

*Members of the
Academic Master Plan Committee
2005-2006*

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Preface

This is the fourth triannual writing of MiraCosta College's Academic Master Plan (AMP). The AMP is at the heart of the college's planning processes, guiding the development of new academic programs, student services, facilities, and technology. The document has evolved considerably over the years as we have sought new and better approaches to the planning process. This AMP is unique in various ways.

First, this document strives for balance. The AMP Committee, in writing this plan, sought to balance the vision of the college community and the data that provide support for our visionary ideas. The Committee also sought to balance comprehensive planning with the establishment of priorities to guide our college in the years ahead.

Second, this document represents a commitment to inclusiveness. During development of the plan, the AMP Committee encouraged input from all sectors of our community, including faculty and staff, administrators and students alike. The Committee sought to hear all voices and we hope that you can hear yours among these pages.

Finally and most importantly, this document focuses upon our students and the educational environment we create for them. MiraCosta College prides itself on excellence throughout the academic programs and services we offer to our community. Students are our top priority and the AMP Committee kept these stakeholders uppermost in our minds as we developed this plan.

Just as the AMP has evolved through the years, so we expect this document to evolve in the years to come. Technology and determination have given us the means to update the AMP annually and so it can continually meet our college's needs and the demands of the community around us. The AMP is no longer a document that is written triannually and allowed to languish in the intervening years. Instead, it is a living document that can respond rapidly to challenges and opportunities that arise.

As AMP Committee Chair, I write this preface as neither philosopher nor poet, but as a simple ecologist. A college is not unlike an ecosystem, with its distinct segments working individually to thrive and yet all connected as an interdependent community, the whole of which is much greater and more vital than merely the sum of its constituent parts. The AMP Committee hopes that this plan will provide a solid foundation for the continuing growth of our college community.

Lynne E. Miller
AMPC Chair
12 April 2006

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MiraCosta College: Mission, Vision, Philosophy, and Core Values

MiraCosta College was founded in 1934, and moved to its Oceanside campus in 1964. The District is located along the northern coast of San Diego County ([link to District map](#)), and includes the cities of Oceanside, Carlsbad, Encinitas, Solana Beach, and Del Mar. Also included is a portion of Camp Pendelton Marine Base. Currently, the College consists of a main campus, located in Oceanside (OC), and two centers, the San Elijo campus (SEC) and the Community Learning Center (CLC).

Mission Statement: MiraCosta College, a comprehensive public two-year college, provides transfer education, vocational education, general education, basic skills education, community education, and workforce development.

Vision: Challenging the present and enriching the future, MiraCosta College is a learning community pledged to principle, committed to quality, and devoted to student success.

Philosophy: MiraCosta College is dedicated to providing excellent educational programs that develop individual abilities, strengthen human relationships, enhance community life, and heighten global consciousness.

To be responsive to all learners, the College offers programs that reflect changing local, regional, national, and international needs. Dedicated professionals create an environment that stimulates intellectual curiosity, nurtures learning, and develops an understanding of society. Within such a setting, learners develop self-understanding, pursue educational objectives, and ultimately stand accountable for their own progress.

MiraCosta embraces diversity and takes pride in affording equal educational and employment opportunities, in practicing principles of collegial governance, and in creating an environment of cooperation, mutual respect, and trust among all members of its learning community.

Core Values: Recognizing that education is a lifelong process, MiraCosta College demonstrates an ongoing commitment to the following core values: (1) the primary purpose of teaching and learning; (2) collegiality and shared governance; (3) technology leadership; (4) a positive working and learning environment; (5) highest quality through effectiveness, efficiency, and accountability; (6) decision making based upon research, data, and evidence; (7) career preparation and economic development; (8) a climate that promotes diversity; (9) service to our community; (10) beautiful, welcoming campuses; and (11) innovation and ability to change.

The Academic Master Plan and AMP Committee

The mission of the Academic Master Plan Committee (AMPC) is to coordinate college-wide planning processes. The Committee develops academic goals and objectives for the college and maintains the college's Academic Master Plan (AMP). Since academic concerns should determine budgetary decisions, the AMP guides the actions taken by the various planning groups of the college. The AMP articulates academic objectives and action plans for the college based on research and data regarding the current and future instructional needs of the residents of the community.

The AMPC forwards its recommendations to the Academic Senate Council for action. The Council forwards its decisions to the full Academic Senate, the Planning and Budgeting Council (including the Facilities Planning Advisory Committee), the Strategic Planning for Information Technology Committee, the Academic Policies and Procedures Committee, the Hiring Committee, and/or other bodies as appropriate.

Background: MiraCosta College Today

In order to provide context for this Academic Master Plan, the Committee has crafted thumbnail sketches of where MiraCosta College stands today, focusing attention on our students, faculty and staff, the community we serve, our courses and programs of study, our many student support services, and the state of our technology and our facilities. We provide here a brief overview with appendices and links to more complete data sets for those who wish to explore these topics in greater depth.

Students

MiraCosta students come to the college for many reasons. Some seek general education courses and expect to transfer to a four-year institution. Others want career and technical education. Still others come for personal and professional development purposes. In addition to taking courses, students also participate in a variety of cocurricular activities, such as clubs, intercollegiate athletics, service learning, cooperative education, and internships. The student ambassador program nurtures students from secondary schools to college admission. Students at MiraCosta publish a newspaper, *The Chariot*, every other week during fall and spring semesters. And MiraCosta students also assume an important role in collegial governance. They are involved in the Associated Student Government and serve on a variety of college committees. MiraCosta students have rich opportunities available to them.

Enrollments at MiraCosta College have averaged 9849 credit students per semester for the past three fall semesters (2003-2005; see Table 1); approximately 67% of these were part-time students, 33% fulltime. In the past three fall semesters (2003-2005), the college enrolled an average of 4275 noncredit students (see Table 2). In 2004, the cost of taking a full load of classes (12 units) at MCC went from \$216 per semester to \$312 per semester (\$18/unit to \$26/unit). Consequently, enrollment declined for a brief period, but because of the college's efforts to recruit, the credit headcount has since returned to the pre-increase levels.

The ethnicity of students has not changed significantly over the last three years (see Tables 3 and 4). In Fall 2005, 1% of MCC credit students identified themselves as American Indian / Alaskan, 9% as Asian / Pacific Islander, 5% as Black, 20% as Hispanic, 57% as White, and 8% as other. In Fall 2005, less than one percent of MCC noncredit students identified themselves as American Indian / Alaskan, 7% as Asian / Pacific Islander, 3% as Black, 43% as Hispanic, 45% as White, and 3% as other.

The gender of students has also remained consistent over the past three years (see Tables 5 and 6). In Fall 2005, 58% of credit students were female, 41% male. In that semester, 59% of noncredit students were female, 38% male.

Data on age distribution of credit students are presented in Figure 1; data on noncredit students are in Figure 2. In spring 2006, 62% of the credit students were under 25 (mean age = 27), while 32% of noncredit students were under 25 (mean age = 44).

Faculty

MiraCosta faculty are not only dedicated teachers; they also participate actively in collegial governance. All faculty, including administrators, are part of the Academic Senate, and faculty maintain voting positions on all college committees, including the Planning and Budgeting Council (PBC), the Academic Master Plan Committee (AMPC), Academic Policies and Procedures (AP&P), the Outcomes and Assessment Committee (OAC), the Institutional Review Committee (IRC), the Hiring Committee, etc.

In Fall 2005, MiraCosta employed 107 fulltime credit classroom faculty, 30 fulltime nonclassroom faculty, and 13 administrators. The entire credit faculty numbered 456, of whom 77% were associates.

Data on ethnicity indicate that MiraCosta's fulltime credit faculty diversity has increased at only moderate rates over the past five years (see Table 7). In Fall 2005, 3% of fulltime credit faculty identified themselves as American Indian / Alaskan, 7% as Asian / Pacific Islander, 3% as Black, 16% as Hispanic, 72% as White, and 0% as other. Of the fulltime noncredit classroom faculty (see Table 8), 100% identified themselves as White in Fall 2005. Of associate credit classroom faculty during that same year (see Table 9), 1% identified themselves as American Indian / Alaskan, 7% as Asian / Pacific Islander, 3% as Black, 9% as Hispanic, 78% as White, and 2% as other. Of the associate noncredit classroom faculty (see Table 10), 3% identified themselves as Asian / Pacific Islander, 10% as Hispanic, and 87% as White.

Staff

MiraCosta College staff are an integral part of this academic community. Every regular classified employee at MiraCosta College is a member of the Classified Senate. The Classified Senate Council, consisting of ten elected individuals from the Classified Senate, conducts the regular business of the Classified Senate, coordinating many programs and activities for classified employees. Members of the classified staff participate in the shared governance process as voting members of district-wide committees including the Planning and Budgeting Council (PBC), the Facilities Planning Advisory Committee (FPAC), Strategic Planning for Information Technology (SPIT), and many more.

MiraCosta College currently employs 242 full- and part-time regular classified staff and managers (see Table 11). Of the 226 fulltime classified staff, 2% identified themselves as American Indian / Alaskan, 9% as Asian / Pacific Islander, 5% as Black, 18% Hispanic, 66% as White, 1% as other.

Community

According to SANDAG, as of January 2004, the MiraCosta College District's population was 366,934, an 11.7% increase from the 2000 census. SANDAG projects only moderate growth for the District in the years to come, with the southern portion of the District soon leveling out. The median household income for the entire district was \$71,993, an increase of 11.35% from 2000. The northern district median was \$51,000, while the southern was \$91,000. The population is evenly split by gender. Median age for the district is 35.3 years, with 42% of the district under the age of 25.

The ethnic breakdown of the District is provided in Tables 12, 13, and 14. It shows that, of the 366,934 people living in the District, less than one percent identified themselves as American Indian / Alaskan, 7% as Asian / Pacific Islander, 3% as Black, 21% as Hispanic, 66% as White, and 3% as other. These data on ethnicity, together with those for students (Tables 1 and 2), faculty (Tables 7 through 10), and staff (Table 11), show that MiraCosta's student body closely mirrors the District diversity; however, among faculty and staff, Hispanics are significantly under-represented.

Enrollments in the local high schools, 2004-05, are summarized in Table 15. The highest educational attainment of residents over age 25 (according to the 2000 census) is provided in Table 16. Some 33% of the residents age 16 and above are not in the labor force; 95% of the residents in the labor force are employed. In the northern portion of the district, 7% of the residents are in the military, while in the southern portion, 0.3% of the residents are in the military. Approximately half of all employed residents are in the service industry.

Additional data on the District community can be found through links provided at the end of Appendix 2.

Programs of Study

Programs are defined by law and practice in many different ways. Title 5 requires that a program contain at least 18 units of college level work; the Chancellor's Office must approve programs and maintains an inventory in Sacramento. The Accrediting Commission also monitors programs and expects us to defend our additions or deletions of programs in both the annual update and through the substantive change process. Licensing boards often require the college to apply to them for program authorization; for example, the Board of Registered Nurses must approve the curriculum that prepares students for the state RN exam.

In practice, we at MiraCosta often talk about programs when we mean disciplines; Program Review analyzes data by discipline, including those in noncredit, whether each one actually offers the full 18 units of coursework or not.

The Outcomes and Assessment Committee has this year challenged us to analyze program clusters: General Education, Career and Technical Education, and Basic Skills. Data presented in Table 17 and Figures 3a and 3b show that, for Fall 2004 and Spring 2005, GE was the largest program at MCC with 53% of the Full Time Equivalent Students (FTES) and 51% of the Full Time Equivalent Faculty (FTEF); CTE followed with 23% and 24%, respectively; Basic Skills represented 10% and 9%. The remaining 15% (listed as "other" in Table 17) includes preps for majors and electives that do not meet specific GE requirements, and enrichment and honors courses; thus, MCC has a significant proportion of courses that fall outside of the three currently defined program clusters.

The GE program cluster includes 36 academic disciplines. Table 18 and Figures 4a and 4b show the distribution of FTES and FTEF across these disciplines. English is the highest by both measures, followed by Biology, Art, History, Psychology, and Spanish.

The CTE program cluster includes 26 academic disciplines. Table 19 and Figures 5a and 5b show the distribution of FTES and FTEF across these disciplines. Business is the highest by both measures, followed by Nursing, Cosmetology, and Computer Information Systems.

The Basic Skills cluster can be separated into seven areas including math, English, English as a Second Language (ESL), and selected noncredit programs and courses (see Table 20 and Figures 6a and 6b). Pre-transfer and pre-collegiate math together represent 67% of FTES and 54% of FTEF for this cluster.

Six enrollment cycles show that MiraCosta has granted 2,224 associate degrees; Table 21 (link) indicates the numbers of students receiving degrees in each academic discipline. CTE offers certificates of competence (18 units or more) and certificates of achievement (fewer than 18 units, with a median of 11 units); Tables 22 and 23 indicate the number of units required to complete each certificate. In the last six enrollment cycles, 1523 students have completed certificates of competence and 663 have completed certificates of achievement (see Table 21). Child Development represents the largest proportion with 520 degrees and certificates, about 8.5% of the total granted (about 20% of the certificates alone). Disciplines with the largest number of different certificates are Horticulture (11) with 109 certificates completed and Internet & Multimedia Technology (9) with 181 certificates completed.

Community Education is another important facet of MiraCosta's instructional offerings. This includes tuition-free noncredit programs and courses, fee-based Community Services and Business Development offerings, and the Small Business Development Center. Courses and programs offered at the Community Learning Center (CLC) include Adult Basic Education (ABE), the Adult High School Diploma Program (AHSDP), the majority of the English as a Second Language (ESL) courses, the Cisco Networking Academy, and some courses for older adults and adults with disabilities. Continuing Education classes are also held at nearly 40 other locations in Oceanside and Carlsbad. Noncredit instruction currently generates about 15% of the District's FTES, a proportion about 5% lower than that agreed to in the original Academic Master Plan.

The Office of Instruction scheduled 1017 courses in Fall 2005, 964 in Spring 2006; course cancellations averaged 7.2% for these two terms. This cancellation rate is slightly higher than that of our neighbors, but is a reflection of MiraCosta's tendency toward innovation, which includes taking risks on new courses that occasionally fail to meet minimum enrollment. Availability of space is one important factor limiting the course schedule; however, the Office of Instruction employs many strategies to reduce course cancellation and meet the students' educational needs. Data on enrollments at first census for Fall 2003 through Spring 2005 show that, on average, 20% of courses had 10 to 19 students, 38% had 20-29, 31% had 30-39, and 11% had 40 or more (see Table 24). These numbers have changed little over this five-year period, with only slight rises in lower-enrollment courses and drops in higher-enrollment courses.

Table 25 and Figures 7a and 7b show that, for Fall 2004 and Spring 2005, the Oceanside Campus accounted for 57% of FTES and 53% of FTEF; those numbers were 20% and 19%, respectively, for the San Elijo center, and 14% and 20%, respectively, for the Community Learning Center. Table 26 and Figures 8a and 8b show that median enrollments at census did not markedly differ across time zones.

Finally, distance or online education is a growing mode of course delivery; including hybrid courses, this sector accounted for 6% of FTES and 5% of FTEF in Fall 2004 and Spring 2005. Figure 9 shows the marked growth in enrollment in online courses since Spring 1998.

Academic Support Services

Complementing MiraCosta's array of academic programs are twenty student support services or departments. Students are supported in the Library and Information Hub by Librarians, Library support staff, and faculty and staff members in combined Math Learning, Tutoring, and Writing Centers. Monetary and academic support needs of students are served by the Financial Aid Office, the Scholarship Office, and by the staff in the Extended Opportunities, Programs and Services Department. Admissions and Records, Veteran's Services, Testing Services, and the Counseling Department ease the transition into the college. Health Services, Disabled Student Program and Services, the MiraCosta College Wellness Center, and the Campus Police Department attend to the health and safety needs of students.

MiraCosta helps transfer students stay "on course" and eases the transition to university matriculation by providing services through the University Transfer Center. The Career Services Department assists students in the important process of setting and reaching academic and vocational goals. Over 1,200 MiraCosta students are volunteers in the community and earn academic credit for their efforts as part of the Service Learning Program. MiraCosta also welcomes approximately 250 international students each academic year and provides support services to them through the Institute for International Perspectives. Community outreach and a global perspective are also nurtured through the School Relations and Diversity Outreach Office. Finally, the Child Development Center offers students child care in a safe and modern environment with educationally sound programs.

These support services enrich and enhance academic experiences; they help MiraCosta to provide opportunities for students to grow in stature through cocurricular interactions both on and off campus.

Technology

MiraCosta has long held the utilization of information technology as a core value (see the Technology Master Plan, link). The college prides itself on the effective use of technology in a variety of instructional and administrative applications. MiraCosta truly "puts its money where its mouth is" in terms of funding technological advancement and was one of the first colleges in the nation to adopt a total cost of ownership approach to technological investment. Subsequently, core technologies such as the network, academic laboratories, and employee desktop computers are funded on a regular replacement schedule.

The college continues to implement enterprise-wide technology projects such as converting all classrooms to "Technology Enhanced Classrooms." Begun two years ago, this plan will provide computers with network connectivity and display systems to all instructional spaces at all district sites by fiscal year 2009. The equipment will be replaced on a cycle similar to other technologies core to the mission of the college.

MiraCosta also provides students, faculty, and staff with a robust and stable set of network resources, from registration systems to learning management systems in support of online classes. The expansion of the college's wireless network is offering these resources without the space restrictions of a wired network, thus providing students and faculty with convenient learning resources.

The college continues to support both major computer platforms – Windows and Mac – although support for Macintosh hardware continues to be a significant challenge as that platform evolves. The vast majority of applications utilized by students and employees have migrated to a web-based format in an effort to make these resources available ubiquitously regardless of platform.

MiraCosta has successfully recruited and retained a highly competent and professional technical support staff that assures the ongoing technological success of college programs and operations. Furthermore, in order maximize the return on its investment in technology, the college remains committed to providing significant ongoing training and professional development opportunities to faculty and staff through the Professional Development Program Office.

Facilities

The MiraCosta College District Facilities Master Plan (FMP) is developed and used as the guide to building the facilities needed to house the on-ground instruction, academic support services and systems of the District. The FMP is currently being updated and therefore this section of the AMP will be brief; please see the FMP (link) for the most recent data.

