



# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## OFFICE OF THE VICE CHANCELLOR EDUCATIONAL SERVICES AND STRATEGIC PLANNING

### District Strategic Planning Council

#### AGENDA

Friday, February 21, 2025 | 2:00 – 5:00 P.M.

Hybrid Location: In-Person at CAADO-309 & Zoom

[Zoom Link](#) | Meeting ID: 834 2702 3435 | Passcode: 123456

#### I. Opening Items

- a. Approval of the February 21, 2025, Agenda
- b. Approval of the October 18, 2024, Minutes

#### II. Committee Business

- a. DSPC subcommittees memberships update – Bishop/Bell

#### III. Task Force/Sub-Committee/Special Reports

- a. [Equity, Social, Economic, and Environmental Justice Committee](#) –Few
  - i. **Information:** Keenan & Associates Presentation [EWBS] – Few/Cardenas/Guests
  - ii. **Information:** Annual EEO Certification Form (Y1) [DEIA] – Few/Jones
  - iii. **Information:** RCCD EEO Plan 2023-2026 [DEIA] – Few/Jones
  - iv. **Information:** Equal Employment Opportunity Update Workforce and Applicant Analysis [DEIA] – Few/Jones
- b. [Teaching & Learning Committee](#) – Bishop
  - i. **Information:** Scaling Guided Pathways [GPS] – Bishop
    - 1. November 1 Retreat Review
    - 2. Standard of Care Allocations
  - ii. **Information:** Distance Education Sub-Committee [DES] – Bishop/BuShell
- c. [Institutional Planning, Effectiveness, and Governance Committee](#) – Bishop
  - i. **Information:** [RCCD 2019-2024 Strategic Plan Assessment](#) [Governance] – Bishop/Zhai
  - ii. **Information:** RCCD New Strategic Plan Workgroup and Draft Timeline [Governance] – Bishop/Zhai
- d. [Resources Committee](#) – Brown
  - i. **Information:** Emergency Preparedness and Safety Update [DSSC] – Brown/DiMaggio/Tu
  - ii. **Information:** Facilities Planning and Development Sub-committee [FPDC] – Brown/Agah
- e. [Advancement and Partnerships Committee](#) – Goldware
  - i. **Information:** [District Marketing & Communications Committee](#) [DMCC]
  - ii. **Information:** [Facilities Naming Sub-Committee](#) [FNC]
  - iii. **Information:** [Institutional Partnership Sub-Committee](#) [IPSC]
  - iv. **Information:** [Alternative Resource Sub-Committee](#) [ARSC]

#### IV. Other

- a. Next Meeting: March 21, 2025 (submission due date: March 12, 2025)



# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## OFFICE OF THE VICE CHANCELLOR EDUCATIONAL SERVICES AND STRATEGIC PLANNING

### District Strategic Planning Council

Friday, October 18, 2024

CAADO 309 & Zoom

2:00 – 5:00 P.M.

### MEETING MINUTES

Meeting called to order – 2:03 pm

**Present:** Stephen Ashby, Kimberly Bell, Eric Bishop, Victor Bolanos, Aaron Brown, FeRita Carter, Tammy Few, Monica Green, Rebeccah Goldware, Tenisha James, Virgil Lee, Jose Maya, Esteban Navas, Jeff Rhyne, Jo Scott-Coe, Arlene Serrato, Joel Webb, Kristine Woods, Patty Worsham

**Absent:** Laura Dunphy, Casandra Greene, Claire Oliveros, Kathleen Sell, Leona Vassale, Ajene Wilcoxson

**Guests Present:** Hussain Agah, Steven Butler, Chris Blackmore, Shawna BuShell, Edwina Cardenas, Chris Clarke, Michael Collins, Keith, Dobyns, Misty Griffin, Susanne Ma, Laurie McQuay-Peninger, Corey Rodgers, Ines Solis (minute recorder), Kaneesha Tarrant, Beiwei Tu, Lynn Wright, Shari Yates, Lijuan Zhai

#### I. Opening Items

##### a. Approval of the October 18, 2024, Agenda

Motion to accept the October 18, 2024, agenda - 1<sup>st</sup> F. Carter, 2<sup>nd</sup> J. Webb, **Motion carried.**

##### b. Approval of the August 23, 2024, Minutes

Motion to accept the August 23, 2024, minutes as written - 1<sup>st</sup> J. Rhyne, 2<sup>nd</sup> F. Carter, **Motion carried.**

#### II. Committee Business

##### a. DSPC subcommittees memberships update

Dr. Eric Bishop reported that several DSPC subcommittees are currently holding meetings, and initiatives are in place to ensure complete membership for all subcommittees. A number of subcommittees have started convening, and we expect to see advancements reflected in forthcoming meeting minutes and action items. Additional information regarding the subcommittees, including their charge and membership is available on the DSPC website.

Kimberly Bell reported that Academic Senate Presidents are finalizing some membership appointments and asked about providing regular updates to administrative co-chairs. Administrative co-chairs are continuously monitoring for membership updates as finalizations are made.

##### b. DSPC submission deadlines revisions

Two months ago, Dr. Eric Bishop committed to distributing agendas a week in advance. However, the current submission deadline for agenda items falls just one week before meetings, making it challenging to meet this goal. To address this, he proposed adjusting the deadline schedule to allow more time for complete agenda packet review.

#### III. Discussion & Information Items

##### a. Teaching & Learning Committee

Scaling GP Retreat Nov 1st [GPS]

The biannual Scaling Guided Pathways Retreat is set for November 1st, with around 170 participants registered. It will be held in the new Business and Law Computer Information Systems building at RCC. The agenda is currently being finalized and will be released next week. We're planning for an interactive day with meaningful discussions and progress on the standard of care and related guided pathways work.

##### b. Equity, Social, Economic, and Environmental Justice Committee

Employee Well-Being Subcommittee [EWBS]

Vice Chancellor Tammy Few introduced Benefits Specialist Edwina Cardenas to provide a high-level update from the Employee Well-Being Subcommittee. Open enrollment closed on Monday, September 16th, extended by a day due to the weekend. There was high engagement, with employees actively updating benefits, verifying personal information, and attending vendor presentations. A significant number of employees switched from HMO to PPO plans, and there was a notable increase in associate faculty enrollment due to the district's compliance with AB190, which provides fully paid premiums for eligible part-time employees and their families. Around 40 new employees and their families joined a PPO plan. Additionally, donations to the catastrophic leave program saw a slight dip this year, as it's an "off year" for contributions and several regular donors are retiring. Twelve vendors presented their products over the four-week open enrollment period, and employee participation was strong. More detailed metrics will be shared at the next DSPC meeting.

c. **Institutional Planning, Effectiveness, and Governance Committee**

Chapter 2- Academic Affairs Board Policy Update [Governance]

General Counsel Keith Dobyns presented several Chapter 2 board policies (BPs) and administrative procedures (APs) for the Council's review and approval. This includes four policy revisions, with BP 2231 Grade Changes already reviewed by the Academic Senate and proceeding to the board for final action. The remaining policies require the Council's approval to advance to the Cabinet, and the board. BP/AP 2710 have minor, non-substantive updates, while BP 2720 includes substantive changes aligned with updated IT best practices. Additionally, there are new IT-related BPs and APs proposed for adoption, also designed to align district policies with IT best practices. These items were reviewed and acted on individually for clarity.

REVISED

Proposed revisions to the following board policies and administrative procedures

BP 2231	Grade Changes	Information item only
BP 2710	Intellectual Property and Copyright	1 <sup>st</sup> K. Bell, 2 <sup>nd</sup> V. Lee, <b>Motion carried with amendment.</b> Amendment 1: change <i>Faculty Association</i> to <i>RCCD Faculty Association</i>
AP 2710	Intellectual Property and Copyright	1 <sup>st</sup> R. Goldware, 2 <sup>nd</sup> E. Navas, <b>Motion carried</b>
BP 2720	Computer and Network Use	1 <sup>st</sup> V. Bolanos, 2 <sup>nd</sup> V. Lee <b>Motion carried with amendments</b> Amendment 1: to add <i>...will respect the privacy of employees and...</i> , Amendment 2: to remove <i>justification</i> and replace with <i>substantive evidence for cause to monitor</i>

ADOPTED

Proposed adoption of the following board policy and administrative procedure:

BP 2721	Information Security and Data Protection	1 <sup>st</sup> J. Rhyne, 2 <sup>nd</sup> J. Webb, <b>Motion carried</b>
AP 2721	Information Security and Data Protection	1 <sup>st</sup> V. Bolanos, 2 <sup>nd</sup> J. Webb, <b>Motion carried</b>
BP 2725	Information and Communication Technology Accessibility & Acceptable Use	1 <sup>st</sup> J. Webb, 2 <sup>nd</sup> F. Carter, <b>Motion carried</b>
AP 2725	Information and Communication Technology Accessibility & Acceptable Use	1 <sup>st</sup> F. Carter, 2 <sup>nd</sup> J. Webb, <b>Motion carried</b>

Report for Assessing RCCD 2019-2024 Strategic Plan [Governance]

Associate Vice Chancellor Dr. Lijuan Zhai presented a draft of the Assessment Report on RCCD's 2019-2024 Strategic Plan, summarizing progress on six strategic goals. The report reflects achievements, challenges, and insights to guide the next five-year plan. Each objective within the goals is categorized as Achieved, On Track, Behind, or In Progress, with data and KPI comparisons provided. The report also includes lessons learned and challenges faced during the plan's implementation. Council members were asked to review the draft and provide feedback by the end of October.

Update on 25-year plan revision [Governance]

Associate Vice Chancellor Lijuan Zhai informed that the workgroup met over the summer to revise the 25-year plan. A smaller writers' group condensed the original 50+ page document into a 10-page version, moving most data and commentary to the appendix as part of an environmental scan. The tone of the document was also softened. The larger workgroup reconvened in the fall on multiple dates to finalize the draft before sharing it more broadly. The revised draft has now been presented to the Chancellor for review. The plan will also be distributed to colleges for feedback.

d. **Resources Committee**

District Solar and Battery Project Update [FPDC]

Vice Chancellor Aaron Brown introduced Husain Agah who informed that the districtwide solar project has undergone extensive environmental compliance since early 2021, including approvals under the California Environmental Quality Act (CEQA). The

total project budget is \$37 million, covering design, construction, and a 25-year performance guarantee. The progress highlighted included:

- Moreno Valley College: A solar carport in Parking Lot B was completed over the summer, with EV charging stations set for Phase 2. A ground mount array is under construction, with expected completion by the end of 2024.
- Ben Clark Training Center: A smaller project was completed in June and has been generating energy since September.
- Norco College: A large ground mount system is under construction, with security fencing and an access road for maintenance and patrol. Completion is expected in phases, with final operation by August 2025.
- Riverside City College: Two parking lot solar carports were completed in time for the fall semester, with additional electrical work finishing soon. EV charging stations will be operational by August 2025.
- Centennial Plaza Solar Canopy: Originally set for October completion, delays in fabrication and installation have pushed the timeline to late November.

Overall, while some delays have occurred due to unforeseen conditions, the project remains on track for full operation by August 2025.

#### Human Resources Subcommittee [HRSC]

Vice Chancellor Tammy Few informed that as an outcome of the Chancellor's Cabinet retreat, which focused on the roles and functions of the District Office and colleges with an emphasis on efficiency, effectiveness, accountability, and transparency, the Chancellor established a Recruitment Process Refinement Workgroup. The first meeting is scheduled for October 31 from 3:30 to 5:00 PM.

#### e. **Advancement and Partnerships Committee**

##### District Marketing and Communications Committee

Vice Chancellor Rebecca Goldware provided a brief update on the District Marketing Communications (DMCC) subcommittee and informed that DMCC's meeting minutes were included in the agenda packet for the Council's review. Council had the opportunity for discussion and questions.

##### Facilities Naming Committee

Vice Chancellor Rebecca Goldware informed that the Facilities Naming Committee met in September after a significant gap, with the last meeting held in 2021. This committee meets as needed, primarily for brand naming opportunities. An upcoming presentation to DSPC is planned regarding two recent naming cases—one honorary and one potentially tied to funding.

#### IV. **Other**

- a. Next Meeting: The next DSPC meeting is scheduled for November 15, 2024.

Adjournment 4:00 pm



<b>District Strategic Planning Council Meeting</b>	
Meeting Date:	February 21, 2025
Agenda Category:	Committee Business
Subject/Title:	DSPC subcommittee membership updates
Presenter(s):	Eric Bishop
Background Narrative:	
Information only	

District Strategic Planning Council Meeting	
Meeting Date:	February 21, 2025
Agenda Category:	Discussion & Information Equity, Social Economic, and Environmental Justice Committee Employee Well-Being Sub Committee
Subject/Title:	Keenan & Associates Presentations
Presenter:	Tammy Few, Vice Chancellor, Human Resources & Employee Relations Edwina Cardenas, Benefits Specialist, Human Resources & Employee Relations Carmen Crane, Senior Account Executive – Employee Benefits, Keenan & Associates Others as noted below.
<p>Background Narrative:</p> <p>Keenan and Associates will be providing the following presentations:</p> <ol style="list-style-type: none"> <li>1. PPO Consultative Analysis – A review of key financial metrics of the District’s PPO medical plan <ol style="list-style-type: none"> <li>a. <b>Presenter:</b> Michael Davis, Keenan Senior Technical Consultant</li> </ol> </li> <li>2. Express Scripts Information and Program Considerations – A review of pharmacy plan cost with GLP1 focus and Advanced Utilization Management and SaveOn SP <ol style="list-style-type: none"> <li>a. <b>Presenters:</b> Kalynn Kernaghan, Express Scripts Senior Account Executive and Bryan Nouvong, Pharmacy Clinical Consultant</li> </ol> </li> <li>3. Health Management Solutions – A presentation of health management solutions. <ol style="list-style-type: none"> <li>a. <b>Presenter:</b> Danielle Keenan, Director of Health Management for Keenan</li> </ol> </li> <li>4. BMI Dependent Audit – A review of the dependent verification audit findings. <ol style="list-style-type: none"> <li>a. <b>Presenter:</b> Kara Rogers, Manager – Project Management for BMI and Edwina Cardenas, Benefits Specialist, RCCD</li> </ol> </li> </ol>	

# Riverside CCD

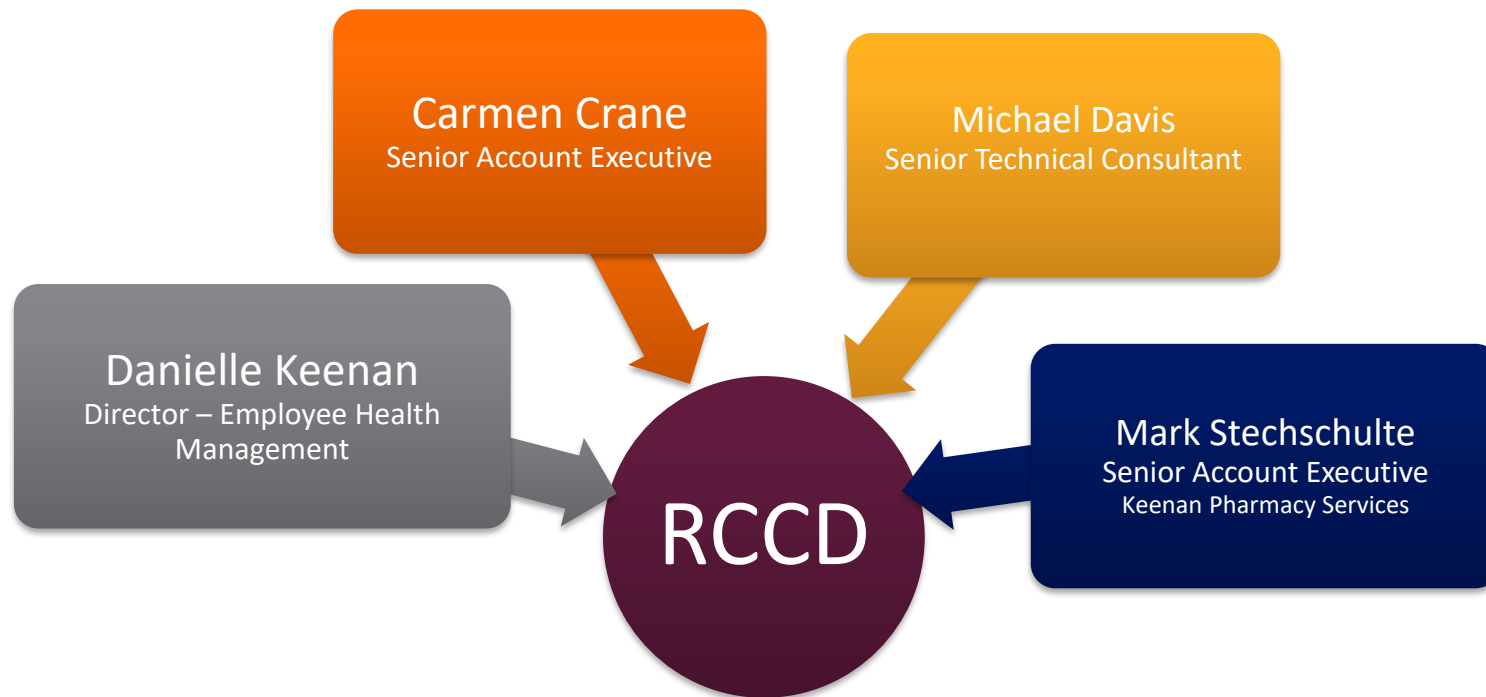
District Strategic Planning Council  
February 21, 2025



# Presentations

- PPO Consultative Analysis
- Express Scripts Programs
- Health Management Solutions
- BMI Dependent Audit Findings

# Your Keenan Team Today



Corporate  
Technical  
Resources

★ *Central Marketing Unit* ★ *Compliance* ★ *Keenan Financial Services* ★ *Training* ★ *Technology*

# **PPO CONSULTATIVE ANALYSIS**

**MICHAEL DAVIS, KEENAN SENIOR TECHNICAL  
CONSULTANT**






# Consultative Analysis

## RCCD - Riverside Community College District

Reporting Period: Paid October 2023 to September 2024



# Financial Overview

Population: RCCD - Riverside Community College District

This report is meant to surface insights related to key financial metrics of your reporting population through intuitive visualizations. It can be used as a starting point for the analysis of your population. All sections of this report follow the same logic as the Health Plan Snapshot report. All financial figures on this report consider all members in the reporting population regardless of whether they were active or terminated during the reporting and/or comparison periods.

Key insights from this report:

- Among Medical and Pharmacy Paid Amounts, Medical Claims Paid saw the greatest \$ change (\$1.4M) and Medical Claims Paid saw the greatest % change (16.2%) between the comparison and reporting periods.
- The greatest change in Med+Rx Paid Amount can be attributed to Retained Members. Their Reporting Med+Rx Paid Amount exceeded their Comparison Med+Rx Paid Amount by \$2.8M. The Med+Rx Paid PMPM for Retained Members increased by 20.0% from the comparison to the reporting period.
- As for the Medical/Pharmacy Utilization change and Unit Cost change sub-categories, the Rx Unit Cost Change increased from the comparison to the reporting period by \$1.5M.
- From the PMPM figures of 6 key metrics - All Medical Claims, Inpatient, Outpatient, Office Visit, Post Acute, Pharmacy Claims - All Medical Claims was the outlier as it was \$217 above the respective benchmark.

## Time Period Comparison

Total Claims Paid = Total Medical Claims Paid + Total Pharmacy Claims Paid + Total Dental Claims Paid + Total Vision Claims Paid + Total Vendor Payments

The Member Months chart on the top right corner of this section counts only those member months when members were eligible for the 'Medical & Rx' benefit type for at least one day of that month, as long as the effective date of eligibility is not the same as the termination date.

Total Claims Paid

increased by 15% (\$ 1,999,239)

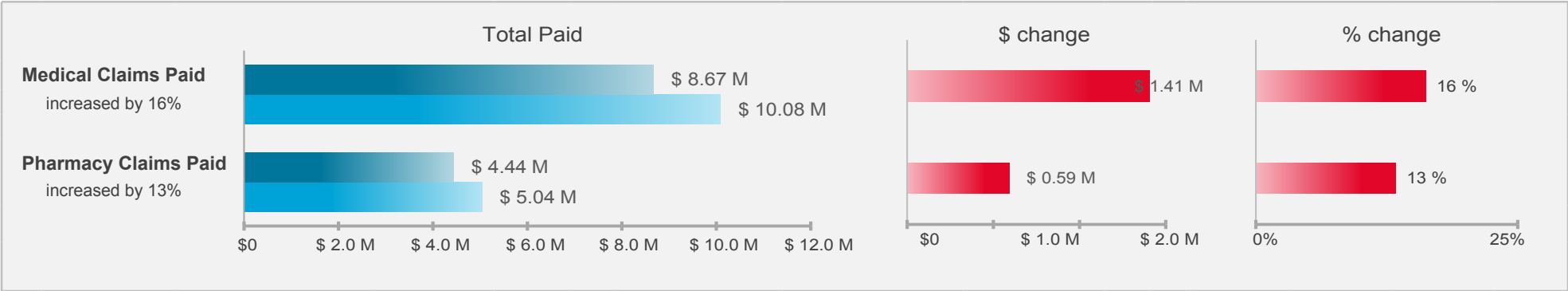


Member Months

increased by 14% (2,114 member months)



\$ and % change of Pharmacy and Medical claims paid from Comparison Period to Reporting Period



Reporting Period: Paid October 2023 to September 2024

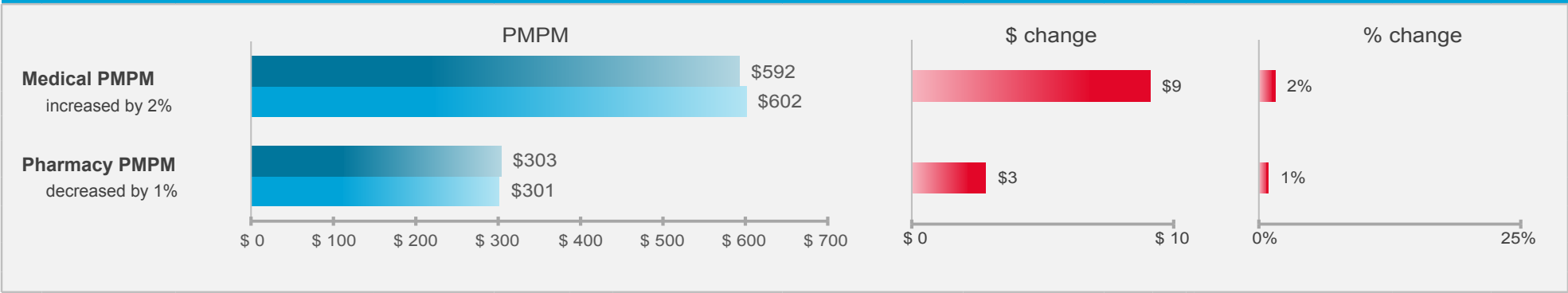
Comparison Period: Paid October 2022 to September 2023

Benchmark: Commercial

# Financial Overview

Population: RCCD - Riverside Community College District

## Time Period Comparison (cont)



## 15 High Cost Members

Threshold: \$112,500

Tracking high cost members (HCMs) is crucial to understand the financial performance of your population. This section analyzes the following key HCM-related metrics based on a high cost threshold set through the "Limit" parameter in the report UI or the "High Cost Threshold" textbox if exporting from Report Manager.

- 1. Number of members whose Med+Rx Paid Amount in the reporting period exceeded the threshold
- 2. Paid Over Threshold: The margin by which the Paid Amount for an HCM exceeds the user-defined "Limit", summed up across all HCMs
  - a. Reporting Paid Over Threshold: Sum of Reporting Paid Amounts for HCMs - (High Cost Threshold \* Reporting HCM Count)
  - b. Comparison Paid Over Threshold: Sum of Comparison Paid Amounts for HCMs - (High Cost Threshold \* Comparison HCM Count)

### Members

4 fewer members  
21% decrease



### Paid Over Threshold

\$744.1 K increase  
38% increase



● Comparison Period ● Reporting Period

PMPM Benchmark Comparison

The 'outlier' in this section is the metric whose PMPM costs exceeded the corresponding benchmark by the maximum amount. In case none of the metrics exceeded the benchmark, the one that is closest to the benchmark and hence performed the worst, would be the outlier. Both the widgets in this section display the PMPM \$ amount and the PMPM amount % above/below the benchmark for the same outlier.

\$ above benchmark

All Medical Claims

PMPM was the greatest outlier

\$216.58 PMPM

above the benchmark

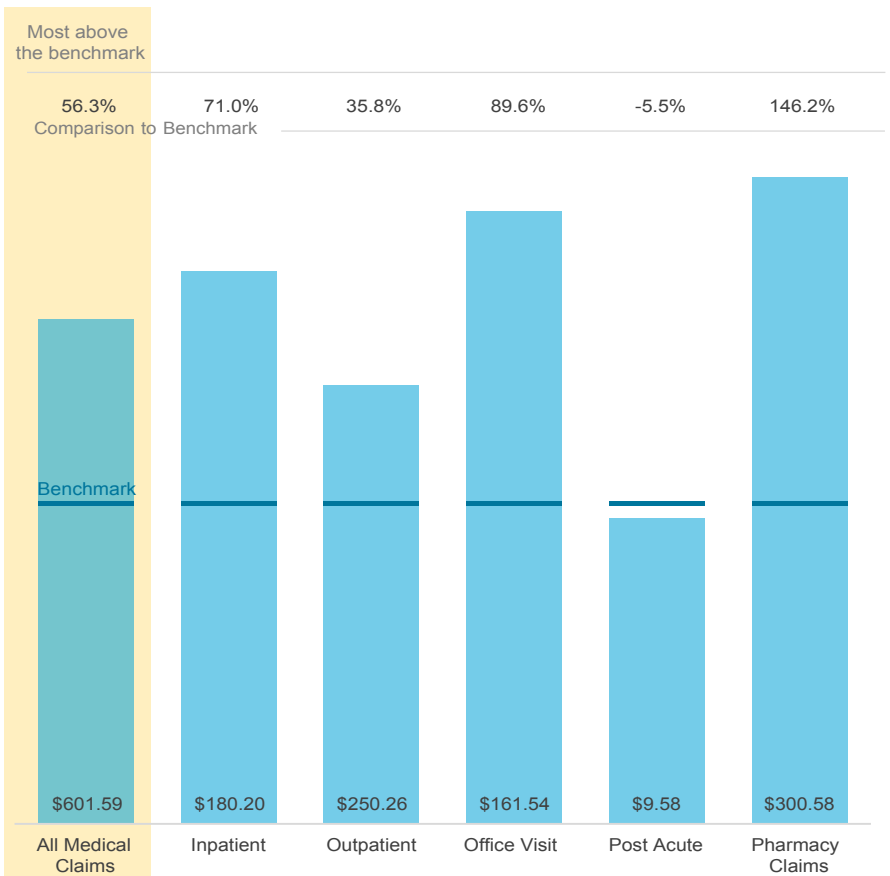
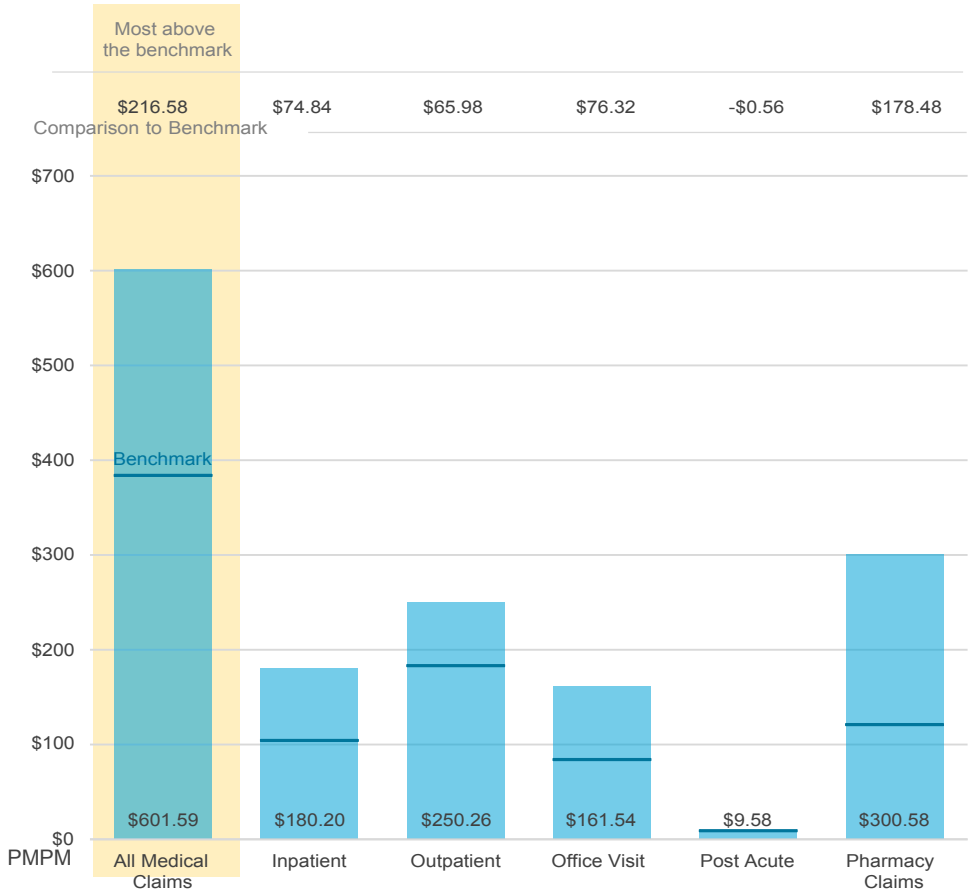
% above benchmark

