

ACCJC Annual Report 2025

Due: April 11, 2025

Support Contacts

For technical support:

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For all other questions:

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Background: About the ACCJC Annual Report

In accordance with federal regulations and the Commission [Policy on Monitoring Institutional Performance](#), ACCJC applies a set of annual monitoring and evaluation approaches to assess member institutions' strengths, stability, and ongoing alignment with the Standards during the course of the accreditation review cycle. The Annual Report (AR) is one of the tools used for this process. Using institutions' self-reported data, the ACCJC Annual Report collects headcount information to monitor institutional growth (including growth in distance and correspondence education) and institution-set standards for key indicators of student achievement, licensure exam pass rates, and job placement rates.

To assist you as your institution prepares its responses, you can find additional information, data definitions, and a printable version of the 2025 survey questions at <https://accjc.org/wp-content/uploads/Annual-Report-Instructions-and-Questions-1.pdf>.

Technical Notes for the 2025 Annual Report Survey

The 2025 Annual Report collects data for the three-year period that includes 2021-2022, 2022-2023, and 2023-2024.

Additional information and data definitions are provided in the instruction text where relevant.

All questions with an * are required.

If a question is not applicable, please enter n/a.

If you are copying and pasting figures from a Word or PDF document, please ensure your numbers don't have extra (trailing) spaces in the end.

Answers are saved automatically, and can be accessed and revised as many times as needed prior to submission.

Use the "Section Navigator" buttons on the next page to jump between sections.

Submitting the 2025 Annual Report Survey

To submit a final copy, follow the instructions in the Final Step page of the online survey. When the survey has been submitted, the College ALO and the individual completing the survey (if different) will receive email confirmation of submission and a copy of the survey responses. ACCJC will forward a final PDF copy of the Annual Report to the ALO and CEO for final review (and adjustment, if needed). If no corrections or adjustments are needed, the PDF copy will stand as the final, certified copy of the Annual Report.

This is the Section Navigator which will allow you to jump to any sections of the survey. You can complete the sections in any order and if you need to return to the main page, please use the back button.

To begin or return to a section, please click the **Answer** button.

The **Next** button at the bottom of this page will bring you to the final page of the survey. You will not be able to proceed until all sections of the survey have been completed.

If you can't complete a section in one sitting, click **Back** to navigate back to the section navigator to complete a different section.

Questions marked with an * are required.

Confirm college name:

Diablo Valley College

Name of individual preparing report:

Lindsay Kong

Phone number of person preparing report:

925-969-2724

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For numerical fields, commas can be entered to delineate 1000s (e.g. 1,000,000).

5. Total unduplicated headcount enrollment for last three years:

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.

2021-2022

25,396

2022-2023

24,036

2023-2024

24,830

5a. The table below shows an auto-calculation of year-to-year changes in unduplicated headcount for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	25,396	24,036	24,830
% Change from Prior Year:		-5.36%	3.30%

5b. If your institution experienced an increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2021-2022

24,862

2022-2023

23,460

2023-2024

24,222

6a. The table below shows an auto-calculation of year-to-year changes in degree-applicable enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	24,862	23,460	24,222
% Change from Prior Year		-5.64%	3.25%

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)
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.

Programs for this question are being defined as disciplines which offer degree-applicable courses rather than an individual certificate or degree.

Disciplines with >50% increase from 2022-23 to 2023-24:

- Business Entrepreneurship (BUSEN): New program and courses beginning in 2023-24
- Electrical/Electronics Technology (EET): Merger of two previously separate programs
- Library Technology (LT): Merger of Library Science (LS) with LT
- Environmental Science (ENVSC): Single course enrollment fluctuation
- Ethnic Studies (ETHN): New graduation requirement and increase in course offerings
- Kinesiology Activity (KNACT): Continued post-Covid increase of in-person activity classes
- Kinesiology (KINES): New yoga program launched

Disciplines with a 50% or more decrease:

- Electrical (ELECT) & Electronics Technology (ELTRN): Merged into new discipline EET
- Library Science (LS): Courses now under LT
- Physical Science (PHYSC): Single course enrollment fluctuation
- Health Science (HSI): Renamed discipline to Public Health (PH)
- Kinesiology Combative (KNCMB): Moved under KNACT

7. Do you offer Distance Education?

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.

