

DVC

DIABLO VALLEY COLLEGE

Educational Strategic Plan

2026-2031





Educational Strategic Plan

2026-2031

Submitted by:

Diablo Valley College

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Submitted to:

Contra Costa Community College District Governing Board

June 10, 2026

REVIEWED AND APPROVED BY ALL CONSTITUENCIES.

Dr. Monica Chahal, *President, DVC*

Dr. John Freytag, *Academic Senate President*

Scott Heiden, *Classified Senate President*

Luis Mario Hernandez, *Associated Students of DVC President*

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A Message from the President



Dear Colleagues,

On behalf of Diablo Valley College, I am pleased to present our 2026-2031 Educational Strategic Plan (*ESP*). This plan was developed during the 2025-26 academic year with collegewide and community input. It builds on the college goal developed in 2024-25 and identifies the objectives and action steps in support of that goal.

The *ESP* anchors DVC's planning processes, institutional outcomes, and resource allocation. It centers our efforts on shared values—student-focused mindset, equity and inclusion, community and connection, as well as growth and adaptability. Together, these commitments move us toward a collective future guided by a shared vision and dedication to our students and communities as stated in our mission.

This plan is grounded in meaningful input from all constituencies: students, faculty, classified professionals, administrators, and community members. Through an extensive engagement process led by Gensler, the college community contributed insights that were synthesized and refined by the *ESP* Taskforce into this plan. This collaborative work was informed by all-college sessions, focus groups, and tabling events. The *ESP* Taskforce then used this information, in conjunction with internal and external environmental scans, to lead us to the strategies that will guide our work for the next five years.

My thanks to all at DVC and our surrounding communities who participated in this process. I am especially grateful to the *ESP* Taskforce for their extensive time commitment and effort to ensuring the plan is an accurate representation of DVC. Finally, I extend my sincere gratitude to Dean of Institutional Effectiveness and Accreditation, Lindsay Kong, who led this effort.

I look forward to working alongside you to accomplish the work of this plan in serving our students and communities.

Sincerely,

Monica Chahal

Dr. Monica Chahal

President, Diablo Valley College

Executive Summary

The Diablo Valley College *Educational Strategic Plan 2026–2031* (*ESP*) is a comprehensive academic, student services, and academic services plan that guides the college in responding to the evolving needs of our students and community over the next five years. The *ESP* affirms our mission, vision, and values and describes our college goal, six strategic priorities, and supporting objectives and action steps. The plan provides an overarching framework for institutional decision-making, integrated planning, and resource allocation. This integration helps ensure that the college's efforts remain focused on increasing equitable access, strengthening student success, and deepening community engagement. Aligned with district priorities and statewide initiatives, the *ESP* also serves as a roadmap for enhancing programs and services, supporting innovation, and advancing educational excellence.

College Goal:

Advance equity in student goal completion by increasing holistic support and eliminating barriers to success.

Strategic Priorities:

- Strategic Enrollment
- Student Support, Belonging, and Well-Being
- Guided Pathways and the Student Experience
- Equitable Learning and Student Success
- Academic Innovation and Community Partnerships
- Institutional Effectiveness and Organizational Culture

After comprehensive campus review, the *Educational Strategic Plan* was approved by College Council on May 20, 2026.



Acknowledgements

Diablo Valley College extends our sincere appreciation to faculty members, classified professionals, students, administrators, and community members for their contributions to the *Educational Strategic Plan*. We are grateful to everyone who provided input during this planning process, with special acknowledgement to the members of the *Educational Strategic Plan* Taskforce.

Chancellor

Mojdeh Mehdizadeh

President

Dr. Monica Chahal

Governing Board Members

Diana Honig, President

Fernando Sandoval, Vice President

John E. Márquez, Secretary

Rebecca Barrett, Trustee

Andy Li, Trustee

Sophie Khouri, Student Trustee

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Joe Gorga

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Gensler, Strategic Planning

Dr. Lori Bennett, Educational Planning



Chapter 1

- Planning Context and Purpose
- Mission, Vision, Values
- Integrated Planning Overview
- District Mission, Vision, Values, Goals

Planning Context and Purpose

Diablo Valley College has a long history of academic excellence and innovative student support services, guided by a strong commitment to advancing educational equity for all students.

As the college looks to the future, it must respond to evolving student needs and shifting workforce and educational demands.

This planning process allowed the college to reflect on past progress, analyze current data trends and forecasts, and develop goals that address the needs of our students and local community.



Diablo Valley College Mission, Vision, Values

Diablo Valley College's mission, vision, and values statements reflect the institution's character and core commitments, including equitable student access, learning, and achievement. As part of DVC's ongoing self-assessment, and to ensure the mission fully articulates its commitment to our unique student population, the college reviewed and revised the mission statement during this planning effort. The new mission statement was approved by the Board of Trustees on April 15, 2026.

MISSION

Diablo Valley College welcomes all learners, enhances the community, and advances equity through high-quality education and support services that empower students to achieve their goals.

VISION

Through lifelong learning and meaningful engagement, DVC supports and inspires students to learn, thrive, and dream, fostering positive change and contributing to a stronger, more vibrant community.

VALUES

Student-focused Mindset

Providing high-quality learning experiences, connecting with students, and helping them achieve their goals

Equity and Inclusion

Welcoming all, removing barriers, and leading with compassion

Community and Connection

Building community, cultivating collaboration, and creating a shared future

Growth and Adaptability

Valuing innovation, creativity, and curiosity to prepare for a changing world

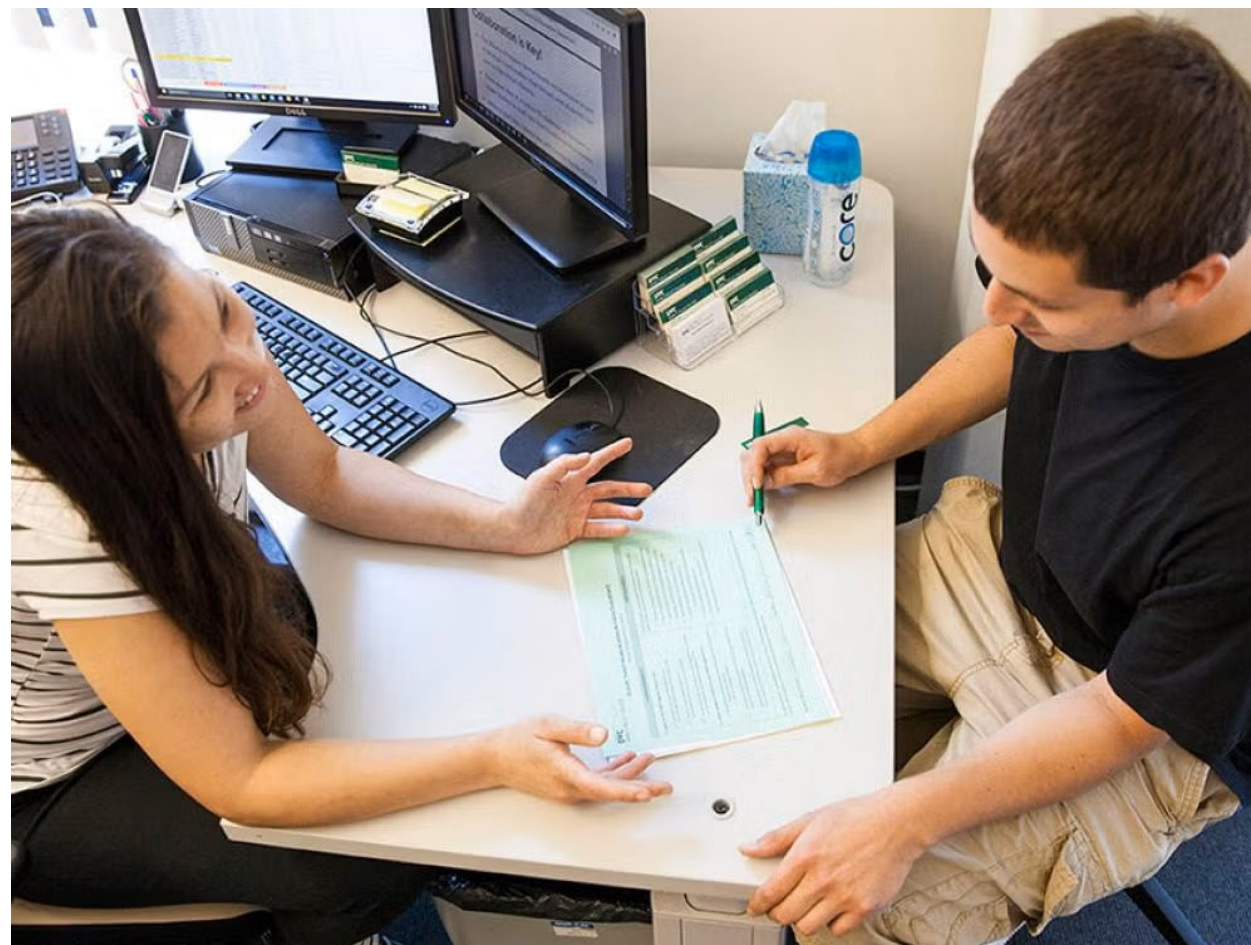
Integrated Planning Overview

College-level Integrated Planning

Diablo Valley College uses an integrated planning process to guide our work, align with state and district priorities, and respond to the evolving needs of students and the broader community. The college develops coordinated plans that guide operations across academic, student services, and administrative areas. Through a systematic cycle of evaluation and continuous improvement, programs and departments assess progress and refine their plans to remain aligned with collegewide priorities. This integrated approach supports informed decision-making and will help ensure that institutional actions and resources are aligned with the college goal and strategic priorities.

Districtwide Planning

The Diablo Valley College *Educational Strategic Plan* is an integral part of the Contra Costa Community College District's (4CD) integrated planning framework. The 4CD Strategic Plan aligns and supports the work of all district sites by establishing a shared direction and coordinated efforts, in addition to advancing initiatives that produce meaningful results for our students, employees, and communities.



Districtwide Mission

To deliver innovative, high-quality educational programs and services that enrich communities, advance equity and belonging, and equip students with the knowledge and resilience to thrive in a changing world.

Districtwide Vision

To be a leader in educational excellence – advancing equitable student achievement, fostering social mobility, and transforming the communities we serve.

Districtwide Values

STUDENT-CENTERED

We are committed to putting students first, recognizing that serving and supporting them is our shared purpose.

EQUITY AND BELONGING

Equity and belonging are core values guiding our work as we strive to create more diverse, just, inclusive, and supportive learning and work environments.

FUTURE-READINESS AND ADAPTABILITY

We strive to prepare students, employees, and our institution for a rapidly changing world by fostering a culture of resilience, responsiveness, and ongoing improvement.

EXCELLENCE AND INTEGRITY

We are committed to upholding the highest standards of excellence and integrity in all aspects of our institution.

Districtwide Strategic Goals

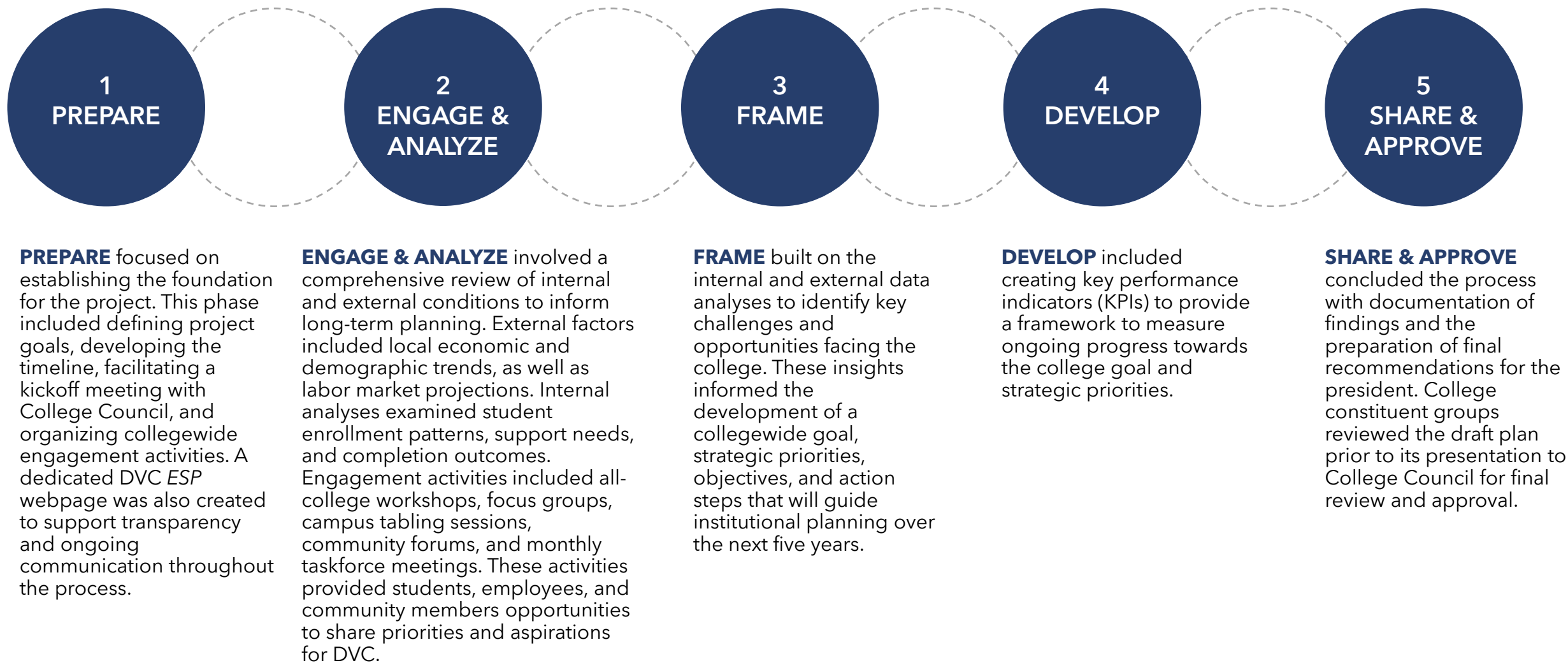
- Equitably improve student learning and completion by providing holistic support.
- Foster a culture of inclusion, belonging, and student-focused engagement.
- Embed future readiness and adaptability into 4CD's educational programming and operations by fostering innovation, responsiveness, and proactive problem-solving at all levels.
- Responsibly, proactively, and sustainably steward 4CD resources.

Chapter 2

- Planning Approach
- Project Timeline
- College Engagement

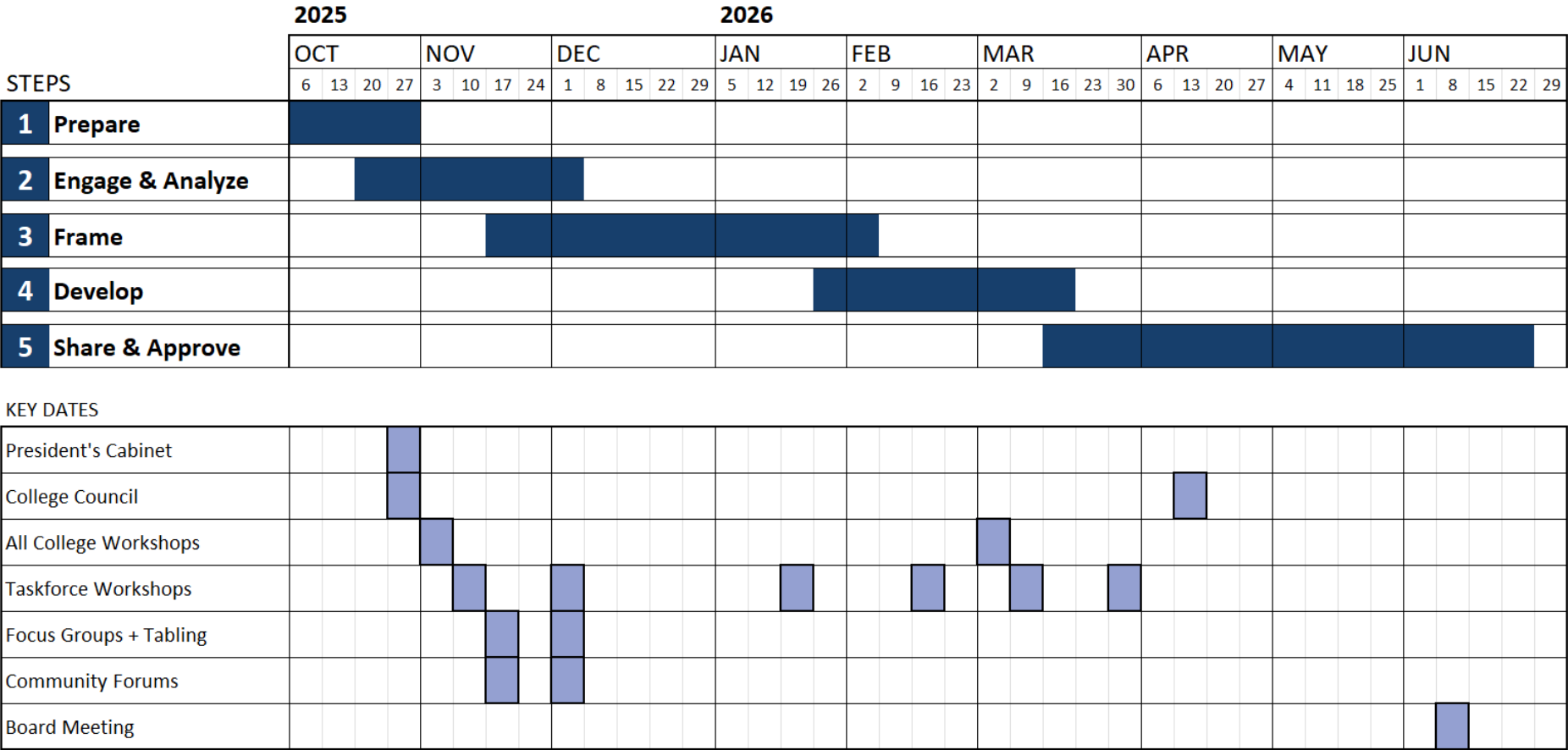
Planning Approach

The Diablo Valley College *Educational Strategic Plan (ESP)* was developed through an integrated, participatory, and data-informed approach. The planning team guided the work through a five-step planning process.



