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Desert Community College District

Equal Employment Opportunity Plan

June 2024

Office of Human Resources

Adopted by the Board of Trustees: June 20, 2024

43500 Monterey Avenue, Palm Desert, CA

Desert Community College District

Equal Employment Opportunity Plan

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Board of Trustees Resolution to Adopt the District Equal Employment Opportunity Plan

Resolution No. 062024-7

WHEREAS, it is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of national origin, immigration status, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she/they is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics ; and

WHEREAS, the Board of Trustees reaffirms its dedication to fostering a diverse and inclusive workplace that welcomes the employment of qualified individuals from all walks of life, appreciates the contributions of individuals with a wide range of experiences and perspectives, and is free from barriers to employment for historically underrepresented groups; and

WHEREAS, the Board of Trustees finds that a diverse and inclusive workplace is fundamental to maintaining a robust academic environment and fulfilling the District's mission to prepare students for success in a global society; and

WHEREAS, the District is committed to hiring and retaining faculty and staff who are sensitive to, and knowledgeable about, the needs of the continually changing and diverse student body and community served by the District and the community colleges of California; and

WHEREAS, an Equal Employment Opportunity Plan will ensure the implementation of the equal employment opportunity principles and values enumerated above.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Desert Community College District hereby adopt the attached Equal Employment Opportunity Plan. APPROVED, PASSED, AND ADOPTED by the Board of Trustees of the Desert Community College District on this 20th day of June, by the following vote:

Desert Community College District Equal Employment Opportunity Plan

Resolution No. 062024-7 cont.

AYE: 5

No: 0



Bonnie Stefan
Chair of the Board of Trustees of the Desert Community College District



Dr. Joel L. Kinnamon
Clerk of the Board of Trustees of the Desert Community College District

I. Component 1: Introduction

The Desert Community College District (“District”) Board of Trustees (“Board”) adopted the Equal Employment Opportunity Plan (“Plan”) on June 20, 2024. The Plan supports the District’s Educational Master Plan and reflects the District’s commitment to equal employment opportunity. It is the District’s belief that taking active and vigorous steps to ensure equal employment opportunity, and creating a working and academic environment that is welcoming to all, will foster diversity and promote excellence. Through an educational experience in an inclusive environment, our students will be better prepared for success in society.

The District is a community of people from diverse racial, ethnic, linguistic, and socio-economic backgrounds, representing a wide range of national origins, religions, political beliefs, physical and mental abilities, ages, sexual orientations and gender expressions. For the 2022-2023 academic year, the District’s student population demographic consisted of seventy-seven percent (77%) of students identifying as Hispanic/Latino, thirteen percent (13%) identifying as White, four percent (4%) identifying as Asian, three percent (3%) identifying as two or more races, two percent (2%) identifying as Black/African American, and once percent (1%) opted not to disclose their self-identification.

The District thrives because our outstanding faculty, staff and leadership address the needs of the whole student. We ensure access to books and technology, coordinate aid for food and housing when needed, and partner with local employers on cutting-edge career training programs. We embrace the diversity of our community and uphold the dignity and worth of every individual. We strive to create safe, equitable, and accessible environments so individuals can learn, grow, and complete their educational goals.

The District is committed to employing qualified administrators, faculty, and staff members and to recruiting and hiring persons from diverse backgrounds. This Plan reflects the District’s commitment to hire and retain employees who are sensitive to, and knowledgeable about, the needs of the diverse student body and community the District serves. Diversity in the academic environment fosters cultural awareness and competency, promotes mutual understanding and respect, and provides suitable role models for all students, including but not limited to, first generation college students, underrepresented students, and students of color.

The Plan focuses on providing equal employment opportunity in the District’s recruitment and hiring practices pursuant to the applicable regulations of the Board of Governors of the California Community Colleges (Title 5 of the California

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Code of Regulations, Sections 53000 *et seq.*) and the steps the District will take in the event the District identifies underrepresentation of monitored groups, as defined in this Plan. It also includes a complaint procedure for noncompliance with the Plan, identifies the Equal Employment Opportunity Advisory Committee, highlights methods to support equal employment opportunity and an environment that is welcoming to all individuals, and identifies procedures for dissemination of the Plan.



Laura L. Hope
Interim Superintendent/President

II. Component 2: Definitions

References: California Code of Regulations, Title 5, Section 53001

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 both 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 socioeconomic 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:
 - (1) identifying and eliminating barriers to employment that are not job-related, such as reliance on preferred job qualifications that do not reasonably predict performance;
 - (2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and
 - (3) creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code Section 12940.
4. **EQUAL EMPLOYMENT OPPORTUNITY PLAN (“EEO Plan” or “Plan”):** a written document that describes the District’s EEO program. The District’s EEO Plan shall include: (1) analysis of the District’s work force; and (2) descriptions of the District’s program and strategies, informed by the District’s work force analysis, that it is implementing or will implement, to promote equal employment opportunity.
5. **EQUAL EMPLOYMENT OPPORTUNITY PROGRAMS:** refers to the combination of District strategies implemented to promote equal employment opportunity. Such programs should be informed by the District’s longitudinal workforce and applicant analysis.
6. **IN-HOUSE OR PROMOTIONAL-ONLY:** means that only existing District employees are eligible for a position.

Desert Community College District Equal Employment Opportunity Plan

7. **JOB CATEGORY:** for the purpose of this Plan, includes executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.
8. **MONITORED GROUPS:** those groups for which the District 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 the person's major life activities;
 - (2) has a record of such an impairment; or
 - (3) is regarded as having such an impairment.
10. **REASONABLE ACCOMMODATION:** the efforts made by the District in compliance with Government Code Section 12926.
11. **SCREENING OR SELECTION PROCEDURES:** any measures, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including performance tests, physical, educational, and work experience requirements, interviews, applications reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53022 and 53430 and applicant pool review pursuant to Section 53023.
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. Component 3: Policy Statement

References: California Code of Regulations, Title 5, Section 53002

The District, by adoption of this Plan, reaffirms its commitment to the principles of equal employment opportunity, and implements a comprehensive program to instill those principles into practice.

The Board is committed to the principles of equal employment opportunity. The District strives to achieve a workforce that is welcoming to all individuals to ensure the District provides an inclusive educational and workplace environment. Such an environment fosters cooperation, acceptance, democracy, and free expression of ideas. A diverse and inclusive workforce supports the District's mission of preparing students for a global society. The District further finds that a diverse and inclusive workforce is essential to creating the robust academic environment in which students and employees thrive.

Through the adoption of this Plan, the District implements a comprehensive program to put those principles into practice. It is the District's policy to ensure that all employees and qualified applicants for employment are not subjected to discrimination on the basis of ethnic group identification, national origin, immigration status, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, military and veteran status, or any other characteristic protected under applicable federal or state law or because he/she/they is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. Equal employment opportunity includes not only a process for equal opportunity in hiring, but also practices and processes that create inclusive, respectful work environments.

This Policy Statement aligns with and incorporates by reference the following Board Policies and Administrative Procedure:

[Board Policy 3410 Non-Discrimination](#)

[Board Policy 3420 Equal Employment Opportunity](#)

[Board Policy 7100 Commitment to Diversity](#)

[Administrative Procedure 7100 Commitment to Diversity](#)

IV. Component 4: Delegation of Responsibility, Authority, and Compliance

References: California Code of Regulations, Title 5 Sections, 53003(c)(3) and 53020

It is the goal that all employees of the District promote and support equal employment opportunity. Equal employment opportunity requires a commitment and a contribution from every component of the District. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

Governing Board

The Board is ultimately responsible for proper implementation of the District's Plan at all levels of District operation and for ensuring that District staff responsible for implementation and oversight of the Plan are making measurable progress towards equal employment opportunity pursuant to the strategies described in the Plan. Pursuant to the recommendation of the Superintendent/President, the Board has designated an Equal Employment Opportunity Officer, as identified below, to oversee the day-to-day implementation of EEO Regulations under Title 5.

