



State Center Community College District's

DEDICATION TO DIVERSITY & EEO

2025 Annual Report

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Introduction

Strategic Highlights

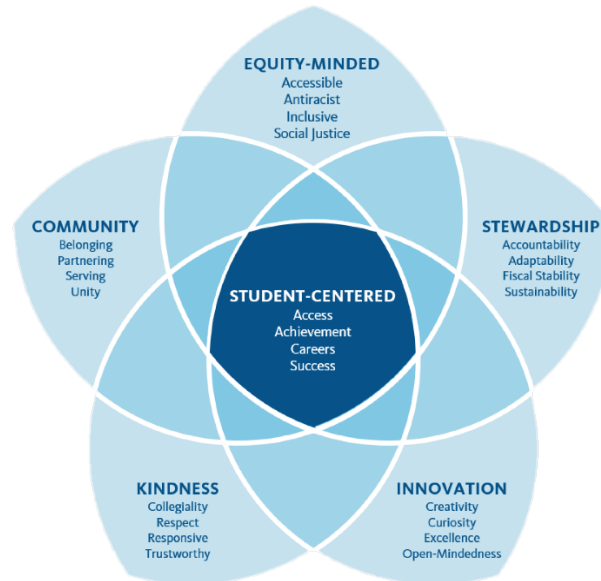
At the December 12, 2023, Board of Trustees meeting, a new State Center Community College District (SCCCD) Mission, Vision and Values statement was adopted as part of the State Center Vision 2035 long-term integrated planning work.

Vision: Advancing equitable student access and achievement is at the heart of our work at State Center Community College District.

Mission: We – the faculty, classified professionals, administrators, and trustees at our four colleges, off-campus sites, and District Office – are united by this vision.

Values:

1. **Student-Centered:** Access; Achievement; Careers; Success
2. **Equity-Minded:** Accessible; Antiracist; Inclusive; Social Justice
3. **Community:** Belonging; Partnering; Serving; Unity
4. **Stewardship:** Accountability; Adaptability; Fiscal Stability; Sustainability
5. **Kindness:** Collegiality; Respect; Responsiveness; Trustworthy
6. **Innovation:** Creativity; Curiosity; Excellence; Open-Mindedness



Serving the diverse and vibrant Central Valley is a collaborative effort with our community partners. Together, we create welcoming, accessible, innovative and student-centered programs which bolsters our economy locally, regionally and globally while preparing our students to meet their goals. This is done by infusing justice, diversity, equity, inclusivity and accessibility (DEIA) in all of our activities and by clearly articulating this priority in our planning, policies and actions.



The Campus Mascots at Convocation 2024

Clyde (RC), Sam (FCC), Maddie (MCC) and Crush (CCC) on hand to celebrate the start of the 24-25 academic year.

Financial Highlights

Historically, EEO programs have been severely underfunded with a regular annual allocation of \$50,000. In 2022-23, the California Community Colleges Chancellor's Office (CCCCO) increased this in a one-time allocation of \$126,300.

In 2023, SCCCDC was awarded two multi-year grants to span 2023-2025. The EEO Best Practices grant and the Culturally Responsive Pedagogy and Practices grant were awarded to support the districtwide Faculty Internship Training program (FIT program) and the Ram Racial Equity Lab 2.0 projects. Respectively, these programs were supported by grant funds in the amount of \$600,000.

In 2023-2024, the District was allocated \$131,888 for the regular EEO budget, yet again another slight increase. This was primarily spent on outreach and recruitment to attract a broad applicant pool and on professional development opportunities.

In 2024-2025, the District was allocated \$136,986 for the regular EEO budget, however, the funds were not released until February 2025. Funds were primarily spent on recruitment efforts such as advertising, the Community College Career Connect (previously the "CCC Registry") job fair, candidate interview reimbursements and professional development.



Operating Highlights

District Office Human Resources (HR) and Personnel Commission (PC)

Both HR and PC staff continue to participate in outreach events including the Colleges Organización de Latinx Empowerment, Guidance, Advocacy for Success (COLEGAS), African American Male Education Network Development (A2MEND) and Asian Pacific Americans in Higher Education (APAHE) to actively engage with potential applicants and to personally invite people representing minoritized communities to apply at SCCCD. HR staff joined campus representatives at the 2024 Diversity, Equity, Inclusion, and Accessibility in Action Institute hosted by the CCCCCO in Irvine in September 2024 and participated in workshops and fellowship opportunities.

HR and PC hosted a variety of workshops including topics such as application equivalency and interview tips, mental health awareness, performance assessment strategies for the trades, web accessibility, Title IX and customer service skills including conflict resolution tips. In addition to HR and PC workshops, HR continues to serve as a liaison for the Classified Professionals Steering Committee who hosted the 24th annual Classified Professionals Leadership academy, the 24th annual Classified Professionals Mega Conference which hosted a variety of breakout sessions including Sign Language and Deaf Culture, Title IX, Chair Yoga and First Amendment Rights.

Administrative Regulations (AR's) and Board Policies (BP's) continue to be reviewed and updated for relevancy and to ensure inclusive language and practices are being operationalized. Examples of this in action are AR 7220 which was updated in May 2023 to include an EEO representative on all academic administrator search committees as a non-voting member and an EEO representative training program is ready to be launched. HR and PC staff have been trained in this program and HR staff have been serving as EEO representatives on academic administrator search committees.

HR also utilized EEO funds to support members of affinity groups across the district attending the first annual ERG: Unity in Diversity conference hosted by Sierra College in Sacramento in April 2025. Attendees reported out on their experience at the districtwide EEO advisory committee meeting in May 2025. Nickolas Valencia-Lucio, Director of Outreach, Onboarding and Student Engagement at

FCC was an attendee and a presenter and shared that while he learned a lot, he was happy to learn that many campuses looked to SCCC for guidance as some of our affinity groups are already well-established.

SCCCD also hosted their own job fairs in June 2024 and November 2024 to invite the community into the District and to give people an opportunity to speak directly to hiring managers and HR/PC staff, Deans and Faculty about careers in our District. West Hills Community College District and Merced College joined the SCCC job fair to feature community college employers from the central valley. SCCC also transitioned to the new California Community College Career Connect site, formerly known as the CCC Registry. The new site is managed by the CCCCCO and features vignettes of jobs across the California Community College system as well as new search features for job seekers and reporting options for college HR staff.

The second districtwide faculty convocation was held in August 2024. Full-time faculty, part-time faculty and administrators were in attendance to hear from Dr. Jamil Zaki, Director of the Stanford Neuroscience Laboratory and researcher on social connections and empathy, Cheryl Aschenbach, ASCCC President and many other presenters including breakout sessions facilitated by faculty from throughout the District. Presentations included topics such as Transforming education through OER (open educational resources), equitable practices in SCCC libraries, grading for equity, using groups to foster a sense of community and increase student engagement and supporting students through Starfish.

Campus Efforts

The campuses continue to host a variety of events which create spaces that facilitate dialogue and interaction amongst faculty, classified professionals, administrators, students and the community. These events also point to the intentionality by which our campuses create inclusive environments and opportunities to showcase diverse cultures, religions and experiences. The full listing of events can be found in the [appendix](#) of this report, but some of the highlights are:

Fresno City College (FCC) hosted an Immigrant Rights virtual event in January as well as a series of events for Black History month, Women's History month, and Asian American, and Pacific Islander (AAPI) and Desi Heritage month. For Black History month, events included a workshop on economic prosperity and real estate education, a "Sistah circle" discussing Black women and the labor movement, a read-in, a barbershop talk on "relationships vs situationships" and a workshop entitled "The Sweet Potato Project" by the Black Farmers Association. Events for Women's History month included a panel discussion on women's health and special guest Chamique Holdsclaw, former WNBA player and member of the NYC Basketball Hall of Fame, the Tennessee Sports Hall of Fame and the Women's Basketball Hall of Fame. Holdsclaw also holds two Olympic gold medals and shared her battle with depression, which may have contributed to a six-count indictment on aggravated assault and criminal damage. Holdsclaw's life was documented in a film narrated by Glen Close called Mind/Game. FCC also hosted a Holi event, a Sikhi and gender equality panel discussion. FCC hosted events in support of sexual assault awareness month including workshops on consent and a "Take Back the Night" event in partnership with CCC and SCCC Police. FCC hosted the annual AsianFest and Night Market which drew crowds despite the rain. FCC also hosted a well-attended conversation with Dolores Huerta, farmworker activist and social justice leader.

Reedley College (RC) invited the community to partake in the Choinumni Monument dedication and resource fair in January 2025. RC also hosted the 3rd annual MLK solidarity walk with speakers, singers and a poetess discussing the monumental holiday and an African drumming circle RC was host to the

15th annual Padres Como Compañeros Conference. RC also hosted a community health and wellness fair and continues to host an ongoing healthy relationships group for students. RC hosted the annual Rainbow Brunch event. RC hosted Andres Chavez, the grandson of Cesar Chavez and current Executive Director of the National Chavez Center to celebrate the Cesar Chavez holiday. RC also hosted a “Soul – Cream Social” during Black Student Success week. RC hosted a DSP&S job and life skills workshop as well as events honoring and commemorating the Armenian Genocide. In addition to events celebrating diversity and honoring cultures from around the world, RC hosted several mental health informational sessions and events including Rape Aggression Defense (RAD) self-defense courses, workshops on self-care and gratitude, safe space training and post-election dialogues.

Clovis Community College (CCC) also hosted immigration rights workshops throughout the year as well as a rainbow welcome mixer, coat drives and Veteran’s events. CCC also hosted Dia de Cultura, Cine Fiesta, Juntos Podemos Celebración and Noche de Baile in celebration of Hispanic Heritage month. CCC invited authors Mark Arax and Bianca Mabute-Louie and poet Denice Frohman to present to the campus. CCC hosted an event to honor Rev. Dr. Martin Luther King, Jr. Day focusing on the intersection of immigration and civil rights. CCC hosted events for Black History month including “Cocoa & Culture”, a movie night, sound bath, a read-in and an evening of self-care. CCC hosted a welcome mass, events for Ash Wednesday and resource fairs for sexual assault awareness and women’s community resources as well as RAD self-defense courses. CCC also hosted an Asian American Heritage festival in April 2025.

Madera Community College (MCC) also hosted events commemorating and remembering the Armenian genocide. MCC also hosted a Cinco de Mayo celebration on campus. MCC hosted the 3rd annual Colors of Change conference focused on topics related to the LGBTQIA+ community. MCC also hosted events for sexual assault awareness month. MCC hosted a Cesar Chavez celebration under the murals of the famed social justice activist. In April 2025, MCC opened their new multicultural and veterans center, which was a project partially funded by the Lumina Foundation \$1,000,000 grant which was awarded to MCC. MCC hosted their 4th annual Women in History “Herstory” celebration, which was emceed by the ASG President, Mia Aguilar.

Districtwide EEO Advisory Committee

The districtwide committee successfully updated its operating agreement to increase student membership positions on the committee and to add a representative from Institutional Research in 2023-24.

Several members of the Districtwide EEO Advisory Committee attended the National Conference on Race and Ethnicity (NCORE) in May 2024 and attended a session entitled “The Untold Mission of the Black Panther Party and Why Universities Should Adopt It”. Reflecting on the connection of community college students to the history of social justice activism, Julianna Mosier, Vice Chancellor of Human Resources and Christine Phillips, District Director of EEO/Diversity and Professional Development, wanted to bring the message back to share with others in the District. Shortly thereafter, Director Phillips visited the Black Panther Party Museum in Oakland, California and connected with one of the NCORE presenters, Dr. Xavier Buck, leading to the inspiration for the districtwide spring EEO event.

Collectively, the districtwide EEO/Diversity advisory committee decided to host events in spring 2025 along the theme of the history of the social justice movement and actionable steps people can engage in today. Each campus decided on a campus-specific event that was thematic to “Legacy and Action”.

On March 25, 2025, Dr. Xavier Buck, Executive Director of Huey P. Newton Foundation and founder of the Black Panther Party Museum spoke to a crowd of approximately 110 people at Clovis Community College and a concurrent watch part at the district office. Additionally, approximately 30 people watched on zoom joining a livestream. Interim President Dr. Monica Chahal introduced Dr. Buck and participants, including classified professionals, faculty, students and administrators spoke with Dr. Buck after the event at a reception held in his honor. As the host of a history channel on TikTok, Dr. Buck appealed to students with his format of short lessons on his channel, @HISTORYIN3. CCC has plans to add the books referenced by Dr. Buck to their library. Feedback of Dr. Buck's presentation was positive, and the most common comment was that people had a recollection of negative associations with the Black Panther Party but were pleased to learn of their positive contributions, such as the origins of the free federal meals program in schools, the community school programs and the impact that community college students had on the social justice movement.

On March 6, 2025, Madera Community College hosted a film screening of "Stamped From the Beginning" followed by guided a discussion on March 7, 2025. The film elevates women's scholars and activists and both events were held during the campus college hour. Approximately 25 people attended including students, faculty, classified professionals and administrators.

Also on March 25, 2025, Fresno City College hosted the "Reclaiming Our Voices" panel featuring women social justice leaders in the community who shared the history of Fresno and journey of advocacy. The EEO committee members partnered with the Social Justice Center for the event. Speakers included student speaker Andrea Vasquez, California Immigrant Youth Justice Alliance, Teresa Castillo, President of the Women's International League for Peace & Freedom, Sonya Nagai Menapace, Coordinator of Central Valley Women's Conference, Maya Curry & Linda Renland, activists. Celeste Hernandez, Senior Research & Planning Analyst, was the moderator. The audience included community members, students, faculty, classified professionals and administrators. A volunteerism & service resource fair followed the panel.

On March 28, 2025, Reedley College hosted a film screening of "First Rainbow Coalition". The First Rainbow Coalition is a documentary account of the groundbreaking 1960's alliance between the disparate groups; the Black Panthers, Young Lords, and Young Patriots. Banding together on social issues such as police brutality and substandard housing, the segregated city of Chicago became a model for collaboration across communities and activism.

Over the past year, the Committee has continued to work on creating recruitment videos to attract a wide range of applicants. District employees representing various job types were identified and recorded in a brief interview. These clips will be sent to the local community media center, CMAC, who will be editing and producing short videos to be used in outreach and recruitment to attract diverse applicants.

The Committee also met with constituents across the district to collect information and feedback to develop a mentorship program for classified new hires. This mentorship program seeks to assist in the onboarding process to ensure retention and knowledge transfer, but also to welcome new employees into the District community.

A districtwide guide for hosting inclusive events was crafted by the committee which will be an aide for anyone planning events large and small across the district. It includes resources such as how to prepare accessible spaces and checklists to ensure events are being offered which encourage participation and welcome people of all abilities and interests.

Draft revisions to the EEO webpage were submitted, however the webpage updates were delayed due to turnover in staff of members of that subcommittee. Updating the EEO webpage will move to a 2026 goal.

From the Committee's previous efforts to encourage awareness of marginalized communities, Board Resolutions continue to be presented at the monthly Board of Trustee meetings highlighting celebrations and inviting community groups to speak on the resolution presentations. [APPENDIX B: EEO Committee Memo to Chancellor on BOT Resolutions](#)

CCCCO EEO and Diversity Advisory Committee (EEODAC)

Christine Phillips, District Director of EEO/Diversity & Professional Development continues to serve on the EEODAC, since 2021. This committee serves as a conduit for information to and from the California Community Colleges Chancellor's Office and colleges and districts throughout our statewide system.

The EEODAC led the work in modernizing the statewide recruitment platform called "California Community Colleges Registry". It was released in January 2025 under the new name "California Community College Career Connect." The EEODAC formed a subcommittee to address changes to legislation affecting Title IX and were also able to provide feedback on a project to develop a toolkit to recruit, onboard and retain college CEOs. The CCCCCO intends to publish a new EEO/Diversity Best Practices Handbook and asked for input from EEO programs throughout the statewide system.

The EEODAC hosts a "Community" in the Vision Resource Center for collaboration and feedback and encourages employees to join this community to receive timely communications about changes to regulations and relevant training opportunities.

Regulatory Changes & Challenges

In March 2023, the California Community Colleges system updated its tenure and evaluation guidelines to incorporate Diversity, Equity, Inclusion, and Accessibility (DEIA) standards. These regulations required faculty to demonstrate practices reflecting DEIA and anti-racist principles.¹ Several lawsuits were filed by faculty members alleging that DEIA evaluation criteria infringed upon their First Amendment rights. Notably, in September 2024, a federal district judge dismissed a lawsuit by a Bakersfield College professor, ruling that the plaintiff lacked standing.² In January 2025, a similar suit brought forth by six SCCC faculty members was also dismissed by a federal judge.³ Following legal challenges, the California Community Colleges system clarified in February 2025 that DEIA regulations do not mandate faculty to endorse specific viewpoints in their teaching. Human Resources staff, the State Center Federation of Teachers (SCFT) and the Academic Senates continue to work collaboratively to update the evaluation instruments and to develop training in alignment with the collective bargaining agreements.

Signed in January 2025, this federal order revoked previous mandates requiring federal contractors to adhere to non-discrimination policies, impacting DEIA initiatives linked to federal contracts. In March

¹ <https://www.kqed.org/news/11966417/community-college-professors-allege-new-diversity-policies-infringe-on-academic-freedom>

² https://www.insidehighered.com/news/quick-takes/2024/09/25/lawsuit-over-calif-community-colleges-dei-rules-dismissed?utm_source

³ <https://edsources.org/2025/federal-judge-dismisses-case-claiming-community-college-diversity-policies-infringe-on-academic-freedom/726023>

2025, California Attorney General Rob Bonta issued guidance affirming that educational institutions could continue DEIA programs, emphasizing that federal directives do not override established civil rights protections.⁴

Community college districts, including San Diego and Chula Vista, reaffirmed their dedication to DEIA initiatives, stating that such programs are integral to their mission and compliant with legal standards.⁵

In March 2025, the U.S. Department of Education initiated investigations into several California institutions, including UC Berkeley and Cal Poly Humboldt, over alleged race-based discrimination linked to DEIA programs.⁶

In January 2025, a federal court vacated the 2024 Title IX regulations nationwide, which had expanded protections to include sexual orientation and gender identity among other changes. As a result, institutions reverted to the 2020 Title IX regulations, which emphasize formal grievance procedures and limit the scope of sex discrimination definitions.⁷ President Trump issued executive orders directing the Department of Education to rescind guidance that extended Title IX protections to LGBTQ+ students. These orders also emphasized the enforcement of Title IX in a manner consistent with the 2020 regulations.

Multiple states and organizations filed lawsuits challenging the 2024 Title IX regulations. A federal court in Kansas issued a preliminary injunction preventing the enforcement of these regulations in specific states and institutions, including some in California. The vacatur of the 2024 regulations and ongoing legal challenges have created uncertainty for institutions, students and employees regarding compliance obligations under Title IX.

California community colleges including SCCC are revising their Title IX policies to align with the reinstated 2020 regulations, focusing on formal grievance procedures and definitions of sex discrimination. This results in a significant investment in training for Title IX coordinators and investigators to ensure compliance with the current regulations. Resources such as certification programs are being utilized to navigate the complex legal landscape which upholds the ban on unlawful harassment on the basis of sex in educational institutions receiving federal funding.

As of June 2025, the federal approach to DEIA has undergone a dramatic shift under the current administration. Executive Orders issued earlier this year, rescinded multiple DEIA-related requirements that had been embedded in federal contracts, grants, and agency operations. These orders rolled back policies from the previous administration that encouraged institutions of higher education, particularly those receiving federal funding, to adopt inclusive hiring, curriculum development, and student support practices.

The impact of these changes has been particularly visible in terms of federal enforcement. Colleges and universities must now certify that they do not engage in what the administration deems "divisive concepts" training, with penalties for non-compliance, including loss of funding or contracts. Additionally, the administration redefined sex in federal education data to only binary classifications

⁴ <https://oag.ca.gov/news/press-releases/attorney-general-bonta-provides-guidance-businesses-diversity-equity-inclusion>

⁵ <https://www.kpbs.org/news/education/2025/03/19/san-diego-and-chula-vista-community-colleges-say-their-diversity-programs-arent-going-anywhere>

⁶ <https://www.latimes.com/california/story/2025-03-14/education-department-dei-investigations-california-colleges>

⁷ https://www.ed.gov/media/document/title-ix-final-rule-summary-33970.pdf?utm_source=chatgpt.com

<https://natlawreview.com/article/us-department-educations-2024-title-ix-final-rule-addressing-sex-based>

(male/female), eliminating recognition of nonbinary identities. These changes have disrupted diversity initiatives, particularly those that have traditionally relied on federal support.

Legal resistance has been swift. In February, a federal district court in Maryland issued a nationwide preliminary injunction blocking enforcement of several core provisions of Executive Order 14173, citing constitutional concerns. This included the suspension of equity-related grants and restrictions on DEIA-related contractor certifications. However, in March, the Fourth Circuit Court of Appeals stayed the injunction, allowing enforcement to continue while litigation proceeds. Civil rights groups have criticized the administration's continued enforcement of the orders despite the legal uncertainty, arguing it sets a dangerous precedent of defying judicial authority.

One of the most high-profile examples of federal overreach is the case involving Harvard University. In what many view as retaliation for the institution's DEIA policies and opposition to recent Supreme Court decisions, the administration revoked Harvard's ability to accept new international students. This unprecedented move has sent shockwaves across higher education. While courts have issued temporary injunctions in Harvard's favor, the administration has been slow to comply, raising alarms again about executive defiance of judicial orders.

In California, community college districts have been navigating the divergences between state and federal laws since 1996 when California moved from affirmative action policies to a framework of EEO with supportive strategies. The current discourse surrounding what may be considered during recruitment and selection is not new and we will continue to navigate with respect to federal and state laws and regulations.

These developments highlight the dynamic legal and regulatory landscape surrounding EEO and DEIA efforts in California's community colleges. Institutions are navigating federal directives while maintaining commitments to inclusive practices. Conflicts between interpretation of state and federal regulations continue to provide districts with challenges in establishing cohesive policies responding to unlawful harassment.

Looking Ahead

Faculty Internship Training Program (FIT)

The FIT Program changed its name from the Faculty Internship and Diversity Program (FIDP) to more clearly define the function. In 2023, 62% of our full-time faculty new hires had previously been part-time instructors with SCCC. This indicates that if we are successful in attracting diverse candidates to our part-time faculty pool, it is likely that the impact will also be a diversification of our full-time faculty workforce. Armed with this information, the district developed a "grow-our-own" faculty internship program, the first formalized faculty internship program at SCCC designed to develop competitive and qualified prospective faculty.

Last year, we shared that the FIT founding co-coordinators Michael Takeda and William Turini successfully launched the FIT program [WEBSITE](https://www.sccd.edu/departments/human-resources/faculty-in-training.html) and began accepting applications for mentors and mentees⁸. As Michael and Bill's availability changed due to some staffing changes on their respective campuses, Bill stepped down from co-coordinating the FIT program and faculty Ruby Duran from Reedley College and Ryen Hirata from Clovis Community College were added on as co-coordinators.

Mentor training occurs in early June of each year and at the time of the writing of this report, two

⁸ FIT website: <https://www.sccd.edu/departments/human-resources/faculty-in-training.html>

interns were being onboarded in Biology and Engineering, respectively. The FIT program hosted a lunch event for graduate and internship career advisors at California State University at Fresno for the purpose of developing partnerships and referrals to the FIT program. FIT program coordinators also attended a 2-day career and internship event at CSU Fresno.

The CCCCO grant awarded to the FIT program from the EEO Best Practices funds will end at the end of May 2025. Sustainability for the program after the conclusion of the grant will need to be assessed.

DEIA Focused Academic Recruitment Initiative

A workgroup consisting of faculty from Academic Senate and the State Center Federation of Teachers (SCFT), managers, and Human Resources staff are also in the implementation phase of a DEIA-focused academic recruitment plan which includes job postings with equity-minded language, student participation on search committees, and changes to the academic hiring process.

The new process encourages student participation on academic search committees, utilizes a Diversity Officer as a non-voting member to enhance EEO and uses open-ended questions as the initial applicant evaluation tool. This workgroup also proposes changes to supplemental materials which are traditionally limited by access to exclusive networks such as letters of reference. The equivalency process will be modernized and scoring rubrics will be DEIA-focused, placing emphasis on outcomes rather than years of experience.

The pilot program was approved to be used at three of the four colleges and Human Resources has worked with our applicant tracking system provider to build out the pilot program application process. It is now available for search committees to start using. While the process has been approved and is available, none of the search committees that were formed over the last year opted to use the program.

DEIA Evaluation Instruments

Recent changes to Title 5 regulations required tenure review documents to include diversity, equity, inclusion and accessibility standards. A cross-district committee including academic and classified administrators, faculty, academic senate, State Center Federation of Teachers, instructional and non-instructional faculty and classified representatives was formed to develop criteria and evaluation instruments for the new standards. Criteria and new evaluation instruments are well on their way to being finalized and training content will then be developed.

The District has also worked with the Peace Officers Association to embed DEIA enhanced with community-based policing methods into their evaluation instrument and the new evaluation instruments have been implemented. DEIA has also been incorporated into Confidential evaluations. Managers have also worked on infusing DEIA more thoroughly into their evaluation instruments with proposed changes.

Infusing DEIA into the Classified Professional and Executive evaluations are in progress.

Executive Summary

While changes in the federal administration often bring changes to regulations which affect EEO, 2025 has ushered in changes at an unprecedented rate. What has not changed though is the District's value, focus and unwavering support for student success and economic mobility.

Proposition 209 (Affirmative Action Initiative, 1996) prohibited state governmental institutions from considering race, sex or ethnicity in the areas of public employment, public contracting and public education. This means that since the late 1990's, we have already been operating within the legal boundaries of hiring based on merit without preferential treatment.

Additionally, California Community Colleges rely primarily on the state government for revenue (49%), while relying on the federal government for 2% of revenue. Some special programs may rely more heavily on federal funding, but California still sets local standards for employment and equal employment opportunities.

In addition to compliance for legal purposes, the District has identified core values which include equity-mindedness, stewardship, innovation, kindness and community, with students centered at the heart of those values. With that vision in mind, and to meet the long-term goals established in State Center Vision 2035, we will continue to review and revise our policies and procedures to ensure that we are always complying with federal and state laws and regulations and that we remain committed to equitable student access, equitable student achievement, social and workforce mobility, fiscal strength and trust and collaboration. In addition to reviewing and revising policies, we will still ensure safe, welcoming and inclusive environments by offering robust professional development opportunities, soliciting regular feedback on campus climate, conducting thorough and timely complaint investigations and by attracting and retaining diverse talent.

Beyond the legal obligations, as an institution embedded in and committed to our community, we will champion the opportunities to promote the moral reasons for equity, inclusion, accessibility and diversity so that we may shape a just world together.



How do we use this data?

EEO data is used to monitor workforce demographics compared to our community at large as well as our student population, evaluate hiring and retention practices, and ensure compliance with state and federal regulations. It informs decision-making by identifying equity gaps and supports efforts to improve recruitment and employment practices. Sharing this data promotes transparency and helps guide meaningful changes in district culture and operations.



REGULATORY REPORTS

EEO data ensures compliance with state and federal mandates, including Title 5 regulations and the California Community College Chancellor's Office requirements. It supports the development and submission of EEO plans and workforce analysis.



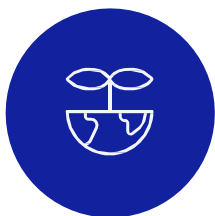
MAKING INFORMED DECISIONS

Data on community demographics, student demographics, applicants, hiring, retention, and representation helps administration evaluate progress towards diversity goals, identify gaps based on availability data and helps to align policies with institutional equity objectives.



CHANGING HABITS

Trends identified in EEO data may prompt changes in professional learning, recruitment, selection and retention strategies, all of which ultimately lead towards equitable and inclusive institutional cultures.



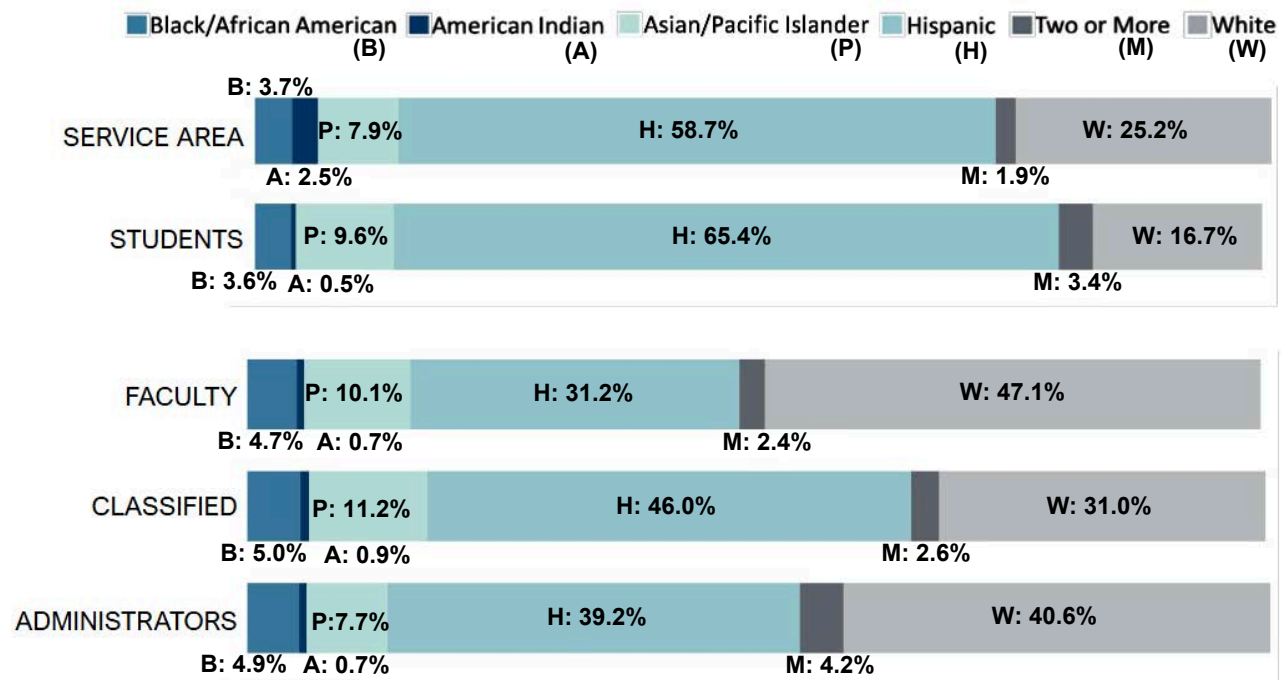
TRANSPARENCY

Regular reporting and sharing of EEO data with stakeholders, including trustees, employees, students and our community fosters transparency and supports accountability in District practices.

Analysis of Data

Districtwide Data

This chart compares the demographic composition of the Service Area population for the State Center Community College District (SCCCD) in 2025 with that of SCCC employees (faculty and classified professionals & administrative staff) and students (2024 Fall semester). The service area includes Fresno, Kings, Madera, and Tulare counties (Census and EDD).



The demographics of our District workforce should be reflective of the demographics of the area and the students that we serve.

The representation of American Indian/Alaskan Native individuals is consistent across the service area, employees, and students, all below 1%.

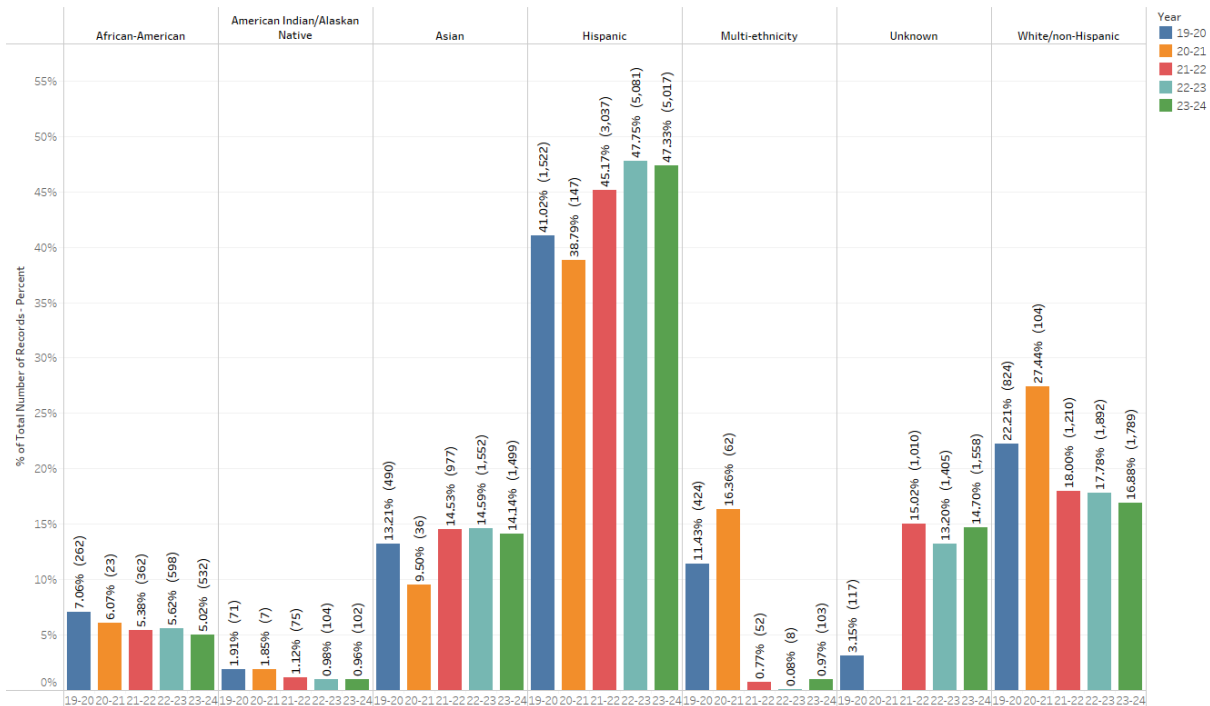
There is underrepresentation of SCCC faculty who identify as Hispanic/Latine compared to the service area and student population. However, their representation among classified professionals is closer to the service area.

Individuals who identify as White are overrepresented among SCCC faculty compared to the service area and student population.

Districtwide Applicant Data

Graph 1.1: Districtwide Classified Applicant Data – Race

1.1 Classified/Race



Applicants across almost every racial/ethnic subgroup remained somewhat steady over a five-year period, with the proportion of applicants identifying as Multi-racial decreasing sharply in 2021-22. There was small growth in applicants who chose not to disclose their race/ethnicity in the last measurement period.

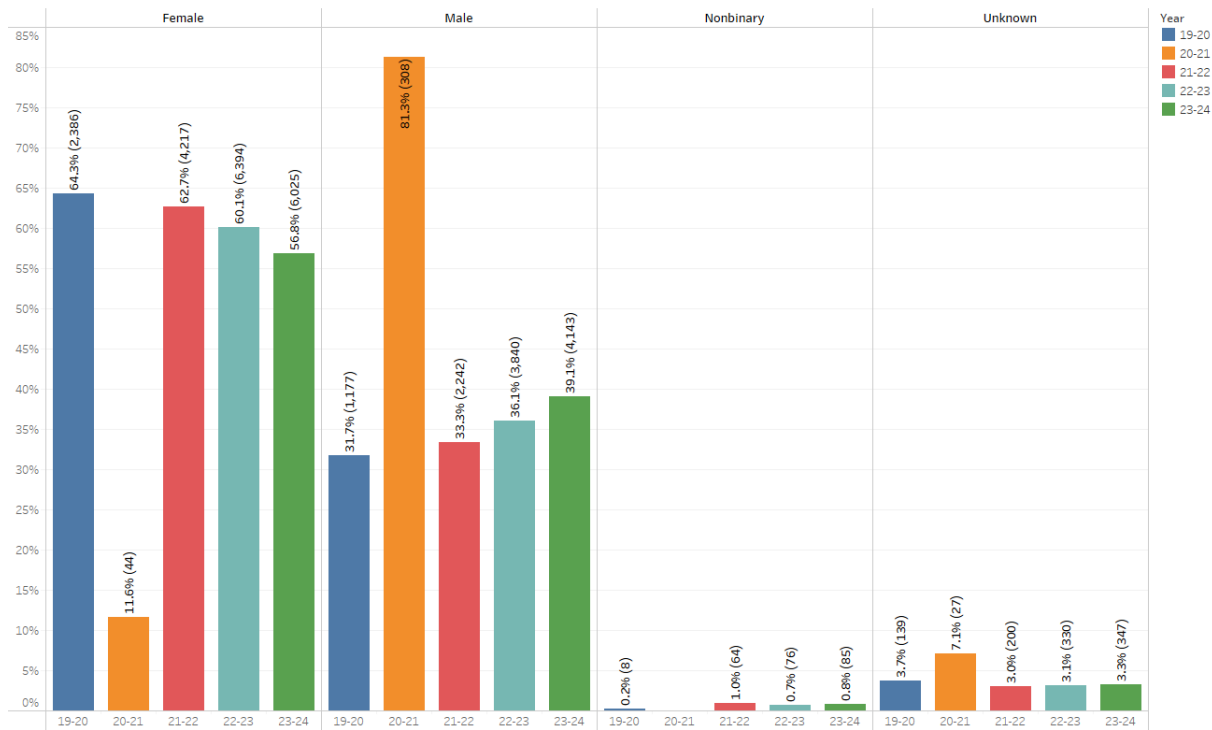
561 classified applicants self-identified as Hmong and 3 applied for classified management positions, which constituted 5% of the total classified applicant pool and 37% of the Asian/Pacific Islander classified applicant group.

504 classified applicants self-identified as having a disability and 17 applied for a classified management position.



Graph 1.2: Districtwide Classified Applicant Data – Gender

1.2 Classified/Gender

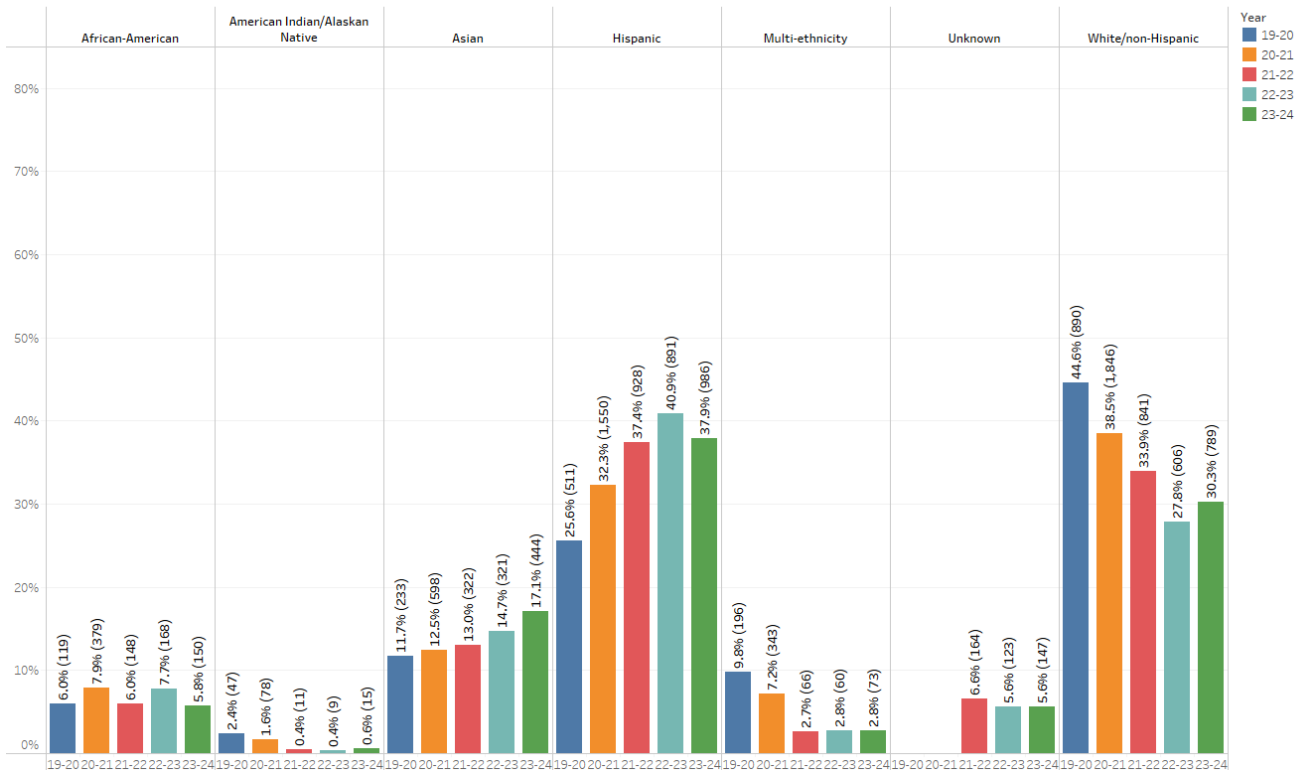


The pandemic period of 2020-21 marked an outlier year which appeared to have a significant increase in male-identifying applicants and a marked decrease in female-identifying applicants, however, the trend remained somewhat steady in other years showing a small increase in the number of non-binary applicants in the measurement period.



Graph 1.3a: Districtwide Faculty (Full-Time) Applicant Data – Race

1.3 Faculty/Race



The percentage of applicants applying for faculty positions identifying as Hispanic/Latine reached a 5-year high in 2022-23 at 40.9%. Despite experiencing a small decrease in 2023-24, it still remained the second highest year over the measurement period. There was also an increase in the last year in applicants who identified as American Indian/Alaskan Native.

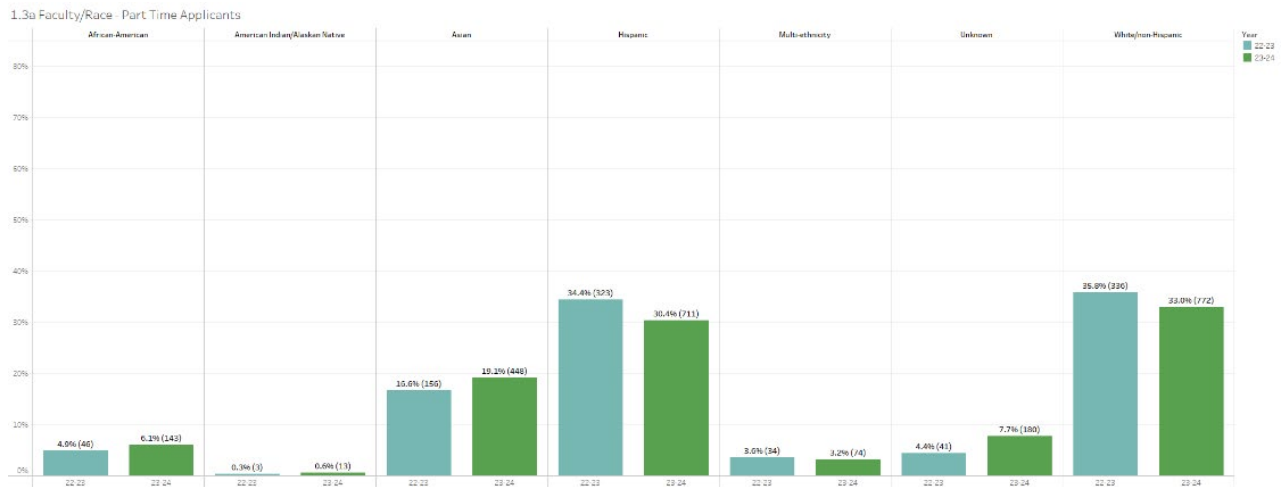
200 academic applicants identified as Hmong, with 18 applying for academic management/administrative positions and 182 applying for faculty positions. These 200 Hmong applicants represent 4% of the total academic applicants and 20% of the Asian/Pacific Islander academic applicant group.

270 academic applicants self-identified as having a disability, with 28 applying for academic management/administrative positions and 242 applying for faculty positions.





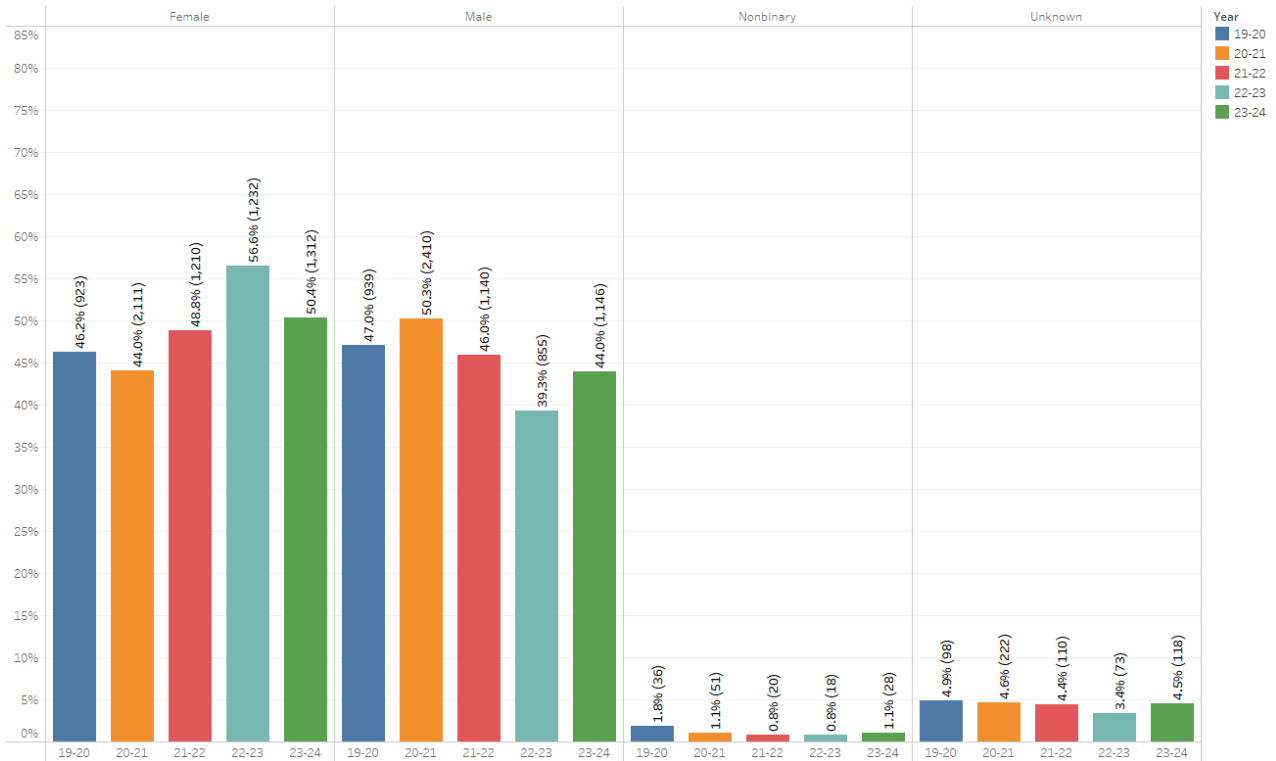
Graph 1.3b: Districtwide Faculty (Part-Time) Applicant Data – Race



Data on applicants for part-time faculty positions is reported for the first time in this report. For comparison, 2022-23 to 2023-24 showed an increase in applicants identifying as African-American, American Indian/Alaskan Native and Asian. While there was an overall increase in the number of Hispanic/Latine and Multi-racial applicants, the overall percentage had a small decrease.

Graph 1.4a: Districtwide Faculty (Full-Time) Applicant Data – Gender

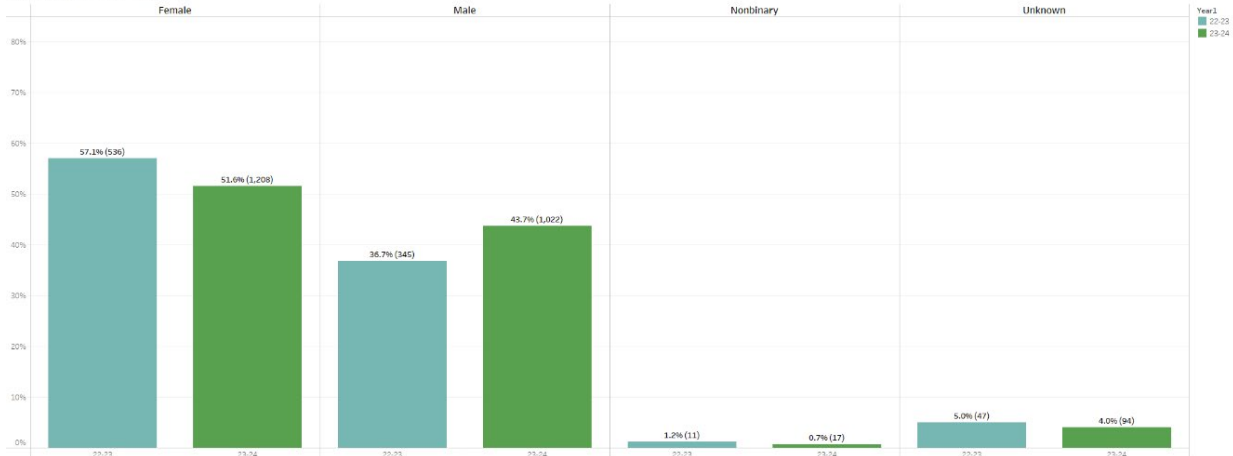
1.4 Faculty/Gender



The gender ratio of full-time faculty applicants was disproportionately female over the past four years. The proportion of applicants identifying as non-binary has remained steady.

