



COLLEGE OF THE CANYONS

Equal Employment Opportunity Plan

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I. Introduction

Letter From District Chancellor

The Santa Clarita Community College District Equal Employment Opportunity Plan (Plan) was first adopted by the District Board of Trustees on November 28, 2010, and later revised on October 13, 2015, January 16, 2019, and April 2023. The Plan reflects the District's commitment to equal employment opportunity and diversity as articulated in Board Policy 7100 – Commitment to Diversity. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity, and promote excellence.

College of the Canyons is part of the Santa Clarita Community College District and is designated as a Hispanic Serving Institution (HSI), enrolling approximately 32,000 students each academic year. College of the Canyons has a diverse student population that reflects our focus on enhancing the educational attainment and economic well-being of the community we proudly serve. Detailed information about our student population, including data related to student success, can be found on the College of Canyons Office of Institutional Research, Planning and Institutional Effectiveness (IRPIE) website in the Data Highlights document reflecting Fall 2022 data as well as Appendix E. Additionally, College of the Canyons, was recently honored as a 2021 Bellwether College Consortium award winner, was honored in 2018 and 2019 with the Champion of Higher Education award, was ranked #1 in Los Angeles County during 2019 as the best two-year college for adult learners, and is rated #1 in Los Angeles County for completion rates by college-prepared students. It is distinguished as one of the top transfer institutions in Los Angeles County.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The Plan's immediate focus is to ensure equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title

5 regulations (section 53000 et seq. and 59300 et. seq.). This Plan will assist our students in achieving their educational goals and supports the Vision for Success goals established by the California Community College State Chancellor's Office.

The Plan contains a longitudinal and annual report of the demographic makeup of the District's workforce and applicant populations. The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; the identification of methods to support equal employment opportunity, continuation of our efforts to create and sustain an environment which is welcoming to all; and the development of procedures for dissemination of the Plan. To properly serve a growing diverse population, the District will continue our efforts to hire and retain employees who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.



Dr. Dianne G. Van Hook
Chancellor, Santa Clarita Community College District

Commitment of the Board of Governors

Statement on Diversity, Equity, and Inclusion in the California Community Colleges

- a. With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.
- b. Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.
- c. In order to embrace diversity, we also acknowledge that institutional racism, discrimination, and biases exist and that our goal is to eradicate these from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.
- d. To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the California Community Colleges are committed to fostering an anti-racist environment that offers equal opportunity for all.
- e. As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following

dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

II. District Plan Requirements

The following section outlines the Equal Employment Opportunity plan requirements per Title V section 53003.

- a. The governing board of each community college district shall adopt a district-wide, written EEO plan to implement its equal employment opportunity program. Such plans shall:
 1. be developed in collaboration with the district's Equal Employment Opportunity Advisory Committee established pursuant to section 53005;
 2. be reviewed and adopted at a regular meeting of the governing board where it is agendaized as a separate action item, and not part of the consent agenda;
 3. cover a period of 3 years, after which a new or revised plan shall be adopted; and
 4. be submitted to the Chancellor at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption.
- b. Districts shall annually review their EEO plans and assess progress toward meeting EEO program goals. This annual review shall occur during regular meetings of District governing boards. In the event a District has not met the program goals described in the EEO plan, the District shall adopt a revised EEO plan that specifies the efforts it will employ to meet those goals.

- c. EEO plans shall include all of the following elements:
1. specific pre-hiring, hiring, and post-hiring EEO strategies the District intends to implement each year over the life of the plan. A District's strategies may include options listed in section 53024.1, and other practices informed by the District's workforce and applicant analyses.
 2. a schedule identifying the timetables for implementation of the identified EEO strategies.
 3. identification of the District EEO officer, with delegated responsibility and authority for implementing the EEO plan and assuring compliance with the requirements of this subchapter pursuant to section 53020;
 4. the procedure for filing complaints pursuant to section 53026;
 5. a process for notifying all District employees of the provisions of the EEO plan and the policy statement required under section 53002;
 6. a process for ensuring that all individuals directly participating in the screening and selection process receive training prior to their participation. Training shall include, but need not be limited to:
 - A. the requirements of this subchapter and of state and federal nondiscrimination laws;
 - B. the educational benefits of workforce diversity;
 - C. the elimination of bias in hiring decisions; and
 - D. best practices in serving on a selection or screening committee;
 7. a process for providing annual written notice to appropriate community-based and professional organizations concerning the District's plan and the need for assistance from the community and such organizations in identifying a qualified, diverse pools of applicants. "Written" notice may include mailings and electronic communications;
 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. Each District, shall conduct a data review as part of its plan renewal, and may conduct periodic data reviews more frequently based on District size, demographics, and other unique factors; and

9. community college districts shall utilize data available from reliable public and private sources to determine, whether monitored groups are underrepresented within District job categories.
 10. strategies for addressing any underrepresentation identified pursuant to paragraph (9) of this subdivision.
- d. Community college districts shall post a copy of their EEO plan on the District's website.
 - e. Community college districts shall make continuous, good-faith efforts to implement their plans, achieve employee diversity, and avoid disparate impacts, consistent with state and federal law.



III. 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. **Chief Human Resources Officer (CHRO):** The CHRO for the Santa Clarita Community College District is the Assistant Superintendent/ Vice President, Human Resources. The CHRO serves as the Equal Employment Opportunity Officer.
3. **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.
4. **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:
 - identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance;
 - updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position; and
 - 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.

- 5. Equal Employment Opportunity Officer:** means the designated person in charge of administering the District's EEO plan as well as ensuring the investigation of EEO complaints. For our District, this person is the CHRO.
- 6. Equal Employment Opportunity Plan:** means a written document that describes a District's EEO program. A District's EEO plan shall include: 1) analysis of the District's workforce; and 2) descriptions of the District's program and strategies, informed by the District's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.
- 7. Equal Employment Opportunity Programs:** 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.
- 8. Equity:** the "state, quality or ideal of being just, impartial and fair." The concept of equity is synonymous with fairness and justice. Equity centers on providing individuals the tools they need to be successful. Because individuals face disparate barriers based on their identities and experiences, these tools are personalized and can differ from one member of the community to the next. At College of the Canyons, our Equity Minded Practitioners workgroup has defined Equity-Mindedness in Education as: "Acknowledging, and empathizing with disparate life-experiences contributing to inequities/gaps in educational outcomes. Attributing those inequities/gaps to unfair/structural/political/environmental/social/cultural/historical practices and policies that have created barriers (deliberately or unintentionally) for individuals to improve their life opportunities through educational achievement. Responding to these barriers with deliberate efforts to eliminate them, and co-creating fairer and more just higher education institutional policies and practices that account for disparate life-experiences and foster healthy inclusion through inquiry, shared dialogue, and reflection."

- 9. Inclusion:** the deliberate act of welcoming diversity, valuing all individuals, and exerting a conscious effort to create a warm and accepting environment that involves all in the fabric and mission of the District.
- 10. In-house or Promotional Only Hiring:** means that only existing District employees are eligible for a position.
- 11. Job categories:** means executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.
- 12. Monitored Group:** means the groups for which Districts must provide demographic data pursuant to section 53004.
- 13. Person with a Disability:** means any person who (1) has a physical or mental impairment as defined in California Government Code, section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- 14. Reasonable Accommodation:** means the efforts made by the District in compliance with Government Code section 12926.
- 15. Screening or Selection Procedures:** means any measure, combination of measures, or procedures 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.
- 16. Underrepresented Group:** means any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

IV. District Policy Statement

The Santa Clarita Community College District is committed to the principles of equal employment opportunity and has implemented and will continue to improve a comprehensive program putting principles into practice. The District Board Policy 3420 (Equal Employment Opportunity) and Board Policy 7100 (Commitment to Diversity) underscore our commitment to celebrating diversity and employing a diverse workforce. Additionally, the District's Board of Trustees has adopted the following resolutions to support these efforts:

- RESOLUTION NO. 2020/21-04 IN SUPPORT OF COLLEGE OF THE CANYONS' CALL TO ACTION TO ENHANCE EQUITY AND PURSUE ANTI-RACISM
- RESOLUTION NO. 2020/21-14 AFFIRMING SANTA CLARITA COMMUNITY COLLEGE DISTRICT COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION
- RESOLUTION NO. 2020/21-15 IN SUPPORT OF EQUAL PAY IN CALIFORNIA COMMUNITY COLLEGES

The District is committed to employing qualified employees dedicated to student success as evidenced in all job announcements. The District strives to achieve a workforce welcoming to all individuals to ensure a diverse, inclusive, equitable, and empowered educational and employment environment. Achieving diversity and inclusion in an academic environment fosters cultural responsiveness, promotes mutual understanding, cooperation, respect, free expression of ideas, and provides role models that directly influence student success. The District is committed to vigorous equal employment opportunity in all aspects of its employment programs, including recruitment, selection, assignment, retention, promotion, and transfer.

It is the policy of the Santa Clarita Community College District to employ and advance in employment all persons, regardless of race, color, national origin, sex, religious preference, age, disability (physical and mental), pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, sexual

orientation, genetics, military or veteran status, and to base all employment decisions only on valid job requirements of the District.

The District is committed to the principles of equal employment opportunity and has implemented comprehensive programs to put these principals into practice. This Equal Employment Opportunity Plan will be maintained to ensure the implementation of up-to-date equal employment opportunity practices that conform to federal and state laws.¹



¹ The Santa Clarita Community College District recognizes and supports the obligation to reasonably accommodate employees with disabilities or religious beliefs or practices in order to allow those employees to perform the essential functions of their jobs. If an employee believes they need a reasonable accommodation based on disability or a religious belief or practice, the employee should discuss the matter with their supervisor or Human Resources.

V. Delegation of Responsibility, Authority and Compliance

It is the goal of the Santa Clarita Community College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

Board of Trustees

The Governing Board is ultimately responsible for the proper implementation of the District's *Plan* at all levels of District and College operation, ensuring equal employment opportunity as described in the *Plan*, and for making measurable progress toward equal employment opportunity by the strategies described in the District's EEO plan. The Governing Board is responsible for adopting a *Plan* that is in compliance with the provisions of the California Code of Regulations. Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall:

- Be developed in collaboration with the District's Equal Employment Advisory Committee;
- 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;
- Cover a period of 3 years, after which a new or revised plan shall be adopted; and
- 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." (Also see section 53003(a))

The Board of Trustees are required to receive training each election cycle on all of the following:

- applicable Title 5 regulations and state and federal nondiscrimination laws;
- the educational benefits of workforce diversity;
- the identification and elimination of bias in hiring;
- the role of the Committee in drafting and implementing the District's *Plan*.

Chancellor (Chief Executive Officer)

The Board of Trustees delegates to the chief executive officer the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chief Executive Officer shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation and effectiveness. The CEO shall evaluate the performance of all administrative direct reports on their ability to effectively follow and implement the *Plan*.

Equal Employment Opportunity Officer

The District has designated Dr. Rian Medlin, Assistant Superintendent/Vice President, Human Resources as, who is the Chief Human Resources Officer (CHRO), its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the Equal Employment Opportunity Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The Equal Employment Opportunity Officer is responsible for receiving and

investigating complaints described herein and for ensuring applicant pools and selection procedures are properly monitored.

Employment Opportunity Advisory Committee (EEOAC)

The District has established an Equal Employment Opportunity Advisory Committee (EEOAC) to act as an advisory body to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee assists in the developing and implementation of the *Plan* in conformance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for *Plan* revisions as appropriate.



VI. EEO Advisory Committee

A. The District Equal Employment Opportunity Advisory Committee (EEOAC) is established as an advisory body to the Equal Employment Opportunity Officer and the District to promote awareness and understanding of and support for equal employment policies and procedures. The Committee shall assist the EEO Officer in development, revising and implementing the Plan and its compliance with state and federal statutes, regulations and guidelines. The Committee will also be responsible for monitoring equal employment opportunity outcomes, and providing suggestions to the Plan as needed and appropriate. The EEO Officer shall ensure that the EEOAC receives annual training in all of the following:

1. applicable Title 5 regulations and state and federal nondiscrimination laws
2. the educational benefits of workforce diversity
3. the identification and elimination of bias in hiring
4. the role of the Committee in drafting and implementing the District's *Plan*

B. The EEOAC shall include a diverse membership and include members from District stakeholder groups. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit EEOAC members who are members of monitored groups. The EEOAC will be composed:

1. Four faculty members
2. One to two adjunct faculty members
3. Four classified members
4. Four administrators
5. Two students, if available
6. Ex officio members may include Administrators and other employees involved in EEO processes

C. The EEOAC will:

1. Be chaired by the Equal Employment Opportunity Officer
2. Hold a minimum of two (2) meetings per fiscal year
3. Hold additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress
4. Make recommendations, when appropriate, to the Equal Employment Opportunity Officer, the CEO, and the Board of Trustees, regarding *Plan* provisions

D. The responsibilities of the Committee shall include but not be limited to the following:

1. Review and advise on recruitment efforts, job announcement templates, interview protocols, retention efforts, and other aspects of the hiring, retention, and promotion processes that impact the District's ability to attract and retain a diverse faculty and staff
2. Advise on implementing the District's obligation to hire faculty, staff, and administrators with a demonstrated sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students
3. Develop communication protocols and practices across departments to foster understanding of the *Plan*
4. Review the *Plan* and monitor its progress
5. Recommend changes to the *Plan*

VII. Complaints

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5 Section 53026).

- A. The District established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations, including hiring, discrimination or harassment, have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a complaint describing in detail the alleged violation.
- B. The Plan complaint procedure is outlined below and detailed in Administrative Procedure (AP) 3435.
- C. All complaints shall contain, to the best of the complainant's ability, the names of individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation pursuant to AP 3435.
- D. The complaint shall be filed with the Equal Employment Opportunity Officer. If the complaint involves the Equal Employment Opportunity Officer, the complaint may be filed with the Chief Executive Officer. At the discretion of the CEO, an outside investigator will be used when the responsible EEO Officer is named in the complaint or implicated by the allegations in the complaint.
- E. Complaints involving current hiring processes must be filed within 180 days of the date of the alleged discriminatory, harassing, or retaliatory conduct, except that this period shall 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.
- F. A complainant may appeal the District's determination pursuant to Title 5, section 53026 to the State Chancellor's Office and AP3435.
- G. The District may return without action any complaints that are inadequate because they do not state clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

VIII. Notification to District Employees

The commitment of the Board of Trustees and the CEO to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity policy statement and *Plan*. The policy statement is printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to the District's Board of Trustees, the CEO, and all employees. The *Plan* and the complaint procedures will be available on the District's Website, and when appropriate, distributed by e-mail. The Office of Human Resources will provide all new employees with a copy of the *Plan* when they commence employment with the District. In addition, the *Plan* will be provided to individuals serving on screening/selection committees as well as to individuals taking anti-harassment / anti-discrimination training.



IX. Training for Screening/Selection Committees

- A. Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and search/selection process of candidates for employment shall receive appropriate training on:
1. The requirements of the Title 5 regulations on equal employment opportunity (section 53003(c)(6) et seq.),
 2. The requirements of federal and state nondiscrimination laws,
 3. The requirements of the District's Equal Employment Opportunity *Plan*,
 4. The District's policies on nondiscrimination, recruitment, and hiring,
 5. The educational benefits of workforce diversity,
 6. The recognizing and eliminating bias in hiring decisions; and
 7. Best practices for serving on a selection or screening committee.
- B. Additional EEO training will be provided to Selection Committee Representatives (SCR). SCRs are non-voting members seated on selection committees who ensure compliance with District EEO policies and procedures.
- C. The training is mandatory to serve on any Search/Selection Committee and must be completed prior to beginning service on any committee. Training is valid for 12 months post completion. Human Resources is responsible for developing and conducting the required training. Any individual, whether or not an employee of the District, who is acting on behalf of the District in regard to recruitment and screening of employees, is subject to the Equal Employment Opportunity requirements of Title 5 and the District's Equal Employment Opportunity *Plan*.
- D. Per Title 5 Section 53024-€ , screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants. Further information on the District's commitment to diverse hiring committees is evidenced in Administrative Procedure 7120 (Recruitment and Selection).

