



Diversity Update-Perkins SDCCD

Data Briefing

October 26, 2023

Context

The California's Community Colleges Chancellor's Office developed an Equal Employment Opportunity (EEO) [10-Point Plan](#) under the purview of the Diversity Advisory Committee and leaders across the state. The collective vision behind this plan is to increase diversity in faculty, staff, and administrators. The plan conveys practices categorized in four areas: **1) Pre-Hiring, 2) Hiring, 3) Post-Hiring and 4) Collaboration**. Readers are invited to look into [this plan](#) to initiate conversations around practices within our district.

To support these conversations, and in compliance with the Perkins 1C Comprehensive Local Needs Assessment (CLNA), the Office of Institutional Effectiveness and Research (OIER) prepared this briefing. In addition, this document may also support districtwide and local biennial assessment focus on the diversity of its employees and students.

The purpose of this briefing is to explore demographic trends across the following roles: a) faculty, b) classified staff, and c) managers compared to student representation throughout the 2022-23 academic year (Summer 2022, Fall 2022, and Spring 2023).

Data Sources

1. The non-classroom employee data was provided by the People, Resources and Technology department (Human Resources).
2. The classroom employee data was provided by Educational Services.
3. The student data was extracted from OIER databases.
4. The school, department, and subject were also extracted from OEIR databases. This structure has been validated by the colleges and is used in other OEIR reports, including the Enrollment Management Dashboards. The data reported is for the 2022-23 academic year.

Given the limited access to the other terms data or historical trends, this report is not conclusive and allows only a preliminary exploration; further investigation is recommended.

Twenty-eight percent of faculty have no specified race/ethnicity in the District database. This high percentage of not specified race/ethnicity significantly impacts this analysis. District efforts to refine the data and encourage employees to identify their race/ethnicity in PeopleSoft is highly encouraged.

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Highlights

Faculty Ethnicity/Race Representation

1. Faculty are not racially/ethnically representative of the students’ race/ethnicity.

- Districtwide, there is overrepresentation of White faculty by 18% and underrepresentation of Latinx faculty 30%. The following table shows the differences by institution and districtwide.

Twenty-eight percent of faculty have no specified race/ethnicity in the District database. This high percentage of not specified race/ethnicity significantly impacts the analysis. District efforts to refine the data and encourage employees to identify their race/ethnicity in PeopleSoft is highly encouraged.

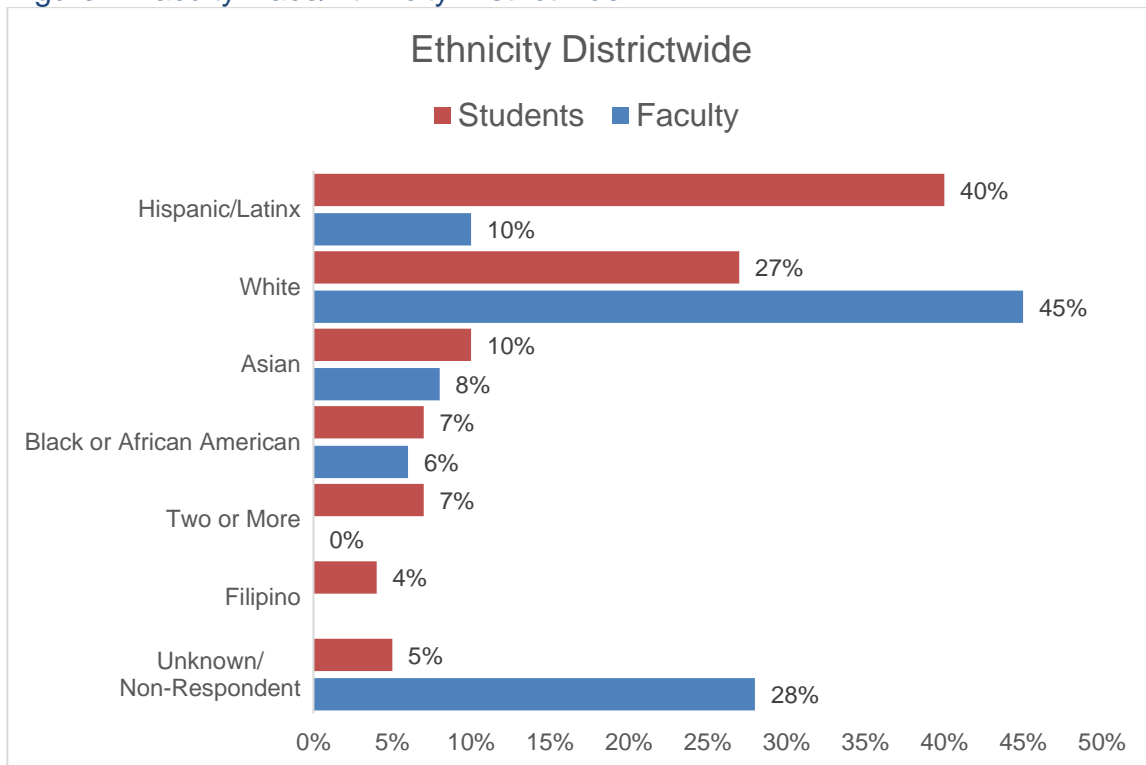
Table 1 Faculty/Student Representation by Institution

| Institution | Ethnicity | Faculty | Students | Difference (Students-Faculty) |
|------------------------|-----------------|---------|----------|-------------------------------|
| Districtwide | White | 45% | 27% | 18% |
| | Hispanic/Latinx | 10% | 40% | -30% |
| City College | White | 36% | 22% | 14% |
| | Hispanic/Latinx | 10% | 50% | -40% |
| Mesa College | White | 50% | 29% | 21% |
| | Hispanic/Latinx | 8% | 40% | -32% |
| Miramar College | White | 47% | 33% | 14% |
| | Hispanic/Latinx | 8% | 31% | -23% |
| SDCCE | White | 45% | 22% | 23% |
| | Hispanic/Latinx | 14% | 34% | -20% |

The following figure compares the ethnicity of faculty with students at each institution.

- Figure 1 shows that Black faculty representation is at the same level with the student population across most of the institutions. Districtwide the difference is -1% (Students: 7% vs. faculty: 6%). Even though the proportions are equivalent, there is a very small representation of Black faculty across the District.

Figure 1 Faculty Race/Ethnicity Districtwide



Faculty Race/Ethnicity by Department by College

The following tables (Table 2,3,4, and 5) show faculty and student ethnic composition by college department. The “difference” row compares the two values.

City College – see below

Mesa College – see page 8



Miramar College – see page 11

College of Continuing Education – see page 13

The department structure within the tables was established by the specific college and is utilized in several reports, including the Enrollment Management Dashboards. Please see Appendix 1 starting on page 23 for details.

How to read Tables 2, 3, 4, and 5:

- A yellow shaded cell means that there is a higher proportion of students than faculty in the department
- A blue shaded cell indicates that there is a higher proportion of faculty than students in the department.

-  Faculty overrepresented when compared with students
-  Students overrepresented when compared with faculty

For example, at City College in the Alcohol and Other Drug Studies department, there is a higher proportion of students compared to faculty members for African-Americans, Asians, and Latinx groups.

Table 2 Faculty Race/Ethnicity by Department-City College

Generally, at City College there is a higher proportion of Latinx students when compared with the proportion of faculty members, and a higher proportion of White instructors when compared with the student population at City College.

- Faculty overrepresented when compared with students
- Students overrepresented when compared with faculty

| Department | Group | Not Specified | African American | Asian | Latinx | Multi-Race | White | Native American | Native Hawaiian/ Pac Island | Total |
|--------------------------------|------------|---------------|------------------|-------|--------|------------|-------|-----------------|-----------------------------|-------|
| Alcohol and Other Drug Studies | Faculty | 33% | 0% | 17% | 0% | | 50% | 0% | 0% | 6 |
| | Student | % | 10% | 2% | 38% | 8% | 42% | 1% | % | 320 |
| | Difference | -33% | 10% | -15% | 38% | 8% | -8% | 1% | % | |
| Apprenticeship | Faculty | 25% | 0% | 0% | 0% | 0% | 75% | 0% | 0% | 4 |
| | Student | 5% | 4% | 2% | 44% | 5% | 41% | 0% | 0% | 126 |
| | Difference | -20% | 4% | 2% | 44% | 5% | -34% | % | % | |
| Behavioral Sciences | Faculty | 54% | 3% | 3% | 20% | 0% | 20% | 0% | 0% | 35 |
| | Student | 1% | 10% | 10% | 50% | 7% | 22% | 0% | 0% | 4962 |
| | Difference | -53% | 8% | 7% | 30% | 7% | 2% | 0% | 0% | |
| Black Contractor's Association | Faculty | 0% | 100% | 0% | 0% | 0% | 0% | 0% | 0% | 1 |
| | Student | 0% | 41% | 0% | 38% | 11% | 5% | 0% | 5% | 37 |
| | Difference | 0% | -59% | 0% | 38% | 11% | 5% | 0% | 5% | |
| Black Studies | Faculty | 22% | 78% | 0% | 0% | 0% | 0% | 0% | 0% | 9 |
| | Student | 1% | 36% | 10% | 27% | 12% | 14% | 0% | 0% | 895 |
| | Difference | -21% | -42% | 10% | 27% | 12% | 14% | 0% | 0% | |
| Business Studies | Faculty | 54% | 8% | 0% | 15% | 0% | 23% | 0% | 0% | 13 |
| | Student | 1% | 12% | 12% | 46% | 7% | 22% | 0% | 0% | 2468 |
| | Difference | -53% | 4% | 12% | 30% | 7% | -1% | 0% | 0% | |
| Chicana/Chicano Studies | Faculty | 20% | 0% | 0% | 80% | 0% | 0% | 0% | 0% | 10 |
| | Student | 1% | 2% | 6% | 78% | 3% | 10% | 0% | 0% | 1419 |
| | Difference | -19% | 2% | 6% | -2% | 3% | 10% | 0% | 0% | |
| Communication Studies | Faculty | 38% | 12% | 0% | 27% | 0% | 23% | 0% | 0% | 26 |
| | Student | 1% | 11% | 11% | 48% | 8% | 22% | 0% | 0% | 2964 |
| | Difference | -38% | -1% | 11% | 21% | 8% | -2% | 0% | 0% | |
| Consumer and Family Studies | Faculty | 0% | 0% | 13% | 13% | 0% | 75% | 0% | 0% | 8 |
| | Student | 1% | 11% | 9% | 54% | 6% | 19% | 0% | 0% | 979 |
| | Difference | 1% | 11% | -3% | 41% | 6% | -56% | 0% | 0% | |
| Cosmetology | Faculty | 9% | 36% | 9% | 18% | 0% | 18% | 9% | 0% | 11 |
| | Student | 0% | 8% | 7% | 61% | 7% | 16% | 0% | 0% | 179 |
| | Difference | -9% | -28% | -2% | 43% | 7% | -2% | -9% | 0% | |
| Engineering and Technologies | Faculty | 22% | 9% | 4% | 22% | 0% | 43% | 0% | 0% | 23 |
| | Student | 2% | 5% | 13% | 52% | 6% | 22% | 0% | 1% | 798 |
| | Difference | -20% | -4% | 8% | 31% | 6% | -21% | 0% | 1% | |
| | Faculty | 26% | 3% | 15% | 21% | 0% | 35% | 0% | 0% | 68 |