All Medical Claims

was the greatest outlier

56 %

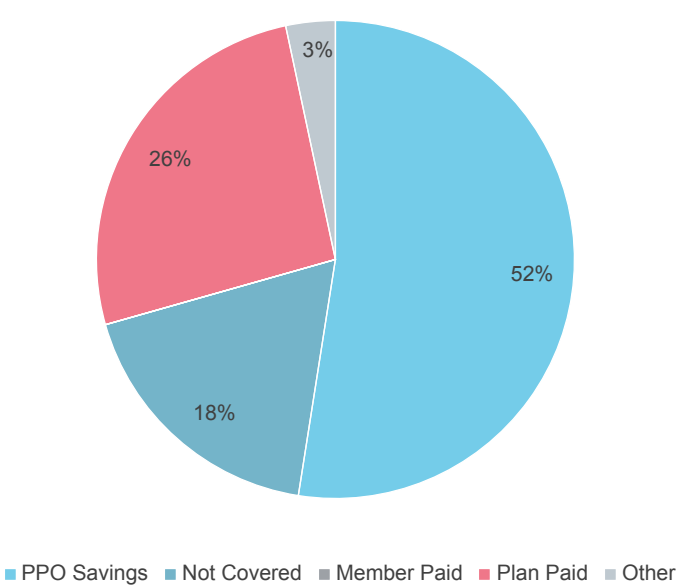
above the benchmark



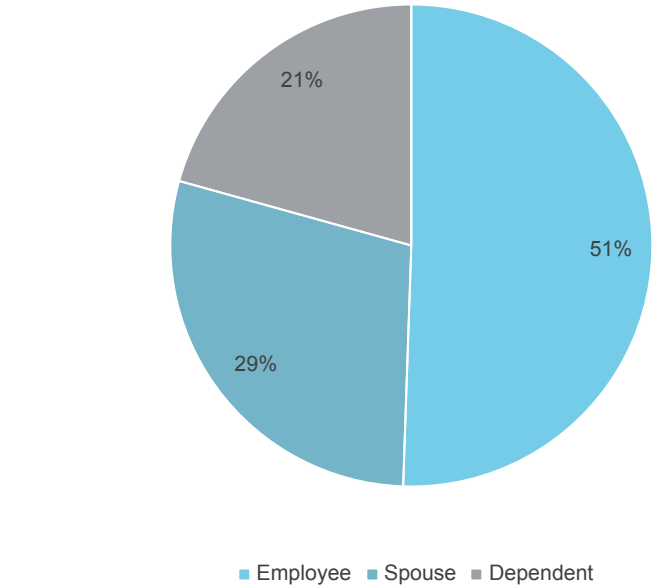
# Claim Dashboard

Population: RCCD - Riverside Community College District

Cost Breakdown



# of Claims by Relationship to Employee



Billed Charges

	All Members		Employee		Spouse		Dependent	
	Total	% Billed	Total	% Billed	Total	% Billed	Total	% Billed
Claims*	27,061	--	13,472	--	7,670	--	5,514	--
Services	252,886	--	103,854	--	74,406	--	74,132	--
Billed Charges	\$38,802,480	--	\$19,092,526	--	\$12,508,687	--	\$7,090,691	--
PPO Savings	\$20,306,005	52.33%	\$10,568,198	55.35%	\$5,519,346	44.12%	\$4,082,213	57.57%
Not Covered	\$7,012,077	18.07%	\$2,320,655	12.15%	\$4,065,788	32.50%	\$702,898	9.91%
Member Paid	\$110,088	0.28%	\$49,850	0.26%	\$28,125	0.22%	\$31,203	0.44%
Plan Paid	\$10,080,207	25.98%	\$5,134,340	26.89%	\$2,656,440	21.24%	\$2,238,746	31.57%
Other	\$1,294,102	3.34%	\$1,019,483	5.34%	\$238,988	1.91%	\$35,631	0.50%

\* Values are approximate

Savings Opportunities

Population: RCCD - Riverside Community College District

Savings Type: Paid

Strategy with Largest Savings Opportunity (\$)		Strategy with Largest Savings Opportunity (%)	
<div><div>\$257,878</div><div>savings opportunity by switching Surgery place of service from Outpatient Hospitals to Ambulatory Surgical Centers (ASC)</div></div>		<div><div>78%</div><div>of all Injectable Drug Costs were Outpatient Hospital Injectable Drug costs</div></div>	
Savings Strategy		Savings opportunity within strategy	Change between comparison and reporting
Surgery Place of Service Switch	<div><div>\$257,878</div><div><div>Ear Nose and Throat Disorders</div><div>Congenital Anomalies</div><div>GI Disorders, Other</div></div></div>	<div><div>61%</div><div>61% of all Surgery Costs were Outpatient Hospital Surgery Costs</div></div>	<div><div>+23 61%</div><div>38%</div></div>
Brand to Generic Drug Switch	<div><div>\$171,518</div><div><div>Zoloft</div><div>Lam...</div></div></div>	<div><div>4%</div><div>4% of all drug costs were costs of the brand drugs that can switch to generic</div></div>	<div><div>-3</div><div>8% 4%</div></div>
Avoidable ER Visits	<div><div>\$86,873</div><div><div>Uri...</div></div></div>	<div><div>10%</div><div>10% of all ER Visit costs were costs for the potentially avoidable reasons</div></div>	<div><div>0</div><div>10% 10%</div></div>
Avoidable Admissions	<div><div>\$22,146</div><div><div>Bac...</div></div></div>	<div><div>1%</div><div>1% of all Admission costs were costs for the potentially avoidable diagnoses</div></div>	<div><div>+1</div><div>0% 1%</div></div>
Injectable Drug Place of Service Switch	<div><div>\$5,434</div></div>	<div><div>78%</div><div>78% of all Injectable Drug Costs were Outpatient Hospital Injectable Drug costs</div></div>	<div><div>72% +6 78%</div></div>
Imaging Place of Service Switch	<div><div>\$0</div></div>	<div><div>0%</div><div>0% of all Imaging costs were Outpatient Hospital Imaging costs</div></div>	<div><div>59% -59 0%</div></div>

Savings Type: Paid

Reporting Period: Paid October 2023 to September 2024

Comparison Period: Paid October 2022 to September 2023

Benchmark: Commercial



# Health Plan Snapshot

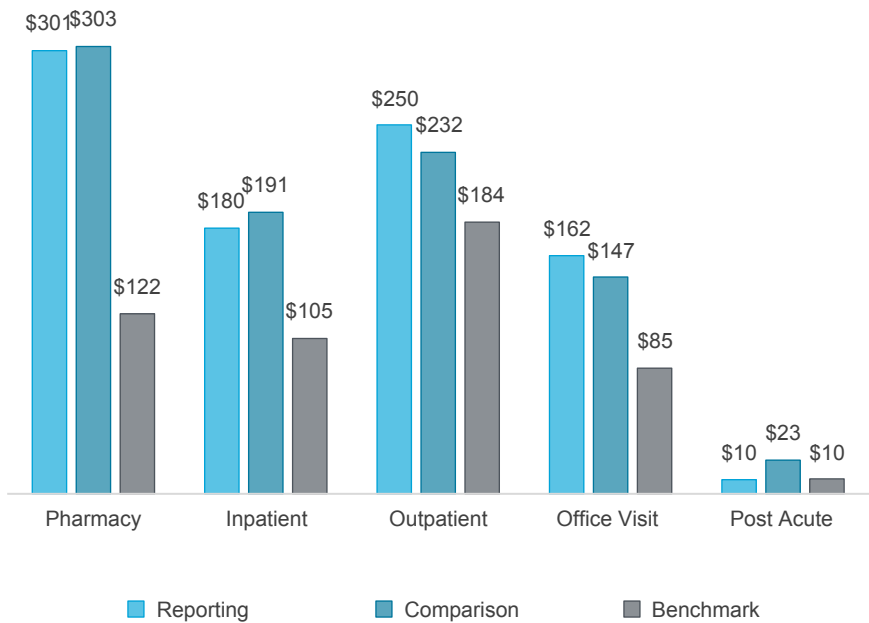
Population: RCCD - Riverside Community College District



This report provides a snapshot of health plan membership and costs compared to a prior period and a set of benchmark values. Performance relative to the comparison period can determine which cost drivers are growing and which are shrinking. Performance versus the benchmark may indicate untapped savings opportunities or indicate areas that are already performing well within the population.

- Medical claims have a trend of 16.20% and pharmacy claims have a trend of 13.37%
- Pharmacy was the worst performing Service Category when compared to the Commercial Benchmark showing a variance of 146.18%
- Post Acute was the best performing Service Category when compared to the Commercial Benchmark showing a variance of -5.50%

## Plan Paid Amount by Service Category (PMPM)



Metric	Reporting	Benchmark	Comparison	%Δ
Medical Claims Paid	\$10,080,207	--	\$8,674,964	16.20%
Pharmacy Claims Paid	\$5,036,519	--	\$4,442,523	13.37%
Total Health Plan Claims Paid	\$15,116,726	--	\$13,117,487	15.24%
Subscribers	561	--	505	11.09%
Members	1,412	--	1,252	12.78%
Average Family Size	2.52	1.89	2.48	1.52%
Inpatient PMPM	\$180.20	\$105.36	\$190.96	-5.63%
Outpatient PMPM	\$250.26	\$184.28	\$231.61	8.05%
Office Visit PMPM	\$161.54	\$85.22	\$147.06	9.85%
Post Acute PMPM	\$9.58	\$10.14	\$22.85	-58.05%
Medical PMPM	\$601.59	\$385.01	\$592.47	1.54%
Pharmacy PMPM	\$300.58	\$122.10	\$303.41	-0.93%
Medical and Rx PMPM	\$902.17	\$507.11	\$895.88	0.70%

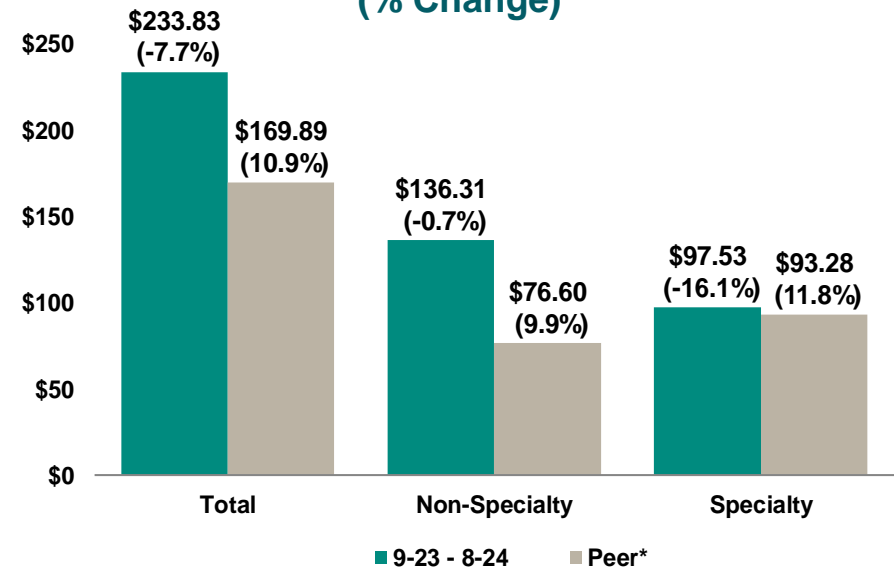
# **EXPRESS SCRIPTS**

**KALYNN KERNAGHAN, SENIOR ACCOUNT EXECUTIVE  
BRYAN NOUVONG, PHARMACY CLINICAL CONSULTING**

# Riverside Community College District

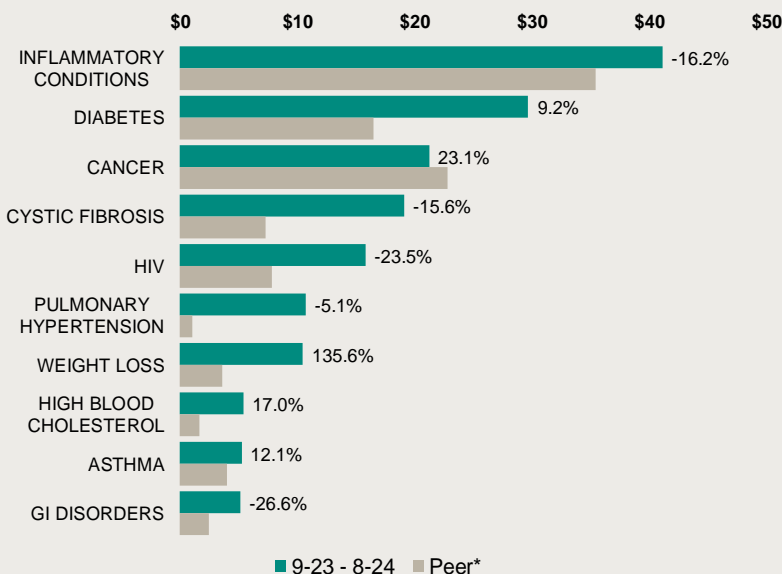
# Trend Dashboard – How Your Plan Compares

Plan Cost Net PMPM  
(% Change)



Riverside Community College District				Peer*	
Description	9-23 - 8-24	9-22 - 8-23	Change	9-23 - 8-24	Change
Average Members per Month	1,382	1,210	14.2%	39.4	
Total Plan Cost Net	\$3,877,904	\$3,679,744	5.4%	\$169.89	10.9%
Average Member Age	39.0	39.8	-2.0%	\$76.60	9.9%
Total Plan Cost Net PMPM	\$233.83	\$253.43	-7.7%	\$93.28	11.8%
Non-Specialty Plan Cost Net PMPM	\$136.31	\$137.25	-0.7%	\$86.0%	1.0
Specialty Plan Cost Net PMPM	\$97.53	\$116.17	-16.1%	\$65.1%	1.2
Generic Fill Rate	80.9%	79.8%	1.1	37.3%	2.6
90 Day Utilization	61.9%	63.4%	-1.4	27.8%	-1.4
Retail - Maintenance 90 Utilization	47.6%	48.7%	-1.1	12.8%	-0.8
Home Delivery Utilization	14.3%	14.7%	-0.4	54.9%	0.4
Member Cost Net %	1.2%	1.2%	0.1		
Specialty Percent of Plan Cost Net	41.7%	45.8%	-4.1		

Plan Cost Net PMPM by Indication



## A Glance at GLP-1

GLP-1 drugs were responsible for \$493.1K, which is 12.7% of your overall cost

Increased trend growth is expected as more GLP-1 drugs come to market.

\*Peer = 'Midmarket Employer - Colleges and Univ Labor market segment

# Tackling complex comorbidities holistically

This intrinsic connection linking diabetes, obesity and cardiovascular disease is what is known as **CardioDiabetes**.

## GROWING TRENDS

**17%**

**GLP-1 growth YOY**  
across our book  
of business<sup>1</sup>

**42%**

**of Americans**  
**are obese**<sup>2</sup>

**UP TO**  
**50%**

of new diabetes cases  
in the U.S. could be  
**prevented** by reducing  
the prevalence of obesity<sup>3</sup>

**2x**

more likely to have **heart**  
**disease or a stroke** if a  
patient has diabetes<sup>4</sup>

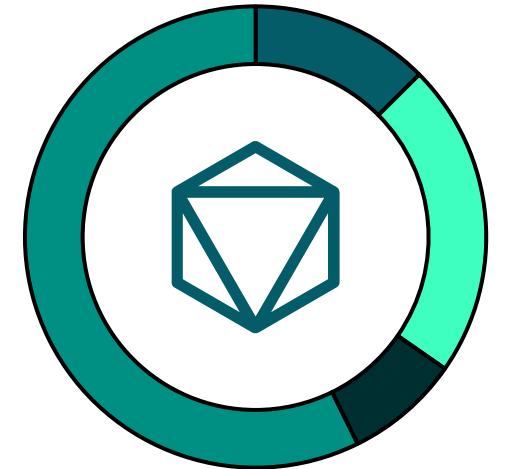
## HIDDEN CHALLENGE OF COMORBIDITIES

**85%**

of diabetes patients have  
**high cholesterol and/or**  
**high blood pressure**<sup>5</sup>



Obesity substantially raises an  
individual's risk of developing  
**type 2 diabetes, coronary heart**  
**disease and hypertension**<sup>6</sup>



- DIABETES ONLY
- DIABETES + HYPERTENSION
- DIABETES + CHOLESTEROL
- DIABETES, HYPERTENSION + CHOLESTEROL

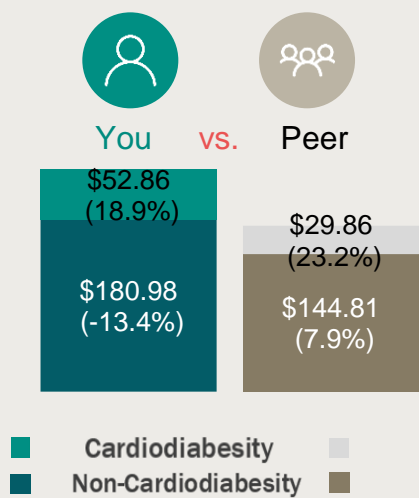
1. Express Scripts Book of Business data, 2021 & 2022 2. CDC 3. "Diabetes Dilemma: U.S. Trends in Diabetes Medication Use." An Express Scripts report, 2017; 4. American Diabetes Association, 2019; 5. Express Scripts book of business data, 2016; 6. [Know Your Risk for Heart Disease | cdc.gov](https://www.cdc.gov/ckcd/heartdisease/)

**Peer Benchmarking:** Express Scripts Book of Business data, 2Q2024. 1) **Labor Business** GLP-1 Weight Loss; 8% cover; 45% require Prior Authorization, 48% exclude coverage. 2) **Mid-Market Colleges & Universities** GLP-1 Weight Loss; 7% cover; 54% require Prior Authorization, 29% exclude coverage. 3) Average plan cost per Rx \$1,343.96

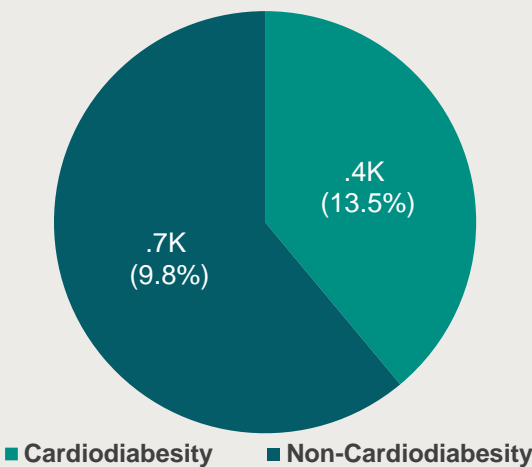
# Cardiodiabetesity

Cardiodiabetesity encompasses cardiovascular disease, diabetes, and obesity, which represent roughly \$719B in annual health care costs in the United States. These three conditions are inextricably linked having one of these can often lead to future diagnoses of the others.

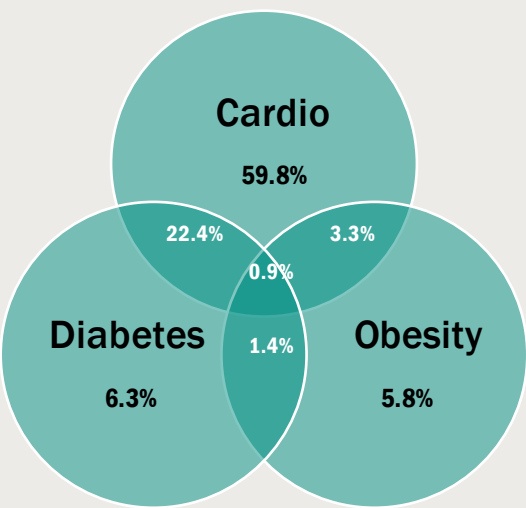
Plan Cost Net Comparison PMPM



Patient Impact



Patient Comorbidity



56.2% of your cardiodiabetesity PMPM spend is driven by Diabetes, followed by Cardio at 24.0%



Overall spend on cardiodiabetesity increased by \$.23M, which is a 35.8% increase from the previous period

Peer = 'Midmarket Employer - Colleges and Univ Labor market segment

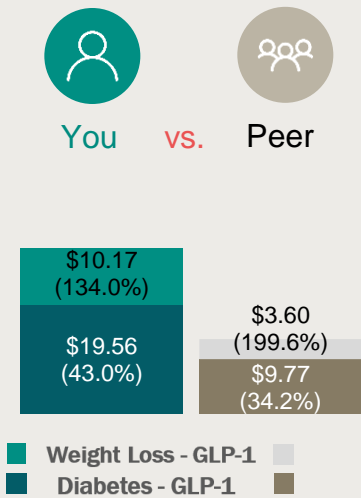




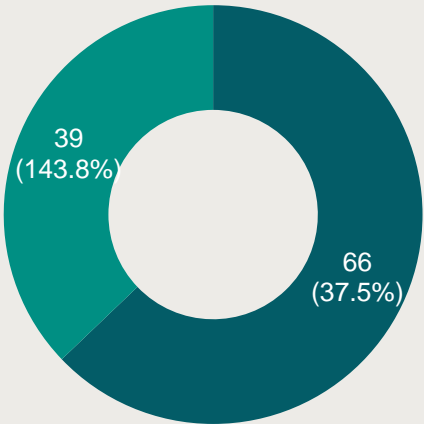
# GLP-1s

With 42% of Americans considered to be obese, GLP1-s are the number one driver of drug trend and are expected to occupy a ~\$100 billion dollar market by 2030. The “Big Three” GLP-1 analogs will continue to dominate the market: Wegovy® (semaglutide—Novo Nordisk), Saxenda® (liraglutide—Novo Nordisk) and Zepbound™ (tirzepatide—Lilly).

## Plan Cost Net Comparison PMPM



## Patient Impact



Brand Name	Overall Rank	Peer Rank	Plan Cost Net	Plan Cost Net PMPM	Plan Cost Net PMPM % Change
OZEMPIC	4	4	\$159,374	\$9.61	17.3%
MOUNJARO	5	5	\$142,782	\$8.61	93.9%
WEGOVY	8	9	\$105,175	\$6.34	74.7%
ZEPBOUND	14	25	\$63,535	\$3.83	
RYBELSUS	37	64	\$19,384	\$1.17	56.7%
TRULICITY	159	29	\$2,802	\$0.17	



GLP-1 drugs were responsible for \$493.1K, which is 12.7% of your overall cost



Combined GLP-1s accounted for \$29.73 PMPM, which is a 64.9% increase from the previous period (\$18.03 PMPM).

Peer = 'Midmarket Employer - Colleges and Univ' Labor market segment  
GLP-1 = Glucagon-like Peptide-1 Receptor Agonist  
Based on Evernorth Future of Drug Trend Reporting

# Weight loss: Two ways to evaluate research studies

## Weight loss-associated decrease in medical care expenses<sup>1</sup>

# 20%

**reduction in annual healthcare expenditures** (\$2,574 to \$2,068 per year)



**Statistically significant savings associated with weight loss** for people with diabetes, hypertension, mental health disorders, arthritis and back pain\*



Greatest savings associated with weight loss for **patients with diabetes** and hypertension\*

- For each decrease in 1 BMI unit (kg/m<sup>2</sup>), people with diabetes saved an estimated \$752 and people with hypertension saved \$367

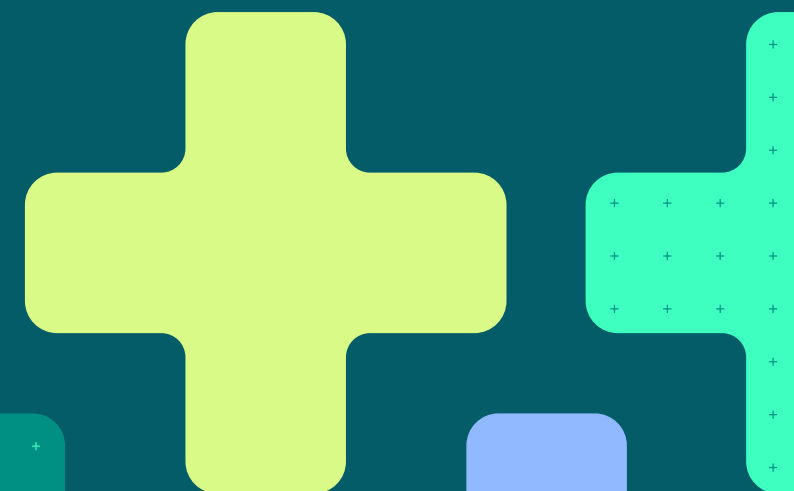
## Current weight loss drug pricing is higher than preferred<sup>2</sup>

# \$327,000

**is GLP-1's cost-effectiveness ratio**

- This is **2.2x more than the societal willingness to pay threshold** of \$150,000
- **Pricing will need to decrease** by an estimate of up to 70% to be a cost-effective option for patients and payers

\*Expected savings associated with weight loss varied by condition 1. Thorpe, K., Toles, A., Shah, B., et.al. Weight Loss-Associated Decreases in Medical Care Expenditures for Commercially Insured Patients with Chronic Conditions. American College of Occupational and Environmental Medicine. 2021; 848. 2. Choi JG, Winn AN, Skandari MR, et al. First-Line Therapy for Type 2 Diabetes With Sodium–Glucose Cotransporter-2 Inhibitors and Glucagon-Like Peptide-1 Receptor Agonists. Annals of Internal Medicine. 2022;175(10):1392-1400. doi:<https://doi.org/10.7326/m21-2941>



# Advanced Utilization Management

## Available Packages

Limited Package	Advantage Package	Advantage Plus Package	Unlimited Option
Prior Authorization	Prior Authorization	Prior Authorization	Prior Authorization
Limited PA List Proactive PA List	Limited PA List Proactive PA List Advantage PA List Nonessential Therapy PA List	Limited PA List Proactive PA List Advantage PA List Nonessential Therapy PA List Advantage Plus PA List Pharmacogenomics PA List Oncology Package	Limited PA List Proactive PA List Advantage PA List Nonessential Therapy PA List Advantage Plus PA List Pharmacogenomics PA List Oncology Package Adjunctive Specialty PA List Optional PA List Cost Watch PA List Active Management PA List
Step Therapy	Step Therapy	Step Therapy	Step Therapy
Limited Step Therapy List	Limited Step Therapy List Preferred Specialty Management Advantage Step Therapy List	Limited Step Therapy List Preferred Specialty Management Advantage Step Therapy List Advantage Plus Step Therapy List	Limited Step Therapy List Preferred Specialty Management Advantage Step Therapy List Advantage Plus Step Therapy List Optional Step Therapy Rules
Drug Quantity Management	Drug Quantity Management	Drug Quantity Management	Drug Quantity Management
Limited DQM List	Limited DQM List Advantage DQM List	Limited DQM List Advantage DQM List Advantage Plus DQM List	Limited DQM List Advantage DQM List Advantage Plus DQM List

\*Specialty Meds reviewed by US RxCare

List in Place: Blue  
Partial List: Dark Teal  
No rules in list: black

# SaveOnSP-administered copay assistance benefit

Maximizing the assistance available from  
drug manufacturers to lower overall plan  
costs



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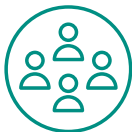
# About the benefit



Plans modify their plan benefit on certain medications consistent with their Affordable Care Act (ACA) state benchmark plan



Plan designates select medications as non-essential health benefits (NEHBs)



Plan sets their plan participant cost to 30% coinsurance



Supports nearly 400 specialty medications in over 20 therapy classes



Reduces plan participant's responsibility

## Average assistance per fill across highest utilized therapy classes:

Hepatitis C	\$6,600	Oncology	\$1,800
Cystic Fibrosis	\$2,600	Pulmonary Arterial Hypertension	\$1,300
Multiple Sclerosis	\$1,500	Blood Cell Deficiency	\$830
Inflammatory	\$1,900	Hereditary Angioedema	\$2,000
Hemophilia	\$1,200	Asthma & Allergy	\$1,100

Average savings range from \$4.50 - 6.50 PMPM net savings\*

\*Net of fee. Actual savings will vary based on plan sponsor, plan participant population, medication mix and manufacturer copay assistance program requirements. Savings estimates do not represent any type of guarantee by SaveOnSP or Express Scripts.

