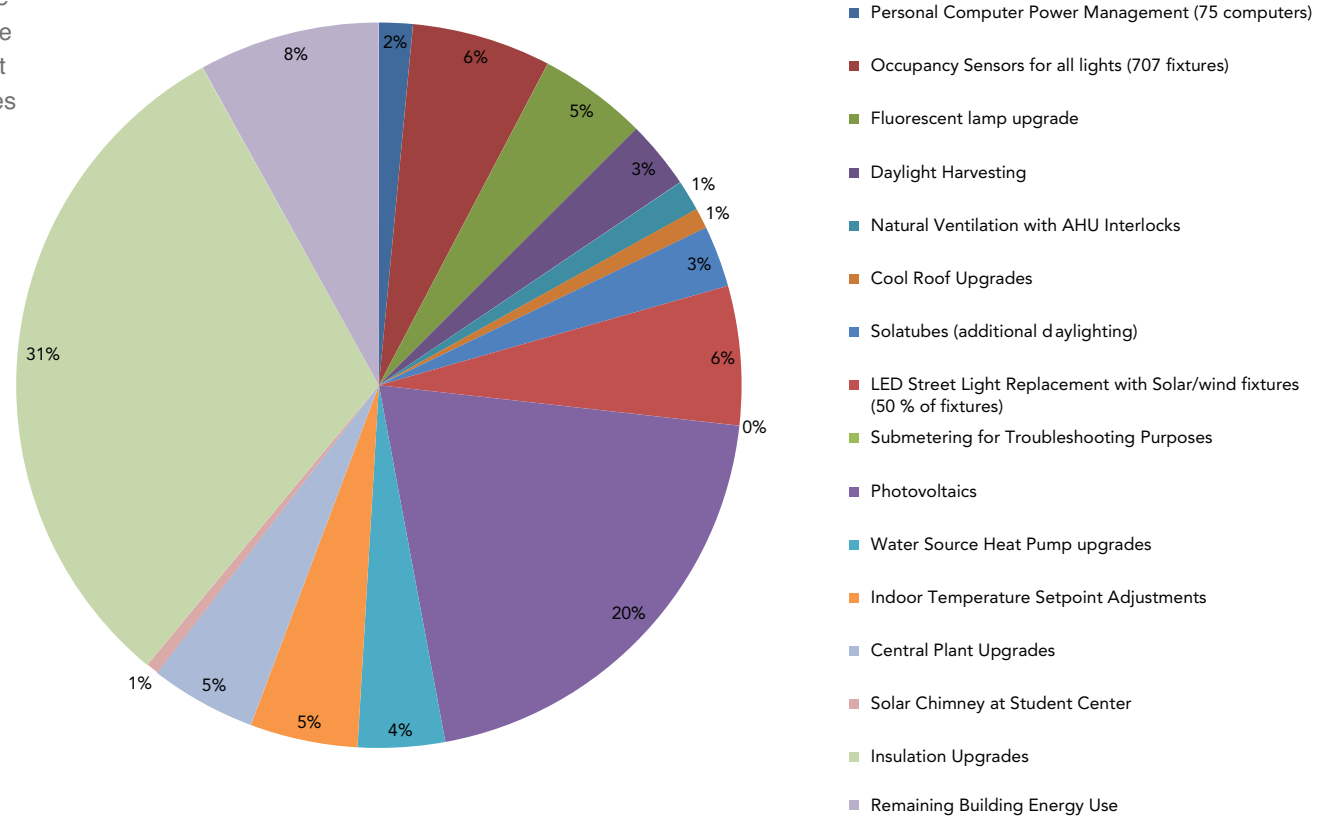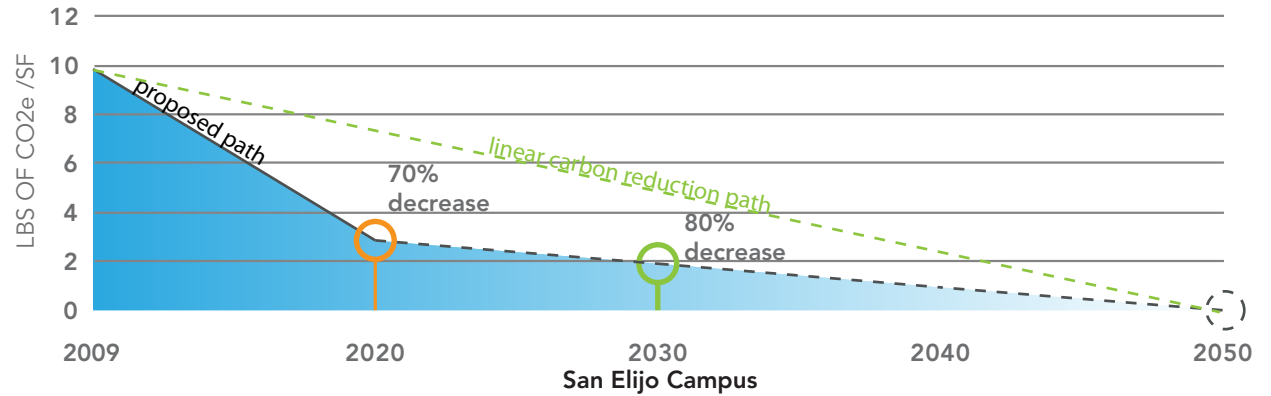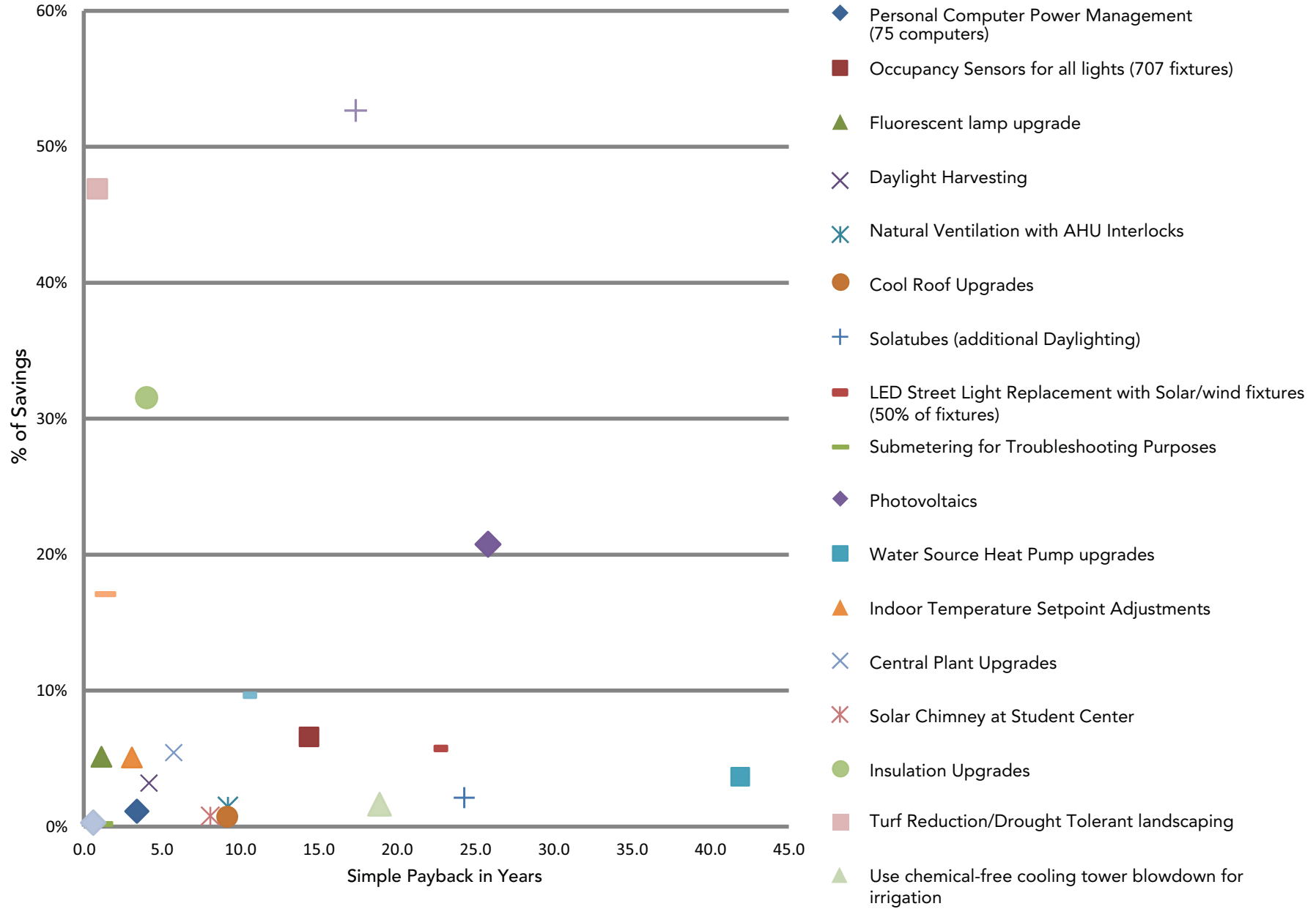
Campus as a Living Lab
In order to further San Elijo Campus's potential to serve as a living lab, the following strategies are recommended:

• Support state-of-the-art green building design on campus. Explore the potential to construct a net zero facility. This could manifest through the development of a Sustainable Resource Lab. Such a facility could provide resources for ecological, microalgae biofuel, pharmacological, and industrial research.
• Implement stormwater management through bioswales integrated into the parking areas and native plant species throughout campus.
• Provide an interactive sustainable kiosk in common resources areas such as the student services building, library, or student center. This kiosk would highlight sustainable strategies used throughout the campus and would provide real-time data to viewers regarding energy and water use. Sustainable practices such as recycling efforts would also be highlighted through this kiosk.
• Provide sustainable signage within the campus exterior to highlight sustainable site strategies such as drought tolerant plants, stormwater management tactics and heat island reduction methods as well as energy-related strategies such as renewable energy installations.
• Use native and drought-tolerant plants within the campus core in order to encourage a restorative landscape, and provide outdoor spaces for community gardens and demonstration gardens.

Summary of Strategies //

Through the implementation of the listed strategies (for energy, water and waste combined), San Elijo campus would realize a total of 70% in carbon reduction by the year 2020, 80% in carbon reduction by the year 2030, with the potential of zero carbon emissions by the year 2050. There would potentially be a slight increase in natural gas use between the years 2020 and 2030 due to the proposed use of fuel cell technology, which relies heavily on natural gas in order to produce electricity. The low cost of gas, however, makes this technology, and the subsequent nominal increase in energy cost, an efficient solution. For a full description of all sustainable strategies recommended for the site, existing buildings and new buildings, see the Facilities Plan Appendix MCC Path to Sustainability.

San Elijo Campus

- Personal Computer Power Management (75 computers)
- Occupancy Sensors for all lights (707 fixtures)
- Fluorescent lamp upgrade
- Daylight Harvesting
- Natural Ventilation with AHU Interlocks
- Cool Roof Upgrades
- Solatubes (additional daylighting)
- LED Street Light Replacement with Solar/wind fixtures (50 % of fixtures)
- Submetering for Troubleshooting Purposes
- Photovoltaics
- Water Source Heat Pump upgrades
- Indoor Temperature Setpoint Adjustments
- Central Plant Upgrades
- Solar Chimney at Student Center
- Insulation Upgrades
- Remaining Building Energy Use

Chart: % of Savings vs. Simple Payback in Years

Legend:
- ◆ Personal Computer Power Management (75 computers)
- ■ Occupancy Sensors for all lights (707 fixtures)
- ▲ Fluorescent lamp upgrade
- ✕ Daylight Harvesting
- ✳ Natural Ventilation with AHU Interlocks
- ● Cool Roof Upgrades
- + Solatubes (additional Daylighting)
- ▬ LED Street Light Replacement with Solar/wind fixtures (50% of fixtures)
- ▬ Submetering for Troubleshooting Purposes
- ◆ Photovoltaics
- ■ Water Source Heat Pump upgrades
- ▲ Indoor Temperature Setpoint Adjustments
- ✕ Central Plant Upgrades
- ✳ Solar Chimney at Student Center
- ● Insulation Upgrades
- ■ Turf Reduction/Drought Tolerant landscaping
- ▲ Use chemical-free cooling tower blowdown for irrigation

Summary of Strategies //

San Elijo

		Energy (kwh)	Therms (Therms)	Water (Gal.)	Irrigation (Gal.)	kBTU/sf	
Current Campus Usage		813,700	4,920	965,818	4,908,247	48.5	202821.8

Efficiency Measures to be Implemented by 2020	Cost for Measure ($)	Annual Energy Saved (kWh)	Annual Therms Saved (Therms)	Annual Water Saved (gal.)	Annual Campus Water Saved (gal.)	% of Campus Electricity Saved	% of Campus Gas Saved	% of Campus Energy Saved	% of Building Water Saved	% of Campus Water Saved	% of Campus Waste Diverted	Annual Dollars Saved	Simple Payback (years)
Energy													
Electrical Conservation Strategies													
Personal Computer Power Management (75 computers)	$7,500	14,400	0			2%	0%	2%				$2,448	3.1
Occupancy Sensors for all lights (707 fixtures)	$141,400	59,275	0			7%	0%	6%				$10,077	14.0
Fluorescent lamp upgrade	$7,000	46,300	0			6%	0%	5%				$7,871	0.9
Daylight Harvesting	$20,000	29,150	0			4%	0%	3%				$4,956	4.0
Natural Ventilation with AHU Interlocks	$20,000	13,150	0			2%	0%	1%				$2,236	8.9
Cool Roof Upgrades	$13,200	8,700	0			1%	0%	1%				$1,479	8.9
Solatubes (additional Daylighting)	$106,050	26,150	0			3%	0%	3%				$4,446	23.9
LED Street Light Replacement with Solar/wind fixtures (50% of fixtures)	$224,000	59,349	0			7%	0%	6%				$10,089	22.2
Submetering for Troubleshooting Purposes	$36,000	0	0			0%	0%	0%				$0	-
Photovoltaics	$840,000	194,474	0			24%	0%	20%				$33,061	25.4
Water Source Heat Pump upgrades	$262,500	37,000	0			5%	0%	4%				$6,290	41.7
Indoor Temperature Setpoint Adjustments	$10,000	23,850	755			3%	15%	5%				$4,734	2.1
Central Plant Upgrades	$40,000	45,150	0			6%	0%	5%				$7,676	5.2
Solar Chimney at Student Center	$7,500	5,334	0			1%	0%	1%				$907	8.3
Insulation Upgrades	$118,000	178,949	4,000			22%	81%	31%				$34,021	3.5
Energy Totals for Existing Upgrades 2020	$1,853,150	741,231	4,755			91%	97%	92%				$130,289	14.2
Less New Building Energy Use		-129,896	-2,884			-16%	-59%	-22%					
Energy Totals for 2020 with New Buildings and all Efficiency Measures Implemented	$1,853,150	611,335	1,871			75%	38%	70%				$260,578	7

Efficiency Measures to be Implemented by 2020	Cost for Measure ($)	Annual Energy Saved (kWh)	Annual Therms Saved (Therms)	Annual Water Saved (gal.)	Annual Campus Water Saved (gal.)	% of Campus Electricity Saved	% of Campus Gas Saved	% of Campus Energy Saved	% of Building Water Saved	% of Campus Water Saved	% of Campus Waste Diverted	Annual Dollars Saved	Simple Payback (years)
Water Conservation Strategies													
Upgrade Plumbing Fixtures to low-flow throughout campus	$82,000			506,160					52%	0%		$4,744	17.3
AHU Condensate Recovery	$9,000			94,400					10%	0%		$885	10.2
Chemical-free water treatment system for the cooling tower	$270,000			160,680					17%	0%		$1,506	179.3
Rain Barrels	$900			0	495					0%		$1,619	0.6
Turf Reduction/Drought tolerant landscaping	$4,860				2,324,000					47%		$10,160	0.5
Use chemical-free cooling tower blowdown for irrigation	$9,000				112,320				0%	2%		$491	18.3
Water Totals for Existing Upgrades 2020	$375,760			761,240	2,436,815				79%	50%		$19,403	19.4
Less New Building Water Use				-333,142					-34%				
Water Totals for 2020 with New Buildings and all Efficiency Measures Implemented	$375,760			428,098	2,436,815				44%	50%		$19,403	19.4
Waste Conservation Strategies													
Expansion of campus recycling programs	$0										75%		
Expansion of Construction Waste Manage.	$0										20%		
Oil Recycling	$0										1%		
Expansion of food and green waste composting on campus	$0										1%		
Waste Totals for 2020 with New Buildings and all Efficiency Measures Implemented	$0										97%		$0
Totals for 2020	2,228,910	611,335	1,871	428,098	2436815	75%	38%	70%	44%	50%	97%	$279,981	8.0

Efficiency Measures to be Implemented by 2030	Cost for Measure ($)	Annual Energy Saved (kWh)	Annual Therms Saved (Therms)	Annual Water Saved (gal.)	Annual Campus Water Saved (gal.)	% of Campus Electricity Saved	% of Campus Gas Saved	% of Campus Energy Saved	% of Building Water Saved	% of Campus Water Saved	% of Campus Waste Diverted	Annual Dollars Saved	Simple Payback (years)
LED Street Light Replacement with Solar/wind fixtures (50% of fixtures)	$224,000	59,349	0	0	0	7%	0%	6%	0%	0%	0%	$10,089	22.2
Fuel Cells	$1,000,000	100,000	-13,700	0	0	12%	-278%	-31%	0%	0%	0%	$4,670	214.1
Geothermal System to Replace Cooling Towers	$1,407,000	12,941	3,579	678,845	0	2%	73%	12%	70%	0%	0%	$11,783	119.4
The Living Machine organic wastewater treatment	$678,012	0	0	7,299,732	0	0%	0%	0%	756%	0%	0%	$68,411	9.9
Totals for 2020 and 2030 Combined	$5,537,922	783,625	-8,250	8,406,675	2,436,815	96%	-168%	57%	870%	50%	0%	$374,934	15

Energy //

To achieve a 35% energy efficiency rate for new buildings, and to optimize energy performance in existing buildings, the following recommended strategies are provided for consideration. In addition to the strategies listed below, premium efficiency HVAC equipment, superior envelope properties, shading devices, and other efficiency strategies that make sense for the building under design should be explored. See the **Facilities Plan Appendix**.

Strategies for Existing and New Facilities

- Technology power management
- Occupancy sensors for lighting
- Continuous dimming daylight controls
- Natural ventilation
- HVAC temperature setpoints change
- Operable windows & HVAC system interlocks
- Solar domestic hot water for showers & food service
- Skylights, Solatubes
- Solar chimneys
- Submetering of lighting, receptacles, process, & HVAC loads
- Submetering of central plant chilled water
- Condensate recovery
- Low flow water fixtures

Strategies for New Facilities

- Radiant Heating and Cooling
- Earth Couples Geothermal HVAC Systems
- Displacement Ventilation
- Under-floor Air Distribution

Strategies for Existing Facilities

- Water source heat pump replacement
- Cool roof coatings
- Building insulation Improvements
- Window coatings
- Low-e window film

Site Lighting

It is recommended that all street, parking, and walkway lighting be replaced with wind and solar powered LED lighting fixtures. Current fixtures account for over 118,698 kWh of power usage per year. Installing these new fixtures will eliminate that entire annual power usage. It is proposed that half of the fixtures be installed before 2020 and the other half of the fixtures be replaced by 2030. This will have a total installation cost of $448,000 (half by 2020 and the other half by 2030) with a payback of approximately 22.2 years.

