

RSCCD

EEO Plan 2023-2026



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Plan Component 1: Introduction from the Chancellor

We are living through a moment of extraordinary change, where our community grapples with issues of race and equity. Yet, within this challenge lies an opportunity for us to unite in solidarity. Let us not only recognize the unrest that affects our nation but actively engage with the voices calling for transformation.

The Rancho Santiago Community College District stands firm in its commitment to equal employment opportunities. We have set forth a plan to ensure that every qualified candidate and employee has fair access to employment opportunities. Through purposeful program development, training initiatives, and community-wide outreach, we aim to cultivate an environment that fosters inclusivity and equality.

In this district, we champion an environment free from discrimination based on age, ethnicity, ancestry, national origin, race, physical disability, mental disability, parental status, pregnancy, gender, gender identity, gender expression, marital status, medical condition, genetic information, religion, sexual orientation, veteran status, military status, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

We aim to establish spaces that nurture cooperation, collaboration, democracy, acceptance, and the open exchange of ideas, all in alignment with federal and state laws. At the heart of the Rancho Santiago Community College District, you can be assured that our focus is building bridges of understanding and unity, not only with our employees but with all the students we are privileged to teach and serve.

Legal Authority

California community colleges are mandated by the California Code of Regulations Title 5, section 53003(a), and the California Education Code, section 87100(c), to develop and adopt an Equal Employment Opportunity Plan and to implement programs and plans for ensuring equal employment opportunity in their employment practices. In addition to the Title 5 requirements, there are several standards and requirements (accreditation standards, board policies, administrative regulations) which influence and shape the way the District manages its human resources. This plan has been designed to move beyond the basic compliance elements dictated by Title 5 and provide a comprehensive planning document, which will be a viable planning tool for the District and its colleges.

Two Board Policies (BP 3420 and BP 7100) primarily reflect the District’s commitment to equal employment opportunity and the continued development of a diverse

workforce. A third policy (BP 7120) prescribes the framework for the District's recruitment and selection processes. The administrative regulations associated with that policy delineate the procedures followed for various employee groups.

California Code of Regulations Title 5, Section 53003(A)-District Plan

The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans shall be submitted to the State Chancellor's Office. The Chancellor's Office retains the authority to review district plans on a case-by-case basis.

California Education Code, Section 87100 Legislative Findings and Declarations

1. The Legislature finds and declares all the following:
 - a. In fulfilling its mission within California's system of public higher education, the California community colleges are committed to academic excellence and to providing all students with the opportunity to succeed in their chosen educational pursuits.
 - b. Academic excellence can best be sustained in a climate of acceptance and with the inclusion of people from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.
 - c. A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.
2. It is the intent of the Legislature to establish and maintain within the California community college districts a policy of equal opportunity in employment for all persons, and to prohibit discrimination or preferential treatment based on ethnic group identification, or on any basis listed in subdivision (a) of section 12940 of the Government Code, as those bases are defined in sections 12926 and 12936.1 of the Government Code, except as otherwise provided in section 12940 of the Government Code. Every aspect of personnel policy and practice of the community college districts should advance the realization of inclusion through a continuing program of equal employment opportunity.
3. The Legislature recognizes that it is not enough to proclaim that community college districts must not discriminate and must not grant preferential treatment on impermissible bases. The Legislature declares that efforts must also be made to build a community in which nondiscrimination and equal opportunity are realized. The Legislature intends to require community college districts to adopt and implement programs and plans for ensuring equal employment opportunity in their employment practices.

Title 5, Section 53026 Complaints- Violation of Equal Employment Opportunity Regulations

Complaints alleging violations of this subchapter may be filed against a district by any person using the procedures for employment-related complaints authorized by subchapter 5 of Title 5, commencing with section 59300 governing complaints alleging unlawful discrimination or harassment.

Plan Component 2: Definitions

1. "Adverse impact" means 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 Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures").
2. "Diversity" means 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.
3. "Equal employment opportunity" ("EEO") 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, in all job categories. Equal employment opportunity also involves:
 - a. identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not predict job performance;
 - b. updating job descriptions and/or job announcements to reflect accurately the knowledge, skills, and abilities of the position, including a commitment to equity; and
 - c. creating an environment which 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.
4. An "equal employment opportunity plan" ("EEO plan") is a written document that describes a district's EEO program. A district's EEO plan shall include:
 - a. analysis of the district's work force; and
 - b. descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.
5. An "equal employment opportunity program" refers to 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.
6. "In-house or promotional only" hiring means that only existing district employees are eligible for a position.
7. "Job categories" includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

8. "Monitored group" means the groups for which districts must provide demographic data pursuant to section 53004.

9. "Person with a disability" means any person who:

- a. 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;
- b. has a record of such an impairment; or
- c. is regarded as having such an impairment.
- d. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

10. "Reasonable accommodation" means the efforts made by the district in compliance with Government Code section 12926.

11. "Screening or selection procedure" means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including performance tests, physical, educational, and work experience requirements, interviews, application reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.

12. "Underrepresented group" means 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.

Plan Component 3: Policy State

Reference: Title 5, sections 53001 and 53021

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

Employment

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status. All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs. The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity. It is unlawful to discriminate against a person who serves in an unpaid internship or any other limited-duration program to provide unpaid work experience in the selection, termination, training, or other terms and treatment of that person on the basis of their race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

Plan Component 4: Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan

Reference: Title 5, sections 53003(c)(3) and 53020

Responsibility

It is the policy of the District that all employees promote and support the Equal Employment Opportunity Plan (the Plan). 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 this Plan are set forth as follows:

Board of Trustees

“The governing boards of community college districts are responsible for proper implementation of this subchapter at all levels of district and college operations and for making measurable progress toward equal employment opportunity by the strategies described in the district's EEO plan. In carrying out this responsibility, the governing board, upon the recommendation of the chief executive officer, shall ensure that an equal employment opportunity officer is designated to oversee the day-to-day implementation of the requirements set forth in this subchapter. Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall:

- a. Be developed in collaboration with the District's Equal Employment Advisory Committee.
- b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item; and not part of the consent agenda.
- c. Cover a period of 3 years, after which a new or revised plan shall be adopted; and
- d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption.

Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption

Chancellor

The Board delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's EEO Plan and Programs. The Chancellor shall advise the Board concerning statewide policy emanating from the Board of Governors of the California Community Colleges. The Chancellor or designee shall evaluate the performance of all managerial staff members who report directly to him or her on their ability to follow and implement the EEO Plan.

Equal Employment Opportunity Officer

Rancho Santiago Community College District has designated George Williams, Assistant Vice Chancellor, Human Resources, as the Equal Employment Opportunity (EEO) Officer for the day-to-day implementation of the Plan. The EEO Officer is

responsible for administering, responsible for administering, implementing, and monitoring the Plan and for assuring compliance with the requirements of Title 5, Sections 53000 et seq., which includes ensuring that applicant pools and selection procedures are properly monitored. The EEO officer is also responsible for training all hiring committees on the elements of this Plan.

Equal Employment Opportunity and the Human Resources Committee

The District has established the Human Resources Committee (HRC). This committee acts as an advisory body to the Vice Chancellor of Human Resources, EEO Officer and the District to promote understanding and support of equal employment opportunity policies and procedures. The HRC and the EEO Officer assist in the development and implementation of the Plan in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for Plan revisions as appropriate.

Agents of the District

Any organization or individual, whether an employee of the District, who acts on behalf of the Board of Trustees regarding the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of the Plan.

Good Faith Effort

A good faith effort is honest and taken with sincere intent. Rancho Santiago Community College District shall make a continuous good faith effort to comply with all the requirements of its Plan.

Plan Component 5: EEO Advisory Committee

Reference: Title 5, section 53005

The District's Human Resources Committee is the participatory governance committee, charged with the planning, evaluation and assessment of issues related to human resources. As such, this committee serves an evaluative and advisory role to the administration and the board of trustees regarding human resources issues including the operation of the EEO Plan. As one of the District's standing participatory governance committees, the Human Resources Committee shall function as the District's Equal Employment Opportunity Advisory Committee. The committee shall assist in the implementation of this plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide recommendations for plan revisions as appropriate. The committee also has the following responsibilities:

- Evaluate the effective use of human resources
- Review human resources policies and procedures and recommends changes
- Evaluate workplace safety and emergency preparedness plans and procedures
- Evaluate policies and procedures related to employment equity
- Monitor diversity of RSCCD employees
- Monitor compliance using human resources metrics such as:
 - Full-time/Part-time Faculty ratio
 - Full-time Faculty Obligation
 - Classified staffing ratios
- Turnover ratios and recruitment activities
- Develop recommendations to ensure ongoing compliance with human resources requirements
- Plan and evaluate professional development activities

This advisory committee and the Board of Trustees shall receive training in all the following areas as required in Title 5, Section 53005:

- The requirements of this subchapter and of state and federal nondiscrimination laws;
- Identification and elimination of bias in hiring;
- The educational benefits of workforce diversity; and
- The role of the advisory committee in drafting and implementing a District EEO plan.

The committee members:

- Presidents from each college (two total)
- Vice Presidents of Academic Affairs from each college (two total)
- Two Academic Senate Representatives from each college (four total)
- One Classified Representative from each college and one Classified Representative from the district (three total)
- President of FARSCCD
- Representative from Fiscal Services
- Representative from Recruitment
- EEO Officer/ Assistant Vice Chancellor, Human Resources

- Vice Chancellor of Human Resources or designee
- Student Representative

Plan Component 6: The Procedure for Filing Complaints Pursuant to Section 53026

The District has adopted procedures for complaints alleging violations of the Equal Employment Opportunity Regulations and unlawful discrimination or harassment. All such complaints will be processed according to the requirements of section 59300 et seq. Complaints of unlawful discrimination may be written or verbal, and may be made by a student, an employee, a parent of a minor, or an individual with legal authority on behalf of a student or employee. A complaint must allege facts that, if true, would constitute a violation of state or federal laws prohibiting unlawful discrimination or a violation of the EEO regulations.

In any complaint not involving employment, the complaint shall be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation of unlawful discrimination. The District shall advise student complainants that they may file their nonemployment-based complaint with the Office for Civil Rights of the U.S. Department of Education (OCR (Office of Civil Rights) where such a complaint is within that agency's authority.

In any complaint alleging discrimination in employment, the complaint shall be filed within 180 days of the date the alleged unlawful discrimination occurred, except that this period should be extended by no more than 90 days following the expiration of the 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the 180 days. The District will advise the complainant that they may file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC) or the Office for Civil Rights (formerly known as the Department of Fair Employment and Housing).

The District will undertake efforts to informally resolve any charges, with the complainant's consent, including, but not limited to, investigating the allegations, and resolving the conflict amongst the parties. The District will advise the complainant that they do not need to participate in an informal resolution of the complaint, as described above, and that they may file a formal complaint. Any efforts at informal resolution after a written or verbal complaint is made shall be completed within ninety (90) days.

If a complainant decides to file a formal written unlawful discrimination or harassment complaint, they should file the complaint using the forms located on www.rscdd.edu/report. All complaints should be signed and dated by the complainant and contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Any District employee who receives a harassment or discrimination complaint shall notify the District's Human Resources Office immediately.

Within ninety (90) days of receiving a complaint, the District shall complete its investigation and forward a copy or summary of the report, and written notice to the

complainant. In any case involving unlawful discrimination, when a district provides the complainant with any information pursuant to this subdivision, the district shall also provide to the respondent a determination as to whether unlawful discrimination occurred with respect to each allegation in the complaint based on the preponderance of the evidence standard, the proposed resolution of the complaint, including any disciplinary action against the respondent, and in matters involving student sexual misconduct subject to Title IX of the Education Amendments Act of 1972 (section 59337, subdivision (b)), the respondent's right to appeal to the local governing board any disciplinary sanction imposed upon the respondent.