# Detailed claim example

\$10,000

Drug Cost

\$7,000

Annual Manufacturer Copay Assistance  
(CPA) Available

\$5

Manufacturer CPA Program  
Terms  
(Patient Pay Amount)

Claim Month	Total Drug Cost	Plan Cost (POS)^	Adjudicated Amount (Member Cost)	Billed to Manufacturer CPA	Manufacturer CPA Paid	Member CPA Balance	Copay Tertiary	Residual Tertiary	Total Tertiary^^
Jan	\$10,000	\$7,000	\$3,000	\$3,000	\$2,995	\$4,005	\$5	N/A	\$5
Feb	\$10,000	\$7,000	\$3,000	\$3,000	\$2,995	\$1,010	\$5	N/A	\$5
Mar	\$10,000	\$7,000	\$3,000	\$3,000	\$1,010	\$0	\$0	\$1,990	\$1,990
Apr	\$10,000	\$7,000	\$3,000	\$3,000	\$0	\$0	N/A	\$3,000	\$3,000
May-Dec	\$10,000	\$10,000	\$0*	\$0	\$0	\$0	N/A	N/A	N/A

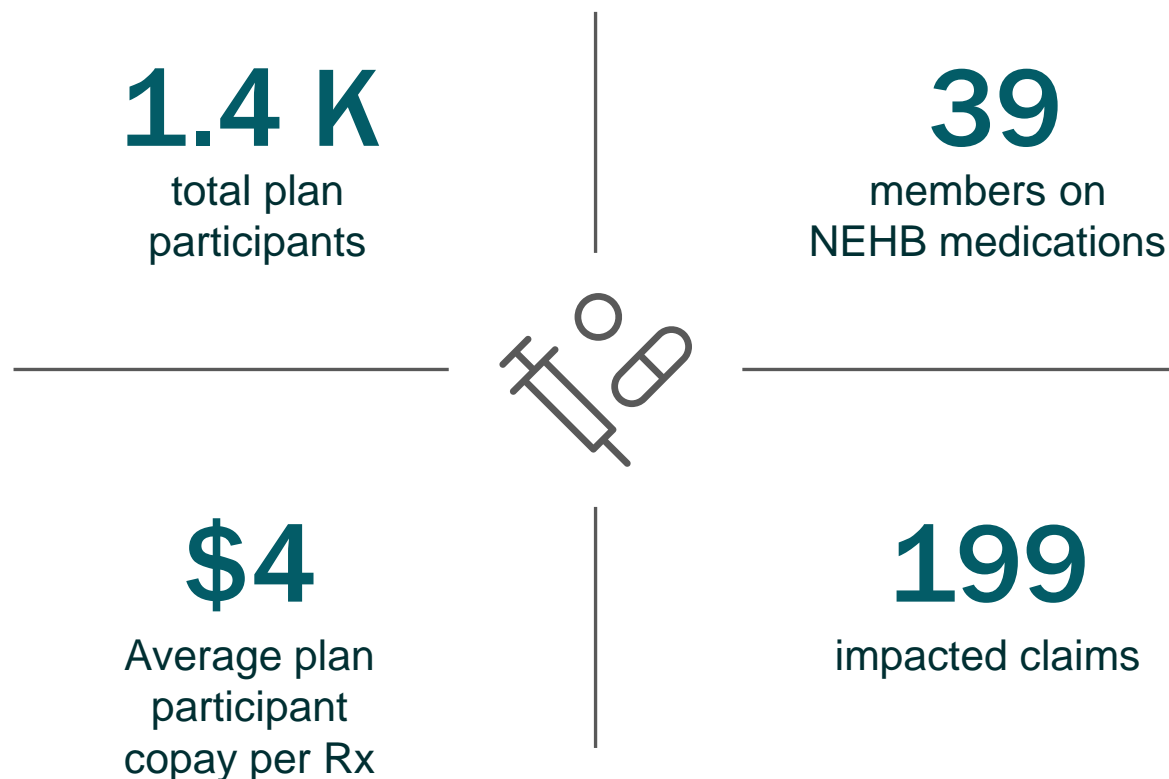
^At point of sale (POS); does not include admin and tertiary costs

^^Passed through to the plan sponsor

\* SaveOnSP administers the plan's benefit with a \$0 copay/coinsurance override to ensure member has \$0 cost once it is validated that the member has exhausted copay assistance. There will be no more tertiary charges for this member on this medication for future fill dates until copay assistance funds reset.



## Plan sponsor savings example



Every month you lose \$11,377 without the benefit setup

### Benefit for plan sponsor and their participants



**\$10.38**

PMPM plan savings<sup>1</sup>



**\$1.9 M**

annual plan savings<sup>1</sup>



**\$0**

reduced remaining plan participant cost

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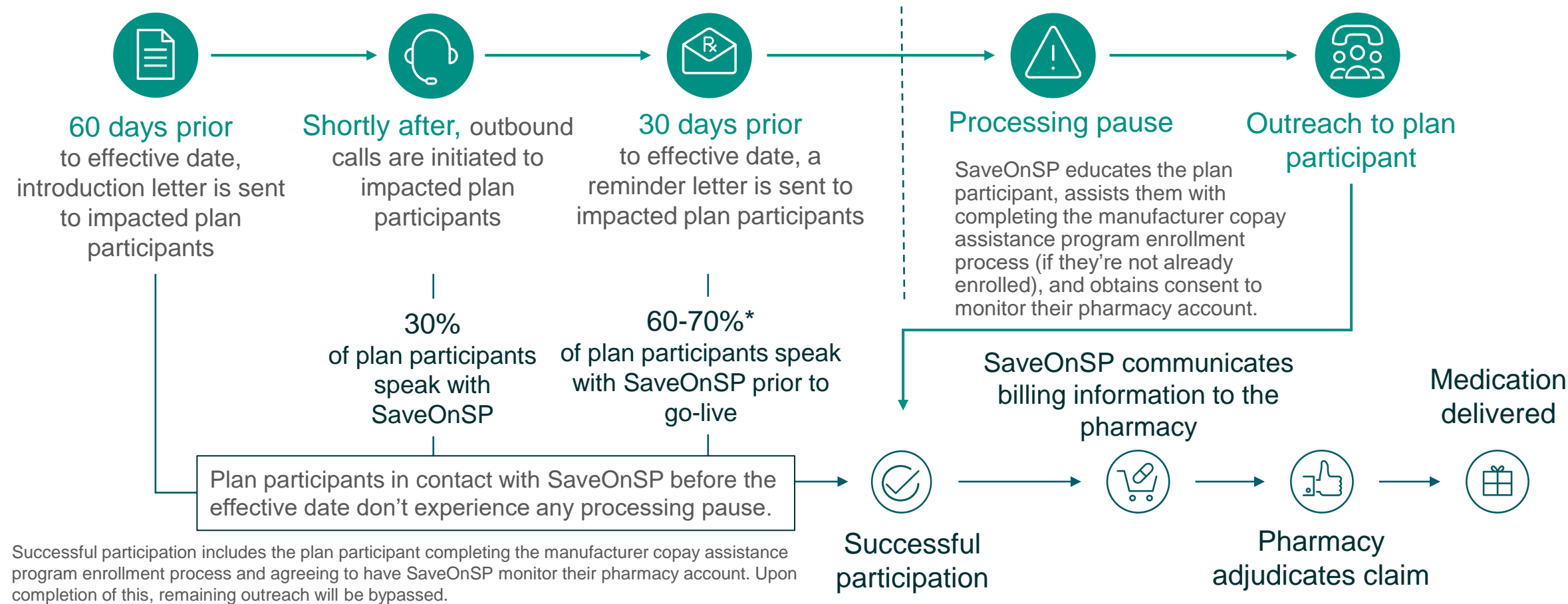
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<sup>1</sup>Net of fee. Savings based on sponsor's utilization, the most restrictive state benchmark and ESI National Preferred, Basic and High Performance Formulary. Actual savings will vary based on plan sponsor, plan participant population, medication mix and manufacturer copay assistance program requirements. Savings estimates do not represent any type of guarantee by SaveOnSP or ESI.

# Outreach prior to effective date

Plan participants identified from claims history file about 90 days before effective date

Effective date



\*Plan participant contact success results are multifactorial and vary based on plan participant responsiveness, plans meeting implementation deadlines, and plan communication support  
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# Appendix

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# Continual refinements — key to overall success

Delivering operational efficiencies  
to benefit plan sponsors and their participants



Expanded teams, streamlined setup and improved setup accuracy



White-glove plan participant experience to educate, answer questions and ensure understanding



Exclusive partnership with Express Scripts offers increased plan participant support and improved experience through continued operational enhancements

Four-fold increase in supported specialty medications

60  
back in 2016



Nearly  
400  
in 2023

## Recent Enhancements



Opened second  
call center

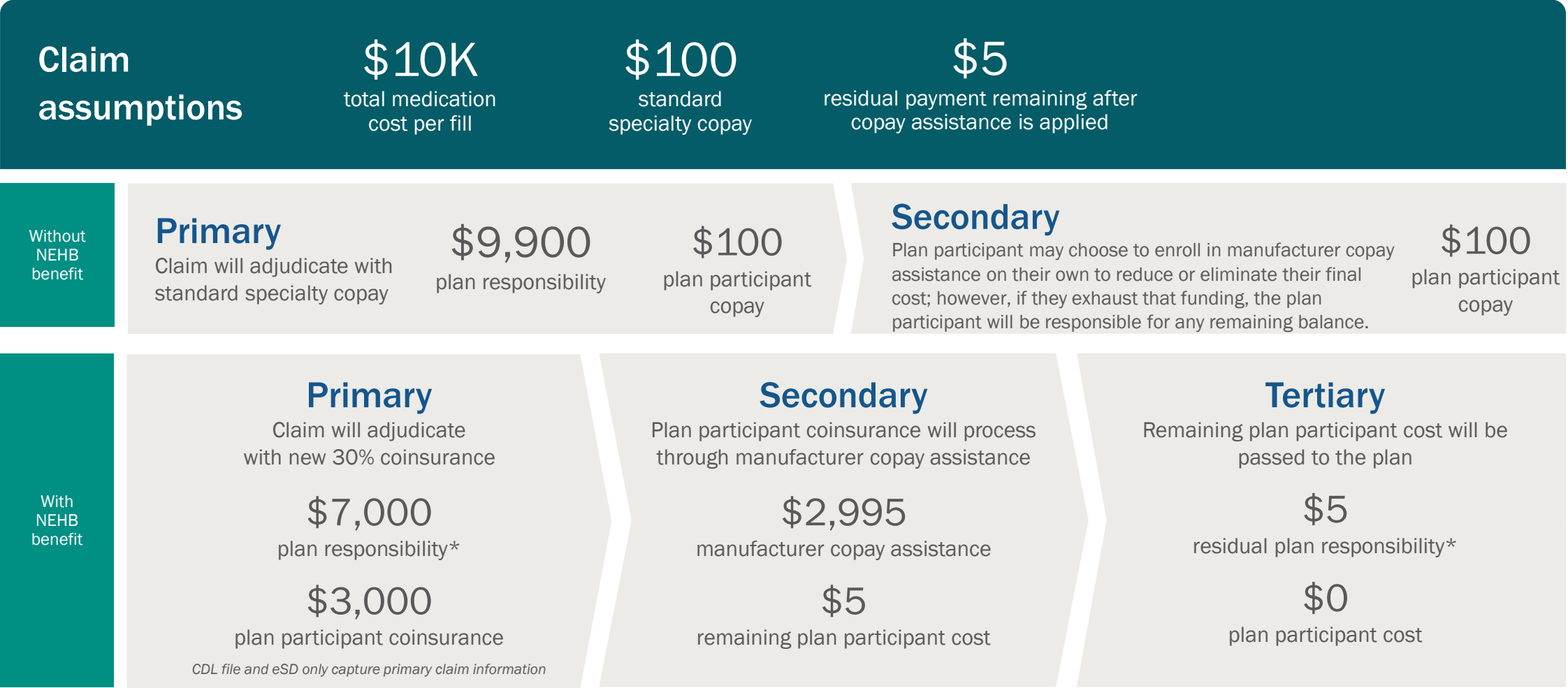


Improved copay  
assistance monitoring

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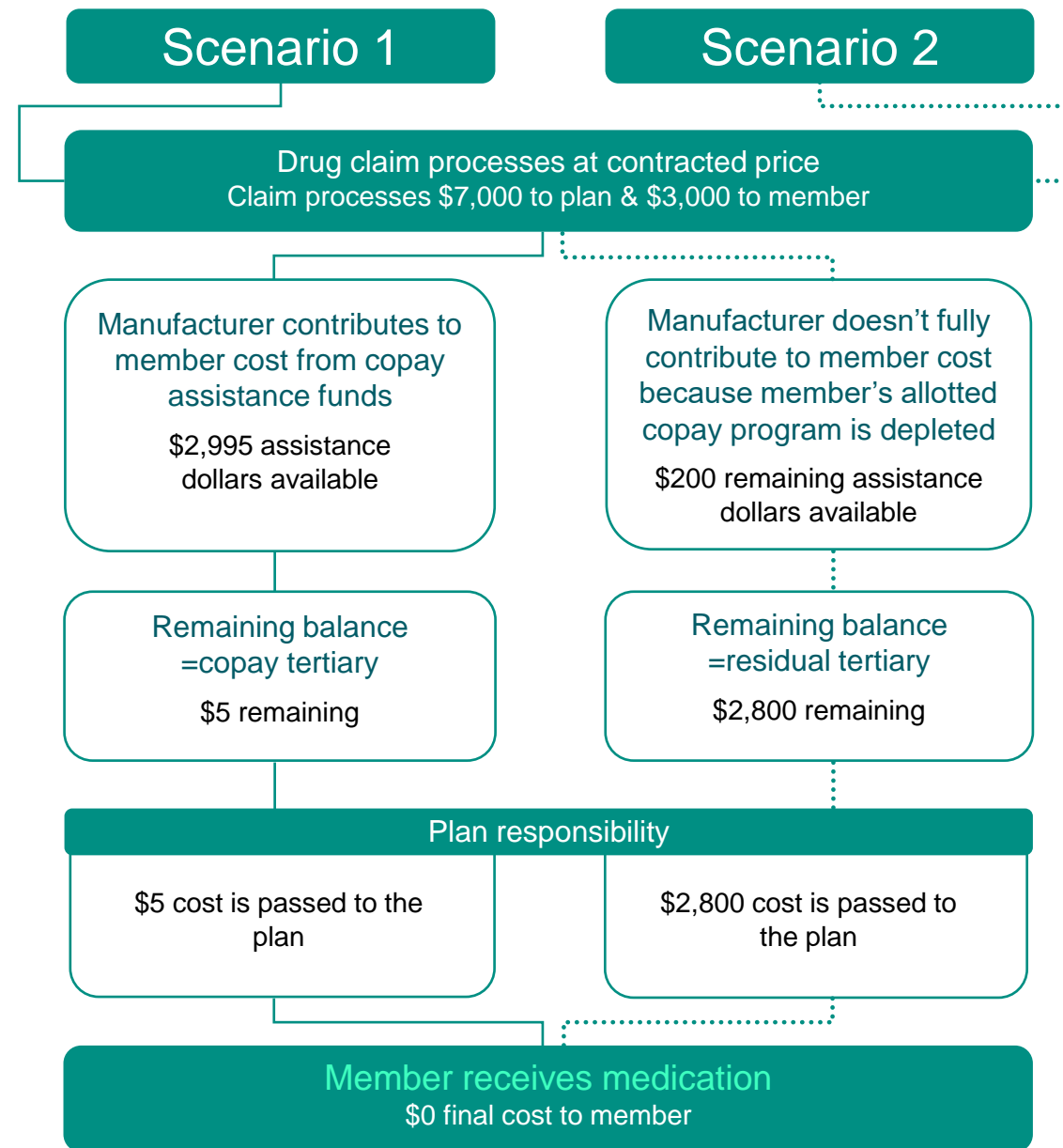
# Adjudication process example



## Tertiary is:

- the delayed plan cost covering any remaining member balance not paid by the manufacturer copay assistance program
- administered by SaveOnSP but paid by the plan
- the way to ensure a member has no final cost
- not a fee
- not subject to the admin fee
- only used upon confirmation that the member does not have any more copay assistance, which ensures maximum plan savings

HERE ARE TWO EXAMPLES OF HOW IT WORKS  
USING A \$10,000 SPECIALTY DRUG AND  
A 30% MEMBER COINSURANCE:



# Fee calculation examples

Copay Tertiary

copay required by the manufacturer program which is billed back to plan

Residual Tertiary

remaining drug cost after manufacturer copay assistance funds are applied

Copay Credit

represents original plan design specialty copay or estimated average specialty copay based on claim analysis; amount represents member savings

Gross Savings

= Adjudicated Amount (Member Copay)  
– Copay Credit – Copay Tertiary OR Residual Tertiary

Total Plan Cost

= Plan Cost (POS) + Copay Tertiary OR Residual Tertiary + Admin Fee Due

Examples	Total Drug Cost	Plan Cost (POS)^	Adjudicated Amount (Member Copay)	CPA Paid	Copay Tertiary	Residual Tertiary	Copay Credit	Gross Savings	Admin Fee Due*	Billed on Invoice	Total Plan Cost
1	\$10,000	\$7,000	\$3,000	\$2,995	\$5	N/A	\$100	\$2,895	\$723.75	\$728.75	\$7,728.75
2	\$15,000	\$10,500	\$4,500	\$3,500	\$0	\$1,000	\$250	\$3,250	\$812.50	\$1,812.50	\$12,312.50
3	\$6,000	\$4,200	\$1,800	\$500	\$0	\$1,300	\$200	\$300	\$75	\$1,375	\$5,575
4	\$10,000	\$7,000	\$3,000	\$0	\$0	\$3,000	N/A	\$0	N/A	\$3,000	\$10,000

^At point of sale (POS); does not include admin and tertiary costs

\* 25% is the admin fee

# Plan sponsor requirements



Self-funded plans



Sign an amendment to the ESI/SaveOnSP agreement (or a separate contract) and change benefits accordingly



Documentation of the new plan design in the Summary Plan Description (SPD)



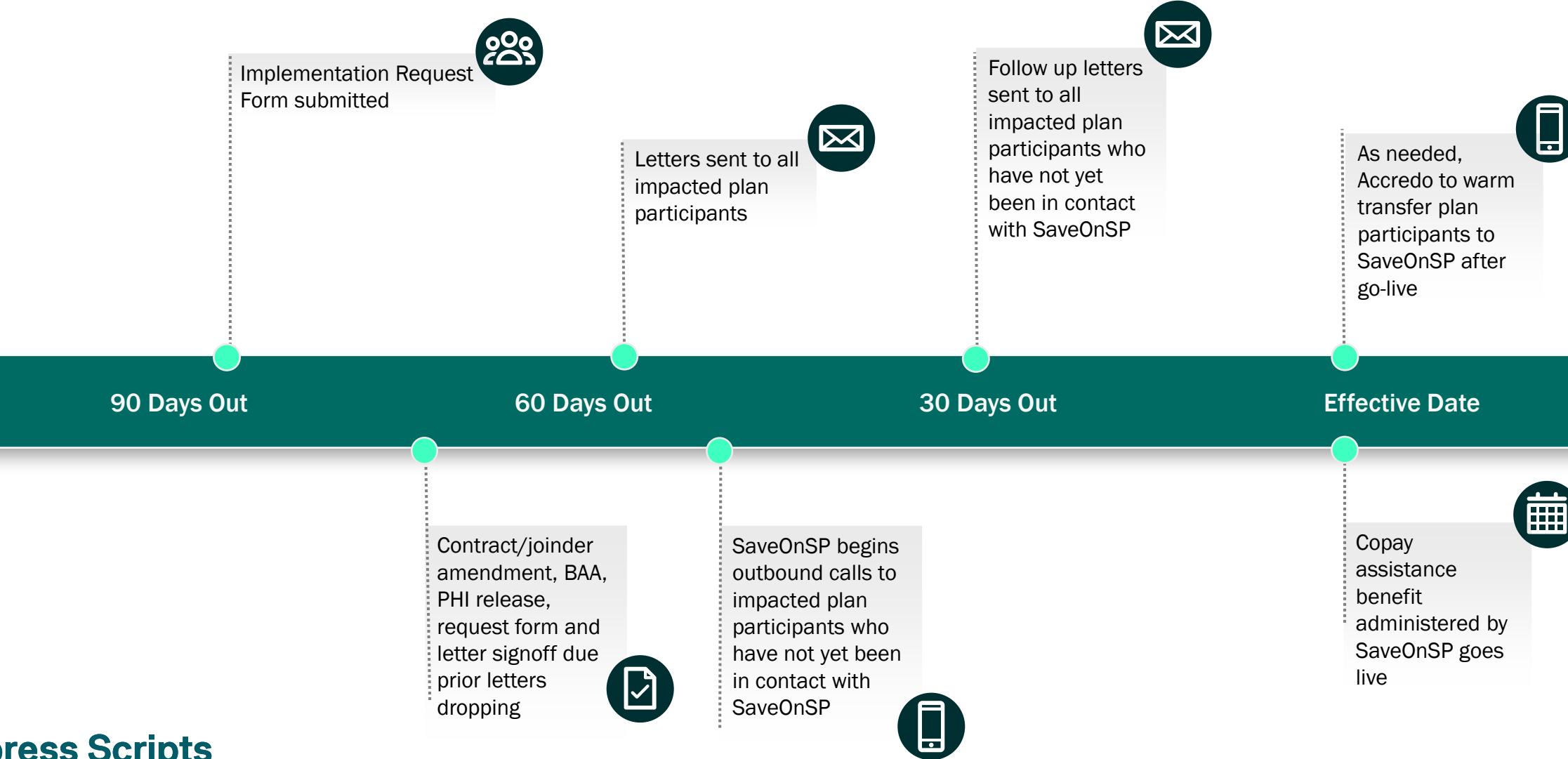
90 to 120 days to implement the benefit

Non-eligible plan sponsors:

- Medicaid, Medicare EGWP
- Plans with Grandfathered status\*
- Auto-substantiated FSA and Exchange plans should work with their Specialty Solutions Director to determine eligibility
- State mandated Any Willing Provider Requirements



# Implementation Timeline



# This industry first financial guarantee, enables plans to better control spend and utilization



Industry's first ever GLP-1 financial guarantee



Ensuring that the appropriate patients have access

- + Higher patient BMI and documentation of cardiometabolic comorbidities
- + Clinical documentation of diabetes\*



Ongoing engagement and enrollment in a lifestyle modification program



Provider and pharmacy management

- + GLP-1 Anti-Fraud Protection

# Advanced Utilization Management -Traditional Rules only

Package	Price PMPM (All Rules)	Plan Net Savings (New Rules)	Estimated Member Impact (New Rules)
Limited	(\$0.32)	70,562	474
Advantage	(\$0.50)	1,002,159	851
Advantage Plus	(\$0.50)	1,035,951	920
Unlimited	(\$0.50)	1,661,142	1,146

**63% of clients enrolled in the program are in Advantage Plus.**  
**On average, clients saw a 10:1 return on investment.**

*Based on 1,382 lives*

*Current program fees total \$0.00 pmpm – new package price replaces existing fees.*

*Savings estimates include step therapy without grandfathering, when available. Savings was based on data from 9.2023 – 8.2024*

*Savings include rebate impact.*

*Implementation may require adjustment of rebate guarantee.*

*Packages include Step Therapy, Prior Authorization, and Drug Quantity Management.*



# AUM - Impacted Member Communication Process

---

## Pre-Notify

90-120 Day Implementation

---

Identify affected members and send communication

---

130-day lookback to capture all impacted members

---

## Grandfather

90 Day Implementation

---

Client selects grandfathering period (usually 90-days)

---

Impacted members will continue to fill without disruption for grandfathering period

---

New members would be subject to AUM Rules

---

## Immediate

60-90 Day Implementation

---

Members who fill after effective date will be subject to AUM rules prior to filling medication

---

Letters could be option for impacted members, could delay implementation

---

Thank You

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# HEALTH MANAGEMENT SOLUTIONS

DANIELLE KEENAN, DIRECTOR – HEALTH MANAGEMENT

# Employee Health Management Solutions for Riverside Community College District



*Keenan*



# Our EHM Consulting Team

# *Keenan*



Robin Rager, Ph.D.  
VP – Health Management  
[rrager@keenanc.com](mailto:rrager@keenanc.com)



Danielle Keenan, MPH  
Director – Health Management  
[dkeenanc1@keenanc.com](mailto:dkeenanc1@keenanc.com)



Dayna Gowan, MPH  
Sr Health & Wellness Manager  
[dgowan@keenanc.com](mailto:dgowan@keenanc.com)



Vanessa Torres, MPH  
Health & Wellness Manager  
[vtorres@keenanc.com](mailto:vtorres@keenanc.com)



Mariah Caracoza, BS, MPH(c)  
Health & Wellness Manager  
[mcaracoza1@keenanc.com](mailto:mcaracoza1@keenanc.com)



# Let's Reflect: Struggling vs. Flourishing



# Linking Wellbeing to Work

## When Health Declines, Work Passion & Focus Take the Hit: A Wake-Up Call for Wellbeing in the Workplace



**69%**

Decreased enthusiasm



**55%**

Increased trouble focusing



**28%**

Decreased commitment  
to employer



**8%**

Frequent absences



**7%**

Frequently late for  
meetings/deadlines

# Bending the Trend with Employee Health Management

***Employee Health Management programs can help control health care costs and lost productivity and create a culture of well-being in the workplace. (CDC, 2023)***

***Employers want to avoid unnecessary health care costs and improve employee productivity***

By implementing comprehensive, best-practice employee health management programs, employers can expect:

- An average of \$2:1 - \$4:1 ROI in medical cost avoidance for comprehensive, best-practice employee health management programs
- An average of \$3:1 - \$5:1 ROI in payroll savings through reduction of lost productivity (absenteeism/presenteeism)

***Offering wellness solutions can be a challenge for organizations***

- Limited funding
- Limited staff resources to support wellness benefits
- Lack of an employee health management strategy
- An overwhelming amount of information on worksite wellness solutions

***Our KeenanWell Consultants can make it easy for Keenan clients to overcome these challenges to offer high-quality wellness benefits and support for your employees.***



# Employee Health Management Program Strategies for Impact



## Employees *value* wellness benefits and support

- 87% of employees consider health and wellness packages when choosing an employer
- 67% of employees who work for organizations with wellness programs are more satisfied with their job
- Only one in four employees believe their employer makes employee wellbeing a priority, but the data indicates it should be

# Our Employee Health Management (EHM) Consulting Services

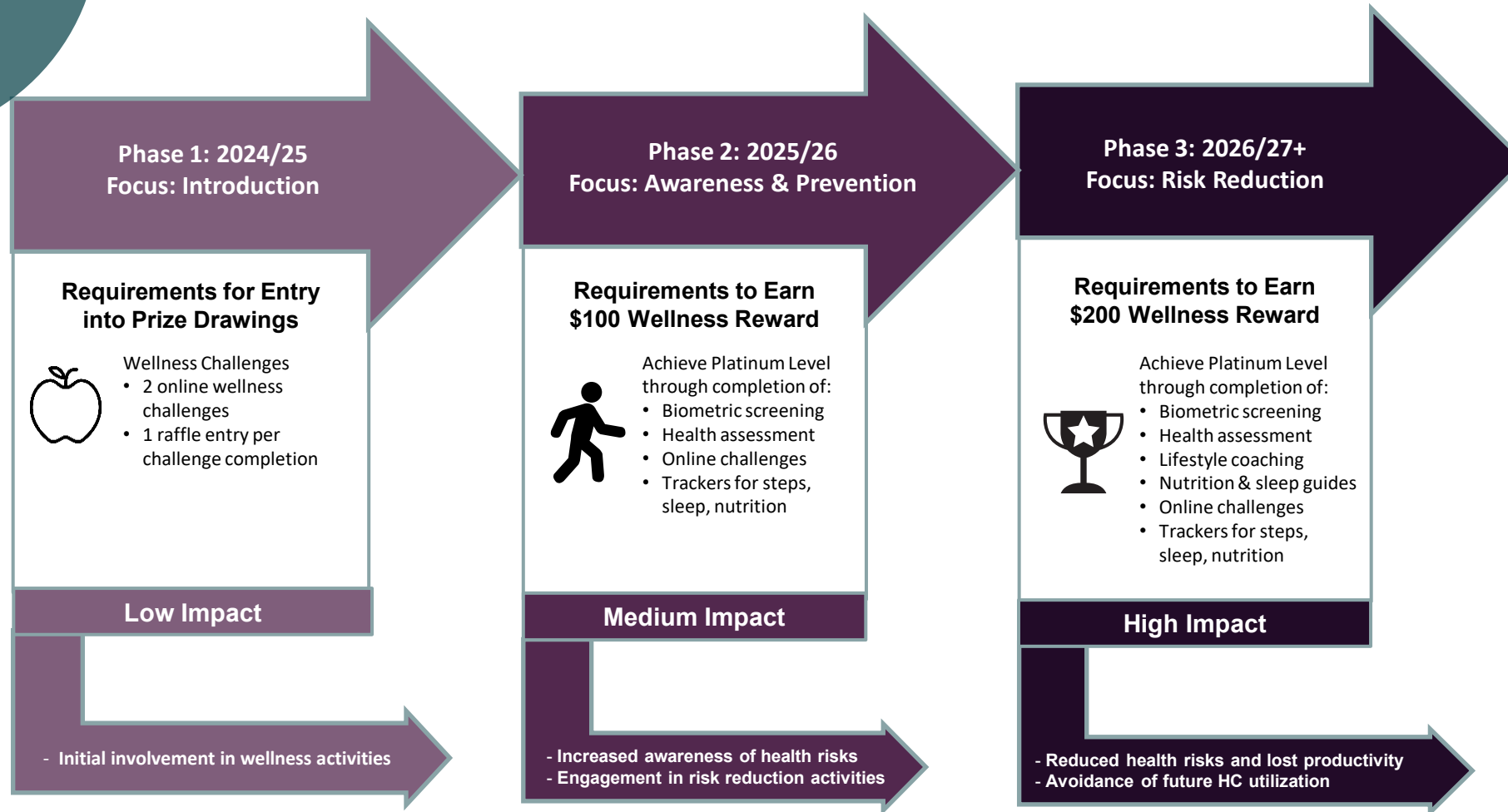
## Employee health management consulting services, customized to RCCD, include:

