

MiraCosta Community College District Equal Employment Opportunity Plan 2023-2026



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Table of Contents

- I. Introduction
 - II. Definitions
 - III. Policy Statement
 - IV. Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan
 - V. EEO Advisory Committee
 - VI. Complaints
 - VII. Notification to District Employees
 - VIII. Training for Screening/Interview Committees
 - IX. Annual Written Notice to Community Organizations
 - X. Analysis of District Workforce and Applicant Pools
 - XI. A Process for Utilizing Data to Determine Whether Monitored Groups are Underrepresented Within District Job Categories
 - XII. Methods for Addressing Underrepresentation
 - XIII. Selection of Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation (Multiple Methods Integration)
- Appendix A – Plan Component 13
- Appendix B – Workforce and Applicant Analyses of Adverse Impact and Underrepresentation
- Appendix C – Applicant Demographics
- Appendix D – Workforce Demographics
- Appendix E – Limitations in the Data Regarding Gender Identity
- Appendix F – Annual Written Notice to Community Organizations
- Appendix G – Notification to District Employees

I. Introduction

MiraCosta College serves a diverse student population that represents a wide range of backgrounds, experiences, and perspectives. The district's student body is composed of individuals from various ethnicities, races, socioeconomic backgrounds, ages, and cultural heritages. This diversity enriches the learning environment by bringing together students with unique life experiences and insights, contributing to a more inclusive and comprehensive educational setting.

The connection between workforce diversification and MiraCosta College's educational goals and mission is significant. As the college emphasizes creating an inclusive and equitable environment, it recognizes that this extends beyond the campus walls. By nurturing a diverse student body, the college is preparing students to engage with the complexities of a globalized and interconnected world. Exposure to diverse perspectives helps students develop cultural competence, empathy, and an understanding of different viewpoints, which are essential skills in today's workforce. MiraCosta College's commitment to inclusion, diversity, equity, and accessibility aligns with the broader shift towards recognizing the value of varied experiences in professional environments. Employers seek individuals who can collaborate effectively in diverse teams and understand the needs of a diverse customer base. By fostering an environment where students from various backgrounds feel valued and empowered, the college is not only fulfilling its missions but also directly contributing to the development of a workforce that reflects these principles.

Moreover, MiraCosta College's focus on removing systemic barriers to learning and success directly supports the district's goal of workforce diversification. By addressing these disparities, the college is equipping all students with the tools they need to excel academically and professionally, regardless of their backgrounds. This proactive approach not only promotes social justice but also enhances the talent pool available to employers seeking diverse, skilled, and innovative individuals.

In essence, MiraCosta College's commitment is to create a racially just campus climate, where individuals and their diverse cultures and identities are welcomed, nurtured, and validated, and where the college takes institutional responsibility for closing equity gaps for disproportionately-impacted students aligns with the broader societal need for a workforce that can navigate and contribute to a multicultural world. The college's mission to foster the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the community it serves directly contributes to the preparation of a diverse and well-rounded workforce that can thrive in today's interconnected society.

II. Definitions

1. *Academic Employee*: any employee categorized as an educational administrator or faculty member pursuant to section 53402 of the Title 5, California Code of Regulations.
2. *Accessibility*: a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.
3. *Administrator*: a person who is employed in a position designated by the governing board of the district as having direct responsibility for supervising the operation of, or formulating policy regarding, the administration of non-academic functions of a college or district.
4. *Adverse Impact*: means 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*).
5. *Chancellor's Office*: means the California Community Colleges Chancellor's Office.
6. *Classified Administrator*: any person employed by the governing board of a district in a supervisory or management position as defined in Article t (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 21 of the Government Code.
7. *Cultural Competency*: the practice of acquiring and utilizing knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. The development of cultural competency is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competency includes the ability to teach students from cultures other than one's own successfully. It entails developing interpersonal awareness and sensitivities, developing cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.
8. *Cultural Proficiency*: involves successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. "Culture" refers to those

things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. "Culture" therefore, refers to more than simply race and ethnicity.

9. *DEIA*: acronym for the terms diversity, equity, inclusion, and accessibility.
10. *Diverse and Diversity*: refers to the myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, based on race, sex, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, gender identity, sexual orientation, marital status, and mental and physical ability.
11. *Diversity*: means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability and socio-economic backgrounds, in all aspects of the workplace.
12. *Educational Administrator*: an administrator who is employed in an academic position designated by the governing board of the district as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district. Educational administrators include, but are not limited to, chancellor's presidents, and other supervisory or management employees designated by the governing board as educational administrators.
13. *Equal Employment Opportunity (EEO)*: means that 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 job 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 which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all free from discrimination related to the categories protected by Government Code section 12940.
14. *Equal Employment Opportunity Plan (EEO Plan)*: is a written document that describes a district's EEO program. A district's EEO plan shall include: 1) analysis of the district's workforce; and 2) descriptions of the district's program strategies,

informed by the district's workforce analysis, that it is implementing or will implement, to promote equal employment opportunity.

15. *Equal Employment Opportunity Program*: refers to the combination of district strategies implemented to promote Equal Employment Opportunity. Such programs should be informed by a district's longitudinal workforce and applicant analyses.
16. *Equity*: The condition under which individuals are provided the resources they need to have access to the same opportunities as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely, equality indicates uniformity where everything is evenly distributed among people.
17. *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the Chancellor's Office pursuant to Title 5, Section 53004. These groups shall be more specifically defined by the Chancellor's Office consistent with state and federal law.
18. *Faculty or Faculty Member*: those employees of a district who are employed in academic positions and who are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code. Faculty include, but are not limited to, instructors, librarians, counselors, community college health service professionals, disabled student programs and services professionals, extended opportunity programs and services professionals, and individual employed to perform a service that, before July 1, 1990, required nonsupervisory, non-management community college certification qualifications.
19. *Inclusion*: bringing traditionally excluded individuals or groups into processes, activities, and decision and policy making in a way that shares power.
20. *In-House or Promotional Only Hiring*: means that only existing district employees are eligible for a position.
21. *Job categories*: includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.
22. *Minoritize*: the subordination of a person or group's status to a more dominant group or its members based on social identities such as race or ethnicity.
23. *Monitored Group*: means the groups for which districts must provide demographic data pursuant to section 53004.
24. *Non-academic Employee*: any employee categorized as a classified administrator or staff member.
25. *Person with a Disability*: means any person who:

(1) has a physical or mental impairment as defined in Government Code, Section 12926 which limits one or more of such person's major life activities;

(2) has a record of such an impairment; or

(3) is regarded as having such an impairment.

A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

26. *Screening or Selection Procedure*: means any measure, combination of measures, or procedure 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, application reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.
27. *Staff or Staff Member*: employees of a district who are not encompassed within the definitions in subdivisions (a), (c), (e), (k), or (m), whether or not they are part of the classified service as defined in sections 88003 or 88076 of the Education Code.
28. *Underrepresented Group*: means any monitored group for which the percentage of persons from that group employed by the district in a job category is below eighty percent (80%) of the projected representation for that group and job category.

III. Policy Statement

BP 3400: Diversity, Equity, Inclusion, Accessibility

MiraCosta College is committed to providing a strong, supportive, and authentic environment where difference is valued, respected, encouraged, and honored; where all faculty, staff, and students experience a sense of belonging and the freedom to express themselves; and where their experiences are recognized and valued. MiraCosta College strives to be a model for equity and inclusion. The college is committed to providing opportunities for engagement both across the campus and within the communities the college serves. The college seeks to remove barriers to learning, participation, and success, with a focus on changing procedures and practices that disproportionately affect certain groups. Anchored in a culture of evidence, MiraCosta College promotes increased awareness and appreciation of individual, collective, and intersecting identities within our diverse society and acknowledges that different students learn in different and unique ways. See Board Policy 3410–Nondiscrimination, Board Policy 3420–Equal Employment Opportunity, Board Policy 7100–Commitment to Diversity in Hiring.

Commitment Statement

MiraCosta College is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. MiraCosta College takes institutional responsibility for closing the equity gap for disproportionately-impacted populations including Latinx and Chicanx communities, Black and African American communities, Native Hawaiian and Pacific Islander communities, Native American communities, lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA+) communities, veteran communities, former foster youth, adult students, and students from low socioeconomic statuses. MiraCosta will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community.

AP 3410: Nondiscrimination – Employment

The district shall provide equal employment opportunities to all applicants and employees regardless of race or ethnicity, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, immigration status, or military and veteran status

The MiraCosta Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. The district is committed to a continuing good faith effort to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity and are not subjected to discrimination in any program or activity of the district on the basis of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, physical or mental disability, accent, citizenship status, ethnic group identification, economic status, or veteran status, or because they are 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. The district will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment.

Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan (see Appendix I.D) will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria, as well as be responsive to the district's needs.

The district shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

It is unlawful to discriminate against a person who serves in an unpaid internship or any other limited-duration program to provide unpaid work experience in the selection, termination, training, or other terms and treatment of that person on the basis of their race or ethnicity, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, immigration status, or military and veteran status.

BP 3420: Equal Employment Opportunity

The Board of Trustees supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding, harmony, respect, and suitable role models for all students. The board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program. The superintendent/president shall develop, for review and adoption by the board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

BP 7100: Commitment to Diversity in Hiring

The district is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, enhances student learning, and provides suitable role models for all students. The board is committed to hiring and staff-development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates.

IV. Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan

Board of Trustees

The governing board is ultimately responsible for proper implementation of the district's plan at all levels of district and college operation, ensuring Equal Employment Opportunity as described in the plan, and for making measurable progress toward equal employment opportunity by the strategies described in the district's EEO plan. The governing board is responsible for adopting a plan that is in compliance with the

provisions of the California code of regulations. Further, the board of trustees will oversee the chancellor's responsibility to ensure the EEO plan shall:

- A. Be developed in collaboration with the districts Equal Employment Advisory Committee;
- B. Be reviewed and adopted at a regular meeting at the board of trustees where it is agendaized as a separate action item; not part of the consent agenda;
- C. Cover a period of three years, after which a new or revised plan shall be adopted; and
- D. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the chancellor's office on the proposed plan must be presented to the governing board prior to adoption. *(see Sections 53003(a) and 53020)

Vice President of Human Resources

The district has designated the Vice President of Human Resources (or designee) as the EEO Officer and has been assigned the responsibility and authority for overseeing the day-to-day implementation of the EEO Plan and assuring compliance with Title 5 requirements pursuant to Section 53003 and Section 53020. Should there be any changes to the appointment of the Equal Employment Opportunity Officer, the college will promptly inform both employees and job applicants of the new designee.

Designating the Vice President of Human Resource, including the responsibilities inherent in the position, and who also chairs the EEO Advisory Committee, is adequate to support meaningful development and enforcement of the district's EEO Plan.

V. EEO Advisory Committee

The district's Equal Employment Opportunity Advisory Committee (EEOAC) is integral to EEO Plan development.

The Vice President of Human Resources (EEO Officer) and Chair of the EEOAC provides training to new members when they begin serving on the committee as required under Section 53005.

The EEOAC assists in developing, revising, and implementing district EEO programs and plans and plays a crucial role in helping the district uphold its commitment to equal employment opportunity and nondiscrimination. The committee also assists in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may work in coordination with other groups on campus to sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity.

The committee shall include a diverse membership. A substantial good-faith effort to maintain a diverse membership is expected. If the district has been unable to meet this objective, it will document efforts made to recruit advisory committee members who represent diversity. The committee will be composed of two members of the faculty appointed by the Academic Senate President; two members of the classified staff appointed by the Classified Senate President; two students recommended by the student government association; two community representatives appointed by the superintendent/president; the Chief IDEA Officer, and one member of the administration appointed by the superintendent/president. This ensures the EEOAC is composed of a diverse membership and includes members from district stakeholder groups.

The committee will be convened initially each year and is chaired by the Equal Employment Opportunity Officer or designee. Except for the Chief Inclusion, Diversity, Equity, and Accessibility Officer, terms of office for all other members shall be two years. The EEOAC shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review equal employment opportunity and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the Vice President of Human Resources (EEO Officer).

Members of the EEOAC and members of the district's governing board shall receive training in all the following:

1. The requirements of this subchapter and other state and federal discrimination laws;
2. Identification and elimination of bias and hiring;
3. The educational benefits of workforce diversity; and
4. The role of the advisory committee in drafting and implementing the district's EEO Plan.

VI. Complaints

The procedure for filing complaints pursuant to section 53026 is specified in [Administrative Procedure 3435: Discrimination and Harassment Complaints and Investigations](#). This procedure will be used for EEO and discrimination complaints. Refer to the district's [Administrative Procedure 3435: Discrimination and Harassment Complaints and Investigations](#) for procedures for filing complaints.

VII. Notification to District Employees

The commitment of the board of trustees and the superintendent/president to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity policy statement and the Plan. The policy statement will be

included in the college catalog and website. The Plan and subsequent revisions will be distributed to the district's Board of Trustees, the superintendent/president, administrators, the academic and classified senates, union representatives, members of the district Equal Employment Opportunity Advisory Committee, and to new employees as part of the onboarding process. Information pertaining to the provisions of the EEO Plan and the policy statement will be incorporated into hiring committee and sexual harassment trainings. The Plan will be available on the district's website and employees will be notified electronically. Each year, the district will inform all employees of the Plan's availability. The annual notice (see Appendix F) will emphasize the importance of the employee's participation and responsibility in ensuring the Plan's implementation.

VIII. Training for Screening/Interview Committees

Hire training at MiraCosta College has been updated in reference to its inclusion of the Equitable Hiring Practices provided by the California Community College Chancellor's Office, located in the Vision Resource Center (VRC). More Specifically, hire training is segmented, highlighting Pre-Hiring, Hiring, and Post-Hiring strategies. Pre-hiring and hiring strategies require committee chairs and members to participate in training on an annual basis. The training includes the *Playing Behind A Screen: Implicit Bias in Our College* authored by Lasan Hotep and also found in the VRC, to address biases and their impact on the hiring and the recruitment process. Training magnifies the importance of having EEO representatives serve on committees as a requirement and as voting members to ensure a fair and equitable process for our applicants and candidates. Training magnifies the importance of having EEO representatives serve on committees as a requirement and as voting members to ensure a fair and equitable process for applicants and candidates. Committees develop inclusive questions and reflections for applicants addressing qualifications and experiences and are vetted by both EEO representatives and Human Resources before clearing them to be used in interviews.

The screening and interview committee shall include a diverse membership whenever possible, whether individuals involved in the recruitment process are employees of the district or not. They shall also receive training prior to their participation on the requirements of federal and state nondiscrimination laws; the educational benefits of a diverse workforce; the elimination of bias in hiring decisions; best practices in serving on a screening/interview committee; and principles of diversity and cultural proficiency. Persons serving in the above capacities will be required to undergo training within the 12 months prior to beginning of service on their first committee. A refresher training is required within the 12 months prior to any subsequent service on a committee. Training is mandatory; individuals who have not received training or refresher training will not be allowed to serve on a screening/interview committee. The Equal Employment Opportunity Officer is responsible for coordinating the required training and simulation. Any individual, whether an employee of the district or not, acting on behalf of the district with regard to recruitment and screening of applicants, is subject to the equal employment opportunity requirements of Title 5 and the district's Equal Employment Opportunity Plan.

IX. Annual Written Notice to Community Organizations

The Equal Employment Opportunity Officer will provide annual written notice to a list of appropriate community-based and professional organizations concerning the EEO Plan and the need for assistance from the community and such organizations in identifying a qualified, diverse pool of applicants. The notices may include mailings and electronic communications, and will include a summary of the Plan, inform these organizations how they may obtain a copy, and shall solicit their assistance in identifying diverse qualified candidates so long as the collective scope of each recruitment is broad-based. The notice will also include the internet address where the district advertises its job openings and the Human Resources Department phone number to call to obtain information about employment. Once per year and based on the performance of the strategies of the EEO Plan, Human Resources will assess the list of organizations with the assistance of the EEOAC and the District's Inclusion, Diversity, Equity, and Accessibility Advisory Committee in determining appropriate organizations to receive notices. The district will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, especially for underrepresented populations. A list of organizations which will receive this notice is outlined in Appendix E of this Plan, subject to periodic revision.

X. Analysis of District Workforce and Applicant Pools

Human Resources will systematically gather, analyze, and act upon data related to the district's workforce and applicant pools. The composition of the initial applicant pool is recorded and reviewed by the Equal Employment Opportunity Officer or designee. This information is kept confidential and is separated from the applications that are forwarded to the screening/interview committee and hiring administrator(s). The goal is to assess diversity, identify disparities, and implement effective diversification measures while complying with legal requirements for longitudinal analyses and adverse impact mitigation.

