



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

2020 Annual Report

Final Submission

03/24/2021

Fresno City College
1101 East University Avenue
Fresno, CA 93741

General Information

No.	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Cyndie Luna
3.	Phone number of person preparing report:	559-442-8260
4.	E-mail of person preparing report:	Cundlie.Luna@fresnocitycollege.edu
5.	Type of Institution	California Community College

Headcount Enrollment Data

No.	Question	Answer
6.	Total unduplicated headcount enrollment:	FY 2017-2018: 36,926 FY 2018-2019: 38,205 FY 2019-2020: 38,071
6a.	Percent Change 2017-18 to 2018-19 (calculated):	3%
	Percent Change 2018-19 to 2019-20 (calculated):	0 %
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:	FY 2017-2018: 31,754 FY 2018-2019: 33,374 FY 2019-2020: 34,312
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year.	Over 50% increase: AHLTH (Allied Health), CAM (Computer-Aided Manufacturing), DRAFT (Drafting), MILSC (Military Science), PORT (Portuguese), and WKEXP (Work Experience); Over 50% decrease: AMIND (American Indian Studies), HONORS (Honors), HUMAN (Humanities), and LIBSKL (Library Skills).
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

No.	Question	Answer
8.	Total unduplicated headcount enrollment in all types of distance education:	FY 2017-2018: 9,986 FY 2018-2019: 11,533 FY 2019-2020: 13,332
8a.	Percent Change 2017-18 to 2018-19(calculated):	15%
	Percent Change 2018-19 to 2019-20 (calculated):	16%
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
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	

	<p>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).</p>
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Federal Data

No.	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard:	24%
10.	<p>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."</p>	
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.fresnocitycollege.edu/faculty-and-staff/institutional-research-and-effectiveness/
12.	<p>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.</p>	

Institution Set Standards for Student Achievement

Course Completion Data

No.	Question	Answer
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	FY 2017-2018: 70% FY 2018-2019: 70% FY 2019-2020: 70%
13a.	List your stretch goal (aspirational) for successful student course completion rate:	FY 2017-2018: 71% FY 2018-2019: 71% FY 2019-2020: 71%
13b.	List the actual successful student course completion rate:	FY 2017-2018: 71% FY 2018-2019: 72% FY 2019-2020: 75%
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

No.	Question	Answer
14.	Type of Institute-set standard for certificates (Please Select Number of Percentage):	Number-Other
	If Number-Other or Percent-Other, please describe:	Number of all Chancellor's office approved credit certificates awarded
14a.	List your Institution-Set Standard (floor) for certificates:	FY 2017-2018: 354 FY 2018-2019: 354 FY 2019-2020: 354
14b.	List your stretch goal (aspirational) for the number of certificates:	FY 2017-2018: 572 FY 2018-2019: 572 FY 2019-2020: 572
14c.	List actual number of certificates awarded:	FY 2017-2018: 602 FY 2018-2019: 650 FY 2019-2020: 602
14.	Additional Instructions and Data Definitions: For purposes of this report, include only those certificates which are awarded with 16 or more units.	

Associate Degrees (A.A./A.S.)

No.	Question	Answer
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	NA
15a.	List your Institution-Set Standard (floor) for degrees:	FY 2017-2018: 1,130 FY 2018-2019: 1,130 FY 2019-2020: 1,130
15b.	List your stretch goal (aspirational) for degrees:	FY 2017-2018: 1,661 FY 2018-2019: 1,661 FY 2019-2020: 1,661
15c.	List actual number or percentage of degrees:	FY 2017-2018: 1,525 FY 2018-2019: 1,723 FY 2019-2020: 1,925

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

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

Transfer

No.	Question	Answer
17.	Type of Institute-set standard for transfers (Please Select Number or Percentage):	Number of transfers
	If Number-Other or Percent-Other, please describe:	
17a.	List your Institution-Set Standard (floor) for the number of students who transfer to a 4-year college/university:	FY 2017-2018: 1,966 FY 2018-2019: 1,966 FY 2019-2020: 1,966
17b.	List your stretch goal (aspirational) for the number of students who transfer to a 4-year college/university:	FY 2017-2018: 3,183 FY 2018-2019: 3,183 FY 2019-2020: 3,183
17c.	List actual number of students who transfer to a 4-year college/university:	FY 2017-2018: 2,468 FY 2018-2019: 2,447 FY 2019-2020: N/A

Licensure Examination Pass Rates

Definition: Examination pass rates in programs for which student must pass a licensure examination in order to work in their field of study:

18.	Program	Examination	Institution set standard (%)	Stretch (Aspirational) Goal (%)	FY 17/18 Pass Rate	FY 18/19 Pass Rate	FY 19/20 Pass Rate
	Dental Hygiene	National	85%	95%	89%	90%	88%
	Respiratory Care	National	80%	84%	64%	55%	59%
	Nursing	National	75%	76%	84%	93%	87%
	Radiologic Technology	National	80%	100%	93%	91%	100%
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

Definition: Job placement rates for students completing certificate programs and CTE (career-technical education)

19.	Program	Institution set standard (%)	Stretch (Aspirational) Goal (%)	FY 17/18 Job Placement Rate	FY 18/19 Job Placement Rate	FY 19/20 Job Placement Rate
	Dental Hygiene	85%	95%	89%	90%	100%
	Respiratory Care	70%	77%	43%	40%	59%
	Nursing	75%	86%	80%	86%	86%
	Radiologic Technology	75%	100%	100%	100%	100%
<p>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.</p>						

Other Information

Please provide any comments regarding the data submitted on this report (optional, no limit).

20. For #17c, 19-20 data is not available on CCCCO Student Success Metrics dashboard. Numbers for year 2016-17 are: 1,966 (17a), 3,183(17b), and 2,257(17c).

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,

ACCJC

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