



West Valley - Mission

Community College District

EQUAL EMPLOYMENT OPPORTUNITY PLAN

ADOPTED BY BOARD OF TRUSTEES ON MAY 14, 2024

2024-2027

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Plan Component 1: Introduction

The West Valley – Mission Community College District (“District”) Equal Employment Opportunity Plan (“Plan”) was adopted by the District’s Board of Trustees (“Board:”) on May 14, 2024 and underscores the District’s commitment to equal employment opportunities.

It is the District’s belief that ensuring equal employment opportunity and creating a working and academic environment that is welcoming to all, will foster diversity and promote excellence, not just for employees, but also for the students we serve. We believe that through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. To that end, this plan will outline the steps we are currently taking, and the ones we will actively take in the future, to foster that welcoming and inclusive environment.

Reviewed and revised on a three-year cycle and part of an ongoing commitment to positive change, the Plan’s immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (Title 5, section 53000 et seq.) and the steps the district shall take to eliminate underrepresentation of monitored groups. In a continued commitment to reflective practice, the Plan will be reviewed and revised on a three-year cycle. The current Plan contains an analysis of the demographic makeup of the district’s workforce population, with consideration of our District’s student population, and an analysis of whether underrepresentation of monitored groups exists. Further, a complaint procedure for Title 5 provisions noncompliance is also included in the plan, as well as complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the Plan. To properly serve a growing diverse population, the district will endeavor to hire and retain faculty, staff and administrators who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

Bradley J. Davis

Chancellor

West Valley – Mission Community College District

Plan Component 2: Definitions

Reference: California Code of Regulations (“CCR”), Title 5, § 53001

Adverse Impact: means a disproportionate negative impact to 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”).

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, sexual orientation, disability, and socioeconomic backgrounds, in all aspects of the workplace.

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.

Ensuring equal employment opportunity also involves:

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

Equal Employment Opportunity Plan: a written document in which a District’s workforce EEO program. The 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 workforce analysis, which it is implementing or will implement, to promote equal employment opportunity.

Equal Employment Opportunity Programs: refers to the combination of District strategies implemented to promote equal employment opportunity. Such programs should be informed by the District’s longitudinal workforce and applicant analyses.

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

Job Categories: for purposes of this Plan, “job categories” includes executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

Monitored Group: means groups for which the District must provide demographic data pursuant to Section 53004.

Person with a Disability: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

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

Screening or Selection Procedures: 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 but not limited to performance tests, and physical, educational, and work experience requirements, interviews, application forms, reviews, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to Sections 53022 and 53430 and applicant pool review pursuant to Section 53023.

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

Plan Component 3: Policy Statement

References: CCR, Title 5, § 53002

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity fosters global and cultural awareness, promotes mutual understanding and respect, and provides suitable role models to all.

The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates.

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and that community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding, harmony, respect, and suitable role models for all students. The Board therefore commits itself to continuing good faith efforts to promote the total realization of equal opportunity employment through an ongoing equal employment opportunity program.

The District's policies ensure that all qualified applicants and employees have full and equal access to employment opportunities and are not subjected to discrimination in any District program or activity based on national origin, immigration status, religion, age, family and medical care leave, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, sex (which includes pregnancy, childbirth, breastfeeding and medical conditions

related to pregnancy, childbirth), military and veteran status, or based on these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

This Policy Statement aligns with and incorporates by reference the following Board Policies: 1200, Mission; 3410, Non-Discrimination; 3420, Equal Employment Opportunity; and 7100, Commitment to Diversity.

Plan Component 4: Delegation of Responsibility, Authority and Compliance

Reference: CCR, Title 5, § 53003 (c) (31) and § 53020

It is the goal of the District that all employees 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.

1. The Governing Board of the District

The Board is ultimately responsible for proper implementation of the District's Plan at all levels of District operation, and for making measurable progress towards equal employment opportunity through the strategies described in the Plan. Furthermore, the Board of

Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall:

- a. Be developed in collaboration with the District's Equal Employment Advisory Committee;
- b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item;
- c. Cover a period of 3 years, after which a new or revised plan shall be adopted; and
- d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption.

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

2. Chancellor

The Board delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in managing the District's resources to ensure implementation of the District's equal employment opportunity policies and procedures, delegating such authority as appropriate. The Chancellor will advise the 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. The Chancellor shall evaluate the performance of all administrative staff who report directly to him/her/them on their ability to follow and implement the Plan.

3. Equal Employment Opportunity Officer (“EEO Officer”)

The District has designated the Vice Chancellor of Human Resources as its EEO Officer. The EEO Officer is responsible for the day-to-day implementation of the Plan. The EEO 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 EEO Officer is also responsible for ensuring that applicant pools and selection procedures are properly monitored as required by Sections 53023 and 53024; preparing annual reports; receiving complaints described in Plan Component 6 of the Plan and ensuring that such complaints are promptly and impartially investigated. The EEO Officer shall ensure prompt and effective implementation of the requirements of the Plan, work to achieve employee diversification, and avoid disparate impacts, consistent with state and federal laws.

If the designation of the EEO Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee.

4. Equal Employment Opportunity Advisory Committee (“EEOAC”)

The District has established an EEOAC to act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of EEO policies and procedures. The EEOAC will assist the District in the development and the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress and provide suggestions for Plan revisions as appropriate. The EEOAC shall operate in accordance with Plan Component 5.

5. Screening Committees

A screening committee member, or any organization or individual, who acts on behalf of the Board about the recruitment and screening of personnel is subject to the requirements of the EEO Plan and applicable Title 5 provisions.

6. Agents of the District

Any organization or individual who participates in District recruitment or screening of personnel, whether as an employee or as a contractor, is an agent of the District for such purposes only and is subject to all the requirements of this Plan. Through the authority articulated in this Plan Component and the EEO Plan generally, the District shall make continuous, good-faith efforts to implement the EEO Plan, achieve employee diversity, and avoid disparate impacts, consistent with state and federal law.

Plan Component 5: Advisory Committee

Reference: CCR, Title 5, § 53005

The District has established an EEOAC to assist the District in developing, implementing, and revising its EEO Plan. The EEO Officer will ensure that the EEOAC and all members of the Board receive training in all the following:

- a. The requirements of Title 5, Section 53000 et seq. and of state and federal nondiscrimination laws;
- b. Identification and elimination of bias in hiring;
- c. The educational benefits of workforce diversity; and

- d. The role of the EEOAC in drafting and implementing the District's EEO Plan.

The EEOAC or its individual members, may sponsor events, trainings, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity, with the goal of promoting an understanding and support of equal opportunity nondiscrimination policies and practices. The EEO Officer or designee shall also train the EEOAC on equal employment compliance and the Plan itself.

The EEOAC shall meet, at a minimum, at least once in the Fall and Spring terms.

The EEOAC shall include the following *ex officio* members: Vice Chancellor of Human Resources; the Director of Training, Compliance, and Employee Relations, the HR Operations Supervisor, and HR Information Technology Analyst, and Research Analyst from at least one of the colleges. A request shall be made for one appointment to the committee from each of the following constituencies: each campus' Academic Senate, each site's Classified Senate, and WVMCEA. There will also be an appointment of one administrator from each campus. This advisory committee shall be composed of a diverse membership and include members from district stakeholder groups, including, but not limited to, students, faculty, and classified staff. At the discretion of the EEO Officer or designee, up to three more individuals may be appointed for the purpose of enhancing the committee's diversity. At the Chancellor's discretion a community member may also be appointed to the committee. Additionally, students must be included in the committee.

Plan Component 6: Complaint Procedure

References: CCR, Title 5, §§ 53003(c)(4), 53026, and 59300 et seq.; BP/AP 3410 Non-Discrimination; AP 3435 Discrimination and Harassment Complaint Procedures

Any person may file a complaint alleging the District violated the Title 5 equal employment opportunity regulations (California Code of Regulations, Title 5, Section 53000 et seq.). Any person who wishes to file such a complaint should use the District's filing procedures for employment-related complaints, found in Board Policy 3410 and Administrative Procedure 3435. The timeframe for filing an EEO complaint is 180 days pursuant to Section 59300 and AP 3435.

The District may request, but shall not require a complainant to submit a complaint on the form prescribed by the Chancellor of the California Community Colleges. A copy of the form will be available at:

- The District's Website: <https://wvm.edu/services/hr/Pages/report-it.aspx>
- West Valley College's Website: <https://www.westvalley.edu/reports/>
- Mission College's Website: https://missioncollege.edu/gen_info/info-and-disclosures/report-it/
- Human Resources Department located at 14000 Fruitville Ave, Saratoga, CA 95070 Administrative Building

A complainant must report a verbal complaint to the Vice Chancellor for Human Resources or designee. A complainant should contact the District EEO Officer and Compliance Officer, Vice Chancellor for Human Resources, by phone at (408) 741-2131 or in person at the District's Human Resources Department, 14000 Fruitville Ave, Saratoga, CA 95070 or hr.assistant@wvm.edu. The Vice Chancellor of Human Resources or designee will record the verbal complaint in writing. The Vice Chancellor of Human Resources or designee will take steps to ensure the writing accurately reflects the facts alleged by the complainant. Complaints must be filed with the Vice Chancellor of Human Resources or designee unless the person submitting the complaint alleges a violation against the Vice Chancellor of Human Resources, in which case the complaint should be submitted directly to the District's Chancellor.

The District's discrimination and harassment complaint form can be accessed at the following link:

<https://www.wvm.edu/services/hr/Pages/report-it.aspx>

The District's discrimination and harassment policies can be accessed at the following links: and procedures can be accessed at the following links:

- AP 3410 Nondiscrimination:
<http://go.boarddocs.com/ca/wvm/Board.nsf/goto?open&id=CDUN265DC536>
- AP 3430 Prohibition of Harassment:
<http://go.boarddocs.com/ca/wvm/Board.nsf/goto?open&id=CDUP4Q62AF07>
- AP 3435 Discrimination And Harassment Investigations:
<http://go.boarddocs.com/ca/wvm/Board.nsf/goto?open&id=CDUP7M634224>

While the District's procedures for receiving EEO complaints are the same as the procedures for receiving complaints of discrimination and harassment, depending on the nature of an EEO complaint, the procedures and timeline for processing such complaints may differ. The District will investigate EEO complaints within 90 days of receipt of a complaint to the EEO Officer/Vice Chancellor of Human Resources. The District may extend the timeline to complete the investigation for good cause and shall communicate with any complainant and respondent the estimated length of the extension. At the conclusion of the investigation, the Complainant will receive a notification of the outcome.

Plan Component 7: Notification to District Employees

The commitment of the District to equal employment opportunity is emphasized through the broad dissemination of its EEO Policy Statement and the Plan. The policy statement will be printed in the college catalogs and class schedules.

The Plan and subsequent revisions will be distributed to the Board, the Chancellor, administrators, the Senate Presidents, Union Presidents, members of the District EEOAC and

employees. Each year, the District office will provide all employees with access to the Board's EEO Policy Statement (located in Plan Component 3 of this Plan) as well as a link to reach the District's EEO Plan. The annual notice will contain the following provisions:

1. The Plan will be available on the District's HR website under the "Diversity and EEO" page.
2. The EEO Policy Statement and EEO Plan will be made available to new employees through the on-boarding/new employee orientation process.
3. The importance of employees' participation and responsibility in ensuring the EEO Plan's implementation.
4. The District will provide new employees a paper or electronic copy of the District's Non-Discrimination policy, and this EEO Plan and its policy statement setting forth the District's commitment to the EEO Plan at the commencement of employment.

