Introduction to the Institutional Self-Evaluation Report (SER)

Overview of the College

History of the College

Monterey Peninsula College (MPC) commenced its operation in September of 1947 on the campus of Monterey High School, holding classes from 4:00 p.m. to 10:00 p.m. daily. During this first year, 97 acres of land were purchased on Fremont Street; this parcel of land became the current main campus. In September 1948, classes opened in converted barracks buildings with 280 students and 20 faculty members.

MPC separated from the Monterey Union High School District in 1961 and became a separate junior college district. With this reorganization, the Carmel Unified School District and the Pacific Grove Unified School District became part of MPC's Peninsula-wide junior college district.

After the campus opened in 1948, facilities continued to expand to meet the needs of the growing student population. The engineering building was constructed in 1958, the original library in 1960, and the art and music center and swimming pool in 1962. Enrollment continued to grow, as did the need for additional classrooms. In 1965, the original buildings of 1948 were replaced with new buildings for business, humanities, life science, physical education, physical science, and social science. The lecture forum, theater, and College Center were also part of this 1965 campus renewal.

In 1973, the College recognized an educational need in the communities residing in the north side of its service area, primarily in the communities of Marina and Seaside, near the former Ford Ord Army Base. From 1973 to 1993, the College operated a satellite campus at Fort Ord in cooperation with the U.S. Army, primarily for the benefit of Armed Forces personnel and their family members, as well as for residents in the adjacent communities of Seaside, Marina, and Sand City.

In 1982-1983, Monterey Peninsula College was selected as the site for the Maurine Church Coburn School of Nursing, established with a grant from the Maurine Church Coburn Charitable Trust. The School of Nursing is operated, in part, with funds from the Community Hospital Foundation. During August 1988, the engineering building was remodeled with funds from the Community Hospital Foundation to house the School of Nursing. In 1999, further remodeling of the building was completed, and the second floor of the International Center was remodeled to meet office and classroom space needs.

Monterey Peninsula College has enjoyed tremendous support from its residents. In November 2002, local voters approved Proposition 39 Measure I, a $145 million bond for facilities infrastructure and equipment at Monterey Peninsula College. Funds from the bond continue to support the programmatic needs described in the College's Educational/Facilities Master Plan.

In addition, in 2003, construction of the new Library and Technology Center at the entrance to the campus was completed, and a new Plant Services building was erected near the Automotive Technology program site.

Monterey Peninsula College continues to grow and change. After the closing of the Fort Ord base in 1993, the Fort Ord Re-Use Authority (FORA) was formed to administer and oversee the distribution of the former Fort Ord property to various state, county, and local agencies, including Monterey Peninsula College. Several parcels were slated for conveyance to Monterey Peninsula College, including a parcel on 12th Street in Marina and another on Colonel Durham Street in Seaside. These properties have been conveyed to the college; however, the conveyance of other properties, including Parker Flats and the Military Operations on Urban Terrain (MOUT) has been delayed due to munitions cleanup requirements. These properties comprise the Fort Ord Education Center, whose mission is: (1) to meet the general education needs of the communities in the north end of MPC's service area, and (2) develop adequate facilities for the Public Safety Training Center, which includes a Fire and Police Academy. The Marina property is the location for basic skills and general education offerings, maintaining the original emphasis of the Center as an access point to higher education; the Marina site is known as the Education Center at Marina. The Seaside location is designated as the location for the District's public safety training programs. The California Postsecondary Education Commission (CPEC) confirmed the grandfathered status of the Education Center on the basis that it was established prior to 1974, the College has run it continuously since its inception, and it generates over 800 Full Time Equivalent Students (FTES) in a full academic year.

The campus has continued to evolve to meet student needs. Recent campus facilities improvements include the completion of permanent academic facilities at the Education Center at Marina and Student Services building on the main campus (fall 2011), improvements to the Physical Education building (fall 2012), and renovations to the MPC Theater (spring 2013), Humanities Building (fall 2013), swimming pool (spring 2014), and Student Center (fall 2014).

Since the previous self-evaluation report, the College achieved status as a Hispanic-Serving Institution (HSI), as noted in the HSI Assurance submitted as part of a Title V grant submission in 2014. According to the HSI Assurance in fall 2013, Hispanic students comprised 37.3% of the total Full-Time Equivalent Students (FTES) for the District.

Service Area Information

Monterey Peninsula College (MPC) is part of California's public community college system of 113 campuses in 72 districts across the state. As a comprehensive community college, MPC responds to the educational and cultural needs of the community, insofar as its resources permit.

Monterey Peninsula College is located on the Monterey Peninsula, which is on the central coast of California. The College serves residents on the Monterey Peninsula—which includes the communities of Carmel, Carmel Valley, Del Rey Oaks, Marina, Monterey, Pacific Grove, Pebble

Beach, Sand City, and Seaside,—as well as the portion of the central coast extending south just beyond the community of Big Sur.

The Monterey Peninsula College Community College District (MPCCCD) is 665 square miles. It represents 18% of the area of Monterey County. It is bordered on the north and east by the Hartnell Community College District and on the south by the county line, below which is San Luis Obispo county and the San Luis Obispo Community College District.

Population and Housing Estimates

The table below shows the number of housing units, occupied housing units, and persons per household for the incorporated cities and Census Designated Places (CDP) on the Monterey Peninsula. (The unincorporated areas of MPC's district—portions of Carmel and Carmel Valley—are not included).

The most densely populated cities, as measured by the number of persons per household, are Marina and Seaside, both located in the northern portion of MPC's district. By contrast, the city of Carmel-By-The-Sea has a low number of persons per household. Carmel-By-The-Sea and the Del Monte Forest CDP (known locally as Pebble Beach) have high vacancy rates, due to the high percentage of vacation and second homes in these tourist destination cities.

Figure 1.1: Population and Housing Units, MPCCD

	2010 Census					2014 ACS	
	Population	Housing Units	Occupied Housing Units	% Housing Units Vacant	Persons per Household	Population Estimate	Housing Units Est.
Carmel-By-The-Sea	3,722	3,417	2,095	38.7%	1.78	3,807	3,581
Carmel Valley Village CDP	4,407	2,156	1,895	12.1%	2.33	4,321	2,097
Del Monte Forest CDP	4,514	2,811	1,925	31.5%	2.17	6,439	2,860
Del Rey Oaks	1,624	741	701	5.4%	2.32	1,727	732
Marina	19,718	7,200	6,845	4.9%	2.75	20,198	7,352
Monterey	27,810	13,584	12,184	10.3%	2.08	28,053	14,177
Pacific Grove	15,041	8,169	7,020	14.1%	2.09	15,365	8,453
Sand City	334	145	128	11.7%	2.27	355	166
Seaside	33,025	10,872	10,093	7.2%	3.16	33,729	10,884

Data sources: 2010 Census: U.S. Census Bureau, Profile of General Population and Housing Characteristics: 2010 Census Summary File 1; 2014 ACS: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, Table DP05

Race/Ethnicity

The table below shows the race and ethnicity profile for the incorporated cities and Census Designated Places (CDP) in MPC's service area, based on 2010-2014 estimates from the American Community Survey. The table does not include the unincorporated areas of the District. The cities of Marina, Seaside, and Sand City, all located in the northern portion of the district, are more racially and ethnically diverse than the cities and CDPs in the southern portion of the District.

Figure 1.2: Race/Ethnicity Profile, MPCCD

	Not Hispanic or Latino							Hispanic or Latino (of any race)
	White	African Americ	American Indian/Alaska Native	Asian	Hawaiian/ Pacific Islanders	Other Race	Two or more races	
Carmel-By-The-Sea	80.7%	0.0%	0.2%	8.2%	0.0%	0.0%	1.3%	9.5%
Carmel Valley Village CDP	86.7%	0.9%	0.0%	2.2%	0.0%	0.0%	4.9%	5.3%
Del Monte Forest CDP	76.1%	2.6%	0.4%	7.1%	0.1%	0.0%	3.3%	10.4%
Del Rey Oaks	72.3%	0.2%	0.0%	8.3%	0.2%	0.0%	4.4%	14.6%
Marina	37.6%	6.3%	0.3%	15.5%	4.9%	0.1%	6.2%	29.0%
Monterey	68.1%	2.6%	0.1%	8.1%	0.1%	0.2%	3.7%	17.0%
Pacific Grove	76.8%	1.8%	0.3%	5.5%	0.0%	0.0%	3.2%	12.4%
Sand City	56.1%	2.3%	0.3%	0.6%	0.0%	0.0%	2.8%	38.0%
Seaside	31.2%	8.1%	0.6%	10.0%	1.6%	0.5%	4.9%	43.0%

Data source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, Table DP05

Educational Attainment

The table below shows the highest level of educational attainment for adults, age 25 and older, in the cities and Census Designated Places (CDP) in Monterey Peninsula College's service area. The cities in the northern part of the district—Marina, Seaside, and Sand City—have considerably higher percentages of adults without a high school diploma than do the cities and CDPs in the southern part of the district. By contrast, Marina, Seaside, and Sand City have considerably lower percentages of adults who already have a bachelor's degree or higher than the areas in the south.

Figure 1.3: Educational Attainment Profile, MPCCD

	Not a HS grad		HS grad or GED		Some college		Associate degree		Bachelor's degree or higher	
Carmel-By-The-Sea	128	4.3%	428	14.4%	547	18.4%	156	5.3%	1,709	57.6%
Carmel Valley Village CDP	107	3.3%	0	0.0%	803	25%	368	11.5%	1,518	47.2%
Del Monte Forest CDP	46	1.2%	0	0.0%	896	23.7%	236	6.3%	2,355	62.3%
Del Rey Oaks	72	5.4%	0	0.0%	323	24.4%	165	12.4%	602	45.4%
Marina	2,293	17.5%	0	0.0%	3,260	24.8%	1,328	10.1%	3,198	24.4%
Monterey	1,174	5.7%	0	0.0%	4,278	20.9%	2,186	10.7%	9,600	46.9%
Pacific Grove	554	4.6%	0	0.0%	2,476	20.7%	960	8.0%	5,993	50.0%
Sand City	44	18.9%	0	0.0%	59	25.3%	18	7.7%	45	19.3%
Seaside	5,639	27.4%	0	0.0%	4,322	21.0%	1,693	8.2%	4,698	22.9%

Data source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, Table B15003

Labor Force Data

The table below shows the monthly labor force data for both the cities and Census Designated Places in MPC's service area. Labor force data is not available for the unincorporated areas in

MPC's service area. These data show that cities of Marina and Seaside have relatively higher unemployment rates than the other areas in MPC's service area.

Figure 1.4: Employment Data, MPCCD

	Labor Force	Employment	Unemployment	Unemployment Rate
Carmel-By-The-Sea	1,700	1,700	100	4.0%
Carmel Valley Village CDP	2,700	2,500	200	7.6%
Del Monte Forest CDP	1,800	1,700	100	6.1%
Del Rey Oaks	1,100	1000	100	6.7%
Marina	11,700	10,900	800	6.8%
Monterey	15,700	14,700	1,000	6.5%
Pacific Grove	9,000	8,400	500	5.7%
Sand City	Not available			
Seaside	18,400	16,600	1,700	9.3%
Monterey County	**219,800**	**199,900**	**19,900**	**9.1%**
State of California	**18,811,400**	**17,397,100**	**1,414,300**	**7.5%**

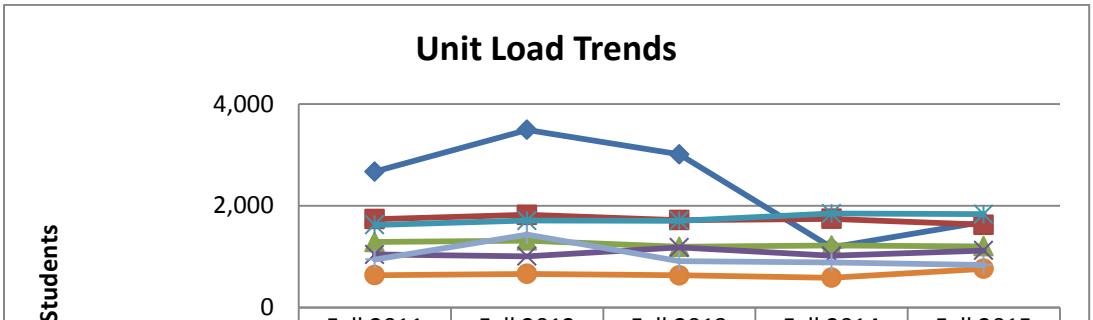
Data source: California Employment Development Department (EDD), 2014 Annual Unemployment Rates

Enrollment Trends

Unit Load

The graph below shows the unit load trends for the past five years. These data reflect all students enrolled at MPC, including those enrolled in contract courses.

