

**Victor Valley College
Equal Employment Opportunity Plan**

December 10, 2024

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Plan Component 1: Introduction

The Victor Valley College District's Equal Employment Opportunity Plan demonstrates our unwavering commitment to advancing diversity, equity, inclusion, accessibility, and anti-racist initiatives to ensure equal employment opportunities for job applicants and employees. The plan supports the development and institutionalization of a student-centered, culturally competent learning environment that will allow the District to authentically serve a growing diverse student body.

The plan describes the District's purposeful action toward promoting equal employment opportunity and identifies key performance indicators that will foster an inclusive working and learning environment. The plan includes key strategies on equity-mindedness and legal compliance in pre-hiring, hiring, and post-hiring policies and practices pursuant to the applicable Title 5 regulations of the California Code of Regulations (Sections 5300 et seq.). The plan incorporates a data driven analysis of the demographics of the District's workforce. The plan contains the compliance procedures for Title 5 provisions as well as unlawful discrimination. The plan establishes the creation of an Equal Employment Opportunity Advisory Committee to promote understanding and support of the policies and procedures of the District's EEO Plan in compliance with state and federal regulations and guidelines.

Mission:

Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.

Values:

Excellence: providing superior service and educational learning opportunities

Integrity: guiding the college's actions with an internally consistent framework of principles

Accessibility: facilitating access to the college's programs from other locations

Diversity: valuing different points of view and contributions of all

Collaboration: encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal

Innovation: providing creative approaches to learning, problem solving, and growth

Vision:

- Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.
- Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.
- Embrace differences in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.
- Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.
- Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

Goals:

Fiscal Stability: the College's financial resources will remain sufficient to support quality programs and services, and the ongoing improvement of all college operations.

Student Success: the College's courses, programs, and support services advance student success.

Accreditation Recommendations: all recommendations from the ACCJC will be fully addressed to reaffirm and maintain the College's accreditation status.

Image: the College's reputation among High Desert residents will be that of a quality institution of higher education.

Plan Component 2: Definitions

[Title 5, § 53001]

Adverse Impact: Statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a selection process will not constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

Antiracism: Powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.

Ally: Person in a dominant position of power actively working in solidarity with individuals that do not hold the same power, or that do not share a social identity with the goal being to end oppressive systems and practices.

Appeal: Request in writing made by a complainant to Victor Valley College District's Governing Board pursuant to Title 5, section 59338, and/or to the California Community Colleges Chancellor's Office pursuant to Title 5, section 59339, to review the administrative determination of the District regarding a complaint of unlawful discrimination.

Bias: Inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group that are grounded in stereotypes and prejudices.

Color Blindness: Racial ideology assumes the best way to end prejudice and discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This ideology is grounded in the belief that race-based differences do not matter and should not be considered for decisions, impressions, and behaviors. However, the term "colorblind" de-emphasizes, or ignores, race and ethnicity, which are a large part of one's identity and lived experience. In doing so, it perpetuates existing racial inequities and denies systematic racism.

Cultural Competence: Ability to honor and respect the beliefs, languages, interpersonal styles, and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from cultures other than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.

Discrimination: Unequal treatment of members of various groups based on race, ethnicity, gender, sex, social class, sexual orientation, religion, national origin, age, physical/mental abilities, and other categories that may result in disadvantages and differences in the provision of goods, services, and/or opportunities.

Diversity: Ways in which people differ, including but not limited to, race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Further, it includes an understanding of differences in order to move beyond tolerance and embrace and celebrate the richness of our differences.

Ethnicity: Category of people who identify as a social group based on a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language, and/or religious traditions.

Ethnic Group Identification: Individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

Equality: Condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.

Equity: 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.

Equal Employment Opportunity: Condition under which 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 the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

- (1) identifying and eliminating barriers to employment that are not job related; and
- (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

Equal Employment Opportunity Plan: Written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

Equal Employment Opportunity Programs: Methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring, and taking additional steps consistent with the requirements of section 53006.

Equity-Minded: Schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

Gender Identity: One's internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).

Inclusion: Practice or policy of authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Implicit Bias: Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are contrary to one's conscious or declared beliefs.

Intersectionality: Acknowledgement that within groups of people with a common identity, whether it be gender, sexuality, religion, race, or one of the many other defining aspects of identity, there exist intragroup differences. Each individual's experience within the social structure is slightly differently due to the intersection of their identities and overlapping oppressions. Sweeping generalizations about the struggle or power of a particular social group fail to recognize that individuals in the group also belong to other social groups and may experience other forms of marginalization. Unfortunately, institutions and social movements based on a commonly shared identity tend to disregard the presence of other marginalized identities within the group.

Marginalized/Marginalization: Process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized (groups) have restricted access to resources like education and healthcare for achieving their aims.

Microaggressions: Brief, commonplace verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.

Minoritized: Process of “minoritization” whereby individuals are afforded less power and representation based on their social identities. These social identities, such as race and ethnicity, are socially constructed concepts that are created and accepted by society. They are used to minoritize individuals in specific environments and institutions that sustain an overrepresentation of Whiteness and subordinate other groups.

Monitored Group: those groups identified in section 53004(b) for which monitoring, and reporting is required pursuant to section 53004(a).

Person with a Disability: any person who:

- (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities
- (2) has a record of such an impairment; or
- (3) is regarded as having such an impairment.

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

Projected Representation: Percentage of people from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.

Race: Social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.

Reasonable Accommodation: Efforts made on the part of the District in compliance with Government Code section 12926.

Responsible District Officer: Person identified by the District as the person responsible for receiving and coordinating investigations of complaints of unlawful discrimination filed with the Chancellor's Office pursuant to Title 5, section 59328.

Screening or Selection Procedure: A measure, combination of measures, or procedure used as a basis for an employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

Underrepresented group: 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 in the job category.

Plan Component 3: Policy Statement

[Education Code, § 87106, et seq.]

The District's Board of Trustees aligns with the California Legislature and Board of Governors' commitment to Diversity, Equity, Inclusion, Access, and Antiracism in community colleges. The Board of Trustees acknowledges that diversity enhances academic excellence and global preparation, as well as promotes mutual respect and understanding in the community. The District welcomes diverse applicants and ensures that they are provided with an equal opportunity for employment.

The District is obligated to recruit, hire, and retain culturally competent administrators, faculty, and staff members that prioritize student success. Diversity, equity, inclusion, access, and antiracism are guiding principles in creating a welcoming environment that fosters cultural awareness, promotes mutual understanding and respect, and provides role models for all students. The Board of Trustees is committed to supporting recruitment activities that are intentional, professional development opportunities that are meaningful, and instructional processes that support the goals of equal opportunity, equity, and diversity by providing equal consideration for all qualified candidates including but not limited to federally and state protected class, race, color, national origin, disability (mental and physical, including HIV/AIDS, cancer, and genetic characteristics), ancestry, sex/gender (includes pregnancy, childbirth, breastfeeding and/or related medical conditions), gender identity, gender expression, sexual orientation, religion (includes religious dress and grooming practices), age (over 40), marital status, medical condition (genetic characteristics, cancer or a record or history of cancer), military or veteran status, and genetic information.

Plan Component 4: Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan

[Title 5, § 53003(c) (l) and 53020]

Victor Valley College takes purposeful action to promote and implement the principles of equal employment opportunity. The District will enact a comprehensive program that will inform policies and procedures on pre hiring, hiring, and post hiring.

The District will provide access to employment, educational services and programs without regard to race, color, ethnicity, national origin, ancestry, religious creed, age, sex/gender, gender identity, gender expression, medical condition, pregnancy, sexual orientation, marital status, physical/mental disability, genetic information, or military/veteran status.

The creation, implementation, and enforcement of the District's Equal Employment Opportunity Plan is a shared responsibility. The plan identifies the following stakeholders:

A. Board of Trustees

The Board of Trustees is responsible for ensuring that measurable progress is made towards the Equal Employment Opportunity practices, procedures and policies outlined in the plan. These responsibilities include:

1. Adopting an EEO plan that follows the provisions of the California Code of Regulations.
2. Designating an Equal Employment Opportunity Officer to oversee the day-to-day implementation of the requirements set forth in this subchapter.
3. Ensuring the plan is developed in collaboration with the District's Equal Employment Opportunity Advisory Committee.
4. Requiring that all changes to the plan be reviewed and adopted by the Board of Trustees every three years. All changes to the plan will be submitted to the State Chancellor's Office at least 90 days prior to the Board of Trustee's adoption of the revised plan.

B. Superintendent/President

The Board of Trustees delegates the responsibility for ongoing implementation of the plan and for providing leadership in support of the District's equal employment opportunity policies and procedures and programs to the Superintendent/President. The Superintendent/President shall advise Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on implementation of the plan. The Superintendent/President shall evaluate administrators who report directly to him/her/them on the work they have done in their respective areas to support the plan.