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 Advisory Committee;
- b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item;
- c. Cover a period of 3 years, after which a new or revised plan shall be adopted; and
- d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption.

Superintendent/President

The Board delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in managing District resources to ensure the implementation of the District's equal employment opportunity policies and procedures. The Superintendent/President shall advise the Board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the preparation of an annual report on Plan implementation. The President shall evaluate the performance of all administrative staff who report directly to him/her/them on their compliance with, and implementation of, the Plan. Pursuant to the District's Management Professional Development/Evaluation Personnel Plan, all members of the Leadership Team share responsibility for providing support in the implementation of the Plan.

Equal Employment Opportunity Officer

The District has designated the Vice President, Human Resources and Employee Relations as its Equal Employment Opportunity Officer ("EEO Officer"). The EEO Officer is responsible for the day-to-day administration, implementation, and monitoring of the Plan. The EEO Officer shall ensure prompt and

Desert Community College District Equal Employment Opportunity Plan

effective implementation of the requirement of Title 5, Sections 53005-53034. The EEO Officer is also responsible for receiving complaints pursuant to Title 5, Section 53026, for ensuring that such complaints are promptly and impartially investigated, and for ensuring that applicant pools and selection procedures are properly monitored as required by Title 5, Sections 53023 and 53024. If the designation of the EEO Officer to a position other than the Vice President of Human Resources and Employee Relations changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee.

Equal Employment Opportunity Advisory Committee

The District will maintain a Diversity and Equal Employment Opportunity Advisory Committee (“DEEOAC”) to act as a work group and advisory body to the EEO Officer, and the District as a whole. The DEEOAC will promote understanding and support of equal employment opportunity policies, procedures, and diversity initiatives. The DEEOAC will assist in the development and implementation of the Plan in accordance with state and federal regulations and guidelines, monitoring equal employment opportunity progress, and providing suggestions for Plan revisions, as appropriate.

Screening Committees

A screening committee member, or any organization or individual, whether or not an employee of the District, who acts on behalf of the Board with regard to the recruitment and screening of personnel is subject to the requirements of the Plan and applicable Title 5 provisions. Screening committee members shall be trained in accordance with Plan Component 8.

Agents of the District

Any organization or individual, who participates in District recruitment or screening of personnel, whether as an employee or as a contractor, is an agent of the District for such purposes only and is subject to all the requirements of this Plan.

Through the authority articulated in this Plan Component and the Plan generally, the District shall make continuous good faith efforts to implement the Plan, achieve employee diversity, and identify disparate impacts, consistent with state and federal law.

V. Component 5: Advisory Committee

References: California Code of Regulations, Title 5, Section 53005

As outlined in Plan Component 4, the DEEOAC shall act as the District's EEO Advisory Committee to assist in developing, revising, and implementing District EEO programs and its EEO Plan. The DEEOAC also serves as the advisory body to the EEO Officer. Its responsibilities include monitoring EEO progress, providing suggestions for Plan revisions as appropriate, and recommending other measures to promote understanding and support of equal EEO policies and procedures.

The DEEOAC may sponsor events, training, or other activities that promote EEO, nondiscrimination, retention, and diversity. The EEO Officer shall facilitate or training for members of the DEEOAC on equal employment compliance and the EEO Plan itself. The DEEOAC, as well as members of the Board, will receive training in all of the following:

- e. The requirements of Title 5, Section 53003 and of state and federal nondiscrimination laws;
- f. Identification and elimination of bias in hiring;
- g. The educational benefits of workplace diversity; and
- h. The role of the DEEOAC in drafting and implementing the District's EEO Plan.

The DEEOAC will review the EEO Plan at least annually, and any revised EEO Plan will be submitted to the Board and the Office of the Chancellor of the California Community Colleges ("Chancellor's Office"). The DEEOAC is additionally tasked with supporting the District's annual certification of compliance with the Title 5 regulations to the Chancellor's Office under Section 53024.2(a).

The DEEOAC shall include a diverse membership and include members from different stakeholder groups, including, but not limited to, students, faculty, and classified staff. . . The DEEOAC shall be composed of two (2) members serving as the Superintendent/President's Leadership Designee; faculty member (Co-Chair) appointed by faculty in the committee; six (6), one per school, faculty appointed by the Academic Senate; one (1) adjunct faculty appointed by the Academic Senate; two (2) managers/administrators appointed by Superintendent/President; two (2) human resources managers and/or Staff; three (3) classified representatives appointed by classified union; the Director, Disabled Program & Services; the Director of International Education; two (2) representatives or designees as appointed by the Seeking Educational Equity and Diversity (SEED) Faculty and/or Faculty and Staff of Color Caucus; one (1) Safe Zone Subcommittee Chair, or designee; three (3) student Representatives – at least from one of which is an Associated Student of College of the Desert (ASCOD) representative or ASCOD designee, from the Student Success Centers (Dreamer Resource Center/Alas Con Futuro, Black Student Success Center/A2MEND, Gender and Diversity Pride Center, Foster Youth Services, and other interested students).

VI. Component 6: Complaints

References: California Code of Regulations, Title 5, Sections 53003(c)(4), 53026, and 59300 et seq.; BP 3410, Non-Discrimination; AP 3435, Complaint - Discrimination and Harassment Investigation

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

The District has established the following process permitting any applicant for employment, employee, student, a parent of a minor student, or an individual with legal authority on behalf of a student or employee (collectively “complainant”) to file a complaint with the District’s EEO Officer, alleging that the requirements of the equal employment opportunity regulations have been violated. If the complainant alleges misconduct by the EEO Officer, a complainant should file their complaint with the Superintendent/President.

Any complainant who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation, using the discrimination and harassment complaint form, which can be found at:<https://forms.office.com/Pages/ResponsePage.aspx?id=eTeySWTZw02fzph5GU16AuVpahZXGGBruDEeHcP215UQIIQUTdZVUFQVIdENVdXNE5LRk01NTdEOC4u> and is prescribed by the Chancellor of the California Community Colleges. A copy of the form is also available at Office of Student Life and the Office of Human Resources

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

A complainant must also report a verbal complaint to the EEO Officer. A complainant should contact the EEO Officer, by phone at (760) 776-7358 or in person at the Office of Human Resources, 43-500 Monterey Avenue, Palm Desert, CA 92260. The EEO Officer or designee will record the verbal complaint in writing. The EEO Officer will take steps to ensure the writing accurately reflects the facts alleged by the complainant.

The District may return without action any complaints that are inadequate or defective because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action. Within ten (10) days of receipt of returned complaints, complainants may submit additional information to the EEO Officer in an attempt to cure the defective complaint, but have no other rights to appeal the District’s determination.

Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.

Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the District's determination pursuant to Title 5, Section 53026 to the Chancellor's Office but, under some

circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that they made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the District level using the process provided by Title 5, Section 53026.

Other complaints filed by any complainant, as defined above, who believes that EEO regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints filed with the EEO Officer will be investigated or caused to be investigated by the EEO Officer, or a designee identified by the Superintendent/President, if the complaint is filed against the EEO Officer. Investigations shall be conducted in a manner that seeks to balance issues of confidentiality and privacy with the need to conduct thorough, objective investigations of all complaints. Rights of complainants to freedom from retaliation shall be protected.

Upon completion of the investigation, the Superintendent/President or their designee shall review the complaint and investigation findings and issue a notice of conclusion of the investigation and summary of findings on all accepted complaints, to the complainant and any respondents.

