COLLEGE OF THE CANYONS

Santa Clarita Community College District

Equal Employment Opportunity Plan

TABLE OF CONTENTS

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 andcreating 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 preparedto 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 bythe 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 employeeswho 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

I.   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 agendized 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,

5

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

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

   - 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.

4. ***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.

5. ***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 work force; 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.

6. ***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.

7. *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 Practioners 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."

8. *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.

9. *In-house or Promotional Only Hiring:* means that only existing District employees are eligible for a position.

10. *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.

11. *Monitored Group:* means the groups for which Districts must provide demographic data pursuant to section 53004.

12. *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.

13. *Reasonable Accommodation:* means the efforts made by the District in compliance with Government Code section 12926.

14. *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.

15. *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] 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.

a. *Board of Trustees*
The Governing Board is ultimately responsible for 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 Chancellors responsibility to ensure the EEO Plan shall:
1. Be developed in collaboration with the District's Equal Employment Advisory Committee;
2. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendized 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 State Chancellors 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 annual training in 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*

b. *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*.

c. *Equal Employment Opportunity Officer*

The District has designated the Assistant Superintendent/Vice President, Human Resources as, which 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.

d. *Equal 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

1. 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:

    - 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*

2. 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:

    - Four faculty members
    - One to two adjunct faculty members
    - Four classified members
    - Four administrators
    - Two students, if available.
    - Ex officio members may include Administrators and other employees involved in EEO processes.

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

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

- 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
- 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
- Develop communication protocols and practices across departments to foster understanding of the *Plan*
- Review the *Plan* and monitor its progress
- Recommend changes to the *Plan*

VII.   Complaints

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

The District established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation.

All complaints shall be signed and dated by the complainant and 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.

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.

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.

A complainant may not appeal the District's determination pursuant to Title 5, section 53026 to the State Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the State Chancellor's Office, but the complainant will be required to demonstrate that they made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the College and/or District level using the process provided by Title 5, section 53026.

The *Plan* complaint procedure is outlined below and detailed in Administrative Procedure (AP) 3435.

See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at:
http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx (Complaint Form)
http://extranet.cccco.edu/Divisions/Legal/Resources.aspx (Guidelines for Minimum Conditions Complaints)

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.

To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of filing the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of completion. The Equal Employment Opportunity Officer will forward copies of all written complaints to the State Chancellor's Office upon receipt. The State Chancellor's Office may require that the District provide a written investigative report within ninety (90) days. In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et seq.

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

The District has adopted Board Policies 3410 (Non-Discrimination) and 3430 (Prohibition of Harassment) for complaints alleging unlawful discrimination or harassment. The CHRO is responsible for receiving such complaints and for coordinating their investigation. The entire complaint procedure is outlined in Santa Clarita Community College District Administrative Procedures 3435 (Discrimination and Harassment Complaints and Investigations and 3434 (Responding to Harassment Based on Sex Under Title IX) and can be found online at:
http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/3000/Ap_3435.pdf
https://www.canyons.edu/_resources/documents/administration/board/bp-ap/3000generalinstitutions/AP3434.pdf

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.

IX.   Training for Screening/Selection Committees

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:

   a. The requirements of the Title 5 regulations on equal employment opportunity(section 53003(c)(6) et seq.),
   b. The requirements of federal and state nondiscrimination laws,
   c. The requirements of the District's Equal Employment Opportunity *Plan*,
   d. The District's policies on nondiscrimination, recruitment, and hiring,
   e. The educational benefits of workforce diversity,
   f. The recognizing and eliminating of bias in hiring decisions; and
   g. Best practices in serving on a selection or screening committee.

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.

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*.

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; and

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

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.

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.

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 nonfaculty,
> (4) secretarial/clerical,
> (5) technical and paraprofessional,
> (6) skilled crafts,
> service and maintenance (8) Part-time Faculty

XII.   A Process for Utilizing Data to Determine Whether Monitors Groups are Underrepresented

within District Job Categories – New Section on Availability Data Pending CCCCO Guidance

Recruitment, Hire, Retention, Promotion – My read of the feedback is that this section isn't actually needed.

XIII. 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
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
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)

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.

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

Significant Underrepresentation among Current Employees (See Appendix E)

Appendix E provides information on racial/ethnic demographics of the Santa Clarita Community College District's community, students and employees. Significantly 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 significantly 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. For Multi-ethnicity, because of the drop in the proportion of 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 District's 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 surrounding communities that are outside of the District.

Another analysis was to compare underrepresentation for applicants with regard to the students' demographics. The one group that was identified as underrepresented among applicants was the Latinx/Hispanic demographic. In Fall 2021 Latinx/Hispanic students were 49.1% and applicants were 31.8%.

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

Immediate recommendations include the following:

- Work closely with selection committee chairs to ensure advertising for positions reaches these underrepresented groups.
- Proactively inform qualified applicants of positions on various web-based platforms (i.e. LinkedIn).
- Expand recruitment efforts beyond the District's communities. Assess student's community of residence and focus recruitment efforts in these places.
- 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).
- Revise job announcements to include inclusive imagery along with diversity focused verbiage in the marketing materials that reflects the monitored and underrepresented groups.

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.

XIV. Methods to Address Underrepresentation

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.

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:

A. Recruitment

The District aggressively pursues a broad recruitment campaign that is equitable, inclusive, and open to all individuals.

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:

1. 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.
2. Recruitment for all open positions may include, but not be limited to, placement of job announcements using the following methods:
   a) General circulation newspapers and general circulation publications, including electronic media.
   b) Local and regional community sources.
   c) Recruitment sources that provide information in languages other than English.

d) Recruitment sources that provide information to low-income communities.

e) 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.

f) 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.

The District will survey applicants and employees and request input and assistance on resources and locations where openpositions 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 thislist.

B. Job Announcements

The District Office of Human Resources will ensure the following provisions:

1. Job announcements will state clearly the minimum qualifications setting forth the knowledge, skills, and abilities necessary to job performance. 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. Jobdescriptions, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed bythe District Office of Human Resources before the position is announced to ensure conformity with equal employment regulations and state and federal nondiscriminationlaws. All job announcements shall state that the District is an "Equal Employment Opportunity Employer".

2. The job announcements will include inclusive imagery along with diversity focused verbiage in the marketing materials that reflects the monitored and underrepresented groups.

3. 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.

4. 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.

C. Review of Initial and Qualified Applicant Pools

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:

- 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.
- 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."
- 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).

D. Search/Selection Committee Procedures

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.

All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:

- 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 diverseacademic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.
- Based on job-related criteria; and

- Designed to avoid an adverse impact.

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.

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.

Before a person can serve on a search/selection committee, they must receive equal employment opportunity and diversity training.

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.

All screening materials must be approved for compliance with equal employment opportunity principles. Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:

>   (1) 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.
>
>   (2) 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.

> (3) The EEO Officer may monitor each stage of the hiring process for potential adverse impact and bias before the process is allowed to continue.

>   If the CHRO or designee determines that any selection technique or procedure has adversely impacted any monitored group, the CHRO may do the following:
>   (1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
>   (2) 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.
>   (3) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

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 so 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.

XV.   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 significant 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 significant underrepresentation of a monitored group; and

    (3) Analysis to determine whether the group is significantly underrepresented.

B. Where the review described in subdivision (A) identifies that significant 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 significant underrepresentation occurs, develop, in conjunction with the Equal Employment Opportunity Officer, a recruitment and hiring program to assist in addressing the significant underrepresentation. The program should include additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups; whatever changes in staffing, curricular offerings or department structure would assist in attracting candidates from significantly 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 significantly underrepresented group;

    (3) The District will actively monitor the representation rate of each group, which was identified in Section XII as being significantly 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:

- Any requirements of federal law; and
- 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.

(4) 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.

(5) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

(6) Meet with the administrator for the division or department where the significant 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 significant underrepresentation.

(7) 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.

(8) Engage external stakeholders and organizations representing monitored groups to provide input to addressing cultural barriers to hiring and retaining individuals from underrepresented groups.

(9) Hold job fairs and other localized recruitment events which include invitations to individuals from monitored groups and organizations serving monitored group populations.

XVI.   Persons with Disabilities

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.

1.   Reasonable Accommodations

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.

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 applicationprocess. Requests can be made on the "Request for Reasonable Accommodations" form available on the Human Resources website.

2.   Goals for Persons with Disabilities

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.

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

XVII: Encouraging Graduate Employment in Community Colleges

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.

