Equal Employment Opportunity (EEO) Plan
2023 - 2026

South Orange County Community College District

Table of Contents

I.   Introduction

The South Orange County Community College District ("District") is dedicated to providing high-quality education and support services to a diverse student population. We recognize that our students come from a variety of backgrounds and have different experiences and perspectives which enriches our educational environment and helps us achieve our mission of empowering individuals through learning.

To support our commitment to diversity and inclusion, the District has adopted an Equal Employment Opportunity (EEO) Plan. This plan is designed to ensure that our workforce is diverse, inclusive, and reflective of the communities we serve. The District recognizes that a diverse workforce is essential to achieving our educational goals and mission, and that it helps us better serve our students.

By diversifying our workforce, the District can:

- Understand the needs and experiences of our students and provide them with the support they need to succeed.
- Foster a welcoming and inclusive environment which values diversity and promotes respect and understanding.
- Encourage innovation and creativity by bringing together people with different perspectives and experiences.
- Attract and retain the best talent from a wide range of backgrounds.

The District is committed to creating a workplace that is free from discrimination and harassment, and that provides equal opportunities to all employees. This EEO Plan outlines the District's strategies for achieving these goals. We will monitor our progress, identify barriers, and take all appropriate measures to mitigate and/or eliminate them.

The District's EEO Plan was adopted on February 26, 2024. The District invites all employees to join us in our efforts to build a diverse and inclusive workforce that reflects the diversity of our student population and supports our mission of providing high-quality education and support services.

II.   Definitions

[Reference – Title 5, §53001 and 53021]

1. *Adverse Impact:* A disproportionate negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures").

2. *Diversity:* A condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and

inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability, and socio-economic backgrounds, in all aspects of the workplace.

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

    a. Identifying and eliminating barriers to employment which are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance;

    b. Updating job descriptions and/or job announcement to accurately reflect the knowledge, skills, and abilities of the position, including a commitment to equity; and

    c. Creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code Section 12940.

4. *Equal Employment Opportunity Plan ("EEO Plan"):* A written document that describes a district's EEO program. A district's EEO plan shall include: 1) analysis of the district's work force; and 2) descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.

5. *Equal Employment Opportunity Programs:* The combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district's longitudinal workforce and applicant analyses.

6. *In-house or Promotional Only Hiring:* Only existing district employees are eligible for a position.

7. *Job Categories:* Includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

8. *Monitored Group:* The groups for which districts must provide demographic data pursuant to Section 53004.

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

10. *Reasonable Accommodation*: The efforts made by the district in compliance with Government Code Section 12926.

11. *Selection Procedures:* Any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, physical, educational, and work experience requirements, interviews, review of application forms, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to Section 53430.

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

III. Policy Statement

[Reference – Education Code 87100, et seq.; Title 5, § 53002, 59300, 51200, and 51201]

The South Orange County Community College District (the "District") is committed to the principles of equal employment opportunity, grounded in the principles of diversity, equity, inclusion, and accessibility. By adoption of this Equal Employment Opportunity Plan, the District implements a comprehensive program to put those principles into practice. The District is committed to a continuing good faith effort to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any District program or activity on the basis of age, ancestry, color, ethnicity, gender, gender identity, gender expression, immigration status, marital status, medical condition, national origin, parental status, physical or mental disability, race, religion, sexual orientation, veteran status, or any other characteristic protected under applicable federal or state law, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District strives to ensure equal educational opportunities for all students and recognizes diversity among students, faculty, staff, and the communities it serves as a crucial aspect of its history. Embracing diversity requires the intentional practice of acceptance, anti-racism, and respect towards one another while acknowledging that racism, discrimination, and prejudice sustain privileges for some and disadvantages for others. The District recognizes that institutional racism, discrimination, and biases exist and is committed to eradicating them from its system. To achieve its diversity goals, the District must create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for growth and understanding. Policies and procedures will be developed and implemented, individual and systemic changes encouraged, and accountability for achieving diversity, equity, inclusion, and social justice goals upheld. The District denounces all forms of hate, racism, and discrimination and is committed to fostering an environment of mutual respect for individuals and groups from all backgrounds, demographics, and experiences.

An Equal Employment Opportunity Plan is grounded in the principles of diversity, equity, and inclusion, and maintained and reviewed annually to ensure the implementation of equal employment opportunity principles that conform to federal and state laws. This annual review shall occur during a regular Board meeting.

IV. Delegation of Responsibility, Authority & Compliance

[Reference – Title 5, § 53003(c)(3), 53005, and 53020]

All District employees are expected to promote and support equal employment opportunity because successful implementation of this EEO Plan requires a commitment and a contribution from every segment of the SOCCCD community. The general responsibilities for the prompt and effective implementation of the EEO Plan are set forth below.

1. *Board of Trustees*

   The Board of Trustees of the District is ultimately responsible for the proper implementation of the EEO Plan at all levels of District and college operations and for making measurable progress toward equal employment opportunity by the strategies described in the Plan. They also support the efforts undertaken by the Chancellor as they relate to the District's EEO and diversity, equity, inclusion, and accessibility ("DEIA") goals inside and outside of the SOCCCD community. Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall:

   a. Be developed in collaboration with the District's Equal Employment/ Diversity, Equity, Inclusion, and Access (EEO/DEIA) Advisory Committee;

   b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendized as a separate action item;

   c. Cover a period of three years, after which a new or revised plan shall be adopted; and

   d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption.

2. *Chancellor*

   The Board of Trustees delegates to the Chancellor the responsibility for ongoing implementation of the EEO Plan at all levels, for providing leadership in supporting the District's equal employment opportunity policies and procedures, and for keeping the Board informed of the Districts progress and implementation of the EEO Plan. The Chancellor shall also advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges.

3. *Equal Employment Opportunity Officer*

The District has designated the Vice Chancellor, Human Resources, or designee, as its Equal Employment Opportunity ("EEO") Officer, who is responsible for the day-to-day implementation of the EEO Plan. If the designation of the EEO Officer changes before this next EEO Plan is revised, the District will notify employees and applicants for employment of the new designee. The EEO Officer is responsible for administering, implementing, and monitoring the EEO Plan and for ensuring compliance with the requirements of Title 5, Sections 53000 et seq. The EEO Officer is also responsible for receiving complaints described in Article VI of the EEO Plan and for ensuring applicant pools and selection procedures are properly monitored.

4. *Equal Employment Opportunity/Diversity, Equity, Inclusion, and Access Advisory Committee*

The District established a District Equal Employment Opportunity/ Diversity, Equity, Inclusion, and Access ("EEO/DEIA") Advisory Committee to act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The EEO/DEIA Advisory Committee assists in developing, revising, and implementing District EEO programs, policies, protocols, and the EEO Plan in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for EEO Plan revisions as appropriate.

5. *Agents of the District*

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

6. *Good Faith Effort*

A good faith effort is one that is honest and taken with sincere intent to implement the EEO Plan, to achieve employee diversity, and to avoid disparate impacts.

V. Advisory Committee

[Reference – Title 5, § 53005]

The District established an EEO/DEIA Advisory Committee to assist the District in developing, revising, and implementing the District EEO programs and plans. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may work in coordination with other groups on campus to sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, employee retention and diversity. The EEO officer trains the advisory committee on equal employment compliance and the EEO plan itself, or may take the training required in Title 5, Section 53005 online through the learning manual system. The District-Wide Planning Council, chaired by the Chancellor, approved the EEO/DEIA Advisory Committee composition to include members from the District's participatory governance groups. District-approved affinity groups may

also serve as advisory members to the EEO/DEIA Advisory Committee to promote and/or advocate District/college efforts to address diversity, equity, inclusion, and accessibility.

The committee shall be composed of a diverse membership. If the District has been unable to meet this objective, it will document efforts made to recruit advisory committee members who represent diversity.

1. This advisory committee, as well as the Board of Trustees, shall receive training in all the following areas as required in Title 5, Section 53005:

   a. The requirements of this subchapter and of state and federal nondiscrimination laws;

   b. Identification and elimination of bias in hiring;

   c. The educational benefits of workforce diversity; and

   d. The role of the advisory committee in drafting and implementing a District EEO plan.

2. The committee will be composed of the following members:

   (a) Vice Chancellor, Human Resources (EEO Officer and Co-Chair)

   (b) Director, EEO, Equity & Compliance Programs (Co-Chair)

   (c) Director, Recruitment and Employment Services

   (d) Management Team Representative

   (e) Two Academic Deans Representations (one from each college)

   (f) Vice Presidents of/for Student Services or delegates (one from each college)

   (g) Vice Presidents of/for Instruction or delegates (one from each college)

   (h) Faculty Association President or delegate

   (i) Academic Senate President or delegate

   (j) Faculty Representative (once from each college)

   (k) CSEA President or delegate

   (l) ASG Representatives (one from each college)

   (m) Classified Senate Representatives (one from each college)

The committee will be chaired by the EEO Officer (or designee) and will convene initially each year. Terms of office for the voting members shall be for two years. The EEO/DEIA Advisory Committee shall hold a minimum of two (2) meetings per fiscal year with additional meetings, if needed, to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the Board of Trustees and the Chancellor.

VI. Complaints

[Reference – Title 5, § 53003(c)(4) and 53026]

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

The District shall follow the complaint procedure documented in its board policy (BP) and administrative regulation (AR) 3430 for anyone alleging an equal employment opportunity violation. The BP and AR may be found on the District's website (www.socccd.edu) or accessed directly through the following links: See Board Policy 3430; Administrative Regulation 3430

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

The District has established procedures for the processing of complaints alleging unlawful discrimination or harassment documented in board policy (BP) and administrative regulation (AR) 3430, which can be found on the District's website (www.socccd.edu) or accessed directly through the following links: See Board Policy 3430; Administrative Regulation 3430

VII. Notification to District Employees

[Reference – Title 5, § 53003(c)(5)]

The District will inform all employees of the EEO Plan's availability, including a written summary of the provisions of the EEO Plan and the policy statement required under Section 53002. The EEO Policy Statement and Plan and subsequent revisions will be available on the District's website. The Office of Human Resources will provide all new employees with a copy of the written notice described above when they commence their employment with the District.

The District will inform all employees of the EEO Plan's availability, including a written summary of the provisions of the EEO Plan. The notice will contain the following provisions:

(a) The importance of the employee's participation and responsibility in ensuring the EEO Plan's implementation;

(b) The availability of the EEO Plan on the District website, at the Office of the Chancellor, Offices of the College President and Vice President for Student Services at each campus, and the Office of Human Resources.

