COLLEGE of the DESERT

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Desert Community College District

Equal Employment Opportunity Plan

2026- 2029

Office of Human Resources

Adopted by the Board of Trustees: September 18, 2026 *(pending)*

43500 Monterey Avenue, Palm Desert, CA 92260

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. – 2026-27-1

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 underrepresentedgroups; 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

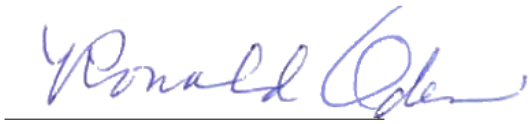
WHEREAS, the District is committed to hiring and retaining faculty and staff who are sensitive to, and knowledgeable about, the needs of the continually changing and diverse student body and community served by the District and the community colleges of California; and

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

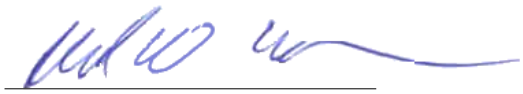
NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Desert Community College District hereby adopt the attached Equal Employment Opportunity Plan. APPROVED, PASSED, AND ADOPTED by the Board of Trustees of the Desert Community College District on this 18th day of September , by the following vote:

Resolution No. 2026-27-1 cont.

AYE: 5
No: Ø



Ronald Oden
Chair of the Board of Trustees of the Desert Community College District



Mark Meyer
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 September 18, 2026. 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.

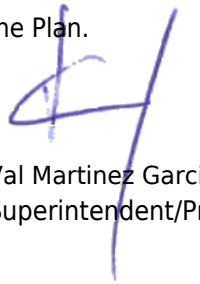
The District is a community of people from diverse racial, ethnic, linguistic, and socio-economic backgrounds, representing a wide range of national origins, religions, political beliefs, physical and mental abilities, ages, sexual orientations and gender expressions. For the 2024-2025 academic year, the District's student population demographic consisted of seventy-one percent (71%) of students identifying as Hispanic/Latino, sixteen percent (16%) identifying as White, three percent (3%) identifying as Asian, three percent (3%) identifying as two or more races, three percent (3%) identifying as Black/African American, and four percent (4%) 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

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.



Val Martinez Garcia
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.

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 agendized 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

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 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=eTeySWTZw02fzpht5GU16Ahhg2UJWCtGlCR18BhGGhZUMFNHNkxNSTcyVTFVRExUNDM1Q0RITTVCUyQlQCN0PWcu 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 S, 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 provides for 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 permits 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 five5 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

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 OT 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 Marker 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 EEOAC 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

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

b. 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.

c. 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);

d. 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.

e. 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.

f. 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.

SECTION: STRATEGIES TO ADDRESS UNDERREPRESENTATION AND METHODS OF EVALUATION

Pursuant to California Code of Regulations, Title 5, § 53003 and § 53024, the District implements targeted measures whenever longitudinal data identifies underrepresentation within specific job categories. The following strategies detail how the District addresses barriers to employment and the specific empirical methods used to measure their effectiveness.

Strategy 1: Targeted Outreach, Community Engagement, and Sourcing (Subsections a, b, c)

- **Design and Purpose:**

  Underrepresentation often results from historical reliance on standard or localized posting methods that fail to reach historically underrepresented talent pools. By mandating active participation in specialized venues (e.g., California Community Colleges Registry Diversity Job Fairs, graduate institution outreach) and hosting a biennial Employment Open House focused on district culture and the Coachella Valley region, the District actively cultivates diverse applicant pipelines. Expanding external advertising to dedicated diversity publications ensures vacancies are directly visible to qualified professionals from historically underrepresented groups.

- **Methods of Evaluation:**
  - Track and compare the demographic composition of applicant pools across successive hiring cycles to evaluate percentage gains in applicant diversity.
  - Conduct longitudinal tracking of applicant sources from point of entry to interview and hire, identifying which specific recruitment events, graduate partnerships, and job boards yield qualified applicant pools.

