Equal Employment Opportunity Plan Data Report

June 2022
EEO Plan Overview

CCCCO Equal Employment Opportunity requires districts to **analyze demographic trends over a five-year** period to obtain a clearer picture and gain a better understanding of where to focus outreach, recruitment, and hiring/selection efforts to become more diverse and more representative of the demographics of the students and communities we serve.

Data:
- Applicants
- New Hires (faculty does not include transfers, change of assignments, or those hired into full-time temporary positions)
- Workforce (as of each February)
Measures Taken to Further EEO Goals

Pre-Hire
• Developing partnerships with affinity groups to identify outreach opportunities

Hire
• Diverse and non-traditional recruitment venues
• Continuing to revamp job announcements to attract diverse hires
• Monitoring candidate pools at each stage; discussions with committee chairs
• Revisions to EEO training for search committees

Post-Hire
• More robust onboarding process; new hire hub https://www.scccd.edu/departments/human-resources/new-employee-orientation.html
• Professional Development – CP Leadership Academy, Classified Guided Pathways Leadership Class; 21-Day Equity Challenge
Goals/Future Planning

• Revise BPs & ARs with DEIA lens, including hiring procedures
• Diversity & Inclusion climate surveys districtwide
• Mentor Programs
• Mandatory DEIA and anti-racism professional development
• Identify and train the Board of Trustees and the Personnel Commission on their role in the elimination of bias in the employment process
• Identify hard-to-fill positions and creative solutions to address
• Provide regular reports to the Board on recruitment, leaves, complaints, etc., disaggregated by race, ethnicity, gender
• Adopt & implement DEIA Taskforce recommendations
Goals/Future Planning

ACHRO/EEO
• Open house recruitment strategy
• DEI recruitment video
• DEI employment marketing strategy
• Student participation in selection processes
• Diversifying selection committees
• Equity-minded interviews
• DEI-focused application process & screening criteria rubric
• DEI-focused interview scoring rubric
• DEI-focused hiring process executive summary
• DEI-focused mentoring programs
• DEI-focused exit interviews

CCCT
• Recommendations on data collection and reports to the Board (annual & each screening committee)
Resources

• CCCCO - https://www.cccco.edu/About-Us/Vision-for-Success/diversity-equity-inclusion
• ASCCC - https://ccconlineed.instructure.com/courses/5733
• Vision Resource Center Modules – “I don’t see color, I just see people: Becoming culturally competent” and “Playing behind the screen: The implicit bias in our colleges”
<table>
<thead>
<tr>
<th>Category</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Employees</td>
<td>2,513</td>
</tr>
<tr>
<td>Total Classified</td>
<td>638</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>1,743</td>
</tr>
<tr>
<td>Total Full time Faculty</td>
<td>703</td>
</tr>
<tr>
<td>Total Part time Faculty</td>
<td>1,040</td>
</tr>
<tr>
<td>Total Administrator</td>
<td>132</td>
</tr>
</tbody>
</table>
Service Area Population (2022) vs. SCCCD Students (2021FA) & SCCCD Employees (2022)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Service Area</th>
<th>SCCCD Students</th>
<th>SCCCD Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American or Black</td>
<td>3.7%</td>
<td>3.8%</td>
<td>5.2%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.7%</td>
<td>0.5%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>7.7%</td>
<td>9.4%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.6%</td>
<td>61.9%</td>
<td>30.8%</td>
</tr>
<tr>
<td>Multi-Ethnicity</td>
<td></td>
<td>1.8%</td>
<td>3.8%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>27.5%</td>
<td>19.8%</td>
</tr>
</tbody>
</table>

Empowering through Educational Excellence
SCCCD New Employees - Classified & Administrators
(2016/17-2020/21)

