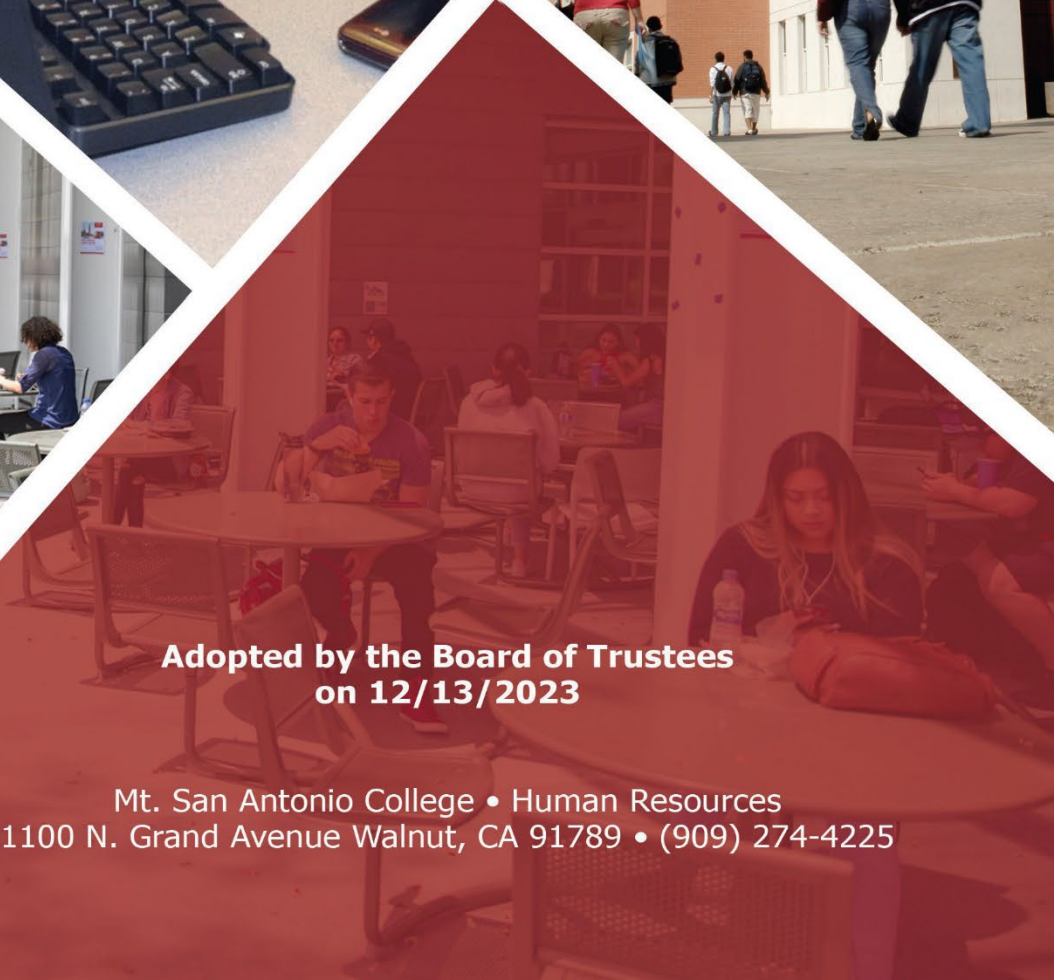




2023-26 EQUAL EMPLOYMENT OPPORTUNITY PLAN



**Adopted by the Board of Trustees
on 12/13/2023**

Mt. San Antonio College • Human Resources
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I. Introduction

Mt. San Antonio College embraces diversity, equity, inclusion, social justice, anti-racism, and accessibility when hiring qualified employees. The College's mission and goals, strategic planning documents, regional and national accreditation standards, and the College's Equal Employment Opportunity Plan will guide and inform this process.

The current version of the Mt. San Antonio Community College District Equal Employment Opportunity Plan (EEO Plan) was adopted by the Board of Trustees on TBD. The EEO plan reflects the District's commitment to equal employment opportunity and outlines the steps the District employs to ensure non-discriminatory employment practices and the elimination of bias in hiring.

The EEO plan's immediate focus provides equal employment opportunity in evidence-based and equity-minded recruitment, hiring, retention, and promotion policies and practices pursuant to the applicable Title 5 regulations (Section 53000 et. seq.), and which reflect the District's programmatic commitment to diversity, equity, inclusion, social justice, anti-racism, and accessibility. The EEO plan includes the requirements for a variety of steps including complaint procedures for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; the establishment of a Campus Equity and Diversity Committee; methods to support equal employment opportunity; review processes to modify and/or encourage diversity education and allied programs; and procedures for dissemination of the EEO plan.

To properly serve a growing diverse population, the District commits to hiring and retaining faculty and staff who are sensitive to, and knowledgeable of, the value of diversity, equity, inclusion, social justice, anti-racism, and accessibility in the workplace and in the District's academic and vocational programs.

Dr. Martha Garcia
President/CEO
Mt. San Antonio College

II. Definitions

Adverse Impact: A disproportionate negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*).

Board of Governors: The California Community College Board of Governors sets policy and provides guidance for the 73 districts and 116 colleges that constitute the system.

Chancellor's Office: California Community Colleges Chancellor's Office oversees matters pertaining to the Board of Governors, Consultation Council, the annual budget and legislative process, and communications to the general public and media.

Diversity: A condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability, and socio-economic backgrounds, in all aspects of the workplace.

Equal Employment Opportunity ("EEO"): All qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in all job categories. Equal employment opportunity also involves:

1. Identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance;
2. Creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940 and;
3. Updating job descriptions and/or job announcements to reflect accurately knowledge, skills and abilities of the position, including a commitment to equity.

Equal Employment Opportunity Plan (EEO plan): A written document that describes a district's EEO program. A district's EEO plan shall include: 1) analysis of the District's workforce; and 2) descriptions of the district's program and strategies, informed by the districts work force analysis, that it is implementing or will implement, to promote equal employment opportunity.

Equal Employment Opportunity Program: The combination of district strategies implemented to promote equal employment opportunity. Such programs should be

informed by a district's longitudinal workforce and applicant analyses.

EEO Representatives: District employees who are trained by Human Resources to assist screening and selection committees in ensuring that all applicants receive fair and equitable treatment and to advise on matters related to compliance with Title 5 EEO Regulations. EEO Representatives provide guidelines and instructions regarding equal employment opportunity, and they attend meetings of the screening and selection committee to ensure that equal employment opportunity principles are applied at each step in the screening and selection processes. EEO Representatives should be individuals who will most likely be viewed by all committee members and applicants as neutral, free of personal motivations and conflicts of interests, and reasonably free from influence in relation to the particular vacant position. EEO Representatives are non-voting members of the Screening and Selection Committees and are appointed by Human Resources. EEO Representatives shall not be under the supervision of the area administrator or committee chair.

In-house or Promotional Only Hiring: Recruitments that apply to existing district employees eligible for a position and used to fill an interim position which may not exceed two years (Section 53021c).

Job Categories: Executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

Monitored Group: Groups which districts must provide demographic data pursuant to Section 53004.

Person with a Disability: Any person who:

1. has a physical or mental impairment as defined in Government Code, Section 12926, which limits one or more of such person's major life activities;
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

Reasonable Accommodation: The efforts made by the district in compliance with Government Code section 12926.

Screening and Selection Procedures: Any measures, combination of measures, or procedures used during the screening and selection process to assess individual applicant's possession of knowledge, skills, and/or abilities that are:

1. listed on the job posting;

2. directly related to position being filled; and
3. are necessary to perform the essential functions of the position being filled.

Job-related measures are used by the Screening and Selection Committee to develop screening and selection criteria and interview questions and may also be used to develop job-related employment tests/examinations. For example, to measure a potential candidate's abilities to perform a job duty, selection criteria, questions, and an in-person demonstration may be used to assess an applicant's knowledge, skills, and abilities related to the performance of the duty in the job. Criteria related to a prospective candidate's Grade Point Average, specific type of institution from which the candidate received their undergraduate or graduate education, and grades earned in courses that are not related to the subject areas of the work assignment would not be job-related and could not be used as part of the screening or selection process.

Underrepresented Group: Any monitored group for which the percentage of persons from that group employed by the district in a job category is below eighty percent (80%) of the projected representation for that group and job category.

Voluntary Lateral Transfers: Only existing district employees are eligible to apply for a position in accordance with applicable collective bargaining agreements.

III. Policy Statement

The Mt. San Antonio Community College District is committed to the principles of equal employment opportunity grounded in the principles of diversity, equity, inclusion, social justice, anti-racism, and accessibility, and will implement a comprehensive plan to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subjected to discrimination in any program or activity of the District on the basis of an actual or perceived characteristic related to ethnic group identification, national origin, immigration status, religion, age, sex, gender, gender identification, gender expression, military and veteran status, marital status, medical condition, race, color, ancestry, sexual orientation, physical or mental disability, or any other characteristic protected under applicable federal or state law.¹

With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.

Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.

¹ California Government Code 12900 - 12996

In order to embrace diversity, we also acknowledge that institutional racism, discrimination, and biases exist and that our goal is to eradicate these from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the California Community Colleges are committed to fostering an anti-racist environment that offers equal opportunity for all.

