West Valley Mission Community College District
MASTER PLAN UPDATE
MAY 2018

LIONAKIS

This page intentionally left blank

TABLE OF CONTENTS

This page intentionally left blank

ACKNOWLEDGEMENTS

The creation of a successful Education and Facilities Master Plan (EFMP) requires a clear vision, a dedication and trust in the process, and an approach based on the fundamentals of collaboration and inclusion. Many diverse groups of individuals have come together with their respective knowledge and expertise to help redefine the future of Mission College.

The design team greatly acknowledges the following individuals and groups for their important contributions:

- President Daniel Peck for his thoughtful leadership and commitment to making Mission College the preeminent community college facility in the South Bay region.
- The EFMP Core Group members for their valued counsel, input, and direction:

Leandra Martin – V.P., Instruction
Rick Bennett – V.P., Administrative Services
John Mosby – V.P., Student Services
Richard Alfaro – Dean, Instruction and Student Support
Brian Miller – Dean, Liberal Studies and Language Arts
Mina Jahan – Dean, Business and Technology Division
Danny Nguyen – Dean, Math/Science Division
Lu (Shara) Crary – Dean, Director of Nursing and Health Occupations
Inge Bond – Director of Research, Planning, Institutional Effectiveness
Niall Adler – Director of Marketing and Public Relations
Javier Castruita – WVMCCD Executive Director,
Facilities Construction and Maintenance
Gaye Dabalos – WVMCCD Director of Construction
Randy Wu – WVMCCD Bond Measures Facilities Project Coordinator
Don Houston — WVMCCD, Facilities Manager of Mission College
James Kerbey – Parking Enforcement

· The EFMP Planning Committee for their thoughtful insight, analysis and recommendations:

Members of the EFMP Core Group
Thais Winsome – President, Academic Senate
Janice Morgan – Division Chair, Applied Sciences
Pat Hudak – Division Chair, Business and Technology
Kelly Neary – Division Chair, Math and Science
Myo Myint – Division Chair, Language Arts
Jeff Cormier – Division Chair, Liberal Studies
Donnelle McGee – Counseling Services
Debra Williams – Director, DSPS
Ken Songco – Director, Student Equity and Success
Lani Yoshimoto – ASG Student Representative
Brian Goo – President, Classified Senate
Greg Shaw – College ETS and Media Producer
Dat Nguyen – College ETS and Desktop Support
Ron Smith – Director, WVMCCD IS
John Hritz – District IS Network Specialist
Wendy Pinos – District IT Consultant

· The various departments, division chairs and faculty members who participated throughout the process for their passion and desire for the educational environment at Mission College.
· The students and college community members of Mission College who participated in various open forums and passionately provided their input.
· Various WVMCCD staff and design consultants for their shared knowledge and expertise of the Mission College facilities and infrastructure.

Throughout the process there were many others who made contributions which positively impacted this master plan, and the design team wishes to acknowledge their contributions equally. This EFMP will serve as your path forward, and continue the ongoing transformation of Mission College.

INTRODUCTION

LIONÄKIS

INTRODUCTION

Mission College is located at 3000 Mission College Blvd., Santa Clara, CA, in the heart of the Silicon Valley, approximately 50 miles south of San Francisco, and 20 miles north of Santa Cruz. The campus is bound by Mission College Blvd. on the east, north, and west sides of the campus. The student parking lots along the north edge face the rear of the commercial use developments located across the street and behind a fence. To the west of the campus lies Calabazas Creek which separates the college from the adjacent residential development. The south edge of the campus shares a border with both the Mercado Retail Center and a commercial office complex. The geographic region contains a diverse mixture of social, cultural, religious, and ethnic heritages. It lies in proximity to San Jose State University, Stanford University, Santa Clara University, and the University of California, Santa Cruz providing students with access to major educational resources. West Valley-Mission Community College District (WVMCCD) is comprised of two (2) separate colleges: West Valley College, located in Saratoga, California, and the Mission College campus located in Santa Clara, California.

Between 1966 and 1967, 12 acres of land were purchased in Santa Clara for the construction of Mission College. The total 164-acre parcel, located north of the Bayshore Freeway between the Lawrence Expressway and Coffin Road, was acquired in 1970. Between 1975 and 1979, the Mission College Interim Campus was located at the Jefferson Intermediate School in Santa Clara. The first phase of construction at the Santa Clara site was completed in 1979, and the College began its 1979–80 academic year with 3,500 students, 8 administrators, and 73 instructors. In September of 1985 the District changed its name to WVMCCD to reflect the inclusion of Mission College.

With the completion of the Student Engagement Center, and the subsequent demolition of the original Main Building and Central Plant facilities, Mission College will have an anticipated building inventory in 2018 of approximately 440,000 gross square feet serving the student body and community. The goal of this EFMP is to develop a 10-20 year vision for the College which documents the following:

- 2018 Educational Master Plan Update
- 2018 Facilities Master Plan including the following:
  - Campus Site Planning
  - Potential New Facilities
  - Potential Remodels and/or Renovations
  - Potential Other Instructional Needs Projects
  - Future Opportunities
  - Preliminary Project Sequencing
  - General Campus Character
  - General Sustainability Guidelines
  - General Landscaping Design Guidelines
  - General Signage & Wayfinding Guidelines
  - General Building & Site Design Guidelines
  - Existing Campus Facilities & Infrastructure Overview

A significant portion of WVMCCD property along the south perimeter of the campus is currently leased, and has been developed with both retail and commercial office. The EFMP also considers a portion of this area of property for potential future opportunities.

This Mission College Educational and Facilities Master Plan is intended to be a dynamic document which should be reviewed and updated on a bi-yearly basis to keep it flexible and adaptable as future opportunities may arise. The updated 2018 Mission College Educational Plan serves as a reference tool and the main driver in the development of the Facilities Master Plan. General funding for projects outlined within this EFMP is anticipated through a combination of sources including State funds, funding from the previous Measure 'H' and Measure 'C' local bonds, as well as potential future bond measures. It is anticipated that completion of the entire proposed 2018 Mission College EFMP will require community approval of additional general obligation bonds to fund the proposed number and types of projects.

PROCESS

The 2018 Mission College EFMP includes significant input and planning guidance from all levels of the campus community. Different groups and committees were established and utilized during the process to facilitate the review and direction of the EFMP (see Appendix Items 'A' through 'F' for a detailed list of the meeting schedules, surveys and workplans). The following groups were an integral part of this transparent and inclusive process:

- ***EFMP Core Group*** — The main leadership and advisory group including District Facilities leadership, along with College administrative and instructional leadership, which provided the guiding direction of the EFMP.
- ***EFMP Planning Groups*** — The extended planning advisory committee consisting of EFMP Core Group members, departmental deans, classified staff, student leadership and group leaders from various campus support services which provided input and recommendations to the EFMP Core Group.
- ***Departmental User Groups*** — Departmental leadership and faculty members provided critical information to the design team regarding each department, and provided input to the EFMP Planning Group for thorough vetting and recommendations to the EFMP Core Group.
- ***Facilities and District Consultants*** — Informational meetings were held with a wide variety of WVMCCD facilities staff and District consultants familiar with the status of the campus's existing facilities and infrastructure.

In addition to regular meetings with the groups noted above, the design team met with and received valuable input from a variety of other groups and resources:

- ***Open Community/College Forums*** — A series of public forums were held throughout the EFMP process in which the design team presented the evolving concepts and progress of the master plan. Attendees included college faculty and staff, student representatives and members of the community-at-large. These forums provided valuable input for consideration and potential incorporation into the EFMP.
- ***On-line Surveys*** — Open to all members of the Mission College community including students, faculty, classified staff and college administration, these surveys provided valuable information which was further reviewed by each of the EFMP groups.
- ***Departmental Questionnaire*** — A departmental questionnaire was distributed to staff, faculty and students requesting input on a wide variety of questions relating to the overall campus operations and aesthetics, as well as specific departmental or program needs they would like considered in the EFMP. The information gathered from the surveys, along with the additional information gathered from the departmental user group meetings provided many key concepts for consideration in the EFMP.

DATA COLLECTION AND ANALYSIS

Concurrent with the various EFMP Core Group, Planning Group, departmental and public meetings was the ongoing collection and analysis of additional data by both the design team and College. Listed below is a sampling of the additional resources and activities which provided further input:

- Review of photo and computer-aided drafting (CAD) documentation of the existing buildings and infrastructure
- Review of departmental questionnaires and e-mail communications containing relevant information to the EFMP
- Review of current departmental adjacencies and growth projections, and how these may be affected by the updated EMP
- District design consultants review and input
- District Program Manager review and input
- Review of the 2016 WVMCCD Five (5) Year Plan
- Data updates in 2018 EMP document

MISSION STATEMENT OF THE COLLEGE

Mission College's first priorities are students, their learning and their success.

Our College serves the diverse educational, economic and cultural needs of the student population of Santa Clara, the Silicon Valley and our global community by providing associate degrees, transferable, career and basic-skills courses and programs, as well as opportunities for life-long learning.

Through participatory governance in support of our first priorities, Mission College systematically commits to evaluating and improving educational programs, technological resources and student support services by making informed decisions, allocating resources and establishing institutional policies and procedures.

To accomplish its mission, the College:

- Provides transfer, degree, and certificate programs in lower division arts and sciences; community, career, and vocational education; and educational opportunities in basic skills and English as a Second Language.
- Systematically assesses, evaluates, and improves student learning, educational programs, and student support services.
- Promotes an organizational culture that engages in continuous learning and uses the results of systematic data assessment and evaluation to inform decision making, allocate resources, and improve institutional policies and procedures.
- Provides comprehensive academic and technological resources.
- Provides a variety of culturally enriching experiences that embrace the diversity of the College community.

CORE VALUES AND GOALS OF THE COLLEGE

Culture of the Institution — Create a student-centered institutional culture of professionalism, discovery, inclusion and success.

Teaching and Learning — Shape the academic program to meet community needs, emphasize student learning, and foster instructional excellence.

Comprehensive Student Services — Promote academic success and create dynamic, innovative student services programs that address the richness of Mission College's student population and community.

Community Connections — Strengthen Mission College's function as a community resource to pre-school through 12th grade institutions, local government, transfer institutions, businesses and industry, and community-based organizations.

High Performance Educational Institution — Raise institutional standards by developing the potential of the Mission College community and providing the tools necessary to foster innovation, responsiveness, and excellence

Diversity — By focusing on Student Equity and Success, create an institutional climate of full enfranchisement and participation for all students, faculty, and staff.

Planning and Institutional Effectiveness — Integrate planning, budgeting, and institutional effectiveness measures to evaluate overall progress in meeting the goals of Mission College

College Facilities — With Total Cost of Ownership as an integral part of the design process on all projects, the college endeavors to create high quality, welcoming facilities that promote the programs of Mission College and enhance its ability to be the cultural and technological heart of the Silicon Valley.

This 2018 EFMP presents a proposed framework for land use and capital investment that meets the goals set forth for the next several years. The proposed plan generally describes both the scope and nature of development anticipated within this timeframe. The plan does not commit the WVMCCD to any specific project; it provides a framework for strategic decision- making on specific projects that may be proposed. The EFMP also provides for potential future growth which may occur on the Mission College campus. This level of assumed growth cannot be substantially exceeded without amending this EFMP and the previously-approved 2008 EIR.

Other objectives of the EFMP will involve renovation of existing campus facilities and infrastructure, as well as improvement of campus vehicular and pedestrian circulation/wayfinding to support the goals of the college. The evolution of instructional methods and technology has created the need to modify existing space (classrooms, laboratories, and offices) and develop additional capacity in telecommunications and distance-learning capabilities. Such modifications will entail continued updating of the College's electrical and telecommunications infrastructure, and the installation of advanced technology in all classrooms, including many of the existing laboratories. Evolving developments in the area of matriculation necessitate that more space be provided for admissions staff and part-time faculty, and more flexible work areas for classified staff. Additional objectives of the EFMP are to make as efficient use of the physical space available within the Mission College campus grounds in order to better support and implement the educational mission of the College.

EDUCATIONAL MASTER PLAN

Included in this EFMP is the updated 2018 Educational Master Plan (EMP). This document serves as the guide to the associated FMP, with the focus being on how the FMP fully supports the academic mission of the College. The EFMP process provided the opportunity to bring all programs and services to currency in terms of program review, and to make the connection between student learning and decisions relating to both the buildings and grounds on campus.

The result was a number of overarching core recommendations in the EMP which were developed to guide the overall academic, student services and facilities planning approach:

- Develop a unique identity for Mission College within the community, based on current strengths and future directions.
- Determine via data analysis the appropriate instructional programs which will best serve our community. Identify resources to support relevant, innovative courses and programs.
- Optimize enrollment and retention.
- Increase student success and equity by providing students and prospective students with the tools, experiences and services needed to meet their educational goals.
- Promote a culturally responsive community where everyone feels engaged, valued, respected and safe.
- Recruit, train and support faculty, administration, and staff in order to offer the best in current instructional practices and support services.

This page intentionally left blank

OVERVIEW

LIONÄKIS

OVERVIEW

The existing campus buildings are oriented in a radial plan contained within the inner campus loop road of the campus, with the existing Main Building and Central Plant centrally located within the current layout. Additional permanent academic and auxiliary buildings lie along the northern edge of the campus oriented around the Main Building. A complex of several transportable buildings is currently sited immediately to the south of the Main Building. The gymnasium and athletic fields are located to the west of the academic heart of the campus. Student parking lots currently ring the northern edge of the campus from the inner loop road outward to Mission College Boulevard on the northern edge of the school property. Faculty parking lies to the immediate southeast of the new Student Engagement Center. Pedestrian walkways currently radiate from the Main Building outward to connect people to outlying buildings and parking lots.

GOALS AND OBJECTIVES

The EFMP Core Group, with input from multiple advisory groups and public forums, developed a series of goals and objectives for the Facility Master Plan portion of the overall EFMP.

- Through a ***consistent vision***, create and ***implement a transformative master plan*** for Mission College.

- Strive to make Mission College more ***visible and unique*** in the competitive community college environment of the South Bay. New facilities should reflect the environment of the surrounding community and should include ***contextual forms, materials, colors and landscape*** which enhance the current campus aesthetic.

- Create a renewed ***sense of place*** at Mission College which attracts and retains students, faculty and administration. The idea of a new, centrally-located ***'heart of the campus'*** is highly desirable.

- Enhance the College's top programs while being mindful, through ***data-based analysis***, which programs we will need, or no longer need, in the future.

- Provide for forward-thinking, ***collaborative learning and social environments*** which are ***flexible and technologically rich*** throughout all campus facilities.

- Grow our ***commitment to a sustainable campus*** which enhances the academic and physical environments of our college community.

- Embrace the ***equal voices*** of our students, faculty, staff and administration throughout the master planning process to ***prioritize Student Equity and Success*** in Mission College's future programs, facilities and grounds.

- ***Outdoor gathering spaces*** of differing scales and functions for all members of the college community will be an important component of the campus fabric.

- ***Enhance wayfinding*** for students, faculty, and visitors to the campus through pedestrian walkways, linkages, and signage. An ***intuitive sense of place and direction*** should evolve from the design guidelines.

- Look for opportunities to take advantage of ***combined adjacencies and functions*** within singular buildings or areas of the campus.

- Seek out ***partnership opportunities*** with the regional business community and utility companies.

- ***Total Cost of Ownership*** will be an integral consideration for all future facilities and grounds projects.

The fundamental campus making principles for this EFMP evolved over a period of several months, through a process of participatory governance including significant technical and programmatic input from all facets of the District, the Mission College community, and the community-at large. The goal of completing the campus by providing flexible and adaptable facilities is paramount to the successful execution of the master plan. The phrase "high tech-high touch" encompasses the desire of Mission College to incorporate the highest levels of technology in combination with a humanistic and personal approach with its students. In recognizing the importance of the advancement of both the physical and learning environments of the College, this EFMP strongly supports the concepts and implementation of sustainability throughout all facilities, grounds and maintenance operations.

The following Campus Making Principles will help define the Facilities Master Plan and guide the future development of College:

- Development of facilities and grounds which fully support the Educational Master Plan
- Safety and Accessibility
- Provide for enhanced student collaboration and gathering spaces
- Maximize green space
- Intuitive pathways and wayfinding signage
- Integration of public art
- Sustainable principles incorporated in all buildings and grounds
- Goal of Net Zero Energy (NZE) for all new facilities by 2025
- Create a new "heart of the campus" with the development of the new Interdisciplinary Plaza
- Demolition of all MT portable facilities and construction of the new MT Replacement Building along the southern portion of the campus
- Construct a new Lecture/Community Center/Performing Arts venue adjacent to the main campus entry in southern portion of Parking Lot 'A'
- Construct a new LRC/Science/STEM Center to create a new "STEM Core" to anchor the southern portion of the campus
- Re-purposing of the existing Science Building to create growth space for expanding grant programs, additional staff offices, etc.
- Renovation of the existing Library building
- Renovation of the existing Campus Center building
- Construct a new MC Storage Building and Corp Yard
- Construct a new MC Police Building and Corp Yard
- Construct new athletic and/or recreational spaces or facilities
- Construct security/access upgrades at all parking areas
- Infrastructure and utility upgrades
- Provide for future public/private opportunities and linkages

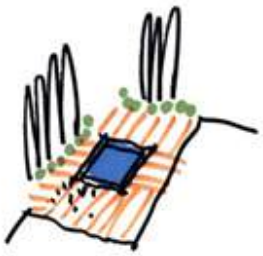
PRESERVATION OF EXISTING ASSETS

The existing assets of the campus — green space, buildings and infrastructure (roads, parking, and utilities)— are of high value. New construction should complement these assets. By containing the academic programs and buildings primarily within the inner loop road of the campus, the College can ***maintain future opportunity space*** for a variety of options, including academic, athletic and potential community partnerships.

Funding challenges are prevalent for all community college campuses. Displacing existing assets to develop new projects may be difficult primarily due to a lack of funding availability for displaced facilities (i.e. "secondary effects"), which generally are not part of the funding for a new building project.

Preservation and enhancement of the existing landscape areas on campus are strongly encouraged where they are consistent with the overall EFMP design concepts.

HIERARCHY OF OPEN SPACES



INTERDISCIPLINARY PLAZA

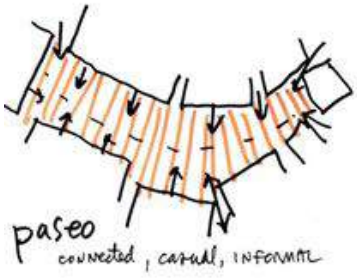
The demolition and replacement of the existing Main Building complex is one of the fundamental concepts guiding the direction of the FMP. The replacement and enhancement of the ***"heart of the campus"*** is a critical element to the success of the master plan.

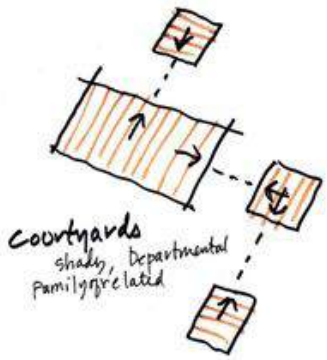
The creation of a multi-function outdoor quad or plaza area for various events and performances, gathering, solitude and interaction of the college community is highly desirable. Included in the design may be seating for outdoor performances and landscaped areas for both large and small group settings. This interdisciplinary plaza will provide the campus with a renewed ***"sense of place"*** and a new focal point of campus activity and life.

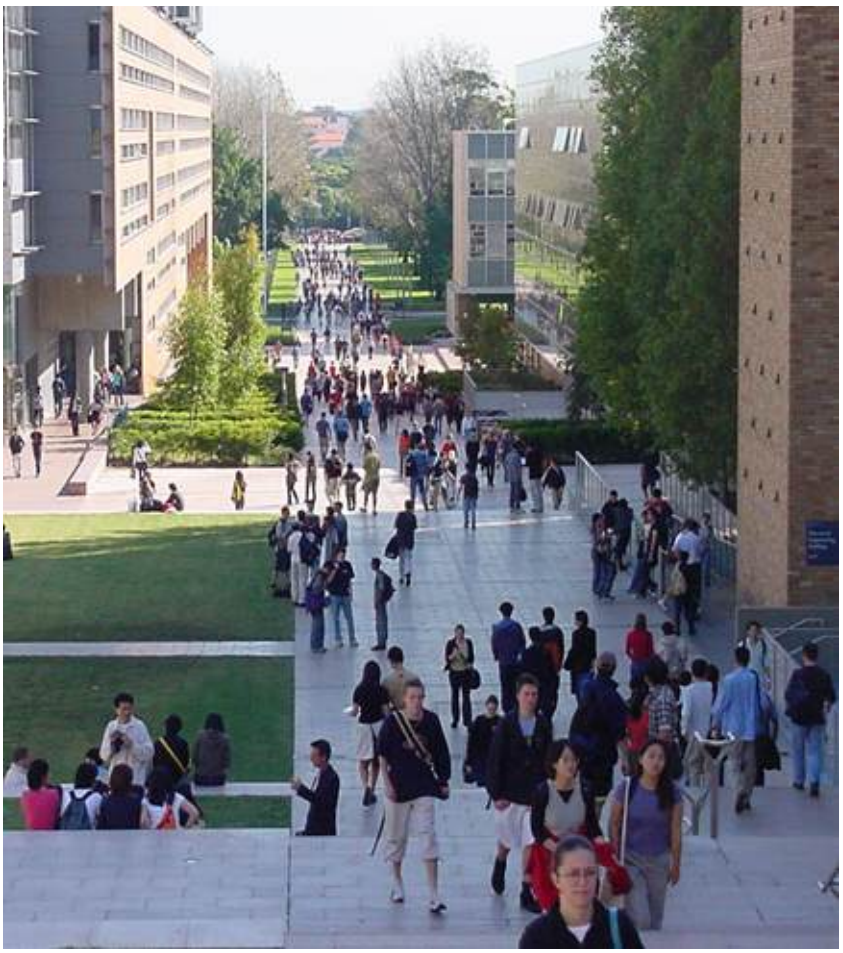
PASEOS & COURTYARDS

The presence of more full-time students at Mission College has strengthened the desire to create a campus life experience, and enhance the "sense of place" of the campus' physical environment.

Different sizes and configurations of open space cater to different activities that ***promote student and faculty interaction***. Open spaces should be designed to introduce sustainable techniques such as bioswales for storm water treatment, drought–tolerant and regional biophilia and other site sustainability features







COMMUNITY LINKAGES

One of the core values of the College is community connections, which helps to make Mission College a stronger ***community resource***. The development of linkages to the community academically, socially, and fiscally will provide enhanced opportunities for all involved.

The Facilities Master Plan recognizes land areas owned by the College for potential ***community partnerships opportunities***. In concert with a forward-thinking approach, further opportunities for the College and the District within the City of Santa Clara and the region are desirable. Among the possibilities could be energy/sustainable resource projects, a mixed-use retail/faculty/staff housing project, a mutual-use parking garage, as well as a potential commercial office or retail ventures. The potential also exists for some type of partnership with various regional sports entities which should continue to be explored. ***These future possibilities will require an independent EIR for each specific project***, as the size, scope and impacts are indeterminate at this time.

SUPPORT OF THE EDUCATIONAL MASTER PLAN

The Mission College community has consistently emphasized that ***academic priorities must drive facilities planning***. As a result, the recommendations of the Educational Master Plan updated in this document have greatly influenced the design approach of the Facilities Master Plan for the College. The goal of the design guidelines is to put the College first, keeping in mind the main users — students and faculty — throughout the entire process.

The Mission College community has consistently emphasized that ***academic priorities must drive facilities planning***. As a result, the recommendations of the Educational Master Plan updated in this document have greatly influenced the design approach of the Facilities Master Plan for the College. The goal of the design guidelines is to put the College first, keeping in mind the main users — students and faculty — throughout the entire process.

With adoption by the District of this updated 2018 Educational and Facilities Master Plan, several key steps will follow. The College should view these as comprehensive campus-wide efforts that allow for multi-phased sequencing. The end result will manifest itself in the completion of a coordinated master plan.

Utility and Infrastructure Projects — Reconstruction and upgrades/extensions of the existing campus utility infrastructure systems (storm drainage, sanitary sewer, domestic and fire service water, natural gas, electrical power, fire alarm, telecommunications, security, and mechanical/plumbing) were completed in 2011 to accommodate the expansion and renovation needs of the previous 2008 master plan. Existing utilities will need to be continuously evaluated to ensure that proper sizing and configurations occur to accommodate all future projects within the master plan (please see the Utility Infrastructure Overview section of this master plan for additional details). Upgrades to the campus fire alarm and energy management system will also need review and upgrades throughout the process.

Vehicular and Pedestrian/Bicycle Circulation — Reconfiguration of the existing circulation layouts on campus should be integral to the utility infrastructure upgrades, site/landscaping, and building-specific projects of the master plan. New building construction will require the need for parking additions to accommodate the reconfiguration of the campus. Careful planning regarding both pedestrian and vehicular movement needs to be thoroughly discussed and vetted with District and College leadership, Traffic Enforcement and the campus community. As part of this effort, coordination with the anticipated City of Santa Clara Calabazas Creek Pathway project will enhance the safety and provide improved campus access to the biking community.

Project Programming/Design/Construction — Each specific project will include a through architectural programming phase. This phase will allow for user groups within each facility to positively influence the project design and implementation. Room sizes, adjacencies, technical requirements, and other details are all a part of this process. It is important for the College to allow adequate time for this process to take place in order to ensure that the campus community will be accepting of the final project design. Design and construction of projects should adhere to the design guidelines of the master plan. The College should work with the District to establish and enforce applicable design guidelines within this document for all future projects.

Landscape Projects — Future landscape planning should take into account the existing valued landscaping elements on campus which are compatible with the overall master plan including the resources required to maintain all

future landscaping (i.e. facilities staff, recycled irrigation water, etc.), along with the site design guidelines and aesthetics outlined in this master plan. Dialogue with the College's Sustainability Committee is strongly encouraged during any design process.

Wayfinding/Signage Guidelines — Included in this FMP are updated wayfinding and signage guidelines which address directional, facilities, and code-related signage throughout the campus. These guidelines should be reviewed and incorporated on an individual project basis, as well as be considered for an overall independent project.

District/Campus Standards — This document should be established in the near future by the District and College to provide guidelines for various standards on the campus including finishes, building systems and assemblies, furnishings and sizes for office spaces & classrooms. Creating a flexible palette of finish and furniture standards allows the campus to negotiate purchase agreements at high–volume prices, keeps a consistent campus aesthetic, and allows the campus to stock replacement parts. Total Cost of Ownership should be a significant consideration of all elements of the Campus Standards. This FMP addresses the current standards for general office, conferencing and furnishings layout options within these rooms.

FACILITIES MASTER PLAN (FMP)

LIONÄKIS

MASTER PLAN OVERVIEW

The following section represents the development and articulation of the facilities portion of the EFMP. The FMP has been developed to be supportive of the College's Educational Master Plan, and reflects the opportunities to grow Mission College into the preeminent community college facility in the South Bay region.

Through a combination of written and graphic representations, this section provides the fundamental design principles which provide for the plan's direction and form. Beginning with the regional context of the College, and through the exploration of the "big idea" and its effect on circulation and open spaces throughout the campus, the initial diagrams explore the fundamental site design concepts for the FMP.

The graphic master plan and subsequent project descriptions provide the framework for the future buildout of the campus, and are the result of months of intensive meetings and informational sessions with a diverse cross-section of the college community and public-at-large. The FMP defines the actions required to implement completion of the campus, while providing for potential future campus completion projects. It also addresses the allocation of space for potential community partnership opportunities in the future.

The final portion of this section explores the anticipated sequencing of the various master plan projects. The mandate of retaining interim housing for the College throughout the construction of its replacement projects is paramount, and is reflected in the sequencing diagrams at the end of this section. The diagrams provide a suggested progression for the master plan projects which is based on a number of critical factors reviewed and considered by all of the participating groups in the master plan process. The major challenge is to provide a fully-functioning campus throughout the entire master plan construction process. This FMP as designed and sequenced allows for the above to occur in an organized and logical manner.

REGIONAL CONTEXT

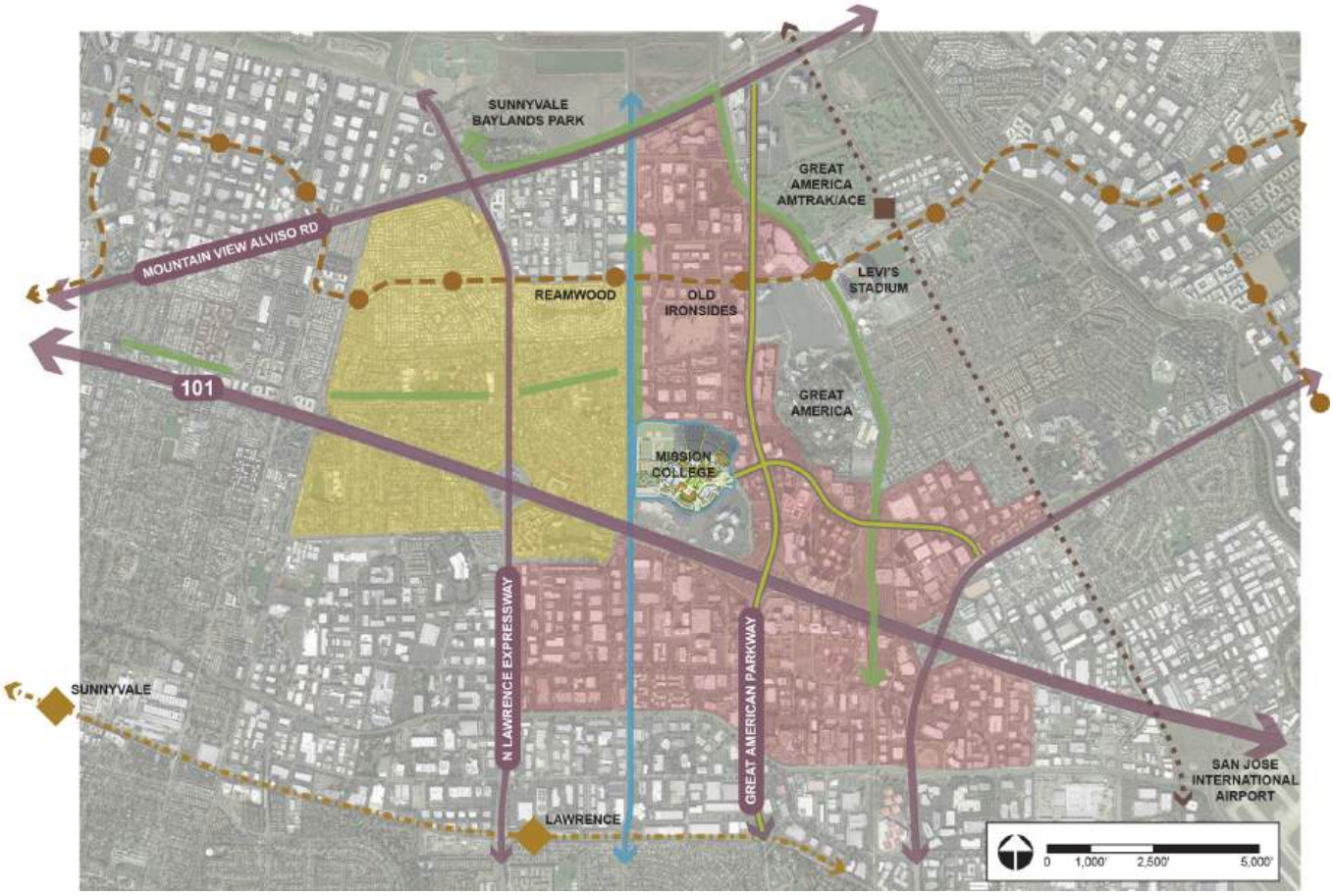
At the outset of the FMP process, the existing conditions study considered Mission College's context, challenges and opportunities within its South San Francisco Bay region. After reviewing the City of Santa Clara's bicycle and transit maps, local roadways, and regional transit systems, such as Caltrans and the Santa Clara Valley Transit Authority (VTA), the regional context diagram was completed to showcase a potentially favorable situation amongst a diverse and far-reaching transportation network.

A major alternative transportation challenge does exist, in that there are no direct transit connections to the front door of Mission College. However, the nearest VTA light rail station, "Old Ironsides," is less than a mile away and connected via a public bus route that stops within the campus property and Class II bikeways. Currently, Mission College's immediate proximity to a Highway 101 exit appeals to the vast majority of visitors, students, and staff that rely on private automobiles to access the campus. This location also provides the campus with ample opportunities for visibility from the thousands of travelers along this major Bay Area highway. Highway 237 to the north also provides additional access to Great America Parkway, and includes directional signage to the college from the offramp As one of the College's main goals centers on sustainability, components of the master plan and its accompanying guidelines encourages alternatives to automotive travel. Future BART access and service to Sunnyvale will provide additional mass transit access near the College.

The Caltrain commuter train runs parallel to and on the opposite side of Highway 101 from the campus, with bus connections available along the Great America Parkway. The Altamont Commuter Express deposits passengers at the Great America Amtrak station approximately 2 miles to the northeast. The current EIR, completed in 2008, contains additional information regarding transportation and circulation.

Other notable features immediately surrounding the campus include the corporate facilities and Mercado Retail Center south of the campus core on District-owned land. Future opportunities likely exist for the College to partner with local businesses entities to provide better access to services for its students and staff, and customers for the merchants. Additionally, future development efforts on campus could include shared parking facilities or other community partnership opportunities. A current example is the partnership between the College and Levi's Stadium related to parking availability for stadium events.

The campus is flanked by Calabazas Creek along its western edge. Currently, this is inaccessible to the public except for a Class I bikeway that begins at the very northwest corner of the campus property and continues north alongside the canal. Extending this bike lane southward toward the western campus bicycle and pedestrian entrance just past the ball fields will provide safe alternative transportation opportunities to campus users. Discussion with City officials indicates a desire to enhance future accessibility and use of Calabazas Creek, including improved linkages to the south side of Hwy 101. Established residential communities also exist on the opposite side of the canal from the College. In summary, the regional context diagram delineates a summary of Mission College's physical situation within the larger area.



REGIONAL CONTEXT

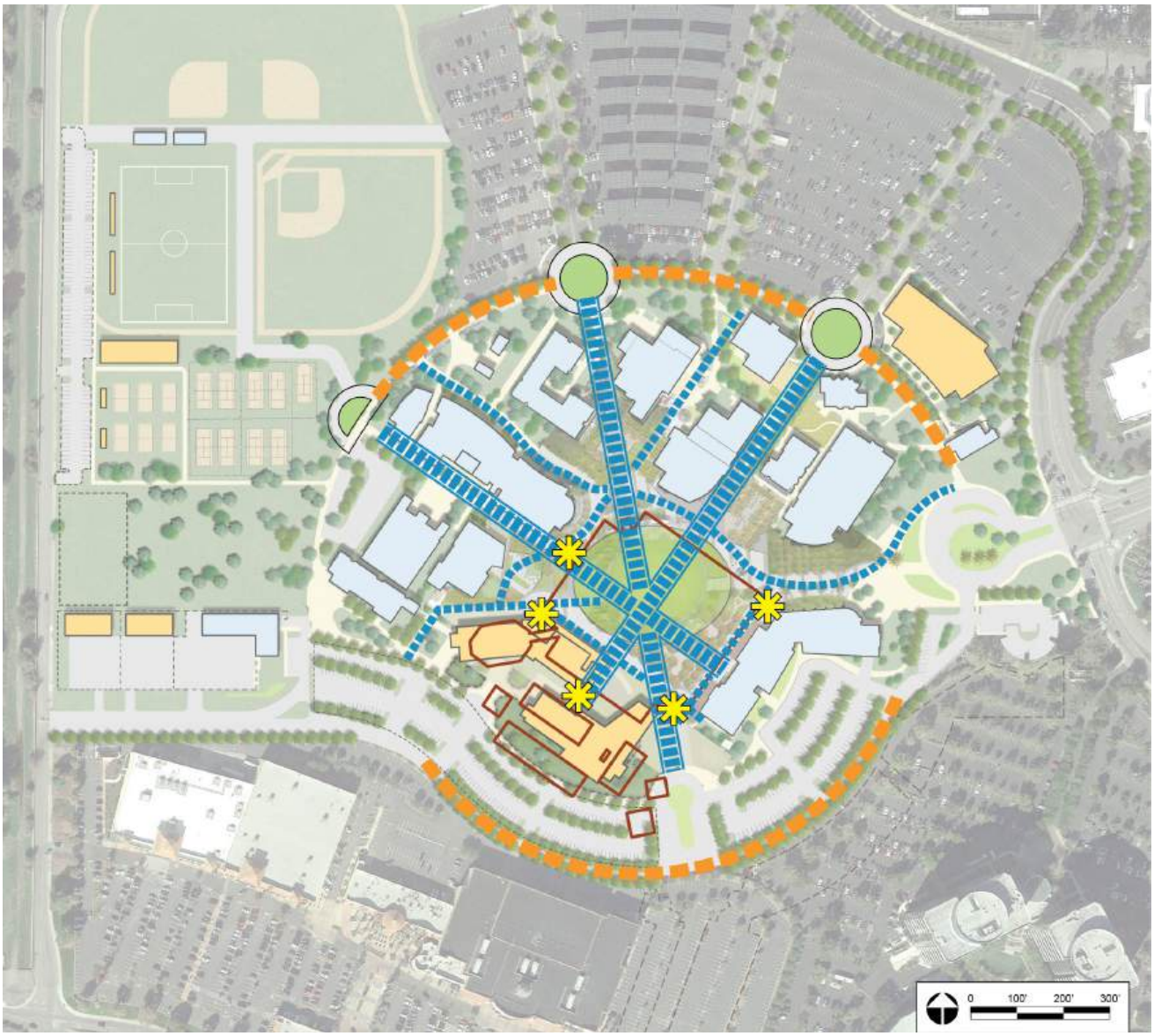
LEGEND

- Residential
- Commercial
- Major Roads
- VTA Light Rail
- Caltrain
- Altamont Commuter Express (ACE)
- Canal System
- Class I Bikeway
- Class II Bikeway

The Mission College campus is envisioned as a vibrant core, cupped within two halves of a circular construct. All academic pursuits including the majority of College activities and services occur within this radius. Beyond the circle's edge exists significant parking areas, sports fields, operations and maintenance facilities, along with future opportunity project sites.

Piercing the campus along strong north-south axis are the main "academic streets". These promenades connect the northern student parking area to the southern-most vehicular rotary, leading to the future Science/STEM core. These "streets" are planned as the prominent pedestrian corridors, lined with shade trees and academic building façades. Circular nodes are strategically located as gateways to various campus facilities, providing focal areas/terminus points for gathering and public art displays. The "big idea" diagram also highlights the second-tier pedestrian connections that draw students, faculty, staff, and visitors alike from the perimeter parking and transit drop-off areas into the main campus quad.

Finally, the major highlight of the future Mission College grounds will be the new ***Interdisciplinary Plaza***. It will replace the existing Main Building, as the removal of its significant atrium will leave a void of both informal gathering/work spaces and overall identity. As with most memorable campuses, the "big idea" for Mission College places the life center of the college within this multi-disciplinary, multi-use, yet flexible, open green space.



THE BIG IDEA

LEGEND

- Arrival Nodes
- Academic Street
- Heart
- Construct
- Connections
- Bldgs to Demolish
- Future Buildings

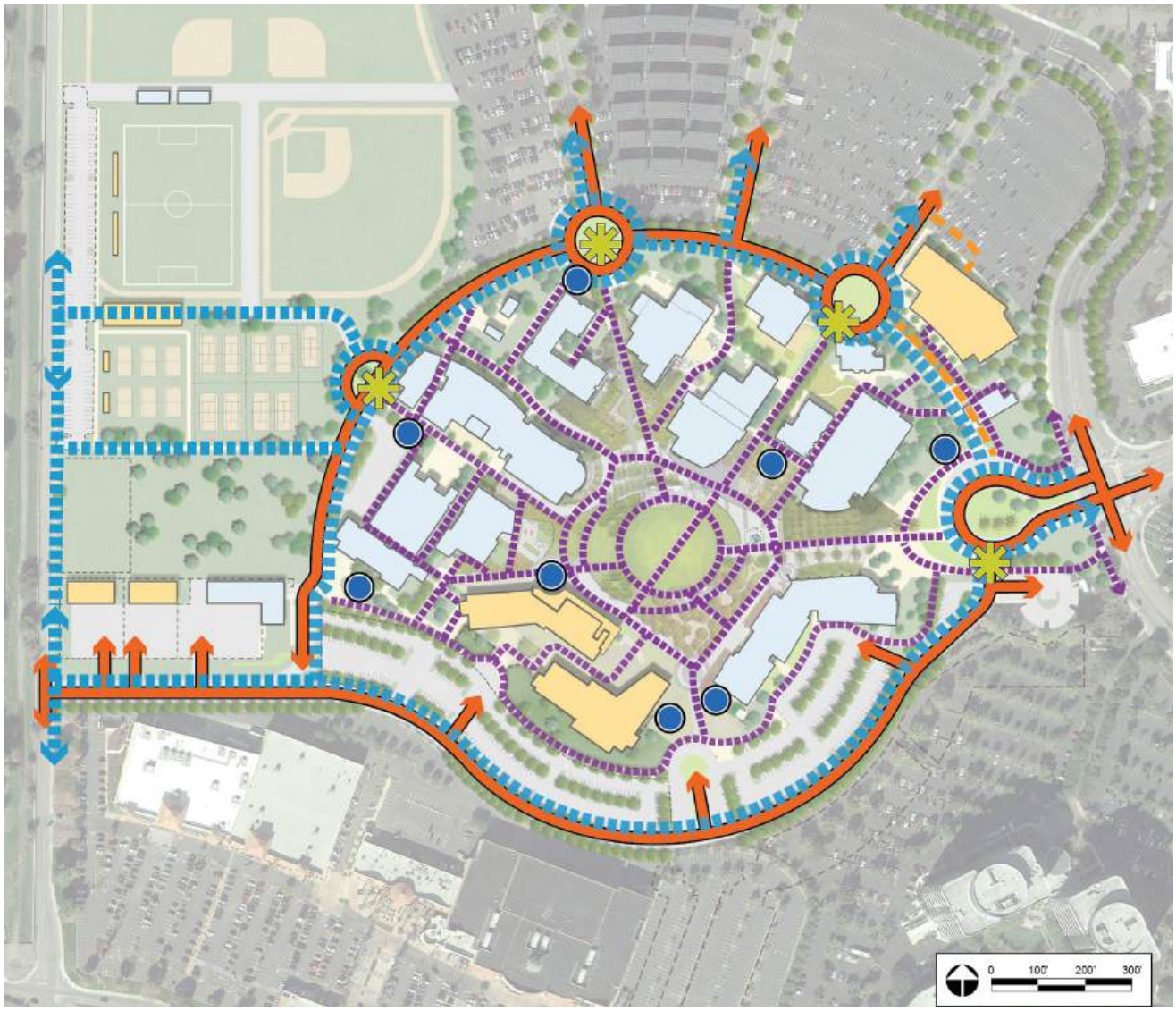
CIRCULATION

The circulation concept for Mission College provides for a comprehensive range of movements: pedestrians, service vehicles, automobiles, and bicycle transit. Safety and ease of mobility around the campus with accessibility to the all campus buildings and services are top priorities, along with encouraging mass transportation alternatives in lieu of private vehicles.

As described in the "big idea" diagram, the campus is framed by a connecting, ringed roadway. The southern portion is automobile accessible and links visitors from the main campus entry on the east to the future southern parking areas. Service vehicles may continue west and exit via an extension of the loop road to the far western edge of campus. The northern portion of the loop focuses on nodes which delineate entry points to the campus, one of which provides for a drop-off at the child care facilities. Vehicles can choose one of three major parking lot spine roads to enter and exit the main student parking lot on this north side.

Major and minor gateways have been identified around the perimeter of the campus core. The main entry on the eastern edge of the campus is designed as a plaza court with significant landscape and special paving materials to denote a visitor's arrival to campus. It is anticipated that most first-time visitors and staff will use this entrance from Mission College Boulevard. Short-term visitor parking has been provided adjacent to the main entry of the Student Engagement Center. Once circled around the court and heading south along the southern loop road, visitors and staff may enter Parking lot 'E'; College faculty and staff may also continue onward to future additional parking lots found just within the southern loop road. The entry court and its surroundings will also contain designated lanes for pedestrians, along with a public bus stop and shelter to ensure efficient and safe passage for all, while encouraging more sustainable opportunities for getting to and from the campus. Current students and child care / athletic facilities users traveling by private automobile will head north to the existing northern parking area and adjacent drop-off loop.

In general, motorized vehicles will not be permitted to drive in the interior core of the loop road or to traverse the campus with the exceptions of emergency response vehicles and approved service or maintenance vehicles. Major pathway transects will contain well-identified pedestrian lanes to facilitate movement and ensure safety; minor walkways will be reserved for pedestrian traffic only. All circulation routes have been designed to be intuitive and improve efficiency and ease of access, while also enhancing the user experience with view corridors, shade, and appropriately scaled building and plaza frontages. Wayfinding signage should be integrated throughout these area and pathways to enhance the clarity of travel throughout the campus.



CIRCULATION

LEGEND

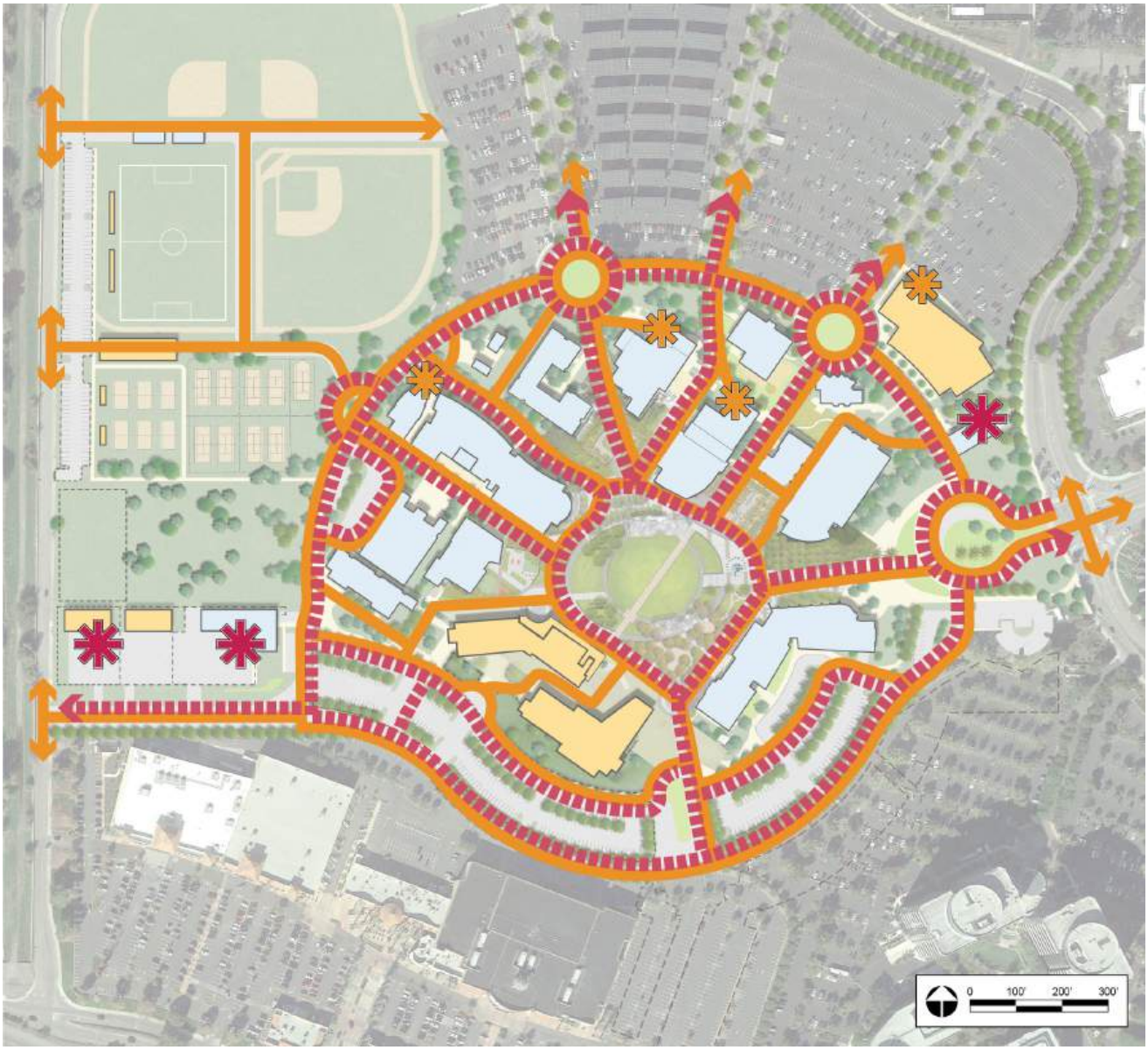
- Gateway
- Pedestrian Only
- Pedestrian / Bike
- Bicycle Parking
- Automobiles
- Future Buildings

EMERGENCY AND SERVICE ACCESS

The ability to provide service access to the various facilities currently on campus, as well as to future projects considered for inclusion in the FMP is a critical element in the layout of the site circulation. Service vehicle access to the site consists of two (2) distinct types; emergency and maintenance/service access. Emergency vehicle access focuses on public service entities such as campus security, local fire department, medical, or other emergency response groups. Maintenance and service vehicle access will be for facilities maintenance vehicles, deliveries to the campus and other essential non-emergency vehicular traffic use.

The site layout provides for vehicular access along significant sections of the interior loop road. The main arterial walkways throughout the interior of the campus provide the main thoroughfares for pedestrian use. These walkways should also be designed and constructed to handle emergency vehicular traffic for any health, safety or welfare events taking place on campus. State and local fire departments have minimum access, clearance and width requirements that need to be reviewed and adhered to during the entire design process. Portions of the existing loop road located along the south edge of the campus will require some modification to provide compliant vehicular and pedestrian traffic routing.

Maintenance and service vehicular access occurs primarily along the internal loop road surrounding the campus, with a direct access from Mission College Blvd. on the west. Smaller facilities vehicles will access the site along the interior walkway areas of the campus. The various facilities which currently have, or will have future loading docks or service entrances will be accessed by separate service drives that will be oriented to provide the least visual impact to the campus.



EMERGENCY AND SERVICE ACCESS

LEGEND

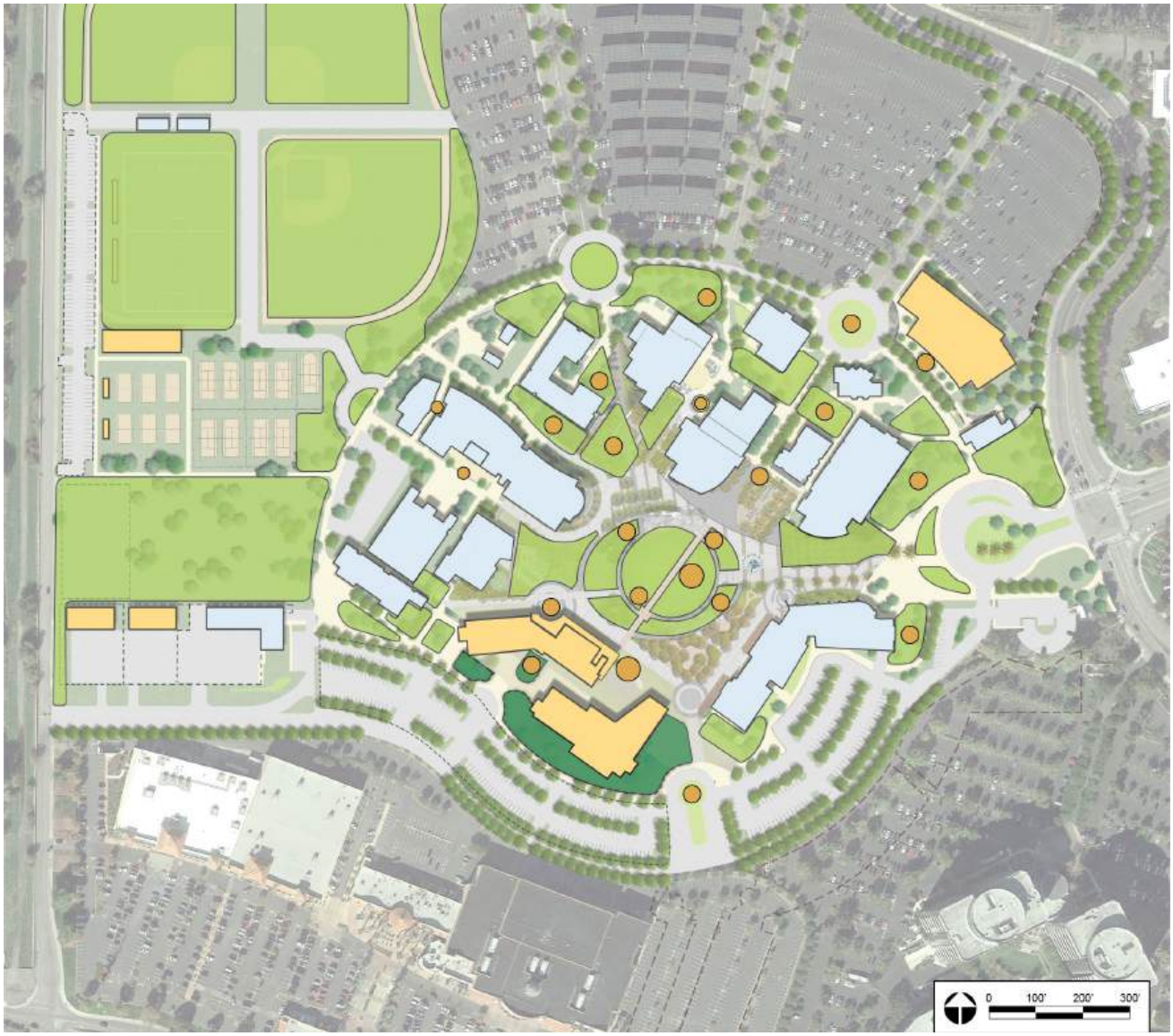
- Emergency Vehicle Access
- Emergency Vehicle Storage / Command Center
- Service Driveways
- Potential Service Access Point
- Future Buildings

OPEN SPACE

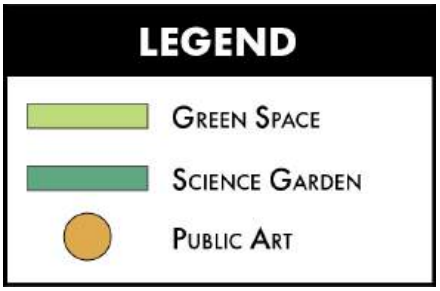
The open space concept for Mission College builds on the "big idea" diagram and responds to several of the planning principles and goals established during the master planning process. As within any urbanized area, open green spaces within Mission College are highly valued and therefore designed to provide significant aesthetic and environmental benefits to all.