Yes

7a. Total unduplicated headcount enrollment in distance education in last three years:

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 offered 100% in the distance education modality 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.

2021-2022

22,842

2022-2023

19,409

2023-2024

18,654

7b. The table below shows an auto-calculation of year-to-year changes in distance education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	22,842	19,409	18,654
% Change from Prior Year		-15.03%	-3.89%

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

7d. Total unduplicated degree-applicable headcount enrollment in distance education in the last three years:

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 offered 100% in the distance education modality 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.

2021-2022

22,329

2022-2023

18,826

2023-2024

18,084

7e. The table below shows an auto-calculation of year-to-year changes in degree-applicable distant education for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	22,329	18,826	18,084
% Change from Prior Year		-15.69%	-3.94%

7f. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in degree applicable distance education courses in a single year, please explain below. Enter N/A if this does not apply.

N/A

7g. % of all students that took at least one degree applicable distance education course:

2021-2022

87.9%

2022-2023

78.3%

2023-2024

72.7%

7h. % of all degree applicable distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2021-2022

56.5%

2022-2023

47.1%

2023-2024

39.4%

8. Do you offer Correspondence Education?

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 7, above).

No

8a. Total unduplicated headcount enrollment in all types of Correspondence Education for last three years:

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 7, above).

8b. The table below shows an auto-calculation of year-to-year changes in correspondence education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:			
% Change from Prior Year		%	%

9a. Does your institution participate in Title IV funding?

Yes

9b: List the current Graduation Rate per the US Education Department College Scorecard.

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."

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9c: List the current Transfer Rate per the US Education Department College Scorecard.

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, click on View School and scroll to the Graduation & Retention drop-down. After you expand the section, you will see the % of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."

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10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

N/A

11a. Please provide a link to the exact page on your institution's website that displays its most recent publication of disaggregated student achievement data:

ACCJC will include a link to this page in your institution's entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

<http://www.4cd.edu/ed/heoa/dvc.html>

11b. Please review and score your institution's website on the [Rubric for Effective Institutional Outcome Transparency](#)

Score

3

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution's public website? (100 words)

The college is at a critical point to enhance data transparency and storytelling. In Spring 2025, based on feedback from students, employees, and community surveys, the college launched a new website. Simultaneously, districtwide discussions are underway to determine what data should be publicly accessible, who are the audiences, and how best to present the information. These conversations will come together to identify intuitive access points, develop visually engaging information, and reduce institutional jargon for clarity. While some data is already available on the website, the college acknowledges that navigation could be more intuitive there are opportunities for improvement.

12. Course Completion Rates

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 18.

	2021-2022	2022-2023	2023-2024
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	75%	75%	75%
12b. List your stretch goal (aspirational) for successful student course completion rate:	78%	78%	79%
12c. List the actual successful student course completion rate:	77%	78%	78%

13. Does your college offer Certificates for 16 or more units/credits?

For the purposes of the Annual Report, report only certificate awards for 16 or more units.

Yes

13a. Type of Institutional-set standard for certificates: (Please select one option from the menu):

Number of certificates

13. Certificates

	2021-2022	2022-2023	2023-2024
13a. List your Institutional-Set Standard (floor) for certificates:	770	745	838
13b. List your stretch goal (aspirational) for certificates:	1017	1137	1126
13c. List actual number or percentage of certificates:	1083	991	1133

14. Type of Institutional-set standard for associate degrees: (Please select one option from the menu):

Number of degrees

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

	2021-2022	2022-2023	2023-2024
14a. List your Institutional-Set Standard (floor) for degrees:	1778	2074	2054
14b. List your stretch goal (aspirational) for degrees:	2711	2452	2457
14c. List actual number or percentage of degrees:	2379	2165	1923

15. Does your college offer a Bachelor's Degree (B.A./B.S.)?

No

16. Does your college offer a Direct Assessment Program? (*Direct Assessment is a form of Competency Based Education as discussed in ACCJC's [Policy on Competency Based Education](#). ACCJC has included this section in the Annual Report Survey in anticipation of colleges seeking to implement Competency Based Education programs using the Direct Assessment approach and will be required to report this data upon the delivery of their programs to students.*)

No

17. Does your college offer Transfer Programs?

Yes

17a. Type of Institute-set standard for transfers (Please select one option from the menu):

Number of transfers

17. Transfer

	2021-2022	2022-2023	2023-2024
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	1982	1926	1637
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2193	2220	2360
17c. List actual number or percentage of students who transfer to a 4-year college/university:	2118	1953	1666

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes

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.