To the extent practical, the District will issue a notice of conclusion of investigation and summary of findings within ninety (90) days of the filing of the complaint, but may extend this deadline for good cause. A written notification will be provided to the complainant as to the reasons for the extension. **2) Complaints Alleging Unlawful Discrimination or Harassment (Title 5, Section 59300 et seq.)**

In the event that a complaint filed under Title 5, section 53026 alleges unlawful discrimination or harassment, it will be processed according to the requirements of Section 59300 et seq.

The District has adopted procedures alleging unlawful discrimination or harassment. The Vice President, Human Resources and Employee Relations or their designee is responsible for receiving such complaints and for coordinating the investigation of such complaints in accordance with the process set forth in the District's discrimination and harassment complaint procedures, stated in Board Policy 3430: Prohibition of Harassment. and Administrative Procedure 3435: "Complaint: Discrimination and Harassment Investigation." BP 3430 and AP 3435 can be found here:
<https://www.collegeofthedesert.edu/community/board-of-trustees/policies-procedures.php>.

VII. Component 7: Notification to District Employees

References: California Code of Regulations, Title 5, Section 53003(c)(3)

The commitment of the Board and the Superintendent/ President to equal employment opportunity is emphasized through broad dissemination of its EEO Policy Statement (located in Component 3 of this Plan) and the Plan. The EEO Policy Statement will be printed in the District's catalogs and class schedules. The Plan and subsequent revisions will be approved by the Board, and distributed to the Board , the Superintendent/President, administrators, the President of the Academic Senate, Union Presidents, and members of the DEEOAC. The Plan will be available on the District's Human Resources website .

Each year, the District will inform all employees of the Plan's availability. The annual notice will contain the following provisions:

- The importance of employee participation and responsibility in ensuring the Plan's implementation.
- The availability of the Plan in the Library and in Human Resources.
- The availability of the Plan on the District website.

The Human Resources department will provide all new employees with a copy of the written notice described above as well as a copy of the EEO Plan and the District's Nondiscrimination Policy when they begin employment with the District.

VIII. Component 8: Training for Screening and Selection Committees

References: California Code of Regulations, Title 5, Section 53003(c)(6) and 53020(c)

The Office of Human Resources is responsible for developing and providing training programs regarding equal employment opportunity. Any individual or organization, whether as an employee or official of the District or as a third-party, who is involved in the recruitment, screening and selection of applicants is subject to all of the Title 5 regulations on equal employment opportunity (California Code of Regulations, Title 5, Section 53000 *et. seq.*) and are expected to the comply with the District's EEO Plan. All individuals directly participating in the selection and screening process shall receive appropriate training prior to serving on a hiring committee. The training will cover all of the following, and may include other components:

- a. Requirements of the Title 5 regulations regarding equal employment opportunity (Section 53000 *et. seq.*) and the requirements of federal and state nondiscrimination laws;
- b. The educational benefit of workplace diversity;
- c. The elimination of bias in hiring decisions; and
- d. Best practices in serving on screening or selection committees

A person serving on a screening committee or selection committee must have completed training within the immediate past 24 months. The training is mandatory; individuals who have not received training or are not current will not be allowed to serve on a screening or selection committee. Any committee member who violates the tenets of equal employment opportunity or nondiscrimination will be removed from the committee immediately.

The Vice President of Human Resources and Employee Relations or designee, is responsible for providing access to the required training. Any individual who acts on behalf of the District with regard to recruitment and screening of applicants for employment is subject to the equal employment opportunity requirements of Title 5 and the District's EEO Plan.

Screening and selection committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants. To ensure the District has a pool of diverse personnel in which to assign committee work, the Office of Human Resources consistently monitors and tracks all the employees who have update EEO training to serve on committees. Additionally, the Vice President of Human Resources and Employee Relations has final approval of committee composition. Should the Vice President determine that screening committee need to be more diverse, the Vice President may request for additional appointments.

IX. Component 9: Annual Written Notice to Community Organizations

References: California Code of Regulations, Title 5 Section 53003(c)(7)

The EEO Officer (or designee) will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The District will actively seek to reach a diverse selection of recruitment sources, such as various institutions, organizations, and agencies. A list of organizations, which will receive this notice, is attached as Appendix A of this Plan. This list may be revised, as needed, and may be updated during the three-year period of this Plan without making corresponding changes to the Appendix until the next Plan review period.

The notice will inform these organizations how they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse qualified candidates. The notice will also include the Internet address where the District advertises its job openings and the Human Resources department phone number to obtain additional employment information.

X. Component 10: Longitudinal Analysis of District Workforce and Applicant Pool

References: California Code of Regulations, Title 5, Section 53003(c)(8), 53004, 53006

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

EEO DATA COLLECTION

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

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

1. Gender Identification

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

2. Race and Ethnicity Identification

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

a. Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.

b. White (Not Hispanic or Latino)

A person having origins in any of the original people of Europe, the Middle East, or North Africa.

c. Black or African American (Not Hispanic or Latino)

A person having origins in any of the black racial groups of Africa.

d. Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)

A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- e. Asian (Not Hispanic or Latino)
A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- f. American Indian or Alaska Native (Not Hispanic or Latino)
A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.
- g. Two or More Races
All persons who identify with more than one of the above five races (White, Black or African American, Native Hawaiian or Other Pacific Islander, Asian, American Indian or Alaska Native). For the purposes of this group, identifying as Hispanic or Latino and only one of the listed five race groups does NOT qualify under this category.

3. Disability Identification

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

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

EEO DATA COLLECTION MONITORED GROUP IDENTIFICATION

There may be significant numbers of employees or applications who decline to identify their gender, ethnicity, or disability status with the District. The District shall make an effort to accurately capture this information and encourages all persons to provide the above data. The District understands that employees and applicants voluntarily submit EEO data and will not mandate employees or applicants to respond to District inquiries requesting such data

District Applicant Data 2020-2021

Legend/Key: F = Female; M = Male; ND = Not Disclosed, NB = Non-Binary

Desert Community College District Equal Employment Opportunity Plan

Academic Year 2020-2021																
Desert Community College District - Classified																
	Total Applications				Qualified Applicants				Interviewed				Hired			
	891				625				216				29			
	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB
Total Gender	584	276	31	0	400	205	20	0	137	71	8	0	20	9	0	0
American Indian/Alaskan Native	32	13	0	0	19	12	0	0	7	5	0	0	1	0	0	0
Asian	9	14	0	0	4	7	0	0	1	1	0	0	0	0	0	0
Black/African American	13	12	1	0	11	9	1	0	1	0	0	0	0	0	0	0
Hispanic/Latino	318	118	1	0	225	95	1	0	79	36	1	0	10	8	0	0
Native Hawaiian/Pacific Islander	5	1	0	0	4	1	0	0	2	0	0	0	1	0	0	0
White	175	100	13	0	112	71	7	0	33	25	2	0	2	1	0	0
Two or More	18	11	0	0	13	4	0	0	6	1	0	0	3	0	0	0
Undisclosed	14	7	16	0	12	6	11	0	8	3	5	0	3	0	0	0

Academic Year 2020-2021																
Desert Community College District - Leadership																
	Total Applications				Qualified Applicants				Interviewed				Hired			
	207				143				48				7			
	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB
Total Gender	67	125	15	0	42	93	8	0	18	28	2	0	6	1	0	0
American Indian/Alaskan Native	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Asian	4	9	3	0	3	7	2	0	2	2	0	0	1	0	0	0
Black/African American	3	6	1	0	3	6	0	0	1	2	0	0	0	0	0	0
Hispanic/Latino	16	24	0	0	11	13	0	0	4	7	0	0	3	0	0	0
Native Hawaiian/Pacific Islander	2	0	0	0	2	0	0	0	1	0	0	0	0	0	0	0
White	35	75	2	0	19	59	1	0	7	17	1	0	1	1	0	0
Two or More	4	6	0	0	3	4	0	0	2	0	0	0	1	0	0	0
Undisclosed	2	4	9	0	1	3	5	0	1	0	1	0	0	0	0	0