Planning Timeline

The Diablo Valley College *Educational Strategic Plan* project began in October 2025, and the draft document was completed in April 2026. After completing constituent review in April and May, the draft was approved by College Council on May 20, 2026 and submitted to the Board of Trustees on June 10, 2026. The new *Educational Strategic Plan* will commence in Fall 2026.



College Engagement

The Diablo Valley College *Educational Strategic Plan* was developed through a thoughtful and inclusive process that included approximately 525 student, employee, and community partner contributions. The college held 24 engagement sessions, including all-college workshops, focus groups, tabling events, and community forums. A variety of engagement sessions were held at both the Pleasant Hill and San Ramon campuses.

The *ESP* development process was guided by a dedicated *ESP* Taskforce. The Taskforce members met regularly, over several months, and reviewed the qualitative feedback along with institutional and local labor market data. They identified collegewide priorities and opportunities that informed the discussions about the five-year strategic priorities.

This collaborative approach helped ensure that the plan reflects diverse perspectives and is grounded in data.



Chapter 3

- California Community College System Initiatives
- College Service Area
- Data Overview
- Data Fact Sheet
- College Engagement Activities and Themes
- Trends and Planning Assumptions
- Challenges and Opportunities

California Community College System Initiatives (1 of 3)

17

The California Community College (CCC) system of higher education consists of 73 districts, 116 community colleges, and 72 off-campus centers. Together, these institutions serve more than 2 million students annually. Approximately 70% of current students are people of diverse ethnic backgrounds. The CCC system is the largest and most diverse system of higher education in the country and serves more than twice the number of students served by the California State University (CSU), University of California (UC), and private university systems combined. Additionally, 51% of CSU and 29% of UC graduates started at a California community college. The CCC system mission is to provide students with the knowledge and background necessary to compete in today's economy.¹

Vision 2030 (2023-2030)

Vision 2030: A Roadmap for California Community Colleges is a future-looking plan that builds upon the foundation set by the Vision for Success (2017). "It was a call to action for community colleges to lead with excellence, act with urgency, and serve as a force for economic mobility, environmental stewardship, and community resilience."² Vision 2030 outlines the CCC system's commitment to three shared goals - Equity in Access, Equity in Success, and Equity in Support. To support these goals, the plan includes three strategic directions: equitable baccalaureate attainment, equitable workforce and economic development, and generative artificial intelligence and the future of learning. These directions are supported by twelve specific actions, including expanding equitable dual enrollment pathways to adult and high school students, offering credit for prior learning to veterans and working adults, working through community-based organizations to bring workforce training to low-income adults, and providing instruction through flexible modalities.³

¹ California Community Colleges Chancellor's Office (CCCCO), Key Facts, <https://www.cccco.edu/about-us/key-facts>

² Vision 2030 - The July 2025 Edition, California Community College Colleges, <https://www.cccco.edu/-/media/CCCCO-Website/docs/vision2030/vision-2030-report.pdf>

³ ibid



Governor's Roadmap Goals (2022-2026)

Vision 2030 leverages the partnership between California community colleges and the Governor's Office, described in the Multi-Year Roadmap between the Newsom Administration and the California Community Colleges, which represents a shared commitment to Guided Pathways, equity, and improved student outcomes. The Roadmap emphasizes workforce preparedness, coordinated K-16 pathways, equitable dual enrollment, and innovative instructional models—including credit for prior learning, apprenticeships, competency-based education, and flexible pathways—to better serve working adults and post-traditional learners.⁴

Vision for Success (2017-2022)

The California Community Colleges Vision for Success established a systemwide commitment to equitable student achievement, with a focus on eliminating achievement gaps and supporting students in reaching their educational and career goals.”⁵ The 2021 update reaffirmed this commitment and emphasized the use of the Guided Pathways framework, expanding diversity, equity, and inclusion, strengthening equitable placement and support, fully implementing the student centered funding formula, and reshaping career technical education.⁶

⁴ Multi-year Roadmap Between the Newsom Administration and the California Community Colleges, May 2022, <https://dof.ca.gov/wp-content/uploads/sites/352/Programs/Education/CCC-Roadmap-May-2022.pdf>

⁵ CCCCCO, Vision for Success Executive Summary, <https://www.cccco.edu/-/media/CCCCO-Website/docs/executive-summary/vision-for-success.pdf>

⁶ CCCCCO, Update to the Vision for Success, 2021, <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/vision-for-success-update-2021-a11y.pdf>

Student Equity and Achievement Program

The California Community College Student Equity and Achievement (SEA) Program provides a strategic framework to promote equitable access, achievement, and workforce outcomes for all students. The SEA Program requires colleges to implement the Guided Pathways framework and implement practices aimed at eliminating achievement gaps for students from historically underrepresented groups. Student equity plans focus on improving outcomes across key success indicators, including access, course completion, English as a second language and basic skills completion, degrees and certificates awarded; and transfer rates. These plans are informed by comprehensive data analysis to identify equity gaps and establish targeted goals and measures to address disparities.⁷

Guided Pathways

Guided Pathways is an institution-wide, equity-focused framework designed to improve student success by clarifying educational pathways and removing systemic barriers. By restructuring the student experience, Guided Pathways provides clear enrollment routes, course-taking patterns, and integrated support services, making college navigation more accessible – particularly for first-generation and historically underrepresented students. This approach reduces unnecessary detours, supports a more timely path to completion, and contributes to improved student completion rates and reduced equity gaps.⁸

⁷ CCCCCO, Student Equity, <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Student-Service/What-we-do/Student-Equity>

⁸ CCCCCO, Guided Pathways, <https://www.cccco.edu/College-Professionals/Guided-Pathways>

Economic and Workforce Development (EWD) Regional Sector Investments

“California Community Colleges (CCC) are the primary vehicle for delivering career technical education (CTE) and workforce training to Californians, preparing students for skilled jobs and successful careers in an ever-changing labor market.”⁹

To provide these workforce skills, CCC are prioritizing curriculum in industry sectors based on regional opportunities for high-growth, high-wage careers. The Chancellor’s office is investing in colleges to expand and enhance proven workforce training models and support systems that focus on equity, access and inclusion, and deeper participation by employers.¹⁰

Master Plan for Career Education Core Concepts

In August 2023, Governor Gavin Newsom called for a new Master Plan for Career Education to expand equitable access to living-wage jobs through strengthened education and training pathways. The California State Plan for Career Technical Education (2023) advances this goal by aligning programs with workforce needs. Research indicates that CTE – particularly when combined with high school dual enrollment – improves graduation rates, postsecondary attainment, and earnings, especially for students experiencing poverty.¹¹

Student Centered Funding Formula

The Student Centered Funding Formula (SCFF) was adopted in the 2018-2019 state budget as a new method of allocating funds to California community college districts. Beginning in 2025-26, districts are funded at either their SCFF-generated amount or their established “floor” (the 2024-25 funding level), whichever is higher. The SCFF metrics are aligned with the goals and commitments outlined in the CCCCCO’s Vision 2030.

The SCFF provides funding based on three calculations:¹²

- A base allocation, which largely reflects enrollment
- A supplemental allocation based on the number of students receiving a College Promise Grant, students receiving a Pell Grant, and students covered by AB 540
- A student success allocation based on a variety of performance outcomes that include the number of students who earn associate degrees and certificates, transfer to four-year institutions, complete transfer-level math and English within their first year, complete nine or more career education units, or who have attained a regional living wage.

⁹ Economic Workforce Development Program Legislative Report, 2018-22, <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2018-22-economic-workforce-development-program-legislative-report-11-15-23-a11y.pdf?la=en&hash=2860CE8BF285B65C95F0828EB9757DC3BA3892A5>

¹⁰ CCCCCO, Investing in California’s Workforce, <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/ewd-regional-sector-investments>

¹¹ CCCCCO, California State Plan for Career Technical Education (CTE), 2023, <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/cccccocaliforniastateplanforcareertechnicaleducation2023v2a11y-00384.pdf?la=en&hash=A82858B65FD743C6A66E39B250ED07EB62275011>

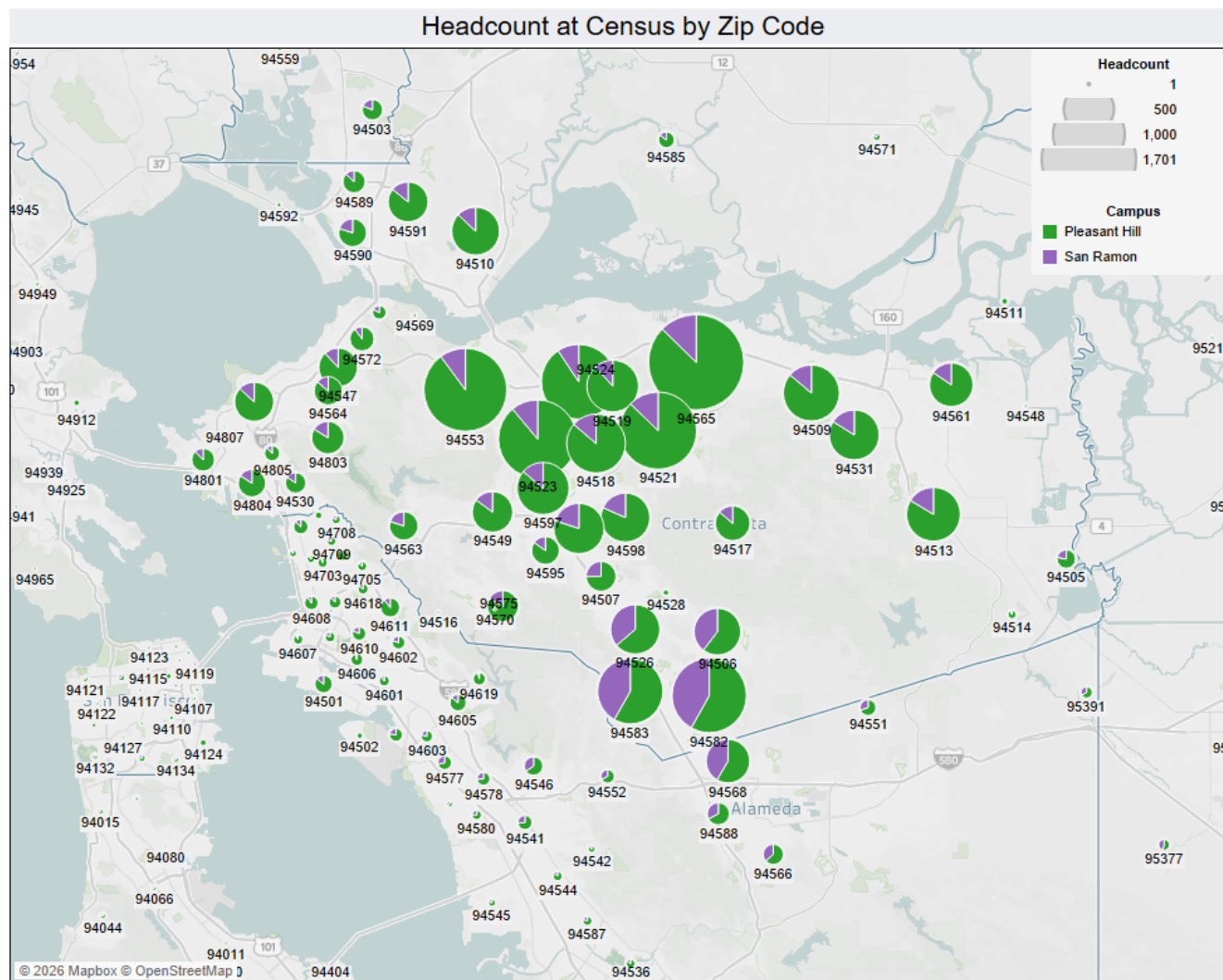
¹² CCCCCO, Student Centered Funding Formula, <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

Diablo Valley College Service Area

ENROLLMENT BY ZIP CODE

Diablo Valley College's primary service area includes the north and south-central parts of Contra Costa County. Approximately 80% of DVC's students live within Contra Costa County, 8% live in Alameda County, and 7% live in Solano County.

The map, on the right, shows student headcount by zip code. In each circle, green represents students attending the Pleasant Hill campus and purple represents students attending the San Ramon campus.



Source: 4CD Research and Planning Department. (2026, March). DVC Headcount by Region [Ad hoc report]. Contra Costa Community College District.

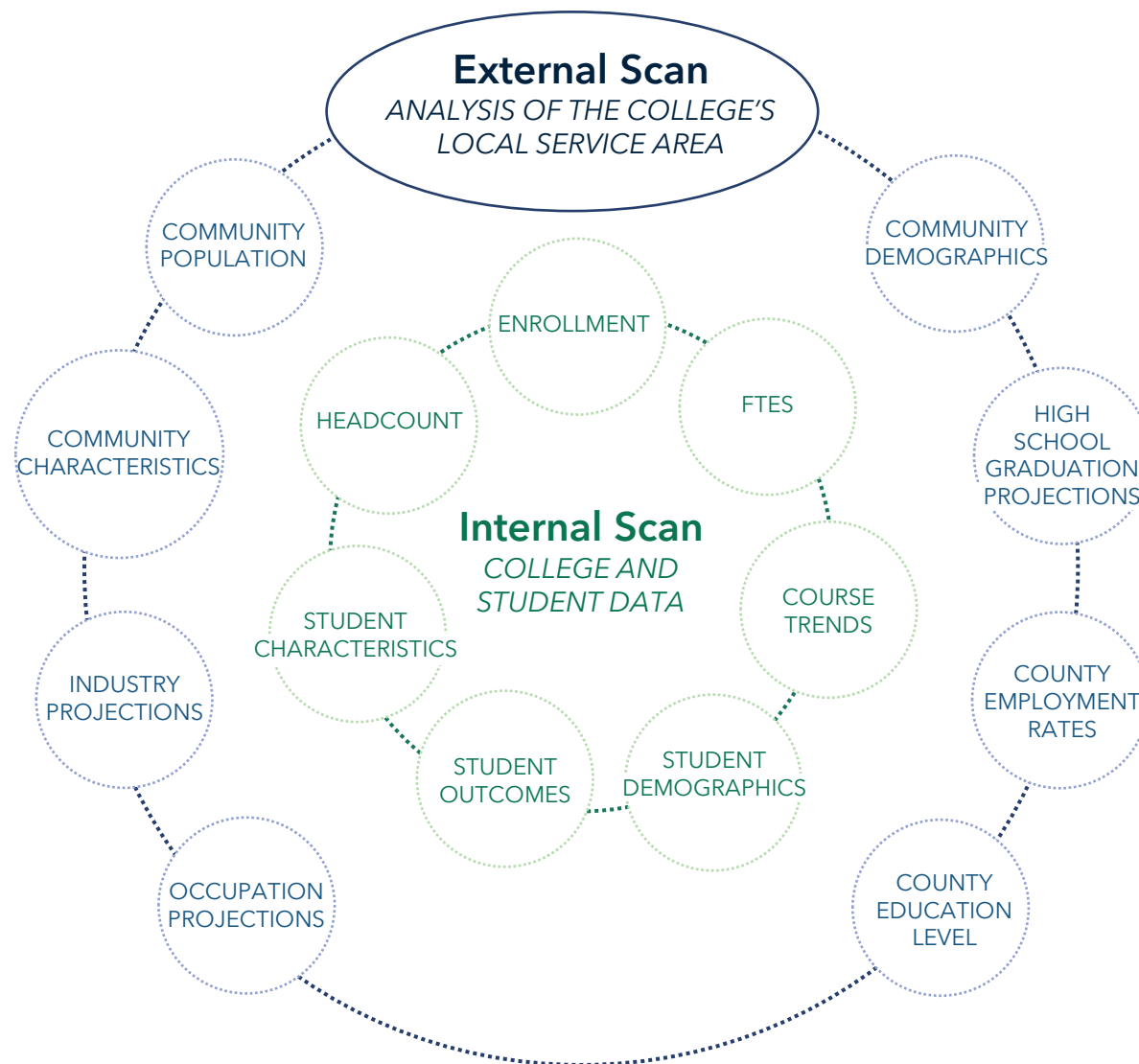
Internal and External Data Overview

UNDERSTANDING CURRENT ENVIRONMENTS AND FUTURE PROJECTIONS

Internal and external data scans are central to a data-informed planning process. These analyses help the college understand past and current conditions, examine trends and assumptions, and review future projections for the local region. Data for this portfolio were gathered from multiple sources, including the District database, CCCC Data Mart, Lightcast, the Center for Excellence, the California Department of Finance, state reports and surveys, and the U.S. Census Bureau.

DVC explored key factors such as community demographic shifts, economic conditions, and regional labor market needs. The college also analyzed disaggregated data related to student enrollment patterns, course success rates, and completion trends. This process helped identify challenges and opportunities, allowing the college to respond proactively to changes that may affect programs, enrollment, and funding. Conducting a comprehensive environmental scan supports the development of a forward-thinking and sustainable plan that strengthens educational offerings and advances long-term student and community success.

Detailed data charts and key findings are included in the appendix.



Data Fact Sheet

COMMUNITY, STUDENTS, AND EMPLOYEES

Environmental Scan

This data fact sheet provides environmental scan highlights, including local community demographics and labor market trends, student outcomes, and student and employee demographics.

See appendix for sources.

