AP 3420   Equal Employment Opportunity

References:

20 U.S. Code Sections 1681 et seq.;
Education Code Sections 87100 et seq.;
Title 5 Sections 53000 et seq. and Sections 59300 et seq.
ACCJC Accreditation Standard III.A.12
Government Code Sections 12940 and 11135

The Equal Employment Opportunity (EEO) Plan is a District-wide, written plan that implements the District's EEO Program and addresses all legal references above. The District's EEO Plan is attached herein.

Approved 11/28/2010
Revised 10/13/2015, 1/16/2019

Santa Clarita

Community College District

Equal Employment Opportunity Plan

TABLE OF CONTENTS

I.   Introduction

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

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The *Plan*'s immediate focus is to ensure equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq. and 59300 et. seq.). This *Plan* will assist our students in achieving their educational goals and supports the Vision for Success goals established by the California Community College State Chancellor's Office.

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

Dr. Dianne G. Van Hook

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

II. District Plan Requirements

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

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

(b) Each district shall review its EEO Plan at least once every three years and revise as determined necessary. Any revised EEO Plan shall be submitted to the State Chancellor's Office, which retains the authority to review such revisions on a case-by-case basis.

(c) In particular, the plan shall include all of the following:

(1) the designation of the district employee or employees who have been delegated responsibility and authority for implementing the plan and assuring compliance with the requirements of this subchapter pursuant to section 53020;

(2) the procedure for filing complaints pursuant to section 53026 and the person with whom such complaints are to be filed;

(3) a process for notifying all district employees of the provisions of the plan and the policy statement required under section 53002;

(4) a process for ensuring that district employees who participate on screening or selection committees receive training, prior to their participation. Training shall include, but need not be limited to:

(A) the requirements of this subchapter and of state and federal nondiscrimination laws;

(B) the educational benefits of workforce diversity;

(C) the elimination of bias in hiring decisions; and

(D) best practices in serving on a selection or screening committee;

(5) a process for providing annual written notice to appropriate community-based and professional organizations concerning the district's plan and the need for assistance from the community and such organizations in identifying qualified applicants. "Written" notice may include mailings and electronic communications;

(6) a process for gathering information and periodic, longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored group status, in each of the job categories listed in section 53004(a) to determine whether additional measures are required pursuant to section 53006 and to implement and evaluate the effectiveness of those measures. Each district, based on its size, demographics and other unique factors shall

determine the appropriate time frame for periodic review, and reflect this in its EEO Plan;

(7) to the extent data regarding potential job applicants is provided by the State Chancellor, an analysis of the degree to which monitored groups are underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the State Chancellor determines to be available and qualified to perform the work required for each such job category and whether or not the underrepresentation is significant;

(8) methods for addressing any underrepresentation identified pursuant to paragraph (7) of this subdivision; and

(9) a process for developing and implementing strategies, as described in section 53024.1, necessary to demonstrate on-going, institutional commitment to diversity and equal employment opportunity, as defined in sections 53001(c) and (e).

(d) The plans submitted to the State Chancellor shall be public records.

(e) Each community college district shall make a continuous good faith effort to comply with the requirements of the plan required under this section.

III. Definitions

a. ***Adverse Impact***: means a statistical measure (such as those outlined in the EEO Commission's Uniform Guidelines on Employee Selection Procedures) is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

b. ***Chief Executive Officer (CEO)***: The CEO for the District is the District Chancellor.

c. ***Chief Human Resources Officer (CHRO)***: The CHRO for the District is the Asst. Superintendent/Vice President, Human Resources.

d. ***Diversity:*** means a condition of broad inclusion in an employment environment that promotes equal employment opportunity and respect for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, ancestry, religious, gender, sexual orientation, disability and socio-economic backgrounds.

e. ***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 the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

   (1) identifying and eliminating barriers to employment that are not job related; and

   (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

f. ***Equal Employment Opportunity Officer:*** means the designated person in charge of administering the District's EEO plan as well as ensuring the investigation of EEO complaints. For our District, this person is the CHRO.

g. ***Equal Employment Opportunity Plan:*** means a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

h. ***Equal Employment Opportunity Programs:*** means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of California Code of Regulations, Title 5 section 53006.

i. ***Equity***: the "state, quality or ideal of being just, impartial and fair." The concept of equity is synonymous with fairness and justice. Equity centers on providing individuals the tools they need to be successful. Because individuals face disparate barriers based on their identities and experiences, these tools are personalized and can differ from one member of the

community to the next. At College of the Canyons, our Equity Minded Practioners workgroup has defined Equity-Mindedness in Education as: "Acknowledging, and empathizing with disparate life-experiences contributing to inequities/gaps in educational outcomes. Attributing those inequities/gaps to unfair/structural/political/environmental/ social/cultural/historical practices and policies that have created barriers (deliberately or unintentionally) for individuals to improve their life opportunities through educational achievement. Responding to these barriers with deliberate efforts to eliminate them, and co-creating more fair and just higher education institutional policies and practices that account for disparate life-experiences and foster healthy inclusion through inquiry, shared dialogue, and reflection."

j. ***Ethnic Group Identification:*** means an individual's identification in one or more of the ethnic groups reported to the State Chancellor pursuant to California Code of Regulations, Title 5 section 53004. These groups shall be more specifically defined by the State Chancellor consistent with state and federal law.

k. ***Inclusion:*** the deliberate act of welcoming diversity, valuing all individuals, and exerting a conscious effort to create a warm and accepting environment that involves all in the fabric and mission of the District.

l. ***In-house or Promotional Only Hiring:*** means that only existing District employees are allowed to apply for a position.

m. ***Monitored Group:*** means those groups identified by the State Chancellor's Office for which monitoring and reporting is required pursuant to California Code of Regulations, Title 5 section 53004(a). Current monitored groups include:
   1. American Indian/Alaskan Native
   2. Asian
   3. Black/African-American
   4. Caucasian
   5. Hispanic/Latino
   6. Native Hawaiian/Other Pacific Islander

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

o. ***Reasonable Accommodation:*** means the efforts made on the part of the District In compliance with Government Code section 12926.

p. ***Screening or Selection Procedures:*** means any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

q. ***Significantly Underrepresented Group***: means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

IV. Policy Statement

The Santa Clarita Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of:

- Race;
- Color;
- Religion, religious creed (including religious dress and grooming practices);
- National origin, ethnicity, ancestry, citizenship;
- Physical or mental disability;[1]
- Medical condition (including cancer and genetic characteristics);
- Genetic information;
- Marital status;
- Sex (including pregnancy, childbirth, breastfeeding, or related medical conditions);
- Gender, gender identity, gender expression;
- Age (40 years and over);
- Sexual orientation;
- Veteran and/or military status;
- Protected medical leaves (requesting or approved for leave under the Family and Medical Leave Act or the California Family Rights Act);
- Domestic violence victim status;
- Political affiliation; and/or
- Any other status protected by state or federal law or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity *Plan* will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

---

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

V. Delegation of Responsibility, Authority and Compliance

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

a. *Board of Trustees*
   The Board of Trustees is ultimately responsible for proper implementation of the District's *Plan* at all levels of district and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

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

c. *Equal Employment Opportunity Officer*
   The District has designated the Assistant Superintendent/Vice President, Human Resources as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the Equal Employment Opportunity Officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The Equal Employment Opportunity Officer is responsible for receiving complaints described herein and for ensuring applicant pools and selection procedures are properly monitored.

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

e. *Agents of the District*
   Any organization or individual, whether or not an employee of the District, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this *Plan*.

f. *Good Faith Effort*
   The District shall make a continuous good faith effort to comply with all the requirements of its *Plan*.

g. *Accountability and Corrective Action*
   The District shall certify annually to the Chancellor of the California Community Colleges that they have timely:

- Recorded, reviewed and reported the data required regarding qualified applicant pools;
- Reviewed and updated, as needed, the Strategies Component of the district's EEO *Plan;* and
- Investigated and appropriately responded to formal harassment or discrimination complaints filed.

Upon review of a district's certification, data reports, or any complaint filed, the State Chancellor may review a District's EEO *Plan* and Strategies Component for the required indicia of institutionalized and on-going efforts to support diversity and/or District's compliance. Where the State Chancellor finds that the District's efforts have been insufficient, they will inform the District of his/her specific area(s) of concern, and direct the District to submit a revised EEO *Plan* within 120 days. Upon review of the revised EEO *Plan*, the State Chancellor will either:

A. Determine the revisions are sufficient, and provide a deadline by which the District must provide proof that the new measures have been implemented; or

B. Find that the revised *Plan* is still lacking and will direct the District to implement specific measures from those listed in Title 5, section 53024.1, and provide a timeline for doing so.

VI.   Advisory Committee

The District established an Equal Employment Opportunity Advisory Committee (EEOAC) to assist the District in implementing its *Plan* in 2010. The EEOAC may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The EEOAC sponsors events, trainings, and other activities that promote equal employment opportunity, nondiscrimination, retention and diversity.

