



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

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2021 Annual Report
Final Submission
04/08/2021

Diablo Valley College
321 Golf Club Road
Pleasant Hill, CA 94523

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Dr. Becky Opsata
3.	Phone number of person preparing report:	925-969-2724
4.	E-mail of person preparing report:	bopsata@dvc.edu
5.	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2017-18: 30,300 2018-19: 30,503 2019-20: 29,753
6a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	1% -2%

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: 28,917 2018-19: 29,106 2019-20: 28,682
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7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year. N/A	
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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:	2017-18 12,223 2018-19 14,308 2019-20 15,284
8a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	17% 7%

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	23 %
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.dvc.edu/about/mission/index.html

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.

Institution Set Standards for Student Achievement

#	Question	Answer						
Course Completion Rates								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>72 %</td> <td>72 %</td> <td>72 %</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	72 %	72 %	72 %
2017-18	2018-19	2019-20						
72 %	72 %	72 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>77 %</td> <td>77 %</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	N/A	77 %	77 %
2017-18	2018-19	2019-20						
N/A	77 %	77 %						
13b.	List the actual successful student course completion rate:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>76 %</td> <td>76 %</td> <td>82 %</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	76 %	76 %	82 %
2017-18	2018-19	2019-20						
76 %	76 %	82 %						
<p>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.</p>								
Certificates								
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	Number of certificates						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>561</td> <td>1,212</td> <td>662</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	561	1,212	662
2017-18	2018-19	2019-20						
561	1,212	662						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>1,889</td> <td>910</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	N/A	1,889	910
2017-18	2018-19	2019-20						
N/A	1,889	910						
14c.	List actual number or percentage of certificates:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1,523</td> <td>827</td> <td>974</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	1,523	827	974
2017-18	2018-19	2019-20						
1,523	827	974						
<p>14. Additional Instructions and Data Definitions: For purposes of this report, include only those certificates which are awarded with 16 or more units.</p>								
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:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>573</td> <td>1,701</td> <td>1,701</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	573	1,701	1,701
2017-18	2018-19	2019-20						
573	1,701	1,701						
15b.	List your stretch goal (aspirational) for degrees:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>2,339</td> <td>2,339</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	N/A	2,339	2,339
2017-18	2018-19	2019-20						
N/A	2,339	2,339						
15c.	List actual number or percentage of degrees:	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2,205</td> <td>2,109</td> <td>2,318</td> </tr> </tbody> </table>	2017-18	2018-19	2019-20	2,205	2,109	2,318
2017-18	2018-19	2019-20						
2,205	2,109	2,318						

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 of transfers		
	If Number-Other or Percent-other, please describe:			
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2017-18 573	2018-19 1,701	2019-20 1,701
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2017-18 N/A	2018-19 2,339	2019-20 2,339
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2017-18 2,359	2018-19 2,400	2019-20 2,302

Licensure Examination Pass Rates

18.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:						
	Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
	Dental Hygiene	National	72.23 %	n/a %	100 %	100 %	100 %
	Dental Assisting	State	72.23 %	n/a %	82.35 %	74 %	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

19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:					
	Program	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate
	Accounting	73.23 %	69.75 %	68.75 %	65.38 %	72.83 %
	Administration of Justice	73.23 %	79.15 %	78.15 %	82.98 %	82.46 %
	Architecture	73.23 %	64.64 %	63.64 %	50 %	63.16 %
	Business and Commerce	73.23 %	89.89 %	88.89 %	73.58 %	74.47 %
	Business Administration	73.23 %	71.59 %	70.59 %	71.26 %	72 %
	Business Management	73.23 %	73.73 %	n/a %	n/a %	83.33 %
	Child Development	73.23 %	72.43 %	71.43 %	76.03 %	73.74 %
	Civil and Construction Management	73.23 %	85.64 %	84.64 %	80 %	86.96 %
	Commercial Music	73.23 %	82.48 %	81.48 %	80.66 %	59.29 %
	Computer Information Systems	73.23 %	83.35 %	82.35 %	76.92 %	74.36 %
	Computer Infrastructure	73.23 %	84.33 %	83.33 %	84.85 %	68.75 %
	Computer Science	73.23 %	53.78 %	52.78 %	54.29 %	42.62 %
	Computer Software Development	73.23 %	51 %	50 %	61.43 %	52.63 %
	Construction Crafts Technology	73.23 %	100 %	100 %	100 %	92.31 %