The previously highlighted "campus heart" will be comprised of a great open space articulated with walkways, trees, and thoughtfully designed landscaping. Key features will include hierarchal gathering or outdoor learning spaces, places for quiet contemplation, public art display areas and a new multi-purpose conferencing/event facility to be used for flexible entertainment, conferencing, and community rental opportunities.

Seeking to offer students and staff a myriad of opportunities for studying, gathering, and resting in groups or alone, the diagram also highlights the multiple parks, plazas, and open spaces planned at varying scales throughout the campus. These spaces will each be designed as unique amenities, punctuating the grounds with beauty and nature, as well as accentuating the buildings that frame them. Locations for public art displays will be located at prominent intersections of pedestrian walkways and gathering locations. The open space diagram highlights the major tree- shaded walkways that will frame and traverse the campus core. Most focus on enhancing the pedestrian experience, but portions of the southern and northern loop roads that allow vehicular travel will also benefit from these improvements. In general, all open space components highlighted in the diagram are designed to work in concert with each other and enhance visitors' and users' interaction with Mission College.



OPEN SPACE



The Facilities Master Plan reflects the anticipated campus buildout through completion, and the allocation of space for future opportunities.

The design provides for a coherent, centrally-focused campus throughout the anticipated sequencing of the construction process. The FMP should be sequenced in an effort to produce the least disruption to normal campus functions, while working with available funding sources.

The main challenge of the FMP is the replacement and subsequent demolition of the existing Main Building. The need to construct replacement facilities prior to the demolition of the Main Building greatly influenced the original design concepts of the original 2008 FMP. The removal of this iconic building required the replacement of the "heart of the campus." The new "heart" becomes an interdisciplinary green plaza. The radial concept of the campus is maintained with all future projects organized around the new plaza area.

The redesign of the front entry was critical in creating a renewed sense of place and arrival to the campus. The north-south axis of the campus is strengthened by more formally landscaped "academic avenues" which connect the campus. A less formal landscaped walkway extending from the new main entry on an east-west axis around the new interdisciplinary plaza will strengthen the east-west connection of the academic and P.E. facilities, further unifying the campus.

With the District mandate to utilize interim housing within existing facilities during the course of the FMP, the location of the proposed MT Replacement Building and Future STEM Center will significantly impact the final layout and sequencing of the FMP.

Preliminary Project Sequencing

BUILDING PROJECTS

- 1-A Complete the Student Engagement Center.
- 1-B Complete the Front Entry Realignment
- 1-C Complete the Staff Parking Lot
- 2-A Construct Storage Facility for the College (±4,000 GSF) and Corp Yard.
- 2-B Demo of existing Main Building and Central Plant.
- 2-C Construct new Interdisciplinary Plaza.
- 3-A Construct new MT Replacement Building, 2-story (±40,000 GSF).
- 3-B Demo of all existing MT portable buildings and rough grade and landscape.
- 4-A Construct new Community/Performance Venue (±35,000 GSF).
- 4-B Contingent Overflow Parking during construction of Community/Perf. Venue
- 5-A Construct new Science/STEM Center ,2-3 story (±65,000 GSF).
- 5-B Relocate (2) existing Science Labs and (1) science prep space to new Sciences/STEM center. Remodel and repurpose vacated space in the Gillmor center (±4,000 GSF).
- 5-C Construct new Science/STEM garden and plaza.
- 5-D Construct new Parking Lot (±210 spaces).
- 6-A Remodel and re-purpose existing 2-story Science Building (±30,000 GSF).
- 6-B Remodel existing 1-story LRC (±38,000 GSF).
- 6-C Re-purpose existing Parking Enforcement office (±2,000 GSF).
- 6-D Renovate Campus Center.
- 6-E Construct new Police Building (±4,000 GSF) and Corp Yard.

OTHER INSTRUCTIONAL NEEDS PROJECTS

- 7-A Construct new Sand Volleyball courts (6 ea.) and bleachers.
- 7-B Construct new Multi-Use Playfield and bleachers.
- 7-C Construct new 1-story Fieldhouse/Team Rooms/ Lockers/Restroom Building (±8,000 GSF).
- 7-D Construct new Parking Area (±128 spaces).
- 7-E Renovate existing green space/land bank.
- 7-F Remodel existing Playfield Storage and Restroom Buildings (±3,000 GSF).

MISC PROJECTS

- 8-A Parking lot access control/gates/wayfinding.
- 8-B Overall campus wayfinding/signage.
- 8-C Misc. utility upgrades.
- 8-D Misc. roadway and parking upgrades.
- 8-E Future public/private partnership.
- 8-F City of Santa Clara - Calabazas Creek/Bike Trail Project.

EXISTING BUILDINGS

1 TAV Building
2 Child Development Center
3 Hospitality Management
4 Gym and Locker Building
5 Wellness Building
6 Corporation Yard / District Facilities Building
7 Childcare Facility
8 District I.S. Building
9 Gillmor Center
10 Fire Tower / Garage
11 PV Farm @ Parking Lot 'C'

This page intentionally left blank

All proposed facilities should be developed within the existing legal campus boundaries and are indicated in the overall graphic master plan. The scope of work can be organized into five (5) fundamental types of projects:

Maintenance Projects — Includes maintenance, repair, and/or replacement of various building finishes and utility infrastructure systems. These projects may be implemented concurrent with more extensive interior remodel or modification/conversion projects, or will be performed as merited by need and funding availability to support the campus buildout

Demolition Projects — The FMP indicates the demolition requirement for the Main Building, Central Plant, and the Mission Transportable Buildings (MT Buildings). Demolition of the above-noted buildings is a mandatory requirement of the California Community Colleges Chancellor's Office (CCCCO) immediately following the construction of their replacement facilities, and a requirement to maintain eligibility for 50-50 matching State funding for the applicable replacement projects.

Interior Remodel Projects — Construction activities in this category would include general classroom modifications, "smart" classroom updates or renovations, accessibility improvements, utility system upgrades including data and communications systems, and upgrades of fire/life safety/security infrastructure within the applicable buildings.

Renovation, Expansion and/or Re-purposing Projects — Renovation and expansion projects could include activities described in the 'Remodel" category, but additionally include building additions or exterior renovation work. These improvements may be necessary to change a building's use on campus, or expand its current capabilities. Re-purposing/modification projects may consolidate services or academic departments, provide permanent facilities for projects in the preceding categories, or provide additional space for various College programs.

New Construction Projects — Activities in this category would include construction of new buildings or facilities through either existing or future bond funding. Some projects (the MT Replacement Building as an example) may also be eligible for 50-50 matching funds through the CCCCO and State bond funding. Projects receiving funding from the State may be subject to 1:1 assignable square footage (ASF) requirements depending on enrollment numbers calculated by the CCCCO, and the fact that they qualify as a project. At the time of this FMP the project which is applicable is the MT Replacement Building. There is currently an approved IPP for the Community/Lecture/ Performing Arts Building. Funding may or may not occur for this facility depending on the State's approval and release of matching funds.

Main Building & Central Plant Demolition/ New Interdisciplinary Plaza — A complete demolition of the existing Main Building and Central Plant facilities in their entirety including abatement, foundations, utility modifications and rough grading will be required. Construction of the new central plaza within the general footprint of land vacated by the Main Building/Central Plant demolition work will follow. This project will generally include sitework, landscaping, pedestrian and vehicular circulation upgrades, public art displays, wayfinding, and supporting utility infrastructure.

New Building (Mission College Storage Building & Corp Yard) — A new approx. 5,000 GSF (1)-story building project and adjacent Corp Yard. This facility is critically needed to replace existing storage capacity for the college due to the demolition of the existing Central Plant and associated corp yard. It will be located directly adjacent to the existing District Facilities building and corp yard located in the southwest corner of the campus property.

New Building (MT Replacement Project) — A new approx. 40,000 GSF (2)-story replacement building project generally including sitework, landscaping, and replacement/relocation space for all of the current programs located in the existing MT facilities. This project is currently approved for 50-50 State funding, and as such will be limited to a 1:1 ASF replacement of existing space. Relocation/secondary effects may be applicable, and should be studied and included where applicable to strengthen the new "STEM Core" concept on the southern portion of the campus.

New Community/Lecture/Performance Venue — A new approx. 35,000 GSF (399) seat, (1-1 1/2) -story community/lecture/performance venue generally including new building construction, sitework, landscaping, utility infrastructure and support space for various related programs. Reconfiguration of the southern portion of Parking Lot 'A' will also be required. It is anticipated that this facility will provide for College music or speaking and performance space, as well as potential revenue-generating community partnership opportunities. This project is currently approved as an IPP, with the submittal of a formal FPP to the State in August 2018 requesting 50-50 State funding. As such, this project would be subject to a 1:1 ASF replacement of existing space.

New Building (Science/STEM Center) — A new approx. 65,000 GSF (2-3)-story replacement building project generally including removal of the existing Mission Transportable (MT) buildings, new building construction, sitework and integration of a new Science Garden/Walk surrounding the new facility's southern edge. Secondary effects may include the relocation of (2) existing science labs and (1) science prep area from the Gillmor Center into the new facility, and re-purposing of approx. 4,000 GSF of space within the Gillmor Center for additional classrooms and/or offices. Other potential relocation/secondary effects may be applicable, and should be studied and included where applicable to strengthen the new "STEM Core" concept on the southern portion of the campus.

Renovation of the Existing Science Building — An extensive renovation/ re-purposing of the existing (2)-story approx. 30,000 GSF Science building located on the western side of the campus. Envisioned for this project is the provision of space for a number of growing and /or impacted programs throughout other campus facilities, potential growth programs as well as additional faculty and classified staff office needs. Extensive programming and discussion with college leadership will be imperative at the project's initial design phase to determine specific programs or needs. An example would be the Mission Early College High School (MECHS) program. Currently, this program resides in (2) large classrooms and (1) intermediate office/prep space within the Gillmor Center. Growth projections indicate a need of (5) classrooms and (5) faculty offices related to this program. The re-purposed Science Building would provide an opportunity to collocate these functions, while opening up opportunity space within the Gillmor Center for college-centric programs.

Renovation of the Existing Library (LRC) — A renovation/ re-purposing of the existing (1)-story approx. 38,000 GSF Library/LRC which may include a reimagining of what this facility can provide. Careful analysis of the campus's needs at the time of programming and design will be critical. Suggested functions may include additional collaboration space, potential multi-purpose conferencing facilities and a connection of related programs to the proposed Community/Performance Venue located directly north of this existing building.

Renovation of the Existing Campus Center — A renovation/re-purposing of the existing (2)-story approx. 39,500 GSF student-focused Campus Center. This facility generally includes cafeteria and dining facilities, Student Services administrative offices, the campus bookstore, DSPS and the Parking Enforcement office. Work may include complete renovation of multiple existing spaces, as well as potential for re-purposing of space to expand student collaboration and/or recreational space.

Pedestrian/Vehicular Pathway Improvements/Wayfinding — Initial sequence of roadway, bicycle pathways and pedestrian walks to improve campus circulation and provide code-related emergency vehicle access throughout the campus. Also included is new signage work to provide improved wayfinding for both pedestrians and vehicular traffic throughout the campus. Careful coordination with the proposed City of Santa Clara Calabazas Creek project will be required.

New South Parking Lot — Construction of new parking and associated driveways/ loop road work to accommodate additional parking needs related to the new facilities being constructed. Approximate parking total for this area is (210) parking spaces. This area provides prime opportunity for the inclusion of PV assemblies.

New Multi-Purpose Athletic Field — Construction of a combined soccer/open playfield with potential for adjacent bleachers and surrounding walking track located directly west of the existing baseball diamond at the western edge of the campus site. Careful coordination with the proposed City of Santa Clara Calabazas Creek project will be required.

New Sand Volleyball Courts — Construction of 4-6 ea. tournament-sized sand volleyball courts with potential for adjacent bleachers. Project will be located directly west of the existing tennis court complex on the western edge of the campus site, and directly south of the proposed multi-purpose athletic field. Careful coordination with the proposed City of Santa Clara Calabazas Creek project will be required.

New Fieldhouse/Team Room Facility — Construction of a (1)-story approx. 8,000 GSF facility which will include team rooms, locker/showers, restrooms and storage for use in the athletic fields area. It will be located directly north of the new sand volleyball complex, and just south of the new multi-purpose play field (formerly the southwest softball field). Careful coordination with the proposed City of Santa Clara Calabazas Creek project will be required.

New West Parking Lot — Construction of parking and associated driveways to serve the additional parking needs for the new multi-purpose athletic field, tennis courts, sand volleyball courts and new Fieldhouse projects noted above, as well as the current baseball and softball fields. Approximate parking total for this area is (128) parking spaces. This may provide opportunity for additional PV assemblies. Careful coordination with the proposed City of Santa Clara Calabazas Creek project will be required.

New Building (District Police Building & Corp Yard) — An approx. 4,000 GSF (1)-story building project and adjacent corp yard. This facility is to provide dedicated space on campus for WVMCCD Police Services including a secure yard area for vehicle storage. It will be located directly adjacent to the new Mission College Storage Building and Corp Yard located in the southwest corner of the campus property.

Parking Lot Access Control/Wayfinding — At all entry points to each parking lot, construct new median divider strips and associated landscaping, directional signage and manual locking gate assemblies for use by Mission College parking staff for controlled access to campus parking. This is critical due to the use of Mission College parking facilities by local businesses for event parking, as well as security and safety for the College during emergency activities. This work will be applicable to existing Parking lots 'A' through 'D', the new faculty parking area adjacent to the Student Engagement Center, and new parking on the south edge of the campus adjacent to the anticipated MT Replacement and Science/STEM Center facilities.

Potential Community Opportunity Sites and Projects — The FMP delineates portions of the north parking lot area, and portions of the existing Mercado sites as potential opportunities for future public/private projects. The current EIR does not address these future projects specifically, as there is not enough specificity at this time. Each future project of this type will require a project-specific EIR to assess any project impacts or mitigation requirements of which responsibility should be by the specific community partner. Examples of potential project types which may be considered are as follows: a multi-story parking garage, mixed-use retail/staff or faculty housing development, commercial/office, retail facilities (including restaurants), athletic groups, and student housing facilities.

SEQUENCING

Strategic additions to the campus are planned for the next 10-20 years, with the ultimate goal of providing Mission College an enhanced presence and identity in the community it serves. The sequencing of the suggested projects has been carefully considered in order to provide the least impact to ongoing campus learning functions and operations throughout the overall FMP construction process. Interim housing needs are a foremost consideration in this sequencing/implementation planning.

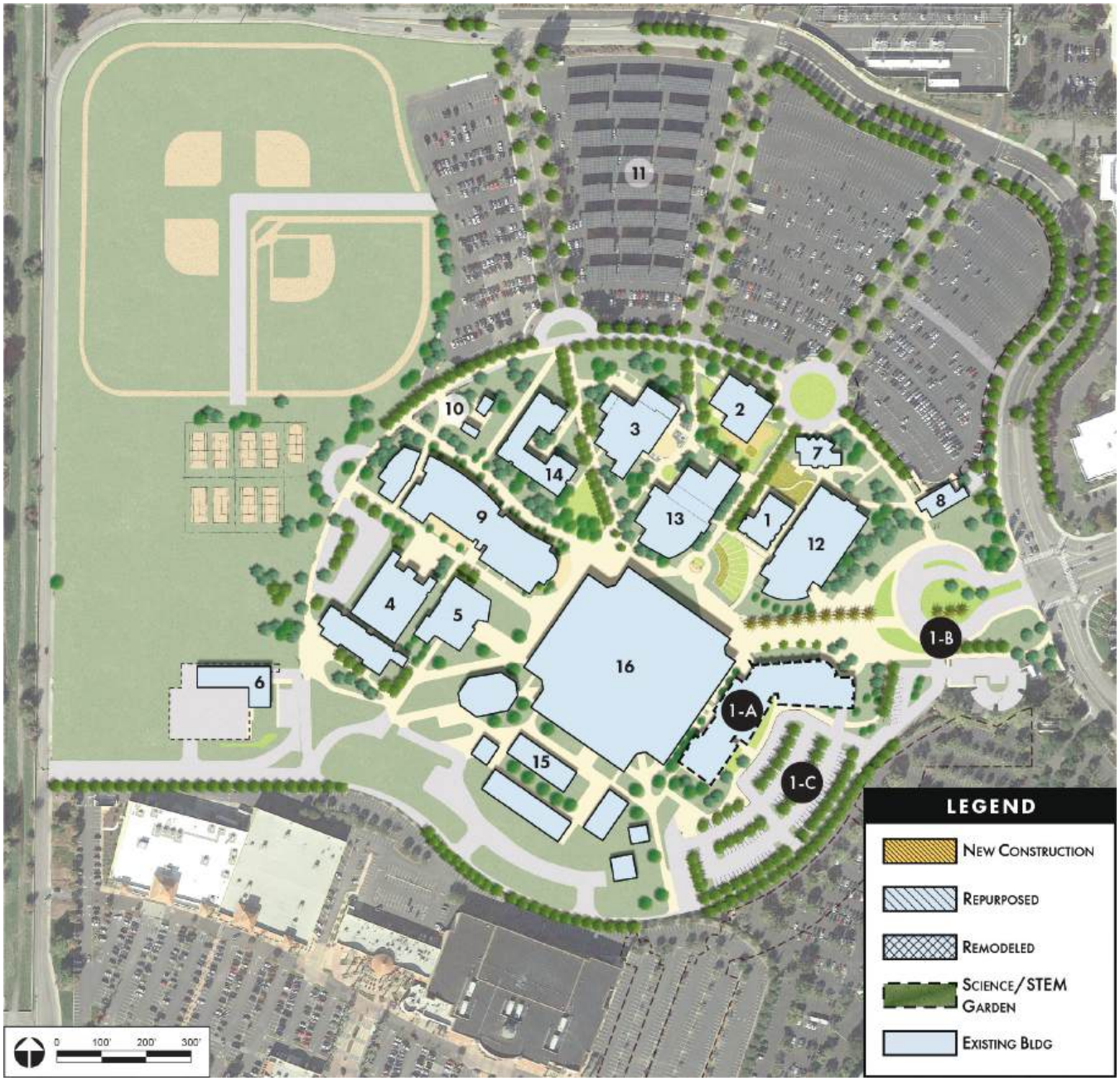
In order to create a short-term coherence to the campus environment, the critical components of the FMP should occur in the initial sequence of construction. Further enhancement of the academic environment, and the incorporation of community opportunities should follow afterwards.

The following represents the likely construction sequencing for projects recommended by this FMP. The actual order may be subject to change due to State funding cycles, District bond resources and fluctuations in enrollment or academic program needs.

EXISTING CAMPUS - APRIL 2016

EXISTING BUILDINGS

1 TAV Building
2 Child Development Center
3 Hospitality Management
4 Gym and Locker Building
5 Wellness Building
6 Corporation Yard / District Facilities Building
7 Childcare Facility
8 District I.S. Building
9 Gillmor Center
10 Fire Tower / Garage
11 PV Farm @ Parking Lot 'C'
12 Learning Resource Center
13 Campus Center
14 Science Building
15 MT Portables
16 Main Building and Central Plant



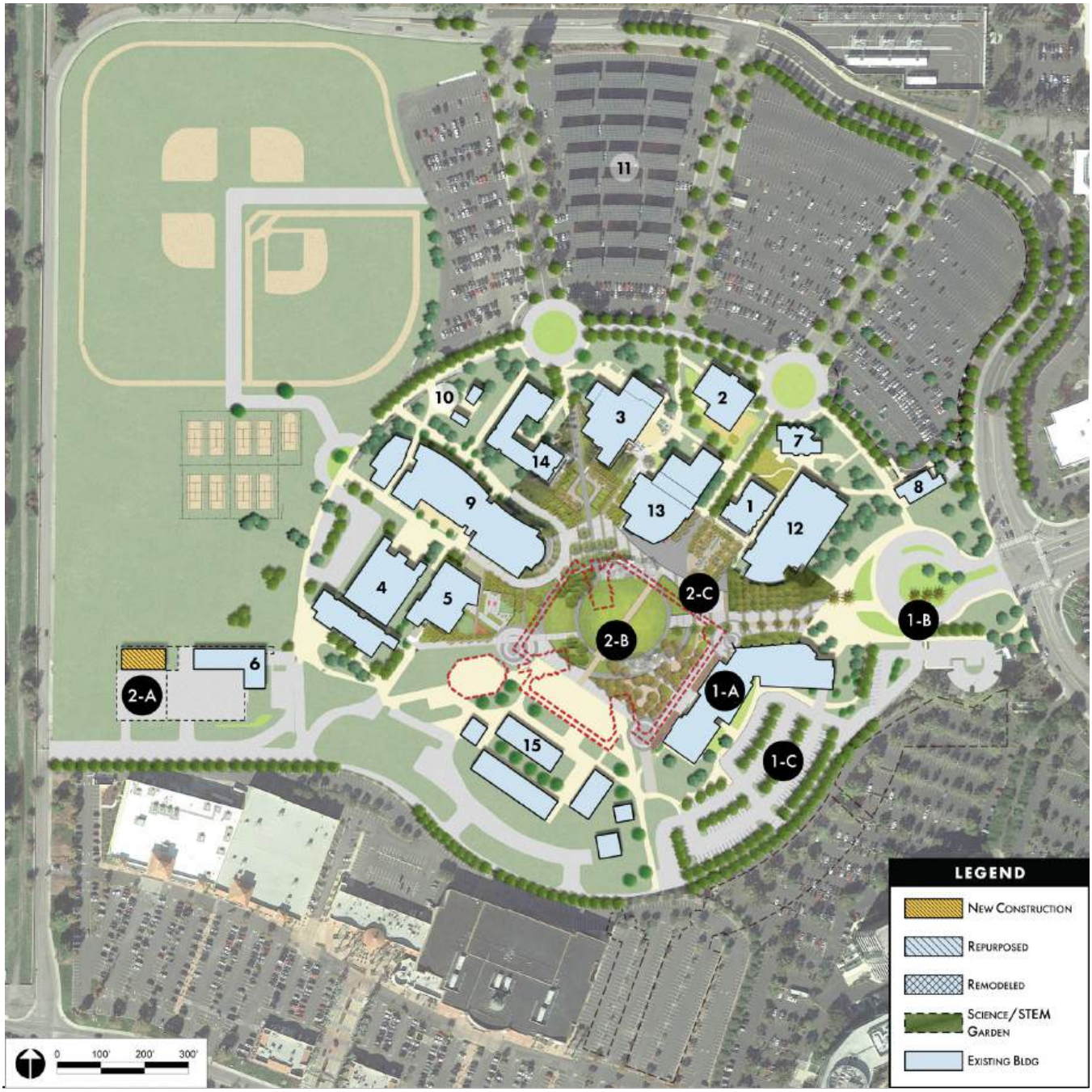
Sequence I

BUILDING PROJECTS

I-A Complete the Student Engagement Center.
I-B Complete the Front Entry Realignment.
I-C Complete the Staff Parking Lot.

EXISTING BUILDINGS

1 TAV Building
2 Child Development Center
3 Hospitality Management
4 Gym and Locker Building
5 Wellness Building
6 Corporation Yard / District Facilities Building
7 Childcare Facility
8 District I.S. Building
9 Gillmor Center
10 Fire Tower / Garage
11 PV Farm @ Parking Lot 'C'
12 Learning Resource Center
13 Campus Center
14 Science Building
15 MT Portables
16 Main Building and Central Plant



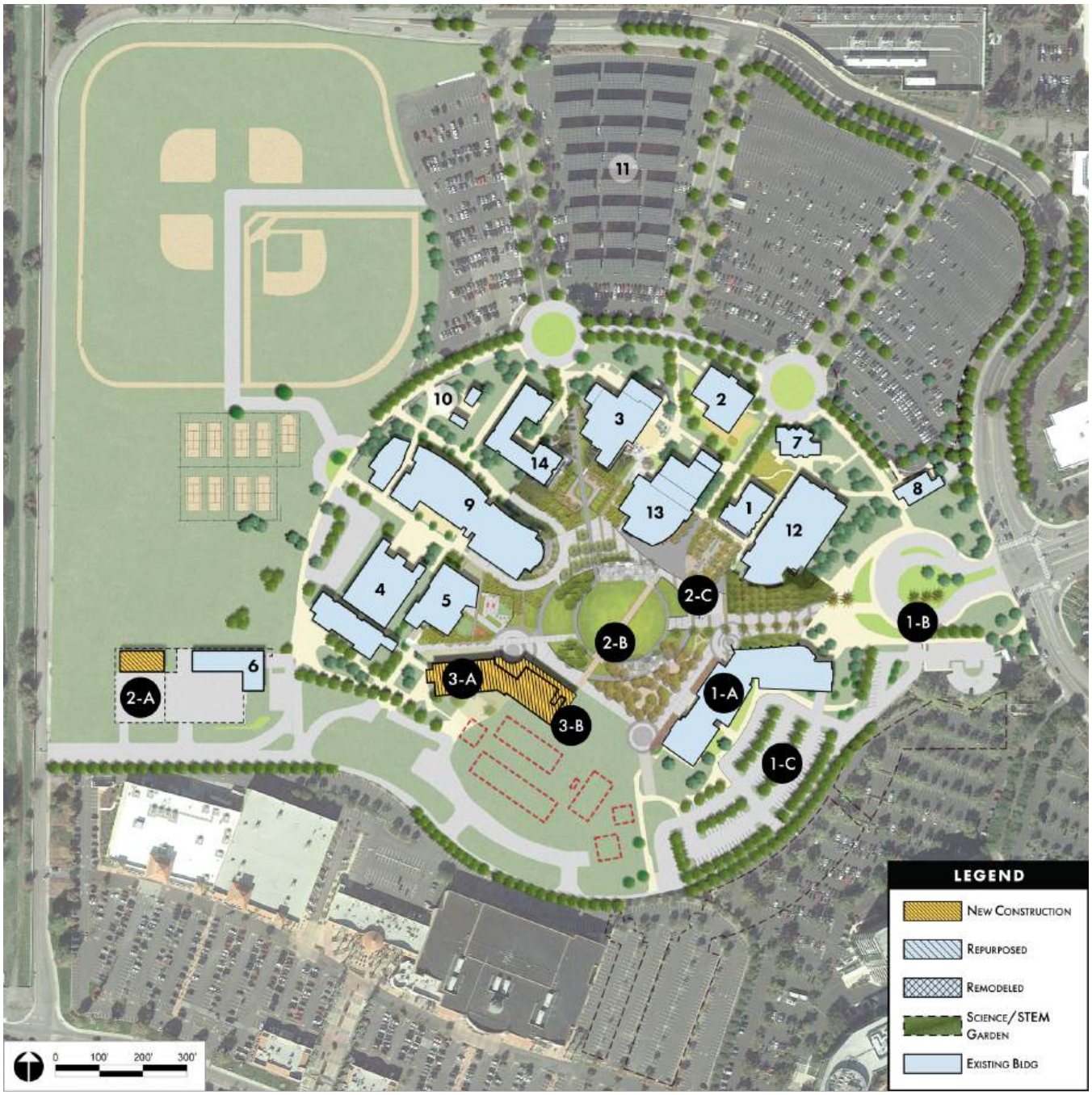
Sequence II

BUILDING PROJECTS

2-A Construct new Storage Facility for the College (±4,000 GSF) and Corp Yard.
2-B Demo of existing Main Building and Central Plant.
2-C Construct new Interdisciplinary Plaza.

EXISTING BUILDINGS

1 TAV Building
2 Child Development Center
3 Hospitality Management
4 Gym and Locker Building
5 Wellness Building
6 Corporation Yard / District Facilities Building
7 Childcare Facility
8 District I.S. Building
9 Gillmor Center
10 Fire Tower / Garage
11 PV Farm @ Parking Lot 'C'
12 Learning Resource Center
13 Campus Center
14 Science Building
15 MT Portables



Sequence III

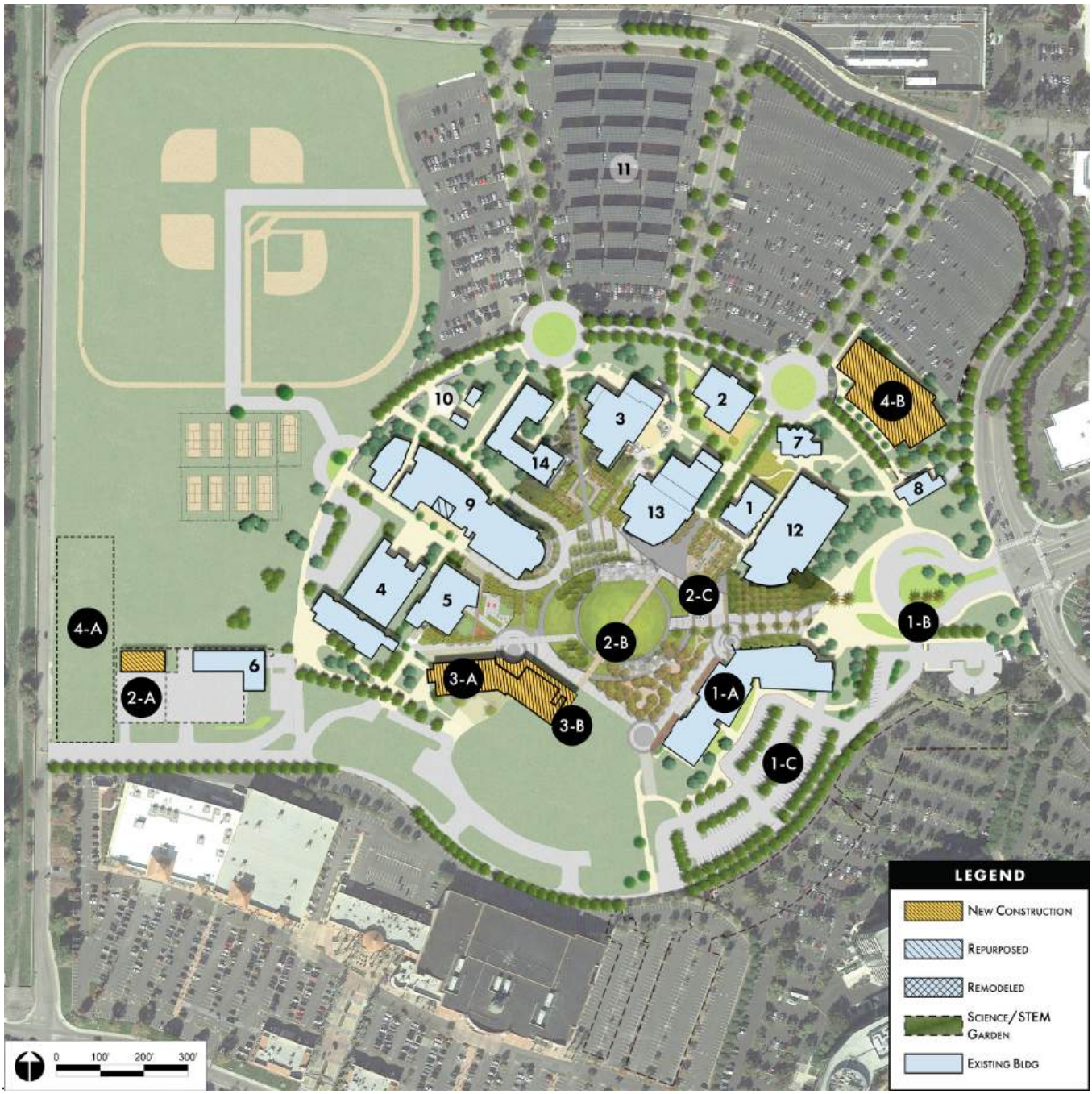
BUILDING PROJECTS

3-A Construct new MT Replacement Building, 2-story (±40,000 GSF).

3-B Demo of all existing MT Portable Buildings and rough grade.

EXISTING BUILDINGS

1 TAV Building
2 Child Development Center
3 Hospitality Management
4 Gym and Locker Building
5 Wellness Building
6 Corporation Yard / District Facilities Building
7 Childcare Facility
8 District I.S. Building
9 Gillmor Center
10 Fire Tower / Garage
11 PV Farm @ Parking Lot 'C'
12 Learning Resource Center
13 Campus Center
14 Science Building



Sequence IV

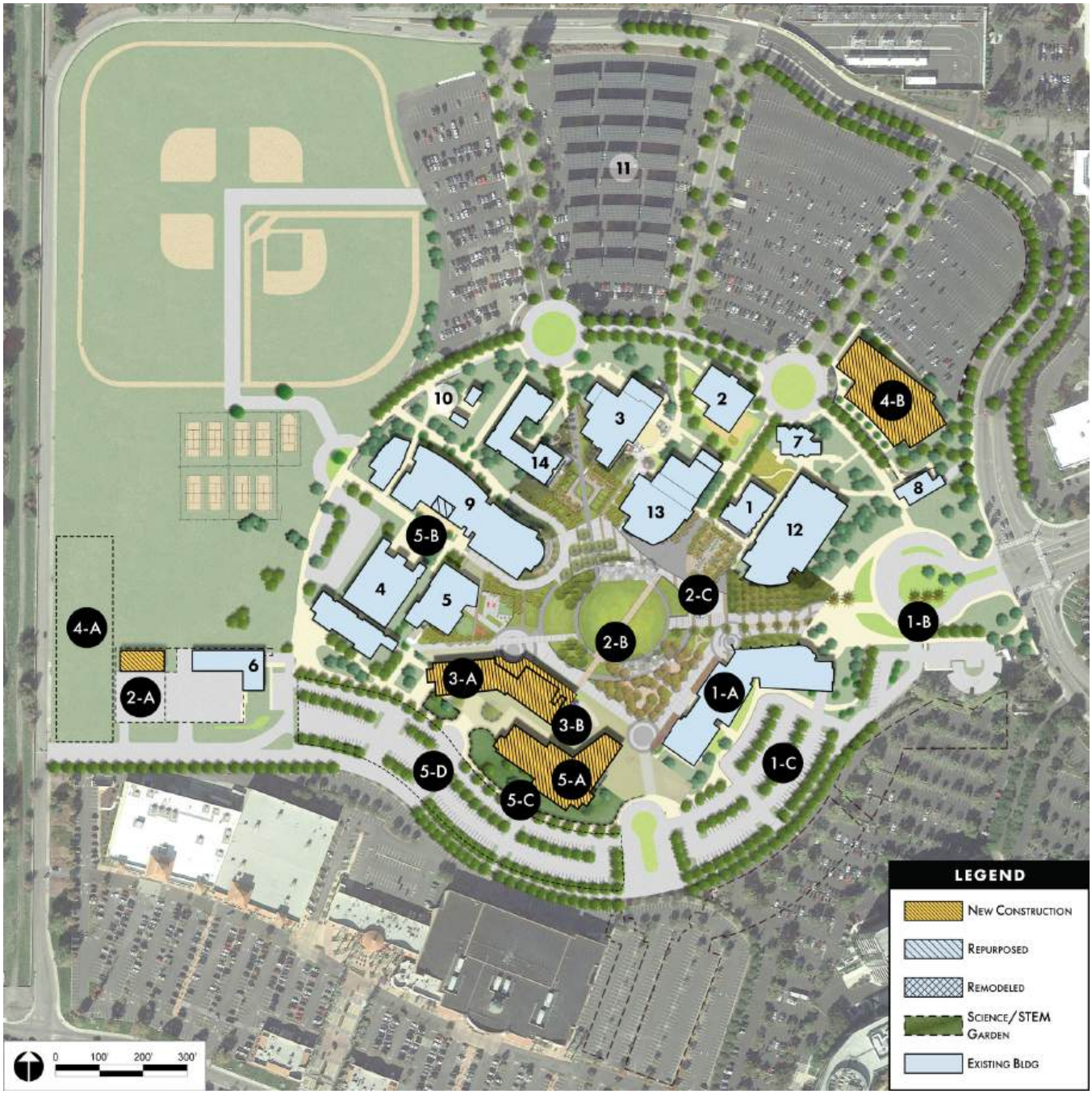
BUILDING PROJECTS

4-A Contingent Overflow Parking during construction of Community/ Performance Venue

4-B Construct new Community/Performance Venue (±35,000 GSF).

EXISTING BUILDINGS

1 TAV Building
2 Child Development Center
3 Hospitality Management
4 Gym and Locker Building
5 Wellness Building
6 Corporation Yard / District Facilities Building
7 Childcare Facility
8 District I.S. Building
9 Gillmor Center
10 Fire Tower / Garage
11 PV Farm @ Parking Lot 'C'
12 Learning Resource Center
13 Campus Center
14 Science Building



Sequence V

BUILDING PROJECTS

5-A Construct new Science/STEM Center, 2-3 story (±65,000 GSF) and 2-story LRC (±38,000 GSF).

5-B Relocate (2) existing Science Labs and (1) Science Prep Space to new Science/STEM Center. Remodel and repurpose vacated space in the Gillmor Center (±4,000 GSF).

5-C Construct new Science/STEM Garden and Plaza.

5-D Construct new Parking Lot (±210 spaces).

EXISTING BUILDINGS

1 TAV Building
2 Child Development Center
3 Hospitality Management
4 Gym and Locker Building
5 Wellness Building
6 Corporation Yard / District Facilities Building
7 Childcare Facility
8 District I.S. Building
9 Gillmor Center
10 Fire Tower / Garage
11 PV Farm @ Parking Lot 'C'
12 Learning Resource Center
13 Campus Center
14 Science Building

Sequence VI

BUILDING PROJECTS

6-A Remodel and repurpose existing 2-story Science Building (±30,000 GSF).
6-B Repurpose existing 1-story LRC (±38,000 GSF).
6-C Renovate Existing Campus Center (±40,000 GSF).
6-D Construct new Police Building (±4,000 GSF) and Corp Yard.

EXISTING BUILDINGS

1 TAV Building
2 Child Development Center
3 Hospitality Management
4 Gym and Locker Building
5 Wellness Building
6 Corporation Yard / District Facilities Building
7 Childcare Facility
8 District I.S. Building
9 Gillmor Center
10 Fire Tower / Garage
11 PV Farm @ Parking Lot 'C'

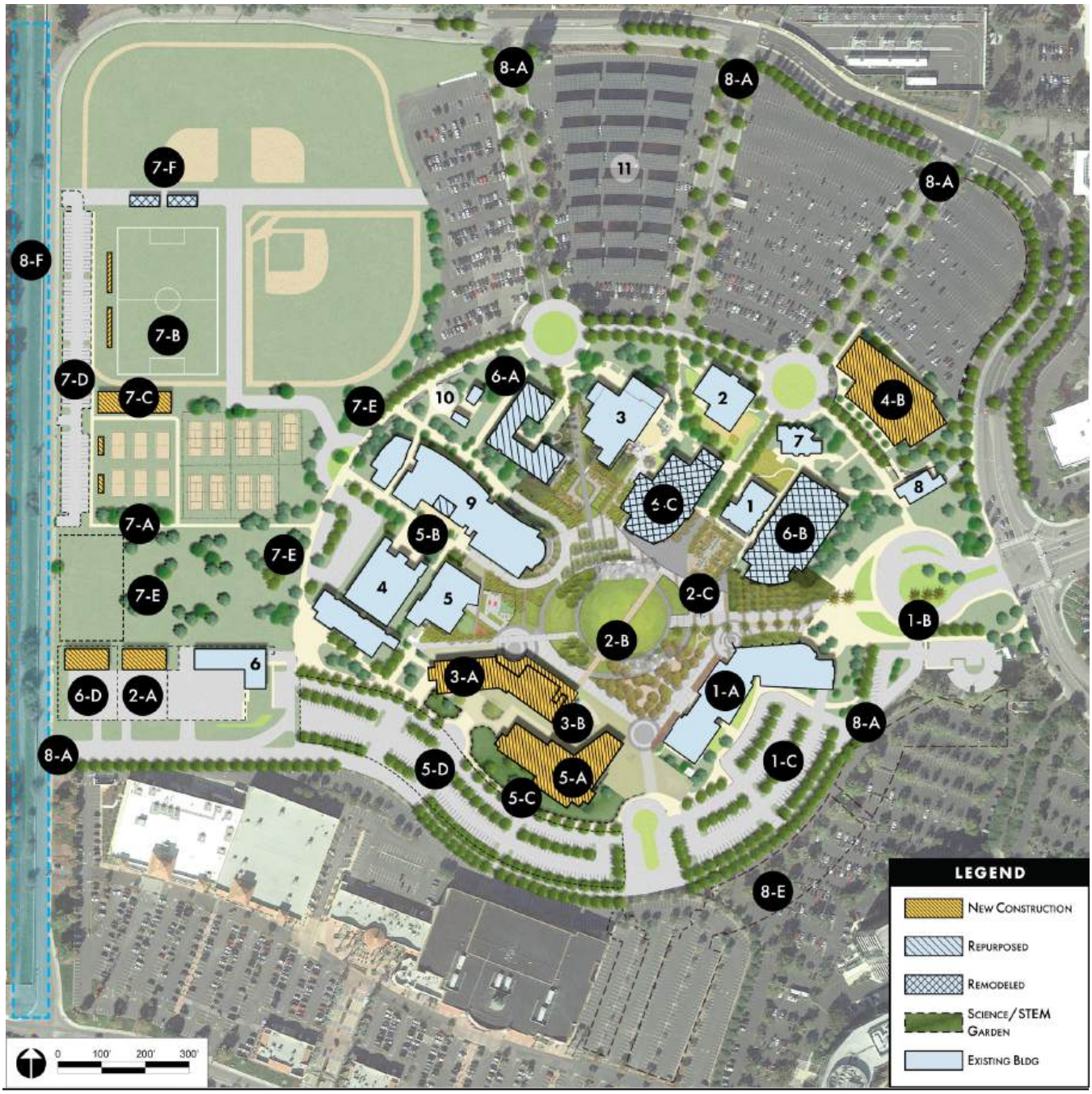
Sequence VII

OTHER INSTRUCTIONAL NEEDS

7-A Construct new Sand Volleyball courts (6 ea.) and bleachers.
7-B Construct new Multi-Use Playfield and bleachers.
7-C Construct new 1-story Fieldhouse/Team Rooms/Lockers/Restroom Building (±8,000 GSF).
7-D Construct new Parking Area (±128 spaces).
7-E Renovate existing Green Space/Land Bank.
7-F Remodel existing Playfield Storage and Restroom Buildings (±3,000 GSF).

EXISTING BUILDINGS

1 TAV Building
2 Child Development Center
3 Hospitality Management
4 Gym and Locker Building
5 Wellness Building
6 Corporation Yard / District Facilities Building
7 Childcare Facility
8 District I.S. Building
9 Gillmor Center
10 Fire Tower / Garage
11 PV Farm @ Parking Lot 'C'



Sequence VIII

OTHER INSTRUCTIONAL NEEDS

8-A Parking Lot Access Control/Gates/Wayfinding.
8-B Overall Campus Wayfinding/Signage.
8-C Misc. Utility Upgrades.
8-D Misc. Roadway and Parking Upgrades.
8-E Future Public/Private Partnership.
8-F City of Santa Clara - Calabazas Creek/Bike Trail Project.

EXISTING BUILDINGS

1 TAV Building
2 Child Development Center
3 Hospitality Management
4 Gym and Locker Building
5 Wellness Building
6 Corporation Yard / District Facilities Building
7 Childcare Facility
8 District I.S. Building
9 Gillmor Center
10 Fire Tower / Garage
11 PV Farm @ Parking Lot 'C'

This page intentionally left blank

DESIGN GUIDELINES

LIONÄKIS

DESIGN GUIDELINES

Design guidelines are provided to help ensure that the campus evolves over time in a manner consistent with the vision and mission of the College. They should be used as guideline criteria for future development plans and proposals to provide a contextual, high quality institution. Furthermore, as projects are phased in integration of design guidelines (site planning, building placement, context, form, materials, landscape materials, sustainability, parking, etc.) throughout the campus will provide a cohesive identity for Mission College. In general, design guidelines indicate minimum requirements which are somewhat flexible in their interpretation and application to allow for unforeseen changes over time. The EFMP document should be provided to all future design consultants by the District/College for reference during the design process for each specific project. Additionally, the District should review all future projects on campus to ensure adherence to the guidelines established in this document. The following is an overall listing of general guidelines included in this FMP:

- Site Layout
- Pedestrian and Public Spaces
- Gateways and Entrances
- Wayfinding and Signage
- Campus Landscape Goals
- Sustainability Principles
- Major Spaces
- Landscape Elements
- Building Parameters
- Architectural Design Features
- Interior Design Elements
- Standardization of Work Environment
- Standardization of Learning Environment
- Passive / Active Solar Design
- Sustainable Water Management
- Sustainable Construction Practices
- Material Efficiency
- Energy Efficiency

SITE LAYOUT

Facility needs and funding availability have influenced previous building forms. Capitalization on existing utility and other infrastructure, along with the minimization of site disturbances and environmental factors, impacted previous building placements. The FMP incorporates sequencing that prioritizes the construction of the campus core, and facilitates the dismantling and replacement of the existing Main Building. Safety, pedestrian travel, compact development and notable open spaces are key components to be considered.

The following general site layout guidelines are encouraged within the College:

- ***Clustering of development within the campus core*** and loop road is encouraged to promote walkability, provide a variety of usable open spaces and preserve perimeter lands for either green space or future potential opportunities. Promotion of ***compact development*** to preserve the campus' greatest asset — its land — for future opportunities is critical. Provide a campus design which emphasizes public safety and accessibility, including proper site lighting levels

- Provide a campus design which emphasizes ***public safety and accessibility***, including proper site lighting levels

- The campus should look for opportunities to ***enhance vehicular and pedestrian connections*** to encourage convenience, amenities, and positive synergies for its students, faculty and staff, and the larger community.
- Building placement should be oriented to ***shield utilitarian components*** (parking, loading, trash areas, and utility boxes) from prominent viewsheds; these areas should be well-designed to compensate for any lack of visual protection.

- Develop a comprehensive network of ***varied open spaces*** which facilitate both formal and informal interactions, including the potential for e***xterior learning environments*** or classrooms.

- Design ***human-scaled spaces*** with spatial sensibilities that relate to the mass, proportion, and size of the surrounding buildings.

- ***Enliven streetscapes and pathways*** with appropriate shade trees and plantings. Design ***pathways which are intuitive*** in their uses and forms.
- Create ***public gathering places*** of varying scales which include shading, benches and other amenities.

- Provide multiple locations for the ***integration of public art*** throughout the campus grounds. Explore options with either student and/or local artists.
- Reduce impacts on the environment. Use of good sustainable principles while ***maximizing green space*** is paramount.

- Make the campus ***inviting and transparent*** with a strong sense of arrival.

- Orient buildings to ***maximize passive solar opportunities*** and allow active solar technology installation.

- Address parking lot entry nodes with gates, center aisle planters and signage to facilitate ***safety, access and control*** of parking areas.

PEDESTRIAN AND PUBLIC SPACES

Pedestrian-friendly design elements should be incorporated throughout the campus, including its surrounding parking lots and street crossings. Varying scales of plazas, formal and informal gathering spaces, and amenities catering to pedestrians are encouraged to facilitate contemplative space as well as space for interaction to create a sense of community.

The following pedestrian and public space design elements are encouraged within the campus:

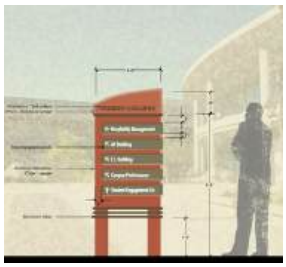
- Pedestrian paths should be ***safe***, attractive, well-lit and ***inviting***, and should provide ***direct connections*** between public spaces and facilities.
- Informal accessible plazas, courtyards and ***outdoor gathering areas*** should be provided between buildings.
- Benches should be placed and oriented to provide ***refuge and comfort***, but not impede access or circulation
- All street furniture (including benches, lighting, bollards, and waste receptacles) should be ***consistent and complementary*** with the architectural style and quality of the campus buildings, as well as current campus standards.
- Water features may be considered in visually prominent and/or "special" locations as they contribute to ***campus character*** and its ***sustainability***; they may include both water-recycling fountains and stormwater management facilities such as bioswales or retention ponds.
- ***Shade and wind control*** through appropriate landscape design should be integrated throughout the site.
- ***Integration of public art*** is encouraged in appropriate public areas to enhance both building and site design. Public art which celebrates the cultural diversity of the college is highly encouraged.

GATEWAYS AND ENTRANCES

The following guidelines should be incorporated into the design of entrances and gateways into the campus from the surrounding areas:

- Entry features may include vertical elements, architectural details, and artistic statements as appropriate to the ***scale and architectural style*** of the adjacent buildings, and designed in concert with the appearance and materials used at the new front entry to the campus.
- Site features should be appropriately scaled, well designed, and constructed of ***high-quality & durable materials*** such as natural stone or architectural metals which are reflective of the College's character and vision.
- Vertical elements shall not exceed adjacent building heights.
- Treatment of the College gateway must distinguish its prominence from other secondary entrances to the campus or parking lots.

SIGNAGE AND WAYFINDING



All campus signage is encouraged to follow established campus identity guidelines included in this FMP to ensure a ***visually cohesive*** environment that reflects the quality of the College. The signage program should provide a framework for ***clear, effective, visible, safe, and aesthetically pleasing identification and directional communication.*** The wayfinding signage guidelines included in this FMP identify the approximate placement, size, materials, color palate, method of lighting (if any), and other related requirements for all campus signage. In general, the following guidelines should be considered:

- Directional signage for vehicles and pedestrians, entry signage, and building identification should be horizontal in format and installed lower to the ground in order to ***improve readability and minimize visual impact to the surroundings***.
- Directional signage should be located at major vehicular and pedestrian site access points.
- As necessary, signs may be illuminated as long as they do not contribute to light pollution; ***exterior neon signs are prohibited***.
- The full range of signage should be designed and provided to ***complement the architectural style and setting of adjacent structures***. Any/all colors utilized in signage program shall be reviewed and approved by both District and College leadership prior to implementation.
- Monument signs should be designed to ***complement the architecture*** of the buildings they serve while utilizing ***durable, high quality materials*** such as stone, metals and cast concrete or similar masonry materials.
- Sign letters and materials should be ***professionally designed and fabricated***.
- Animated, moving, flashing, blinking, reflecting, and revolving signs detract from the campus aesthetic, and shall not be permitted.
- Exposed conduit and tubing should be prohibited; all transformers and other equipment should be concealed.
- Roof signs should not be permitted.
- For more information please see the graphic guidelines included in this FMP.

CAMPUS LANDSCAPE GOALS

The landscapes in and around Mission College are largely cultural in origin, ranging from planting of eucalyptus along the perimeter road system, to planting of redwoods and oaks south of the existing Main Building, to a range of more intensive planted landscapes nearer the existing campus center, including rose gardens, palm alleys and other highly ornamental landscapes. Planning meetings indicated a strong desire to incorporate ***sustainable landscapes that maximize the underlying biota of*** the Mission College site, while still retaining the best of the existing campuses landscape. ***Approved plantings*** from the ***City of Santa Clara, District Maintenance Staff*** and the ***Mission College Sustainability Committee*** shall be used. It will be important to understand that the campus is connected to a significant ***recycled water supply***. The pH levels in this water may have a deleterious effect on certain plantings, trees, etc.

Placemaking — The landscape design should seek to enhance the placemaking described elsewhere in the FMP and provide the College with a ***cohesive landscape design*** that is identifiable as an educational campus. Multiple locations, both active and passive, should be incorporated throughout the campus site. ***Well-shaded and wind-protected*** areas for gathering, exterior learning or just relaxation should be provided. The placement and celebration of ***public art*** should be used to ***enhance the pedestrian experience*** throughout the campus environment.

Pedestrian-Oriented — The core campus landscape design should seek to provide a ***pedestrian-friendly campus*** that is shaded and easily navigable. Walkways should be ***intuitive*** in their placement and design, while providing for any ***maintenance or emergency vehicle access*** required by the District or applicable local agencies. Clear ***wayfinding signage*** should be an integrated part of any pedestrian pathways throughout the campus.

Interconnectedness — The campus landscape design should seek to provide an ***interconnected hierarchy of green spaces*** at a variety of scales including major academic spaces, courtyards, walks, corridors, narrow corridors, and recreational landscapes that provide users with opportunity for a range of scales of gathering and respite.

Contextual — The campus landscape design should recognize the ***social and natural context*** of the location of Mission College by developing a design language that embraces its context. Additionally, it should be designed in a manner that integrates the College into the existing landscape context of its Santa Clara setting, while creating a unique environment that has a ***strong and distinctive sense of place***, establishing a coherent and identifiable landscape design of the campus as a whole.

Wayfinding — The campus landscape design should seek to enhance the overall wayfinding principles described elsewhere in this plan, to provide a coherent sense of place and ***ease of wayfinding*** across the campus, throughout each construction project and at full build-out of the FMP.

Edges — The campus landscape design should seek to ***define the edges of the campus*** as a whole along with the perimeter of the core academic campus through planting of trees and other landscapes. Integration of clear wayfinding signage should be incorporated to facilitate bringing the community from the college perimeter into its central core.

