



ADDENDUM
2016-2020
EDUCATIONAL PLAN
MIRACOSTA COMMUNITY COLLEGE DISTRICT

December 2015





EDUCATIONAL PLAN ADDENDUM 2016–2020

12/18/15



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Table of Contents

Letter from the President	1
Executive Summary	2
Mission Statement & Board of Trustees	6
Institutional Goals & Objectives	7
Part I: Introduction	8
I.1 Overview of the District	8
I.2 Educational Plan Addendum Overview	9
Part II: Information for Planning	12
II.1 District Information	12
Population Projections	12
Importance of the Military in the Regional Economy	13
Regional Economy	13
II.2 College Information	15
Student Diversity	15
Changes in Student Demographics since 2010	15
Changes in Student Enrollment since 2010	16
Student Data	17
Enrollment Management Information	19
Student Services and Special Programs	19
Part III: Ten-Year Institutional Goals, Strategic Objectives & Five-Year Directions	22
Ten-Year Institution Goals, Strategic Objectives, and Five-Year Directions	23
Five-Year Directions, 2016–2020	27
Five-Year Directions for Institutional Goal I:	27
Five-Year Directions for Institutional Goal II:	29
Five-Year Directions for Institutional Goal III:	30
Five-Year Directions for Institutional Goal IV:	30
Five-Year Directions for Institutional Goal V:	30
PART IV: Enrollment Projections	32
Introduction to the Enrollment Projections	32
Enrollment Change: Fall 2011 & Fall 2014	33
Enrollment Projections: Fall 2020	33

PART V: Implications for Facilities 34

APPENDIX A: Information for Planning 35

 Table 1: Educational Attainment in the MCCC Service Area, 2013 Percent of Population Aged 25+ .. 35

 Table 2: Population Projections for the MCCC Service Area by Age 35

 Table 3: Credit Students by Ethnicity..... 36

 Table 4: Student Population by Age..... 36

 Table 5: Student Population by Military Status 37

 Table 6: Student Fall Semester Headcount Enrollment, 2000–2014..... 37

 Table 7: Enrollments per Campus 38

 Table 9: Course Retention and Completion..... 39

 Table 10: Basic Skills Improvement Rates by Program 39

 Table 11: Units Earned Without a Degree 40

 Table 12: Collegewide WSCH/FTEF 40

 Table 13A: Student Participation in Student Services Programs 41

 Table 13B: Tutoring and Academic Support Center Contacts 2010-2014 42

 Table 13C: Writing Center Contacts by Campus– 2014/15 43

 Table 14: Enrollment Projections Districtwide and by Campus 2020..... 45

 Figure A: Career Opportunities by Entry Level Education, San Diego County, 2012 – 2022 50

 Figure B: Ethnic Distribution by Population Group..... 51

 Figure C: Student Ethnicity by Campus..... 52

 Figure D: Cross Enrollments Between Palomar and MiraCosta..... 52

 Figure E: One Year High School Capture Rate, Classes of 2010–2014 53

 Figure F: Student Persistence from Fall Term to the Subsequent Spring Term..... 53

 Figure G: Student Persistence from Fall Term to the Subsequent Fall Term..... 54

 Figure H: Number of Degrees Awarded Annually, 2009/2010 to 2013/2014 55

 Figure I: Number of Certificates Awarded Annually, 2009/2010 to 2013/2014..... 56

 Figure J: Transfer Velocity..... 57

 Figure K: Districtwide FTES by Course Type..... 58

APPENDIX B: Employment & Economic Activity in the Region 59

 Traded Clusters of Employment and Regional Activity Centers 59

 Table B.1 Traded Industry Cluster Employment and Wages, 2010 60

 Table B.2: Percentage of Traded Industry Cluster Jobs Located within Each of the Major Metropolitan Statistical Areas of San Diego County..... 61

Economic Activity Centers in the MCCCCD Service Area	62
APPENDIX C: High School Capture Rate and Educational Requirements for Careers	64
Appendix C.1: High School Capture Rate Data 1-Year Rate 2003-2014	64
Appendix C.2: Gaps in Careers Requiring an Associate’s Degree	67
Appendix C.3: Gaps in Careers Requiring a Postsecondary Certificate	69
Appendix C.4: Gaps in Careers Requiring Some College	71
Appendix C.5: Gaps in Careers Requiring a High School Diploma	72
Appendix C.6: Careers Requiring a Bachelor’s Degree	81
APPENDIX D: MiraCosta College Institutional Plans	84
MiraCosta College Plans	84
Comprehensive Master Plan	84
Strategic Plan 2014-2017	84
Staffing Plan 2015-2018	84
Technology Plan 2011-2014	84
AB86 Plan	84
Instruction	84
Experiential Education Plan	84
Online Education Plan (Closed) 2011-2014	84
Student Services	84
EOPS Plan	84
Student Equity Plan 2014-2017	84
Student Success Plan	85
Student Success and Support Program Plan (SSSP)	85
Transfer Center Plan	85
Athletics Plan	85
Bloodborne Pathogens Exposure Control Plan	85
Business and Administrative Services	85
Final Budget for 2015-16	85
Scheduled Maintenance Plan	85
2017-2021 5-Year Capital Construction Plan (yearly update)	85
Sustainability Plan	85
Emergency Operations Plan	85
Workplace Violence Plan	86

Superintendent/President Division..... 86

Equal Employment Opportunity Plan 86

Foundation and Development Office Long Range Plan, 2010-2019..... 86

References 87

Letter from the President

MiraCosta College is proud of over 80 years of service to the beautiful North County Coastal area, where 90 percent of our graduates return to live within 25 miles of our campus. They start their families and begin their careers in industry clusters like biotechnology, health care, high tech manufacturing, telecommunications, and education.

The MiraCosta Community College District mission is to provide superior educational opportunities and student-support services to a diverse population of learners with a focus on their success. Our graduates rave about their enriching experiences in our general education, transfer, and career-technical education programs.

In the coming months the college will enhance its mission as it expands the current full spectrum of offerings from university-transfer courses, career-and-technical education, certificate programs, basic skills education, and lifelong-learning opportunities, to include the nation's first bachelor's degree in biomanufacturing and a bachelor's degree in nursing through a collaboration with Point Loma Nazarene University. These two new bachelor's degrees will meet critical workforce needs within our community.

As the college endeavors to meet tomorrow's industry and community needs, the update of the educational plan required analysis of projections and trends in demographics, the labor market, and other important information with an eye to the future.

The process enables the college to include a variety of information sources including our relationships with industry leaders to ensure our educational programs and services remain vital to our business, industry and community, particularly as related to workforce readiness.

The *Educational Plan Addendum 2016–2020* updates will allow us to project and plan for the resources we will need to realize the future directions and implications of our analysis and our plan.

Many people from across the college and our community have contributed to the research that supports this document. Their passion for the college and our students exemplifies MiraCosta College's commitment to our mission.



Dr. Sunita V. Cooke
Superintendent/President

Executive Summary

The MiraCosta Community College District (MCCCD) is located along the Southern California coast between Orange County to the north and the metropolitan area of San Diego to the south. The district includes the cities of Oceanside, Carlsbad, Encinitas, Solana Beach, and Del Mar; the community of Rancho Santa Fe; and portions of Carmel Valley and U.S. Marine Corps base Camp Pendleton. The district operates four sites: the Oceanside Campus on 121 acres in the city of Oceanside; the San Elijo Campus on 42 acres in the Encinitas community of Cardiff-by-the-Sea; the Community Learning Center on 7.6 acres in Oceanside; and the Technology Career Institute on a two-acre office/classroom complex in Carlsbad.

In 2014/15, the MCCCD Budget and Planning Committee (BPC) tasked the Enrollment Management Subcommittee to work with the Enrollment Management Committee to prepare an addendum to the Educational Plan in the *2011 Comprehensive Master Plan*. This group came to be known as the Educational Plan Update Team. The team was tasked with developing an enrollment management plan that projects target enrollments for the second five years of the ten-year Comprehensive Master Plan (CMP).

The MCCCD *Educational Plan Addendum 2016–2020* is intended to guide institutional and program planning and development, and it will serve as the district’s blueprint for the next five years. The Enrollment Management Subcommittee of BPC will review the enrollment management plan annually and update initiatives, strategies, and benchmarks accordingly, based on current district challenges, institutional objectives and priorities, and projected funding levels.

District Background. The San Diego Association of Governments (SANDAG) estimates that 393,136 people lived in the MiraCosta College service area in 2014—about 12.3 percent of the total population of the San Diego region. The district area’s population tends to be a bit older than the region as a whole and has much higher household incomes than average for the region. District area residents also tend to be more highly educated than the regional average. The population of the southern part of the district tends to be older, better educated, more affluent, and less diverse than the population living in the northern part of the district (based on all residents/students over the age of 18).

The MCCCD service area has more than 17 percent of the region’s employment in biotechnology, biomedical devices, and clean technology.

Student Information. MiraCosta College serves greater proportions of African American, Hispanic, and multiethnic students than exist in the district population, providing access to education for traditionally underrepresented groups. There is a disparity between the percentage of the population living in the district who are white (67 percent of all residents) and the percentage of students enrolled at the college who are white (47 percent). In addition, the committee noted the following:

- Placement scores indicate a need for additional basic skills courses. Overall, 57 percent of students are placing into transfer-level English, 71 percent into transfer-level reading, and 23 percent into transfer-level mathematics.

- Course retention and completion rates have remained stable over the past five years. About 82 percent of students completed their courses, and 70 percent completed them successfully.
- Persistence from the fall to the spring semester is up 2.9 percentage points since 2010.
- Persistence to a second year is up 4.6 percentage points since 2010.
- Many students complete 60 or more units without receiving a degree.
- The number of degrees and certificates awarded is up significantly over five years.
- Only 6 percent of entering students transfer within two years, and 54 percent transfer within eight years.

College Information. Several changes since the CMP was completed in 2010 were noted during the planning process:

- A higher percentage of the students are Hispanic (up from 27 percent in fall 2010 to 33.8 percent in fall 2014).
- The number of veteran students is down, but the number of students who are military dependents has increased.
- The total number of students enrolled for fall semester (unduplicated headcount) is down 3.2 percent since 2010.
- Total class enrollment is up 6 percent since 2010, but this growth was not evenly distributed: Oceanside Campus enrollments were up 3 percent, San Elijo Campus enrollments were down 18 percent, and online enrollments showed the greatest gain at 43 percent.
- Fewer students enroll at MiraCosta College directly from high school. The number of students enrolling at the college directly out of high school has decreased 18.9 percent since 2010.
- The percentage of full-time equivalent students (FTES) who are in transfer and career and technical education (CTE) courses has increased 6.6 percentage points since 2010.
- A collegewide measure of productivity (weekly student contact hours/full-time equivalent faculty, or WSCH/FTEF) is lower than the state standard.
- Courses are usually 90 percent or more full.

Ten-Year Institutional Goals and Five-Year Directions, 2016–2020. The Educational Plan Update Team reviewed district and student demographic information and student outcomes to identify directions that MCCCCD will explore over the next five years to achieve the goals of the *2011 Comprehensive Master Plan*. The ten-year institutional goals and five-year directions identified for each are presented in the table below.

<p>Ten-Year Goal I: MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.</p>
<p><u>Five-Year Directions:</u></p> <ol style="list-style-type: none"> 1. Maintain comprehensive CTE, transfer, and basic skills programs and related student support services at the Oceanside Campus. 2. Create a strategic identity for the San Elijo Campus and build enrollment. 3. Support growth of online instruction and support services. 4. Expand and enhance adult education (noncredit) services throughout the district. 5. Coordinate and integrate instructional and student support in the areas of scheduling strategies: expand short-term and accelerated scheduling as appropriate; connect student education plan assessment and planning to schedule development. 6. Strengthen and expand instructional programming. The planning team identified four program areas to expand to address the 10-year institutional goals: Nursing and other allied health programs; science, technology, engineering, and mathematics (STEM) programs; baccalaureate programs; and the International Education Program. 7. Support kinesiology and athletics, including intercollegiate and intramural programs. 8. Enhance professional development to increase institutional capacity and performance.
<p>Ten-Year Goal II: MiraCosta Community College District will become the institution where each student has a high probability of student success.</p>
<p><u>Five-Year Directions:</u></p> <ol style="list-style-type: none"> 9. Expand and enhance Student Success and Support Program (SSSP) core services and student equity efforts for targeted populations, such as those identified in the college’s academic success and equity programs. 10. Expand student access to learning communities. 11. Incorporate a focus on the learning environment (including student gathering spaces and flexible learning environments) in college planning.

12. Coordinate and integrate learning support programs and services and student support programs and services.

13. Expand cohort programs to include themed pathways.

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

Five-Year Directions:

14. Employ student data analytics to improve outcomes at multiple levels.

Ten-Year Goal IV: MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.

Five-Year Directions:

15. Use productivity benchmarks (FTES and WSCH/FTEF) and targets to determine need for and plan new district facilities.

Ten-Year Goal V: MiraCosta Community College District will be a conscientious community partner.

Five-Year Directions:

16. Create stronger pathways from high school to MiraCosta College.

17. Coordinate, integrate, and expand concurrent/dual enrollment.

18. Expand and enhance partnerships with K-12 districts to support student preparation for college-level courses.

19. Expand and enhance business and industry services throughout the district service area.

20. Expand and enhance community services throughout the district service area.

Implications for Facilities. The five-year directions outlined in this *Educational Plan Addendum* create the need for new or remodeled facilities and instructional spaces. These needs include the following: (a) remodeling at San Elijo to accommodate Nursing and other allied health programs as well as the Biotechnology Program; (b) remodeling for any space vacated at the Oceanside Campus; (c) facilities and technology needed to support growth in online programs and services; (d) facilities needed for adult education; and (e) more flexible learning environments and student gathering places.

Mission Statement & Board of Trustees

MISSION STATEMENT

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

BOARD OF TRUSTEES

The **seven elected members** of the MiraCosta Community College District Board of Trustees each represent and must reside in a specific area of the college district. The term of office is four years, and beginning in 2014, members are elected by district areas. The MiraCosta College district includes the communities of Oceanside, Carlsbad, Encinitas, Cardiff, Olivenhain, Leucadia, Solana Beach, Rancho Santa Fe, Del Mar, Carmel Valley and parts of Camp Pendleton. A student trustee elected by the student body also sits on the Board of Trustees.

Jeanne Shannon (District 1), *President*

Rick Cassar (District 2)

Jacqueline Simon (District 3)

Frank Merchat (District 4)

George McNeil (District 5)

David Broad (District 6), *Vice President*

William Fisher (District 7)

Naweed Tahman, *Student Trustee*

Institutional Goals & Objectives

Goal I	<p>MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.</p> <p>Institutional Objective I.1. Foster an inclusive community of learning and practice.</p> <p>Institutional Objective I.2. Identify and implement best practices for promoting and increasing access to college programs and services.</p> <p>Institutional Objective I.3. Integrate sustainability into the college environment, culture, and experience, and extend outreach to the communities we serve.</p>
Goal II	<p>MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.</p> <p>Institutional Objective II.1. Ensure educational planning tools, processes, and resources are contemporary and optimize student success.</p> <p>Institutional Objective II.2. Foster an intellectual environment where faculty have regular access to and opportunities to engage in practices of teaching excellence.</p> <p>Institutional Objective II.3. Utilize researched best practices and innovative strategies to develop and/or sustain communities of learning designed to produce equity in student outcomes.</p>
Goal III	<p>MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.</p> <p>Institutional Objective III.1. Advance our culture of evidence by maximizing the access to and use of data.</p> <p>Institutional Objective III.2. Employ strategic collaboration throughout the institution to move from evidence to action.</p>
Goal IV	<p>MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.</p> <p>Institutional Objective IV.1. Maintain budget practices that result in sustainable, balanced budgets and sufficient reserves.</p> <p>Institutional Objective IV.2. Maintain a system of internal controls that results in unqualified audits.</p> <p>Institutional Objective IV.3. Invest in and preserve assets (land and physical plant, technology and equipment) that serve district needs.</p>
Goal V	<p>MiraCosta Community College District will be a conscientious community partner.</p> <p>Institutional Objective V.1. Collaborate and partner with employers and the business community to address global workforce needs and trends.</p> <p>Institutional Objective V.2. Collaborate with community partners to create pathways for students that provide opportunities for learning and development outside of the classroom.</p> <p>Institutional Objective V.3. Increase the two-year high school capture rate in comparison to the fall 2010 rate.</p>

Part I: Introduction

I.1 Overview of the District

During the Great Depression, the Oceanside-Carlsbad Union High School District Board of Education bravely voted to establish a community college. Known then as the Oceanside-Carlsbad Junior College Department of the Oceanside High School District, the school opened on September 3, 1934 with approximately 120 students. The college's enrollment has since grown to 15,000 credit students and an additional 12,000 noncredit and fee-based students. In 2014, MiraCosta College celebrated 80 years of educational excellence.

The MiraCosta Community College District (MCCCD) is located along the Southern California coast between Orange County to the north and the metropolitan area of San Diego to the south. MCCCD is approximately 35 miles north of San Diego and 90 miles south of Los Angeles. The district includes the cities of Oceanside, Carlsbad, Encinitas, Solana Beach, and Del Mar; the community of Rancho Santa Fe; and portions of Carmel Valley and U.S. Marine Corps base Camp Pendleton. The district operates four sites: the Oceanside Campus on 121 acres in the city of Oceanside; the San Elijo Campus on 42 acres in the Encinitas community of Cardiff-by-the-Sea; the Community Learning Center on 7.6 acres in Oceanside; and the Technology Career Institute on a two-acre office/classroom complex in Carlsbad.

The MiraCosta Community College District is the smallest (in terms of headcount) of the five community college districts within San Diego County.

MiraCosta College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. The college is also approved by the California Department of Education for the training of veterans under the provisions of the G.I. Bill of Regulations.

MCCCD has demonstrated a progressive and innovative approach to aligning faculty, curriculum, facilities, and student services with the region's changing needs:

- In collaboration with local business and industry, the new Technology Career Institute offers not-for-credit, fee-based, industry-specific training and certificate programs.
- In 2015 the district was selected as one of 15 California community colleges to offer a baccalaureate program—the nation's first biomanufacturing bachelor's degree program. Upper-division course work will build on existing MCCCD associate degrees in biotechnology and will be offered starting in fall 2017.
- The district population of older adults is projected to increase between 30 and 40 percent in the next five years. In the midst of this demographic shift, all adult education classes will be offered through MCCCD, including those currently offered by the San Dieguito High School District. By summer 2016, MCCCD will offer all of the Adult High School, English as a Second Language (ESL), older adult workforce re-entry, and parenting classes in the southern end of the district.

I.2 Educational Plan Addendum Overview

Purpose and Process. In 2014/15, the Budget and Planning Committee tasked the Enrollment Management Subcommittee to work with the Enrollment Management Committee to prepare an addendum to the Educational Plan in the *2011 Comprehensive Master Plan (CMP)*. This group came to be known as the Educational Plan Update Team. The team was tasked with developing an enrollment management plan that projects target enrollments for the second five years of the ten-year CMP.

The *Educational Plan Addendum 2016–2020* is driven by the institutional goals identified in the CMP. The institutional objectives defined in the college’s *Strategic Plan 2014-2017* also are derived from the institutional goals outlined in the CMP. The college references these institutional goals and objectives as it goes through its annual budgeting and planning process as well as its annual program review process.

This *Educational Plan Addendum 2016–2020* was built on the Educational Plan portion of the CMP using a participatory, transparent planning process that is well established at MiraCosta College. This planning process included four MCCCDC councils and extensive involvement from the campus at large during the development of the addendum to the CMP, with more than 153 individuals (students, staff, and faculty) involved. The four MCCCDC councils include the following:

- Academic Senate
- Administrative Council
- Classified Senate
- Associated Student Government

Guiding Principles. The *Educational Plan Addendum 2016–2020* is a comprehensive document that will serve as the district’s blueprint for the next five years. It is intended to guide institutional and program planning and development, providing guidance to instruction, student services, and business services on the district’s directions over the next five years. The addendum’s guiding principles will inform college and district decisions about growth, development, and resource allocation and align with the mission and goals in the CMP.

The MiraCosta College Educational Plan Update Team identified the following principles to guide enrollment management planning and decision making:

- Enrollment management strategies demonstrate the college’s commitment to student success and access through the following:
 - Conducting outreach to the community through engaging communication strategies.
 - Delivering programs and services that address the needs of the students and industry in the district’s service area.
 - Providing targeted services to support student success and equity.

- The college ensures programs and services are flexible and responsive to student, community, and industry needs through the following:
 - Creating and maintaining local community and industry partnerships.
 - Collaborating with K-12 and other educational institutions to support a college-going culture and to prepare high school graduates for college-level course work (Oceanside Promise and Gear Up).
 - Collaborating with community organizations to align and create noncredit pathways to college-level course work and employment.
 - Creating pathways to other higher education institutions for transfer purposes.
- The college demonstrates its commitment to managing resources and ensuring compliance with state and federal regulations, licensing, and accreditation requirements as follows:
 - Ensure an appropriate balance in the curriculum and course offerings among transfer, occupational, degree/certificate, and developmental education programs.
 - Steward campus resources in enrollment planning and delivery of student services.
 - Maintain compliance with state and federal regulations, licensing, and accreditation (such as Title 5, California Code of Regulations; California Education Code; ACCJC Accreditation Standards; Licensing Requirements; Title IX of the Education Amendments of 1972; Office of Veterans Affairs; Americans with Disabilities Act; and Federal Financial Aid).

Uses for Enrollment Management. The purpose of this *Educational Plan Addendum 2016–2020* is to create a responsive, flexible, educationally and financially sound, research-based approach to enrollment management. Enrollment management is an institution-wide, systematic, research-driven system designed to attract and retain the students MCCCDC wishes to serve while helping them be successful. The Enrollment Management Plan identifies enrollment projections and establishes future directions. The Enrollment Management Plan is tied to the budget allocation process and institutional program planning.