C. Equal Employment Opportunity Officer

The District has designated the Vice President of Human Resources as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the plan. If the Equal Employment Opportunity Officer should change before this plan is revised, the District will notify employees and applicants for employment. The Equal Employment Opportunity Officer is responsible for administering, implementing, and monitoring the plan and for assuring compliance with the requirements of Title 5, Sections 53000 et seq. The Equal Employment Opportunity Officer, or their designee, is also responsible for: (1) receiving complaints filed pursuant to Section 53026 of the California Code of Regulations as described in Plan Component 6; (2) for ensuring that such complaints are promptly and impartially investigated; and (3) for ensuring that applicant pools and selection procedures are properly monitored as required by the plan.

D. Equal Employment Opportunity Advisory Committee

The District will establish and maintain an Equal Employment Opportunity Advisory Committee to assist the District in developing, implementing, and revising the plan. The committee shall be composed of a diverse membership. The committee will act as an advisory body to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of Equal Employment Opportunity policies and procedures in compliance with state and federal regulations and guidelines. The committee will monitor equal employment opportunity progress and provide suggestions for revisions to the plan as appropriate. The committee shall receive training in all of the following:

1. Requirements of state and federal nondiscrimination laws
2. Identification and elimination of bias in hiring
3. Educational benefits of workforce diversity
4. Role of the committee in carrying out the District's EEO Plan

E. Agents of the District

Any organization or employee of the District, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel, is considered an agent of the District and is subject to all the requirements of this *plan* and will be given a copy of it.

F. Good Faith Effort

The District will make a good faith effort to comply with all the requirements of the plan.

Plan Component 5: EEO Advisory Committee

[Title 5 § 53005]

The District's EEO Advisory Committee assists in developing, implementing, and revising the plan. In accordance with Administrative Procedure 1201: *Participatory Governance Structure & Responsibilities*, the committee will be comprised of one member of the faculty appointed by the Academic Senate President, one member of the classified staff appointed by the CSEA Union President, one member appointed by the Management Team, one student recommended by the ASB President. Committee members are expected to be constituent representatives in addition to having a particular expertise or skill set. Additional members from Human Resources and Institutional Research will be appointed by the Superintendent/President. In addition, the Superintendent/President may also approve members that are representatives from local businesses and industry as well as from diverse community groups such as NAACP, chambers of commerce, and city council(s).

The committee acts as an advisory body to the District's EEO officer and the District as a whole to promote understanding and support of the Equal Employment Opportunity policies and procedures of the District's EEO Plan in compliance with state and federal regulations and guidelines. The committee may work in tandem with other groups on campus to sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity. The committee makes recommendations on a process for ensuring all District employees who participate on a selection committee receive training; makes recommendations on a process for gathering information and periodic longitudinal analysis of the District's employees and job applicants; makes recommendations on a process for utilizing data to determine whether monitored groups are underrepresented within the District's job categories; makes recommendations on the adoption of methods for addressing under representation among job applicants and employees.

Equal Employment Opportunity Officer or designee shall train the advisory committee on equal employment compliance and the *Plan* itself. The advisory committee shall include a diverse membership with a charter set to maintain a diverse membership. If the District has been unable to attract diverse members to serve on the committee, it will document what efforts were made to do so.

Each year, the committee will be initially convened and chaired by the Equal Employment Officer. Voting members' term limit shall be for two years. The Victor Valley College Diversity Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the governing board, the Superintendent/President, and the Equal Employment Opportunity Officer.

Plan Component 6: The Procedure for Filing Complaints Pursuant to Section 53026
[Title 5, § 53003 (c) (2), 53026 and 59300 et seq.]

The procedure for filing complaints pursuant to title 5, Section 53026 is specified in Administrative Procedure 3435, Discrimination and Harassment Complaints and Investigations. This procedure will be used for EEO and discrimination complaints.

NOTE: Administrative Procedure (AP) 3435: *Discrimination and Harassment Complaints and Investigations* is in development. In the interim, refer to the District's current complaint procedures located on District's website.

Plan Component 7: The Process for Notifying All District Employees of the Provisions of the EEO Plan and District Policy Statement

[Title 5, § 53003(c)(3)]

The plan and any subsequent revision to the plan will be distributed to the District's Governing Board and all employees. The plan will be available on the District's website.

The Human Resources Department will provide all new employees with a copy of the plan. Each year, the District will send a copy of the plan to all employees by email, including a written summary of the provisions of the plan. This annual notice will emphasize the importance of the employee's participation and responsibility in ensuring the plan's implementation.

To ensure the Equal Employment Opportunity policy statement and plan reaches the students, the policy statement will be included in the college catalog and class schedule.

Plan Component 8: The Process for Ensuring that District Employees Who Participate on Screening or Selection Committees Receive Training

[Title 5, § 53003 (c) (4)]

Section 53024 (e) provides that, “screening committees shall include a diverse membership to ensure a variety of perspectives are included in the assessment of applicants”. To the extent possible, constituent groups tasked with appointing committee members will incorporate diversity, equity, inclusion, and accessibility into their appointment criteria. If additional diversity is needed on a committee, the Equal Employment Opportunity Officer may seek to remedy in conjunction with the Superintendent/President, appointing parties and/or hiring chair to infuse nondiscrimination and equity best practices into hiring processes and training(s).

Any individual that is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (Section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District’s Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; and the value of a diverse workforce. Persons serving in the above capacities will be required to receive training. The Equal Employment Opportunity Officer or designee is responsible for providing the required training.

The District will track and monitor individuals who have been trained. The District will establish a practice that training must be updated every two years after the committee member’s initial training.

The District will review, plan, and implement training(s) for conducting in-person and online interviews to ensure compliance with Title 5 regulations on Equal Employment Opportunity; the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; and the value of a diverse workforce.

The District will offer at least two training sessions per year for new and returning Fair Employment Representatives (FERs).

PLAN COMPONENT 9: THE PROCESS FOR PROVIDING ANNUAL WRITTEN NOTICE TO COMMUNITY-BASED AND PROFESSIONAL ORGANIZATIONS
[Title 5, § 53003 (c) (5)]

The Equal Employment Opportunity Officer or designee shall make a concerted effort to distribute an annual written notice to appropriate community-based and professional organizations concerning the plan. The notice 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. The notice will also include the internet address where the District advertises its job openings and the HR department contact information to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, especially for underrepresented populations.

Standard Advertising Sources:

- Academic Careers
- A2MEND
- Academic Jobs Today
- ACCCA
- Adjunct Professor Jobs
- All Higher Ed
- Asians In Academia
- APAHE
- Blacks In Academia
- CalJobs
- COLEGAS
- CCC Registry
- Dean Positions
- Disabled In Academia
- Edjoin
- Faculty Jobs
- Higher Ed Jobs
- Higher Ed Women
- Hispanics In Academia
- Indeed
- LGBT In Academia
- Native Americans In Academia
- PhD Jobs
- President Jobs
- Science Positions
- Veterans In Academia

Supplemental (by request) Advertising Sources:

- Adzuna
- ANA
- Cal JobsAvailable
- Chronicle
- CPOA
- Dice
- Educause
- Government Jobs
- HCareers
- Indeed
- Inside Higher Ed
- Jobs 2 Careers
- Linked-In
- Military Job
- Monster
- NENA
- Philanthropy
- Philanthropy News Digest
- Recruiters
- Science Careers
- Talent
- Upward Careers
- Zip Recruiter

Plan Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants
[Title 5, § 53003 (c)(6)]

Staff from the District's Human Resources Department and Institutional Effectiveness and Research Department will complete the Chancellor's Office Vision Resource Center's training modules on longitudinal data analysis. The District will annually review workforce composition and will monitor diverse applicants for employment. The District will provide data needed for all reports required by this plan, including reports that would be used to determine whether any monitored groups are underrepresented pursuant to Title 5, section 53006.

For purposes of the data collection and report required by Title 5, each applicant or employee will be afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, their disability. Persons may designate as many ethnicities as they identify with, but per section 53004, will have one primary ethnic group for reporting purposes.

The monitored groups for gender will be male, female, or nonbinary. Ethnicity monitored groups will be evaluated according to Federally and State recognized ethnicity groups such as African American/Black, Hispanic/Latinx, Asian/Pacific Islander, American Indian/Alaska Native, and White or Other.