Main Entry — The campus entry sequence has been established as part of the Student Engagement Center project. The design provides a ***new front door*** for the community and utilizes enhanced static and electronic signage to inform visitors and college community members alike. The front entry shall remain as the most aesthetically prominent entry into the campus, and provides a design approach which may be utilized at additional locations, albeit in a reduced scale.

Materials — Sustainable materials should continue to be used for the construction of landscapes at Mission College. These materials may be either ***recycled materials, recyclable materials or certified 'green' products***. The focus on ***Net Zero Energy facilities by 2025*** should be fully considered in any design approach related to individual project sites, as well as the overall campus site. ***Indigenous biota*** should be incorporated throughout the campus. ***Total Cost of Ownership*** shall also be a consideration with all decisions related to sustainable practices and proposed design approaches.

Soils — Soils from the site should be re-used if appropriate for horticultures. Depending on availability and existing soil conditions, natural and ***sustainably sourced*** ameliorants may be utilized.

Low Water Use — Establish a landscape that requires lower water use and has the capacity to successfully accept the ***use of recycled water*** provided by SBWR. ***Strict adherence to applicable SBWR*** regulations is required.

Rainfall — Re-use of water from rainfall may be collected and treated on site to maximize the use of this valuable resource. Potential basins or other storage devices may be incorporated into the design expression of the campus to promote open education about the ***value of water*** and its re-use on site.

Drainage — Site storm drainage conditions should be evaluated, and where consistent with current best practice should be managed in order to ***reduce run-off*** and ***promote re-use of storm-water*** in the landscape. Modest detention basins and wetlands may be incorporated into each of the academic quadrangles to provide storm water treatment. ***Bioswales*** should be an integral part of all future site design.

Planting — Plant materials should be selected to provide a valuable landscape amenity that is both ***attractive*** and ***meets the sustainability goals*** of the FMP. Plants should be chosen for the relative visual merits, ***biodiversity*** and consistency with the goals of the design guidelines, along with their ability to thrive in intended locations. Plants should be selected for reduced demand for water, fertilizers, pesticides, and maintenance, as well as the provision of ***potential habitat value for resident and potential fauna***. Meetings shall be held with both District landscape maintenance staff and the MC Sustainability committee to ensure appropriate planting types and locations.

Paving — Paving should be selected to enhance the sense of a ***quality environment***, be consistent with the architectural design guidelines, and promote the ***sustainability*** goals of the college. Careful review of each individual geotechnical report for all future projects should be performed to maximize the opportunities associated with permeable paving or other approaches which enhance a sustainable approach to the affected site. It should be noted that existing soil conditions on site have previously shown to be fairly resistant to permeable paving applications. This may vary on future project sites and should be examined for implementation on a project-by-project basis.

Mission College Main Entry —The new entry plaza, completed in fall of 2017, is designed as the ***primary entry*** to the campus. A cohesive paving strategy has been established that will promote the sense of uniqueness, while being ***pedestrian-oriented*** in a manner similar to European plazas, with lighting, signage, and site furniture selected to enhance the overall establishment as the primary entry to Mission College. The central plaza landscape includes focal points that will frame views into the campus with drifts of planting on both the north and south sides of the entry.

Interdisciplinary Plaza — Located at the heart of the campus and replacing the footprint of the existing Main Building footprint, the new plaza is envisaged as the ***primary landscape space on campus***, and the location of a range of activities. The plaza will be ringed by buildings to form a ***coherent edge*** to the space. ***Shade trees*** will also be dispersed about the plaza to provide climate amelioration during summer months as well as mitigating the effects of localized winds. ***Seating*** will be provided in the form of both benches and opportunistic seating walls, building pediments and similar structures. The opportunity to provide moveable lawn chairs may also add to the dynamics of the space, providing students and faculty the benefit of being able to arrange their spaces of congregation as necessary. This area provides a prime opportunity for the ***integration of public art***.

Other Instructional Needs — Located west of the existing gymnasium exists open land which can serve multiple purposes at the College's discretion including but not limited to a multi-use playfield, sand volleyball courts, tennis courts and the addition of a new Fieldhouse/ Team Room facility. Other potential programs may be considered for inclusion ***dependent on data analysis and the future instructional needs of the college***. The general desired approach for this area is to ***maximize available "green space"*** currently, while providing a ***land bank*** for future college needs.

Academic Quadrangles — A range of academic quadrangles will be formed by the massing of the buildings. These spaces will range in size and promote multiple functions. They may be ***themed on adjacent academic buildings*** such as the sciences, art or other academic programs at Mission College. Each quadrangle should be designed to promote an ***individual character***, yet shall be ***consistent with the overall campus*** to maintain a sense of cohesiveness about the landscape design. Paths, small seating areas, outdoor study lounges and other academic amenities may be provided, along with modest lawns for seating, activity, and planting that will provide ***spatial articulation*** and enhance building entry sequences.

Academic Avenues — Connecting the south edge of the campus to the student parking lots in the north, the 'Academic Avenues' are envisaged as the ***primary north-south connections across campus*** and will provide the ***academic streets*** with paths connecting across the new Interdisciplinary Plaza. They will also provide the primary cross-campus access to the new MT Replacement Building and LRC/Science/STEM Core south of the plaza. Periodic seating and areas of respite should be incorporated adjacent to these pathways as they are developed.

Parking Lots — Parking lots provide a nucleus of activity for the campus community and reinforce the sense of arrival at Mission College. When the opportunity arises to address the existing parking lots, these should be designed to promote ***clear wayfinding*** from each lot and parking row to the core academic campus, and should be planted with a minimum of 1 tree per 10 stalls in order to reduce reflective heat, provide enhanced shade of pedestrian walkways and providing a clear path from vehicle to front door. Parking lots may include bioswales and other forms of ***storm water management and treatment*** consistent with the sustainability goals described in this plan. LED lighting should be incorporated to promote ***safety of pedestrian and vehicular movement***. The use of ***solar panels for shading and energy generation*** holds significant potential for the College. Opportunity exists for additional PV assemblies in both of the proposed parking lots delineated in the graphic FMP. As technology advances, the integration of ***wind-powered energy generation*** should be revisited on a regular basis for viability and ***Total Cost of Ownership*** benefits.

Site Furniture — Site furniture should be selected and provided to promote a ***unified sense of community and public gathering***, and should be dispersed throughout the College to provide opportunities for the educational community to gather. Additionally, ***opportunistic seating*** should be promoted through the location of appropriately sized landscape elements, such as landscape walls and other elements that will, should a chair not be available, provide seating value. Other site furniture should include bicycle parking, litter bins, signage, recycling bins, bollards and other traffic control devices. These should be selected to be ***complementary to the campus landscape*** as a whole, and consistent with current District/College standards.

Lighting — Light fixtures should provide ***safety and consistency*** across the campus as a whole, and be located to enhance design of landscapes on the campus, with emphasis placed on high-use areas and those bounded by greater building mass. Where necessary, photometric studies should be completed by a certified lighting engineer to ensure ***appropriate and code-compliant light levels*** for pedestrian walks and parking lots. Lighting should seek to maintain and enhance dark sky principles including:

- ***Manage light pollution*** through installing cut-off light fixtures that direct light down and are less than 26 feet in height.
- ***Manage energy usage*** through selection of LED or other high-efficiency light fixtures that accept low wattage bulb options and offer a balanced light spectrum.
- Manage operational hours of light fixtures to provide ***safe lighting levels*** during hours of operation of the adjacent facilities.

BUILDING PARAMETERS

The density and scale of the existing buildings on the campus should be maintained. ***The maximum height of any future building project shall not exceed three (3) stories*** per the 2008 EIR document. Building forms, materials and palettes should be ***contextual*** with the recent building additions constructed in the last several years. ***Visual permeability*** of the future facilities is highly desired by the College.

Intuitive Wayfinding should play an important role in the completion of the master plan. Building and site directional signage should provide ***clear, understandable direction to*** all students, faculty, and visitors as they move throughout the campus. A special emphasis shall be made to ensure ***compliance with all federal and state signage requirements***. The wayfinding and signage guidelines included in this document provide character and design opportunities within the campus fabric.

To ensure that the key building systems perform at their highest levels of efficiency and comfort, a ***formal commissioning process*** should be required on any/all future building or site utility projects on campus. This will also ensure that the College facilities staff receives proper training in the operation and maintenance of these systems.

ARCHITECTURAL DESIGN FEATURES

Existing exterior building forms and materials should be utilized in future buildings to ***complement the existing campus architecture***. Existing materials may include formed concrete panels, metal cladding, metal awnings and canopy structures, clear anodized aluminum storefronts and window systems with energy efficient glass. A focus on ***functionality, durability, aesthetics and Total Cost of Ownership*** should be of prime consideration when considering various building assemblies.

The use of ***contemporary building technology and materials*** in future buildings should be used to reflect the context of the College's location in the heart of the Silicon Valley.

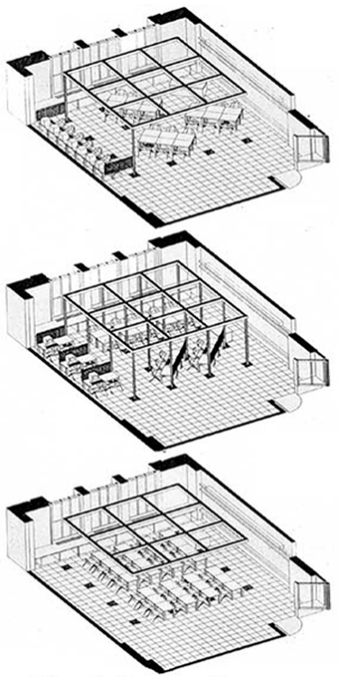
Building elements should support the College's goal of creating a "green" campus. Proper ***building orientation*** and fenestration, use of effective ***solar shading devices*** to promote ***high quality daylighting***, minimization of heat gain and ***reduced energy consumption*** are examples of strategies which should be considered in achieving the sustainable design of new facilities. The targeted goal of all new facilities will be ***Net Zero Energy*** (NZE) by 2025.

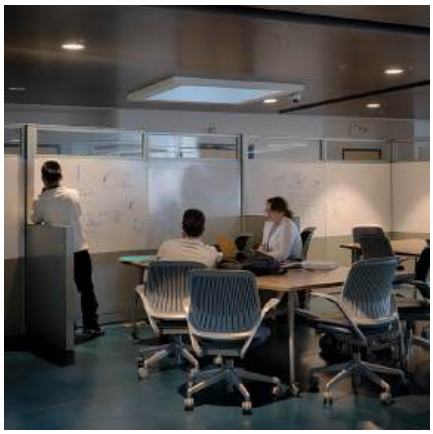
Outdoor Shade Structures may be introduced into the campus architecture to provide sheltered gathering places for students and faculty. Shade structures may be constructed of different materials – tensile fabric, metal, or incorporate photovoltaic panels.

INTERIOR DESIGN ELEMENTS

To promote student and faculty interaction, different sizes and types of gathering places are essential throughout the campus and within the buildings. ***Interior gathering spaces*** should be provided in each building, with furniture layouts that will accommodate multiple types of configurations and activities within the space. Flexibility which provides for ***collaborative interaction spaces*** is highly desired by the College in all facilities.

The need for ***adaptable, flexible and functional rooms*** has been strongly expressed during meetings with faculty and staff at the College. Creating rooms that are adaptable to the rapid and constant changes in technology is critical to the ongoing success of the College. Flexible functional classrooms enable instructors and students to work together in a variety of learning environments which best suits different programs. This flexibility is compatible with the concept of an ***interdisciplinary*** approach to instruction. Focus on ***21st Century learning environments*** and ***adaptable instructional modalities*** should be paramount in all future learning environments.



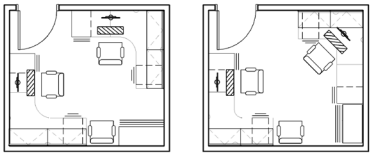


Future buildings are envisioned to have spaces that are designed to be thermally, visually, and acoustically comfortable. Creating ***environments which promote incidental learning and collaboration*** between individuals and groups is highly desirable. Places for rest and quiet study enhance the student experience.

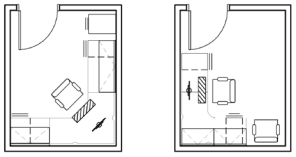
STANDARDIZATION OF WORK ENVIRONMENTS

The location of faculty, classified staff and administrators integrally throughout all buildings is critical in order to maintain the ***cross-disciplinary culture*** desired by the College. The establishment and adherence to ***campus standards*** for lecture spaces, classrooms, and offices will assist in creating environments that are ***shared*** and ***flexible*** throughout each academic facility. Adaptability, flexibility, and functionality in the work environment can be achieved through thoughtful design consideration and the use of flexible furnishing systems.

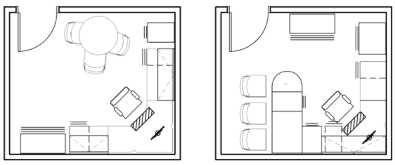
The following ***standard office furniture layouts*** represent examples of current district standards:



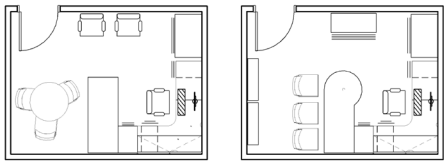
Configuration A - Individual Office - 80 sf



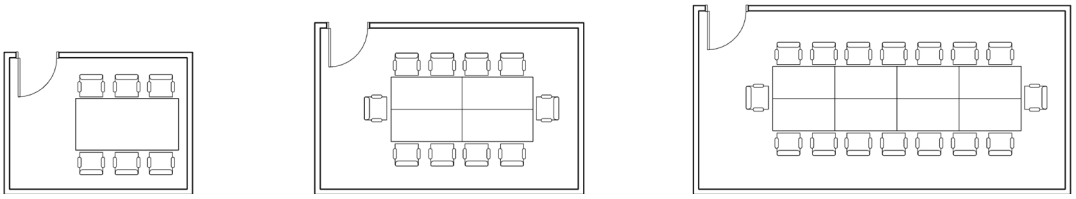
Configuration B - Individual Office - 120 sf



Configuration C - Dean's Office - 140 sf



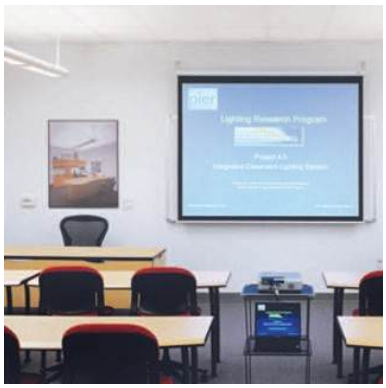
Configuration D - Vice President Office - 160 sf



Configuration E Conference Rooms, 6 person - 125 sf, 10 person - 250 sf, 18 person - 400 sf

STANDARDIZATION OF LEARNING ENVIRONMENTS

To support the desired goal of creating a teaching environment that recognizes and responds to ***diverse learning styles and needs***, and adheres to campus standards for classrooms, the following recommendations should be implemented:

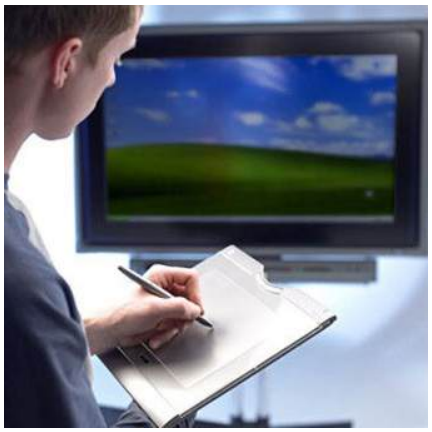


Level 1: Media Classroom — Minimal A/V infrastructure for all classrooms.

- Lighting – minimal zone control
- Projection unit
- Wall-mounted LCD monitor
- Document camera
- Laptop input
- Networked A/V monitoring/control
- Dataport for portable videoconference codec

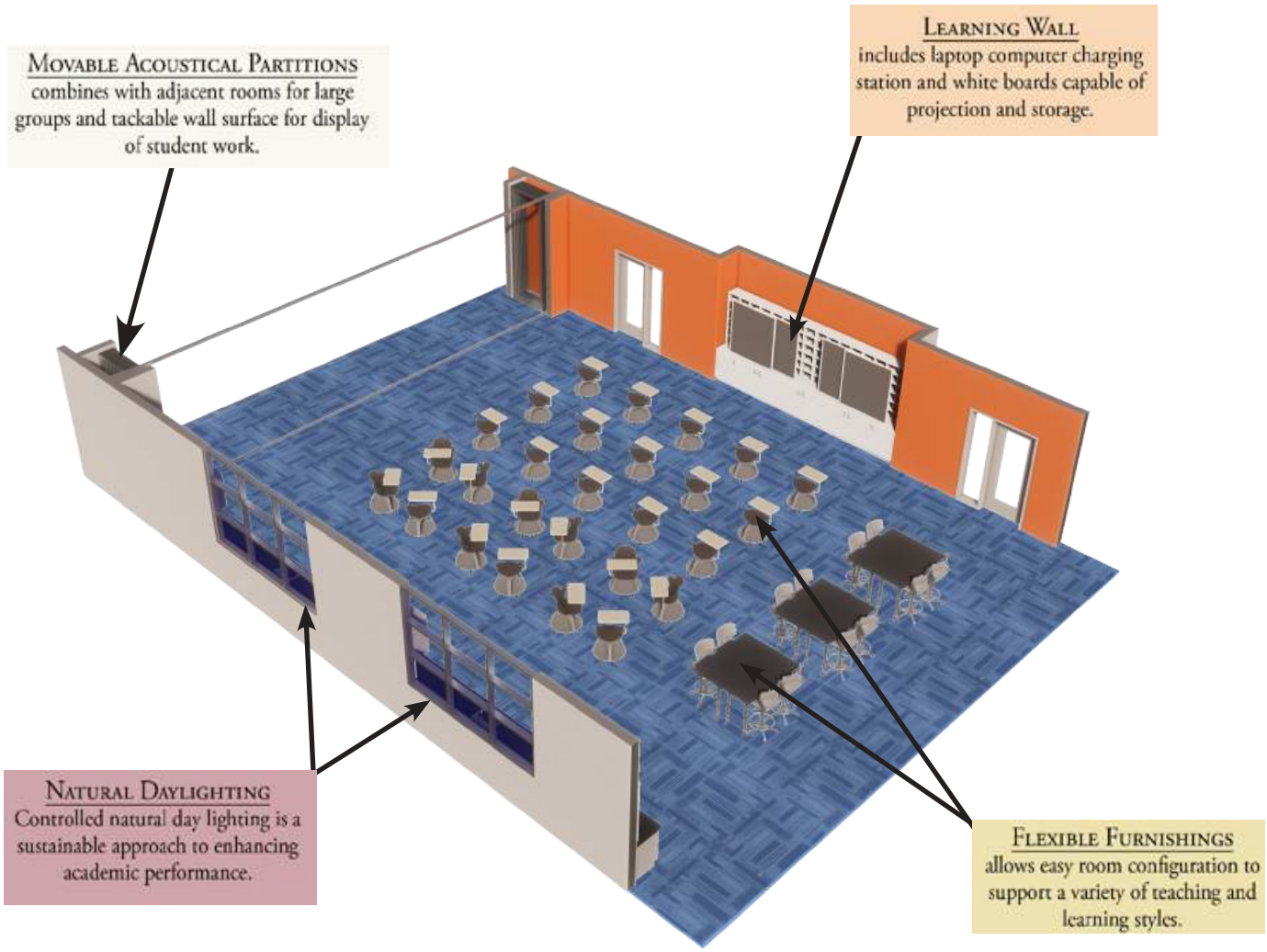
Level 2: Interactive Media Classroom — Experimental new technology classroom (approximately 10% of all new classrooms)

- All Level 1 equipment from above
- Mobile LCD monitor
- Smart white boards
- Electronic flip-chart wall
- Student response electronics
- Wireless network for student laptops



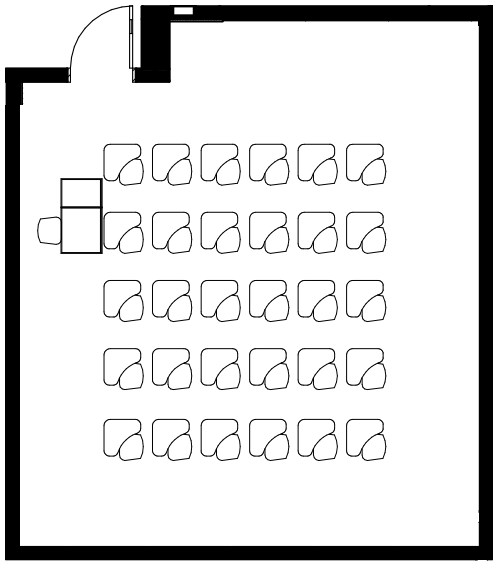
Level 3: Studio Classroom — A single 50-seat room, or two (2) separate rooms, (1) @ 20-seat and (1) @ 40-seat.

- All Level 2 equipment from above
- Media encode/recording control room with window to classrooms
- (3) Remote control pan/tilt/zoom cameras, mounted in fixed locations
- (1) Auto-follow camera
- Installed videoconferencing codec
- Dimmable stage lighting
- Wireless and wired presenter mics
- Audience mics
- Fixed seating - raised, including full ADA access

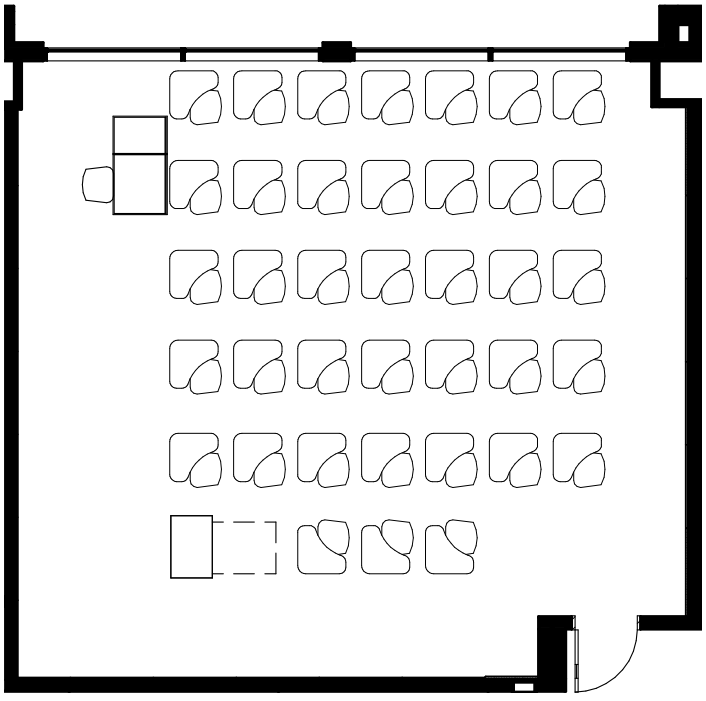


LEARNING ENVIRONMENT OPPORTUNITIES

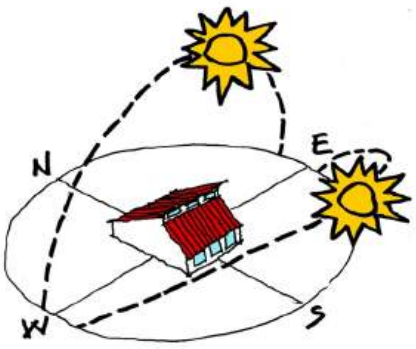
650 SF Classroom: 28 to 36 Students



910 SF Classroom: 40 to 45 Students



PASSIVE/ACTIVE SOLAR DESIGNS



Proper orientation of buildings in relation to the sun can have a significant impact on a building's energy use. The ***ideal orientation is on an east-west axis*** with rectangular proportion of 1(east-west) to between 1.5 and 2 (north- south). Building layouts and exterior elevations should be ***responsive to their specific locations and solar orientations***.

Visual connection to the exterior for building occupants should be a core design element for future projects. On average, south facing glass should be 10-25% of the floor area of each building. ***Maximize north-facing glazing*** and provide south-facing glazing with sun screens to reduce solar heat gain and provide increased daylighting and glare control.

Several studies indicate that ***daylighting*** has a positive effect on student and faculty attendance and performance. Daylighting techniques should be utilized and integrated throughout the campus. The use of skylights (e.g. adjustable, conventional or tubular), view windows, clerestories, light shelves and controlled lighting all contribute positively to the classroom and office environments, and should be incorporated into all future projects.

In response to the California Community Colleges Energy and Sustainability Policy, ***energy independence*** is a long-term goal for Mission College. The ***harvesting of solar energy*** through photovoltaics can help the campus to achieve this goal. These can be utilized integrally in shade structures, as glazing screens, or be self-supported on the rooftops of future buildings and parking lots located throughout the campus. Additionally, the potential use of ***wind-generated power*** should be explored closely during the future development of the campus site.

SUSTAINABLE WATER MANAGEMENT

Water conservation is a critical ongoing issue for both the region and college. The integration of ***rainwater collection and re-use*** should be considered, as economically feasible, for each future project. Collection techniques should be incorporated into future projects to allow for re-use in non-potable applications, including site irrigation. Use of ***bioswales*** to assist in recharging underground aquifers is also highly encouraged. Maximize the use of the available ***onsite recycled water*** system for any/all non-potable uses and needs for future projects including but not limited to irrigation, non-potable fixtures and HVAC hydronic systems.

Water efficiency can also be achieved through the inclusion of ***dual flush or low-flow toilets and urinals*** and high efficiency plumbing fixtures into all future projects. Use of recycled water for non-potable applications in both plumbing and HVAC systems is highly encouraged.

The continued introduction of ***drought tolerant plants*** into the fabric of the campus landscape, courtyards, paseos, and future building sites is supportive of the goal of water efficiency for the College. Use of available ***recycled water*** in conjunction with high efficiency irrigation systems is critical.

SUSTAINABLE CONSTRUCTION PRACTICES

The implementation of a ***construction waste management plan*** during the execution of all construction projects will positively impact the ***reduction of construction waste*** going to landfills. The campus goal should be the recycling of the maximum quantity of construction, demolition, or land clearing waste possible per project by weight percentage for all future projects.

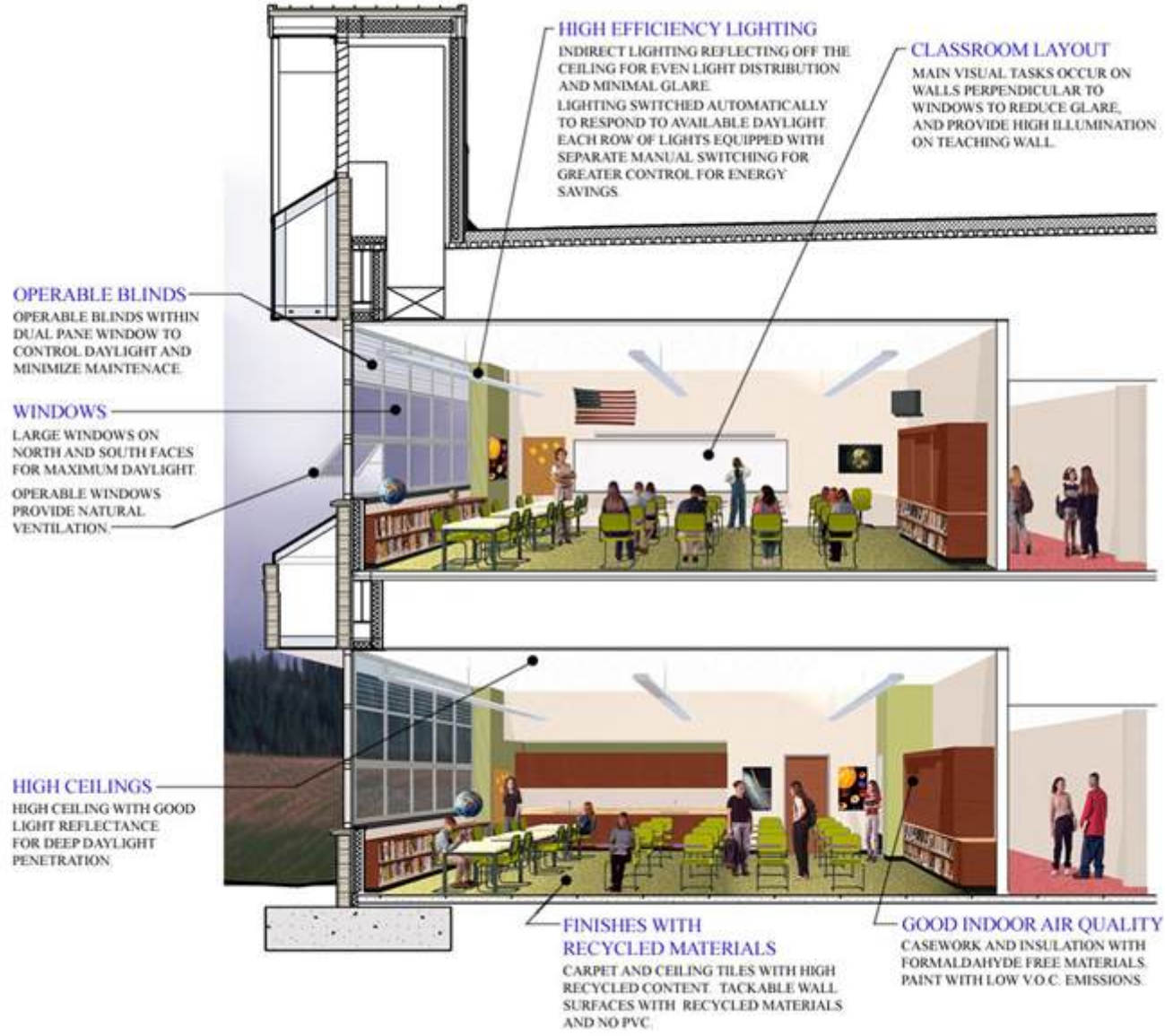
Future projects should incorporate ***resource efficient construction practices***. Project designs should include ***campus building or infrastructure standards***, in combination with efficient building and room designs to promote material conservation and reduction of construction waste.

MATERIAL EFFICIENCY

Durability, ease of maintenance, and ***Total Cost of Ownership*** should be of prime consideration during the selection of materials for future projects. This will create comfortable and long-lasting buildings for the campus while providing the College with long-term financial benefits.

Utilization of ***sustainably-produced materials with high recycled content*** will provide significant environmental and human performance benefits to the College. Recent studies have indicated that the incorporation of sustainability in the design and construction process of future projects will improve ongoing student/faculty performance and attendance, while helping to mitigate negative effects on the environment.

Material efficiency does not end with material selection. Another important concept which should be included in each future building project is the design of areas dedicated to the ***active recycling and re-use of materials***. This will assist the College in incorporating sustainable lifestyle practices into the fabric of the campus community. This should occur in all campus facilities and maintenance operations.



ENERGY EFFICIENCY

High performance lighting controls should be included in the electrical lighting designs of future projects to create high-quality lighting in all campus facilities. Integration of future technologies should be leveraged to move the College forward in their ongoing sustainable efforts, and should consider ***Total Cost of Ownership*** as a priority. New systems should be ***compatible with existing lighting control systems*** already in use on the campus. ***Consistency of fixture types, sizes and manufacturers*** throughout multiple facilities is essential for ease of future service/maintenance by the District and College.

Effectively using ***high performance HVAC strategies and systems*** will provide high energy efficiency, thermal and acoustic comfort, improved indoor air quality and lower O&M costs. Future building projects should address requirements on an individual basis to allow for the greatest flexibility and response to building location, orientation of the project on the site, and specific usage. ***Commissioning*** of all new HVAC systems should be a staple of all construction projects to ensure proper operation and maximum benefits from each system. ***Total Cost of Ownership*** should be strongly considered during the selection and design of these systems.

All new construction projects should be designed to exceed the minimum Title 24 energy requirements of the State of California by 30-40% or greater.

Natural ventilation through operable windows may be considered for energy efficiency and healthier indoor air quality. These openings should be controlled by building occupants and linked back to the building's HVAC system, allowing for more flexibility by building users while maintaining ***efficiencies of operation*** for the College. Review of this potential strategy should be carefully explored with professional consultants and District Facilities for viability and operational impacts on a project-by-project basis prior to design implementation.

This page intentionally left blank

INFRASTRUCTURE AND EXISTING FACILITIES

LIONÄKIS

UTILITY INFRASTRUCTURE and EXISTING FACILITIES

UTILITY ANALYSIS

The original campus infrastructure has been in place for approximately forty (40) years, with a recent infrastructure upgrade project completed in 2011. On-site utilities include storm drainage, sanitary sewer, domestic water, fire system water, recycled water, natural gas, electrical, telecommunications, data, fire alarm, and CCTV lines. The routing of all the major campus utilities generally follows the pathway of the inner loop road of the campus, with utility extensions emanating from the loop road into each building or project site.

Civil Site Utilities — The civil site utilities are in good to fair shape based on the recent 2011 upgrades, with minor repairs and upgrades being required during the execution of the new projects along minor branch lines. The existence of older transite pipe is anticipated in some locations and will require mitigation when encountered during the construction/repair process of each specific project. The pathway for the storm drainage and sanitary sewer system generally follows the interior loop road of the campus, with extensions in the north/south direction for main lateral line extensions to each facility. Domestic is supplied by the City of Santa Clara. South Bay Water Resources (SBWR) is involved with the recycled water system and requires strict plan reviews which are time-intensive for each project. The fire water system is also supplied by the Santa Clara Water Department, and is distributed through post-indicator valves (PIV's) located at each building. These water lines also follow the pathway of the inner loop road of the campus, along with various branch lines to each project. Available water supply and water pressures appear adequate throughout the campus to handle the anticipated complete FMP buildout, but will require individual flow tests during the DSA review process within (6) months of DSA plan review submittals.

Geothermal Fields —As part of the Gillmor Center construction completed in 2014 there are vertical and horizontal geothermal wells, pump stations and hydronic piping anywhere from surface level to an approx. depth of (180') feet below grade which support the HVAC system of the building. This infrastructure is located below Parking Lot 'D' and also extends westerly beneath the existing baseball and softball fields at the outer edge of Mission College Blvd. outer loop road. There are approximately (120) vertical wells and accompanying hydronic piping and pump assemblies in vaults throughout the majority of Parking Lot 'D' extending from just below paving level down to (180'). There are approximately (240) horizontal hydronic lines extended from the western edge of Parking Lot 'D' to the eastern edge of the outer loop road extending from approx. (15') below surface level down to an elevation of approx. (30') below surface level. ***Building construction over the top of the geothermal field locations shall not occur***. Development of surface-related play fields shall require accurate field verification of all related lines and system components prior to commencement of any design.

Electrical System — The current electrical system is in good condition after work completed in 2011. The 12 KV service to the site is supplied by Silicon Valley Power (SVP),and enters the site immediately south of, and adjacent to, the existing main campus entrance. The main switch gear panels are located in the far northeast corner of the adjacent commercial offices parking area (owned by Mission College and leased to tenants). The power feed splits into two (2) loops which supply the south/west and north/ east portions of the campus, with the exception of some minor crossover. There are a series of numbered manholes which are interspersed throughout the campus. There are multiple transformers and sub-panels (both exterior and interior) located throughout the campus site and buildings. Electrical services to the various facilities are 277/480V and 120/208V, 3-phase 4-wire. Overall power supply to the campus appears adequate to support the anticipated FMP buildout. There currently are two (2) existing diesel emergency generators utilized at newer facilities (MBR Phase I & II), and are connected primarily to egress lighting and life safety systems within these facilities. The existing generator located near the existing Central Plant is anticipated to be removed during the demolition process. Additional generators will likely be needed and should be reviewed on a project by project basis to support new facilities as determined by the design team(s), and will require submittal and approval by the applicable public agencies.

Parking Lot 'C' Photovoltaic Array — Completed in approx. 2013, the current photovoltaic array covers the vast majority of existing vehicle spaces within the boundary of Parking Lot 'C'. The system capacity is approx. 1.1 KW and is fully connected to and permitted with SVP. Construction of any future facilities or grounds modifications (other than maintenance, re-surfacing/re-striping of the parking lot surface(s), lighting upgrades or signage/wayfinding additions in this specific parking

Fire Alarm System — The fire alarm system is currently comprised of either a Notifier or Fire-Ex systems. These systems are monitored by HMS (the monitoring service vendor for the campus), and they contact local fire authorities during an emergency event. A recent upgrade of this system is ongoing and close to completion. This work is a state-funded fire alarm replacement project, with completion anticipated throughout the campus within the next couple of years. Additional modifications are anticipated in the future as part of the anticipated 2018 bond measure.

Telecommunications/Data Infrastructure —The requirements of the 2008 master plan were to combine a campus replacement voice/data infrastructure, and consolidate the WVMCCD District I.S. staff and campus infrastructure into a new permanent facility on campus adjacent to the front entry sequence. This District Services IS facility was completed in 2012. The capacity of the IS system has been expanded to serve future projects on the campus from several vault locations throughout the campus. The locations of this infrastructure took into account the previous 2013 FMP layout of the site, and should be reviewed carefully prior to planning or design of any specific new projects.

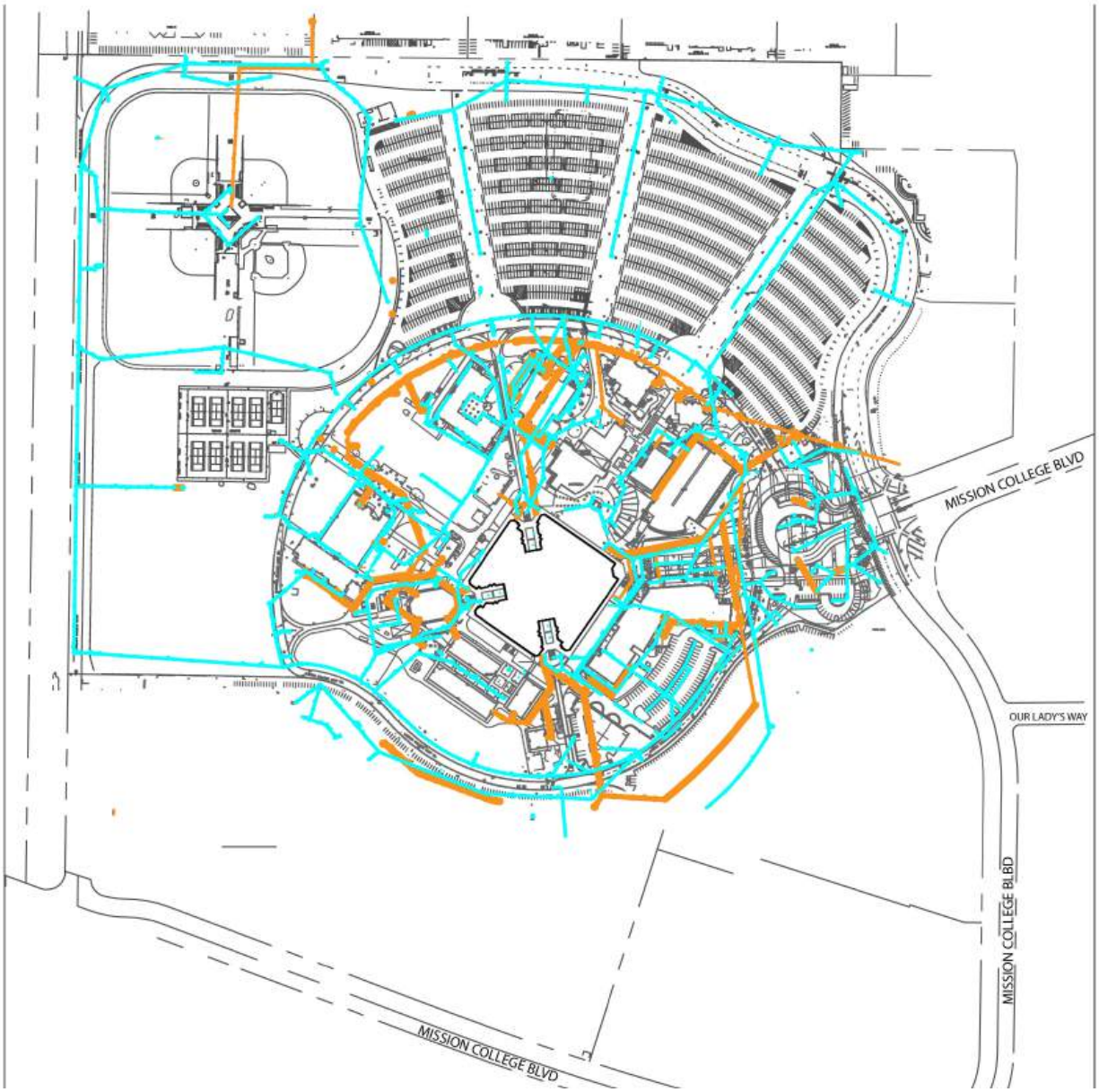
For general reference purposes, the following are elements in the infrastructure upgrade that have been completed:

- Design/Construction of the new conduits/maintenance holes
- Installation of new fiber/copper backbones to all campus buildings
- Installation of new, or relocation of existing data switching equipment
- Cutover to new data connectivity
- Installation of new AT&T copper backbone
- Cutover of new data T1 circuits
- Installation of new, or relocation of existing voice/voicemail equipment
- Cutover to new voice connectivity on campus
- Cutover to new voice T1 circuits
- Cutover of new 1MB lines on campus (fax, alarm, modem, etc.)

Security Systems–A draft Security Master Plan, dated May 2007, was performed by Catalyst Consulting Group, Inc., the District's security consultant. These preliminary documents provided the District with a comprehensive analysis of both the existing on-campus and district-wide existing security systems and recommended modifications. Currently, the systems are varied and operate in a facility specific manner. Among the options proposed to the District are the following:

- District-wide Access Control and Alarm Monitoring System (ACAMS)
- Digital Video Surveillance System (DVSS)
- Integration of a complete Emergency Communication System (ECM) combining the two (2) systems noted above
- Improved site lighting within the parking areas, pedestrian pathways, and building areas
- Mechanical key control locks for better facilities access control
- Improved landscaping models to allow for better visual control

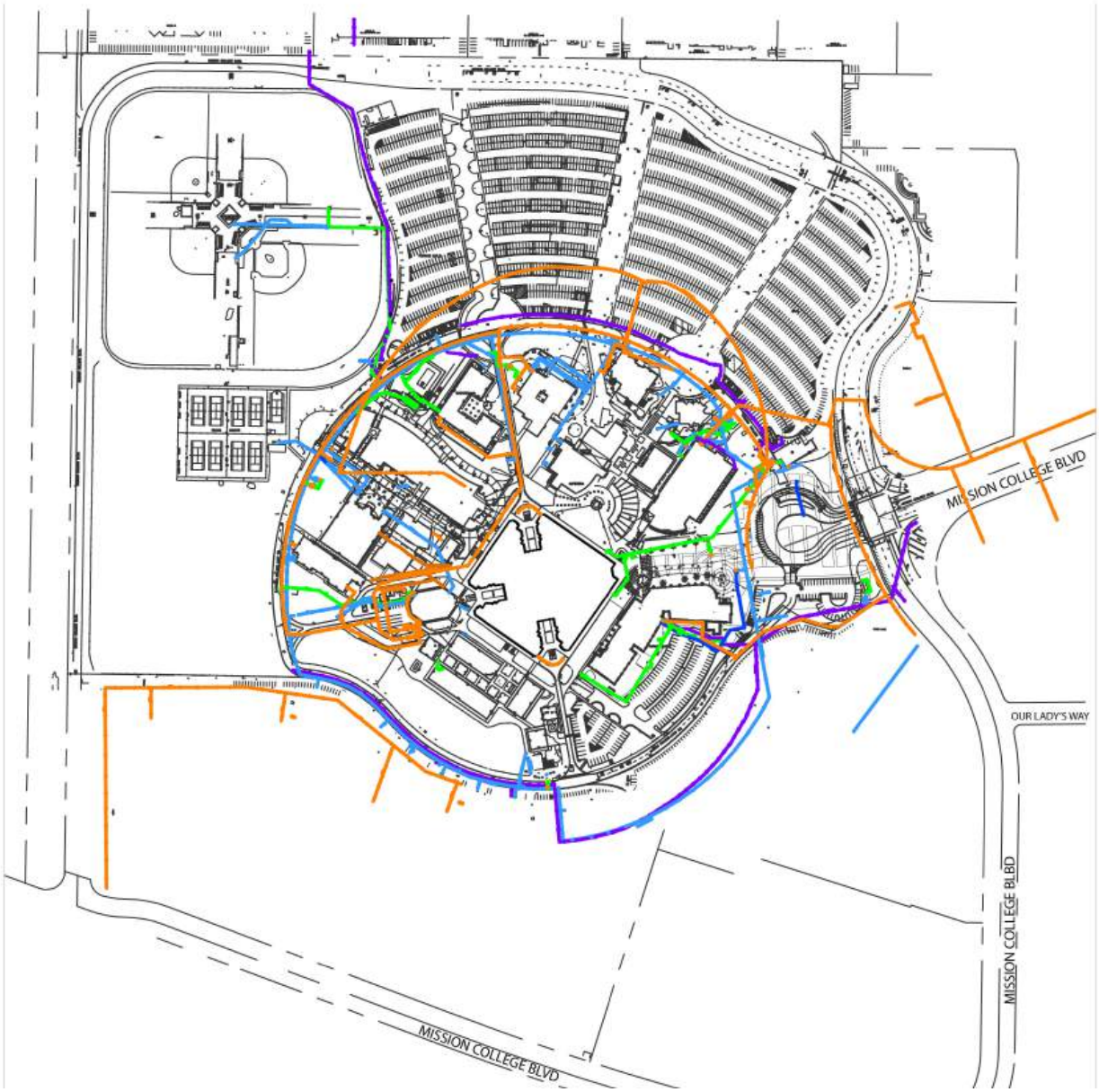
The District is currently implementing some of the options presented in this report.



SANITARY SEWER & STORM DRAINAGE UTILITIES

LEGEND

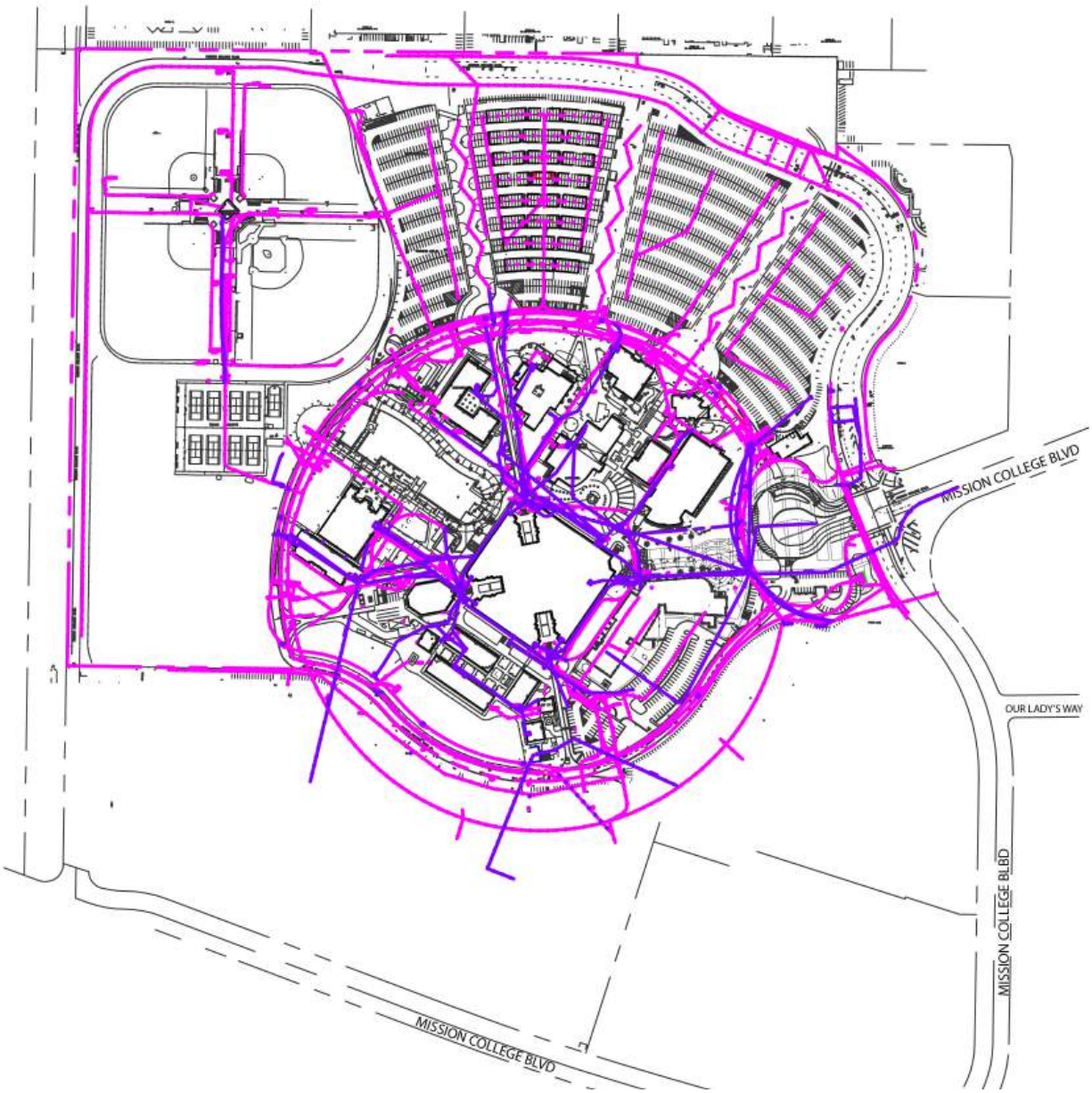
- STORM DRAINAGE
- SANITARY SEWER



WATER, FIRE SERVICES & GAS UTILITIES

LEGEND

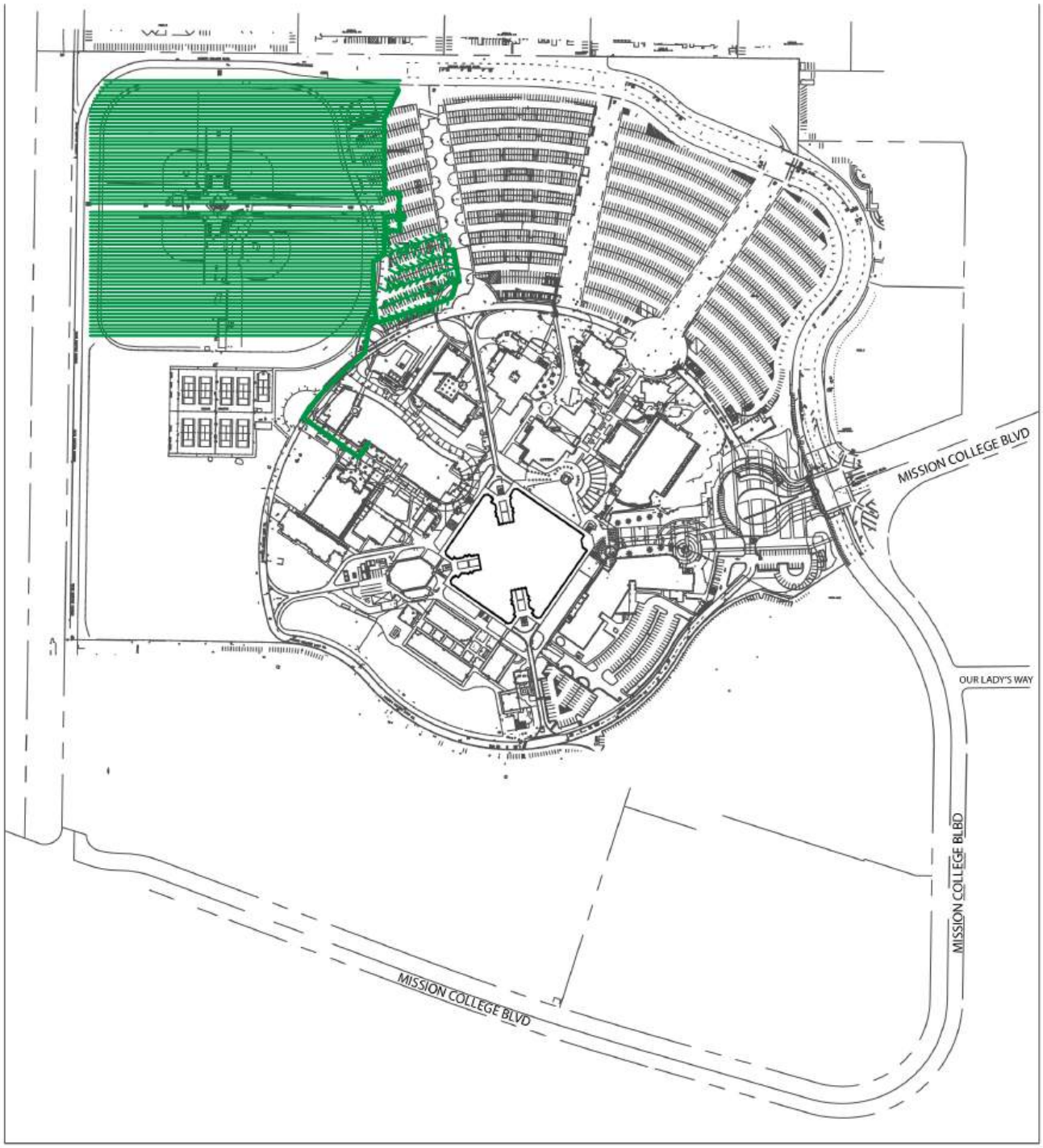
- Domestic Water
- Recycled Water
- Fire Service
- Gas



ELECTRICAL & TELECOMMUNICATION UTILITIES

LEGEND

- ELECTRICAL
- TELECOMMUNICATIONS



GEOTHERMAL

LEGEND

GEOTHERMAL SYSTEM

The current building inventory for Mission College includes a total of approximately 439,000 gross square footage (GSF) of building area, comprised of both permanent and relocatable buildings. It should be noted that the IS Building and Facilities Building are not recognized as college inventory, as they are District Services buildings. The following is a list of the existing Mission College building inventory:

Main Building*	**(235,066 GSF)**
Central Plant*	**(2,478 GSF)**
Student Engagement Center	101,397 GSF
Gillmor Center	112,034 GSF
Gillmor Art Bldg.	6,033 GSF
Wellness Center	13,740 GSF
MT Relocatable Buildings	30,336 GSF
Hospitality Management	18,388 GSF
Gymnasium	19,887 GSF
PE Phase II (Locker Room)	11,365 GSF
Campus Center	39,421 GSF
Library/TAV Building	38,932 GSF
Childcare Bldg.	4,700 GSF
Child Development Center	10,234 GSF
Science Building	32,442 GSF
Total Building Area	**438,909 GSF**

The buildings indicated in **bold type*** above are slated for demolition and are not counted toward inventory GSF noted above. The bracketing of the GSF indicated for both the existing Main Building and Central Plant reflects their demolition and removal from inventory immediately following the occupancy of the Student Engagement Center, in compliance with the previous CCCCO mandate. Of the twenty six (26) relocatable on site, only two to four (2-4) units are in potentially re-usable condition. The listing of the IS relocatable building below is currently being utilized by the District's construction management firm, and is slated to be removed from the site concurrent with the demolition of the existing Main Building and Central Plant. In 2003, 3D/I International submitted the Facility Condition Assessment Report to the District. 3D/I International performed the corresponding study to assess and document the facility repair, rehabilitation, and modernization requirements relative to the District at that time. Independent observation during the course of this master plan preparation process, along with discussion with the District's facilities staff and consultants, has corroborated the findings of the study. The following information represents the current or near future status of Mission College facilities and the determination of their status within the context of the FMP.