Dental Occupations	73.23 %	85.44 %	84.44 %	85.45 %	86.96 %
Digital Media	73.23 %	70.23 %	69.23 %	63.64 %	83.33 %
Electronics & Electric Technology	73.23 %	81 %	80 %	88.57 %	80.43 %
Environmental Control (HVAC)	73.23 %	91.91 %	90.91 %	100 %	n/a %
Geography	73.23 %	91 %	n/a %	90 %	92.86 %
Health Professions	73.23 %	84.13 %	83.13 %	77.22 %	75.73 %
Horticulture	73.23 %	82.82 %	81.82 %	n/a %	63.23 %
Hospitality	73.23 %	86.71 %	n/a %	85.71 %	n/a %
Human Services	73.23 %	64.33 %	63.33 %	84.85 %	65 %
Library Technician	73.23 %	91 %	90 %	n/a %	n/a %
Nutrition, Foods, and Culinary	73.23 %	83.93 %	82.93 %	82 %	85.42 %
Physical Education	73.23 %	71 %	70 %	66.67 %	n/a %
Radio and Television	73.23 %	n/a %	n/a %	n/a %	72.73 %
Real Estate	73.23 %	69.49 %	n/a %	n/a %	46.15 %

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

20.	<p>Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Starting in 2019-2020, this report changed to only count certificates which are 16 units or more. This made the institution-set standard and stretch goals not line up with the measure. The college has revised both the institution-set standard and stretch goal for this metric as can be seen in question 14.</p> </div>
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The data included in this report are certified as a complete and accurate representation of the reporting institution.

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ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
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Annual Fiscal Report
Reporting Year: 2019-2020
Final Submission
04/08/2021

Diablo Valley College
321 Golf Club Road
Pleasant Hill, CA 94523

General Information

#	Question	Answer
1.	Confirm College Information	Confirmed
2.	District Name: Is the college a single college district?	Contra Costa Community College District No
2. Additional Information: If the college is a single college district, questions 21a, 21b, 22, 23 and 24 will "auto fill" from 18a, 18b, 4a, 6a, and 6d respectively.		
3.	a. Name of College Chief Business Officer (CBO) b. Title of College CBO c. Phone number of College CBO d. E-mail of College CBO e. Name of District CBO f. Title of District CBO g. Phone number of District CBO h. E-mail of District CBO	Todd Hampton Vice President of Business and Administrative Services 925-969-2018 thampton@dvc.edu Arzu Smith Director of District Finance Services 925-229-9946 asmith@4cd.edu
3. Additional Information: The District CBO email address will be copied on the final report once it has been approved by the CEO.		

DISTRICT DATA (including single college organizations) Revenue

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)		FY 17/18	FY 18/19	FY 19/20																												
4.	a. Total Unrestricted General Fund Revenues (excluding account 8900)	\$ 205,588,420	\$ 218,758,064	\$ 212,152,647																												
	b. Other Unrestricted Financing Sources (Account 8900)	\$ 367,674	\$ 1,433,132	\$ 925,010																												
	i. Other Unrestricted Financing Sources (account 8900) is primarily comprised of (if applicable):																															
	<table border="1"> <thead> <tr> <th>Year</th> <th>Description</th> <th>Amount</th> <th>Sustainable/One-time</th> </tr> </thead> <tbody> <tr> <td>FY 17/18</td> <td>COPS annual payments and fees</td> <td>\$ 112,900</td> <td>Sustainable</td> </tr> <tr> <td>FY 17/18</td> <td>ASU Staffing Costs</td> <td>\$ 201,110</td> <td>One-time</td> </tr> <tr> <td>FY 18/19</td> <td>COPS annual payment and fees</td> <td>\$ 114,900</td> <td>Sustainable</td> </tr> <tr> <td>FY 18/19</td> <td>Funding from closed auxiliary</td> <td>\$ 999,785</td> <td>One-time</td> </tr> <tr> <td>FY 19/20</td> <td>Vacation and load bank payouts</td> <td>\$ 514,188</td> <td>Sustainable</td> </tr> <tr> <td>FY 19/20</td> <td>Funding for museum inventory</td> <td>\$ 200,000</td> <td>One-time</td> </tr> </tbody> </table>	Year	Description	Amount	Sustainable/One-time	FY 17/18	COPS annual payments and fees	\$ 112,900	Sustainable	FY 17/18	ASU Staffing Costs	\$ 201,110	One-time	FY 18/19	COPS annual payment and fees	\$ 114,900	Sustainable	FY 18/19	Funding from closed auxiliary	\$ 999,785	One-time	FY 19/20	Vacation and load bank payouts	\$ 514,188	Sustainable	FY 19/20	Funding for museum inventory	\$ 200,000	One-time			
Year	Description	Amount	Sustainable/One-time																													
FY 17/18	COPS annual payments and fees	\$ 112,900	Sustainable																													
FY 17/18	ASU Staffing Costs	\$ 201,110	One-time																													
FY 18/19	COPS annual payment and fees	\$ 114,900	Sustainable																													
FY 18/19	Funding from closed auxiliary	\$ 999,785	One-time																													
FY 19/20	Vacation and load bank payouts	\$ 514,188	Sustainable																													
FY 19/20	Funding for museum inventory	\$ 200,000	One-time																													
4. Additional Information: ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue.																																
(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)		FY 17/18	FY 18/19	FY 19/20																												
5.	a. Net (Adjusted) Unrestricted General Fund Beginning Balance	\$ 36,416,455	\$ 37,068,053	\$ 41,561,805																												
	b. Net Unrestricted General Fund Ending Balance, including transfers in/out	\$ 37,068,053	\$ 41,561,805	\$ 41,936,053																												

