



Strategic Plan Fall 2020-Spring 2027



SAN DIEGO MIRAMAR COLLEGE

San Diego Miramar College • 10440 Black Mountain Road, San Diego, CA 92126 • sdmiramar.edu

Table of Contents

Introduction	1
Purpose	1
Approach.....	1
Environmental Scan Summary.....	2
External Environment.....	2
Internal Environment.....	3
Strategic Plan Development.....	5
Overall Planning Framework.....	7
Mission	7
Vision	7
Strategic Goals and Directions Fall 2020-Spring 2027.....	8
Key Performance Indicators (KPIs) for Strategic Plan Fall 2020–Spring 2027 Assessment.....	10
Strategic Plan Implementation.....	15
Conclusions	16



Introduction

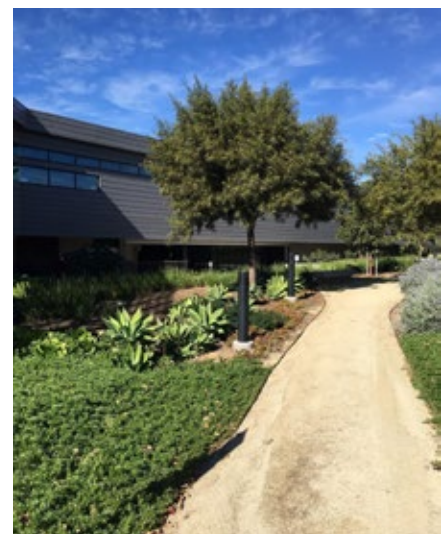
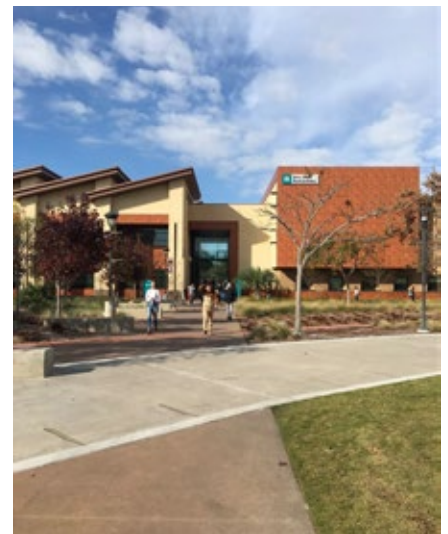
The San Diego Miramar College Strategic Plan Fall 2020 - Spring 2027 presents the direction the College will pursue in response to the changing educational, economic, and social environment in the San Diego region, the State of California, and within our nation. The College's Mission and Vision statements serve as the planning framework for this important document. The previous long-term planning cycle update (San Diego Miramar College Strategic Plan Fall 2013 - Spring 2020 Update) was reviewed and closed-out upon the progress made in completing most of the strategic goals outlined in the 2015-2016 Strategic Plan Assessment Scorecard (SPAS). Any goals that were not completed were either outdated or rolled over into this cycle. Therefore, the new plan is referred to as the San Diego Miramar College Strategic Plan Fall 2020 - Spring 2027 in this document.

Purpose

The purpose of the San Diego Miramar College Strategic Plan Fall 2020 - Spring 2027 is to provide a clear direction to the college's three divisions, and the School of Planning, Research and Institutional Effectiveness (PRIE), Library and Technology in efforts to guide the development of all the college's main/operational plans. The plan is designed to respond to the current and projected educational needs of the service area, and the economic, demographic, and community trends. The plan considers the financial endeavors facing California and promotes beneficial community and economic development partnerships. Finally, this plan also considers the social impacts of Diversity, Equity, and Inclusion (DEI) facing the nation, as well as the global pandemic.

Approach

The College reviewed the previous long-term planning cycle (Strategic Plan Fall 2013 - Spring 2020 Update). The current plan reflects the most current needs and emerging opportunities in the region served by the San Diego Community College District (SDCCD) in general and more specifically in its service area. The plan focuses on student equity and success, the College's collegial planning efforts, and its participatory governance.



Environmental Scan Summary

External Environment

The San Diego Community College District is the largest community college district in the San Diego region with a projected population growth of 11.1% by 2025, with the fastest growth anticipated for the Hispanic population. Also expected is the population growth for female and young veterans (17- 44 years old), although there's a decrease of overall veteran population in the county and state.