Applicants and employees are provided with the opportunity to voluntarily identify their gender, gender identity, (including non-binary options) sexual orientation, ethnic group identification and, if applicable, their disability. Persons may designate as many ethnicities as they desire. The district uses or will use the following process to analyze the district's workforce and applicant pools:

Part 1: Gathering and Analyzing Data

1. Data Collection: Collect demographic data from both employees and job applicants, including race, gender identity, age, disability status, sexual orientation, and other relevant characteristics. Applicant data is collected in the applicant tracking system (PeopleAdmin) in Human Resources. Workforce data is collected in the enterprise resource planning system (Workday). Student data is collected in the college's data warehouse. Community data is collected from the US Census Bureau's 5-year

American Community Survey (ACS) and from the National Center of Education Statistic's Integrated Postsecondary Education Data System (IPEDS).

2. Initial Applicant Pool Analysis: a. Analyze the composition of the initial applicant pool for the year. b. Calculate diversity percentages for each monitored group status and compare them to the overall demographics of applicants. See Appendix B

3. Hiring and Retention Data Tracking: a. Continuously track data on individuals hired for positions. b. Disaggregate data by monitored groups and job categories

Part 2: Longitudinal Analysis

4. Periodic Data Reviews: a. Human Resources and the Office of Research, Planning, and Institutional Effectiveness conducts annual data reviews and longitudinal analyses of employment trends, including the representation of monitored groups in each job category. b. The district utilizes this data to identify and mitigate any adverse impacts on diversity and inclusion. Beginning July 2022, the district redesigned the data collection for applicants and the workforce to mirror the demographic data that was being collected for students (ethnicity for Middle Eastern/North Africa, sexual orientation categories, and gender identity categories). Therefore, new longitudinal analyses will begin in the 2022-23 year going forward.

5. Data Analysis and Reporting: a. Analyze the data collected at each stage to identify trends, disparities, and areas for improvement. b. Generate reports that provide insights into the diversity and inclusion landscape within the organization. c. Share findings with relevant stakeholders, including Human Resources, hiring managers, and the EEO and IDEA advisory committees.

In July 2022, Human Resources, in consultation with the EEO Advisory Committee redesigned the demographic collection data for applicants and the workforce to mirror the demographic data collected for students. This included disaggregating Middle Eastern or North African from White. It also included adding sexual orientation and gender identities as monitored groups. This change has reset the starting point of longitudinal analysis to begin in 2023 as the demographic data prior to 2023 is not comparable.

Hiring Adverse Impact Analyses - Race/Ethnicity

When looking at race/ethnicity in Table 1 in Appendix B, white applicants tend to be selected at lower rates than applicants from other race/ethnicities (1.7% selection rate versus 2.8% overall selection rate). The analysis shows no adverse impact in hiring decisions for all other race/ethnic categories.

As compared to the composite availability data, the applicant pools were underrepresented for Latinx applicants (30.7% versus 36.1%), although this percentage is higher than the current workforce composition (26.2% across all job categories in 2022-23). While improving slightly over the past three years (see Appendix D), the

current Latinx workforce is still underrepresented as compared to the composite availability statistic.

White applicants were also underrepresented based on the composite availability statistic (38.1% versus 42.6%); however, employees from this racial category are currently overrepresented in the current workforce at the district (46.7% across all job categories in 2022-23).

Hiring Adverse Impact Analyses – Gender, Gender Identity, and Sexual Orientation

Based upon the 80% rule for applications received for permanent positions that were filled in 2022-23, male applicants were selected at significantly lower rates than female applicants; however, the one-proportion z-test and exact binomial test do not show statistically significantly lower rates of hiring (see Table 2 in Appendix B). The applicant pool appeared to be representative of the composite workforce availability (especially when the unknown category is not calculated in the proportions).

The data for gender identity does show that those applicants that identify as a man have statistically significant different hiring rates than those who identify as a woman (1.56% versus 3.57%--see Table 3 in Appendix B). Since this was a new data point in 2022-23, there is a sizable percentage of missing data. Therefore, we should be cautious in interpreting the results until more data is collected.

Analyses show that there is no adverse impact based on sexual orientation (see Table 4 in Appendix B). Similar to the data on gender identity, data on sexual orientation contains a sizable proportion of missing data, so future analyses will add more confidence in the results as more data is collected.

Disaggregating the data for race/ethnicity and gender by job category, resulted in low sample sizes for some job categories (in some categories as low as one person hired; n=1). As such, until we gather more annual applicant and hiring data based on the new demographic data collection methods, we are unable to report the adverse impact analysis by job category while also maintaining individuals' anonymity. However, this data is being monitored and analyzed.

Part 3: Implementing and Evaluating Measures

6. Action Planning: a. In consultation with the EEO Advisory Committee, Human Resources develops action plans to address disparities and issues identified through data analysis. b. Specific goals and strategies are set to enhance diversity and inclusion in recruitment, hiring, and retention. c. Responsibilities and timelines are assigned for implementing action plans. d. Action plans are shared with appropriate stakeholders for implementation. e. Action plans are maintained and made accessible by the Office of Human Resources.

Strategies to Mitigate any Identified Adverse Impact

In order to reduce unconscious bias in the decision-making process, track screening and interview committees for diversity and representation of the broader workforce and ensure that at least one member of the panel is from the group experiencing adverse impact. It is also important for Human Resources to develop strategies, informed by the EEO Advisory Committee to ensure there's enough time to conduct the hiring process effectively and ensure hiring committee training on unconscious bias, forms of discrimination, and causes of underrepresentation. Training will also include how to focus on knowledge, skills, and abilities, job criteria (job descriptions, normed prompts and questions, etc.) before applications are reviewed and address bias while preparing for, and conducting, the interviews.

Also, in preparing the EEO Plan for 2023, it became apparent that the district had not designed demographic collection and reporting for applicants for the "qualified pool" and "recommended for interview" analysis within the applicant tracking system for monitored groups and job categories. A strategy to develop additional data capture and reporting capabilities to analyze adverse impacts for the demographics and job categories of qualified pools and pools recommended for interviews (including campaigning to employees to increase self-reporting of self-identification in gender identity, sexual orientation, and those who identify with a disability) is included in Appendix A, Strategy 1 for Component 10.

7. Evaluation and Adjustment: a. Regularly assess the effectiveness of implemented strategies and action plans. b. Adjust strategies based on outcomes and feedback from employees and applicants. c. Ensure continuous improvement in EEO and IDEA efforts.

8. Compliance and Transparency: a. Ensure that data collection and analysis processes comply with legal requirements. b. Maintain transparency by sharing diversity and inclusion progress with internal and external stakeholders as appropriate.

9. Customized Frequency: a. Conduct more frequent data reviews and analyses when necessary. b. Adjust the review schedule to respond to emerging trends or issues. By following this comprehensive process and systematically gathering, analyzing, and acting upon data, the district will be able to promote diversity and inclusion, address disparities, and continually improve its efforts in the areas of EEO and IDEA.

XI. A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories

The district will utilize data from reliable public and private sources and the following process to determine whether monitored groups are underrepresented within job categories:

Step 1: Identify Monitored Groups and Job Categories

When gathering and analyzing data, the district will define the monitored groups and the job categories. Monitored groups typically include categories such as race, gender identity, age, disability status, sexual orientation, and other relevant characteristics. Monitored groups for applicants and employees are identified as follows:

1. Race/Ethnicity
 - a. American Indian or Alaska Native
 - b. Asian
 - c. Black or African American
 - d. Hispanic or Latinx
 - e. Middle Eastern or North African
 - f. Native Hawaiian or Other Pacific Islander
 - g. Two or more races/ethnicities
 - h. White
 - i. Decline to state
2. Gender
 - a. Female
 - b. Male
 - c. Non-binary
 - d. Decline to state
3. Sexual Orientation
 - a. Another Sexual Orientation
 - b. Asexual
 - c. Bisexual
 - d. Gay
 - e. Lesbian
 - f. Pansexual
 - g. Prefer not to Answer
 - h. Queer
 - i. Questioning/Unsure
 - j. Straight/Heterosexual
 - k. Did Not Answer
4. Gender Identity
 - a. Another Identity
 - b. Gender/Queer/Nonconforming
 - c. Man
 - d. Nonbinary

- e. Prefer not to Answer
- f. Trans
- g. Two or More Gender Identities
- h. Woman
- i. Did not answer

Job categories are EEO classifications used to comply with Section 53003(c)(8). Job categories for applicants and employees are identified as follows:

1. Executive/Administrative/Managerial
2. Faculty (full and part-time)
3. Professional Non-faculty
4. Secretarial/Clerical
5. Technical and Paraprofessional
6. Skilled Crafts
7. Service and Maintenance

Step 2: Access and Gather Data

1. Identify Reliable Data Sources:

For public sources, consider government agencies, labor departments, and industry associations that publish workforce demographic data. These sources include, but are not limited to, applicant tracking systems, enterprise resource planning systems for students and employees, IPEDS, and community data sources. For private sources, consult with industry-specific reports, diversity and inclusion organizations, or surveys.

MiraCosta Community College District (MCCD) workforce by race/ethnicity and gender were derived from the Workday Human Resources ERP system (2020-2023), whereas the applicant and hiring data were obtained from the PeopleAdmin application system. The MCCD local community (San Diego-Carlsbad California Metro Area), state, and national data was collected using data from the U.S. Census Bureau, 2014-2018 American Community Survey (ACS). In particular, data was pulled from the EEO Tabulation Table EEO-ALL01R Occupation By Sex And Race/Ethnicity For Residence Geography, Total Population Civilians employed at work 16+ and data from EEO Tabulation Table EEO-ALL06R State/Local Government Job Groups by Sex and Race/Ethnicity For Residence Geography, Civilians employed at work 16+. For the faculty job classification, state and national availability estimates were based on the National Center of Education Statistics's Integrated Postsecondary Education Data System (IPEDS) for students who graduated with advanced degrees from 2019-20 to 2021-22.

Step 3: Calculate Projected Representation and Compare to Actual Representation

Adverse Impact Analyses

The district analyzed its workforce composition and hiring rates to identify underrepresentation and barriers to greater workforce diversity in terms of race/ethnicity and gender.

Underrepresentation was measured by creating a composite availability statistic for race/ethnicity and gender combining the district's student population, local community, state of California, and United States demographics weighted in the following manner:

| | |
|---|------------|
| Student Population: | 45% weight |
| Local Community Workforce Population: | 40% weight |
| State of California Workforce Population: | 10% weight |
| National Workforce Population: | 5% weight |

The weights assigned reflect the district's strategic goals on providing its students and community a representative workforce that brings together diverse and inclusive perspectives, experiences, cultures, and backgrounds as a method for improving student success outcomes. Diverse employees with different perspectives build empathy and respect for others as well as help improve problem-solving skills and creativity among students. Further, studies have shown that Black, Latinx, and other marginalized students are more likely to graduate when college employees look like them and can serve as positive mentors and role models. The weights also acknowledge the need for broader recruitment efforts to achieve a more diverse workforce.

Step 4: Identify Underrepresentation

The district used three different analytical techniques to identify adverse impact or underutilization. For the impact ratio, the MCCD three-year average workforce percentages were divided by the composite availability statistic percentages to compare the actual representation to the projected representation. Any monitored groups that fell below 80% of the projected representation were identified as underrepresented at MCCD. In addition, the analyses used the one-proportion z-statistic and the exact binomial test when evaluating adverse impacts. Statistically significant negative differences will be noted with asterisks and red text. When all three measures of

adverse impact indicate significant differences between the workforce and composite availability proportions, it constitutes underrepresentation.

Workforce Adverse Impact Analyses - Race/Ethnicity

When looking at race/ethnicity of the total permanent District workforce (see Table 5 in Appendix B), Asian employees are the most underrepresented group as compared to composite availability statistic. Asian employees are underrepresented across all job classifications except for Executive/Administrative/Managerial and Service/Maintenance job classifications. The proportion of Asian employees in the district workforce across all job categories has been increasing in the past three years (see Appendix D).

In addition, the percentage of Hispanic/Latino employees for the total permanent workforce also falls below the composite availability proportions (Table 5: 26% versus 36% availability). When analyzing adverse impact across the job classifications, Latinx employees are underrepresented for the occupations under the Faculty (see Table 7) and Service/Maintenance (see Table 11) job classifications. The exact binomial test also indicates that there may be underutilization for the Executive/Administrator/Managerial job classification (see Table 6). The proportion of Latinx employees in the MCCD workforce has increased in most job classifications since 2020-21 (see Appendix D).

Black/African American employment in the Clerical/Secretarial job category falls below the identified availability by a significant margin (Table 9: 4% versus 13% availability); however, Black/African American employment falls within a reasonable range of identified availability across all other job categories.

Workforce Adverse Impact Analyses – Gender

After reviewing MCCD workforce data for adverse impact by gender (see Table 12 in Appendix B), male employees are underrepresented at the College as compared to the composite availability metric (38% versus 46% availability). This is also true for the following job classifications: Professional (Table 15: 31% versus 44% availability), Clerical/Secretarial (Table 16: 21% versus 38% availability), and Technical/Paraprofessional (Table 17: 36% versus 47% availability). For the Faculty job classification (Table 14), male employees are trending toward unrepresentativeness, even though the 80% rule does not quite indicate underrepresentation based on the three-year average. On the other hand, occupations that comprise the Service/Maintenance job classification show that female employees are vastly underrepresented in this particular job category (Table 18: 7% versus 51% availability).

Step 5: Develop Strategies for Mitigation

Action planning strategies and implementations are set forth in Component XIII, Appendix A of the EEO Plan. These include strategies related to pre-hire, hire, and post-hiring areas. They include what the strategies are, who has been assigned

responsibility of the strategies, a 3-year implementation for the strategies, and effectiveness metrics and review considerations for the strategies.

Step 6: Regularly Review and Update Data

1. Periodic Data Analysis:

Continuously monitor actual representation and periodically review workforce demographic data.

Adjust diversity initiatives as needed based on the progress made and challenges encountered.

2. Compliance Reporting:

Ensure that compliance reports are generated regularly, detailing the status of underrepresentation and progress in addressing it.

By following this process, the district can effectively use data to identify underrepresentation, understand its causes, and implement strategies to promote diversity and inclusion, thereby complying with the requirement to conduct longitudinal analyses of employment trends.

XII. Methods for Addressing Underrepresentation

The following methods were identified to address underrepresentation identified above in XI and how the effectiveness of the methods will be evaluated.

Recruitment Initiatives:

- *Method:* Identify colleges and universities that graduate a large population of qualified marginalized populations and partnering with them on recruitment efforts.
- *Evaluation:* Track percentage increase in applicants and hires from underrepresented groups. Conduct surveys on overall inclusivity perception.

Training Programs:

- *Method:* Enhance mandatory training to individuals who participate in screening or interview committees before their first committee service.
- *Evaluation:* Assess the effectiveness of screening and interview committee training in addressing EEO/DEIA goals through post-training surveys. Survey responses will be reviewed and analyzed and updates/improvements to the training will be implemented as appropriate.

Onboarding, Professional Development, and Leadership Development Programs:

- *Method:* Develop new onboarding experiences for new employees; enhance professional development and leadership development experiences that are mindful of equal employment opportunity (EEO), inclusion, diversity, equity, and accessibility (IDEA) practices including retention and promotion.
- *Evaluation:* Measure the improvements in employee retention and monitor the progression into leadership positions for all groups. Assess participant feedback for EEO and IDEA programs.

Community Outreach:

- *Method:* Partner with community organizations to enhance outreach across diverse communities.
- *Evaluation:* Track percentage increase in applicants and hires from marginalized populations.

Flexible Work Arrangements:

- *Method:* Implement permanent remote work opportunities for appropriate employee classifications.
- *Evaluation:* Assess the uptake of flexible arrangements across genders and ethnicities. Examine changes in retention rates and job satisfaction.

