



Contra Costa Community College District

District Workforce Diversity Efforts and Student, Employee and Service Area Demographics

February 2013

District Research
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- A modest rise in the percentage of Asian faculty at DVC has coincided with a modest drop in the percentage of Asian classified employees.
- LMC has experienced a modest rise in the percentage of Asian employees that are also students and a slight drop in the percentage of Asian classified employees
- At CCC African American employees are slightly more likely to be employed as faculty (particularly full-time) and slightly less likely to be employed as classified staff.
- Likewise, Hispanic employees at LMC are becoming slightly more likely to be employed as faculty and slightly less likely as classified.
- Districtwide, the number and percentage of managers representing each ethnicity has either declined or remained steady, with the exception of a modest increase of Asian managers.

In each case the percentage shifts are quite modest but there was some indication that the movement was directional. Continued monitoring would be required to determine if these shifts are revealing of an actual or emerging trend. It is worth reminding that these four cases correspond to modest reapportionment within employee categories while overall the ethnicity profile of each college and the District has remained relatively stable.

It is also worth noting that the fall 2011 percentages remained largely unchanged from prior years for the five primary ethnic groups at each of the colleges. Given that fall 2011 displayed a moderate drop in the percentage of employees placed in the Unknown category (See next section.) there is some confidence that those previously identified as Unknown have a similar ethnicity profile across the five categories as those choosing those categories explicitly.

High Percentage of Other and Unknown employees and students

The percentage of both students and employees falling into the ethnicity category of "Other" is unusually large across all three colleges relative to their service areas. District-wide, employees and students are roughly three times more likely than county residents to be classified as Other. The gap is most pronounced for DVC where roughly 1 of every 5 employees (19.3%) are classified as Other; that figure is less than 5% for residents of the DVC service area.

Nationally, there has been a steady rise of Americans self-identifying as being of "Two or More" ethnicities; this trend is particularly pronounced among younger people, and national research suggests that this trend is likely to continue throughout the decade. However, review of the detailed CCCCD employee tables reveals that the high percentage of employees included in Other is primarily a consequence of a large percentage of employees being placed into the "Unknown" category rather than choosing "Two or More" ethnicities. While the percentage of employees placed in the Unknown category dropped in fall 2011 district-wide, it remains unusually high. Determining why the percentage of Unknowns remains elevated may help reveal systemic or structural shortcomings which, if resolved, could support higher quality data and analysis.

Demographic Comparisons (Fall 2011)

Comparison of District and college employee profiles with those of the students and the service area reveals some noteworthy differences in the ethnic makeup across the three groups as illustrated in Figure 1 and Tables 5 and 6. Generally, the ethnic profile of students at each of the colleges matched the

Excellence Internship Program resulted in job offers to 6 candidates of varying backgrounds. A review of the internship program is underway this semester, with input sought from the first cohort, who completed the program just last semester. Both 4CDLI and the internship program will be modified and improved as needed, and continued in the coming years.

Reaching a broad base of potential recruitment applicants is a key tool in increasing the diversity of the ultimate application pool, and the likelihood of a diverse candidate being selected in any given recruitment. The District always utilizes the most common advertising sources such as Monster.com, Craigslist, Diversity.com, and local newspapers, and also takes advantage of more specific outreach tools such as the State Chancellor's Registry, Jobsinhighered.com, and professional associations, periodicals and listservs. In addition, the District has an assortment of other sources such as Blacks in higher ed.com, Women in higher ed.com, Disabled people.com, Hispanic Outlook, the Tribal College Journal of American Indian Higher Education, and veteran's web resources that are used in all relevant recruitments. Finally, the District does some direct recruitment at job fairs in Northern and Southern California, and on occasion at out of state job fairs for hard to fill positions. When participating in job fairs, the District intentionally has diverse faculty and staff representatives.

The District's continued focus on closing the achievement gap has included a series of Districtwide conversations building heightened awareness around diversity and improved cultural competence. Outcomes included enhanced mindfulness to engage with people of differing backgrounds and an improvement in efforts to hire employees that better resemble our students.

In the fall of 2012, the District partnered with Brandman University in a program that allowed five District employees to enroll in Brandman's MBA program at a reduced rate. The first cohort is very diverse. The success of this program is being monitored and other partnering opportunities with Brandman are under consideration.

Analysis of Demographic Data

The District has also conducted a thorough review of data, comparing the ethnic makeup of our community with that of our students, and employees. The following independent analysis, prepared by Mr. Gregory Stoup, incoming Senior Dean of Research and Planning, provides insight into the data contained in the graphs and tables beginning on page 7.

Profile Stability

In the aggregate, the employee profiles for each college have remained largely stable over the last four years in terms of the percentages captured in the five primary¹ ethnicity groups of Asian, African American, Filipino, Hispanic and White per Tables 1 and 2.

The data on Tables 3 and 4 reveal some variability over the last four years within certain categories of employees; however, given the limitations of the data in terms of the timeline and sample sizes, it is difficult to determine whether this variability indicates the emergence of a trend. That said, there is some evidence of a modest reapportionment of ethnicities across several employee categories.

¹ The term Primary is used here in reference to the size of the population

Background

For 2012-13, Governing Board Goal 4.3 states that the Board will “Monitor human resources issues that have an impact on workforce diversity.” Three actions were established in support of this goal.