San Diego Miramar College is the youngest community college within the SDCCCD. The College is located along the I-15 corridor in the rapidly growing northeastern part of the City of San Diego, just north of the Marine Corps Air Station Miramar. The College serves students from the San Diego Community College District boundary area and from outside SDCCCD boundaries, attracting students for regional training programs, obtaining associate degrees and certificates, or transferring to 4-year universities. The College also attracts residential proximity to the San Diego Miramar College campus.

Statewide there has been a decrease in the headcount of students enrolled at community colleges, whereas Miramar College has had increasing enrollments prior to 2020-2021. Among the College's feeder high schools, San Diego Unified School District has the highest average overall enrollment as well as Grade 12 enrollment in San Diego County (and is second and third in the state). There is also an increase in the average enrollment/Grade 12 enrollment for San Marcos Unified School District and Poway Unified School District, respectively. While a slight decline in attendance of public school, K-12 enrollment growth is expected for San Diego County and California. An increasing number of private school graduates are attending Miramar College based on an analysis of five private high schools identified as important feeders.

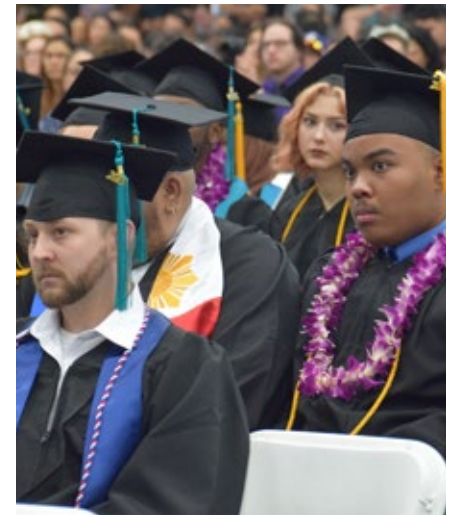
Since its founding in 1969 to provide training for San Diego's firefighters and law enforcement officers, the College has expanded its educational programs and grown to be a comprehensive 2-year college that serves educational needs of associate degrees and certificates, transfer, and career and technical education students. The College continues to grow with the opportunities and resources provided through multiple statewide and local initiatives and programs (e.g., Vision for Success, Student Centered Funding Formula, California Guided Pathways, Student Equity and Achievement Program, Strong workforce Plan, San Diego Promise, and 4-Year Baccalaureate Program at California Community Colleges). Furthermore, to prepare students for high demand and well-paying careers in the highly competitive labor market, successful partnerships have been developed with the community and local industry including: public safety agencies, the City of San Diego, and various manufacturers (e.g., Boeing, Caterpillar, Chrysler, Honda, MTS, and Toyota). The College is also home to various career education programs,



such as biotechnology, child development, paralegal, and multiple programs in advanced transportation.

Prior to the Pandemic, civilian labor force and employment rate were increasing countywide. In particular, employment increased in Construction and Transportation and Warehousing, but decreased for Mining, Quarrying, and Oil/Gas Extraction and Utilities. Among occupations requiring postsecondary training or an associate's degree for entry, Bookkeeping, Accounting, Auditing Clerks and Teacher Assistants are predicted to have the most annual job openings in the county, whereas General and Operations Manager and Registered Nurses are predicted to have the most annual job openings in the county among occupations requiring a bachelor's degree for entry. In addition, Office and Administrative Support and Sales and Related have been identified as the top two most in-demand jobs, which are severely undersupplied in San Diego County. The San Diego-Imperial Center of Excellence for Labor Market Research (COE) revealed some pandemic-resilient jobs that did not appear between March and June 2020: Automotive Service Technicians and Mechanics, Financial Analysts, Medical and Clinical Laboratory Technicians, Nursing Assistants, Preschool Teachers, Real Estate Agents, Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products, and Teacher and Instructor.

Since March 2020, the COVID-19 pandemic has led to significant business closures, job losses, and decrease in enrollment. Its impact has the local socio-economic outlook of the region. The Unemployment Index (UI) in San Diego has increased from 3.1% (prior to the Pandemic) to 8%. The pandemic has disproportionately impacted low-wage workers. Approximately 64% of Hispanic/Latinx individuals and 61% of those who identified as Black also reported that they or someone in their household had been negatively impacted economically. The 2020 #RealCollege Survey by the HOPE Center reported that among SDCCD students who participated in the survey, 59% were housing insecure, 18% experienced homelessness, and 43% were food insecure during the Pandemic, which were all higher than the national trends.