Our institution has programs that meet these conditions.

18a. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program

Dental Hygiene

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

75

Stretch (Aspirational) Goal (%)

100

2021-2022 Pass Rate

95

2022-2023 Pass Rate

90

2023-2024 Pass Rate

95

Program

Dental Assisting

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

75

Stretch (Aspirational) Goal (%)

100

2021-2022 Pass Rate

96

2022-2023 Pass Rate

96

2023-2024 Pass Rate

94

19. Does your college offer Career and Technical Education Programs?

Yes

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 2022-2023 job placement rate will be the number of students who completed the program in 2021-2022.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-2022, you do not need to report a job placement rate for 2022-2023. 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.

Our institution has programs that meet these conditions.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

Program

Accounting

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

87.50

2021-2022 Job Placement Rate

74.63

2022-2023 Job Placement Rate

73.68

2023-2024 Job Placement Rate

84.48

Program

Administration of Justice

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

91.82

2021-2022 Job Placement Rate

87.50

2022-2023 Job Placement Rate

73.33

2023-2024 Job Placement Rate

75.00

Program

Alcohol and Controlled Substances

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

99.78

2021-2022 Job Placement Rate

85.71

2022-2023 Job Placement Rate

83.33

2023-2024 Job Placement Rate

91.67

Program

Architecture & Architectural Technology

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

100.00

2021-2022 Job Placement Rate

50.00

2022-2023 Job Placement Rate

76.92

2023-2024 Job Placement Rate

69.23

Program

Business Administration

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

89.54

2021-2022 Job Placement Rate

54.05

2022-2023 Job Placement Rate

78.26

2023-2024 Job Placement Rate

82.61

Program

Business and Commercial, General

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

83.26

2021-2022 Job Placement Rate

81.40

2022-2023 Job Placement Rate

79.25

2023-2024 Job Placement Rate

82.50

Program

Child Development/Early Care & Education

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

83.86

2021-2022 Job Placement Rate

73.45

2022-2023 Job Placement Rate

73.46

2023-2024 Job Placement Rate

76.92

Program

Civil and Construction Management Technology

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

100.00

2021-2022 Job Placement Rate

35.71

2022-2023 Job Placement Rate

80.00

2023-2024 Job Placement Rate

61.54

Program

Commercial Music

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

96.06

2021-2022 Job Placement Rate

68.00

2022-2023 Job Placement Rate

72.73

2023-2024 Job Placement Rate

92.86

Program

Computer Information Systems

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

100.00

2021-2022 Job Placement Rate

< 10 students

2022-2023 Job Placement Rate

84.62

2023-2024 Job Placement Rate

< 10 students

Program

Computer Networking

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

94.68

2021-2022 Job Placement Rate

86.21

2022-2023 Job Placement Rate

70.00

2023-2024 Job Placement Rate

77.78

Program

Computer Programming

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

77.54

2021-2022 Job Placement Rate

54.72

2022-2023 Job Placement Rate

57.50

2023-2024 Job Placement Rate

66.67

Program

Culinary Arts

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

100.00

2021-2022 Job Placement Rate

70.27

2022-2023 Job Placement Rate

69.57

2023-2024 Job Placement Rate

100.00

Program

Dental Assistant

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

100.00

2021-2022 Job Placement Rate

81.82

2022-2023 Job Placement Rate

85.71

2023-2024 Job Placement Rate

61.29

Program

Dental Hygienist

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

100.00

2021-2022 Job Placement Rate

< 10 students

2022-2023 Job Placement Rate

78.57

2023-2024 Job Placement Rate

91.67

Program

Multimedia

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

100.00

2021-2022 Job Placement Rate

< 10 students

2022-2023 Job Placement Rate

< 10 students

2023-2024 Job Placement Rate

60.00

Program

Environmental Control Technology

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

100.00

2021-2022 Job Placement Rate

< 10 students

2022-2023 Job Placement Rate

100.00

2023-2024 Job Placement Rate

66.67

Program

Geographic Information Systems

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

100.00

2021-2022 Job Placement Rate

83.33

2022-2023 Job Placement Rate

75.00

2023-2024 Job Placement Rate

75.00

Program

Health Professions, Transfer Core Curriculum

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

85.14

2021-2022 Job Placement Rate

76.85

2022-2023 Job Placement Rate

78.35

2023-2024 Job Placement Rate

84.55

Program

Library Technician (Aide)