Figure 1.5: Unit Load Trends



	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
0.1 - 2.9 Units	2,669	3,491	3,010	1,180	1,683
3.0 - 5.9 units	1,734	1,821	1,716	1,743	1,626
6.0 - 8.9 units	1,287	1,313	1,190	1,216	1,202
9.0 - 11.9 Units	1,039	1,006	1,177	1,014	1,118
12.0 - 14.9 Units	1,622	1,706	1,705	1,845	1,833
15+ Units	633	658	631	584	760
Non-Credit	941	1,429	910	882	835

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart
http://datamart.cccco.edu/Students/Default.aspx

Enrollment by Location/Modality

The table below shows the enrollments for the main campus in Monterey, the Marina Education Center (MEC), the Public Safety Training Center (PSTC) in Seaside, and distance learning courses offered through MPC Online. Whereas the Figure 5 above reflects *unduplicated headcount*, the table below reflects every enrollment. Thus, a student who is enrolled in three courses would count as three enrollments. Similarly, students who are taking courses at more than one location would be counted at all locations where they are taking courses.

Figure 1.6: Enrollment Trends by Location/Modality

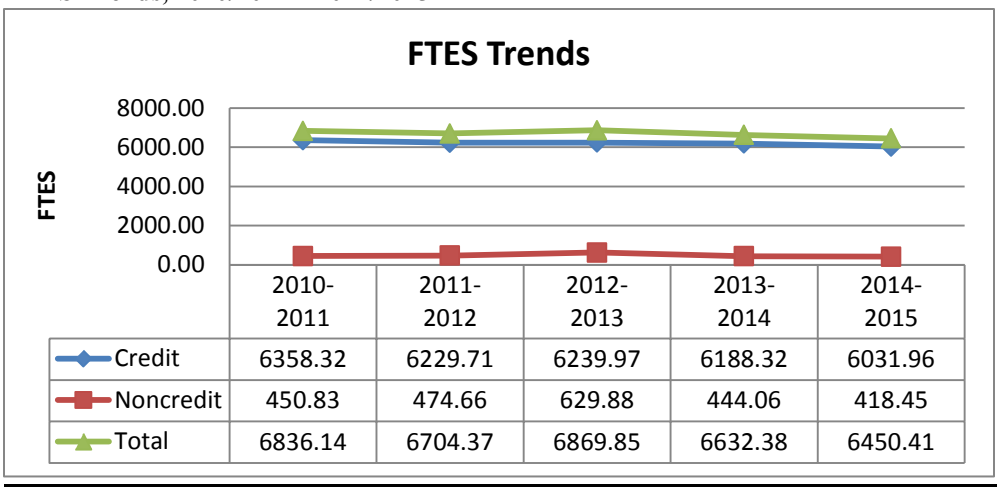
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Campus in Monterey	6,920	7,055	6,649	6,520	6,681
Marina Education Center	996	1,180	1,268	1,130	1,044
Public Safety Training Center in Seaside	147	175	241	226	249
Distance Learning	1,256	1,395	1,635	1,892	1,957

Source: MPC SIS740 Report

Full-Time Equivalent Students (FTES)

The graph below shows the Full-Time Equivalent Student (FTES) trends for the past five years. The FTES in this graph are a reflection of instructional activity only and do not account for differences in accounting methods.

Figure 1.7: FTES Trends, 2010/2011 – 2014/2015



	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Credit	6358.32	6229.71	6239.97	6188.32	6031.96
Noncredit	450.83	474.66	629.88	444.06	418.45
Total	6836.14	6704.37	6869.85	6632.38	6450.41

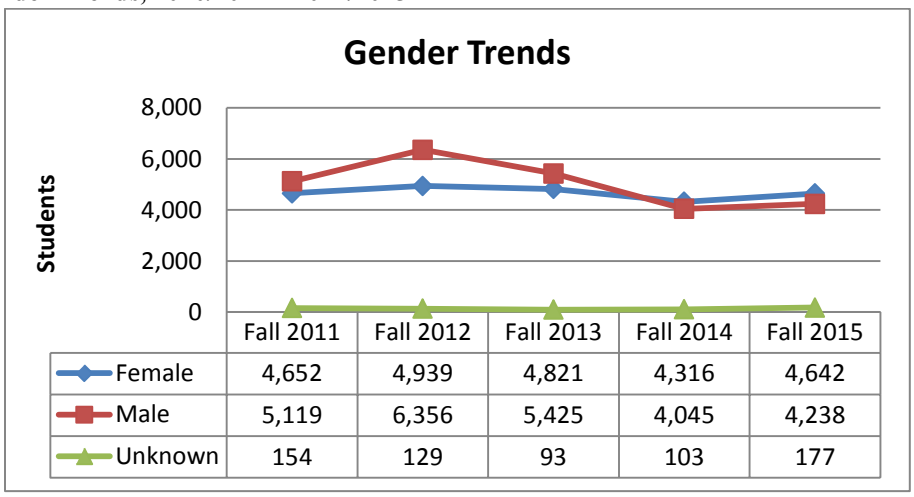
Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart
http://datamart.cccco.edu/Students/Default.aspx

Student Demographic Information

Gender

The graph below shows gender trends for the past five years. Statewide, there have been more female students than male students for each year in this five-year period. The higher number of male students at MPC in some years is a result of high enrollments in public safety programs; most of the students (85%) in MPC's public safety programs are male.

Figure 1.8: Gender Trends, 2010/2011 – 2014/2015



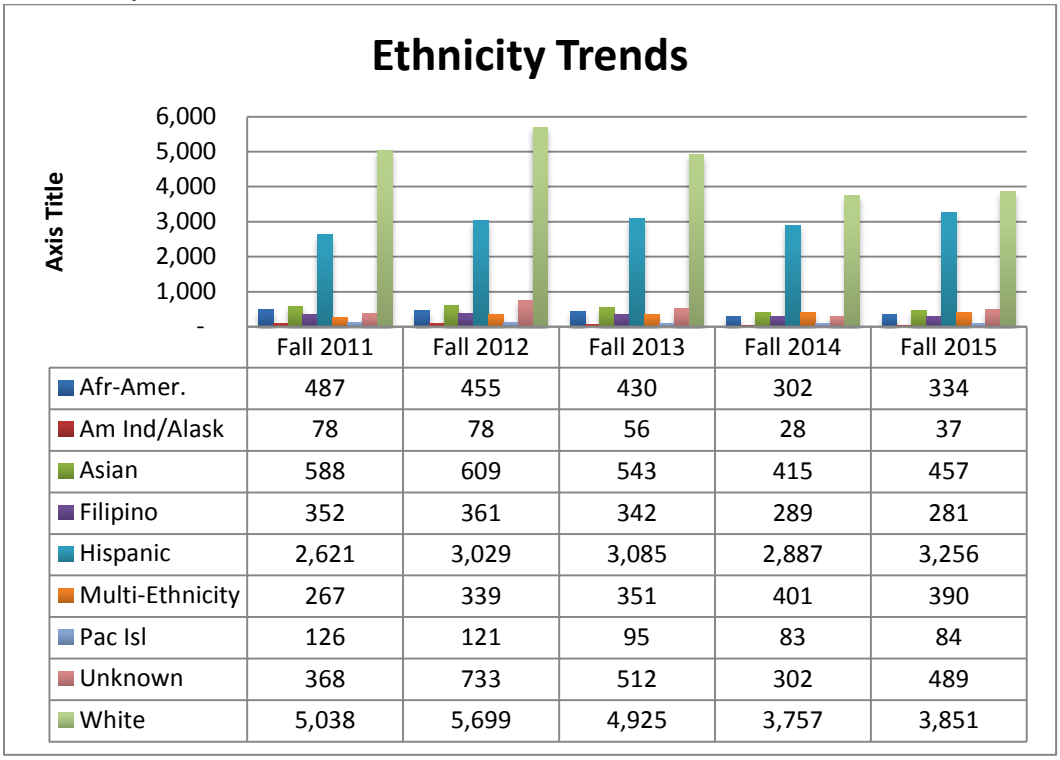
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Female	4,652	4,939	4,821	4,316	4,642
Male	5,119	6,356	5,425	4,045	4,238
Unknown	154	129	93	103	177

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart
http://datamart.cccco.edu/Students/Default.aspx

Ethnicity

White students comprise the largest ethnicity group at MPC. Hispanic/Latino students are the largest non-white group, and this group of students has grown slightly over the past five-year period. This ethnicity profile for the overall student population reflects the profile of Monterey Peninsula College's service area, described above in Figure 1.2.

Figure 1.9: Ethnicity Trends, 2010/2011 – 2014/2015



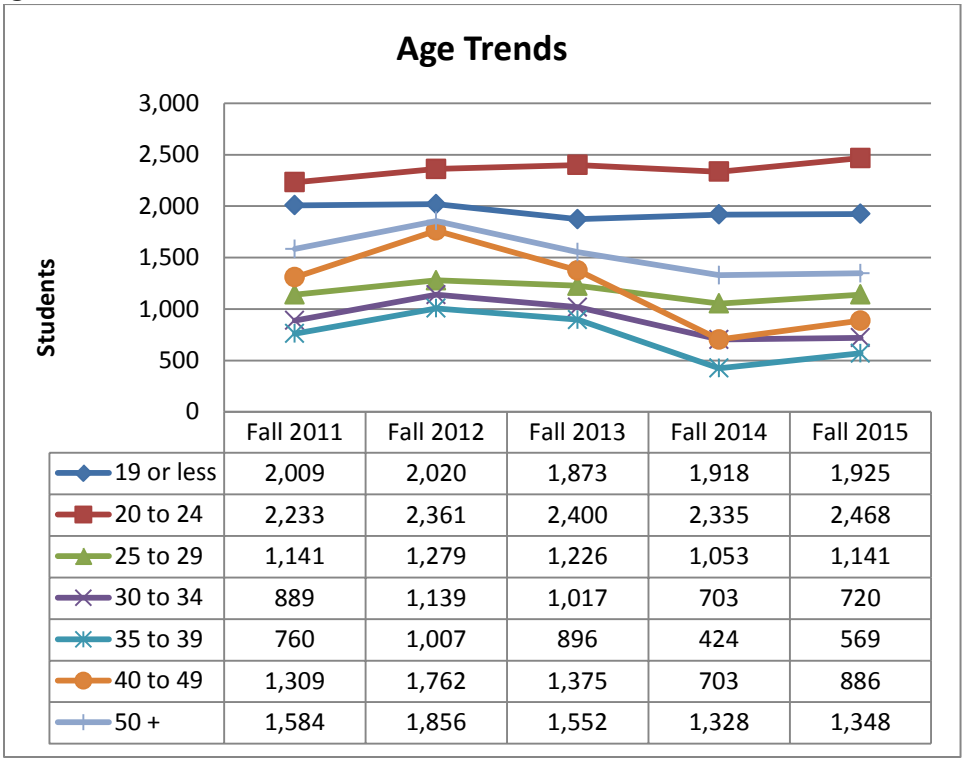
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Afr-Amer.	487	455	430	302	334
Am Ind/Alask	78	78	56	28	37
Asian	588	609	543	415	457
Filipino	352	361	342	289	281
Hispanic	2,621	3,029	3,085	2,887	3,256
Multi-Ethnicity	267	339	351	401	390
Pac Isl	126	121	95	83	84
Unknown	368	733	512	302	489
White	5,038	5,699	4,925	3,757	3,851

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart
http://datamart.cccco.edu/Students/Default.aspx

Age

The graph below shows trends in student age at Monterey Peninsula College. MPC has a bimodal student population. The number of younger, "traditional age" college students (under age 25) is roughly similar to the number of "older" students (over age 25). However, students in the 20-24 age range have been growing steadily, while older populations have been shrinking overall.