Graph 1.4b: Districtwide Faculty (Part-Time) Applicant Data - Gender

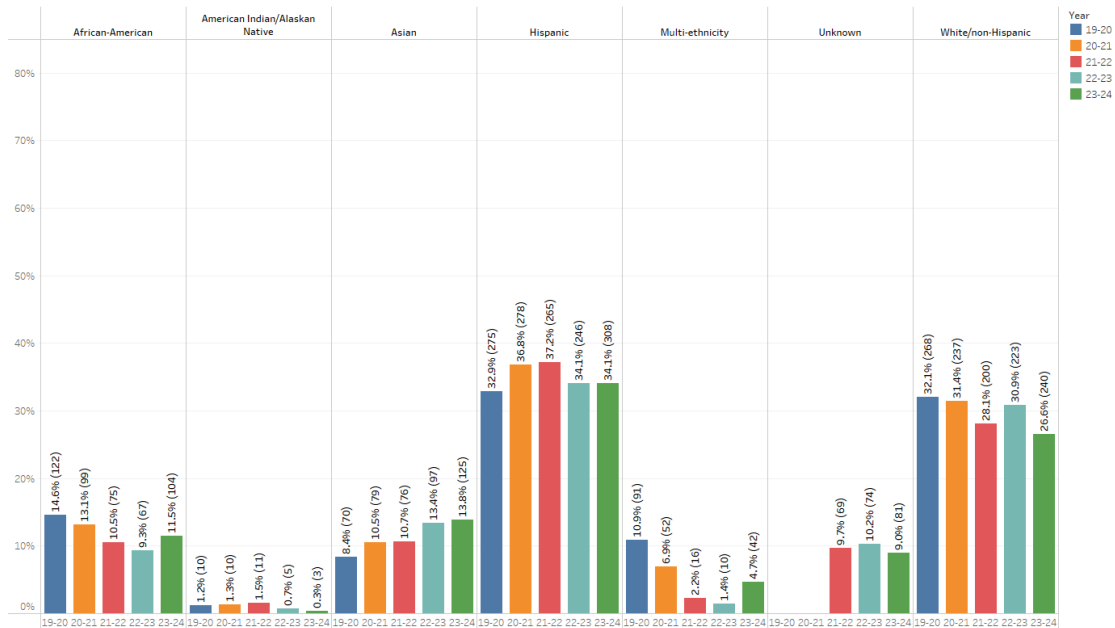
1.4b Faculty/Gender - Part Time



Again, as this is the first year that this data is being reported, the total number of applicants for part-time faculty positions increased overall which affects the total percentage. While it appears there was a decrease in female-identifying applicants, there was twice as many female-identifying applicants overall and three-times as many male-identifying applicants overall.

Graph 1.5: Districtwide Management Applicant Data – Race

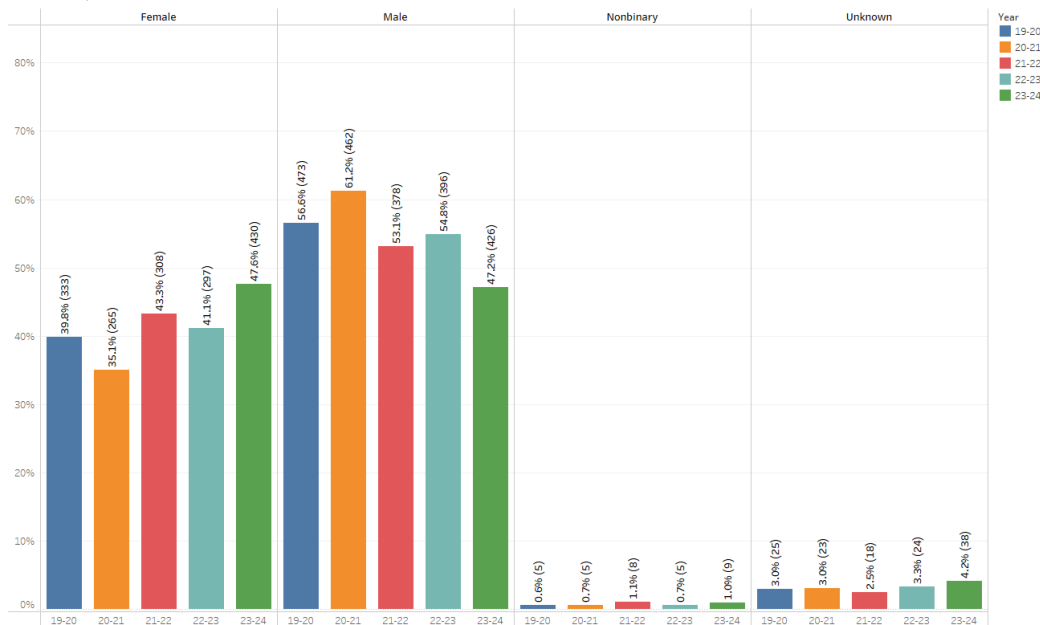
1.5 Admin/Race



2023-24 experienced a rebound in the number of applicants for management positions self-identifying as African American/Black and Multi-racial, and an increase in the number of applicants identifying as Asian in three of the past five years.

Graph 1.6: Districtwide Management Applicant Data – Gender

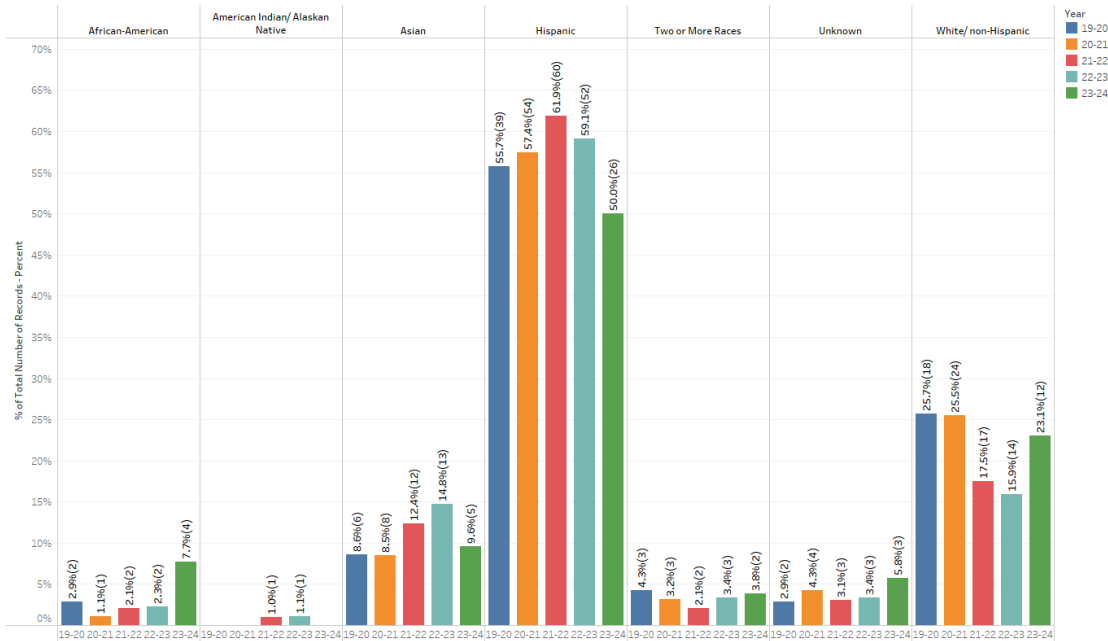
1.6 Admin/Gender



More management applicants historically identify as male than female, but the number of female-identifying management applicants did increase in 2023-24 to a 5-year high, with more female management applicants than males for the first time during the measurement period, as did the number of management applicants identifying as non-binary.

Graph 1.7: Districtwide Classified New Hire Data – Race

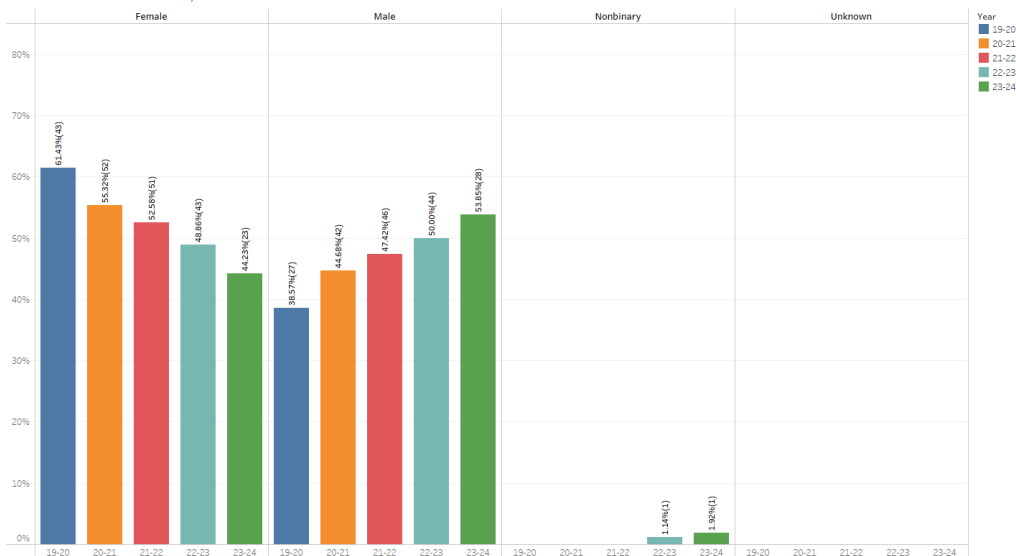
1.7 District Wide Classified/Race



This graph representing classified professional new hires shows an increase in the number of classified new hires self-identifying as African American/Black. Since 2021-22 there has been a downward trend in the number of classified new hires self-identifying as Hispanic/Latine.

Graph 1.8: Districtwide Classified New Hire Data – Gender

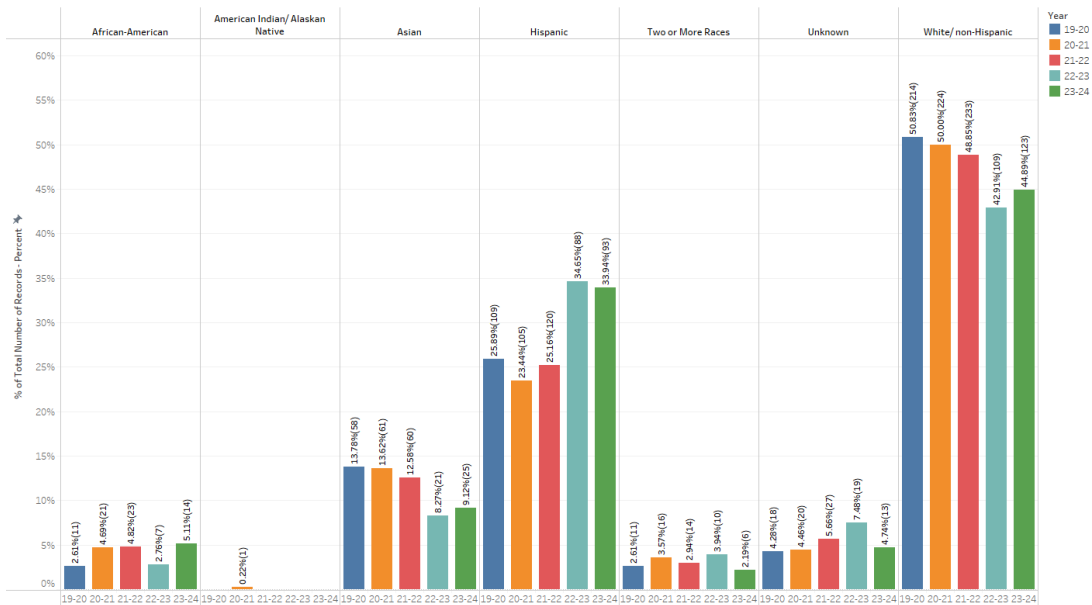
1.8 District Wide Classified/Gender



While counts of classified professional new hires have been within a difference of five individuals between male-identifying and female-identifying new hires for the past three years, the gender ratio has shown a decreased trend in female-identifying new hires, with an inverse, increased trend in male-identifying new hires proportionally over the measurement period.

Graph 1.9a: Districtwide Faculty (Full-Time) New Hire Data – Race

1.9 District Wide Faculty/Race

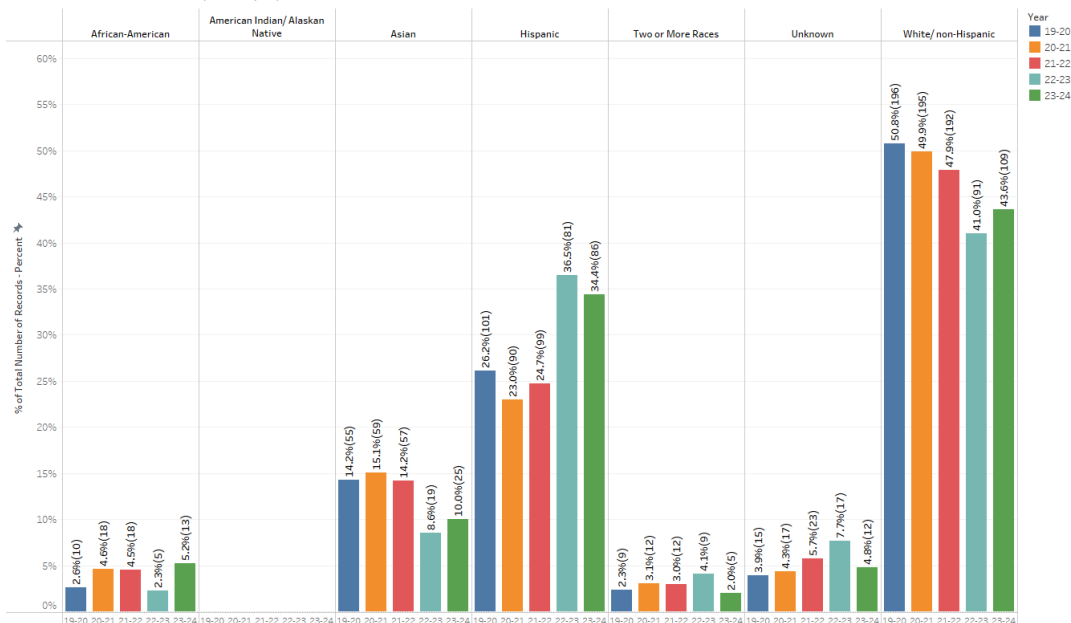


*New hire faculty data does NOT include transfers or change of assignments.

The percentage of full-time faculty new hires identifying as African American-Black has increased over the measurement period, as has the proportion of new hires identifying as Hispanic/Latine. The full-time faculty new hires identifying as Multi-racial has remained somewhat steady while the full-time faculty new hires identifying as Asian has decreased over the measurement period.

Graph 1.9b: Districtwide Faculty (Part-Time) New Hire Data – Race

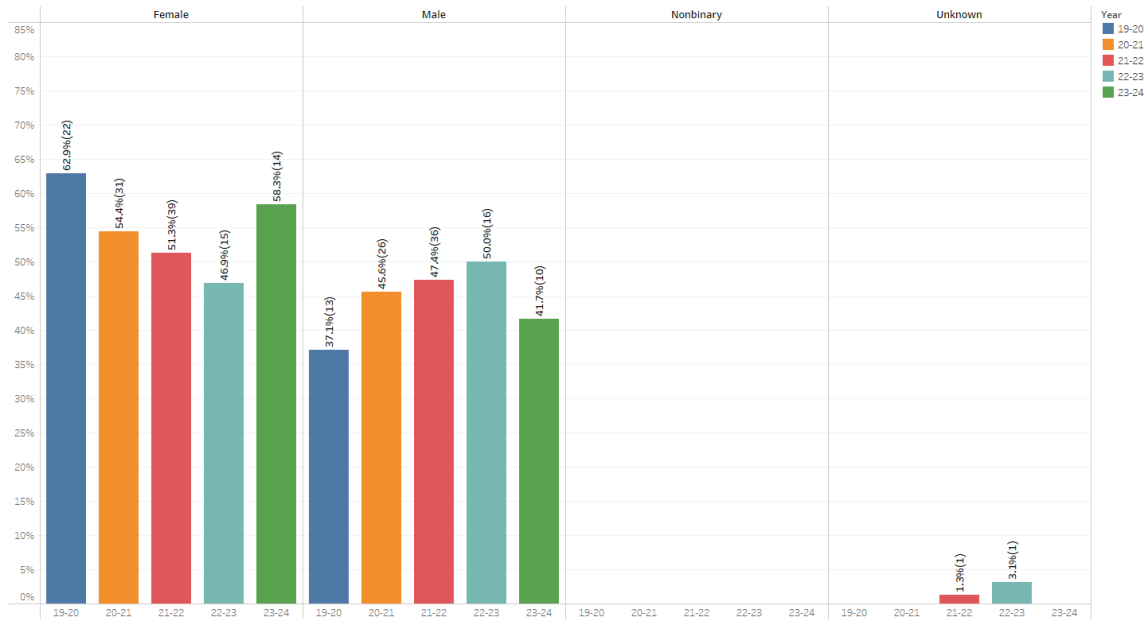
1.9b District Wide Faculty/Race (PT)



The proportions and counts of Asian part-time faculty new hires decreased after 2021-22, while new hires identifying as Hispanic/Latine has increased over the measurement period.

Graph 1.10a: Districtwide Faculty (Full-Time) New Hire Data – Gender

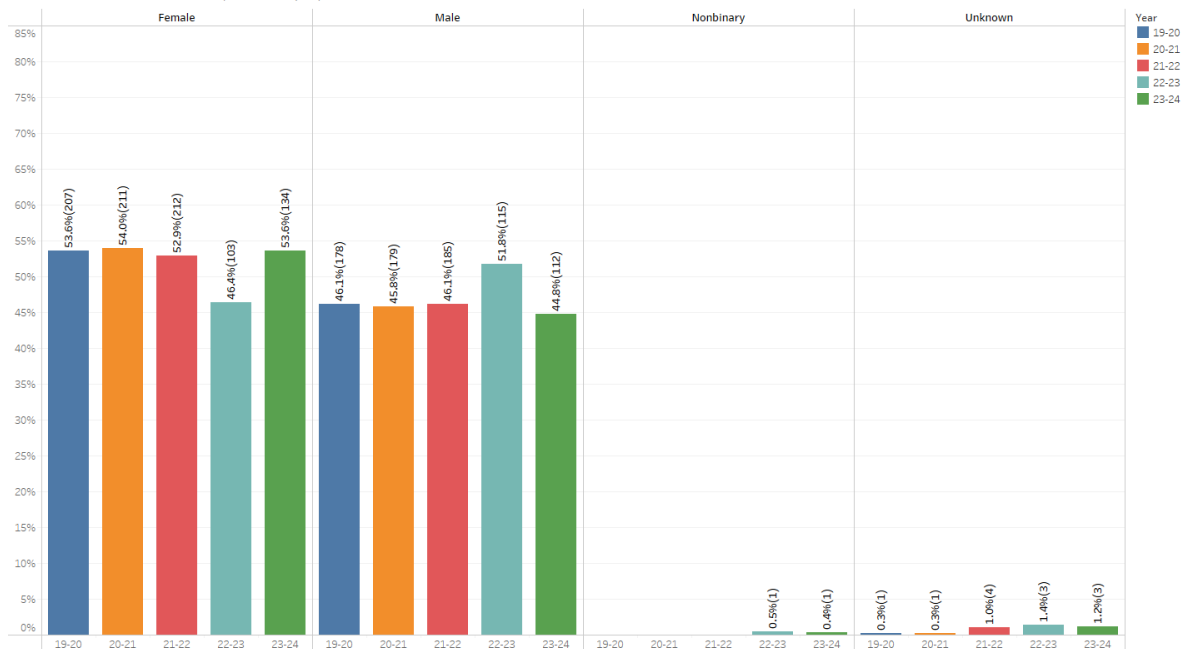
1.1.10a District Wide Faculty/Gender (FT)



The overall gender distribution amongst full-time faculty new hires has fluctuated with 2023-24 having fewer total hires.

Graph 1.10b: Districtwide Faculty (Part-Time) New Hire Data – Gender

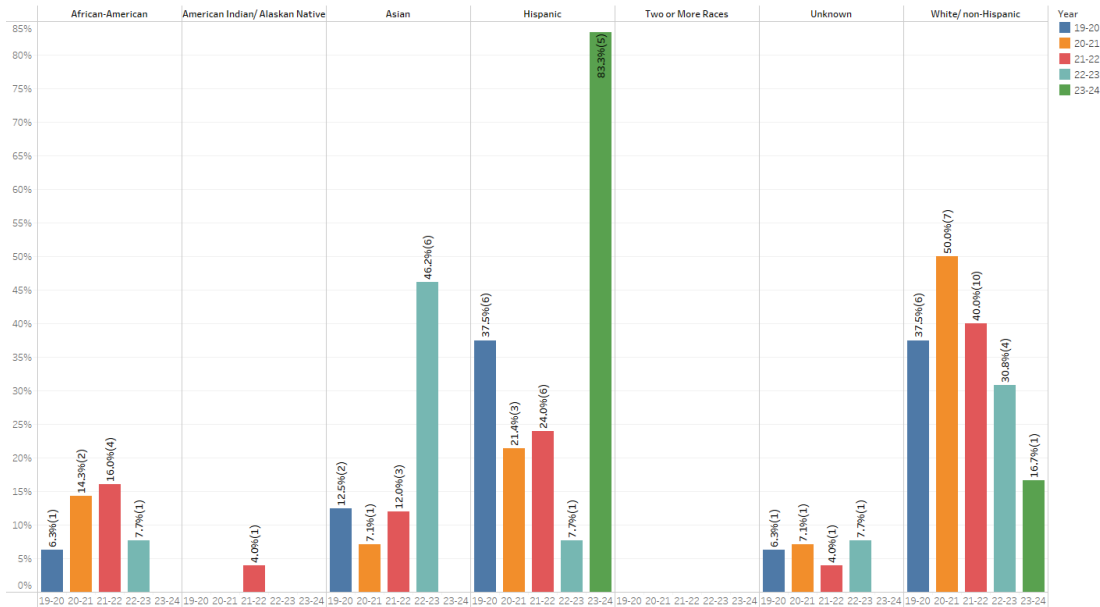
1.1.10b District Wide Faculty/Gender (PT)



The overall trend for gender distribution amongst part-time faculty new hires has remained consistent with more female-identifying part-time faculty new hires annually, except for 2022-23.

Graph 1.11: Districtwide Management New Hire Data – Race

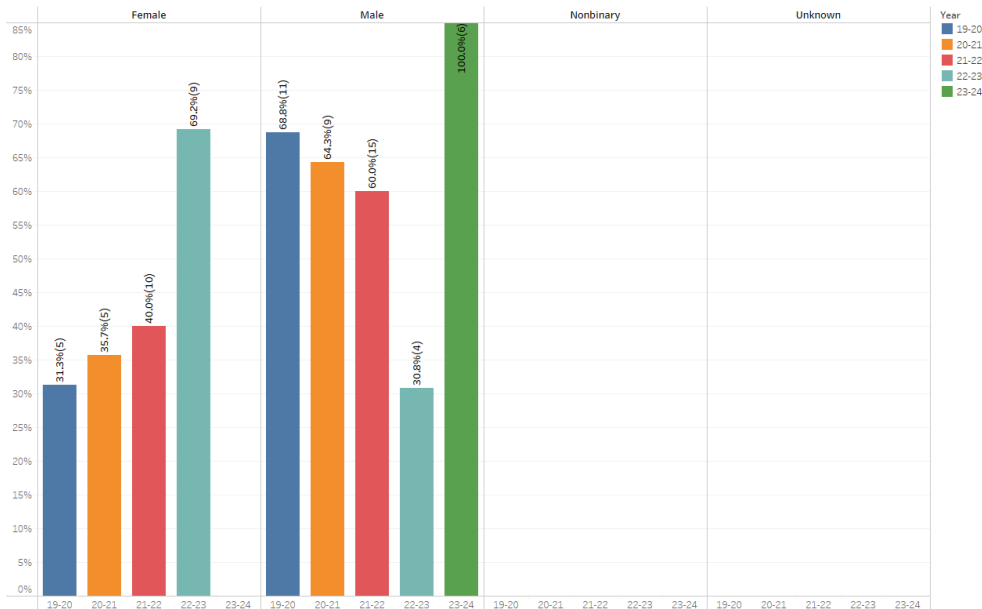
1.11 District Wide Admin/Race



The demographics of the District’s management new hires is difficult to analyze using trend graphs because the population is very small and therefore, the loss or gain of a single employee may change the profile. As shown in the chart, the numbers have fluctuated over the years with an increase in the number of new management hires self-identifying as Hispanic/Latine in 2023-24.

Graph 1.12: Districtwide Management New Hire Data – Gender

1.12 District Admin/Gender



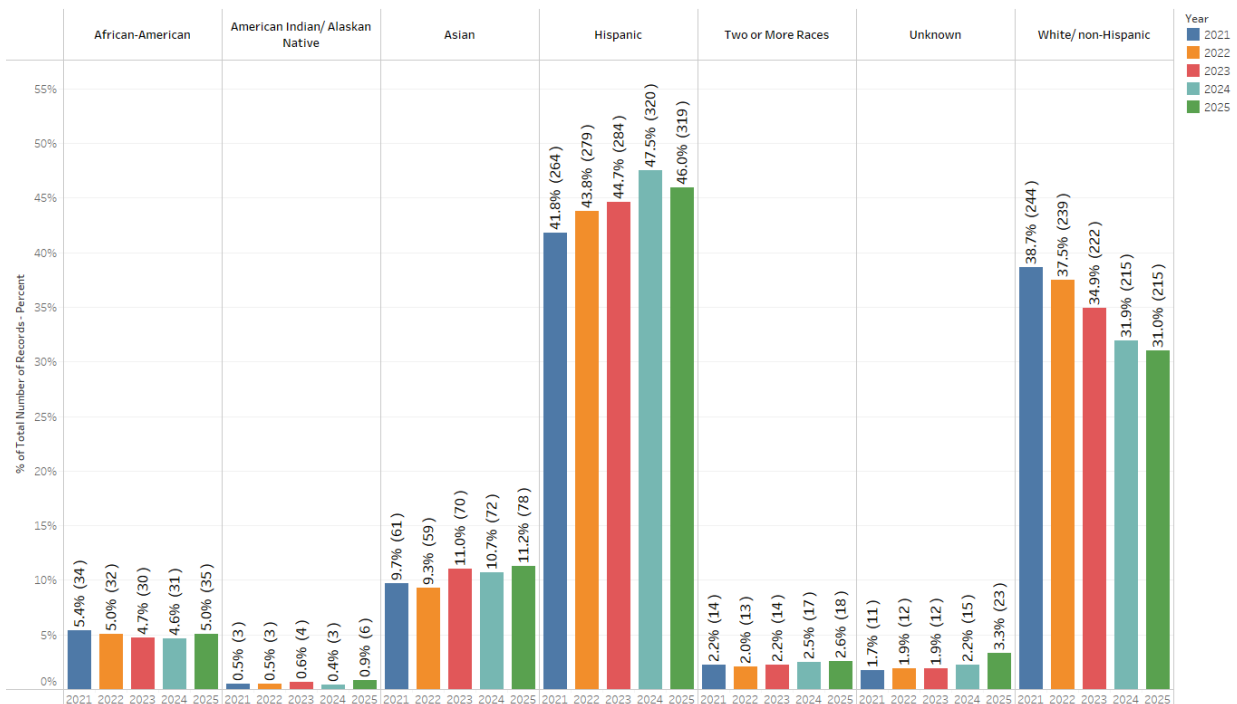
The overall gender distribution for management new hires has fluctuated over the years with those identifying as female disproportionately lower than those identifying as male across the measurement period, except in 2022-23. None of the new management hires over the measurement period identified as non-binary.

Districtwide Workforce Data



Graph 1.13: Districtwide Classified Workforce Data – Race

1.13 District Wide Classified/Race



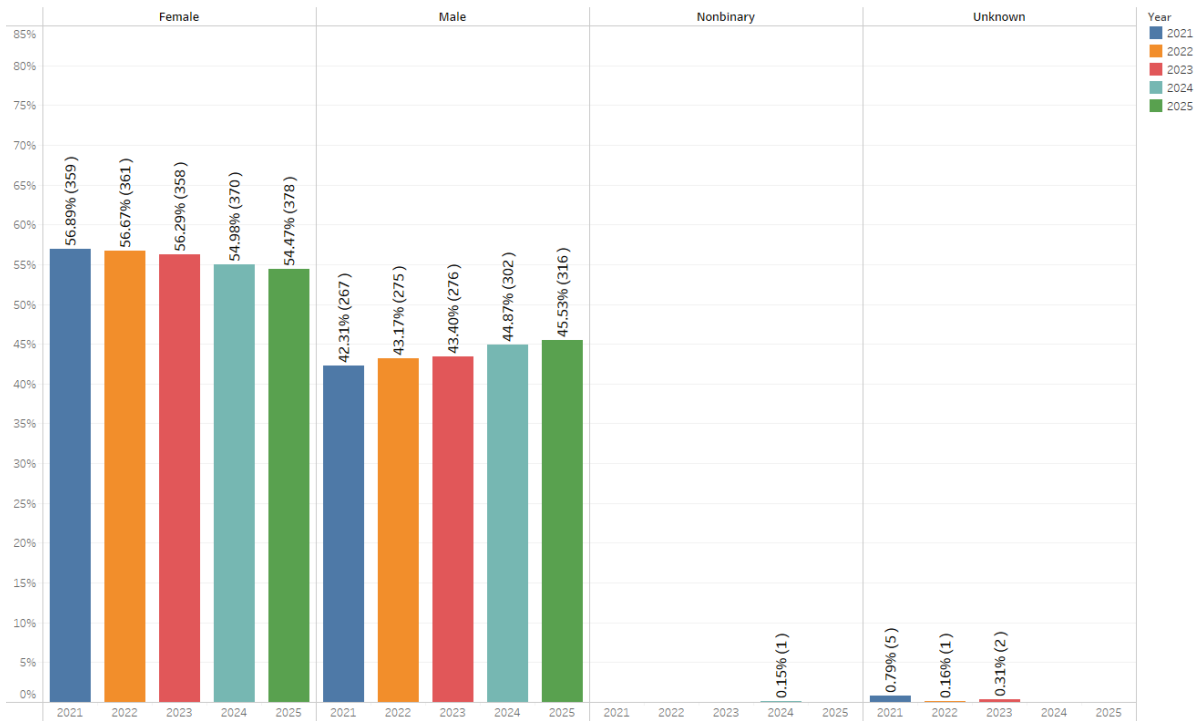
The demographics of the classified professionals workforce remains somewhat steady over the measurement period. There was a slight increase in the number of classified professionals self-identifying as Asian and American Indian/Alaskan Native.

38 employees selected "Hmong" as their ethnicity, which is less than 2% of employees districtwide, and comprising 13% of the Asian/Pacific Islander demographic group.

Among the 104 employees who identified as having a disability, 55 hold academic positions, 5 are in management/administrative roles, and 44 are classified professionals.

Graph 1.14: Districtwide Classified Workforce Data – Gender

1.14 District Wide Classified/Gender

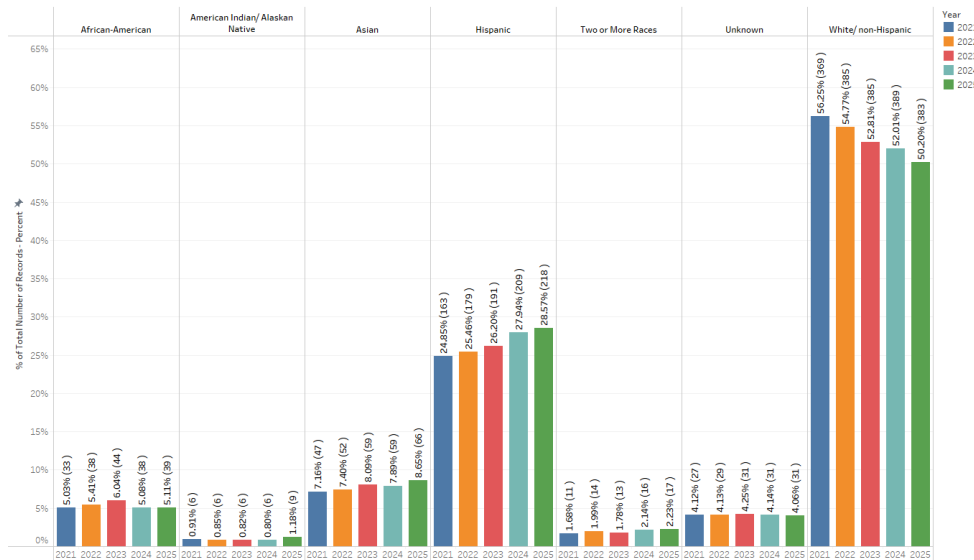


The gender distribution of the classified professional workforce is disproportionately female overall with a slight but steady increase in the proportion of male classified professionals. Less than 1% of the classified workforce self-identifies as non-binary.



Graph 1.15a: Districtwide Faculty (Full-Time) Workforce Data – Race

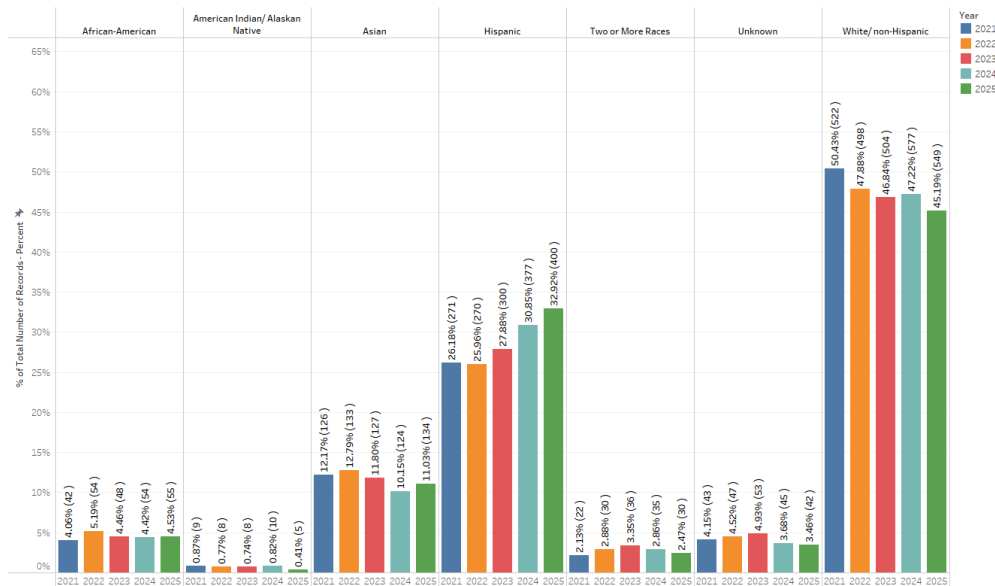
1.15a District Faculty/Race (FT)



Trends in the workforce of full-time faculty have overall been moving towards a workforce that is more reflective of the community and student demographics. There have been small upward trends in the full-time faculty who self-identify as Asian and those who self-identify as Hispanic/Latine while the percentage of full-time faculty who self-identify as African American/Black, American Indian/Alaskan Native and Multi-racial remain steady.

Graph 1.15b: Districtwide Faculty (Part-Time) Workforce Data – Race

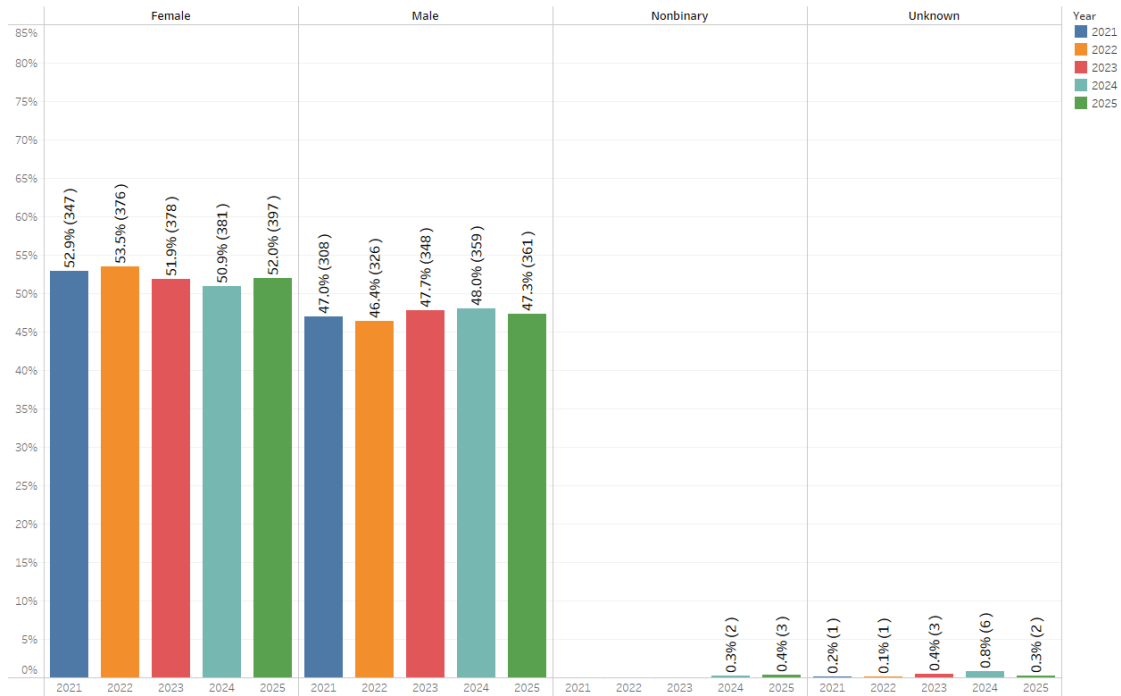
1.15b District Faculty/Race (PT)



The District's part-time faculty workforce has also been trending towards being more reflective of our community and student demographics with small increases and decreases. There was an increase in the number of part-time faculty who self-identify as Hispanic/Latine over the measurement period. While the percentage increased 6.72%, the total number increased by 129 individuals, showing a marked increase.

Graph 1.16a: Districtwide Faculty (Full-Time) Workforce Data – Gender

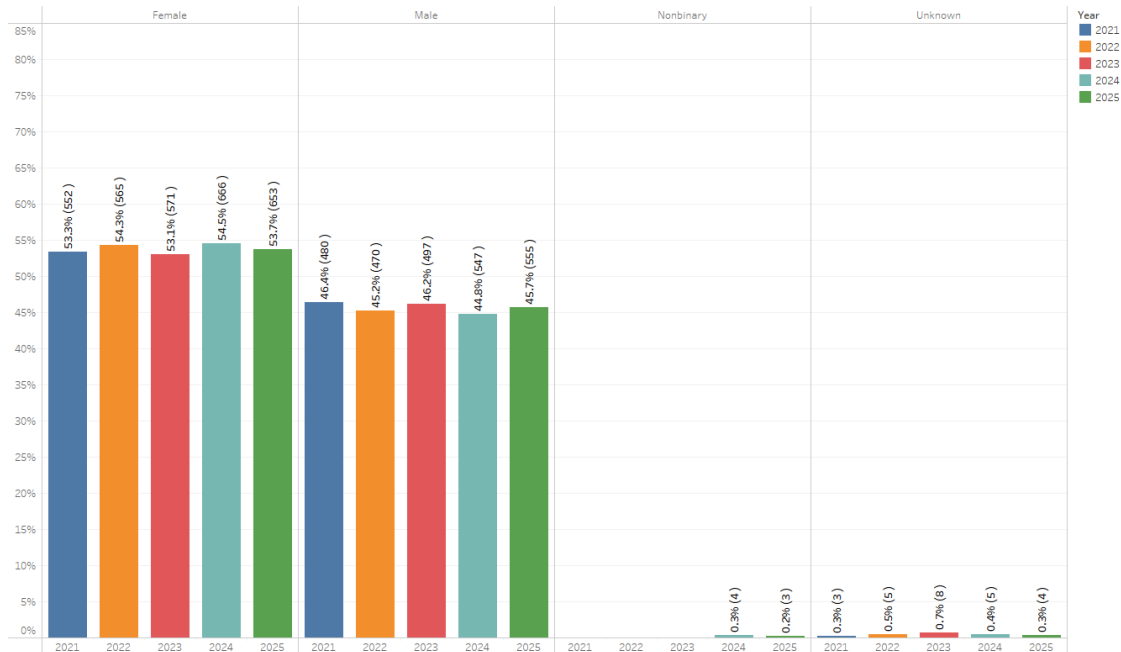
1.16a District Faculty/Gender (FT)



Full-time faculty gender has remained fairly consistent and balanced throughout the period analyzed.

Graph 1.16b: Districtwide Faculty (Part-Time) Workforce Data – Gender

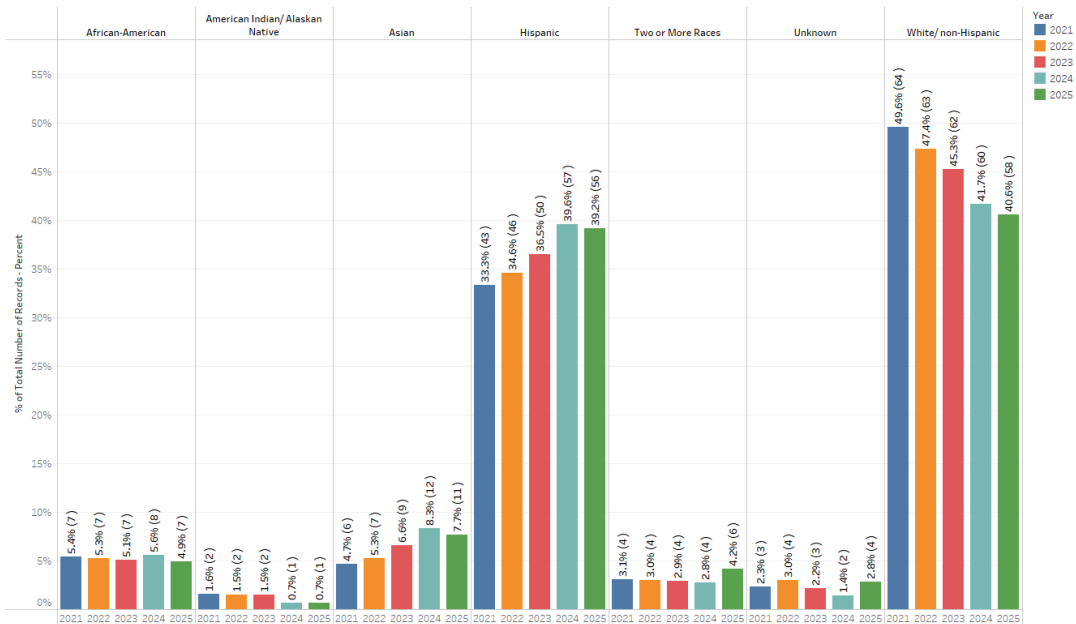
1.16b District Faculty/Gender (PT)



Part-time faculty gender has also remained fairly consistent throughout the period analyzed.

Graph 1.17: Districtwide Management Workforce Data – Race

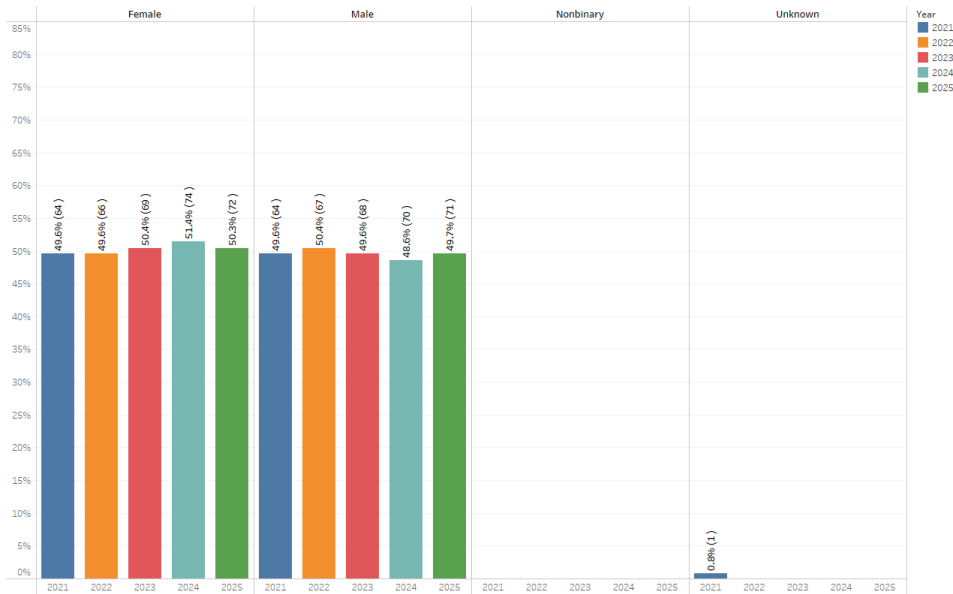
1.17 District Wide Admin/Race



The trend in demographics for the district’s management workforce shows some stability in management identifying as American Indian/Alaskan Native, and African American/Black. There was an increase in 2024 in managers identifying as Asian and managers identifying as Hispanic/Latine is steadily increasing from 33% to 39% over five years. Managers identifying as White have decreased from 49% to 40% over the same timeframe. Managers identifying as Hispanic/Latine or as White are nearly equal at 39% and 40% respectively.

Graph 1.18: Districtwide Management Workforce Data - Gender

1.18 District Wide Admin/Gender

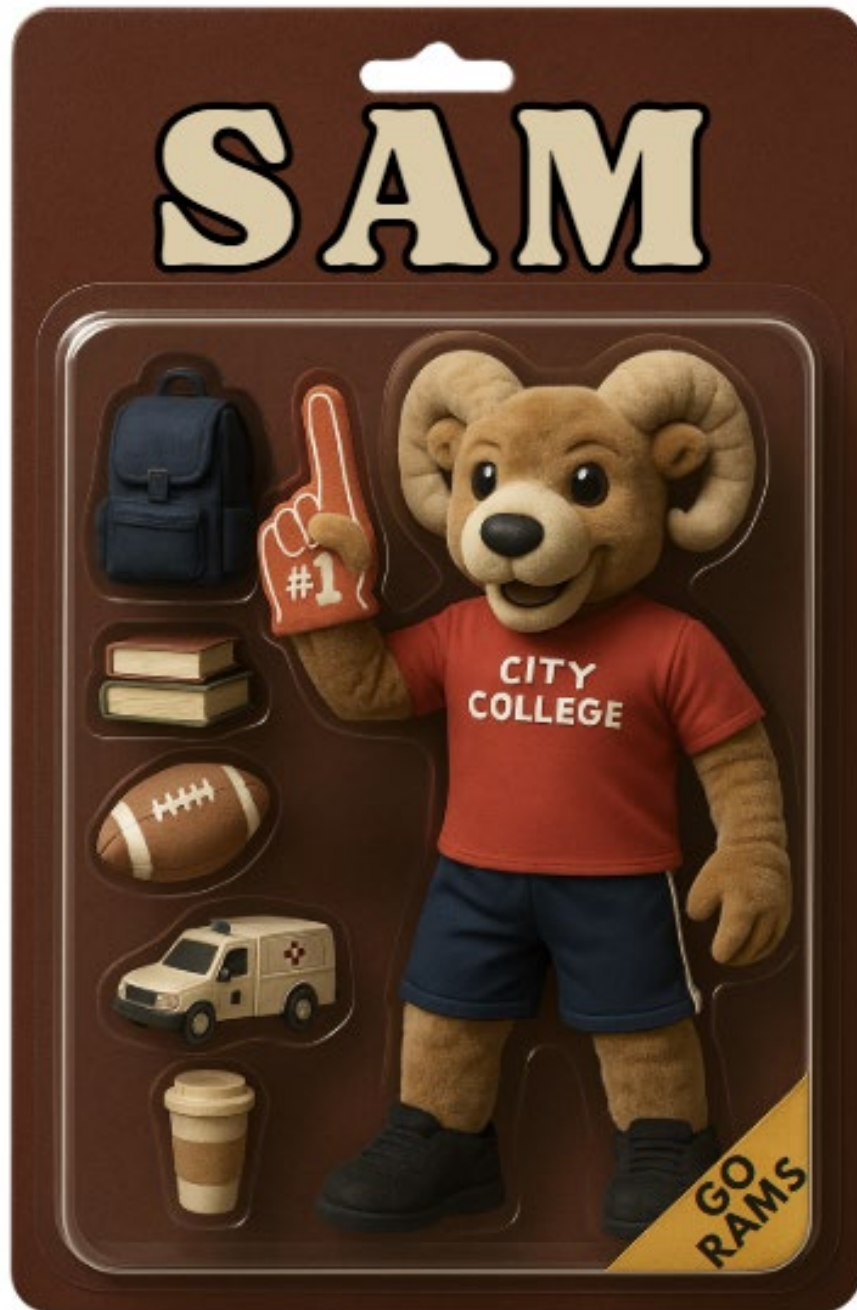


The distribution of districtwide management by gender has remained fairly consistent and balanced throughout the period analyzed.