XVIII: DISTRICT & COLLEGE ACTIVITIES DEMONSTRATING ON-GOING COMMITMENT TO EEO/EMPLOYMENT DIVERSITY

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Convey in publications and website the district's commitment to diversity & EEO. **(53024.1(j))**	CHRO and Deputy Chancellor's Office	**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**	Survey students and employees regarding awareness of IDEAA and EEO information during Spring 2024 to review if changes are visible and easily accessible
Attendance at association conferences that support underrepresented groups in our adverse impact areas (Asian, Black, Hispanic)	CHRO and Chief Diversity Officer (CDEO), 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 employment opportunities to those groups. Review information received annually and plan strategically to attend key meetings and conferences based on subjects covered
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 police from diverse sources, broadening beyond local/community police staff, and ensuring the contextual differences in policing on college campuses in Fall 2023.**	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 end of each search to acquire feedback on how the training influenced their decision-making processes throughout the recruitment.
Incentives for hard-to-hire areas/disciplines.	CHRO Office, Center for Excellence in Teach & Learning, Office of Instruction	**The District continues its commitment to the Future Instructors in Training (FIT) internship program by increasing enrollment to 20 interns for Spring 2024**	The CHRO Office and the Office of Instruction is 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

33

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
			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.
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 FY2023-24 the District plans to engage in a comp and class study for Classified represented and Management classifications**	The District will 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 removed, 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 condu campus climate surveys**	Review results to address issues and make impactful changes to improve campus culture
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	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 our current employees, especially those long-term, to update how they identify.

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Component 10 of the EEO Plan.			
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.
Including DEIA in 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 CCCCO directives	Review changes annually to ensure that revisions are effective in developing staff, faculty and administrators that are IDEAA focused.

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, Suite140 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
Center20730 Soledad Street
Santa Clarita, CA
91351661-298-0152

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

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

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

Appendix B: Employee Demographics – Historical Perspective

All Employee Groups 1991 (Source - Fall 1991 Fact Book)

Sex	Administrators		FT Faculty		Classified		Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Male	7	70.0%	36	51.5%	31	35.6%	74	44.3%
Female	3	30.0%	34	48.5%	56	64.4%	93	55.7%
TOTAL	10	100.0%	70	100.0%	87	100.0%	167	100.0%
Racial/ Ethnic Group	Administrators		FT Faculty		Classified		Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Underrepresented	0	0.0%	7	10.0%	16	18.0%	23	13.8%
White	10	100.0%	63	90.0%	71	82.0%	144	86.2%
TOTAL	10	100.0%	70	100.0%	87	100.0%	167	100.0%

All Employee Groups 1996 (Source - Fall 1996 Fact Book)

Sex	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Male	11	50.0%	34	50.0%	27	35.1%	90	45.5%	162	44.4%
Female	11	50.0%	34	50.0%	50	64.9%	108	54.5%	203	55.6%
TOTAL	22	100.0%	68	100.0%	77	100.0%	198	100.0%	365	100.0%
Racial/ Ethnic Group	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all			#	% of all
African American	1	4.5%	1	1.5%	5	6.5%	5	2.5%	12	3.3%
Asian	1	4.5%	2	2.9%	1	1.3%	9	4.5%	13	3.6%
Hispanic/Latino	2	9.1%	1	1.5%	15	19.5%	9	4.5%	27	7.4%
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian/ Alaska Native	0	0.0%	0	0.0%	1	1.3%	1	0.5%	2	0.5%
White	18	81.8%	64	94.1%	55	71.4%	174	87.9%	311	85.2%
TOTAL	22	100.0%	68	100.0%	77	100.0%	198	100.0%	365	100.0%

All Employee Groups 2001 (Source – Datamart & Factbook)

Sex	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Male	16	47.1%	77	47.8%	66	41.8%	130	50.0%	289	47.1%
Female	18	52.9%	84	52.2%	92	58.2%	130	50.0%	324	52.9%
TOTAL	34	100.0%	161	100.0%	158	100.0%	260	100.0%	613	100.0%
Racial/Ethnic Group	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	2	5.9%	4	2.5%	6	3.8%	6	2.3%	18	2.9%
Asian	2	5.9%	8	5.0%	9	5.7%	15	5.8%	34	5.5%
Hispanic/Latino	2	5.9%	11	6.8%	32	20.3%	19	7.3%	64	10.4%
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian/ Alaska Native	0	0.0%	0	0.0%	1	0.6%	4	1.5%	5	0.8%
White	28	82.4%	128	79.5%	104	65.8%	174	66.9%	434	70.8%
More than 1 race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	10	6.2%	6	3.8%	42	16.2%	58	9.5%
TOTAL	34	100.0%	161	100.0%	158	100.0%	260	100.0%	613	100.0%

All Employee Groups 2006 (Source – Datamart & Factbook)

Sex	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Male	24	39.3%	75	45.2%	80	43.7%	213	51.0%	392	47.3%
Female	37	60.7%	91	54.8%	103	56.3%	205	49.0%	436	52.7%
TOTAL	61	100.0%	166	100.0%	183	100.0%	418	100.0%	828	100.0%
Racial/Ethnic Group	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	0	0.0%	6	3.6%	7	3.8%	10	2.4%	23	2.8%
Asian	0	0.0%	8	4.8%	11	6.0%	31	7.4%	50	6.0%
Hispanic/Latino	3	4.9%	14	8.4%	42	23.0%	37	8.9%	96	11.6%
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	1	0.5%	1	0.2%	2	0.2%
American Indian/ Alaska Native	1	1.6%	1	0.6%	2	1.1%	2	0.5%	6	0.7%
White	53	86.9%	130	78.3%	114	62.3%	299	71.5%	596	72.0%
More than 1 race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	4	6.6%	7	4.2%	6	3.3%	38	9.1%	55	6.6%
TOTAL	61	100.0%	166	100.0%	183	100.0%	418	100.0%	828	100.0%

All Employee Groups 2011 (Source – Datamart & Factbook)

Sex	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Male	43	50.0%	79	41.8%	100	42.9%	202	46.7%	424	45.1%
Female	43	50.0%	110	58.2%	133	57.1%	231	53.3%	517	54.9%
TOTAL	86	100.0%	189	100.0%	233	100.0%	433	100.0%	941	100.0%
Racial/Ethnic Group	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	2	2.3%	6	3.2%	7	3.0%	15	3.5%	30	3.2%
Asian	3	3.5%	11	5.8%	17	7.3%	36	8.3%	67	7.1%
Hispanic/Latino	9	10.5%	20	10.6%	67	28.8%	67	15.5%	163	17.3%
Native Hawaiian Pacific Islander	0	0.0%	0	0.0%	1	0.4%	1	0.2%	2	0.2%
American Indian/ Alaska Native	1	1.2%	3	1.6%	5	2.1%	7	1.6%	16	1.7%
White	69	80.2%	147	77.8%	134	57.5%	302	69.7%	652	69.3%
More than 1 race	0	0.0%	2	1.1%	2	0.9%	4	0.9%	8	0.9%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	2	2.3%	0	0.0%	0	0.0%	1	0.2%	3	0.3%
TOTAL	86	100.0%	189	100.0%	233	100.0%	433	100.0%	941	100.0%

All Employee Groups 2015 (Sources Datamart and Factbook)

Sex	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Male	49	51.6%	78	42.2%	111	40.7%	267	46.3%	505	44.7%
Female	46	48.4%	107	57.8%	162	59.3%	310	53.7%	625	55.3%
TOTAL	95	100.0%	185	100.0%	277	100.0%	577	100.0%	1,134	100.0%
Racial/Ethnic Group	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	5	5.3%	5	2.7%	2	0.7%	15	2.6%	27	2.4%
Asian	5	5.3%	15	8.1%	22	8.1%	55	9.5%	97	8.6%
Hispanic/Latino	8	8.4%	27	14.6%	69	25.3%	118	20.5%	222	19.6%
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	1	0.4%	0	0.0%	1	0.1%
American Indian/ Alaska Native	0	0.0%	2	1.1%	7	2.6%	6	1.0%	15	1.3%
White	64	67.4%	134	72.4%	140	51.3%	353	61.2%	691	61.2%
More than 1 race	0	0.0%	2	1.1%	3	1.1%	16	2.8%	21	1.9%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	13	13.7%	0	0.0%	29	10.6%	14	2.4%	56	5.0%
TOTAL	95	100.0%	185	100.0%	273	100.0%	577	100.0%	1,134	100.0%