The Oceanside campus is located on a 121-acre site atop a hill overlooking the 78 Freeway to the south; it is about three miles inland from Interstate 5. The OC has 42 buildings (some of which are classified as temporary), that house 74 classrooms and labs, a comprehensive library (Hub), two small theaters, a student center, and the District's administrative offices.

The San Elijo center serves the southern portion of the District. It is situated on a 48-acre site, located just inland from Interstate 5. SEC has 9 buildings housing 35 classrooms and labs, a comprehensive library (Hub), a small student center, and some administrative offices. The SEC is a site with restricted land area and, due to its location near an environmentally sensitive saltwater lagoon (or estuary), this site is subject to strict limitations imposed by the California Coastal Commission.

The Community Learning Center is a community outreach educational facility located near the downtown center of Oceanside on Mission Avenue. The CLC serves some of the District's noncredit adult education programs; some credit classes are also offered at this site. The facility consists of three buildings with 29 classrooms / labs, as well as offices, a student lounge, and a bookstore.

Planning for the Future

As the AMPC developed the goals, objectives, and action plans for the current AMP, we followed two guiding principles. First, we sought to be inclusive. We wanted to capture the vision of the College's future as shared by many members of our campus community. Second, we sought to support that vision with quantitative data and other sources of evidence.

The AMP Vision:

The AMPC gathered qualitative interview and survey data from faculty, staff, students, and administrators. Throughout Fall 2005, members of the AMPC visited every department in the college, meeting with both fulltime and associate faculty, and facilitated discussions about the future of MiraCosta College. During the early months of Spring 2006, staff were interviewed in person and surveyed on line. Students were also asked to provide input, during in-class discussions at both OC and SEC; in meetings with the Associate Student Government, the InterClub Council, and the Student Ambassadors; and via fliers distributed at all three college sites. Group discussions began with consideration of the following (modified appropriately for each focus group):

What is the best experience you had during your education that you would like to recreate at MiraCosta, given our own mission? What is the best thing that MiraCosta could do for our students, our faculty, our staff, and for the broader community? (You might consider things like diversity in hiring, support of professional development, interdisciplinary partnerships, modifications in the academic calendar, etc.) What does your ideal program look like five to ten years from now? What changes do you envision and what direction would you like to move? (You might consider things like new programs, facilities, faculty, etc.)

The Data:

The AMPC supported its conclusions with many sources of evidence, including copious material from our own Office of Institutional Research, the 2003 Accreditation Self-Study, the 2005 SourcePoint Environmental Scan, current data from SANDAG, various reports about job trends, planning documents from neighboring institutions (including other community colleges, private trade schools, and transfer universities), and a variety of internal reports (such as annual reports from the University Transfer Center, the Writing Center, the Tutorial and Academic Support Center, the Career Center, Health Services, etc.).

The Structure:

As the AMPC compiled the statements of vision, several common themes began to emerge, and it soon became apparent that these themes aligned closely with the College's own Core Values. There was something intuitively logical in that. Once we recognized the alignment, it seemed natural that the College's Academic Master Plan should follow its Core Values. It is not a perfect fit – the square peg rattles a bit in its rectangular hole – but we have used this framework for the following objectives and action plans.

Regarding the following grid: The columns are, in general, self-evident: Objective, Action Plan, Estimated Dates of Completion, Responsible Parties, and Evidence. However, a note of explanation must accompany the columns on Dates and Responsible Parties. In most cases, two dates are listed. Date (a) is the date by which a plan of action must be *completed and approved*, in some cases approved by several individuals and bodies (e.g., by the Vice President for Instruction, the Academic Senate Council (ASC), and the Planning and Budgeting Council (PBC)). Date (b) is the date by which the plan must be *implemented*, or at least able to report significant progress. With regard to Responsible Parties, (1) indicates the individual(s) and/or bodies responsible for *developing* a plan of action; (2) indicates the individual(s) and/or bodies responsible for *approving* that plan; and (3) indicates the individual(s) and/or bodies responsible for *implementing* that plan. Thus, to provide a hypothetical example, the Director of

Primatological Services (1) might, in response to an AMP action plan, develop a plan to build a primate research center on campus. That plan would have to be approved first by the Vice President of Nonhuman Primates (2), who would approve the content of the plan, and then by PBC (2), who would award a budget so that the plan could proceed. The plan would have to be presented and approved by all such bodies by May 2006 (a). Then the Primatological Research Team (3) would swing into action and build the research center, completing the job by August 2007 (b). In this way, the grid is very clear about who is responsible for each stage of each action plan, and the dates by which we can expect to see progress.

In some cases, "NA" is filled in instead of a date or a set of responsible parties. This is the case for action plans that are entirely internal to one office. That is, a plan that is to be developed, approved, and implemented entirely within the Office of Instruction does not need to hit an initial deadline (a), nor is there any point in listing the parties involved in (1) or (2). Only where a plan is to be developed by one body and approved by another group are the separate lines necessary.

Finally, it should be emphasized that the grid (particularly Responsible Parties) is based upon the College's current organization and administrative structure. Should that structure change, then the document will be updated accordingly.

Please note: This type of planning document is most easily handled in the structure of a numbered list. However, in this document, the order of the list does *not* imply priority. An item appearing first in a list is *not* necessarily the most important item in that list, nor is it necessarily the first action plan that will be implemented. Please follow the grid with this thought in mind.

Core Value 1: Primary Purpose of Teaching and Learning

Objective	Action Plan	Estimated Completion Dates*	Responsible Parties**	Evidence
1.1 Expand the application of student learning outcomes assessment throughout the college.	1.1.1 Support faculty in developing and piloting outcomes and assessment (e.g., reassigned time, stipends, flex credit, etc.).	a. 5/07 b. 8/07	1. OAC 2. ASC, PBC, Superint/President 3. OAC	Support available.
	1.1.2 Develop and implement a process to integrate outcomes assessment and program review.	a. 5/07 b. 8/07	1. OAC 2. AP&P, ASC, VP Inst 3. AP&P, OAC	The new process in use and described in the Program Review guidelines.
	1.1.3 Develop and implement a process for linking assessment to planning and budgeting.	a. 5/08 b. 8/08	1. OAC 2. ASC, PBC, Superint/President 3. OAC, PBC	The new process in use and described in district materials (e.g., the catalogue, the web site).
	1.1.4 Coordinate outcomes assessment across all divisions of the college community (i.e., Instruction, Student Services, and Business Services).	a. 5/08 b. 8/08	1. OAC 2. VP's of Inst, Student Svcs, Business Svcs; Ofc Inst Research 3. OAC	An integrated system described in district materials (e.g., the catalogue, the web site).
	1.1.5 Explore models for the future administration of outcomes and assessment (e.g., a full-time faculty coordinator, a dean of OA, etc.).	a. 9/07 b. 8/08	1. OAC 2. ASC, PBC, VP Inst, Superint/President 3. VP Inst, HR	The administration process and personnel described in district materials (e.g., the catalogue, the web site).

* a. Estimated date of plan approval. b. Estimated date of project completion.

** 1. Parties responsible for producing plan. 2. Parties responsible for approving plan. 3. Parties responsible for implementing the plan.

1.2 Manage enrollment throughout the district.	1.2.1 Expand and enrich distance education, including necessary support for faculty and students.	a. 5/07 b. 8/08	<ol style="list-style-type: none"> 1. Ad hoc committee on distance education 2. ASC, VP Inst, AIS, PBC, Superint/President 3. Ad hoc committee, VP Inst, AIS 	Expanded offerings listed in the course schedule; surveys of student satisfaction.
	1.2.2 Implement an academic calendar that better serves student demand, e.g., to increase flexibility in class schedules.	a. 10/06 b. 3/07	<ol style="list-style-type: none"> 1. Academic senate ad hoc committee on calendar. 2. Acad Senate, VP Inst, PBC, Superint/President, PDP, Board 3. VP Inst, PDP 	The new calendar adopted by the Board and appearing in district materials (e.g., course schedule, catalogue, web site); surveys of student satisfaction.
	1.2.3 Improve MCC's marketing program to increase our visibility and positive image in our community (e.g., "open house" events).	a. 5/07 b. 5/08	<ol style="list-style-type: none"> 1. Dir Public Relations 2. Cabinet, PBC, Superint/President 3. Dir Public Relations 	Marketing materials in use; more frequent events on campus; surveys of community satisfaction.
	1.2.4 Offer more sections of high demand courses at OC, SEC, and CLC.	a. NA b. 8/10	<ol style="list-style-type: none"> 1. NA 2. NA 3. VP Inst, Chairs 	Increased offerings indicated in course schedule; surveys of student satisfaction.
	1.2.5 Offer more sections at peak hours of demand at OC, SEC, and CLC.	a. NA b. 8/10	<ol style="list-style-type: none"> 1. NA 2. NA 3. VP Inst, Chairs 	Increased offerings indicated in course schedule; surveys of student satisfaction.
	1.2.6 Construct new instructional buildings at OC, SEC, and CLC to accommodate this increase in course offerings.	a. 6/09 b. 8/10	<ol style="list-style-type: none"> 1. AS, VP Business Svcs, Dir Facilities 2. PBC, Superint/President, Board 3. VP Business Svcs, Dir Facilities 	The new buildings open for business.

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	1.2.7 Create instructional spaces that offer maximum flexibility, e.g., for lectures, small-group activities, use of technology, etc.	a. 6/09 b. 8/11	1. AS, VP Business Svcs, Dir Facilities 2. PBC, Superint/President, Board 3. VP Business Svcs., Dir Facilities	Spaces being used for multiple purposes.
	1.2.8 Facilitate student transition from noncredit to credit programs.	a. NA b. 5/08	1. NA 2. NA 3. VP Inst, VP Student Svcs	Data tracking student enrollment; surveys of student satisfaction.
	1.2.9 Increase course diversity at SEC (e.g., physics).	a. NA b. 8/06	1. Provost SEC 2. VP Inst, PBC, Superint/President 3. Provost SEC, faculty	Increased offerings indicated in course schedule; surveys of student satisfaction.
	1.2.10 Explore appropriate ways to offer more "specialty" courses and advanced courses that typically have lower enrollment.	a. NA b. 8/07	1. NA 2. NA 3. VP Inst, faculty	Increased offerings indicated in course schedule; surveys of student satisfaction.
	1.2.11 Explore appropriate ways to reduce course cancellation (e.g., support more low-enrollment sections).	a. NA b. 8/07	1. NA 2. NA 3. VP Inst	Data on course cancellations; surveys of student satisfaction.
	1.2.12 Increase hands-on learning (e.g., field courses, courses with field trips included, courses linked directly to internships).	a. 5/08 b. 8/09	1. VP Inst, faculty 2. AP&P, HR 3. VP Inst, faculty	Relevant offerings described in catalogue and listed in course schedule; surveys of student satisfaction.

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	1.2.13 Implement a new process to allow returning students to update critical personal information and educational objectives.	a. NA b. 12/06	1. NA 2. NA 3. VP Student Svcs, AIS, A&R	The new process being used by students; surveys of student satisfaction.
	1.2.14 Simplify all application and enrollment procedures (e.g., implement SOCMAR, update enterprise systems, periodically revise the student interface of the web site).	a. NA b. ongoing	1. NA 2. NA 3. VP Student Svcs, AIS, A&R, UTC, Counseling Services	Processes in place; surveys of student satisfaction.
	1.2.15 Develop and implement a plan to provide a block of courses for first-time students who apply and enroll late.	a. 6/06 b. 8/06	1. VP Inst, VP Student Svcs, Deans, Chairs 2. ASC, AP&P 3. VP Inst, VP Student Svcs	The blocks listed in the catalogue and course schedule; surveys of student satisfaction.
1.3 Improve rates of successful transfer	1.3.1 Enhance the efficiency with which students can move through their transfer-required courses, e.g., by improving course scheduling.	a. 5/07 b. 5/08	1. UTC 2. VP Inst 3. UTC, VP Inst, Chairs	Data on average time to transfer; surveys on student satisfaction.
	1.3.2 Implement a program of faculty mentors for each major	a. 5/07 b. 5/08	1. UTC 2. VP Inst, PDP 3. UTC, PDP, Chairs	Program advertised in Chariot and on UTC web page; surveys on student satisfaction.

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1.4 Improve rates of successful retention.	1.4.1 Explore and implement ways to increase hours of student support services (e.g., the Hub, computer labs, counseling, tutoring).	a. 5/07 b. 5/08	1. VP Student Srvc, VP Inst 2. PBC, Superint/President 3. VP Student Srvc, VP Inst	Hours of services posted; surveys of student satisfaction.
	1.4.2 Expand programs and services offered by Retention Services and the Writing Center.	a. 5/07 b. 5/08	1. Dir Retention Svcs, Dir Writing Ctr 2. VP, Student Srvc, VP Inst, PBC, Superint/President 3. Dir Retention Svcs, Dir Writing Ctr	Expanded programs and services advertised; data on use of services; surveys of student satisfaction.
	1.4.3 Make necessary changes to software and email access to improve communication between MCC and students.	a. 5/06 b. 5/07	1. Dean AIS 2. Superint/President, Cabinet 3. AIS	New services being used by college and students.
	1.4.4 Pilot "Welcome Day" orientation programs at OC, SEC, and CLC, before the start of fall and spring semesters, to familiarize students with available programs and services.	a. 5/07 b. 8/07	1. Asst Dean Student Svcs, Dir Student Activities 2. VP Student Svcs, Provost SEC, Dean Comm Educ, PBC, Superint/President 3. Dirs Student Activities	"Welcome Day" activities advertised and conducted; surveys of student satisfaction.
	1.4.5 Research and pilot "outreach programs" to bring students back to classes.	a. 5/07 b. 8/07	1. Provost SEC, AS 2. VP Student Svcs, PBC, Superint/President, ASC 3. Counseling Svcs	Programs in place; data on retention of these students; surveys of student satisfaction.
	1.4.6 Develop and create a testing center at OC, SEC, and CLC.	a. 6/08 b. 8/09	1. AS, VP Inst, VP Business Svcs, Dir Facilities 2. PBC, Superint/President 3. VP Inst, VP Business Svcs, Dir Facilities	Testing centers operating at these three college sites.

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	1.4.7 Develop and implement a plan to reduce textbook costs (e.g., by assisting faculty to make timely and cost-effective choices).	a. 12/06 b. 5/07	1. Asst Dean Student Svcs, Dir Student Activities, ASG 2. VP Student Svcs, VP Inst, Deans, Chairs 3. Asst Dean Student Svcs, Dir Student Activities, ASG	Lower textbook prices; surveys of student satisfaction.
1.5 Improve rates of successful program completion.	1.5.1 Aggressively market and facilitate the development of educational plans for every MiraCosta student.	a. 5/07 b. 8/07	1. Counseling Svcs 2. VP Student Svcs, PBC, Superint/President 3. Counseling Svcs	Marketing materials; data on numbers of students with educational plans; surveys of student satisfaction.
	1.5.2 Explore and pilot a program to form cohesive and supportive peer cohorts among students (e.g., by developing true Learning Communities).	a. 5/08 b. 5/09	1. VP Inst, Dir Retention Svcs, Dir Writing Ctr, Dirs Student Activities 2. VP Student Svcs, VP Inst, PBC, Superint/President 3. Dir Retention Svcs, Dir Writing Ctr, Dirs Student Activities, VP Student Svcs, VP Inst	Programs in place and advertised in district materials (e.g., catalogue, web site); data on student participation; surveys of student satisfaction.
	1.5.3 Develop additional "college skills" courses and market them aggressively to students.	a. 5/07 b. 8/08	1. VP Inst, VP Student Svcs, faculty 2. PBC, Superint/President 3. VP Inst, VP Student Svcs, faculty	Expanded offerings listed and promoted in course schedule, on web page, in Chariot, etc.
	1.5.4 Explore and pilot "gateway programs" where students complete basic skills and college skills courses before being eligible to enroll in other courses.	a. 5/08 b. 8/09	1. AS President, VP Inst 2. ASC, AP&P 3. VP Inst	Pilot programs described in district materials (e.g, the catalogue, the web site); data on student participation; surveys of student satisfaction.

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1.6 Increase the proportion of credit courses and students taught by fulltime faculty.	1.6.1 Through hiring, achieve two percentage points growth annually of credit classroom FTEF taught by fulltime faculty as a percentage of the total of credit classroom FTEF.	a. NA b. ongoing	1. NA 2. NA 3. AMPC, Ofc Inst Research, PBC	Data on percentage of FTEF.
	1.6.2 Make progress toward the goal of 75:25 FT:PT as described by the Chancellor's office.	a. NA b. ongoing	1. NA 2. NA 3. AMPC, Ofc Inst Research, PBC	Data on percentage of FTEF.
	1.6.3 Explore fulltime faculty residency and teaching across campuses (OC and SEC), and teaching across times of day.	a. NA b. 5/07	1. NA 2. NA 3. Acad Senate, VP Inst, Provost SEC, Deans, Chairs	Report made to ASC (cf., ASC minutes).
1.7 Increase communication and cooperation across disciplines, divisions, and locations.	1.7.1 Pilot a "guest lecture" program that encourages faculty to lecture in one another's classrooms, including OC, SEC, and CLC.	a. 5/07 b. 5/08	1. Deans, Chairs, PDP Coordinator 2. VP Inst, PBC, Superint/President 3. Deans, Chairs, PDP Coordinator	Program described in PDP handbook and on web page; PDP reports of completion.
	1.7.2 Explore and create simplified avenues for offering multidisciplinary classes.	a. 5/07 b. 8/08	1. Deans, Chairs 2. VP Inst 3. Deans, Chairs	Courses described in catalogue and listed in course schedule.
	1.7.3 Develop and implement a procedure for reducing competition among disciplines and ensuring a broad array of educational opportunities for our students.	a. NA b. 5/07	1. NA 2. NA 3. VP Inst, AS President, Deans, Chairs	A new procedure in use; actions appearing in minutes of Chairs meetings.