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

100.00

2021-2022 Job Placement Rate

57.14

2022-2023 Job Placement Rate

89.47

2023-2024 Job Placement Rate

92.86

Program

Marketing and Distribution

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

95.07

2021-2022 Job Placement Rate

< 10 students

2022-2023 Job Placement Rate

90.00

2023-2024 Job Placement Rate

77.27

Program

Plumbing, Pipefitting, and Steamfitting

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

100.00

2021-2022 Job Placement Rate

100.00

2022-2023 Job Placement Rate

100.00

2023-2024 Job Placement Rate

100.00

Program

Real Estate

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

89.78

2021-2022 Job Placement Rate

63.64

2022-2023 Job Placement Rate

56.25

2023-2024 Job Placement Rate

80.00

Program

Software Applications

Institution-Set Standard (%) (Floor)

73.23

Stretch (Aspirational) Goal (%)

88.78

2021-2022 Job Placement Rate

78.57

2022-2023 Job Placement Rate

62.50

2023-2024 Job Placement Rate

72.22

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

The college's Research, Planning, and Evaluation Committee approved the following methodology for setting Institution Set Standards (ISS) & Stretch Goals (SG) in Spring 2022 for Annual Reports beginning in 2022. RPEC voted to maintain this methodology for the 2025 Annual Report:

- ISS: 2 standard deviations below the most recent 5-year average
- SG: 2 standard deviations above the most recent 5-year average

Summary of ISS & SG calculations for Annual Report 2025:

- Successful completion rate: Based on RPEC-approved ISS and stretch goal methodology. Institution set standard remained the same and the stretch goal increased by 1 percentage point.
- Degrees, transfer: Based on RPEC-approved ISS and stretch goal methodology
- Certificates: Based on RPEC-approved ISS and stretch goal methodology; ISS & SG were adjusted for 2019-20 when definition was adjusted to only include certificates require 16 or more units
- Job placement rates: ISS = Perkins V standard (73.23% rounded down to 73%); SG based on RPEC approved stretch goal methodology with a maximum goal of 100%

Data sources:

- Enrollment, completion rate, degrees, certificates, and transfer: Customized SQL report pulling District Colleague data
- Job placement data source: CTE Perkins V Core Indicator Report for reporting fiscal planning years: 2022-23; 2023-24; 2024-25)

In this Annual Report, ACCJC seeks to gain additional insights from our member institutions. Regarding student achievement data, these questions seek to learn more about how colleges are advancing student achievement, challenges faced, and support needed.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved. (max 200 words)

For our 2022-25 Student Equity Plan (SEP), the college adopted a new cycle of inquiry approach, fostering data-informed, student-centered, and solution-focused activities with ongoing reflection. This inquiry model has resulted in the college to engaging in meaningful data-informed discussions with colleagues and students first, to test theories and models second, and hopefully identify and invest in those which have measurable impact.

- Year 1 (2022-23): Discovery – The college analyzed quantitative and qualitative data to understand the experiences of two disproportionately impacted (DI) student groups and identify key support needs.

- Year 2 (2023-24): Action – Instructional and student services departments received equity data guides, including success and persistence rates respectively, equity gaps, and an "actionable number" (additional successes needed to meet goals). Each department used disaggregated data to develop commitments, or targeted interventions directed at supporting our DI populations, for the Year of Action.

- Year 3 (2024-25): Evaluation – Departments compared Year 1 baseline data to Year 2 outcomes, reflecting on changes and impact. Effective strategies were shared at All College Day events to foster cross-campus learning. While the SEP prioritizes two student groups, its equity-driven practices benefit all disproportionately impacted students, reinforcing institutional commitment to student success.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle? (max 200 words)

To help colleges better align with the new standards and understand how to meet the review criteria and move from minimal compliance to highly developed, it may be helpful to develop rubrics similar to the Rubric for Effective Institutional Outcome Transparency. This rubric was both broad enough to allow for the unique needs and experiences of the different colleges while also providing some specifics to make steps towards improvement more tangible. The current rubrics in the Handbook are at a very high-level and more detailed rubrics geared towards specific review criteria could help stimulate discussion in a similar manner as the conversations generated during recent ACCJC Regional Convenings centered on Transparency, Storytelling, and Value Literacy Project.