Appendix A: Component XIII

DISTRICT & COLLEGE ACTIVITIES: PRE-HIRING, HIRING, AND POST-HIRING EEO STRATEGIES SCHEDULE IDENTIFYING TIMETABLES FOR THEIR IMPLEMENTATION

| PRE-HIRING | | |
|---|---|---|
| Who | What/When | Effectiveness Metrics & Review |
| <p>Human Resources EEOAC IDEA Advisory</p> | <p>Every other year, the district's Inclusion, Diversity, Equity, and Accessibility (IDEA) Advisory Committee will review and make recommendations as necessary to revise IDEA policy statements. Human Resources, along with the EEO Advisory Committee will review and make recommendations as necessary to revise EEO policy statements.</p> <p>Y1: Review EEO/IDEA policy statements. Y2: Make recommendations to revise EEO/IDEA policy statements. Y3: Review EEO/IDEA policy statements.</p> | <p>Minutes recording reviews completed by the IDEA and EEO advisory committees and Human Resources.</p> <p>Recommendations and revisions made to EEO/IDEA policy statements.</p> |
| <p>ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.</p> | <p style="text-align: center;">What/When</p> <p>Provide EEO/diversity Enhancement Resources for Assistance to Applicants and Hiring Committees (hiring/recruitment videos, tips for applicants, committee best practices, EEO and IDEA references on HR and IDEA websites).</p> <p>Y1: Hiring/Applicant videos and resources. Y2: Hiring Committee videos and resources. Y3: Complete effectiveness survey of videos and resources.</p> | <p style="text-align: center;">Effectiveness Metrics & Review</p> <p>Number of additional resources added for hiring committees and applicants.</p> <p>Effectiveness survey results of videos and resources.</p> |

| HIRING | | |
|--|---|--|
| Who | What/When | Effectiveness Metrics & Review |
| <p>Research, Planning, and Institutional Effectiveness; Human Resources</p> | <p>Implement new data gathering and availability collection and analysis to inform recruitment strategies for Human Resources and hiring committee. Data gathering and analysis will include: 1) identifying colleges and universities that graduate a large population of qualified marginalized populations and partnering them for recruitment efforts; 2) partner with community organizations to enhance outreach across diverse communities.</p> <p>Y1: Implement new data gathering and availability analysis with academic departments and use in recruitments. Y2: Review the results of the previous year's implementation and use the review to further enhance recruitment strategies. Y3: Review the results of the previous year's implementation and use the review to further enhance recruitment strategies.</p> | <p>Availability analysis and reports used in recruitments.</p> <p>Track percentage increase in applicants and hires from marginalized populations.</p> |
| <p style="text-align: center;">Who</p> <p>Human Resources</p> <p>Individuals who participate in screening or interview committees</p> | <p style="text-align: center;">What/When</p> <p>Enhance mandatory training to individuals who participate in screening or interview committees before their first committee service. Training covers: current federal/state nondiscrimination laws; benefits of a diverse workforce; elimination of bias in hiring; principles of diversity and cultural proficiency; and assessing the DEIA skill set of applicants through their response to the required diversity/EEO supplemental question and their application materials. Those serving on committees are required to undergo refresher training within 12 months before any subsequent committee service.</p> | <p style="text-align: center;">Effectiveness Metrics and Review</p> <p>Training records for each recruitment.</p> <p>Assess the effectiveness of screening and interview committee training in addressing EEO/DEIA goals through post-training surveys. Survey responses will be reviewed and analyzed and updates/improvements to the training will be implemented as appropriate.</p> |

| Who | What/When | Effectiveness Metrics and Review |
|-----------------|--|--|
| Human Resources | <p>Train Board of Trustee Members on bias elimination in hiring and employment regularly, at least once every election cycle. Training will encompass understanding current federal and state laws; bias identification and elimination; and workforce diversity.</p> <p>Y1: No training needed for this year (in between election cycles).</p> <p>Y2: Complete training for Board members newly elected or re-elected.</p> <p>Y3: No training needed for this year (in between election cycles).</p> | <p>Training records for Board members.</p> <p>Assess the effectiveness of Board member training in addressing EEO/DEIA goals through post-training surveys. Survey responses will be reviewed and analyzed and updates/improvements to the training will be implemented as appropriate.</p> |
| Human Resources | <p>Implement a comprehensive advertising strategy for focused outreach and publications to ensure diversity and inclusion in hiring practices. Human Resources will advertise with media and publications that serve underrepresented and marginalized populations such as Asian, African American/Black, Hispanic or Latinx, Native American, Pacific Islander, women, Military veterans, disabled, and the LGBTQIA+ populations. Prior to running a job recruitment, job descriptions and announcements will be reviewed and revised, as appropriate, to attract a diverse applicant pool.</p> <p>Y1: Conduct advertisements in appropriate media and review job descriptions and announcements to attract a diverse applicant pool.</p> <p>Y2: Conduct advertisements in appropriate media and review job descriptions and announcements to attract a diverse applicant pool.</p> <p>Y3: Conduct advertisements in appropriate media and review job descriptions and announcements to attract a diverse applicant pool.</p> | <p>Report of advertisements made each year for all media.</p> <p>Certification in position requisition that job descriptions and announcements were reviewed and revised, as appropriate, to attract a diverse applicant pool,</p> <p>Annual review of the effectiveness of advertising strategy through review of annual advertising partner's diversity report and district's AppTrkr report for previous year's advertising. Based on this review, standard advertising job boards are updated as needed.</p> <p>Focused outreach and publications for specific recruitments determined based on a review of the diversity of previous applicant pools and recommendations by the hiring department, human resources, and our advertising partner. These factors inform where the job posting is shared/posted.</p> |

| Who | What/When | Effectiveness Metrics & Review |
|---|--|--|
| Human Resources | <p>Enhance adverse impacts analysis at different levels throughout the hiring process. Human Resources will work to attract a broad and diverse applicant pool; review and approve applicant pools by VPHR and the Superintendent/President for faculty searches; continuously evaluate applicant pools to assess adverse impacts on diversity and numbers.</p> <p>Y1: Implement, monitor, and take action if necessary on applicant pool data and tracking documents. Y2: Implement, monitor, and take action if necessary on applicant pool data and tracking documents. Y3: Implement, monitor, and take action if necessary on applicant pool data and tracking documents.</p> | Applicant pool data and tracking documents used at each stage of the recruitment process (applicant pool, committee pool, 1 screening committee pool, finalist pool, and final hires). |
| POST-HIRING | | |
| Who | What/When | Effectiveness Metrics & Review |
| Human Resources | <p>Leverage professional memberships to inform practices in conducting exit interviews to identify patterns impacting monitored groups. Develop action plans to address patterns and implement measures accordingly.</p> <p>Y1: Enhance exit interviews and develop action plans. Y2: Assess action plans and measures implemented. Make adjustments as needed. Y3: Assess adjusted action plans and measures implemented. Make adjustments as needed.</p> | <ul style="list-style-type: none"> • The analysis of employee feedback to identify patterns impacting monitored groups of underrepresentation. • The number of exit interviews and the number of issues addressed based on exit interview information. |
| Who | What/When | Effectiveness Metrics & Review |
| Human Resources, Academic Senate, Classified Senate | Develop new onboarding experiences for new employees; enhance professional development and leadership development experiences for all employees that are responsive to equal employment | Measure the improvements in employee retention and monitor the progression into leadership positions for all groups. Assess participant feedback for EEO and IDEA programs. |

| | | |
|--|---|--|
| | <p style="text-align: center;">What/When</p> <p>opportunity (EEO), inclusion, diversity, equity, and accessibility (IDEA) practices including retention and promotion.</p> <p>Y1: Develop and implement a new onboarding and leadership development program. Make recommendations for an overall strategic professional development program.</p> <p>Y2: Develop and implement a new professional development program that includes a professional development model along with administrative resources to support professional development for all employees.</p> <p>Y3: Assess and revise as necessary onboarding, leadership development, and professional development activities.</p> | |
| <p style="text-align: center;">Who</p> <p>Human Resources Research, Planning, Institutional Effectiveness</p> | <p style="text-align: center;">What/When</p> <p>Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan.</p> <p>Y1:</p> <ul style="list-style-type: none"> • Strategy 1: Develop additional data and reporting capabilities to analyze adverse impacts for the demographics and job categories of qualified pools and pools recommended for interviews (including campaigning to employees to increase self-reporting of self-identification in gender identity, sexual orientation, and those who identify with a disability). • Strategy 2: Track hiring panels for diversity and representation of the broader workforce. This can help reduce unconscious bias in the decision-making process. This can also help provide different perspectives and reduce the likelihood of biased judgments. Aim that at least one member of the panel is from the group experiencing adverse impact, where possible (e.g., Black-African American, two or more races, male, etc.). <p>Y2:</p> | <p style="text-align: center;">Effectiveness Metrics & Review</p> <p>Y1: Track the composition of hiring panels and assess whether the diversity of the panel correlates with fairer hiring outcomes. Applicant tracking reporting reconfigured to provide data for analyzing adverse impacts for the demographics and job categories of qualified pools and pools recommended for interviews.</p> <p>Y2: Analyses of adverse impacts for the demographics and job categories of qualified pools and pools recommended for interviews.</p> <p>Y3: Longitudinal analyses of adverse impacts for the demographics and job categories of qualified pools and pools recommended for interviews.</p> |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> Strategy 1: Analyze the year’s data of adverse impacts for the demographics and job categories of qualified pools, pools recommended for interviews, in addition to the current analyses capabilities for applicants and those hired. <p>Y3:</p> <ul style="list-style-type: none"> Strategy 1: Longitudinal analysis of adverse impacts for the demographics and job categories of <p>applicants, qualified pools, pools recommended for hire, in addition to the current analyses capabilities for applicants and those hired.</p> | |
| <p>Who</p> <p>Human Resources</p> | <p>What/When</p> <p>Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 & 12 of the EEO Plan.</p> <p>Y1:</p> <ul style="list-style-type: none"> Implement targeted recruitment efforts to attract a more diverse hiring pool for monitored groups of underrepresentation (e.g., Black-African American, two or more races, male, etc.). This can include attending job fairs at colleges, partnering with diversity-focused organizations, and using inclusive language in job postings. <p>Y2</p> <ul style="list-style-type: none"> Evaluate targeted recruitment efforts and make adjustments as needed. <p>Y3</p> <ul style="list-style-type: none"> Evaluate adjusted targeted recruitment efforts and make adjustments as needed. | <p>Effectiveness Metrics & Review</p> <p>Monitor the demographics of applicants before and after implementing targeted recruitment efforts. Measure the diversity of the applicant pool, and assess whether the percentage of underrepresented groups has increased. Track the success of different recruitment channels to determine their effectiveness.</p> |

| Who | What/When | Effectiveness Metrics & Review |
|-----------------|---|---|
| Human Resources | Implement permanent remote work opportunities for appropriate employee classifications. Y1: Implement board policy and administrative procedure. | Assess the uptake of flexible arrangements across genders and ethnicities. Examine changes in retention rates and job satisfaction. |

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 1: Applicant Analyses by Race/Ethnicity, Permanent Positions Only (2022-23)

| Race/Ethnicity | All Applications - All Perm (Positions Filled Only) | | Hires - All Perm (Positions Filled Only) | | Selection Rate | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
|----------------------------------|---|---------------|--|---------------|----------------|-------------|---------------|--------------------------|
| | Count | Percentage | Count | Percentage | | | | |
| American Indian/Alaska Native | 2 | 0.1% | - | 0.0% | 0.00% | -0.24 | .946 | 0.0% |
| Asian | 221 | 12.4% | 5 | 10.0% | 2.26% | -0.51 | .404 | 135.1% |
| Black/African American | 87 | 4.9% | 1 | 2.0% | 1.15% | -0.94 | .293 | 68.7% |
| Hispanic/Latino | 548 | 30.7% | 26 | 52.0% | 4.74% | 3.27** | .999 | 283.4% |
| Middle Eastern or North African | 24 | 1.3% | - | 0.0% | 0.00% | -0.83 | .509 | 0.0% |
| Native Hawaiian/Pacific Islander | 24 | 1.3% | 1 | 2.0% | 4.17% | 0.40 | .855 | 248.9% |
| Two or More Races/Ethnicities | 92 | 5.1% | 1 | 2.0% | 1.09% | -1.01 | .264 | 64.9% |
| White | 657 | 36.8% | 11 | 22.0% | 1.67% | -2.17* | .019 | 100.0% |
| Decline to State/Unknown | 132 | 7.4% | 5 | 10.0% | 3.79% | 0.71 | .838 | 226.2% |
| Total N | 1,787 | 100.0% | 50 | 100.0% | 2.80% | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The impact ratio was calculated by using the selection rate associated with the largest number of applicants as the reference group (highlighted in gold).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 2: Applicant Analyses by Gender, Permanent Positions Only (2022-23)

| Gender | All Applications - All Perm (Positions Filled Only) | | Hires - All Perm (Positions Filled Only) | | Selection Rate | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
|------------------|---|---------------|--|---------------|----------------|-------------|---------------|--------------------------|
| | Count | Percentage | Count | Percentage | | | | |
| Female | 907 | 50.8% | 30 | 60.0% | 3.31% | 1.31 | .927 | 100.0% |
| Male | 776 | 43.4% | 16 | 32.0% | 2.06% | -1.63 | .067 | 62.3% |
| Non-Binary | 25 | 1.4% | 1 | 2.0% | 4.00% | 0.36 | .845 | 120.9% |
| Decline to State | 79 | 4.4% | 3 | 6.0% | 3.80% | 0.54 | .821 | 114.8% |
| Total N | 1,787 | 100.0% | 50 | 100.0% | 2.80% | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The impact ratio was calculated by using the selection rate associated with the largest number of applicants as the reference group (highlighted in gold).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 3: Applicant Analyses by Gender Identity, Permanent Positions Only (2022-23)

| Gender Identity | All Applications - All Perm (Positions Filled Only) | | Hires - All Perm (Positions Filled Only) | | Selection Rate | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
|-----------------------------------|---|---------------|--|---------------|----------------|-------------|---------------|--------------------------|
| | | | | | | | | |
| Another Identity | 1 | 0.1% | - | 0.0% | 0.00% | -0.17 | .972 | 0.0% |
| Gender Queer/Nonconforming | 8 | 0.4% | 1 | 2.0% | 12.50% | 1.64 | .979 | 350.0% |
| Man | 578 | 32.3% | 9 | 18.0% | 1.56% | -2.17* | .018 | 43.6% |
| Nonbinary | 7 | 0.4% | - | 0.0% | 0.00% | -0.44 | .822 | 0.0% |
| Prefer Not to Answer | 73 | 4.1% | 3 | 6.0% | 4.11% | 0.68 | .853 | 115.1% |
| Trans | 2 | 0.1% | - | 0.0% | 0.00% | -0.24 | .946 | 0.0% |
| Two or More Gender Identities | 15 | 0.8% | 1 | 2.0% | 6.67% | 0.90 | .934 | 186.7% |
| Woman | 616 | 34.5% | 22 | 44.0% | 3.57% | 1.42 | .939 | 100.0% |
| Did Not Answer (Blank) | 134 | 7.5% | 3 | 6.0% | 2.24% | -0.40 | .478 | 62.7% |
| Question not asked on application | 353 | 19.8% | 11 | 22.0% | 3.12% | 0.40 | .726 | 87.3% |
| Total N | 1,787 | 100.0% | 50 | 100.0% | 2.80% | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation ($p < .05$). Values for the impact ratio are highlighted when less than 80%.