Figure 1.9: Age Trends, 2010/2011 – 2014/2015



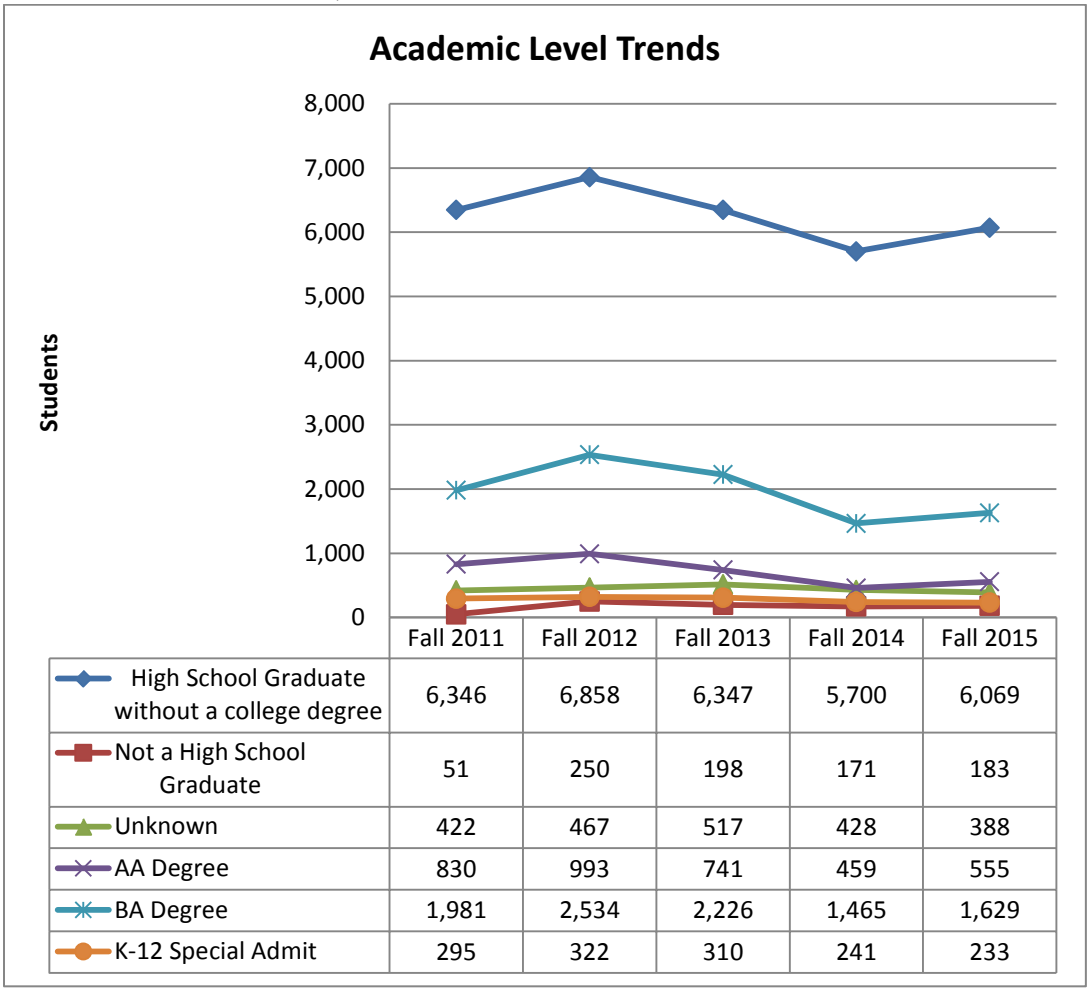
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
19 or less	2,009	2,020	1,873	1,918	1,925
20 to 24	2,233	2,361	2,400	2,335	2,468
25 to 29	1,141	1,279	1,226	1,053	1,141
30 to 34	889	1,139	1,017	703	720
35 to 39	760	1,007	896	424	569
40 to 49	1,309	1,762	1,375	703	886
50 +	1,584	1,856	1,552	1,328	1,348

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart
http://datamart.cccco.edu/Students/Default.aspx

Academic Level

The graph below reflects the highest level of educational attainment of Monterey Peninsula College students. Students at the college freshman level are the largest group; by contrast, there are far fewer students at the sophomore level. In addition, there are a substantial number of students who already have a baccalaureate degree or higher.

Figure 1.10: Academic Level Trends, 2010/2011 – 2014/2015



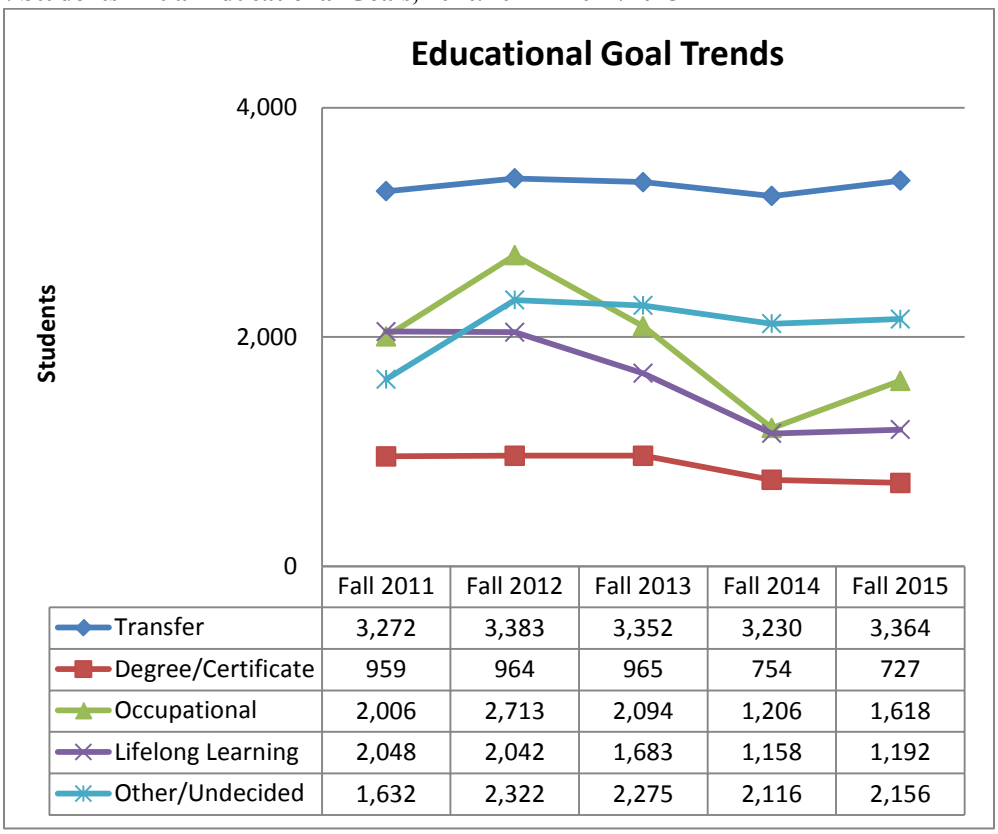
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
High School Graduate without a college degree	6,346	6,858	6,347	5,700	6,069
Not a High School Graduate	51	250	198	171	183
Unknown	422	467	517	428	388
AA Degree	830	993	741	459	555
BA Degree	1,981	2,534	2,226	1,465	1,629
K-12 Special Admit	295	322	310	241	233

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart
http://datamart.cccco.edu/Students/Default.aspx

Educational Goal

The graph below shows students' self-reported educational goals for five years. Students initially indicate their educational goal when they submit an application for admission. Students' educational goals may change later, but the graph below reflects initial educational goal. Students who indicated that they are seeking both transfer as well as a degree are included in the "Transfer" category only.

Figure 1.11: Students Initial Educational Goals, 2010/2011 – 2014/2015



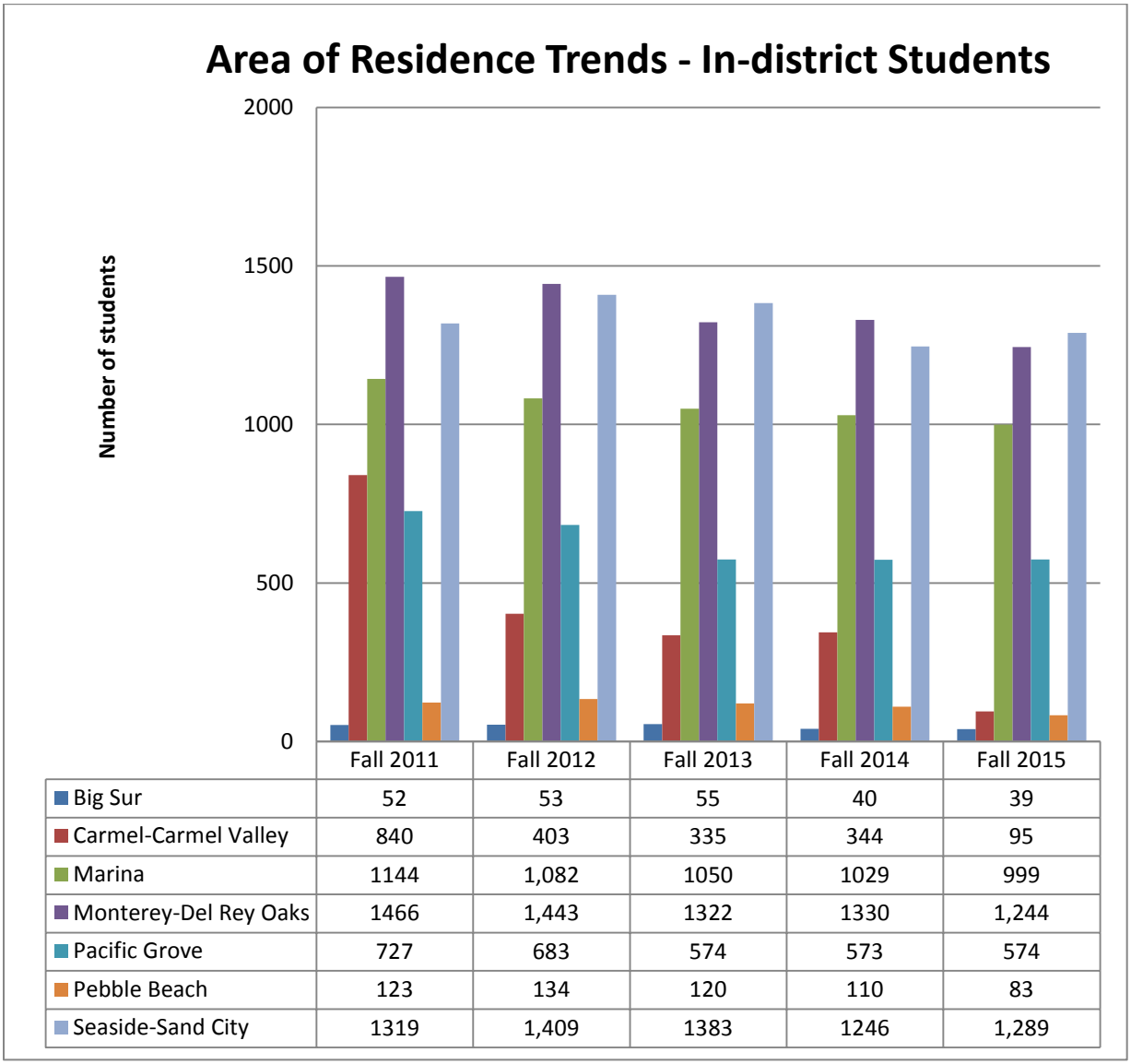
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Transfer	3,272	3,383	3,352	3,230	3,364
Degree/Certificate	959	964	965	754	727
Occupational	2,006	2,713	2,094	1,206	1,618
Lifelong Learning	2,048	2,042	1,683	1,158	1,192
Other/Undecided	1,632	2,322	2,275	2,116	2,156

Source: California Community Colleges Chancellor's Office (CCCCO) MIS Referential Data Files

Area of Residence: In-District Students

The graph below shows five-year trends for students' area of residence for those students who reside in the MPCCD. The number of students from each area within the district is proportionate with the total adult population in those areas.