Central Plant Upgrades/Condenser Water Flow

Currently, the condenser water systems on campus operate at constant flow. Even when flow to some water source heat pumps is not needed, the pump will still attempt to pump enough water as if that water source heat pump needs water. It is recommended that variable speed drives be added to the condenser water pumps to reduce the amount of water pumped when it is not needed. We also suggest adjusting the valving at the water source heat pumps to prevent water from being pumped through them when the units are not in need of water. A savings of 45,150 kWh per year can be realized by implementing these changes at each building. The total costs would be about $40,000 with a payback of approximately 5.2 years.

Photovoltaics

It is suggested that photovoltaic panels be installed above open parking lots on campus to provide 40% of the campus power requirements. Assuming all energy efficient recommendations are followed in this master plan, the annual energy usage of the campus is estimated to be 486,210 kWh. This is the energy usage after all conservation strategies are implemented before 2020 and after all new buildings are built before 2020. This includes electrical usage and equivalent gas usage in kWh. To offset 40% of this power usage, 10,770 square feet of photovoltaic (PV) panels will need to be installed. Panels made of crystalline silicon that generate 13 watts per square foot are common today and will be used in the parking lots. It is also recommended that PV panels be installed near the new maintenance building to power the electrical maintenance carts. At current installation costs of about $6 per watt, the costs for full implementation would be about $840,000. A payback of 25 years could be seen without any incentives.

Fuel Cells - Strategy for the Future

Natural gas fuel cells rely on clean, inexpensive fuel to produce electricity with very limited environmental impact. A fuel cell will not be installed to handle the entire electrical needs of the campus, but instead will be large enough to provide a base load for most of the year. At times in the summer there will be a need to use energy from the electrical grid, but much of this will be offset by the photovoltaics installed as described above. Having a 100 kW fuel cell will occupy approximately 590 square feet on campus and will offset approximately 100,000 kWh per year. It is recommended that the fuel cells be installed after 2020 but before 2030 as part of carbon- neutral efforts for the campus.

EXISTING BUILDINGS**

48 kBtu/sf → 14 kBtu/sf

70% SAVE

NEW BUILDINGS

50 kBtu/sf

35% SAVE

DAYLIGHT HARVESTING

3% SAVE

PHOTOVOLTAICS***

24% SAVE

SOLAR CHIMNEY

1% SAVE

SITE LIGHTING

7% SAVE

INSULATION

31% SAVE

FUEL CELL (FUTURE)

*Energy //

FACILITIES
700

INSTR. 01

600

500

STUDENT CENTER 800

ADMIN 900

STD SVC

300

LIBRARY 100

200

MANCHESTER AVENUE

* Percentage of total campus energy savings are based on strategies implemented by 2020. For the full list, refer to the Summary of Strategies.

** Existing and new energy use is based on combined electricity and natural gas use, converted into kBtu/SF.

*** 40% contribution of energy savings from PVs are possible after all recommended strategies for 2020 are implemented.

Water Use **//**

Water Fixtures

New buildings should include water fixtures to provide, at a minimum, 40% below the Energy Policy Act water usage baseline at the time of construction. With the current baseline, a 40% reduction can be achieved with 1.28 gallon per flush (gpf) water closets, 0.125 gpf urinals, 0.5 gallon per minute (gpm) lavatories that operate on a 10 second metered cycle, 1.0 gpm sinks, and 1.5 gpm shower heads.

There is currently a phase-out plan in place to replace older plumbing fixtures with newer, low-flow fixtures. This project should continue to be implemented. To reiterate, the following fixtures should be installed throughout campus: 1.28 gpf water closets, 0.125 gpf urinals, 0.5 gpm lavatories, 1.0 gpm sinks, and 1.5 gpm shower heads. Existing fixtures have been observed to be: 1.6 gpf water closets, 1.0 gpf urinals, and 2.5 gpm lavatories. The new fixtures are standard fixtures that the maintenance staff will be able to maintain similar to existing plumbing fixtures throughout the campus. These will not require additional maintenance as do other water efficient fixtures such as waterless urinals. At a cost of approximately $82,000 to upgrade fixtures, the estimated savings would be over a half a million gallons of water per year. This translates into a simple payback of 24 years.

Condensate Recovery

HVAC cooling coils inherently produce condensate. The existing HVAC equipment located throughout the campus is estimated to produce nearly 100,000 gallons of condensate each year. This gray water is discharged into the sanitary sewer system instead of being kept on campus for use. It is recommended that new buildings have condensate recovery vessels adjacent to the buildings in the local landscape area. HVAC equipment will have the associated condensate piped to these retention vessels where it can be used to irrigate the local landscape areas.

LEGEND

LANDSCAPE IRRIGATION

4,908,246
GALLONS/ YR

2,436,815
GALLONS/ YR

50% SAVE

UNDEVELOPED AREAS

NATIVE/ ADAPTED

TURF

118,271 S.F. EXISTING
56,000 S.F. RECOMMENDED

EXISTING BUILDINGS

965,818
GALLONS

202,822
GALLONS

79% SAVE

NEW BUILDINGS

333,142
GALLONS

40% SAVINGS

NORTH

Water Use //

FACILITIES

700

INSTR.
01

600

500

STUDENT
CENTER
900

ADMIN
800

STD
SVC

300

LIBRARY
100

200

MIRACOSTA COLLEGE BLVD
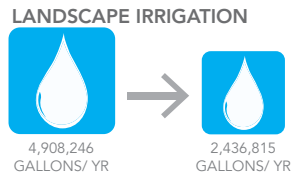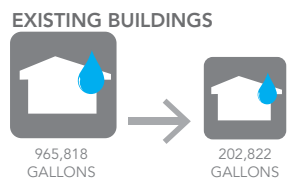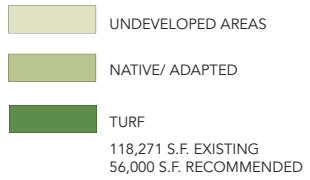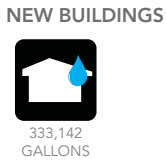
MANCHESTER AVENUE

Water Quality //

Water Quality

Recommendations to improve the San Elijo campus stormwater management system will improve upon the existing system, which is aging and requires much maintenance and monitoring.

The existing sand filters will be replaced with bio-retention basins that are more efficient in removing pollutants and are easier to maintain. Additional natural systems will be installed in the existing parking lots to provide treatment and reduce the water usage and cost during winter months. Pervious paving and bio-retention basins are recommended throughout the campus to manage stormwater close to where it falls.

The areas identified as having erosion problems will require analysis, slope repairs, and slope stabilization measures installed to reduce the erosion potential during future storm events. Implementing natural systems will reduce the impacts on the existing storm drain collection system. The need to replace aging parking lots provides the District with the opportunity to modify the paving to slope toward the bio-retention basins.

Although the seasonal nature of rainfall and current regulation and codes do not encourage a large-scale implementation of rainwater collection strategies, rain barrels can be installed on various locations throughout each campus to collect storm water from rooftops, and use it for localized landscape irrigation.

LEGEND

STORMWATER CAPTURE & TREATMENT

RAIN BARRELS/ CONDENSATE CAPTURE
495 GALLONS AVAILABLE
(INSTALLED AT EACH BUILDING)

2.2% OF CAMPUS WATER USAGE

FLOW-THROUGH PLANTER TO TREAT STORM WATER

90% TREAT (INCREASED FROM 60%)

ADDRESS STORM WATER MANAGEMENT EROSION & SLOPE ISSUES

NORTH

FACILITIES

700

INSTR. 01

600

500

STUDENT CENTER 900

ADMIN 800

STD SVC

300

LIBRARY 100

200

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

Water Quality //

Waste **//**

The San Elijo campus currently operates at a 75%
landfill diversion rate. Current efforts will be supported
further through the implementation of a 95% construction
waste management plan standard, oil recycling at food
service facilities, composting at food services facilities,
phasing out use of plastics within food services, and
the continued provision of recycling bins throughout the
campus. Comingling of refuse materials is the current
practice on each of the MiraCosta campuses.

It is recommended that an on-site effort is pursued to
single sort all paper fibers, plastics, metals, and other
containers. Coordination with the municipal agency
which collects refuse from the campus will be necessary
in order to achieve this goal.

CONSTRUCTION WASTE MANAGEMENT

20% SAVED

RECYCLING CENTERS

75% SAVED

COMPOSTING CENTERS

1% SAVED

OIL RECYCLING

<1% SAVED

NORTH

INSTR. 01

600

SUB

STUDENT CENTER 900

MAIN 800

STD SVC

300

LIBRARY 100

200

700

MIRACOSTA COLLEGE BLVD

MANCHESTER AVENUE

Waste //

Chapter 7: Community Learning Center

Mission Statement

"The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves."

Institutional Goals

I. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.

II. MiraCosta Community College District will become the institution where each student has a high probability of achieving academic 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.

Overview //
Community Learning Center

Chapter 7 of the Facilities Plan presents a model that translates the Educational Plan into the site specific recommendations for the Community Learning Center. The chapter begins with the analysis of **Existing Conditions** which served as the basis for the planning discussions with the Master Plan Team. **Recommendations** for future development are described in the section that follows, and includes the following information:

- Facilities Planning Principles
- Facilities Recommendations
- Demolition and Removal of Facilities
- Site Improvements
- Phasing Plans
- Path to Sustainability

Community Learning Center Existing Conditions

Existing Conditions //
Community Learning Center

The Existing Analysis phase of the facilities planning process involved a study of the existing conditions on the campus in order to identify key planning issues. The information was obtained from discussions with the Master Plan Team, interviews with District faculty and staff, and campus tours.

The following are graphic and narrative descriptions of the existing conditions, which were presented to the Master Plan Team for discussion:

- Neighborhood Context
- Existing Campus
- Development History
- Facilities Condition
- Circulation
- Campus Zoning
- Geology + Hydrology
- Open Space Program and Campus Connectivity
- Open Space Typology
- Irrigation
- Energy Consumption

Neighborhood Context //

The Community Learning Center is located in downtown Oceanside, on a flat coastal plane. It fronts on Mission Avenue, a main arterial roadway with access to and from Interstate 5, less than half a mile to the west. The campus is served by two Breeze bus lines of the North County Transit District, which stop in front of the campus. Mission Avenue is provided with bike lanes connecting to the city network.

Mission Avenue is fronted by commercial land uses, including large and small stores, restaurants, banks and businesses. Oceanside High School is within walking distance. Most of the remaining land use is residential. An large undeveloped lot to the south of the campus is planned for residential development.

Observations:

- The campus location is easy to access via several transportation modes.
- The campus topography is relatively level with few restrictions on development.

LEGEND

- ▢ MIRACOSTA CAMPUS
- ▬ FREEWAY
- ▬ MAJOR STREET
- ▢ COMMERCIAL / RETAIL
- ▢ INSTITUTIONAL
- ▢ OPEN SPACE

Bush Street

Barnes Street

San Diego Street

Mission Avenue

Canyon Drive

Community Learning Center

Undeveloped Land

Maxson Street

5

Oceanside High School

Ron Ortega Recreation Park

NORTH
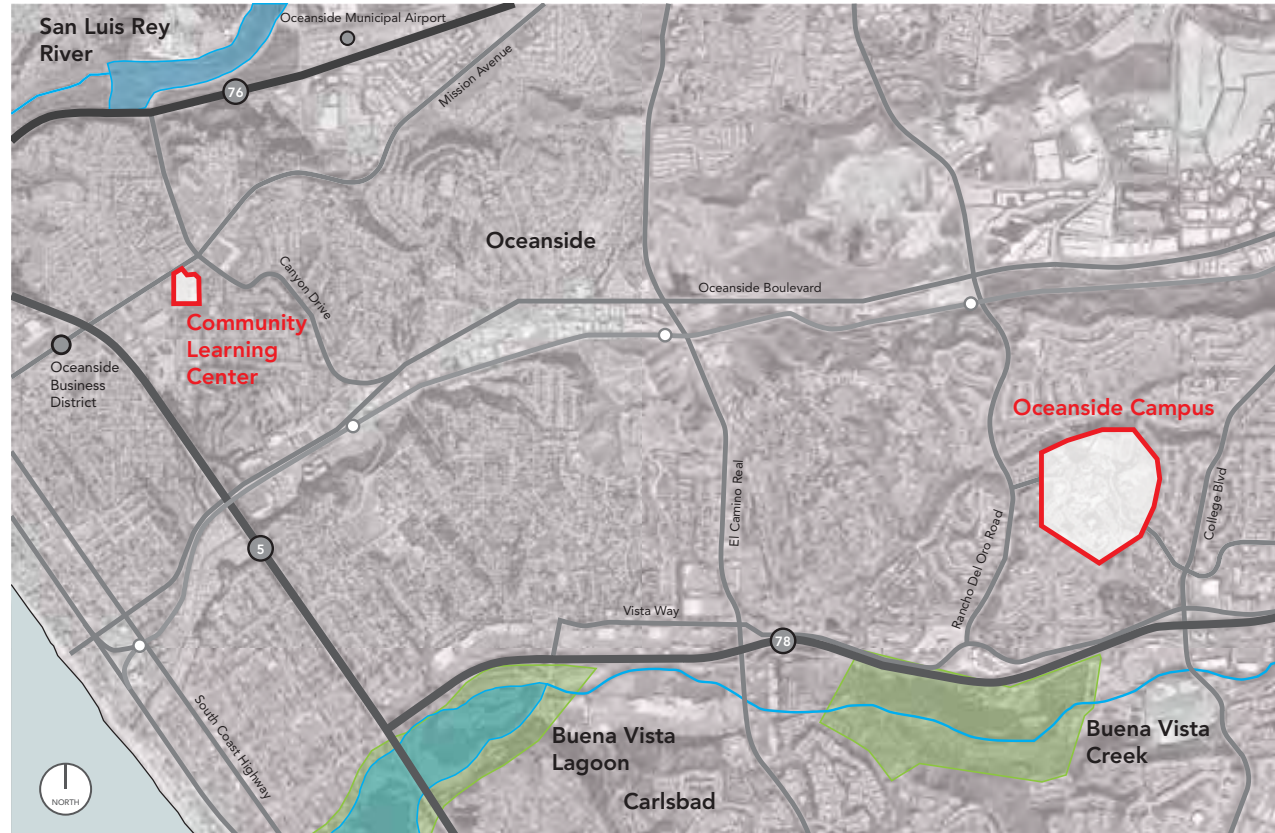
Neighborhood Context //

Existing Campus //

The irregular boundaries of the campus site results in a narrow Mission Avenue street frontage. Two small buildings are nearest and most visible from Mission Avenue—the Small Business Development Center (SBDC) and a building that is leased out and used as an Arby's restaurant. A large monument sign is situated near the main campus entry drive on Mission Avenue.

The space beyond the SBDC and Arby's is occupied by several buildings, a permanent parking lot, a temporary parking lot, and an undeveloped site area.

Building C is a temporary building.

Observations:

• The existing campus development does not use the site to its full potential.
• The narrow Mission Avenue street front and the two front buildings, as well as mature trees on the neighboring site, hinder the visibility of the campus entry.

EXISTING CAMPUS

PERMANENT FACILITIES

TEMPORARY FACILITIES

MISSION AVENUE

BARNES STREET

SBDC

RBY'S

BLDG C

BLDG B

BLDG A

OPEN
UNPAVED LOT

NORTH

Existing Campus //

Development History //

The Community Learning Center site opened in 2000, after being converted from its original retail center use, and certified as a school facility.

The main instructional buildings, A and B, where originally built in the 1970s. The SBDC was built in the 1980s.

Observations:

- The site development retains vestiges of its original retail use.
- The facilities are aging, especially elements that were not replaced in the conversion.
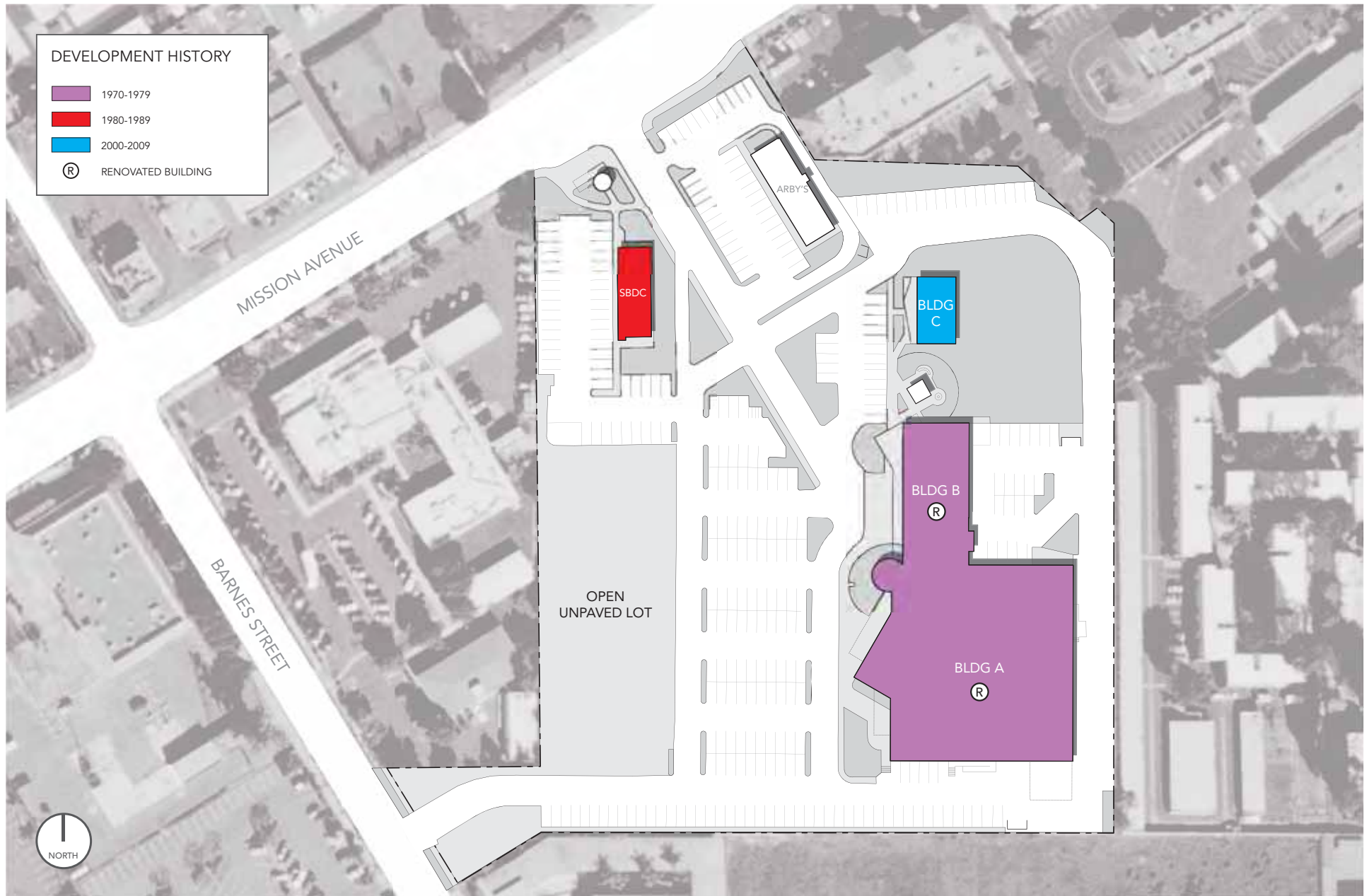
DEVELOPMENT HISTORY

1970-1979

1980-1989

2000-2009

Ⓡ RENOVATED BUILDING

MISSION AVENUE

ARBY'S

SBDC

BLDG C

BARNES STREET

OPEN UNPAVED LOT

BLDG B
Ⓡ

BLDG A
Ⓡ

NORTH

Development History //

Facilities Condition //

MiraCosta College participates in the California Community College Facility Condition Assessment program, which is a tool that is available to all districts for the assessment of existing community college buildings and the planning of repair work. The results of the last assessment, which was conducted in November of 2010, are illustrated in the opposite page. The Facility Condition Index (FCI) is the ratio of the cost of addressing all of a facility's deficiencies versus that facility's replacement value. The FCI was calculated for each existing facility. Facilities were placed in one of three categories.