Internal Environment

On average, White and Latinx students comprised the largest percentage of the Miramar College student population (34% and 32%, respectively), followed by Asian/Pacific Islander students (13%). The Latinx student headcount increased 50%, currently overrepresented at Miramar College compared to their percentage of the population within/outside of the service area. Nearly half of the students (49%) were between ages 18-24 and nearly a quarter (24%) were First Generation, both of which are showing increasing trends.

Prior to spring 2020, nearly seventy percent (69%) of San Diego Miramar College's students (headcount) were face-to-face on-campus classes, while 19% were online only. Roughly 12% of online students also took on-campus classes at the college. Overall, course retention rate for online students is 86%, on average, compared to 91% for on-campus students, and 90% for all classes. Overall course success rates for online students is 70%, on average, compared to 81% for on-campus students, and 78% for all classes (Source: PREDD 2019-2020). During the Pandemic with most of the classes were offered remotely, both the college retention rate and success rate decreased to 86% and 76%, respectively.

The five-year average (2015/2016 - 2019/2020) course retention rate at Miramar College was 90% and the successful course completion rate was 78%. African American/Black students and Latinx students had lower success and retention rates compared to the collegewide benchmark as well as the other ethnic groups (Source: PREDD 2019-2020). The average term persistence rate of first-time students enrolled at Miramar College was 71% during the Fall 2013 through Fall 2017 cohorts. The average annual persistence rate among the Fall 2013 to Fall 2017 cohorts was 52%. On average, students between ages 18 and 24 had the highest persistence rate (54%). Female students also had higher annual persistence rates than those of their male counterparts, whereas African American/Black students and Latinx students have experienced the lowest annual persistence rates between the Fall 2013 and Fall 2017 cohorts (Source: Miramar College Fact Book 2018-2019).



Strategic Plan Development

This round of Strategic Plan development was unprecedented. Reason being is because of the rapid changes in the environment over the last several years. These substantial changes took place at three levels: 1) Local, 2) State, and 3) National/ Global. At the local level, the College engaged in governance redesign efforts commencing spring 2018 and ending with a final implementation in fall 2021.

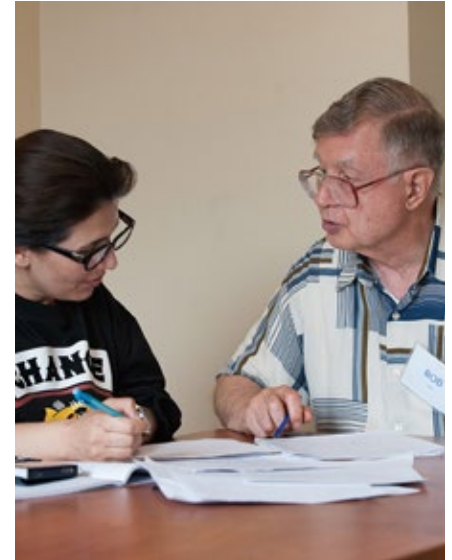
At the State level, in fall 2017, the State Chancellor's office implemented the Vision for Success (VFS), which is meant to unite the California Community College system behind five strategic goals that serve as the 'North Star'. In order to achieve these lofty goals, the State Chancellor's office also implemented Guided Pathways, which is the vehicle used to redesign college efforts in meeting student need. To help incentivize colleges within the system to redesign their efforts around VFS, the State changed the way colleges are paid through the Student-Centered Funding Formula (SCFF). Instead of relying on enrollment to fully fund college operations, SCFF includes both supplemental and success metrics to augment funding for colleges based on percentages that phase in over time. This type of funding model encourages local colleges to comply with Guided pathways changes in meeting the VFS goals.

At the national/global level, there are two significant events that occurred in 2020. First, a global pandemic occurred that forced most social life to cease and business operations to move fully online in meeting consumer demand. Second, the George Floyd murder sparked the nation to dive deep into its psyche and soul in examining diversity, equity, inclusion, anti-racism, and social justice issues as a collective unit. Both of these events are persisting in 2021.

