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Outcomes | Innovation | Improvement

ANNUAL REPORT SURVEY

General Information

Questions marked with an * are required.

1. Confirm college name: *

San Diego Miramar College

2. Name of individual preparing report: *

Daniel Miramontez

3. Phone number of person preparing report: *

619-388-7308

4. Email of person preparing report: *

dmiramon@sdccd.edu

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ANNUAL REPORT SURVEY

Enrollment Data: Unduplicated Headcount

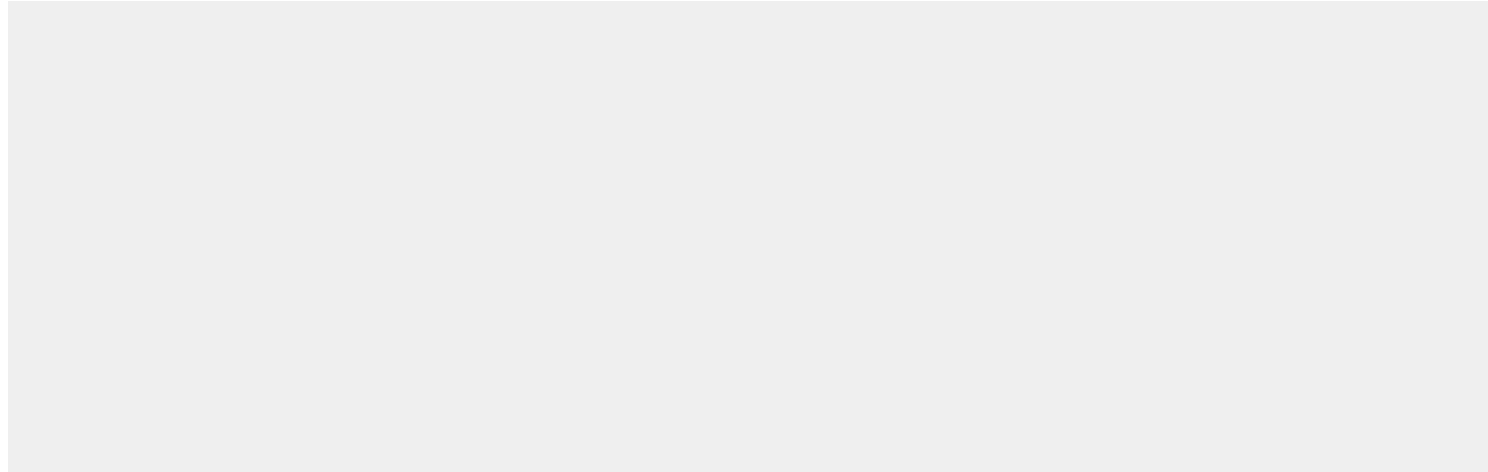*For numerical fields, commas can be entered to delineate 1000s (e.g. 1,000,000).*

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 20.

2021-2022 *

23,113

2022-2023 *

23,071

2023-2024 *

24,378

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ANNUAL REPORT SURVEY

Enrollment Data: Unduplicated Headcount

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.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	23,113	23,071	24,378
% Change from Prior Year:		-0.18%	5.67%