- Review District hiring policies with a focus on ensuring administrative, faculty and classified staff diversity.
- Review and ensure modification of policies and procedures to support findings as appropriate.
- Receive staff reports on the District’s efforts to create and maintain a diverse workforce.

The Board also recently requested information about the demographics of the student, employee and service area populations. Because these items are inextricably linked, this report is being provided to give the Board a sense of both the current state of affairs and the external dynamics that created it.

Workforce Diversity Policies and Procedures

The District addresses diversity in a number of ways, including both aspirational and procedural components. The District’s vision statement emphasizes the commitment to diversity: “...our colleges transform lives. We are agents of *equity*, compassion, and excellence, building upon the *diverse* strengths of our students, faculty and staff. We thrive upon the learning and success of all of our students.”

In operationalizing the diversity aspects of the vision and ensuring legal compliance, the District has a number of policies and procedures related to hiring. (See Appendices) The cornerstone is Human Resources Procedure 1010.02, the Uniform Employment Selection Guide (UESG.) The UESG went through fairly extensive review over the course of 2010 and 2011, with changes approved by all appropriate constituents. The Governing Board reviewed and approved the changes on April 27, 2012. The District also practices guidelines included in Board Policy 2001, Nondiscrimination Policy, which calls out the District’s commitment to equal access in recruitment, selection, promotion and transfer. Board Policy 2052, Equal Employment Opportunity, expresses the District’s commitment to foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. Of particular note is Human Resources procedure 1010.01, Interim Nondiscrimination Procedures and Faculty and Staff Diversity Program, which outlines the District’s procedures related to diversity, to ensure good faith efforts are undertaken to recruit applicants from all ethnic and gender groups. The District is subject to the requirements of Proposition 209 and, like all California Community Colleges, awaits direction from the State on implementation of a revised Equal Employment Opportunity (EEO) Program. Until that guidance is issued, the District remains mindful of the existing policies and procedures, coupled with our vision. All policies and procedures are reviewed on a four-year rotational basis and revised as appropriate. All policies are reviewed and approved by the Governing Board.

Workforce Diversity Efforts

We also strive to be proactive in diversity hiring efforts. Two endeavors recently presented to the Governing Board which support the District’s goals in diversity are the 4CD Leadership Institute (4CDLI), 4CDLI Advanced, and the Teaching Excellence Internship Program. Over the past three years, the 4CDLI programs have graduated 61 individuals, many of whom have advanced in their career. The Teaching

ethnicity profile of their service area to a higher degree than the ethnicity profile of their employees matched that of the service area.

Comparison of the employee profile with that of local residents revealed that there is a higher percentage of both African American and Asian students at each of the three colleges relative to their respective service areas. District-wide, the percentage difference is highest among African Americans where the percentage of students is 12.6% while County-wide, 8.9% of residents are African American. For Asians the percentages are 16.0% for students and 14.6% for residents. Offsetting the higher representation among African American and Asian employees is a lower percentage of employees that are Hispanic relative to the percentage of Hispanics in the county population. The percentage of Hispanic employees is lower at each of the three colleges relative to their service areas; District-wide 12% of employees are Hispanic compared to 24.4% of county residents. The District-wide percentage of White employees is almost identical to that of the County; however, there was variation across the colleges with two colleges showing slightly higher percentage among white employees and one slightly lower.

However, once again, these figures are confounded by the high percentage of employees captured in the category of Other. District-wide, 17.2% of employees are classified as Other; for faculty alone that figure is 16.7%. Yet only 4.4% of Contra Costa County residents are listed as Other. Putting aside the difficult question as to what degree of alignment one should expect between employee and resident ethnicity profiles², with such a disproportionate representation of District employees captured in the Other category, it is difficult to draw conclusions on the degree to which the employee profile of the colleges and the District parallel that of the service areas and the county.

As noted earlier, the ethnicity profile of students at each of the three colleges more closely parallels that of their respective services areas. While the variations are smaller in degree, the percentage of both African American and Asian students at all three of the colleges is higher than that of the population in each of the college's respective service areas. Interestingly, in the case for students, this is not offset by a relatively smaller representation among Hispanic students like it was for Hispanic employees. District-wide 24.4% of students are Hispanic which is identical to the percentage of Hispanics represented in the county. Similarly, the percentage of Hispanic students at each of the three colleges matches closely the percentage in their service areas. In the case of students, the adjustment comes in lower proportion of White students relative to the overall county. Likewise, the percentage of White students at each of the colleges is lower than the percentage in the corresponding service area.

But once again, some caution needs to be exercised in the interpretation given that 14.3% of students District-wide are classified in the Other category. This figure is slightly smaller than for employees, but large enough to give pause in how strongly claims can be associated with these data.

