

TOPIC: Board Strategic Priority and KPM 2.1: Implement inclusive hiring practices and employee retention efforts to achieve a workforce that reflects student and community demographics.

PRESENTED BY: Christina Cecil, CCCS Chief Human Resources Officer

EXECUTIVE SUMMARY

The following report summarizes outcomes on the Board's Strategic Priority and Key Performance Metric to achieve a CCCS workforce that reflects student and community demographics. This report reflects the characteristics of CCCS employees as of November 1, 2024. The data does not include temporary and student employees who work seasonal and short-term assignments throughout the year, except it does include Instructors.

CCCS' continues to employ a majority female workforce at 62% overall. This is a slight increase over the 59% female representation in 2015. The female majority representation at CCCS is seen across all employee types, including Administrators at 61% which includes College Presidents. Student female representation is 57%. CCCS has a history of success in recruiting and retaining females. Representation of females across CCCS and among all levels of employees has consistently exceeded national trends where female representation in leadership positions has been low and only one-third (32%) of higher education presidents are women.

The rate in which the workforce demographics for race and ethnicity has shifted is not as rapid as that of the student population. Since 2015 the racial/ethnic representation of the CCCS workforce has at times narrowed in gap for some employee types in comparison to the student population and at other times widened. The change in overall representation of persons of color in the CCCS workforce has increased to 21% from 17% in 2015. The most significant increases are in Hispanic representation, and particularly those within the Professional-Technical employee type.

Overview

CCCS is comprised of 13 Community Colleges and the System Office. Each employs individuals according to the four employee types described below and defined in Board Policy 3-10.

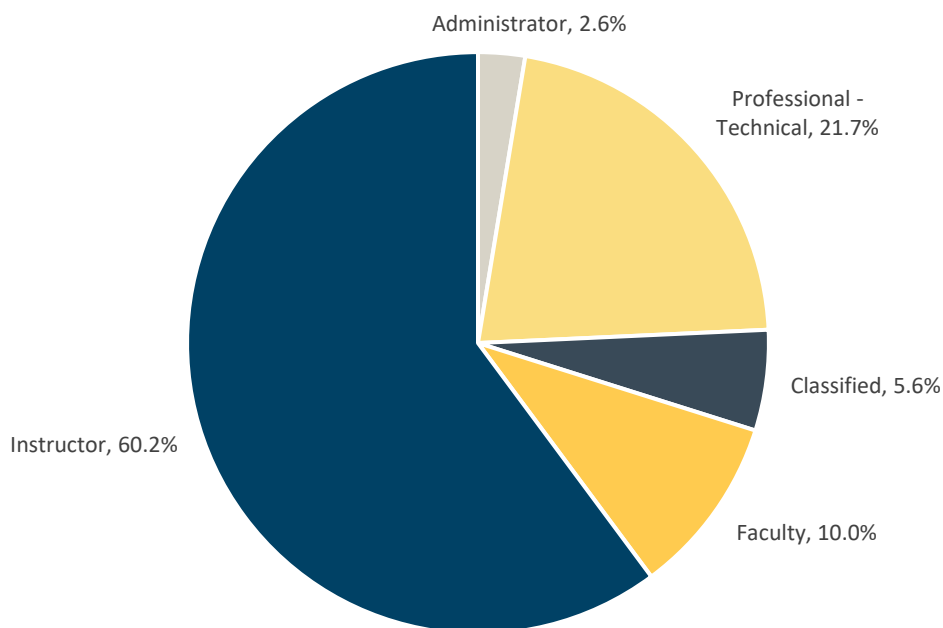
Administrators, professional and technical staff are employees whose duties are comprised of more than 50% administrative, supervisory, professional or technical duties performed in positions that have been exempted from the State Personnel System. Administrators, which include Presidents and typically those positions reporting directly to a President or part of a president's leadership team, have been separated from the professional-technical employee type for this report.

Classified employees are those who fill permanent (full-time or part-time) positions within the Colorado State Personnel System, as defined by the State of Colorado Department of Personnel Board Rules and Personnel Director's Administrative Procedures.

Faculty are employees whose assignments are comprised of at least one-half of duties as a teacher. Faculty may be regular (contracted on a provisional or non-provisional basis) or limited (typically limited to three years with no expectation of continued employment) and contracted on a full-time or part-time basis for 9,10, 11, or 12 months out of the year.