Fresno City College Data



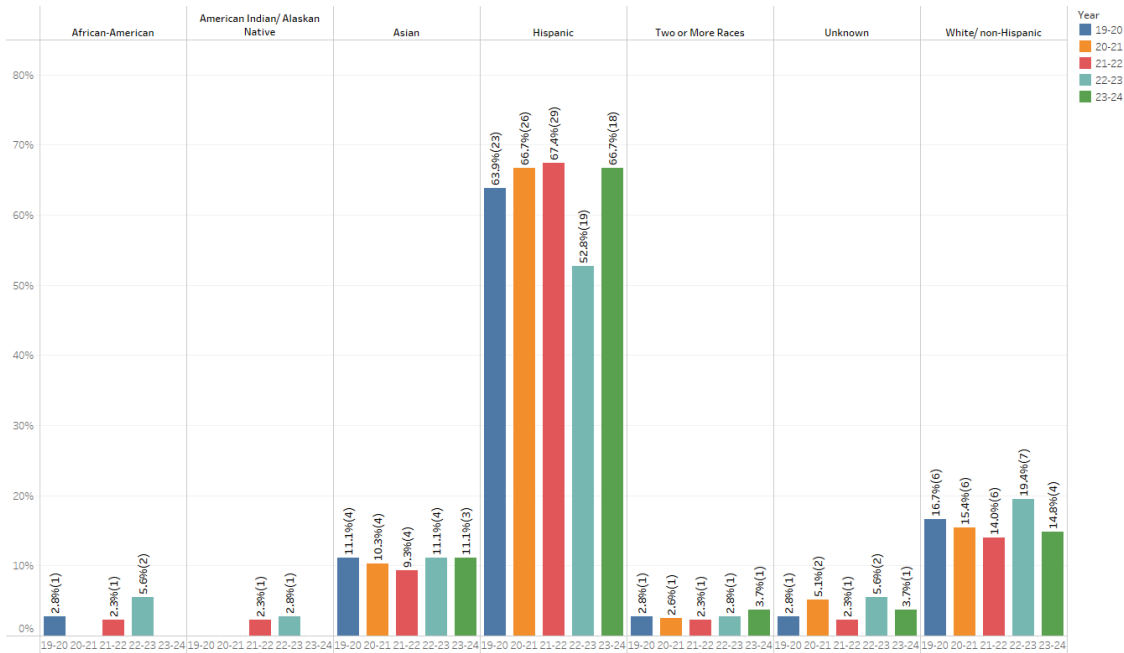
Fresno City College



Fresno City College New Hire Data

Graph 2.1: Fresno City College Classified New Hire Data – Race

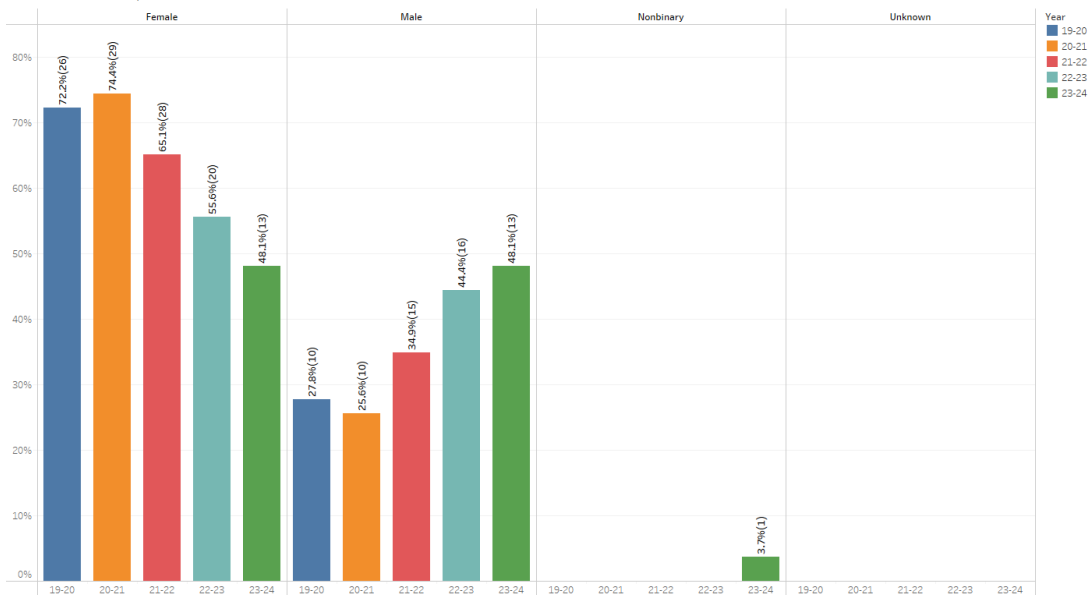
2.1 FCC Classified/Race



As shown in the chart above, with relatively small totals of classified new hires, the majority self-identify as Hispanic/Latine.

Graph 2.2: Fresno City College Classified New Hire Data – Gender

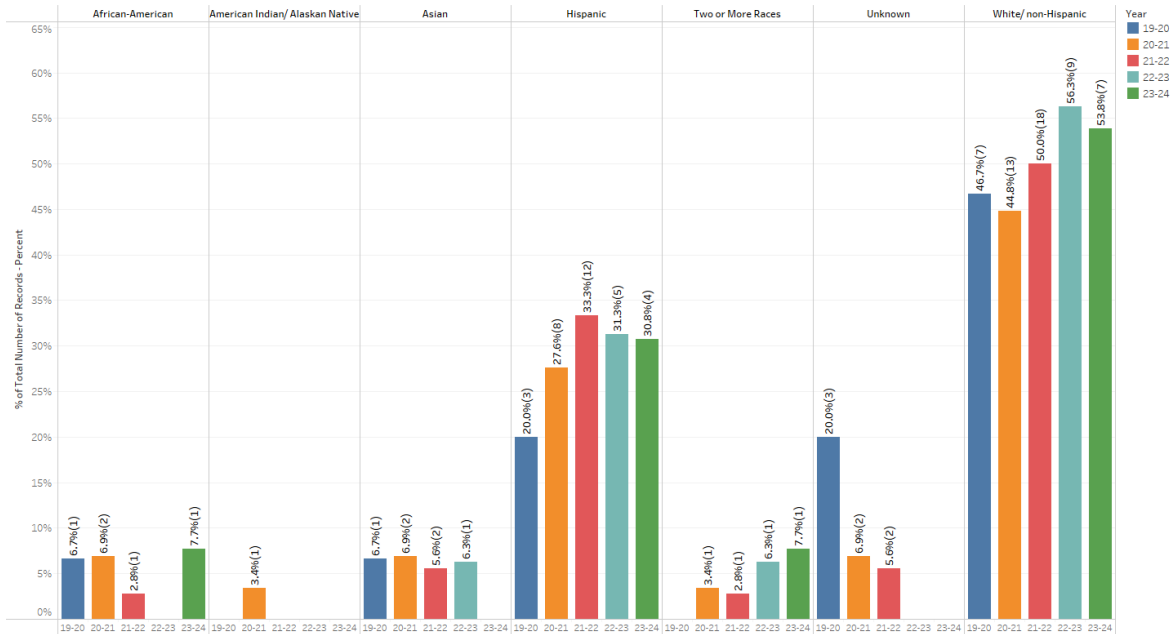
2.2 FCC Classified/Gender



Classified professional new hires at Fresno City College identifying as female saw a decreasing trend from 2020-21 to 2023-24 with the inverse in those identifying as male trending toward a more balanced gender distribution, proportionally.

Graph 2.3a: Fresno City College Faculty (Full-Time) New Hire Data – Race

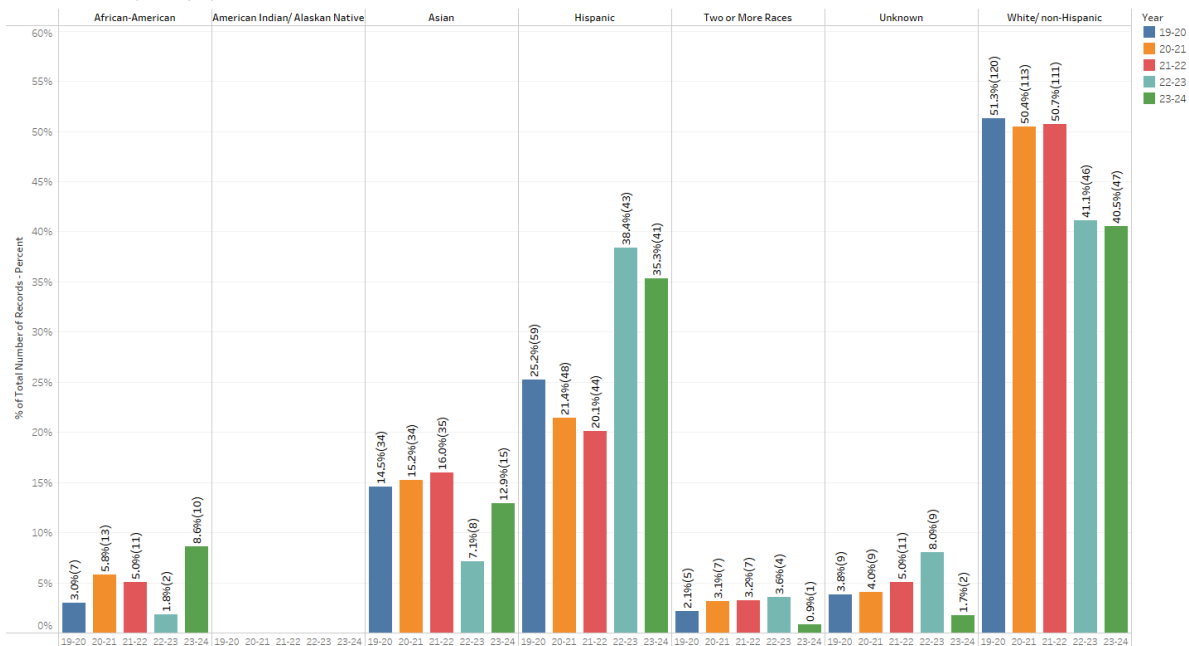
2.3a FCC Faculty/Race (FT)



The overall percentage of full-time faculty new hires at Fresno City College identifying as Multi-racial increased over the past 5 years while the percentages of faculty new hires identifying as African American/Black, Asian and as Hispanic/Latine has fluctuated up and down.

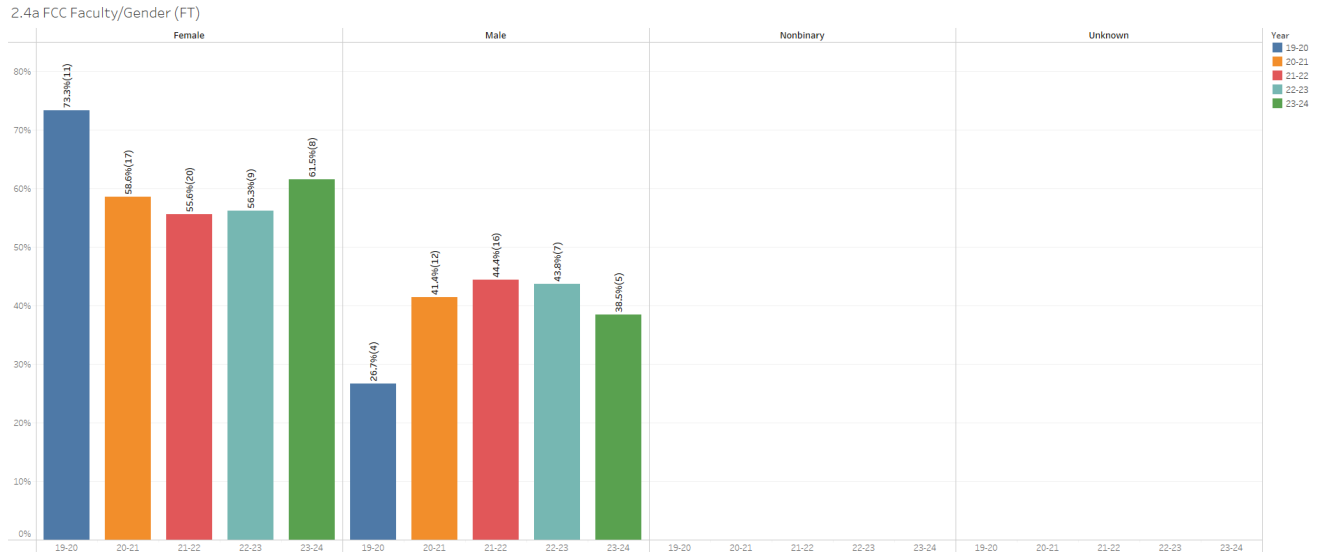
Graph 2.3b: Fresno City College Faculty (Part-Time) New Hire Data – Race

2.3b FCC Faculty/Race (PT)



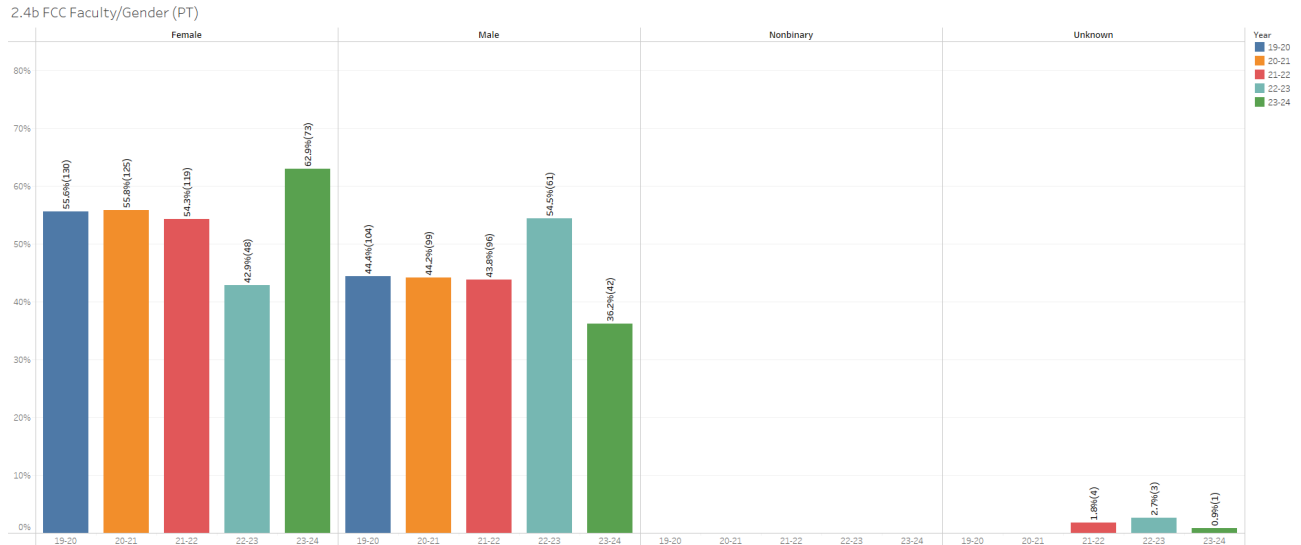
The percentage of part-time faculty new hires at Fresno City College identifying as Hispanic/Latine and African American/Black increased over the measurement period while the percentages of faculty new hires identifying as Asian and those identifying as White/non-Hispanic/Latine decreased.

Graph 2.4a: Fresno City College Faculty (Full-Time) New Hire Data – Gender



The gender ratio of new hire full-time faculty at FCC has fluctuated over the year with 2023-24 ending with slightly higher female hires than male.

Graph 2.4b: Fresno City College Faculty (Part-Time) New Hire Data – Gender



The gender ratio of new hire part-time faculty at FCC has fluctuated over the year with 2023-24 ending with significantly higher female hires than male.



Graph 2.5: Fresno City College Management New Hire Data – Race

The demographics of Fresno City College’s Management New Hire data for the period from 2019-2024 is very small and it is not possible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

Graph 2.6: Fresno City College Management New Hire Data – Gender

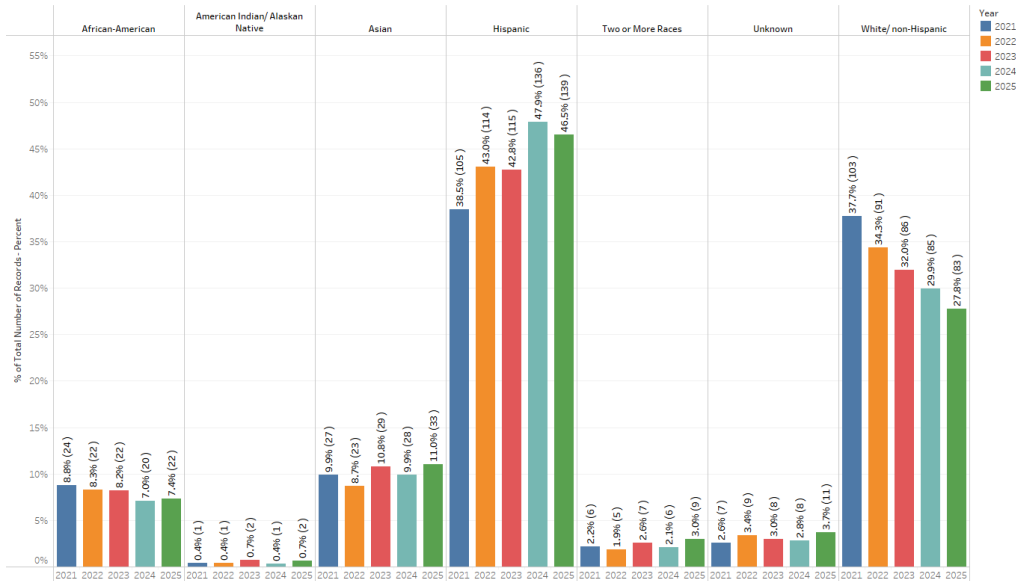
The demographics of Fresno City College’s Management New Hire data for the period from 2019-2024 is very small and it is not possible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.



Fresno City College Workforce Data

Graph 2.7: Fresno City College Classified Workforce Data – Race

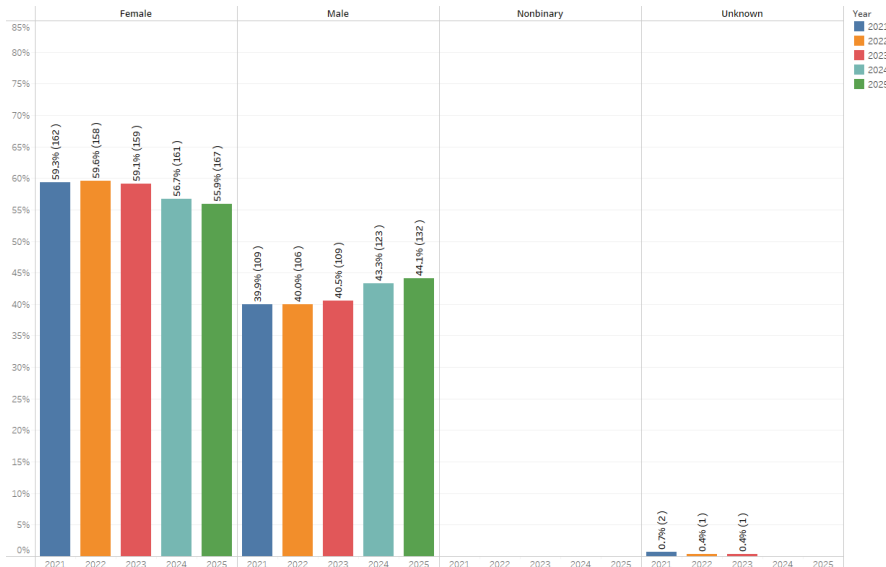
2.7 FCC Classified/Race



Classified professional demographics show a decreasing trend in the percentage identifying as White/non-Hispanic and an increasing trend in the percentage identifying as Hispanic/Latine. The percentages of classified professionals identifying as American Indian/Alaskan Native and Multi-racial have remained somewhat steady.

Graph 2.8: Fresno City College Classified Workforce Data – Gender

2.8 FCC Classified/Gender

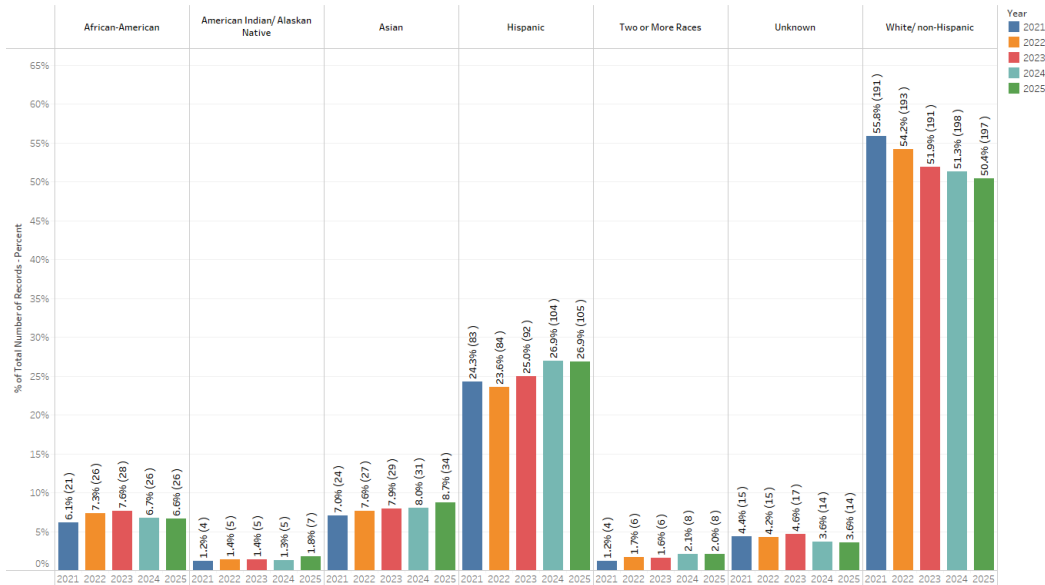


Although the percentage of classified professionals identifying as female has consistently remained higher than those identifying as male, there is a slight decreasing trend in the percentage of classified professionals identifying as female. As of February 2025, zero classified employees identified as non-

binary.

Graph 2.9a: Fresno City College Faculty (Full-Time) Workforce Data – Race

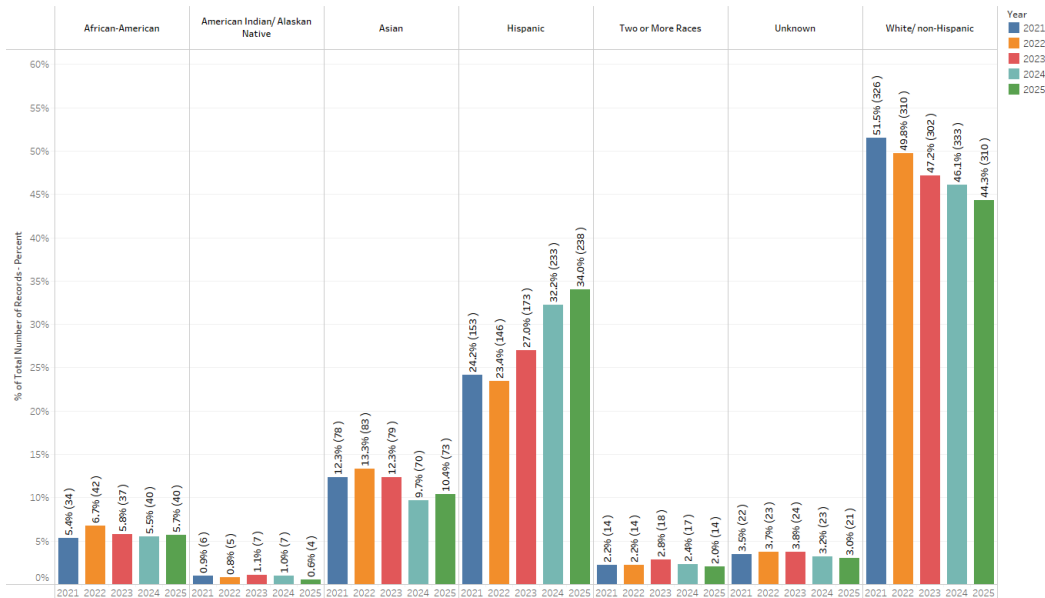
2.9a FCC Faculty/Race (FT)



Fresno City College has seen a decreasing trend in the percentage of full-time faculty identifying as White/non-Hispanic. There is an increasing trend for the percentage of faculty identifying as Hispanic/Latine and a slight but steady increase in those identifying as Asian. Those faculty identifying as American Indian/Alaskan Native, African American/Black and Multi-racial remained steady.

Graph 2.9b: Fresno City College Faculty (Part-Time) Workforce Data – Race

2.9b FCC Faculty/Race (PT)

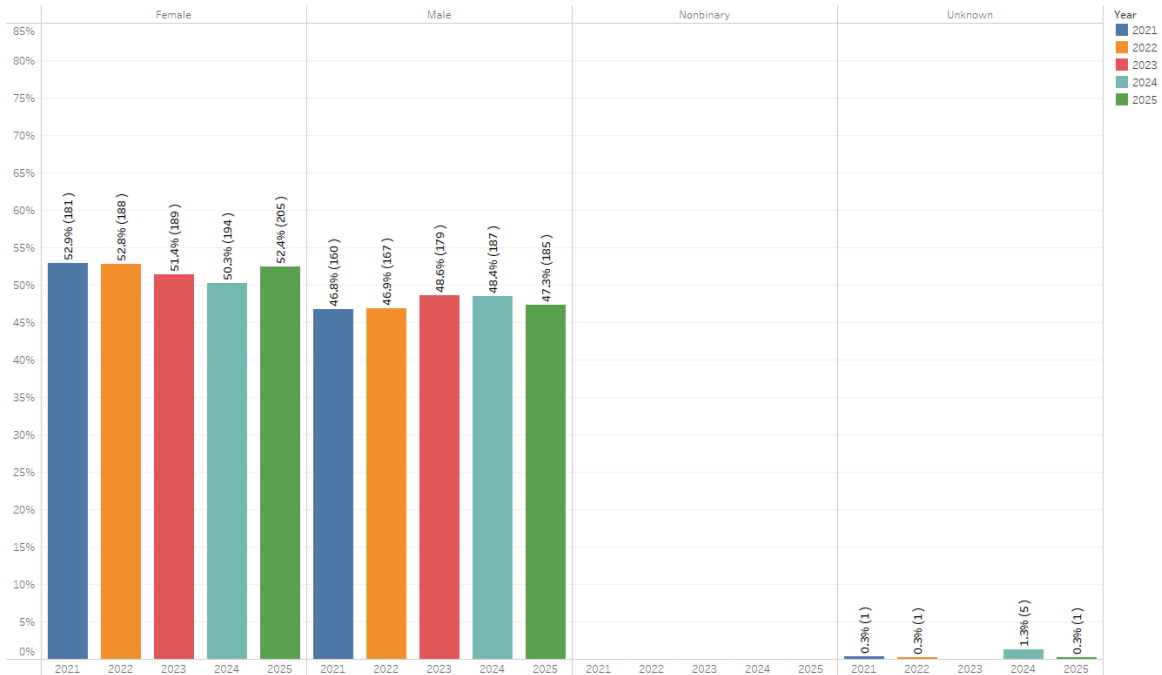


Fresno City College has seen a decreasing trend in the percentage of part-time faculty identifying as White/non-Hispanic and an increasing trend in the percentage of faculty identifying as Hispanic/Latine over the measurement period. Those faculty identifying as African American, American Indian/Alaskan Native and as Multi-racial remained steady. There was a decrease in the

percentage of part-time faculty identifying as Asian in 2024 with a slight rebound in 2025.

Graph 2.10a: Fresno City College Faculty (Full-Time) Workforce Data – Gender

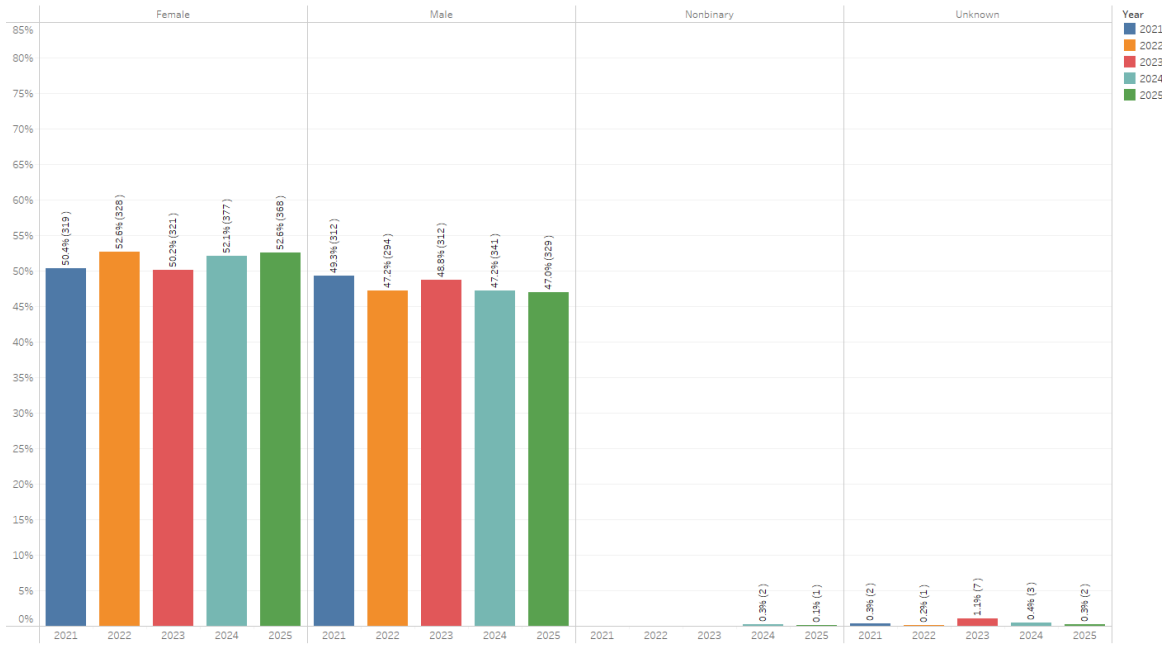
2.10a FCC Faculty/Gender (FT)



There have been small fluctuations in the full-time faculty gender percentage trends with a slightly higher number of faculty identifying as female.

Graph 2.10b: Fresno City College Faculty (Part-Time) Workforce Data – Gender

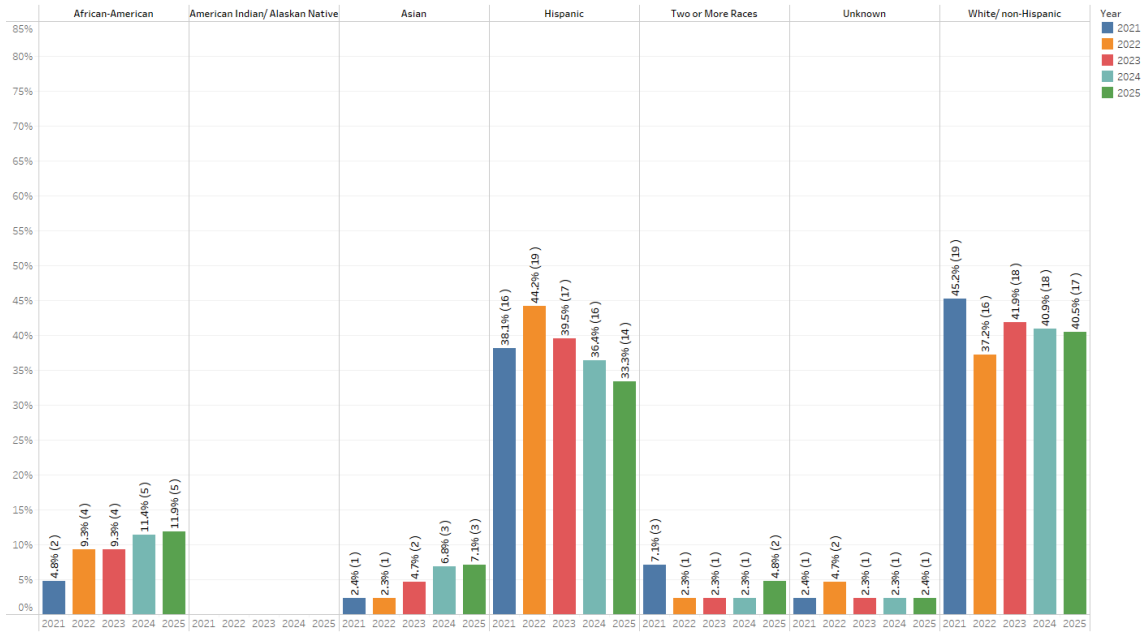
2.10b FCC Faculty/Gender (PT)



There have been small fluctuations in the part-time faculty gender percentage trends with a slightly higher number of faculty identifying as female.

Graph 2.11: Fresno City College Management Workforce Data – Race

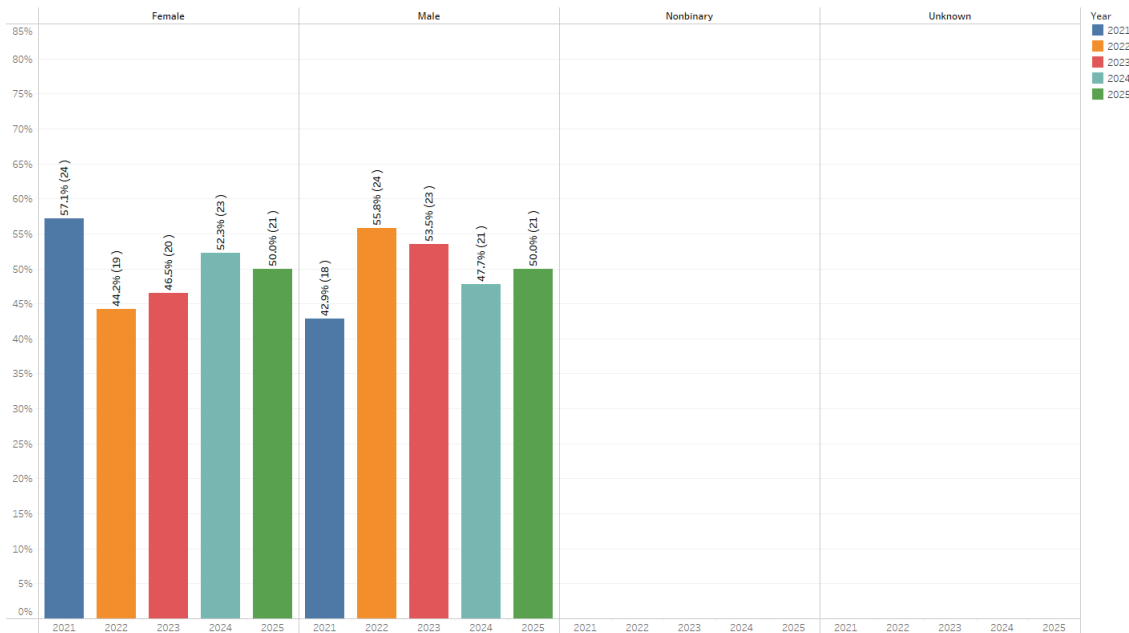
2.11 FCC Admin/Race



Fresno City College management employee demographics had an increasing trend in the percentage of management identifying as African American/Black and Asian and a decrease in management identifying as Hispanic/Latine.

Graph 2.12: Fresno City College Management Workforce Data – Gender

2.12 FCC Admin/Gender



Previously, the percentage of management at Fresno City College identifying as female exceeded those identifying as male, but that changed in 2022. In 2024 there was a slight rebound and as of February

2025, the percentage was evenly split between male and female identifying management.

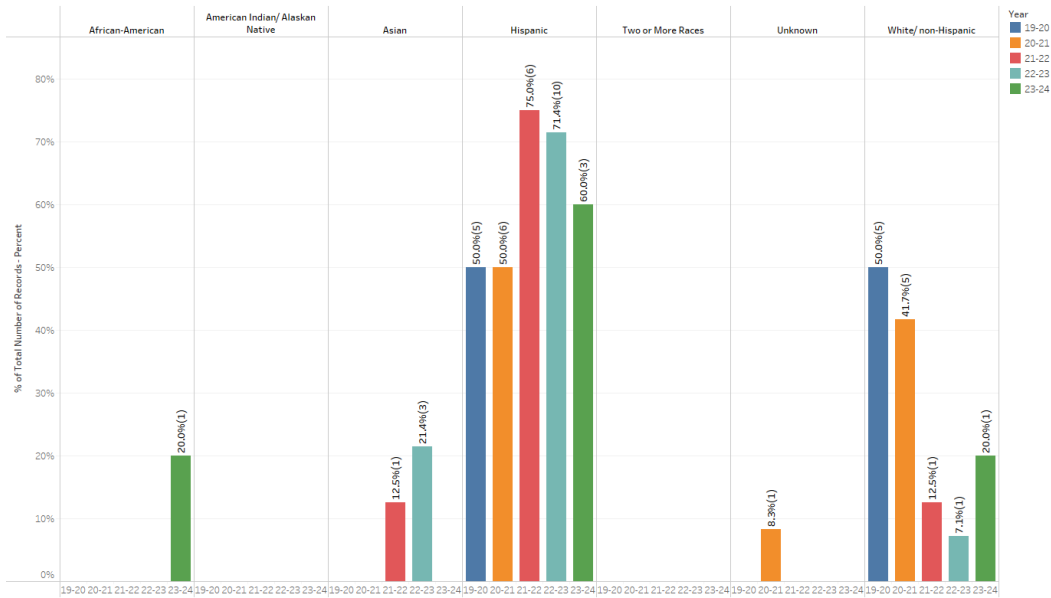
Reedley College Data



Reedley College New Hire Data

Graph 3.1: Reedley College Classified New Hire Data – Race

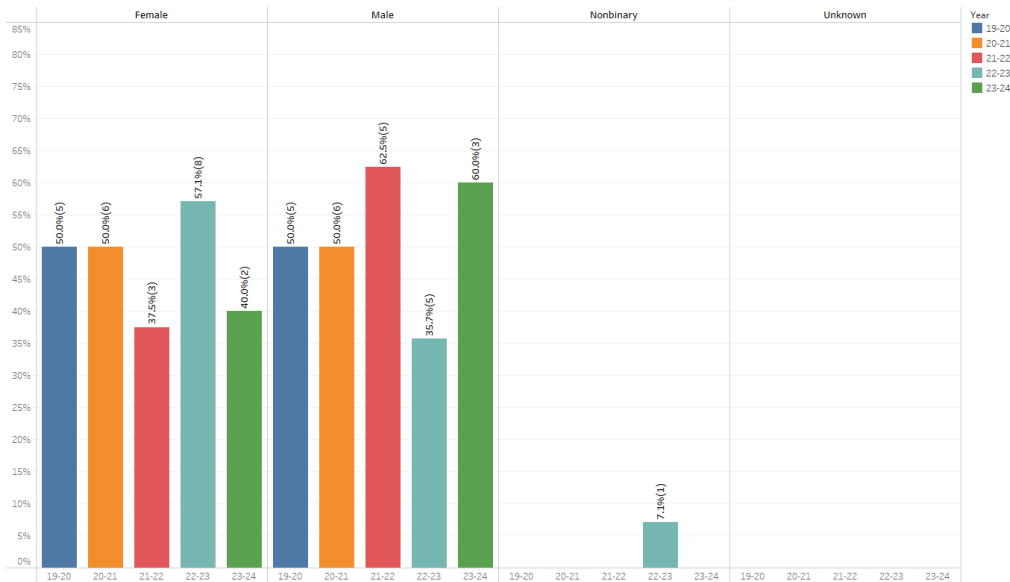
3.1 RC Classified/Race



The demographics of Reedley College’s classified professional new hire data fluctuates over the five-year period as the data sets are small, however the majority of classified new hires identify as Hispanic/Latine.

Graph 3.2: Reedley College Classified New Hire Data – Gender

3.2 RC Classified/Gender

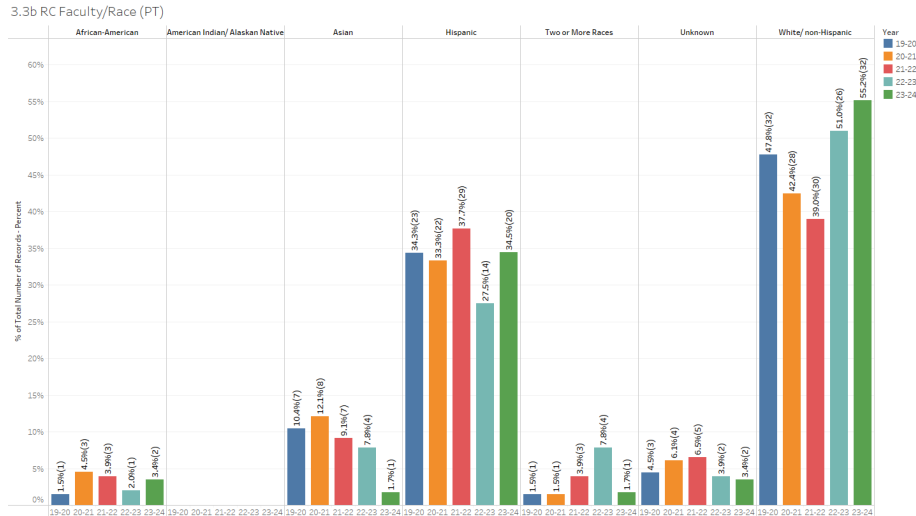


Classified new hire was balanced between male and female in 2019-20 and 2020-21, but more males than females were hired into classified positions in 2021-22 and this was reversed in 2022-23 and reversed again in 2023-24, with a gender difference of 3 or fewer individuals annually.

Graph 3.3a: Reedley College Faculty (Full-Time) New Hire Data – Race

The demographics of Reedley College’s full-time faculty new hire data for the period from 2019-2024 is very small and it is not possible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

Graph 3.3b: Reedley College Faculty (Part-Time) New Hire Data – Race

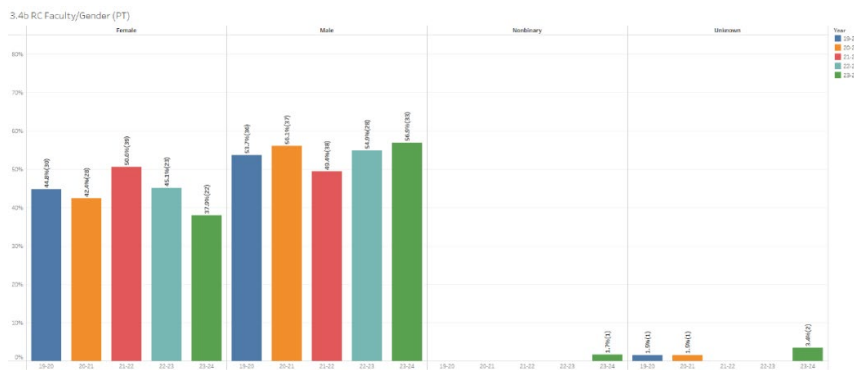


White/non-Hispanic part-time faculty hires continue to be the majority at Reedley College. All other demographic groups fluctuated with Hispanic/Latine faculty making up about a third of the part-time academic new hires annually.

Graph 3.4a: Reedley College Faculty (Full-Time) New Hire Data – Gender

The demographics of Reedley College’s full-time faculty new hire data for the period from 2019-2024 is very small and it is not possible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

Graph 3.4b: Reedley College Faculty (Part-Time) New Hire Data – Gender



There are overall more male part-time faculty new hires than female faculty new hires except in 2021-22.



Graph 3.5: Reedley College Management New Hire Data – Race

The demographics of Reedley College’s management new hire data for the period from 2019-2024 is very small and it is not possible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

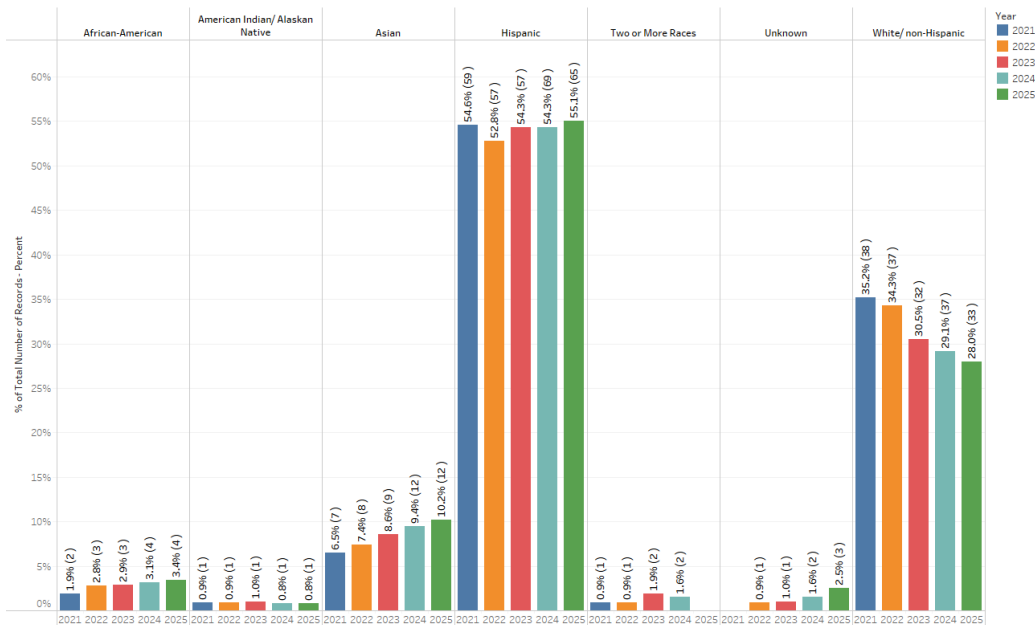
Graph 3.6: Reedley College Management New Hire Data – Gender

The demographics of Reedley College’s management new hire data for the period from 2019-2024 is very small and it is not possible to display the data without revealing the identity of individual persons. With data sets that represent fewer than five (5) individuals, the information will not be displayed.

Reedley College Workforce Data

Graph 3.7: Reedley College Classified Workforce Data – Race

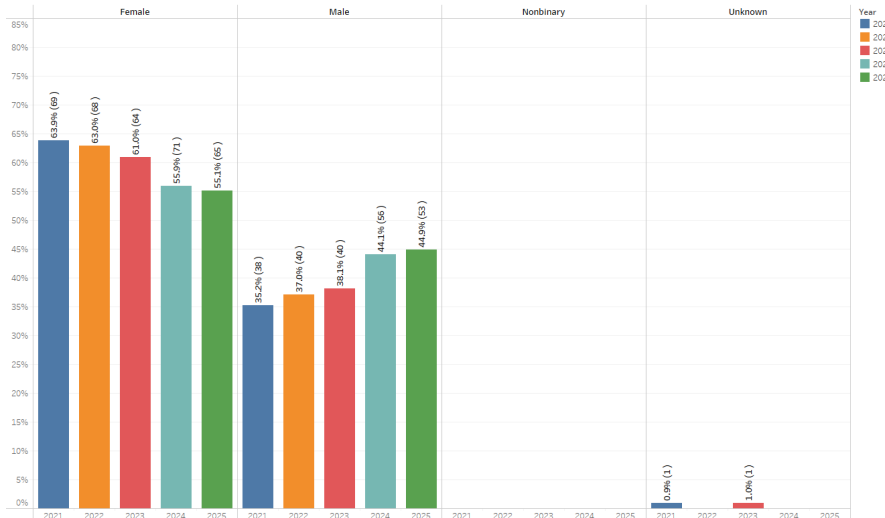
3.7 RC Classified/Race



Classified professionals identifying as Asian and as African American/Black continue to show an increasing trend since 2021. Classified professionals identifying as Hispanic/Latine have fluctuated but remain the majority of classified employees at Reedley College. Classified employees identifying as White/non-Hispanic show a slight decreasing trend from 2021 to 2025.

Graph 3.8: Reedley College Classified Workforce Data – Gender

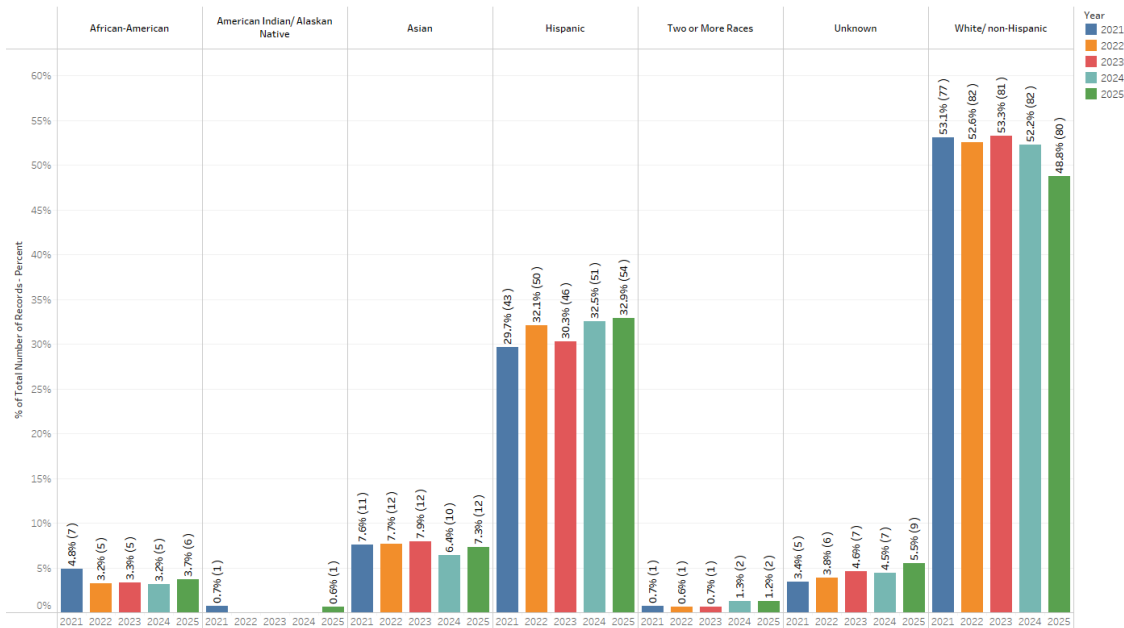
3.8 RC Classified/Gender



The gender distribution of classified professionals at Reedley College shows a decreasing trend in the proportions of classified professionals identifying as female, and though they remain a majority at 55%, classified professionals identifying as male have increased proportionally over the last two years to nearly 54%.