X. Annual Written Notice to Community and Professional Organizations

Per Title 5, Section 53003(c)(7), the Equal Employment Opportunity Officer will provide annual written notice to appropriate, diverse, community-based, and professional organizations concerning the EEO Plan:

- The notice will inform these organizations that they may obtain a copy of the *Plan* by contacting the Office of Human Resources
- The *Plan* shall solicit their assistance in identifying diverse qualified candidates.
- The notice will include a summary of the *Plan*.
- The notice will also include the website where the District advertises its job openings and the Office of Human Resources phone number to call in order to obtain employment information. “Written” notice may include mailings and/or electronic communications.
- The District will actively seek to reach those institutions, organization, and agencies that may be recruitment sources, especially for underrepresented populations

B. A list of organizations, which will receive this notice, is included in this *Plan* as appendix A. This list may be revised from time to time as necessary in order to remain current.

XI. Analysis of District Workforce and Applicant Pool

- A. The Office of Human Resources will annually collect the District's workforce composition and shall monitor applicants for employment on an ongoing basis in order to evaluate the District's progress in implementing its Equal Employment Opportunity Plan, to provide data needed for the reports required by the Plan, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.
- B. For purposes of the data collection and reporting, each applicant and employee will be afforded the opportunity to voluntarily identify their gender (including non-binary options), ethnic group identification, and if applicable, disability. Persons may designate multiple ethnic groups with which they identify, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). This information shall be used only in research, monitoring, evaluating the effectiveness of the District's equal employment opportunity program, or another similar purpose authorized by law. The District compiles data from the applicant tracking system and Human Resource Information System (HRIS) to look at the progression of applicants by demographics to identify where there is adverse impact for monitored groups. This data is utilized to make informed revisions to the hiring process to close those equity gaps.

C. The District will annually report to the State Chancellor, in a manner prescribed by the State Chancellor, this data for employees at each college in the District. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following seven job categories:

1. executive/administrative/managerial
2. faculty and other instructional staff
3. professional non-faculty
4. secretarial/clerical
5. technical and paraprofessional
6. skilled crafts, and Service and maintenance
7. part-time Faculty



XII. Analysis of degree of Underrepresentation

Extensive analysis was undertaken in regards to our past and current employee data (see Appendix B) and applicant data (see Appendix C).

To assess underrepresentation, we used the Fall 2021 and Fall 2022 data. Comparisons of the applicant pools and employee data were made by gender and ethnicity/race. Employee data was also compared to the Santa Clarita Valley population and COC student demographic data.

Gender

1. A comparison of overall applicants and those hired by gender over three years (EEOC Adverse Impact: Rate of Hire table) was conducted, which shows an adverse impact for males and (unknown).

Ethnicity

1. There are statistically significant differences within the District in terms of ethnicity between the applicant pool and employee distributions, as well as in the student distribution and employee distribution.

Adverse Impact for Applicants (see Appendix D)

1. Under the EEOC's Adverse Impact Test, an adverse impact occurs when the selection rate for any group is less than $\frac{4}{5}$ ths (80 percent) of the selection rate for the group with the highest selection rate. Adverse impact was assessed among applicants who met minimum qualifications and completed the application. Selection rates reflect the rate at which the applicants within a certain racial/ethnic group were hired.
2. Appendix D, the EEOC Adverse Impact Rate of Hire 2019-2022 table, which comprises 3 years of data, indicates groups that show adverse impact (bold labels) and the highest selection rate/group is marked

with an asterisk. Rates below the 80% threshold are in shaded cells. African-American/Black and Asian applicants are shown to be adversely impacted as their rate of selection for hire (7.9% and 6.0% respectively) is less than 80% of the rate of selection of Two or More Races applicants (10.7%; group with the highest selection rate).

3. Adverse impact is not observed with regard to Gender.

Underrepresentation among Current Employees (see Appendix E)

1. Appendix E provides information on racial/ethnic demographics of the Santa Clarita Community College District's community, students and employees. The underrepresented group analysis using the 80 percent of projected representation was assessed between employees and students. Shaded cells and bolded race/ethnicity labels represent groups who are underrepresented among employees in comparison to the projected representation among students. These rates are below 80% of the students' representation from that racial/ethnic group as indicated in the 'Underrepresented Groups' column. Three groups were consistently identified as underrepresented: African-American/Black, Latinx/Hispanic and Multi-ethnicity.
2. For Multi-ethnicity, because of the new addition of data metrics on students identifying as multi-ethnic/racial in Fall 2017, the employee representation falls out of underrepresentation; however, from 2020 forward there is an increase in the number of students identifying as multi-ethnicity, which indicates an underrepresentation among employees.

Additionally, a comparison between the Santa Clarita Valley community demographics and students' demographics indicates that students are more ethnically/racially diverse (e.g. students are 50.9% Latinx/Hispanic vs. the community has a 32.9% representation of Latinx/Hispanic students as of Fall 2022). This can be attributed to students attending the college from communities that are outside of the Santa Clarita Valley.

Another analysis was to compare underrepresentation for employees with regard to the students' demographics. The one group that was identified as underrepresented among applicants was the Latinx/Hispanic demographic. In Fall 2022 Latinx/Hispanic students were 50.9% and employees were 23.2%. However, the percentage of Latinx/Hispanic employees overall has increased. In Fall 2017, Latinx/Hispanic employees was 18.7% of all employee groups, whereby in Fall 2022 is was 23.2%.

With regard to gender, underrepresentation is not observed when comparing students to employees.



XIII. Methods to Address Underrepresentation

- A. The Santa Clarita Community College District will ensure equity, inclusion, and equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to all, regardless of gender identity and expression, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the search/selection process to allow for the hiring of candidates with varied backgrounds who can contribute to and effectively communicate in a diverse community.
- B. Immediate recommendations include the following:
 - 1. Work closely with selection committee chairs to ensure advertising for positions reaches these underrepresented groups.
 - 2. Proactively inform qualified applicants of positions on various web-based platforms (i.e. LinkedIn).
 - 3. Expand recruitment efforts beyond the District's communities. Assess student's community of residence and focus recruitment efforts in these places.
 - 4. Expand recruitment efforts to professional organizations that are race/ethnicity-based (e.g. National Association for Black Accountants, Asian Pacific American in Higher Education, and Society of Hispanic Human Resource Professionals).
 - 5. Revise job announcements to include inclusive imagery along with diversity focused verbiage in the marketing materials that reflects the monitored and underrepresented groups.

- C. The District continues to review its demographics and recruitment efforts to identify practices that may interfere with achieving a diverse workforce representative of its student population. In addition, the District will continue to monitor the hiring of faculty and staff, and take steps as outlined in this Plan to address areas of concern. The District will use its EEOAC to continue to review data, identify issues, and recommend additional action to be taken by the District.

- D. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring to ensure equal employment opportunity. The District's Recruitment and Hiring provisions include:

Recruitment

- a) The District aggressively pursues a broad recruitment campaign that is equitable, inclusive, and open to all individuals.
- b) Efforts are undertaken on a regular basis to develop and contact new recruitment sources that include diverse pools of candidates. Diverse pools should include, but not be limited to, all individuals regardless of gender identity and gender expression, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Equal Employment Opportunity Advisory Committee (EEOAC) is encouraged to identify and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. All recruitment announcements will state that the District is an "Equal Employment Opportunity Employer" and will include the following provisions:
 - i. For all job categories, the District will apply the recruitment procedures set forth in Title 5, Section 53021 to conduct full and open recruitment for all vacancies and will not invoke the provisions for in-house interim appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract, without first notifying the CEO and Chief Human Resources Officer (CHRO) in writing of the compelling reason to do so. If the CEO and CHRO determine

that an exception to a full and open recruitment is warranted, the CHRO will notify the EEOAC and the appointment will be recommended to the Board of Trustees.

- c) Recruitment for all open positions may include, but not be limited to, placement of job announcements using the following methods:
 1. General circulation newspapers and general circulation publications, including electronic media.
 2. Local and regional community sources.
 3. Recruitment sources that provide information in languages other than English.
 4. Recruitment sources that provide information to low-income communities.
 5. Websites and publications, including electronic media, that are distributed to the general market, and to newspapers, publications, and/or radio and television stations, whose primary audience is comprised of monitored groups.
 6. Recruitment booths at job fairs or conferences oriented to the general market and the economically disadvantaged as well as those events drawing significant participation by monitored groups.
- d) The District will survey applicants and employees and request input and assistance on resources and locations where open positions may be advertised to ensure recruitment is as inclusive and broad as possible and includes recruitment of monitored groups. Human Resources will compile, store, and update this list.

Job Announcements

- a. The District Office of Human Resources will ensure the following provisions:
 - i. Job announcements will state clearly the minimum qualifications setting forth the knowledge, skills, and abilities necessary to job performance.

- ii. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.
 - iii. Job descriptions, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the District Office of Human Resources before the position is announced to ensure conformity with equal employment regulations and state and federal nondiscrimination laws.
 - iv. All job announcements shall state that the District is an “Equal Employment Opportunity Employer”.
- b. The job announcements will include inclusive imagery along with diversity focused verbiage in the marketing materials that reflects the monitored and underrepresented groups.
 - c. For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will conduct an analysis to ensure that such a requirement meets the standard for a bona fide occupational requirement. The District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.
 - d. Prior to posting any position, Human Resources critically analyzes the physical characteristics to ensure that the verbiage is inclusive and does not exclude individuals who would be able to complete job requirements with the implementation of reasonable accommodations.

Review of Initial and Qualified Applicant Pools

- a. Initial applicant pools will be reviewed for representation of monitored groups by Human Resources. Once the qualified applicant pool is approved, the pool may be forwarded to the screening/selection

committee. The District's hiring and recruitment procedures may include the following:

- I. **GROUP IDENTITY:** The application for employment shall provide for self-identification of the applicant's race, ethnic group, sex (including non-binary options), and disability status. This information shall be kept confidential and shall be used only in monitoring, evaluating, and analyzing representation, adverse impact, and the effectiveness of the district's Equal Employment Opportunity program, or any other purpose specifically authorized by any applicable statute or regulation.
- II. **INITIAL APPLICANT POOL:** After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the CHRO. All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. The group of candidates who meet the job specifications, previously reviewed for responsiveness to diverse backgrounds and inclusiveness, shall constitute the "qualified applicant pool."
- III. **QUALIFIED APPLICANT POOL:** The composition of the qualified applicant pool shall be reviewed and compared with the composition of the initial applicant pool. If the CHRO or designee finds that the composition of the qualified applicant pool may have been influenced by factors that are not job-related, appropriate action will be taken. This applicant pool data shall be reviewed in conducting the analysis described in Title 5 section 53006(a).

Search/Selection Committee Procedures

- a. The District seeks to employ qualified persons with a broad range of identities, backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment and who contribute to making our college increasingly diverse. The selection process is based on a combination of education and experience, and will

extend to all candidates a fair, impartial examination of qualifications based on job-related criteria.

- b. All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
 - I. Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.
 - II. Based on job-related criteria; and
 - III. Designed to avoid an adverse impact.
- c. When possible, every effort will be made, within the limits allowed by federal and state law, to ensure that search/selection committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Search/selection committees will be encouraged to include members from monitored groups.
- d. The CHRO or designee will approve the makeup of search/selection committees. If the CHRO or designee does not approve a search/selection committee for lack of diversity, the CHRO or designee should take necessary steps to remedy the lack of diversity.
- e. Before a person can serve on a search/selection committee, they must receive equal employment opportunity and diversity training.
- f. Interviews will include question(s) that solicit the candidate's sensitivity to, understanding of, and commitment to supporting underrepresented groups and/or their level of cultural proficiency. Reference checks may also include at least one question addressing such issues.
- g. All screening materials must be approved for compliance with equal employment opportunity principles.
- h. Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:

- i. After the search/selection committee has conducted the application screening and prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been reviewed by the CHRO or designee.
- ii. After the applicants have been interviewed and prior to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been reviewed by the CHRO or designee.
- iii. The EEO Officer may monitor each stage of the hiring process for potential adverse impact and bias before the process is allowed to continue.
- iv. If the CHRO or designee determines that any selection technique or procedure has adversely impacted any monitored group, the CHRO may do the following:
 - Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
 - When appropriate, assist the search/selection committee by discussing the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
 - Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, gender, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the *Plan* in a rigid manner that has the purpose or effect of discriminating.

The CEO shall make all final hiring recommendations to the Board of Trustees based upon careful review of the candidate or candidates recommended

through the screening/selection committee. This includes the right for the CEO to reject all candidates and to order further review or to reopen the position when necessary to achieve the objectives of the *Plan* or to ensure equal employment opportunity.

The District will review the pattern of its hiring decisions over time. If it determines that those patterns do not achieve the objectives of the *Plan*, the District will request the EEOAC review hiring procedures, recommend new methods to achieve the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equity, inclusion, and equal employment opportunity.



XIV. Implementation of Additional Measures Necessary to Further Equal Employment Opportunity

- A. Districts shall review the information gathered pursuant to Title 5, section 53003, subdivision(c)(6) to identify and determine the cause of any underrepresentation of monitored groups across all phases of the employment process, including recruitment to applicant pools, hiring, retention, and promotion. Where a District determines that underrepresentation or adverse impact of one or more monitored groups in recruitment may be the result of non-job related factors, it shall implement additional strategies in its EEO Plan designed to mitigate promptly the underrepresentation or adverse impact. The information to be reviewed shall include, but need not be limited to:
1. Longitudinal analysis of data regarding job applicants, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
 2. Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate underrepresentation of a monitored group; and
 3. Analysis to determine whether the group is underrepresented.
- B. Where the review described in subdivision (A) identifies that underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, Districts shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:
1. The District will request that the EEOAC, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and identify and make recommendations on modifications that would address the underrepresentation;

2. The District will require that the responsible administrator for the division or department where the underrepresentation occurs, develop, in conjunction with the Equal Employment Opportunity Officer, a recruitment and hiring program to assist in addressing the underrepresentation. The program should include additional locations or resources to advertise positions that would likely attract candidates from the underrepresented groups; whatever changes in staffing, curricular offerings or department structure would assist in attracting candidates from underrepresented groups; additional training for current administrators, faculty and staff on the value of a diverse workforce; and recommended changes to the job descriptions and job announcements, that may reasonably be expected to attract candidates from the underrepresented group;
3. The District will actively monitor the representation rate of each group, which was identified in Section XII as being underrepresented in one or more categories; and
 - a) Review each locally established “required,” “desired” or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
 - i. Any requirements of federal law; and
 - ii. Qualifications which the District has found to be job-related, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to community college students.
 - b) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.

- c) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.
- d) Meet with the administrator for the division or department where the underrepresentation persists, a subcommittee of the EEOAC chosen by its members, and the Human Resources Director over recruitment to review the effectiveness of the recruitment and hiring program described above. This group will provide recommendations to modify the recruitment and hiring program to better address the underrepresentation.
- e) Develop an internship program to provide on-the-job training and experience to a diverse group of participants. The program may be designed to encourage interns to seek employment with the District at the conclusion of the internship.
- f) Engage external stakeholders and organizations representing monitored groups to provide input to addressing cultural barriers to hiring and retaining individuals from underrepresented groups.
- g) Hold job fairs and other localized recruitment events which include invitations to individuals from monitored groups and organizations serving monitored group.
- h) Utilize information and resources from participation in APAHE, AAMEND, COLEGAS supporting underrepresented and/or diverse group of students or professionals in higher education to revise and create better business practices at the District as well as promote the Colleges employment opportunities to those groups. Review information received annually and plan strategically to attend key meetings and conferences based on subjects covered.