All Employee Groups 2016 (Datamart & Fact Book)

Sex	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Male	50	51.5%	85	41.3%	115	39.8%	272	46.9%	522	44.5%
Female	47	48.5%	121	58.7%	174	60.2%	308	53.1%	650	55.5%
TOTAL	97	100.0%	206	100.0%	289	100.0%	580	100.0%	1,172	100.0%

Racial/Ethnic Group	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	6	6.2%	6	2.9%	8	2.8%	16	2.8%	36	3.1%
Asian	5	5.2%	15	7.3%	27	9.3%	52	9.0%	99	8.4%
Hispanic/Latino	9	9.3%	33	16.0%	83	28.7%	128	22.1%	253	21.6%
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	1	0.3%	0	0.0%	1	0.1%
American Indian/ Alaska Native	0	1.1%	2	1.0%	5	1.7%	5	0.9%	12	1.0%
White	73	75.3%	147	71.4%	160	55.4%	338	58.3%	718	61.3%
More than 1 race	0	0.0%	2	1.0%	2	0.7%	15	2.6%	19	1.6%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	4	4.1%	1	0.5%	3	1.0%	26	4.5%	34	2.9%
TOTAL	97	100.0%	206	100.0%	289	100.0%	580	100.0%	1,172	100.0%

All Employee Groups 2017 (Datamart & Factbook)

Sex	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Male	45	47.9%	93	42.3%	125	41.1%	291	46.7%	554	44.6%
Female	49	52.1%	127	57.7%	179	58.9%	332	53.3%	687	55.4%
TOTAL	94	100.0%	220	100.0%	304	100.0%	623	100.0%	1,241	100.0%

Racial/Ethnic Group	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	7	7.4%	6	2.7%	8	2.6%	21	3.4%	42	3.4%
Asian	8	8.5%	16	7.3%	27	8.9%	61	9.8%	112	9.0%
Hispanic/Latino	8	8.5%	36	16.4%	95	31.3%	93	14.9%	232	18.7%
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	1	0.3%	0	0.0%	1	0.1%
American Indian/ Alaska Native	1	1.1%	2	0.9%	4	1.3%	5	0.8%	12	1.0%
White	66	70.2%	153	69.5%	163	53.6%	370	59.4%	752	60.6%
More than 1 race	0	0.0%	2	0.9%	2	0.7%	18	2.9%	22	1.8%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	4	4.3%	5	2.3%	4	1.3%	55	8.8%	68	5.5%
TOTAL	94	100.0%	220	100.0%	304	100.0%	623	100.0%	1,241	100.0%

Appendix C - Applicant Progression Data - Totals by Employee Group, Sex, and Ethnicity (2015-16)

Applicant Progression by Ethnicity

Progression - Disaggregated by Ethnicity	African American			American Indian/ Alaskan Native			Asian			Caucasian		
	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate
Total Applicants	339	8%	100%	18	0%	100%	413	10%	100%	1,795	42%	100%
Incomplete/Late/Withdraw n Applicants	64	7%	19%	2	0%	-	102	12%	-	360	42%	-
Completed Applications	275	8%	81%	16	0%	89%	311	9%	75%	1,435	43%	80%
Complete/on-time applicants who do not meet MQs	102	9%	37%	6	1%	-	74	6%	-	504	44%	-
Complete/on-time applicants who met MQs	173	8%	63%	10	0%	63%	237	11%	76%	930	42%	65%
Applicants selected for first level interviews	54	7%	31%	1	0%	10%	85	11%	36%	373	47%	40%
Applicants selected for final interview s	19	6%	35%	1	0%	100%	24	7%	28%	167	51%	45%
Applicants hired	11	6%	58%	1	1%	100%	17	9%	71%	105	53%	63%

Progression - Disaggregated by Ethnicity	Hispanic/Latino			Two or More Races			Hawaiian/ Pacific Islander			Unknown/Decline			Total Applicants		
	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate
Total Applicants	993	24%	100%	188	4%	100%	9	0%	100%	469	11%	100%	4,224	100%	100%
Incomplete/Late/Withdraw n Applicants	194	23%	20%	33	4%	18%	1	0%	11%	102	12%	22%	858	100%	20%
Completed Applications	799	24%	80%	155	5%	82%	8	0%	89%	367	11%	78%	3,366	100%	80%
Complete/on-time applicants who do not meet MQs	273	24%	34%	63	5%	41%	2	0%	25%	131	11%	36%	1,155	100%	34%
Complete/on-time applicants who met MQs	525	24%	66%	92	4%	59%	6	0%	75%	236	11%	64%	2,209	100%	66%
Applicants selected for first level interviews	170	21%	32%	27	3%	29%		0%	0%	81	10%	34%	791	100%	36%
Applicants selected for final interviews	68	21%	40%	9	3%	33%		0%		41	12%	51%	329	100%	42%
Applicants hired	32	16%	47%	6	3%	67%		0%		25	13%	61%	197	100%	60%

Applicant Progression by Sex

Progression - Disaggregated by Sex	Male			Female			Unknown			Total Applicants		
	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate
Total Applicants	1,769	42%	100%	2,272	54%	100%	183	4%	100%	4,224	100%	100%
Incomplete/Late/Withdrawn Applicants	418	49%	24%	393	46%	17%	47	5%	26%	858	100%	20%
Completed Applications	1,351	40%	76%	1,879	56%	83%	136	4%	74%	3,366	100%	80%
Complete/on-time applicants who do not meet MQs	422	37%	31%	693	60%	37%	40	3%	29%	1,155	100%	34%
Complete/on-time applicants who met MQs	929	42%	69%	1,184	54%	63%	96	4%	71%	2,209	100%	66%
Applicants selected for first level interviews	330	42%	36%	423	53%	36%	38	5%	40%	791	100%	36%
Applicants selected for final interviews	129	39%	39%	181	55%	43%	19	6%	50%	329	100%	42%
Applicants hired	77	39%	60%	106	54%	59%	14	7%	74%	197	100%	60%

Applicant Progression by Employee Group

Progression - Disaggregated by Employee Group	Administrators			Full-Time Faculty			Classified Staff			Part-Time Faculty			Total Applicants		
	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate
Total Applicants	313	7%	100%	488	12%	100%	1,872	44%	100%	1,551	37%	100%	4,224	100%	100%
Incomplete/Late/Withdrawn Applicants	59	7%	19%	146	17%	30%	251	29%	13%	402	47%	26%	858	100%	20%
Completed Applications	254	8%	81%	342	10%	70%	1,621	48%	87%	1,149	34%	74%	3,366	100%	80%
Complete/on-time applicants who do not meet MQs	58	5%	23%	18	2%	5%	491	43%	30%	588	51%	51%	1,155	100%	34%
Complete/on-time applicants who met MQs	196	9%	77%	324	15%	95%	1,130	51%	70%	559	25%	49%	2,209	100%	66%
Applicants selected for first level interviews	78	10%	40%	110	14%	34%	358	45%	32%	245	31%	44%	791	100%	36%
Applicants selected for final interviews	31	9%	40%	35	11%	32%	133	40%	37%	130	40%	53%	329	100%	42%
Applicants hired	16	8%	52%	11	6%	31%	45	23%	34%	125	63%	96%	197	100%	60%

Applicant Progression Data - Totals by Employee Group, Sex, and Ethnicity (2016-17)

Applicant Progression by Ethnicity

Progression - Disaggregated by Ethnicity	African American			American Indian/ Alaskan Native			Asian			Caucasian		
	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate
Total Applicants	342	8%	100%	15	0%	100%	324	8%	100%	1,774	44%	100%
Incomplete/Late/Withdrawn Applicants	73	8%	21%	5	1%	33%	74	8%	23%	390	43%	22%
Completed Applications	269	9%	79%	10	0%	67%	250	8%	77%	1,384	44%	78%
Complete/on-time applicants who do not meet MQs	130	11%	48%	5	0%	50%	87	7%	35%	471	40%	34%
Complete/on-time applicants who met MQs	139	7%	52%	5	0%	50%	163	8%	65%	912	46%	66%
Applicants selected for first level interviews	39	6%	28%	2	0%	40%	63	9%	39%	335	48%	37%
Applicants selected for final interviews	14	5%	36%	1	0%	50%	23	8%	37%	134	48%	40%
Applicants hired	7	5%	50%	1	1%	100%	12	8%	52%	72	49%	54%