As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, gender identity, gender expression, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.²

The District will strive to achieve a workforce that is welcoming to all persons to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy, and free expression of ideas. An *Equal Employment Opportunity Plan* (EEO Plan) will be maintained and reviewed on a regular basis to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

IV. Delegation of Responsibility, Authority, and Compliance

It is the goal of the Mt. San Antonio Community College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the district. The general responsibilities for the prompt and effective implementation of the EEO plan are set forth below:

² 5 CCR § 53002, 51200, 51201

Governing Board

The Board of Trustees is ultimately responsible for adoption, oversight, and proper implementation of the District's EEO Plan grounded in the principles of diversity, equity, inclusion, social justice, anti-racism, and accessibility at all levels of District operation, and for making measurable progress toward equal employment opportunity by the strategies described in the District's EEO plan. Further, the Board of Trustees will ensure the EEO Plan *shall*:

1. be developed in collaboration with the District's Equal Employment Opportunity Advisory Committee/Campus Equity and Diversity Committee;
2. be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item;
3. cover a period of 3 years, after which a new or revised plan shall be adopted; and
4. be submitted to the Chancellor at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan will be presented to the governing board prior to adoption.

President/CEO

The Board of Trustees delegates to the President/CEO the responsibility for ongoing implementation of the EEO Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The President/CEO shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on EEO Plan implementation. The President/CEO shall evaluate the performance of all administrative personnel who report directly to them on their ability to follow and implement the EEO Plan.

Equal Employment Opportunity Officer

The District has designated the Vice President, Human Resources or designee, as its equal employment opportunity officer, who is responsible for the day-to-day implementation of the EEO Plan. If the designation of the equal employment opportunity officer changes before the EEO Plan is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing, and monitoring the EEO Plan and for assuring compliance with the requirements of Title 5, Sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Section VI of the EEO Plan and for ensuring that applicant pools and selection procedures are properly monitored.³

³ Section 53026 requires districts to develop a process permitting "any person" to file a complaint alleging that the EEO requirements (Title 5, § 53000 et seq.) have been violated. Complaints that also allege discrimination are to be processed according to the discrimination complaint procedures that commence at section 59300 of Title 5. Title 5

Campus Equity and Diversity Committee

The Campus Equity and Diversity Committee serves as the Districts' Equal Employment Opportunity Advisory Committee and will act as an advisory body to the equal employment opportunity officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures.⁴ The Committees assists in the development and implementation of the EEO Plan in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for EEO Plan revisions as appropriate.

Agents of the District

Any organization or individual acting on behalf of the District with regard to the recruitment and screening of personnel is an agent of the District, and thereby subject to the requirements, stipulations, and provisions of the EEO Plan.

Good Faith Effort

The District shall make a continuous good faith effort to comply with all the requirements of its EEO Plan.

V. District Advisory Committee – Campus Equity and Diversity Committee

The District has established the Campus Equity and Diversity Committee as the District's equal employment opportunity advisory committee to assist with developing, revising, and implementing its EEO Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity. The equal employment opportunity officer shall train the advisory committee on equal employment compliance and the EEO Plan itself.

Members of this advisory committee as well as members of the District's Board of Trustees shall receive training in all the following areas as required in Title 5, Section 53005:

1. the requirements of Section 53005 of Article 1 of Chapter 4 of Division 6 of Title 5 of the California Code of Regulations and of state and federal nondiscrimination laws;

does not require, nor does it prohibit, that the officer who receives section 53026 complaints be the officer who receives section 59300 complaints. In the EEO Plan, the same officer receives both EEO Plan complaints and discrimination complaints, but that arrangement is not required by the regulations.

⁴ Many districts continue to call these advisory committees Diversity Advisory Committees, as they were called in the prior Title 5 language. This is acceptable, although the current Title 5 language refers to them as Equal Employment Opportunity Advisory Committees. The committee name is not critical; the important thing is for the committee to carry out the duties described in section 53005 of Title 5.

2. identification and elimination of bias in hiring;
3. the educational benefits of workforce diversity; and
4. the role of the advisory committee in drafting and implementing the District's EEO plan.

The committee shall be composed of a diverse membership. If the District is unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who represent the multiple facets of diversity.

The committee will be composed of the following members:

1. Equal Employment Opportunity Officer (Tri-chairperson);
2. Faculty Tri-chairperson (Appointed by Academic Senate);
3. Vice President, Human Resources, or designee (ex-officio);
4. Five Faculty (Appointed by Academic Senate);
5. Two Faculty Association Representatives;
6. Two Classified Senate Representatives;
7. Four Classified Representatives* (Two appointed by CSEA Chapter 262, and Two appointed by CSEA Chapter 651);
8. One Accessibility Resource Centers for Students (ACCESS) Representative;
9. One Continuing Education Representative;
10. Two Management Representatives;
11. One Confidential Representative; and
12. One Student Representative (Appointed by Associated Students President).⁵

The committee will meet at least monthly during the fall and spring semesters. When appropriate, the committee shall make recommendations to the Board of Trustees, the President/CEO, and the equal employment opportunity officer.

VI. Complaints

Complaints alleging violations of this EEO plan may be filed by any person using the procedures for employment-related complaints authorized Title 5 of California's Code of Regulations commencing with section 59300.

⁵ Title 5 does not require any specific composition for the advisory committee. It is recommended that advisory committees include representatives from all constituency groups: Students, faculty, classified staff, and administrators.

*Classified Co-Chairperson is voted in by the Committee at the 1st meeting of each Fiscal year for a one (1) year term.

Complaints may be filed with the Vice President of Human Resources, Director of EEO, Title IX and Leaves Administration, or designee at (909) 274-4225 or online at <http://www.mtsac.edu/discriminationcomplaint>.

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)

The District has established Board Policies (BP) which outline the prohibition of unlawful discrimination, harassment, and retaliation and Administrative Procedures (AP) which set forth a process for the investigation and resolution of complaints by or against any employee, student or third party within the District. The Vice President of Human Resources, the Director of EEO, Title IX & Leaves Administration, or designee, is responsible for receiving such complaints and for coordinating their investigation. The Vice President of Human Resources, or the Director of EEO, Title IX and Leaves Administration, may designate an investigator to investigate such complaints. Applicable Board Policies and Administrative Procedures are listed below:

- [BP 3410 Prohibition of Unlawful Discrimination](#)
- [AP 3410 Prohibition of Unlawful Discrimination](#)
- [BP 3430 Prohibition of Harassment](#)
- [AP 3430 Prohibition of Harassment](#)
- [AP 3434 Responding to Harassment Based on Sex Under Title IX](#)
- [AP 3435 Discrimination and Harassment Investigations](#)

VII. Notification to District Employees

The commitment of the Board of Trustees and the President/CEO to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the EEO Plan. The policy statement is printed in the Mt. San Antonio College Catalog and Schedule of Classes. The most recent EEO Plan adopted by the Board of Trustees is available on the District's website and in print upon request made to Human Resources. Additionally, the EEO Policy Statement is a part of all position postings, the EEO plan is included in the new hire onboarding packet, and the Screening and Selection Committee and EEO Representative Training covers various components of the EEO Plan.

VIII. Training for Screening and Selection Committee

All individuals who serves on a selection and screening committee shall receive appropriate training on the requirements of the Title 5 regulations regarding equal employment opportunity (Section 53003) prior to their participation on a screening and selection committee; the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; the educational benefits of a diverse workforce; identification and elimination of bias in hiring decisions and

employment; and best practices in serving on a selection or screening committee.

Screening and Selection Committee

Screening and Selection Committees shall include a diverse membership, within the limits allowed by the California Community College Chancellor's Office, to ensure a variety of perspectives to assess applicants' qualifications. Establishing a diverse Committee membership, fosters equity-enriched practices. Options to achieve a balanced Screening and Selection Committee may include any of the following: ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry, sexual orientation, language, accent, citizenship status, marital status, economic status, military and veteran status, and medical condition. The Committee shall provide the College Equal Employment Opportunity Officer or designee with a written statement summarizing how their Committee is diverse.

Individuals serving on a screening and selection committee will be required to participate in an EEO screening and selection committee training session facilitated by Human Resources within two calendar years of their appointment on a committee. Individuals who have not received this training will not be allowed to serve on screening and selection committees.

EEO Representatives are required to have received specific training in the role of an EEO Representative within two calendar years of the appointment on a committee. EEO Representatives are required to monitor all phases of the recruitment process, including final interviews. EEO Representatives shall not be under the supervision of the area administrator or the screening and selection committee chair.

Individuals who have not received the EEO screening and selection committee training will not be allowed to serve on a screening and selection committee.

Human Resources is responsible for providing the EEO screening and selection committee training. The Campus Equity and Diversity Committee will conduct periodic reviews of the training programs.

Any organization or individual participating in the recruitment and screening of personnel is an agent of the District, and thereby, subject to the requirements, stipulations, and provisions of this plan.

IX. Annual Written Notice to Community Organizations and Professional Groups

The Equal Employment Opportunity Officer in collaboration with the Campus Equity and Diversity Committee shall develop a list of community and professional organizations based on proven community engagement, inclusive practices, and ability to serve as a recruitment resource, especially for underrepresented populations. Written notice regarding the EEO plan will be provided to these organizations annually. The notice will include:

- a summary of and a link to the District's EEO plan;
- the internet address where the District advertises its employment opportunities;
- various methods to contact Human Resources to obtain employment information; and
- a request for assistance in identifying a diverse pool of qualified applicants.

List of Groups for Annual Written Notice of the District's EEO Plan

1. Trade publications
2. Industry websites
3. Professional organizations
4. Community organizations
5. Cultural organizations
6. Multilingual publications

Soliciting assistance from appropriate community-based and professional organizations will contribute to the recruitment methods used to address underrepresented groups outlined in Component XII of this plan.