Note:

Community – Represents trends within Contra Costa County unless otherwise described as the DVC service area (Central County)

Students – Data from Fall 2024 unless otherwise noted

Employees – Data from the 2024-2025 academic year

Community	Students	Employees																																				
Overall Population¹ Higher 10-year projected growth compared to state	Headcount⁷ <table><tr><td>Fall 2024</td><td>17410</td></tr><tr><td>Spring 2025</td><td>17504</td></tr></table>	Fall 2024	17410	Spring 2025	17504	Employee Group¹¹ <table><tr><td>Classified</td><td>38%</td></tr><tr><td>Faculty</td><td>58%</td></tr><tr><td>Managers</td><td>4%</td></tr></table>	Classified	38%	Faculty	58%	Managers	4%																										
Fall 2024	17410																																					
Spring 2025	17504																																					
Classified	38%																																					
Faculty	58%																																					
Managers	4%																																					
Age Distribution¹ - Highest projected growth in 25-29, 30-34, and 50+ age groups projected - Projected decline in 19 and younger and 40-49	Gender⁷ <table><tr><td>Females</td><td>51%</td></tr><tr><td>Males</td><td>47%</td></tr><tr><td>Undeclared or Non-Binary</td><td>2%</td></tr></table>	Females	51%	Males	47%	Undeclared or Non-Binary	2%	Gender¹¹ <table><tr><td>Females</td><td>54%</td></tr><tr><td>Males</td><td>46%</td></tr><tr><td>Undeclared or Non-Binary</td><td>0%</td></tr></table>	Females	54%	Males	46%	Undeclared or Non-Binary	0%																								
Females	51%																																					
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Undeclared or Non-Binary	2%																																					
Females	54%																																					
Males	46%																																					
Undeclared or Non-Binary	0%																																					
Education Attainment² - County educational attainment higher than state average - Central County higher than the rest of the county	Ethnicity⁷ <table><tr><td>African-American</td><td>7%</td></tr><tr><td>Asian</td><td>15%</td></tr><tr><td>Filipino</td><td>5%</td></tr><tr><td>Latine</td><td>31%</td></tr><tr><td>Multiracial</td><td>11%</td></tr><tr><td>Native-American</td><td>0%</td></tr><tr><td>Pacific Islander</td><td>0%</td></tr><tr><td>Unknown or undeclared</td><td>4%</td></tr><tr><td>White</td><td>25%</td></tr></table>	African-American	7%	Asian	15%	Filipino	5%	Latine	31%	Multiracial	11%	Native-American	0%	Pacific Islander	0%	Unknown or undeclared	4%	White	25%	Ethnicity⁷ <table><tr><td>African-American</td><td>8%</td></tr><tr><td>Asian</td><td>13%</td></tr><tr><td>Filipino</td><td>3%</td></tr><tr><td>Latine</td><td>17%</td></tr><tr><td>Multiracial</td><td>4%</td></tr><tr><td>Native-American</td><td>0%</td></tr><tr><td>Pacific Islander</td><td>1%</td></tr><tr><td>Unknown or undeclared</td><td>5%</td></tr><tr><td>White</td><td>48%</td></tr></table>	African-American	8%	Asian	13%	Filipino	3%	Latine	17%	Multiracial	4%	Native-American	0%	Pacific Islander	1%	Unknown or undeclared	5%	White	48%
African-American	7%																																					
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Native-American	0%																																					
Pacific Islander	1%																																					
Unknown or undeclared	5%																																					
White	48%																																					
High School Graduation - Expected to decline in the next decade¹ - Local high school to DVC transition rates rebounding post-Covid³	Age⁷ <table><tr><td>19 and younger</td><td>29%</td></tr><tr><td>20 to 24</td><td>31%</td></tr><tr><td>25 to 39</td><td>21%</td></tr><tr><td>40 and older</td><td>9%</td></tr></table>	19 and younger	29%	20 to 24	31%	25 to 39	21%	40 and older	9%																													
19 and younger	29%																																					
20 to 24	31%																																					
25 to 39	21%																																					
40 and older	9%																																					
Labor Market & Unemployment - Highest total jobs in county in healthcare and social assistance & government industries⁴ - Largest growth in Bay Area projected in healthcare and social assistance & professional, scientific, technical services⁴ - Unemployment rates slightly lower than the state⁵	Load Status⁷ <table><tr><td>Full Time</td><td>40%</td></tr><tr><td>Part Time</td><td>60%</td></tr></table>	Full Time	40%	Part Time	60%																																	
Full Time	40%																																					
Part Time	60%																																					
Household Income² - County income higher than state average - Central County higher than county average	Student Outcomes <table><tr><td>2024-25 Certificates</td><td>1418</td></tr><tr><td>2024-25 Degrees</td><td>1950</td></tr><tr><td>Course Success Rate</td><td>77%</td></tr><tr><td>2023-24 Transfers</td><td>1636</td></tr></table>	2024-25 Certificates	1418	2024-25 Degrees	1950	Course Success Rate	77%	2023-24 Transfers	1636																													
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College Engagement - Focus Groups, Tabling Sessions, and Community Forums

STUDENTS, EMPLOYEES, COMMUNITY MEMBERS

To complement the quantitative data, the consulting team facilitated 24 on-campus engagement sessions, including all-college workshops, focus groups, tabling events, and community forums, ensuring broad participation from students, faculty members, classified professionals, administrators, and community members.

More than 150 employee and student participant contributions were gathered during two all-college workshops. Plus, approximately 350 student and employee participant contributions were gathered during the focus groups and tabling sessions. During these discussions, participants discussed institutional strengths, challenges to student success, and national and local external trends. These discussions informed collegewide strategic opportunities to advance equitable access and achievement over the next five years.

Two community forums—one at the Pleasant Hill campus and one at the San Ramon campus—provided opportunities for community input. The community forums engaged a diverse group of about 25 local stakeholders, including business leaders, educators, students, foundation members, civic representatives, and service providers, generating discussions about partnerships, workforce-aligned programs, and opportunities to strengthen the college's connection to the community.

ALL COLLEGE WORKSHOPS	2 SESSIONS	150 APPROXIMATE PARTICIPANTS
EMPLOYEE FOCUS GROUPS	16 SESSIONS	200 APPROXIMATE PARTICIPANTS
STUDENT FOCUS GROUPS + TABLING	4 SESSIONS	150 APPROXIMATE PARTICIPANTS
COMMUNITY FORUMS	2 SESSIONS	25 APPROXIMATE PARTICIPANTS
TOTAL	24 SESSIONS	525 APPROXIMATE PARTICIPANTS

Note: Some participants attended more than one session to provide input on specific topics. Numbers above capture total participant contributions.

Engagement Session Themes

KEY THEMES

Through careful review of the qualitative input, ten interconnected themes emerged, reflecting key perspectives shared by employees, students, and community members. These themes helped inform the development of the college's strategic priorities and objectives.

**Belonging,
Connection, and
Student Life**



**Student Support,
Well-Being, and
Basic Needs**



**Equity, DEI, and
Accessibility**



**Guided Pathways
and the Student
Journey**



**Enrollment
Management and
Scheduling**



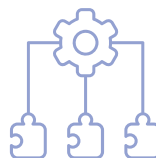
**Academic
Program
Innovation**



**Program Viability,
Resource
Alignment, and
Budget Priorities**



**Data Culture,
Infrastructure, and
Institutional
Effectiveness**



**Institutional
Culture, Employee
Capacity, and
Professional
Learning**



**Community
Partnerships &
External
Engagement**



Trends and Planning Assumptions (Part 1 of 3)

CURRENT TRENDS FOR HIGHER EDUCATION

National Level Trends

- Perceived value of higher education is more closely tied to workforce, relevance, and economic mobility, requiring colleges to clearly articulate outcomes and pathways to careers and transfer.
- Employers and students—particularly working adults—are seeking short-term, flexible credential pathways aligned with in-demand skills.
- Employers are prioritizing demonstrated skills and competencies over degrees alone.
- Dual enrollment will continue to expand, increasing expectations for seamless transitions from high school to college.
- Student populations are becoming more diverse in age, background, and life circumstance, requiring colleges to adapt programs, services, and teaching practices.
- Students expect flexible learning options, including online and accelerated formats that support learning anytime, anywhere.
- Artificial intelligence (AI) is reshaping the economy and workforce, driving expanded use of AI in instruction, student support, and career preparation.

State Level Priorities

- Commitment to Vision 2030 – focus on equity in access, success, and support
- Reducing the cost of education and time to degree
- Simplifying and integrating academic and student support pathways
- Expanding dual enrollment and career-aligned pathways
- Providing basic needs support
- Expanding career education, especially credit and noncredit short-term certificates
- Improving math and English readiness, particularly to close equity gaps
- Expanding access to California Virtual Campus (CVC), providing high-quality online and cross-college learning opportunities

Trends and Planning Assumptions (Part 2 of 3)

CURRENT TRENDS FOR HIGHER EDUCATION

Regional/County Projections

- Over the next decade in Contra Costa County:
 - significant population growth is projected in the 25-34 age group
 - significant decline projected in the under 19 age group
 - decline in local high school graduates
- 40% of Bay Area students in grades 3-8 and 11 are not proficient in English language arts
- Nearly 25% of Bay Area adults (ages 25+) lack the credentials needed for middle-skill occupations*
- About 50% of county residents (ages 25+) hold an associate degree or higher
- Healthcare and social assistance occupations are projected to see strong job growth over the next 10 years in both Contra Costa County and the Greater Bay Area
- Healthcare dominates job postings in Contra Costa County
- Expansion of CTE programs across regional community colleges is intensifying competition for students and employer partnerships

**Middle-skill is defined as occupations that typically require more than a high school diploma, but less than a bachelor's degree.*

Source: CCCC Data Mart, California Department of Finance, Lightcast, U.S. Census Bureau



Trends and Planning Assumptions (Part 3 of 3)

COLLEGE DATA KEY OBSERVATIONS

DVC Student Access and Achievement Data Highlights

Enrollment and Access Are Rebounding Post-COVID - Headcount and FTES show signs of recovery, with recent growth at both Pleasant Hill and San Ramon— though not back to pre-2020 levels.

Access Is Improving, but Uneven Across Student Groups - Growth is visible overall, including Pell recipients , but gaps remain for adult learners (25+), evening students, and noncredit students.

Dual Enrollment and Noncredit Pathways Represent Key Growth Opportunities - Especially to reach high school students, adult learners, and underserved populations.

Scheduling and Course Offerings Affect Access and Persistence - Limited evening, Distance Education, and San Ramon course offerings are creating barriers to access and completion.

Student Success and Persistence Are Stable but Not Improving Fast Enough - Success, persistence, and retention outcomes have not changed significantly in over a decade.

Equity Gaps in Achievement Remain a Concern - Course success and completion gaps persist for some student groups, including Black/African American and Hispanic students.

Degree and Completion Outcomes Show Mixed Trends - Some gains in degrees earned by program, but overall decline in completion, transfer, and time to completion is a concern.

Adult Learners and Part-Time Students Need More Focused Support - Growing part-time enrollment; need for services like childcare, evening support, and flexible pathways.



Challenges and Opportunities (Part 1 of 3)

STATEWIDE LEVEL

This section outlines the key challenges and opportunities shaping Diablo Valley College's planning environment over the next five years. Informed by statewide policy directions, regional demographic and labor market trends, and extensive employee and student input, these insights highlight the external forces and internal priorities that guided the development of the Educational Strategic Plan's college goal and strategic priorities.

CHALLENGES

- Increasing student demand for access to learning anytime, anywhere
- Competition for general course enrollment due to the availability of online courses
- Rising employer and student demand for more affordable, time-efficient educational pathways
- Declining public perception of the value of higher education
- Continuing digital divide based on income and location
- Increasing cost of education is impacting student enrollment decisions

OPPORTUNITIES

Strong focus on Vision 2030 – Systemwide commitment to equity in access, success, and support

- Three Strategic Directions
 - *Equitable Workforce and Economic Development*
 - *Equitable Baccalaureate Attainment*
 - *Generative Artificial Intelligence and the Future of Learning*
- Demand for workforce skills is growing – increasing emphasis systemwide on Career Technical Education (CTE) program expansion and short-term certificate programs
- California Virtual Campus – Online Education Initiative is growing
- Artificial Intelligence (AI) tools have potential to reshape pedagogy and student experiences
- Strong demand for noncredit curriculum and flexible scheduling to support working adults
- Continued focus on dual enrollment, transfer simplification, and financial aid support

Challenges and Opportunities (Part 2 of 3)

REGIONAL / COUNTY LEVEL

CHALLENGES

- In Contra Costa County, projected decline over the next decade in residents under age 19 and high school graduates, affecting traditional DVC enrollment patterns.
- Approximately 40% of Bay Area students in grades 3–8 and 11 are not proficient in English language arts, affecting preparedness for postsecondary education.
- Nearly one-quarter of Bay Area adults (ages 25+) lack the credentials needed for middle-skill occupations.
- A small number of employers account for the majority of Bay Area job openings.

OPPORTUNITIES

- In Contra Costa County, significant population growth is projected in the 25–34 age group over the next decade.
- Just over half of county residents ages 25 and older hold an associate degree or higher, indicating both educational momentum and opportunity for continued attainment.
- Growing regional emphasis on CTE and short-term certificate programs reflects demand for applied and workforce-aligned pathways.
- Strong projected growth in the healthcare industry and available jobs provides opportunities for DVC program development aligned with student demand and local employer needs.

Challenges and Opportunities (Part 3 of 3)

COLLEGE LEVEL

CHALLENGES

- Financial pressures, basic needs insecurity, access to mental health support, and limited awareness of services continue to affect retention and completion.
- Many students experience limited connection to campus life, particularly across campuses and student populations.
- Persistent access and success gaps remain across student groups.
- Fragmented onboarding, advising, and information systems make it difficult for students to navigate their pathways.
- Aligning schedules with student demand, developing coordinated schedules across disciplines, and aligning with SCFF requirements remains challenging.
- Ensuring programs remain relevant, viable, and aligned with workforce and transfer needs requires ongoing attention.
- Inconsistent data systems and limited access to data adversely affect planning and decision-making.
- Competing priorities affect the college's ability to implement change sustainably.

OPPORTUNITIES

- Expand integrated academic, basic needs, and mental health support services to strengthen persistence and completion.
- Enhance student life, engagement opportunities, and cross-campus integration to foster a welcoming campus culture and build community.
- Institutionalize equity goals, shared definitions, and professional learning to close access and success gaps.
- Expand data dashboards, provide shared metrics to a wider group, and provide data literacy training.
- Use Guided Pathways to create a clear, coherent student experience from entry through completion; improve coordination across interest areas, student centers, and services.
- Align enrollment strategies with the SCFF model, strengthen student-centered scheduling and dual enrollment pathways, and improve scheduling tools and data access.
- Grow workforce, transfer, non-credit, and short-term programs aligned with labor market needs.
- Develop internship, apprenticeship, and credit for prior learning opportunities.
- Deepen education, industry, and community partnerships.
- Use program viability and budget transparency to invest in high-impact priorities.
- Strengthen employee onboarding, professional learning, and cross-functional collaboration.

Chapter 4

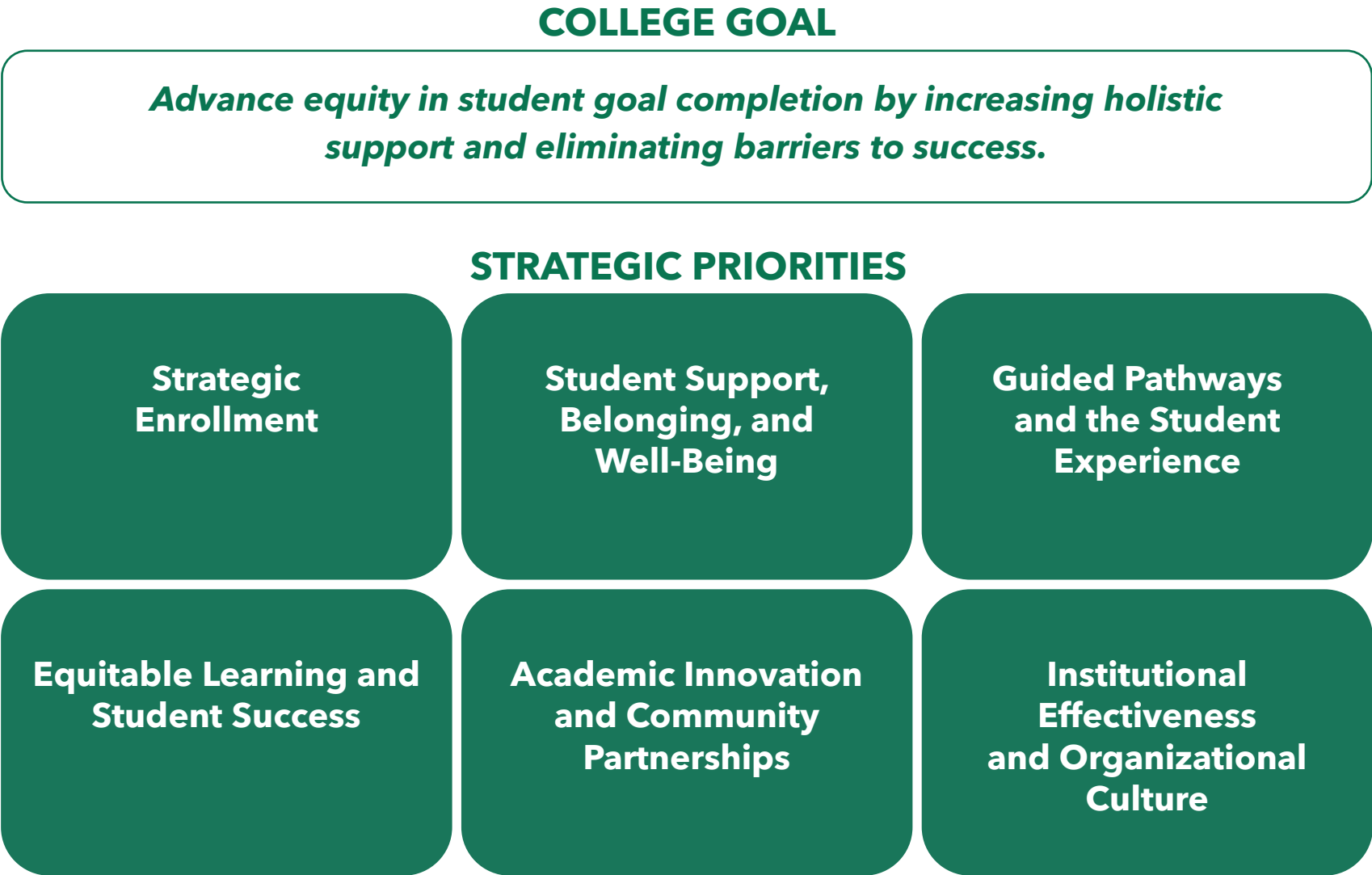
- College Goal
- Strategic Priorities
- Objectives
- Action Steps
- Key Performance Indicators
- Student Journey Alignment
- Implementation and Ongoing Monitoring Process

College Goal and Strategic Priorities

Through the Diablo Valley College *Educational Strategic Plan* development process, the college identified one college goal and six strategic priorities with accompanying objectives and action steps.