- o The EEO Officer shall ensure that the EEOAC receives training in all of the following:

  (a) the requirements of this subchapter 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 advisory committee in carrying out the District's EEO plan.

- o The EEOAC shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit EEOAC members who are members of monitored groups. The EEOAC will be composed of four faculty members, one to two adjunct faculty members, four classified members, four administrators, and one to two students, if available. Ex officio members shall include the Human Resources Director over recruitment efforts, the Equal Employment Opportunity Officer, the Title IX Officer, and the ADA coordinator.

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

- o Current EEOAC membership includes the following individuals:

MEMBERS	TITLE	GROUP REPRESENTATION
Diane Fiero, Chair	Assistant Superintendent/Vice President, Human Resources	Chair/Ex. Officio
Rian Medlin	Director, Recruitment & Employee Services	Ex. Officio
Flavio Medina-Martin	Director, EEO, Diversity & Title IX	Ex. Officio
Jane Feuerhelm	Faculty Director, DSPS (ADA Coordinator – Students)	Ex. Officio
Jerry Buckley (alternate Paul Wickline)	Assistant Superintendent/Vice President, Instruction	Admin.

MEMBERS	TITLE	GROUP REPRESENTATION
Michael Wilding (alternate Jasmine Ruys)	Assistant Superintendent/Vice President, Student Services	Admin.
Daylene Meuschke (alternate Jim Temple)	Dean, Institutional Research, Planning and Institutional Effectiveness	Admin.
Catherine Grooms	Director, SBDC	Admin.
Ali Naddafpour	Business Faculty	Faculty
Pamela Williams-Paez	Sociology Faculty	Faculty
Pamela Brogdon	Faculty Director, (EOPS)/CARE/CalWORKS	Faculty
Luciano Cruz	Sociology adjunct faculty	Adjunct Faculty
Mercedes McDonald	Art adjunct Faculty	Adjunct Faculty
Carol Bean	DSPS	Classified
Samantha Weber	Student Services	Classified
Kerry Carlson	Student Services	Classified

VII.   Complaints

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

The District established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations[2] have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation.

All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation.

Complaints involving current hiring processes must be filed as soon as possible after such occurrence of the alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the *Plan* or regulations that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

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

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

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

The District may return without action any complaints that are inadequate because they do not state clear violation of the EEO regulations. All returned complaints must include a district statement of the reason for returning the complaint without action.

The complaint shall be filed with the Equal Employment Opportunity Officer. If the complaint involves the Equal Employment Opportunity Officer, the complaint may be filed with the Chief Executive Officer. At the discretion of the CEO, an outside investigator will be used when the

---

[2] The Equal Employment Opportunity regulations are found in California Code of Regulations, Title 5, section 53000 *et seq.*

responsible District Officer is named in the complaint or implicated by the allegations in the complaint.

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

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.). The District has adopted Board Policies BP3410 and BP3430 for complaints alleging unlawful discrimination or harassment. The Assistant Superintendent/Vice President of Human Resources is responsible for receiving such complaints and for coordinating their investigation. The entire complaint procedure is outlined in Santa Clarita Community College District Administrative Procedures AP 3435 and can be found online at:
http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/3000/Ap_3435.pdf

VIII.   Notification to District Employees

The commitment of the Board of Trustees and the CEO to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity policy statement and *Plan*. The policy statement will be printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to the District's Board of Trustees, the CEO, administrators, the Academic Senate President, union representatives, and members of the EEOAC. The *Plan* will be available on the District's Website, and when appropriate, distributed by e-mail. The Office of Human Resources will provide all new employees with a copy of the *Plan* when they commence employment with the District. Each year, the District will provide all employees with a copy of the Board's Equal Employment Opportunity Policy Statement (located in *Plan* Component 3 of this *Plan*) and a notice containing the provisions. The annual notice will contain the following provisions:

a. The importance of the employee's participation and responsibility in ensuring the *Plan*'s implementation, and;
b. Where complete copies of the *Plan* are available, including in every campus library, on the District Internet site, the Office of the CEO, the Office of Human Resources, and each department office.

IX. Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and search/selection process of candidates for employment shall receive appropriate training on:

   a. The requirements of the Title 5 regulations on equal employment opportunity (section 53000 et seq.),

   b. The requirements of federal and state nondiscrimination laws,

   c. The requirements of the District's Equal Employment Opportunity *Plan*,

   d. The District's policies on nondiscrimination, recruitment, and hiring,

   e. Diversity awareness and cultural proficiency;

   f. The educational benefits of workforce diversity,

   g. The recognizing and eliminating of bias in hiring decisions; and

   h. Best practices in serving on a selection or screening committee.

The training is mandatory to serve on any Search/Selection Committee and must be completed prior to beginning service on any committee. The District Office of Human Resources, is responsible for developing and conducting the required training. Any individual, whether or not an employee of the District, who is acting on behalf of the District in regard to recruitment and screening of employees, is subject to the Equal Employment Opportunity requirements of Title 5 and the District's Equal Employment Opportunity *Plan*.

X.   **Annual Written Notice to Community Organizations**

The Equal Employment Opportunity Officer will provide annual written notice to appropriate, diverse, community-based, and professional organizations concerning the EEO *Plan*:

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

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

XI   Analysis of District Workforce and Applicant Pool

The Office of Human Resources will annually collect the District's workforce composition and shall monitor applicants for employment on an ongoing basis in order to evaluate the District's progress in implementing its Equal Employment Opportunity *Plan*, to provide data needed for the reports required by the *Plan*, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the data collection and reporting each applicant and employee will be afforded the opportunity to voluntarily identify their gender, ethnic group, veteran status and, if applicable, disability. Persons may designate multiple ethnic groups with which they identify, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s).

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

    (1) Executive/Administrative/Managerial;

    (2) Faculty and Other Instructional Staff;

    (3) Professional Non-Faculty;

    (4) Secretarial/Clerical;

    (5) Technical and Paraprofessional;

    (6) Skilled Crafts; and

    (7) Service and Maintenance.

XII.   Analysis of degree of Underrepresentation and Significant Underrepresentation

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

To examine for underrepresentation we used the Fall 2017 data. Comparisons of the applicant pools and employee data were made by gender and ethnicity/race. Employee data was also compared to the Santa Clarita Valley population, and COC student demographic data.

Gender
There is no significant difference between the distribution of employees and the distribution of applicants. There is also no significant difference in the distribution of employees and the student gender distribution in the District.

Ethnicity

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

Adverse Impact for Applicants (See Appendix D)

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

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

Significant Underrepresentation among Current Employees (See Appendix E)

Appendix E provides information on racial/ethnic demographics of the Santa Clarita Community College District's community, students and employees. Significantly underrepresented group analysis using the 80 percent of projected representation was assessed between employees and students. Shaded cells and bolded race/ethnicity labels represent groups who are significantly underrepresented among employees in comparison to the projected representation among students. These rates are below 80% of the students' representation from that racial/ethnic

20

group as indicated in the 'Underrepresented Groups' column. Three groups were identified as underrepresented: African-American/Black, Latinx/Hispanic, and Multi-ethnicity. For Multi-ethnicity, because of the drop in the proportion of students identifying as multi-ethnic/racial in fall 2017, the employee representation falls out of underrepresentation.

Additionally, a comparison between the district's community demographics and students' demographics indicates that students are more ethnically/racially diverse (e.g. students are 48% Latinx/Hispanic vs. the community has a 32% representation of Latinx/Hispanic students). This can be attributed to students attending the college from surrounding communities that are outside of the district.

Another analysis was to compare underrepresentation for applicants with regard to the students' demographics. The one group that was identified as underrepresented among applicants was the Latinx/Hispanic demographic. Their representation among students is 45% and their representation among applicants is 23% averaged across the three years. In the most recent year, Asian applicants are underrepresented in reference to the representation of Asian students (11% vs. 7%).

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

Immediate recommendations include the following:

- Work closely with selection committee chairs to ensure positions advertising reaches these underrepresented groups.
- Proactively inform qualified applicants of positions on various web-based platforms (i.e. LinkedIn).
- Expand recruitment efforts in student's community of residence and target recruitment efforts in these areas.
- Expand recruitment efforts to professional organizations that are race/ethnicity-based (e.g. National Association for Black Accountants, Society of Hispanic Engineers (SHPE), and Asian Pacific Americans in Higher Education (APAHE)).
  - Advertise in available publications and on websites
  - Distribute advertisements at conferences and meetings of these professional organizations
- Connect with and better utilize informal networks of underrepresented populations.

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

XIII. Methods to Address Underrepresentation

The Santa Clarita Community College District will ensure equity, inclusion, and equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to all, regardless of gender identity and expression, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the search/selection process to allow for the hiring of candidates with varied backgrounds who can contribute to and effectively communicate in a diverse community.