X. Periodic Longitudinal Analysis of District Workforce and Applicant Pools

Human Resources will review the District's workforce composition during the fall semester of each academic year (see Appendix B), and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the EEO Plan. Longitudinal data will be gathered and analyzed using the Equal Employment Opportunity Commission's Adverse Impact Test (student or US Census EEO Tables) and projected representation data. The 80% rule will be used to determine whether any monitored group is underrepresented across all phases of the employment process, including recruitment to applicant pools, hiring, retention, and promotion.⁶ Human Resources will provide a workforce analysis to the Campus Equity and Diversity Committee annually, prior to the end of the fall semester. Where the District determines that the underrepresentation or adverse impact of one or more monitored groups in recruitment may be the result of non-job-related factors, it shall implement additional strategies in its EEO Plan designed to mitigate promptly the underrepresentation or adverse impact.⁷

For the data collection and report, all applicants and employees will have the opportunity to voluntarily identify their gender (including non-binary options), ethnic group identification, age, and if applicable, disability. The composition of each initial applicant pool, qualified pool, and applicants recommended for an interview is recorded and reviewed by the Equal Employment Opportunity Officer or designee. This information will be kept confidential and shall be used only in research,

⁶ Title 5 Section 53006 (a) and (b)

⁷ Title 5 Section 53006 (b)

monitoring, and evaluating the effectiveness of the District's equal employment opportunity program, or another similar purpose authorized by law. It will be separated from the applications that are forwarded to the Screening and Selection Committee and hiring administrator(s). The District will annually report to the Chancellor the result of its annual survey of employees.

At least every three years, the EEO Plan will be reviewed and, if necessary, revised based on an analysis of the age, ethnic group identification, gender (including non-binary options), and disability composition of existing staff and of those who have applied for employment.

Identified Job Categories include:

1. Adjunct Faculty
2. Full-Time Faculty
3. Classified Staff, including Confidential Staff
4. Management including Executive Management

XI. Analysis of Degree of Underrepresentation

Upon completing the longitudinal data analysis outlined in Component X of this EEO Plan, if any statistically underrepresentation for a particular monitored group is identified (see Appendix C), the District shall take the following steps:

1. Review the longitudinal hiring process analyses results for potential adverse impact effecting the identified monitored group at any phase(s) of the process.
2. Conduct additional quantitative analyses of phases where adverse impact is identified to determine, where possible, the specific elements of the hiring process disproportionately eliminating the monitored group applicants.
3. Review the identified selection process elements contributing to the lack of success for the monitored group to determine whether they can be modified, eliminated, or replaced with a procedure decreasing adverse impact.
4. Review the composition of applicant pools from the prior three years to determine whether the representation of monitored group applicants is consistent with the expected representation stated in the District's availability estimates and/or targeted representation for the group.
5. Review current recruitment procedures and develop recommendations for modifying:
 - a. recruitment sources and job announcement language
 - b. advertising budgets, policies, and procedures to determine whether adequate funds are available to conduct broad and inclusive recruitment
 - c. any other additional measures that may be undertaken that are required

or permitted by law, in consultation with counsel

6. Consider the implementation of additional measures designed to promote diversity in the recruitment, retention, or hiring process.
7. Analyze retention of monitored group employees in the impacted area and other employment processes that impact the District's ability to attract and retain a diverse workforce.
8. Present the findings to the applicable governance committees, and other relevant groups to identify potential good faith efforts to make positive progress towards eliminating the underrepresentation.

XII. Methods to Address Underrepresentation

Should the District identify particular monitored groups that are underrepresented with respect to one or more job categories, the District may take the following steps as developed and prioritized by the Equal Employment Opportunity Officer in collaboration with the CEDC:

1. Review the District's recruitment Administrative Procedures and make recommendations on modifications expected to increase workforce representation.
2. Requests an increase in the advertising and recruitment budget as needed to expand focused recruitment.
 - a. Recruitment booths at job fairs or conferences oriented to both the public and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce;
 - b. Publications that provide information in languages other than English and to low-income communities; and
 - c. Publications, including electronic media that are distributed to the general market and whose primary audience is comprised of groups found to be underrepresented in the District's workforce.
3. Analyze the representation of the monitored group in each stage of the recruitment process and evaluate the effectiveness of current recruitment efforts.
 - a. Initial applicant pools⁸ will be recorded and reviewed by the Equal Employment Opportunity Officer or designee. Human Resources will conduct an initial demographic review of the qualified applicant pool before an application deadline for a district position closes. If the pool's candidate diversity is not consistent with the diversity goals of the EEO Plan, the district may extend the search period.

⁸ Initial Applicant Pool: The initial applicant pool is composed of all applications received by the application deadline.

Human Resources will screen all initial applicants to determine which applicants satisfy minimum qualifications set forth in the job announcement. The pool of candidates that meets the minimum qualifications shall constitute the "qualified applicant pool." The Equal Employment Opportunity Officer or designee will review the composition of the qualified applicant pool and compare it to the composition of the initial applicant pool. If the Vice President, Human Resources, or designee finds that the composition of the qualified applicant pool may have been influenced by factors that are not job-related, appropriate action will be taken. The District's Recruitment and Hiring Procedures include the following provisions: the application for employment will afford each applicant an opportunity to voluntarily identify their age, gender (including non-binary options), ethnic group identification, and if applicable disability.

4. Review each locally established "preferred" qualification being used to screen applicants for positions in the job category to determine whether it is job-related and consistent with business necessity through a process meeting the requirements of federal law.
5. Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available that would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less-exclusionary effect.
6. Develop a recruitment committee, composed of the Equal Employment Opportunity Officer, the Dean or responsible administrator for the division or department where the underrepresentation persists, and applicable representation from the CEDC, to review the effectiveness of the recruitment and hiring program described in Section 3. The committee will provide recommendations to modify the recruitment and hiring program to better address the underrepresentation.
7. Revising selection criteria to prioritize candidates with demonstrated success in working with culturally and socioeconomically diverse populations.
8. Providing refresher training for all administrators and managers in the role and responsibilities of EEO Representatives on hiring committees.

If the Equal Employment Opportunity Officer or designee determines that any screening and selection technique or procedure has adversely impacted any monitored group, the Equal Employment Opportunity Officer or designee will advise the Vice President, Human Resources (VPHR), and the VPHR or designee may do the following:

1. Suspend the screening and selection process and take timely and effective

- steps to remedy the problem before the selection process resumes.
2. When appropriate, assist the screening and selection committee by discussing the screening criteria or procedures which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
 3. Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

XIII. Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters diversity, equity, inclusion, social justice, anti-racism, accessibility, cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all persons.

The Campus Equity and Diversity Committee will review indicators of the District's commitment to diversity in accordance with the EEO Plan. The District shall implement and/or maintain effective strategies to achieve an institutional commitment to diversity, equity, inclusion, social justice, anti-racism, and accessibility and select strategies according to the individualized challenges to diversity the District faces (See Appendix A of this EEO Plan).

XIV. Annual Certification to the Chancellor's Office

Annually, the District shall certify to the Chancellor's Office that it has complied in a timely fashion with each of the following requirements of Title 5:

1. Recorded, reviewed, and reported the data required regarding qualified applicant pools and longitudinal data;
2. Reviewed and updated, as needed, the strategies component of the District's EEO plan (Section XIII);
3. Investigated and appropriately responded to formal harassment and discrimination complaints filed pursuant to Title 5 (commencing with Section 59300); and
4. Expended Equal Employment Opportunity funds in accordance with the purposes set forth in subdivision (c) of section 53030.

APPENDIX A

Plan Component 13 - Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Implementation

Who	What/When	Effectiveness Metrics & Review
PRE-HIRING		
<p>Associate Vice President of Human Resources and Manager of Recruitment and Employment Services</p>	<p><i>Convey in publications and website the district’s commitment to diversity & EEO. (53024.1(j))</i></p> <p>Fall semester of 2023-24: Evaluate employment publications, marketing tools, and website to ensure accessibility and the inclusion of diversity in pictures, graphics, and text; add the College’s student and employee demographics, and include direct links to the College’s mission, vision, core values, and EEO plan.</p> <p>Spring semester of 2023-24: Ensure employment opportunity publications, including electronic media are distributed to the general market and publications whose primary audience is comprised of groups found during the analysis in Component XI to be underrepresented in the District’s workforce.</p> <p>Meet with third-party advertisement vendor regarding advertising best practices to draw diverse applicant traffic to our job postings. Ask for recommendations based on registered click statistics of advertisement sources that cater to those from a protected class.</p>	<p>Summer session of 2024: Pull metrics report for each advertising source to determine effectiveness (publication traffic and application follow-through). Include a question in the job application that allows applicants to state how they learned about the position. Consider feedback from community and professional organizations as outlined in Component IX. Work with third-party advertisement vendor to adjust publication sources as needed to solicit applicants from underrepresented groups.</p> <p>Continue to reevaluate employment publications each academic year during the summer session (Faculty recruitments have generally closed by this point).</p>
<p>Associate Vice President of Human Resources, Manager of Recruitment and Employment Services, and Human Resources Analyst (DEI & HR Process Improvement)</p>	<p><i>Evaluate candidate pools to determine whether the pools were unnecessarily narrowed.</i></p> <p>Spring semester of 2023-24: Evaluate a sample size of candidates over the last three academic years from the underrepresented groups identified in Component X who did not meet minimum qualifications. Determine if they were unnecessarily screened out due to missing application packet requirements (e.g., not attaching a cover letter, transcripts, etc.) that were not necessary at the time of applying (e.g. application indicates required education but transcripts weren’t attached), or due to minimum qualification</p>	<p>Winter session 2025-26: Utilize 2024-25 applicant data and fall 2023-26 longitudinal data analysis to determine if there is a pattern of candidates from the identified underrepresented groups who did not meet the minimum qualifications. Pull a sample group to measure the most common point in the recruitment phase where these candidates fell out of the process. Determine if the initial application screening process needs further revision, if not, identify other possible breakdowns in the applicant screening process. If it is determined that the applicant pools were unnecessarily narrowed, the Manager, Recruitment and</p>