Below are links to the District's Board of Trustees' Policies and Administrative Procedures for Nondiscrimination and Prohibition of Harassment:

- Board Policy: [3410 Nondiscrimination](#)
- Administrative Regulation: [3410 Nondiscrimination](#)
- Board Policy: [3430 Prohibition of Harassment](#)
- Administrative Regulation: [3430 Prohibition of Harassment](#)
- Administrative Regulation: [3435 Discrimination and Harassment Complaints and Investigations](#)
- Administrative Regulation: [3425 Title IX \(9\) Sexual Harassment](#)

Plan Component 7: The Process for Notifying All District Employees of the Provisions of the EEO Plan and District Policy Statement

The commitment of the District to EEO is emphasized through the broad dissemination of its EEO Policy Statement and the Plan. The District will inform all employees of the EEO Plan's availability, including a written summary of the provisions of the EEO Plan and the policy statement required under section 53002. The policy statement shall be posted on the Office for Diversity, Equity & Inclusion and Human Resources' websites and shall be in all employment announcements and recruitment materials. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, RSCCD Chancellor, College Presidents, administrators, academic senate presidents, union representatives, and members of the Human Resources Committee. When appropriate, the Plan may be distributed by campus bulletins or e-mail.

The notice will contain the following provisions:

1. The importance of the employee's participation and responsibility in ensuring the Plan's implementation.
2. The availability of the Plan on the District website, at the Office of the Chancellor and College Presidents, and the Office for Diversity, Equity & Inclusion and Human Resources Department.

Plan Component 8: The Process for Ensuring that District Employees Who Participate on Screening or Selection Committees Receive Training

Any organization or individual, whether an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the title 5 regulations on EEO (section 53000 et. seq.); 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; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias. Additionally, our training covers the District processes and practical small group exercises to develop screening criteria. During the training there are discussions around question formation, committee deliberations, and other best practices for screening committees. The training discusses the need for the screening committee to assess an applicant's sensitivity and understanding of diverse students, we address the needs for the questions to be deliberate, thoughtful, and meaningful to assess DEIA. We provide examples of questions that can better assess the DEIA of the applicants.

Persons serving in the above capacities must receive training within 2 years before service. This training is a requirement to serve on screening/selection committees. The Equal Employment Opportunity Officer is responsible for providing the required training. Any individual, whether an employee of the District, acting on behalf of the District regarding recruitment and screening of employees, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

Section 53024(e) provides that, "screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants." All screening committees and their membership shall be comprised as per the respective Administrative Regulations. Each member selected is asked to self-identify their ethnicity and gender, and then reviewed by the EEO Officer for a diverse membership representative of our college community. If the screening committee does not reflect the diversity of the college community or students, the EEO Officer or designee may ask the hiring manager to select more screening committee members to improve the diversity of the screening committee.

Plan Component 9: The Process for Providing Annual Written Notice to Community-Based and Professional Organizations

The EEO Officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations how they can access or obtain a copy of the Plan and shall solicit their assistance in identifying qualified candidates. The notice will include the EEO Policy Statement and an Internet link to the Plan. The notice will also include the Internet address where the District advertises its job openings and contact information to obtain employment information. The EEO Officer or designee will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. The EEO Officer will maintain a list of organizations that will receive this notice. Written notice may include mailings and electronic communications.

Plan Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants

According to Title 5 EEO regulation (Section 53003 (c) (8)), a process for gathering information and periodic, longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored groups, in each job category to determine whether additional diversification measures are required and to implement and evaluate the effectiveness of those measures. The data supporting The Plan is sourced from two distinct departments: Human Resources, along with the district's Research, Planning & Institutional Effectiveness Department. Human Resources oversees the recruitment software, NeoED, which manages the entire recruitment and onboarding processes. The NeoED software facilitates access to demographic data (age, gender, ethnicity/race, and job category) of applicant pools and tracks the ongoing growth in application submissions within RSCCD. The district's Research, Planning & Institutional Effectiveness Department specializes in synthesizing, analyzing, and visualizing graphs for the district year-round and upon request. This office also maintains, and updates demographic data related to students/employees on the RSCCD website.

Equal Employment Opportunity practices and processes are necessary for the advancement of equity in the workforce. In working towards equity, the California Community Colleges Chancellor's Office (CCCCO) recommends two sets of analyses for districts to perform and help identify disproportionately impacted demographic groups and investigate areas for improvement in the hiring processes. The adverse impact test compares a demographic group's selection rate for interviews and/or hires against the demographic group with the highest selection rate for the respective job category. If the demographic group's selection rate for interviews or hires is less than 80% of the demographic group with the highest selection rate, adverse impact may have occurred in these stages of the hiring process.

After careful consideration and in compliance with the updated regulations of the Equal Employment Opportunity Plan model, the District will cease the collection of data pertaining to the following categories:

By Job Category

- Executive/Administrative/Managerial
- Full-Time Faculty and other Instructional Staff
- Part-Time Faculty and other Instructional Staff
- Full-Time Classified
- Part-Time Classified

By Gender

- Female
- Male
- Nonbinary
- Other

By Race

- American Indian or Alaskan Native
- Asian
- Black/African American
- Caucasian
- Hispanic/Latinos
- Pacific Islander

The new categories that the district office will begin to utilize in the analyses for the EEO Plan will be the following:

- Executive/administrative/ managerial
- Faculty and other instructional staff
- Professional non-faculty
- Secretarial/clerical
- Technical and paraprofessional
- Skilled crafts
- Service and maintenance.

Each job category will further be disaggregated by:

- Total number of applicants
- Total Number of interviewees
- Total number of hires
- Gender
- Race/Ethnicity

At least once a year, the Human Resources Committee shall assess this data and appraise the efficacy of the District's recruitment and selection processes, aiming to ensure equal employment opportunity and enhance workforce diversity and proper representation. Underrepresentation (UR) is the comparison of the workforce and initial or qualified applicant pool with the projected representation.

Key Findings by Job Category:

The following findings are measured cumulatively from 2021 to 2023, in each job category. The data explains the monitored groups and how they are adversely impacted throughout the hiring process. This can provide insight into the specific demographic group that is increasingly hired and those who are not. In the following data sets, the information is based on the Adverse Imp. Test (Select. Rate / Max Select. Rate) columns. It is important to note, the series of years chosen to be analyzed were affected by the quarantine that followed the COVID-19 pandemic.

Executive/administrative/managerial (Category 1)

- The Hispanic or Latino group was underrepresented at all stages of the hiring process relative to their representation in the district's credit student demographics.
- The Hispanic or Latino group was adversely impacted in their hiring selection rate relative to other ethnicities.
- Females and other/unknown genders, which includes individuals who identify as non-binary, were adversely impacted in the hiring selection stage.

Faculty and other instructional staff (Category 2)

- All ethnic groups except for Hispanic or Latino were adversely impacted in the interviewee selection stage.
- Males were significantly underrepresented at all stages of the hiring process.

Professional Non-faculty (Category 3)

- Black or African American, Hispanic or Latino, and individuals with two or more non-Hispanic or Latino races were adversely impacted in the interviewee selection stage, while Black or African American and White individuals were adversely impacted in the hiring selection stage.
- Males were significantly underrepresented at all stages of the hiring process.

Secretarial/clerical (Category 4)

- Black or African American individuals were significantly underrepresented and adversely impacted in both the interviewee selection and hiring selection stages.
- Males were significantly underrepresented in all stages of the hiring process and adversely impacted in both the interviewee selection and hiring selection stages.
- Females were adversely impacted in the interviewee selection stage but not the hiring selection stage.
- Other/unknown, which includes individuals who identify as non-binary, were significantly underrepresented, and adversely impacted in the hiring selection stage.

Technical and paraprofessional (Category 5)

- Asian, Black, or African American, two or more non-Hispanic or Latino races, and White applicants were adversely impacted in the interviewee selection stage.
- Males were significantly underrepresented in all stages of the hiring process.
- Both females and males were adversely impacted in the hiring selection stage.

Skilled crafts (Category 6)

- Individuals with two or more non-Hispanic or Latino races were significantly underrepresented in the applicant pool for this job category.
- Females were significantly underrepresented in all stages of the hiring process.

Service and maintenance (Category 7)

- Asian and individuals with two or more non-Hispanic or Latino races were significantly underrepresented in all stages of the hiring process for this job category.
- Females were significantly underrepresented in all stages of the hiring process, as well as adversely impacted in the interviewee selection and hiring selection stages.
- Males were adversely impacted in the hiring selection stage.

Disproportionate Impact Analyses for Executive / Administrative / Managerial (EEO Category 1) from 2021-23															
Ethnicity	Applicants			Interviewees						Hires					
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	18	0.6%	298.4%	3	0.6%	303.9%	16.7%	22.8%	73.2%	0	0.0%	0.0%	0.0%	4.6%	0.0%
Asian	325	11.4%	129.9%	74	15.9%	180.8%	22.8%	22.8%	100.0%	15	23.8%	271.1%	4.6%	4.6%	100.0%
Black or African-American	406	14.3%	715.0%	61	13.1%	656.5%	15.0%	22.8%	66.0%	7	11.1%	557.3%	1.7%	4.6%	37.4%
Hispanic or Latino	770	27.0%	52.4%	147	31.5%	61.1%	19.1%	22.8%	83.8%	20	31.7%	61.5%	2.6%	4.6%	56.3%
Native Hawaiian or other Pacific Islander	23	0.8%	272.3%	5	1.1%	361.8%	21.7%	22.8%	95.5%	0	0.0%	0.0%	0.0%	4.6%	0.0%
Two or More Races (not Hispanic or Latino)	128	4.5%	171.7%	17	3.6%	139.4%	13.3%	22.8%	58.3%	1	1.6%	60.6%	0.8%	4.6%	16.9%
White	976	34.3%	173.5%	128	27.5%	139.1%	13.1%	22.8%	57.6%	19	30.2%	152.7%	1.9%	4.6%	42.2%
Other/Unknown	202	7.1%	48.2%	31	6.7%	45.2%	15.3%	22.8%	67.4%	1	1.6%	10.8%	0.5%	4.6%	10.7%
Total	2,848	100.0%		466	100.0%					63	100.0%				

Gender	Applicants			Interviewees						Hires					
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	1,261	44.3%	107.5%	218	46.8%	113.5%	17.3%	17.3%	100.0%	25	39.7%	96.3%	2.0%	2.5%	79.2%
Male	1,479	51.9%	90.6%	238	51.1%	89.1%	16.1%	17.3%	93.1%	37	58.7%	102.4%	2.5%	2.5%	100.0%
Other/Unknown	108	3.8%	260.4%	10	2.1%	147.4%	9.3%	17.3%	53.6%	1	1.6%	109.0%	0.9%	2.5%	37.0%
Total	2,848	100.0%		466	100.0%					63	100.0%				

Disproportionate Impact Analyses for Faculty and Other Instructional Staff (EEO Category 2) from 2021-23															
Ethnicity	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	23	0.5%	244.4%	1	0.3%	151.3%	4.3%	9.4%	46.1%	0	0.0%	0.0%	0.0%	4.2%	0.0%
Asian	736	16.6%	188.6%	35	11.2%	127.7%	4.8%	9.4%	50.4%	5	8.8%	99.9%	0.7%	4.2%	16.3%
Black or African-American	292	6.6%	329.6%	14	4.5%	225.0%	4.8%	9.4%	50.8%	2	3.5%	176.0%	0.7%	4.2%	16.4%
Hispanic or Latino	1,368	30.8%	59.6%	129	41.3%	80.1%	9.4%	9.4%	100.0%	24	42.1%	81.5%	1.8%	4.2%	42.1%
Native Hawaiian or other Pacific Islander	24	0.5%	182.2%	1	0.3%	108.1%	4.2%	9.4%	44.2%	1	1.8%	591.6%	4.2%	4.2%	100.0%
Two or More Races (not Hispanic or Latino)	174	3.9%	149.6%	10	3.2%	122.4%	5.7%	9.4%	60.9%	2	3.5%	134.1%	1.1%	4.2%	27.6%
White	1,497	33.7%	170.6%	101	32.4%	163.9%	6.7%	9.4%	71.5%	19	33.3%	168.8%	1.3%	4.2%	30.5%
Other/Unknown	329	7.4%	50.3%	21	6.7%	45.7%	6.4%	9.4%	67.7%	4	7.0%	47.7%	1.2%	4.2%	29.2%
Total	4,443	100.0%		312	100.0%					57	100.0%				

