



Western Association of Schools and Colleges  
**Accrediting Commission for Community and Junior Colleges**

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**2014 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:	<a href="http://studentweb.sdccd.edu/docs/catalogs/2013-2014/miramar.pdf#view=Fit&amp;pagemode=bookmarks">http://studentweb.sdccd.edu/docs/catalogs/2013-2014/miramar.pdf#view=Fit&amp;pagemode=bookmarks</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.sdmiramar.edu/institution/accreditation">http://www.sdmiramar.edu/institution/accreditation</a>
6.	Total unduplicated headcount enrollment:	Fall 2013: 12,080 Fall 2012: 11,487 Fall 2011: 12,920
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	11,525
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	1,715
9.	Number of courses offered via distance education:	Fall 2013: 136 Fall 2012: 131 Fall 2011: 141
10.	Number of programs offered via distance education:	12
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 3,523 Fall 2012: 3,575 Fall 2011: 4,025
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: n/a Fall 2012: n/a Fall 2011: n/a

13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No
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### Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	72 %									
14b.	Successful student course completion rate for the fall 2013 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. 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.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>1063</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>601</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>469</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	1063	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?	601	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?	469
a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	1063									
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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?	469									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	1,068									
16b.	Number of students who received a degree in the 2012-2013 academic year:	601									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	467									
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?	840									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	745									
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:	89									
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:	84									
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.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:			
	<b>CIP Code 4 digits (##.##)</b>	<b>Examination</b>	<b>Institution set standard</b>	<b>Pass Rate</b>
Medical Lab Technician	1504	state	80 %	100 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:			
	<b>CIP Code 4 digits (##.##)</b>	<b>Institution set standard</b>	<b>Job Placement Rate</b>	
BIOTECHNOLOGY AND BIOMEDICAL TECHNOLOGY	1504	74.95 %	0 %	
ACCOUNTING	5203	74.95 %	57.69 %	
BANKING AND FINANCE	N/A	74.95 %	40 %	
BUSINESS ADMINISTRATION	5202	74.95 %	87.1 %	
BUSINESS MANAGEMENT	5202	74.95 %	75 %	
REAL ESTATE	5215	74.95 %	66.67 %	
OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	5204	74.95 %	42.86 %	
COMPUTER INFORMATION SYSTEMS	1101	74.95 %	100 %	
PHYSICAL EDUCATION	3105	74.95 %	46.15 %	
DIESEL TECHNOLOGY	4706	74.95 %	94.12 %	
AUTOMOTIVE TECHNOLOGY	4706	74.95 %	84.09 %	
AERONAUTICAL AND AVIATION TECHNOLOGY	4706	74.95 %	64.52 %	
APPLIED DESIGN - FINE & APPLIED ARTS	5004	74.95 %	0 %	
EMERGENCY MEDICAL SERVICES	5100	74.95 %	66.67 %	
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	1907	74.95 %	69.01 %	
PARALEGAL	2203	74.95 %	64.52 %	
ADMINISTRATION OF JUSTICE	4301	74.95 %	84.82 %	
FIRE TECHNOLOGY	4302	74.95 %	84.43 %	
AVIATION AND AIRPORT MANAGEMENT AND SERVICES	4901	74.95 %	75 %	
22.	Please list any other instituon set standards at your college:			
	<b>Criteria Measured (i.e. persistence, starting salary, etc.)</b>	<b>Definition</b>		<b>Institution set standard</b>
Persistence Rate (53% -Fall 2012-Fall 2013)	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.			48%
	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 (1,250 character limit, approximately 250 words).			
One of the innovative practices we utilize has been the creation and expansion of the Basic Skills (BSI) English Center and Instructional Assistant (IA) Program. IAs work both inside BSI				

23.	<p>English/ESL classes as well as in the English Center under the direction of faculty members. This program not only improves BSI students' success, retention, persistence, and GPAs, it also provides IAs with classroom experience to complement their graduate curriculum. This program strengthens their preparation to teach Basic Skills in the future. Similar to other BSI projects at Miramar, to receive funding, this project had to apply by stating how the goals of the project connected to Miramar's Strategic Plan, BSI Action Plan, as well as to the Effective Practices of the BSI grant. Projects are then rubric-group-rated. Additionally, each BSI Project works directly with the researcher and unsuccessful projects have been culled and defunded by the BSI Committee. As external validation, this innovation was awarded Advanced Certification from the National Association of Development Education (NADE), the highest possible certification offered by NADE. Miramar is currently only the second campus in California to hold this distinction.</p>
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**Student Learning Outcomes and Assessment**

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment ( see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). 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.

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 766
	b.	Number of college courses with ongoing assessment of learning outcomes: 529
		Auto-calculated field: percentage of total: 69.1
25.	Programs	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 27
	b.	Number of college programs with ongoing assessment of learning outcomes: 27
		Auto-calculated field: percentage of total: 100
26.	Student and Learning Support Activities	
	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 programs:	<a href="http://www.sdmiramar.edu/institution/slos">http://www.sdmiramar.edu/institution/slos</a>
28.	Number of courses identified as part of the GE program:	179
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %
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 program Student Learning Outcomes:	179
32.	Number of Institutional Student Learning Outcomes defined:	5
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 (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <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 past, we had difficulties integrating non-instructional functions and outcomes into our ILO structure. In the 2012-2013 year, we used a college-wide retreat and convocations for cross-division discussion and input on our ILOs. This allowed us to identify gaps with respect to non-instructional areas and resulted in modification of our ILOs to more closely align with the AACU's Essential Learning Outcomes. We also developed and piloted an ILO survey that addresses the range of outcomes expected of our degree students and will distribute it college-wide in the coming year. Course and program SLOs are currently mapped to ILOs, and we are working on additional mapping using more comprehensive software (Taskstream), currently in the implementation phase. This will allow us to look at all college activities that support our ILOs, highlighting areas that might need improvement. In addition, we are planning on expanding our informative capabilities, especially for the public, with online reporting using the new software platform.</p> </div>	
<p><b>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.</b></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 (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Currently, course and program SLOs have been mapped to ILOs, with courses forming the basis for student learning. In our work on alignment and mapping of program SLOs, we found the need to revise instructional program SLOs to more accurately measure student success at the level of the degree and certificate. We are in the process of making these changes, and will then be able to align the revised program SLOs with appropriate course and institutional outcomes. As we include both program and course level SLO data in program review, faculty can directly identify strategies and actions to increase student success. This has allowed us to identify bottlenecks, key informational deficits and multi-course outcomes for individual programs, and to adjust scheduling and instruction across disciplines to improve in these areas. We have also used surveys, at the course, program and institutional level, to get student feedback, which is valuable in modifying delivery of instruction to meet student need.</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 (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Our focus in communicating outcome assessment has been primarily at the internal level, as</p> </div>	