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1.8 Increase opportunities and support for professional development of both faculty and staff	1.8.1 Expand the Teaching Academy.	a. 5/07 b. 5/08	1. PDP Coordinator 2. ASC, PBC, Superint/President 3. PDP Coordinator	Data on Teaching Academy programs offered, faculty participating, and faculty satisfaction.
	1.8.2 Develop and promote the job-shadowing program.	a. 5/07 b. 5/08	1. PDP Coordinator, Staff Devel Coordinator 2. Cabinet, PBC, Superint/President 3. PDP Coordinator, Staff Devel Coordinator	Promotional materials; data on faculty and staff participation.
	1.8.3 Develop and implement a simplified process for providing substitutes when instructors need such support.	a. 05/08 b. 08/08	1. VP Inst, Provost SEC 2. ASC 3. VP Inst	Planned approved by Academic Senate Council.
	1.8.4 Promote staff training in use of technical hardware and software.	a. 5/07 b. ongoing	1. AIS, Staff Devel Coordinator 2. Classif Senate Council 3. AIS, Staff Devel Coordinator	Lists of training sessions; data on participation in training sessions; data on staff qualifications.
	1.8.5 Provide increased support for staff development activities.	a. 5/07 b. 5/08	1. Staff Devel Coordinator 2. Classif Senate Council, VP Business Svcs, PBC, Superint/President 3. Staff Devel Coordinator	Expanded activities for staff development listed on web page.

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Core Value 2: Collegiality and Shared Governance

Objective	Action Plan	Estimated Completion Dates*	Responsible Parties**	Evidence
2.1 Establish equitable teaching and governance loads for all faculty and staff.	2.1.1 Streamline collegial responsibilities, ensure equitable governance loads, and provide options for different types of service to the college (e.g., mentoring students, serving as club advisors, etc.).	a. 5/07 b. 8/07	1. Ad hoc committee on collegial governance 1. Full Acad Senate 2. Pres Acad Senate	A new structure and process for collegial governance described on the web site.

Core Value 3: Technology Leadership

Objective	Action Plan	Estimated Completion Dates*	Responsible Parties**	Evidence
3.1 Provide technology for the changing needs of faculty, students, and staff.	3.1.1 Increase the number and flexible use of computer labs at OC, SEC, and CLC.	a. NA b. ongoing	1. TAP, AIS, Dir Facilities 2. ASC, SPIT, PBC, Superint/President 3. AIS, Dir Facilities	Additional computers being used by students (as indicated by logged hours).
	3.1.2 Provide wireless access in all appropriate indoor spaces at OC, SEC, and CLC.	a. 5/07 b. 5/08	1. Dean AIS 2. SPIT, PBC, Superint/President 3. Dean AIS, Dir Facilities	Wireless access up and running.
	3.1.3 Pilot a program to archive classroom activities for use at faculty discretion.	a. 5/08 b. 1/09	1. Dean AIS, Chairs, PDP Coordinator 2. SPIT, PBC, Superint/President 3. Dean AIS, Chairs, PDP Coordinator	The program available for faculty use.
	3.1.4 Provide necessary hardware, software, and support for the expansion of distance education.	a. NA b. ongoing	1. Dean AIS 2. SPIT, PBC, Superint/President 3. Dean AIS	Services operating as needed.

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Core Value 4: A Positive Working and Learning Environment

Objective	Action Plan	Estimated Completion Dates*	Responsible Parties**	Evidence
<p>4.1 Increase co-curricular activities and informal educational opportunities.</p>	<p>4.1.1 Create informal "lounges" where students can study, faculty can share ideas, and students and faculty can interact outside of the classroom (e.g., a coffee deck overlooking Pedley Park, a faculty-staff dining room).</p>	<p>a. 6/08 b. 8/10</p>	<p>1. PDP Coordinator, VP Business Svcs, Dir Facilities 2. PBC, Superint/President, Board 3. PDP Coordinator, VP Business Svcs, Dir Facilities</p>	<p>Lounges in place and being used; surveys of student satisfaction.</p>
	<p>4.1.2 Develop and market additional opportunities for student-faculty interaction (such as "Coffee with a Prof" and "Advisors' Lunch").</p>	<p>a. 5/07 b. 5/08</p>	<p>1. Asst Dean Student Svcs, Dir Student Activities 2. VP Student Svcs, PBC, Superint/President 3. Asst Dean Studetn Svcs, Dir Student Activities</p>	<p>Number and types of activities; surveys of student satisfaction.</p>
	<p>4.1.3 Expand College Hour activities at OC, SEC, and CLC.</p>	<p>a. 5/07 b. 5/08</p>	<p>1. Dirs Student Activities 2. VP Student Svcs, PBC, Superint/President 3. Dirs Student Activities</p>	<p>Number and breadth of activities; surveys of student satisfaction.</p>
	<p>4.1.4 Expand ASG and Club activities at OC, SEC, and CLC.</p>	<p>a. 5/07 b. 5/08</p>	<p>1. Asst Dean Studetn Svcs, Dir Student Activities 2. VP Student Svcs, PBC, Superint/President 3. Asst Dean Studetn Svcs, Dir Student Activities</p>	<p>Number of clubs and activities; surveys of student satisfaction.</p>
	<p>4.1.5 Increase support for club advisors.</p>	<p>a. 5/07 b. 5/08</p>	<p>1. Asst Dean Studetn Svcs, Dir Student Activities 2. VP Student Svcs, PBC, Superint/President, PDP 3. Asst Dean Studetn Svcs, Dir Student Activities</p>	<p>Types of suport indicated in faculty handbook(s), PDP materials, etc.</p>

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4.2 Offer comprehensive athletics and wellness programs.	4.2.1 Implement the Board approved plan to expand the athletics program, including necessary facilities, faculty, and staff.	a. 6/12 b. 8/15	<ol style="list-style-type: none"> 1. VP Business Svcs, VP Inst, Dir Facilities, Athletic Dir 2. PBC, Superint/President, AP&P, Board 3. VP Business Svcs, VP Inst, Dir Facilities, Athletic Dir 	Facilities in place and being used by students; facilities described in district materials (e.g., catalogue, web site); expanded instructional programs indicated in catalogue and course schedule; surveys of student satisfaction.
	4.2.2 Pilot a program of intramural athletics.	a. 5/07 b. 5/08	<ol style="list-style-type: none"> 1. Athletic Dir, Dirs Student Activities 2. VP Student Svcs, PBC, Superint/President, Board 3. Athletic Dir. Dirs Student Activities 	Athletic program in place; surveys of student satisfaction.
	4.2.3 Expand the wellness center at OC, including current plans for an aquatics center.	a. 6/10 b. 8/12	<ol style="list-style-type: none"> 1. VP Business Svcs, Dir Facilities, VP Inst, Chair Allied Health 2. PBC, Superint/President, Board, AP&P 3. VP Business Svcs, Dir Facilities, VP Inst, Dept. Chair Health P.E. & Recr. 	Expanded facilities described in district materials (e.g., the web site) and being used by students; expanded instructional programs indicated in catalogue and course schedule; surveys of student satisfaction.
	4.2.4 Explore the feasibility of developing wellness centers and programs at the SEC and CLC, including necessary facilities, faculty and staff.	a. NA b. 6/08	<ol style="list-style-type: none"> 1. NA 2. NA 3. VP Student Svcs, VP Inst, VP Business Svcs, Dept. Chair Health P.E. & Recr. 	Report presented to AMPC, ASC, PBC (TCO), and the Board (indicated in minutes)
	4.2.5 Market wellness to our students, staff and faculty (e.g., nutrition, exercise, stress reduction, smoking cessation).	a. 5/07 b. 5/08	<ol style="list-style-type: none"> 1. Chair Allied Health, Dir Health Svcs 2. VP Student Svcs, PBC, Superint/President 3. Dir Health Svcs 	Promotional materials; data on participation.
	4.2.6 Explore the feasibility of providing health care services every school day at OC, SEC, and CLC.	a. NA b. 6/08	<ol style="list-style-type: none"> 1. NA 2. NA 3. Dir Health Svcs, Provost SEC, Dean Comm Educ 	Report presented to AMPC, ASC, PBC (TCO), and the Board (indicated in minutes).

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Core Value 5: Highest Quality through Effectiveness, Efficiency and Accountability

Objective	Action Plan	Estimated Completion Dates*	Responsible Parties**	Evidence
5.1 Improve the efficiency and effectiveness of the college's planning and administrative processes.	5.1.1 Implement a clear and streamlined plan for new program adoption and support.	a. 12/06 b. 5/07	1. AS President, VP Inst, VP Student Svcs, VP Business Svcs 2. PBC, Superint/President 3. AMPC, AP&P, PBC, Superint/President, VPs Inst, Student Svcs, Business Svcs	The process in place and described in district materials (e.g., faculty handbooks).
	5.1.2 Implement a process for requesting, evaluating, and actuating changes in facilities to meet new demands.	a. 5/07 b. 5/08	1. FPAC 2. PBC, Superint/President 3. AS President, AMPC, PBC, VP Inst, VP Business Svcs, Dir Facilities	The process in place and described in district materials (e.g., faculty handbooks).
5.2 Improve procedures for faculty evaluation and improvement.	5.2.1 Revamp the procedure for Probationary Faculty Member (PFM) evaluation.	a. 5/07 b. 8/07	1. Ad hoc subcommittee of PG&E 2. Academic Senate, Board 3. PG&E	The new procedure described and implement through PG&E and the PFM Handbook.
	5.2.2 Increase faculty mentoring of PFM's.	a. 5/07 b. 5/08	1. PDP Coordinator, VP Inst 2. ASC, PBC, Superint/President 3. PDP Coordinator	Mentoring programs described in district materials (e.g., faculty handbook).

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Core Value 6: Decision Making Based Upon Research, Data, Evidence

Objective	Action Plan	Estimated Completion Dates*	Responsible Parties**	Evidence
6.1 Implement new programs, services, facilities, etc., based upon supporting evidence.	6.1.1 Implement an efficient and transparent system for prioritizing new programs, services, facilities, etc., based upon demonstrated need and benefit to the MiraCosta community.	a. 5/07 b. 5/08	1. AMPC, AS President, PBC, TCO 2. PBC, Superint/President 3. AMPC, PBC, AP&P	The system in place and described in district materials (e.g., faculty handbooks).
	6.1.2 Provide MCC faculty and staff with a "data warehouse," i.e., an archive of data that is easily accessible and user friendly.	a. 5/07 b. 8/07	1. Dean AIS, Dir Ofc Inst Research, Chairs 2. PBC, Superint/President 3. Dean AIS, Dir Ofc Inst Research, Chairs	Data base open and available for use.
	6.1.3. Improve the system for accessing real-time data.	a. NA b. 8/07	1. NA 2. NA 3. Dean AIS, Dir Ofc Inst Research, Chairs	The data system open and available for use.

Core Value 7: Career Preparation and Economic Development

Objective	Action Plan	Estimated Completion Dates*	Responsible Parties**	Evidence
7.1 Enhance employment, internship, and research opportunities for enrolled students.	7.1.1 Recommence the <i>Today's Tutors, Tomorrow's Teachers</i> (T4) Program.	a. 5/06 b. 5/07	1. VP Student Srvc, VP Inst PBC, Superint/President 2. VP Student Srvc, VP Inst	The program operational; data on student participation and satisfaction.
	7.1.2 Increase on campus jobs for students (e.g., augment current staff with students).	a. 5/07 b. 5/08	1. Dir Career Ctr, Student Employment Coordinator 2. HR, VP Inst, PBC, Superint/President 3. Dir Career Ctr	Number of jobs advertised and jobs filled by students; surveys of student satisfaction.

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	7.1.3 Identify "student friendly" local employers and advertise this information to students.	a. 12/06 b. 5/07	1. Dir Career Ctr 2. VP Inst 3. Dir Career Ctr	Information available at Career Center, and advertised in Chariot and on Career Ctr web page.
	7.1.4 Identify local employers interested in overseeing interns or hiring graduates from our CTE program, and advertise this information to students.	a. 5/07 b. 5/08	1. Dir Career Ctr, Student Employment Coordinator 2. HR, VP Inst 3. Dir Career Ctr	Program marketing materials at Career Center, and advertisement in Chariot and on Career Ctr web page.
	7.1.5 Increase student participation in internships.	a. 5/07 b. 5/08	1. Dir Career Ctr 2. VP Inst 3. Dir Career Ctr	Number of students doing internships; information advertised in Chariot and on Career Ctr web page.
	7.1.6 Identify opportunities for students to work as research assistants, at MiraCosta and other colleges, and advertise this information to students.	a. 5/07 b. 5/08	1. Dir Career Ctr 2. VP Inst 3. Dir Career Ctr	Number of students doing research assistantships; information advertised in Chariot and on Career Ctr web page.
7.2 Expand the Allied Health programs.	7.2.1 Expand the Allied Health programs at both OC and SEC, including necessary facilities, staff, and other resources.	a. 6/08 b. 8/10	1. VP Inst, Dean CTE, Dir Allied Health, Provost SEC, VP Business Svcs, Dir Facilities 2. PBC, Superint/President, Board, AP&P 3. VP Inst, Dean CTE, Dir Allied Health, Provost SEC, VP Business Svcs, Dir Facilities	Expanded facilities being used by students and described in catalogue; expanded instructional programs indicated in catalogue and course schedule; data on enrollment; surveys of student satisfaction.
	7.2.2 Develop links with Palomar Pomerado, Tri City, Kaiser, and Scripps Hospitals to expand the nursing pipeline.	a. NA b. ongoing	1. VP Inst, Dean CTE, Dir Allied Health 2. PBC, Superint/President 3. VP Inst, Dean CTE, Dir Allied Health	Partnerships in place; data tracking student employment.
	7.2.3 Develop career ladders that facilitate student movement from MCC to transfer institutions.	a. 6/07 b. 8/10	1. VP Inst, Dean CTE 2. VP Inst, PBC, Superint/President 3. VP Inst, Dean CTE	Data tracking educational progress of MCC graduates in this area.

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7.3 Strengthen the Career and Technical Program(s) to increase the number of students who complete certificates toward jobs providing living family wages.	7.3.1 Identify program outcomes for each certificate.	a. NA b. 5/07	1. NA 2. NA 3. VP Inst, Dean CTE, CTE faculty	Program outcomes described in college catalogue.
	7.3.2 Review scheduling annually to ensure that students can move through programs quickly and efficiently.	a. NA b. ongoing	1. NA 2. NA 3. VP Inst, Provost SEC, Deans	Course schedule; data on time of student completion; surveys of student satisfaction.
	7.3.3 Explore and pilot expanded placement services for alumni.	a. 5/07 b. 5/08	1. Dir Career Ctr 2. VP Inst 3. Dir Career Ctr	Services advertised on web site; data on student participation; surveys of student satisfaction.
	7.3.4 Increase the number of career ladders within vocational programs.	a. NA b. 8/08	1. NA 2. NA 3. VP Inst, Dean CTE, CTE faculty	Career ladders identified in catalogue; data on graduate employment; surveys of student satisfaction.
	7.3.5 Track employment data of graduates.	a. NA b. ongoing	1. NA 2. NA 3. Dir Ofc Inst Research, Dean CTE, Dir Career Ct	Employment data available via web site.
	7.3.6 Increase noncredit short-term vocational offerings at the CLC, e.g., to start noncredit students on a career path that would lead to credit programs.	a. NA b. 8/08	1. NA 2. NA 3. VP Inst, Dean Comm Educ	Increased offerings listed in course schedule.

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Core Value 8: Climate that Promotes Diversity

Objective	Action Plan	Estimated Completion Dates*	Responsible Parties**	Evidence
8.1 Continue to foster enrollment of an MCC student body that mirrors the diversity of our community.	8.1.1 Annually monitor data on ethnicity and gender, and develop and implement plans to address inequities.	a. NA b. ongoing	1. Ad hoc committee on student diversity 2. ASC, PBC, Superint/President 3. VP Student Svcs	Data on composition of District and student body.
8.2 Increase the diversity of the MCC credit faculty to reflect the diversity of the community it serves.	8.2.1 Implement the approved recommendations of the Equal Employment Opportunities Advisory Committee with regard to hiring and retention of faculty.	a. 5/07 b. 8/07	1. EEOAC 2. ASC, PBC, Superint/President 3. HR, VP Inst	Data on composition of District and credit faculty.
8.3 Increase the diversity of the MCC classified staff to reflect the diversity of the community it serves.	8.3.1 Implement the approved recommendations of the Equal Employment Opportunities Advisory Committee with regard to hiring and retention of staff.	a. 5/07 b. 8/07	1. EEOAC 2. Classified Senate Council, PBC, Superint/President 3. HR, VP's Inst, Student Svcs, Business Svcs	Data on composition of District and classified staff.

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Core Value 9: Service to Our Community

Objective	Action Plan	Estimated Completion Dates*	Responsible Parties**	Evidence
9.1 Increase student participation in service learning.	9.1.1 Develop additional partnerships to expand options for service learning.	a. 5/07 b. 5/08	1. Dir Service Learning 2. VP Student Svcs 3. Dir Service Learning	Partnership information available at Service Learning Office and on web site.
	9.1.2 Support expansion of the Service Learning Program.	a. 5/07 b. 5/08	1. Dir Service Learning 2. VP Student Svcs, PBC 3. Dir Service Learning	Expanded programs and services indicated on Service Learning web site.
9.2 Increase community participation in college activities.	9.2.1 Develop additional partnerships with local community groups and community centers.	a. 5/07 b. 5/08	1. Dir Comm Svcs 2. Cabinet 3. Dir Comm Svcs	Advertising materials available in Public Relations Office; surveys of community satisfaction.
	9.2.2 Offer and promote a greater number of events to attract community involvement (e.g., lecture series, orientation days).	a. 5/07 b. 5/08	1. Events Mgr 2. PBC, Superint/President, PDP Coordinator 3. Events Mgr, Dir Public Relations, PDP Coordinator, Chairs	Event advertisement; surveys of community satisfaction.
	9.2.3 Develop and implement a plan to serve our senior community's educational interests (e.g., to facilitate enrolling in and/or auditing courses).	a. 5/08 b. 8/08	1. VP Inst, Dir Public Relations, Dir Comm Svcs, Chairs 2. PBC, ASC 3. VP Inst, Dir Public Relations, Chairs	Programs described in catalogue; advertising materials; data on enrollment; surveys of community satisfaction.