The Plan will be reviewed at least every three years and, if necessary, revised based on an analysis of various data points such as; ethnic group identification, gender, disability, composition of current workforce (employees), and applicants. The annual survey of employees will be reported to the Chancellor's Office utilizing the following job categories:

1. Classified Professionals
2. Full-Time Faculty
3. Part-Time Faculty
4. Management (Executive/Administrative)

Process for Gathering Data

The Human Resources Department will compile applicant pool data from the applicant tracking system. Data will be disaggregated by applicants that completed an application and met the minimum qualifications of the position to those that are selected for committee level interviews and then final level interviews. The data on new hires, defined as any persons that were hired in the last academic year will also be compiled from the employee records in the HRIS system. The Institutional Effectiveness and Research Department will work closely with Human Resources to pull the data and perform an analysis of applicants and employees. The District recently conducted Diversity in Hiring data analysis from July 2021 – June 2023. Please see the most recent longitudinal data in attachment (B).

Table 1: Voluntary Demographic Data Question

Employment Application

The following information is voluntary and strictly confidential. Victor Valley College values diversity and equal employment opportunity. We respectfully request that you complete this information to be utilized in evaluation of the District's recruitment and hiring practices, as well as completing state and federal reporting. This information will not be used in any way to affect your employment or to make employment decisions. This information will be separated from your application package and will not be seen by the selection committee, hiring authority or Board of Trustees.

01 What is your gender?

- Male
- Female
- Nonbinary
- Decline to state

02 What is your race/ethnicity?

- Hispanic or Latino
- White (Not Hispanic or Latino)
- Black or African American (Not Hispanic or Latino)
- Native Hawaiian or Pacific Islander (Not Hispanic or Latino)
- Asian (Not Hispanic or Latino)

Plan Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories

The EEO Officer will work with Human Resources, Institutional Effectiveness and Research and the EEO Advisory Committee to identify trends and use data analytics to improve pre hiring, hiring, and post hiring processes and outcomes. The EEO/Diversity Advisory Committee will review applicant data samples from the pool to evaluate the status of monitored groups with respect to representation within District employment categories. If monitored groups are identified as underrepresented, the EEO Officer may designate those specific job categories to go under review for job postings, assessments, and interview procedures. Additional remedies may include training opportunities initiated by the EEO Officer to increase awareness of implicit bias and the value of hiring diverse candidates including those from underrepresented groups.

The District recognizes that multiple approaches are appropriate to fulfill its mission to ensure equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals are able to compete for new and promotional positions and all employees are able to enjoy the benefits of employment with the District.

Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, the free expression of ideas, and is inclusive to all persons, including those with disabilities, from various ethnicities and races and other groups protected from discrimination.

The District will utilize and analyze data by deploying the 80% Rule Analysis. The EEO data will analyze monitored groups in each of the job categories and their representation in relation to regional and US Census data. Upon findings of underrepresentation, the following methodology will be deployed to resolve findings:

- Analyze District longitudinal data and determine which monitored group is adversely impacted
- Conduct a holistic analysis of findings and review with the EEO Advisory Committee and/or District stakeholders to develop and assess new strategies
- Examine past practices and disrupt any persistent patterns that perpetuate adverse impact.
- Deploy evidence-based research proven DEIA efforts to mitigate longitudinal data findings for underrepresented groups with a particular focus on professional development, recruitment, and retention efforts.
- Continuously monitor and evaluate progress towards diversity of applicant pool.
- Assess all necessary and relevant recruitment methods such as the use of preferred and required qualifications on job announcements and class descriptions to ensure a commitment to DEIA and antiracist efforts.

Based upon the aforementioned points the District has collected data on underrepresented populations and determined the following:

1. Hispanics are underrepresented among faculty and Executive, Administrative, and Managerial positions.
2. White non-Hispanics are underrepresented in Executive, Administrative, and Managerial positions.
3. Among Classified, Males, Asian/Pacific Islanders, and Hispanics are underrepresented.

VVC Workforce (EB 2019-20) Data:

#VVC Workforce (EB 2019-20)	# in Category	#Female	#Male	#American Indian/Alaskan Native	#Asian/Pac Is	#Black/African American	#Hispanic	#White Non-Hispanic	
VVC Workforce - All	1030	519	511	11	53	84	183	516	
VVC Workforce - Clerical/Secretarial	93	85	8	0	2	13	28	35	
VVC Workforce - Executive, Administrative, and Managerial	27	15	12	0	2	4	1	5	
VVC Workforce - Faculty	779	357	422	7	42	59	129	423	
VVC Workforce - Instruction / Research Assistants	2	1	1	0	0	0	1	1	
VVC Workforce - Professional (Non-Faculty)	57	35	22	3	3	2	6	25	
VVC Workforce - Service / Maintenance	27	6	21	0	0	5	5	9	
VVC Workforce - Skilled Crafts	6	0	6	0	0	0	1	3	
VVC Workforce - Technical / Paraprofessional	39	20	19	1	4	1	12	15	
%VVC Workforce (EB 2019-20)	% of Category	%Female	%Male	%American Indian/Alaskan Native	%Asian/Pac Is	%Black/African American	%Hispanic	%White Non-Hispanic	
VVC Workforce - All	100.00%	50.39%	49.61%	1.07%	5.15%	8.16%	17.77%	50.10%	
VVC Workforce - Clerical/Secretarial	9.03%	91.40%	8.60%	0.00%	2.15%	13.98%	30.11%	37.63%	
VVC Workforce - Executive, Administrative, and Managerial	2.62%	55.56%	44.44%	0.00%	7.41%	14.81%	3.70%	18.52%	
VVC Workforce - Faculty	75.63%	45.83%	54.17%	0.90%	5.39%	7.57%	16.56%	54.30%	
VVC Workforce - Instruction / Research Assistants	0.19%	50.00%	50.00%	0.00%	0.00%	0.00%	50.00%	50.00%	
VVC Workforce - Professional (Non-Faculty)	5.53%	61.40%	38.60%	5.26%	5.26%	3.51%	10.53%	43.86%	
VVC Workforce - Service / Maintenance	2.62%	22.22%	77.78%	0.00%	0.00%	18.52%	18.52%	33.33%	
VVC Workforce - Skilled Crafts	0.58%	0.00%	100.00%	0.00%	0.00%	0.00%	16.67%	50.00%	
VVC Workforce - Technical / Paraprofessional	3.79%	51.28%	48.72%	2.56%	10.26%	2.56%	30.77%	38.46%	

VVC Workforce – Overall Data:

VVC Workforce - Overall		Overall Total #	# in Category	% in Category	Composite Availability Rate	# Expected Based on Rate	80% Rule	Binomial Exact*	StdDev**	Shortfall***	
	Female	1030	519	50.4%	49.6%	511	102%	0.698	0.011	n/a	Female
	Male	1030	511	49.6%	43.6%	449	114%	1.000	0.088	n/a	Male
	American Indian/ Alaskan Native	1030	11	1.1%	0.5%	5	204%	0.991	n/a	n/a	American Indian/ Alaskan Native
	Asian/Pac Is	1030	53	5.1%	5.3%	54	98%	0.465	0.002	-1	Asian/Pac Is
	Black/ African American	1030	84	8.2%	7.0%	72	117%	0.936	0.017	n/a	Black/ African American
	Hispanic	1030	183	17.8%	37.8%	390	47%	0.000	0.280	-207	Hispanic
	White Non-Hispanic	1030	516	50.1%	6.5%	67	774%	1.000	0.686	n/a	White Non-Hispanic

VVC Workforce – Faculty Data:

VVC Workforce - Faculty		Overall Total #	# in Category	% in Category	Composite Availability Rate	# Expected Based on Rate	80% Rule	Binomial Exact*	StdDev**	Shortfall***	
	Female	779	357	45.8%	45.1%	351	102%	0.668	0.010	n/a	Female
	Male	779	422	54.2%	40.4%	314	134%	1.000	0.201	n/a	Male
	American Indian/ Alaskan Native	779	7	0.9%	0.4%	3	228%	0.987	n/a	n/a	American Indian/ Alaskan Native
	Asian/Pac Is	779	42	5.4%	4.7%	36	116%	0.854	0.010	n/a	Asian/Pac Is
	Black/ African American	779	59	7.6%	5.6%	44	135%	0.991	0.028	n/a	Black/ African American
	Hispanic	779	129	16.6%	26.3%	205	63%	0.000	0.135	-76	Hispanic
	White Non-Hispanic	779	423	54.3%	25.9%	202	209%	1.000	0.417	n/a	White Non-Hispanic

VVV Workforce – Executive, Administrative, Managerial Data:

VVC Workforce - Executive, Administrative, Managerial	Overall		% in	Composite Availability Rate	# Expected Based on Rate	80% Rule	Binomial Exact*	StdDev**	Shortfall***	
	Total #	# in Category	Category							
Female	35	15	42.9%	45.1%	16	95%	0.463	n/a	-1	Female
Male	35	12	34.3%	40.4%	14	85%	0.290	n/a	-2	Male
American Indian/ Alaskan Native	35	0	0.0%	0.4%	0	n/a	n/a	n/a	n/a	American Indian/ Alaskan Native
Asian/Pac Is	35	2	5.7%	4.7%	2	123%	0.778	n/a	n/a	Asian/Pac Is
Black/ African American	35	4	11.4%	5.6%	2	204%	0.956	n/a	n/a	Black/ African American
Hispanic	35	1	2.9%	26.3%	9	11%	0.000	n/a	-8	Hispanic
White Non-Hispanic	35	1	2.9%	25.9%	9	11%	0.000	n/a	-8	White Non-Hispanic