Academic Year 2020-2021																
Desert Community College District - Part Time Faculty																
	Total Applications				Qualified Applicants				Interviewed				Hired			
	572				266				88				26			
	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB
Total Gender	197	335	38	2	72	177	17	0	27	56	5	0	9	15	2	0
American Indian/Alaskan Native	4	7	0	0	0	4	0	0	0	1	0	0	0	1	0	0
Asian	14	21	1	0	5	10	0	0	0	6	0	0	0	1	0	0
Black/African American	19	24	3	0	4	14	3	0	1	3	1	0	0	0	0	0
Hispanic/Latino	48	87	2	2	17	48	0	0	8	16	0	0	4	7	0	0
Native Hawaiian/Pacific Islander	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	91	168	6	0	39	87	1	0	17	25	0	0	5	4	0	0
Two or More	11	14	2	0	3	8	1	0	0	3	0	0	0	1	0	0
Undisclosed	10	13	24	0	4	6	12	0	1	2	4	0	0	1	2	0

Academic Year 2020-2021																
Desert Community College District - Full Time Faculty																
	Total Applications				Qualified Applicants				Interviewed				Hired			
	1282				886				267				27			
	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB
Total Gender	495	693	89	5	347	479	58	2	112	148	7	0	16	11	0	0
American Indian/Alaskan Native	17	14	1	0	13	10	1	0	2	1	0	0	0	0	0	0
Asian	38	73	2	0	26	40	0	0	7	16	1	0	1	0	0	0
Black/African American	70	61	2	0	52	43	1	0	16	11	0	0	6	1	0	0
Hispanic/Latino	134	162	5	0	88	116	5	0	31	39	1	0	4	7	0	0
Native Hawaiian/Pacific Islander	1	2	0	0	1	2	0	0	0	0	0	0	0	0	0	0
White	188	325	22	5	132	227	14	2	48	68	2	0	4	2	0	0
Two or More	24	28	1	0	15	23	2	0	1	8	0	0	0	1	0	0
Undisclosed	23	28	56	0	20	18	35	0	7	5	3	0	1	0	0	0

District Applicant Data 2021-2022

Academic Year 2021-2022																
Desert Community College District - Classified																
	Total Applications				Qualified Applicants				Interviewed				Hired			
	1114				760				336				72			
	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB
Total Gender	691	364	0	0	480	245	28	7	209	117	9	1	43	28	1	0
American Indian/Alaskan Native	36	18	0	0	30	14	0	0	13	4	0	0	2	0	0	0
Asian	18	10	0	1	10	8	0	0	5	4	0	0	1	1	0	0
Black/African American	13	22	0	4	9	9	0	1	6	4	0	0	0	1	0	0
Hispanic/Latino	456	200	11	0	310	129	4	3	143	62	1	1	35	15	0	0
Native Hawaiian/Pacific Islander	3	3	0	2	2	3	0	0	0	3	0	0	0	1	0	0
White	119	84	11	0	83	61	7	2	27	30	2	0	2	7	0	0
Two or More	23	16	1	1	16	14	1	0	6	4	1	0	2	2	1	0
Undisclosed	23	11	28	8	20	7	16	1	9	6	5	0	1	1	0	0

Desert Community College District Equal Employment Opportunity Plan

Academic Year 2021-2022																
Desert Community College District - Leadership																
	Total Applications				Qualified Applicants				Interviewed				Hired			
	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB
	170				116				47				11			
Total Gender	63	101	6	0	42	70	4	0	18	28	1	0	7	4	0	0
American Indian/Alaskan Native	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Asian	0	5	0	0	0	3	0	0	0	1	0	0	0	1	0	0
Black/African American	9	15	2	0	7	11	1	0	3	3	0	0	1	1	0	0
Hispanic/Latino	25	28	0	0	18	18	0	0	7	13	0	0	4	2	0	0
Native Hawaiian/Pacific Islander	2	1	0	0	2	1	0	0	1	0	0	0	0	0	0	0
White	17	39	1	0	11	27	1	0	6	10	0	0	1	0	0	0
Two or More	4	1	0	0	2	1	0	0	0	0	0	0	1	0	0	0
Undisclosed	6	11	3	0	2	8	2	0	1	1	1	0	0	0	0	0

Academic Year 2021-2022																
Desert Community College District - Part-Time Faculty																
	Total Applications				Qualified Applicants				Interviewed				Hired			
	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB
	417				270				220				68			
Total Gender	161	226	27	3	101	147	20	2	89	111	18	2	37	27	4	0
American Indian/Alaskan Native	1	5	0	1	1	3	0	1	1	2	0	1	1	0	0	0
Asian	5	10	2	0	1	5	2	0	1	5	2	0	1	1	0	0
Black/African American	9	29	1	0	4	22	1	0	3	10	1	0	1	1	1	0
Hispanic/Latino	46	43	5	1	36	26	4	0	31	21	4	0	14	3	1	0
Native Hawaiian/Pacific Islander	1	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0
White	74	108	6	1	44	68	5	1	39	54	4	1	16	18	0	0
Two or More	9	12	0	0	7	9	0	0	7	7	0	0	1	2	0	0
Undisclosed	16	17	13	0	7	13	8	0	6	11	7	0	3	2	2	0

Academic Year 2021-2022																
Desert Community College District - Full Time Faculty																
	Total Applications				Qualified Applicants				Interviewed				Hired			
	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB
	328				209				83				11			
Total Gender	132	170	25	1	77	115	16	1	30	49	3	1	6	4	1	0
American Indian/Alaskan Native	3	3	0	0	3	3	3	1	0	1	0	1	0	1	0	0
Asian	13	21	3	0	6	19	0	0	4	9	0	0	0	0	0	0
Black/African American	7	13	0	0	1	8	0	0	0	4	0	0	0	1	0	0
Hispanic/Latino	44	52	0	0	28	31	0	0	11	11	0	0	3	0	0	0
Native Hawaiian/Pacific Islander	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	50	62	6	0	31	42	2	0	12	19	1	0	2	2	0	0
Two or More	6	8	0	0	4	3	0	0	1	1	0	0	1	0	0	0
Undisclosed	8	11	16	1	4	9	11	0	2	4	2	0	0	0	1	0

District Applicant Data 2022-2023

Academic Year 2022-2023																
Desert Community College District - Classified																
	Total Applications				Qualified Applicants				Interviewed				Hired			
	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB
	1059				838				323				48			
Total Gender	589	425	41	4	487	320	29	2	183	133	7	0	27	21	0	0
American Indian/Alaskan Native	18	23	1	0	14	19	1	0	3	10	0	0	0	0	0	0
Asian	22	12	1	0	17	11	1	0	10	3	1	0	2	0	0	0
Black/African American	11	15	0	0	10	13	0	0	6	7	0	0	0	3	0	0
Hispanic/Latino	419	231	9	3	343	169	7	2	128	71	3	0	20	9	0	0
Native Hawaiian/Pacific Islander	2	4	0	0	2	4	0	0	0	1	0	0	0	2	0	0
White	78	108	4	0	71	86	3	0	23	37	1	0	2	6	0	0
Two or More	26	15	0	0	20	7	0	0	9	1	0	0	2	1	0	0
Undisclosed	13	17	26	1	10	11	17	0	4	3	2	0	1	0	0	0