Together, these components represent the work of all college divisions – instruction, student services, and administrative services – and provide a framework for advancing the college’s mission and improving student success.

The college goal and strategic priorities articulate collegewide aspirations while the objectives outline the approaches to achieve them. Then, the actions steps identify specific activities to implement the objectives.



Key Performance Indicators

DVC's *Educational Strategic Plan* focuses on improving access, retention, persistence, completion, and transfer or career outcomes – key milestones along a student's educational journey. DVC's key performance indicators (KPIs), or outcome metrics, allow the college to monitor how effectively we are achieving our college goal and strategic priorities. Together, these KPIs provide a clear framework for measuring progress and ensuring accountability.

DVC is committed to academic excellence and educational equity for all students. Our full cycle of integrated planning, data-informed decision-making, ongoing assessment, and continuous improvement provide a strong foundation for achieving our goals.



Strategic Enrollment

Objective 1.1: Expand equitable access to programs, services, and learning opportunities.

Action Steps:

- A. Increase outreach to underserved communities and schools.
- B. Expand targeted recruitment and retention strategies for dual enrollment and working adults.
- C. Expand access for working adults and nontraditional students through flexible scheduling and targeted programming.

KPIs:

- Increase recruitment contacts by 2% annually from baseline
- Select 2-3 priority enrollment process analysis improvement recommendations and see them through to completion
- Increase high school outreach contacts with historically underserved students by 2% annually from baseline

Objective 1.2: Implement a comprehensive strategic enrollment management approach.

Action Steps:

- A. Align strategic enrollment management practices with the Student Centered Funding Formula.
- B. Establish a comprehensive retention plan.
- C. Continue balancing access, retention, and fiscal sustainability
- D. Gain understanding of the reasons students apply but do not enroll.

KPIs:

- Increase student enrollment / FTES by 2.5% annually from baseline
- Increase enrollment of adult learners and student groups prioritized by the SCFF and the SEP by 2% annually from baseline
- Increase special admit FTES (dual enrollment and concurrent enrollment) by 5% annually from baseline
- Increase course completion rate 2% annually from baseline

Objective 1.3: Develop student-centered schedules that support access and completion.

Action Steps:

- A. Improve coordination of schedules across campuses, modalities, and disciplines.
- B. Align course schedule with program pathways.
- C. Create flexible schedules based on data-driven student need.
- D. Improve course schedule efficiency.

KPIs:

- Achieve a minimum 80% course fill rate and seat utilization at census across all disciplines
- 100% of courses aligned with program pathways
- Decrease average units attempted before completion by 10%

Student Support, Belonging, and Well-Being

Objective 2.1: Increase access to holistic student support services that address academic, financial, mental health, and basic needs barriers.

Action Steps:

- A. Expand the awareness and access to available support services.
- B. Increase proactive outreach to students experiencing academic or financial challenges.
- C. Expand mental health and basic needs support.
- D. Strengthen targeted support for disproportionately impacted students.

KPIs:

- Increase utilization of academic & support services by 2% annually from baseline
- Increase first primary to secondary term persistence by 2% annually from baseline
- Eliminate substantive DI in persistence and service utilization for DI populations

Objective 2.2: Foster a campus culture of belonging and engagement.

Action Steps:

- A. Increase opportunities for students to build community, including club participation and career related activities.
- B. Provide culturally responsive student engagement events.
- C. Improve marketing and communication to support activity and event attendance.

KPIs:

- Conduct a biennial student survey to establish baseline and tracking, and increase culture of belonging and engagement metrics by 2% annually from baseline
- Utilization of DVCSync to track student club, student government, and college event engagements

Objective 2.3: Improve coordination of student services.

Action Steps:

- A. Align onboarding, advising, and student retention programs.
- B. Develop cross-department referral systems, including warm handoffs between services.
- C. Encourage collaboration between instructional faculty and counselors.

KPIs:

- Universal adoption of TargetX to track student engagement + student service touchpoints
- Increase first primary to secondary term persistence by 2% annually from baseline
- 100% comprehensive student educational plan completion rates

Guided Pathways and the Student Experience

Objective 3.1: Clarify academic and career pathways.

Action Steps:

- A. Develop and maintain clear program maps for all degrees and certificates.
- B. Align pathways with transfer and workforce outcomes.
- C. Streamline degree and certificates to simplify student pathway navigation.
- D. Align course sequencing across programs to support timely completion.

KPIs:

- Establish and maintain updated program maps for 100% of programs
- Decrease average units attempted before completion by 10%

Objective 3.2: Strengthen coordinated onboarding, advising, and student planning processes.

Action Steps:

- A. Create a more robust student orientation experience.
- B. Connect orientation, counseling, and case management to interest areas.
- C. Expand proactive advising and counseling support.
- D. Improve collaboration between student services and instruction.

KPIs:

- 100% of students have a comprehensive student education plan
- Decrease average units attempted before completion by 10%
- Increase course completion rate 2% annually from baseline

Objective 3.3: Increase student engagement with career exploration and academic planning resources.

Action Steps:

- A. Expand career counseling, exploration, and job readiness workshops.
- B. Expand internship, experiential learning, and job shadowing opportunities related to chosen field of study or area of career interest.
- C. Partner with employers and community organizations for career events and networking opportunities.

KPIs:

- Establish process for inventorying career exploration and internship opportunities and increasing 2% annually from baseline
- Universal adoption of TargetX to track student engagement + student service touchpoints

Equitable Learning and Student Success

Objective 4.1: Strengthen inclusive teaching and learning.

Action Steps:

- A. Embed equity-minded and inclusive practices by incorporating DEIA, UDL, and RSI principles into teaching pedagogy and course development and revision processes.
- B. Foster a college culture that encourages innovative teaching practices.
- C. Provide professional learning on equity, accessibility, online teaching, and inclusive pedagogy.

KPIs:

- Increase course success rates (overall, disaggregated, discipline, instructor levels) to 79%
- Conduct biennial employee survey to establish baseline and tracking, and increase professional learning metrics by 2% annually from baseline
- 95% of Course Outline of Records will embed DEIA, UDL, and RSI principles
- 85% of all online courses will meet ACCJC RSI requirements

Objective 4.2: Remove institutional barriers that limit access and completion.

Action Steps:

- A. Ensure website information is clear, easy to navigate, and up-to-date.
- B. Improve accessibility of online materials and digital platforms.
- C. Improve the student application and registration processes.
- D. Simplify graduation petition and waitlist processes.

KPIs:

- Select 3-5 priority process analysis improvement recommendations (e.g., SIG) and see them through to completion
- Increase enrollment of adult learners and student groups prioritized by the SCFF and the SEP by 2% annually from baseline
- Increase dual enrollment participation by 5% annually from baseline

Objective 4.3: Increase degree, certificate, and transfer completion while closing equity gaps in student success outcomes.

Action Steps:

- A. Implement strategies to reduce equity gaps in retention and completion.
- B. Embed equity and inclusion into daily practices.
- C. Increase proactive awarding opportunities.

KPIs:

- Increase total degrees and certificates awarded annually by 30%
- Increase total transfers annually by 30%
- Increase successful completion of both transfer level math and English within the first year by 2% annually from baseline
- Increase course completion rate 2% annually from baseline
- Eliminate substantive disproportionate impact in above metrics for DI populations

Academic Innovation and Community Partnerships

Objective 5.1: Develop and continuously improve academic and workforce-aligned programs that lead to transfer, career, and employment outcomes.

Action Steps:

- A. Use regional labor market data to inform program development and improvement.
- B. Develop new programs aligned with high-demand fields.
- C. Expand learning options, including credit for prior learning, noncredit, short-term certificates, and workforce training programs.
- D. Streamline process for curriculum updates and new degree and certificate development.
- E. Conduct regular program viability and improvement reviews.

KPIs:

- Increase number of students completing 9+ CTE units within an academic year by 2% from baseline
- Establish and utilize LMI alignment thresholds to determine viability of new and existing programs
- Increase the percentage of students who earn a living wage for the region by 10%

Objective 5.2: Expand industry partnerships to strengthen workforce pathways and provide students with career-connected learning opportunities.

Action Steps:

- A. Develop employer partnerships for internships and apprenticeships.
- B. Expand work-based learning opportunities.
- C. Host industry panels and employer engagement events.
- D. Strengthen employer participation in advisory committees and collaboration on curriculum development.

KPIs:

- Process for inventorying pre-apprenticeship, apprenticeship, and internship partnerships has been implemented
- Increase total career education degrees and certificates awarded annually by 30%
- Process for tracking industry-relevant employer engagement and advisory committee participation has been implemented

Objective 5.3: Strengthen partnerships with universities, K-12 districts, and community organizations.

Action Steps:

- A. Strengthen transfer articulation agreements with universities.
- B. Strengthen dual and concurrent enrollment pathways with K-12 districts.
- C. Expand community engagement and outreach initiatives.
- D. Develop collaborative programs with community organizations.

KPIs:

- Increase special admit FTES (dual enrollment and concurrent enrollment) by 5% annually
- Increase the number of CCAP sections
- Increase high school outreach opportunities with historically underrepresented students by 2% annually from baseline
- Increase the number of students engaging with community and college /university partners by 2% annually from baseline

Institutional Effectiveness and Organizational Culture

Objective 6.1: Strengthen institutional data capacity and promote data-informed decision making.

Action Steps:

- A. Develop institutional data collection and analytic tools to support data-informed decision-making.
- B. Expand access to disaggregated student outcomes data.
- C. Build collegewide data support capacity.

KPIs:

- Dashboards to track key initiatives and planning models (e.g., ESP, SCFF) have been developed
- Conduct biennial employee survey to establish baseline and tracking and increase data utilization metrics by 5% biennially from baseline
- Track progress in meeting data utilization needs

Objective 6.2: Align planning, budgeting, and resource allocation with strategic priorities.

Action Steps:

- A. Integrate college goal and strategic priorities into budgeting processes.
- B. Align planning and budget allocation with SCFF priorities.
- C. Strengthen alignment of program review with resource allocation decisions.
- D. Improve transparency of resource allocation decisions.

KPIs:

- *ESP* goals and objectives are clearly connected with budgeting and resource allocation processes
- Establish a college level SCFF predictability calculator
- Implementation of Nuventive to track resource allocation decisions

Institutional Effectiveness and Organizational Culture

Objective 6.3: Strengthen professional learning to support onboarding, leadership, and data-informed decision-making.

Action Steps:

- A. Create employee onboarding and orientation programs that support effective integration into the college community.
- B. Provide training in data literacy, including interpreting and applying disaggregated student success data and shared definitions.
- C. Expand leadership development opportunities for faculty, classified professionals, and managers.

KPIs:

- Establish process for tracking new employee participation in a structured onboarding opportunity and increase by 2% annually from baseline
- Increase number of unique Tableau users by 10%
- Conduct biennial employee survey to establish baseline and tracking and increase data utilization metrics by 5% biennially from baseline
- Track progress in meeting data utilization needs

Objective 6.4: Foster a culture of collaboration and continuous improvement.

Action Steps:

- A. Engage in cross-department collaboration and knowledge sharing.
- B. Identify and share effective practices across departments and programs.
- C. Celebrate and share innovation and improvement efforts across the college.

KPIs:

- Conduct biennial employee survey to establish baseline and tracking, and increase culture of collaboration and continuous improvement by 5% biennially from baseline
- Annual review of *ESP* outcomes and disaggregated student success data
- Implementation of Nuventive to track program review completion and progress toward goals

Student Success Journey - Milestones

Diablo Valley College's college goal and strategic priorities support several key milestones during a student's educational journey: beginning with connection & entry, offering the resources needed for student progression, and preparing students for a seamless transfer to a university or direct entry into their chosen career. The boxes below provide definitions, and the following page illustrates how the strategic priorities and objectives align with each of these milestones.



Strategic Priority and Objectives Alignment

College Goal: Advance equity in student goal completion by increasing holistic support and eliminating barriers to success.

STRATEGIC PRIORITY	KEY OBJECTIVES	STUDENT JOURNEY			
		CONNECTION	PROGRESS	COMPLETION	TRANSITION
Strategic Enrollment	Equitable access, comprehensive enrollment management; student-centered scheduling	✓	✓	✓	
Student Support , Belonging, and Well-Being	Holistic student support; campus belonging and engagement; coordinated student services	✓	✓	✓	
Guided Pathways and the Student Experience	Program maps and pathways; coordinated onboarding and advising; career exploration	✓	✓	✓	✓
Equitable Learning and Student Success	Inclusive teaching; removing institutional barriers; increasing completion and closing equity gaps	✓	✓	✓	
Academic Innovation and Community Partnerships	Workforce-aligned programs; industry, educational, and community partnerships	✓	✓	✓	✓
Institutional Effectiveness and Organizational Culture	Data capacity and analytics; planning and resource alignment; professional learning; collaboration and innovation	✓	✓	✓	✓

Implementation and Ongoing Monitoring Process

Diablo Valley College will begin implementing the *Educational Strategic Plan* in Fall 2026. Implementation will include establishing timelines and assessing measurable outcomes for the college goal and strategic priorities, as well as identifying responsible individuals and groups to lead each objective and action step.

An ongoing monitoring process is essential to assess progress toward the *Educational Strategic Plan*. DVC conducts an annual review cycle which allows us to adjust strategies as needed, reinforce focus on collegewide priorities, align planning with resource allocation, and strengthen efforts to achieve our desired outcomes.

Maintaining the plan as a living document further supports innovation, flexibility, and responsiveness to changing student and community needs.



Appendix

- Engagement Sessions Summary
- External Data Scan
- Internal Data Scan
- Fact Sheet Data Sources

Engagement Sessions Themes



Engagement Session Themes Summary

Through in-depth analysis of the qualitative input, ten distinct and interconnected themes emerged, summarizing key input from employees, students, and community members.

**Belonging,
Connection, and
Student Life**



**Student Support,
Well-Being, and
Basic Needs**



**Equity, DEI, and
Accessibility**



**Guided Pathways
and the Student
Journey**



**Enrollment
Management and
Scheduling**



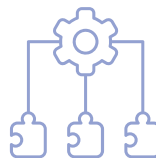
**Academic
Program
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**Program Viability,
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**Data Culture,
Infrastructure, and
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Effectiveness**



**Institutional
Culture, Employee
Capacity, and
Professional
Learning**



**Community
Partnerships &
External
Engagement**



Engagement Session Theme #1

Belonging, Connection, and Student Life



- Foster a welcoming campus culture where students feel connected, valued, and supported.
- Expand opportunities for engagement through clubs, student government, learning communities, and Guided Pathways centers.
- Integrate student life initiatives at both Pleasant Hill and San Ramon campuses.
- Support diverse student identities and experiences to strengthen belonging and persistence.

"DVC really gives students the sense that they want to help you."

Students would like a "greater sense of community" among students on campus.

Students would like "more encouragement or a larger push to join clubs".

Students would like the college to "provide more social events".

Engagement Session Theme #2

Student Support, Well-Being, and Basic Needs



- Strengthen holistic student support by expanding access to mental health, physical health, basic needs, and technology resources.
- Improve communication so students understand available services early and can access support before challenges escalate.
- Address financial pressures and competing work obligations that affect retention and completion.

"There are a lot of students who don't know about the resources that are available."

Engagement Session Theme #3

Equity, DEI, and Accessibility



- Build on existing equity and accessibility efforts by establishing shared definitions and clear collegewide goals.
- Embed equity and DEI into daily practices, professional development, and decision-making processes.
- Continue focusing on closing access and success gaps across student populations.
- Provide sustained resources to support long-term equity work.

"Provide more education around diversity and have DEI be promoted on a larger scale. The DEI events we have are small."

"Offer more creative ways to have DEI events - living DEI, not just talking about it."

Students would like "instructors to have an improved level of awareness about what students' realities are".

Engagement Session Theme #4

Guided Pathways and the Student Journey



- Leverage Guided Pathways as the framework for a clear, coherent student experience from entry to completion.
- Strengthen program maps, advising tools, and onboarding processes.
- Improve coordination (reduce silos) across interest areas, centers, and student services.

"Finding information is like a scavenger hunt."

Engagement Session Theme #5

Enrollment Management and Scheduling



- Align enrollment strategies with student demand and the Student Centered Funding Formula (SCFF).
- Develop coordinated, student-centered schedules across campuses, modalities, and disciplines.
- Balance access, retention, and fiscal sustainability through intentional scheduling decisions.
- Improve scheduling tools, data access, and planning processes.
- Clarify institutional priorities for dual enrollment, concurrent enrollment, distance education, and other college pathways as key strategies for access, equity, and enrollment growth.

Engagement Session Theme #6

Academic Program Innovation



- Balance general education, transfer, and CTE priorities within a unified institutional vision.
- Develop a cohesive strategy that aligns transfer and workforce programs with regional needs.
- Support innovation that responds to emerging labor market and student needs.
- Expand non-credit, community education, and short-term training pathways to broaden access.
- Expand internship, mentoring, and apprenticeship opportunities.