Graph 3.9a: Reedley College Faculty (Full-Time) Workforce Data – Race

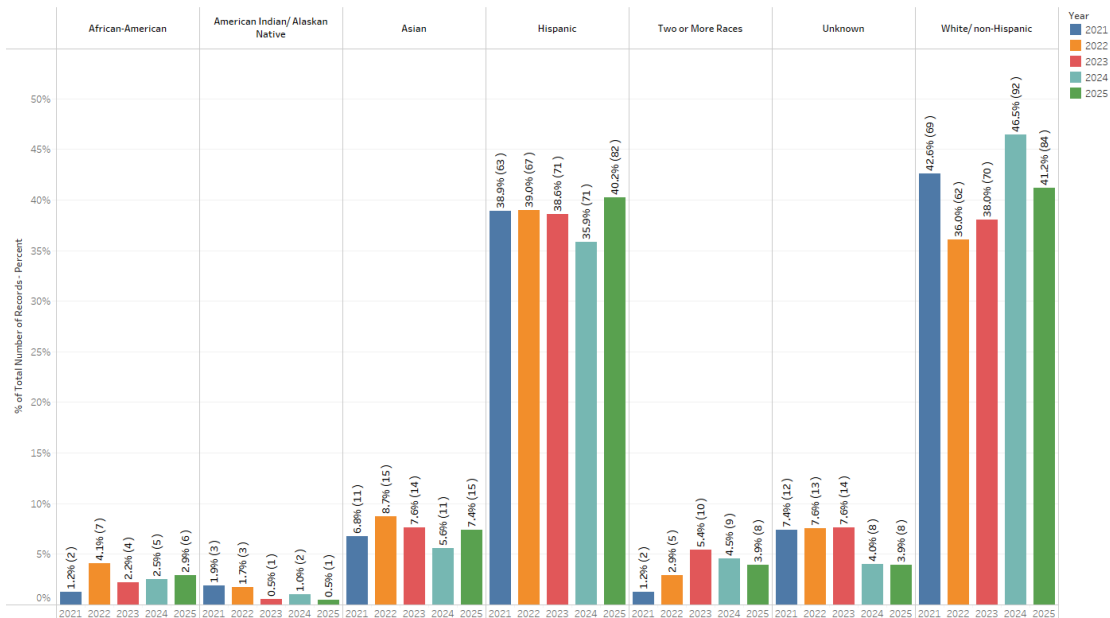
3.9a RC Faculty/Race (FT)



Reedley College’s full-time faculty workforce identifying as Hispanic/Latine fluctuated over the 5-year period but ended higher in the overall measurement period. The full-time faculty identifying as African-American/Black decreased in 2022 and remained steady to 2024 with a slight increase in 2025. The full-time faculty identifying as Asian decreased slightly in 2024 but rebounded in 2025.

Graph 3.9b: Reedley College Faculty (Part-Time) Workforce Data – Race

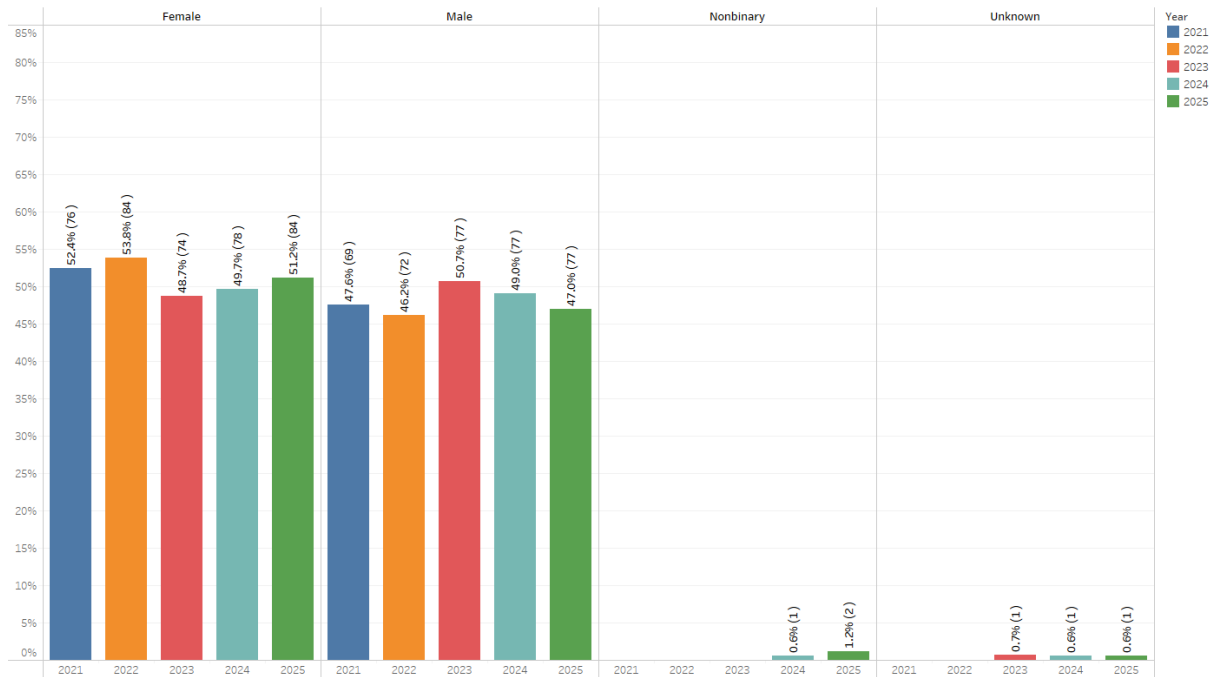
3.9b RC Faculty/Race (PT)



Reedley College’s part-time faculty workforce identifying as Hispanic fluctuated over the 5-year period but ended higher in the overall measurement period. The full-time faculty identifying as African-American/Black decreased in 2023 but grew again through 2024 and 2025. The full-time faculty identifying as Asian went slightly up in 2022, dipped again in 2024 but rebounded in 2025.

Graph 3.10a: Reedley College Faculty (Full-Time) Workforce Data – Gender

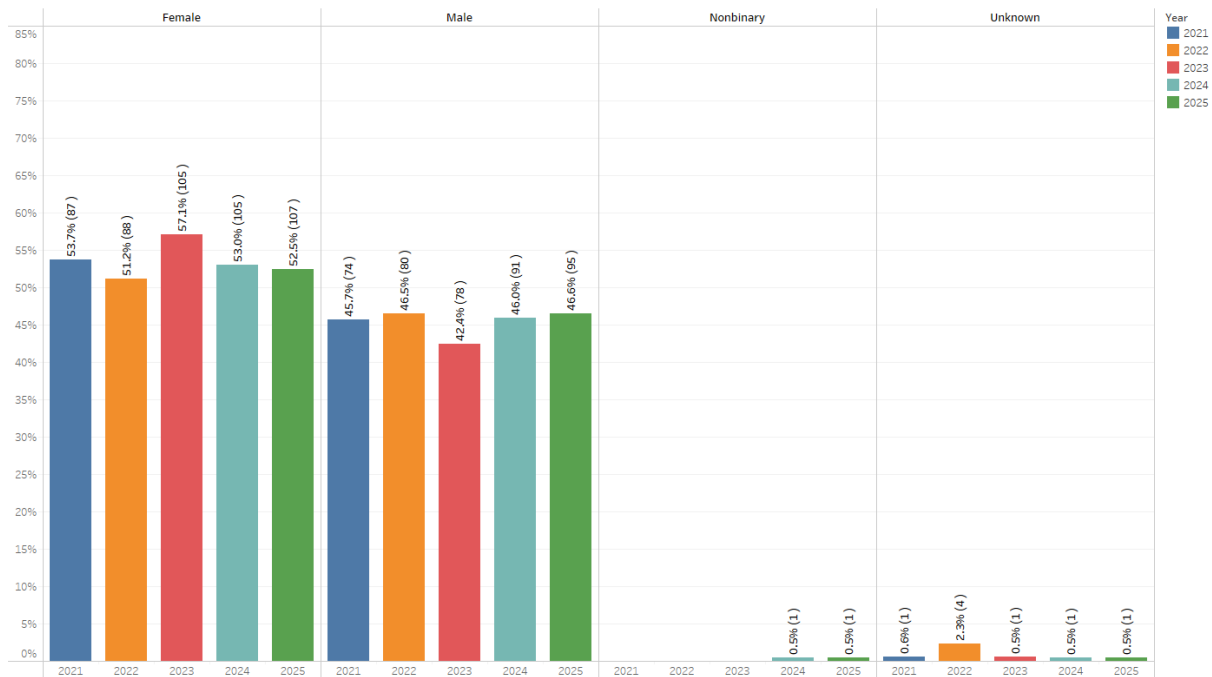
3.10a RC Faculty/Gender (FT)



The gender distribution of Reedley College’s full-time faculty workforce has remained somewhat steady.

Graph 3.10b: Reedley College Faculty (Part-Time) Workforce Data – Gender

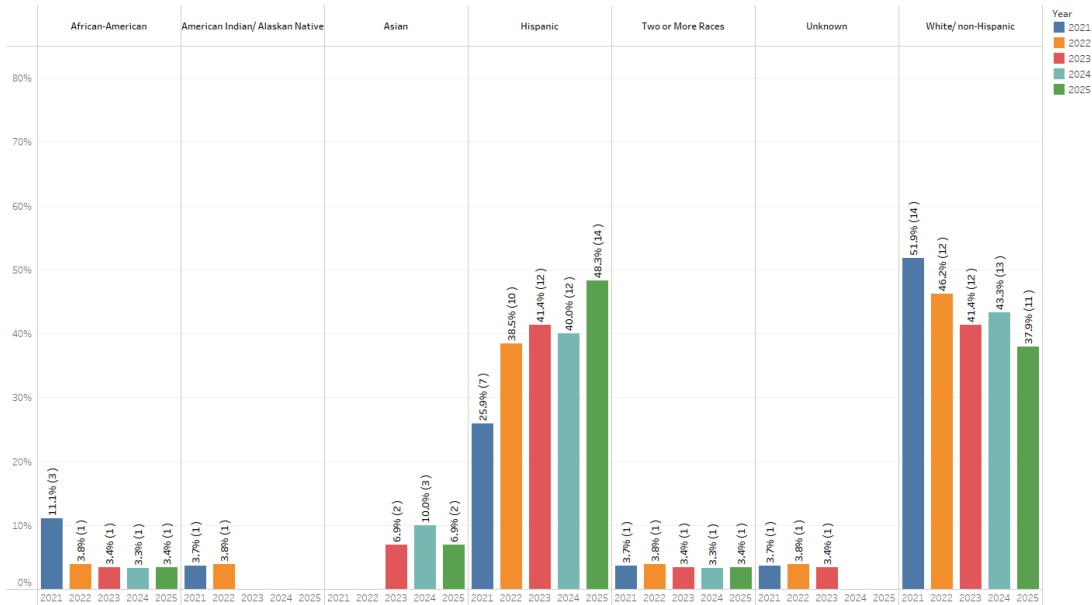
3.10b RC Faculty/Gender (PT)



The gender distribution of Reedley College’s part-time faculty workforce has had some fluctuations with a significant gap in 2023 trending toward more balance in the past two years.

Graph 3.11: Reedley College Management Workforce Data – Race

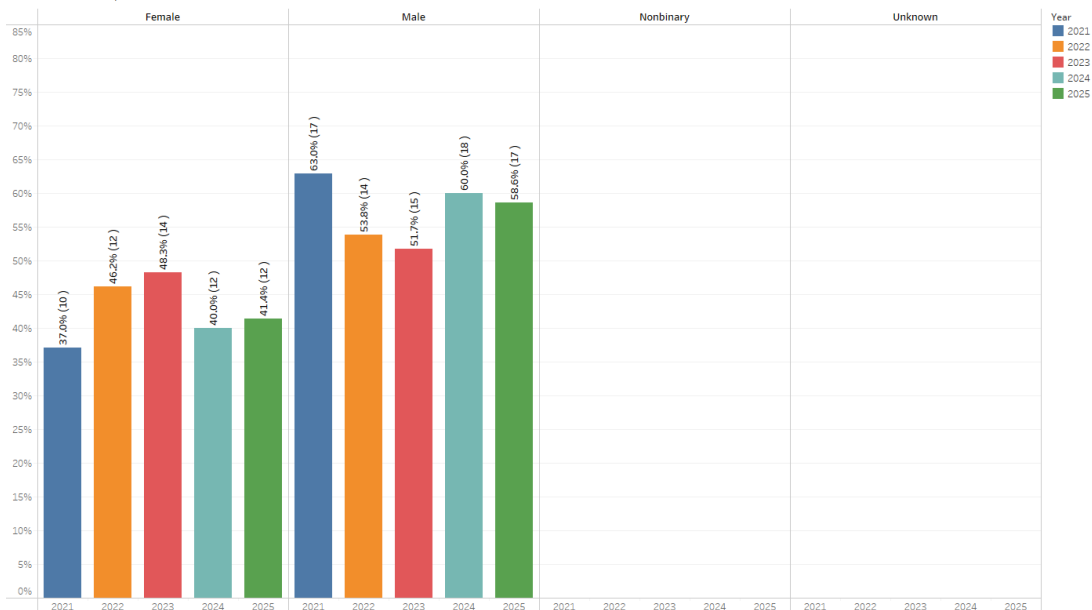
3.11 RC Admin/Race



Reedley College’s management workforce had a slight increasing trend in employees identifying as Hispanic and remained steady from 2023-2024. There was a decrease in the percentage of management employees identifying as African-American/Black from 2021 to 2022 which held steady through 2025 and a decrease in those identifying as White/non-Hispanic from 2021 through 2023. The Reedley management identifying as Asian increased from zero in 2020 to 10% in 2024 and dipped again in 2025.

Graph 3.12: Reedley College Management Workforce Data – Gender

3.12 RC Admin/Gender



The gender distribution of the Reedley College management team has fluctuated over the last 5 years, but remains predominantly male.

Clovis Community College Data



Clovis Community College



Clovis Community College New Hire Data

Graph 4.1: Clovis Community College Classified New Hire Data – Race

At times, the demographics of Clovis Community College’s classified professionals new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.

Graph 4.2: Clovis Community College Classified New Hire Data – Gender

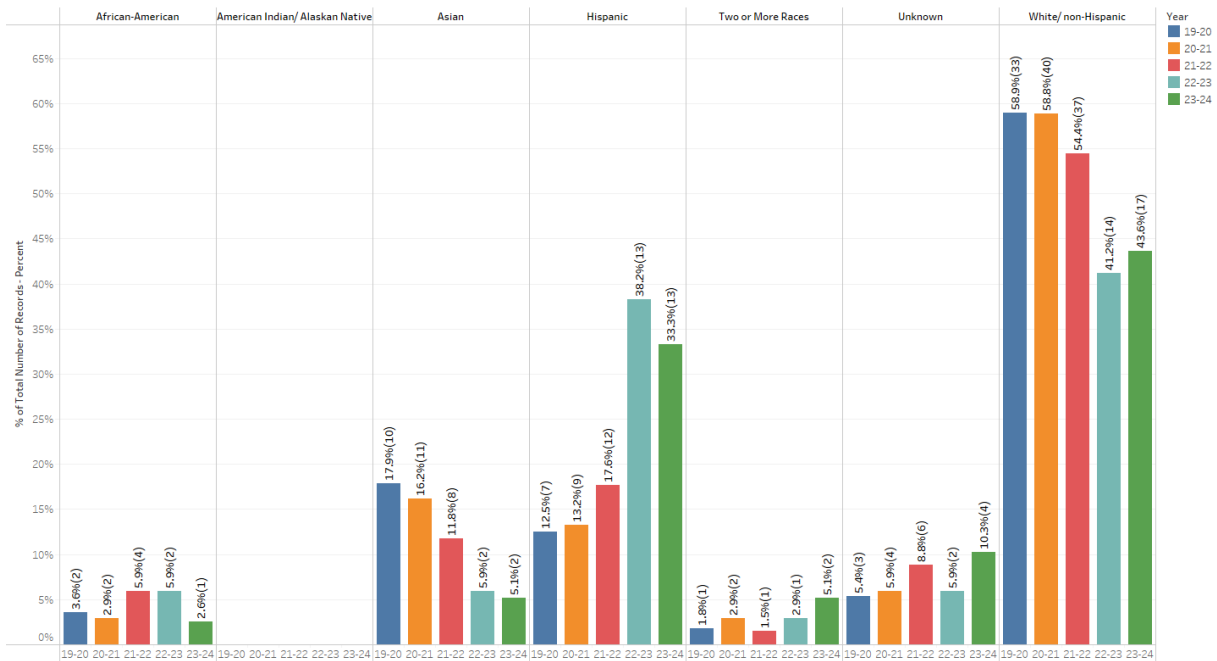
At times, the demographics of Clovis Community College’s classified professionals new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.

Graph 4.3a: Clovis Community College Faculty (Full-Time) New Hire Data – Race

At times, the demographics of Clovis Community College’s full-time faculty new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.

Graph 4.3b: Clovis Community College Faculty (Part-Time) New Hire Data – Race

4.3b CCC Faculty/Race (PT)

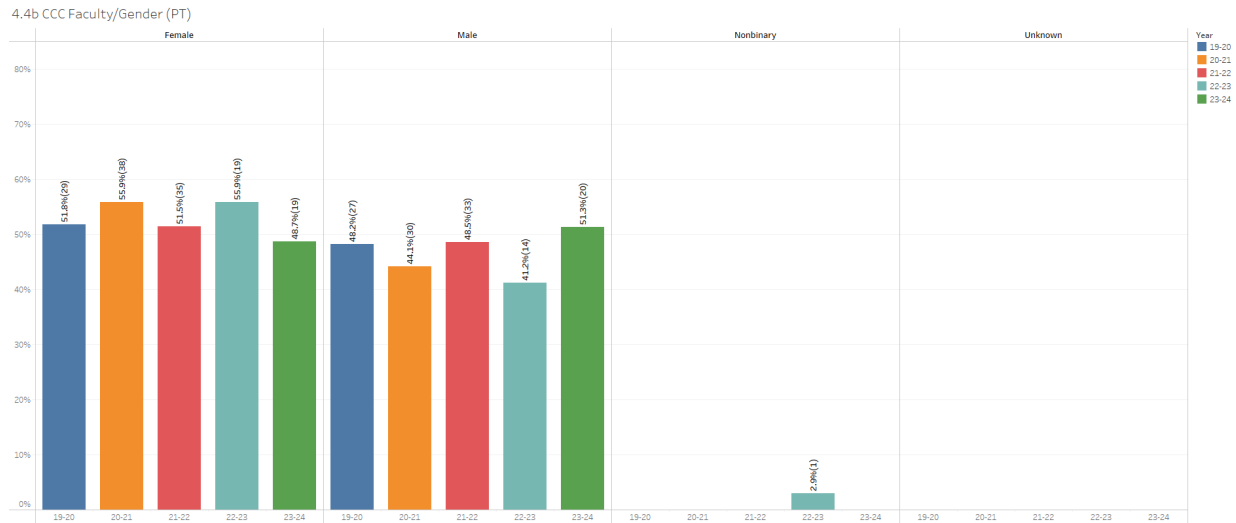


Part-time faculty new hires continue to self-identify as predominantly White/non-Hispanic followed by Hispanic. There was a small increase in the overall percentage of part-time faculty new hires who identify as Multi-racial.

Graph 4.4a: Clovis Community College Faculty (Full-Time) New Hire Data – Gender

At times, the demographics of Clovis Community College’s full-time faculty new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.

Graph 4.4b: Clovis Community College Faculty (Part-Time) New Hire Data – Gender



The demographics of the part-time faculty by gender identification remained steady over the measurement period and relatively evenly split between those identifying as male and those identifying as female.

Graph 4.5: Clovis Community College Management New Hire Data – Race

At times, the demographics of Clovis Community College’s management new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.

Graph 4.6: Clovis Community College Management New Hire Data – Gender

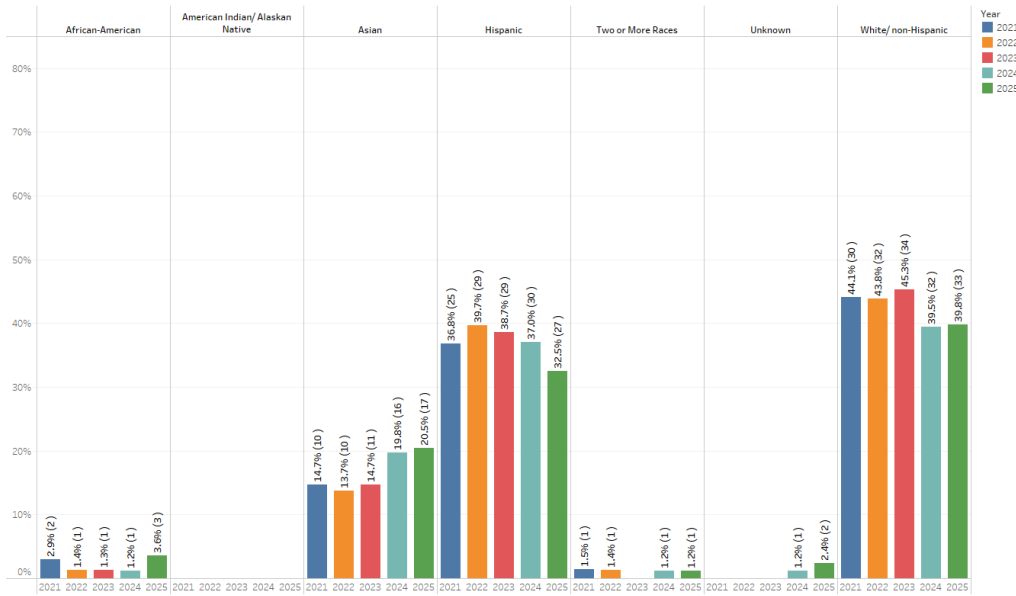
At times, the demographics of Clovis Community College’s management new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.



Clovis Community College Workforce Data

Graph 4.7: Clovis Community College Classified Workforce Data – Race

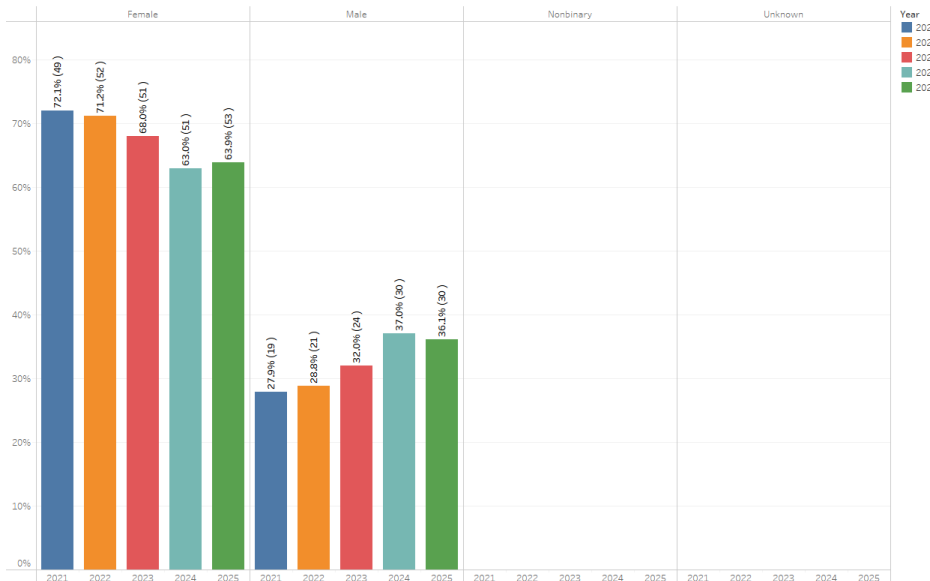
4.7 CCC Classified/Race



Over the measurement period, there was an increase in the number of classified professionals identifying as African American/Black and those identifying as Asian.

Graph 4.8: Clovis Community College Classified Workforce Data – Gender

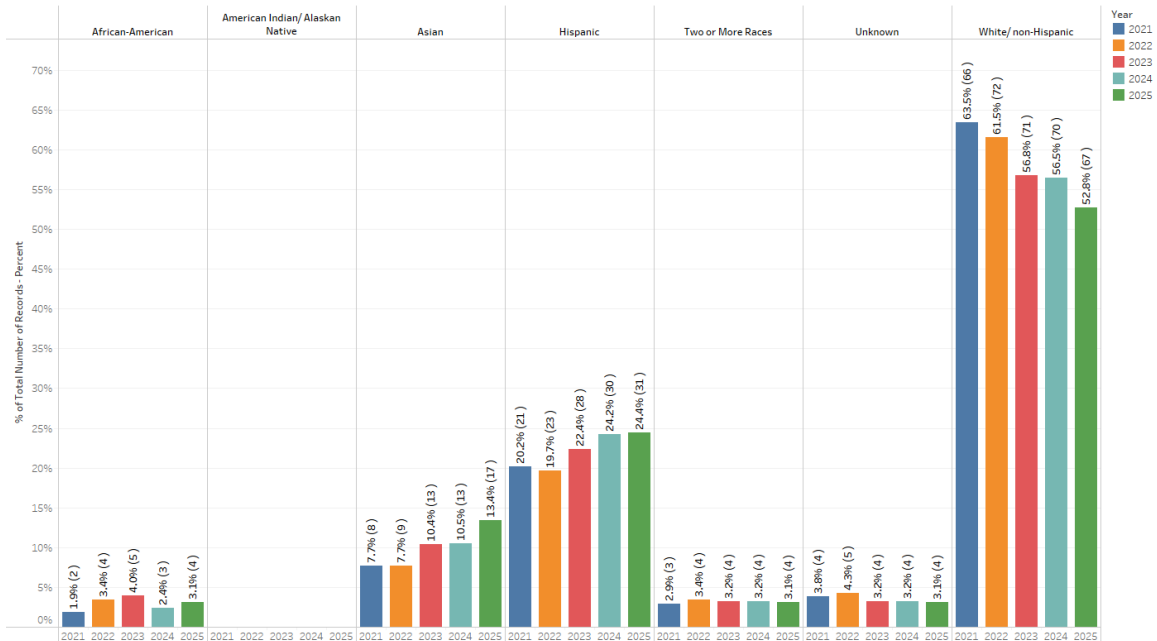
4.8 CCC Classified/Gender



The gender of classified professionals at Clovis Community College has remained predominantly female over the measurement period but the past few years shows a trend toward increasing classified professionals who identify as male by count and proportion.

Graph 4.9a: Clovis Community College Faculty (Full-Time) Workforce Data – Race

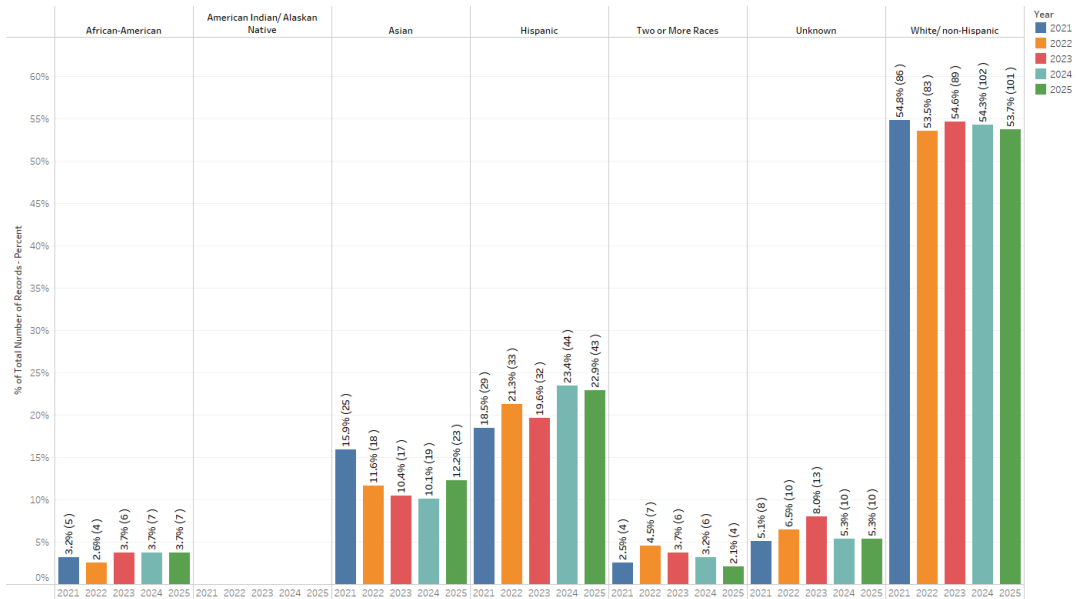
4.9a CCC Faculty/Race (FT)



There was a slight upward trend in full-time faculty at Clovis Community College who identify as Hispanic/Latine and Asian. There has been a downward trend in faculty who identify as White/Non-Hispanic.

Graph 4.9b: Clovis Community College Faculty (Part-Time) Workforce Data – Race

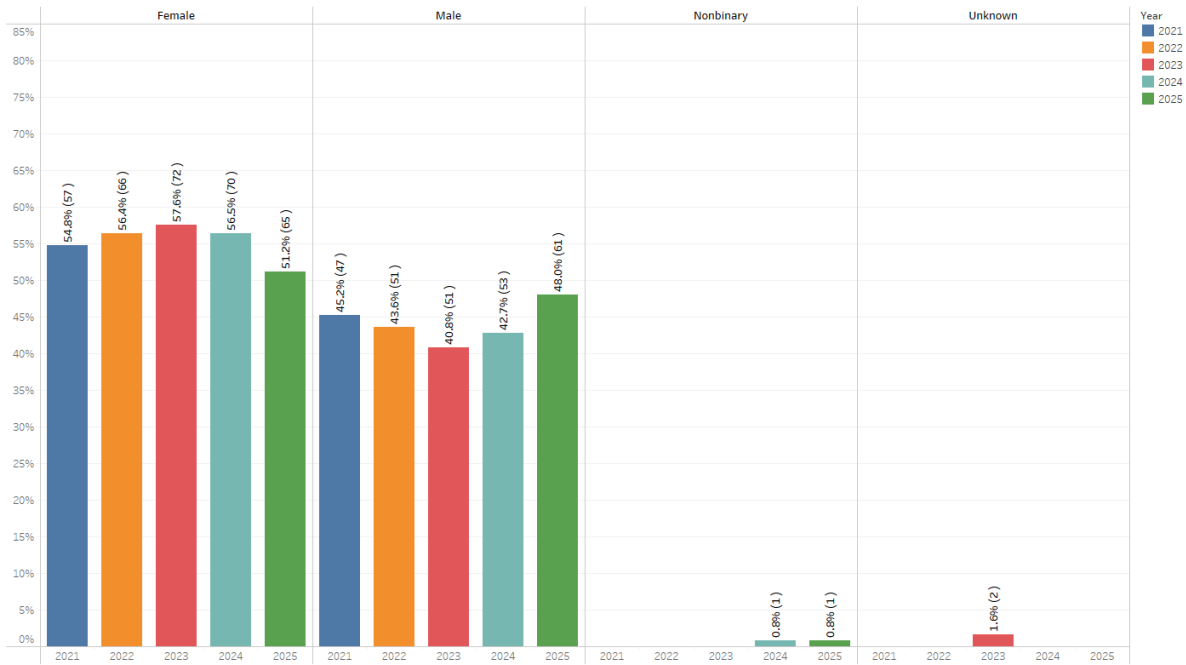
4.9b CCC Faculty/Race (PT)



The demographics of the part-time faculty at Clovis Community College have fluctuated over the years with the overall total percentages of Hispanic/Latine and African American/Black identifying part-time faculty increasing over the measurement period.

Graph 4.10a: Clovis Community College Faculty (Full-Time) Workforce Data – Gender

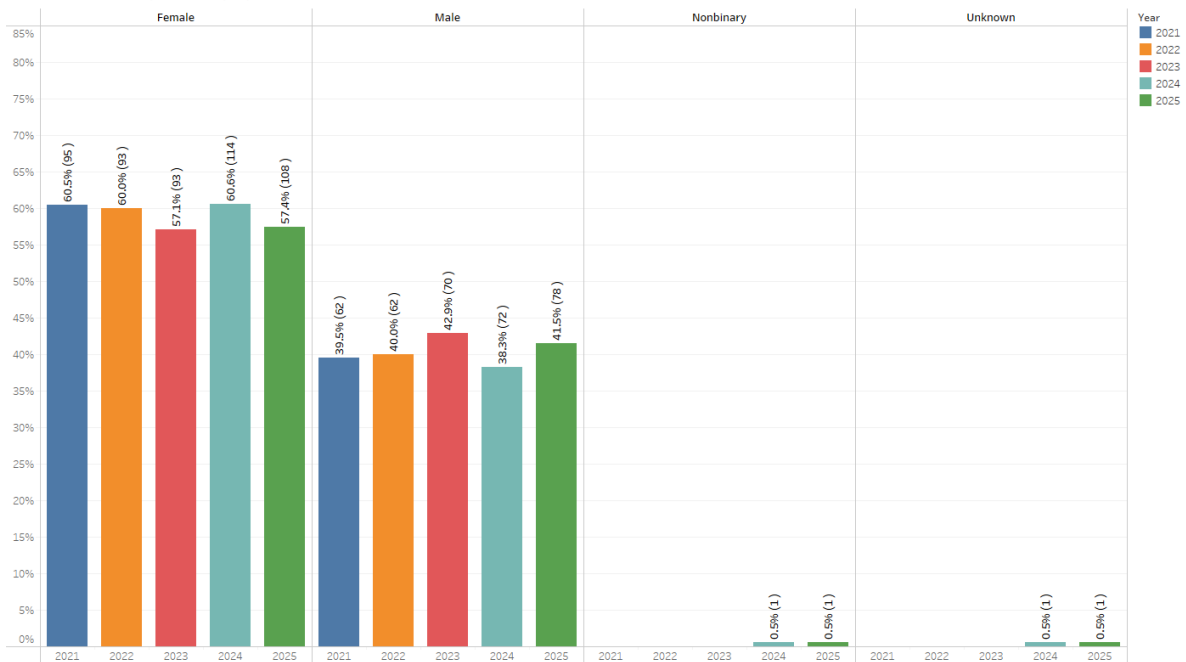
4.10a CCC Faculty/Gender (FT)



The gender distribution trend for Clovis Community College full-time faculty has remained fairly consistent over the analyzed period with the population remaining more female than male.

Graph 4.10b: Clovis Community College Faculty (Part-Time) Workforce Data – Gender

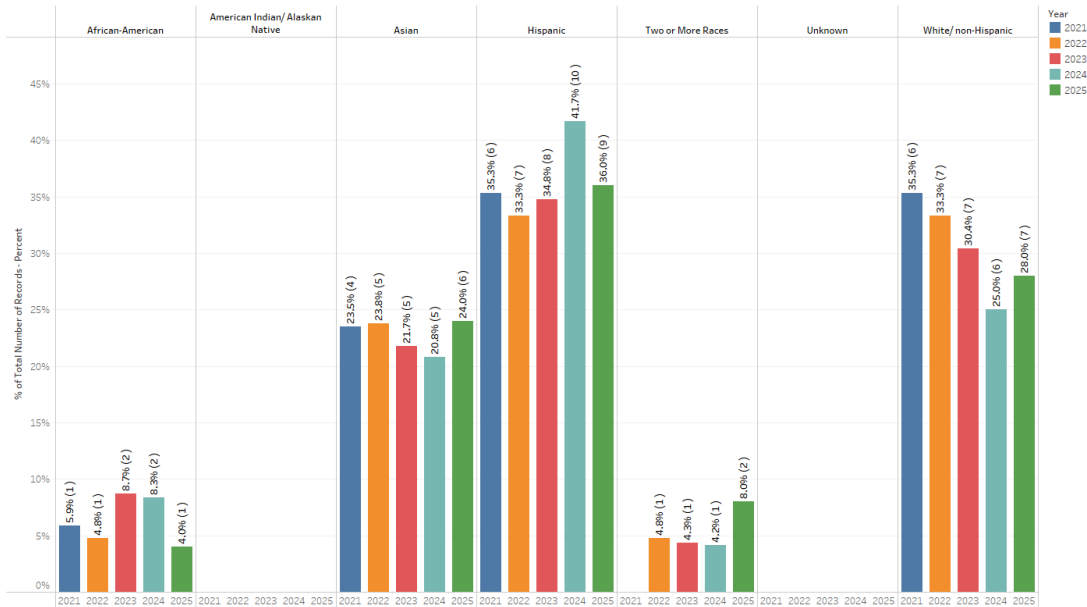
4.10b CCC Faculty/Gender (PT)



The gender distribution trend for Clovis Community College part-time faculty has remained fairly consistent over the analyzed period with the population remaining more female than male.

Graph 4.11: Clovis Community College Management Workforce Data – Race

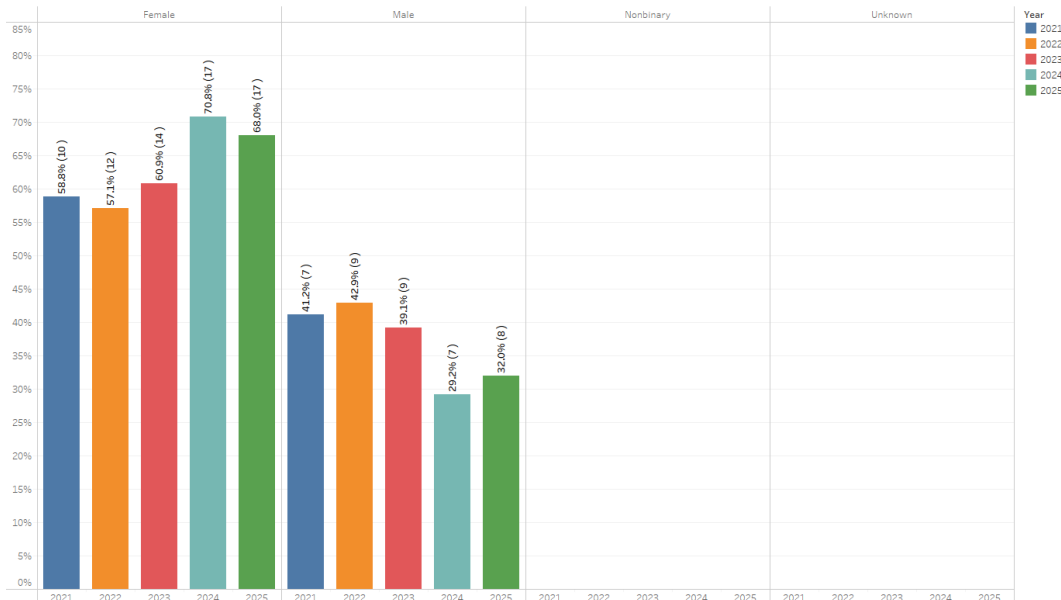
4.11 CCC Admin/Race



Each individual in this group represents 5% of the overall total. Therefore, changes made to any one or two individuals will noticeably alter the percentages reported. The management workforce at Clovis Community College has been increasing in diversity overall over the five-year period analyzed with the largest increase in managers who self-identify as Hispanic/Latine increasing nearly 7% in 2024 compared to prior years. Management who identifies as Multi-racial increased nearly 4% in 2025 and management who identify as Asian increased 4% from 2024 to 2025.

Graph 4.12: Clovis Community College Management Workforce Data – Gender

4.12 CCC Admin/Gender



The gender demographic of Clovis Community College’s management workforce remains more female than male.

Madera Community College Data



Madera Community College New Hire Data

Graph 5.1: Madera Community College Classified New Hire Data – Race

At times, the demographics of Madera Community College’s classified professional new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.

Graph 5.2: Madera Community College Classified New Hire Data – Gender

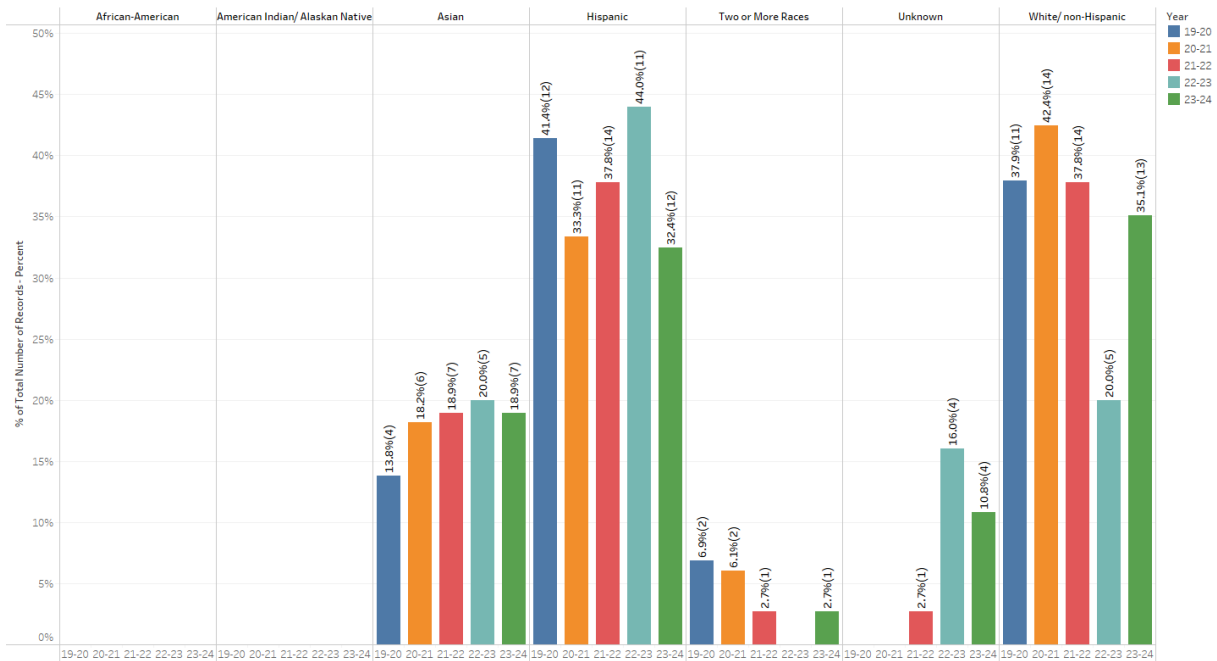
At times, the demographics of Madera Community College’s classified professional new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.

Graph 5.3a: Madera Community College Faculty (Full-Time) New Hire Data – Race

At times, the demographics of Madera Community College’s full-time faculty new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.

Graph 5.3b: Madera Community College Faculty (Part-Time) New Hire Data – Race

5.3b MC Faculty/Race (PT)

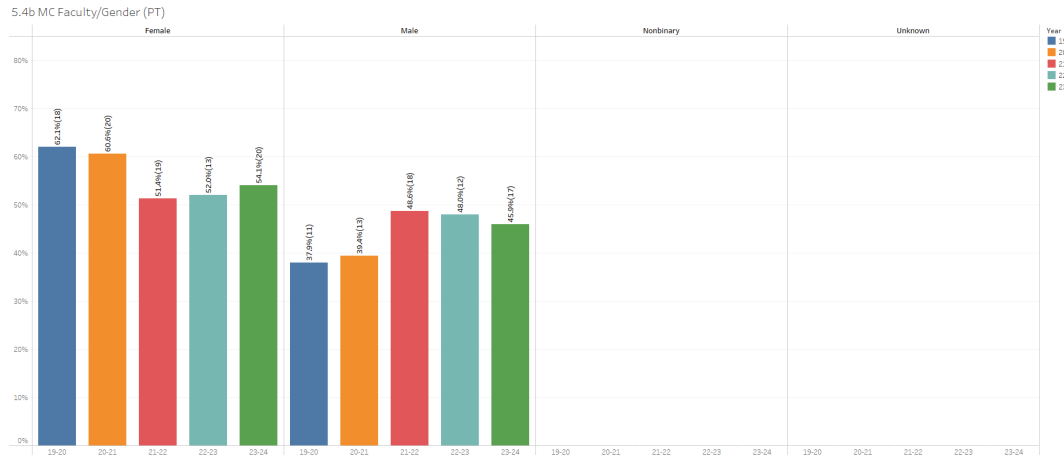


Every individual in this group represents 2.7% of the overall total, therefore changes to any one or two individuals will noticeably alter the percentages reported. The demographics at Madera Community College experienced an overall increase in part-time faculty who identify as Asian/Pacific Islander. The percentage of part-time faculty who identify as Hispanic/Latine and White fluctuated over the measurement period.

Graph 5.4a: Madera Community College Faculty (Full-Time) New Hire Data – Gender

At times, the demographics of Madera Community College’s full-time faculty new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.

Graph 5.4b: Madera Community College Faculty (Part-Time) New Hire Data – Gender



The Madera Community College data indicates that newly hired part-time faculty remain predominantly female over the measurement period, with a difference of no more than three individuals between male or female identifying newly hired part-time faculty for the past three years.

Graph 5.5: Madera Community College Management New Hire Data – Race

At times, the demographics of Madera Community College’s management new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.

Graph 5.6: Madera Community College Management New Hire Data – Gender

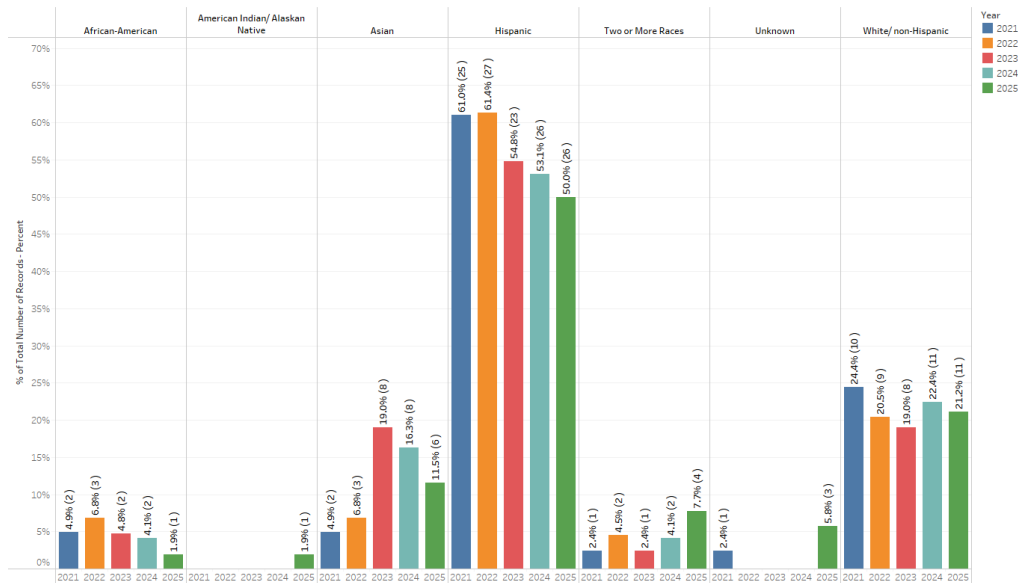
At times, the demographics of Madera Community College’s management new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.



Madera Community College Workforce Data

Graph 5.7: Madera Community College Classified Workforce Data – Race

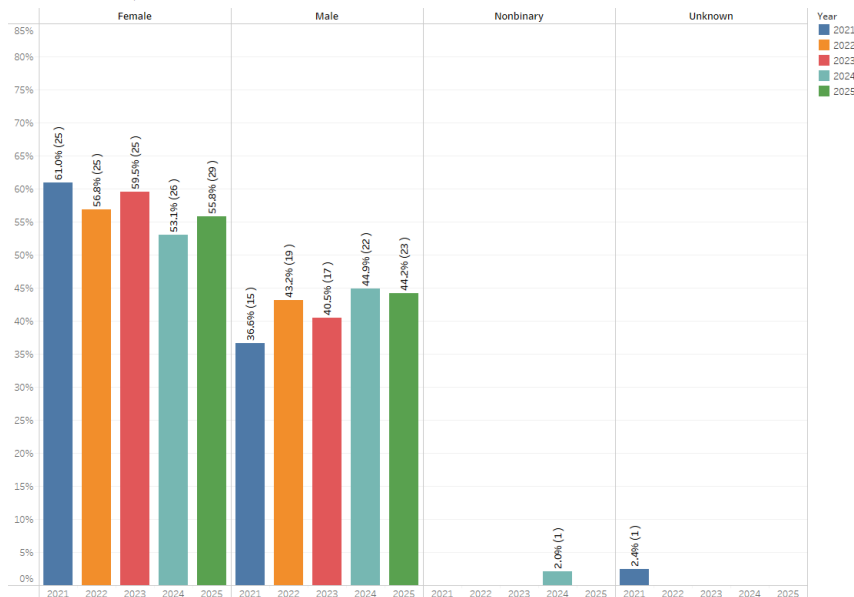
5.7 MC Classified/Race



The classified professional workforce of Madera Community College has increased the total headcount in some areas which show a total overall percentage decrease. For example, the headcount for classified professionals who identify as Hispanic/Latine increased from 2021 to 2025, but the percentage shows a decrease by 11%. The number of classified professionals who identify as Asian and those who identify as Multi-racial grew over the measurement period.