Figure 1.12: Area of Residence Trends: Students Residing in the District



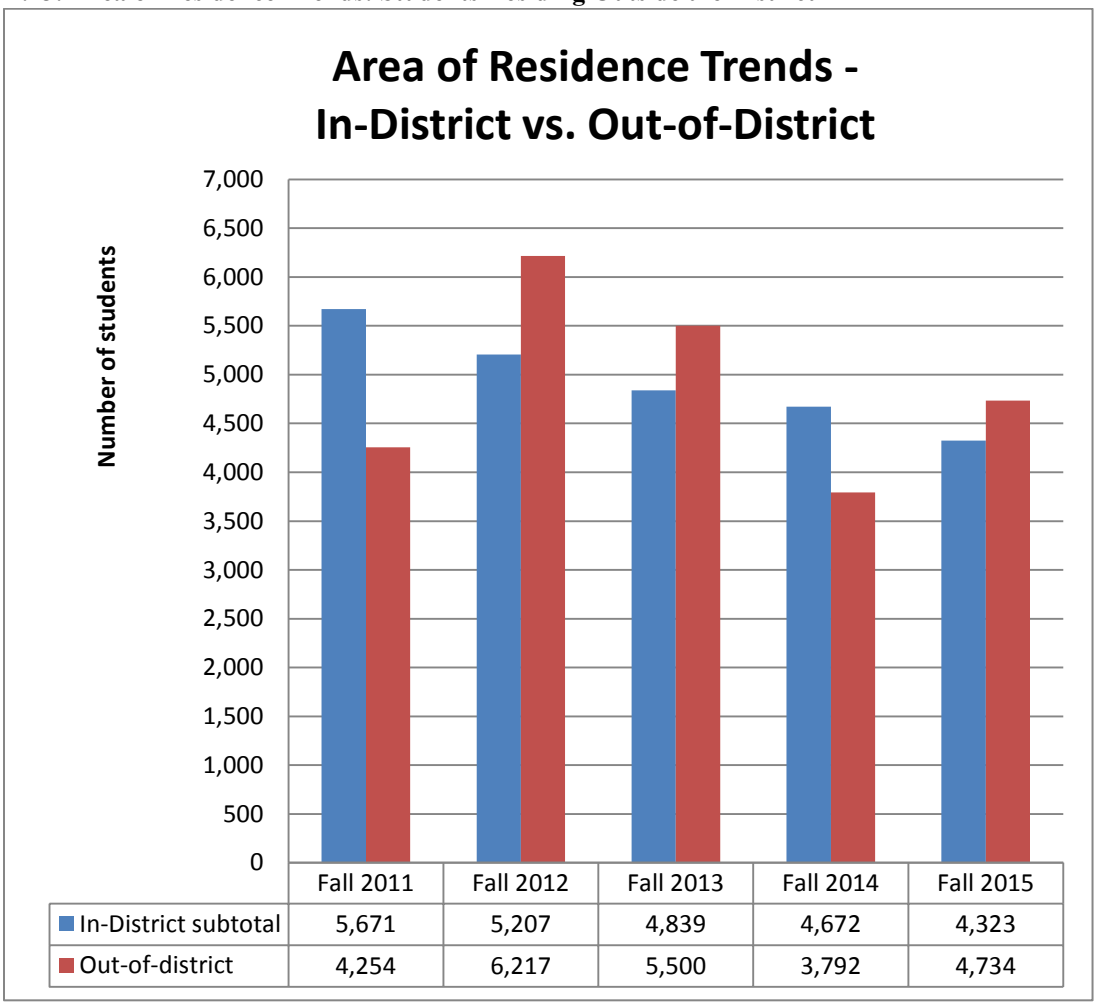
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Big Sur	52	53	55	40	39
Carmel-Carmel Valley	840	403	335	344	95
Marina	1144	1,082	1050	1029	999
Monterey-Del Rey Oaks	1466	1,443	1322	1330	1,244
Pacific Grove	727	683	574	573	574
Pebble Beach	123	134	120	110	83
Seaside-Sand City	1319	1,409	1383	1246	1,289

Source: California Community Colleges Chancellor's Office (CCCCO) MIS Referential Data Files

Area of Residence

The graph below compares in-district versus out-of-district residence for five years. MPC has a large number of students who reside outside of the District, due in part to public safety contract courses with agencies outside MPC's service area.

Figure 1.13: Area of Residence Trends: Students Residing Outside the District



	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
In-District subtotal	5,671	5,207	4,839	4,672	4,323
Out-of-district	4,254	6,217	5,500	3,792	4,734

Source: California Community Colleges Chancellor's Office (CCCCO) MIS Referential Data Files

Presentation of Student Achievement Data and Institution-Set Standards

Student Achievement: Student Success Scorecard

The Student Success Scorecard tracks a cohort of first-time degree, certificate, and/or transfer-seeking students for a period of six years. The 2012 Scorecard reflects a cohort of students who started as first-time students in 2005-2006; the 2013 Scorecard reflects a cohort of students who started as first-time students in 2006-2007, and so on.

Prepared vs. Unprepared on Student Success Scorecard

Students are classified as "Prepared" or "Unprepared" based on the level of their initial English and math courses. Prepared students are those whose initial course in English and/or math was college level. Unprepared students are those whose initial course in English and/or math was below college level.

The table below shows the percentages of Prepared and Unprepared students for five years. Over a 5-year period, the majority (76.6%) of students included in the Scorecard were classified as Unprepared for college.

Figure 2.1: Prepared vs. Unprepared Students, 2012-2016 Scorecard

	2012 Scorecard	2013 Scorecard	2014 Scorecard	2015 Scorecard	2016 Scorecard
Prepared	116	139	140	182	189
Prepared %	*21.2%*	*23.4%*	*22.2%*	*23.8%*	*25.6%*
Unprepared	430	455	492	584	550
Unprepared %	*78.8%*	*76.6%*	*77.8%*	*76.2%*	*74.4%*

Source: California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard (http://scorecard.cccco.edu/scorecard.aspx)

Prepared vs. Unprepared: Disaggregating the Data

The table below shows the percentages of Prepared and Unprepared students, disaggregated by race/ethnicity. Due to small numbers of students in some race/ethnicity groups, data are combined for five years. Only race/ethnicity groups with 10 or more students in both the Prepared and Unprepared groups are shown.

Figure 2.2: Area of Residence Trends: Students Residing Outside the District

Race/Ethnicity	Prepared	Unprepared
African-American	8.0%	92.0%
Asian	34.4%	65.6%
Filipino	18.6%	81.4%
Hispanic/Latino	17.4%	82.6%
Pacific Islander	13.0%	87.0%
White	27.5%	72.5%

Source: California Community Colleges Chancellor's Office (CCCCO) MIS Referential Data Files

Completion Outcome on Student Success Scorecard

The table below shows the percentage of students who achieved Completion (completed a degree, certificate, or transfer-related outcome), by Prepared vs. Unprepared status. Over a five-year period, approximately 70% to 73% of Prepared students achieved a Completion outcome, compared to 39% to 47% of Unprepared students.

Figure 2.3: Completion Outcomes

	2012 Scorecard	2013 Scorecard	2014 Scorecard	2015 Scorecard	2016 Scorecard
Completion for Prepared students	*69.8%*	*73.4%*	*72.9%*	*70.3%*	*70.4%*
Completion for Unprepared students	*47.2%*	*45.3%*	*46.3%*	*40.2%*	*38.7%*

Source: California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard (http://scorecard.cccco.edu/scorecard.aspx)

Prepared vs. Unprepared: Disaggregating the Data

The table below shows the percentages of Prepared and Unprepared students, disaggregated by race/ethnicity, who achieved a Completion outcome on the Scorecard. Due to small numbers of students in some race/ethnicity groups, data are combined for five years. Only race/ethnicity groups with 10 or more students in both the Prepared and Unprepared groups are shown.

Among Prepared students, Completion ranged from 58.3% for Pacific Islanders to 77.6% for Asian students; similarly, among Unprepared students, Completion ranged from 31.3% for Pacific Islanders to 59.3% for Asian students.

Figure 2.4: Completion Outcomes: Disaggregated by Race/Ethnicity

Race/Ethnicity	Prepared	Unprepared
African-American	68.8%	35.5%
Asian	77.6%	59.3%
Filipino	75.9%	40.2%
Hispanic/Latino	69.4%	40.0%
Pacific Islander	58.3%	31.3%
White	73.3%	45.8%

Source: California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard (http://scorecard.cccco.edu/scorecard.aspx)

Institution-set Standards: Overview

College-wide Student Achievement Data Overview: Institution-set Standards

Student Achievement Metric	Definition	Institution-set Standard[1]	2011 Data	2012 Data	2013 Data	2014 Data	2015 Data
Successful Course Completion Rate	Number of passing grades (A, B, C, P) divided by the number of students enrolled at 1st Census	**70.1%**	72.94% (fall 2011)	73.02% (fall 2012)	73.01% (fall 2013)	69.54% (fall 2014)	70.32% (fall 2015)
Course Retention Rate	Number of students retained divided by the number of students enrolled at 1st Census	**84.0%**	84.70% (fall 2011)	85.23% (fall 2012)	85.56% (fall 2013)	83.69% (fall 2014)	83.23% (fall 2015)
Degree Completion: Number of *Students* Awarded	Number of associate's degrees awarded during the previous academic year (July-June)	**332**[2]	381 (2010-11)	312 (2011-12)	384 (2012-13)	430 (2013-14)	499[2] (2014-15)
Degree Completion: Number of *Degrees* Awarded	Number of students awarded associate's degrees during the previous academic year (July-June)	**363**[2]	411 (2010-11)	343 (2011-12)	433 (2012-13)	480 (2013-14)	566[2] (2014-15)
Certificate Completion: Number of *Students* Awarded	Number of Chancellor's Office-approved certificates awarded during the previous academic year (July-June)	**59**[2]	44 (2010-11)	100 (2011-12)	84 (2012-13)	83 (2013-14)	98[2] (2014-15)
Certificate Completion: Number of *Certificates* Awarded	Number of students awarded Chancellor's Office-approved certificates during the previous academic year (July-June)	**61**[2]	45 (2010-11)	105 (2011-12)	89 (2012-13)	86 (2013-14)	99[2] (2014-15)
Transfer	Number of students who transferred to a 4-year institution in the previous academic year	**505**	544 (2010-11)	579 (2011-12)	476 (2012-13)	565 (2013-14)	575 (2014-15)

[1] The Institution-set Standard is the 5-Year Mean (2011-2015 data) minus the standard deviation.
[2] The 2015 Institution-set Standards for Degree and Certificate Completion were computed and submitted to ACCJC in March 2016. Subsequently, the College discovered a data coding issue that affected four of the Institution-set Standards. This table displays the *corrected* data and recalculated Institution-set Standards.

Job Placement Rates for Students Completing Certificate Programs and Career Technical Education (CTE) Degrees

Program	Classification of Instructional Programs (CIP) Code	Institution-set Standard[1]	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Administration of Justice	43.0107	**70.9%**	91.07%	95.83%	72.09%	67.74%	93.70%
Automotive Technology	47.0604	**68.9%**	87.50%	80.00%	66.67%	70.59%	84.21%
Business – Business Administration	52.0101	**53.0%**	78.57%	67.65%	65.71%	50.00%	57.14%
Child Development	19.0709	**45.9%**	73.33%	58.06%	62.96%	37.93%	62.07%
Computer Networking	11.0901	**49.4%**	53.33%	61.54%	54.84%	46.67%	61.11%
Massage Therapy	51.3501	**62.0%**	63.64%	76.47%	64.71%	77.78%	63.64%
Nursing	51.1699	**81.7%**	88.89%	84.38%	79.63%	86.00%	88.10%

Note: This table includes only those programs that had 10 or more completers each year, for the most recent five years for which data are available.
[1] The Institution-set Standard is the 5-Year Mean (2011-2015 data) minus the standard deviation.

Institution-set Standards: Disaggregated Data

Successful Course Completion—Disaggregated Data

The successful course completion rate is calculated by dividing the number of passing grades (A, B, C, or P) by the number of students enrolled at census.

The institution-set standard for course completion for the most recent year is 70.1%; the College's current performance level is 70.32%, which meets the standard. Population groups that fall below the standard in the most recent year are denoted in ***boldface italics***.