"I chose DVC to support my transfer aspirations."

"I wish there were more job connections."

Engagement Session Theme #7

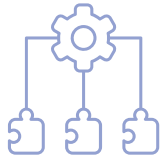
Program Viability, Resource Alignment, and Budget Priorities



- Align resources and budgets with strategic priorities and future-focused goals.
- Strengthen program review and viability processes to support timely decision-making.
- Create space to invest in high-impact initiatives by thoughtfully sunseting lower-impact activities.
- Increase transparency and understanding of budget processes and constraints.

Engagement Session Theme #8

Data Culture, Infrastructure, and Institutional Effectiveness



- Build a campuswide culture of data to support planning, equity, and continuous improvement.
- Expand access to consistent, timely, and accurate data through dashboards and standardized definitions.
- Provide data literacy training so employees can confidently interpret and apply data.

"Confusing processes and hard to find information on the website causes frustration."

Students would like "better safety at night".

Engagement Session Theme #9

Institutional Culture, Employee Capacity, and Professional Learning



- Foster a culture that encourages innovation, shared leadership, and continuous learning.
- Support employees through clear priorities and sustainable expectations.
- Show more faculty and classified staff appreciation.
- Strengthen onboarding, cross-training, and professional development opportunities.
- Improve communication and collaboration across departments and campuses.

Engagement Session Theme #10

Community Partnerships & External Engagement



- Strengthen and expand coordinated partnerships with K-12 schools, local businesses, and community organizations to support student pathways and workforce needs.
- Build more consistent systems for internships, career connections, and community engagement opportunities.
- Leverage communication tools to improve outreach, collaboration, and continuity with external partners.
- Develop community education, non-credit programs, and short-term workforce training as strategic opportunities to broaden access and regional impact.

Students would like "more on-campus jobs".

Students would like "more connections to local job opportunities".

External Data Scan

- Local Community
- Industry
- Occupation



Contra Costa County Total Population Growth

10-YEAR PROJECTED POPULATION GROWTH FOR CONTRA COSTA COUNTY

	2026	2035	10-Yr Growth Estimate
Contra Costa County	1,154,141	1,221,607	+5.8%
California	39,391,125	40,187,824	+2.0%

OBSERVATIONS

+5.8%

Total projected population growth over the next 10 years in Contra Costa County.

This is higher than the state population growth rate, which is expected to increase approximately 0.2% to 2% between 2025-2035.

Diablo Valley College Service Area Population Growth by Age

10-YEAR CONTRA COSTA COUNTY POPULATION GROWTH PROJECTION BY AGE

Age Group	2026 Projected	2035 Projected	Projected Growth 2026 to 2035
19 or less	272,725	245,097	-10.1%
20-24	73,927	75,875	2.6%
25-29	62,971	81,982	30.2%
30-34	65,163	74,128	13.8%
35-39	69,382	68,070	-1.9%
40-49	152,415	141,821	-7.0%
50+	457,558	524,634	14.7%

OBSERVATIONS

14-30%

The percentages that age groups 25-29, 30-34 and 50+ are projected to grow over the next decade.

Residents aged 35-49 are projected to decrease by 2-7%, and the number of residents aged 19 or less is projected to decrease by 10%.

These trends are similar to other counties throughout the state.

High School Graduation Projections

10-YEAR CONTRA COSTA COUNTY HIGH SCHOOL GRADUATION

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	Percent Change 2025-2026 to 2034-2035
Contra Costa County	12,805	12,555	12,678	12,773	12,831	12,738	13,126	12,724	13,072	12,521	-2.2%
California	438,521	424,159	430,404	431,766	428,520	426,377	426,546	421,262	424,305	412,308	-6.0%

Source: CA Department of Finance

OBSERVATIONS

-2.2%

Percent decline in local Contra Costa County high school graduation rate over the next decade.

The Contra Costa County high school graduation rate is projected to remain relatively flat over the next decade, peaking in 2031-32, then declining through 3034-35; indicating a loss of about 300 graduates over the next decade.

This is much lower than the projected decline of 6% for California state.

Unemployment Rate (Preliminary through August 2025)

Contra Costa County (Preliminary annual rate through August 2025)

	Total Count	Percent of Labor Force
Labor Force	587,400	n/a
Employment	556,900	94.8%
Unemployment	30,500	5.2%

Source: CA Employment Development Department; U.S. Department of Labor - Bureau of Labor Statistics

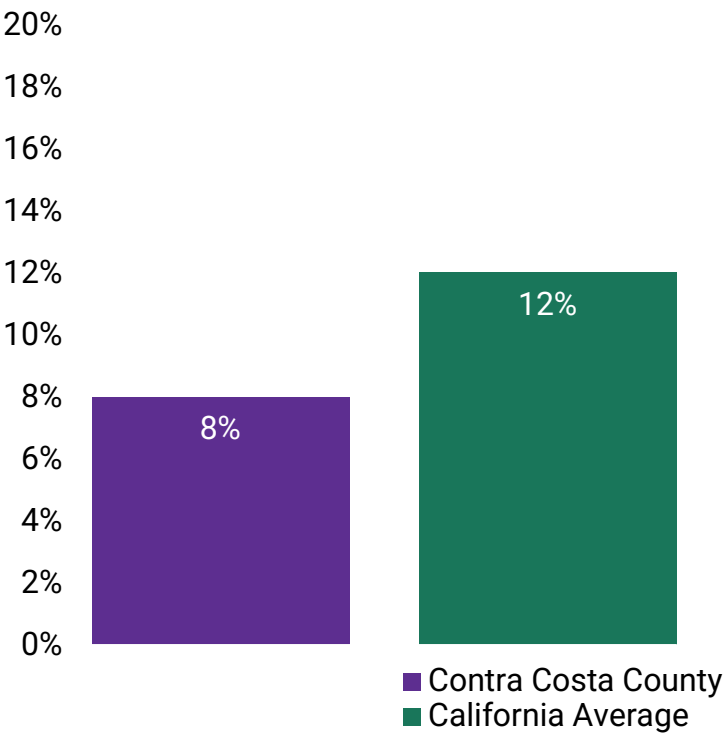
OBSERVATIONS

5.2%

Unemployment rate for Contra Costa County through August 2025.

This is similar to California’s 2024 annual unemployment rate of 5.3%.

Percent of Contra Costa County Population Living in Poverty



Source: US Census Bureau – ACS – 2023 5-Year

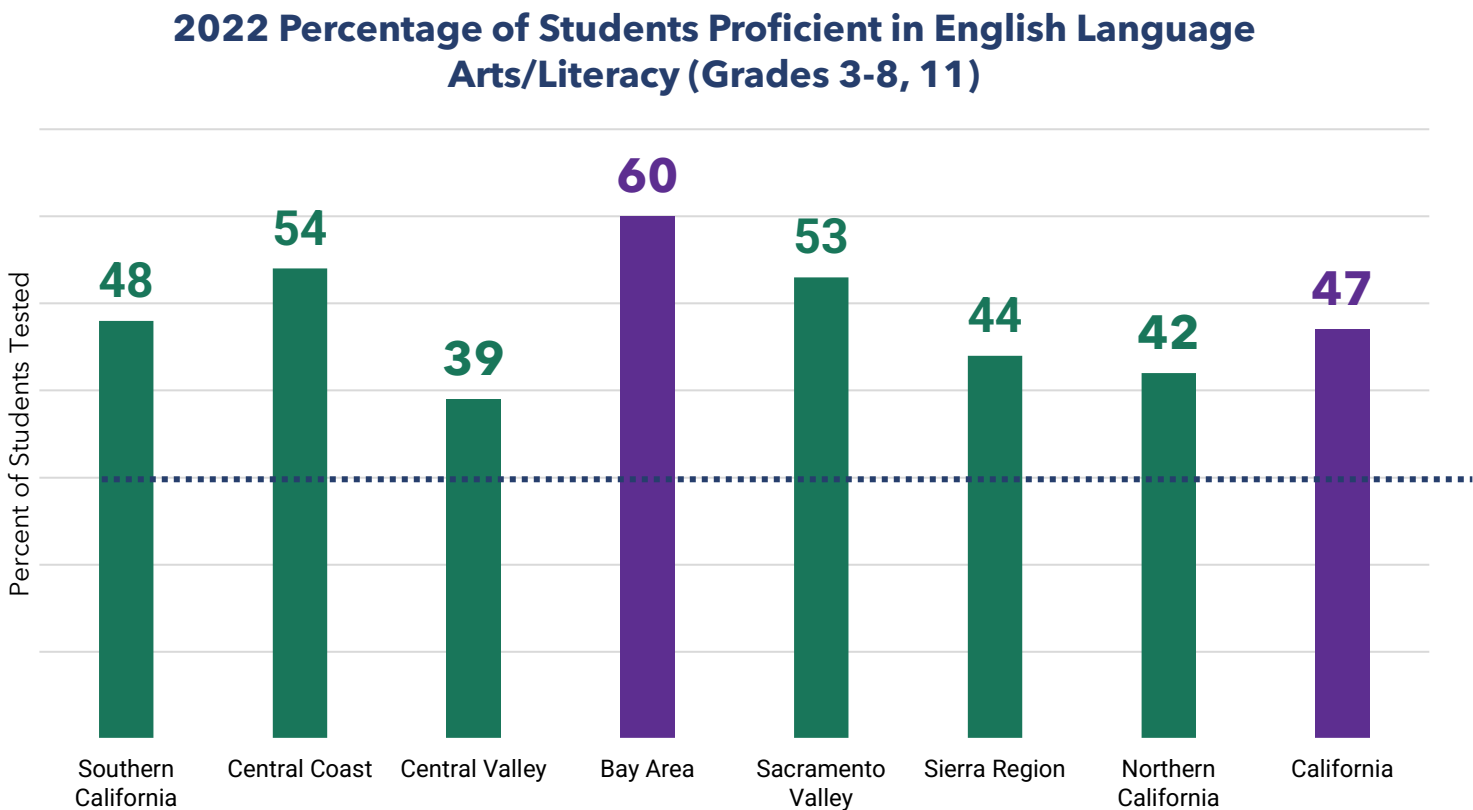
OBSERVATIONS

8%

Percent of the population in Contra Costa County living in poverty.

One third less than the California average.

English Proficiency by Region



Source of chart: California Economic Forecast 2022: dot.ca.gov/media
*Source of quote: Nov 2022: ppic.org/publication/english-as-a-second-language-at-california-community-colleges/

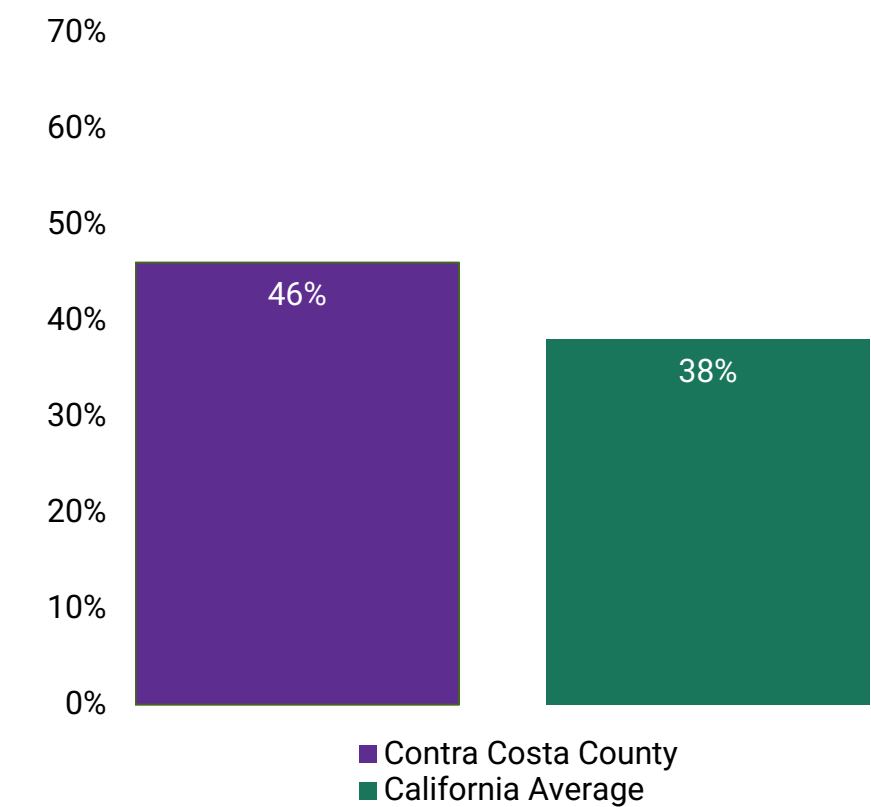
OBSERVATIONS

60%

Percent of Bay Area students in grades 3-8 and 11 who are proficient in English, which is the highest level in the state.

*English proficiency is related to economic mobility, access to high-wage jobs, lower levels of unemployment and underemployment, and greater productivity.**

Percent of Contra Costa County Population with a Bachelor’s Degree



Source: US Census Bureau - ACS - 2023 5-Year

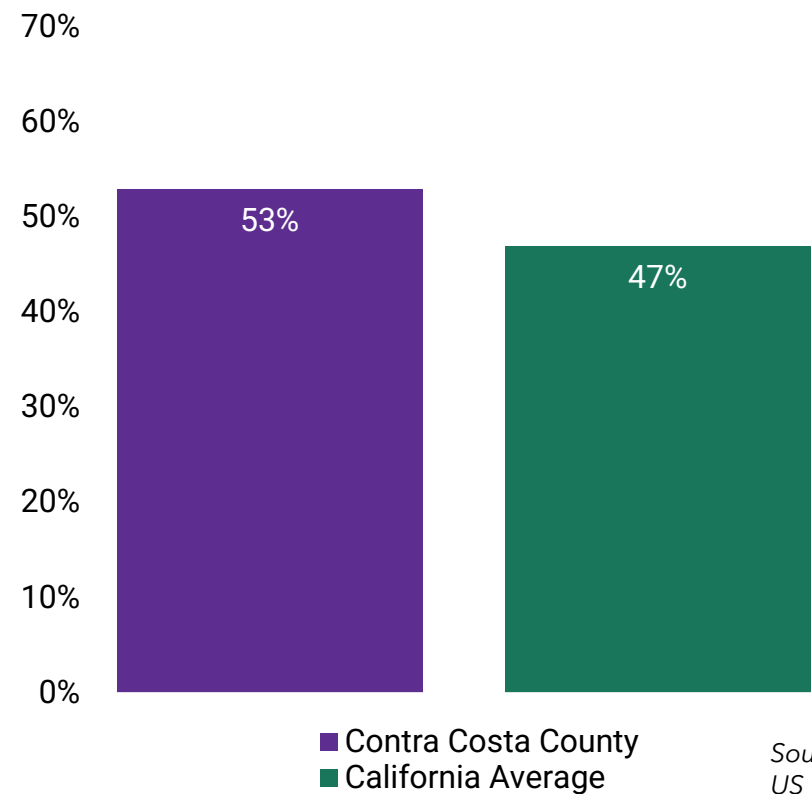
OBSERVATIONS

46 %

Percent of the population (ages 25+) in Contra Costa County that has attained a Bachelor’s degree.

This is higher than the California average.

Percent of Contra Costa County Population with an Associate’s Degree or Higher



Source: US Census Bureau – ACS – 2023 5-Year;
US Census Bureau Educational Attainment in the United States: 2022

OBSERVATIONS

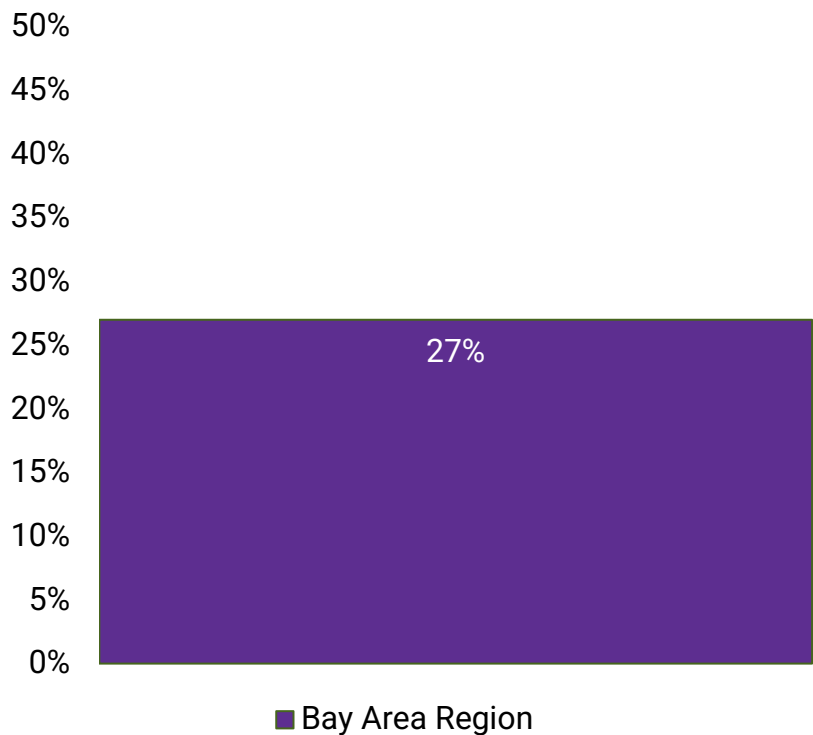
53%

Percent of the population (ages 25+) in Contra Costa County that has attained an Associate’s Degree or higher.

This is higher than the California average.

