

**2022 Annual Report**  
**Final Submission**  
04/07/2022

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

**General Information**

#	Question	Answer
1.	Confirm your College Information	<b>Confirmed</b>
2.	Name of individual preparing report:	<b>Lindsay Kong</b>
3.	Phone number of person preparing report:	<b>925-969-2724</b>
4.	E-mail of person preparing report:	<b>lkong@dvc.edu</b>
5.	Type of Institution (select one)	<b>California Community College</b>

**Headcount Enrollment Data**

#	Question	Answer
6.	Total unduplicated headcount enrollment for last three years:	2018-19: <b>30,511</b> 2019-20: <b>29,750</b> 2020-21: <b>28,283</b>
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	<b>-2%</b> <b>-5%</b>
<p><b>6. Additional Instructions and Data Definitions:</b> For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.</p>		
7.	Total unduplicated headcount enrollment in degree applicable credit courses for last three years:	2018-19: <b>29,116</b> 2019-20: <b>28,696</b> 2020-21: <b>27,476</b>
7a.	Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year. <b>N/A</b>	
<p><b>7. Additional Instructions and Data Definitions:</b> Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.</p>		

**Distance Education and Correspondence Education**

#	Question	Answer
8.	Do you offer Distance Education?	<b>Yes</b>
8a.	Total unduplicated headcount enrollment in distance education in last three years:	2018-19: <b>14,319</b> 2019-20: <b>15,321</b> 2020-21: <b>21,801</b>
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	<b>7%</b> <b>42%</b>
<p><b>8. Additional Instructions and Data Definitions:</b> Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.</p> <p><b>8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020:</b> When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.</p>		
9.	Do you offer Correspondence Education?	<b>No</b>
<p><b>9. Additional Instructions and Data Definitions:</b> Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the</p>		

student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

#### Federal Data

#	Question	Answer
10.	List the current Graduation Rate per the US Education Department College Scorecard	<b>26 %</b>
<b>10. Additional Instructions and Data Definitions:</b> The US Education Department College Scorecard can be accessed at <a href="https://collegescorecard.ed.gov/">https://collegescorecard.ed.gov/</a> . Enter your institutions name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."		
11.	If your college relies on another source for reporting success metrics, please identify the source ( <b>select one</b> ).	<b>N/A</b>
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	<b><a href="https://www.dvc.edu/about/mission">https://www.dvc.edu/about/mission</a></b>
<b>12. Additional Instructions and Data Definitions:</b> ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions ( <a href="https://accjc.org/find-an-institution">https://accjc.org/find-an-institution</a> ). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.		