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<p>9.3 Increase availability of early care and education.</p>	<p>9.3.1 Explore ways to provide additional child care options at the OC Child Development Center, e.g., increased hours of service, drop off service, etc.</p>	<p>a. NA b. 5/07</p>	<p>1. NA 2. NA 3. Dir Child Devel Ctr, TCO Committee</p>	<p>Report to AMPC, ASC, and PBC (indicated in minutes).</p>
	<p>9.3.2 Explore ways to provide child care services at the SEC, including necessary facilities, faculty and staff.</p>	<p>a. NA b. 5/07</p>	<p>1. NA 2. NA 3. Dir Child Devel Ctr, Provost SEC, TCO Committee</p>	<p>Report made to AMPC, ASC, and PBC (TCO) (indicated in minutes).</p>
<p>9.4 Increase service to the center of the district.</p>	<p>9.4.1 Research needs, means, resources, and costs and benefits of developing a fourth college site located near the center of the district.</p>	<p>a. NA b. 6/08</p>	<p>1. NA 2. NA 3. VP Business Svcs</p>	<p>Reports made to AMPC, ASC, PBC (TCO), and the Board (indicated in minutes).</p>

Core Value 10: Beautiful, Welcoming Campuses

Objective	Action Plan	Estimated Completion Dates*	Responsible Parties**	Evidence
<p>10.1 Ensure environmentally friendly buildings, landscaping, and procedures.</p>	<p>10.1.1 Improve existing buildings and landscaping, including energy efficiency, water conservation, and environmental impact and sustainability.</p>	<p>a. 5/07 b. 5/08</p>	<p>1. VP Business Svcs, Dir Facilities 2. PBC 3. VP Business Svcs, Dir Facilities</p>	<p>Data on consumption of electricity and water, and on environmental impact and sustainability.</p>
	<p>10.1.2 Improve current procedures (e.g., waste disposal, recycling, water reclamation).</p>	<p>a. 5/07 b. 5/08</p>	<p>1. VP Business Svcs, Dir Facilities 2. PBC 3. VP Business Svcs, Dir Facilities</p>	<p>Data on solid waste management and water use.</p>

* a. Estimated date of plan approval. b. Estimated date of project completion.

** 1. Parties responsible for producing plan. 2. Parties responsible for approving plan. 3. Parties responsible for implementing the plan.

	10.1.3 Review designs for all new buildings and landscaping to ensure energy efficiency, water conservation, and environmental impact and sustainability.	a. NA b. ongoing	1. NA 2. NA 3. VP Business Svcs, Dir Facilities, PBC, Superint/President	Completed plans with energy efficiency, water conservation, and environmental impact and sustainability addressed.
	10.1.4 Improve traffic flow and parking availability.	a. 8/06 b. 8/10	1. VP Business Svcs, VP Student Svcs, Dir Facilities, Chief Police 2. PBC 3. VP Student Svcs, VP Business Svcs, Dir Facilities, Chief Police	Number and location of parking spaces; surveys of student satisfaction.

Core Value 11: Innovation and Ability to Change

Objective	Action Plan	Estimated Completion Dates*	Responsible Parties**	Evidence
11.1 Expand educational options and respond to ever-changing employment and enrollment trends.	11.1.1 Develop and implement a process for more rapid course approval.	a. 5/07 b. 8/07	1. AP&P, AS President, Articulation Officer 2. AS 3. AP&P	The process described in the faculty handbook(s) and being used by the college.
	11.1.2 Develop and implement a process for more rapid development of existing programs.	a. NA b. 5/07	1. NA 2. NA 3. AMPC, AP&P, PBC, VPs Inst, Student Svcs, Business Svcs	The process in place and described in district materials (e.g., faculty handbooks).
	11.1.3 Develop partnerships with local businesses, community organizations, government agencies, and foundations to generate opportunities for teaching and learning.	a. NA b. ongoing	1. NA 2. NA 3. VP Inst, Deans, Chairs, Dir Career Ctr, PDP Coordinator	Partnerships advertised in college materials, and new programs indicated in catalogue and course schedule.

* a. Estimated date of plan approval. b. Estimated date of project completion.

** 1. Parties responsible for producing plan. 2. Parties responsible for approving plan. 3. Parties responsible for implementing the plan.

	11.1.4 Provide additional incentives (such as standardized Flex credit) to encourage faculty to explore the costs and benefits of new courses and new programs.	a. 5/07 b. 8/07	1. VP Inst, Provost SEC, Deans, PDP Coordinator 2. ASC, PBC, Superint/President 3. PDP Coordinator	Incentives described in district materials (e.g., PDP Handbook).
	11.1.5 Provide additional and more flexible space and venues for production and performance of visual and performing arts at OC, SEC, and eventually CLC.	a. 6/09 b. 8/11	1. VP Inst, VP Business Svcs, Dean Arts/Letters, Provost SEC, Dean Comm Educ, Dir Facilities, Chairs of Arts Depts 2. ASC, PBC 3. VP Inst, VP Business Svcs, Dean Arts/Letters, Provost SEC, Dean Comm Educ, Dir Facilities, Chairs of Arts Depts	Facilities available and being used by students; surveys of student satisfaction.
	11.1.6 Integrate programs in visual, performing, and digital arts at OC, SEC, and CLC.	a. NA b. 8/07	1. NA 2. NA 3. VP Inst, Dean of Arts and Letters, Provost SEC, Dean Comm Educ, Chairs of Arts Depts	Programs described in college catalogue and offerings in course schedule; surveys of student satisfaction.
11.2 Improve transportation to and among the college sites.	11.2.1 Cooperate with the NCTD on plans for shuttle services from the Sprinter to OC.	a. b.	1. VP Student Svcs, VP Business Svcs, Provost SEC 2. PBC, Superint/President 3. VP Student Svcs, VP Business Svcs	Shuttle service available and advertised; data on student use; surveys of student satisfaction.
	11.2.2 Explore options for shuttle service among the college sites.	a. b.	1. VP Student Svcs, VP Business Svcs, Provost SEC, Dean Comm Educ 2. PBC, Superint/President 3. VP Student Svcs, VP Business Svcs	Shuttle service available and advertised; data on student use; surveys of student satisfaction.

* a. Estimated date of plan approval. b. Estimated date of project completion.

** 1. Parties responsible for producing plan. 2. Parties responsible for approving plan. 3. Parties responsible for implementing the plan.

AMP 2006 – APPENDIX 1

Evidence in Support of Objectives and Action Plans

1.1 Expand the application of students learning outcomes assessment throughout the college.

The report prepared for the Accrediting Commission for Community and Junior Colleges (March 2004) included three recommendations, the first of which was that the college should “develop a plan to implement the measurement of student learning outcomes at the course, program, and institutional levels. The plan should include tasks, time lines and responsible individuals so that significant progress can be reported in the mid-term report.” This mandate cannot be overlooked and therefore the application of outcomes assessment is an important objective of this AMP and the action plans provide the necessary steps to reach this goal.

1.2 Manage enrollment throughout the district.

According to the most current data, MiraCosta’s enrollment is at 1.86% below cap. Credit enrollment as of Fall 2005 was 9993; noncredit was 3722. Our recent environmental scan suggested that deployment from Camp Pendleton and decreasing high school graduation rates might negatively impact enrollments. However, projections from SANDAG data suggest that credit enrollment will rise by 8% to 10792 by 2015, while noncredit enrollment will rise by 16% to 4318 by 2015. We can ensure this steady and manageable growth by reaching out to the community and providing the educational opportunities they need, including more sections of high demand courses, more sections at peak hours of demand, and more breadth of offerings for students with special interests. These needs will be met, in part, through distance education; the environmental scan indicated that on-line courses would account for 20% of enrollments by 2015 and we must be prepared to provide the framework and support necessary to make these courses successful. However, growth must also include on-ground courses, and we cannot meet those needs with our currently available instructional space. According to data provided by Don Pratola, Special Services Coordinator, there is space for only four more three-unit classes at the OC, Monday through Thursday between the hours of 9:00 and 3:50. The situation is similar at the SEC. We cannot expand enrollment unless we offer more classes, and we cannot offer more classes until we have more space.

1.3 Improve rates of successful transfer.

Our University Transfer Center has experienced enormous growth and success during the past few years. A report provided by Lise Flocken, UTC Coordinator, showed that the number of students served has more than doubled in recent years, from 1523 in 2001-02 to 3541 in 2004-05. The two fulltime counselors (Flocken and Jose Orantia) are serving appointments at 97% of capacity. The paucity of open appointments is likely a stumbling block to students who seek transfer assistance. However, the results of this hard work are clear: Data show that rates of transfer from MCC to UC schools rose by 40.2% between 2000-01 and 2003-04 (though transfer to CSU schools rose by only 2.1% during the same period). For 2003-04, MCC ranked 25th among 106 community colleges for our rate of transfer to the UC’s, comparing very favorably against colleges similar to MCC (e.g., Cuesta, Merced, Sequoias). However, students are often slowed in the transfer process thanks to difficulties in course scheduling (e.g., when and where courses are offered). We must work not only to solve these problems but also to continue to support the work of the UTC and all academic counselors, to meet their needs as they expand their programs and services to students.

While the UTC is drawing in more students and helping a higher proportion of them transfer to four-year colleges, the success is not equal across all ethnic groups. Transfer rates among Hispanic and Black students lag behind those of their White counterparts (e.g., Hispanic students made up 20% of the student body in 2004 but only 17.6% of the transfer students; the numbers are 5% and 3.8%, respectively, for Black students in that year, and approximately 59% and 78% for White students). We are hopeful that a program of faculty mentors, along with other activities already underway at the UTC, will provide a clearer avenue for students of all backgrounds to engage with their disciplines of interest and thereby transfer successfully.

1.4 Improve rates of successful retention.

According to the most recent data available from our Office of Institutional Research (data originating from the CCCCO Data Mart, 3/22/06), the retention rate for credit courses at MiraCosta is 64.6%. At neighboring institutions, retention rate averages 66.2% (Palomar is at 62.5%, SD City at 63.7%, Cuyamaca at 64.7%, Southwestern at 65.4%, Grossmont at 66.3%, SD Mesa at 66.7%, and SD Miramar at 72.9%). For colleges similar to MCC, retention rates average 67.0% (Merced is at 59.0%, Sequoias at 66.2%, Cuesta at 69.7%, and Monterey at 72.9%). Thus, MiraCosta's rates of retention merit attention. As a small college with substantial resources, we must seek creative ways to improve successful retention, while maintaining our commitment to excellence. Data from the University Transfer Center indicate that MiraCosta students outperform their peers from other local community colleges when they reach their transfer institutions. We do not want to increase retention as the expense of this success.

One avenue is to increase the services provided by the Tutoring and Academic Support Center and the Writing Center. Data from the 2004-05 TASC Report show that retention among students who received tutoring averaged 73% versus 65% retention among students who did not receive tutoring. Data on "learning communities" (statistics from Fall 2005) show an 81% retention rate for LC participants, compared with 64% for students enrolled in the same courses but who did not participate in the LC's. Certainly self-selection can impact these results but national research also indicates that supplemental instruction, including group academic support, leads to greater success and therefore greater retention. TASC and the WC have organized the foundation for true learning communities that can evolve into linked courses among disciplines (cf., 1.7). However, the demands upon the TASC and WC are growing too rapidly to be sustained at current levels of support. The number of hours of tutoring provided, for OC and SEC combined, approximately doubled from 4938 in 2002-03 to 9603 in 2004-05. The number of walk-ins served at the OC WC went from 557 in Fall 2003 to 2162 in Fall 2005, and the number of appointments went from 470 to 778 in that same period. Furthermore, these services are now being expanded to include the CLC, thus placing still greater burden on these programs. The college must continue to support the expansion of these critical student services.

Another avenue to student success is making them aware of our programs and services (thus the need for "Welcome Day" orientation sessions), and increasing the hours of those services. Student comments from the Accreditation Self-Study and AMPC surveys showed great demand for longer hours at the Hub, in computer labs, for counseling and financial aid advice, etc. We also need to improve electronic communication with our students and this, too, is indicated in the AMP.

Another piece of the retention plan is to explore outreach programs. Sally Foster, SEC Provost, and Lynn Wetzel, San Elijo Coordinator, piloted an outreach program in Fall 2005. At the specific request of faculty, Wetzel called students who had ceased to attend classes and offered the students various types of services (such as tutoring, counseling, etc.) that might encourage them to return. Of 39 students who were referred to the service, 15 returned to class and improved their performance. We encourage further evaluation of the costs and benefits of this approach.

1.5 Improve rates of successful program completion.

The report prepared for the Accrediting Commission for Community and Junior Colleges (March 2004) included three recommendations, the second of which was that the college should “develop a specific “education plan” for first time college students and take concerted action to improve student awareness and access to counseling and advising services at all college sites.” Meeting this goal will assist students in completing their programs of study.

In addition to clear educational plans, we must also ensure that students have the necessary academic tools before they advance to transfer-level courses. The National Center for Public Policy and Higher Education reports that 30% of Californians ages 18 to 24 do not have high school diplomas. Data from our own Testing Office show that 45% of students place into pretransfer level writing classes (e.g., English 802 or 803). Basic skills classes are a vital component to student success, including those that teach time and stress management, library and research skills, and the resources available at MCC.

Finally, we encourage the college to explore creative ways to develop true “learning communities” among our students. In the context of the AMPC surveys, many faculty members spoke of the benefits they received from being part of a supportive student cohort, and of the desire they had to recreate the same experience for our MCC students. This will be a challenge at a “commuter campus,” but it is a goal worthy of considerable effort.

1.6 Increase the proportion of credit courses and students taught by fulltime faculty.

It is widely recognized that fulltime faculty make valuable contributions to a college community, including participation in student mentoring and collegial governance that associate faculty cannot match given their limited time. Title V includes a goal, set by the Board of Governors and administered by the Chancellor’s Office, that 75% of FTES should be taught but fulltime faculty. This AMP sets a goal of 2% growth of credit classroom FTEF taught by fulltime faculty as a percentage of the total of credit classroom FTEF. Definitions of the total of credit classroom FTEF shall be pursuant to Title 5, Sections 53309 and 53310 (link), for leaves, sabbaticals, release time, late retirements, and overloads. The total classroom FTEF may be adjusted annually to respond to shifts in class offerings and to accommodate small classes. The intent of this goal is to increase the percentage of credit classes taught by fulltime faculty while ensuring that we maintain our mission as a comprehensive community college through a diversity of offerings and by protecting small classes. These components may therefore alter the total classroom FTEF each year. As a result, annual consultation to address these areas shall take place by a committee composed of the Superintendent/President, the President and Vice President of the Academic Senate, the Vice Presidents of Instruction and Business Services, and the Director of Human Resources.

The AMP also calls for a study of where and when fulltime faculty are concentrating their efforts. According to Louise McDermott, Academic Administrative Secretary, of 128 fulltime classroom faculty, only 17 (approximately 13%) have their residency (i.e., their offices) at the SEC. Data provided by our Office of Institutional Research indicate that, for Fall 2005, 412 of 780 classes (52.8%) at OC were taught by fulltime faculty, while at SEC, only 89 of 248 classes (35.9%) were taught by fulltime faculty. In addition, 450 of 786 daytime classes (57.3%) were taught by fulltime faculty while only 116 of 235 evening classes (33.0%) were taught by fulltime faculty. This issue should be explored to ensure that all students are being served to the best of our capacity.

1.7 Increase communication and cooperation across disciplines, divisions, and campuses.

There are some goals for which hard supporting data are not available. However, the desire for interdisciplinary bridges is clear: This issue appeared in the 2003 AMP thanks to enthusiastic demands from the faculty, and it appeared repeatedly in 2006 AMPC surveys of both faculty and students. We must find creative avenues to allow our faculty to collaborate, to allow our curriculum to offer both breadth and depth, and to allow our students the unparalleled educational experience of a multidisciplinary approach to learning.

1.8 Increase opportunities and support for professional development of faculty and staff.

Professional development is integral to instructional improvement. Our educational community (including faculty and staff alike) must be supported and encouraged to address the challenges of implementing new instructional standards, exploring the latest educational approaches and technologies, and meeting the needs of a diverse and changing student body. A study recently released by the U.S. Department of Education (*The Longitudinal Evaluation of School Change in Performance (LESCP)*) indicated that student improvement (in mathematics) was positively related to the teachers' ratings of the professional development they received. Thus, we include in this AMP the need to expand activities directly related to professional development among both faculty and staff.

2.1 Establish equitable teaching and governance loads for all faculty and staff.

The report prepared for the Accrediting Commission for Community and Junior Colleges (March 2004) included five commendations, the first of which was that "The collaborative governance model utilized by the college exemplifies the commitment to the faculty, staff and students to involve as many constituents in the regular operation of the college. ... The visit has revealed an operation that is more effective than was outlined in the accreditation self-study." Collegial governance is both a right and a responsibility. MiraCosta faculty and staff are committed to excellence but also express concern about the ever-expanding load that their commitment brings. Thus we include in this AMP the goal of finding ways to streamline tasks, distribute the load equitably, and offer creative alternatives for service to the district.

3.1 Provide technology for the changing needs of faculty, students, and staff.

The report prepared for the Accrediting Commission for Community and Junior Colleges (March 2004) included five commendations, the second of which was as follows: "The team is impressed with the advanced development of the use of institutional technology in support of student learning and the college operation. The college is commended for providing effective electronic access for and to all segments of the institutional operation." Following the Core Value of technology leadership, this AMP includes continuing emphasis on providing appropriate hardware, software, and support in the pursuit of teaching and learning.

4.1 Increase cocurricular activities and informal educational opportunities.

Appearing frequently in the AMPC surveys of faculty, staff, and students was the desire to increase the number and type of cocurricular activities. This includes informal interactions among faculty and students, and thus we must provide appropriate venues for these educational experiences. College Hour has suffered in recent years thanks to the shortage of classrooms, which demands scheduling classes during the Tuesday-Thursday noontime "college hour." Furthermore, students who maintain a Monday-Wednesday schedule cannot attend these important campus activities. Thus, we encourage the Student Activities Offices to continue to explore creative ways to expand their programs, including different

days of the week, hours of the day, and types of events. Cocurricular education also includes structured activities such as clubs and student governance. According to Jim Gonzales, Director of Student Activities, the number of student clubs at MCC has increased from 32 in 2004-05 to 47 by Spring 2006. Research reported by Vincent Tinto (cf., *Leaving College: Rethinking the Causes and Cures of Student Attrition*) demonstrates that cocurricular involvement enhances academic success, and so this AMP encourages continuing support of relevant programs, faculty, and staff.

