



**2015 Annual Report
 REVIEW**

San Diego Miramar College
 10440 Black Mountain Road
 San Diego, CA 92126

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Daniel R. Miramontez
3.	Phone number of person preparing report:	619-388-7308
4.	E-mail of person preparing report:	dmiramon@sdccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://studentweb.sdccd.edu/docs/catalogs/2014-2015/miramar.pdf#view=Fit&pagemode=bookmarks
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.sdmiramar.edu/institution/accreditation
6.	Total unduplicated headcount enrollment:	Fall 2014: 12,009 Fall 2013: 12,080 Fall 2012: 11,487
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	11,080
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,652
9.	Number of courses offered via distance education:	Fall 2014: 115 Fall 2013: 136 Fall 2012: 131
10.	Number of programs which may be completed via distance education:	26
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 3,552 Fall 2013: 3,523 Fall 2012: 3,573
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
	Were all correspondence courses for which students	

13.	enrolled in fall 2014 part of a program which leads to an associate degree?	n/a
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Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	73 %									
14b.	Successful student course completion rate for the fall 2014 semester:	74 %									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. <i>Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</i></p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>1030</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>590</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>450</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1030	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	590	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	450
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1030									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	590									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	450									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	1,026									
16b.	Number of students who received a degree in the 2013-2014 academic year:	512									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	514									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	806									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	751									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	CSU-GE-Breadth; IGETC-GE									
19a.	Number of career-technical education (CTE) certificates and degrees:	82									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	82									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	1									
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	19									

20. 2012-2013 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Medical Lab Technician	1504	state	80 %	80 %

21. 2012-2013 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
BIOTECHNOLOGY AND BIOMEDICAL TECHNOLOGY	1504	73.54 %	0 %
ACCOUNTING	5203	73.54 %	53.85 %
BANKING AND FINANCE	N/A	73.54 %	33.33 %
BUSINESS ADMINISTRATION	5202	73.54 %	60.78 %
BUSINESS MANAGEMENT	5202	73.54 %	43.75 %
REAL ESTATE	5215	73.54 %	33.33 %
OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	5204	73.54 %	0 %
COMPUTER INFORMATION SYSTEMS	1101	73.54 %	66.67 %
PHYSICAL EDUCATION	3105	73.54 %	69.23 %
DIESEL TECHNOLOGY	4706	73.54 %	54.17 %
AUTOMOTIVE TECHNOLOGY	4706	73.54 %	68.29 %
AERONAUTICAL AND AVIATION TECHNOLOGY	4706	73.54 %	50 %
APPLIED DESIGN - FINE & APPLIED ARTS	5004	73.54 %	50 %
EMERGENCY MEDICAL SERVICES	5100	73.54 %	0 %
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	1907	73.54 %	52.17 %
PARALEGAL	2203	73.54 %	65.79 %
ADMINISTRATION OF JUSTICE	4301	73.54 %	88.36 %
FIRE TECHNOLOGY	4302	73.54 %	74.59 %
AVIATION AND AIRPORT MANAGEMENT AND SERVICES	4901	73.54 %	55.56 %

22. Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Persistence Rate (49%-Fall 2013-Fall 2014)	Annual persistence rate is the percentage of official census enrolled first-time to college students in a fall term who received a grade notation then enrolled in at least one course in the subsequent spring and fall terms and received a grade notation.	49%

Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).

In fall 2014, the College implemented a workgroup, appointed through our participatory governance process, to examine and set institution-set standards for our Fall 2013-Spring

23.	2019 Strategic Plan. The Strategic Plan Assessment workgroup has been working diligently throughout the 2014-15 academic year to set institution-set standards across 11 indicators and 38 measures where appropriate. In all, the collective efforts of this workgroup will ultimately produce a progress report to showcase and communicate the progress made among our strategic goals. This assessment is meant to be the mid-term report for our strategic plan and will show areas we are doing well and need improvement across the college. This college-wide progress report will lead to the development of actions plans in addressing identified gaps in our integrated planning process.
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Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer									
24.	Courses <table border="1" data-bbox="251 777 1331 924"> <tr> <td>a.</td> <td>Total number of college courses:</td> <td>624</td> </tr> <tr> <td>b.</td> <td>Number of college courses with ongoing assessment of learning outcomes</td> <td>538</td> </tr> <tr> <td></td> <td>Auto-calculated field: percentage of total:</td> <td>86.2</td> </tr> </table>	a.	Total number of college courses:	624	b.	Number of college courses with ongoing assessment of learning outcomes	538		Auto-calculated field: percentage of total:	86.2	
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	Auto-calculated field: percentage of total:	86.2									
25.	Programs <table border="1" data-bbox="251 1018 1331 1249"> <tr> <td>a.</td> <td>Total number of college programs (all certificates and degrees, and other programs as defined by college):</td> <td>86</td> </tr> <tr> <td>b.</td> <td>Number of college programs with ongoing assessment of learning outcomes</td> <td>86</td> </tr> <tr> <td></td> <td>Auto-calculated field: percentage of total:</td> <td>100</td> </tr> </table>	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	86	b.	Number of college programs with ongoing assessment of learning outcomes	86		Auto-calculated field: percentage of total:	100	
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b.	Number of college programs with ongoing assessment of learning outcomes	86									
	Auto-calculated field: percentage of total:	100									
26.	Student and Learning Support Activities <table border="1" data-bbox="251 1365 1331 1575"> <tr> <td>a.</td> <td>Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):</td> <td>18</td> </tr> <tr> <td>b.</td> <td>Number of student and learning support activities with ongoing assessment of learning outcomes:</td> <td>18</td> </tr> <tr> <td></td> <td>Auto-calculated field: percentage of total:</td> <td>100</td> </tr> </table>	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	18	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	18		Auto-calculated field: percentage of total:	100	
a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	18									
b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	18									
	Auto-calculated field: percentage of total:	100									
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.sdmiramar.edu/faculty/slos									
28.	Number of courses identified as part of the general education (GE) program:	199									
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	88 %									
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes									
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	199									