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. *

N/A

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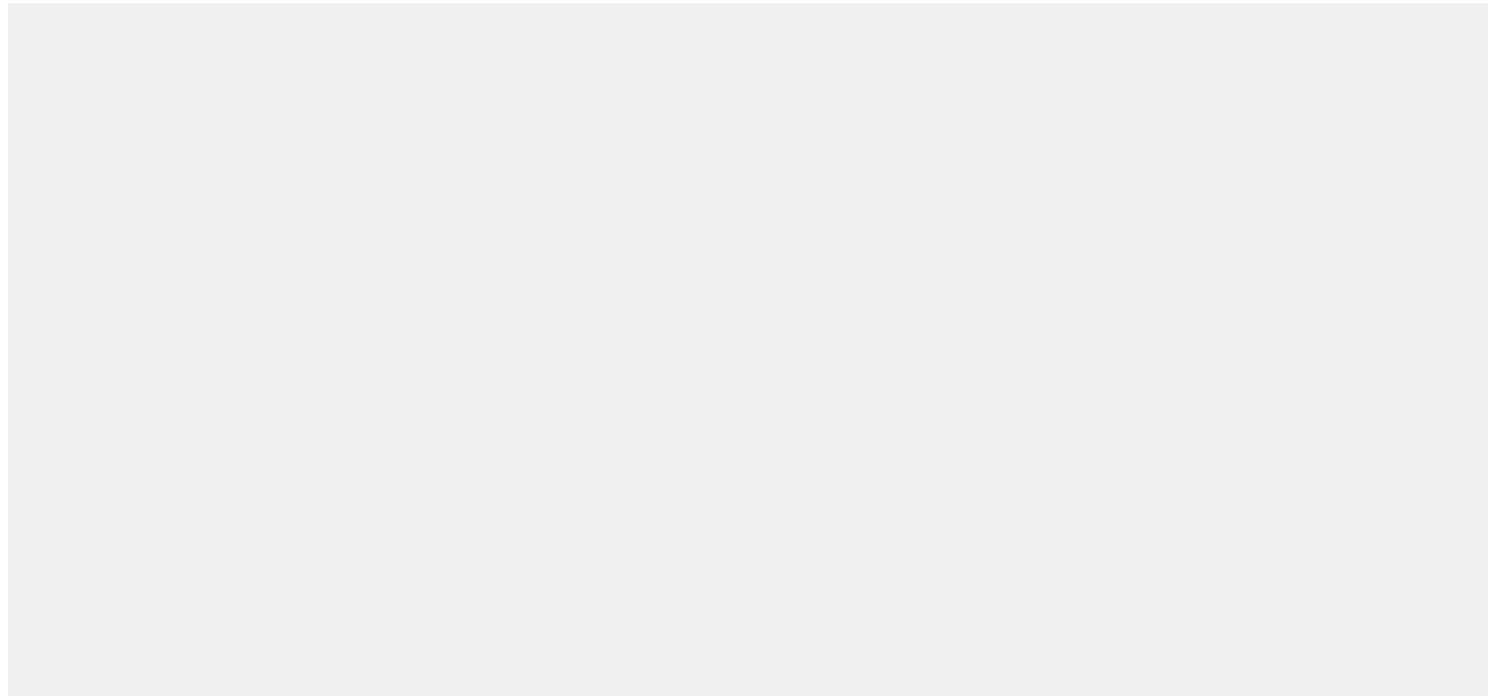Outcomes | Innovation | Improvement

ANNUAL REPORT SURVEY

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

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

2021-2022 *	2022-2023 *	2023-2024 *
20,696	20,049	21,285

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ANNUAL REPORT SURVEY

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

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.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	20,696	20,049	21,285
% Change from Prior Year		-3.13%	6.16%

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)

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

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ANNUAL REPORT SURVEY

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

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Outcomes | Innovation | Improvement