Strategy 2: Job-Relatedness and Qualification Audits (Subsections d, e)

- **Design and Purpose:**

  Locally established minimum qualifications and excessive "preferred" or "desired" criteria can serve as artificial, non-job-related barriers that disproportionately exclude qualified candidates from non-traditional academic and professional backgrounds. By conducting structured reviews of all qualifications to ensure strict alignment with business necessity and federal/state nondiscrimination standards, the District removes systemic barriers that do not directly correlate with successful job performance.

- **Methods of Evaluation:**
  - Perform statistical adverse impact calculations (utilizing the four-fifths rule and standard deviation tests) at the initial paper-screening phase to identify whether specific qualification requirements disproportionately filter out protected groups.

- Compare initial qualification clearance rates for underrepresented applicants before and after revisions to job descriptions, verifying that barrier removal measurably increases pool retention.

Strategy 3: Standardized Equity Screening and Mandatory EEO Interview Criteria (Subsection f)

- **Design and Purpose:**

  Subjective and unstructured screening processes introduce implicit bias into candidate evaluation. Requiring standardized rubrics and mandating at least two specific interview questions focused on EEO principles and demonstrated sensitivity to the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students ensures candidates are evaluated on operational competencies essential to the District's mission.

- **Methods of Evaluation:**
  - Monitor the demographic distribution of candidate pools across each phase of the selection process (application → screening → first-level interview → finalist → hire) to ensure equitable progression and detect potential bias points.
  - Conduct periodic audits of committee scoring rubrics to evaluate consistency across evaluators, cross-referenced with first- and third-year employee retention and performance indicators.

Employee Job Category by Race/Ethnicity

Employee Job Category by Race/Ethnicity for Fall 2022

Fall 2022	Alaska Native		Asian		American		Hispanic/ Latino		Multi-Ethnicity		Native		Unknown/Blank		White/ Non-Hispanic		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	1	1%	6	4.2%	10	7.0%	37	25.9%	7	4.9%	0	0.0%	3	2.1%	79	55.2%	143
Academic, Temporary	10	2%	50	11.1%	35	7.8%	171	38.0%	58	12.9%	2	0.4%	46	10.2%	78	17.3%	450
Clerical/ Secretarial	0	0%	2	2.1%	3	3.1%	41	42.3%	24	24.7%	0	0.0%	2	2.1%	25	25.8%	97
Executive, Admin., Managerial	0	0%	5	8.3%	2	3.3%	19	31.7%	3	5.0%	0	0.0%	0	0.0%	31	51.7%	60
Professional (Non-Faculty)	0	0%	0	0.0%	0	0.0%	5	38.5%	1	7.7%	0	0.0%	0	0.0%	7	53.8%	13
Service/ Maintenance	0	0%	0	0.0%	0	0.0%	42	68.9%	10	16.4%	0	0.0%	1	1.6%	8	13.1%	61
Skilled Crafts	0	0%	0	0.0%	0	0.0%	3	42.9%	2	28.6%	0	0.0%	0	0.0%	2	28.6%	7
Technical/ Paraprofessional	0	0%	2	2.6%	0	0.0%	18	23.4%	27	35.1%	1	1.3%	0	0.0%	29	37.7%	77

