

**Miramar College – San Diego Community College District**  
**Site Interview Observations**  
**January 30, 2004**

## **Introduction**

The city of San Diego and San Diego County represent a region used to superlatives: the best year-round climate in the U.S., the best of Southern California, the best access to Mexico and the Pacific Rim. The superlatives are collectively expressed in the city's motto "America's Finest City." Many residents and visitors would agree that these superlatives are not overstatements; the region is climactically, geographically, educationally, and economically blessed.

There is a spirit of cooperation in the region that is also one of the key characteristics of San Diego and San Diego County. That cooperation has led to the creation of one of the top regional training centers in the country housed at Miramar College that provides the home for this CCTI project.

## **America's Finest City**

In its San Diego Book of Facts the San Diego Union-Tribune captures the essence of why the region is so attractive:

*San Diego offers a vibrant and diverse economy along with a strong and committed public/private partnership of local government and businesses dedicated to the creation and retention of jobs for its residents. Although slowed by the recession and defense cuts, business climate continues to thrive due to the diversification of valuable assets such as world-class research institutions; access to Mexico and the Pacific Rim; a well-educated, highly productive workforce; and an unmatched entrepreneurial spirit.*

San Diego's Gross Regional Product (GRP) was 120.1 billion in 2001. In 2002 the GRP increased by 5.1% to 126.2 billion. Part of the reason for this growth is San Diego's abundant and diverse supply of labor at competitive rates. The total civilian labor force is about 1.5 million. In March of 2003, the unemployment rate was 4.3%, far below the state's rate of 6.7% and the nation's rate of 5.8%. The area's climate and quality of life are major factors in attracting a quality workforce. San Diego companies do not have a hard time attracting and retaining workers.

In addition, local colleges and universities with a population of over 230,000 students augment the region's steady influx of qualified labor. Higher education institutions in the region include the University of California at San Diego, San Diego State University, and California State University at San Marcos. The University of California at San Diego ranks #6 in the nation for total university research and development expenditures. San Diego's education institutions graduate nearly 1,600 students annually with Bachelors, Masters, and Ph.D.s in Engineering, Computer Science, Information Systems, Mechanical Engineering, and Electronic Technology. The business schools annually graduate over 1,000 students, and over 2,500 students annually

receive advance degrees in business administration. In addition, there are approximately a dozen world-renowned research institutes in the area that provide the building blocks for new industries, including the Salk Institute for Biological Studies, the Scripps Research Institute, the Burnham Institute, Howard Hughes Medical Institute, Palomar Observatory, the International Thermonuclear Experimental Reactor Project, and Scripps Institution of Oceanography.

In addition to the universities and four-year colleges, there are five community college districts with a total of eight institutions serving San Diego County. These institutions play a significant role in addressing workforce needs in the County and serve as major resources for other community needs. The San Diego Community College District—which includes San Diego City College, San Diego Mesa College, and San Diego Miramar College—sits in the heart of the county and is the largest community college district.

San Diego is strategically located for access to Mexico and the Pacific Rim, and the local economy has profited enormously because of this geographical access. The San Diego/Tijuana border crossing is the world's busiest land border crossing, and Tijuana Economic Development Corporation promotes development in the region. In addition to investments from European and other international firms, San Diego benefits from investments from Japan, Taiwan, Korea, and China. The Japan External Trade Organization, established in 1958, is a non-profit, Japanese government-supported organization dedicated to promoting mutually beneficial trade and economic relationships with the San Diego region. TradePort is designed as an easy-to-use tool offering central access to comprehensive information, trade leads, and company databases.

In 2001, total military population of 292,235 accounted for 10% of the total county population in San Diego. Ten Navy and Marine Corps installations are located in San Diego County, each with its own family housing program. NCAS Miramar, occupying more than 23,000 acres 15 miles north of downtown San Diego, is the Marine Corps' largest aviation facility and hosts the largest military air show in the world. The Marine Corps base at Camp Pendleton is the nation's busiest military base and occupies 250,000 acres 38 miles north of downtown San Diego. Because of these military bases, San Diego County is one of the leading counties in the nation for Department of Defense wages and salaries and Department of Defense procurement contract awards.