XV. Persons with Disabilities

- A. Pursuant to Title 5, Section 53025, the District shall ensure that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940(m), section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Such accommodations may be paid for with funds provided pursuant to Title 5 section 53030.
- B. Reasonable Accommodations
 - 1. The District shall ensure that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, additional time for interviews, review of interview questions ahead of interviews, change in modality of interviews, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aids such as readers, interpreters, and note takers.
 - 2. The CHRO, in the role of Americans with Disabilities Act (ADA) Coordinator, is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the “Request for Reasonable Accommodations” form available on the Human Resources website.
- C. Goals for Persons with Disabilities
 - 1. Currently the projected representation for persons with disabilities is only required by the total District workforce and not by job categories. The District will monitor applicants and employees with disabilities and address based on assessment of underutilization the need to broaden opportunities for persons with disabilities.

2. The District will work with Academic Accommodation Center (AAC) to communicate job openings to persons with disabilities.



XVI. Encouraging Graduate Employment in Community Colleges

- A. The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.



XVII. District & College Activities Demonstrating on-going Commitment to EEO/ Employment Diversity

Implementation ➔	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
<p>Convey in publications and website the district's commitment to diversity & EEO. (53024.1(j))</p>	<p>CHRO and Deputy Chancellor's Office</p>	<p>Revamp websites to highlight Inclusion, Diversity, Equity, Access and Anti-Racism (IDEAA) and EEO information by end of Fall 2023, with public announcement via email and in-person meetings</p>	<p>Survey students and employees regarding awareness of IDEAA and EEO information during Spring 2024 to review if changes are visible and easily accessible</p>
<p>Attendance at association conferences that support underrepresented groups in our adverse impact areas (Asian, Black, Hispanic)</p>	<p>CHRO and Chief Diversity Officer (CDEO), plus relevant staff</p>	<p>Become members of diverse associations and organizations to further participation in conferences by Fall 2023.</p>	<p>Utilize information and resources from participation in associations and organizations supported underrepresented and/or diverse group of students or professionals in higher education to revise and create better business practices at the District as well as promote the Colleges employment opportunities to those groups. Review information received annually and plan strategically to attend key meetings and conferences based on subjects covered.</p>

Implementation ➔	Who	What/When	Effectiveness Metrics & Review
Implement Campus Safety pre-hiring checks	CHRO and Chief Student Services Officer (CSSSO) offices	Review hiring protocols that promote DEI and student-centered values by encouraging recruitment of campus safety personnel from diverse sources, broadening beyond local/community police staff, and ensuring the contextual differences in policing on campuses in Fall 2023.	Evaluate and review the demographics of campus safety department employees with student demographics to assess the underrepresented groups and recruit accordingly over the course of this Plan, Further, survey students and employees regarding the campus culture towards campus safety pre and post revision of hiring protocols to test if there is a shift in perception between Spring 2024 and Spring 2025
HIRING			
Consistent and ongoing training for hiring committees. (53024.1(c))	CHRO Office training all seated search committee members as part of the orientation	Infusing IDEAA Principles and more clearly defining the role of committee members in choosing candidates that have demonstrated that their DEI values align with the Districts' in Fall 2023.	Review training annually and survey committee members at the end of each search to acquire feedback on how the training influenced their decision-making processes throughout the recruitment.

Implementation ➔	Who	What/When	Effectiveness Metrics & Review
<p>Incentives for hard-to-hire areas/disciplines.</p>	<p>CHRO Office, Center for Excellence in Teach & Learning, Office of Instruction</p>	<p>The District continues its commitment to the Future Instructors in Training (FIT) internship program by increasing enrollment to 20 interns for Spring 2024.</p>	<p>The CHRO Office and the Office of Instruction are partnering to move the FIT Program into noncredit to offer it more broadly and encourage diverse career professionals and graduate students to begin a career in community college teaching. The Future Instructors in Training (FIT) program provides a unique opportunity for qualified individuals to explore and prepare for a career in community college instruction. FIT combines pedagogical training with mentorship and hands-on classroom experience, providing an invaluable experience through participation in projects and assignments that allow for the practical application of academic knowledge and the development of skills necessary for a teaching career in higher education. After moving the program into a noncredit offering, we will review and survey if the move increased our reach and better served the interns. We will measure the effectiveness by measuring how diverse participants in the program are and how many are successful in being hired in adjunct or full-time positions.</p>

Implementation ➔	Who	What/When	Effectiveness Metrics & Review
Focused outreach and publications.	CHRO and CDEIO, plus relevant staff	Become members of diverse associations and organizations to further participation in conferences by Fall 2023 .	Utilize information and resources from participation in associations and organizations supported underrepresented and/or diverse group of students or professionals in higher education to revise and create better business practices at the District as well as promote the Colleges opportunities to those groups. Review information received annually and plan strategically to attend key meetings and conferences based on subjects covered
Class and Comp study for Classified and Management	CHRO Office	During FY 2023-24 the District plans to engage in a comp and class study for Classified represented and Management classifications.	Should the District engage in a class and comp study, the District will then review the analysis of the study to determine best next steps in right-sizing our job families and compensation structure. It may require a stepped plan to address any market or equity gaps.
Review hiring and background check protocols to align with Call to Action reform for campus policing	CHRO Office and CSSO Office	Develop policy, in keeping with recent legislation, for the ability of campus police departments to make a police officer's disciplinary history available to other agencies when an officer is found responsible for allegations of misconduct, such as those seeking a reference for future hiring in FY23-24.	Survey students and employees regarding the campus culture towards campus safety pre and post revision of hiring protocols to test if there is a shift in perception between Spring 2024 and Spring 2025.
POST-HIRING			
Conduct campus climate surveys & use this information. (53024.1(a))	CHRO Office, Institutional Research	Academic Year 23-24 conduct campus climate surveys.	Conduct and review results to address issues and make impactful changes to improve campus culture over the course of the <i>Plan</i> involving a cross-section of District constituent groups.

Implementation ➔	Who	What/When	Effectiveness Metrics & Review
Survey applicants who decline offers & use the information. (53024.1(p))	CHRO Office	Spring 2024 survey applicants that declined offers.	Review results to address issues and make impactful changes to improve hiring efforts.
Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan.	CHRO Office	Survey of current employees for multi-ethnicity in Spring 2024.	Our analysis showed that we have an adverse impact regarding multi-ethnic applicants and employees, however we haven't always had that option for applicants and new hires to choose. We hope to minimize or eliminate that adverse impact by providing the demographic form to our current employees, especially those long-term, to update how they identify. The evaluate that data to see if efforts have changed our percentages by ethnicity.
Recognition of long serving adjunct faculty – service awards	CHRO Office, Professional Development Office	In AY23-24 develop a recognition of service for long-term part-time instructors.	This addresses a request from our adjunct faculty that have been with the District for a long time regarding recognition of their commitment to the College. Investigate options to develop a recognition program to help retain our diverse adjuncts.
Including DEIA in the evaluation process and tenure process for Administrators, Full-Time Faculty, and Campus Safety.	CHRO Office, COCFA, CSEA and other Administrator stakeholders	In AY23-24 revise the evaluation process for Administrator, Full-Time Faculty and Campus Safety Officers to reflect Call to Action and CCCCC directives.	Review changes annually to ensure that revisions are effective in developing staff, faculty and administrators that are IDEAA focused.

Appendix A: Annual Written Notice to Community Organizations

The following community organizations will receive an annual written notice regarding the District's Equal Employment Opportunity *Plan* as provided for in Section XI of the EEO *Plan*. This list may be revised from time to time as necessary.

Abacus Service Corporation

Caitlin Clark

25925 Telegraph Road, Suite 206 Southfield, Michigan 48033

Phone: (248) 876-0761

Email: caitlin@abacusservice.com

Infojini

Crystal Cooper

10015 Old Columbia Road, Suite B215

Columbia, Maryland 21046

Phone: (201) 987-0468, Ext. 598

Email: crystal.cooper@infojiniconsulting.com

The Street Consulting Group, Inc.

Virginia S. Thomas

28490 Westinghouse Place, Suite 140

Valencia, California 91355

Phone: (661) 257-7877

Email: vthomas@streetconsultinggroup.com

DatamanUSA, Inc.

Nidhi Saxena

6890 S Tucson Way, Suite 100

Centennial, Colorado 80112

Phone: (720) 248-3110

Email: nidhisaxena@datamanusa.com

Sage Staffing, Inc.
Laura Kincaid
27441 Tourney Road, Suite 150
Santa Clarita, California 91355
Phone: (661) 254-4010
Email: Laura@SageStaffing.com

NAACP Santa Clarita
26893 Bouquet Canyon Rd., #C132
Saugus, CA 91350
Email: info@naacpsc.org

Professionals In Human Resources Association (PIHRA)
18080 Crenshaw Blvd.
Torrance, CA 90504
Phone: 424-329-0200

Santa Clarita WorkSource Center
20730 Soledad Street
Santa Clarita, CA 91351
661-298-0152

Scvjobs.com
25852 McBean Parkway., Unit 534
Santa Clarita, CA 91355

SCV Teachers Association
26111 Bouquet Canyon Rd., #H-5 Santa Clarita, CA 91350
Phone: 661-255-0311

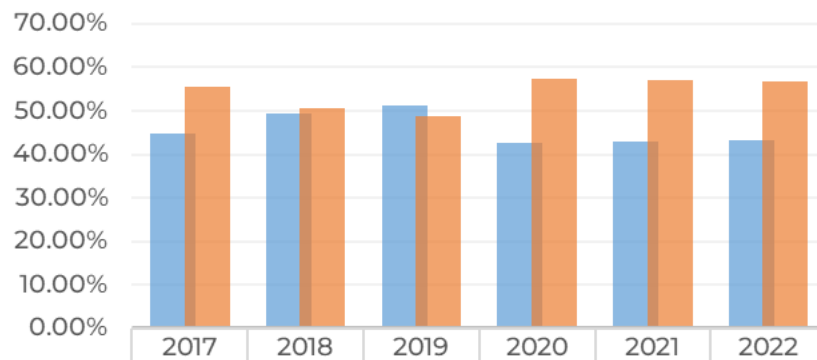
United Staffing Services, Inc.
28159 Avenue Stanford, #170
Santa Clarita, CA 91355
Phone: 661-253-4466

Appendix B: Employee Demographics - Historical Perspective

District Workforce By Sex

Groups Analyzed: All and Disaggregate - Administrators, Full-Time Faculty, Classified, Part-Time Faculty

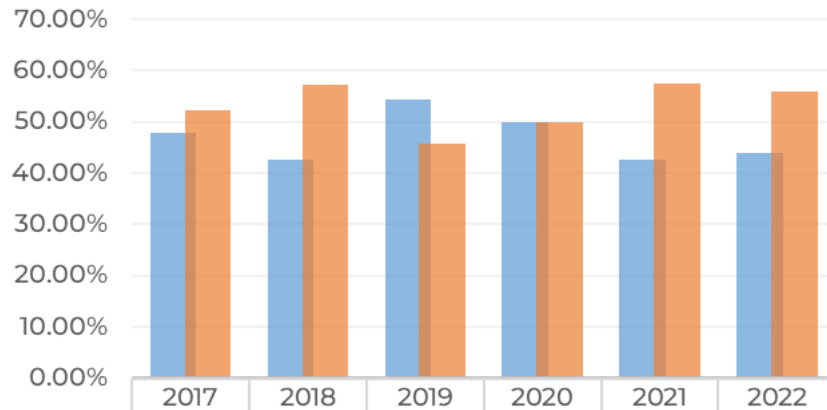
**All Groups (Male/Female)
By Year**



All Groups (Male/Female) By Year

	2017	2018	2019	2020	2021	2022
Total % Male	44.64%	49.31%	51.20%	42.75%	43.01%	43.32%
Total % Female	55.36%	50.69%	48.80%	57.25%	56.99%	56.68%

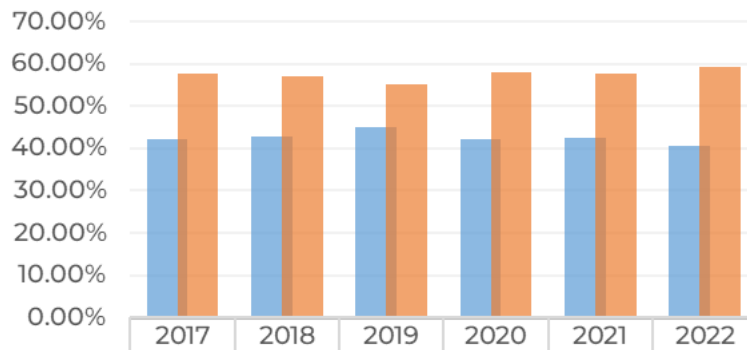
Administration (Male/Female)



Administration (Male/Female)

	2017	2018	2019	2020	2021	2022
Admin % Male	47.87%	42.70%	54.26%	50.00%	42.53%	44.05%
Admin % Female	52.13%	57.30%	45.74%	50.00%	57.47%	55.95%

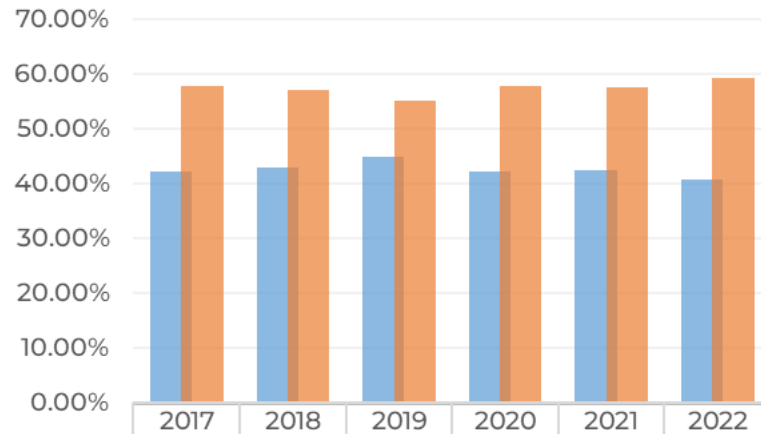
Full-Time Faculty (Male/Female)



Full-Time Faculty (Male/Female)

	2017	2018	2019	2020	2021	2022
FT Faculty % Male	42.27%	42.86%	44.93%	42.13%	42.40%	40.65%
FT Faculty % Female	57.73%	57.14%	55.07%	57.87%	57.60%	59.35%

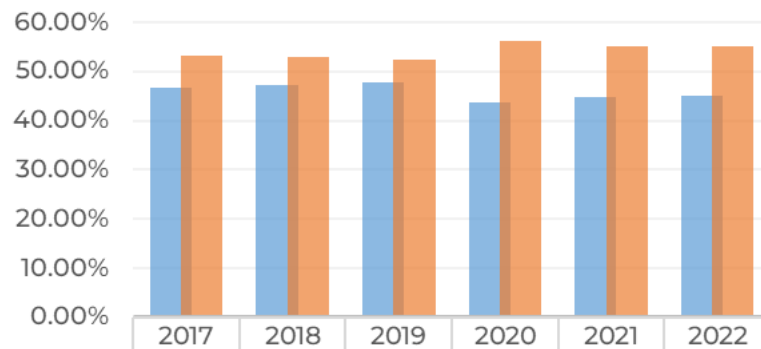
Classified (Male/Female)



Classified (Male/Female)

	2017	2018	2019	2020	2021	2022
Male Percentage	42.30%	42.90%	44.90%	42.10%	42.40%	40.70%
Female Percentage	57.70%	57.10%	55.10%	57.90%	57.60%	59.30%

Part-Time Faculty (Male/Female)