VVC Workforce – Else Data:

VVC Workforce - Else	Overall		% in	Composite Availability Rate	# Expected Based on Rate	80% Rule	Binomial Exact*	StdDev**	Shortfall***	
	Total #	# in Category	Category							
Female	399	147	36.8%	54.1%	216	68%	0.000	0.238	-69	Female
Male	399	77	19.3%	46.8%	187	41%	0.000	0.367	-110	Male
American Indian/ Alaskan Native	399	4	1.0%	0.7%	3	154%	0.879	n/a	n/a	American Indian/ Alaskan Native
Asian/Pac Is	399	9	2.3%	5.9%	23	38%	0.000	n/a	-14	Asian/Pac Is
Black/ African American	399	21	5.3%	8.3%	33	63%	0.012	n/a	-12	Black/ African American
Hispanic	399	53	13.3%	49.4%	197	27%	0.000	0.472	-144	Hispanic
White Non-Hispanic	399	88	22.1%	27.7%	111	80%	0.006	0.077	-23	White Non-Hispanic

Table 2: Summary of Recruitment data July 02,2022 – June 30, 2023

Date Range	July 01, 2022 - June 30, 2023						
Row Labels		Sum of Applied	Sum of Eligible	Sum of Referred	Sum of Interviewed	Sum of Offered	Sum of Hired
Asian (Not Hispanic or Latino)		41	0	0	0	0	0
Black or African American (Not Hispanic or Latino)		299	5	5	0	5	5
Decline to state		86	3	3	0	3	3
Hispanic or Latino		1164	22	22	0	21	21
Native American or Alaska Native (Not Hispanic or Latino)		16	0	0	0	0	0
Native Hawaiian or Pacific Islander (Not Hispanic or Latino)		34	0	0	0	0	0
Not Answered		0	0	0	0	0	0
Two or More Races (Not Hispanic or Latino)		118	4	4	0	4	4
White (Not Hispanic or Latino)		575	13	13	0	13	13
Grand Total		2333	47	47	0	46	46

Date Range	July 01, 2022 - June 30, 2023						
Row Labels		Sum of Applied	Sum of Eligible	Sum of Referred	Sum of Interviewed	Sum of Offered	Sum of Hired
Asian (Not Hispanic or Latino)		1.8%	0.0%	0.0%	#DIV/0!	0.0%	0.0%
Black or African American (Not Hispanic or Latino)		12.8%	10.6%	10.6%	#DIV/0!	10.9%	10.9%
Decline to state		3.7%	6.4%	6.4%	#DIV/0!	6.5%	6.5%
Hispanic or Latino		49.9%	46.8%	46.8%	#DIV/0!	45.7%	45.7%
Native American or Alaska Native (Not Hispanic or Latino)		0.7%	0.0%	0.0%	#DIV/0!	0.0%	0.0%
Native Hawaiian or Pacific Islander (Not Hispanic or Latino)		1.5%	0.0%	0.0%	#DIV/0!	0.0%	0.0%
Not Answered		0.0%	0.0%	0.0%	#DIV/0!	0.0%	0.0%
Two or More Races (Not Hispanic or Latino)		5.1%	8.5%	8.5%	#DIV/0!	8.7%	8.7%

White (Not Hispanic or Latino)	24.6%	27.7%	27.7%	#DIV/0!	28.3%	28.3%
Grand Total	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%

Table 3: Summary of Applicant Gender Demographics July 2021 – June 2023

Applicants: Gender

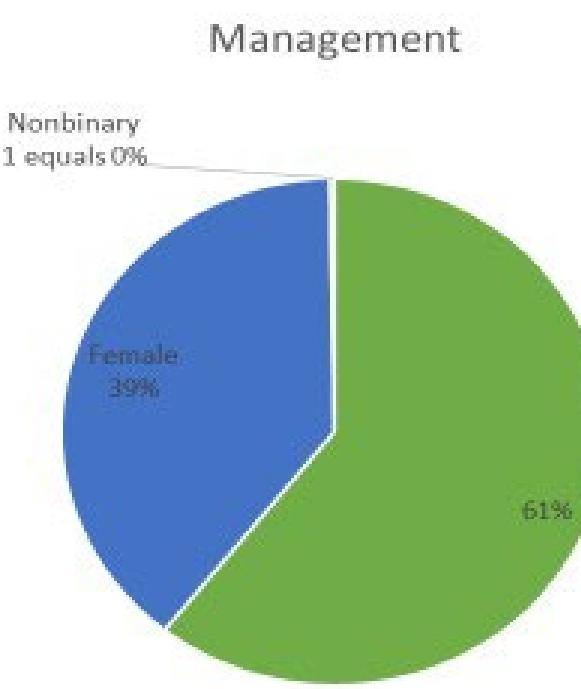
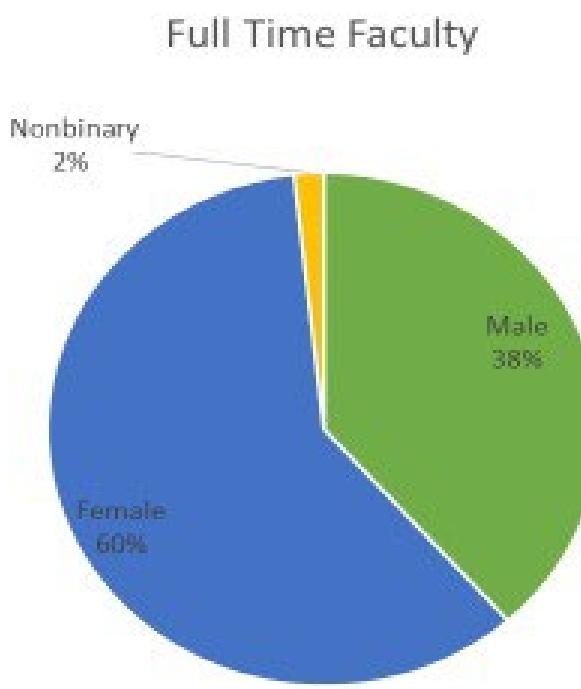
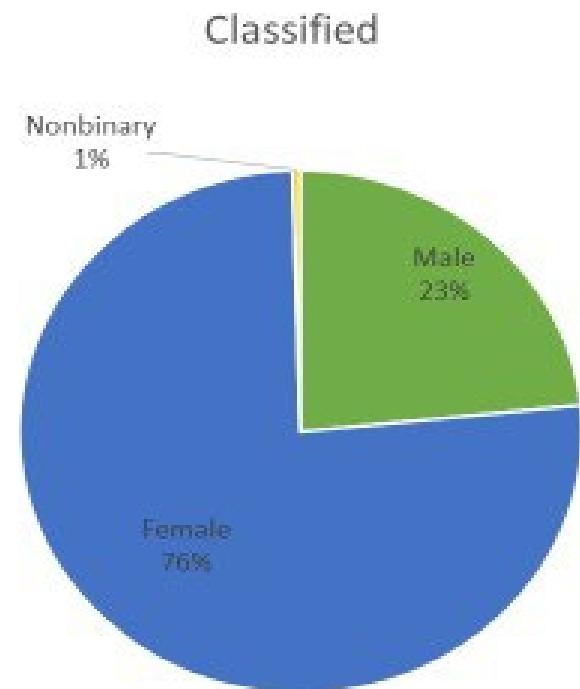
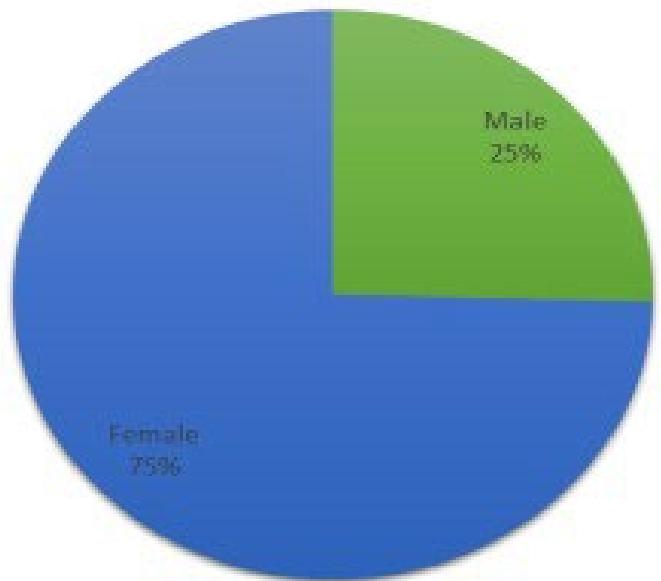