MCCCDC enrollment management efforts will accomplish the following:

- Support the mission and goals of the college by identifying and defining enrollment projections/goals.
- Provide the greatest possible student access with a focus on educational quality, service delivery, and student success.
- Develop comprehensive, well-balanced educational programs and services that are responsive to student and community needs.
- Inform resource allocation and facilities planning and drive campus resource allocation in the areas of staffing, facilities, technology, equipment/supplies, and finances.

The Enrollment Management Committee assesses the Enrollment Management Plan annually and updates initiatives, strategies, and benchmarks accordingly, based on current district challenges, institutional objectives and priorities, and projected funding levels.

Role in Guiding All Institutional Planning. The Enrollment Management Committee makes recommendations to the Budget and Planning Committee and the superintendent/president on the target number for full-time equivalent students (FTES) and weekly student contact hours (WSCH)/full-time equivalent faculty (FTEF). These recommendations drive the institutional program planning and review process.

The resource allocation process at MiraCosta College supports student success by allocating resources (staffing, facilities, technology, supplies, and equipment) to support instructional programs and student services. The allocation process begins with the Enrollment Management Plan's projection of courses, programs, and student services needed to respond to projected student and community need. Budget and Planning Committee subcommittees review the Strategic Plan as well as the plans prepared by college programs in the program review process and recommend funding to support student success.

The *Educational Plan Addendum 2016–2020* will be used to guide the college in enrollment management and facilities planning. It will serve as a key reference for all college programs as they complete their annual plans through program review. The Budget and Planning Committee also will rely on the addendum to make recommendations regarding allocation of resources.

Part II: Information for Planning

II.1 District Information

The San Diego Association of Governments (SANDAG) estimates that 393,136 people lived in the MiraCosta College service area in 2014—about 12.3 percent of the total population of the San Diego region.

The MCCCDCD area's population tends to be a bit older than the region as a whole (13.4 percent are over the age of 65 compared to 12.6 percent regionally) and also has a higher percentage of the population under the age of 18 (24.1 percent for MCCCDCD versus 23.1 percent regionally). A much smaller percentage of the district area's population is aged 18 to 24, the traditional college age (7.8 percent for MCCCDCD versus 11.9 percent regionally). In total, about 30,700 MCCCDCD area residents were aged 18 to 24 in 2014.

The people residing in the MCCCDCD service area have much higher household incomes than average for the region (an \$86,707 median income in MCCCDCD compared to \$68,711 region-wide), with a much higher percentage of the households making more than \$100,000 per year (43 percent for MCCCDCD versus 33 percent regionally).

MCCCDCD area residents tend to be more highly educated than the regional average as well. The percentage of residents over age 25 who have a bachelor's or more advanced degree is significantly higher than the countywide average (34.6 percent) in five of the six cities located in the MCCCDCD service area. More than half of the residents over age 25 in Carlsbad, Del Mar, Encinitas, Rancho Santa Fe, and Solana Beach have a bachelor's or more advanced degree. Only Oceanside, at the northern end of the district, has a lower percentage of residents over age 25 with a bachelor's degree than the countywide average (24.8 percent versus 34.6 percent). Oceanside also has the highest percentage of residents in the region over age 25 with less than a high school diploma (16.6 percent, higher than the 14.6 percent countywide). [Table 1 in Appendix A](#) presents educational attainment in the MCCCDCD service area.

Population Projections

SANDAG projects that the population of the MCCCDCD service area will grow 17 percent by 2050, but with a significant shift in the demographics of the region.

According to SANDAG, the population of the district area is projected to age significantly. A similar trend is seen throughout San Diego County. The region will feel the effects of the baby boom generation, who will live longer than previous generations and be less likely to move out of the district, making it more difficult for younger families to move into the area. As a result, there will be fewer traditional college-aged students from which to draw.

The number of residents in the traditional college-aged population (18 to 24) is projected to decline by 9 percent by 2050; the number of residents aged 18 to 19 is projected to decline by 26 percent. In the meantime, the number of residents over age 61 is expected to more than double.

See [Table 2 in Appendix A](#) for more detail about the population projections for the MCCCCD area.

Importance of the Military in the Regional Economy

San Diego County has the largest concentration of military in the world. The U.S. Navy has designated San Diego Bay as a West Coast mega-port. About 33 percent of the U.S. Naval Pacific Fleet is home ported in San Diego Bay. Naval bases in San Diego County include Naval Air Station, North Island; Naval Station San Diego; Naval Amphibious Base, Coronado; Naval Submarine Base, Point Loma; and Naval Medical Center San Diego. The U.S. Marines Corps also has a significant presence in San Diego County, with the Marine Corps Base at Camp Pendleton, the Marine Corps Air Station Miramar, and the Marine Corps Recruit Depot. San Diego also is home to the Space and Naval Warfare Systems Center (SPAWAR).

In fiscal year 2015, the military spent \$24.8 billion in the San Diego region, up 75 percent from the \$14.2 billion the U.S. Department of Defense spent in San Diego in 2007. The San Diego Military Advisory Council (www.sdmac.org) estimates that with the multiplier effect (i.e., each military job leads to other jobs created to serve those workers), the military accounts for \$45 billion of the gross regional product (GRP) in 2015. That is 21.5 percent of the region's total GRP.

San Diego County ranks first in the nation for military and civilian Department of Defense wages and salaries. The military sector is responsible for about 328,000 of the region's total jobs (including the ripple effect of defense spending)—about 22 percent of all the jobs in San Diego County. A wide range of jobs is created as a result of defense spending, including jobs in engineering, food services, retail sales, health care, education, real estate, shipbuilding, and construction.

The MCCCCD service area includes the base headquarters for Marine Corps Base Camp Pendleton, the major West Coast base of the U.S. Marine Corps. With more than 125,000 acres and 17 miles of coastline, Camp Pendleton offers training facilities for many active and reserve Marine, Army, and Navy Units. Camp Pendleton is the largest local employer and has a daytime population of approximately 70,000 military and civilian personnel.

The Department of Veteran Affairs reports that more than 260,000 veterans reside in the county, which is the largest number of military retirees anywhere in the nation.

Regional Economy

Industries Located in the San Diego Region and in MCCCCD

MCCCCD has been the fastest growing district in the region in terms of industrial space. In 2007 (when SANDAG last published a regional activity centers study), the MCCCCD service area had about 15 percent of the existing industrial space in the county and about 27 percent of the industrial space that was then under construction. More than 68 percent of the new industrial space that in 2007 had been proposed to be built was in the district service area. Although

updated information has not been published to indicate how much of this space was built during the recession, it is clear that the district serves the part of the county that is fastest growing in industrial space.

The MCCCDC service area has more than 17 percent of the region’s employment in biotechnology, biomedical devices, and clean technology. The metropolitan statistical area (MSA) that most closely aligns with the district service area (North County West) also accounts for a sizable portion of employment in industries that bring outside capital into the region (called traded industry clusters). These traded industry clusters are the groups of companies that drive economic growth. The MCCCDC service area has more than 17 percent of the jobs in the biomedical devices and products cluster, biotechnology and pharmaceuticals cluster, and clean technology cluster, which includes environmental services. (The largest concentration of jobs in these industry clusters is found in the North City MSA, which includes Del Mar, part of the MCCCDC service area). The North County West MSA also has almost 60 percent of the jobs in action sports manufacturing.

[Appendix B](#) presents more detailed information about regional activity centers and traded clusters of employment.

Projections of Employment Growth by Occupation

[Figure A in Appendix A](#) lists the fastest and largest growing career opportunities in San Diego County by educational level from the year 2012 through 2022. “Fastest growing” refers to new jobs that are generated by new growth in that industry; “largest growing” refers to job openings that include both new jobs and replacement needs. (Data is based on labor market information from California’s Employment Development Department and Economic Modeling Specialists, Inc.)

Registered nurses, Web developers, environmental science technicians, and preschool teachers are among the most promising career fields that require an associate degree. There is also strong demand for trained licensed vocational nurses, nursing assistants, and workers in other allied health occupations. For students with bachelor’s degrees and above, marketing, business/accounting, healthcare, and the sciences offer the best opportunities.

MCCCDC currently offers associate degree programs in nursing and programs for licensed vocational nurses, medical and nursing assistants, and other health care technicians. In fall 2017, MiraCosta College will begin offering a bachelor’s degree program in biomanufacturing. The college selected this program based on the number of biotechnology manufacturing companies in the area and their expressed need for skilled workers. The data on job opportunities support this need: there are approximately 125 job openings annually in the field but only 50 graduates annually to fill them. MiraCosta College aims to become one of the top suppliers of skilled biotechnology workers in the region.

Almost every position in the healthcare-related field shows a need for more trained workers. A gap analysis compares the number of jobs available in a service area with the number of employees being produced by the educational institutions within that service area. Where there

are more jobs than graduates, there is evidence of a gap. These situations are opportunities for colleges to explore new programs.

[Appendix C](#) provides a list of positions reviewed, salaries, competing programs, and graduates produced by all colleges in the county. For the purpose of this analysis, the region is defined as San Diego County rather than the specific district area. All San Diego community colleges are included in the counts of degree programs as well as graduates because each of these graduates could be competing for the same jobs. In terms of available jobs, only those with 50 or more openings per year were considered. Note: The analysis does *not* account for the private and for-profit institutions that may also provide graduates to the pool of job seekers.

Comparisons were made by matching Taxonomy of Programs (TOP) codes with the Standard Occupational Classification (SOC) system in an attempt to match college programs to available jobs. There is not a direct match. In many cases there is a “many to many” relationship, so there will be some variability in the data.

Almost every position in the healthcare-related field shows a gap. Paralegals and legal secretaries are in demand, as are preschool teachers and electrical engineering technicians.

II.2 College Information

Student Diversity

The credit student body of MiraCosta College is more diverse than the population the district serves. There is a disparity between the percentage of the population living in the district who are white (67 percent of all residents) and the percentage of students enrolled at the college who are white (47 percent). The population of the southern part of the district tends to be older, better educated, more affluent, and less diverse than the population living in the northern part of the district (based on all residents/students over age 18). Older students are less likely to need access to community colleges, especially if they currently hold a bachelor’s or more advanced degree. Families in affluent areas often do not consider community colleges as a choice for their children’s advanced education.

MiraCosta College serves greater proportions of African American, Hispanic, and multiethnic students than exist in the district population, providing access to education for traditionally underrepresented groups. (See [Figure B in Appendix A](#) for the Ethnic Distribution by Population Group.)

Changes in Student Demographics since 2010

- ***A higher percentage of the students are Hispanic.*** In fall 2010, 52.6 percent of MCCCCD credit students were white, 27.0 percent were Hispanic, 7.7 percent were Asian, and 3.8 percent were African American. In fall 2014, 45.6 percent of the MCCCCD credit students were white (down 7 percentage points) and 33.8 percent were Hispanic (up 6.8 percentage points). The percentage of students who were Asian (7.4 percent) and African

American (3.4 percent) dropped slightly since 2010. (See [Table 3 in Appendix A](#) for student credit breakdown by ethnicity.)

There is a great deal of difference in diversity among the campus sites. This is due in part to the locations of each campus and the populations they serve. (See [Figure C in Appendix A](#), Student Ethnicity by Campus.)

- ***The average age of the student population has become somewhat younger.*** Two age groups increased as a percentage of the population between fall 2010 and fall 2014:
 - The traditional college age group, students aged 18 to 24. In fall 2010, 57.8 percent of the MCCC CD credit student population was aged 18 to 24; by fall 2014, that age group made up 59.3 percent of the student population.
 - Students aged 25 to 34. This age group made up 20.6 percent of the student population in fall 2010 and 22.5 percent in fall 2014.

The percentage of fall semester students who were over age 35 declined from 14.2 percent in 2010 to 13.7 percent in fall 2014. (See [Table 4 in Appendix A](#) for more information on student population by age.)

- ***The number of veteran students is down, but the number of students who are military dependents has increased.*** MCCC CD enrolled 980 military veterans in 2014/15, down almost 16 percent from 1,162 veteran students in 2013/14 and down 3 percent from the 1,011 veterans enrolled in 2012/13. The number of students who are military dependents has been increasing over the past three years, from 523 in 2012/13 to 912 in 2014/15. (Student population by military status is presented in [Table 5 of Appendix A](#).)

Changes in Student Enrollment since 2010

- ***The total number of students enrolled for fall semester (unduplicated headcount) is down 3.2 percent since 2010.*** MCCC CD's total unduplicated headcount enrollment grew from 11,865 in 2000 to 17,140 in fall 2009, a 44.5 percent growth (the fastest in the San Diego region). In fall 2010, 16,701 students enrolled at MCCC CD. By fall 2014, unduplicated headcount enrollment dropped to 16,173, a reduction of 907 students from the 2009 high (a 5.6 percent decline in total headcount enrollment). Total unduplicated headcount decreased 3.2 percent between 2010 and 2014. [Table 6 of Appendix A](#) presents fall semester headcount enrollment data by year, 2000–2014.
- ***Total class enrollment is up 6 percent since 2010, but enrollments are down 18 percent at San Elijo and up 43 percent online.*** While total enrollments (in all classes) increased 6 percent between fall 2010 and fall 2014 (from 37,880 in 2010 to 40,038 in 2014), this growth was not evenly distributed:
 - Oceanside Campus enrollments were up 3 percent (676 enrollments).

- San Elijo enrollments were down 18 percent (1,440 enrollments).
- Online enrollments showed the greatest gain at 43 percent (2,751 enrollments).

[Table 7 of Appendix A](#) presents more detail about enrollments per campus.

- ***More students come from the Palomar district area than leave the MCCCDC region to attend Palomar.*** In 2014/15, more students who live in the Palomar district area enrolled in MCCCDC classes (about 6,825) than students who live in the MCCCDC area who enrolled at Palomar (5,117 students). (See [Figure D in Appendix A](#), Cross Enrollments Between Palomar and MiraCosta for more detail.)
- ***Fewer students enroll in MCCCDC directly from high school.*** The number of students enrolling in MCCCDC directly out of high school has decreased 18.9 percent since 2010, from a total of 1,197 in 2010 to 960 in 2014. Overall, the number of students coming from in-district high schools dropped 18.9 percent (from 919 to 745), and the number of students coming from out-of-district high schools dropped 22.7 percent (down from 278 to 215). [Figure E in Appendix A](#) presents the One-Year High School Capture Rate, 2010–2014.
- ***The rapid rise in four-year college costs and student debt loads may cause more students to complete their first two years of post-secondary education at a community college.*** In 2010, total student loan debt outstanding was approximately \$833 billion. By 2015 the total student loan debt outstanding had grown more than 55 percent to approximately \$1.3 trillion. Community colleges are the only colleges where graduates typically have no debt; only about 17 percent of community college students borrow for their education (www.acct.org).

Student Data

- ***Placement scores indicate a need for additional basic skills courses.*** Placement scores in English, reading, and math were quite consistent between 2010/11 and 2014/15. Overall, 57 percent of students are placing into transfer-level English, 71 percent into transfer-level reading, and 23 percent into transfer-level mathematics.

The percentage of students who score one level below college-level ESL increased from 26 percent in 2010/11 to 35 percent in 2014/15. The percentage of students scoring two or more levels below college-level ESL has dropped from 75 percent to 64 percent over those five years.

[Table 8 in Appendix A](#) presents more detail about placements rates in English, ESL, reading, and math over five years.

- ***Course retention and completion rates have remained stable over the past five years.*** About 82 percent of students completed their courses. The percentage of students who complete their courses *successfully* has edged up slightly over the past five years, from 68 percent in 2010/11 to 70 percent in 2014/15. [Table 9 in Appendix A](#) presents the percentage of courses completed successfully, 2010/2011 to 2014/2015.

- ***Persistence to a second semester is up 2.9 percentage points since 2010.*** The percentage of incoming fall students who returned for a second semester was 71.2 percent in fall 2010, dipped to 69.6 percent in fall 2011, and then increased to 74.1 percent in 2014/15. [Figure F in Appendix A](#) presents student persistence from fall term to the subsequent spring term.
- ***Persistence to a second year is up 4.6 percentage points since 2010.*** The percentage of incoming fall students who return for a second year (fall to fall) was 52.6 percent in fall 2010 and increased to 57.2 percent in 2014/15. [Figure G in Appendix A](#) presents student persistence from fall term to the subsequent fall term.
- ***ESL and basic skills improvement rates are increasing but not steadily.*** Basic skills improvement rates are the percentage of students who have taken a basic skills class and who within three years have successfully completed course work at least one level above their prior basic skills enrollment.
 - In English, 38.2 percent of the 2004/05 student cohort improved. This percentage increased to 40 percent for the 2007/08 cohort but dropped back to 38.9 percent for the 2008/09 cohort.
 - There was fairly steady growth in improvement rates in math, from 36.5 percent for the 2004/05 cohort to 39.1 percent for the 2008/09 cohort.
 - In ESL, student improvement rates rose slowly, from 29.6 percent in 2004/05 to 31.5 percent in 2006/07, then jumped to 38.8 percent for the 2007/08 cohort. The improvement rate dropped back to 30.7 percent for the 2008/09 cohort.

[Table 10 in Appendix A](#) presents detail for the basic skills improvement rates by program.

- ***Many students complete 60 or more units without receiving a degree.*** In 2014/15, 904 students enrolled at MiraCosta College (9 percent of all students) had already completed 60 or more units. [Table 11 in Appendix A](#) provides data on the number of students who have earned over 60 units without a degree.
- ***The number of degrees and certificates awarded is up significantly over five years.*** The number of degrees awarded increased almost 150 percent over five years, from 529 in 2009/10 to 1,319 in 2013/14. The number of certificates awarded increased more than 175 percent over five years, from 516 in 2009/10 to 1,430 in 2013/14. [Figures H and I](#) present the number of degrees and certificates awarded annually over the five years since 2009/10.
- ***Only 6 percent of entering students transfer within two years, and 54 percent transfer within eight years.*** The population of students transferring is small both in terms of entering cohort as well as total transfers. In order to be included in the analysis as a “transfer-bound” student, an individual had to be a first-time college student in 2007/08, complete a minimum of 12 units in 6 years, and take a transfer-level English or math course. [Figure J in Appendix A](#) presents transfer velocity over eight years.

Enrollment Management Information

- ***The percentage of full-time equivalent students (FTES) who are in transferable and CTE courses has increased 6.6 percentage points since 2010.*** CTE and transferable courses made up 84.9 percent of the FTES in fall 2014, with 63.7 percent of FTES in transferable courses. This is up from 78.3 percent of all FTES in fall 2010, with 59.8 percent in transferable courses. [Figure K in Appendix A](#) presents the districtwide FTES by Course Type, fall 2010 through fall 2014.
- ***Collegewide WSCH/FTEF is lower than the state standard.*** Collegewide WSCH/FTEF ranged between 414 and 445 during the fall 2010 to fall 2014 semesters (see [Table 12 in Appendix A](#) for detail). The state standard is 525. Due to facilities and class size maxima, 47 percent of courses enroll fewer than 35 students.
- ***Courses are usually 90 percent or more full.*** Fill rates (the number of seats filled out of the total seats available) are above 90 percent in most cases but have declined recently as more lower-enrolled classes are allowed to maintain student access.

Student Services and Special Programs

Student Support Services

MiraCosta College offers a variety of programs and services to support its students. Some programs address the needs of the entire student population, while others target the needs of specific student groups. Districtwide data from fall 2011 to fall 2014 show an increase of 12 percent in FTES. Increased student enrollment has impacted student support services with increases in student contacts and services provided over the past five years.

[Tables 13A, 13B and 13C in Appendix A](#) presents student participation in student services and academic support programs. Several programs have demonstrated marked increases in service utilization. The Academic Proctoring Center has seen a 124 percent increase in the number of exams proctored in online, hybrid, and on ground courses with a 111 percent increase in the number of assessments in the Testing office. Through educational planning services, including academic and career, Counseling has seen a 15 percent increase in the number of students served. The number of students applying for and receiving financial aid has grown significantly with a 66 percent increase in the number of students served. The number of students served in DSPS has increased by 18 percent with a growing diversity of disabilities.

The Math Learning Center has experienced a significant increase in the number of student contacts over the last five years. However, the center does not have the capability to track unique student usage of the service or the impact on course success outcomes due to technological limitations in the center. These limitations are currently being addressed. The data that is on hand primarily tracks the number of students using the center at certain times of the day and is used for making staffing decisions. The MLC is moving to install technology that will allow for the tracking of student contacts, unduplicated headcount, and the impact on student success

outcomes like course success rates and persistence. The MLC hopes to bring this technology online during the 2015-2016 academic year.

In meeting the needs of a growing and changing population, coordinated and integrated services are needed that remove barriers to student access and enhance student experience. Based on effective practices and research, providing one-stop services is an effective strategy.

Special Programming

Academic Success and Equity Programs. In an effort to meet the needs of a wide variety of students, the college recruits prospective students to participate in a variety of academic success and equity programs. These programs target at-risk populations including veterans, former foster youth, first generation students, and disproportionately impacted populations. Programs such as Resources and Assistance for Former Foster Youth (RAFFY), First Year Experience, Puente, and Umoja provide support designed to help students be both academically and personally successful. Certain academic success and equity programs have seen increases with Umoja growing by 97 percent and Puente by 269 percent over the past 3 years. When compared to collegewide data, both programs demonstrate higher levels of persistence for first-time-to-college students, students attempting a math and English course in their first year, and students receiving degrees and certificates.