## **Miramar College and the Public Safety Training Institute**

Miramar College is a comprehensive, two-year, public community college that offers educational programs spanning both academic and technical fields of study. The College is located in the rapidly growing northeastern part of the city of San Diego, just north of the Miramar Marine Corps Air Station. Fall of 2002, the student population numbered 10,899, a 10% increase in enrollment over fall 2001. Forty-seven percent of this student enrollment is white, 13% Latino, 11% Philippino, 12% Asian-Pacific, and 6% African American.

Miramar College's mission statement is an eloquent statement reflecting the leadership provided by its president, key administrators, and faculty:

*Our mission is to prepare students to succeed in a world of dynamic change by providing an environment which values excellence in teaching, learning, innovation, and partnerships in a setting that celebrates diversity.*

Key to this mission statement, a 2001 strategic plan sets out goals with related measures, intended outcomes, and strategies that sets Miramar aside as one of the leading colleges of its time. That leadership has been recently confirmed by Miramar's selection as one of fifteen colleges to participate in this CCTI project and earlier selection by the League for Innovation as one of a small group of colleges to participate in a national project on learning outcomes for workforce training.

The College has an interesting history related to the creation of public safety training programs in San Diego County. In the 1950s, the San Diego County Sheriff's Department, San Diego Police Department, and San Diego Fire Department conducted basic academy lecture classes in classrooms at their individual agency locations, but physical lab activities related to law enforcement training were held in San Diego Community College District facilities when space was available.

In the late 1960s, the San Diego Community College Board of Trustees made a commitment to the public safety agencies to develop a dedicated site for their specialized training needs. A 125-acre site was selected adjacent to what was then the Miramar Naval Air Station. This surplus military property had been used as an emergency auxiliary landing field during World War II and was commonly known as Hourglass Field.

Miramar College opened as a training center for law enforcement and fire services in 1969. Unique instructional facilities included an outdoor firing range, a forensics lab, a mock courtroom, and a vehicle operations course. The training divisions from the San Diego County Sheriff's Department, San Diego Police Department, and San Diego Fire Department were located on campus to supervise employees during their course work. Full-time faculty were assigned on campus as well to provide instruction in courses related to the Associate Degree Programs in Police and Fire Science.

As the population in San Diego County grew between 1960 and 1990, many of the smaller incorporated city law enforcement agencies were hiring new personnel who needed training. In 1971 there were new state laws requiring continuous training of law enforcement and other safety personnel, and small enforcement agencies could not afford to provide their own training. Miramar College was the ideal answer for these growing agencies, and as a result the number of public safety students at the College increased rapidly.

Beginning in the early 90s, changing economic conditions and negative recessionary periods created a need for all public safety agencies to maximize training funds. Through the leadership of the San Diego County Police Chief's and Sheriffs' Association, San Diego County law enforcement CEOs elected to support a regional training center that became the San Diego Public Safety Training Institute at Miramar College. Consequently, a Joint Powers agreement was structured among the San Diego Community College District, County of San Diego, and City of San Diego. This document is authorized under the California Government Code and

outlines a governance structure for the training institute that is unique to public safety training centers in Southern California.

Currently, the Public Safety Training Institute provides training and education for 18 incorporated cities, including the San Diego County Sheriff's Department, San Diego County Probation Department, San Diego Port Authority, Harbor Police Department, San Diego Fire Department, Hartland Fire District, and California Department of Forestry. Limited training is conducted for the San Diego County District Attorney's Office and the federal agency local offices of the DEA, FBI, INS, and Border Patrol.