Employee Job Category by Race/Ethnicity for Fall 2023

Fall 2023	Alaska Native		Asian		American		Hispanic/ Latino		Multi-Ethnicity		Native		Unknown/Blank		White/ Non-Hispanic		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	3	1%	10	3.2%	19	6.2%	49	15.9%	14	4.5%	2	0.6%	51	16.6%	160	51.9%	308
Academic, Temporary	19	1%	69	3.7%	58	3.1%	261	14.2%	79	4.3%	3	0.2%	377	20.4%	978	53.0%	1844
Clerical/ Secretarial	1	0%	5	1.6%	6	1.9%	90	28.6%	41	13.0%	0	0.0%	66	21.0%	106	33.7%	315
Executive, Admin., Managerial	2	1%	7	4.1%	7	4.1%	39	23.1%	8	4.7%	0	0.0%	11	6.5%	95	56.2%	169
Professional (Non-Faculty)	1	2%	1	2.4%	0	0.0%	8	19.5%	5	12.2%	0	0.0%	9	22.0%	17	41.5%	41
Service/ Maintenance	3	2%	0	0.0%	5	3.3%	68	45.0%	17	11.3%	0	0.0%	25	16.6%	33	21.9%	151
Skilled Crafts	0	0%	0	0.0%	2	11.1%	7	38.9%	2	11.1%	0	0.0%	0	0.0%	7	38.9%	18
Technical/ Paraprofessional	0	0%	7	3.2%	7	3.2%	50	22.5%	38	17.1%	1	0.5%	26	11.7%	93	41.9%	222

Employee Job Category by Race/Ethnicity for Fall 2024

Fall 2024	Alaska Native		Asian		American		Hispanic/ Latino		Multi-Ethnicity		Native		Unknown/Blank		White/ Non-Hispanic		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	3	1%	9	2.9%	19	6.1%	52	16.6%	12	3.8%	2	0.6%	50	15.9%	167	53.2%	314
Academic, Temporary	22	1%	77	3.9%	60	3.1%	287	14.6%	97	4.9%	4	0.2%	388	19.8%	1027	52.3%	1962
Clerical/ Secretarial	1	0%	6	1.8%	7	2.1%	100	30.6%	40	12.2%	0	0.0%	65	19.9%	108	33.0%	327
Executive, Admin., Managerial	2	1%	7	4.0%	8	4.5%	40	22.6%	10	5.6%	0	0.0%	11	6.2%	99	55.9%	177
Professional (Non-Faculty)	1	2%	1	2.4%	0	0.0%	9	21.4%	5	11.9%	0	0.0%	9	21.4%	17	40.5%	42
Service/ Maintenance	3	2%	0	0.0%	5	3.1%	73	45.9%	19	11.9%	0	0.0%	26	16.4%	33	20.8%	159
Skilled Crafts	0	0%	0	0.0%	2	11.1%	7	38.9%	2	11.1%	0	0.0%	0	0.0%	7	38.9%	18
Technical/ Paraprofessional	0	0%	9	3.8%	7	3.0%	54	22.8%	39	16.5%	1	0.4%	29	12.2%	98	41.4%	237

Applicant Job Category by Race/Ethnicity

Applicant Job Category by Race/Ethnicity for 2022-23 Fiscal Year

2022-23 Fiscal Year	Alaska Native		Asian		American		Hispanic/ Latino		Multi-Ethnicity		Native		Unknown/Blank		White/ Non-Hispanic		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	2	0.4%	30	5.7%	31	5.9%	76	14.5%	42	8.0%	0	0.0%	109	20.8%	234	44.7%	524
Academic, Temporary	20	3.2%	60	9.5%	42	6.7%	0	0.0%	34	5.4%	0	0.0%	145	23.1%	328	52.1%	629
Clerical/ Secretarial	2	0.3%	19	2.9%	12	1.8%	424	63.7%	42	6.3%	0	0.0%	45	6.8%	122	18.3%	666
Executive, Admin., Managerial	4	2.2%	11	5.9%	14	7.6%	0	0.0%	14	7.6%	0	0.0%	48	25.9%	94	50.8%	185
Professional (Non-Faculty)	1	2.2%	1	2.2%	5	11.1%	0	0.0%	1	2.2%	1	2.2%	5	11.1%	31	68.9%	45
Service/ Maintenance	0	0.0%	2	2.9%	3	4.3%	45	65.2%	10	14.5%	1	1.4%	2	2.9%	6	8.7%	69
Skilled Crafts	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Technical/ Paraprofessional	0	0.0%	14	4.0%	8	2.3%	198	56.1%	31	8.8%	3	0.8%	19	5.4%	80	22.7%	353