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

A. Recruitment

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

Efforts are undertaken on a regular basis to develop and contact new recruitment sources that include diverse pools of candidates. Diverse pools should include, but not be limited to, all individuals regardless of gender identity and gender expression, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Equal Employment Opportunity Advisory Committee (EEOAC) is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. All recruitment announcements will state that the District is an "Equal Employment Opportunity Employer" and will include the following provisions:

1. For all job categories, the District will apply the recruitment procedures set forth in Title 5, Section 53021 to conduct full and open recruitment for all vacancies and will not invoke the provisions for in-house interim appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract, without first notifying the CEO and CHRO in writing of the compelling reason to do so. If the CEO and CHRO determine that an exception to a full and open recruitment is warranted, the CHRO will notify the EEOAC and the appointment will be recommended to the Board of Trustees.

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

d) Recruitment sources that provide information to low-income communities.
e) Publications, including electronic media, that are distributed to the general market, and to newspapers, publications, and/or radio and television stations, whose primary audience is comprised of monitored groups.
f) Recruitment booths at job fairs or conferences oriented to the general market and the economically disadvantaged as well as those events drawing significant participation by monitored groups.

The District will survey and request input and assistance on resources and locations where open positions may be advertised to ensure recruitment is as inclusive and broad as possible and includes recruitment of monitored groups. Human resources will compile, store, and update this list.

B. Job Announcements

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

1. Job announcements will state clearly the minimum qualifications setting forth the knowledge, skills, and abilities necessary to job performance. For all faculty and administrator positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. Job descriptions, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the District Office of Human Resources before the position is announced to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an "Equal Employment Opportunity Employer".

2. For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will conduct an analysis to ensure that such a requirement meets the standard for a bona fide occupational requirement. The District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

C. Search/Selection Committee Procedures

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on a combination of education and experience, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria.

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

(1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students;

(2) Based solely on job-related criteria; and

(3) Designed to avoid an adverse impact.

When possible, every effort will be made, within the limits allowed by federal and state law, to ensure that search/selection committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Search/selection committees will be encouraged to include members from monitored groups.

The CHRO or designee will approve the makeup of search/selection committees. If the CHRO or designee does not approve a search/selection committee for lack of diversity, the CHRO or designee should take necessary steps to remedy the lack of diversity.

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

Interviews will include question(s) that solicit the candidate's sensitivity to, understanding of, and commitment to supporting underrepresented groups and/or his or her level of cultural proficiency. Reference checks may also include at least one question addressing such issues.

All screening materials must be approved for compliance with equal employment opportunity principles.

Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:

(1) After the search/selection committee has conducted the paper screening and prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been reviewed by the HR Director of Recruitment Services or designee.

(2) After the applicants have been interviewed and prior to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been reviewed by the HR Director of Recruitment Services or designee.

If the Human Resources Director over recruitment or designee determines that any selection technique or procedure has adversely impacted any monitored group, the HR Director of Recruitment Services or designee will advise the CHRO, and the CHRO may do the following:

> (1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
> (2) When appropriate, assist the search/selection committee by discussing the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
> (3) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

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

The CEO shall make all final hiring recommendations to the Board of Trustees based upon careful review of the candidate or candidates recommended through the screening/selection committee. This includes the right for the CEO to reject all candidates and to order further review or to reopen the position when necessary to achieve the objectives of the *Plan* or to ensure equal employment opportunity.

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

XIV.   Additional Measures Necessary to Further Equal Employment Opportunity

A. Districts shall review the information gathered pursuant to Title 5, section 53003, subdivision(c)(6) to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of this subdivision, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

(1) Longitudinal analysis of data regarding job applicants, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;

(2) Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and

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

B. Where the review described in subdivision (A) identifies that significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, districts shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

(1) The District will request that the EEOAC, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and identify and make recommendations on modifications that would address the underrepresentation;

(2) The District will require that the responsible administrator for the division or department where the significant underrepresentation occurs, develop, in conjunction with the equal employment opportunity officer, a recruitment and hiring program to assist in addressing the significant underrepresentation. The program should include additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups; whatever changes in staffing, curricular offerings or department structure would assist in attracting candidates from significantly underrepresented groups; additional training for current faculty and staff on the value of a diverse workforce; and recommended changes to the job announcement and screening criteria, including interview questions, that may reasonably be expected to attract candidates from the significantly underrepresented group. ;

(3) The District will actively monitor the representation rate of each group, which was identified in Section XII as being significantly underrepresented in one or more categories; and

(4) Review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:

A. Any requirements of federal law; and

B. Qualifications which the District has found to be job-related, including the requirement that applicants for academic and administrative positions demonstrate sensitivity of community college students.

(5) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect; and

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

(7) Meet with the administrator for the division or department where the significant underrepresentation persists; a subcommittee of the EEOAC chosen by its members; and the Human Resources Director over recruitment to review the effectiveness of the recruitment and hiring program described in *section 2* above. This group will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation.

XV.   Developing and Maintaining Institutional Commitment to Diversity and Inclusion

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

This is also aligned with the State Chancellor's Office Vision for Success Goals, specifically:

- Over five years, increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

- Over five years, increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.

- Over five years, decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units— the average among the quintile of colleges showing the strongest performance on this measure.

- Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent— the average among the quintile of colleges showing the strongest performance on this measure and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index.

- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

- Reduce regional achievement gaps.

To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the District will implement a diversity and inclusion program to help achieve the above goals. Having a district that has accepted principles of diversity, inclusion, and multiculturalism can make implementation and maintenance of an effective equal employment

opportunity program much easier. For that reason, institutionalizing a well-planned, well-funded diversity and inclusion program supported by the leadership of the District can be of great value. The District will sponsor cultural events and speakers on diversity, inclusion, and explore how to infuse diversity and inclusion into the classroom and curriculum. The District will promote the concept of cultural proficiency and it has developed an evaluation form that integrates diversity into the evaluation of all employees. The District will also promote learning opportunities and personal growth in the area of diversity and inclusion and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the District shall do the following:

Bolded items have already been implemented:

a. Commit to a formal diversity and inclusion program that is adequately funded and supported by the District and campus leadership.

b. Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.

c. Conduct diversity and inclusion dialogues, forums, and cross-cultural workshops.

d. Offer a series of EEO/diversity and inclusion workshops year-round and at flex week or staff development day accessible to all employees.

e. Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity, diversity, and inclusion efforts.

f. Promote various cultural celebrations and diversity and inclusion activities on campus.

g. Ensure that top administrative staff support diversity and inclusion objectives and that the diversity and/or Equal Employment Opportunity officer position is maintained as a cabinet or other high-level administrative position.

h. Provide training on elimination of bias in hiring and employment.

i. Provide cultural awareness training to members of the campus community.

j. Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.

k. Thoroughly investigate, in a timely manner, all complaints filed under this chapter, and all harassment and discrimination complaints filed and take appropriate corrective action in all instances where a violation is found.

l. Convey via the district mission statement its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.

m. Require via district hiring procedures that applicants for all positions demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.

o. Address issues of inclusion/exclusion in a transparent and collaborative fashion.

p. Make progress on diversity and inclusion activities designed to promote student success for all students which have been identified in the District's Student Equity Plan.

The following items are either in progress or yet to be started:

q. Conduct campus climate surveys on a regular basis to identify hidden barriers and implement concrete measures that utilize the information drawn from the surveys.

r. Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity and inclusion into their major job duties.

s. Work with the District's Professional Development's Faculty Development Committee to assist in the development of a "Diversity and Inclusion Instructional Tool Kit" as a resource for faculty to infuse diversity, inclusion and multiculturalism into their instruction or services to students;

t. Convey via the district publications, marketing collateral (traditional and digital), and website, its diversity, inclusiveness, and commitment to Equal Employment Opportunity.

u. Recognize and value staff and faculty who have promoted diversity, inclusion, and equal employment opportunity principles by giving diversity recognition awards.

v. Establish an "Equal Employment Opportunity, Diversity and Inclusion" online presence by highlighting the district's diversity, inclusion, 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.

w. Consider providing for alternative educational or experience requirements for non-academic positions.

x. Develop leadership opportunities with current staff focusing on diversity and inclusion.

y. Involve community-based organizations in the recruitment and other equal employment opportunity efforts of the college. Recommended membership will include representatives from local business and industry as well as from diverse community groups such as MALDEF, NAACP, Chamber of Commerce, and City Council(s).

z. Seek direct contact with student, professional, community, and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

aa. Conduct exit interviews with employees who voluntarily leave the district, maintain a database of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.

bb. Train the district's board of trustees on the elimination of bias in hiring and employment at least once every election cycle.

cc. Ensure website content, including the online hiring process are mobile friendly, to serve individuals who may only have access to mobile devices.

dd. Encourage District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO, diversity, and inclusion enhancement.

ee. Maintain updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.

ff. Attempt to gather information from applicants who decline job offers to find out why, record this information, and utilize it.

gg. Conduct longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.

XVI.   Persons with Disabilities

1.   Reasonable Accommodations

The District shall ensure that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aids such as readers, interpreters, and note takers.

The CHRO, in the role of ADA Coordinator, is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process.   Requests can be made on the "Request for Reasonable Accommodations" form.

2.   Goals for Persons with Disabilities

Currently the projected representation for persons with disabilities is only required by the total District workforce and not by job categories. The District will monitor applicants and employees with disabilities and address based on assessment of underutilization.