5. Additional Information:

- a. Use adjusted beginning fund balance from CCFS 311 Annual.
- b. This amount is the amount reported on the CCFS 311 report after transfers in/out

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 17/18	FY 18/19	FY 19/20
a. Total Unrestricted General Fund Expenditures (including account 7000)	\$ 205,304,496	\$ 215,697,444	\$ 212,703,457
b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	\$ 171,661,759	\$ 184,015,326	\$ 186,500,311
6. c. Other Unrestricted General Fund Outgo (6a - 6b)	\$ 33,642,737	\$ 31,682,118	\$ 26,206,143
d. Unrestricted General Fund Ending Balance	\$ 37,068,053	\$ 41,561,805	\$ 41,936,005
e. If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 2020-21 with a deficit?			No
i. If yes, what is the estimated unrestricted deficit?			

6. Additional Information:

- d. 6.d. same as 5.b., which includes transfers in/out

Liabilities

	FY 17/18	FY 18/19	FY 19/20
7. Did the District borrow funds for cash flow purposes?	No	No	No
8. Total Borrowing/Total Debt — Unrestricted General Fund			
a. Short-Term Borrowing (TRANS, etc)	\$ 0	\$ 0	\$ 0
b. Long Term Borrowing (COPs, Capital Leases, other long-term borrowing):	\$ 0	\$ 0	\$ 0

8. Additional Information:

- a. list total short-term Unrestricted General Fund Borrowing/Debt
- b. list total long-term Unrestricted General Fund Borrowing/Debt (not G.O. Bonds)

	FY 17/18	FY 18/19	FY 19/20
9. a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	No	No	No
b. What type(s)			
c. Total amount	\$ 0	\$ 0	\$ 0

	FY 17/18	FY 18/19	FY 19/20
10. Debt Service Payments (Unrestricted General Fund)	\$ 0	\$ 0	\$ 0

10. Additional Information:

This amount also includes transfers made from the Unrestricted General Fund to any other fund for the purposes of debt service payments.

Other Post Employment Benefits

	FY 19/20
11. (Source: Most recent GASB 74/75 OPEB Actuarial Report)	
a. Total OPEB Liability (TOL) for OPEB	\$ 240,006,007
b. Net OPEB Liability (NOL) for OPEB	\$ 102,662,868
c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	57 %
d. NOL as Percentage of OPEB Payroll	104 %
e. Service Cost (SC)	\$ 4,896,415
f. Amount of Contribution to Annual Service Cost, plus any	

additional funding of the Net OPEB Liability

\$ 27,400,950

11. Additional Information:

Annual contribution to the Service Cost is generally the pay-as-you-go cost paid by the unrestricted general fund. Any contribution to the NOL is generally above that amount, and is paid into an Irrevocable Trust during the fiscal year. Please list both amounts here. Note this does not include any change in value or investment earnings of the trust.

12. Date of most recent GASB 74/75 OPEB Actuarial Report - use valuation date (mm/dd/yyyy)

06/30/2019

a. Has an irrevocable trust been established for OPEB liabilities?

Yes

13.

b. Amount deposited into Irrevocable OPEB Reserve/Trust

FY 17/18

FY 18/19

FY 19/20

\$ 5,215,800

\$ 5,215,800

\$ 14,607,900

c. Amount deposited into non-irrevocable Reserve specifically for OPEB

\$ 5,208,407

\$ 4,651,974

\$ 1,223,306

d. OPEB Irrevocable Trust Balance as of fiscal year end

\$ 107,766,132

\$ 118,123,940

\$ 137,351,823

e. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2019/20?