The Public Safety Training Institute at Miramar College serves approximately 10,000 sworn and non-sworn students annually delivering instruction in topics ranging from basic academy training to advanced technical skills. Unique to the training center is technology supported lab facilities featuring vehicle operation simulators and a laser assisted firearms training simulator. This and other special equipment was funded under a grant from POST, the California Commission on Peace Officer Standards and Training. It is estimated that 90% of law enforcement personnel in San Diego County train at the Public Safety Training Institute at Miramar College.

The future for the Public Safety Training Institute is bright. With the closure of military bases in the San Diego region, 25 surplus acres at the Naval Training Center has been allocated to the Institute for the development of an instructional facility. This site will include lecture/lab classrooms for public safety training. Additionally, an application was made with the Marine Corps Air Station, Miramar, for 80 acres to develop a Public Safety Vehicle Operations Course. This application is in the final stages, and as drafted, will be a partnership between the Public Safety Training Institute and the United States Marine Corps. This site will include classrooms and the ability to deliver courses beyond mandated public safety vehicle operation courses in topics such as Driver Awareness, Driving Under the Influence, and required driver license course work, which will allow military personnel to operate a variety of vehicles on federal military enclaves. An array of courses will also be available for military dependents.

## **Crawford High School and Project Leap**

Founded in 1957, Crawford High School is a comprehensive high school in the San Diego Unified School District. It is located in an economically disadvantaged urban area of San Diego and houses a large immigrant population. According to the California Department of Education, Crawford is the most diverse high school in the state. The school serves approximately 1,500 culturally and linguistically diverse students, 600 of whom are English language learners. The senior class of 297 students in 2001-2002 included 41% Asian, 23% African American, 27% Hispanic, and 9% White.

In the fall of 2003, Crawford High School established a Legal and Law Enforcement Academy, a partnership project with the American Legal Administrators (ALA) under ALA's Project Leap.

*The vision of Crawford High School's Legal and Law Enforcement Academy is to inspire a passion for the law and prepare students for postsecondary options and successful integration into the legal and law enforcement professions.*

The Academy is a comprehensive education program that integrates rigorous standards-based academic curriculum, career-exploration activities, and vocational education. Students participate in the Academy as a cohort from the tenth through the twelfth grade. The format of the Academy offers a small learning community and personalized support services to ensure student success. The advisory board, made up of many legal and law enforcement agencies in the community, will provide professional guidance on curriculum, industry standards, and program operation as well as opportunities for students to intern.

The San Diego chapter of the American Legal Administrators organization, in concert with other legal and law enforcement professional groups in San Diego County, created Project Leap in early 2000. The primary purpose is to recruit high school students into the many high-demand, high-wage careers in the legal and law enforcement professions in San Diego County. Crawford High School's Legal and Law Enforcement Academy is one the major projects of Leap, but the organization also provides a variety of services to area high schools including opportunities for students to interview leaders in the legal field and participation in career days or job fairs, job shadowing, and internships.

## **Improvement Plan**

**To reduce the need for remediation**, project leaders will identify gaps between high school proficiency exams and college placement exams and provide early remediation and other support services to ensure success in programs of study. A full-time college transition counselor has been assigned to Crawford High School to work with high school counselors and students in the Legal and Law Enforcement Academy. Since the project is new, staff at both the high school and Miramar College are still exploring how best to address the assessment of student needs for remediation. The high school is exploring the possibility of using *Destinations*, which is a complete essential skills, online curriculum designed specifically for adults and adolescent learners. Online assessment of reading and math proficiencies are diagnosed in depth, and *Destination* provides an individualized assignment based on the learner's specific needs.

Crawford High School has been restructuring its organization and approach to learning, which includes the establishment of a number of academies. Because of this restructuring the college transition counselor has not had an opportunity to integrate her services for the benefits of the project. She has arranged for Academy students to take the college placement test, and her goal is to create an individual learning plan for each student who needs work in basic skills.