Bay Area Region Middle-Skill Education

Percent of Bay Region Population Not Middle-Skill Prepared



OBSERVATIONS

27%

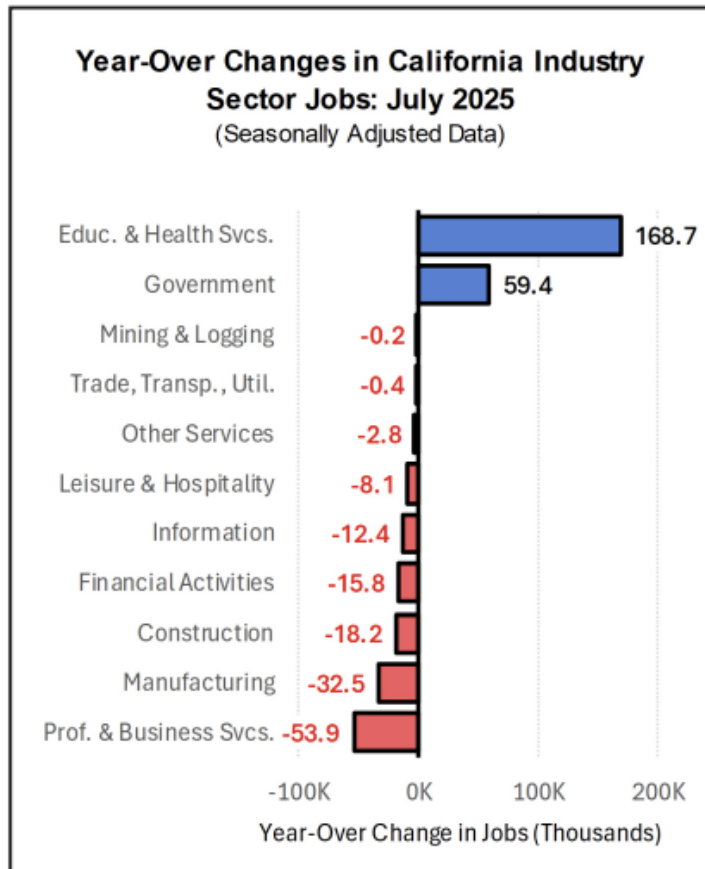
Percent of the population (ages 25+) in the Bay Area Region that does not have the educational attainment required to fill “middle-skill” occupations.*

“California Community Colleges in the Bay Region play a vital role in preparing workers for middle skill occupations.” (COE Priority Jobs Report)

**Middle-skill is defined as occupations that typically require more than a high school diploma, but less than a bachelor’s degree.*

California Industry Sector Growth during 2025

DRIVEN BY EDUCATIONAL AND HEALTH SERVICES AND GOVERNMENT



Top Two Industries With Fastest Job Growth in 2025



Private Education
and Health Services



Government

Employment Development Department's (EDD) "labor market experts project high demand for careers including **General and Operational Managers, Software Developers, and Registered Nurses** - where a high level of skill is required - to **Truck Drivers, Teaching Assistants, and Bookkeeping, Accounting, and Auditing Clerks** in the middle-skill requirement category. Top entry-level jobs are led by **Home Health and Personal Care Aides**."

Source: State of California Labor and Workforce Development Agency - 2025 California Jobs Market Report

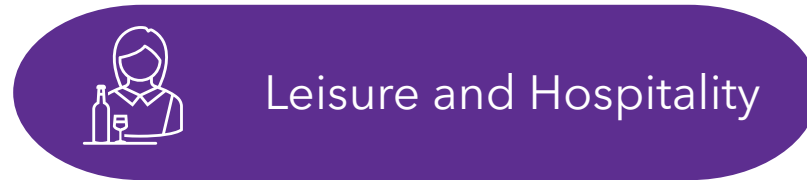
California Industry Employment Projections 2023-2033 (Part 1 of 2)

CALIFORNIA TOP INDUSTRY SECTORS

Projected Top Growing Industries



Education and
Health Services



Leisure and Hospitality



Information

Source: State of California Labor and Workforce
Development Agency - 2025 California Jobs Market
Report

OBSERVATIONS

+9%

Projected **statewide total employment increase** between 2023 and 2033, reaching more than 21 million jobs.

The top three industry sectors projected to grow the fastest:

- **Education and Health Services**
- **Leisure and Hospitality**
- **Information**

These industry sectors are projected to grow between 13.5 and 18.4 percent.

California Industry Employment Projections 2023-2033 (Part 2 of 2)

CALIFORNIA TOP JOB GROWTH - PROJECTIONS

Projected Top Job Growth Industries



Education and
Health Services



Leisure and Hospitality



Professional and
Business Services

Source: State of California Labor and Workforce
Development Agency - 2025 California Jobs Market
Report

OBSERVATIONS

+70%

**Percent of total projected job growth
that will be in these industry sectors:**

- **Education and Health Services** (*more than half the jobs in Individual and Family Services*)
- **Leisure and Hospitality** (*three-quarters of jobs in Food Services and Drinking Places*)
- **Professional and Business Services** (*one-fifth of jobs in Computer Systems Design and Related Services*)

These three industry sectors are projected to grow between 11.9 and 18.4 percent.

Largest Industries 10-Year Projection – Contra Costa County

Largest Industries in Contra Costa County

Industry	Total Jobs Available 2026	Total Jobs Available 2035	Change in Total Jobs Available	Change %	2024 Earnings Per Worker*
Healthcare & Social Assistance	86,735	98,842	12,107	14%	\$93,696
Government	53,486	55,848	2,362	4%	\$122,358
Retail Trade	42,608	41,796	-812	-2%	\$60,841
Accommodation & Food Services	35,993	37,530	1,537	4%	\$37,435
Construction	34,645	35,353	708	2%	\$106,430

Source: Lightcast
*Note: 2024 Earnings Per Worker is the average earnings across all worker in the industry

OBSERVATIONS

14%

Percent increase in the number of Healthcare & Social Assistance jobs available over the next decade - over 12,100 new jobs. (Aligns with state industry sector projection.)

In 2024, **Government** positions averaged the highest earnings per worker at \$122,358 annually.

Largest Industries 10-Year Projection – Greater Bay Area

Largest Industries in Greater Bay Area

Industry	Total Jobs Available 2026	Total Jobs Available 2035	Change in Total Jobs Available	Percent Change	2024 Earnings Per Worker*
Healthcare & Social Assistance	644,698	724,110	79,412	12%	\$95,730
Professional, Scientific, & Technical Services	564,580	599,830	35,250	6%	\$253,405
Government	522,157	540,221	18,064	4%	\$143,226
Accommodation & Food Services	356,257	372,691	16,434	5%	\$44,884
Manufacturing	318,357	320,498	2,141	1%	\$232,807

Source: Lightcast
*Note: 2024 Earnings Per Worker is the average earnings across all worker in the industry

OBSERVATIONS

12%

Percent increase in the number of Healthcare & Social Assistance jobs available over the next decade - **over 79,400 new jobs.** (Aligns with state industry sector projection.)

In 2024, **Professional, Scientific, & Technical Services** positions averaged the highest earnings per worker at \$253,405 annually.

Top Growing Industries Projection – Contra Costa County

Top Growing Industries in Greater Bay Area

Industry	2026 Jobs	2035 Jobs	Change in Total Jobs Available	Percent Change
Services for the Elderly & Persons with Disabilities	20,837	26,275	5,438	26%
Government	9,094	10,519	1,425	16%
Full-Service Restaurants	5,071	6,030	959	19%
Elementary & Secondary Schools	4,543	5,383	840	18%
Custom Computer Programming Services	3,056	3,867	811	27%
Corporate & Regional Managing Offices	2,808	3,582	774	28%

Source: Lightcast

OBSERVATIONS

16-28%

Percent increase projected in the number of jobs available in the top six growing industries in Contra Costa County over the next decade.

While total jobs available is larger in the Bay Area compared to Contra Costa County, the percent increase in the top six industries in growing at a much higher rate in Contra Costa County than the Bay Area.

Top Growing Industries Projection - Greater Bay Area

Top Growing Industries in Greater Bay Area

Industry	2026 Jobs	2035 Jobs	Change in Total Jobs Available	Percent Change
Services for the Elderly & Persons with Disabilities	178,060	218,166	40,106	23%
Government	156,229	164,182	7,953	5%
Full-Service Restaurants	135,539	139,970	4,431	3%
Elementary & Secondary Schools	132,726	137,298	4,572	3%
Custom Computer Programming Services	129,906	151,127	21,221	16%
Corporate & Regional Managing Offices	109,435	123,640	14,205	13%

Source: Lightcast

OBSERVATIONS

23%

Percent increase in the total number of Services for the Elderly & Persons with Disabilities jobs available over the next decade - over 40,100 new jobs.

13-16%

Percent increase in the number of **Custom Computer Programming Services** and **Corporate & Regional Managing Offices** jobs over the next decade.

Top Nine Employers - Contra Costa County

Top Nine Employers in Contra Costa County (by Job Postings Sept 2023-Oct 2025)

Company	Total Number of Job Postings	Number of Unique Job Postings	Percent of Total Job Postings
Kaiser Permanente	9,714	2,946	25%
John Muir Health	8,156	1,975	21%
Saint Mary's College	4,307	2,268	11%
Robert Half	4,045	2,686	10%
Swing Education	3,245	2,240	8%
Starbucks	2,801	1,134	7%
Soliant Health	2,692	1,680	7%
Accenture (IT/Tech)	2,105	1,329	5%
West Contra Costa Unified School District	1,467	1,102	4%
Total	38,532	17,340	100%

OBSERVATIONS

53%

Percent of total job postings in Contra Costa County from the top three healthcare employers.

The top nine employers in Contra Costa County are all in California Top Industry Sectors or staffing organizations for these industries.

- Education & Healthcare
- Leisure & Hospitality
- Information (IT/Tech)

Source: Lightcast; 2025 California Jobs Market Report

Top 10 Employers - Greater Bay Area

Top Employers in Greater Bay Area (by Job Postings Sept 2023-Oct 2025)

Company	Number of Unique Job Postings	Percent of Top Employer Job Postings
Apple	24,031	16%
Kaiser Permanente	23,144	15%
Robert Half	19,011	12%
Google	16,674	11%
Amazon	13,976	9%
Sutter Health	13,392	9%
Meta	12,902	8%
Swing Education	10,624	7%
Soliant Health	10,149	7%
Stanford University	10,063	7%
Total	153,966	100%

Source: Lightcast; 2025 California Jobs Market Report

OBSERVATIONS

54%

Percent of total job postings in the Greater Bay Area are from four employers:

- Apple
- Kaiser Permanente
- Robert Half (Recruiting & Placement Firm)
- Google

77%

Percent of total job postings for companies in the following California Top Industry Sectors:

- Information (IT/Tech) (35%)
- Healthcare (28%)
- Education (14%)

California Occupational Employment Projections 2023-2033

CALIFORNIA TOP GROWING OCCUPATIONAL GROUPS

Projected
Top Growing Occupational
Groups



OBSERVATIONS

43%

The top three occupational groups (listed below) account for 43% of all projected job growth.

The top three occupational groups projected to grow the fastest for California:

- Healthcare Support
- Food Preparation and Serving Related
- Management

Source: State of California Labor and Workforce Development Agency - 2025 California Jobs Market Report

Top Occupations by Educational Requirements – Contra Costa County

Top Occupations in Contra Costa County (by Educational Requirement)

	Some College, No Degree	Postsecondary Non-Degree	Associate's Degree	Bachelor's Degree	2024 Median Hourly Earnings
Office & Administrative Support	X		X	X	\$26.97
Educational Instruction & Library	X	X	X		\$29.88
Healthcare Support		X	X		\$16.70
Computer & Mathematical	X				\$69.15
Installation, Maintenance & Repair	X				\$32.90
Arts, Design, Entertainment, Sports, & Media	X				\$31.00
Food Preparation & Serving Related		X			\$18.08
Business & Financial Operations		X		X	\$47.42
Transportation & Material Moving		X	X	X	\$22.99
Management			X	X	\$68.44
Sales & Related				X	\$21.29

OBSERVATIONS

Occupations in Contra Costa County that are projected to have the greatest increase in total jobs:

Healthcare Support (+7,000)

Food Prep & Serving (+1,600)

Transportation & Material Moving (+1,500)

Education & Library (+1,350)

While Office and Admin Support total jobs are projected to decline slightly in CCC over the next decade, it is still the 2nd largest occupation (with about 40,000 jobs); Healthcare Support is the largest (45,000 jobs).

Most of the occupational categories include a variety of jobs opportunities requiring different levels of education.

The Top Occupations by Educational Requirement are similar in both Contra Costa County and the Greater Bay Area. A degree, certificate, or skills course taught at DVC will prepare students for top occupations in any of the nine core counties surrounding the San Francisco Bay.

Source: Lightcast

**Note: Some college, no degree - means a person took college courses but did not finish a program. Postsecondary, non-degree - completed a specific, structured program, such as a certificate or credential.*

Top Occupations by Educational Requirements – Greater Bay Area

Top Occupations in the Greater Bay Area (by Educational Requirement)

	Some College, No Degree	Postsecondary Non-Degree	Associate's Degree	Bachelor's Degree	2024 Median Hourly Earnings
Office & Administrative Support	X		X	X	\$26.97
Educational Instruction & Library	X	X			\$29.88
Healthcare Support		X	X		\$16.70
Computer & Mathematical	X		X	X	\$69.15
Installation, Maintenance & Repair	X				\$32.90
Arts, Design, Entertainment, Sports, & Media	X				\$31.00
Food Preparation & Serving Related		X			\$18.08
Business & Financial Operations		X		X	\$47.42
Transportation & Material Moving		X	X		\$22.99
Management			X	X	\$68.44
Sales & Related				X	\$21.29

OBSERVATIONS

Occupations in the Greater Bay Area that are projected to have the greatest increase in total jobs:

Healthcare Support (+53,000)
Computer & Mathematical (+31,000)
Management (+22,000)

Most of the occupational categories include a variety of jobs opportunities requiring different levels of education. This could be an opportunity to ladder courses or build pathways from entry-level to more advanced curriculum or skills that serve the needs of DVC's local and surrounding communities.

Source: Lightcast

*Note: Some college, no degree – means a person took college courses but did not finish a program. Postsecondary, non-degree – completed a specific, structured program, such as a certificate or credential.

Priority Programs in the Bay Region

48 PRIORITY PROGRAMS OFFERED ACROSS THE BAY REGION'S 28 COMMUNITY COLLEGES

Bay Region Priority Programs

TOP Code	Program Title	TOP Code	Program Title
0430.00	Biotechnology and Biomedical Technology	0934.40	Electrical Systems and Power Transmission
0501.00	Business and Commerce, General	0945.00	Industrial Systems Technology and Maintenance
0502.00	Accounting	0947.00	Diesel Technology
0504.00	Banking and Finance	0947.20	Heavy Equipment Maintenance
0505.00	Business Administration	0947.30	Heavy Equipment Operation
0506.00	Business Management	0952.20	Electrical
0506.30	Management Development and Supervision	0952.30	Plumbing, Pipefitting and Steamfitting
0509.20	Purchasing	0953.00	Drafting Technology
0509.40	Sales and Salesmanship	0955.00	Laboratory Science Technology
0510.00	Logistics and Materials Transportation	0956.70	Industrial and Occupational Safety and Health
0511.00	Real Estate	0957.00	Civil and Construction Management Technology
0514.00	Office Technology/Office Computer Applications	1212.00	Electro-Neurodiagnostic Technology
0514.10	Legal Office Technology	1225.00	Radiologic Technology
0514.40	Office Management	1230.10	Registered Nursing
0614.30	Website Design and Development	1230.20	Licensed Vocational Nursing
0701.00	Information Technology, General	1240.20	Dental Hygienist
0702.00	Computer Information Systems	1402.00	Paralegal
0708.00	Computer Infrastructure and Support	2101.00	Community Services, General
0708.10	Computer Networking	2105.00	Administration of Justice
0708.20	Computer Support	2105.10	Corrections
0860.00	Educational Technology	2105.50	Police Academy
0924.00	Engineering Technology, General	2133.00	Fire Technology
0934.00	Electronics and Electric Technology	2133.50	Fire Academy
0934.30	Telecommunications Technology	3020.40	Flight Attendant

From the Center of Excellence:

Community colleges focus on critical “priority programs” that train for “priority jobs”. Priority jobs are high-demand and high-wage middle-skill occupations. Students are required to complete these programs to qualify for priority jobs.

Source: Center for Excellence – Bay Area: Priority Jobs in the Bay Area, January 2025

Labor Market Information for Priority Jobs in the Bay Region (2023-2028) 1 of 3

OCCUPATIONS THAT MEET THE CRITERIA FOR A PRIORITY JOB (MIDDLE SKILL OCCUPATIONS)

SOC	Description	Avg. Annual Job Openings (2023-2028)	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Typical Entry Level Education	Work Experience Required
11-3012	Administrative Services Managers	810	\$44	\$55	Bachelor's	Less than 5 yrs
11-3013	Facilities Managers	450	\$43	\$59	Bachelor's	Less than 5 yrs
11-9021	Construction Managers	1,210	\$33	\$51	Bachelor's	None
11-9199	Managers, All Other	4,220	\$30	\$66	Bachelor's	Less than 5 yrs
13-1028	Buyers and Purchasing Agents	1,130	\$30	\$39	Bachelor's	None
13-1051	Cost Estimators	620	\$34	\$45	Bachelor's	None
13-1071	Human Resources Specialists	2,770	\$34	\$43	Bachelor's	None
13-1081	Logisticians	910	\$34	\$46	Bachelor's	None
13-1151	Training and Development Specialists	1,200	\$27	\$37	Bachelor's	Less than 5 yrs
13-2072	Loan Officers	420	\$27	\$36	Bachelor's	Less than 5 yrs
15-1212	Information Security Analysts	810	\$54	\$69	Bachelor's	Less than 5 yrs
15-1231	Computer Network Support Specialists	390	\$31	\$38	Associate	None
15-1232	Computer User Support Specialists	1,800	\$27	\$35	Some College	None
15-1244	Network and Computer Systems Administrators	740	\$42	\$55	Bachelor's	None
15-1254	Web Developers	450	\$32	\$53	Bachelor's	None
15-1255	Web and Digital Interface Designers	1,120	\$40	\$65	Bachelor's	None
15-1299	Computer Occupations, All Other	3,080	\$38	\$57	Bachelor's	None
17-3011	Architectural and Civil Drafters	360	\$29	\$36	Associate	None

From the Center for Excellence: The Table lists the 50 SOC codes and occupational titles for occupations that met the criteria for a priority job. In other words, these priority jobs are defined as middle-skill occupations; have at least 350 average annual job openings in the Bay Region between 2023 to 2028; entry-level pay is at or above the median living wage of \$26 per hour for a single adult; and typically require fewer than five years of work experience at entry.