Plan Component 8: Training for Screening/Selection Committees

Reference: CCR, Title 5, §§ 53003(c)(6) and 53020(c)

Any organization or individual who participates or is involved in the recruitment or screening/selection of personnel, whether as a District employee or official or as a third-party, shall receive appropriate training on the requirements of the Title 5 regulations on EEO (section 53000 et. seq.) and are expected to comply with the District's EEO Plan. All individuals directly participating in the selection and screening process shall receive the following training prior to their initial participation on a screening committee:

- The requirement of the Title 5 regulations on equal employment opportunity (Section 53000 et. seq.) and the requirements of federal and state non-discrimination laws;
- The educational benefits of workforce diversity;
- The elimination of bias in hiring decisions; and
- Best practices in serving on a screening or selection committee.

As this training is mandatory, the District will endeavor to ensure that such training takes place in smaller settings or settings specifically designated for hiring committee training to encourage compliance and understanding. Individuals who have not received this training within the prior 24 months, or within the time-period required by law or District policy or procedure, will not be allowed to serve on screening/selection committees.

The Office of Human Resources is responsible for ensuring that all individuals serving on a screening or selection committee receive this required training.

Screening and selection committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants. The District will ensure that a diverse pool of employees is trained to participate in selection committees at the outset. If the EEO Officer determines that the screening committee membership should be more diverse, the EEO Officer may appoint additional members as needed.

Plan Component 9: Annual Written Notice to Community Organizations

References: CCR, Title 5, 53003(c)(7)

The EEO Officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these community-based and professional organizations where they may obtain a copy of the Plan, and shall solicit their assistance in identifying a qualified, diverse pool of applicants. The notice will also include the website where the District advertises its job openings and the names, departments, and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, including the following, which may be revised from time to time as necessary.

- CCC registry
- APAHE
- A2Mend
- ATIXA
- ACHRO
- Indeed.com
- LinkedIn
- HigherEdJobs.com
- ChronicleVitae.com
- InsideHigherEd.com
- AsiansInHigherEd.com
- BlacksInHigherEd.com
- HispanicsInHigherEd.com
- LGBTInHigherEd.com
- VeteransInHigherEd.com
- WomenAndHigherEd.com
- Handshake.com
- CCJobsNow.com
- CCJN.org
- AcademicKeys.com
- Local Colleges and Universities

Plan Component 10: Process for Gathering Information and Periodic Longitudinal Analysis of District Workforce and Applicant Pool

References: CCR, Title 5, §§ 53003(c)(8), 53004, and 53006

The District will gather the information specified below for the purpose of conducting periodic, longitudinal analysis of the District's employees and applicants, broken down by number of persons from monitored groups in each job category to determine whether additional diversification measures are required and to implement and evaluate the effectiveness of those measures. The District shall conduct this data review as part of its Plan renewal and may conduct additional periodic data reviews more frequently based on the District's size, demographics, and other unique factors.

EEO DATA COLLECTION

The District allows applicants and employees to identify their gender (including non-binary options), ethnic group identification, and, if applicable, their disability status in a manner prescribed by the State Chancellor and consistent with state and federal law (EEO Data). The District will keep EEO Data confidential and shall use it only in research, monitoring, evaluating the effectiveness of the District's EEO program or another similar purpose authorized by law. Individuals serving on a screening or selection committee will not have access to applicants' EEO Data during their participation on the committee. Following such participation on a selection or screening committee, only District employees whose job duties require them to have access to such data will have such access, unless otherwise required by law.

The District allows applicants and employees to provide the following Monitored Group information:

- 1. Gender Identification**

The District requests that employees and applicants self-identify as female, male, or non-binary.

- 2. Race and Ethnicity Identification**

The District requests that employees and applicants self-identify into the following ethnicity categories:

- a. *Hispanic or Latino* - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
- b. *White (Not Hispanic or Latino)* - A person having origins in any of the original people of Europe, the Middle East, or North Africa.
- c. *Black or African American (Not Hispanic or Latino)* - A person having origins in any of the black racial groups of Africa.
- d. *Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)* - A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- e. *Asian (Not Hispanic or Latino)* - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- f. *American Indian or Alaska Native (Not Hispanic or Latino)* - A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

- g. *Two or More Races* - All persons who identify with more than one of the above five races (White, Black, or African American, Native Hawaiian or Other Pacific Islander, Asian, American Indian or Alaska Native). For the purposes of this group, identifying as Hispanic or Latino and only one of the listed five race groups does NOT qualify under this category.

3. Disability Identification

The District requests that all employees self-identify their disability status, if any, by using the following definition, consistent with the Fair Employment and Housing Act:

- a. *Disabled person* - Any person who (1) has a physical or mental impairment which limits one or more of such person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.
- b. *Major life activities* - Functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.

VOLUNTARY SUBMISSION OF EEO DATA

There may be significant numbers of employees or applicants who decline to identify their gender, ethnicity, or disability status with the District. The District shall encourage all persons to provide the above data. The District understands that employees and applicants voluntarily submit EEO Data and will not require employees or applicants to respond.

LONGITUDINAL ANALYSIS TO IDENTIFY ADVERSE IMPACT

Once the District gathers the EEO Data described above, the District's Human Resources Department will assign every employee and applicant to one of the seven job categories identified in Plan Component 2. The District will also include data for employees and applicants that allows the District to track the composition and diversity of who is hired and retained over time, disaggregated by college, discipline, job category, and other relevant measures.

The District will then conduct a periodic, longitudinal analysis of employees and applicants, broken down by number of persons from monitored group status in each job category to determine whether additional diversification measures are required. Specifically, the District will compare the composition of initial applicant pools, qualified pools, and applicants recommended for interview to identify any adverse impact of the District's pre-hiring and hiring strategies, which exists where the selection rate for a monitored group is less than four-fifths (or 80%) of the selection rate for the group with the highest rate.

DISTRICT STRATEGIES TO MITIGATE IDENTIFIED ADVERSE IMPACT

It is imperative that the District take action to mitigate identified adverse impact. To that end, if the EEO Officer determines that any selection technique or procedure has adversely impacted

any monitored group, the EEO Officer will advise the President, and the President may reopen the position.

When the District identifies an adverse impact in its longitudinal analysis, the District shall take the following steps:

1. Review the longitudinal hiring process analyses results for potential adverse impact affecting the identified monitored group at any phase(s) of the hiring process or employment.
2. Conduct additional quantitative analyses of phases where the District identifies adverse impact to determine, where possible, the specific elements of the hiring process or employment stage creating an adverse impact.
3. Review the identified hiring process elements or employment stage contributing to the adverse impact to determine whether they can be modified, eliminated, or replaced with a procedure that can decrease the adverse impact.
4. Consider the implementation of additional measures designed to promote diversity in the hiring process and employment.
5. Analyze retention of monitored group employees in the impacted area and other employment processes that impact the District's ability to attract and retain a diverse workforce.
6. Present the findings to the EEOAC, and other relevant stakeholder groups to identify other potential good faith efforts to make positive progress towards eliminating the adverse impact.

Ratio of Full-time to Part-time Instructors

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Administrator	20	27	3	35	37	34	34	28
FT Academic	291	295	272	266	303	303	300	272
PT Academic	357	368	389	453	574	392	417	440
Classified	336	335	321	340	342	337	323	301
Academic FT/PT Ratio	81.5%	80.2%	69.9%	58.7%	52.8%	77.3%	71.9%	61.8%

Table 1a: District Workforce Composition – Ethnicity
Fall 2016 – Fall 2022

Racial/Ethnic Group	Total Employment Fall 2016		Total Employment Fall 2017		Total Employment Fall 2018		Total Employment Fall 2019		Total Employment Fall 2020		Total Employment Fall 2021		Total Employment Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African-American	40	4%	35	3.6%	45	4.1%	51	4.1%	39	3.7%	40	3.7%	30	2.9%
American Indian/Alaskan Native	8	1%	8	0.8%	8	0.7%	8	0.6%	5	0.5%	6	0.6%	5	0.5%
Asian	209	20%	214	21.7%	234	21.4%	272	21.7%	240	22.5%	244	22.7%	236	22.7%
Hispanic	150	15%	145	14.7%	165	15.1%	182	14.5%	169	15.9%	176	16.4%	173	16.6%
Multi-Ethnicity	13	1%	16	1.6%	16	1.5%	21	1.7%	16	1.5%	18	1.7%	17	1.6%
Pacific Islander	1	0%	1	0.1%	1	0.1%	2	0.2%	3	0.3%	3	0.3%	3	0.3%
Unknown	14	1%	6	0.6%	12	1.1%	27	2.1%	23	2.2%	28	2.6%	43	4.1%
White Non-Hispanic	590	58%	560	56.9%	613	56.0%	693	55.2%	571	53.6%	559	52.0%	534	51.3%
Some other race	0	0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	1025	100.0%	985	100.0%	1094	100.0%	1256	100.0%	1066	100.0%	1074	100.0%	1041	100.0%

Table 1b: District Educational Administration Data – Ethnicity

Racial/Ethnic Group	All Educational Admin, Fall 2016		All Educational Admin, Fall 2017		All Educational Admin, Fall 2018		All Educational Admin, Fall 2019		All Educational Admin, Fall 2020		All Educational Admin, Fall 2021		All Educational Admin, Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African-American	4	14.8%	0	0.0%	4	11.4%	4	10.8%	3	8.8%	2	5.9%	0	0.0%
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	4	14.8%	0	0.0%	5	14.3%	5	13.5%	4	11.8%	4	11.8%	4	14.3%
Hispanic	3	11.1%	0	0.0%	3	8.6%	5	13.5%	6	17.6%	7	20.6%	7	25.0%
Multi-Ethnicity	1	3.7%	0	0.0%	1	2.9%	1	2.7%	1	2.9%	2	5.9%	2	7.1%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	2	5.7%	1	2.7%	1	2.9%	3	8.8%	2	7.1%
White Non-Hispanic	15	55.6%	3	100.0%	20	57.1%	21	56.8%	19	55.9%	16	47.1%	13	46.4%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	27	100.0%	3	100.0%	35	100.0%	37	100.0%	34	100.0%	34	100.0%	28	100.0%

Table 1c: District Tenured/ Tenure Track Faculty Composition Data - Ethnicity

Racial/Ethnic Group	All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2016		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2017		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2018		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2019		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2020		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2021		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African-American	13	4.5%	10	3.7%	10	3.8%	11	3.6%	12	4.0%	13	4.3%	11	4.0%
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	45	10.8%	42	15.4%	46	17.3%	51	16.8%	51	16.8%	52	17.3%	48	17.6%
Hispanic	40	17.8%	39	14.3%	39	14.7%	45	14.9%	49	16.2%	51	17.0%	45	16.5%
Multi-Ethnicity	3	0.6%	2	0.7%	2	0.8%	4	1.3%	3	1.0%	3	1.0%	3	1.1%
Pacific Islander	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	1	0.6%	2	0.7%	2	0.8%	7	2.3%	9	3.0%	7	2.3%	8	2.9%
White Non-Hispanic	193	65.6%	176	64.7%	167	62.8%	185	61.1%	179	59.1%	174	58.0%	157	57.7%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
total	295	100.0%	272	100.0%	266	100.0%	303	100.0%	303	100.0%	300	100.0%	272	100.0%