Applicant Job Category by Race/Ethnicity for 2023-24 Fiscal Year

2023-24 Fiscal Year	Alaska Native		Asian		American		Hispanic/ Latino		Multi-Ethnicity		Native		Unknown/Blank		White/ Non-Hispanic		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	2	0.5%	58	13.2%	29	6.6%	126	28.7%	44	10.0%	2	0.5%	29	6.6%	149	33.9%	439
Academic, Temporary	1	0.1%	66	9.2%	45	6.3%	169	23.6%	62	8.7%	12	1.7%	67	9.4%	293	41.0%	715
Clerical/ Secretarial	0	0.0%	32	4.9%	19	2.9%	418	64.0%	43	6.6%	4	0.6%	35	5.4%	102	15.6%	653
Executive, Admin., Managerial	3	0.7%	39	9.2%	36	8.5%	93	22.0%	32	7.6%	2	0.5%	35	8.3%	183	43.3%	423
Professional (Non-Faculty)	0	0.0%	0	0.0%	1	2.4%	27	65.9%	2	4.9%	0	0.0%	3	7.3%	8	19.5%	41
Service/ Maintenance	0	0.0%	0	0.0%	4	4.5%	60	67.4%	13	14.6%	1	1.1%	2	2.2%	9	10.1%	89
Skilled Crafts	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Technical/ Paraprofessional	0	0.0%	23	7.7%	2	0.7%	185	62.1%	18	6.0%	0	0.0%	10	3.4%	60	20.1%	298

Applicant Job Category by Race/Ethnicity for 2024-25 Fiscal Year

2024-25 Fiscal Year	Alaska Native		Asian		American		Hispanic/ Latino		Multi-Ethnicity		Native		Unknown/Blank		White/ Non-Hispanic		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	2	2.0%	6	6.0%	11	11.0%	10	10.0%	6	6.0%	3	3.0%	9	9.0%	53	53.0%	100
Academic, Temporary	20	2.5%	32	4.0%	58	7.3%	103	12.9%	30	3.8%	5	0.6%	65	8.2%	484	60.7%	797
Clerical/ Secretarial	21	3.7%	47	8.2%	18	3.1%	168	29.2%	28	4.9%	7	1.2%	15	2.6%	271	47.1%	575
Executive, Admin., Managerial	9	2.7%	21	6.3%	49	14.6%	45	13.4%	13	3.9%	2	0.6%	22	6.5%	175	52.1%	336
Professional (Non-Faculty)	3	4.1%	2	2.7%	2	2.7%	16	21.9%	7	9.6%	0	0.0%	2	2.7%	41	56.2%	73
Service/ Maintenance	8	6.3%	1	0.8%	5	3.9%	48	37.8%	3	2.4%	1	0.8%	4	3.1%	57	44.9%	127
Skilled Crafts	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Technical/ Paraprofessional	5	3.4%	18	12.3%	3	2.1%	35	24.0%	6	4.1%	0	0.0%	12	8.2%	67	45.9%	146

Employee Job Category by Gender

Employee Job Category by Gendery for Fall 2022

Fall 2022	Female		Male		Non-Binary		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	82	58.6%	58	41.4%	0	0.0%	0	0.0%	140
Academic, Temporary	432	45.3%	521	54.7%	0	0.0%	0	0.0%	953
Clerical/ Secretarial	78	80.4%	19	19.6%	0	0.0%	0	0.0%	97
Executive, Admin., Managerial	32	53.3%	28	46.7%	0	0.0%	0	0.0%	60
Professional (Non-Faculty)	6	46.2%	7	53.8%	0	0.0%	0	0.0%	13
Service/ Maintenance	12	19.7%	49	80.3%	0	0.0%	0	0.0%	61
Skilled Crafts	0	0.0%	7	100.0%	0	0.0%	0	0.0%	7
Technical/ Paraprofessional	39	50.6%	38	49.4%	0	0.0%	0	0.0%	77