Employment Trends (2000 - 2010)

Examination of the District hiring patterns over the last decades reveals a movement toward greater alignment with the county ethnicity profile as shown on Table 7. Employment of Hispanics has increased across all three colleges and the District and today, all four institutions employ higher percentages of Hispanics than in 2000. However, during the same period, growth of Hispanic residents in each of the

² Such comparisons would likely be more meaningful if one could control for both the level of education attainment and relevant work experience of employees and county residents.

college service areas and county-wide has increased at an even faster pace, moving the District and the three colleges further from parity with their local populations. Hispanic residents are the fastest growing population in two of the three college service areas and is the fastest growing segment county-wide, displaying an increase of Hispanic residents from 17.7% of the county population in 2000 to 24.4% in 2010. Should the Hispanic population continue to grow at this rapid pace, the colleges and the District will be challenged to create greater alignment among its employees, given that to do so, will require hiring rates of Hispanics at each institution exceed the growth rates of the local populations.

A similar narrative can be attached to the change in concentrations of White employees and residents, though in the opposite direction. In the case of Whites, the concentrations are declining in all three service areas and county-wide. Over the decade, the percentage of White employees declined at all four institutions, moving in the direction of greater alignment with the local populations. Meanwhile, the White populations in each service area and county-wide experienced declines as well. The pace of decline of White employees at two of the colleges exceeds that of their service areas, bringing them into greater alignment with their populations. However, at current rates it would take more than a decade for those two colleges to achieve parity with their service areas. The adjustment in concentration of White employees at the District and the remaining college (DVC) would have to quicken in pace to begin to achieve greater alignment with their local populations.

Education Attainment

As mentioned previously and illustrated in Figure 1, comparing the ethnicity profiles of the colleges with that of their service areas and likewise of the District with the county is made more meaningful if the education level and work experience of residents can be determined. Given that there are measureable and often sizable differences in the levels of education attainment across ethnic groups, perfect parity between employee and residential profiles is difficult to achieve. In Contra Costa County the percentage of residents having a master's degree or higher is 3.5% for African Americans, 9.5% for Asians, 1.6% for Hispanics and 9.6% for Whites. Part of the explanation for the difference in these percentages is due to difference in the age distribution of the four populations. The White population, for example, is older on average than the other ethnic groups and one would expect slightly higher levels of education for that reason alone. So even having some information on the education level of residents, does not allow for a perfect apples-to-apples comparison of profiles.

However, we can use the ethnicity data showing the percentage of county residents having a master's degree to create an (albeit somewhat crude) education-adjusted county profile to use as a comparison group for District-wide employment patterns. Doing so results in a drastically different ethnicity profile for the county. Comparing the ethnicity distribution of county residents having a master's degree or above with the employment profile of the overall District would indicate that the District is employing roughly twice the percentage of Hispanics and over 5 times the percentage of African Americans as would be expected given the population distribution, all else equal. Conversely, again using this education adjusted benchmark, underrepresented employment levels are found across the system among both Asians and Whites. A dramatically different narrative emerges when an adjustment to the county baseline is made using this one measure of education attainment.

Another notable point is that the labor market for residents with a graduate degree is typically very tight even during times of economic contraction. Therefore, making significant adjustments to an institution's employment profile from this population would require more time and patience.

Perhaps, the primary lesson here is that it can be quite difficult to make true and balanced comparisons between these two populations (employees and residents) given the host of characteristics one would need to account for to treat them fairly. In addition to a more nuanced measure of education attainment, better research on this question would require detailed information on population age, gender, work experience, quality of education, the educational background of families and a host of other socioeconomic information.

Conclusions and Next Steps

In summary, the data reveal very little change in demographics over the last four years. A longer term view over decades more clearly illustrates that as the county population is becoming more diverse, so too are the District's students and employees. Unfortunately, the District is challenged in keeping its employee demographic shifts in pace with county and student demographic shifts. The information about the county population with master's degrees or higher demonstrates the difficulty in sourcing qualified Hispanic and African American applicants with this level of degree attainment, which is required for most District positions. This fact illustrates that the District has and will continue to have challenges in attracting an overall qualified workforce that matches the student and county demographic profile. Additionally, the past decade brought essentially no change in the number of funded students, driving little change in the number of employees. However, the county population reveals slightly over 30% growth, with a disproportionate number represented in the Hispanic category. Relying almost exclusively on employee turnover for the opportunity to fill vacant positions from a more diverse population base, translates to slow shifts in employee demographics. Employee demographic changes will likely continue to lag those of county, and lag significantly those of the students.

Upon delivery of the State's model EEO Program, the District will integrate said model into existing policies, procedures, and outreach and recruitment efforts. The District will continue its broad recruitment outreach by advertising in a variety of journals, listservs, newspapers, and websites that target diverse, non-traditional applicants, and seek ideas for untapped sources. Recognizing the challenges illustrated by the data, the District will continue proactive programs to retain, promote and source a more diverse workforce, such as 4CDLI and the Teaching Excellence Internship Program. We will seek out programs, like the one offered through Brandman, that afford District employees the opportunity to acquire advanced degrees. Graduate schools provide a conduit to a direct source of academic employees and the District is always looking for ways to directly recruit from or form relationships with graduate schools. The District remains committed to equity and diversity in its staff to better serve its students and community.