Table 1d: District Adjunct Faculty Composition Data – Ethnicity

Racial/Ethnic Group	All Practitioners categorized as Adjunct Faculty on the first day of class, Fall 2016		All Practitioners categorized as Adjunct Faculty on the first day of class, Fall 2017		All Practitioners categorized as Adjunct on the first day of class, Fall 2018		All Practitioners categorized as Adjunct on the first day of class, Fall 2019		All Practitioners categorized as Adjunct on the first day of class, Fall 2020		All Practitioners categorized as Adjunct on the first day of class, Fall 2021		All Practitioners categorized as Adjunct on the first day of class, Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African-American	12	3.3%	12	3.1%	16	3.5%	24	4.2%	13	3.3%	16	3.8%	12	2.7%
American Indian/Alaskan Native	3	0.8%	5	1.3%	5	1.1%	6	1.0%	3	0.8%	4	1.0%	4	0.9%
Asian	78	21.2%	87	22.4%	92	20.3%	124	21.6%	92	23.5%	98	23.5%	99	22.5%
Hispanic	27	7.3%	26	6.7%	40	8.8%	46	8.0%	28	7.1%	36	8.6%	37	8.4%
Multi-Ethnicity	3	0.8%	5	1.3%	4	0.9%	4	0.7%	1	0.3%	4	1.0%	5	1.1%
Pacific Islander	1	0.3%	0	0.0%	1	0.2%	1	0.2%	2	0.5%	2	0.5%	2	0.5%
Unknown	13	3.5%	4	1.0%	8	1.8%	19	3.3%	11	2.8%	12	2.9%	22	5.0%
White Non-Hispanic	231	62.8%	250	64.3%	287	63.4%	350	61.0%	242	61.7%	245	58.8%	259	58.9%
Some other race		0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
total	368	100.0%	389	100.0%	453	100.0%	574	100.0%	392	100.0%	417	100.0%	440	100.0%

Table 1e: District Classified Composition Data – Ethnicity

Racial/Ethnic Group	All Classified, Fall 2016		All Classified, Fall 2017		All Classified, Fall 2018		All Classified, Fall 2019		All Classified, Fall 2020		All Classified, Fall 2021		All Classified, Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African-American	11	3.3%	13	4.0%	15	4.4%	12	3.5%	11	3.3%	9	2.8%	7	2.3%
American Indian/Alaskan Native	5	1.5%	3	0.9%	3	0.9%	2	0.6%	2	0.6%	2	0.6%	1	0.3%
Asian	82	24.5%	85	26.5%	91	26.8%	92	26.9%	93	27.6%	90	27.9%	85	28.2%
Hispanic	80	23.9%	80	24.9%	83	24.4%	86	25.1%	86	25.5%	82	25.4%	84	27.9%
Multi-Ethnicity	6	1.8%	9	2.8%	9	2.6%	12	3.5%	11	3.3%	9	2.8%	7	2.3%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	1	0.3%	1	0.3%	1	0.3%	1	0.3%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.6%	6	1.9%	11	3.7%
White Non-Hispanic	151	45.1%	131	40.8%	139	40.9%	137	40.1%	131	38.9%	124	38.4%	105	34.9%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
total	335	100.0%	321	100.0%	340	100.0%	342	100.0%	337	100.0%	323	100.0%	301	100.0%

Table 2: Mission College Workforce Composition – Ethnicity
Fall 2016 – Fall 2022

Racial/Ethnic Group	Total Employment Fall 2016		Total Employment Fall 2017		Total Employment Fall 2018		Total Employment Fall 2019		Total Employment Fall 2020		Total Employment Fall 2021		Total Employment Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African-American	19	4%	17	4.1%	21	4.2%	24	4.4%	18	4.0%	21	4.7%	16	3.7%
American Indian/Alaskan Native	3	1%	2	0.5%	4	0.8%	2	0.4%	2	0.4%	2	0.4%	1	0.2%
Asian	120	28%	121	29.4%	136	27.5%	157	28.8%	134	30.1%	138	30.8%	127	29.5%
Hispanic	46	11%	49	11.9%	74	14.9%	65	11.9%	60	13.5%	60	13.4%	57	13.3%
Multi-Ethnicity	6	1%	8	1.9%	6	1.2%	6	1.1%	4	0.9%	4	0.9%	4	0.9%
Pacific Islander	0	0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	6	1%	3	0.7%	6	1.2%	6	1.1%	7	1.6%	8	1.8%	16	3.7%
White Non-Hispanic	234	54%	211	51.3%	248	50.1%	285	52.3%	220	49.4%	215	48.0%	209	48.6%
Some other race	0	0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	434	100.0%	411	100.0%	495	100.0%	545	100.0%	445	100.0%	448	100.0%	430	100.0%

Table 3: West Valley College Workforce Composition – Ethnicity
Fall 2016 – Fall 2022

Racial/Ethnic Group	Total Employment Fall 2016		Total Employment Fall 2017		Total Employment Fall 2018		Total Employment Fall 2019		Total Employment Fall 2020		Total Employment Fall 2021		Total Employment Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African-American	15	3%	12	2.7%	24	4.0%	23	3.8%	17	3.4%	16	3.3%	13	2.8%
American Indian/Alaskan Native	4	1%	5	1.1%	4	0.7%	6	1.0%	3	0.6%	3	0.6%	3	0.6%
Asian	60	13%	62	13.9%	98	16.4%	87	14.5%	78	15.4%	72	14.8%	71	15.2%
Hispanic	60	13%	55	12.3%	91	15.2%	78	13.0%	69	13.6%	73	15.0%	71	15.2%
Multi-Ethnicity	6	1%	7	1.6%	10	1.7%	13	2.2%	10	2.0%	12	2.5%	11	2.4%
Pacific Islander	1	0%	1	0.2%	1	0.2%	1	0.2%	2	0.4%	2	0.4%	2	0.4%
Unknown	8	2%	3	0.7%	6	1.0%	21	3.5%	15	3.0%	17	3.5%	23	4.9%
White Non-Hispanic	303	66%	301	67.5%	365	60.9%	373	62.0%	312	61.7%	293	60.0%	272	58.4%
Some other race	0	0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	457	100.0%	446	100.0%	599	100.0%	602	100.0%	506	100.0%	488	100.0%	466	100.0%

Table 4: District Workforce Composition – Gender
Fall 2016 – Fall 2022

Gender	All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2016		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2017		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2018		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2019		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2020		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2021		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Female	590	57.6%	574	58.3%	632	57.8%	743	59.2%	628	58.9%	619	57.6%	594	57.1%
Male	435	42.4%	411	41.7%	462	42.2%	511	40.7%	438	41.1%	454	42.3%	443	42.6%
Non-Binary	0	0.0%	0	0.0%	0	0.0%	2	0.2%	0	0.0%	1	0.1%	4	0.4%
TOTAL	1025	100.0%	985	100.0%	1094	100.0%	1256	100.0%	1066	100.0%	1074	100.0%	1041	100.0%

Table 5: Mission College Workforce Composition – Gender
Fall 2016 – Fall 2022

Gender	All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2016		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2017		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2018		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2019		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2020		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2021		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Female	269	62.0%	258	62.8%	292	59.0%	353	64.8%	279	62.7%	272	60.7%	258	60.0%
Male	165	38.0%	153	37.2%	203	41.0%	192	35.2%	166	37.3%	176	39.3%	172	40.0%
Non-Binary	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	434	100.0%	411	100.0%	495	100.0%	545	100.0%	445	100.0%	448	100.0%	430	100.0%

Table 6: West Valley College Workforce Composition – Gender
Fall 2016 – Fall 2022

Gender	All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2016		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2017		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2018		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2019		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2020		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2021		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Female	274	60.0%	271	60.8%	340	56.8%	349	58.0%	305	60.3%	294	60.2%	283	60.7%
Male	183	40.0%	175	39.2%	259	43.2%	251	41.7%	201	39.7%	193	39.5%	181	38.8%
Non-Binary	0	0.0%	0	0.0%	0	0.0%	2	0.3%	0	0.0%	1	0.2%	2	0.4%
TOTAL	457	100.0%	446	100.0%	599	100.0%	602	100.0%	506	100.0%	488	100.0%	466	100.0%

**Table 7: Total Applicant Persistence Data – Ethnicity
2019**

Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications received	HIRING PROCESS STEP TWO: HR screens for MQ		HIRING PROCESS STEP THREE: Committee completes application review		HIRING PROCESS STEP FOUR: First-level interviews		HIRING PROCESS STEP FIVE: Second-level interviews		HIRING PROCESS STEP SIX: Recommended for Hire		% Converts	Adverse Impact (80% Rule)
		#	%	#	%	#	%	#	%	#	%		
African American	159	159	100.0%	113	71.1%	30	26.5%	10	33.3%	2	20.0%	1.3%	11.88%
American Indian/Alaska Native	11	11	100.0%	5	45.5%	3	60.0%	0	0.0%	0	0.0%	0.0%	0.00%
Asian	364	364	100.0%	227	62.4%	101	44.5%	35	34.7%	20	57.1%	5.5%	51.89%
Hispanic/Latino	360	360	100.0%	242	67.2%	109	45.0%	45	41.3%	15	33.3%	4.2%	39.35%
More than one race	85	85	100.0%	58	68.2%	26	44.8%	11	42.3%	9	81.8%	10.6%	100.00%
Native Hawaiian/Pacific Islander	8	8	100.0%	4	50.0%	1	25.0%	0	0.0%	0	0.0%	0.0%	0.00%
Unknown	107	107	100.0%	75	70.1%	25	33.3%	11	44.0%	3	27.3%	2.8%	26.48%
White	676	676	100.0%	467	69.1%	191	40.9%	78	40.8%	27	34.6%	4.0%	37.72%
TOTAL	1770	1770	100.0%	1191	67.3%	486	40.8%	190	39.1%	76	40.0%	4.3%	

**Table 8: Total Applicant Persistence Data – Ethnicity
2020**

Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications received	HIRING PROCESS STEP TWO: HR screens for MQ		HIRING PROCESS STEP THREE: Committee completes application review		HIRING PROCESS STEP FOUR: First-level interviews		HIRING PROCESS STEP FIVE: Second-level interviews		HIRING PROCESS STEP SIX: Recommended for Hire		% Converts	Adverse Impact (80% Rule)
		#	%	#	%	#	%	#	%	#	%		
African American	104	104	100.0%	80	76.9%	20	25.0%	11	55.0%	4	36.4%	3.8%	46.15%
American Indian/Alaska Native	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.00%
Asian	166	166	100.0%	131	78.9%	43	32.8%	11	25.6%	3	27.3%	1.8%	21.69%
Hispanic/Latino	179	179	100.0%	156	87.2%	62	39.7%	26	41.9%	6	23.1%	3.4%	40.22%
More than one race	48	48	100.0%	39	81.3%	16	41.0%	8	50.0%	4	50.0%	8.3%	100.00%
Native Hawaiian/Pacific Islander	1	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.00%
Unknown	67	67	100.0%	53	79.1%	16	30.2%	4	25.0%	3	75.0%	4.5%	53.73%
White	329	329	100.0%	260	79.0%	86	33.1%	40	46.5%	17	42.5%	5.2%	62.01%
TOTAL	895	895	100.0%	720	80.4%	243	33.8%	100	41.2%	37	37.0%	4.1%	

**Table 9: Total Applicant Persistence Data – Ethnicity
2021**

Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications received	HIRING PROCESS STEP TWO: HR screens for MQ		HIRING PROCESS STEP THREE: Committee completes application review		HIRING PROCESS STEP FOUR: First-level interviews		HIRING PROCESS STEP FIVE: Second-level interviews		HIRING PROCESS STEP SIX: Recommended for Hire		% Converts	Adverse Impact (80% Rule)
		#	%	#	%	#	%	#	%	#	%		
African American	46	46	100.0%	39	84.8%	15	38.5%	5	33.3%	1	20.0%	2.2%	17.39%
American Indian/Alaska Native	4	4	100.0%	4	100.0%	1	25.0%	0	0.0%	0	0.0%	0.0%	0.00%
Asian	120	120	100.0%	95	79.2%	61	64.2%	24	39.3%	9	37.5%	7.5%	60.00%
Hispanic/Latino	139	139	100.0%	111	79.9%	58	52.3%	32	55.2%	14	43.8%	10.1%	80.58%
More than one race	24	24	100.0%	13	54.2%	10	76.9%	4	40.0%	3	75.0%	12.5%	100.00%
Native Hawaiian/Pacific Islander	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%	0	0.0%	0.0%	0.00%
Unknown	36	36	100.0%	32	88.9%	13	40.6%	6	46.2%	2	33.3%	5.6%	44.44%
White	109	109	100.0%	96	88.1%	46	47.9%	20	43.5%	8	40.0%	7.3%	58.72%
TOTAL	479	479	100.0%	391	81.6%	205	52.4%	92	44.9%	37	40.2%	7.7%	

Note: Increased number of individuals identifying as “More than one Race” is indicative of the growing number of multiracial families in the area.