Graph 5.8: Madera Community College Classified Workforce Data – Gender

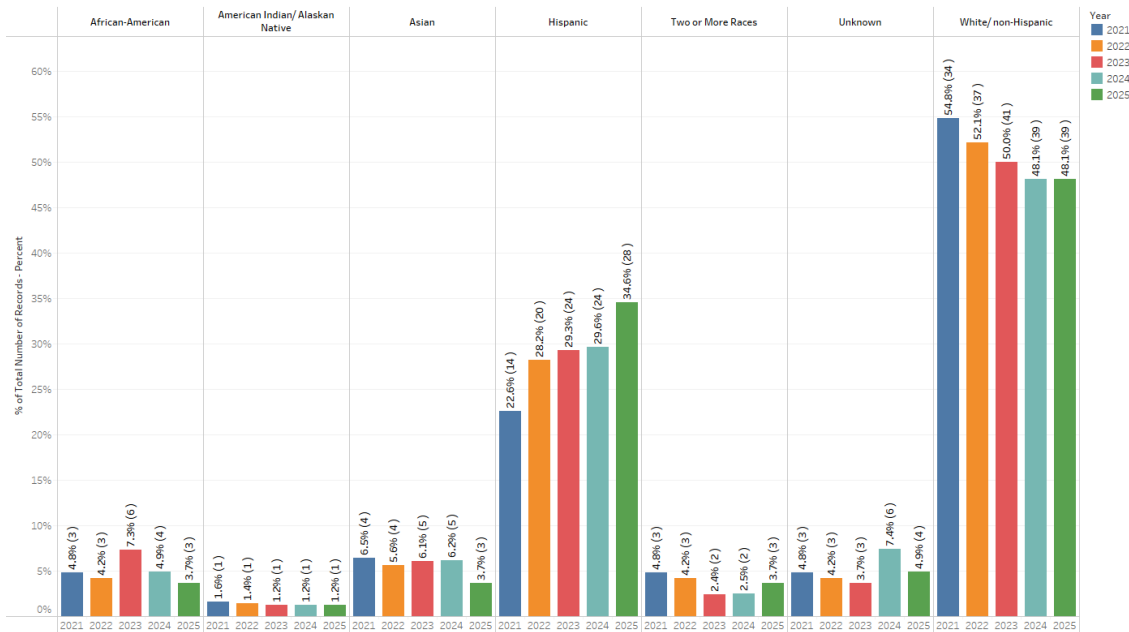
5.8 MC Classified/Gender



The gender distribution of classified professionals at Madera Community College remains predominantly female.

Graph 5.9a: Madera Community College Faculty (Full-Time) Workforce Data – Race

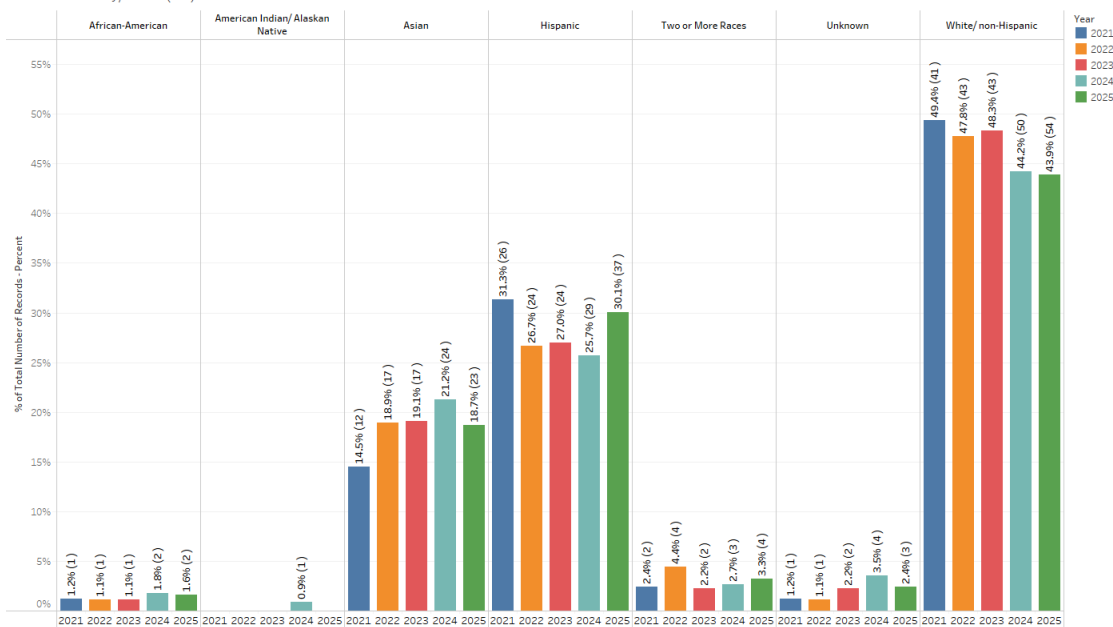
5.9 MC Faculty/Race (FT)



The full-time faculty identifying as Hispanic/Latine at Madera Community College continues to demonstrate a slight increasing trend and the White/Non-Hispanic group has demonstrated a slight decreasing trend over the measurement period. African American/Black faculty increased in 2023 from 2020 and then their proportion dipped down again in 2024 and 2025. Full-time faculty identifying as American Indian/Alaskan Native and Multi-racial have remained steady.

Graph 5.9b: Madera Community College Faculty (Part-Time) Workforce Data – Race

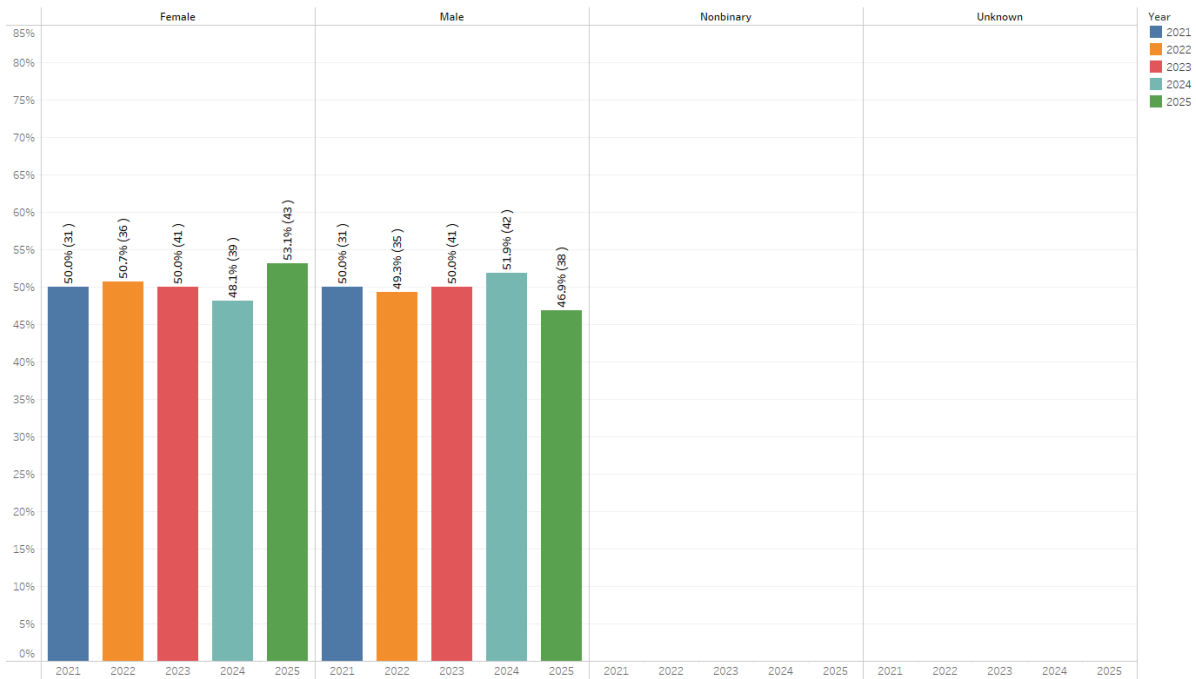
5.9 MC Faculty/Race (PT)



The part-time faculty identifying as White/Non-Hispanic group has demonstrated a slight decreasing trend in proportion over the measurement period. African American/Black faculty increased in 2024.

Graph 5.10a: Madera Community College Faculty (Full-Time) Workforce Data – Gender

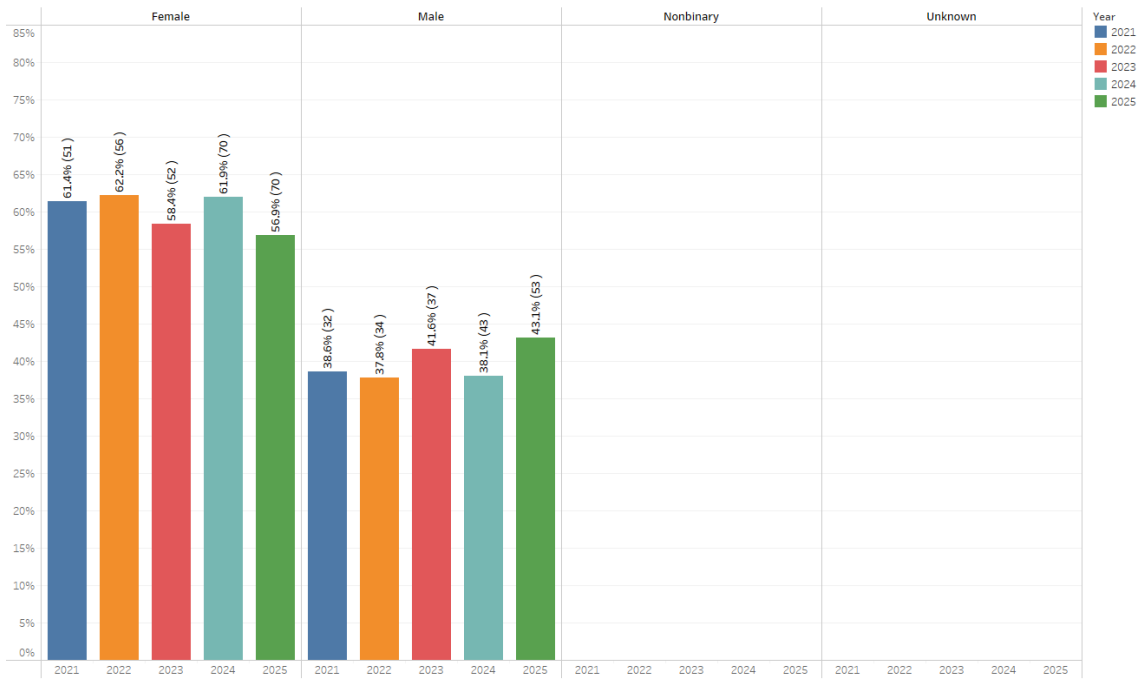
5.10 MC Faculty/Gender (FT)



The gender distribution for full-time faculty has been consistent over the last 5 years and is nearly evenly split.

Graph 5.10b: Madera Community College Faculty (Part-Time) Workforce Data – Gender

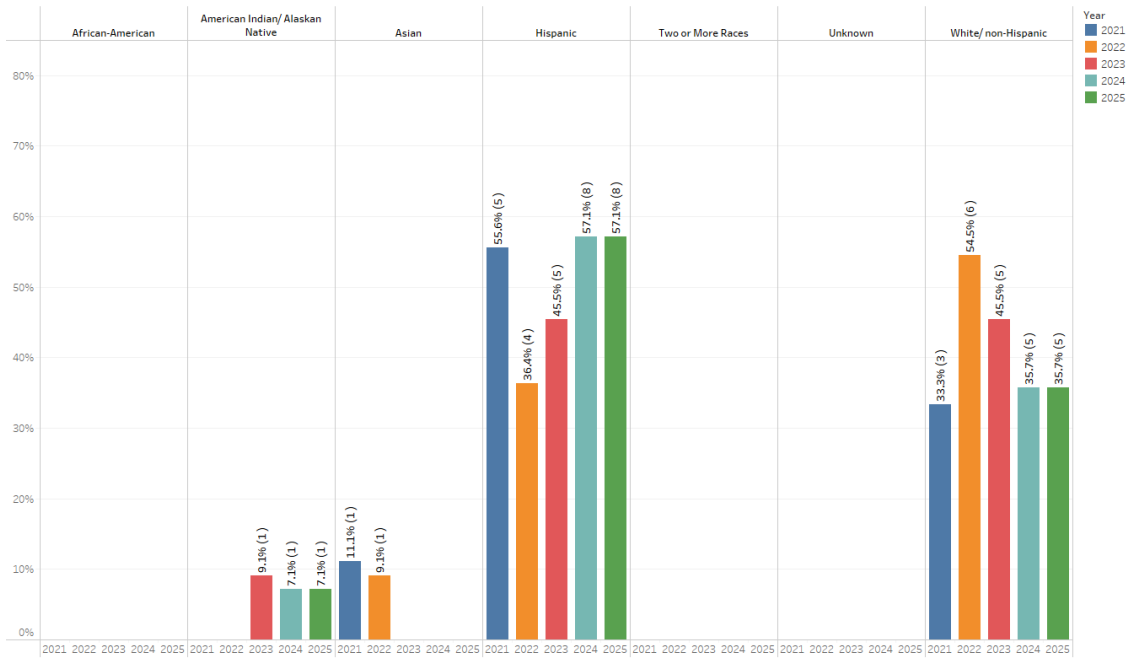
5.10 MC Faculty/Gender (PT)



The gender distribution for part-time faculty has been consistent over the last five (5) years and is predominantly female.

Graph 5.11: Madera Community College Management Workforce Data – Race

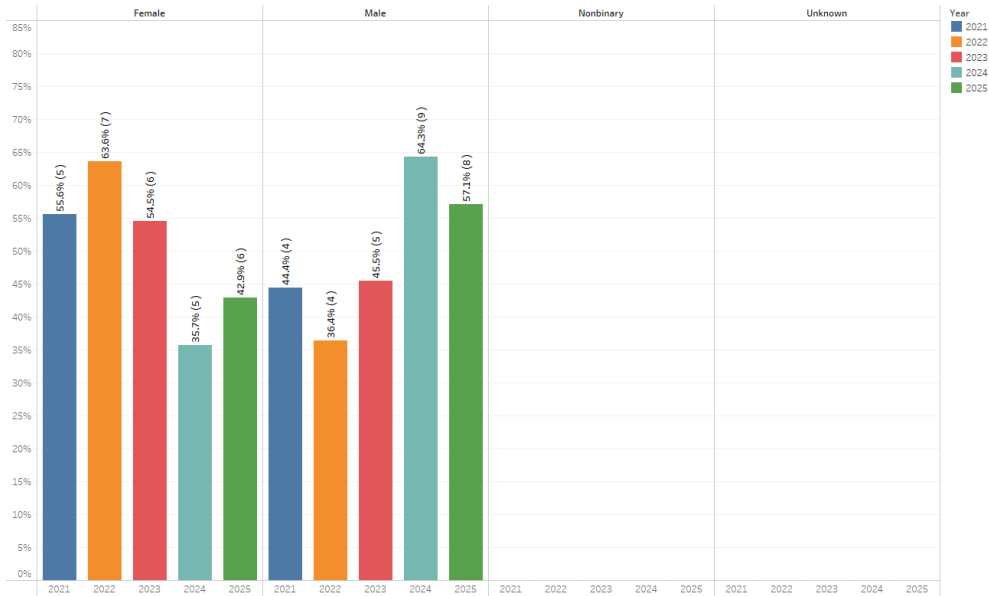
5.11 MC Admin/Race



Each individual in this group represents at least 9% of the total. Therefore, changes made to any one or two individuals will alter the percentages reported. The management workforce at Madera Community College has fluctuated throughout the five-year period analyzed with a decreasing trend in managers identifying as White/non-Hispanic while the trend in managers identifying as Hispanic/Latine has increased since 2022.

Graph 5.12: Madera Community College Management Workforce Data – Gender

5.12 MC Admin/Gender



The gender demographics of Madera Community College management team has fluctuated over the five-year measurement period and has been predominantly male since 2024.

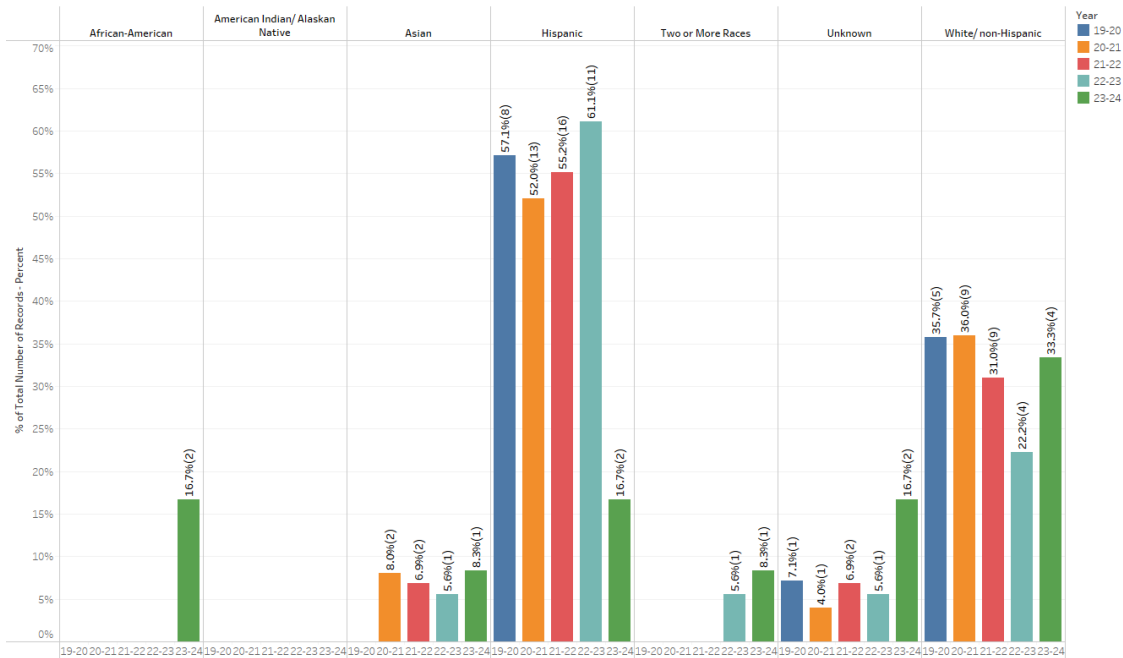
District Office Data



District Office New Hire Data

Graph 6.1: District Office Classified New Hire Data – Race

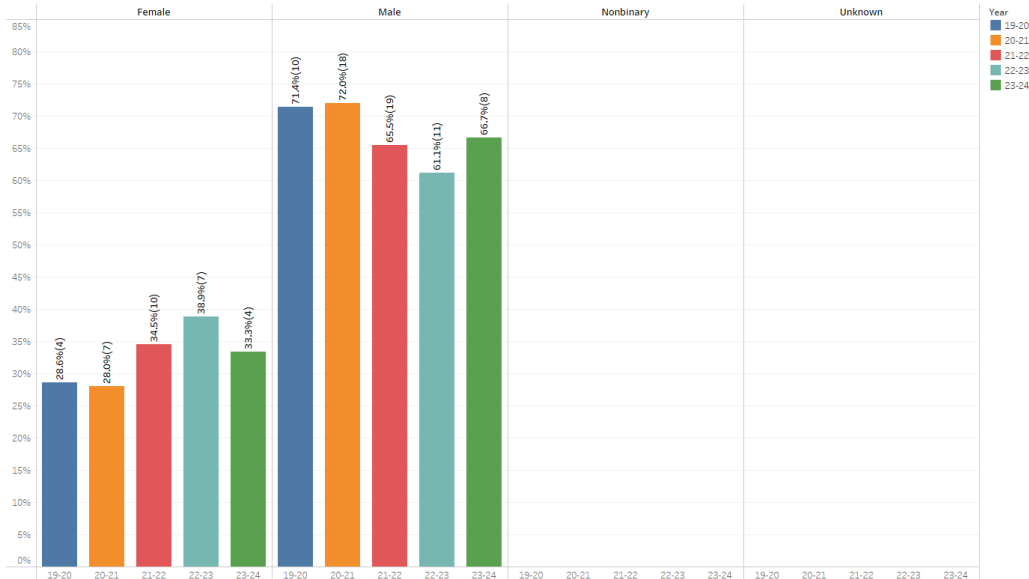
6.1 DO Classified/Race



The demographics of the classified professional new hires at the District Office has fluctuated over the measurement period with most new hires identifying as Hispanic/Latine until 2023-24.

Graph 6.2: District Office Classified New Hire Data – Gender

6.2 DO Classified/Gender



The gender of district office classified new hires has fluctuated over the five-year measurement period and remains predominantly male.

Graph 6.3: District Office Management New Hire Data – Race

At times, the demographics of the District Office management new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.

Graph 6.4: District Office Management New Hire Data – Gender

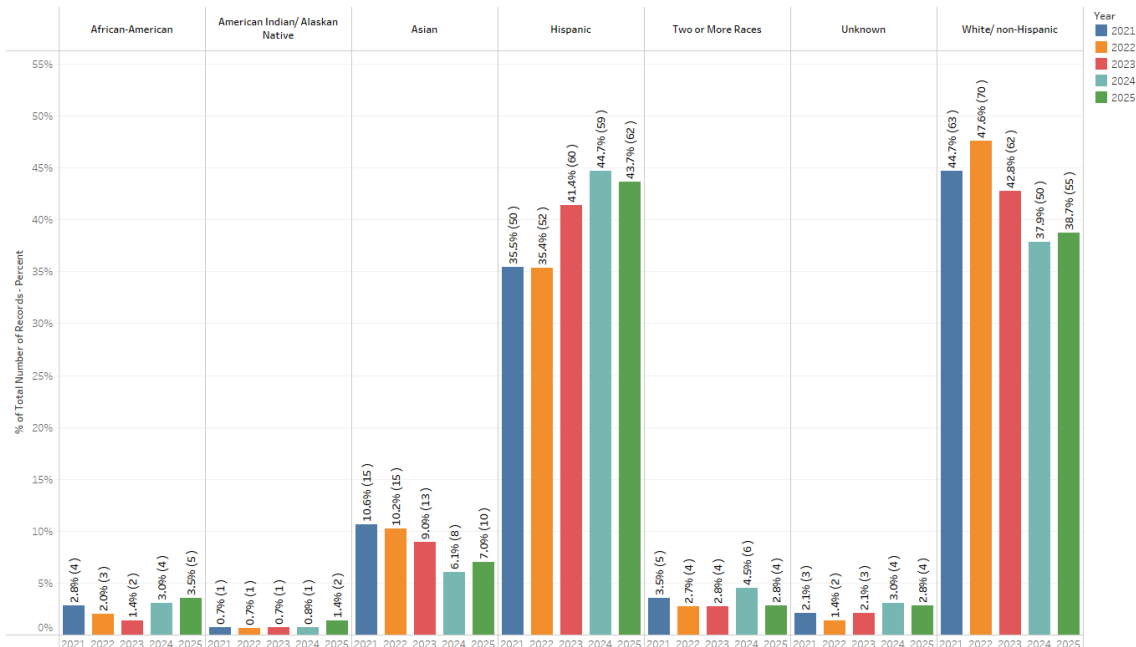
At times, the demographics of the District Office management new hire data has contained a data set of fewer than five (5) individuals. Since it is impossible to display data without revealing the identity of individual people, the information will not be displayed.



District Office Workforce Data

Graph 6.5: District Office Classified Workforce Data – Race

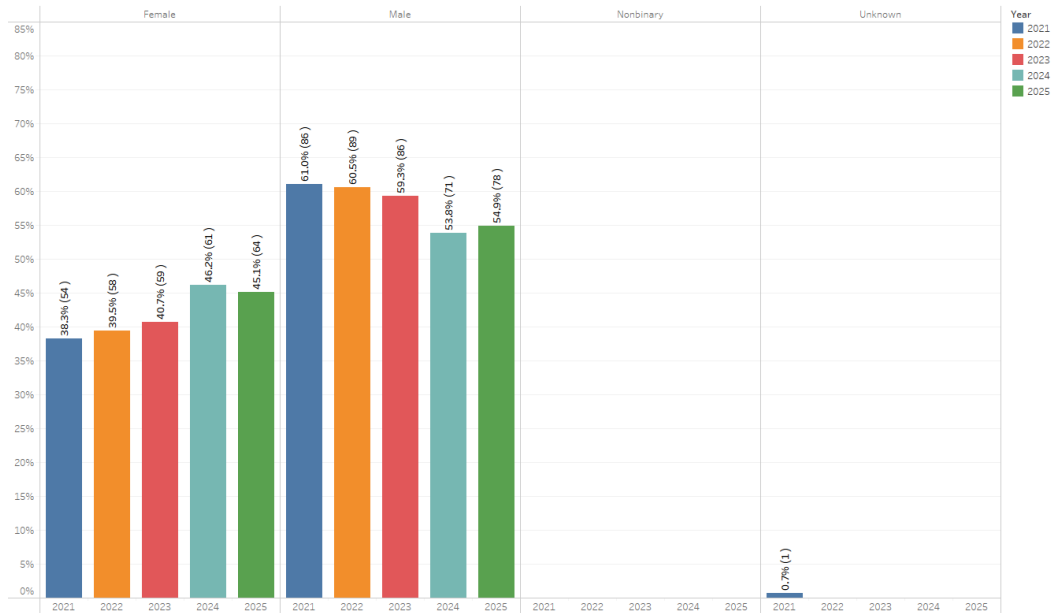
6.5 DO Classified/Race



The District Office’s classified professional workforce demographics show a decreasing trend in those who identify as White/non-Hispanic and Asian with a slight increasing trend in those who identify as African American/Black and those who identify as Hispanic/Latine.

Graph 6.6: District Office Classified Workforce Data – Gender

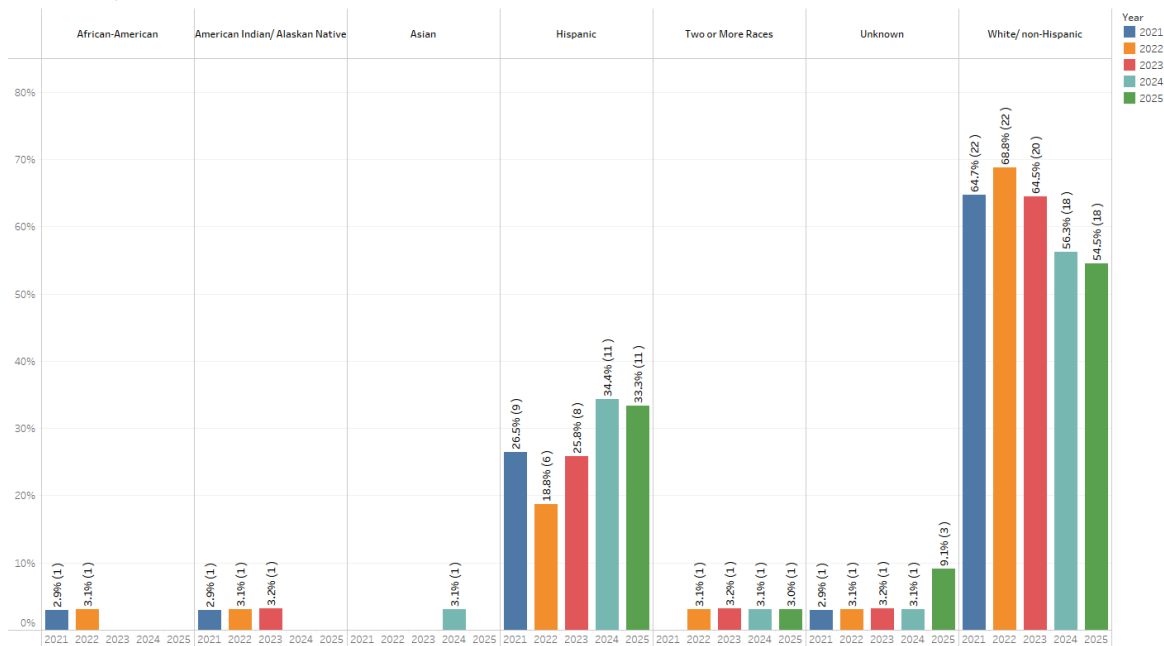
6.6 DO Classified/Gender



The gap in gender distribution for the District Office’s classified professionals shows an increasing trend in female-identifying employees over five (5) years. Males continue to hold a majority of the population at nearly 55%.

Graph 6.7: District Office Management Workforce Data – Race

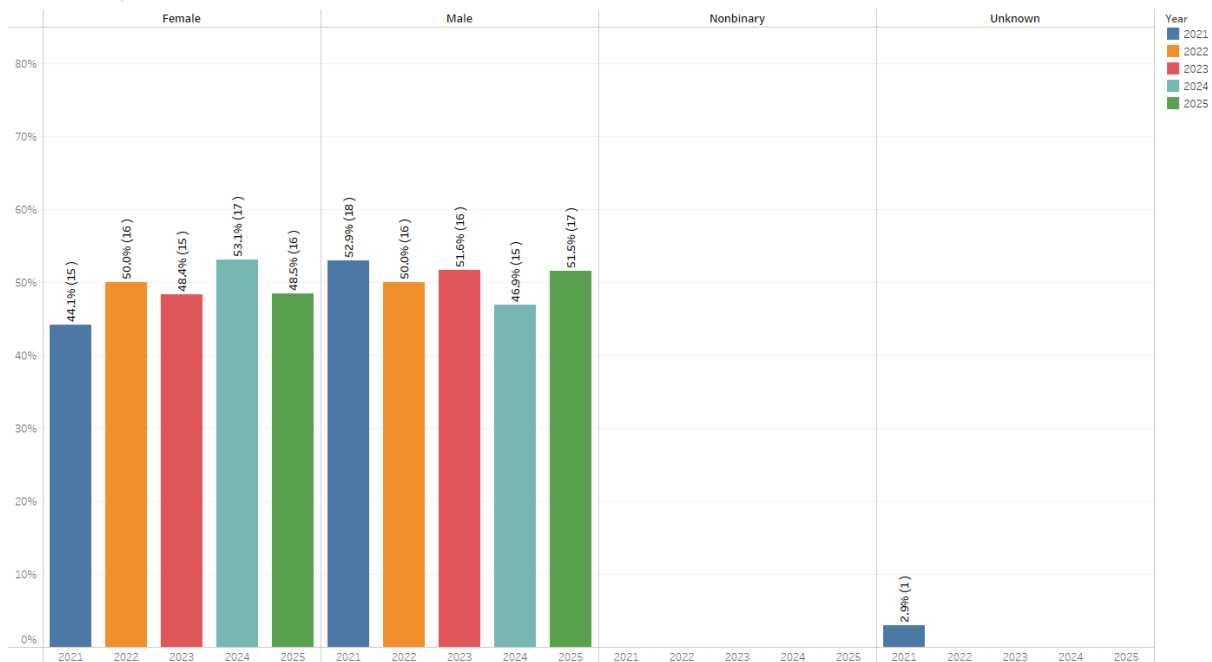
6.7 DO Admin/Race



The District Office’s management workforce is predominantly White/non-Hispanic with the second most represented group in management identifying as Hispanic/Latine. District Office managers identifying as Hispanic/Latine show an upward trend while those identifying as White/non-Hispanic show a downward trend since 2022.

Graph 6.8: District Office Management Workforce Data – Gender

6.8 DO Admin/Gender



The gender distribution for the District Office management group fluctuated over the measurement period ending with a majority of district office managers identifying as male. There were no district office management staff who identified as non-binary in the measurement period.



Availability Data

Availability data calculates the number of available workers compared to our current workforce demographics. This data helps identify barriers to diversifying our workforce and focuses on corrective action to have the greatest positive impact.

Data was collected from multiple data sources including the US Census, the CCCCCO DataMart and SCCCDD records. US Census data included the greater Fresno metropolitan area, California (statewide) and US (nationwide) data as well as filtered for educational attainment and occupational categories.

US Census data is not as detailed as our CCCCCO and SCCCDD data so counts for those identifying as multi-racial or nonbinary cannot be calculated. The US Census also does not report educational attainment levels for Native Hawaiian/Pacific Islander populations nor for American Indian/Alaskan Native populations and does not disaggregate for “type” of position. For example, there is a wide variety of classified positions with varying minimum qualifications. Similarly, groups with zero or very small incumbents (EX: nonbinary management) cannot accurately identify adverse impact. Availability data should inform our barriers and opportunities for positive impact, but they are not specific targets.

Classified Availability Data

Race	Total Classified Employees	Total Race Job Group		% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial			
		Employees	Employees				80% Rule	Exact	SD	SF
White	762	234	30.71%	35.84%	273	85.69%	0.00	-2.95181	-39	
Black	762	35	4.59%	9.95%	76	46.16%	0.00	-4.94029	-41	
Hispanic/Latine	762	343	45.01%	45.59%	347	98.73%	0.39	-0.31994	-4	
Asian	762	84	11.02%	12.05%	92	91.48%	0.21	-0.87066	-8	
Native Hawaiian/Pacific Islander	762	1	0.13%	0.13%	1	99.41%	0.73	-0.00592	0	
American Indian/Alaskan Native	762	5	0.66%	0.33%	3	199.06%	0.96	1.57252	2	
Multi-Racial	762	21	2.76%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total BIPOC	762	489	64.17%	68.05%	519	94.30%	0.01	-2.29679	-30	

Gender	Total Job Group Employees	Total Gender Group		% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial			
		Employees	Employees				80% Rule	Exact	SD	SF
Females	762	428	56.17%	95.63%	729	58.74%	0.00	-53.2747	-301	
Males	762	334	43.83%	45.79%	349	95.73%	0.15	-1.08289	-15	
Nonbinary	762	0	0.00%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*US Census does not provide data on Multi-Racial counts nor on Nonbinary counts

*US Census does not provide educational attainment levels for Native Hawaiian/Pacific Islander nor for American Indian/Alaskan Native

*39 Classified Professionals did not disclose their race and are listed as "unknown"

*Weights of recruitment data sources were adjusted from 2023 and 2024 reports in order to greater emphasize local and state availability data for Classified only

The table provides a detailed analysis of the racial and gender composition of classified professionals within the SCCCDD, comparing the actual employee counts to expected counts based on race availability, and highlighting any shortfalls.

Classified positions generally allow substitution for education and experience, therefore the US Census count was filtered for those reporting an educational attainment level of a high school diploma or higher.

Key Observations:

- Asian employees showed a notable shortfall in the 2024 report but are now more representative of the greater population.
- Data for Multi-Racial data is incomplete or not available for some calculations.
- Overall, the Classified Professionals workforce is the most diverse, but is underrepresented for Classified Professionals who identify as American Indian/Alaskan Native.

Faculty Availability Data

Race	Total FT Faculty Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	80% Rule	Binomial Exact	SD	SF
White	657	356	54.19%	30.54%	201	177.45%	1.00	13.1618	155
Black	657	32	4.87%	7.15%	47	68.17%	0.01	-2.26359	-15
Hispanic/Latine	657	169	25.72%	20.29%	133	126.81%	1.00	3.466016	36
Asian	657	54	8.22%	18.88%	124	43.54%	0.00	-6.98011	-70
Native Hawaiian/Pacific Islander	657	1	0.15%	0.05%	0	323.76%	0.96	1.243861	1
American Indian/Alaskan Native	657	7	1.07%	0.11%	1	929.39%	1.00	7.202086	6
Multi-Racial	657	11	1.67%	N/A	N/A	N/A	N/A	N/A	N/A
Total BIPOC	657	274	41.70%	46.47%	305	89.75%	0.01	-2.44786	-31

Gender	Total Job Group Employees	Total Gender Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	80% Rule	Binomial Exact	SD	SF
Females	657	329	50.08%	34.25%	225	146.21%	1.00	8.549284	104
Males	657	325	49.47%	29.64%	195	166.91%	1.00	11.13103	130
NonBinary	657	3	0.46%	N/A	N/A	N/A	N/A	N/A	N/A

*US Census does not provide data on Multi-Racial counts nor on Nonbinary counts

*US Census does not provide educational attainment levels for Native Hawaiian/Pacific Islander nor for American Indian/Alaskan Native

*47 FT Faculty did not disclose their race and are listed as "unknown"

Most, but not all, faculty positions require a master's degree, therefore the educational attainment level for faculty availability included those with a master's degree, professional degree (EX: JD) or doctoral degree.

Key Observations:

- Multi-racial data is incomplete for detailed analysis.
- Nonbinary representation is very low and lacks sufficient data for detailed analysis
- The number of full-time faculty who identify as African American/Black and who identify as Asian are underrepresented.

This analysis indicates that there is a strong presence of faculty who identify as White but efforts may be needed to increase the representation of faculty who identify as African American/Black and who identify as Asian.

Management Availability Data

		Total Race	% of Race Job	Race Expected		Binomial			
	Total Management	Job Group	Group		based on				
Race	Employees	Employees	Employees	Race Availability	Availability	80% Rule	Exact	SD	SF
White	145	56	38.62%	34.62%	50	111.55%	0.86	1.012249	6
Black	145	7	4.83%	16.15%	23	29.90%	0.00	-3.70388	-16
Hispanic/Latine	145	59	40.69%	35.45%	51	114.78%	0.92	1.31886	8
Asian	145	11	7.59%	34.82%	50	21.79%	0.00	-6.88377	-39
Native Hawaiian/Pacific Islander	145	0	0.00%	0.09%	0	0.00%	0.88	-0.35536	0
American Indian/Alaskan Native	145	1	0.69%	0.21%	0	321.31%	0.96	1.235958	1
Multi-Racial	145	6	4.14%	N/A	N/A	N/A	N/A	N/A	N/A
Total BIPOC	145	84	57.93%	86.72%	126	66.80%	0.00	-10.2138	-42

	Total Job Group	Total Gender	% of Gender Job	Gender	Gender Expected	Binomial			
Gender	Employees	Group	Group	Availability	based on	80% Rule	Exact	SD	SF
Females	145	75	51.72%	93.77%	136	55.16%	0.00	-20.9543	-61
Males	145	70	48.28%	42.17%	61	114.49%	0.94	1.489726	9
Nonbinary	145	0	0.00%	N/A	N/A	N/A	N/A	N/A	N/A

**US Census does not provide data on Multi-Racial counts nor on Nonbinary counts*

**US Census does not provide educational attainment levels for Native Hawaiian/Pacific Islander nor for American Indian/Alaskan Native*

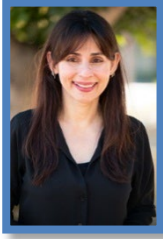
Most, but not all, management positions require a bachelor's degree, therefore the educational attainment level for management availability included those with a bachelor's degree, master's degree, professional degree (EX: JD) or doctoral degree.

Key Observations:

- Multi-Racial data is incomplete for detailed analysis.
- Nonbinary representation is very low and lacks sufficient data for detailed analysis
- Managers who self-identify as African American/Black and who identify as Asian are underrepresented
- Managers who self-identify as female are underrepresented

This analysis indicates that there is a strong presence of managers who identify as Hispanic/Latine but efforts may be needed to increase the representation of managers who identify as African American/Black and managers who identify as Asian.

CCCCO Vision 2030



In February 2023, Dr. Sonya Christian was announced as the new Chancellor for the statewide California Community Colleges system and is the first woman and first person of South Asian heritage to be appointed as the permanent Chancellor.

Dr. Christian's collaborative action plan providing focus, equity and direction to our community colleges is entitled Vision 2030. It guides field practice, removes barriers, fosters policy reform, and supports college implementation. It responds to technological and environmental changes facing our community while holistically addressing the needs of colleges and students. Vision 2030 focuses on the students and future learners impacted by increasing income inequality and poverty. These include veterans, people with low incomes, K-12 dual-enrollment students, foster youth, and students who are justice involved or justice impacted. The approach focuses on the 3 key strategic areas of People, Systems and Policy. The goals of Vision 2030 are:

Goal 1: Equity in Success - Ensure the academic and career success of all Californians who are current and prospective California community college students.

Outcome 1: Completion - Increase with equity the number of California community college students who complete a meaningful educational outcome.

Outcome 2: Baccalaureate Attainment - Increase with equity the number of California community college students attaining a baccalaureate degree.

Outcome 3: Workforce Outcome - Increase with equity the number of California community college students who earn a living wage.

Goal 2: Equity in Access - Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college.

Outcome 4: Student Participation – Increase, with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

Goal 3: Equity in Support - Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.

Outcome 5: Maximizing Financial Aid – Increase with equity the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey.

Outcome 6: Reduce Units to Completion - Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).

SCCCD's Dedication to Diversity and EEO

Over the past year, SCCCDD has continued to focus on DEIA initiatives, aligning with the 2024–2026 Board Goals and Priorities and the districtwide EEO plan. Despite facing challenges from a shifting political landscape, the district remains committed to fostering an inclusive environment and diversifying its workforce.



In the areas of Professional Development, we continue to review and update our required training content such as EEO training and leadership programs in order to equip staff with the skills necessary to support a diverse and inclusive campus culture.

We also continue to review and improve our hiring practices as demonstrated with the updates to our administrative regulations, our implementation of the EEO representative program and the introduction of the diverse hiring pilot program. While implementing DEIA-focused training and policies addresses one part, it is the responsibility of every member of SCCCDD to be self-reflective so that employees can work together and contribute as their authentic selves, cultivating an inclusive environment.

We have strengthened our EEO framework in accordance with Title 5 changes and we include constituents from across the district in our districtwide EEO advisory committee which plays a pivotal role in promoting equal employment opportunities and fostering a culture of inclusivity.

Tokenism—the practice of making only symbolic efforts toward diversity—and burnout resulting from the added emotional and cultural labor often placed on underrepresented individuals are persistent challenges in equity work. While it would seem that recent federal actions have posed challenges to DEIA efforts nationwide, our District commitment to DEIA remains steadfast and the California laws provide support necessary to continue our current programs. Legal constraints on affirmative action in California have existed for some time and SCCCDD has always sought to recruit and hire the most qualified workforce. Using training and mentorship and innovative hiring procedures, we can promote diversity within an equal opportunity landscape while equipping our new hires with the tools necessary to succeed and where their unique skills can flourish. Addressing tokenism and burnout, particularly amongst underrepresented groups is critical and the events on campuses and affinity groups are the perfect places to enhance support networks leading to retention.

In looking to the future, we will continue to ensure EEO is at the forefront of all policies across all District operations. We can continue to strengthen our internal and external partnerships with community agencies, stakeholders and future SCCCDD partners. Continuous assessment will help us review effectiveness and inform improvement methods in the future and we will seek out ways to implement best practices to be innovative to ensure we are attracting and retaining highly qualified diverse talent with a student-centered mindset.

As we remain dedicated to creating an environment where diversity is celebrated, equity is pursued, inclusion is practiced and accessibility is ensured for all members of our District community, we can be champions in advancing equitable student access and achievement, which is at the heart of our work at State Center Community College District.

Appendices and Resources

Appendix A: Longitudinal Data Based on IPEDS Categorization

EEO Data Tables 2025

Table 1 | Workforce Data as of February 2025

Thirty eight (38) employees selected "Hmong" as their ethnicity, less than 2% of employees districtwide, and comprise 13% of "Asian/Pacific Islander".
Of the thirty-eight (63) employees, twenty-five (25) are employees at Fresno City College, four (4) at Clovis Community College, five (5) at Madera Community College, three (3) at Reedley College, and one (1) at District Office.

Among the thirty-eight (38) employees who identified as "Hmong," twenty-one (21) hold academic positions, one (1) are in management/administrative roles, and sixteen (16) are classified staff.

Among the one hundred and four (104) employees who identified as having a Disability, fifty-five (55) hold academic positions, five (5) are in management/administrative roles, and forty-four (44) are classified staff.

Added "Nonbinary" to new hire information in January 2020.

*The faculty EEO categories have been revised into three distinct groups to include tenure-track, full-time temporary, and part-time temporary instructors for the 2024 EEO annual certification. This update is a change from previous years, where part-time instructors were not incorporated into the reporting.