The impact ratio was calculated by using the selection rate associated with the largest number of applicants as the reference group (highlighted in gold).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 4: Applicant Analyses by Sexual Orientation, Permanent Positions Only (2022-23)

| Sexual Orientation | All Applications - All Perm (Positions Filled Only) | | Hires - All Perm (Positions Filled Only) | | Selection Rate | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
|-----------------------------------|---|---------------|--|---------------|----------------|-------------|---------------|--------------------------|
| | Count | Percentage | Count | Percentage | | | | |
| Another Sexual Orientation | 1 | 0.1% | - | 0.0% | 0.00% | -0.17 | .972 | 0.0% |
| Asexual | 9 | 0.5% | - | 0.0% | 0.00% | -0.50 | .777 | 0.0% |
| Bisexual | 36 | 2.0% | - | 0.0% | 0.00% | -1.01 | .361 | 0.0% |
| Gay | 21 | 1.2% | 1 | 2.0% | 4.76% | 0.54 | .883 | 158.1% |
| Lesbian | 14 | 0.8% | - | 0.0% | 0.00% | -0.63 | .675 | 0.0% |
| Pansexual | 17 | 1.0% | 1 | 2.0% | 5.88% | 0.76 | .918 | 195.3% |
| Prefer Not to Answer | 182 | 10.2% | 5 | 10.0% | 2.75% | -0.04 | .599 | 91.2% |
| Queer | 14 | 0.8% | 1 | 2.0% | 7.14% | 0.98 | .941 | 237.2% |
| Questioning/Unsure | 3 | 0.2% | - | 0.0% | 0.00% | -0.29 | .919 | 0.0% |
| Straight/Heterosexual | 963 | 53.9% | 29 | 58.0% | 3.01% | 0.58 | .765 | 100.0% |
| Did Not Answer (Blank) | 174 | 9.7% | 2 | 4.0% | 1.15% | -1.37 | .123 | 38.2% |
| Question not asked on application | 353 | 19.8% | 11 | 22.0% | 3.12% | 0.40 | .726 | 103.5% |
| Total N | 1,787 | 100.0% | 50 | 100.0% | 2.80% | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The impact ratio was calculated by using the selection rate associated with the largest number of applicants as the reference group (highlighted in gold).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 5: Workforce Analyses by Race/Ethnicity, All Job Classifications

| All Job Classifications | | | | | | | | | |
|----------------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|-------------------------------------|---------------------|-------------|---------------|--------------------------|
| Race/Ethnicity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Race / Ethnicity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| American Indian/Alaska Native | 4 | 5 | 0.3% | 0.3% | 6 | -2 | -0.32 | .482 | 86.5% |
| Asian | 131 | 120 | 6.7% | 10.4% | 185 | -54 | -5.21*** | <.001 | 64.0% |
| Black/African American | 91 | 91 | 5.1% | 4.4% | 77 | 14 | 1.48 | .931 | 116.3% |
| Hispanic/Latino | 463 | 460 | 25.5% | 36.1% | 639 | -176 | -9.39*** | <.001 | 70.6% |
| Native Hawaiian/Pacific Islander | 22 | 21 | 1.1% | 0.5% | 9 | 13 | 3.88*** | .999 | 228.7% |
| Two or More Races/Ethnicities | 76 | 75 | 4.1% | 4.5% | 79 | -3 | -0.71 | .237 | 92.3% |
| White | 827 | 894 | 49.6% | 42.6% | 754 | 73 | 5.97*** | .999 | 116.3% |
| Decline to State/Unknown | 155 | 136 | 7.6% | | | | | | |
| Total | 1,769 | 1,802 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation ($p < .05$). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the local community (Carlsbad-San Diego MSA; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 6: Workforce Analyses by Race/Ethnicity, Executive/Administrative/Managerial

| Executive/Administrative/Managerial | | | | | | | | | |
|-------------------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|-------------------------------------|---------------------|-------------|---------------|--------------------------|
| Race/Ethnicity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Race / Ethnicity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| American Indian/Alaska Native | 0 | 0 | 0.0% | 0.3% | 0 | 0 | -0.34 | .890 | 0.0% |
| Asian | 4 | 4 | 8.6% | 8.0% | 4 | 0 | 0.24 | .721 | 112.2% |
| Black/African American | 6 | 5 | 10.8% | 5.0% | 3 | 3 | 1.71 | .969 | 206.9% |
| Hispanic/Latino | 10 | 9 | 18.7% | 32.3% | 16 | -6 | -1.72 | .036 | 61.7% |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0.0% | 0.6% | 0 | 0 | -0.53 | .759 | 0.0% |
| Two or More Races/Ethnicities | 0 | 0 | 0.0% | 5.2% | 3 | -3 | -1.56 | .094 | 0.0% |
| White | 29 | 28 | 59.7% | 47.3% | 24 | 5 | 1.35 | .912 | 119.8% |
| Decline to State/Unknown | 2 | 1 | 2.2% | | | | | | |
| Total | 51 | 46 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the local community (Carlsbad-San Diego MSA; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for the Executive/Administrative/Managerial job category were pulled from the EEO-ALLO1R table of the American Community Survey (5-year; 2014-2018).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 7: Workforce Analyses by Race/Ethnicity, All Faculty

| All Faculty | | | | | | | | | |
|----------------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|-------------------------------------|---------------------|-------------|---------------|--------------------------|
| Race/Ethnicity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Race / Ethnicity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| American Indian/Alaska Native | 3 | 3 | 0.3% | 0.3% | 3 | 0 | 0.06 | .672 | 103.7% |
| Asian | 71 | 64 | 7.1% | 12.4% | 108 | -37 | -4.87*** | <.001 | 57.0% |
| Black/African American | 38 | 37 | 4.1% | 3.7% | 32 | 6 | 0.59 | .759 | 110.1% |
| Hispanic/Latino | 148 | 142 | 15.6% | 27.3% | 238 | -90 | -7.93*** | <.001 | 57.1% |
| Native Hawaiian/Pacific Islander | 8 | 8 | 0.9% | 0.3% | 3 | 5 | 3.08** | .996 | 277.0% |
| Two or More Races/Ethnicities | 36 | 36 | 3.9% | 4.8% | 42 | -6 | -1.29 | .092 | 81.1% |
| White | 513 | 563 | 61.7% | 48.9% | 426 | 87 | 7.71*** | .999 | 126.1% |
| Decline to State/Unknown | 54 | 59 | 6.4% | | | | | | |
| Total | 871 | 912 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight), the local community (Carlsbad-San Diego MSA; 25% weight), IPEDS advanced degree graduate data for the state of California (15% weight), and IPEDS advanced degree graduate data for the United States (5% weight).

Census estimates for the Faculty workforce category were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

IPEDS data used in the composite workforce availability calculation represent a three-year average of students who graduated with advanced degrees between the years of 2019-2022.

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 8: Workforce Analyses by Race/Ethnicity, Professional (Non-Faculty)

| Professional (Non-Faculty) | | | | | | | | | |
|----------------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|-------------------------------------|---------------------|-------------|---------------|--------------------------|
| Race/Ethnicity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Race / Ethnicity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| American Indian/Alaska Native | 0 | 0 | 0.0% | 0.3% | 0 | 0 | -0.65 | .653 | 0.0% |
| Asian | 15 | 12 | 7.4% | 14.0% | 26 | -11 | -2.43* | .006 | 53.2% |
| Black/African American | 6 | 6 | 3.6% | 3.7% | 7 | -1 | -0.03 | .599 | 98.9% |
| Hispanic/Latino | 42 | 36 | 21.9% | 27.0% | 51 | -9 | -1.46 | .078 | 81.3% |
| Native Hawaiian/Pacific Islander | 1 | 0 | 0.2% | 0.5% | 1 | 0 | -0.48 | .474 | 44.5% |
| Two or More Races/Ethnicities | 7 | 6 | 3.6% | 4.7% | 9 | -2 | -0.63 | .348 | 77.8% |
| White | 83 | 77 | 46.5% | 48.9% | 92 | -9 | -0.62 | .310 | 95.1% |
| Decline to State/Unknown | 34 | 28 | 16.7% | | | | | | |
| Total | 188 | 166 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the local community (Carlsbad-San Diego MSA; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for the Professional (Non-Faculty) workforce category were pulled from the EEO-ALL06R table of the American Community Survey (5-year; 2014-2018).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 9: Workforce Analyses by Race/Ethnicity, Clerical/Secretarial

| Clerical/Secretarial | | | | | | | | | |
|----------------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|-------------------------------------|---------------------|-------------|---------------|--------------------------|
| Race/Ethnicity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Race / Ethnicity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| American Indian/Alaska Native | 1 | 1 | 0.8% | 0.3% | 1 | 0 | 1.08 | .898 | 246.3% |
| Asian | 7 | 5 | 3.0% | 8.5% | 15 | -8 | -2.61** | .002 | 35.5% |
| Black/African American | 6 | 7 | 3.8% | 12.9% | 23 | -17 | -3.64*** | <.001 | 29.1% |
| Hispanic/Latino | 89 | 86 | 48.5% | 33.3% | 59 | 30 | 4.28*** | .999 | 145.5% |
| Native Hawaiian/Pacific Islander | 5 | 5 | 2.6% | 0.5% | 1 | 4 | 3.93*** | .998 | 510.1% |
| Two or More Races/Ethnicities | 5 | 5 | 2.6% | 4.3% | 8 | -3 | -1.10 | .118 | 61.1% |
| White | 54 | 59 | 33.1% | 39.0% | 69 | -15 | -1.62 | .050 | 84.8% |
| Decline to State/Unknown | 9 | 10 | 5.6% | | | | | | |
| Total | 176 | 177 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the local community (Carlsbad-San Diego MSA; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for the Clerical/Secretarial workforce category were pulled from the EEO-ALL06R table of the American Community Survey (5-year; 2014-2018).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 10: Workforce Analyses by Race/Ethnicity, Technical/Paraprofessional

| Technical/Paraprofessional | | | | | | | | | |
|----------------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|-------------------------------------|---------------------|-------------|---------------|--------------------------|
| Race/Ethnicity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Race / Ethnicity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| American Indian/Alaska Native | 0 | 1 | 0.1% | 0.3% | 1 | -1 | -0.65 | .235 | 46.1% |
| Asian | 32 | 32 | 7.1% | 13.0% | 58 | -26 | -3.80*** | <.001 | 54.2% |
| Black/African American | 30 | 32 | 6.9% | 4.4% | 19 | 11 | 2.68** | .993 | 158.7% |
| Hispanic/Latino | 162 | 174 | 38.1% | 38.2% | 168 | -6 | -0.02 | .503 | 99.9% |
| Native Hawaiian/Pacific Islander | 8 | 7 | 1.5% | 0.6% | 3 | 5 | 2.69** | .994 | 265.2% |
| Two or More Races/Ethnicities | 27 | 27 | 6.0% | 4.5% | 20 | 7 | 1.48 | .932 | 131.9% |
| White | 130 | 149 | 32.6% | 37.9% | 167 | -37 | -2.34* | .011 | 86.0% |
| Decline to State/Unknown | 52 | 35 | 7.7% | | | | | | |
| Total | 441 | 457 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the local community (Carlsbad-San Diego MSA; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for the Technical/Paraprofessional job category were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 11: Workforce Analyses by Race/Ethnicity, Service/Maintenance

| Service/Maintenance | | | | | | | | | |
|----------------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|-------------------------------------|---------------------|-------------|---------------|--------------------------|
| Race/Ethnicity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Race / Ethnicity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| American Indian/Alaska Native | 0 | 0 | 0.0% | 0.3% | 0 | 0 | -0.38 | .868 | 0.0% |
| Asian | 2 | 2 | 4.7% | 8.9% | 4 | -2 | -0.95 | .267 | 53.2% |
| Black/African American | 5 | 5 | 11.8% | 4.7% | 2 | 3 | 2.19* | .987 | 251.8% |
| Hispanic/Latino | 12 | 12 | 29.1% | 45.4% | 19 | -7 | -2.13* | .019 | 64.1% |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0.8% | 0.5% | 0 | 0 | 0.24 | .801 | 149.8% |
| Two or More Races/Ethnicities | 1 | 1 | 2.4% | 4.4% | 2 | -1 | -0.64 | .447 | 54.1% |
| White | 17 | 18 | 41.7% | 34.7% | 14 | 3 | 0.97 | .830 | 120.4% |
| Decline to State/Unknown | 4 | 4 | 9.4% | | | | | | |
| Total | 41 | 42 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the local community (Carlsbad-San Diego MSA; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for the Service/Maintenance job category were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 12: Workforce Analyses by Gender, All Job Classifications

| All Job Classifications | | | | | | | | | |
|-------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---------------------------|---------------------|-------------|---------------|--------------------------|
| Gender | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Gender Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| Female | 1,040 | 1,078 | 59.8% | 52.7% | 932 | 108 | 6.07*** | .999 | 113.5% |
| Male | 647 | 676 | 37.5% | 46.3% | 819 | -172 | -7.47*** | <.001 | 81.0% |
| Nonbinary | 12 | 8 | 0.4% | 0.1% | 2 | 10 | 3.31** | .996 | 312.3% |
| Unknown | 69 | 40 | 2.2% | 0.8% | | | | | |
| Total Number | 1,769 | 1,801 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the local community (Carlsbad-San Diego MSA; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 13: Workforce Analyses by Gender, Executive/Administrative/Managerial

| Executive/Administrative/Managerial | | | | | | | | | |
|-------------------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---------------------------|---------------------|-------------|---------------|--------------------------|
| Gender | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Gender Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| Female | 27 | 24 | 51.1% | 63.3% | 32 | -5 | -1.72 | .045 | 80.7% |
| Male | 24 | 23 | 48.9% | 35.7% | 18 | 6 | 1.87 | .967 | 136.9% |
| Nonbinary | 0 | 0 | 0.0% | 0.1% | 0 | 0 | -0.25 | .940 | 0.0% |
| Unknown | 0 | 0 | 0.0% | 0.8% | | | | | |
| Total Number | 51 | 46 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the local community (Carlsbad-San Diego MSA; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for the Executive/Administrative/Managerial job category were pulled from the EEO-ALLO1R table of the American Community Survey (5-year; 2014-2018).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 14: Workforce Analyses by Gender, All Faculty

| All Faculty | | | | | | | | | |
|---------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---------------------------|---------------------|-------------|---------------|--------------------------|
| Gender | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Gender Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| Female | 525 | 546 | 59.9% | 57.0% | 496 | 29 | 1.80 | .967 | 105.2% |
| Male | 336 | 358 | 39.3% | 42.0% | 366 | -30 | -1.68 | .051 | 93.5% |
| Nonbinary | 2 | 2 | 0.2% | 0.1% | 1 | 1 | 0.84 | .873 | 176.0% |
| Unknown | 8 | 5 | 0.6% | 0.8% | | | | | |
| Total Number | 871 | 912 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight), the local community (Carlsbad-San Diego MSA; 25% weight), IPEDS advanced degree graduate data for the state of California (15% weight), and IPEDS advanced degree graduate data for the United States (5% weight).

Census estimates for the Faculty workforce category were pulled from the EEO-ALLOIR table of the American Community Survey (5-year; 2014-2018).

IPEDS data used in the composite workforce availability calculation represent a three-year average of students who graduated with advanced degrees between the years of 2019-2022.

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 15: Workforce Analyses by Gender, Professional (Non-Faculty)

| Professional (Non-Faculty) | | | | | | | | | |
|----------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---------------------------|---------------------|-------------|---------------|--------------------------|
| Gender | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Gender Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| Female | 93 | 91 | 54.7% | 55.4% | 104 | -11 | -0.17 | .445 | 98.8% |
| Male | 60 | 52 | 31.4% | 43.6% | 82 | -22 | -3.19** | .001 | 71.9% |
| Nonbinary | 2 | 1 | 0.6% | 0.1% | 0 | 2 | 1.73 | .979 | 465.4% |
| Unknown | 33 | 22 | 13.3% | 0.8% | | | | | |
| Total Number | 188 | 166 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the local community (Carlsbad-San Diego MSA; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for the Professional (Non-Faculty) workforce category were pulled from the EEO-ALL06R table of the American Community Survey (5-year; 2014-2018).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 16: Workforce Analyses by Gender, Clerical/Secretarial

| Clerical/Secretarial | | | | | | | | | |
|----------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---------------------------|---------------------|-------------|---------------|--------------------------|
| Gender | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Gender Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| Female | 137 | 138 | 77.8% | 61.2% | 108 | 29 | 4.55*** | .999 | 127.2% |
| Male | 37 | 38 | 21.2% | 37.8% | 66 | -30 | -4.55*** | <.001 | 56.2% |
| Nonbinary | 0 | 1 | 0.4% | 0.1% | 0 | 0 | 0.83 | .787 | 270.3% |
| Unknown | 2 | 1 | 0.5% | 0.8% | | | | | |
| Total Number | 176 | 177 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the local community (Carlsbad-San Diego MSA; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for the Clerical/Secretarial workforce category were pulled from the EEO-ALL06R table of the American Community Survey (5-year; 2014-2018).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 17: Workforce Analyses by Gender, Technical/Paraprofessional

| Technical/Paraprofessional | | | | | | | | | |
|----------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---------------------------|---------------------|-------------|---------------|--------------------------|
| Gender | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Gender Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| Female | 255 | 276 | 60.3% | 51.6% | 227 | 28 | 3.75*** | .999 | 117.0% |
| Male | 151 | 165 | 36.1% | 47.4% | 209 | -58 | -4.83*** | <.001 | 76.2% |
| Nonbinary | 9 | 4 | 0.9% | 0.1% | 1 | 8 | 4.71*** | .999 | 699.5% |
| Unknown | 26 | 12 | 2.6% | 0.8% | | | | | |
| Total Number | 441 | 457 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the local community (Carlsbad-San Diego MSA; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for the Technical/Paraprofessional job category were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 18: Workforce Analyses by Gender, Service/Maintenance

| Service/Maintenance | | | | | | | | | |
|---------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---------------------------|---------------------|-------------|---------------|--------------------------|
| Gender | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | Composite Workforce Availability | Gender Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| Female | 3 | 3 | 7.1% | 51.0% | 21 | -18 | -5.72*** | <.001 | 13.9% |
| Male | 38 | 39 | 92.9% | 48.0% | 20 | 18 | 5.85*** | .999 | 193.5% |
| Nonbinary | 0 | 0 | 0.0% | 0.1% | 0 | 0 | -0.24 | .945 | 0.0% |
| Unknown | 0 | 0 | 0.0% | 0.8% | | | | | |
| Total Number | 41 | 42 | 100.0% | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the local community (Carlsbad-San Diego MSA; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for the Service/Maintenance job category were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 19: Workforce Analyses by Gender Identity, All Job Classifications

| All Job Classifications | | | | | | | | | | | |
|----------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---|--|------------------------------------|---------------------|-------------|---------------|--------------------------|
| Gender Identity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | % of Total Students (3-Year Avg) | Valid % of Total Employees (3-Year Avg) | Valid % of Total Students (3-Year Avg) | Gender Identity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| Genderqueer/Nonconforming | 6 | 3 | 0.2% | 0.2% | 0.5% | 0.2% | 2 | 4 | 1.53 | .937 | 225.6% |
| Man | 315 | 257 | 14.2% | 37.3% | 36.1% | 38.7% | 333 | -18 | -1.46 | .072 | 93.1% |
| Multiple Gender Identities | 3 | 2 | 0.1% | 1.8% | 0.3% | 1.9% | 16 | -13 | -3.04*** | <.001 | 17.5% |
| Nonbinary | 8 | 5 | 0.3% | 0.4% | 0.7% | 0.4% | 4 | 4 | 1.39 | .921 | 180.5% |
| Trans | 1 | 1 | 0.0% | 0.1% | 0.1% | 0.1% | 1 | 0 | -0.27 | .478 | 68.8% |
| Woman | 527 | 443 | 24.6% | 56.4% | 62.3% | 58.6% | 504 | 23 | 2.03* | .981 | 106.4% |
| Other Identity | | | | 0.1% | | 0.1% | | | | | |
| Unknown | 909 | 1,090 | 60.5% | 3.7% | | | | | | | |
| Total Number | 1,769 | 1,802 | 100.0% | 100.0% | | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender Identity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The Unknown gender identity category was excluded from calculations of the z-test, binomial test, and impact ratio in order to equalize percentages and reduce bias. Calculations are based on the Valid % of Total.