32.	Number of Institutional Student Learning Outcomes defined:	4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Over the past several years, we have continued to develop our ILO assessment methods to better reflect all aspects of the college student learning experience, most notably non-instructional areas. In the 2012-2013 year, we used a college-wide retreat and convocations for cross-division discussion and input on our ILOs, which led to modification of our ILOs to more closely align with the AACU's Essential Learning Outcomes. We have since distributed an ILO survey to students that addresses the range of outcomes expected of our degree students and are currently analyzing data. In addition, we have implemented Taskstream for accountability management and are creating reports to highlight how all college activities (from courses and programs to student services and administrative services) support our ILOs. Together, this information can be used to guide our strategic plan development to further the mission of the college. We have also expanded our informative capabilities, especially for the public, by creating a more comprehensive Outcomes and Assessment webpage for Miramar College. Once ILO reports and any resulting dialogue and discussion are available, they will be posted to the website, as well as distributed college-wide through other forums.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The college has gone through several rounds of mapping courses to program outcomes and ILOs. During this work, specifically on alignment and mapping of program SLOs, we found the need to revise instructional program outcomes to more accurately measure student success at the level of the degree and certificate. Furthermore, this work led to valuable discussions regarding our definition of program. As a result, we are re-defining instructional programs at Miramar College, to more closely align with Title V language, which will allow us to do comprehensive, focused program reviews and to identify the specific needs of different student populations obtaining degrees and certificates. In addition, we are modifying our program review document and process to reflect these changes, and to align outcomes and assessment directly with student achievement and success in our programs. The modified process (including both program and course level SLO data) provides opportunity for cross-disciplinary discussions and identification of bottlenecks, key informational deficits, and multi-course outcomes for individual programs. Ultimately, we hope to use these analyses to inform scheduling and instruction across disciplines and to improve in these areas through strategic enrollment management.</p> </div>	
	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Assessment discussions have become standard at convocations, retreats, and meetings. We also have SLO Liaisons for instructional and non-instructional programs, who act as points of</p> </div>	

37.	<p>contact between the College-wide Outcomes and Assessment Facilitator and faculty/staff. Students are made aware of course outcomes on syllabi, and program and institutional outcomes are published in our catalog. This allows students to identify critical outcomes for success in courses and programs. In addition, ILO surveys ask students to assess how their experience at Miramar College aligns with the outcomes at the institutional level, and this information will be distributed to the college as a whole to inform our planning processes aimed at increasing student success. Taskstream has also been instrumental in creating reports on college-wide outcomes and assessment, with detail appropriate for the given audience. Internally, workspace activity and status reports are circulated to Deans, Chairs, and SLO Liaisons to monitor implementation of outcomes and facilitate discussion of assessment at various levels. We are also able to create alignment reports, export outcomes, and create college-wide snapshots of assessment data, which can be posted on the recently updated Outcomes and Assessment webpage for internal and external audiences.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).</p> <div data-bbox="313 615 1390 961" style="border: 1px solid black; padding: 5px;"> <p>In instructional areas, we have relied on department meetings for dialog on SLO assessment at the course and program levels, as this is a faculty driven process. With the move to Taskstream, faculty (for a course or program) work together to analyze results, input aggregate assessment data, and design action plans to address gaps. Non-instructional areas use a similar process of analysis by the faculty/staff and committees in their area. Assessment action plans that result from these discussions are reported in program reviews from all divisions, and any resource requests must be linked to outcomes and strategic plan goals. Dialogue on ILO assessment takes place initially at the level of the Program Review/SLOAC Committees in the different divisions, with coordination by the College-wide Outcomes and Assessment Facilitator. Analyses and recommendations are then moved through the governance system to ultimately inform planning and increase institutional effectiveness.</p> </div>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).</p> <div data-bbox="313 1123 1390 1493" style="border: 1px solid black; padding: 5px;"> <p>Our latest success story has involved streamlining the assessment process to improve institutional effectiveness. In our pursuit of continuous quality improvement, we have redefined the role for the assessment coordinator, creating a single College-Wide Outcomes and Assessment Facilitator, developed and implemented the accountability management software Taskstream, and reorganized the reporting structure within our college. To oversee college assessment, as well as other planning processes, the position of Dean of Planning, Research, and Institutional Effectiveness (PRIE) was created. All of this has led to a vastly improved assessment process and communication throughout our college. Another success has been the revision of our Program Review document and process. With the implementation of Taskstream, we have been able to revise our Program Review document to create direct links between outcomes and assessment, student achievement, and resource requests. As we continue to improve the process, we plan to utilize the functionality of Taskstream to show links between strategic goals, institution set standards, and program and student success.</p> </div>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned

41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A
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Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	N/A
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

Go To Question #:

The Annual Report must be certified as complete and accurate by the CEO (Dr. Patricia Hsieh). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

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