Who	What/When	Effectiveness Metrics & Review
PRE-HIRING (continued)		
	<p>misinterpretation. Work with constituent groups to analyze the impact of modifying screening processes to be more inclusive by determining how the screening process measures the candidates' ability to perform the position's essential functions.</p> <p>Fall semester 2024-25: Develop and deliver application screening analysis training to empower HR recruitment staff to screen in a consistent manner while using inclusive screening practices.</p> <p>Revise the Selection and Screening Committee and EEO Training so those on screening committees understand the process used to screen for minimum qualifications.</p>	<p>Employment Services will collaborate with the third-party advertisement vendor to renew and/or continue in the current publications to draw additional diverse applications and identify and identify additional publications to increase the efforts to draw more diverse applications for underrepresented groups that are below the diversity threshold.</p>
<p>Associate Vice President of Human Resources, Manager of Recruitment, Employment Services, and Human Resources Analyst (Classification/Reclassification), and applicable union and meet-and-confer leadership</p>	<p><i>Modify locally established “required”, “desired”, or “preferred” qualifications that may unnecessarily suppress diversity.</i></p> <p>Summer session 2023-24 – Spring semester 2025-26: Review management, classified, and confidential job descriptions, and faculty job announcements, conduct a classification study that includes desk audits, research of the same or similar positions at comparable education institutions, and conformity with equal employment regulations and state and federal nondiscrimination laws to determine if the locally required, desired, or preferred qualifications accurately reflect the education and experience necessary to perform the essential functions of the position. Additionally, ensure position qualifications are clear and concise.</p>	<p>Summer session 2023-24 – Spring semester 2025-26: A running list of job descriptions and job announcements that have been revised will be maintained. When recruitment opens for these positions, it will be flagged for a separate longitudinal analysis to measure if the diversity of the applicant pool increased. This analysis will take place concurrent with the analysis completed for Component X.</p> <p>The methods identified in Component XII will be utilized to address underrepresentation. These procedures are ongoing as needed.</p>

Who	What/When	Effectiveness Metrics & Review
HIRING		
<p>Associate Vice President of Human, Senior Director of Labor Relations and Employee Services, Director Professional & Organizational Development, and collaboration with representation from applicable stakeholders</p>	<p><i>Promote and integrate diversity into the evaluation of employees.</i></p> <p>Fall semester 2023-24: The District will promote the concept of cultural proficiency and integrate diversity into the evaluation of employees, to the extent permitted by the collective bargaining obligations. An understanding of DEI and how it connects to essential job functions positively contributes to serving on a screening and selection committee which aligns with the principles outlined in this EEO plan and Administrative Procedures related to recruitment. Diversity, equity, and inclusion (DEI) language has been added to all executive management, management, confidential, and Unit A classified employees; performance should include practices that align with DEI. Training will be provided advising how DEI is infused in the evaluation process.</p> <p>The Faculty Association and the District drafted suggested performance expectancies and updated the evaluation forms to include suggestions related to diversity, equity, and inclusion as a part of the evaluation process. The District will develop and provide training for the evaluators and evaluatees.</p> <p>Spring semester 2023-24: The draft forms and performance expectancies will be piloted using a diverse group of tenured faculty.</p> <p>Fall semester 2024-25: The updated forms and performance expectancies will be piloted using a diverse group of probationary faculty.</p>	<p>Spring semester 2024-25: The outcomes from the faculty pilot study will be discussed/negotiated during the 2025-26 contract negotiations cycle. An analysis of the evaluation process and feedback from participants will take place to determine if amendments are needed.</p> <p>The review process for integrating diversity into the employee performance evaluation process is ongoing. Gathering data relative to the impact of this strategy will take at least three years to make a meaningful assessment. The data for this strategy coincides with the outcomes from other strategies, such as developing a mentorship program for probationary employees and tracking separation survey responses.</p>
<p>President/CEO and Vice President Human Resources</p>	<p><i>Board of trustees receives training on the elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))</i></p> <p><i>Fall semester 2023-24: Develop and deliver training to the Board of Trustees as required in Title 5, Section 53005, outlined in Component V of this EEO plan. The first training will occur during the October 2023 Board study session.</i></p> <p><i>Collect feedback from the Board members regarding the October 2023 training.</i></p>	<p>Fall semester 2024-25: Review longitudinal analysis outlined in Component X. Being that the Board is the District's hiring authority, the analysis should reveal improvement when conducting the underrepresentation analysis outlined in Component XI. If deficiencies are revealed, the training developed to comply with Title 5, Section 53005 will be reevaluated. Additionally, the methods outlined in Component XII of this EEO plan will be utilized.</p>

Who	What/When	Effectiveness Metrics & Review
HIRING (continued)		
<p>Associate Vice President of Human Resources, Manager Recruitment and Employment Services, and Human Resources Analyst (DEI & HR Process Improvement)</p>	<p><i>Consistent and ongoing training for hiring committees. (53024.1(c))</i></p> <p>Winter session 2023-24 – Spring semester 2025-26: When Component XI reveals underrepresentation, develop in conjunction with the CEDC, a recruitment and hiring action plan to assist in addressing the underrepresentation. The action plan will include, but is not limited to (see Component XII):</p> <ol style="list-style-type: none"> a. reviewing and revising screening protocols and selection process evaluation tools. b. conducting additional training for Screening and Selection Committee members on EEO principles, the value of a diverse workforce, and identifying and eliminating barriers to inclusion. <p>Spring semester 2023-24: Roll out the decided-upon method of addressing underrepresentation.</p>	<p>Spring semester 2024-25: Review results from the 2023-24 Component X analysis to determine if there is improvement in diverse applicants who make it to the interview and/or hire process. If progress is not revealed, reevaluate methods used to address the underrepresentation and determine if additional methods should be implemented.</p> <p>The methods identified in Component XII will be utilized to address underrepresentation. These procedures are ongoing as needed.</p>

Who	What/When	Effectiveness Metrics & Review
POST-HIRING		
<p>Vice President of Human Resources, Senior Director of Labor Relations and Employee Services, and Human Resources Analyst (HRIS and Employment Services)</p>	<p>Conduct exit interviews & use this information. (53024.1(b))</p> <p>Fall semester 2023-24: Update the employee separation procedure to include an exit survey provided through various modalities to increase participation. Separating employees will strongly be encouraged to complete the survey during the exit process. The exit survey will include questions related to diversity, equity, and inclusion. The separating employee will be asked about areas where the College succeeded and/or fell short in these areas. Develop exit survey procedure, implement, and record results.</p> <p>Winter session 2023-24: Determine method to track, reference, and pull data from exit survey responses. The information gained from the survey is vital. Using a survey with specific questions and accompanying answer banks, broken down by category vs. the previous method of general questions with freeform answers, will assist in tallying data. A database of exit interviews will be maintained.</p> <p>Conduct informal investigations with applicable stakeholders/ departments regarding statements made during exit interviews that do not align with the equal employment opportunity program principles or Board Policies and Administrative Procedures.</p>	<p>Summer session 2024-25: Exit survey data patterns will be analyzed to determine if patterns indicate a negative impact on a particular monitored group(s). Depending on the analysis findings, determine the best plan of action, such as mentorship programs, in-service opportunities, and methods outlined in Component XI</p> <p>This is an ongoing process; longitudinal data will be analyzed after a three-year period and every year thereafter.</p>
<p>Associate Vice President of Human Resources, Senior Director, Labor Relations & Employment Services, Director of Professional & Organizational Development, Manager of Recruitment & Employment, and collaboration with representatives from applicable stakeholders</p>	<p>Professional development, mentoring, support, and leadership opportunities for new employees. (53024.1(e))</p> <p>Fall semester and winter session 2023-24: Develop a formal, evidence-based DEISAA (diversity, equity, inclusion, social justice, anti-racism, accessibility) employee mentorship program to support probationary employee success, including those from underrepresented groups who have historically been subjected to discrimination and marginalization in employment policies and practices.</p> <p>Mentors will play a crucial role in helping new employees with their professional growth. This project seeks to accomplish the following</p>	<p>It will take at least 3-4 years to pull meaningful data from the mentorship program. During the implementation phase, processes will continually be reviewed to ensure effectiveness. Outcomes include: (1) enhanced career development, (2) improved retention rates, (3) increased job performance, (4) improved learning and Personal Development, and (5) enhanced confidence and motivation.</p> <p>The project will collect quantitative data related to probationary release and evaluation outcomes, such as the number of evaluations that exceed, meet, or need improvement as compared to before the implementation</p>