VIII. Screening Committee Training and Composition

[Reference – Title 5, § 53003(c)(6)]

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive training on the requirements of the Title 5 regulations on equal employment opportunity (Section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's EEO Plan; the District's policies on nondiscrimination, recruitment, and

hiring; principles of diversity, equity, inclusion, and accessibility; the educational benefits of a diverse workforce; the identification and elimination of bias in hiring decisions; and best practices in serving on a screening committee. Persons serving in the above capacities must be current with interactive training prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on hiring committees. Any individual, whether an employee of the District or an individual acting on behalf of the District, with regard to recruitment and hiring of employees, is subject to the equal employment opportunity requirements of Title 5, Section 53020(c) and the District's Plan.

Screening committees shall include a diverse membership whenever possible to ensure a variety of perspectives are included in the assessment of applicants.

IX. Annual Written Notice to Community Organizations
[Reference – Title 5, § 53003(c)(7)]

The EEO Officer (or designee) will provide annual written notice to appropriate community-based and professional organizations concerning the EEO Plan. The notice will include a summary of the EEO Plan, inform these organizations how they may obtain a copy, and shall solicit their assistance in identifying diverse qualified candidates. The notice will also include the web address where the District advertises job openings and the HR department phone number to call in order to obtain employment information. The District will actively seek to reach a diverse selection of recruitment sources through various institutions, organizations, and agencies. A list of organizations, which will receive this notice, is included within Appendix A – Community Organization & Contact Information. This list may be periodically revised as necessary.

X. Longitudinal Analysis of the District's Employees and Applicants
[Reference – Title 5, §53003(c)(8)]

A process for gathering information and periodic longitudinal analysis of the District's employees and applicants, broken down by number of persons from monitored groups, in each job category to determine whether additional diversification measures are required and to implement and evaluate the effectiveness of those measures. The District shall conduct a data review as part of its plan renewal and may conduct periodic data reviews more frequently as needed.

The District shall conduct longitudinal data analyses of its employment trends. The District shall assess the information gathered pursuant to Article X and Article XI of the Plan, to identify and determine the cause of any underrepresentation of monitored groups across all phases of the employment process, including recruitment to applicant pools, hires, retention, and promotion. Where the District determines that underrepresentation or adverse impact of one or more monitored groups in recruitment may be the result of non-job-related factors, it shall implement additional strategies in its Plan to promptly mitigate the underrepresentation or adverse impact. This shall not be construed to prohibit the

District from taking any other steps it concludes are necessary to ensure equal employment opportunity.

The Office of Human Resources will annually collect and continually monitor the District's employee and applicant demographic data to evaluate the District's progress in implementing the EEO Plan and to conduct analyses required by Title 5, Section 53003(c)(8). To facilitate analysis, all applicants and employees must be assigned a job category.

For the data collection and report, all applicants and employees shall be allowed to identify their gender (including non-binary options), ethnic group identification, and voluntary self-identification of disability consistent with state and federal law. The data collection instrument will notify applicants/employees this information is kept confidential and shall be used only in researching, monitoring, and evaluating the effectiveness of the District's EEO Program, or another similar purpose authorized by law.

Presentation of Data Analyses

The South Orange County Community College District ("SOCCCD") analyses aims to discern potential opportunities for enhancing workforce diversity and identify areas where improvements may be necessary. The examination of these demographic factors provides valuable insights into the district's current composition, allowing for informed decision-making and strategic planning to foster inclusivity and equity within the workforce. (See Appendix B – Workforce and Applicant Data)

The SOCCCD's Research Office was brought in to assess the active employee and applicant data sets that were currently available. The active employee data set had data integrity issues with the ethnicity data values. The Research Office provided analyses of the data issues to Human Resources (HR) to develop a plan to clean up the values in the HR system. Applicant data had never been stored and collected for research purposes, and the first data set the Research Office received contained applicant data from February 2022 to September 2023. However, the applicant data set is extremely limited due to a multitude of reasons. First, application data was not historically captured beyond the initial application phase and how these stages were tracked is not well documented. Secondly, challenges related to data integrity surfaced with numerous instances of blanks and unknown entries in the dataset. Thirdly, the job position data was not organized by the EEO seven (7) job categories and will need to be mapped for analyses. Lastly, over the last two years, HR has undergone changes to their applicant technology systems from PeopleAdmin to Workday Recruiting. Additionally, by 2024, HR will transition from Workday Recruiting to Banner. The Office of Human Resources and the Research Office are collaborating to merge and store data sets from various systems for longitudinal analyses. To address all these data issues, both offices have developed a data and research plan to accurately document, capture, and store more applicant and employee data. Through these collaborative efforts, both HR and the Research Offices' staff are reviewing applicant and active employee data on a monthly basis. Major progress has been made in cleaning, organizing, and documenting applicant data to allow for better future analyses of each phase of the application process, and this will continue for the lifespan of this EEO plan. (See Appendix C – Applicant and Employee Data Integrity for EEO plan)

Applicant Pool Analyses

Due to the limitations in the application data, for the EEO plan, the current analysis focuses on presenting the data at two data points: l) initial application stage and 2) at the final hire stage. Then, the demographics of the final hires are compared to SOCCCD's student population to determine if the hired pool is representative of our student population. This analysis enables us to examine the demographic of all our applicants and our hired employees, and compare how the latter aligns with the representation of our students. As we incorporate additional data on the hiring stages, each stage will be more effectively tracked. This enables us to examine and disaggregate the data at each stage of the application process.

The applicant pool analysis was conducted for part-time and full-time faculty, administrators, and classified professionals. We have kept the classified professionals as one group as we need to align the data to the EEO categories for classified staff. This applicant analysis will serve as our initial baseline and future analyses will incorporate the projected representation methodology to further identify areas of underrepresentation and opportunities to improve.

Faculty Applicant Pool – February 2022 to September 2023

Full-Time Faculty	Total Demo Group Applicants	% of Total Demo Group Applicants	Total Demo Group Hired	% of Total Demo Group Hired	% of Student Population	Differential Hired to Student Population
Female	997	46%	28	53%	56.62%	-3.79%
Male	1027	47%	22	42%	40.14%	1.37%
Non-Binary	26	1%	2	4%	0.09%	3.68%
Unknown	116	5%	1	2%	3.15%	-1.26%
Total	**2166**	**100%**	**53**	**100%**	**100.00%**	

Full-Time Faculty	Total Demo Group Applicants	% of Total Demo Group Applicants	Total Demo Group Hired	% of Total Demo Group Hired	% of Student Population in 22-23	Differential Hired to Student Population
American Indian or Alaska Native	6	0%	0	0%	0.21%	-0.21%
Asian	227	12%	8	15%	23.43%	-8.34%
Black or African American	101	5%	4	8%	1.79%	5.76%
Hispanic / Latino	443	24%	14	26%	24.35%	2.06%
Native Hawaiian or Pacific Islander	6	0%	0	0%	0.21%	-0.21%
Two or More Races	58	3%	5	9%	5.56%	3.88%
Unreported or Unknown	262	14%	7	13%	3.34%	9.87%
White	740	40%	15	28%	41.10%	-12.80%
Total	**1843**	**100%**	**53**	**100%**	**100%**	

The preliminary examination of full-time faculty applicants encompasses all applicants from the past year and a half. Males slightly outnumber females in total applications; however, males are almost 9% lower in the pool of hired full-time faculty. Additionally, White applicants have the highest number and percentage (40%) of applications for full-time faculty positions. However, in the hired pool of full-time faculty, White applicants only

represent 28% of the pool. Hispanic/Latino applicants and hired applicants appear somewhat closely representative of the District's student population in 2022-2023. However, the proportion of Asian applicants and hired applicants is slightly less represented than in the student population.

Part-Time Faculty	Total Demo Group Applicants	% of Total Demo Group Applicants	Total Demo Group Hired	% of Total Demo Group Hired	% of Student Population	Differential Hired to Student Population
Female	1762	53%	189	57%	56.62%	0.82%
Male	1308	39%	119	36%	40.14%	-3.97%
Non-Binary	32	1%	3	1%	0.09%	0.82%
Unknown	212	6%	18	5%	3.15%	2.33%
Total	3314	100%	329	100%	100.00%	

Part-Time Faculty	Total Demo Group Applicants	% of Total Demo Group Applicants	Total Demo Group Hired	% of Total Demo Group Hired	% of Student Population in 22-23	Differential Hired to Student Population
American Indian or Alaska Native	8	0%	1	0%	0.21%	0.09%
Asian	472	14%	52	16%	23.43%	-7.63%
Black or African American	148	4%	10	3%	1.79%	1.25%
Hispanic / Latino	768	23%	57	17%	24.35%	-7.02%
Native Hawaiian or Pacific Islander	7	0%	2	1%	0.21%	0.39%
Two or More Races	90	3%	13	4%	5.56%	-1.61%
Unreported or Unknown	540	16%	56	17%	3.34%	13.68%
White	1281	39%	138	42%	41.10%	0.84%
Total	3314	100%	329	100%	100%	

The preliminary examination of part-time faculty applicants reveals a higher percentage of female applicants (53%) compared to males. Additionally, males were proportionally less represented (36%) in the pool of hired full-time faculty. In the part-time faculty pool, Hispanic/Latino applicants represented 23% of the total pool but comprised only 17% of the hired applicants. This is also 7% less than the student population. The proportion of Asian applicants and hired applicants is also less represented than in the student population.