Figure 1: Racial/Ethnic Composition of Students, Employees, and County Population Compared to Distribution of Graduate Degrees

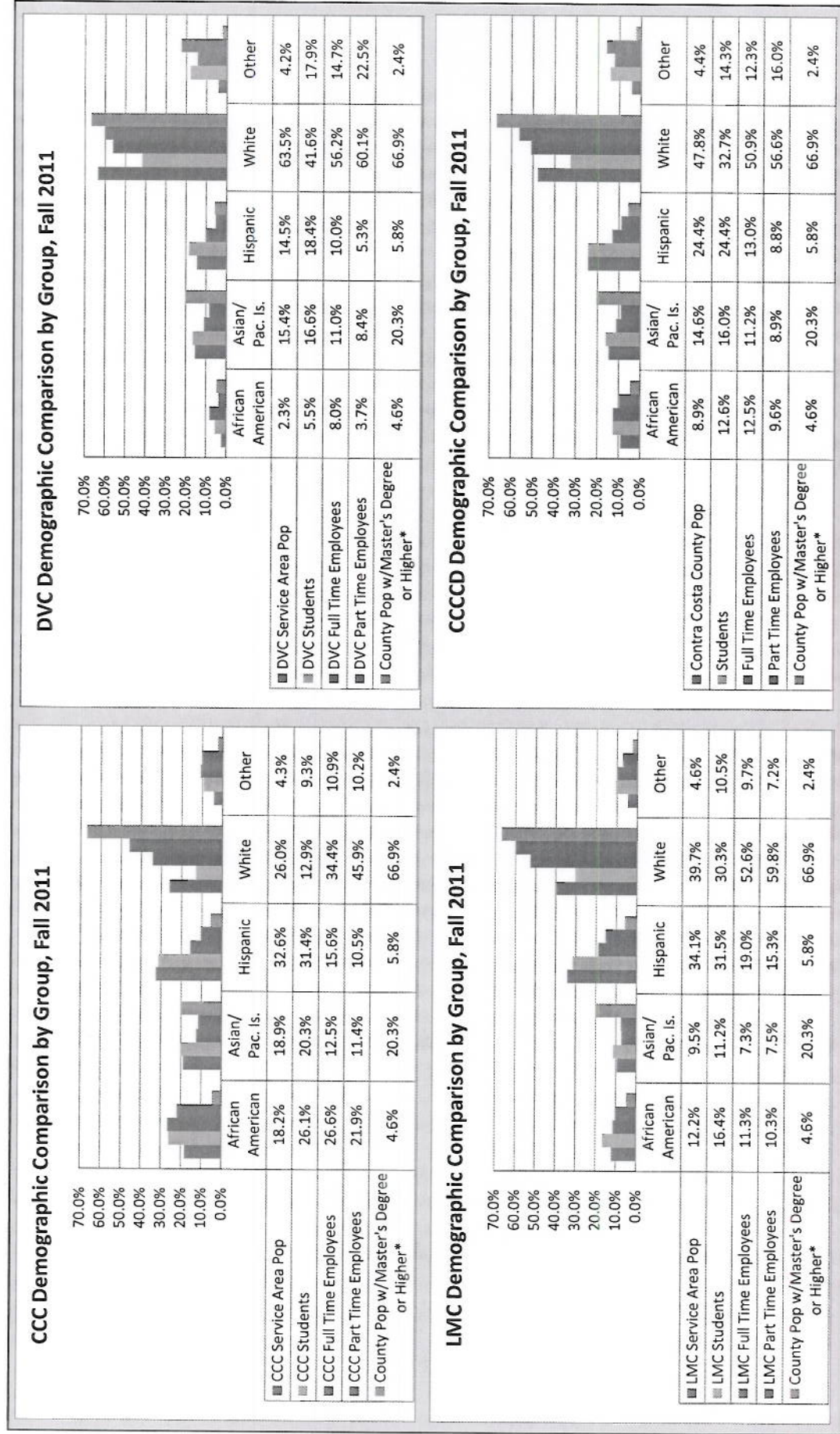


Table 1: Employees by Location, Term, and Racial/Ethnic Group - (Number)

Location/ Term	African American	Asian	Filipino	Hispanic	Native American	Other	Pacific Islander	Two or More	Unknown	White	Grand Total
CCC											
Fall 2008	194	84	29	121	1	17	5		60	257	768
Fall 2009	192	70	32	112	2	20	5		84	261	778
Fall 2010	166	71	31	100	3	10	6		126	231	744
Fall 2011	158	79	26	99	3		7	22	52	235	681
DVC											
Fall 2008	103	143	48	162	18	20	5		411	934	1,844
Fall 2009	101	163	39	154	13	21	2		447	902	1,842
Fall 2010	77	113	36	128	10	10	3		445	776	1,598
Fall 2011	98	138	41	129	9		3	41	312	804	1,575
LMC											
Fall 2008	113	49	42	183	3	11	2		49	437	889
Fall 2009	105	49	35	176	3	10	4		73	442	897
Fall 2010	92	48	34	152	2	10	3		113	399	853
Fall 2011	93	45	29	147	5		2	29	49	391	790
DST											
Fall 2008	13	5	9	7		2			4	51	91
Fall 2009	12	6	6	8	1	1			8	48	90
Fall 2010	10	6	7	10	1	2			10	43	89
Fall 2011	10	8	9	5	2			1	5	42	82

Table 2: Employees by Location, Term, and Racial/Ethnic Group - (Percent)