Student Support. The Student Success and Support Program (SSSP), which has received increased funding from the State of California, addresses core services that the college provides in the areas of orientation, assessment for placement, counseling/advising, and follow-up for at-risk students. The SSSP Plan focuses on innovative measures to improve student transition and success, including face-to-face orientations, drop-in advising and mobile counseling services, an online educational planning tool (MyEdPlan), and workshops for students at-risk. The plan calls for technology upgrades and improvements to help students achieve their academic goals.

MCCCD uses data about student academic performance to make decisions about appropriate interventions designed to help students to succeed in basic skills courses and in other areas where academic performance is critical to successful completion of certificates and degrees.

Student Equity Program. The college's Student Equity Plan is designed to address disproportionate impact in the areas of access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. The plan is updated every three years and includes initiatives to address areas of academic gap for target student populations.

Initiatives that emphasize collaboration between Instructional Services and Student Services include the following:

- GEAR UP for College summer program
- Pathways to 21st Century Careers
- Samoan Cultural Festival
- Extension of library hours during finals week
- Increased 4-year college visits for Umoja, Puente, Former Foster Youth, and First Year Experience students

- Student Equity Summit.

Additional programs and services for students include the following:

Academic Proctoring Center	School Relations and Diversity Outreach
Admissions and Records	Service Learning
Articulation	Student Accounts
Associated Student Government	Student Help Desk
Bookstore	Study Abroad
College Police	Wellness Center
Scholarships	

Intercollegiate and Intramural Athletics. The MiraCosta College Athletic Plan, completed in 2015, and the Pacific Coast Athletic Conference Program Review of MiraCosta Athletics, also completed in 2015, provide insight into the future. Both include recommendations aimed at sustaining and improving the current intercollegiate and intramural athletic programs and improving the facilities that support the academic programs associated with athletics and the Kinesiology Department. In 2015, MCCC student athletes participated in six intercollegiate activities (women’s soccer, men’s soccer, women’s basketball, men’s basketball, women’s volleyball, and women’s sand volleyball). The intercollegiate program served 108 student athletes in 2015. In order to sustain and improve the current programs, it will be necessary to bring the gymnasium and adjacent structures up to twenty-first century standards, add support staff, and assure that MCCC students and members of visiting athletic teams have access to modern equipment and facilities. MiraCosta College continues to support a modest intercollegiate athletic program.

The addition of women’s volleyball and women’s sand volleyball in 2014/15 brought MCCC into compliance with Title IX requirements for intercollegiate athletic competition, meeting test one (participation proportionate to undergraduate full-time student enrollment). The balance between men’s and women’s opportunities for participation in intercollegiate competition must be considered when decisions are made about athletics.

In 2007, 371 students participated in intramural activities. In 2014, 985 students participated in 69 intramural events and activities. Intramural athletic student participation has grown over the years, and students are participating through clubs and organizations in activities that complement the classroom experience. Students have participated in hiking, kayaking, flag football, and soccer, among a myriad of intramural opportunities.

Part III: Ten-Year Institutional Goals, Strategic Objectives & Five-Year Directions

The Educational Plan Update Team reviewed the district and student demographic information and the student outcomes summarized in Part II to identify directions that MCCCDCD needs to take over the next five years to achieve the goals of the *2011 Comprehensive Master Plan*. During this review, the planning team considered its guiding principles for enrollment management planning and decision making to identify five-year directions. These guiding principles include the following:

- Demonstrating the college’s commitment to student success and access through outreach to the community, by delivering programs and services that address the needs of students and regional industries, and by providing targeted services to support student success and equity.
- Ensuring that programs and services are flexible and responsive to student, community, and industry needs by maintaining community and industry partnerships; collaborating with K-12 and other educational institutions; collaborating with community organizations on noncredit pathways to college-level course work and employment; and creating transfer pathways to baccalaureate-granting institutions.
- Managing resources and ensuring compliance with state and federal regulations, licensing, and accreditation requirements to ensure an appropriate balance in the curriculum and course offerings among transfer, occupational, degree/certificate, and developmental education programs; stewarding campus resources; and maintaining compliance with state and federal regulations, licensing, and accreditation.

The planning team cross-walked the strategic objectives identified in the *2014–2017 Strategic Plan* to the ten-year institutional goals established in the *2011 Comprehensive Master Plan*. The team then identified the key directions to be explored between 2015 and 2020 to meet the goals of the *2011 Comprehensive Master Plan*.

The crosswalk of the Ten-Year Institutional Goals, Strategic Objectives, and Five-Year Directions is presented in [Table 14 in Appendix A](#) and on the following pages.

Ten-Year Institution Goals, Strategic Objectives, and Five-Year Directions

CMP: Ten-Year Institutional Goals	Strategic Plan 2014–2017: Strategic Objectives	Five-Year Directions 2016–2020
<p>I. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.</p>	<p>Institutional Objective I.1: Foster an Inclusive Community of learning and practice.</p> <p>Institutional Objective I.2: Identify and implement best practices for promoting and increasing access to college programs and services.</p> <p>Institutional Objective I.3: Integrate sustainability into the college environment, culture, and experience, and extend outreach to the communities we serve.</p>	<ol style="list-style-type: none"> 1. Maintain comprehensive CTE, transfer, and basic skills programs and related student support services at the Oceanside Campus. 2. Create a strategic identity for the San Elijo Campus and build enrollment, examples of this include: <ol style="list-style-type: none"> a. Augment the transfer identity with new programs. b. Maintain and support comprehensive transfer and basic skills programs to address the needs of populations in the campus service area. 3. Support growth of online instruction and support services. 4. Expand and enhance adult education (noncredit) services throughout the district. 5. Coordinate and integrate instructional and student support in the areas of scheduling strategies: expand short-term and accelerated scheduling as appropriate; connect student education plan assessment and planning to schedule development.

		<ul style="list-style-type: none"> 6. Strengthen and expand instructional programming. <ul style="list-style-type: none"> a. Nursing and other allied health programs b. STEM c. Baccalaureate programs d. International Education Program e. Other programs, as supported by Labor Market Information (LMI) and other data 7. Support kinesiology and athletics, including intercollegiate and intramural programs. 8. Enhance professional development to increase institutional capacity and performance.
<p>I. MiraCosta Community College District will become the institution where each student has a high probability of student success</p>	<p>Institutional Objective II.1: Ensure Educational Planning tools, processes and resources are contemporary and optimize student success.</p> <p>Institutional Objective II.2: Foster an intellectual environment where faculty have regular access to and opportunities to engage in practices of teaching excellence.</p> <p>Institutional Objective II.3: Utilize researched best practices and innovative strategies to develop and/or sustain communities of</p>	<ul style="list-style-type: none"> 9. Expand and enhance SSSP core services and student equity efforts for targeted populations, such as those identified in the college’s academic success and equity programs. 10. Expand student access to learning communities. 11. Incorporate a focus on the learning environment (including student gathering spaces and flexible learning environments) in college planning.

	<p>learning designed to produce equity in student outcomes.</p>	<p>12. Coordinate and integrate both learning support programs and services (including TASC, Math Center, and Writing Center tutoring in the Hub at Oceanside, San Elijo, and CLC Campuses) and student support programs and services.</p> <p>13. Expand cohort programs to include themed pathways.</p>
<p>II. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.</p>	<p>Institutional Objective III.1: Advance our culture of evidence by maximizing the access to and use of data.</p> <p>Institutional Objective III.2: Employ strategic collaboration throughout the institution to move from evidence to action.</p>	<p>14. Employ student data analytics to improve outcomes at multiple levels. Provide student learning outcomes and student performance and progress data for use in program review.</p>
<p>III. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.</p>	<p>Institutional Objective IV.1: Maintain budget practices that result in sustainable, balanced budgets and sufficient reserves.</p> <p>Institutional Objective IV.2: Maintain a system of internal controls that results in unqualified audits.</p> <p>Institutional Objective IV.3: Invest in and preserve assets (land and physical plant, technology and equipment) that serve district needs.</p>	<p>15. Use productivity benchmarks (FTES and WSCH/FTEF) and targets to determine need for and plan new district facilities.</p>

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

Institutional Objective V.1:
Collaborate and partner with employers and the business community to address global workforce needs and trends.

Institutional Objective V.2:
Collaborate with community partners to create pathways for students that provide opportunities for learning and development outside of the classroom.

Institutional Objective V.3:
Increase the two-year high school capture rate in comparison to the fall 2010 rate.

- 16.** Create stronger pathways from high school to MiraCosta College.
- 17.** Coordinate, integrate, and expand concurrent/dual enrollment.
- 18.** Expand and enhance partnerships with K-12 districts to support student preparation for college-level courses.
- 19.** Expand and enhance business and industry services throughout the district service area.
- 20.** Expand and enhance community services throughout the district service area.

Five-Year Directions, 2016–2020

Ten-Year Institutional Goal I:

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

Five-Year Directions for Institutional Goal I:

1. ***Maintain comprehensive CTE, transfer, and basic skills programs and related student support services at the Oceanside Campus.*** The Oceanside Campus, while growing more slowly than several other district campuses, is by far the largest, with 60 percent of the district's total enrollment and 78 percent of the district's in-person (not online) enrollments. Programs and services provided at the Oceanside Campus will reach the highest percentage of students.
2. ***Create a strategic identity for the San Elijo Campus and build enrollment.*** San Elijo Campus enrollments have dropped 18 percent since fall 2010, from 7,837 in fall 2010 to 6,397 in fall 2014. The focus of the academic offerings at the San Elijo Campus has been preparation for transfer, but this is not drawing enough students. MCCCCD needs to augment the transfer identity with new programs.
3. ***Support growth of online instruction and support services.*** Enrollment in online programs demonstrated the greatest growth between 2010 and 2014, increasing 43 percent (from an enrollment of 6,376 students in fall 2010 to 9,127 students in fall 2014). Online programs accounted for 76 percent of the increase in enrollments districtwide during that period. It is therefore critical that students enrolled in online programs receive the high quality academic and student services needed to support their academic success.
4. ***Expand and enhance adult education (noncredit) services throughout the district.*** In 2013/14, the MCCCCD region had more than 6,000 student enrollments in noncredit/adult education courses. Overall, the courses available met less than 12.5 percent of the identified need for adult basic education, ESL, career and technical education, and programs for adults with disabilities. A year of collaborative planning by the Coastal North County Consortium of adult education providers resulted in the recommendation to expand the MCCCCD adult education program by having MCCCCD provide adult education services throughout the region, including the San Dieguito area (where adult education had been provided by San Dieguito Union High School District). This will create a stronger pathway between adult education and credit programs at the San Elijo campus.

The comprehensive Adult Education Plan found significant gaps between the number of students needing adult education and the number of classrooms available for adult

education classes. It also noted a need for more computer facilities for all adult education classrooms throughout the region, a need for a General Educational Development (GED) testing center in the Coastal North County region, and gaps in the availability of assessment testing, placement services, and other student support services.

5. ***Coordinate and integrate instructional and student support in the areas of scheduling strategies: expand short-term and accelerated scheduling as appropriate; connect student education plan assessment and planning to schedule development.*** To be most effective, the enrollment management process needs stronger predictive data about the classes that students need to meet their educational goals and when students plan to take each class. This predictive data could be available if data from student educational plans could be accessed as part of the enrollment management system.

6. ***Strengthen and expand instructional programming.*** The planning team identified some program areas to expand to address this ten-year institutional goals:
 - a. Nursing and other allied health programs. There is strong occupational demand for trained registered nurses, licensed vocational nurses, medical assistants, and nursing assistants.
 - b. Science, technology, engineering, and mathematics (STEM) programs. Additional seats in courses in science, technology, engineering, and math will be needed to meet the current and projected demand for more qualified workers in health-related, engineering, and other technical occupations.
 - c. Baccalaureate programs. MCCCCD is currently developing its first baccalaureate program in biomanufacturing. MCCCCD is prepared to develop a baccalaureate in nursing to meet the growing demand by hospitals that nurses have a BSN to meet the minimum qualifications for higher-paying jobs in the field.
 - d. International Education Program. MCCCCD has more than 17 percent of the San Diego region's employment in industries that drive economic growth by bringing outside capital into the region (called traded industry clusters). These industry clusters include biomedical devices and products, biotechnology and pharmaceuticals, and clean technology. The MCCCCD region also has almost 60 percent of the jobs in action sports manufacturing. The industries in traded clusters do international business in a global economy, and they need staff with a global perspective and an understanding of other cultures.
 - e. Other programs, as supported by Labor Market Information (LMI) and other data.

7. ***Support kinesiology and athletics, including intercollegiate and intramural programs.*** The MiraCosta Athletic Plan (2014) and the Pacific Coast Athletic Conference Program Review for MiraCosta Athletics (2015) include recommendations to provide better facilities for the Kinesiology, Health, and Nutrition (KHAN) Department. The plans

make specific reference to adding women’s cross country and men’s baseball to the intercollegiate program.

8. ***Enhance professional development to increase institutional capacity and performance.*** The college needs to support professional development efforts for faculty and staff to gain new knowledge and skills that will enable them to provide high quality instruction to all students throughout the curriculum.

**Ten-Year Institutional Goal II:
MiraCosta Community College District will become the institution where each student has a high probability of student success.**

Five-Year Directions for Institutional Goal II:

9. ***Expand and enhance SSSP core services and student equity efforts for targeted populations including those identified in academic success and equity programs.*** SSSP will augment services in the areas of orientation, assessment for placement, counseling, advising, and educational planning services and follow-up for at-risk students. The college’s 2014–2017 *Student Equity Plan* includes initiatives to address gaps in these services for target student populations.
10. ***Expand student access to learning communities.*** Students participate in learning communities by enrolling in paired sets of classes so they get to know their fellow students and develop collaborative learning relationships with them. Participation in a learning community in the first year of college can be particularly effective for students both academically and socially (James, Bruch, & Jahangir, 2006; Tinto, 2008). The college currently offers two learning communities, both of which focus on basic skills courses.
11. ***Incorporate a focus on the learning environment (including student gathering spaces and flexible learning environments) in college planning.*** Collaborative learning strategies (learning communities, project-based learning, study groups, small group tutoring, etc.) require that students can find the spaces they need on campus to work together in small groups. Student gathering areas with flexible spaces and furnishings are needed to facilitate this collaborative learning.
12. ***Coordinate and integrate both learning support programs and services and student support programs and services.*** Students need to be able to find and access the learning support programs and services that are available to help them succeed. The college will coordinate tutoring services available through the Tutoring and Academic Support Center (TASC), Math Center, and Writing Center. These services are currently provided in the Hub at the Oceanside, San Elijo, and CLC Campuses.
13. ***Expand cohort programs to include themed pathways.*** MCCCCD has developed program roadmaps for eight themed pathways. These roadmaps provide a specific program of

study for each pathway and a semester-by-semester list of specific general education classes and courses in the major. Enrolling a cohort of students into these themed pathways will be facilitated by template scheduling, which will schedule the required classes together each semester and guarantee that the required classes are available. The themed pathway structure would encourage students to take their required math and English courses in their first two semesters while exploring in their major. Students in the themed pathway cohort would have priority registration into the template-scheduled classes.

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

Five-Year Directions for Institutional Goal III:

14. ***Employ student data analytics to improve outcomes at multiple levels.*** MCCCCD has developed the capacity to generate data on student learning outcomes, student performance, and student progress and to use that information in program planning and program review.

**Ten-Year Institutional Goal IV:
MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.**

Five-Year Directions for Institutional Goal IV:

15. ***Use productivity benchmarks (FTES and WSCH/FTEF) and targets to determine need for and plan new district facilities.*** MCCCCD will use the benchmarks used by colleges throughout California to maximize the productivity of the district's classrooms, laboratories, other facilities and inform allocation of space to support all program needs and address student success.

**Ten-Year Institutional Goal V:
MiraCosta Community College District will be a conscientious community partner.**

Five-Year Directions for Institutional Goal V:

16. ***Create stronger pathways from high school to MiraCosta College.*** The number of students enrolling in MCCCCD directly out of high school has decreased 18.9 percent since 2010. The district needs to conduct more outreach to the high schools whose students enroll at MiraCosta College to ensure that students see the community college as a strong option for technical training and the first two years of their post-secondary education.

17. ***Coordinate, integrate, and expand concurrent/dual enrollment.*** Encouraging students to take college classes while they are in high school will accelerate their academic progress and help convince them to enroll at MCCCDC when they complete high school.
18. ***Expand and enhance partnerships with K-12 districts to support student preparation for college-level courses.*** Overall, only 57 percent of new students place into transfer-level English, 71 percent place into transfer-level reading, and 23 percent place into transfer-level mathematics. Stronger partnerships with feeder school districts will focus on increasing these percentages so that more students can make more rapid progress in their postsecondary education.
19. ***Expand and enhance business and industry services throughout the district service area.*** In March 2015, MCCCDC opened the Technology Career Institute (TCI) in a 22,699 square foot building owned by the City of Carlsbad. Supported by a \$2.75 million grant from the U.S. Department of Labor, the TCI trains workers in the skills needed to fill the growing demand for industrial technicians in North San Diego County. The TCI provides training in industries such as high-tech manufacturing, maritime technology, and biotech manufacturing. It expands the college's machinist certificate program and created industry-recognized electronics engineering and robotics/automation certificate programs. The new facility also houses the San Diego North Small Business Development Center through which MCCCDC provides resources, workshops, and leadership programs for growing and established small businesses.
20. ***Expand and enhance community services throughout the district service area.*** MCCCDC will develop more engaging communication strategies to support outreach to the community to ensure that prospective students and community members are aware of the programs and services provided by the district.

PART IV: Enrollment Projections

Introduction to the Enrollment Projections

The MCCCCD *Educational Plan Addendum 2016–2020* is a long-range, comprehensive document that will serve as the district’s blueprint for the next five years. The addendum is intended to guide institutional and program planning and development, providing guidance to instruction, student services, and business services on the district's directions over the next five years. The Educational Plan’s guiding principles will inform college and district decisions about growth, development, and resource-allocation and align with the mission and goals in the Comprehensive Master Plan.

The Enrollment Management Plan identifies enrollment targets and future directions to achieve those targets while focusing on student success. The Enrollment Management Plan is tied to the budget allocation process and institutional program planning.

Enrollment projections were created by comparing the growth/decline in sections, WSCH, and FTES between fall 2011 and fall 2014. An annualized rate of change was then calculated out to the year 2020, based on the three-year rate of change for each program and assuming that (a) no major changes occur to the existing course offerings, and (b) enrollment growth continues.

Minor adjustments were then made on established future directions:

- MCCCCD taking over all adult education in the district. Noncredit has an additional 5 percent increase beyond the difference between fall 2011 and fall 2014 due to expansion into new areas of the district. These programs will not be located on MCCCCD campus sites.
- Moving nursing, allied health, and biotechnology to the San Elijo Campus. The *Educational Plan Addendum 2016–2020* includes a proposal to expand the allied health programs (Nursing, Pharmacology, Surgical Technology) and Biotechnology Program and to move these programs to the San Elijo Campus. None of these programs currently offers courses at San Elijo, so the total in-person enrollment would move from the Oceanside Campus to San Elijo. Moving these programs to the San Elijo Campus would increase its overall WSCH by 17 percent, assuming the space and facilities needed to offer those classes are available at that site.

Using the Enrollment Projections for Program Planning. The enrollment projections do not take elements such as facilities or budgetary restraints into consideration. The Enrollment Management Committee will assess the enrollment management plan annually to ensure that it reflects current projected demand and can be supported by projected revenue. The committee will update initiatives, strategies, and benchmarks annually based on current district challenges, institutional objectives and priorities, and projected funding levels.

These are projections, not commitments of enrollment growth. The projections are based on past performance from the time period of 2011 and 2014 and are informed by trends identified in analysis of the demographic and labor market data.

Enrollment Change: Fall 2011 & Fall 2014

	Fall 2011				Fall 2014				Percent Change		
	WSCH	FTEs	FTEF	WSCH/ FTEF	WSCH	FTEs	FTEF	WSCH/ FTEF	% Change in WSCH	% Change in FTEs	% Change in FTEF
Academic Information Services	293.05	9.49	0.80	366	314.36	10.18	0.87	363	7%	7%	8%
Arts and International Languages	23,223.92	752.07	56.26	413	24,008.58	777.48	58.62	410	3%	3%	4%
Behavioral Science, History and Community Education	13,833.93	447.99	24.47	565	15,794.50	511.48	26.87	588	14%	14%	10%
Career and Technical Education	34,225.54	1,108.34	90.58	378	40,052.90	1,297.05	101.63	394	17%	17%	12%
Letters and Communications	21,041.01	681.38	52.24	403	22,807.97	738.60	54.62	418	8%	8%	5%
Math and Sciences	42,881.82	1,388.66	86.74	494	49,178.56	1,592.57	98.70	498	15%	15%	14%
Noncredit*	13,007.89	421.24	35.31	368	11,179.49	362.03	32.48	344	-14%	-14%	-8%
Student Services	1,017.50	32.95	2.09	486	1,199.07	38.83	2.53	473	18%	18%	21%
Total	149,524.67	4,842.12	348.49	429	164,535.43	5,328.22	376.32	437	10%	10%	8%

Enrollment Projections: Fall 2020

	Fall 2014				Projected Totals: 2020			Percent Change between 2014 and 2020		
	WSCH	FTEs	FTEF	WSCH/ FTEF	Projected WSCH	Projected FTEs	Projected FTEF	Projected WSCH	Projected FTEs	Projected FTEF
Academic Information Services	314.36	10.18	0.87	363	333.58	10.80	0.93	6%	6%	7%
Arts and International Languages	24,008.58	777.48	58.62	410	24,690.36	799.56	60.68	3%	3%	4%
Behavioral Science and History	15,794.50	511.48	26.87	588	17,122.98	554.50	28.44	8%	8%	6%
Career and Technical Education	40,052.90	1,297.05	101.63	394	45,800.10	1,483.16	112.07	14%	14%	10%
Letters and Communications	22,807.97	738.60	54.62	418	24,419.29	790.78	56.71	7%	7%	4%
Math and Sciences	49,178.56	1,592.57	98.70	498	55,261.36	1,789.55	110.17	12%	12%	12%
Noncredit*	11,179.49	362.03	32.48	344	11,179.49	362.03	32.48	0%	0%	0%
Student Services	1,199.07	38.83	2.53	473	1,379.43	44.67	2.98	15%	15%	18%
Total	164,535.43	5,328.22	376.32	437	180,186.59	5,835.06	404.46	10%	10%	7%

PART V: Implications for Facilities

The five-year directions outlined in this *Educational Plan Addendum 2016–2020* create the need for new or remodeled facilities and instructional spaces. These needs have significant implications for the Facilities Plan:

- Remodeling at San Elijo to accommodate allied health programs (Nursing, Pharmacology, Surgical Technology) and Biotechnology Program (Five-Year Direction 2)
- Remodeling for any space vacated at the Oceanside Campus (Five-Year Direction 1 and 2)
- Facilities and technology needed to support growth in online programs and services (Five-Year Direction 3)
- Facilities needed for the Adult Education Program (Five-Year Direction 4)
- More flexible learning environments and student gathering places (Five-Year Direction 11).