Table 10: Total Applicant Persistence Data – Ethnicity
2022

Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications received	HIRING PROCESS STEP TWO: HR screens for MQ		HIRING PROCESS STEP THREE: Committee completes application review		HIRING PROCESS STEP FOUR: First-level interviews		HIRING PROCESS STEP FIVE: Second-level interviews		HIRING PROCESS STEP SIX: Recommended for Hire		% Converts	Adverse Impact (80% Rule)
	#	#	%	#	%	#	%	#	%	#	%		
African American	88	88	100.0%	73	83.0%	26	35.6%	8	30.8%	4	50.0%	4.5%	51.20%
American Indian/Alaska Native	5	5	100.0%	5	100.0%	2	40.0%	1	50.0%	0	0.0%	0.0%	0.00%
Asian	412	412	100.0%	320	77.7%	144	45.0%	62	43.1%	26	41.9%	6.3%	71.09%
Hispanic/Latino	383	383	100.0%	312	81.5%	153	49.0%	62	40.5%	34	54.8%	8.9%	100.00%
More than one race	74	74	100.0%	58	78.4%	16	27.6%	8	50.0%	2	25.0%	2.7%	30.45%
Native Hawaiian/Pacific Islander	5	5	100.0%	1	20.0%	1	100.0%	0	0.0%	0	0.0%	0.0%	0.00%
Unknown	100	100	100.0%	80	80.0%	34	42.5%	16	47.1%	5	31.3%	5.0%	56.32%
White	421	421	100.0%	349	82.9%	164	47.0%	66	40.2%	25	37.9%	5.9%	66.89%
TOTAL	1488	1488	100.0%	1198	80.5%	540	45.1%	223	41.3%	96	43.0%	6.5%	

Table 11: Total Applicant Persistence Data – Gender
2017

Gender Group	HIRING PROCESS STEP ONE: Applications received	HIRING PROCESS STEP SIX: Recommended for Hire		% Converts
	#	#	%	
Female	1231	54	4.4%	4.4%
Male	1012	37	3.7%	3.7%
Unknown	88	1	1.1%	1.1%
TOTAL	2331	92		

Table 12: Total Applicant Persistence Data – Gender
2018

Gender Group	HIRING PROCESS STEP ONE: Applications received	HIRING PROCESS STEP SIX: Recommended for Hire		% Converts
	#	#	%	
Female	963	38	3.9%	3.9%
Male	733	37	5.0%	5.0%
Unknown	74	1	1.4%	1.4%
TOTAL	1770	76		

Table 13: Total Applicant Persistence Data – Gender
2022

Gender	HIRING PROCESS STEP ONE: Applications received	HIRING PROCESS STEP SIX: Recommended for Hire		% Converts	Adverse Impact (80% Rule)
	#	#	%		
Female	885	67	7.6%	7.6%	100.00%
Male	541	27	5.0%	5.0%	65.92%
Unknown	58	2	3.4%	3.4%	45.55%
TOTAL	1484	96	6.5%	6.5%	

Table 14: Total Student Representation- Ethnicity
Fall 2016 – Fall 2022

Racial/Ethnic Group	All student count in Fall 2016		All student count in Fall 2017		All student count in Fall 2018		All student count in Fall 2019		All student count in Fall 2020		All student count in Fall 2021		All student count in Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African-American	489	2.6%	442	3.0%	471	2.6%	420	2.4%	390	2.8%	409	3.0%	404	2.9%
American Indian/Alaskan Native	31	0.2%	24	0.2%	33	0.2%	25	0.1%	21	0.1%	23	0.2%	12	0.1%
Asian	4300	23.2%	3991	26.9%	4336	23.9%	3940	22.9%	3706	26.4%	3572	26.5%	3722	27.2%
Filipino	987	5.3%	924	6.2%	949	5.2%	845	4.9%	624	4.4%	337	2.5%	171	1.2%
Hispanic	4465	24.1%	4212	28.4%	4609	25.4%	4458	26.0%	4175	29.8%	3976	29.4%	4105	30.0%
Multi-Ethnicity	789	4.3%	764	5.2%	826	4.6%	814	4.7%	864	6.2%	968	7.2%	1056	7.7%
Pacific Islander	61	0.3%	55	0.4%	53	0.3%	44	0.3%	47	0.3%	58	0.4%	45	0.3%
Unknown	2084	11.3%	173	1.2%	1926	10.6%	2294	13.4%	536	3.8%	735	5.4%	995	7.3%
White Non-Hispanic	5314	28.7%	4229	28.5%	4948	27.3%	4332	25.2%	3667	26.1%	3425	25.4%	3193	23.3%
TOTAL	18,520	100.0%	14,814	100.0%	18,151	100.0%	17,172	100.0%	14,030	100.0%	13,503	100.0%	13,703	100.0%

Table 15: Mission College Student Representation- Ethnicity
Fall 2016 – Fall 2022

Racial/Ethnic Group	All student count in Fall 2016		All student count in Fall 2017		All student count in Fall 2018		All student count in Fall 2019		All student count in Fall 2020		All student count in Fall 2021		All student count in Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African-American	294	3.2%	282	3.8%	302	3.2%	258	3.0%	226	3.3%	247	3.7%	249	3.8%
American Indian/Alaskan Native	12	0.1%	10	0.1%	18	0.2%	9	0.1%	9	0.1%	13	0.2%	8	0.1%
Asian	2979	32.2%	2713	36.3%	2950	31.4%	2634	30.8%	2379	35.0%	2306	34.6%	2310	34.9%
Filipino	801	8.7%	759	10.1%	773	8.2%	694	8.1%	514	7.6%	274	4.1%	137	2.1%
Hispanic	2294	24.8%	2082	27.8%	2405	25.6%	2252	26.3%	2076	30.6%	2037	30.5%	2140	32.3%
Multi-Ethnicity	337	3.6%	300	4.0%	356	3.8%	330	3.9%	352	5.2%	413	6.2%	459	6.9%
Pacific Islander	38	0.4%	35	0.5%	41	0.4%	23	0.3%	30	0.4%	38	0.6%	27	0.4%
Unknown	777	8.4%	63	0.8%	936	10.0%	1051	12.3%	132	1.9%	209	3.1%	341	5.1%
White Non-Hispanic	1720	18.6%	1236	16.5%	1625	17.3%	1309	15.3%	1070	15.8%	1131	17.0%	957	14.4%
TOTAL	9252	100.0%	7480	100.0%	9406	100%	8560	100%	6788	100%	6668	100%	6628	100%

Table 16: West Valley College Student Representation- Ethnicity
Fall 2016 – Fall 2022

Racial/Ethnic Group	All student count in Fall 2016		All student count in Fall 2017		All student count in Fall 2018		All student count in Fall 2019		All student count in Fall 2020		All student count in Fall 2021		All student count in Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African-American	245	2.3%	181	2.3%	196	2.0%	196	2.0%	199	2.4%	199	2.5%	189	2.4%
American Indian/Alaskan Native	20	0.2%	15	0.2%	18	0.2%	19	0.2%	13	0.2%	12	0.2%	6	0.1%
Asian	1502	14.2%	1445	18.3%	1578	15.9%	1491	15.1%	1572	19.2%	1543	19.5%	1658	20.7%
Filipino	246	2.3%	198	2.5%	217	2.2%	204	2.1%	166	2.0%	102	1.3%	56	0.7%
Hispanic	2386	22.6%	2288	29.0%	2403	24.1%	2418	24.5%	2396	29.2%	2233	28.2%	2177	27.2%
Multi-Ethnicity	501	4.7%	488	6.2%	513	5.2%	523	5.3%	570	6.9%	632	8.0%	683	8.5%
Pacific Islander	28	0.3%	23	0.3%	15	0.2%	23	0.2%	19	0.2%	28	0.4%	21	0.3%
Unknown	1668	15.8%	115	1.5%	1363	13.7%	1681	17.1%	424	5.2%	591	7.5%	764	9.5%
White Non-Hispanic	3978	37.6%	3129	39.7%	3649	36.7%	3295	33.5%	2848	34.7%	2566	32.5%	2462	30.7%
TOTAL	10574	100.0%	7882	100.0%	9952	100.0%	9850	100.0%	8207	100.0%	7906	100.0%	8016	100.0%

Note: Table 14, shows Latinx students as the largest Ethnic/Racial student group District-wide at 30% in 2022. However, at both Mission College (Table 15) and West Valley College (Table 16), Latinx students are the second largest Ethnic/Racial group. This phenomenon is due to the fact that majority Race groups at each college (Asian students at Mission, and White students at West Valley) have much smaller populations at the other college. As demonstrated above West Valley College and Mission college serve unique populations of students due to the differences in population of their respective service areas. However, the number of Latinx students are substantial at both colleges, with their District enrollment surpassing both White and Asian students. This is demonstrated in the bar graph below.