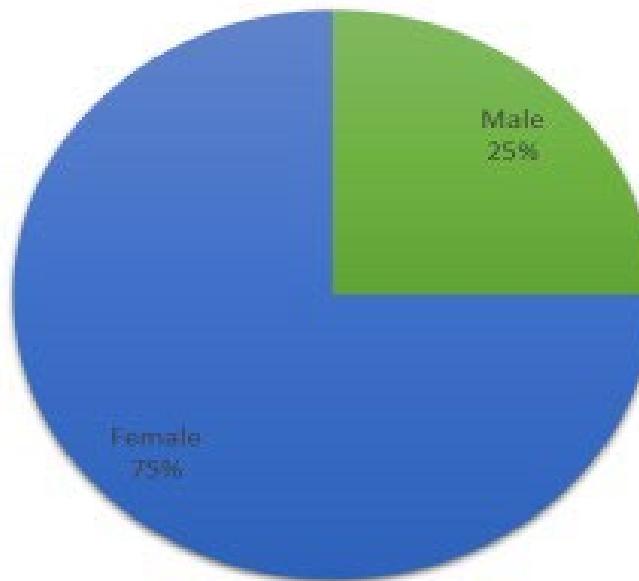
Table 4: Summary of New Hire Demographics July 2021 – June 2023

New Hires: Gender

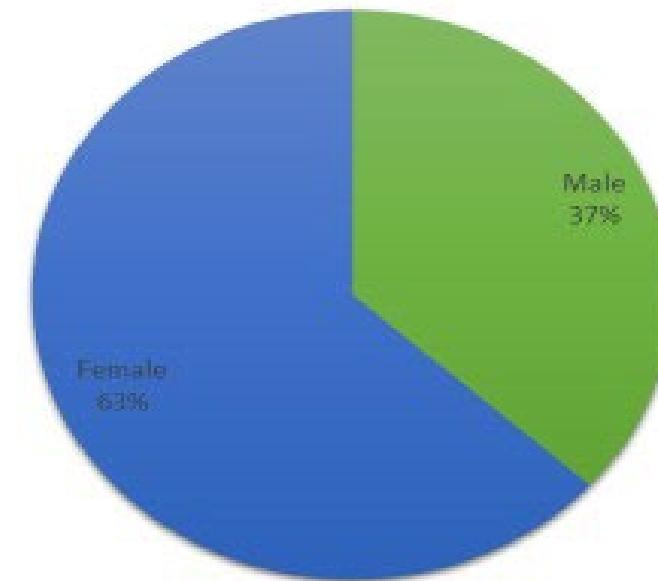
Classified



Full Time Faculty



Management



Plan Component 12: Methods for Addressing Underrepresentation

Title 5, Section 53003(c)(10) mandates that the EEO plan identify strategies for addressing underrepresentation. The District will continue to develop more inclusive and equitable recruitment strategies for all job applicants. The EEO officer is responsible for crafting methodologies to address any findings that identify underrepresented groups.

The Human Resources Department will annually survey the District's workforce composition and shall monitor applicants on an ongoing basis to evaluate the District's progress in implementing the plan, and to supply the data needed for the reports required by this plan, and to determine whether any monitored group is underrepresented.

The District will use these methods to address those populations that are adversely impacted and underrepresented. From job descriptions and job applications to committee screening candidate interviews, increasing the number of persons from any monitored group that apply for positions and compete in the selection process is an expected outcome of the plan. The EEO Advisory Committee will convene regularly to assess these strategies in order to make recommendations for changes and improvements to the plan.

The District will initiate the following strategies to address underrepresentation:

Pre-Hiring:

1. For any job category where ongoing underrepresentation exists, the District will apply the following pre-hiring strategies pursuant to Title 5, section 53024.1(d)
 - a. Provide comprehensive training on Diversity Equity, Inclusion, Access and Antiracism concepts to EEO Advisory Committee, hiring managers, department chairs, and selection committees
 - b. Develop a method by which selection committees can review longitudinal demographic data for applicants and hires for positions in their department or office.
 - c. Update training and professional development modules to include concepts from the definitions section of this plan
2. Highlight the District's commitment to diversity and equal employment practices in publications including electronic media pursuant to section (53024.1(j)).
 - a. Hispanics/Latinx are underrepresented among faculty (full time tenure track) and Executive, Administrative, and Managerial positions. The District will budget advertising costs for Hispanic/Latinx focused job boards and conferences such as COLEGAS and HACU which represent more than 500 colleges and universities in the United States, Latin America, Spain, and school districts throughout the U.S.
 - b. Asian Pacific Islanders, specifically males, are underrepresented among classified staff. The District will budget advertising costs for Asian Pacific Islander focused job boards and organizations such as Asian Pacific Islanders in Higher Education (APAHE) According to their website, APAHE is dedicated to enhancing the educational opportunities for Asian and Pacific American students; promoting and supporting the hiring, retention, and advancement of qualified Asian and Pacific American faculty, staff, and administrators; and creating a better understanding of issues in the public affecting Asian and Pacific Americans in higher education
 - c. Collaborate with the Association of California Community College Administrators (ACCCA), who according to their website is the foremost member-supported professional organization for administrators and managers of California's community college campuses.

- d. Participate in recruitment and outreach events; local job fairs, regional job fairs through the CCC registry, conferences hosted by organizations that represent the same underrepresented groups that have been identified in the District's workforce such as the COLEGAS, APAHE and HACU.

Hiring:

- The District's Administrative Procedure on Recruitment and Hiring Procedures will be reviewed every two years by Human Resources and the EEO Advisory Committee.
- Human Resources in consultation with the unions and Academic Senate will maintain updated job descriptions and job announcements pursuant to section 53024.1(f)
- EEO Advisory committee will develop a method to incorporate longitudinal analysis of applicant pools and new hires into the selection committee process.

Post Hiring:

Conduct campus climate surveys pursuant to section 53024.1(a)

- Develop and disseminate annual survey with input from the EEO Advisory Committee and campus stakeholders.
- Utilize employee exit data collected by Human Resources to formulate new and more targeted questions on climate surveys
- Create methods to assess employees' alignment with the District's core value of diversity through the use of climate surveys.

Conduct exit interviews & use this information pursuant to section 53024.1(b)

- Human Resources to perform analysis of exit data and share aggregate results with the EEO Advisory Committee and campus stakeholders
- Human Resources to provide feedback to managers on exit data

Professional development, mentoring, support, and leadership opportunities for new employees pursuant to section 53024.1(e)

- Review and revise curriculum for new faculty to incorporate DEIAA elements in modules in partnership with the Dean of Professional Learning, Faculty Professional Development Coordinator and the Employee Professional Development Committee.
- Conduct pre and post surveys for participants who attend the new part time faculty orientation and new faculty institute.
- Review survey data from participants of the part time faculty orientation and the new faculty institute
- Assess impact and redesign curriculum for new faculty institute.
- Incorporate findings in new cohort with additional data gathered in post surveys.

Plan Component 13: Selection of Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation (Multiple Methods Integration)

In development for the period of this plan.

Appendix A:

EEO *Plan* Component 13

District & College Activities

Demonstrating On-Going Commitment to EEO/Employment Diversity

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Provide training to employees, students & trustees. *This applies if you are planning training that goes beyond mandatory training for hiring committees. (53024.1(d))	Human Resources EEO Advisory Committee selection committees Board of Trustees	Y1: Research training modules and conduct a needs assessment amongst current employees including EEOAC and Board. Review and update current trainings and professional development modules. Y2: Develop training for EEOAC and Board with latest understanding of DEIA and antibias and antiracism training. Analyze effectiveness professional development training. Y3: Create district wide professional development content curated around DEIAA and anti-bias training for college community. Analyze effectiveness and impact of job postings and professional development training.	Partner with Institutional Effectiveness and Research to gather post training surveys to track impact such as knowledge gained and implemented from trainings. Conduct campus wide needs assessment for types of training needed for selection committees.
Convey in publications and website the district's commitment to diversity & EEO. (53024.1(j))	HR EEO Advisor y Committee Office of Instruction	Y1: Review current district commitment to diversity by conducting a SWOT analysis with relevant stakeholders. Y2: Deploy recommended updates in alignment with the most up to date DEIAA in job postings and web content. Y3: Analyze impact and secure funding for participation in professional development opportunities, conferences, and workshops that promote and enhance diversity such as Puente, Umoja, A2mend, APAHI, Colages, and other known statewide leaders.	Y1: Use employee survey responses in partnership with office of HR to have focus groups provide feedback including all employee groups faculty, classified professionals, administrators, and students. Y2-Y3: Publish in all relevant web pages
HIRING			
Maintain updated job descriptions and job announcements. (53024.1(f))	EEO Advisory Committee Human Resources		Y1. Collaborate with campus stakeholders to assess DEIA concepts already included in job announcements and job descriptions Y2. Coordinate with affinity groups and employee resources groups to promote published job announcements.