Gender	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	2,364	53.2%	129.1%	189	60.6%	147.0%	8.0%	8.0%	100.0%	33	57.9%	140.5%	1.4%	1.8%	78.6%
Male	1,910	43.0%	75.0%	111	35.6%	62.0%	5.8%	8.0%	72.7%	21	36.8%	64.2%	1.1%	1.8%	61.9%
Other/Unknown	169	3.8%	261.2%	12	3.8%	264.2%	7.1%	8.0%	88.8%	3	5.3%	361.5%	1.8%	1.8%	100.0%
Total	4,443	100.0%		312	100.0%					57	100.0%				

Disproportionate Impact Analyses for Professional Non-Faculty (EEO Category 3) from 2021-23															
Ethnicity	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	15	0.4%	210.9%	2	0.5%	227.0%	13.3%	16.0%	83.3%	0	0.0%	0.0%	0.0%	2.3%	0.0%
Asian	603	18.0%	204.4%	96	23.1%	262.7%	15.9%	16.0%	99.5%	11	17.2%	195.7%	1.8%	2.3%	80.5%
Black or African-American	161	4.8%	240.5%	15	3.6%	180.8%	9.3%	16.0%	58.2%	0	0.0%	0.0%	0.0%	2.3%	0.0%
Hispanic or Latino	1,633	48.6%	94.2%	176	42.3%	81.9%	10.8%	16.0%	67.4%	37	57.8%	112.0%	2.3%	2.3%	100.0%
Native Hawaiian or other Pacific Islander	25	0.7%	251.1%	4	1.0%	324.3%	16.0%	16.0%	100.0%	0	0.0%	0.0%	0.0%	2.3%	0.0%
Two or More Races (not Hispanic or Latino)	138	4.1%	157.0%	14	3.4%	128.6%	10.1%	16.0%	63.4%	3	4.7%	179.1%	2.2%	2.3%	95.9%
White	602	17.9%	90.8%	84	20.2%	102.3%	14.0%	16.0%	87.2%	9	14.1%	71.2%	1.5%	2.3%	66.0%
Other/Unknown	181	5.4%	36.6%	25	6.0%	40.8%	13.8%	16.0%	86.3%	4	6.3%	42.5%	2.2%	2.3%	97.5%
Total	3,358	100.0%		416	100.0%					64	100.0%				

Gender	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	1,947	58.0%	140.7%	235	56.5%	137.1%	12.1%	14.7%	81.9%	41	64.1%	155.5%	2.1%	3.2%	66.7%
Male	1,316	39.2%	68.3%	167	40.1%	70.0%	12.7%	14.7%	86.1%	20	31.3%	54.5%	1.5%	3.2%	48.1%
Other/Unknown	95	2.8%	194.3%	14	3.4%	231.1%	14.7%	14.7%	100.0%	3	4.7%	321.9%	3.2%	3.2%	100.0%
Total	3,358	100.0%		416	100.0%					64	100.0%				

Disproportionate Impact Analyses for Secretarial / Clerical (EEO Category 4) from 2021-23															
Ethnicity	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	13	0.4%	175.4%	1	0.3%	150.4%	7.7%	16.7%	46.2%	0	0.0%	0.0%	0.0%	5.6%	0.0%
Asian	451	12.9%	146.7%	28	8.9%	101.5%	6.2%	16.7%	37.3%	0	0.0%	0.0%	0.0%	5.6%	0.0%
Black or African-American	127	3.6%	182.0%	4	1.3%	63.9%	3.1%	16.7%	18.9%	0	0.0%	0.0%	0.0%	5.6%	0.0%
Hispanic or Latino	1,955	55.9%	108.2%	206	65.6%	127.1%	10.5%	16.7%	63.2%	40	87.0%	168.4%	2.0%	5.6%	36.8%
Native Hawaiian or other Pacific Islander	18	0.5%	173.5%	3	1.0%	322.2%	16.7%	16.7%	100.0%	1	2.2%	733.1%	5.6%	5.6%	100.0%
Two or More Races (not Hispanic or Latino)	132	3.8%	144.1%	10	3.2%	121.7%	7.6%	16.7%	45.5%	0	0.0%	0.0%	0.0%	5.6%	0.0%
White	630	18.0%	91.2%	38	12.1%	61.3%	6.0%	16.7%	36.2%	4	8.7%	44.0%	0.0%	5.6%	11.4%
Other/Unknown	173	4.9%	33.6%	24	7.6%	51.9%	13.9%	16.7%	83.2%	1	2.2%	14.8%	0.0%	5.6%	10.4%
Total	3,499	100.0%		314	100.0%					46	100.0%				

Gender	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	2,702	77.2%	187.4%	264	84.1%	204.1%	9.8%	13.8%	70.6%	43	93.5%	226.9%	1.6%	1.6%	100.0%
Male	732	20.9%	36.5%	41	13.1%	22.8%	5.6%	13.8%	40.5%	3	6.5%	11.4%	0.4%	1.6%	25.8%
Other/Unknown	65	1.9%	127.6%	9	2.9%	196.9%	13.8%	13.8%	100.0%	0	0.0%	0.0%	0.0%	1.6%	0.0%
Total	3,499	100.0%		314	100.0%					46	100.0%				

Disproportionate Impact Analyses for Technical and Paraprofessional (EEO Category 5) from 2021-23															
Ethnicity	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	14	0.3%	136.8%	2	0.3%	147.3%	14.3%	15.3%	93.2%	1	1.0%	454.0%	7.1%	7.1%	100.0%
Asian	656	13.6%	154.6%	79	12.3%	140.3%	12.0%	15.3%	78.6%	11	10.6%	120.4%	1.7%	7.1%	23.5%
Black or African-American	276	5.7%	286.5%	30	4.7%	234.7%	10.9%	15.3%	70.9%	3	2.9%	144.7%	1.1%	7.1%	15.2%
Hispanic or Latino	2,564	53.1%	102.8%	393	61.3%	118.7%	15.3%	15.3%	100.0%	59	56.7%	109.9%	2.3%	7.1%	32.2%
Native Hawaiian or other Pacific Islander	35	0.7%	244.3%	5	0.8%	263.1%	14.3%	15.3%	93.2%	0	0.0%	0.0%	0.0%	7.1%	0.0%
Two or More Races (not Hispanic or Latino)	186	3.9%	147.1%	16	2.5%	95.4%	8.6%	15.3%	56.1%	2	1.9%	73.5%	1.1%	7.1%	15.1%
White	832	17.2%	87.2%	79	12.3%	62.4%	9.5%	15.3%	61.9%	15	14.4%	73.0%	1.8%	7.1%	25.2%
Other/Unknown	268	5.5%	37.7%	37	5.8%	39.2%	13.8%	15.3%	90.1%	13	12.5%	85.0%	4.9%	7.1%	67.9%
Total	4,831	100.0%		641	100.0%					104	100.0%				

Gender	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	3,059	63.3%	153.7%	397	61.9%	150.3%	13.0%	14.8%	87.5%	64	61.5%	149.4%	2.1%	5.2%	40.5%
Male	1,617	33.5%	58.4%	221	34.5%	60.1%	13.7%	14.8%	92.1%	32	30.8%	53.7%	2.0%	5.2%	38.3%
Other/Unknown	155	3.2%	220.4%	23	3.6%	246.4%	14.8%	14.8%	100.0%	8	7.7%	528.3%	5.2%	5.2%	100.0%
Total	4,831	100.0%		641	100.0%					104	100.0%				

Disproportionate Impact Analyses for Skilled Crafts (EEO Category 6) from 2021-23															
Ethnicity	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	3	2.2%	1019.0%	0	0.0%	0.0%	0.0%	28.6%	0.0%	0	0.0%	0.0%	0.0%	1.3%	0.0%
Asian	15	10.8%	122.9%	2	10.0%	113.9%	13.3%	28.6%	46.7%	0	0.0%	0.0%	0.0%	1.3%	0.0%
Black or African-American	7	5.0%	252.6%	2	10.0%	501.5%	28.6%	28.6%	100.0%	0	0.0%	0.0%	0.0%	1.3%	0.0%
Hispanic or Latino	75	54.0%	104.5%	10	50.0%	96.8%	13.3%	28.6%	46.7%	1	100.0%	193.7%	1.3%	1.3%	100.0%
Native Hawaiian or other Pacific Islander	1	0.7%	242.6%	0	0.0%	0.0%	0.0%	28.6%	0.0%	0	0.0%	0.0%	0.0%	1.3%	0.0%
Two or More Races (not Hispanic or Latino)	2	1.4%	55.0%	0	0.0%	0.0%	0.0%	28.6%	0.0%	0	0.0%	0.0%	0.0%	1.3%	0.0%
White	32	23.0%	116.6%	5	25.0%	126.6%	15.6%	28.6%	54.7%	0	0.0%	0.0%	0.0%	1.3%	0.0%
Other/Unknown	4	2.9%	19.6%	1	5.0%	34.0%	25.0%	28.6%	87.5%	0	0.0%	0.0%	0.0%	1.3%	0.0%
Total	139	100.0%		20	100.0%					1	100.0%				

Gender	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	19	13.7%	33.2%	4	20.0%	48.5%	21.1%	21.1%	100.0%	0	0.0%	0.0%	0.0%	0.8%	0.0%
Male	118	84.9%	148.0%	16	80.0%	139.5%	13.6%	21.1%	64.4%	1	100.0%	174.4%	0.8%	0.8%	100.0%
Other/Unknown	2	1.4%	98.8%	0	0.0%	0.0%	0.0%	21.1%	0.0%	0	0.0%	0.0%	0.0%	0.8%	0.0%
Total	139	100.0%		20	100.0%					1	100.0%				

Disproportionate Impact Analyses for Service and Maintenance (EEO Category 7) from 2021-23															
Ethnicity	Applicants			Interviewees						Hires					
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	8	0.9%	403.5%	2	1.3%	613.2%	25.0%	25.0%	100.0%	0	0.0%	0.0%	0.0%	11.1%	0.0%
Asian	49	5.2%	59.6%	7	4.5%	51.8%	14.3%	25.0%	57.1%	2	6.3%	71.2%	4.1%	11.1%	36.7%
Black or African-American	92	9.8%	493.0%	15	9.7%	488.5%	16.3%	25.0%	65.2%	3	9.4%	470.2%	3.3%	11.1%	29.3%
Hispanic or Latino	628	67.1%	129.9%	107	69.5%	134.6%	17.0%	25.0%	68.2%	18	56.3%	108.9%	2.9%	11.1%	25.8%
Native Hawaiian or other Pacific Islander	7	0.7%	252.2%	1	0.6%	219.0%	14.3%	25.0%	57.1%	0	0.0%	0.0%	0.0%	11.1%	0.0%
Two or More Races (not Hispanic or Latino)	18	1.9%	73.5%	2	1.3%	49.6%	11.1%	25.0%	44.4%	0	0.0%	0.0%	0.0%	11.1%	0.0%
White	107	11.4%	57.9%	16	10.4%	52.6%	15.0%	25.0%	59.8%	6	18.8%	95.0%	5.6%	11.1%	50.5%
Other/Unknown	27	2.9%	19.6%	4	2.6%	17.7%	14.8%	25.0%	59.3%	3	9.4%	63.7%	11.1%	11.1%	100.0%
Total	936	100.0%		154	100.0%					32	100.0%				

Gender	Applicants			Interviewees						Hires					
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	142	15.2%	36.8%	16	10.4%	25.2%	11.3%	17.6%	63.9%	5	15.6%	37.9%	3.5%	5.9%	59.9%
Male	777	83.0%	144.8%	137	89.0%	155.1%	17.6%	17.6%	100.0%	26	81.3%	141.7%	3.3%	5.9%	56.9%
Other/Unknown	17	1.8%	124.7%	1	0.6%	44.6%	5.9%	17.6%	33.4%	1	3.1%	214.6%	5.9%	5.9%	100.0%
Total	936	100.0%		154	100.0%					32	100.0%				

Plan Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories

RSCCD understands that a harmonious alignment between employee and student demographics fosters a sense of trust and credibility. Students should recognize the institution's commitment to valuing diversity and creating an environment where everyone's voice is heard and respected. Simultaneously, employees should benefit from the enrichment of their professional experience and personal understanding. This positive perception should lead to increased enrollment, retention rates, and a stronger community reputation. This is why it is imperative for RSCCD to periodically review its demographic data throughout the hiring process and evaluate pertinent information.