• Good Condition indicates an FCI of less than 5% (Green)
• Fair Condition indicates an FCI of 5% to 10% (Yellow)
• Poor Condition indicates and FCI of greater than 10% (Red)

Information from the FCI Report along with third party studies from the engineering team was used during the planning process. Decisions regarding the renovation versus the replacement of existing facilities were incorporated into the recommendations.

FACILITIES CONDITION ASSESSMENT

■ FCI <5% (good condition)
■ FCI 5% - 10% (fair condition)
■ FCI > 10% (poor condition)

MISSION AVENUE

BARNES STREET

ARBY'S

SBDC

BLDG C

BLDG B

OPEN UNPAVED LOT

BLDG A

NORTH

Facilities Condition //

Circulation //

The CLC Campus offers instruction in the morning and evening hours. Classes are scheduled on an eight week cycle, resulting in peak usage occurring with greater frequency than at the other campuses. Parking capacity has not been adequate to accommodate the demand, especially at the beginning of each term, and in the evenings.

The campus is accessed via two entry points. The primary entry is from Mission Avenue, and a secondary entry from Barnes Street.

Pedestrian circulation occurs mostly between the parking lots and the buildings, and between Buildings A, B and C. A significant number of students walk to the CLC. The sidewalk from Mission Avenue is located only on the west side of the entry driveway, connecting to the monument sign, which was designed to serve as a bus shelter.The campus has one small outdoor gathering area, which is not designed to accommodate many users.

Observations:

- It is difficult for first time visitors to see the Mission Avenue entry drive in time to turn into the campus.
- The Barnes Street entry is not known to many visitors due to lack of signage, and its distance from the main parking lot.

- The Breeze buses stop on the east side of the entry drive, because there is not enough space to stop at the intended bus shelter. Riders must cross the drive if they wish to use the walkway into campus. Pedestrians must cross the driveway again to access the main instructional buildings.

- The pedestrian routes between the parking lot and the instructional buildings are direct and accessible.
- The campus needs space designed for outdoor gathering and socializing.

LEGEND

- ● CAMPUS ENTRY
- ◻ BUS STOP
- ━━ PRIMARY VEHICULAR PATH
- ╌╌ SECONDARY VEHICULAR PATH
- ▣ P PARKING LOT
- ━━ PRIMARY PEDESTRIAN PATH
- ╌╌ SECONDARY PEDESTRIAN PATH
- ▨ EXISTING GATHERING AREAS

MISSION AVENUE

BARNES STREET

ARBY'S

SBDC

BLDG C

BLDG B

BLDG A

OPEN
UNPAVED LOT

P

NORTH
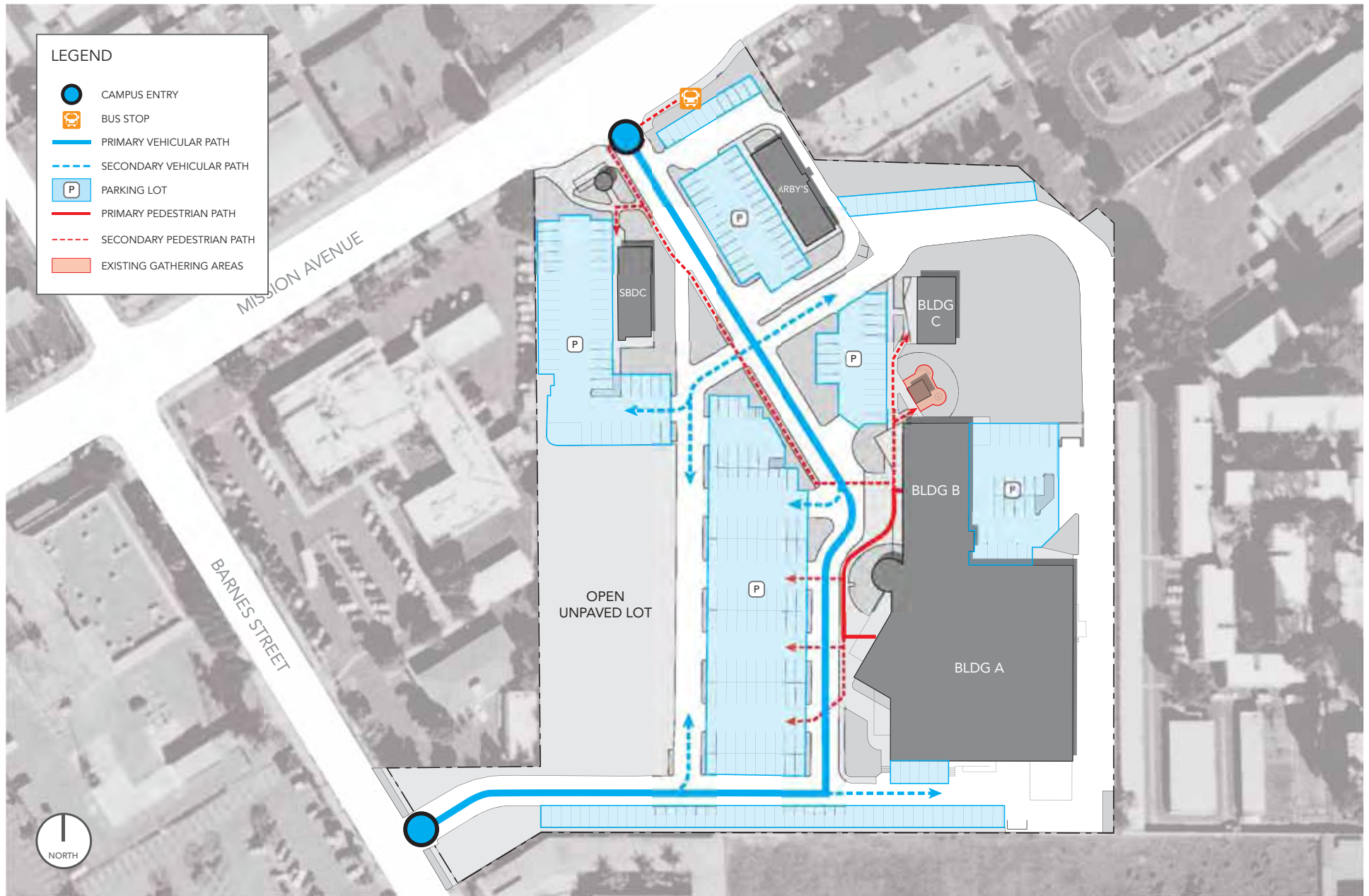
Circulation //

Campus Zoning //

The main instructional buildings are set back from Mission Avenue.

Instructional space is the primary use. In addition to instructional space, Building A houses student service offices, a bookstore, campus police, Academic Support Center, student lounge and a large meeting room.

Observations:

• The most visible and accessible part of the campus site, near Mission Avenue, is not used to its full potential.
• The distribution of building space is not arranged in a cohesive design.
• Space for many non-instructional functions is constrained.

CAMPUS ZONING

- ADMINISTRATION
- SERVICES
- INSTRUCTIONAL
- STUDENT SERVICES

MISSION AVENUE

BARNES STREET

ARBY'S

SBDC

BLDG C

BLDG B

OPEN UNPAVED LOT

BLDG A

NORTH
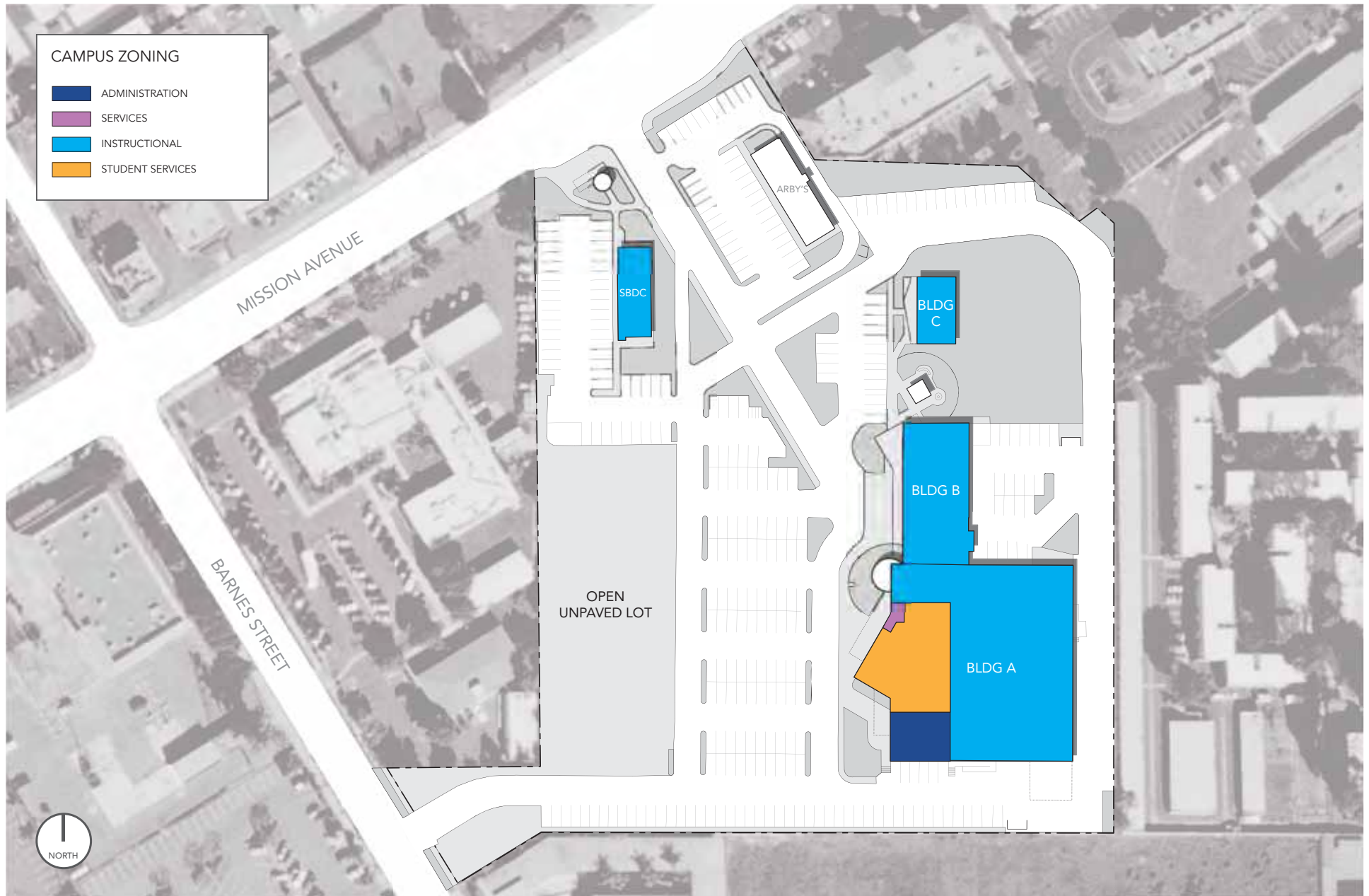
Campus Zoning //

Geology + Hydrology //

The Community Learning Center is located on relatively level land. The porosity of the soil is not particularly good. The campus lacks an infrastructure to manage rain water, which flows over the surface to the low point at the Barnes Street entry, where it enters the municipal storm drain system. The poor drainage in the temporary parking lot and the undeveloped area near Building C has resulting in the persistence of standing water and mud during the rainy season. In spite of the unpaved areas, the majority of the site is covered by impervious parking lots and buildings.

Observations:

- The site offers few constraints on development, which are based on its physical attributes.
- There is a need to manage stormwater, reduce its quantity and improve its quality by employing strategies to remove the pollutants found in urban runoff.

LEGEND

▭ IMPERVIOUS SURFACES

┄┄► WATER FLOW

◎ EROSION ISSUES

MISSION AVENUE

BARNES STREET

ARBY'S

SBDC

BLDG C

BLDG B

BLDG A

OPEN UNPAVED LOT

NORTH

Geology + Hydrology //

Open Space Program and Campus Connectivity //

Starting with identifying key open space areas, the analysis at their connectivity and programmatic relationships, and where opportunity lies to strengthen the organizational structure of the campus. The CLC campus was originally a large retail store that has been repurposed as a college campus. Therefore the original site plan was not concerned with creating pedestrian friendly outdoor spaces. As a result, fragments of remaining space have been set aside as student areas. The courtyard offers shade and seating along with a small community garden. Students use the courtyard, however there is an overall lack of identity being the only significant outdoor space on campus.

Most of the instructional classrooms are housed within Building A allowing for convenient access to and from the adjacent parking lot. The building located at the northwest corner hosts campus administration and has a weak and connection to the main classroom buildings. With no pedestrian walk connecting the two, staff and students must walk through the parking lot which is both unsafe and unceremonial. The CLC campus also suffers from a lack of identity along the public edge of campus. This is due partly to having a relatively small frontage along Mission Avenue, however with the main classroom building being located along the southern edge of the site it is so far removed from public edge visibility. The two stand-alone buildings located closer the Mission Avenue are placed perpendicular to the street so there is an overall lack of campus identity. Repositioning buildings closer to the public edge and have a stronger street presence will help improve the CLC's visibility within the overall community.

COURTYARD
STUDENT LEISURE

Open Space Program //

CAMPUS CONNECTIVITY

EXISTING GATHERING AREAS

P PARKING LOT

PRIMARY CIRCULATION

SECONDARY CIRCULATION

WEAK CONNECTION

MISSION AVENUE

BARNES STREET

ARBY'S

SBDC

BLDG C

BLDG B

BLDG A

OPEN UNPAVED LOT

NORTH
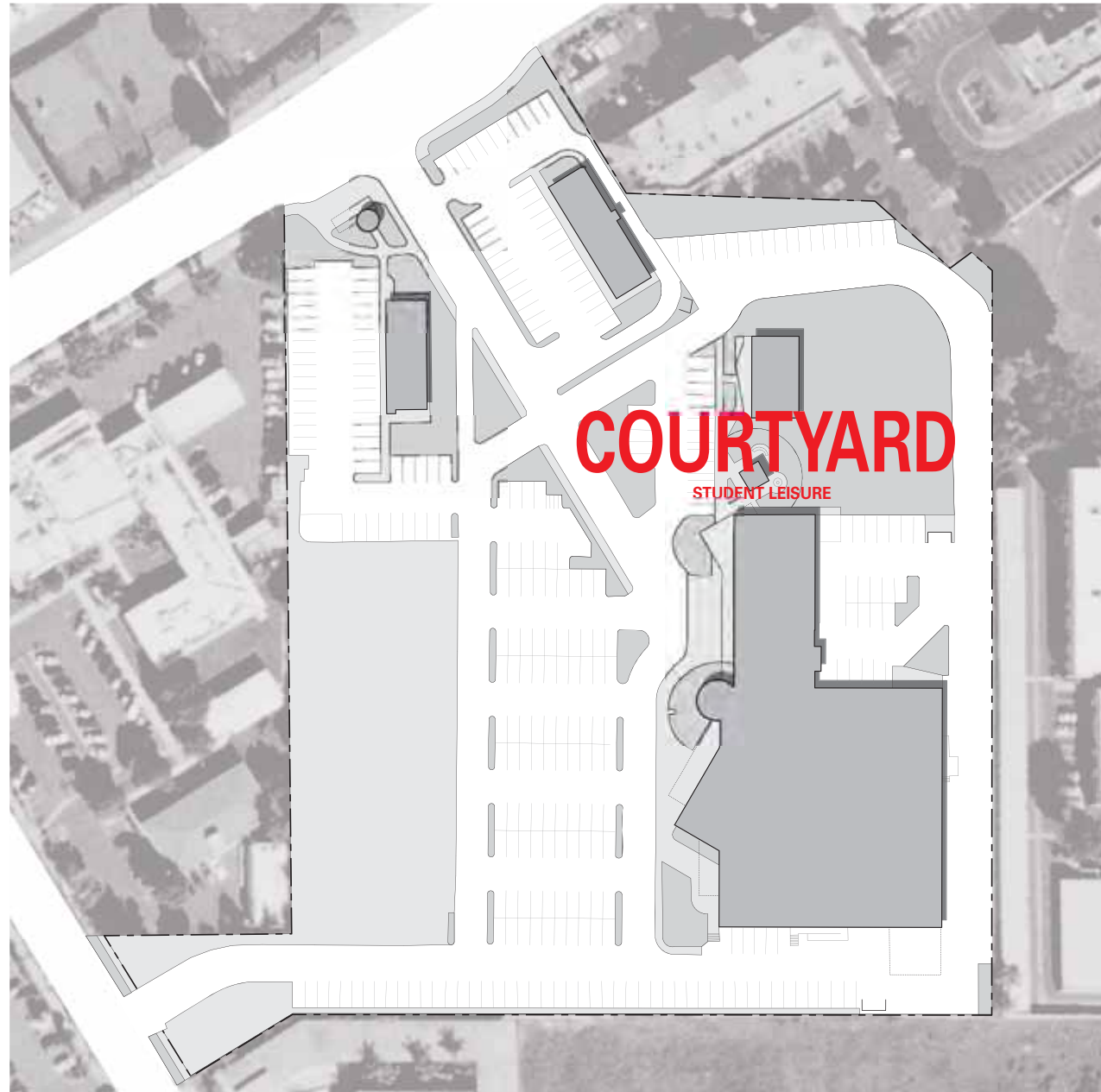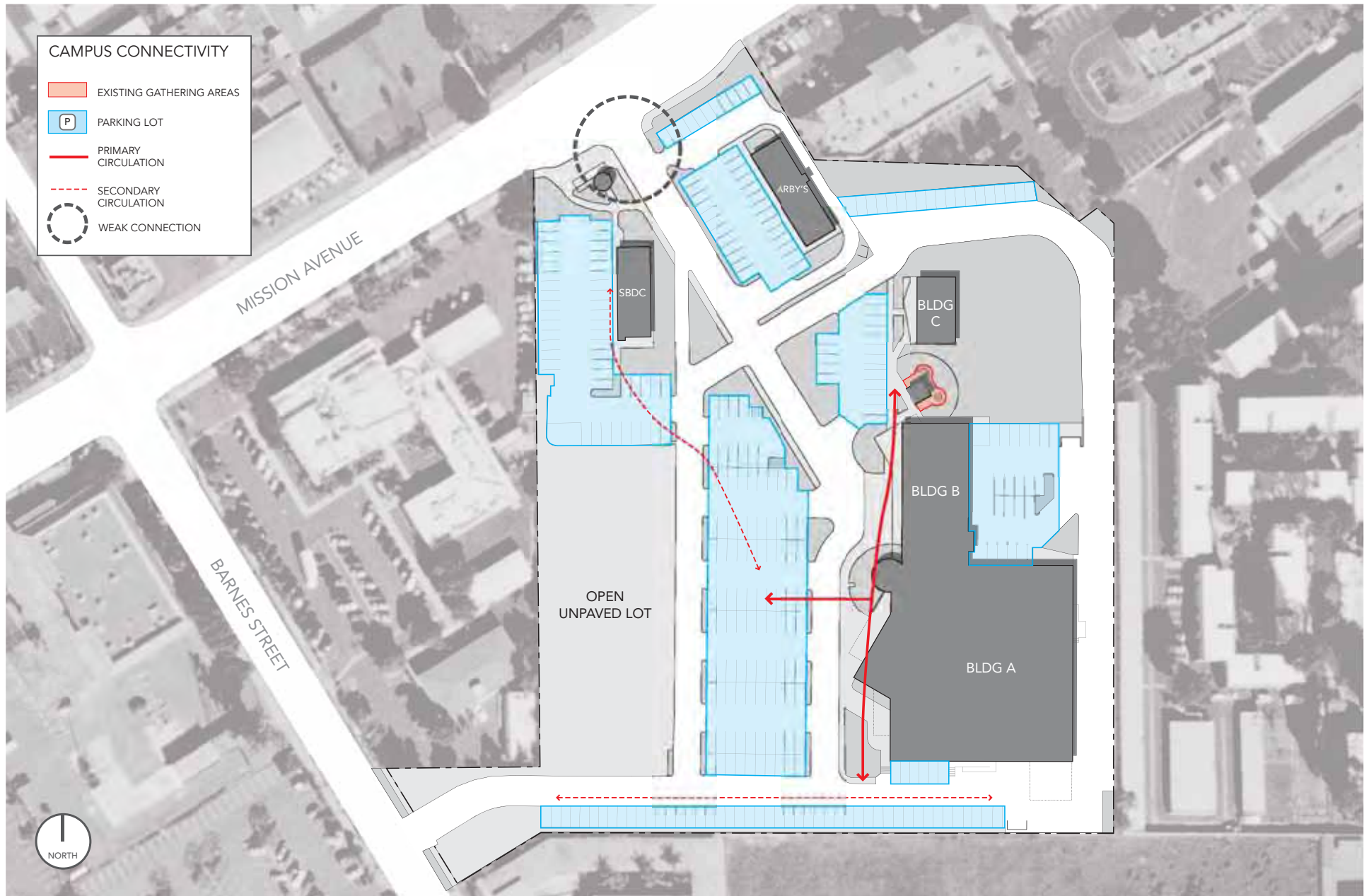
Campus Connectivity //