Source: Center for Excellence - Bay Area January 2025

Labor Market Information for Priority Jobs in the Bay Region (2023-2028) 2 of 3

OCCUPATIONS THAT MEET THE CRITERIA FOR A PRIORITY JOB (MIDDLE SKILL OCCUPATIONS)

SOC	Description	Avg. Annual Job Openings (2023-2028)	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Typical Entry Level Education	Work Experience Required
17-3023	Electrical and Electronic Engineering Technologists and Technicians	590	\$32	\$39	Associate	None
19-4099	Life, Physical, and Social Science Technicians, All Other	570	\$28	\$36	Associate	None
19-5011	Occupational Health and Safety Specialists	380	\$41	\$53	Bachelor's	None
23-2011	Paralegals and Legal Assistants	1,050	\$29	\$36	Associate	None
29-1141	Registered Nurses	6,010	\$65	\$84	Bachelor's	None
29-1292	Dental Hygienists	490	\$61	\$61	Associate	None
29-2018	Clinical Laboratory Technologists and Technicians	680	\$27	\$36	Bachelor's	None
29-2034	Radiologic Technologists and Technicians	360	\$49	\$61	Associate	None
29-2061	Licensed Practical and Licensed Vocational Nurses	1,590	\$35	\$38	Postsecondary	None
29-2099	Health Technologists and Technicians, All Other	510	\$26	\$31	Postsecondary	None
33-2011	Fire Fighters	620	\$40	\$48	Postsecondary	None
33-3012	Correctional Officers and Jailers	580	\$41	\$46	HS diploma or equivalent	None
33-3051	Police and Sheriff's Patrol Officers	1,470	\$49	\$62	HS diploma or equivalent	None
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	4,660	\$28	\$42	HS diploma or equivalent	None
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	1,380	\$43	\$60	Bachelor's	None
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	2,800	\$28	\$38	HS diploma or equivalent	None
41-9021	Real Estate Brokers	370	\$27	\$44	HS diploma or equivalent	Less than 5 yrs
43-1011	First-Line Supervisors of Office and Administrative Support Workers	3,460	\$29	\$35	HS diploma or equivalent	Less than 5 yrs

Labor Market Information for Priority Jobs in the Bay Region (2023-2028) 3 of 3

OCCUPATIONS THAT MEET THE CRITERIA FOR A PRIORITY JOB (MIDDLE SKILL OCCUPATIONS)

SOC	Description	Avg. Annual Job Openings (2023-2028)	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Typical Entry Level Education	Work Experience Required
43-3051	Payroll and Timekeeping Clerks	470	\$26	\$32	HS diploma or equivalent	None
43-4061	Eligibility Interviewers, Government Programs	470	\$30	\$35	HS diploma or equivalent	None
43-6011	Executive Secretaries and Executive Administrative Assistants	2,090	\$34	\$42	HS diploma or equivalent	Less than 5 years
43-6012	Legal Secretaries and Administrative Assistants	460	\$27	\$31	HS diploma or equivalent	None
47-2073	Operating Engineers and Other Construction Equipment Operators	710	\$31	\$45	HS diploma or equivalent	None
47-2111	Electricians	2,370	\$28	\$41	HS diploma or equivalent	None
47-2152	Plumbers, Pipefitters, and Steamfitters	1,090	\$26	\$35	HS diploma or equivalent	None
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	1,140	\$35	\$46	HS diploma or equivalent	Less than 5 years
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	460	\$31	\$36	Postsecondary	None
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	470	\$28	\$37	HS diploma or equivalent	None
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	390	\$31	\$36	HS diploma or equivalent	None
49-9041	Industrial Machinery Mechanics	670	\$29	\$38	HS diploma or equivalent	None
51-1011	First-Line Supervisors of Production and Operating Workers	1,240	\$29	\$38	HS diploma or equivalent	Less than 5 years
53-2031	Flight Attendants	630	\$30	\$41	HS diploma or equivalent	Less than 5 years

Source: Center for Excellence - Bay Area January 2025

A photograph of three students in a classroom. In the foreground, a young woman with long, wavy brown hair is smiling and looking towards the right. She is wearing a grey t-shirt. To her right, the back of a young man's head and shoulders are visible; he is wearing a red and white striped shirt. In the background, slightly out of focus, is another young woman with short dark hair, wearing a white t-shirt, who is also smiling. They appear to be in a collaborative learning environment, possibly a group project or discussion.

Internal Scan Data

- **Student Access**
- **Student Achievement**

Student Headcount

5-YEAR STUDENT HEADCOUNT - DVC, PH, SR, 4CD

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr Change 2020-21 to 2024-25	2-yr Change 2022-23 to 2024-25
DVC	26,594	24,890	24,096	25,457	28,279	6%	16%
Pleasant Hill	24,911	23,362	22,644	24,033	26,663	7%	17%
San Ramon	7,209	6,943	6,980	7,751	8,812	22%	24%
4CD	45,217	41,515	40,980	42,506	45,115	-0.2%	10%

Source: 4CD Research and Planning (2025, November). Education Program Planning [interactive dashboard]
Note: DVC total includes Pleasant Hill and San Ramon student headcount.
Note: Headcount is unduplicated count of total students.

OBSERVATIONS

+6%

DVC total student headcount growth over the past five years.

+16%

DVC’s total student headcount growth was much stronger over the last two years.

+22%

San Ramon’s enrollment growth over the past five years.

63%

DVC’s portion of 4CD total student headcount in 2024-25.

Full-Time Equivalent Students (FTES)

5-YEAR FTES (Total Credit and Non-Credit)- DVC, PH, SR, 4CD

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr Change 2020-21 to 2024-25	2-yr Change 2022-23 to 2024-25
DVC	15,945	14,316	13,346	13,968	14,829	-7%	11%
Pleasant Hill	15,945	14,316	12,080	12,447	13,216	-17%	9%
San Ramon	n/a	n/a	1,266	1,521	1,613	n/a	27%
4CD	27,573	25,183	24,141	25,837	27,329	-0.5%	14%

Source: 4CD Research and Planning (2025, November). Education Program Planning [interactive dashboard]
Note: DVC total includes Pleasant Hill and San Ramon FTES. SR data not available for 2020-21 and 2021-22.

OBSERVATIONS

-7%

DVC’s total Full-Time Equivalent Student (FTES) decline over the past five years.

+11%

DVC’s total FTES increase over the last two years.

+27%

San Ramon’s FTES growth over the past two years.

54%

DVC’s portion of 4CD total FTES in 2024-25.

Credit and Non-Credit Enrollment Comparison

STUDENT ENROLLMENT BY CREDIT AND NON-CREDIT (2024-2025) - DVC, PH, SR

	Credit Enrollment	Non-Credit Enrollment	Total Enrollment	% of Total Enrollment from Credit	% of Total Enrollment from Non-Credit
DVC	108,500	1,427	109,927	99%	1%
Pleasant Hill	96,471	1,380	97,851	99%	1%
San Ramon	12,029	47	12,076	100%	0%

Source: 4CD Research and Planning (2025, November). Tableau Course Success Trend V3 [interactive dashboard]
Note: Enrollment is total number of course enrollments.

OBSERVATIONS

1%

Percent of DVC total enrollment from non-credit courses.

Credit courses accounted for 99% of student enrollment in 2024-2025.

Full-Time vs. Part-Time Course Load by Student Headcount

5-YEAR FULL VS. PART-TIME STUDENT COURSE LOAD - DVC, PH, SR, 4CD

	2020-2021	2020-2021	2021-2022	2021-2022	2022-2023	2022-2023	2023-2024	2023-2024	2024-2025	2024-2025
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
DVC	9,908	24,062	8,850	21,548	8,412	20,194	9,032	20,438	9,431	22,152
Pleasant Hill	9,801	22,242	8,754	20,001	8,289	18,664	8,879	18,827	9,247	20,376
San Ramon	3,912	5,538	3,427	38,64	3,090	4,395	3,045	4,383	2,996	4,695
4CD	15,176	38,978	13,734	35,710	13,339	34,882	14,510	35,804	15,272	38,289

Source: 4CD Research and Planning (2025, November). Headcount and Enrollment [interactive dashboard]
Note: Data counts individual student headcounts; PH + SR does not equal DVC because students taking courses at both locations are counted at both.

OBSERVATIONS

30%

The percent of total DVC students taking a full-time course load (12+ units) during 2024-25.

The percent of total DVC students taking a full-time course load declined 5% over the past five years, while the percent of total 4CD students taking a full-time course load increased 1% during this time.

Student Enrollment by Learning Mode

PERCENT OF STUDENT ENROLLMENT BY LEARNING MODE DURING 2024-2025 - DVC, PH, SR, 4CD

	In-person	Hybrid only	Online
DVC	38%	18%	44%
Pleasant Hill	39%	18%	43%
San Ramon	28%	11%	61%
4CD	38%	2%	60%

Source: 4CD Research and Planning (2025, November). Headcount and Enrollment [interactive dashboard]

OBSERVATIONS

43%

Percent of Pleasant Hill course enrollment taken online. 39% of PH course enrollments are in-person.

61%

Percent of San Ramon course enrollment taken online. Only 28% of SR course enrollments are in-person.

Diablo Valley College Student Demographics

DVC PERCENT OF STUDENT ENROLLMENT BY ETHNICITY

	2020-21	2021-22	2022-23	2023-24	2024-25	4CD 2024-25
	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total
Hispanic	25%	26%	27%	29%	30%	38%
White	30%	27%	26%	25%	25%	19%
Asian	14%	16%	17%	17%	17%	14%
Multi-Race	11%	12%	12%	12%	11%	9%
Black/African American	5%	5%	5%	6%	6%	10%
Filipino	6%	5%	5%	5%	5%	6%
American Indian	<1%	<1%	<1%	<1%	<1%	<1%
Pacific Islander	<1%	1%	<1%	<1%	<1%	<1%
Other/Undeclared	8%	7%	6%	5%	5%	4%
Total	100%	100%	100%	100%	100%	100%

OBSERVATIONS

30%

Percent of DVC students who self-identify as Hispanic.

Since 2020-21, the number of Hispanic students attending DVC increased 5% (2,872 students) while the number of White students attending DVC declined 5% (8,611 students).

All other student groups remained stable or declined, except Asian (+3%) and Black/African American (+1%) student groups which increased slightly over the past five years.

The changes in DVC student demographics are consistent with total 4CD student demographics over the past five years.

Source : 4CD Research and Planning (2025, November). Headcount and Enrollment [interactive dashboard]
Note: Enrollment is total number of course enrollments.

Pleasant Hill Student Demographics

PLEASANT HILL PERCENT OF STUDENT ENROLLMENT BY ETHNICITY

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr Change 2020-21 to 2024- 25
	% of Total	% of Total	% of Total	% of Total	% of Total	% +/-
Hispanic	25%	26%	28%	30%	31%	+6%
White	30%	28%	26%	25%	25%	-5%
Asian	14%	16%	16%	16%	16%	+2%
Black/African American	5%	5%	6%	6%	6%	+1%
Multi-Race	11%	12%	12%	12%	11%	no change
Filipino	6%	5%	5%	5%	5%	-1%
American Indian	<1%	<1%	<1%	<1%	<1%	no change
Pacific Islander	<1%	1%	<1%	<1%	<1%	no change
Other/Undeclared	8%	7%	6%	5%	5%	-3%
Total	100%	100%	100%	100%	100%	n/a

OBSERVATIONS

31%

Percent of students enrolled in Pleasant Hill courses who self-identified as Hispanic during 2024-2025.

Since 2020-21, the percent of student enrollment increased for Hispanic (+6%), Asian (+2%), and Black/African American (+1%) students attending classes at Pleasant Hill.

During the same period, the percent of student enrollment declined for White (-5%) and Filipino (-1%) students attending classes at Pleasant Hill.

Source: : 4CD Research and Planning (2025, November). Headcount and Enrollment [interactive dashboard]

San Ramon Student Demographics

SAN RAMON PERCENT OF STUDENT ENROLLMENT BY ETHNICITY

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr Change 2020-21 to 2024- 25
	% of Total	% of Total	% of Total	% of Total	% of Total	% +/-
Hispanic	22%	23%	21%	22%	22%	no change
White	29%	26%	26%	24%	24%	-5%
Asian	19%	20%	24%	25%	25%	+6%
Black/African American	5%	5%	5%	6%	5%	no change
Multi-Race	11%	12%	12%	12%	12%	+1%
Filipino	6%	6%	6%	5%	5%	-1%
American Indian	<1%	<1%	<1%	<1%	<1%	no change
Pacific Islander	<1%	1%	<1%	<1%	1%	no change
Other/Undeclared	7%	7%	6%	5%	6%	-1%
Total	100%	100%	100%	100%	100%	n/a

OBSERVATIONS

25%

Percent of students enrolled in San Ramon courses who self-identified as Asian during 2024-2025.

Since 2020-21, the percent of student enrollment increased for Asian students (+6%) while the percent of student enrollment decreased for White students (-5%).

The percent of student enrollment for all other student groups remained relatively flat over the past five years.

Student Access - Gender

STUDENT DEMOGRAPHIC TRENDS

DVC, PH, SR Student Demographics

DVC PERCENT of STUDENT ENROLLMENT BY GENDER

	2020-21	2021-22	2022-23	2023-24	2024-25
Female	49%	48%	49%	50%	52%
Male	48%	50%	49%	48%	46%
Undeclared or Non-Binary	2%	2%	2%	2%	2%

PLEASANT HILL STUDENT PERCENT ENROLLMENT BY GENDER

	2020-21	2021-22	2022-23	2023-24	2024-25
Female	49%	48%	49%	50%	51%
Male	49%	50%	49%	48%	47%
Undeclared or Non-Binary	2%	2%	2%	3%	2%

SAN RAMON STUDENT PERCENT ENROLLMENT BY GENDER

	2020-21	2021-22	2022-23	2023-24	2024-25
Female	53%	51%	53%	53%	56%
Male	45%	47%	45%	45%	42%
Undeclared or Non-Binary	2%	1%	2%	2%	2%

OBSERVATIONS

52%

Percent of Female students attending DVC during 2024-2025.

Over the past five years, the percent of Female students increased 2-3% at both Pleasant Hill and San Ramon, while the percent of male students declined at both campuses. Undeclared or non-binary student enrollment remained stable (2%) during these years.

Source : 4CD Research and Planning (2025, November).
Headcount and Enrollment [interactive dashboard]

DVC, PH, SR Student Demographics

DVC PERCENT of STUDENT ENROLLMENT BY AGE

	2020-21	2021-22	2022-23	2023-24	2024-25
19 or less	44%	45%	46%	43%	42%
20-24	33%	33%	32%	32%	34%
25-39	17%	17%	16%	18%	18%
40+	6%	6%	6%	6%	6%

PLEASANT HILL PERCENT OF ENROLLMENT BY AGE

	2020-21	2021-22	2022-23	2023-24	2024-25
19 or less	44%	44%	45%	43%	41%
20-24	33%	33%	32%	33%	34%
25-39	17%	17%	16%	18%	19%
40+	6%	6%	6%	6%	6%

SAN RAMON PERCENT OF ENROLLMENT BY AGE

	2020-21	2021-22	2022-23	2023-24	2024-25
19 or less	46%	48%	49%	46%	44%
20-24	30%	30%	29%	29%	31%
25-39	17%	17%	16%	18%	18%
40+	7%	6%	7%	7%	6%

OBSERVATIONS

24%

The percent of DVC students 25 or older (working adult population).

The proportion of students by age group remained relatively stable over the past five years at both Pleasant Hill and San Ramon.

Source: : 4CD Research and Planning (2025, November). Headcount and Enrollment [interactive dashboard]

Special Admit (Dual Enrollment (CCAP) and Concurrent Students)

PERCENTAGE OF “SPECIAL ADMIT” STUDENTS ATTENDING DVC, PH, SR, and 4CD DURING ACADEMIC YEAR 2024-2025

Location	General Admit	Special Admit	Total
DVC	95%	5%	100%
Pleasant Hill	96%	4%	100%
San Ramon	89%	11%	100%
4CD	94%	6%	100%

Source: 4CD Research and Planning (2025, November). Headcount and Enrollment [interactive dashboard] Note: Dual enrollment and concurrent enrollment equals special admit.

OBSERVATIONS

5%

Percent of total DVC students are Special Admit (dual Enrollment and concurrent).

11%

Percent of San Ramon students who are Special Admit, which is much higher compared to Pleasant Hill (4%) or districtwide (6%).

First Generation Students

PERCENTAGE OF “FIRST-GENERATION” STUDENTS ATTENDING DVC, PH, SR, and 4CD DURING ACADEMIC YEAR 2024-2025

Location	2024-25 Annual Percentage
DVC	23%
Pleasant Hill	23%
San Ramon	18%
4CD	30%

Source: : 4CD Research and Planning (2025, November). Headcount and Enrollment [interactive dashboard]

OBSERVATIONS

23%

Percent of DVC students self-identify as “First Generation college attending”.

San Ramon has a much lower percentage of “First Generation” students (18%) compared to Pleasant Hill (23%) or total 4CD (30%).