4.2 Offer comprehensive athletics and wellness programs.

In August, 2005, the Board heard a presentation from Dick Robertson, Vice President of Student Services, and Martin Spring, Athletic Director, on expanding MiraCosta's athletics. The report, based upon research conducted in 2004-05 by an ad hoc subcommittee of the AMPC, included recommendations to develop three sports (women's basketball, men's soccer, and women's volleyball); to expand the OC wellness center; to develop an aquatics center (which could open the possibility for swimming and water polo teams); and to expand and improve the current facilities to meet the needs of a growing athletics program. The Board encouraged the subcommittee to pursue a total cost of ownership proposal. (See minutes of 8/16/05 Board Meeting ([link](#).)

With regard to wellness, the College's Health Care Center provides a variety of services and, according to a recent survey, represents the sole source of health care for up to 30% of students who visit the Center. In addition, a report by Catherine Halmay, Health Services Assistant, stated that there are often 20 to 30 students on the wait list for counseling appointments, and the nurses in Health Services devote considerable time to helping students with stress, anxiety, and panic attacks. We must explore the costs and benefits of meeting the healthcare needs of our students, as the college is often their sole resource for such assistance.

Faculty may also need greater wellness assistance than we realize. An article in the Times Higher Education Supplement (23 Feb 2006) cited a study produced for the Association of University Teachers (an organization housed in the United Kingdom) which found that 49% of academics had levels of psychological stress that demanded treatment, as compared with 38% among nurses and 27% for the general population. Professors often give up their allotted leave time (such as summer or winter breaks) to "catch up" with the demands of their normal loads. In addition, an increasing body of evidence demonstrates the severe impact that stress can have on physical health. Thus, the college must take steps to market wellness, with particular emphasis on stress reduction, throughout the campus community.

5.1 Improve the efficiency and effectiveness of the college's planning and administrative processes.

Effectiveness and efficiency are, together, one of the Core Values of the college. We must continue to improve the alacrity with which we update our programs and facilities.

5.2 Improve procedures for faculty evaluation and improvement.

The Academic Senate has called for a substantial revision of the procedure for evaluating Probationary Faculty Members (PFM). This is a response, in part, to the increasing number of untenured faculty (48 of 132 fulltime faculty underwent tenure review in 2005-06), and thus the onerous load of Tenure Review Committee work. This burden is great not only for faculty but also for administrators and staff involved in the process. We seek to improve both the efficiency and the efficacy of the process. We also encourage faculty mentoring of PFM's in ways that support the PFM and increase success in the completion of evaluation and professional development.

6.1 Implement new programs, services, facilities, etc., based upon supporting evidence.

Decision making based upon research, data, and evidence is one of MiraCosta's Core Values. As such, we need clear and efficient systems for accessing data and for using data to prioritize support for new programs, services and facilities.

7.1 Enhance employment, internship, and research opportunities for enrolled students.

Data provided by Donna Davis, Director for the Center of Career Studies and Services, indicate that, over the past six years, an average of 40 students per year have enrolled in internship programs and 345 have participated in cooperative work experience education ("co-op"). A study prepared for the California Community College Chancellor's Advisory Committee on Work-Based Learning (May 2004) reports that students in co-op and internship classes find jobs faster and earn more than their classmates. Students who participated in co-op while seeking certificates and associate degrees earned 20% and 22% more than their nonparticipating classmates in their first and second years of employment, respectively. Furthermore, The National Association for Colleges and Employers (NACE) 2005 Experiential Education Survey reports the following: "[E]mployers said that, on average, 61.9% of their hires had internship experience and 32.3% had co-op experience." Thus, the available data indicate that students benefit in numerous ways from internship and similar work-based learning opportunities. Research reported by Vincent Tinto (cf., *Leaving College: Rethinking the Causes and Cures of Student Attrition*) demonstrates that students are more likely to succeed in their academic programs if they are employed either on campus or by corporations that are supportive of students (e.g., that offer flexible work schedules to accommodate final exams, etc.). Thus, we include in the AMP several action plans relating to student internships and employment.

7.2 Expand the Allied Health programs.

The San Diego County Occupational Projections for Health Care Practitioners for 2002-2012 suggested a total of 29,766 health-related jobs would become available, 24,050 of which would be new jobs (the remainder replacements). Of this total, 717 jobs would be open for Registered Nurses and 150 for Licensed Practical and Licensed Vocational Nurses. Furthermore, The National Association of Colleges and Employers reported in their March 2006 Salary Survey that salaries health professionals rose from 2003 to 2004 (please note that this report did not include California, where such data were not available). Add to these data the fact that our region is home to an aging population (cf., information provided in 9.2) and it is clear that Southern California is desperate for professionals trained in a variety of health care occupations. Therefore, our college will do well to expand our education and training in these areas.

7.3 Strengthen the Career and Technical Program(s) to increase the number of students who complete certificates toward jobs providing living family wages.

Tracking students once they have left our college is a persistent problem. Our Office of Institutional Research is piloting creative approaches but various obstacles prevent tracking of individuals in California. Survey data from other parts of the country (cf., a pilot study by the National Association of Colleges and Employers, March 2006) indicate that salaries have been rising for those employed in computer software development and programming, child care, and electric installation and repair, while salaries have been falling for those with degrees in drafting and design technology, and business and accounting. However, no such data are available for California students and employees, which further highlights the need for creative means to track our students. Our own environmental scan data indicate that Southern California businesses need employees with technical certificates rather than Associates or Bachelors degrees. Hard to fill jobs include a variety of occupations in health care (cf., 7.2) and in preschool education; business managers cite inadequate education, experience, and certification as the top three problems with their applicant pools. MiraCosta College can play an increasingly large role in addressing our region's employment needs.

8.1 Support diversity in the MCC student body so that we continue to mirror the community we serve.

According to statistics recently released by our Office of Institutional research (see Tables 3 and 4, and 12, 13, and 14), the MiraCosta student body currently aligns well with the diversity of our community. However, our student body is only 42% male, and Hispanic and Black males are represented in even lower proportions. SANDAG data suggest that up to 80% of California's population growth in the next 10 years will come from the Hispanic community. We must continue our efforts to enroll, support, and graduate a diverse group of students.

8.2 Increase the diversity of the MCC credit faculty to reflect the diversity of the community it serves.

The report prepared for the Accrediting Commission for Community and Junior Colleges (March 2004) included three recommendations, the third of which was that "the composition of the credit faculty of MiraCosta College reflect the diversity of the district's student population and the diversity of the community it serves. Diversity should be a primary consideration in the hiring of new or replacement credit faculty. Significant progress toward this diversity must be reported in the mid-term report." Such a mandate cannot be ignored. The most current data from our Office of Institutional Research (see Tables 7, 8, and 9, and 12, 13, and 14) indicate that our fulltime and associate credit faculty composition most severely under-represents individuals of Hispanic background. The AMP includes action designed to correct this imbalance.

8.3 Increase the diversity of the MCC classified staff to reflect the diversity of the community it serves.

Although the March 2004 report by the Accrediting Commission for Community and Junior Colleges made no mention of diversity among classified staff, we understand the importance of diversity across our community. The most recent data from our Office of Institutional Research (see Tables 10 and 12, 13, and 14) indicate that our staff also has a lower-than-community proportion of Hispanics, though other ethnic groups are well represented. The AMP encourages continued attention to this pattern.

9.1 Increase student participation in service learning.

The report prepared for the Accrediting Commission for Community and Junior Colleges (March 2004) included five commendations, the fourth of which was as follows: "The team commends the Service Learning Program offered by the college. The opportunity for students to become involved in a program that impacts their education in the community is impressive. ... In addition, this involvement contributes to the students [sic] personal growth and development, as well as teaching civic responsibility and the value of service to the community."

Along with the ACCJC's commendation, there are increasing data supporting the value of service learning. A longitudinal study produced by UCLA's Higher Education Research Institute (A.W. Astin et al., 2000, "Long-Term Effects of Volunteerism During the Undergraduate Years") demonstrated that participation in service learning had a positive effect on outcome measures such as GPA, writing and critical thinking skills, leadership, and plans to participate in service after college. A parallel study demonstrated a positive relationship between service and retention. Many other studies provide corroborating evidence (for a list of references, see Carol Wilkinson, Service Learning Coordinator). The conclusions are clear: Service learning is good for our students and, given that their experiences encourage them to continue service after they graduate, service learning is also good for our community. We should be eager to support and expand this program.

9.2 Increase community participation in college activities.

The environmental scan data demonstrated that the members of our community who know us best are impressed with the quality of education we provide. Therefore, everyone benefits from helping our community to get to know us better. We can accomplish this goal through increasing the number, breadth, and marketing of events on campus, particularly to our growing senior population. SANDAG data show that, for 2005, approximately 21% of our district's population were age 55 and above; this proportion is expected to rise to 25% in the year 2010. We have an obligation to serve this large segment of our population and must seek creative and effective ways to do so.

9.3 Increase availability of early care and education.

The Child Development Center on the Oceanside campus is, first and foremost, a teaching center. It offers an unparalleled opportunity for students to work with young children and connect theory with practice. The Center now seeks accreditation by the National Association for the Education of Young Children (NAEYC), which will underscore its continuing commitment to maintaining the highest standards of program quality and in modeling best practices in the field of early childhood education. The CDC will need continuing support to merit this status.

Complementing its primary mission as a teaching center, the CDC also provides an important service for the College community as it offers exemplary early care and education for young children. It has grown enormously since its move to its current location four years ago. Enrollment has increased nearly 140%; the Center now enrolls as many as 165 children, 75% of whom are children of students, 20% from community families, and 5% from MCC faculty and staff. It is probable that increased service at OC and some moderate level of service at the SEC would greatly benefit our students with families, thus increasing their educational opportunities. This AMP includes plans to explore the costs and benefits of providing such services.

10.1 Ensure environmentally friendly buildings, landscaping, and procedures.

The report prepared for the Accrediting Commission for Community and Junior Colleges (March 2004) included five commendations, the third of which was as follows: "The college is commended for the renovation and construction of facilities that have occurred over the past six years. The team believes that the Facilities Master Plan will serve as an effective guideline for the addition to and improvement of the physical resources for the next six years." As the Facilities Master Plan is also being updated, it is timely for the AMP to include the importance of monitoring the ecological impact of our buildings, landscaping, and procedures.

11.1 Expand educational options and respond to ever-changing employment and enrollment trends.

MiraCosta is only as good as the courses and programs we offer. Data from various sources indicate that careers in the near future will lie in health care and computer sciences. These fields make advances at a rapid pace and our current systems of course approval and program development are simply too slow to allow us to be competitive. We must find ways to improve.

Partnerships with local businesses, community organizations, and government agencies can prove extremely beneficial to our students. A model for this type of partnership is the development of MCC's Biotechnology program in collaboration with Idec Pharmaceuticals, Biogen Idec, Invitrogen, Beckman Coulter, and most recently Genentech. Companies like these have needs for workers with specific skills, and they have cooperated with MiraCosta to develop a program that will effectively provide those skills to our students and thus to their future employees. Idec worked closely with MCC to shift some of their training outside their company to the college. To facilitate this, Idec invested over \$450,000 in the

bioprocessing program, providing our college with a new facility, equipment, and faculty. Industry shifts have brought Genentech to the forefront of biomanufacturing in Oceanside, and thus this company represents an important source of employment for our students. Departmental data indicate that 40 students enrolled in biotech courses in 2005-06 as a direct result of expansion made possible by these partnerships. This is up from 30 to 35 students in the previous year, and the program expects similar growth for several years to come, assuming commensurate expansion of course offerings, faculty, staffing, etc. Given this success, this AMP encourages the exploration of similar opportunities through partnerships.

Of great interest to our community is the expansion of visual and performing arts. Data on space utilization show that we are completely impacted when it comes to space for the production, rehearsal, and performance of the arts. We have only one gallery to serve our entire district. Our one large theater must accommodate performances by Theater, Dance and Music, along with occasional professional conferences and other college events. The one performance room at the SEC is constantly booked and in great demand. And currently there is no real event or performance space at the CLC. A recent presentation to the Board, led by Glenn DeLange, Dean of Arts and Letters, provided data on needs and possible solutions. The AMP includes action to continue progress toward meeting the needs identified by the programs in visual and performing arts.

11.2 Improve transportation to and among the college sites.

The idea of shuttle service between the college sites was mentioned in several faculty and student AMPC surveys; furthermore, the recent environmental scan noted that convenience of location was a critical factor in student choice of MiraCosta College. The North County Transit District (NCTD) provides MiraCosta with 150 discounted bus passes each month (\$15 off the regular price of \$54) and they always sell out, suggesting the importance of public transportation for some of our students. Sally Foster, SEC Provost, recently received a proposal from the NCTD about providing shuttle service between OC and SEC. Opportunities like this must be explored on behalf of meeting student needs for transportation and access to classes, along with improving traffic flow and parking on campus.

Appendix 2
Tables, Figures, and Links for MCC Today

Table 1
Credit Enrollment
Fall 2003 – Fall 2005

<u>Credit Enrollment Headcount at Census</u>	<u>Fall 2003</u>		<u>Fall 2004</u>		<u>Fall 2005</u>	
Fulltime	3105	31%	3159	33%	3253	33%
Part-Time	6775	69%	6515	67%	6740	67%
Total	9880	100%	9674	100%	9993	100%

Source: MiraCosta College Database

Table 2
Noncredit Enrollment
Fall 2003 – Fall 2005

	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
<u>NonCredit Enrollment Headcount</u>	4357	4071	4343

Source: MiraCosta College Database

Table 3
Ethnicity of Credit Students
Fall 2003 – Fall 2005

	Fall 03		Fall 04		Fall 05	
African American	489	5%	459	5%	450	5%
American Indian/Alaskan Native	78	1%	81	1%	77	1%
Asian/Pacific Islander	910	9%	950	10%	949	9%
Hispanic	1824	18%	1884	19%	2014	20%
Other Non White/Unknown	478	5%	654	7%	787	8%
White	6101	62%	5646	58%	5716	57%
Total	9880	100%	9674	100%	9993	100%

Source: MiraCosta College Database

Table 4
Ethnicity of Noncredit Students
Fall 2003 – Fall 2005

Ethnicity	Fall 2003		Fall 2004		Fall 2005	
African American	158	4%	144	3%	103	3%
Am Indian/Alaskan Native	13	0%	14	0%	19	0%
Asian/Pac Islander	262	6%	276	6%	269	7%
Hispanic	1960	45%	2000	46%	1746	43%
Other Non White/Unknown	98	2%	129	3%	109	3%
White	1866	43%	1780	41%	1825	45%
Total	4357	100%	4343	100%	4071	100%

Source: MiraCosta College Database

Table 5
Gender of Credit Students
Fall 2003 – Fall 2005

Gender	Fall 2003		Fall 2004		Fall 2005	
Female	5,724	58%	5,685	59%	5,773	58%
Male	4,126	42%	3,938	41%	4,120	41%
Unknown	30	0%	51	1%	100	1%
Total	9,880	100%	9,674	100%	9,993	100%

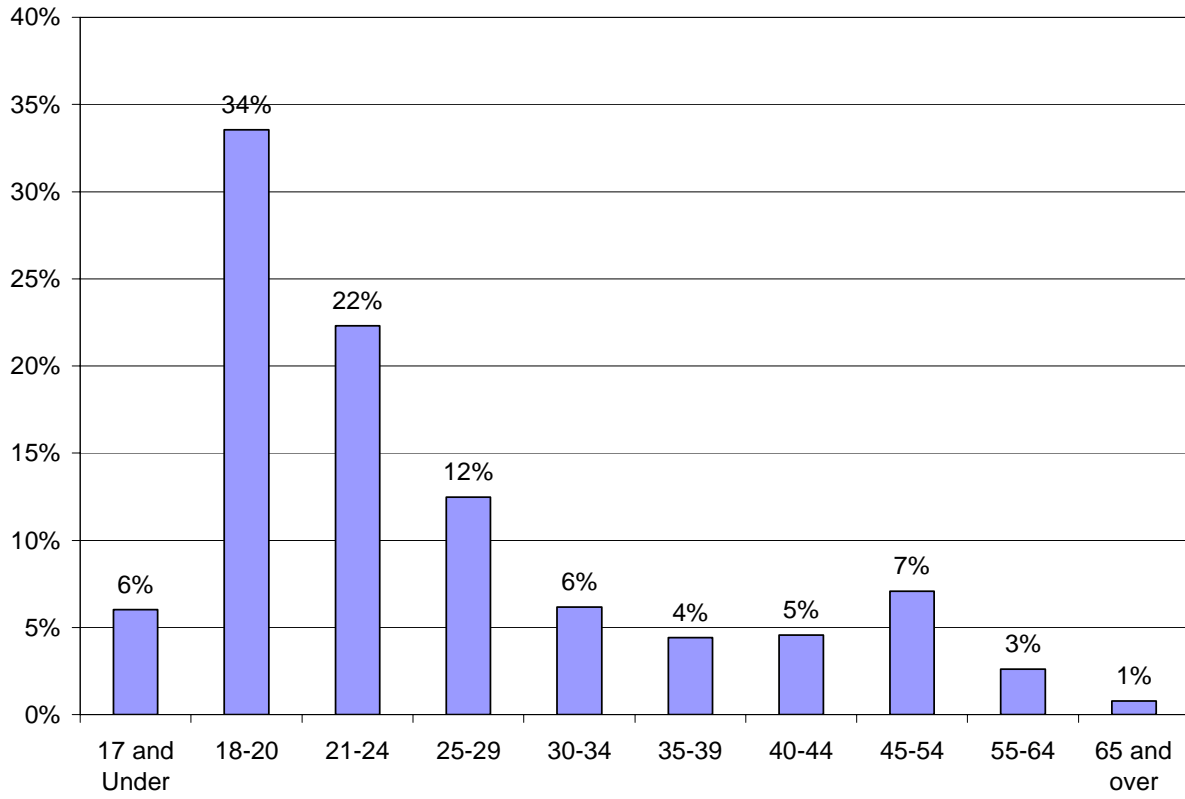
Source: MiraCosta College Database

Table 6
Gender of Noncredit Students
Fall 2003 – Fall 2005

Gender	Fall 2003		Fall 2004		Fall 2005	
Female	2,679	61%	2,635	61%	2,420	59%
Male	1,654	38%	1,647	38%	1,558	38%
Unknown	24	1%	61	1%	93	2%
Total	4,357	100%	4,343	100%	4,071	100%