The District will work with Disability Student Programs and Services (DSPS) Program to communicate job openings to persons with disabilities.

XVII: Encouraging Graduate Employment in Community Colleges

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

Annual Written Notice to Community Organizations

Effective December 1, 2018 the following community organizations will receive an annual written notice regarding the District's Equal Employment Opportunity *Plan* as provided for in Section XI of the EEO *Plan*. This list may be revised from time to time as necessary.

AppleOne Employment Services
25350 Magic Mountain Pkwy, #300/#353
Valencia, CA 91355
661-912-0142

California School Employee Assoc.
Fresno Field Office
2501 W. Shaw Ave, #107
Fresno, CA 93711
800-439-6626

Express Personnel
28111 Avenue Stanford
Santa Clarita, CA 91355
661-775-2570

NewMarket Careers
21900 Moveo Drive
Santa Clarita, CA 91350
661-755-3308

Personnel Plus
25115 Avenue Stanford, #B-121
Valencia, CA 91355
661-702-0110

Sage Staffing
27441 Tourney Rd., #150
Valencia, CA 91355
661-254-4026

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

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

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

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

Appendix B: Employee Demographics – Historical Perspective

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

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

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

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

All Employee Groups 2001 (Source – Datamart & Factbook)

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

All Employee Groups 2006 (Source – Datamart & Factbook)

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

All Employee Groups 2011 (Source – Datamart & Factbook)

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

All Employee Groups 2015 (Sources Datamart and Factbook)

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

All Employee Groups 2016 (Datamart & Fact Book)

Sex	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Male	50	51.5%	85	41.3%	115	39.8%	272	46.9%	522	44.5%
Female	47	48.5%	121	58.7%	174	60.2%	308	53.1%	650	55.5%
TOTAL	97	100.0%	206	100.0%	289	100.0%	580	100.0%	1,172	100.0%
Racial/Ethnic Group	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	6	6.2%	6	2.9%	8	2.8%	16	2.8%	36	3.1%
Asian	5	5.2%	15	7.3%	27	9.3%	52	9.0%	99	8.4%
Hispanic/Latino	9	9.3%	33	16.0%	83	28.7%	128	22.1%	253	21.6%
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	1	0.3%	0	0.0%	1	0.1%
American Indian/ Alaska Native	0	1.1%	2	1.0%	5	1.7%	5	0.9%	12	1.0%
White	73	75.3%	147	71.4%	160	55.4%	338	58.3%	718	61.3%
More than 1 race	0	0.0%	2	1.0%	2	0.7%	15	2.6%	19	1.6%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	4	4.1%	1	0.5%	3	1.0%	26	4.5%	34	2.9%
TOTAL	97	100.0%	206	100.0%	289	100.0%	580	100.0%	1,172	100.0%

All Employee Groups 2017 (Datamart & Factbook)

Sex	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Male	45	47.9%	93	42.3%	125	41.1%	291	46.7%	554	44.6%
Female	49	52.1%	127	57.7%	179	58.9%	332	53.3%	687	55.4%
TOTAL	94	100.0%	220	100.0%	304	100.0%	623	100.0%	1,241	100.0%
Racial/Ethnic Group	Administrators		FT Faculty		Classified		PT Faculty		Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	7	7.4%	6	2.7%	8	2.6%	21	3.4%	42	3.4%
Asian	8	8.5%	16	7.3%	27	8.9%	61	9.8%	112	9.0%
Hispanic/Latino	8	8.5%	36	16.4%	95	31.3%	93	14.9%	232	18.7%
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	1	0.3%	0	0.0%	1	0.1%
American Indian/ Alaska Native	1	1.1%	2	0.9%	4	1.3%	5	0.8%	12	1.0%
White	66	70.2%	153	69.5%	163	53.6%	370	59.4%	752	60.6%
More than 1 race	0	0.0%	2	0.9%	2	0.7%	18	2.9%	22	1.8%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	4	4.3%	5	2.3%	4	1.3%	55	8.8%	68	5.5%
TOTAL	94	100.0%	220	100.0%	304	100.0%	623	100.0%	1,241	100.0%

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

Applicant Progression by Ethnicity

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

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

Applicant Progression by Sex

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

Applicant Progression by Employee Group

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

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

Applicant Progression by Ethnicity

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

Progression - Disaggregated by Ethnicity	Hispanic/Latino			Two or More Races			Hawaiian/ Pacific Islander			Unknown/Decline			Total Applicants		
	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate	#	% of all	Progression Rate
Total Applicants	866	21%	100%	201	5%	100%	5	0%	100%	534	13%	100%	4,061	100%	100%
Incomplete/Late/Withdrawn Applicants	193	21%	22%	30	3%	15%	3	0%	60%	143	16%	27%	911	100%	22%
Completed Applications	673	21%	78%	171	5%	85%	2	0%	40%	391	12%	73%	3,150	100%	78%
Complete/on-time applicants who do not meet MQs	243	21%	36%	85	7%	50%	1	0%	50%	145	12%	37%	1,167	100%	37%
Complete/on-time applicants who met MQs	430	22%	64%	86	4%	50%	1	0%	50%	246	12%	63%	1,982	100%	63%
Applicants selected for first level interviews	163	23%	38%	22	3%	26%		0%	0%	74	11%	30%	698	100%	35%
Applicants selected for final interviews	69	25%	42%	11	4%	50%		0%		29	10%	39%	281	100%	40%
Applicants hired	34	23%	49%	5	3%	45%		0%		16	11%	55%	147	100%	52%

Applicant Progression by Employee Group

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

Applicant Progression by Sex

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

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

Applicant Progression by Ethnicity

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

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

Applicant Progression by Sex

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

Applicant Progression by Employee Group

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

Applicant Progression - Administators 2015-2016

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

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

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

Updated 11/2/18

Applicant Progression - Administators 2016-2017

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

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	66	13%	3	1%	38	8%	223	45%
Incomplete/Late/Withdrawn Applicants	12	11%	1	1%	10	9%	44	41%
Completed Applications	54	14%	2	1%	28	7%	179	47%
Complete/on-time applicants who do not meet MQs	25	18%	0	0%	6	4%	73	53%
Complete/on-time applicants who met MQs	29	12%	2	1%	22	9%	106	43%
Applicants selected for first level interviews	5	5%	1	1%	11	10%	53	49%
Applicants selected for final interviews	3	7%	0	0%	5	12%	24	56%
Applicants hired	0	0%	0	0%	1	8%	9	69%

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

Updated 11/2/18

45

Applicant Progression - Administators 2017-2018

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

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	11	13%	0	0%	15	17%	30	35%
Incomplete/Late/Withdrawn Applicants	6	23%	0	0%	6	23%	5	19%
Completed Applications	5	8%	0	0%	9	15%	25	42%
Complete/on-time applicants who do not meet MQs	2	11%	0	0%	2	11%	6	32%
Complete/on-time applicants who met MQs	3	7%	0	0%	7	17%	19	46%
Applicants selected for first level interviews	3	11%	0	0%	7	26%	12	44%
Applicants selected for final interviews	2	11%	0	0%	2	11%	10	56%
Applicants hired	1	13%	0	0%	0	0%	7	88%

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

Applicant Progression - Full-Time Faculty 2015-2016

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

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	24	5%	1	0%	89	18%	194	40%
Incomplete/Late/Withdrawn Applicants	8	5%	1	1%	29	20%	61	42%
Completed Applications	16	5%	0	0%	60	18%	133	39%
Complete/on-time applicants who do not meet MQs	1	6%	0	0%	0	0%	6	33%
Complete/on-time applicants who met MQs	15	5%	0	0%	60	19%	127	39%
Applicants selected for first level interviews	2	2%	0	0%	22	20%	50	45%
Applicants selected for final interviews	1	3%	0	0%	4	11%	19	54%
Applicants hired	0	0%	0	0%	2	18%	6	55%

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

Applicant Progression - Full-Time Faculty 2016-2017

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	507	52%	381	39%	95	10%	983	100%
Incomplete/Late/Withdrawn Applicants	145	51%	104	37%	33	12%	282	100%
Completed Applications	362	52%	277	40%	62	9%	701	100%
Complete/on-time applicants who do not meet MQs	55	57%	35	36%	7	7%	97	100%
Complete/on-time applicants who met MQs	307	51%	242	40%	55	9%	604	100%
Applicants selected for first level interviews	76	46%	82	49%	9	5%	167	100%
Applicants selected for final interviews	28	44%	35	55%	1	2%	64	100%
Applicants hired	8	42%	11	58%	0	0%	19	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	76	8%	4	0%	64	7%	481	49%
Incomplete/Late/Withdrawn Applicants	23	8%	3	1%	17	6%	126	45%
Completed Applications	53	8%	1	0%	47	7%	355	51%
Complete/on-time applicants who do not meet MQs	18	19%	0	0%	9	9%	32	33%
Complete/on-time applicants who met MQs	35	6%	1	0%	38	6%	323	53%
Applicants selected for first level interviews	12	7%	0	0%	8	5%	91	54%
Applicants selected for final interviews	3	5%	0	0%	2	3%	40	63%
Applicants hired	0	0%	0	0%	1	5%	12	63%