Employee Job Category by Gendery for Fall 2023

Fall 2023	Female		Male		Non-Binary		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	162	52.6%	146	47.4%	0	0.0%	0	0.0%	308
Academic, Temporary	889	48.2%	955	51.8%	0	0.0%	0	0.0%	1844
Clerical/ Secretarial	277	87.9%	38	12.1%	0	0.0%	0	0.0%	315
Executive, Admin., Managerial	76	45.0%	93	55.0%	0	0.0%	0	0.0%	169
Professional (Non-Faculty)	22	53.7%	19	46.3%	0	0.0%	0	0.0%	41
Service/ Maintenance	35	23.2%	116	76.8%	0	0.0%	0	0.0%	151
Skilled Crafts	0	0.0%	18	100.0%	0	0.0%	0	0.0%	18
Technical/ Paraprofessional	118	53.2%	104	46.8%	0	0.0%	0	0.0%	222

Employee Job Category by Gendery for Fall 2022

Fall 2024	Female		Male		Non-Binary		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	162	51.6%	152	48.4%	0	0.0%	0	0.0%	314
Academic, Temporary	946	48.2%	1014	51.7%	0	0.0%	2	0.1%	1962
Clerical/ Secretarial	285	87.2%	42	12.8%	0	0.0%	0	0.0%	327
Executive, Admin., Managerial	84	47.5%	93	52.5%	0	0.0%	0	0.0%	177
Professional (Non-Faculty)	24	57.1%	18	42.9%	0	0.0%	0	0.0%	42
Service/ Maintenance	41	25.8%	118	74.2%	0	0.0%	0	0.0%	159
Skilled Crafts	0	0.0%	18	100.0%	0	0.0%	0	0.0%	18
Technical/ Paraprofessional	126	53.2%	111	46.8%	0	0.0%	0	0.0%	237

Applicant Job Category by Gender

Applicant Job Category by Gender for 2022-23 Fiscal Year

2022-23 Fiscal Year	Female		Male		Non-Binary		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	224	42.7%	274	52.3%	1	0.2%	25	4.8%	524
Academic, Temporary	286	45.5%	287	45.6%	9	1.4%	47	7.5%	629
Clerical/ Secretarial	449	67.4%	187	28.1%	1	0.2%	29	4.4%	666
Executive, Admin., Managerial	69	36.7%	111	59.0%	0	0.0%	8	4.3%	188
Professional (Non-Faculty)	32	71.1%	12	26.7%	1	2.2%	0	0.0%	45
Service/ Maintenance	21	29.2%	47	65.3%	0	0.0%	4	5.6%	72
Skilled Crafts	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Technical/ Paraprofessional	14	6.3%	195	87.1%	3	1.3%	12	5.4%	224

Applicant Job Category by Gender for 2023-24 Fiscal Year

2023-24 Fiscal Year	Female		Male		Non-Binary		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	281	39.6%	376	53.0%	8	1.1%	44	6.2%	709
Academic, Temporary	191	43.8%	220	50.5%	20	4.6%	5	1.1%	436
Clerical/ Secretarial	457	70.0%	171	26.2%	24	3.7%	1	0.2%	653
Executive, Admin., Managerial	149	35.2%	249	58.9%	24	5.7%	1	0.2%	423
Professional (Non-Faculty)	33	80.5%	8	19.5%	0	0.0%	0	0.0%	41
Service/ Maintenance	23	25.8%	62	69.7%	0	0.0%	4	4.5%	89
Skilled Crafts	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Technical/ Paraprofessional	194	65.1%	90	30.2%	11	3.7%	3	1.0%	298