Administrators Applicant Pool – February 2022 to September 2023

Administrators	Total Demo Group Applicants	% of Total Demo Group Applicants	Total Demo Group Hired	% of Total Demo Group Hired	% of Student Population	Differential Hired to Student Population
Female	682	42%	16	62%	56.62%	4.92%
Male	848	52%	10	38%	40.14%	-1.68%
Non-Binary	9	1%	0	0%	0.09%	-0.09%
Unknown	80	5%	0	0%	3.15%	-3.15%
Total	1619	100%	26	100%	100.00%	

Administrators	Total Demo Group Applicants	% of Total Demo Group Applicants	Total Demo Group Hired	% of Total Demo Group Hired	% of Student Population in 22-23	Differential Hired to Student Population
American Indian or Alaska Native	4	0%	0	0%	0.21%	-0.21%
Asian	195	12%	3	12%	23.43%	-11.89%
Black or African American	164	10%	0	0%	1.79%	-1.79%
Hispanic / Latino	382	24%	7	27%	24.35%	2.57%
Native Hawaiian or Pacific Islander	10	1%	0	0%	0.21%	-0.21%
Two or More Races	51	3%	1	4%	5.56%	-1.71%
Unreported or Unknown	225	14%	5	19%	3.34%	15.89%
White	588	36%	10	38%	41.10%	-2.64%
Total	1619	100%	26	100%	100%	

In the applicant data for administrators at SOCCCD, males constitute the highest number and percentage (52%) of applicants for administrative positions. However, only 38% of the hired applicant pool were males, while females comprised of 62%. White applicants represented the largest number of applicants (36%). When comparing the hired applicant ethnicity proportions, Asian applicants accounted for 12% of the hired pool, which is not representative of the student population (24%).

Classified Professionals – February 2022 to September 2023

CSEA Professionals	Total Demo Group Applicants	% of Total Demo Group Applicants	Total Demo Group Hired	% of Total Demo Group Hired	% of Student Population	Differential Hired to Student Population
Female	4472	60%	92	63%	56.62%	5.96%
Male	2518	34%	49	33%	40.14%	-6.80%
Non-Binary	31	0%	2	1%	0.09%	1.27%
Unknown	402	5%	4	3%	3.15%	-0.42%
Total	7423	100%	147	100%	100.00%	

CSEA Professionals						
	Total Demo Group Applicants	% of Total Demo Group Applicants	Total Demo Group Hired	% of Total Demo Group Hired	% of Student Population in 22-23	Differential Hired to Student Population
American Indian or Alaska Native	26	0%	1	1%	0.21%	0.47%
Asian	1197	16%	18	12%	23.43%	-11.19%
Black or African American	373	5%	4	3%	1.79%	0.93%
Hispanic / Latino	2299	31%	57	39%	24.35%	14.43%
Native Hawaiian or Pacific Islander	9	0%	0	0%	0.21%	-0.21%
Two or More Races	212	3%	3	2%	5.56%	-3.52%
Unreported or Unknown	977	13%	23	16%	3.34%	12.31%
White	2330	31%	41	28%	41.10%	-13.21%
Total	7423	100%	147	100%	100%	

Applicants for classified professional positions at SOCCCD are predominantly composed of individuals identifying as Hispanic and White with a significant representation of female applicants. In the final hiring decisions for classified professional positions, individuals who identify as female and Hispanic were the predominant selections. When compared to the current student population, there is less representation of the hired applicants for classified positions in males, Asians, and Whites.

XI. Utilization of Data to Determine Underrepresentation within District Job Categories

[Reference – Title 5, §53003(c)(9)]

Projected Representation

Projected representation is a composite availability statistic for race, ethnicity, and sex. Data used for this statistic included SOCCCD's student population, local community, California population, United States population, and advanced degrees award data (including master's and doctorate level awards). To determine where underrepresentation may exist, weights were assigned to each data source. The following weights were allocated as follows:

Student population:	50%
Local community population	30%
Advanced Degrees Awarded:	10%
State of California population:	5%
United States Population:	5%

The weights assigned to each data source reflect SOCCCD's prioritization of providing its students and community with a representative workforce sharing similar perspectives, experiences, and cultures as a primary method for improving student success. The most weight was assigned to the demographics of our students and local communities to help us define workforce diversity in the context of the populations we directly serve. The weights also

acknowledge the need for broader recruitment efforts to achieve a more diverse workforce that reflects our students and community.

The data below allows for a comparison of the percent of a monitored group in a job category with their projected representation based on availability in the workforce. Representation below 80% constitutes underrepresentation.

Note, due to discrepancies in the data, Pacific Islander (PI) and Native Hawaiian (NH) employees were not included in the analyses.

Active Employees Analyses

Faculty

Full-Time Faculty

Race	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Project Representation %	Projected Representation based on Availability	80 % Rule	SD	Binomial Exact	SF	
White	424	253	59.7%	50.54%	214	118.1%	3.76	1.00	-39	
Black	424	10	2.4%	3.40%	14	69.5%	-1.18	0.15	4	Underrepresented
Hispanic/Latinx	424	62	14.6%	17.92%	76	81.6%	-1.77	0.04	14	Underrepresented
Asian	424	51	12.0%	20.30%	86	59.3%	-4.23	0.00	35	Underrepresented
Native American	424	1	0.2%	0.63%	3	37.7%	-1.02	0.26	2	
*NH/PI	424	1	0.2%	1.35%	6	17.5%	-1.98	0.02	5	
Total BIPOC	424	125								

Full-Time Faculty

Gender	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	80 % Rule	SD	Binomial Exact	SF
Female	424	231	54.5%	55.01%	233	99.0%	-0.22	0.43	2
Male	424	185	43.6%	26.51%	112	164.6%	7.99	1.00	-73

An analysis of SOCCCD's active full-time faculty reveals a notable overrepresentation of White individuals in employment, exceeding the identified availability by a significant margin (60% representation and 51% availability) compared to the other groups. Active employment levels for Black and Asian employment fall below the identified availability by a significant margin. Although Hispanic representation slightly exceeds 80%, it remains a demographic group that SOCCCD wishes to monitor closely. As a result of these findings, SOCCCD is prioritizing recruitment efforts likely to increase the number of qualified Black, Asian, and Hispanic full-time faculty applicants.

Overall, full-time faculty workforce employment data shows males and females are employed within a reasonable range of the identified availability. As a result of these findings, SOCCCD is not prioritizing efforts likely to increase the number of qualified applicants from either group.

Part-Time Faculty

Race	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Project Representation %	Projected Representation based on Availability	80 % Rule	SD	Binomial Exact	SF	
White	1321	763	57.8%	50.54%	668	114.3%	5.25	1.00	-95	
Black	1321	29	2.2%	3.40%	45	64.7%	-2.41	0.01	16	Underrepresented
Hispanic/Latinx	1321	195	14.8%	17.92%	237	82.4%	-2.99	0.00	42	Underrepresented
Asian	1321	179	13.6%	20.30%	268	66.8%	-6.10	0.00	89	Underrepresented
Native American	1321	5	0.4%	0.63%	8	60.6%	-1.14	0.17	3	
*NH/PI	1321	6	0.5%	1.35%	18	33.8%	-2.81	0.00	12	
Total BIPOC	1321	414								

Part-Time Faculty

Gender	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Projected Gender Representation %	Projected Gender Representation based on Availability	80 % Rule	SD	Binomial Exact	SF
Female	1321	776	58.7%	55.01%	727	106.8%	2.73	1.00	-49
Male	1321	543	41.1%	26.51%	350	155.1%	12.02	1.00	-193

An analysis of the SOCCCD's active part-time faculty, reveals a notable overrepresentation of White individuals in employment, exceeding the identified availability by a significant margin (60% representation and 51% availability) compared to the other groups. Active employment levels for Black and Asian employment fall below the identified availability by a significant margin. Although Hispanic representation slightly exceeds 80%, it remains a demographic group that SOCCCD will closely monitor. As a result of these findings, SOCCCD is prioritizing recruitment efforts likely to increase the number of qualified Black, Asian, and Hispanic full-time faculty applicants.

Overall, part-time faculty workforce employment data shows males and females are employed within a reasonable range of the identified availability. As a result of these findings, SOCCCD is not prioritizing efforts likely to increase the number of qualified applicants from either group.

Administrators

Administrators

Race	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Project Representation %	Projected Representation based on Availability	80 % Rule	SD	Binomial Exact	SF	
White	144	76	52.8%	47.55%	68	111.0%	1.26	0.91	-8	
Black	144	6	4.2%	4.10%	6	101.6%	0.04	0.62	0	
Hispanic/Latinx	144	24	16.7%	21.38%	31	78.0%	-1.38	0.10	7	Underrepresented
Asian	144	19	13.2%	16.25%	23	81.2%	-0.99	0.19	4	
Native American	144	0	0.0%	1.13%	2	0.0%	-1.28	0.20	2	
NH/PI	144	0	0.0%	0.20%	0	0.0%	-0.53	0.75	0	
Total BIPOC	144	49								

Administrators

Gender	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Projected Gender Representation %	Projected Gender Representation based on Availability	80 % Rule	SD	Binomial Exact	SF
Female	144	75	52.1%	41.26%	59	126.2%	2.64	1.00	-16
Male	144	69	47.9%	29.86%	43	160.5%	4.73	1.00	-26

An analysis of the SOCCCD's administrators shows White employment exceeds the identified availability by a significant margin (52% representation and 48% availability) compared to the other groups. Hispanic falls below the identified availability by a

significant margin (17% employed and 21% availability). As a result of these findings, SOCCCD is prioritizing recruitment efforts likely to increase the number of qualified Hispanic applicants within its broad recruitment and outreach efforts to attract qualified applicants from all races, ethnicities, and sex groups.

Overall, the administrators' workforce employment data shows males and females are employed within a reasonable range of the identified availability. As a result of these findings, SOCCCD is not prioritizing efforts likely to increase the number of qualified applicants from either group.

Classified Professionals

As for classified professionals, we disaggregated these groups into the seven EEO categories in alignment with the recommendations. The designated classification categories include service maintenance, technical/paraprofessionals, clerical and secretarial, and skilled craft. The distribution of underrepresented groups varied across the different classifications of classified professionals. These categories will be further examined to identify activities tailored to address the specific priorities within each classification for classified professionals.

Service Maintenance

Service/Maintenance

Race	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Project Representation %	Projected Representation based on Availability	80 % Rule	SD	Binomial Exact	SF	
White	110	35	31.8%	41.16%	45	77.3%	-1.99	0.03	10	Underrepresented
Black	110	5	4.5%	3.68%	4	123.7%	0.49	0.78	-1	
Hispanic/Latinx	110	54	49.1%	29.78%	33	164.8%	4.43	1.00	-21	
Asian	110	6	5.5%	17.12%	19	31.9%	-3.25	0.00	13	Underrepresented
Native American	110	1	0.9%	0.31%	0	298.1%	1.15	0.96	-1	
NH/PI	110	0	0.0%	0.28%	0	0.0%	-0.55	0.74	0	
Total BIPOC	110	66								

Service/Maintenance

Gender	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Projected Gender Representation %	Projected Gender Representation based on Availability	80 % Rule	SD	Binomial Exact	SF	
Female	110	20	18.2%	52.15%	57	34.9%	-7.13	0.00	37	Underrepresented
Male	110	90	81.8%	23.65%	26	346.0%	14.36	1.00	-64	

An analysis of the SOCCCD's service maintenance workforce employment data shows that Asian employment falls below the identified availability. Inclusively, the service maintenance workforce employment data shows females as an underrepresented group.