Academic Year 2022-2023																
Desert Community College District - Leadership																
	Total Applications				Qualified Applicants				Interviewed				Hired			
	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB
	320				236				69				23			
Total Gender	112	191	15	2	80	144	10	2	19	49	1	0	8	14	1	0
American Indian/Alaskan Native	2	6	1	0	2	6	0	0	0	2	0	0	0	1	1	0
Asian	9	9	1	1	7	7	0	1	1	2	0	0	0	0	0	0
Black/African American	8	15	1	0	8	13	1	0	1	5	0	0	0	0	0	0
Hispanic/Latino	36	55	0	1	20	38	0	1	8	19	0	0	3	5	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	45	78	1	0	34	61	1	0	6	15	0	0	4	6	0	0
Two or More	4	12	0	0	3	7	0	0	2	4	0	0	1	0	0	0
Undisclosed	8	16	11	0	6	12	8	0	1	2	1	0	0	2	1	0

Desert Community College District Equal Employment Opportunity Plan

Academic Year 2022-2023																
Desert Community College District - Part Time Faculty																
	Total Applications				Qualified Applicants				Interviewed				Hired			
	554				302				262				71			
	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB
Total Gender	236	288	29	1	124	160	18	0	105	141	16	0	29	38	4	0
American Indian/Alaskan Native	7	7	1	0	2	4	0	0	2	2	0	0	1	1	0	0
Asian	12	20	3	0	6	10	2	0	6	9	2	0	1	3	1	0
Black/African American	11	23	2	0	7	10	2	0	5	7	2	0	2	1	0	0
Hispanic/Latino	66	88	3	0	40	48	3	0	32	45	3	0	7	12	1	0
Native Hawaiian/Pacific Islander	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	115	126	8	0	57	79	6	0	49	70	5	0	14	21	1	0
Two or More	11	11	1	0	4	3	1	0	4	3	0	0	2	0	0	0
Undisclosed	14	12	11	1	8	6	4	0	7	5	4	0	2	0	1	0

Academic Year 2022-2023																
Desert Community College District - Full Time Faculty																
	Total Applications				Qualified Applicants				Interviewed				Hired			
	574				423				150				20			
	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB	F	M	ND	NB
Total Gender	261	266	39	8	207	186	24	6	74	66	10	0	14	6	0	0
American Indian/Alaskan Native	5	12	2	0	4	9	1	1	1	4	0	0	0	1	0	0
Asian	20	33	2	1	17	23	1	0	6	10	1	0	2	0	0	0
Black/African American	18	18	0	0	14	13	0	0	5	5	0	0	0	0	0	0
Hispanic/Latino	79	62	2	1	66	41	0	1	20	15	0	0	5	3	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	111	113	9	4	84	80	5	3	35	26	1	0	6	2	0	0
Two or More	15	18	0	2	14	13	0	1	5	4	0	0	1	0	0	0
Undisclosed	13	10	24	0	8	7	17	0	2	2	8	0	0	0	0	0

Desert Community College District Equal Employment Opportunity Plan

Employee Demographics

Academic Year 2020-2021		
All Employees		
Race/Ethnicity	#	%
American Indian/Alaska Native	8	0.95%
Asian	30	3.58%
Black/African American	21	2.51%
Hispanic/Latino	301	35.92%
Native Hawaiian/Pacific Islander	3	0.36%
Two or More	17	2.03%
Undisclosed	30	3.58%
White	428	51.07%
Total	838	100.00%

Academic Year 2021-2022		
All Employees		
Race/Ethnicity	#	%
American Indian/Alaska Native	6	0.67%
Asian	34	3.80%
Black/African American	30	3.35%
Hispanic/Latino	333	37.21%
Native Hawaiian/Pacific Islander	3	0.34%
Two or More	21	2.35%
Undisclosed	28	3.13%
White	440	49.16%
Total	895	100.00%

Academic Year 2022-2023		
All Employees		
Race/Ethnicity	#	%
American Indian/Alaska Native	3	0.34%
Asian	31	3.56%
Black/African American	27	3.10%
Hispanic/Latino	345	39.56%
Native Hawaiian/Pacific Islander	3	0.34%
Two or More	22	2.52%
Undisclosed	26	2.98%
White	415	47.59%
Total	872	100.00%

Academic Year 2020-2021		
FT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	2	1.45%
Asian	5	3.62%
Black/African American	5	3.62%
Hispanic/Latino	33	23.91%
Native Hawaiian/Pacific Islander	0	0.00%
Two or More	6	4.35%
Undisclosed	1	0.72%
White	86	62.32%
Total	138	100.00%

Academic Year 2021-2022		
FT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	2	1.43%
Asian	5	3.57%
Black/African American	9	6.43%
Hispanic/Latino	39	27.86%
Native Hawaiian/Pacific Islander	0	0.00%
Two or More	6	4.29%
Undisclosed	3	2.14%
White	76	54.29%
Total	140	100.00%

Academic Year 2022-2023		
FT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	1	0.73%
Asian	5	3.65%
Black/African American	8	5.84%
Hispanic/Latino	40	29.20%
Native Hawaiian/Pacific Islander	0	0.00%
Two or More	5	3.65%
Undisclosed	3	2.19%
White	75	54.74%
Total	137	100.00%

Academic Year 2020-2021		
PT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	3	0.87%
Asian	16	4.66%
Black/African American	10	2.92%
Hispanic/Latino	79	23.03%
Native Hawaiian/Pacific Islander	2	0.58%
Two or More	7	2.04%
Undisclosed	23	6.71%
White	203	59.18%
Total	343	100.00%

Academic Year 2021-2022		
PT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	2	0.48%
Asian	20	4.78%
Black/African American	16	3.83%
Hispanic/Latino	101	24.16%
Native Hawaiian/Pacific Islander	2	0.48%
Two or More	10	2.39%
Undisclosed	20	4.78%
White	247	59.09%
Total	418	100.00%

Academic Year 2022-2023		
PT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	2	0.49%
Asian	17	4.17%
Black/African American	14	3.43%
Hispanic/Latino	111	27.21%
Native Hawaiian/Pacific Islander	2	0.49%
Two or More	9	2.21%
Undisclosed	19	4.66%
White	234	57.35%
Total	408	100.00%

Academic Year 2020-2021		
Classified		
Race/Ethnicity	#	%
American Indian/Alaska Native	2	0.66%
Asian	7	2.31%
Black/African American	5	1.65%
Hispanic/Latino	178	58.75%
Native Hawaiian/Pacific Islander	1	0.33%
Two or More	3	0.99%
Undisclosed	5	1.65%
White	102	33.66%
Total	303	100.00%

Academic Year 2021-2022		
Classified		
Race/Ethnicity	#	%
American Indian/Alaska Native	2	0.70%
Asian	7	2.45%
Black/African American	4	1.40%
Hispanic/Latino	179	62.59%
Native Hawaiian/Pacific Islander	1	0.35%
Two or More	3	1.05%
Undisclosed	4	1.40%
White	86	30.07%
Total	286	100.00%

Academic Year 2022-2023		
Classified		
Race/Ethnicity	#	%
American Indian/Alaska Native	0	0.00%
Asian	5	1.84%
Black/African American	3	1.10%
Hispanic/Latino	176	64.71%
Native Hawaiian/Pacific Islander	1	0.37%
Two or More	6	2.21%
Undisclosed	3	1.10%
White	78	28.68%
Total	272	100.00%

Academic Year 2020-2021		
Leadership		
Race/Ethnicity	#	%
American Indian/Alaska Native	1	1.85%
Asian	2	3.70%
Black/African American	1	1.85%
Hispanic/Latino	11	20.37%
Native Hawaiian/Pacific Islander	0	0.00%
Two or More	1	1.85%
Undisclosed	1	1.85%
White	37	68.52%
Total	54	100.00%