Applicant Job Category by Gender for 2024-25 Fiscal Year

2024-25 Fiscal Year	Female		Male		Non-Binary		Unknown/Blank		Total
EEO6 Category	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)	Row %	Headcount (#)
Academic, Tenured/ Tenure-Track	48	48.0%	45	45.0%	2	2.0%	5	5.0%	100
Academic, Temporary	293	36.8%	461	57.8%	5	0.6%	38	4.8%	797
Clerical/ Secretarial	399	69.4%	161	28.0%	1	0.2%	14	2.4%	575
Executive, Admin., Managerial	129	38.4%	193	57.4%	3	0.9%	11	3.3%	336
Professional (Non-Faculty)	44	60.3%	27	37.0%	1	1.4%	1	1.4%	73
Service/ Maintenance	36	28.3%	84	66.1%	1	0.8%	6	4.7%	127
Skilled Crafts	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Technical/ Paraprofessional	59	40.4%	82	56.2%	1	0.7%	4	2.7%	146

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 1001 6-0801

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 55131Riverside, CA 92517951-324-9603

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

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; Vice President of Student Services or designee	Y1: Offer training (e.g., Search Committee Responsibilities, Selection Process, Understanding AP 7120 and their role in the Hiring Process) to search committee participants and the Board of Trustees. Y2: Transition the student worker application process from the Handshake platform to the NeoEd recruitment system and provide training and guidance to students on how to apply for student employment opportunities through the new system. Y3: Provide training for all employees on the recruitment process and implicit biases.	The Office of Human Resources will provide data and information to the EEO Advisory Committee biannually regarding the completion of training modules by employees. Y1: Monitor training completion rates (goal is 40%), maintaining attendance records, and conducting periodic reviews to ensure participants complete required training prior to serving on a search committee or participating in the hiring process. Annual participation data will be reviewed to support continuous improvement and compliance with EEO requirements.. Y2: Conduct an annual review of student worker applicant and hiring data captured in NeoEd to monitor demographic representation and participation trends over time. Using a longitudinal analysis, the District will compare applicant pool demographics, hiring outcomes, and overall participation year-to-year to evaluate whether the system improves the ability to track equity in the recruitment process and supports the development of a diverse student employment pipeline for future District positions. Y3: Goal of 50% participation rate for recruitment process training and 60% for implicit biases training.

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	Y1: Develop, produce, and publish an Equal Employment Opportunity (EEO) informational video for applicants that highlights the District's commitment to EEO, equity and inclusion (EEI), and AP 7120. Y2: Maintain the EEO informational video as part of the standard applicant experience during the recruitment process. Monitor engagement metrics, such as views and applicant access through the NeoEd portal, and gather feedback from HR staff and applicants to evaluate the clarity and effectiveness of the information provided. Y3: Review the EEO informational video to ensure continued alignment with current EEO regulations, AP 7120, and District recruitment practices. Update the content as needed to reflect policy changes or improvements, and continue monitoring applicant engagement and feedback to support ongoing effectiveness.	Y1: EEO informational video developed, published, and integrated into the District employment webpage and NeoEd applicant portal. Confirmation that accessibility standards (e.g., captions and ADA compliance) are met. Y2: Track applicant engagement with the video through available metrics (e.g., views or portal access) and document feedback from HR staff and applicants regarding clarity and usefulness. Y3: Review engagement data and feedback to evaluate effectiveness and update the video as needed to reflect current EEO regulations, AP 7120, and District recruitment practices.