- Conducting program needs assessment
- Crafting a multi-year program blueprint and budget
- Establishing a structured wellness committee
- Identifying and coordinating program services and resources
- Determining appropriate incentives
- Developing effective communications
- Conducting program evaluation
- Assuring compliance with wellness program regulations



*Keenan*

# 3-Phase Employee Health Management Program Approach





# Employee Health Management 3-Phase Program Design

## Blueprint and Costs (All Employees)

	Phase 1: Introduction/Participation Focus	Phase 2: Awareness & Prevention Focus	Phase 3: Risk Reduction Focus
<b>Features and Components</b>	<ul style="list-style-type: none"> <li>Limited-scope wellness program</li> <li>Promote participation in the initial program</li> <li>Wellness challenge #1: Multi-Focus</li> <li>Wellness challenge #2: Physical Activity Focus</li> <li>Monthly wellness e-newsletter</li> </ul>	<ul style="list-style-type: none"> <li>Full wellness program launch with awareness + prevention focus (supported by 3<sup>rd</sup>-party vendor) <ul style="list-style-type: none"> <li>Online wellness platform and mobile app</li> <li>Health assessment (HA)</li> <li>Biometric screening via physician form</li> <li>Digital coaching</li> <li>Wellness challenges</li> <li>Trackers: steps, sleep, nutrition, resilience, etc.</li> </ul> </li> <li>Monthly wellness e-newsletter</li> </ul>	<ul style="list-style-type: none"> <li>Full wellness program launch with risk reduction focus (supported by 3<sup>rd</sup>-party vendor) <ul style="list-style-type: none"> <li>Online wellness platform and mobile app</li> <li>Health assessment (HA)</li> <li>Biometric screening via physician form</li> <li>Lifestyle management coaching (1:1 live virtual)</li> <li>Nutrition and sleep guides</li> <li>Wellness challenges</li> <li>Trackers: steps, sleep, nutrition, etc.</li> </ul> </li> <li>Monthly wellness e-newsletter</li> </ul>
<b>Incentives</b>	<b>Incentives Focused on Introducing the Program &amp; Initial Participation:</b> <ul style="list-style-type: none"> <li>Entry into prize drawing for completing wellness challenges</li> <li>One (1) entry for each wellness challenge completion</li> </ul>	<b>Incentives Focused on Awareness &amp; Prevention and Promoting Engagement:</b> <ul style="list-style-type: none"> <li>Receive \$100 in reward cash annually for meeting wellness program requirements during 2025/26 through completion of a variety of activities, including: <ol style="list-style-type: none"> <li>Biometric screening via physician results form</li> <li>Online health assessment</li> <li>Other health awareness activities</li> </ol> </li> </ul>	<b>Wellness Incentives Focused on Risk Reduction:</b> <ul style="list-style-type: none"> <li>Receive \$200 in reward cash annually for meeting wellness program requirements during 2026/27+ through completion of a variety of activities, including: <ol style="list-style-type: none"> <li>Biometric screening via physician form</li> <li>Online health assessment</li> <li>Lifestyle management coaching</li> <li>Other health improvement activities</li> </ol> </li> </ul>
<b>Estimated Cost</b>	<ul style="list-style-type: none"> <li>Wellness Challenges (Spring &amp; Fall): \$1,617 implementation + \$8.01 per participant x 744 ees (25%) x 2: \$15,153</li> <li>Incentives (\$1,000 in prizes x 2 drawings): \$2,000</li> <li>Keenan EHM Consulting - Basic: \$10,000</li> </ul> <b>Estimated Cost: \$27,153</b>	<ul style="list-style-type: none"> <li>Wellness Platform and Mobile App: \$2.85 PEPM x 2,975 ees: \$101,745</li> <li>Incentives w/ 35% participation: \$100 x 1,041 ees (35%): \$104,100</li> <li>Keenan EHM Consulting - Enhanced: \$25,000</li> </ul> <b>Estimated Cost: \$230,845</b>	<ul style="list-style-type: none"> <li>Wellness Platform and Mobile App: \$4.20 PEPM x 2,975 ees: \$149,940</li> <li>Incentives w/ 45% participation: \$200 x 1,339 ees (45%): \$267,800</li> <li>Keenan EHM Consulting - Comprehensive: \$35,000</li> </ul> <b>Estimated Cost: \$452,740</b>

Note: Cost estimates are based off total employee population of 2,975 employees.

# Employee Health Management 3-Phase Program Design

## Blueprint and Costs (Medical-Enrolled Employees)

	Phase 1: Introduction/Participation Focus	Phase 2: Awareness & Prevention Focus	Phase 3: Risk Reduction Focus
<b>Features and Components</b>	<ul style="list-style-type: none"> <li>Limited-scope wellness program</li> <li>Promote participation in the initial program</li> <li>Wellness challenge #1: Multi-Focus</li> <li>Wellness challenge #2: Physical Activity Focus</li> <li>Monthly wellness e-newsletter</li> </ul>	<ul style="list-style-type: none"> <li>Full wellness program launch with awareness + prevention focus (supported by 3<sup>rd</sup>-party vendor) <ul style="list-style-type: none"> <li>Online wellness platform and mobile app</li> <li>Health assessment (HA)</li> <li>Biometric screening via physician form</li> <li>Digital coaching</li> <li>Wellness challenges</li> <li>Trackers: steps, sleep, nutrition, resilience, etc.</li> </ul> </li> <li>Monthly wellness e-newsletter</li> </ul>	<ul style="list-style-type: none"> <li>Full wellness program launch with risk reduction focus (supported by 3<sup>rd</sup>-party vendor) <ul style="list-style-type: none"> <li>Online wellness platform and mobile app</li> <li>Health assessment (HA)</li> <li>Biometric screening via physician form</li> <li>Lifestyle management coaching (1:1 live virtual)</li> <li>Nutrition and sleep guides</li> <li>Wellness challenges</li> <li>Trackers: steps, sleep, nutrition, etc.</li> </ul> </li> <li>Monthly wellness e-newsletter</li> </ul>
<b>Incentives</b>	<b>Incentives Focused on Introducing the Program &amp; Initial Participation:</b> <ul style="list-style-type: none"> <li>Entry into prize drawing for completing wellness challenges</li> <li>One (1) entry for each wellness challenge completion</li> </ul>	<b>Incentives Focused on Awareness &amp; Prevention and Promoting Engagement:</b> <ul style="list-style-type: none"> <li>Receive \$100 in reward cash annually for meeting wellness program requirements during 2025/26 through completion of a variety of activities, including: <ol style="list-style-type: none"> <li>Biometric screening via physician results form</li> <li>Online health assessment</li> <li>Other health awareness activities</li> </ol> </li> </ul>	<b>Wellness Incentives Focused on Risk Reduction:</b> <ul style="list-style-type: none"> <li>Receive \$200 in reward cash annually for meeting wellness program requirements during 2026/27+ through completion of a variety of activities, including: <ol style="list-style-type: none"> <li>Biometric screening via physician form</li> <li>Online health assessment</li> <li>Lifestyle management coaching</li> <li>Other health improvement activities</li> </ol> </li> </ul>
<b>Estimated Cost</b>	<ul style="list-style-type: none"> <li>Wellness Challenges (Spring &amp; Fall): \$1,617 implementation + \$8.01 per participant x 346 ees (25%) x 2: \$8,777</li> <li>Incentives (\$1,000 in prizes x 2 drawings): \$2,000</li> <li>Keenan EHM Consulting - Basic: \$10,000</li> </ul> <b>Estimated Cost: \$20,777</b>	<ul style="list-style-type: none"> <li>Wellness Platform and Mobile App: \$2.85 PEPM x 1,384 ees: \$47,333</li> <li>Incentives w/ 35% participation: \$100 x 484 ees (35%): \$48,400</li> <li>Keenan EHM Consulting - Enhanced: \$25,000</li> </ul> <b>Estimated Cost: \$120,733</b>	<ul style="list-style-type: none"> <li>Wellness Platform and Mobile App: \$4.20 PEPM x 1,384 ees: \$69,754</li> <li>Incentives w/ 45% participation: \$200 x 623 ees (45%): \$124,600</li> <li>Keenan EHM Consulting - Comprehensive: \$35,000</li> </ul> <b>Estimated Cost: \$229,354</b>

Note: Cost estimates are based off total employee population of 1,384 employees enrolled in medical.



# KeenanWell Consulting Support Levels

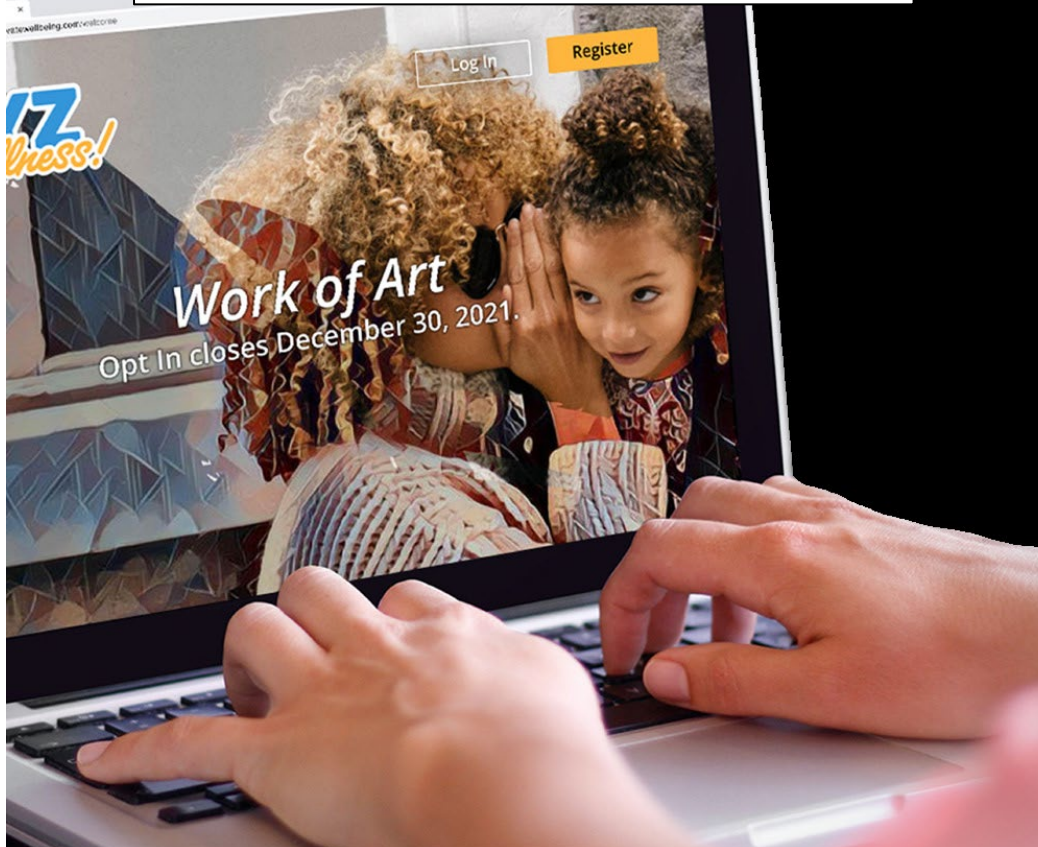
Basic KeenanWell Consulting Support
<b>1. Develop Program Goals and Objectives</b> <ul style="list-style-type: none"> <li>Identify overarching goals and measurable objectives</li> </ul>
<b>2. Manage a Strategic Program Design</b> <ul style="list-style-type: none"> <li>Develop and coordinate a best-practice program design based on the goals/objectives</li> <li>Design and coordinate an incentive plan</li> <li>Develop and coordinate strategies to establish a wellness culture</li> </ul>
<b>3. Coordinate Vendors and Resources</b> <ul style="list-style-type: none"> <li>Coordinate vendor services; manage vendor relationship</li> </ul>
<b>4. Communications and Promotion</b> <ul style="list-style-type: none"> <li>Create communication materials to promote engagement</li> </ul>
<b>5. Implement and Coordinate the Program</b> <ul style="list-style-type: none"> <li>Assist with program implementation and coordination</li> <li>Hold quarterly check-in meetings</li> </ul>
Annual KeenanWell Consulting Cost: \$10,000

Enhanced KeenanWell Consulting Support
<b>1. Develop Program Goals and Objectives</b> <ul style="list-style-type: none"> <li>Identify overarching goals and measurable objectives</li> </ul>
<b>2. Manage a Strategic Program Design</b> <ul style="list-style-type: none"> <li>Develop and coordinate a best-practice program design based on the goals/objectives</li> <li>Design and coordinate an incentive plan</li> <li>Develop and coordinate strategies to establish a wellness culture</li> </ul>
<b>3. Select, Acquire, and Coordinate Vendors and Resources</b> <ul style="list-style-type: none"> <li>Review vendor options, pricing, and proposals</li> <li>Coordinate vendor services; manage vendor relationship</li> </ul>
<b>4. Communications and Promotion</b> <ul style="list-style-type: none"> <li>Develop a communication timeline</li> <li>Create communication materials to promote engagement</li> </ul>
<b>5. Implement and Coordinate the Program</b> <ul style="list-style-type: none"> <li>Track monthly incentives participation</li> <li>Provide monthly incentives reporting</li> <li>Assist with program implementation and coordination</li> <li>Hold monthly check-in meetings</li> </ul>
<b>6. Evaluate and Refine the Program</b> <ul style="list-style-type: none"> <li>Define evaluation metrics</li> <li>Analyze program data and generate reports; Identify areas for program refinement</li> </ul>
Annual KeenanWell Consulting Cost: \$25,000

Comprehensive KeenanWell Consulting Support
<b>1. Develop Program Goals and Objectives</b> <ul style="list-style-type: none"> <li>Identify overarching goals and measurable objectives</li> </ul>
<b>2. Manage a Strategic Program Design</b> <ul style="list-style-type: none"> <li>Develop and coordinate a best-practice program design based on the goals/objectives</li> <li>Design and coordinate an incentive plan</li> <li>Develop and coordinate strategies to establish a wellness culture</li> </ul>
<b>3. Select, Acquire, and Coordinate Vendors and Resources</b> <ul style="list-style-type: none"> <li>Review vendor options, pricing, and proposals</li> <li>Acquire any necessary additional vendor services and develop a vendor coordination strategy</li> <li>Coordinate vendor services; manage vendor relationship</li> </ul>
<b>4. Communications and Promotion</b> <ul style="list-style-type: none"> <li>Create a program logo and branding</li> <li>Develop a communication timeline</li> <li>Create communication materials to promote engagement</li> </ul>
<b>5. Implement and Coordinate the Program</b> <ul style="list-style-type: none"> <li>Track monthly incentives participation</li> <li>Provide monthly incentives reporting</li> <li>Assist with program implementation and coordination</li> <li>Hold monthly check-in meetings</li> </ul>
<b>6. Evaluate and Refine the Program</b> <ul style="list-style-type: none"> <li>Define evaluation metrics</li> <li>Analyze program data and generate reports; Identify areas for program refinement</li> </ul>
Annual KeenanWell Consulting Cost: \$35,000

# Wellness Challenges: Health Enhancement Systems (HES)

- Variety of highly engaging and fun wellness challenges
- Easy implementation, on-demand administrative reporting, end-of-challenge reporting
- Per participant pricing
- 40% discount for Keenan clients



FIXED								
CAMPAIGN NAME	THEME	HEALTH BEHAVIORS	PROGRAM LENGTH	MOBILE APP	DEVICE INTEGRATION	BUDDY FEATURE	TEAM FEATURE	LEADER-BOARD
	Virtual worldwide city tours	Physical activity	6, 8, or 12 weeks	✓	✓	✓	✓	✓
	Rainbow of produce colors	Healthy eating	6, 8, or 12 weeks	✓	N/A	✓	✓	✓
	Classic winter scene paintings	Physical activity, nutrition, emotional fitness	4 or 6 weeks	✓	✓	✓	✓	✓
	Hawaiian island tour	Physical activity	4, 6, or 8 weeks	✓	✓	✓	✓	✓
	Weekly spring themes	Physical activity	4, 6, or 8 weeks	✓	✓	✓	✓	✓
	Global fall color tour	Physical activity	31, 42, or 56 days	✓	✓	✓	✓	✓

# Wellness Program Packages for Our Clients

powered by **Personify Health**



- Offered through a strategic partnership with Keenan and Personify Health (formerly Virgin Pulse) – an award-winning wellness program services vendor
- Several robust, high-tech, best-in-class turnkey wellness packages are available for US and International clients
- Quick and easy to implement as plug-and-play programs
- Below-market discounted pricing, making the packages affordable to smaller clients
- A variety of rewards options to boost engagement
- Friends and family can participate at no additional cost

Please note: The wellness platform formerly known as Virgin Pulse has been rebranded to **Personify Health**.



# On-going, Personalized Approach

~personify<sup>TM</sup>  
HEALTH

Communications Types

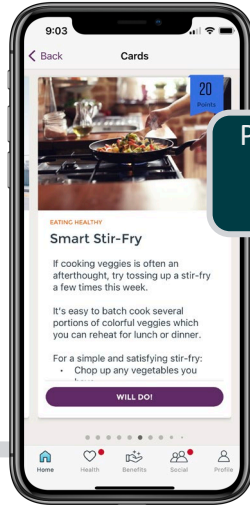
Member  
Driven

System  
Generated

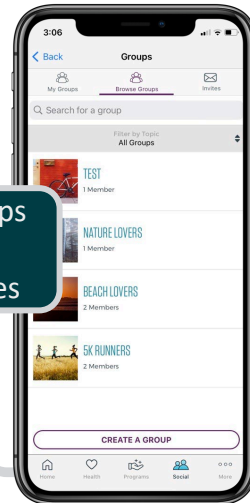
Client  
Driven



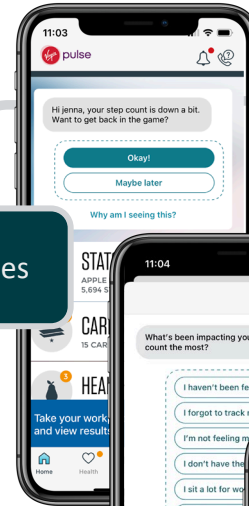
Push  
Notifications



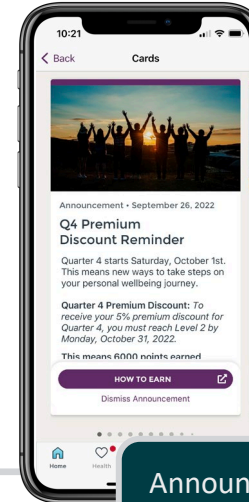
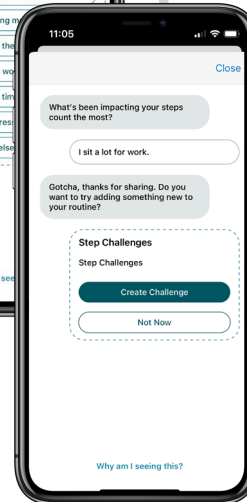
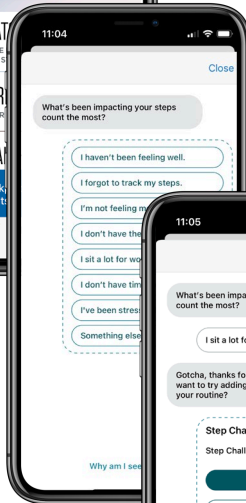
Personalized  
daily tip  
cards



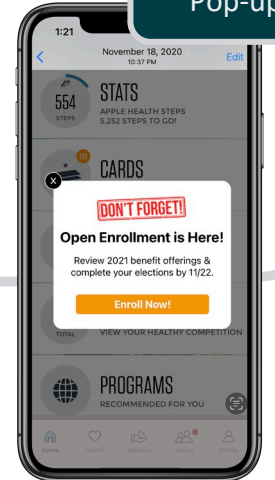
Join Groups  
with  
Colleagues



In-App Quizzes



Announcement  
Cards



In-app  
Pop-ups

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

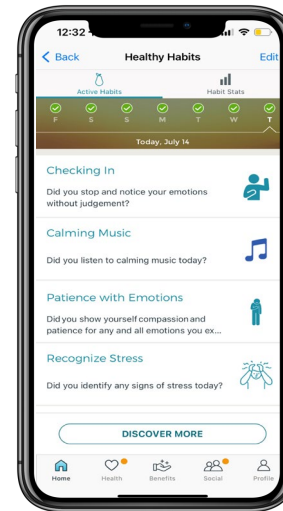
SATURDAY



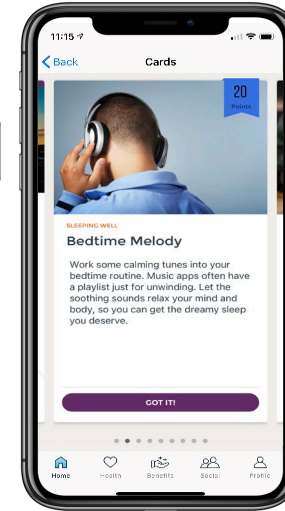


# Support for Mental Wellbeing

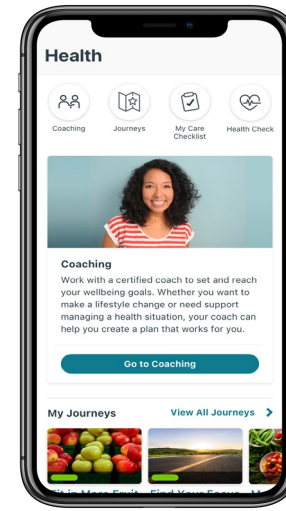
Resources, content and tools that support members' unique needs around anxiety, depression and reducing stress



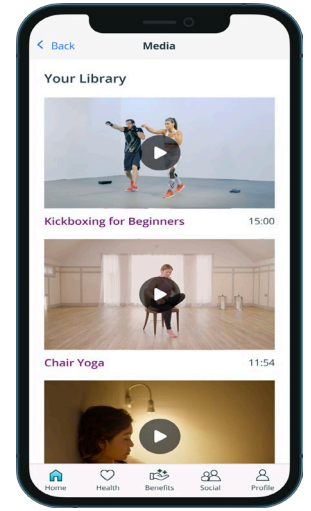
Track resilience,  
build healthy  
habits



Daily Cards with  
sleep and stress  
relief tips



Talk to a coach to  
reinforce care  
reminders with  
actionable guidance

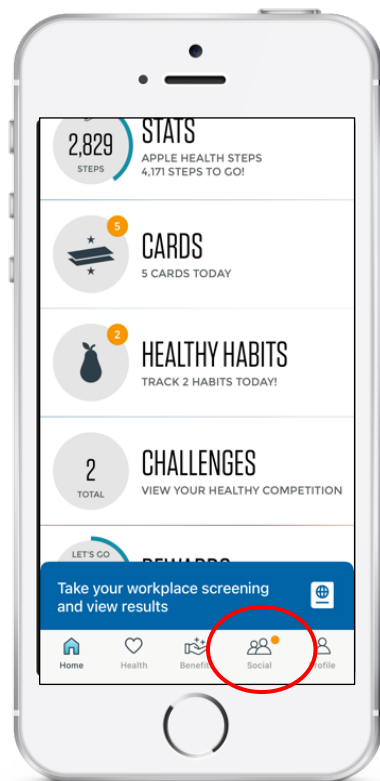


Media library with  
mental wellbeing  
topics like mindful  
eating, nighttime  
anxiety, and more

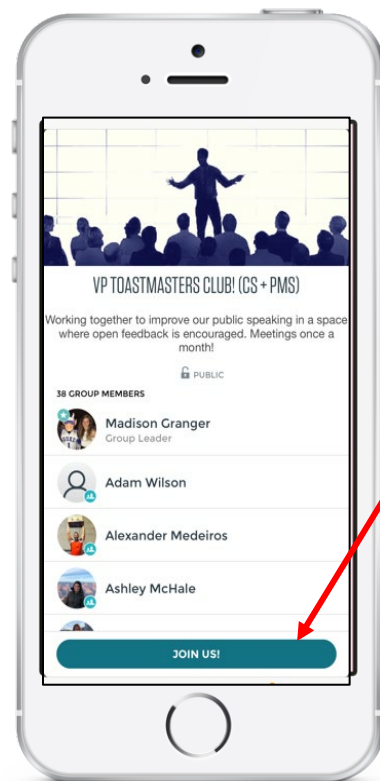
# Social Experience



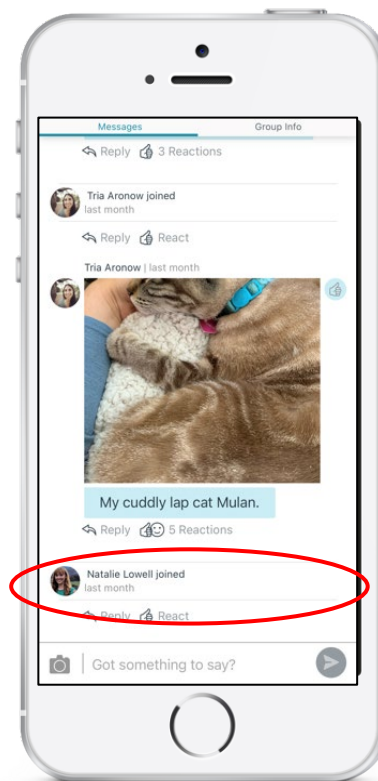
Invite up to 10 Family and Friends, and interact through Social Groups, Chat, and more!



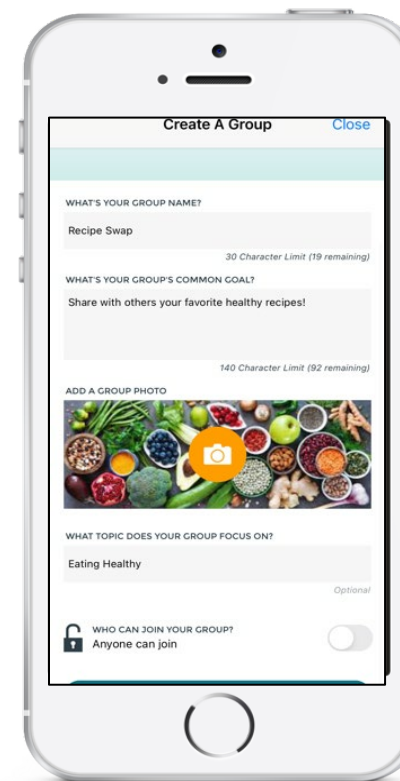
Navigate to Social Groups by clicking on the Social tab at the bottom. Image above is also displaying a new notification within the Social Domain.



Browsing through Groups allows members to filter by topic. To join, click on the Group and select the Join Us button at the bottom



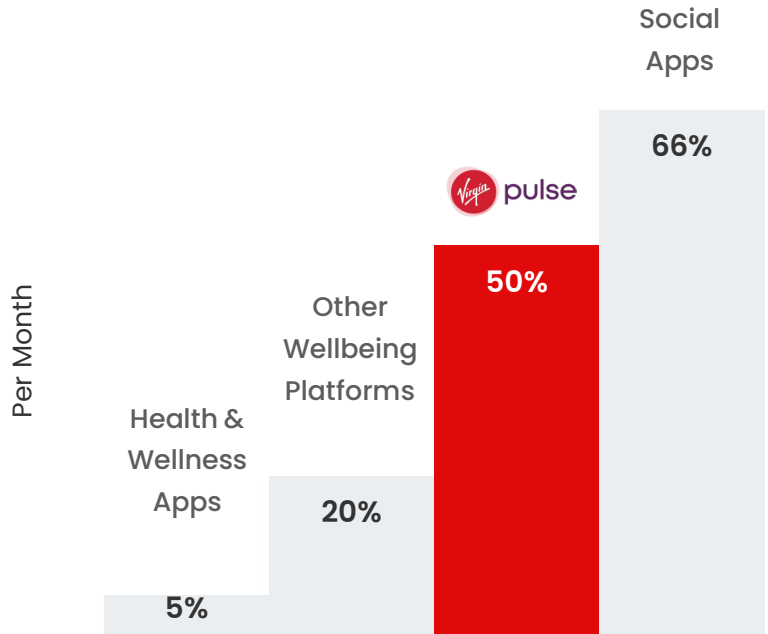
Chat with different members in the Group and share ideas and commentary through the chat feature.