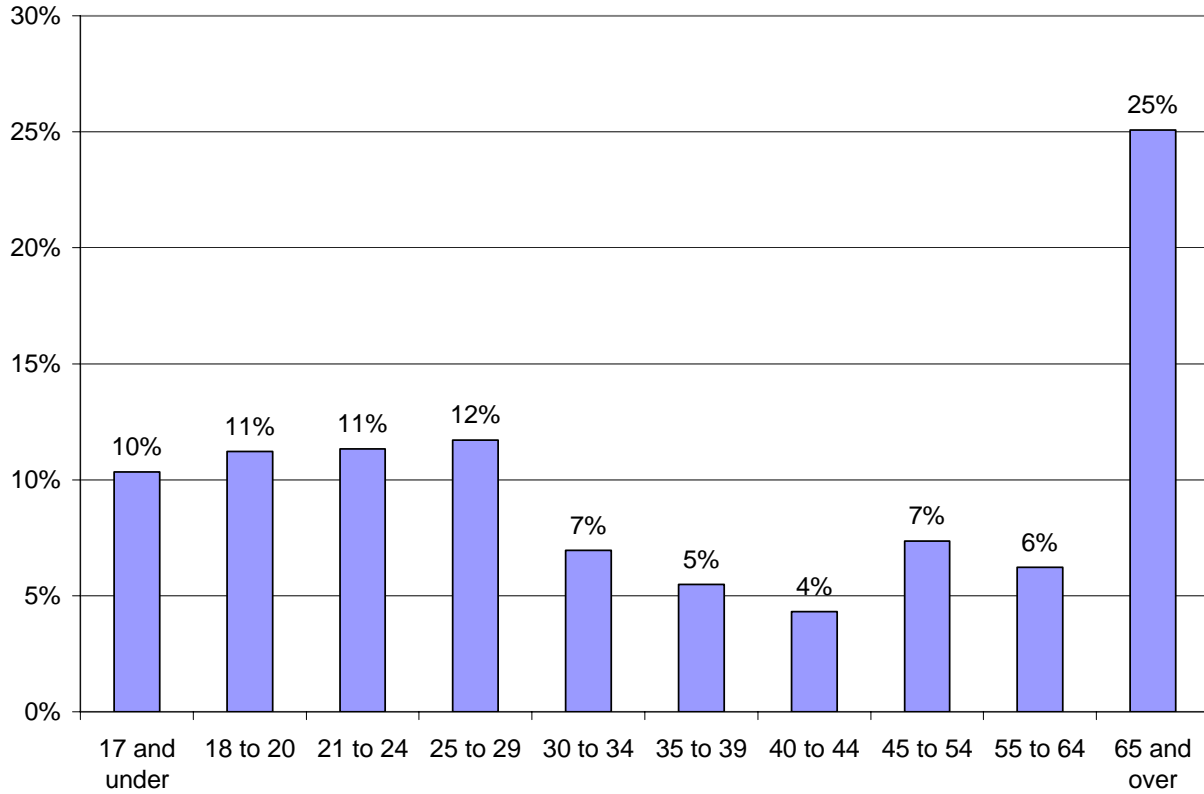
Source: MiraCosta College Database

Figure 1
Age Distribution for Credit Students
Fall 2003 – Fall 2005



Source: MiraCosta College Database

Figure 2
Age Distribution for Noncredit Students
Fall 2003 – Fall 2005



Source: MiraCosta College Database

Table 7
Ethnicity of Fulltime Credit Faculty
Fall 2000-Fall 2005

	2000	2001	2002	2003	2004	2005
American Indian / Alaskan Native	1 (1%)	1 (1%)	1 (1%)	1 (1%)	3 (3%)	3 (3%)
Asian / Pacific Islander	5 (5%)	6 (6%)	6 (6%)	6 (6%)	7 (6%)	7 (7%)
African American	1 (1%)	1 (1%)	1 (1%)	1 (1%)	2 (2%)	3 (3%)
Hispanic	8 (8%)	10 (9%)	10 (10%)	10 (10%)	11 (10%)	17 (16%)
White	85 (85%)	89 (83%)	87 (83%)	82 (82%)	86 (79%)	77 (72%)
Totals	100	107	105	100	109	107

Source: MiraCosta College Database

Table 8
Ethnicity of Fulltime Noncredit Faculty
Fall 2005

	Faculty	%
White	4	100%
Total	4	100%

Source: MiraCosta College Database

Table 9
Ethnicity of Associate Credit Classroom Faculty
Fall 2005

	Faculty	%
American Indian / Alaskan Native	3	1%
Asian / Pacific Islander	23	7%
African American	11	3%
Hispanic	32	9%
White	7	2%
Other	273	78%
Totals	349	100%

Source: MiraCosta College Database

Table 10
Ethnicity of Associate Noncredit Faculty
Fall 2005

	Faculty	%
American Indian / Alaskan Native	0	0%
Asian / Pacific Islander	3	3%
African American	0	0%
Hispanic	9	10%
White	80	87%
Other	0	0%
Totals	92	100%

Source: MiraCosta College Database

Table 11
Ethnicity of Classified Staff and Managers
Fall 2005

	Classified Staff and Managers	%
American Indian / Alaskan Native	5	2%
Asian / Pacific Islander	20	8%
African American	11	5%
Hispanic	43	18%
White	161	67%
Other	2	1%
Totals	242	100%

Source: MiraCosta College Database

Table 12
Ethnicity of District, Credit Students, Faculty, etc.
Fall 2003

		American Indian/Alaskan Native	Asian/Pacific Islander	African American	Hispanic	Not Applicable	White	Totals
District Population	#	1,313	25,373	11,571	77,105	10,935	240,637	366,934
	%	0.4%	6.9%	3.2%	21.0%	3.0%	65.6%	100%
Credit Students	#	78	910	489	1,824	478	6,101	9,880
	%	0.8%	9.2%	4.9%	18.5%	4.8%	61.8%	100%
Board of Trustees	#			3	2		2	7
	%	0.0%	0.0%	42.9%	28.6%	0.0%	28.6%	100%
Administration	#		1		1		10	12
	%	0.0%	8.3%	0.0%	8.3%	0.0%	83.3%	100%
Classified Management	#	1			1	1	9	12
	%	8.3%	0.0%	0.0%	8.3%	8.3%	75.0%	100%
Classified Staff	#	1	18	14	38	3	152	226
	%	0.4%	8.0%	6.2%	16.8%	1.3%	67.3%	100%
Non-Classroom Faculty	#		1	4	6	1	15	27
	%	0.0%	3.7%	14.8%	22.2%	3.7%	55.6%	100%
Other Non- Academic	#						5	5
	%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100%
Fulltime Credit Classroom Faculty	#	1	6	1	10		82	100
	%	1.0%	6.0%	1.0%	10.0%	0.0%	82.0%	100%
Fulltime Noncredit Classroom Faculty	#						2	2
	%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100%
Part-time Credit Classroom Faculty	#	1	14	7	24	6	226	278
	%	0.4%	5.0%	2.5%	8.6%	2.2%	81.3%	100%
Part-time HSDP Classroom Faculty	#						22	22
	%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100%
Part-time Noncredit Classroom Faculty	#		1		8		71	80
	%	0.0%	1.3%	0.0%	10.0%	0.0%	88.8%	100%

District Population from SANDAG July 2004 estimates

Credit Students at census fall 2003

Non-Classroom Faculty are counselors, coordinators, librarians

Other Non-Academic are non-permanent classified who have benefits

Table 13
Ethnicity of District, Credit Students, Faculty, etc.
Fall 2004

		American Indian/Alaskan Native	Asian/Pacific Islander	African America n	Hispanic	Not Applicable *	White	Totals
District Population	#	1,313	25,373	11,571	77,105	10,935	240,637	366,934
	%	0.4%	6.9%	3.2%	21.0%	3.0%	65.6%	100%
Credit Students	#	83	944	458	1,889	626	5,674	9,674
	%	0.9%	9.8%	4.7%	19.5%	6.5%	58.7%	100%
Board of Trustees	#			3	2		2	7
	%	0.0%	0.0%	42.9%	28.6%	0.0%	28.6%	100%
Administration	#				2		10	12
	%	0.0%	0.0%	0.0%	16.7%	0.0%	83.3%	100%
Classified Management	#	1			2		8	11
	%	9.1%	0.0%	0.0%	18.2%	0.0%	72.7%	100%
Classified Staff	#	3	19	12	35	2	147	218
	%	1.4%	8.7%	5.5%	16.1%	0.9%	67.4%	100%
Non-Classroom Faculty	#		1	3	6	2	16	28
	%	0.0%	3.6%	10.7%	21.4%	7.1%	57.1%	100%
Other Non- Academic	#						5	5
	%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100%
Fulltime Credit Classroom Faculty	#	3	7	2	12	0	85	109
	%	2.8%	6.4%	1.8%	11.0%	0.0%	78.0%	100%
Fulltime Noncredit Classroom Faculty	#						3	3
	%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100%
Part-time Credit Classroom Faculty	#	2	18	6	34	8	226	294
	%	0.7%	6.1%	2.0%	11.6%	2.7%	76.9%	100%
Part-time HSDP Classroom Faculty	#						23	23
	%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100%
Part-time Noncredit Classroom Faculty	#		3	1	9		61	74
	%	0.0%	4.1%	1.4%	12.2%	0.0%	82.4%	100%

District Population from SANDAG July 2004 estimates

Credit Students at census fall 2004

Non-Classroom Faculty are counselors, coordinators, librarians

Other Non-Academic are non-permanent classified who have benefits

Table 14
Ethnicity of District, Credit Students, Faculty, etc.
Fall 2005

		American Indian/Alaskan Native	Asian/Pacific Islander	African America n	Hispanic	Not Applicable	White	Total
District Population	#	1,313	25,373	11,571	77,105	10,935	240,637	366,9
	%	0.4%	6.9%	3.2%	21.0%	3.0%	65.6%	100
Credit Students	#	77	949	450	2,014	787	5,716	9,9
	%	0.8%	9.5%	4.5%	20.2%	7.9%	57.2%	100
Board of Trustees	#			3	2		2	
	%	0.0%	0.0%	42.9%	28.6%	0.0%	28.6%	100
Administration	#				2		11	
	%	0.0%	0.0%	0.0%	15.4%	0.0%	84.6%	100
Classified Management	#	1			2		9	
	%	8.3%	0.0%	0.0%	16.7%	0.0%	75.0%	100
Classified Staff	#	4	20	11	40	2	149	2
	%	1.8%	8.8%	4.9%	17.7%	0.9%	65.9%	100
Non-Classroom Faculty	#		1	3	5	2	19	
	%	0.0%	3.3%	10.0%	16.7%	6.7%	63.3%	100
Other Non-Academic	#				1		3	
	%	0.0%	0.0%	0.0%	25.0%	0.0%	75.0%	100
Fulltime Credit Classroom Faculty	#	3	7	3	17	0	77	1
	%	2.8%	6.5%	2.8%	15.9%	0.0%	72.0%	100
Fulltime Noncredit Classroom Faculty	#						4	
	%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100
Part-time Credit Classroom Faculty	#	3	23	11	32	7	273	3
	%	0.9%	6.6%	3.2%	9.2%	2.0%	78.2%	100
Part-time HSDP Classroom Faculty	#						20	
	%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100
Part-time Noncredit Classroom Faculty	#		3		9		60	
	%	0.0%	4.2%	0.0%	12.5%	0.0%	83.3%	100

District Population from SANDAG July 2004 estimates

Credit Students at census fall 2005

Non-Classroom Faculty are counselors, coordinators, librarians

Other Non-Academic are non-permanent classified who have benefits

Table 15
2004-05 Enrollments in Local High Schools

Carlsbad Unified	
Carlsbad High	3019
Seaside Academy	<u>103</u>
	3122
Oceanside Unified	
El Camino	2827
Ocean Shores	216
Oceanside High	<u>2396</u>
	5439
San Dieguito Union	
Canyon Crest	365
La Costa Canyon	2656
San Dieguito Academy	1511
Sunset	144
Torrey Pines	<u>3300</u>
	7976
Total	16,537

Source: K-12 Schools Database: <http://www.ed-data.k12.ca.us>

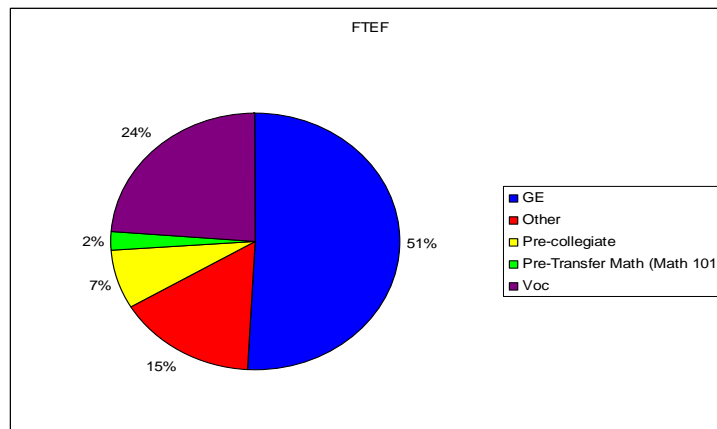
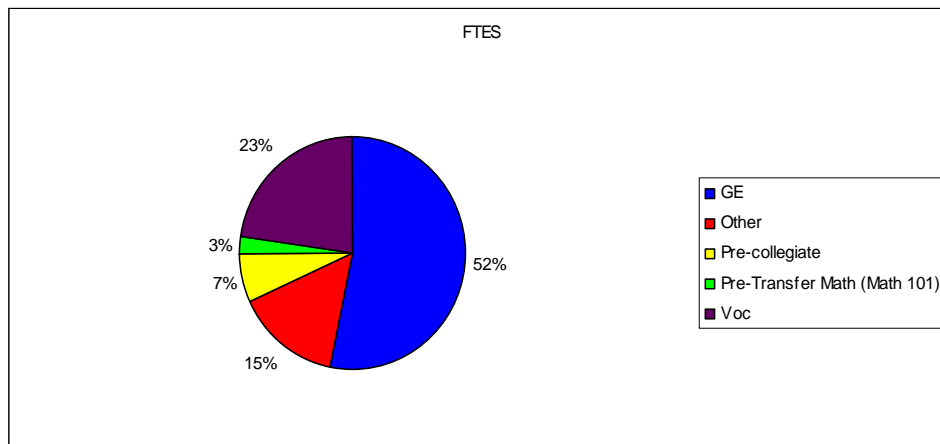
Table 16
Highest Educational Attainment of MCC District Residents
Age 25 and Older

	<u>Oceanside (OC, CLC)</u>	<u>San Elijo</u>
Less than High School Graduate	18%	6%
High School Graduate	22%	10%
Some College (no degree)	28%	20%
Associate's Degree	8%	6%
Bachelor's Degree	16%	33%
Graduate or Professional Degree	8%	25%

Sources: U.S. Census Bureau (most recent data) and SANDAG

**Table 17 and Figures 3a and 3b
Programs and FTES and FTEF**

Total FTES and FTEF for Fall 2004 and Spring 2005				
Program	Sum of FTES	% of FTES	Sum of FTEF	% of FTEF
GE	3206	53%	211	51%
CTE	1374	23%	99	24%
Pre-collegiate	399	7%	31	7%
Pre-Transfer Math (Math 101)	157	3%	9	2%
Other	895	15%	64	15%
Grand Total	6031	100%	415	100%



Program Clarifications:	
GE	Courses that meets a general education requirement specified by an individual transfer institution.
Pre-Collegiate	ENGL 802, ENGL 803, ENGL 850, ESL 802, ESL 803, ESL 810, ESL 820, MATH 100, MATH 820, READ 830, SPEC 840, SPEC 850, and SPEC 860 courses
Pre-Transfer Math	MATH 101 courses
CTE	Career and Technical Educational Courses
Other	Preps for Majors (which do not meet a GE requirement), Electives (which do not meet a GE requirement), Enrichments, and Honors courses.

