



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

2026 Annual Report Survey

General Information

1. Confirm college name:	San Diego Miramar College
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Enrollment Data: Unduplicated Headcount Enrollment

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 19.

2022-23:	<input type="text" value="23,070"/>	2023-24:	<input type="text" value="24,374"/>	2024-25:	<input type="text" value="25,386"/>
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5a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	5.65 %	4.15 %

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

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

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

2022-23:	<input type="text" value="20,048"/>	2023-24:	<input type="text" value="21,281"/>	2024-25:	<input type="text" value="22,691"/>
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6a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	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.)

N/A

7. Do you offer Distance Education?

Yes	No
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If you answered no, skip to question 8.

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.

2022-23: 2023-24: 2024-25:

7b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	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

7d. Total unduplicated degree-applicable 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.

2022-23: 2023-24: 2024-25:

7e. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	7.29 %	3.43 %

7f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% 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:

2022-23: 2023-24: 2024-25:

7h. % of all degree-applicable distance education courses offered online:

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.

2022-23: 2023-24: 2024-25:

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Yes	No
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If you answered no, skip to question 9.

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

2022-23: 2023-24: 2024-25:

8b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	%	%

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Student Achievement Data

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

Yes	No
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**If yes, complete questions 9b – 9c. If no, skip to question 10a.*

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."

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

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, 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."

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 (AACCC)
- College established dashboard

Other (please specify)

N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.

%

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

%

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=eyJrIjoieM2UxNGQ4NDEtYzlwYi00NmQ3LWEzY2ItNTg5ZWl0ZmJmM2Q3liwidCI6IjA0MG M2MDMxLTNhYmitNDgzNS1iMzBjLTlkODg5NTViNGM2OSlsmMiOjZ9>

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?

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. That being said, we learned a lot at the Commission's regional training on transparency, storytelling, and value literacy held on April 13th at Long Beach City College.

Institution-Set Standards: Course Completion

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.

	2022-23	2023-24	2024-25
12a. Institution-Set Standard (floor):	77%	78%	78%
12b. Stretch goal (aspirational):	78%	79%	79%
12c. Actual successful course completion rate:	79%	80%	80%

Institution-Set Standards: Certificates

13. Do you offer Certificates for 16 or more units/credits?

Yes No

If you answered no, skip to question 14.

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

- Number of certificates
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
13b. List your Institution-Set Standard (floor):	428	455	455
13c. List your stretch goal (aspirational):	552	623	623
13d. List actual number or percentage of certificates:	492	658	631

Institution-Set Standards: Associate Degrees

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

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

2022-23 2023-24 2024-25

14a. List your Institution-Set Standard (floor) for associate degrees:

756	951	951
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14b. List your stretch goal (aspirational) for associate degrees:

1065	1147	1147
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14c. List actual number or percentage of associate degrees:

1035	1197	1246
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Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes

No

If you answered no, skip to question 16.

15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

2022-23

2023-24

2024-25

15b. List your Institution-Set Standard (floor) for baccalaureate degrees:

0	0	0
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15c. List your stretch goal (aspirational) for baccalaureate degrees:

0	0	0
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15d. List actual number or percentage of baccalaureate degree awards:

0	0	0
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Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes

No

If you answered no, skip to question 17.

16a. Type of Institute-set standard for a Direct Assessment Program:
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

Institution-Set Standards: Transfer

17. Does your college offer Transfer Programs?

Yes	No
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If you answered no, skip to question 18.

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

If Number-other or Percent-other, please describe:

17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:

	2022-23	2023-24	2024-25
17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	531	669	669

17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:

17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	835	868	868
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17d. List actual number or percentage of students who transfer to a 4-year college/university:

17d. List actual number or percentage of students who transfer to a 4-year college/university:	854	669	737
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Institution-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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If you answered no, skip to question 19.

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	Exam Type (National, State, Other)	Institution-Set Standard (%) (Floor)	Stretch Goal (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)	2024-25 Pass Rate (%)
Emergency Medical Technician	National	80	90	85	77	83
Medical Lab Technician	National	75	85	86	36	46

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

Yes	No
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If you answered no, skip to question 20.

19a. 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 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. 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 – but please describe your definition and methodology in Question 19.

Program	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
Accountancy	67	70	74.07	69.39	n/a
Administrative of Justice	89	90	91.23	94.99	n/a
Automotive Technology	67	70	81.82	82.35	n/a
Aviation Operations	67	70	55.56	80.77	n/a
Biotechnology	80	85	74.42	90.70	n/a
Business Administration	67	70	68.42	57.89	n/a
Child Development	67	70	78.13	70.59	n/a
Diesel Technoogy	67	70	77.78	84	n/a
Exercise Science - Personal Training -Yoga	66	75	100	71.43	n/a
Fire Technology	87	90	92.45	85.94	n/a
Medical Laboratory Technology	84	88	83.33	61.11	n/a
Paralegal	67	70	76.60	76.79	n/a

20. Please use the text box below 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.

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.

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 fluctuating. 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. These efforts include the strategic use of the Customer Relationship Management (CRM) platform to enhance Guided Pathways implementation and improve tracking of student progress, and the development of partnerships with local graduate programs to utilize graduate student interns as ACP success coaches. Although the College was accepted to participate in the IEPI initiative last year, limited personnel capacity has precluded full engagement with the IEPI visiting team and its advisory services.

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

The College learned a bit at the ACCJC Transparency, Storytelling, and Value Literacy regional training on April 13th at Long Beach City College. Based on that training, we received 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.

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