Diversity Update –SDCCD- Perkins

| Department | Group | Not Specified | African American | Asian | Latinx | Multi-Race | White | Native American | Native Hawaiian/ Pac Island | Total |
|-------------------------------|------------|---------------|------------------|-------|--------|------------|-------|-----------------|-----------------------------|-------|
| English and Humanities | Student | 1% | 11% | 11% | 51% | 6% | 20% | 0% | 0% | 5981 |
| | Difference | -25% | 8% | -4% | 31% | 6% | -16% | 0% | 0% | |
| Health and Exercise Sciences | Faculty | 19% | 3% | 13% | 19% | 0% | 47% | 0% | 0% | 32 |
| | Student | 1% | 12% | 9% | 54% | 6% | 18% | 0% | 0% | 2516 |
| | Difference | -18% | 9% | -4% | 35% | 6% | -29% | 0% | 0% | |
| History and Political Science | Faculty | 54% | 0% | 15% | 0% | 0% | 31% | 0% | 0% | 13 |
| | Student | 1% | 8% | 12% | 45% | 7% | 26% | 0% | 1% | 2062 |
| | Difference | -52% | 8% | -3% | 45% | 7% | -5% | 0% | 1% | |
| Information Technology | Faculty | 29% | 0% | 0% | 21% | 0% | 50% | 0% | 0% | 14 |
| | Student | 2% | 12% | 15% | 39% | 6% | 25% | 0% | 0% | 1266 |
| | Difference | -27% | 12% | 15% | 17% | 6% | -25% | 0% | 0% | |
| Languages | Faculty | 33% | 0% | 7% | 27% | 0% | 27% | 7% | 0% | 15 |
| | Student | 2% | 10% | 6% | 49% | 7% | 26% | 0% | 0% | 1243 |
| | Difference | -32% | 10% | 0% | 22% | 7% | -1% | -7% | 0% | |
| Life Sciences | Faculty | 60% | 5% | 5% | 10% | 0% | 20% | 0% | 0% | 20 |
| | Student | 1% | 11% | 10% | 53% | 6% | 20% | 0% | 0% | 1541 |
| | Difference | -59% | 6% | 5% | 43% | 6% | 0% | 0% | 0% | |
| Mathematics | Faculty | 35% | 5% | 14% | 14% | 0% | 32% | 0% | 0% | 37 |
| | Student | 1% | 10% | 12% | 49% | 7% | 21% | 0% | 0% | 4138 |
| | Difference | -34% | 4% | -2% | 35% | 7% | -11% | 0% | 0% | |
| Nursing Education | Faculty | 25% | 25% | 40% | 0% | 0% | 10% | 0% | 0% | 20 |
| | Student | 0% | 7% | 21% | 33% | 8% | 30% | 1% | 1% | 130 |
| | Difference | -25% | -18% | -19% | 33% | 8% | 20% | 1% | 1% | |
| Personal Growth | Faculty | 8% | 23% | 8% | 46% | 0% | 15% | 0% | 0% | 13 |
| | Student | 1% | 11% | 9% | 53% | 7% | 18% | 0% | 0% | 1563 |
| | Difference | -7% | -12% | 2% | 7% | 7% | 3% | 0% | 0% | |
| Physical Sciences | Faculty | 71% | 0% | 4% | 4% | 0% | 21% | 0% | 0% | 24 |
| | Student | 1% | 9% | 10% | 51% | 6% | 23% | 0% | 0% | 2437 |
| | Difference | -70% | 9% | 5% | 47% | 6% | 2% | 0% | 0% | |
| Student Development | Faculty | 0% | 0% | 0% | 100% | 0% | 0% | 0% | 0% | 2 |
| | Student | 0% | 18% | 3% | 48% | 7% | 23% | 1% | 0% | 73 |
| | Difference | 0% | 18% | 3% | -52% | 7% | 23% | 1% | 0% | |
| Visual and Performing Arts | Faculty | 42% | 0% | 4% | 9% | 0% | 35% | 11% | 0% | 57 |
| | Student | 1% | 8% | 11% | 46% | 7% | 26% | 0% | 0% | 3912 |
| | Difference | -41% | 8% | 8% | 37% | 7% | -10% | -10% | 0% | |

Table 3 Faculty Race/Ethnicity by Department-Mesa College

Overall at Mesa College there is a higher proportion of Latinx students when compared with the proportion of faculty members, and a higher proportion of White instructors when compared with the student population at Mesa College.

- Faculty overrepresented when compared with students
- Students overrepresented when compared with faculty

| Department | Group | Not Specified | Asian | African American | Latinx | Multi-Race | White | Native American | Native Hawaiian/Pac Island | Total |
|---------------------------------------|------------|---------------|-------|------------------|--------|------------|-------|-----------------|----------------------------|-------|
| Academic Support | Faculty | 0% | 0% | 33% | 0% | 0% | 67% | 0% | 0% | 3 |
| | Student | 1% | 13% | 7% | 47% | 7% | 25% | % | % | 395 |
| | Difference | 1% | 13% | -26% | 47% | 7% | -42% | % | % | |
| Allied Health | Faculty | 21% | 8% | 5% | 15% | 0% | 49% | 3% | 0% | 39 |
| | Student | 1% | 19% | 7% | 44% | 6% | 23% | 0% | 0% | 1978 |
| | Difference | -19% | 11% | 2% | 28% | 6% | -26% | -2% | % | |
| American Sign Language | Faculty | 40% | 0% | 0% | 0% | 0% | 40% | 20% | 0% | 5 |
| | Student | 1% | 10% | 8% | 44% | 9% | 27% | 0% | 1% | 751 |
| | Difference | -39% | 10% | 8% | 44% | 9% | -13% | -20% | 1% | |
| Architecture and Environmental Design | Faculty | 33% | 15% | 0% | 0% | 0% | 52% | 0% | 0% | 27 |
| | Student | 1% | 10% | 5% | 45% | 5% | 32% | 1% | 0% | 872 |
| | Difference | -32% | -5% | 5% | 45% | 5% | -19% | 1% | 0% | |
| Art | Faculty | 35% | 8% | 8% | 19% | 0% | 27% | 4% | 0% | 26 |
| | Student | 1% | 15% | 6% | 39% | 8% | 31% | 0% | 0% | 2639 |
| | Difference | -33% | 7% | -2% | 19% | 8% | 4% | -4% | 0% | |
| Behavioral Sciences | Faculty | 45% | 7% | 3% | 10% | 0% | 31% | 0% | 3% | 29 |
| | Student | 1% | 11% | 7% | 43% | 8% | 29% | 0% | 0% | 5960 |
| | Difference | -44% | 5% | 3% | 32% | 8% | -2% | 0% | -3% | |
| Biology | Faculty | 54% | 5% | 0% | 11% | 0% | 30% | 0% | 0% | 37 |
| | Student | 1% | 16% | 6% | 40% | 9% | 27% | 0% | 1% | 3010 |
| | Difference | -53% | 11% | 6% | 30% | 9% | -3% | 0% | 1% | |
| Black Studies | Faculty | 10% | 0% | 90% | 0% | 0% | 0% | 0% | 0% | 10 |
| | Student | 1% | 11% | 26% | 31% | 11% | 20% | 0% | 0% | 1466 |
| | Difference | -9% | 11% | -64% | 31% | 11% | 20% | 0% | 0% | |
| Business | Faculty | 35% | 4% | 4% | 8% | 0% | 46% | 2% | 0% | 48 |
| | Student | 1% | 15% | 7% | 38% | 8% | 30% | 0% | 1% | 7313 |
| | Difference | -34% | 11% | 2% | 30% | 8% | -16% | -2% | 1% | |
| Chemistry | Faculty | 48% | 4% | 0% | 7% | 0% | 41% | 0% | 0% | 27 |
| | Student | 1% | 18% | 6% | 39% | 9% | 27% | 0% | 0% | 2102 |
| | Difference | -47% | 14% | 6% | 32% | 9% | -14% | 0% | 0% | |

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| Department | Group | Not Specified | Asian | African American | Latinx | Multi-Race | White | Native American | Native Hawaiian/ Pac Island | Total |
|-----------------------------------|------------|---------------|-------|------------------|--------|------------|-------|-----------------|-----------------------------|-------|
| Chicano Studies | Faculty | 29% | 0% | 0% | 57% | 0% | 0% | 0% | 14% | 7 |
| | Student | 1% | 10% | 4% | 58% | 5% | 22% | 0% | 0% | 2455 |
| | Difference | -28% | 10% | 4% | 0% | 5% | 22% | 0% | -14% | |
| Communication Studies | Faculty | 37% | 0% | 21% | 5% | 0% | 26% | 5% | 5% | 19 |
| | Student | 1% | 12% | 7% | 41% | 8% | 29% | 0% | 0% | 3742 |
| | Difference | -36% | 12% | -14% | 36% | 8% | 3% | -5% | -5% | |
| Computer and Information Sciences | Faculty | 19% | 14% | 0% | 19% | 0% | 43% | 5% | 0% | 21 |
| | Student | 2% | 23% | 6% | 31% | 8% | 29% | 0% | 1% | 2087 |
| | Difference | -17% | 9% | 6% | 11% | 8% | -14% | -5% | 1% | |
| Consumer/Nutrition Studies | Faculty | 10% | 0% | 10% | 10% | 0% | 60% | 10% | 0% | 10 |
| | Student | 1% | 14% | 8% | 39% | 9% | 29% | 0% | 0% | 2615 |
| | Difference | -9% | 14% | -2% | 29% | 9% | -31% | -10% | 0% | |
| Dance | Faculty | 29% | 14% | 29% | 0% | 0% | 14% | 0% | 14% | 7 |
| | Student | 1% | 15% | 6% | 37% | 11% | 30% | 0% | 0% | 345 |
| | Difference | -28% | 1% | -22% | 37% | 11% | 16% | 0% | -14% | |
| Digital Technology | Faculty | 33% | 13% | 0% | 27% | 0% | 27% | 0% | 0% | 15 |
| | Student | 1% | 16% | 6% | 36% | 8% | 32% | 0% | 1% | 1173 |
| | Difference | -32% | 2% | 6% | 9% | 8% | 6% | 0% | 1% | |
| Drama | Faculty | 33% | 33% | 0% | 17% | 0% | 17% | 0% | 0% | 6 |
| | Student | 2% | 11% | 9% | 38% | 5% | 35% | 0% | 1% | 438 |
| | Difference | -32% | -22% | 9% | 21% | 5% | 18% | 0% | 1% | |
| English | Faculty | 40% | 6% | 4% | 12% | 0% | 34% | 4% | 0% | 50 |
| | Student | 1% | 13% | 6% | 42% | 8% | 28% | 0% | 0% | 6091 |
| | Difference | -39% | 7% | 2% | 30% | 8% | -6% | -4% | 0% | |
| Exercise Science | Faculty | 20% | 4% | 4% | 12% | 0% | 60% | 0% | 0% | 50 |
| | Student | 1% | 12% | 8% | 40% | 9% | 29% | 0% | 0% | 4117 |
| | Difference | -19% | 8% | 4% | 28% | 9% | -31% | 0% | 0% | |
| Fermentation | Faculty | 0% | 0% | 0% | 25% | 0% | 75% | 0% | 0% | 4 |
| | Student | 3% | 5% | 0% | 33% | 0% | 53% | 5% | 3% | 40 |
| | Difference | 3% | 5% | 0% | 8% | 0% | -23% | 5% | 3% | |
| Health Information Management | Faculty | 25% | 0% | 0% | 0% | 0% | 75% | 0% | 0% | 4 |
| | Student | 0% | 37% | 7% | 35% | 4% | 15% | 0% | 2% | 46 |
| | Difference | -25% | 37% | 7% | 35% | 4% | -60% | 0% | 2% | |
| Humanities | Faculty | 14% | 14% | 0% | 0% | 0% | 71% | 0% | 0% | 7 |
| | Student | 1% | 14% | 6% | 37% | 8% | 34% | 0% | 0% | 856 |
| | Difference | -13% | 0% | 6% | 37% | 8% | -38% | 0% | 0% | |
| Journalism | Faculty | 0% | 0% | 0% | 0% | 0% | 75% | 25% | 0% | 4 |
| | Student | 1% | 5% | 4% | 43% | 13% | 32% | 1% | 1% | 138 |
| | Difference | 1% | 5% | 4% | 43% | 13% | -43% | -24% | 1% | |