Who	What/When	Effectiveness Metrics & Review
POST-HIRING (continued)		
	<p>outcomes for mentees: (1) enhanced career development, (2) improved retention rates, (3) increased job performance, (4) improved learning and personal development, and (5) enhanced confidence and motivation. Improving outcomes for probationary employees not only positively impacts the individual employees but also increases efficiency, productivity, and an equitable campus climate overall.</p> <p>Spring semester 2023-24: Work with union leadership regarding the impact of the mentorship program on respective constituency groups. Train a cadre of mentors from the different constituency groups.</p> <p>Fall semester 2023-25: Pilot mentorship program. Monitor, analyze, and report on milestone progress.</p>	<p>of the mentorship program.</p> <p>The project will also collect qualitative data from a variety of sources, including survey results to gather evaluation milestone ratings and manager feedback on performance; mentor and mentee feedback related to new employee stressors, confidence in their role in the department and on campus, job satisfaction, motivation, perceived cultural climate, and the mentorship program in general and specific activities.</p> <p>Over time, the project will monitor mentee data related to discrimination and employee relations complaints, as well as promotions and reclassifications. The project will compare data upon mentorship program implementation to baseline data established prior to the pilot to show improvement in the identified outcome areas and changes in employee perspectives, including DEISAA.</p>
<p>Associate Vice President of Human Resources, Manager of Recruitment and Employment, Human Resources Analyst (DEI & HR Process Improvement), Coordinator Project/Program (Recruitment), and the Campus Equity and Diversity Committee</p>	<p><i>Survey applicants who decline offers & use the information. (53024.1(p))</i></p> <p>Spring 2023-24: Develop and implement an electronic survey to send to applicants who withdraw from the recruitment process at any point to determine if there are demographic trends and/or negative patterns related to the recruitment processes. The survey will have specific questions with an answer bank and will be sent via the College's applicant tracking system once an application is moved to the applicable withdrawal workflow. Additionally, Human Resources Technicians who process recruitments will receive training on how to properly identify the withdrawal workflow and how to verbally provide the survey and enter the results of applicants who call in to withdraw.</p>	<p>This is an ongoing process that will require longitudinal data collection.</p> <p>Spring semester 2024-25: CEDC will begin reviewing withdrawn applicant data along with underrepresentation data to determine if amendments to recruitment procedures and/or the Equal Employment Opportunity Plan are needed. Applicable methods identified in Components XI and XII will be utilized.</p>

APPENDIX B

Longitudinal Analysis of District Workforce and Applicant Pools

Definitions

Applicant – Any person who submitted a formal application for employment to a position within the job categories identified in Component X during the specified timeframe analyzed.

EEO Commission Adverse Impact Test - An adverse impact exists when the selection rate for any group is less than 80 percent (80%) of the selection rate for the group with the highest selection rate.

New Hires – Candidates selected to fill a vacant position within the job categories identified in Component X during the specified timeframe analyzed.

Selected group – Group of hired employees.

Underrepresented Group Analysis – Where actual representation is below 80 percent (80%) of the projected representation. Compares the percentage of individuals from a hired group to the percentage from the projected group (e.g., the service area, available workforce, student population, etc.).

Year-End Total Employees - Number of employees assigned to a position at the District within the job categories identified in Component X by the end of the specified timeframe analyzed.

District Workforce Highlights July 1, 2021 - June 30, 2023

1. Twenty thousand and one hundred (20,100) employment applications received. However, the ratio of applications received to the number of positions offered (not including the adjunct faculty pool) indicates that the volume of applicants decreased from 2021-2022 (6,164) applicants to 2022-2023 (7,487) considering the number of open positions.
2. The District's workforce increased by approximately 20% from 3,402 (2021) to 4,260 (2023). Note that these totals include adjunct faculty who were onboarded but may not have an active assignment for all or a portion of the analyzed timeframe.
3. Three hundred and ninety (390) of the applications received resulted in a hire. The number of new hires steadily increased each year.
4. The majority of new hires are classified staff (55%, 2021; 78%, 2022, & 65%, 2023).
5. The percentage of female applicants resulting in hire and the total number of female employees are consistently higher than all other gender groups.
6. The number of employees from minoritized groups continues to increase.

**Volume of Applicants, New Hires, and Total Employees
from July 1, 2020 – June 30, 2023**

	2020-2021			2021-2022			2022-2023		
	Applicants	New Hires	Year-End Total Employees	Applicants	New Hires	Year-End Total Employees	Applicants	New Hires	Year-End Total Employees
GENDER									
Female	2474	34	1850	3933	91	2096	4678	97	2280
Male	2042	30	1521	2940	60	1738	3483	70	1937
Non-Binary	23	0	—	71	1	—	66	2	43
Declined to State	78	0	31	116	2	27	196	3	0
Total	4617	64	3402	7060	154	3861	8423	172	4260
RACE/ETHNICITY									
American Indian or Alaska Native	23	0	12	38	1	16	66	3	16
Asian	655	13	480	1084	25	521	1314	18	553
Black or African American	388	8	148	496	9	173	663	14	185
Hispanic or Latino	1820	20	953	3204	72	1039	3533	82	1144
Middle Eastern or North African	90	0	10	35	1	3	150	2	8
Native Hawaiian or Other Pacific Islander	38	2	21	58	1	21	126	1	21
White	858	12	1085	1189	27	1215	1552	33	1218
Multiracial/Multiethnic	369	4	66	586	8	73	488	13	70
Declined to State	376	5	627	370	10	800	531	6	1045
Total	4617	64	3402	7060	154	3861	8423	172	4260
CLASSIFICATION									
Adjunct Faculty	233	N/A	2239	896	N/A	2623	936	N/A	2973
Full-Time Faculty	498	10	434	522	16	443	1473	41	439
Classified Staff	2676	35	613	4542	120	654	4921	112	704
Management	1210	19	116	1100	18	141	1093	19	144
Total	4617	64	3402	7060	154	3861	8423	172	4260

Source: Human Resources information system data

Note:

1. Adjunct faculty applicants apply to a pool, applications are pulled for review as assignments become available due to student demand.
2. The adjunct faculty year-end total employee number reflects the total number of adjunct faculty that have been onboarded and are active in the Human Resources Information System. This number does not reflect the total number of adjunct faculty with an active assignment during the specified timeframe.

**Percentage of Applicants, New Hires, and Total Employees
from July 1, 2020 – June 30, 2023**

	2020-2021			2021-2022			2022-2023		
	Applicants	New Hires	Year-End Total Employees	Applicants	New Hires	Year-End Total Employees	Applicants	New Hires	Year-End Total Employees
GENDER									
Female	54%	53%	54%	56%	59%	54%	56%	56%	54%
Male	44%	47%	45%	42%	39%	45%	41%	41%	45%
Non-Binary	0%	0%	—	1%	1%	—	1%	1%	1%
Declined to State	2%	0%	1%	2%	1%	1%	2%	2%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
RACE/ETHNICITY									
American Indian or Alaska Native	0%	0%	0%	1%	1%	0%	1%	2%	0%
Asian	14%	20%	14%	15%	16%	13%	16%	10%	13%
Black or African American	8%	13%	4%	7%	6%	4%	8%	8%	4%
Hispanic or Latino	39%	31%	28%	45%	47%	27%	42%	48%	27%
Middle Eastern or North African	2%	0%	0%	0%	1%	0%	2%	1%	0%
Native Hawaiian or Other Pacific Islander	1%	3%	1%	1%	1%	1%	1%	1%	0%
White	19%	19%	32%	17%	18%	31%	18%	19%	29%
Multiracial/Multiethnic	8%	6%	2%	8%	5%	2%	6%	8%	2%
Declined to State	8%	8%	18%	5%	6%	21%	6%	3%	25%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
CLASSIFICATION									
Adjunct Faculty	5%	N/A	66%	13%	N/A	68%	11%	N/A	70%
Full-Time Faculty	11%	16%	13%	7%	10%	11%	17%	24%	10%
Classified Staff	58%	55%	18%	64%	78%	17%	58%	65%	17%
Management	26%	30%	3%	16%	12%	4%	13%	11%	3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Human Resources information system data

Note:

3. Adjunct faculty applicants apply to a pool, applications are pulled for review as assignments become available due to student demand.
4. The adjunct faculty year-end total employee percentage reflects the total number of adjunct faculty that have been onboarded and are active in the Human Resources Information System. This number does not reflect the total number of adjunct faculty with an active assignment during the specified timeframe.

**Volume of Applicants (who met the minimum qualifications), New Hires,
and Total Employees from July 1, 2020 – June 30, 2023**

	2020-2021			2021-2022			2022-2023		
	Applicants	New Hires	Year-End Total Employees	Applicants	New Hires	Year-End Total Employees	Applicants	New Hires	Year-End Total Employees
GENDER									
Female	982	34	1850	1900	91	2096	1935	97	2280
Male	847	30	1521	1252	60	1738	1415	70	1937
Non-Binary	11	0	—	18	1	—	23	2	43
Declined to State	26	0	31	53	2	27	81	3	0
Total	1866	64	3402	3223	154	3861	3454	172	4260
RACE/ETHNICITY									
American Indian or Alaska Native	6	0	12	13	1	16	30	3	16
Asian	265	13	480	491	25	521	494	18	553
Black or African American	172	8	148	233	9	173	276	14	185
Hispanic or Latino	697	20	953	1574	72	1039	1466	82	1144
Middle Eastern or North African	29	0	10	47	1	3	68	2	8
Native Hawaiian or Other Pacific Islander	20	2	21	33	1	21	13	1	21
White	368	12	1085	483	27	1215	685	33	1218
Multiracial/Multiethnic	149	4	66	184	8	73	204	13	70
Declined to State	160	5	627	165	10	800	218	6	1045
Total	1866	64	3402	3223	154	3861	3454	172	4260
CLASSIFICATION									
Adjunct Faculty	N/A	N/A	2239	N/A	N/A	2623	N/A	N/A	2973
Full-Time Faculty	296	10	434	337	16	443	975	41	439
Classified Staff	978	35	613	2336	120	654	1971	112	704
Management	592	19	116	550	18	141	508	19	144
Total	1866	64	3402	3223	154	3861	3454	172	4260

Source: Applicant Tracking System and Human Resources information system data

Note:

1. Adjunct faculty applicants apply to a pool, applications are pulled for review as assignments become available due to student demand.
2. The adjunct faculty year-end total employee number reflects the total number of adjunct faculty that have been onboarded and are active in the Human Resources Information System. This number does not reflect the total number of adjunct faculty with an active assignment during the specified timeframe.