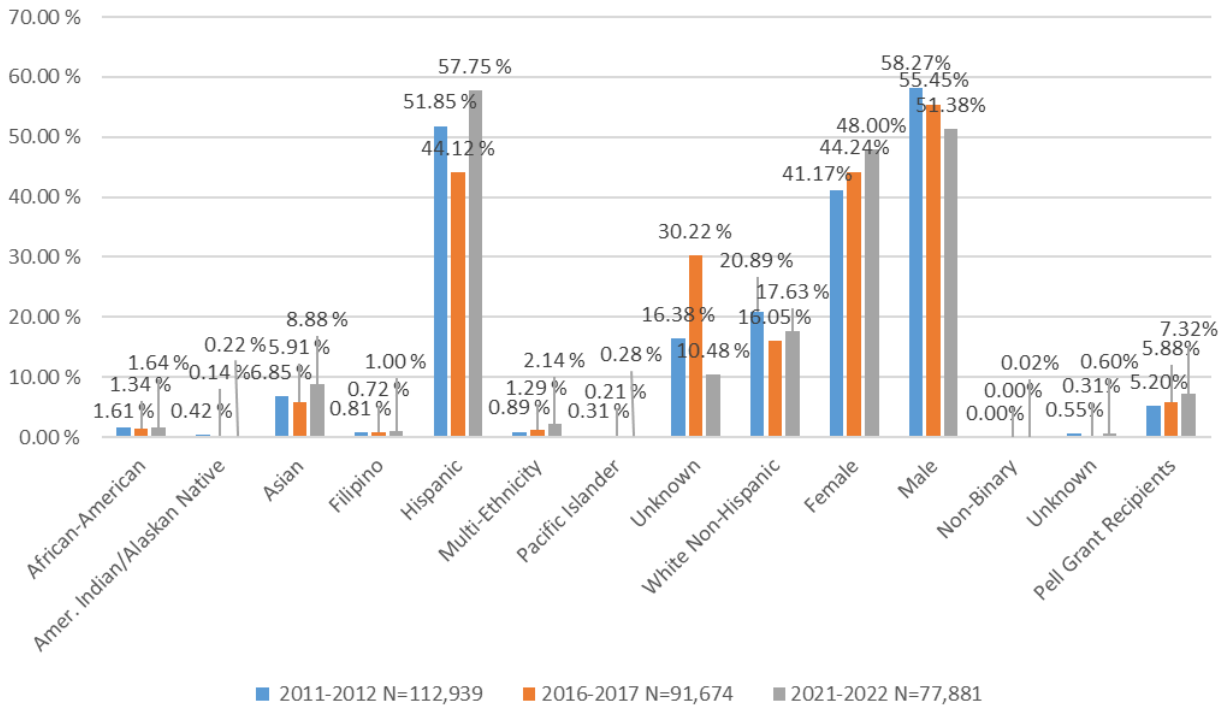
Equal Employment Opportunity practices and processes are necessary for the advancement of equity in the workforce. In working towards equity, the California Community Colleges Chancellor's Office (CCCCO) recommends two sets of analyses for districts to perform to help identify disproportionately impacted demographic groups and investigate areas for improvement in the hiring processes. The significantly underrepresented group analysis, involves comparing a demographic group's representation in the applicant pool, interviewee pool, and those selected for hire in a job category with the demographic group's representation in a reference sample that is locally decided upon, e.g., student demographics at the district, community demographics in the district's service area, or labor market availability for the job categories being monitored. For the present analyses, the district chose credit student demographics during the years 2021-2023 as the reference sample due to the readily available data and greater ability to disaggregate the ethnic groups according to the same categories identified in the district's employee data. According to the standards set by the CCCCCO, If the proportion of representation in the pool relative to the representation in the reference sample is less than 80%, the group may be considered significantly underrepresented and the cells are highlighted in red.

Below are charts related to RSCCD's student and workforce demographics. Along with calendar year trends from 2021-2023.

Student Demographics 2011-2022:

There has been an overall decrease in student enrollment over the years, with the highest enrollment in 2011-2012 and a slight decline in subsequent years. The demographic composition of the student population changed, with notable increases in the percentages of Hispanic (57.75%), Asian (8.88%), multi-ethnic (2.14%), and female students (48%). The percentage of White (non-Hispanic) students decreased (17.63%), as did the percentage of students with unknown ethnicity (10.48%). Gender distribution saw an increase in the percentage of female students (41.17% to 48%) and a decrease in male students (58.27% to 51.38%) with the introduction of a small percentage of non-binary students (0.02%), in 2021-2022. The percentage of Pell Grant recipients increased (5.2% to 7.32%), suggesting a growing number of students receiving financial aid.

RSCCD Student Demographics 2011-2022



Reference Group - RSCCD Credit Students from 2021-23*		
Ethnicity	Unduplicated Headcount	% of Total
American Indian or Alaskan Native	215	0.2%
Asian	8,916	8.8%
Black or African-American	2,024	2.0%
Hispanic or Latino	52,415	51.6%
Native Hawaiian or other Pacific Islander	301	0.3%
Two or More Races (not Hispanic or Latino)	2,657	2.6%
White	20,045	19.7%
Other/Unknown	14,936	14.7%
Total	101,509	100.0%

Gender	Unduplicated Headcount	% of Total
Female	41,821	41.2%
Male	58,210	57.3%
Other/Un known	1,478	1.5%
Total	101,509	100.0%

Source: RSCCD Research Data Warehouse (RDW)

*Note: In order to match the timeframe of the employee data provided by RSCCD Human Resources, i.e., January 2021 through December 2023, end of term snapshots from spring intersession 2021 through fall 2023 were used.

The following findings are measured cumulatively from 2021 to 2023 in each job category. The data explains the comparisons of monitored groups, relative to the student demographic groups in the credit area. It is important to note, the series of years chosen to be analyzed were affected by the quarantine that followed the COVID-19 pandemic.

Key Findings by Job Category:

Executive/administrative/managerial (Category 1)

- White (19), Hispanic/Latinos (15) and Asians (20) were the most hired in this category
- Although Hispanic and Latinos were in the top three most hired for this position, this did not match to student demographics making them a significantly impacted group, along with their other counterparts
- In the hiring stage Asian, Black, and White populations are the only ones that significantly underrepresented

Faculty and other instructional staff (Category 2)

- Native-Americans are applying to RSCCD but are not hired to appropriately reflect our student body
- Men are the only group in Gender category that are underrepresented to be hired for faculty positions

Professional non-faculty (Category 3)

- Asian, Hispanic/Latino, and Two or More Races (not Hispanic or Latino) are well represented in our hiring process
- Other/Unknown are the only ones that are not being accurately represented throughout all stages of the hiring process
- Although White hires are underrepresented in this category, they are only 9% away from being accurately represented, compared to American Indian or Alaskan Native, Black or African American, Native Hawaiian or other Pacific Islander, who are at 0%

Secretarial/clerical (Category 4)

- The only well represented group in this category throughout all stages is Native Hawaiian or other Pacific Islander
- Hispanic and Latino group is the highest hired group in this category

Technical and paraprofessional (Category 5)

- American Indian or Alaskan Native, Asian, Black, or African American, and Hispanic or Latino are significantly represented in the hired category
- Two or More Races (not Hispanic or Latino) and White are not well represented in the hiring category but are only 7% away from being appropriately represented, compared to Native Hawaiian or other Pacific Islander who are at 0%

Skilled crafts (Category 6)

- Only one person received a job in this category, and it was a person part of the Hispanic/Latinx demographic
- Females are not well represented in this category

Service and maintenance (Category 7)

- Hispanic/Latino, and White demographics are the two groups that are the most hired and well represented in their category
- 18/32 people hired were Hispanic/Latino
- Men are the main group that are hired in these positions, leaving women not appropriately represented

Disproportionate Impact Analyses for Executive / Administrative / Managerial (EEO Category 1) from 2021-23															
Ethnicity	Applicants			Interviewees						Hires					
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	18	0.6%	298.4%	3	0.6%	303.9%	16.7%	22.8%	73.2%	0	0.0%	0.0%	0.0%	4.6%	0.0%
Asian	325	11.4%	129.9%	74	15.9%	180.8%	22.8%	22.8%	100.0%	15	23.8%	271.1%	4.6%	4.6%	100.0%
Black or African-American	406	14.3%	715.0%	61	13.1%	656.5%	15.0%	22.8%	66.0%	7	11.1%	557.3%	1.7%	4.6%	37.4%
Hispanic or Latino	770	27.0%	52.4%	147	31.5%	61.1%	19.1%	22.8%	83.8%	20	31.7%	61.5%	2.6%	4.6%	56.3%
Native Hawaiian or other Pacific Islander	23	0.8%	272.3%	5	1.1%	361.8%	21.7%	22.8%	95.5%	0	0.0%	0.0%	0.0%	4.6%	0.0%
Two or More Races (not Hispanic or Latino)	128	4.5%	171.7%	17	3.6%	139.4%	13.3%	22.8%	58.3%	1	1.6%	60.6%	0.8%	4.6%	16.9%
White	976	34.3%	173.5%	128	27.5%	139.1%	13.1%	22.8%	57.6%	19	30.2%	152.7%	1.9%	4.6%	42.2%
Other/Unknown	202	7.1%	48.2%	31	6.7%	45.2%	15.3%	22.8%	67.4%	1	1.6%	10.8%	0.5%	4.6%	10.7%
Total	2,848	100.0%		466	100.0%					63	100.0%				

Gender	Applicants			Interviewees						Hires					
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	1,261	44.3%	107.5%	218	46.8%	113.5%	17.3%	17.3%	100.0%	25	39.7%	96.3%	2.0%	2.5%	79.2%
Male	1,479	51.9%	90.6%	238	51.1%	89.1%	16.1%	17.3%	93.1%	37	58.7%	102.4%	2.5%	2.5%	100.0%
Other/Unknown	108	3.8%	260.4%	10	2.1%	147.4%	9.3%	17.3%	53.6%	1	1.6%	109.0%	0.9%	2.5%	37.0%
Total	2,848	100.0%		466	100.0%					63	100.0%				