Student Aid Funds (Received Pell Award)

PERCENT OF STUDENTS WHO RECEIVED PELL AWARDS

	2020-21	2021-22	2022-23	2023-24
DVC Total	27%	29%	30%	32%
4CD	32%	33%	34%	35%
STATEWIDE	39%	38%	37%	37%

Source: CCCCCO - DataVista
Note: Most recent data currently is 2023-24.

OBSERVATIONS

32%

Percent of DVC students who received Pell Awards in 2023-24. The number of DVC students who received Pell awards increased (+5%) over the past four years while statewide awards declined (-2%).

Student Aid Funds (California Promise Grant Eligible vs. Received)

PERCENT OF STUDENTS CALIFORNIA PROMISE GRANT ELIGIBLE

	2020-21	2021-22	2022-23	2023-24
DVC Total	46%	46%	46%	47%
4CD	52%	52%	51%	53%
STATEWIDE	59%	58%	56%	56%

PERCENT OF STUDENTS CALIFORNIA PROMISE GRANT RECEIVED

	2020-21	2021-22	2022-23	2023-24
DVC Total	46%	46%	46%	47%
4CD	52%	52%	51%	53%
STATEWIDE	59%	58%	56%	56%

OBSERVATIONS

47%

Percent of DVC students were eligible for and received California Promise Grants (CPG) in 2023-2024. The number of DVC students eligible for CPG grants has been stable over the past four years.

53%

The percent of 4CD students who were eligible and received a California Promise Grant; this is higher than at DVC (47%) and lower than statewide (56%).

Source: CCCCCO - DataVista
Note: Most recent data currently is 2023-24.

Student Course Success Rates

STUDENT COURSE SUCCESS RATES – DVC, PH, SR, 4CD

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr Change 2020-21 to 2024-25	2-yr Change 2022-23 to 2024-25
DVC	78%	77%	77%	78%	79%	1%	2%
Pleasant Hill	78%	77%	77%	78%	78%	0%	1%
San Ramon	79%	77%	78%	79%	80%	1%	2%
4CD	76%	75%	75%	76%	77%	1%	2%

Source: : 4CD Research and Planning (2025, November). 3 Progress – Course Success Rate [interactive dashboard]
Note: Success equals grade C or higher.

OBSERVATIONS

79%

Average course success rate for DVC students during 2024-2025. This was slightly higher than the districtwide average (77%).

DVC Student Course Success Rates by Learning Mode

3-YEAR STUDENT COURSE SUCCESS RATES BY LEARNING MODE - DVC, PH, SR, and 4CD

	Year	In-person	Hybrid	Online Async	Online Combo	Online Sync
DVC	2024-25	80%	77%	78%	76%	81%
	2023-24	80%	76%	77%	76%	78%
	2022-23	80%	76%	76%	76%	80%
Pleasant Hill	2024-25	80%	77%	78%	76%	81%
	2023-24	80%	76%	77%	76%	79%
	2022-23	81%	76%	76%	75%	81%
San Ramon	2024-25	81%	76%	81%	76%	n/a
	2023-24	80%	76%	79%	79%	67%
	2022-23	80%	78%	76%	81%	75%
4CD	2024-25	79%	75%	77%	74%	77%
	2023-24	78%	74%	75%	75%	74%
	2022-23	79%	75%	73%	75%	75%

OBSERVATIONS

80%

DVC in-person course success rate during 2024-2025.

81%

DVC online synchronous course success rate during 2024-2025. Course success rates for the other online options ranged from 76-78%.

DVC course success rates are slightly higher than districtwide success rates.

Source: 4CD Research and Planning (2025, November).
3 Progress – Course Success Rate [interactive dashboard]
Note: Success equals grade C or higher.

Diablo Valley College Student Course Success by Ethnicity

PH STUDENT SUCCESS BY ETHNICITY

	2020-21	2021-22	2022-23	2023-24	2024-25
	% Success	% Success	% Success	% Success	% Success
Asian	85%	84%	84%	84%	85%
White	80%	79%	80%	80%	81%
Filipino	78%	77%	78%	79%	79%
Multi-Race	76%	75%	75%	78%	78%
American Indian	73%	70%	80%	75%	77%
Hispanic	73%	74%	73%	74%	75%
Pacific Islander	69%	72%	72%	75%	67%
Black/African American	65%	64%	65%	66%	66%
Other/Undeclared	86%	83%	84%	81%	85%

Source: 4CD Research and Planning (2025, November). 3 Progress – Course Success Rate [interactive dashboard]

Note: Success equals grade C or higher.

OBSERVATIONS

81-85%

The course success rates of Asian and White students have consistently been higher than other student groups.

75%

The course success rate of Hispanic students, DVC’s largest student group, is significantly lower than Asian, White, Filipino, Multi-Race, and American Indian student groups.

66-67%

The course success rate of Pacific Islander and Black/African American students is significantly lower than all other student groups.

Pleasant Hill Student Course Success by Ethnicity

PH STUDENT SUCCESS BY ETHNICITY

	2020-21	2021-22	2022-23	2023-24	2024-25
	% Success	% Success	% Success	% Success	% Success
Asian	85%	84%	84%	84%	84%
White	80%	80%	80%	80%	81%
Filipino	78%	77%	78%	79%	79%
Multi-Race	75%	75%	75%	77%	78%
American Indian	73%	70%	81%	75%	77%
Hispanic	73%	74%	73%	74%	75%
Pacific Islander	68%	72%	75%	75%	67%
Black/African American	65%	65%	66%	66%	66%
Other/Undeclared	84%	84%	84%	81%	85%

Source: 4CD Research and Planning (2025, November). 3 Progress – Course Success Rate [interactive dashboard]

Note: Success equals grade C or higher.

OBSERVATIONS

81-84%

The course success rates of Asian and White students at Pleasant Hill have consistently been higher than other student groups.

Over the past five years, course success rates at Pleasant Hill have increased 1-2% for all student groups, except Asian and Pacific Islander which declined 1% for both groups.

San Ramon Student Course Success by Ethnicity

SR STUDENT SUCCESS BY ETHNICITY

	2020-21	2021-22	2022-23	2023-24	2024-25
	% Success	% Success	% Success	% Success	% Success
Asian	87%	85%	85%	86%	86%
White	81%	78%	79%	79%	81%
Filipino	79%	75%	78%	77%	81%
Multi-Race	77%	75%	74%	79%	79%
American Indian	65%	76%	78%	69%	76%
Hispanic	72%	71%	71%	73%	74%
Pacific Islander	72%	66%	50%	70%	66%
Black/African American	65%	61%	60%	65%	66%
Other/Undeclared	85%	84%	85%	84%	84%

Source: 4CD Research and Planning (2025, November). 3 Progress – Course Success Rate [interactive dashboard]

Note: Success equals grade C or higher.

OBSERVATIONS

81-86%

The course success rates of Asian, White, and Filipino students at San Ramon have consistently been higher than other student groups.

Over the past five years, course success rates at San Ramon increased at varying rates for all student groups, except Asian, White, and Pacific Islander which experienced no change or a decline.

DVC, PH, SR Student Course Success by Gender

DVC STUDENT COURSE SUCCESS RATE BY GENDER

	2020-21	2021-22	2022-23	2023-24	2024-25
Female	79%	77%	77%	78%	79%
Male	77%	77%	77%	78%	78%
Undeclared or Non-Binary	84%	85%	78%	75%	76%

PLEASANT HILL STUDENT COURSE SUCCESS RATE BY GENDER

	2020-21	2021-22	2022-23	2023-24	2024-25
Female	79%	77%	77%	78%	79%
Male	77%	77%	78%	78%	78%
Undeclared or Non-Binary	84%	85%	79%	74%	76%

SAN RAMON STUDENT COURSE SUCCESS RATE BY GENDER

	2020-21	2021-22	2022-23	2023-24	2024-25
Female	80%	78%	78%	80%	80%
Male	78%	76%	76%	78%	79%
Undeclared or Non-Binary	81%	83%	77%	83%	80%

OBSERVATIONS

76-80%

In 2024-25, DVC course success rates for Female and Male students were similar and slightly higher than Undeclared or Non-Binary students.

Over the past five years, Undeclared or Non-Binary student course success rates declined from 84% to 76%.

Source: 4CD Research and Planning (2025, November). 3
Progress - Course Success Rate [interactive dashboard]
Note: Success equals grade C or higher.

DVC, PH, SR Student Course Success by Age

DVC STUDENT COURSE SUCCESS RATE BY AGE

	2020-21	2021-22	2022-23	2023-24	2024-25
19 or less	79%	77%	78%	79%	79%
20-24	76%	76%	76%	77%	78%
25-39	78%	78%	77%	78%	77%
40+	81%	80%	77%	78%	79%

PLEASANT HILL STUDENT COURSE SUCCESS RATE BY AGE

	2020-21	2021-22	2022-23	2023-24	2024-25
19 or less	79%	77%	78%	78%	79%
20-24	76%	77%	76%	77%	78%
25-39	78%	78%	78%	78%	77%
40+	80%	81%	77%	78%	79%

SAN RAMON STUDENT COURSE SUCCESS RATE BY AGE

	2020-21	2021-22	2022-23	2023-24	2024-25
19 or less	82%	78%	80%	82%	83%
20-24	75%	75%	75%	75%	77%
25-39	78%	76%	74%	75%	75%
40+	83%	78%	77%	79%	82%

OBSERVATIONS

77-79%

DVC student course success rates have been consistent and similar across student age groups.

During 2024-2025, course success rates were slightly higher for age 19 or less and 40+ (79%) than ages 20-39 (77-78%).

SR had a wider success range, with higher rates for age 19 or less and 40+ (82-83%) and lower rates for age 20-39 (75-77%).

DVC course success rates by age align with success rates across the district.

Source: 4CD Research and Planning (2025, November).
3 Progress - Course Success Rate [interactive dashboard]
Note: Success equals grade C or higher.

DVC Student Persistence

DVC and 4CD FALL TO SPRING 2023-2024 PERCENT PERSISTENCE

Location	Persisted Fall 2023 to Spring 2024 at Same College	Persisted Fall 2023 to Spring 2024 at Any College
DVC	70%	74%
4CD	69%	72%

Source: CCCCCO - DataVista
Note: Most recent data available 2023-2024.
Note: DataVista persistence definition: Students who took courses in the fall term who did not transfer and who did not earn an award and who met all the following criteria: Enrolled in spring term for semester colleges AND at the same or any college.

OBSERVATIONS

70%

Percent of students who attended DVC in Fall 2023 and persisted at DVC in Spring 2024.

74%

Percent of students who attended DVC in Fall 2023 and persisted at ANY College in Spring 2024.

DVC Degrees and Certificates

DVC DEGREES/CERTIFICATES EARNED

	2020-21	2021-22	2022-23	2023-24	2024-25
Total Associate Degrees	2,223	2,341	2,093	1,834	1,948
Total Certificates	1,323	1,570	1,485	1,596	1,419
Total	3,546	3,911	3,578	3,430	3,367

Source: 4CD Research and Planning (2025, November). 4 Completion – Awards: Degrees and Certificates [interactive dashboard]

OBSERVATIONS

1,948

Number of degrees earned by DVC students in 2024-25; down 12% compared to 2020-21.

1,419

Number of certificates earned by DVC students in 2024-25; a 7% increase since 2020-21.

DVC Degrees Earned by Ethnicity

DVC NUMBER OF DEGREES EARNED BY ETHNICITY

	2020-21	2021-22	2022-23	2023-24	2024-25
Hispanic	600	640	597	502	633
White	709	710	571	481	488
Asian	307	309	330	290	283
Multi-Race	241	275	233	243	246
Filipino	131	163	150	123	134
Black/African American	98	81	75	61	78
Other/Undeclared	121	153	115	124	76
Pacific Islander	12	*	11	*	*
American Indian	*	*	11	*	*

Source: 4CD Research and Planning (2025, November). 4 Completion – Awards: Degrees and Certificates [interactive dashboard]

Note: Total Degrees earned in 2024-25 = 1,948. *Numbers less than 10 are suppressed.

OBSERVATIONS

633

The number of associate degrees earned by Hispanic students in 2024-2025 - a 26% increase versus the prior year.

Hispanic students represent 30% of DVC’s student population and earned 32% of the degrees awarded.

The number of degrees earned over the past five years declined for White students (-31%), Asian students (-8%) and Black/African American students (-20%).

DVC Certificates Earned by Ethnicity

DVC NUMBER OF CERTIFICATES EARNED BY ETHNICITY

	2020-21	2021-22	2022-23	2023-24	2024-25
Hispanic	311	356	363	379	430
White	361	442	393	418	346
Asian	244	296	318	365	278
Multi-Race	118	153	126	163	151
Filipino	55	93	101	96	89
Black/African American	34	43	55	45	52
Other/Undeclared	197	186	117	123	67
Pacific Islander	*	*	*	*	*
American Indian	*	*	*	*	*

Source: 4CD Research and Planning (2025, November). 4 Completion – Awards: Degrees and Certificates [interactive dashboard]

Note: Total certificates earned in 2024-25 = 1,419. *Numbers less than 10 are suppressed.

OBSERVATIONS

430

The number of certificates earned by Hispanic students in 2024-2025 - a 38% increase over the past five years.

The number of certificates earned over the past five years increased for all student groups except White students (-4%).

DVC Degrees and Certificates by Gender

DVC DEGREES/CERTIFICATES EARNED BY GENDER

	2020-21	2021-22	2022-23	2023-24	2024-25
Female	1,298	1,364	1,174	1,027	1,105
Male	915	934	877	781	809
Undeclared or Non-Binary	10	43	42	26	34
Total Degrees	2,223	2,341	2,093	1,834	1,948
Female	810	874	878	898	775
Male	509	651	559	670	613
Undeclared or Non-Binary	*	45	48	28	31
Total Certificates	1,323	1,570	1,485	1,596	1,419

Source: 4CD Research and Planning (2025, November). 4 Completion – Awards: Degrees and Certificates [interactive dashboard]

Note: *Numbers less than 10 are suppressed.

OBSERVATIONS

1,105

Number of degrees earned by Female students in 2024-25; this represents 57% of total degrees.

775

Number of certificates earned by Female students in 2024-25; this represents 55% of total certificates earned.

DVC Top 10 Degrees Earned

DVC NUMBER OF DEGREES EARNED 2022-23 THROUGH 2024-25

	2022-23	2023-24	2024-25	Total Earned 2022-23 to 2024-25
Allied Health (AS)	228	205	206	639
Psychology for Transfer (AAT)	173	162	184	519
Natural Science (AS)	184	168	173	525
Business Administration for Transfer (AST)	177	119	156	452
Computer Science (AS)	163	152	119	434
Economics for Transfer (AAT)	95	90	87	272
Biology (AS)	60	60	60	180
Business (AS)	58	48	59	165
Communication Studies for Transfer (AAT)	51	51	56	158
Political Science for Transfer (AAT)	*	*	41	41

Source: 4CD Research and Planning (2025, November). 4 Completion – Awards: Degrees and Certificates [interactive dashboard]

Note: *Numbers less than 10 are suppressed.

OBSERVATIONS

206

Total number of Allied Health (AS) degrees earned by DVC students during 2024-2025.

The top five degrees earned by DVC students over the past three years were **Allied Health, Psychology, Natural Science, Business Administration, and Computer Science**.

Psychology and Political Science were the only degrees that increased awards earned over the last three years; the remaining degrees either declined or remained relatively flat.

DVC Top 10 Certificates Earned

DVC NUMBER OF CERTIFICATES EARNED 2020-21 THROUGH 2023-24

Certificates	2022-23	2023-24	2024-25	Total Earned
Intersegmental General ED Transfer Curriculum (IGETC)	464	544	302	1,310
Early Childhood Education - Associate Teacher	102	91	145	338
Robotics	*	*	78	78
Allied Health	67	83	72	222
Chemistry	72	56	54	182
Computer Science - Advanced C++ Programming	49	67	48	164
CSU General Education	56	47	46	149
Computer Science - Computer Architecture	51	43	40	134
Computer Science - Program Design	47	50	40	137
Business - Transfer	36	35	39	110
Professional and Technical Workplace Skills	*	60	*	60
Early Childhood Education - Basic	21	*	*	21

OBSERVATIONS

1,459

Total number of IGETC and CSU Transfer Certificates earned from 2022-23 through 2024-25.

Annual number of certificates earned has fluctuated over the past three years. Only the **Early Childhood Education - Associate Teacher, Allied Health, and Business - Transfer certificate awards increased**. For the remaining programs, the annual number of certificates earned declined over the past three years.

Source: 4CD Research and Planning (2025, November). 4 Completion - Awards: Degrees and Certificates [interactive dashboard]
Note: *Not Top Ten

Fact Sheet Data Sources (Refer to Page #22)

1 – CA Department of Finance

2 – American Community Survey 5-year estimates. US Census Bureau (2019-2023)

3 – 4CD Research and Planning. (2026, March 17). High School Graduates Capture and Success Rate [interactive dashboard]

4 – Lightcast

5 – CA EDD (December 2025 1/23/26 report)

6 – U.S. Census Bureau (2019-2023)

7 – 4CD Research and Planning. (2026, March 17). Headcount and Enrollment Overview [interactive dashboard]

8 – 4CD Research and Planning. (2026, March 17). 4 Completion – Awards: Degrees and Certificates [interactive dashboard]

9 – 4CD Research and Planning. (2026, March 17). 3 Progress – Subject Success Rate [interactive dashboard]

10 – Datamart Student Transfer Volume to ISP/OOS, 2023-24 = ISP: 55, OOS 175; CSU Analytics {2026, March 17}. California Community College Transfer to CSU [interactive dashboard]: 2023-24 = 835; 2024-25 = 892; University of California (2026, March 17). Transfers by Major [interactive dashboard]: 2023-24 = 626; 2024-25 = 604; 2023-24 (Total) = 1636

11 – 4CD Research and Planning. (2026, March 17). Employee Diversity Study [interactive dashboard]

DVC

DIABLO VALLEY COLLEGE

Educational Strategic Plan

2026-2031