Don't see a Group you're interested in? Create a new one!

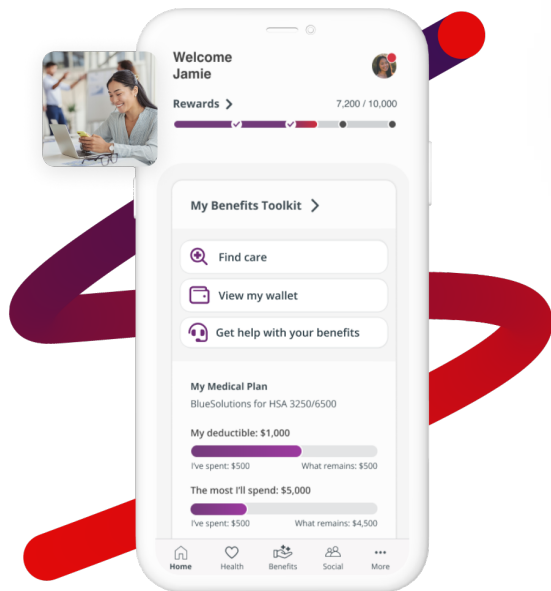
# Employee Engagement and Well-Being Support at Your Fingertips

## Average User Engagement



"...super easy to use!"

"...this app is changing my life."



"Love the way this app is designed to bring the company together and create a workplace social network for health."

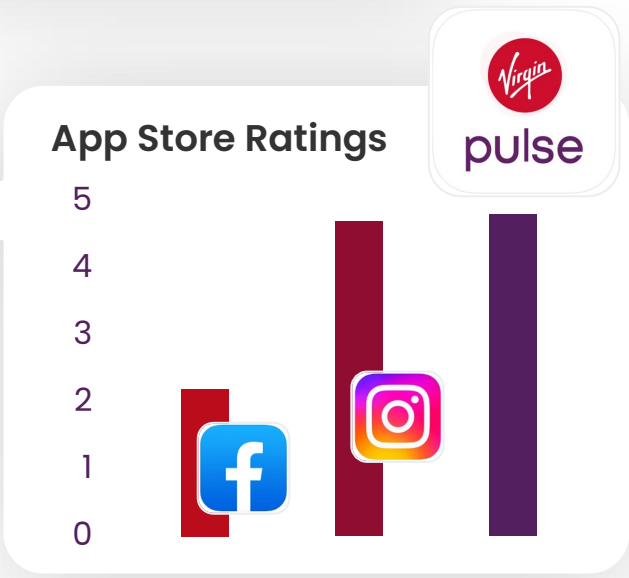
App Store

**Virgin Pulse** 4+

Virgin Pulse, Inc

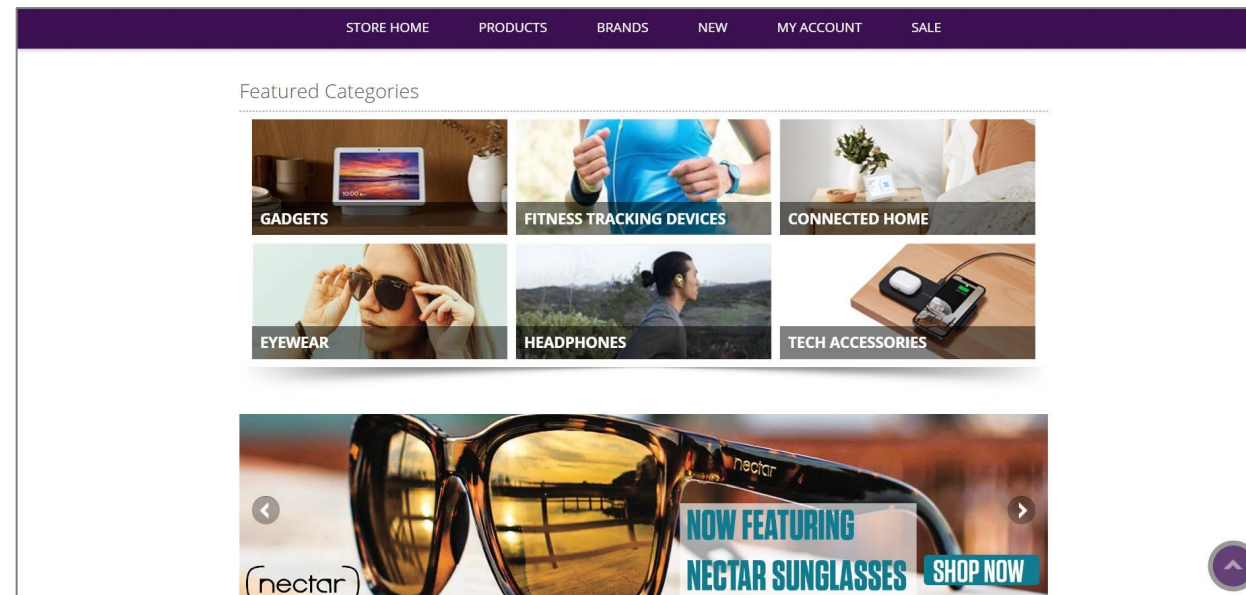
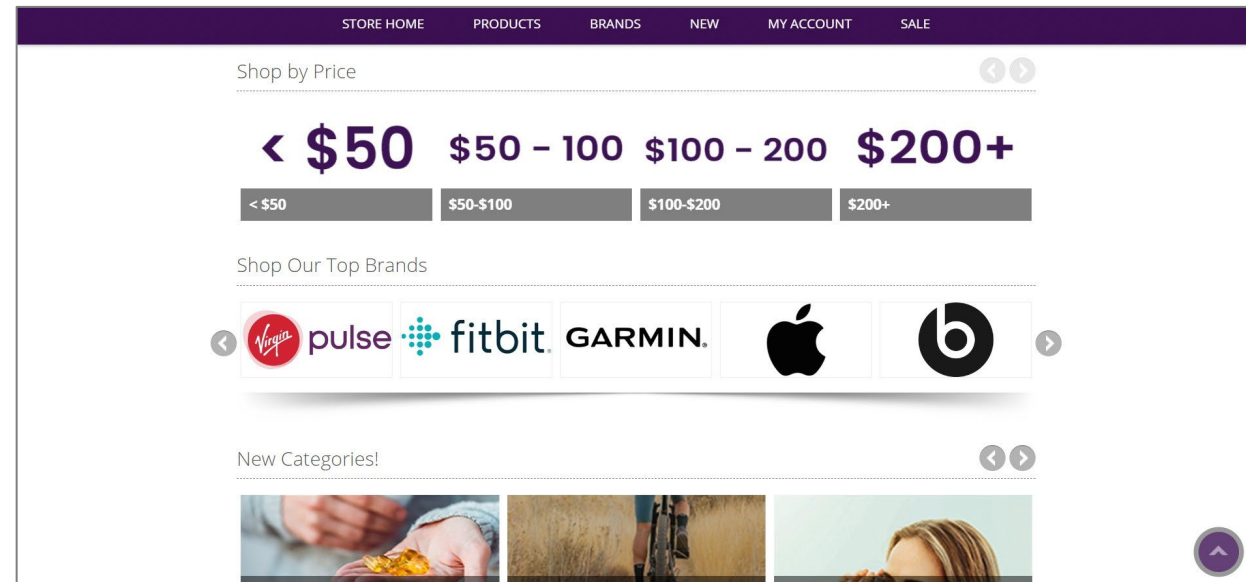
★★★★★

**4.8** out of 5    180.6K Ratings



# Rewards via Rewards Cash/Credits<sup>1</sup> & Personify Health Store

*<sup>1</sup>For Reward Credits,  
\$1.00 USD = 10 Reward  
Credits in the Global  
Rewards Store*





## REWARDS

How to Earn

My Earnings

Spend

REDEEM A VOUCHER



Shop the Store



Get a Gift Card



Donate it

Get member-exclusive discounts. Plus, use your PulseCash on fitness trackers, workout gear, headphones, and more!

Shop Now



# PH Wellness Program Packages



Personify Health Wellness Program Packages	Essential Wellbeing (Awareness/Prevention)	Complete Wellbeing (Risk Reduction)
<b>Wellness Program Package</b>	\$2.85 PEPM \$6,750 min annual fee	\$4.20 PEPM \$9,800 min annual fee
<b>Awareness of Health Risks</b>		
<ul style="list-style-type: none"> <li>• My Care Checklist</li> <li>• Health Check Health Assessment</li> <li>• Culture Check Engagement Surveys</li> </ul>	✓	✓
<b>Support for Building Healthy Behaviors</b>		
<ul style="list-style-type: none"> <li>• Wellness Platform &amp; Mobile App</li> <li>• AI-driven Guidance and Goal-Setting</li> </ul>	✓	✓
• Journeys (Digital Coaching)	32	56
<ul style="list-style-type: none"> <li>• Nutrition Guide</li> <li>• Sleep Guide</li> </ul>	Not included	✓
• Lifestyle Management Coaching	Not included	✓
<b>Social Connection</b>		
<ul style="list-style-type: none"> <li>• Invite up to 10 Friends &amp; Family</li> <li>• Social Groups</li> <li>• Wellness Challenges</li> <li>• Trophies</li> </ul>	✓	✓
<b>Member Engagement</b>		
<ul style="list-style-type: none"> <li>• Standard Member Communications</li> <li>• Announcements</li> <li>• Surveys</li> <li>• Event Calendar</li> </ul>	✓	✓
<b>Rewards Design to Motivate &amp; Inspire Change</b>		
<ul style="list-style-type: none"> <li>• Points and Levels Rewards</li> <li>• Employer Sponsored Rewards</li> </ul>	✓	✓
<b>Administrative Features</b>		
<ul style="list-style-type: none"> <li>• Challenge Admin</li> <li>• Survey Admin</li> <li>• Reporting Dashboard</li> </ul>	✓	✓

# PH Wellness Program Packages – Buy-Up Options



Personify Health– Buy Up Services	Essential Wellbeing (Awareness/Prevention)	Complete Wellbeing (Risk Reduction)
<b>Tobacco Cessation Coaching</b>		
<ul style="list-style-type: none"> <li>• Phone-based Support</li> <li>• Support of organization's tobacco-free policies and benefit plans</li> </ul>	\$0.60 PEPM	Included with Lifestyle Management Coaching
<b>Biometric Screenings (for US employees)</b>		
<ul style="list-style-type: none"> <li>• Onsite</li> <li>• Lab Visit</li> <li>• Physician Form</li> </ul>	\$65/participant for onsite screenings <sup>1</sup>	\$65/participant for onsite screenings <sup>1</sup>
<b>Total Population Health Coaching (for US Employees)</b>		
<ul style="list-style-type: none"> <li>• Lifestyle and disease management coaching across all lifestyle topics and 22 chronic health conditions</li> <li>• May include proactive outreach to eligible members based on program design</li> </ul>	Not Available	\$14 PEPY or \$250 Per Participant Per Year
<b>Ecosystem Vendor Partners</b>		
<p>Vast selection of partners for a seamless, integrated member experience, including:</p> <ul style="list-style-type: none"> <li>○ Behavioral health</li> <li>○ Caregiving support (eldercare/childcare)</li> <li>○ Employee Assistance Programs</li> <li>○ Family benefits</li> <li>○ Fertility/pregnancy/parenting</li> <li>○ Financial wellbeing</li> <li>○ Fitness</li> <li>○ Nutrition</li> <li>○ Sleep issues</li> <li>○ And more!</li> </ul>	Pricing available upon request	Pricing available upon request

<sup>1</sup> For International biometric screenings, custom pricing can be provided upon request. Estimated per participant cost for international biometric screenings is \$198/participant.

# Appendix

# Rewards to Drive Participation and Engagement



## Prizes & Promotional Items

- Immediate gratification
- Participant-perceived value: Low to moderate (varies by magnitude of the prize)
- Tends to drive enrollment and completion in programs; not as effective in behavior change
- Most prizes may be taxable
- Average engagement: 10%-25%



## Gift Cards & Rewards Store

- Immediate to moderate-term gratification
- Participant-perceived value: Low to moderate (varies by dollar amount)
- Tends to drive enrollment and completion in programs; not as effective in behavior change
- Taxable to the employee
- Average engagement: 25%-50%



## Premium Differential, Deductibles/ Co-Pays, HSA

- Long-term gratification
- Participant-perceived value: High
- Non-taxable
- Can drive long-term engagement, as it ties participation directly to the health plan
- Average engagement: 60%-90%

# Healthcare Carrier and 3<sup>rd</sup>-Party Vendor Health Management Services

Our EHM consultants will work with the organization to assess the needs of the workforce and create a customized health management solution based on the organization's budget and goals. The array of resources available include:

- **Population Health Risk Assessment**  
Personal health assessment  
Biometric screenings
- **Health Management and Well-Being Programs**  
Health risk reduction  
Chronic condition management  
Health coaching  
Wellness challenges  
Mental well-being and behavioral health  
Financial wellness  
Fertility/pregnancy/parenting  
Eldercare
- **Workplace Health and Safety Programs**  
Workstation/workspace ergonomics evaluation  
Ergonomics and injury prevention training  
Mental health awareness training
- **Data Analytics**  
Employee/employer surveys  
Health analytics  
Claims analyses  
Predictive modeling  
Program evaluation
- **Program Staffing**  
Wellness coordinators  
Health coaches
- **Onsite/Virtual Event Planning and Coordination**  
Wellness fairs  
Biometric screening events  
Flu shot clinics



*Keenan*



# Communications to Promote Participation

Flyers

Newsletters

- Print
- E-newsletter

Email templates

Other custom communications



Participate in the 2022/23 Wellness Path to earn wellness incentives and optimize your health!

**Benefited employees:** Earn a wellness discount toward your 2024 medical insurance premium when you earn 2,100 Wellness Points, by completing the 3 required steps below:

Step 1: Complete a Biometric Screening worth 500 Wellness Points

Step 2: Complete the online Health Assessment on the Wellness Path

Step 3: Earn an additional 1,100 Wellness Points through various coaching, challenges, etc. by August 31, 2023

✓ **TIP:** An easy way to earn 1,000 Wellness Points is between September 1, 2022 and August 31, 2023

Employees whose status becomes "active" on or after May 1, 2023 only need 1,000 Wellness Points to earn the discount.

→ **All employees:** Earn an entry into an optional drawing where you can win an additional 100 points for a year!

#### How to earn rewards:

1. Go to the Wellness Path ActiveHealth site by visiting [www.myactivehealth.com/HuntingtonWellnessPath](http://www.myactivehealth.com/HuntingtonWellnessPath)
2. If you are new to the site, create your account by clicking on the "Sign Up" button
3. To view and complete Wellness Points, go to the "My Points" tab (See Wellness Points options on back).

📱 **If you are having issues accessing the Wellness Path,** contact ActiveHealth (855) 210-8669, option 2

Summer 2023

PANCREATIC  
CANCER  
ACTION  
NETWORK

WELLNESS  
CONNECTION

#### Physical Activity Boosts Brain Health



Regular physical activity is good for your heart, muscles, and bones. Did you know it's good for your brain too?

Physical activity can help you think, learn, problem-solve, and enjoy an emotional balance. It can improve memory and reduce anxiety or depression.

Regular physical activity can also reduce your risk of cognitive decline, including dementia. One study found that cognitive decline is almost twice as common among adults who are inactive compared to those who are active.

Regular physical activity can help you sleep and feel better, reduce the risk of some common cancers, and add years to your life.

You don't have to be a fitness guru to reap the benefits. No matter your age or fitness level, any amount of physical activity can help.

#### What You Can Do

For the most benefit, adults need at least 150 minutes of moderate-intensity physical activity weekly or 75 minutes of vigorous-intensity activity. It doesn't have to happen in one stretch. For example, moderate-intensity activity could be broken into 30 minutes a day, 5 days a week, or smaller bouts that add up.

All adults also need muscle-strengthening activities two or more days a week. And adults 65 and older need balance activities about three days a week.

#### Four Activities to Help you Be More Active

1. **Turn up the Music at Home**  
Twisting and turning can be physically active.

2. **Take Active Breaks**  
Break up your sedentary time. For example, squat or march in place while you're watching television.

3. **Add Physical Activity to Your Routine**  
When shopping, park at the far end of the lot. Inside, walk to the store before getting in the car.

4. **Walk the Dog**  
Dogs are great walking companions and can help you have an active lifestyle. One study found that dog owners, on average, walk 22 minutes more every day compared to people who don't own a dog. You can even try going a little further on walks with your dog.

Remember that some activity is better than none, and every little bit counts. Even some chores such as raking and bagging leaves, using a lawn mower, or vacuuming, can help you get active.

Get started by tracking your daily activities for one week with a diary. Think about times throughout the day you could be physically active and make those times a regular part of your daily or weekly schedule.

Source: <https://www.cdc.gov/nccdphp/dnpao/features/physical-activity-brain-health/index.html>

AssuredPartners



#### Here's To Your Health February 2024

Maintaining health and fitness isn't very easy, but it can be fun and rewarding! Click on each of the sections below to explore the monthly Live Well Work Well Newsletter, wellness activities, recipes, information, and other resources to help you along your path to feeling better, looking better, and meeting your personal health goals. So - here's to your health!

Provided to you through your employer by KeenanWell

Live Well Work Well Newsletter

# Case Study: Keenan Client Focused on Total Population Health



## CLIENT FOCUS

- High-impact program focused on risk reduction and condition management
- Program designed to allow employees to focus on the areas of risk they'd like to address to mitigate rising healthcare costs and reduced productivity (absenteeism and presenteeism) associated with lifestyle-related chronic conditions, including diabetes, hypertension, and obesity



## SOLUTION

- The Keenan EHM consulting team assisted the client in developing a comprehensive, high-impact health management program to reduce risk factors, manage lifestyle-related chronic conditions, and improve well-being among employees with a focus on wholistic well-being, health coaching and health improvement resources
- Key program components were digital, virtual, and onsite health coaching, biometric screenings, wellness platform and mobile app, virtual wellness challenges, diabetes prevention, and rewards



## RESULTS

- An average of 40% of employees participate in wellness program activities, with about 32% earning the wellness participant medical premium on an annual basis
- Wellness Participants that completed the wellness premium rate requirements had ***much lower increase in claims cost (8%)*** compared to the high cost increase for Non-Wellness Participants (***35%***).



A woman with dark, wavy hair is sitting in a lotus position on a wooden desk in a modern office. She is wearing a white sleeveless top and black pants, and she has her eyes closed with a peaceful smile. In front of her is a large silver computer monitor. To the right of the monitor is a brown paper coffee cup. The background is a blurred office space with large windows and other people working. The image is framed by green and teal circular graphic elements on the left and right sides.

# Questions and Next Steps

# **BMI DEPENDENT AUDIT**

**KARA ROGERS, MANAGER, PROJECT MANAGEMENT**

# Audit Findings

Summary of Family Status	# Employees	% Employees
Complete – All Documentation Received by BMI	955	92.63%
Incomplete – Documentation Missing in Response	40	3.88%
No Response	36	3.49%
Total Family Count:	1,031	100.00%

Summary of Dependent Status	# Dependents	% Dependents
Passed Audit	2,060	91.27%
Ineligible – Remove	41	1.82%
Incomplete – Documentation Missing	50	2.22%
No Response	69	3.06%
Suspended Review	37	1.64%
Total Dependent Count:	2,257	100.00%



**RCCD**

RIVERSIDE COMMUNITY  
COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

# **Dependent Audit District Results**

**Edwina Cardenas  
Benefits Specialist**



## **DISTRICT COMMUNICATIONS**

- November 2023 – Letters sent to employee's homes
- November 29, 2023 – Email sent to RCCD employees
- March 7, 2024 – Individual emails sent to employees who had not responded to audit
- September 2024 – Reminder letters sent to 73 employees – 38 employees complied
- October 17, 2024 – 35 Termination letters mailed



ms Saved

7

20,140.00

ims: \$26,229.70

## Summary of Terminated Dependents

- Spouses deceased or divorced for more than 10 years.
- Request for children termination
- Dependents terminated for either not responding or because of missing documentation

## Annual Premiums Saved

- Health Net: \$51,508.17
- Kaiser Permanente: \$220,140.00
- PPO: \$22,705.88 & Claims: \$26,229.70





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## Total Savings

- Total Premiums Saved: \$294,354.45
- Claims Amount: \$26,229.70
- Cost of Dependent Audit: (\$24,817.50)
- **Savings to District: \$295,766.65**



## Enrollment Practices Changed

- Marriage and birth certificates require county seals.
- Joint document (mortgage statement, bank statement, etc.) for married couples.



**RCCD**

**RIVERSIDE COMMUNITY  
COLLEGE DISTRICT**

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# Questions?

District Strategic Planning Council Meeting	
Meeting Date:	February 21, 2025
Agenda Category:	Discussion & Information Equity, Social Economic, and Environmental Justice Committee Diversity, Equity, Inclusion, and Accessibility Sub Committee
Subject/Title:	Annual EEO Certification Form (Y1)
Presenter:	Dr. Lorraine Jones, District Compliance Officer
<p>Background Narrative:</p> <p>In July of 2021, the Board of Governors of the California Community Colleges amended the regulations governing Equal Employment Opportunity (EEO) programs to provide the necessary framework for more robust and accountable EEO programs. As a part of the framework, districts are tasked with engaging in annual reporting of EEO-related activities in order to receive EEO funds appropriated by the Legislature. This form combines the reporting of all items listed in Section 53024.2 into a single document, expressly subsuming and replacing the EEO Fund District Expenditure Report and the Multiple Method Allocation Certification Forms used in past years.</p> <p>The attached Form satisfies the District requirement for reporting on Year 1 of its EEO Plan. The District was granted an extension for submission of its EEO Plan, and the accordingly the attached Certification Form due to the District facing significant extenuating circumstances. Specifically, the District has experienced unprecedented staffing challenges, and the District has recently undergone a governance overhaul, including the disbanding and reformation of its EEO Advisory Committee.</p> <p>The Annual Certification Form requires review and approval by the Board of Trustees.</p>	



## CCCCO Equal Employment Opportunity (EEO) Annual Certification Form

Name of District:	Click or tap here to enter text.
Submission Date:	Click or tap to enter a date.

In July of 2021, the Board of Governors of the California Community Colleges adopted new Equal Employment Opportunity (EEO) regulations to provide the necessary framework for more robust and accountable EEO programs. As a part of the framework, districts are tasked with engaging in annual reporting of EEO-related activities in order to receive EEO funds appropriated by the Legislature.<sup>1</sup>

California Code of Regulations, title 5, Section 53024.2 sets forth the categories of information that must be reported as part of this annual certification:

(a) Districts shall certify annually to the Chancellor that they have timely complied with all of the following:

- (1) recorded, reviewed, and reported the data required regarding qualified applicant pools and longitudinal data;
- (2) reviewed and updated, as needed, the Strategies Component of the district's EEO Plan;
- (3) investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division;
- (4) expended Equal Employment Opportunity funds in accordance with the purposes set forth in subdivision (c) of section 53030.

This form combines the reporting of all items listed in Section 53024.2 into a single document, expressly subsuming and replacing the EEO Fund District Expenditure Report and the Multiple Method Allocation Certification Forms used in past years.

### Instructions:

1. Complete Sections B through E.
2. Compile and format data in an Excel workbook related to Section B.
3. After Sections B through E are finished, ensure the checklist in Section A is complete and fill out the signature page in Section F.
4. Submit this Annual Certification Form and Section B data (as an Excel workbook file) in one email to [eeosubmissions@CCCCO.edu](mailto:eeosubmissions@CCCCO.edu) by **June 30, 2024**.

<sup>1</sup>Section 87102 of the Education Code provides in relevant part:

(a) As a condition for the receipt of funds pursuant to Section 87107, the governing board of the community college district that opts to participate under the article shall periodically submit to the board of governors an affirmation of compliance with this article, and, to promote faculty diversity, commencing with the 2023–24 academic year, shall implement strategies from the Multiple Methods identified by the office of the Chancellor of the California Community Colleges. Each participating community college district's equal employment opportunity program shall ensure participation in, and commitment to, the program by community college district personnel. Each participating community college district's equal employment opportunity plan shall include steps that the community college district will take to eliminate improper discrimination or preferences in its hiring and employment practices. Each plan shall address how the community college district will make progress in achieving the ratio of full-time to part-time faculty hiring, as indicated in Section 87482.6, while still ensuring equal employment opportunity.

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## Section A: Certification Components Checklist

Pursuant to California Code of Regulations, title 5, section 53024.2(a), districts are required to certify annually to the Chancellor's Office that they have complied with the items listed below.

Before submitting this form to the Chancellor's Office, please ensure that this section (Section A) and the signature page (Section F) are complete.

### Collection and Analysis of Recruitment, Retention, and Longitudinal Data

- (1) The district has **recorded and reviewed** the required data regarding qualified applicant pools and employees. (Sections 53004 & 53006)  
☐ Yes  
☐ No
- (2) The district has **reported** the required data regarding qualified applicant pools and employees. (Sections 53004 & 53006)  
☐ Yes  
☐ No

### EEO Strategies Updates

- (3) The district has reviewed and updated, as needed, the Strategies Component of the district's EEO Plan. (Sections 53003(c)(1), 53024.1)  
☐ Yes  
☐ No

### Response to Harassment and Discrimination Complaints

- (4) The district has investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with Section 59300) of chapter 10 of division 6 of title 5. (Sections 53003(c)(4), 53026)  
☐ Yes  
☐ No

### Use of EEO Funds

- (5) The district has expended EEO funds in accordance with the purposes set forth in subdivision (c) of Section 53030.  
☐ Yes  
☐ No

## Section B: Collection and Analysis of Recruitment, Retention, and Longitudinal Data

### Section B, Part 1: Summarizing Actions, Strategies, Measurements, and Outcomes

Referring to your district's EEO Plan Components 10-12, report upon your district's strategies for recording and reviewing data related to the recruitment and retention of monitored groups.

For reference:

- Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants
- Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories
- Component 12: Methods for Addressing Underrepresentation

EEO Plans: Summary of Anticipated Actions		
Referring to your district's EEO Plan, briefly summarize your district's plan to do the following:	<b>collect</b> applicant and employee data	
	<b>review</b> applicant and employee data <b>for adverse impact</b>	
	<b>review</b> applicant and employee data <b>for underrepresentation</b>	

Actions Taken (including actions in progress prior to EEO Plan submission)		
Since submitting your EEO Plan, summarize actual actions taken and the methods used <b>to review</b> your district's applicant and employee data for:	adverse impact	
	underrepresentation	
Summarize actual actions taken and the methods used <b>to address</b> any findings of:	adverse impact	
	underrepresentation	



Methods Used to Measure Outcomes		
Describe the methods your district has used/is using to <b>measure the outcomes</b> of efforts to address the following:	adverse impact	
	underrepresentation	

Observed Outcomes	
As a result of the actions taken by your district to address <b>adverse impact</b> , what specific outcomes have you observed?	
As a result of the actions taken by your district to address <b>underrepresentation</b> , what specific outcomes have you observed?	

Innovative Strategies Reporting	
Please highlight the use and impact (if applicable) of any innovative strategies, resources, or tools your district has employed.	

Additional Comments	
(use this space to report or provide any additional information not covered in the questions above)	

## Section B, Part 2: Longitudinal Data Reporting

### Instructions:

- Compile demographic data for a) applicants and b) employees. Demographic data includes but is not limited to the following. *Note: Data must be broken down to subcategories as required by the CCCCCO's Management Information Systems (MIS) reporting obligations,*
  - Employee/job classification
  - Gender
  - Race/Ethnicity
  - Disability status
- To make reporting as uniform as possible, format data into tables displaying numbers and percentages. Applicant and employee data should be presented separately. The following is an example format for a table of applicant data displaying job classification by gender:

Example Table. 20XX-20XX Applicant Job Category by Gender.

	Female		Male		Non-binary		Unknown/ Blank		Total	
	#	%	#	%	#	%	#	%	#	%
Executive, Admin., Managerial										
Academic, Tenured/ Tenure-Track										
Academic, Temporary										
Professional (Non-Faculty)										
Clerical/ Secretarial										
Technical/ Paraprofessional										
Skilled Crafts										
Service/ Maintenance										

- Place tables into an Excel workbook with each tab containing a different, and clearly labeled table. Tab name examples:
  - AppJobGender (i.e., applicant pool, job category, gender)
  - EmpJobRace (i.e., employees, job classification, race/ethnicity)
- Name your workbook using the following format:
  - year\_district\_EEOAnnualCert (ex.: 2024\_LRCCD\_EEOAnnualCert)
- Submit your Excel workbook using the same email in which you submit this Certification Form ([eeosubmissions@CCCCO.edu](mailto:eeosubmissions@CCCCO.edu)). The EEO Certification Form submission process is not complete without the submission of your district's Excel workbook.

The District has evaluated availability, workforce utilization, applicant pools, qualified applicant pools, hiring outcomes, and hiring process outcomes by race, ethnicity, and gender identity to determine whether and where opportunities to positively impact workforce diversity exist. Currently, federal and state agencies collecting and publishing workforce and availability data do not include non-binary gender identity or LGBTQIA+ categories. As a result, analyses of utilization and availability for non-binary and LGBTQIA+ categories could not be included.