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

Applicant Progression - Full-Time Faculty 2017-2018

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	224	48%	208	44%	36	8%	468	100%
Incomplete/Late/Withdrawn Applicants	79	52%	55	36%	18	12%	152	100%
Completed Applications	145	46%	153	48%	18	6%	316	100%
Complete/on-time applicants who do not meet MQs	14	40%	18	51%	3	9%	35	100%
Complete/on-time applicants who met MQs	131	47%	135	48%	15	5%	281	100%
Applicants selected for first level interviews	36	40%	51	57%	3	3%	90	100%
Applicants selected for final interviews	10	30%	21	64%	2	6%	33	100%
Applicants hired	6	55%	5	45%	0	0%	11	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	38	8%	0	0%	42	9%	219	47%
Incomplete/Late/Withdrawn Applicants	7	5%	0	0%	20	13%	69	45%
Completed Applications	31	10%	0	0%	22	7%	150	47%
Complete/on-time applicants who do not meet MQs	6	17%	0	0%	1	3%	15	43%
Complete/on-time applicants who met MQs	25	9%	0	0%	21	7%	135	48%
Applicants selected for first level interviews	6	7%	0	0%	9	10%	51	57%
Applicants selected for final interviews	1	3%	0	0%	2	6%	22	67%
Applicants hired	1	9%	0	0%	2	18%	5	45%

Progression - Disaggregated by Ethnicity	Hispanic/Latino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/Decline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	67	14%	21	4%	1	0%	80	17%	468	100%
Incomplete/Late/Withdrawn Applicants	21	14%	5	3%	0	0%	30	20%	152	100%
Completed Applications	46	15%	16	5%	1	0%	50	16%	316	100%
Complete/on-time applicants who do not meet MQs	5	14%	4	11%	0	0%	4	11%	35	100%
Complete/on-time applicants who met MQs	41	15%	12	4%	1	0%	46	16%	281	100%
Applicants selected for first level interviews	11	12%	4	4%	1	1%	8	9%	90	100%
Applicants selected for final interviews	3	9%	2	6%	0	0%	3	9%	33	100%
Applicants hired	1	9%	1	9%	0	0%	1	9%	11	100%

Applicant Progression - Classified Staff 2015-2016

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	613	33%	1198	64%	61	3%	1872	100%
Incomplete/Late/Withdrawn Applicants	114	45%	125	50%	12	5%	251	100%
Completed Applications	499	31%	1073	66%	49	3%	1621	100%
Complete/on-time applicants who do not meet MQs	135	27%	346	70%	10	2%	491	100%
Complete/on-time applicants who met MQs	364	32%	727	64%	39	3%	1130	100%
Applicants selected for first level interviews	113	32%	234	65%	11	3%	358	100%
Applicants selected for final interviews	41	31%	89	67%	3	2%	133	100%
Applicants hired	12	27%	32	71%	1	2%	45	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	154	8%	5	0%	149	8%	705	38%
Incomplete/Late/Withdrawn Applicants	19	8%	1	0%	23	9%	74	29%
Completed Applications	135	8%	4	0%	126	8%	631	39%
Complete/on-time applicants who do not meet MQs	33	7%	0	0%	31	6%	193	39%
Complete/on-time applicants who met MQs	102	9%	4	0%	95	8%	438	39%
Applicants selected for first level interviews	33	9%	0	0%	27	8%	155	43%
Applicants selected for final interviews	8	6%	0	0%	10	8%	62	47%
Applicants hired	2	4%	0	0%	5	11%	23	51%

Progression - Disaggregated by Ethnicity	Hispanic/Latino		Two or More Races		Hawaiian/ Pacific Islander		Unknown/Decline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	562	30%	102	5%	5	0%	190	10%	1872	100%
Incomplete/Late/Withdrawn Applicants	90	36%	12	5%	1	0%	31	12%	251	100%
Completed Applications	472	29%	90	6%	4	0%	159	10%	1621	100%
Complete/on-time applicants who do not meet MQs	153	31%	30	6%	0	0%	51	10%	491	100%
Complete/on-time applicants who met MQs	319	28%	60	5%	4	0%	108	10%	1130	100%
Applicants selected for first level interviews	101	28%	14	4%	0	0%	28	8%	358	100%
Applicants selected for final interviews	38	29%	3	2%	0	0%	12	9%	133	100%
Applicants hired	12	27%	1	2%	0	0%	2	4%	45	100%

Applicant Progression - Classified Staff 2016-2017

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	810	29%	1854	67%	121	4%	2785	100%
Incomplete/Late/Withdrawn Applicants	154	38%	239	58%	17	4%	410	100%
Completed Applications	656	28%	1615	68%	104	4%	2375	100%
Complete/on-time applicants who do not meet MQs	204	28%	485	68%	29	4%	718	100%
Complete/on-time applicants who met MQs	452	27%	1130	68%	75	5%	1657	100%
Applicants selected for first level interviews	168	33%	330	64%	18	3%	516	100%
Applicants selected for final interviews	71	34%	131	64%	4	2%	206	100%
Applicants hired	22	36%	38	62%	1	2%	61	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	74	7%	4	0%	90	8%	423	38%
Incomplete/Late/Withdrawn Applicants	12	7%	1	1%	7	4%	75	45%
Completed Applications	62	7%	3	0%	83	9%	348	37%
Complete/on-time applicants who do not meet MQs	20	7%	2	1%	27	10%	93	34%
Complete/on-time applicants who met MQs	42	6%	1	0%	56	8%	255	38%
Applicants selected for first level interviews	9	4%	0	0%	20	9%	88	39%
Applicants selected for final interviews	2	2%	0	0%	5	6%	31	36%
Applicants hired	1	4%	0	0%	0	0%	12	43%

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

Applicant Progression - Classified Staff 2017-2018

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

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	89	5%	8	0%	116	6%	734	40%
Incomplete/Late/Withdrawn Applicants	12	6%	2	1%	18	9%	71	36%
Completed Applications	77	5%	6	0%	98	6%	663	41%
Complete/on-time applicants who do not meet MQs	20	4%	2	0%	35	7%	194	41%
Complete/on-time applicants who met MQs	57	5%	4	0%	63	6%	469	41%
Applicants selected for first level interviews	21	5%	2	0%	22	5%	159	38%
Applicants selected for final interviews	11	7%	1	1%	8	5%	60	37%
Applicants hired	3	6%	0	0%	3	6%	16	30%

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

Updated 11/2/18

52

Applicant Progression - Adjunct Faculty 2015-2016

Progression - Disaggregated by Sex	Male		Female		Unknown		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	713	46%	753	49%	85	5%	1551	100%
Incomplete/Late/Withdrawn Applicants	188	47%	192	48%	22	5%	402	100%
Completed Applications	525	46%	561	49%	63	5%	1149	100%
Complete/on-time applicants who do not meet MQs	249	42%	311	53%	28	5%	588	100%
Complete/on-time applicants who met MQs	276	49%	248	44%	35	6%	559	100%
Applicants selected for first level interviews	115	47%	115	47%	15	6%	245	100%
Applicants selected for final interviews	55	42%	64	49%	11	8%	130	100%
Applicants hired	53	42%	61	49%	11	9%	125	100%

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	128	8%	12	1%	147	9%	754	49%
Incomplete/Late/Withdrawn Applicants	33	8%	0	0%	46	11%	196	49%
Completed Applications	95	8%	12	1%	101	9%	558	49%
Complete/on-time applicants who do not meet MQs	58	10%	6	1%	38	6%	283	48%
Complete/on-time applicants who met MQs	37	7%	6	1%	63	11%	274	49%
Applicants selected for first level interviews	11	4%	1	0%	34	14%	129	53%
Applicants selected for final interviews	6	5%	1	1%	10	8%	72	55%
Applicants hired	6	5%	1	1%	10	8%	69	55%

Progression - Disaggregated by Ethnicity	Hispanic/Latino		Two or More Races		Hawaiian/Pacific Islander		Unknown/Decline to State		Grand Total	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	263	17%	60	4%	3	0%	184	12%	1551	100%
Incomplete/Late/Withdrawn Applicants	67	17%	16	4%	0	0%	44	11%	402	100%
Completed Applications	196	17%	44	4%	3	0%	140	12%	1149	100%
Complete/on-time applicants who do not meet MQs	105	18%	25	4%	2	0%	71	12%	588	100%
Complete/on-time applicants who met MQs	90	16%	19	3%	1	0%	69	12%	559	100%
Applicants selected for first level interviews	37	15%	7	3%	0	0%	26	11%	245	100%
Applicants selected for final interviews	17	13%	5	4%	0	0%	19	15%	130	100%
Applicants hired	16	13%	4	3%	0	0%	19	15%	125	100%