**Percentage of Applicants (who met the minimum qualifications), New Hires,
and Total Employees from July 1, 2020 – June 30, 2023**

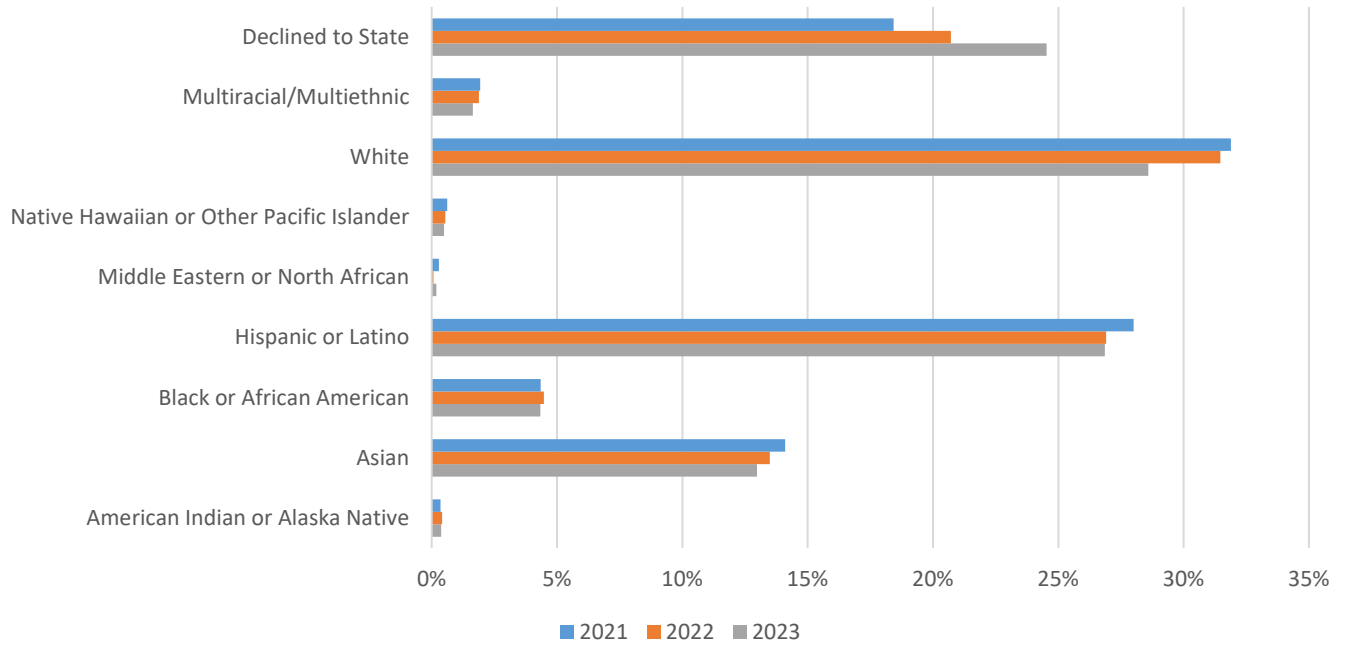
	2020-2021			2021-2022			2022-2023		
	Applicants	New Hires	Year-End Total Employees	Applicants	New Hires	Year-End Total Employees	Applicants	New Hires	Year-End Total Employees
GENDER									
Female	53%	53%	54%	59%	59%	54%	56%	56%	54%
Male	45%	47%	45%	39%	39%	45%	41%	41%	45%
Non-Binary	1%	0%	—	1%	1%	—	1%	1%	1%
Declined to State	1%	0%	1%	2%	1%	1%	2%	2%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
RACE/ETHNICITY									
American Indian or Alaska Native	0%	0%	0%	0%	1%	0%	1%	2%	0%
Asian	14%	20%	14%	15%	16%	13%	14%	10%	13%
Black or African American	9%	13%	4%	7%	6%	4%	8%	8%	4%
Hispanic or Latino	37%	31%	28%	49%	47%	27%	42%	48%	27%
Middle Eastern or North African	2%	0%	0%	1%	1%	0%	2%	1%	0%
Native Hawaiian or Other Pacific Islander	1%	3%	1%	1%	1%	1%	0%	1%	0%
White	20%	19%	32%	15%	18%	31%	20%	19%	29%
Multiracial/Multiethnic	8%	6%	2%	6%	5%	2%	6%	8%	2%
Declined to State	9%	8%	18%	5%	6%	21%	6%	3%	25%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
CLASSIFICATION									
Adjunct Faculty	N/A	N/A	66%	N/A	N/A	68%	N/A	N/A	70%
Full-Time Faculty	16%	16%	13%	10%	10%	11%	28%	24%	10%
Classified Staff	52%	55%	18%	72%	78%	17%	57%	65%	17%
Management	32%	30%	3%	17%	12%	4%	15%	11%	3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Applicant Tracking System and Human Resources information system data

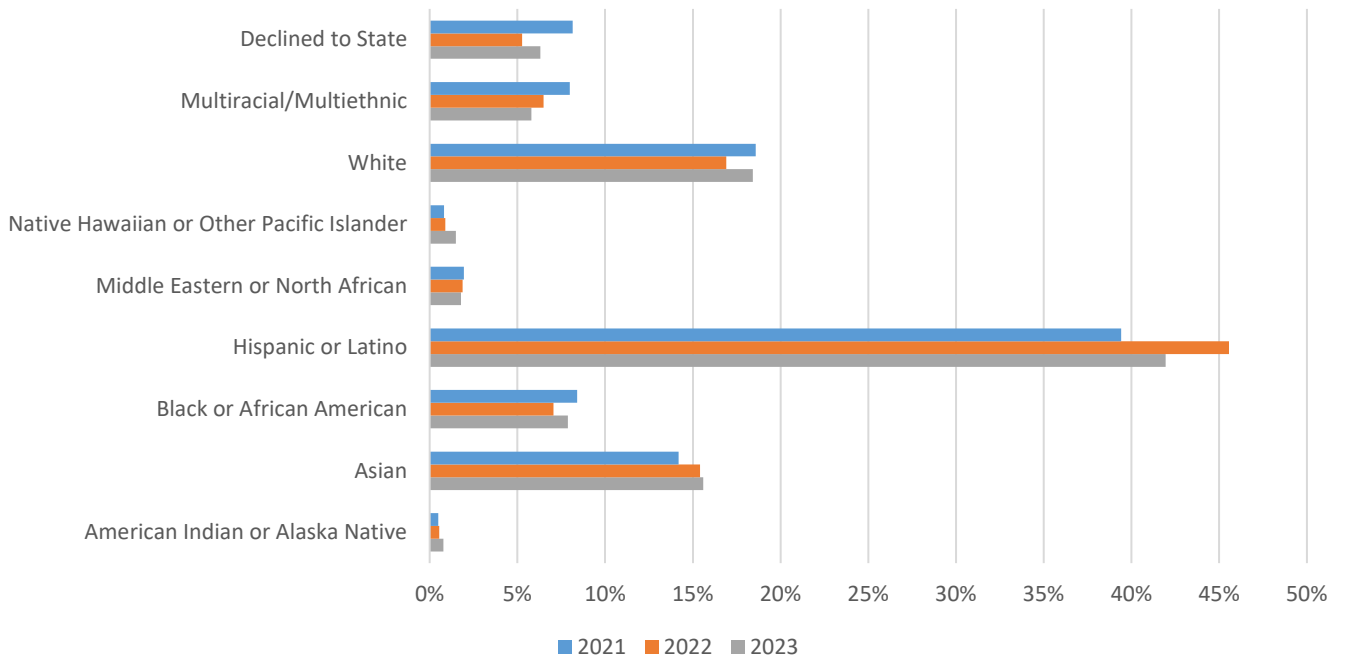
Note:

- Adjunct faculty applicants apply to a pool, applications are pulled for review as assignments become available due to student demand.
- The adjunct faculty year-end total employee percentage reflects the total number of adjunct faculty that have been onboarded and are active in the Human Resources Information System. This number does not reflect the total number of adjunct faculty with an active assignment during the specified timeframe.