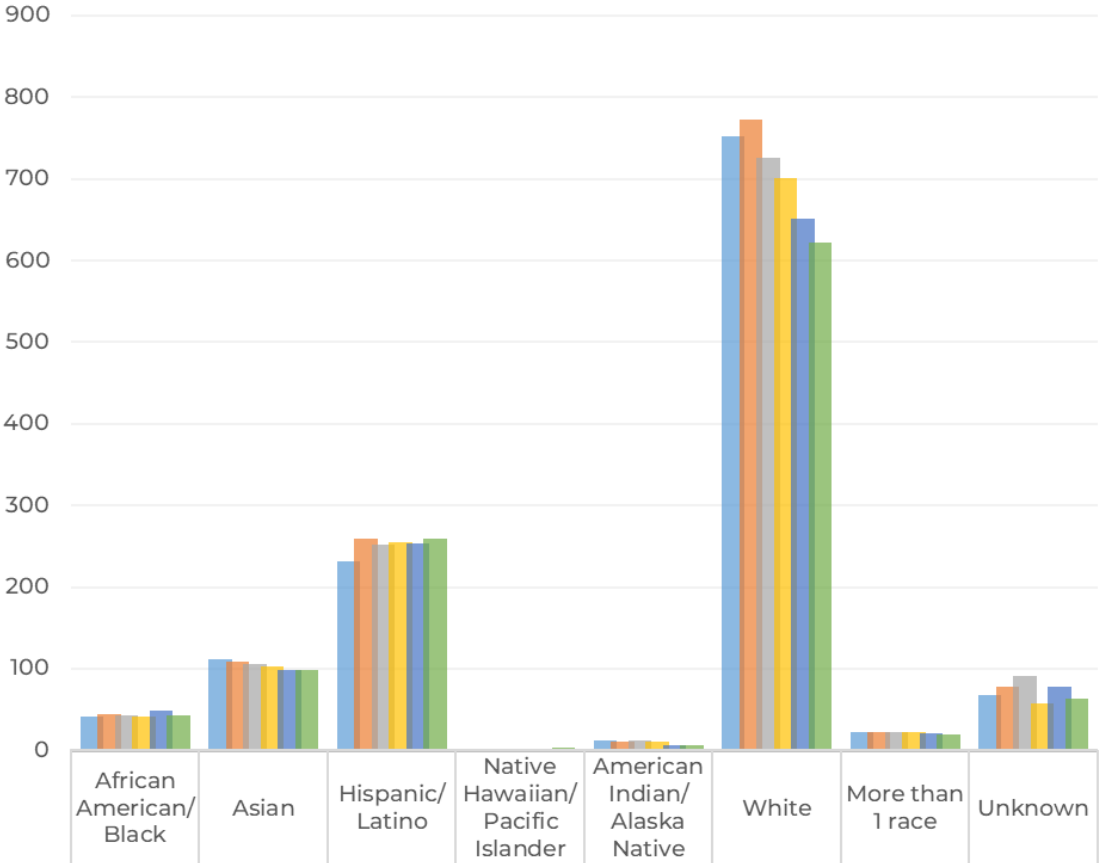


Part-Time Faculty (Male/Female)

	2017	2018	2019	2020	2021	2022
Male Percentage	46.70%	47.20%	47.70%	43.70%	44.90%	45.00%
Female Percentage	53.30%	52.80%	52.30%	56.30%	55.10%	55.00%

District Workforce By Ethnicity

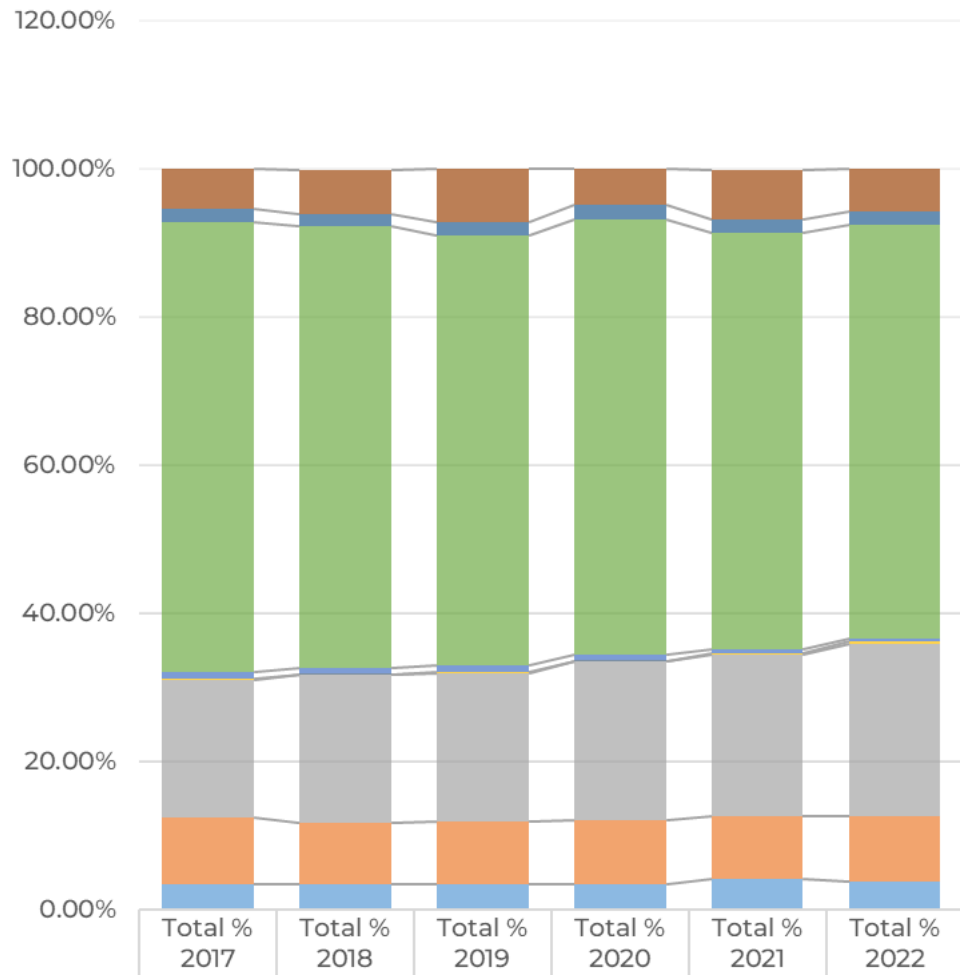
All Employees By Count Per Year: Ethnicity



All Employees By Count Per Year: Ethnicity

	African-American/Black	Asian	Latinx/Hispanic	Native Hawaiian/Pacific Islander	American Indian/Alaskan Native	White	More than one race	Unknown
2017	42	112	232	1	12	752	22	68
2018	44	108	259	1	11	773	22	78
2019	43	106	252	1	12	726	23	91
2020	42	103	255	1	10	701	23	58
2021	49	99	253	1	6	651	21	78
2022	43	98	259	3	6	622	20	64

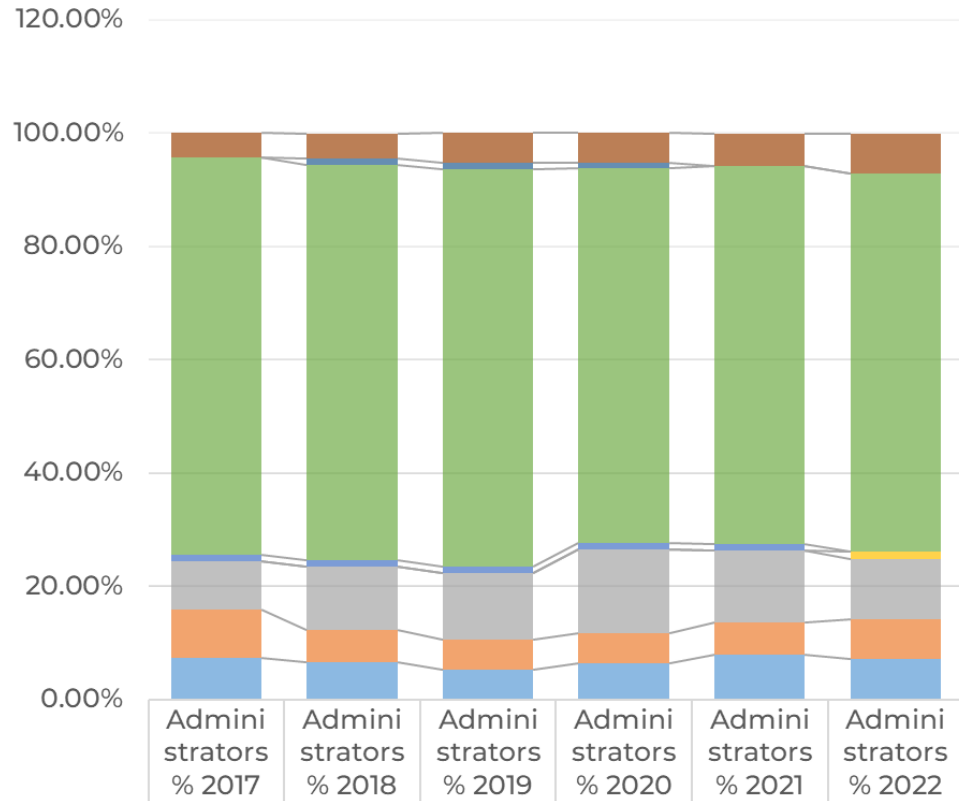
ALL EMPLOYEE GROUPS BY PERCENT OF TOTAL: ETHNICITY



All Employee Groups By Percent Of Total: Ethnicity

	2017	2018	2019	2020	2021	2022
Unknown	5.5%	6.0%	7.3%	4.9%	6.7%	5.7%
More than one race	1.8%	1.7%	1.8%	1.9%	1.8%	1.8%
White	60.6%	59.6%	57.9%	58.8%	56.2%	55.8%
American Indian/Alaskan Native	1.0%	0.8%	1.0%	0.8%	0.5%	0.5%
Native Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.3%
Latinx/Hispanic	18.7%	20.0%	20.1%	21.4%	21.8%	23.2%
Asian	9.0%	8.3%	8.5%	8.6%	8.5%	8.8%
African-American/Black	3.4%	3.4%	3.4%	3.5%	4.2%	3.9%

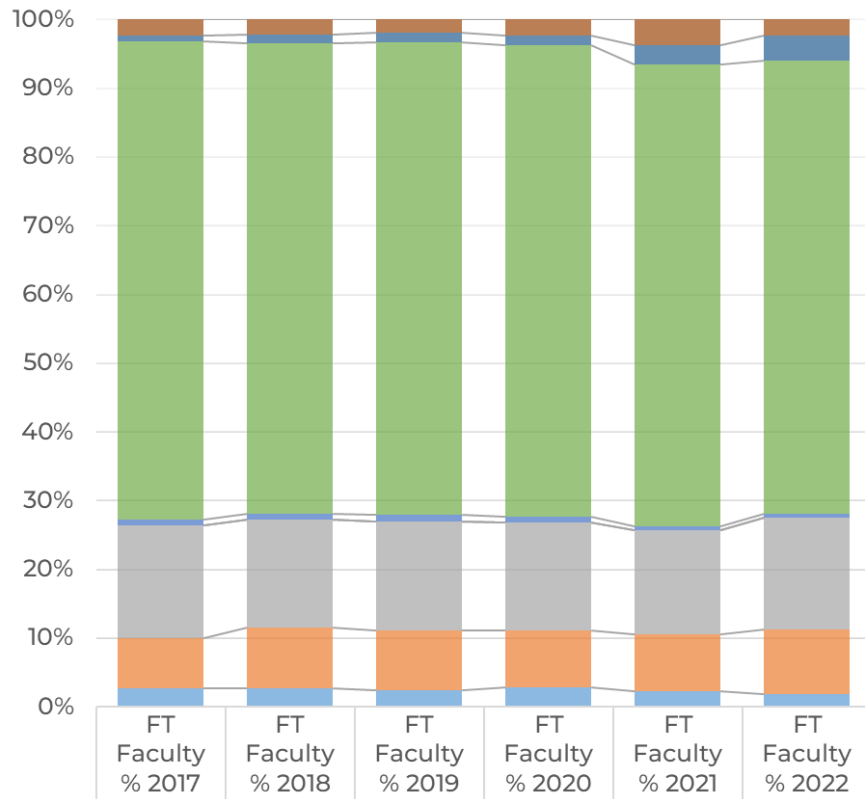
ADMINISTRATION BY PERCENT: ETHNICITY



Administration by Percent: Ethnicity

	2017	2018	2019	2020	2021	2022
Unknown	4.3%	4.5%	5.3%	5.3%	5.7%	7.1%
More than one race	0.0%	1.1%	1.1%	1.1%	0.0%	0.0%
White	70.2%	69.7%	70.2%	66.0%	66.7%	66.7%
American Indian/Alaskan Native	1.1%	1.1%	1.1%	1.1%	1.1%	0.0%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%
Latinx/Hispanic	8.5%	11.2%	11.7%	14.9%	12.6%	10.7%
Asian	8.5%	5.6%	5.3%	5.3%	5.7%	7.1%
African-American/Black	7.4%	6.7%	5.3%	6.4%	8.0%	7.1%

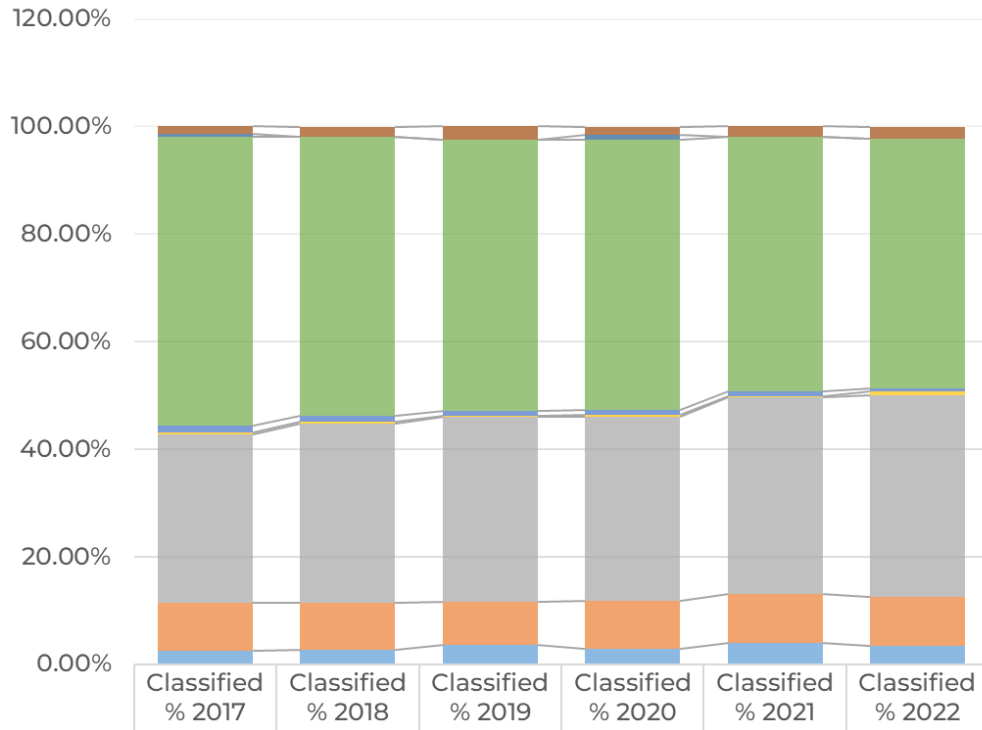
FULL-TIME FACULTY BY PERCENT: ETHNICITY



Full-Time Faculty by Percent: Ethnicity

	2017	2018	2019	2020	2021	2022
Unknown	2.3%	2.2%	1.9%	2.3%	3.7%	2.3%
More than one race	0.9%	1.3%	1.4%	1.4%	2.8%	3.7%
White	69.5%	68.3%	68.6%	68.5%	67.3%	65.9%
American Indian/Alaskan Native	0.9%	0.9%	1.0%	0.9%	0.5%	0.5%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Latinx/Hispanic	16.4%	15.6%	15.9%	15.7%	15.2%	16.4%
Asian	7.3%	8.9%	8.7%	8.3%	8.3%	9.3%
African-American/Black	2.7%	2.7%	2.4%	2.8%	2.3%	1.9%