### **Local Community Context**

The District serves a diverse student population comprised of 63% Hispanic or Latine, 15.5% White (non-Hispanic), 7.89% Asian/Filipino/Pacific Islander, 7.8% Black, and 0.2% Native American communities.

According to U.S. Census population estimates as of July 1, 2022, the majority of residents in the Riverside-San Bernardino-Ontario metropolitan statistical area identify as Hispanic/Latine.

	Black	Hispanic/ Latine	Asian	American Indian/ Alaska Native	White
<b>Riverside - San Bernardino - Ontario MSA</b>	6.8%	50.5%	7.3%	0.3%	32.9%

The local community demographics provide important context for understanding the lived experiences of its students and how workforce diversity impacts the District's ability to meet its mission and vision objectives.

### **Underutilization Analyses Findings**

The District analyzed its workforce composition, applicant pools, qualified applicant pools, and hiring process phases to identify underutilization and barriers to greater workforce diversity in terms of race, ethnicity, and gender.

Underutilization for the total workforce, academic and classified managers, and regular and associate faculty was measured by creating a composite availability statistic for race, ethnicity, and gender combining the District's student population, Riverside-San Bernardino-Ontario Metropolitan Statistical Area, state of California, United States, and demographics for graduate degrees awarded nationwide since 2017 as follows:

Student Population:	15% weight
Riverside-San Bernardino-Ontario MSA Population:	35% weight
California Population:	10% weight
United States Population:	10% weight
U.S. Advanced Degrees <sup>1</sup> Awarded:	30% weight

Since the majority of classified professionals positions do not require advanced degrees and rely primarily on local recruitment, the composite availability was adjusted as follows:

Student Population:	25% weight
Riverside-San Bernardino-Ontario MSA Population:	60% weight
California Population:	10% weight
United States Population:	5% weight

The weights assigned reflect the District's prioritization on providing its students and communities a representative workforce understanding of the perspectives, experiences, cultures, and living conditions of students as a primary method for improving student success outcomes. The weights also acknowledge the need for more broad recruitment efforts to achieve a more diverse workforce than local community availability would provide.

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<sup>1</sup> Data on U.S. Advanced Degrees Awarded extracted from IPEDS data for degrees awarded at all Title IV U.S. colleges and universities.

## Total Workforce

Individual Race Availability Analysis										
Company	Riverside CCD									
Job Group:	All Employees									
Job Title(s):	All Employees									
Census Occupation Code(s):	All									
			Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
Race	Job Group	External Recruitment Area								
White	All Employees	Student Population (IPEDS data)	2270	1094	48.2%	42.1%	956	1.00	5.86	-138
Black	All Employees	Local Recruitment Area - Riverside-San Bernardino-Ontario)	2270	219	9.6%	8.8%	199	0.93	1.49	-20
Hispanic	All Employees	CA Statewide	2270	700	30.8%	35.6%	808	0.00	-4.75	108
Asian	All Employees	US National	2270	181	8.0%	7.9%	179	0.58	0.15	-2
Native American	All Employees	Advanced Degrees (prior 3 years)	2270	9	0.4%	0.6%	14	0.09	-1.44	5
NH/PI	All Employees		2270	9	0.4%	0.3%	6	0.89	1.04	-3
Total BIPOC	All Employees		2270	1118	49.3%	57.9%	1314	0.00	-8.32	196
			Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial Exact	SD	SF
Gender	Job Group	External Recruitment Area								
Females	All Employees	Student Population (IPEDS data)	2270	1233	54.3%	54.6%	1240	0.39	-0.30	7
Males	All Employees	Local Recruitment Area - Riverside-S	2270	1037	45.7%	45.1%	1024	0.71	0.53	-13

An analysis of the total workforce shows individuals identifying as Hispanic/Latine are underemployed compared to estimated availability by a statistically significant margin (30.8% representation compared to 35.6% availability). Employment of individuals identifying as White exceeded estimated availability by a statistically significant margin (48.2% representation compared to 42.1% availability). All other race and ethnicity groups are represented within a reasonable margin of availability.

The analysis suggests the District should prioritize recruitment efforts likely to increase the number of qualified Hispanic/Latine applicants within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups.

Overall workforce employment data shows females and males are employed nearly equal to regional availability estimates.

## Management

Individual Race Availability Analysis										
Company:	Riverside CCD									
Job Group:	Management									
Job Title(s):	Management									
Census Occupation Code(s):	All									
						</				

An analysis of the District's academic and classified management workforce revealed employment of individuals identifying as Hispanic/Latine is significantly less than the estimated availability (27.3% compared with 35.6%). Given the overall workforce underutilization for Hispanic/Latine employees, the District should prioritize recruitment efforts likely to increase the number of qualified Hispanic/Latine applicants within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups. Further, professional development and retention efforts likely to improve employment outcomes for employees identifying as Hispanic/Latine, including successfully seeking promotional opportunities, would likely produce positive outcomes in representation within management positions.

Management position employment data shows females and males are employed nearly equal to regional availability estimates.



## Regular Faculty

Individual Race Availability Analysis										
Company	Riverside CCD									
Job Group:	Faculty (Regular)									
Job Title(s):	Faculty (Regular)									
Census										
Occupation										
Code(s):	All									
Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White	Faculty (Regular)	Student Population (IPEDS data)	461	272	59.0%	42.1%	194	1.00	7.34	-78
Black	Faculty (Regular)	Local Recruitment Area - Riverside-San Bernardino-Ontario)	461	37	8.0%	8.8%	40	0.32	-0.56	3
Hispanic	Faculty (Regular)	CA Statewide	461	108	23.4%	35.6%	164	0.00	-5.46	56
Asian	Faculty (Regular)	US National	461	30	6.5%	7.9%	36	0.15	-1.10	6
Native American	Faculty (Regular)	Advanced Degrees (prior 3 years)	461	2	0.4%	0.6%	3	0.44	-0.55	1
NH/PI	Faculty (Regular)		461	0	0.0%	0.3%	1	0.27	-1.14	1
Total BIPOC	Faculty (Regular)		461	177	38.4%	57.9%	267	0.00	-8.47	90
Underutilized										
Gender	Job Group	External Recruitment Area	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial Exact	SD	SF
Females	Faculty (Regular)	Student Population (IPEDS data)	461	254	55.1%	54.6%	252	0.60	0.20	-2
Males	Faculty (Regular)	Local Recruitment Area - Riverside-S	461	207	44.9%	45.1%	208	0.48	-0.10	1

An analysis of the District's regular faculty workforce revealed employment of individuals identifying as Hispanic/Latine was significantly less than the estimated availability (23.4% compared with 35.6%). The District should prioritize recruitment efforts likely to increase the number of qualified Hispanic/Latine applicants within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups. Further, professional development and retention efforts likely to improve employment outcomes for faculty identifying as Hispanic/Latine would likely produce positive outcomes in representation.

Regular faculty employment data shows females and males are employed nearly equal to regional availability estimates.

## Associate Faculty

Individual Race Availability Analysis										
Company:	Riverside CCD									
Job Group:	Faculty (Associate)									
Job Title(s):	Faculty (Associate)									
Census Occupation Code(s):	All									
Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White	Faculty (Associate)	Student Population (IPEDS data)	1000	551	55.1%	42.1%	421	1.00	8.31	-130
Black	Faculty (Associate)	Local Recruitment Area - Riverside-San Bernardino-Ontario)	1000	76	7.6%	8.8%	88	0.10	-1.30	12
Hispanic	Faculty (Associate)	CA Statewide	1000	239	23.9%	35.6%	356	0.00	-7.73	117
Asian	Faculty (Associate)	US National	1000	101	10.1%	7.9%	79	0.99	2.59	-22
Native American	Faculty (Associate)	Advanced Degrees (prior 3 years)	1000	4	0.4%	0.6%	6	0.24	-0.94	2
NH/PI	Faculty (Associate)		1000	3	0.3%	0.3%	3	0.69	0.12	0
Total BIPOC	Faculty (Associate)		1000	423	42.3%	57.9%	579	0.00	-9.97	156
Gender	Job Group	External Recruitment Area	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial Exact	SD	SF
Females	Faculty (Associate)	Student Population (IPEDS data)	1000	508	50.8%	54.6%	546	0.01	-2.44	38
Males	Faculty (Associate)	Local Recruitment Area - Riverside-S	1000	492	49.2%	45.1%	451	1.00	2.59	-41

An analysis of the District's associate faculty workforce revealed employment of individuals identifying as Hispanic/Latine was consistent with regular faculty and significantly less than the estimated availability (23.9% compared with 35.6%). The District should prioritize recruitment efforts likely to increase the number of qualified Hispanic/Latine applicants within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups. Further, progress in improving employment outcomes for associate faculty identifying as Hispanic/Latine would likely produce positive outcomes in representation for regular faculty if professional development and promotion efforts are successful.

Associate Faculty workforce employment data shows females are employed below the level of identified availability (50.8% compared to 54.6%). The District should prioritize recruitment efforts likely to increase the number of qualified female applicants with an emphasis on female applicants identifying as Hispanic/Latine within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups.

## Classified Professionals

Individual Race Availability Analysis										
Company	Riverside CCD									
Job Group:	Classified Professionals									
Job Title(s):	Classified Professionals									
Census Occupation Code(s):	All									
Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White	Classified Professionals	Student Population (IPEDS data)	648	198	30.6%	30.6%	199	0.50	-0.05	1
Black	Classified Professionals	Local Recruitment Area - Riverside-San Bernardino-Ontario)	648	76	11.7%	7.1%	46	1.00	4.53	-30
Hispanic	Classified Professionals	CA Statewide	648	309	47.7%	50.6%	328	0.07	-1.50	19
Asian	Classified Professionals	US National	648	39	6.0%	7.9%	51	0.04	-1.75	12
Native American	Classified Professionals		648	3	0.5%	0.6%	4	0.50	-0.35	1
NH/PI	Classified Professionals		648	6	0.9%	0.3%	2	1.00	2.80	-4
Total BIPOC	Classified Professionals		648	433	66.8%	69.4%	449	0.09	-1.40	16
Gender	Job Group	External Recruitment Area	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial Exact	SD	SF
Females	Classified Professionals	Student Population (IPEDS data)	648	388	59.9%	53.8%	348	1.00	3.11	-40
Males	Classified Professionals	Local Recruitment Area - Riverside-S	648	260	40.1%	45.8%	297	0.00	-2.91	37

An analysis of the District's Classified Professionals workforce shows no significant differences in the estimated availability and workforce representation by race or ethnicity.

Classified Professional employment data shows males are significantly underemployed given the identified availability. A more nuanced analysis of employment of Classified positions within Divisions and Departments would likely provide critical context for understanding the overall employment pattern. For example, if the majority of Classified positions are in administrative support and student services positions, the findings may reflect general industry patterns which have limited opportunities for females in trades, skilled labor, and similar job categories.

## Applicant Pool Analysis Findings

The District conducted applicant pool and hiring analyses for the prior five years (2018 – 2022). The analyses measured the presence of candidates from diverse race, ethnicity, and gender identity groups in the applicant pool with the final hiring decisions. To create meaningful analyses capable of demonstrating significant patterns and trends, the District conducted the analyses for aggregated groups of academic managers, classified managers, regular faculty, full-time classified professionals, and part-time classified professionals. Analyses of hiring outcomes by College and District Divisions were conducted.

## Total Workforce

A analysis was longitudinal hiring analysis of applicant pools was conducted for the total workforce, combining all positions in a single analysis. This is useful for context, but findings should not be construed to indicate specific issues.

## Gender Identity Analysis

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	12677	7360	258	58.06%	3.51%	3.51%	258	0.52	0.00	0		
Overall Applicant to Hire - Male	12677	5317	182	41.94%	3.42%	3.51%	186	0.39	-0.33	4		

Applicants identifying as female had a slightly higher rate of being hired (3.51% compared to 3.42%). The findings do not suggest any significant difference in the experience of applicants based on gender identity.

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	11649	3743	149	32.13%	3.98%	3.98%	149	0.52	0.00	0		
Overall Hiring - Black	11649	1535	51	13.18%	3.32%	3.98%	61	0.10	-1.32	10		
Overall Hiring - Hispanic	11649	5198	184	44.62%	3.54%	3.98%	207	0.05	-1.63	23		
Overall Hiring - Asian	11649	1145	26	9.83%	2.27%	3.98%	46	0.00	-2.96	20	YES	YES
Overall Hiring - Native American	11649	28	1	0.24%	3.57%	3.98%	1	0.69	-0.11	0		

The analysis by ethnicity/race shows applicants identifying as White (3.98%) had a higher rate of being hired than other applicant groups. Hispanic/Latine (3.54%) and Black (3.32%) applicants had slightly lower hiring rates. Applicants identifying as Asian had lower hiring rates (2.27%) that were statistically significant. In whole numbers, White applicants made up the 2<sup>nd</sup> largest group for total hires (149), behind Hispanic/Latine (184). Hires of applicants identifying as Asian were the smallest total (26), with the exception of Native American applicants. The availability analysis for the total workforce shows Asian employment is slightly greater than estimated availability (8% compared to 7.9%). Employment of White individuals exceeds measured availability. Given the full context, the applicant pool analyses do not suggest significant districtwide issues based on race or ethnicity.

## Academic Managers

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	868	436	20	50.23%	4.59%	4.59%	20	0.56	0.00	0		
Overall Applicant to Hire - Male	868	432	12	49.77%	2.78%	4.59%	20	0.04	-1.80	8		

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	803	286	18	35.62%	6.29%	6.29%	18	0.56	0.00	0		
Overall Hiring - Black	803	180	6	22.42%	3.33%	6.29%	11	0.06	-1.64	5		
Overall Hiring - Hispanic	803	219	3	27.27%	1.37%	6.29%	14	0.00	-3.00	11	YES	YES
Overall Hiring - Asian	803	115	3	14.32%	2.61%	6.29%	7	0.06	-1.63	4		
Overall Hiring - Native American	803	3	0	0.37%	0.00%	6.29%	0	0.82	-0.45	0		

An analysis of the districtwide applicant pools for Academic Managers positions shows applicants identifying as White had the highest selection rate (6.29%). Applicants identifying as Hispanic/Latine had significantly lower hiring rates (1.37%). The availability analysis findings for management positions shows underrepresentation for managers identifying as Hispanic/Latine (27.3% compared with 35.6%). Taken together, the findings suggest a pattern of barriers to employment of Academic Managers for Hispanic/Latine communities which warrants focused efforts during the term of the EEO Plan. Specifically, the findings suggest a review of screening and interviewing practices is needed. The findings are presented below in the discussion of the Longitudinal Hiring Phase Analyses.

The hiring rates for females and males were within a reasonable margin.

Given historical disparities in employment for people from communities of color in administration and management-level positions, the District should continue to prioritize identifying diverse applicant pools for Academic Managers positions and identifying potential barriers to employment within its hiring processes through longitudinal hiring phase analyses.

## Classified Managers

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	941	334	22	35.49%	6.59%	6.59%	22	0.56	0.00	0		
Overall Applicant to Hire - Male	941	607	36	64.51%	5.93%	6.59%	40	0.29	-0.65	4		
Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	880	309	24	35.11%	7.77%	7.77%	24	0.55	0.00	0		
Overall Hiring - Black	880	180	10	20.45%	5.56%	7.77%	14	0.17	-1.11	4		
Overall Hiring - Hispanic	880	332	16	37.73%	4.82%	7.77%	26	0.02	-2.01	10	YES	YES
Overall Hiring - Asian	880	59	3	6.70%	5.08%	7.77%	5	0.32	-0.77	2		
Overall Hiring - Native American	880	0	0	0.00%	0%	7.77%	0	1.00	0.00	0		

An analysis of the districtwide applicant pools for Classified Managers positions shows applicants identifying as White had the highest selection rate (7.77%). Applicants identifying as Hispanic/Latine had significantly lower hiring rates (4.82%). The availability analysis findings for management positions shows underrepresentation for managers identifying as Hispanic/Latine (27.3% compared with 35.6%). Taken together, the findings suggest a pattern of barriers to employment of Classified Managers for Hispanic/Latine communities which warrants focused efforts during the term of the EEO Plan. Specifically, the findings suggest a review of screening and interviewing practices is needed. The findings are presented below in the discussion of the Longitudinal Hiring Phase Analyses.

The hiring rates for females and males were within a reasonable margin.

Given historical disparities in employment for people from communities of color in administration and management-level positions, the District should continue to prioritize identifying diverse applicant pools for Classified Managers positions and identifying potential barriers to employment within its hiring processes through longitudinal hiring phase analyses.

## Regular Faculty

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	4205	1978	58	47.04%	2.93%	2.93%	58	0.53	0.00	0		
Overall Applicant to Hire - Male	4205	2227	43	52.96%	1.93%	2.93%	65	0.00	-2.80	22	YES	YES

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	4892	2753	68	56.28%	2.47%	3.76%	104	0.00	-3.56	36	YES	YES
Overall Hiring - Black	4892	384	8	7.85%	2.08%	3.76%	14	0.05	-1.73	6		
Overall Hiring - Hispanic	4892	1010	38	20.65%	3.76%	3.76%	38	0.54	0.00	0		
Overall Hiring - Asian	4892	745	26	15.23%	3.49%	3.76%	28	0.39	-0.39	2		
Overall Hiring - Native American	4892	0	0	0.00%	0%	3.76%	0	1.00	0.00	0		

An analysis of the districtwide applicant pools for regular faculty positions shows applicants identifying as Hispanic/Latine had the highest selection rate (3.76%). The hiring rate for applicants identifying as White was significantly lower (2.47). Given the availability analysis for regular faculty positions shows an overrepresentation of individuals identifying as White and significant underutilization of individuals identifying as Hispanic/Latine, the findings reveal progress in the District's efforts to increase workforce diversity and do not suggest an employment barrier for applicants identifying as White.

The hiring rate for females exceeded the rate for males, consistent with the utilization analysis findings. However, availability estimates for professional job categories have historically been overrepresented by males due to discrimination in hiring, promotion, compensation, and retention of females. As a result, the finding should not be interpreted to suggest male applicants and employees are disadvantaged in the District's hiring and employment processes.

Given historical disparities in employment for people from communities of color in professional and faculty positions, the District should continue to prioritize identifying diverse applicant pools for regular faculty positions and identifying potential barriers to employment within its hiring processes through longitudinal hiring phase analyses.



## Full-Time Classified Professionals

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	4983	3394	130	68.11%	3.83%	4.22%	143	0.14	-1.12	13		
Overall Applicant to Hire - Male	4983	1589	67	31.89%	4.22%	4.22%	67	0.53	0.00	0		

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	4560	1085	59	23.79%	5.44%	5.44%	59	0.53	0.00	0		
Overall Hiring - Black	4560	613	20	13.44%	3.26%	5.44%	33	0.01	-2.37	13	YES	YES
Overall Hiring - Hispanic	4560	2537	94	55.64%	3.71%	5.44%	138	0.00	-3.85	44	YES	YES
Overall Hiring - Asian	4560	325	11	7.13%	3.38%	5.44%	18	0.06	-1.63	7		
Overall Hiring - Native American	4560	0	0	0.00%	0%	5.44%	0	1.00	0.00	0		

An analysis of the districtwide applicant pools for full-time Classified Professionals positions shows applicants identifying as White had the highest selection rate (5.44%). The hiring rate for applicants identifying as Black (3.26%) or Hispanic/Latine (3.71%) were significantly lower. The availability analysis for Classified Professionals did not reveal any significant employment disparities by race or ethnicity. The District should continue to monitor hiring rates for full-time Classified Professionals and make efforts to attract diverse applicant pools for all positions during the term of the EEO Plan.

The hiring rates for females and males were within a reasonable margin.

## Part-Time Classified Professionals

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	1680	1218	28	72.50%	2.30%	5.19%	63	0.00	-4.55	35	YES	YES
Overall Applicant to Hire - Male	1680	462	24	27.50%	5.19%	5.19%	24	0.55	0.00	0		

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	1568	296	12	18.88%	4.05%	4.05%	12	0.58	0.00	0		
Overall Hiring - Black	1568	171	3	10.91%	1.75%	4.05%	7	0.08	-1.52	4		
Overall Hiring - Hispanic	1568	1005	33	64.09%	3.28%	4.05%	41	0.12	-1.24	8		
Overall Hiring - Asian	1568	96	3	6.12%	3.13%	4.05%	4	0.45	-0.46	1		
Overall Hiring - Native American	1568	0	0	0.00%	0%	4.05%	0	1.00	0.00	0		

An analysis of the districtwide applicant pools for part-time Classified Professionals positions shows no significant difference in hiring rates by race or ethnicity.

The hiring rate for females (2.3%) is significantly less than the hiring rate for males (5.19%). The availability analysis shows males are underrepresented when compared to the availability estimate and females are employed significantly above estimated availability. Given the total findings, the disparity does not suggest a pattern of negative impact for females in part-time Classified Professionals positions.

## Longitudinal Hiring Process Phase Analyses

The District conducted analyses of its hiring process phases for the prior five years (2018 – 2022). The analyses measured the presence of candidates from diverse race, ethnicity, and gender identity groups as they progressed through the selection process to the final hiring decision. To create meaningful analyses capable of demonstrating significant patterns and trends, the District conducted the analyses for aggregated groups of Academic Managers, Classified Managers, Regular Faculty, full-time Classified Professionals, and part-time Classified Professionals. Analyses of hiring outcomes by College and District Divisions were conducted.

Due to limitations in the disposition coding of applicants, the analysis reduces the hiring process to five phases:

1. Met Minimum Qualifications
2. Selected for an interview
3. Failed the interview
4. Declined a job offer or failed a background check
5. Hired

Since disposition codes did not distinguish between first and second level interviews, they were combined in this analysis. This limitation ignores potentially critical distinctions in being selected for a first level interview and being recommended for a second interview. The District should create and use clear definitions for disposition of applicants and train staff to ensure consistent and accurate use of disposition codes to allow for future analyses which distinguish between the 1<sup>st</sup> and 2<sup>nd</sup> level interviews.

## Total Workforce

A longitudinal phase analysis was conducted for the total workforce, combining all positions in a single analysis. This is useful for context, but findings should not be construed to indicate specific issues.

## Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Females	12677	7360	6692	58.06%	90.92%	92.61%	6816	0.00	-5.52	124	YES	YES
2	Males	11616	4924	824	42.39%	16.73%	17.14%	844	0.23	-0.76	20		
3	Males	1971	824	182	41.81%	22.09%	22.49%	185	0.41	-0.28	3		
4	Males	440	182	0	41.36%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender showed females were more likely apply for positions when they did not meet the minimum qualifications. Overall, the findings do not suggest any significant barriers based on gender identity.

## Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Group Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	White	Black	11621	1535	1380	13.21%	89.90%	94.36%	1448	0.00	-7.58	68	YES	YES
	White	Hispanic	11621	5198	4655	44.73%	89.55%	94.36%	4905	0.00	-15.03	250	YES	YES
	White	Asian	11621	1145	1075	9.85%	93.89%	94.36%	1080	0.26	-0.70	5		
	White	AI/AN	11621	0	0	0.00%		94.36%	0	1.00		0		
2	Hispanic	White	10642	3532	557	33.19%	15.77%	18.93%	668	0.00	-4.79	111	YES	YES
	Hispanic	Black	10642	1380	232	12.97%	16.81%	18.93%	261	0.02	-2.01	29	YES	YES
	Hispanic	Asian	10642	1075	142	10.10%	13.21%	18.93%	203	0.00	-4.78	61	YES	YES
	Hispanic	AI/AN	10642	0	0	0.00%		18.93%	0	1.00		0		
3	White	White	1812	557	149	30.74%	26.75%	26.75%	149	0.52	0.00	0		
	White	Black	1812	232	51	12.80%	21.98%	26.75%	62	0.06	-1.64	11		
	White	Hispanic	1812	881	184	48.62%	20.89%	26.75%	236	0.00	-3.93	52	YES	YES
	White	Asian	1812	142	26	7.84%	18.31%	26.75%	38	0.01	-2.27	12	YES	YES
4	White	Black	410	51	0	12.44%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	410	184	0	44.88%	0.00%	0.00%	0	1.00		0		
	White	Asian	410	26	0	6.34%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	410	0	0	0.00%		0.00%	0	1.00		0		

The total workforce overall hiring analysis showed Asian applicants had the lowest hiring rate. The total workforce phase analysis shows applicants identifying as Black or Hispanic/Latine were significantly more likely to be eliminated from consideration due to failure to meet minimum qualifications. This suggests a review of minimum qualifications to ensure job-relatedness and necessity is appropriate in consideration of workforce diversity. It also suggests clarity in equivalency processes could further diversify applicant pools for faculty and administrator positions. The applicant screen phase resulted in significantly higher rates of success for applicants identifying as Hispanic/Latine as compared to White, Black, and Asian applicants. Applicants identifying as White had the highest rate of receiving a job offer following the interview process, with Hispanic/Latine and Asian applicants having a statistically significant lower rate of job offers.

The availability analysis for the districtwide workforce showed underrepresentation for employees identifying as Hispanic/Latine. With that context, the higher rate of being offered an interview for Hispanic/Latine applicants shows appropriate progress towards workforce diversity.

Given the overall hiring rate finding, barriers to Asian applicants at the application screen and interview phase warrant specific focus, which is addressed in the strategic objectives for the EEO Plan.

## Academic Managers

### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Females	868	436	433	50.23%	99.31%	99.77%	435	0.08	-1.98	2		
2	Males	864	431	53	49.88%	12.30%	16.40%	71	0.01	-2.30	18	YES	YES
3	Males	124	53	12	42.74%	22.64%	28.17%	15	0.23	-0.89	3		
4	Males	32	12	0	37.50%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender identity showed males were significantly less likely to be selected for an interview. The interview selection phase results suggest removing personally-identifiable information from applications and screening materials could positively impact the District's overall workforce diversity efforts.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Black	White	803	286	285	35.62%	99.65%	100.00%	286	0.00		1		YES
	Black	Hispanic	803	219	218	27.27%	99.54%	100.00%	219	0.00		1		YES
	Black	Asian	803	115	113	14.32%	98.26%	100.00%	115	0.00		2		YES
	Black	AI/AN	803	3	3	0.37%	100.00%	100.00%	3	1.00		0		
2	White	Black	799	180	28	22.53%	15.56%	17.89%	32	0.24	-0.82	4		
	White	Hispanic	799	218	24	27.28%	11.01%	17.89%	39	0.00	-2.65	15	YES	YES
	White	Asian	799	113	14	14.14%	12.39%	17.89%	20	0.08	-1.53	6		
	White	AI/AN	799	3	0	0.38%	0.00%	17.89%	1	0.55	-0.81	1		
3	White	Black	117	28	6	23.93%	21.43%	35.29%	10	0.09	-1.54	4		
	White	Hispanic	117	24	3	20.51%	12.50%	35.29%	8	0.01	-2.34	5	YES	YES
	White	Asian	117	14	3	11.97%	21.43%	35.29%	5	0.21	-1.09	2		
	White	AI/AN	117	0	0	0.00%		35.29%	0	1.00		0		
4	White	Black	30	6	0	20.00%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	30	3	0	10.00%	0.00%	0.00%	0	1.00		0		
	White	Asian	30	3	0	10.00%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	30	0	0	0.00%		0.00%	0	1.00		0		

The Academic Managers phase analysis shows White, Hispanic/Latine, and Asian applicants were more likely to apply for positions when they did not meet minimum qualifications. Applicants identifying as White were more likely to be selected for an interview with significantly lower rates for Hispanic/Latine applicants, strongly suggesting removing personally-identifiable information from applications and screening materials would have a notable impact on the composition of interview pools. White applicants also had the highest rate of being offered a position after the interview phases, with a significant difference for Hispanic/Latine applicants.

Given the overall underrepresentation found for employees identifying as Hispanic/Latine, barriers impacting applicants identifying as Hispanic/Latine warrant specific focus, which is addressed in the strategic objectives for the EEO Plan.

## Classified Managers

### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Males	941	607	546	64.51%	89.95%	92.22%	560	0.03	-2.08	14	YES	
2	Males	854	546	140	63.93%	25.64%	25.65%	140	0.52	0.00	0		
3	Males	219	140	36	63.93%	25.71%	27.85%	39	0.32	-0.56	3		
4	Males	58	36	0	62.07%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender identity showed males were more likely apply for positions when they did not meet the minimum qualifications. There were no other significant differences observed.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Group Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Black	White	880	309	277	35.11%	89.64%	92.78%	287	0.03	-2.13	10	YES	
	Black	Hispanic	880	332	303	37.73%	91.27%	92.78%	308	0.17	-1.06	5		
	Black	Asian	880	59	52	6.70%	88.14%	92.78%	55	0.13	-1.38	3		
	Black	AI/AN	880	0	0	0.00%		92.78%	0	1.00		0		
2	Hispanic	White	799	277	71	34.67%	25.63%	26.73%	74	0.37	-0.41	3		
	Hispanic	Black	799	167	41	20.90%	24.55%	26.73%	45	0.29	-0.64	4		
	Hispanic	Asian	799	52	13	6.51%	25.00%	26.73%	14	0.46	-0.28	1		
	Hispanic	AI/AN	799	0	0	0.00%		26.73%	0	1.00		0		
3	White	Black	206	41	10	19.90%	24.39%	33.80%	14	0.13	-1.27	4		
	White	Hispanic	206	81	16	39.32%	19.75%	33.80%	27	0.00	-2.67	11	YES	YES
	White	Asian	206	13	3	6.31%	23.08%	33.80%	4	0.31	-0.82	1		
	White	AI/AN	206	0	0	0.00%		33.80%	0	1.00		0		
4	White	Black	53	10	0	18.87%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	53	16	0	30.19%	0.00%	0.00%	0	1.00		0		
	White	Asian	53	3	0	5.66%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	53	0	0	0.00%		0.00%	0	1.00		0		

The Classified Managers phase analysis shows applicants identifying as White were more likely to apply for a position when they did not meet minimum qualifications. Applicants identifying as White had the highest rate of receiving a job offer after the interview phase, with a significant difference for applicants identifying as Hispanic/Latine. Hispanic applicants had the highest rate of being selected for an interview, accordingly, the overall hiring difference impacting Hispanic/Latine applicants occurred during the interview process.