Open Space Typology //

West of the large parking area next to Building A lies an open crushed gravel field that provides overflow parking for staff and students during the busy evening classes. A better arrangement of parking may free up some space that would allow a buffer between the parking fields and the classrooms.

Located just east of Building C is another large open field that is relatively underutilized. This area does host some spill over from the courtyard area, as well as the community garden, however it is largely vacant land.

The student courtyard is presently the only open space for students. It is conveniently located next to the main classroom buildings, however it faces a parking lot and vacant field. With the overall lack of program and amenities within this area, it is underutilized by students as a outdoor gathering and seating area.

OPEN SPACE TYPOLOGY

UNDERUTILIZED LAND

PROGRAM OPPORTUNITY

MISSION AVENUE

BARNES STREET

ARBY'S

SBDC

BLDG C

BLDG B

BLDG A

OPEN UNPAVED LOT

NORTH
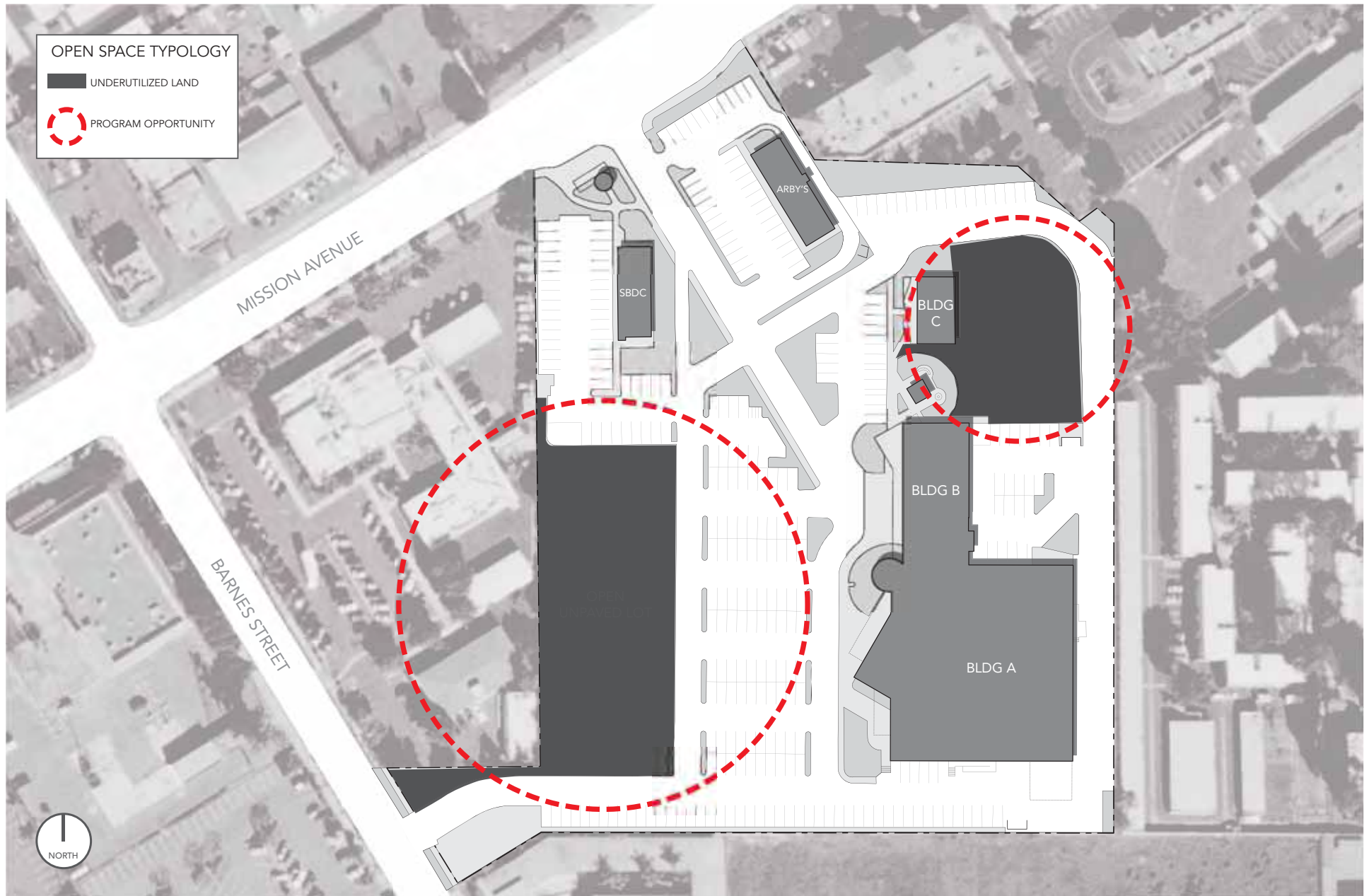
Open Space Typology //

Irrigation //

The Community Learning Center Campus has a relatively small area of high water use landscape. Most of the turf area is currently located around the courtyard area which is the best location. A mix of low evergreen shrubs and perennials comprise a majority of the CLC's landscape which has a moderate water use requirement. Adapting to a more native planting palette could help save maintenance dollars and give the campus a more unique identity within the community.

LANDSCAPE IRRIGATION
REQUIREMENTS

LOW WATER USE

MODERATE WATER USE

HIGH WATER USE

MISSION AVENUE

BARNES STREET

ARBY'S

SBDC

BLDG C

BLDG B

BLDG A

OPEN
UNPAVED LOT

NORTH

Irrigation //

Energy Consumption //

Located within the urban context of downtown Oceanside, Community Learning Center's campus receives an abundant amount of solar exposure from the winter and summer sun paths. Moderate cloud cover year round further creates a cooler exterior environment. The existing buildings are oriented along a east-west axis, thus are exposed to excessive year round solar radiation. This orientation combined with existing electricity and fuel demands of the building results in an inefficiency in energy use. In 2009, the Community Learning Center campus consumed approximately 117 KBtu/sf. This figure is well above the California Higher Education Building Average of 76 KBtu/sf and the Energystar benchmark of 50 KBtu/sf.

Sun Path Diagram illustrating the solar condition of the site over the course of day, during each season of the year.

2009 | ENERGY USAGE

Kbtu/sf

117

97

CA Higher Ed Average 76

50

48

SEC
67,313

CLC
43,360

OC
400,360

Square Feet
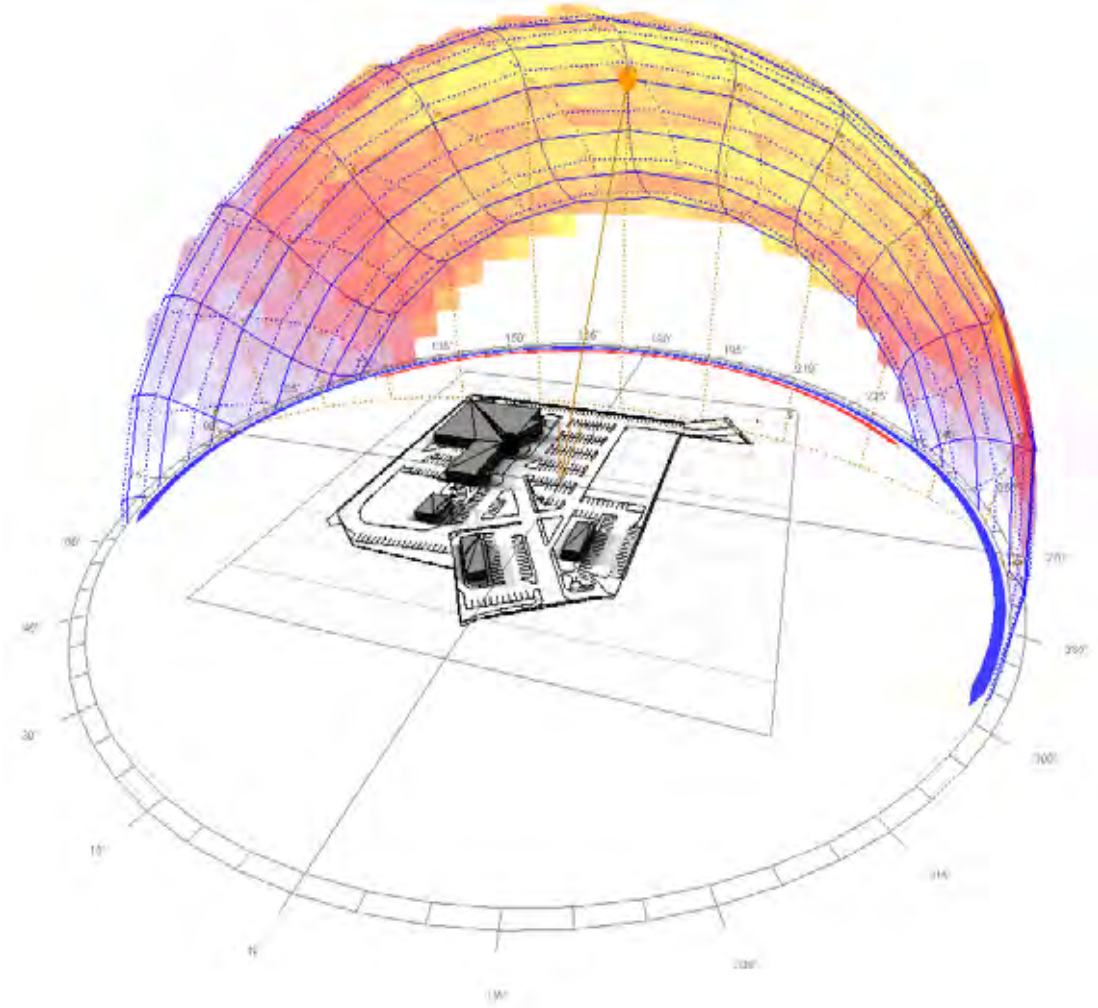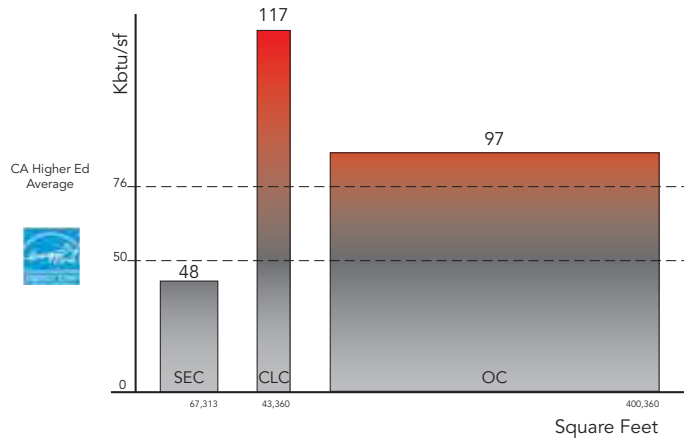
Energy conservation measures combined with supplemental energy efficiency strategies will result in a significantly more efficient operation for the campus. Renewable energy is one strategy to consider. Rooftops, shade structures, parking lots and other flat, exposed surface areas could be considered for photovoltaic systems.

To meet the District's target to provide 40% of energy consumption with renewable energy, 30,770 square feet of PV panels would be needed at the 2009 consumption level. If consumption could be lowered to the California higher education facility average, 20,000 square feet of PV panels would be needed.

30,770 sq.f. CURRENT

20,000 sq.f. CA AVERAGE

ARBY'S

MISSION AVENUE

SBDC

BLDG C

BLDG B

BARNES STREET

OPEN UNPAVED LOT

BLDG A
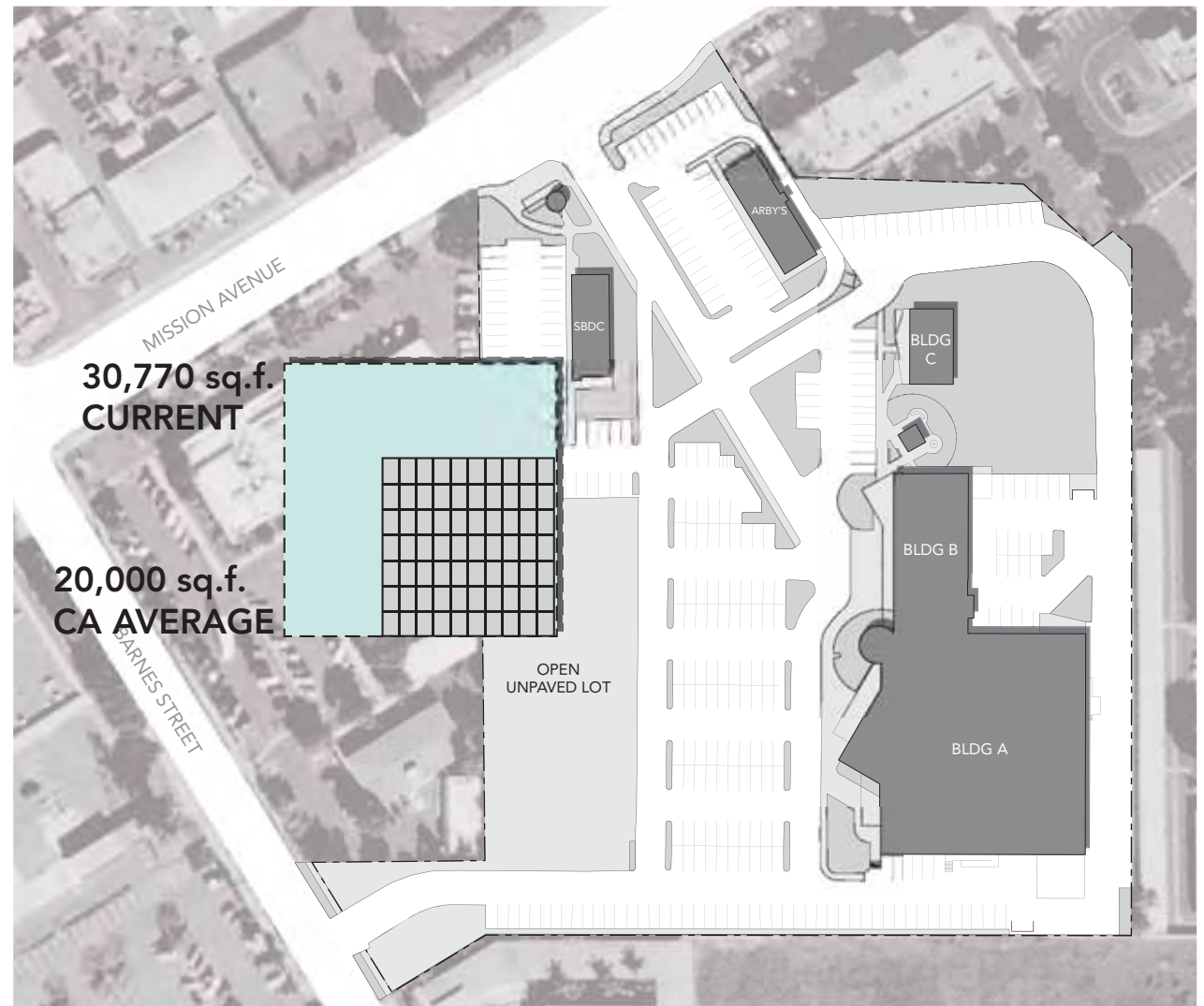
Energy Consumption - PV Panel

Community Learning Center Recommendations

Recommendations //
Community Learning Center

The Facilities Plan for the San Elijo Campus presents an overall picture of the proposed development that is designed to support the institutional goals for MiraCosta College. The recommendations meet the needs of the projected enrollment and program forecasts for the San Elijo Campus and are a translation of the educational planning data to facilities space needs.

Recommendations for future development of the San Elijo Campus include the construction of two new buildings, a new instructional building and a new student services center, the renovation of existing facilities to support program needs, and the modernization of several buildings to address safety, accessibility and maintenance issues. Art display areas are recommended to showcase student and faculty art in the public spaces of new and existing buildings.
A series of site improvement projects are proposed to improve circulation and develop a series of outdoor

spaces to promote collaboration and student success. While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of recommended improvements. The final design of each site and facility project will take place as projects are funded, and detailed programming and design will occur with a designated user group.