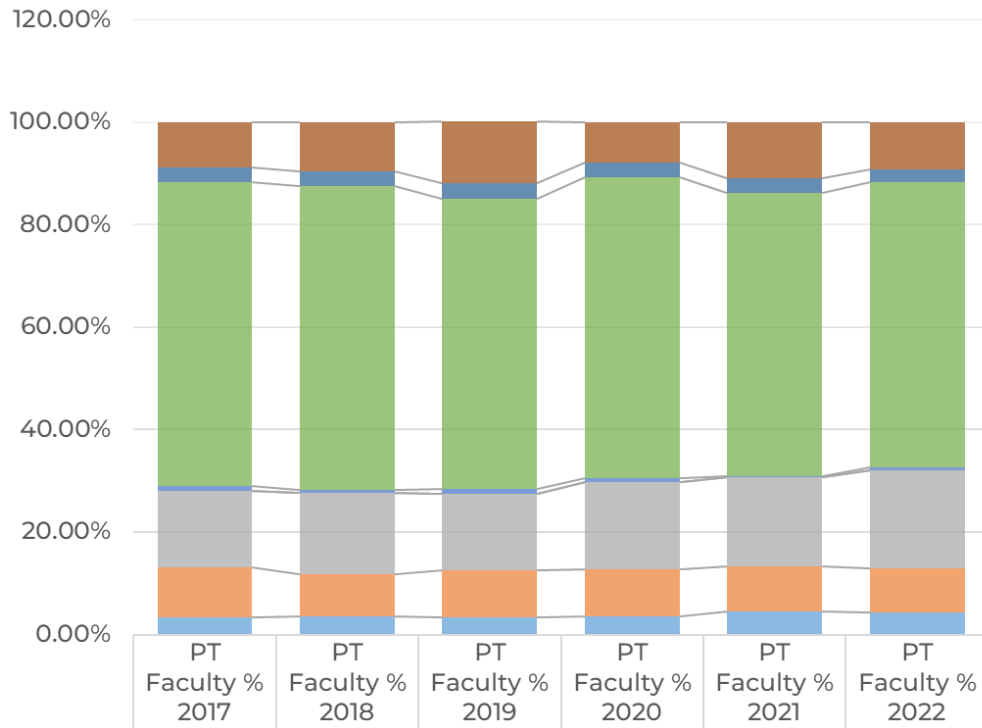
CLASSIFIED BY PERCENT: ETHNICITY



Classified by Percent: Ethnicity

	2017	2018	2019	2020	2021	2022
Unknown	1.3%	1.8%	2.4%	1.5%	1.9%	2.2%
More than one race	0.7%	0.0%	0.0%	0.9%	0.0%	0.0%
White	53.6%	51.8%	50.4%	50.2%	47.3%	46.4%
American Indian/Alaskan Native	1.3%	1.2%	0.9%	0.9%	0.9%	0.6%
Native Hawaiian/Pacific Islander	0.3%	0.3%	0.3%	0.3%	0.3%	0.6%
Latinx/Hispanic	31.3%	33.3%	34.3%	34.3%	36.4%	37.6%
Asian	8.9%	8.8%	8.1%	8.8%	9.1%	9.1%
African-American/Black	2.6%	2.7%	3.6%	3.0%	4.1%	3.4%

PART-TIME FACULTY BY PERCENT: ETHNICITY

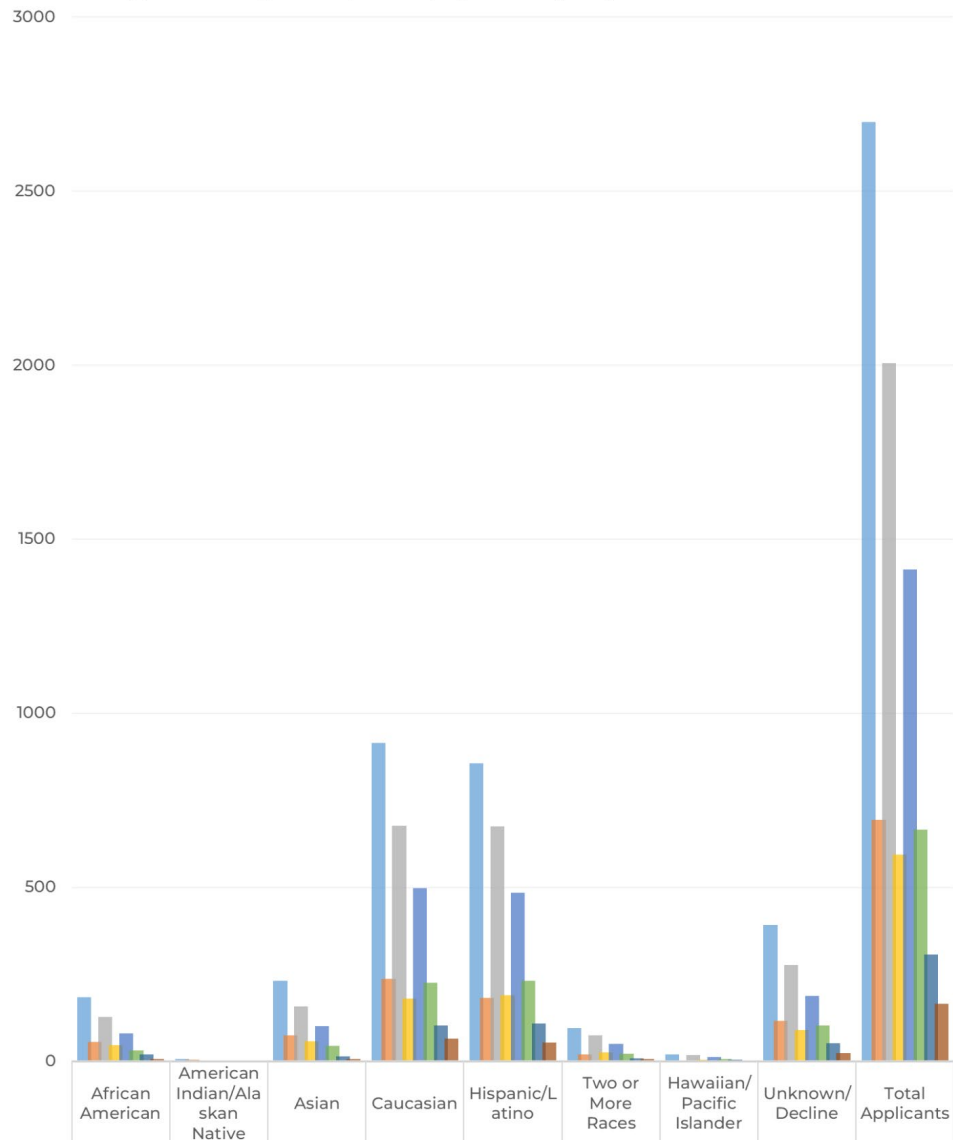


Part-Time Faculty by Percent: Ethnicity

	2017	2018	2019	2020	2021	2022
Unknown	8.8%	9.6%	12.0%	7.8%	11.0%	9.2%
More than one race	2.9%	2.8%	3.1%	2.9%	2.8%	2.4%
White	59.4%	59.3%	56.5%	58.8%	55.3%	55.6%
American Indian/Alaskan Native	0.8%	0.6%	1.0%	0.7%	0.2%	0.6%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Latinx/Hispanic	14.9%	15.9%	15.0%	17.0%	17.4%	19.1%
Asian	9.8%	8.3%	9.1%	9.2%	8.8%	8.6%
African-American/Black	3.4%	3.5%	3.4%	3.6%	4.5%	4.4%

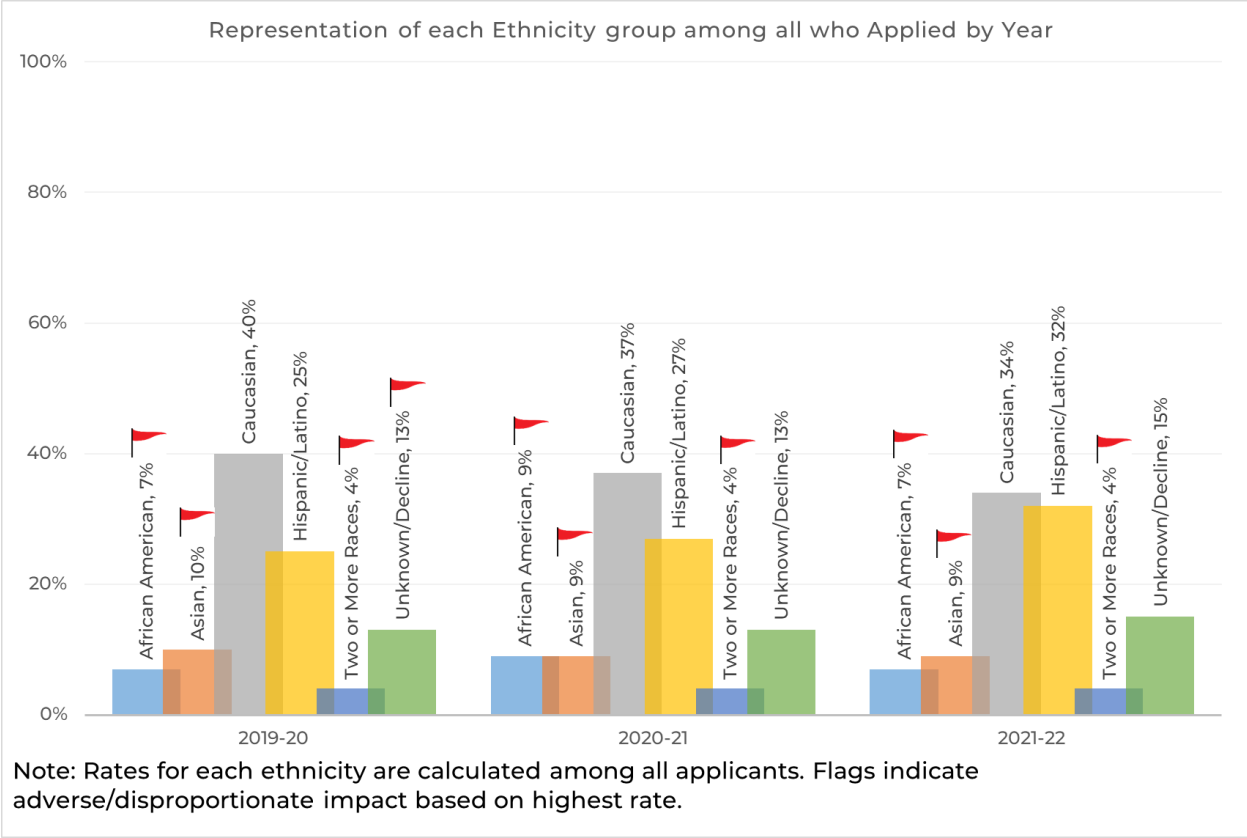
Appendix C: Applicant Progression Data

2021-2022 Applicant Progression, All Employee Groups By Count



2021-2022 Applicant Progression, All Employee Groups By Count

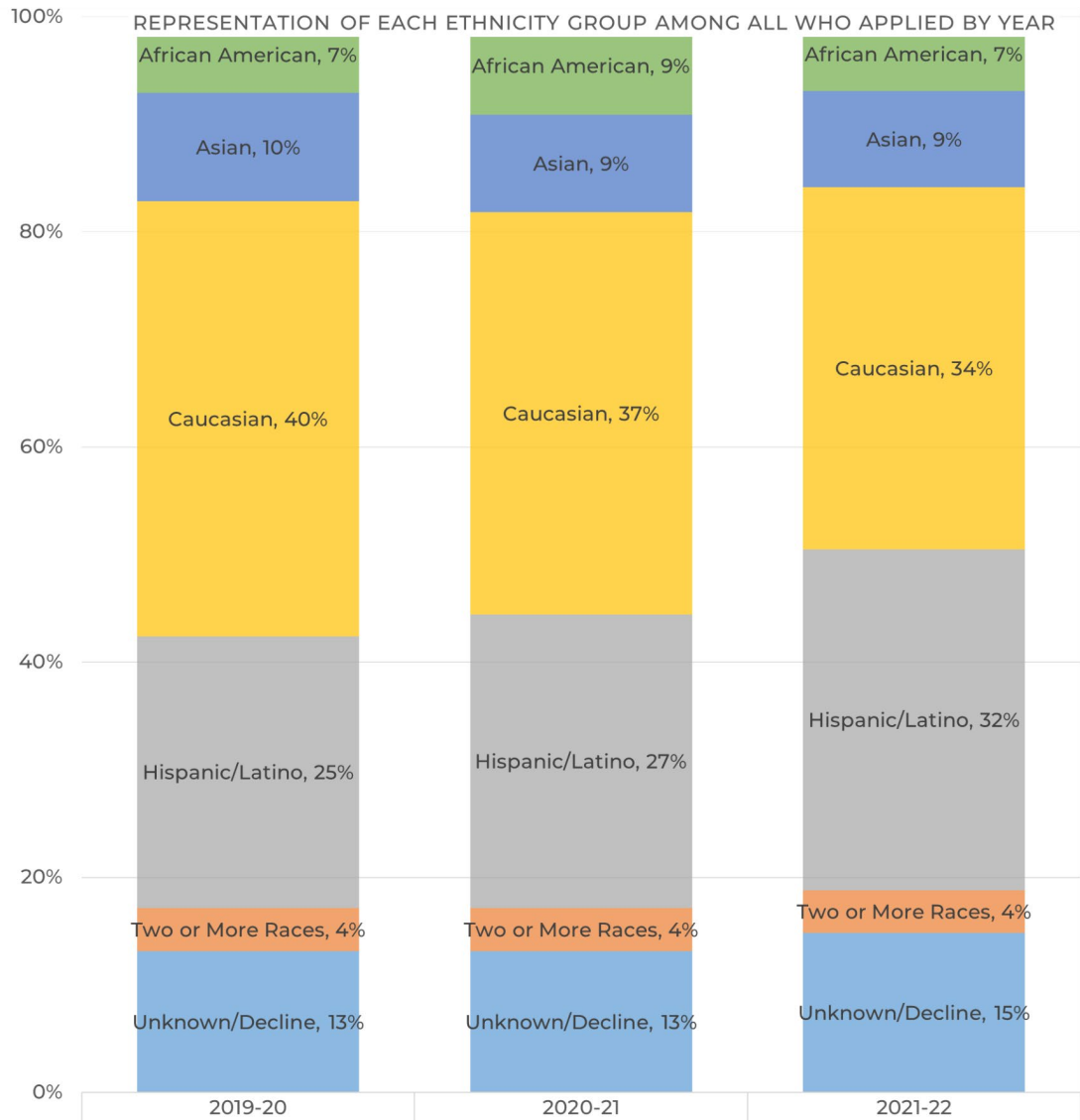
	African-American/Black	American Indian/Alaskan Native	Asian	Caucasian	Hispanic/Latino	Two or More Races	Hawaiian/Pacific Islander	Unknown/Decline	Total Applicants
Total Applicants	184	7	231	914	857	95	19	392	2,699
Incomplete/Late/Withdrawn	56	5	74	237	183	20	2	116	693
Completed Applications	128	2	157	677	674	75	17	276	2,006
Complete/on-time not meeting MQs	47	1	57	180	190	25	4	89	593
Complete/on-time meeting MQs	81	1	100	497	484	50	13	187	1,413
Selected for first level interviews	31	0	45	226	232	22	7	103	666
Selected for final interviews	20	0	14	102	108	8	4	51	307
Hired	7	0	7	65	54	6	2	24	165