APPENDIX A: Information for Planning

Table 1: Educational Attainment in the MCCCDC Service Area, 2013 Percent of Population Aged 25+

	Carlsbad	Del Mar	Encinitas	Oceanside	Rancho Santa Fe	Solana Beach	San Diego County
Less than a high school diploma	3.9	1.3	6.4	16.6	0.0	8.1	14.6
High school graduate (including equivalency)	12.4	4.9	12.0	21.9	4.2	8.8	19.1
Some college	20.4	11.5	17.6	25.6	9.7	14.9	22.7
Associate degree	11.2	4.7	8.7	11.1	4.2	6.4	9.1
Bachelor degree	30.9	38.6	31.9	16.5	42.5	33.6	21.5
Graduate/professional degree	21.0	39.1	23.5	8.3	39.4	28.1	13.1
Percent high school or higher	96.0	98.7	93.6	83.4	100	91.9	85.5
Percent bachelor's or higher	51.9	77.7	55.4	24.8	81.9	61.7	34.6

Table 2. Population Projections for the MCCCDC Service Area by Age

	2012	2020	2035	2050	Numeric Change 2012 to 2020	Percent Change 2012 to 2020	Numeric Change 2012 to 2050	Percent Change 2012 to 2050
18 to 19	12,950	10,341	11,276	9,578	-2,609	-20%	-3,372	-26%
20 to 24	27,438	29,233	28,995	27,231	1,795	7%	-207	-1%
25 to 29	24,749	27,096	24,036	24,870	2,347	9%	121	0%
30 to 34	24,690	26,557	23,958	27,103	1,867	8%	2,413	10%
35 to 39	24,049	29,506	27,481	28,702	5,457	23%	4,653	19%
40 to 44	27,605	27,753	31,967	28,017	148	1%	412	1%
45 to 49	27,928	26,430	30,012	26,228	-1,498	-5%	-1,700	-6%
50 to 54	28,798	26,197	28,919	26,285	-2,601	-9%	-2,513	-9%
55 to 59	25,665	27,922	23,928	26,908	2,257	9%	1,243	5%
60 to 61	9,014	11,251	8,624	9,690	2,237	25%	676	7%
62 to 64	12,704	15,936	13,213	15,132	3,232	25%	2,428	19%
65 to 69	15,929	22,833	21,781	24,234	6,904	43%	8,305	52%
70 to 74	10,244	17,573	21,875	19,118	7,329	72%	8,874	87%
75 to 79	7,935	10,891	19,412	15,882	2,956	37%	7,947	100%
80 to 84	6,717	6,981	14,576	13,716	264	4%	6,999	104%
85 and over	8,044	8,762	14,803	22,356	718	9%	14,312	178%

Table 3: Credit Students by Ethnicity

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
American Indian/Alaska Native	0.4%	0.4%	0.4%	0.4%	0.3%
Asian	7.7%	7.6%	7.3%	7.3%	7.4%
Black/African American	3.8%	3.8%	3.6%	3.6%	3.4%
Hispanic	27.0%	28.7%	30.8%	32.3%	33.8%
Pacific Islander	0.6%	0.6%	0.5%	0.5%	0.5%
Two or More Races	5.2%	5.9%	6.5%	6.7%	7.0%
Unknown	2.7%	2.1%	1.9%	2.0%	2.0%
White	52.6%	50.9%	48.9%	47.2%	45.6%

Table 4: Student Population by Age

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
17andUnder	4.7%	4.0%	3.8%	3.6%	4.5%
18to20	34.0%	34.1%	33.7%	33.2%	33.8%
21to24	23.8%	25.0%	25.3%	26.2%	25.5%
25to29	14.0%	14.3%	15.0%	15.3%	15.5%
30to34	6.6%	6.9%	7.0%	7.0%	7.0%
35to39	4.3%	4.0%	4.1%	3.9%	3.8%
40to44	3.6%	3.3%	3.0%	2.8%	2.9%
45to54	5.9%	5.5%	5.1%	4.9%	4.4%
55to64	2.7%	2.5%	2.3%	2.4%	2.0%
65andOver	0.7%	0.5%	0.6%	0.6%	0.6%

Table 5: Student Population by Military Status

	2012/13	2013/14	2014/15
Member of the National Guard	12	20	27
Member of the Active Reserve	58	69	55
Veteran	1,011	1,162	980
Active Duty	141	184	149
Grand Total	1,222	1,435	1,211

	2012/13	2013/14	2014/15
Parent/Guardian/Spouse is a member of the National Guard	8	11	17
Parent/Guardian/Spouse is a member of the Active Reserve	19	28	30
Parent/Guardian/Spouse is a veteran	370	618	689
Parent/Guardian/Spouse is currently on Active Duty	126	196	176
Grand Total	523	853	912

Table 6: Student Fall Semester Headcount Enrollment, 2000–2014

Fall Semester	Unduplicated Headcount
2000	11,865
2001	12,306
2002	14,588
2003	13,352
2004	13,035
2005	13,409
2006	16,611
2007	14,038
2008	15,429
2009	17,140
2010	16,701
2011	16,138
2012	16,328
2013	16,125
2014	16,173

Table 7: Enrollments per Campus

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Difference between 2010 & 2014	% Change
Community Learning Center	65	228	359	362	204	139	214%
Oceanside	23,439	23,276	23,986	23,621	24,115	676	3%
San Elijo	7,837	6,933	6,827	6,620	6,397	(1,440)	-18%
Online	6,376	7,165	8,135	8,747	9,127	2,751	43%
Other Locations	163	80	11	11	195	32	20%
Grand Total	37,880	37,682	39,318	39,361	40,038	2,158	6%

Table 8: Placement Rates in English, ESL, Reading, and Math

English Placement

Level	Course	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Transfer	English 100	56%	56%	54%	55%	57%
One Level Below	English 50 or ESL 50	32%	33%	34%	33%	32%
Two Levels Below	English 49 or ESL 49	7%	7%	8%	8%	6%
Two or More Levels Below	Non-credit, English 49 or ACE/ESL 49	4%	4%	5%	4%	4%

ESL Placement

Level	Course	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
One Level Below	ESL 50/ACE 50	26%	29%	32%	33%	35%
Two Levels Below	ESL 49/ACE 49	44%	39%	39%	40%	39%
Two or More Levels Below	Noncredit or ESL 49/ACE 49	21%	20%	20%	15%	19%
More than Two Levels Below	Noncredit	10%	13%	8%	12%	6%

Reading Placement

Level	Course	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Transfer	Reading 100	73%	72%	69%	71%	72%
One Level Below	Reading 30	27%	28%	31%	29%	28%

Math Placement

Level	Course	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Transfer	Math 150	3%	3%	3%	3%	3%

Transfer	Math 135 or Math 150	1%	1%	1%	1%	1%
Transfer	Math 131	0%	0%	0%	0%	1%
Transfer	Math 103-130 except Math 106	13%	11%	10%	11%	11%
Transfer	Math 64/Math 103-130 except Math 106	9%	9%	9%	9%	10%
One Level Below	Math 64	8%	8%	8%	8%	7%
One Level Below	Math 30 or 64	8%	8%	9%	8%	8%
Two Levels Below	Math 30	18%	17%	17%	17%	17%
Two Levels Below	Math 20 or 30	16%	17%	18%	17%	16%
Three Levels Below	Math 20	9%	11%	10%	11%	10%
Three or More Levels Below	Noncredit or Math 20	1%	1%	1%	1%	1%
	No Placement	14%	14%	14%	14%	16%

[Table 9: Course Retention and Completion](#)

Successful Course Completion (Passed course with a grade of “C” or better)

Annual	College	Statewide
2010-2011	68%	68%
2011-2012	69%	69%
2012-2013	69%	70%
2013-2014	70%	70%
2014-2015	70%	69%

Course Retention (Finished course without receiving a “W” grade)

Annual	College	Statewide
2010-2011	82%	84%
2011-2012	82%	85%
2012-2013	82%	86%
2013-2014	83%	86%
2014-2015	82%	86%

[Table 10: Basic Skills Improvement Rates by Program](#)

	2004/05	2005/06	2006/07	2007/08	2008/09
English	38.20%	38.30%	42.80%	40.00%	38.90%
ESL	29.60%	31.00%	31.50%	38.80%	30.70%
Math	36.50%	36.60%	37.20%	39.20%	39.10%

Table 11: Units Earned Without a Degree

	Number of Students	% of Non-Degree Holders
No Units	807	8%
0.5-12 Units Passed	2,799	26%
12.5-24 Units	2,381	22%
24.5-36	1,813	17%
36.5-48	1,152	11%
48.5-60 Units	869	8%
60.5-72 Units	501	5%
72.5-84 Units	252	2%
84.5-96 Units	88	1%
96.5 or More Units	63	1%

Table 12: Collegewide WSCH/FTEF

WSCH, FTES AND WSCH/FTEF – DISTRICTWIDE, CREDIT AND NONCREDIT

	Fall 2011				Fall 2014			
	Sections	WSCH	FTES	WSCH /FTEF	Sections	WSCH	FTES	WSCH /FTEF
Academic Information Services	5	293.05	9.49	366	5	314.36	10.18	363
Arts and International Languages	232	23,223.92	752.07	413	230	24,011.36	777.57	410
Behavioral Science, History and Community Education	136	13,833.93	447.99	565	148	15,794.50	511.48	588
Career and Technical Education	357	34,225.54	1,108.34	378	445	40,021.72	1,296.04	394
Letters and Communications	219	21,041.01	681.38	403	235	22,807.97	738.6	418
Math and Sciences	318	42,881.82	1,388.66	494	344	49,156.33	1,591.85	498
Noncredit	177	13,007.89	421.24	368	168	11,179.49	362.03	344
Student Services	17	1,017.50	32.95	486	16	1,199.07	38.83	473
Total	1,461	149,524.67	4,842.12	429	1,591	164,535.43	5,328.22	437

Table 13A: Student Participation in Student Services Programs

	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015
Admissions & Records/Evaluations*					
Applications	31,011	35,529	29,498	26,451	25,767
Graduation Evaluations	403	428	446	454	581
Academic Proctoring Center	2,408	2,829	2,912	3,830	5,399
Athletics - All	88	54	105	87	108
Athletics - Men's Basketball	17	18	17	16	18
Athletics - Women's Basketball	15	13	17	12	10
Athletics - Men's Soccer	32		38	39	36
Athletics - Women's Soccer	25	24	34	20	21
Athletics - Women's Volleyball					20
Athletics - Women's Sand Volleyball					13
Career Center	1,411	1,268	1,692	1,530	1,465
Counseling	9,882	9,889	11,157	9,959	11,364
Counseling Oceanside	8,316	7,778	9,156	7,977	9,546
Counseling - San Elijo	1,828	2,427	2,295	2,388	2,140
Disabled Students Programs and Services (DSPS)	924	935	947	983	1,087
Extended Opportunity Program and Services (EOPS)	536	565	573	607	605
CalWORKS	176	165	157	164	218
CARE	56	41	53	45	58
Financial Aid	7,797	9,320	10,683	11,325	12,911
Health Services (RN, NP, MFT)	5,806	6,235	6,449	5,538	5,461
International Students	208	198	224	227	262
Library Services - All*					7,999
Library Services - Chat					123
Library Services - Reference Desk					615
Library Services -EZ Proxy					7,741
Testing	6,707	7,971	9,007	11,019	14,178
Military Benefits Recipient	1,087	1,337	1,489	1,356	1,208
Military Student Group			1,296	1,554	1,345
Puente	-	-	26	45	96
Service Learning					
Student participants	1,070	1,223	855	1,461	1,196
Service Learning Courses					
Transfer Center - All	1,644	1,673	1,911	2,234	2,151
Transfer Center - Oceanside	1,377	1,440	1,675	1,966	1,451
Transfer Center - San Elijo	318	281	305	339	819
Umoja	-	-	37	46	73

*fall semester data only

Table 13B: Tutoring and Academic Support Center Contacts 2010-2014

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Appointments OCN	8,591	11,245	10,553	9,582	9,333
Appointments SEC	1,846	2,136	1,779	2,169	2,194
Appointments CLC	3,525	2,452	2,875	3,586	3,261
Drop-ins	1,869	2,323	3,258	5,275	6,800
eTutoring	none	none	379	641	358
Group Appointments OCN	no tracking	no tracking	692	1,232	1,479
Group Appointments SEC	no tracking	no tracking	35	86	216
Facilitated Learning Sessions	6,326	6,506	5,738	5,793	4,834
Student Success Workshops	854	716	502	595	856
TOTAL	23,011	25,378	25,811	28,959	29,331

Table 13C: Writing Center Contacts by Campus– 2014/15

The Writing Center Services counts are tracked by campus in the following ways:

- **Attended Sessions:** Individual appointments attended by students in the writing center
- **Unattended Sessions:** Individual appointments scheduled, but not kept by students
- **Unique Students:** An unduplicated count of students who used the center in that time period
- **Courses:** Number of courses for which students required assistance
- **Groups:** Total attendance for group events

Oceanside Campus 2014/2015					
	Attended Sessions	Unattended Sessions	Unique Students	Courses	Groups
September	878	64	489	74	118
October	723	65	420	55	65
November	601	67	358	56	37
December (1/2 month)	277	25	184	45	1
Fall 2014 Subtotal	2,479	221		116	221
February ¹ (includes Jan.)	745	68	411	69	122
March	548	56	342	57	108
April	608	45	330	21	165
May (1/2 month)	494	28	281	66	69
Spring 2015 Subtotal	2,395	197		116	464
Summer 2015 Subtotal	558	50	209	38	39
Oceanside Campus: Grand Total 2014/15	5,432	468			724

San Elijo Campus 2014/2015				
	Attended Sessions	Unattended Sessions	Unique Students	Courses
September	89	3	58	22
October	94	9	72	20
November	110	21	75	24
December (1/2 month)	52	7	40	16
Fall 2014 Total	345	40		40
February¹ (includes Jan.)	59	8	45	15
March	62	7	45	15
April	85	7	56	3
May (1/2 month)	62	8	43	0
Spring 2015 Total	268	30		31
Summer 2015 Total	n/a	n/a	n/a	n/a
San Elijo Campus: Grand Total 2014/15	613	70		

[Table 14: Enrollment Projections Districtwide and by Campus 2020](#)

The Enrollment Management Plan identifies enrollment targets and outlines strategies and benchmarks to achieve those targets while focusing on student success. The Enrollment Management Plan is tied to the budget allocation process and institutional program planning.

Enrollment projections were created by comparing the growth/decline in sections, WSCH, and FTES between fall 2011 and fall 2014. An annualized rate of change was then calculated out to the year 2020, based on the three-year rate of change for each program and assuming that (a) no major changes occur to the existing course offerings, and (b) enrollment growth continues.

Minor adjustments were then made on established future directions:

- MCCCDC taking over all adult education in the district. Noncredit has an additional 5 percent increase beyond the difference between fall 2011 and fall 2014 due to expansion into new areas of the district. These programs will not be located on any of the MCCCDC campus sites.
- Moving nursing, allied health, and biotechnology to the San Elijo Campus. In fall 2014, allied health and biotechnology generated 3,932.88 WSCH, approximately 2 percent of the total WSCH generated by the district, and 4 percent of the WSCH generated by the Oceanside Campus. The *Educational Plan Addendum 2016–2020* includes a proposal to expand the allied health programs (Nursing, Pharmacology, and Surgical Technology) and Biotechnology Program and to move these programs to the San Elijo Campus. None of these programs currently offers courses at San Elijo, so the total in-person enrollment would move from the Oceanside Campus to San Elijo. Moving these programs to the San Elijo Campus would increase its overall WSCH by 17 percent, assuming the space and facilities needed to offer those classes are available at that site.

Using the Enrollment Projections for Program Planning. The enrollment projections do not take elements such as facilities or budgetary restraints into consideration. The Enrollment Management Committee will assess the enrollment management plan annually to ensure that it reflects current projected demand and can be supported by projected revenue. The committee will update initiatives, strategies, and benchmarks annually based on current district challenges, institutional objectives and priorities, and projected funding levels.

EDUCATIONAL PLAN ADDENDUM 2016–2020

These are projections, not commitments of enrollment growth. The projections are based on past performance form the time period of 2011 and 2014 and are informed by trends identified in analysis of the demographic and labor market data.

Districtwide					Percent Change 2011 to 2014			Projected Totals: 2020			Percent Change between 2014 and 2020		
	Fall 2014				% Change in WSCH	% Change in FTES	% Change in FTEF	Projected WSCH	Projected FTES	Projected FTEF	Projected WSCH	Projected FTES	Projected FTEF
	WSCH	FTES	FTEF	WSCH/FTEF									
Academic Information Services	314.36	10.18	0.87	363	7%	7%	8%	333.58	10.80	0.93	6%	6%	7%
Arts and International Languages	24,008.58	777.48	58.62	410	3%	3%	4%	24,690.36	799.56	60.68	3%	3%	4%
Behavioral Science and History	15,794.50	511.48	26.87	588	14%	14%	10%	17,122.98	554.50	28.44	8%	8%	6%
Career and Technical Education	40,052.90	1,297.05	101.63	394	17%	17%	12%	45,800.10	1,483.16	112.07	14%	14%	10%
Letters and Communications	22,807.97	738.60	54.62	418	8%	8%	5%	24,419.29	790.78	56.71	7%	7%	4%
Math and Sciences	49,178.56	1,592.57	98.70	498	15%	15%	14%	55,261.36	1,789.55	110.17	12%	12%	12%
Noncredit*	11,179.49	362.03	32.48	344	-14%	-14%	-8%	11,179.49	362.03	32.48	0%	0%	0%
Student Services	1,199.07	38.83	2.53	473	18%	18%	21%	1,379.43	44.67	2.98	15%	15%	18%
Total	164,535.43	5,328.22	376.32	437	10%	10%	8%	180,186.59	5,835.06	404.46	10%	10%	7%

Oceanside					Percent Change 2011 to 2014			Projected Totals: 2020			Percent Change between 2014 and 2020		
	Fall 2014				% Change in WSCH	% Change in FTES	% Change in FTEF	Projected WSCH	Projected FTES	Projected FTEF	Projected WSCH	Projected FTES	Projected FTEF
	WSCH	FTES	FTEF	WSCH/FTEF									
Academic Information Services	88.01	2.85	0.27	330	-40%	-40%	-33%	58.42	1.89	0.19	-34%	-34%	-28%
Arts and International Languages	15,902.89	514.99	40.24	395	0%	0%	2%	15,842.47	513.03	40.77	0%	0%	1%
Behavioral Science and History	9,201.62	297.98	15.13	608	9%	9%	6%	9,681.68	313.53	15.68	5%	5%	4%
Career and Technical Education	26,453.35	856.65	74.95	353	18%	18%	15%	30,521.18	988.38	84.70	15%	15%	13%
Letters and Communications	14,648.85	474.38	34.94	419	5%	5%	0%	15,233.79	493.32	34.80	4%	4%	0%
Math and Sciences	30,755.24	995.96	61.47	500	17%	17%	15%	35,064.45	1,135.51	69.37	14%	14%	13%
Noncredit*								-	-	-			
Student Services	775.71	25.12	1.67	464	13%	13%	14%	858.63	27.81	1.86	11%	11%	12%
Total	97,825.68	3,167.93	228.67	428	11%	11%	9%	107,260.63	3,473.47	247.37	10%	10%	8%

EDUCATIONAL PLAN ADDENDUM 2016–2020

San Elijo					Percent Change 2011 to 2014			Projected Totals: 2020			Percent Change between 2014 and 2020		
Fall 2014					% Change in WSCH	% Change in FTES	% Change in FTEF	Projected WSCH	Projected FTES	Projected FTEF	Projected WSCH	Projected FTES	Projected FTEF
WSCH	FTES	FTEF	WSCH/ FTEF										
Academic Information Services								-	-	-			
Arts and International Languages	3,171.68	102.71	7.82	406	-22%	-22%	-21%	2,596.27	84.08	6.41	-18%	-18%	-18%
Behavioral Science and History	2,777.04	89.93	4.73	587	6%	6%	-4%	2,868.31	92.89	4.62	3%	3%	-2%
Career and Technical Education	2,400.30	77.73	4.91	489	-6%	-6%	-15%	2,281.77	73.89	4.31	-5%	-5%	-12%
Letters and Communications	5,965.40	193.18	14.61	408	11%	11%	9%	6,535.62	211.65	15.66	10%	10%	7%
Math and Sciences	10,770.02	348.77	21.87	493	3%	3%	2%	11,008.67	356.50	22.21	2%	2%	2%
Noncredit*								-	-	-			
Student Services	96.35	3.12	0.27	361	-37%	-37%	-20%	66.82	2.16	0.22	-31%	-31%	-17%
Total	25,180.79	815.44	54.21	465	0%	0%	-3%	25,357.45	821.16	53.43	1%	1%	-1%

CLC					Percent Change 2011 to 2014			Projected Totals: 2020			Percent Change between 2014 and 2020		
Fall 2014					% Change in WSCH	% Change in FTES	% Change in FTEF	Projected WSCH	Projected FTES	Projected FTEF	Projected WSCH	Projected FTES	Projected FTEF
WSCH	FTES	FTEF	WSCH/ FTEF										
Academic Information Services								-	-	-			
Arts and International Languages	122.28	3.96	0.31	396	-9%	-9%	-50%	113.30	3.67	0.18	-7%	-7%	-42%
Behavioral Science and History	220.17	7.13	0.47	472	10%	10%	17%	232.66	7.53	0.51	6%	6%	10%
Career and Technical Education					-100%	-100%	-100%	-	-	-			
Letters and Communications								-	-	-			
Math and Sciences	534.84	17.32	1.20	446	161%	161%	125%	1,290.68	41.80	2.50	141%	141%	109%
Noncredit*	11,136.56	360.64	31.47	354	-13%	-13%	-11%	11,136.56	360.64	31.47	0%	0%	0%
Student Services								-	-	-			
Total	12,013.86	389.05	33.45	359	-12%	-12%	-12%	12,773.21	413.64	34.67	6%	6%	4%

EDUCATIONAL PLAN ADDENDUM 2016–2020

Distance Education (51% or more online)					Percent Change 2011 to 2014			Projected Totals: 2020			Percent Change between 2014 and 2020		
	Fall 2014				% Change in WSCH	% Change in FTES	% Change in FTEF	Projected WSCH	Projected FTES	Projected FTEF	Projected WSCH	Projected FTES	Projected FTEF
	WSCH	FTES	FTEF	WSCH/FTEF									
Academic Information Services	226.35	7.33	0.60	377	55%	55%	50%	332.20	10.76	0.85	47%	47%	42%
Arts and International Languages	4,562.83	147.76	9.52	479	49%	49%	57%	6,454.02	209.00	14.12	41%	41%	48%
Behavioral Science and History	3,595.67	116.44	6.53	550	42%	42%	34%	4,467.74	144.68	7.84	24%	24%	20%
Career and Technical Education	11,199.25	362.67	21.77	514	28%	28%	19%	13,857.38	448.75	25.27	24%	24%	16%
Letters and Communications	1,995.77	64.63	4.60	434	17%	17%	25%	2,289.22	74.13	5.59	15%	15%	21%
Math and Sciences	6,875.43	222.65	13.70	502	18%	18%	20%	7,934.91	256.96	16.03	15%	15%	17%
Noncredit*	42.92	1.39	0.22	195	-70%	-70%	-78%	42.92	1.39	0.22	0%	0%	0%
Student Services	327.02	10.59	0.60	545	84%	84%	104%	564.09	18.27	1.14	72%	72%	90%
Total	28,825.24	933.46	57.54	501	29%	29%	25%	35,942.49	1,163.94	71.07	25%	25%	24%

(The table below is a sub-set of the *Distance Education* category above.)