African-American or Black
- 2016/17: 13%
- 2020/21: 11%
- Decline: 2%

American Indian/Alaskan Native
- 2016/17: 2%
- 2020/21: 0%
- Decline: 2%

Asian/Pacific Islander
- 2016/17: 10%
- 2020/21: 8%
- Decline: 2%

Hispanic
- 2016/17: 53%
- 2020/21: 57%
- Increase: 19%

Two or More Races
- 2016/17: 2%
- 2020/21: 3%
- Increase: 1%

White
- 2016/17: 46%
- 2020/21: 29%
- Decline: 17%
## District Office (DO) Employee Profile

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Employees</strong></td>
<td>182</td>
</tr>
<tr>
<td><strong>Total Classified</strong></td>
<td>147</td>
</tr>
<tr>
<td><strong>Total Administrator</strong></td>
<td>32</td>
</tr>
</tbody>
</table>

Note: there are currently two faculty members in the district office.
DO New Employees - Classified & Administrators
(2016/17-2020/21)

African-American or Black
- 2016/17: 2%
- 2017/18: 0%
- 2018/19: 0%
- 2019/20: 0%
- 2020/21: 0%
- Change: -2%

American Indian/Alaskan Native
- 2016/17: 0.0%
- 2017/18: 0%
- 2018/19: 0%
- 2019/20: 0%
- 2020/21: 0%
- Change: -2%

Asian/Pacific Islander
- 2016/17: 9%
- 2017/18: 5%
- 2018/19: 5%
- 2019/20: 1%
- 2020/21: 7%
- Change: 2%

Hispanic
- 2016/17: 30%
- 2017/18: 18%
- 2018/19: 9%
- 2019/20: 13%
- 2020/21: 46%
- Change: 16%

Two or More Races
- 2016/17: 5%
- 2017/18: 3%
- 2018/19: 1%
- 2019/20: 0%
- 2020/21: 0%
- Change: -5%

White
- 2016/17: 54%
- 2017/18: 31%
- 2018/19: 29%
- 2019/20: 5%
- 2020/21: 43%
- Change: 11%
DO Employee Workforce Trend
(2018-2022)

African-American or Black
- 1%

American Indian/Alaskan Native
- 1%

Asian/Pacific Islander
- 0%

Hispanic
- 5%

Two or More Races
- 1%

White
- 4%
Monica Chahal, Vice-President of Instruction
## CCC Employee Profile

<table>
<thead>
<tr>
<th>Category</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Employees</td>
<td>366</td>
</tr>
<tr>
<td>Total Classified</td>
<td>74</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>272</td>
</tr>
<tr>
<td>Total Full time Faculty</td>
<td>117</td>
</tr>
<tr>
<td>Total Part time Faculty</td>
<td>155</td>
</tr>
<tr>
<td>Total Administrator</td>
<td>20</td>
</tr>
</tbody>
</table>
African-American or Black: 3% to 3% (0% change)

American Indian/Alaskan Native: 1% to 0% (1% decrease)

Asian/Pacific Islander: 12% to 11% (1% decrease)

Hispanic: 19% to 25% (6% increase)

Two or More Races: 2% to 4% (2% increase)

White: 59% to 53% (6% decrease)
CCC New Employees - Faculty

(2016/17-2020/21)

African-American or Black: 2% → 4% (Up 2%)
American Indian/Alaskan Native: 0%
Asian/Pacific Islander: 3% → 14% (Up 3%)
Hispanic: 10% → 14% (Up 4%)
Two or More Races: 2% → 5% (Up 3%)
White: 67% → 47% (Down 8%)
CCC New Employees - Classified & Administrators
(2016/17-2020/21)

- **African-American or Black**: 0%
- **American Indian/Alaskan Native**: 6%
- **Asian/Pacific Islander**: 3%
- **Hispanic**: 13%
- **Two or More Races**: 8%
- **White**: 18%
Collegewide Overview/Data Analysis

- Increased diversity in hiring across all employee groups.
- Largest increases among those who self-identify as Hispanic, Asian/Pacific Islander, or Two or More Races.
- Largest decrease among those who self-identify as White.
- Percent of faculty by ethnicity better aligns with our student demographics.
- Percent of Classified and Administrators almost mirrors our current student demographics.
New Hire EEO Process/Support