**Representation of each Ethnicity group
among all who Applied by Year**

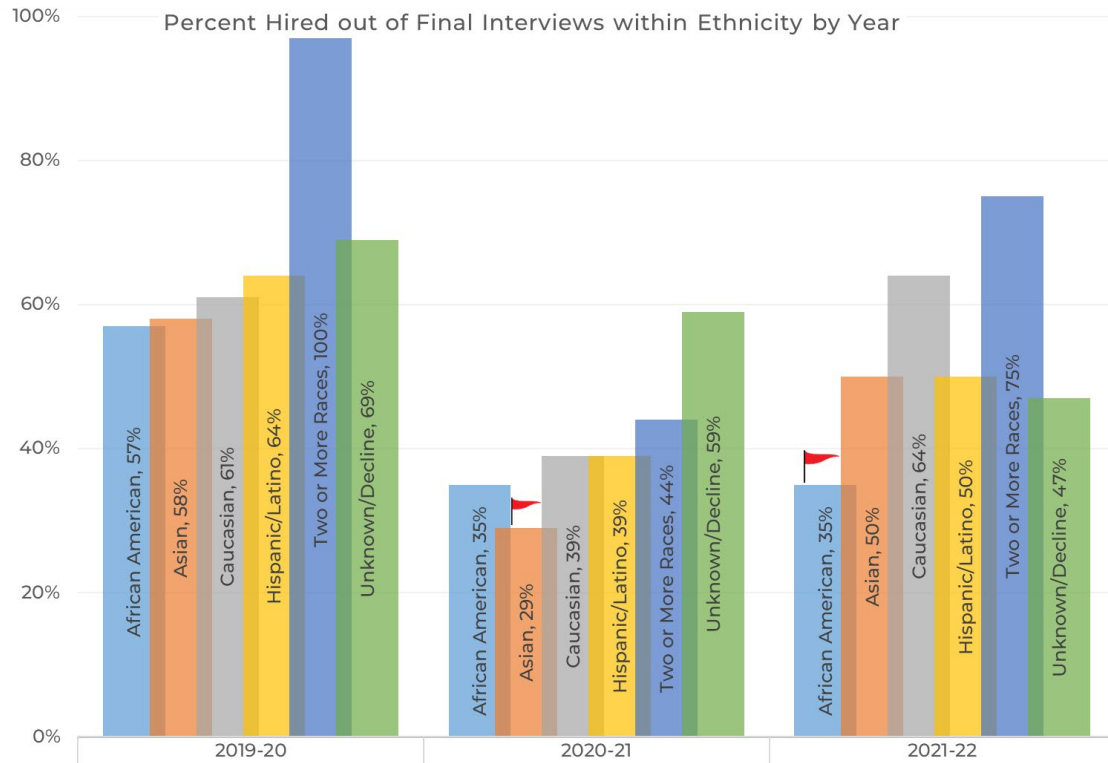
	2019-20	2020-21	2021-22
African American	7%	9%	7%
Asian	10%	9%	9%
Caucasian	40%	37%	34%
Hispanic/Latino	25%	27%	32%
Two or More Races	4%	4%	4%
Unknown/Decline	13%	13%	15%

***Note: For the following charts the rates are calculated within each ethnicity group out of those who were selected for first-level interviews. Flags indicate adverse/disproportionate impact.



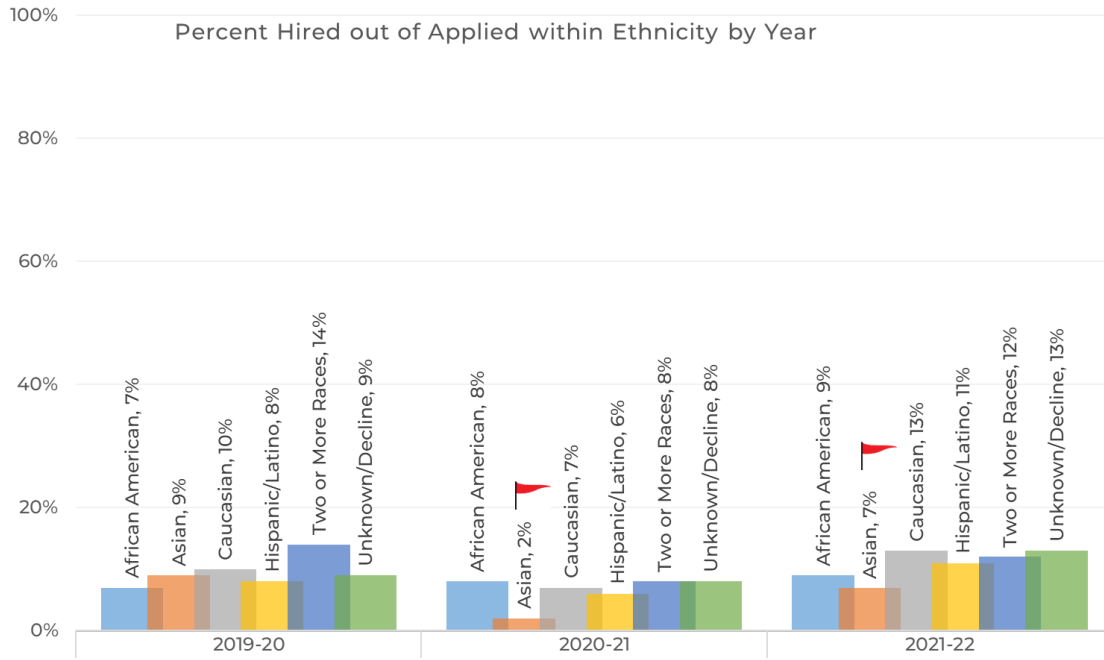
Representation of each Ethnicity group among all who Applied by Year

	2019-20	2020-21	2021-22
African American	7%	9%	7%
Asian	10%	9%	9%
Caucasian	40%	37%	34%
Hispanic/Latino	25%	27%	32%
Two or More Races	4%	4%	4%
Unknown/Decline	13%	13%	15%



Percent Hired out of Final Interviews within Ethnicity by Year

	2019-20	2020-21	2021-22
African American	57%	35%	35%
Asian	58%	29%	50%
Caucasian	61%	39%	64%
Hispanic/Latino	64%	39%	50%
Two or More Races	100%	44%	75%
Unknown/Decline	69%	59%	47%



Percent Hired out of Applied within Ethnicity by Year

	2019-20	2020-21	2021-22
African American	7%	8%	9%
Asian	9%	2%	7%
Caucasian	10%	7%	13%
Hispanic/Latino	8%	6%	11%
Two or More Races	14%	8%	12%
Unknown/Decline	9%	8%	13%

Appendix D: EEOC Adverse Impact-Rate of Hire

2019-2022	Applied	Hired	Selection Rate	80% Rule Ref: Highest Selection Rate
Total	3,247	309	9.5%	-
Gender				
Male	1305	107	8.2%	74%
Female	1678	175	10.4%	94%
Nonbinary	21	0	0.0%	0%
Unknown	243	27	11.1%	100%
Race/Ethnicity				
African American	227	18	7.9%	74%
American Indian or Alaskan Native	9	1	11.1%	104%
Asian	267	16	6.0%	56%
Caucasian	1216	128	10.5%	98%
Hispanic/Latino	969	87	9.0%	84%
Hawaiian/Pacific Islander	13	2	15.4%	144%
Two or More Races*	131	14	10.7%	100%
Unknown/Decline to State	415	43	10.4%	97%

*Highest selection rate

1. Longitudinal data for 3 years (2019-2020 through 2021-22)
2. Includes all employee groups (Administrators, Faculty, Staff). Excludes applicants who did not complete and did not meet minimum qualifications
3. For Race/Ethnicity, American Indian/Alaskan Native and Hawaiian/Pacific Islander were not included as 'highest performing groups' because applicant group size was relatively small, and results would not yield meaningful action implications.

Under the EEOC's Adverse Impact Test, an adverse impact occurs when the selection rate for any group is less than 4/5ths (80 percent) of the selection rate for the group with the highest selection rate. Adverse impact was assessed among applicants who met minimum qualifications and completed

the application. Selection rates reflect the rate at which the applicants within a certain racial/ethnic group were hired.

The table above indicates groups that show adverse impact (bold labels) and the highest selection rate/group is marked with an asterisk. Rates below 80% threshold are in shaded cells. African-American/Black and Asian applicants are shown to be adversely impacted as their rate of selection for hire (7.9% and 6.0% respectively) is less than 80% of the rate of selection of Two or More Races applicants (10.7%; group with highest selection rate).

2018-2021	Applied	Hired	Selection Rate	80% Rule Ref: Highest Selection Rate
Total	3,152	250	7.9%	-
Gender				
Male	1270	87	6.9%	70%
Female	1636	140	8.6%	87%
Nonbinary	11	0	0.0%	0%
Unknown	235	23	9.8%	100%
Race/Ethnicity				
African American	216	19	8.8%	100%
American Indian or Alaskan Native	10	1	10.0%	114%
Asian	281	14	5.0%	57%
Caucasian*	1329	115	8.7%	98%
Hispanic/Latino	760	56	7.4%	84%
Hawaiian/Pacific Islander	8	1	12.5%	142%
Two or More Races	138	9	6.5%	74%
Unknown/Decline to State	410	35	8.5%	97%

*Highest selection rate

1. Longitudinal data for 3 years (2019-2020 through 2021-22)
2. Includes all employee groups (Administrators, Faculty, Staff). Excludes applicants who did not complete and did not meet minimum qualifications
3. For Race/Ethnicity, American Indian/Alaskan Native and Hawaiian/Pacific Islander were not included as 'highest performing groups' because applicant group size was relatively small, and results would not yield meaningful action implications.

Under the EEOC’s Adverse Impact Test, an adverse impact occurs when the selection rate for any group is less than 4/5ths (80 percent) of the selection rate for the group with the highest selection rate. Adverse impact was assessed among applicants who met minimum qualifications and completed the application. Selection rates reflect the rate at which the applicants within a certain racial/ethnic group were hired.

The table below indicates groups that show adverse impact (bold labels) and the highest selection rate/group is marked with an asterisk. Rates below 80% threshold are in shaded cells. African-American/Black and Two or More Race applicants are shown to be adversely impacted as their rate of selection for hire (6.4% and 6.7% respectively) is less than 80% of the rate of selection of White applicants (8.8%; group with highest selection rate). Adverse impact is not observed with regard to Gender.

2015-2018	Applied	Hired	Selection Rate	80% Rule Ref: Highest Selection Rate
Total	6,021	476	7.9%	-
Gender				
Male	2402	204	8.5%	99.9%
Female	3305	248	7.5%	88.3%
Unknown	314	24	7.6%	89.9%
Race/Ethnicity				
Native American	19	2	10.5%	120%
Asian	509	38	7.5%	85%
African American/Black	423	27	6.4%	73%
Latinx/Hispanic	1457	102	7.0%	80%
White*	2640	233	8.8%	100%
Two or More Races	252	17	6.7%	77%
Unknown	709	56	7.9%	90%

*Highest selection rate

1. Longitudinal data for 3 years (2018-19 through 2020-21)
2. Includes all employee groups (Administrators, Faculty, Staff). Excludes applicants who did not complete and did not meet minimum qualifications

3. For Race/Ethnicity, Native American was not included as 'highest performing group' because applicant group size was relatively small, and results would not yield meaningful action implications.
4. Hawaiian/Pacific Islander is included in Asian.

Under the EEOC's Adverse Impact Test, an adverse impact occurs when the selection rate for any group is less than 4/5ths (80 percent) of the selection rate for the group with the highest selection rate. Adverse impact was assessed among applicants who met minimum qualifications and completed the application. Selection rates reflect the rate at which the applicants within a certain racial/ethnic group were hired.

The table below indicates groups that show adverse impact (bold labels) and the highest selection rate/group is marked with an asterisk. Rates below 80% threshold are in shaded cells. African-American/Black and Two or More Race applicants are shown to be adversely impacted as their rate of selection for hire (6.4% and 6.7% respectively) is less than 80% of the rate of selection of White applicants (8.8%; group with highest selection rate). Adverse impact is not observed with regard to Gender.

Appendix E: Underrepresentation Analysis

The table below provides information on the racial/ethnic demographics of the Santa Clarita Community College District's community, students, and employment applicants. We conducted a significant underrepresented group analysis using the 80 percent threshold of projected representation, comparing applicants to students. Shaded cells and bolded race/ethnicity labels represent groups that are significantly underrepresented among applicants in comparison to the projected representation among students. These rates fall below 80% of the students' representation from that racial/ethnic group, as indicated in the 'Underrepresented Groups' column. Latinx/Hispanic applicants consistently show underrepresentation compared to their representation among students.

Table X. Race/Ethnicity Underrepresented Analysis Results for All Applicants based on 80% of Students' representation.

Sources: Community demographics from Claritas Santa Clarita Valley Population Demographic Snapshot. 2013, 2015 2017, 2018, 2019, 2020, 2021
Student Demographics from CCCCCO Data Mart Fall terms
Applicant Demographics from HR Applicant Software Students

Group sizes less than 100 among students and employees were not included as underrepresented (i.e. American Indian/Alaskan Native) as percent increases imply a stronger effect.

Note: SCV Community demographics are reported for the calendar year and applicant demographics are reported for the fiscal year.

	SCV Community						
	2013	2015	2017	2018	2019	2020	2021
African-American/Black	4.3%	4.6%	4.8%	4.8%	4.9%	4.9%	5.0%
Asian	11.2%	11.9%	12.6%	13.1%	13.1%	13.4%	13.5%
Latinx/Hispanic	30.1%	31.0%	31.5%	31.7%	31.6%	33.0%	33.3%
Native Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
American Indian/Alaskan Native	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
White Non-Hispanic	51.0%	48.8%	47.2%	46.5%	46.3%	44.7%	44.2%
Multi-Ethnicity	2.7%	3.1%	3.3%	3.4%	3.4%	3.4%	3.5%
Unknown/Other	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%

	Students						
	2013 Fall	2015 Fall	2017 Fall	2018 Fall	2019 Fall	2020 Fall	2021 Fall
African-American/Black	5.07%	4.44%	5.08%	5.35%	4.97%	5.16%	4.91%
Asian	8.34%	8.93%	10.43%	10.93%	11.28%	11.11%	10.42%
Latinx/Hispanic	43.40%	46.30%	47.47%	48.29%	49.52%	49.50%	49.12%
Native Hawaiian/Pacific Islander	0.22%	0.22%	0.22%	0.27%	0.25%	0.24%	0.28%
American Indian/Alaskan Native	0.23%	0.30%	0.41%	0.43%	0.41%	0.31%	0.23%
White Non-Hispanic	38.02%	35.79%	31.51%	30.00%	28.43%	27.71%	28.52%
Multi-Ethnicity	3.85%	3.18%	2.29%	1.78%	1.63%	2.63%	3.43%
Unknown/Other	0.87%	0.84%	2.60%	2.95%	3.51%	3.33%	3.09%

	All Applicants						
	2013-14	2015-16	2017-18	2018-19	2019-20	2020-21	2021-22
African-American/Black	9.63%	8.03%	6.64%	6.53%	7.41%	8.76%	6.82%
Asian	8.04%	9.78%	7.24%	10.53%	9.69%	8.61%	8.56%
Latinx/Hispanic	21.94%	23.51%	25.52%	20.81%	25.38%	27.09%	31.75%
Native Hawaiian/Pacific Islander	0.15%	0.21%	0.33%	0.43%	0.05%	0.24%	0.70%
American Indian/Alaskan Native	0.56%	0.43%	0.22%	0.29%	0.36%	0.40%	0.26%
White Non-Hispanic	42.95%	42.50%	42.39%	43.64%	40.29%	37.49%	33.86%
Multi-Ethnicity	4.39%	4.45%	4.26%	3.97%	4.18%	4.02%	3.52%
Unknown/Other	12.34%	11.10%	13.40%	13.81%	12.64%	13.39%	14.52%