Location/ Term	African American	Asian	Filipino	Hispanic	Native American	Other	Pacific Islander	Two or More	Unknown	White	Grand Total
CCC											
Fall 2008	25%	11%	4%	16%	0%	2%	1%		8%	33%	100%
Fall 2009	25%	9%	4%	14%	0%	3%	1%		11%	34%	100%
Fall 2010	22%	10%	4%	13%	0%	1%	1%		17%	31%	100%
Fall 2011	23%	12%	4%	15%	0%		1%	3%	8%	35%	100%
DVC											
Fall 2008	6%	8%	3%	9%	1%	1%	0%		22%	51%	100%
Fall 2009	5%	9%	2%	8%	1%	1%	0%		24%	49%	100%
Fall 2010	5%	7%	2%	8%	1%	1%	0%		28%	49%	100%
Fall 2011	6%	9%	3%	8%	1%		0%	3%	20%	51%	100%
LMC											
Fall 2008	13%	6%	5%	21%	0%	1%	0%		6%	49%	100%
Fall 2009	12%	5%	4%	20%	0%	1%	0%		8%	49%	100%
Fall 2010	11%	6%	4%	18%	0%	1%	0%		13%	47%	100%
Fall 2011	12%	6%	4%	19%	1%		0%	4%	6%	49%	100%
DST											
Fall 2008	14%	5%	10%	8%		2%			4%	56%	100%
Fall 2009	13%	7%	7%	9%	1%	1%			9%	53%	100%
Fall 2010	11%	7%	8%	11%	1%	2%			11%	48%	100%
Fall 2011	12%	10%	11%	6%	2%			1%	6%	51%	100%

Table 3: Employee Group by Location, Race/Ethnicity, and Term - (Number)

Location/ Group	African American			Asian			Hispanic			White			All Other Groups			
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011
CCC																
Full Time Faculty	20	20	19	17	11	10	9	8	11	11	10	12	55	52	48	43
Part Time Faculty	49	49	46	51	18	23	24	23	18	21	17	16	123	124	108	120
Mgrs/Supps/Conf.	7	7	7	8	3	3	3	3	2	3	3	2	8	8	8	4
Classified	69	72	56	48	33	34	29	28	45	38	33	35	56	59	53	52
Student Employees	49	44	38	34	53	37	43	50	45	39	37	34	15	18	14	16
Total	194	192	166	158	118	107	108	112	121	112	100	99	257	261	231	235
DVC																
Full Time Faculty	11	10	9	10	17	16	17	16	23	24	24	22	157	157	146	143
Part Time Faculty	16	19	15	21	35	44	34	42	19	15	14	16	391	364	322	345
Mgrs/Supps/Conf.	4	4	4	4	1	2	2	3	7	5	5	4	25	25	22	23
Classified	48	40	34	32	73	69	55	56	70	71	54	47	244	237	198	210
Student Employees	24	28	15	31	70	73	44	65	43	39	31	40	117	119	88	83
Total	103	101	77	98	196	204	152	182	162	154	128	129	934	902	776	804
LMC																
Full Time Faculty	11	11	10	11	9	9	9	8	15	17	15	16	64	65	63	64
Part Time Faculty	24	26	22	21	23	21	18	17	33	31	29	31	189	194	166	157
Mgrs/Supps/Conf.	4	3	2	1	6	5	4	3	5	6	3	4	14	13	13	12
Classified	27	26	26	28	22	19	17	14	65	67	56	47	94	99	97	89
Student Employees	47	39	32	32	33	34	37	34	65	55	49	49	76	71	60	69
Total	113	105	92	93	93	88	85	76	183	176	152	147	437	442	399	391
DST																
Part Time Faculty	1								1							
Mgrs/Supps/Conf.	5	5	3	5	7	8	7	8	1	2	2	2	22	23	21	19
Classified	7	6	6	4	7	4	6	9	5	6	8	3	29	25	22	23
Student Employees		1	1	1												
Total	13	12	10	10	14	12	13	17	7	8	10	5	51	48	43	42
CCCCD																
Full Time Faculty	42	41	38	38	37	35	35	32	49	52	49	50	276	274	257	250
Part Time Faculty	90	94	83	93	76	88	76	82	71	67	60	63	703	682	596	622
Mgrs/Supps/Conf.	20	19	16	18	10	18	16	17	15	16	13	12	69	69	64	58
Classified	151	144	122	112	135	126	107	107	185	182	151	132	423	420	370	374
Student Employees	120	112	86	98	156	144	124	149	153	133	117	123	208	208	162	168
Total	423	410	345	359	414	411	359	397	473	450	390	390	1,679	1,653	1,449	1,472
													596	683	742	530

Table 4: Employee Group by Location, Race/Ethnicity, and Term - (Percent)