Current Facilities Inventory/Approximate Construction Completion Dates:

Main Building/Central Plant	1978
Mission Transportables (MT) - MT2 through MT24	1978
Hospitality Management	1983
Gymnasium	1994
Campus Center	1999
Mission Transportables (MT) - MT 25,26	2000
Information Systems Transportable (MT)*	2000
LRC/TAV Bldg.	2001
Child Development Center	2002
P.E. Phase II (Locker Rooms)	2003
Science Bldg.	2004
Childcare Bldg.	2012
Gillmor Center	2014
Viso Wellness Center	2016
Student Engagement Center	2017

* **Indicates currently used by the District CM**

Main Building — The Main Building on campus contains assembly rooms, classrooms, instructional labs, administrative and faculty office areas which total approximately 235,000 GSF. The majority of the utility infrastructure systems (electrical, plumbing, fire alarm, etc.) have reached and/or passed the end of their useful lifespan. A past seismic study of the building indicated that it would take a tremendous amount of effort and money to upgrade the facility, and would be more cost effective to demolish and replace the building with new construction. The District approached the California Community College Chancellor's Office (CCCCO) about this issue in 2007. The CCCCO agreed with the District's analysis and supported the replacement of the Main Building with new construction. The Main Building has served as interim housing/ swing space during construction of both the Gillmor Center and the Student Engagement Center, and will be immediately demolished once the SEC project is completed. This demolition is mandated by the CCCCO. Concurrent with this demolition is the demolition of the adjacent Central Plant facility and service yard area. Demolition will occur in fall 2018

Mission Transportables (MT) MT2 through MT26 — Originally constructed in 1964, and located on the campus in 1978, the Mission transportables contain approximately 30,336 GSF of total area. These portable classroom structures are currently in poor shape and have reached the end of their useful lifespan. They are slated for demolition and replacement with a new MT Replacement Building as part of this FMP. The District applied for 50-50 matching State funding for their demolition and the new construction required for replacing these existing facilities. As of July 2017 the project has been accepted by the CCCCO pending availability of State funding. The replacement project will be a 1:1 replacement of ASF per CCCCO requirements for State funding.

Hospitality Management (HM) — Originally constructed in 1983, this facility originally contained approximately 15,300 GSF of total area. With a significant need for expansion and renovation, the HM facility underwent a complete renovation and building addition program which was completed in 2011 under Measure 'H' funding. Work generally included remodel work throughout the facility and included a new dining area and baking lab addition. The completed work now provides 18,388 GSF of total area. Upgrades to seismic, infrastructure and finish systems were included in the work. As of 2016, the HM program has been provided with a new mobile food service trailer and towing vehicle. The new FMP should provide a storage location for food trailer, and should provide for vehicular access throughout the campus for use in catering or special event service. No additional work is slated for this facility in this current FMP.

Gymnasium — The Gymnasium, completed in 1994, contains approximately 20,000 GSF of total area. Due to its relatively recent construction period, all major structural, utility infrastructure, and finish assemblies are in fair to good operational condition. An HVAC addition in 2012 provided complete heating and air conditioning within the facility (heating was previously provided by the Central Plant with no cooling capacity). The electrical system is fed through a pad-mounted transformer which delivers 120/208V and 277/480 V, 3-phase, 4-wire power. The building contains both a fire alarm system and fire sprinkler system. No additional work is slated for this facility in this current FMP

Child Care Mission Transportables (MT) MT 17 & MT 18 — Originally constructed in 1982, and located on the campus in 1999, these portable buildings contain approximately 1,900 GSF of total area. This portable complex has been renovated, and through significant infrastructure and finish upgrades in 2012 previously supported the MC2IT program. Depending on the direction of the FMP, these units may remain in place for the near term, but will require demolition or possible relocation concurrently with the anticipated new STEM Center and south parking lot construction projects.

Campus Center — Constructed in 1999, this facility contains approximately 39,000 GSF of area. The facility houses cafeteria/dining facilities, bookstore, meeting rooms, offices, the DSPS program and the campus parking and police functions. The condition of this building is generally fair other than ongoing issues with the electrical/lighting controls and operation. Due to several electrical shorts in the system (the smaller breakers in the panels do not trip, but the main breaker for the building does), power to the entire building is shut down when this occurs, and efforts continue towards resolving this troublesome issue. Ongoing problems with the lighting system are also present. The original consultants for the lighting design, and even the lighting controls manufacturer, have not been able to provide a long-term remedy for the issues, even after examination of the problem. The extreme number of light bulb sizes and ballast configurations within the building are problematic for the facilities and maintenance staff. There is a computer server room located in the facility (located upstairs within a room within the current DSPS space) which may require additional cooling capacity as the campus needs grow. All other structural, utility infrastructure, and finish assemblies are in fair shape. HVAC is provided by a combination of gas-fired boilers and rooftop condensing units. Fresh air is provided by air handling units. The electrical system is fed through a pad-mounted transformer which delivers 120/208V and 277/480 V, 3-phase, 4-wire power. The building has both a fire alarm system and fire sprinkler system. This facility is slated for future renovation/ re-purposing as part of the FMP.

Mission Transportables (MT) MT 25 and MT 26 — These relocatable buildings, occupied in 2000, are located adjacent to portable buildings MT 2-24, and are in fair condition. These buildings are slated for removal as part of this FMP.

Information Systems Transportable — Occupied in 2000, this relocatable building originally housed approximately 3,000 GSF of support office and data equipment for campus I.S. functions. The 2008 master plan anticipated the relocation of this group to the new I.S. facility located near the main campus entry, adjacent to the main point of entry (MPOE) of the campus telecom services. Its current use is temporary housing for the District's current construction management group during the latter parts of Measure 'H', and through a portion of the Measure 'C' bond programs. It is anticipated that this transportable facility will be demolished at the same time as the demolition of the existing Main Building and Central Plant facilities occurs. This will be required to accommodate the construction of the new MT Replacement facility, and to complete the site integration of the Gillmor Center, Wellness Center and Gymnasium with the new Interdisciplinary Plaza.

P.E. Phase II (Locker Rooms) — Completed in 2003, this 11,365 GSF building houses student and faculty lockers, showers and restrooms. The overall condition of the facility is fair to good. HVAC is provided by rooftop units and various exhaust fans, along with a gas-fired boiler. The electrical system is fed through a pad-mounted transformer which provides 120/208V and 277/480V, 3–phase, and 4–wire power. Fire alarm is controlled with a Notifier 500 panel which is addressable, and monitors the building's fire sprinkler system. This facility is not slated for any work as part of this FMP.

Learning Resource Center and TAV Building — Constructed in 2001, this 38,932 GSF facility is comprised of two (2) separate buildings. The overall condition and performance of this newer facility has been good to date, although there are minor maintenance issues due to the multiple number of light bulb and ballast configurations within the many different light fixture types within the facility. General condition and operational issues of all other utility and finish systems is appropriate for the age of the building. HVAC is provided through a combination of gas-fired boilers and rooftop condensing units. Fresh air is provided by air handling units. The electrical system is fed through a pad-mounted transformer which delivers 120/208V and 277/480 V, 3-phase, 4-wire power. These buildings contain both a fire alarm and fire sprinkler system. Renovation work and potential re-purposing will occur in these facilities as part of the current FMP.

Science and Technology Complex — Constructed in 2004, this 32,442 GSF building is constructed with tilt-up concrete panels, cement plaster and curtain wall glazing systems. The general condition and operational capacity of its utility and finish systems is fair to good. The exterior wood slatting is aging quickly and requires regular maintenance. HVAC is provided by roof top air handlers and gas-fired boilers. Multiple exhaust fans/hoods are utilized for lab ventilation purposes. The electrical system runs through a pad-mounted transformer which delivers 120/208V and 277/480V, 3–phase, and 4–wire power to the building. The building utilizes a Class 'B' addressable fire alarm system, and has a complete fire sprinkler system throughout the facility. The current science programs have outgrown this facility, and need to increase the number of wet and dry labs for program growth. A number of alternatives have been explored to resolve this issue ranging from a building addition to the current facility, to a new combined Science/STEM facility which would allow for re-purposing of this existing facility as part of the current FMP. The direction of this FMP is to move forward with the construction of a new combined Science/STEM center on the southern portion of the campus adjacent to the Student Engagement Center and MT Replacement facility to anchor a new 'STEM Core' for the campus. Re-purposing of this existing Science facility will also occur as part of this FMP, with final determination of configuration and programs TBD during the programming phase of the project. It is likely that a significant number of grant programs and faculty/ classified staff offices will occupy the renovated space.

Child Development Center — The 10,234 GSF facility, completed in late 2001, is in fair to good condition and exhibits normal wear for a building of its age. The HVAC is a ducted system with rooftop boilers. Fresh air is supplied by rooftop package units. The electrical system is through a pad-mounted transformer which provides 120/208V and 277/480V, 3-phase, 4-wire power. This facility also has a diesel generator for emergency power requirements. A fire alarm and fire sprinkler system are both incorporated into this facility. No work is anticipated in this facility as part of the current FMP.

Childcare Center — This approx. 4,700 GSF facility, completed in 2012, is in generally good condition, and exhibits normal wear for a building of its age. This facility relocated the childcare program from its previous location in the Mission Transportables. Space includes both internal and external learning/ play areas and is accessed directly by a node located on the internal loop road for easy access. The HVAC is a ducted system with rooftop boilers. Fresh air is supplied by rooftop package units. The electrical system is through a pad-mounted transformer which provides 120/208V and 277/480V, 3-phase, 4-wire power. A fire alarm and fire sprinkler system are both incorporated into this facility. Some minor sitework/play yard renovation is anticipated as part of the current FMP.

Gillmor Center — This approx. 120,000 GSF facility, recently completed in 2014, is a new facility which has recently been occupied by the college. No further work is anticipated in relation to this facility as part of the current FMP with the exception of minor secondary effects related to both the MT Replacement building and future STEM Center.

Viso Wellness (Sports and Kinesiology) Center — This approx. 13,750 GSF facility, completed in 2016, is a new facility which has recently been occupied by the College. No work is anticipated in relation to this facility as part of the current FMP.

Student Engagement Center — This approx. 100,000 GSF facility, recently completed in 2017, is a new facility which has recently been occupied by the College. No work is anticipated in relation to this facility as part of the current FMP with the exception of minor secondary effects related to both the MT Replacement building and future STEM Center.

VEHICULAR CIRCULATION AND PARKING

Vehicular access is from Mission College Blvd. entering the site via the main entry loop in front of the campus on the east side of the property. Student parking (Lots A-D) is located along the northern portion of the site, while staff parking (Lot E) resides in the southeast quadrant of the campus. There are additional smaller parking locations scattered throughout the campus. Reflected below is a listing of the current parking inventory:

Short Term Entry Parking	43 stalls
Staff Parking (Lot 'E')	127 stalls
Student Parking (Lots 'A' through 'D')	2,238 stalls
Accessible Stalls	41 stalls
Child Care	19 stalls
30 Minute Parking	27 stalls
Special Permit Parking	12 stalls
Wellness Parking	19 stalls
Wellness ADA Parking	12 stalls
Total Parking Stalls	**2,538 stalls**

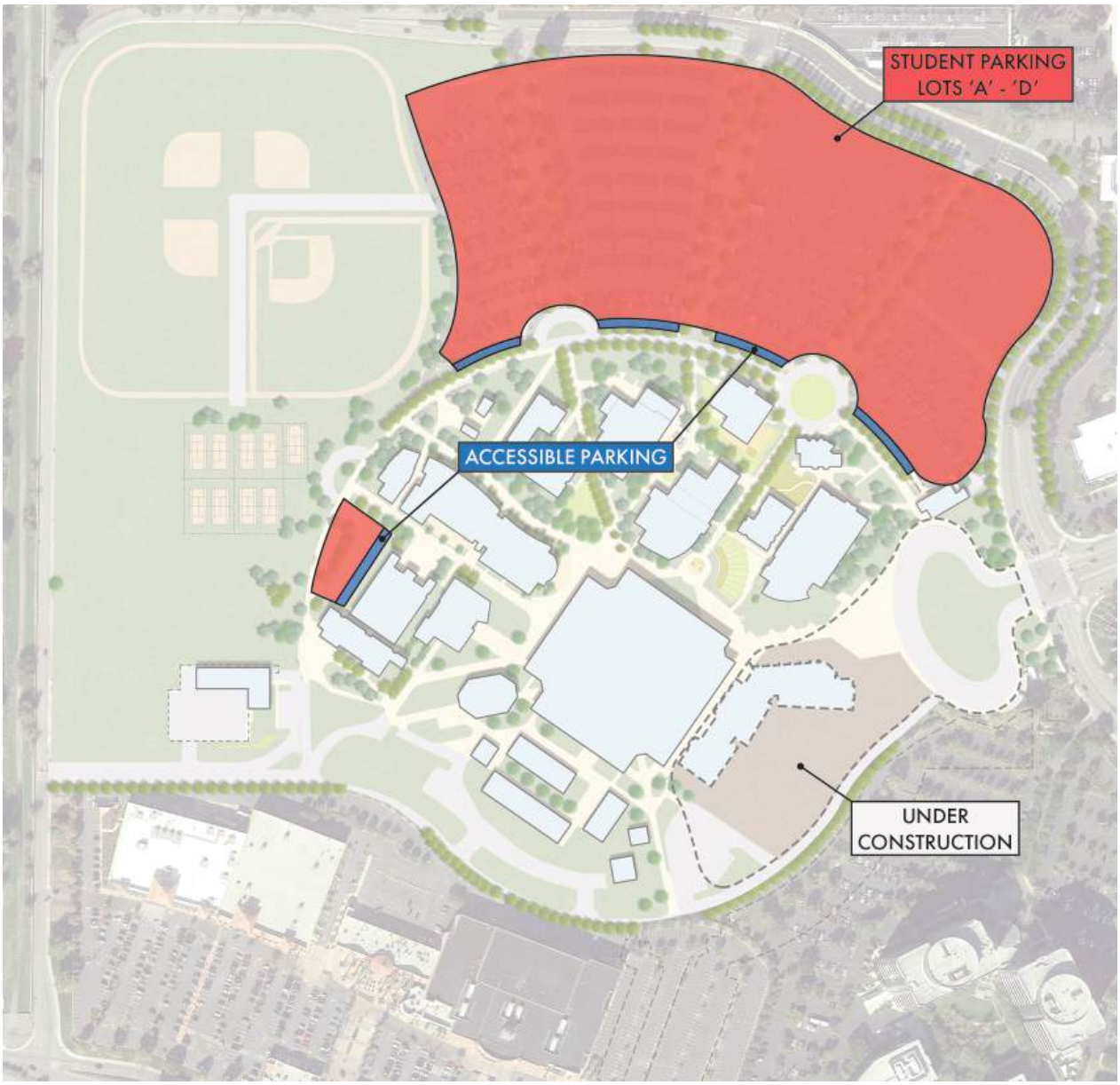
Excluded from above are areas for motorcycle parking (Lots A-D) and parking areas related to loading zones. The current parking ratio of Bldg. Area S.F./Stalls is approximately 1/170 S.F. The FMP will require some degree of parking addition(s) in order to maintain the current parking ratio, and should be constructed in phases which correspond to the actual construction of additional square footage on the campus. Additional accessible parking will also be required at each of these new parking areas. See the proposed new south and west parking lots included in this current FMP for additional future capacity.

The campus is currently designed with an interior loop road which rings the immediate area of the academic facilities and provides emergency and maintenance vehicle access to service the site. Mission College Blvd. serves as the "outer" loop road, with a main circulation path to and around the campus site, and connects with the frontage road along the north side of Hwy. 101, just south of the Mercado Center developments.

The current FMP reflects the current design and construction of the main front entry sequence into the campus. A reorganization of the internal loop road routing and directional control, and the potential elimination or limitation to one-way traffic related to the connectivity of the interior loop road on the west side of the campus for increased pedestrian access and safety, as well as for connecting the athletic facilities with the academic portion of the campus, may be considered as part of this FMP.

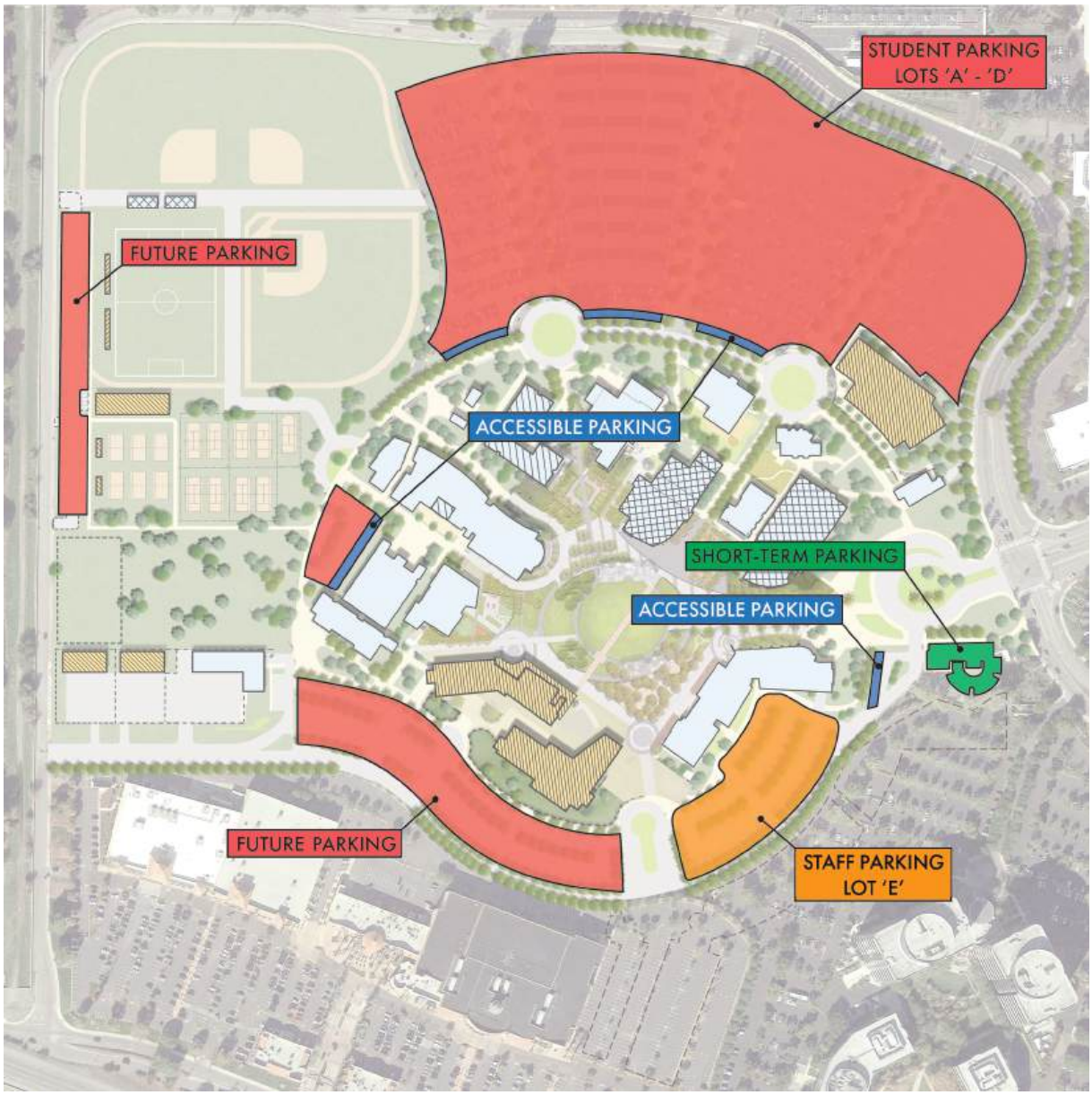
While ensuring adequate roadways and access for private automobiles, service, and emergency vehicles (standards discussed to follow), the Mission College FMP prioritizes its pedestrian and bicycle networks (interior and connecting to the surrounding region), transit accessibility, and reduced auto dependence, in part, by following these guidelines:

- Provide the campus with convenient alternatives to single-occupancy vehicles.
- Identify station locations, possible routes, and connections to existing public transit
- Work with the surrounding municipalities to improve bicycle routes and pedestrian connections from transit stations to the campus.
- Provide adequate bicycle parking and additional amenities (such as showers) as part of the design of each specific project as feasible, and as required by applicable code(s), ADA and LEED certification requirements.



EXISTING PARKING - APRIL 2016

Student Parking (Lot's 'A' through 'D')	2,250 Stalls
Accessible Stalls	50 Stalls
Total Parking Stalls	**2,300 Stalls**



FUTURE PARKING

Staff Parking (Lot 'E')	116 stalls
Student Parking (Lots 'A' through 'D')	2,265 stalls
Accessible Stalls	45 stalls
30 Minute Parking	87 stalls
Future Student Parking	338 stalls
Total Parking Stalls	**2,851 stalls**

APPENDICES - A
MISSION EDUCATIONAL MASTER PLAN

LIONÄKIS

APPENDIX A - MISSION COLLEGE EMP

Mission College

Educational Master Plan 2017-2022

This page intentionally left blank

Table of Contents

Table of Contents

This page was intentionally left blank

Introduction

Overview of the Educational Master Plan

Mission College's 2017-2022 Educational Master Plan makes general recommendations that address the needs of the college, its students, and the community it serves for the following five years. The plan is in keeping with the college's vision and mission and within the college's integrated planning process, which will include the development of annual Strategic Implementation Goals that will implement the recommendations through specific actions and measurable outcomes.

Included in this document are the extensive internal and external environmental scans on which the recommendations were based, including multi-faceted quantitative data and detailed qualitative data gathered through a college-wide survey and many listening sessions and forums held on campus.

History of Mission College

In 1962 the California State Board of Education approved the formation of the West Valley Joint Community College District, and in January 1963 the voters residing within the Campbell, Los Gatos-Saratoga, and Santa Clara High School Districts established the District. The first college, West Valley, opened on a temporary site in Campbell in 1964, and moved to its permanent campus in Saratoga in 1968. In 1966-67, 12 acres of land were purchased in Santa Clara north of the Bayshore Freeway between Lawrence Expressway and Coffin Road (now Great America Parkway) for the construction of Mission College. The total 164-acre parcel was acquired in 1970, the first phase of construction in Santa Clara was completed in 1979, and the College began its 1979-80 academic year at the Santa Clara site. In September 1985 the name of the district was changed to West Valley-Mission Community College District to reflect the status of Mission College.

Vision and Mission Statements

Mission College's Vision

Where today's students meet tomorrow's opportunity.

Mission College's Mission Statement

Mission College's first priorities are students, their learning and their success.

Our College serves the diverse educational, economic and cultural needs of the student population of Santa Clara, the Silicon Valley and our global community by providing associate degrees, transferable, career and basic-skills courses and programs, as well as opportunities for life-long learning.

Through participatory governance in support of our first priorities, Mission College systematically commits to evaluating and improving educational programs, technological resources and student support services by making informed decisions, allocating resources and establishing institutional policies and procedures.

The Development of the Mission College 2017-2022 Educational Master Plan

The development of the Educational Master Plan took place during the 2015-2016 and 2016-2017 academic years, beginning with the gathering of extensive quantitative and qualitative data. An internal environmental scan of the college and its students was developed along with an external environmental scan of the community Mission College serves, in context of the region in which it is located. Qualitative information was gathered through a college-wide survey and listening sessions held March 11 and 17, 2016, which involved scheduled on-campus interviews with groups and individuals within the college as well as forums open to the entire college community. The environmental scans and interview and forum suggestions were posted on the college's planning page on the institutional research website.

The Educational/Facilities Master Planning Committee, a participatory governance committee consisting of representatives of the faculty, classified staff, students, and administration, was formed to develop the Educational Master Plan's overarching five-year recommendations. The committee met on April 11, 2016, in an all-day workshop during which it reviewed the quantitative and qualitative data that had been gathered, identified and prioritized the needs of the college and the community, and developed overarching five-year recommendations. The recommendations were posted on the college web site and college-wide feedback was encouraged. The Educational/Facilities Master Planning Committee met again on May 2, 2016 to review campus feedback and make appropriate revisions to the recommendations. A complete draft of the Educational Master Plan, including the environmental scans and recommendations, was posted on the College's planning web site on May 9, 2016, for continued review and feedback by the college community. The document remained on the web site throughout the summer and was revisited again in August 2016 during the college's strategic planning summit.

External Environmental Scan

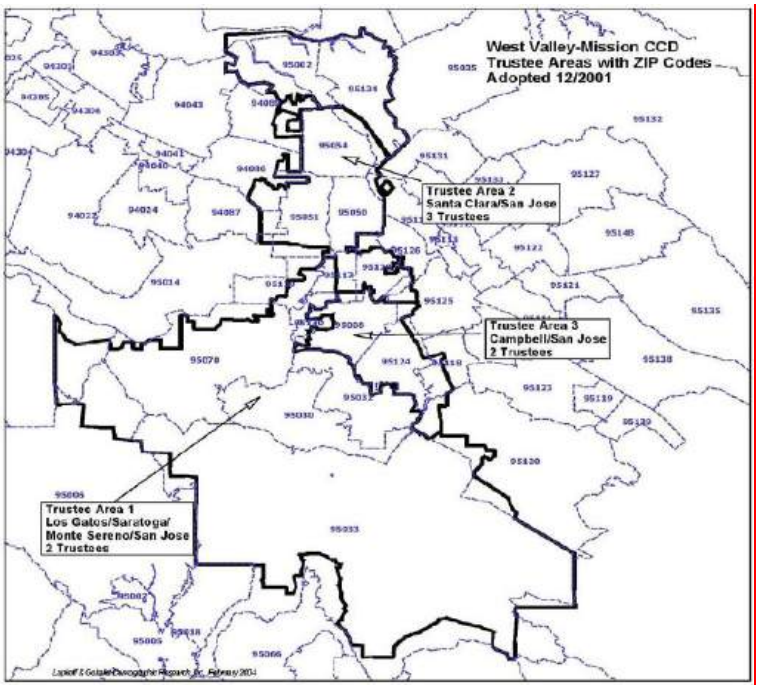
Overview

The external environmental scan is an analysis of the population of the college's service area. The data examines many metrics in an attempt to better understand who lives in the service area of the college and what their educational needs might be.

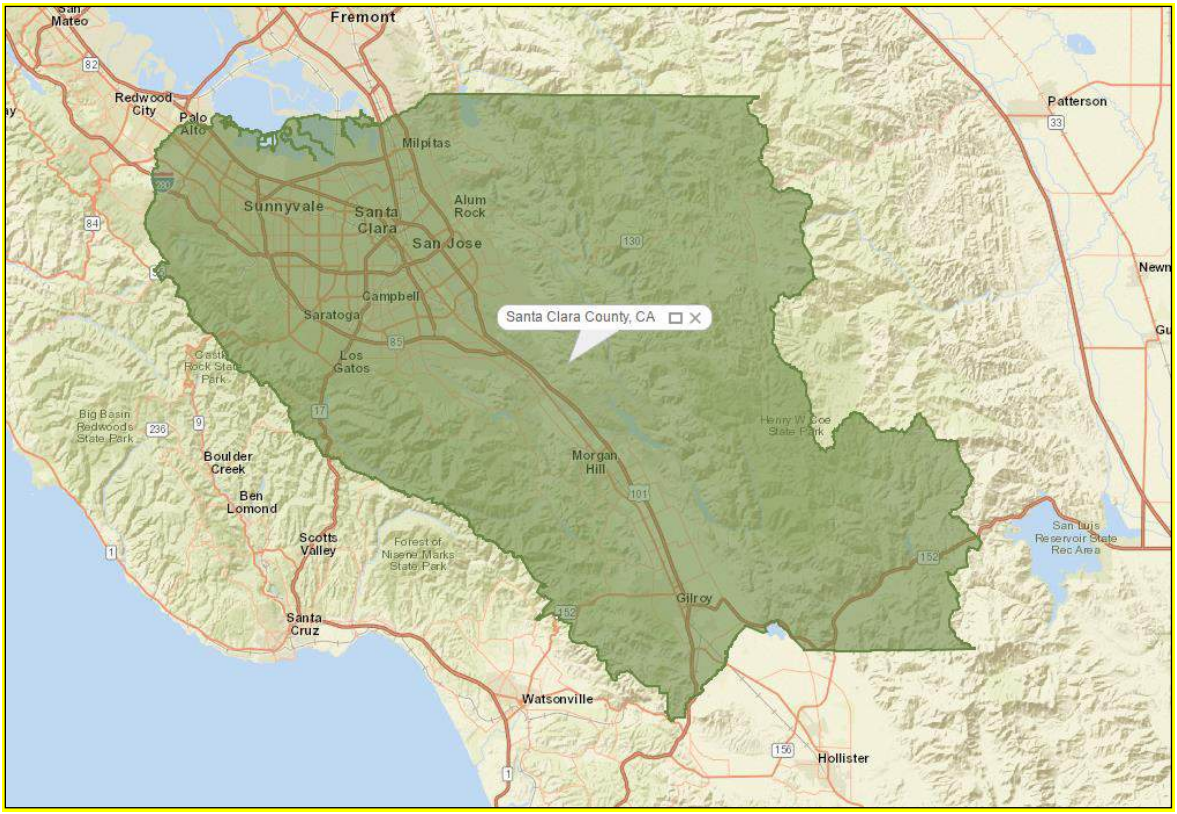
Students in California attend a college for a variety of reasons. They do not always select the college that is closest to where they live. For the purposes of this plan, the service area will be defined as a representational population of people living in the area. To this end, the college's service area has been defined as the northern portion of the West Valley-Mission Community College District. For comparison purposes, data are also provided for Santa Clara County and the state of California.

Map of the Mission College service area:

Boundaries of the West Valley-Mission Community College District:



Map of Santa Clara County:

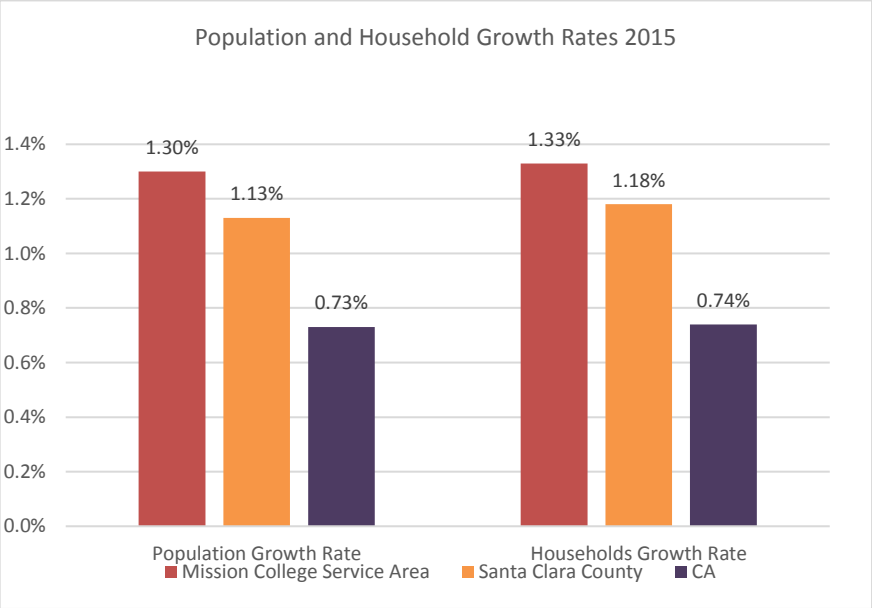


Demographic Trends of the Service Area Population

This section of the plan examines the demographic trends of the college service area population. Whenever helpful, the service area data includes comparison data for the population living in the County and in the State.

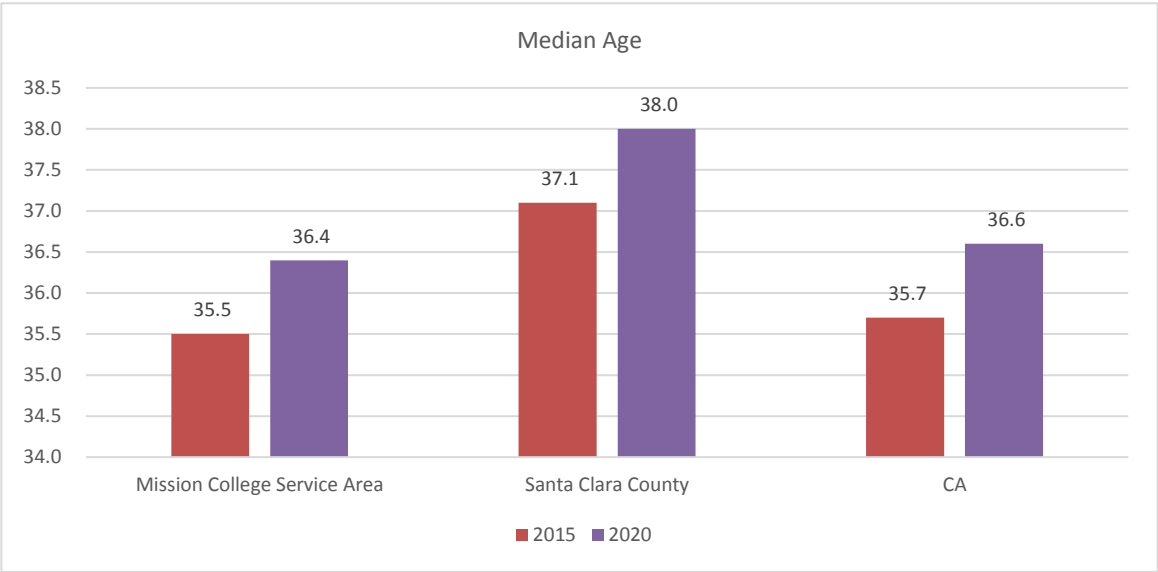
Population Growth

Population growth in the college service area is currently 1.30% per year. The growth in the number of households is nearly the same. These growth rates are higher than those of the county and the state.



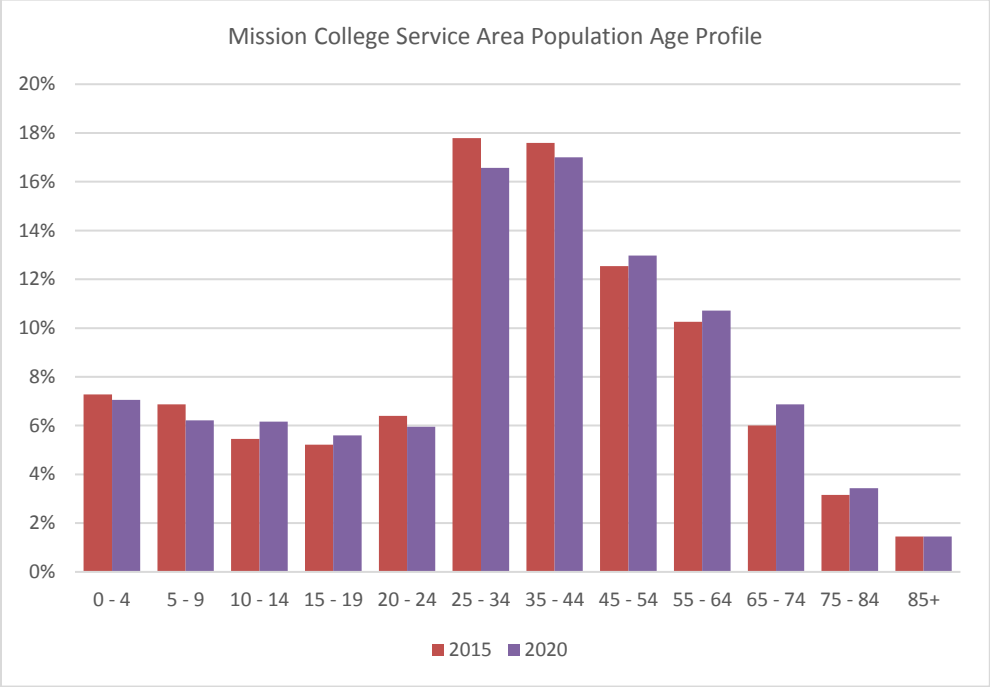
Age

The service area population is younger (1.6 years) than that of the county. The chart shows that the population is aging over the next five years in the service area, the county and the state.



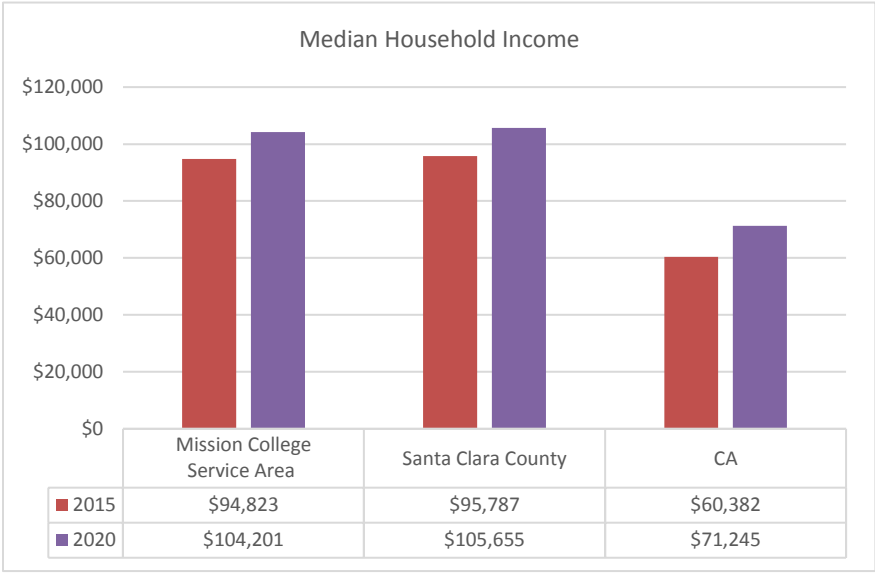
The following chart shows the age segmentation profile of the service area population. The red bars show the percentage of the population in each segment for 2015 and the purple bars show the projected percentages in 2020.

The percentages of the population in the 10-14 and 15-19-year-old age segments are expected to grow as a percentage of the population. This is good news for Mission College. There will also be growth in all segments between 45 and 84 years of age. Older, returning learners provide an additional opportunity for enrollment growth.



Income

The following chart shows the income levels of the college service area versus the county and the state. There is little difference in the income levels for the service area and the county. Both are significantly higher than the statewide levels.



	Mission College Service Area	Santa Clara County	CA
2015	$94,823	$95,787	$60,382
2020	$104,201	$105,655	$71,245

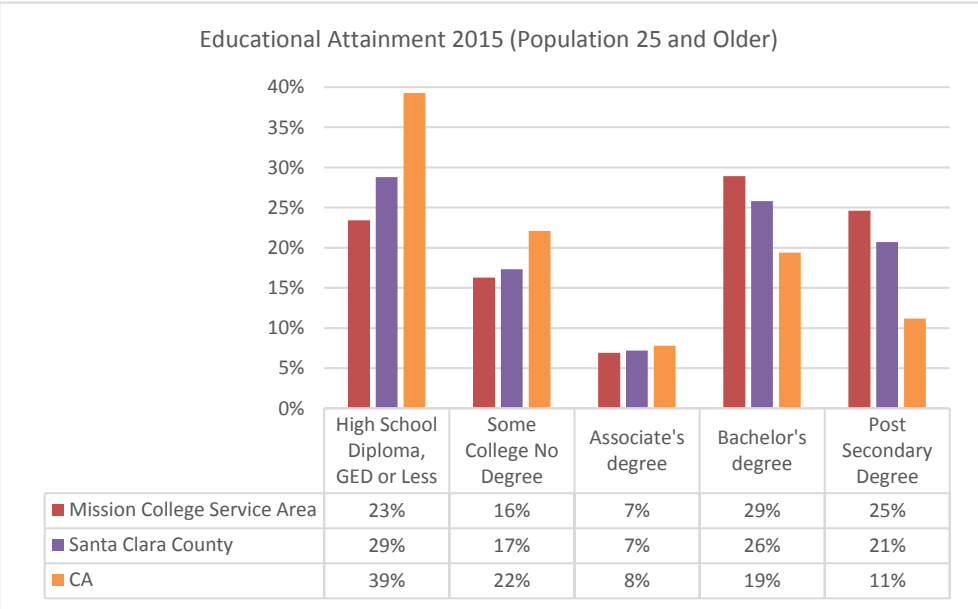
Race/Ethnicity

The race/ethnicity profile of the college service area is shown in the following table. The largest two groups identified themselves as Asian alone (41.2%) and White alone (41.0%). The next largest group identifies as Hispanic (19.5%). It is projected that over the next five years the Asian group will grow and the White group will shrink as a percentage of the population. The Hispanic segment will grow only slightly.

Mission College Service Area Race/Ethnicity			
Race / Ethnicity	**2015**	**2020**	**Change (Percentage Points)**
White Alone	41.0%	38.1%	(2.8)
Black Alone	2.8%	2.8%	(0.0)
American Indian Alone	0.5%	0.5%	(0.0)
Asian Alone	41.2%	43.9%	2.7
Pacific Islander Alone	0.5%	0.5%	(0.0)
Some Other Race Alone	8.5%	8.5%	(0.0)
Two or More Races	5.5%	5.6%	0.2
Hispanic Origin (Any Race)	19.5%	19.7%	0.2
Note: People of Hispanic origin may be of any race			

Educational Attainment

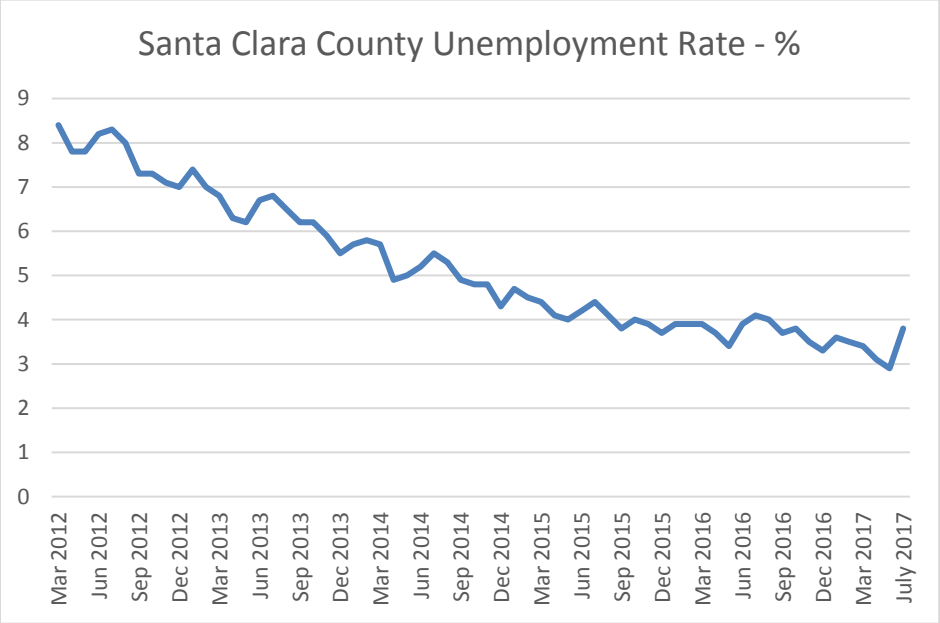
The following table shows the educational attainment of the service area population. The service area population is more highly educated than the populations of the county and the state.



	High School Diploma, GED or Less	Some College No Degree	Associate's degree	Bachelor's degree	Post Secondary Degree
Mission College Service Area	23%	16%	7%	29%	25%
Santa Clara County	29%	17%	7%	26%	21%
CA	39%	22%	8%	19%	11%

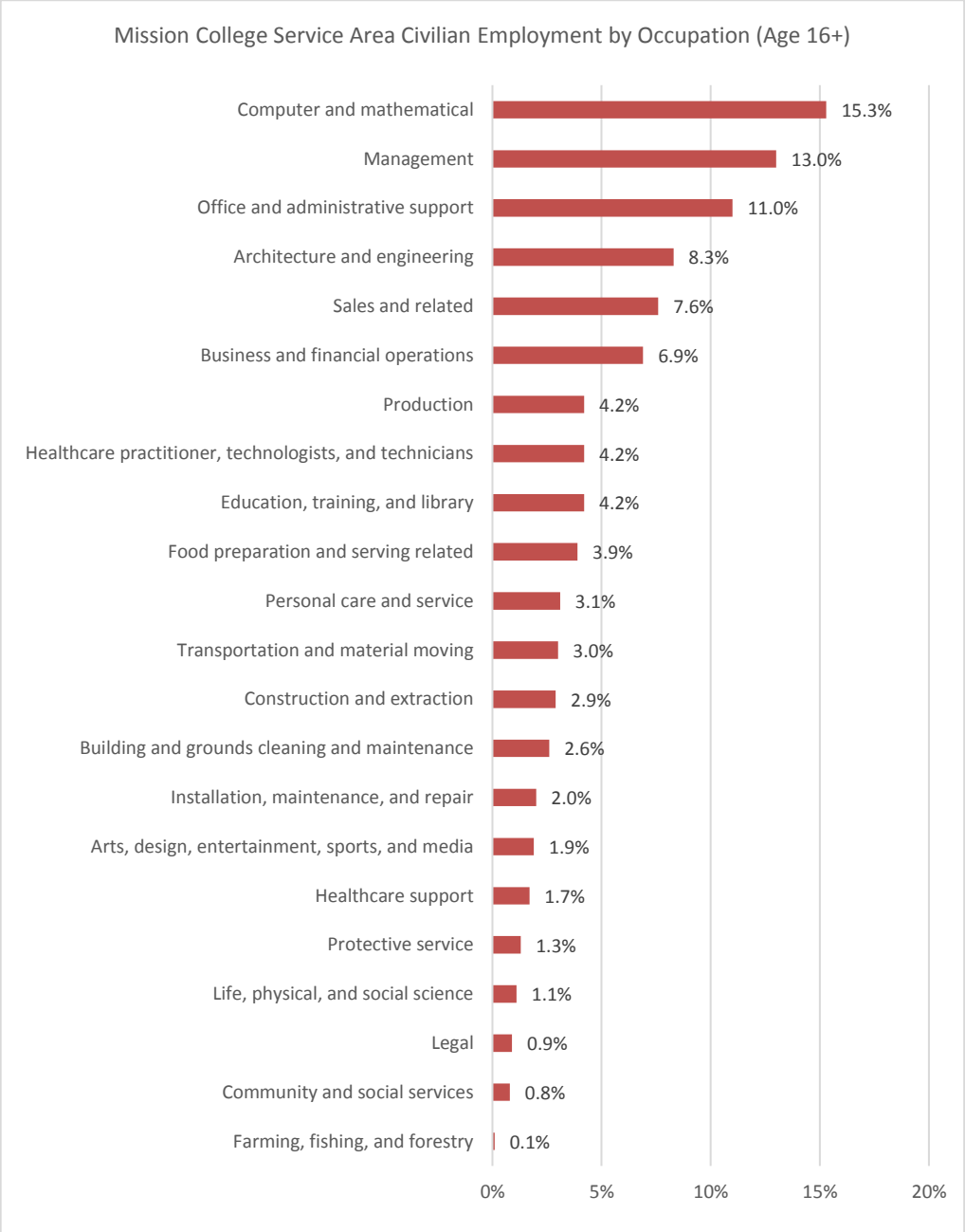
Regional Unemployment

The following chart shows the unemployment rate over the past five years in the San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area (MSA). Currently, the unemployment rate in the MSA is lower than that of the nation as a whole. The declining unemployment rate is likely to have an effect on enrollment in community colleges in the area, as jobs are easier to come by than they have been in years past, leading some potential students to decide that they need not seek out a degree or certificate at this time.



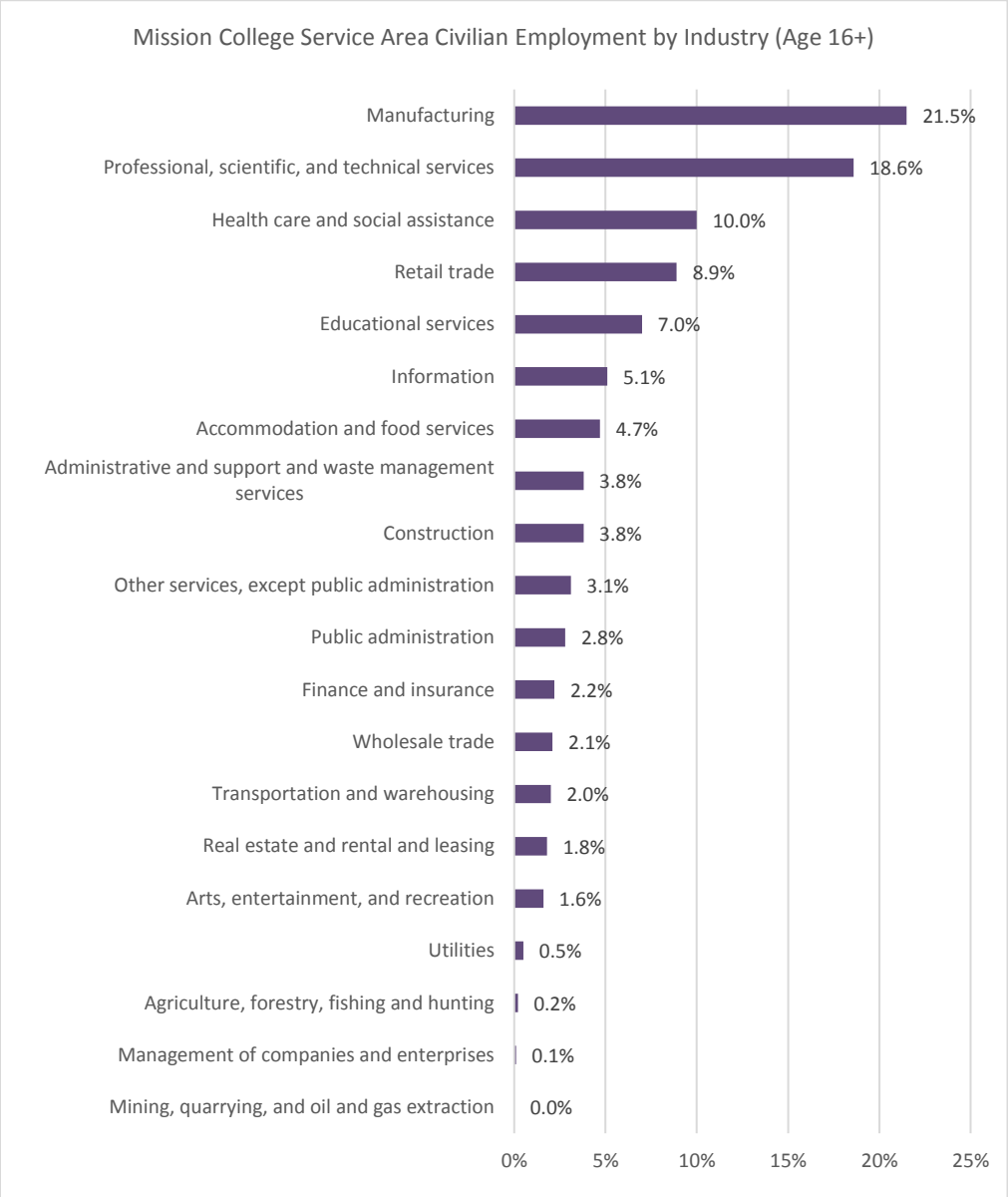
Employment by Occupation

The following table shows the employment by occupation for the Mission College service area population 16 years of age and older. The top five occupations are computer and mathematical, management, office and administrative support, architectural engineering, and sales and related occupations.



Employment by Industry Group

The following chart shows civilian employment for the service area population (16 years of age and older) by industry group. The top five industries are manufacturing; professional, scientific, and technical services; health care and social assistance; retail trade; and educational services.



Internal Environmental Scan

The internal environmental scan is an analysis of the students who attend Mission College. Understanding who these students are and where they come from is key to developing strategies for the College to better meet their needs.

