

This confirms that your 2021 Annual Report to ACCJC was submitted by Mr. David Martin <dmartin@mpc.edu> on 04/08/2021. Below is a copy of the information submitted. You may also re-print the report by logging on at <https://survey.accjc.org/annualreport>.



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

2021 Annual Report
Final Submission
04/08/2021

Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Robert Pacheco, Ed.D.
3.	Phone number of person preparing report:	831.646.4096
4.	E-mail of person preparing report:	rpacheco@mpc.edu
5.	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2017-18: 12,944 2018-19: 12,659 2019-20: 11,908
6a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	-2% -6%

6. Additional Instructions and Data Definitions:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2017-18: 12,169 2018-19: 12,018 2019-20: 11,320
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year. N/A	

7. Additional Instructions and Data Definitions:

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may

potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Distance Education and Correspondence Education

#	Question	Answer						
8.	Total unduplicated headcount enrollment in distance education in last three years:	<table> <tr> <td>2017-18</td> <td>4,182</td> </tr> <tr> <td>2018-19</td> <td>4,370</td> </tr> <tr> <td>2019-20</td> <td>4,606</td> </tr> </table>	2017-18	4,182	2018-19	4,370	2019-20	4,606
2017-18	4,182							
2018-19	4,370							
2019-20	4,606							
8a.	Percent Change 2017-18 to 2018-19: (calculated)	4%						
	Percent Change 2018-19 to 2019-20: (calculated)	5%						

8. Additional Instructions and Data Definitions:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	No
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9. Additional Instructions and Data Definitions:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve paperwork (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	15 %

10. Additional Instructions and Data Definitions:

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as the share of students who graduated within 8 years of entering this school for the first time.

11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	CCCCO Student Success Metrics dashboard (Scorecard)
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://www.mpc.edu/about-mpc/campus-information/planning-research-and-institutional-effectiveness/institutional-e

12. Additional Instructions and Data Definitions:

ACCJC will include a link to this page in your institution’s entry in the ACCJC Directory of Accredited Institutions (<https://accjc.org/find-an-institution>). This reporting and monitoring requirement supports ACCJC’s recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC’s Accreditation Standard I.C.3 and Eligibility Requirement 19.

Student Achievement Data

#	Question	Answer		
Course Completion Rates				
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	2017-18	2018-19	2019-20
		72 %	72 %	72 %
13a	List your stretch goal (aspirational) for successful student course completion rate:	2017-18	2018-19	2019-20
		75 %	75 %	75 %
13b	List the actual successful student course completion rate:	2017-18	2018-19	2019-20
		73 %	73 %	71 %

13. Additional Instructions and Data Definitions:

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.

Certificates

14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	Number-Other		
	If Number-Other or Percent-other, please describe:	Number of Chancellor's Office approved certificates		
14a	List your Institution-Set Standard (floor) for certificates:	2017-18	2018-19	2019-20
		60	39	57
14b	List your stretch goal (aspirational) for certificates:	2017-18	2018-19	2019-20
		N/A	N/A	247
14c.	List actual number or percentage of certificates:	2017-18	2018-19	2019-20
		256	243	329

14. Additional Instructions and Data Definitions:

For purposes of this report, include only those certificates which are awarded with 16 or more units.

Associate Degree (A.A./A.S.)

15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	Number of degrees		
	If Number-Other or Percent-other, please describe:			
15a	List your Institution-Set Standard (floor) for degrees:	2017-18	2018-19	2019-20
		441	468	514

15b.	List your stretch goal (aspirational) for degrees:	2017-18	2018-19	2019-20
		N/A	N/A	743
15c.	List actual number or percentage of degrees:	2017-18	2018-19	2019-20
		728	705	809

Bachelor's Degree (B.A./B.S.)

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	No
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Transfer

17.	Type of Institute-set standard for transfers(Please Select Number or Percentage):	Number-Other
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	If Number-Other or Percent-other, please describe:	Number of transfers to CSU/UC
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17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2017-18	2018-19	2019-20
		314	356	367

17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2017-18	2018-19	2019-20
		N/A	N/A	434

17c.	List actual number of the number or percentage of students who transfer to a 4-year college/university:	2017-18	2018-19	2019-20
		429	414	413

Licensure Examination Pass Rates

Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:							
18.	Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
	Nursing	National	95.68 %	100 %	100 %	100 %	100 %
	Dental Assisting (written RDA exam)	State	63.63 %	79.35 %	68.18 %	63.16 %	85 %

18. Additional Instructions and Data Definitions:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Employment rates for Career and Technical Education students

Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:						
19.	Program	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate
	Nursing (1230.10)	91.97 %	100 %	93.33 %	94.74 %	91.67 %
	Business - Accounting (0502.00)	67.83 %	78.22 %	66.67 %	80.77 %	68.42 %
	Business - Business Administration (0505.00)	73.67 %	80.01 %	78 %	73.61 %	73.68 %
	Computer Networking (0708.10)	56.42 %	73.39 %	50 %	72.73 %	84.62 %
	Automotive Technology (0948.00)	65.39 %	83.95 %	86.67 %	92.31 %	94.74 %
	Medical Assisting (1208xx)	76.4 %	84.13 %	81.25 %	75 %	78.57 %
	Dental Assisting (1240.10)	76.17 %	88.83 %	100 %	85.71 %	85.71 %

Child Development (1305xx)	67.35 %	84 %	82.76 %	86.36 %	100 %
Administration of Justice (2105.00)	83.91 %	92.13 %	93.42 %	87.5 %	95.27 %
Police Academy (2105.50)	88.42 %	98.16 %	100 %	98.63 %	92.86 %

19. Additional Instructions and Data Definitions: For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2019-20 job placement rate will be the number of students who completed the program in 2018-19.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2018-19, you do not need to report a job placement rate for 2019-20. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

20. **Monterey Peninsula College has been setting Institution-set Standards since the inception of this benchmark in the ACCJC Annual Reports. The college's methodology for the Institution-set Standards is the 5-year mean (using the most recent 5 years of data) minus the average standard deviation for the most recent 5 years. We use this same methodology for all of the student achievement metrics. The college dropped below the Institution-set Standard for course completion rates in 2019-20, due to a drop in spring 2020 related to COVID-19 and the sudden shift to online instruction. The college is currently engaged in a review and discussion of the data, as well as in a discussion about the methodology used for the Institution-set Standards. The college first set a stretch goal for course completion rates in 2017 through the California Community Colleges Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI). In 2020, the college added stretch goals for the remaining student achievement metrics. These stretch goals were established for the years 2019-20 through 2022-23. To ensure alignment across our work, we based our stretch goals for certificates, degrees, and transfers on the methodology we adopted for the California Community Colleges Chancellor's Office Vision for Success framework. We exceeded the stretch goals for certificates, degrees, and transfers that we set for the 2019-20 year, and as a result, we recalibrated the stretch goals for 2020-21 and future years. (Please note that we reported N/A for stretch goals in the years 2017-18 and 2018-19 as we did not apply our stretch goals to past years). The data for job placement rates is from Perkins Core Indicator reports, available through the California Community Colleges Chancellor's Office. Our college reports data only for those programs for which there were 10 or more completers for five (5) years in a row.**

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.

Sincerely,

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 Novato, CA 94949
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