



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

ANNUAL REPORT SURVEY

ACCJC Annual Report 2023

General Information

Questions marked with an * are required.

1. Confirm college name: *

San Diego Miramar College

2. Name of individual preparing report: *

Daniel R. Miramontez

3. Phone number of person preparing report: *

619-388-7308

4. Email of person preparing report: *

dmiramon@sdccd.edu

Enrollment Data: Unduplicated Headcount

For numerical fields, commas can be entered to delineate 1000s (e.g. 1,000,000).

5. Total unduplicated headcount enrollment for last three years:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 18.

2019-2020 *

23,997

2020-2021 *

24,202

2021-2022 *

21,756

5a. The table below shows an auto-calculation of year-to-year changes in unduplicated headcount for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2019-20	2020-21	2021-22
Reported Headcount:	24,909	25,248	23,112
% Change from Prior Year:		4.17%	-8.00%

5b. If your institution experienced an increase (or decrease) in enrollment of more than 50% in a single year, please explain below (Enter N/A if this does not apply to your institution.) *

N/A

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2019-2020 *	2020-2021 *	2021-2022 *
22,557	22,503	20,697

6a. The table below shows an auto-calculation of year-to-year changes in degree-applicable enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2019-20	2020-21	2021-22
Reported Headcount:	22,557	22,503	20,697
% Change from Prior Year		0.00%	-9.09%

6b. Please list any individual degree applicable credit program which has experienced an increase (or decrease) of 50% or more in the last year. *

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

N/A

Enrollment Data: Distance Education

7. Do you offer Distance Education? *

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

Yes No

7a. Total unduplicated headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

2019-2020 *	2020-2021 *	2021-2022 *
11,660	20,590	15,088

7b. The table below shows an auto-calculation of year-to-year changes in distance education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2019-20	2020-21	2021-22
Reported Headcount:	11,660	20,590	15,088
% Change from Prior Year		81.82%	-25.00%

7c. If your institution experienced an increase (or decrease) in **distance education** enrollment of more than 50% in a single year, please explain below (Enter N/A if this does not apply to your institution.) *

Yes, the 2020/21 academic year experienced a 76.5% increase due to Covid-19.

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education? *

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

Yes No

Federal Data

9. List the current Graduation Rate per the US Education Department College Scorecard: *

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

21%

10. If your college relies on another source for reporting success metrics, please identify the source (select one). *

- CCCCO Student Success Metrics dashboard
- Student Achievement Measure (SAM)
- Voluntary Framework of Accountability (AACC)

College established dashboard

Other (please specify)

N/A

11. Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data. *

ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions

<https://accjc.org/find-an-institution>. This reporting and monitoring requirement supports ACCJC's recognition by the Requirement 19

<https://public.tableau.com/app/profile/miramar.research/viz/PREDD201516-202122/Cover>

Institution-Set Standards: Course Completion Rates

12. Course Completion Rates *

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 19.

	2019-20	2020-21	2021-22
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	<input type="text" value="73%"/>	<input type="text" value="77%"/>	<input type="text" value="77%"/>
12b. List your stretch goal (aspirational) for successful student course completion rate:	<input type="text" value="76%"/>	<input type="text" value="78%"/>	<input type="text" value="78%"/>
12c. List the actual successful student course completion rate:	<input type="text" value="78%"/>	<input type="text" value="78%"/>	<input type="text" value="75%"/>

Institution-Set Standards: Certificate Completion

13. Type of Institute-set standard for certificates (Please select one option from the menu): *

Number of certificates

Percent of headcount

Number-other

Percent-other

13. Certificates *

For purposes of this report, report only those certificates which are awarded with 16 or more units.

	2018-19	2019-20	2020-21
13a. List your Institution-Set Standard (floor) for certificates:	<input type="text" value="411"/>	<input type="text" value="447"/>	<input type="text" value="447"/>
13b. List your stretch goal (aspirational) for certificates:	<input type="text" value="493"/>	<input type="text" value="578"/>	<input type="text" value="578"/>
13c. List actual number or percentage of certificates:	<input type="text" value="474"/>	<input type="text" value="532"/>	<input type="text" value="690"/>