2022 Student Enrollment	
Total Student Enrollment for District	= 13,708
Hispanic Enrollment for District	= 4,105
Asian Enrollment for District	= 3,722
White (non-Hisp) Enrollment for District	= 3,193
Total Student Enrollment at Mission	= 6,628
Hispanic Enrollment at Mission	= 2,140
Asian Enrollment at Mission	= 2,310
White (non-Hisp) Enrollment at Mission	= 957
Total Student Enrollment at WVC	= 8,016
Hispanic Enrollment at Mission	= 2,177
Asian Enrollment at Mission	= 1,658
White (non-Hisp) Enrollment at Mission	= 2,462

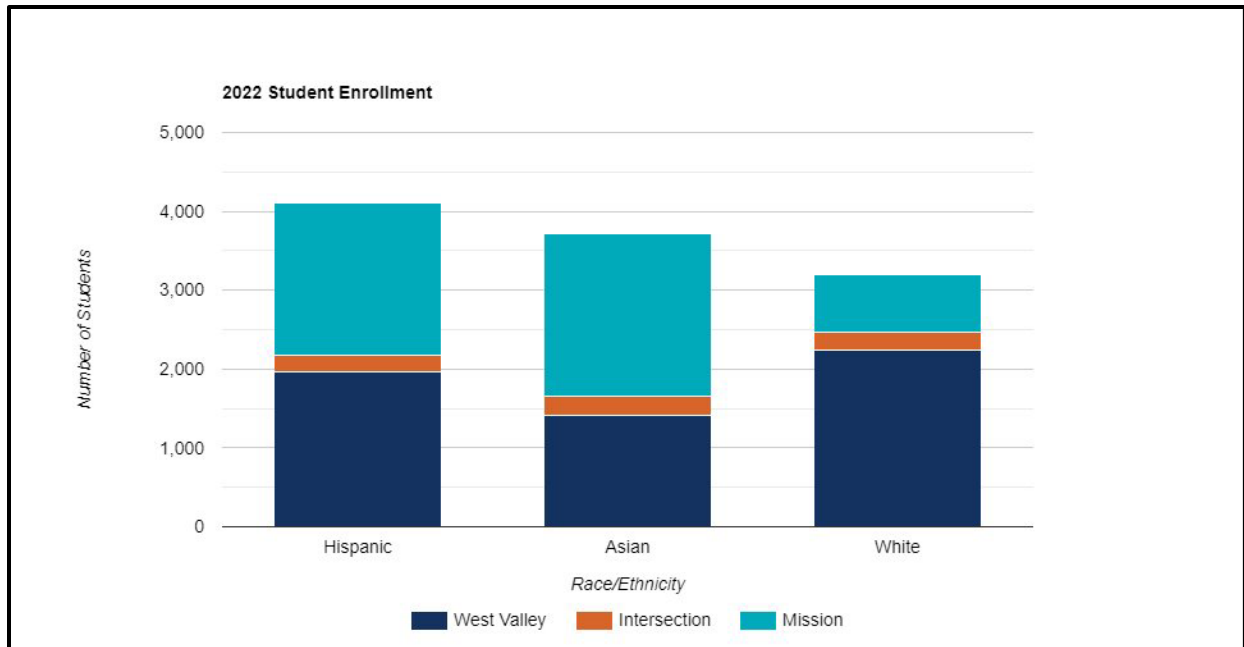


Table 17: Total College Student Representation- Gender
Fall 2016 – Fall 2022

Gender	All student count in Fall 2016		All student count in Fall 2017		All student count in Fall 2018		All student count in Fall 2019		All student count in Fall 2020		All student count in Fall 2021		All student count in Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Female	10,608	57.3%	8,152	55.0%	10,093	55.6%	9,443	55.0%	7,980	56.9%	7,685	56.9%	7,707	56.2%
Male	7,772	42.0%	6,503	43.9%	7,703	42.4%	7,110	41.4%	5,739	40.9%	5,439	40.3%	5,549	40.5%
Non-Binary	-	0.0%	-	0.0%	-	0.0%	153	0.9%	143	1.0%	160	1.2%	155	1.1%
Unknown	140	0.8%	159	1.1%	355	2.0%	466	2.7%	168	1.2%	219	1.6%	292	2.1%
TOTAL	18,520	100.0%	14,814	100.0%	18,151	100.0%	17,172	100.0%	14,030	100.0%	13,503	100.0%	13,703	100.0%

Table 18: Mission College Student Representation- Gender
Fall 2016 – Fall 2022

Gender	All student count in Fall 2016		All student count in Fall 2017		All student count in Fall 2018		All student count in Fall 2019		All student count in Fall 2020		All student count in Fall 2021		All student count in Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Female	5,338	57.7%	4,156	55.6%	5,221	55.5%	4,742	55.4%	3,902	57.5%	3,832	57.5%	3,770	56.9%
Male	3,847	41.6%	3,260	43.6%	4,068	43.2%	3,575	41.8%	2,767	40.8%	2,710	40.6%	2,723	41.1%
Non-Binary	-	0.0%	-	0.0%	-	0.0%	73	0.9%	63	0.9%	56	0.8%	50	0.8%
Unknown	67	0.7%	64	0.9%	117	1.2%	170	2.0%	56	0.8%	70	1.0%	85	1.3%
TOTAL	9,252	100.0%	7,480	100.0%	9,406	100.0%	8,560	100.0%	6,788	100.0%	6,668	100.0%	6,628	100.0%

Table 19: West Valley College Student Representation- Gender
Fall 2016 – Fall 2022

Gender	All student count in Fall 2016		All student count in Fall 2017		All student count in Fall 2018		All student count in Fall 2019		All student count in Fall 2020		All student count in Fall 2021		All student count in Fall 2022	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Female	6,049	57.2%	4,306	54.6%	5,621	56.5%	5,393	54.8%	4,609	56.2%	4,452	56.3%	4,493	56.1%
Male	4,447	42.1%	3,480	44.2%	4,078	41.0%	4,022	40.8%	3,389	41.3%	3,179	40.2%	3,191	39.8%
Non-Binary	-	0.0%	-	0.0%	-	0.0%	88	0.9%	89	1.1%	113	1.4%	108	1.3%
Unknown	78	0.7%	96	1.2%	253	2.5%	347	3.5%	120	1.5%	162	2.0%	224	2.8%
TOTAL	10,574	100.0%	7,882	100.0%	9,952	100.0%	9,850	100.0%	8,207	100.0%	7,906	100.0%	8,016	100.0%

Table 20: Total Workforce Composition by Job Category – Race/ Ethnicity

Occupational Activity	Race/Ethnicity	2018		2019		2020		2021		2022		2023		2023 Students	ACS San Jose - Sunnyvale - Santa Clara MSA	% Change Since 2018
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%			
Executive, Administrative, Managerial	African American/African	7	10.9%	6	9.0%	5	7.8%	4	6.2%	2	3.2%	1	1.3%	2.89%	2.20%	-85.71%
	American Indian/Alaskan Native		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	0.11%	0.10%	0.00%
	Asian	9	14.1%	8	11.9%	9	14.1%	9	13.8%	11	17.5%	11	14.5%	32.32%	31.80%	22.22%
	Hispanic	11	17.2%	12	17.9%	12	18.8%	14	21.5%	15	23.8%	21	27.6%	27.07%	12.60%	90.91%
	Pacific Islander		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	0.36%	0.30%	0.00%
	Two or More	2	3.1%	2	3.0%	2	3.1%	2	3.1%	2	3.2%	2	2.6%	7.78%	--	0.00%
	Unknown	1	1.6%	1	1.5%	1	1.6%	5	7.7%	6	9.5%	13	17.1%	8.15%	2.80%	1200.00%
Executive, Administrative, Managerial Total		34	53.1%	38	56.7%	35	54.7%	31	47.7%	27	42.9%	28	36.8%	21.32%	50.20%	-17.65%
Executive, Administrative, Managerial Total		64	5.9%	67	5.3%	64	6.0%	65	6.1%	63	6.1%	76	7.3%			18.75%
Faculty	African American/African	26	3.6%	35	4.0%	25	3.6%	29	4.0%	23	3.2%	24	3.5%	2.89%	2.30%	-7.69%
	American Indian/Alaskan Native	5	0.7%	5	0.6%	2	0.3%	3	0.4%	3	0.4%	3	0.4%	0.11%	0.00%	-40.00%
	Asian	137	19.1%	174	19.8%	144	20.7%	150	20.9%	150	21.1%	146	21.2%	32.32%	32.80%	6.57%
	Hispanic	83	11.5%	95	10.8%	79	11.4%	89	12.4%	84	11.8%	81	11.8%	27.07%	7.90%	-2.41%
	Pacific Islander	1	0.1%	1	0.1%	2	0.3%	2	0.3%	2	0.3%	2	0.3%	0.36%	0.10%	100.00%
	Two or More	8	1.1%	8	0.9%	4	0.6%	7	1.0%	8	1.1%	8	1.2%	7.78%	--	0.00%
	Unknown	8	1.1%	26	3.0%	12	1.7%	14	2.0%	23	3.2%	21	3.1%	8.15%	3.60%	162.50%
Faculty Total		451	62.7%	533	60.8%	427	61.4%	423	59.0%	419	58.8%	403	58.6%	21.32%	53.30%	-10.64%
Faculty Total		719	65.7%	877	69.8%	695	65.2%	717	66.8%	712	68.4%	688	65.6%		100.00%	-4.31%
Professional (Non-Faculty)	African American/African	4	4.8%	3	3.3%	3	3.4%	3	3.4%	1	1.2%	2	2.2%	2.89%	1.90%	-50.00%
	American Indian/Alaskan Native	2	2.4%	1	1.1%	1	1.1%	1	1.1%	1	1.2%	1	1.1%	0.11%	0.10%	-50.00%
	Asian	29	34.5%	34	37.0%	30	33.7%	31	34.8%	24	29.6%	27	30.0%	32.32%	45.40%	-6.90%
	Hispanic	13	15.5%	13	14.1%	15	16.9%	12	13.5%	14	17.3%	12	13.3%	27.07%	9.00%	-7.69%
	Pacific Islander		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	0.36%	0.20%	0.00%
	Two or More		0.0%	2	2.2%	2	2.2%	2	2.2%	2	2.5%	3	3.3%	7.78%	--	#DIV/0!
	Unknown		0.0%		0.0%		0.0%	1	1.1%	3	3.7%	4	4.4%	8.15%	3.10%	#DIV/0!
Professional (Non-Faculty) Total		36	42.9%	39	42.4%	38	42.7%	39	43.8%	36	44.4%	41	45.6%	21.32%	40.30%	13.89%
Professional (Non-Faculty) Total		84	7.7%	92	7.3%	89	8.3%	89	8.3%	81	7.8%	90	8.6%			7.14%
Clerical / Secretarial	African American/African	5	5.0%	4	4.5%	3	3.3%	3	3.7%	3	4.3%	4	5.3%	2.89%	3.80%	-20.00%
	American Indian/Alaskan Native		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	0.11%	0.50%	0.00%
	Asian	32	31.7%	28	31.5%	33	36.7%	27	33.3%	27	38.6%	30	40.0%	32.32%	26.60%	-6.25%
	Hispanic	24	23.8%	22	24.7%	21	23.3%	20	24.7%	19	27.1%	20	26.7%	27.07%	29.40%	-16.67%
	Pacific Islander		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	0.36%	0.80%	0.00%
	Two or More	3	3.0%	4	4.5%	3	3.3%	2	2.5%	1	1.4%		0.0%	7.78%	--	-100.00%
	Unknown		0.0%		0.0%	1	1.1%	2	2.5%	2	2.9%	3	4.0%	8.15%	3.80%	#DIV/0!
Clerical / Secretarial Total		37	36.6%	31	34.8%	29	32.2%	27	33.3%	18	25.7%	18	24.0%	21.32%	35.10%	-51.35%
Clerical / Secretarial Total		101	9.2%	89	7.1%	90	8.4%	81	7.5%	70	6.7%	75	7.2%			-25.74%
Technical / Paraprofessional	African American/African	2	2.9%	2	2.7%	2	2.9%	1	1.5%	1	1.6%	1	1.6%	2.89%	3.30%	-50.00%
	American Indian/Alaskan Native	1	1.4%	1	1.4%	1	1.4%	1	1.5%		0.0%		0.0%	0.11%	0.30%	-100.00%
	Asian	16	22.9%	16	21.9%	15	21.4%	18	26.5%	19	30.2%	21	33.3%	32.32%	40.00%	31.25%
	Hispanic	12	17.1%	13	17.8%	12	17.1%	12	17.6%	12	19.0%	11	17.5%	27.07%	22.70%	-8.33%
	Pacific Islander		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	0.36%	0.70%	0.00%
	Two or More	6	8.6%	5	6.8%	5	7.1%	5	7.4%	4	6.3%	3	4.8%	7.78%	--	-50.00%
	Unknown		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	8.15%	2.90%	0.00%
Technical / Paraprofessional Total		33	47.1%	36	49.3%	35	50.0%	31	45.6%	27	42.9%	27	42.9%	21.32%	30.10%	-18.18%
Technical / Paraprofessional Total		70	6.4%	73	5.8%	70	6.6%	68	6.3%	63	6.1%	63	6.0%			-10.00%
Skilled Crafts	African American/African		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	2.89%	1.80%	0.00%
	American Indian/Alaskan Native		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	0.11%	0.20%	0.00%
	Asian	4	33.3%	3	21.4%	3	21.4%	3	21.4%	3	25.0%	3	23.1%	32.32%	12.40%	-25.00%
	Hispanic	3	25.0%	5	35.7%	5	35.7%	5	35.7%	4	33.3%	5	38.5%	27.07%	52.90%	66.67%
	Pacific Islander		0.0%	1	7.1%	1	7.1%	1	7.1%	1	8.3%	1	7.7%	0.36%	0.70%	#DIV/0!
	Two or More		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	7.78%	--	0.00%
	Unknown		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	8.15%	2.40%	0.00%
Skilled Crafts Total		5	41.7%	5	35.7%	5	35.7%	5	35.7%	4	33.3%	4	30.8%	21.32%	29.60%	-20.00%
Skilled Crafts Total		12	1.1%	14	1.1%	14	1.3%	14	1.3%	12	1.2%	13	1.2%			8.33%
Service / Maintenance	African American/African	1	2.3%	1	2.3%	1	2.3%		0.0%		0.0%		0.0%	2.89%	3.80%	-100.00%
	American Indian/Alaskan Native		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	0.11%	0.20%	0.00%
	Asian	6	13.6%	7	15.9%	8	18.2%	7	17.5%	7	17.5%	8	18.6%	32.32%	25.30%	33.33%
	Hispanic	26	59.1%	27	61.4%	27	61.4%	26	65.0%	27	67.5%	28	65.1%	27.07%	45.80%	7.69%
	Pacific Islander		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	0.36%	0.70%	0.00%
	Two or More		0.0%		0.0%		0.0%		0.0%		0.0%	1	2.3%	7.78%	--	#DIV/0!
	Unknown		0.0%		0.0%		0.0%		0.0%		0.0%	1	2.3%	8.15%	2.30%	#DIV/0!
Service / Maintenance Total		11	25.0%	9	20.5%	8	18.2%	7	17.5%	6	15.0%	5	11.6%	21.32%	21.90%	-54.55%
Service / Maintenance Total		44	4.0%	44	3.5%	44	4.1%	40	3.7%	40	3.8%	43	4.1%			-2.27%
Grand Total		1094		1256		1066		1074		1041		1048				-4.20%