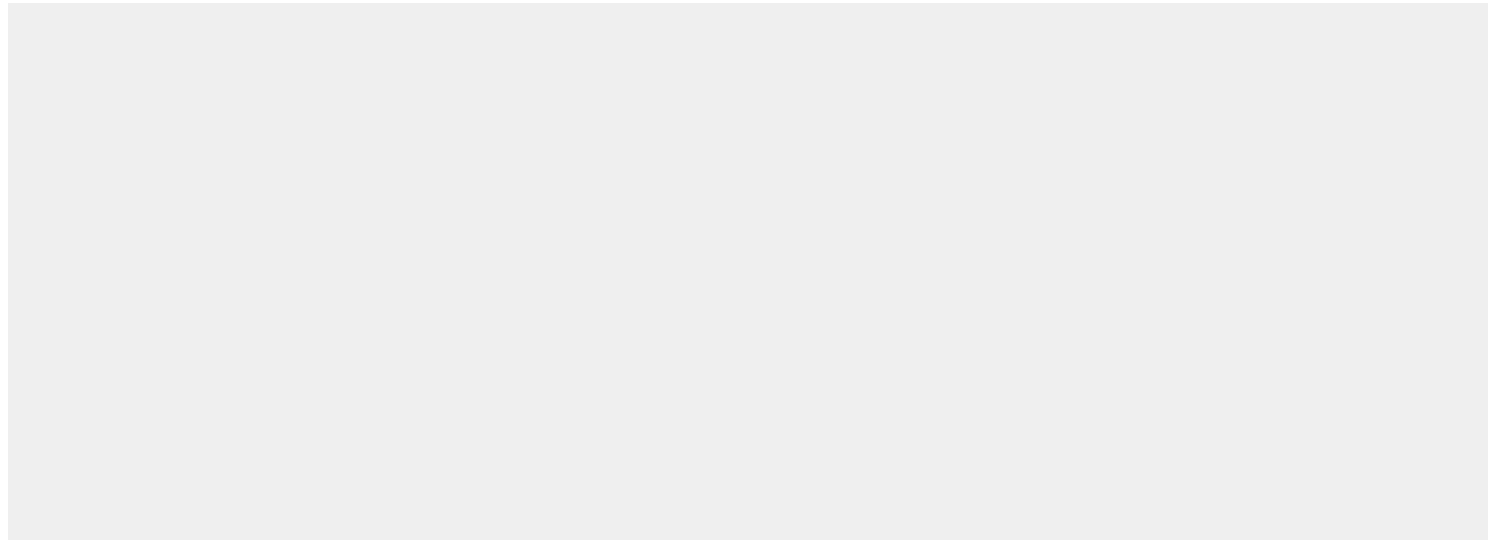ANNUAL REPORT SURVEY

Enrollment Data: Distance Education

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 offered 100% in the distance education modality 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.

2021-2022 *	2022-2023 *	2023-2024 *
16,470	13,204	14,160

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ANNUAL REPORT SURVEY

Enrollment Data: Distance Education

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.
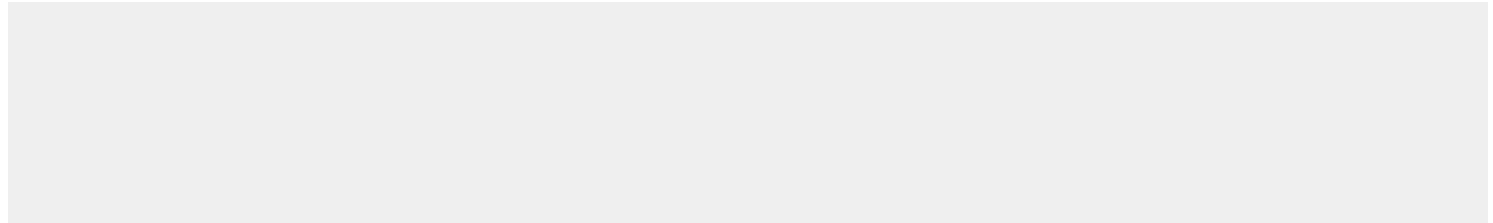
	2021-2022	2022-2023	2023-2024
Reported Headcount:	16,470	13,204	14,160
% Change from Prior Year		-19.83%	7.24%