100% Online

					Percent Change 2011 to 2014			Projected Totals: 2020			Percent Change between 2014 and 2020		
	Fall 2014				% Change in WSCH	% Change in FTES	% Change in FTEF	Projected WSCH	Projected FTES	Projected FTEF	Projected WSCH	Projected FTES	Projected FTEF
	WSCH	FTES	FTEF	WSCH/FTEF									
Academic Information Services	226.35	7.33	0.60	377	55%	55%	50%	332.20	10.76	0.85	47%	47%	42%
Arts and International Languages	2,799.27	90.65	5.88	476	-5%	-5%	4%	2,693.33	87.22	6.07	-4%	-4%	3%
Behavioral Science and History	1,995.47	64.62	3.60	554	20%	20%	13%	2,229.56	72.20	3.87	12%	12%	7%
Career and Technical Education	10,878.10	352.27	21.22	513	27%	27%	17%	13,317.06	431.25	24.18	22%	22%	14%
Letters and Communications	1,995.77	64.62	4.60	434	17%	17%	25%	2,289.22	74.11	5.59	15%	15%	21%
Math and Sciences	2,949.35	95.51	5.70	517	6%	6%	7%	3,093.60	100.18	6.03	5%	5%	6%
Noncredit*								-	-	-			
Student Services	327.02	10.59	0.60	545	84%	84%	104%	564.09	18.27	1.14	72%	72%	90%
Total	21,171.02	685.59	42.20	502	18%	18%	15%	24,519.05	793.99	47.74	16%	16%	13%

Other (Credit classes offered at off-campus sites)	Fall 2014			
	WSCH	FTES	FTEF	WSCH/ FTEF
Academic Information Services				
Arts and International Languages	248.89	8.06	0.73	341
Behavioral Science and History				
Career and Technical Education				
Letters and Communications	197.94	6.41	0.47	421
Math and Sciences	243.03	7.87	0.47	517
Noncredit*				
Student Services				
Total	689.86	22.34	1.67	413

Figure A: Career Opportunities by Entry Level Education, San Diego County, 2012 – 2022

Fastest Growing (New Jobs from Industry Growth)	Entry Level Education	Largest Growing (New Jobs and Replacement Needs)
<p>Health Specialties Teachers, Postsecondary (40.0% or 360 jobs) Biochemists and Biophysicists (26.1% or 480 jobs) Computer and Information Research Scientists (24.3% or 280 jobs) Physical Therapists (22.6% or 330 jobs) Biological Science Teachers, Postsecondary (22.5% or 180 jobs)</p>	Doctoral or Professional Degree	<p>Lawyers (2,760 jobs) Medical Scientists, Except Epidemiologists (1,740 jobs) Biochemists and Biophysicists (1,000 jobs) Pharmacists (880 jobs) Physical Therapists (700 jobs)</p>
<p>Nursing Instructors and Teachers, Postsecondary (41.5% or 170 jobs) Urban and Regional Planners (38.2% or 210 jobs) Statisticians (35.7% or 150 jobs) Physician Assistants (34.7% or 250 jobs) Nurse Practitioners (30.9% or 250 jobs)</p>	Master’s Degree	<p>Educational, Guidance, School, and Vocational Counselors (1,060 jobs) Education Administrators, Postsecondary (680 jobs) Healthcare Social Workers (460 jobs) Urban and Regional Planners (460 jobs) Education Administrators, Elementary and Secondary School (440 jobs)</p>
<p>Market Research Analysts and Marketing Specialists (49.1% or 3,120 jobs) Operations Research Analysts (45.3% or 390 jobs) Cost Estimators (43.3% or 1,200 jobs) Vocational Education Teachers, Postsecondary (43.0% or 650 jobs) Meeting, Convention, and Event Planers (40.2% or 470 jobs)</p>	Bachelor’s Degree	<p>General and Operations Managers (8,960 jobs) Accountants and Auditors (6,200 jobs) Management Analysts (4,510 jobs) Market Research Analysts and Marketing Specialists (3,990 jobs) Software Developers, Applications (3,420 jobs)</p>
<p>Web Developers (34.9% or 680 jobs) Environmental Science and Protection Technicians, Including Health (34.7% or 170 jobs) Diagnostic Medical Sonographers (31.5% or 170 jobs) Paralegals and Legal Assistants (29.8% or 980 jobs) Veterinary Technologists and Technicians (28.1% or 340 jobs)</p>	Associate Degree	<p>Registered Nurses (6,750 jobs) Preschool Teachers, Except Special Education (1,950 jobs) Paralegals and Legal Assistants (1,520 jobs) Web Developers (990 jobs) Electrical and Electronics Engineering Technicians (960 jobs)</p>
<p>Skincare Specialists (41.8% or 280 jobs) Telecommunications Equipment Installers and Repairers, Except Line Installers (35.9% or 700 jobs) Audio and Video Equipment Technicians (29.6% or 160 jobs) Heating, Air Conditioning, and Refrigeration Mechanics and Installers (27.1% or 390 jobs) Licensed Practical and Licensed Vocational Nurses (25.6% or 1,300 jobs)</p>	Postsecondary Non-degree Award	<p>Nursing Assistants (3,430 jobs) Medical Assistants (2,660 jobs) Licensed Practical and Licensed Vocational Nurses (2,540 jobs) Heavy and Tractor-Trailer Truck Drivers (2,140 jobs) Hairdressers, Hairstylists, and Cosmetologists (2,020 jobs)</p>
<p>Computer User Support Specialists (34.1% or 2,090 jobs) Teacher Assistants (9.9% or 840) Computer, Automated Teller, and Office Machine Repairers (7.2% or 100)</p>	Some College, No Degree	<p>Computer User Support Specialists (3,050 jobs) Teacher Assistants (2,770) Computer, Automated Teller, and Office Machine Repairers (390)</p>
<p>Brickmasons and Blockmasons (62.3% or 380 jobs) First-Line Supervisors of Construction Trades and Extraction Workers (40.3% or 1,960 jobs) Carpenters (39.0% or 2,350 jobs) Glaziers (38.3% or 310 jobs) Tire Repairers and Changers (37.6% or 320 jobs)</p>	High School Diploma or Equivalent	<p>Office Clerks, General (10,350 jobs) Customer Service Representatives (9,040 jobs) Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (6,730 jobs) First-Line Supervisors of Office and Administrative Support Workers (5,630 jobs) First-Line Supervisors of Retail Sales Workers (4,840 jobs)</p>
<p>Personal Care Aides (52.7% or 10,940 jobs) Tile and Marble Setters (46.8% or 360 jobs) Painters, Construction and Maintenance (46.3% or 2,500 jobs) Cement Masons and Concrete Finishers (42.9% or 540 jobs) Construction Laborers (42.8% or 4,040 jobs)</p>	Less than High School	<p>Retail Salespersons (21,150 jobs) Waiters and Waitresses (19,020 jobs) Cashiers (17,760 jobs) Combined Food Preparation and Serving Workers, Including Fast Food (16,200 jobs) Personal Care Aides (12,420 jobs)</p>

[Figure B: Ethnic Distribution by Population Group](#)

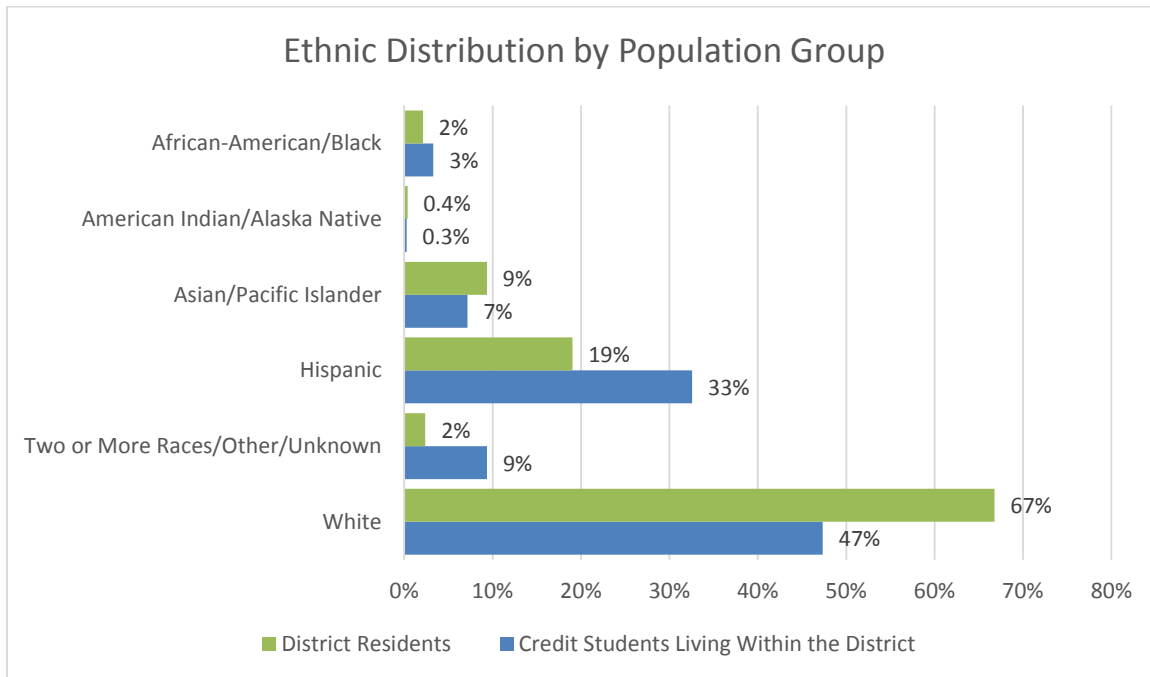


Figure C: Student Ethnicity by Campus

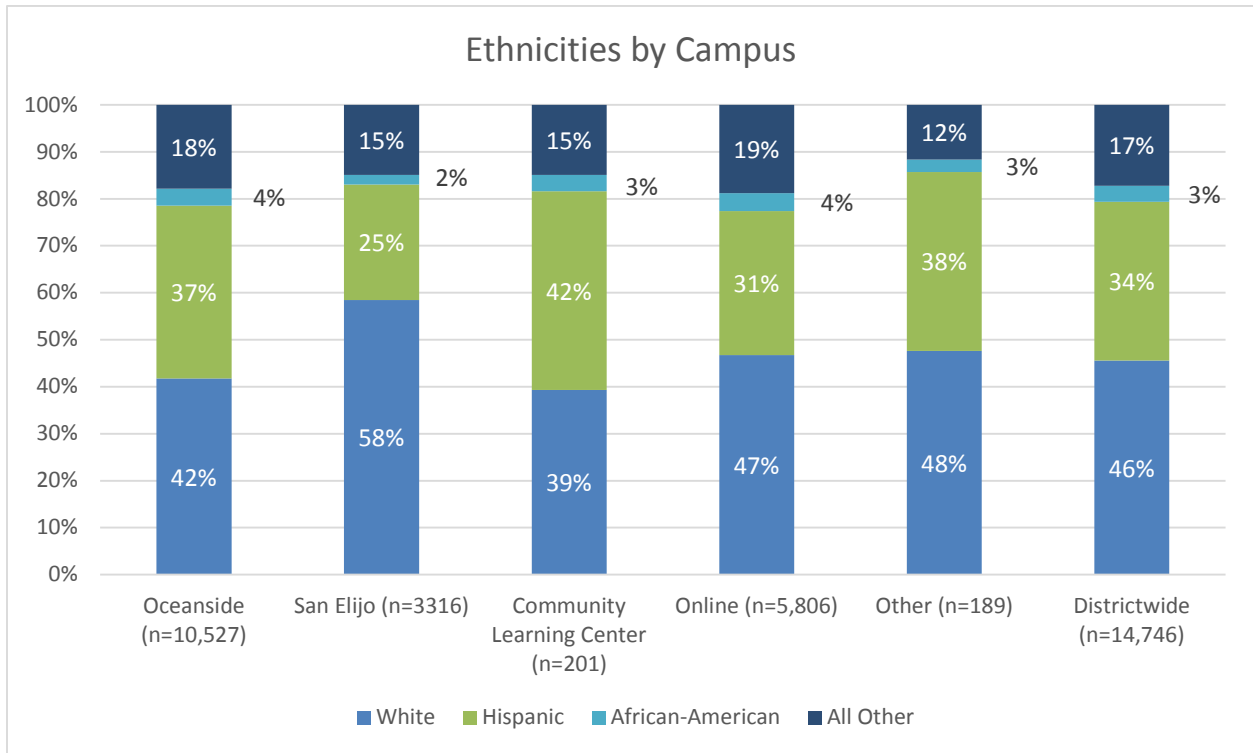
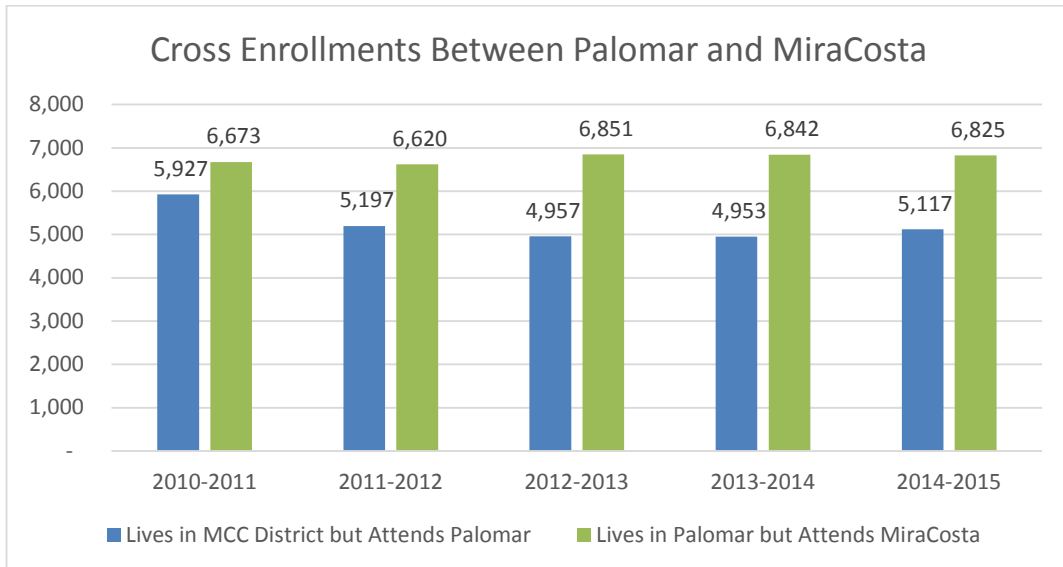
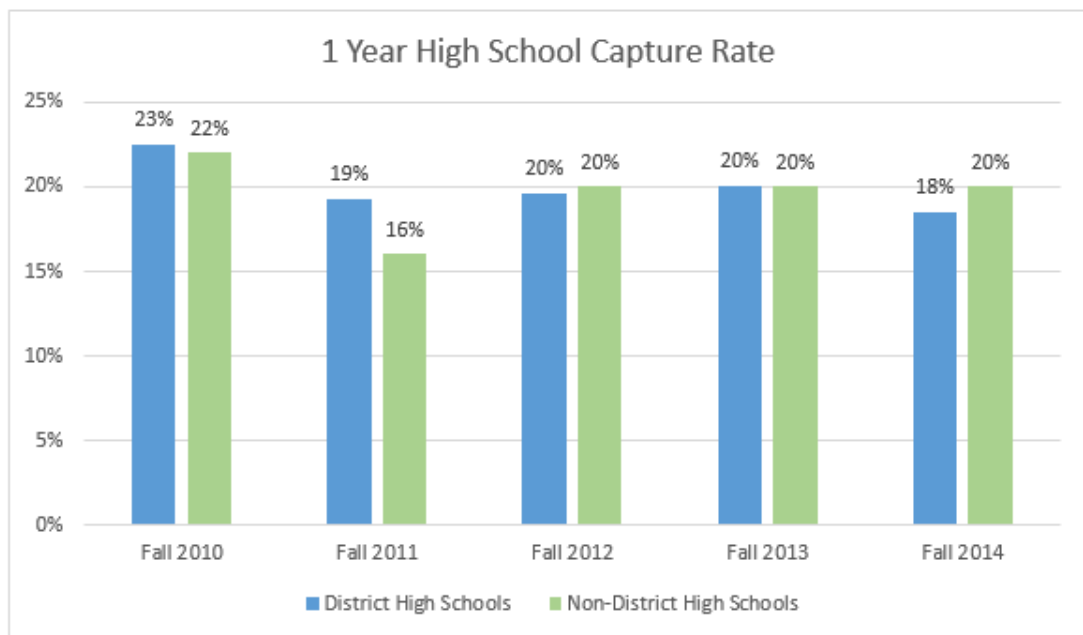
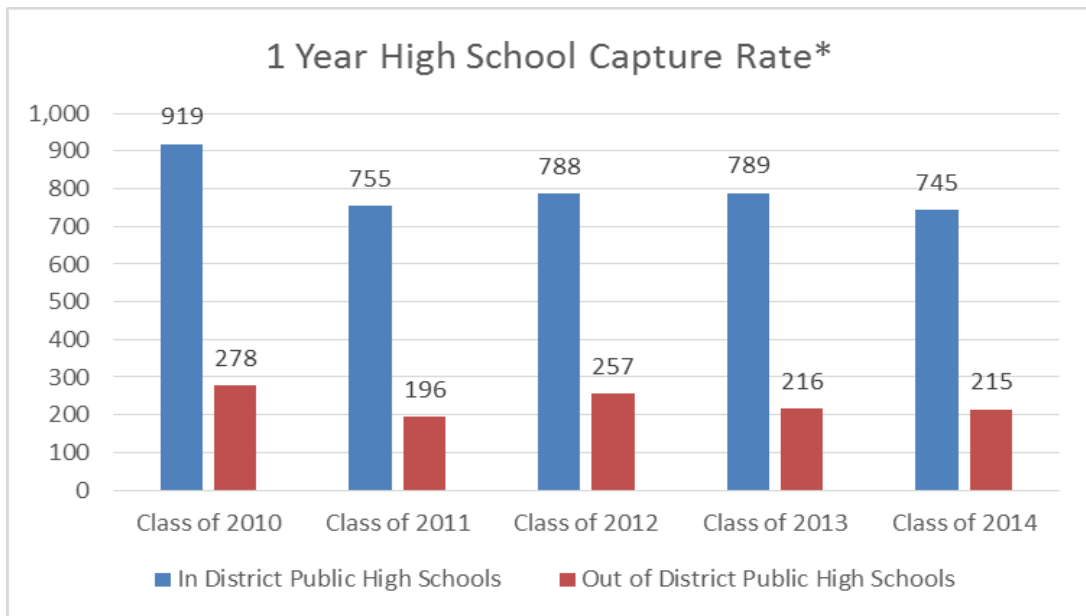