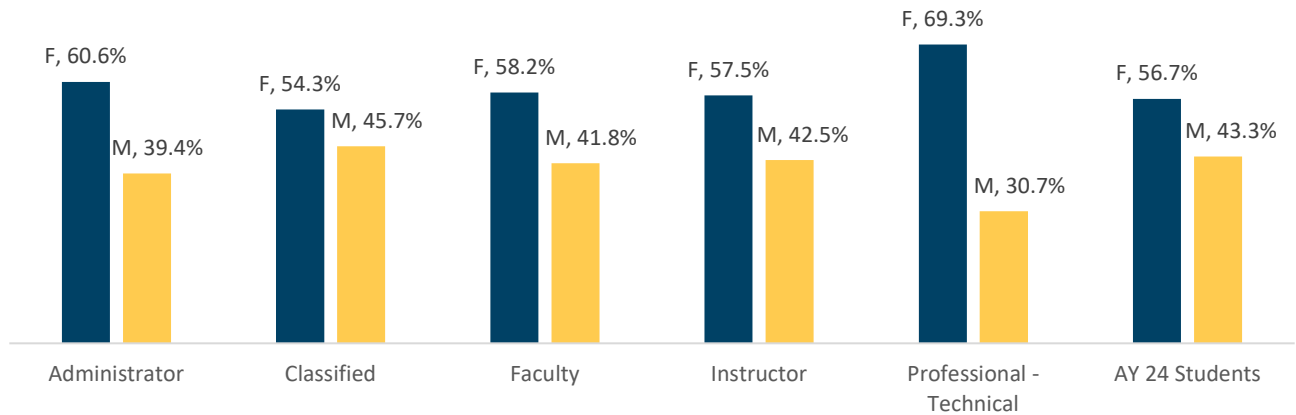
Instructors are hired to teach on a temporary, as needed basis.

CCCS Workforce: Employee Types



*This chart may identify the same instructor more than once if they are employed at multiple colleges within the system.

CCCS Workforce: Gender



CCCS Workforce: Veteran Status



CCCS Workforce: Race/Ethnicity

Using the 80/20 rule, a common business practice for identifying gaps between two groups, it is considered to be a significant gap if the CCCS workforce is more than 20% below the comparable market for any specific comparison. The tables below show two comparisons: one for the 2020 Colorado Census and the other for CCCS students. The shaded cells in each table represent significant gaps between the CCCS workforce and the comparison group.

CCCS Workforce in Comparison to 2020 Colorado Census:

| | American Indian/ Alaskan Native | Asian or Pacific Islander | Black | Hispanic | More Than One Race | White |
|-------------------------------------|--|--|--------------|-----------------|---------------------------------------|--------------|
| 2020 Colorado Census | 0.5% | 3.7% | 4.4% | 18.1% | 2.0% | 71.3% |
| CCCS Workforce | 0.7% | 3.6% | 3.1% | 12.0% | 1.8% | 78.8% |
| Administrators | 0.3% | 1.6% | 5.1% | 13.4% | 2.7% | 76.9% |
| Professional - Technical | 0.6% | 3.8% | 4.0% | 23.0% | 2.9% | 65.8% |
| Classified | 1.3% | 4.1% | 5.9% | 26.4% | 1.5% | 60.7% |
| Faculty | 0.3% | 3.4% | 1.7% | 6.5% | 1.6% | 86.4% |
| Instructors | 0.9% | 3.7% | 2.9% | 8.3% | 1.5% | 82.7% |

CCCS Workforce in Comparison to the Student Population (AY 2023-2024):

| | American Indian/ Alaskan Native | Asian or Pacific Islander | Black | Hispanic | More Than One Race | White |
|-------------------------------------|--|--|--------------|-----------------|---------------------------------------|--------------|
| AY 2024 Student | 0.8% | 4.3% | 5.9% | 28.2% | 5.0% | 55.7% |
| CCCS Workforce | 0.7% | 3.6% | 3.1% | 12.0% | 1.8% | 78.8% |
| Administrators | 0.3% | 1.6% | 5.1% | 13.4% | 2.7% | 76.9% |
| Professional - Technical | 0.6% | 3.8% | 4.0% | 23.0% | 2.9% | 65.8% |
| Classified | 1.3% | 4.1% | 5.9% | 26.4% | 1.5% | 60.7% |
| Faculty | 0.3% | 3.4% | 1.7% | 6.5% | 1.6% | 86.4% |
| Instructors | 0.9% | 3.7% | 2.9% | 8.3% | 1.5% | 82.7% |