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
		<p>Y1: Review and update website and job postings to incorporate data gathering for all state and federal protected classes. Focus on underrepresented populations outlined in longitudinal analysis such as Hispanic and Asian Pacific Islanders in faculty, classified, and managerial positions.</p> <p>Y2: Publish job postings with commitment to diversity and EEO with DEIAA language.</p> <p>Y3: Analyze impact with round table discussion and input from stakeholders.</p>	Y3. Conduct and analysis to see impact of applicant pool increasing in size and diversity by continuing to advertise in targeted publications with promotion and collaboration of employee resource groups.
Assess "sensitivity to diversity" of all applicants. (53024.1(l))	Office of the President Human Resources	<p>Y1: Refine data collection on diversity of applicants from recruiting module at every step of the selection process</p> <p>Y2: Bring together existing employee resource groups to recommend strategies for increasing diversity of applicants as well as applicants' sensitivity to diversity.</p> <p>Y3: Explore the creation of mentorship, career advancement, and pipeline programs with employee resource groups</p>	<p>Y1: Evaluate interest by deploying campus wide interest surveys to start Employee resource groups.</p> <p>Y2: Analyze data of willingness to participate and resources needed to maintain functional employee resource groups</p> <p>Y3. Assess impact</p>
POST-HIRING			Gather input from focus group of stakeholders, deployment of survey and ultimately implementing action items from survey and publishing on website.

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Conduct exit interviews & use this information. (53024.1(b))	Human Resources EEO Advisory Committee Employee Professional Development Committee	Y1: Encourage all employees that resign or retire to participate in the employee exit process. Y2: Refine exit questionnaire based on input from stakeholders and aggregate responses from exiting employees. Y3. Form focus groups to address orientation and retention needs.	Track participation in employee exit process to establish baseline completion rate. Document employee responses and organize by topics Gather input from focus group on the development of an orientation for new hires and ideas for retention strategies.
Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))	Professional Development Academic Senate	Y1: Review and revise curriculum for new faculty institute to incorporate comprehensive DEIAA elements in training modules. Y2: Assess impact and redesign curriculum for new faculty institute. Y3: Increase impact of new faculty institute by institutionalizing a peer mentorship.	Y1: In partnership with the professional learning office and institutional effectiveness and research department conduct pre and post surveys for participants who attend the new faculty institute. Y2: Incorporate findings from post surveys for each new cohort. Y3: Annually monitor impact via assessment at commencement of cohorts.

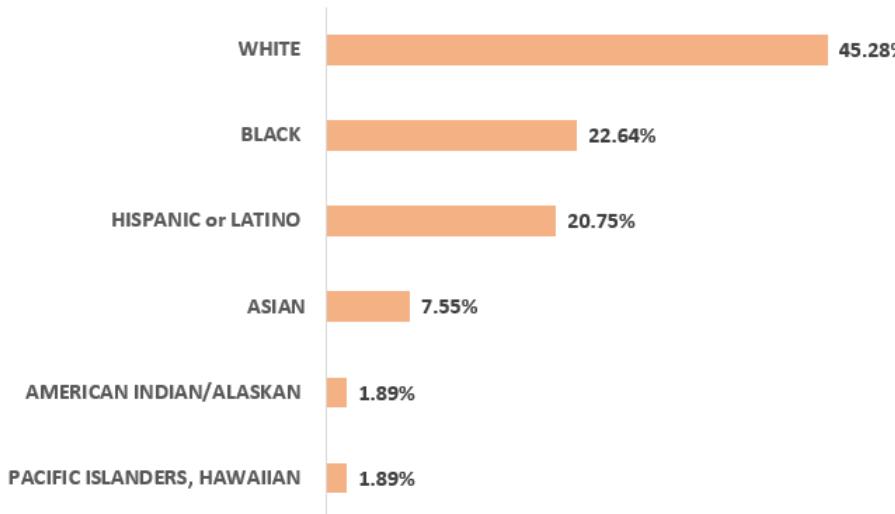
Appendix B:

Longitudinal Data Analysis

Current Workforce:

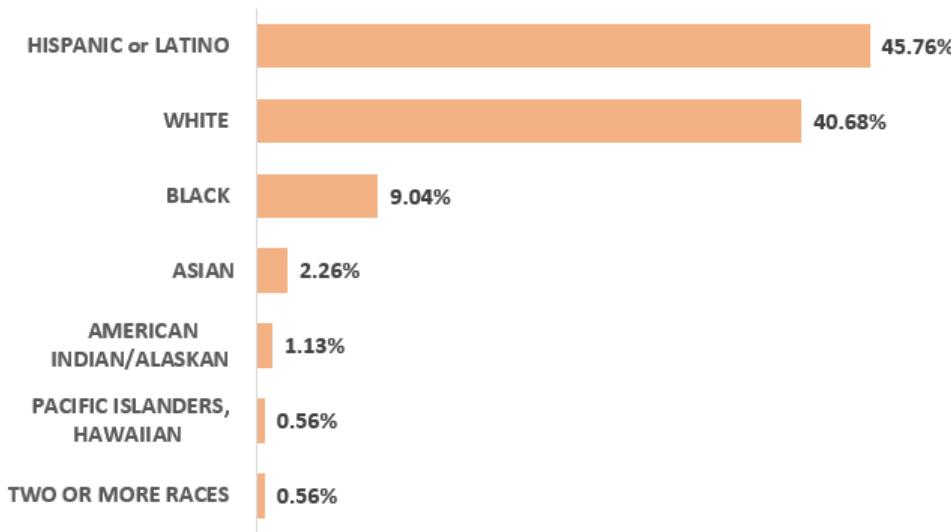
The current management workforce is 45.28% made of the Non-Hispanic Whites, 22.64% African Americans, 20.75% Hispanics, 7.55% Asian Americans, 1.89% Alaska Natives, and 1.89% Pacific Islanders (see **Figure 1**).

Figure 1
Management Workforce by Ethnicity



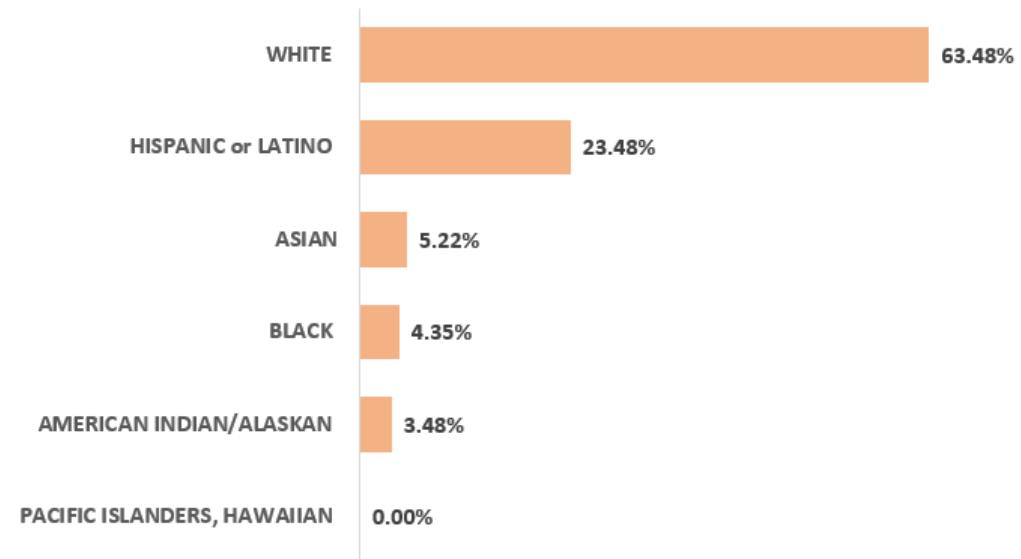
The current workforce classified positions 45.76% made of the Hispanics, 40.68% Non-Hispanic White, 9.04% African Americans, 2.26% Asian Americans, 1.13% Alaska Natives, and 0.56% Pacific Islanders (see **Figure 2**). The remaining 0.56% identified with two or more races.

Figure 2
Classified Workforce by Ethnicity



The current fulltime faculty positions are 63.48% made of the Non-Hispanic White, 23.48% Hispanics, 5.22% Asian Americans, 4.35% Black/African Americans, and 3.48% Alaska Natives (see **Figure 3**). Pacific Islanders are not represented in the current fulltime faculty positions.