Given the overall underrepresentation found for employees identifying as Hispanic/Latine, barriers impacting applicants identifying as Hispanic/Latine warrant specific focus, which is addressed in the strategic objectives for the EEO Plan.

## Regular Faculty

### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Males	4205	2227	2191	52.96%	98.38%	98.53%	2194	0.30	-0.59	3		
2	Males	4140	2191	237	52.92%	10.82%	12.93%	283	0.00	-2.95	46	YES	YES
3	Males	489	237	43	48.47%	18.14%	23.02%	55	0.04	-1.78	12		
4	Males	101	43	0	42.57%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender showed females were more likely to be selected for an interview with a significant difference for male applicants. The interview selection phase results suggest removing personally-identifiable information from applications and screening materials could positively impact the District's overall workforce diversity efforts.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Hispanic	White	3813	1767	1746	46.34%	98.81%	98.82%	1746	0.51	-0.05	0		
	Hispanic	Black	3813	391	379	10.25%	96.93%	98.82%	386	0.00	-3.47	7	YES	YES
	Hispanic	Asian	3813	550	540	14.42%	98.18%	98.82%	544	0.12	-1.40	4		
	Hispanic	AI/AN	3813	0	0	0.00%		98.82%	0	1.00		0		
2	Hispanic	White	3757	1746	182	46.47%	10.42%	14.93%	261	0.00	-5.28	79	YES	YES
	Hispanic	Black	3757	379	47	10.09%	12.40%	14.93%	57	0.09	-1.38	10		
	Hispanic	Asian	3757	540	50	14.37%	9.26%	14.93%	81	0.00	-3.70	31	YES	YES
	Hispanic	AI/AN	3757	0	0	0.00%		14.93%	0	1.00		0		
3	Black	White	442	182	36	41.18%	19.78%	25.53%	46	0.04	-1.78	10		
	Black	Hispanic	442	163	38	36.88%	23.31%	25.53%	42	0.29	-0.65	4		
	Black	Asian	442	50	6	11.31%	12.00%	25.53%	13	0.02	-2.19	7	YES	YES
	Black	AI/AN	442	0	0	0.00%		25.53%	0	1.00		0		
4	White	Black	92	12	0	13.04%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	92	38	0	41.30%	0.00%	0.00%	0	1.00		0		
	White	Asian	92	6	0	6.52%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	92	0	0	0.00%		0.00%	0	1.00		0		

The Regular faculty phase analysis shows Black applicants were more likely to apply for positions when they did not meet minimum qualifications. This suggests clarity in equivalency processes could further diversify applicant pools for Regular faculty positions. Hispanic/Latine applicants had the highest selection rate for an interview, with significant differences for White and Asian applicants. Black applicants had the highest rate of being offered a job after the interview, with a significant difference for Asian applicants. The differences in selection for an interview and job offer after the interview phase explains the overall difference in hiring rates impacting applicants identifying as Asian. The findings strongly suggesting removing personally-identifiable information from applications and screening materials would have a notable impact on the composition of interview pools and further focus on barriers in the selection process should be addressed in the Plan's strategic objectives.



## Full-Time Classified Professionals

### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Males	4983	1589	1350	31.89%	84.96%	85.62%	1361	0.24	-0.75	11		
2	Females	4256	2906	611	68.28%	21.03%	22.81%	663	0.01	-2.30	52	YES	YES
3	Females	919	611	130	66.49%	21.28%	21.75%	133	0.41	-0.29	3		
4	Males	197	67	0	34.01%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender identity shows males were significantly less likely to be selected for an interview. There were no significant differences in any other phase of the selection process. The results suggest removing personally-identifiable information from applications and screening materials could have a notable impact on the composition of interview pools.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	White	Black	4560	613	515	13.44%	84.01%	87.56%	537	0.01	-2.66	22	YES	YES
	White	Hispanic	4560	2537	2143	55.64%	84.47%	87.56%	2221	0.00	-4.71	78	YES	YES
	White	Asian	4560	325	279	7.13%	85.85%	87.56%	285	0.20	-0.93	6		
	White	AI/AN	4560	0	0	0.00%		87.56%	0	1.00		0		
2	Hispanic	White	3887	950	209	24.44%	22.00%	22.03%	209	0.51	-0.02	0		
	Hispanic	Black	3887	515	102	13.25%	19.81%	22.03%	113	0.12	-1.22	11		
	Hispanic	Asian	3887	279	50	7.18%	17.92%	22.03%	61	0.05	-1.65	11		
	Hispanic	AI/AN	3887	0	0	0.00%		22.03%	0	1.00		0		
3	White	Black	833	102	20	12.24%	19.61%	28.23%	29	0.03	-1.93	9		
	White	Hispanic	833	472	94	56.66%	19.92%	28.23%	133	0.00	-4.01	39	YES	YES
	White	Asian	833	50	11	6.00%	22.00%	28.23%	14	0.21	-0.98	3		
	White	AI/AN	833	0	0	0.00%		28.23%	0	1.00		0		
4	White	Black	184	20	0	10.87%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	184	94	0	51.09%	0.00%	0.00%	0	1.00		0		
	White	Asian	184	11	0	5.98%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	184	0	0	0.00%		0.00%	0	1.00		0		

The full-time Classified Professionals phase analysis shows Black and Hispanic/Latine applicants were more likely to apply for positions when they did not meet minimum qualifications. Hispanic/Latine applicants had the highest selection rate for an interview. White applicants had the highest rate of being offered a job after the interview, with a significant difference impacting applicants identifying as Hispanic/Latine. Hispanic/Latine applicants made up over 55% of the applicant pool and highest total number of hires (94 compared to 59 White applicant hires). The patterns observed in the full-time Classified Professionals analyses further support the need to address barriers in the selection process in the Plan's strategic objectives

## Part-Time Classified Professionals

### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Males	1680	462	406	27.50%	87.88%	89.98%	416	0.08	-1.51	10		
2	Females	1502	1096	134	72.97%	12.23%	21.18%	232	0.00	-7.26	98	YES	YES
3	Females	220	134	28	60.91%	20.90%	27.91%	37	0.04	-1.81	9		
4	Males	52	24	0	46.15%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender showed females were significantly less likely to be selected for an interview, which explains the overall hiring difference observed. The results suggest removing personally-identifiable information from applications and screening materials could have a notable impact on the composition of interview pools.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Asian	White	1568	296	274	18.88%	92.57%	94.79%	281	0.06	-1.72	7		
	Asian	Black	1568	171	139	10.91%	81.29%	94.79%	162	0.00	-7.95	23	YES	YES
	Asian	Hispanic	1568	1005	899	64.09%	89.45%	94.79%	953	0.00	-7.62	54	YES	YES
	Asian	AI/AN	1568	0	0	0.00%		94.79%	0	1.00		0		
2	Asian	White	1403	274	44	19.53%	16.06%	16.48%	45	0.46	-0.19	1		
	Asian	Black	1403	139	14	9.91%	10.07%	16.48%	23	0.02	-2.04	9	YES	YES
	Asian	Hispanic	1403	899	141	64.08%	15.68%	16.48%	148	0.28	-0.65	7		
	Asian	AI/AN	1403	0	0	0.00%		16.48%	0	1.00		0		
3	White	Black	214	14	3	6.54%	21.43%	27.27%	4	0.44	-0.49	1		
	White	Hispanic	214	141	33	65.89%	23.40%	27.27%	38	0.17	-1.03	5		
	White	Asian	214	15	3	7.01%	20.00%	27.27%	4	0.38	-0.63	1		
	White	AI/AN	214	0	0	0.00%		27.27%	0	1.00		0		
4	White	Black	51	3	0	5.88%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	51	33	0	64.71%	0.00%	0.00%	0	1.00		0		
	White	Asian	51	3	0	5.88%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	51	0	0	0.00%		0.00%	0	1.00		0		

The part-time Classified Professionals phase analysis shows Black and Hispanic/Latine applicants were more likely to apply for positions when they did not meet minimum qualifications. This suggests a review of minimum qualifications to ensure job-relatedness may improve applicant pool diversity. Asian applicants had the highest selection rate for an interview, with a significant difference for applicants identifying as Black. The findings suggest removing personally-identifiable information from applications and screening materials would have a notable impact on the composition of interview pools.

## Workforce Demographics by Race and Ethnicity

Academic Year 2020-2021		
All Employees		
Race/Ethnicity	#	%
American Indian/Alaska Native	12	1%
Asian	174	8%
Black/African American	208	9%
Hispanic/Latino	688	30%
Native Hawaiian/Pacific Islander	10	0%
White	1121	49%
Two or More	63	3%
<b>Total</b>	<b>2276</b>	<b>100%</b>

Academic Year 2021-2022		
All Employees		
Race/Ethnicity	#	%
American Indian/Alaska Native	9	0%
Asian	181	8%
Black/African American	219	10%
Hispanic/Latino	700	31%
Native Hawaiian/Pacific Islander	9	0%
White	1094	48%
Two or More	58	3%
<b>Total</b>	<b>2270</b>	<b>100%</b>

Academic Year 2022-2023		
All Employees		
Race/Ethnicity	#	%
American Indian/Alaska Native	13	1%
Asian	182	8%
Black/African American	228	10%
Hispanic/Latino	554	25%
Native Hawaiian/Pacific Islander	7	0%
White	1040	47%
Two or More	205	9%
<b>Total</b>	<b>2229</b>	<b>100%</b>

Academic Year 2020-2021		
FT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	1	0%
Asian	29	6%
Black/African American	38	8%
Hispanic/Latino	110	24%
Native Hawaiian/Pacific Islander	0	0%
White	272	59%
Two or More	14	3%
<b>Total</b>	<b>464</b>	<b>100%</b>

Academic Year 2021-2022		
FT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	2	0%
Asian	30	7%
Black/African American	37	8%
Hispanic/Latino	108	23%
Native Hawaiian/Pacific Islander	0	0%
White	272	59%
Two or More	12	3%
<b>Total</b>	<b>461</b>	<b>100%</b>

Academic Year 2022-2023		
FT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	2	0%
Asian	32	7%
Black/African American	38	8%
Hispanic/Latino	94	20%
Native Hawaiian/Pacific Islander	0	0%
White	269	58%
Two or More	29	6%
<b>Total</b>	<b>464</b>	<b>100%</b>

Academic Year 2020-2021		
PT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	7	1%
Asian	96	9%
Black/African American	69	7%
Hispanic/Latino	237	23%
Native Hawaiian/Pacific Islander	3	0%
White	571	56%
Two or More	28	3%
<b>Total</b>	<b>1011</b>	<b>100%</b>

Academic Year 2021-2022		
PT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	4	0%
Asian	101	10%
Black/African American	76	8%
Hispanic/Latino	239	24%
Native Hawaiian/Pacific Islander	3	0%
White	551	55%
Two or More	26	3%
<b>Total</b>	<b>1000</b>	<b>100%</b>

Academic Year 2022-2023		
PT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	7	1%
Asian	100	11%
Black/African American	84	9%
Hispanic/Latino	189	20%
Native Hawaiian/Pacific Islander	1	0%
White	496	53%
Two or More	61	7%
<b>Total</b>	<b>938</b>	<b>100%</b>

Academic Year 2020-2021		
Classified Professionals		
Race/Ethnicity	#	%
American Indian/Alaska Native	4	1%
Asian	39	6%
Black/African American	75	12%
Hispanic/Latino	301	47%
Native Hawaiian/Pacific Islander	7	1%
White	203	31%
Two or More	18	3%
<b>Total</b>	<b>647</b>	<b>100%</b>

Academic Year 2021-2022		
Classified Professionals		
Race/Ethnicity	#	%
American Indian/Alaska Native	3	0%
Asian	39	6%
Black/African American	76	12%
Hispanic/Latino	309	48%
Native Hawaiian/Pacific Islander	6	1%
White	198	31%
Two or More	17	3%
<b>Total</b>	<b>648</b>	<b>100%</b>

Academic Year 2022-2023		
Classified Professionals		
Race/Ethnicity	#	%
American Indian/Alaska Native	4	1%
Asian	38	6%
Black/African American	79	11%
Hispanic/Latino	241	35%
Native Hawaiian/Pacific Islander	5	1%
White	213	31%
Two or More	109	16%
<b>Total</b>	<b>689</b>	<b>100%</b>

Academic Year 2020-2021		
Management		
Race/Ethnicity	#	%
American Indian/Alaska Native	0	0%
Asian	10	6%
Black/African American	26	17%
Hispanic/Latino	40	26%
Native Hawaiian/Pacific Islander	0	0%
White	75	49%
Two or More	3	2%
<b>Total</b>	<b>154</b>	<b>100%</b>

Academic Year 2021-2022		
Management		
Race/Ethnicity	#	%
American Indian/Alaska Native	0	0%
Asian	11	7%
Black/African American	30	19%
Hispanic/Latino	44	27%
Native Hawaiian/Pacific Islander	0	0%
White	73	45%
Two or More	3	2%
<b>Total</b>	<b>161</b>	<b>100%</b>

Academic Year 2022-2023		
Management		
Race/Ethnicity	#	%
American Indian/Alaska Native	0	0%
Asian	12	9%
Black/African American	27	20%
Hispanic/Latino	30	22%
Native Hawaiian/Pacific Islander	1	1%
White	62	45%
Two or More	6	4%
<b>Total</b>	<b>138</b>	<b>100%</b>

## Workforce Demographics by Gender

Academic Year 2020-2021		
All Employees		
Gender	#	%
Female	1235	54%
Male	1041	46%
Non-Binary	0	0%
<b>Total</b>	<b>2276</b>	<b>100%</b>

Academic Year 2021-2022		
All Employees		
Gender	#	%
Female	1233	54%
Male	1037	46%
Non-Binary	0	0%
<b>Total</b>	<b>2270</b>	<b>100%</b>

Academic Year 2022-2023		
All Employees		
Gender	#	%
Female	1216	55%
Male	1013	45%
Non-Binary	0	0%
<b>Total</b>	<b>2229</b>	<b>100%</b>

Academic Year 2020-2021		
FT Faculty		
Gender	#	%
Female	251	54%
Male	213	46%
Non-Binary	0	0%
<b>Total</b>	<b>464</b>	<b>100%</b>

Academic Year 2021-2022		
FT Faculty		
Gender	#	%
Female	254	55%
Male	207	45%
Non-Binary	0	0%
<b>Total</b>	<b>461</b>	<b>100%</b>

Academic Year 2022-2023		
FT Faculty		
Gender	#	%
Female	258	56%
Male	206	44%
Non-Binary	0	0%
<b>Total</b>	<b>464</b>	<b>100%</b>

Academic Year 2020-2021		
PT Faculty		
Gender	#	%
Female	510	50%
Male	501	50%
Non-Binary	0	0%
<b>Total</b>	<b>1011</b>	<b>100%</b>

Academic Year 2021-2022		
PT Faculty		
Gender	#	%
Female	508	51%
Male	492	49%
Non-Binary	0	0%
<b>Total</b>	<b>1000</b>	<b>100%</b>

Academic Year 2022-2023		
PT Faculty		
Gender	#	%
Female	479	51%
Male	459	49%
Non-Binary	0	0%
<b>Total</b>	<b>938</b>	<b>100%</b>

Academic Year 2020-2021		
Classified Professionals		
Gender	#	%
Female	396	61%
Male	251	39%
Non-Binary	0	0%
<b>Total</b>	<b>647</b>	<b>100%</b>

Academic Year 2021-2022		
Classified Professionals		
Gender	#	%
Female	388	60%
Male	260	40%
Non-Binary	0	0%
<b>Total</b>	<b>648</b>	<b>100%</b>

Academic Year 2022-2023		
Classified Professionals		
Gender	#	%
Female	404	59%
Male	285	41%
Non-Binary	0	0%
<b>Total</b>	<b>689</b>	<b>100%</b>

Academic Year 2020-2021		
Management		
Gender	#	%
Female	78	51%
Male	76	49%
Non-Binary	0	0%
<b>Total</b>	<b>154</b>	<b>100%</b>

Academic Year 2021-2022		
Management		
Gender	#	%
Female	83	52%
Male	78	48%
Non-Binary	0	0%
<b>Total</b>	<b>161</b>	<b>100%</b>

Academic Year 2022-2023		
Management		
Gender	#	%
Female	75	54%
Male	63	46%
Non-Binary	0	0%
<b>Total</b>	<b>138</b>	<b>100%</b>

## Applicant Data by Race and Ethnicity

### Full-Time Faculty

Academic Year 2020-2021												
Riverside Community College District - Full-Time Faculty												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	449			444			50			15		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	196	237	16	194	236	14	28	21	1	8	6	1
Hispanic	48	49	2	48	49	2	9	6	0	0	2	0
Asian	19	43	2	18	43	2	2	3	0	0	1	0
Black/African American	37	29	0	37	29	0	2	3	0	1	0	0
American Indian/Alaskan Native	0	2	0	0	2	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	1	0	0	1	0	0	0	0	0	0	0	0
White	69	89	0	68	89	0	15	6	0	7	2	0
Two or More	12	6	0	12	6	0	0	2	0	0	1	0
Undisclosed	10	19	12	10	18	10	0	1	1	0	0	1

Academic Year 2021-2022												
Riverside Community College District - Full-Time Faculty												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	743			733			117			22		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	309	399	35	304	394	35	48	62	7	12	9	1
Hispanic	85	114	2	83	112	2	16	22	0	3	4	0
Asian	45	49	2	44	49	2	7	7	0	2	1	0
Black/African American	39	30	2	38	29	2	4	6	2	3	1	0
American Indian/Alaskan Native	0	2	0	0	1	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
White	102	167	2	101	166	2	15	22	0	3	2	0
Two or More	20	27	0	20	27	0	2	4	0	0	1	0
Undisclosed	18	10	27	18	10	27	4	1	5	1	0	1

Academic Year 2022-2023												
Riverside Community College District - Full-Time Faculty												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	1609			1493			208			52		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	746	792	71	704	725	64	103	95	10	25	25	2
Hispanic	195	224	5	184	203	3	28	34	0	4	9	0
Asian	87	101	6	81	94	5	11	9	0	3	3	0
Black/African American	86	70	1	82	68	2	13	9	1	6	1	0
American Indian/Alaskan Native	1	2	0	1	1	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	2	0	0	2	0	0	0	0	0	0	0	0
White	272	314	8	253	283	7	33	33	2	4	8	0
Two or More	50	48	0	48	49	0	7	7	0	3	2	0
Undisclosed	53	33	51	53	27	47	11	3	7	5	2	2

### Classified Professionals

Academic Year 2020-2021												
Riverside Community College District - Part-Time Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	288			251			12			6		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	227	53	8	200	45	6	10	2	0	4	2	0
Hispanic	136	31	1	121	28	0	6	1	0	2	1	0
Asian	7	4	0	6	3	0	0	0	0	0	0	0
Black/African American	15	5	0	13	5	0	0	0	0	0	0	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	1	0	0	1	0	0	0	0	0	0	0	0
White	50	6	0	44	3	0	3	0	0	2	0	0
Two or More	13	5	0	11	4	0	1	0	0	0	0	0
Undisclosed	5	2	7	4	2	6	0	1	0	0	1	0

Academic Year 2020-2021												
Riverside Community College District - Full-Time Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	1525			1297			214			69		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	1019	462	44	862	400	35	129	79	6	45	22	2
Hispanic	495	215	4	420	192	3	66	38	0	24	9	0
Asian	67	42	1	58	37	1	9	5	0	6	1	0
Black/African American	124	43	0	103	33	0	14	6	0	3	1	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	4	9	0	4	2	0	1	0	0	0	0	0
White	257	115	2	212	100	2	33	22	1	10	8	1
Two or More	42	28	0	38	26	0	4	7	0	2	2	0
Undisclosed	30	10	37	27	10	29	2	1	5	0	1	1

Academic Year 2021-2022												
Riverside Community College District - Part-Time Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	379			336			91			19		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	219	155	5	201	132	3	54	36	1	9	10	0
Hispanic	133	90	1	121	77	0	37	24	0	8	7	0
Asian	13	8	1	13	8	0	5	1	0	0	0	0
Black/African American	21	20	0	17	16	0	3	5	0	0	2	0
American Indian/Alaskan Native	1	0	0	1	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	5	0	0	4	0	0	0	0	0	0	0
White	41	25	1	40	21	1	9	4	1	1	1	0
Two or More	6	4	0	5	3	0	0	0	0	0	0	0
Undisclosed	4	3	2	4	3	2	0	2	0	0	0	0



Academic Year 2021-2022												
Riverside Community College District - Full-Time Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	1,304			1,048			362			73		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	789	484	31	664	358	26	233	125	4	49	24	0
Hispanic	440	285	6	374	205	4	124	77	0	25	14	0
Asian	50	30	3	44	22	3	15	4	0	3	1	0
Black/African American	97	53	0	79	38	0	28	12	0	8	3	0
American Indian/Alaskan Native	2	1	0	1	1	0	0	1	0	0	0	0
Native Hawaiian/Pacific Islander	4	0	0	4	0	0	2	0	0	0	0	0
White	143	89	3	116	70	3	47	19	0	11	3	0
Two or More	36	21	0	30	18	0	10	9	0	2	3	0
Undisclosed	17	5	19	16	4	16	7	3	4	0	0	0

Academic Year 2022-2023												
Riverside Community College District - Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	2124			1830			384			73		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	1420	643	61	1233	550	47	251	127	6	45	25	3
Hispanic	874	366	7	774	316	6	163	80	0	26	13	0
Asian	75	36	3	67	32	1	14	4	1	1	1	1
Black/African American	153	68	1	123	49	2	28	8	1	6	1	1
American Indian/Alaskan Native	4	1	1	0	3	0	0	1	0	0	1	0
Native Hawaiian/Pacific Islander	7	0	0	7	0	0	0	0	0	0	0	0
White	218	115	4	186	109	1	30	29	1	9	6	0
Two or More	63	43	3	53	31	3	11	5	1	3	3	0
Undisclosed	26	14	42	23	10	34	5	0	2	0	0	1

Management

Academic Year 2020-2021												
Riverside Community College District - Classified Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	301			243			44			13		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	149	144	8	132	108	3	27	17	0	8	5	0
Hispanic	62	47	0	53	40	0	15	6	0	1	1	0
Asian	8	9	0	7	8	0	2	2	0	2	0	0
Black/African American	29	19	0	25	13	0	3	0	0	2	0	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	1	0	0	0	0	0	0	0
White	33	59	0	32	42	0	5	9	0	2	4	0
Two or More	13	5	0	9	2	0	1	0	0	0	0	0
Undisclosed	4	5	8	6	2	3	1	0	0	1	0	0

Academic Year 2020-2021												
Riverside Community College District - Academic Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	650			624			111			22		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	307	315	28	299	303	22	52	55	4	14	8	0
Hispanic	68	64	1	67	61	1	12	13	0	0	2	0
Asian	27	50	2	27	49	2	5	9	0	1	1	0
Black/African American	58	51	0	56	46	0	6	6	0	4	1	0
American Indian/Alaskan Native	0	3	0	0	3	0	1	1	0	1	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
White	122	119	2	117	117	0	24	22	0	7	4	0
Two or More	16	7	0	16	7	0	2	2	0	1	0	0
Undisclosed	16	21	23	16	20	19	2	2	4	0	0	0

Academic Year 2021-2022												
Riverside Community College District - Classified Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	319			289			88			22		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	133	176	10	122	154	13	36	52	0	8	14	0
Hispanic	49	67	4	46	58	4	12	20	0	3	3	0
Asian	8	11	1	7	11	1	2	3	0	0	1	0
Black/African American	31	40	1	30	35	0	8	11	0	2	1	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
White	28	51	0	26	43	0	9	15	0	2	6	0
Two or More	9	5	0	7	5	0	5	3	0	1	3	0
Undisclosed	8	2	4	6	2	8	0	0	0	0	0	0

Academic Year 2021-2022												
Riverside Community College District - Academic Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	259			258			38			8		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	136	109	14	136	109	13	22	13	3	5	3	0
Hispanic	43	31	2	43	31	2	4	1	1	1	0	0
Asian	9	13	0	9	13	0	2	1	0	0	0	0
Black/African American	42	30	0	42	30	0	10	6	0	2	0	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
White	30	27	2	30	27	2	6	3	0	2	2	0
Two or More	7	2	1	7	2	1	0	1	1	0	1	0
Undisclosed	5	6	9	5	6	8	0	1	1	0	0	0

Academic Year 2022-2023												
Riverside Community College District - Academic Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	381			346			50			16		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	177	188	16	156	180	10	27	22	1	9	7	0
Hispanic	51	50	4	49	44	3	2	4	1	0	0	0
Asian	20	17	3	19	17	3	1	1	0	1	0	0
Black/African American	48	48	1	39	46	0	10	6	0	5	2	0
American Indian/Alaskan Native	0	1	0	0	4	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	1	0	0	1	0	0	0	0	0	0	0	0
White	39	58	0	35	53	0	8	7	0	2	3	0
Two or More	10	5	0	8	8	0	4	4	0	1	2	0
Undisclosed	8	9	8	5	8	4	2	0	0	0	0	0

## Section C: EEO Strategies Updates (EEO Plan Component 13 and other EEO Plan Components)

In this section, provide updates on district pre-hiring, hiring, and post-hiring strategies expressed in the EEO Plan.

### Section C, Part 1: EEO Plan Component 13

#### Instructions:

- Use your district's EEO Plan Component 13 submission to guide completion of this form. If your district did not use the [Component 13 template](#) in its EEO Plan, you will need to transfer your EEO Plan Component 13 submission into the template before completing this section.
- Remove any rows (i.e., implementation strategies) that do not apply to your district's Component 13 submission.
- Add lines for additional/alternative strategies, as necessary.
- Because strategies and metrics were reported by year in the Component 13 matrix (i.e., Year 1, Year 2, Year 3), please include only the strategies and metrics that are relevant to the point in time at which you complete this annual form.

Example:			
Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
PRE-HIRING			
Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))	Year 1: Implement new applicant tracking software in which applicant pool data can be disaggregated by EEO categories, and prospective division/department.	Year 1: Review applicant pool data for all full-time faculty and part-time faculty for 2023-2024 academic year.	90% of applicants were tracked using the new software, 10% of applicants completed their applications prior to the full transition to the new software. Analysis of Adverse Impact and Underrepresentation is underway utilizing data collected. Preliminary findings indicate Black (2%) and Latinx (9%) applicants continue to be underrepresented in faculty application submissions.  Year 2: District intends to complete and analyze Year 1 data and develop strategies to address identified Adverse Impact and Underrepresented groups.