Institution-Set Standards: Associate Degree Completion

14. Type of Institute-set standard for degrees awarded (Please select one option from the menu): *

Number of degrees

Percent of headcount

Number-other

Percent-other

14. Associate Degree (A.A./A.S.) *

	2019-20	2020-21	2021-22
14a. List your Institution-Set Standard (floor) for degrees:	<input type="text" value="633"/>	<input type="text" value="756"/>	<input type="text" value="756"/>
14b. List your stretch goal (aspirational) for degrees:	<input type="text" value="867"/>	<input type="text" value="1,065"/>	<input type="text" value="1,065"/>
14c. List actual number or percentage of degrees:	<input type="text" value="951"/>	<input type="text" value="1,162"/>	<input type="text" value="1,117"/>

Institution-Set Standards: Baccalaureate Degree Completion

15. Does your college offer a Bachelor's Degree (B.A./B.S.)? *

- Yes No

Institution-Set Standards: Transfer

16. Type of Institute-set standard for transfers (Please select one option from the menu): *

- Number of transfers
 Percent of headcount
 Number-other
 Percent-other

16. Transfer *

	2019-20	2020-21	2021-22
16a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	788	758	758
16b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	846	1,312	1,312
16c. List actual number or percentage of students who transfer to a 4-year college/university:	1,285	1,498	1,511

Institution-Set Standards: Licensure Examination Pass Rates

17. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Program *	Exam (National, State, Other) *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Pass Rate (%) *	2020-21 Pass Rate (%) *	2021-22 Pass Rate (%) *
Emergency	National	80%	90%	83%	89%	87%
Medical La	National	75%	85%	82%	94%	75%

Institution-Set Standards: Job placement rates

18. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 19.

Program *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Job Placement Rate (%) *	2020-21 Job Placement Rate (%) *	2021-22 Job Placement Rate (%) *
Accountan	67%	70%	72%	0%	0%

Program *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Job Placement Rate (%) *	2020-21 Job Placement Rate (%) *	2021-22 Job Placement Rate (%) *
Administra	89%	90%	89%	0%	0%

[Remove a program](#)

Program *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Job Placement Rate (%) *	2020-21 Job Placement Rate (%) *	2021-22 Job Placement Rate (%) *
Automotive	67%	70%	76%	0%	0%

[Remove a program](#)

Program *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Job Placement Rate (%) *	2020-21 Job Placement Rate (%) *	2021-22 Job Placement Rate (%) *
Aviation M:	67%	70%	75%	0%	0%

[Remove a program](#)

Program *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Job Placement Rate (%) *	2020-21 Job Placement Rate (%) *	2021-22 Job Placement Rate (%) *
Aviation Oj	67%	70%	72%	0%	0%

[Remove a program](#)

Program *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Job Placement Rate (%) *	2020-21 Job Placement Rate (%) *	2021-22 Job Placement Rate (%) *
Biotechnol	80%	85%	85%	0%	0%

[Remove a program](#)

Program *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Job Placement Rate (%) *	2020-21 Job Placement Rate (%) *	2021-22 Job Placement Rate (%) *
Business A	67%	70%	75%	0%	0%

[Remove a program](#)

Program *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Job Placement Rate (%) *	2020-21 Job Placement Rate (%) *	2021-22 Job Placement Rate (%) *
Child Deve	67%	70%	72%	0%	0%

[Remove a program](#)

Program *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Job Placement Rate (%) *	2020-21 Job Placement Rate (%) *	2021-22 Job Placement Rate (%) *
Diesel Tecl	67%	70%	90%	0%	0%

[Remove a program](#)

Program *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Job Placement Rate (%) *	2020-21 Job Placement Rate (%) *	2021-22 Job Placement Rate (%) *
Exercise S	66%	75%	73%	0%	0%

[Remove a program](#)

Program *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Job Placement Rate (%) *	2020-21 Job Placement Rate (%) *	2021-22 Job Placement Rate (%) *
Fire Techni	87%	90%	87%	0%	0%

[Remove a program](#)

Program *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Job Placement Rate (%) *	2020-21 Job Placement Rate (%) *	2021-22 Job Placement Rate (%) *
Medical La	84%	88%	83%	0%	0%

[Remove a program](#)

Program *	Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2019-20 Job Placement Rate (%) *	2020-21 Job Placement Rate (%) *	2021-22 Job Placement Rate (%) *
Paralegal	67%	70%	86%	0%	0%



Additional Comments

19. Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

For item 18, a response of 0% indicates that data is either not available for a program due to time lags in receiving data or the data were not reliable. TOP 4 used to identify programs via LaunchBoard. The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. The LaunchBoard system was determined to be the most thorough source of employment outcome data available for this report.