#### Institution Set Standards for Student Achievement

#	Question	Answer						
<b>Course Completion Rates</b>								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td><b>72 %</b></td> <td><b>72 %</b></td> <td><b>72 %</b></td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	<b>72 %</b>	<b>72 %</b>	<b>72 %</b>
2018-19	2019-20	2020-21						
<b>72 %</b>	<b>72 %</b>	<b>72 %</b>						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td><b>77 %</b></td> <td><b>77 %</b></td> <td><b>78 %</b></td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	<b>77 %</b>	<b>77 %</b>	<b>78 %</b>
2018-19	2019-20	2020-21						
<b>77 %</b>	<b>77 %</b>	<b>78 %</b>						
13b.	List the actual successful student course completion rate:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td><b>76 %</b></td> <td><b>76 %</b></td> <td><b>78 %</b></td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	<b>76 %</b>	<b>76 %</b>	<b>78 %</b>
2018-19	2019-20	2020-21						
<b>76 %</b>	<b>76 %</b>	<b>78 %</b>						
<b>13. Additional Instructions and Data Definitions:</b> For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.								
<b>Certificates</b>								
14.	Type of Institute-set standard for certificates:	<b>Number of certificates</b>						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td><b>1,212</b></td> <td><b>662</b></td> <td><b>662</b></td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	<b>1,212</b>	<b>662</b>	<b>662</b>
2018-19	2019-20	2020-21						
<b>1,212</b>	<b>662</b>	<b>662</b>						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td><b>1,889</b></td> <td><b>910</b></td> <td><b>910</b></td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	<b>1,889</b>	<b>910</b>	<b>910</b>
2018-19	2019-20	2020-21						
<b>1,889</b>	<b>910</b>	<b>910</b>						
14c.	List actual number or percentage of certificates:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td><b>826</b></td> <td><b>975</b></td> <td><b>880</b></td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	<b>826</b>	<b>975</b>	<b>880</b>
2018-19	2019-20	2020-21						
<b>826</b>	<b>975</b>	<b>880</b>						
<b>14. Additional Instructions and Data Definitions:</b> For purposes of this report, include only those certificates which are awarded with 16 or more units.								
<b>Associate Degree (A.A./A.S.)</b>								
15.	Type of Institute-set standard for degrees awarded:	<b>Number of degrees</b>						
	If Number-Other or Percent-other, please describe:							
15a.	List your Institution-Set Standard (floor) for degrees:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td><b>1,701</b></td> <td><b>1,701</b></td> <td><b>1,701</b></td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	<b>1,701</b>	<b>1,701</b>	<b>1,701</b>
2018-19	2019-20	2020-21						
<b>1,701</b>	<b>1,701</b>	<b>1,701</b>						
15b.	List your stretch goal (aspirational) for degrees:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td><b>2,339</b></td> <td><b>2,339</b></td> <td><b>2,339</b></td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	<b>2,339</b>	<b>2,339</b>	<b>2,339</b>
2018-19	2019-20	2020-21						
<b>2,339</b>	<b>2,339</b>	<b>2,339</b>						
15c.	List actual number or percentage of degrees:	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td><b>2,111</b></td> <td><b>2,319</b></td> <td><b>2,303</b></td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	<b>2,111</b>	<b>2,319</b>	<b>2,303</b>
2018-19	2019-20	2020-21						
<b>2,111</b>	<b>2,319</b>	<b>2,303</b>						
<b>Bachelor's Degree (B.A./B.S.)</b>								
16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	<b>No</b>						
<b>Transfer</b>								
17.	Type of Institute-set standard for transfers:	<b>Number of transfers</b>						
	If Number-Other or Percent-other, please describe:							

17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		1,701	1,701	1,701
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		2,339	2,339	2,339
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		2,875	2,302	2,396

**Licensure Examination Pass Rates**

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

Program	Exam (National, State, Other)	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)
Dental Hygiene	National	75 %	100 %	100 %	100 %	95 %
Dental Assisting	State	75 %	84 %	74 %	100 %	86 %

**18. Additional Instructions and Data Definitions:**

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

**Employment rates for Career and Technical Education students**

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

Program	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
Accounting	73 %	77.01 %	63.64 %	75 %	73.53 %
Administration of Justice	73 %	85.71 %	79.71 %	85.71 %	87.04 %
Architecture and Architectural Technology	73 %	63.04 %	90 %	91.67 %	50 %
Business & Commerce	73 %	76.5 %	79.49 %	78.26 %	81.4 %
Business Administration	73 %	64.96 %	63.04 %	65.85 %	54.05 %
Business Management	73 %	84.83 %	70.59 %	n/a %	n/a %
Child Development/Early Care and Education	73 %	73.83 %	81.71 %	79.41 %	72.43 %
Civil and Construction Management	73 %	87.21 %	64.71 %	88.24 %	45 %
Commercial Music	73 %	63.4 %	78.57 %	82.61 %	68 %
Computer Information Systems	73 %	78.64 %	64 %	84 %	80 %
Computer Infrastructure and Support	73 %	74.83 %	91.67 %	83.87 %	86.21 %
Computer Science	73 %	74.23 %	n/a %	n/a %	75 %
Computer Software Development	73 %	74.23 %	64.58 %	75 %	55.56 %
Construction Crafts Technology	73 %	99.81 %	100 %	96.67 %	97.62 %
Dental Occupations	73 %	88.37 %	88.89 %	96.88 %	81.25 %
Digital Media	73 %	82.75 %	76 %	61.9 %	56.67 %
Electronics & Electric Technology	73 %	85.22 %	85.11 %	96.3 %	78.95 %
Environmental Control (HVAC)	73 %	100 %	100 %	100 %	n/a %
Geography	73 %	100 %	100 %	n/a %	83.33 %
Health Professions, Transfer Core Curriculum	73 %	79.44 %	80.68 %	78.57 %	76.85 %
Horticulture	73 %	68.17 %	n/a %	73.33 %	61.9 %
Human Services	73 %	69.92 %	71.43 %	94.44 %	75 %
Library Technician	73 %	91.48 %	90.48 %	75 %	57.14 %
Nutrition, Foods, and Culinary	73 %	90.39 %	77.5 %	88.57 %	70.27 %
Real Estate	73 %	47.65 %	55.56 %	81.25 %	63.64 %