The impact ratio (80% index) was calculated as: % of Total Students (3-Yr Avg) / % of Total Employees (3-Year Avg).

Statistics for the 'Other Identity' are excluded from the analyses because this category was not asked of employees during the time period under investigation.

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 20: Workforce Analyses by Gender Identity, Executive/Administrative/Managerial

| Executive/Administrative/Managerial | | | | | | | | | | | |
|-------------------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---|--|------------------------------------|---------------------|-------------|---------------|--------------------------|
| Gender Identity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | % of Total Students (3-Year Avg) | Valid % of Total Employees (3-Year Avg) | Valid % of Total Students (3-Year Avg) | Gender Identity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| Genderqueer/Nonconforming | 0 | 0 | 0.0% | 0.2% | 0.0% | 0.2% | 0 | 0 | -0.26 | .936 | 0.0% |
| Man | 18 | 17 | 36.0% | 37.3% | 51.5% | 38.7% | 15 | 3 | 1.50 | .930 | 133.1% |
| Multiple Gender Identities | 0 | 0 | 0.0% | 1.8% | 0.0% | 1.9% | 1 | -1 | -0.78 | .547 | 0.0% |
| Nonbinary | 0 | 0 | 0.0% | 0.4% | 0.0% | 0.4% | 0 | 0 | -0.37 | .875 | 0.0% |
| Trans | 0 | 0 | 0.0% | 0.1% | 0.0% | 0.1% | 0 | 0 | -0.18 | .967 | 0.0% |
| Woman | 20 | 16 | 33.8% | 56.4% | 48.5% | 58.6% | 22 | -2 | -1.17 | .123 | 82.7% |
| Other Identity | | | | 0.1% | | 0.1% | | | | | |
| Unknown | 13 | 14 | 30.2% | 3.7% | | | | | | | |
| Total Number | 51 | 46 | 100.0% | 100.0% | | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender Identity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The Unknown gender identity category was excluded from calculations of the z-test, binomial test, and impact ratio in order to equalize percentages and reduce bias. Calculations are based on the Valid % of Total.

The impact ratio (80% index) was calculated as: % of Total Students (3-Yr Avg) / % of Total Employees (3-Year Avg).

Statistics for the 'Other Identity' are excluded from the analyses because this category was not asked of employees during the time period under investigation.

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 21: Workforce Analyses by Gender Identity, All Faculty

| All Faculty | | | | | | | | | | | |
|----------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---|--|------------------------------------|---------------------|-------------|---------------|--------------------------|
| Gender Identity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | % of Total Students (3-Year Avg) | Valid % of Total Employees (3-Year Avg) | Valid % of Total Students (3-Year Avg) | Gender Identity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| Genderqueer/Nonconforming | 0 | 0 | 0.0% | 0.2% | 0.0% | 0.2% | 1 | -1 | -0.89 | .452 | 0.0% |
| Man | 159 | 139 | 15.3% | 37.3% | 36.5% | 38.7% | 164 | -5 | -0.91 | .187 | 94.2% |
| Multiple Gender Identities | 2 | 2 | 0.2% | 1.8% | 0.5% | 1.9% | 8 | -6 | -1.94 | .026 | 28.0% |
| Nonbinary | 2 | 2 | 0.2% | 0.4% | 0.5% | 0.4% | 2 | 0 | 0.33 | .787 | 126.0% |
| Trans | 0 | 0 | 0.0% | 0.1% | 0.0% | 0.1% | 0 | 0 | -0.63 | .672 | 0.0% |
| Woman | 260 | 239 | 26.2% | 56.4% | 62.5% | 58.6% | 248 | 12 | 1.55 | .938 | 106.7% |
| Other Identity | | | | 0.1% | | 0.1% | | | | | |
| Unknown | 448 | 530 | 58.1% | 3.7% | | | | | | | |
| Total Number | 871 | 912 | 100.0% | 100.0% | | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender Identity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The Unknown gender identity category was excluded from calculations of the z-test, binomial test, and impact ratio in order to equalize percentages and reduce bias. Calculations are based on the Valid % of Total.

The impact ratio (80% index) was calculated as: % of Total Students (3-Yr Avg) / % of Total Employees (3-Year Avg).

Statistics for the 'Other Identity' are excluded from the analyses because this category was not asked of employees during the time period under investigation.

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 22: Workforce Analyses by Gender Identity, Professional (Non-Faculty)

| Professional (Non-Faculty) | | | | | | | | | | | | |
|----------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---|--|------------------------------------|---------------------|-------------|---------------|--------------------------|--|
| Gender Identity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | % of Total Students (3-Year Avg) | Valid % of Total Employees (3-Year Avg) | Valid % of Total Students (3-Year Avg) | Gender Identity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) | |
| Genderqueer/Nonconforming | 0 | 0 | 0.0% | 0.2% | 0.0% | 0.2% | 0 | 0 | -0.36 | .883 | 0.0% | |
| Man | 27 | 21 | 12.9% | 37.3% | 35.2% | 38.7% | 28 | -1 | -0.57 | .325 | 90.8% | |
| Multiple Gender Identities | 0 | 0 | 0.0% | 1.8% | 0.0% | 1.9% | 1 | -1 | -1.07 | .322 | 0.0% | |
| Nonbinary | 1 | 1 | 0.4% | 0.4% | 1.1% | 0.4% | 0 | 1 | 0.83 | .779 | 264.6% | |
| Trans | 0 | 0 | 0.0% | 0.1% | 0.0% | 0.1% | 0 | 0 | -0.25 | .940 | 0.0% | |
| Woman | 45 | 39 | 23.3% | 56.4% | 63.7% | 58.6% | 43 | 2 | 0.82 | .810 | 108.8% | |
| Other Identity | | | | 0.1% | | 0.1% | | | | | | |
| Unknown | 115 | 105 | 63.4% | 3.7% | | | | | | | | |
| Total Number | 188 | 166 | 100.0% | 100.0% | | | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender Identity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The Unknown gender identity category was excluded from calculations of the z-test, binomial test, and impact ratio in order to equalize percentages and reduce bias. Calculations are based on the Valid % of Total.

The impact ratio (80% index) was calculated as: % of Total Students (3-Yr Avg) / % of Total Employees (3-Year Avg).

Statistics for the 'Other Identity' are excluded from the analyses because this category was not asked of employees during the time period under investigation.

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 23: Workforce Analyses by Gender Identity, Clerical/Secretarial

| Clerical/Secretarial | | | | | | | | | | | |
|----------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---|--|------------------------------------|---------------------|-------------|---------------|--------------------------|
| Gender Identity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | % of Total Students (3-Year Avg) | Valid % of Total Employees (3-Year Avg) | Valid % of Total Students (3-Year Avg) | Gender Identity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| Genderqueer/Nonconforming | 2 | 2 | 0.9% | 0.2% | 2.2% | 0.2% | 0 | 2 | 3.80*** | .989 | 1055.9% |
| Man | 15 | 11 | 6.4% | 37.3% | 14.9% | 38.7% | 36 | -21 | -4.26*** | <.001 | 38.5% |
| Multiple Gender Identities | 0 | 0 | 0.0% | 1.8% | 0.0% | 1.9% | 2 | -2 | -1.20 | .238 | 0.0% |
| Nonbinary | 0 | 0 | 0.0% | 0.4% | 0.0% | 0.4% | 0 | 0 | -0.56 | .729 | 0.0% |
| Trans | 0 | 0 | 0.0% | 0.1% | 0.0% | 0.1% | 0 | 0 | -0.28 | .924 | 0.0% |
| Woman | 76 | 63 | 35.5% | 56.4% | 82.9% | 58.6% | 54 | 22 | 4.31*** | .999 | 141.5% |
| Other Identity | | | | 0.1% | | 0.1% | | | | | |
| Unknown | 83 | 101 | 57.1% | 3.7% | | | | | | | |
| Total Number | 176 | 177 | 100.0% | 100.0% | | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender Identity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The Unknown gender identity category was excluded from calculations of the z-test, binomial test, and impact ratio in order to equalize percentages and reduce bias. Calculations are based on the Valid % of Total.

The impact ratio (80% index) was calculated as: % of Total Students (3-Yr Avg) / % of Total Employees (3-Year Avg).

Statistics for the 'Other Identity' are excluded from the analyses because this category was not asked of employees during the time period under investigation.

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 24: Workforce Analyses by Gender Identity, Technical/Paraprofessional

| Technical/Paraprofessional | | | | | | | | | | | |
|----------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---|--|------------------------------------|---------------------|-------------|---------------|--------------------------|
| Gender Identity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | % of Total Students (3-Year Avg) | Valid % of Total Employees (3-Year Avg) | Valid % of Total Students (3-Year Avg) | Gender Identity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| Genderqueer/Nonconforming | 4 | 2 | 0.4% | 0.2% | 1.2% | 0.2% | 0 | 4 | 2.51* | .964 | 559.9% |
| Man | 81 | 54 | 11.8% | 37.3% | 37.7% | 38.7% | 83 | -2 | -0.26 | .442 | 97.3% |
| Multiple Gender Identities | 1 | 0 | 0.1% | 1.8% | 0.2% | 1.9% | 4 | -3 | -1.45 | .067 | 12.4% |
| Nonbinary | 5 | 3 | 0.6% | 0.4% | 1.9% | 0.4% | 1 | 4 | 2.69** | .978 | 447.9% |
| Trans | 1 | 0 | 0.1% | 0.1% | 0.2% | 0.1% | 0 | 1 | 0.48 | .862 | 224.0% |
| Woman | 123 | 84 | 18.4% | 56.4% | 58.8% | 58.6% | 126 | -3 | 0.07 | .549 | 100.5% |
| Other Identity | | | | 0.1% | | 0.1% | | | | | |
| Unknown | 226 | 314 | 68.7% | 3.7% | | | | | | | |
| Total Number | 441 | 457 | 100.0% | 100.0% | | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender Identity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The Unknown gender identity category was excluded from calculations of the z-test, binomial test, and impact ratio in order to equalize percentages and reduce bias. Calculations are based on the Valid % of Total.

The impact ratio (80% index) was calculated as: % of Total Students (3-Yr Avg) / % of Total Employees (3-Year Avg).

Statistics for the 'Other Identity' are excluded from the analyses because this category was not asked of employees during the time period under investigation.

Appendix B: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 25: Workforce Analyses by Gender Identity, Service/Maintenance

| Service/Maintenance | | | | | | | | | | | |
|----------------------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|---|--|------------------------------------|---------------------|-------------|---------------|--------------------------|
| Gender Identity | Employee Count (2022-23) | Employee Count (3-Year Avg) | % of Total Employees (3-Year Avg) | % of Total Students (3-Year Avg) | Valid % of Total Employees (3-Year Avg) | Valid % of Total Students (3-Year Avg) | Gender Identity Expected (2022-23) | Shortfall (2022-23) | Z-Statistic | Binomial Test | Impact Ratio (80% Index) |
| Genderqueer/Nonconforming | 0 | 0 | 0.0% | 0.2% | 0.0% | 0.2% | 0 | 0 | -0.18 | .967 | 0.0% |
| Man | 14 | 13 | 30.6% | 37.3% | 80.4% | 38.7% | 7 | 7 | 3.44** | 1.000 | 207.5% |
| Multiple Gender Identities | 0 | 0 | 0.0% | 1.8% | 0.0% | 1.9% | 0 | 0 | -0.56 | .739 | 0.0% |
| Nonbinary | 0 | 0 | 0.0% | 0.4% | 0.0% | 0.4% | 0 | 0 | -0.26 | .936 | 0.0% |
| Trans | 0 | 0 | 0.4% | 0.1% | 1.1% | 0.1% | 0 | 0 | 1.22 | .984 | 1040.4% |
| Woman | 3 | 3 | 7.1% | 56.4% | 18.5% | 58.6% | 10 | -7 | -3.27** | .001 | 31.7% |
| Other Identity | | | | 0.1% | | 0.1% | | | | | |
| Unknown | 24 | 26 | 61.9% | 3.7% | | | | | | | |
| Total Number | 41 | 43 | 100.0% | 100.0% | | | | | | | |

Note. *p < .05; **p < .01; ***p < .001.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender Identity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The Unknown gender identity category was excluded from calculations of the z-test, binomial test, and impact ratio in order to equalize percentages and reduce bias. Calculations are based on the Valid % of Total.

The impact ratio (80% index) was calculated as: % of Total Students (3-Yr Avg) / % of Total Employees (3-Year Avg).

Statistics for the 'Other Identity' are excluded from the analyses because this category was not asked of employees during the time period under investigation.

Due to the small valid sample size (n = 16 faculty), the z-test and binomial test should be interpreted with caution. A sample size of 30 or more is required to make valid inferences for these statistics. Therefore, the z-statistic and binomial test columns are greyed out.