Source: MiraCosta College Office of Instruction

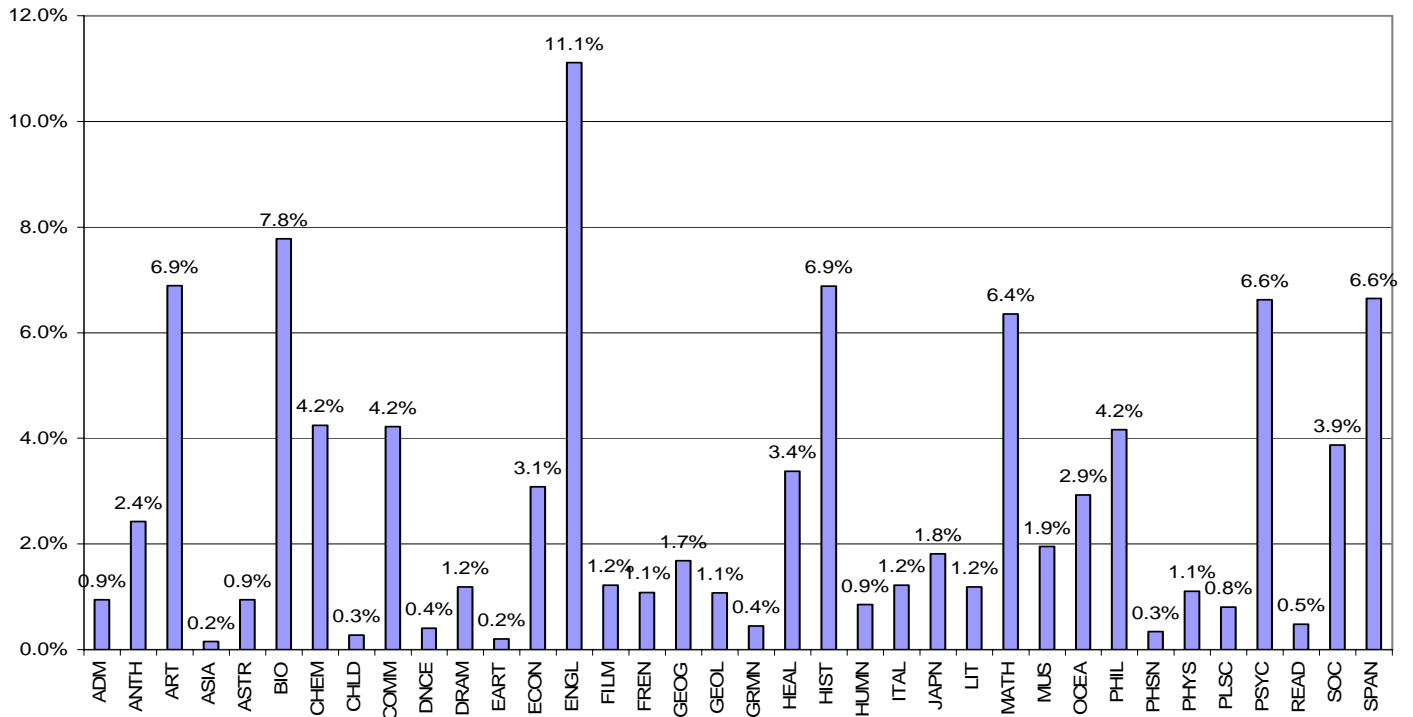
Table 18
GE Disciplines

GE Disciplines' FTEF and FTES for Fall 2004 and Spring 2005				
Subject	FTES	FTES %	FTEF	FTEF %
ADM	30	0.9%	2	0.9%
ANTH	78	2.4%	4	2.1%
ART	221	6.9%	14	6.6%
ASIA	5	0.2%	0	0.1%
ASTR	30	0.9%	2	0.9%
BIO	249	7.8%	16	7.3%
CHEM	136	4.2%	9	4.3%
CHLD	9	0.3%	0	0.2%
COMM	135	4.2%	10	4.6%
DNCE	13	0.4%	1	0.4%
DRAM	38	1.2%	3	1.4%
EART	6	0.2%	0	0.2%
ECON	99	3.1%	5	2.5%
ENGL	356	11.1%	31	14.8%
FILM	39	1.2%	2	0.9%
FREN	35	1.1%	3	1.3%
GEOG	54	1.7%	4	1.9%
GEOL	35	1.1%	2	1.1%
GRMN	14	0.4%	1	0.6%
HEAL	108	3.4%	5	2.6%
HIST	221	6.9%	12	5.8%
HUMN	27	0.9%	2	0.8%
ITAL	39	1.2%	3	1.3%
JAPN	58	1.8%	4	1.7%
LIT	38	1.2%	3	1.3%
MATH	204	6.4%	14	6.8%
MUS	63	1.9%	4	2.0%
OCEA	94	2.9%	5	2.6%
PHIL	134	4.2%	8	3.9%
PHSN	11	0.3%	1	0.4%
PHYS	36	1.1%	2	1.0%
PLSC	26	0.8%	1	0.7%
PSYC	212	6.6%	11	5.3%
READ	15	0.5%	1	0.5%
SOC	124	3.9%	8	3.6%
SPAN	213	6.6%	17	7.8%
Grand Total	3206	100%	211	100%

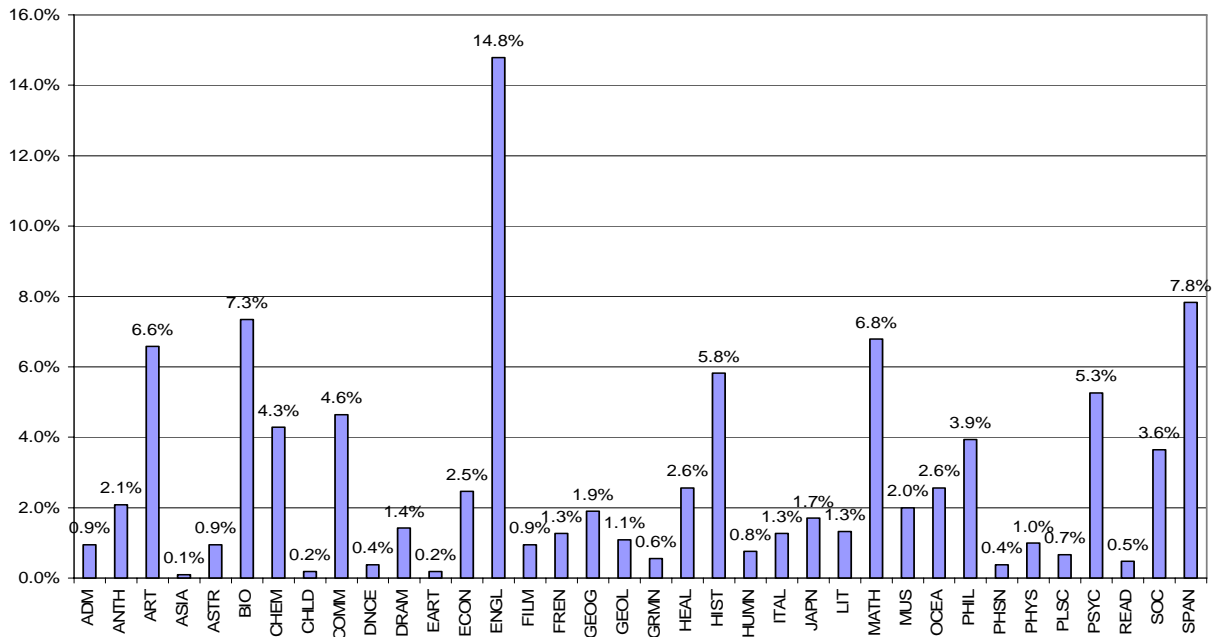
Source: MiraCosta College Office of Instruction

Figure 4a, GE Discipline FTES, and Figure 4b, GE Discipline FTEF

FTES



FTEF



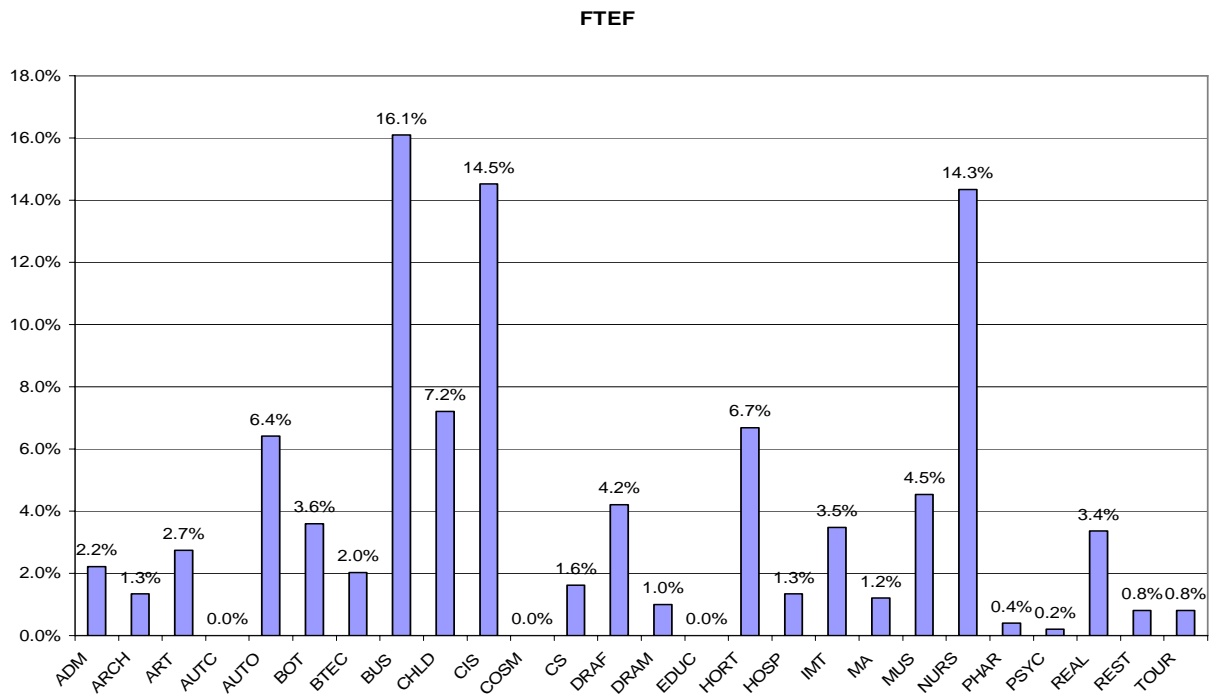
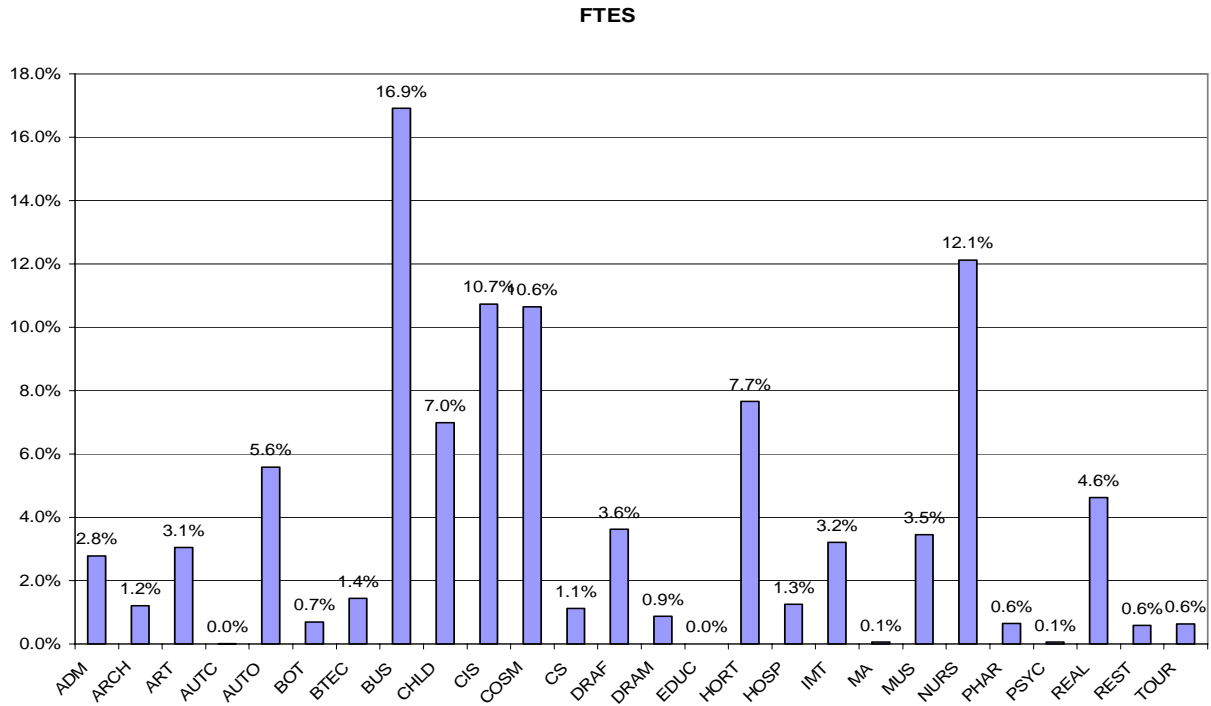
Source: MiraCosta College Office of Instruction

Table 19
CTE Disciplines

CTE Disciplines' FTEF and FTES for Fall 2004 and Spring 2005				
Subject	FTES	FTES %	FTEF	FTEF %
ADM	38	2.8%	2	2.2%
ARCH	17	1.2%	1	1.3%
ART	42	3.1%	3	2.7%
AUTC	0	0.0%	0	0.0%
AUTO	77	5.6%	6	6.4%
BOT	10	0.7%	4	3.6%
BTEC	20	1.4%	2	2.0%
BUS	232	16.9%	16	16.1%
CHLD	96	7.0%	7	7.2%
CIS	147	10.7%	14	14.5%
COSM	146	10.6%	0	0.0%
CS	15	1.1%	2	1.6%
DRAF	50	3.6%	4	4.2%
DRAM	12	0.9%	1	1.0%
EDUC	0	0.0%	0	0.0%
HORT	105	7.7%	7	6.7%
HOSP	17	1.3%	1	1.3%
IMT	44	3.2%	3	3.5%
MA	1	0.1%	1	1.2%
MUS	47	3.5%	4	4.5%
NURS	167	12.1%	14	14.3%
PHAR	9	0.6%	0	0.4%
PSYC	1	0.1%	0	0.2%
REAL	64	4.6%	3	3.4%
REST	8	0.6%	1	0.8%
TOUR	9	0.6%	1	0.8%
Grand Total	1374	100%	99	100%

Source: MiraCosta College Office of Instruction

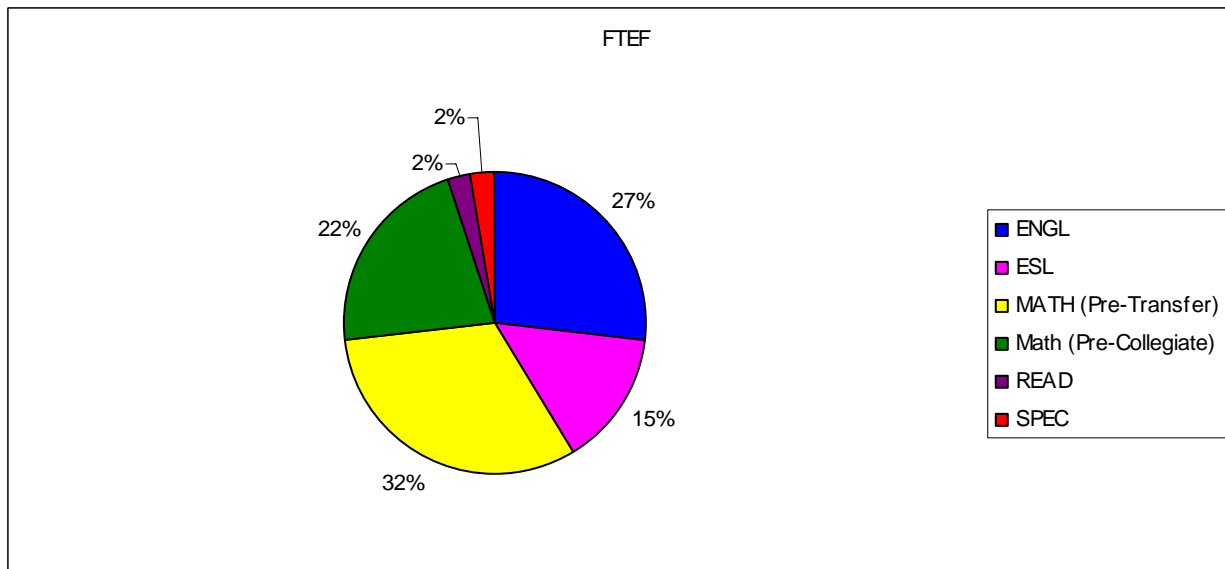
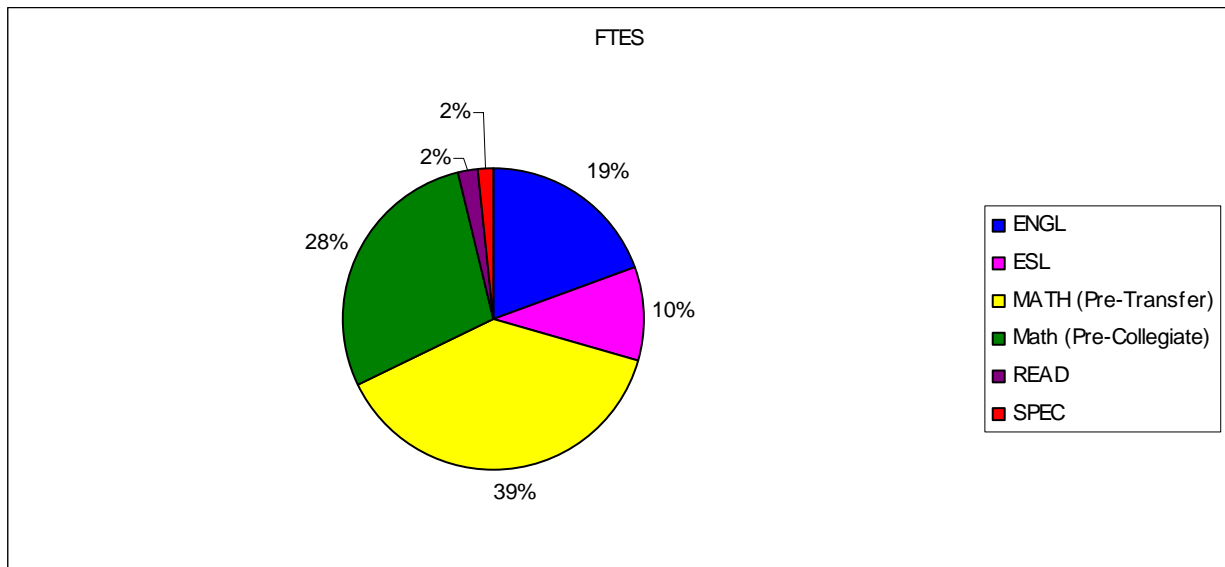
Figures 5a CTE Discipline FTES and 5b, CTE Discipline FTEF



Source: MiraCosta College Office of Instruction

Table 20
Total FTES and FTEF for Basic Skills Programs
Figure 6a, FTES, and Figure 6b, FTEF

Basic Skills FTES and FTEF for Fall 2004 and Spring 2005					
Discipline	Course Numbers	Sum of FTES	% of FTES	Sum of FTEF	% of FTEF
ENGL	802, 803, 850	108	19%	11	27%
ESL	802, 803, 810, 820	56	10%	6	15%
MATH (Pre-Transfer)	101	212	39%	13	32%
Math (Pre-Collegiate)	100, 820	157	28%	9	22%
READ	830	12	2%	1	2%
SPEC	840, 850, 860	10	2%	1	2%
Grand Total		556	100%	40	100%



Source: MiraCosta College Office of Instruction

Table 21
Degrees and Certificates Awarded, by Disciplines

This is a really long table – we’ll get a link here asap.