Applicant Progression - Administators 2017-2018

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

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	11	13%	0	0%	15	17%	30	35%
Incomplete/Late/Withdrawn Applicants	6	23%	0	0%	6	23%	5	19%
Completed Applications	5	8%	0	0%	9	15%	25	42%
Complete/on-time applicants who do not meet MQs	2	11%	0	0%	2	11%	6	32%
Complete/on-time applicants who met MQs	3	7%	0	0%	7	17%	19	46%
Applicants selected for first level interviews	3	11%	0	0%	7	26%	12	44%
Applicants selected for final interviews	2	11%	0	0%	2	11%	10	56%
Applicants hired	1	13%	0	0%	0	0%	7	88%

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

Applicant Progression - Adjunct Faculty 2017-2018

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

Progression - Disaggregated by Ethnicity	African American		American Indian/Alaskan Native		Asian		Caucasian	
	#	% of all	#	% of all	#	% of all	#	% of all
Total Applicants	107	8%	0	0%	94	7%	580	44%
Incomplete/Late/Withdrawn Applicants	21	7%	0	0%	35	11%	122	39%
Completed Applications	86	9%	0	0%	59	6%	458	46%
Complete/on-time applicants who do not meet MQs	60	9%	0	0%	41	6%	283	44%
Complete/on-time applicants who met MQs	26	7%	0	0%	18	5%	175	47%
Applicants selected for first level interviews	8	7%	0	0%	6	5%	60	50%
Applicants selected for final interviews	4	7%	0	0%	4	7%	28	46%
Applicants hired	4	7%	0	0%	4	7%	28	47%

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

Percent for each Ethnicity among all who Applied by Year

2015-16:
- African American, 8%
- Hispanic/Latino, 24%
- Two or More Races, 4%
- Asian, 10%
- Unknown/Decline, 11%
- Caucasian, 42%

2016-17:
- African American, 8%
- Hispanic/Latino, 21%
- Two or More Races, 5%
- Asian, 8%
- Unknown/Decline, 13%
- Caucasian, 44%

2017-18:
- African American, 7%
- Hispanic/Latino, 26%
- Two or More Races, 4%
- Asian, 7%
- Unknown/Decline, 13%
- Caucasian, 42%
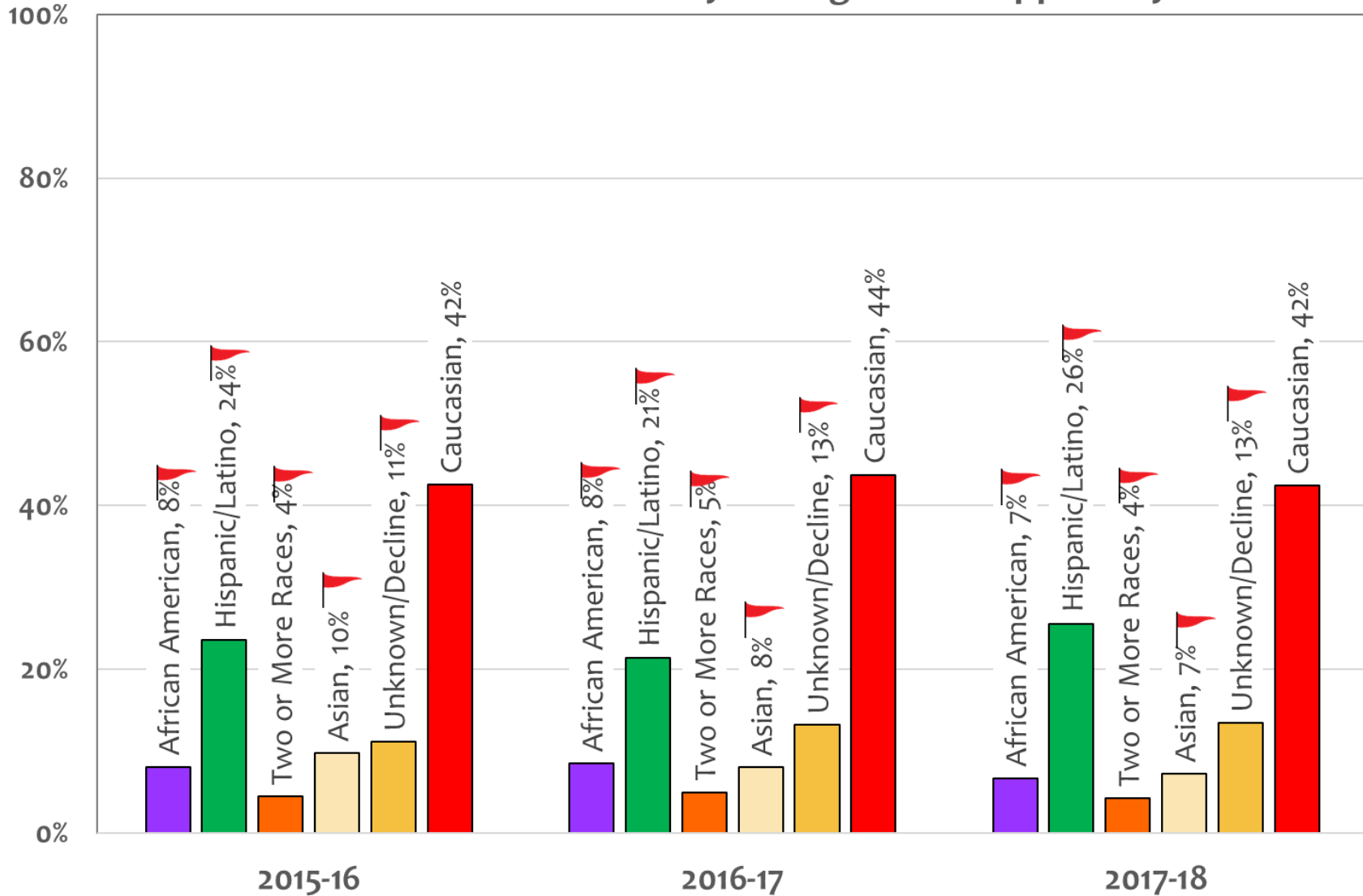
Note: Rates for each ethnicity are calculated among all applicants. Flags indicate adverse/disproportionate impact based on highest rate.

Percent Selected for First Level Interviews within Ethnicity by Year
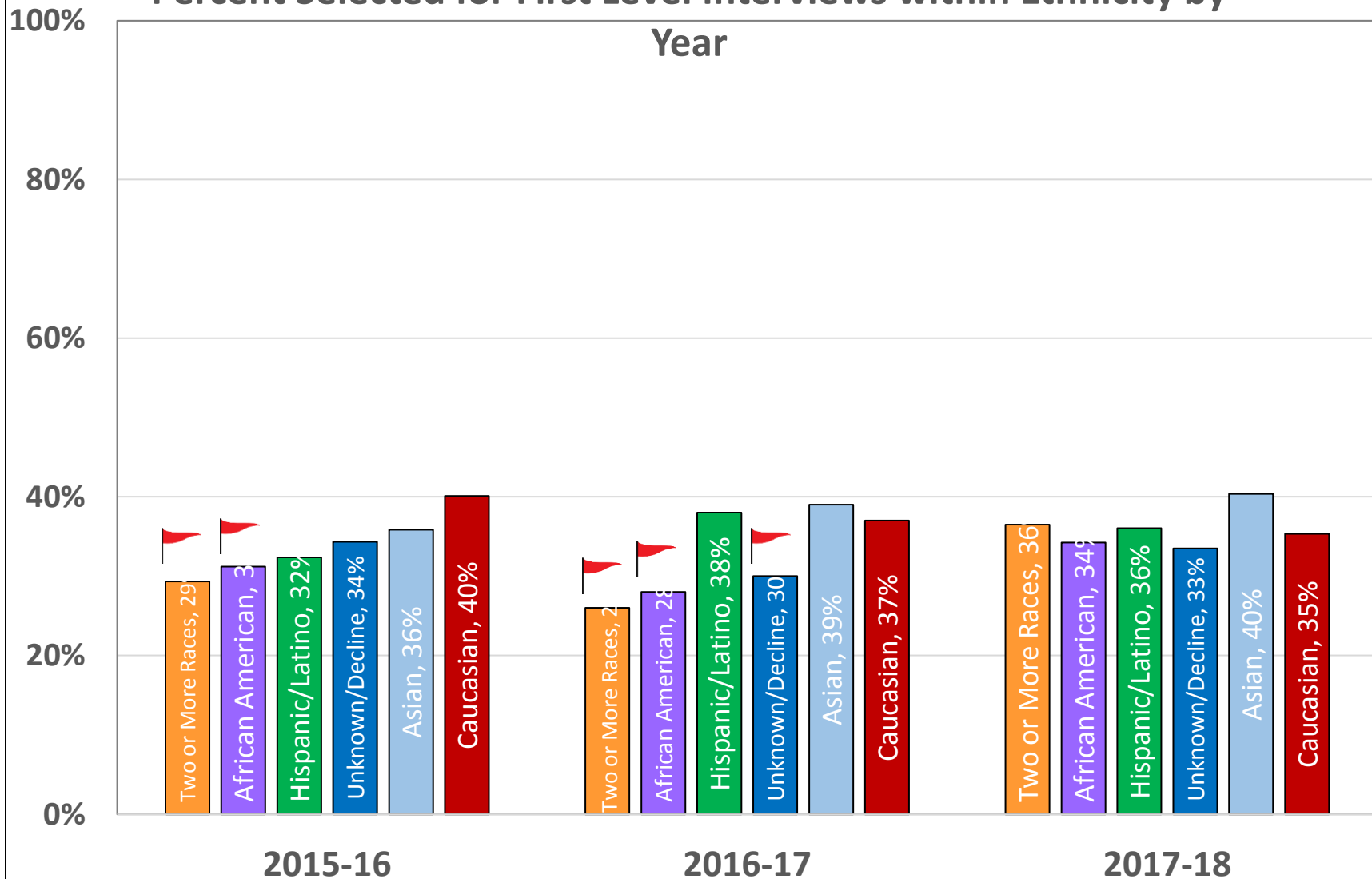
2015-16
- Two or More Races, 29
- African American, 3
- Hispanic/Latino, 32%
- Unknown/Decline, 34%
- Asian, 36%
- Caucasian, 40%