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

N/A

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ANNUAL REPORT SURVEY

Enrollment Data: Distance Education

7d. Total unduplicated **degree-applicable** headcount enrollment in distance education in the 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 offered 100% in the distance education modality 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.
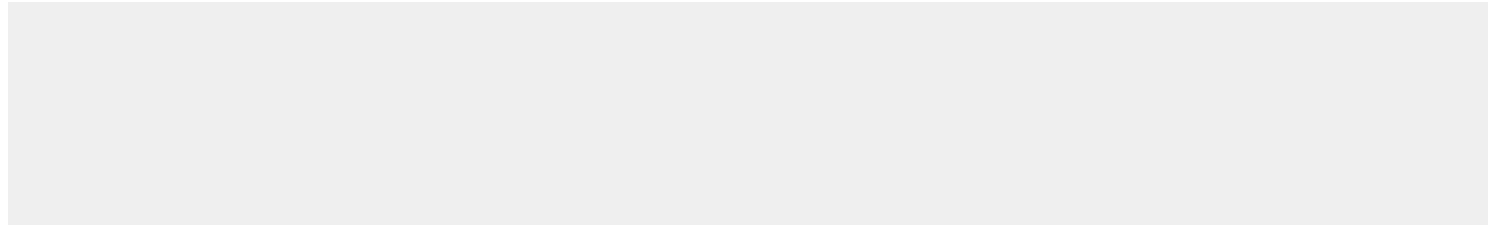
2021-2022 *

16,390

2022-2023 *

13,197

2023-2024 *

14,160

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ACCJC | ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
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ANNUAL REPORT SURVEY

Enrollment Data: Distance Education

7e. The table below shows an auto-calculation of year-to-year changes in **degree-applicable** distant education 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.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	16,390	13,197	14,160
% Change from Prior Year		-19.48%	7.30%

7f: If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in **degree applicable** distance education courses in a single year, please explain below. Enter N/A if this does not apply.

N/A

7g. % of all students that took at least one **degree applicable** distance education course:

2021-2022

71%

2022-2023

57%

2023-2024

58%

Save and continue later ▾

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.
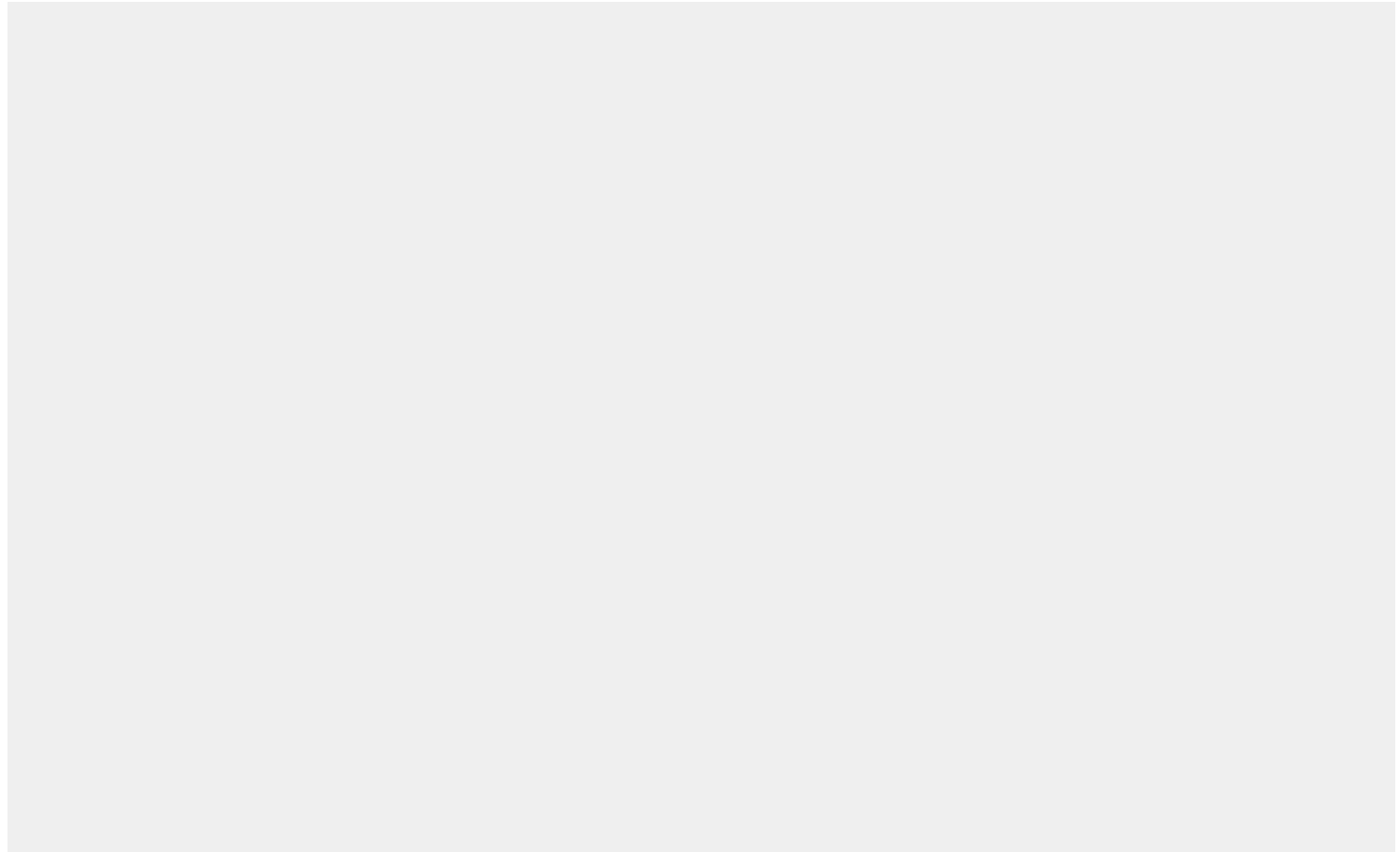
2021-2022 *