**19. Additional Instructions and Data Definitions:**

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

**Other Information**

20.	<p>Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).</p> <p><b>Methodology for setting Institutional Set Standards (ISS) &amp; Stretch Goals (SG):</b></p> <ul style="list-style-type: none"> <li>• Completion rate: Maintained at 72%</li> <li>• Degrees, transfer: ISS = 80% of 2017-18 measure; SG = +10% of 2017-18 measure</li> <li>• Certificates: ISS &amp; SG were adjusted for 2019-20 when definition was adjusted to only include certificates require 16 or more units</li> <li>• Job placement rates: ISS = Perkins V standard; SG = +0.5% of 2017-18 for 2018-19 with 0.5%</li> </ul>
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increase each  
subsequent year up to 100%

**Data source:**

- Completion rate, degrees, certificates, and transfer: Customized SQL report pulling District Colleague data
- Job placement rates: Perkins V Core Indicator 4 Summary

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

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**Annual Fiscal Report**  
**California Community College**  
Reporting Year: 2020-2021  
**Final Submission**  
04/07/2022

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

**General Information**

#	Question	Answer
1.	Confirm College Information	<b>Confirmed</b>
2.	District Name: Is the college a single college district?	<b>Contra Costa Community College District</b> <b>No</b>
<b>2. Additional Information:</b> If the college is a single college district, questions 21a, 21b, 22, 23 and 24 will "auto fill" from 18a, 18b, 4a, 6a, and 6d respectively.		
3.	a. Name of College Chief Business Officer (CBO) b. Title of College CBO c. Phone number of College CBO d. E-mail of College CBO e. Name of District CBO f. Title of District CBO g. Phone number of District CBO h. E-mail of District CBO	<b>Todd Hampton</b> <b>Vice President, Business and Administrative Services</b> <b>925-969-2018</b> <b>thampton@dvc.edu</b> <b>Phyllis Carter</b> <b>Associate Vice Chancellor/Chief Financial Officer</b> <b>925-229-6944</b> <b>pcarter@4cd.edu</b>
<b>3. Additional Information:</b> The District CBO email address will be copied on the final report once it has been approved by the CEO		