Final Step

Thank you for completing the survey. Please take a moment to review your submission. If you need to make any changes, you can click the back button or the navigation buttons below. When you are ready, please click the submit button at the very bottom on the survey.

By submitting this report on behalf of my institution, I confirm that the data and information contained herein is accurate and correct to the best of my knowledge. The institution acknowledges that knowingly submitting false or inaccurate data may result in notification to the U.S. Department of Education and/or accreditation action.

Check to confirm and acknowledge

Thank you for your submission!

ACCJC emails copies of the final submission to the ALO and CEO of each institution. Please contact support@accjc.org if your institution does not receive a final copy.

2025 Annual Fiscal Report Questions California Community College (Fiscal Year 2023-2024) - Multi-College District: [contact("organization")]

Due: April 11, 2025

Support Contacts

For technical support: Tom Lane (tlane@accjc.org)
For all other questions: Melynie Schiel (mschiel@accjc.org)

Background: About the ACCJC Annual Fiscal Report (AFR)

In accordance with federal regulations and the Commission [Policy on Monitoring Institutional Performance](#), ACCJC applies a set of annual monitoring and evaluation approaches to assess member institutions' strengths, stability, and ongoing alignment with the Standards during the course of the accreditation review cycle. The Annual Fiscal Report (AFR) is one of the tools used for this process.

To assist you as your institution prepares its responses, you can find additional information, data definitions, and a printable version of the 2025 questions for California Community Colleges in multi-college districts at <https://accjc.org/wp-content/uploads/AFR-Instructions-and-Questions-CCC-Multi-1.pdf>.

Technical Notes for the 2025 AFR Survey

The 2025 AFR collects data for the three-year period that includes FY 2021-2022, FY 2022-2023, and FY 2023-2024.

Additional information and data definitions are provided in the instruction text where relevant.

All questions with an * are required.

If a question is not applicable, please enter n/a.

If you are copying and pasting figures from a Word or PDF document, please ensure your numbers don't have extra (trailing) spaces in the end.

Answers are saved automatically, and can be accessed and revised as many times as needed prior to submission.

Use the "Section Navigator" buttons on the next page to jump between sections.

Submitting the 2025 AFR Survey

To submit a final copy, follow the instructions in the Final Step page of the online survey. When the survey has been submitted, ACCJC will forward a final PDF copy of the answers to the ALO and CEO for final review (and adjustment, if needed). If no corrections are needed, the PDF copy will stand as the final, certified copy of the 2025 AFR.

This is the Section Navigator which will allow you to jump to any sections of the survey. You can complete the sections in any order and if you need to return to the main page, please use the back button.

To begin or return to a section, please click the **Answer** button.

The **Next** button at the bottom of this page will bring you to the final page of the survey. You will not be able to proceed until all sections of the survey have been completed.

If you can't complete a section in one sitting, click **Back** to navigate back to the section navigator to complete a different section.

Questions marked with an * are required.

1. College name:

Diablo Valley College

2. District name:

Contra Costa Community College District

3. Contact information for Chief Business Officer:

Name of College Chief Business Officer (CBO)

Sara Parker

Title of College CBO

Vice President, Business & Administrative Services

Phone number of College CBO

925-969-2018

E-mail of College CBO

sparkar@dvc.edu

Name of District CBO

Tony Wold

Title of District CBO

Associate Vice Chancellor /Chief Business Officer

Phone number of District CBO

925-229-6944

E-mail of District CBO

twold@4cd.edu

*For numerical fields, commas can be entered to delineate 1000s (e.g. 1,000,000)***4. Revenue (Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)**

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
4a. Total Unrestricted General Fund Revenues (excluding account 8900)	225,325,388	250,875,762	276,539,040
4b. Other Unrestricted Financing Sources (account 8900) (Enter 0 if none)	1,154,551	75,438	71,890

Please use the 'Next' button for page 2 of Revenues.

4b. Other Unrestricted Finances Sources (account 8900) Reported in Question 4b (shown for reference)

FY 2021/2022	FY 2022/2023	FY 2023/2024
\$ 1,154,551	\$ 75,438	\$ 71,890

4bi. Use the fields below to indicate the two largest components of Other Unrestricted Financing Sources (account 8900) entered in Question 4b.