To ensure that the analysis of the disaggregated institution-set standards was meaningful and incorporated into existing efforts to improve student achievement, the college chose to disaggregate the institution-set standards for population groups similar to those identified in its Student Plan. In this way, the institution-set standards inform work already tied to mitigating gaps in performance. The college used the "Percentage Point Gap" methodology, the same methodology employed in the Student Equity Plan, to identify population groups that are disproportionately impacted. According to this methodology, disproportionate impact is present when a population group is performing at a -3 percentage point gap or greater. First, for each fall term, course completion rates that are at a -3 percentage point gap or greater are identified by yellow highlight. Then, population groups that experienced disproportionate impact for five fall terms are highlighted in yellow. For example, in Table I-A below, Black/African-American and Hispanic/Latino students experienced disproportionate impact for five fall terms.

Table I-A. Successful Course Completion by Population Group

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Successful Course Completion Rate	**72.94%**	**73.02%**	**73.01%**	**69.54%**	**70.32%**
Gender					
Female	72.37%	72.51%	73.60%	70.81%	71.29%
Male	73.21%	73.43%	72.29%	68.00%	***69.84%***
Ethnicity					
American Indian/ Alaskan Native	73.33%	60.37%	65.04%	61.84%	***68.35%***
Asian	75.92%	76.90%	76.94%	76.24%	76.02%
Black or African American	68.64%	65.63%	65.65%	61.53%	***62.20%***
Hispanic or Latino	67.63%	67.61%	66.79%	63.70%	***64.36%***
Pacific Islander	66.06%	60.73%	73.02%	68.86%	***59.59%***
White	75.93%	77.55%	78.20%	75.06%	77.23%
Two or more races	68.41%	65.35%	71.61%	68.17%	***68.97%***
Unknown	91.90%	81.29%	79.52%	76.24%	82.92%
Special Population Groups					
DSPS	71.64%	71.96%	71.15%	70.63%	74.37%
EOPS	67.84%	65.44%	70.52%	66.01%	66.97%
First Generation	Data not available	Data not available	Data not available	61.36%	65.01%

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Retention/Success Rate
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Table I-B. Successful Course Completion by Course Type

Course success rates have been higher for vocational courses than for basic skills and transferable courses. Per the percentage point gap methodology discussed earlier, disproportionate impact is present for basic skills courses in three of the five years.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Successful Course Completion Rate	**72.94%**	**73.02%**	**73.01%**	**69.54%**	**70.32%**
Course Type					
Basic Skills	73.93%	69.84%	65.96%	68.48%	***65.05%***
Transfer	71.51%	70.86%	71.14%	69.89%	***70.10%***
Vocational	80.11%	81.74%	81.07%	73.40%	77.17%

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Retention/Success Rate
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Table I-C. Successful Course Completion by Course Modality

Course success rates have been higher for face-to-face courses than for distance education courses. Per the percentage point gap methodology discussed earlier, disproportionate impact is present for distance education courses all five years.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Successful Course Completion Rate	**72.94%**	**73.02%**	**73.01%**	**69.54%**	**70.32%**
Course Modality					
Distance Education	61.21%	62.76%	61.50%	57.45%	***58.93%***
Face-to-Face	73.75%	73.81%	74.29%	71.22%	72.28%

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Retention/Success Rate
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Table I-D. Successful Course Completion by Discipline

The College uses locally derived data, rather than the Chancellor's Office Data Mart, to examine successful course completion by discipline. The locally derived data enable the college to use its own department and discipline taxonomy, which make the data more useful and relevant for program review. The overall successful course completion rates, presented in the first row of the table below, differ slightly from the successful completion rates presented in the previous tables of this section.

Table I-D. Successful Course Completion by Discipline

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Successful Course Completion Rate	**72.13%**	**72.67%**	**73.64%**	**72.12%**	**72.98%**
Discipline					
ADMJ	71.35%	64.80%	68.31%	68.78%	61.29%
ADPE	92.73%	97.36%	96.65%	98.53%	96.87%
ANAT	54.65%	65.06%	63.89%	58.36%	60.94%
ANTH	66.64%	69.02%	70.69%	65.52%	69.93%
ARAB	48.15%	68.75%	58.62%		
ART	83.44%	83.29%	87.86%		
ARTB			74.09%	79.76%	80.30%
ARTC			91.19%	90.99%	85.72%
ARTD			85.91%	92.35%	88.43%
ARTG			77.86%	74.67%	83.27%
ARTH			70.85%	72.84%	80.18%
ARTP			78.49%	83.10%	79.61%
ARTS			81.14%	74.37%	70.27%
ARTV				68.57%	85.61%
ASTR	80.56%	77.91%	89.88%	87.66%	84.45%
AUTO	61.74%	59.79%	73.75%	77.12%	72.44%
BIOL	72.24%	76.57%	75.58%	69.40%	67.69%
BUSC	25.29%	50.43%	53.83%	42.67%	46.56%
BUSI	55.57%	62.29%	65.40%	65.51%	63.26%
CHDV	71.66%	76.03%			
CHEM	64.73%	68.89%	71.38%	62.03%	68.57%
CHIN	89.66%	81.48%	85.00%		
COMM	80.77%	79.41%	97.44%	93.55%	64.53%
COOP	72.35%	66.67%	75.71%	76.14%	88.35%
CSIS	68.06%	62.31%	70.46%	72.51%	72.58%
DANC	84.24%	83.53%	76.15%	77.88%	72.05%
DNTL	78.42%	87.28%	87.41%	88.62%	88.97%
DRAF	61.54%		68.75%	74.28%	83.33%
ECED			72.38%	81.66%	75.12%
ECON	67.65%	73.67%	71.10%	69.20%	74.95%
EDUC			47.06%	22.22%	70.00%
EMMS	45.46%	44.52%	49.14%	66.19%	60.03%
ENGL	62.88%	63.48%	62.56%	60.93%	61.56%
ENGR	74.53%	88.09%	91.14%	96.12%	76.01%
ENSL	72.89%	69.68%	77.72%	83.96%	71.64%
ETNC	77.08%	73.25%	65.23%	59.54%	74.49%
FACD	100.00%	100.00%	100.00%		
FACS		83.33%			66.67%
FASH	71.25%	61.75%	66.26%	61.61%	53.90%
FIRE	94.94%	98.15%	90.91%	100.00%	
FPTC				75.63%	74.69%
FREN	64.79%	66.45%	65.58%	68.96%	66.99%
GENT	76.12%	95.24%	82.81%	82.83%	78.65%
GEOG	66.09%	66.19%	72.78%	78.13%	51.61%

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Successful Course Completion Rate	**72.13%**	**72.67%**	**73.64%**	**72.12%**	**72.98%**
Discipline					
GEOL	60.55%	73.05%	65.40%	71.32%	57.16%
GERM	93.42%	55.17%	66.15%	78.79%	35.29%
GWOS					63.44%
HIST	68.04%	71.99%	68.26%	63.39%	71.32%
HLTH	86.96%	72.73%	80.00%	61.76%	65.91%
HOSP	69.17%	84.83%	83.76%	83.23%	84.13%
HUMA	68.76%	62.34%	73.12%	66.68%	72.06%
HUMS	79.05%	67.95%	72.78%	62.04%	79.53%
INTD	60.00%	79.57%	56.17%	71.16%	83.83%
ITAL	44.97%	53.74%	66.19%		81.25%
JPNS	58.81%	68.45%	87.80%	80.53%	75.89%
LETP	97.70%	98.93%	98.68%	96.70%	97.15%
LIBR	75.20%	78.13%	73.23%	72.70%	72.36%
LING	69.20%	63.13%	72.34%	68.88%	70.01%
LNSK	74.18%	76.32%	71.65%	70.35%	75.96%
MAST	85.00%	72.00%	47.62%	31.58%	
MATH	55.48%	53.87%	56.07%	53.61%	52.15%
MEDA	80.75%	76.93%	68.61%	74.24%	74.95%
MUSI	84.75%	86.31%	84.98%	88.79%	83.41%
NURS	86.84%	94.88%	91.70%	91.01%	95.14%
NUTF	65.01%	67.31%	58.26%	56.46%	50.68%
OCEN	72.64%	83.07%	81.47%	75.00%	56.28%
ORNH	81.78%	77.00%	62.03%	57.25%	76.81%
PARK		89.66%	96.00%		
PERS	81.00%	80.12%	80.83%	73.96%	70.04%
PFIT	71.77%	70.36%	77.08%	76.77%	76.95%
PHED	87.66%	87.83%	94.91%	90.99%	90.48%
PHIL	60.41%	56.08%	69.80%	52.59%	64.94%
PHOT	79.62%	72.54%	87.50%		
PHSO	74.95%	69.81%	88.53%	82.94%	84.65%
PHYS	65.04%	74.69%	73.81%	77.37%	75.16%
POLS	65.95%	70.62%	70.87%	66.37%	66.24%
PSYC	71.85%	68.05%	67.53%	70.50%	71.26%
REAL	38.10%	64.29%	75.99%	62.82%	72.24%
SIGN	71.78%	62.25%	55.72%	62.18%	69.01%
SOCI	70.70%	67.28%	55.87%	53.85%	66.48%
SPAN	65.27%	65.96%	66.56%	68.25%	69.73%
SPCH	79.97%	78.82%	78.89%	76.72%	74.76%
THEA	89.16%	94.01%	91.71%	90.95%	89.37%
WOMN	74.91%	70.81%	66.30%	63.91%	100.00%
WRLD		77.33%		61.84%	

Source: MPC Office of Institutional Research, MIS Referential Files

Course Retention – Disaggregated Data

The retention rate is calculated by dividing the number of students who remained in the course after the drop date by the number of students enrolled at census.

The institution-set standard for retention for the most recent year is 84.0%; the college's current performance level is 83.23%, which falls slightly below the standard. Population groups that fall below the standard in the most recent year are denoted in ***boldface italics***.

As noted earlier, the College chose to disaggregate the institution-set standards for population groups similar to those identified in its Student Plan. The College used the "Percentage Point Gap" methodology, explained earlier, to identify population groups that are disproportionately impacted. For each fall term, retention rates that are at a -3 percentage point gap or greater are identified by yellow highlight.

Table II-A. Course Retention by Population Group

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Course Retention	**84.70%**	**85.23%**	**85.56%**	**83.69%**	***83.23%***
Gender					
Female	83.47%	84.88%	85.75%	83.99%	***83.28%***
Male	85.83%	85.51%	85.35%	83.29%	***83.48%***
Ethnicity					
American Indian/ Alaskan Native	85.13%	77.44%	85.37%	82.89%	79.75%
Asian	85.93%	86.59%	87.22%	86.92%	86.31%
Black or African American	84.87%	82.55%	83.87%	80.82%	***79.94%***
Hispanic or Latino	82.39%	82.91%	82.88%	80.97%	***80.52%***
Pacific Islander	84.71%	80.86%	91.16%	82.89%	***76.68%***
White	85.57%	86.99%	87.32%	85.95%	86.20%
Two or more races	82.36%	81.97%	84.66%	83.46%	***82.17%***
Unknown	96.30%	90.89%	90.20%	88.48%	90.69%
Special Population Groups					
DSPS	84.54%	85.85%	85.24%	85.75%	85.38%
EOPS	83.73%	82.95%	83.56%	84.41%	***82.98%***
First Generation	Data not available	Data not available	Data not available	79.82%	***81.46%***

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Retention/Success Rate
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Table II-B. Course Retention by Course Type

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Course Retention	**84.70%**	**85.23%**	**85.56%**	**83.69%**	**83.23%**
Course Type					
Basic Skills	87.94%	86.22%	80.68%	85.20%	***82.01%***
Transfer	83.03%	83.52%	84.35%	83.31%	***82.32%***
Vocational	89.80%	90.55%	91.05%	87.16%	88.73%

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Retention/Success Rate
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Table II-C. Course Retention by Course Modality

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Course Retention	**84.70%**	**85.23%**	**85.56%**	**83.69%**	***83.23%***
Course Modality					
Distance Education	75.38%	80.45%	78.23%	74.96%	***76.05%***
Face-to-Face	85.35%	85.60%	86.37%	84.91%	84.42%

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Retention/Success Rate
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Table II-D. Course Retention by Discipline