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| Department | Group | Not Specified | Asian | African American | Latinx | Multi-Race | White | Native American | Native Hawaiian/ Pac Island | Total |
|------------------|------------|---------------|-------|------------------|--------|------------|-------|-----------------|-----------------------------|-------|
| Marketing | Faculty | 31% | 19% | 0% | 27% | 0% | 23% | 0% | 0% | 26 |
| | Student | 1% | 16% | 5% | 39% | 9% | 29% | 0% | 0% | 2425 |
| | Difference | -29% | -4% | 5% | 12% | 9% | 6% | 0% | 0% | |
| Mathematics | Faculty | 33% | 0% | 0% | 0% | 0% | 67% | 0% | 0% | 3 |
| | Student | 1% | 13% | 4% | 38% | 9% | 34% | 0% | 0% | 254 |
| | Difference | -33% | 13% | 4% | 38% | 9% | -32% | 0% | 0% | |
| Music | Faculty | 43% | 8% | 0% | 10% | 0% | 40% | 0% | 0% | 40 |
| | Student | 1% | 16% | 6% | 39% | 8% | 30% | 0% | 0% | 6314 |
| | Difference | -41% | 8% | 6% | 29% | 8% | -10% | 0% | 0% | |
| Personal Growth | Faculty | 43% | 29% | 0% | 0% | 0% | 29% | 0% | 0% | 7 |
| | Student | 1% | 16% | 7% | 35% | 8% | 32% | 0% | 1% | 1793 |
| | Difference | -42% | -12% | 7% | 35% | 8% | 3% | 0% | 1% | |
| Physical Science | Faculty | 0% | 40% | 0% | 0% | 0% | 60% | 0% | 0% | 5 |
| | Student | 3% | 10% | 8% | 43% | 5% | 29% | 1% | 1% | 177 |
| | Difference | 3% | -30% | 8% | 43% | 5% | -31% | 1% | 1% | |
| Social Sciences | Faculty | 17% | 11% | 22% | 33% | 0% | 11% | 0% | 6% | 18 |
| | Student | 1% | 12% | 7% | 48% | 7% | 25% | 0% | 0% | 1422 |
| | Difference | -15% | 1% | -16% | 15% | 7% | 13% | 0% | -5% | |
| Work Experience | Faculty | 52% | 0% | 0% | 11% | 0% | 37% | 0% | 0% | 27 |
| | Student | 1% | 15% | 4% | 39% | 7% | 32% | 0% | 0% | 2427 |
| | Difference | -51% | 15% | 4% | 28% | 7% | -5% | 0% | 0% | |

Table 4 Faculty Race/Ethnicity by Department-Miramar College

At Miramar College there is a higher proportion of Latinx students when compared with the proportion of faculty members, and a higher proportion of White instructors when compared with the student population

- Faculty overrepresented when compared with students
- Students overrepresented when compared with faculty

| Department | Group | Not Specified | Asian | African American | Latinx | Multi-Race | White | Native American | Native Hawaiian/Pac Island | Total |
|---|------------|---------------|-------|------------------|--------|------------|-------|-----------------|----------------------------|-------|
| Administration of Justice | Faculty | 11% | 11% | 0% | 22% | 0% | 56% | 0% | 0% | 9 |
| | Student | 4% | 6% | 5% | 36% | 3% | 44% | 0% | 1% | 3629 |
| | Difference | -7% | -5% | 5% | 14% | 3% | -11% | % | 1% | |
| Aeronautical and Aviation | Faculty | 13% | 13% | 0% | 13% | 0% | 63% | 0% | 0% | 16 |
| | Student | 7% | 11% | 6% | 34% | 1% | 40% | 0% | 1% | 409 |
| | Difference | -5% | -1% | 6% | 21% | 1% | -23% | % | 1% | |
| Arts and Humanities | Faculty | 37% | 10% | 6% | 16% | 0% | 29% | 2% | 0% | 51 |
| | Student | 10% | 23% | 6% | 29% | 2% | 30% | 0% | 0% | 6832 |
| | Difference | -28% | 14% | 0% | 13% | 2% | 0% | -2% | 0% | |
| Automotive and Diesel Technology | Faculty | 17% | 11% | 0% | 33% | 0% | 39% | 0% | 0% | 18 |
| | Student | 8% | 12% | 4% | 46% | 1% | 29% | 0% | 0% | 392 |
| | Difference | -8% | 1% | 4% | 12% | 1% | -10% | 0% | 0% | |
| Biological Sciences | Faculty | 44% | 8% | 3% | 10% | 0% | 36% | 0% | 0% | 39 |
| | Student | 8% | 28% | 5% | 30% | 1% | 27% | 0% | 0% | 2533 |
| | Difference | -36% | 21% | 3% | 19% | 1% | -9% | 0% | 0% | |
| Business and Paralegal | Faculty | 46% | 4% | 7% | 13% | 0% | 30% | 0% | 0% | 54 |
| | Student | 8% | 25% | 6% | 29% | 2% | 30% | 0% | 0% | 6376 |
| | Difference | -39% | 22% | -2% | 16% | 2% | 0% | 0% | 0% | |
| Chemistry | Faculty | 67% | 6% | 0% | 0% | 0% | 22% | 0% | 6% | 18 |
| | Student | 10% | 29% | 5% | 27% | 1% | 27% | 0% | 0% | 1210 |
| | Difference | -57% | 23% | 5% | 27% | 1% | 5% | 0% | -5% | |
| Child Development | Faculty | 29% | 14% | 7% | 7% | 0% | 36% | 7% | 0% | 14 |
| | Student | 7% | 16% | 7% | 40% | 1% | 28% | 0% | 0% | 1063 |
| | Difference | -21% | 2% | 0% | 33% | 1% | -8% | -7% | 0% | |
| English and World Languages | Faculty | 26% | 10% | 6% | 29% | 0% | 26% | 3% | 0% | 31 |
| | Student | 9% | 27% | 5% | 27% | 1% | 29% | 0% | 1% | 3145 |
| | Difference | -17% | 17% | -1% | -2% | 1% | 4% | -3% | 1% | |
| Exercise Science, Health, and Nutrition | Faculty | 52% | 17% | 4% | 9% | 0% | 13% | 4% | 0% | 23 |
| | Student | 8% | 19% | 6% | 31% | 1% | 34% | 0% | 0% | 2102 |
| | Difference | -44% | 2% | 1% | 22% | 1% | 21% | -4% | 0% | |
| Fire Technology and EMT | Faculty | 6% | 2% | 6% | 13% | 0% | 73% | 0% | 0% | 48 |
| | Student | 8% | 8% | 2% | 33% | 2% | 46% | 1% | 0% | 1308 |

Diversity Update –SDCCD- Perkins

| Department | Group | Not Specified | Asian | African American | Latinx | Multi-Race | White | Native American | Native Hawaiian/Pac Island | Total |
|--------------------------------|------------|---------------|-------|------------------|--------|------------|-------|-----------------|----------------------------|-------|
| | Difference | 1% | 6% | -4% | 21% | 2% | -27% | 1% | 0% | |
| Mathematics | Faculty | 30% | 15% | 0% | 10% | 0% | 45% | 0% | 0% | 20 |
| | Student | 9% | 27% | 5% | 29% | 1% | 28% | 0% | 0% | 3574 |
| | Difference | -21% | 12% | 5% | 19% | 1% | -17% | 0% | 0% | |
| Physical Sciences | Faculty | 7% | 7% | 7% | 7% | 0% | 71% | 0% | 0% | 14 |
| | Student | 8% | 2% | 0% | 17% | 1% | 69% | 2% | 1% | 144 |
| | Difference | 0% | -5% | -7% | 10% | 1% | -2% | 2% | 1% | |
| Social and Behavioral Sciences | Faculty | 68% | 5% | 0% | 5% | 0% | 21% | 0% | 0% | 19 |
| | Student | 9% | 23% | 5% | 30% | 1% | 30% | 0% | 0% | 1738 |
| | Difference | -59% | 18% | 5% | 25% | 1% | 9% | 0% | 0% | |

Table 5 Faculty Race/Ethnicity by Department-College of Continuing Education
At the College of Continuing Education, there is a higher proportion of Latinx students when compared with the proportion of faculty members, and a higher proportion of White instructors when compared with the student population