Student Demographics

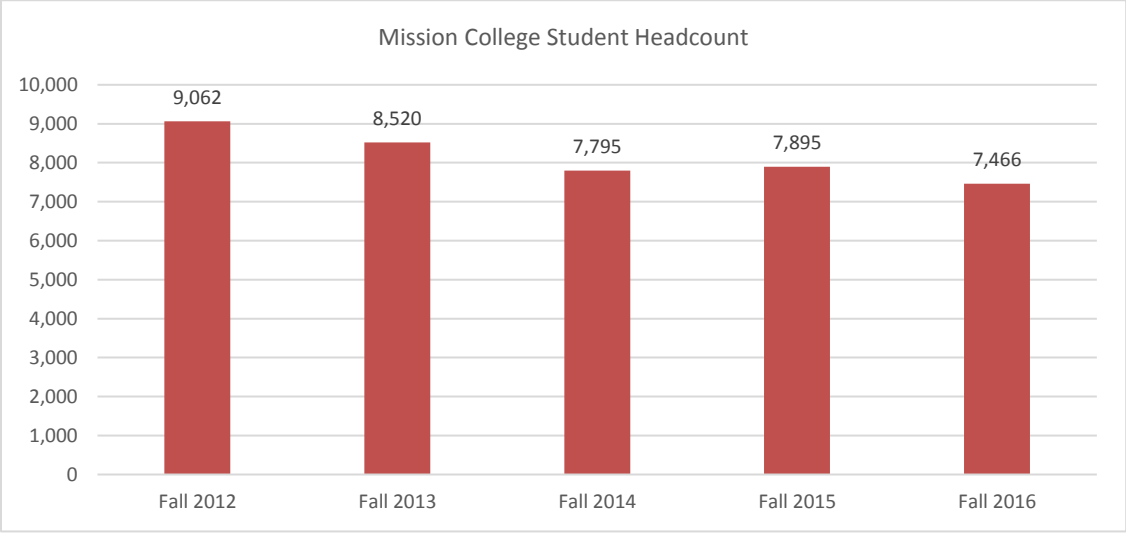
Overview

The following table provides a summary of the student demographics for the spring 2017 class:

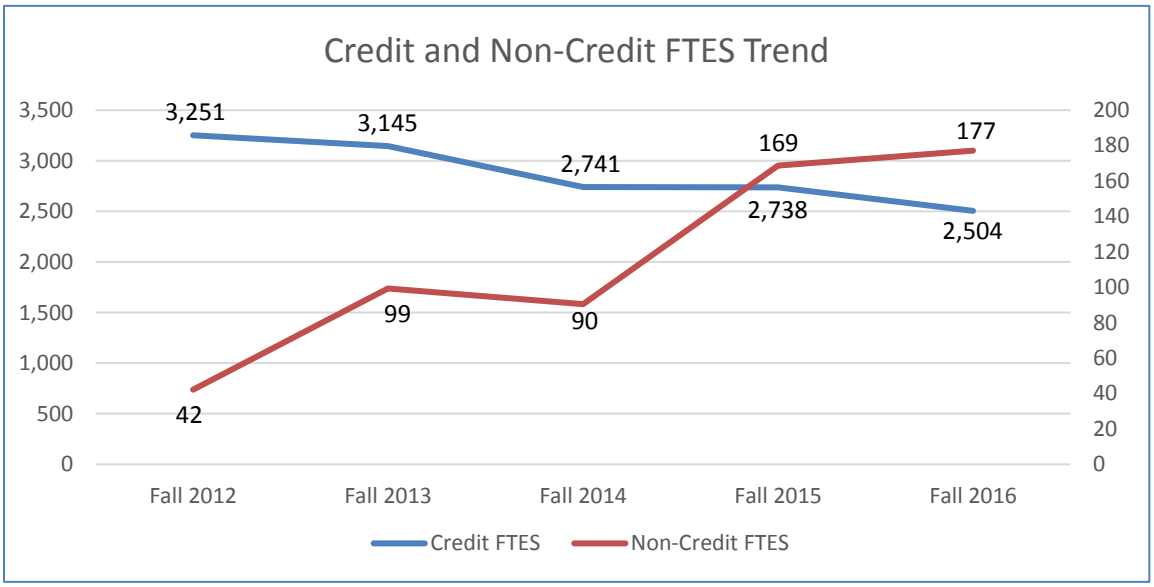
STUDENT INFORMATION (SPRING 2017)	
Students	7,624
GENDER	
Female	57.54%
Male	41.63%
Unknown Gender	0.82%
AGE	
Under 20 years old	15.79%
20-24 years old	27.34%
25-39 years old	29.70%
40 or more years old	27.81%
Unknown Age	0.05%
RACE/ETHNICITY	
Asian	33.41%
Hispanic	24.31%
White Non-Hispanic	19.21%
Filipino	8.44%
Unknown	7.55%
Multi-Ethnicity	3.41%
African-American	3.21%
Pacific Islander	0.35%
American Indian/Alaskan Native	0.12%

Student Headcount and FTES

While student headcount is not the best measure of enrollment trends, it is an important metric. The chart shows that the number of students attending classes at Mission College has fallen over the past five years by 1,388 students, or 15.0%.

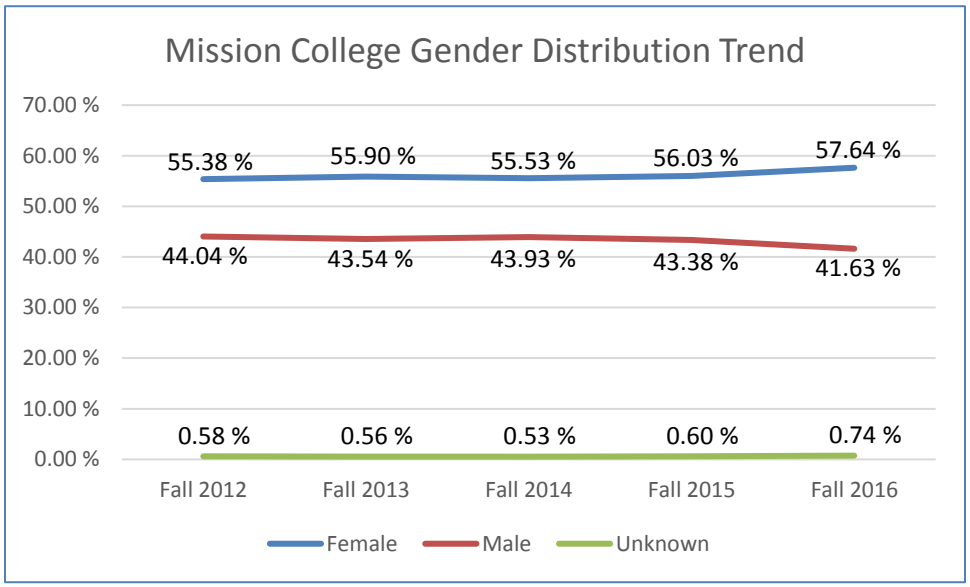


FTES (full time equivalent students) is a better measure of enrollment trends than headcount. This is because over time, the average number of units taken by students fluctuates. FTES is a measure of the actual number of student-hours for a given year or semester. The following table shows the number of credit and noncredit FTES generated by the college over the past five years. The number of credit FTES has fallen by 528 (16.2%) over the period. Noncredit FTES has nearly quadrupled over the past five years.



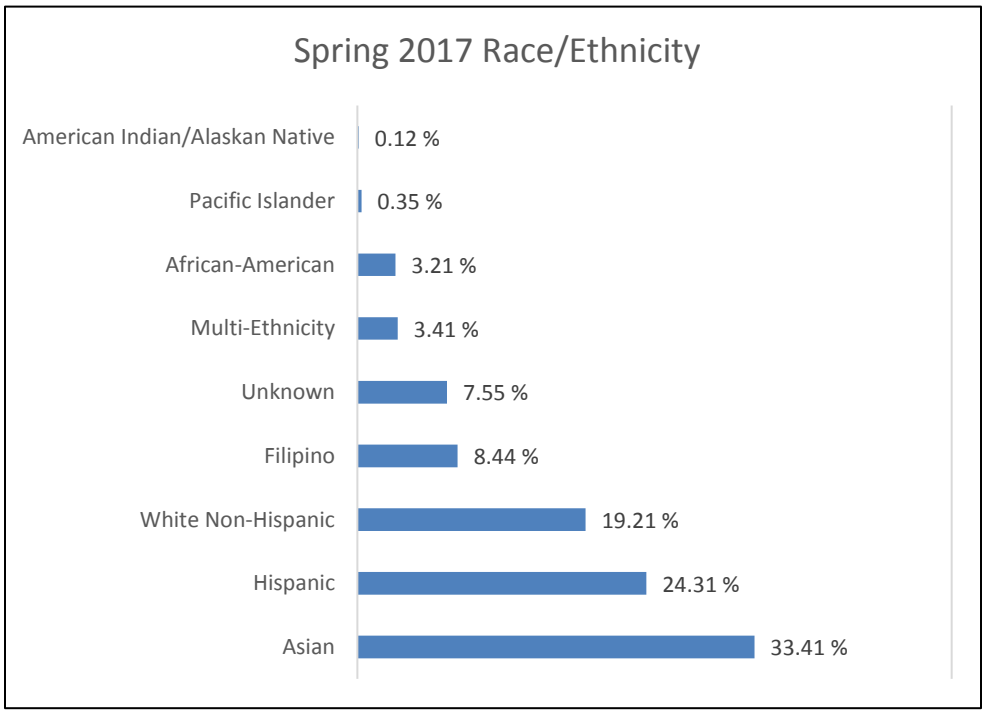
Gender

Over the past five years, approximately 56% of the students attending Mission College were female. This majority female student population is consistent with the statewide trend; in 2016, 53.6% of the students attending community college in California were female.



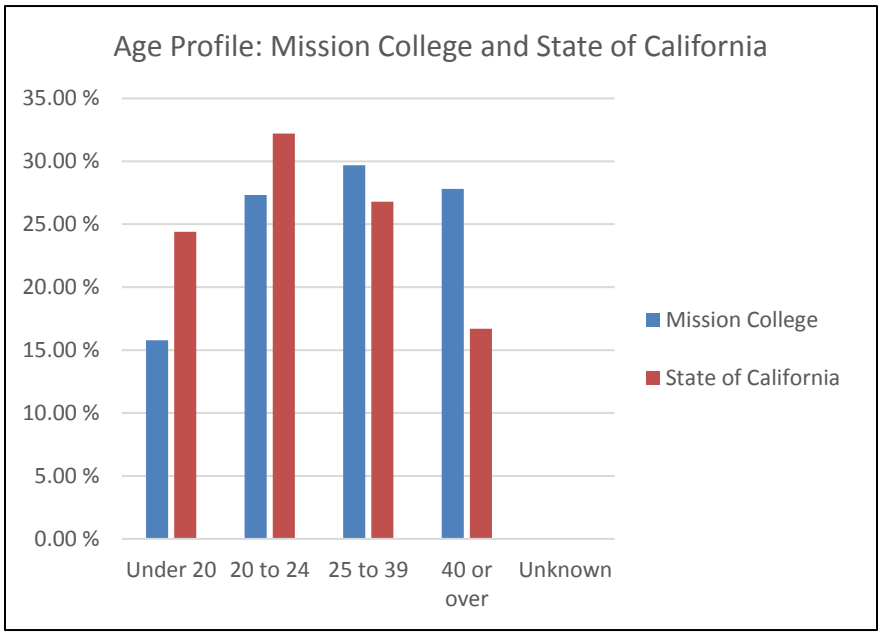
Race/Ethnicity

The largest race/ethnicity student segment at Mission College is Asian. Thirty-seven percent of students identify themselves in this group. Hispanic students comprise the second largest group with 27.6% of the student population. This is followed by White (16.8%) and Filipino (9.9%).



Age Profile

The following chart shows the student age profile at Mission College versus the California community college system. Mission College's student population is different from the statewide average. Mission College has a lower percentage than the state does of students 24 and under, and a higher percentage in the 25 and older category.



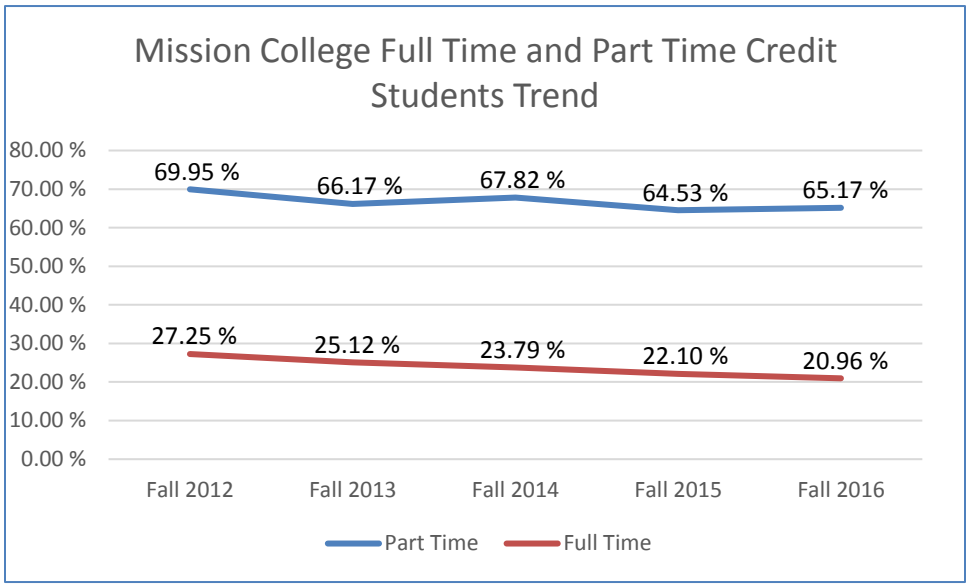
Time of Day

The majority of the students attending Mission College take classes in the daytime.

Spring 2016			Spring 2017			Difference in Distribution	Percent Change
Start Time	Seat Count	Percent	Start Time	Seat Count	Percent		
Day	11,560	73.7%	Day	10,729	75.0%	1.4%	-7.19%
Evening	4,132	26.3%	Evening	3,567	25.0%	-1.4%	-13.67%
Grand Total	**15,692**	**100.0%**	**Grand Total**	**14,296**	**100.0%**	**0.0%**	**-8.90%**

Full-time/Part-time

The chart shows the percentage of students who are attending the college on a full-time basis (i.e., taking 12 or more units in the given semester). The percentage of students carrying a full load at Mission College has been falling over the past five years, possibly because of the low unemployment rate in the area, meaning fewer students are able to attend full time.



Mode of Delivery

The college is undergoing a slow but steady increase in the number of sections and enrollment in the hybrid mode of delivery. The following table show a comparison of the modes of delivery from Spring 2016 to Spring 2017.

Spring 2016			Spring 2017			Difference in Distribution	Percent Change
Mode of Delivery	**Seat Count**	**Percent**	**Mode of Delivery**	**Seat Count**	**Percent**		
Face to Face	15,981	78.8%	Face to Face	14,355	75.9%	-2.9%	-10.2%
Online	3,806	18.8%	Online	3,949	20.9%	2.1%	3.8%
Hybrid	490	2.4%	Hybrid	608	3.2%	0.8%	24.1%
Grand Total	**20,277**	**100.0%**	**Grand Total**	**18,912**	**100.0%**	**0.0%**	**-6.7%**

Feeder High Schools

The following table shows the percentages of incoming students to the college from the top 25 feeder high schools. The final column shows the change in percentage points for each high school over the five-year period.

HIGH SCHOOL	2011FA	2012FA	2013FA	2014FA	2015FA	2016FA	Δ Percentage Points
MILPITAS	11.3%	11.1%	10.9%	11.8%	11.8%	9.6%	(1.7)
FOREIGN HIGH SCHOOL	14.7%	13.3%	12.5%	11.5%	10.2%	7.8%	(6.9)
INDEPENDENCE	10.0%	10.0%	10.2%	9.7%	9.8%	8.0%	(2.0)
SANTA CLARA	6.4%	6.8%	8.1%	8.2%	7.8%	6.7%	0.3
ADRIAN C WILCOX	6.2%	6.4%	6.1%	6.8%	7.2%	6.1%	(0.1)
PIEDMONT HILLS	4.7%	5.1%	4.8%	4.7%	4.7%	4.2%	(0.5)
FREMONT	4.0%	4.0%	4.2%	4.8%	4.6%	4.7%	0.7
SILVER CREEK	2.1%	2.1%	2.0%	2.2%	2.3%	2.2%	0.1
ANDREW P HILL	1.8%	2.3%	2.2%	2.0%	2.0%	2.7%	0.9
MOUNT PLEASANT	1.6%	2.0%	1.9%	2.0%	2.0%	1.6%	0.0
OAK GROVE	2.2%	2.0%	1.9%	1.8%	1.8%	1.2%	(1.0)
ABRAHAM LINCOLN	1.5%	1.6%	1.3%	1.4%	1.6%	1.4%	(0.1)
CALAVERAS HILLS	1.1%	1.1%	1.0%	1.1%	1.6%	1.2%	0.1
WILSON	1.9%	1.9%	1.7%	1.7%	1.5%	1.1%	(0.8)
SANTA TERESA	1.7%	1.4%	1.4%	1.5%	1.4%	1.4%	(0.3)
EVERGREEN VALLEY	1.1%	1.4%	1.8%	1.5%	1.4%	1.2%	0.1
JAMES LICK	1.0%	1.2%	1.0%	1.0%	1.4%	1.0%	0.0
YERBA BUENA	1.6%	1.5%	1.3%	1.4%	1.4%	1.3%	(0.3)
WESTMONT	0.6%	1.0%	1.0%	1.0%	1.2%	1.2%	0.6
WILLIAM C OVERFELT	1.0%	1.2%	1.1%	1.0%	1.2%	1.0%	(0.0)

Student Zip Code of Residence

The following data shows where the students attending Mission College reside. The source data was provided by the Office of Institutional Research and was taken from the fall 2016 semester.

This table shows the headcount by zip code for the past five fall semesters. The final column shows the percent change over the period. The table includes all of the zip codes with 100 or more enrollments in the fall 2016 semester.

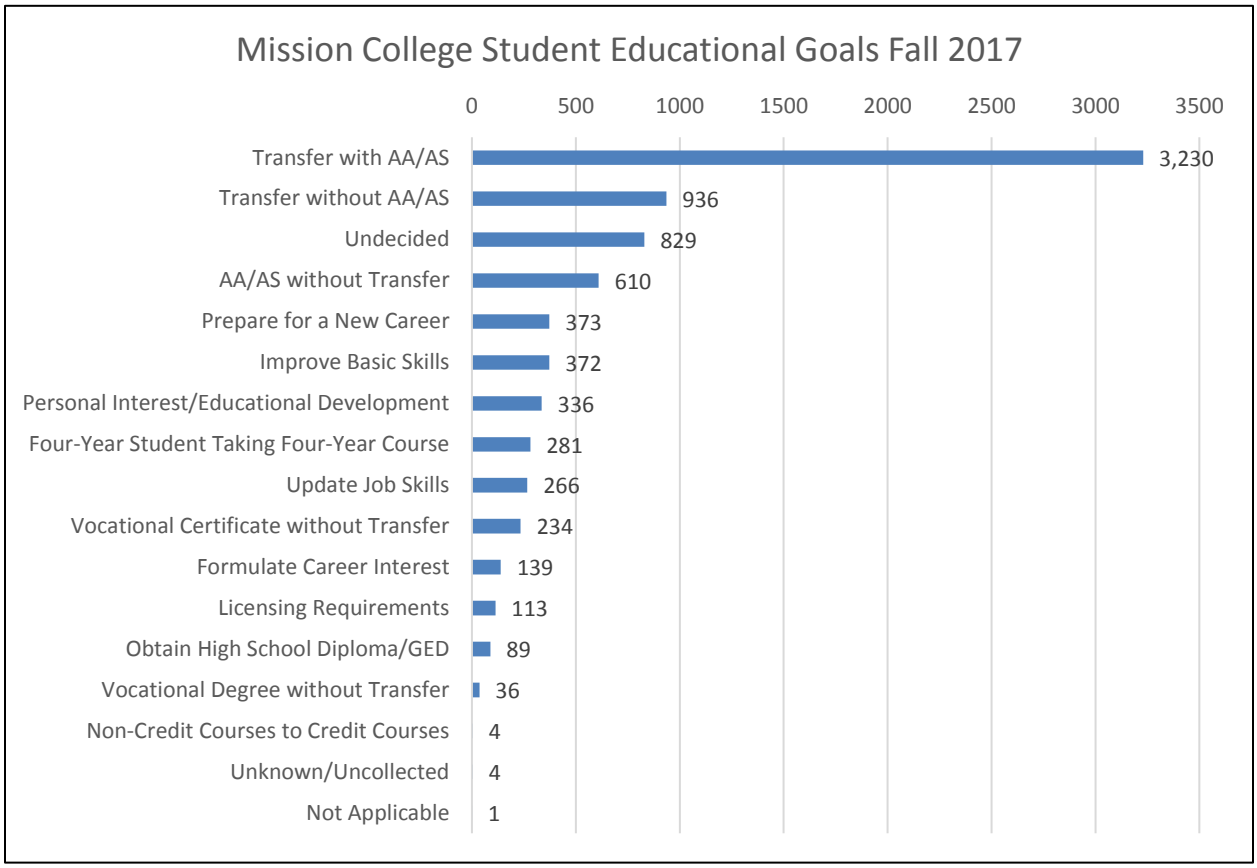
Mission College Headcount by Zip Code						
Zip Code	**2012FA**	**2013FA**	**2014FA**	**2015FA**	**2016FA**	**Δ%**
95035	1,019	909	872	882	776	**-31.31%**
95132	524	507	486	479	432	**-21.30%**
95051	500	483	468	444	423	**-18.20%**
95050	403	371	386	385	350	**-15.14%**
95054	338	319	307	326	321	**-5.30%**
95131	322	325	307	291	261	**-23.37%**
95127	368	305	287	278	271	**-35.79%**
94089	270	278	252	259	253	**-6.72%**
95133	287	284	250	258	249	**-15.26%**
95134	208	202	204	250	214	**2.80%**
95112	245	264	222	247	213	**-15.02%**
95116	261	252	228	233	208	**-25.48%**
95111	281	266	205	223	214	**-31.31%**
95122	220	202	205	207	197	**-11.68%**
94086	185	170	151	168	149	**-24.16%**
95123	186	189	177	163	144	**-29.17%**
95148	193	180	146	153	137	**-40.88%**
95121	166	162	137	149	133	**-24.81%**
94085	151	130	125	139	130	**-16.15%**
95136	160	135	124	132	107	**-49.53%**

Student City of Residence

The following chart shows the headcount (percentage) by city for the fall 2016 semester. Nearly half (49%) of the students resided in the city of San Jose. The next most common cities of residence were Santa Clara (15%), Milpitas (11%) and Sunnyvale (8%).

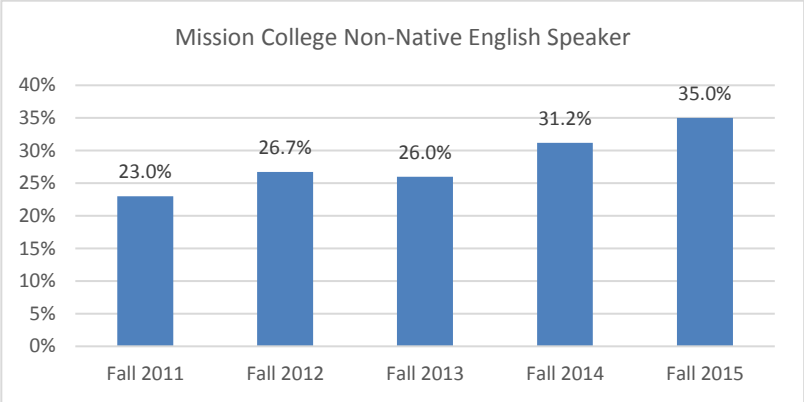
Top 10 Cities of Residence of Mission College Students: Spring 2017	
City	Number of Students
San Jose	3449
Santa Clara	1135
Milpitas	804
Sunnyvale	643
Fremont	202
Mountain View	101
Campbell	78
Cupertino	59
Morgan Hill	55
Gilroy	44
Alviso	40

Student Educational Goals



Non-Native English Speakers

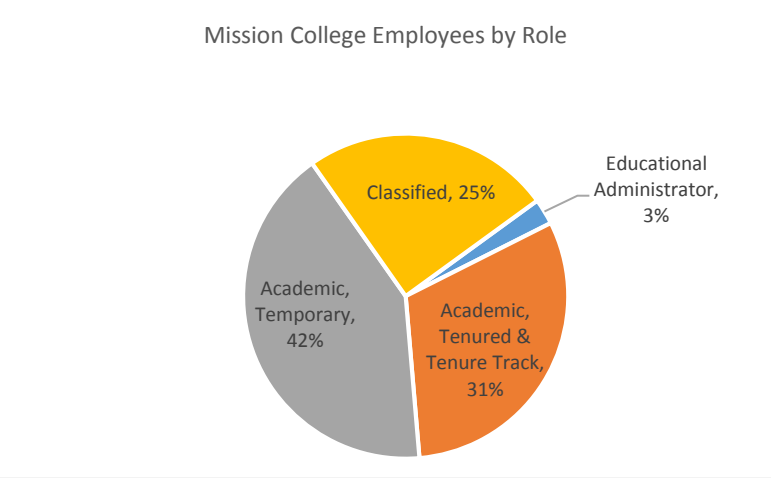
The percentage of students who are non-native speakers has been rising over the past five years. More than one-third of Mission College students who took a college placement test fell into this category in the fall 2016 semester. This may have ramifications for the college's ESL and remedial English course offerings.



Employee Demographics

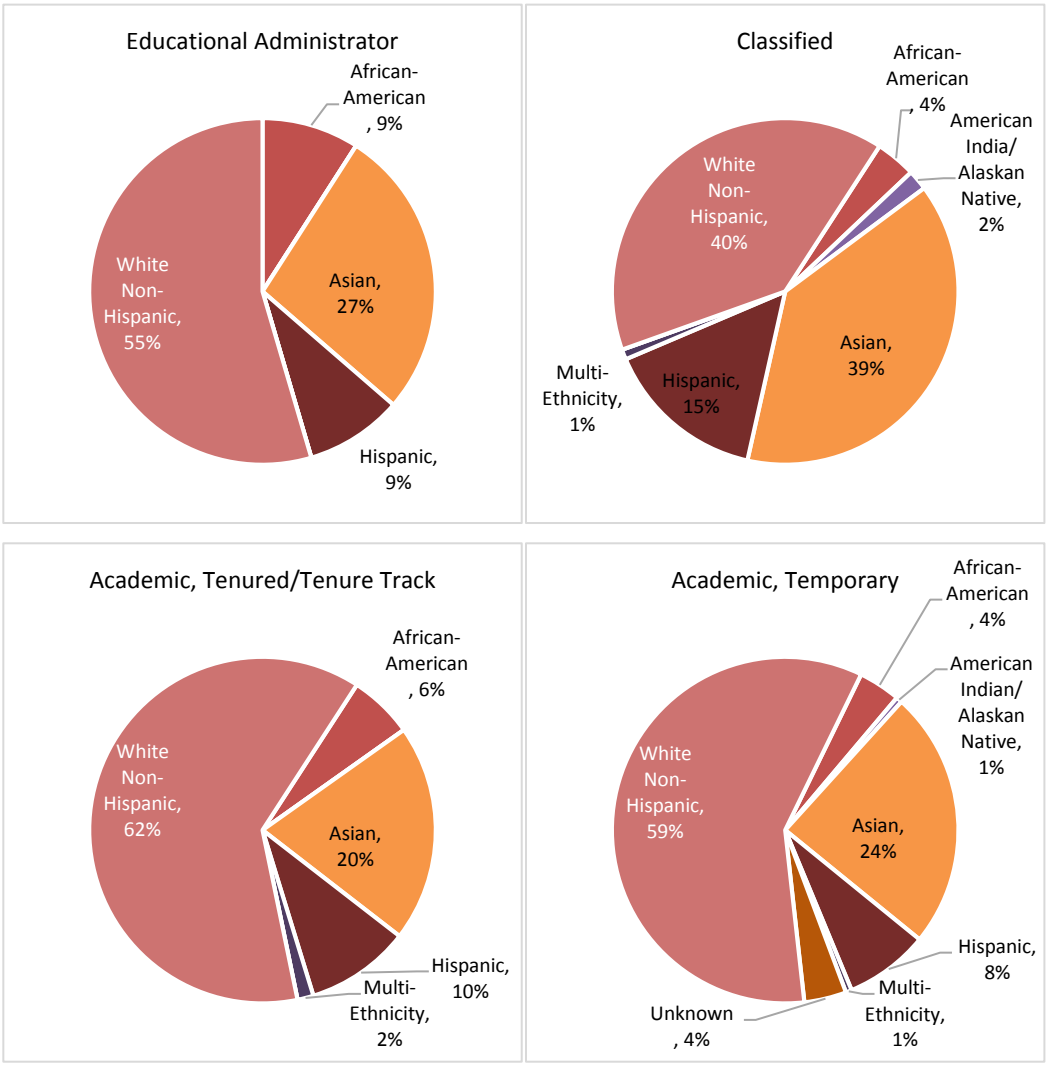
Role

The following table shows the breakdown of college employees among the various roles.



Race/Ethnicity

The following charts show the race/ethnicity profile for college employees by role.



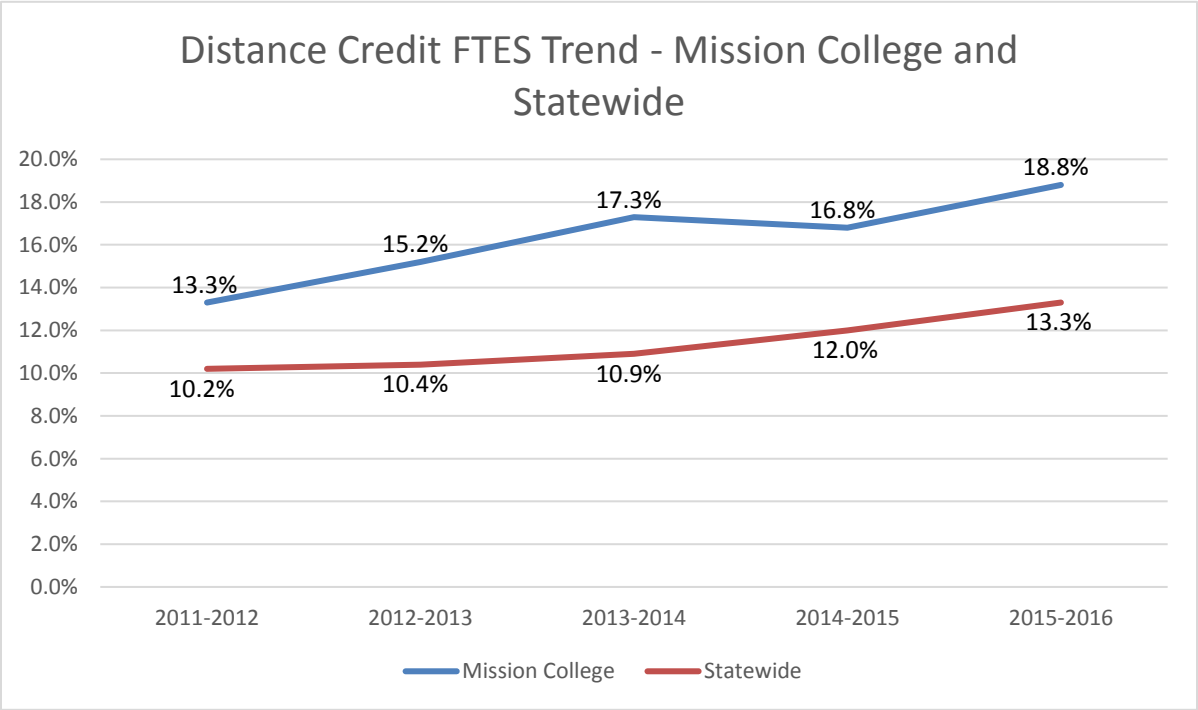
Gender

The table shows the gender breakdown of all college staff members. Nearly two-thirds of administrators are male. Classified staff and tenured and tenure track faculty are comprised primarily of women. Part time faculty are almost evenly divided between male and female.

Mission College Employee Count by Gender: Fall 2016				
Employee Type	**Female Employee Count**	**Female Employee Count (%)**	**Male Employee Count**	**Male Employee Count (%)**
Educational Administrator	6	2.23 %	8	4.85 %
Academic, Tenured/Tenure Track	86	31.97 %	52	31.52 %
Academic, Temporary	99	36.80 %	80	48.48 %
Classified	78	29.00 %	25	15.15 %

Distance Education

Over the past five years, the college has generated an increasing percentage of credit FTES in classes taught via distance education. That percentage has increased from 12.2% in fall 2012 to 15.6% in fall 2016. Over the five-year period, the College's percentage of credit FTES generated in distance education classes has exceeded the statewide community college system average.



Student Success

The following table shows the Student Success Scorecard for 2017.

2017 Mission College Student Success Scorecard

	Six-Year Cohort Beginning 2006-2007		Six-Year Cohort Beginning 2007-2008		Six-Year Cohort Beginning 2008-2009		Six-Year Cohort Beginning 2009-2010		Six-Year Cohort Beginning 2010-2011	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Completion Overall	898	48.1%	932	49.4%	1,063	47.6%	1,049	46.1%	1,059	47.9%
Persistence Overall	898	72.3%	932	70.6%	1,063	73.8%	1,049	72.8%	1,059	77.3%
30 Units Overall	898	69.8%	932	65.7%	1,063	68.5%	1,049	68.3%	1,059	72.0%
Remedial English	768	45.3%	777	47.6%	881	49.6%	979	47.9%	918	54.1%
Remedial Math	506	23.7%	472	23.9%	515	23.3%	1,182	32.5%	976	33.5%
Remedial ESL	675	12.9%	599	11.7%	692	12.7%	615	14.0%	576	13.2%
Transfer Level English (2 Year)	624	60.1%	610	62.6%	521	64.3%	572	70.1%	522	70.9%
Transfer Level Math (2 Year)	624	26.0%	610	23.4%	521	28.8%	572	33.9%	522	32.0%
Career Technical Education	993	47.3%	1,091	45.5%	1,127	43.1%	1,115	49.0%	993	52.9%

How to Analyze the Data

The data are quite rich and can be analyzed in many ways. At the same time, it is important not to draw conclusions that are too sweeping. There are three sections of this Instructional Program Market Share Analysis. These parts are:

1. **Regional Completion Data**

   The Regional Completion Data shows the total awards (three-year average), by award type and 4-Digit TOP Code. The data are presented for each of the seven colleges in the area. The reader can easily see how Mission College is competing with neighboring colleges. In some cases, there might be a coding difference between college and a particular award appears under a different TOP Code. The reader might ask why Mission College has so many or so few awards of a particular type.

2. **Regional Degree and Certificate Market Share**

   This table shows a summary of the awards, by college as well as their respective levels of credit FTES. The data include a three-year average as does the table above. The middle section shows the relative market share (among the seven colleges) for each metric. The bottom section of the table normalizes the market share data for college size. By showing the difference between market share by award and share of FTES, one can compare large colleges to small ones. The reader might ask why a particular college (San Jose City, for example) has a 9.7% share of FTES but a 15.3% share of total awards.

3. **Distance Education Market Share**

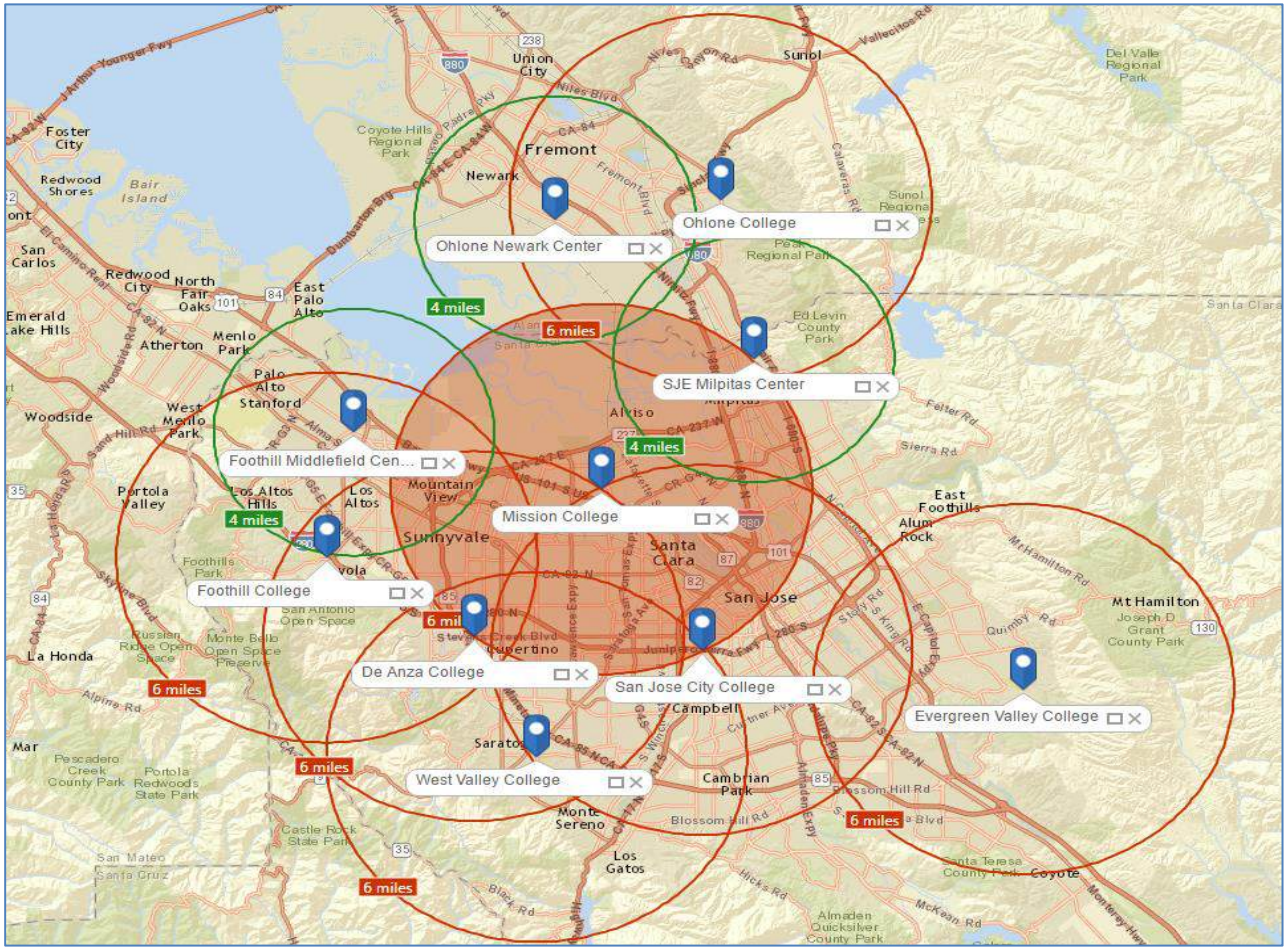
   The Distance Education Market Share was extracted from a Mission College research office report entitled, *Distance Education Report* in March of 2016. This data shows the market share of Distance Education FTES relative to total credit FTES. This, as in the previous two sections, normalizes the data for college size, allowing an “apples-to-apples” comparison.

Area Colleges

The students in the South Bay Area have a large number of community colleges from which to choose. Within 15 miles of Mission College, there are a total of seven community colleges and three educational centers. These include:

- De Anza College
- Evergreen Valley College
- Foothill College
- Foothill College Middlefield Center
- Mission College
- Ohlone College
- Ohlone Newark Center
- San Jose City College
- SJECCD Milpitas Center
- West Valley College

This multitude of colleges provides students with many options. It also creates a very competitive environment for the colleges. The following map shows these colleges and their proximity to one another. The red circles around colleges have 6-mile radii. The green circles around education centers have 4-mile radii.



Regional Degree and Certificate Market Share

The following table provides a summary of the data above, as a percentage of the seven regional colleges. The table also includes the respective market share of FTES for each college. The data is for the three years: 2013-14, 2014-2015, and 2015-2016.

The data shows that De Anza College generates more than one-quarter (28.9%) of the Credit FTES among the seven regional colleges. Mission College generates 9.6% of the total Credit FTES. In terms of Associate's Degrees conferred, Mission College has a 9.6% share of the regional total, consistent with its share of FTES. Regarding Certificates conferred, Mission College has a 5.8% share of the total, 3.8 percentage points below its FTES share. In terms of overall awards Mission College conferred 8.7% of the total, somewhat below its share of FTES (-0.9 percentage points).

Measurement	De Anza College	Evergreen Valley College	Foothill College	Mission College	Ohlone College	San Jose City College	West Valley College	Total
Credit FTES	19,477	6,371	13,109	**6,487**	8,657	6,196	7,091	67,388
Associate Degrees	1,701	549	885	**574**	867	603	785	5,964
Certificates (CCCCO Approved)	559	58	535	**111**	75	409	151	1,898
Total Awards	2,260	607	1,420	**685**	942	1,012	936	7,862

Market Share							
Credit FTES	28.90%	9.50%	19.50%	**9.60%**	12.80%	9.20%	10.50%
Associate Degrees	28.50%	9.20%	14.80%	**9.60%**	14.50%	10.10%	13.20%
Certificates (CCCCO Approved)	29.50%	3.10%	28.20%	**5.80%**	4.00%	21.50%	8.00%
Total Awards	28.70%	7.70%	18.10%	**8.70%**	12.00%	12.90%	11.90%

Market Share Normalized for Relative College Size							
Associate Degrees	-0.40%	-0.20%	-4.60%	**0.00%**	1.70%	0.90%	2.60%
Certificates (CCCCO Approved)	0.50%	-6.40%	8.70%	**-3.80%**	-8.90%	12.40%	-2.60%
Total Awards	-0.20%	-1.70%	-1.40%	**-0.90%**	-0.90%	3.70%	1.40%

The following three statements summarize the data from the bottom of the table. The first graph shows the data for Associate's Degrees, the second shows Certificates and the third, total awards. The colleges in the area that confer the most awards, relative to their size (measured in credit FTES), are as follows:

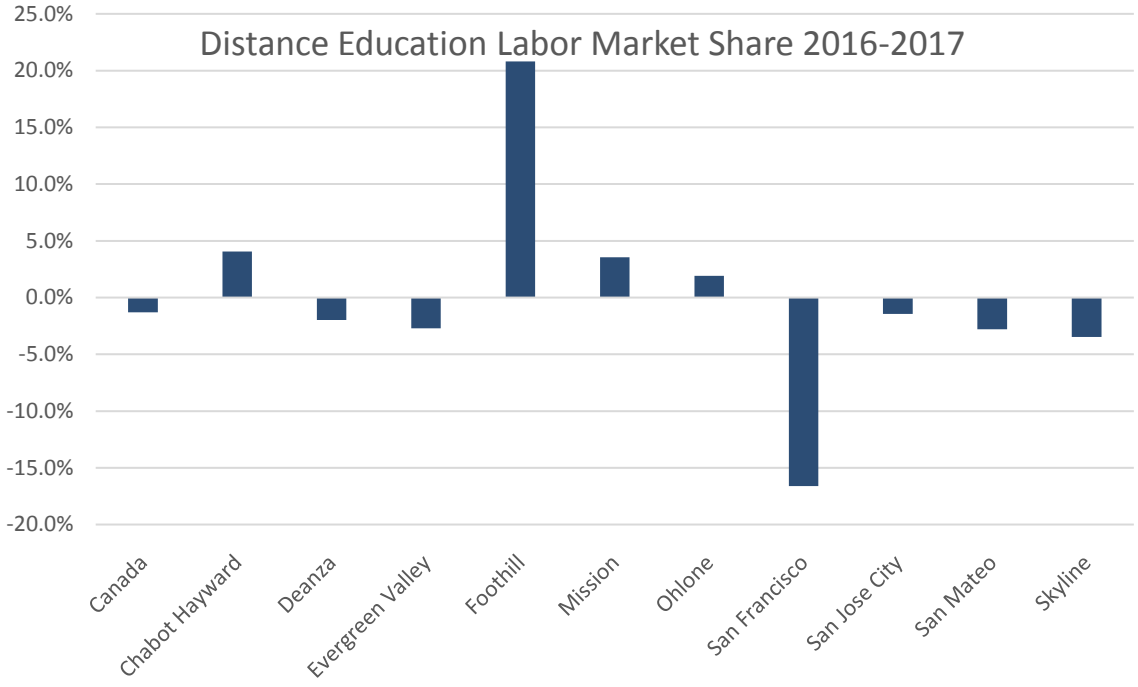
- **Degrees:**.....West Valley, Ohlone, and San Jose City Colleges
- **Certificates:**.....San Jose City, Foothill, and De Anza Colleges
- **Total awards:**.....San Jose City and West Valley Colleges

Distance Education Market Share

The Mission College Institutional Research Office produced a report entitled *Distance Education Report* in March of 2016. The report included an analysis of the market share of Credit Distance Education FTES relative to the share of Credit FTES. This analysis uses an eleven college cohort as opposed to the seven-college cohort used in the analysis above.

Difference in Labor Market Share of Distance Credit FTES: Bay 12 Colleges					
	Annual 2012-2013	Annual 2013-2014	Annual 2014-2015	Annual 2015-2016	Annual 2016-2017
Canada	-1.3%	-2.5%	-2.3%	-2.1%	-1.4%
Chabot Hayward	4.0%	4.6%	4.6%	4.6%	3.5%
De Anza	-2.0%	-2.6%	-2.5%	-1.6%	-1.3%
Evergreen Valley	-2.7%	-1.4%	-1.6%	-1.8%	-2.2%
Foothill	20.8%	24.6%	24.5%	23.4%	20.3%
Mission	3.5%	4.6%	3.2%	3.6%	1.8%
Ohlone	1.9%	1.2%	2.2%	2.2%	2.1%
San Francisco	-16.6%	-14.2%	-14.6%	-13.9%	-12.8%
San Jose City	-1.5%	-0.8%	-0.8%	-1.0%	-0.5%
San Mateo	-2.8%	-6.6%	-6.8%	-7.1%	-4.1%
Skyline	-3.5%	-7.0%	-6.0%	-6.3%	-5.5%

The following graph shows the difference between the market share of Credit Distance Education FTES and Credit FTES. The data shows that in 2016-17, Mission College generated a higher percentage of the total Distance Education FTES than its percentage of FTES.



STEM (Science, Technology, Engineering, and Math) Focus

In response to the labor demands in our service area, as well as the interests of many of our students, Mission College is making a concerted effort to expand and enhance its STEM offerings. This is not limited to the efforts included in our HSI – STEM grant, but is intended to support all students who are interested in pursuing a STEM pathway.

Current STEM efforts include:

- The Math Engineering Science Achievement (MESA) program, which provides support for educationally disadvantage students who are majoring in math, engineering, and science so they excel academically and transfer to four-year institutions.
- STEM Core, a program at designed to prepare students for careers in Science, Technology, Engineering, and Math through accelerated Math and Engineering courses combined with other resources to help students succeed in their desired pathway. Program benefits include:
    - Free use of course textbooks for all STEM Core affiliated courses
    - Supplemental instruction/extra tutoring resources for STEM Core courses
    - STEM Workshops
    - Career speakers
    - Resume/Interview techniques
    - Professional development
    - College transfer
    - Field trips to local tech companies/industry partners/transfer institutions
    - Opportunities to compete for exclusive paid summer internships at many STEM employers in Silicon Valley.
- HSI-STEM grant activities are focused around the following:
    - Developing and clarifying linkages to create seamless STEM pathways
    - Strengthening student support services specific to STEM pathways
    - Strengthening academic and learning support services
    - Linking Hispanic and low-income students to industry
    - Forging a strong transfer alliance with CSU East Bay

We expect the college's STEM focus to broaden in coming years to include STEM-dedicated facilities on campus, expanded STEM internships, and clarified and strengthened STEM program pathways via our guided pathways efforts.

Federal and State Initiatives

Mission College will continue to focus its efforts on a number of federal and state initiatives, including (but not limited to): Guided Pathways, Basic Skills Student Outcomes and Transformation, SSSP, Strong Workforce Program, and Multiple Measures for Assessment:

- Guided Pathways, a highly structured approach to student success that:
    - Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success, including:
        - Programs that are fully mapped out and aligned
        - Basic skills/developmental education classes that are redesigned and integrated to accelerate students to college-level classes
        - Instructional support and co-curricular activities aligned with classroom learning and career interests
    - Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience, including:
        - Structured onboarding processes including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get off to the right start in college
        - Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage
        - Responsive student tracking systems aligned with interventions and resources to help student stay on the pathway, persist, and progress
- Basic Skills Student Outcomes and Transformation (BSSOT), to improve the progression rate of students needing basic skills instruction into college-level instruction by implementing or expanding innovations and redesign in the areas of assessment, student services, and instruction. Specifically, the college is working toward the following outcomes within a five-year period:
    - 1. Progressively increasing shares of students enrolled at the college who:
        - a. Successfully complete a college-level English or mathematics course, or both, within a sequence of three or fewer courses after enrollment in a community college. OR:
        - b. Earn an industry-relevant college certificate or degree within two years.
    - 2. A significantly greater share of entering students achieving the goal listed in a) above within a shorter time period than before the implementation of the plan.
    - Fundamental to this program is that colleges implement at least two of six evidence-based principles and practices listed below. Colleges may also implement other principles and practices to increase the rate of progress and success of underprepared students as they move toward their career and educational goals so long as their interventions are also evidence-based.
        - 1) Adopt placement tests or other student assessment indicators and related policies that may include multiple measures of student performance, including grades in high school courses, especially overall grade point average, results from the common assessment system and input from counselors.

        - 2) Increase the placement of students directly in gateway English and mathematics courses that are transferable to the University of California or the California State University and career pathways, with remedial instruction integrated as appropriate for underprepared students.
        - 3) Align content in remedial courses with the students' programs of academic or vocational study to target students' actual needs and increase relevance. This method is intended to encourage the development of remedial instruction focused on a student's identified academic need informed by the student's intended course of study.
        - 4) Contextualize remedial instruction in foundational skills for the industry cluster, pathways, or both, in which students seeks to advance.
        - 5) Provide proactive student support services that are integrated with the instruction.
        - 6) Develop two- and three-course sequences, as appropriate, for completion of a college-level English or mathematics course, or both, for underprepared students, by utilizing technology, where appropriate, to enhance the adoption of the high impact practices specified in methods (1) to (5), inclusive.
- Student Success and Support Program (SSSP), a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of SSSP are:
    - To ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the student success & support program process: admissions, orientation, assessment and testing, counseling, and student follow-up.
- Strong Workforce Program (SWP) is intended to provide more and better Career Technical Education (CTE) to increase social mobility and fuel regional economies with skilled workers. This will be accomplished through efforts in the following seven areas (examples of local efforts provided):
    - Student success:
        - Broaden and enhance career exploration and planning, work-based learning communities, and other supports for students
        - Improve CTE student progress and outcomes
    - Career pathway:
        - Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market
    - Workforce data and outcomes:
        - Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students
        - Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts

- Curriculum:
  - Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment
  - Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data
- CTE Faculty:
  - Enhance professional development opportunities for CTE faculty to maintain industry and program relevance
- Regional coordination:
  - Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs
  - Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs
- Funding:
  - Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education

Apprenticeships

In response to the needs of the community, particularly the impending retirements of many “baby boomers” who have held key positions in the core infrastructure of the community, Mission College has actively pursued apprenticeship programs in these areas. To date these include a partnership with the Valley Transportation Agency, the Plumbers and Pipefitters association, and a high tech apprenticeship program. These apprenticeships provide the opportunity for the college to serve its community be ensuring that core infrastructure positions are filled, as well as serving students who are interested in pursuing high-wage, high-demand jobs that need not necessitate completion of an associate degree or a certificate.

Listening Session Summaries

The following is a list of suggested ideas made by members of the Mission College community recorded in listening sessions held on campus March 11 and March 17, 2016. The consultants met with various groups and individuals scheduled throughout the two days of listening, as well as in two open forums, and transcribed, coded, and ran frequencies for the ideas presented.

The ideas, presented without attribution, are organized by recurrent themes as discerned by the consultants. Within each theme the ideas are presented in random order. There has been an attempt to reduce redundancy; however, some duplication occurs when the idea or wording was sufficiently different to be noteworthy. In some cases, an idea, because of its multi-faceted nature, was placed under more than one theme. The ideas in bold-face type were repeated several times in different venues.