The College uses locally derived data, rather than the Chancellor's Office Data Mart, to examine course retention by discipline. The locally derived data enable the College to use its own department and discipline taxonomy, which make the data more useful and relevant for program review. The overall course retention rates, presented in the first row of the table below, differ slightly from the successful completion rates presented in the previous tables of this section.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Course Retention	**82.48%**	**85.32%**	**85.97%**	**85.38%**	**84.70%**
Discipline					
ADMJ	80.99%	88.10%	86.19%	86.25%	82.49%
ADPE	92.73%	97.36%	96.65%	98.53%	96.87%
ANAT	70.61%	78.75%	81.49%	78.45%	72.87%
ANTH	86.53%	84.13%	87.15%	87.23%	89.88%
ARAB	70.37%	75.00%	75.86%		
ART	88.34%	89.04%	94.51%		
ARTB			76.36%	85.05%	83.33%
ARTC			93.98%	92.09%	89.26%
ARTD			95.71%	95.72%	91.65%
ARTG			90.09%	87.98%	89.52%
ARTH			90.17%	88.11%	96.22%
ARTP			90.23%	90.76%	87.39%
ARTS			85.60%	85.07%	81.23%
ARTV				82.86%	85.61%
ASTR	86.20%	87.68%	94.27%	97.60%	94.75%
AUTO	88.80%	86.46%	92.15%	89.01%	89.84%
BIOL	82.80%	85.67%	87.07%	79.90%	80.37%
BUSC	46.36%	74.72%	78.19%	74.82%	83.76%
BUSI	75.65%	79.29%	80.92%	81.62%	79.27%
CHDV	82.62%	86.39%			
CHEM	81.33%	88.74%	87.70%	86.86%	85.68%
CHIN	89.66%	81.48%	85.00%		
COMM	88.46%	85.29%	100.00%	93.55%	68.38%
COOP	77.65%	84.81%	92.86%	95.45%	92.38%
CSIS	85.79%	79.34%	87.03%	84.55%	84.78%
DANC	86.67%	85.54%	77.33%	86.48%	77.62%
DNTL	84.04%	95.44%	97.28%	99.31%	96.13%

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Course Retention	**82.48%**	**85.32%**	**85.97%**	**85.38%**	**84.70%**
Discipline					
DRAF	69.23%		75.00%	82.79%	88.89%
ECED			83.16%	88.88%	85.26%
ECON	80.32%	85.99%	84.21%	78.40%	85.03%
EDUC			64.71%	55.56%	85.00%
EMMS	67.75%	61.34%	83.88%	91.74%	81.95%
ENGL	75.93%	78.14%	76.73%	74.84%	76.72%
ENGR	79.39%	93.00%	96.34%	96.34%	86.13%
ENSL	87.25%	92.01%	93.27%	91.66%	85.28%
ETNC	85.52%	80.65%	80.19%	76.52%	86.72%
FACD	100.00%	100.00%	100.00%		
FACS		87.50%			80.00%
FASH	84.85%	87.62%	87.34%	84.20%	76.22%
FIRE	97.18%	99.07%	92.99%	100.00%	
FPTC				86.44%	87.88%
FREN	73.57%	79.52%	74.33%	83.06%	77.82%
GENT	92.28%	98.41%	100.00%	96.97%	85.40%
GEOG	81.07%	72.38%	86.67%	84.38%	64.52%
GEOL	70.26%	87.01%	78.31%	90.76%	72.63%
GERM	93.42%	75.86%	69.27%	90.91%	38.24%
GWOS					77.40%
HIST	84.50%	88.05%	85.53%	81.99%	81.24%
HLTH	95.65%	86.36%	86.67%	76.47%	77.27%
HOSP	75.17%	91.31%	93.48%	90.46%	93.71%
HUMA	83.05%	84.45%	85.57%	76.78%	79.64%
HUMS	89.65%	71.79%	88.52%	80.85%	79.53%
INTD	74.57%	83.59%	75.01%	87.79%	90.92%
ITAL	61.54%	63.87%	72.86%		85.42%
JPNS	81.90%	82.81%	90.24%	84.20%	85.28%
LETP	98.25%	99.04%	99.63%	98.72%	99.02%
LIBR	84.20%	89.58%	83.04%	80.59%	85.57%
LING	81.41%	76.59%	86.61%	82.58%	80.27%
LNSK	83.29%	90.80%	81.77%	88.38%	81.83%
MAST	85.00%	72.00%	71.43%	52.63%	
MATH	79.20%	79.48%	78.80%	77.98%	77.68%
MEDA	87.66%	90.47%	86.22%	91.25%	89.12%
MUSI	88.58%	90.82%	86.74%	93.57%	86.27%
NURS	91.41%	96.86%	96.02%	93.61%	96.46%
NUTF	76.61%	84.65%	75.63%	76.49%	71.09%
OCEN	81.29%	86.64%	87.62%	88.64%	79.00%
ORNH	81.78%	84.13%	73.65%	69.32%	92.83%
PARK		100.00%	96.00%		
PERS	86.77%	88.84%	91.66%	89.94%	89.52%
PFIT	78.04%	78.45%	89.34%	85.41%	84.34%
PHED	89.52%	89.49%	95.80%	92.70%	91.52%
PHIL	75.46%	78.83%	79.94%	72.09%	70.40%
PHOT	85.83%	86.86%	100.00%		

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Course Retention	**82.48%**	**85.32%**	**85.97%**	**85.38%**	**84.70%**
Discipline					
PHSO	81.00%	76.28%	93.37%	86.61%	88.39%
PHYS	74.20%	86.26%	82.71%	85.11%	81.68%
POLS	83.78%	87.30%	88.46%	83.82%	88.16%
PSYC	80.29%	82.74%	81.06%	80.90%	82.65%
REAL	52.38%	100.00%	91.90%	92.59%	91.41%
SIGN	79.87%	83.07%	68.76%	72.09%	81.12%
SOCI	84.16%	79.58%	80.48%	82.93%	77.93%
SPAN	81.29%	80.70%	79.87%	80.96%	77.80%
SPCH	88.74%	87.94%	88.52%	88.77%	86.19%
THEA	94.16%	96.77%	95.42%	93.85%	93.16%
WOMN	84.31%	87.85%	91.19%	81.24%	100.00%
WRLD		98.00%		85.86%	

Source: MPC Office of Institutional Research, MIS Referential Files

Degree Completion: Disaggregated Data

Degree completion is measured both in terms of the number of associate degrees awarded in a full year as well as the unduplicated headcount of students who received associate degrees in a full year. This measure includes "associate degree for transfer," a newly established variation of the associate degree that guarantees admission to a California State University (CSU) campus. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus.

Table III-A. Degrees Awarded

The College has institution-set standards for both the number of *students* awarded degrees as well as the number of *degrees* awarded. The institution-set standard for students awarded degrees for the most recent year is 332; the College awarded 499 students, which meets the standard. The institution-set standard for degrees awarded for the most recent year is 363; the College awarded 566 degrees, which meets the standard.

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Students* Awarded Degrees	381	312	384	430	499
Number of *Degrees* Awarded	411	343	433	480	566

Source: Students Awarded Degrees: MPC Office of Institutional Research, MIS Referential Files
Degrees Awarded: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Program Awards
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

Table III-B. Degrees Awarded by Discipline

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Degrees* Awarded	**411**	**343**	**433**	**480**	**566**
Degree Type & Discipline					
A.S.-T Degree			**4**	**26**	**83**
Administration of Justice-210500					10
Business Administration-050500					34
Child Development/Early Care and Education-130500			4	12	17
Computer Science (Transfer)-070600					1
Mathematics, General-170100				8	12
Physics, General-190200				6	9
A.A.-T Degree				**42**	**92**
Anthropology-220200				5	9
Art-100200					2
History-220500				5	9
Philosophy-150900					3
Political Science-220700					2
Psychology, General-200100					41
Sociology-220800				15	19
Speech Communication-150600				17	7
Associate of Science (A.S.) degree	**112**	**92**	**104**	**111**	**112**
Accounting-050200	4	6	5	4	6
Administration of Justice-210500	8	4	11	14	6
Automotive Technology-094800	3	3	3	2	5
Business and Commerce, General-050100	3	2	4	3	10
Child Development/Early Care and Education-130500	11	7	10	5	12
Dental Assistant-124010	1		6	1	8
Fashion Design-130310	1				
Fashion Merchandising-130320	1	2	1		1
Fashion Production-130330	1				
Fire Technology-213300	6	4	5		2
Fitness Trainer-083520	4	2	2	2	3
Horticulture-010900	1	3	3	2	
Hospitality-130700	1	5	2	3	1
Human Services-210400		1	1	4	5
Information Technology, General-070100	5	4	2	7	2
International Business and Trade-050800					1
Massage Therapy-126200	13	9	3	7	7
Mathematics, General-170100			9		

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Degrees* Awarded	**411**	**343**	**433**	**480**	**566**
Degree Type & Discipline					
Associate of Science (A.S.) degree	**112**	**92**	**104**	**111**	**112**
Medical Assisting-120800	1	6	6	8	10
Medical Office Technology-051420	8	6		13	4
Office Technology/Office Computer Applications-051400	1		1	3	
Police Academy-210550		3			
Real Estate-051100				1	1
Registered Nursing-123010	36	24	27	30	25
Restaurant and Food Services and Management-130710	1	1		1	
Small Business and Entrepreneurship-050640			1		2
Software Applications-070210	2		2	1	1
Associate of Arts (A.A.) degree	**299**	**251**	**325**	**301**	**279**
Anthropology-220200	1	7	5		
Art-100200	4		2	6	6
Astronomy-191100			2		2
Biological and Physical Sciences (and Mathematics)-490200	14	14	23	14	22
Biology, General-040100	6	7	14	13	14
Business Administration-050500	36	32	44	56	43
Ceramics-100230				1	
Chemistry, General-190500		4	9	10	11
Computer Science (Transfer)-070600	5		6	6	3
Dance-100800					2
Dramatic Arts-100700	5	2	4	2	6
Economics-220400	5	2	5	5	1
Engineering, General (requires Calculus) (Transfer)-090100	3	8	7	7	5
English-150100	4	3	3	3	5
Ethnic Studies-220300				1	
Fashion Design-130310		3	1	1	4
Film Studies-061200		1		2	
Foreign Languages, General-110100	3	3	2	2	1
Geology-191400					1
Graphic Art and Design-103000	6	5	6	7	9
Health Professions, Transfer Core Curriculum-126000	8	8	13	17	18
History-220500	1	6	1		
Hospitality-130700	2		3	4	5
Human Services-210400	4				
Humanities and Fine Arts-490310	13	26	34	42	26

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Degrees* Awarded	**411**	**343**	**433**	**480**	**566**
Degree Type & Discipline					
Associate of Arts (A.A.) degree	**299**	**251**	**325**	**301**	**279**
Interior Design and Merchandising-130200	6	2	1	3	
Jewelry-100910	1				
Liberal Arts and Sciences, General-490100	89	79	81	75	67
Mathematics, General-170100	3	7			
Music-100400		3		1	3
Occupational Therapy Technology-121800			1		1
Other Library Science-169900		1		1	1
Painting and Drawing-100210					1
Philosophy-150900	3	4	2	1	
Photography-101100	2	1	1	7	3
Physical Education-083500			1	2	4
Physics, General-190200	1	4	4		
Political Science-220700	3	2	10	6	7
Psychology, General-200100	14	11	20		
Sculpture-100220				1	
Sociology-220800	5	1	10		
Speech Communication-150600	5	4	8		
Technical Theater-100600	2		2		1
Transfer Studies-490110	45			4	7
Women's Studies-220110		1		1	

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Program Awards
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

Certificate Completion: Disaggregated Data

Certificate completion is measured both in terms of the number of certificates awarded in a full year as well as the unduplicated headcount of students who received certificates in a full year. This measure includes only Chancellor's Office approved Certificates of Achievement; it does not include locally issued Certificates of Training.

Table IV-A. Certificates Awarded

The College has institution-set standards for both the number of *students* awarded certificates as well as the number of *certificates* awarded. The institution-set standard for students awarded certificates for the most recent year is 59; the college awarded 98 students, which meets the standard. The institution-set standard for certificates awarded for the most recent year is 61; the College awarded 99 certificates, which meets the standard.