58%

2022-2023 *

48%

2023-2024 *

43%

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ACCJC ACCREDITING COMMISSION FOR
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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 7, above). *

○ Yes   ◉ No

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ANNUAL REPORT SURVEY

Student Achievement Data and Transparency

9a. Does your institution participate in Title IV funding?   *

◉ Yes

◯ No

9b: 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." *

> 24%

9c: List the current Transfer Rate per the US Education Department College Scorecard.

The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. After entering your institution's name in the search box to find the current graduation rate, click on View School and scroll to the Graduation & Retention drop-down. After you expand the section, you will see the % of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time." *

> 43%

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.   *

◯ Student Achievement Measure (SAM)

◯ Voluntary Framework of Accountability (AACC)

◉ College established dashboard

◯ Other (please specify)*

> [   ]

◯ N/A

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

ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions. This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standards 1.1, 1.3, 1.5, and 2.9. *

> https://app.powerbi.com/view?r=eyJrIjoiM2UxNGQ4NDEtYzIwYi00NmQ3LWEzY2ItNTg5

11b. Please review and score your institution's website on the _**Rubric for Effective Institutional Outcome Transparency**_

Score *

| 7 |

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution's public website? (100 words) *

Currently, the College has a link on the home page to its quantitative student achievement data along with qualitative student profiles. However, there is a gap between linking the two data types in telling a coherent institutional story for public consumption on how we serve students. Given that this is a new item in the annual report, the College would like to better understand what this means for us as an institution. We look forward to learning more at the upcoming Commission's regional training on transparency, storytelling, and value literacy on April 29th at Palomar College.

Words used: **96** out of 100.