- Faculty overrepresented when compared with students
- Students overrepresented when compared with faculty

| Department | Group | Not Specified | Asian | African American | Latinx | Multi-Race | White | Native American | Native Hawaiian/Pac Island | Total |
|--|------------|---------------|-------|------------------|--------|------------|-------|-----------------|----------------------------|-------|
| Automotive | Faculty | 38% | 25% | 0% | 38% | 0% | 0% | 0% | 0% | 8 |
| | Student | 0% | 19% | 6% | 48% | 2% | 8% | 0% | 1% | 392 |
| | Difference | -38% | -6% | 6% | 10% | 2% | 8% | % | 1% | |
| Business and Accounting | Faculty | 8% | 8% | 18% | 20% | 0% | 45% | 0% | 0% | 49 |
| | Student | 0% | 14% | 8% | 43% | 2% | 16% | 0% | 0% | 2822 |
| | Difference | -8% | 6% | -10% | 22% | 2% | -28% | % | % | |
| Child Development | Faculty | 20% | 0% | 16% | 36% | 0% | 28% | 0% | 0% | 25 |
| | Student | 0% | 20% | 3% | 34% | 3% | 17% | 0% | 0% | 705 |
| | Difference | -20% | 20% | -13% | -2% | 3% | -11% | 0% | 0% | |
| Clothing and Textiles | Faculty | 0% | 25% | 0% | 0% | 0% | 75% | 0% | 0% | 8 |
| | Student | 0% | 9% | 6% | 37% | 4% | 23% | 0% | 0% | 568 |
| | Difference | 0% | -16% | 6% | 37% | 4% | -52% | 0% | 0% | |
| Digital Media and Programming | Faculty | 17% | 0% | 17% | 17% | 0% | 50% | 0% | 0% | 12 |
| | Student | 0% | 19% | 7% | 33% | 5% | 20% | 0% | 0% | 686 |
| | Difference | -17% | 19% | -9% | 17% | 5% | -30% | 0% | 0% | |
| Disability Support Programs and | Faculty | 5% | 5% | 0% | 25% | 0% | 65% | 0% | 0% | 20 |
| | Student | 0% | 7% | 7% | 34% | 3% | 33% | 0% | 0% | 826 |
| | Difference | -5% | 2% | 7% | 9% | 3% | -32% | 0% | 0% | |
| Emeritus (For Age 55+) | Faculty | 6% | 12% | 0% | 10% | 0% | 71% | 1% | 0% | 83 |
| | Student | 0% | 14% | 4% | 11% | 1% | 49% | 0% | 1% | 6174 |
| | Difference | -6% | 2% | 4% | 2% | 1% | -22% | -1% | 1% | |
| English as a Second Language/Citizenship | Faculty | 10% | 6% | 2% | 20% | 0% | 61% | 1% | 0% | 223 |
| | Student | 0% | 10% | 5% | 44% | 0% | 5% | 0% | 0% | 9759 |
| | Difference | -10% | 4% | 3% | 24% | 0% | -56% | -1% | 0% | |
| Healthcare | Faculty | 0% | 0% | 20% | 10% | 0% | 60% | 10% | 0% | 10 |
| | Student | 0% | 12% | 11% | 56% | 2% | 8% | 0% | 0% | 547 |
| | Difference | 0% | 12% | -9% | 46% | 2% | -52% | -10% | 0% | |
| High School Diploma/High School Equivalency and Basic Skills | Faculty | 10% | 3% | 24% | 34% | 0% | 14% | 14% | 0% | 29 |
| | Student | 0% | 5% | 7% | 71% | 2% | 5% | 1% | 0% | 1580 |
| | Difference | -10% | 1% | -17% | 36% | 2% | -9% | -13% | 0% | |
| Hospitality and Culinary Arts | Faculty | 0% | 18% | 0% | 18% | 0% | 64% | 0% | 0% | 11 |
| | Student | 0% | 13% | 5% | 48% | 3% | 15% | 0% | 0% | 219 |

Diversity Update –SDCCD- Perkins

| Department | Group | Not Specified | Asian | African American | Latinx | Multi-Race | White | Native American | Native Hawaiian/ Pac Island | Total |
|------------------------------|------------|---------------|-------|------------------|--------|------------|-------|-----------------|-----------------------------|-------|
| | Difference | 0% | -5% | 5% | 30% | 3% | -49% | 0% | 0% | |
| Information Technology | Faculty | 0% | 0% | 50% | 0% | 0% | 50% | 0% | 0% | 2 |
| | Student | 0% | 18% | 9% | 34% | 4% | 20% | 0% | 0% | 1384 |
| | Difference | 0% | 18% | -41% | 34% | 4% | -30% | 0% | 0% | |
| Skilled and Technical Trades | Faculty | 9% | 45% | 0% | 27% | 0% | 18% | 0% | 0% | 11 |
| | Student | 0% | 12% | 7% | 59% | 2% | 10% | 0% | 0% | 889 |
| | Difference | -9% | -34% | 7% | 32% | 2% | -8% | 0% | 0% | |

Employee/Student Comparison

2. Staff are more closely racially/ethnically representative of the student body compared to faculty. However, there are still 12% more Hispanic/Latinx students compared to staff (Staff: 27%, Students 39%).

- Asian representation is higher for classified staff. (Students: 10%, Staff: 18%).
- Black/African American classified staff are representative of the proportion of Black/African American students (Students: 7%, Staff: 8%).

The following table (Table 6) shows the percentages of the most frequent racial/ethnic groups and the differences between the proportions of staff and students. Figures 2-6 on the following pages show the breakdown by ethnicity/race by institution.

- Districtwide – see page 16
- City College – see page 16
- Mesa College – see page 17
- Miramar College – see page 17
- College of Continuing Education – see page 18

Table 6 Staff Main Ethnic/Racial Differences

| Classification | Hispanic/ Latinx | White | Asian | Black/ African American | Not Specified |
|--------------------------------|-----------------------------|--------------|--------------|--|--------------------------|
| Classified Staff | 33% | 24% | 17% | 9% | 10% |
| Non-Academic Hourly | 26% | 30% | 20% | 8% | 12% |
| Supervisory Staff | 22% | 36% | 19% | 6% | 13% |
| Average Staff | 27% | 30% | 18% | 8% | 11% |
| Students | 39% | 30% | 10% | 7% | 2% |
| Diff. (Students- Staff) | 12% | 0% | -8% | -1% | -9% |