With all these significant changes occurring at three different levels caused this Strategic Plan development to be postponed for a year. As the old cycle was supposed to close out in spring 2020, it had to last until spring 2021. Part of the delay was due to the need to add a fifth strategic goal which spoke directly to DEI planning for the 7-year cycle. All the five strategic goals/directions received final college approval at the end of fall 2020. As a result, the Key Performance Indicators (KPIs) were revised and received college approval at the end of spring 2021.

Integral to the development of this plan is its alignment with the SDCCCD strategic plan, the external and internal scans and trends were conducted collaboratively among the college's Office of Planning, Research, and Institutional Effectiveness with consultation from SDCCCD Office of Institutional Research and Planning. The Strategic Plan guides the college to fulfill its mission over a 7-year period.

The Planning and Institutional Effectiveness Committee (PIEC), with representatives of all the college's constituent groups, under the direction of the College Executive Committee (CEC), was the primary orchestrator of this plan. PIEC started the process by closing the loop on the last 7-year cycle. The committee examined the progress made on the priorities identified in the Fall 2014-Spring 2021 Educational



Master Plan Update. Grounded in the Strategic Plan Assessment Scorecard (SPAS) benchmarking process, priorities were either met, dismissed due to being outdated, or retained in the new planning cycle due to environmental factors.

The following collegewide priorities were fulfilled: 1) To increase the number of course sections to reach the goal of 10,000 FTES, 2) To increase the number of Associate Degrees and Certificates awarded, and 3) To increase the success rate for CTE students. Moving forward, the FTES goal will be omitted. The associate degrees/certificates awarded will be retained due to SCFF, but will have some augmentations. The CTE success rate priority will be dropped as it is now an outdated metric due to changes in Career Education. The other priorities are increasing transfer volume and rate, increasing course completion rates for disproportionately impacted populations of students as identified in the Student Equity Plan, and increasing the number of outreach activities and programs will be retained (with some modifications) for the new 7-year planning cycle.

The next phase of this process is the development of a comprehensive set of benchmarks which will be initiated fall 2021 by PIEC. The KPIs will follow the well-established SPAS benchmarking which will provide the College with a new set of priorities to focus on for this long-term cycle. With identified priorities in place, the College will then be able to create action plans to address those priorities, based upon allocated resources. The collegewide priorities will be the focus of the upcoming Educational Master Plan process.



Overall Planning Framework

Mission

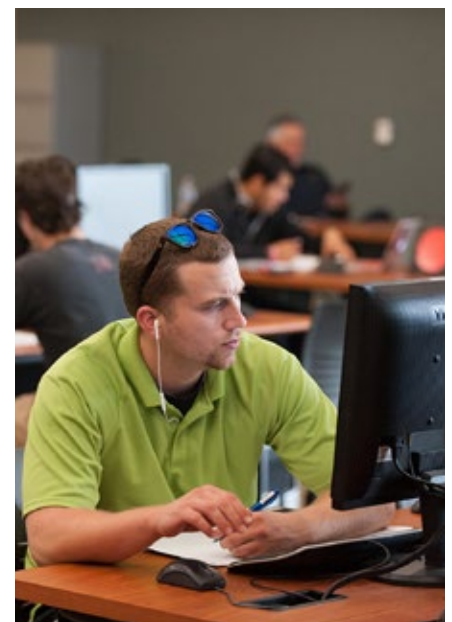
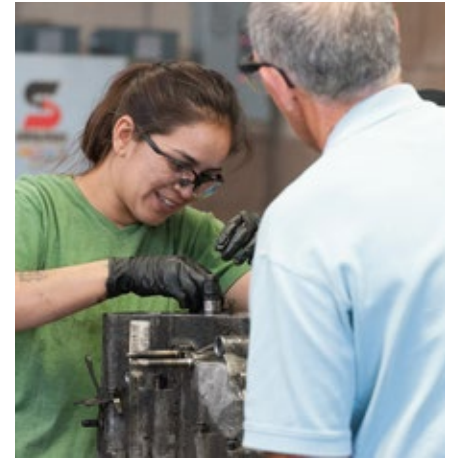
San Diego Miramar College's mission is to prepare students to succeed by providing quality instruction and services in an environment that supports and promotes success, diversity, inclusion, and equity with innovative programs and partnerships to facilitate completion for degrees/certificates, transfer, workforce training, and/or career advancement.