Location/ Group	African American				Asian				Hispanic				White				All Other Groups			
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011
CCC																				
Full Time Faculty	10%	10%	11%	11%	9%	9%	8%	7%	9%	10%	10%	12%	21%	20%	21%	18%	14%	12%	7%	14%
Part Time Faculty	25%	26%	28%	32%	15%	21%	22%	21%	15%	19%	17%	16%	48%	48%	47%	51%	41%	36%	37%	31%
Mgrs/Supv/Conf.	4%	4%	4%	5%	3%	3%	3%	3%	2%	3%	3%	2%	3%	3%	3%	2%	4%	3%	2%	3%
Classified	36%	38%	34%	30%	28%	32%	27%	25%	37%	34%	33%	35%	22%	23%	23%	22%	19%	32%	23%	23%
Student Employees	25%	23%	23%	22%	45%	35%	40%	45%	37%	35%	37%	34%	6%	7%	6%	7%	22%	17%	30%	29%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
DVC																				
Full Time Faculty	11%	10%	12%	10%	9%	8%	11%	9%	14%	16%	19%	17%	17%	17%	19%	18%	10%	11%	11%	13%
Part Time Faculty	16%	19%	19%	21%	18%	22%	22%	23%	12%	10%	11%	12%	42%	40%	41%	43%	34%	35%	38%	37%
Mgrs/Supv/Conf.	4%	4%	5%	4%	1%	1%	1%	2%	4%	3%	4%	3%	3%	3%	3%	3%	2%	2%	2%	1%
Classified	47%	40%	44%	33%	37%	34%	36%	31%	43%	46%	42%	36%	26%	26%	26%	26%	16%	16%	14%	15%
Student Employees	23%	28%	19%	32%	36%	36%	29%	36%	27%	25%	24%	31%	13%	13%	11%	10%	38%	36%	34%	34%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
LMC																				
Full Time Faculty	10%	10%	11%	12%	10%	10%	11%	11%	8%	10%	10%	11%	15%	15%	16%	16%	16%	13%	10%	13%
Part Time Faculty	21%	25%	24%	23%	25%	24%	21%	22%	18%	18%	19%	21%	43%	44%	42%	40%	29%	31%	25%	23%
Mgrs/Supv/Conf.	4%	3%	2%	1%	6%	6%	5%	4%	3%	3%	2%	3%	3%	3%	3%	3%	2%	2%	2%	1%
Classified	24%	25%	28%	30%	24%	22%	20%	18%	36%	38%	37%	32%	22%	22%	24%	23%	21%	23%	17%	17%
Student Employees	42%	37%	35%	34%	35%	39%	44%	45%	36%	31%	32%	33%	17%	16%	15%	18%	33%	30%	46%	46%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
DST																				
Part Time Faculty	8%																			
Mgrs/Supv/Conf.	38%	42%	30%	50%	50%	67%	54%	47%	14%	25%	20%	40%	43%	48%	49%	45%	50%	40%	46%	38%
Classified	54%	50%	60%	40%	50%	33%	46%	53%	71%	75%	80%	60%	57%	52%	51%	55%	50%	60%	54%	63%
Student Employees		8%	10%	10%																
Total	100%	100%	100%	100%	100%	100%	100%	100%	86%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
CCCCD																				
Full Time Faculty	10%	10%	11%	11%	9%	9%	10%	8%	10%	12%	13%	13%	16%	17%	18%	17%	11%	11%	10%	13%
Part Time Faculty	21%	23%	24%	26%	18%	21%	21%	21%	15%	15%	15%	17%	42%	41%	41%	42%	34%	34%	35%	33%
Mgrs/Supv/Conf.	5%	5%	5%	5%	2%	4%	4%	4%	3%	4%	3%	3%	4%	4%	4%	4%	3%	3%	3%	2%
Classified	36%	35%	35%	31%	33%	31%	30%	28%	39%	40%	39%	35%	25%	25%	26%	25%	17%	20%	17%	17%
Student Employees	28%	27%	25%	27%	38%	35%	35%	39%	32%	30%	30%	32%	12%	13%	11%	11%	35%	32%	35%	35%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 5: Demographic Comparison by Group - Fall 2011 (Number)

Location	African American	Asian/ Pac. Is.	Hispanic	White	Other	Total
CCC						
CCC Service Area Pop	46,288	48,052	82,807	66,018	11,000	254,165
CCC Students	2,072	1,611	2,498	1,027	741	7,949
CCC Full Time Employees	51	24	30	66	21	192
CCC Part Time Employees	73	38	35	153	34	333
DVC						
DVC Service Area Pop	11,701	77,530	72,993	318,906	21,292	502,422
DVC Students	1,102	3,328	3,705	8,361	3,607	20,103
DVC Full Time Employees	40	55	50	280	73	498
DVC Part Time Employees	27	62	39	441	165	734
LMC						
LMC Service Area Pop	35,615	27,681	99,760	115,999	13,383	292,438
LMC Students	1,483	1,011	2,842	2,738	949	9,023
LMC Full Time Employees	28	18	47	130	24	247
LMC Part Time Employees	33	24	49	192	23	321
CCCCD						
Contra Costa County Pop	93,604	153,263	255,560	500,923	45,675	1,049,025
Students	4,657	5,950	9,045	12,126	5,297	37,075
Full Time Employees	127	114	132	517	125	1,015
Part Time Employees	134	124	123	787	223	1,391
County Population with Master's Degree or Higher*	3,320	14,640	4,175	48,210	1,699	72,044

Table 6: Demographic Comparison by Group - Fall 2011 (Percent)