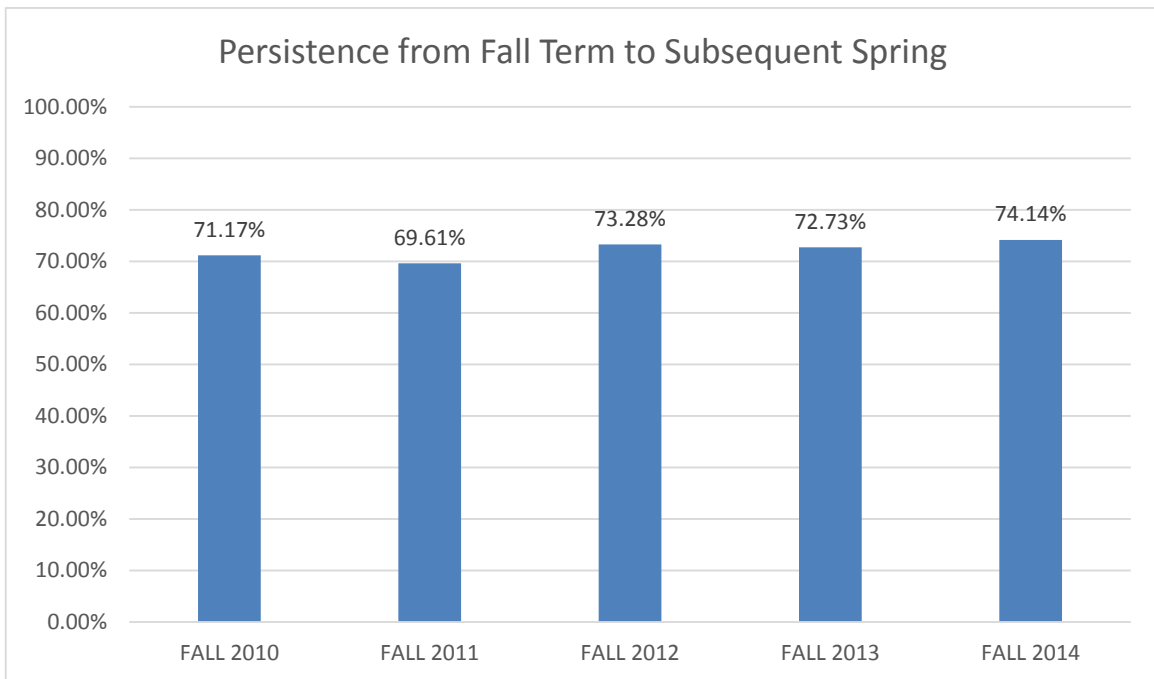
Figure D: Cross Enrollments Between Palomar and MiraCosta



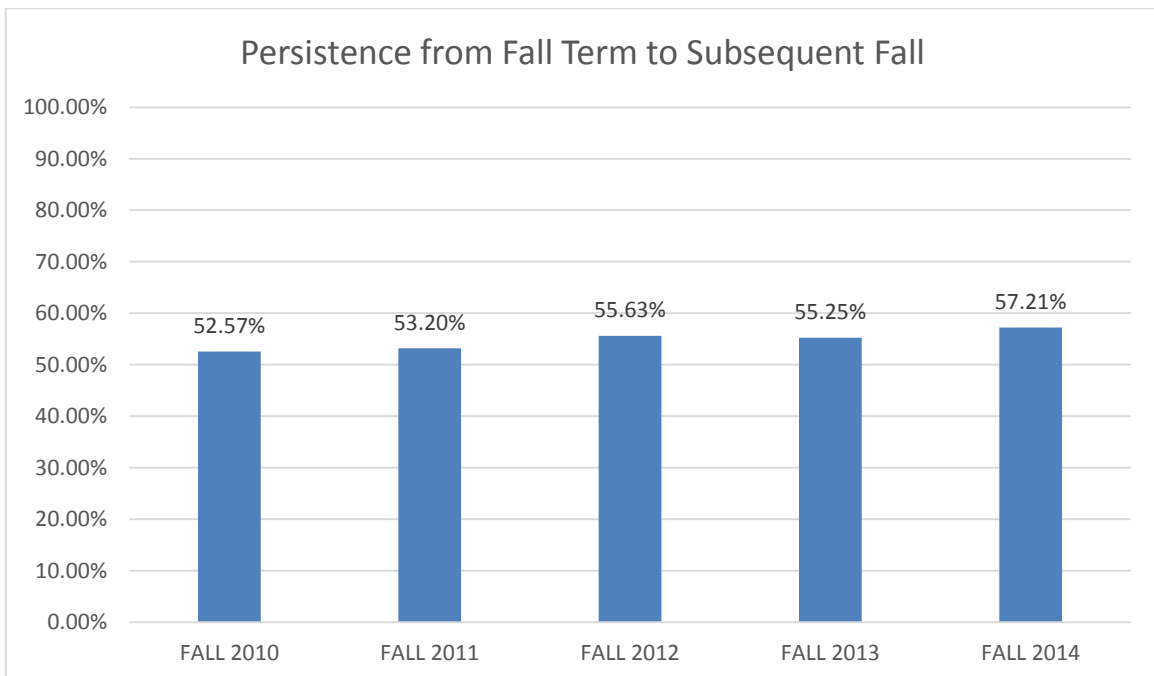
[Figure E: One Year High School Capture Rate, Classes of 2010–2014](#)



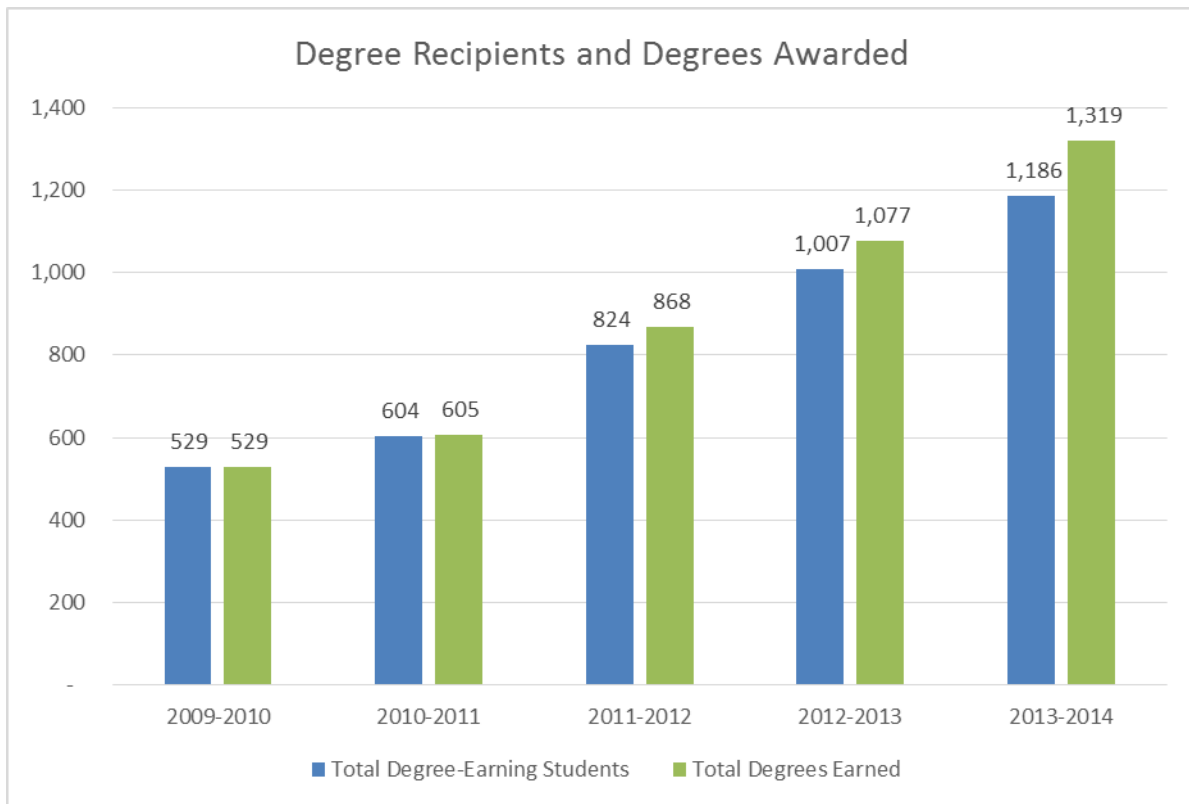
[Figure F: Student Persistence from Fall Term to the Subsequent Spring Term](#)



[Figure G: Student Persistence from Fall Term to the Subsequent Fall Term](#)



[Figure H: Number of Degrees Awarded Annually, 2009/2010 to 2013/2014](#)



[Figure I: Number of Certificates Awarded Annually, 2009/2010 to 2013/2014](#)

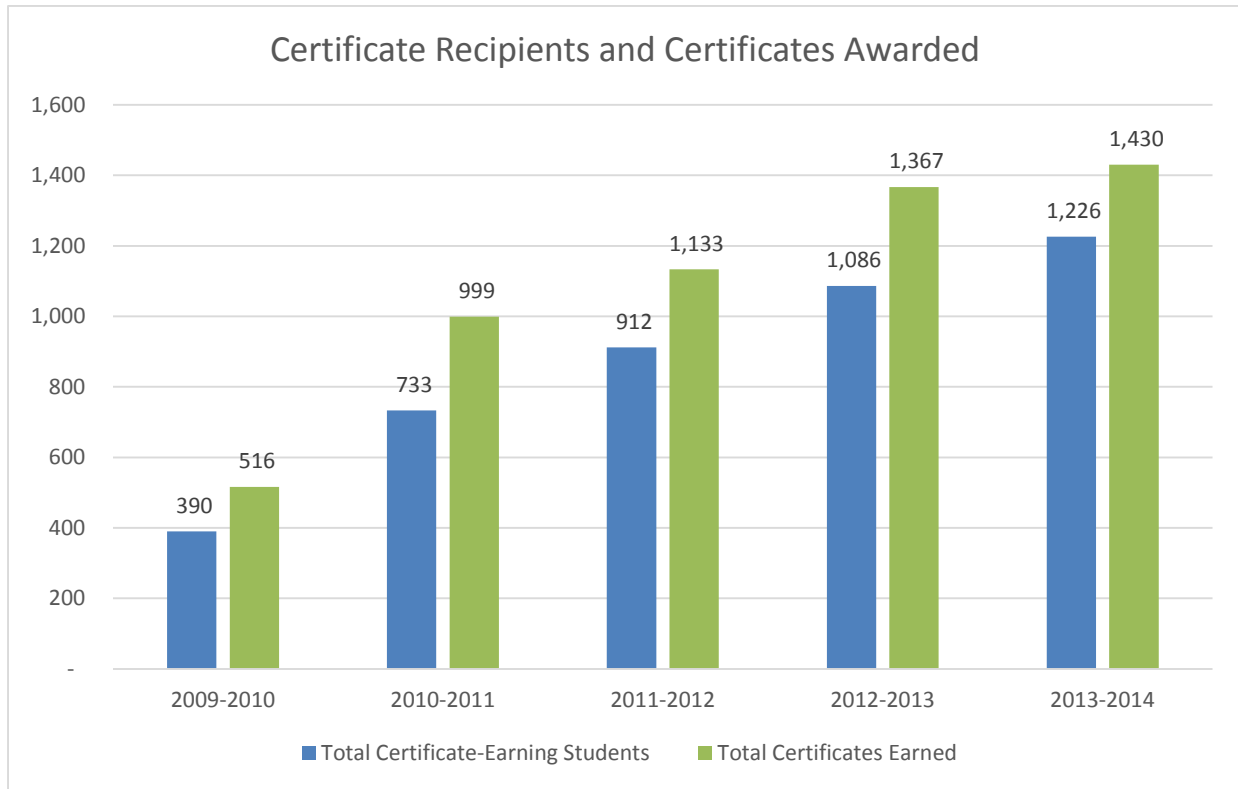
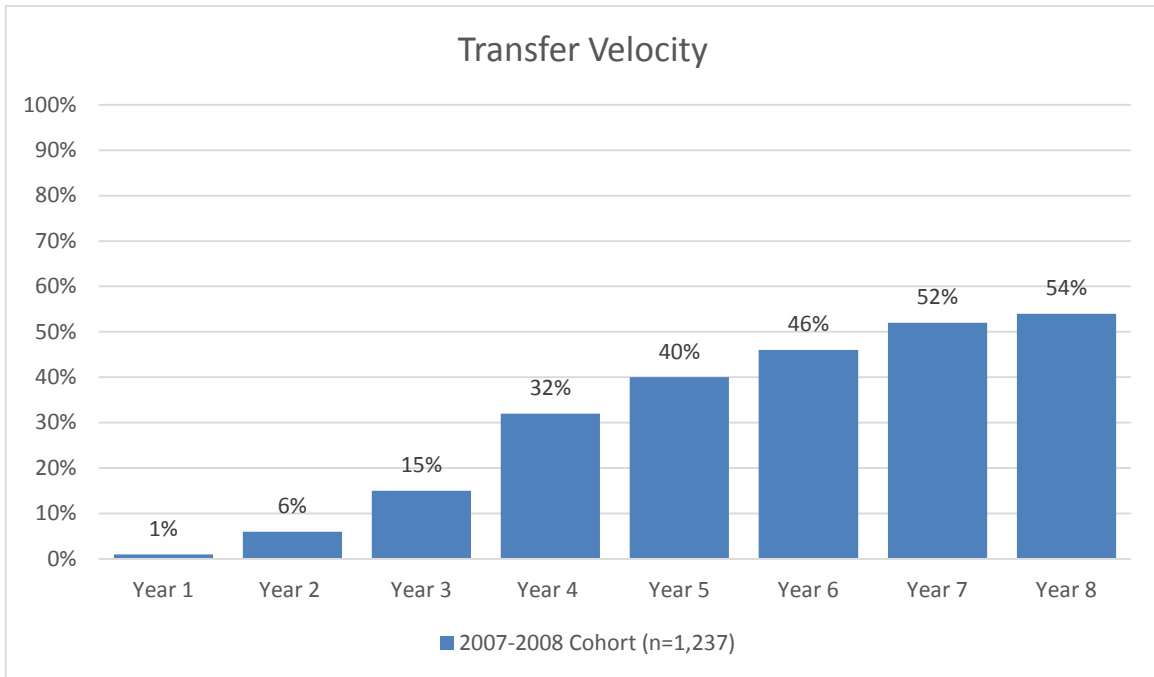
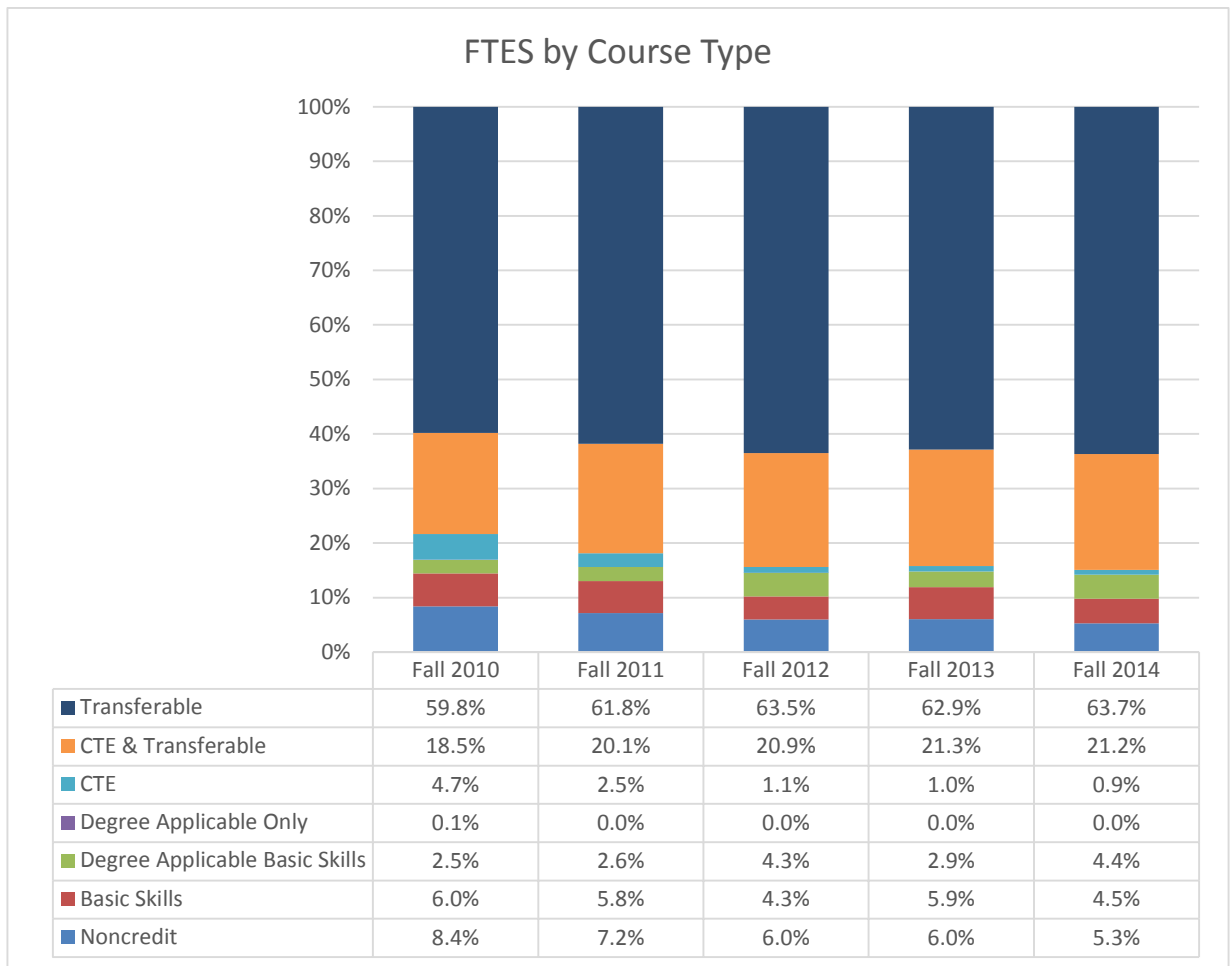


Figure J: Transfer Velocity



[Figure K: Districtwide FTES by Course Type](#)



APPENDIX B: Employment & Economic Activity in the Region

Traded Clusters of Employment and Regional Activity Centers

Traded Clusters: Major drivers of the regional economy. The drivers of the regional economy are those industries that bring outside capital into the area. This external capital creates local economic activity as firms use incoming money to buy goods and services from other regional businesses and their employees spend their paychecks at local shops and restaurants.

Before the 1990s, manufacturing was the primary driver of the regional economy by bringing outside capital into the area. In the 1990s, major cuts in defense spending forced a restructuring of San Diego’s regional economy, making it more export-driven. Today, “employment clusters”—groups of interrelated businesses—are better than the traditional industrial sectors (those described by the NAICS coding system) in describing the emerging sources of new capital in the economy.

Thirteen employment clusters export goods and services and therefore drive the creation of wealth in the region. Table B.1 below provides the 2010 employment and the average annual wage in each cluster (note that these clusters do not include military employment).

Table B.1 Traded Industry Cluster Employment and Wages, 2010

	2010 Employment	2010 Wages
Action Sports Mfg.	4,177	\$65,300
Advanced Precision Mfg.	4,416	\$51,800
Aerospace, Navigation, and Maritime Tech.	32,099	\$79,300
Apparel Mfg.	2,870	\$30,400
Biomedical Devices and Products	12,012	\$99,500
Biotechnology and Pharmaceuticals	22,636	\$107,000
Cleantech	7,986	\$87,400
Entertainment and Hospitality	149,352	\$21,800
Fruits and Vegetables	4,241	\$26,900
Horticulture	6,013	\$29,100
Info. and Communications Tech.	72,043	\$94,400
Publishing and Marketing	11,848	\$56,600
Specialty Foods and Microbreweries	1,717	\$43,500
TRADED INDUSTRY CLUSTER TOTAL	331,410	\$56,000
REGIONAL TOTAL	1,233,300	\$50,700

Source: San Diego Association of Governments, 2012

The Metropolitan Statistical Area (MSA) that most closely aligns with the district service area (North County West) also accounts for a sizable portion of the employment in industries that bring outside capital into the region (the traded industry clusters). The MCCCDC service area has more than 17 percent of the jobs in biomedical devices and products, biotechnology and pharmaceuticals, and clean technology clusters (the largest concentration of jobs in these industry clusters are found in the North City MSA, which includes Del Mar and much of northern San Diego).

The North County West MSA also has almost 60 percent of the jobs in action sports manufacturing.