	Rates below 80% indicate underrepresentation. Reference group is students						
	2013 Fall	2015 Fall	2017 Fall	2018 Fall	2019 Fall	2020 Fall	2021 Fall
African-American/Black	190.0%	180.7%	130.9%	122.1%	149.3%	169.7%	138.8%
Asian	96.4%	109.4%	69.5%	96.3%	85.8%	77.5%	82.1%
Latinx/Hispanic	50.6%	50.8%	53.8%	43.1%	51.2%	54.7%	64.6%
Native Hawaiian/Pacific Islander	67.9%	96.2%	145.0%	161.6%	18.2%	99.3%	248.1%
American Indian/Alaskan Native	240.7%	141.9%	52.9%	67.8%	88.8%	130.3%	113.2%
White Non-Hispanic	112.9%	118.7%	134.5%	145.4%	141.7%	135.3%	118.7%
Multi-Ethnicity	113.9%	140.2%	186.0%	223.0%	256.1%	152.9%	102.7%
Unknown/Other	1421.9%	1319.0%	516.0%	467.4%	360.5%	401.5%	469.5%

Group Size Data

SCV Community							
	2013	2015	2017	2018	2019	2020	2021
African-American/Black	12,158	13,476	14,350	14,467	14,788	14,766	14,909
Asian	31,940	34,992	38,045	39,393	39,697	40,569	40,404
Latinx/Hispanic	85,464	91,008	94,908	95,191	95,532	99,573	99,809
Native Hawaiian/Pacific Islander	368	397	411	414	426	407	389
American Indian/Alaskan Native	611	671	686	657	659	630	619
White Non-Hispanic	145,000	143,597	142,101	139,633	139,842	134,939	132,732
Multi-Ethnicity	7,762	9,110	9,893	10,100	10,371	10,326	10,429
Unknown/Other	759	722	725	713	712	709	702
Total	284,062	293,973	301,119	300,568	302,027	301,919	299,993

Students							
	2013 Fall	2015 Fall	2017 Fall	2018 Fall	2019 Fall	2020 Fall	2021 Fall
African-American/Black	981	902	1,040	1,118	994	1,030	900
Asian	1,614	1,815	2,136	2,286	2,259	2,215	1,910
Latinx/Hispanic	8,400	9,405	9,726	10,100	9,913	9,873	9,002
Native Hawaiian/Pacific Islander	42	45	46	56	50	48	52
American Indian/Alaskan Native	45	61	84	89	82	61	42
White Non-Hispanic	7,360	7,270	6,456	6,275	5,691	5,527	5,227
Multi-Ethnicity	746	645	469	372	327	525	628
Unknown/Other	168	171	532	618	702	665	567
Total	19,356	20,314	20,489	20,914	20,018	19,944	18,328

All Applicants

	2013-14	2015-16	2017-18	2018-19	2019-20	2020-21	2021-22
African-American/Black	327	339	245	181	163	220	184
Asian	273	413	267	292	213	216	231
Latinx/Hispanic	745	993	941	577	558	680	857
Native Hawaiian/Pacific Islander	5	9	12	12	1	6	19
American Indian/Alaskan Native	19	18	8	8	8	10	7
White Non-Hispanic	1,458	1,795	1,563	1210	886	941	914
Multi-Ethnicity	149	188	157	110	92	101	95
Unknown/Other	419	469	494	383	278	336	392
Total	3,395	4,224	3,687	2,773	2,199	2,510	2,699

Appendix F: Auxiliary Historical Data

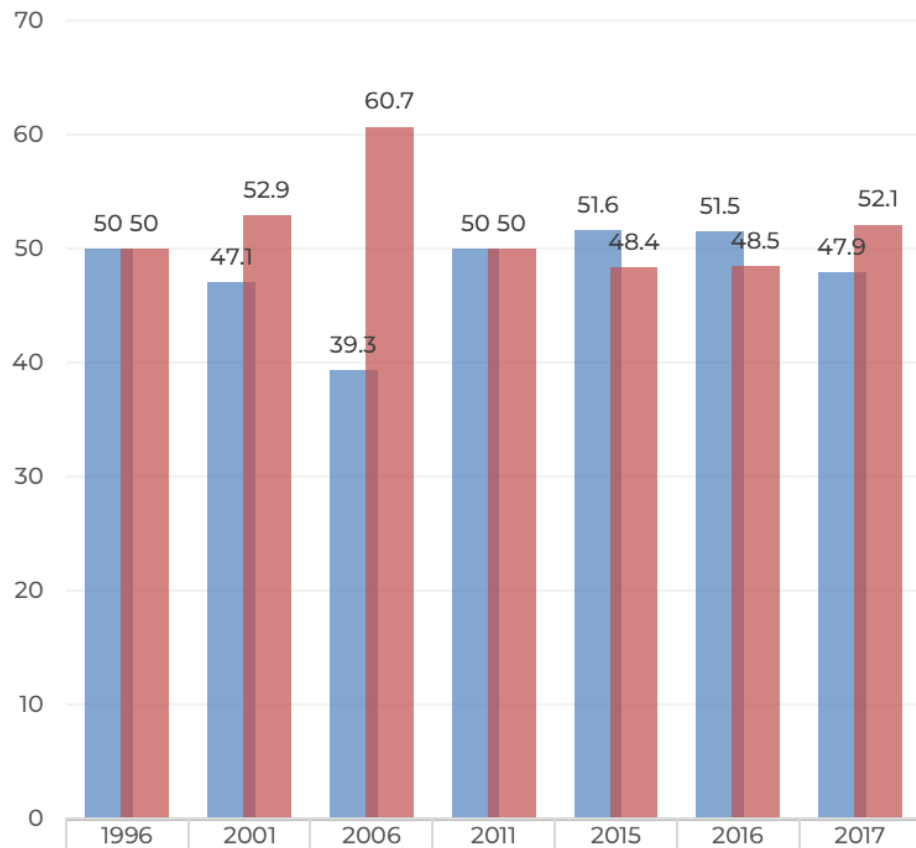
Historical %Male Vs. %Female Total Workforce



Historical %Male Vs. %Female Total Workforce

	1991	1996	2001	2006	2011	2015	2016	2017
■ Total Workforce Male%	44.3	44.4	47.1	47.3	45.1	44.7	44.5	44.6
■ Total Workforce Female%	55.7	55.6	52.9	52.7	54.9	55.3	55.5	55.4

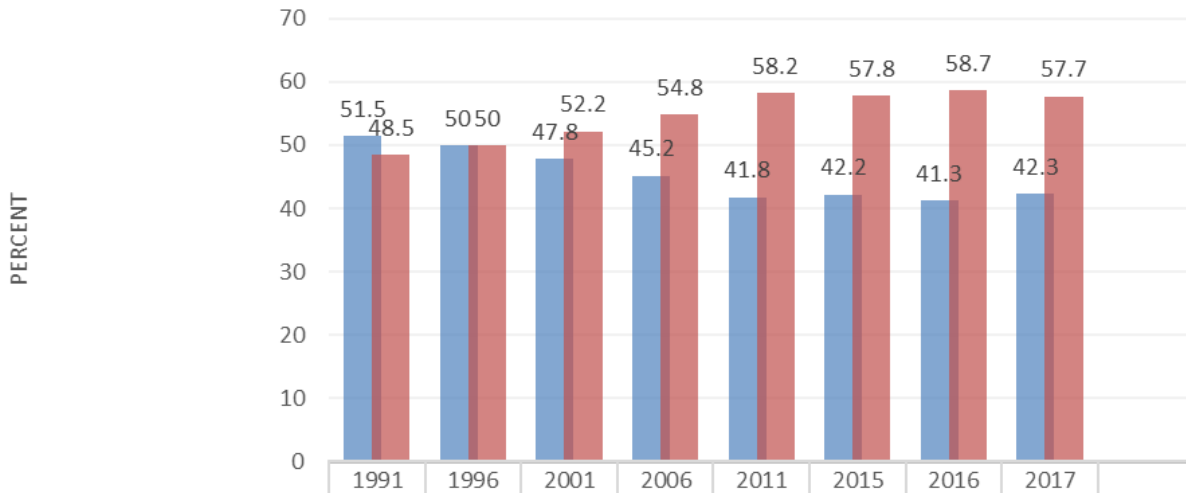
Historical % Male/Female: Administration



Historical % Male/Female: Administration

	1996	2001	2006	2011	2015	2016	2017
■ Administrators Male%	50	47.1	39.3	50	51.6	51.5	47.9
■ Administrators Female%	50	52.9	60.7	50	48.4	48.5	52.1

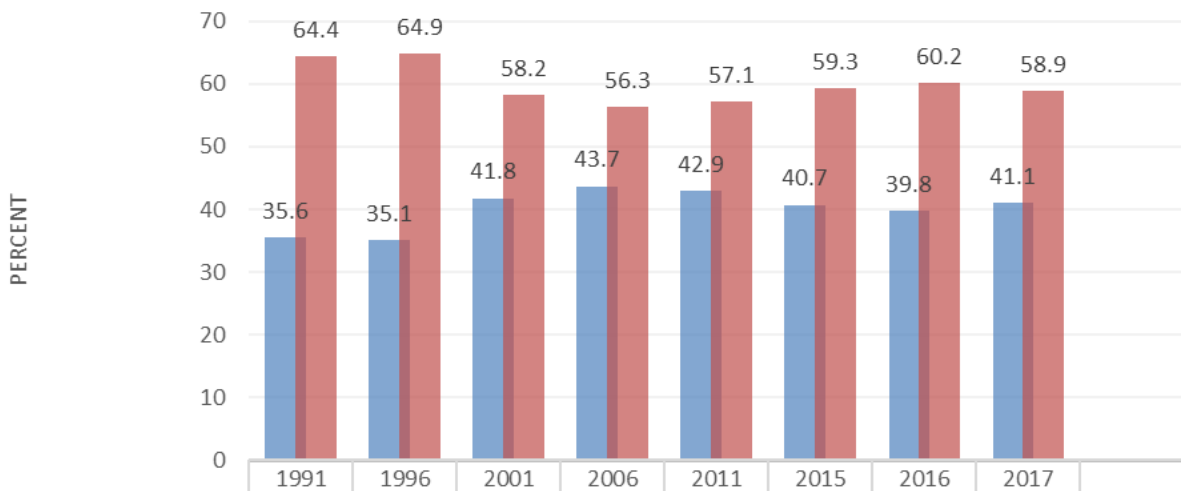
Historical %Male Vs. %Female Full Time Faculty



Historical %Male Vs. %Female Full Time Faculty

	1991	1996	2001	2006	2011	2015	2016	2017
Full Time Faculty Male%	51.5	50	47.8	45.2	41.8	42.2	41.3	42.3
Full Time Faculty Female%	48.5	50	52.2	54.8	58.2	57.8	58.7	57.7

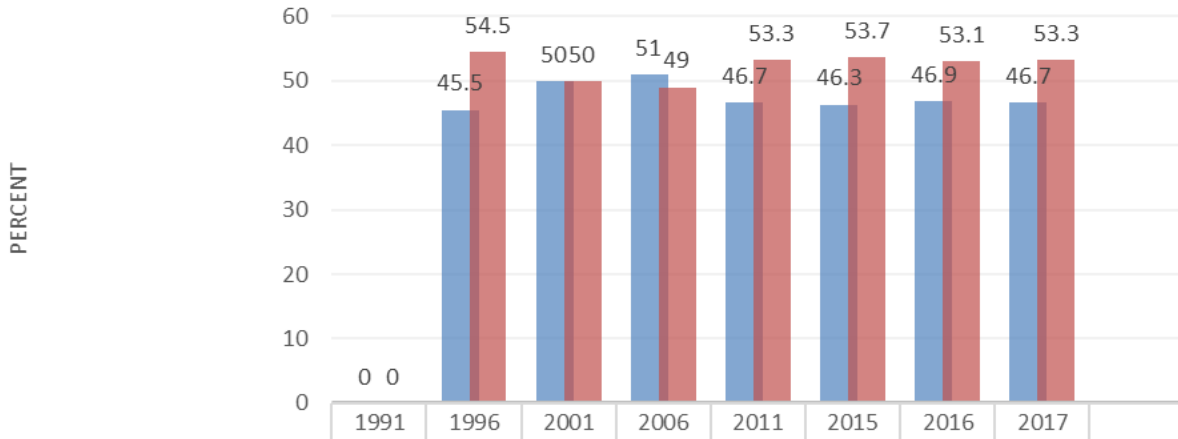
Historical %Male Vs. %Female Classified



Historical %Male Vs. %Female Classified

	1991	1996	2001	2006	2011	2015	2016	2017
Classified Male%	35.6	35.1	41.8	43.7	42.9	40.7	39.8	41.1
Classified Female%	64.4	64.9	58.2	56.3	57.1	59.3	60.2	58.9

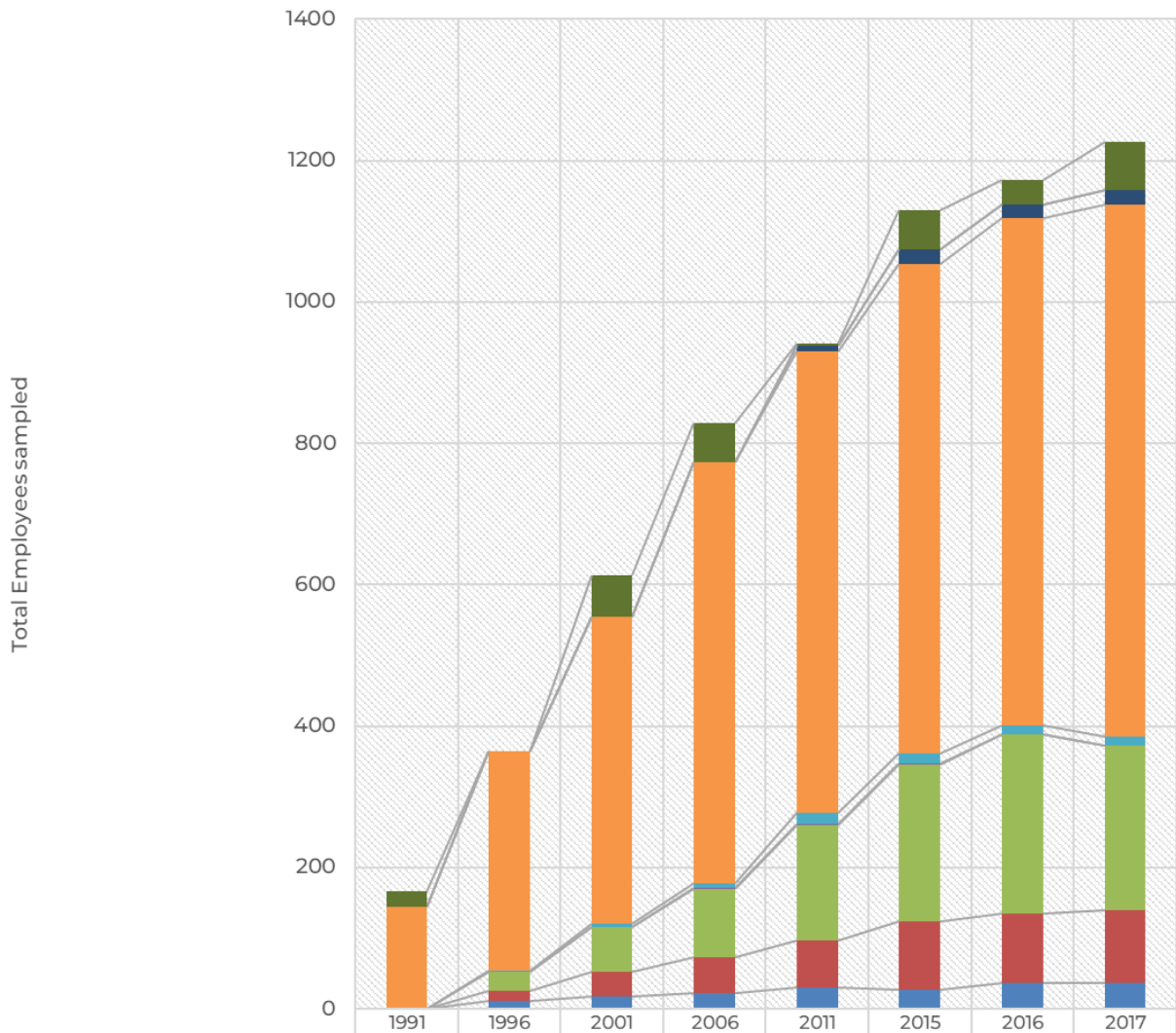
Historical %Male Vs. %Female Part-Time Faculty