Progression - Disaggregated by Ethnicity	Hispanic/Latino			Two or More Races			Hawaiian/ Pacific Islander			Unknown/Decline			Total Applicants		
	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate
Total Applicants	866	21%	100%	201	5%	100%	5	0%	100%	534	13%	100%	4,061	100%	100%
Incomplete/Late/Withdrawn Applicants	193	21%	22%	30	3%	15%	3	0%	60%	143	16%	27%	911	100%	22%
Completed Applications	673	21%	78%	171	5%	85%	2	0%	40%	391	12%	73%	3,150	100%	78%
Complete/on-time applicants who do not meet MQs	243	21%	36%	85	7%	50%	1	0%	50%	145	12%	37%	1,167	100%	37%
Complete/on-time applicants who met MQs	430	22%	64%	86	4%	50%	1	0%	50%	246	12%	63%	1,982	100%	63%
Applicants selected for first level interviews	163	23%	38%	22	3%	26%		0%	0%	74	11%	30%	698	100%	35%

	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate
Applicants selected for final interviews	69	25%	42%	11	4%	50%		0%		29	10%	39%	281	100%	40%
Applicants hired	34	23%	49%	5	3%	45%		0%		16	11%	55%	147	100%	52%

Applicant Progression by Employee Group

Progression - Disaggregated by Employee Group	Administrators			Full-Time Faculty			Classified Staff			Part-Time Faculty			Total Applicants		
	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate
Total Applicants	492	12%	100%	983	24%	100%	1,114	27%	100%	1,472	36%	100%	4,061	100%	100%
Incomplete/Late/Withdrawn Applicants	108	12%	22%	282	31%	29%	167	18%	15%	354	39%	24%	911	100%	22%
Completed Applications	384	12%	78%	701	22%	71%	947	30%	85%	1,118	35%	76%	3,150	100%	78%
Complete/on-time applicants who do not meet MQs	139	12%	36%	97	8%	14%	271	23%	29%	660	57%	59%	1,167	100%	37%
Complete/on-time applicants who met MQs	245	12%	64%	604	30%	86%	676	34%	71%	457	23%	41%	1,982	100%	63%
Applicants selected for first level interviews	109	16%	44%	167	24%	28%	224	32%	33%	198	28%	43%	698	100%	35%
Applicants selected for final interviews	43	15%	39%	64	23%	38%	86	31%	38%	88	31%	44%	281	100%	40%
Applicants hired	13	9%	30%	19	13%	30%	28	19%	33%	87	59%	99%	147	100%	52%

Applicant Progression by Sex

Progression - Disaggregated by Sex	Male			Female			Unknown			Total Applicants		
	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate
Total Applicants	1,873	46%	100%	1,950	48%	100%	238	6%	100%	4,061	100%	100%
Incomplete/Late/Withdrawn Applicants	457	50%	24%	391	43%	20%	63	7%	26%	911	100%	22%
Completed Applications	1,416	45%	76%	1,559	49%	80%	175	6%	74%	3,150	100%	78%
Complete/on-time applicants who do not meet MQs	522	45%	37%	592	51%	38%	53	5%	30%	1,167	100%	37%
Complete/on-time applicants who met MQs	894	45%	63%	966	49%	62%	122	6%	70%	1,982	100%	63%
Applicants selected for first level interviews	313	45%	35%	355	51%	37%	30	4%	25%	698	100%	35%
Applicants selected for final interviews	124	44%	40%	147	52%	41%	10	4%	33%	281	100%	40%
Applicants hired	70	48%	56%	71	48%	48%	6	4%	60%	147	100%	52%

Applicant Progression Data - Totals by Employee Group, Sex, and Ethnicity (2017-18)

Applicant Progression by Ethnicity

Progression - Disaggregated by Ethnicity	African American			American Indian/ Alaskan Native			Asian			Caucasian		
	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate
Total Applicants	245	7%	100%	8	0%	100%	267	7%	100%	1,563	42%	100%
Incomplete/Late/Withdraw n Applicants	46	7%	19%	2	0%	25%	79	11%	30%	267	39%	17%
Completed Applications	199	7%	81%	6	0%	75%	188	6%	70%	1296	43%	83%
Complete/on-time applicants who do not meet MQs	88	8%	44%	2	0%	33%	79	7%	42%	498	43%	38%
Complete/on-time applicants who met MQs	111	6%	56%	4	0%	67%	109	6%	58%	798	44%	62%
Applicants selected for first level interviews	38	6%	34%	2	0%	50%	44	7%	40%	282	43%	35%
Applicants selected for final interviews	18	7%	47%	1	0%	50%	16	6%	36%	120	44%	43%
Applicants hired	9	7%	50%		0%	0%	9	7%	56%	56	42%	47%

Progression - Disaggregated by Ethnicity	Hispanic/Latino			Two or More Races			Hawaiian / Pacific Islander			Unknown/ Decline			Total Applicants		
	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate
Total Applicants	941	26%	100%	157	4%	100%	12	0%	100%	494	13%	100%	3,687	100%	100%
Incomplete/Late/Withdraw n Applicants	157	23%	17%	25	4%	16%	2	0%	17%	113	16%	23%	691	100%	19%
Completed Applications	784	26%	83%	132	4%	84%	10	0%	83%	381	13%	77%	2,996	100%	81%
Complete/on-time applicants who do not meet MQs	282	24%	36%	58	5%	44%	5	0%	50%	154	13%	40%	1166	100%	39%
Complete/on-time applicants who met MQs	502	27%	64%	74	4%	56%	5	0%	50%	227	12%	60%	1,830	100%	61%
Applicants selected for first level interviews	181	28%	36%	27	4%	36%	3	0%	60%	76	12%	33%	653	100%	36%
Applicants selected for final interviews	70	25%	39%	12	4%	44%	1	0%	33%	37	13%	49%	275	100%	42%
Applicants hired	36	27%	51%	6	5%	50%	1	1%	100%	15	11%	41%	132	100%	48%

Applicant Progression by Sex

Progression - Disaggregated by Sex	Male			Female			Unknown			Total Applicants		
	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate
Total Applicants	1280	35%	100%	2,170	59%	100%	237	6%	100%	3,687	100%	100%
Incomplete/Late/Withdrawn Applicants	301	44%	24%	335	48%	15%	55	8%	23%	691	100%	19%
Completed Applications	979	33%	76%	1,835	61%	85%	182	6%	77%	2,996	100%	81%
Complete/on-time applicants who do not meet MQs	400	34%	41%	680	58%	37%	86	7%	47%	1166	100%	39%
Complete/on-time applicants who met MQs	579	32%	59%	1155	63%	63%	96	5%	53%	1,830	100%	61%
Applicants selected for first level interviews	215	33%	37%	406	62%	35%	32	5%	33%	653	100%	36%
Applicants selected for final interviews	92	33%	43%	166	60%	41%	17	6%	53%	275	100%	42%
Applicants hired	57	43%	62%	71	54%	43%	4	3%	24%	132	100%	48%

Applicant Progression by Employee Group

Progression - Disaggregated by Employee Group	Administrators			Full-Time Faculty			Classified Staff			Part-Time Faculty			Total Applicants	
	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	Progression Rate
Total Applicants	86	2%	100%	468	13%	100%	1,814	49%	100%	1,319	36%	100%	3,687	100%
Incomplete/Late/Withdrawn Applicants	26	4%	30%	152	22%	32%	200	29%	11%	313	45%	24%	691	19%
Completed Applications	60	2%	70%	316	11%	68%	1,614	54%	89%	1,006	34%	76%	2,996	81%
Complete/on-time applicants who do not meet MQs	19	2%	32%	35	3%	11%	475	41%	29%	637	55%	63%	1166	32%
Complete/on-time applicants who met MQs	41	2%	68%	281	15%	89%	1,139	62%	71%	369	20%	28%	1,830	61%
Applicants selected for first level interviews	27	4%	66%	90	14%	32%	417	64%	37%	119	18%	9%	653	36%
Applicants selected for final interviews	18	7%	67%	33	12%	37%	163	59%	39%	61	22%	5%	275	42%
Applicants hired	8	6%	44%	11	8%	33%	53	40%	33%	60	45%	5%	132	48%