Table B.2: Percentage of Traded Industry Cluster Jobs Located within Each of the Major Metropolitan Statistical Areas of San Diego County

	Central	North City	South Suburban	East Suburban	North County West	North County East & East County	REGIONAL JOBS SHARE BY CLUSTER	REGIONAL TOTAL JOBS BY CLUSTER
Action Sports Mfg.	2.5%	17.8%	2.9%	2.1%	59.9%	14.8%	1.3%	4,177
Advanced Precision Mfg.	7.2%	20.9%	17.6%	23.4%	13.5%	17.4%	1.1%	4,416
Aerospace, Navigation, and Maritime Tech.	32.0%	42.9%	11.6%	5.7%	3.7%	4.0%	9.9%	32,099
Apparel Mfg.	17.2%	20.7%	13.5%	12.9%	16.9%	18.8%	0.9%	2,870
Biomedical Devices and Products	6.5%	57.5%	2.1%	0.8%	17.9%	15.3%	3.2%	12,012
Biotechnology and Pharmaceuticals	2.7%	73.6%	0.8%	1.5%	17.4%	4.0%	7.2%	22,636
Cleantech	13.8%	56.8%	1.3%	2.2%	17.3%	8.6%	2.3%	7,986
Entertainment and Hospitality	28.5%	33.8%	6.5%	8.0%	14.7%	8.6%	45.5%	149,352
Fruits and Vegetables	<1%	6.3%	2.7%	<3%	<34%	55.0%	1.4%	4,241
Horticulture	<1%	1.8%	<2%	1.4%	23.7%	70.3%	1.9%	6,013
Info. and Communications Tech. (ICT)	8.0%	72.0%	2.3%	3.6%	8.6%	5.6%	21.2%	72,043
Publishing and Marketing	11.7%	64.1%	2.4%	5.5%	10.1%	6.2%	3.8%	11,848
Specialty Foods and Microbreweries	6.4%	13.7%	<15%	<12%	<2%	51.3%	0.5%	1,717
SHARE IN MSA	19.3%	46.7%	5.4%	5.9%	13.5%	9.2%	100.0%	331,410

Source: SANDAG Current Employment Inventory (2010).

Notes: Some values are reported with "<" for confidentiality purposes. Percentages may not add due to rounding.

Economic Activity Centers in the MCCCDC Service Area

In 2006 the San Diego Association of Governments (SANDAG) compiled an inventory of what it calls "activity centers"—attractions such as shopping centers, tourist attractions, and business parks that create economic activity as they attract thousands of people on a daily basis—and identified the areas of the region in which those activity centers are located. SANDAG provides economic data, estimates, and projections broken out by major statistical areas (MSAs). These MSAs are aggregations of census tracts that divide the San Diego region into seven parts: Central, North City, South Suburban, East Suburban, North County West, North County East, and East County.

The North County West MSA best describes the area served by MCCCDC: the suburban portion of San Diego County north of the City of San Diego and Del Mar, up to the San Diego County line. Please note that all data is from 2006; SANDAG has not published an update to this report since 2007.

There are eight categories of activity centers on the San Diego region:

- Major employers. The North County West MSA has about 11 percent of the total number of major employers (those with more than 500 people at a single site) and 9 percent of the total employment at major employers. Between 1996 and 2006, the number of employees at major employers rose by 41.3 percent to a 2006 total of 11,492 employees at 10 firms. The region-wide growth rate was 49.3 percent.
- Office buildings. In 2006, the North County West MSA accounted for just over 7.7 percent of the existing buildings with more than 25,000 square feet of space countywide. About 12.5 percent of the 9.5 million square feet of large office buildings either under construction or proposed throughout the county in 2006 were to be located in the North County West MSA.
- Industrial sites. In 2006, San Diego County had about 88 million square feet of industrial space (research and development parks, industrial parks, and individual industrial sites with over 100,000 square feet of space). The North County West MSA had about 12.5 million square feet of industrial space—14.3 percent of the total. About 379,898 of the 1,426,107 square feet of industrial space then under construction was in the North County West MSA. Over 68 percent of the 7.3 million square feet of new industrial space (5.5 million square feet) that had been proposed was in the North County West MSA.
- Hospitals. In 2006 North County West MSA had 1.4 hospital beds per 1,000 population; region-wide the ratio of beds to population was 2.3 in 2006, down from 3.2 in 1996.
- Retail centers. In 2006 the North County West MSA had 10.1 million square feet of retail center space (in retail centers with 75,000 square feet or more), which is 18 percent of the region's total, or 56.2 million square feet, and up 38 percent since 1996.

- Visitor attractions (including hotels). Legoland is the only major visitor attraction in the North County West MSA. The North County West MSA has 803 rooms in large hotels (those with 200 or more rooms), which is about 3.4 percent of the more than 23,500 rooms in large hotels in the San Diego Region. None of the almost 5,300 new hotel rooms under construction and proposed in 2006 was located in the North County West MSA.
- Colleges and universities. MCCCCD is the only public postsecondary institution in the North County West area; SANDAG reported that 895 students attended a private university in the North County West area in 2006.
- Government facilities (including schools). There are over 221 local, state, and federal government centers in the San Diego region, employing more than 206,700 people in 2006. Each MSA has at least local government facilities; no breakdowns by sub-regional area are reported.

Source: San Diego Association of Governments, *Activity Centers in the San Diego Region*, August 2007.

APPENDIX C: High School Capture Rate and Educational Requirements for Careers

Appendix C.1: High School Capture Rate Data 1-Year Rate 2003-2014

	Class of 2003	Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
All Public Districts in MiraCosta College Service Area												
MCC Credit Students	505	579	666	698	680	723	793	919	755	788	789	745
HS Graduates	3,172	3,188	3,352	3,458	3,549	3,796	3,931	4,078	3,914	4,016	3,925	4,029
Capture Rate	16%	18%	20%	20%	19%	19%	20%	23%	19%	20%	20%	18%
Carlsbad Unified School District												
MCC Credit Students	94	118	145	175	165	164	172	220	169	164	160	175
HS Graduates	580	623	652	753	693	759	716	745	700	703	689	780
Capture Rate	16%	19%	22%	23%	24%	22%	24%	30%	24%	23%	23%	22%
Carlsbad High School												
MCC Credit Students	90	112	138	165	157	154	161	206	155	156	154	169
HS Graduates	560	570	577	660	613	680	646	664	636	642	650	737
Capture Rate	16%	20%	24%	25%	26%	23%	25%	31%	24%	24%	24%	23%
Carlsbad Village and Seaside Academy												
MCC Credit Students	4	6	7	10	8	10	11	14	14	8	6	6
HS Graduates	20	53	75	93	80	79	70	81	64	61	39	43
Capture Rate	20%	11%	9%	11%	10%	13%	16%	17%	22%	13%	15%	14%
Sage Creek High School												
MCC Credit Students	-	-	-	-	-	-	-	-	-	-	-	-
HS Graduates	-	-	-	-	-	-	-	-	-	-	-	-
Capture Rate	-	-	-	-	-	-	-	-	-	-	-	-

EDUCATIONAL PLAN ADDENDUM 2016–2020

Oceanside Unified School District												
MCC Credit Students	217	225	246	245	246	256	266	313	249	324	313	324
HS Graduates	982	913	971	974	982	1,020	1,198	1,312	1,200	1,293	1,229	1,258
Capture Rate	22%	25%	25%	25%	25%	25%	22%	24%	21%	25%	25%	26%
El Camino												
MCC Credit Students	119	140	154	143	150	163	145	202	158	194	206	200
HS Graduates	540	557	551	550	542	602	653	738	671	709	681	680
Capture Rate	22%	25%	28%	26%	28%	27%	22%	27%	24%	27%	30%	29%
Ocean Shores												
MCC Credit Students	8	14	6	15	14	9	14	8	11	9	14	9
HS Graduates	37	38	63	67	48	47	66	58	58	71	71	80
Capture Rate	22%	37%	10%	22%	29%	19%	21%	14%	19%	13%	20%	11%
Oceanside												
MCC Credit Students	90	71	86	87	82	84	107	103	80	121	93	115
HS Graduates	405	318	357	357	392	371	479	516	471	513	477	498
Capture Rate	22%	22%	24%	24%	21%	23%	22%	20%	17%	24%	19%	23%
San Dieguito Unified School District												
MCC Credit Students	194	236	275	278	269	303	355	386	337	300	316	246
HS Graduates	1,610	1,652	1,729	1,731	1,874	2,017	2,017	2,021	2,014	2,020	2,007	1,991
Capture Rate	12%	14%	16%	16%	14%	15%	18%	19%	17%	15%	16%	12%
Canyon Crest Academy												
MCC Credit Students	-	-	-	-	1	64	83	83	79	57	54	29
HS Graduates	-	-	-	-	1	401	427	441	405	428	452	476
Capture Rate	-	-	-	-	100%	16%	19%	19%	20%	13%	12%	6%
La Costa Canyon												
MCC Credit Students	64	69	81	90	79	78	81	96	86	76	82	65
HS Graduates	587	572	519	582	596	564	528	505	576	544	510	456
Capture Rate	11%	12%	16%	15%	13%	14%	15%	19%	15%	14%	16%	14%
San Dieguito Academy												
MCC Credit Students	39	58	76	51	63	60	79	94	62	77	94	78

EDUCATIONAL PLAN ADDENDUM 2016–2020

San Dieguito Unified School District <i>(cont.)</i>												
HS Graduates	306	282	388	312	349	354	348	383	332	346	379	404
Capture Rate	13%	21%	20%	16%	18%	17%	23%	25%	19%	22%	25%	19%
Sunset and North Coast Alternative Schools												
MCC Credit Students	21	15	21	19	14	29	17	41	17	15	31	2
HS Graduates	42	49	50	53	46	78	67	82	54	77	74	64
Capture Rate	50%	31%	42%	36%	30%	37%	25%	50%	31%	19%	42%	3%
Torrey Pines												
MCC Credit Students	70	94	97	118	112	72	95	72	93	75	55	72
HS Graduates	675	749	772	784	882	620	647	610	647	625	592	591
Capture Rate	10%	13%	13%	15%	13%	12%	15%	12%	14%	12%	9%	12%

Public High Schools Outside the MiraCosta College District Area												
	Class of 2003	Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
Rancho Buena Vista												
MCC Credit Students	82	74	82	106	96	96	132	131	125	145	124	126
HS Graduates	601	666	565	646	539	681	674	640	659	650	527	562
Capture Rate	14%	11%	15%	16%	18%	14%	20%	20%	19%	22%	24%	22%
Vista												
MCC Credit Students	112	70	104	122	111	82	101	147	71	112	92	89
HS Graduates	716	624	657	639	613	551	607	629	593	605	531	502
Capture Rate	16%	11%	16%	19%	18%	15%	17%	23%	12%	19%	17%	18%

Appendix C.2: Gaps in Careers Requiring an Associate’s Degree

SOC	Occupational Title	Av An Jobs	2014 Q1 Median Hourly	2014 Q1 Median Annual	Entry Ed Level	Work Experience	OJT	TOP Code	Nbr Degree Programs	Av An Degree Grads 2009-2014	Gap
291141	Registered Nurses	675	\$40.45	\$84,134	Associate's degree	None	None	123010	9	304	371
252011	Preschool Teachers, Except Special Education	195	\$15.61	\$32,466	Associate's degree	None	None	130580	4	2	193
232011	Paralegals and Legal Assistants	152	\$25.15	\$52,316	Associate's degree	None	None	140200	5	51	101
151134	Web Developers	99	\$29.83	\$62,038	Associate's degree	None	None	061430	3	9	90
173023	Electrical and Electronics Engineering Technicians	96	\$28.77	\$59,843	Associate's degree	None	None				96
292021	Dental Hygienists	80	\$44.82	\$93,230	Associate's degree	None	None	124020	1	29	51
194099	Life, Physical, and Social Science Technicians, All Other	65	\$22.66	\$47,146	Associate's degree	None	None	093473			65
194099	Life, Physical, and Social Science Technicians, All Other		\$22.66	\$47,146	Associate's degree	None	None	192000	6		0
151152	Computer Network Support Specialists	57	\$34.85	\$72,489	Associate's degree	None	None	070600	3	5	52
173029	Engineering Technicians, Except Drafters, All Other	55	\$32.81	\$68,250	Associate's degree	None	None	093480			55
173029	Engineering Technicians, Except Drafters, All Other		\$32.81	\$68,250	Associate's degree	None	None	095420			0
173029	Engineering Technicians, Except Drafters, All Other		\$32.81	\$68,250	Associate's degree	None	None	094610			0
292012	Medical and Clinical Laboratory Technicians	53	\$20.52	\$42,684	Associate's degree	None	None	120500	2	14	39
Totals		1,527								416	1,111

On-The-Job (OJT) Training Definitions	
I/R	Internship/Residency
APP	Apprenticeship, at least 144 hours of occupational-specific instruction & 2,000 hours of on-the-job training per year over 3-5 years
LT	Long-term, 12 months or that and classroom instruction
MT	Moderate-term, 1 to 12 months and informal training
ST	Short-term, one month or less

Appendix C.3: Gaps in Careers Requiring a Postsecondary Certificate

SOC	Occupational Title	Av An Jobs	2014 Q1 Median Hourly	2014 Q1 Median Annual	Entry Ed Levels	Work Experience	OJT	TOP Code	Nbr Degree Programs	Nbr Cert Programs	Av An Degree Grads 2009-2014	Av An Cert Grads 2009-2014	Total Av An Grads 2009-2014	Gap
311014	Nursing Assistants	343	\$13.40	\$27,882	Postsecond Cert.	None	None	123030		1		89	89	254
319092	Medical Assistants	266	\$16.63	\$34,573	Postsecond Cert.	None	None	120820	3	5	10	35	45	
319092	Medical Assistants		\$16.63	\$34,573	Postsecond Cert.	None	None	120810	1	3	3	9	13	
319092	Medical Assistants		\$16.63	\$34,573	Postsecond Cert.	None	None	051420	2	2	2	3	5	
319092	Medical Assistants		\$16.63	\$34,573	Postsecond Cert.	None	None	120800	1	1	7	19	27	
													Subtotal Gap	176
292061	Licensed Practical and Licensed Vocational Nurses	254	\$23.44	\$48,755	Postsecond Cert.	None	None	123020	2	2	10	34	44	210
533032	Heavy and Tractor-Trailer Truck Drivers	214	\$19.56	\$40,690	Postsecond Cert.	None	ST OJT						0	214
395012	Hairdressers, Hairstylists, and Cosmetologists	202	\$12.47	\$25,957	Postsecond Cert.	None	None	300700	1	2	6	60	66	136
319091	Dental Assistants	135	\$17.77	\$36,961	Postsecond Cert.	None	None	124010	1	1	14	44	57	78
492022	Telecommunications Equipment Installers and Repairers, Except Line Installers	97	\$30.91	\$64,304	Postsecond Cert.	None	MT OJT	093430	3	3	4	5	9	88
395092	Manicurists and Pedicurists	82	\$9.16	\$19,045	Postsecond Cert.	None	None	300700	1	2	6	60	66	16
499021	Heating, Air Conditioning, and Refrigeration	75	\$24.53	\$51,012	Postsecond Cert.	None	LT OJT	094600	3	7	9	41	50	25

EDUCATIONAL PLAN ADDENDUM 2016–2020

	Mechanics and Installers													
332011	Firefighters	73	\$28.77	\$59,824	Postsecond Cert.	None	LT OJT	213300	4	4	107	137	244	-171
511011	First-Line Supervisors of Production and Operating Workers	70	\$29.17	\$60,672	Postsecond Cert.	<5 years	None						0	70
292071	Medical Records and Health Information Technicians	62	\$17.46	\$36,331	Postsecond Cert.	None	None	122310	0	2	1	9	10	
292071	Medical Records and Health Information Technicians		\$17.46	\$36,331	Postsecond Cert.	None	None	122300	1	0	24		24	
													Subtotal Gap	29
493011	Aircraft Mechanics and Service Technicians	60	\$27.77	\$57,750	Postsecond Cert.	None	None	095000	4	4	8	16	24	
493011	Aircraft Mechanics and Service Technicians		\$27.77	\$57,750	Postsecond Cert.	None	None	095010	1	2	2	13	14	
493011	Aircraft Mechanics and Service Technicians		\$27.77	\$57,750	Postsecond Cert.	None	None	095020	1	2	2	14	16	
													Subtotal Gap	6
254031	Library Technicians	55	\$19.45	\$40,458	Postsecond Cert.	None	None	160200			5	15	20	35
292041	Emergency Medical Technicians and Paramedics	53	\$11.45	\$23,816	Postsecond Cert.	None	None	125000				30	30	23
319011	Massage Therapists	51	\$9.54	\$19,851	Postsecond Cert.	None	None	126200	0	4	1	18	19	32
	Totals	2,092											870	1,222

[6] In occupations where workers do not work full time all year round, it is not possible to calculate an hourly wage.

On-The-Job (OJT) Training Definitions	
I/R	Internship/Residency
APP	Apprenticeship, at least 144 hours of occupational-specific instruction & 2,000 hours of on-the-job training per year over 3-5 years
LT	Long-term, 12 months or that and classroom instruction
MT	Moderate-term, 1 to 12 months and informal training
ST	Short-term, one month or less

Appendix C.4: Gaps in Careers Requiring Some College

SOC	Occupational Title	Av An Jobs	2014 Q1 Median Hourly	2014 Q1 Median Annual	Entry Ed Level	Work Experience	OJT	TOP Code	Nbr Degree Programs	Nbr Cert Programs	Av An Degree Grads 2009-2014	Av An Cert Grads 2009-2014	Total Av An Grads 2009-2014	Gap
151151	Computer User Support Specialists	305	\$23.49	\$48,866	Some College	None	MT OJT	070820	1	1	4	7	11	294
259041	Teacher Assistants	277	[6]	\$29,117	Some College	None	None	080200	0	1		1	1	276
<i>Total</i>		<i>582</i>									<i>4</i>	<i>8</i>		<i>570</i>

[6] In occupations where workers do not work full time all year round, it is not possible to calculate an hourly wage.

Appendix C.5: Gaps in Careers Requiring a High School Diploma

SOC	Occupational Title	Av An Jobs	2014 Q1 Median Hourly	2014 Q1 Median Annual	Entry Ed Levels	Work Experience	OJT	TOP Code	Nbr Degree Programs	Nbr Cert Programs	Av An Degree Grads 2009-2014	Av An Cert Grads 2009-2014	Total Av An Grads 2009-2014	Gap
439061	Office Clerks, General	1,035	\$14.12	\$29,344	High School	None	ST OJT						0	1,035
434051	Customer Service Representatives	904	\$17.82	\$37,070	High School	None	ST OJT						0	904
436014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	673	\$18.22	\$37,901	High School	None	ST OJT	051400	18	21	33	57	90	583
413099	Sales Representatives, Services, All Other	597	\$26.69	\$55,523	High School	None	ST OJT	050650	3	3	1	3	4	593
431011	First-Line Supervisors of Office and Administrative Support Workers	563	\$25.24	\$52,512	High School	<5 years	None	051440	2	2	1	2	3	560
411011	First-Line Supervisors of Retail Sales Workers	484	\$20.13	\$41,856	High School	<5 years	None	010920	2	2	1	2	3	481
411011	First-Line Supervisors of Retail Sales Workers		\$20.13	\$41,856	High School	<5 years	None	070910	3	4	0	1	1	-1
411011	First-Line Supervisors of Retail Sales Workers		\$20.13	\$41,856	High School	<5 years	None	050650	3	3	1	3	4	-4
131199	Business Operations Specialists, All Other	481	\$34.29	\$71,314	High School	None	None						0	481
351012	First-Line Supervisors of Food Preparation and Serving Workers	479	\$13.55	\$28,184	High School	<5 years	None						0	479

EDUCATIONAL PLAN ADDENDUM 2016–2020

433031	Bookkeeping, Accounting, and Auditing Clerks	441	\$19.45	\$40,452	High School	None	MT OJT	050200	8	7	128	186	314	127
339032	Security Guards	438	\$11.62	\$24,174	High School	None	ST OJT	210530	1	1	7	4	11	427
119199	Managers, All Other	423	\$57.49	\$119,575	High School	<5 years	None	200100	10	0	245	4	249	
119199	Managers, All Other		\$57.49	\$119,575	High School	<5 years	None	200300	1	0	7		7	
119199	Managers, All Other		\$57.49	\$119,575	High School	<5 years	None	050500	13	4	410	223	632	
119199	Managers, All Other		\$57.49	\$119,575	High School	<5 years	None	050640	3	3	15	21	37	
119199	Managers, All Other		\$57.49	\$119,575	High School	<5 years	None	220100	5	1	630		630	
119199	Managers, All Other		\$57.49	\$119,575	High School	<5 years	None	220200	7	0	23		23	
119199	Managers, All Other		\$57.49	\$119,575	High School	<5 years	None	220400	4	0	23	3	26	
119199	Managers, All Other		\$57.49	\$119,575	High School	<5 years	None	220500	12	0	57		57	
119199	Managers, All Other		\$57.49	\$119,575	High School	<5 years	None	220600	8	0	6		6	
119199	Managers, All Other		\$57.49	\$119,575	High School	<5 years	None	220610	1	1	7	18	24	
119199	Managers, All Other		\$57.49	\$119,575	High School	<5 years	None	220700	10	0	41		41	
119199	Managers, All Other		\$57.49	\$119,575	High School	<5 years	None	220800	10	0	95		95	
													Subtotal Gap	-1,405
414012	Sales Representatives, Wholesale and Manufacturing, Except Technical	420	\$24.94	\$51,884	High School	None	MT OJT						0	420

EDUCATIONAL PLAN ADDENDUM 2016–2020

	and Scientific Products													
499071	Maintenance and Repair Workers, General	419	\$18.19	\$37,832	High School	None	LT OJT						0	419
434171	Receptionists and Information Clerks	347	\$13.55	\$28,180	High School	None	ST OJT						0	347
399011	Childcare Workers	322	\$11.22	\$23,317	High School	None	ST OJT	130540	4	4	14	12	26	
399011	Childcare Workers		\$11.22	\$23,317	High School	None	ST OJT	130550	1	1	1	1	2	
399011	Childcare Workers		\$11.22	\$23,317	High School	None	ST OJT	130500	9	13	134	241	375	
399011	Childcare Workers		\$11.22	\$23,317	High School	None	ST OJT	130590	1	1	3	20	24	
													Subtotal Gap	-105
472031	Carpenters	310	\$21.89	\$45,527	High School	None	APP						0	310
471011	First-Line Supervisors of Construction Trades and Extraction Workers	248	\$36.61	\$76,148	High School	≥5 years	None	095700	2	2	6	7	13	
471011	First-Line Supervisors of Construction Trades and Extraction Workers		\$36.61	\$76,148	High School	≥5 years	None	095220	4	4	6	129	135	
471011	First-Line Supervisors of Construction Trades and Extraction Workers		\$36.61	\$76,148	High School	≥5 years	None	095230	4	4	1	28	29	