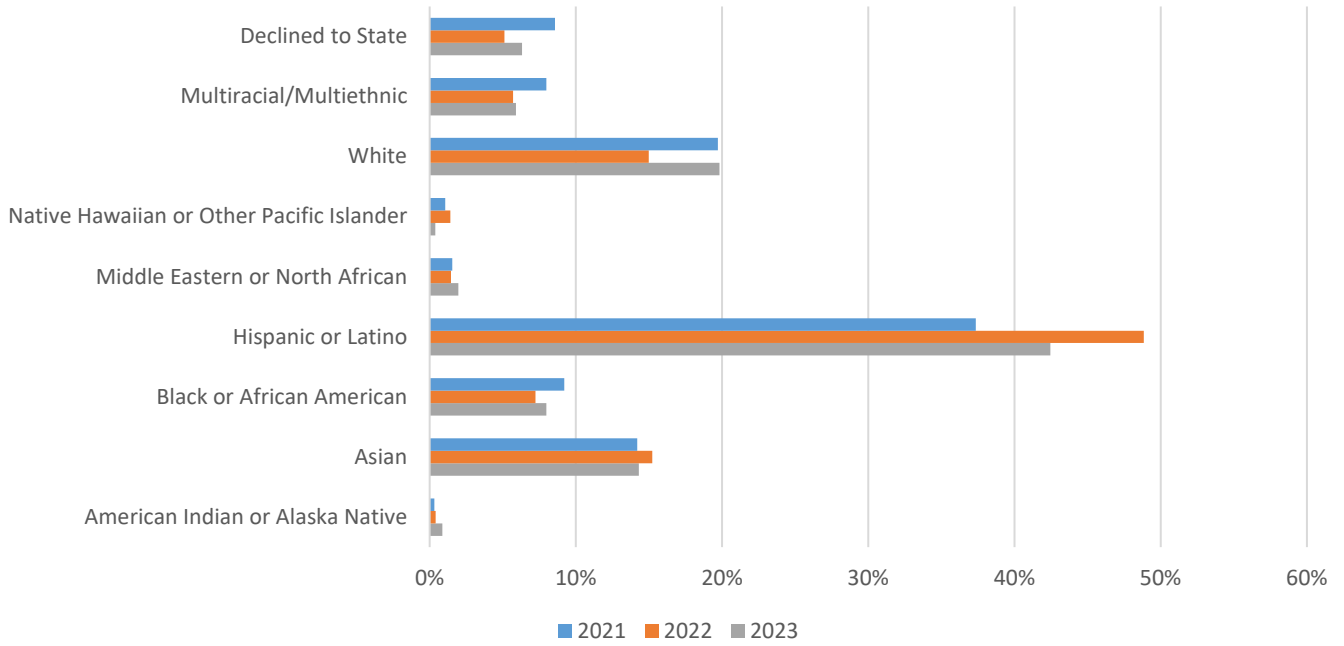
Employee Demographics, Longitudinal View



Applicant Demographics, Longitudinal View



Applicant's who Met Minimum Qualifications Demographics, Longitudinal View



Note:

1. Does not include adjunct faculty.

APPENDIX C

Analysis of Degree of Underrepresentation

EEOC Adverse Impact: Rate of Hire (All Applicants)

	Applied	Hired	Selection Rate	Ref: Highest Selection Rate
Total	18035	390	2.16%	—
GENDER				
Female	10209	222	2.17%	99.87%
Male	7348	160	*2.18%	100.00%
Non-Binary	143	3	2.10%	96.35%
Declined to State	335	5	1.49%	68.54%
RACE/ETHNICITY				
American Indian or Alaska Native	111	4	3.60%	147.70%
Asian	2657	56	2.11%	86.38%
Black or African-American	1386	31	2.24%	91.67%
Hispanic or Latino	8112	174	2.14%	87.91%
Middle Eastern or North African	298	3	1.01%	41.26%
Native Hawaiian or Other Pacific Islander	218	4	1.83%	75.20%
White	2951	72	*2.44%	100.00%
Multiracial/Multiethnic	1162	25	2.15%	88.18%
Declined to State	1140	21	1.84%	75.50%

*Highest selection rate

1. Longitudinal data for three years (2020-21 through 2022-23) from Applicant Tracking System.
2. Includes all full-time faculty, management (including executive management), and classified (including confidential) applicants.
3. For Race/Ethnicity, American Indian or Alaska Native was not identified as the “highest selected group” because the applicant group size is relatively small, therefore, the results would not yield meaningful action implications.
4. If considering the Asian American and Native American Pacific Islander group, the Native Hawaiian or Other Pacific Islander group would not be considered unrepresented.

EEOC Adverse Impact: Rate of Hire (Applicants that met MQs)

	Applied Met MQs	Hired	Selection Rate	80% Rule Ref: Highest Selection Rate
Total	8543	390	4.57%	—
GENDER				
Female	4817	222	*4.61%	100.00%
Male	3514	160	4.55%	98.80%
Non-Binary	52	3	5.77%	125.18%
Declined to State	160	5	3.13%	67.81%
RACE/ETHNICITY				
American Indian or Alaska Native	49	4	8.16%	174.15%
Asian	1250	56	4.48%	95.57%
Black or African-American	681	31	4.55%	97.11%
Hispanic or Latino	3737	174	4.66%	99.33%
Middle Eastern or North African	144	3	2.08%	44.44%
Native Hawaiian or Other Pacific Islander	66	4	6.06%	129.29%
White	1536	72	*4.69%	100.00%
Multiracial/Multiethnic	537	25	4.66%	99.32%
Declined to State	543	21	3.87%	82.50%
<p>*Highest selection rate</p> <ol style="list-style-type: none"> 1. Longitudinal data for three years (2020-21 through 2022-23) from Applicant Tracking System. 2. Includes all full-time faculty, management (including executive management), and classified (including confidential) applicants. 3. For Race/Ethnicity, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander were not identified as the “highest selected group” because the applicant group size is relatively small, therefore, the results would not yield meaningful action implications. 4. If those who identify as Asian and Hawaiian or Other Pacific Islander were combined (Asian American and Native American Pacific Islander) the selection rate would be 4.56% and the 80% rule total would be 97.21%. In this scenario, White applicants would still hold the highest selection rate. 5. Whites have the highest selection rate, however, there is a small percentage difference with most other groups. 				

Employee Race/Ethnicity Underrepresentation Analysis Projected Group – Students

Race/Ethnicity	Students			Employees (w/active assignments)			Underrepresented Groups (80% Rule) Reference group: Students		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
American Indian or Alaska Native	0.13%	0.12%	0.23%	0.40%	0.38%	0.40%	305.96%	319.26%	169.30%
Asian	19.48%	18.23%	20.43%	15.34%	15.17%	15.34%	78.75%	83.24%	75.09%
Black or African American	2.89%	3.01%	3.09%	4.35%	4.37%	4.35%	150.60%	145.19%	141.07%
Hispanic or Latino	53.12%	50.95%	53.93%	28.70%	28.71%	28.70%	54.02%	56.35%	53.21%
Middle Eastern or North African									
Native Hawaiian or Other Pacific Island	0.17%	0.18%	0.22%	0.59%	0.38%	0.59%	343.27%	209.17%	274.19%
White	7.91%	8.34%	9.90%	35.03%	32.93%	35.03%	443.03%	394.80%	353.97%
Multiracial/Multiethnic	1.92%	2.14%	2.06%	1.98%	2.06%	1.98%	102.96%	96.39%	96.28%
Declined to State	14.37%	17.03%	10.15%	13.61%	15.99%	13.61%	94.66%	93.87%	134.09%

Source: Student and employee demographics from CCCCO Data Mart Fall semester.

Note:

1. Data Mart does not include the Middle Eastern or North African group.
2. The Asian group includes those who identify as Filipino.
3. Employee data does not include temporary employees or adjuncts without an active assignment during the indicated period.

Group sizes for race/ethnicity

Race/Ethnicity	Students			Employees (w/active assignments)		
	2020	2021	2022	2020	2021	2022
American Indian or Alaska Native	92	76	149	8	8	7
Asian	13,850	11,514	13,018	310	316	328
Black or African American	2,056	1,901	1,967	88	91	102
Hispanic or Latino	37,777	32,187	34,371	580	598	654
Middle Eastern or North African						
Native Hawaiian or Other Pacific Islander	123	116	138	12	8	11
White	5,623	5,270	6,307	708	686	636
Multiracial/Multiethnic	1,367	1,353	1,310	40	43	41
Declined to State	10,222	10,759	6,467	275	333	380
Total	71,110	63,176	63,727	2,021	2,083	2,159

Source: Student and employee demographics from CCCCO Data Mart Fall semester.

Employee (by employment group) Race/Ethnicity Underrepresentation Analysis Projected Group – Students