Disproportionate Impact Analyses for Faculty and Other Instructional Staff (EEO Category 2) from 2021-23															
Ethnicity	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	23	0.5%	244.4%	1	0.3%	151.3%	4.3%	9.4%	46.1%	0	0.0%	0.0%	0.0%	4.2%	0.0%
Asian	736	16.6%	188.6%	35	11.2%	127.7%	4.8%	9.4%	50.4%	5	8.8%	99.9%	0.7%	4.2%	16.3%
Black or African-American	292	6.6%	329.6%	14	4.5%	225.0%	4.8%	9.4%	50.8%	2	3.5%	176.0%	0.7%	4.2%	16.4%
Hispanic or Latino	1,368	30.8%	59.6%	129	41.3%	80.1%	9.4%	9.4%	100.0%	24	42.1%	81.5%	1.8%	4.2%	42.1%
Native Hawaiian or other Pacific Islander	24	0.5%	182.2%	1	0.3%	108.1%	4.2%	9.4%	44.2%	1	1.8%	591.6%	4.2%	4.2%	100.0%
Two or More Races (not Hispanic or Latino)	174	3.9%	149.6%	10	3.2%	122.4%	5.7%	9.4%	60.9%	2	3.5%	134.1%	1.1%	4.2%	27.6%
White	1,497	33.7%	170.6%	101	32.4%	163.9%	6.7%	9.4%	71.5%	19	33.3%	168.8%	1.3%	4.2%	30.5%
Other/Unknown	329	7.4%	50.3%	21	6.7%	45.7%	6.4%	9.4%	67.7%	4	7.0%	47.7%	1.2%	4.2%	29.2%
Total	4,443	100.0%		312	100.0%					57	100.0%				
Gender	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	2,364	53.2%	129.1%	189	60.6%	147.0%	8.0%	8.0%	100.0%	33	57.9%	140.5%	1.4%	1.8%	78.6%
Male	1,910	43.0%	75.0%	111	35.6%	62.0%	5.8%	8.0%	72.7%	21	36.8%	64.2%	1.1%	1.8%	61.9%
Other/Unknown	169	3.8%	261.2%	12	3.8%	264.2%	7.1%	8.0%	88.8%	3	5.3%	361.5%	1.8%	1.8%	100.0%
Total	4,443	100.0%		312	100.0%					57	100.0%				

Disproportionate Impact Analyses for Professional Non-Faculty (EEO Category 3) from 2021-23															
Ethnicity	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	15	0.4%	210.9%	2	0.5%	227.0%	13.3%	16.0%	83.3%	0	0.0%	0.0%	0.0%	2.3%	0.0%
Asian	603	18.0%	204.4%	96	23.1%	262.7%	15.9%	16.0%	99.5%	11	17.2%	195.7%	1.8%	2.3%	80.5%
Black or African-American	161	4.8%	240.5%	15	3.6%	180.8%	9.3%	16.0%	58.2%	0	0.0%	0.0%	0.0%	2.3%	0.0%
Hispanic or Latino	1,633	48.6%	94.2%	176	42.3%	81.9%	10.8%	16.0%	67.4%	37	57.8%	112.0%	2.3%	2.3%	100.0%
Native Hawaiian or other Pacific Islander	25	0.7%	251.1%	4	1.0%	324.3%	16.0%	16.0%	100.0%	0	0.0%	0.0%	0.0%	2.3%	0.0%
Two or More Races (not Hispanic or Latino)	138	4.1%	157.0%	14	3.4%	128.6%	10.1%	16.0%	63.4%	3	4.7%	179.1%	2.2%	2.3%	95.9%
White	602	17.9%	90.8%	84	20.2%	102.3%	14.0%	16.0%	87.2%	9	14.1%	71.2%	1.5%	2.3%	66.0%
Other/Unknown	181	5.4%	36.6%	25	6.0%	40.8%	13.8%	16.0%	86.3%	4	6.3%	42.5%	2.2%	2.3%	97.5%
Total	3,358	100.0%		416	100.0%					64	100.0%				

Gender	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	1,947	58.0%	140.7%	235	56.5%	137.1%	12.1%	14.7%	81.9%	41	64.1%	155.5%	2.1%	3.2%	66.7%
Male	1,316	39.2%	68.3%	167	40.1%	70.0%	12.7%	14.7%	86.1%	20	31.3%	54.5%	1.5%	3.2%	48.1%
Other/Unknown	95	2.8%	194.3%	14	3.4%	231.1%	14.7%	14.7%	100.0%	3	4.7%	321.9%	3.2%	3.2%	100.0%
Total	3,358	100.0%		416	100.0%					64	100.0%				

Disproportionate Impact Analyses for Secretarial / Clerical (EEO Category 4) from 2021-23															
Ethnicity	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	13	0.4%	175.4%	1	0.3%	150.4%	7.7%	16.7%	46.2%	0	0.0%	0.0%	0.0%	5.6%	0.0%
Asian	451	12.9%	146.7%	28	8.9%	101.5%	6.2%	16.7%	37.3%	0	0.0%	0.0%	0.0%	5.6%	0.0%
Black or African-American	127	3.6%	182.0%	4	1.3%	63.9%	3.1%	16.7%	18.9%	0	0.0%	0.0%	0.0%	5.6%	0.0%
Hispanic or Latino	1,955	55.9%	108.2%	206	65.6%	127.1%	10.5%	16.7%	63.2%	40	87.0%	168.4%	2.0%	5.6%	36.8%
Native Hawaiian or other Pacific Islander	18	0.5%	173.5%	3	1.0%	322.2%	16.7%	16.7%	100.0%	1	2.2%	733.1%	5.6%	5.6%	100.0%
Two or More Races (not Hispanic or Latino)	132	3.8%	144.1%	10	3.2%	121.7%	7.6%	16.7%	45.5%	0	0.0%	0.0%	0.0%	5.6%	0.0%
White	630	18.0%	91.2%	38	12.1%	61.3%	6.0%	16.7%	36.2%	4	8.7%	44.0%	0.6%	5.6%	11.4%
Other/Unknown	173	4.9%	33.6%	24	7.6%	51.9%	13.9%	16.7%	83.2%	1	2.2%	14.8%	0.6%	5.6%	10.4%
Total	3,499	100.0%		314	100.0%					46	100.0%				

Gender	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	2,702	77.2%	187.4%	264	84.1%	204.1%	9.8%	13.8%	70.6%	43	93.5%	226.9%	1.6%	1.6%	100.0%
Male	732	20.9%	36.5%	41	13.1%	22.8%	5.6%	13.8%	40.5%	3	6.5%	11.4%	0.4%	1.6%	25.8%
Other/Unknown	65	1.9%	127.6%	9	2.9%	196.9%	13.8%	13.8%	100.0%	0	0.0%	0.0%	0.0%	1.6%	0.0%
Total	3,499	100.0%		314	100.0%					46	100.0%				

Disproportionate Impact Analyses for Technical and Paraprofessional (EEO Category 5) from 2021-23															
Ethnicity	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	14	0.3%	136.8%	2	0.3%	147.3%	14.3%	15.3%	93.2%	1	1.0%	454.0%	7.1%	7.1%	100.0%
Asian	656	13.6%	154.6%	79	12.3%	140.3%	12.0%	15.3%	78.6%	11	10.6%	120.4%	1.7%	7.1%	23.5%
Black or African-American	276	5.7%	286.5%	30	4.7%	234.7%	10.9%	15.3%	70.9%	3	2.9%	144.7%	1.1%	7.1%	15.2%
Hispanic or Latino	2,564	53.1%	102.8%	393	61.3%	118.7%	15.3%	15.3%	100.0%	59	56.7%	109.9%	2.3%	7.1%	32.2%
Native Hawaiian or other Pacific Islander	35	0.7%	244.3%	5	0.8%	263.1%	14.3%	15.3%	93.2%	0	0.0%	0.0%	0.0%	7.1%	0.0%
Two or More Races (not Hispanic or Latino)	186	3.9%	147.1%	16	2.5%	95.4%	8.6%	15.3%	56.1%	2	1.9%	73.5%	1.1%	7.1%	15.1%
White	832	17.2%	87.2%	79	12.3%	62.4%	9.5%	15.3%	61.9%	15	14.4%	73.0%	1.8%	7.1%	25.2%
Other/Unknown	268	5.5%	37.7%	37	5.8%	39.2%	13.8%	15.3%	90.1%	13	12.5%	85.0%	4.9%	7.1%	67.9%
Total	4,831	100.0%		641	100.0%					104	100.0%				

Gender	Applicants			Interviewees					Hires						
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	3,059	63.3%	153.7%	397	61.9%	150.3%	13.0%	14.8%	87.5%	64	61.5%	149.4%	2.1%	5.2%	40.5%
Male	1,617	33.5%	58.4%	221	34.5%	60.1%	13.7%	14.8%	92.1%	32	30.8%	53.7%	2.0%	5.2%	38.3%
Other/Unknown	155	3.2%	220.4%	23	3.6%	246.4%	14.8%	14.8%	100.0%	8	7.7%	528.3%	5.2%	5.2%	100.0%
Total	4,831	100.0%		641	100.0%					104	100.0%				

Disproportionate Impact Analyses for Skilled Crafts (EEO Category 6) from 2021-23															
Ethnicity	Applicants			Interviewees						Hires					
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	3	2.2%	1019.0%	0	0.0%	0.0%	0.0%	28.6%	0.0%	0	0.0%	0.0%	0.0%	1.3%	0.0%
Asian	15	10.8%	122.9%	2	10.0%	113.9%	13.3%	28.6%	46.7%	0	0.0%	0.0%	0.0%	1.3%	0.0%
Black or African-American	7	5.0%	252.6%	2	10.0%	501.5%	28.6%	28.6%	100.0%	0	0.0%	0.0%	0.0%	1.3%	0.0%
Hispanic or Latino	75	54.0%	104.5%	10	50.0%	96.8%	13.3%	28.6%	46.7%	1	100.0%	193.7%	1.3%	1.3%	100.0%
Native Hawaiian or other Pacific Islander	1	0.7%	242.6%	0	0.0%	0.0%	0.0%	28.6%	0.0%	0	0.0%	0.0%	0.0%	1.3%	0.0%
Two or More Races (not Hispanic or Latino)	2	1.4%	55.0%	0	0.0%	0.0%	0.0%	28.6%	0.0%	0	0.0%	0.0%	0.0%	1.3%	0.0%
White	32	23.0%	116.6%	5	25.0%	126.6%	15.6%	28.6%	54.7%	0	0.0%	0.0%	0.0%	1.3%	0.0%
Other/Unknown	4	2.9%	19.6%	1	5.0%	34.0%	25.0%	28.6%	87.5%	0	0.0%	0.0%	0.0%	1.3%	0.0%
Total	139	100.0%		20	100.0%					1	100.0%				

Gender	Applicants			Interviewees						Hires					
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	19	13.7%	33.2%	4	20.0%	48.5%	21.1%	21.1%	100.0%	0	0.0%	0.0%	0.0%	0.8%	0.0%
Male	118	84.9%	148.0%	16	80.0%	139.5%	13.6%	21.1%	64.4%	1	100.0%	174.4%	0.8%	0.8%	100.0%
Other/Unknown	2	1.4%	98.8%	0	0.0%	0.0%	0.0%	21.1%	0.0%	0	0.0%	0.0%	0.0%	0.8%	0.0%
Total	139	100.0%		20	100.0%					1	100.0%				

Disproportionate Impact Analyses for Service and Maintenance (EEO Category 7) from 2021-23															
Ethnicity	Applicants			Interviewees						Hires					
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
American Indian or Alaskan Native	8	0.9%	403.5%	2	1.3%	613.2%	25.0%	25.0%	100.0%	0	0.0%	0.0%	0.0%	11.1%	0.0%
Asian	49	5.2%	59.6%	7	4.5%	51.8%	14.3%	25.0%	57.1%	2	6.3%	71.2%	4.1%	11.1%	36.7%
Black or African-American	92	9.8%	493.0%	15	9.7%	488.5%	16.3%	25.0%	65.2%	3	9.4%	470.2%	3.3%	11.1%	29.3%
Hispanic or Latino	628	67.1%	129.9%	107	69.5%	134.6%	17.0%	25.0%	68.2%	18	56.3%	108.9%	2.9%	11.1%	25.8%
Native Hawaiian or other Pacific Islander	7	0.7%	252.2%	1	0.6%	219.0%	14.3%	25.0%	57.1%	0	0.0%	0.0%	0.0%	11.1%	0.0%
Two or More Races (not Hispanic or Latino)	18	1.9%	73.5%	2	1.3%	49.6%	11.1%	25.0%	44.4%	0	0.0%	0.0%	0.0%	11.1%	0.0%
White	107	11.4%	57.9%	16	10.4%	52.6%	15.0%	25.0%	59.8%	6	18.8%	95.0%	5.6%	11.1%	50.5%
Other/Unknown	27	2.9%	19.6%	4	2.6%	17.7%	14.8%	25.0%	59.3%	3	9.4%	63.7%	11.1%	11.1%	100.0%
Total	936	100.0%		154	100.0%					32	100.0%				

Gender	Applicants			Interviewees						Hires					
	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)	Count	% of Total	Sig. Underrep. Grp. Analysis (% Rep. / % Ref. Grp.)	Selec. Rate	Max Selec. Rate	Adverse Imp. Test (Selec. Rate / Max Selec. Rate)
Female	142	15.2%	36.8%	16	10.4%	25.2%	11.3%	17.6%	63.9%	5	15.6%	37.9%	3.5%	5.9%	59.9%
Male	777	83.0%	144.8%	137	89.0%	155.1%	17.6%	17.6%	100.0%	26	81.3%	141.7%	3.3%	5.9%	56.9%
Other/Unknown	17	1.8%	124.7%	1	0.6%	44.6%	5.9%	17.6%	33.4%	1	3.1%	214.6%	5.9%	5.9%	100.0%
Total	936	100.0%		154	100.0%					32	100.0%				

Each year the District’s Human Resources Office will survey all employees with respect to gender (including non-binary options), ethnic group identification, and disability. The survey shall identify men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African Americans, Hispanics/Latinos, Caucasians, and persons with disabilities in the following job categories:

- Executive/administrative/ managerial
- Faculty and other instructional staff
- Professional non-faculty
- Secretarial/clerical
- Technical and paraprofessional
- Skilled crafts
- Service and maintenance
-

No less than annually, the Human Resources Committee shall review these data and evaluate the effectiveness of the district’s recruitment and selection processes as a means of ensuring equal employment opportunity and improving the diversity of the workforce.