Table IV-A. Certificates Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Students* Awarded Certs	44	100	84	83	98
Number of *Certificates* Awarded	45	105	89	89	99

Source: Students Awarded Certificates: MPC Office of Institutional Research, MIS Referential Files
Certificates Awarded: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Program Awards
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

Table IV-D. Certificates Awarded by Discipline

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Certificates* Awarded	**45**	**105**	**89**	**89**	**99**
Discipline					
Certificate 30 to < 60 units	**22**	**37**	**39**	**32**	**46**
Automotive Technology-094800	2	4	4	3	4
Business and Commerce, General-050100		1	3	2	1
Child Development/Early Care and Education-130500			12	8	17
Dental Assistant-124010	14	1			
Fashion Design-130310		2	1	1	
Graphic Art and Design-103000	1	4	5	1	5
Information Technology, General-070100			1	2	
Interior Design and Merchandising-130200	3	1	1	3	3
Medical Assisting-120800		6	6	6	7
Medical Office Technology-051420	2				
Software Applications-070210		7	1	1	
Transfer Studies-490110		11	5	5	9
Certificate 18 to < 30 units	**23**	**68**	**50**	**57**	**53**
Accounting-050200	2	8	6	3	4
Administration of Justice-210500	1	4	7	8	33
Art-100200			1		1
Child Development/Early Care and Education-130500	1	11			
Dental Assistant-124010			3		4
Dramatic Arts-100700		2			
Fashion Merchandising-130320		1	1		
Film Studies-061200				1	
Fire Technology-213300		4	4	1	1
Fitness Trainer-083520		2	4	1	1
Horticulture-010900	6	2	5	1	2
Hospitality-130700	1	3	1	1	
Human Services-210400		2	2	1	2

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of *Certificates* Awarded	**45**	**105**	**89**	**89**	**99**
Information Technology, General-070100	3	4			
International Business and Trade-050800			2		
Massage Therapy-126200	3	10	4	4	3
Medical Office Technology-051420	1	6	1	7	1
Music-100400		2			
Office Technology/Office Computer Applications-051400	3	1	1	2	
Other Library Science-169900				1	
Photography-101100	1	1	5	2	
Police Academy-210550		4	1		
Psychology, General-200100				24	
Real Estate-051100			1		
Software Applications-070210		1			
Technical Theater-100600	1		1		1

Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Program Awards *http://datamart.cccco.edu/Outcomes/Program_Awards.aspx*

Transfer: Disaggregated Data

Transfer is based on the number of students who transferred to a 4-year institution in an academic year. The institution-set standard for transfer for the most recent year is 505 transfers; the College's current performance level is 575, which meets the standard.

Table V-A. Transfers by Segment

	2010-11	2011-12	2012-13	2013-14	2014-15
Transfers	**544**	**579**	**476**	**565**	**575**
Segment					
California State University (CSU)	257	272	204	295	313
University of California (UC)	81	81	83	68	59
In-State Private (ISP)	55	73	55	53	58
Out-of-State (OOS)	151	153	134	149	145

Source: CSU: CSU Analytic Studies http://www.calstate.edu/as/CCCT/2014-15/index.shtml; UC: UC Information Center Data Warehouse http://universityofcalifornia.edu/infocenter/transfers-major; ISP & OOS: Source: California Community Colleges Chancellor's Office (CCCCO) Data Mart, Student Transfer Volume to ISP/OOS

Table V-B. Transfers to CSU by Discipline

This table shows transfers to CSU, by discipline. The discipline is the CSU concentration name. CSU concentration names are based on the Classification of Instructional Programs (CIP) codes, a federal taxonomic scheme; some CSU concentrations include more than more CIP code.

	2010-11	2011-12	2012-13	2013-14	2014-15
Transfers to CSU	**257**	**272**	**204**	**295**	**313**
Discipline					
Agriculture	2	5	4	10	2
Architecture			1	2	
Area Studies	1		1	1	
Biological Sciences	3	5	4	13	9
Business-Management	52	49	49	70	68
Communications	14	10	10	15	15
Education	14	24	14	23	28
Engineering	10	8	5	7	8
Fine and Applied Arts	12	16	8	19	20
Foreign Languages	3	10	3	2	4
Health Professions	8	9	8	9	6
Home Economics	1	2	3	6	5
Information Sciences	7	9	7	7	13
Interdisciplinary	12	21	15	10	17
Letters	23	16	13	15	21
Mathematics	7	3	5	4	8
Physical Science	4	2	1	3	2
Psychology	32	35	20	31	34
Public Affairs	15	12	11	19	24
Social Sciences	33	32	21	27	25
Undeclared	4	4	1	2	4

Source: CSU Analytic Studies http://www.calstate.edu/as/CCCT/2014-15/index.shtml

Table V-C. Transfers to UC by Discipline

This table shows transfers to UC, by discipline. UC discipline names are based on the Classification of Instructional Programs (CIP) codes, a federal taxonomic scheme; some UC disciplines include more than more CIP code. UC programs that are unrelated to majors are not included in the table.

Table V-C. Transfers to UC by Discipline

	2010-11	2011-12	2012-13	2013-14	2014-15
Transfers to UC	**81**	**81**	**83**	**68**	**59**
Discipline					
AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES	1	3	1		
AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES	1	1	2		1
BIOLOGICAL AND BIOMEDICAL SCIENCES	13	8	10	8	15
BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	3	2	1	1	1
COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS	2	3			2
COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	1	1	4	1	2
ENGINEERING	6	6	4	8	8
ENGLISH LANGUAGE AND LITERATURE/LETTERS	2	4	7	1	1
FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES			1		
FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	6	3	3	4	2
HEALTH PROFESSIONS AND RELATED PROGRAMS				2	
HISTORY	4	3	3		2
LEGAL PROFESSIONS AND STUDIES			1		
LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES					1
MATHEMATICS AND STATISTICS	1	1	7	7	
MULTI/INTERDISCIPLINARY STUDIES	2	1	5	4	1
NATURAL RESOURCES AND CONSERVATION	6	1			3
PHILOSOPHY AND RELIGIOUS STUDIES		1	2	1	
PHYSICAL SCIENCES	1	3	3	4	1
PSYCHOLOGY	7	7	8	5	5
SOCIAL SCIENCES	19	22	17	17	10
VISUAL AND PERFORMING ARTS	5	9	5	3	2

Source: UC Information Center Data Warehouse http://universityofcalifornia.edu/infocenter/transfers-major

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Organization of the Self-Evaluation Process

Monterey Peninsula College began planning for its self-evaluation in fall 2013, by selecting two Self-Evaluation Co-chairs and establishing an Accreditation Steering Committee comprised of the faculty, staff, administrators/managers, and student on the existing SLO Committee. The Committee was expanded to include additional managers from Student Services and Administrative Services. The Accreditation Steering Committee was initially co-chaired by the Vice President, Academic Affairs (at that time, the Accreditation Liaison Officer) and the Faculty Coordinator of Accreditation. When that Vice President, Academic Affairs left the College in summer 2014, the Superintendent/President named the Faculty Coordinator as the Accreditation Liaison Officer (ALO) to provide continuity for the self-evaluation process during the transition between administrative personnel. The Interim Vice President, Academic Affairs and an Academic Affairs dean served on the steering committee to ensure appropriate coverage of instructional topics.

The Accreditation Steering Committee established five writing teams were developed – one for the four individual Standards, and one for the introductory content. Writing teams included a mix of faculty, administrators, and classified staff, as appropriate; a member of the Governing Board also served as a co-writer for Standard IV. Within those parameters, the writing teams for each of the four main Standards consisted of a representative from the Steering Committee, a representative from the Administration, and a lead writer for each of the sub-sections within the main standard (e.g., a lead writer for IA, a lead writer for IB, etc.). Roles and responsibilities of the team members were defined as follows:

- **Steering Committee Representative (aka, "Standards Chairs"):** works with the lead writers of the sections within their standard, oversees the direction of the drafts, does first-line editing of sub-section drafts as they are completed, and communicates information from the Steering Committee that would affect the draft-writing process.
- **Administration Representative**: represents team concerns, interests, or resource requests within the administration.
- **Lead writer(s):** responsible for preparing the first draft of writing of his/her sub-section and for incorporating feedback from the Steering Committee into the second draft.

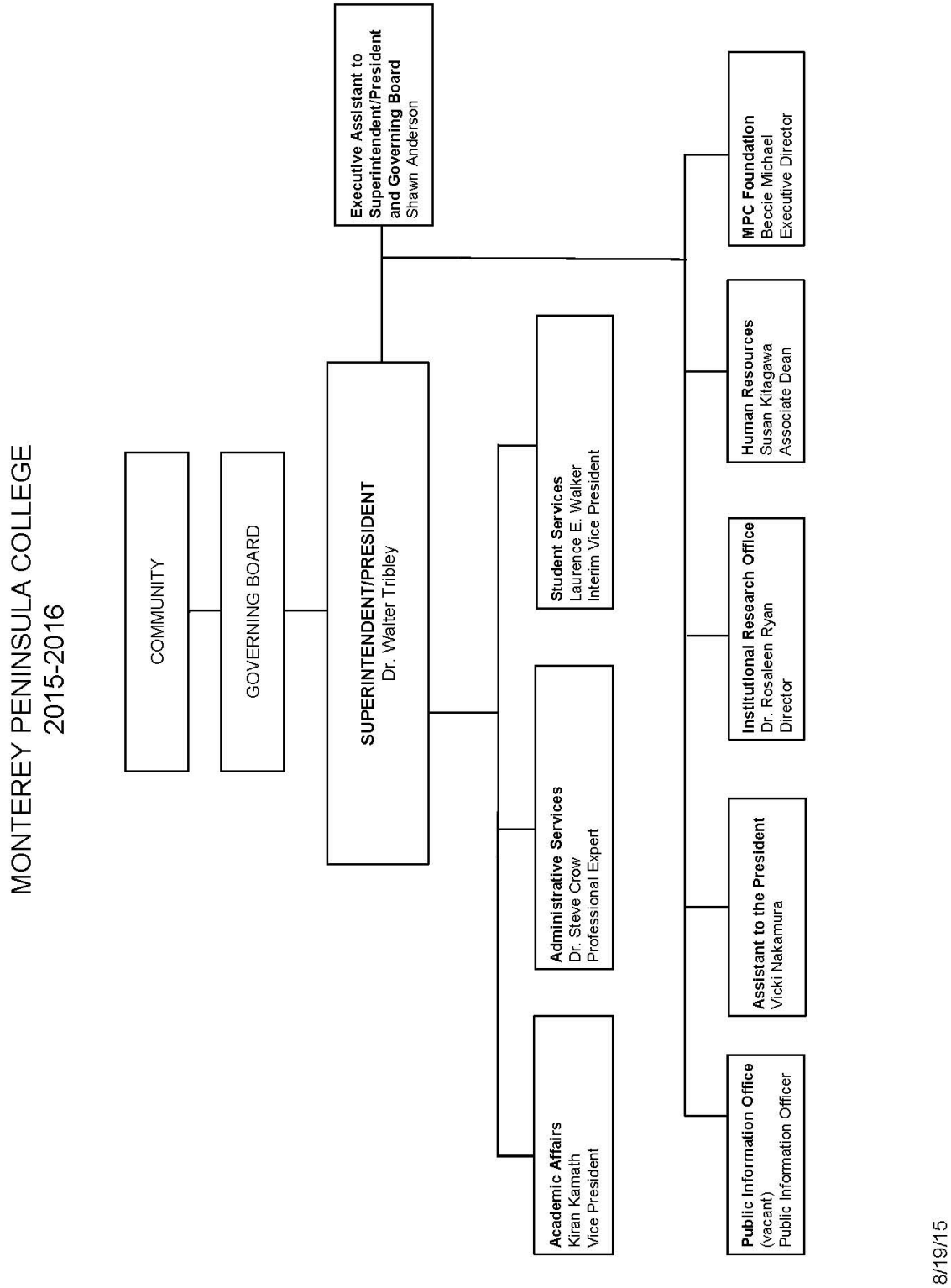
In addition, each writing team included a group of "area experts" to serve as information resources. Area experts helped to identify and prepare key pieces of evidence to support the narrative of the sub-section through interviews and occasionally through preparation of content (at the discretion of the lead writer and team Standard Chair). Since there is some overlap in the areas addressed by the Standards, some area experts provided information for more than one team.