In its analysis of this data, the District focused on recurring patterns to gain a deeper understanding of the impact of current hiring practices. The key takeaways are as follows:

- In applying the 80% Rule, a pattern of Adverse Impact emerged with regard to Asian and Hispanic employees. Consequently, the District will focus analysis on these two major categories and discuss in the following Components, as we see there is under-utilization of these racial groups.
- The District recognizes there is identified Adverse Impact in the Persistence Data of Black employees in Tables 7-10, and the number of Black employees and Black applicants has decreased over the years (Tables 1a-10). However, there is **not** statistically significant evidence of underutilization. After deeper analysis, of our data the District has determined there is no statistical confidence for underutilization or underrepresentation within our hiring process, and the presentation of Adverse Impact for Black Employees is likely due to other factors (see Component 11). For example, one possible explanation for the decline of Black applicants and Black employees in the District could be due to changes in the local population of Black residents in the District's service area. The U.S. Census Data shows from 1990 to 2019, the Black population of San Jose and the surrounding areas decreased by 17.6%. Since 2020, the Black population of Santa Clara County continues to dramatically decline. This concerning pattern is what Walter Wilson, CEO of Silicon Valley Minority Business Consortium, calls the "Black Exodus" of the Silicon Valley. Although there are systemic issues with regional availability of Black employees, the District will continue to outreach to Black candidates from not only within our county, but to surrounding counties as well. Although the cost of living in the region is high, making it more challenging for the District to recruit from outside the area, it is the District's mission to be a sought-after employer, and to attract and retain quality employees by offering competitive salary and benefits.

Plan Component 11: A Process for Utilizing Data to Determine Whether Monitor Groups are Underrepresented with District Job Categories

References: CCR, Title 5, §§53003(c)(9), and 53006

In conjunction with EEO Data gathered pursuant to EEO Plan Component 10, the District shall identify and utilize data available from reliable public and private sources to determine whether monitored groups are underrepresented within District job categories, as defined in EEO Plan Component 2.

DATA COLLECTION

The District shall utilize data available from reliable public and private sources to compare its current workforce to external availability estimates and use statistical analysis methods to identify underutilization of monitored groups.

ANALYSIS TO IDENTIFY UNDERREPRESENTATION

Once the District gathers the EEO Data described in Component 10 and the data from public and private sources described in this EEO Plan Component, and assigns every employee and applicant to one of the seven job categories identified in EEO Plan Component 2, the District will then review the EEO Data of its employees, broken down by number of persons from monitored group status in each job category.

The District will then analyze this employee EEO Data to compare the percent of a monitored group in a job category with their projected representation based on availability in the workforce. Representation below 80% constitutes underrepresentation.

Steps in the Utilization Analysis Process

1. Calculate the percentage representation of current employees by race and gender for the desired job category.
2. Determine the data sources to be included in the composite availability statistic.
3. Determine the weight to be assigned to each data source included in the composite availability statistic.
4. Multiply the race and gender representation for each data source by the weight.
5. Sum the race and gender representation percentages for each data source.
6. Compare the current workforce representation percentage to the composite representation percentage for each race and gender.
7. Identify underrepresentation using the 80% rule.
8. Conduct a probability test to determine how likely the underutilization is given our workforce demographics and availability estimate.

Assigning Weight

A critical decision point in the availability estimate is the weight assigned to each data source.

The weight determines the relative influence the data source will have on the composite availability estimate.

Example 1: Faculty Utilization Analysis

Advanced Degrees Awarded	50%
Student population	20%
Local Area	20%
California Statewide	5%
U.S. Nationwide	5%

The greatest weight was given to the population of people who have recently earned an advanced degree to increase the likelihood that the availability data reflects a population who meet the minimum qualifications for a faculty position with the District.

Equal weight was assigned to the demographics of students and local communities to define workforce diversity in the context of the populations the District directly serves.

Finally, this analysis included state and nationwide demographics for “postsecondary teachers” to reflect the District’s broader recruiting efforts to attract qualified candidates.

Example 1: Faculty Utilization Analysis

Calculating a composite availability estimate for race and gender

1. Multiply the percent representation for each race and gender for each data source by the assigned weight.
2. Then sum the results to create a single composite availability estimate.
3. Use the estimate to compare to our actual workforce representation.

Example 1: Faculty Utilization Analysis

Calculating a composite availability estimate for race and gender

We repeat these steps for each data source.

1. Enter the percent representation for each race and gender group.
2. Multiply by the assigned weight.
3. Then sum the values.

Identifying Underrepresentation

With the composite availability estimate for each race and gender group calculated, we can compare our current workforce demographics to the availability estimate to determine whether any group is underrepresented as defined by Title 5.

To identify underrepresentation, we divide the current workforce representation percentage by the availability estimate for each race and gender group.

If the result is less than .80 for any race or gender group, we have identified underrepresentation. If the result is greater than 1.0, the group’s workforce representation is greater than the estimated availability.

Probability and Group Size Considerations

The 80% rule compares the ratio of the workforce and availability estimates against a standard degree of difference. It cannot determine the probability of observing the degree of difference between the workforce and the availability estimate.

The size of the workforce being analyzed can have a significant impact on the use of the 80% rule. The smaller a job group, the greater the impact of one additional person in a race or gender group on the workforce representation percentage.

The District will utilize standard deviation and binomial exact tests to assess the probability of the difference between workforce representation and the availability estimate and control for small groups.

Standard Deviation Test

Ground Rules

To calculate a standard deviation, we must have an observed value, an expected value, and the absolute size of the group being analyzed.

In a utilization analysis, these are the current workforce representation, the availability estimate, and the number of employees in the workforce.

The standard deviation can be calculated by **taking the square root of the variance divided by the size of the group.**

Calculating Standard Deviation

In MS Excel, we can list the total job group employees, percent representation for a race or gender group, availability estimate for that group, and calculate the standard deviation using this formula, where **D5 is the location of the race or gender representation**, **E5 is the availability estimate**, and **B5 is the total job group size**:

$$(D5-E5)/((E5*(1-E5)/B5)^{0.5})$$

Interpreting the Standard Deviation Statistic

The standard deviation statistic is a measure of probability. We can interpret it as a level of confidence that a result is not due to random chance. Our degree of confidence increases as the standard deviation statistic gets larger. When the observed value is less than the expected value, the standard deviation statistic will be negative number.

- **1.0 standard deviations:** 68% confidence interval
- **2.0 standard deviations:** 95.4% confidence interval
- **3.0 standard deviations:** 99.9% confidence interval

The threshold typically used to conclude a finding is significant in social science is 2.0 standard deviations or greater. If a finding is less than 2.0 standard deviations, then we interpret that as **not enough confidence** that the result was not due to random change, therefore it's not statistically significant.

Summary

Applying the 80% rule, the District determines if the representation of a certain group is less than the estimated availability and there is “underrepresentation”. If the Standard Deviation statistic is greater than 2, or less than -2 , we can be confident the difference between the current representation and availability estimate is significant and not a random variation. However, if we observe a Standard Deviation statistic between -2 and 2 , such as -0.88 (see Black employees in Table 21), then we **do not have confidence** that the difference between the current representation and the availability estimate is significant.

Binomial Exact Test

The binomial exact test provides similar information as the standard deviation test and is more useful when we have small groups. The standard deviation test is unreliable when we have fewer than 30 employees in the workforce group we are analyzing. For those groups, the binomial exact test is appropriate to measure the probability of the difference between workforce representation and the availability estimate.

Conducting Binomial Exact Test

The binomial exact test formula is more complicated than conducting the standard deviation test. MS Excel offers a formula feature which simplifies the process for conducting the test.

Measuring the Binomial Distribution

To measure the binomial distribution in MS Excel, we need three values:

1. the total employees in the job group we are analyzing
2. the number of employees identifying as the race or gender group we are evaluating
3. the availability statistic for the race or gender group.

Interpreting the Binomial Exact Test

The binomial exact statistic will be between 0 and 1 and can be read as our degree of confidence in the difference between the workforce representation and availability estimate.

Values less than 0.05 and greater than 0.95 indicate a confidence level of 95% or greater that the difference is not due to random distribution. A finding between 0.05 and 0.95, reflects **insufficient confidence** that the result was not due to random change, therefore it's not statistically significant.

Summary

If in applying the 80% rule, it is determined the representation of employees of a certain category is less than the estimated availability, that group is deemed to be underrepresented. However, that result must be within a certain threshold in order to be statistically significant.