The recommendations for the future development of the campus are described in this section and are grouped into the following categories.

- New Facilities
- Renovation of Facilities
- Modernization of Facilities
- Demolition and Removal of Facilities
- Site Improvements
- Phasing Plans
- Path to Sustainability

Facilities Planning Principles //

The Facilities Planning Principles for the District were applied to the Community Learning Center and resulted in the recommendations that are presented in this chapter. An overview of this application is provided below.

Maximize Functional Space

- Existing facilities are modernized to address safety, accessibility and maintenance needs.
- Existing facilities are renovated and repurposed to address identified program needs.
- A robust utility and technology infrastructure is provided to support all facilities.

Eliminate Non-Functional Space

- Temporary facilities are removed in order to provide space for new facilities.
- Under-utilized spaces are renovated to support identified program needs.

Improve Efficiency/Utilization of Facilities

- Student services functions are re-zoned to improve access and visibility.
- Flexible, multi-purpose spaces are provided to maximize scheduling and utilization.

Right-Size the Campus to Address Program Needs

- The recommendations for facilities are developed based on the planning data developed in the Educational Plan and translated to space needs using state guidelines.

Enhance the Campus Environment

- The campus identity along Mission Avenue is improved to increase visibility within the community.
- Vehicular circulation is improved to create a safe pedestrian environment.
- The campus is transformed into a collegiate environment.
- Outdoor spaces are developed to support instruction and to extend the learning environment beyond the walls of the buildings.
- Gathering spaces are provided to encourage collaboration, study and informal activity.

Develop the Path to Sustainability

- The campus open space is developed as a living lab to inspire and educate about environmental stewardship.
- Strategies are developed to improve operations, reduce energy and water use, and mitigate negative impacts to water quality.
- Multiple modes of transportation to the CLC campus are encouraged.
- Natural landscaping and gardens are provided to support wildlife that is present in this urban environment.
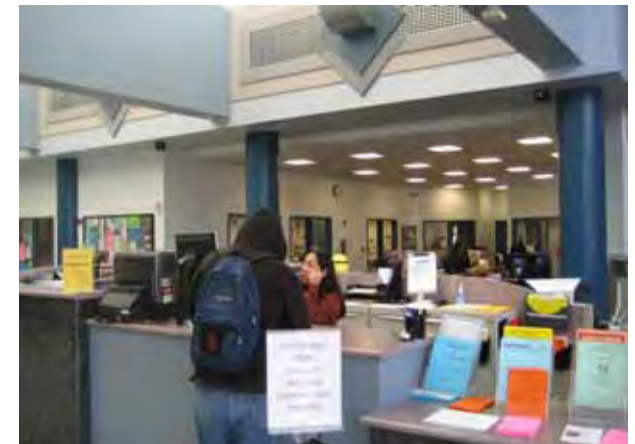
Facilities Recommendations //

New Facilities

New facilities projects will provide space to address program needs and accommodate the projected space needs. Proposed building sizes are based on the preliminary programming discussions that took place during the planning process. A summary of these assumptions is included in the Appendix of thie Facilities Plan. A new facility is sited, massed, and oriented to improve the identity of the campus along Mission Avenue, work with environmental conditions, and strengthen circulation patterns. The new facility has the potential to be a model for sustainable design. It will meet the green building design and operational standards set by the District, and will use strategies for energy and water efficiency, occupant health and comfort, and high performance.

Renovation of Existing Facilities

The renovation of existing facilities includes the complete or partial repurposing of facilities to accommodate new functions. Renovation projects allow campus functions to be rezoned to improve student access to services, to create engaging spaces that foster collaborative learning, to improve operational efficiency, and to address the secondary effects of constructing new space. In addition, renovation projects will modernize building support systems and update spaces that are not identified to be repurposed.

Modernization of Existing Facilities

While Buildings A and B are well maintained and in good condition, a prudent planning process must anticipate the need for upgrades at some point in the course of the ten year planning horizon. Modernization is recommended for all portions of facilities, for which a significant change in use is not planned.

The proposed modernization projects will provide needed repairs and upgrades to maximize the utilization and functional lifespan of existing facilities. Modernization work will maintain the integrity of building envelopes and update finishes, technology, equipment, furnishings, and building systems. Energy and water efficiency upgrades will be implemented, as well as upgrades to improve accessibility, and occupant health, safety, and comfort.

Through these projects, the District will accomplish the following objectives:

Repair and Upgrade for Safety and Accessibility

In addition to repairing non-functioning elements, facilities will be upgraded to keep pace with evolving standards and regulations for life safety and barrier removal.

Improve Technology Systems

Media systems and specialized equipment will be brought up-to-date. Building network equipment and connectivity will be made robust enough to support emerging instructional technologies.

Refresh Finishes and Furniture Systems

Worn and damaged finishes will be replaced to maintain structural integrity and to provide attractive spaces that welcome students. Worn and outdated furniture will be replaced for more efficient utilization of space and improved support of modern teaching methodologies.

Upgrade for Sustainability

Building spaces and infrastructure will be upgraded to create high performance learning and working environments that meet rigorous District standards for energy and water efficiency, indoor air quality, material use, and occupant comfort.

Demolition and Removal of Facilities

The removal of temporary facilities will take place as functions move to new or repurposed permanent space. Permanent facilities which have aged beyond their useful lifespan will be demolished as functions move to new or renovated facilities.

Path to Sustainability

The facilities planning process helped to establish and document the MiraCosta College vision for sustainability, which guided the development of recommended strategies for the Community Learning Center. Strategies for sustainability have been integrated into every project. They address operations, energy and water use, water quality and high performance facility design. The Path to Sustainability section describes these strategies, their projected benefits, and charts a path to an increasingly sustainable future.

Projects

New Facilities
• Student Services

Renovation of Existing Facilities
• Building A Renovation

Modernization of Existing Facilities
• Building A and B Modernization

STUDENT SERVICES

BLDG B

BLDG A

MISSION AVENUE

BARNES STREET

Modernized Buildings
Renovated Buildings
New Buildings

NORTH

Facilities Recommendations //

New Facilities //

Student Services Building

The new Student Services Building will house the student services and administrative offices, the bookstore, the Academic Support Office, Campus Police, and the student lounge. It will function as a new 'front door' for the Community Learning Center, creating a much needed presence for the learning center on Mission Avenue. The building will have a gathering space on Mission Avenue and a safe drop-off on the parking lot side for pedestrians. These two outdoor spaces will be linked by a pass-through lobby which serves the other functions of the building.

Storage Service Yard

The storage building and service yard will provide facilities for the operation and maintenance of this campus.

Renovation of Facilities //

Building A Renovation

The student services functions in Building A will move to the new Student Services Building. These functions include the student services and administrative offices, the bookstore, the Academic Support Office, and the student lounge. The vacated space will be repurposed for a large instructional space, a computer lab, and a larger meeting/event room.

Demolition and Removal of Facilities //

The removal of these existing facilities is recommended to support the District's priorities for the use of the prime building site at the Mission Avenue street frontage. The removal of Building C supports the District's initiative to replace temporary buildings with permanent facilities. The Small Business Development Center will move to a new location with improved access and visibility to the business community.

Demolition and Removal List
- Leased Building (Arby's Restaurant)
- Small Business Development Center
- Temporary Building C
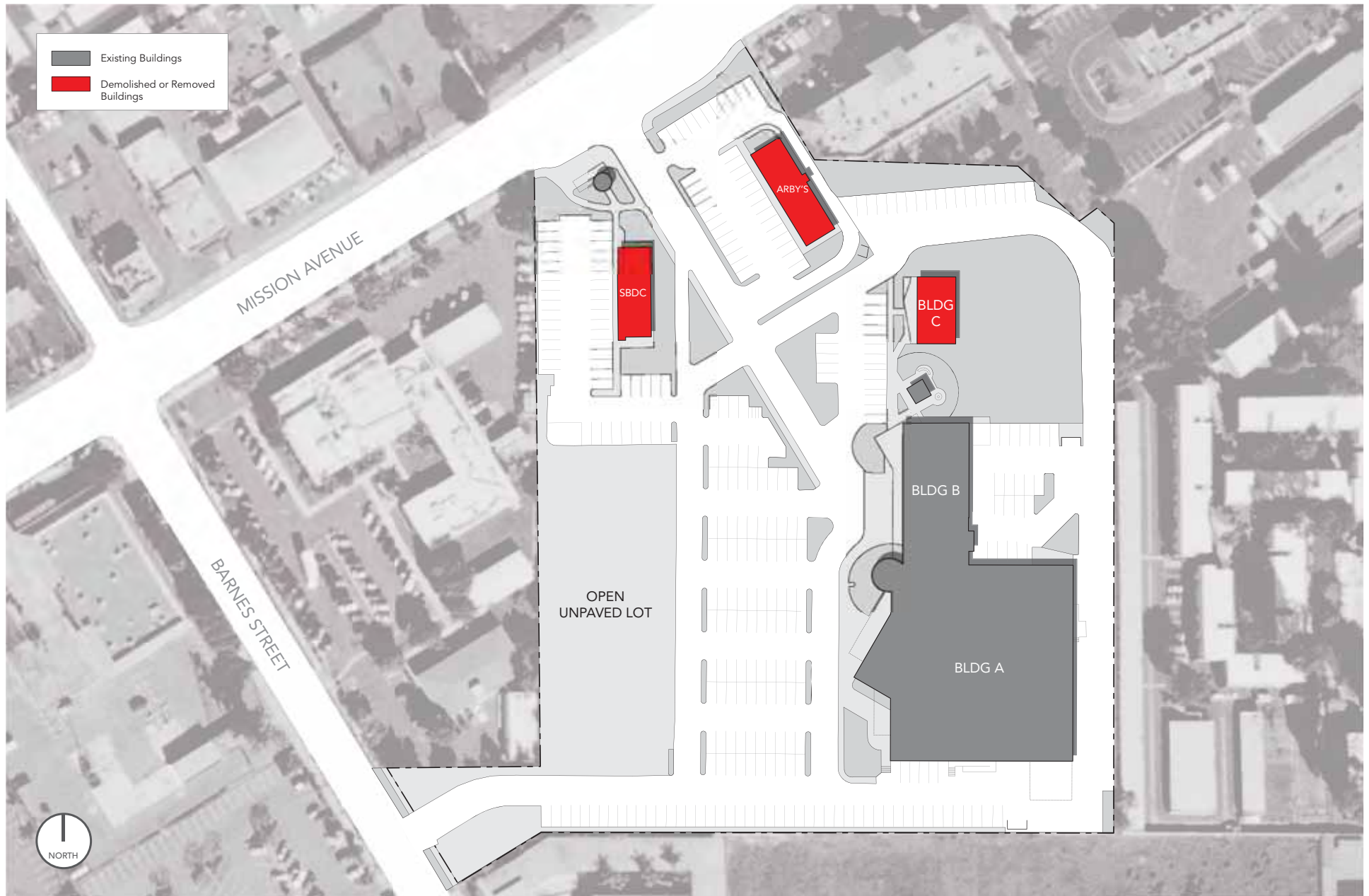
Existing Buildings

Demolished or Removed Buildings

MISSION AVENUE

BARNES STREET

ARBY'S

SBDC

BLDG C

BLDG B

BLDG A

OPEN UNPAVED LOT

NORTH

Demolition and Removal of Facilities //

Site Improvements //

The recommendations for improving the Community Learning Center campus are based on a holistic and sustainable approach that addresses the physical, environmental, and social conditions of the campus. The site recommendations also address the need to maintain, repair, and improve existing drives, parking lots, pavement, lighting, and security. The next several pages describe the campus-wide recommendations for vehicular and pedestrian circulation, open space programming, landscaping, and site infrastructure. This is followed with descriptions of each site improvement project.

Site Infrastructure Planning

The Facilities Plan recommends improvements to the campus site utility infrastructure to anticipate changing needs and growth into the next decade. The plan identifies improvements to the following infrastructure systems:

- Water
- Stormwater
- Sanitary Sewer
- Natural Gas
- Electricity
- Technology

Written reports for these systems are included in the Facilities Plan Appendix of this document. Each report describes the existing system, analyzes future needs, and makes recommendations for system upgrade and extension. A set of phased conceptual plan drawings illustrate the recommendations for each system.

Projects

- Student Plaza and Forecourt Plaza
- Entry Plaza and Study Gardens
- Drives and Parking Lot Improvements
- Photovoltaic System

STUDENT SERVICES

BLDG B

BLDG A
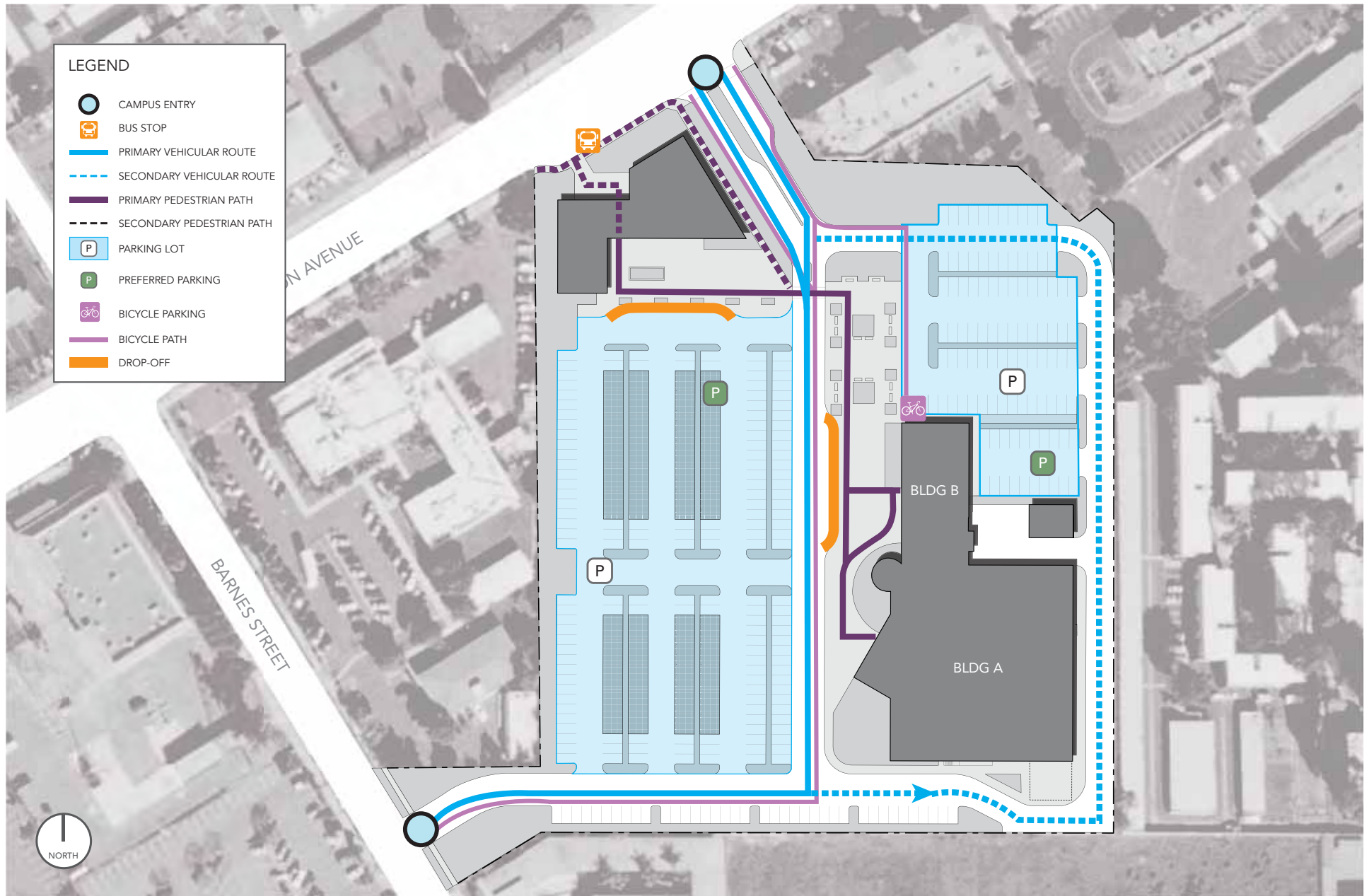
MISSION AVENUE

BARNES STREET

NORTH

Site Improvements //

Proposed Circulation //

The new campus entry, drives, and parking lots relocate and simplify vehicular circulation, allowing for stronger pedestrian routes and connections. The Mission Avenue entry drive is relocated from the center of the narrow street frontage, to the eastern property line, allowing the development of a longer right turn lane and bus turnout for vehicles approaching from the west and Interstate 5. The secondary campus entry from Barnes Street is maintained. Passenger drop-off zones serve both main circulation plazas. Parking lots are fully developed, providing much needed capacity. Bicycle circulation and parking are provided.

New pedestrian entries, plazas, gardens, and walks employ a varied palette of framework planting and paving design to create an integrated pedestrian experience and a true campus environment for the Community Learning Center. A continuous field of architectural concrete paving unifies the ground plane of the pedestrian circulation spaces, while the gateway, plaza, and accent trees provide variety and define large gathering spaces and intimate courtyards. Being that a majority of the students attend this campus during the evening, site lighting is very important. The lighting varies from sculptural pole lights in the plazas to tree up-lights in the Study Garden areas. Light levels vary between the different outdoor rooms of the campus, with an effective minimum light level maintained for security.

LEGEND

◯ CAMPUS ENTRY

🚌 BUS STOP

━━━ PRIMARY VEHICULAR ROUTE

┅┅┅ SECONDARY VEHICULAR ROUTE

━━━ PRIMARY PEDESTRIAN PATH

┅┅┅ SECONDARY PEDESTRIAN PATH

[P] PARKING LOT

[P] PREFERRED PARKING

🚲 BICYCLE PARKING

━━━ BICYCLE PATH

━━━ DROP-OFF

AVENUE

BARNES STREET

P

P

P

BLDG B

P

BLDG A

NORTH

Proposed Circulation //

Open Space Programming //

The Community Learning Center is a much smaller campus than the other District locations, and this provides several opportunities and some constraints. With the existing main building being located in the back southern corner of the site, the campus has suffered from poor visibility along Mission Avenue. To solve this problem, the entry road is relocated to the eastern property line allowing for the construction of a new building located along the northern edge of campus. As a result of this transformation, a strong presence on Mission Avenue is established.

The high demand for parking on campus allows for limited outdoor space for faculty, staff, and students. The master plan addresses this issue by creating an Entry Plaza and Study Garden that provides a seamless pedestrian link to the new Study Gardens and Student Services Building along Mission Avenue. Major events on campus will be held in the Student Plaza, which is buffered from the parking area and street and framed by the signature building.