The EEO Officer shall also monitor initial and qualified applicant pools for employment. The EEO Officer shall use this data to evaluate the district’s progress in implementing the Plan, and to provide data needed for the reports required by the Plan. Data shall be

maintained year-to-year and longitudinal analysis shall be conducted where there is at least three years of data to review, or sooner if the EEO Officer concludes that there is sufficient data for the analysis to be meaningful. The district shall administer an exit survey for all voluntary and involuntary resignations and include this data in the annual data analysis and report. To encourage self-reporting by employees and applicants, each applicant and employee shall be requested, on an optional basis, to identify their gender, ethnic group identification, and whether they are disabled or not. The data collection instrument will clearly notify applicants/employees that this information is kept confidential; is not utilized in making any individual employment decisions or viewed by those making such decision; and is separated from the applications that are forwarded to the screening/interview committee and hiring administrator(s).

Plan Component 12: Methods for Addressing Underrepresentation

The Rancho Santiago Community College District recognizes the necessity for employing a range of strategies to effectively achieve its mission of upholding Equal Employment Opportunity (EEO) and cultivating a workforce characterized by diversity. Representation of employees, students and other various stakeholders in the district is an integral part of EEO and should be upheld across all organizational tiers and job classifications. Such commitment necessitates the creation of an atmosphere that nurtures collaboration, inclusivity, the unrestrained exchange of ideas and embracing individuals from all backgrounds.

Below, you will find a list of strategies aimed at highlighting and addressing issues of underrepresentation in Rancho Santiago Community College District (RSCCD). To ensure that all students and employees feel valued and psychologically safe, it is essential to implement effective strategies that address underrepresentation and promote a more equitable learning experience. In this context, the following strategies have been developed to raise awareness, encourage inclusivity, and foster a sense of belonging among underrepresented groups within the California Community College system.

Underrepresentation	District Strategies	How	Evaluation
RSCCD Faculty (Faculty group to be addressed: Full Time Faculty, Black, Latinx, and American Indian)	Rancho Academy	The goal of the Rancho Academy is to create a pipeline of diverse graduate students to recruit into our district. ODEI (Office of Diversity, Equity, and Inclusion) guides underrepresented students on how to navigate the California Community College system by building leadership derived from an equity-based lens.	This program increases diversified staff and supports the alignment of the student population demographics by 5%
RSCCD Faculty (Faculty group to be addressed: Full Time Faculty, Black, Latinx, and American Indian)	Rancho Academy Job Fair	To ensure that diverse candidates are being taken into consideration, the Rancho Academy hosts a job fair that is open to all RA (Rancho Academy) graduates. This is an opportunity to be interviewed for adjunct positions and potentially begin their journey as an instructor in RSCCD.	E1: ODEI will increase marketing to allow a larger pool of participants in the job fair. To impact the job fair's hiring rate ODEI will commit to maintaining the results at 80%. E2: There will be consistent participation of SAC (Santa Ana College) and SCC (Santiago Canyon College) in the job fair to impact their part-time faculty demographics.
RSCCD Employees	Workplace Climate Survey	Administered climate survey to collect updated demographics (ethnicity, gender identity etc.) data within RSCCD. This data will be utilized to address/analyze	E1: The annual climate survey results will be compared to previous year's results to measure the outcome of goals set in addressing underrepresentation and quality of the work environment. E2: The actions rendered by the

		representation needs.	survey/diversity report should produce a decrease in the overall turnover for marginalized groups.
RSCCD Employees (Expand demographic data and gender identity for Black/African American, Latinx, AAPI (American and Pacific Islander), Native American/Indigenous, cisgender, trans, and non-binary)	Collaboration between Human Resources and District Research, Planning & Institutional Effectiveness to disaggregate data of “diverse populations” on reports that inform the hiring process	Increase comprehension of NeoED software to produce more detailed outputs.	Improved hiring process reports where demographics are more detailed.
RSCCD Employees/Recruitment (employees to be addressed: Part-time/Full-time Faculty AND Management, Black/African American)	HBCU partnership/recruitment	RSCCD is looking to expand its HBCU partnerships to provide accessible and equitable reach to its Black faculty population	Recruitment to take place at Black centered conferences and job fairs. Use allocated funds to advertise RSCCD job postings on diverse job search engines.
RSCCD Faculty	ODEI Website and Resources	Maintaining the Office for Diversity, Equity & Inclusion website, promoting diversity events and informing faculty and staff about diversity and EEO programs, policies, and practices.	ODEI website to be updated by March 2024 and maintained thereafter.

Plan Component 13: Selection of Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation (Multiple Methods Integration) measure and how the district will evaluate its effectiveness

**Appendix A EEO PLAN COMPONENT 13
DISTRICT & COLLEGE ACTIVITIES**

DEMONSTRATING ON-GOING COMMITMENT TO EEO/EMPLOYMENT DIVERSITYIMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Convey in publications and website the district's commitment to diversity & EEO. (53024.1(j))	Human Resources	All our job announcements, publications, and hiring documentation will include our EEO policy statement and statement of our commitment to Diversity. Year 2: Annually review the District's website for DEI/EEO language. Year 3: Annually review the District's website for DEI/EEO language.	Audit and review of all job announcements by P&C staff.
Review and update District EEO/DEI policy statement. * (53024.1(k)) *Cross-reference Plan Component 3	Office of Diversity, Equity, and Inclusion (ODEI)	Annually, review and update the EEO Policy statement. Year 2: Ongoing. Year 3: Ongoing.	Audit and Review EEO policy Statement on an annual basis with EEO Advisory Committee
Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))	ODEI/EEO Advisory Committee	Year 1: The <u>Utilize</u> current shared governance committees that address and/or involve DEIA matters include: Santa Ana College (SAC) Student Equity and Achievement Committee Santiago Canyon College (SCC) Student Equity and Success Committee Human Resource Committee (HRC) EEO Advisory Committee - College/District planning committees- Professional Development (FLEX) curriculum at both colleges RSCCD's Collaboration Between the Academic Senates, HR, and College Leadership - HRC - HR Policy and Administrative Regulation review and updates Year 2: Ongoing Year 3: Ongoing	Year 1: A meeting will be scheduled amongst all committee chairs once per academic semester. <u>The committee chairs shall create a sub-committee of no less than 3 members and task them with developing plans to address disproportionate impact as reflected in the data.</u> <u>The committee shall then meet to discuss and reach consensus on a plan of action for implementation for the coming year.</u> This meeting will allow committees to analyze and discuss existing and upcoming DEI trends, initiatives, and program updates. This will contribute to RSCCD's evaluation of its commitment to an equity-based learning environment.
"Grow-your-own" program-	ODEI	What: The Office of Diversity,	Current Demographics of total Rancho

<p>faculty internship program (53024.1(w))</p>		<p>Equity, and Inclusion launched the Rancho Academy in October 2020 with the goal of encouraging a robust applicant pool of candidates seeking employment in the California Community College system. Through specialized training, mentorship, and career development, future employees and leaders will efficaciously be challenged and encouraged to expand the dimensions of knowledge on careers in the California Community College system.</p> <p>When: The Rancho Academy is a recurring program that hosts two cohorts two times per year. The application is open to anyone in the United States that is interested in teaching at a California Community College. Rancho Academy is an accessible program for underrepresented groups who may not have the institutional knowledge and social capital to access the CCC (California Community Colleges) system, therefore this program is offered free of charge and executed online. Within the curriculum of The Rancho Academy each cohort is exposed to various equity-based pedagogies and frameworks such as: Inclusive Pedagogy, Decolonization and Student-Centered Pedagogy.</p>	<p>Academy graduates.</p> <ul style="list-style-type: none"> • 16% are Caucasian • 50% are Latinx • 14% are AAPI • 9% are African American • 2% are Native American or Indigenous • 6% are Other • 3% are Multicultural/Multiracial <p>The hiring ability of our cohorts has been proven through our biannual job fair offered to our Rancho Academy graduates. Our inaugural job fair had an 81% hiring rate. 22/27 participants were hired for the day of the job fair to diversify our adjunct faculty.</p>
HIRING			
<p>Consistent and ongoing training for hiring committees. (53024.1(c)) *Cross reference Plan Component 8.</p>	<p>Human Resources</p>	<p>Per District policy, all screening committee members must take the District's EEO training. This training covers discrimination, EEO laws, implicit bias, bystander intervention, and the district process, roles on the screening committee and EEO monitor duties. There will be at least 2 training sessions annually, in preparation for specific hiring periods, such as the hiring of tenure track faculty. EEO monitor is selected by Human Resources bearing in mind factors such as power dynamics. The EEO monitor is given a script to read to the screening committee before</p>	<p>Number of trainings provided each year Number of employees trained P&C ensure all screening committee members are currently trained. Appointment of EEO monitor considers power dynamics and other factors.</p>