EDUCATIONAL PLAN ADDENDUM 2016–2020

471011	First-Line Supervisors of Construction Trades and Extraction Workers		\$36.61	\$76,148	High School	≥5 years	None	095720	2	3	11	28	39		
														Subtotal Gap	33
435071	Shipping, Receiving, and Traffic Clerks	243	\$14.95	\$31,086	High School	None	ST OJT							0	243
472111	Electricians	233	\$27.81	\$57,842	High School	None	APP							0	233
436013	Medical Secretaries	229	\$17.80	\$37,020	High School	None	MT OJT	051420	2	2	2	3	5		224
493023	Automotive Service Technicians and Mechanics	227	\$20.91	\$43,480	High School	None	LT OJT	094800	6	15	29	146	175		52
433071	Tellers	224	\$13.24	\$27,542	High School	None	ST OJT							0	224
434081	Hotel, Motel, and Resort Desk Clerks	208	\$12.13	\$25,233	High School	None	ST OJT							0	208
119051	Food Service Managers	192	\$24.97	\$51,929	High School	<5 years	None	130710	3	4	5	12	17		
119051	Food Service Managers		\$24.97	\$51,929	High School	<5 years	None	130720	3	6	5	9	14		
119051	Food Service Managers		\$24.97	\$51,929	High School	<5 years	None	130700	3	4	8	18	25		
119051	Food Service Managers		\$24.97	\$51,929	High School	<5 years	None	130620	0	1		6	6		
														Subtotal Gap	130
433021	Billing and Posting Clerks	191	\$17.41	\$36,210	High School	None	ST OJT							0	191
119141	Property, Real Estate, and Community	189	\$27.51	\$57,208	High School	<5 years	None	051100	7	9	17	41	58		131

EDUCATIONAL PLAN ADDENDUM 2016–2020

	Association Managers													
533033	Light Truck or Delivery Services Drivers	181	\$14.44	\$30,040	High School	None	ST OJT						0	181
436011	Executive Secretaries and Executive Administrative Assistants	178	\$26.89	\$55,935	High School	<5 years	None	051400	18	21	33	57	90	88
472152	Plumbers, Pipefitters, and Steamfitters	178	\$26.26	\$54,624	High School	None	APP						0	178
491011	First-Line Supervisors of Mechanics, Installers, and Repairers	162	\$34.38	\$71,521	High School	<5 years	None	093440	5	6	10	38	48	114
435061	Production, Planning, and Expediting Clerks	148	\$24.28	\$50,507	High School	None	MT OJT						0	148
514041	Machinists	146	\$19.79	\$41,166	High School	None	LT OJT	095630	2	3	6	21	27	119
433011	Bill and Account Collectors	145	\$17.75	\$36,929	High School	None	MT OJT						0	145
333021	Detectives and Criminal Investigators	136	\$48.35	\$100,564	High School	<5 years	MT OJT	210500	9	5	152	63	215	-79
333051	Police and Sheriff's Patrol Officers	136	\$37.05	\$77,075	High School	None	MT OJT	210500	9	5	152	63	215	-79
512092	Team Assemblers	132	\$11.69	\$24,303	High School	None	MT OJT						0	132
519061	Inspectors, Testers, Sorters, Samplers, and Weighers	132	\$19.67	\$40,902	High School	None	MT OJT						0	132
371011	First-Line Supervisors of	129	\$23.81	\$49,526	High School	<5 years	None						0	129

EDUCATIONAL PLAN ADDENDUM 2016–2020

	Housekeeping and Janitorial Workers													
131031	Claims Adjusters, Examiners, and Investigators	128	\$30.48	\$63,385	High School	None	LT OJT	051200	1	1		0	0	128
413021	Insurance Sales Agents	125	\$27.64	\$57,488	High School	None	MT OJT						0	125
439041	Insurance Claims and Policy Processing Clerks	122	\$17.33	\$36,037	High School	None	MT OJT						0	122
339092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	119	\$12.71	\$26,421	High School	None	ST OJT						0	119
211093	Social and Human Service Assistants	118	\$15.23	\$31,677	High School	None	ST OJT						0	118
333012	Correctional Officers and Jailers	109	\$29.20	\$60,731	High School	None	MT OJT						0	109
131023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	108	\$32.55	\$67,707	High School	None	LT OJT						0	108
253021	Self-Enrichment Education Teachers	106	\$15.14	\$31,485	High School	<5 years	None						0	106
419022	Real Estate Sales Agents	103	\$20.19	\$41,997	High School	None	LT OJT						0	103
435032	Dispatchers, Except Police, Fire, and Ambulance	102	\$17.16	\$35,703	High School	None	MT OJT						0	102
435052	Postal Service Mail Carriers	100	\$27.50	\$57,210	High School	None	ST OJT						0	100
339099	Protective Service Workers, All Other	99	\$16.69	\$34,714	High School	None	ST OJT						0	99
499052	Telecommunications Line Installers and Repairers	99	\$28.30	\$58,880	High School	None	LT OJT	093430	3	3	4	5	9	90

EDUCATIONAL PLAN ADDENDUM 2016–2020

433051	Payroll and Timekeeping Clerks	96	\$21.13	\$43,946	High School	None	MT OJT	050200	8	7	128	186	314	-218
499099	Installation, Maintenance, and Repair Workers, All Other	95	\$16.07	\$33,424	High School	None	MT OJT						0	95
514121	Welders, Cutters, Solderers, and Brazers	91	\$20.72	\$43,097	High School	None	MT OJT						0	91
512099	Assemblers and Fabricators, All Other	90	\$12.98	\$26,997	High School	None	MT OJT						0	90
119013	Farmers, Ranchers, and Other Agricultural Managers	84	\$36.79	\$76,503	High School	≥5 years	None	010900	1	1	3	1	4	
119013	Farmers, Ranchers, and Other Agricultural Managers		\$36.79	\$76,503	High School	≥5 years	None	010930	3	3	4	7	11	
119013	Farmers, Ranchers, and Other Agricultural Managers		\$36.79	\$76,503	High School	≥5 years	None	010300	1	3	0	1	1	
													Subtotal Gap	67
393011	Gaming Dealers	84	\$9.08	\$18,893	High School	None	ST OJT						0	84
533031	Driver/Sales Workers	82	\$13.76	\$28,617	High School	None	ST OJT	050650	3	3	1	3	4	78
472073	Operating Engineers and Other Construction Equipment Operators	81	\$32.87	\$68,356	High School	None	MT OJT						0	81

EDUCATIONAL PLAN ADDENDUM 2016–2020

499051	Electrical Power-Line Installers and Repairers	80	\$47.28	\$98,350	High School	None	LT OJT						0	80
131022	Wholesale and Retail Buyers, Except Farm Products	76	\$26.63	\$55,385	High School	None	LT OJT	050900	4	3	9	10	18	58
434061	Eligibility Interviewers, Government Programs	75	\$21.93	\$45,616	High School	None	MT OJT						0	75
292052	Pharmacy Technicians	74	\$19.52	\$40,600	High School	None	MT OJT						0	74
533021	Bus Drivers, Transit and Intercity	73	\$13.60	\$28,282	High School	None	MT OJT						0	73
499098	Helpers-- Installation, Maintenance, and Repair Workers	71	\$12.71	\$26,453	High School	None	MT OJT						0	71
371012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	70	\$21.77	\$45,284	High School	<5 years	None						0	70
436012	Legal Secretaries	70	\$20.95	\$43,571	High School	None	MT OJT	051410	5	19	2	5	6	64
391021	First-Line Supervisors of Personal Service Workers	69	\$18.58	\$38,643	High School	<5 years	None						0	69
411012	First-Line Supervisors of Non-Retail Sales Workers	69	\$28.99	\$60,290	High School	<5 years	None						0	69
434151	Order Clerks	68	\$16.24	\$33,779	High School	None	ST OJT						0	68

EDUCATIONAL PLAN ADDENDUM 2016–2020

372021	Pest Control Workers	66	\$16.45	\$34,230	High School	None	MT OJT						0	66
531031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	66	\$26.85	\$55,842	High School	<5 years	None						0	66
472211	Sheet Metal Workers	65	\$25.91	\$53,896	High School	None	APP	095640	2	2	0	32	32	33
499041	Industrial Machinery Mechanics	65	\$26.82	\$55,785	High School	None	LT OJT						0	65
434131	Loan Interviewers and Clerks	64	\$19.19	\$39,906	High School	None	ST OJT						0	64
435111	Weighers, Measurers, Checkers, and Samplers, Recordkeeping	64	\$13.40	\$27,866	High School	None	ST OJT						0	64
519199	Production Workers, All Other	63	\$15.17	\$31,540	High School	None	MT OJT						0	63
493093	Tire Repairers and Changers	62	\$11.61	\$24,142	High School	None	ST OJT						0	62
519111	Packaging and Filling Machine Operators and Tenders	62	\$11.01	\$22,901	High School	None	MT OJT						0	62
434111	Interviewers, Except Eligibility and Loan	61	\$17.06	\$35,481	High School	None	ST OJT						0	61
531021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	59	\$20.45	\$42,540	High School	<5 years	None						0	59
419099	Sales and Related Workers, All Other	57	\$13.07	\$27,192	High School	None	None	050650	3	3	1	3	4	53
419011	Demonstrators and Product Promoters	56	\$15.36	\$31,949	High School	None	ST OJT	050650	3	3	1	3	4	52

EDUCATIONAL PLAN ADDENDUM 2016–2020

351011	Chefs and Head Cooks	54	\$23.84	\$49,597	High School	≥5 years	None	130630	4	12	32	53	85	-31
519023	Mixing and Blending Machine Setters, Operators, and Tenders	54	\$13.14	\$27,343	High School	None	MT OJT						0	54
413011	Advertising Sales Agents	53	\$22.27	\$46,321	High School	None	MT OJT						0	53
472121	Glaziers	50	\$29.80	\$61,991	High School	None	APP						0	50
Totals		16,280											4,288	11,992

Appendix C.6: Careers Requiring a Bachelor’s Degree

TOP Code	SOC	Occupational Title	Av An Jobs	2014 Q1 Median Hourly	2014 Q1 Median Annual	Entry Level Education	Work Experience	On-the-Job Training	Total Av An Grads 2009-2014	Total Degree Grads	Total Cert Grads
050500	111021	General and Operations Managers	896	\$48.94	\$101,782	Bachelor's degree	<5 years	None	632	410	223
050600	111021	General and Operations Managers	896	\$48.94	\$101,782	Bachelor's degree	<5 years	None	71	34	36
050500	131111	Management Analysts	451	\$39.33	\$81,813	Bachelor's degree	<5 years	None	632	410	223
050600	131111	Management Analysts	451	\$39.33	\$81,813	Bachelor's degree	<5 years	None	71	34	36
070600	151132	Software Developers, Applications	342	\$47.84	\$99,522	Bachelor's degree	None	None	5	5	
070710	151132	Software Developers, Applications	342	\$47.84	\$99,522	Bachelor's degree	None	None	13	5	8
070810	151121	Computer Systems Analysts	279	\$41.83	\$87,018	Bachelor's degree	None	None	58	27	31
070600	151133	Software Developers, Systems Software	268	\$53.62	\$111,532	Bachelor's degree	None	None	5	5	
070710	151133	Software Developers, Systems Software	268	\$53.62	\$111,532	Bachelor's degree	None	None	13	5	8
050500	119021	Construction Managers	234	\$47.08	\$97,943	Bachelor's degree	None	MT OJT	632	410	223
050600	119021	Construction Managers	234	\$47.08	\$97,943	Bachelor's degree	None	MT OJT	71	34	36

EDUCATIONAL PLAN ADDENDUM 2016–2020

100200	252031	Secondary School Teachers, Except Special and Career/Technical Education	220	[6]	\$70,537	Bachelor's degree	None	I/R	49	49	0
100400	252031	Secondary School Teachers, Except Special and Career/Technical Education	220	[6]	\$70,537	Bachelor's degree	None	I/R	25	22	2
170100	252031	Secondary School Teachers, Except Special and Career/Technical Education	220	[6]	\$70,537	Bachelor's degree	None	I/R	114	107	8
220500	252031	Secondary School Teachers, Except Special and Career/Technical Education	220	[6]	\$70,537	Bachelor's degree	None	I/R	57	57	
050500	131051	Cost Estimators	209	\$30.50	\$63,435	Bachelor's degree	None	None	632	410	223
050600	131051	Cost Estimators	209	\$30.50	\$63,435	Bachelor's degree	None	None	71	34	36
050500	112022	Sales Managers	183	\$55.21	\$114,830	Bachelor's degree	<5 years	None	632	410	223
050600	112022	Sales Managers	183	\$55.21	\$114,830	Bachelor's degree	<5 years	None	71	34	36
070600	113021	Computer and Information Systems Managers	150	\$67.35	\$140,099	Bachelor's degree	≥5 years	None	5	5	
020110	119041	Architectural and Engineering Managers	138	\$66.85	\$139,041	Bachelor's degree	≥5 years	None	1	0	1
070600	151131	Computer Programmers	137	\$38.52	\$80,118	Bachelor's degree	None	None	5	5	
070710	151131	Computer Programmers	137	\$38.52	\$80,118	Bachelor's degree	None	None	13	5	8
043000	194021	Biological Technicians	125	\$22.07	\$45,902	Bachelor's degree	None	None	140	50	90
050500	111011	Chief Executives	115	N/A	N/A	Bachelor's degree	≥5 years	None	632	410	223
050600	111011	Chief Executives	115	N/A	N/A	Bachelor's degree	≥5 years	None	71	34	36
050500	113011	Administrative Services Managers	110	\$42.67	\$88,755	Bachelor's degree	<5 years	None	632	410	223
050600	113011	Administrative Services Managers	110	\$42.67	\$88,755	Bachelor's degree	<5 years	None	71	34	36
083520	399032	Recreation Workers	98	\$11.32	\$23,539	Bachelor's degree	None	None	66		66
083520	272022	Coaches and Scouts	92	[6]	\$28,379	Bachelor's degree	None	None	66		66
070600	151199	Computer Occupations, All Other	87	\$44.39	\$92,339	Bachelor's degree	None	None	5	5	

EDUCATIONAL PLAN ADDENDUM 2016–2020

061410	271014	Multimedia Artists and Animators	65	\$19.26	\$40,064	Bachelor's degree	None	MT OJT	32	14	18
070810	151143	Computer Network Architects	64	\$48.16	\$100,170	Bachelor's degree	≥5 years	None	58	27	31
170100	119121	Natural Sciences Managers	60	\$80.09	\$166,587	Bachelor's degree	≥5 years	None	114	107	8
490200	119121	Natural Sciences Managers	60	\$80.09	\$166,587	Bachelor's degree	≥5 years	None	704	702	2
150600	273031	Public Relations Specialists	53	\$28.23	\$58,710	Bachelor's degree	None	None	85	85	0
070600	151122	Information Security Analysts	45	\$43.39	\$90,255	Bachelor's degree	<5 years	None	5	5	
070810	151122	Information Security Analysts	45	\$43.39	\$90,255	Bachelor's degree	<5 years	None	58	27	31
050500	119151	Social and Community Service Managers	43	\$28.69	\$59,677	Bachelor's degree	≥5 years	None	632	410	223
050600	119151	Social and Community Service Managers	43	\$28.69	\$59,677	Bachelor's degree	≥5 years	None	71	34	36
150600	273043	Writers and Authors	39	\$22.58	\$46,964	Bachelor's degree	None	MT OJT	85	85	0
110400	273091	Interpreters and Translators	34	\$22.35	\$46,478	Bachelor's degree	None	ST OJT	4	4	
050500	113051	Industrial Production Managers	30	\$45.02	\$93,641	Bachelor's degree	≥5 years	None	632	410	223
050600	113051	Industrial Production Managers	30	\$45.02	\$93,641	Bachelor's degree	≥5 years	None	71	34	36
100700	272012	Producers and Directors	25	\$33.09	\$68,837	Bachelor's degree	<5 years	None	26	18	7
020110	171012	Landscape Architects	23	\$33.88	\$70,466	Bachelor's degree	None	I/R	1	0	1
100600	271027	Set and Exhibit Designers	16	\$20.48	\$42,593	Bachelor's degree	None	None	3	1	3
051100	132021	Appraisers and Assessors of Real Estate	12	\$31.07	\$64,634	Bachelor's degree	None	LT OJT	58	17	41
050200	439111	Statistical Assistants	7	\$23.62	\$49,140	Bachelor's degree	None	None	314	128	186
150600	273011	Radio and Television Announcers	7	\$22.84	\$47,510	Bachelor's degree	None	None	85	85	0

APPENDIX D: MiraCosta College Institutional Plans

MiraCosta College Plans

Comprehensive Master Plan

- 2011-2020 see BP 3250 for Title 5 sections
- <https://www.miracosta.edu/governance/budgetandplanning/downloads/2011%20CMP%20Document%20Low%20Appendix.pdf>
- Education Plan/Facilities Plan (BPC)
 - http://www.miracosta.edu/governance/budgetandplanning/downloads/MCC_Draft_FacilitiesPlans_8-19-2011.pdf

Strategic Plan 2014-2017

- http://www.miracosta.edu/governance/budgetandplanning/downloads/MCCCD_Strategic_Plan_2014-2017.pdf

Staffing Plan 2015-2018

- <http://www.miracosta.edu/governance/budgetandplanning/downloads/MCC-DraftStaffingPlan-v8-3-11-15.pdf>

Technology Plan 2011-2014

- <http://www.miracosta.edu/officeofthepresident/accreditation/downloads/MCC%20Technology%20Plan%202011-2014.pdf>

AB86 Plan

- <http://www.miracosta.edu/instruction/ab86/index.html>

Instruction

Experiential Education Plan

- AP 4103 Title 5 55250
 - <http://www.miracosta.edu/officeofthepresident/board/downloads/4103AP-ExperientialEducation-Effective1-19-10-PeriodicReview5-8-12-6-16-15.pdf>
- Donna Davis received electronic copy approved by BOT 4/20/2010

Online Education Plan (Closed) 2011-2014

- <http://www.miracosta.edu/officeofthepresident/accreditation/appendix2014/AppendixL.pdf>

Student Services

EOPS Plan

- BP/AP 5150 Ed Code 69640-69656 Title 5 56200
 - <http://www.miracosta.edu/officeofthepresident/board/downloads/5150BP-ExtendedOpportunityProgramsandServices-Adopted5-5-09.pdf>

Student Equity Plan 2014-2017

- (BP/AP 5300 Ed Code 66030, 66250, 72010 Title 5 54220)

- <https://www.miracosta.edu/student-services/student-equity/downloads/MiraCosta%20College%20Student%20Equity%20Plan%202014-17%20-CCCCO.pdf>

Student Success Plan

- <https://www.miracosta.edu/office-of-the-president/board/downloads/StudentSuccessPlanFinal7-2-15.pdf>

Student Success and Support Program Plan (SSSP)

- Formerly Matriculation Plan (BP/AP 5050 Ed Code 78210 Title 5 51024, 55500-55534, 58106)
- http://www.miracosta.edu/office-of-the-president/board/downloads/SSSP2014PlanwithAppendixandBudgetLarge_000.pdf

Transfer Center Plan

- BP/AP 5120 Title 5 51027
- <http://www.miracosta.edu/student-services/transfer-center/downloads/MasterPlan.pdf>

Athletics Plan

- Pending approval by the Board of Trustees

Bloodborne Pathogens Exposure Control Plan

- Required by Title 8 5193
- http://www.miracosta.edu/administrative/riskmanagement/downloads/Bloodborne_Pathogens_Exposure_Control_Plan%2011%202015.pdf
- Joe Mazza sent link to Cal Osha Plan:
https://www.dir.ca.gov/dosh/dosh_publications/expplan2.pdf

Business and Administrative Services

Final Budget for 2015-16

- <http://miracosta.edu/administrative/downloads/FinalBudgetFY2016.pdf>

Scheduled Maintenance Plan

- <http://www.miracosta.edu/administrative/facilities/downloads/Fusion%20Scheduled%20Maintenance%20Plan%202015-16.pdf>

2017-2021 5-Year Capital Construction Plan (yearly update)

- <http://www.miracosta.edu/administrative/facilities/downloads/SFACILITIES15061606570.pdf>

Sustainability Plan

- Tom Macias working on a new plan, using current to measure progress on annual objectives

Emergency Operations Plan

- https://portal.miracosta.edu/Resources/Site%20Assets/emergency_preparedness_manual.pdf

- Emergency Response Plan (BP/AP 3505 Ed Code 32280)
- <http://www.miracosta.edu/officeofthepresident/board/downloads/3505AP-EmergencyResponsePlan-Effective2-16-10-Revised7-7-15.pdf>

Workplace Violence Plan

- BP/AP 3510 Labor Code 6300
- http://www.miracosta.edu/officeofthepresident/board/downloads/3510BP-WorkplaceViolencePlan-Adopted12-8-09-RefUpdate4-15_000.pdf

Superintendent/President Division

Equal Employment Opportunity Plan

- <http://www.miracosta.edu/administrative/hr/downloads/eeoplan.pdf>
- BP/AP 3420 Ed Code 87100 Title 5 53000, 59300
 - <http://www.miracosta.edu/officeofthepresident/board/downloads/3420BP-EqualEmploymentOpportunity-Adopted10-6-09-6-24-15-RefUpdate4-15.pdf>

Foundation and Development Office Long Range Plan, 2010-2019

- Please contact the [MiraCosta College Foundation & Development Office](#) to request a copy of this plan.

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MIRACOSTA COMMUNITY COLLEGE DISTRICT