**DISTRICT DATA (including single college organizations) Revenue**

		(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)																														
		FY 18/19	FY 19/20	FY 20/21																												
4.	a. Total Unrestricted General Fund Revenues (excluding account 8900)	<b>\$ 218,758,064</b>	<b>\$ 212,152,647</b>	<b>\$ 211,020,218</b>																												
	b. Other Unrestricted Financing Sources (Account 8900)	<b>\$ 1,433,132</b>	<b>\$ 925,010</b>	<b>\$ 4,076,362</b>																												
	i. Other Unrestricted Financing Sources (account 8900) is primarily comprised of (two largest components, if applicable):	<table border="1"> <thead> <tr> <th>Year</th> <th>Description</th> <th>Amount</th> <th>Sustainable/One-time</th> </tr> </thead> <tbody> <tr> <td><b>FY 18/19</b></td> <td><b>Funding from closed auxiliary</b></td> <td><b>\$ 999,785</b></td> <td><b>One-time</b></td> </tr> <tr> <td><b>FY 18/19</b></td> <td><b>ASU staffing costs</b></td> <td><b>\$ 232,071</b></td> <td><b>One-time</b></td> </tr> <tr> <td><b>FY 19/20</b></td> <td><b>Vacation &amp; load bank payouts</b></td> <td><b>\$ 514,188</b></td> <td><b>Sustainable</b></td> </tr> <tr> <td><b>FY 19/20</b></td> <td><b>Funding for museum inventory</b></td> <td><b>\$ 200,000</b></td> <td><b>One-time</b></td> </tr> <tr> <td><b>FY 20/21</b></td> <td><b>HEERF lost revenue</b></td> <td><b>\$ 3,889,481</b></td> <td><b>HEERF</b></td> </tr> <tr> <td><b>FY 20/21</b></td> <td><b>COPS annual payments and fees</b></td> <td><b>\$ 118,450</b></td> <td><b>Sustainable</b></td> </tr> </tbody> </table>			Year	Description	Amount	Sustainable/One-time	<b>FY 18/19</b>	<b>Funding from closed auxiliary</b>	<b>\$ 999,785</b>	<b>One-time</b>	<b>FY 18/19</b>	<b>ASU staffing costs</b>	<b>\$ 232,071</b>	<b>One-time</b>	<b>FY 19/20</b>	<b>Vacation &amp; load bank payouts</b>	<b>\$ 514,188</b>	<b>Sustainable</b>	<b>FY 19/20</b>	<b>Funding for museum inventory</b>	<b>\$ 200,000</b>	<b>One-time</b>	<b>FY 20/21</b>	<b>HEERF lost revenue</b>	<b>\$ 3,889,481</b>	<b>HEERF</b>	<b>FY 20/21</b>	<b>COPS annual payments and fees</b>	<b>\$ 118,450</b>	<b>Sustainable</b>
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<b>4. Additional Information:</b> ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue. ACCJC will count HEERF funds as sustainable for 2020-21. Transfers-in from OPEB trusts are not sustainable; list as one-time.																																
		(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)																														
		FY 18/19	FY 19/20	FY 20/21																												
5.	a. Net (Adjusted) Unrestricted General Fund Beginning Balance	<b>\$ 37,068,053</b>	<b>\$ 41,561,805</b>	<b>\$ 41,936,005</b>																												
	b. Net Unrestricted General Fund Ending Balance, including transfers in/out	<b>\$ 41,156,105</b>	<b>\$ 41,936,005</b>	<b>\$ 52,309,901</b>																												
<b>5. Additional Information:</b> a. use adjusted beginning fund balance from CCFS 311 Annual b. This amount is the amount reported on the CCFS 311 report after transfers in/out																																

**Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)**

		(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)		
		FY 18/19	FY 19/20	FY 20/21
6.	a. Total Unrestricted General Fund Expenditures (including account 7000)	<b>\$ 215,697,444</b>	<b>\$ 212,703,457</b>	<b>\$ 204,722,684</b>
	b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	<b>\$ 184,015,326</b>	<b>\$ 186,500,311</b>	<b>\$ 182,722,342</b>
	c. Other Unrestricted General Fund Outgo (6a - 6b)	<b>\$ 31,682,118</b>	<b>\$ 26,203,146</b>	<b>\$ 22,000,342</b>

d. Unrestricted General Fund Ending Balance	\$ 41,561,805	\$ 41,936,005	\$ 52,309,901
e. If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 21/22 with a deficit?	No		
i. If yes, what is the estimated unrestricted deficit?			
<b>6. Additional Information:</b>			
d. 6.d. same as 5.b., which includes transfers in/out			

**Liabilities - Debt**

7.	Did the District borrow funds for cash flow purposes?	FY 18/19 No	FY 19/20 No	FY 20/21 No
8.	Total Borrowing/Total Debt — Unrestricted General Fund	FY 18/19	FY 19/20	FY 20/21
a.	Short-Term Borrowing (TRANS, etc)	N/A	N/A	N/A
b.	Long-Term Debt (COPs, Capital Leases, other long-term borrowing):	N/A	N/A	N/A
<b>8. Additional Information:</b>				
a. list total short-term Unrestricted General Fund Borrowing/Debt				
b. list <u>total</u> long-term Unrestricted General Fund Borrowing/Debt ( <u>not</u> G.O. Bonds)				
9.	a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	FY 18/19 No	FY 19/20 No	FY 20/21 No
	b. What type(s)	N/A	N/A	N/A
	c. Total amount	N/A	N/A	N/A
10.	Debt Service Payments (Unrestricted General Fund)	FY 18/19 N/A	FY 19/20 N/A	FY 20/21 N/A
<b>10. Additional Information:</b>				
This amount also includes transfers made from the Unrestricted General Fund to any other fund for the purposes of debt service payments				