Bring the community onto the college campus more

- New facilities would bring more people from the community on campus and make Mission College more well known
    - **Performance/meeting space** for dance and music
        - Theater/performance area would also help in providing venue for allied heath graduation ceremonies
    - **Soccer fields**
    - Swimming pool
    - Another gym
- **Make it easier for community members/groups to use Mission College facilities**
    - Reduce the amount of bureaucracy and number of forms required to use facilities
- Schedule more open houses, especially inviting high school students and their parents
- We need to raise our presence in the community to the level of De Anza's presence in its community in ways that are unique to the community we serve

Bring the college out to the community

- **Locals don't know that Mission College exists**
- Increase outreach to the community
- Visit high schools more often
- **Increase the presence of Mission College off campus within the multi-faceted community it serves**
    - Include the Spanish-speaking population
    - Include businesses and industries
    - Include religious and community-based organizations

Increase/Improve Marketing and Branding

- **Develop and fund a consistent and ongoing marketing strategy**
    - Market in times of both low and high enrollments
    - Use all platforms, including social media
    - Develop a consistent and unified Mission College "brand" that truly expresses what Mission College is
        - Then live up to the brand across campus

- **Expand use of social media to connect with current and prospective students**
    - Use social media to better market the college and specific programs (like Hospitality Management)
    - Have a social media specialist on campus who can work with specific programs as well as the college as a whole
    - Use social media sites to reach out more to young students, such as OrgSync (a social media site to get out the word on activities) and Instagram (which seems to be the students' favorite platform).
- **Focus on "signature" programs at Mission College, emphasizing what we do particularly well**
    - Examples include fire science, hospitality management and performing arts/music
    - Publicize more how M.C. is a leader in the health occupations field
- Remind people that Mission College is in the hub (literally, geographically) of the Silicon Valley
- **Publicize more that we are a people-friendly campus with a community atmosphere**
- Publicize and perhaps expand upon the successful Library Speakers series
- Publicize our successes more, like the Cisco program
- Publicize the success of the MESA program (the only community college MESA program between Redwood City and Gilroy)
- Increase marketing to the Spanish-speaking population
- Publicize that students have more and quicker access to counseling than at other college
- **Market Mission as a college which reaches out to students, a place where students can get help**
- "Sell the sizzle, along with the steak," e.g. things that especially appeal to young people, like the recording studio
- Highlight the Welcome Center
- **Increase visibility/prominence of the college along 101 and Mission College Boulevard**
- Emphasize friendly and small
- Uncover the hidden gem, known as Mission College, with more marketing and higher physical profile
- We need to help individual departments; departments don't know how to market even within the campus; it's hard to find out who to go to market programs internally

Promote that Mission is a high-touch, nurturing college; then ensure the College lives up to its customer service image

- **Promote Mission College as a high-tech college with a personal touch to help for students**
    - Emphasize to prospective students that "we have time to talk with you"
    - Ensure that faculty and staff indeed take the time to talk with individual students
- We are particularly good with helping returning and "second chance" students
- Emphasize the personal, as well as academic, growth of each student
    - This could give Mission College an advantage over De Anza, which some students perceive as not particularly customer friendly
- To ensure Mission is a "high-touch" school, we need more training for staff to help students navigate the college experience; currently staff have to learn on the fly

- **Find more ways to help everyone walk the walk of customer service, as well as talk the talk**
    - **Increase staff development with more training in customer service throughout the college**
    - Make it a college-wide effort to consistently give across-the-board customer service
    - Improve response time, by answering the phone directly and by responding in a timely way to voice messages
- Create the sense that the college is a welcoming place, throughout the campus
- **Improve customer service in Admissions and Records and Financial Aid, including improved online access**
- Improve the staffing of A&R and Financial Aid offices, to decrease road blocks to student access
    - Especially improve response time
    - Improve online A&R and Financial Aid service
- Streamline forms for students, especially in A&R
- Make it easier for prospective students to enroll, pointing them to persons to see first
- **Improve many processes on campus related to helping students; many current practices are antiquated**.
- Adopt standard processes District-wide and then provide consistent and ongoing training to all staff and students
- Provide consistent and ongoing information and education about the college departments and programs so that all staff can direct visitors/students to proper area for assistance
- Create better systems for communication of information
    - Improve communication with students (phone, email, etc.)
    - Improve communication between staff members
- Have one focal, visible welcome center
- Document storage is not ideal, such as naming conventions, locations, standard filing system
- We need tools that can make certain tasks simpler, so that staff they can spend more time working with students
- **We need to find ways to work smarter, not harder, standardizing and streamlining college processes for the benefit of students**
- We need to do more to retain students
- Reflect this student's perspective, often heard on campus: "I come to Mission College because it is small and I get the support I need"
- Within the next five years we should strive to become and be known as an innovative college, with a strong sense of community, supporting students in ways people hadn't thought about

Find new ways to respond to, reflect, and honor the cultural diversity of the students

- Recognize the college as a minorities-majority college
- Increase Hispanic student representation at Mission College
- **Improve student retention and persistence by recognizing the particular make-up of the college's student population**
- Use online translating programs to enable students to access information in their native languages
- **Find more ways to respond to and celebrate the cultural diversity of the students**

    - Add more culturally diverse art on campus, including two-dimensional and three-dimensional art in open interior and exterior spaces, which reflects the various cultural background of the students
- Increase visitor parking beyond 40 minutes, especially for prospective or newly-enrolling students

Increase and promote collaboration and communication among students and among faculty, classified staff and administration

- **Create more opportunities for group learning and interaction; students are yearning for more connections on campus**
- **Create more spaces throughout the campus, indoor and outdoor, where students can gather in small groups - more atriums, fewer hallways**
- Create a better environment where students can work collaboratively, with students helping students, including spaces with white boards, functional furniture, enough electrical outlets
- Improve communication between faculty and students
- Continue the new spirit of cooperation between Instruction and Student Services
- We need faculty and staff collaborating more
- Rekindle the feeling present when the college was in one building, that everyone knew each other; now with more buildings, we have lost our identity
- Change the feeling that administration and faculty are adversaries and find a common unifying principle
- Increase collaboration between disciplines
- The college community needs better ways to communicate; email isn't a productive way to communicate; staff don't know what others are doing
- We need one centralized calendar

Increase workforce development through more internships, apprenticeships, and other work experience opportunities

- **Improve assistance to students in job placement, apprenticeships, internships and work experience**
    - Help put the resumes of Mission College students closer to the top
    - Develop more internships for students (e.g., through MC2IT)
- Expand apprenticeship programs, such as current
    - $3 million grant through Department of Labor for high tech industries
    - $1 million grant for logistics with Santa Clara VTA
- Explore "front-loaded" apprenticeship: short-term training followed by an apprenticeship
- Consider creating a college Department of High Tech Infrastructure, in partnership with tech industries
    - Including overhead line workers
- Reinstate a Dean of Workforce Development that would help in many different, related areas
- Create an internship director position
- Provide more grant infrastructure, perhaps reinstate the position of "Dean of Grants"
- Need to pursue more grants

- Build/designate a building just for technology and invite high-tech businesses to participate
    - Include focusing on working professionals in the technology industries, similar to UC Extension classes

Partnerships—with community partners and other educational institutions

- Continue partnering with cutting edge tech firms like NetApp, Cisco, Sun and cybersecurity firms
- Connect with potential renaissance in manufacturing, especially in process technology
- Develop more partnerships with Santa Clara County
- Create more connections allowing Mission College students to work with universities
- Make Mission College more known to businesses as a resource for employees
- Use local businesses as resource for instruction, including using employees as instructors
- Partner and collaborate more with religious organizations

Career/Technical Education (CTE)/Contract Ed/Community Services Programs

- Increase CTE offerings by building on what we already do well
- Fill a gap developing from other colleges (e.g., Foothill) apparently backing out of CTE instruction
- Create a South Bay animation program, similar to those in North and East Bay
    - Combine best of current Mission College sound-stage and graphic arts expertise
    - Include a state-of-the-art sound stage in a new theater/performance building
- Find new ways to counter decrease in CalWorks students
    - Offer programs to food stamp recipients (adults without children)
- Provide more short-term vocational programs to help those persons who need employment as soon as possible (e.g., those on food stamps)
- Recognize one approach to CTE is short-term CTE as pathway to transfer
    - Enable students to find skills quickly to earn money to support themselves and their families
    - CTE as a ladder to transfer programs (e.g., in allied health fields)
- Find ways to keep the allied health programs strong, even though finding clinical sites is getting more difficult
- Develop more bridges from other allied health programs to nursing
- Keep up with changes in CTE fields
- Expand the culinary arts program to meet changing needs
- Create more contextual learning, e.g. math and woodworking
- Create more “hands-on” opportunities, with palpable results/products
- Have designated counselors and tutors for specific CTE programs
    - Need more CTE programs
    - Integrate grants, grant infrastructure and CTE more closely
- Continue with the popular motorcycle safety training program
- Contract education fees are too high

Transfer Programs

- **Don't cede the transfer mission** to Foothill, West Valley, or any other community college
- **Science labs are impacted, especially chemistry and biology**
    - More labs would help Mission College accommodate more students
    - Add an anatomy lab that could accommodate a cadaver
- **Return soccer as a sport, with both men's and women's teams**
    - **Build a soccer field**, perhaps with synthetic turf
- Increase opportunities for students pursuing STEM careers
- To better support and expand music and dance programs, **construct a performing arts building**, seating 400-500 persons (can also be used for college/community meeting space)
    - Include appropriate backstage design and equipment for music/dance performances
    - Could also be used for other events on campus
    - In a new performing arts venue, also have a club-style café, seating 100-175 persons
        - A place where student musicians could perform before a small audience
        - Equivalent to, but quite different from, a "black-box theater"
- Bring back the math lab for improved student success, with content-expert staffing
- Create more "hands-on" opportunities, with demonstrable results/products
- Create a communications skills lab--for public speaking, interpersonal and group communication and for recording student productions
- Provide sufficient support to the smaller instructional programs
- Create more transfer degrees
- Don't forget the importance of general education courses such as Philosophy
- Gym needs more machines for disabled people
- Build a new gym, open to everyone, with up-to-date equipment
- Find ways to increase shrinking Liberal Studies enrollments
    - May need to update curriculum and promote more engagement with students
    - Faculty might benefit from additional professional development

Basic Skills/ESL/Adult Ed/PSDD

- New ideas may be needed to generate more enrollments in ESL, where enrollments are shrinking despite the increase in the number of students how report that English is not their first language.
- Cross-training faculty needed to help students in reading skills program, which has only one transfer class
- Expand opportunities for adult ed programs previously offered in the K-12 system
- **Use new AB 104 legislation as an impetus to offer more adult education classes, especially in ESL and non-credit**
- We seem to offer many services to students who need basic skills, but many of these students often don't know where to find them
- We are not supporting students who need basic skills as well as we could, especially those beginning to learn English.
- Streamline the pathway for ESL students to mainstream and complete degrees/certificates

- Continue PSDD *(*Program for Students with *Developmental Disabilities)*
    - Increase facilities' space for PSSD

Enrollment Management

- **Include both CTE and transfer programs, not either/or**
- **Improve class scheduling to increase student convenience, persistence, and completion**
    - **Class schedule should be focused on student needs**
    - Ensure that class schedules meet students' needs, so they wouldn't have to drive to other colleges
- Recognize that students are looking for more online courses
    - Continue to add more online classes
- Consider more hybrid courses
- Determine what would be the best mix of face-to-face, online, and hybrid classes
- Increase class sections of required courses (e.g., offering a beginning calculus class in the day as well as in the evening)
- Ensure evening students have access to all general educations breadth requirements
- Re-examine the class schedule to ensure students' needs are being met, including short-term and compressed classes
- Offer more evening and weekend classes to accommodate student need
- More scheduling could be done on a two-year basis (could be a differentiator from other community colleges)
- More coordination could be done among departments
    - Students can't always complete programs in two years because of class scheduling
- Improve scheduling by avoiding simply rolling over schedules
- Continue to work cooperatively on matching spaces with classes
- Continue to use Ad Astra for scheduling (enhance and expand use and user pool)
- Better deliver on the promise to students to offer the courses they need in a timely way
- College needs to be flexible to deal with fluctuations in enrollment
    - For flexibility, use more part-time faculty
    - Hire faculty who are credentialed to teach in multiple disciplines
- Some general education disciplines aren't filling classes as much as they should
- As Academic Directions Committee evaluates new programs, they need expertise (from administrators) for reality check
- **New growth should be in collaborative programs**
    - We need to increase collaboration between disciplines
- We need a more holistic schedule
- We need a new job position: Enrollment Management Coordinator
- Include in the schedule more shorter-than-full-semester courses
- We should try Friday classes
- Use data more to better analyze effectiveness of department, especially in scheduling classes
- Identify the best use of summer classes in the yearly enrollment patterns and goals, keeping in mind student needs and preferences

- We need to improve our scheduling, away from manual systems on paper and rollover scheduling
- We should have fewer cross-listed courses
- Instructors are over-worked
- Improve communications across the college when developing the class schedule; currently communication is lacking

New programs

- Take advantage of new community college opportunities to offer bachelor's degrees
- Use existing programs/faculty to create new/revised programs, such as drone technology
- Find other ways to utilize non-tenured instructors to teach new programs
    - Partner with high-tech businesses to provide instructors in emerging but inevitably short-lived programs
- Faculty need more support to develop new programs
- We need to streamline the process of ramping up new programs
- Create more entrepreneurial programs
- Create a South Bay animation program, similar to those in North and East Bay
    - Combine best of current Mission College sound-stage and graphic arts expertise
    - Include a state-of-the-art sound stage in a new theater/performance building

Innovative Ideas

- **Add an interdisciplinary "maker space" available to multiple departments** (e.g. engineering, art, business, community ed), with high-tech equipment like 3-D printers, laser cutters, 3-D scanners and software, with a dedicated lab tech to maintain it
- Create more project-based interdisciplinary learning responding to the needs of businesses which wants to know what projects students have been a part of
- Expand the use of "pop-up" counseling
- In a new performing arts venue, also have a club-style café, seating 100-175 persons
    - A place where student musicians could perform before a small audience
    - Equivalent to, but different from, a "black-box theater"
- Improve the campus environment to encourage more innovation
- Build/designate a building just for technology and invite high-tech businesses to participate
    - Include focusing on working professionals in the technology industries, similar to UC Extension classes

Student Services and Academic Support Services

- Remember that our students are a mix of persons motivated and persons floundering
- Use the library as a central Academic Support Center for students
    - Include small collaborative group study spaces
- Build tutoring and remedial education into programs, especially CTE programs

- Improve counseling to online students, including connections with students online and via telephone
- **Increase "pop-up counseling": increase drop-in opportunities; bring counselors to where students are**
    - Have counseling become more de-centralized and accessible
    - Motto: Counselors pop up; students drop in
- Improve early warning systems
- Increase peer counseling and support
- Provide more support for beginning English learners
- Increase the amount of open-lab computer stations, with software appropriate to courses in which students are enrolled, especially for students who don't have computers or high-speed internet connections in their home
- Expand the Puente program to other areas of the college
- Increase the opportunities for students to have the benefit of tutoring
- Improve evening student services and evening academic support services
- Provide more resources to the Welcome Center
- Put together into one building EOPS, CalWorks and Access, so they could work together better
- Analyze data carefully to see if students are achieving their time-to-completion goals
- Develop a recruitment plan which is not reactive but pro-active and innovative
- Ensure all voices are listened to, not just the loudest voice, when developing an outreach/recruitment plan
- We could use more counselors
- Continue to work on more academic support for online classes
- Develop more online counseling
- Students taking classes in the Gillmor building are feeling isolated
    - Counselors working with students in Gillmor need additional technological support
- The Transfer Center could use more clerical support for help with career assessments, college research, assisting with college applications, etc.

Student Activities/Student Life on Campus

- **Find more places for students to congregate throughout campus**
    - We need places for students to gather, a home base when they are not in class
    - Create more places where students would want hang out and linger
- **Increase opportunities for more student life/activities on campus**
    - Especially important for international students
    - Increase the spirit of campus community with activities offering students multiple connections and opportunities to collaborate
    - Increase the engagement and interaction of students
- Increase custodial staffing on campus
    - Provide more staff help in setting up events for students (versus students having to volunteer to set up)
    - Improve the cleanliness throughout campus, especially where students gather

- Improve the current Campus Center facility (such as replacing worn-out carpets, increasing technology connections)
- Expand the variety of food served in the cafeteria
- Get more faculty, staff, and students involved in campus life
- Enlarge the game room (where many students gather)
- **Infuse the idea of student engagement throughout the campus, in learning and in activities**
- Students would like to see more student involvement in activities
- Getting an event on campus (like the debate championships) is challenging
- We need to better market special events held on campus
- We need more student life and activities to encourage students who are commuting to stay on campus longer, including multipurpose space (for storage, food prep, especially microwave ovens)
- We need to have more opportunities and activities for the 300 international students who are on campus all the time

Technology

- Improve technology, especially in the college's web site and the ability for students to register online
- **Improve the college web site significantly; make it more user friendly, easier to navigate**
- Significantly improve the student portal on college web site
- Improve videoconferencing capabilities
- Have IT department support Mac operating systems as well as Windows
    - Across curriculum and classrooms
- Improve projector systems in Gillmor Classroom Building, so that screen can be activated independently from projector
- Improve some lighting systems in Gillmor
- Improve/create computer labs with sufficient outlets for laptops and a standard teaching wall configuration
- Need to increase staffing in Educational Technology Services
- Need more support staff for software support (esp. Banner)
- Prepare for continuing increase in technology devices (average of 20 new devices per semester)
- There is an increasing demand for tablets
- We need to be prepared for more BYOD (bring your own device) among faculty, with more tech help towards integration
- Ideally we need a Technology Director overseeing all of the aspects of ETS (a dean, director or manager); that person would allow staff to get more professional development, coordinate all instructional technology for campus and do the planning and the actual support work
- Campus technology should have MDM solution, to manage software installations and updates on all devices remotely versus now doing all maintenance locally (more time consuming)
- College needs to help instructors interact with technology in many ways, beyond just mouse and keyboard, including lecture capturing
- The College is on the right track in its recently formalized process for adoption of new technology within the GAP (Governance and Planning) Committee in which program review requests concerning tech must go to ETS, each semester the technology plan is updated, and the total cost of ownership is used when evaluating technology for adoption

- Improve currently inadequate access to data from the under-staffed district office in order to fulfill our culture of evidence
- We should aim to be a paperless college; now we use many paper-based processes; for example, a staff member who is out sick has to fill out a Scantron form
- We are having the challenge of several systems changing at once, including LMS, ERP, curriculum and possibly new catalog system
- We need systems that WORK
- We need to be more nimble; we get bogged down on systems
- The P-drive isn't accessible from home or Macs

Staff Development

- **Re-set and re-boot professional development and support programs for faculty and staff**
- Use professional development to help all employees move from compliance to excitement
- Increase staff development and staff support
    - Find ways for people to return to the excitement of education
    - For so long the emphasis has been on compliance, not on the passion for teaching and learning
    - Provide some perks for faculty and staff, many at little or no cost
        - For example, the ability to take one class each semester for free

Campus Exterior

- Add water elements to the landscaping to provide a more congenial campus setting
- **Provide signage that would enable people driving along Highway 101 to see Mission College**
- Create a par-course, walking trail on campus
- **Improve campus signage**
    - Especially to and from parking lots
    - Especially to main building, A&R, Counseling, Assessment Center, Welcome Center
    - Include different languages (perhaps electronically)
- Have parking permit dispensers take credit cards
- Provide additional food options via pedestrian access to Mercado
- Improve bicycle and pedestrian access to the campus
- Add more trees for shade
- Create more places where students would want to linger in
- Create a campus-wide trail with trees
- Use more green space in the center of campus when the Main Building is torn down
- Build an amphitheater in the center of campus
    - With an open stage or multi-purpose jewel-building stage
    - Would increase community involvement on campus
    - For community events, a center piece and high-value presentation space for larger events
- Construct a tower and/or gate a center gathering point

The Importance of Data in a College Culture of Evidence

- **Within a culture of evidence, increase the ability of college employees to access data**
    - Make it easier for the end-user to access and gather data
- Increase data available and accessible for counselors as they work with students
- Quantify need for new programs by using extensive, detailed, and longitudinal local and regional data
    - Look at both short-term and long-term needs
- Use data more often to better analyze effectiveness of departments, especially in scheduling classes
- Improve currently inadequate access to data from the under-staffed district office in order to fulfill our culture of evidence

Miscellaneous

- Create a long-term vision that will continue through changes in administration
- We rely on individuals too much; we need to develop procedures and systems that continue when people leave and new people come in
- Continue to explore concept of providing housing on/near campus for faculty and staff, especially new faculty
- Gradually move important grant-funded programs to general funding
- Improve locks on many doors
- Create part-time instructor center, with space, desks, and computers available for part-time instructors
- Plan with environmental issues in mind, such as comfort, safety (including lighting) green spaces, sustainable construction, energy efficiency
- There are areas of campus lacking lights
- Organizational structure has too many layers; we don't need deans and chairs
- Support staff are doing redundant tasks; we need to reevaluate what they are doing and increase efficiency
- Mission College should have its own direction, not reacting to the latest state directive
- We need to change the perception on campus that planning is not worthwhile and that new directions are undertaken whenever leadership changes

Labor Market Analysis

This chapter of the Educational Master Plan analyzes the regional labor market in relation to the college's programs. The goal of the analysis is to identify the high-wage, high-skill jobs in the region and determine any gaps between these occupations and the college's educational programs. The analysis might reveal some programs that might be considered for expansion, addition or restructuring. The analysis is not the final word on the subject. Rather, it provides data from which more discussion and research should be conducted.

Defining the Parameters

Geography

Students completing their program of study at Mission College might find a job in another part of the Bay Area. With public transportation and a geographically compact area, they might be willing to commute for a job. Others might be willing to move to a different part of the region for a good job. For these reasons, a larger target region is used in this analysis. The region chosen is a 12-county area including Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, and Sonoma counties.

Target Occupations

In order to evaluate occupations in the region, it is important to define, "high-wage, high-skill" jobs. These are jobs for which a community college can train prospective employees.

The following occupation data was obtained from the California Community Colleges' Economic and Workforce Development Centers of Excellence website[1]. The labor market data included all occupations from the 12 County Bay Area region. The first task was to hone the list down by setting certain filters. These filters include three variables: annual openings, median hourly wage and typically required education level.

For the 12-county region, the "target occupations" are those that meet the following criteria.

- Annual openings >= 100
- Median hourly wage >=$20.00
- Typically required education level <= Associate's degree[2]

[1] Downloaded from the California Community Colleges Economic and Workforce Development, Centers of Excellence: http://www.coeccc.net/supply-demand/index.asp - on April 5, 2016

[2] Occupations requiring "Less than High School Diploma" and those requiring "High School Diploma or Equivalent" are included in the data. Though these jobs do not typically require college classes, there are likely many individuals who may have a high school diploma who still lack some necessary skills.

Following is the list of these 89 target occupations. They are organized by education level. See Appendix A for the same list sorted by occupation group.

SOC	Description	2016 Jobs	Replace-ments[3]	Openings	Annual Openings[4]	Median Hourly	Education Level[5]
15-1152	Computer Network Support Specialists	8,649	421	1,042	347	$38.36	Associate's degree
29-2021	Dental Hygienists	6,110	469	837	279	$50.39	Associate's degree
17-3023	Electrical & Electronics Engineering Technicians	7,238	535	649	216	$28.64	Associate's degree
19-4099	Life, Physical & Social Science Technicians, All Other	2,518	298	436	145	$22.49	Associate's degree
29-2012	Medical & Clinical Laboratory Technicians	4,131	316	699	233	$24.54	Associate's degree
23-2011	Paralegals & Legal Assistants	8,688	451	650	217	$30.15	Associate's degree
29-2034	Radiologic Technologists	3,648	159	391	130	$40.91	Associate's degree
29-1141	Registered Nurses	67,754	4,087	7,326	2,442	$57.04	Associate's degree
15-1134	Web Developers	9,384	431	1,732	577	$35.06	Associate's degree
49-3011	Aircraft Mechanics & Service Technicians	2,593	235	411	137	$31.62	Postsecondary non-degree award
31-9091	Dental Assistants	10,946	701	1,139	380	$20.26	Postsecondary non-degree award
33-2011	Firefighters	7,377	599	969	323	$39.16	Postsecondary non-degree award
51-1011	First-Line Supervisors of Production & Operating Workers	11,145	680	914	305	$28.95	Postsecondary non-degree award
49-9021	Heating, Air Conditioning & Refrigeration Mechanics & Installers	6,656	515	1,261	420	$25.26	Postsecondary non-degree award
53-3032	Heavy & Tractor-Trailer Truck Drivers	25,313	1,369	2,977	992	$20.15	Postsecondary non-degree award
25-4031	Library Technicians	4,262	675	1,205	402	$23.16	Postsecondary non-degree award
29-2061	Licensed Practical & Licensed Vocational Nurses	13,708	992	2,191	730	$27.82	Postsecondary non-degree award
29-2071	Medical Records & Health Information Technicians	3,996	310	605	202	$22.18	Postsecondary non-degree award
29-2055	Surgical Technologists	2,746	85	305	102	$29.60	Postsecondary non-degree award
49-2022	Telecommunications Equipment Installers & Repairers, Except Line Installers	6,380	685	440	147	$30.87	Postsecondary non-degree award

[3] "Replacements" are jobs that need to be filled that existed previously. The employee left the job for some reason. "Openings" are all job openings, including replacements and new jobs created. These are based on a three-year projection to 2016.

[4] "Annual Openings" are simply the total openings (three-year total) divided by three.

[5] Occupations requiring "Less than High School Diploma" and those requiring "High School Diploma or Equivalent" are included in the data. Though these jobs do not typically require college classes, there are likely many individuals who may have a High School Diploma who still lack some necessary skills.

SOC	Description	2016 Jobs	Replace-ments[3]	Openings	Annual Openings[4]	Median Hourly	Education Level[5]
15-1151	Computer User Support Specialists	25,896	1,195	3,998	1,333	$29.76	Some college, no degree
41-3011	Advertising Sales Agents	6,022	582	1,255	418	$26.87	HS diploma or equivalent
49-3023	Automotive Service Technicians & Mechanics	15,538	1,364	1,652	551	$21.49	HS diploma or equivalent
43-3011	Bill & Account Collectors	7,347	658	1,089	363	$21.10	HS diploma or equivalent
43-3021	Billing & Posting Clerks	12,452	682	1,520	507	$21.16	HS diploma or equivalent
43-3031	Bookkeeping, Accounting & Auditing Clerks	48,739	1,378	4,159	1,386	$21.81	HS diploma or equivalent
49-3031	Bus & Truck Mechanics & Diesel Engine Specialists	3,820	259	440	147	$25.69	HS diploma or equivalent
53-3021	Bus Drivers, Transit & Intercity	7,535	421	808	269	$23.84	HS diploma or equivalent
13-1199	Business Operations Specialists, All Other	38,806	1,578	3,588	1,196	$36.85	HS diploma or equivalent
47-2031	Carpenters	30,463	1,368	3,068	1,023	$24.82	HS diploma or equivalent
35-1011	Chefs & Head Cooks	3,833	209	448	149	$22.65	HS diploma or equivalent
13-1031	Claims Adjusters, Examiners & Investigators	5,894	747	440	147	$34.46	HS diploma or equivalent
21-1094	Community Health Workers	1,922	148	315	105	$21.49	HS diploma or equivalent
47-4011	Construction & Building Inspectors	3,093	234	384	128	$35.18	HS diploma or equivalent
33-3012	Correctional Officers & Jailers	5,419	494	638	213	$36.48	HS diploma or equivalent
43-5032	Dispatchers, Except Police, Fire & Ambulance	4,833	414	738	246	$20.55	HS diploma or equivalent
47-2111	Electricians	13,483	920	1,538	513	$32.22	HS diploma or equivalent
43-6011	Executive Secretaries & Executive Administrative Assistants	33,235	1,329	1,716	572	$29.05	HS diploma or equivalent
11-9013	Farmers, Ranchers & Other Agricultural Managers	6,138	940	386	129	$25.93	HS diploma or equivalent
47-1011	First-Line Supervisors of Construction Trades & Extraction Workers	13,966	645	1,246	415	$33.00	HS diploma or equivalent
53-1021	First-Line Supervisors of Helpers, Laborers & Material Movers, Hand	4,099	342	521	174	$23.00	HS diploma or equivalent
37-1011	First-Line Supervisors of Housekeeping & Janitorial Workers	5,615	425	801	267	$20.75	HS diploma or equivalent
37-1012	First-Line Supervisors of Landscaping, Lawn Service & Grounds keeping Workers	4,337	171	358	119	$21.37	HS diploma or equivalent
49-1011	First-Line Supervisors of Mechanics, Installers & Repairers	8,956	723	1,084	361	$36.45	HS diploma or equivalent
41-1012	First-Line Supervisors of Non-Retail Sales Workers	9,483	660	775	258	$32.56	HS diploma or equivalent
43-1011	First-Line Supervisors of Office & Administrative Support Workers	40,182	2,881	4,778	1,593	$28.98	HS diploma or equivalent
53-1031	First-Line Supervisors of Transportation & Material-Moving Machine & Vehicle Operators	4,215	348	602	201	$29.33	HS diploma or equivalent
39-9031	Fitness Trainers & Aerobics Instructors	9,719	407	1,301	434	$26.32	HS diploma or equivalent
11-9051	Food Service Managers	11,374	862	1,185	395	$20.89	HS diploma or equivalent
29-2099	Health Technologists & Technicians, All Other	3,837	110	591	197	$26.61	HS diploma or equivalent
31-9099	Healthcare Support Workers, All Other	3,059	193	315	105	$21.38	HS diploma or equivalent
43-4161	Human Resources Assistants, Except Payroll & Timekeeping	4,106	313	461	154	$23.35	HS diploma or equivalent
49-9041	Industrial Machinery Mechanics	4,625	412	763	254	$28.12	HS diploma or equivalent
43-4199	Information & Record Clerks, All Other	4,980	349	419	140	$21.41	HS diploma or equivalent
49-9099	Installation, Maintenance & Repair Workers, All Other	4,729	247	444	148	$21.59	HS diploma or equivalent
43-9041	Insurance Claims & Policy Processing Clerks	5,107	610	487	162	$21.07	HS diploma or equivalent
41-3021	Insurance Sales Agents	15,387	1,215	1,899	633	$29.48	HS diploma or equivalent
43-4111	Interviewers, Except Eligibility & Loan	6,299	379	610	203	$20.79	HS diploma or equivalent

SOC	Description	2016 Jobs	Replace-ments[3]	Openings	Annual Openings[4]	Median Hourly	Education Level[5]
51-4041	Machinists	6,708	578	853	284	$23.15	HS diploma or equivalent
49-9071	Maintenance & Repair Workers, General	31,137	1,797	3,480	1,160	$21.51	HS diploma or equivalent
11-9199	Managers, All Other	22,794	1,587	2,326	775	$41.26	HS diploma or equivalent
53-3099	Motor Vehicle Operators, All Other	2,829	244	347	116	$22.06	HS diploma or equivalent
27-2042	Musicians & Singers	5,507	726	570	190	$20.05	HS diploma or equivalent
47-2073	Operating Engineers & Other Construction Equipment Operators	5,257	563	645	215	$32.38	HS diploma or equivalent
43-3051	Payroll & Timekeeping Clerks	6,048	399	745	248	$23.47	HS diploma or equivalent
29-2052	Pharmacy Technicians	6,508	213	462	154	$21.19	HS diploma or equivalent
47-2152	Plumbers, Pipefitters & Steamfitters	10,799	427	1,584	528	$31.01	HS diploma or equivalent
33-3051	Police & Sheriff's Patrol Officers	17,666	1,649	2,321	774	$44.73	HS diploma or equivalent
43-5052	Postal Service Mail Carriers	7,096	1,272	775	258	$27.15	HS diploma or equivalent
43-5061	Production, Planning & Expediting Clerks	9,577	741	1,067	356	$25.66	HS diploma or equivalent
11-9141	Property, Real Estate & Community Association Managers	10,572	913	1,025	342	$31.53	HS diploma or equivalent
33-9099	Protective Service Workers, All Other	3,151	639	785	262	$20.48	HS diploma or equivalent
13-1023	Purchasing Agents, Except Wholesale, Retail & Farm Products	9,188	514	856	285	$34.59	HS diploma or equivalent
41-3099	Sales Representatives, Services, All Other	34,225	2,819	5,284	1,761	$31.75	HS diploma or equivalent
41-4012	Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	29,999	2,044	3,861	1,287	$28.78	HS diploma or equivalent
49-2098	Security & Fire Alarm Systems Installers	2,325	168	318	106	$23.37	HS diploma or equivalent
47-2211	Sheet Metal Workers	4,032	238	546	182	$29.70	HS diploma or equivalent
13-2082	Tax Preparers	2,811	203	305	102	$26.01	HS diploma or equivalent
49-9052	Telecommunications Line Installers & Repairers	3,858	578	422	141	$30.50	HS diploma or equivalent
11-3071	Transportation, Storage & Distribution Managers	2,761	194	302	101	$45.27	HS diploma or equivalent
51-8031	Water & Wastewater Treatment Plant & System Operators	2,457	259	396	132	$34.04	HS diploma or equivalent
51-4121	Welders, Cutters, Solderers & Brazers	4,890	418	575	192	$20.05	HS diploma or equivalent
13-1022	Wholesale & Retail Buyers, Except Farm Products	4,241	362	494	165	$24.45	HS diploma or equivalent
47-2051	Cement Masons & Concrete Finishers	3,858	205	692	231	$25.02	Less than HS
47-2061	Construction Laborers	33,623	2,493	4,311	1,437	$20.34	Less than HS
47-2081	Drywall & Ceiling Tile Installers	4,866	396	526	175	$24.88	Less than HS
47-2141	Painters, Construction & Maintenance	11,266	676	1,492	497	$20.16	Less than HS
53-7081	Refuse & Recyclable Material Collectors	3,873	337	555	185	$23.01	Less than HS
47-2181	Roofers	5,124	691	565	188	$21.96	Less than HS

Labor Market Gap Analysis

This section of the Labor Market Analysis examines the gaps between the programs offered at Mission College and the regional target occupations. This includes target occupations for which the college does not currently offer degrees and/or certificates.

Occupation Analysis

The following table shows the occupations from the list above for which Mission College currently provides some level of training/qualification. For some occupations, the college offers a relevant degree (AS or AA). For other of the target occupations, the college offers a relevant certificate. And for others, the college offers some relevant courses.

This data can be used by the college to consider evaluating various programs offered to students. All of these occupations have been identified in the target occupation list. This means that they pay a good wage, have a significant number of annual openings, and typically require an Associate's Degree or less. The occupations below for which the college offers courses but not certificates or degrees should be examined for possible expansion. There may be some cases where the college would only need to add a small number of courses to offer a certificate. The occupations highlighted in orange are those typically requiring Associate's Degrees.

	SOC	Description	2016 Jobs	Replace-ments	Openings	Annual Openings	Median Hourly	Education Level
Degree & Certificate Offered	**15-1152**	**Computer Network Support Specialists**	**8,649**	**421**	**1,042**	**347**	**$38.36**	**Associate's degree**
	29-2061	**Licensed Practical & Licensed Vocational Nurses**	**13,708**	**992**	**2,191**	**730**	**$27.82**	**Postsecondary non-degree award**
	21-1094	Community Health Workers	1,922	148	315	105	$21.49	HS diploma or equivalent
	Nov-51	Food Service Managers	11,374	862	1,185	395	$20.89	HS diploma or equivalent
	Nov-99	Managers, All Other	22,794	1,587	2,326	775	$41.26	HS diploma or equivalent
Degree Offered	**29-1141**	**Registered Nurses**	**67,754**	**4,087**	**7,326**	**2,442**	**$57.04**	**Associate's degree**
	33-2011	**Firefighters**	**7,377**	**599**	**969**	**323**	**$39.16**	**Postsecondary non-degree award**
	43-1011	First-Line Supervisors of Office & Administrative Support Workers	40,182	2,881	4,778	1,593	$28.98	HS diploma or equivalent
	27-2042	Musicians & Singers	5,507	726	570	190	$20.05	HS diploma or equivalent
	15-1134	**Web Developers**	**9,384**	**431**	**1,732**	**577**	**$35.06**	**Associate's degree**

Certificate Offered	35-1011	Chefs & Head Cooks	3,833	209	448	149	$22.65	HS diploma or equivalent
	39-9031	Fitness Trainers & Aerobics Instructors	9,719	407	1,301	434	$26.32	HS diploma or equivalent
	Nov-41	Property, Real Estate & Community Association Managers	10,572	913	1,025	342	$31.53	HS diploma or equivalent
	13-1023	Purchasing Agents, Except Wholesale, Retail & Farm Products	9,188	514	856	285	$34.59	HS diploma or equivalent
	41-4012	Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	29,999	2,044	3,861	1,287	$28.78	HS diploma or equivalent
	13-1022	Wholesale & Retail Buyers, Except Farm Products	4,241	362	494	165	$24.45	HS diploma or equivalent
Courses Offered	29-2052	Pharmacy Technicians	6,508	213	462	154	$21.19	HS diploma or equivalent

The following table shows the target occupations for which Mission College does not offer degrees, certificates or directly relevant courses. They are organized by typical education level for the occupation.

SOC	Description	2016 Jobs	Replace-ments	Openings	Annual Openings	Median Hourly	Education Level
29-2021	Dental Hygienists	6,110	469	837	279	$50.39	Associate's degree
17-3023	Electrical & Electronics Engineering Technicians	7,238	535	649	216	$28.64	Associate's degree
19-4099	Life, Physical & Social Science Technicians, All Other	2,518	298	436	145	$22.49	Associate's degree
29-2012	Medical & Clinical Laboratory Technicians	4,131	316	699	233	$24.54	Associate's degree
23-2011	Paralegals & Legal Assistants	8,688	451	650	217	$30.15	Associate's degree
29-2034	Radiologic Technologists	3,648	159	391	130	$40.91	Associate's degree
49-3011	Aircraft Mechanics & Service Technicians	2,593	235	411	137	$31.62	Postsecondary non-degree award
31-9091	Dental Assistants	10,946	701	1,139	380	$20.26	Postsecondary non-degree award
51-1011	First-Line Supervisors of Production & Operating Workers	11,145	680	914	305	$28.95	Postsecondary non-degree award
49-9021	Heating, Air Conditioning & Refrigeration Mechanics & Installers	6,656	515	1,261	420	$25.26	Postsecondary non-degree award
53-3032	Heavy & Tractor-Trailer Truck Drivers	25,313	1,369	2,977	992	$20.15	Postsecondary non-degree award
25-4031	Library Technicians	4,262	675	1,205	402	$23.16	Postsecondary non-degree award
29-2071	Medical Records & Health Information Technicians	3,996	310	605	202	$22.18	Postsecondary non-degree award
29-2055	Surgical Technologists	2,746	85	305	102	$29.60	Postsecondary non-degree award
49-2022	Telecommunications Equipment Installers & Repairers, Except Line Installers	6,380	685	440	147	$30.87	Postsecondary non-degree award
15-1151	Computer User Support Specialists	25,896	1,195	3,998	1,333	$29.76	Some college, no degree

SOC	Description	2016 Jobs	Replace-ments	Openings	Annual Openings	Median Hourly	Education Level
41-3011	Advertising Sales Agents	6,022	582	1,255	418	$26.87	HS diploma or equivalent
49-3023	Automotive Service Technicians & Mechanics	15,538	1,364	1,652	551	$21.49	HS diploma or equivalent
43-3011	Bill & Account Collectors	7,347	658	1,089	363	$21.10	HS diploma or equivalent
43-3021	Billing & Posting Clerks	12,452	682	1,520	507	$21.16	HS diploma or equivalent
43-3031	Bookkeeping, Accounting & Auditing Clerks	48,739	1,378	4,159	1,386	$21.81	HS diploma or equivalent
49-3031	Bus & Truck Mechanics & Diesel Engine Specialists	3,820	259	440	147	$25.69	HS diploma or equivalent
53-3021	Bus Drivers, Transit & Intercity	7,535	421	808	269	$23.84	HS diploma or equivalent
13-1199	Business Operations Specialists, All Other	38,806	1,578	3,588	1,196	$36.85	HS diploma or equivalent
47-2031	Carpenters	30,463	1,368	3,068	1,023	$24.82	HS diploma or equivalent
13-1031	Claims Adjusters, Examiners & Investigators	5,894	747	440	147	$34.46	HS diploma or equivalent
47-4011	Construction & Building Inspectors	3,093	234	384	128	$35.18	HS diploma or equivalent
33-3012	Correctional Officers & Jailers	5,419	494	638	213	$36.48	HS diploma or equivalent
43-5032	Dispatchers, Except Police, Fire & Ambulance	4,833	414	738	246	$20.55	HS diploma or equivalent
47-2111	Electricians	13,483	920	1,538	513	$32.22	HS diploma or equivalent
43-6011	Executive Secretaries & Executive Administrative Assistants	33,235	1,329	1,716	572	$29.05	HS diploma or equivalent
11-9013	Farmers, Ranchers & Other Agricultural Managers	6,138	940	386	129	$25.93	HS diploma or equivalent
47-1011	First-Line Supervisors of Construction Trades & Extraction Workers	13,966	645	1,246	415	$33.00	HS diploma or equivalent
53-1021	First-Line Supervisors of Helpers, Laborers & Material Movers, Hand	4,099	342	521	174	$23.00	HS diploma or equivalent
37-1011	First-Line Supervisors of Housekeeping & Janitorial Workers	5,615	425	801	267	$20.75	HS diploma or equivalent
37-1012	First-Line Supervisors of Landscaping, Lawn Service & Grounds keeping Workers	4,337	171	358	119	$21.37	HS diploma or equivalent
49-1011	First-Line Supervisors of Mechanics, Installers & Repairers	8,956	723	1,084	361	$36.45	HS diploma or equivalent
41-1012	First-Line Supervisors of Non-Retail Sales Workers	9,483	660	775	258	$32.56	HS diploma or equivalent
53-1031	First-Line Supervisors of Transportation & Material-Moving Machine & Vehicle Operators	4,215	348	602	201	$29.33	HS diploma or equivalent
29-2099	Health Technologists & Technicians, All Other	3,837	110	591	197	$26.61	HS diploma or equivalent
31-9099	Healthcare Support Workers, All Other	3,059	193	315	105	$21.38	HS diploma or equivalent
43-4161	Human Resources Assistants, Except Payroll & Timekeeping	4,106	313	461	154	$23.35	HS diploma or equivalent
49-9041	Industrial Machinery Mechanics	4,625	412	763	254	$28.12	HS diploma or equivalent
43-4199	Information & Record Clerks, All Other	4,980	349	419	140	$21.41	HS diploma or equivalent
49-9099	Installation, Maintenance & Repair Workers, All Other	4,729	247	444	148	$21.59	HS diploma or equivalent
43-9041	Insurance Claims & Policy Processing Clerks	5,107	610	487	162	$21.07	HS diploma or equivalent
41-3021	Insurance Sales Agents	15,387	1,215	1,899	633	$29.48	HS diploma or equivalent
43-4111	Interviewers, Except Eligibility & Loan	6,299	379	610	203	$20.79	HS diploma or equivalent
51-4041	Machinists	6,708	578	853	284	$23.15	HS diploma or equivalent
49-9071	Maintenance & Repair Workers, General	31,137	1,797	3,480	1,160	$21.51	HS diploma or equivalent

SOC	Description	2016 Jobs	Replace-ments	Openings	Annual Openings	Median Hourly	Education Level
53-3099	Motor Vehicle Operators, All Other	2,829	244	347	116	$22.06	HS diploma or equivalent
47-2073	Operating Engineers & Other Construction Equipment Operators	5,257	563	645	215	$32.38	HS diploma or equivalent
43-3051	Payroll & Timekeeping Clerks	6,048	399	745	248	$23.47	HS diploma or equivalent
47-2152	Plumbers, Pipefitters & Steamfitters	10,799	427	1,584	528	$31.01	HS diploma or equivalent
33-3051	Police & Sheriff's Patrol Officers	17,666	1,649	2,321	774	$44.73	HS diploma or equivalent
43-5052	Postal Service Mail Carriers	7,096	1,272	775	258	$27.15	HS diploma or equivalent
43-5061	Production, Planning & Expediting Clerks	9,577	741	1,067	356	$25.66	HS diploma or equivalent
33-9099	Protective Service Workers, All Other	3,151	639	785	262	$20.48	HS diploma or equivalent
41-3099	Sales Representatives, Services, All Other	34,225	2,819	5,284	1,761	$31.75	HS diploma or equivalent
49-2098	Security & Fire Alarm Systems Installers	2,325	168	318	106	$23.37	HS diploma or equivalent
47-2211	Sheet Metal Workers	4,032	238	546	182	$29.70	HS diploma or equivalent
13-2082	Tax Preparers	2,811	203	305	102	$26.01	HS diploma or equivalent
49-9052	Telecommunications Line Installers & Repairers	3,858	578	422	141	$30.50	HS diploma or equivalent
11-3071	Transportation, Storage & Distribution Managers	2,761	194	302	101	$45.27	HS diploma or equivalent
51-8031	Water & Wastewater Treatment Plant & System Operators	2,457	259	396	132	$34.04	HS diploma or equivalent
51-4121	Welders, Cutters, Solderers & Brazers	4,890	418	575	192	$20.05	HS diploma or equivalent
47-2051	Cement Masons & Concrete Finishers	3,858	205	692	231	$25.02	Less than HS
47-2061	Construction Laborers	33,623	2,493	4,311	1,437	$20.34	Less than HS
47-2081	Drywall & Ceiling Tile Installers	4,866	396	526	175	$24.88	Less than HS
47-2141	Painters, Construction & Maintenance	11,266	676	1,492	497	$20.16	Less than HS
53-7081	Refuse & Recyclable Material Collectors	3,873	337	555	185	$23.01	Less than HS
47-2181	Roofers	5,124	691	565	188	$21.96	Less than HS

Five Year Recommendations

Overview

This section of the plan lays out five-year recommendations for the college. These are high-level recommendations and were developed in a process that took into account all of the information contained in this Educational Master Plan.

Process

The Mission College Educational/Facilities Planning Committee, a participatory governance group, came together for an all-day workshop on April 11, 2016 to develop draft goals for this Educational Master Plan. (A list of the Committee members can found in Appendix B.)

The workshop began with a review of the data, quantitative and qualitative, developed as part of this plan. In small groups, the committee members first brainstormed community and college needs. The groups prioritized these needs and shared them with the entire committee. Then, the entire committee prioritized these the most important needs of the college (A list of all the needs identified can be found in Appendix C.)

Then the same process was used to brainstorm and prioritize draft five-year overarching recommendations for the college. The process included selecting those recommendations that were most important for the institution. The committee then worked to merge, wordsmith and further refine the recommendations.

Finally, these draft recommendations were shared with the college community for review and feedback. The committee considered all comments from the college community in a meeting held May 2, 2016, and made appropriate revisions. The recommendations, listed below, are not in priority order but are all equally important. They are numbered for the convenience of referral.

Recommendations

The following recommendations were developed collaboratively by the Planning Committee and then reviewed by the college community. These will provide a framework for annual strategic implementation plans developed by the college. These recommendations emerged as top priorities after considering the data, qualitative and quantitative, included in this plan.

The Recommendations are:

1. **Develop a unique identity for Mission College within the community, based on current strengths and future directions.**
2. **Determine via data analysis, appropriate instructional programs which will best serve our students and our community. Identify resources to support relevant, innovative courses and programs.**
3. **Optimize student enrollment and retention.**
4. **Increase student success and equity by providing students and prospective students with the tools, experiences and services needed to meet their educational goals.**
5. **Promote a culturally responsive community where everyone feels engaged, valued, respected and safe.**
6. **Recruit, train and support faculty, administration, and staff in order to offer the best in current instructional practices and support services for our students.**

Future Planning

The purpose of the five-year recommendations is to provide overarching direction for the college in the future. These are high-level recommendations and are not intended to be actionable. However, to ensure these recommendations to have a significant impact, the college will use them as foundational statements as they develop annual strategic implementation goals each fall. These goals will include specific actions that will be undertaken to implement the overarching recommendations. Within each strategic implementation goal, each action must include a champion (or responsible person), a due date, measurable outcomes and resource needs.

The five-year Educational Master Plan recommendations are also the foundation of an update to the college's Facilities Master Plan, which will take place in 2017. The Educational/Facilities Master Planning Committee will meet again in the fall to help the facilities planning consultants create the Facilities Master Plan update. The facilities planning consultants will also be meeting with various individuals and groups to focus on the facilities needs of the college, in the context of the Educational Master Plan.

Appendix A: Labor Market Data

The following table shows the 89 “target” occupations sorted by Occupation Group.

Occupation Group	SOC	Description	2016 Jobs	Annual Openings	Median Hourly	Education Level
Management (11)	11-3071	Transportation, Storage & Distribution Managers	2,761	101	$45.27	HS diploma or equivalent
	11-9013	Farmers, Ranchers & Other Agricultural Managers	6,138	129	$25.93	HS diploma or equivalent
	11-9051	Food Service Managers	11,374	395	$20.89	HS diploma or equivalent
	11-9141	Property, Real Estate & Community Association Managers	10,572	342	$31.53	HS diploma or equivalent
	11-9199	Managers, All Other	22,794	775	$41.26	HS diploma or equivalent
Business & Financial (13)	13-1022	Wholesale & Retail Buyers, Except Farm Products	4,241	165	$24.45	HS diploma or equivalent
	13-1023	Purchasing Agents, Except Wholesale, Retail & Farm Products	9,188	285	$34.59	HS diploma or equivalent
	13-1031	Claims Adjusters, Examiners & Investigators	5,894	147	$34.46	HS diploma or equivalent
	13-1199	Business Operations Specialists, All Other	38,806	1,196	$36.85	HS diploma or equivalent
	13-2082	Tax Preparers	2,811	102	$26.01	HS diploma or equivalent
Computer & Mathematical (15)	15-1134	Web Developers	9,384	577	$35.06	Associate's degree
	15-1151	Computer User Support Specialists	25,896	1,333	$29.76	Some college, no degree
	15-1152	Computer Network Support Specialists	8,649	347	$38.36	Associate's degree
Architecture & Engineering (17)	17-3023	Electrical & Electronics Engineering Technicians	7,238	216	$28.64	Associate's degree
Life, Physical & Social Science (19)	19-4099	Life, Physical & Social Science Technicians, All Other	2,518	145	$22.49	Associate's degree
Community & Social Services (21)	21-1094	Community Health Workers	1,922	105	$21.49	HS diploma or equivalent
Legal (23)	23-2011	Paralegals & Legal Assistants	8,688	217	$30.15	Associate's degree
Education, Training & Library (25)	25-4031	Library Technicians	4,262	402	$23.16	Postsecondary non-degree award
Arts, Design, Entertainment, Sports & Media (27)	27-2042	Musicians & Singers	5,507	190	$20.05	HS diploma or equivalent
Healthcare Practitioners (29)	29-1141	Registered Nurses	67,754	2,442	$57.04	Associate's degree
	29-2012	Medical & Clinical Laboratory Technicians	4,131	233	$24.54	Associate's degree
	29-2021	Dental Hygienists	6,110	279	$50.39	Associate's degree
	29-2034	Radiologic Technologists	3,648	130	$40.91	Associate's degree
	29-2052	Pharmacy Technicians	6,508	154	$21.19	HS diploma or equivalent
	29-2055	Surgical Technologists	2,746	102	$29.60	Postsecondary non-degree award
	29-2061	Licensed Practical & Licensed Vocational Nurses	13,708	730	$27.82	Postsecondary non-degree award
	29-2071	Medical Records & Health Information Technicians	3,996	202	$22.18	Postsecondary non-degree award
	29-2099	Health Technologists & Technicians, All Other	3,837	197	$26.61	HS diploma or equivalent
Healthcare Support (31)	31-9091	Dental Assistants	10,946	380	$20.26	Postsecondary non-degree award
	31-9099	Healthcare Support Workers, All Other	3,059	105	$21.38	HS diploma or equivalent

Occupation Group	SOC	Description	2016 Jobs	Annual Openings	Median Hourly	Education Level
Protective Service (33)	33-2011	Firefighters	7,377	323	$39.16	Postsecondary non-degree award
	33-3012	Correctional Officers & Jailers	5,419	213	$36.48	HS diploma or equivalent
	33-3051	Police & Sheriff's Patrol Officers	17,666	774	$44.73	HS diploma or equivalent
	33-9099	Protective Service Workers, All Other	3,151	262	$20.48	HS diploma or equivalent
Food Preparation & Serving Related (35)	35-1011	Chefs & Head Cooks	3,833	149	$22.65	HS diploma or equivalent
Building & Grounds Cleaning & Maintenance (37)	37-1011	First-Line Supervisors of Housekeeping & Janitorial Workers	5,615	267	$20.75	HS diploma or equivalent
	37-1012	First-Line Supervisors of Landscaping, Lawn Service & Grounds keeping Workers	4,337	119	$21.37	HS diploma or equivalent
Personal Care & Service (39)	39-9031	Fitness Trainers & Aerobics Instructors	9,719	434	$26.32	HS diploma or equivalent
Sales & Related (41)	41-1012	First-Line Supervisors of Non-Retail Sales Workers	9,483	258	$32.56	HS diploma or equivalent
	41-3011	Advertising Sales Agents	6,022	418	$26.87	HS diploma or equivalent
	41-3021	Insurance Sales Agents	15,387	633	$29.48	HS diploma or equivalent
	41-3099	Sales Representatives, Services, All Other	34,225	1,761	$31.75	HS diploma or equivalent
	41-4012	Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	29,999	1,287	$28.78	HS diploma or equivalent
Office & Administrative Support (43)	43-1011	First-Line Supervisors of Office & Administrative Support Workers	40,182	1,593	$28.98	HS diploma or equivalent
	43-3011	Bill & Account Collectors	7,347	363	$21.10	HS diploma or equivalent
	43-3021	Billing & Posting Clerks	12,452	507	$21.16	HS diploma or equivalent
	43-3031	Bookkeeping, Accounting & Auditing Clerks	48,739	1,386	$21.81	HS diploma or equivalent
	43-3051	Payroll & Timekeeping Clerks	6,048	248	$23.47	HS diploma or equivalent
	43-4111	Interviewers, Except Eligibility & Loan	6,299	203	$20.79	HS diploma or equivalent
	43-4161	Human Resources Assistants, Except Payroll & Timekeeping	4,106	154	$23.35	HS diploma or equivalent
	43-4199	Information & Record Clerks, All Other	4,980	140	$21.41	HS diploma or equivalent
	43-5032	Dispatchers, Except Police, Fire & Ambulance	4,833	246	$20.55	HS diploma or equivalent
	43-5052	Postal Service Mail Carriers	7,096	258	$27.15	HS diploma or equivalent
	43-5061	Production, Planning & Expediting Clerks	9,577	356	$25.66	HS diploma or equivalent
	43-6011	Executive Secretaries & Executive Administrative Assistants	33,235	572	$29.05	HS diploma or equivalent
	43-9041	Insurance Claims & Policy Processing Clerks	5,107	162	$21.07	HS diploma or equivalent
Construction & Extraction (47)	47-1011	First-Line Supervisors of Construction Trades & Extraction Workers	13,966	415	$33.00	HS diploma or equivalent
	47-2031	Carpenters	30,463	1,023	$24.82	HS diploma or equivalent
	47-2051	Cement Masons & Concrete Finishers	3,858	231	$25.02	Less than HS
	47-2061	Construction Laborers	33,623	1,437	$20.34	Less than HS
	47-2073	Operating Engineers & Other Construction Equipment Operators	5,257	215	$32.38	HS diploma or equivalent
	47-2081	Drywall & Ceiling Tile Installers	4,866	175	$24.88	Less than HS
	47-2111	Electricians	13,483	513	$32.22	HS diploma or equivalent
	47-2141	Painters, Construction & Maintenance	11,266	497	$20.16	Less than HS

Occupation Group	SOC	Description	2016 Jobs	Annual Openings	Median Hourly	Education Level
	47-2152	Plumbers, Pipefitters & Steamfitters	10,799	528	$31.01	HS diploma or equivalent
	47-2181	Roofers	5,124	188	$21.96	Less than HS
	47-2211	Sheet Metal Workers	4,032	182	$29.70	HS diploma or equivalent
	47-4011	Construction & Building Inspectors	3,093	128	$35.18	HS diploma or equivalent
Installation, Maintenance & Repair (49)	49-1011	First-Line Supervisors of Mechanics, Installers & Repairers	8,956	361	$36.45	HS diploma or equivalent
	49-2022	Telecommunications Equipment Installers & Repairers, Except Line Installers	6,380	147	$30.87	Postsecondary non-degree award
	49-2098	Security & Fire Alarm Systems Installers	2,325	106	$23.37	HS diploma or equivalent
	49-3011	Aircraft Mechanics & Service Technicians	2,593	137	$31.62	Postsecondary non-degree award
	49-3023	Automotive Service Technicians & Mechanics	15,538	551	$21.49	HS diploma or equivalent
	49-3031	Bus & Truck Mechanics & Diesel Engine Specialists	3,820	147	$25.69	HS diploma or equivalent
	49-9021	Heating, Air Conditioning & Refrigeration Mechanics & Installers	6,656	420	$25.26	Postsecondary non-degree award
	49-9041	Industrial Machinery Mechanics	4,625	254	$28.12	HS diploma or equivalent
	49-9052	Telecommunications Line Installers & Repairers	3,858	141	$30.50	HS diploma or equivalent
	49-9071	Maintenance & Repair Workers, General	31,137	1,160	$21.51	HS diploma or equivalent
	49-9099	Installation, Maintenance & Repair Workers, All Other	4,729	148	$21.59	HS diploma or equivalent
Production (51)	51-1011	First-Line Supervisors of Production & Operating Workers	11,145	305	$28.95	Postsecondary non-degree award
	51-4041	Machinists	6,708	284	$23.15	HS diploma or equivalent
	51-4121	Welders, Cutters, Solderers & Brazers	4,890	192	$20.05	HS diploma or equivalent
	51-8031	Water & Wastewater Treatment Plant & System Operators	2,457	132	$34.04	HS diploma or equivalent
Transportation & Material Moving (53)	53-1021	First-Line Supervisors of Helpers, Laborers & Material Movers, Hand	4,099	174	$23.00	HS diploma or equivalent
	53-1031	First-Line Supervisors of Transportation & Material-Moving Machine & Vehicle Operators	4,215	201	$29.33	HS diploma or equivalent
	53-3021	Bus Drivers, Transit & Intercity	7,535	269	$23.84	HS diploma or equivalent
	53-3032	Heavy & Tractor-Trailer Truck Drivers	25,313	992	$20.15	Postsecondary non-degree award
	53-3099	Motor Vehicle Operators, All Other	2,829	116	$22.06	HS diploma or equivalent
	53-7081	Refuse & Recyclable Material Collectors	3,873	185	$23.01	Less than HS

Appendix B: Educational Master Planning Committee Roster

The Educational Master Planning Committee spent many hours meeting, reviewing data, brainstorming, and spreading the word about the Educational Master Plan as the process unfolded. The members of the committee were:

Daniel Peck
Leandra Martin
Rick Bennett
John Mosby
Kathy Henderson
Mina Jahan
Danny Nguyen
Inge Bond
Kelly Neary
Mike Denne
Susan Monahan
Thais Winsome
Kenneth Songco
Richard Alfaro
Janice Morgan
Pat Hudak
Erik Hou
Debra Williams
Keith Johnson
Yolanda Coleman
Myo Myint
Greg Shaw
Teresa Amos
Don Houston

Appendix C: College and Community Needs

On April 11, 2016 the Educational Master Planning Committee convened for an all-day planning workshop. The day culminated in the creation of draft recommendations. These recommendations were reviewed by campus participatory governance groups. The final set of recommendations were shown earlier in this plan.