Technical/Paraprofessionals

Technical/Paraprofessional

Race	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Project Representation %	Projected Representation based on Availability	80 % Rule	SD	Binomial Exact	SF	
White	126	68	54.0%	40.13%	51	134.5%	3.17	1.00	-17	
Black	126	1	0.8%	3.52%	4	22.6%	-1.66	0.06	3	Underrepresented
Hispanic/Latinx	126	20	15.9%	26.83%	34	59.2%	-2.78	0.00	14	Underrepresented
Asian	126	18	14.3%	21.34%	27	67.0%	-1.93	0.03	9	Underrepresented
Native American	126	2	1.6%	0.21%	0	755.9%	3.38	1.00	-2	
NH/PI	126	0	0.0%	0.32%	0	0.0%	-0.63	0.67	0	
Total BIPOC	126	41								

Technical/Paraprofessional

Gender	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Projected Gender Representation %	Projected Gender Representation based on Availability	80 % Rule	SD	Binomial Exact	SF
Female	126	66	52.4%	52.26%	66	100.2%	0.03	0.55	0
Male	126	60	47.6%	23.76%	30	200.5%	6.29	1.00	-30

An analysis of the SOCCCD's technical/paraprofessionals workforce employment data shows that Asian, Hispanic, and Black employment falls below the identified availability.

Overall, classified professionals under technical paraprofessional employment data show males and females are employed within a reasonable range of the identified availability. As a result of these findings, SOCCCD is not prioritizing efforts likely to increase the number of qualified applicants from either group.

Clerical and Secretarial

Clerical and Secretarial

Race	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Project Representation %	Projected Representation based on Availability	80 % Rule	SD	Binomial Exact	SF	
White	244	103	42.2%	46.14%	113	91.5%	-1.23	0.12	10	
Black	244	4	1.6%	3.60%	9	45.5%	-1.64	0.06	5	Underrepresented
Hispanic/Latinx	244	79	32.4%	24.41%	60	132.6%	2.90	1.00	-19	
Asian	244	34	13.9%	17.72%	43	78.7%	-1.55	0.07	9	Underrepresented
Native American	244	1	0.4%	0.21%	1	199.9%	0.71	0.91	0	
NH/PI	244	1	0.4%	0.29%	1	141.3%	0.35	0.84	0	
Total BIPOC	244	119								

Clerical and Secretarial

Gender	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	80 % Rule	SD	Binomial Exact	SF	
Female	244	198	81.1%	58.56%	143	138.6%	7.16	1.00	-55	
Male	244	46	18.9%	30.06%	73	62.7%	-3.82	0.00	27	Underrepresented

An analysis of the SOCCCD's clerical and secretarial workforce employment data shows Asian, Black, and male employment fall below the identified availability.

Skilled Craft

Skilled Craft

Race	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Project Representation %	Projected Representation based on Availability	80 % Rule	SD	Binomial Exact	SF	
White	16	7	43.8%	44.43%	7	98.5%	-0.05	0.58	0	
Black	16	1	6.3%	2.91%	0	215.1%	0.80	0.92	-1	
Hispanic/Latinx	16	3	18.8%	28.10%	4	66.7%	-0.83	0.30	1	Underrepresented
Asian	16	1	6.3%	16.54%	3	37.8%	-1.11	0.23	2	Underrepresented
Native American	16	1	6.3%	0.34%	0	1838.2%	4.06	1.00	-1	
NH/PI	16	0	0.0%	0.32%	0	0.0%	-0.22	0.95	0	
Total BIPOC	16	6								

Skilled Craft

Gender	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	80% Rule	SD	Binomial Exact	SF	
Female	16	0	0.0%	38.21%	6	0.0%	-3.15	0.00	6	Underrepresented
Male	16	16	100.0%	9.71%	2	1030.4%	12.20	1.00	-14	

Classified professionals under skilled craft employment data show that Asian, Hispanic, and female employment falls below the identified availability.

XII. Methods for Addressing Underrepresentation

[Reference – Title 5, §53003(c)(10), Sec. 53021, Sec. 53022, Sec. 53023, Sec. 53024]

Where the District determines that significant underrepresentation or adverse impact of one or more monitored groups in recruitment may be the result of non-job-related factors, it shall implement additional strategies in its EEO Plan designed to promptly mitigate the underrepresentation or adverse impact. Regardless of whether underrepresentation exists or not, the District continues to review and revise its recruitment and hiring procedures and policies in accordance with the law.

The District established hiring procedures to ensure equal employment opportunity and broadening efforts to create a diverse pool of qualified individuals from which to hire. The District's recruitment and hiring regulations include:

1. The administrative regulations (AR) for full-time faculty and part-time faculty hiring recruitments are documented in AR 7123 and AR 7124, which can be found on the District's website (www.socccd.edu) or accessed directly through the following links: Recruitment: Full-Time Faculty Hiring (AR 7123); Recruitment: Part-Time Faculty Hiring (AR 7124)
2. The administrative regulations (AR) for administrators and classified staff recruitments are documented in AR 7121 and AR 7122, which can be found on the District's website (www.socccd.edu) or accessed directly through the following links: Employment Procedures for Management Team Members (AR 7121); Recruitment: Classified Staff (AR 7122)

Based on the data findings under Article X and XI, the District acknowledges that barriers persist in our recruitment and hiring practices. To mitigate underrepresentation in our faculty workforce, the District intends to evaluate and negotiate the faculty collective bargaining agreement for any language that is inconsistent with our endeavors towards equal employment opportunity and DEIA as described in the EEO Plan. This includes, but is not limited to, evaluating and negotiating language that affords parity between internal and external candidates. Furthermore, to mitigate underrepresentation in all job classifications, the District will focus on outreach and recruitment efforts in communities that are underrepresented in our workforce. This includes partnering with community organizations, attending job fairs and conferences, and advertising job openings in publications that reach a diverse audience. Additionally, the District will provide training and development programs that support the professional development of underrepresented employees.

XIII. Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies for Achieving Institutional Diversity

The District recognizes multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District.

Equal employment opportunity should exist at all levels and in all job categories. The District seeks to ensure equal employment opportunity through the creation of specific pre-hiring, hiring, and post-hiring strategies that the District intends to implement each year of the life the EEO Plan. See Appendix C – Article XIII Matrix.

Appendix A – Community Organizations & Contact Information

A Black Education Network (ABEN)
P.O. Box 3134
San Jose, CA 95156
Tel: (408) 977-4188
www.aben4ace.org

American Civil Liberties Union
ACLU Orange County Chapter
1313 West Eighth St.,
Los Angeles, CA 90017
Tel: (Orange County): (714) 450-3962

Asian Pacific American Network
231 East Third Street, Suite G104
Los Angeles, CA 90013
Tel: (213) 473-3030
Fax: (213) 473‐3031
www.apanet.org/about.html

Black Chamber of Commerce of Orange County
2323 North Broadway, Suite # 302
Santa Ana, CA 92706
Tel: (714) 547‐2646
www.ocblackchamber.com

Diverse: Issues in Higher Education
10520 Warwick Avenue, Suite B‐8
Fairfax, VA 22030‐3136
Tel: (800) 783‐3199 or (703) 385-2981
Fax: (703) 385-1839
www.diverseeducation.com

GLAAACC ‐ **African American Chamber of Commerce**
5120 W. Goldleaf Circle, Suite # 230
Los Angeles, CA 90056
Tel: (323) 292‐1297
Fax: (323) 292-1451
www.glaaacc.org

Japanese American Citizens League
Pacific Southwest Regional Office
244 South San Pedro Street, Suite # 409
Los Angeles, CA 90012
Tel: (213) 626-4471

www.jacl.org

Japanese American Cultural & Community Center
244 S. San Pedro Street
Los Angeles, CA 90012
Tel: (213) 628‐2725
Fax: (213) 617-8576
www.jaccc.org/

League of Women Voters Orange County
P. O. Box 10621
Santa Ana, CA 92711-0621
Tel: (714) 245-0567
http://ocilo.ca.lwvnet.org/
The LGBT Center OC
1605 N. Spurgeon St.
Santa Ana, CA 92701
Tel: (714) 953-5428
www.lgbtcenteroc.org

Mexican American Legal Defense and Education Fund
634 S. Spring Street, Suite 1100
Los Angeles, CA 90014
Tel: (213) 629‐2512
http://maldef.org

Mexican American Women's National Association (MANA)
1140 19th Street, NW, Suite # 550
Washington, DC 20036
Tel: (202) 525-5113
www.hermana.org

National Association for the Advancement of Colored People (NAACP)
P.O. Box 1594
Long Beach, CA 90801
Tel: (562) 494-6507
www.naacp‐losangeles.org

National Center for Lesbian Rights (NCLR)
NCLR National Office
870 Market Street, Suite 370
San Francisco, CA 94102
Tel: (415) 392‐6257
Fax: (415) 392-8442
www.nclrights.org

National Congress of American Indians (NCAI)
1516 P. Street, NW
Washington, DC 20005
Tel: (202) 466‐7767
Fax: (202) 466-7797
http://ncai.org

National Federation of Filipino American Associations (NFFAA)
1322 18th St NW
Washington, DC 20036‐1803
Tel: (202) 803-1353
http://naffaa.org/

National Organization for Women (NOW)
1100 H Street NW, Ste. 300
Washington, DC 20005
Tel: (202) 628‐8669 (628‐8NOW)

www.now.org

North County African American Women's Association
4140 Oceanside Blvd. Suite #159
Oceanside, CA 92056
Tel: (760) 978‐6534

http://www.ncaawa.org/
National Urban League
80 Pine Street, 9th Floor
New York, NY 10005
Tel: (212) 558‐5300
Fax: (212) 344-5332
www.nul.iamempowered.com

Ocapica | Orange County Asian and Pacific Islander Community Alliance
12912 Brookhurst St.
Garden Grove, CA 92840
Tel: (714) 636-9095
https://www.ocapica.org/

