

United States – MiraCosta College

Established in 1934, MiraCosta College is a public California community college serving coastal North San Diego County. The main campus is located in Oceanside, California, United States.

Student numbers

More than 100 thousand students	20-100 thousand students	1-20 thousand students	No data
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Core Funding

Private
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 Public

Qualifications offered

Vocational qualification (ISCED 3-4)	Master's degree or equivalent (ISCED 7)
Associate degree or equivalent (ISCED 5)	Doctoral degree or equivalent (ISCED 8)
Undergraduate degree or equivalent (ISCED 6)	Informal recognition (e.g. badges)
No formal/non-formal credits or qualifications / independent study	Other

Subjects offered

Generic programmes and qualifications	Information and communication technologies
Education	Engineering
Arts and humanities	Agriculture & veterinary
Social sciences, journalism and information	Health and welfare
Business, administration and law	Security, transport, hygiene and public health services
Natural sciences, mathematics and statistics	Other

Business Model

Fixed core model

Defender-related characteristics versus Prospector-related characteristics

Profitability/sustainability		
Networks		
Competitive advantage		
Value chain		
Communication channels		
Target group		
Products/services		

Business Model: Additional Information

The business model focuses on using digital technologies to reach existing markets via traditional channels using the same or similar products and services as in the past.

Organisation of learning provision

Primarily campus provision	Primarily distance learning provision (correspondence)	Primarily online provision
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Technology-enhanced learning elements

Massive Open Online Course (MOOC)	Virtual Learning Environment (VLE)
Open Educational Resources (OER)	Wikis
Digital Badging	Videoconference
Learning Analytics	Teleconference
Artificial Intelligence	Learning Management System (LMS)
E-Portfolios	Mobile Learning
Blogging and micro-blogging	Bring Your Own Device (BYOD)
Social Media	Online Assessment
Other	

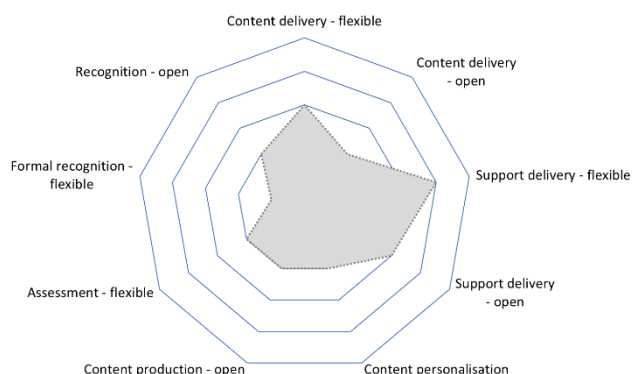
TEL Strategy

While online development has been primarily at the course and service level, we are starting to look at the program level and recognize that we already have several programs that are in part doable online. Significant uptick in systematic institutional support for the use of OER and other zero-textbook cost course materials over the last year and anticipate having ZTC certificate and degree programs in place within the next year.

OOFAT Model

Interpretation: The closer the line moves towards the centre, the more fixed and institution-specific the approach taken by the institution. The further from the centre, the more flexible and open the approach.

Access-focused OOFAT model



OOFAT Model: Additional Information

Content

Most courses are traditional in their content and assessment formats. Some may use 3rd party digital resources that provide some form of personalization. Most courses are still using traditional content provision, but the use of OER is increasing significantly.

Delivery

Most classes traditionally time and place-bound on campus. About 20% are offered via distance education, mostly still bound to traditional semester schedule with weekly pacing, but are almost always fully asynchronous. Most distance education classes are completely place-independent. Most classes use traditional materials and closed course management systems. However, increased use of OER. Our goal is to provide comparable student support services for students online.

Recognition

Most assessment is traditional. There are options for testing out of coursework, and some online classes have some limited degrees of flexibility for completion of assessment activities. With "guided pathways" we are becoming even more prescriptive. There is some limited prior learning assessment, but for the most part assessment is traditional.