Location	African American	Asian/ Pac. Is.	Hispanic	White	Other	Total
CCC						
CCC Service Area Pop	18.2%	18.9%	32.6%	26.0%	4.3%	100.0%
CCC Students	26.1%	20.3%	31.4%	12.9%	9.3%	100.0%
CCC Full Time Employees	26.6%	12.5%	15.6%	34.4%	10.9%	100.0%
CCC Part Time Employees	21.9%	11.4%	10.5%	45.9%	10.2%	100.0%
DVC						
DVC Service Area Pop	2.3%	15.4%	14.5%	63.5%	4.2%	100.0%
DVC Students	5.5%	16.6%	18.4%	41.6%	17.9%	100.0%
DVC Full Time Employees	8.0%	11.0%	10.0%	56.2%	14.7%	100.0%
DVC Part Time Employees	3.7%	8.4%	5.3%	60.1%	22.5%	100.0%
LMC						
LMC Service Area Pop	12.2%	9.5%	34.1%	39.7%	4.6%	100.0%
LMC Students	16.4%	11.2%	31.5%	30.3%	10.5%	100.0%
LMC Full Time Employees	11.3%	7.3%	19.0%	52.6%	9.7%	100.0%
LMC Part Time Employees	10.3%	7.5%	15.3%	59.8%	7.2%	100.0%
CCCCD						
Contra Costa County Pop	8.9%	14.6%	24.4%	47.8%	4.4%	100.0%
Students	12.6%	16.0%	24.4%	32.7%	14.3%	100.0%
Full Time Employees	12.5%	11.2%	13.0%	50.9%	12.3%	100.0%
Part Time Employees	9.6%	8.9%	8.8%	56.6%	16.0%	100.0%
County Population with Master's Degree or Higher*	4.6%	20.3%	5.8%	66.9%	2.4%	100.0%

Note: This analysis exclude student employees.

Full time employee groups include: Academic Managers, Classified Managers, Full Time Faculty, Classified Monthly, and Confidential.

Part time employee groups include: Part Time Faculty and Classified Hourly.

*Contra Costa County, California Estimate: Educational Attainment by Race/Ethnicity for Total Population: Civilian labor force 20 years and over. EEO Tabulation 2006-2010 (5-year ACS data).

Table 7: Difference in Percent of Racial/Ethnic Distribution from 2000 to 2010 for Select Groups

Area/Site	Students			Employees			Population		
	Fall 2000 Students as %	Fall 2010 Students as %	Difference from 2000 to 2010	Fall 2000 Employees as %	Fall 2010 Employees as %	Difference from 2000 to 2010	2000 Population as %	2010 Population as %	Difference from 2000 to 2010
CCCCD / Contra Costa County	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%
African American	10.9%	13.0%	2.1%	9.6%	9.9%	0.3%	9.2%	8.9%	-0.2%
Asian/ Pac.Is.	16.9%	15.9%	-1.0%	6.3%	9.0%	2.7%	11.2%	14.6%	3.5%
Hispanic	14.1%	22.3%	8.2%	7.5%	9.9%	2.4%	17.7%	24.4%	6.7%
White	48.6%	33.5%	-15.1%	64.8%	56.6%	-8.2%	57.9%	47.8%	-10.2%
Other	9.5%	15.3%	5.8%	11.9%	14.6%	2.7%	4.1%	4.4%	0.2%
CCC / West County	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%	99.7%	100.0%	0.3%
African American	26.6%	26.5%	-0.1%	22.4%	21.9%	-0.5%	25.3%	18.2%	-7.1%
Asian/ Pac.Is.	20.4%	21.1%	0.7%	6.4%	12.8%	6.3%	18.6%	18.9%	0.3%
Hispanic	18.9%	28.7%	9.9%	6.7%	9.4%	2.7%	24.3%	32.6%	8.3%
White	25.4%	13.9%	-11.5%	54.6%	44.6%	-10.0%	27.4%	26.0%	-1.4%
Other	8.7%	9.7%	1.0%	9.8%	11.2%	1.4%	4.1%	4.3%	0.2%
DVC / Central County	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%	99.7%	100.0%	0.3%
African American	4.8%	5.7%	0.9%	4.9%	5.2%	0.3%	1.8%	2.3%	0.5%
Asian/ Pac.Is.	18.2%	16.1%	-2.1%	6.4%	7.9%	1.5%	9.7%	15.4%	5.7%
Hispanic	10.8%	16.1%	5.3%	5.8%	7.3%	1.4%	11.0%	14.5%	3.5%
White	55.9%	42.6%	-13.3%	65.6%	59.9%	-5.8%	73.8%	63.5%	-10.3%
Other	10.3%	19.5%	9.2%	17.3%	19.8%	2.5%	3.4%	4.2%	0.8%
LMC / East County	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%	99.5%	100.0%	0.5%
African American	11.7%	16.8%	5.1%	6.4%	9.7%	3.2%	10.4%	12.2%	1.8%
Asian/ Pac.Is.	10.8%	11.2%	0.3%	6.0%	8.4%	2.4%	8.1%	9.5%	1.4%
Hispanic	17.6%	29.6%	12.1%	10.9%	15.9%	5.0%	26.1%	34.1%	8.0%
White	51.5%	31.1%	-20.5%	72.0%	59.7%	-12.3%	50.7%	39.7%	-11.0%
Other	8.3%	11.3%	2.9%	4.7%	6.4%	1.8%	4.2%	4.6%	0.4%

All percentages based on information from Table 8: Racial/Ethnic Composition of CCCCDC Students and Staff Compared to County Population, 1990-2000-2010

Other includes all other groups: Native America, Multi-ethnicity, Unknown or Decline to State.