FORECOURT

STUDENT
SERVICES

STUDENT
PLAZA

STUDY
GARDENS

ENTRY
PLAZA

BLDG B

BLDG A

MISSION AVENUE

BARNES STREET

NORTH
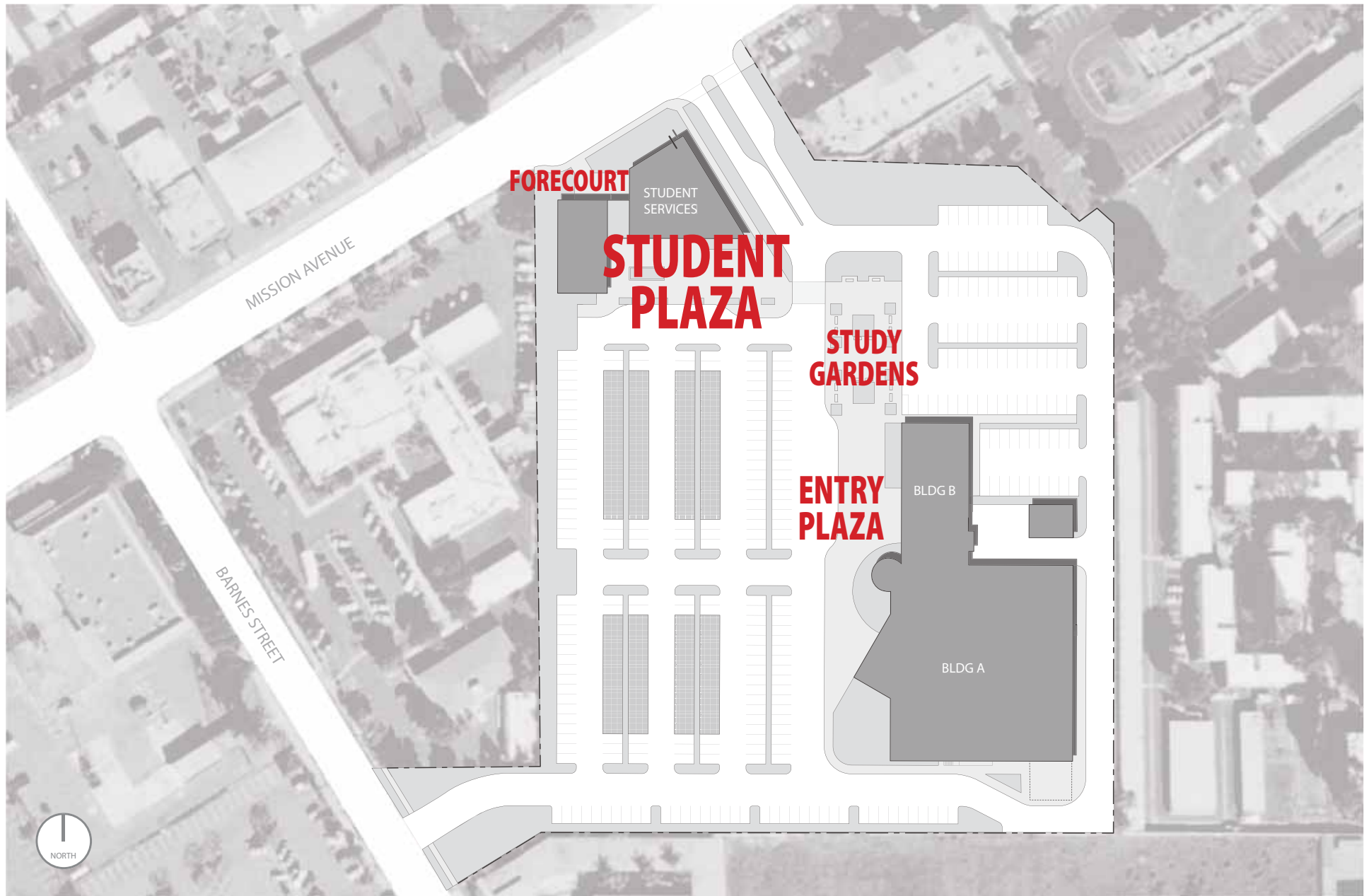
Open Space Programming //

Landscape Framework //

To increase visibility of the campus along Mission Avenue the Facilities Plan proposes the use of a formal columnar tree or palm to create a welcoming gateway for students, staff, and community members. Another tall canopy tree will frame the Student Plaza and Study Garden area and establish a strong visual link between the two spaces. A smaller flowering accent tree centered in the Study Garden will help bring a pedestrian scale to the garden, and provide variety with color and texture.

Framing the west side of campus is a linear row of buffer trees that will help define the edge of campus and establish the parking area as an outdoor room.

Perimeter Street Tree

London Plane Tree
platanus acerifolia 'columbia'

Silk Oak
Grevillea robusta

Entry Street Tree

Raywood Ash
Fraxinus angustifolia 'Raywood'

Date Palm
Phoenix dactylifera

Student Plaza Tree

Tipu Tree
Tipuana tipu

Chinese Elm
Ulmus parvifolia

Courtyard Tree

Palo Verde
Parkinsonia spp.

Western Redbud
Cercis occidentalis

LEGEND

STUDENT PLAZA TREE
PERIMETER BUFFER TREE
ENTRY TREE
STREET TREE
COURTYARD TREE
PARKING TREE

MISSION AVENUE

BARNES STREET

STUDENT SERVICES

BLDG B

BLDG A
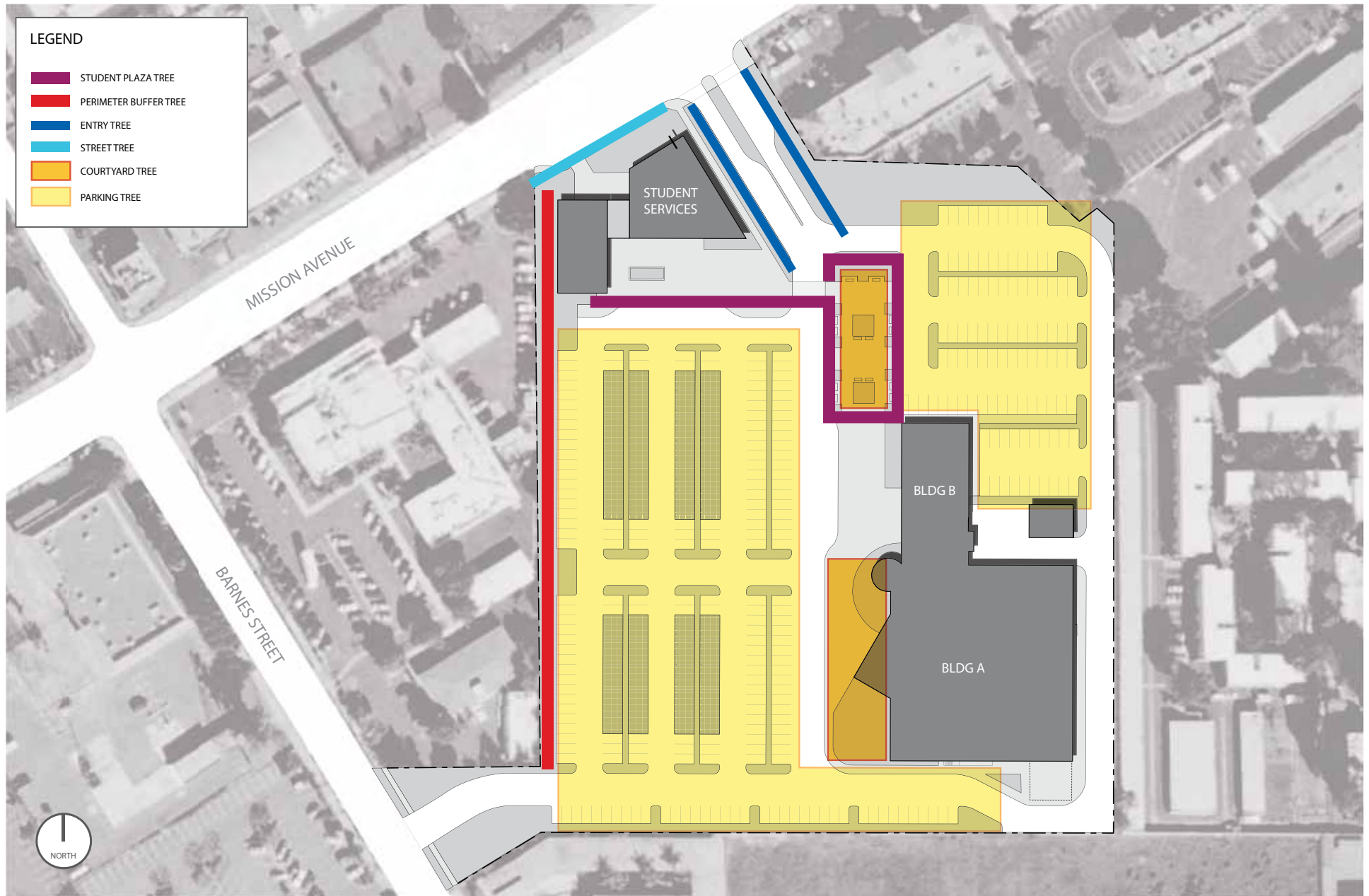
NORTH

Landscape Framework //

Paving Typology //

Connectivity is one of the primary goals of the Facilities Plan, and the paving selection plays a vital role in establishing a strong link between the north and south sides of campus. Concrete is the recommended choice as the primary material which is complemented with a unique hand-seeded aggregate and a sandblast finish.

Concrete unit pavers will help to break down the scale of the Study Garden area and compliment its more intimate scale. These pavers can be various sizes and colors – however, busy patterns and color should be avoided.

Student Walk:
Integral color concrete with hand-seeded exposed aggregate with a light to medium sandblast finish

Student Plaza Paving:
Concrete unit pavers

LEGEND

PLAZA PAVING

STUDENT PLAZA PAVING

MISSION AVENUE

BARNES STREET

STUDENT SERVICES

BLDG B

BLDG A

NORTH
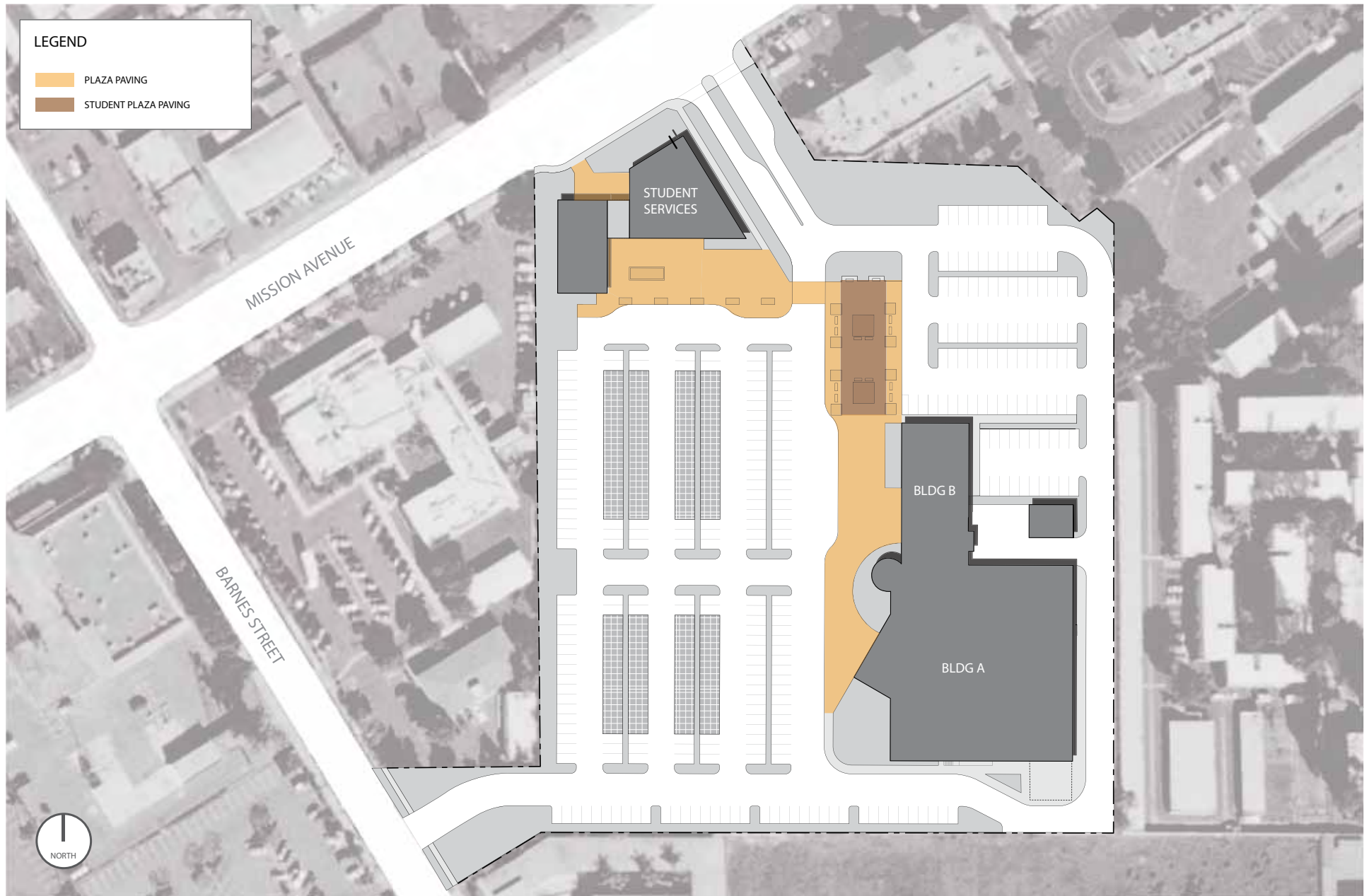
## Paving Typology //

Site Improvements //

Student Plaza and Forecourt Plaza

The Forecourt Plaza, Student Plaza, and the new Student Services Building represent an integrated "front door" design for the Community Learning Center. The Forecourt Plaza welcomes students arriving by bus and on foot from Mission Avenue. Street-scaled campus signage and a community information board are designed into the Student Services Building at the Forecourt Plaza facing Mission Avenue. Lighting of the Forecourt Plaza, the signage, and building elements maintains the campus presence into the evening hours.

Design elements, including finish materials, day-lighting, and vision glazing create a strong link between the Forecourt Plaza, the Student Plaza, and the Student Services Building. In this way, students are welcomed into the campus and provided with maximum exposure to services and activities that foster student success. The Student Plaza is scaled to accommodate larger events and gatherings and to support programming in the new building.
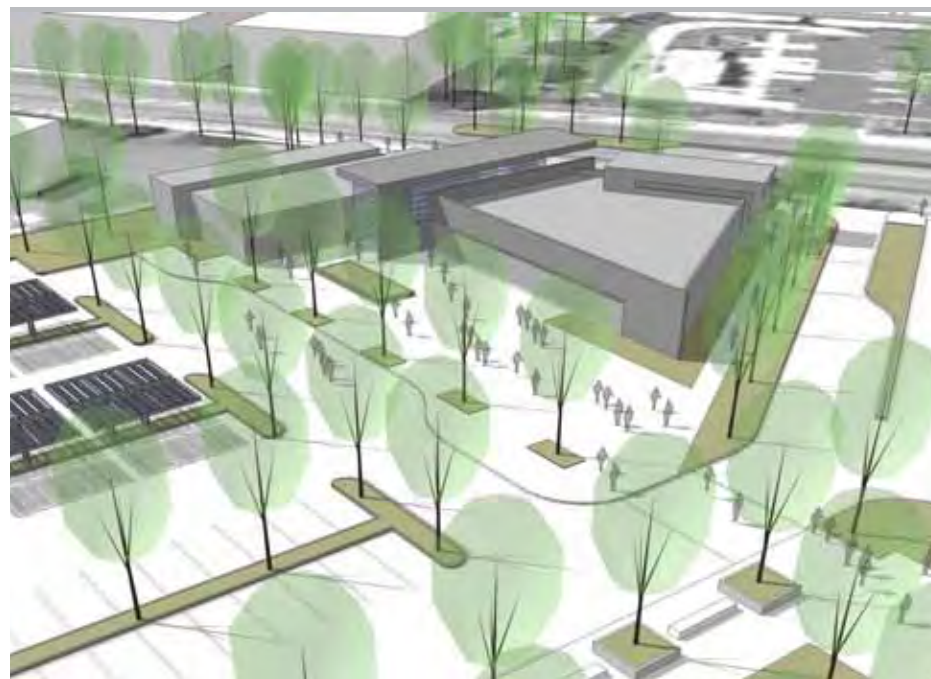
Site Improvements //
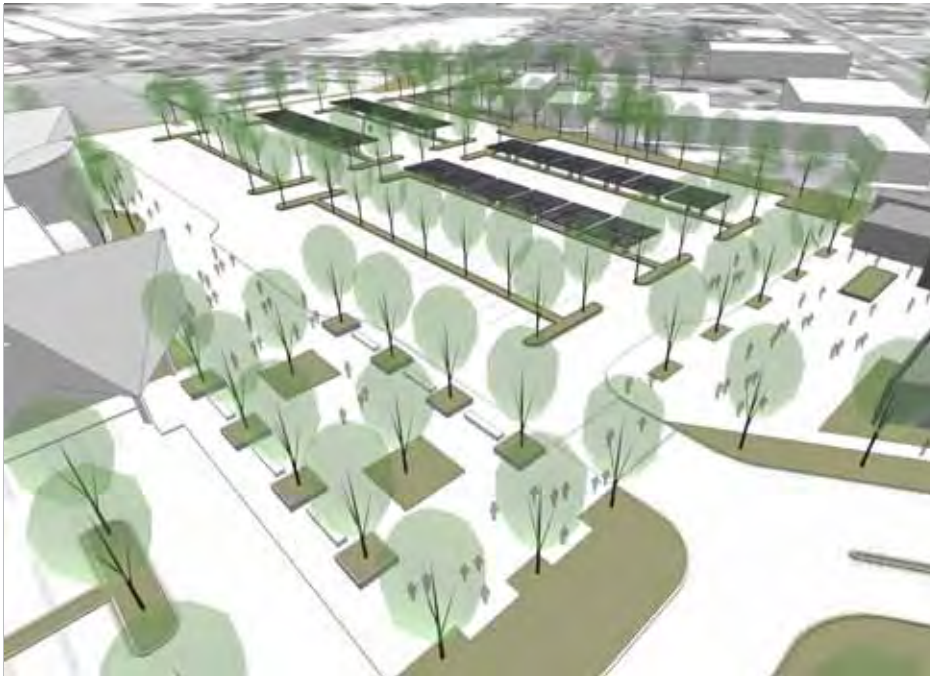
Entry Plaza and Study Gardens

The new primary pedestrian route, which starts at the Forecourt Plaza, passes alongside the Study Gardens, and connect to the Entry Plaza. This central campus open space axis is articulated into two areas of differing character and use. The Study Gardens are intimately scaled, providing shaded seating areas and planters. The landscape framework plants, paving and furniture are richly detailed to encourage slower movement, rest, study, and conversation. The Entry Plaza is scaled for larger gatherings and active circulation to support Buildings A and B. This plaza functions as a pedestrian gateway to receive students from the parking lot and the main pedestrian drop-off.

Site Improvements //

Drives and Parking Lot Improvements

The recommended site design will move the main campus entry drive on Mission Avenue to the east property line. The street front will no longer be divided by the entry drive, allowing more uninterrupted length for a right turn lane and bus turn-out.

Two passenger drop-off zones will be provided. Previously undeveloped site areas will be integrated into the new plazas and parking lots. The placement of accessible van and car parking stalls nearest to the buildings is required by the building code. In addition, preferred parking for carpools and alternative fuel vehicles is recommended. The designation of bike lanes is recommended for the entry drives. A bike parking lot will be provided to the north of Building B.

