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2026 ANNUAL REPORT

ACCJC

Presented by: KAI ANALYTICS

General Information

Questions marked with an * are required.

1. Confirm college name: *

San Diego Miramar Col

2. Name of individual preparing report: *

Daniel Miramontez

3. Phone number of person preparing report: *

619-388-7333

4. Email of person preparing report: *

dmiramon@sdccd.edu

5. Confirm email *

dmiramon@sdccd.edu

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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.

2022-2023 *

| 23,070 |

2023-2024 *

| 24,374 |

2024-2025 *

| 25,386 |

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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.

	2022-2023	2023-2024	2024-2025
Reported Headcount:	23,070	24,374	25,386
% Change from Prior Year:		5.65%	4.15%

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

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

2022-2023 *	2023-2024 *	2024-2025 *
20,048	21,281	22,691

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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.

	2022-2023	2023-2024	2024-2025
Reported Headcount:	20,048	21,281	22,691
% Change from Prior Year		6.15%	6.63%

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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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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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.

2022-2023 *	2023-2024 *	2024-2025 *
13,203	14,158	14,644

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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.

	2022-2023	2023-2024	2024-2025
Reported Headcount:	13,203	14,158	14,644
% Change from Prior Year		7.23%	3.43%

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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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.

2022-2023 *	2023-2024 *	2024-2025 *
13,196	14,158	14,644

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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.

	2022-2023	2023-2024	2024-2025
Reported Headcount:	13,196	14,158	14,644
% Change from Prior Year		7.29%	3.43%

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:

2022-2023	2023-2024	2024-2025
57%	58%	58%

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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.

2022-2023 *

48%

2023-2024 *

43%

2024-2025 *

39%

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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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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." *

| 23 | %

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." *

| 36 | %

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)

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⦿ 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=eyJrIjoiM2UxNGQ4NDEtYzIwYi00NmQ3LWE]

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. The College plans on running a qualitative analysis on the student profiles and linking the themes to the quantitative student achievement data in telling our story to the public. However, the College would like to have a deeper understanding of 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 13th at Long Beach City College.

Words used: 95 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. *

	2022-2023	2023-2024	2024-2025
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	77%	78%	78%
12b. List your stretch goal (aspirational) for successful student course completion rate:	78%	79%	79%
12c. List the actual successful student course completion rate:	79%	80%	80%

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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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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.

	2022-2023	2023-2024	2024-2025
13a. List your Institutional-Set Standard (floor) for certificates:	428	455	455
13b. List your stretch goal (aspirational) for certificates:	552	623	623
13c. List actual number or percentage of certificates:	492	658	631

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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.) *

	2022-2023	2023-2024	2024-2025
14a. List your Institutional-Set Standard (floor) for degrees:	756	951	951
14b. List your stretch goal (aspirational) for degrees:	1,065	1,147	1,147
14c. List actual number or percentage of degrees:	1,035	1,197	1,246

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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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Institutional-Set Standards: Baccalaureate Degree Completion

15a. Type of Institutional-set standard for bachelor degrees awarded (Please select one option from the menu): *

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

15. Bachelor's Degrees (B.A./B.S.) *

	2022-2023	2023-2024	2024-2025
15a. List your Institution-Set Standard (floor) for bachelor degrees:	0	0	0
15b. List your stretch goal (aspirational) for bachelor degrees:	0	0	0
15c. List actual number or percentage of bachelor degrees:	0	0	0

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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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Institutional-Set Standards: Transfer

17. Does your college offer Transfer Programs?

◉ Yes

○ No

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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 *

	2022-2023	2023-2024	2024-2025
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	531	669	669
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	835	868	868
17c. List actual number or percentage of students who transfer to a 4-year college/university:	854	669	0

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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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Institutional-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

Program *

| Emergency Medical Te |

Exam
(National,
State, Other) *

| National ▼ |

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Pass Rate *	2023-2024 Pass Rate *	2024-2025 Pass Rate *

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Program

Program *

Medical Lab Techniciar

Exam
(National,
State, Other) *

National

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Pass Rate *	2023-2024 Pass Rate *	2024-2025 Pass Rate *
75 %	85 %	86 %	36 %	46 %

Remove a program

Add a program

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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 2023-2024 job placement rate will be the number of students who completed the program in 2022-2023.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2022-2023, you do not need to report a job placement rate for 2023-2024. 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

Program *

| Accountancy |

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
67 %	70 %	74.07 %	69.39 %	n/a %

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Program

Administrative of Justic

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
89 %	90 %	91.23 %	94.99 %	n/a %

Remove a program

Program
Program *

Automotive Technology

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
67 %	70 %	81.82 %	82.35 %	n/a %

Remove a program

Program
Program *

Aviation Operations

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
67 %	70 %	55.56 %	80.77 %	n/a %

Remove a program

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Program

Biotechnology

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
80 %	85 %	74.42 %	90.70 %	n/a %

Remove a program

Program
Program *

Business Administratio

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
67 %	70 %	68.42 %	57.89 %	n/a %

Remove a program

Program
Program *

Child Development

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
67 %	70 %	78.13 %	70.59 %	n/a %

Remove a program

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Program

Diesel Technoogy

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
67 %	70 %	77.78 %	84 %	n/a %

Remove a program

Program
Program *

Exercise Science - Pers

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
66 %	75 %	100 %	71.43 %	n/a %

Remove a program

Program
Program *

Fire Technology

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
87 %	90 %	92.45 %	85.94 %	n/a %

Remove a program

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Program

Medical Laboratory Tec

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
84 %	88 %	83.33 %	61.11 %	n/a %

Remove a program

Program
Program *

Paralegal

Institution-Set Standard (Floor) *	Stretch (Aspirational) Goal *	2022-2023 Job Placement Rate *	2023-2024 Job Placement Rate *	2024-2025 Job Placement Rate *
67 %	70 %	76.60 %	76.79 %	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 19a, a response of n/a indicates that data is either not available for a program due to a time lag in receiving data or the data were not reliable. TOP 4 used to identify programs vis Launchboard. The Launchboard, a statewide data system by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes by California community college students. The Launchboard system was determined to be the most thorough source of employment outcomes data available for this report.
>
> Also, for items 15 a-d, the College has recently begun to offer its Baccalaureate degree program in Public Safety Management this year. Therefore, there are no data to report at this point in time.

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)

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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 slight dip in the 2024-2025 academic year for certificate attainment. These data trends correlate with the implementation of our Guided Pathways efforts in 2022-2023 through Academic and Career Pathways (ACPs).

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.

Words used: **170** out of 200.

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 13th at Long Beach City 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: **66** out of 200.

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following. *

◉ I reviewed the program listings and all of my institution's programs are correctly listed

◯ I have found some errors and will be reaching out to ACCJC for next steps on updating