Orange County Hispanic Chamber of Commerce
1 Banting Suite A
Irvine, CA 92618
Tel: (949) 891-1464
www.ochcc.org

Women's Bureau
Office of the Secretary U.S Department of Labor
200 Constitution Avenue, NW
Washington, DC 20210
Tel: (202) 693‐6710
Fax: (202) 693-6725
www.dol.gov/wb

South Orange County Community College District
Workforce Composition
For Year Ending 10/31/2020

SOCCCD Summary

EEO-6 Category	Female #	Female %	Male #	Male %	Total #	Total %	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	57	48.7%	60	51.3%	117	5%	1	0.9%	20	17.1%	8	6.8%	10	8.5%	69	59.0%	2	1.7%	13	11.1%
Faculty & Other Instructional Staff: Full-time	215	54.6%	179	45.4%	394	15%	3	0.8%	38	9.6%	8	2.0%	51	12.9%	260	66.0%	1	0.3%	26	6.6%
Faculty & Other Instructional Staff: Part-time	830	56.2%	646	43.8%	1476	57%	22	1.5%	205	13.9%	36	2.4%	161	10.9%	957	64.8%	37	2.5%	57	3.9%
Professional Non-Faculty	8	53.3%	7	46.7%	15	1%	0	0.0%	4	26.7%	0	0.0%	2	13.3%	7	46.7%	1	6.7%	0	0.0%
Secretarial/Clerical	233	81.5%	53	18.5%	286	11%	3	1.0%	39	13.6%	3	1.0%	62	21.7%	120	42.0%	0	0.0%	16	5.6%
Technical/Paraprofessional	63	43.2%	83	56.8%	146	6%	0	0.0%	24	16.4%	0	0.0%	20	13.7%	71	48.6%	1	0.7%	17	11.6%
Skilled Crafts	2	10.0%	18	90.0%	20	1%	1	5.0%	2	10.0%	1	5.0%	4	20.0%	7	35.0%	0	0.0%	3	15.0%
Service/Maintenance	23	20.2%	91	79.8%	114	4%	1	0.9%	5	4.4%	8	7.0%	53	46.5%	40	35.1%	0	0.0%	6	5.3%
Grand Total	**1431**	**55.7%**	**1137**	**44.3%**	**2568**	**100%**	**31**	**1.2%**	**337**	**13.1%**	**64**	**2.5%**	**363**	**14.1%**	**1531**	**59.6%**	**42**	**1.6%**	**138**	**5.4%**

District Services

EEO-6 Category	Female #	Female %	Male #	Male %	Total #	Total %	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	18	56.3%	14	43.8%	32	30%	0	0.0%	6	18.8%	2	6.3%	3	9.4%	18	56.3%	1	3.1%	3	9.4%
Faculty & Other Instructional Staff: 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%
Faculty & Other Instructional Staff: 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	3	50.0%	3	50.0%	6	6%	0	0.0%	2	33.3%	0	0.0%	0	0.0%	3	50.0%	0	0.0%	0	0.0%
Secretarial/Clerical	37	90.2%	4	9.8%	41	38%	0	0.0%	7	17.1%	0	0.0%	5	12.2%	18	43.9%	0	0.0%	5	12.2%
Technical/Paraprofessional	11	52.4%	10	47.6%	21	20%	0	0.0%	5	23.8%	0	0.0%	5	23.8%	8	38.1%	0	0.0%	2	9.5%
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%
Service/Maintenance	0		7	100.0%	7	7%	0	0.0%	0	0.0%	0	0.0%	5	71.4%	2	28.6%	0	0.0%	0	0.0%
Grand Total	**69**	**64.5%**	**38**	**35.5%**	**107**	**100%**	**0**	**0.0%**	**20**	**18.7%**	**2**	**1.9%**	**18**	**16.8%**	**49**	**45.8%**	**1**	**0.9%**	**10**	**9.3%**

Irvine Valley College

EEO-6 Category	Female #	Female %	Male #	Male %	Total #	Total %	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	15	42.9%	20	57.1%	35	4%	1	2.9%	9	25.7%	2	5.7%	4	11.4%	17	48.6%	0	0.0%	2	5.7%
Faculty & Other Instructional Staff: Full-time	69	45.4%	83	54.6%	152	15%	2	1.3%	22	14.5%	4	2.6%	25	16.4%	86	56.6%	0	0.0%	9	5.9%
Faculty & Other Instructional Staff: Part-time	343	57.7%	251	42.3%	594	60%	9	1.5%	114	19.2%	20	3.4%	67	11.3%	346	58.2%	19	3.2%	18	3.0%
Professional Non-Faculty	2	50.0%	2	50.0%	4	0%	0	0.0%	2	50.0%	0	0.0%	0	0.0%	2	50.0%	0	0.0%	0	0.0%
Secretarial/Clerical	77	75.5%	25	24.5%	102	10%	1	1.0%	17	16.7%	1	1.0%	25	24.5%	37	36.3%	0	0.0%	5	4.9%
Technical/Paraprofessional	19	42.2%	26	57.8%	45	5%	0	0.0%	9	20.0%	0	0.0%	6	13.3%	21	46.7%	0	0.0%	7	15.6%
Skilled Crafts	1	12.5%	7	87.5%	8	1%	0	0.0%	2	25.0%	0	0.0%	3	37.5%	1	12.5%	0	0.0%	1	12.5%
Service/Maintenance	5	11.9%	37	88.1%	42	4%	0	0.0%	1	2.4%	4	9.5%	23	54.8%	14	33.3%	0	0.0%	2	4.8%
Grand Total	**531**	**54.1%**	**451**	**45.9%**	**982**	**100%**	**13**	**1.3%**	**176**	**17.9%**	**31**	**3.2%**	**153**	**15.6%**	**524**	**53.4%**	**19**	**1.9%**	**44**	**4.5%**

Saddleback College

EEO-6 Category	Female #	Female %	Male #	Male %	Total #	Total %	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	24	48.0%	26	52.0%	50	3%	0	0.0%	5	10.0%	4	8.0%	3	6.0%	34	68.0%	1	2.0%	8	16.0%
Faculty & Other Instructional Staff: Full-time	146	60.3%	96	39.7%	242	16%	1	0.4%	16	6.6%	4	1.7%	26	10.7%	174	71.9%	1	0.4%	17	7.0%
Faculty & Other Instructional Staff: Part-time	487	55.2%	395	44.8%	882	60%	13	1.5%	91	10.3%	16	1.8%	94	10.7%	611	69.3%	18	18.0%	39	4.4%
Professional Non-Faculty	3	60.0%	2	40.0%	5	0%	0	0.0%	0	0.0%	0	0.0%	2	40.0%	2	40.0%	1	20.0%	0	0.0%
Secretarial/Clerical	119	83.2%	24	16.8%	143	10%	2	1.4%	15	10.5%	2	1.4%	32	22.4%	65	45.5%	0	0.0%	6	4.2%
Technical/Paraprofessional	33	41.3%	47	58.8%	80	5%	0	0.0%	10	12.5%	0	0.0%	9	11.3%	42	52.5%	1	1.3%	8	10.0%
Skilled Crafts	1	8.3%	11	91.7%	12	1%	1	8.3%	0	0.0%	1	8.3%	1	8.3%	6	50.0%	0	0.0%	2	16.7%
Service/Maintenance	18	27.7%	47	72.3%	65	4%	1	1.5%	4	6.2%	4	6.2%	25	38.5%	24	36.9%	0	0.0%	4	6.2%
Grand Total	**831**	**56.2%**	**648**	**43.8%**	**1479**	**100.0%**	**18**	**1.2%**	**141**	**9.5%**	**31**	**2.1%**	**192**	**13.0%**	**958**	**64.8%**	**22**	**1.5%**	**84**	**5.7%**

South Orange County Community College District
Workforce Composition
For Year Ending 10/31/2021

SOCCCD Summary

EEO-6 Category	Female #	Female %	Male #	Male %	Total #	Total %	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	58	48.7%	61	51.3%	119	5%	2	1.7%	16	13.4%	5	4.2%	12	10.1%	62	52.1%	7	5.9%	15	12.6%
Faculty & Other Instructional Staff: Full-time	200	53.1%	177	46.9%	377	16%	3	0.8%	42	11.1%	7	1.9%	47	12.5%	245	65.0%	1	0.3%	32	8.5%
Faculty & Other Instructional Staff: Part-time	759	57.2%	568	42.8%	1327	57%	7	0.5%	178	13.4%	30	2.3%	124	9.3%	833	62.8%	62	4.7%	94	7.1%
Professional Non-Faculty	5	38.5%	8	61.5%	13	1%	0	0.0%	4	30.8%	0	0.0%	0	0.0%	7	53.8%	1	7.7%	0	0.0%
Secretarial/Clerical	192	83.1%	39	16.9%	231	10%	2	0.9%	38	16.5%	4	1.7%	57	24.7%	108	46.8%	3	1.3%	19	8.2%
Technical/Paraprofessional	52	39.1%	81	60.9%	133	6%	0	0.0%	27	20.3%	1	0.8%	20	15.0%	66	49.6%	2	1.5%	17	12.8%
Skilled Crafts	2	10.5%	17	89.5%	19	1%	1	5.3%	2	10.5%	1	5.3%	3	15.8%	8	42.1%	0	0.0%	4	21.1%
Service/Maintenance	18	17.1%	87	82.9%	105	5%	1	1.0%	5	4.8%	8	7.6%	48	45.7%	35	33.3%	0	0.0%	8	7.6%
Grand Total	**1286**	**55.3%**	**1038**	**44.7%**	**2324**	**100%**	**16**	**0.7%**	**312**	**13.4%**	**56**	**2.4%**	**311**	**13.4%**	**1364**	**58.7%**	**76**	**3.3%**	**189**	**8.1%**