Figure 2 Classified Staff Race/Ethnicity Districtwide

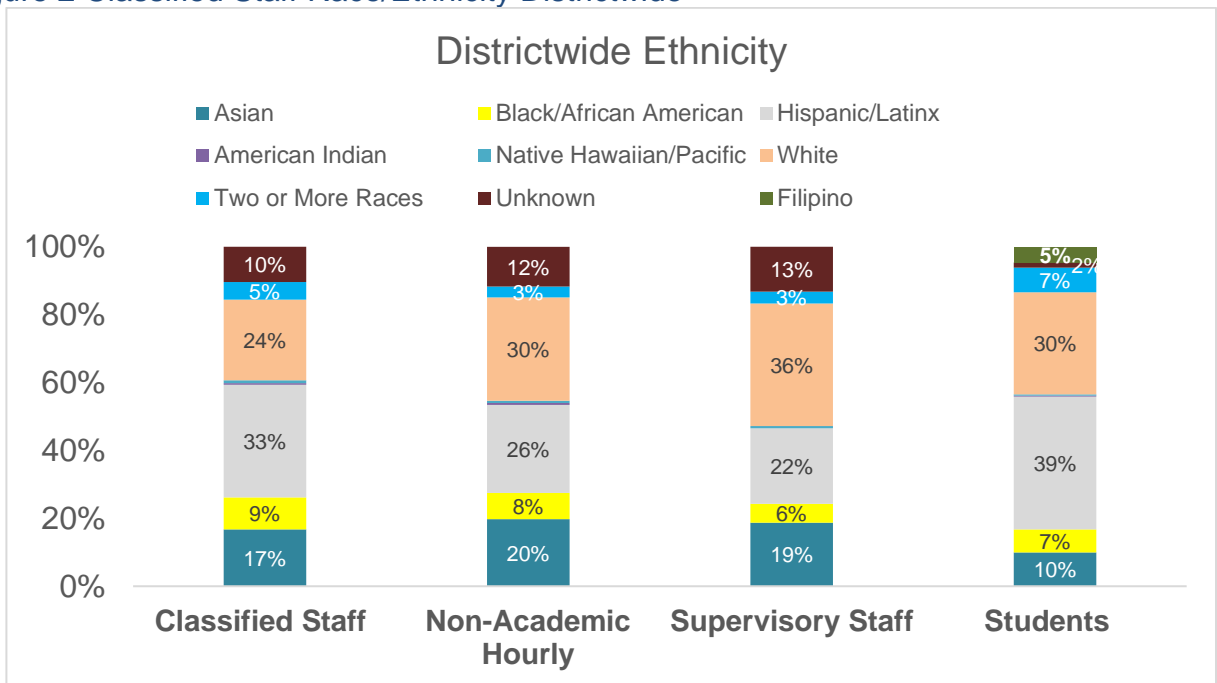


Figure 3 Classified Staff Race/Ethnicity City College

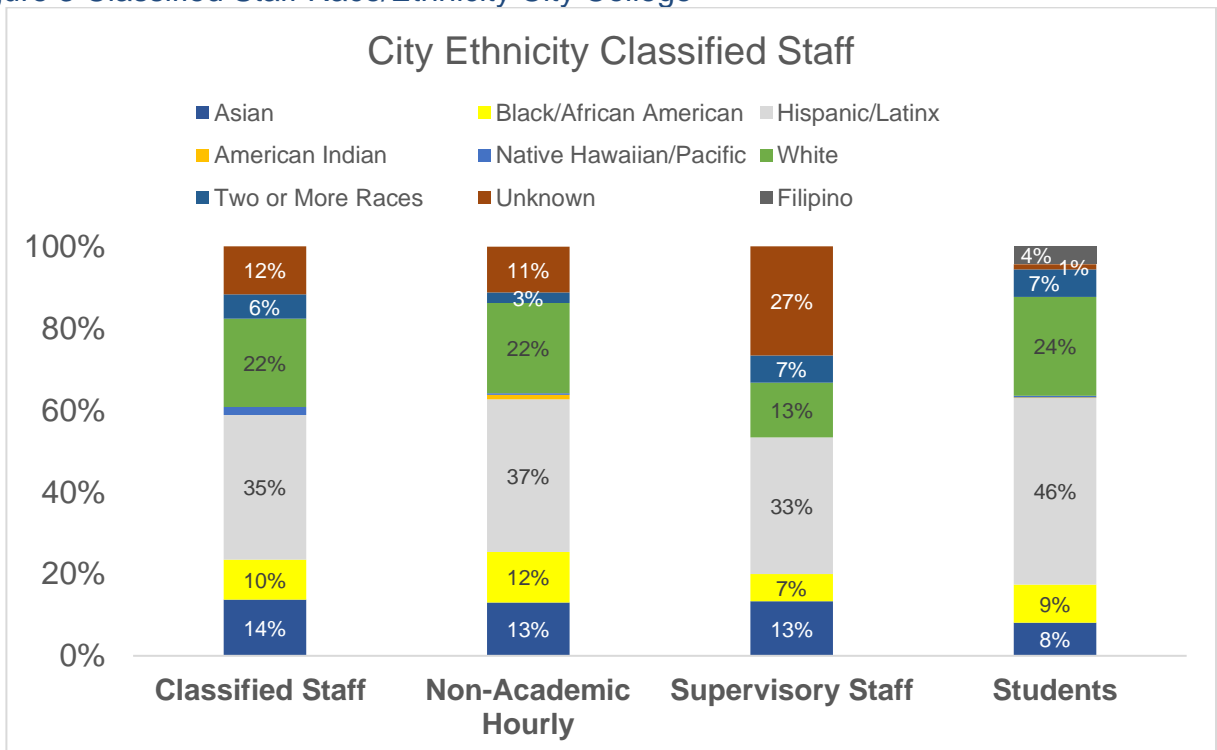


Figure 4 Classified Staff Race/Ethnicity Mesa College

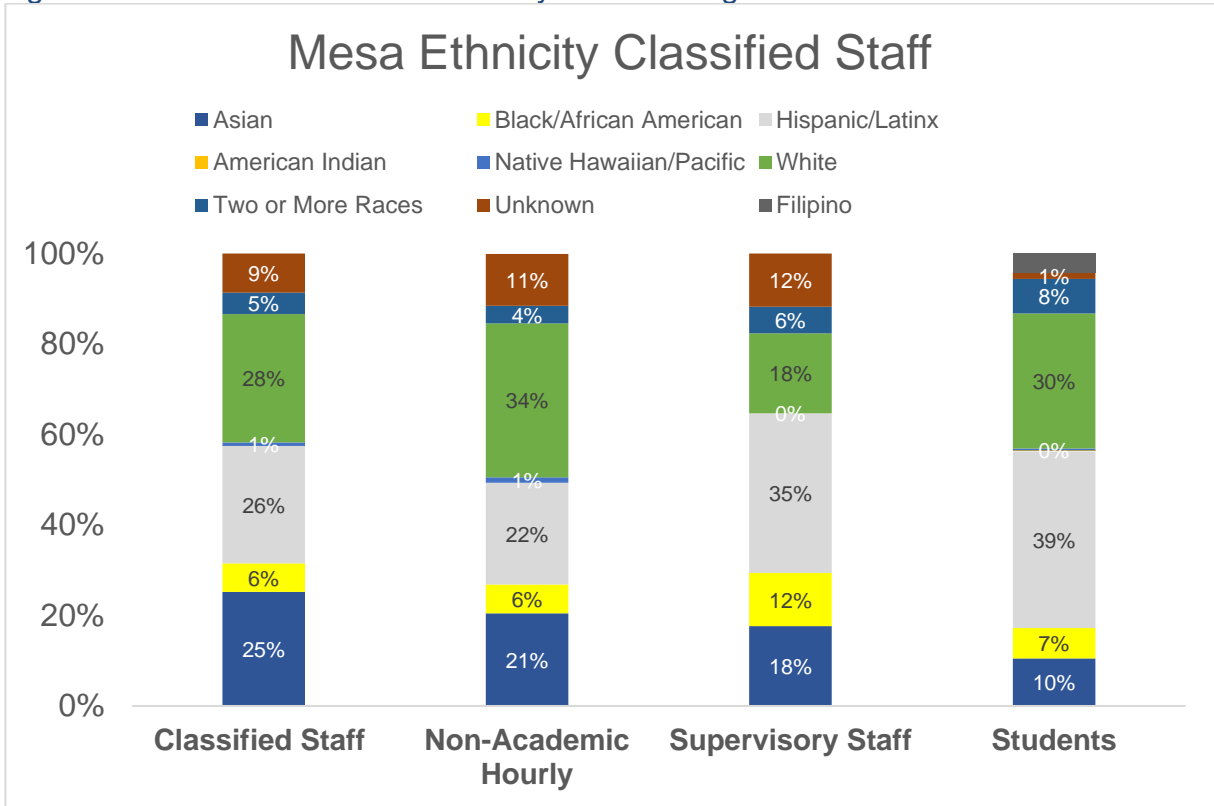


Figure 5 Classified Staff Race/Ethnicity Miramar College

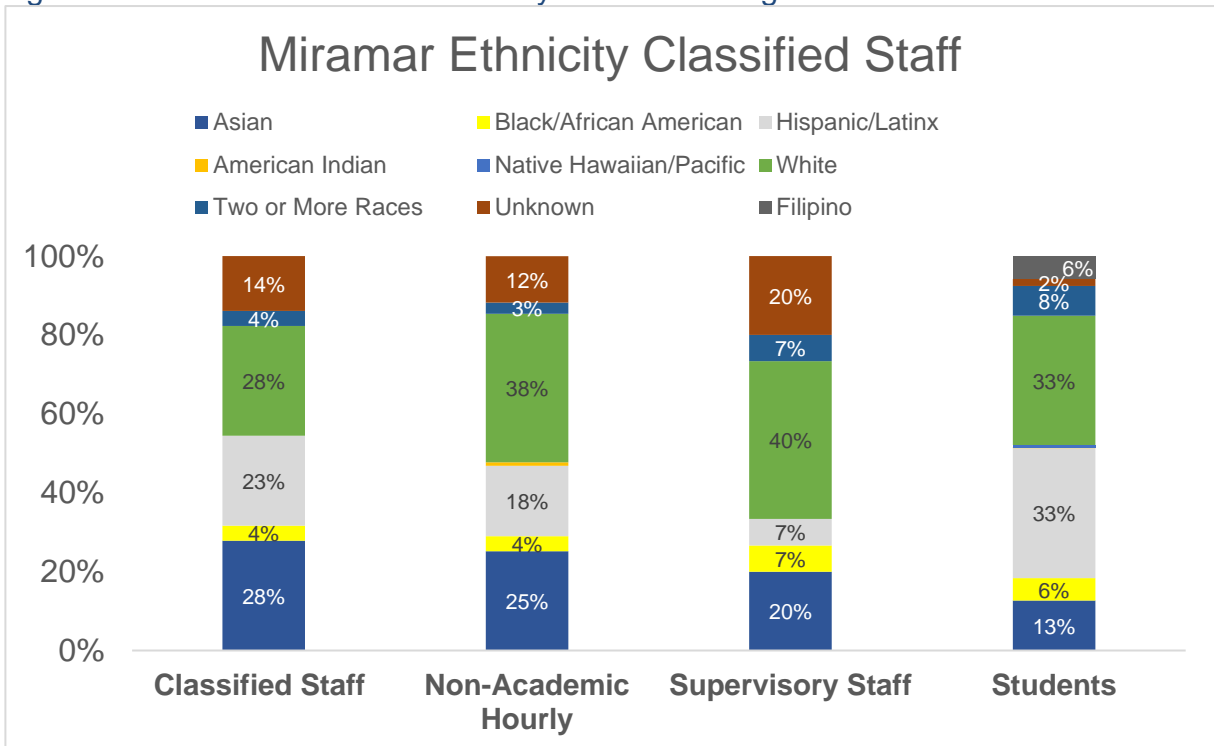
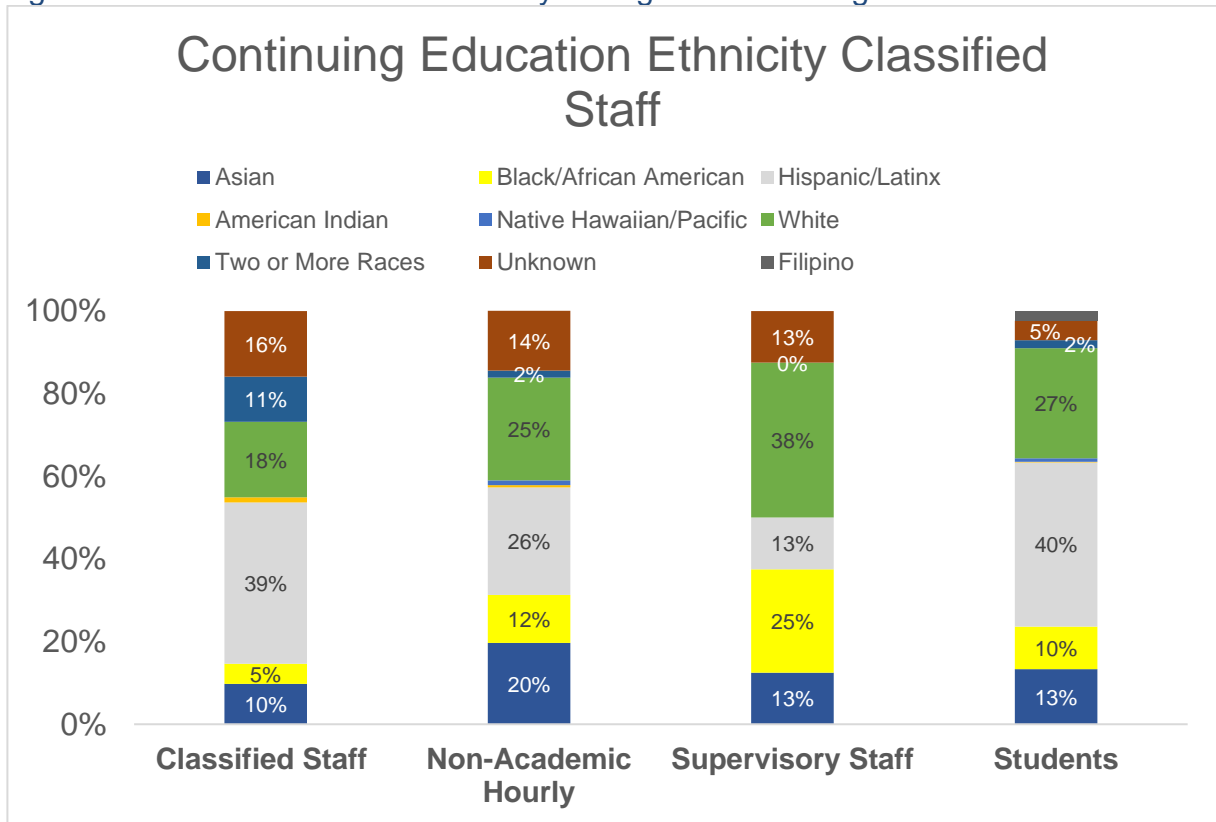


Figure 6 Classified Staff Race/Ethnicity College of Continuing Education



Management Race/Ethnicity

3. The proportions of management race/ethnicity differ greatly from several students' ethnic groups at each institution of the district. Districtwide, there is overrepresentation of White and under representation of Asian and Latinx managerial staff when compared to student ethnic groups.