Table 1.1 | Districtwide Workforce Data

DW

2025	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	7	5%	1	1%	11	8%	56	39%	58	41%	6	4%	4	3%	72	50%	71	50%	0	0%	0	0%	5	3%	143
	Academic, Tenured/Tenure Track	34	5%	8	1%	52	8%	173	26%	361	54%	13	2%	30	4%	334	50%	333	50%	3	0%	1	0%	22	3%	671
	Academic, Temporary, Full Time	5	5%	1	1%	14	15%	46	48%	23	24%	4	4%	2	2%	66	69%	28	29%	0	0%	1	1%	2	2%	95
	Academic, Temporary, Part Time	55	5%	5	0%	134	11%	400	33%	549	45%	30	2%	42	3%	653	54%	555	46%	3	0%	4	0%	31	3%	1215
	Professional Non-faculty	6	3%	0	0%	23	12%	91	47%	63	33%	6	3%	3	2%	141	73%	51	27%	0	0%	0	0%	7	4%	192
	Secretarial/Clerical	8	7%	1	1%	10	8%	60	51%	32	27%	5	4%	2	2%	97	82%	21	18%	0	0%	0	0%	10	8%	118
	Service and Maintenance	8	6%	0	0%	13	9%	78	55%	36	25%	1	1%	7	5%	18	13%	125	87%	0	0%	0	0%	11	8%	143
	Skilled Crafts	1	5%	1	5%	0	0%	7	35%	10	50%	1	5%	0	0%	0	0%	20	100%	0	0%	0	0%	2	10%	20
	Technical and Paraprofessional	12	5%	4	2%	32	14%	83	38%	74	33%	5	2%	11	5%	122	55%	99	45%	0	0%	0	0%	14	6%	221
	Total	135	4.83%	21	0.75%	289	10.26%	994	35.27%	1206	42.80%	71	2.52%	101	3.58%	1503	53.34%	1303	46.24%	6	0.21%	6	0.21%	104	3.69%	2818

Table 1.2 | Fresno City College Workforce Data

FCC

2025	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	5	12%	0	0%	3	7%	14	33%	17	40%	2	5%	1	2%	21	50%	21	50%	0	0%	0	0%	2	5%	42
	Academic, Tenured/Tenure Track	23	7%	6	2%	27	8%	88	25%	184	53%	6	2%	14	4%	173	50%	175	50%	0	0%	0	0%	8	2%	348
	Academic, Temporary, Full Time	3	7%	1	2%	7	16%	18	41%	13	30%	2	5%	0	0%	33	75%	10	23%	0	0%	1	2%	1	2%	44
	Academic, Temporary, Part Time	40	6%	4	1%	73	10%	238	34%	310	44%	14	2%	21	3%	368	53%	329	47%	1	0%	2	0%	15	2%	700
	Professional Non-faculty	2	3%	0	0%	7	9%	37	50%	22	30%	3	4%	3	4%	52	70%	22	30%	0	0%	0	0%	3	4%	74
	Secretarial/Clerical	6	8%	1	1%	5	7%	32	45%	24	34%	3	4%	0	0%	56	79%	15	21%	0	0%	0	0%	6	8%	71
	Service and Maintenance	6	11%	0	0%	4	7%	34	60%	10	18%	0	0%	3	5%	4	7%	53	93%	0	0%	0	0%	5	9%	57
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	8	8%	1	1%	17	18%	36	37%	27	28%	3	3%	5	5%	55	57%	42	43%	0	0%	0	0%	4	4%	97
	Total	93	6.49%	13	0.91%	143	9.98%	497	34.68%	607	42.36%	33	2.30%	47	3.28%	762	53.18%	667	46.55%	1	0.07%	3	0.21%	44	3.07%	1433



Table 1.3 | Clovis Community College Workforce Data

CCC

2025

EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
Executive/Administrative/Managerial	1	4%	0	0%	6	24%	9	36%	7	28%	2	8%	0	0%	17	68%	8	32%	0	0%	0	0%	0	0%	25
Academic, Tenured/Tenure Track	3	3%	0	0%	11	10%	29	25%	64	56%	4	3%	4	3%	59	51%	55	48%	1	1%	0	0%	6	5%	115
Academic, Temporary, Full Time	1	8%	0	0%	6	50%	2	17%	3	25%	0	0%	0	0%	6	50%	6	50%	0	0%	0	0%	0	0%	12
Academic, Temporary, Part Time	7	4%	0	0%	23	12%	43	23%	101	54%	4	2%	10	5%	108	57%	78	41%	1	1%	1	1%	7	4%	188
Professional Non-faculty	1	3%	0	0%	5	17%	10	33%	14	47%	0	0%	0	0%	25	83%	5	17%	0	0%	0	0%	2	7%	30
Secretarial/Clerical	0	0%	0	0%	4	31%	3	23%	5	38%	1	8%	0	0%	11	85%	2	15%	0	0%	0	0%	0	0%	13
Service and Maintenance	0	0%	0	0%	3	23%	6	46%	3	23%	0	0%	1	8%	1	8%	12	92%	0	0%	0	0%	1	8%	13
Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Technical and Paraprofessional	2	7%	0	0%	5	19%	8	30%	11	41%	0	0%	1	4%	16	59%	11	41%	0	0%	0	0%	4	15%	27
Total	15	3.55%	0	0%	63	14.89%	110	26.00%	208	49.17%	11	2.60%	16	3.78%	243	57.45%	177	41.84%	2	0.47%	1	0.24%	20	4.73%	423

Table 1.4 | Reedley College Workforce Data

RC

2025

EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
Executive/Administrative/Managerial	1	3%	0	0%	2	7%	14	48%	11	38%	1	3%	0	0%	12	41%	17	59%	0	0%	0	0%	1	3%	29
Academic, Tenured/Tenure Track	5	4%	1	1%	11	8%	34	25%	75	55%	1	1%	9	7%	64	47%	69	51%	2	1%	1	1%	4	3%	136
Academic, Temporary, Full Time	1	3%	0	0%	1	3%	20	69%	6	21%	1	3%	0	0%	21	72%	8	28%	0	0%	0	0%	1	3%	29
Academic, Temporary, Part Time	6	3%	1	0%	15	7%	82	40%	84	41%	8	4%	8	4%	107	52%	95	47%	1	0%	1	0%	3	1%	204
Professional Non-faculty	1	3%	0	0%	5	17%	16	55%	7	24%	0	0%	0	0%	25	86%	4	14%	0	0%	0	0%	1	3%	29
Secretarial/Clerical	1	7%	0	0%	0	0%	12	80%	2	13%	0	0%	0	0%	13	87%	2	13%	0	0%	0	0%	1	7%	15
Service and Maintenance	1	3%	0	0%	4	13%	16	50%	10	31%	0	0%	1	3%	9	28%	23	72%	0	0%	0	0%	5	16%	32
Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Technical and Paraprofessional	1	2%	1	2%	3	7%	21	50%	14	33%	0	0%	2	5%	18	43%	24	57%	0	0%	0	0%	4	10%	42
Total	17	3.29%	3	0.58%	41	7.95%	215	41.67%	209	40.50%	11	2.13%	20	3.88%	269	52.13%	242	46.90%	3	0.58%	2	0%	20	3.88%	516

Table 1.5 | Madera Community College Workforce Data

MCC

2025

EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
Executive/Administrative/Managerial	0	0%	1	7%	0	0%	8	57%	5	36%	0	0%	0	0%	6	43%	8	57%	0	0%	0	0%	0	0%	14
Academic, Tenured/Tenure Track	3	4%	1	1%	3	4%	22	31%	38	53%	2	3%	3	4%	38	53%	34	47%	0	0%	0	0%	4	6%	72
Academic, Temporary, Full Time	0	0%	0	0%	0	0%	6	60%	1	10%	1	10%	2	20%	6	60%	4	40%	0	0%	0	0%	0	0%	10
Academic, Temporary, Part Time	2	2%	0	0%	23	19%	37	30%	54	44%	4	3%	3	2%	70	57%	53	43%	0	0%	0	0%	6	5%	123
Professional Non-faculty	0	0%	0	0%	3	14%	12	57%	4	19%	2	10%	0	0%	14	67%	7	33%	0	0%	0	0%	1	5%	21
Secretarial/Clerical	0	0%	0	0%	1	14%	4	57%	0	0%	0	0%	2	29%	6	86%	1	14%	0	0%	0	0%	2	29%	7
Service and Maintenance	0	0%	0	0%	1	11%	4	44%	3	33%	1	11%	0	0%	2	22%	7	78%	0	0%	0	0%	0	0%	9
Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Technical and Paraprofessional	1	7%	1	7%	1	7%	6	40%	4	27%	1	7%	1	7%	7	47%	8	53%	0	0%	0	0%	2	13%	15
Total	6	2.21%	3	1.11%	32	11.81%	99	36.53%	109	40.22%	11	4.06%	11	4.06%	149	54.98%	122	45.02%	0	0%	0	0%	15	5.54%	271



Table 1.6 | District Office Workforce Data

DO

2025	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	0	0%	0	0%	0	0%	11	33%	18	55%	1	3%	3	9%	16	48%	17	52%	0	0%	0	0%	2	6%	33
	Academic, Tenured/Tenure Track	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Full Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Part Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Professional Non-faculty	2	5%	0	0%	3	8%	16	42%	16	42%	1	3%	0	0%	25	66%	13	34%	0	0%	0	0%	0	0%	38
	Secretarial/Clerical	1	8%	0	0%	0	0%	9	75%	1	8%	1	8%	0	0%	11	92%	1	8%	0	0%	0	0%	1	8%	12
	Service and Maintenance	1	3%	0	0%	1	3%	18	56%	10	31%	0	0%	2	6%	2	6%	30	94%	0	0%	0	0%	0	0%	32
	Skilled Crafts	1	5%	1	5%	0	0%	7	35%	10	50%	1	5%	0	0%	0	0%	20	100%	0	0%	0	0%	2	10%	20
	Technical and Paraprofessional	0	0%	1	3%	6	15%	12	30%	18	45%	1	3%	2	5%	26	65%	14	35%	0	0%	0	0%	0	0%	40
	Total	5	2.86%	2	1.14%	10	5.71%	73	41.71%	73	41.71%	5	2.86%	7	4.00%	80	45.71%	95	54.29%	0	0%	0	0%	5	2.86%	175

Table 2 | Classified Applicant Pool Data for the 2023-2024 Fiscal Year

Classified applicant data cannot be reported for each college individually as the majority of Classified recruitments are conducted districtwide.

Among the (564) applicants in the classified pool who identified as "Hmong," five hundred and sixty one (561) applied for classified positions, while three (3) applied for classified management positions. These (564) Hmong applicants constitute (5%) of the total classified applicant pool and (37%) of the Asian/Pacific Islander applicant group.

Among the five hundred and twenty one (521) classified applicants who identified as having a disability, five hundred and four (504) applied for classified positions, while seventeen (17) applied for classified management positions.

Table 2.1 | Districtwide Classified Applicant Pool Data

DW

2023-2024	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	22	9%	2	1%	33	13%	81	31%	74	29%	4	2%	42	16%	86	33%	155	60%	4	2%	13	5%	17	7%	258
	Professional Non-faculty	91	5%	18	1%	299	17%	721	40%	352	20%	21	1%	282	16%	1074	60%	612	34%	10	1%	88	5%	89	5%	1784
	Secretarial/Clerical	204	5%	42	1%	633	15%	2090	49%	708	17%	48	1%	518	12%	3180	75%	941	22%	35	1%	87	2%	225	5%	4243
	Service and Maintenance	116	6%	22	1%	145	8%	907	51%	232	13%	15	1%	357	20%	312	17%	1418	79%	9	1%	55	3%	64	4%	1794
	Skilled Crafts	4	2%	3	2%	8	5%	76	44%	49	28%	2	1%	30	17%	3	2%	158	92%	1	1%	10	6%	11	6%	172
	Technical and Paraprofessional	117	4%	17	1%	414	16%	1223	47%	448	17%	17	1%	371	14%	1456	56%	1014	39%	30	1%	107	4%	115	4%	2607
	Total	554	5.10%	104	0.96%	1532	14.11%	5098	46.95%	1863	17.16%	107	0.99%	1600	14.74%	6111	56.28%	4298	39.58%	89	0.82%	360	3.32%	521	4.80%	10858



Table 3 | Academic Applicant Pool Data for the 2023-2024 Fiscal Year

Two hundred (200) academic applicants identified as 'Hmong,' with eighteen (18) applying for management/administrative positions and one hundred and eighty-two (182) applying for faculty positions. These 200 Hmong applicants represent 4% of the total academic applicants and 20% of the Asian/Pacific Islander applicant group.

Two hundred and seventy (270) academic applicants identified as having a disability, with twenty-eight (28) applying for management/administrative positions and two hundred and forty-two (242) applying for faculty positions.

*The faculty EEO categories have been revised into three distinct groups to include tenure-track, full-time temporary, and part-time temporary instructors for the 2024 EEO annual certification. This update is a change from previous years, where part-time instructors were not incorporated into the reporting.

Table 3.1 | Districtwide Academic Applicant Pool Data

DW

2023-2024	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	82	13%	1	0%	92	14%	227	35%	166	26%	38	6%	39	6%	344	53%	271	42%	5	1%	25	4%	28	4%	645
	Academic, Tenured/Tenure Track	87	5%	10	1%	269	16%	579	34%	590	35%	43	3%	103	6%	782	47%	798	47%	21	1%	80	5%	103	6%	1681
	Academic, Temporary, Full Time	63	7%	5	1%	175	19%	407	44%	199	22%	30	3%	44	5%	530	57%	348	38%	7	1%	38	4%	37	4%	923
	Academic, Temporary, Part Time	143	6%	13	1%	448	19%	711	30%	772	33%	74	3%	180	8%	1208	52%	1022	44%	17	1%	94	4%	102	4%	2341
	Total	375	7%	29	1%	984	18%	1924	34%	1727	31%	185	3%	366	7%	2864	51%	2439	44%	50	1%	237	4%	270	5%	5590

Table 3.2 | Fresno City College Academic Applicant Pool Data

FCC

2023-2024	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	28	15%	1	1%	28	15%	65	35%	42	22%	11	6%	13	7%	112	60%	69	37%	1	1%	6	3%	7	4%	188
	Academic, Tenured/Tenure Track	47	6%	4	0%	118	14%	316	39%	275	34%	20	2%	40	5%	416	51%	355	43%	11	1%	38	5%	51	6%	820
	Academic, Temporary, Full Time	29	8%	4	1%	72	21%	160	46%	55	16%	14	4%	14	4%	227	65%	109	31%	2	1%	10	3%	11	3%	348
	Academic, Temporary, Part Time	61	8%	5	1%	147	19%	245	31%	238	30%	28	4%	65	8%	418	53%	332	42%	3	0%	36	5%	32	4%	789
	Total	165	7.69%	14	0.65%	365	17.02%	786	36.64%	610	28.44%	73	3.40%	132	6.15%	1173	54.69%	865	40.33%	17	0.79%	90	4.20%	101	4.71%	2145



Table 3.3 | Clovis Community College Academic Applicant Pool Data

CCC

2023-2024	EEO Category		African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	24	15%	0	0%	26	17%	50	32%	35	23%	10	6%	10	6%	81	52%	63	41%	2	1%	9	6%	4	3%	155	
	Academic, Tenured/Tenure Track	8	3%	1	0%	49	21%	57	24%	96	41%	6	3%	18	8%	113	48%	104	44%	4	2%	14	6%	17	7%	235	
	Academic, Temporary, Full Time	14	13%	0	0%	24	22%	28	26%	30	28%	5	5%	7	6%	56	52%	43	40%	2	2%	7	6%	9	8%	108	
	Academic, Temporary, Part Time	29	5%	1	0%	100	19%	168	32%	173	33%	21	4%	38	7%	285	54%	216	41%	5	1%	24	5%	28	5%	530	
	Total	75	7.30%	2	0.19%	199	19.36%	303	29.47%	334	32.49%	42	4.09%	73	7.10%	535	52.04%	426	41.44%	13	1.26%	54	5.25%	58	5.64%	1028	

Table 3.4 | Reedley College Academic Applicant Pool Data

RC

2023-2024			African		American		Asian/Pacific																					
EEO Category			American/Non-Hispanic		Indian/Alaskan Native		Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total	
Executive/Administrative/Managerial			15	9%	0	0%	17	10%	80	48%	45	27%	6	4%	3	2%	97	58%	66	40%	0	0%	3	2%	12	7%	166	
Academic, Tenured/Tenure Track			15	6%	0	0%	50	19%	103	38%	83	31%	4	1%	15	6%	122	45%	138	51%	2	1%	8	3%	14	5%	270	
Academic, Temporary, Full Time			15	5%	0	0%	54	19%	138	48%	60	21%	6	2%	12	4%	159	56%	110	39%	3	1%	13	5%	7	2%	285	
Academic, Temporary, Part Time			19	4%	6	1%	104	21%	128	26%	176	36%	10	2%	41	8%	230	48%	227	47%	5	1%	22	5%	17	4%	484	
Total			64	5.31%	6	0.50%	225	18.67%	449	37.26%	364	30.21%	26	2.16%	71	5.89%	608	50.46%	541	44.90%	10	0.83%	46	3.82%	50	4.15%	1205	

Table 3.5 | Madera Community College Academic Applicant Pool Data

MCC

2023-2024	EEO Category		African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total	
0			0%	0	0%	3	11%	7	26%	11	41%	2	7%	4	15%	12	44%	14	52%	0	0%	1	4%	1	4%	27		
	Executive/Administrative/Managerial	0	0%	0	0%	3	11%	7	26%	11	41%	2	7%	4	15%	12	44%	14	52%	0	0%	1	4%	1	4%	27		
	Academic, Tenured/Tenure Track	17	5%	5	1%	52	15%	103	29%	136	38%	13	4%	30	8%	131	37%	201	56%	4	1%	20	6%	21	6%	356		
	Academic, Temporary, Full Time	5	3%	1	1%	25	14%	81	45%	54	30%	5	3%	11	6%	88	48%	86	47%	0	0%	8	4%	10	5%	182		
	Academic, Temporary, Part Time	34	6%	1	0%	97	18%	170	32%	185	34%	15	3%	36	7%	275	51%	247	46%	4	1%	12	2%	25	5%	538		
	Total	56	5.08%	7	0.63%	177	16.05%	361	32.73%	386	35.00%	35	3.17%	81	7.34%	506	45.87%	548	49.68%	8	0.73%	41	3.72%	57	5.17%	1103		

Table 3.6 | District Office Academic Applicant Pool Data

DO

2023-2024	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
	Executive/Administrative/Managerial	15	14%	0	0%	18	17%	25	23%	33	30%	9	8%	9	8%	42	39%	59	54%	2	2%	6	6%	4	4%	109
	Academic, Tenured/Tenure Track	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Full Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Part Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	15	13.76%	0	0.00%	18	16.51%	25	22.94%	33	30.28%	9	8.26%	9	8.26%	42	38.53%	59	54.13%	2	1.83%	6	5.50%	4	3.67%	109

Table 4 | Longitudinal Workforce Data

Workforce

Workforce data is reported as of February of each year.

Added "Nonbinary" to hire information in January 2020.

A disability question was added to the classified application in June 2017. Previous data is reporting accommodation information.



Table 4.1 | Longitudinal Districtwide Workforce Data

DW

Fiscal Year	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
2025	Executive/Administrative/Managerial	7	5%	1	1%	11	8%	56	39%	58	41%	6	4%	4	3%	72	50%	71	50%	0	0%	0	0%	5	3%	143
	Academic, Tenured/Tenure Track	34	5%	8	1%	52	8%	173	26%	361	54%	13	2%	30	4%	334	50%	333	50%	3	0%	1	0%	22	3%	671
	Academic, Temporary, Full Time	5	5%	1	1%	14	15%	46	48%	23	24%	4	4%	2	2%	66	69%	28	29%	0	0%	1	1%	2	2%	95
	Academic, Temporary, Part Time	55	5%	5	0%	134	11%	400	33%	549	45%	30	2%	42	3%	653	54%	555	46%	3	0%	4	0%	31	3%	1215
	Professional Non-faculty	6	3%	0	0%	23	12%	91	47%	63	33%	6	3%	3	2%	141	73%	51	27%	0	0%	0	0%	7	4%	192
	Secretarial/Clerical	8	7%	1	1%	10	8%	60	51%	32	27%	5	4%	2	2%	97	82%	21	18%	0	0%	0	0%	10	8%	118
	Service and Maintenance	8	6%	0	0%	13	9%	78	55%	36	25%	1	1%	7	5%	18	13%	125	87%	0	0%	0	0%	11	8%	143
	Skilled Crafts	1	5%	1	5%	0	0%	7	35%	10	50%	1	5%	0	0%	0	0%	20	100%	0	0%	0	0%	2	10%	20
	Technical and Paraprofessional	12	5%	4	2%	32	14%	83	38%	74	33%	5	2%	11	5%	122	55%	99	45%	0	0%	0	0%	14	6%	221
	Total	136	5%	21	1%	289	10%	994	35%	1206	43%	71	3%	101	4%	1503	53%	1303	46%	6	0%	6	0%	104	4%	2818
2024	Executive/Administrative/Managerial	8	6%	1	1%	12	8%	57	40%	60	42%	4	3%	2	1%	74	51%	70	49%	0	0%	0	0%	2	1%	144
	Academic, Tenured/Tenure Track	34	5%	6	1%	46	7%	162	25%	366	56%	14	2%	27	4%	320	49%	328	50%	1	0%	6	1%	12	2%	655
	Academic, Temporary, Full Time	4	4%	0	0%	13	14%	47	50%	24	26%	2	2%	4	4%	61	65%	32	34%	0	0%	1	1%	2	2%	94
	Academic, Temporary, Part Time	54	4%	10	1%	124	10%	377	31%	577	47%	35	3%	45	4%	667	55%	547	45%	1	0%	7	1%	34	3%	1222
	Professional Non-faculty	7	4%	0	0%	25	14%	85	46%	60	33%	5	3%	2	1%	132	72%	52	28%	0	0%	0	0%	3	2%	184
	Secretarial/Clerical	8	7%	1	1%	8	7%	61	50%	41	34%	2	2%	1	1%	107	88%	15	12%	0	0%	0	0%	8	7%	122
	Service and Maintenance	9	7%	0	0%	13	9%	80	58%	30	22%	1	1%	5	4%	16	12%	122	88%	0	0%	0	0%	9	7%	138
	Skilled Crafts	0	0%	1	6%	0	0%	6	35%	9	53%	1	6%	0	0%	0	0%	17	100%	0	0%	0	0%	1	6%	17
	Technical and Paraprofessional	7	3%	1	0%	26	12%	88	42%	75	35%	8	4%	7	3%	116	55%	96	45%	0	0%	0	0%	4	2%	212
	Total	131	5%	20	1%	267	10%	963	35%	1242	45%	72	3%	93	3%	1493	54%	1279	46%	2	0%	14	1%	75	3%	2788
2023	Executive/Administrative/Managerial	7	5%	2	1%	9	7%	50	36%	62	45%	4	3%	3	2%	69	50%	68	50%	0	0%	0	0%	4	3%	137
	Faculty and other Instructional Staff	92	5%	14	1%	186	10%	491	27%	889	49%	49	3%	84	5%	949	53%	845	47%	0	0%	11	1%	48	3%	1805
	Professional Non-faculty	7	4%	0	0%	26	15%	74	42%	61	35%	5	3%	2	1%	131	75%	43	25%	0	0%	1	1%	1	1%	175
	Secretarial/Clerical	8	7%	0	0%	7	6%	56	49%	41	36%	2	2%	0	0%	100	88%	14	12%	0	0%	0	0%	7	6%	114
	Service and Maintenance	8	7%	0	0%	10	9%	66	56%	31	26%	0	0%	2	2%	15	13%	102	87%	0	0%	0	0%	9	8%	117
	Skilled Crafts	0	0%	1	5%	0	0%	7	35%	11	55%	1	5%	0	0%	0	0%	20	100%	0	0%	0	0%	0	0%	20
	Technical and Paraprofessional	7	3%	3	1%	27	13%	81	39%	78	37%	6	3%	8	4%	112	53%	97	46%	0	0%	1	0%	3	1%	210
	Total	129	5%	20	1%	265	10%	825	32%	1173	46%	67	3%	99	4%	1376	53%	1189	46%	0	0%	13	1%	72	3%	2578
2022	Executive/Administrative/Managerial	7	5%	2	2%	7	5%	46	35%	63	47%	4	3%	4	3%	66	50%	67	50%	0	0%	0	0%	0	0%	133
	Faculty and other Instructional Staff	92	5%	14	1%	185	11%	449	26%	883	51%	44	3%	76	4%	940	54%	794	46%	3	0%	6	0%	1	0%	1743
	Professional Non-faculty	6	3%	0	0%	27	15%	73	39%	73	39%	4	2%	2	1%	134	72%	50	27%	0	0%	1	1%	0	0%	185
	Secretarial/Clerical	7	6%	0	0%	2	2%	60	53%	43	38%	2	2%	0	0%	100	88%	14	12%	0	0%	0	0%	1	1%	114
	Service and Maintenance	10	8%	0	0%	8	7%	65	55%	32	27%	1	1%	3	3%	13	11%	106	89%	0	0%	0	0%	1	1%	119
	Skilled Crafts	0	0%	1	6%	0	0%	4	24%	11	65%	1	6%	0	0%	0	0%	17	100%	0	0%	0	0%	0	0%	17
	Technical and Paraprofessional	9	4%	2	1%	22	11%	77	38%	80	40%	5	2%	7	3%	114	56%	88	44%	0	0%	0	0%	0	0%	202
	Total	131	5%	19	1%	251	10%	774	31%	1185	47%	61	2%	92	4%	1367	54%	1136	45%	3	0%	7	0%	3	0%	2513
2021	Executive/Administrative/Managerial	7	5%	2	2%	6	5%	43	33%	64	50%	4	3%	3	2%	64	50%	64	50%	0	0%	1	1%	0	0%	129
	Faculty and other Instructional Staff	75	4%	15	1%	173	10%	434	26%	891	53%	33	2%	70	4%	898	53%	786	46%	3	0%	4	0%	0	0%	1691
	Professional Non-faculty	6	3%	0	0%	26	15%	66	38%	70	40%	5	3%	3	2%	127	72%	47	27%	0	0%	2	1%	0	0%	176
	Secretarial/Clerical	10	9%	0	0%	3	3%	56	48%	45	39%	2	2%	0	0%	100	86%	14	12%	0	0%	2	2%	0	0%	116
	Service and Maintenance	10	8%	0	0%	10	8%	65	55%	29	25%	1	1%	3	3%	12	10%	106	90%	0	0%	0	0%	2	2%	118
	Skilled Crafts	0	0%	1	6%	0	0%	4	22%	12	67%	1	6%	0	0%	0	0%	18	100%	0	0%	0	0%	0	0%	18
	Technical and Paraprofessional	8	4%	2	1%	22	11%	73	36%	88	43%	5	2%	5	2%	120	59%	82	40%	0	0%	1	0%	0	0%	203
	Total	116	5%	20	1%	240	10%	741	30%	1199	49%	51	2%	84	3%	1321	54%	1117	46%	3	0%	10	0%	2	0%	2451

Table 4.2 | Longitudinal Fresno City College Workforce Data
Workforce FCC

FCC

Fiscal Year	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
2025	Executive/Administrative/Managerial	5	12%	0	0%	3	7%	14	33%	17	40%	2	5%	1	2%	21	50%	21	50%	0	0%	0	0%	2	5%	42
	Academic, Tenured/Tenure Track	23	7%	6	2%	27	8%	88	25%	184	53%	6	2%	14	4%	173	50%	175	50%	0	0%	0	0%	8	2%	348
	Academic, Temporary, Full Time	3	7%	1	2%	7	16%	18	41%	13	30%	2	5%	0	0%	33	75%	10	23%	0	0%	1	2%	1	2%	44
	Academic, Temporary, Part Time	40	6%	4	1%	73	10%	238	34%	310	44%	14	2%	21	3%	368	53%	329	47%	1	0%	2	0%	15	2%	700
	Professional Non-faculty	2	3%	0	0%	7	9%	37	50%	22	30%	3	4%	3	4%	52	70%	22	30%	0	0%	0	0%	3	4%	74
	Secretarial/Clerical	6	8%	1	1%	5	7%	32	45%	24	34%	3	4%	0	0%	56	79%	15	21%	0	0%	0	0%	6	8%	71
	Service and Maintenance	6	11%	0	0%	4	7%	34	60%	10	18%	0	0%	3	5%	4	7%	53	93%	0	0%	0	0%	5	9%	57
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	8	8%	1	1%	17	18%	36	37%	27	28%	3	3%	5	5%	55	57%	42	43%	0	0%	0	0%	4	4%	97
	Total	93	6%	13	1%	143	10%	497	35%	607	42%	33	2%	47	3%	762	53%	667	47%	1	0%	3	0%	44	3%	1433
2024	Executive/Administrative/Managerial	5	11%	0	0%	3	7%	16	36%	18	41%	1	2%	1	2%	23	52%	21	48%	0	0%	0	0%	1	2%	44
	Academic, Tenured/Tenure Track	23	7%	5	1%	23	7%	87	25%	188	54%	6	2%	14	4%	165	48%	176	51%	0	0%	4	1%	6	2%	346
	Academic, Temporary, Full Time	3	7%	0	0%	8	20%	17	41%	11	27%	2	5%	0	0%	28	68%	12	29%	0	0%	1	2%	1	2%	41
	Academic, Temporary, Part Time	40	6%	7	1%	70	10%	233	32%	333	46%	17	2%	23	3%	378	52%	341	47%	1	0%	3	0%	18	2%	723
	Professional Non-faculty	2	3%	0	0%	8	12%	33	48%	24	35%	2	3%	0	0%	51	74%	18	26%	0	0%	0	0%	2	3%	69
	Secretarial/Clerical	5	7%	1	1%	4	6%	31	46%	25	37%	1	1%	1	1%	58	85%	10	15%	0	0%	0	0%	4	6%	68
	Service and Maintenance	7	13%	0	0%	4	7%	35	64%	7	13%	0	0%	2	4%	3	5%	52	95%	0	0%	0	0%	2	4%	55
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	6	7%	0	0%	12	13%	37	40%	29	32%	3	3%	5	5%	49	53%	43	47%	0	0%	0	0%	1	1%	92
	Total	91	6%	13	1%	132	9%	489	34%	635	44%	32	2%	46	3%	755	53%	673	47%	1	0%	8	1%	35	2%	1438
2023	Executive/Administrative/Managerial	4	9%	0	0%	2	5%	17	40%	18	42%	1	2%	1	2%	20	47%	23	53%	0	0%	0	0%	2	5%	43
	Faculty and other Instructional Staff	65	6%	12	1%	108	11%	265	26%	493	49%	24	2%	41	4%	510	51%	491	49%	0	0%	7	1%	21	2%	1008
	Professional Non-faculty	2	3%	0	0%	9	14%	30	45%	22	33%	2	3%	1	2%	50	76%	15	23%	0	0%	1	2%	1	2%	66
	Secretarial/Clerical	6	10%	0	0%	4	7%	27	44%	22	36%	2	3%	0	0%	55	90%	6	10%	0	0%	0	0%	3	5%	61
	Service and Maintenance	8	18%	0	0%	4	9%	25	57%	6	14%	0	0%	1	2%	5	11%	39	89%	0	0%	0	0%	2	5%	44
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	6	6%	2	2%	12	12%	33	34%	36	37%	3	3%	6	6%	49	50%	49	50%	0	0%	0	0%	3	3%	98
	Total	91	7%	14	1%	139	11%	397	30%	597	45%	32	2%	50	4%	689	52%	623	47%	0	0%	8	1%	32	2%	1320
2022	Executive/Administrative/Managerial	4	9%	0	0%	1	2%	19	44%	16	37%	1	2%	2	5%	19	44%	24	56%	0	0%	0	0%	0	0%	43
	Faculty and other Instructional Staff	68	7%	10	1%	110	11%	230	23%	503	51%	20	2%	38	4%	515	53%	460	47%	2	0%	2	0%	0	0%	979
	Professional Non-faculty	1	2%	0	0%	10	15%	25	38%	26	40%	2	3%	1	2%	49	75%	15	23%	0	0%	1	2%	0	0%	65
	Secretarial/Clerical	5	9%	0	0%	1	2%	29	51%	21	37%	1	2%	0	0%	51	89%	6	11%	0	0%	0	0%	0	0%	57
	Service and Maintenance	9	20%	0	0%	3	7%	24	53%	7	16%	0	0%	2	4%	5	11%	40	89%	0	0%	0	0%	0	0%	45
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	7	7%	1	1%	9	9%	36	37%	37	38%	2	2%	6	6%	53	54%	45	46%	0	0%	0	0%	0	0%	98
	Total	94	7%	11	1%	134	10%	363	28%	610	47%	26	2%	49	4%	692	54%	590	46%	2	0%	3	0%	0	0%	1287
2021	Executive/Administrative/Managerial	2	5%	0	0%	1	2%	16	38%	19	45%	3	7%	1	2%	24	57%	18	43%	0	0%	0	0%	0	0%	42
	Faculty and other Instructional Staff	55	6%	10	1%	102	10%	236	24%	517	53%	18	2%	37	4%	499	51%	471	48%	2	0%	3	0%	0	0%	975
	Professional Non-faculty	2	3%	0	0%	12	18%	23	35%	25	38%	2	3%	1	2%	49	75%	15	23%	0	0%	1	2%	0	0%	65
	Secretarial/Clerical	8	13%	0	0%	1	2%	29	45%	25	39%	1	2%	0	0%	56	88%	8	13%	0	0%	0	0%	0	0%	64
	Service and Maintenance	9	20%	0	0%	4	9%	23	52%	7	16%	0	0%	1	2%	3	7%	41	93%	0	0%	0	0%	1	2%	44
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	5	5%	1	1%	10	10%	30	30%	46	46%	3	3%	5	5%	54	54%	45	45%	0	0%	1	1%	0	0%	100
	Total	81	6%	11	1%	130	10%	357	28%	639	50%	27	2%	45	3%	685	53%	598	46%	2	0%	5	0%	1	0%	1290

Table 4.3 | Longitudinal Clovis Community College Workforce Data
Workforce CCC

CCC

Fiscal Year	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
2025																										
	Executive/Administrative/Managerial	1	4%	0	0%	6	24%	9	36%	7	28%	2	8%	0	0%	17	68%	8	32%	0	0%	0	0%	0	0%	25
	Academic, Tenured/Tenure Track	3	3%	0	0%	11	10%	29	25%	64	56%	4	3%	4	3%	59	51%	55	48%	1	1%	0	0%	6	5%	115
	Academic, Temporary, Full Time	1	8%	0	0%	6	50%	2	17%	3	25%	0	0%	0	0%	6	50%	6	50%	0	0%	0	0%	0	0%	12
	Academic, Temporary, Part Time	7	4%	0	0%	23	12%	43	23%	101	54%	4	2%	10	5%	108	57%	78	41%	1	1%	1	1%	7	4%	188
	Professional Non-faculty	1	3%	0	0%	5	17%	10	33%	14	47%	0	0%	0	0%	25	83%	5	17%	0	0%	0	0%	2	7%	30
	Secretarial/Clerical	0	0%	0	0%	4	31%	3	23%	5	38%	1	8%	0	0%	11	85%	2	15%	0	0%	0	0%	0	0%	13
	Service and Maintenance	0	0%	0	0%	3	23%	6	46%	3	23%	0	0%	1	8%	1	8%	12	92%	0	0%	0	0%	1	8%	13
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	2	7%	0	0%	5	19%	8	30%	11	41%	0	0%	1	4%	16	59%	11	41%	0	0%	0	0%	4	15%	27
	Total	15	4%	0	0%	63	15%	110	26%	208	49%	11	3%	16	4%	243	57%	177	42%	2	0%	1	0%	20	5%	423
2024																										
	Executive/Administrative/Managerial	2	8%	0	0%	5	21%	10	42%	6	25%	1	4%	0	0%	17	71%	7	29%	0	0%	0	0%	0	0%	24
	Academic, Tenured/Tenure Track	3	3%	0	0%	10	9%	26	23%	66	58%	4	4%	4	4%	61	54%	51	45%	1	1%	0	0%	3	3%	113
	Academic, Temporary, Full Time	0	0%	0	0%	3	27%	4	36%	4	36%	0	0%	0	0%	9	82%	2	18%	0	0%	0	0%	0	0%	11
	Academic, Temporary, Part Time	7	4%	0	0%	19	10%	44	23%	102	54%	6	3%	10	5%	114	61%	72	38%	0	0%	2	1%	7	4%	188
	Professional Non-faculty	1	3%	0	0%	6	20%	10	33%	13	43%	0	0%	0	0%	23	77%	7	23%	0	0%	0	0%	0	0%	30
	Secretarial/Clerical	0	0%	0	0%	3	23%	4	31%	5	38%	1	8%	0	0%	11	85%	2	15%	0	0%	0	0%	1	8%	13
	Service and Maintenance	0	0%	0	0%	3	23%	6	46%	3	23%	0	0%	1	8%	1	8%	12	92%	0	0%	0	0%	1	8%	13
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	0	0%	0	0%	4	16%	10	40%	11	44%	0	0%	0	0%	16	64%	9	36%	0	0%	0	0%	0	0%	25
	Total	13	3%	0	0%	53	13%	114	27%	210	50%	12	3%	15	4%	252	60%	162	39%	1	0%	2	0%	12	3%	417
2023																										
	Executive/Administrative/Managerial	2	9%	0	0%	5	22%	8	35%	7	30%	1	4%	0	0%	14	61%	9	39%	0	0%	0	0%	0	0%	23
	Faculty and other Instructional Staff	11	4%	0	0%	30	10%	60	21%	160	56%	10	3%	17	6%	165	57%	121	42%	0	0%	2	1%	8	3%	288
	Professional Non-faculty	1	3%	0	0%	6	19%	11	34%	14	44%	0	0%	0	0%	26	81%	6	19%	0	0%	0	0%	0	0%	32
	Secretarial/Clerical	0	0%	0	0%	1	9%	4	36%	6	55%	0	0%	0	0%	9	82%	2	18%	0	0%	0	0%	1	9%	11
	Service and Maintenance	0	0%	0	0%	1	11%	6	67%	2	22%	0	0%	0	0%	1	11%	8	89%	0	0%	0	0%	2	22%	9
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
	Technical and Paraprofessional	0	0%	0	0%	3	13%	8	35%	12	52%	0	0%	0	0%	15	65%	8	35%	0	0%	0	0%	0	0%	23
	Total	14	4%	0	0%	46	12%	97	25%	201	52%	11	3%	17	4%	230	60%	154	40%	0	0%	2	1%	11	3%	386
2022																										
	Executive/Administrative/Managerial	1	5%	0	0%	5	24%	7	33%	7	33%	1	5%	0	0%	12	57%	9	43%	0	0%	0	0%	0	0%	21
	Faculty and other Instructional Staff	8	3%	0	0%	27	10%	56	21%	155	57%	11	4%	15	6%	159	58%	113	42%	0	0%	0	0%	0	0%	272
	Professional Non-faculty	1	3%	0	0%	4	14%	11	38%	13	45%	0	0%	0	0%	23	79%	6	21%	0	0%	0	0%	0	0%	29
	Secretarial/Clerical	0	0%	0	0%	0	0%	6	43%	7	50%	1	7%	0	0%	13	93%	1	7%	0	0%	0	0%	0	0%	14
	Service and Maintenance	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Skilled Crafts	0	0%	0	0%	1	11%	6	67%	2	22%	0	0%	0	0%	1	11%	8	89%	0	0%	0	0%	0	0%	9
	Technical and Paraprofessional	0	0%	0	0%	5	24%	6	29%	10	48%	0	0%	0	0%	15	71%	6	29%	0	0%	0	0%	0	0%	21
	Total	10	3%	0	0%	42	11%	92	25%	194	53%	13	4%	15	4%	223	61%	143	39%	0	0%	0	0%	0	0%	366
2021																										
	Executive/Administrative/Managerial	1	6%	0	0%	4	24%	6	35%	6	35%	0	0%	0	0%	10	59%	7	41%	0	0%	0	0%	0	0%	17
	Faculty and other Instructional Staff	7	3%	0	0%	33	13%	50	19%	152	58%	7	3%	12	5%	152	58%	109	42%	0	0%	0	0%	0	0%	261
	Professional Non-faculty	1	4%	0	0%	4	15%	10	37%	12	44%	0	0%	0	0%	22	81%	5	19%	0	0%	0	0%	0	0%	27
	Secretarial/Clerical	0	0%	0	0%	1	9%	3	27%	6	55%	1	9%	0	0%	10	91%	1	9%	0	0%	0	0%	0	0%	11
	Service and Maintenance	0	0%	0	0%	1	13%	5	63%	2	25%	0	0%	0	0%	1	13%	7	88%	0	0%	0	0%	0	0%	8
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	1	5%	0	0%	4	18%	7	32%	10	45%	0	0%	0	0%	16	73%	6	27%	0	0%	0	0%	0	0%	22
	Total	10	3%	0	0%	47	14%	81	23%	188	54%	8	2%	12	3%	211	61%	135	39%	0	0%	0	0%	0	0%	346

Table 4.4 | Longitudinal Reedley College Workforce Data

RC

Workforce RC

Fiscal Year	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
2025	Executive/Administrative/Managerial	1	3%	0	0%	2	7%	14	48%	11	38%	1	3%	0	0%	12	41%	17	59%	0	0%	0	0%	1	3%	29
	Academic, Tenured/Tenure Track	5	4%	1	1%	11	8%	34	25%	75	55%	1	1%	9	7%	64	47%	69	51%	2	1%	1	1%	4	3%	136
	Academic, Temporary, Full Time	1	3%	0	0%	1	3%	20	69%	6	21%	1	3%	0	0%	21	72%	8	28%	0	0%	0	0%	1	3%	29
	Academic, Temporary, Part Time	6	3%	1	0%	15	7%	82	40%	84	41%	8	4%	8	4%	107	52%	95	47%	1	0%	1	0%	3	1%	204
	Professional Non-faculty	1	3%	0	0%	5	17%	16	55%	7	24%	0	0%	0	0%	25	86%	4	14%	0	0%	0	0%	1	3%	29
	Secretarial/Clerical	1	7%	0	0%	0	0%	12	80%	2	13%	0	0%	0	0%	13	87%	2	13%	0	0%	0	0%	1	7%	15
	Service and Maintenance	1	3%	0	0%	4	13%	16	50%	10	31%	0	0%	1	3%	9	28%	23	72%	0	0%	0	0%	5	16%	32
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	1	2%	1	2%	3	7%	21	50%	14	33%	0	0%	2	5%	18	43%	24	57%	0	0%	0	0%	4	10%	42
	Total	17	3%	3	1%	41	8%	215	42%	209	41%	11	2%	20	4%	269	52%	242	47%	3	1%	2	0%	20	4%	516
2024	Executive/Administrative/Managerial	1	3%	0	0%	3	10%	12	40%	13	43%	1	3%	0	0%	12	40%	18	60%	0	0%	0	0%	0	0%	30
	Academic, Tenured/Tenure Track	4	3%	0	0%	9	7%	32	25%	74	58%	2	2%	7	5%	59	46%	67	52%	0	0%	2	2%	3	2%	128
	Academic, Temporary, Full Time	1	3%	0	0%	1	3%	19	66%	8	28%	0	0%	0	0%	19	66%	10	34%	0	0%	0	0%	1	3%	29
	Academic, Temporary, Part Time	5	3%	2	1%	11	6%	71	36%	92	46%	9	5%	8	4%	105	53%	91	46%	0	0%	2	1%	6	3%	198
	Professional Non-faculty	1	3%	0	0%	5	15%	18	55%	8	24%	1	3%	0	0%	24	73%	9	27%	0	0%	0	0%	0	0%	33
	Secretarial/Clerical	1	6%	0	0%	0	0%	13	72%	4	22%	0	0%	0	0%	17	94%	1	6%	0	0%	0	0%	1	6%	18
	Service and Maintenance	1	3%	0	0%	4	13%	17	53%	9	28%	0	0%	1	3%	9	28%	23	72%	0	0%	0	0%	6	19%	32
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	1	2%	1	2%	3	7%	21	48%	16	36%	1	2%	1	2%	21	48%	23	52%	0	0%	0	0%	3	7%	44
	Total	15	3%	3	1%	36	7%	203	40%	224	44%	14	3%	17	3%	266	52%	242	47%	0	0%	4	1%	20	4%	512
2023	Executive/Administrative/Managerial	1	3%	0	0%	2	7%	12	41%	12	41%	1	3%	1	3%	14	48%	15	52%	0	0%	0	0%	0	0%	29
	Faculty and other Instructional Staff	9	3%	1	0%	26	8%	117	35%	151	45%	11	3%	21	6%	179	53%	155	46%	0	0%	2	1%	13	4%	336
	Professional Non-faculty	1	3%	0	0%	4	13%	16	53%	8	27%	1	3%	0	0%	22	73%	8	27%	0	0%	0	0%	0	0%	30
	Secretarial/Clerical	1	6%	0	0%	0	0%	12	67%	5	28%	0	0%	0	0%	16	89%	2	11%	0	0%	0	0%	1	6%	18
	Service and Maintenance	0	0%	0	0%	2	10%	12	60%	6	30%	0	0%	0	0%	7	35%	13	65%	0	0%	0	0%	3	15%	20
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	1	3%	1	3%	3	8%	17	46%	13	35%	1	3%	1	3%	19	51%	17	46%	0	0%	1	3%	0	0%	37
	Total	13	3%	2	0%	37	8%	186	40%	195	41%	14	3%	23	5%	257	55%	210	45%	0	0%	3	1%	17	4%	470
2022	Executive/Administrative/Managerial	1	4%	1	4%	0	0%	10	38%	12	46%	1	4%	1	4%	12	46%	14	54%	0	0%	0	0%	0	0%	26
	Faculty and other Instructional Staff	12	4%	3	1%	27	8%	117	36%	144	44%	6	2%	19	6%	172	52%	151	46%	1	0%	4	1%	1	0%	328
	Professional Non-faculty	1	3%	0	0%	4	13%	15	47%	11	34%	1	3%	0	0%	25	78%	7	22%	0	0%	0	0%	0	0%	32
	Secretarial/Clerical	1	6%	0	0%	0	0%	12	71%	4	24%	0	0%	0	0%	15	88%	2	12%	0	0%	0	0%	0	0%	17
	Service and Maintenance	0	0%	0	0%	1	5%	13	68%	5	26%	0	0%	0	0%	6	32%	13	68%	0	0%	0	0%	1	5%	19
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	1	3%	1	3%	3	8%	17	43%	17	43%	0	0%	1	3%	22	55%	18	45%	0	0%	0	0%	0	0%	40
	Total	16	3%	5	1%	35	8%	184	40%	193	42%	8	2%	21	5%	252	55%	205	44%	1	0%	4	1%	2	0%	462
2021	Executive/Administrative/Managerial	3	11%	1	4%	0	0%	7	26%	14	52%	1	4%	1	4%	10	37%	17	63%	0	0%	0	0%	0	0%	27
	Faculty and other Instructional Staff	9	3%	4	1%	22	7%	106	35%	146	48%	3	1%	17	6%	163	53%	142	46%	1	0%	1	0%	0	0%	307
	Professional Non-faculty	1	4%	0	0%	3	11%	13	46%	10	36%	1	4%	0	0%	20	71%	8	29%	0	0%	0	0%	0	0%	28
	Secretarial/Clerical	1	5%	0	0%	0	0%	13	68%	5	26%	0	0%	0	0%	17	89%	1	5%	0	0%	1	5%	0	0%	19
	Service and Maintenance	0	0%	0	0%	1	5%	13	65%	6	30%	0	0%	0	0%	8	40%	12	60%	0	0%	0	0%	1	5%	20
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	0	0%	1	2%	3	7%	20	49%	17	41%	0	0%	0	0%	24	59%	17	41%	0	0%	0	0%	0	0%	41
	Total	14	3%	6	1%	29	7%	172	39%	198	45%	5	1%	18	4%	242	55%	197	45%	1	0%	2	0%	1	0%	442

SCCCD Dedication to Diversity & EEO 2025 Annual Report

Table 4.5 | Longitudinal Madera Community College Workforce Data
Workforce MCC

MCC

Fiscal Year	EEO Category	African American/Non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White/Non-Hispanic	Multi-Racial	Unknown	Female	Male	Nonbinary	Unknown	Disability	Total												
2025	Executive/Administrative/Managerial	0	0%	1	7%	0	0%	8	57%	5	36%	0	0%	0	0%	6	43%	8	57%	0	0%	0	0%	0	0%	14
	Academic, Tenured/Tenure Track	3	4%	1	1%	3	4%	22	31%	38	53%	2	3%	3	4%	38	53%	34	47%	0	0%	0	0%	4	6%	72
	Academic, Temporary, Full Time	0	0%	0	0%	0	0%	6	60%	1	10%	1	10%	2	20%	6	60%	4	40%	0	0%	0	0%	0	0%	10
	Academic, Temporary, Part Time	2	2%	0	0%	23	19%	37	30%	54	44%	4	3%	3	2%	70	57%	53	43%	0	0%	0	0%	6	5%	123
	Professional Non-faculty	0	0%	0	0%	3	14%	12	57%	4	19%	2	10%	0	0%	14	67%	7	33%	0	0%	0	0%	1	5%	21
	Secretarial/Clerical	0	0%	0	0%	1	14%	4	57%	0	0%	0	0%	2	29%	6	86%	1	14%	0	0%	0	0%	2	29%	7
	Service and Maintenance	0	0%	0	0%	1	11%	4	44%	3	33%	1	11%	0	0%	2	22%	7	78%	0	0%	0	0%	0	0%	9
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	1	7%	1	7%	1	7%	6	40%	4	27%	1	7%	1	7%	7	47%	8	53%	0	0%	0	0%	2	13%	15
	Total	6	2%	3	1%	32	12%	99	37%	109	40%	11	4%	11	4%	149	55%	122	45%	0	0%	0	0%	15	6%	271
2024	Executive/Administrative/Managerial	0	0%	1	7%	0	0%	8	57%	5	36%	0	0%	0	0%	5	36%	9	64%	0	0%	0	0%	0	0%	14
	Academic, Tenured/Tenure Track	4	6%	1	1%	4	6%	17	25%	38	56%	2	3%	2	3%	34	50%	34	50%	0	0%	0	0%	0	0%	68
	Academic, Temporary, Full Time	0	0%	0	0%	1	8%	7	54%	1	8%	0	0%	4	31%	5	38%	8	62%	0	0%	0	0%	0	0%	13
	Academic, Temporary, Part Time	2	2%	1	1%	24	21%	29	26%	50	44%	3	3%	4	4%	70	62%	43	38%	0	0%	0	0%	3	3%	113
	Professional Non-faculty	1	5%	0	0%	3	15%	13	65%	2	10%	1	5%	0	0%	12	60%	8	40%	0	0%	0	0%	1	5%	20
	Secretarial/Clerical	1	13%	0	0%	1	13%	4	50%	2	25%	0	0%	0	0%	7	88%	1	13%	0	0%	0	0%	1	13%	8
	Service and Maintenance	0	0%	0	0%	1	13%	3	38%	3	38%	1	13%	0	0%	1	13%	7	88%	0	0%	0	0%	0	0%	8
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	0	0%	0	0%	3	23%	6	46%	4	31%	0	0%	0	0%	7	54%	6	46%	0	0%	0	0%	0	0%	13
	Total	8	3%	3	1%	37	14%	87	34%	105	41%	7	3%	10	4%	141	55%	116	45%	0	0%	0	0%	5	2%	257
2023	Executive/Administrative/Managerial	0	0%	1	9%	0	0%	5	45%	5	45%	0	0%	0	0%	6	55%	5	45%	0	0%	0	0%	0	0%	11
	Faculty and other Instructional Staff	7	4%	1	1%	22	13%	48	28%	84	49%	4	2%	5	3%	93	54%	78	46%	0	0%	0	0%	6	4%	171
	Professional Non-faculty	1	6%	0	0%	3	17%	10	56%	3	17%	1	6%	0	0%	12	67%	6	33%	0	0%	0	0%	0	0%	18
	Secretarial/Clerical	1	13%	0	0%	1	13%	4	50%	2	25%	0	0%	0	0%	6	75%	2	25%	0	0%	0	0%	1	13%	8
	Service and Maintenance	0	0%	0	0%	2	33%	2	33%	2	33%	0	0%	0	0%	1	17%	5	83%	0	0%	0	0%	1	17%	6
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	0	0%	0	0%	2	20%	7	70%	1	10%	0	0%	0	0%	6	60%	4	40%	0	0%	0	0%	0	0%	10
	Total	9	4%	2	1%	30	13%	76	34%	97	43%	5	2%	5	2%	124	55%	100	45%	0	0%	0	0%	8	4%	224
2022	Executive/Administrative/Managerial	0	0%	0	0%	1	9%	4	36%	6	55%	0	0%	0	0%	7	64%	4	36%	0	0%	0	0%	0	0%	11
	Faculty and other Instructional Staff	4	2%	1	1%	21	13%	44	27%	80	50%	7	4%	4	2%	92	57%	69	43%	0	0%	0	0%	0	0%	161
	Professional Non-faculty	1	5%	0	0%	2	11%	14	74%	2	11%	0	0%	0	0%	14	74%	5	26%	0	0%	0	0%	0	0%	19
	Secretarial/Clerical	1	11%	0	0%	0	0%	5	56%	3	33%	0	0%	0	0%	7	78%	2	22%	0	0%	0	0%	0	0%	9
	Service and Maintenance	1	14%	0	0%	0	0%	4	57%	1	14%	1	14%	0	0%	0	0%	7	100%	0	0%	0	0%	0	0%	7
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	0	0%	0	0%	1	11%	4	44%	3	33%	1	11%	0	0%	4	44%	5	56%	0	0%	0	0%	0	0%	9
	Total	7	3%	1	0%	25	12%	75	35%	95	44%	9	4%	4	2%	124	57%	92	43%	0	0%	0	0%	0	0%	216
2021	Executive/Administrative/Managerial	0	0%	0	0%	1	11%	5	56%	3	33%	0	0%	0	0%	5	56%	4	44%	0	0%	0	0%	0	0%	9
	Faculty and other Instructional Staff	4	3%	1	1%	16	11%	40	28%	75	52%	5	3%	4	3%	82	57%	63	43%	0	0%	0	0%	0	0%	145
	Professional Non-faculty	1	5%	0	0%	1	5%	13	65%	3	15%	0	0%	1	5%	15	75%	4	20%	0	0%	1	5%	0	0%	20
	Secretarial/Clerical	1	20%	0	0%	0	0%	3	60%	2	40%	0	0%	0	0%	5	100%	0	0%	0	0%	0	0%	0	0%	5
	Service and Maintenance	0	0%	0	0%	0	0%	4	67%	1	17%	1	17%	0	0%	0	0%	6	100%	0	0%	0	0%	0	0%	6
	Skilled Crafts	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Technical and Paraprofessional	0	0%	0	0%	1	10%	5	50%	4	40%	0	0%	0	0%	5	50%	5	50%	0	0%	0	0%	0	0%	10
	Total	6	3%	1	1%	19	10%	70	36%	88	45%	6	3%	5	3%	112	57%	82	42%	0	0%	1	1%	0	0%	195