Before developing the draft recommendations, the committee members collaborated to create a prioritized list of community and college needs. That list follows.

- Outreach
    - Website more user-friendly
- Communication
    - Visibility to community
    - Industry/community partnerships
- Enrollment Management
    - Improve scheduling
- Professional Development/Hiring
    - Handbook
    - Address high housing costs
- Student Success
    - Focus on who our students are and what they need
    - Increase success in underserved populations
    - Commitment by students to an education plan for completion
    - Textbooks
- Planning/Innovation
    - Program innovation for the future (PIP)
    - Nimble/adaptable approach to programs
    - Use of data to make decisions
    - Balance of CTE and transfer courses

Appendix D: Educational Master Plan Stakeholder Survey Results

http://missioncollege.edu/research/documents/Mission_College_Survey_Results_20160404.pdf

Appendix E: Bright Outlook Occupations (O*NET)

Every Bright Outlook occupation matches at least one of the following criteria:

- Projected to **grow much faster than average** (employment increase of 14% or more) over the period 2014-2024
- Projected to **have 100,000 or more job openings** over the period 2014-2024
- **New & Emerging** occupation in a high growth industry

Growth and job openings source: Bureau of Labor Statistics 2014-2024 employment projections. Projected growth represents the estimated change in total employment over the projections period (2014-2024). Projected job openings represent openings due to growth and replacement.

Code	Occupation
13-2011.01	Accountants
13-2011.00	Accountants and Auditors
15-2011.00	Actuaries
29-1199.01	Acupuncturists
29-1141.01	Acute Care Nurses
25-2059.01	Adapted Physical Education Specialists
29-1141.02	Advanced Practice Psychiatric Nurses
29-1069.01	Allergists and Immunologists
53-3011.00	Ambulance Drivers and Attendants, Except Emergency Medical Technicians
39-3091.00	Amusement and Recreation Attendants
29-1071.01	Anesthesiologist Assistants
29-1061.00	Anesthesiologists
11-9013.03	Aquacultural Managers
25-1062.00	Area, Ethnic, and Cultural Studies Teachers, Postsecondary
29-1125.01	Art Therapists
29-9091.00	Athletic Trainers
29-1181.00	Audiologists
13-2011.02	Auditors
17-3027.01	Automotive Engineering Technicians
17-2141.02	Automotive Engineers
49-3023.01	Automotive Master Mechanics
49-3023.00	Automotive Service Technicians and Mechanics
49-3023.02	Automotive Specialty Technicians
35-3022.01	Baristas
35-3011.00	Bartenders
49-3091.00	Bicycle Repairers
43-3021.00	Billing and Posting Clerks
43-3021.02	Billing, Cost, and Rate Clerks
17-2199.01	Biochemical Engineers
51-8099.01	Biofuels Processing Technicians
11-3051.03	Biofuels Production Managers
11-9041.01	Biofuels/Biodiesel Technology and Product Development Managers
19-1029.01	Bioinformatics Scientists

43-9111.01	Bioinformatics Technicians
25-1042.00	Biological Science Teachers, Postsecondary
51-8099.03	Biomass Plant Technicians
11-3051.04	Biomass Power Plant Managers
17-2031.00	Biomedical Engineers
15-2041.01	Biostatisticians
43-3031.00	Bookkeeping, Accounting, and Auditing Clerks
47-2021.00	Brickmasons and Blockmasons
11-9199.11	Brownfield Redevelopment Specialists and Site Managers
13-1199.04	Business Continuity Planners
15-1199.08	Business Intelligence Analysts
13-1199.00	Business Operations Specialists, All Other
29-2031.00	Cardiovascular Technologists and Technicians
47-2031.00	Carpenters
17-1021.00	Cartographers and Photogrammetrists
41-2011.00	Cashiers
25-1052.00	Chemistry Teachers, Postsecondary
11-1011.03	Chief Sustainability Officers
39-9011.00	Childcare Workers
29-1011.00	Chiropractors
17-2051.00	Civil Engineers
53-7061.00	Cleaners of Vehicles and Equipment
19-2041.01	Climate Change Analysts
15-2041.02	Clinical Data Managers
29-1141.04	Clinical Nurse Specialists
19-3031.02	Clinical Psychologists
11-9121.01	Clinical Research Coordinators
19-3031.00	Clinical, Counseling, and School Psychologists
35-3021.00	Combined Food Preparation and Serving Workers, Including Fast Food
49-9092.00	Commercial Divers
21-1094.00	Community Health Workers
11-9199.02	Compliance Managers
11-3021.00	Computer and Information Systems Managers
51-4012.00	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic
15-1121.00	Computer Systems Analysts
15-1199.02	Computer Systems Engineers/Architects
15-1151.00	Computer User Support Specialists
51-4011.00	Computer-Controlled Machine Tool Operators, Metal and Plastic
47-2031.01	Construction Carpenters
47-2061.00	Construction Laborers
35-2011.00	Cooks, Fast Food
35-2012.00	Cooks, Institution and Cafeteria
35-2014.00	Cooks, Restaurant
33-3012.00	Correctional Officers and Jailers
19-3031.03	Counseling Psychologists

41-2021.00	Counter and Rental Clerks
35-3022.00	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop
13-2071.00	Credit Counselors
25-1111.00	Criminal Justice and Law Enforcement Teachers, Postsecondary
29-1141.03	Critical Care Nurses
43-4051.00	Customer Service Representatives
13-1199.03	Customs Brokers
29-2011.01	Cytogenetic Technologists
29-2011.02	Cytotechnologists
15-1199.07	Data Warehousing Specialists
15-1199.06	Database Architects
31-9091.00	Dental Assistants
29-2021.00	Dental Hygienists
29-1021.00	Dentists, General
29-1069.02	Dermatologists
29-2032.00	Diagnostic Medical Sonographers
29-1031.00	Dietitians and Nutritionists
35-9011.00	Dining Room and Cafeteria Attendants and Bartender Helpers
35-9021.00	Dishwashers
11-9039.01	Distance Learning Coordinators
15-1199.12	Document Management Specialists
47-5021.00	Earth Drillers, Except Oil and Gas
17-3029.02	Electrical Engineering Technologists
47-2111.00	Electricians
17-3029.03	Electromechanical Engineering Technologists
17-3029.04	Electronics Engineering Technologists
25-2021.00	Elementary School Teachers, Except Special Education
29-2041.00	Emergency Medical Technicians and Paramedics
31-9099.02	Endoscopy Technicians
13-1199.01	Energy Auditors
41-3099.01	Energy Brokers
17-2199.03	Energy Engineers
39-3099.00	Entertainment Attendants and Related Workers, All Other
19-3011.01	Environmental Economists
19-2041.02	Environmental Restoration Planners
11-9013.02	Farm and Ranch Managers
11-9013.00	Farmers, Ranchers, and Other Agricultural Managers
45-2092.02	Farmworkers and Laborers, Crop
45-2092.00	Farmworkers and Laborers, Crop, Nursery, and Greenhouse
27-4032.00	Film and Video Editors
11-3031.00	Financial Managers
11-3031.02	Financial Managers, Branch or Department
13-2099.01	Financial Quantitative Analysts
33-2011.00	Firefighters

47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers
35-1012.00	First-Line Supervisors of Food Preparation and Serving Workers
49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers
43-1011.00	First-Line Supervisors of Office and Administrative Support Workers
41-1011.00	First-Line Supervisors of Retail Sales Workers
11-9039.02	Fitness and Wellness Coordinators
35-2021.00	Food Preparation Workers
19-4092.00	Forensic Science Technicians
33-2011.02	Forest Firefighters
13-2099.04	Fraud Examiners, Investigators and Analysts
43-5011.01	Freight Forwarders
17-2141.01	Fuel Cell Engineers
17-3029.10	Fuel Cell Technicians
11-1021.00	General and Operations Managers
29-9092.00	Genetic Counselors
19-1029.03	Geneticists
17-1022.01	Geodetic Surveyors
15-1199.05	Geographic Information Systems Technicians
15-1199.04	Geospatial Information Scientists and Technologists
11-3051.02	Geothermal Production Managers
49-9099.01	Geothermal Technicians
11-2011.01	Green Marketers
39-5012.00	Hairdressers, Hairstylists, and Cosmetologists
25-1071.00	Health Specialties Teachers, Postsecondary
29-2099.00	Health Technologists and Technicians, All Other
29-9099.00	Healthcare Practitioners and Technical Workers, All Other
21-1022.00	Healthcare Social Workers
29-2092.00	Hearing Aid Specialists
49-9021.01	Heating and Air Conditioning Mechanics and Installers
49-9021.00	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
53-3032.00	Heavy and Tractor-Trailer Truck Drivers
47-3011.00	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters
47-3013.00	Helpers--Electricians
51-9198.00	Helpers--Production Workers
47-3016.00	Helpers--Roofers
29-2011.03	Histotechnologists and Histologic Technicians
31-1011.00	Home Health Aides
29-1069.03	Hospitalists
35-9031.00	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
43-4081.00	Hotel, Motel, and Resort Desk Clerks
17-2112.01	Human Factors Engineers and Ergonomists
13-1071.00	Human Resources Specialists
51-8099.04	Hydroelectric Plant Technicians

11-3051.06	Hydroelectric Production Managers
19-2041.03	Industrial Ecologists
17-3029.05	Industrial Engineering Technologists
49-9041.00	Industrial Machinery Mechanics
53-7051.00	Industrial Truck and Tractor Operators
19-3032.00	Industrial-Organizational Psychologists
15-1121.01	Informatics Nurse Specialists
15-1122.00	Information Security Analysts
15-1199.09	Information Technology Project Managers
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
25-9031.01	Instructional Designers and Technologists
47-2132.00	Insulation Workers, Mechanical
41-3021.00	Insurance Sales Agents
33-3021.06	Intelligence Analysts
27-3091.00	Interpreters and Translators
11-9199.03	Investment Fund Managers
13-2099.03	Investment Underwriters
37-2011.00	Janitors and Cleaners, Except Maids and Housekeeping Cleaners
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
37-3011.00	Landscaping and Groundskeeping Workers
25-1112.00	Law Teachers, Postsecondary
23-1011.00	Lawyers
29-2061.00	Licensed Practical and Licensed Vocational Nurses
53-3033.00	Light Truck or Delivery Services Drivers
13-2071.01	Loan Counselors
13-1081.02	Logistics Analysts
13-1081.01	Logistics Engineers
11-3071.03	Logistics Managers
11-9199.08	Loss Prevention Managers
29-1122.01	Low Vision Therapists, Orientation and Mobility Specialists, and Vision Rehabilitation Therapists
51-4041.00	Machinists
37-2012.00	Maids and Housekeeping Cleaners
49-9071.00	Maintenance and Repair Workers, General
39-5091.00	Makeup Artists, Theatrical and Performance
13-1111.00	Management Analysts
11-9199.00	Managers, All Other
17-3029.06	Manufacturing Engineering Technologists
17-2199.04	Manufacturing Engineers
17-3029.09	Manufacturing Production Technicians
13-1161.00	Market Research Analysts and Marketing Specialists
43-5081.02	Marking Clerks
21-1013.00	Marriage and Family Therapists
31-9011.00	Massage Therapists
25-1022.00	Mathematical Science Teachers, Postsecondary
15-2021.00	Mathematicians
17-3029.07	Mechanical Engineering Technologists

17-2141.00	Mechanical Engineers
17-2199.05	Mechatronics Engineers
29-2012.00	Medical and Clinical Laboratory Technicians
29-2011.00	Medical and Clinical Laboratory Technologists
11-9111.00	Medical and Health Services Managers
31-9092.00	Medical Assistants
31-9093.00	Medical Equipment Preparers
29-2071.00	Medical Records and Health Information Technicians
43-6013.00	Medical Secretaries
21-1023.00	Mental Health and Substance Abuse Social Workers
21-1014.00	Mental Health Counselors
11-3051.05	Methane/Landfill Gas Collection System Operators
51-8099.02	Methane/Landfill Gas Generation System Technicians
17-2199.06	Microsystems Engineers
25-2022.00	Middle School Teachers, Except Special and Career/Technical Education
29-9099.01	Midwives
49-9044.00	Millwrights
19-1029.02	Molecular and Cellular Biologists
33-2011.01	Municipal Firefighters
29-1125.02	Music Therapists
39-9011.01	Nannies
17-2199.09	Nanosystems Engineers
17-3029.12	Nanotechnology Engineering Technicians
17-3029.11	Nanotechnology Engineering Technologists
29-1199.04	Naturopathic Physicians
29-2099.01	Neurodiagnostic Technologists
29-1069.04	Neurologists
19-3039.01	Neuropsychologists and Clinical Neuropsychologists
17-3029.01	Non-Destructive Testing Specialists
29-1069.05	Nuclear Medicine Physicians
29-1151.00	Nurse Anesthetists
29-1161.00	Nurse Midwives
29-1171.00	Nurse Practitioners
11-9013.01	Nursery and Greenhouse Managers
45-2092.01	Nursery Workers
31-1014.00	Nursing Assistants
25-1072.00	Nursing Instructors and Teachers, Postsecondary
29-1064.00	Obstetricians and Gynecologists
29-1122.00	Occupational Therapists
31-2012.00	Occupational Therapy Aides
31-2011.00	Occupational Therapy Assistants
43-9061.00	Office Clerks, General
13-1199.06	Online Merchants
15-2031.00	Operations Research Analysts
29-2057.00	Ophthalmic Medical Technicians
29-2099.05	Ophthalmic Medical Technologists
29-1069.06	Ophthalmologists

29-2081.00	Opticians, Dispensing
29-1041.00	Optometrists
29-1022.00	Oral and Maxillofacial Surgeons
43-5081.04	Order Fillers, Wholesale and Retail Sales
29-1023.00	Orthodontists
29-1199.05	Orthoptists
29-2091.00	Orthotists and Prosthetists
51-9111.00	Packaging and Filling Machine Operators and Tenders
53-7064.00	Packers and Packagers, Hand
29-1069.07	Pathologists
43-4051.03	Patient Representatives
39-9021.00	Personal Care Aides
13-2052.00	Personal Financial Advisors
31-9097.00	Phlebotomists
17-2199.07	Photonics Engineers
17-3029.08	Photonics Technicians
29-1069.08	Physical Medicine and Rehabilitation Physicians
31-2022.00	Physical Therapist Aides
31-2021.00	Physical Therapist Assistants
29-1123.00	Physical Therapists
29-1071.00	Physician Assistants
29-1069.00	Physicians and Surgeons, All Other
25-1054.00	Physics Teachers, Postsecondary
47-2072.00	Pile-Driver Operators
47-2152.01	Pipe Fitters and Steamfitters
47-2152.02	Plumbers
47-2152.00	Plumbers, Pipefitters, and Steamfitters
29-1081.00	Podiatrists
33-3051.00	Police and Sheriff's Patrol Officers
33-3051.01	Police Patrol Officers
19-4099.02	Precision Agriculture Technicians
25-2011.00	Preschool Teachers, Except Special Education
29-1069.09	Preventive Medicine Physicians
29-1024.00	Prosthodontists
29-1066.00	Psychiatrists
25-1066.00	Psychology Teachers, Postsecondary
19-4099.01	Quality Control Analysts
11-3051.01	Quality Control Systems Managers
29-1124.00	Radiation Therapists
17-2072.01	Radio Frequency Identification Device Specialists
29-2099.06	Radiologic Technicians
29-1069.10	Radiologists
43-4171.00	Receptionists and Information Clerks
39-9032.00	Recreation Workers
51-9199.01	Recycling and Reclamation Workers
53-1021.01	Recycling Coordinators
49-9021.02	Refrigeration Mechanics and Installers
29-1141.00	Registered Nurses

11-9199.01	Regulatory Affairs Managers
13-1041.07	Regulatory Affairs Specialists
47-2171.00	Reinforcing Iron and Rebar Workers
19-2099.01	Remote Sensing Scientists and Technologists
19-4099.03	Remote Sensing Technicians
39-9041.00	Residential Advisors
33-9099.02	Retail Loss Prevention Specialists
41-2031.00	Retail Salespersons
13-2099.02	Risk Management Specialists
17-2199.08	Robotics Engineers
17-3024.01	Robotics Technicians
47-2031.02	Rough Carpenters
11-2022.00	Sales Managers
41-3099.00	Sales Representatives, Services, All Other
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
19-3031.01	School Psychologists
15-1199.10	Search Marketing Strategists
25-2031.00	Secondary School Teachers, Except Special and Career/Technical Education
43-6014.00	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
41-3031.03	Securities and Commodities Traders
33-9032.00	Security Guards
13-1199.02	Security Management Specialists
11-9199.07	Security Managers
25-3021.00	Self-Enrichment Education Teachers
47-4071.00	Septic Tank Servicers and Sewer Pipe Cleaners
33-3051.03	Sheriffs and Deputy Sheriffs
43-5071.00	Shipping, Receiving, and Traffic Clerks
21-1093.00	Social and Human Service Assistants
25-1069.00	Social Sciences Teachers, Postsecondary, All Other
25-1113.00	Social Work Teachers, Postsecondary
25-1067.00	Sociology Teachers, Postsecondary
15-1132.00	Software Developers, Applications
15-1133.00	Software Developers, Systems Software
15-1199.01	Software Quality Assurance Engineers and Testers
47-1011.03	Solar Energy Installation Managers
17-2199.11	Solar Energy Systems Engineers
47-2231.00	Solar Photovoltaic Installers
41-4011.07	Solar Sales Representatives and Assessors
47-4099.02	Solar Thermal Installers and Technicians
51-4121.07	Solderers and Brazers
39-1021.01	Spa Managers
29-1127.00	Speech-Language Pathologists
31-9099.01	Speech-Language Pathology Assistants
29-1069.11	Sports Medicine Physicians
43-3021.01	Statement Clerks

15-2041.00	Statisticians
43-5081.00	Stock Clerks and Order Fillers
43-5081.01	Stock Clerks, Sales Floor
43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard
47-2022.00	Stonemasons
21-1011.00	Substance Abuse and Behavioral Disorder Counselors
11-9199.04	Supply Chain Managers
29-1067.00	Surgeons
29-2099.07	Surgical Assistants
29-2055.00	Surgical Technologists
13-1199.05	Sustainability Specialists
25-9041.00	Teacher Assistants
25-3099.00	Teachers and Instructors, All Other
51-2092.00	Team Assemblers
15-1143.01	Telecommunications Engineering Specialists
43-3071.00	Tellers
29-1129.00	Therapists, All Other
17-2051.01	Transportation Engineers
19-3099.01	Transportation Planners
11-3031.01	Treasurers and Controllers
25-3099.02	Tutors
29-1069.12	Urologists
17-2199.02	Validation Engineers
29-2056.00	Veterinary Technologists and Technicians
15-1199.11	Video Game Designers
35-3031.00	Waiters and Waitresses
11-9121.02	Water Resource Specialists
17-2081.01	Water/Wastewater Engineers
47-4099.03	Weatherization Installers and Technicians
15-1199.03	Web Administrators
15-1134.00	Web Developers
51-4121.06	Welders, Cutters, and Welder Fitters
51-4121.00	Welders, Cutters, Solderers, and Brazers
17-2199.10	Wind Energy Engineers
11-9199.09	Wind Energy Operations Managers
11-9199.10	Wind Energy Project Managers
49-9081.00	Wind Turbine Service Technicians

APPENDICES - B
SCHEDULE AND WORK PLAN (EMP)

LIONÄKIS

APPENDIX - B: SCHEDULE AND WORKPLAN (EMP)

Mission College Educational Master Plan
Proposed Work Plan December 10, 2015 (Completed May 2016)

This document provides a proposed work plan to assist Mission College in completing an updated educational master plan.

Philosophy

The team's philosophy is consistent with that of the College and the District. The team is committed to creating an educational master plan that:

- Advance institutional goals
- Sustains a culture of evidence-based decision-making
- Utilizes useful, current and reliable data
- Support a continuous cycle of integrated planning activities
- Is created with broad-based participation and engagement by all stakeholders
- Reflects the unique culture and characteristics of the college

Implementation Plan

The following section lays out the plan for implementation of the project.

We find it helpful to include a sample table of contents. This will likely undergo some changes during the project, but it gives participants an idea about the elements that we consider essential for an educational master plan.

Proposed Table of Contents

1) Executive summary
2) Background
    a) Description of the College and District
    b) History and geography
    c) Mission, vision, values
    d) Existing programs
    e) Adjoining community college districts
3) Population and Employment Trends – External Scan
    a) Local and County-wide projection and analysis of future enrollment changes due to demographic and economic trends and developments
    b) K-12 Trend
    c) National
4) Enrollment Trends – Internal Scan
    a) Student demographic data
    b) Past Trends
    c) Adult population projections

    d) Participation rates
    e) Projected enrollments
5) Labor Market Analysis
    a) Degrees and certificates awarded by program
    b) Local and County-wide analysis of community and regional needs for higher education, including population projections and workforce training needs
    c) Analysis of labor market demand as it relates to regional post-secondary program completion
    d) Programs for consideration of addition or expansion
6) Enrollment Management Analysis
    a) Analysis of WSCH per FTEF by program
    b) Fiscal impact of efficiency data
7) Institutional Planning
    a) Planning cycle
    b) Role of the educational master plan relative to other College and District plans
8) Institutional Goals 2015-2025
9) Space Needs Forecast
    a) Projection of future enrollment growth
    b) Space quantification for all campus space categories
    c) Linkages between educational and facilities master plans

Work Plan

Drafts of individual chapters will be produced in various phases of the work plan. This will allow stakeholders to review and offer feedback throughout the planning process. These drafts are noted in the phases below as appropriate.

Phase 1: January - February 2016 (Completed): The Consulting Team will meet on campus with the President, the planning leaders and stakeholder groups to:

- Discuss and articulate the educational philosophy of the College as it relates to the Educational Master Plan and integrated planning;
- Review organizational decision-making structures related to planning;
- Identify the participants who will interact with the consulting team;
- Review, modify and approve the draft Educational Master Plan Table of Contents;
- Review and approve the draft Educational Master Plan process and timeline;
- Establish the project schedule including on campus and virtual meetings;
- Determine the institutional data and evidence needed for a "Data Portfolio" to be used to provide effective support for all the components of institutional planning, including program review.
- Establish communications protocols for the project including a website (intranet) for storing draft documents for broad and transparent stakeholder access.

The consulting team and College planning leaders will work together on the format and logistics for project meetings. An agenda will be prepared for each meeting and minutes will be posted on the Educational Master Planning website. In addition, the consulting team will

review pertinent institutional plans and related documents and reports relevant to the project. The consulting team will create and launch a campus-wide survey. The format and questions will be developed in consultation with the college leadership.

Phase 1 Outcomes:

1. Orientation and initial planning meetings will be conducted and minutes posted on the Educational Master Planning website.
2. The Educational Master Planning process, timeline, table of contents, and template to describe and analyze academic and academic support programs/services will be drafted and circulated electronically for review and comment.
3. Planning team(s) will be formed.
4. A comprehensive list of the data elements to be included in the Data Portfolio will be prepared. The person(s) responsible at the College for delivering the data, with accompanying analysis, will be identified.
5. Compile a list of the individuals that will participate in individual or small-group meetings with the consulting team when they visit campus.
6. Conduct campus-wide survey.
7. The College will create or make available an Educational Master Plan website to post meeting notices, meeting minutes, draft documents, and progress reports and to receive feedback on draft documents.
8. Phase 1 Progress Report will be posted on the Educational Master Plan website and submitted to the President, planning leaders, and other stakeholders as determined by the President.

Phase 2: February 2016 (Completed): Review and analyze existing relevant data and information available from the research offices of the College, as well as other sources recommended by the College's leadership, and begin to build a Data Portfolio to support Educational Master Plan. Draft internal and external environmental scans. Conduct interviews on campus with key stakeholders in individual and group interviews (2 days on campus). Analyze and report on survey results

Examples of relevant external data and information include the following:

- College service area resident statistics, including an analysis of the current and projected population;
- Regional educational institutions, including feeder K-12 and nearby community college districts;
- Projected workforce needs;
- Gap analysis comparing the number of graduates or program completers with the number of available positions in that field (using the District's EMSI subscription); and

Examples of relevant internal data and information include the following:

- Enrollment history and projections by program and for the College as a whole;
- College's current students: status, educational goals, demographics, and achievements by program/discipline;

- Student success data such as basic skill assessment scores of new students, participation in new student orientation and advising program, academic alert, retention term-to-term and year-to-year, course completion, program completion, transfer rates;
- Full-time equivalent faculty, total and by discipline;

Phase 2 Outcomes:

1. The Internal and External Scan chapters will be drafted by the consulting team and delivered to the Planning Committee for review and comment.
2. The consulting team will spend two days on campus meeting with key stakeholders to listen to their perceptions regarding their programs and the college planning process. The consultants will work with the college to help determine who should participate in these meetings. They should be wide-ranging and inclusive. Typically they include: Dept heads, directors, faculty senate leaders, classified leaders, student leaders, key managers and staff in student services.
3. Present results of campus-wide survey.
4. Phase 2 Progress Report will be posted on the Educational Master Plan website and submitted to the President, planning leaders, and other stakeholders as determined by the President

Phase 3: March-April 2016 (Completed): Meet with the Planning Committee to discuss outcomes of the stakeholder interviews. Present to the committee the drafts of the sections on the data portfolio. This will also include a draft enrollment growth forecast. Facilitate a daylong workshop with planning committee to develop institutional goals for the next 10 years). Prepare Draft #1 of Educational Master Plan.

The consultants will meet with the Planning Committee regarding the Data Portfolio, stakeholder interviews and survey. The consulting team will also present to the Planning Committee the enrollment management analysis.

The consulting team will deliver the future space needs data to the Planning Committee and to the facilities master planning team. The data might be revised somewhat in the subsequent phases, but this data will allow the architects to move forward with their facilities planning activities.

Taking into consideration the comments and feedback of the Planning Committee and the President, the consultants will create draft #1 of the Educational Master Plan (including the sections that have been developed thus far). The consultants will then submit that draft electronically to the Planning Committee, the College Council, and the President prior to beginning Phase 4, for review and as the context and foundation for the Planning Committee's development of Institutional Recommendations for the next ten years.

Phase 3 Outcomes:

1. Receive feedback on the Data Portfolio from the Planning Committee. Affirm the College vision, mission, and goals.
2. The Planning Committee will give the consultants feedback on the enrollment management analysis.

3. A Phase 3 Progress Report will be submitted to the President, planning leaders, and other stakeholders as determined by the President. The information will be posted on the Educational Master Plan website.
4. A first (partial) draft of the Educational Master Plan will be submitted to the Planning Committee, the College Council, and the President prior to beginning Phase 4.

Phase 4: May 2015 (Completed): Final Draft of the Educational Master Plan. The Planning Committee will seek approval of the institutional goals from the College Council and the President. The consulting team will respond to all campus feedback received and complete the final draft of the entire Educational Master Plan. The consultants will deliver PDF versions of the final draft of the Educational Master Plan to the President.

Phase 4 Outcomes:

1. Phase 4 Progress Report will be submitted to the President, planning leaders, and other stakeholders as determined by the President with information posted on the Educational Master Plan website.
2. Deliver the final Educational Master Plan to the College President.

This page intentionally left blank

APPENDICES - C
SCHEDULE AND WORK PLAN (FMP)

LIONÄKIS

APPENDIX - C: SCHEDULE AND WORKPLAN (FMP)

LIONAKIS

1919 Nineteenth Street
Sacramento CA 95811
P: 916.558.1900
F: 916.558.1919
www.lionakis.com

Mission College 2016 FMP Update
West Valley Mission Community College District
Updated Preliminary FMP Work Plan (As of 10/3/16)

Date	Task
August 2016	**1. Facilities Staff/District Consultants Mtg. (2 Hr.) Completed** • Infrastructure Analysis • Confirm Existing Facilities Assessments • Review Current CCCCO/FPP Status with the District

August 2016	**2. Core Group Mtg. (2 Hr.) Completed**
	• Roles and Responsibilities
	• Review Proposed Process
	  ○ Review of Preliminary FMP Work Plan/Scheduling
	  ○ Confirm FMP Planning Committee Composition
	• Establish Goals for FMP (Support the EMP)
	• Review Current CCCCO/FPP Status with the District
	• Review Proposed Departmental Survey Content
	• Next Steps

Sept. 2016	**3. Work Task (Lionakis) - Departmental Facilities Surveys Completed**
Sept. 2016	**4. Departmental Listening Sessions (2 days of meetings staggered 1 hr. intervals for ea. department) Completed** • Review of Departmental Facilities Surveys • Departmental Needs Assessment and Adjacencies (anecdotal and/or survey) • Next Steps
Sept. 2016	**5. College/Community Open Forum (Facilitated Session) (2 Hr.) Completed** Potential Attendees: Board Members, Core Group, Planning Group, Departmental Faculty and Staff, Students, Community Members, Business Partners, Adjacent Property Owners • Review Process/Schedule – Where Are We Now? • EMP Recommendations Review • Discuss Vision, Goals and Objectives of the FMP • Open Discussion • Recap – What We Heard • Next Steps

Date	Task
Oct. 2016	**6. FMP Planning Group Workshop #1 (3 Hr.) Completed** • Introductions, Roles and Responsibilities • Review Updated Master Plan Process/Schedule • Discuss Vision, Goals and Objectives ○ FMP Critical Success Factors • Review Current CCCCO/FPP Status with the District/CCCCO Space Guidelines • Review Departmental Facilities Surveys and Meetings • Review Open Forum Input • Review Existing Facilities/Infrastructure • Brainstorm Preliminary Information & FMP Concepts • Next Steps

Oct. 2016	**7. Core Group Mtg. (2 Hr.) Completed**
	• Review Updated Master Plan Process/Schedule
	• Review Current CCCCO/FPP Status with the District/CCCCO Space Guidelines
	• Review/Input on Previous Meeting Outcomes
	  ○ Departmental Surveys and Meetings
	  ○ College/Community Open Forum Input
	  ○ Review FMP Planning Group Workshop Discussions and Recommendations
	• Develop Preliminary FMP Concepts/Framework for Development of Vignettes
	• Next Steps

Nov.-Jan. 2017	**8. Work Task (Lionakis) – Develop Draft FMP Test Fits for Review, Edit & Refine Previous MP Documents from 2008 to 2017 Completed**
Feb. 2017	**9. FMP Planning Group Workshop #2 (2 Hr.) Completed** • Review Updated Master Plan Process/Schedule • Review Draft FMP Vignettes • Provide Recommendations for Approval to FMP Core Group of Selected Draft FMP Vignettes • Next Steps

Mission College 2016 FMP Update
West Valley Mission Community College District
FMP Work Plan (As of 3/27/17)

Date	Task
Feb. 23, 2017	**10. Core Group Mtg. (2 Hr.) Completed** • Reviewed Schematic Wayfinding/Signage Guidelines • Review Updated Master Plan Process/Schedule • Review Vision/Goals/Objectives • Review/Input on FMP Planning Group Mtg. #2 Recommendations on Draft Vignettes • Approval to Proceed on Selected Draft FMP Vignettes from FMP Planning Group Mtg. #2 • Next Steps
Feb./March 2017	**11. Work Task (Lionakis) – Develop 90% Draft FMP Completed**
March 7, 2017	**12. College/Community Open Forum (Update Presentation 2 Hr.) Completed** • Review Process/Schedule – Where Are We Now? • Present 90% Draft FMP • Open Discussion/ Final Input/Comments for FMP Core Group Consideration • Next Steps
March 27, 2017	**13. Core Group Mtg. (2 Hr.) Completed** • Review Updated Master Plan Process/Schedule • Review Vision/Goals/Objectives • Review/Input on FMP Planning Group Recommendations from Open college/Community Forum • Approval to Proceed to Completion of the FMP • Next Steps
March/April 2017	**14. Work Task (Lionakis) – Complete Final 100% Draft FMP Completed**
April 2017	**15. Milestone Delivery Date (Lionakis) – 100% EFMP Completed** 100% Complete Mission College Master Plan delivered for review and approval by WVMCCD Board

This page intentionally left blank

APPENDICES - D
DEPARTMENTAL QUESTIONNAIRE

LIONÄKIS

APPENDIX - D: DEPARTMENTAL QUESTIONNAIRE (FMP)

LIONAKIS

1919 Nineteenth Street
Sacramento CA 95811
P: 916.558.1900
F: 916.558.1919
www.lionakis.com

MISSION COLLEGE
FACILITIES MASTER PLAN UPDATE 2016
INSTRUCTIONAL DEPARTMENT QUESTIONNAIRE/SURVEY

Name:

Position:

Department:

Building Name/Room Number:

1. Please provide a general description of your department:
    a. the number of full time faculty:
    b. the number of part-time faculty:
    c. the number of support personnel (staff and administrators):

2. How many students do you normally have in your class?
    a. Could you teach more students?
    b. If so, how many?
    c. Are building facilities limiting your ability to teach more students?

3. Thinking about your teaching style and your students' learning styles, describe the ideal teaching facility for the classes you currently teach in these classrooms. Include considerations such as class size, technology and other equipment.

4. What alternative methods of educational delivery have you used within your department (i.e. distance learning, online courses, satellite campus, hybrid, other)?
    a. What other systems might be appropriate?

5. What space requirements do you see as beneficial to promote engagement between inter- and intra-departmental faculty as well as student-faculty engagement? (i.e. conference areas, resource, library, lounge, etc.)

6. What are the important inter- and intra-departmental adjacencies for the programs within your department?
    a. What non-instructional adjacencies are necessary (i.e. student services, auto access, outdoor teaching areas, public prominence, etc.)?

7. What space is required for departmental support functions? Describe those spaces and the support function performed:

8. What are the anticipated changes in your programs – either organizationally or instructionally?
    a. Is space utilization current aligned with college mission and/or the draft goals of the current 2016 EMP update?
    b. Is the current space supportive of occupational programs and are future programs possible in existing facilities on campus?
    c. Do you have any programs that are particularly popular/growing?

9. What, if any, planning issues has your department already considered for the next (5) years?

10. Has your short and long-range planning to date been based on current demographic and program gap/opportunity data?
    a. If so, from what source are you drawing this data?
    b. Has your planning taken into account student learning outcome impacts?

11. If you could change only one thing in your department facilities, what would it be?

12. What campus wide issues would you like to see the Facilities Master Plan Document address? (i.e. new facilities, transportation, signage/wayfinding, secondary effects of new buildings, etc.). What are your thoughts on these issues?

This page intentionally left blank

APPENDICES - E
ONLINE SURVEY QUESTIONNAIRE (FMP)

LIONÄKIS

APPENDIX - E: ONLINE SURVEY QUESTIONNAIRE (FMP)

LIONAKIS

1919 Nineteenth Street
Sacramento CA 95811
P: 916.558.1900
F: 916.558.1919
www.lionakis.com

MISSION COLLEGE
FACILITIES MASTER PLAN UPDATE 2016
ADMINISTRATIVE DEPARTMENTS QUESTIONNAIRE/SURVEY

Name:

Position:

Department:

Building Name/Room Number:

1. Please provide a general description of your departmental functions and responsibilities:

2. Please provide the following employee data for your department:
   a. the number of full time administration personnel:
   b. the number of full-time administrative staff/support personnel:
   c. the number of part-time administrative staff/support personnel:

3. What space is required for your departmental functions? Describe those spaces and their functions:

4. What space is required for your departmental support functions? Describe those spaces and their functions:

5. Which departmental adjacencies with other administrative departments or functions do you currently share? Please describe:

6. Which departmental adjacencies with other administrative departments or functions do you feel would be desirable in the next (5-10) years? Please describe:

7. What changes do you anticipate in your department organizationally in the next (5-10) years? Please describe:

8. What, if any, planning issues has your department already considered for the next (5-10) years? Please describe:

9. Has your short and long-range departmental planning to date been based on current data relating to the educational master plan needs of the college? If so, which source(s) of supporting data?

10. Thinking about the future facilities for your department, please describe the ideal facility size and configuration, including offices, support space, conferencing, work rooms, etc. you feel would provide the college with the ability to best serve their constituencies? Please describe:

11. If you could change only one (1) thing related to the facilities in your administrative department, what would it be? Please describe:

12. What campus wide issues would you like to see the updated Facilities Master Plan Document address? (Eg: new buildings or facilities, secondary effects of new buildings or facilities, site configuration and amenities, transportation, signage/wayfinding, etc.). What are your thoughts on these issues?

APPENDICES - F
WAYFINDING AND SIGNAGE GUIDELINES

LIONÄKIS

MISSION COLLEGE

SANTA CLARA, CALIFORNIA

ENVIRONMENTAL GRAPHICS MASTER SIGN

APRIL 2017

GATES +ASSOCIATES
LANDSCAPE ARCHITECTURE

LOGO FONT

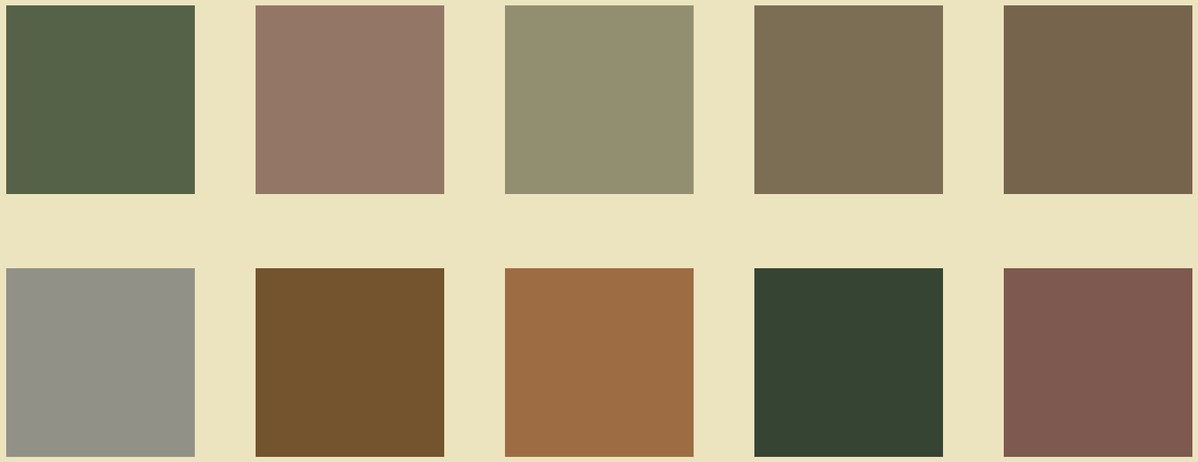
MISSION COLLEGE

SECONDARY FONT

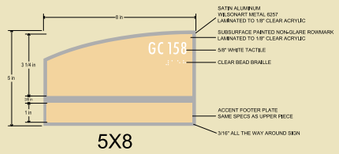
FONT NAME: MYRIAD PRO - CONDENSED

ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890

ARCHITECTURAL &
CAMPUS
ENVIRONMENTAL COLORS



TYPE 1



5X8

TYPE 2

5X8

1.125" slider insert

5X8

TYPE 2 A

TYPE 3

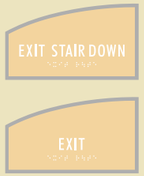
SIGN TYPE 2
Room ID with number

4X7

TYPE 4

SIGN TYPE 2A
Room ID without number

TYPE 4A



TYPE 4B

TYPE 4C

TYPE 4D

4X7

TYPE 5

4X7

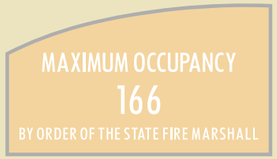
TYPE 6

6X6

TYPE 7

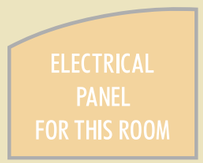
8X14

TYPE 8

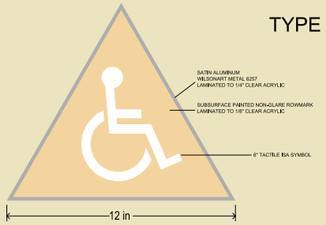


8X14

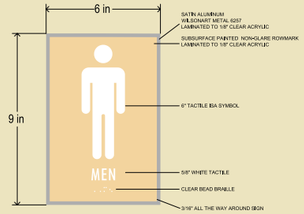
TYPE 9

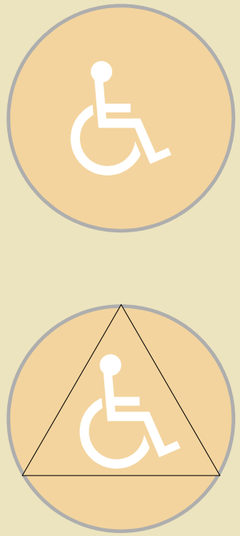


8X10

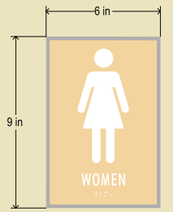


TYPE 10

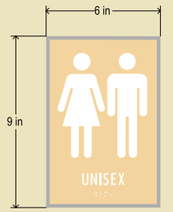




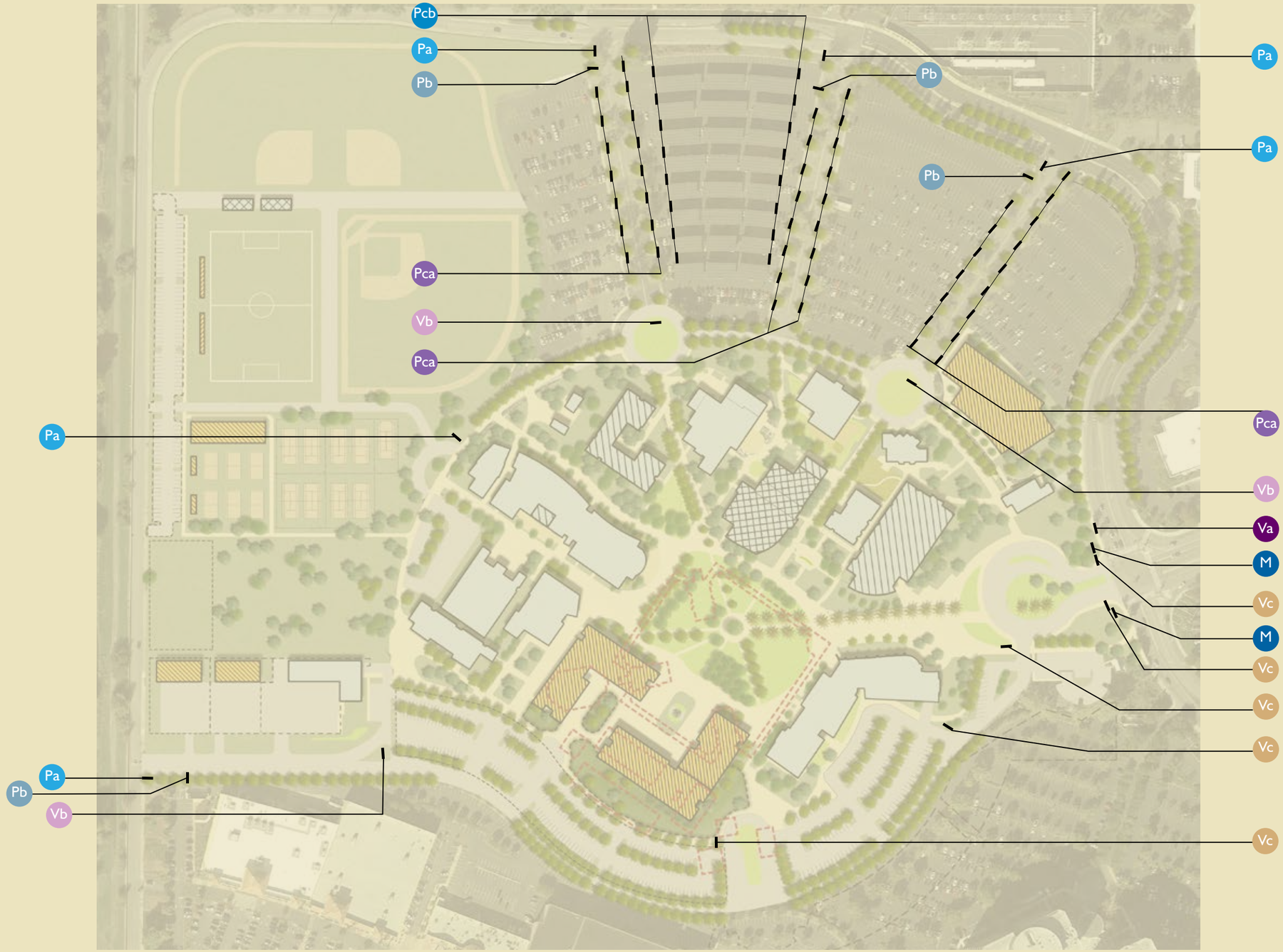
TYPE 11



TYPE 12



COLORS TBD



M MAIN MONUMENT

Pa PARKING LOT ENTRY

Pb PARKING REGULATORY

Pca PARKING ROW ID

Pcb PARKING ROW ID - LOT C

Pd PARKING LOT ID — To be located on existing parking light posts - Lots A+B

Va VEHICULAR DIRECTIONAL (LARGE)