Applicant Progression - Administators 2015-2016

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	179	57%	116	37%	18	6%	313	100%
Incomplete/Late/Withdrawn Applicants	28	47%	25	42%	6	10%	59	100%
Completed Applications	151	59%	91	36%	12	5%	254	100%
Complete/on-time applicants who do not meet MQs	31	53%	25	43%	2	3%	58	100%
Complete/on-time applicants who met MQs	120	61%	66	34%	10	5%	196	100%
Applicants selected for first level interviews	46	59%	25	32%	7	9%	78	100%
Applicants selected for final interviews	19	61%	8	26%	4	13%	31	100%
Applicants hired	8	50%	7	44%	1	6%	16	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	179	57%	116	37%	18	6%	313	100%
Incomplete/Late/Withdrawn Applicants	28	47%	25	42%	6	10%	59	100%
Completed Applications	151	59%	91	36%	12	5%	254	100%
Complete/on-time applicants who do not meet MQs	31	53%	25	43%	2	3%	58	100%
Complete/on-time applicants who met MQs	120	61%	66	34%	10	5%	196	100%
Applicants selected for first level interviews	46	59%	25	32%	7	9%	78	100%
Applicants selected for final interviews	19	61%	8	26%	4	13%	31	100%
Applicants hired	8	50%	7	44%	1	6%	16	100%

Progression - Disaggregated by Ethnicity	Hispanic/Latino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/Decline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	49	16%	12	4%	1	0%	48	15%	313	100%
Incomplete/Late/Withdrawn Applicants	9	15%	2	3%	0	0%	11	19%	59	100%
Completed Applications	40	16%	10	4%	1	0%	37	15%	254	100%
Complete/on-time applicants who do not meet MQs	10	17%	4	7%	0	0%	7	12%	58	100%
Complete/on-time applicants who met MQs	30	15%	6	3%	1	1%	30	15%	196	100%
Applicants selected for first level interviews	11	14%	4	5%	0	0%	14	18%	78	100%
Applicants selected for final interviews	5	16%	1	3%	0	0%	7	23%	31	100%
Applicants hired	2	13%	1	6%	0	0%	3	19%	16	100%

Updated 11/2/18

Applicant Progression - Administrators 2016-2017

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	251	51%	225	46%	16	3%	492	100%
Incomplete/Late/Withdrawn Applicants	64	59%	41	38%	3	3%	108	100%
Completed Applications	187	49%	184	48%	13	3%	384	100%
Complete/on-time applicants who do not meet MQs	70	50%	63	45%	6	4%	139	100%
Complete/on-time applicants who met MQs	117	48%	121	49%	7	3%	245	100%
Applicants selected for first level interviews	45	41%	62	57%	2	2%	109	100%
Applicants selected for final interviews	18	42%	25	58%	0	0%	43	100%
Applicants hired	6	46%	7	54%	0	0%	13	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	66	13%	3	1%	38	8%	223	45%
Incomplete/Late/Withdrawn Applicants	12	11%	1	1%	10	9%	44	41%
Completed Applications	54	14%	2	1%	28	7%	179	47%
Complete/on-time applicants who do not meet MQs	25	18%	0	0%	6	4%	73	53%
Complete/on-time applicants who met MQs	29	12%	2	1%	22	9%	106	43%
Applicants selected for first level interviews	5	5%	1	1%	11	10%	53	49%

	#	%	#	%	#	%	#	%		
Applicants selected for final interviews	3	7%	0	0%	5	12%	24	56%		
Applicants hired	0	0%	0	0%	1	8%	9	69%		

Progression - Disaggregated by Ethnicity	Hispanic/Latino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/Decline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	82	17%	22	4%	1	0%	57	12%	492	100%
Incomplete/Late/Withdrawn Applicants	22	20%	4	4%	1	1%	14	13%	108	100%
Completed Applications	60	16%	18	5%	0	0%	43	11%	384	100%
Complete/on-time applicants who do not meet MQs	10	7%	10	7%	0	0%	15	11%	139	100%
Complete/on-time applicants who met MQs	50	20%	8	3%	0	0%	28	11%	245	100%
Applicants selected for first level interviews	24	22%	6	6%	0	0%	9	8%	109	100%
Applicants selected for final interviews	4	9%	4	9%	0	0%	3	7%	43	100%
Applicants hired	1	8%	1	8%	0	0%	1	8%	13	100%

Updated 11/2/18   44

Applicant Progression - Administrators 2017-2018

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	54	63%	27	31%	5	6%	86	100%
Incomplete/Late/Withdrawn Applicants	14	54%	11	42%	1	4%	26	100%
Completed Applications	40	67%	16	27%	4	7%	60	100%
Complete/on-time applicants who do not meet MQs	10	53%	8	42%	1	5%	19	100%
Complete/on-time applicants who met MQs	30	73%	8	20%	3	7%	41	100%
Applicants selected for first level interviews	21	78%	4	15%	2	7%	27	100%
Applicants selected for final interviews	14	78%	2	11%	2	11%	18	100%
Applicants hired	7	88%	1	13%	0	0%	8	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	11	13%	0	0%	15	17%	30	35%
Incomplete/Late/Withdrawn Applicants	6	23%	0	0%	6	23%	5	19%
Completed Applications	5	8%	0	0%	9	15%	25	42%
Complete/on-time applicants who do not meet MQs	2	11%	0	0%	2	11%	6	32%
Complete/on-time applicants who met MQs	3	7%	0	0%	7	17%	19	46%
Applicants selected for first level interviews	3	11%	0	0%	7	26%	12	44%

	#	%	#	%	#	%	#	%		
Applicants selected for final interviews	2	11%	0	0%	2	11%	10	56%		
Applicants hired	1	13%	0	0%	0	0%	7	88%		

Progression - Disaggregated by Ethnicity	Hispanic/Latino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/Decline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	13	15%	3	3%	0	0%	14	16%	86	100%
Incomplete/Late/Withdrawn Applicants	4	15%	0	0%	0	0%	5	19%	26	100%
Completed Applications	9	15%	3	5%	0	0%	9	15%	60	100%
Complete/on-time applicants who do not meet MQs	2	11%	1	5%	0	0%	6	32%	19	100%
Complete/on-time applicants who met MQs	7	17%	2	5%	0	0%	3	7%	41	100%
Applicants selected for first level interviews	3	11%	0	0%	0	0%	2	7%	27	100%
Applicants selected for final interviews	2	11%	0	0%	0	0%	2	11%	18	100%
Applicants hired	0	0%	0	0%	0	0%	0	0%	8	100%
Updated 11/2/18			45							

Applicant Progression - Full-Time Faculty 2015-2016

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	264	54%	205	42%	19	4%	488	100%
Incomplete/Late/Withdrawn Applicants	88	60%	51	35%	7	5%	146	100%
Completed Applications	176	51%	154	45%	12	4%	342	100%
Complete/on-time applicants who do not meet MQs	7	39%	11	61%	0	0%	18	100%
Complete/on-time applicants who met MQs	169	52%	143	44%	12	4%	324	100%
Applicants selected for first level interviews	56	51%	49	45%	5	5%	110	100%
Applicants selected for final interviews	14	40%	20	57%	1	3%	35	100%
Applicants hired	4	36%	6	55%	1	9%	11	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	24	5%	1	0%	89	18%	194	40%
Incomplete/Late/Withdrawn Applicants	8	5%	1	1%	29	20%	61	42%
Completed Applications	16	5%	0	0%	60	18%	133	39%
Complete/on-time applicants who do not meet MQs	1	6%	0	0%	0	0%	6	33%
Complete/on-time applicants who met MQs	15	5%	0	0%	60	19%	127	39%
Applicants selected for first level interviews	2	2%	0	0%	22	20%	50	45%

	Hispanic/Latino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/Decline to State		Grand Total	
Applicant s select ed for final interviews	1	3%	0	0%	4	11%	19	54%		
Applicant s hired	0	0%	0	0%	2	18%	6	55%		
Progression - Disaggregated by Ethnicity	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	119	24%	14	3%	0	0%	47	10%	488	100 %
Incomplete/Late/Withdrawn Applicant s	28	19%	3	2%	0	0%	16	11%	146	100 %
Completed Applications	91	27%	11	3%	0	0%	31	9%	342	100 %
Complete/on-time applicant s who do not meet MQs	5	28%	4	22%	0	0%	2	11%	18	100 %
Complet e/on-t ime applicant s who met MQs	86	27%	7	2%	0	0%	29	9%	324	100 %
Applicant s select ed for first level int erviews	21	19%	2	2%	0	0%	13	12%	110	100 %
Applicant s select ed for final interviews	8	23%	0	0%	0	0%	3	9%	35	100 %
Applicant s hired	2	18%	0	0%	0	0%	1	9%	11	100 %
Updated 11/2/18			46							