Vision

San Diego Miramar College will be the center of education innovation, and services to support our diverse students and community.

San Diego Miramar College, in keeping with this vision, supports and emphasizes the following guiding values:

- Access to learning and support services, for all students to successfully achieve their educational and career goals
- A culture that embraces and promotes equity, inclusion, civility, responsibility, sustainability, from a global perspective
- Diversity, equity, inclusion, and success of our students, classified professionals, faculty, administrators, and programs that reflect our community
- Creativity, innovation, flexibility, and excellence in teaching, learning, and services
- The ability to recognize and respond to opportunities and challenges emerging from a complex and dynamic world
- Strategic resource and partnership development to support curriculum and program innovation
- Collaboration and partnerships
- Effective participation in governance with respect and professionalism, through intentional, purposeful, and effective communication embraced by the college community
- Transformative processes that include a culture of evidence, collaborative inquiry, and action for promoting student success



Strategic Goals and Directions

Fall 2020 - Spring 2027



- 1) **Pathways** - Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success

Strategic Direction 1 – Build and implement coherent guided pathways for students through focusing on onboarding, course, and program redesign.

Strategic Direction 2 – Ensure that guided pathways leads to student completion that fit real-world demand.

Strategic Direction 3 – Strengthen the connection between student learning and performance both inside and outside the classroom.

- 2) **Engagement** - Enhance the college experience by providing student-centered programs, services, and activities that close achievement gaps, engage students, and remove barriers to their success

Strategic Direction 1 - Identify resources for appropriate venues, programs, and services to support student engagement.

Strategic Direction 2 - Build and strengthen instructional and non-instructional program, services, and activities that focus on elevating disproportionately impacted populations.

- 3) **Organizational Health** - Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making

Strategic Direction 1 - Systematically engage in the program review process across the college that lead to plans of action and meaningful clear outcomes.

Strategic Direction 2 - Strengthen the link between program review and strategic planning by focusing on student learning and performance.

Strategic Direction 3 - Ensure tighter alignment between program resource allocation and needs assessment in meeting student equity and success.

- 4) **Relationship Cultivation** - Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships

Strategic Direction 1 - Redesign a clear, well-understood decision-making structure, process and pathway, with clear mechanisms for reviewing information, making timely decisions, and communicating information back to all college constituencies.

Strategic Direction 2 - Ensure that the college's equity efforts are in alignment with the diversity and inclusion needs of the college.

Strategic Direction 3 - Identify current and prospective partnerships with educational institutions, business and industry, and the community at large.



5) **Diversity, Equity, and Inclusion (DEI)** - Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community.

Strategic Direction 1 - Systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.

Strategic Direction 2 - Establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.

Strategic Direction 3 - Systematically review, develop and incorporate equity-minded practices in: 1) culturally responsive instructional pedagogy, 2) student-centered services, and 3) recruitment, screening, and retention of employees.



Key Performance Indicators (KPIs) for Strategic Plan
Fall 2020 - Spring 2027 Assessment

I) Pathways - Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success

Strategic Directions	Indicators and Measures:
<p>I.1. Build and implement coherent guided pathways for students through focusing on onboarding, course, and program redesign.</p>	<p><i>Onboarding (Indicator)</i> I.1.1. Enrollment counts and percentages (by pathways) <i>Course and Program Redesign (Indicator)</i> I.1.2. Retention rate I.1.3. Persistence rate <i>(Data for I.1.2-I.1.3 are available in the Guided Pathway Launchboard)</i> I.1.4. Student Satisfaction with the pathways and wrap around services received (Note: pending Guided Pathways work)</p>
<p>I.2. Ensure that guided pathways leads to student completion that fit real-world demand.</p>	<p><i>Student Completion (Indicator)</i> I.2.1. Successful Course Completion Rate I.2.2. Number of degrees and certificates awarded I.2.3. Number of Associate Degree for Transfer (ADT) awarded I.2.4. Transfer volume <i>Fitting Real-World Demand (Indicator)</i> I.2.5. Career Education Students who earn degrees, awards, and;/or apprenticeship journey status</p>
<p>I.3. Strengthen the connection between student learning and performance both inside and outside the classroom.</p>	<p><i>Student Learning (Indicator)</i> I.3.1. Number (OR percentage) of courses/programs/units with ongoing assessment of learning outcomes within 3-year cycle a. Student Learning Outcomes (SLOs) b. Program Learning Outcomes (PLOs) c. Service Unit Outcomes (SUOs)</p>