District Services

EEO-6 Category	Female #	Female %	Male #	Male %	Total #	Total %	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	20	60.6%	13	39.4%	33	34%	0	0.0%	6	18.2%	2	6.1%	2	6.1%	20	60.6%	2	6.1%	1	3.0%
Faculty & Other Instructional Staff: 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%
Faculty & Other Instructional Staff: 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	40.0%	3	60.0%	5	5%	0	0.0%	2	40.0%	0	0.0%	0	0.0%	3	60.0%	0	0.0%	6	600.0%
Secretarial/Clerical	31	91.2%	3	8.8%	34	35%	0	0.0%	6	17.6%	0	0.0%	5	14.7%	16	47.1%	1	2.9%	0	0.0%
Technical/Paraprofessional	10	50.0%	10	50.0%	20	20%	0	0.0%	5	25.0%	0	0.0%	5	25.0%	8	40.0%	0	0.0%	2	10.0%
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%
Service/Maintenance	0		6	100.0%	6	6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	66.7%	2	33.3%	0	0.0%
Grand Total	**63**	**64.3%**	**35**	**35.7%**	**98**	**100%**	**0**	**0.0%**	**19**	**19.4%**	**2**	**2.0%**	**16**	**16.3%**	**49**	**50.0%**	**3**	**3.1%**	**9**	**9.2%**

Irvine Valley College

EEO-6 Category	Female #	Female %	Male #	Male %	Total #	Total %	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	15	35.0%	20	57.1%	35	4%	2	5.7%	6	17.1%	1	2.9%	6	17.1%	14	40.0%	1	2.9%	5	14.3%
Faculty & Other Instructional Staff: Full-time	64	145.0%	81	55.9%	145	16%	2	1.4%	23	15.9%	3	2.1%	20	13.8%	86	59.3%	0	0.0%	11	7.6%
Faculty & Other Instructional Staff: Part-time	312	53.0%	220	41.4%	532	60%	2	0.4%	98	18.4%	17	3.2%	50	9.4%	300	56.4%	31	5.8%	34	6.4%
Professional Non-Faculty	2	50.0%	2	50.0%	4	0%	0	0.0%	2	50.0%	0	0.0%	0	0.0%	2	50.0%	0	0.0%	0	0.0%
Secretarial/Clerical	63	77.8%	18	22.2%	81	9%	0	0.0%	17	21.0%	2	2.5%	21	25.9%	32	39.5%	2	2.5%	7	8.6%
Technical/Paraprofessional	19	42.2%	26	57.8%	45	5%	0	0.0%	12	26.7%	0	0.0%	6	13.3%	19	42.2%	0	0.0%	8	17.8%
Skilled Crafts	1	11.1%	8	88.9%	9	1%	0	0.0%	2	22.2%	0	0.0%	3	33.3%	3	33.3%	0	0.0%	1	11.1%
Service/Maintenance	4	10.3%	35	89.7%	39	4%	0	0.0%	1	2.6%	4	10.3%	20	51.3%	12	30.8%	0	0.0%	2	5.1%
Grand Total	**480**	**53.9%**	**410**	**46.1%**	**890**	**100%**	**6**	**0.7%**	**161**	**18.1%**	**27**	**3.0%**	**126**	**14.2%**	**468**	**52.6%**	**34**	**3.8%**	**68**	**7.6%**

Saddleback College

EEO-6 Category	Female #	Female %	Male #	Male %	Total #	Total %	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	23	45.1%	28	54.9%	51	4%	0	0.0%	4	7.8%	2	3.9%	4	7.8%	28	54.9%	4	7.8%	9	17.6%
Faculty & Other Instructional Staff: Full-time	136	58.6%	96	41.4%	232	17%	1	0.4%	19	8.2%	4	1.7%	27	11.6%	159	68.5%	1	0.4%	21	9.1%
Faculty & Other Instructional Staff: Part-time	447	56.2%	348	43.8%	795	60%	5	0.6%	80	10.1%	13	1.6%	73	9.2%	533	67.0%	31	18.0%	60	7.5%
Professional Non-Faculty	1	25.0%	3	75.0%	4	0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%	2	50.0%	1	25.0%	0	0.0%
Secretarial/Clerical	98	84.5%	18	15.5%	116	9%	2	1.7%	15	12.9%	2	1.7%	31	26.7%	60	51.7%	0	0.0%	6	5.2%
Technical/Paraprofessional	23	33.8%	45	66.2%	68	5%	0	0.0%	10	14.7%	1	1.5%	9	13.2%	39	57.4%	2	2.9%	7	10.3%
Skilled Crafts	1	10.0%	9	90.0%	10	1%	1	10.0%	0	0.0%	1	10.0%	0	0.0%	5	50.0%	0	0.0%	3	30.0%
Service/Maintenance	14	23.3%	46	76.7%	60	4%	1	1.7%	4	6.7%	4	6.7%	24	40.0%	21	35.0%	0	0.0%	6	10.0%
Grand Total	**743**	**55.6%**	**593**	**44.4%**	**1336**	**100.0%**	**10**	**0.7%**	**132**	**9.9%**	**27**	**2.0%**	**169**	**12.6%**	**847**	**63.4%**	**39**	**2.9%**	**112**	**8.4%**

South Orange County Community College District
Workforce Composition
For Year Ending 10/31/2022

SOCCCD Summary

EEO-6 Category	Female #	Female %	Male #	Male %	Non-Binary #	Non-Binary %	Total #	Total %	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	62	48.82%	65	51.18%	0	0.00%	127	5%	0	0.00%	17	13.39%	6	4.72%	17	13.39%	60	47.24%	12	9.45%	15	11.81%
Faculty & Other Instructional Staff: Full-time	220	55.56%	175	44.19%	1	0.25%	396	17%	3	0.76%	46	11.62%	7	1.77%	54	13.64%	248	62.63%	6	1.52%	32	8.08%
Faculty & Other Instructional Staff: Part-time	708	57.99%	513	42.01%	0	0.00%	1221	53%	5	0.41%	159	13.02%	20	1.64%	161	13.19%	715	58.56%	63	5.16%	98	8.03%
Professional Non-Faculty	5	41.67%	7	58.33%	0	0.00%	12	1%	0	0.00%	3	25.00%	0	0.00%	1	8.33%	8	66.67%	0	0.00%	0	0.00%
Secretarial/Clerical	225	81.23%	52	18.77%	0	0.00%	277	12%	2	0.72%	42	15.16%	4	1.44%	87	31.41%	115	41.52%	5	1.81%	22	7.94%
Service/Maintenance	23	20.72%	88	79.28%	0	0.00%	111	5%	2	1.80%	6	5.41%	6	5.41%	47	42.34%	39	35.14%	0	0.00%	11	9.91%
Skilled Craft	8	32.00%	17	68.00%	0	0.00%	25	1%	1	4.00%	2	8.00%	1	4.00%	4	16.00%	11	44.00%	0	0.00%	6	24.00%
Technical/Paraprofessional	63	41.72%	88	58.28%	0	0.00%	151	7%	1	0.66%	22	14.57%	0	0.00%	31	20.53%	78	51.66%	5	3.31%	14	9.27%
Grand Total	**1314**	**56.64%**	**1005**	**43.32%**	**1**	**0.04%**	**2320**	**100%**	**14**	**0.60%**	**297**	**12.80%**	**44**	**1.90%**	**402**	**17.33%**	**1274**	**54.91%**	**91**	**3.92%**	**198**	**8.53%**

District Services

EEO-6 Category	Female #	Female %	Male #	Male %	Non-Binary #	Non-Binary %	Total #	Total %	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	21	61.76%	13	38.24%	0	0.00%	34	32%	0	0.00%	7	20.59%	2	5.88%	3	8.82%	17	50.00%	3	8.82%	2	5.88%
Faculty & Other Instructional Staff: Full-time	0	0.00%	0	0.00%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Faculty & Other Instructional Staff: Part-time	0	0.00%	0	0.00%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Professional Non-Faculty	1	25.00%	3	75.00%	0	0.00%	4	4%	0	0.00%	1	25.00%	0	0.00%	0	0.00%	3	75.00%	0	0.00%	0	0.00%
Secretarial/Clerical	36	87.80%	5	12.20%	0	0.00%	41	39%	0	0.00%	6	14.63%	0	0.00%	12	29.27%	20	48.78%	0	0.00%	3	7.32%
Service/Maintenance	0	0.00%	6	100.00%	0	0.00%	6	6%	0	0.00%	0	0.00%	0	0.00%	4	66.67%	2	33.33%	0	0.00%	0	0.00%
Skilled Craft	0	0.00%	0	0.00%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Technical/Paraprofessional	10	50.00%	10	50.00%	0	0.00%	20	19%	0	0.00%	3	15.00%	0	0.00%	5	25.00%	10	50.00%	0	0.00%	2	10.0%
Grand Total	**68**	**64.76%**	**37**	**35.24%**	**0**	**0.00%**	**105**	**100%**	**0**	**0.00%**	**17**	**16.19%**	**2**	**1.90%**	**24**	**22.86%**	**52**	**49.52%**	**3**	**2.86%**	**7**	**6.67%**

Irvine Valley College

EEO-6 Category	Female #	Female %	Male #	Male %	Non-Binary #	Non-Binary %	Total #	Total %	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	14	35.00%	24	63.16%	0	0.00%	38	4%	0	0.00%	5	13.16%	2	5.26%	10	26.32%	15	39.47%	2	5.26%	4	10.53%
Faculty & Other Instructional Staff: Full-time	75	145.00%	81	51.92%	0	0.00%	156	18%	2	1.28%	24	15.38%	5	3.21%	23	14.74%	88	56.41%	3	1.92%	11	7.05%
Faculty & Other Instructional Staff: Part-time	265	53.00%	185	41.11%	0	0.00%	450	53%	1	0.22%	86	19.11%	8	1.78%	68	15.11%	228	50.67%	29	6.44%	30	6.67%
Professional Non-Faculty	2	50.00%	2	50.00%	0	0.00%	4	0%	0	0.00%	2	50.00%	0	0.00%	0	0.00%	2	50.00%	0	0.00%	0	0.00%
Secretarial/Clerical	76	79.17%	20	20.83%	0	0.00%	96	11%	0	0.00%	18	18.75%	2	2.08%	28	29.17%	36	37.50%	3	3.13%	9	9.38%
Service/Maintenance	5	11.90%	37	88.10%	0	0.00%	42	5%	1	2.38%	1	2.38%	3	7.14%	20	47.62%	12	28.57%	0	0.00%	5	11.90%
Skilled Craft	1	11.11%	8	88.89%	0	0.00%	9	1%	0	0.00%	2	22.22%	0	0.00%	3	33.33%	3	33.33%	0	0.00%	1	11.11%
Technical/Paraprofessional	20	39.22%	31	60.78%	0	0.00%	51	6%	0	0.00%	9	17.65%	0	0.00%	12	23.53%	23	45.10%	0	0.00%	7	13.73%
Grand Total	**458**	**54.14%**	**388**	**45.86%**	**0**	**0.00%**	**846**	**100%**	**4**	**0.47%**	**147**	**17.38%**	**20**	**2.36%**	**164**	**19.39%**	**407**	**48.11%**	**37**	**4.37%**	**67**	**7.92%**