2016-17
- Two or More Races, 2
- African American, 28
- Hispanic/Latino, 38%
- Unknown/Decline, 30
- Asian, 39%
- Caucasian, 37%

2017-18
- Two or More Races, 36
- African American, 34
- Hispanic/Latino, 36%
- Unknown/Decline, 33%
- Asian, 40%
- Caucasian, 35%

Note: Rates are calculated within each ethnicity group out of those who had complete/on-time applications and met minimum qualifications. Flags indicate adverse/disproportionate impact.

Percent Selected for Final Interviews within Ethnicity by Year
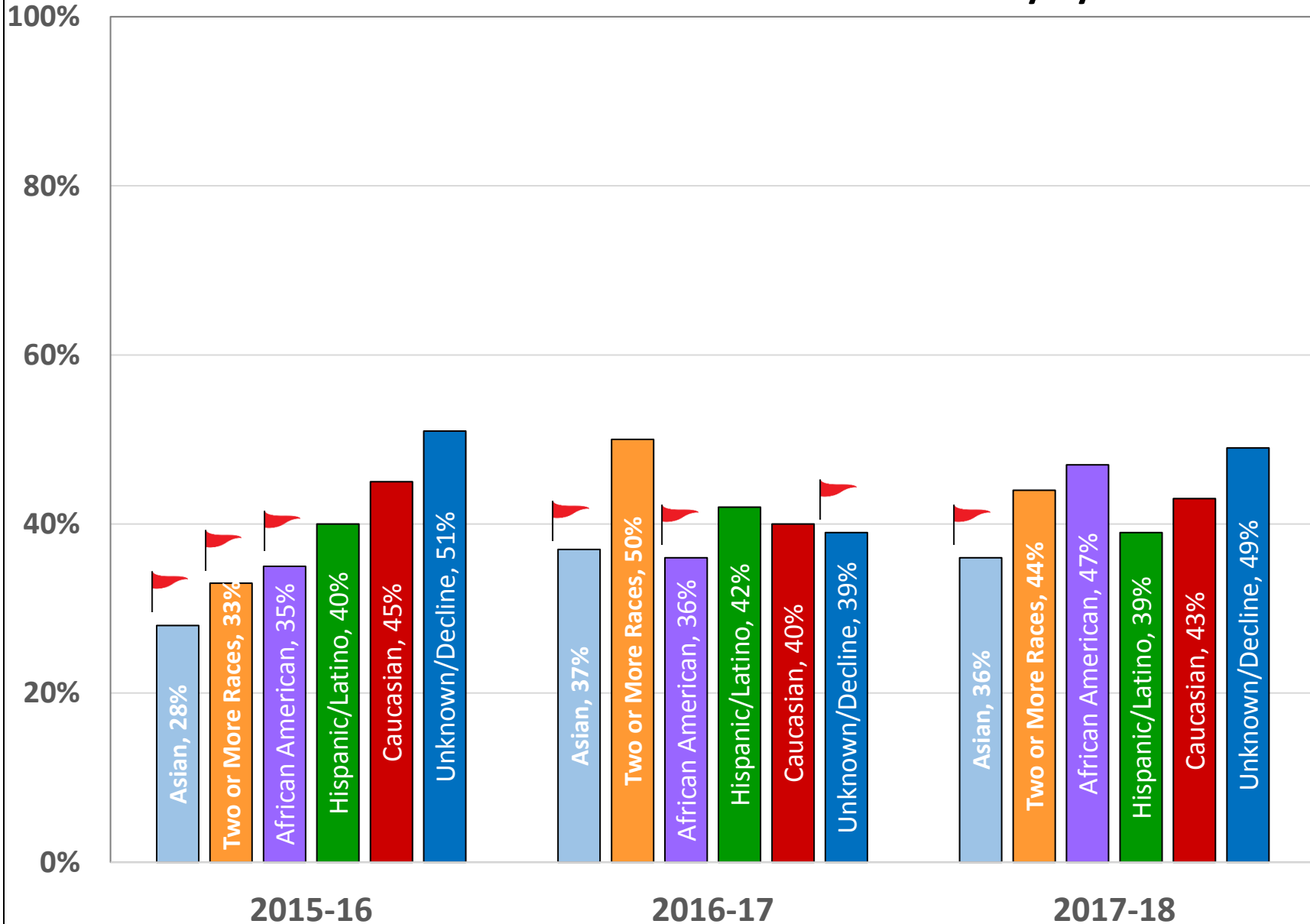
2015-16
- Asian, 28%
- Two or More Races, 33%
- African American, 35%
- Hispanic/Latino, 40%
- Caucasian, 45%
- Unknown/Decline, 51%

2016-17
- Asian, 37%
- Two or More Races, 50%
- African American, 36%
- Hispanic/Latino, 42%
- Caucasian, 40%
- Unknown/Decline, 39%

2017-18
- Asian, 36%
- Two or More Races, 44%
- African American, 47%
- Hispanic/Latino, 39%
- Caucasian, 43%
- Unknown/Decline, 49%

Note: Rates are calculated within each ethnicity group out of those who were selected for first-level interviews. Flags indicate adverse/disproportionate impact.

Percent Hired out of Final Interviews within Ethnicity by Year

Bar chart showing Percent Hired out of Final Interviews within Ethnicity by Year.

2015-16
- Hispanic/Latino, 47%
- African American, 58%
- Unknown/Decline, 61%
- Caucasian, 63%
- Asian, 71%

2016-17
- Hispanic/Latino, 49%
- African American, 50%
- Unknown/Decline, 55%
- Caucasian, 54%
- Asian, 52%
- Two or More Races, 45%