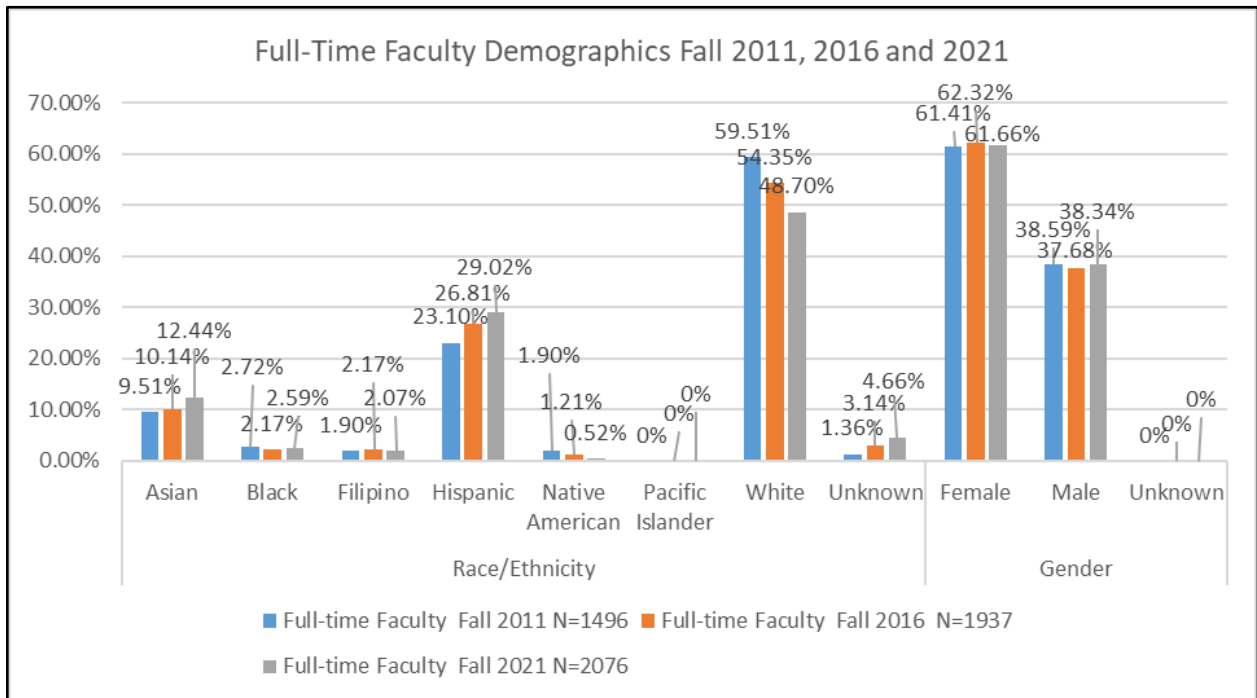
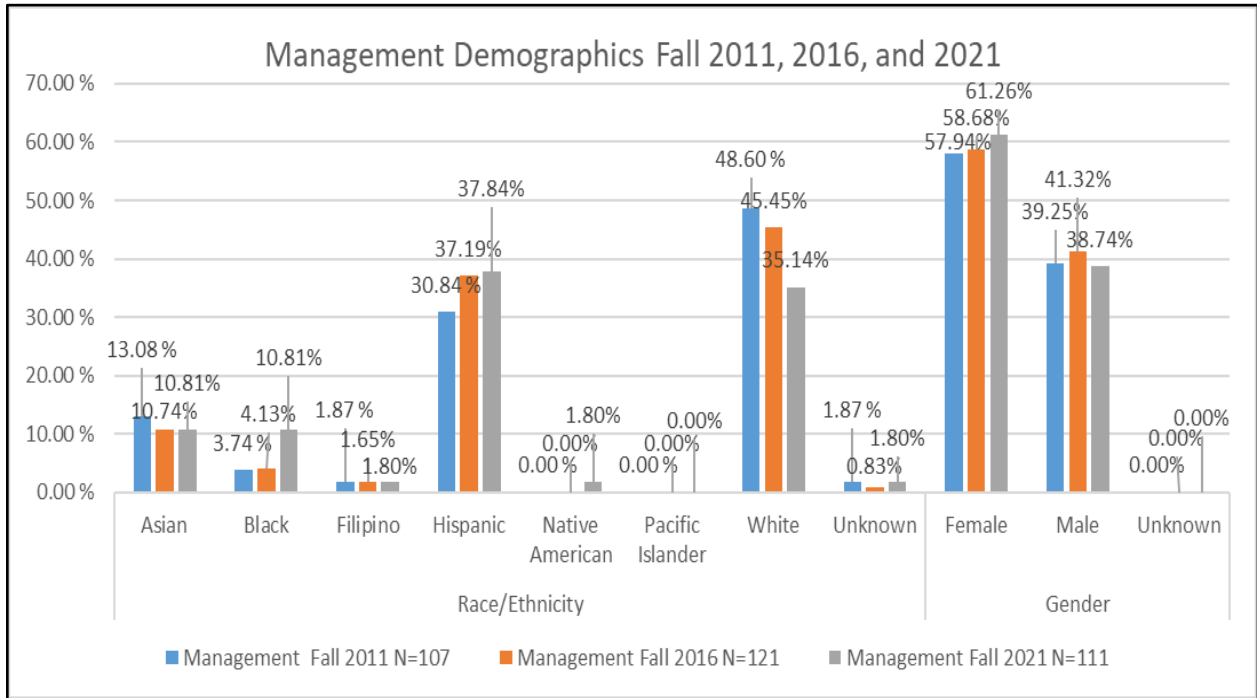
		starting the process.	
Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))	ODEI	Annualize the training of the Board of Trustees on the Board calendar. Year 2: Ongoing Year 3: Ongoing	Track completion and record agenda items
Assess the "sensitivity to diversity" of all applicants. (53024.1(l))	Principal P&C Business Partner, Recruitment.	Year 1: For all recruitment processes, there must be at least one DEIA-related question to assess whether applicants are able to demonstrate "sensitivity and understanding of diversity and DEIA". Year 2: Ongoing Year 3: Ongoing	P&C will ensure all screening committees have at least one question to address DEIA.
Dedication of specified staff to EEO.	Vice Chancellor, Human Resources	Year 1: ODEI has 1.5 FTE responsible for diversity, equity, inclusion, and accessibility. One DEI coordinator is also an EEO monitor where they sit on multiple hiring committees. Further, this benefits the EEO hiring process because the coordinator can uphold an equity lens during a complex process. Human Resources have 3 FTE in recruitment to ensure the compliance and effectiveness of District's policies, procedures and administrative requirements related to EEO, Equity and Compliance programs, and Administrative Regulations.	ODEI has collaborated with the recruitment department in Human Resources to revise the language found in job postings and job applications to ensure that the language is inclusive. Not limited to that, Human Resources is expanding the self-identification terms found in job applications to help people adequately identify themselves. ODEI, along with Santa Ana College has joined the Leading From the Middle (LFM) program to begin developing a diversity statement that can be used throughout the entire district.
Incentives for hard-to-hire areas/disciplines. Focused publications	Human Resources, Recruitment	Human Resources continues to advertise faculty and administrative positions in discipline and diversity-related publications by subscribing to CareerBuilder Network and Monster Board to expand our job postings nationally and globally through countless websites associated with the network. RSCCD also advertises job postings on sites focused on specific affinity groups such as AsianInHigherEd.com, BlackCareersNow, DisabledinHigherEd.com etc. While working with hiring managers, we advertise in discipline related publications	Track number of applications received due to these focused publications on NeoED. Track the money reimbursed for applicants for faculty and administrator.

		<p>and websites as recommended by the department with the vacancies. i.e., CollegeNursingJobs.com and ITJobsInHigherEd.com. The District has a policy that provides travel reimbursement for applicants for faculty and administrative positions (AR 7121). The purpose is to encourage applicants from under-represented groups and from wider geographic areas. Additionally, the district allows applicants to interview via video conferencing for first-level interviews. By providing this option, the district has been able to broaden its applicant pools and thus, interview more qualified applicants.</p> <p>Year 2: Ongoing Year 3: Ongoing</p>	
<p>Procedures for addressing diversity throughout hiring steps and levels</p>	<p>Human Resources, Recruitment/ODEI</p>	<p>The District provides EEO/Diversity workshops to all screening committee members. This workshop has a rigorous training schedule consisting of trained screening committee members in Legal Requirements of Title V, Unconscious Bias, and Best Practice for Screening Committees. The training provides live virtual EEO training (180 minutes) for all employees who plan to serve on a hiring committee. The EEO certification is valid for two years. The training includes Title IX, Title VII, Title V, EEO best practices, DEI, Anti-racism, and Legal requirements in screening, interviewing, and hiring candidates.</p> <p>Furthermore, every hiring manager must submit a screening committee membership form, which is then evaluated for diversity, gender, and ethnicity to ensure that it reflects our staff and student diversity. An EEO monitor is added to each hiring committee to ensure protocols and Administrative Regulations are followed during the proceedings. These regulations are reviewed and revised as necessary by the Human</p>	<p>The diversity report is a document that includes qualitative and quantitative data to record strategies and issues. The diversity report includes measurable actions on the qualitative trends brought forward by the climate survey. Each year those measurable actions are analyzed to observe the success of the proposed actions from the previous year.</p>

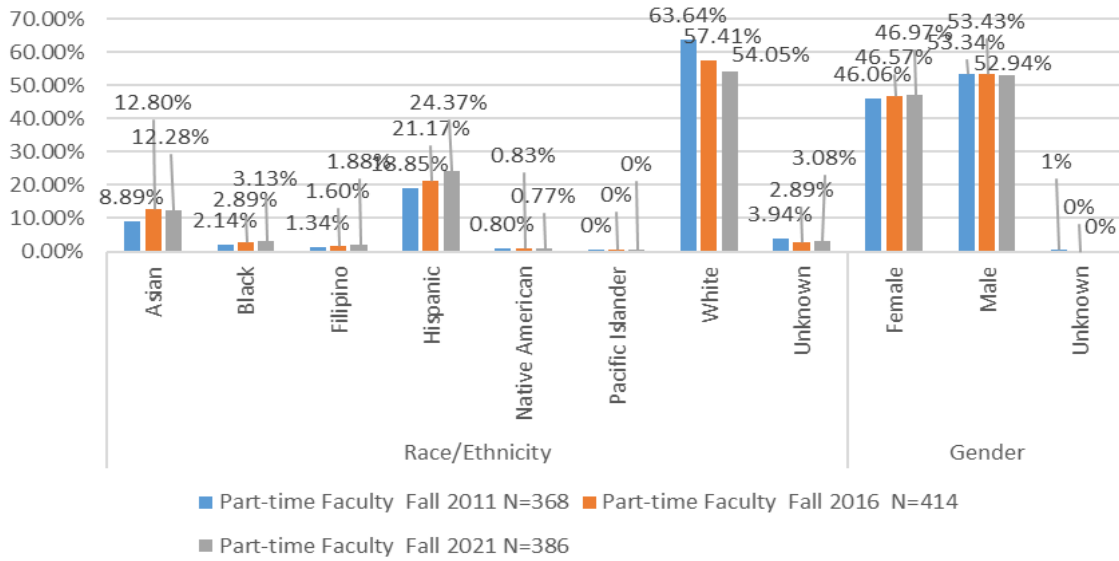
		<p>Resources (EEO Advisory) Committee.</p> <p>Human Resources and ODEI created an annual Diversity report using longitudinal data to track trends on diversity of our employees and students. This report is presented to the Board of Trustees at a regularly scheduled Board Meeting. It is also made available to all employees and publicly on our website.</p> <p>Throughout the hiring process we track the diversity of the applicants at each stage; all applications, first level interviews, final interviews, and the successful hires. At the end of the process, we review the data to look for gaps and/or concerns with our processes to take actionable measures to reduce equity gaps/underrepresentation.</p>	
<p>Recruitment efforts and strategies such as:</p> <ul style="list-style-type: none"> ▪ Use of demographic data ▪ Job Fairs ▪ CCC Registry ▪ Relationships with external organizations & colleges 	<p>Human Resources, Recruitment / ODEI</p>	<p>Annually: The diversity report is utilized to highlight underrepresentation in our employees and student demographics. Once those are groups are identified, the recruitment department intentionally plans outreach at specific affinity group conferences such as: APAHE, AHHEE, HBCU conferences etc. Additionally, recruitment uses funds to advertise job postings on diversified platforms such as: Black in Hire Ed.com, Hispanic Outlook in Higher Ed.com, and Asian Pacific Careers.com etc.</p> <p>Years 1-3: As previously mentioned ODEI leads the Rancho Academy focused on diversifying part-time faculty and employees.</p> <p>A job fair is held to onboard qualified candidates from marginalized groups to create a more representative employee body to our student demographics.</p>	<p>We measure these recruitment efforts by analyzing our applicant demographics. Currently our applicant demographics of diverse populations is at 76.34%. This percentage has been increasing since 2013, when RSCCD found itself at 60.53%.</p> <p>ODEI would like to continually scale the Rancho Academy job fair. The goal for next year's event is a 10% increase in participation and a 5% increase in job offers. We would like to see this same growth applied to the job fairs for the next 3 years. We will be able to assess this by analyzing the part-time faculty and part-time classified demographics.</p>
<p>POST-HIRING</p>			
<p>Conduct campus climate surveys & use this information. (53024.1(a))</p>	<p>ODEI</p>	<p>Annually: A confidential and anonymous climate survey is distributed at the end of the academic year to encourage our employees to reflect on their experience throughout the</p>	<p>The climate survey is led by ODEI to measure the success of RSCCD as an organization. This survey is done periodically (every 3 semesters), given the need to continuously improve on underrepresentation of students and staff.</p>