Race/Ethnicity	Students			Staff Data (w/active assignments)			Underrepresented Groups (80% Rule) Reference group: Students		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Adjunct Faculty									
American Indian or Alaska Native	0.13%	0.12%	0.23%	0.36%	0.23%	0.45%	277.04%	190.66%	190.72%
Asian	19.48%	18.23%	20.43%	15.53%	15.37%	15.38%	79.74%	84.32%	75.31%
Black or African American	2.89%	3.01%	3.09%	3.58%	3.56%	3.23%	123.97%	118.14%	104.74%
Hispanic or Latino	53.12%	50.95%	53.93%	19.00%	19.50%	20.51%	35.76%	38.27%	38.03%
Middle Eastern or North African									
Native Hawaiian or Other Pacific Island	0.17%	0.18%	0.22%	0.48%	0.11%	0.33%	276.29%	62.46%	154.44%
White	7.91%	8.34%	9.90%	37.87%	35.21%	30.99%	478.96%	422.05%	313.15%
Multiracial/Multiethnic	1.92%	2.14%	2.06%	1.91%	1.83%	1.78%	99.44%	85.68%	86.77%
Declined to State	14.37%	17.03%	10.15%	21.27%	24.20%	27.31%	147.94%	142.08%	269.15%
Full-Time Faculty									
American Indian or Alaska Native	0.13%	0.12%	0.23%	0.49%	0.69%	0.23%	381.70%	577.27%	100.16%
Asian	19.48%	18.23%	20.43%	13.33%	11.81%	12.18%	68.46%	64.78%	59.61%
Black or African American	2.89%	3.01%	3.09%	3.70%	3.24%	4.22%	128.10%	107.70%	136.57%
Hispanic or Latino	53.12%	50.95%	53.93%	21.73%	21.99%	23.19%	40.90%	43.16%	42.99%
Middle Eastern or North African									
Native Hawaiian or Other Pacific Island	0.17%	0.18%	0.22%	0.99%	0.93%	0.70%	570.99%	504.28%	324.44%
White	7.91%	8.34%	9.90%	48.64%	47.22%	44.96%	615.14%	566.09%	454.33%
Multiracial/Multiethnic	1.92%	2.14%	2.06%	2.96%	3.24%	3.04%	154.13%	151.32%	148.10%
Declined to State	14.37%	17.03%	10.15%	8.15%	10.88%	11.48%	56.68%	63.88%	113.08%
Classified									
American Indian or Alaska Native	0.13%	0.12%	0.23%	0.41%	0.41%	0.26%	317.64%	341.15%	109.11%
Asian	19.48%	18.23%	20.43%	16.71%	17.24%	16.96%	85.81%	94.58%	83.05%
Black or African American	2.89%	3.01%	3.09%	5.34%	5.61%	6.12%	184.78%	186.40%	198.36%
Hispanic or Latino	53.12%	50.95%	53.93%	44.25%	44.19%	45.79%	83.29%	86.73%	84.90%
Middle Eastern or North African									
Native Hawaiian or Other Pacific Island	0.17%	0.18%	0.22%	0.55%	0.41%	0.64%	316.78%	223.51%	294.51%
White	7.91%	8.34%	9.90%	23.56%	21.20%	18.62%	297.97%	254.19%	188.16%
Multiracial/Multiethnic	1.92%	2.14%	2.06%	1.37%	1.50%	1.40%	71.26%	70.26%	68.25%
Declined to State	14.37%	17.03%	10.15%	7.81%	9.44%	10.20%	54.32%	55.43%	100.55%
Educational Administrators									
American Indian or Alaska Native	0.13%	0.12%	0.23%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	19.48%	18.23%	20.43%	8.16%	10.42%	9.80%	41.91%	57.16%	47.99%
Black or African American	2.89%	3.01%	3.09%	8.16%	10.42%	13.73%	282.34%	346.18%	444.68%
Hispanic or Latino	53.12%	50.95%	53.93%	20.41%	20.83%	23.53%	38.42%	40.89%	43.63%
Middle Eastern or North African									
Native Hawaiian or Other Pacific Island	0.17%	0.18%	0.22%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
White	7.91%	8.34%	9.90%	44.90%	41.67%	39.22%	567.79%	499.49%	396.24%
Multiracial/Multiethnic	1.92%	2.14%	2.06%	4.08%	4.17%	1.96%	212.32%	194.56%	95.39%
Declined to State	14.37%	17.03%	10.15%	14.29%	12.50%	11.76%	99.38%	73.40%	115.93%

Source: Student and employee demographics from CCCC Data Mart Fall semester.

Note:

1. CCCC Data Mart does not include the Middle Eastern or North African group.
2. CCCC Data Mart combines Classified Staff and Classified Managers together.
3. Employee data does not include temporary employees or adjuncts without an active assignment during the indicated period.

Group sizes (by employment group) for race/ethnicity

	Students		
Race/Ethnicity	2020	2021	2022
American Indian or Alaska Native	92	76	149
Asian	13,850	11,514	13,018
Black or African American	2,056	1,901	1,967
Hispanic or Latino	37,777	32,187	34,371
Middle Eastern or North African			
Native Hawaiian or Other Pacific Islander	123	116	138
White	5,623	5,270	6,307
Multiracial/Multiethnic	1,367	1,353	1,310
Declined to State	10,222	10,759	6,467
Total	71,110	63,176	63,727
	Adjunct Faculty		
Race/Ethnicity	2020	2021	2022
American Indian or Alaska Native	3	2	4
Asian	130	134	138
Black or African American	30	31	29
Hispanic or Latino	159	170	184
Middle Eastern or North African			
Native Hawaiian or Other Pacific Islander	4	1	3
White	317	307	278
Multiracial/Multiethnic	16	16	16
Declined to State	178	211	245
Total	837	872	897
	Full-Time Faculty		
Race/Ethnicity	2020	2021	2022
American Indian or Alaska Native	2	3	1
Asian	54	51	52
Black or African American	15	14	18
Hispanic or Latino	88	95	99
Middle Eastern or North African			
Native Hawaiian or Other Pacific Islander	4	4	3
White	197	204	192
Multiracial/Multiethnic	12	14	13
Declined to State	33	47	49
Total	405	432	427
	Classified		
Race/Ethnicity	2020	2021	2022
American Indian or Alaska Native	3	3	2
Asian	122	126	133
Black or African American	39	41	48
Hispanic or Latino	323	323	359
Middle Eastern or North African			
Native Hawaiian or Other Pacific Islander	4	3	5
White	172	155	146
Multiracial/Multiethnic	10	11	11
Declined to State	57	69	80
Total	730	731	784
	Educational Administrators		
Race/Ethnicity	2020	2021	2022
American Indian or Alaska Native	0	0	0
Asian	4	5	5
Black or African American	4	5	7
Hispanic or Latino	10	10	12
Middle Eastern or North African			
Native Hawaiian or Other Pacific Islander	0	0	0
White	22	20	20
Multiracial/Multiethnic	2	2	1
Declined to State	7	6	6
Total	49	48	51

Employee Race/Ethnicity Underrepresentation Analysis Projected Group – U.S. Census Bureau EEO Tabulation

	U.S. Census Bureau EEO Tabulation	All Employees (w/active assignments)			Underrepresented Groups (80% Rule) Reference group: US Census Employment Data		
		2014-2018	2020	2021	2022	2020	2021
Adjunct Faculty							
American Indian or Alaska Native	0.10%	0.36%	0.23%	0.45%	358.42%	229.36%	445.93%
Asian	18.40%	15.53%	15.37%	15.38%	84.41%	83.52%	83.61%
Black or African American	5.50%	3.58%	3.56%	3.23%	65.17%	64.64%	58.78%
Hispanic or Latino	14.70%	19.00%	19.50%	20.51%	129.23%	132.62%	139.54%
Native Hawaiian or Other Pacific Islander	0.10%	0.48%	0.11%	0.33%	477.90%	114.68%	334.45%
White	57.50%	37.87%	35.21%	30.99%	65.87%	61.23%	53.90%
Full-Time Faculty							
American Indian or Alaska Native	0.10%	0.49%	0.69%	0.23%	493.83%	694.44%	234.19%
Asian	18.40%	13.33%	11.81%	12.18%	72.46%	64.16%	66.18%
Black or African American	5.50%	3.70%	3.24%	4.22%	67.34%	58.92%	76.64%
Hispanic or Latino	14.70%	21.73%	21.99%	23.19%	147.81%	149.60%	157.72%
Native Hawaiian or Other Pacific Islander	0.10%	0.99%	0.93%	0.70%	987.65%	925.93%	702.58%
White	57.50%	48.64%	47.22%	44.96%	84.59%	82.13%	78.20%
Classified Unit A							
American Indian or Alaska Native	0.25%	0.56%	0.35%	0.33%	224.00%	139.37%	132.00%
Asian	8.67%	20.75%	19.51%	19.51%	239.33%	225.05%	225.03%
Black or African American	5.79%	4.49%	4.88%	5.20%	77.55%	84.25%	89.81%
Hispanic or Latino	63.06%	42.62%	45.30%	45.04%	67.59%	71.83%	71.42%
Native Hawaiian or Other Pacific Islander	0.28%	0.37%	0.52%	0.49%	132.14%	186.66%	175.00%
White	20.27%	21.87%	19.69%	19.02%	107.89%	97.12%	93.83%
Classified Unit B							
American Indian or Alaska Native	0.20%	2.83%	0.00%	0.00%	1415.00%	0.00%	0.00%
Asian	18.63%	10.00%	9.73%	9.09%	53.68%	52.25%	48.79%
Black or African American	7.04%	7.55%	6.19%	6.61%	107.24%	87.99%	93.89%
Hispanic or Latino	31.18%	54.13%	54.87%	54.55%	173.60%	175.97%	174.95%
Native Hawaiian or Other Pacific Islander	0.26%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
White	39.95%	16.98%	15.93%	14.05%	42.51%	39.87%	35.17%
Classified Management							
American Indian or Alaska Native	0.23%	0.00%	0.00%	1.18%	0.00%	0.00%	513.04%
Asian	16.32%	9.78%	9.38%	9.41%	59.93%	57.44%	57.66%
Black or African American	5.33%	10.87%	12.50%	11.76%	203.94%	234.52%	220.64%
Hispanic or Latino	25.66%	36.96%	36.46%	35.29%	144.04%	142.08%	137.53%
Native Hawaiian or Other Pacific Islander	0.19%	1.09%	1.04%	2.35%	573.68%	548.25%	1236.84%
White	49.63%	25.00%	20.83%	21.18%	50.37%	41.98%	42.68%
Educational Administrators							
American Indian or Alaska Native	0.17%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	10.03%	8.16%	10.42%	9.80%	81.36%	103.89%	97.71%
Black or African American	10.31%	8.16%	10.42%	13.73%	79.15%	101.07%	133.17%
Hispanic or Latino	29.16%	20.41%	20.83%	23.53%	69.99%	71.43%	80.69%
Native Hawaiian or Other Pacific Islander	0.18%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
White	47.08%	44.90%	41.67%	39.22%	95.37%	88.51%	83.31%

Source: Human Resources Information System data and <https://www.census.gov/acs/www/data/eoo-data/eoo-tables-2018/>

Note:

1. The EEO Tabulation 2014-2018 (5-year ACS data) serves as the primary external benchmark for conducting comparisons between the racial, ethnic, and gender composition of each employer's workforce to its available labor market.
2. The 2014-2018 EEO tabulation is the most recent 5-year dataset available.
3. The service area within the US Census EEO tabulation was used based on the CCCCO's recommendation, given that a more accurate method to determine projected representation is unavailable.
4. This is for information purposes only. Mt. San Antonio College strives for a workforce that is primarily representative of its student population.