For example, a binomial exact statistic of 0.00309 is less than 0.05 and tells us we can be confident the difference between the current representation and availability estimate is significant and not a random variation. However, if we observe a binomial exact statistic between 0.05 and 0.95, such as 0.21 (see Black employees in Table 21), then we **do not have confidence** that the difference between the current representation and the availability estimate is significant.

Example 2: Faculty Utilization Analysis

Using MS Excel, we can calculate the current workforce representation for each race and gender group and compare it with the composite availability estimate to identify under-representation according to the 80% rule and measure the probability of the difference.

For example, employees identifying as Asian have lower representation than the estimated availability. The difference for employees identifying as Asian is significant according to the 80% rule and measures of probability.

We can calculate the number of Asian employees we would need to add to our workforce to meet our availability estimate by subtracting the number of Asian employees we currently employ from the number expected. This is represented in the analysis as our ‘**shortfall**’, abbreviated as **SF**.

Utilization Analysis: Conclusions

Utilization analyses are aspirational and help us set goals and objectives in our EEO Plan and allocate resources where they will be most impactful on our diversity, equity, inclusion, and accessibility outcomes.

Utilization analyses do not tell us about the experience of applicants in our application, screening, interviewing, and hiring processes. We cannot use utilization analyses to identify barriers to diversity, equity, inclusion, and accessibility. However, we can observe and make meaning of the data to address underrepresentation and strategize a plan for improvement.

Table 21: Individual Race Availability Analysis – All Employees
2022

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White	All Empl	Student Population	1537	694	45.2%	30.5%	468	1.00	12.51	-226	Underutilized
Black	All Empl	Local Recruitment Area (SJ)	1537	44	2.9%	3.3%	50	0.21	-0.88	6	
Hispanic	All Empl	CA Statewide	1537	305	19.8%	27.8%	427	0.00	-6.93	122	
Asian	All Empl	US National	1537	376	24.5%	29.7%	457	0.00	-4.53	81	
Native American	All Empl		0	1537	7	0.5%	0.1%	2	1.00	3.53	
NH/PI	All Empl		0	1537	7	0.5%	0.4%	6	0.81	0.64	

Table 22: Individual Gender Availability Analysis – All Employees
2022

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF	
Females	All Empl	Student Population	1537	885	57.6%	50.0%	769	1.00	5.92	###	Underutilized
Males	All Empl	Local Recruitment A	1537	640	41.6%	48.8%	749	0.00	-5.58	109	

Table 23: Individual Race Availability Analysis – Administrators
2022

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White	Admini	Student Population	73	28	38.4%	36.7%	27	0.67	0.30	-1	
Black	Admini	Local Recruitment	73	1	1.4%	6.2%	4	0.06	-1.70	3	
Hispanic	Admini	CA Statewide	73	20	27.4%	14.5%	11	1.00	3.12	-9	
Asian	Admini	US National	73	11	15.1%	11.0%	8	0.90	1.11	-3	
Native American	Admini	Awards (IPEDS)	73	0	0.0%	0.3%	0	0.80	-0.47	0	
NH/PI	Admini		73	0	0.0%	0.2%	0	0.89	-0.34	0	

Note: White administrators are not overutilized but track local availability. Moreover, Hispanic and Asian administrators are utilized at rates higher than local availability. Such data is significant because it demonstrates the District's utilization of Hispanic and Asian administrators more closely mirrors the student population and highlights the success of District and EEO efforts.

Table 24: Individual Gender Availability Analysis – Administrators
2022

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF	
Females	Admini	Student Population	73	38	52.1%	65.0%	47	0.02	-2.31	9	Underutilized
Males	Admini	Local Recruitment	73	34	46.6%	33.0%	24	0.99	2.47	-10	

Table 25: Individual Race Availability Analysis – Instructional Faculty
2022

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White	Instruct	Student Population	833	477	57.3%	39.4%	328	1.00	10.58	###	Underutilized
Black	Instruct	Local Recruitment	833	25	3.0%	2.4%	20	0.89	1.11	-5	
Hispanic	Instruct	CA Statewide	833	102	12.2%	12.4%	103	0.47	-0.15	1	
Asian	Instruct	US National	833	181	21.7%	25.0%	208	0.01	-2.20	27	
Native American	Instruct		833	5	0.6%	0.0%	0	1.00	7.32	-5	
NH/PI	Instruct		833	2	0.2%	0.1%	1	0.88	0.75	-1	

* Please note, the template provided for these calculations was locked and did not allow resizing the columns to make all values visible.

Table 26: Individual Gender Availability Analysis – Instructional Faculty
2022

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF	
Females	Instruct	Student Population	833	479	57.5%	41.9%	349	1.00	9.15	###	
Males	Instruct	Local Recruitment	833	352	42.3%	42.5%	354	0.47	-0.12	2	

Table 27: Individual Race Availability Analysis – Professional Non-Faculty

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White	Profess	Student Population	833	477	57.3%	32.4%	270	1.00	15.34	###	Underutilized
Black	Profess	Local Recruitment	833	25	3.0%	2.4%	20	0.91	1.24	-5	
Hispanic	Profess	CA Statewide	833	102	12.2%	13.3%	111	0.21	-0.87	9	
Asian	Profess	US National	833	181	21.7%	31.4%	261	0.00	-6.01	80	
Native American	Profess		833	5	0.6%	0.1%	1	1.00	4.49	-4	
NH/PI	Profess		833	2	0.2%	0.2%	2	0.76	0.24	0	

Table 28: Individual Gender Availability Analysis – Professional Non-Faculty

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF	
Females	Profess	Student Population	833	479	57.5%	40.0%	333	1.00	10.33	###	
Males	Profess	Local Recruitment	833	352	42.3%	44.4%	369	0.12	-1.22	17	

Table 29: Individual Race Availability Analysis – Secretarial Clerical

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White	Clerical	Student Population	833	477	57.3%	28.8%	240	1.00	18.16	###	
Black	Clerical	Local Recruitment	833	25	3.0%	3.6%	30	0.20	-0.94	5	
Hispanic	Clerical	CA Statewide	833	102	12.2%	24.8%	207	0.00	-8.41	105	
Asian	Clerical	US National	833	181	21.7%	21.3%	178	0.63	0.29	-3	
Native American	Clerical		833	5	0.6%	0.3%	3	0.95	1.45	-2	
NH/PI	Clerical		833	2	0.2%	0.5%	4	0.20	-1.12	2	Underutilized

Table 30: Individual Gender Availability Analysis – Secretarial Clerical

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF	
Females	Clerical	Student Population	833	479	57.5%	56.9%	474	0.64	0.33	-5	
Males	Clerical	Local Recruitment	833	352	42.3%	27.4%	228	1.00	9.62	###	

Table 31: Individual Race Availability Analysis – Service and Maintenance

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White	Service	Student Population	833	477	57.3%	21.1%	176	1.00	25.61	-301	
Black	Service	Local Recruitment	833	25	3.0%	3.8%	31	0.14	-1.15	6	
Hispanic	Service	CA Statewide	833	102	12.2%	33.9%	283	0.00	-13.22	181	
Asian	Service	US National	833	181	21.7%	20.7%	172	0.78	0.73	-9	
Native American	Service		833	5	0.6%	0.2%	1	1.00	2.90	-4	
NH/PI	Service		833	2	0.2%	0.5%	4	0.25	-0.96	2	Underutilized

Table 32: Individual Gender Availability Analysis – Service and Maintenance

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF	
Females	Service	Student Population	833	479	57.5%	47.7%	398	1.00	5.64	-81	
Males	Service	Local Recruitment	833	352	42.3%	36.6%	305	1.00	3.40	-47	

Table 33: Individual Race Availability Analysis – Skilled Crafts

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White	Skilled	Student Population	833	477	57.3%	25.8%	215	1.00	20.80	###	
Black	Skilled	Local Recruitment	833	25	3.0%	2.1%	18	0.97	1.78	-7	
Hispanic	Skilled	CA Statewide	833	102	12.2%	37.9%	316	0.00	-15.27	214	
Asian	Skilled	US National	833	181	21.7%	13.7%	115	1.00	6.69	-66	
Native American	Skilled		833	5	0.6%	0.2%	1	1.00	3.05	-4	
NH/PI	Skilled		833	2	0.2%	0.5%	4	0.27	-0.93	2	

Underutilized

Table 34: Individual Gender Availability Analysis – Skilled Crafts

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF	
Females	Skilled	Student Population	833	479	57.5%	17.7%	148	1.00	30.05	-331	
Males	Skilled	Local Recruitment	833	352	42.3%	66.6%	555	0.00	-14.89	203	

Underutilized

Table 35: Individual Race Availability Analysis – Technical and Paraprofessional

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Expected based on Availability	Binomial Exact	SD	SF	
White	Technic	Student Population	833	477	57.3%	26.1%	217	1.00	20.53	###	
Black	Technic	Local Recruitment	833	25	3.0%	3.4%	28	0.31	-0.60	3	
Hispanic	Technic	CA Statewide	833	102	12.2%	21.3%	177	0.00	-6.36	75	
Asian	Technic	US National	833	181	21.7%	28.4%	237	0.00	-4.29	56	
Native American	Technic		833	5	0.6%	0.2%	2	0.99	2.37	-3	
NH/PI	Technic		833	2	0.2%	0.5%	4	0.25	-0.96	2	

Underutilized

Underutilized

Table 36: Individual Gender Availability Analysis – Technical and Paraprofessional

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Expected based on Availability	Binomial Exact	SD	SF
Females	Technic	Student Population	833	479	57.5%	50.3%	419	1.00	4.18	-60
Males	Technic	Local Recruitment	833	352	42.3%	34.1%	284	1.00	5.00	-68

District Response to Data Analysis

Each college shall take tangible steps to promote equal employment opportunity, workplace diversity, and an inclusive work environment. The District, in consultation with the EEOAC, shall also take concrete steps to monitor progress in these areas. These concrete steps may include any of the examples listed below, or other measures as identified and developed by the EEOAC in close consultation with the Vice Chancellor of Human Resources or designee:

- Ensure that top administrative staff at each site understand and support diversity objectives and that the diversity and/or EEO Officer position is maintained as a cabinet or other high-level administrative position;
- Conduct surveys of campus climate on at least a biennial basis, and implement concrete measures that utilize the information drawn from the surveys;
- Conduct exit interviews with employees who voluntarily leave the District, maintain a database of exit interviews, analyze the data for patterns impacting monitored groups, and implement concrete measures that utilize this information. Interviews may be conducted in a variety of ways, including in-person or telephone interviews, mailed or email surveys, or online surveys;
- Conduct annual longitudinal analysis of hiring statistics, analyze the data for patterns impacting monitored groups, and implement concrete measures that utilize this information;
- Maintain a variety of programs to create a sense of belonging for newly hired and current employees such as affinity, mentoring, professional development, and leadership opportunities;
- Encourage administrators and senior faculty/classified professionals to serve as mentors;
- Encourage faculty, classified professionals, and administrators to seek out mentors;

- h. Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike;
- i. Conduct dialogues, forums, and cross-cultural workshops on diversity, and prevention of harassment and discrimination;
- j. Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award;
- k. Collaborate with the college Professional Development committees to integrate EEO/diversity workshops at all college day or other staff development days;
- l. Convey the District's diversity and commitment to Equal Employment Opportunity in District publications and on the District website. Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on all of these topics. Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image;
- m. Review and update hiring procedures for all categories of employment at least every 5 years to ensure adherence with EEO Title 5 regulations and the components of the Plan.
- n. Maintain FDIP (Faculty Diversity Internship Program) to serve as a pipeline for potential candidates.
- o. Incorporate the following measures into the hiring procedures and District practices to increase the diversity of applicant pools for all positions:
 - i. Require hiring committees give individuals selected for interview a minimum amount of notice, to be determined, to allow for candidates who may not be local or need to provide reasonable notice to their current employer.
 - ii. Study and develop a procedure for the use of online job interviewing, such as Zoom, at one or more stages of the interview process to increase access to a more diverse pool of candidates outside of the local area and add greater flexibility to the process.
 - iii. Provide additional resources to the Human Resources Department to ensure it can appropriately address EEO and equity concerns. This includes adequate staffing so that initial screening can be accomplished districtwide by HR staff to ensure fairness and consistency. It also includes budget to cover the cost of advertising open positions in specialty locations, as needed.