Figure 3
Fulltime Faculty Workforce by Ethnicity

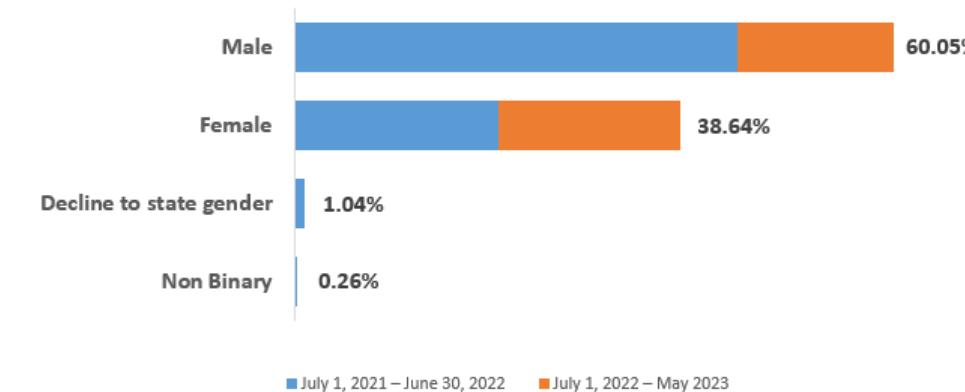


Job Applications (In the past 2 Years):

Management

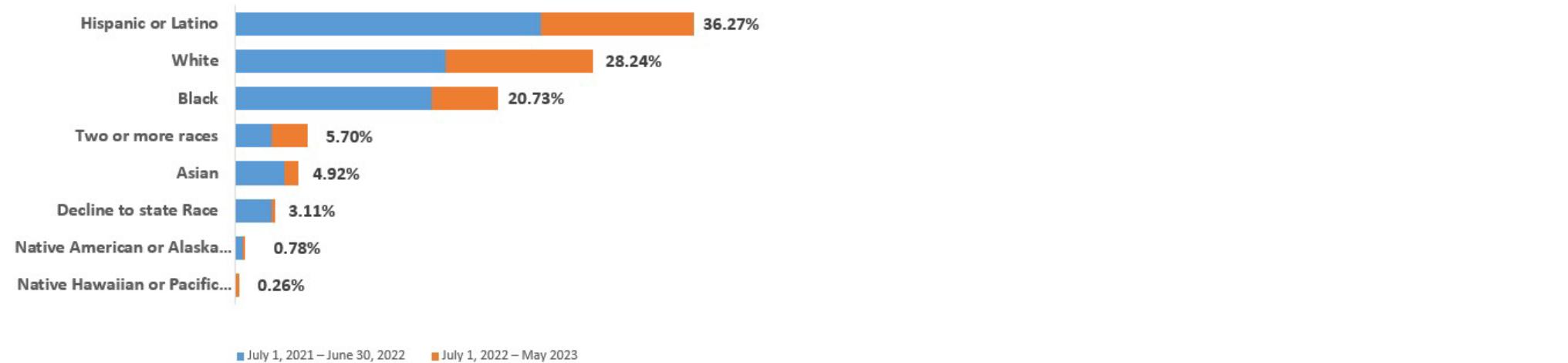
The majority of the job applications for the classified positions in the last two years have been of the male gender (60.05%), followed by females (38.64%), Non-Binary (0.26%). The remaining 1.04% of these applicants declined to state their gender (see **Figure 4**).

Figure 4
Job Applications for Management Positions by Gender



The management positions also received applications with the majority being Hispanic applicants (36.27%), followed by Non-Hispanic Whites (28.24%), Black (20.73%), two or more races (5.70%), Asian (4.92%), Pacific Islander (0.26%), and Alaska Natives (0.78%). The remaining 3.11% declined to state their ethnicities, as can be seen in **Figure 5**.

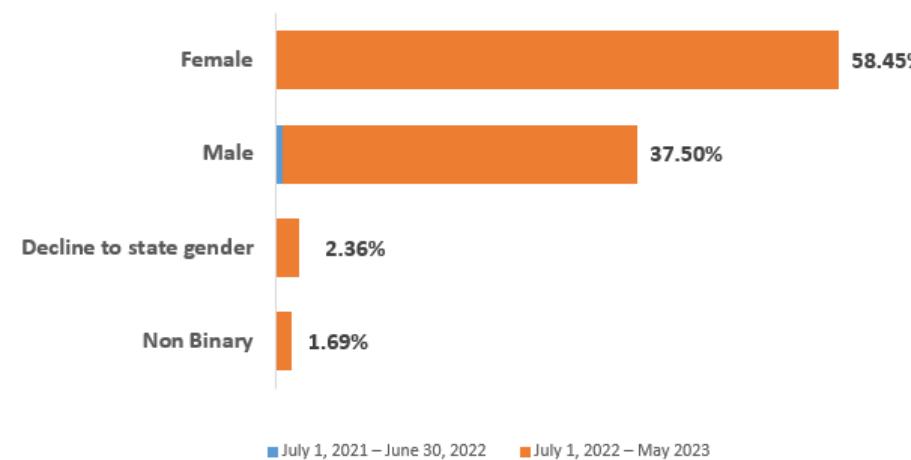
Figure 5
Job Applications for Management Positions by Ethnicity



Fulltime Faculty

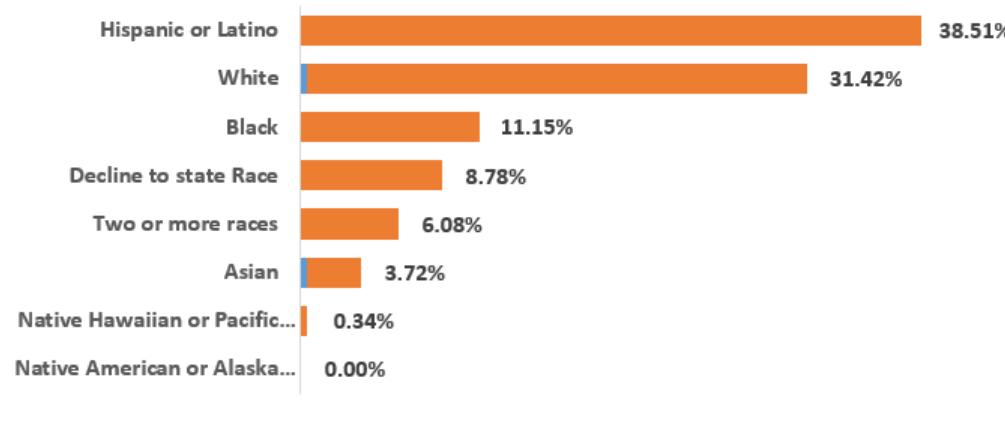
The majority of the job applications for the fulltime faculty positions in the last two years have been of the female gender (58.45%), followed by males (37.50%), Non-Binary (1.69%). The remaining 2.36% of these applicants declined to state their gender (see **Figure 6**).

Figure 6
Job Applications for Fulltime Faculty Positions by Gender



The fulltime faculty positions received applications with the majority being Hispanic applicants (38.51%), followed by Non-Hispanic Whites (31.42%), Black (11.15%), two or more races (6.08%), Asian (3.72%), Pacific Islander (0.34%), and Alaska Natives (0.00%). The remaining 8.78% declined to state their ethnicities, as can be seen in **Figure 7**.

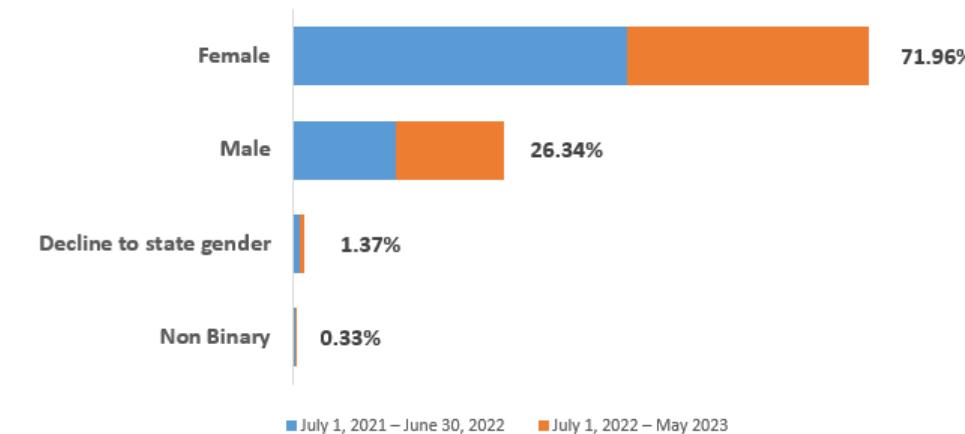
Figure 7
Job Applications for Fulltime Faculty Positions by Ethnicity