Saddleback College

EEO-6 Category	Female #	Female %	Male #	Male %	Non-Binary #	Non-Binary %	Total #	Total %	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	27	49.09%	28	50.91%	0	0.00%	55	4.0%	0	0.00%	5	9.09%	2	3.64%	4	7.27%	28	50.91%	7	12.73%	9	16.36%
Faculty & Other Instructional Staff: Full-time	145	60.42%	94	39.17%	1	0.42%	240	17.5%	1	0.42%	22	9.17%	2	0.83%	31	12.92%	160	66.67%	3	1.25%	21	8.75%
Faculty & Other Instructional Staff: Part-time	443	57.46%	328	42.54%	0	0.00%	771	56.3%	4	0.52%	73	9.47%	12	1.56%	93	12.06%	487	63.16%	34	18.00%	68	8.82%
Professional Non-Faculty	2	50.00%	2	50.00%	0	0.00%	4	0.3%	0	0.00%	0	0.00%	0	0.00%	1	25.00%	3	75.00%	0	0.00%	0	0.00%
Secretarial/Clerical	113	80.71%	27	19.29%	0	0.00%	140	10.2%	2	1.43%	18	12.86%	2	1.43%	47	33.57%	59	42.14%	2	1.43%	10	7.14%
Service/Maintenance	18	28.57%	45	71.43%	0	0.00%	63	4.6%	1	1.59%	5	7.94%	3	4.76%	23	36.51%	25	39.68%	0	0.00%	6	9.52%
Skilled Craft	7	43.75%	9	56.25%	0	0.00%	16	1.2%	1	6.25%	0	0.00%	1	6.25%	1	6.25%	8	50.00%	0	0.00%	5	31.25%
Technical/Paraprofessional	33	41.25%	47	58.75%	0	0.00%	80	5.8%	1	1.25%	10	12.50%	0	0.00%	14	17.50%	45	56.25%	5	6.25%	5	6.25%
Grand Total	**788**	**57.56%**	**580**	**42.37%**	**1**	**0.07%**	**1369**	**100.0%**	**10**	**0.73%**	**133**	**9.72%**	**22**	**1.61%**	**214**	**15.63%**	**815**	**59.53%**	**51**	**3.73%**	**124**	**9.06%**

SOCCCD Applicant Pools For Year Ending 10/31/2020

EEO-6 Category	Total		Female		Male		Other/Unknown	
	#	%	#	%	#	%	#	%
Executive/Administrative/Managerial	1308	23.7%	301	23.0%	578	44.2%	429	32.8%
Faculty & Other Instructional Staff	714	12.9%	145	20.3%	310	43.4%	259	36.3%
Professional Non-Faculty	5	0.1%	3	60.0%	0	0.0%	2	40.0%
Secretarial/Clerical	2708	49.0%	1248	46.1%	421	15.5%	1039	38.4%
Technical/Paraprofessional	430	7.8%	96	22.3%	188	43.7%	146	34.0%
Skilled Crafts	111	2.0%	0	0.0%	43	38.7%	35	31.5%
Service/Maintenance	246	4.5%	17	6.9%	121	49.2%	108	43.9%
Total	5522	100.0%	1810	32.8%	1661	30.1%	2018	36.5%

EEO-6 Category	American Indian or Alaska Native		Asian/Pacific Islander		Black or African American		Hispanic/Latino		White		Two or More Races		Other / Unknown	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Executive/Administrative/Managerial	5	0.4%	148	11.3%	119	9.1%	92	7.0%	457	34.9%	121	9.3%	366	28.0%
Faculty & Other Instructional Staff	0	0.0%	96	13.4%	39	5.5%	32	4.5%	250	35.0%	54	7.6%	243	34.0%
Professional Non-Faculty	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	80.0%	0	0.0%	1	20.0%
Secretarial/Clerical	6	0.2%	299	11.0%	69	2.5%	307	11.3%	761	28.1%	270	10.0%	996	36.8%
Technical/Paraprofessional	1	0.2%	79	18.4%	11	2.6%	29	6.7%	147	34.2%	41	9.5%	122	28.4%
Skilled Crafts	1	0.9%	9	8.1%	5	4.5%	12	10.8%	30	27.0%	19	17.1%	35	31.5%
Service/Maintenance	1	0.4%	18	7.3%	10	4.1%	49	19.9%	50	20.3%	33	13.4%	85	34.6%
Total	14	0.3%	649	11.8%	253	4.6%	521	9.4%	1699	30.8%	538	9.7%	1848	33.5%

SOCCCD Applicant Pools For Year Ending 10/31/2021

EEO-6 Category	Total #	Total %	Female #	Female %	Male #	Male %	Other/Unknown #	Other/Unknown %
Executive/Administrative/Managerial	773	16.1%	216	27.9%	262	33.9%	295	38.2%
Faculty & Other Instructional Staff	459	9.6%	139	30.3%	145	31.6%	175	38.1%
Professional Non-Faculty	32	0.7%	17	53.1%	0	0.0%	15	46.9%
Secretarial/Clerical	2232	46.5%	1003	44.9%	321	14.4%	908	40.7%
Technical/Paraprofessional	857	17.9%	216	25.2%	335	39.1%	306	35.7%
Skilled Crafts	83	1.7%	17	20.5%	36	43.4%	30	36.1%
Service/Maintenance	363	7.6%	25	6.9%	182	50.1%	156	43.0%
Total	4799	100.0%	1633	34.0%	1281	26.7%	1885	39.3%

EEO-6 Category	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	10	1.3%	103	13.3%	59	7.6%	78	10.1%	203	26.3%	60	7.8%	260	33.6%
Faculty & Other Instructional Staff	5	1.1%	75	16.3%	23	5.0%	21	4.6%	141	30.7%	33	7.2%	161	35.1%
Professional Non-Faculty	0	0.0%	7	21.9%	0	0.0%	0	0.0%	11	34.4%	1	3.1%	13	40.6%
Secretarial/Clerical	26	1.2%	279	12.5%	78	3.5%	199	8.9%	628	28.1%	206	9.2%	816	36.6%
Technical/Paraprofessional	7	0.8%	189	22.1%	16	1.9%	78	9.1%	241	28.1%	65	7.6%	261	30.5%
Skilled Crafts	1	1.2%	3	3.6%	2	2.4%	5	6.0%	30	36.1%	13	15.7%	33	39.8%
Service/Maintenance	4	1.1%	17	4.7%	13	3.6%	94	25.9%	50	13.8%	46	12.7%	137	37.7%
Total	53	1.1%	673	14.0%	191	4.0%	475	9.9%	1304	27.2%	424	8.8%	1681	35.0%

SOCCCD Applicant Pools For Year Ending 10/31/2022

EEO-6 Category	Total #	Total %	Female #	Female %	Male #	Male %	Non-Binary #	Non-Binary %	Other/Unknown #	Other/Unknown %
Executive/Administrative/Managerial	905	12.8%	306	33.8%	526	58.1%	3	0.3%	70	7.7%
Faculty & Other Instructional Staff	1532	21.6%	498	32.5%	529	34.5%	6	0.4%	499	32.6%
Professional Non-Faculty	94	1.3%	62	66.0%	29	30.9%	1	1.1%	2	2.1%
Secretarial/Clerical	3132	44.1%	2025	64.7%	634	20.2%	2	0.1%	471	15.0%
Service/Maintenance	499	7.0%	85	17.0%	353	70.7%	1	0.2%	60	12.0%
Skilled Crafts	12	0.2%	0	0.0%	6	50.0%		0.0%	6	50.0%
Technical/Paraprofessional	920	13.0%	368	40.0%	377	41.0%	5	0.5%	170	18.5%
Total	**7094**	**100.0%**	**3344**	**47.1%**	**2454**	**34.6%**	**18**	**0.3%**	**1278**	**18.0%**

EEO-6 Category	American Indian or Alaska Native #	%	Asian/Pacific Islander #	%	Black or African American #	%	Hispanic/Latino #	%	White #	%	Two or More Races #	%	Other / Unknown #	%
Executive/Administrative/Managerial	5	0.6%	112	12.4%	68	7.5%	171	18.9%	371	41.0%	45	5.0%	133	14.7%
Faculty & Other Instructional Staff	10	0.7%	194	12.7%	65	4.2%	239	15.6%	506	33.0%	26	1.7%	492	32.1%
Professional Non-Faculty	0	0.0%	19	20.2%	1	1.1%	20	21.3%	33	35.1%	9	9.6%	12	12.8%
Secretarial/Clerical	10	0.3%	420	13.4%	104	3.3%	840	26.8%	935	29.9%	157	5.0%	666	21.3%
Service/Maintenance	3	0.6%	29	5.8%	37	7.4%	232	46.5%	106	21.2%	16	3.2%	76	15.2%
Skilled Crafts	0	0.0%	1	8.3%	0	0.0%	0	0.0%	4	33.3%	1	8.3%	6	50.0%
Technical/Paraprofessional	4	0.4%	175	19.0%	47	5.1%	171	18.6%	269	29.2%	47	5.1%	207	22.5%
Total	**32**	**0.5%**	**950**	**13.4%**	**322**	**4.5%**	**1673**	**23.6%**	**2224**	**31.4%**	**301**	**4.2%**	**1592**	**22.4%**