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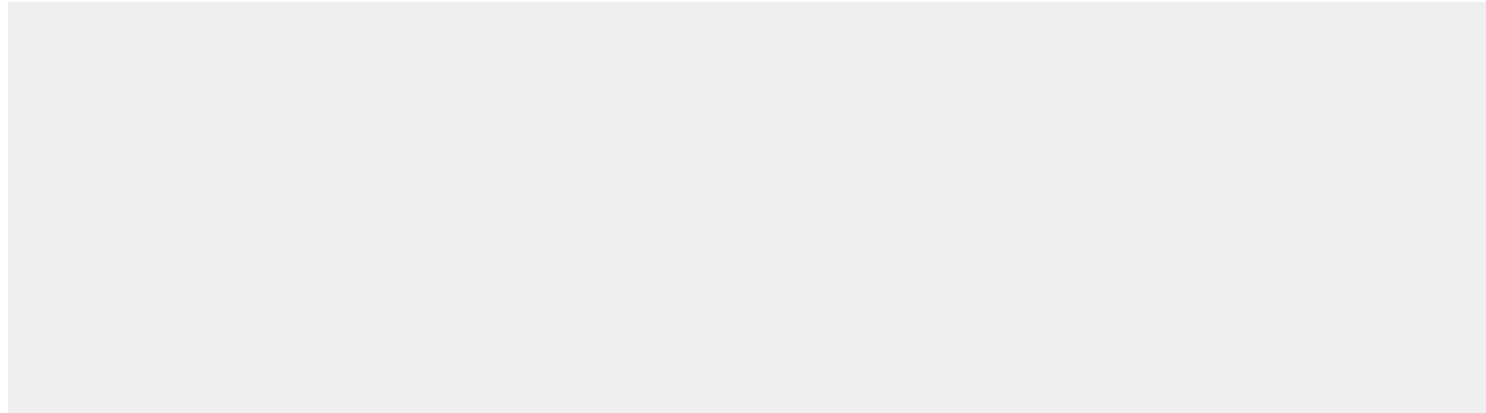# Institutional-Set Standards: Course Completion

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 18. *

	2021-2022	2022-2023	2023-2024
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	77%	77%	78%
12b. List your stretch goal (aspirational) for successful student course completion rate:	78%	78%	79%
12c. List the actual successful student course completion rate:	78%	79%	80%

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ANNUAL REPORT SURVEY

Institutional-Set Standards: Certificate Completion

13. Does your college offer Certificates for 16 or more units/credits?

For the purposes of the Annual Report, report only certificate awards for 16 or more units. *

◉ Yes

○ No

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82%

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ANNUAL REPORT SURVEY

Institutional-Set Standards: Certificate Completion

13a. Type of Institutional-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.

	2021-2022	2022-2023	2023-2024
13a. List your Institutional-Set Standard (floor) for certificates:	428	428	455
13b. List your stretch goal (aspirational) for certificates:	552	552	623
13c. List actual number or percentage of certificates:	639	492	658

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Institutional-Set Standards: Associate Degree Completion

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

- ⦿ Number of degrees
- ○ Percent of headcount
- ○ Number-other
- ○ Percent-other

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

	2021-2022	2022-2023	2023-2024
14a. List your Institutional-Set Standard (floor) for degrees:	756	756	951
14b. List your stretch goal (aspirational) for degrees:	1,065	1,065	1,147
14c. List actual number or percentage of degrees:	1,118	1,035	1,197

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ANNUAL REPORT SURVEY

Institutional-Set Standards: Baccalaureate Degree Completion

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

○ Yes   ◉ No

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Save and continue later ▾

ANNUAL REPORT SURVEY

Institutional-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program? (*Direct Assessment is a form of Competency Based Education as discussed in ACCJC's [Policy on Competency Based Education](). ACCJC has included this section in the Annual Report Survey in anticipation of colleges seeking to implement Competency Based Education programs using the Direct Assessment approach and will be required to report this data upon the delivery of their programs to students.*) *

○ Yes   ⦿ No

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ANNUAL REPORT SURVEY

Institutional-Set Standards: Transfer

17. Does your college offer Transfer Programs?

◉ Yes

◯ No

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ANNUAL REPORT SURVEY

Institutional-Set Standards: Transfer

17a. Type of Institute-set standard for transfers (Please select one option from the menu): *

- ⦿ Number of transfers
- ◯ Percent of headcount
- ◯ Number-other
- ◯ Percent-other

17. Transfer *

	2021-2022	2022-2023	2023-2024
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	531	531	669
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	835	835	868
17c. List actual number or percentage of students who transfer to a 4-year college/university:	923	854	669

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ANNUAL REPORT SURVEY

Institutional-Set Standards: Licensure Examination Pass Rates

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

⦿ Yes

◯ No

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Institution-Set Standards: Licensure Examination Pass Rates

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. *

- ⦿ Our institution has programs that meet these conditions.