**Other Post Employment Benefits**

11.	(Source: <b>Most recent GASB 74/75 OPEB Actuarial Report</b> )	FY 20/21		
a.	Total OPEB Liability (TOL) for OPEB	\$ 240,896,451		
b.	Net OPEB Liability (NOL) for OPEB	\$ 68,429,632		
c.	Funded Ratio [Fiduciary Net Position (FNP/TOL)]	72 %		
d.	NOL as Percentage of OPEB Payroll	72 %		
e.	Service Cost (SC)	\$ 5,031,066		
f.	Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	\$ 12,552,709		
<b>11. Additional Information:</b>				
Annual contribution to the Service Cost is generally the pay-as-you-go cost paid by the unrestricted general fund. Any contribution to the NOL is generally above that amount, and is paid into an Irrevocable Trust during the fiscal year. Please list both amounts here. Note this does not include any change in value or investment earnings of the trust.				
12.	Date of most recent GASB 74/75 OPEB Actuarial Report - use valuation date (mm/dd/yyyy)	06/30/2021		
13.	a. Has an irrevocable trust been established for OPEB liabilities?	Yes		
	b. Amount deposited into OPEB Irrevocable Trust	FY 18/19 \$ 5,215,800	FY 19/20 \$ 14,607,900	FY 20/21 \$ 0
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB	\$ 4,651,974	\$ 1,223,306	\$ 4,008,144
	d. OPEB Irrevocable Trust Balance as of fiscal year end	\$ 118,123,940	\$ 137,351,823	\$ 172,466,819
	e. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2020/21?	No		
<b>13. Additional Information:</b>				
b. Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit, and trust is referred to as Fiduciary Trust or Plan Fiduciary.				
e. If "yes", that description and amount should be reported in 4.b.i. for FY 20/21				

**Cash Position**

14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined	FY 18/19	FY 19/20	FY 20/21
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	General Fund Balance Sheet Total — Unrestricted and Restricted-accounts 9100 through 9115)	\$ 50,110,046	\$ 45,974,601	\$ 64,089,587
15.	Does the district prepare cash flow projections during the year?	Yes		
	b. Does the district anticipate significant cash flow issues during 21/22?	No		
<b>15. Additional Information:</b>				
b. Significant cash flow issues are defined as needing additional cash equal to or exceeding 15% of unrestricted GF revenues				

**Annual Audit Information**

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	N/A (see note in question 27)		
<b>NOTE:</b> Audited financial statements are due to the ACCJC no later than April 8, 2022. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.				
		FY 18/19	FY 19/20	FY 20/21
	a. List the number of audit findings (financial statement, federal compliance, and state compliance) for each year. (Enter 0 if none):	N/A	N/A	N/A
	b. From Summary of Auditors Results (Annual Audit) for 2020-21 (this is usually a single page at the beginning of the Findings and Questioned Costs section):			
	<u>Financial Statements</u>			
	i. Type of auditor's report issued	\$ 4,651,974		
	ii. Internal Control Material Weaknesses identified	\$ 1,223,306		
	iii. Internal Control Significant Deficiencies identified	\$ 4,008,144		
17.	<u>Federal Awards</u>			
	i. Type of auditor's report issued on compliance	\$ 118,123,940		
	ii. Internal Control Material Weaknesses identified	\$ 137,351,823		
	iii. Internal Control Significant Deficiencies identified	\$ 172,466,819		
	iv. Qualified as low-risk auditee	\$ 41,561,805		
	<u>State Awards</u>			
	i. Type of auditor's report issued on compliance	\$ 41,936,005		
	If qualified, how many state programs were qualified	0		
	ii. Internal Control Material Weaknesses identified			
	iii. Internal Control Significant Deficiencies identified			