Applicant Progression - Full-Time Faculty 2016-2017

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	507	52%	381	39%	95	10%	983	100%
Incomplet e/Late/Wit hdrawn Applicant s	145	51%	104	37%	33	12%	282	100%
Complet ed Applicat ions	362	52%	277	40%	62	9%	701	100%
Complet e/on-t ime applicant s who do not meet MQs	55	57%	35	36%	7	7%	97	100%
Complet e/on-t ime applicant s who met MQs	307	51%	242	40%	55	9%	604	100%
Applicant s select ed for first level int erviews	76	46%	82	49%	9	5%	167	100%
Applicant s select ed for final interviews	28	44%	35	55%	1	2%	64	100%
Applicant s hired	8	42%	11	58%	0	0%	19	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaska n Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	76	8%	4	0%	64	7%	481	49%
Incomplet e/Late/Wit hdrawn Applicant s	23	8%	3	1%	17	6%	126	45%
Complet ed Applicat ions	53	8%	1	0%	47	7%	355	51%
Complet e/on-t ime applicant s who do not meet MQs	18	19%	0	0%	9	9%	32	33%
Complet e/on-t ime applicant s who met MQs	35	6%	1	0%	38	6%	323	53%
Applicant s select ed for first level int erviews	12	7%	0	0%	8	5%	91	54%

	#	%	#	%	#	%	#	%
Applicants selected for final interviews	3	5%	0	0%	2	3%	40	63%
Applicants hired	0	0%	0	0%	1	5%	12	63%

Progression - Disaggregated by Ethnicity	Hispanic/Latino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/De cline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	151	15%	45	5%	1	0%	161	16%	983	100%
Incomplete/Late/Withdrawn Applicants	48	17%	9	3%	1	0%	55	20%	282	100%
Completed Applications	103	15%	36	5%	0	0%	106	15%	701	100%
Complete/on-time applicants who do not meet MQs	12	12%	13	13%	0	0%	13	13%	97	100%
Complete/on-time applicants who met MQs	91	15%	23	4%	0	0%	93	15%	604	100%
Applicants selected for first level interviews	30	18%	7	4%	0	0%	19	11%	167	100%
Applicants selected for final interviews	9	14%	4	6%	0	0%	6	9%	64	100%
Applicants hired	5	26%	1	5%	0	0%	0	0%	19	100%
Updated 11/2/18			47							

Applicant Progression - Full-Time Faculty 2017-2018

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	224	48%	208	44%	36	8%	468	100 %
Incomplet e/Late/Wit hdrawn Applicant s	79	52%	55	36%	18	12%	152	100 %
Complet ed Applicat ions	145	46%	153	48%	18	6%	316	100 %
Complet e/on-t ime applicant s who do not meet MQs	14	40%	18	51%	3	9%	35	100 %
Complet e/on-t ime applicant s who met MQs	131	47%	135	48%	15	5%	281	100 %
Applicant s select ed for first level int erviews	36	40%	51	57%	3	3%	90	100 %
Applicant s select ed for final interviews	10	30%	21	64%	2	6%	33	100 %
Applicant s hired	6	55%	5	45%	0	0%	11	100 %

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaska n Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	38	8%	0	0%	42	9%	219	47%
Incomplet e/Late/Wit hdrawn Applicant s	7	5%	0	0%	20	13%	69	45%
Complet ed Applicat ions	31	10%	0	0%	22	7%	150	47%
Complet e/on-t ime applicant s who do not meet MQs	6	17%	0	0%	1	3%	15	43%
Complet e/on-t ime applicant s who met MQs	25	9%	0	0%	21	7%	135	48%
Applicant s select ed for first level int erviews	6	7%	0	0%	9	10%	51	57%

	1	3%	0	0%	2	6%	22	67%		
Applicant s select ed for final interviews	1	3%	0	0%	2	6%	22	67%		
Applicant s hired	1	9%	0	0%	2	18%	5	45%		

Progression - Disaggregated by Ethnicity	Hispanic/Latino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/Decline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	67	14%	21	4%	1	0%	80	17%	468	100%
Incomplet e/Late/Wit hdrawn Applicant s	21	14%	5	3%	0	0%	30	20%	152	100%
Complet ed Applicat ions	46	15%	16	5%	1	0%	50	16%	316	100%
Complet e/on-t ime applicant s who do not meet MQs	5	14%	4	11%	0	0%	4	11%	35	100%
Complet e/on-t ime applicant s who met MQs	41	15%	12	4%	1	0%	46	16%	281	100%
Applicant s select ed for first level int erviews	11	12%	4	4%	1	1%	8	9%	90	100%
Applicant s select ed for final interviews	3	9%	2	6%	0	0%	3	9%	33	100%
Applicant s hired	1	9%	1	9%	0	0%	1	9%	11	100%

| Updated 11/2/18 | | 48 | | | | | | | | |

Applicant Progression - Classified Staff 2015-2016

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	613	33%	1198	64%	61	3%	1872	100%
Incomplet e/Late/Wit hdrawn Applicant s	114	45%	125	50%	12	5%	251	100%
Complet ed Applicat ions	499	31%	1073	66%	49	3%	1621	100%
Complet e/on-t ime applicant s who do not meet MQs	135	27%	346	70%	10	2%	491	100%
Complet e/on-t ime applicant s who met MQs	364	32%	727	64%	39	3%	1130	100%
Applicant s select ed for first level int erviews	113	32%	234	65%	11	3%	358	100%
Applicant s select ed for final interviews	41	31%	89	67%	3	2%	133	100%
Applicant s hired	12	27%	32	71%	1	2%	45	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaska n Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	154	8%	5	0%	149	8%	705	38%
Incomplet e/Late/Wit hdrawn Applicant s	19	8%	1	0%	23	9%	74	29%
Complet ed Applicat ions	135	8%	4	0%	126	8%	631	39%
Complet e/on-t ime applicant s who do not meet MQs	33	7%	0	0%	31	6%	193	39%
Complet e/on-t ime applicant s who met MQs	102	9%	4	0%	95	8%	438	39%
Applicant s select ed for first level int erviews	33	9%	0	0%	27	8%	155	43%

	#	%	#	%	#	%	#	%		
Applicant s select ed for final interviews	8	6%	0	0%	10	8%	62	47%		
Applicant s hired	2	4%	0	0%	5	11%	23	51%		

Progression - Disaggregated by Ethnicity	Hispanic/Lat ino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/De cline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	562	30%	102	5%	5	0%	190	10%	1872	100%
Incomplet e/Late/Wit hdrawn Applicant s	90	36%	12	5%	1	0%	31	12%	251	100%
Complet ed Applicat ions	472	29%	90	6%	4	0%	159	10%	1621	100%
Complet e/on-t ime applicant s who do not meet MQs	153	31%	30	6%	0	0%	51	10%	491	100%
Complet e/on-t ime applicant s who met MQs	319	28%	60	5%	4	0%	108	10%	1130	100%
Applicant s select ed for first level int erviews	101	28%	14	4%	0	0%	28	8%	358	100%
Applicant s select ed for final interviews	38	29%	3	2%	0	0%	12	9%	133	100%
Applicant s hired	12	27%	1	2%	0	0%	2	4%	45	100%

Updated 11/2/18			49							

Applicant Progression - Classified Staff 2016-2017

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	810	29%	1854	67%	121	4%	2785	100 %
Incomplet e/Late/Wit hdrawn Applicant s	154	38%	239	58%	17	4%	410	100 %
Complet ed Applicat ions	656	28%	1615	68%	104	4%	2375	100 %
Complet e/on-t ime applicant s who do not meet MQs	204	28%	485	68%	29	4%	718	100 %
Complet e/on-t ime applicant s who met MQs	452	27%	1130	68%	75	5%	1657	100 %
Applicant s select ed for first level int erviews	168	33%	330	64%	18	3%	516	100 %
Applicant s select ed for final interviews	71	34%	131	64%	4	2%	206	100 %
Applicant s hired	22	36%	38	62%	1	2%	61	100 %

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaska n Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	74	7%	4	0%	90	8%	423	38%
Incomplet e/Late/Wit hdrawn Applicant s	12	7%	1	1%	7	4%	75	45%
Complet ed Applicat ions	62	7%	3	0%	83	9%	348	37%
Complet e/on-t ime applicant s who do not meet MQs	20	7%	2	1%	27	10%	93	34%
Complet e/on-t ime applicant s who met MQs	42	6%	1	0%	56	8%	255	38%
Applicant s select ed for first level int erviews	9	4%	0	0%	20	9%	88	39%