• Pre-Hire
  • Job Descriptions re-written – clear focus on DEI
  • Provided several DEI Prof Dev training opportunities
  • Website revised – candidates see our dedication to DEI

• Hire
  • More Diverse Hiring Committees
  • More in-depth discussions; hold each other accountable
  • Monitor data to check for unconscious bias

• Post-Hire
  • New faculty training/mentoring program
  • Employee of Color Support/Social Group

• Goals/Future Planning
  • Strengthen onboarding/support for all new employees
  • Targeted outreach/advertising for open positions
Dr. Marlon Hall, Interim President
<table>
<thead>
<tr>
<th>Category</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Employees</td>
<td>1,287</td>
</tr>
<tr>
<td>Total Classified</td>
<td>265</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>979</td>
</tr>
<tr>
<td>Total Full time Faculty</td>
<td>356</td>
</tr>
<tr>
<td>Total Part time Faculty</td>
<td>623</td>
</tr>
<tr>
<td>Total Administrator</td>
<td>43</td>
</tr>
</tbody>
</table>
FCC Employee Trend (2018-2022)

- **African-American or Black**: 6% to 7%, increase of 1%
- **American Indian/Alaskan Native**: 1% to 1%, no change
- **Asian/Pacific Islander**: 10% to 10%, no change
- **Hispanic**: 25% to 28%, increase of 3%
- **Two or More Races**: 2% to 2%, no change
- **White**: 53% to 47%, decrease of 6%
FCC New Employees - Faculty
(2016/17-2020/21)

- African-American or Black: 5% to 6% (1% increase)
- American Indian/Alaskan Native: 1% to 0% (1% decrease)
- Asian/Pacific Islander: 12% to 14% (2% increase)
- Hispanic: 19% to 22% (3% increase)
- Two or More Races: 1% to 3% (2% increase)
- White: 57% to 50% (7% decrease)
FCC New Employees - Classified & Administrators
(2016/17-2020/21)

African-American or Black: 6%
American Indian/Alaskan Native: 0%
Asian/Pacific Islander: 1%
Hispanic: 32%
Two or More Races: 0%
White: 31%
Increased diversity in hiring across all employee groups.
Largest increases among those who self-identify as Hispanic, Asian/Pacific Islander, or Two or More Races.
Largest decrease among those who self-identify as White.
Percent of Classified and Administrators almost mirrors our current student demographics.
New Hire EEO Process/Support

• Pre-Hire
  • Job Descriptions re-written – clear focus on DEI (district work)
  • Provided several DEI Prof Dev training opportunities
  • Website revised – candidates see our dedication to DEI in our job descriptions and our Mission andVision Statements

• Hire
  • More Diverse Hiring Committees,
  • More in-depth discussions; hold each other accountable
  • Outreach to the local universities

• Post-Hire
  • New faculty and staff orientation

• Future
  • Continued attendance in professional development (RamRel)
Dr. Marie Harris, Vice President
### MCC Employee Profile

<table>
<thead>
<tr>
<th>Category</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Employees</td>
<td>216</td>
</tr>
<tr>
<td>Total Classified</td>
<td>44</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>161</td>
</tr>
<tr>
<td>Total Full time Faculty</td>
<td>71</td>
</tr>
<tr>
<td>Total Part time Faculty</td>
<td>90</td>
</tr>
<tr>
<td>Total Administrator</td>
<td>11</td>
</tr>
</tbody>
</table>
MCC Employee Trend

(2018-2022)