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Table 4.6 | Longitudinal District Office Workforce Data
Workforce DO

DO

Fiscal Year	EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
2025	Executive/Administrative/Managerial	0	0%	0	0%	0	0%	11	33%	18	55%	1	3%	3	9%	16	48%	17	52%	0	0%	0	0%	2	6%	33
	Academic, Tenured/Tenure Track	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Full Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Part Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Professional Non-faculty	2	5%	0	0%	3	8%	16	42%	16	42%	1	3%	0	0%	25	66%	13	34%	0	0%	0	0%	0	0%	38
	Secretarial/Clerical	1	8%	0	0%	0	0%	9	75%	1	8%	1	8%	0	0%	11	92%	1	8%	0	0%	0	0%	1	8%	12
	Service and Maintenance	1	3%	0	0%	1	3%	18	56%	10	31%	0	0%	2	6%	2	6%	30	94%	0	0%	0	0%	0	0%	32
	Skilled Crafts	1	5%	1	5%	0	0%	7	35%	10	50%	1	5%	0	0%	0	0%	20	100%	0	0%	0	0%	2	10%	20
	Technical and Paraprofessional	0	0%	1	3%	6	15%	12	30%	18	45%	1	3%	2	5%	26	65%	14	35%	0	0%	0	0%	0	0%	40
	Total	5	3%	2	1%	10	6%	73	42%	73	42%	5	3%	7	4%	80	46%	95	54%	0	0%	0	0%	5	3%	175
2024	Executive/Administrative/Managerial	0	0%	0	0%	1	3%	11	34%	18	56%	1	3%	1	3%	17	53%	15	47%	0	0%	0	0%	1	3%	32
	Academic, Tenured/Tenure Track	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Full Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Part Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Professional Non-faculty	2	6%	0	0%	3	9%	11	34%	13	41%	1	3%	2	6%	22	69%	10	31%	0	0%	0	0%	0	0%	32
	Secretarial/Clerical	1	7%	0	0%	0	0%	9	60%	5	33%	0	0%	0	0%	14	93%	1	7%	0	0%	0	0%	1	7%	15
	Service and Maintenance	1	3%	0	0%	1	3%	19	63%	8	27%	0	0%	1	3%	2	7%	28	93%	0	0%	0	0%	0	0%	30
	Skilled Crafts	0	0%	1	6%	0	0%	6	35%	9	53%	1	6%	0	0%	0	0%	17	100%	0	0%	0	0%	1	6%	17
	Technical and Paraprofessional	0	0%	0	0%	4	11%	14	37%	15	39%	4	11%	1	3%	23	61%	15	39%	0	0%	0	0%	0	0%	38
	Total	4	2%	1	1%	9	5%	70	43%	68	41%	7	4%	5	3%	79	48%	86	52%	0	0%	0	0%	3	2%	164
2023	Executive/Administrative/Managerial	0	0%	1	3%	0	0%	8	26%	20	65%	1	3%	1	3%	15	48%	16	52%	0	0%	0	0%	2	6%	31
	Faculty and other Instructional Staff	0	0%	0	0%	0	0%	1	50%	1	50%	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	2
	Professional Non-faculty	2	7%	0	0%	4	14%	7	24%	14	48%	1	3%	1	3%	21	72%	8	28%	0	0%	0	0%	0	0%	29
	Secretarial/Clerical	0	0%	0	0%	1	6%	9	56%	6	38%	0	0%	0	0%	14	88%	2	13%	0	0%	0	0%	1	6%	16
	Service and Maintenance	0	0%	0	0%	1	3%	21	55%	15	39%	0	0%	1	3%	1	3%	37	97%	0	0%	0	0%	1	3%	38
	Skilled Crafts	0	0%	1	5%	0	0%	7	35%	11	55%	1	5%	0	0%	0	0%	20	100%	0	0%	0	0%	0	0%	20
	Technical and Paraprofessional	0	0%	0	0%	7	17%	16	38%	16	38%	2	5%	1	2%	23	55%	19	45%	0	0%	0	0%	0	0%	42
	Total	2	1%	2	1%	13	7%	69	39%	83	47%	5	3%	4	2%	76	43%	102	57%	0	0%	0	0%	4	2%	178
2022	Executive/Administrative/Managerial	1	3%	1	3%	0	0%	6	19%	22	69%	1	3%	1	3%	16	50%	16	50%	0	0%	0	0%	0	0%	32
	Faculty and other Instructional Staff	0	0%	0	0%	0	0%	2	67%	1	33%	0	0%	0	0%	2	67%	1	33%	0	0%	0	0%	0	0%	3
	Professional Non-faculty	2	5%	0	0%	7	18%	8	20%	21	53%	1	3%	1	3%	23	58%	17	43%	0	0%	0	0%	0	0%	40
	Secretarial/Clerical	0	0%	0	0%	1	6%	8	47%	8	47%	0	0%	0	0%	14	82%	3	18%	0	0%	0	0%	1	6%	17
	Service and Maintenance	0	0%	0	0%	3	8%	18	46%	17	44%	0	0%	1	3%	1	3%	38	97%	0	0%	0	0%	0	0%	39
	Skilled Crafts	0	0%	1	6%	0	0%	4	24%	11	65%	1	6%	0	0%	0	0%	17	100%	0	0%	0	0%	0	0%	17
	Technical and Paraprofessional	1	3%	0	0%	4	12%	14	41%	13	38%	2	6%	0	0%	20	59%	14	41%	0	0%	0	0%	0	0%	34
	Total	4	2%	2	1%	15	8%	60	33%	93	51%	5	3%	3	2%	76	42%	106	58%	0	0%	0	0%	1	1%	182
2021	Executive/Administrative/Managerial	1	3%	1	3%	0	0%	9	26%	22	65%	0	0%	1	3%	15	44%	18	53%	0	0%	1	3%	0	0%	34
	Faculty and other Instructional Staff	0	0%	0	0%	0	0%	2	67%	1	33%	0	0%	0	0%	2	67%	1	33%	0	0%	0	0%	0	0%	3
	Professional Non-faculty	1	3%	0	0%	6	16%	7	19%	20	54%	2	5%	1	3%	22	59%	15	41%	0	0%	0	0%	0	0%	37
	Secretarial/Clerical	0	0%	0	0%	1	6%	8	50%	7	44%	0	0%	0	0%	11	69%	4	25%	0	0%	1	6%	0	0%	16
	Service and Maintenance	1	3%	0	0%	4	10%	20	50%	13	33%	0	0%	2	5%	0	0%	40	100%	0	0%	0	0%	0	0%	40
	Skilled Crafts	0	0%	1	6%	0	0%	4	22%	12	67%	1	6%	0	0%	0	0%	18	100%	0	0%	0	0%	0	0%	18
	Technical and Paraprofessional	2	7%	0	0%	4	13%	11	37%	11	37%	2	7%	0	0%	21	70%	9	30%	0	0%	0	0%	0	0%	30
	Total	5	3%	2	1%	15	8%	61	34%	86	48%	5	3%	4	2%	71	40%	105	59%	0	0%	2	1%	0	0%	178

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Table 5 | Longitudinal Classified Applicant Pool Data

A disability question was added to the classified application in June 2017. Previous data is reporting accommodation information.

Table 5.1 | Districtwide Longitudinal Classified Applicant Pool Data
Applicants Classified

DW

Fiscal Year	EEO Category	African-American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
2023-2024	Executive/Administrative/Managerial	22	9%	2	1%	33	13%	81	31%	74	29%	4	2%	42	16%	86	33%	155	60%	4	2%	13	5%	17	7%	258
	Professional Non-faculty	91	5%	18	1%	299	17%	721	40%	352	20%	21	1%	282	16%	1074	60%	612	34%	10	1%	88	5%	89	5%	1784
	Secretarial/Clerical	204	5%	42	1%	633	15%	2090	49%	708	17%	48	1%	518	12%	3180	75%	941	22%	35	1%	87	2%	225	5%	4243
	Service and Maintenance	116	6%	22	1%	145	8%	907	51%	232	13%	15	1%	357	20%	312	17%	1418	79%	9	1%	55	3%	64	4%	1794
	Skilled Crafts	4	2%	3	2%	8	5%	76	44%	49	28%	2	1%	30	17%	3	2%	158	92%	1	1%	10	6%	11	6%	172
	Technical and Paraprofessional	117	4%	17	1%	414	16%	1223	47%	448	17%	17	1%	371	14%	1456	56%	1014	39%	30	1%	107	4%	115	4%	2607
	Total	554	5%	104	1%	1532	14%	5098	47%	1863	17%	107	1%	1600	15%	6111	56%	4298	40%	89	1%	360	3%	521	5%	10858
2022-2023	Executive/Administrative/Managerial	26	8%	3	1%	47	15%	103	32%	99	31%	0	0%	46	14%	114	35%	199	61%	2	1%	9	3%	16	5%	324
	Professional Non-faculty	104	6%	12	1%	270	16%	773	45%	355	21%	1	0%	200	12%	959	56%	674	39%	6	0%	76	4%	75	4%	1715
	Secretarial/Clerical	244	6%	36	1%	643	15%	2146	49%	747	17%	3	0%	551	13%	3379	77%	869	20%	33	1%	89	2%	166	4%	4370
	Service and Maintenance	86	7%	17	1%	112	9%	623	47%	206	16%	0	0%	272	21%	195	15%	1036	79%	11	1%	74	6%	46	3%	1316
	Skilled Crafts	1	2%	2	3%	5	8%	32	49%	11	17%	0	0%	14	22%	2	3%	63	97%	0	0%	0	0%	3	5%	65
	Technical and Paraprofessional	163	5%	37	1%	522	16%	1507	47%	573	18%	4	0%	368	12%	1859	59%	1198	38%	26	1%	91	3%	182	6%	3174
	Total	624	6%	107	1%	1599	15%	5184	47%	1991	18%	8	0%	1451	13%	6508	59%	4039	37%	78	1%	339	3%	488	4%	10964
2021-2022	Executive/Administrative/Managerial	8	3%	7	2%	31	10%	134	45%	71	24%	2	1%	47	16%	161	54%	128	43%	3	1%	8	3%	7	2%	300
	Professional Non-faculty	87	6%	14	1%	240	16%	621	42%	286	19%	12	1%	213	14%	874	59%	527	36%	14	1%	58	4%	34	2%	1473
	Secretarial/Clerical	131	5%	28	1%	363	15%	1173	47%	428	17%	17	1%	363	15%	1968	79%	458	18%	20	1%	57	2%	80	3%	2503
	Service and Maintenance	36	5%	10	1%	63	9%	335	48%	99	14%	11	2%	147	21%	118	17%	547	78%	6	1%	30	4%	27	4%	701
	Skilled Crafts	4	6%	1	1%	2	3%	34	51%	15	22%	0	0%	11	16%	0	0%	67	100%	0	0%	0	0%	4	6%	67
	Technical and Paraprofessional	104	5%	22	1%	309	16%	874	44%	382	19%	12	1%	276	14%	1257	64%	643	32%	24	1%	55	3%	63	3%	1979
	Total	370	5%	82	1%	1008	14%	3171	45%	1281	18%	54	1%	1057	15%	4378	62%	2370	34%	67	1%	208	3%	215	3%	7023
2020-2021	Executive/Administrative/Managerial	68	11%	8	1%	59	9%	247	39%	160	25%	0	0%	93	15%	259	41%	362	57%	0	0%	14	2%	18	3%	635
	Professional Non-faculty	120	6%	15	1%	267	14%	792	40%	610	31%	2	0%	168	9%	1352	68%	577	29%	2	0%	43	2%	40	2%	1974
	Secretarial/Clerical	111	5%	29	1%	320	16%	925	45%	430	21%	0	0%	223	11%	1628	80%	377	18%	8	0%	25	1%	17	1%	2038
	Service and Maintenance	21	4%	11	2%	38	6%	321	54%	134	23%	1	0%	69	12%	175	29%	413	69%	4	1%	3	1%	2	0%	595
	Skilled Crafts	0	0%	0	0%	14	39%	12	33%	8	22%	0	0%	2	6%	0	0%	36	100%	0	0%	0	0%	0	0%	36
	Technical and Paraprofessional	155	7%	20	1%	220	10%	967	44%	574	26%	0	0%	251	11%	1452	66%	705	32%	5	0%	25	1%	30	1%	2187
	Total	475	6%	83	1%	918	12%	3264	44%	1916	26%	3	0%	806	11%	4866	65%	2470	33%	19	0%	110	1%	107	1%	7465
2019-2020	Executive/Administrative/Managerial	59	9%	6	1%	76	11%	223	34%	207	31%	0	0%	93	14%	288	43%	362	55%	0	0%	14	2%	18	3%	664
	Professional Non-faculty	106	5%	21	1%	289	15%	768	39%	530	27%	4	0%	243	12%	1339	68%	577	29%	2	0%	43	2%	40	2%	1961
	Secretarial/Clerical	103	5%	29	1%	327	17%	835	43%	420	22%	1	0%	223	12%	1528	79%	377	19%	8	0%	25	1%	17	1%	1938
	Service and Maintenance	30	6%	15	3%	41	8%	259	48%	125	23%	1	0%	69	13%	120	22%	413	76%	4	1%	3	1%	2	0%	540
	Skilled Crafts	0	0%	0	0%	1	3%	18	50%	11	31%	0	0%	6	17%	0	0%	36	100%	0	0%	0	0%	0	0%	36
	Technical and Paraprofessional	145	7%	27	1%	315	14%	945	43%	541	25%	2	0%	212	10%	1452	66%	705	32%	5	0%	25	1%	30	1%	2187
	Total	443	6%	98	1%	1049	14%	3048	42%	1834	25%	8	0%	846	12%	4727	65%	2470	34%	19	0%	110	2%	107	1%	7326

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Table 6 | Longitudinal Academic Applicant Pool Data

A disability question was added to the classified application in June 2017. Previous data is reporting accommodation information.

Table 6.1 | Districtwide Longitudinal Academic Applicant Pool Data

DW

Fiscal Year	EEO Category	African-American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
2023-2024																										
	Executive/Administrative/Managerial	82	13%	1	0%	92	14%	227	35%	166	26%	38	6%	39	6%	344	53%	271	42%	5	1%	25	4%	28	4%	645
	Academic, Tenured/Tenure Track	87	5%	10	1%	269	16%	579	34%	590	35%	43	3%	103	6%	782	47%	798	47%	21	1%	80	5%	103	6%	1681
	Academic, Temporary, Full Time	63	7%	5	1%	175	19%	407	44%	199	22%	30	3%	44	5%	530	57%	348	38%	7	1%	38	4%	37	4%	923
	Academic, Temporary, Part Time	143	6%	13	1%	448	19%	711	30%	772	33%	74	3%	180	8%	1208	52%	1022	44%	17	1%	94	4%	102	4%	2341
	Total	375	7%	29	1%	984	18%	1924	34%	1727	31%	185	3%	366	7%	2864	51%	2439	44%	50	1%	237	4%	270	5%	5590
2022-2023																										
	Executive/Administrative/Managerial	41	10%	2	1%	50	13%	143	36%	124	31%	10	3%	28	7%	183	46%	197	49%	3	1%	15	4%	25	6%	398
	Academic, Tenured/Tenure Track	104	8%	5	0%	174	13%	486	37%	423	32%	40	3%	83	6%	674	51%	572	43%	14	1%	55	4%	75	6%	1315
	Academic, Temporary, Full Time	64	7%	4	0%	147	17%	405	47%	183	21%	20	2%	40	5%	558	65%	283	33%	4	0%	18	2%	46	5%	863
	Academic, Temporary, Part Time	46	5%	3	0%	156	17%	323	34%	336	36%	34	4%	41	4%	536	57%	345	37%	11	1%	47	5%	51	5%	939
	Total	255	7%	14	0%	527	15%	1357	39%	1066	30%	104	3%	192	5%	1951	56%	1397	40%	32	1%	135	4%	197	6%	3515
2021-2022																										
	Executive/Administrative/Managerial	67	16%	4	1%	45	11%	131	32%	129	31%	14	3%	22	5%	147	36%	250	61%	5	1%	10	2%	18	4%	412
	Faculty and other Instructional Staff	148	6%	11	0%	322	13%	928	37%	841	34%	66	3%	164	7%	1210	49%	1140	46%	20	1%	110	4%	138	6%	2480
	Total	215	7%	15	1%	367	13%	1059	37%	970	34%	80	3%	186	6%	1357	47%	1390	48%	25	1%	120	4%	156	5%	2892
2020-2021																										
	Executive/Administrative/Managerial	80	8%	10	1%	95	10%	396	40%	320	33%	35	4%	48	5%	424	43%	521	53%	5	1%	34	3%	11	1%	984
	Faculty and other Instructional Staff	225	9%	15	1%	160	6%	625	24%	1288	49%	110	4%	210	8%	1106	42%	1324	50%	45	2%	158	6%	32	1%	2633
	Total	305	8%	25	1%	255	7%	1021	28%	1608	44%	145	4%	258	7%	1530	42%	1845	51%	50	1%	192	5%	43	1%	3617
2019-2020																										
	Executive/Administrative/Managerial	97	11%	5	1%	105	12%	371	41%	240	27%	25	3%	56	6%	483	54%	388	43%	5	1%	23	3%	20	2%	899
	Faculty and other Instructional Staff	435	12%	30	1%	224	6%	854	24%	1569	44%	141	4%	317	9%	1678	47%	1694	47%	40	1%	158	4%	57	2%	3570
	Total	532	12%	35	1%	329	7%	1225	27%	1809	40%	166	4%	373	8%	2161	48%	2082	47%	45	1%	181	4%	77	2%	4469



Table 6.2 | Fresno City College Longitudinal Academic Applicant Pool Data

FCC

Fiscal Year	EEO Category	African-American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total		
2023-2024																												
	Executive/Administrative/Managerial	28	15%	1	1%	28	15%	65	35%	42	22%	11	6%	13	7%	112	60%	69	37%	1	1%	6	3%	7	4%	188		
	Academic, Tenured/Tenure Track	47	6%	4	0%	118	14%	316	39%	275	34%	20	2%	40	5%	416	51%	355	43%	11	1%	38	5%	51	6%	820		
	Academic, Temporary, Full Time	29	8%	4	1%	72	21%	160	46%	55	16%	14	4%	14	4%	227	65%	109	31%	2	1%	10	3%	11	3%	348		
	Academic, Temporary, Part Time	61	8%	5	1%	147	19%	245	31%	238	30%	28	4%	65	8%	418	53%	332	42%	3	0%	36	5%	32	4%	789		
	Total	165	8%	14	1%	365	17%	786	37%	610	28%	73	3%	132	6%	1173	55%	865	40%	17	1%	90	4%	101	5%	2145		
2022-2023																												
	Executive/Administrative/Managerial	10	10%	0	0%	13	13%	30	31%	34	35%	3	3%	7	7%	51	53%	43	44%	1	1%	2	2%	5	5%	97		
	Academic, Tenured/Tenure Track	63	8%	2	0%	100	12%	288	36%	265	33%	31	4%	56	7%	410	51%	350	43%	8	1%	37	5%	46	6%	805		
	Academic, Temporary, Full Time	33	8%	4	1%	80	20%	197	48%	70	17%	9	2%	14	3%	280	69%	120	29%	1	0%	6	1%	20	5%	407		
	Academic, Temporary, Part Time	13	6%	0	0%	40	19%	66	31%	75	36%	8	4%	8	4%	114	54%	83	40%	1	0%	12	6%	11	5%	210		
	Total	119	8%	6	0%	233	15%	581	38%	444	29%	51	3%	85	6%	855	56%	596	39%	11	1%	57	4%	82	5%	1519		
2021-2022																												
	Executive/Administrative/Managerial	16	16%	2	2%	10	10%	32	32%	30	30%	3	3%	6	6%	35	35%	57	58%	3	3%	4	4%	8	8%	99		
	Faculty and other Instructional Staff	41	6%	6	1%	79	12%	205	30%	275	40%	22	3%	56	8%	326	48%	318	46%	6	1%	34	5%	48	7%	684		
	Total	57	7%	8	1%	89	11%	237	30%	305	39%	25	3%	62	8%	361	46%	375	48%	9	1%	38	5%	56	7%	783		
2020-2021																												
	Executive/Administrative/Managerial	34	9%	2	1%	22	6%	111	31%	124	34%	7	2%	14	4%	136	38%	209	58%	5	1%	10	3%	18	5%	360		
	Faculty and other Instructional Staff	100	7%	15	1%	161	12%	325	24%	603	45%	53	4%	125	9%	622	47%	630	47%	12	1%	72	5%	40	3%	1336		
	Total	134	8%	17	1%	183	11%	436	26%	727	43%	60	4%	139	8%	758	45%	839	49%	17	1%	82	5%	58	3%	1696		
2019-2020																												
	Executive/Administrative/Managerial	54	15%	3	1%	31	8%	138	37%	108	29%	11	3%	25	7%	166	45%	189	51%	5	1%	10	3%	8	2%	370		
	Faculty and other Instructional Staff	100	7%	15	1%	161	12%	325	24%	603	44%	53	4%	125	9%	638	46%	660	48%	12	1%	72	5%	28	2%	1382		
	Total	154	9%	18	1%	192	11%	463	26%	711	41%	64	4%	150	9%	804	46%	849	48%	17	1%	82	5%	36	2%	1752		



Table 6.3 | Clovis Community College Longitudinal Academic Applicant Pool Data

CCC

Fiscal Year	EEO Category	African-American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total	
2023-2024																											
	Executive/Administrative/Managerial	24	15%	0	0%	26	17%	50	32%	35	23%	10	6%	10	6%	81	52%	63	41%	2	1%	9	6%	4	3%	155	
	Academic, Tenured/Tenure Track	8	3%	1	0%	49	21%	57	24%	96	41%	6	3%	18	8%	113	48%	104	44%	4	2%	14	6%	17	7%	235	
	Academic, Temporary, Full Time	14	13%	0	0%	24	22%	28	26%	30	28%	5	5%	7	6%	56	52%	43	40%	2	2%	7	6%	9	8%	108	
	Academic, Temporary, Part Time	29	5%	1	0%	100	19%	168	32%	173	33%	21	4%	38	7%	285	54%	216	41%	5	1%	24	5%	28	5%	530	
	Total	75	7%	2	0%	199	19%	303	29%	334	32%	42	4%	73	7%	535	52%	426	41%	13	1%	54	5%	58	6%	1028	
2022-2023																											
	Executive/Administrative/Managerial	19	16%	1	1%	14	12%	52	43%	26	22%	3	3%	5	4%	54	45%	62	52%	1	1%	3	3%	6	5%	120	
	Academic, Tenured/Tenure Track	22	10%	1	0%	33	15%	62	28%	87	39%	3	1%	16	7%	93	42%	114	51%	4	2%	13	6%	15	7%	224	
	Academic, Temporary, Full Time	11	10%	0	0%	24	22%	35	32%	27	24%	5	5%	9	8%	63	57%	45	41%	1	1%	2	2%	4	4%	111	
	Academic, Temporary, Part Time	12	5%	1	0%	40	17%	75	32%	80	34%	11	5%	14	6%	156	67%	63	27%	3	1%	11	5%	13	6%	233	
	Total	64	9%	3	0%	111	16%	224	33%	220	32%	22	3%	44	6%	366	53%	284	41%	9	1%	29	4%	38	6%	688	
2021-2022																											
	Executive/Administrative/Managerial	12	10%	0	0%	15	12%	29	24%	50	41%	6	5%	9	7%	32	26%	86	71%	1	1%	2	2%	6	5%	121	
	Faculty and other Instructional Staff	46	6%	0	0%	103	14%	224	30%	293	39%	22	3%	61	8%	350	47%	358	48%	5	1%	36	5%	43	6%	749	
	Total	58	7%	0	0%	118	14%	253	29%	343	39%	28	3%	70	8%	382	44%	444	51%	6	1%	38	4%	49	6%	870	
2020-2021																											
	Executive/Administrative/Managerial	10	14%	0	0%	6	9%	20	29%	30	43%	0	0%	3	4%	32	46%	35	51%	0	0%	2	3%	2	3%	69	
	Faculty and other Instructional Staff	61	7%	3	0%	98	12%	186	23%	405	49%	21	3%	51	6%	410	50%	388	47%	15	2%	12	1%	7	1%	825	
	Total	71	8%	3	0%	104	12%	206	23%	435	49%	21	2%	54	6%	442	49%	423	47%	15	2%	14	2%	9	1%	894	
2019-2020																											
	Executive/Administrative/Managerial	6	10%	0	0%	4	7%	30	50%	15	25%	1	2%	4	7%	32	53%	25	42%	0	0%	3	5%	1	2%	60	
	Faculty and other Instructional Staff	42	5%	7	1%	114	14%	162	20%	369	46%	34	4%	70	9%	387	48%	370	46%	12	2%	29	4%	15	2%	798	
	Total	48	6%	7	1%	118	14%	192	22%	384	45%	35	4%	74	9%	419	49%	395	46%	12	1%	32	4%	16	2%	858	



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Table 6.4 | Reedley College Longitudinal Academic Applicant Pool Data

RC

Fiscal Year	EEO Category	African-American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total	
2023-2024																											
	Executive/Administrative/Managerial	15	9%	0	0%	17	10%	80	48%	45	27%	6	4%	3	2%	97	58%	66	40%	0	0%	3	2%	12	7%	166	
	Academic, Tenured/Tenure Track	15	6%	0	0%	50	19%	103	38%	83	31%	4	1%	15	6%	122	45%	138	51%	2	1%	8	3%	14	5%	270	
	Academic, Temporary, Full Time	15	5%	0	0%	54	19%	138	48%	60	21%	6	2%	12	4%	159	56%	110	39%	3	1%	13	5%	7	2%	285	
	Academic, Temporary, Part Time	19	4%	6	1%	104	21%	128	26%	176	36%	10	2%	41	8%	230	48%	227	47%	5	1%	22	5%	17	4%	484	
	Total	64	5%	6	0%	225	19%	449	37%	364	30%	26	2%	71	6%	608	50%	541	45%	10	1%	46	4%	50	4%	1205	
2022-2023																											
	Executive/Administrative/Managerial	8	11%	0	0%	12	16%	31	42%	19	26%	1	1%	3	4%	36	49%	37	50%	0	0%	1	1%	6	8%	74	
	Academic, Tenured/Tenure Track	12	8%	1	1%	21	13%	69	44%	45	29%	4	3%	5	3%	92	59%	61	39%	1	1%	3	2%	9	6%	157	
	Academic, Temporary, Full Time	13	5%	0	0%	27	11%	135	53%	67	26%	3	1%	11	4%	164	64%	85	33%	1	0%	6	2%	16	6%	256	
	Academic, Temporary, Part Time	14	4%	1	0%	47	14%	126	37%	125	37%	14	4%	13	4%	175	51%	144	42%	6	2%	15	4%	22	6%	340	
	Total	47	6%	2	0%	107	13%	361	44%	256	31%	22	3%	32	4%	467	56%	327	40%	8	1%	25	3%	53	6%	827	
2021-2022																											
	Executive/Administrative/Managerial	8	17%	0	0%	3	6%	15	31%	18	38%	2	4%	2	4%	24	50%	23	48%	0	0%	1	2%	1	2%	48	
	Faculty and other Instructional Staff	40	6%	4	1%	83	13%	304	47%	178	27%	12	2%	29	4%	316	49%	303	47%	7	1%	24	4%	32	5%	650	
	Total	48	7%	4	1%	86	12%	319	46%	196	28%	14	2%	31	4%	340	49%	326	47%	7	1%	25	4%	33	5%	698	
2020-2021																											
	Executive/Administrative/Managerial	12	4%	1	0%	22	8%	170	64%	44	16%	0	0%	18	7%	130	49%	129	48%	0	0%	8	3%	1	0%	267	
	Faculty and other Instructional Staff	52	9%	4	1%	98	16%	196	32%	226	37%	12	2%	20	3%	242	40%	311	51%	11	2%	44	7%	17	3%	608	
	Total	64	7%	5	1%	120	14%	366	42%	270	31%	12	1%	38	4%	372	43%	440	50%	11	1%	52	6%	18	2%	875	
2019-2020																											
	Executive/Administrative/Managerial	25	9%	1	0%	31	11%	117	43%	76	28%	9	3%	16	6%	167	61%	100	36%	0	0%	8	3%	4	1%	275	
	Faculty and other Instructional Staff	53	5%	6	1%	113	11%	265	27%	428	43%	34	3%	85	9%	440	45%	489	50%	11	1%	44	4%	10	1%	984	
	Total	78	6%	7	1%	144	11%	382	30%	504	40%	43	3%	101	8%	607	48%	589	47%	11	1%	52	4%	14	1%	1259	



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Table 6.5 | Madera Community College Longitudinal Academic Applicant Pool Data

MCC

		African-American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
Fiscal Year	EEO Category																									
2023-2024	Executive/Administrative/Managerial	0	0%	0	0%	3	11%	7	26%	11	41%	2	7%	4	15%	12	44%	14	52%	0	0%	1	4%	1	4%	27
	Academic, Tenured/Tenure Track	17	5%	5	1%	52	15%	103	29%	136	38%	13	4%	30	8%	131	37%	201	56%	4	1%	20	6%	21	6%	356
	Academic, Temporary, Full Time	5	3%	1	1%	25	14%	81	45%	54	30%	5	3%	11	6%	88	48%	86	47%	0	0%	8	4%	10	5%	182
	Academic, Temporary, Part Time	34	6%	1	0%	97	18%	170	32%	185	34%	15	3%	36	7%	275	51%	247	46%	4	1%	12	2%	25	5%	538
	Total	56	5%	7	1%	177	16%	361	33%	386	35%	35	3%	81	7%	506	46%	548	50%	8	1%	41	4%	57	5%	1103
2022-2023	Executive/Administrative/Managerial	1	2%	1	2%	9	19%	12	25%	18	38%	1	2%	6	13%	17	35%	27	56%	1	2%	4	8%	4	8%	48
	Academic, Tenured/Tenure Track	7	6%	1	1%	20	16%	65	52%	26	21%	2	2%	4	3%	78	62%	45	36%	1	1%	1	1%	5	4%	125
	Academic, Temporary, Full Time	7	8%	0	0%	16	18%	38	43%	19	21%	3	3%	6	7%	51	57%	33	37%	1	1%	4	4%	6	7%	89
	Academic, Temporary, Part Time	7	4%	1	1%	29	19%	56	36%	56	36%	1	1%	6	4%	91	58%	55	35%	1	1%	9	6%	5	3%	156
	Total	22	5%	3	1%	74	18%	171	41%	119	28%	7	2%	22	5%	237	57%	160	38%	4	1%	18	4%	20	5%	418
2021-2022	Executive/Administrative/Managerial	24	23%	2	2%	9	9%	46	44%	18	17%	3	3%	3	3%	44	42%	58	55%	1	1%	2	2%	3	3%	105
	Faculty and other Instructional Staff	21	5%	1	0%	57	14%	195	49%	95	24%	10	3%	18	5%	218	55%	161	41%	2	1%	16	4%	15	4%	397
	Total	45	9%	3	1%	66	13%	241	48%	113	23%	13	3%	21	4%	262	52%	219	44%	3	1%	18	4%	18	4%	502
2020-2021	Executive/Administrative/Managerial	12	7%	2	1%	32	20%	68	42%	45	28%	1	1%	2	1%	87	54%	74	46%	0	0%	1	1%	2	1%	162
	Faculty and other Instructional Staff	11	4%	1	0%	44	14%	82	26%	120	38%	21	7%	33	11%	153	49%	142	46%	10	3%	7	2%	17	5%	312
	Total	23	5%	3	1%	76	16%	150	32%	165	35%	22	5%	35	7%	240	51%	216	46%	10	2%	8	2%	19	4%	474
2019-2020	Executive/Administrative/Managerial	17	10%	1	1%	25	15%	75	46%	31	19%	4	2%	10	6%	98	60%	63	39%	0	0%	2	1%	6	4%	163
	Faculty and other Instructional Staff	29	7%	2	0%	47	12%	102	25%	169	42%	20	5%	37	9%	213	52%	175	43%	5	1%	13	3%	4	1%	406
	Total	46	8%	3	1%	72	13%	177	31%	200	35%	24	4%	47	8%	311	55%	238	42%	5	1%	15	3%	10	2%	569



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Table 6.6 | District Office Longitudinal Academic Applicant Pool Data

DO

Fiscal Year	EEO Category	African-American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
2023-2024																										
	Executive/Administrative/Managerial	15	14%	0	0%	18	17%	25	23%	33	30%	9	8%	9	8%	42	39%	59	54%	2	2%	6	6%	4	4%	109
	Academic, Tenured/Tenure Track	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Full Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Part Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	15	14%	0	0%	18	17%	25	23%	33	30%	9	8%	9	8%	42	39%	59	54%	2	2%	6	6%	4	4%	109
2022-2023																										
	Executive/Administrative/Managerial	3	5%	0	0%	2	3%	18	31%	27	46%	2	3%	7	12%	25	42%	28	47%	1	2%	5	8%	4	7%	59
	Academic, Tenured/Tenure Track	0	0%	0	0%	0	0%	2	50%	0	0%	0	0%	2	50%	1	25%	2	50%	0	0%	1	25%	0	0%	4
	Academic, Temporary, Full Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Part Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	3	5%	0	0%	2	3%	20	32%	27	43%	2	3%	9	14%	26	41%	30	48%	1	2%	6	10%	4	6%	63
2021-2022																										
	Executive/Administrative/Managerial	7	18%	0	0%	8	21%	9	23%	13	33%	0	0%	2	5%	12	31%	26	67%	0	0%	1	3%	0	0%	39
	Faculty and other Instructional Staff	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	7	18%	0	0%	8	21%	9	23%	13	33%	0	0%	2	5%	12	31%	26	67%	0	0%	1	3%	0	0%	39
2020-2021																										
	Executive/Administrative/Managerial	1	3%	0	0%	16	41%	17	44%	5	13%	0	0%	0	0%	15	38%	24	62%	0	0%	0	0%	5	13%	39
	Faculty and other Instructional Staff	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	1	3%	0	0%	16	41%	17	44%	5	13%	0	0%	0	0%	15	38%	24	62%	0	0%	0	0%	5	13%	39
2019-2020																										
	Executive/Administrative/Managerial	3	10%	0	0%	6	19%	11	35%	10	32%	0	0%	1	3%	20	65%	11	35%	0	0%	0	0%	1	3%	31
	Faculty and other Instructional Staff	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Total	3	10%	0	0%	6	19%	11	35%	10	32%	0	0%	1	3%	20	65%	11	35%	0	0%	0	0%	1	3%	31



Table 7 | Classified New Hire Employee Data

Includes employees that were hired into their first permanent position with the district. This also includes part-time to full-time faculty.
 Does not include part-time faculty hires, provisional or limited-term assignments, student workers, seasonal, or flexible employees.
 Does not include rehires, transfers, or promotions.

Of the new hires, only (1) identified as Hmong, all of whom were hired for classified positions. These hires constitute approximately (1.8%) of the total new classified hires and (20%) of the Asian/Pacific Islander group.

Table 7.1 | Districtwide Classified New Hire Employee Data

DW

EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
Executive/Administrative/Managerial	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	1
Professional Non-Faculty	0	0%	0	0%	1	17%	2	33%	1	17%	0	0%	2	33%	3	50%	3	50%	0	0%	0	0%	0	0%	6
Secretarial/Clerical	0	0%	0	0%	2	18%	4	36%	4	36%	1	9%	0	0%	7	64%	4	36%	0	0%	0	0%	0	0%	11
Service and Maintenance	2	14%	0	0%	0	0%	8	57%	2	14%	1	7%	1	7%	2	14%	12	86%	0	0%	0	0%	0	0%	14
Skilled Crafts	1	50%	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%	1	50%	2
Technical and Paraprofessional	1	5%	0	0%	2	0%	12	63%	3	16%	1	5%	0	0%	11	58%	7	37%	1	5%	0	0%	2	11%	19
Total	4	7.55%	0	0.00%	5	9.43%	27	50.94%	11	20.75%	3	5.66%	3	5.66%	23	43.40%	29	54.72%	1	1.89%	0	0.00%	3	5.66%	53

Table 8 | Academic New Hire Employee Data

Includes employees that were hired into their first permanent position with the district. This also includes part-time to full-time faculty.
 Does not include rehires, transfers, or promotions.

Of the new academic hires, only (5) identified as Hmong and all (5) were part time hires. These hires constitute approximately (1.8%) of the total new academic hires and (20%) of the Asian/Pacific Islander group.

Table 8.1 | Districtwide Academic New Hire Employee Data

DW

EEO Category	African American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
Executive/Administrative/Managerial	0	0%	0	0%	0	0%	4	80%	1	20%	0	0%	0	0%	0	0%	5	100%	0	0%	1	20%	0	0%	5
Academic, Tenured/Tenure Track	1	5%	0	0%	0	0%	6	29%	12	57%	1	5%	1	5%	13	62%	8	38%	0	0%	0	0%	0	0%	21
Academic, Temporary, Full Time	0	0%	0	0%	0	0%	2	40%	3	60%	0	0%	0	0%	3	60%	2	40%	0	0%	0	0%	0	0%	5
Academic, Temporary, Part Time	13	5%	0	0%	25	10%	85	34%	108	44%	5	2%	12	5%	132	53%	113	46%	1	0%	4	2%	5	2%	248
Total	14	5.02%	0	0.00%	25	8.96%	97	34.77%	124	44.44%	6	2.15%	13	4.66%	148	53.05%	128	45.88%	1	0.36%	5	1.79%	5	1.79%	279



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Table 9 | Longitudinal Classified New Hire Employee Data

Table 9.1 | Districtwide Longitudinal Classified New Hire Employee Data

DW

Fiscal Year	EEO Category	African-American/Non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White/Non-Hispanic	Multi-Racial	Unknown	Female	Male	Nonbinary	Unknown	Disability	Total
2023-2024														
	Executive/Administrative/Managerial	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1
	Professional Non-Faculty	0	0%	0	0%	1	17%	2	33%	1	17%	0	0%	6
	Secretarial/Clerical	0	0%	0	0%	2	18%	4	36%	4	36%	1	9%	11
	Service and Maintenance	2	14%	0	0%	0	0%	8	57%	2	14%	1	7%	14
	Skilled Crafts	1	50%	0	0%	0	0%	0	0%	1	50%	0	0%	2
	Technical and Paraprofessional	1	5%	0	0%	2	11%	12	63%	3	16%	1	5%	19
	Total	4	8%	0	0%	5	9%	27	51%	11	21%	3	6%	53
2022-2023														
	Executive/Administrative/Managerial	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%	3
	Professional Non-Faculty	0	0%	0	0%	5	23%	12	55%	4	18%	1	5%	22
	Secretarial/Clerical	1	5%	1	5%	2	9%	14	64%	2	9%	1	5%	22
	Service and Maintenance	1	5%	0	0%	3	14%	12	57%	3	14%	0	0%	21
	Skilled Crafts	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1
	Technical and Paraprofessional	0	0%	0	0%	3	14%	13	59%	5	23%	1	5%	22
	Total	2	2%	1	1%	13	14%	52	57%	17	19%	3	3%	91
2021-2022														
	Executive/Administrative/Managerial	1	9%	1	9%	0	0%	2	18%	6	55%	0	0%	11
	Professional Non-Faculty	0	0%	0	0%	5	20%	12	48%	5	20%	1	4%	25
	Secretarial/Clerical	2	10%	0	0%	2	10%	12	60%	3	15%	1	5%	20
	Service and Maintenance	0	0%	0	0%	2	10%	15	71%	3	14%	0	0%	21
	Skilled Crafts	0	0%	0	0%	0	0%	2	67%	1	33%	0	0%	3
	Technical and Paraprofessional	0	0%	1	4%	3	11%	19	68%	5	18%	0	0%	28
	Total	3	3%	2	2%	12	11%	62	57%	23	21%	2	2%	108
2020-2021														
	Executive/Administrative/Managerial	1	13%	0	0%	0	0%	2	25%	4	50%	0	0%	8
	Professional Non-Faculty	0	0%	0	0%	3	13%	12	50%	7	29%	1	4%	24
	Secretarial/Clerical	1	4%	0	0%	1	4%	14	58%	7	29%	1	4%	24
	Service and Maintenance	0	0%	0	0%	4	17%	14	61%	4	17%	0	0%	23
	Skilled Crafts	0	0%	0	0%	0	0%	2	67%	1	33%	0	0%	3
	Technical and Paraprofessional	0	0%	0	0%	0	0%	12	60%	5	25%	1	5%	20
	Total	2	2%	0	0%	8	8%	56	55%	28	27%	3	3%	102
2019-2020														
	Executive/Administrative/Managerial	1	9%	0	0%	0	0%	5	45%	4	36%	0	0%	11
	Professional Non-Faculty	0	0%	0	0%	2	13%	8	50%	4	25%	1	6%	16
	Secretarial/Clerical	2	9%	0	0%	1	5%	12	55%	6	27%	1	5%	22
	Service and Maintenance	0	0%	0	0%	3	17%	11	61%	4	22%	0	0%	18
	Skilled Crafts	0	0%	0	0%	0	0%	2	67%	1	33%	0	0%	3
	Technical and Paraprofessional	0	0%	0	0%	0	0%	6	55%	3	27%	1	9%	11
	Total	3	4%	0	0%	6	7%	44	54%	22	27%	3	4%	81

Table 10 | Longitudinal Academic New Hire Employee Data

Table 10.1 | Districtwide Longitudinal Academic New Hire Employee Data

DW

Fiscal Year	EEO Category	African-American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total
2023-2024																										
	Executive/Administrative/Managerial	0	0%	0	0%	0	0%	4	80%	1	20%	0	0%	0	0%	0	0%	5	100%	0	0%	0	0%	0	0%	5
	Academic, Tenured/Tenure Track	1	5%	0	0%	0	0%	6	29%	12	57%	1	5%	1	5%	13	62%	8	38%	0	0%	0	0%	0	0%	21
	Academic, Temporary, Full Time	0	0%	0	0%	0	0%	2	40%	3	60%	0	0%	0	0%	3	60%	2	40%	0	0%	0	0%	0	0%	5
	Academic, Temporary, Part Time	13	5%	0	0%	25	10%	85	34%	108	44%	5	2%	12	5%	132	53%	113	46%	1	0%	0	0%	5	2%	248
	Total	14	5%	0	0%	25	9%	97	35%	124	44%	6	2%	13	5%	148	53%	128	46%	1	0%	0	0%	5	2%	279
2022-2023																										
	Executive/Administrative/Managerial	1	10%	0	0%	6	60%	1	10%	1	10%	0	0%	1	10%	8	80%	2	20%	0	0%	0	0%	1	10%	10
	Academic, Tenured/Tenure Track	0	0%	0	0%	1	5%	6	30%	11	55%	1	5%	1	5%	12	60%	8	40%	0	0%	0	0%	1	5%	20
	Academic, Temporary, Full Time	2	15%	0	0%	1	8%	1	8%	7	54%	0	0%	2	15%	4	31%	8	62%	0	0%	1	8%	0	0%	13
	Academic, Temporary, Part Time	5	2%	0	0%	19	9%	81	37%	91	41%	9	4%	16	7%	102	46%	115	52%	1	0%	3	1%	7	3%	221
	Total	8	3%	0	0%	27	10%	89	34%	110	42%	10	4%	20	8%	126	48%	133	50%	1	0%	4	2%	9	3%	264
2021-2022																										
	Executive/Administrative/Managerial	3	21%	0	0%	3	21%	4	29%	4	29%	0	0%	0	0%	9	64%	5	36%	0	0%	0	0%	0	0%	14
	Faculty and other Instructional Staff	5	7%	0	0%	3	4%	21	28%	41	54%	2	3%	4	5%	39	51%	36	47%	0	0%	1	1%	0	0%	76
	Total	8	9%	0	0%	6	7%	25	28%	45	50%	2	2%	4	4%	48	53%	41	46%	0	0%	1	1%	0	0%	90
2020-2021																										
	Executive/Administrative/Managerial	1	17%	0	0%	1	17%	1	17%	3	50%	0	0%	0	0%	3	50%	3	50%	0	0%	0	0%	0	0%	6
	Faculty and other Instructional Staff	3	5%	1	2%	2	4%	15	26%	29	51%	4	7%	3	5%	31	54%	26	46%	0	0%	0	0%	0	0%	57
	Total	4	6%	1	2%	3	5%	16	25%	32	51%	4	6%	3	5%	34	54%	29	46%	0	0%	0	0%	0	0%	63
2019-2020																										
	Executive/Administrative/Managerial	0	0%	0	0%	2	40%	1	20%	2	40%	0	0%	0	0%	2	40%	3	60%	0	0%	0	0%	0	0%	5
	Faculty and other Instructional Staff	1	3%	0	0%	3	9%	8	23%	18	51%	2	6%	3	9%	22	63%	13	37%	0	0%	0	0%	0	0%	35
	Total	1	3%	0	0%	5	13%	9	23%	20	50%	2	5%	3	8%	24	60%	16	40%	0	0%	0	0%	0	0%	40



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Table 10.2 | Districtwide Longitudinal Academic New Hire Employee Data - Including Part-Time Faculty

DW

Includes full-time and part-time faculty.
Only includes new hires, not transfers or promotions/demotions.

Fiscal Year	EEO Category	African-American/Non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White/Non-Hispanic		Multi-Racial		Unknown		Female		Male		Nonbinary		Unknown		Disability		Total	
2023-2024																											
	Executive/Administrative/Managerial	0	0%	0	0%	0	0%	4	80%	1	20%	0	0%	0	0%	0	0%	5	100%	0	0%	0	0%	0	0%	5	
	Academic, Tenured/Tenure Track	1	5%	0	0%	0	0%	6	29%	12	57%	1	5%	1	5%	13	62%	8	38%	0	0%	0	0%	0	0%	21	
	Academic, Temporary, Full Time	0	0%	0	0%	0	0%	2	40%	3	60%	0	0%	0	0%	3	60%	2	40%	0	0%	0	0%	0	0%	5	
	Academic, Temporary, Part Time	13	5%	0	0%	25	10%	85	34%	108	44%	5	2%	12	5%	132	53%	113	46%	1	0%	0	0%	5	2%	248	
	Total	14	5%	0	0%	25	9%	97	35%	124	44%	6	2%	13	5%	148	53%	128	46%	1	0%	0	0%	5	2%	279	
2022-2023																											
	Executive/Administrative/Managerial	1	10%	0	0%	6	60%	1	10%	1	10%	0	0%	1	10%	8	80%	2	20%	0	0%	0	0%	1	10%	10	
	Academic, Tenured/Tenure Track	0	0%	0	0%	1	5%	6	30%	11	55%	1	5%	1	5%	12	60%	8	40%	0	0%	0	0%	1	5%	20	
	Academic, Temporary, Full Time	2	15%	0	0%	1	8%	1	8%	7	54%	0	0%	2	15%	4	31%	8	62%	0	0%	1	8%	0	0%	13	
	Academic, Temporary, Part Time	5	2%	0	0%	19	9%	81	37%	91	41%	9	4%	16	7%	102	46%	115	52%	1	0%	3	1%	7	3%	221	
	Total	8	3%	0	0%	27	10%	89	34%	110	42%	10	4%	20	8%	126	48%	133	50%	1	0%	4	2%	9	3%	264	
2021-2022																											
	Executive/Administrative/Managerial	3	21%	0	0%	3	21%	4	29%	4	29%	0	0%	0	0%	9	64%	5	36%	0	0%	0	0%	0	0%	14	
	Faculty and other Instructional Staff	23	5%	0	0%	60	13%	120	25%	233	49%	14	3%	27	6%	251	53%	221	46%	0	0%	5	1%	15	3%	477	
	Total	26	5%	0	0%	63	13%	124	25%	237	48%	14	3%	27	5%	260	53%	226	46%	0	0%	5	1%	15	3%	491	
2020-2021																											
	Executive/Administrative/Managerial	1	17%	0	0%	1	17%	1	17%	3	50%	0	0%	0	0%	3	50%	3	50%	0	0%	0	0%	0	0%	6	
	Faculty and other Instructional Staff	21	5%	1	0%	61	14%	105	23%	224	50%	16	4%	20	4%	242	54%	205	46%	0	0%	1	0%	0	0%	448	
	Total	22	5%	1	0%	62	14%	106	23%	227	50%	16	4%	20	4%	245	54%	208	46%	0	0%	1	0%	0	0%	454	
2019-2020																											
	Executive/Administrative/Managerial	0	0%	0	0%	2	40%	1	20%	2	40%	0	0%	0	0%	2	40%	3	60%	0	0%	0	0%	0	0%	5	
	Faculty and other Instructional Staff	11	3%	0	0%	58	14%	109	26%	214	51%	11	3%	18	4%	229	54%	191	45%	0	0%	3	1%	0	0%	421	
	Total	11	3%	0	0%	60	14%	110	26%	216	51%	11	3%	18	4%	231	54%	194	46%	0	0%	3	1%	0	0%	426	



SCCCD Dedication to Diversity & EEO 2025 Annual Report

Table 10.3 | Districtwide Longitudinal Academic New Hire Employee Data - Only Part-Time Faculty

DW

Includes part-time faculty.