2) Engagement - Enhance the college experience by providing student-centered programs, services, and activities that close achievement gaps, engage students, and remove barriers to their success

Strategic Directions	Indicators and Measures:
<p>II.1. Identify resources for appropriate venues, programs, and services to support student engagement.</p>	<p><i>Student Engagement (Indicator)</i></p> <p>II.1.1. Number of course sections offered via all modalities (Distance Ed, day time and evening classes, and off-campus locations)</p> <p>II.1.2. Number of support services by modality offered via Distance Ed or off-campus locations</p> <p><i>Professional Development (Indicator)</i></p> <p>II.1.3. Number of professional development workshops and activities (This metric to be reviewed by PD committee/coordinator)</p> <p>II.1.4. Number of participating faculty, classified staff, and administrator's participations. (This metric to be reviewed by PD committee/coordinator)</p>
<p>II.2. Build and strengthen instructional and non-instructional program, services, and activities that focus on elevating disproportionately impacted populations.</p>	<p><i>Equity (Indicator)</i></p> <p>II.2.1. Success and Retention rates by DI populations:</p> <ul style="list-style-type: none"> a. Ethnicity b. Gender c. Current or former foster youth d. Students with disabilities e. Low-income students f. Veterans g. Homeless students h. Lesbian, gay, bisexual, or transgender students i. Age j. Course Modality (e.g., online, on campus) k. Student type (e.g., day, evening, both defined by class time) <p>II.2.2. Student Equity Plan Indicators (2019)</p> <ul style="list-style-type: none"> a. Access – Applied and enrolled at the same college b. First Year Retention – Fall to Spring c. Completion of transfer-level Math and English in the first year d. Transfer to a four-year institution e. Earned credit certificate over 18 units, associate degree, CCC bachelor's degree

3) Organizational Health - Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making

Strategic Directions	Indicators and Measures:
<p>III.1. Systematically engage in the program review process across the college that lead to plans of action and meaningful clear outcomes.</p>	<p><i>Program Review (Indicator)</i> III.1.1. Percentage of program reviews completed III.1.2. Percentage of program review reports reviewed applying the Rubric</p>
<p>III.2. Strengthen the link between program review and strategic planning by focusing on student learning and performance.</p>	<p><i>Planning Alignment (Indicator)</i> III.2.1. Program Review data specific to technology needs for instruction and services (BRDS RFFs) III.2.2. Program review results specific to student learning and performance a. Student Learning Outcomes (SLOs) b. Program Learning Outcomes (PLOs) c. Service Unit Outcomes (SUOs) III.2.3. Program review results related to performance metrics: a. Success b. Retention c. Persistence d. Transfer volume & rate</p>
<p>III.3. Ensure tighter alignment between program resource allocation and needs assessment in meeting student equity and success.</p>	<p><i>Equity (Indicator)</i> III.3.1. Increased resource requests related to mitigating equity gaps received via program review processes a. The number of resource requests for mitigating equity gaps.</p>

4) Relationship Cultivation - Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships

Strategic Directions	Indicators and Measures:
<p>IV.1. Redesign a clear, well-understood decision-making structure, process and pathway, with clear mechanisms for reviewing information, making timely decisions, and communicating information back to all college constituencies.</p>	<p><i>Governance (Indicator)</i> IV.1.1. Effectiveness of the Governance Structure (Survey)</p> <ul style="list-style-type: none"> a. Goal alignment b. Communication (within committee) c. Information flow (within governance) d. Time to decision making e. Time from decision to action
<p>IV.2. Ensure that the college's equity efforts are in alignment with the diversity and inclusion needs of the college.</p>	<p><i>Equity (Indicator)</i> IV.2.1. Effectiveness of the Student Equity Plan</p> <ul style="list-style-type: none"> a. Goal alignment
<p>IV.3. Identify current and prospective partnerships with educational institutions, business and industry, and the community at large.</p>	<p><i>Partnerships (Indicator)</i></p> <p>IV.3.1. Number of resources initiated or supported through external funding</p> <p>IV.3.2. List of current partnerships with educational institutions, business and industry, advisory boards, and community-at-large (e.g., San Diego Food Bank.)</p> <p>IV.3.3. Number of outreach activities/programs to high school and the community</p> <p>IV.3.4. Impact/effectiveness of the outreach activities/programs</p> <ul style="list-style-type: none"> a. Number of participants <p>IV.3.5. Other impact of partnerships</p> <ul style="list-style-type: none"> a. Percentage change of articulation agreements b. New curriculum developed c. Pathways/course/program mapping changed