Note: ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue. ACCJC will no longer count HEERF funds as sustainable beginning with FY 2022/2023. Transfers-in from OPEB trusts are not sustainable – list these as one-time. Please list any HEERF used in 2022/2023 and 2023/2024 as one-time.

4bi. On the previous page, you listed \$1,154,551 in revenue from Other Unrestricted Financing Sources in FY 2021/2022. Please describe the two primary sources for this revenue. (List no more than 2).

	Description	Amount (\$)	Sustainable/One-time/HEERF
FY 2021/2022 (1)	HEERF Lost Revenue	1,069,077	HEERF
FY 2021/2022 (2)	SEOG/FWS Admin Cost Allowance	65,213	Sustainable

4bi. On the previous page, you listed \$75,438 in revenue from Other Unrestricted Financing Sources in FY 2022/2023. Please describe the two primary sources for this revenue. (List no more than 2).

	Description	Amount (\$)	Sustainable/One-time/HEERF
FY 2022/2023 (1)	SEOG/FWS Admin Cost Allowance	53,893	Sustainable
FY 2022/2023 (2)	Proceeds from Fixed Assets	21,545	One-time

4bi. On the previous page, you listed \$71,890 in revenue from Other Unrestricted Financing Sources in FY 2023/2024. Please describe the two primary sources for this revenue. (List no more than 2). Please list HEERF as one-time for 2023-2024.

	Description	Amount (\$)	Sustainable/One-time
FY 2023/2024 (1)	SEOG/FWS Admin Cost Allowance	58,001	Sustainable
FY 2023/2024 (2)	Proceeds from Fixed Assets	13,889	One-time

5. Unrestricted General Fund Beginning/Ending Balance

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
5a. Net (Adjusted) Unrestricted General Fund Beginning Balance <i>Use adjusted unrestricted beginning fund balance from CCFS 311 Annual.</i>	52,309,901	54,217,833	64,332,063
5b. Net Unrestricted General Fund Ending Balance, including transfers in/out <i>This amount is the amount reported on the CCFS 311 report after transfers in/out</i>	54,217,833	64,332,063	81,699,177

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

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

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
6a. Total Unrestricted General Fund Expenditures (including account 7000)	224,572,012	240,836,970	259,243,816
6b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	193,027,981	204,486,246	217,564,613
6c. Other Unrestricted General Fund Expenses (6a-6b)	31,544,031	36,350,724	41,679,203
6d. Unrestricted General Fund Ending Balance <i>6.d. same as 5.b., which includes transfers in/out</i>	54,217,833	64,332,063	81,699,177

7. Did the District borrow funds for cash flow purposes?

	Yes	No
FY 2021/2022		X
FY 2022/2023		X
FY 2023/2024		X

8. Short-Term Unrestricted General Fund Borrowing (TRANS, etc.)

FY 2021/2022 (\$) : 0

FY 2022/2023 (\$) : 0

FY 2023/2024 (\$) : 0

9. Did the District issue unrestricted long-term debt instruments or other new borrowing (not G.O. Bonds) during the fiscal year? (Do not include GASB 87 capitalized leases)

	Yes	No
FY 2021/2022		X
FY 2022/2023		X
FY 2023/2024		X

9a. If you answered YES for any year in question 9, please indicate what type. Enter n/a if not applicable.

	FY 2021/2022	FY 2022/2023	FY 2023/2024
Please indicate what type of long-term debt instruments or new borrowing the college issued.	N/A	N/A	N/A

9b. If you answered YES for any year in question 9, please indicate amounts. Enter n/a if you answered NO.