- Latinx managers at Miramar College are underrepresented when compared to the student population (Managers; 24%, Students; 33%). There are ~7,200 Latinx students.
- There is no clear representation of Asian leadership at College of Continuing Education. The student representation is about 13%. (~2,951 Asian students).

Table 7 on the following page illustrates all races/ethnicities of managers compared to students per institution and districtwide. Figures 7-11 on the following pages show the breakdown by ethnicity/race by institution.

Districtwide – see page 21

City College – see page 21

Mesa College – see page 22

Miramar College – see page 22

College of Continuing Education – see page 23

Table 7 Under and Overrepresentation of Managers by Institution

- Management overrepresented when compared with students
- Students overrepresented when compared with faculty

| Institution | Group | Asian | Black/ African American | Hispanic/ Latinx | White | Two or More Races | Unknown |
|-------------|------------------------|-------|-------------------------------|---------------------|-------|-------------------------|---------|
| District | Management (n=142) | 10% | 10% | 25% | 33% | 6% | 15% |
| | Students (n=51,784) | 10% | 7% | 39% | 30% | 7% | 2% |
| City | Management (n=22) | 14% | 23% | 36% | 14% | 9% | 5% |
| | Students (n=20,622) | 8% | 9% | 46% | 24% | 7% | 1% |
| Mesa | Management (n=28) | 11% | 7% | 29% | 25% | 7% | 14% |
| | Students (n=29,530) | 10% | 7% | 39% | 30% | 8% | 1% |
| Miramar | Management (n=21) | 14% | 10% | 24% | 38% | 0% | 14% |
| | Students (n=21,877) | 13% | 6% | 33% | 33% | 8% | 2% |
| SDCCE | Management (n=22) | 0% | 14% | 27% | 32% | 9% | 18% |
| | Students (n=22,199) | 13% | 10% | 40% | 27% | 2% | 5% |