Standards Chairs organized the work within each of their standards as appropriate in order to meet writing deadlines. Throughout the process, the main Steering Committee met at least bi-

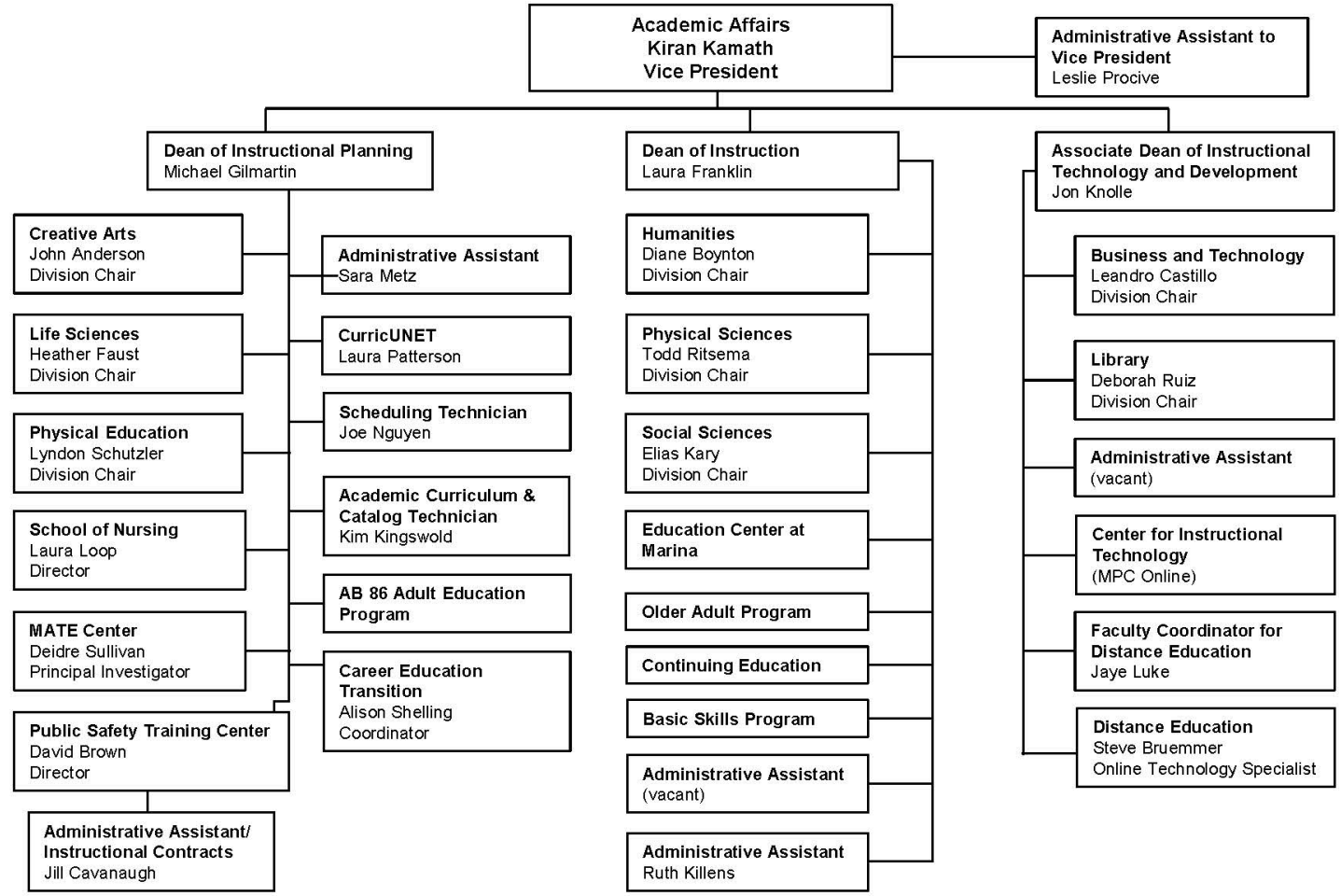
weekly (often weekly) to check-in, address issues, review drafts, and discuss evidence. Steering Committee members also provided regular reports of progress to other constituency groups on campus, in order to keep the community informed of progress. The Chair for Standard I was the sitting Academic Senate president, which ensured Senate involvement and awareness.

The first and second internal drafts were completed during fall 2014, with the intention of preparing for a March 2016 site visit. When the College received notice that its visit would be delayed until October 2016, Standards Chairs were able to spend more time refining drafts and updating evidence. Broad findings emerging from the self-evaluation were presented to the campus at fall 2015 Flex Days. During the fall 2015 semester, the entire campus was invited to review the first public draft and provide feedback via committee meetings and through online surveys. Feedback from this draft was incorporated into the final draft in the spring 2016 semester. The final draft was presented to the Governing Board in summer 2016.

Organizational Information



MONTEREY PENINSULA COLLEGE
Academic Affairs 2015-2016



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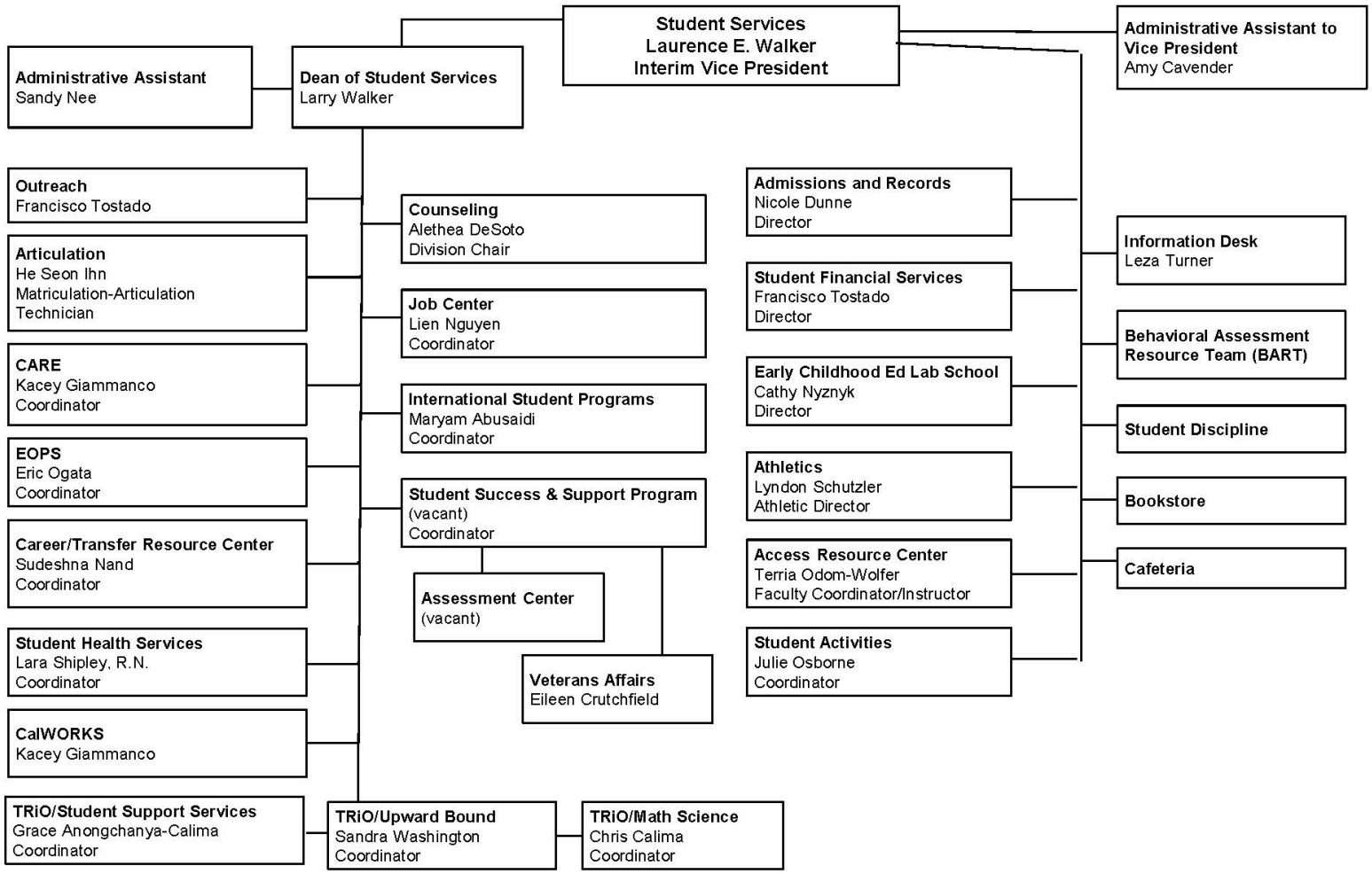
MONTEREY PENINSULA COLLEGE
Student Services 2015-2016



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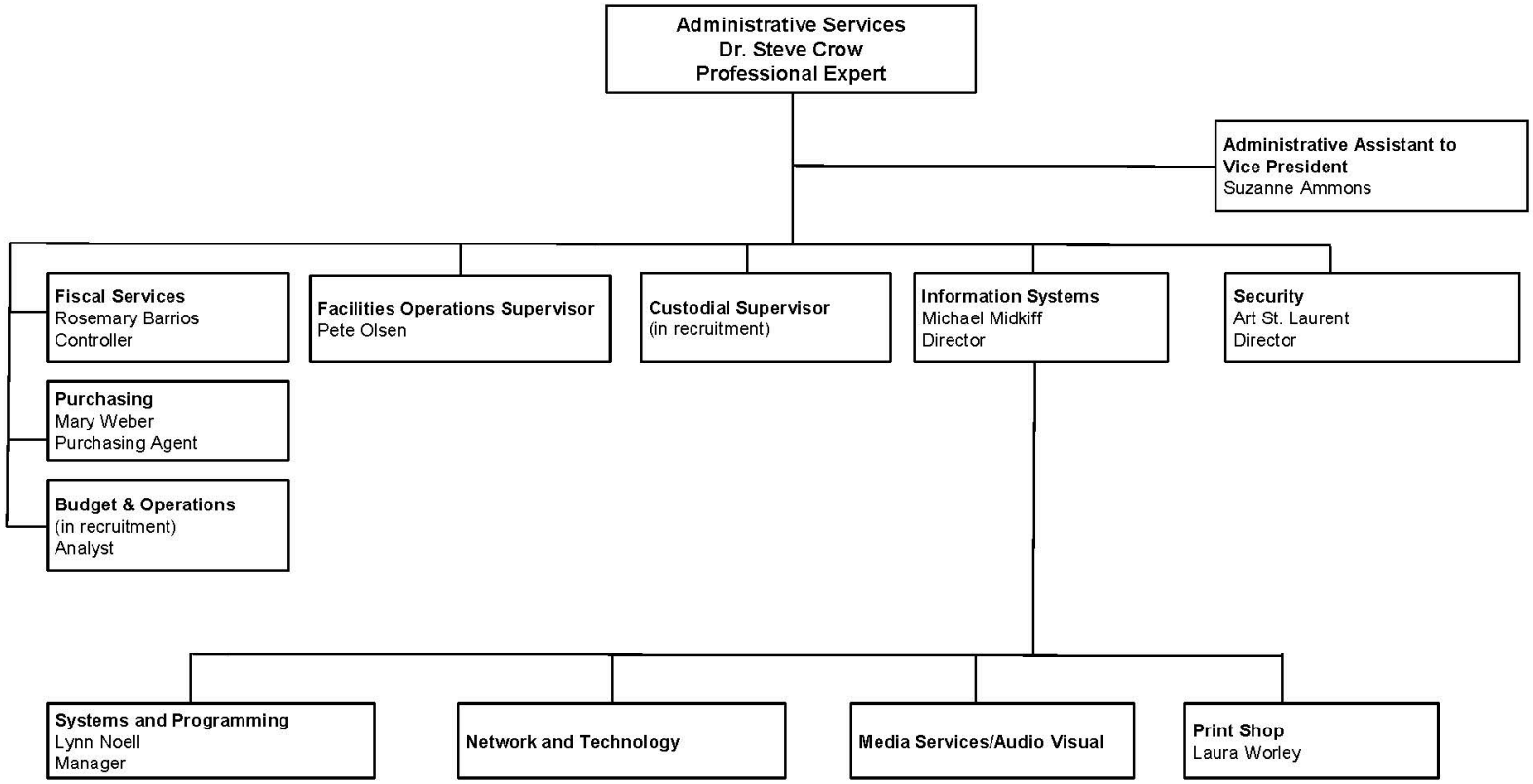
Administrative Services 2015-2016



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