Academic Year 2021-2022		
Leadership		
Race/Ethnicity	#	%
American Indian/Alaska Native	0	0.00%
Asian	2	3.92%
Black/African American	1	1.96%
Hispanic/Latino	14	27.45%
Native Hawaiian/Pacific Islander	0	0.00%
Two or More	2	3.92%
Undisclosed	1	1.96%
White	31	60.78%
Total	51	100.00%

Academic Year 2022-2023		
Leadership		
Race/Ethnicity	#	%
American Indian/Alaska Native	0	0.00%
Asian	4	7.27%
Black/African American	2	3.64%
Hispanic/Latino	18	32.73%
Native Hawaiian/Pacific Islander	0	0.00%
Two or More	2	3.64%
Undisclosed	1	1.82%
White	28	50.91%
Total	55	100.00%

Desert Community College District Equal Employment Opportunity Plan

Academic Year 2020-2021 All Employees		
Gender	#	%
Female	447	53.34%
Male	391	46.66%
Non-Binary	0	0.00%
Grand Total	838	100.00%

Academic Year 2021-2022 All Employees		
Gender	#	%
Female	459	51.28%
Male	436	48.72%
Non-Binary	0	0.00%
Grand Total	895	100.00%

Academic Year 2022-2023 All Employees		
Gender	#	%
Female	453	51.95%
Male	419	48.05%
Non-Binary	0	0.00%
Grand Total	872	100.00%

Academic Year 2020-2021 FT Faculty		
Gender	#	%
Female	74	53.62%
Male	64	46.38%
Non-Binary	0	0.00%
Grand Total	138	100.00%

Academic Year 2021-2022 FT Faculty		
Gender	#	%
Female	82	58.57%
Male	58	41.43%
Non-Binary	0	0.00%
Grand Total	140	100.00%

Academic Year 2022-2023 FT Faculty		
Gender	#	%
Female	78	56.93%
Male	59	43.07%
Non-Binary	0	0.00%
Grand Total	137	100.00%

Academic Year 2020-2021 PT Faculty		
Gender	#	%
Female	177	51.60%
Male	166	48.40%
Non-Binary	0	0.00%
Grand Total	343	100.00%

Academic Year 2021-2022 PT Faculty		
Gender	#	%
Female	194	46.41%
Male	224	53.59%
Non-Binary	0	0.00%
Grand Total	418	100.00%

Academic Year 2022-2023 Adjunct Faculty		
Gender	#	%
Female	203	49.75%
Male	205	50.25%
Non-Binary	0	0.00%
Grand Total	408	100.00%

Academic Year 2020-2021 Classified		
Gender	#	%
Female	165	54.46%
Male	138	45.54%
Non-Binary	0	0.00%
Grand Total	303	100.00%

Academic Year 2021-2022 Classified		
Gender	#	%
Female	155	54.20%
Male	131	45.80%
Non-Binary	0	0.00%
Grand Total	286	100.00%

Academic Year 2022-2023 Classified		
Gender	#	%
Female	144	52.94%
Male	128	47.06%
Non-Binary	0	0.00%
Grand Total	272	100.00%

Academic Year 2020-2021 Leadership		
Gender	#	%
Female	31	57.41%
Male	23	42.59%
Non-Binary	0	0.00%
Grand Total	54	100.00%

Academic Year 2021-2022 Leadership		
Gender	#	%
Female	28	54.90%
Male	23	45.10%
Non-Binary	0	0.00%
Grand Total	51	100.00%

Academic Year 2022-2023 Leadership		
Gender	#	%
Female	28	50.91%
Male	27	49.09%
Non-Binary	0	0.00%
Grand Total	55	100.00%

LONGITUDINAL ANALYSIS TO IDENTIFY ADVERSE IMPACT

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

The District will then conduct a periodic, longitudinal analysis of employees and applicants, broken down by number of persons from monitored group status in each job category to determine whether additional diversification measures are required. Specifically, the District will compare the composition

of initial applicant pools, qualified pools, and applicants recommended for interview to identify any adverse impact of the District's pre-hiring and hiring strategies, which exists where the selection rate for a monitored group is less than four-fifths (or 80%) of the selection rate for the group with the highest rate.

DISTRICT STRATEGIES TO MITIGATE IDENTIFIED ADVERSE IMPACT

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

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

Additionally, if the EEO Officer determines that any selection technique or procedure may have adversely impacted any monitored group during the initial applicant screening process, while the application period is still open, the EEO Officer will advise the District's Superintendent/President, and the Superintendent/President may, but is not required to, extend the search period for the position to engage in further recruitment prior to filling the position.

XI. Strategies Demonstrating On-Going Institutional Commitment to Diversity and EEO Hiring

References: California Code of Regulations, Title 5, Sections 53003(c)(9) and 53006

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

DATA COLLECTION

The District shall utilize data available from reliable public and private sources, including but not limited to The Center of Excellence for Labor Market Research, the Coachella Valley Economic Partnership, and the Bureau of Labor Statistics for this analysis.

ANALYSIS TO IDENTIFY UNDERREPRESENTATION

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

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

XII. Component 12: Methods for Addressing Underrepresentation

References: California Code of Regulations, Title 5, Sections 53003(c)(1)-(2) and 53024.1

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

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

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

The District will not designate or set aside particular positions to be filled by members of any group defined in terms of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or veteran or military status. The District also will not engage in any other practice that would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the EEO Plan in a rigid manner that has the purpose or effect of so discriminating.

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

In order to address these instances of underrepresentation, as defined above, the District will take the following steps:

1. The District will request that the DEEOAC, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
2. The District will require the responsible administrator for the division or department where the underrepresentation occurs, in conjunction with the EEO officer, to create a recruitment and hiring action plan to assist in addressing the underrepresentation. The action plan will include, but is not limited to:
 - a. Participation in outreach activities that would likely attract applicants from the underrepresented groups, such as participating in diversity job fairs (e.g., California Community Colleges Registry Diversity Job Fairs, California Career Exploration Fairs

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hosted by COM's Transfer and Career Center) and building relationships with graduate programs and other institutions.

- b. Conduct cluster hiring sessions to onboard diverse applicants by utilizing strategies to create and promote a sense of community.
- c. At least every two years, the District shall host an open house for persons interested in employment with the District. The open house will allow potential applicants to meet deans, faculty, and classified employees of the District. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the District's commitment to equal employment opportunity. Information provided will also highlight the Coachella Valley and diverse opportunities it provides.
- d. Additional locations or resources to advertise positions (e.g., on the District employment website, the California Community College Equal Employment Opportunity Registry, and to a list of appropriate external "bulletin board" websites);
- e. Review the use of any locally established minimum qualification and/or "desired" or "preferred" qualifications to determine if they are job-related and consistent with business necessity in compliance with federal and state laws.
- f. Consider, in consultation with appropriate stakeholder groups as required by law or otherwise recommended, discontinuing the use of any locally established minimum qualification and/or "desired" or "preferred" qualification that is found to not satisfy the requirements set forth above.
- g. Consider, in consultation with appropriate stakeholder groups as required by law or otherwise recommended, changes to the job postings and screening criteria, including interview questions and how reference checks are conducted, which may reasonably be expected to attract applicants from underrepresented groups. For example, interviews must include at least two questions which assess the candidate's understanding of and commitment to equal employment opportunity and their sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

XIII. Component 13: Process for Developing and Implementing Strategies that Promote Diversity

References: CCR, Title 5, sections 53003(c)(1)-(2) and 53024.1

The District is responsible for developing and implementing strategies designed to promote the diversity of its workforce at all levels and demonstrate the District's institutional commitment to diversity. This process shall include strategies identified in Appendix B.