Figure 7 Management Race/Ethnicity Districtwide

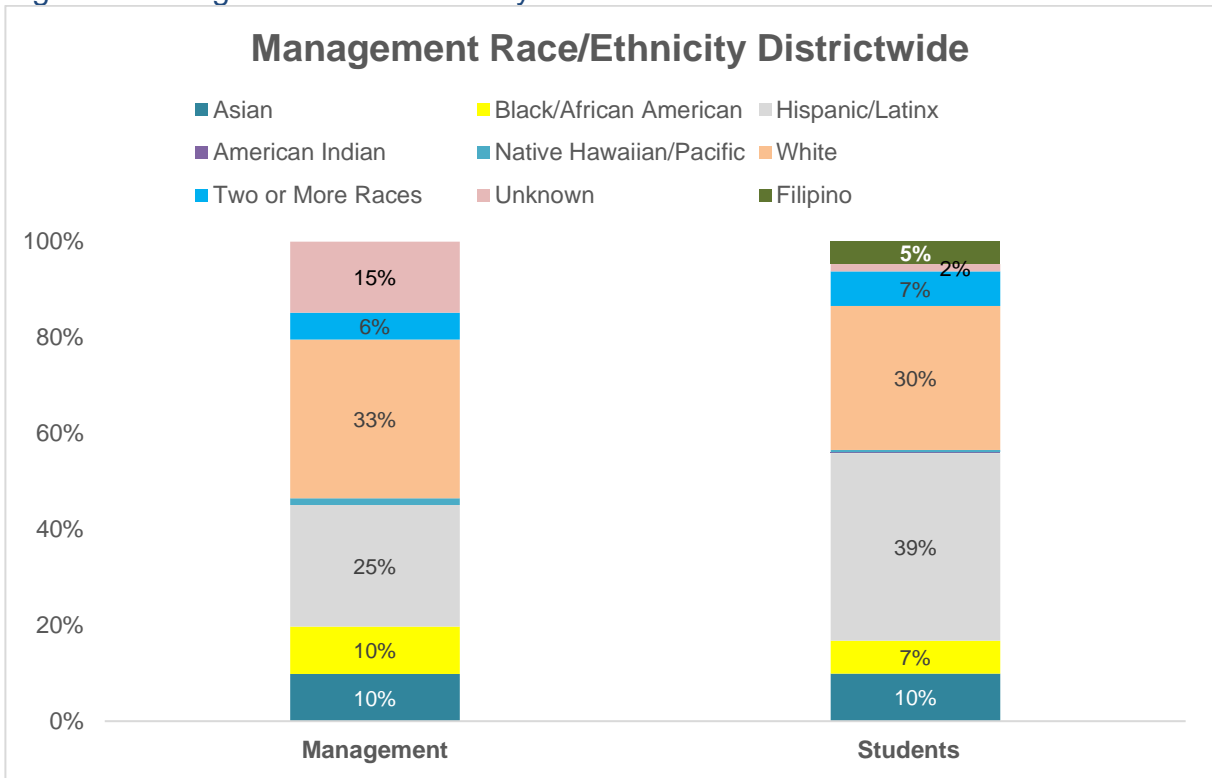


Figure 8 Management Race/Ethnicity City College

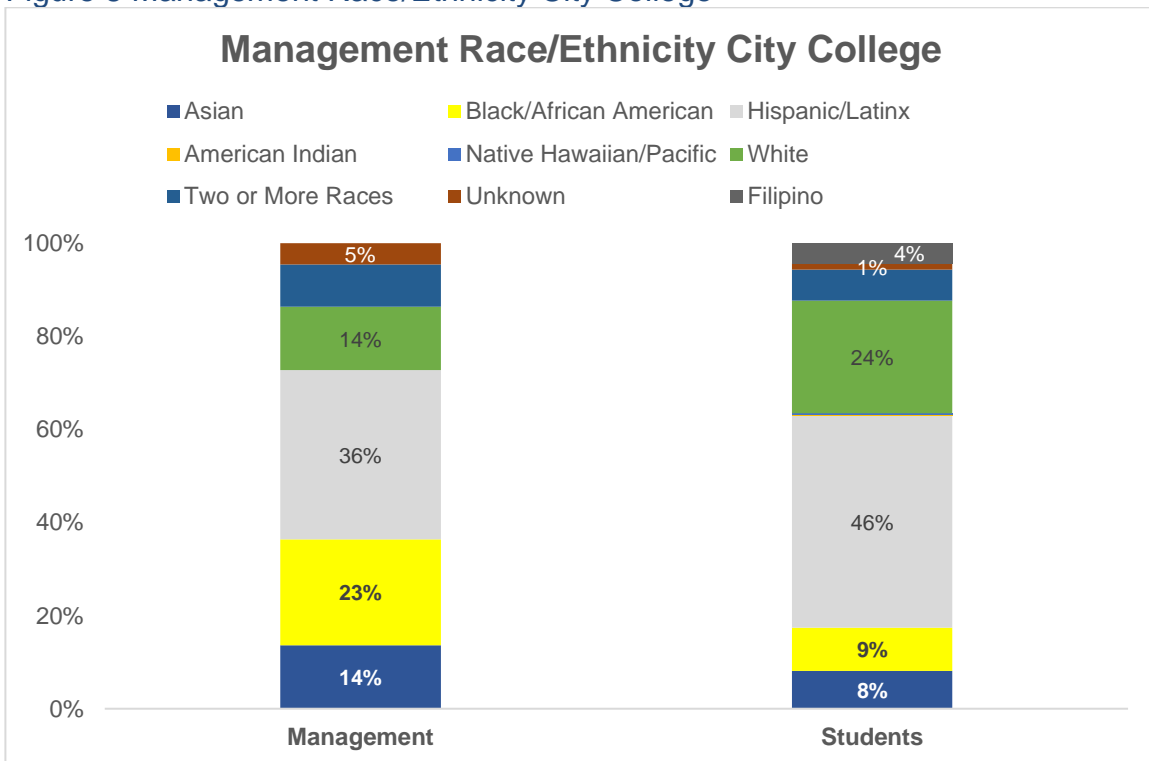


Figure 9 Management Race/Ethnicity Mesa College

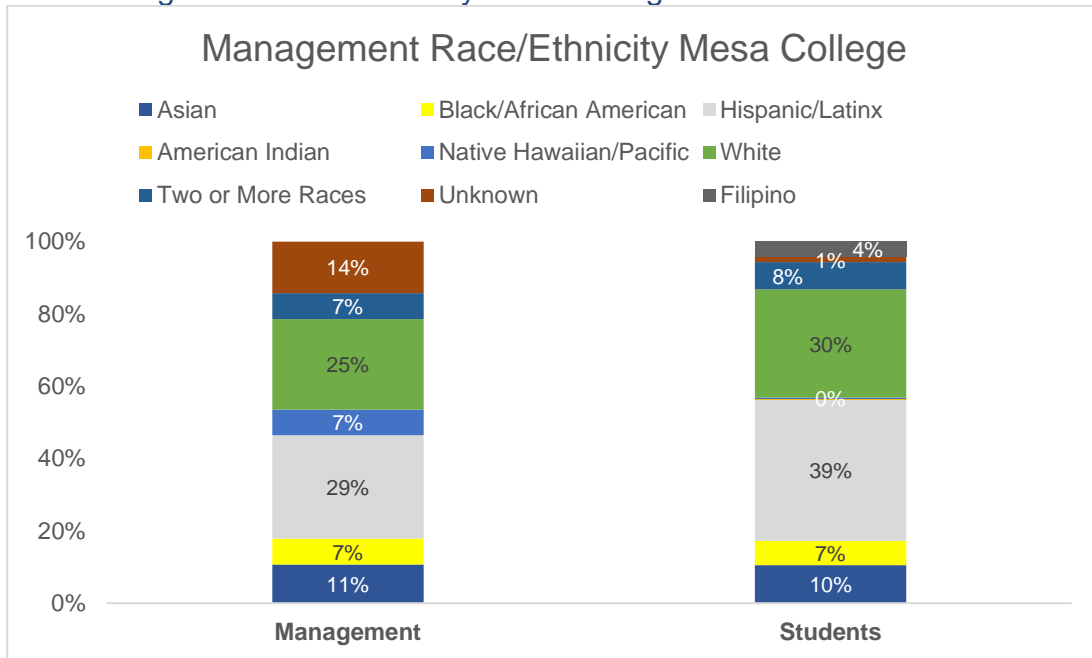


Figure 10 Management Race/Ethnicity Miramar College

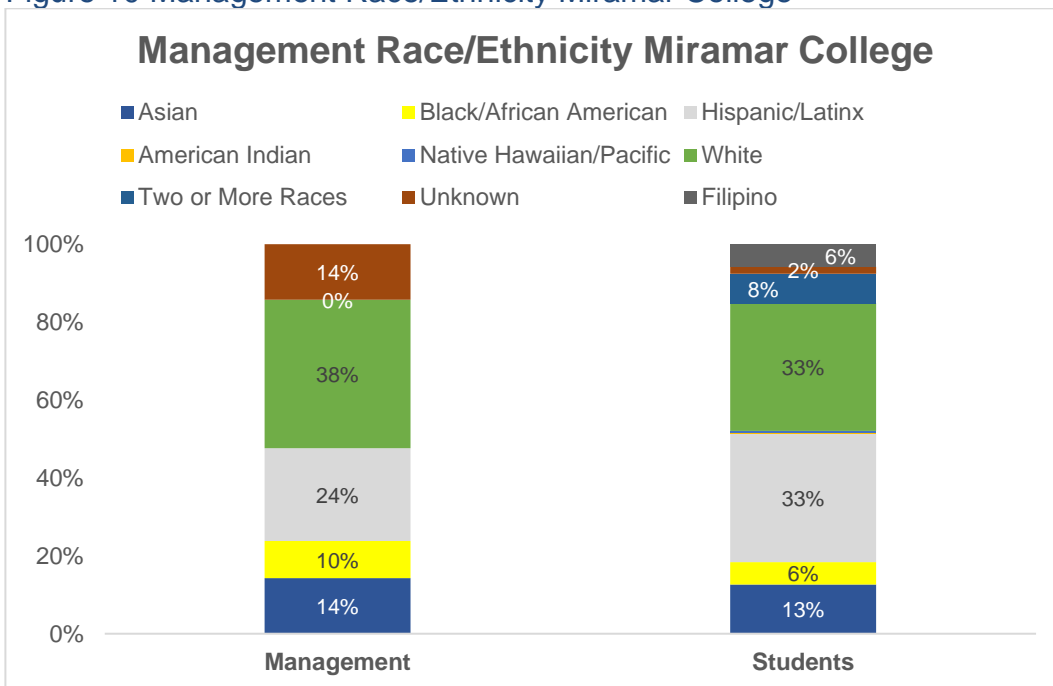
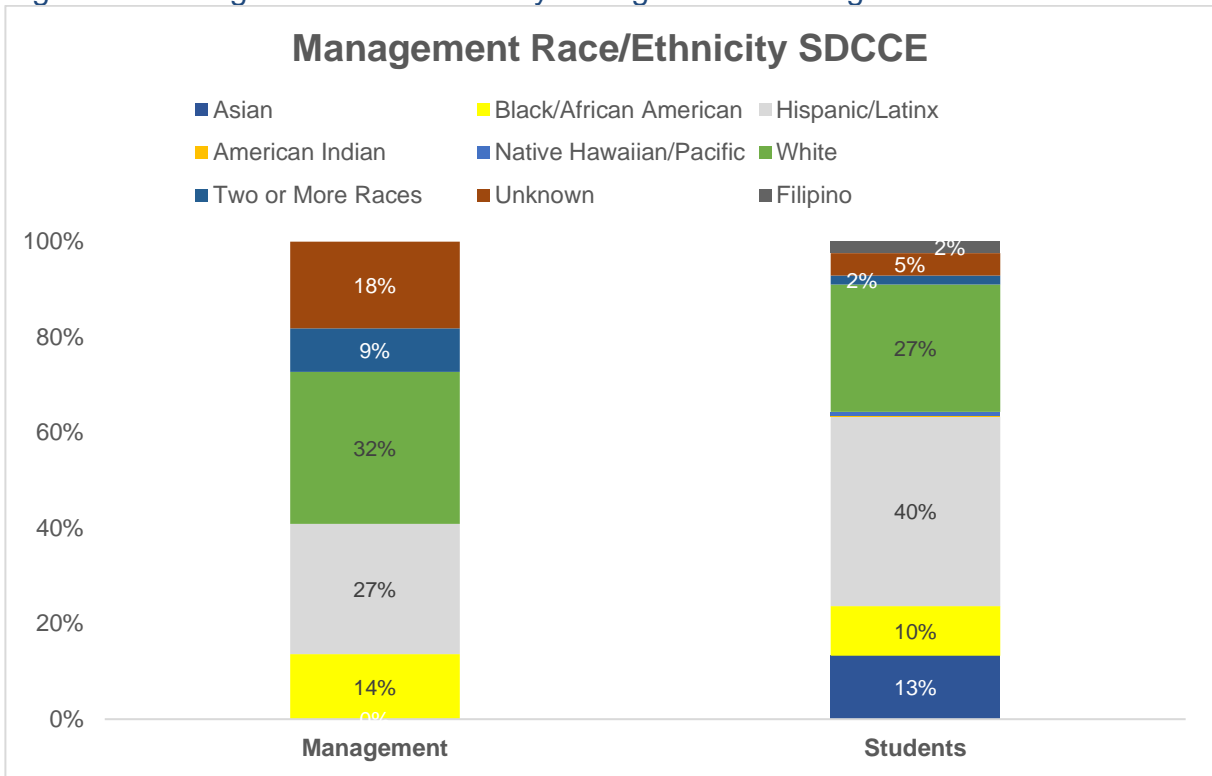


Figure 11 Management Race/Ethnicity College of Continuing Education



Summary

Faculty Ethnicity/Race Representation Compared to Student Representation

1. **Faculty's race/ethnicity is not fully representative of the students' race/ethnicity.**
 - a. Districtwide there is overrepresentation of White faculty by 18% and underrepresentation of Latinx faculty 30%.
 - b. City College has an underrepresentation of Latinx faculty by 32%.
 - c. Latinx Faculty at Mesa and Miramar College are underrepresented when compared with the student population.
 - d. 28% of faculty members do not specify an ethnicity within the PeopleSoft system.

Employee Ethnicity/Race Compared to Student Representation

2. **Employees have a closer representation of ethnicity to the student body. The difference on Hispanic/Latinx rate is 11% more for students (Staff: 28%, Students 39%).**
 - a. Asian representation is slightly high for classified staff. (Students: 10%, Staff: 19%).
 - b. Black/African American is pretty representative (Students: 7%, Staff: 8%).
 - c. White representation is also generally representative (Students; 30%, Staff; 29%).

Management Ethnicity Compared to Student Representation

3. **The race/ethnicity of management differ greatly in several students' groups at each institution of the district. Districtwide there is an underrepresentation of Hispanic/Latinx.**

General – Across Findings

4. **Data improvement needed**
 - a. Twenty-eight percent of faculty have no specified race/ethnicity in the District database. This high percentage of not specified race/ethnicity significantly impacts this analysis.
 - b. District efforts to refine the data and encourage employees to identify their race/ethnicity in PeopleSoft is highly encouraged.

Appendix

This appendix with the school, department, and subject was also extracted for OEIR databases. This structure is used in other OEIR reports, including the Enrollment Management Dashboards.

Table 9. College, School, Department, Subject Crosswalk

| College | School | Department | Subject |
|---------|--|--------------------------------|---------|
| City | Arts, Humanities, and Communications | Communication Studies | COMS |
| City | Arts, Humanities, and Communications | Communication Studies | DJRN |
| City | Arts, Humanities, and Communications | Communication Studies | RTVF |
| City | Arts, Humanities, and Communications | English and Humanities | ELAC |
| City | Arts, Humanities, and Communications | English and Humanities | ENGL |
| City | Arts, Humanities, and Communications | English and Humanities | HUMA |
| City | Arts, Humanities, and Communications | English and Humanities | LABR |
| City | Arts, Humanities, and Communications | English and Humanities | PHIL |
| City | Arts, Humanities, and Communications | Languages | AMSL |
| City | Arts, Humanities, and Communications | Languages | ARAB |
| City | Arts, Humanities, and Communications | Languages | FREN |
| City | Arts, Humanities, and Communications | Languages | ITAL |
| City | Arts, Humanities, and Communications | Languages | SPAN |
| City | Arts, Humanities, and Communications | Visual and Performing Arts | ARTF |
| City | Arts, Humanities, and Communications | Visual and Performing Arts | ARTG |
| City | Arts, Humanities, and Communications | Visual and Performing Arts | DANC |
| City | Arts, Humanities, and Communications | Visual and Performing Arts | DRAM |
| City | Arts, Humanities, and Communications | Visual and Performing Arts | MUSC |
| City | Arts, Humanities, and Communications | Visual and Performing Arts | MUSI |
| City | Arts, Humanities, and Communications | Visual and Performing Arts | PHOT |
| City | Behavioral & Social Sciences and Consumer & Family Studies | Alcohol and Other Drug Studies | AODS |
| City | Behavioral & Social Sciences and Consumer & Family Studies | Behavioral Sciences | ANTH |
| City | Behavioral & Social Sciences and Consumer & Family Studies | Behavioral Sciences | GEND |
| City | Behavioral & Social Sciences and Consumer & Family Studies | Behavioral Sciences | HUMS |
| City | Behavioral & Social Sciences and Consumer & Family Studies | Behavioral Sciences | PSYC |
| City | Behavioral & Social Sciences and Consumer & Family Studies | Behavioral Sciences | SOCO |
| City | Behavioral & Social Sciences and Consumer & Family Studies | Black Studies | BLAS |

| College | School | Department | Subject |
|---------|---|-------------------------------|---------|
| City | Behavioral & Social Sciences and Consumer & Family Studies | Chicana/Chicano Studies | CHIC |
| City | Behavioral & Social Sciences and Consumer & Family Studies | Consumer and Family Studies | CHIL |
| City | Behavioral & Social Sciences and Consumer & Family Studies | Consumer and Family Studies | EDUC |
| City | Behavioral & Social Sciences and Consumer & Family Studies | History and Political Science | HIST |
| City | Behavioral & Social Sciences and Consumer & Family Studies | History and Political Science | PADM |
| City | Behavioral & Social Sciences and Consumer & Family Studies | History and Political Science | POLI |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Apprenticeship | BCAS |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Apprenticeship | SDGE |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Business Studies | ACCT |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Business Studies | BUSE |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Business Studies | ECON |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Business Studies | MARK |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Business Studies | REAL |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Cosmetology | COSM |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Engineering and Technologies | AIRE |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Engineering and Technologies | EGEE |