2017-18
- Hispanic/Latino, 51%
- African American, 50%
- Unknown/Decline, 41
- Caucasian, 47%
- Asian, 56%
- Two or More Races, 50%
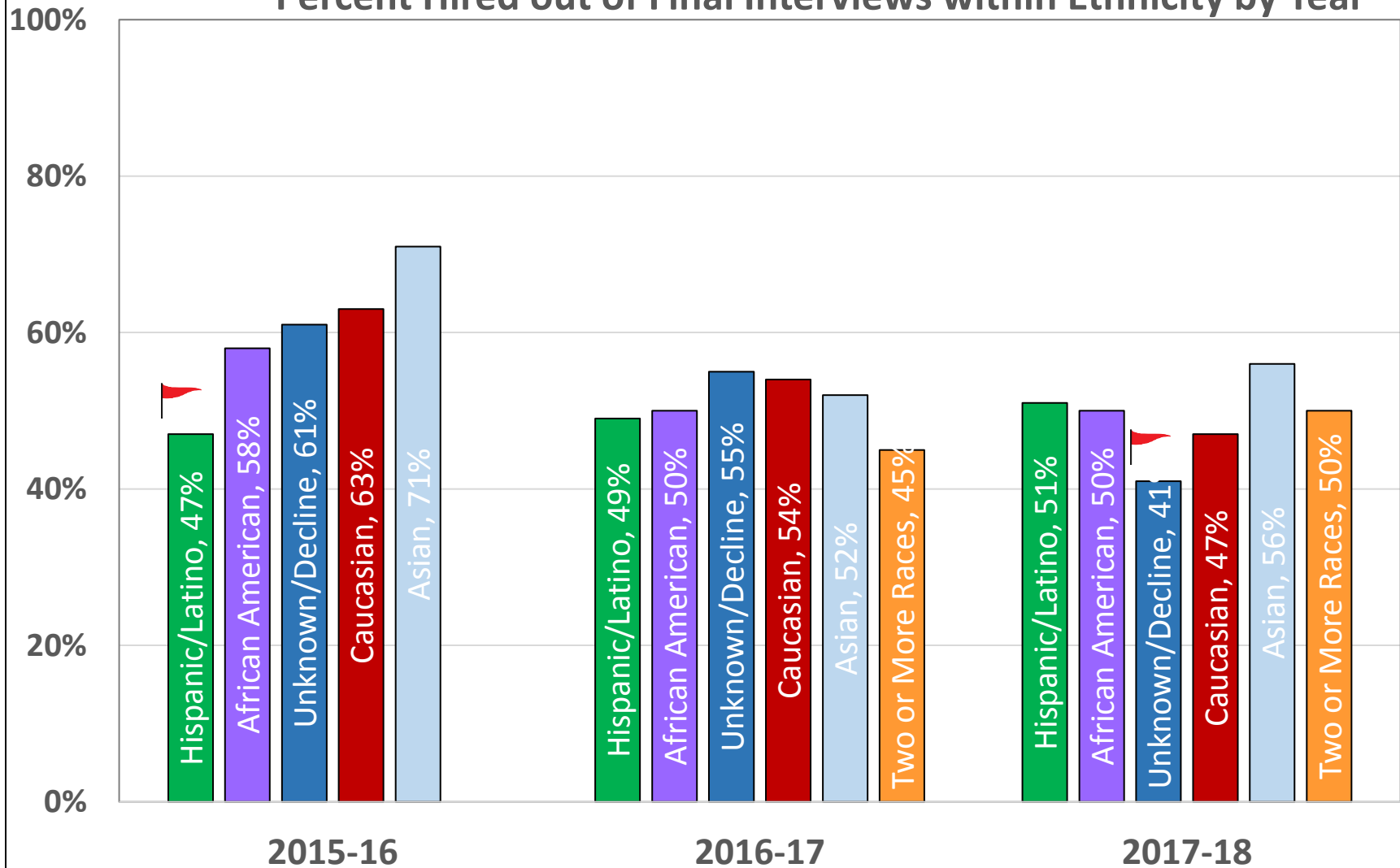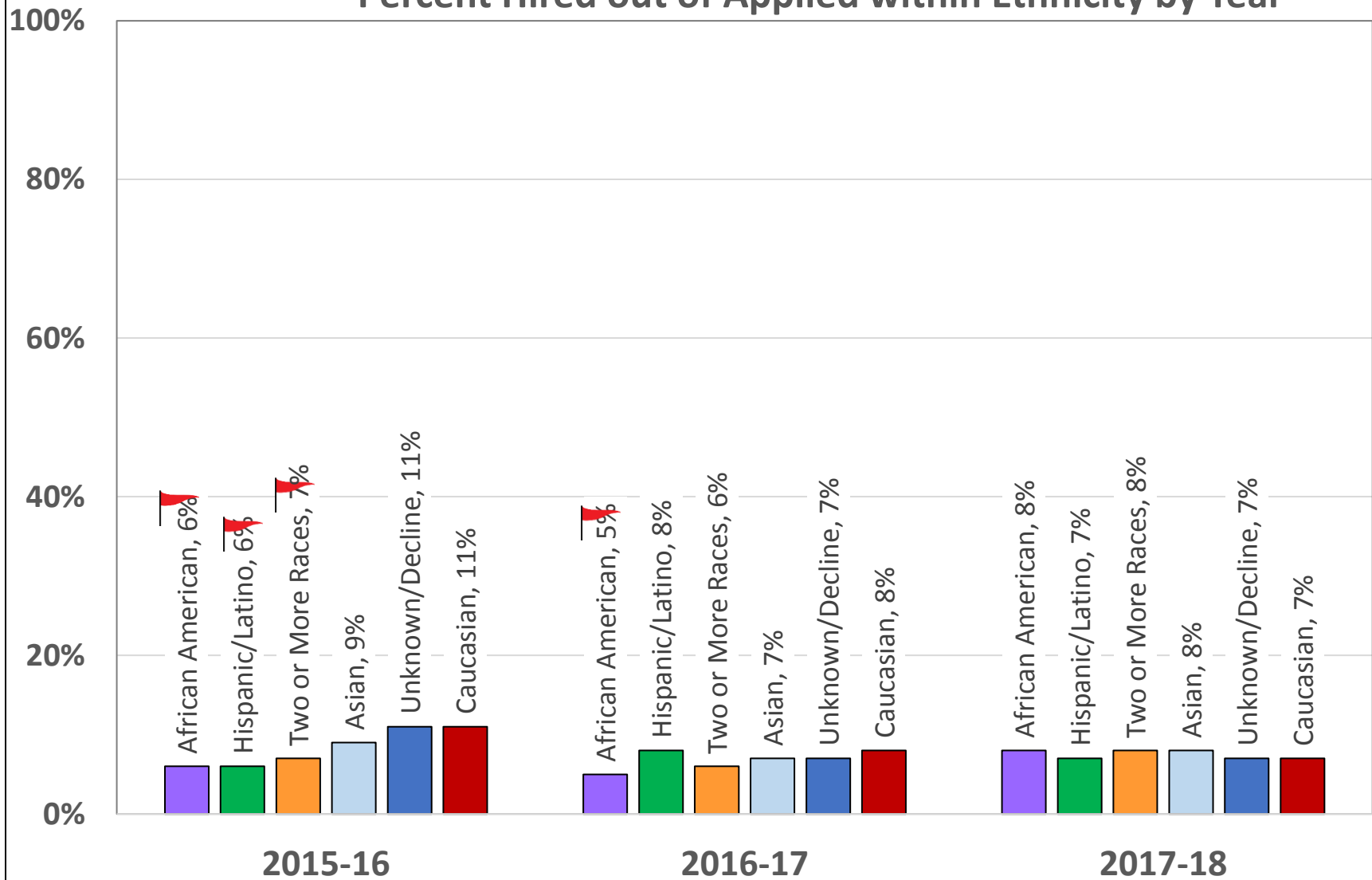
Note: Rates are calculated within each ethnicity group out of those who were selected for final interviews. Flags indicate adverse/disproportionate impact.

Percent Hired out of Applied within Ethnicity by Year

Bar chart with vertical axis labeled from 0% to 100% in increments of 20%. Three groups along horizontal axis: 2015-16, 2016-17, 2017-18.

2015-16:
- African American, 6%
- Hispanic/Latino, 6%
- Two or More Races, 7%
- Asian, 9%
- Unknown/Decline, 11%
- Caucasian, 11%

2016-17:
- African American, 5%
- Hispanic/Latino, 8%
- Two or More Races, 6%
- Asian, 7%
- Unknown/Decline, 7%
- Caucasian, 8%

2017-18:
- African American, 8%
- Hispanic/Latino, 7%
- Two or More Races, 8%
- Asian, 8%
- Unknown/Decline, 7%
- Caucasian, 7%

Note: Rates are calculated within each ethnicity group out of those who had complete/on-time applications and met minimum qualifications. Flags indicate adverse/disproportionate impact.

Appendix D

EECOC Adverse Impact: Rate of Hire

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

*Highest selection rate

1. Longitudinal data for 3 years (2015-16 through 2017-18)

2. Includes all employee groups (Administrators, Faculty, Staff). Excludes applicants who did not complete and did not meet minimum qualifications

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

4. Hawaiian/Pacific Islander is included in Asian.

Appendix E.

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

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

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

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

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

	SCV Community				Students			All Employees		
	2013	2015	2017		2013 Fall	2015 Fall	2017 Fall	2013 Fall	2015 Fall	2017 Fall
African-American/Black	12,158	13,476	14,350		981	902	1,040	31	27	42
Asian	31,940	34,992	38,045		1,614	1,815	2,136	70	97	112
Latinx/Hispanic	85464	91,008	94,908		8,400	9,405	9,726	189	222	232
Native Hawaiian/ Pacific Islander	368	397	411		42	45	46	1	1	1
American Indian/ Alaskan Native	611	671	686		45	61	84	15	15	12
White Non-Hispanic	145,000	143,597	142,101		7,360	7,270	6,456	620	691	752
Multi-Ethnicity	7762	9,110	9,893		746	645	469	14	21	22
Unknown/Other	759	722	725		168	171	532	50	56	68
Total	284,062	293,973	301,119		19,356	20,314	20,489	990	1,130	1,241

Note: Asian includes Filipino; Other includes 'Some other Race'.
2013 Fall All Employee data is based on Datamart; 2015 Fall and 2017 Fall are a blend of Datamart and Factbook

62

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

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

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

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

	SCV Community				Students				All Applicants		
	2013	2015	2017		2013 Fall	2015 Fall	2017 Fall		2013 Fall	2015 Fall	2017 Fall
African-American/Black	12,158	13,476	14,350		981	902	1,040		327	339	245
American Indian/ Alaskan Native	611	671	686		45	61	84		19	18	8
Asian	31,940	34,992	38,045		1,614	1,815	2,136		273	413	267
Latinx/Hispanic	85464	91,008	94,908		8,400	9,405	9,726		745	993	941
White Non-Hispanic	145,000	143,597	142,101		7,360	7,270	6,456		1,458	1,795	1,563
Native Hawaiian/ Pacific Islander	368	397	411		42	45	46		5	9	12
Two or More Races	7762	9,110	9,893		746	63 645	469		149	188	157
Unknown/Other	759	722	725		168	171	532		419	469	494
Total	284,062	293,973	301,119		19,356	20,314	20,489		3,395	4,224	3,687

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