The District recognizes that multiple approaches are necessary to fulfill its mission of ensuring equal employment opportunity, the creation of a diverse workforce, and the creation of an inclusive, equitable, and fair working and learning environment. The DEEOAC will continue to sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity.

Appendix A

Community Organizations

Bureau of Indian Affairs
5700 E Tachevah Drive, Suite 201 Palm Springs, CA 92262
760-416-2133

Inland Chinese Association PO Box 56335
Riverside, CA 92517-1235
951-353-9906

Consortium of Higher Education LGBT Resource Professionals, Inc. 280
Madison Ave, Suite . 912
New York, NY 10016-0801

Local Chapters: CSU-San Bernardino, University of Redlands, UC-Riverside
Hispanic Association of Colleges and Universities
915 L Street, Ste. 1425
Sacramento, CA 95814
916-442-0392

Japanese Cultural Center
1766 Seabright Avenue
Long Beach, CA 90813

League of Women Voters of Riverside
P.O. Box 20785
Riverside, CA 92516
(951) 479-2090

National Association for the Advancement of Colored People
P.O. Box 55131 Riverside, CA 92517
951-324-9603

California Federation of Filipino American Associations
2125 Santa Fe Ave,
Long Beach, CA 90810
562-570-4489

CODIE - Center On Deafness Inland Empire
1737 Atlanta Ave, Suite H3A
Riverside, CA 92507
(951) 801-5674

Inland Regional Center
1365 South Waterman Avenue
San Bernardino, CA 92408
(909) 890-3000

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*California Department of Rehabilitation
Palm Desert Branch Office
73-720 Fred Waring Drive, Ste. 102
Palm Desert, CA 92260
(760) 674-0262*

*California School for the Deaf, Riverside
3044 Horace Street
Riverside, CA 92506
(951) 248-7700*

*Riverside County Office of Aging
44-199 Monroe Street, Suite B
Indio, CA 92201
(760)771-0501*

APPENDIX B: Desert Community College District EEO Plan			
IMPLEMENTATION	WHO	WHAT/WHEN	EFFECTIVENESS METRICS AND REVIEW
SELECTED METHODS			
PRE-HIRING			
Provide training to employees, students & trustees.	Vice President, Human Resources and Employee Relations/EEO Officer or designee; Superintendent/President; Dean of Student Life	<p>Y1: Offer training (e.g., Search Committee Responsibilities, Selection Process, Unconscious Bias) to search committee participants and the Board of Trustees. Develop training for search committee chairs on overall recruitment process.</p> <p>Y2: Provide training for Search Committee Chairs on the overall recruitment process. Create interactive online EEO Search Committee Training.</p> <p>Y3: Provide training for all employees on the recruitment process and implicit biases.</p>	<p>The Office of Human Resources will provide data and information to the EEO Advisory Committee biannually regarding the completion of training modules by employees.</p> <p>Y1: The objective is to achieve a 70% participation rate among all EEO committee members and Trustees, with each participating in at least 1 EEO training per year.</p> <p>Y2: Implement the recruitment process training for search committee chairs on the overall recruitment process, with a goal of 60% participation rate.</p> <p>Y3: Goal of 50% participation rate for recruitment process training and 60% for implicit biases training.</p>
Convey in publications, marketing materials, and recruitment materials the District's commitment to diversity & EEO.	Vice President, Human Resources and Employee Relations/EEO Officer or designee	<p>Y1: Review and revise the District's publications and other marketing tools to reflect diversity in pictures, graphics and text. Incorporate inclusive messaging, the Indigenous Land Acknowledgement to Recruitment Materials and website. This land acknowledgement will be reviewed and approved with all constituent input.</p> <p>Y2: Review and update EEO webpage to highlight the District's commitment DEIA.</p> <p>Y3: Ensure equivalency options and procedures are highlighted for optimal applicant pools.</p>	<p>Metrics will be measured as complete or incomplete.</p> <p>The EEO Officer or designee will review District webpages and applicable Board Policies/Administrative Procedures for alignment with current EEO plan.</p>

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<p>Establish an online presence highlighting the District's diversity and equal employment opportunity policies, procedures, and programs on the District's website. The website also will list contact persons for further information.</p>	<p>Vice President of Human Resources/Compliance Officer or designee</p>	<p>Y1: Migrate to a new website platform.</p> <p>Y2: Update the Human Resources webpage with links to online forms, applicable Board Policies and Administrative Procedures, and EEO Plan. Promote new website.</p> <p>Y3: Continue to update the webpage with District initiatives, updated strategies, and training opportunities.</p>	<p>The Office of Human Resources will work with Information Technology to receive data on the amount of clicks to the website.</p>
<p>Addressing diversity issues in a transparent and collaborative fashion.</p>	<p>Vice President, Human Resources and Employee Relations/EEO Officer or designee; Executive Cabinet; EEO Advisory Committee (Diversity Committee); Academic Senate; District College Planning Council</p>	<p>Y1: Continue to schedule bi-monthly EEO Advisory Committee meetings. Begin analyzing and reviewing EEO applicant data by recruitment phases. Y2: The Office of Human Resources and the EEO Advisory Committee will continue reviewing and analyzing the EEO applicant data by recruitment phases. Identify which stages most of the applicants who identify in historically underrepresented groups are being screened out. Y3: Human Resources and EEO Advisory Committee will develop feasible strategies to mitigate the impact within Administrative Procedure 7120. Amendments to Administrative Procedure 7120 will undergo participatory governance review including review by the Academic Senate and College Planning Council, and presented to the trustees as an informational item. Implement changes after trustee review</p>	<p>The Office of Human Resources will utilize the annual workforce analysis and applicant demographic data to measure impacts of implemented strategies in collaboration with the EEO Advisory Committee. Representatives of the EEO Advisory Committee will report the discussion and outcomes to the constituency groups and solicit feedback for the EEO Advisory Committee to consider.</p>

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<p>Recurring activities related to improving student access and student success—with a nexus to EEO hiring.</p>	<p>Vice President, Human Resources and Employee Relations/EEO Officer or designee; EEO Advisory Committee; Academic Senate; Hiring Managers; College Planning Council</p>	<p>The District believes that implementing events such as cluster hiring will facilitate the applicant consideration to support specific groups of underrepresented students. Increasing diversity within the District workforce, specifically the faculty, will provide students with experience collaborating in globalized and diverse environments.</p> <p>Y1: The District plans to create the foundation for effective cluster hiring practices, including post-employment support.</p> <p>Y2 and Y3: will be used to implement the cluster hiring which will help generate the data needed to assess effectiveness of the hiring practice for subsequent years.</p>	<p>The Office of Human Resources coordinate with all pertinent parties for the creation of the cluster hiring practice prior to year two of the EEO Plan. Candidates hired under the cluster hiring will be arranged in cohorts to measure effectiveness and retention after year two and three.</p> <p>Track the demographic composition of faculty and staff over time, specifically focusing on the representation of underrepresented groups. Also monitor student demographic data, including enrollment rates, retention rates, and graduation rates disaggregated by race, ethnicity, gender, socioeconomic status and other relevant factors.</p>
<p>Inclusion of (lawful) EEO deliverables in Superintendent/President and other administrator performance goals.</p>	<p>Vice President, Human Resources and Employee Relations/EEO Officer or designee; bargaining union leadership; management team; management personnel committee</p>	<p>Y1: The Office of Human Resources and the management personnel committee will edit the Management Personnel Handbook which includes the integration/update of DEIA competencies in the management evaluation. The handbook will be sent out to the district-wide management team and will present to the trustees for adoption by the end of year one.</p> <p>Y2 and Y3: The Office of Human Resources will coordinate trainings for the management team to introduce the updated evaluation tool and provide additional DEIA training for the managers who are not due for an evaluation due to their evaluation cycle.</p>	<p>The Office of Human Resources monitors the submittal of performance evaluations for managers on an ongoing basis. This will monitored by the Vice President of Human Resources and Employee Relations for compliance.</p>