A stormwater management system will serve the entire site. The parking lots and drives will be sloped to drain into flow-through-planters to clean and reduce the quantity of stormwater that leaves the campus. Stormwater leaving the flow-through-planters will be conveyed to the municipal system via an underground drainage system. Energy efficient site lighting will be installed, which will provide quality lighting for security while conforming to strict standards for light pollution reduction. Shade trees will be incorporated into parking lots to mitigate heat islands and reduce the burden on building cooling systems. The photovoltaic structures will also provide shade over a considerable portion of the main parking area.

Photovoltaic System

Photovoltaic (PV) electrical generation is recommended to enable the District to meet its goal for on-site renewable power. A section of the parking lot has been identified as the location for PVs, which will be installed on shade structure supports. The system will provide shaded parking. Energy efficient parking lot lighting, which conforms to strict standards for light pollution reduction, will be integrated into the structures.
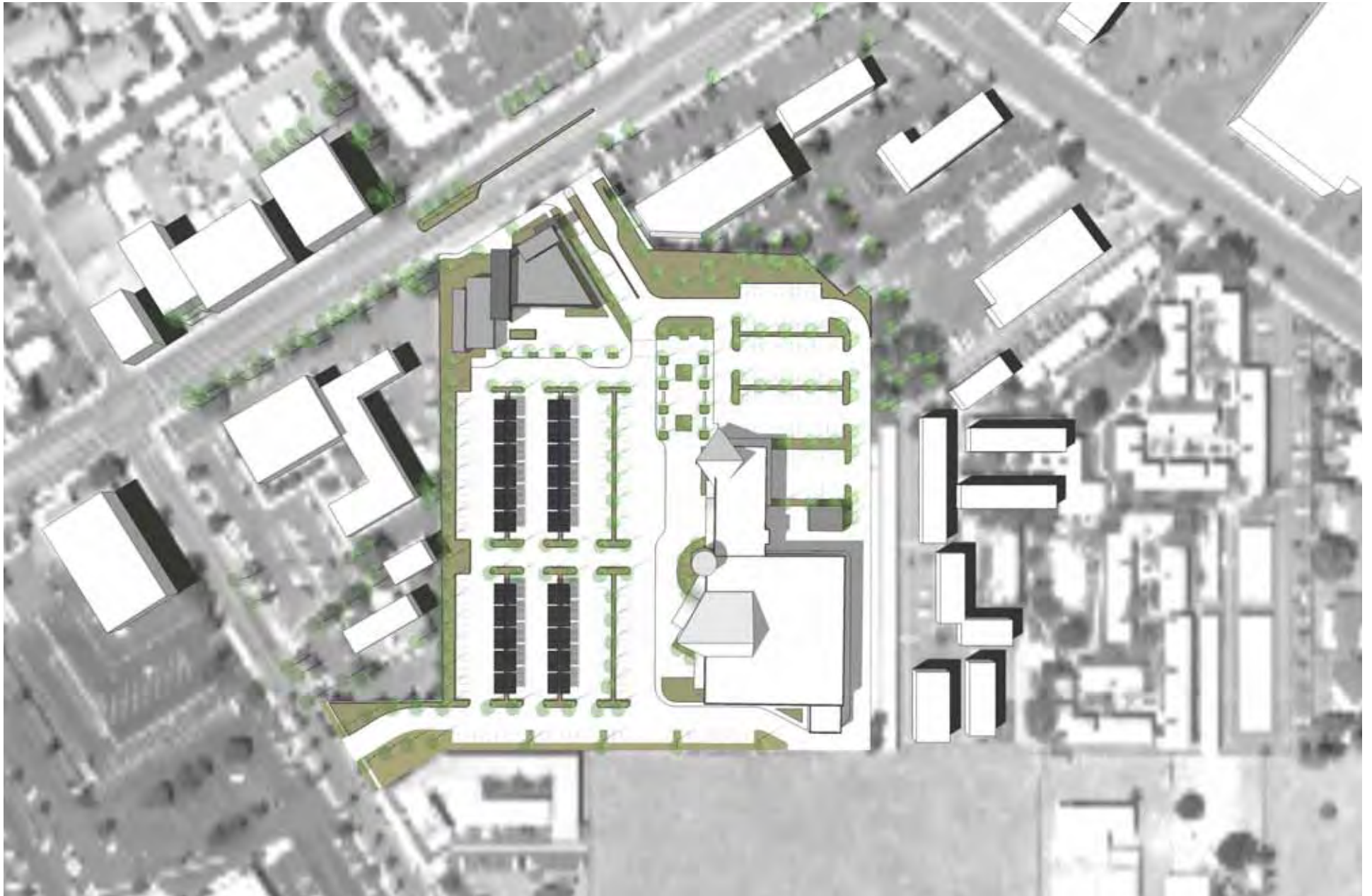
Phasing //
Community Learning Center

The 2011 CMP Facilities Plan Recommendations present an overall picture of the future developed campus and includes recommendations for new construction, renovation of existing facilities, and campus-wide site improvements. Implementation of the recommendations will take place over a number of years, will be based on available funding, and will require detailed phasing.

The following pages illustrate the proposed phased development for the Community Learning Center that will be implemented over time. Each phase includes a large number of projects that will be sequenced within the phase and are developed based on the following principles:

- Limit disruption to campus and programs.
- Follow the logical sequence of moves.
- Expedite projects that allow others to follow.
- Limit the number of temporary moves required.
- Reduce the need for swing space as much as possible.

Phase One //

01

Project List

- New Student Services Building
- Building A and B Modernization
- Student and Forecourt Plaza
- Entry Plaza and Study Gardens
- Drives and Parking Improvements-Phase 1

STUDENT SERVICES

BLDG B

BLDG A

Phase One //

Phase Two **//**

02

Project List

- New Storage Service Yard
- Building A Renovation
- Drives and Parking Improvements-Phase 2

STUDENT SERVICES

BLDG B

BLDG A

MISSION AVENUE

MISSION AVENUE

BARNES STREET

BARNES STREET

NORTH

Phase Two //

Path to Sustainability //
Community Learning Center

Campus Specific Vision and Goals

Leadership in Sustainability

In order to promote the Community Learning Center's role as a leader of sustainability, the following strategies are recommended:

- Strengthen community partnerships through the development and support of an on-site community garden.
- Improve public transportation access by continuing to collaborate with North County Transportation District.
- Provide preferred parking for alternative fuel vehicles.
- Provide electric vehicle charging stations, shaded and powered by photovoltaic shade structures.
- Provide incentives for carpooling.
- Coordinate class timings with mass transit schedules in order to facilitate the use of mass transit options.

Environmental Preservation

In order to further Community Learning Center's environmental preservation efforts, the following strategies are recommended:

- Introduce/support natural habitat with native plant species on site.
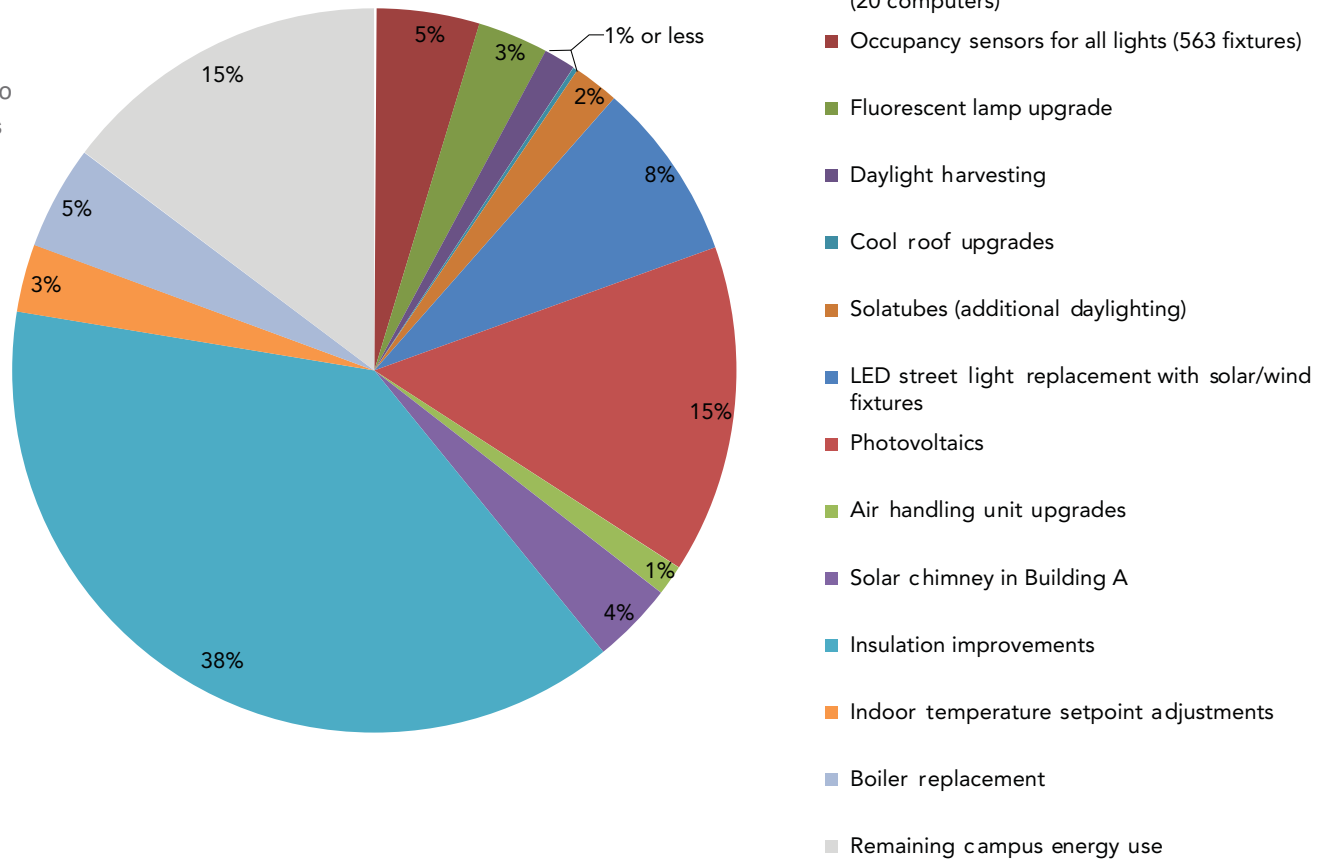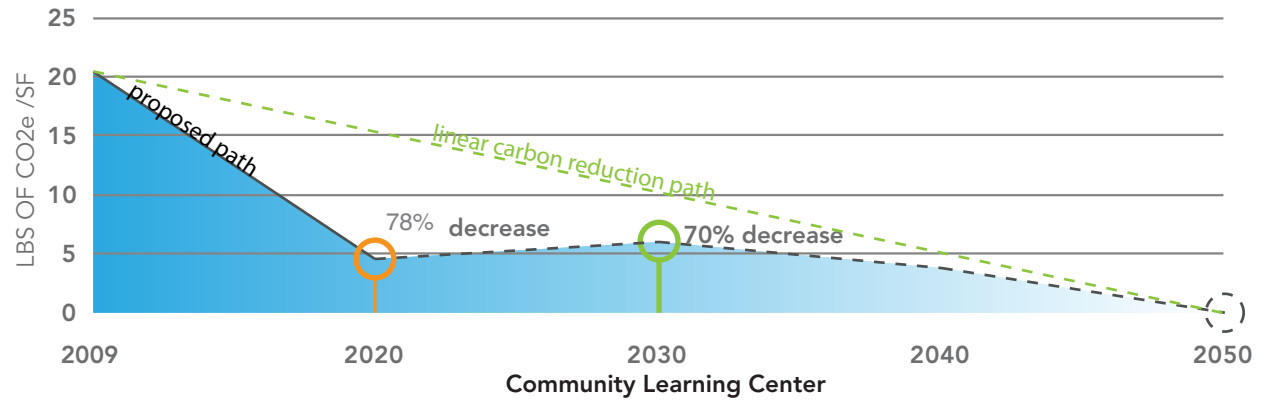
Campus as a Living Lab

In order to further the Community Learning Center's potential to serve as a living lab, the following strategies are recommended:
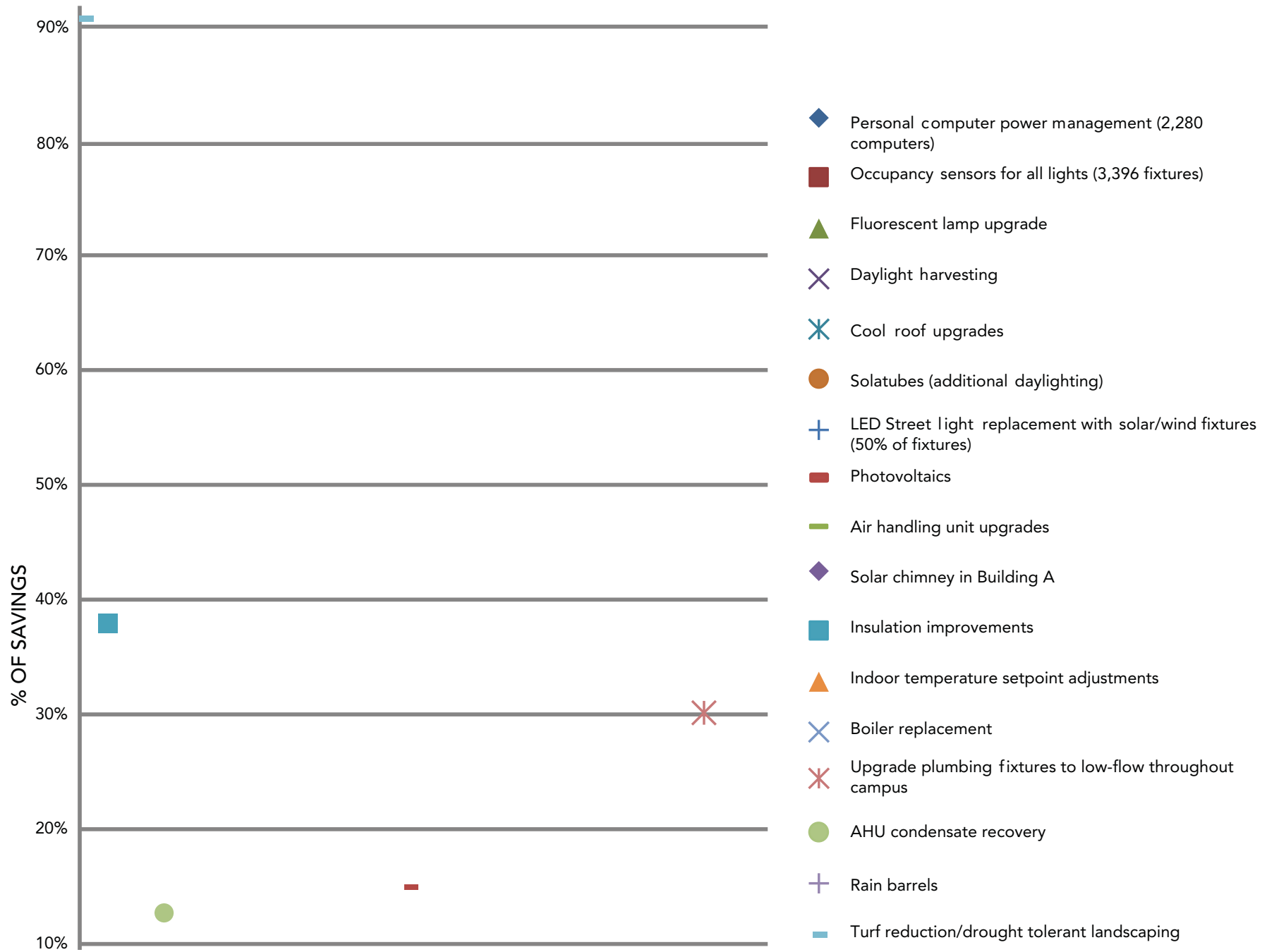
- Provide an interactive sustainability kiosk in a common resources area such as the student services area or student lounge. This kiosk would highlight the sustainable strategies used throughout the campus and would provide real-time data to viewers regarding energy and water use. Sustainable practices such as recycling efforts would also be highlighted through this kiosk.

- Provide signage throughout the campus to highlight sustainable site strategies such as drought tolerant landscaping, stormwater management practices and heat island reduction methods, as well as energy-related strategies such as renewable energy installations.
- Use native, drought tolerant and adapted plants within the campus core to encourage a restorative landscape.
- Provide outdoor spaces for student community gardens, demonstration gardens, and curriculum-related teaching gardens.

Summary of Strategies //

Community Learning Center

Through the implementation of the listed strategies (for energy, water and waste combined), the Community Learning Center would realize a total of 78% in carbon reduction by the year 2020, 70% in carbon reduction by the year 2030, with the potential of zero carbon emissions by the year 2050. There would potentially be a slight increase in natural gas use between the years 2020 and 2030 due to the proposed use of fuel cell technology, which relies heavily on natural gas in order to produce electricity. The low cost of gas, however, makes this technology and the subsequent nominal increase in energy a cost-efficient solution. For a full description of all sustainable strategies recommended for the site, existing buildings and new buildings, see the Facilities Plan Appendix, MCC Path to Sustainability.