Vb VEHICULAR DIRECTIONAL

Vc VEHICULAR DIRECTIONAL - PANEL

LOCATIONS TBD

Ra REGULATORY

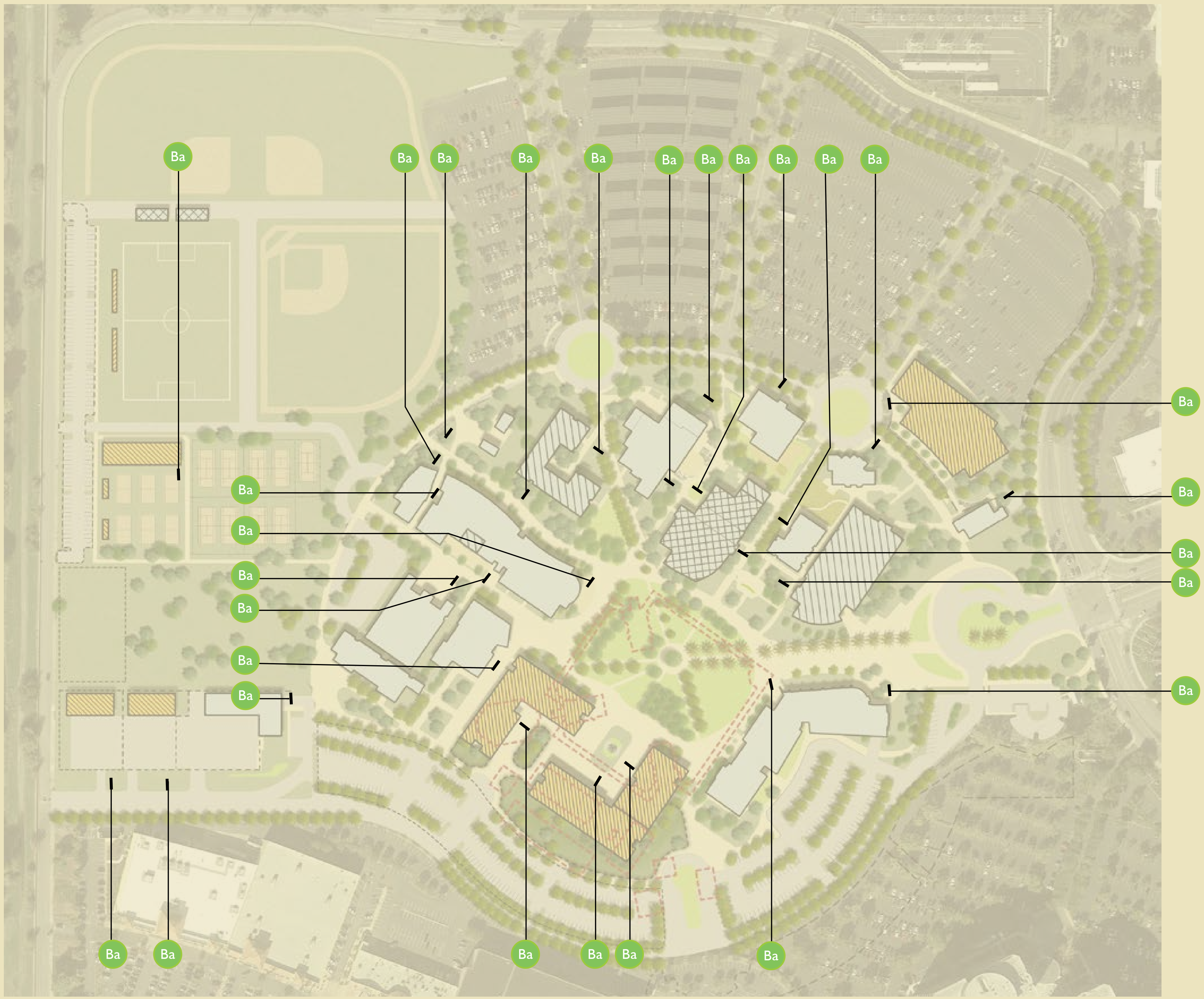
D DIRECTORY

Db DIRECTIONAL

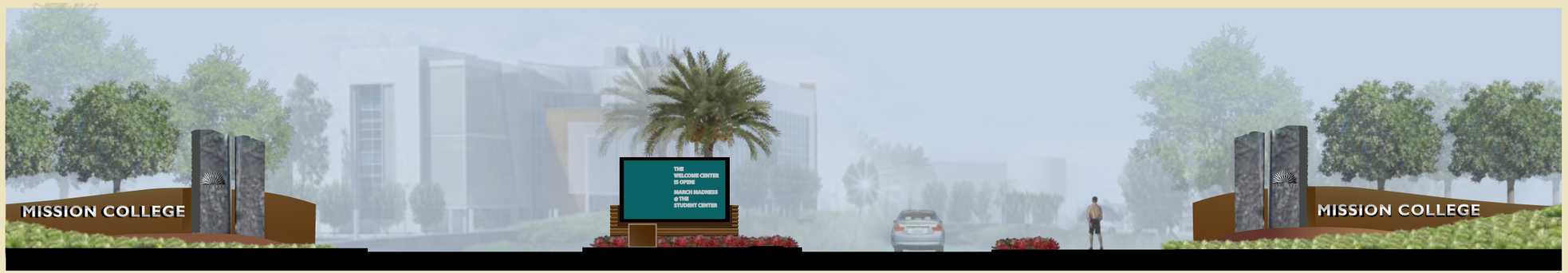
PRa PEDESTRIAN REGULATORY

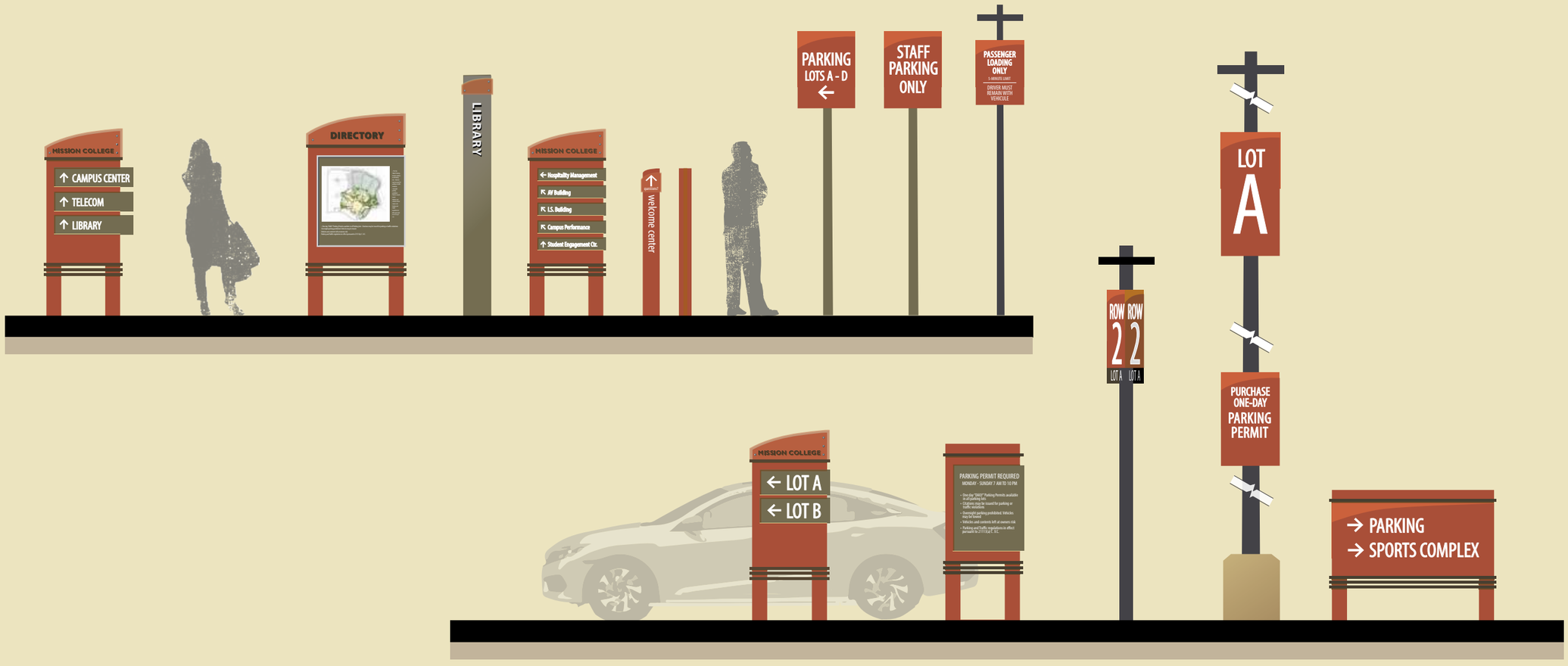
LOCATIONS TBD

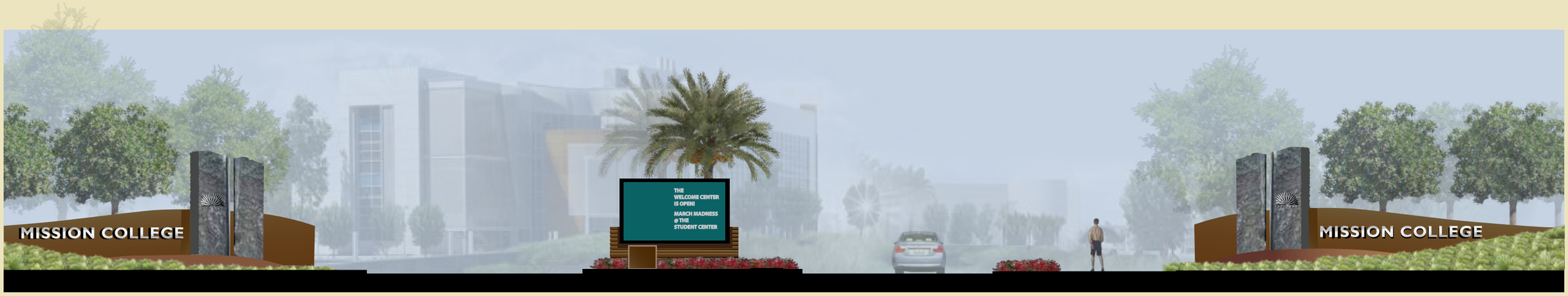
I INFORMATIONAL



Ba BUILDING IDENTIFICATION

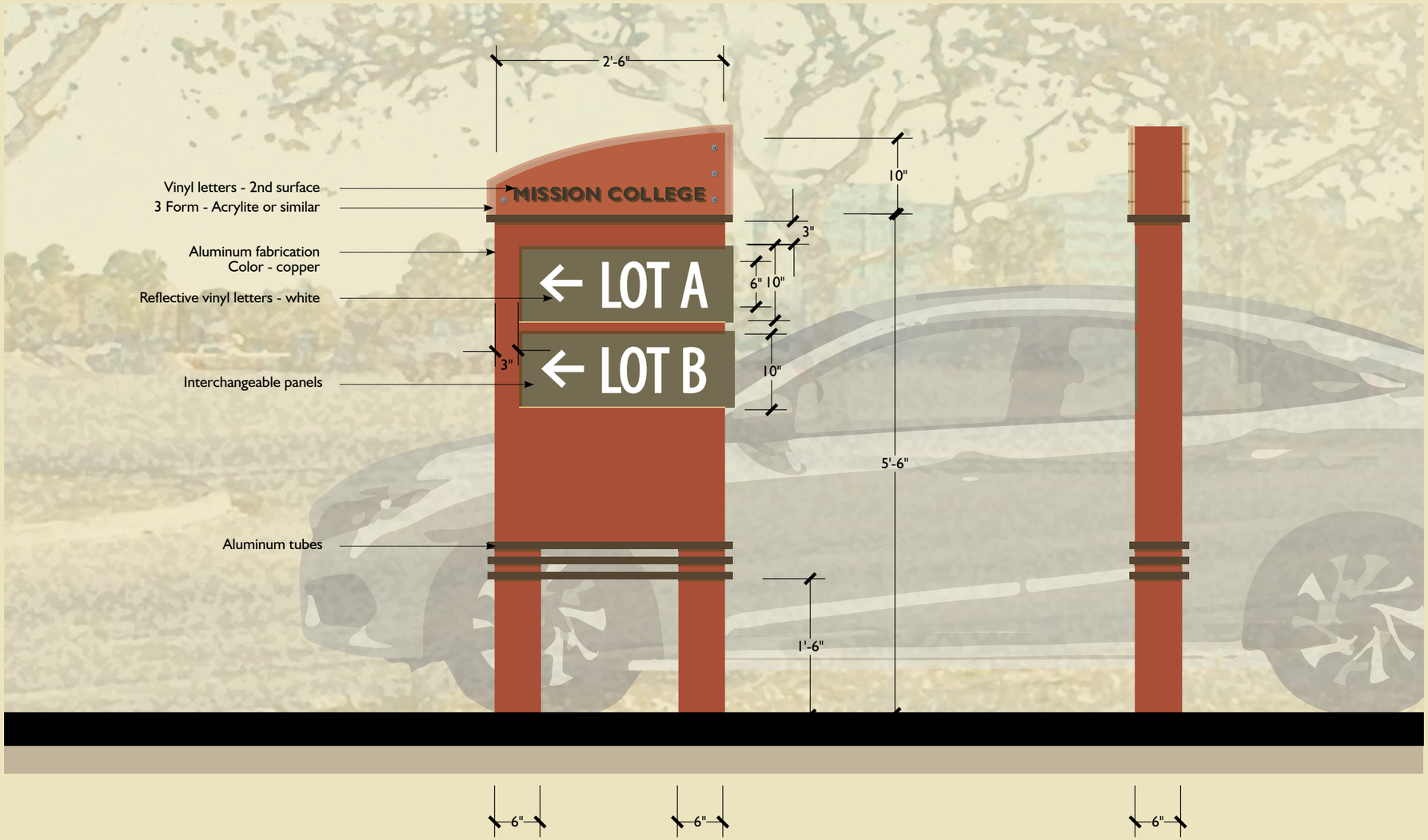

MISSION COLLEGE
THE
WELCOME CENTER
IS OPEN!
MARCH MADNESS
@ THE
STUDENT CENTER
MISSION COLLEGE


MISSION COLLEGE
CAMPUS CENTER
TELECOM
LIBRARY
DIRECTORY
LIBRARY
MISSION COLLEGE
Hospitality Management
AV Building
I.S. Building
Campus Performance
Student Engagement Ctr.
welcome center
PARKING
LOTS A - D
STAFF
PARKING
ONLY
PASSENGER
LOADING
ONLY
3 MINUTES LIMIT
DRIVER MUST
REMAIN WITH
VEHICLE
ROW ROW
2 2
LOT A LOT A
LOT
A
PURCHASE
ONE-DAY
PARKING
PERMIT
MISSION COLLEGE
← LOT A
← LOT B
PARKING PERMIT REQUIRED
MONDAY - SUNDAY 7 AM TO 10 PM
→ PARKING
→ SPORTS COMPLEX



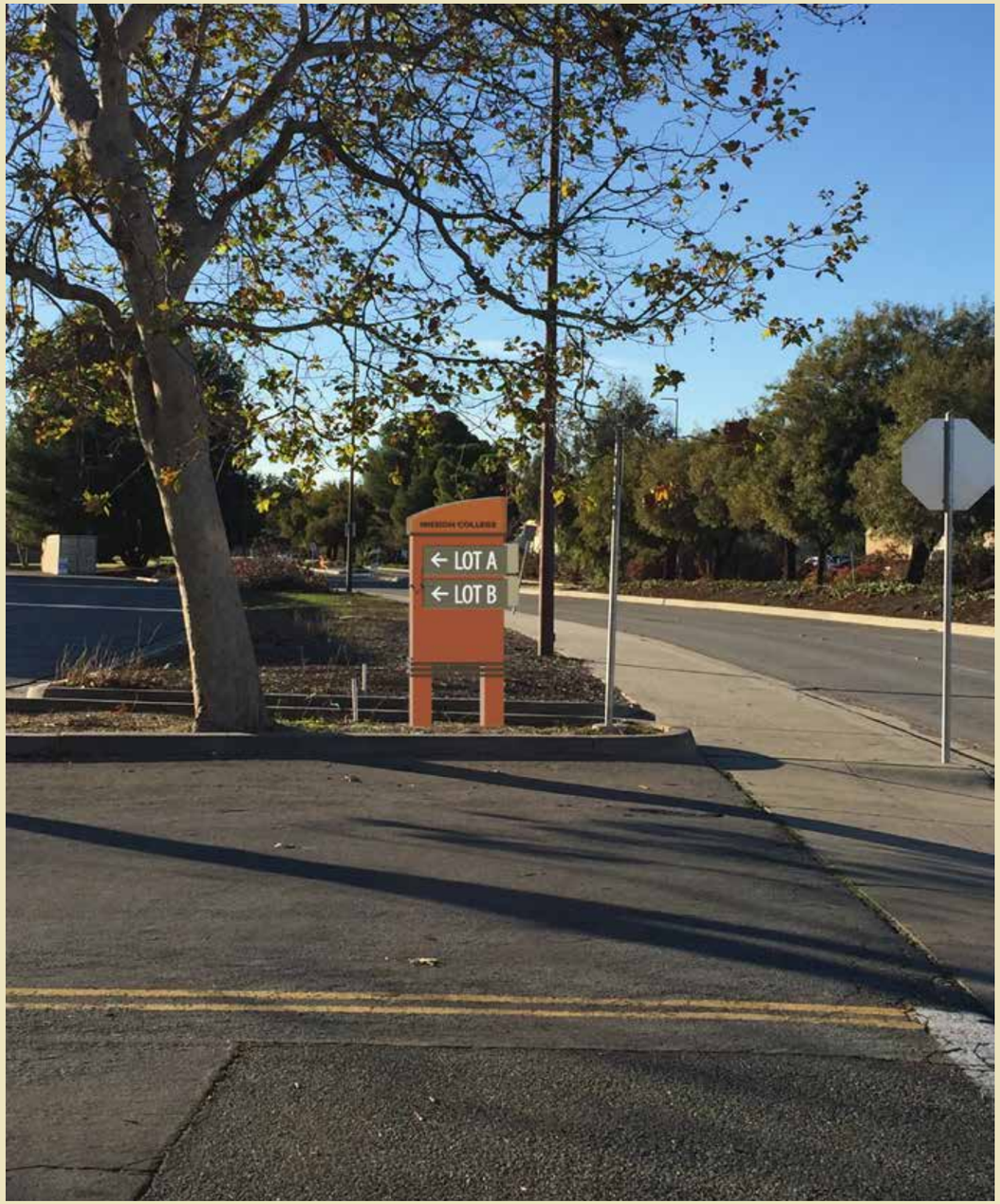
ELEVATION

SEE STUDENT ENGAGEMENT CENTER
LANDSCAPE FOR DETAILS.
PAGES L-503, L-504 SUBMITTED 2016

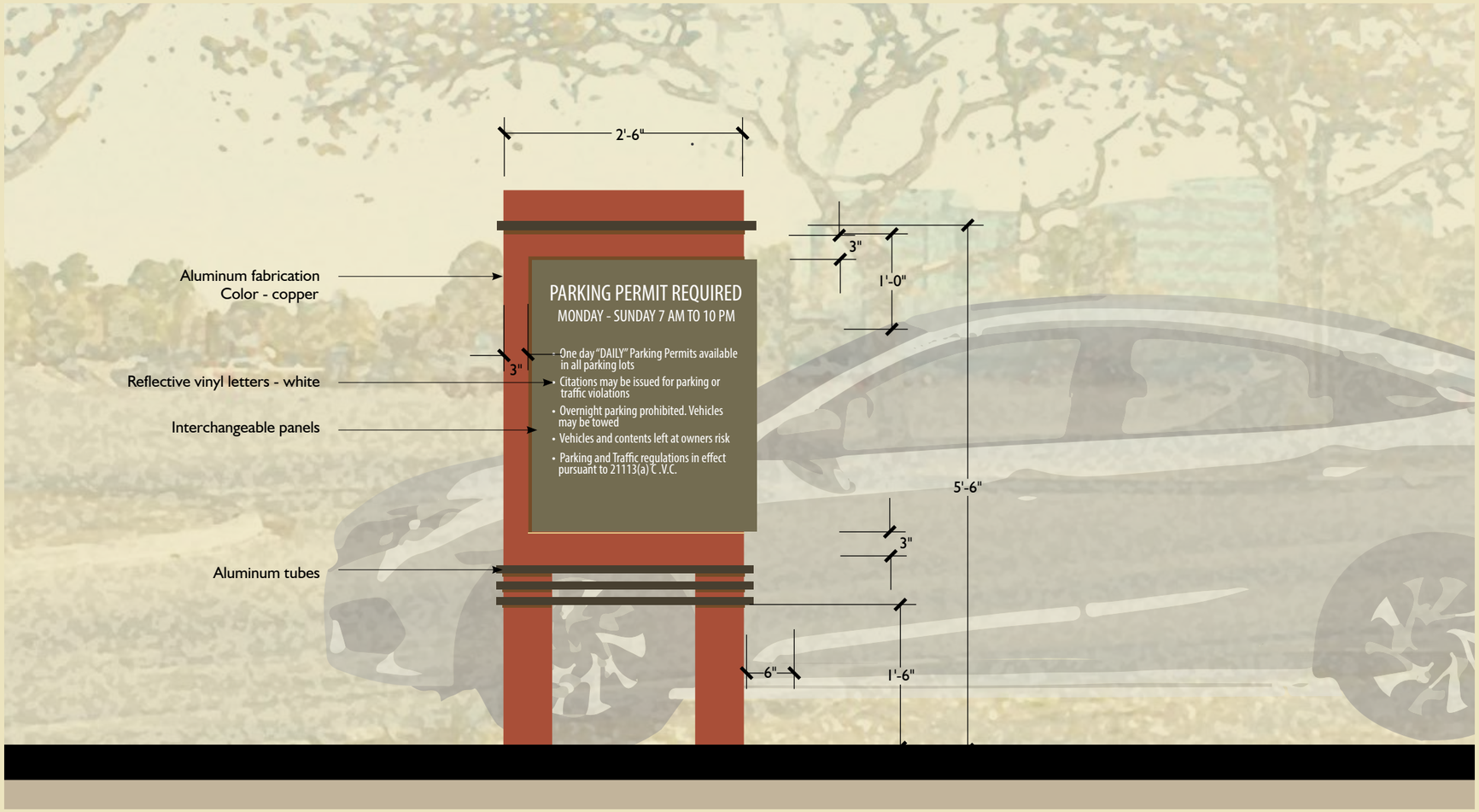


FRONT VIEW
Scale: 3/4" = 1'-0"
NON-ILLUMINATED, DOUBLE SIDED

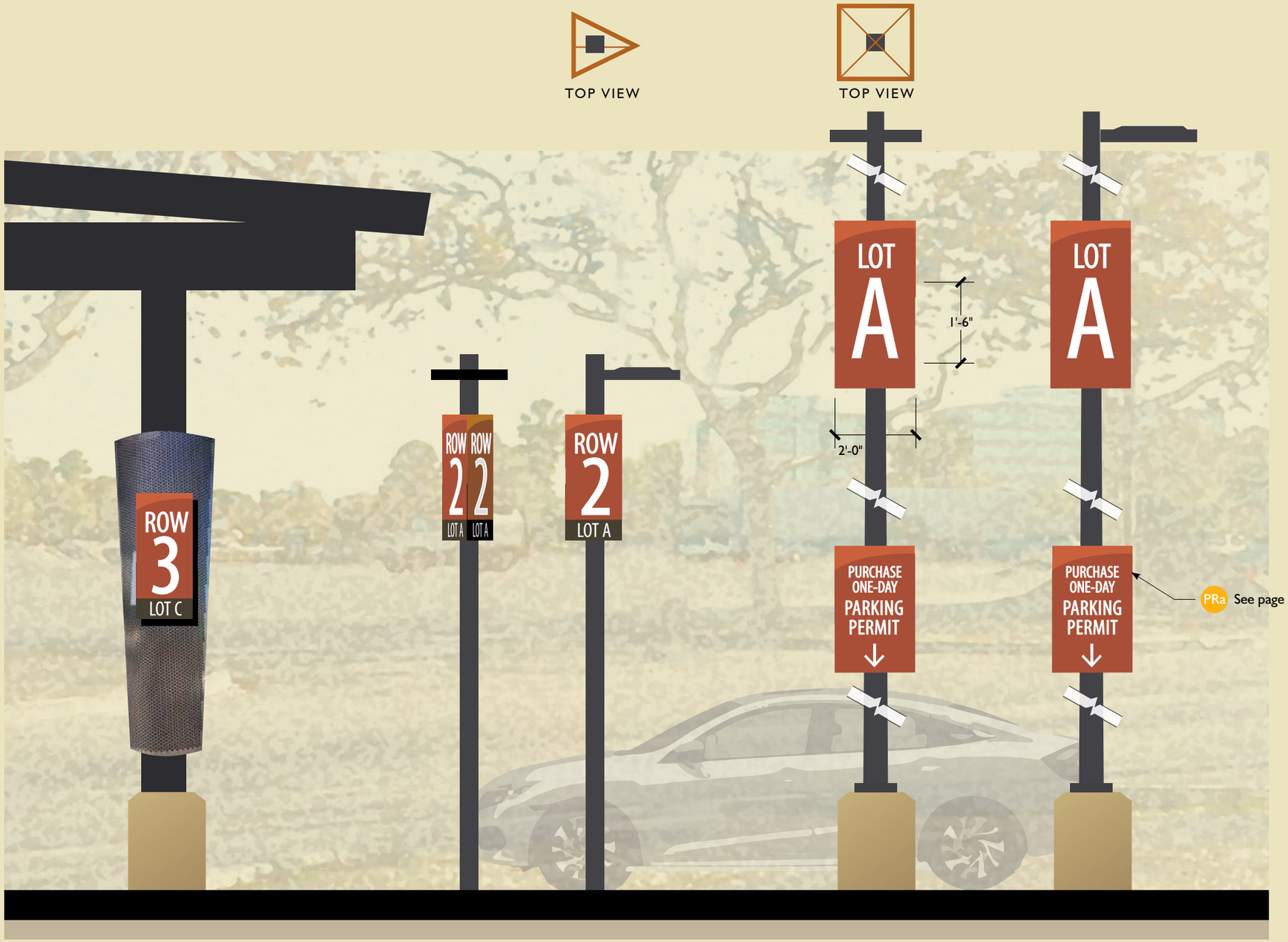
SIDE VIEW



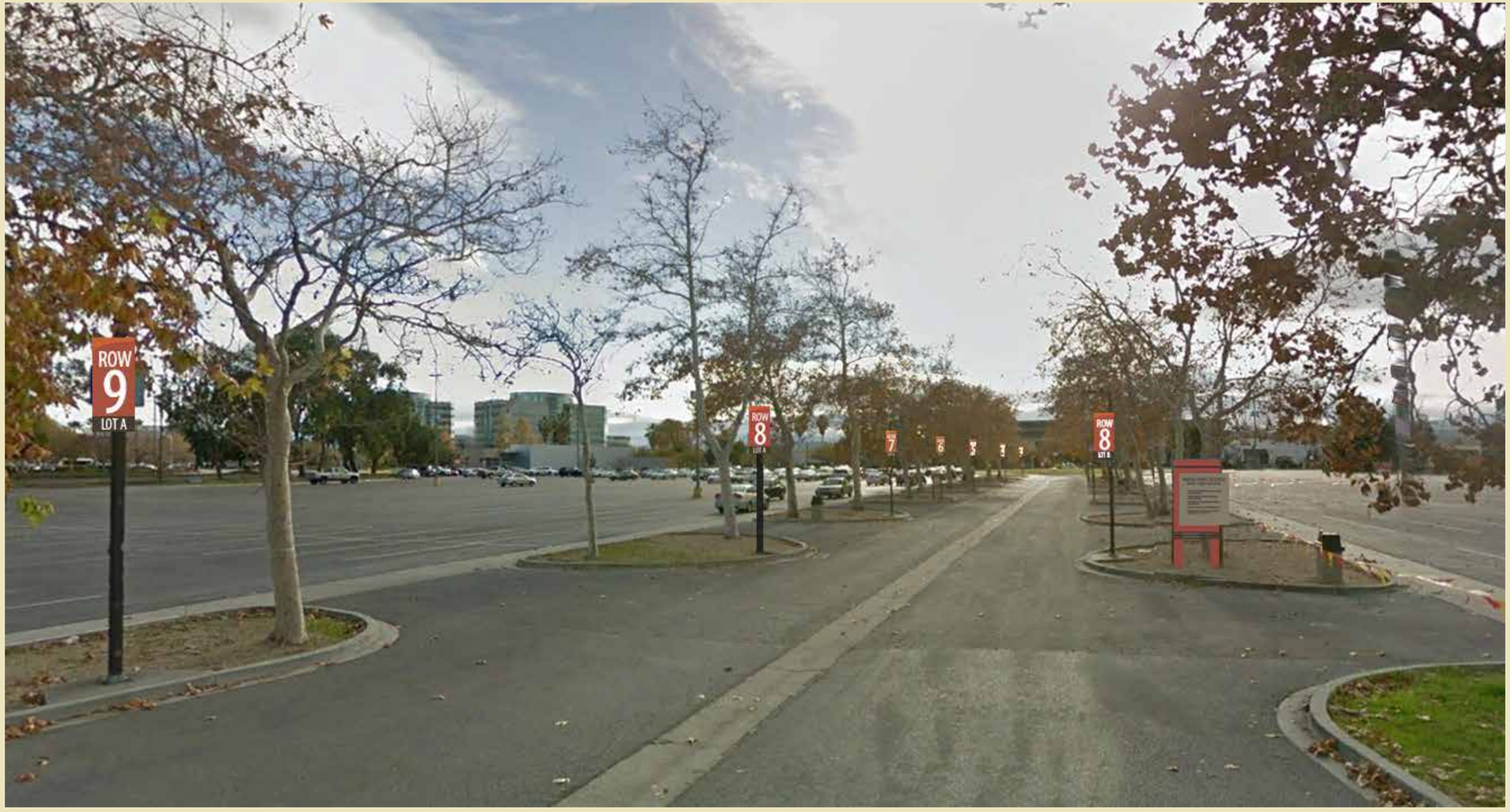
PHOTOSIMULATION



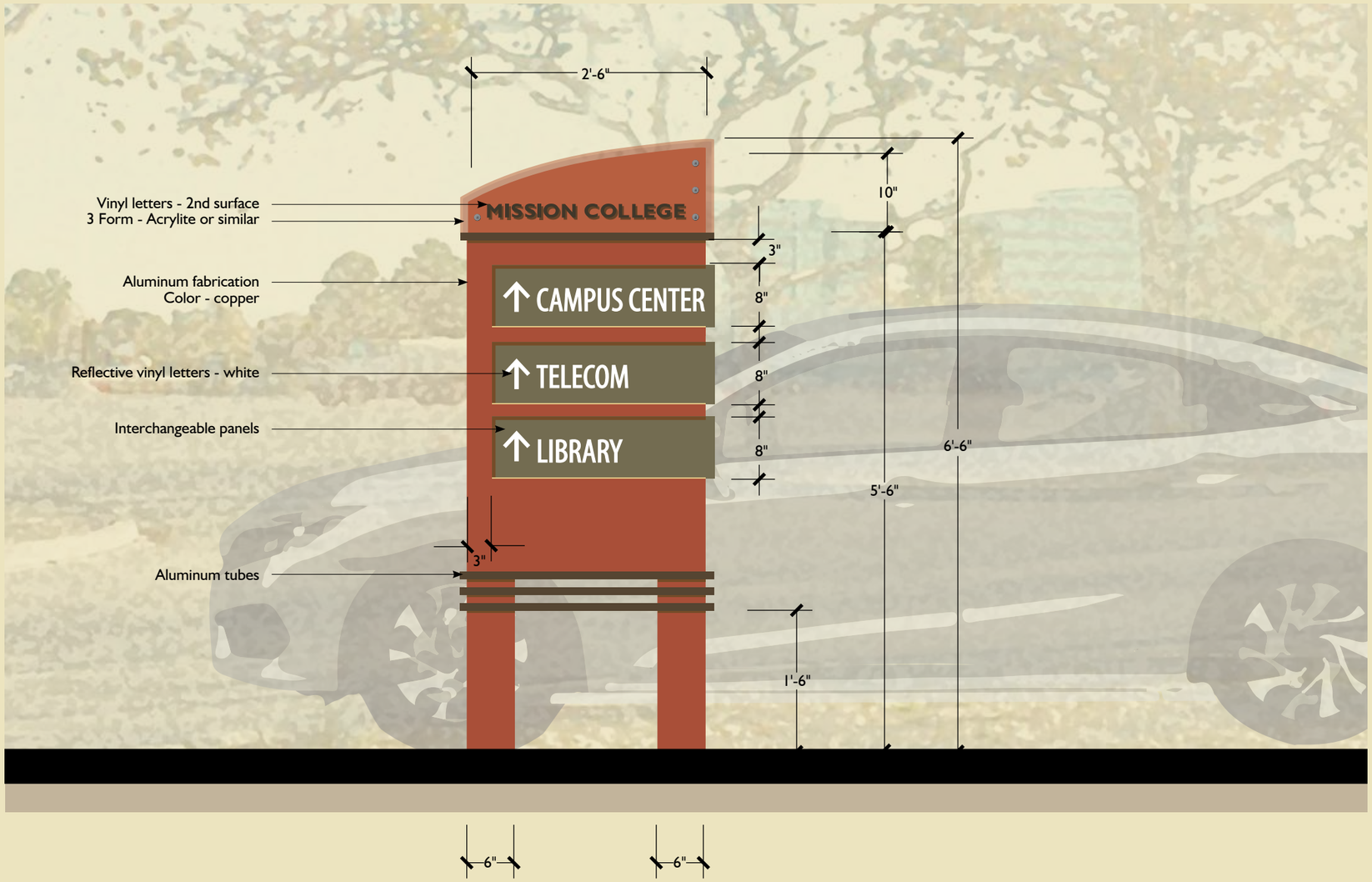
FRONT VIEW
Scale: 3/4" = 1'-0"
NON-ILLUMINATED, SINGLE SIDED


TOP VIEW
TOP VIEW
ROW 3
LOT C
ROW 2 LOT A
ROW 2 LOT A
ROW 2
LOT A
LOT A
LOT A
1'-6"
2'-0"
PURCHASE ONE-DAY PARKING PERMIT
PURCHASE ONE-DAY PARKING PERMIT
PRa See page 17
Pcb
Pca SIDE 2 & 4
Pd SIDE 1 & 3
SIDE 2 & 4

Scale: 3/8" = 1'-0"

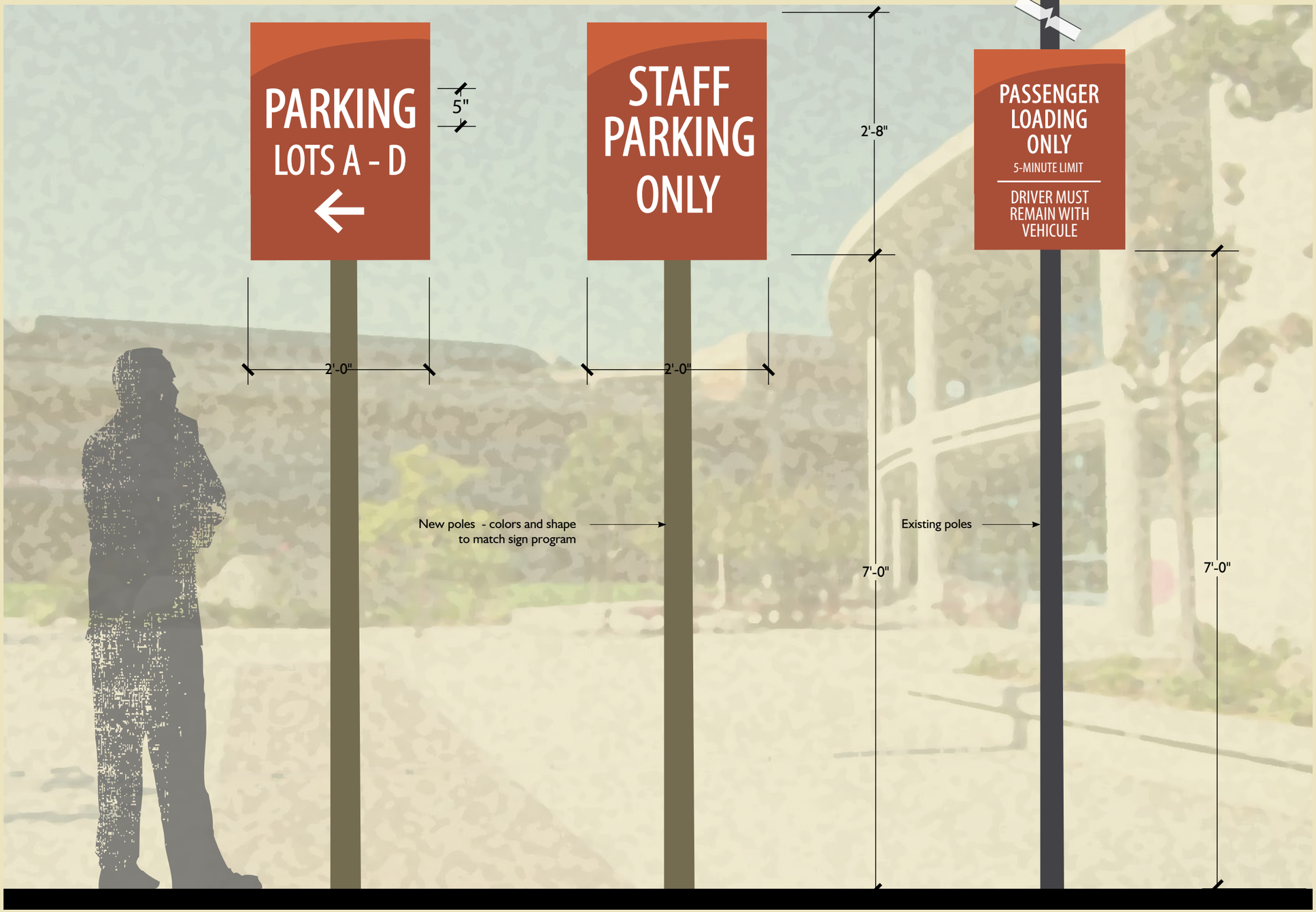


PHOTOSIMULATION

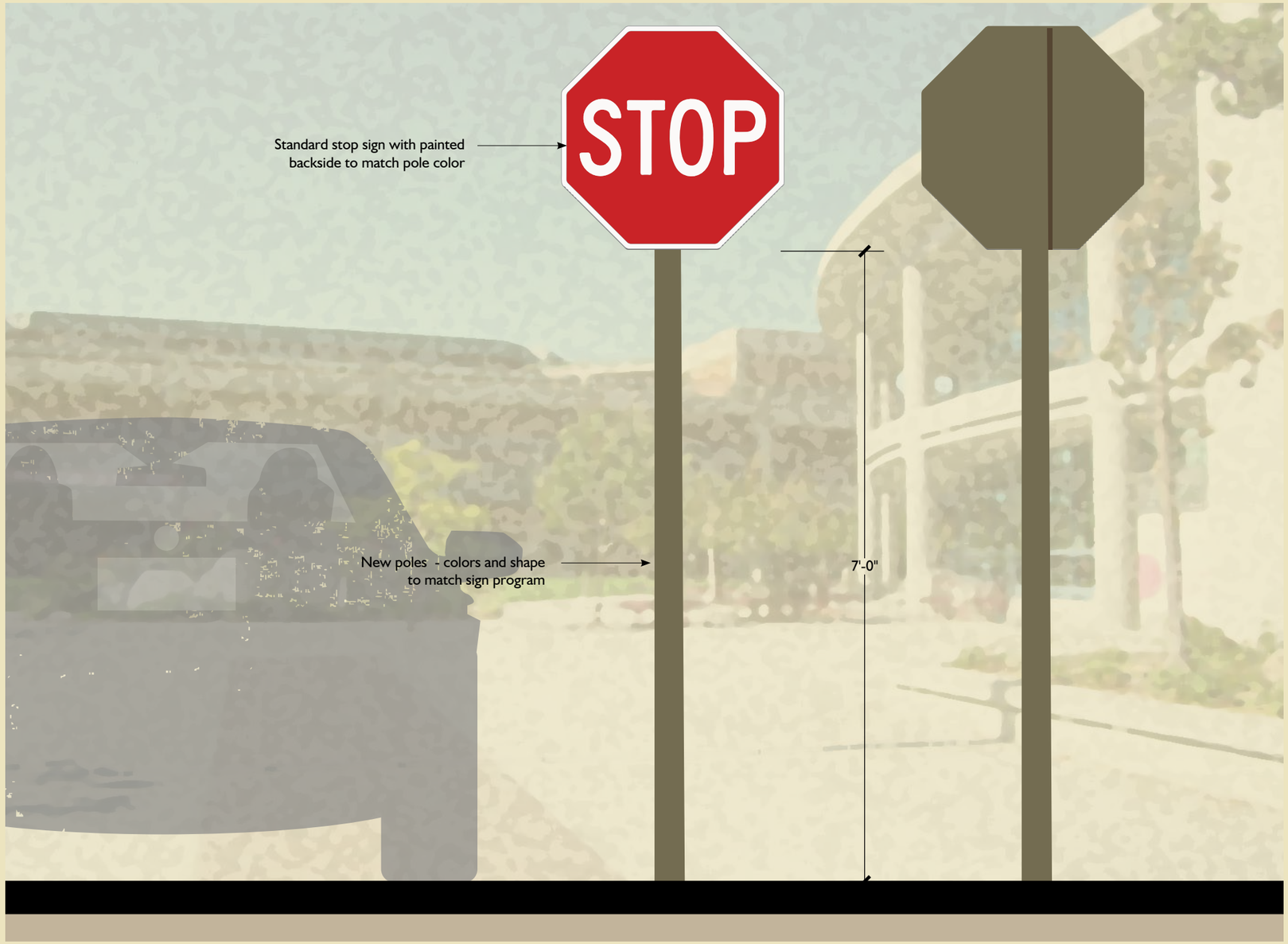


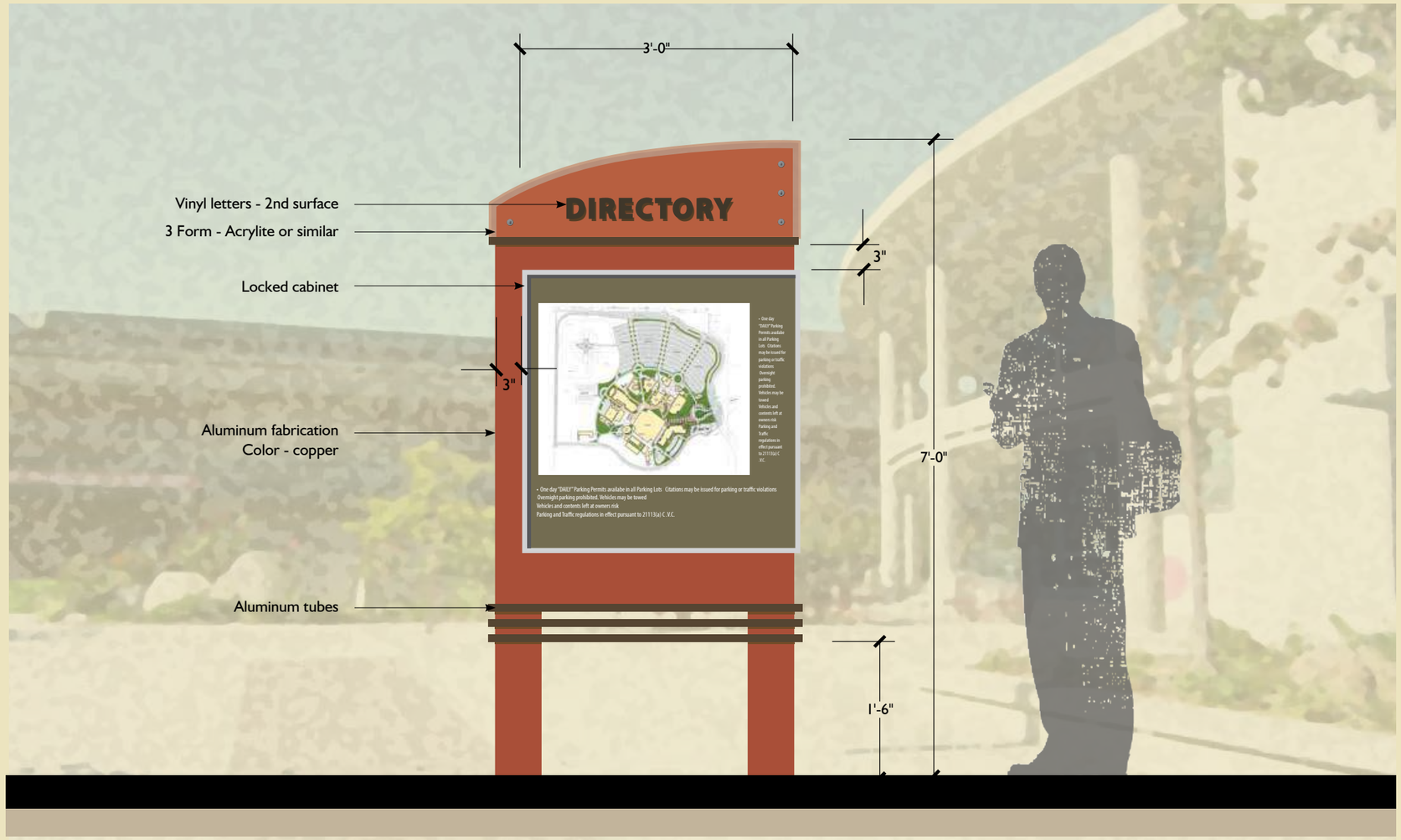
FRONT VIEW
Scale: 3/4" = 1'-0"
NON-ILLUMINATED, SINGLE SIDED

FRONT VIEW
Scale: 3/4" = 1'-0"
NON-ILLUMINATED, SINGLE SIDED

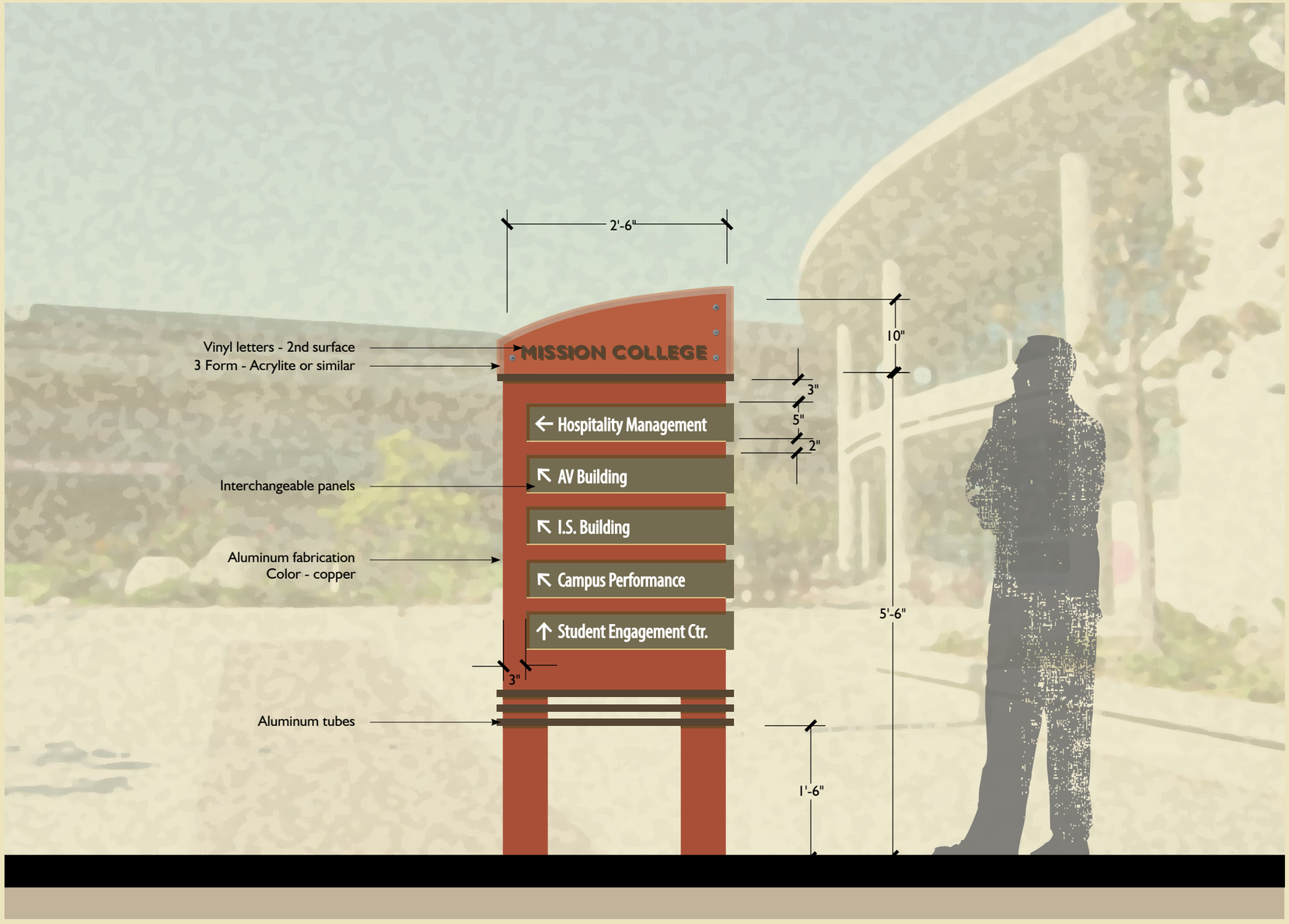

PARKING
LOTS A - D
5"
2'-0"
STAFF
PARKING
ONLY
2'-0"
2'-8"
PASSENGER
LOADING
ONLY
5-MINUTE LIMIT
DRIVER MUST
REMAIN WITH
VEHICULE
New poles - colors and shape
to match sign program
Existing poles
7'-0"
7'-0"

Scale: 3/4” = 1’-0”

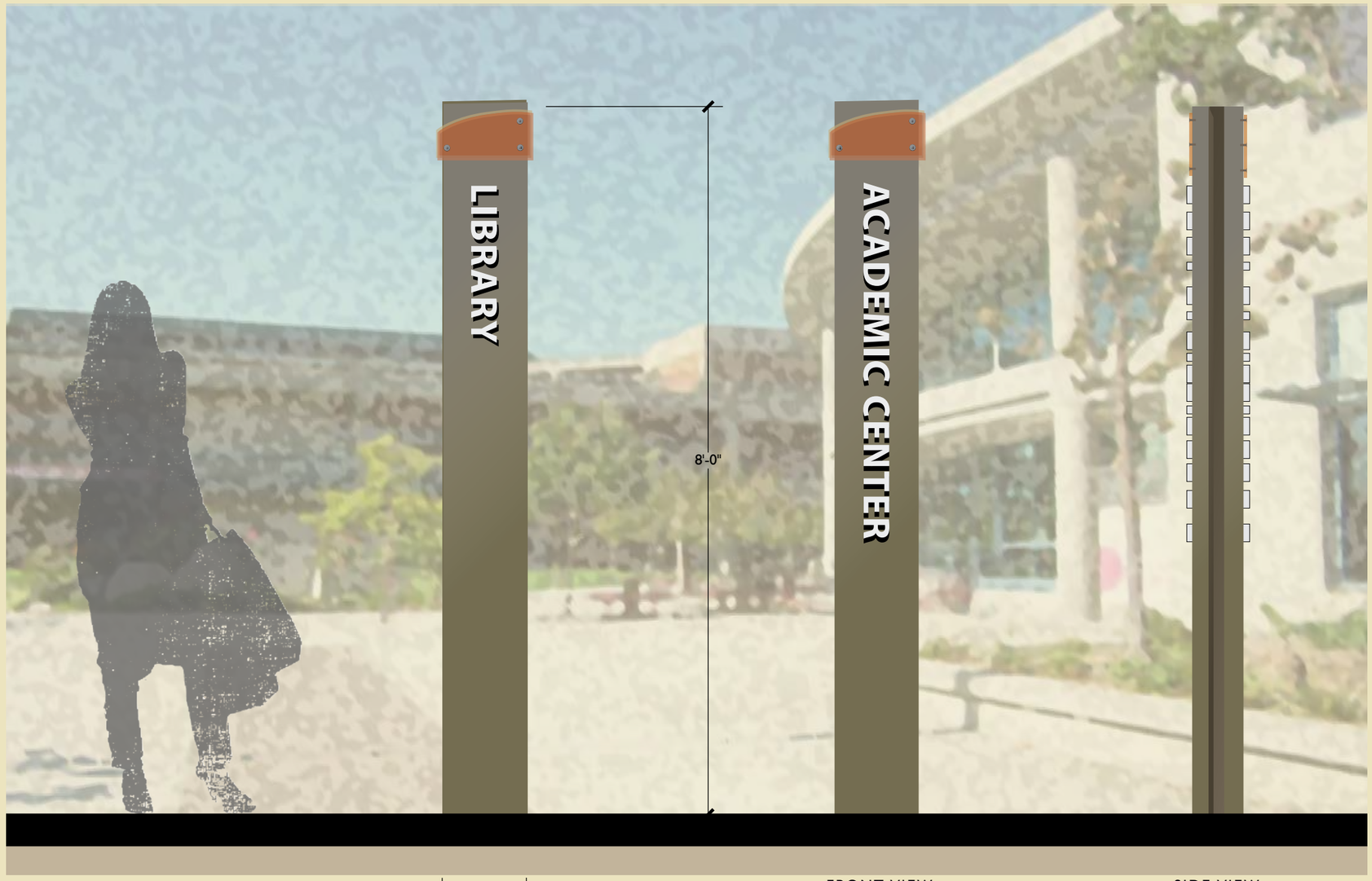

Standard stop sign with painted backside to match pole color
STOP
New poles - colors and shape to match sign program
7'-0"



FRONT VIEW
Scale: 3/4" = 1'-0"
NON-ILLUMINATED, DOUBLE SIDED



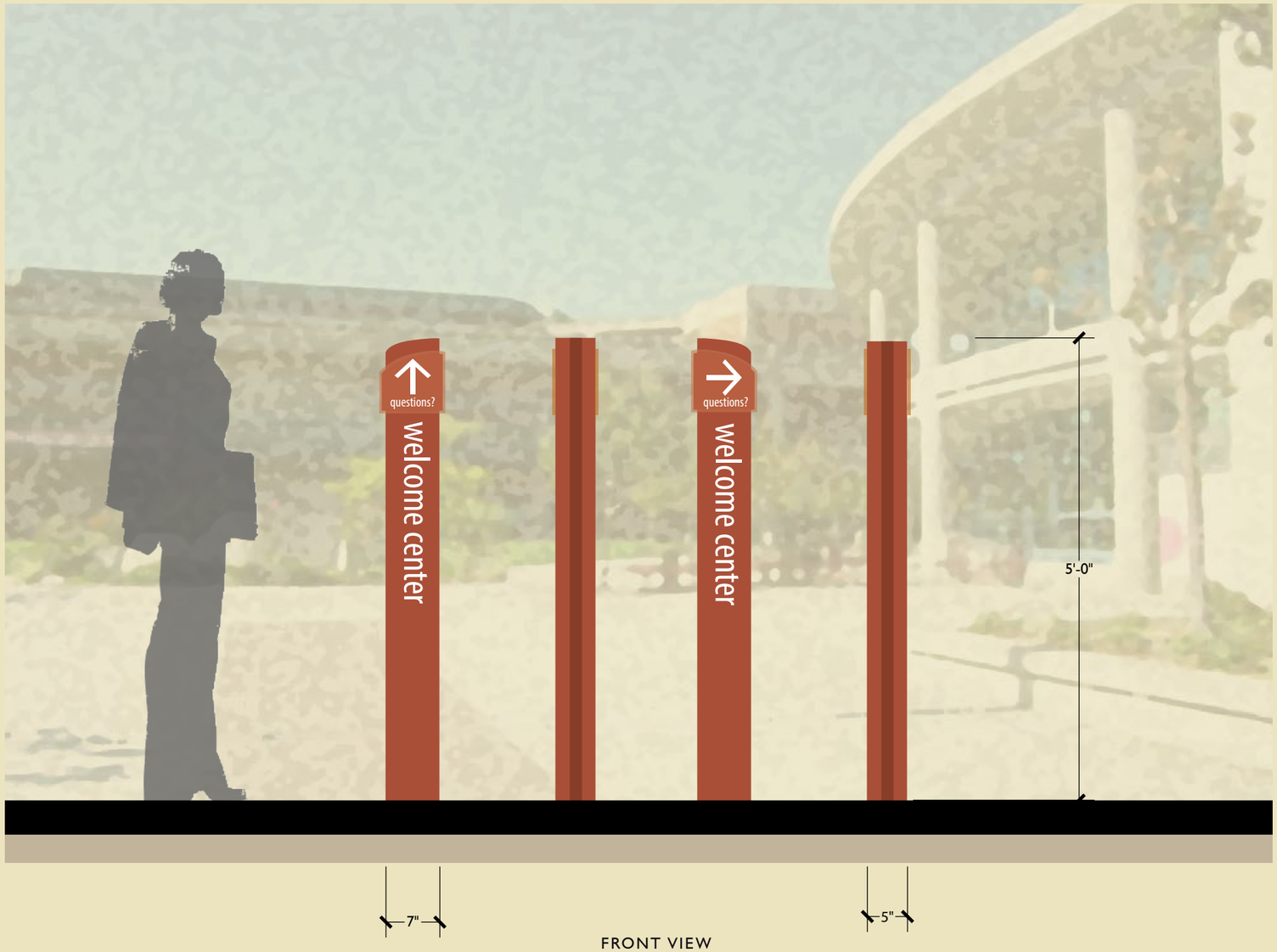
FRONT VIEW
Scale: 3/4" = 1'-0"
NON-ILLUMINATED, DOUBLE SIDED



FRONT VIEW SIDE VIEW

FRONT VIEW
Scale: 3/4" = 1'-0"
NON-ILLUMINATED, DOUBLE SIDED

PHOTOSIMULATION



FRONT VIEW
Scale: 3/4" = 1'-0"
NON-ILLUMINATED, DOUBLE SIDED

TYPICAL DONOR SIGNAGE