**Other District Information**

18.		FY 18/19	FY 19/20	FY 20/21
	a. Final Adopted Budget — budgeted Full Time Equivalent Students (FTES) (Annual Target)	31,018	30,768	28,668
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	27,210	29,098	25,683
<b>18. Additional Information:</b>				
a. Resident FTES only.				
b. Report resident FTES only. Please use actual FTES, not hold harmless FTES.				
19.		FY 18/19	FY 19/20	FY 20/21
	Number of FTES shifted into the fiscal year, or out of the fiscal year	-2,565	0	0
<b>19. Additional Information:</b>				
d. If the District shifted both in and out of a fiscal year, report the net (positive or negative). A negative number may be entered. For FTES shifted into a given year, that same amount should be subtracted from the corresponding report year.				
20.	a. During the report year, did the district settle any contracts with employee bargaining units?	Yes		
	b. Did any negotiations remain open?	No		
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	As part of its three-year agreement, the District provided a 3% salary increase for the 2020-21 fiscal year (Year 2 of the agreement).		

**College Data**

21.	<b>NOTE:</b> For a single college district the information is the same that was entered into the District section of the report.			
		FY 18/19	FY 19/20	FY 20/21
	a. Final Adopted Budget - budgeted Full Time Equivalent Students (FTES) (Annual Target)	17,336	17,136	15,336
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS			

320		15,240	16,205	14,430
c.	Is the college experiencing enrollment decline in the current (21/22) year?	<input type="text" value="Yes"/>		
i.	If yes, what is the estimated FTES decline?	<input type="text" value="-1,285"/>		
<b>21. Additional Information:</b> For a single college district the information is the same that was entered into the District section of the report.				
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	FY 18/19 <input type="text" value="\$ 86,245,166"/>	FY 19/20 <input type="text" value="\$ 86,515,284"/>	FY 20/21 <input type="text" value="\$ 85,527,251"/>
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	FY 18/19 <input type="text" value="\$ 85,851,225"/>	FY 19/20 <input type="text" value="\$ 87,854,127"/>	FY 20/21 <input type="text" value="\$ 83,749,917"/>
<b>23. Additional Information:</b> For a college within a multi-college District, include District allocated costs.				
24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	FY 18/19 <input type="text" value="\$ 4,061,872"/>	FY 19/20 <input type="text" value="\$ 7,226,751"/>	FY 20/21 <input type="text" value="\$ 11,824,478"/>
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	FY 18/19 <input type="text" value="4.7 %"/>	FY 19/20 <input type="text" value="8.2 %"/>	FY 20/21 <input type="text" value="14.1 %"/>
26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	Cohort Year 2016 <input type="text" value="8.3 %"/>	Cohort Year 2017 <input type="text" value="11 %"/>	Cohort Year 2018 <input type="text" value="7.5 %"/>

**District and College Data**

27.	a. Were there any executive or senior administration leadership changes at the College or District during the most recent report year, including June 30? List for the District and for the College.	<input type="text" value="Yes"/>
	b. Please describe the leadership change(s)	
	<input ""="" 16="" 17="" a"="" and="" for="" n="" of="" questions="" report.="" this="" type="text" value="           DISTRICT: A permanent Chancellor was hired in November 2020. The Associate Vice Chancellor of Finance position became vacant in November 2020. The position remained vacant during recruitment. The Associate Vice Chancellor of Human Resources position became vacant in June 2021 and an interim was appointed during the same month.           COLLEGE: A permanent Vice President of Equity &amp; Student Services was hired in June 2021.           Note to Question 16 &amp; 17 (annual audit): ACCJC has been informed the 2020-21 audit will not be final until 6/30/2022. ACCJC has okayed reporting "/>	
	c. How many executive or senior administration positions have been replaced with an interim, or remain vacant, as of 6/30/2021?	<input type="text" value="2"/>
<b>27. Additional Information:</b> Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district.		

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

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