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
Total amount for debt instruments/borrowing entered for question.	n/a	n/a	n/a

10. Annual Debt Service Payments (Unrestricted General Fund). Please include payments on GASB 87 capitalized leases.

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
Annual Debt Service Payment Amounts (include transfers made from the UGF to any other fund for the purposes of debt service payments)	0	0	0

Source: Most recent GASB 74/75 OPEB Actuarial Report**11. Most recent GASB 74/75 OPEB actuarial report:****a. Total OPEB Liability (TOL) for OPEB**

226,976,689

b. Fiduciary Net Position (FNP)

176,726,268

c. Net OPEB Liability (11a-11b)

50,250,421

d. Funded Ratio [Fiduciary Net Position (FNP)/TOL]

78%

12. Date of most recent GASB 74/75 OPEB Actuarial Report – use valuation date

06/30/2023

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

Yes

14. OPEB Trust or Reserves (enter n/a if not applicable)

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
14a. Amount deposited into OPEB Irrevocable Trust <i>Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit, and trust is referred to as Fiduciary Trust or Plan Fiduciary.</i>	0	5,500,000	0
14b. Amount deposited into non-irrevocable Reserve specifically for OPEB	4,202,723	4,920,997	5,430,655

15. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2023/2024?

If "yes", that description and amount should be reported in 4.b.i. for FY 2023/2024

No

16. Cash Balance at June 30 from Annual CCFS 311 Report

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
Combined General Fund Balance Sheet Total (Unrestricted and Restricted – accounts 9100 through 9115)	75,744,915	128,055,436	128,997,804

17. Does the district prepare cash flow projections during the year?

Yes

18. Date annual audit report for fiscal year was electronically submitted to ACCJC, along with the institution's response to any audit exceptions

NOTE: Audited financial statements are due to the ACCJC no later than April 11th, 2025. A multi-college district may submit a single district audit report on behalf of all the colleges in the district. Please email a PDF version of the Audited Financial Statements to support@accjc.org.

03/25/2025

The following information is found in the beginning of the Findings and Questioned Costs Section of the Annual Audit.

19. List the number of audit findings (financial statement, federal compliance and state compliance) for each year

	FY 2021/2022	FY 2022/2023	FY 2023/2024
Number of findings (enter 0 if none):	1	0	0

20. Number of modified/qualified opinions in the Summary of Auditors Results (Annual Audit) for FY 2023/2024

0

21. Budgeted/Actual FTES (District)

	FY 2021/2022	FY 2022/2023	FY 2023/2024
21a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target) <i>Resident FTES only.</i>	28,668	28,668	28,668
21b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320, or from more recent CCFS 320 Recal if applicable <i>Report resident FTES only. Please use actual FTES, not hold harmless FTES</i>	23,500	21,893	26,700

22a. During the report year, did the institution settle any contracts with employee bargaining units?

Yes

22b. Did any negotiations remain open?

Yes

22c. How many unit contracts remained open (ongoing negotiations) for over two years?

0

22d. Please use the box below to provide additional context related to significant impacts of settlements and any ongoing negotiations.

N/A

23. Budgeted/Actual FTES (College)

	FY 2021/2022	FY 2022/2023	FY 2023/2024
23a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target - college). Report resident FTES only.	15,336	15,336	15,336
23b. College Actual Full Time Equivalent Students (FTES) from Annual CCFS 320, or from more recent CCFS 320 Recal if applicable. <i>Report actual FTES, not hold-harmless FTES.</i>	12,943	11,814	14,037

24. USDE official cohort Student Loan Default Rate (FSLD)

	Cohort Year 2019 (Published fall 2022)	Cohort Year 2020 (Published fall 2023)	Cohort Year 2021 (Published fall 2024)
Cohort 3-year rate	3.5%	0%	0%

25a. For report year, how many executive or senior administrative leadership positions have a new permanent administrator hired into the position as of June 30, 2024, or remain vacant at June 30, 2024? List for the District and for the College.

Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and up to five senior administrators of the college/district who report to that position based on the institutional org chart. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district.

College : 0

District : 1

25b. How many executive or senior administration leadership positions have been replaced with an interim, as of June 30 2024? List for the District and for the College

College : 0

District : 0

25c. Please describe the leadership change(s) (Please enter 'n/a' if there were no leadership changes)

Associate Vice Chancellor, Education and Technology position was vacant at 6/30/2024. Position has been permanently filled on 7/8/2024.

Final Step

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Name of person submitting this report:

Lindsay Kong

Title of person submitting this report:

Dean, Institutional Effectiveness & Accreditation

Email of person submitting this report:

lkong@dvc.edu

Email Confirmation:

lkong@dvc.edu

By submitting this report on behalf of my institution, I confirm that the data and information contained herein is accurate and correct to the best of my knowledge. The institution acknowledges that knowingly submitting false or inaccurate data may result in notification to the U.S. Department of Education and/or accreditation action.

Check to confirm and acknowledge

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