Appendix C: Applicant Demographics
2022-2023 ALL APPLICATIONS – ALL POSITION TYPES

| Race/Ethnicity | | |
|---|---------------|----------------|
| American Indian or Alaska Native | 8 | 0.17% |
| Asian | 424 | 9.25% |
| Black or African American | 276 | 6.02% |
| Hispanic or Latino | 1393 | 30.39% |
| Middle Eastern or North African | 70 | 1.53% |
| Native Hawaiian or Other Pacific Islander | 41 | 0.89% |
| Two or More Races | 205 | 4.47% |
| White | 1843 | 40.21% |
| Decline to State | 323 | 7.05% |
| TOTAL | 4583 | 100.00% |
| DIVERSITY OF POOL | 56.74% | |

| GENDER | | |
|------------------|-------------|----------------|
| Female | 2502 | 54.59% |
| Male | 1838 | 40.10% |
| Non-Binary | 54 | 1.18% |
| Decline to State | 189 | 4.12% |
| Total | 4583 | 100.00% |

| Sexual Orientation | | |
|----------------------------|-------------|----------------|
| Another Sexual Orientation | 2 | 0.04% |
| Asexual | 17 | 0.37% |
| Bisexual | 133 | 2.90% |
| Gay | 63 | 1.37% |
| Lesbian | 35 | 0.76% |
| Pansexual | 42 | 0.92% |
| Prefer Not to Answer | 627 | 13.68% |
| Queer | 54 | 1.18% |
| Questioning/ Unsure | 6 | 0.13% |
| Straight/ Heterosexual | 3010 | 65.68% |
| Did Not Answer (Blank) | 594 | 12.96% |
| Total | 4583 | 100.00% |

| Gender Identity | | |
|-------------------------------|-------------|----------------|
| Another Identity | 6 | 0.13% |
| Gender Queer/ Nonconforming | 19 | 0.41% |
| Man | 1599 | 34.89% |
| Nonbinary | 25 | 0.55% |
| Prefer Not to Answer | 225 | 4.91% |
| Trans | 5 | 0.11% |
| Two or More Gender Identities | 32 | 0.70% |
| Woman | 2198 | 47.96% |
| Did Not Answer (Blank) | 474 | 10.34% |
| Total | 4583 | 100.00% |

Appendix C: Applicant Demographics
2022-2023 ALL APPLICATIONS – PERMANENT POSITIONS
(Excluding Associate Faculty & Temporary Hourly)

| Race/Ethnicity | | |
|---|---------------|----------------|
| American Indian or Alaska Native | 1 | 0.05% |
| Asian | 231 | 11.15% |
| Black or African American | 118 | 5.69% |
| Hispanic or Latino | 684 | 33.01% |
| Middle Eastern or North African | 28 | 1.35% |
| Native Hawaiian or Other Pacific Islander | 23 | 1.11% |
| Two or More Races | 89 | 4.30% |
| White | 752 | 36.29% |
| Decline to State | 146 | 7.05% |
| TOTAL | 2072 | 100.00% |
| DIVERSITY OF POOL | 60.96% | |

| GENDER | | |
|------------------|-------------|----------------|
| Female | 1050 | 50.68% |
| Male | 884 | 42.66% |
| Non-Binary | 32 | 1.54% |
| Decline to State | 106 | 5.12% |
| Total | 2072 | 100.00% |

| Sexual Orientation | | |
|----------------------------|-------------|----------------|
| Another Sexual Orientation | 1 | 0.05% |
| Asexual | 10 | 0.48% |
| Bisexual | 55 | 2.65% |
| Gay | 27 | 1.30% |
| Lesbian | 19 | 0.92% |
| Pansexual | 22 | 1.06% |
| Prefer Not to Answer | 283 | 13.66% |
| Queer | 25 | 1.21% |
| Questioning/ Unsure | 4 | 0.19% |
| Straight/ Heterosexual | 1378 | 66.51% |
| Did Not Answer (Blank) | 248 | 11.97% |
| Total | 2072 | 100.00% |

| Gender Identity | | |
|-------------------------------|-------------|----------------|
| Another Identity | 1 | 0.05% |
| Gender Queer/ Nonconforming | 12 | 0.58% |
| Man | 800 | 38.61% |
| Nonbinary | 12 | 0.58% |
| Prefer Not to Answer | 108 | 5.21% |
| Trans | 3 | 0.14% |
| Two or More Gender Identities | 17 | 0.82% |
| Woman | 934 | 45.08% |
| Did Not Answer (Blank) | 185 | 8.93% |
| Total | 2072 | 100.00% |

Appendix C: Applicant Demographics

2022-2023 ALL APPLICATIONS – TEMPORARY/HOURLY/ASSOCIATE FACULTY POSITIONS

(Excluding Permanent Positions)

| Race/Ethnicity | | |
|---|---------------|----------------|
| American Indian or Alaska Native | 7 | 0.28% |
| Asian | 193 | 7.69% |
| Black or African American | 158 | 6.29% |
| Hispanic or Latino | 709 | 28.24% |
| Middle Eastern or North African | 42 | 1.67% |
| Native Hawaiian or Other Pacific Islander | 18 | 0.72% |
| Two or More Races | 116 | 4.62% |
| White | 1091 | 43.45% |
| Decline to State | 177 | 7.05% |
| TOTAL | 2511 | 100.00% |
| DIVERSITY OF POOL | 53.26% | |

| GENDER | | |
|------------------|-------------|----------------|
| Female | 1452 | 57.83% |
| Male | 954 | 37.99% |
| Non-Binary | 22 | 0.88% |
| Decline to State | 83 | 3.31% |
| Total | 2511 | 100.00% |

| Sexual Orientation | | |
|----------------------------|-------------|----------------|
| Another Sexual Orientation | 1 | 0.04% |
| Asexual | 7 | 0.28% |
| Bisexual | 78 | 3.11% |
| Gay | 36 | 1.43% |
| Lesbian | 16 | 0.64% |
| Pansexual | 20 | 0.80% |
| Prefer Not to Answer | 344 | 13.70% |
| Queer | 29 | 1.15% |
| Questioning/ Unsure | 2 | 0.08% |
| Straight/ Heterosexual | 1632 | 64.99% |
| Did Not Answer (Blank) | 346 | 13.78% |
| Total | 2511 | 100.00% |

| Gender Identity | | |
|-------------------------------|-------------|----------------|
| Another Identity | 5 | 0.20% |
| Gender Queer/ Nonconforming | 7 | 0.28% |
| Man | 799 | 31.82% |
| Nonbinary | 13 | 0.52% |
| Prefer Not to Answer | 117 | 4.66% |
| Trans | 2 | 0.08% |
| Two or More Gender Identities | 15 | 0.60% |
| Woman | 1264 | 50.34% |
| Did Not Answer (Blank) | 289 | 11.51% |
| Total | 2511 | 100.00% |

Appendix C: Applicant Demographics
2022-2023 ALL APPLICATIONS – FULL-TIME FACULTY

| Race/Ethnicity | | |
|---|---------------|----------------|
| American Indian or Alaska Native | 0 | 0.00% |
| Asian | 48 | 12.03% |
| Black or African American | 8 | 2.01% |
| Hispanic or Latino | 72 | 18.05% |
| Middle Eastern or North African | 11 | 2.76% |
| Native Hawaiian or Other Pacific Islander | 0 | 0.00% |
| Two or More Races | 9 | 2.26% |
| White | 214 | 53.63% |
| Decline to State | 37 | 9.27% |
| TOTAL | 399 | 100.00% |
| DIVERSITY OF POOL | 40.88% | |

| GENDER | | |
|------------------|------------|----------------|
| Female | 99 | 24.81% |
| Male | 267 | 66.92% |
| Non-Binary | 10 | 2.51% |
| Decline to State | 23 | 5.76% |
| Total | 399 | 100.00% |

| Sexual Orientation | | |
|----------------------------|------------|----------------|
| Another Sexual Orientation | 0 | 0.00% |
| Asexual | 3 | 0.75% |
| Bisexual | 16 | 4.01% |
| Gay | 9 | 2.26% |
| Lesbian | 2 | 0.50% |
| Pansexual | 8 | 2.01% |
| Prefer Not to Answer | 55 | 13.78% |
| Queer | 5 | 1.25% |
| Questioning/ Unsure | 3 | 0.75% |
| Straight/ Heterosexual | 232 | 58.15% |
| Did Not Answer (Blank) | 66 | 16.54% |
| Total | 399 | 100.00% |

| Gender Identity | | |
|-------------------------------|------------|----------------|
| Another Identity | 0 | 0.00% |
| Gender Queer/ Nonconforming | 3 | 0.75% |
| Man | 222 | 55.64% |
| Nonbinary | 3 | 0.75% |
| Prefer Not to Answer | 30 | 7.52% |
| Trans | 1 | 0.25% |
| Two or More Gender Identities | 8 | 2.01% |
| Woman | 89 | 22.31% |
| Did Not Answer (Blank) | 43 | 10.78% |
| Total | 399 | 100.00% |

Appendix C: Applicant Demographics
2022-2023 ALL APPLICATIONS - ADMINISTRATOR

| Race/Ethnicity | | |
|---|---------------|----------------|
| American Indian or Alaska Native | 0 | 0.00% |
| Asian | 12 | 8.82% |
| Black or African American | 13 | 9.56% |
| Hispanic or Latino | 35 | 25.74% |
| Middle Eastern or North African | 6 | 4.41% |
| Native Hawaiian or Other Pacific Islander | 0 | 0.00% |
| Two or More Races | 4 | 2.94% |
| White | 59 | 43.38% |
| Decline to State | 7 | 5.15% |
| TOTAL | 136 | 100.00% |
| DIVERSITY OF POOL | 54.26% | |

| GENDER | | |
|------------------|------------|----------------|
| Female | 96 | 70.59% |
| Male | 35 | 25.74% |
| Non-Binary | 1 | 0.74% |
| Decline to State | 4 | 2.94% |
| Total | 136 | 100.00% |

| Sexual Orientation | | |
|----------------------------|------------|----------------|
| Another Sexual Orientation | 0 | 0.00% |
| Asexual | 0 | 0.00% |
| Bisexual | 1 | 0.74% |
| Gay | 1 | 0.74% |
| Lesbian | 4 | 2.94% |
| Pansexual | 0 | 0.00% |
| Prefer Not to Answer | 16 | 11.76% |
| Queer | 0 | 0.00% |
| Questioning/ Unsure | 0 | 0.00% |
| Straight/ Heterosexual | 100 | 73.53% |
| Did Not Answer (Blank) | 14 | 10.29% |
| Total | 136 | 100.00% |

| Gender Identity | | |
|-------------------------------|------------|----------------|
| Another Identity | 1 | 0.74% |
| Gender Queer/ Nonconforming | 0 | 0.00% |
| Man | 32 | 23.53% |
| Nonbinary | 0 | 0.00% |
| Prefer Not to Answer | 6 | 4.41% |
| Trans | 0 | 0.00% |
| Two or More Gender Identities | 0 | 0.00% |
| Woman | 88 | 64.71% |
| Did Not Answer (Blank) | 9 | 6.62% |
| Total | 136 | 100.00% |

Appendix C: Applicant Demographics
2022-2023 ALL APPLICATIONS – ALL CLASSIFIED
(Permanent & Temporary)

| Race/Ethnicity | | |
|---|---------------|----------------|
| American Indian or Alaska Native | 3 | 0.13% |
| Asian | 228 | 9.94% |
| Black or African American | 144 | 6.28% |
| Hispanic or Latino | 891 | 38.84% |
| Middle Eastern or North African | 16 | 0.70% |
| Native Hawaiian or Other Pacific Islander | 34 | 1.48% |
| Two or More Races | 112 | 4.88% |
| White | 713 | 31.08% |
| Dedine to State | 153 | 6.67% |
| TOTAL | 2294 | 100.00% |
| DIVERSITY OF POOL | 66.70% | |

| GENDER | | |
|-----------------|-------------|----------------|
| Female | 1345 | 58.63% |
| Male | 812 | 35.40% |
| Non-Binary | 31 | 1.35% |
| Dedine to State | 106 | 4.62% |
| Total | 2294 | 100.00% |

| Sexual Orientation | | |
|----------------------------|-------------|----------------|
| Another Sexual Orientation | 1 | 0.04% |
| Asexual | 9 | 0.39% |
| Bisexual | 63 | 2.75% |
| Gay | 28 | 1.22% |
| Lesbian | 22 | 0.96% |
| Pansexual | 20 | 0.87% |
| Prefer Not to Answer | 324 | 14.12% |
| Queer | 32 | 1.39% |
| Questioning/ Unsure | 2 | 0.09% |
| Straight/ Heterosexual | 1540 | 67.13% |
| Did Not Answer (Blank) | 253 | 11.03% |
| Total | 2294 | 100.00% |

| Gender Identity | | |
|-------------------------------|-------------|----------------|
| Another Identity | 2 | 0.09% |
| Gender Queer/ Nonconforming | 10 | 0.44% |
| Man | 745 | 32.48% |
| Nonbinary | 11 | 0.48% |
| Prefer Not to Answer | 108 | 4.71% |
| Trans | 2 | 0.09% |
| Two or More Gender Identities | 17 | 0.74% |
| Woman | 1189 | 51.83% |
| Did Not Answer (Blank) | 210 | 9.15% |
| Total | 2294 | 100.00% |

Appendix C: Applicant Demographics

2022-2023 ALL APPLICATIONS – PERMANENT CLASSIFIED

| Race/Ethnicity | | |
|---|---------------|----------------|
| American Indian or Alaska Native | 1 | 0.07% |
| Asian | 171 | 11.13% |
| Black or African American | 97 | 6.31% |
| Hispanic or Latino | 577 | 37.54% |
| Middle Eastern or North African | 11 | 0.72% |
| Native Hawaiian or Other Pacific Islander | 23 | 1.50% |
| Two or More Races | 76 | 4.94% |
| White | 479 | 31.16% |
| Decline to State | 102 | 6.64% |
| TOTAL | 1537 | 100.00% |
| DIVERSITY OF POOL | 66.62% | |

| GENDER | | |
|------------------|-------------|----------------|
| Female | 855 | 55.63% |
| Male | 582 | 37.87% |
| Non-Binary | 21 | 1.37% |
| Decline to State | 79 | 5.14% |
| Total | 1537 | 100.00% |

| Sexual Orientation | | |
|----------------------------|-------------|----------------|
| Another Sexual Orientation | 1 | 0.07% |
| Asexual | 7 | 0.46% |
| Bisexual | 38 | 2.47% |
| Gay | 17 | 1.11% |
| Lesbian | 13 | 0.85% |
| Pansexual | 14 | 0.91% |
| Prefer Not to Answer | 212 | 13.79% |
| Queer | 20 | 1.30% |
| Questioning/ Unsure | 1 | 0.07% |
| Straight/ Heterosexual | 1046 | 68.05% |
| Did Not Answer (Blank) | 168 | 10.93% |
| Total | 1537 | 100.00% |

| Gender Identity | | |
|-------------------------------|-------------|----------------|
| Another Identity | 0 | 0.00% |
| Gender Queer/ Nonconforming | 9 | 0.59% |
| Man | 546 | 35.52% |
| Nonbinary | 9 | 0.59% |
| Prefer Not to Answer | 72 | 4.68% |
| Trans | 2 | 0.13% |
| Two or More Gender Identities | 9 | 0.59% |
| Woman | 757 | 49.25% |
| Did Not Answer (Blank) | 133 | 8.65% |
| Total | 1537 | 100.00% |

Appendix C: Applicant Demographics
2022-2023 ALL APPLICATIONS – ASSOCIATE FACULTY

| Race/Ethnicity | | |
|---|---------------|----------------|
| American Indian or Alaska Native | 5 | 0.30% |
| Asian | 128 | 7.80% |
| Black or African American | 95 | 5.79% |
| Hispanic or Latino | 364 | 22.17% |
| Middle Eastern or North African | 33 | 2.01% |
| Native Hawaiian or Other Pacific Islander | 7 | 0.43% |
| Two or More Races | 76 | 4.63% |
| White | 819 | 49.88% |
| Decline to State | 115 | 7.00% |
| TOTAL | 1642 | 100.00% |
| DIVERSITY OF POOL | 46.37% | |

| GENDER | | |
|------------------|-------------|----------------|
| Female | 895 | 54.51% |
| Male | 685 | 41.72% |
| Non-Binary | 10 | 0.61% |
| Decline to State | 52 | 3.17% |
| Total | 1642 | 100.00% |

| Sexual Orientation | | |
|----------------------------|-------------|----------------|
| Another Sexual Orientation | 1 | 0.06% |
| Asexual | 5 | 0.30% |
| Bisexual | 50 | 3.05% |
| Gay | 20 | 1.22% |
| Lesbian | 6 | 0.37% |
| Pansexual | 13 | 0.79% |
| Prefer Not to Answer | 213 | 12.97% |
| Queer | 17 | 1.04% |
| Questioning/ Unsure | 1 | 0.06% |
| Straight/ Heterosexual | 1071 | 65.23% |
| Did Not Answer (Blank) | 245 | 14.92% |
| Total | 1642 | 100.00% |

| Gender Identity | | |
|-------------------------------|-------------|----------------|
| Another Identity | 3 | 0.18% |
| Gender Queer/ Nonconforming | 5 | 0.30% |
| Man | 567 | 34.53% |
| Nonbinary | 9 | 0.55% |
| Prefer Not to Answer | 76 | 4.63% |
| Trans | 2 | 0.12% |
| Two or More Gender Identities | 7 | 0.43% |
| Woman | 776 | 47.26% |
| Did Not Answer (Blank) | 197 | 12.00% |
| Total | 1642 | 100.00% |