Population percentages based on U.S. Census Bureau Decennial Census information for Contra Costa County.

Student and employees percentages based on information from CCCCC Data Mart.

Table 8: Racial/Ethnic Composition of CCCCD Students and Staff Compared to County Population, 1990-2000-2010

Area/Site	1990			2000			2010					
	Fall 1990 Students n	%	Fall 1990 Employees n	1990 Population n	%	Fall 2000 Students n	Fall 2000 Employees n	2000 Population n	Fall 2010 Students n	Fall 2010 Employees n	2010 Population n	%
CCCCD / Contra Costa County	34,498	100.0%	na	803,732	100.0%	38,521	100.0%	948,816	39,068	1,850	1,049,025	100.0%
African American	3,004	8.7%	na	72,799	9.1%	4,210	10.9%	86,851	5,074	183	93,604	8.9%
Asian/ Pac.Is.	3,541	10.3%	na	73,810	9.2%	6,504	16.9%	105,838	6,225	167	153,263	14.6%
Hispanic	3,087	8.9%	na	91,282	11.4%	5,430	14.1%	167,776	8,698	183	255,560	24.4%
White	22,841	66.2%	na	561,400	69.8%	18,715	48.6%	549,409	13,090	1,047	500,923	47.8%
Other	2,025	5.9%	na	4,441	0.6%	3,662	9.5%	38,942	5,981	270	45,675	4.4%
CCC / West County	7,614	100.0%	na	215,836	100.0%	7,921	100.0%	242,439	8,413	392	254,165	100.0%
African American	1,885	24.8%	na	47,356	21.9%	2,106	26.6%	61,337	2,232	86	46,288	18.2%
Asian/ Pac.Is.	1,014	13.3%	na	30,439	14.1%	1,615	20.4%	45,094	1,776	50	48,052	18.9%
Hispanic	919	12.1%	na	29,320	13.6%	1,496	18.9%	58,913	2,418	37	82,807	32.6%
White	2,923	38.4%	na	96,239	44.6%	2,013	25.4%	66,428	1,170	175	66,018	26.0%
Other	873	11.5%	na	12,482	5.8%	691	8.7%	10,667	817	44	11,000	4.3%
DVC / Central County	20,422	100.0%	na	434,490	100.0%	21,365	100.0%	475,403	20,765	992	502,422	100.0%
African American	652	3.2%	na	7,098	1.6%	1,023	4.8%	8,557	1,176	52	11,701	2.9%
Asian/ Pac.Is.	2,065	10.1%	na	29,359	6.8%	3,888	18.2%	46,114	3,344	78	77,530	15.4%
Hispanic	1,280	6.3%	na	30,659	7.1%	2,311	10.8%	52,294	3,348	72	72,993	14.5%
White	15,526	76.0%	na	356,605	82.1%	11,943	55.9%	350,847	8,847	594	318,906	63.5%
Other	899	4.4%	na	10,769	2.5%	2,200	10.3%	17,590	4,050	196	21,292	4.2%
LMC / East County	6,462	100.0%	na	153,406	100.0%	9,235	100.0%	230,974	9,890	466	292,438	100.0%
African American	467	7.2%	na	9,663	6.3%	1,081	11.7%	24,021	1,666	45	35,615	12.2%
Asian/ Pac.Is.	462	7.1%	na	8,119	5.3%	1,001	10.8%	18,709	1,105	39	27,681	9.5%
Hispanic	888	13.7%	na	31,303	20.4%	1,623	17.6%	60,284	2,932	74	99,760	34.1%
White	4,392	68.0%	na	92,295	60.2%	4,759	51.5%	117,104	3,073	278	115,999	39.7%
Other	253	3.9%	na	12,026	7.8%	771	8.3%	10,856	1,114	30	13,383	4.6%

na: Not Available

Other includes all other groups: Native America, Multi-ethnicity, Unknown or Decline to State.

Population based on U.S. Census Bureau Decennial Census information for Contra Costa County.

Fall 1990 student information from California Postsecondary Education Commission (CPEC), Fall 2000 and Fall 2010 student information from California Community Colleges Chancellor's Office (CCCCO) Data Mart.

Fall 1990 employee information from historic CCCCD affirmative action report (ES36). Fall 2000 and Fall 2010 employee information from CCCCO Data Mart, Faculty & Staff Demographic Reports.

UNIFORM EMPLOYMENT SELECTION GUIDE

The current Uniform Employment Selection Guide is incorporated by reference into this procedure.

Education Code Sections 87100, 87400, 88003
Accreditation Standard III.A.1.a

Historical Annotation:
Adopted 1/1/82, Reprinted 1/1/87, Revised 9/89

Personnel 1002.00: 11/6/90; Rev. 12/19/90, 2/91, 6/26/91, 1/26/94, 7/27/94, 9/29/99
Human Resources 1010.02: Revised 2/5/02, 1/31/07, 4/25/12

Related Procedures:
Human Resources Procedure 3030.02