	#	% of all	#	% of all	#	% of all	#	% of all		
Applicants selected for final interviews	2	2%	0	0%	5	6%	31	36%		
Applicants hired	1	4%	0	0%	0	0%	12	43%		

Progression - Disaggregated by Ethnicity	Hispanic/Latino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/Decline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	349	31%	58	5%	0	0%	116	10%	1114	100%
Incomplete/Late/Withdrawn Applicants	54	32%	5	3%	0	0%	13	8%	167	100%
Completed Applications	295	31%	53	6%	0	0%	103	11%	947	100%
Complete/on-time applicants who do not meet MQs	82	30%	20	7%	0	0%	27	10%	271	100%
Complete/on-time applicants who met MQs	213	32%	33	5%	0	0%	76	11%	676	100%
Applicants selected for first level interviews	77	34%	5	2%	0	0%	25	11%	224	100%
Applicants selected for final interviews	37	43%	1	1%	0	0%	10	12%	86	100%
Applicants hired	9	32%	1	4%	0	0%	5	18%	28	100%

Updated 11/2/18   50

Applicant Progression - Classified Staff 2017-2018

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	419	23%	1297	71%	98	5%	1814	100%
Incomplete/Late/Withdrawn Applicants	60	30%	129	65%	11	6%	200	100%
Completed Applications	359	22%	1168	72%	87	5%	1614	100%
Complete/on-time applicants who do not meet MQs	103	22%	335	71%	37	8%	475	100%
Complete/on-time applicants who met MQs	256	22%	833	73%	50	4%	1139	100%
Applicants selected for first level interviews	105	25%	290	70%	22	5%	417	100%
Applicants selected for final interviews	46	28%	107	66%	10	6%	163	100%
Applicants hired	23	43%	29	55%	1	2%	53	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	89	5%	8	0%	116	6%	734	40%
Incomplete/Late/Withdrawn Applicants	12	6%	2	1%	18	9%	71	36%
Completed Applications	77	5%	6	0%	98	6%	663	41%
Complete/on-time applicants who do not meet MQs	20	4%	2	0%	35	7%	194	41%
Complete/on-time applicants who met MQs	57	5%	4	0%	63	6%	469	41%
Applicants selected for first level interviews	21	5%	2	0%	22	5%	159	38%

Applicants selected for final interviews	11	7%	1	1%	8	5%	60	37%		
Applicants hired	3	6%	0	0%	3	6%	16	30%		

Progression - Disaggregated by Ethnicity	Hispanic/Latino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/Decline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	583	32%	80	4%	7	0%	197	11%	1814	100%
Incomplete/Late/Withdrawn Applicants	69	35%	9	5%	2	1%	17	9%	200	100%
Completed Applications	514	32%	71	4%	5	0%	180	11%	1614	100%
Complete/on-time applicants who do not meet MQs	139	29%	25	5%	1	0%	59	12%	475	100%
Complete/on-time applicants who met MQs	375	33%	46	4%	4	0%	121	11%	1139	100%
Applicants selected for first level interviews	143	34%	18	4%	2	0%	50	12%	417	100%
Applicants selected for final interviews	54	33%	7	4%	1	1%	21	13%	163	100%
Applicants hired	25	47%	2	4%	1	2%	3	6%	53	100%
Updated 11/2/18			51							

Applicant Progression - Adjunct Faculty 2015-2016

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	713	46%	753	49%	85	5%	1551	100%
Incomplet e/Late/Wit hdrawn Applicant s	188	47%	192	48%	22	5%	402	100%
Complet ed Applicat ions	525	46%	561	49%	63	5%	1149	100%
Complet e/on-t ime applicant s who do not meet MQs	249	42%	311	53%	28	5%	588	100%
Complet e/on-t ime applicant s who met MQs	276	49%	248	44%	35	6%	559	100%
Applicant s select ed for first level int erviews	115	47%	115	47%	15	6%	245	100%
Applicant s select ed for final interviews	55	42%	64	49%	11	8%	130	100%
Applicant s hired	53	42%	61	49%	11	9%	125	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaska n Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	128	8%	12	1%	147	9%	754	49%
Incomplet e/Late/Wit hdrawn Applicant s	33	8%	0	0%	46	11%	196	49%
Complet ed Applicat ions	95	8%	12	1%	101	9%	558	49%
Complet e/on-t ime applicant s who do not meet MQs	58	10%	6	1%	38	6%	283	48%
Complet e/on-t ime applicant s who met MQs	37	7%	6	1%	63	11%	274	49%
Applicant s select ed for first level int erviews	11	4%	1	0%	34	14%	129	53%

	6	5%	1	1%	10	8%	72	55%		
Applicant s select ed for final interviews										
Applicant s hired	6	5%	1	1%	10	8%	69	55%		

Progression - Disaggregated by Ethnicity	Hispanic/Latino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/De cline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	263	17%	60	4%	3	0%	184	12%	1551	100 %
Incomplet e/Late/Wit hdrawn Applicant s	67	17%	16	4%	0	0%	44	11%	402	100 %
Complet ed Applicat ions	196	17%	44	4%	3	0%	140	12%	1149	100 %
Complet e/on-t ime applicant s who do not meet MQs	105	18%	25	4%	2	0%	71	12%	588	100 %
Complet e/on-t ime applicant s who met MQs	90	16%	19	3%	1	0%	69	12%	559	100 %
Applicant s select ed for first level int erviews	37	15%	7	3%	0	0%	26	11%	245	100 %
Applicant s select ed for final interviews	17	13%	5	4%	0	0%	19	15%	130	100 %
Applicant s hired	16	13%	4	3%	0	0%	19	15%	125	100 %
Updated 11/2/18			52							

Applicant Progression - Administators 2017-2018

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	54	63%	27	31%	5	6%	86	100%
Incomplet e/Late/Wit hdrawn Applicant s	14	54%	11	42%	1	4%	26	100%
Complet ed Applicat ions	40	67%	16	27%	4	7%	60	100%
Complet e/on-t ime applicant s who do not meet MQs	10	53%	8	42%	1	5%	19	100%
Complet e/on-t ime applicant s who met MQs	30	73%	8	20%	3	7%	41	100%
Applicant s select ed for first level int erviews	21	78%	4	15%	2	7%	27	100%
Applicant s select ed for final interviews	14	78%	2	11%	2	11%	18	100%
Applicant s hired	7	88%	1	13%	0	0%	8	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaska n Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicant s	11	13%	0	0%	15	17%	30	35%
Incomplet e/Late/Wit hdrawn Applicant s	6	23%	0	0%	6	23%	5	19%
Complet ed Applicat ions	5	8%	0	0%	9	15%	25	42%
Complet e/on-t ime applicant s who do not meet MQs	2	11%	0	0%	2	11%	6	32%
Complet e/on-t ime applicant s who met MQs	3	7%	0	0%	7	17%	19	46%
Applicant s select ed for first level int erviews	3	11%	0	0%	7	26%	12	44%

Applicants selected for final interviews	2	11%	0	0%	2	11%	10	56%		
Applicants hired	1	13%	0	0%	0	0%	7	88%		

Progression - Disaggregated by Ethnicity	Hispanic/Latino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/Decline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	13	15%	3	3%	0	0%	14	16%	86	100%
Incomplete/Late/Withdrawn Applicants	4	15%	0	0%	0	0%	5	19%	26	100%
Completed Applications	9	15%	3	5%	0	0%	9	15%	60	100%
Complete/on-time applicants who do not meet MQs	2	11%	1	5%	0	0%	6	32%	19	100%
Complete/on-time applicants who met MQs	7	17%	2	5%	0	0%	3	7%	41	100%
Applicants selected for first level interviews	3	11%	0	0%	0	0%	2	7%	27	100%
Applicants selected for final interviews	2	11%	0	0%	0	0%	2	11%	18	100%
Applicants hired	0	0%	0	0%	0	0%	0	0%	8	100%
Updated 11/2/18			53							