5) Diversity, Equity, and Inclusion (DEI) - Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community.

Strategic Directions	Indicators and Measures:
<p>V.1. Systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services</p>	<p><i>Equity-minded updates and practices (Indicator)</i> V.1.1. Effectiveness of the Governance Structure (Survey)</p> <ul style="list-style-type: none"> a. Goal alignment b. Communication (within committee) c. Information flow (within governance) d. Time to decision making e. Time from decision to action
<p>V.2. Establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.</p>	<p><i>Professional Development (Indicator)</i> V.2.1. Number of college-wide events and PD opportunities/FLEX activities designed to increase capacity around and engagement in equity, diversity, inclusion, social justice, or anti-racism V.2.2. Number of employees who have attended equity, diversity, inclusion, social justice, anti-racism PD opportunities/FLEX activities V.2.3. Satisfaction of the PD activities</p>
<p>V.3. Systematically review, develop and incorporate equity-minded practices in: 1) culturally responsive instructional pedagogy, 2) student-centered services, and 3) recruitment, screening, and retention of employees.</p>	<p><i>Development and incorporation of equity-minded practices (Indicator)</i> V.3.1. Culturally instructional pedagogy</p> <ul style="list-style-type: none"> a. Number of courses with culturally responsive texts, lessons, assignments, media, activities (see Culturally responsive Curriculum Scorecard) <p>V.3.2. Student-centered services</p> <ul style="list-style-type: none"> a. Number of programs/services that collect, disaggregate, and analyze student data b. Number of students that participate in DEI activities/groups (equity related events, clubs/organizations, etc.) c. Number of students who access basic needs resources <p>V.3.3. Recruitment, screening, and retention of employees</p> <ul style="list-style-type: none"> a. Number of faculty trained in culturally responsive instructional pedagogy b. Climate survey results related to the workplace (pre- and post-implementation of new DEI practices)