Appendix D: Workforce Demographics

Workforce by Race/Ethnicity

| MiraCosta College Ethnicity Comparison | | | | | | | | |
|--|--------------|--------------|--------------|--------------------|---------------|------------------|-------------------|--------------------|
| All Job Classifications | | | | | | | | |
| Race/Ethnicity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| American Indian/Alaska Native | 0.3% | 0.3% | 0.2% | 0.3% | 0.3% | 0.3% | 0.3% | 0.6% |
| Asian | 5.9% | 6.9% | 7.4% | 6.7% | 8.4% | 12.1% | 14.9% | 5.7% |
| Black/African American | 5.2% | 4.8% | 5.1% | 5.1% | 3.2% | 4.5% | 5.3% | 11.8% |
| Hispanic/Latino | 25.5% | 24.8% | 26.2% | 25.5% | 41.3% | 32.5% | 37.3% | 17.0% |
| Native Hawaiian/Pacific Islander | 1.1% | 1.2% | 1.2% | 1.1% | 0.6% | 0.5% | 0.4% | 0.2% |
| Two or More Races/Ethnicities | 3.8% | 4.4% | 4.3% | 4.1% | 6.5% | 2.9% | 2.7% | 2.0% |
| White | 51.1% | 50.8% | 46.7% | 49.6% | 37.2% | 47.2% | 39.0% | 62.7% |
| White, Not Middle Eastern | 50.6% | 50.1% | 45.7% | 48.9% | 36.0% | -- | -- | -- |
| Middle Eastern or North African | 0.5% | 0.7% | 1.0% | 0.7% | 1.2% | -- | -- | -- |
| Decline to State/Unknown | 7.1% | 6.9% | 8.8% | 7.6% | 2.5% | -- | -- | -- |
| Total Number | 2,074 | 1,562 | 1,769 | 1,802 | 21,368 | 1,539,980 | 19,630,515 | 162,248,195 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for local, state, and national workforce were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix D: Workforce Demographics

| MiraCosta College Ethnicity Comparison | | | | | | | | |
|--|-----------|-----------|-----------|--------------------|---------------|-----------------|----------------|----------------|
| Executive/Administrative/Managerial | | | | | | | | |
| Race/Ethnicity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| American Indian/Alaska Native | 0.0% | 0.0% | 0.0% | 0.0% | 0.3% | 0.2% | 0.3% | 0.5% |
| Asian | 9.3% | 8.9% | 7.8% | 8.6% | 8.4% | 6.9% | 9.6% | 3.4% |
| Black/African American | 9.3% | 11.1% | 11.8% | 10.8% | 3.2% | 6.0% | 7.7% | 12.9% |
| Hispanic/Latino | 16.3% | 20.0% | 19.6% | 18.7% | 41.3% | 22.1% | 24.0% | 10.0% |
| Native Hawaiian/Pacific Islander | 0.0% | 0.0% | 0.0% | 0.0% | 0.6% | 0.7% | 0.3% | 0.1% |
| Two or More Races/Ethnicities | 0.0% | 0.0% | 0.0% | 0.0% | 6.5% | 4.1% | 3.4% | 2.0% |
| White | 65.1% | 57.8% | 56.9% | 59.7% | 37.2% | 60.1% | 54.8% | 71.2% |
| White, Not Middle Eastern | 62.8% | 55.6% | 54.9% | 57.6% | 36.0% | -- | -- | -- |
| Middle Eastern or North African | 2.3% | 2.2% | 2.0% | 2.2% | 1.2% | -- | -- | -- |
| Decline to State/Unknown | 0.0% | 2.2% | 3.9% | 2.2% | 2.5% | -- | -- | -- |
| Total Number | 43 | 45 | 51 | 46 | 21,368 | 9,815 | 107,080 | 947,350 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for local, state, and national workforce were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix D: Workforce Demographics

| MiraCosta College Ethnicity Comparison | | | | | | | | |
|---|----------------|----------------|----------------|---------------------------|---------------------|------------------------|-------------------|------------------|
| All Faculty | | | | | | | | |
| Race/Ethnicity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| American Indian/Alaska Native | 0.4% | 0.2% | 0.3% | 0.3% | 0.3% | 0.3% | 0.4% | 0.5% |
| Asian | 5.8% | 7.4% | 8.2% | 7.1% | 8.4% | 16.2% | 16.9% | 8.1% |
| Black/African American | 3.8% | 4.1% | 4.4% | 4.1% | 3.2% | 2.2% | 8.0% | 11.6% |
| Hispanic/Latino | 14.1% | 15.9% | 17.0% | 15.6% | 41.3% | 14.6% | 22.4% | 11.9% |
| Native Hawaiian/Pacific Islander | 0.9% | 1.0% | 0.9% | 0.9% | 0.6% | 0.0% | 0.5% | 0.2% |
| Two or More Races/Ethnicities | 3.4% | 4.3% | 4.1% | 3.9% | 6.5% | 3.2% | 4.4% | 3.0% |
| White | 64.6% | 61.1% | 58.9% | 61.7% | 37.2% | 63.4% | 39.3% | 58.3% |
| White, Not Middle Eastern | 64.0% | 60.4% | 57.7% | 60.9% | 36.0% | -- | -- | -- |
| Middle Eastern or North African | 0.6% | 0.7% | 1.1% | 0.8% | 1.2% | -- | -- | -- |
| Decline to State/Unknown | 7.0% | 6.0% | 6.2% | 6.4% | 2.5% | -- | 8.3% | 6.4% |
| Total Number | 1,028 | 836 | 871 | 912 | 21,368 | 15,270 | 266,049 | 2,760,559 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for the local community were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018). IPEDS data for state and national estimates represent a three-year average of students who graduated with advanced degrees from 2019-2022.

Appendix D: Workforce Demographics

| MiraCosta College Ethnicity Comparison Professional (Non-Faculty) | | | | | | | | |
|---|------------|------------|------------|--------------------|---------------|-----------------|------------------|-------------------|
| Race/Ethnicity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| American Indian/Alaska Native | 0.0% | 0.0% | 0.0% | 0.0% | 0.3% | 0.2% | 0.2% | 0.4% |
| Asian | 6.3% | 7.9% | 8.0% | 7.4% | 8.4% | 18.5% | 23.3% | 9.5% |
| Black/African American | 4.4% | 3.3% | 3.2% | 3.6% | 3.2% | 3.3% | 4.7% | 8.8% |
| Hispanic/Latino | 20.3% | 23.2% | 22.3% | 21.9% | 41.3% | 15.7% | 16.8% | 8.7% |
| Native Hawaiian/Pacific Islander | 0.0% | 0.0% | 0.5% | 0.2% | 0.6% | 0.4% | 0.2% | 0.1% |
| Two or More Races/Ethnicities | 3.8% | 3.3% | 3.7% | 3.6% | 6.5% | 3.2% | 3.2% | 2.1% |
| White | 50.0% | 45.7% | 44.1% | 46.5% | 37.2% | 58.7% | 51.4% | 70.5% |
| White, Not Middle Eastern | 50.0% | 45.7% | 43.6% | 46.3% | 36.0% | -- | -- | -- |
| Middle Eastern or North African | 0.0% | 0.0% | 0.5% | 0.2% | 1.2% | -- | -- | -- |
| Decline to State/Unknown | 15.2% | 16.6% | 18.1% | 16.7% | 2.5% | -- | -- | -- |
| Total Number | 158 | 151 | 188 | 166 | 21,368 | 373,770 | 4,067,590 | 32,443,145 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for local, state, and national workforce were pulled from the EEO-ALL06R table of the American Community Survey (5-year; 2014-2018).

Appendix D: Workforce Demographics

| MiraCosta College Ethnicity Comparison | | | | | | | | |
|---|----------------|----------------|----------------|---------------------------|---------------------|------------------------|-------------------|-------------------|
| Clerical/Secretarial | | | | | | | | |
| Race/Ethnicity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| American Indian/Alaska Native | 1.0% | 0.6% | 0.6% | 0.8% | 0.3% | 0.3% | 0.3% | 0.5% |
| Asian | 2.6% | 2.5% | 4.0% | 3.0% | 8.4% | 7.7% | 13.6% | 4.8% |
| Black/African American | 4.1% | 3.7% | 3.4% | 3.8% | 3.2% | 25.8% | 6.0% | 12.2% |
| Hispanic/Latino | 46.7% | 48.4% | 50.6% | 48.5% | 41.3% | 25.8% | 36.6% | 15.7% |
| Native Hawaiian/Pacific Islander | 2.1% | 3.1% | 2.8% | 2.6% | 0.6% | 0.5% | 0.5% | 0.2% |
| Two or More Races/Ethnicities | 2.6% | 2.5% | 2.8% | 2.6% | 6.5% | 2.4% | 2.9% | 2.2% |
| White | 33.8% | 34.8% | 30.7% | 33.1% | 37.2% | 37.6% | 40.2% | 64.4% |
| White, Not Middle Eastern | 33.8% | 34.8% | 30.7% | 33.1% | 36.0% | -- | -- | -- |
| Middle Eastern or North African | 0.0% | 0.0% | 0.0% | 0.0% | 1.2% | -- | -- | -- |
| Decline to State/Unknown | 7.2% | 4.3% | 5.1% | 5.6% | 2.5% | -- | -- | -- |
| Total Number | 195 | 161 | 176 | 177 | 21,368 | 472,115 | 4,346,585 | 36,666,395 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for local, state, and national workforce were pulled from the EEO-ALL06R table of the American Community Survey (5-year; 2014-2018).

Appendix D: Workforce Demographics

| MiraCosta College Ethnicity Comparison | | | | | | | | |
|---|----------------|----------------|----------------|---------------------------|---------------------|------------------------|-------------------|-------------------|
| Technical/Paraprofessional | | | | | | | | |
| Race/Ethnicity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| American Indian/Alaska Native | 0.2% | 0.3% | 0.0% | 0.1% | 0.3% | 0.3% | 0.3% | 0.6% |
| Asian | 6.9% | 7.1% | 7.3% | 7.1% | 8.4% | 18.1% | 17.4% | 5.6% |
| Black/African American | 7.4% | 6.2% | 6.8% | 6.9% | 3.2% | 4.5% | 4.9% | 13.4% |
| Hispanic/Latino | 39.6% | 37.2% | 36.7% | 38.1% | 41.3% | 35.6% | 44.7% | 17.6% |
| Native Hawaiian/Pacific Islander | 1.5% | 1.2% | 1.8% | 1.5% | 0.6% | 0.6% | 0.4% | 0.2% |
| Two or More Races/Ethnicities | 5.3% | 7.1% | 6.1% | 6.0% | 6.5% | 3.2% | 2.3% | 1.8% |
| White | 33.7% | 34.8% | 29.5% | 32.6% | 37.2% | 37.8% | 30.0% | 60.7% |
| White, Not Middle Eastern | 33.2% | 33.5% | 28.1% | 31.6% | 36.0% | -- | -- | -- |
| Middle Eastern or North African | 0.5% | 1.2% | 1.4% | 0.9% | 1.2% | -- | -- | -- |
| Decline to State/Unknown | 5.4% | 6.2% | 11.8% | 7.7% | 2.5% | -- | -- | -- |
| Total Number | 606 | 325 | 441 | 457 | 21,368 | 108,690 | 1,289,080 | 12,581,810 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for local, state, and national workforce were pulled from the EEO-ALL06R table of the American Community Survey (5-year; 2014-2018).

Appendix D: Workforce Demographics

| MiraCosta College Ethnicity Comparison | | | | | | | | |
|---|-----------|-----------|-----------|--------------------|---------------|-----------------|------------------|-------------------|
| Service/Maintenance | | | | | | | | |
| Race/Ethnicity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| American Indian/Alaska Native | 0.0% | 0.0% | 0.0% | 0.0% | 0.3% | 0.3% | 0.3% | 0.7% |
| Asian | 4.7% | 4.7% | 4.9% | 4.7% | 8.4% | 9.5% | 10.8% | 4.6% |
| Black/African American | 11.6% | 11.6% | 12.2% | 11.8% | 3.2% | 4.9% | 5.4% | 15.5% |
| Hispanic/Latino | 30.2% | 27.9% | 29.3% | 29.1% | 41.3% | 49.9% | 56.2% | 25.5% |
| Native Hawaiian/Pacific Islander | 0.0% | 2.3% | 0.0% | 0.8% | 0.6% | 0.5% | 0.4% | 0.2% |
| Two or More Races/Ethnicities | 2.3% | 2.3% | 2.4% | 2.4% | 6.5% | 2.7% | 2.3% | 2.2% |
| White | 41.9% | 41.9% | 41.5% | 41.7% | 37.2% | 32.2% | 24.6% | 51.3% |
| White, Not Middle Eastern | 41.9% | 41.9% | 41.5% | 41.7% | 36.0% | -- | -- | -- |
| Middle Eastern or North African | 0.0% | 0.0% | 0.0% | 0.0% | 1.2% | -- | -- | -- |
| Decline to State/Unknown | 9.3% | 9.3% | 9.8% | 9.4% | 2.5% | -- | -- | -- |
| Total Number | 43 | 43 | 41 | 42 | 21,368 | 406,220 | 5,270,995 | 41,467,545 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for local, state, and national workforce were pulled from the EEO-ALL06R table of the American Community Survey (5-year; 2014-2018).

Appendix D: Workforce Demographics

Workforce by Gender

| MiraCosta College Gender Comparison | | | | | | | | |
|--|--------------|--------------|--------------|--------------------|---------------|------------------|-------------------|--------------------|
| All Job Classifications | | | | | | | | |
| Gender | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| Female | 60.4% | 60.2% | 58.8% | 59.8% | 60.6% | 46.2% | 45.9% | 47.4% |
| Male | 38.1% | 37.8% | 36.6% | 37.5% | 37.2% | 53.8% | 54.1% | 52.6% |
| Nonbinary | 0.2% | 0.4% | 0.7% | 0.4% | 0.3% | -- | -- | -- |
| Unknown | 1.3% | 1.5% | 3.9% | 2.2% | 1.8% | -- | -- | -- |
| Total Number | 2,074 | 1,562 | 1,769 | 1,801 | 21,368 | 1,671,890 | 19,630,510 | 162,248,195 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for local, state, and national workforce were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

| MiraCosta College Gender Comparison | | | | | | | | |
|--|-----------|-----------|-----------|--------------------|---------------|-----------------|----------------|----------------|
| Executive/Administrative/Managerial | | | | | | | | |
| Gender | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| Female | 51.2% | 48.9% | 52.9% | 51.1% | 60.6% | 65.5% | 65.8% | 64.8% |
| Male | 48.8% | 51.1% | 47.1% | 48.9% | 37.2% | 34.5% | 34.2% | 35.2% |
| Nonbinary | 0.0% | 0.0% | 0.0% | 0.0% | 0.3% | -- | -- | -- |
| Unknown | 0.0% | 0.0% | 0.0% | 0.0% | 1.8% | -- | -- | -- |
| Total Number | 43 | 45 | 51 | 46 | 21,368 | 9,815 | 107,075 | 947,345 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for local, state, and national workforce were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix D: Workforce Demographics

| MiraCosta College Gender Comparison | | | | | | | | |
|--|----------------|----------------|----------------|---------------------------|---------------------|------------------------|-------------------|------------------|
| All Faculty | | | | | | | | |
| Gender | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| Female | 59.4% | 60.2% | 60.3% | 59.9% | 60.6% | 50.7% | 62.6% | 63.5% |
| Male | 39.9% | 39.2% | 38.6% | 39.3% | 37.2% | 49.3% | 37.4% | 36.6% |
| Nonbinary | 0.3% | 0.2% | 0.2% | 0.2% | 0.3% | -- | -- | -- |
| Unknown | 0.4% | 0.4% | 0.9% | 0.6% | 1.8% | -- | -- | -- |
| Total Number | 1028 | 836 | 871 | 912 | 21,368 | 15,265 | 266,049 | 2,760,559 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for the local community were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018). IPEDS data for state and national estimates represent a three-year average of students who graduated with advanced degrees from 2019-2022.

| MiraCosta College Gender Comparison | | | | | | | | |
|--|----------------|----------------|----------------|---------------------------|---------------------|------------------------|-------------------|-------------------|
| Professional (Non-Faculty) | | | | | | | | |
| Gender | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| Female | 58.9% | 57.0% | 49.5% | 54.7% | 60.6% | 50.2% | 51.9% | 56.3% |
| Male | 31.6% | 30.5% | 31.9% | 31.4% | 37.2% | 49.8% | 48.1% | 43.7% |
| Nonbinary | 0.0% | 0.7% | 1.1% | 0.6% | 0.3% | -- | -- | -- |
| Unknown | 9.5% | 11.9% | 17.6% | 13.3% | 1.8% | -- | -- | -- |
| Total Number | 158 | 151 | 188 | 166 | 21,368 | 373,765 | 4,067,590 | 32,443,150 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for local, state, and national workforce were pulled from the EEO-ALL06R table of the American Community Survey (5-year; 2014-2018).