Addressing diversity issues in a transparent and collaborative fashion.	Vice President, Human Resources and Employee Relations/EEO Officer or designee; Executive Cabinet; EEO Advisory Committee (Diversity Committee); Academic Senate; District College Planning Council	Y1: Promote transparency and collaboration in addressing diversity and equity issues by engaging District stakeholders in open dialogue, reviewing relevant data and practices, and incorporating feedback through established participatory governance processes. The District will work collaboratively with the EEO Advisory Committee, employees, students, and leadership to identify opportunities that support diversity, equity, and inclusive practices across recruitment, hiring, and employment.. Y2: Ongoing. Y3: Ongoing	Maintain regular consultation with the EEO Advisory Committee to review diversity and equity-related data, discuss initiatives or concerns, and document recommendations and actions through established participatory governance processes.
Review and update District EEO/DEI policy statement	Vice President of Human Resources & Employee Relations or designee	Y1: Regularly review and evaluate Board Policies and Administrative Procedures related to equal employment opportunity, nondiscrimination, and diversity to ensure alignment with current laws, regulations, and best practices. This review will include BP 3410 (Non-Discrimination), BP 3420 (Equal Employment Opportunity), and BP/AP 7100 (Commitment to Diversity) to reaffirm the District's commitment to fostering a diverse, equitable, and inclusive workforce that supports the District's mission and educational goals. Y2: Ongoing Y3: Ongoing	Periodic review of the identified policies and procedures with any recommended updates advanced through the District's participatory governance process. Documentation of review, discussion, and implementation of revisions as appropriate.

HIRING			
Consistent and ongoing training for hiring committees.	Human Resources Specialist; Permanent Employees; Student Representatives	Y1: Design and implement an online EEO training module for hiring committee members that covers search committee responsibilities, the selection process, unconscious bias, and relevant District policies. Y2: Develop standardized training materials and a facilitator guide to support in-person EEO training sessions for hiring committee members. Y: Implement and evaluate both online and in-person EEO training for hiring committees, review participation and feedback, and update training materials as needed to ensure continued effectiveness and alignment with District policies and EEO best practices.	Y1: Implementation of an online EEO training module and tracking of hiring committee member participation and completion rates. Y2: Development of in-person training materials and facilitator guide, with documentation of training sessions, attendance, and completion rates. Y3: Review participation and completion rates, evaluate training effectiveness through feedback, and update training materials as needed.
Maintain updated job descriptions and job announcements.	Vice President, Human Resources and Employee Relations/EEO Officer or designee; Classified Bargaining unit Personnel Management Committee, Hiring managers; Reclassification committee	Y1: Review and update the diversity statement included in relevant classification or recruitment materials to ensure alignment with the District's commitment to diversity, equity, and inclusion. Y2: Develop and implement a standardized process for reviewing leadership and confidential employee reclassification requests to ensure consistency, transparency, and equitable evaluation of positions across the District. Y2: review and revise job announcement templates to emphasize the value of candidates' experience, knowledge, and demonstrated commitment to supporting students from historically underrepresented and underserved communities in educational settings. Y1-Y3 Review classified job descriptions, in	Y1: Maintain records demonstrating the evaluation of job announcement templates and the incorporation of revised language into the District's standard recruitment materials, with confirmation that the updated format is used in applicable job postings. Y2: Track the number of requests processed using the established process and periodically review outcomes to ensure consistent and equitable application.

		collaboration with the Bargaining Unit, to ensure they reflect the District's commitment to diversity, equity, and inclusion and are written in a clear, accessible format..	Y1-Y3 Document reviews of classified job descriptions with the bargaining unit and track updates made to improve inclusive language, accessibility, and alignment with the District's diversity, equity, and inclusion principles.
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.
Recruitment efforts and strategies such as: • Use of demographic data • Job Fairs • CCC Registry • Relationships with external organizations & colleges	Vice President, Human Resources and Employee Relations/EEO Officer or designee	Y1: Strengthen partnerships with local educational institutions and community organizations to support diverse recruitment pipelines. Y2: Ongoing Y3: Ongoing	Y1 – Y3: Attend 3-5 recruitment events annually. Track recruitment outreach activities, including the number of job fairs attended, participation in diversity-focused and local recruitment events, partnerships with organizations and educational institutions.