		year. Both quantitative and qualitative data are attained to provide insight on the district's pathos. This information is then disaggregated by race/ethnicity, gender identity, and job category to better understand the concerns of the district employees. The information collected from the climate survey is composed in the district's annual Diversity Report which is distributed internally and externally.	The findings are presented in the diversity report where ODEI looks at the work culture and progress of the district. The survey results drive the actions that will be taken in the next academic year.
Conduct exit interviews & use this information. (53024.1(b))	Principal P&C Business Partner, Recruitment.	Year 1: Develop and institute DEIA-focused exit interview using NeoED software. Year 2: Continue implementing DEIA-focused exit interviews and the EEO advisory committee will review the effectiveness of the process and questions being asked. Year 3: Continue implementing DEIA-focused exit interviews and the EEO advisory committee will review the effectiveness of the process and questions being asked.	Maintain a database on survey results, analyze the data for patterns impacting unrepresented groups, with intent to implement changes to address concerns or issues identified using the survey information.
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (53024.1(h))	Assistant Vice Chancellor, Human Resources	Update AR 3435 Discrimination and Harassment Investigations to reflect the changes to Title 5 of California Code of Regulations. Continue to implement procedures and best practices in handling complaints of harassment and/or discrimination.	Note: distinguish between the separately required complaint procedures for addressing: 1) discrimination and harassment (which supports inclusive work environments); and 2) violations of the hiring process (which supports elimination of bias). ****Not separate anymore – same complaint process
Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan.	ODEI	Research and analysis will be initiated to develop strategies and actions to address adverse impact. i.e., Increasing the number of interviewees compared to the number of applicants	Once strategies are established, longitudinal and comparable review of the data will be analyzed.
Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 & 12 of the EEO Plan.	ODEI	Research and analysis will be initiated to develop strategies and actions to address underrepresentation.	Once strategies are established, longitudinal and comparable review of the data will be analyzed.

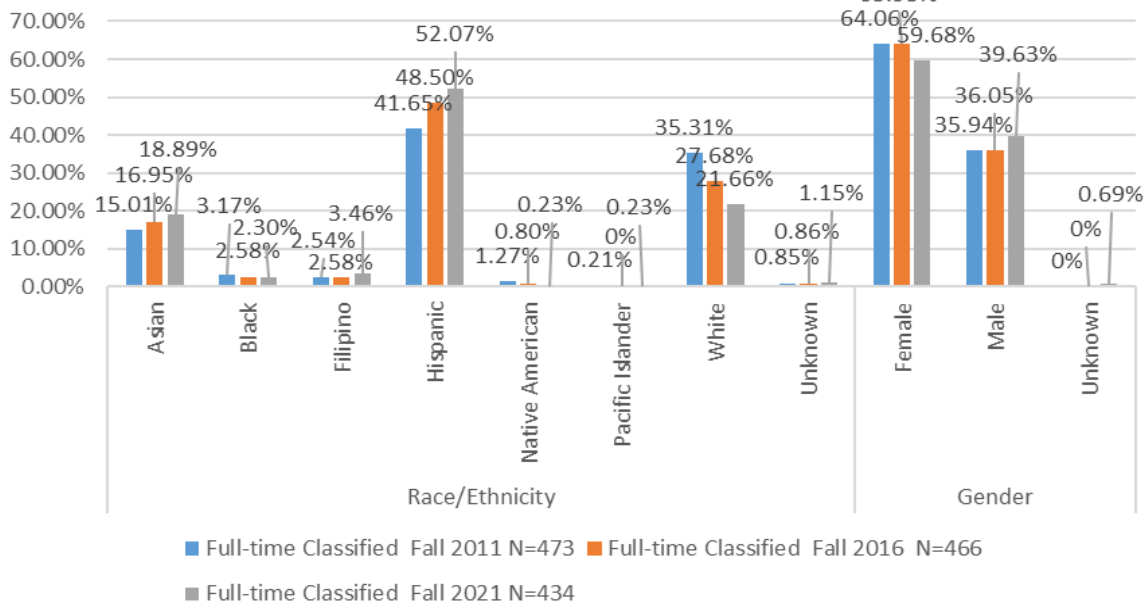
Appendix B - Graphs and Figures

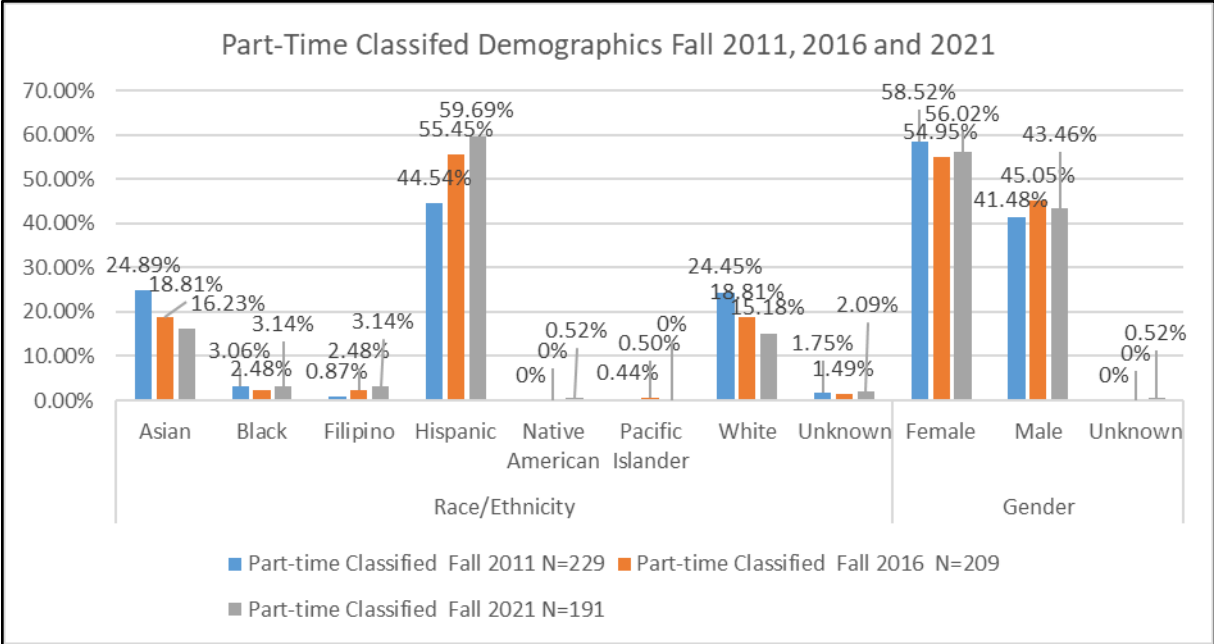


Part-Time Faculty Demographics Fall 2011, 2016 and 2021



Full-Time Classified Demographics Fall 2011, 2016 and 2021





		Management*				
		Fall 2019 n=134	Fall 2020 n=129	Fall 2021 n=111	Fall 2022 n=118	Fall 2023 n=141
Race/Ethnicity	Asian	10%	12%	11%	12%	16%
	Black	9%	9%	11%	8%	7%
	Filipino	3%	3%	2%	3%	2%
	Hispanic	35%	34%	38%	41%	38%
	Native American	1%	2%	2%	2%	1%
	Pacific Islander	0%	0%	0%	0%	0%
	White	40%	39%	35%	31%	31%
	Unknown	1%	2%	2%	4%	5%
Age	<30 years	0%	0%	0%	0%	1%
	30-39 years	4%	5%	7%	9%	17%
	40-49 years	23%	23%	25%	26%	29%
	50-59 years	42%	43%	47%	42%	39%
	60+ years	31%	28%	21%	22%	14%
	Unknown	0%	0%	0%	0%	0%
Gender	Female	59%	61%	61%	59%	55%
	Male	41%	39%	39%	38%	43%
	Unknown	0%	0%	0%	3%	2%

		Full-time Faculty				
		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
		n=415	n=413	n=386	n=368	n=417
Race/Ethnicity	Asian	12%	12%	12%	13%	12%
	Black	2%	2%	3%	3%	3%
	Filipino	2%	2%	2%	2%	2%
	Hispanic	28%	28%	29%	30%	30%
	Native American	1%	1%	1%	0%	0%
	Pacific Islander	0%	0%	0%	0%	0%
	White	51%	51%	49%	48%	47%
	Unknown	4%	4%	5%	4%	6%
Age	<30 years	0%	0%	1%	1%	1%
	30-39 years	13%	14%	15%	15%	18%
	40-49 years	28%	30%	31%	32%	33%
	50-59 years	32%	32%	34%	35%	33%
	60+ years	26%	24%	20%	17%	15%
	Unknown	0%	0%	0%	0%	0%
Gender	Female	63%	62%	62%	63%	61%
	Male	37%	38%	38%	38%	39%
	Unknown	0%	0%	0%	0%	0%

		Part-time Faculty				
		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
		n=2099	n=2031	n=2071	n=2140	n=2382
Race/Ethnicity	Asian	12%	12%	12%	12%	11%
	Black	3%	3%	3%	3%	3%
	Filipino	2%	2%	2%	2%	2%
	Hispanic	23%	24%	24%	24%	24%
	Native American	1%	1%	1%	1%	1%
	Pacific Islander	0%	0%	0%	0%	0%
	White	56%	55%	54%	51%	48%
	Unknown	3%	3%	3%	7%	10%
Age	<30 years	1%	2%	2%	3%	5%
	30-39 years	20%	21%	22%	24%	25%
	40-49 years	27%	27%	28%	28%	28%
	50-59 years	25%	25%	26%	25%	24%
	60+ years	27%	24%	22%	20%	18%
	Unknown	0%	0%	0%	0%	0%
Gender	Female	47%	47%	47%	47%	47%
	Male	52%	53%	53%	53%	52%
	Unknown	0%	0%	0%	0%	0%
		Full-time Classified				
		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
		502	n=504	n=434	n=451	n=466
Race/Ethnicity	Asian	18%	18%	19%	18%	17%
	Black	2%	2%	2%	2%	2%
	Filipino	3%	3%	3%	3%	3%
	Hispanic	50%	50%	52%	53%	55%
	Native American	0%	0%	0%	0%	0%
	Pacific Islander	0%	0%	0%	0%	0%
	White	25%	24%	22%	21%	20%
	Unknown	1%	1%	1%	2%	2%
Age	<30 years	1%	2%	2%	3%	5%
	30-39 years	21%	22%	25%	25%	24%
	40-49 years	23%	23%	26%	27%	26%
	50-59 years	29%	29%	32%	31%	31%
	60+ years	26%	24%	15%	14%	13%
	Unknown	0%	0%	0%	0%	0%
Gender	Female	63%	61%	60%	59%	60%
	Male	37%	38%	40%	39%	39%
	Unknown	1%	1%	1%	1%	1%

		Part-time Ongoing Classified				
		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
		n=244	n=226	n=191	n=152	n=156
Race/Ethnicity	Asian	12%	15%	16%	18%	17%
	Black	2%	2%	3%	4%	4%
	Filipino	2%	4%	3%	3%	1%
	Hispanic	28%	59%	60%	57%	58%
	Native American	1%	0%	1%	0%	0%
	Pacific Islander	0%	0%	0%	0%	0%
	White	51%	18%	15%	15%	16%
	Unknown	4%	1%	2%	3%	3%
Age	<30 years	0%	17%	14%	14%	19%
	30-39 years	13%	34%	34%	29%	28%
	40-49 years	28%	18%	19%	18%	18%
	50-59 years	32%	14%	18%	20%	20%
	60+ years	26%	17%	16%	18%	15%
	Unknown	0%	0%	0%	0%	0%
Gender	Female	63%	58%	56%	53%	60%
	Male	37%	42%	43%	46%	39%
	Unknown	0%	0%	1%	1%	1%