Historical %Male Vs. %Female Part-Time Faculty

	1991	1996	2001	2006	2011	2015	2016	2017
■ Part-Time Faculty Male%	0	45.5	50	51	46.7	46.3	46.9	46.7
■ Part-Time Faculty Female%	0	54.5	50	49	53.3	53.7	53.1	53.3

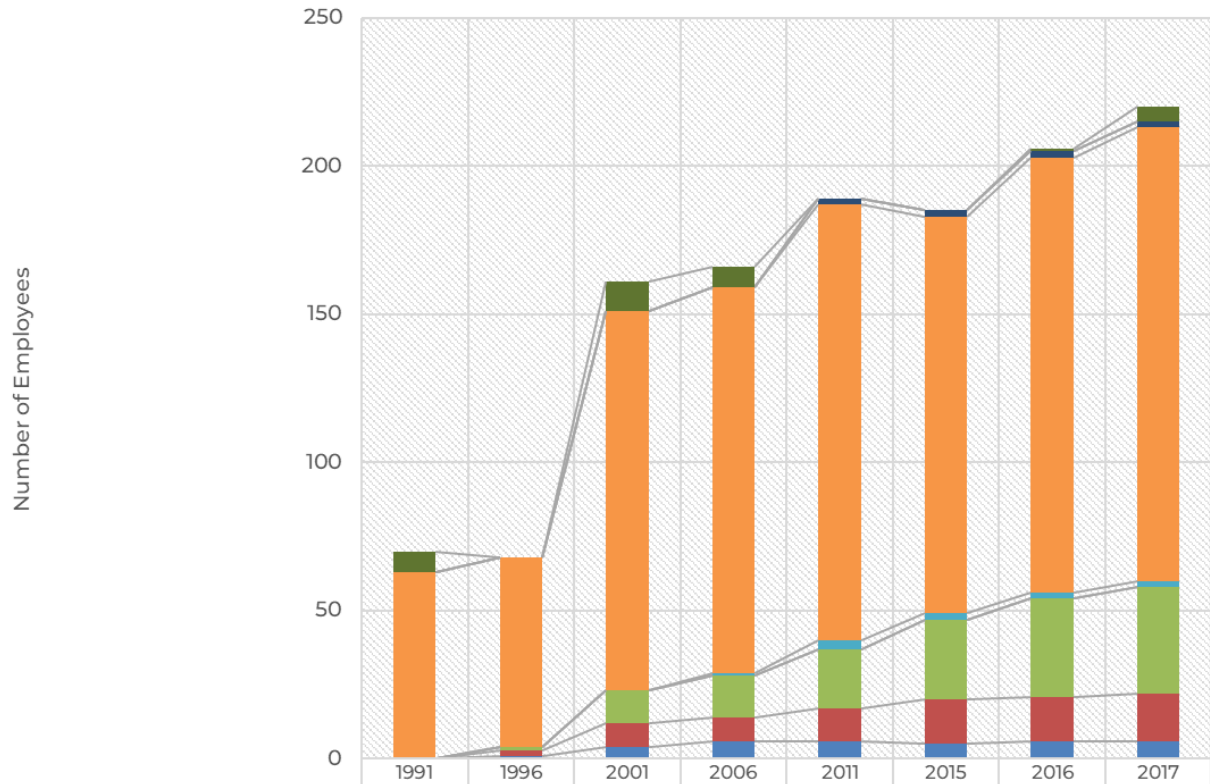
Historical All Employee Groups By Ethnicity (Administrative, FT/PT Faculty, Classified)



Historical All Employee Groups By Ethnicity (Administrative, FT/PT Faculty, Classified)

	1991	1996	2001	2006	2011	2015	2016	2017
Unknown	23	0	58	55	3	56	34	68
Some other race	0	0	0	0	0	0	0	0
More than one race	0	0	0	0	8	21	19	22
White	144	311	434	596	652	691	718	752
American Indian/Alaskan Native	0	2	5	6	16	15	12	12
Native Hawaiian/Pacific Islander	0	0	0	2	2	1	1	1
Latinx/Hispanic	0	27	64	96	163	222	253	232
Asian	0	13	34	50	67	97	99	103
African-American/Black	0	12	18	23	30	27	36	37

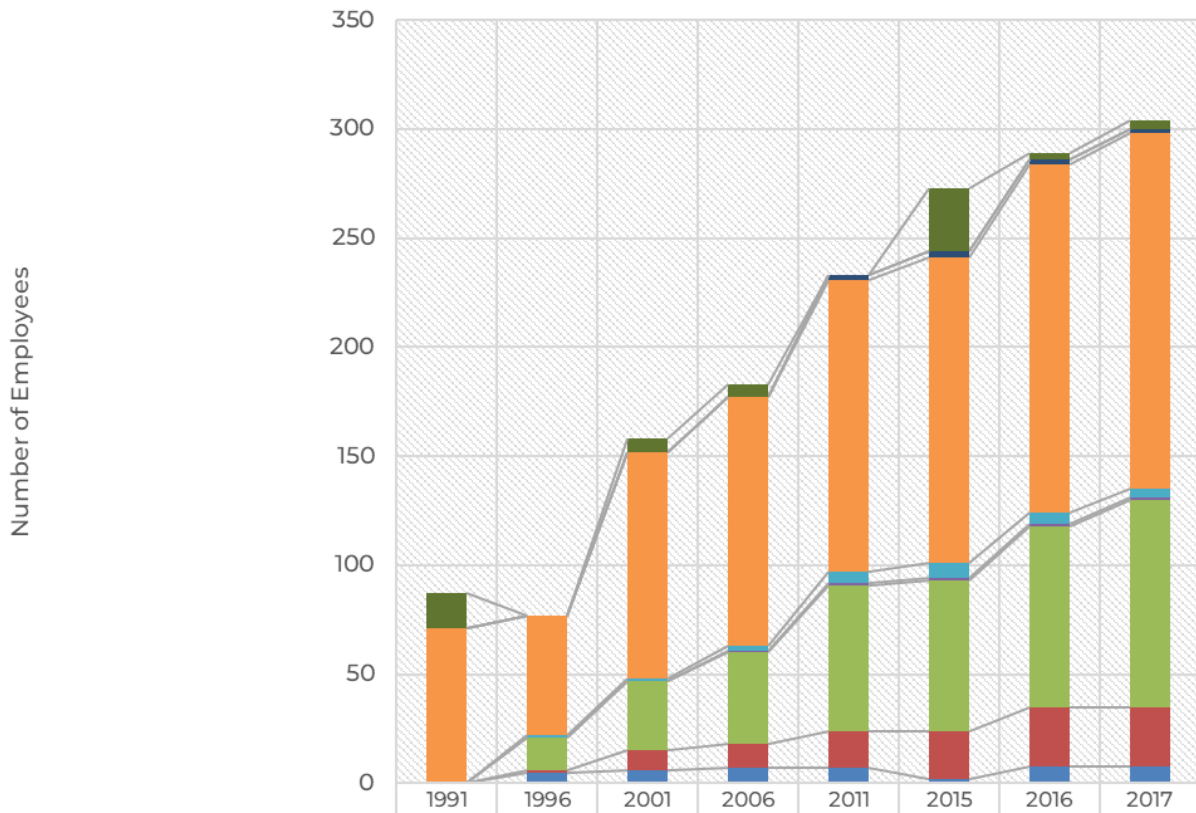
Historical Full-Time Faculty By Ethnicity



Historical Full-Time Faculty By Ethnicity

	1991	1996	2001	2006	2011	2015	2016	2017
Unknown	7	0	10	7	0	0	1	5
Some other race	0	0	0	0	0	0	0	0
More than one race	0	0	0	0	2	2	2	2
White	63	64	128	130	147	134	147	153
American Indian/Alaskan Native	0	0	0	1	3	2	2	2
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Latinx/Hispanic	0	1	11	14	20	27	33	36
Asian	0	2	8	8	11	15	15	16
African-American/Black	0	1	4	6	6	5	6	6

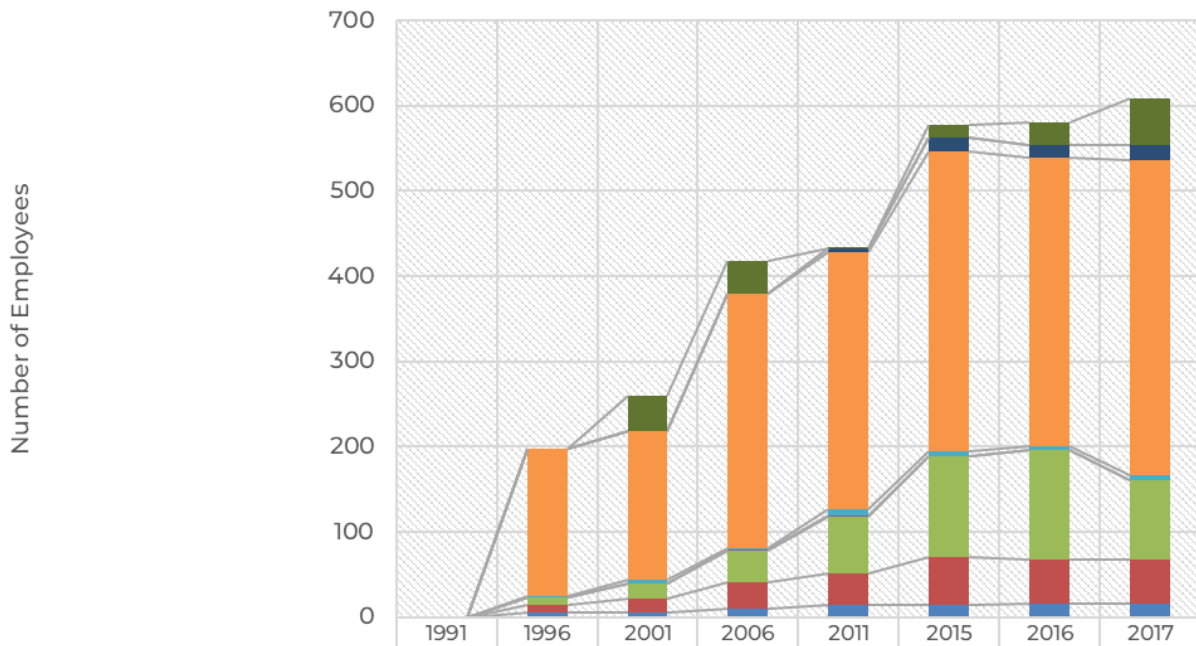
Historical Classified By Ethnicity



Historical Classified By Ethnicity

	1991	1996	2001	2006	2011	2015	2016	2017
■ Unknown	16	0	6	6	0	29	3	4
■ Some other race	0	0	0	0	0	0	0	0
■ More than one race	0	0	0	0	2	3	2	2
■ White	71	55	104	114	134	140	160	163
■ American Indian/Alaskan Native	0	1	1	2	5	7	5	4
■ Native Hawaiian/Pacific Islander	0	0	0	1	1	1	1	1
■ Latinx/Hispanic	0	15	32	42	67	69	83	95
■ Asian	0	1	9	11	17	22	27	27
■ African-American/Black	0	5	6	7	7	2	8	8

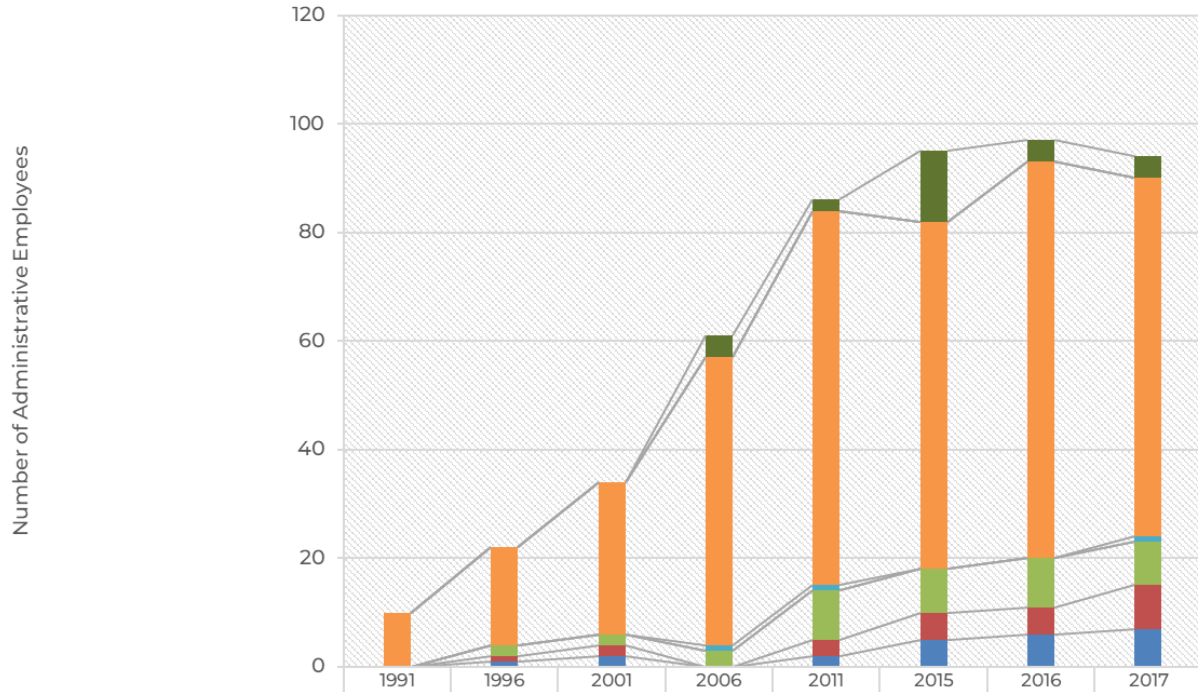
Historical Part-Time Faculty By Ethnicity



Historical Part-Time Faculty By Ethnicity

	1991	1996	2001	2006	2011	2015	2016	2017
Unknown	0	0	42	38	1	14	26	55
Some other race	0	0	0	0	0	0	0	0
More than one race	0	0	0	0	4	16	15	18
White	0	174	174	299	302	353	338	370
American Indian/Alaskan Native	0	1	4	2	7	6	5	5
Native Hawaiian/Pacific Islander	0	0	0	1	1	0	0	0
Latinx/Hispanic	0	9	19	37	67	118	128	93
Asian	0	9	15	31	36	55	52	52
African-American/Black	0	5	6	10	15	15	16	16

Historical Administrator Ethnicity and Number



Historical Administrator Ethnicity and Number

	1991	1996	2001	2006	2011	2015	2016	2017
Unknown	0	0	0	4	2	13	4	4
Some other race	0	0	0	0	0	0	0	0
More than one race	0	0	0	0	0	0	0	0
White	10	18	28	53	69	64	73	66
American Indian/Alaskan Native	0	0	0	1	1	0	0	1
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0
Latinx/Hispanic	0	2	2	3	9	8	9	8
Asian	0	1	2	0	3	5	5	8
African-American/Black	0	1	2	0	2	5	6	7

A Note To Our Readers

Our EEO Plan represents more than just a document; it is a blueprint for creating a welcoming and inclusive environment for all students, faculty, and staff at College of the Canyons. It underscores our commitment to equal opportunity, fair treatment, and the celebration of diverse perspectives. It is a living document that provides the resources to generate perpetual change and improvement.

Thank you for taking the time to review and help implement our EEO plan and vision at College of the Canyons.

EEO Plan Contact:
Dr. Rian Medlin, Chief Human Resource Officer
Rian.Medlin@Canyons.edu

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