African-American or Black

- 2% in 2018
- 3% in 2019
- 5% in 2020
- 5% in 2021
- 6% in 2022

American Indian/Alaskan Native

- 1% in 2018
- 1% in 2019
- 1% in 2020
- 1% in 2021
- 1% in 2022

Asian/Pacific Islander

- 11% in 2018
- 23% in 2019
- 17% in 2020
- 19% in 2021
- 25% in 2022

Hispanic

- 30% in 2018
- 68% in 2019
- 70% in 2020
- 75% in 2021
- 75% in 2022

Two or More Races

- 2% in 2018
- 3% in 2019
- 3% in 2020
- 7% in 2021
- 9% in 2022

White

- 51% in 2018
- 97% in 2019
- 96% in 2020
- 95% in 2021
- 88% in 2022

- 97% in 2023
- 95% in 2024
- 88% in 2025
- 95% in 2026

- 7% in 2027

- 2% in 2028

- 5% in 2029

- 2% in 2030
MCC New Employees - Faculty

(2016/17-2020/21)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American or Black</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>23%</td>
<td>10%</td>
<td>10%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21%</td>
<td>17%</td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2%</td>
<td>3%</td>
<td>8%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>47%</td>
<td>20%</td>
<td>17%</td>
<td>16%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Employee trends demonstrate increased diversity amongst African American/Black, Asian/Pacific Islander, Hispanic, and those that identify as two or more races.

- Amongst newly hired faculty Hispanic identifying populations had the largest increase.
- Amongst newly hired classified and administrators, employees identifying as African American/Black, and two or more races had the largest increase.
Pre-Hire
- Job Descriptions re-written – clear focus on DEI
- Website revised – candidates see our dedication to DEI (MVV, SP, EMP)
- Provided several DEI resources and professional development

Hire
- Intentionally Diversify Hiring Committees
- Interview questions assessed for DEI impact
- Committee discussions focused on DEI
- Student-centered focus

Post-Hire
- Assigned faculty mentor
- New Faculty Cohort
- President’s Breakfast

Goals/Future Planning
- Strengthen onboarding/support for all new employees
- Targeted outreach/advertising for open positions
- New Employee Handbook
- Provide intentional DEI PD for committees
- Clear focus on Classified Professionals via onboarding
Dr. Jerry Buckley, President
## RC Employee Profile

<table>
<thead>
<tr>
<th>Category</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Employees</td>
<td>462</td>
</tr>
<tr>
<td>Total Classified</td>
<td>108</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>328</td>
</tr>
<tr>
<td>Total Full time Faculty</td>
<td>156</td>
</tr>
<tr>
<td>Total Part time Faculty</td>
<td>172</td>
</tr>
<tr>
<td>Total Administrator</td>
<td>26</td>
</tr>
</tbody>
</table>
RC Employee Trend (2018-2022)

African-American or Black: 1%
American Indian/Alaskan Native: 1%
Asian/Pacific Islander: 2%
Hispanic: 5%
Two or More Races: 0%
White: 6%
RC New Employees - Classified & Administrators
(2016/17-2020/21)

African-American or Black

American Indian/Alaskan Native

Asian/Pacific Islander

Hispanic

Two or More Races

White
Five-Year Data Trends and Analysis

- Increased overall employee diversity
- Largest gains are among those who self-identify as Hispanic and Asian/Pacific Islander
- Largest decrease is among those who identify as White
- Largest gains are in faculty diversity
- Largest gains for classified and administrators are among those who self-identify as Hispanic
- Fewer classified and administrator hires have taken place over the past five years
New Hire EEO Process and Support

• Pre-Hire
  • Equity 101 course provided to current employees
  • Advertising and recruiting to emphasize a diverse pool

• Hiring Process
  • Certifying the diversity of membership on committees
  • Re-framing paper screening criteria to include “equivalent” experiences
  • Re-framing interview questions based upon sources such as USC-CUE and Aspen
  • Including student voice in the recommendation(s)

• Post-Hire
  • On-boarding academy that includes DEIA and cultural competencies
  • Mentoring of new employee cohorts

• Future Goal
  • Development of affinity groups and a multicultural center
Thank you to all who contributed to this presentation:

Human Resources
Jeremy Petty
Christine Phillips

DO Institutional Research
Bethany Johns

CCC Institutional Research
Ryan Feyk-Miney

FCC Institutional Research
Alex Adams
Lili Gao
Carol Rains-Heisdorf

MCC Institutional Research
Liz Villalobos

RC Institutional Research
Janice Offenbach