APPENDIX C

ARTICLE XIII

PRE-HIRING					
Selected Strategies	**Who**	**Year 1**	**Year 2**	**Year 3**	**Effectiveness Metrics & Review**
Convey in publications and website the District's commitment to diversity & EEO. (53024.1(j))	Director of EEO, Equity & Compliance Programs	1) Review and update DEIA/EEO commitment statements on SOCCCD website. 2) Highlight diversity & EEO initiatives on our website. 3) Review any deficit language contained on the District website and job postings.	Ongoing	Ongoing	1)The District will annually review commitment statement with the EEO/DEIA Advisory Committee before publishing changes on the District website. Committee agenda and minutes on discussion will document review and discussion. 2)The District will measure the effectiveness of this effort through its clicker tracker/count and assess if efforts led to increase engagement on website.
Review and update District EEO/DEI policy statement. (53024.1(k))	Director of EEO, Equity & Compliance Programs	The District periodically reviews its policy statement (BP 7100) to convey its commitment to diversity, equity, inclusion, and access, and recognition that a diverse and inclusive workforce promotes its educational goals and values.	Ongoing	Ongoing	The EEO/DEIA Advisory committee along with the Board Policy and Administrative Regulation Committee periodically reviews the District's BP 7100 (Commitment to Diversity, Equity, Inclusion, & Access). Agenda and minutes document discussion and will highlight DEIA discussion related to the review or update of this BP.
Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))	Vice Chancellor of HR/Director of EEO	In alignment with the CEO/Chancellor's focus on how we assess and evaluate our decision-making related to DEIA initiatives across the District, the District and its colleges will engage in ongoing collaboration to discuss, synchronize, and ensure consistency with all diversity initiatives. The District will establish a process for shared messaging with specific governance committees that address or involve DEIA measures, including Saddleback College's Equity & Inclusion Council, Irvine Valley College's (IVC) Student Success & Equity Council, IVC President's Advisory Council on DEIA, DEI/EEO Advisory Committee, and Chancellor's Executive Council.	Ongoing	Ongoing	EEO/DEIA Advisory Committee annually agendizes for review the committee charge and membership. The committee's responsibility will include action items to report out & back with respect to the DEIA initiatives being spearheaded from the specific governance groups. The advisory committee will also identify relationships between the district, colleges, and committees that address DEIA efforts, and identify gaps and changes needed to improve collaboration. The committee will be surveyed annually to assess effectiveness of these efforts.

| "Grow-your-own" program-faculty internship program (53024.1(w)) | Director of EEO, Equity & Compliance Programs | The District will develop a faculty internship program (B.L.O.O.M.) to expand and diversify the part-time and full-time faculty hiring pools in our District by providing those interested in becoming future community college faculty an opportunity to preview the career at the District. The recruitment will place special emphasis on applicants who have direct experience with individuals who come from historically-marginalized and disproportionately impacted groups.

The B.L.O.O.M program will include DEIA-related interview questions for applicants and mentors. The program will provide training in the areas of creating equitable syllabi, equitable grading, and developing culturally relevant curriculum. | The program will increase from 10 interns to 15-18. | The program will assess the previous year's feedback and make adjustments accordingly. The program will also consider increasing the size of the cohort to 20 if funding permits. | The District will track the applicant demographic data year-to-year to monitor the following areas of the B.L.O.O.M program:
- demographics of applicant pool
- demographics of the selected interns
- demographics of faculty mentors

Intern and Mentor pre-/post surveys will evaluate the program, specific questions will be created to evaluate equitable syllabi, grading, and culturally relevant curriculum. |

HIRING					
Selected Strategies	**Who**	**Year 1**	**Year 2**	**Year 3**	**Effectiveness Metrics & Review**
Consistent and ongoing training for hiring committees. (53024.1(c))	Director of Recruitment and Employment Services, Director of EEO, Equity & Compliance Programs	1) The District will oversee mandatory training for all employees serving on hiring committees. Committee members must complete a 1-hour online unconscious bias course and a 1-hour DEI/EEO training, which covers Title 5 requirements, valid for two years. 2) The unconscious bias training is being evaluated to improve the areas of how to recognize different types of biases during the recruitment phases, and how to limit its effects.	3) Review and update online DEIA/EEO training to include how to assess an applicant's sensitivity and knowledge of DEIA. Include material that will train hiring committees on how to assess an applicant's sensitivity and knowledge of DEIA.	4) The District will review both its unconscious bias and DEIA/EEO training to update content as hiring committees will require a refresher course.	1) District HR will annually review the content of its mandatory trainings for alignment with DEIA mission and values and compliance with state and federal laws. Trainings will be tracked for all employees serving on hiring committees. 2) District HR will evaluate the online DEIA/EEO training to improve training for committee members on the assessment of applicant's sensitivity and knowledge of DEIA. 3) Update DEIA/EEO training and monitor the implementation of new training.
Board of Trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))	Director, EEO, Equity & Compliance Programs	The Board of Trustees receive training bi-annually, or whenever there is a newly elected member. The Board receives EEO/DEIA training, including the elimination of bias in hiring.	Ongoing	Ongoing	Board of Trustee trainings are announced publicly and documented in the Board's meeting agendas and minutes.

Maintains updated job descriptions and/or job announcements. (53024.1(f))	Director of Recruitment and Employment Services	1) The District will review all job announcements and update the format to include the importance of candidate's understanding, experience, and work for students who have been historically underserved in educational institutions.	2) The District will update the job announcements format to include the demographics of the student population at each college.	3) The District will review job descriptions with a focus on DEIA.	1) Document the review process of the job announcement format and implement language change. 2) Document implementation of the job announcement format to include SOCCCD's demographics of the student community.
Hiring procedures require applicants for all positions to demonstrate "sensitivity to diversity" of all applicants. (53024.1(l))	Director of Recruitment and Employment Services	The District will include one DEIA-related questions for all administrators and classified positions. For full-time faculty positions, the District will develop at least one DEIA-focused supplemental question, and two additional questions during the interview. All hiring committees, as part of its orientation, will develop and establish a rating criteria when assessing the applicant's "sensitivity and knowledge of diversity."	The District will revise its administrative regulations to consider adding additional DEIA efforts to its recruitment process for classified and administrator positions.	The District will evaluate year 1 and year 2 efforts to assess whether additional training is needed to ensure hiring committees understand how to evaluate an applicant's understanding and knowledge of DEIA.	The District will establish and periodically review its set of DEIA questions with the Senates to determine appropriateness and relevancy to position.

POST-HIRING					
Selected Strategies	**Who**	**Year 1**	**Year 2**	**Year 3**	**Effectiveness Metrics & Review**
Conduct campus climate surveys & use this information. (53024.1(a))	District Director, Research, Planning & Data Management	The District currently conducts 2 climate surveys every other year: 1) A locally developed internal climate surveys and 2) The Higher Education Data Standards (HEDS) Equity and Diversity Climate Survey for employees and students. The HEDS survey results from 2023 are being evaluated to identify areas of possible improvement for employees and students. These results will be shared and discussed with the DEI/EEO Advisory Committee. The goal is to utilize these results and ongoing work in DEIA to update strategies in the EEO plan.	Implement use of HEDS survey results to update EEO plan activities.	HEDS Survey in 2025 to evaluate and assess any changes in results.	HEDS Diversity and Equity Climate Survey - 2021, 2023, 2025

APPENDIX C

Conduct exit interviews & use this information. (53024.1(b))	Director of EEO, Equity & Compliance Programs	The District conducts an exit interview survey. The current exit interview survey will assess for participation and areas for improvement. This review also includes looking for any organizational or departmental trends, such as instances of unfair treatment or harassment. The exit interview responses also serve to identify gaps in training needs related to promoting and understanding DEIA	Implement any changes to exit interview survey and continue to monitor participation rates.	Continue to monitor	Document changes to the evaluation year-to-year to assess participation rates, and update exit interview survey accordingly. Document changes to the exit interview tool and agendize for the EEO/DEIA Advisory Committee to review and revise every 2 years based on feedback.
Grow-your-own program- leadership development program (53024.1(w))	Director of EEO, Equity & Compliance Programs	District HR developed a leadership program (EXCEL Academy) to support the District's overall employee retention efforts. The EXCEL Academy is designed to grow individual leadership skills, enhance interpersonal and group communication, expand institutional/ systemwide knowledge, and further develop team building skills. The 2022-2023 was EXCEL's pilot year and was well-received by participants. In the 2023-2024, the EXCEL Academy will more closely review applications for diversity in the program. Additional EXCEL curriculum on DEIA-related leadership topics will be part of the evaluation by EXCEL participants.	In 2024-2025, evaluate and assess applicant demographics to understand if changes in recruitment are needed. Include a focused evaluation on the DEIA leadership curriculum by participants.	2025-2026 Based on the evaluation of applicant demographics and experiences, implement changes, if needed, to the recruitment for applicants. Continue to monitor and improve DEIA leadership curriculum.	EXCEL Academy Data Collection: -Applicant Demographics -Survey of participants - focused on DEIA leadership curriculum
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (50324.1(h))	Director of EEO & District Director of Employee Relations/Title IX Compliance	Continue to promptly and thoroughly investigate all EEO complaints, and all harassment and discrimination complaints filed under subchapter 5 (commencing with section 59300), and take appropriate corrective action in all instances where a violation is found.	Ongoing	Ongoing	Submit annual Title 5 report to the State Chancellor's Office summarizing the number of overall complaints and informal charges.

Applicant and Employee Data Integrity for EEO plan In trying to gather SOCCCD's applicant and employee data, we realized that our data had serious quality issues, such as statistics not being captured with respect to the initial and qualified applicant pools or as the District transitioned from PeopleAdmin to Workday. In addition, the data was not collected the same way in each system or there were large percentages of missing employee demographic information. The District will continue to review and identify gaps in our data collection process. and refine/address these areas year-to-year. For the current EEO plan we have used in total all applicant data from February 2022- September 2023.	District Director Research, Planning & Data Management, Director of Recruitment and Employment Services, and Human Resources Information Systems Manager	This activity outlines the components the the offices of Research and HR will work on over the next three years to clean and develop, and continually improve District applicant and employee data. In 2023-2024 -the District's Data Warehouse team will develop a data strategy to house applicant and employee data. Activities in building this data strategy include: -Clean and organize data that represent the stages in the recruitment process -Clean and connect application data from PeopleAdmin to Workday -Develop a schedule to refresh the data regularly -Develop reports to check on the data quality and accuracy of applicant data HR will meet and work with the data warehouse team to review the data sets and improve data quality and implement campaigns for employees if any data needs to be updated.	Continue to review and identify any gaps in the data collection process. Develop applicant and employee reports at the college and department level. Develop a dashboard that could be accessed by the colleges and used for planning and recruitment purposes. Work with the EEO/DEIA committee to vet prototypes and discuss user needs in the dashboards.	Continue to monitor data quality and build data sets. Implement reports and dashboards to larger audiences - college, department, etc.	Effectiveness measures are the deliverables: -Applicant and employee data sets that are updated regularly -Created validation reports for HR to monitor data quality -Developed reports or dashboard for the EEO plan data - update regularly -Develop reports or dashboards for colleges, departments and/or other groups, based on user needs