- Personal computer power management (20 computers)
- Occupancy sensors for all lights (563 fixtures)
- Fluorescent lamp upgrade
- Daylight harvesting
- Cool roof upgrades
- Solatubes (additional daylighting)
- LED street light replacement with solar/wind fixtures
- Photovoltaics
- Air handling unit upgrades
- Solar chimney in Building A
- Insulation improvements
- Indoor temperature setpoint adjustments
- Boiler replacement
- Remaining campus energy use

% OF SAVINGS

- ◆ Personal computer power management (2,280 computers)
- ■ Occupancy sensors for all lights (3,396 fixtures)
- ▲ Fluorescent lamp upgrade
- ✕ Daylight harvesting
- ✳ Cool roof upgrades
- ● Solatubes (additional daylighting)
- ✚ LED Street light replacement with solar/wind fixtures (50% of fixtures)
- ▬ Photovoltaics
- ▬ Air handling unit upgrades
- ◆ Solar chimney in Building A
- ■ Insulation improvements
- ▲ Indoor temperature setpoint adjustments
- ✕ Boiler replacement
- ✳ Upgrade plumbing fixtures to low-flow throughout campus
- ● AHU condensate recovery
- ✚ Rain barrels
- ▬ Turf reduction/drought tolerant landscaping

Summary of Strategies //

Community Learning Center

	Energy (kwh)	Therms (Therms)	Water (Gal.)	Irrigation (Gal.)	kBTU/sf
Current Campus Usage	855,400	21,500	525,096	329,759	117

Efficiency Measure to be Implemented by 2020	Cost for Measure ($)	Annual Energy Saved (kWh)	Annual Therms Saved (Therms)	Annual Water Saved (gal.)	Annual CampusWater Saved (gal.)	% of Campus Electricity Saved	% of Campus Gas Saved	% of Building Water Saved	% of Campus Energy Saved	% of Campus Water Saved	% of Waste Diverted	Annual Dollars Saved	Simple Payback (years)
Energy													
Electrical Conservation Strategies													
Personal Computer Power Management (20 computers)	$2,000	1,536	0			0%	0%		0%			$246	8.1
Occupancy Sensors for all lights (563 fixtures)	$112,600	68,021	0			8%	0%		5%			$10,883	10.3
Fluorescent lamp upgrade	$10,750	46,750	0			5%	0%		3%			$7,480	1.4
Daylight Harvesting	$20,000	21,200	0			2%	0%		1%			$3,392	5.9
Cool Roof Upgrades	$8,000	3,050	0			0%	0%		0%			$488	16.4
Solatubes (additional Daylighting)	$54,450	30,010	0			4%	0%		2%			$4,802	11.3
LED Street Light Replacement with Solar/wind fixtures	$88,000	118,698	0			14%	0%		8%			$18,992	4.6
Photovoltaics	$900,000	217,790	0			25%	0%		15%			$34,846	25.8
Air Handling Unit Upgrades	$165,000	20,200	0			2%	0%		1%			$3,232	51.1
Solar Chimney in Building A	$50,000	54,062	0			6%	0%		4%			$8,650	5.8
Insulation Improvments	$72,500	118,694	15,448			14%	72%		38%			$30,886	2.3
Indoor Temperature Setpoint Adjustments	$5,000	22,850	755			3%	4%		3%			$4,237	1.2
Boiler Replacement	$48,000	0	2,350			0%	11%		5%			$1,810	26.5
Energy Totals for Existing Upgrades 2020		722,861	18,553						85%				
Less New Building Energy Use		-65,306	-1,450						-7%				
Energy Totals for 2020 with New Buildings and all Efficiency Measures Implemented	$1,536,300	657,555	17,103			77%	80%	0%	78%			$129,943	11.82

	Cost for Measure ($)	Annual Energy Saved (kWh)	Annual Therms Saved (Therms)	Annual Water Saved (gal.)	Annual CampusWater Saved (gal.)	% of Campus Electricity Saved	% of Campus Gas Saved	% of Building Water Saved	% of Campus Energy Saved	% of Campus Water Saved	% of Waste Diverted	Annual Dollars Saved	Simple Payback (years)
Water Conservation Strategies													
Upgrade Plumbing Fixtures to low-flow throughout campus	$64,000			157,320				30%				$1,474	**43.4**
AHU Condensate Recovery	$3,000			67,919				13%				$637	**4.7**
Rain Barrels	$400			0	220					0%		$719	**0.6**
Turf Reduction/Drought tolerant landscaping	$65				298,634					91%		$1,306	**-**
Water Totals for Existing Upgrades 2020				225,239	298,854			43%		91%			
Less New Building Water Use				-167,489				-32%					
Water Totals for 2020 with New Buildings and all Efficiency Measures Implemented	$67,465			57,750	298,854			11%		91%		$4,136	16
Waste Conservation Strategies													
Expansion of campus recycling programs	$0										70%		
Expansion of Construction Waste Manage.	$0										20%		
Waste Totals for 2020 with New Buildings and all Efficiency Measures Implemented	$0	0	$0	0	0	0%	0%	0%	0%		90%	$0	0%
Totals for 2020	$1,603,765	657,555	17,103	57,750	298,854	77%	80%	11%	78%	91%	90%	$134,079	12.0
Efficiency Measures to be Implemented by 2030	Cost for Measure ($)	Annual Energy Saved (kWh)	Annual Therms Saved (Therms)	Annual Water Saved (gal.)	Annual CampusWater Saved (gal.)	% of Campus Electricity Saved	% of Campus Gas Saved	% of Building Water Saved	% of Campus Energy Saved	% of Campus Water Saved	% of Waste Diverted	Annual Dollars Saved	Simple Payback (years)
Fuel Cells	$1,000,000	250,000	-17,125	0	0	29%	-80%	-3%	-17%	0%	0%	$26,814	**37.3**
Totals for 2020 and 2030 Combined	$2,603,765	907,555	-22	57,750	298,854	106%	0%	8%	61%	91%	90%	$160,893	16

Energy //

To achieve a 35% energy efficiency rate for new buildings, and to optimize energy performance in existing buildings, the following recommended strategies are provided for consideration. Existing buildings would be renovated to operate 78% more efficiently than existing conditions. In addition to the strategies listed below, premium efficiency HVAC equipment, superior envelope properties, shading devices, and other efficiency strategies that make sense for the building under design should be explored. See the Facilities Plan **Appendix** for more information.

Strategies for Existing and New Facilities

- Technology Power Management
- Occupancy sensors for lighting
- Continuous dimming daylight controls
- Natural ventilation
- HVAC temperature setpoints change
- Operable windows & HVAC system interlocks
- Solar domestic hot water for showers & food

Service

- Skylights, Solatubes
- Solar chimneys
- Submetering of lighting, receptacles, process, & HVAC loads
- Submetering of central plant chilled water
- Condensate recovery
- Low flow water fixtures

Strategies for New Facilities

- Displacement ventilation
- Under-floor air distribution

Strategies for Existing Facilities:

- Air handler and boiler replacement
- Cool roof coatings
- Building Insulation Improvements
- Window coatings
- Low-e window film

Site Lighting

It is recommended that all street, parking, and walkway lighting be replaced with wind- and solar-powered LED lighting fixtures. Current fixtures account for nearly 119,000 kWh of power usage per year. Installing these new fixtures will eliminate that entire annual power usage. This will have a total installation cost of $88,000 with a payback of approximately 4.6 years.
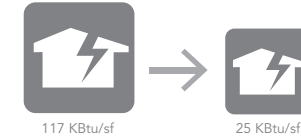
Photovoltaics

It is suggested that photovoltaic panels be installed above open parking lots on campus to provide 40% of the campus power requirements. Assuming all energy efficient recommendations are followed in this Facilities Plan, the annual energy usage of the campus is estimated to be 544,510 kWh per year. This is the estimated campus energy usage in 2020 with all efficiency measures implemented and new buildings built. This includes both electricity and equivalent gas usage. To offset 40% of this power usage, 11,540 square feet of photovolataic (PV) panels will need to be installed. Panels made of crystalline silicon that generate 13 watts per square foot are common today and will be used in the parking lots. It is also recommended that PV panels be installed near the new service building to power the electrical maintenance carts. At current installation costs of about $6 per watt, the costs for full implementation would be about $900,000 dollars.

Fuel Cells - Strategy for the Future

Natural gas fuel cells rely on clean, inexpensive fuel to produce electricity with very limited environmental impact. A fuel cell will not be installed to handle the entire electrical needs of the campus, but rather it will be large enough to provide a base load for most of the year. At times in the summer there will be a need to use energy from the electrical grid, but much of this will be offset by the photovoltaics installed as described above. Having a 100 kW fuel cell will occupy approximately 590 square feet on campus and will offset approximately 250,000 kWh per year. It is recommended that the fuel cells be installed after 2020 but before 2030 as part of carbon-neutral efforts for the campus.

MISSION AVENUE

BARNES STREET

BLDG B

BLDG A

EXISTING BUILDINGS**

117 KBtu/sf → 25 KBtu/sf
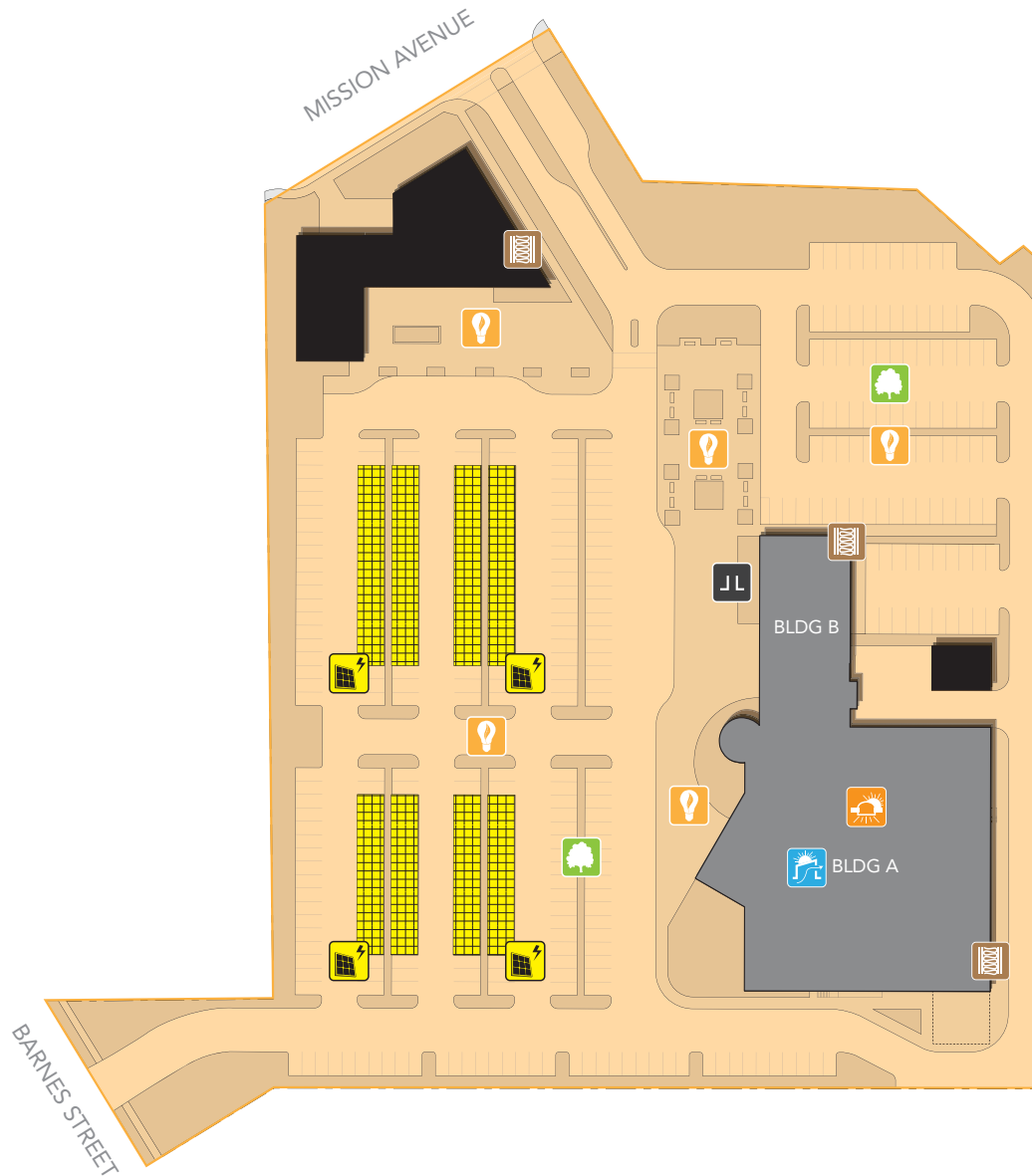
78% SAVE

NEW BUILDINGS

50 KBtu/sf

35% SAVE

DAYLIGHT HARVESTING

1% SAVE

PHOTOVOLTAICS***

15% SAVE

SOLAR CHIMNEY

4% SAVE

SITE LIGHTING

8% SAVE

HEAT ISLAND MITIGATION

<1% SAVE

INSULATION

38% SAVE

FUEL CELL (FUTURE)

*Energy //

* Percentage of total campus energy savings are based on strategies implemented by 2020. For the full list, refer to the Summary of Strategies.

** Existing and new energy use is based on combined electricity and natural gas use, converted into kBtu/SF.

*** 40% contribution of energy savings from PVs are possible after all recommended strategies for 2020 are implemented.

Water Use **//**

Water Fixtures

New buildings should include water fixtures to provide, at a minimum, 40% below the Energy Policy Act water usage baseline at the time of construction. With the current baseline, a 40% reduction can be achieved with 1.28 gallon per flush (gpf) water closets, 0.125 gpf urinals, 0.5 gallon per minute (gpm) lavatories that operate on a 10 second metered cycle, 1.0 gpm sinks, and 1.5 gpm shower heads.

There is currently a phase-out plan in place to replace older plumbing fixtures with newer, low-flow fixtures. This project should continue to be implemented. To reiterate, the following fixtures should be installed throughout campus: 1.28 gpf water closets, 0.125 gpf urinals, 0.5 gpm lavatories, 1.0 gpm sinks, and 1.5 gpm shower heads. Existing fixtures have been observed to be: 1.6 gpf water closets, 1.0 gpf urinals, and 2.5 gpm lavatories. The new fixtures are standard fixtures that the maintenance staff will be able to maintain similar to existing plumbing fixtures throughout the campus. These will not require additional maintenance as do other water efficient fixtures such as waterless urinals. At a cost of approximately $64,000 to upgrade fixtures, the estimated savings would be 157,320 gallons of water per year.
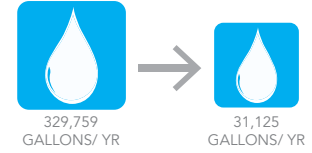
Condensate Recovery

HVAC cooling coils inherently produce condensate. The existing HVAC equipment located throughout the campus is estimated to produce nearly 68,000 gallons of condensate each year. This gray water is discharged into the sanitary sewer system instead of being kept on campus for use. It is recommended that new buildings have condensate recovery vessels adjacent to the buildings in the local landscape area. HVAC equipment will have the associated condensate piped to these retention vessels where it can be used to irrigate the local landscape areas.
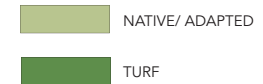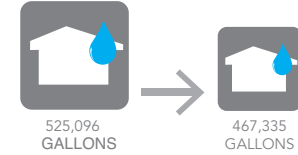
MISSION AVENUE

BARNES STREET

NORTH
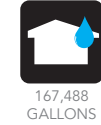
BLDG B

BLDG A

Water Use //

LEGEND

LANDSCAPE IRRIGATION

329,759
GALLONS/ YR

31,125
GALLONS/ YR

91% SAVED

NATIVE/ ADAPTED

TURF

EXISTING BUILDINGS

525,096
GALLONS

467,335
GALLONS

43% SAVED

NEW BUILDINGS

167,488
GALLONS

40% SAVED

Water Quality **//**

Stormwater

The areas identified as having low points will be addressed as part of the proposed campus circulation improvements. Pervious paving and flow-through planters are recommended throughout the campus to manage stormwater close to where it falls. Installing natural systems to treat stormwater runoff and provide water to nearby landscaping can be done for the new parking lots, drives, and plazas. Implementing natural systems will reduce the impacts on the municipal system and reduce the water usage and cost during winter months. The need to replace much of the existing sitework provides the District with the opportunity to implement a model system for stormwater management in an urban context.

Although the seasonal nature of rainfall and current regulation and codes do not encourage a large scale implementation of rainwater collection strategies, rain barrels can be installed on various locations throughout each campus to collect stormwater from rooftops, and then reuse it for localized landscaping.

MISSION AVENUE

BARNES STREET

NORTH

BLDG B

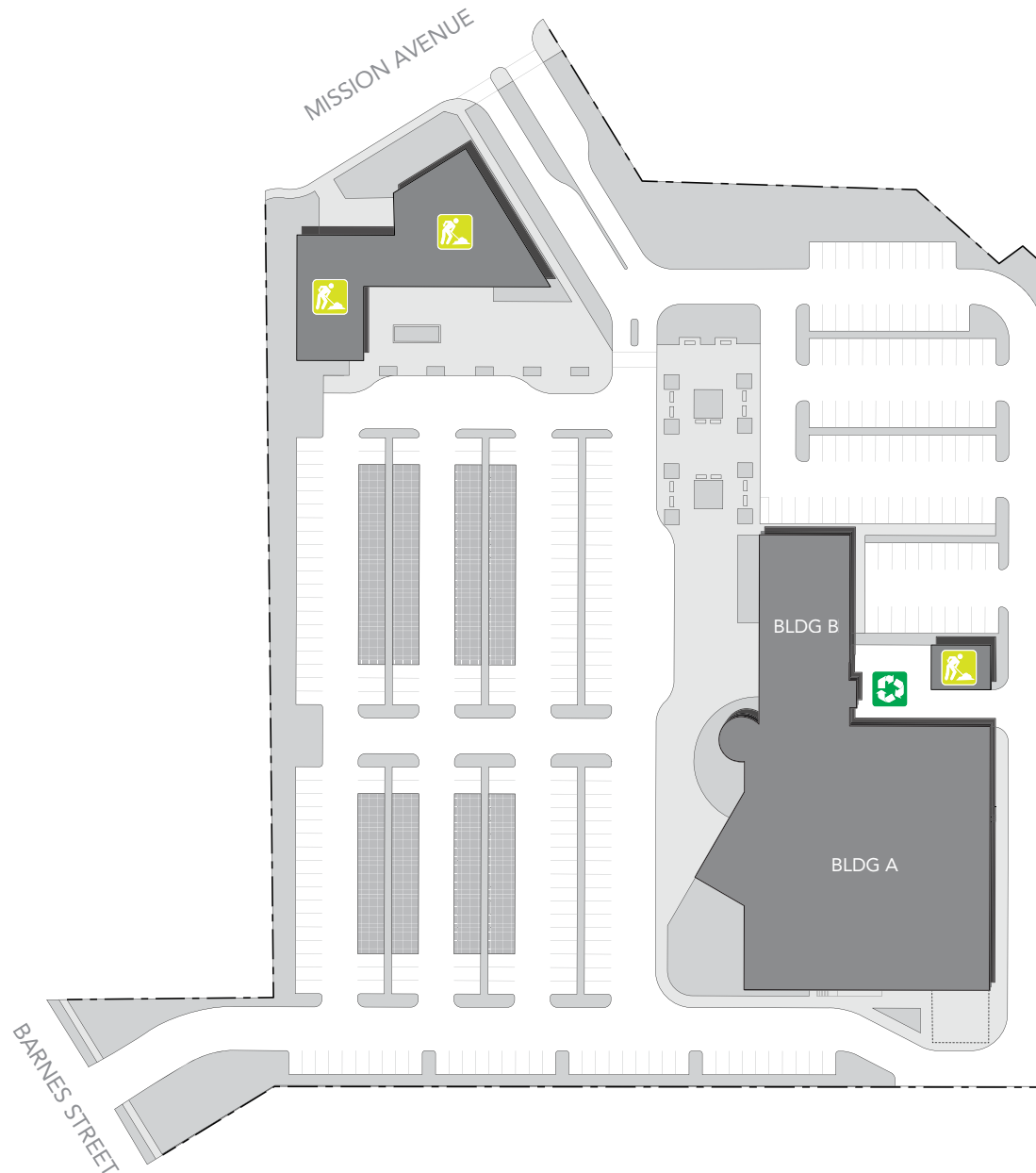BLDG A

Water Quality //

Waste //

At the Community Learning Center, current land diversion efforts will be supported further through the implementation of a 95% construction waste management plan standard and the continued provision of recycling bins throughout the facility to encourage recycling practices. Comingling of refuse materials is the current practice on each of the MiraCosta campuses. It is recommended that an on-site effort is pursued to single sort all paper fibers, plastics, metals, and other containers. Coordination with the municipal agency which collects refuse from the campus will be necessary in order to achieve this goal.

CONSTRUCTION WASTE MANAGEMENT

20% SAVED

RECYCLING CENTERS

75% SAVED

COMPOSTING CENTERS

1% SAVED

OIL RECYCLING

<1% SAVED

MISSION AVENUE

BARNES STREET

BLDG B

BLDG A

Waste //

MiraCosta College

HMC Architects

College Brain Trust