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HIRING			
Consistent and ongoing training for hiring committees.	Human Resources Recruitment Specialist; Permanent Employees; Student Representatives	Y1-Y3: The District will ensure to conduct training for members of screening and selection committees on the elimination of bias and Title 5 EEO.Y2: Review and update online EEO training for compliance and effectiveness.Y3: Implement updated online EEO training and create in-person EEO training module for hiring committee members.	The Human Resources Recruitment Specialist ensure that all committee members assigned to them have a current EEO training on file. Training records will be tracked for all employees serving on a hiring committee. Human Resources will collect feedback from participants through surveys in regards to their perception of the training content, delivery and relevance. This data will offer insights into the training's strengths and areas of improvement.
Maintain updated job descriptions and job announcements.	Vice President, Human Resources and Employee Relations/EEO Officer or designee; classified bargaining unit leadership; hiring managers; reclassification committee; classification committee	Y1: The management personnel committee will develop a plan to review and update management job descriptions. During year, the committees will continue to review job descriptions to ensure that minimum education and experience requirements don't have an adverse impact on underrepresented groups and establish equivalency when applicable. Y1-Y3: The classification committee and reclassification committee will review classified job descriptions - recommendations will be forwarded to the District and union negotiations team for agreement. Personnel Management Committee Maintain ongoing assessment of job announcements and adjust them as needed to better reflect principles of Diversity, Equity and Inclusion. Ensure the documents are accessible.	Track all of the District's job descriptions to include revision dates on a spreadsheet and post all job descriptions on the website.
Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle.	Vice President, Human Resources and Employee Relations/EEO Officer or designee; Office of the Present; Board of Trustees	For years one, two, and three training will occur across the District on equal employment hiring, the elimination of biases, and the laws prohibiting discrimination in employment.	Y1-Y3: The Office of Human Resources will track annual training for the Board of Trustees in an excel spreadsheet.

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<p>Assess "sensitivity to diversity" of all applicants.</p>	<p>Vice President of Human Resources/Compliance Officer or designee; EEO Advisory Committee; Screening and Selection Committees; hiring managers</p>	<p>Y1: The Vice President of Human Resources and Employee Relations or Designee will work with the Diversity committee to create an initial list of sample application questions and interview questions that the screening and selection committees can utilize for all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, geographic, sexual orientation, gender identity and ethnic backgrounds of community college students.</p> <p>Y2 and Y3 the EEO Advisor Committee will continue to revise the list of questions to address specific disciplines and positions in recruitment.</p>	<p>The Office of Human Resources will work with hiring managers to assess which application questions generates the best responses from the applicant, as well as analyzing the scoring rubrics from committee members on both the initial screening phase and interview phase.</p>
<p>Incentives for hard-to-hire areas/disciplines.</p>	<p>Executive Cabinet; Office of the Foundation</p>	<p>Y1: Identify the hard to fill areas/disciplines for 25-26 academic year. Establish feasible incentives for the identified areas for 24-25 academic year. Y2: Develop 25-26 recruitment materials specifically identifying incentives (travel reimbursement, one-time sign-on incentive (funded through foundation and pending legal opinion), professional development stipend); issue applicable incentives to hires for 24-25 academic year; identify the hard to fill areas/disciplines for 26-27 academic year. Y3: Assess efficiency of incentive structure based on the previous two academic years; identify the hard to fill areas/disciplines for 27-28;</p>	<p>Review and compare the number of qualified applicants received for each academic year; analyze the number of qualified applicants who identify in a historically underrepresented group and those individuals who were hired; survey the individuals who were hired to assess whether incentives played a role in choosing the District as a potential employer/accept the offer.</p>

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<p>Recruitment efforts and strategies such as:</p> <ul style="list-style-type: none"> • Use of demographic data • Job Fairs • CCC Registry • Relationships with external organizations & colleges 	<p>Vice President, Human Resources and Employee Relations/EEO Officer or designee</p>	<p>Y1: Utilize demographic data to identify gaps in representation within the college's workforce. Analyze data on race, ethnicity, gender, age, and other relevant factors to pinpoint areas of improvement and inform targeted recruitment efforts.</p> <p>Y2 and Y3: Actively participate in diversity job fairs targeting underrepresented groups as identified in year 1. Customize recruitment materials to highlight the District's commitment to diversity, equity, inclusion and accessibility. Showcase opportunities for career advancement.</p>	<p>This item would be measured by using application data. Specifically, the question that allows the applicant to answer how they heard about the job.</p>
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POST-HIRING			
<p>Conduct campus climate surveys to identify hidden barriers to the recruitment, retention, and promotion of employees from diverse backgrounds & use this information.</p>	<p>Vice President, Human Resources and Employee Relations/EEO Officer or designee; EEO Advisory Committee; Executive Cabinet</p>	<p>Y1: The Office of Human Resources and EEO Advisory Committee will analyze the results of the Spring 2023 campus climate survey sent to classified professionals and management team employees.</p> <p>Y2: The Office of Human Resources will coordinate the campus climate survey for faculty and will work with the EEO Advisory Committee to analyze the results when received.</p> <p>Y3: Provide results and recommendations to Executive Cabinet to formulate and update strategies and initiatives.</p>	<p>The Vice President of Human Resources will be responsible for ensuring that the campus climate survey is conducted for all employee groups and that results are obtained by 1.5 year of the plan.</p> <p>National Assessment of Collegiate Campus Climate Survey in Spring 2023 and Fall 2024.</p>
<p>Conduct exit interviews & use this information.</p>	<p>Vice President, Human Resources and Employee Relations/EEO Officer or designee</p>	<p>Y1-Y3: The Vice President of Human Resources and Employee Relations or designee will maintain a data base of exit interviews. Analyze data from exit interviews for patterns impacting particular populations, and implement concrete measures that utilize this information. Share the information with the Executive Team.</p> <p>Y1: Review exit survey with EEO Advisory Committee and document changes.</p>	<p>Human Resources will document changes to the evaluation each year. The EEO Advisory Committee will review and revise the survey every 3 years.</p>

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<p>Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found.</p>	<p>Vice President, Human Resources and Employee Relations/EEO Officer or designee</p>	<p>Y1: Vice President of Human Resources and Employee Relations or designee will incorporate the complaints of hiring violations into the current online reporting form for unlawful discrimination. The link will be published on job postings, applicant communication, and the human resources webpage. Any complaints received will be addressed accordingly. Y2 & Y3: The Vice President of Human Resources will review the complaints received to determine if there are any similarities within the reported violations.</p>	<p>Y1-Y3: Human Resources will track all complaints on a tracking matrix. This will allow the District to utilize the data for trends and address areas identified on an annual basis.</p>
<p>Survey applicants who decline offers & use the information.</p>	<p>Vice President, Human Resources and Employee Relations/EEO Officer or designee</p>	<p>Y1: The Vice President of Human Resources or designee will create an online survey tool that will be sent to individuals who declined an offer of employment. The Office of Human Resources will begin utilizing the online survey tool. Y2 & Y3: The Vice President of Human Resources and Employee Relations or designee will analyze the first data sets collected during year one for themes for areas to prioritize to optimize recruitment. Information will be shared to with the executive leadership who will consider establishing new incentives to capture hires.</p>	<p>The Office of Human Resources will analyze the employee feedback to identify common themes and trends impacting monitored groups of underrepresentation. Look for patterns in the reasons for declining offers and prioritize addressing issues that have the most significant impact on candidate decision making.</p>