Conclusion

Compared to an overall employee headcount of 12,764 in fiscal year 2015, the current employee headcount is 10,730. A decline of 16% made up of a small decrease in Faculty and Administrators, Professional and Technical and Classified staff and a majority decrease in Instructors and hourly employees.

As a result of high retirement levels and a period of unprecedented turnover following the pandemic, the average tenure for employees has declined and more closely aligns with the national median tenure of 4 years reported by the Bureau of Labor Statistics in September 2024. In 2015 the average time in position for Administrators, Professional and Technical staff was 5 years and 9 years for Faculty. Today the average time in position for Administrators, Professional and Technical staff was between 3 and 4 years. Classified and Faculty have higher averages at 7 and 8 years respectively.

Since 2015 CCCS has had consistent success in recruiting and retaining females. Females have been consistently represented in all levels of the organization, including in senior leadership and president positions. While CCCS' ability to recruit and retain females in the workforce has been successful, and contributes to a diverse workforce, the Colleges and System Office should continue to monitor the balance in genders to maintain an appropriate level of representation.

The representation of veterans in the CCCS workforce is just shy of 80% that of our students. A portion of this gap could be contributed to a lack of updated data for our employees. Prior to the implementation of automated systems for applicant tracking and onboarding in recent years, data on employee veteran status was not consistently collected and maintained. Future system upgrades may make it easier to collect and maintain current veteran status for our employees.

As seen in the Workforce Comparison tables earlier in this report, the student population has a significantly higher representation of persons of color than that reflected in the 2020 Colorado Census data, which is more representative of the pool of candidates being recruited for CCCS positions. There is work to be continued to achieve a workforce that is reflective of our students. CCCS has implemented several strategies to diversify the workforce including, but not limited to, bias training for selection committees, anonymized application reviews, critical evaluation of education requirements with a move toward experience-based hiring where appropriate, and implementation of strategies to create an inclusive work environment. The change in overall representation of persons of color in the CCCS workforce has increased to 21% from 17% in 2015. The table below shows the comparison of the CCCS Workforce demographics for these two years.

| | American Indian/ Alaskan Native | Asian or Pacific Islander | Black | Hispanic | More Than One Race | White |
|-----------------------------------|--|--|--------------|-----------------|---------------------------------------|--------------|
| CCCS Workforce FY 2014 | 0.7% | 2.9% | 3.2% | 9.4% | 0.6% | 83.3% |
| CCCS Workforce FY 2024 | 0.7% | 3.6% | 3.1% | 12.0% | 1.8% | 78.8% |

The change in representation has primarily occurred within the Professional-Technical employee type where the representation of persons of color is 34%. All significant gaps in comparison to Colorado Census data have been eliminated for this employee type but gaps in comparison to the student population still exist for employees identifying as Black or More Than One Race. This success is likely the result of strategies to diversity the workforce combined with the increased turnover experienced in the last three years, particularly for Administrator, Professional and Technical positions. As we continue to support internal succession planning and leadership development opportunities, the ability to promote from a more diverse pool of Professional, Technical and Classified employees should support continued increases in representation among higher level positions.

Faculty and Instructor positions have seen the smallest margin of change in representation of persons of color. Instructors are often hired through informal processes because of unpredictable or unplanned business need. Such hiring is shown to be unsuccessful in diversifying a workforce and does not allow for the application of the strategies to diversify applied to other selections. Because Instructors become the best suited candidates for Faculty positions, the gaps in representation of Instructors could perpetuate the lack of increase in representation among Faculty.

Having a workforce that is representative of our students and our communities is the right thing for our institutions and students. To successfully establish a diverse workforce, CCCS must continue to resource strategies to create an environment that will attract and retain high caliber individuals and remain steadfast in its commitment toward equity and inclusion.