Table 22
CERTIFICATES OF COMPETENCE
2005-2006

<u>CERTIFICATE NAME</u>	<u>Required Units</u>	<u>Elective Units</u>	<u>Total Units</u>
Accounting			
Accounting	37 / 43	0	37 / 43
Bookkeeping	20	0	20
Administration of Justice			
Law Enforcement Certificate	18	9 / 15	27 / 33
Architecture			
Architectural Technology	21	0	21
Automotive Technology			
Automotive Technology (Day Only)	20	0	20
Automotive Technology (Evening Only)	18-21 / 24	0	18-21 / 24
Biotechnology			
Biotechnology Manufacturing Operator	28-29 / 35	0	28-29 / 35
Biotechnology Research and Development Technician	37-38 / 44	4 / 11	41-42 / 55
Business			
Entrepreneurship	13 / 24	9 / 40	22 / 64
Management	13 / 21	9 / 38.5	22 / 59.5
Marketing	12	9 / 28.5	21 / 40.5
Retail Management	31 / 35	0	31 / 35
Business Office Technology			
Office Manager	17 / 25	6 / 13.5	23 / 38.5
Secretary/Administrative Assistant	9.5-12 / 16.5	9 / 31.5	18.5-21 / 48
Child Development			
Child Development Associate Teacher	12 / 15	6 / 36	18 / 51
Child Development Entrepreneurship	39 / 54	0	39 / 54
Child Development Master Teacher	26 / 29	25 / 46	51 / 75
Child Development Site Supervisor	35 / 38	3 / 9	38 / 47
Child Development Teacher	24 / 27	19 / 40	43 / 67
Computer and Information Science			
Computer Applications	19.5-20.5 / 23.5	3	22.5-23.5 / 44
Computer Network Administration	12	6 / 20	18 / 32
Cosmetology			
	44	0	44
Drafting			
Computer-Aided Design and Drafting	23	3 / 12	26 / 35
Computer-Aided Drafting Certificate	23	0	23
Mechanical Drafting	19	0	19
Dramatic Arts			
Design and Technology	18 / 24	0	18 / 24
Horticulture			
Agri-Business Management	18-19 / 28	6-8 / 23	24-27 / 51
Floriculture	19	6-7 / 10	25-26 / 29
Landscape Architecture	21	2-4 / 19	23-25 / 40
Landscape Management	28-29 / 32	2-4 / 19	30-33 / 51
Nursery/Horticulture Crop Production	25-26 / 29	2-3 / 20	27-29 / 49

Hospitality

Hospitality Management	30.5-34 / 41	0	30.5-34 / 41
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Internet and Multimedia Technology

Digital Publishing	15	15 / 21	30 / 36
Internet and Multimedia Technology	15	15 / 21	30 / 36
Web Management	9	16-20 / 32	25-29 / 41

Medical Assistant

Medical Office Professional	29.5-30.5/42.5	0	29.5-30.5/42.5
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Music

Computerized Audio Production	20	0	20
Recording Arts/Record Production	22	0	22
Sound Reinforcement	25	0	25

Nursing

Licensed Vocational Nursing	72	0	72
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Real Estate

Real Estate	15-16 / 27	6-9 / 9	21-25 / 36
Real Estate Entrepreneurship	30-31 / 40	3 / 12	33-34 / 52

Restaurant

Restaurant Management	29.5-34 / 43	0	29.5-34 / 43
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Surgical Technology

Surgical Technology	41	0	41
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Tourism

Travel and Tourism Management	30.5-34 / 41	0	30.5-34 / 41
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Source: MiraCosta College Office of Instruction

Table 23
Certificates of Achievement
2005-2006

<u>CERTIFICATE NAME</u>	<u>Required Units</u>	<u>Elective Units</u>	<u>Total Units</u>
Accounting			
Billing, Cost and Accounting Assistant	10 / 13	0	10 / 13
Income Tax Preparer	11 / 14	0	11 / 14
Automotive			
Automotive Alignment, Brakes and Suspension	5	0	5
Automotive Electronics	8	0	8
Automotive Quick Service Assistant	7 / 10	0	7 / 10
Basic Engine Performance	4	0	4
Biotechnology			
Biotechnology Laboratory Assistant	14-21 / 37	0	14-21 / 37
Business			
Business Fundamentals	9	0	9
Retail Assistant	9	0	9
Business Office Technology			
Data Entry	6.5-7.5	3 / 10	9.5-10.5/20.5
General Office	7-8	2 / 10.5	9-10.5 / 18.5
Medical Transcription	6.5 / 15.5	0	6.5 / 15.5
Office Assistant	10.5	0	10.5
Virtual Assistant	9 / 17	3 / 9	12 / 26
Child Development			
Assistant Teacher	6 / 9	6 / 33	12 / 42
Computer and Information Science			
Advanced Routing and Switching	16	0	16
Computer Internetworking Fundamentals	15	0	15
E-Commerce	6	6 / 26	12 / 32
Microsoft Certified Office User (Proficient Level)	6	0	6
Microsoft Office Expert	12	0	12
UNIX Administration	10	0	10
Horticulture			
Arboriculture	10.5	0	10.5
Floral Design Assistant	6	0	6
Irrigation Technology	15-16 / 19	0	15-16 / 19
Landscape Assistant	12	0	12
Nursery Assistant	10	0	10
Wine Technology	13.5	0	13.5
Hospitality			
Front Office Operations	9	0	9
Rooms Division Management	17	0	17
Internet and Multimedia Technology			
Arts and Technology	15	0	15
Multimedia Production	15 / 21	0	15 / 21
Print Publishing	15 / 21	0	15 / 21
Video and Animation	14	0	14
Visual Communication	15	0	15
Web Design	15 / 21	0	15 / 21

Medical Assistant

Medical Insurance and Coding Specialist	9	0	9
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Music

Advanced Digital Audio	10	0	10
Digital Audio	10	0	10
Guitar	14	0	14
Music Technology	14	0	14
Performance Technician	15	0-6	15-21

Nursing

Certified Nursing Assistant	6	0	6
Health Care Fundamentals	0	9	9
Physical Therapy Aide	5	0	5

Physical Education

Movement Specialist	11.5-14.5/21	3-6	14.5-20.5/65
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Psychology/Sociology

Research Fundamentals	7	3 / 6	10 / 13
Volunteer Services	6	5 / 11	11 / 17

Real Estate

Property Management	9	0	9
Real Estate Appraisal	6	3 / 6	9 / 12
Real Estate Assistant	6	6 / 25	12 / 31
Real Estate Finance	9	0	9
Real Estate Sales	6	3 / 12	9 / 18

Restaurant

Catering Operations	14	0	14
Dining Room Operations	8	0	8
Food Service Operations	16-17 / 19	0	16-17 / 19

Spanish

Career Spanish	12-14 / 20	3 / 6	15-17 / 26
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Tourism

Travel Reservations	11	0	11
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Source: MiraCosta College Office of Instruction

Table 24
Data on Course Enrollments by First Census
Fall 2003 through Fall 2005

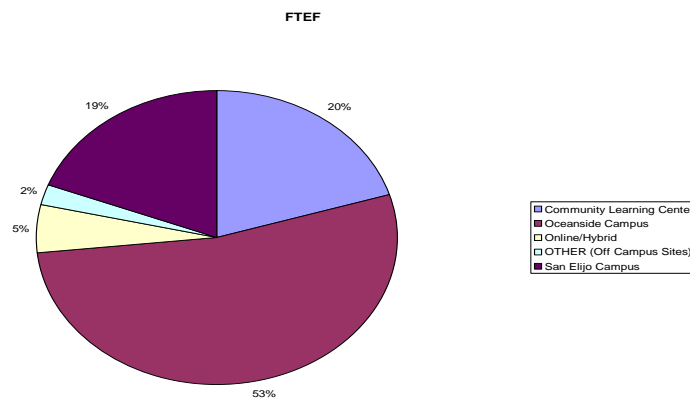
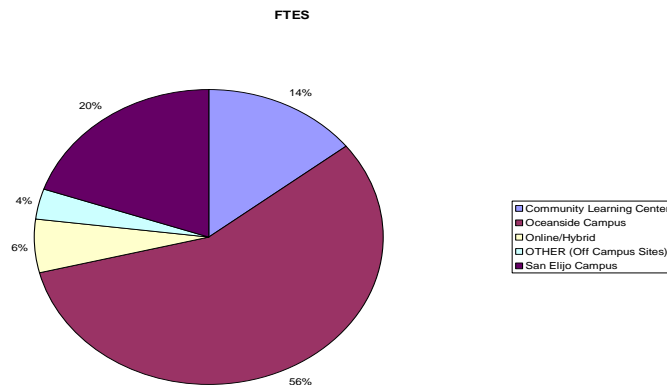
# students	Fall 2003		Spring 2004		Fall 2004		Spring 2005		Fall 2005	
	#	%	#	%	#	%	#	%	#	%
10-19	151	18%	184	21%	188	21%	188	20%	195	21%
20-29	292	24%	328	37%	325	36%	391	43%	380	40%
30-39	284	33%	296	33%	295	33%	269	29%	264	28%
40+	126	15%	89	10%	86	10%	80	9%	95	10%
Total	853		897		894		927		934	

= number of sections; % = percent of total

Source: MiraCosta College Database

Table 25
Courses Scheduled by Location
Figure 7a, FTES, and Figure 7b, FTEF

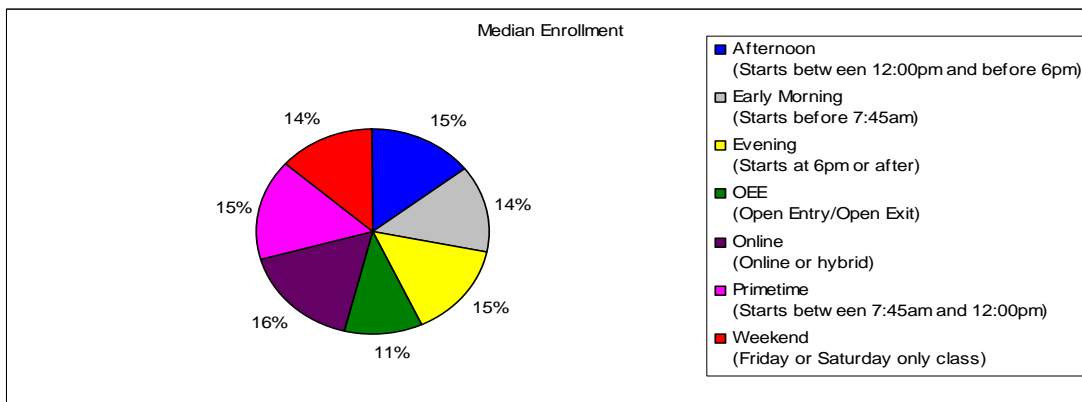
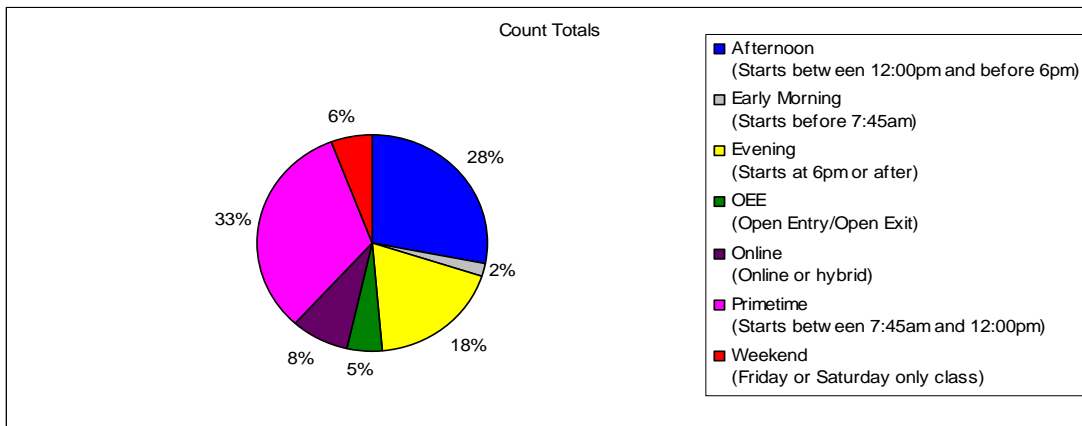
Total FTES and FTEF for Fall 2004 and Spring 2005				
Location	Sum of FTES	% of FTES	Sum of FTEF	% of FTEF
Community Learning Center	1005	14%	104	20%
Oceanside Campus	3975	57%	274	53%
Online/Hybrid	411	6%	27	5%
OTHER (Off Campus Sites)	247	4%	11	2%
San Elijo Campus	1376	20%	100	19%
Grand Total	7014	100%	516	100%



Source: MiraCosta College Office of Instruction

Table 26
Courses Scheduled by Time Slot and Delivery
Figure 8a, Count Totals, and Figure 8b, Median Enrollment

Schedule Counts For Fall 2004 and Spring 2005			
Class Type	Count Totals	Count %	Median Enrollment
Afternoon (Starts between 12:00pm and before 6pm)	524	28%	27
Early Morning (Starts before 7:45am)	35	2%	25
Evening (Starts at 6pm or after)	344	18%	27
OEE (Open Entry/Open Exit)	96	5%	20
Online (Online or hybrid)	148	8%	31
Primetime (Starts between 7:45am and 12:00pm)	608	33%	29
Weekend (Friday or Saturday only class)	106	6%	25
Grand Total	1861	100%	27



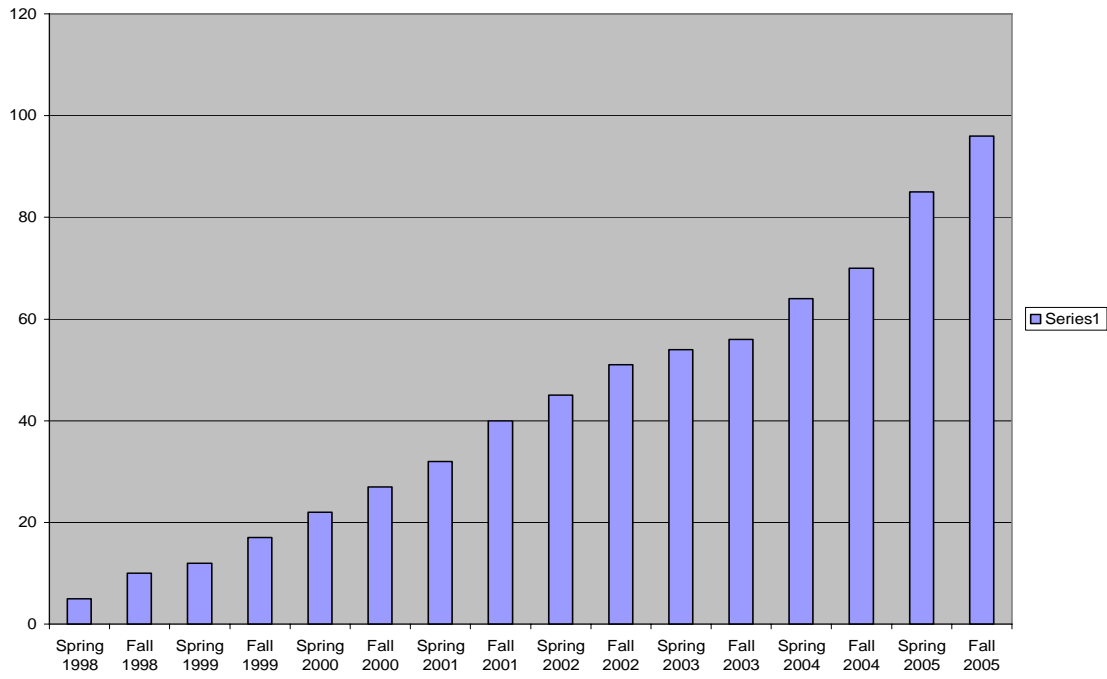
Note 1: Median Enrollment is as of first census.

Note 2: Combined courses are counted only once using the combined enrollment total.

Note 3: Cancelled, Tech Prep, Honors, Enrichments, Internships, Directed Studies, Work Experiences, and Individualized Projects classes have been excluded.

Source: MiraCosta College Office of Instruction

Figure 9
Enrollments in Online Courses
Spring 1998 to Fall 2005



Source: MiraCosta College Office of Instruction

Additional Data Sources on District Community

SANDAG population and housing and income MiraCosta Community College District:
www.sandag.cog.ca.us

Recent State and Regional Trends:
www.csusm.edu/analytic_studies/Analytic%20Studies/S&R%20Trends/SRTrendsHome.htm

K-12 Schools Database:
<http://www.ed-data.k12.ca.us/welcome.asp>

Palomar College Population Projection by zip code:
<http://www.palomar.edu/factbook/sec02/fb0220.htm.pdf>

Palomar College Strategic Plan:
www.palomar.edu/plan

CSUSM Characteristics of New Undergraduates:
www.csusm.edu/analytic_studies/Web%20Profile/NewStudents/NewStudents.htm

CSUSM College of Arts and Sciences Academic Master Plan:
http://www.csusm.edu/A_S/forms/camp_2005.pdf

CSUSM New Majors Proposal:
http://www.csusm.edu/academic_programs/Academic_Master_Plans/2006-07_AMP.htm

National University/Carlsbad:
www.nu.edu/Locations/San_Diego/Carlsbad.html

University of Phoenix:
www.phoenix.edu

City of Carlsbad:
<http://www.ci.carlsbad.ca.us/>

City of Del Mar:
<http://www.delmar.ca.us/>

City of Encinitas:
<http://www.ci.encinitas.ca.us/>

City of Oceanside:
<http://www.ci.oceanside.ca.us/>