**To increase enrollment and persistence**, project leaders plan to provide early participation and engagement in college programs and activities; provide regular academic advisement, career counseling, and student support services; and provide professional development for college and high school faculty. Plans call for a "college camp" in the summer to orient 10<sup>th</sup> grade Academy students to careers in law enforcement. Project staff plan to involve all Crawford Academy students in two or more campus-based college experiences prior to high school graduation. The facilities used by high school students at Miramar College are the same used by "real world" candidates who attend Miramar's Public Safety Training Institute.

The full-time college transition counselor will provide individualized academic advisement, career counseling, and monitoring to ease the transition from secondary to postsecondary programs of study. Her success will depend on the number of students she can handle and her acceptance by high school counselors and staff as a colleague.

The San Diego Unified School District already provides summer institute experiences for faculty teams to develop curriculum to integrate academic and vocational courses. The focus is on problem-based and project-based learning as an instructional method for delivering content. Crawford High School faculty from the Academy of Legal and Law Enforcement will attend this institute each summer as long as it is provided. The San Diego Community College District also offers a series of workshops that focus on the assessment of student learning outcomes, and Crawford faculty and Miramar faculty will be invited to attend these workshops. These organized and focused staff development activities can play a major role in helping this project achieve its goals, but staff will want to make sure that as many faculty as possible are involved and that they apply what they have learned in the workshops.

**To improve academic and skill achievement**, project leaders will integrate rigorous standards-based academic coursework, career exploration, and contextual and project-based learning activities related to legal and law enforcement industry practices; provide individualized and small group instruction to enhance student learning; and align programs of study at secondary and postsecondary levels. A key feature of this goal is to create a career pathway from high school to college that eliminates repetition and redundancy of coursework. Once the career pathway has been agreed upon, it will be easier to create and implement other strategies to make student transitions successful such as training college students as tutors for Academy students and providing computer-based technology for Academy students. Originally, the plan called for purchasing laptops for students in the Academy, but the Department of Education denied the request to use project funds for this purpose. As the project unfolds, staff will explore better measures than “attendance” as an index of success for the project.

**To increase the number of students earning degrees and certificates**, the project is designed to develop Tech Prep articulation agreements for career-technical coursework and to align secondary programs of study with associate and baccalaureate degrees. Academy faculty at the high school and Miramar College faculty are working on several current courses to better align the curriculum in law enforcement. A current college course, “Diversity and Community Relations,” is being customized and will be tested out in the summer career institute at Miramar College for 11<sup>th</sup> grade Academy students for three units of college credit. Crawford also plans to create a high school Academy course that will articulate with Miramar College’s course on Legal Office Procedures 1.

The enrollment plan calls for 100% of Academy students to graduate from high school with college credits from Miramar College. This is an excellent goal that will likely be achieved through the summer early college experiences and dual enrollment/Tech Prep programs. Project staff are considering revising the goal to make it more specific such as “50% of Academy students will earn up to 10 units of college credit before graduating high school.” Another important goal for this project is to create articulation plans between Crawford High School and baccalaureate level programs in law enforcement. In addition, the project aims to ensure that

80% of the Academy students have created an individualized educational plan to transition for further education into a four-year institution as a way of encouraging them to consider further education beyond the community college.

**To improve entry into employment or further education**, the project staff will design an internship model which would involve 100% of Academy students prior to their graduation from high school and prepare secondary and postsecondary students to meet the performance and ethical standards of the legal and law enforcement professions. The San Diego Community College District is developing a statewide model for the summer career institute in which high school seniors can earn up to four units of college credit in a three-week intensive college level transfer course and a 60 hour non-paid internship in their career pathway. Crawford High School requires an internship for high school graduation. These goals are quite reasonable.

The plan also calls for integrating industry professional standards and ethical principles throughout the career pathway and to implement a student-designed “code of behavior” for Academy students. Integration and application of these efforts should meet project objectives and will be interesting to track.