No

13. Additional Information:

b. Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit.
e. If "yes", that description and amount should be reported in 4.b.i. for FY 19/20

Cash Position

		FY 17/18	FY 18/19	FY 19/20
14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined General Fund Balance Sheet Total — Unrestricted and Restricted-accounts 9100 through 9115)	\$ 46,231,105	\$ 50,110,046	\$ 45,974,601
15.	Does the district prepare cash flow projections during the year?	Yes		
	b. Does the district anticipate significant cash flow issues during 2020-21?	No		
15. Additional Information:				
b. Significant cash flow issues are defined as needing additional cash equal to or exceeding 15% of unrestricted general fund revenues				

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	03/03/21		
NOTE: Audited financial statements are due to the ACCJC no later than April 9, 2021. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.				
17.		FY 17/18	FY 18/19	FY 19/20
	a. List the number of audit findings for each year (enter 0 if none):	0	0	0
	b. From Summary of Auditors Results (Annual Audit) for 2019-20 (this is usually a single page at the beginning of the Findings and Questioned Costs section):			
	<u>Financial Statements</u>			
	i. Type of auditor's report issued	Unmodified		
	ii. Internal Control Material Weaknesses identified	No		
	iii. Internal Control Significant Deficiencies identified	No		
	<u>Federal Awards</u>			
	i. Type of auditor's report issued on compliance	Unmodified		
	ii. Internal Control Material Weaknesses identified	No		
	iii. Internal Control Significant Deficiencies identified	No		

iv. Qualified as low-risk auditee	<input type="text" value="Yes"/>
State Awards	
i. Type of auditor's report issued on compliance	<input type="text" value="Unmodified"/>
If qualified, how many state programs were qualified	<input type="text" value="0"/>
ii. Internal Control Material Weaknesses identified	<input type="text" value="No"/>
iii. Internal Control Significant Deficiencies identified	<input type="text" value="No"/>

Other District Information

		FY 17/18	FY 18/19	FY 19/20
18.	a. Final Adopted Budget — budgeted Full Time Equivalent Students (FTES) (Annual Target)	<input type="text" value="31,418"/>	<input type="text" value="31,018"/>	<input type="text" value="30,768"/>
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	<input type="text" value="31,828"/>	<input type="text" value="27,210"/>	<input type="text" value="29,098"/>

18. Additional Information:

- a. Resident FTES only.
- b. Report resident FTES only. Please use actual FTES, not hold harmless FTES.

		FY 17/18	FY 18/19	FY 19/20
19.	Number of FTES shifted into the fiscal year, or out of the fiscal year	<input type="text" value="2,565"/>	<input type="text" value="-2,565"/>	<input type="text" value="0"/>

19. Additional Information:

- d. If the District shifted both in and out of a fiscal year, report the net (positive or negative). A negative number may be entered. For FTES shifted into a given year, that same amount should be subtracted from the corresponding report year.

20.	a. During the reporting period, did the district settle any contracts with employee bargaining units?	<input type="text" value="Yes"/>
	b. Did any negotiations remain open?	<input type="text" value="No"/>
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	<input type="text" value="The District reached a three-year agreement with each of its bargaining group that provided a 5% salary increase for the 2019-20 fiscal year. The District provided a small 0.5% salary increase to its management group."/>

College Data

NOTE: For a single college district the information is the same that was entered into the District section of the report.				
		FY 17/18	FY 18/19	FY 19/20
21.	a. Final Adopted Budget ♦ budgeted Full Time Equivalent Students (FTES) (Annual Target)	<input type="text" value="17,736"/>	<input type="text" value="17,336"/>	<input type="text" value="17,136"/>
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	<input type="text" value="18,212"/>	<input type="text" value="15,240"/>	<input type="text" value="16,205"/>
	c. Is the college experiencing enrollment decline in the current (2020-21) year?	<input type="text" value="Yes"/>		
	i. If yes, what is the estimated FTES decline?	<input type="text" value="1,178"/>		

21. Additional Information:

- Report resident FTES only.

		FY 17/18	FY 18/19	FY 19/20
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	<input type="text" value="\$ 83,895,090"/>	<input type="text" value="\$ 86,245,166"/>	<input type="text" value="\$ 86,515,284"/>

23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	FY 17/18 \$ 84,245,434	FY 18/19 \$ 85,851,225	FY 19/20 \$ 87,854,127
23. Additional Information:				
24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	FY 17/18 \$ 3,667,931	FY 18/19 \$ 4,061,872	FY 19/20 \$ 7,226,751
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	FY 17/18 4.4 %	FY 18/19 4.7 %	FY 19/20 8.2 %
26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	Cohort Year 2014 13 %	Cohort Year 2015 11 %	Cohort Year 2016 8 %

District and College Data

27.	a. Were there any executive or senior administration leadership changes at the College or District during the fiscal year, including June 30? List for the District and for the College.	Yes
	b. Please describe the leadership change(s)	<p>College Outgoing: Vice President of Business and Administrative Services Carol Hilton (interim) College Incoming: Vice President of Business and Administrative Services Todd Hampton District Outgoing: Associate Vice Chancellor/Chief Financial Officer Jonah Nicholas, Position currently vacant. District Incoming: Contra Costa College Interim President Damon Bell</p>
	c. How many executive or senior administration positions have been replaced with an interim, or remain vacant?	2
27. Additional Information: Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district.		

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

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