- ◯ Our institution has no programs that meet these conditions.

18a. 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: *

Program *

> Emergency Medical Technicia

Exam (National, State, Other) *

National ▾

Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2021-2022 Pass Rate *	2022-2023 Pass Rate *
80 %	90 %	87 %	85 %

2023-2024 Pass Rate *

%

Program *

Medical Lab Technician

Exam (National, State, Other) *

National

Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2021-2022 Pass Rate *	2022-2023 Pass Rate *
75 %	85 %	80 %	86 %

2023-2024 Pass Rate *

36 %

Remove a program

Add a program
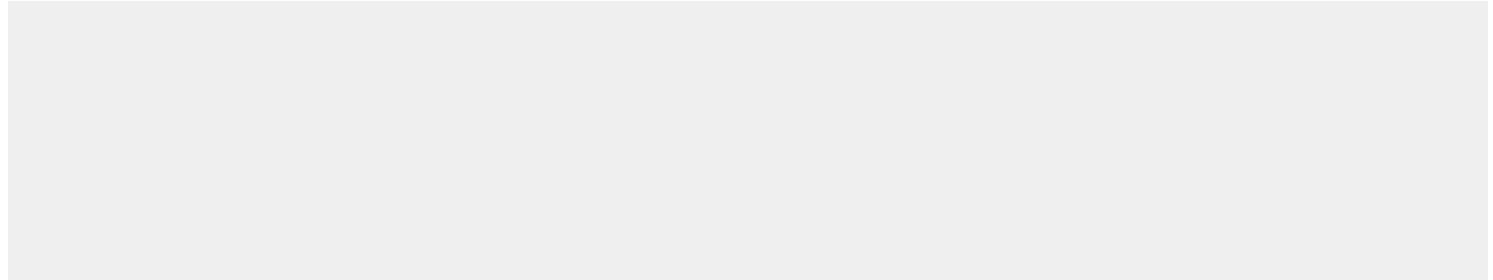
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ANNUAL REPORT SURVEY

Institutional-Set Standards: Job placement rates

19. Does your college offer Career and Technical Education Programs?

◉ Yes

◯ No

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Institutional-Set Standards: Job placement rates

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 2022-2023 job placement rate will be the number of students who completed the program in 2021-2022.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-2022, you do not need to report a job placement rate for 2022-2023. 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 20. *

◉ Our institution has programs that meet these conditions.

◯ Our institution has no programs that meet these conditions.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data: *

Program *

Accountancy

Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2021-2022 Job Placement Rate *
67 %	70 %	70.59 %

2022-2023 Job Placement Rate *

2023-2024 Job Placement Rate *

Save and continue later ▾

Program *

Administration of Justice

Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2021-2022 Job Placement Rate *
89 %	90 %	96.85 %

2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *
n/a %	n/a %

Remove a program

Program *

Automotive Technology

Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2021-2022 Job Placement Rate *
67 %	70 %	88.46 %

2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *
n/a %	n/a %

Remove a program

Program *

Aviation Maintenance

Save and continue later ▾

Standard (%) (Floor)   Goal (%)   Placement Rate

67   %   70   %   76.47   %

2022-2023 Job   2023-2024 Job
Placement Rate *   Placement Rate *

n/a   %   n/a   %

[Remove a program](#)

Program *

Aviation Operations

Institution-Set   Stretch (Aspirational)   2021-2022 Job
Standard (%) (Floor) *   Goal (%) *   Placement Rate *