Applicant Progression - Adjunct Faculty 2017-2018

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	583	44%	638	48%	98	7%	1319	100%
Incomplete/Late/Withdrawn Applicants	148	47%	140	45%	25	8%	313	100%
Completed Applications	435	43%	498	50%	73	7%	1006	100%
Complete/on-time applicants who do not meet MQs	273	43%	319	50%	45	7%	637	100%
Complete/on-time applicants who met MQs	162	44%	179	49%	28	8%	369	100%
Applicants selected for first level interviews	53	45%	61	51%	5	4%	119	100%
Applicants selected for final interviews	22	36%	36	59%	3	5%	61	100%
Applicants hired	21	35%	36	60%	3	5%	60	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	107	8%	0	0%	94	7%	580	44%
Incomplete/Late/Withdrawn Applicants	21	7%	0	0%	35	11%	122	39%
Completed Applications	86	9%	0	0%	59	6%	458	46%
Complete/on-time applicants who do not meet MQs	60	9%	0	0%	41	6%	283	44%
Complete/on-time applicants who met MQs	26	7%	0	0%	18	5%	175	47%
Applicants selected for first level interviews	8	7%	0	0%	6	5%	60	50%

Applicants selected for final interviews	4	7%	0	0%	4	7%	28	46%		
Applicants hired	4	7%	0	0%	4	7%	28	47%		

Progression - Disaggregated by Ethnicity	Hispanic/Latino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/Decline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	278	21%	53	4%	4	0%	203	15%	1319	100%
Incomplete/Late/Withdrawn Applicants	63	20%	11	4%	0	0%	61	19%	313	100%
Completed Applications	215	21%	42	4%	4	0%	142	14%	1006	100%
Complete/on-time applicants who do not meet MQs	136	21%	28	4%	4	1%	85	13%	637	100%
Complete/on-time applicants who met MQs	79	21%	14	4%	0	0%	57	15%	369	100%
Applicants selected for first level interviews	24	20%	5	4%	0	0%	16	13%	119	100%
Applicants selected for final interviews	11	18%	3	5%	0	0%	11	18%	61	100%
Applicants hired	10	17%	3	5%	0	0%	11	18%	60	100%

Appendix D

EECOC Adverse Impact: Rate of Hire

	Applied	Hired	Selection Rate	80% Rule Ref: Highest SelectionRate
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 (2015-16 through 2017-18)

2. Includes all employee groups (Administrators, Faculty, Staff). Excludes applicants who didnot 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.

Appendix E.

Table 1. Race/Ethnicity Underrepresented Analysis Results based on 80% of Students' representation

	SCV Community				Students			All Employees				Underrepresented Groups Rates below 80% indicate underrepresentation. Reference group is students		
	2013	2015	2017		2013 Fall	2015 Fall	2017 Fall	2013 Fall	2015 Fall	2017 Fall		2013 Fall	2015 Fall	2017 Fall
African-American/Black	4.3%	4.6%	4.8%		5.1%	4.4%	5.1%	3.1%	2.4%	3.4%		61.8%	53.8%	66.7%
Asian	11.2%	11.9%	12.6%		8.3%	8.9%	10.4%	7.1%	8.6%	9.0%		84.8%	96.1%	86.6%
Latinx/Hispanic	30.1%	31.0%	31.5%		43.4%	46.3%	47.5%	19.1%	19.6%	18.7%		44.0%	42.4%	39.4%
Native Hawaiian/ Pacific Islander	0.1%	0.1%	0.1%		0.2%	0.2%	0.2%	0.1%	0.1%	0.1%		46.6%	39.9%	35.9%
American Indian/ Alaskan Native	0.2%	0.2%	0.2%		0.2%	0.3%	0.4%	1.5%	1.3%	1.0%		651.7%	442.1%	235.9%
White Non-Hispanic	51.0%	48.8%	47.2%		38.0%	35.8%	31.5%	62.6%	61.2%	60.6%		164.7%	170.9%	192.3%
Multi-Ethnicity	2.7%	3.1%	3.3%		3.9%	3.2%	2.3%	1.4%	1.9%	1.8%		36.7%	58.5%	77.4%
Unknown/Other	0.3%	0.2%	0.2%		0.9%	0.8%	2.6%	5.1%	5.0%	5.5%				

Sources: Community demographics from Claritas Santa Clarita Valley Population Demographic Snapshot. 2013, 2015, 2017;
Student and Employee Demographics from CCCCO Data Mart Fall terms

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.

Table 2. Group sizes (N) for Race/Ethnicity

	SCV Community				Students			All Employees		
	2013	2015	2017		2013 Fall	2015 Fall	2017 Fall	2013 Fall	2015 Fall	2017 Fall
African-American/Black	12,158	13,476	14,350		981	902	1,040	31	27	42

Asian	31,940	34,992	38,045		1,614	1,815	2,136		70	97	112
Latinx/Hispanic	85464	91,008	94,908		8,400	9,405	9,726		189	222	232
Native Hawaiian/ Pacific Islander	368	397	411		42	45	46		1	1	1
American Indian/ Alaskan Native	611	671	686		45	61	84		15	15	12
White Non-Hispanic	145,000	143,597	142,101		7,360	7,270	6,456		620	691	752
Multi-Ethnicity	7762	9,110	9,893		746	645	469		14	21	22
Unknown/Other	759	722	725		168	171	532		50	56	68
Total	284,062	293,973	301,119		19,356	20,314	20,489		990	1,130	1,241

Note: Asian includes Filipino; Other includes 'Some other Race'.

2013 Fall All Employee data is based on Datamart; 2015 Fall and 2017 Fall are a blend of Datamart and Factbook

Table 3. Race/Ethnicity Underrepresented Analysis Results based on 80% of Students' representation

	SCV Community				Students				All Applicants				Underrepresented Groups Rates below 80% indicate underrepresentation. Reference group is students		
	2013	2015	2017		2013 Fall	2015 Fall	2017 Fall		2013 Fall	2015 Fall	2017 Fall		2013 Fall	2015 Fall	2017 Fall
African-American/Black	4.3%	4.6%	4.8%		5.1%	4.4%	5.1%		9.6%	8.0%	6.6%		190.0%	180.7%	130.9%
American Indian/ Alaskan Native	0.2%	0.2%	0.2%		0.2%	0.3%	0.4%		0.6%	0.4%	0.2%		240.7%	141.9%	52.9%
Asian	11.2%	11.9%	12.6%		8.3%	8.9%	10.4%		8.0%	9.8%	7.2%		96.4%	109.4%	69.5%
Latinx/Hispanic	30.1%	31.0%	31.5%		43.4%	46.3%	47.5%		21.9%	23.5%	25.5%		50.6%	50.8%	53.8%
White Non-Hispanic	51.0%	48.8%	47.2%		38.0%	35.8%	31.5%		42.9%	42.5%	42.4%		112.9%	118.7%	134.5%
Native Hawaiian/ Pacific Islander	0.1%	0.1%	0.1%		0.2%	0.2%	0.2%		0.1%	0.2%	0.3%		67.9%	96.2%	145.0%
Two or More Races	2.7%	3.1%	3.3%		3.9%	3.2%	2.3%		4.4%	4.5%	4.3%		113.9%	140.2%	186.0%
Unknown/Other	0.3%	0.2%	0.2%		0.9%	0.8%	2.6%		12.3%	11.1%	13.4%		1421.9%	1319.0%	516.0%

Sources: Community demographics from Claritas Santa Clarita Valley
Population Demographic Snapshot. 2013, 2015, 2017; Student and
Employee Demographics from CCCCO Data Mart Fall terms
imply a stronger effect.

Table 4. Group sizes (N) for Race/Ethnicity

	SCV Community				Students				All Applicants		
	2013	2015	2017		2013 Fall	2015 Fall	2017 Fall		2013 Fall	2015 Fall	2017 Fall

African-American/Black	12,158	13,476	14,350		981	902	1,040		327	339	245
American Indian/ Alaskan Native	611	671	686		45	61	84		19	18	8
Asian	31,940	34,992	38,045		1,614	1,815	2,136		273	413	267
Latinx/Hispanic	85464	91,008	94,908		8,400	9,405	9,726		745	993	941
White Non-Hispanic	145,000	143,597	142,101		7,360	7,270	6,456		1,458	1,795	1,563
Native Hawaiian/ Pacific Islander	368	397	411		42	45	46		5	9	12
Two or More Races	7762	9,110	9,893		746	66245	469		149	188	157
Unknown/Other	759	722	725		168	171	532		419	469	494
Total	284,062	293,973	301,119		19,356	20,314	20,489		3,395	4,224	3,687

Note: Asian includes Filipino; Other includes 'Some other Race'.