Classified Positions

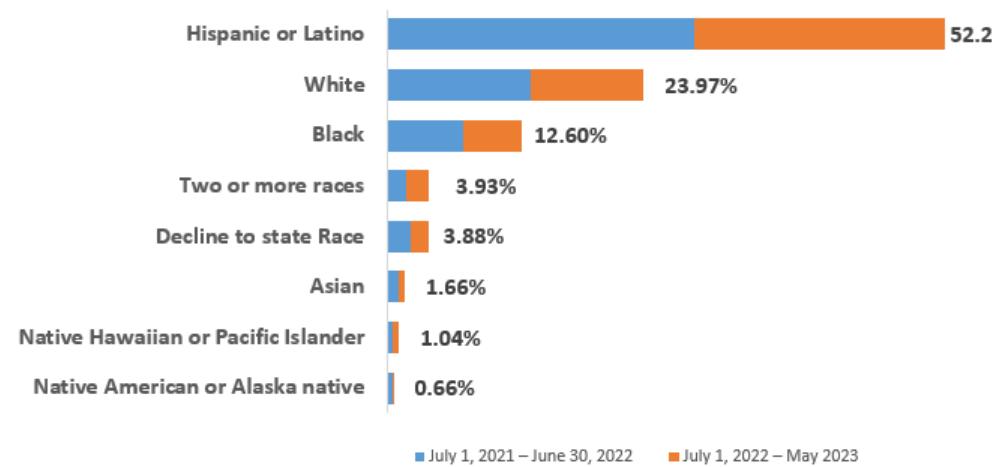
The majority of the job applications for the classified positions in the last two years have been of the female gender (71.96%), followed by males (26.34%), Non-Binary (0.33%). The remaining 1.37% of these applicants declined to state their gender (see **Figure 8**).

Figure 8
Job Applications for Classified Positions by Gender



The classified positions also received applications with the majority being Hispanic applicants (52.25%), followed by Non-Hispanic Whites (23.97%), Black (12.60%), two or more races (3.93%), Asian (1.66%), Pacific Islander (1.04%), and Alaska Natives (0.66%). The remaining 3.88% declined to state their ethnicities, as can be seen in **Figure 9**.

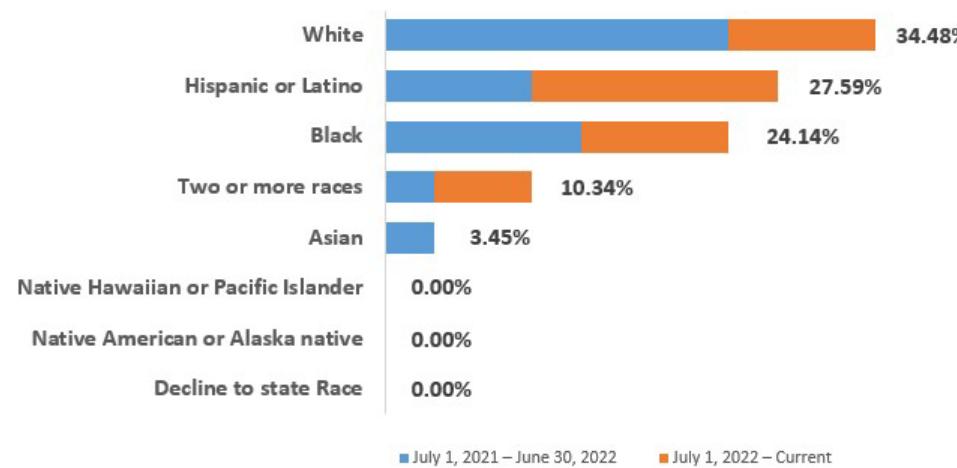
Figure 9
Job Applications for Classified Positions by Ethnicity



Job Hiring (For the Past 2 years):

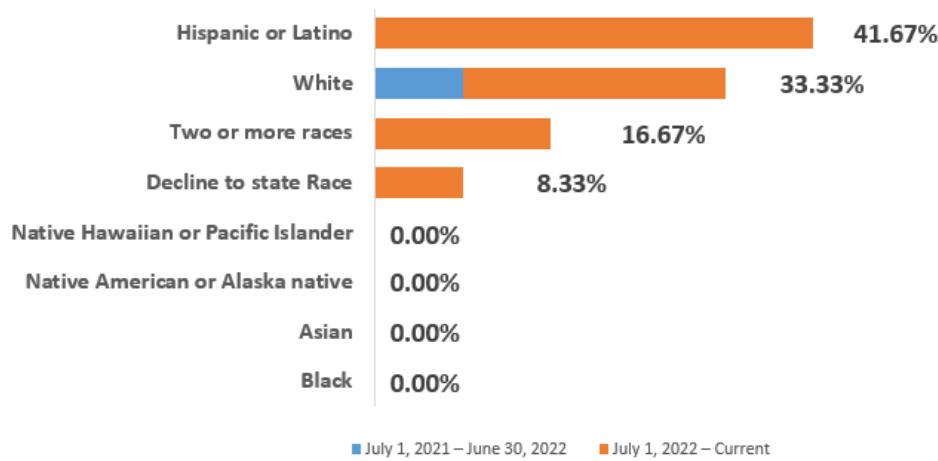
In the last two years, 34.48% of those hired for the management positions were from White Non-Hispanic Race, 27.59% were Hispanic or Latino, 24.14% were Black/African Americans, 10.34% were from two or more races, and the remaining 3.45% were Asian Americans. The remaining ethnicities were not hired for the management positions (see **Figure 10**).

Figure 10
Job Hiring for Management Positions by Ethnicity



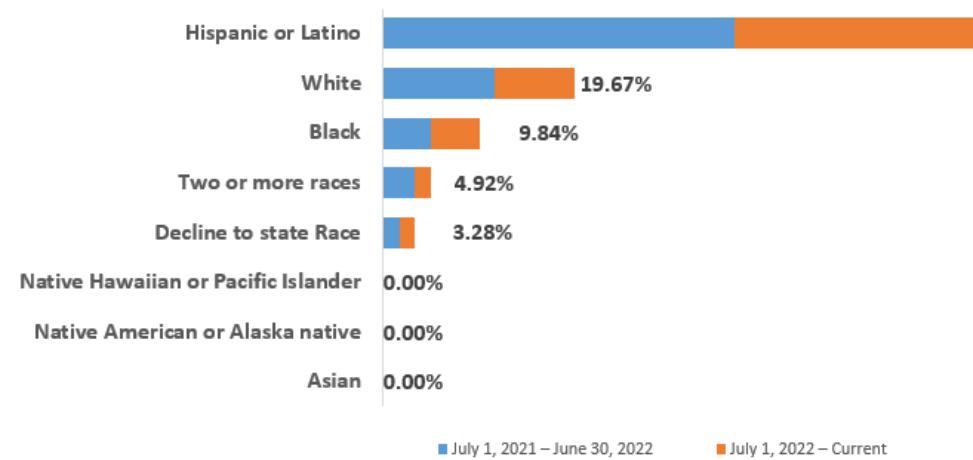
For the fulltime faculty positions, 41.67% of those hired in the last two years were Hispanic, followed by Whites who made up 33.33% of the hiring, 16.67% were those who identified with two or more races, and the remaining 8.33% declined to state their races. Black/African Americans, Asian Americans, Alaska natives, and Pacific Islanders have not been hired in the fulltime faculty positions for the past two years (see **Figure 11**).

Figure 11
Job Hiring for Fulltime Faculty Positions by Ethnicity



For the classified positions, 62.30 of those hired were Hispanics, 19.67% being White Non-Hispanics, 9.84% being Black, 4.92% identified with two or more races, and the remaining 3.28% declined to state their race. The other races have not been hired for the classified positions in the last two years (see **Figure 12**).

Figure 12
Job Hiring for Classified Positions by Ethnicity



Appendix C:

Community Organizations and Contact Information

High Desert Hispanic Chamber of Commerce
P.O. Box 3231
Victorville, CA 92392
760-241-6661

Victor Valley African American Chamber of Commerce
14240 St. Andrews Drive
Victorville, CA 92392
760-952-9152

League of Women Voters
highdesertlwv@gmail.com <https://www.facebook.com/High-Desert-League-of-Women-Voters>

Mexican American Legal Defense & Education Fund
634 S. Spring Street
Los Angeles, CA 90013
213-629-2512

National Association for the Advancement of Colored People Victorville Branch
P.O. Box 1563
Victorville, CA 92393
760-241- 8600

National Council of La Raza – UnidosUS
523 W 6th Street, suite 840
Los Angeles, CA 90014
213-489-3428

Japanese America Citizen League Pacific Southwest Regional Office
244 S. San Pedro Street, suite 406
Los Angeles, CA 90012 213-626-4471