67   %   70   %   71.43   %

2022-2023 Job   2023-2024 Job
Placement Rate *   Placement Rate *

n/a   %   n/a   %

[Remove a program](#)

Program *

Biotechnology

Institution-Set   Stretch (Aspirational)   2021-2022 Job
Standard (%) (Floor) *   Goal (%) *   Placement Rate *

80   %   85   %   82.76   %

2022-2023 Job   2023-2024 Job
Placement Rate *   Placement Rate *

n/a   %   n/a   %

Save and continue later ▾

Remove a program

Program *

Business Administration

Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2021-2022 Job Placement Rate *
67 %	70 %	73.81 %

2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *
n/a %	n/a %

Remove a program

Program *

Child Development

Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2021-2022 Job Placement Rate *
67 %	70 %	69.57 %

2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *
n/a %	n/a %

Remove a program

Program *

Diesel Technology

Save and continue later ▾

Standard (%) (Floor)   Goal (%)   Placement Rate

[67] %   [70] %   [82.35] %

2022-2023 Job Placement Rate *   **2023-2024 Job Placement Rate** *

[n/a] %   [n/a] %

[Remove a program](#)

Program *

[Exercise Sciences - Persona]

Institution-Set Standard (%) (Floor) *   **Stretch (Aspirational) Goal (%)** *   **2021-2022 Job Placement Rate** *

[66] %   [75] %   [80] %

2022-2023 Job Placement Rate *   **2023-2024 Job Placement Rate** *

[n/a] %   [n/a] %

[Remove a program](#)

Program *

[Fire Technology]

Institution-Set Standard (%) (Floor) *   **Stretch (Aspirational) Goal (%)** *   **2021-2022 Job Placement Rate** *

[87] %   [90] %   [93.06] %

2022-2023 Job Placement Rate *   **2023-2024 Job Placement Rate** *

[n/a] %   [n/a] %

Save and continue later ▾

Remove a program

Program *

Medical Laboratory Technolo

Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2021-2022 Job Placement Rate *
84 %	88 %	83.33 %

2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *
n/a %	n/a %

Remove a program

Program *

Paralegal

Institution-Set Standard (%) (Floor) *	Stretch (Aspirational) Goal (%) *	2021-2022 Job Placement Rate *
67 %	70 %	82.61 %

2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *
n/a %	n/a %

Remove a program

Add a program

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Additional Comments

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

> For item 19, a response of n/a 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.

In this Annual Report, ACCJC seeks to gain additional insights from our member institutions. Regarding student achievement data, these questions seek to learn more about how colleges are advancing student achievement, challenges faced, and support needed.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved. (max 200 words)

> Upon reflecting on the College's student achievement data, the awards conferred (through certificates and degrees) show an upward trend and are performing above aspirational benchmarks set by the college at large. Though there was a dip in the 2022-2023 academic year, this can be attributed to a lagging Covid effect of returning back to in-person operations in March 2022. That same year the College implemented Academic and Career Pathways (ACPs) for students, and in 2023-2024 the awards conferred volume rebounded, as correlated with the implementation of our Guided Pathways efforts in 2022-2023.
>
> Part of this reflection shows that our transfer volume is consistently going down. This is an area that the college would like to focus on moving forward. Traditionally, transfer volume as a metric shows a greater lagging effect than the awards conferred metric. This is not a concern for the college given our Guided Pathways implementation of ACPs. In fact, the College just received some grant money from the State Chancellor's IEPI initiative to help focus on transfer as a core area of inquiry. The college's ultimate goal is to attain a Title III grant to sustain our Guided Pathways long-term in meeting student need.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle? (max 200 words)

The College is looking forward to sending a team to the ACCJC Transparency, Storytelling, and Value Literacy regional training on April 29th at Palomar College. Based on that training, we will get a better understanding of the Commission's expectation of accredited institutions, under the new standards, in efforts to enhance our programs and services offered to students in the spirit of continuous quality improvement.

Words used: **64** out of 200.

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