Appendix D: Workforce Demographics

| MiraCosta College Gender Comparison | | | | | | | | |
|--|------------|------------|------------|--------------------|---------------|-----------------|------------------|-------------------|
| Clerical/Secretarial | | | | | | | | |
| Gender | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| Female | 79.5% | 75.8% | 77.8% | 77.8% | 60.6% | 61.4% | 61.6% | 64.2% |
| Male | 20.0% | 23.0% | 21.0% | 21.2% | 37.2% | 38.6% | 38.4% | 35.8% |
| Nonbinary | 0.5% | 0.6% | 0.0% | 0.4% | 0.3% | -- | -- | -- |
| Unknown | 0.0% | 0.6% | 1.1% | 0.5% | 1.8% | -- | -- | -- |
| Total Number | 195 | 161 | 176 | 177 | 21,368 | 369,305 | 4,346,590 | 36,666,385 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for local, state, and national workforce were pulled from the EEO-ALL06R table of the American Community Survey (5-year; 2014-2018).

| MiraCosta College Gender Comparison | | | | | | | | |
|--|------------|------------|------------|--------------------|---------------|-----------------|------------------|-------------------|
| Technical/Paraprofessional | | | | | | | | |
| Gender | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| Female | 60.9% | 62.8% | 57.8% | 60.3% | 60.6% | 44.1% | 44.7% | 44.4% |
| Male | 37.8% | 35.7% | 34.2% | 36.1% | 37.2% | 55.9% | 55.3% | 55.6% |
| Nonbinary | 0.2% | 0.9% | 2.0% | 0.9% | 0.3% | -- | -- | -- |
| Unknown | 1.2% | 0.6% | 5.9% | 2.6% | 1.8% | -- | -- | -- |
| Total Number | 606 | 325 | 441 | 457 | 21,368 | 108,690 | 1,289,085 | 12,581,815 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for local, state, and national workforce were pulled from the EEO-ALL06R table of the American Community Survey (5-year; 2014-2018).

Appendix D: Workforce Demographics

| MiraCosta College Gender Comparison | | | | | | | | |
|-------------------------------------|-----------|-----------|-----------|--------------------|---------------|-----------------|------------------|-------------------|
| Service/Maintenance | | | | | | | | |
| Gender | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students | Local Community | California | National |
| Female | 7.0% | 7.0% | 7.3% | 7.1% | 60.6% | 43.6% | 41.6% | 43.0% |
| Male | 93.0% | 93.0% | 92.7% | 92.9% | 37.2% | 56.4% | 58.4% | 57.0% |
| Nonbinary | 0.0% | 0.0% | 0.0% | 0.0% | 0.3% | -- | -- | -- |
| Unknown | 0.0% | 0.0% | 0.0% | 0.0% | 1.8% | -- | -- | -- |
| Total Number | 43 | 43 | 41 | 42 | 21,368 | 406,225 | 5,271,000 | 41,467,540 |

NOTE: Employee data is sourced from Workday and the student (credit and noncredit) annual headcount data from the MCC Data Warehouse. Census estimates for local, state, and national workforce were pulled from the EEO-ALL06R table of the American Community Survey (5-year; 2014-2018).

Workforce by Gender Identity

| Miracosta College Gender Identity Comparison | | | | | |
|--|--------------|--------------|--------------|--------------------|---------------|
| All Job Classifications | | | | | |
| Gender Identity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students |
| Genderqueer/Nonconforming | 0.0% | 0.2% | 0.3% | 0.2% | 0.2% |
| Man | 10.2% | 15.6% | 17.8% | 14.2% | 36.2% |
| Multiple Gender Identities | 0.1% | 0.1% | 0.2% | 0.1% | 1.7% |
| Nonbinary | 0.1% | 0.3% | 0.5% | 0.3% | 0.4% |
| Trans | 0.0% | 0.0% | 0.1% | 0.0% | 0.1% |
| Woman | 18.2% | 27.3% | 29.8% | 24.6% | 54.9% |
| Other Identity | -- | -- | -- | -- | 0.1% |
| Unknown | 71.3% | 56.5% | 51.4% | 60.5% | 6.4% |
| Total Number | 2,074 | 1,562 | 1,769 | 1,801 | 18,229 |

NOTE: Employee data is sourced from Workday and the student (credit only) annual headcount data from the MCC Data Warehouse.

Appendix D: Workforce Demographics

| Miracosta College Gender Identity Comparison | | | | | |
|---|-----------|-----------|-----------|--------------------|---------------|
| Executive/Administrative/Managerial | | | | | |
| Gender Identity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students |
| Genderqueer/Nonconforming | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% |
| Man | 34.9% | 37.8% | 35.3% | 36.0% | 36.2% |
| Multiple Gender Identities | 0.0% | 0.0% | 0.0% | 0.0% | 1.7% |
| Nonbinary | 0.0% | 0.0% | 0.0% | 0.0% | 0.4% |
| Trans | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| Woman | 25.6% | 35.6% | 39.2% | 33.8% | 54.9% |
| Other Identity | -- | -- | -- | -- | 0.1% |
| Unknown | 39.5% | 26.7% | 25.5% | 30.2% | 6.4% |
| Total Number | 43 | 45 | 51 | 46 | 18,229 |

NOTE: Employee data is sourced from Workday and the student (credit only) annual headcount data from the MCC Data Warehouse.

| Miracosta College Gender Identity Comparison | | | | | |
|---|--------------|------------|------------|--------------------|---------------|
| All Faculty | | | | | |
| Gender Identity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students |
| Genderqueer/Nonconforming | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% |
| Man | 12.1% | 16.1% | 18.3% | 15.3% | 36.2% |
| Multiple Gender Identities | 0.2% | 0.2% | 0.2% | 0.2% | 1.7% |
| Nonbinary | 0.2% | 0.2% | 0.2% | 0.2% | 0.4% |
| Trans | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| Woman | 21.2% | 28.5% | 29.9% | 26.2% | 54.9% |
| Other Identity | -- | -- | -- | -- | 0.1% |
| Unknown | 66.3% | 54.9% | 51.4% | 58.1% | 6.4% |
| Total Number | 1,028 | 836 | 871 | 912 | 18,229 |

NOTE: Employee data is sourced from Workday and the student (credit only) annual headcount data from the MCC Data Warehouse.

Appendix D: Workforce Demographics

| Miracosta College Gender Identity Comparison | | | | | |
|---|------------|------------|------------|--------------------|---------------|
| Professional (Non-Faculty) | | | | | |
| Gender Identity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students |
| Genderqueer/Nonconforming | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% |
| Man | 11.4% | 12.6% | 14.4% | 12.9% | 36.2% |
| Multiple Gender Identities | 0.0% | 0.0% | 0.0% | 0.0% | 1.7% |
| Nonbinary | 0.0% | 0.7% | 0.5% | 0.4% | 0.4% |
| Trans | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| Woman | 22.2% | 23.8% | 23.9% | 23.3% | 54.9% |
| Other Identity | -- | -- | -- | -- | 0.1% |
| Unknown | 66.5% | 62.9% | 61.2% | 63.4% | 6.4% |
| Total Number | 158 | 151 | 188 | 166 | 18,229 |

NOTE: Employee data is sourced from Workday and the student (credit only) annual headcount data from the MCC Data Warehouse.

| Miracosta College Gender Identity Comparison | | | | | |
|---|------------|------------|------------|--------------------|---------------|
| Clerical/Secretarial | | | | | |
| Gender Identity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students |
| Genderqueer/Nonconforming | 0.5% | 1.2% | 1.1% | 0.9% | 0.2% |
| Man | 4.1% | 6.8% | 8.5% | 6.4% | 36.2% |
| Multiple Gender Identities | 0.0% | 0.0% | 0.0% | 0.0% | 1.7% |
| Nonbinary | 0.0% | 0.0% | 0.0% | 0.0% | 0.4% |
| Trans | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| Woman | 27.7% | 36.6% | 43.2% | 35.5% | 54.9% |
| Other Identity | -- | -- | -- | -- | 0.1% |
| Unknown | 67.7% | 55.3% | 47.2% | 57.1% | 6.4% |
| Total Number | 195 | 161 | 176 | 177 | 18,229 |

NOTE: Employee data is sourced from Workday and the student (credit only) annual headcount data from the MCC Data Warehouse.

Appendix D: Workforce Demographics

| Miracosta College Gender Identity Comparison | | | | | |
|---|------------|------------|------------|--------------------|---------------|
| Technical/Paraprofessional | | | | | |
| Gender Identity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students |
| Genderqueer/Nonconforming | 0.0% | 0.3% | 0.9% | 0.4% | 0.2% |
| Man | 5.6% | 14.5% | 18.4% | 11.8% | 36.2% |
| Multiple Gender Identities | 0.0% | 0.0% | 0.2% | 0.1% | 1.7% |
| Nonbinary | 0.2% | 0.6% | 1.1% | 0.6% | 0.4% |
| Trans | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Woman | 9.2% | 22.8% | 27.9% | 18.4% | 54.9% |
| Other Identity | -- | -- | -- | -- | 0.1% |
| Unknown | 85.0% | 61.8% | 51.2% | 68.7% | 6.4% |
| Total Number | 606 | 325 | 441 | 457 | 18,229 |

NOTE: Employee data is sourced from Workday and the student (credit only) annual headcount data from the MCC Data Warehouse.

| Miracosta College Gender Identity Comparison | | | | | |
|---|-----------|-----------|-----------|--------------------|---------------|
| Service/Maintenance | | | | | |
| Gender Identity | 2020-21 | 2021-22 | 2022-23 | Three-Year Average | MCC Students |
| Genderqueer/Nonconforming | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% |
| Man | 34.9% | 37.8% | 35.3% | 30.6% | 36.2% |
| Multiple Gender Identities | 0.0% | 0.0% | 0.0% | 0.0% | 1.7% |
| Nonbinary | 0.0% | 0.0% | 0.0% | 0.0% | 0.4% |
| Trans | 0.0% | 0.0% | 0.0% | 0.4% | 0.1% |
| Woman | 25.6% | 35.6% | 39.2% | 7.1% | 54.9% |
| Other Identity | -- | -- | -- | -- | 0.1% |
| Unknown | 39.5% | 26.7% | 25.5% | 61.9% | 6.4% |
| Total Number | 43 | 45 | 51 | 43 | 18,229 |

NOTE: Employee data is sourced from Workday and the student (credit only) annual headcount data from the MCC Data Warehouse.

Appendix E: Limitations in the Data Regarding Gender Identity

As an institution committed to racial and social justice in promoting equal employment and opportunity, we recognize the importance of accurate and comprehensive data in assessing and addressing inclusion, diversity, equity, and accessibility. It is essential to acknowledge the limitations in receiving external data sources (e.g. some federal and statewide data), particularly when restricted to binary gender categories (male and female). Data that adheres to a binary gender framework excludes individuals from nonbinary and gender non-conforming identities. The omission of these identities undermines our commitment to recognizing and respecting the diversity of gender identities and expressions within our community. Binary gender data does not provide a nuanced understanding of intersectionality, which is critical to developing effective strategies for equal employment and opportunity and oversimplifies the complex intersections of gender with other categories such as race, ethnicity, sexual orientation, and disability.

In light of these limitations, the college, and in particular the Equal Employment Opportunity Advisory Committee, are committed to implementing internal measures to gather additional data that is reflective of the diverse identities within our college community and developing strategies to ensure our processes and practices are inclusive and focused on supporting our historically marginalized communities.

Appendix F: Annual Written Notice to Community Organizations

Ability Links

<https://abilitylinks.org/search/job>

Affiliated Tribes of Northwest Indians

atni@atntribes.org

503.249.5770

<https://atntribes.org/contact-us/>

American Desi Society

AmericanDesiSociety@gmail.com

(209)266-3374

<https://www.americandesisociety.org/>

Asian Career Network

<https://www.acareers.net/>

Association of African American Educators San Diego

sandiegoaaa@gmail.com

(858) 859-2547

<https://www.aaesandiego.org/>

Black Career Network

<https://www.blackcareernetwork.com/>

Black Jobs

<https://www.blackjobs.com/>

California Association of Black Educators

conference@cabse.org

833-50-CABSE (22273)

<https://cabse.org/>

Carlsbad Educational Foundation

info@carlsbaded.org

(760) 929-1555

<https://carlsbaded.org/contact-us/>

Center Link

<https://www.lgbtcenters./Careers>

Fairy God Boss

<https://fairygodboss.com/employers>

Female Executive Search

<https://www.female-executive-search.com/>

Hispanic/Latino Professionals Association (HLPAA)

<https://jobs.hlpaa.com/employer-products/>

iHispano

<https://www.ihispano.com/>

Incluzion

<https://incluzion.co/>

Jewish Family Service

contact@picawa.org

(858) 637-3300

<https://www.jfssd.org/>

Campus Pride Jobs

info@campuspride.org

704-277-6710

<https://campuspride.jobs/>

LGBT Connect

<https://lgbtconnect.com>

Middle East Studies Association

secretariat@mesana.org

520 333-2577

<https://mesana.org/partner-organizations/category/affiliated-organizations>

National Council of Asian Pacific Americans

info@ncapaonline.org

(202) 706-6768

<https://www.ncapaonline.org/contact/>

National Foster Youth Institute

info@nfyi.org

(213) 221-1176

<https://nfyi.org/>

National Organization for Women

<https://now.org/>

(202) 628-8669

press@now.org

Native Congress of American Studies

<https://www.ncai.org/resources/job-listings>

LatPro

<https://www.latpro.com/c/>

North County LGBTQ Resource Center

info@ncresourcecenter.org

(760) 994-1690

<https://www.ncresourcecenter.org/contact>

Out & Equal

<https://outandequal.org/>

Pacific Islander Community Association of Washington

contact@picawa.org

206.686.5221

206.686.5221

Pink Jobs

<https://pink-jobs.com/about-us/>

Power 2 Fly

<https://powertofly.com/>

Recruit Disability

<https://www.recruitdisability.org/>

Native Hire

NativeHire.org

North County African American Women's Association

info@ncaawa.org

760.978.6534

<https://www.ncaawa.org/>

SDSU Latinx Resource Center

latinxresourcecenter@sdsu.edu

The California Wellness Foundation

(818) 702-1900

<https://www.calwellness.org/reentry-formerly-incarcerated-women/>

The Mom Project

www.themomproject.com

Recruit Military

<https://recruitmilitary.com/employers>

Romba

<https://reachingoutmba.org/romba-conference/>

Urban League San Diego County

619-266-6237

<https://www.sdul.org/>

Vet Jobs

<https://vetjobs.com/>

Annual Written Notice to Community Organizations

The MiraCosta Community College District endeavors to attract, hire, and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of our diverse student body and community. Support from organizations such as yours can strongly enhance the district's efforts to reach out to diverse populations to identify qualified applicants and assist our efforts in creating a climate of inclusion at MiraCosta College.

The MiraCosta Community College District is committed to ensuring that all qualified applicants for employment and employees have full and equal access to employment opportunity. As an Equal Opportunity Employer, the district has developed a comprehensive Equal Employment Opportunity Plan (Plan) that reflects the district's commitment to equal employment opportunity and outlines the active steps that ensure nondiscriminatory practices. The Plan contains the demographic makeup of the district's workforce population, analysis of applicant pools, and identifies methods used to support equal employment opportunity. Please visit the district's website at <http://www.miracosta.edu/administrative/hr/eeoac.html> to review the current Plan.

Current job openings are posted at <https://jobs.miracosta.edu>. You are also welcome to call the Human Resources Office directly at (760) 795-6854 for questions about current openings and/or application procedures. We hope that you will consider passing along this information to each of your members.

The MiraCosta Community College District values and appreciates your organization's partnership. We are confident that our relationship with your organization will assist us in developing a workforce that truly reflects our commitment to diversity and equal opportunity and properly serves our growing and diverse student population.

Appendix G: Annual Notice to Employees

The MiraCosta Community College District endeavors to attract, hire, and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of our diverse student body and community. We are committed to the principles of Equal Employment Opportunity and ensuring that all qualified applicants for employment and employees have full and equal access to employment opportunities, and are not subjected to discrimination.

As such, it is the goal of the district that all employees promote and support Equal Employment Opportunity because such a goal requires a commitment and contribution from every segment of the district. Individual participation is critical in ensuring the Plan's implementation and overall success.

In support of our commitment, an Equal Employment Opportunity Plan is maintained to ensure the implementation of Equal Employment Opportunity principles that conform to federal and state laws. The Plan contains the demographic makeup of the district's workforce population, analysis of applicant pools, and identifies methods used to support Equal Employment Opportunity. Please visit the district's website at <http://www.miracosta.edu/administrative/hr/eeoac.html> to review the current Plan.

Announcements for all job openings are emailed to all employees and we encourage you to forward that information to individuals you may know who meet the minimum qualifications.

Thank you for continuing to foster an inclusive environment that reflects the district's commitment to diversity and Equal Employment Opportunity and effectively serves our diverse student population.