Only includes new hires, not transfers or promotions/demotions.

Fiscal Year	EEO Category	African-	American	Asian/Pacific	Hispanic	White/Non-	Multi-Racial	Unknown	Female	Male	Nonbinary	Unknown	Disability	Total
2023-2024	Academic, Tenured/Tenure Track	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Full Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Part Time	13	5%	0	0%	25	10%	85	34%	108	44%	5	2%	12
	Total	13	5%	0	0%	25	10%	85	34%	108	44%	5	2%	248
2022-2023	Academic, Tenured/Tenure Track	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Full Time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Academic, Temporary, Part Time	5	2%	0	0%	19	9%	81	37%	91	41%	9	4%	16
	Total	5	2%	0	0%	19	9%	81	37%	91	41%	9	4%	221
2021-2022	Faculty and other Instructional Staff	18	4%	0	0%	57	14%	99	25%	192	48%	12	3%	23
	Total	18	4%	0	0%	57	14%	99	25%	192	48%	12	3%	401
2020-2021	Faculty and other Instructional Staff	18	5%	0	0%	59	15%	90	23%	195	50%	12	3%	17
	Total	18	5%	0	0%	59	15%	90	23%	195	50%	12	3%	391
2019-2020	Faculty and other Instructional Staff	10	3%	0	0%	55	14%	101	26%	196	51%	9	2%	15
	Total	10	3%	0	0%	55	14%	101	26%	196	51%	9	2%	386



Appendix B: EEO Committee Memo to Chancellor on BOT Resolutions and Approved Resolutions in 2024-2025



State Center Community College District
Human Resources

1171 Fulton Street
Fresno, CA 93721

TEL: 559-243-7100
FAX: 559-499-6007

Memorandum

To: Dr. Carole Goldsmith, Chancellor Date: 01/16/2023
From: Districtwide EEO Committee
Re: Board Resolutions for Diversity, Equity, Justice and Inclusion

The districtwide EEO Advisory Committee is committed to supporting the District's efforts towards diversity, inclusion, and anti-racism. Several Board Resolutions have been presented in the recent past which highlight the District's charge including:

- Board Resolution No. 2022.25: Recognition of Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual+ (LGBTQIA+) Pride Month
- Board Resolution No. 2021.16: Condemning Hate Crimes Targeting Asian Americans
- Board Resolution No. 2021.14: Diversity, Equity and Inclusion Awareness Month

These resolutions have a wonderful way of bringing awareness to marginalized communities, to publicly committing to safety and inclusion, and to affirming connection. This inspired this committee to encourage more resolutions affirming these pledges.

As you and the Board demonstrate, inclusion does not happen by accident and showing collective action of approving a resolution is a public statement to our District's values. It is also an opportunity to invite members of the communities being recognized by a resolution to speak on their experience as a student, staff, or administrator and to amplify their voice as a member of our District.

We hope that you will consider putting forth more resolutions honoring diversity, equity, justice, and inclusion, and the EEO Advisory Committee is prepared to help in making recommendations for future resolutions. We would welcome an opportunity to meet with you to discuss our ideas.



State Center Community College District
Human Resources

1171 Fulton Street
Fresno, CA 93721

TEL: 559-243-7100
FAX: 559-499-6007

Memorandum

To: Dr. Carole Goldsmith, Chancellor Date: 4/5/2023

From: Districtwide EEO Committee

Re: Calendar of Recognition and Resolutions Promoting
Diversity, Equity, Inclusion, Accessibility and Justice

The districtwide EEO Advisory Committee is excited to present some sample Board Resolutions and activities celebrating diversity in our community and workforce.

	Potential Celebrations	Potential Activities – approx. 10 mins
January	<ul style="list-style-type: none"> International Day of Education (1/24) World Braille Day (1/4) 	<ul style="list-style-type: none"> Invite a scholarship recipient to speak on how education has empowered them Demo on braille converter, voice to text converter or screen reader or BOT agenda in braille
February	<ul style="list-style-type: none"> World Hijab Day (2/1) International Day of Women & Girls in Science (2/11) Black History Month Lunar New Year (rotates, usually Jan/Feb) 	<ul style="list-style-type: none"> Hijab demonstration/presentation Invite a faculty or student to present on being a woman in STEM Invite Fresno Metro Black Chamber of Commerce or Black History Museum or Black Faculty & Staff org Invite Asian American Club-they do Lion Dance, paper crane folding or Asian American Faculty & Staff Association
March	<ul style="list-style-type: none"> International Transgender Day of Visibility (3/31) Deaf History Month Women's History Month 	<ul style="list-style-type: none"> Invite Allied Faculty & Staff Association or local community groups Invite our deaf faculty or students to present Invite Fresno Co. Women's Chamber of Commerce or honor a local woman who is making a difference in our community
April	<ul style="list-style-type: none"> National American Sign Language Day (4/15) Armenian Genocide Remembrance Day (4/24 only in CA) Diversity Month 	<ul style="list-style-type: none"> Invite our deaf faculty or student clubs to present Invite Armenian Museum or Cultural Conservancy Invite Equity Directors to present
May	<ul style="list-style-type: none"> Jewish American Heritage Month AAPI & Desi Heritage Month Mental Health Awareness Month 	<ul style="list-style-type: none"> Invite Jewish Federation of Cen Cal Invite Asian American Club-they do activities like Lion Dance and paper crane folding or Asian American Faculty & Staff Association to speak on their activities Invite Psych Coordinators to speak

June	<ul style="list-style-type: none"> • Juneteenth • LGBTQIA+ Pride Month 	<ul style="list-style-type: none"> • Invite Fresno Juneteenth Festival organizer • Invite Pride Parade organizer or a local drag queen or Allied Faculty & Staff group
July	<ul style="list-style-type: none"> • Islamic New Year (7/8/24) 	<ul style="list-style-type: none"> • Invite Islamic Cultural Center to explain significance & practices or Muslim Student Assoc (CCC, FCC)
August	<ul style="list-style-type: none"> • Women's Equality Day (8/26) 	<ul style="list-style-type: none"> • Invite Fresno Co. Women's Chamber of Commerce or honor a local woman who is making a difference in our community – especially if an alumni or staff
September	<ul style="list-style-type: none"> • Hispanic/Latinx Heritage Month (Sept/Oct) 	<ul style="list-style-type: none"> • Invite Latino Faculty & Staff org
October	<ul style="list-style-type: none"> • Disability Awareness Month • Filipino American History Month • Diwali 	<ul style="list-style-type: none"> • Invite DSPS Directors or a notable student • Invite Von Torres to recite a poem • Invite Central CA Society of India to share significance & traditions of Diwali
November	<ul style="list-style-type: none"> • Native American Heritage Month • World Kindness Day (11/13) 	<ul style="list-style-type: none"> • Invite Native American student club or dance performance • Invite someone to share some simple ideas to spread kindness
December	<ul style="list-style-type: none"> • International Migrants Day (12/10) • Human Rights Day (12/10) 	<ul style="list-style-type: none"> • Campus DREAM Centers • Open calls for art submissions on human rights with a small showing at the meeting

August 2024

[Resolution 2024.46 Women's Equality Day](#)

September 2024

[Resolution 2024.47 Commemoration of Support for National Hispanic Heritage Month](#)

October 2024

[Resolution 2024.53 Indigenous People's Day](#)

November 2024

[Resolution 2024.56 World Kindness Day](#)

December 2024

[Resolution 2024.65 Respectful Treatment of All Persons](#)

[Resolution 2024.66 Commemoration of Human Rights Day](#)

[Resolution 2024.67 Commemoration of International Migrants Day](#)

January 2025

[Resolution 2025.04 Recognition of Human Trafficking Prevention Month](#)

February 2025

[Resolution 2025.06 Commemoration of Black History Month](#)

[Resolution 2025.07 Commemoration of Day of Remembrance of Japanese American Incarceration](#)

March 2025

[Resolution 2025.10 Commemoration of International Transgender Day of Visibility](#)

[Resolution 2025.13 Commemoration of Women's History Month](#)

April 2025

[Resolution 2025.16 Commemoration of Armenian Genocide Remembrance Day](#)

[Resolution 2025.17 Commemoration of Diversity Month](#)

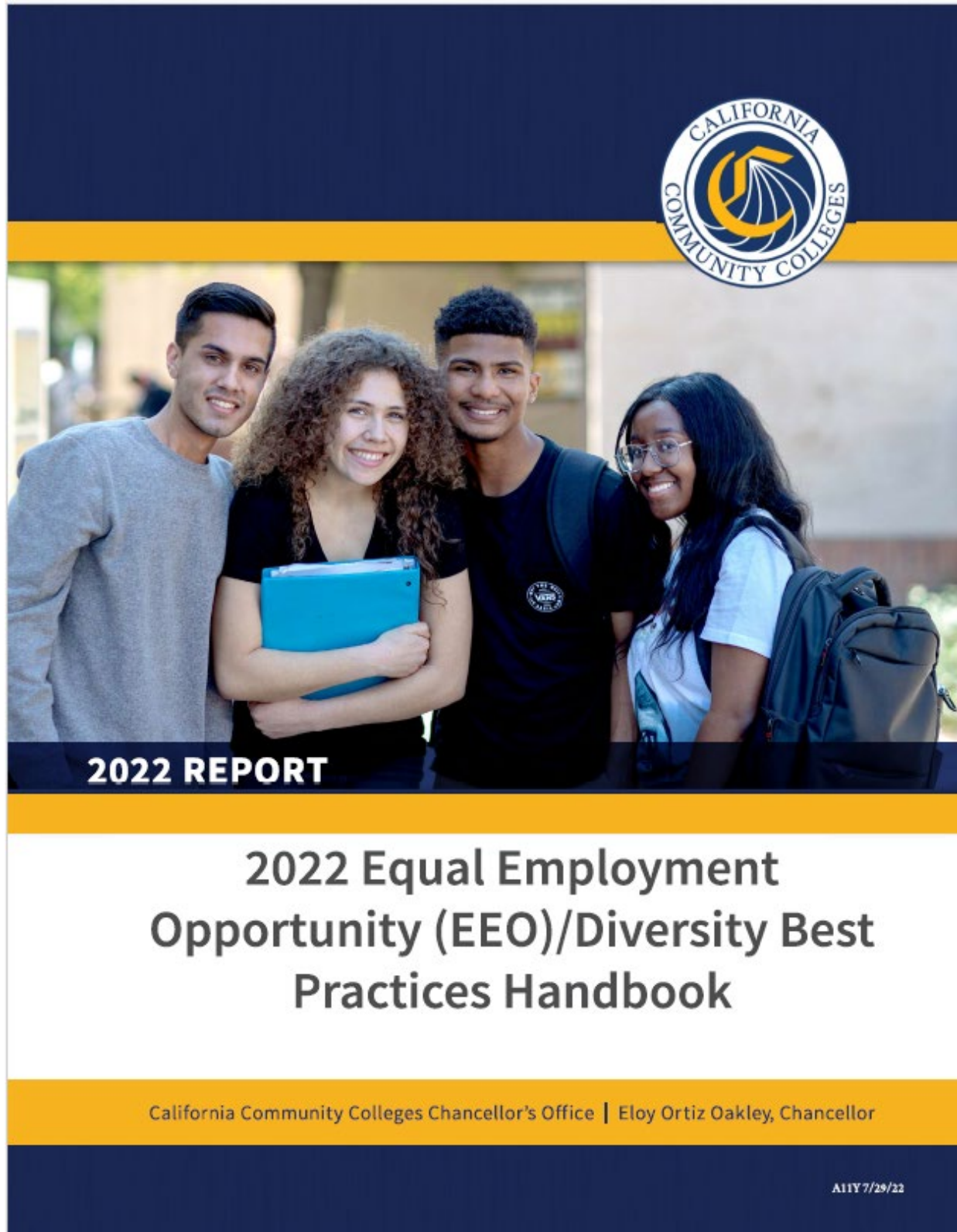
May 2025

[Resolution 2025.20 AANHPI Heritage Month](#)

[Resolution 2025.21 Commemoration of Mental Health Awareness](#)

[Resolution 2025.22 Commemoration of the International Day Against Homophobia, Biphobia, and Transphobia \(IDAHOBIT\)](#)

Appendix C: CCCC EEO/Diversity Best Practices Handbook (2022)



⁹ <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/cccco-eereport-062022-a11y.pdf?la=en&hash=058FE2BE64503C9FEE2FF37E8E0BFB04F2ED5346>

Appendix D: CCCC EEO Ten Point Plan for Faculty Diversity Hiring (2023)



2023

Equal Employment Opportunity (EEO) 10-Point Plan for Faculty Diversity Hiring

California Community Colleges Chancellor's Office

5/25/2023

10

¹⁰ https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Institutional-Effectiveness/Memos/CCCCO_EEO_10PointPlan.pdf

Appendix E: CCCCC EEO Grants (2023-2025)



California
Community
Colleges

MEMORANDUM

April 14, 2023

Via Email

TO: Chief Executive Officers
Chief Human Resources Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers

FROM: Dr. Abdimalik Buul, Visiting Executive of Educational Excellence and Equal Employment Opportunity Program

CC: Dr. Daisy Gonzales, Interim Chancellor
Dr. Lizette Navarette, Interim Deputy Chancellor
Dr. Siria Martinez, Assistant Vice Chancellor, Student Equity and Success

RE: Notification of Intent to Award for FY 2023-25 Equal Employment Opportunities (EEO) Innovative Best Practices Grants

This memorandum is a formal notification of the intent to award the Equal Employment Opportunities Innovative Best Practices Grants (EEO IBP Grants) by the Chancellor's Office Institutional Effectiveness Division (IE) and the Office of the General Counsel (OGC).

Due to the competitive nature and the quality of applications, as well as the ongoing commitment to incentivize local innovation and creativity, the Chancellor's Office has allocated additional funding for this grant fund. As a result, the Chancellor's Office is proudly awarding a total of \$5,651,806 in EEO IBP grant awards to a total of 21 districts.

Pending Board of Governor's approval, as well as the availability of funds, grant commencement will be June 1, 2023. These grants will not be formally awarded until after Board of Governors' approval, and institutions included in this notification should not make public statements indicating the receipt of funding until after Board of Governors' approval. A list of the awarded project applications and the funding amount can be found in the "Intent to Award" table on pages 2 and 3.

Grant Overview

The EEO IBP Grants are awarded to California community college districts to aid institutions that pilot or create innovative DEIA-minded practices related to EEO in the categories of Pre-Hiring Interventions, Post-Hiring Interventions, and Diversity Promising Interventions. The goals of the EEO IBP Grants are twofold:

1. To incentivize local innovation and support the advancement of innovative Diversity, Equity, Inclusion, and Accessibility (DEIA)-minded practices in the EEO areas of pre-hiring, post-hiring, and diversity promising retention practices.

Chancellor's Office, Institutional Effectiveness Division
1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

A11Y 4/13/23

Appendix F: SCCC 2024-2025 DEIA Events & Learning

August 2024

RC: Flex Day Presentation – Supporting Mental Health
CCC: Back to School Mass
CCC: Day of Kindness
CCC: Fall 2024 Rainbow Welcome Mixer

September 2024

RC: RAD Women's Self Defense Class
RC: Overcoming Mental Health Stigma Event for HSI Week
CCC: Club Rush
CCC: Networking Workshop
CCC: Presidential Debate Watch Party
CCC: Dia De Cultura
CCC: Cine Fiesta
CCC: Noche de Baile

October 2024

RC: Send Silence Packing (Suicide Prevention) Outreach Event
RC: World Mental Health Day Outreach Event
CCC: Guest Speaker Author/Journalist Mark Arax
CCC: UFW Presentation
CCC: Recognizing Domestic Violence
CCC: ¡Juntos Podemos Celebration!
CCC: Poet Denice Frohman

November 2024

RC: Self-Care and Gratitude Workshop for TRIO Students
RC: Friendsgiving
CCC: Veteran Student Panel
CCC: Veteran's Resource Panel
CCC: Share the Warmth Winter Drive
CCC: First Generation Day Celebration
CCC: BAASE Soul-to-Soul Fall Mixer

December 2024

RC: Safe Space Training
RC: Healing and Reflection: Post Election Dialogue with Students and Staff
CCC: Open Mic Poetry Reading
CCC: RAD Women's Self Defense Classes

January 2025

FCC: Know Your Rights - Immigrants' Rights Virtual Event
RC: Choinumni Monument Dedication & Resource Fair
CCC: MLK Day – The Intersection of Immigration and Civil Rights
CCC: South Asian Processing Group (recurring)
CCC: Welcome Black

February 2025

FCC: Black History Month Opening Day Ceremony
FCC: Economic Prosperity Workshop – Real Estate Education for the Black Community
FCC: Black History Month Read-In
FCC: Sistah Circle: Black Women & The Labor Movement
FCC: Barbershop: Relationships vs Situationships
FCC: Tech and Trades Workshop
FCC: Workshop presented by the Black Farmers Association & The Sweet Potato Project
FCC: Black History Month Closing Ceremony
FCC: Speakers Forum: Harambee's Mental Health Conference
RC: African Drummers
RC: Healthy Relationships Student Group (Recurring)
CCC: BAASE Movie Night
CCC: Black History Month Opening Ceremony
CCC: Grief and Loss Processing Group
CCC: Black History Month: Cocoa & Culture
CCC: Rainbow Welcome
CCC: Black History Month: Embracing our Shared Stories – Campus Field trip to Colonel Allensworth
CCC: Black History Month: Treat Yourself to Some Self-Care
CCC: Black History Month: Sound Bath Experience with Sound for the People
CCC: Black History Month: 7th Annual African American Read-In
CCC: BAASE Movie Night

March 2025

FCC: Opening Day Ceremonies: Celebrating International Women's Day
FCC: Panel Discussion on Women and Health
FCC: West Fresno Center: Women Focused Community Outreach
FCC: Presentation from Central Valley Justice Coalition on Human Trafficking
FCC: International Program Holi Event
FCC: History Club Movie Night
FCC: Speakers Forum Presents Chamique Holdsclaw
FCC: Sikhi & Gender Equality Panel Discussion
FCC: Spring Diversity Day 2025 – Reclaiming Our Voices
RC: Film Screening: The First Rainbow Coalition
RC: 15th Annual Padres Como Compañeros Conference
CCC: Ash Wednesday
CCC: Women's History Month: Virtual Talk featuring Bianca Mabute-Louie
CCC: Women's Resource and Vendor Fair
CCC: LGBTQ+ Education Panel
CCC: Black History: About the Black Panthers
CCC: Professional Headshot Event

April 2025

FCC: Beyond Consent Virtual Workshop
FCC: International Program Holi Event
FCC: Together We Act, United We Change – Resource Fair
FCC: Earth Day Cross Campus Colloquium

FCC: NAISE Earth Day
FCC: Wellness Wednesday
FCC: Asian Fest Vendor Fair
FCC: Take Back the Night
FCC: A Conversation with Dolores Huerta
FCC: Earth Day Event
RC: Mental Health Awareness Workshop
RC: Community Health and Wellness Fair
RC: Cesar Chavez Day – Guest Speaker: Andres Chavez
RC: Healthy Relationships Student Group (Recurring)
RC: Rainbow Brunch
RC: Men’s Engagement & Network Summit
RC: Soul – Cream Social Black Student Success Week
RC: Campus Clean-Up for Earth Day
RC: DSP&S Job and Life Skills Workshop
RC: Black Student Success Week/Affinity Groups Event
RC: Commemoration of the 110th Anniversary of the Armenian Genocide
CCC: “The Hunting Ground” Documentary
CCC: Asian American Heritage Festival
CCC: Sexual Resource Fair
MCC: Remembering the 110th Anniversary of the Armenian Genocide

May 2025

RC: Mental Health Awareness Day
RC: A Reading and Talk by Gabrielle Zevin, Author of Tomorrow and Tomorrow and Tomorrow
RC: Asian American and Pacific Islander Heritage Month Celebration
RC: BFSA Student Recognition Ceremony
RC: Lavender Graduation Celebration
RC: Latino Graduation Celebration
RC: DSP&S Recognition Ceremony
RC: Asian and Pacific Islander Student Achievement Celebration
RC: EOPS Graduation BBQ
CCC: Know your Rights for Students
MCC: Cinco de Mayo Celebration

June 2025

Events not limited to one month

DO: HR Office Hours on campuses
DO: Classified Leadership with a Guided Pathway Lens
DO: EEO Training for Search Committees
DO: Onboarding training in Vision Resource Center, “I Don’t See Color” assigned to all new hires

Appendix G: Training Resources

- ACCT Trustee Education Resources: <https://www.acct.org/resources>
- ACHRO/EEO DEI Taskforce Hiring Strategies & Recommendations: <http://achroeeo.com/diversity-equity-and-inclusion/>
- American Psychological Association Inclusive Language Guide <https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines>
- ASCCC Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Tools: <https://asccc.org/asccc-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-tools>
- ASCCC Model Hiring Principles & Procedures: <https://ccconlineed.instructure.com/courses/5733>
- CCCCCO EEO: <https://www.cccco.edu/About-Us/diversity-equity-inclusion>
- CCCCCO Memo for New EEO Plan Regulations: [EEO NEW PLAN REGULATIONS](#)
- CCCCCO Vision for Success: <https://www.cccco.edu/About-Us/Vision-2030>
- CCLC Papers, Reports, Publications & Data Center: <https://ccleague.org/>
- SCCCJ JEDI/EEO webpage: <https://www.scccd.edu/about/diversity-equal-employment-opportunity-and-non-discrimination.html>
- SCCCJ F.I.T. Program: <https://www.scccd.edu/departments/human-resources/faculty-in-training>
- SCCCJ Research & Institutional Effectiveness: <https://www.scccd.edu/departments/educational-services-and-institutional-effectiveness/research-and-institutional-effectiveness/index.html>
- Vision Resource Center: <https://visionresourcecenter.cccco.edu/> Modules: “I Don’t See Color, I Just See People: Becoming Culturally Competent”, “EEO Data Plan Analyses”, “Equitable Hiring Practices”, “Equity Centered Counseling Foundations”

Appendix H: Job Advertising Venues and Community Partners

Ongoing Advertising Venues

Chronicle.com
CCJN.org
ComunnityColleges.AcademicKeys.com
VeteransinHigherEd.com
CCJobsNow.com
HBCUconnect.com
NativeAmericansinHigherEd.com
HigherEdJobs.com
LGBTinHigherEd.com
Communitycollegecareerconnect.com
Edjoin.org
CCJobs.com
HispanicsinHigherEd.com
DisabledInHigherEd.com
InsideHigherEd.com
WomenAndHigherEd.com
AsiansInHigherEd.com
BlacksInHigherEd.com
CommunityCollegeJobs.com
HACU.net
A2mendjobs.com

Special Advertising Venues Utilized This Year

cccollegas.org
HealthFacultyJobs.com
LinkedIn
Indeed.com
adasci.org

CAEYC.org
IEEE.org

NursingFacultyJobs.com
HealthFacultyJobs.com
Go Law Enforcement
Deaf Digest
911 Media
Discover Policing
California Association of Student Financial
Aid Administrators (CASFAA)
National Association of Student Financia
Aid Advertising (NASFAA)
Careers In Government
Dice Career Solutions
California Association of School Business
Officials (CASBO)

Community Partners

Central Valley Black Nurses
Central Valley Regional Center
Fresno Area Hispanic Foundation
Fresno Japanese American League
Integrated Mental Health Housing and
Recovery
Mosqueda Community Center
National Association of Women in
Construction
Sikh Institute Fresno
Valley LEAP (Latino Environmental
Advancement Project)

Appendix I: CCCCCO EEO Plan Regulatory Changes (Title 5)



MEMORANDUM

January 6, 2023

| Via Email

TO: Chief Executive Officers
Chief Business Officers
Chief Human Resource Officers

FROM: Abdimalik Buul, Ed.D., Visiting Executive of Educational Excellence and Equal Employment Opportunity Program

RE: New Equal Employment Opportunity Program Regulations & Model EEO Plan

Summary

In July of 2021, the Board of Governors of the California Community Colleges adopted new Equal Employment Opportunity (EEO) regulations to provide the necessary framework for more robust and accountable EEO programs. Since that time, the Chancellor's Office had been waiting on approval from the Department of Finance (DOF) in order to implement the regulations and begin requiring community college districts to draft new EEO plans consistent with the requirements of the new regulations. As the delay occasioned by the DOF review continued, districts that were due to submit a new EEO plan were in the untenable position of expending the time and resources necessary to prepare a new EEO plan despite the real possibility that those plans would be obsolete as soon as the DOF approval of the new regulations came through. As a temporary remedy to that situation, on or about February 22, 2022, the Chancellor's Office provided a 9-month extension to all districts for submission of their EEO plans. Prior to the expiration of this 9-month extension, DOF approved the EEO regulations, which became effective on October 20, 2022. Consistent with title 5, section 52010, districts should implement revised written policies and procedures required by these regulations within 180 days of their effective date, or April 18, 2023.

Because the newly adopted EEO regulations have made a number of substantive changes to EEO program requirements, and because the Chancellor's Office has created a new model EEO plan to incorporate those changes into district EEO plans, we are issuing this memo to highlight the new EEO requirements as well as provide additional information regarding EEO plan submission timelines, funding, and other issues related to compliance with EEO program requirements.

New Equal Employment Opportunity Program Regulations & Model EEO Plan
January 6, 2022

Significant Changes to EEO Regulations

Below are the most significant changes to the EEO regulations, which became effective as of October 20, 2022, and may be accessed through this [link](#).

- Requirement that community college districts adopt a policy statement consistent with Sections 51200 and 51201 of title 5 of the California Code of Regulations. (5 C.C.R. § 53002)
- Process for drafting and adopting EEO plans to be substantially changed (5 C.C.R. § 53003) **(specifics to be provided below)**
- Requirement that district EEO advisory committees, which assist in the drafting of EEO plans, be composed of a diverse membership and include members from district stakeholder groups, including, but not limited to, students, faculty, and classified staff. Members of the district EEO advisory committees as well as members of the district governing board shall receive anti-discrimination training as specified. (5 C.C.R. § 53005)
- Requirement that district's conduct longitudinal analysis of district employment trends as specified. (5 C.C.R. § 53006)
- Requirement that job announcements, where applicable, indicate the possibility of meeting minimum qualifications through equivalency. (5 C.C.R. § 53022)
- Requirement that districts conduct an initial demographic review of the qualified applicant pool before the application deadline closes, and, if necessary, extend the search period as specified. (5 C.C.R. § 53023)
- Listing of additional strategies for achieving institutional diversity goals that district's may utilize in their EEO plans. (5 C.C.R. § 53024.1)
- Process for annual certification of compliance with EEO requirements and amendments to the Chancellor's enforcement authority. (5 C.C.R. § 53024.2)
- Requirement that complaints alleging a violation of the EEO regulations be handled in the same manner as complaints of unlawful discrimination, pursuant to Section 59300, *et seq.* (5 C.C.R. § 53026)
- Annual expenditure report becomes part of the annual certification process. (5 C.C.R. § 53034 repealed)

Specific Changes to the EEO Plan Requirements

As mentioned above, in addition to other new requirements found in various regulatory amendments, the requirements for drafting and submitting EEO plans have significantly changed. These changes include the following:

- District governing boards must review and adopt the EEO plan at a regular meeting where the plan is considered as a separate action item and not part of the consent agenda. (5 C.C.R. § 53003(a)(2))

New Equal Employment Opportunity Program Regulations & Model EEO Plan

January 6, 2022

- A district's draft EEO plan must be submitted to the Chancellor for review at least 90 days prior to its adoption. The governing board must consider the Chancellor's comments on the draft EEO plan, if any, prior to adoption. (5 C.C.R. § 53003(a)(4))
- A district must review its EEO plan and assess progress toward EEO program goals on an annual basis. This review must take place during a regular meeting of the governing board and, should district goals not be met, the district must adopt revisions specifying the efforts it will make to meet those goals. (5 C.C.R. § 53003(b))
- EEO plans must include specific pre-hiring, hiring, and post-hiring EEO strategies the district intends to implement each year over the life of the EEO plan. These strategies may be taken from Section 53024.1 or other effective practices. In addition, the EEO plan must identify timetables for the implementation of the selected strategies. (5 C.C.R. § 53003(c)(1), (2)) (***Incorporation of the Multiple Methods into the EEO Plan***)
- Districts must utilize data from reliable public and private sources to determine whether monitored groups are underrepresented within district job categories. ((5 C.C.R. § 53003(c)(9))
- Districts must post a copy of their EEO plans on the district's website. ((5 C.C.R. § 53003(d))

Resources for Designing Robust EEO Programs and Effective EEO Plans

In order to assist community college districts to comply with their obligations under the new regulations, and particularly with respect to the new EEO plan requirements, the Chancellor's Office undertook a redesign of the model EEO plan that districts should use to craft and submit their EEO plans. The new model EEO plan may be accessed through this [link](#).

We would like to specifically highlight the major difference from the prior version of the model EEO plan, which is the incorporation of the Multiple Methods strategies directly into a district's EEO plan. This innovation will aid districts in formulating effective EEO programs by integrating Multiple Methods strategies they believe will help them achieve their EEO goals in their EEO plans.

In addition, to better reflect more recent and effective practices, the Chancellor's Office has also updated its EEO Best Practices Handbook. This handbook may be consulted by districts for ideas to implement effective EEO practices proven to result in positive EEO outcomes elsewhere in the system. Lastly, the Chancellor's office is in the process of developing training modules that will assist with data analysis, pre-hiring, hiring and post-hiring strategies which will be released in the new year.

Timelines for Submission of New EEO Plans

As before, under the current EEO program regulations, each community college district must review and submit a new EEO plan every three years. In order to facilitate oversight and ensure timely monitoring of district EEO plans, the Chancellor's Office will stagger the submissions of initial EEO plans under the new regulations as follows:

New Equal Employment Opportunity Program Regulations & Model EEO Plan

January 6, 2022

- Districts whose EEO plans were due in or before 2022, have until **May 1, 2023** to submit their draft EEO plans to the Chancellor's Office for review.
- Districts whose EEO plans are current (i.e., not due until 2023 or later) have until **October 2, 2023** to submit a new EEO plan to the Chancellor's Office for review.

Districts that are unsure which group they are in should contact the Chancellor's Office at EEOSubmissions@cccco.edu for guidance.

Permissible Use of Funds

Irrespective of the regulatory changes mentioned above, the regulations regarding the permissible use of EEO funds remain unchanged. EEO funds may be used to support the implementation of best practices for success in promoting equal employment opportunity and faculty and staff diversity, including for:

- (1) outreach and recruitment;
- (2) in-service training on equal employment opportunity;
- (3) accommodations for applicants and employees with disabilities pursuant to section 53025; and
- (4) other activities to promote equal employment opportunity.

We remind you again that all 2022 professional development offered by the Chancellor's Office has been designed to support districts and advance the new EEO regulations adopted by the Board of Governors.

Should you have any questions about this guidance, please contact Dr. Abdimalik Buul at: abuul@cccco.edu.

cc:

Dr. Daisy Gonzales, Interim Chancellor
Dr. Lizette Navarette, Interim Deputy Chancellor
Marty Alvarado, Executive Vice Chancellor, Educational Services and Support
Dr. Siria Martinez, Assistant Vice Chancellor, Student Equity and Success

¹¹ <https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/neweeoprogramregulationsandmodeleecoplanfinala11y.pdf?la=en&hash=D78EE7E0CD332FED82CDB5A71A2FBB9776B86D0A>

SCCCD Dedication to Diversity & EEO 2025 Annual Report
Appendix J: CCCC EEO Annual Certification



MEMORANDUM
February 9, 2024

Via Email

TO: Chief Executive Officers
Chief Human Resources Officers
Chief Business Officers

FROM: Abdimalik Buul, Ed.D., Visiting Executive of Educational Excellence and Equal Employment Opportunity Program

RE: Annual EEO Certification Form- Due June 30, 2024

Summary

In July of 2021, the Board of Governors of the California Community Colleges amended the regulations governing Equal Employment Opportunity (EEO) programs to provide the necessary framework for more robust and accountable EEO programs. As a part of the framework, districts are tasked with engaging in annual reporting of EEO-related activities in order to receive EEO funds appropriated by the Legislature.¹

California Code of Regulations, title 5, Section 53024.2 sets forth the categories of information that must be reported as part of this annual certification. Districts must certify that they have:

- (1) recorded, reviewed, and reported the data required regarding qualified applicant pools and longitudinal data;
- (2) reviewed and updated, as needed, the Strategies Component of the district's EEO Plan;
- (3) investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to the process found beginning at Section 59300 of title 5 of the California Code of Regulations; and

¹Section 87102 of the Education Code provides in relevant part:

(a) As a condition for the receipt of funds pursuant to Section 87107, the governing board of the community college district that opts to participate under the article shall periodically submit to the board of governors an affirmation of compliance with this article, and, to promote faculty diversity, commencing with the 2023–24 academic year, shall implement strategies from the Multiple Methods identified by the office of the Chancellor of the California Community Colleges. Each participating community college district's equal employment opportunity program shall ensure participation in, and commitment to, the program by community college district personnel. Each participating community college district's equal employment opportunity plan shall include steps that the community college district will take to eliminate improper discrimination or preferences in its hiring and employment practices. Each plan shall address how the community college district will make progress in achieving the ratio of full-time to part-time faculty hiring, as indicated in Section 87482.6, while still ensuring equal employment opportunity.

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A11Y 2/12/24

(4) expended Equal Employment Opportunity funds in accordance with the purposes set forth in subdivision (c) of section 53030.

EEO Annual Certification Form- due June 30, 2024

Districts must submit the attached Annual Certification Form by June 30, 2024 to EEOSubmissions@cccco.edu. This review is an annual process that districts will be required to complete every year. This form combines the reporting of all items listed in Section 53024.2 into a single document, expressly subsuming and replacing the EEO Fund District Expenditure Report and the Multiple Method Allocation Certification Forms used in past years.

Annual Certification Form Information Session

The Chancellor's Office will conduct an Information Session in early Spring to answer questions regarding the Annual Certification Form. Details of this information session will be forthcoming. Thereafter, an FAQ will be developed comprising the questions received during the information session and will be available in the [Equal Employment Opportunity community](#) on the Vision Resource Center.

If you have in questions, please feel free to contact Alina Quintana at aquintana@cccco.edu.

cc:

Dr. Sonya Christian, Chancellor

Dr. Daisy Gonzales, Deputy Chancellor

Dr. Siria Martinez, Assistant Vice Chancellor, Student Equity and Success

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Section A: Certification Components Checklist

Pursuant to California Code of Regulations, title 5, section 53024.2(a), districts are required to certify annually to the Chancellor's Office that they have complied with the items listed below.

Before submitting this form to the Chancellor's Office, please ensure that this section (Section A) and the signature page (Section F) are complete.

Collection and Analysis of Recruitment, Retention, and Longitudinal Data

- (1) The district has recorded and reviewed the required data regarding qualified applicant pools and employees. (Sections 53004 & 53006)
 - ☐ Yes
 - ☐ No
- (2) The district has reported the required data regarding qualified applicant pools and employees. (Sections 53004 & 53006)
 - ☐ Yes
 - ☐ No

EEO Strategies Updates

- (3) The district has reviewed and updated, as needed, the Strategies Component of the district's EEO Plan. (Sections 53003(c)(1), 53024.1)
 - ☐ Yes
 - ☐ No

Response to Harassment and Discrimination Complaints

- (4) The district has investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with Section 59300) of chapter 10 of division 6 of title 5. (Sections 53003(c)(4), 53026)
 - ☐ Yes
 - ☐ No

Use of EEO Funds

- (5) The district has expended EEO funds in accordance with the purposes set forth in subdivision (c) of Section 53030.
 - ☐ Yes
 - ☐ No

EEO Annual Certification Form [3](#)

Section B: Collection and Analysis of Recruitment, Retention, and Longitudinal Data

Section B, Part 1: Summarizing Actions, Strategies, Measurements, and Outcomes

Referring to your district's EEO Plan Components 10-12, report upon your district's strategies for recording and reviewing data related to the recruitment and retention of monitored groups.

For reference:

- Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants
- Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories
- Component 12: Methods for Addressing Underrepresentation

EEO Plans: Summary of Anticipated Actions		
Referring to your district's EEO Plan, briefly summarize your district's plan to do the following:	collect applicant and employee data	
	review applicant and employee data for adverse impact	
	review applicant and employee data for underrepresentation	

EEO Annual Certification Form 4

Actions Taken (including actions in progress prior to EEO Plan submission)		
Since submitting your EEO Plan, summarize actual actions taken and the methods used to review your district's applicant and employee data for:	adverse impact	
	underrepresentation	
Summarize actual actions taken and the methods used to address any findings of:	adverse impact	
	underrepresentation	

EEO Annual Certification Form 5

Methods Used to Measure Outcomes		
Describe the methods your district has used/is using to measure the outcomes of efforts to address the following:	adverse impact	
	underrepresentation	

Observed Outcomes	
As a result of the actions taken by your district to address adverse impact, what specific outcomes have you observed?	
As a result of the actions taken by your district to address underrepresentation, what specific outcomes have you observed?	

EEO Annual Certification Form 6

Innovative Strategies Reporting	
Please highlight the use and impact (if applicable) of any innovative strategies, resources, or tools your district has employed.	

Additional Comments (use this space to report or provide any additional information not covered in the questions above)

EEO Annual Certification Form 7

Section B, Part 2: Longitudinal Data Reporting

Instructions:

- Compile demographic data for a) applicants and b) employees. Demographic data includes but is not limited to the following. *Note: Data must be broken down to subcategories as required by the CCCC's Management Information Systems (MIS) reporting obligations.*
 - Employee/job classification
 - Gender
 - Race/Ethnicity
 - Disability status
- To make reporting as uniform as possible, format data into tables displaying numbers and percentages. Applicant and employee data should be presented separately. The following is an example format for a table of applicant data displaying job classification by gender.

Example Table. 20XX-20XX Applicant Job Category by Gender.

	Female		Male		Non-binary		Unknown/ Blank		Total	
	#	%	#	%	#	%	#	%	#	%
Executive, Admin., Managerial										
Academic, Tenured/ Tenure-Track										
Academic, Temporary										
Professional (Non-Faculty)										
Clerical/ Secretarial										
Technical/ Paraprofessional Skilled Crafts										
Service/ Maintenance										

- Place tables into an Excel workbook with each tab containing a different, and clearly labeled table. Tab name examples:
 - AppJobGender (i.e., applicant pool, job category, gender)
 - EmpJobRace (i.e., employees, job classification, race/ethnicity)
- Name your workbook using the following format:
 - year_district_EEOAnnualCert (ex.: 2024_LRCCD_EEOAnnualCert)
- Submit your Excel workbook using the same email in which you submit this Certification Form (eeosubmissions@CCCCO.edu). The EEO Certification Form submission process is not complete without the submission of your district's Excel workbook.

Section C: EEO Strategies Updates (EEO Plan Component 13 and other EEO Plan Components)

In this section, provide updates on district pre-hiring, hiring, and post-hiring strategies expressed in the EEO Plan.

Section C, Part 1: EEO Plan Component 13

Instructions:

- Use your district's EEO Plan Component 13 submission to guide completion of this form. If your district did not use the [Component 13 template](#) in its EEO Plan, you will need to transfer your EEO Plan Component 13 submission into the template before completing this section.
- Remove any rows (i.e., implementation strategies) that do not apply to your district's Component 13 submission.
- Add lines for additional/alternative strategies, as necessary.
- Because strategies and metrics were reported by year in the Component 13 matrix (i.e., Year 1, Year 2, Year 3), please include only the strategies and metrics that are relevant to the point in time at which you complete this annual form.

Example:			
Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
PRE-HIRING			
Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))	Year 1: Implement new applicant tracking software in which applicant pool data can be disaggregated by EEO categories, and prospective division/department.	Year 1: Review applicant pool data for all full-time faculty and part-time faculty for 2023-2024 academic year.	90% of applicants were tracked using the new software, 10% of applicants completed their applications prior to the full transition to the new software. Analysis of Adverse Impact and Underrepresentation is underway utilizing data collected. Preliminary findings indicate Black (2%) and Latinx (9%) applicants continue to be underrepresented in faculty application submissions. Year 2: District intends to complete and analyze Year 1 data and develop strategies to address identified Adverse Impact and Underrepresented groups.

[Form begins on the next page →]

EEO Annual Certification Form 

Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
PRE-HIRING			
Provide training to employees, students & trustees. (53024.1(d))			
Convey in publications and website the district's commitment to diversity & EEO. (53024.1(j))			
Review and update District EEO/DEI policy statement. (53024.1(k))			
Providing EEO/diversity enhancement resources and assistance to other districts. (53024.1(m))			
Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))			
Recurring activities related to improving student access and student success—with a nexus to EEO hiring.			
Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals.			

EEO Annual Certification Form 10

Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.			
HIRING			
Consistent and ongoing training for hiring committees. (53024.1(c)) *Cross reference Plan Component 8.			
Maintain updated job descriptions and job announcements. (53024.1(f))			
Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))			
Assess "sensitivity to diversity" of all applicants. (53024.1(l))			
Maintaining updated curricula, texts, and/or course descriptions. (53024.1(n))			

EEO Annual Certification Form 11

Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
Dedication of specified staff to EEO.			
Incentives for hard-to-hire areas/disciplines.			
Focused outreach and publications.			
Procedures for addressing diversity throughout hiring steps and levels			
Recruitment efforts and strategies such as: <ul style="list-style-type: none"> Use of demographic data Job Fairs CCC Registry Relationships with external organizations & colleges 			
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.			

EEO Annual Certification Form 12

Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
POST-HIRING			
Conduct campus climate surveys & use this information. (53024.1(a))			
Conduct exit interviews & use this information. (53024.1(b))			
Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))			
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (53024.1(h))			

EEO Annual Certification Form 13

Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
Survey applicants who decline offers & use the information. (53024.1(p))			
Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan.			
Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 & 12 of the EEO Plan.			
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.			

EEO Annual Certification Form 14

Section C, Part 2: Additional EEO Plan Components (if applicable)

Some districts submitted pre-hiring, hiring, and post-hiring strategies beyond the Component 13 form. Section B outlined a detailed update on strategies used to address elements of Components 10, 11, and 12. If applicable, use the following form to report on strategies stated in the EEO Plan that fall outside of Components 10-13.

Instructions:

- Use your district's EEO Plan submission to guide completion of this section.
- For reviewers' reference, list the number of the relevant EEO Plan Component in the "Component Number" column.
- Add lines as necessary.
- Please include only the strategies and metrics that are relevant to the point in time at which you complete this annual form.

Component Number	Actions Taken	Actions Taken Toward Establishing Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?

EEO Annual Certification Form 15

Section C, Part 3: Supports for Strategy Implementation

If applicable, what kinds of supports would benefit your district's efforts to implement EEO strategies?

EEO Annual Certification Form 18

Section D: Response to Harassment and Discrimination Complaints

In addition to the requirement that community college districts investigate and appropriately respond to formal harassment or discrimination complaints filed pursuant to section 59300 et seq. of title 5 of the California Code of Regulations, section 59340(b) requires districts to provide an annual report detailing the number and disposition of complaints alleging unlawful discrimination.

District Officer or Designee	
Name, title, and email of District Officer or Designee responsible for receiving complaints:	
Notes (please indicate changes to District Officer or Designee appointment over the previous fiscal year here):	

Complaints Received		
Employment	Number of discrimination complaints received in the previous academic year:	
	Number of informal charges received in the previous academic year:	
Non-Employment	Number of discrimination complaints received in the previous academic year:	
	Number of informal charges received in the previous academic year:	
Total number of discrimination complaints and informal charges received:		

Complaints Resolved		
Employment	Number of discrimination complaints resolved in the previous academic year:	
	Number of informal charges resolved in the previous academic year:	
Non-Employment	Number of discrimination complaints resolved in the previous academic year:	
	Number of informal charges resolved in the previous academic year:	
Total number of discrimination complaints and informal charges resolved:		

Types of Complaints and Resolution (Employment)					
Considering the total number of discrimination complaints and informal charges received in the previous academic year (as reported in the Complaints Received table), please provide the following information:					
How many complaints are based on the following protected categories:		How many of the complaints are:			
	[Total]	Sustained in Whole	Sustained in Part	Not Sustained	Currently Unresolved
Race/Ethnicity					
Gender					
Sexual harassment					
Disability/Medical Condition					
Other					
In the box below, list specific "Other" protected categories and report total number for each and describe status: (ex.: Religion (4 total; 1 Sustained in Whole; 2 Not Sustained; 1 Currently Unresolved))					

Types of Complaints and Resolution (Non-Employment)					
Considering the total number of discrimination complaints and informal charges received in the previous academic year (as reported in the Complaints Received table), please provide the following information:					
How many complaints are based on the following protected categories:		How many of the complaints are:			
	[Total]	Sustained in Whole	Sustained in Part	Not Sustained	Currently Unresolved
Race/Ethnicity					
Gender					
Sexual harassment					
Disability/Medical Condition					
Other					

<p>In the box below, list specific "Other" protected categories and report total number for each and describe status: (ex.: Religion (4 total))</p>

Unresolved Complaints from Previous Academic Years	
<p>If applicable, how many complaints from previous academic years (i.e., complaints that arose before the 2023-24 academic year) remain unresolved?</p>	<p>Employment:</p>
	<p>Non-Employment:</p>
<p>For each unresolved complaint, please briefly explain the factors that keep the complaint from being resolved:</p> 	

(1) Performance Indicators	(2A) EEO Diversity Fund Expenditures (Ed. Code § 87108)	(2B) Other Fund Expenditures (identify amount and source)	(3) Description of Activities ³
1. Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators.	\$	\$	
2. Outreach and recruitment.	\$	\$	
3. Professional development on equal employment opportunity.	\$	\$	
4. Professional development on DEIA.			
5. Accommodations for applicants and employees with disabilities pursuant to title 5, section 53025.	\$	\$	
6. Other reasonable and justifiable activities to promote equal employment opportunities. Please list activities in Description of Activities column.	\$	\$	

³ Where appropriate, please explain how the funded activities support the District's efforts as specified in the Strategies Component of the District's EEO Plan.

Section F: Signatures – Affirmation of Accuracy and Completeness

I CERTIFY THAT THIS REPORT IS ACCURATE AND COMPLETE.

Chair, Equal Employment Opportunity Advisory Committee

Name:	Title:
Signature:	Date:

Chief Human Resources Officer

Name:	Title:
Signature:	Date:

Chief Executive Officer (Chancellor or President/Superintendent)

Name:	Title:
Signature:	Date:

President/Chair, District Board of Trustees

Date of governing board's approval/certification:	
Name:	Title:
Signature:	Date:

EEO Annual Certification Form [22](#)



STATE CENTER
COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN 2023-2026

Original Plan Adopted by the Board of Trustees: June 23, 2013

Updated, Revised and Approved by Board of Trustees: June 14, 2016,
June 4, 2019, (2022 extension granted by the California Community
Colleges Chancellor's Office), June 4, 2024

SCCCD EEO Plan 2023 Page 1

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¹² <https://www.sccd.edu/uploaded-files/documents/departments/human-resources/eo-2024-plan.pdf>



SCCCD IS AN EQUAL OPPORTUNITY EMPLOYER COMMITTED TO FOSTERING INNOVATION AND INCLUSIVITY. WE RESPOND PROACTIVELY TO THE DIVERSE NEEDS OF THE COMMUNITY AND WELCOME INDIVIDUALS EXCITED TO JOIN OUR DISTRICT'S PURPOSE TO SUPPORT STUDENT SUCCESS BOTH LOCALLY AND GLOBALLY. UNITED, WE THE FACULTY, CLASSIFIED PROFESSIONALS AND ADMINISTRATORS PLEDGE TO TREAT ALL APPLICANTS AND EMPLOYEES FAIRLY AND EQUITABLY.



The State Center Community College District's
Dedication to Diversity & EEO 2025 Annual Report
is published with the collaboration of the offices of EEO/Diversity and Professional
Development, Human Resources, and Institutional Research.

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