37.	<p>we move towards continuous quality improvement. Outcome assessment discussions have become standard at convocations, retreats, and meetings. We have also organized a group to function as SLO Liaisons for instructional and non-instructional programs. These Liaisons are a point of contact between the SLO Facilitator and faculty/staff and have improved overall awareness/alignment of outcome assessment practices between the instructional and non-instructional areas. Students are made aware of course SLOs on syllabi, and program and institutional SLOs are published in our catalog. This allows students to focus in on key themes in courses and identify critical outcomes for success. In addition, with ILO surveys, students are individually asked to assess how their experience at Miramar aligns with the outcomes at the institutional level. Currently, we have posted results of program outcome assessment on our college website. With the adoption of the Taskstream software, we anticipate the ability to easily produce additional reports appropriate for varied 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 (1,250 character limit, approximately 250 words).</p> <p>We have relied on department meetings to dialog on instructional SLO assessment at the course and program levels, as this is a faculty driven process. The results of these course level analyses are reported by all faculty using a homegrown database. Summaries of faculty discussions regarding outcomes assessment are entered by lead faculty and are available to department chairs. Summary reports of assessment are provided to faculty and administration through college committees, such as Academic Affairs and the Academic Senate. Both course and program level changes that result from these discussions are reported in program reviews, and any resource requests must be linked to outcomes and strategic plan goals. For non-instructional areas, specifically student support services, administrative services and instructional support services, outcomes and assessment are reviewed by the faculty/staff and committees in their area, and results are included in their division program reviews. With the implementation of the Taskstream software, we will be able to map all division level outcomes to our revised ILOs and use collective data to measure success and guide planning in ways that that will increase institutional effectiveness.</p>
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 (1,250 character limit, approximately 250 words).</p> <p>One significant achievement with regards to SLO practices affecting institutional effectiveness has come from the college-wide efforts to assess the impact of all facets of the college on student learning. Our Spring 2013 retreat resulted in significant changes to the way we approach outcomes assessment at the institutional level, and resulted in a modification of our ILOs. Starting in Spring 2014, we adopted the AAC&amp;U's LEAP Essential Learning Outcomes, with the inclusion of verbiage that highlights the role that non-instructional areas play in student learning. This has greatly increased the communication between instructional and non-instructional areas with regards to factors affecting student learning and success. Another significant success story is the impact of outcomes assessment at the program level, as seen in our Basic Skills programs in English and Math. Both areas have used the analysis of outcomes, as well as student achievement data, to create projects that have led to increased student success in these Basic Skills areas. Specifically, English created the "English 049 Coordination Project," which resulted in increased success and completion rates for students who were engaged in the identified interventions.</p>

**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:	2012-13: 0 2011-12: 0 2010-11: 0
	Is the institution anticipating a proposal for a	

41a.	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

**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 institution's instructional sites out of state and outside the United States:	N/A

Go To Question #:  ▼

**REVIEW/EDIT**

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.

**Send e-mail Notification to CEO to certify report**

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CTE Programs	CIP CODE	Certificate or Degree	2013-14 Perkins Performance Goal **	Employment Percentage Rate*
BIOTECHNOLOGY AND BIOMEDICAL TECHNOLOGY	1504	Both	<b>74.95%</b> <u>All CTE Programs</u>	NA
ACCOUNTING	5203	Degree		57.69
BANKING AND FINANCE		Both		40.00
BUSINESS ADMINISTRATION	5202	Both		87.10
BUSINESS MANAGEMENT	5202	Both		75
REAL ESTATE	5215	Certificate		66.67
OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	5204	Both		42.86
COMPUTER INFORMATION SYSTEMS	1101	Both		100
PHYSICAL EDUCATION	3105	Both		46.15
DIESEL TECHNOLOGY	4706	Both		94.12
AUTOMOTIVE TECHNOLOGY	4706	Both		84.09
AERONAUTICAL AND AVIATION TECHNOLOGY	4706	Both		64.52
APPLIED DESIGN – FINE & APPLIED ARTS	5004	Both		NA
EMERGENCY MEDICAL SERVICES	5100	Certificate		66.67
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	1907	Both		69.01
PARALEGAL	2203	Both		64.52
ADMINISTRATION OF JUSTICE	4301	Both		84.82
FIRE TECHNOLOGY	4302	Both		84.43
AVIATION AND AIRPORT MANAGEMENT AND SERVICES	4901	Both		75

\*Note: Data obtained from the Perkins IV Core Indicators of Performance by Vocational TOP Code report for Miramar College, 2013-2014 Fiscal Year. Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census

\*\* Note: Institution's set standard for graduate employment rates same as Perkins Performance Goal – Core Indicator reports:13/14.