| College | School | Department | Subject |
|---------|---|------------------------------|---------|
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Engineering and Technologies | ELCT |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Engineering and Technologies | ELDT |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Engineering and Technologies | ENGE |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Engineering and Technologies | MACT |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Engineering and Technologies | MFET |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Information Technology | CBTE |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Information Technology | CISC |
| City | Business, Engineering & Technology, Information Technology, and Cosmetology | Information Technology | INWT |
| City | Health, Exercise Science, and Athletics | Health and Exercise Sciences | EXSC |
| City | Health, Exercise Science, and Athletics | Health and Exercise Sciences | HEAL |
| City | Health, Exercise Science, and Athletics | Health and Exercise Sciences | NUTR |
| City | Information and Learning Technology | Learning Resource Center | LIBS |
| City | Learning Community | Other | LCOM |
| City | Mathematics, Sciences, and Nursing | Life Sciences | AGRI |
| City | Mathematics, Sciences, and Nursing | Life Sciences | BIOL |
| City | Mathematics, Sciences, and Nursing | Life Sciences | SUST |
| City | Mathematics, Sciences, and Nursing | Mathematics | MATH |
| City | Mathematics, Sciences, and Nursing | Nursing Education | NRSE |
| City | Mathematics, Sciences, and Nursing | Physical Sciences | ASTR |
| City | Mathematics, Sciences, and Nursing | Physical Sciences | CHEM |
| City | Mathematics, Sciences, and Nursing | Physical Sciences | GEOG |
| City | Mathematics, Sciences, and Nursing | Physical Sciences | GEOL |
| City | Mathematics, Sciences, and Nursing | Physical Sciences | GISG |

| College | School | Department | Subject |
|------------|------------------------------------|-----------------------------------|---------|
| City | Mathematics, Sciences, and Nursing | Physical Sciences | PHYN |
| City | Mathematics, Sciences, and Nursing | Physical Sciences | PHYS |
| City | Personal Growth | Personal Growth | PERG |
| City | Student Development | Student Development | DSPS |
| In-Service | Public Safety | Administration of Justice | ADJU |
| In-Service | Public Safety | Fire Technology and EMT | EMGM |
| In-Service | Public Safety | Fire Technology and EMT | FIPT |
| In-Service | Public Safety | Fire Technology and EMT | LFGD |
| Mesa | Arts/Lang | Art | ARTF |
| Mesa | Arts/Lang | Drama | DRAM |
| Mesa | Arts/Lang | Languages | CHIN |
| Mesa | Arts/Lang | Languages | FREN |
| Mesa | Arts/Lang | Languages | GERM |
| Mesa | Arts/Lang | Languages | ITAL |
| Mesa | Arts/Lang | Languages | JAPN |
| Mesa | Arts/Lang | Languages | RUSS |
| Mesa | Arts/Lang | Languages | SPAN |
| Mesa | Arts/Lang | Languages | VIET |
| Mesa | Arts/Lang | Music | MUSI |
| Mesa | Bus/Tech | Business | ACCT |
| Mesa | Bus/Tech | Business | BUSE |
| Mesa | Bus/Tech | Business | CACM |
| Mesa | Bus/Tech | Business | ECON |
| Mesa | Bus/Tech | Business | FASH |
| Mesa | Bus/Tech | Business | HOSP |
| Mesa | Bus/Tech | Business | REAL |
| Mesa | Bus/Tech | Computer and Information Sciences | CISC |
| Mesa | Bus/Tech | Digital Technology | CBTE |
| Mesa | Bus/Tech | Digital Technology | GISG |
| Mesa | Bus/Tech | Digital Technology | MULT |
| Mesa | Bus/Tech | Digital Technology | WEBD |
| Mesa | Bus/Tech | Fermentation | FERM |
| Mesa | Bus/Tech | Marketing | MARK |
| Mesa | Ex/Dance/Athl | Dance | DANC |
| Mesa | Ex/Dance/Athl | Exercise Science | EXSC |
| Mesa | Ex/Dance/Athl | Exercise Science | HEAL |

| College | School | Department | Subject |
|---------|-----------------|---------------------------------------|---------|
| Mesa | Health/Pub Svc | Allied Health | DENA |
| Mesa | Health/Pub Svc | Allied Health | HEIT |
| Mesa | Health/Pub Svc | Allied Health | MEDA |
| Mesa | Health/Pub Svc | Allied Health | PHLB |
| Mesa | Health/Pub Svc | Allied Health | PHYR |
| Mesa | Health/Pub Svc | Allied Health | RADT |
| Mesa | Health/Pub Svc | Allied Health | VTAH |
| Mesa | Health/Pub Svc | American Sign Language | AMSL |
| Mesa | Health/Pub Svc | Consumer/Nutrition Studies | CHIL |
| Mesa | Health/Pub Svc | Consumer/Nutrition Studies | NUTR |
| Mesa | Health/Pub Svc | Health Information Management | HIMS |
| Mesa | Health/Pub Svc | Other | ALLH |
| Mesa | Health/Pub Svc | Other | NDTE |
| Mesa | Health/Pub Svc | Work Experience | WORK |
| Mesa | Humanities | Communication Studies | COMS |
| Mesa | Humanities | English | ELAC |
| Mesa | Humanities | English | ENGL |
| Mesa | Humanities | Humanities | HUMA |
| Mesa | Humanities | Journalism | JOUR |
| Mesa | Humanities | Other | LCOM |
| Mesa | Learn/Acad Supp | Academic Support | EDUC |
| Mesa | Learn/Acad Supp | Other | LIBS |
| Mesa | Math/Natur | Biology | BIOL |
| Mesa | Math/Natur | Chemistry | CHEM |
| Mesa | Math/Natur | Mathematics | MATH |
| Mesa | Math/Natur | Physical Science | ASTR |
| Mesa | Math/Natur | Physical Science | ENGE |
| Mesa | Math/Natur | Physical Science | GEOL |
| Mesa | Math/Natur | Physical Science | OCEA |
| Mesa | Math/Natur | Physical Science | PHYN |
| Mesa | Math/Natur | Physical Science | PHYS |
| Mesa | Math/Natur | Social Sciences | POLI |
| Mesa | Soc/Beh/Multi | Architecture and Environmental Design | ARCH |
| Mesa | Soc/Beh/Multi | Architecture and Environmental Design | BLDC |
| Mesa | Soc/Beh/Multi | Architecture and Environmental Design | INTE |

| College | School | Department | Subject |
|---------|------------------------------|----------------------------------|---------|
| Mesa | Soc/Beh/Multi | Behavioral Sciences | ANTH |
| Mesa | Soc/Beh/Multi | Behavioral Sciences | PSYC |
| Mesa | Soc/Beh/Multi | Behavioral Sciences | SOCO |
| Mesa | Soc/Beh/Multi | Black Studies | BLAS |
| Mesa | Soc/Beh/Multi | Chicano Studies | CHIC |
| Mesa | Soc/Beh/Multi | Social Sciences | AAPI |
| Mesa | Soc/Beh/Multi | Social Sciences | GEOG |
| Mesa | Soc/Beh/Multi | Social Sciences | HIST |
| Mesa | Soc/Beh/Multi | Social Sciences | PHIL |
| Mesa | Soc/Beh/Multi | Social Sciences | POLI |
| Mesa | Soc/Beh/Multi | Social Sciences | SUST |
| Mesa | Soc/Beh/Multi | Social Sciences | WMNS |
| Mesa | St Dev | Personal Growth | PERG |
| Miramar | | Other | CHIC |
| Miramar | Business & Technical Careers | Aeronautical and Aviation | AVIA |
| Miramar | Business & Technical Careers | Aeronautical and Aviation | AVIM |
| Miramar | Business & Technical Careers | Automotive and Diesel Technology | AUTO |
| Miramar | Business & Technical Careers | Automotive and Diesel Technology | DIES |
| Miramar | Business & Technical Careers | Business and Paralegal | ACCT |
| Miramar | Business & Technical Careers | Business and Paralegal | BANK |
| Miramar | Business & Technical Careers | Business and Paralegal | BUSE |
| Miramar | Business & Technical Careers | Business and Paralegal | CBTE |
| Miramar | Business & Technical Careers | Business and Paralegal | CISC |
| Miramar | Business & Technical Careers | Business and Paralegal | ECON |
| Miramar | Business & Technical Careers | Business and Paralegal | MARK |
| Miramar | Business & Technical Careers | Business and Paralegal | PADM |
| Miramar | Business & Technical Careers | Business and Paralegal | PARA |
| Miramar | Business & Technical Careers | Business and Paralegal | REAL |
| Miramar | Business & Technical Careers | Child Development | CHIL |
| Miramar | Liberal Arts | Arts and Humanities | ARTF |
| Miramar | Liberal Arts | Arts and Humanities | ARTG |
| Miramar | Liberal Arts | Arts and Humanities | BLAS |
| Miramar | Liberal Arts | Arts and Humanities | COMS |
| Miramar | Liberal Arts | Arts and Humanities | DFLM |
| Miramar | Liberal Arts | Arts and Humanities | FILI |
| Miramar | Liberal Arts | Arts and Humanities | HUMA |
| Miramar | Liberal Arts | Arts and Humanities | LIBS |
| Miramar | Liberal Arts | Arts and Humanities | MUSI |

| College | School | Department | Subject |
|---------|------------------------------------|---|---------|
| Miramar | Liberal Arts | Arts and Humanities | PERG |
| Miramar | Liberal Arts | Arts and Humanities | PHIL |
| Miramar | Liberal Arts | English and World Languages | ELAC |
| Miramar | Liberal Arts | English and World Languages | ENGL |
| Miramar | Liberal Arts | English and World Languages | SPAN |
| Miramar | Liberal Arts | English and World Languages | TAGA |
| Miramar | Liberal Arts | Social and Behavioral Sciences | ANTH |
| Miramar | Liberal Arts | Social and Behavioral Sciences | GEOG |
| Miramar | Liberal Arts | Social and Behavioral Sciences | HIST |
| Miramar | Liberal Arts | Social and Behavioral Sciences | POLI |
| Miramar | Liberal Arts | Social and Behavioral Sciences | PSYC |
| Miramar | Liberal Arts | Social and Behavioral Sciences | SOCO |
| Miramar | Math/Bio/Exercise/Physical Science | Biological Sciences | BIOL |
| Miramar | Math/Bio/Exercise/Physical Science | Biological Sciences | MLTT |
| Miramar | Math/Bio/Exercise/Physical Science | Chemistry | CHEM |
| Miramar | Math/Bio/Exercise/Physical Science | Exercise Science, Health, and Nutrition | EXSC |
| Miramar | Math/Bio/Exercise/Physical Science | Exercise Science, Health, and Nutrition | HEAL |
| Miramar | Math/Bio/Exercise/Physical Science | Exercise Science, Health, and Nutrition | NUTR |
| Miramar | Math/Bio/Exercise/Physical Science | Mathematics | MATH |
| Miramar | Math/Bio/Exercise/Physical Science | Physical Sciences | ASTR |
| Miramar | Math/Bio/Exercise/Physical Science | Physical Sciences | GEOG |
| Miramar | Math/Bio/Exercise/Physical Science | Physical Sciences | OCEA |
| Miramar | Math/Bio/Exercise/Physical Science | Physical Sciences | PHYN |
| Miramar | Math/Bio/Exercise/Physical Science | Physical Sciences | PHYS |
| Miramar | Public Safety | Administration of Justice | ADJU |
| Miramar | Public Safety | Fire Technology and EMT | EMGM |
| Miramar | Public Safety | Fire Technology and EMT | FIPT |