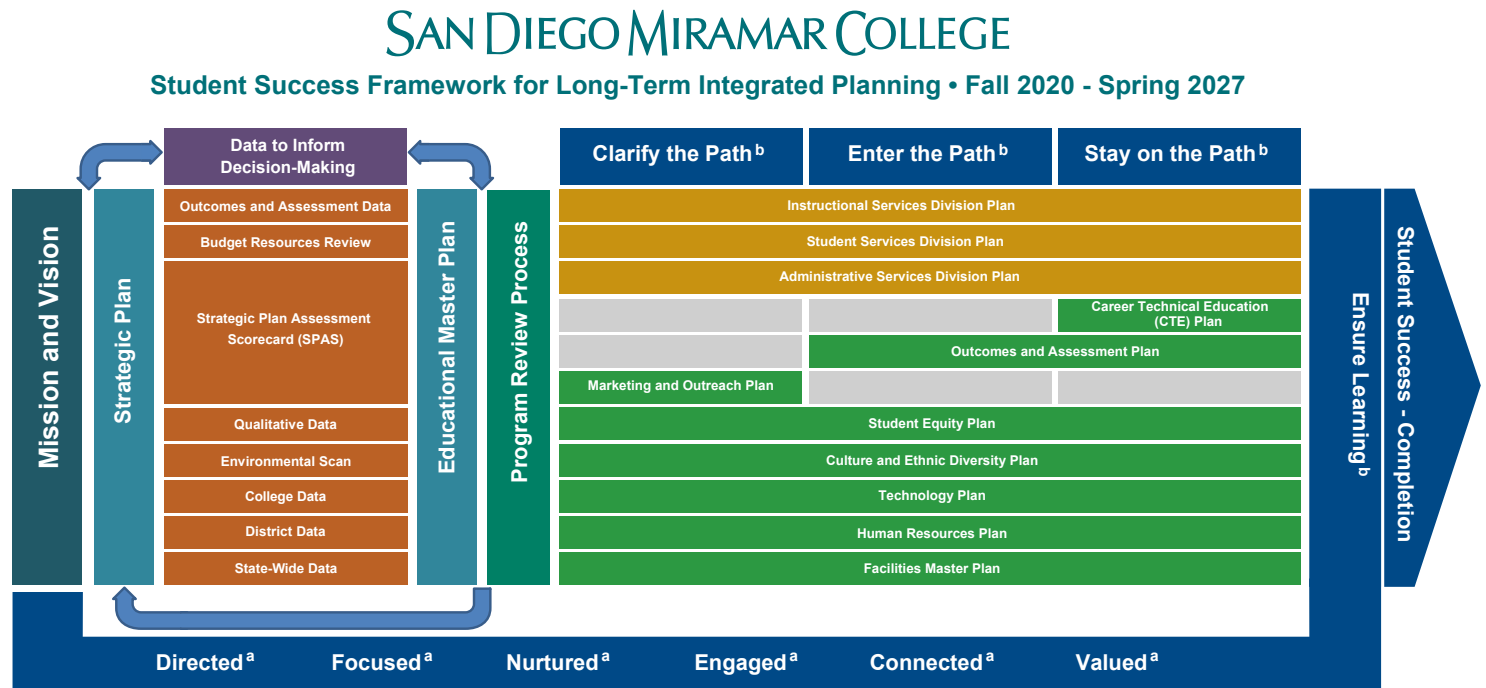
Strategic Plan Implementation

The College has systematically upgraded its integrated planning efforts with its strategic plan as the primary guide of all its planning (depicted in the figure below). The 7-year strategic plan, with a mid-term 3.5-year assessment update, outline common goals and strategies developed with participation of all college constituencies. The strategic goals align with the Educational Mater Plan in guiding the decision-making of the college through its implementation of the Division Plans and all the Operational Plans.

The College divisions, departments, and units develop their respective plans through the cyclical program review process, which includes learning/services outcomes. This is part of the College's Student Success Framework for Long-term Integrated Planning, which is used to implement the strategic directions and move the college towards attaining its strategic goals.

A series of staggered updates of all college plans, in addition to the mid-term Strategic Plan Assessment Scorecard (SPAS), will inform the 7-year progress toward achieving the strategic goals.

Figure 1. Student Success Framework for Long-term Integrated Planning



^a Six Factors of Student Success (Source: Student Support Redefined Initiative)
^b Vision for Success (Source: California Community College Chancellor's Office)

Final CEC approval 9/22/20

See Annual Planning Cycle/Calendar for specific details

Conclusions

San Diego Miramar College has evolved since its founding from an institution for training San Diego's firefighters and law enforcement officers into a comprehensive college with transfer and expanded career and technical education programs. The College's mission addresses student preparation for workforce entry, transfer to 4-year universities, and commitment to DEI in the current local and national environment, and clearly communicates this commitment in preparing its students for equitable success.

The goal of the San Diego Miramar College Strategic Plan Fall 2020 - Spring 2027 is to match the college's commitment to students and the community by focusing the college's current collaborative efforts and resources to enhance programs and improve services to ensure equitable student success. This is done through common goals and strategies, defined indicators and measures (i.e., performance and learning), and benchmarking to gauge college's progress. This will ensure its fulfillment of the college's mission.



SAN DIEGO MIRAMAR COLLEGE

10440 Black Mountain Road
San Diego, CA 92126-2910
www.sdmiramar.edu

P. Wesley Lundburg, Ph.D., President



The San Diego Community College District includes San Diego City College, San Diego Mesa College, San Diego Miramar College and San Diego Continuing Education. The SDCCD is governed by its Board of Trustees. No oral or written representation is binding on the San Diego Community College District without the express approval of the Board of Trustees. (Geysil Arroyo, Mary Graham, Craig Milgrim, Bernie Rbinerson, Maria Nieto Senour, Ph.D.)

Constance M. Carroll, Ph.D., Chancellor

SD Miramar Communications 7/21