POST-HIRING			
Conduct campus climate surveys to identify hidden barriers to the recruitment, retention, and promotion of employees from diverse backgrounds & use this information.	Vice President, Human Resources and Employee Relations/EEO Officer or designee; EEO Advisory Committee; Executive Cabinet	Y1: Increase awareness of the campus climate survey by engaging District leadership and collaborating with the Diversity Committee to inform employees about the purpose and importance of participation. Facilitate focus groups and work with survey administrators to develop survey questions tailored to the District.. Y2: Administer a campus climate survey to classified staff and leadership employees to assess workplace climate, identify potential barriers, and gather feedback related to recruitment, retention, and advancement. Y3: Administer the campus climate survey to faculty to assess workplace climate and identify potential barriers related to recruitment, retention, and advancement.	Y1: Documentation of outreach efforts, collaboration with leadership and the Diversity Committee, and completion of focus groups and survey development. Y2: Administer a campus climate survey to classified and leadership to assess workplace climate and identify barriers related to recruitment, retention, and advancement. Y3: Completion and distribution of the faculty climate survey and review of survey responses to identify themes and trends.
Conduct exit interviews & use this information.	Vice President, Human Resources and Employee Relations/EEO Officer or designee	Y1: Implement the Applicant Tracking System (ATS) offboarding process to standardize exit interviews and encourage participation from departing employees. Y2: Utilize exit interview data collected through ATS to identify trends and potential themes related to employee experiences, workplace climate, and retention. Y3: Use information gathered from exit interviews to inform strategies or recommendations that may support employee retention and improve the workplace environment.	Y1: Implementation of the ATS offboarding module and documentation of exit interview participation and responses. Y2: Track the number and percentage of departing employees who complete the exit interview through the ATS offboarding process and maintain records of participation to monitor engagement and data collection. Monitor completion rate. Y3: Documentation of the review and analysis of exit interview data,

			with findings shared with the EEO Advisory Committee, District leadership, and Executive Cabinet (EC) to identify potential actions or improvements that support employee retention and an inclusive workplace environment.
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found.	Vice President, Human Resources and Employee Relations/EEO Officer or designee	Y1: Implement the Advocate case management and tracking system to document, monitor, and manage harassment and discrimination complaints. Y2: Strengthen processes and training related to complaint intake, investigation procedures, and documentation to ensure complaints are handled consistently and in alignment with District policies and legal requirements. Y3: Conduct periodic review of complaint data to identify trends, potential areas of concern, and opportunities for proactive education or prevention efforts.	Y1: The District will implement the Advocate case management system to track harassment and discrimination complaints, ensuring that 100% of new complaints are logged in the system and include documented intake dates, investigation status, and case outcomes. Y2: Utilize the Advocate system to monitor investigation timelines and improve case management by conducting at least one annual review of complaint data to assess timeliness of investigations, case status updates, and resolution outcomes. Y3: the District will analyze Advocate system data to identify trends related to harassment and discrimination complaints and develop

			at least one proactive action.
Survey applicants who decline offers & use the information.	Vice President, Human Resources and Employee Relations/EEO Officer or designee	Y1: Develop and implement a standardized survey process for applicants who decline employment offers, utilizing available recruitment systems or follow-up communication to collect feedback on factors influencing their decision Y2: Review and analyze survey responses to identify common themes related to recruitment processes, compensation, workplace climate, or other factors influencing candidate decisions. Y3: Use survey findings to inform potential improvements to recruitment practices, candidate communication, or other areas that may strengthen the District's ability to attract and retain qualified applicants.	Y1: Track the number of declined offers, monitor survey response rates, and begin identifying common factors influencing candidate decisions. Y2: Compile and analyze responses from the declined-offer survey to identify patterns and factors influencing candidate decisions. A summary report will be prepared documenting response rates and identifying recurring trends from applicant feedback to help inform potential improvements to recruitment and hiring practices. Y3: Identify recurring trends and determine at least one to two potential improvements to recruitment practices, candidate communication, or hiring processes.