- iv. Perform a study of previous job announcements for faculty positions to ascertain the impact certain preferred or required qualifications (i.e., the doctorate degree) have on the diversity of pools, interviewees, and hires.
 - (a) Develop a rubric which can be used districtwide to assess candidates' sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.
 - (b) Collect data in employee applications which indicates where applicants learned about the job posting to target EEO funds towards sources most impactful in increasing applicant diversity.
- v. Collaborate with each campus' Student Senate/Student Government to incorporate the voices of students on the value of workplace diversity to student learning and development.
- p. Develop a protocol for the annual dissemination and discussion of employee diversity data.
- q. Host a diversity opportunity event, open for the community, to sustain and support potential candidates.
- r. Support and resource mentor training to establish mentorship pool.

The District has identified statistically significant underrepresentation among Hispanic and Asian employees. Specifically, Hispanic underrepresentation presents in the following job categories:

1. All Employees,
2. Secretarial Clerical,
3. Service and Maintenance,
4. Skilled Crafts, and
5. Technical and Paraprofessional.

The District has further identified Asian underrepresentation in the following job categories:

1. All Employees,
2. Instructional Faculty,
3. Professional Non-Faculty, and
4. Technical and Paraprofessional.

Interestingly, both the Asian and Hispanic demographic categories increased from 2016 to 2022 (see Table 1). In 2016, the number of Asian employees was 209, or 20% of the workforce. In 2022, the number of Asian employees was 236, or 22.7% of the workforce. Additionally, the number of Hispanic employees in 2016 was 150, or 15% of the workforce. In 2022, the number of Hispanic employees increased to 173, or 16.6%. This increase in Asian and Latinx employees demonstrates that, although there is identified underrepresentation, the District has also shown improvement in addressing underrepresentation in these categories over the years and will continue this commitment to diversifying its workforce.

Additionally, examination of the Applicant Persistence Data (Longitudinal Phase Analyses) from year to year, indicates a significant increase in selection rates for Hispanic candidates (Tables 7-10). Where in 2019, Hispanic candidates showed Adverse Impact of 39.35%, 40.22%¹ in 2020, 80.58% in 2021, and 100% in 2022. This further illustrates the District's ongoing commitment to Equal Employment Opportunity for all candidates, which in turn creates equitable opportunities for Latinx candidates to be hired. As a Hispanic Serving Institution, the District is dedicated to hiring staff that will best support our students' needs.

Furthermore, Asian and Hispanic administrators and executives in the District were employed more than their availability. While there is room for growth in other job categories, it's important to also highlight areas where underrepresented groups show increased representation.

The District performed additional analysis of the impact of current hiring practices and cultural biases on monitored groups by utilizing specific data about decisions made during the selection process to identify disparities. The table below, compares the 2022 Applicant Persistence Data of All Asian applicants to All Hispanic applicants (the majority group hired).

Table 36: District- Asian Applicant Persistence Data Adverse Impact at Each Phase, 2022

Racial/Ethnic Group	Phase 1: Applications Received		Phase 2: HR Screens for Min Quals		Phase 3: Committee completes application		Phase 4: First-Level Interviews		Phase 5: Second-Level Interviews		Phase 6: Recommend for Hire		Hired	
	Selection Rate	Adverse Impact (80% Rule)	Selection Rate	Adverse Impact (80% Rule)	Selection Rate	Adverse Impact (80% Rule)	Selection Rate	Adverse Impact (80% Rule)	Selection Rate	Adverse Impact (80% Rule)	Selection Rate	Adverse Impact (80% Rule)	% Converts	Adverse Impact (80% Rule)
Asian (All applicants)	100%	100%/100%= 100%	100%	100%/100%= 100%	77.70%	77.7%/81.5%= 95.3%	45%	45%/49%= 91.8%	43.10%	43.1%/40.5%= 106%	41.90%	41.9%/54.8%= 76.5%	6.30%	6.3%/8.9%= 70.8%

In reviewing the data above, it is evident the phases in which Asian applicants faced disparities in selection were at the last stages, specifically getting recommended for hire, and accepting the offer and getting hired. By isolating the phases where adverse impact occurs, the District is able to identify the possibility of unequal application of screening criteria with regard to Asian Applicants. This enlightening analysis demonstrates the District has opportunities for growth in the Recommending for Hire Phase. The District shall review the possibility of additional anti-bias training in later stages of the hiring process to improve its ability to successfully *hire* Asian applicants. Currently, the District focuses EEO Hiring Committee Training on eliminating bias in the initial hiring phases to prevent 'gatekeeping' for positions. The data shown above indicates the need for Implicit Bias training that also focuses on the final phases of the hiring process as well.

The District further investigated Adverse Impact to monitored groups by analyzing decisions made during each phase of the selection process to identify disparities between the colleges. We identified that Hispanic candidates faced adverse impact in 2022 at Mission College. We will analyze some of the Longitudinal Phase Analysis further by comparing the selection rate of this underrepresented group to the majority group. In the table below, we compare the 2022 Applicant Persistence Data of Mission College of Hispanic applicants to White applicants (the majority group hired).

¹ A ratio of 80% denotes no Adverse Impact. An increasing percentage signifies progress in hiring members of an adversely impacted class.

Table 36: Mission- Hispanic Applicant Persistence Data Adverse Impact at Each Phase, 2022

Racial/Ethnic Group	Phase 1: Applications		Phase 2: HR Screens for Min		Phase 3: Committee completes		Phase 4: First-Level Interviews		Phase 5: Second-Level Interviews		Phase 6: Recommend for Hire		Overall Hired	
	Selection Rate	Adverse Impact (80% Rule)	Selection Rate	Adverse Impact (80% Rule)	Selection Rate	Adverse Impact (80% Rule)	Selection Rate	Adverse Impact (80% Rule)	Selection Rate	Adverse Impact (80% Rule)	Selection Rate	Adverse Impact (80% Rule)	% Converts	Adverse Impact (80% Rule)
Hispanic (Mission applicants)	100%	100%/100% = 100%	100%	100%/100% = 100%	77.20%	77.2%/83.1% = 93%	41%	41.1%/42.6% = 96.5%	43.10%	38.5%/39.1% = 98.5%	46.70%	46.7%/55.6% = 84%	5.70%	5.7%/7.7% = 74%

In reviewing the data above, the District found there was no particular stage where there was a significant disparity. However, overall, Hispanic candidates had an adverse impact of 74% compared to White candidates at Mission College in 2022.² This presents an opportunity for growth in overall anti-bias training for the District.

Plan Component 12: Methods to Address Any Underrepresentation

References: CCR, Title 5, §53003(c)(10)

Title 5, Section 53003(c)(10) requires the EEO Plan to identify strategies for addressing any underrepresentation identified pursuant to Section 53003(c)(9) and EEO Plan Component 11. The EEO Officer is responsible for developing appropriate measures for addressing findings of Underrepresentation.

The District will review the information gathered pursuant to Plan Component 11 to determine if underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. The information to be reviewed shall include, but need not be limited to:

1. Relevant data gathered pursuant to EEO Plan Component 10, to identify whether the percentage of persons from a monitored group employed by the District in a job category is below eighty percent (80%) of the projected representation for that group and job category; and
2. Analysis of data regarding applicants, which may inform the District's analysis of underrepresentation of a monitored group.

The District will not designate or set aside particular positions to be filled by members of any group defined in terms of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or veteran or military status. The District will not engage in any other practice that would result in discriminatory or preferential treatment

²This analysis is based on limited data and does not include employees who identify as non-white people of Middle Eastern origin, or intersectional or multi-racial identities.

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

In our analysis, the District has identified key takeaways, primarily the patterns of underrepresentation among the Asian and Latinx workforce. This data is significant, and to address these instances of underrepresentation, as defined above, the District will take the following steps:

1. The District will request that the EEOAC, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation. These recommendations will continue to evolve and reflect the most current data. For the 2024-2027 EEO Plan, the recommended modifications are as follows:
 - a. Conduct training for Hiring Committee members to educate and alleviate biases regarding AAPI and Latinx employees.
 - b. Utilize the data analysis in Components 10 and 11, to conduct training that focuses on inclusive and equitable hiring practices in the later stages of Hiring Decisions (Second-Level interviews and Recommend for Hire phases) for higher level managers. The trainings will focus on combating implicit bias when selecting a candidate for a position.
 - c. The District will also review the structures and protocols for second-level interviews and for final selection of a candidate. The District will conduct training on cross-cultural competencies and second-level interviews.
2. The District will require the responsible administrator for the division or department where the underrepresentation occurs, in conjunction with the EEO officer, to create a recruitment and hiring action plan to assist in addressing the underrepresentation. The action plan may include, but is not limited to:
 - a. Participation in outreach activities that would likely attract applicants from the underrepresented groups, such as participating in diversity job fairs (e.g., California Community Colleges Registry Diversity Job Fairs, California Career Exploration Fairs hosted by COM's Transfer and Career Center) and building relationships with graduate programs and other institutions.
 - b. Additional locations or resources to advertise positions (e.g., on the District employment website, the California Community College Equal Employment Opportunity Registry, and to a list of appropriate external "bulletin board")

websites);

- c. Review the use of any locally established minimum qualification and/or “desired” or “preferred” qualifications to determine if they are job-related and consistent with business necessity in compliance with federal and state laws.
- d. Discontinue the use of any locally established minimum qualification and/or “desired” or “preferred” qualification that is found to not satisfy the requirements set forth above.
- e. Consider changes to the job postings and screening criteria, including interview questions and how reference checks are conducted, which may reasonably be expected to attract applicants from underrepresented groups. For example, interviews must include at least two questions which assess the candidate’s understanding of, and commitment to, equal employment opportunity and their sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

All the strategies mentioned will directly impact hiring of the identified underrepresented groups by ensuring Equal Employment Opportunities at every stage of the Hiring Process, while also focusing our efforts on the later stages of the Hiring Process where underrepresentation was found.

These choices were informed by the analyses from Component 10 and 11 to address the key findings on underrepresentation of Asian and Latinx employees in the “Recommended for Hire” phase and recognized best practices in creating equal employment opportunities in the hiring process.

Plan Component 13: Selection of Specific Pre-Hiring, Hiring and Post Hiring Strategies and a Schedule Identifying the Timetables for Implementation of Identified Strategies

The Board recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity, the development of a diverse workforce, and the creation of an inclusive, equitable, and fair working and learning environment. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring EEO also involves creating an environment that fosters cooperation, acceptance, and free expression of ideas and is welcoming to all genders, including men, women, trans male, trans female, gender non-conforming, different identity, persons with disabilities, and individuals from all protected classes.