[Form begins on the next page →]

**Riverside Community College District EEO Annual Certification Section C, Part 1**  
**ARTICLE XIII**

IMPLEMENTATION	WHAT/WHEN	EFFECTIVENESS METRICS AND REVIEW	OBSERVED OUTCOMES: WHAT SUCCESS HAVE YOU OBSERVED? WHAT CHALLENGES HAVE YOU ENCOUNTERED?
<b>PRE-HIRING</b>			
Develop and implement a candidate-centric approach from the initial application to the final offer or rejection to ensure that every person is valued and respected.	Y1: Complete implementation of upgraded online Applicant Tracking System (ATS), including testing, training for end users, and launch. Y1: Develop and facilitate candidate relationship management training for HRER professionals and hiring committees.	Y1: Complete development of applicant workflows and finalize testing of the various workflows using all access levels. Y1: Develop "Creating a Candidate Centeric Experience" for Human Resources and Employee Relations professionals and hiring committees. Training was facilitated for HRER employees on July 29, 2024 at the annual staff retreat (Y2). Training for hiring committees was finalized in Y1 and will be migrated to the Vision Resoruce Center in Y2.	The implementation of the new Applicant Tracking System (ATS) was delayed due to significant staffing instability and the prioritization of other critical initiatives. The HRER department faced unexpected challenges, including the formation of an ad-hoc Recruitment Process Refinement Workgroup to modify existing hiring procedures, the implementation of two additional software systems (Time Clock Plus and Anthology), and the completion of a lengthy and complex classification and compensation study for the Classified Professional Workgroup. These factors diverted resources and attention away from the ATS implementation, which is now in progress with an anticipated completion by Fall 2025.
Support applicants during hiring process.	Y1: Offer job category specific workshops on best practices for applying and interviewing for positions. (ongoing through years 2 and 3)	Y1: HRER worked collaboratively with faculty partners to faciliate "Hire Me" workshops during Fall Flex Day.	The "Hire Me" workshops are well recieved by Associate Faculty who aspire to compete for Regular Faculty positions. The partnership between HRER and faculty is effective. Due to limited staff resources the number of workshops is limited. HRER would like to expand offerings by partnering with businesses and organizations in the community to reach a broader audience.
Develop and contact new external recruitment sources.	Y1: Research and purchase bulk posting packages with new external job posting service providers Y2: Ongoing Y3: Ongoing	Y1: Research and purchase bulk posting packages with new external job posting service providers Y2: Ongoing Y3: Ongoing	Collect and evaluate job posting metrics to determine the effectiveness of the postings and the rate of converting clicks to applications. Allow applicants to identify where they found out about the job opportunity.
Incorporate assessment of DEIA and antiracist competencies in the assessment of candidates.	Y1: Develop a bank of competency-based questions about diversity, equity, inclusion and accessibility that are specific to each job category.	Y1: A bank of competency-based questions about diversity, equity, inclusion and accessibility that are specific to each job category was developed in Y1.	Staffing instability and revision of internal HRER processes have diverted time away from implementing the questions. In Q1 of Y2 HRER is now fully staffed in the Recruitment function and will implement the questions in Y2 and beyond.
<b>HIRING</b>			
Consistent and ongoing training for hiring committees.	Y1: The District will provide training for members of screening and selection committee members on state and federal nondiscrimination laws, the benefits of workforce diversity, identifying and eliminating bias in hiring and best practices for serving on a committee.	Before the initial meeting of a hiring committee, the assigned Human Resources and Employee Relations recruiter confirms that all committee members have a current Title 5 EEO Training for Screening and Selection Committee Members on file. Training records will be maintained for all employees serving on a committee. Human Resources and Employee Relations will also gather participant feedback through a survey, focusing on the training's content, delivery, and relevance to committee service. This feedback will provide valuable insights into the strengths of the training and highlight areas for improvement.	Screening Committees are 100% compliant with Title 5 EEO Training prior to serving on a committee. Training records are maintained efficiently. The feedback response rate is minimal. This is likely due to the manual nature soliciting feedback. The updated Title 5 EEO Training will benefit from being hosted on the Vision Resource Center by auto-distributing surveys about the content and effectiveness of the training.

**Riverside Community College District EEO Annual Certification Section C, Part 1**  
**ARTICLE XIII**

IMPLEMENTATION	WHAT/WHEN	EFFECTIVENESS METRICS AND REVIEW	OBSERVED OUTCOMES: WHAT SUCCESS HAVE YOU OBSERVED? WHAT CHALLENGES HAVE YOU ENCOUNTERED?
Increase recruitment efforts by participating in job fairs and fostering relationships with external organizations and colleges to broaden the applicant pool and ensure equal opportunities for all qualified candidates, with a focus on reaching diverse communities and underrepresented groups without considering race, ethnicity, gender, or other protected characteristics. The goal is to attract a wide range of qualified candidates and promote inclusivity in the recruitment process.	Y1: The District will actively participate in job fairs and collaborate with external organizations and colleges to enhance recruitment efforts. This will include targeting diverse communities and expanding outreach to ensure equal opportunities for all candidates, while emphasizing the District's commitment to inclusivity and diversity in the recruitment process.	Y1: The District entered into agreements with the Higher Education Recruitment Consortium (HERC) and Higher Ed Jobs to broaden its reach for job postings in all job categories. HRER also participated in the California Community College Job Registry Job Fairs in Northern and Southern California in addition to attending local and regional job fairs hosted by various community organizations by hosting resume writing workshops for job hopefuls and engaging with potential job applicants about available positions and the benefits and rewards of working in a CA Community College. Lastly, HRER increased its utilization of social media based recruiting by implementing a LinkedIn, Facebook, Twitter recruitment profiles.	The District achieved significant success in broadening its recruitment efforts by partnering with the Higher Education Recruitment Consortium (HERC) and Higher Ed Jobs, expanding its reach across all job categories. HRER also actively engaged with job seekers through participation in California Community College Job Registry Job Fairs, hosting resume writing workshops, and leveraging social media platforms like LinkedIn, Facebook, and Twitter for recruitment. These initiatives fostered greater awareness of available positions and the benefits of working in California Community Colleges. However, challenges included balancing resource allocation across multiple recruitment strategies, maintaining consistent social media engagement, facing competition from other institutions, and ensuring effective follow-up with job applicants.
<b>POST-HIRING</b>			
Implement employee engagement platform	Y1: Research existing employee feedback and experience platforms to streamline the employee feedback process and work improvement.	Y1: The EEO Advisory Committee completed demos with three vendors and selected "PeopleElement" , a people analytics and employee engagement platform designed to help organizations improve their workplace culture, employee experience, and overall organizational effectiveness. It provides tools for gathering real-time feedback from employees through surveys, pulse checks, and other engagement mechanisms. The platform uses advanced data analysis and insights to identify trends, monitor employee sentiment, and measure key metrics related to employee satisfaction, performance, and well-being. PeopleElement's customizable surveys and analytics allow organizations to take actionable steps toward enhancing employee engagement, fostering inclusion, and improving retention.	HRER is in the process of working with our assigned PeopleElement Advisor to complete internal Information Technology security and data integration requirements and protocols.
Provide DEIA development for all constituent groups where "development" is understood as ongoing and "training" is understood as one-time.	Y1: Research implementation of quarterly DEIA focussed development opportunities for all constituent groups. Identify guest speakers from underrepresented groups who are in leadership positions and who may engage both students and employees.	Y1: HRER offered DEIA focussed workshops on the following topics: Defeating Unconscious Bias Inclusion in Action Within Our Power Creating a Culture of Respect	In Year 1, HRER successfully offered DEIA-focused workshops on critical topics which participants found to be meaningful and enlightening for their work. These sessions helped foster greater awareness and understanding of DEIA principles within the organization. However, the success of these workshops was somewhat limited due to staffing instability and extended leaves of absence for key personnel, which affected the ability to offer a broader range of sessions and ensure consistent delivery. Despite these challenges, the workshops provided valuable insights and contributed to the ongoing commitment to diversity, equity, inclusion, and accessibility.



### Section C, Part 2: Additional EEO Plan Components (if applicable)

Some districts submitted pre-hiring, hiring, and post-hiring strategies beyond the Component 13 form. Section B outlined a detailed update on strategies used to address elements of Components 10, 11, and 12. If applicable, use the following form to report on strategies stated in the EEO Plan that fall outside of Components 10-13.

#### Instructions:

- Use your district's EEO Plan submission to guide completion of this section.
- For reviewers' reference, list the number of the relevant EEO Plan Component in the "Component Number" column.
- Add lines as necessary.
- Please include only the strategies and metrics that are relevant to the point in time at which you complete this annual form.

Component Number	Actions Taken	Actions Taken Toward Establishing Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?

**Section C, Part 3: Supports for Strategy Implementation**

**If applicable, what kinds of supports would benefit your district's efforts to implement EEO strategies?**

## Section D: Response to Harassment and Discrimination Complaints

*In addition to the requirement that community college districts investigate and appropriately respond to formal harassment or discrimination complaints filed pursuant to section 59300 et seq. of title 5 of the California Code of Regulations, section 59340(b) requires districts to provide an annual report detailing the number and disposition of complaints alleging unlawful discrimination.*

District Officer or Designee	
<b>Name, title, and email of District Officer or Designee responsible for receiving complaints:</b>	
<b>Notes</b> (please indicate changes to District Officer or Designee appointment over the previous fiscal year here):	

Complaints Received		
<b>Employment</b>	Number of <b>discrimination complaints received</b> in the previous academic year:	
	Number of <b>informal charges received</b> in the previous academic year:	
<b>Non-Employment</b>	Number of <b>discrimination complaints received</b> in the previous academic year:	
	Number of <b>informal charges received</b> in the previous academic year:	
	<b>Total number</b> of discrimination complaints and informal charges received:	

Complaints Resolved		
<b>Employment</b>	Number of <b>discrimination complaints resolved</b> in the previous academic year:	
	Number of <b>informal charges resolved</b> in the previous academic year:	
<b>Non-Employment</b>	Number of <b>discrimination complaints resolved</b> in the previous academic year:	
	Number of <b>informal charges resolved</b> in the previous academic year:	
	<b>Total number</b> of discrimination complaints and informal charges resolved:	

Types of Complaints and Resolution (Employment)					
Considering the <b>total number</b> of discrimination complaints and informal charges received in the previous academic year (as reported in the Complaints Received table), please provide the following information:					
<b>How many complaints are based on the following protected categories:</b>		<b>How many of the complaints are:</b>			
	<b>[Total]</b>	Sustained in Whole	Sustained in Part	Not Sustained	Currently Unresolved
Race/Ethnicity					
Gender					
Sexual harassment					
Disability/Medical Condition					
Other					
In the box below, list specific "Other" protected categories and report total number for each and describe status: (ex.: Religion (4 total; 1 Sustained in Whole; 2 Not Sustained; 1 Currently Unresolved))					

Types of Complaints and Resolution (Non-Employment)					
Considering the <b>total number</b> of discrimination complaints and informal charges received in the previous academic year (as reported in the Complaints Received table), please provide the following information:					
<b>How many complaints are based on the following protected categories:</b>		<b>How many of the complaints are:</b>			
	<b>[Total]</b>	Sustained in Whole	Sustained in Part	Not Sustained	Currently Unresolved
Race/Ethnicity					
Gender					
Sexual harassment					
Disability/Medical Condition					
Other					

**In the box below, list specific “Other” protected categories and report total number for each and describe status: (ex.: Religion (4 total))**

--

Unresolved Complaints from Previous Academic Years	
--	--

If applicable, how many complaints from previous academic years (i.e., complaints that arose before the 2023-24 academic year) remain unresolved?	
---	--

	Employment:
--	-------------

	Non-Employment:
--	-----------------

For each unresolved complaint, please briefly explain the factors that keep the complaint from being resolved:	
--	--

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## Section E: Use of EEO Funds<sup>2</sup>

<b>Report</b>	<b>EEO/Diversity Allocation Fund (Ed. Code § 87108)</b>
(a) Total Unexpended Allocation from Previous Year (Carry Over)	\$
(b) 2022-2023 Allocation	\$
(c) 2022-2023 Expenditures (Same total listed below in column 1)	\$
Unexpended Allocations (a + b - c) ** Below, please describe anticipated use of funds and projected date.	\$

<b>Controlling Account</b>	<b>EEO/Diversity Allocation Fund (Ed. Code § 87108)</b>	<b>Other Funds</b>	<b>Total</b>
1000 Academic Salaries			
2000 Classified Salaries			
3000 Employee Benefits			
4000 Supplies & Materials			
5000 Other Oper. Exp. & Svcs.			
6000 Capital Outlay			
7000 Other Outgo			
Totals			

<b>Unexpended Allocations (if applicable)</b>	
Explain why funds are unexpended.	
Describe any actions or strategies that will be taken to utilize the funds and outline anticipated dates.	

<sup>2</sup> "EEO Funds" does not include EEO One-Time Funding or funding from Innovative Best Practices Grants.

<b>(1) Performance Indicators</b>	<b>(2A) EEO Diversity Fund Expenditures (Ed. Code § 87108)</b>	<b>(2B) Other Fund Expenditures (identify amount and source)</b>	<b>(3) Description of Activities<sup>3</sup></b>
1. Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators.	\$	\$	
2. Outreach and recruitment.	\$	\$	
3. Professional development on equal employment opportunity.	\$	\$	
4. Professional development on DEIA.			
5. Accommodations for applicants and employees with disabilities pursuant to title 5, section 53025.	\$	\$	
6. Other reasonable and justifiable activities to promote equal employment opportunities. Please list activities in Description of Activities column.	\$	\$	

<sup>3</sup> Where appropriate, please explain how the funded activities support the District's efforts as specified in the Strategies Component of the District's EEO Plan.

## Section F: Signatures – Affirmation of Accuracy and Completeness

*I CERTIFY THAT THIS REPORT IS ACCURATE AND COMPLETE.*

### Chair, Equal Employment Opportunity Advisory Committee

<b>Name:</b>	<b>Title:</b>
<b>Signature:</b>	<b>Date:</b>

### Chief Human Resources Officer

<b>Name:</b>	<b>Title:</b>
<b>Signature:</b>	<b>Date:</b>

### Chief Executive Officer (Chancellor or President/Superintendent)

<b>Name:</b>	<b>Title:</b>
<b>Signature:</b>	<b>Date:</b>

### President/Chair, District Board of Trustees

<b>Date of governing board's approval/certification:</b>	
<b>Name:</b>	<b>Title:</b>
<b>Signature:</b>	<b>Date:</b>



District Strategic Planning Council Meeting	
Meeting Date:	February 21, 2025
Agenda Category:	Discussion & Information Equity, Social Economic, and Environmental Justice Committee Diversity, Equity, Inclusion, and Accessibility Sub Committee
Subject/Title:	RCCD EEO Plan 2023-2026
Presenter:	Dr. Lorraine Jones, District Compliance Officer
<p>Background Narrative:</p> <p>In July of 2021, the Board of Governors of the California Community Colleges amended the regulations governing Equal Employment Opportunity (EEO) programs to provide the necessary framework for more robust and accountable EEO programs.</p> <p>The District was granted an extension for submission of its EEO Plan, due to the District facing significant extenuating circumstances. Specifically, the District has experienced unprecedented staffing challenges, and the District has recently undergone a governance overhaul, including the disbanding and reformation of its EEO Advisory Committee.</p> <p>Title 5 requires the District to submit the attached Plan to the Chancellor's Office for review and input prior to finalization for review and adoption by the Board of Trustees.</p>	



MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

# Riverside Community College District Equal Employment Opportunity Plan 2023-2026

Approved by the Riverside Community College District  
Board of Trustees

Month day, Year

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## **Purpose of Equal Employment Opportunity Plan**

The Riverside Community College District's Equal Employment Opportunity (EEO) Plan (*Plan*) addresses the requirements of California Education Code section 87106(b) for compliance with the Board of Governors regulations on equal employment opportunity hiring, provide, guidance in improving the equality of opportunity and commits the District to:

**Commented [ 1]:** We recommend deleting this section and integrating it into Component 1, below. It is not required under the new regulations and is, in many ways, duplicative of Component 1.

**Reaffirm** its commitment to Equal Employment Opportunity hiring and State and Federal nondiscrimination statutes in its employment practices, program operations, and service delivery systems.

**Define** specific action steps to:

- Promote a work and learning environment that is free from all forms of unlawful discrimination harassment, or retaliation;
- Eliminate unnecessary, arbitrary or artificial practices that prevent applicants and employees from enjoying the benefits of employment with the District;
- Increase employee awareness and acceptance of gender, pregnancy, childbirth or related medical conditions, race, veteran status, religion, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, gender identity, gender expression, sexual orientation, use of family and medical leave, genetic testing, and any other basis protected by Federal or State law;
- Provide opportunities for career development and advancement for all employees; and

**Recognize** the District's expanding workforce by fostering and supporting programs that enhance this diversity.

**Assign** responsibility and accountability for the success of the Equal Employment Opportunity Program.

## **Objective of the Equal Employment Opportunity Plan**

The objectives of the District's Equal Opportunity Plan are to:

- Address the legal requirements for the District's Equal Employment Opportunity Plan, pursuant to section 53003 or Title 5.
- Provide guidance that will assist in the goal of achieving a diverse, inclusive, and equity-minded workforce.
- Assist in the development of materials to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.

Assist in the development of activities and programs that demonstrate the District's ongoing institutional commitment to diversity, equity, and inclusion.

## Chancellor's Message

To the Riverside Community College District Community,

The Riverside Community College District dedicates itself to the success of its students and to the development of the communities it serves. One of the most significant ways to successfully impact student learning is to ensure students have an opportunity to learn in an environment that is a diverse reflection of the world in which we live, learn and lead. To that end, RCCD seeks to move beyond equal opportunity to equitable outcomes for all. This [District's Equal Employment Opportunity Plan \(EEO-Plan\)](#) document is a written plan that describes how our District will accomplish this critically important goal.

Equitable outcomes for all remain at the heart of our work. It informs what we do and how we do it. The District's commitment to the development and well-being of our workforce is key to ensuring equitable outcomes. We have made progress, but we have more work to do in order to make certain that outcomes are, in fact, equitable.

I welcome the emphasis this EEO Plan places on collaboration with our constituent groups to move the District closer to the goal of equitable outcomes for all. As a District, we are better and more effective when we work collaboratively.

Sincerely

Wolde-Ab Isaac, Ph.D.  
Chancellor – Riverside Community College District

## COMPONENT 1: INTRODUCTION

The Riverside Community College District (District) is a multicultural community of people from diverse racial, ethnic, linguistic, religious, political ideologies, physical and mental abilities, socioeconomic, national origin, gender identity, gender expression, and sexual orientation backgrounds. We recognize the connection between a diverse workforce and the District's values, goals, and mission. Our activities, programs, classes, workshops, lectures, and the everyday interactions of the District are enriched by our inclusion and acceptance of one another. We strive to work together and learn from each other in an environment of positive engagement and mutual respect.

### A. Purpose and Objectives

The Riverside Community College District's (District) Equal Employment Opportunity (EEO) Plan (*Plan*) addresses compliance with California Community College Board of Governors regulations on equal employment opportunity hiring, and provide District guidance in improving the equality of opportunity.

The objectives of the District's *Plan* are to:

- Address the legal requirements for the District's Equal Employment Opportunity Plan, pursuant to section 53003 or Title 5.
- Provide guidance that will assist in the goal of achieving a diverse, inclusive, and equity-minded workforce.
- Assist in the development of materials to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.

The *Plan* commits the District to:

- Reaffirm its commitment to Equal Employment Opportunity hiring and State and Federal nondiscrimination statutes in its employment practices, program operations, and service delivery systems.
- Define specific action steps to:
  - Promote a work and learning environment that is free from all forms of unlawful discrimination harassment, or retaliation;
  - Eliminate unnecessary, arbitrary or artificial practices that prevent applicants and employees from enjoying the benefits of employment with the District;
  - Increase employee awareness, acceptance, and inclusivity of all persons, no matter their race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or veteran or military status, and any other basis protected by Federal or State law;
  - Provide opportunities for career development and advancement for all employees; and

**Commented [ 2]:** This component is not required but recommended.

- Recognize the District's expanding workforce by fostering and supporting programs that enhance this diversity.
- Assign responsibility and accountability for the success of the District's Equal Employment Opportunity Program.

~~A.~~

~~B. The District's Equal Employment Opportunity (EEO) Plan was adopted by the District's Board of Trustees (Board) on XXXX. The Plan reflects the District's commitment to equal employment opportunity. It is the District's strongly held belief that taking purposeful and effective steps to ensure equal employment opportunity helps to ensure that it offers both a working and a learning environment which is welcoming to all. When we demonstrate our commitment to equal employment opportunity, we will foster diversity, promote excellence, and provide an empowering student learning experience.~~

~~By engaging our students in an inclusive and welcoming learning environment, we are preparing them to work and live in an increasingly global society. By affording the District's employees the benefit of working in an inclusive and welcoming working environment we inspire the best in them, create opportunities for their personal and professional growth, and allow them to be at their best to serve our students.~~

The *Plan's* immediate focus is equal employment opportunity in its recruitment, screening and hiring policies and practices pursuant to the California Code of Regulations (CCR), Title 5, section 53003 et seq., and the steps the District will take in the event of adverse impact and underrepresentation of monitored groups. In addition to an analysis of the demographic makeup of the District's workforce population, the *Plan* also includes an analysis of the District's applicant pools.

The *Plan* also contains the requirements for resolution of complaints falling under the following categories: regarding

a) Allegations of noncompliance with the Title 5 regulations regarding equal employment opportunity programs

- Allegations of unlawful discrimination

~~The Plan incorporates guidelines for the establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which that is welcoming to all; and procedures for dissemination of the Plan.~~

Critically, the District will consider the requirements of Education Code 87360 for all applicants, ensuring that that meaningful consideration be given to whether applicants for all positions demonstrate "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students." On June 17, 2016, the Legal Affairs Division at the Chancellor's Office issued an opinion regarding Equal Employment Opportunity. As it relates to

Education Code 87360, the Opinion states: "Since it is a job requirement, state law treats 'sensitivity to diversity' as similar to a minimum requirement." The *Plan* outlines meaningful ways the District can ensure its compliance to this legal mandate as well as create opportunities to promote professional and personal development opportunities in this area for our faculty and staff.

The Riverside Community College District has maintained its commitment to equal employment opportunity and diversity and continues to maintain its commitment to these principles as a part of the District's core values.

#### B. Student Impact

By engaging our students in an inclusive and welcoming learning environment, we are preparing them to work and live in an increasingly global society. By affording the District's employees the benefit of working in an inclusive and welcoming working environment we inspire the best in them, create opportunities for their personal and professional growth, and allow them to be at their best to serve our students.

#### C. Review, Input, and Adoption

The *Plan* incorporates guidelines for the establishment of an Equal Employment Opportunity Advisory Committee (EEOAC); methods to support equal employment opportunity and an environment that is welcoming to all; and procedures for dissemination of the *Plan*.

The District's Equal Employment Opportunity (EEO) Plan ("EEO Plan" or "*Plan*") was adopted by the District's Board of Trustees (Board) on XXXX. The *Plan* reflects the District's commitment to equal employment opportunity. It is the District's strongly held belief that taking purposeful and effective steps to ensure equal employment opportunity helps to ensure that it offers both a working and a learning environment which is welcoming to all. When we demonstrate our commitment to equal employment opportunity, we will foster diversity, promote excellence, and provide an empowering student learning experience.

#### D. Legal Authority

### **Legal Authority**

California community colleges are mandated by the California Code of Regulations CCR, Title 5, section 53003(a) and the California Education Code, section 87100 to develop and implement an Equal Employment Opportunity Plan.

California Code of Regulations CCR Title 5, Section 53003(a) District Plan:  
"The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity EEO plan to implement its equal employment opportunity program. Such plans and revisions shall be submitted to the Chancellor's Office for review and approval."



## California Education Code, Section 87100: Legislative Finds and Declarations

“(a) The Legislature finds and declares all of the following:

(1) In fulfilling its mission within California's system of public higher education, the California Community Colleges are committed to academic excellence and to providing all students with the opportunity to succeed in their chosen educational pursuits.

(2) Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.

(3) A work force that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.

(b) It is the intent of the Legislature to establish and maintain within the California Community College Districts a policy of equal opportunity in employment for all persons, and to prohibit discrimination or preferential treatment based on ethnic group identification, or on any basis listed in subdivision (a) of Section 12940 of the Government Code, as those bases are defined in Sections 12926 and 12926.1 of the Government Code, except as otherwise provided in Section 12940 of the Government Code. Every aspect of personnel policy and practice in the community college Districts should advance the realization of inclusion through a continuing program of equal employment opportunity.

(c) The Legislature recognizes that it is not enough to proclaim that community college districts must not discriminate and must not grant preferential treatment on impermissible bases. The Legislature declares that efforts must also be made to build a community in which nondiscrimination and equal opportunity are realized. It is the intent of the Legislature to require community college districts to adopt and implement programs and plans for ensuring equal employment opportunity in their employment practices.”

## Title 5, Section 53026 Complaints-Violation of Equal Employment Opportunity Regulations

Each community college district shall establish a process permitting any person to file a complaint alleging that the requirements of this subchapter have been violated. A copy of the complaint shall immediately be forwarded to the Chancellor who may require that the district provide a written investigative report within ninety (90) days. Complaints that also allege discrimination prohibited by Government Code sections 11135 et seq. shall be processed according to the procedures set forth in subchapter 5 (commencing with section 59300) of chapter 10 of this division.

**Commented [ 3]:** Deleted because the revised Title 5 regulations do not require a separate EEO complaint procedure. Instead, Section 53203(c)(4) requires the EEO Plan to include the procedure for filing complaints pursuant to Section 53026.

We also deleted this provision as the Plan addresses complaint procedures in Component 6.

## COMPONENT 2: DEFINITIONS

References: CCR, Title 5, section 53001

**ADVERSE IMPACT:** means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any 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"). A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

**DIVERSITY:** means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. ~~It~~ The achievement of diversity within a workforce requires both the presence, and the 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.

**EQUAL EMPLOYMENT OPPORTUNITY:** 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 the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, 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,; 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
- ~~4.~~ 3. creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all persons free from discrimination related to the categories protected by 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:** ~~a written document is a written document that describes a district's EEO program. A district's EEO plan shall include: 1) analysis of the district's work force; and 2) descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity. in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.~~

**Commented [ 4]:** This component is not required but recommended

**Commented [ 5]:** The following definitions have been updated to reflect language articulated in Title 5, section 53001.

**EQUAL EMPLOYMENT OPPORTUNITY PROGRAMS:** refers to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district's longitudinal work force and applicant analyses. means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, use of nondiscriminatory employment practices, actively recruiting, monitoring, and taking additional steps consistent with the requirements of Title 5, section 53006.

**EQUITY:** refers to achieving parity in student educational outcomes regardless of race and ethnicity. It moves beyond issues of access and places success outcomes for students of color at center focus.

**EQUITY MINDEDNESS:** refers to the perspective of mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.

**ETHNIC GROUP IDENTIFICATION:** means an 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.

**ETHNIC/RACIAL GROUPS:** Racial and ethnic groups as defined by the Equal Employment Opportunity Commission. Group assignments are obtained through voluntary self-identification by employees and applicants for employment.

**AMERICAN INDIAN OR ALASKA NATIVE** — a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

**ASIAN** — a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**BLACK OR AFRICAN AMERICAN** — a person having origins in any of the original peoples the Black racial groups of Africa.

**HISPANIC OR LATINO** — a person having origins in any of the original peoples of Cuba, Mexico, Puerto Rico, South or Central America, or other Spanish cultures or origins regardless of race.

**NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER** — a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**WHITE** — a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Commented [ 6]:** LORRAINE'S COMMENT: Recommendation by the district's legal counsel to omit non Title 5 definitions as they have the tendency to change frequently and any change would require resubmission to the Chancellor's Office and approval by the Board of Trustees

**Commented [ 7]:** Lorraine, additionally, the ethnic group identification information is integrated into Component 10 below.

**BIRACIAL OR MULTI RACIAL** — all persons who identify with two or more of the above racial groups.

**GENDER:** refers to individual and cultural understandings of behaviors, roles, feelings, and activities. Unlike sex category, biological factors do not determine gender. However, our current sex/gender system links sex to gender through the naturalization and enforcement of gender conventions and norms. The conflation of sex and gender identifies masculinity and femininity as the “natural” and “normal” gender expressions for people assigned male and female, respectively. Certainly, this is an accurate way to explain how some people experience gender, but it does not accurately reflect all of our experiences.

Some genders include masculine, feminine, genderqueer (queer, fluid, or non-binary gender identity), agender (neutral or non-existent gender identity and/or expression), cisgender (gender identity and/or expression that is “cis,” or “on the same side as,” assigned sex category), and transgender (any gender identity or expression that differs from sex assignment). Trans refers to a range of non-cisgender identities, including transgender and transsexual (Gender-Inclusive Guidelines, n.d.).<sup>3</sup>

**“IN-HOUSE OR PROMOTIONAL ONLY” HIRING:** means that only existing District employees are allowed to apply or a position eligible for a position.

**JOB CATEGORIES:** for purposes of this EEO Plan, includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and professional, skilled crafts, and service and maintenance.

**MONITORED GROUPS:** means these groups for which districts must provide demographic data identified in section 53004(b) for which monitoring and reporting are required pursuant to in section 53004(a).

**PERSON WITH A DISABILITY:** means any person who

- (1) has a physical or mental impairment **or disability** as defined in Government Code, section 12926 and section 12926.1, which limits one or more of such person's major life activities;<sup>4</sup>
- (2) has a record of such an impairment;<sup>5</sup> 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.

**REASONABLE ACCOMMODATION:** means efforts made by the **District in compliance with Government Code section 12926 which may include either (1) making existing facilities used by District employees readily accessible to, and usable by, individuals with disabilities, or (2) job restructuring, part-time or modified work schedules, reassignment to a vacant position, temporary leave without pay, acquisition**

**Commented [ 8]:** These categories may be different than what is articulated in a District CBA or BP/AP. This definition is consistent with Section 53001, and should be utilized for purpose of the EEO Plan.

or modification of equipment or devices, adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities in order to perform the essential functions of their job unless it would cause an undue hardship. District to remove artificial or real barriers, which prevent or limit the employment or upward mobility of persons with disabilities. Reasonable accommodations may include the items designated in section 53025.

**SCREENING OR SELECTION PROCEDURES:** means any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including 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, but not limited to traditional paper and pencil tests, performance tests, physicals, education and work experience requirements, interviews, and review of applications.

**SIGNIFICANTLY 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, any monitored group for which the percentage of persons from that group employed by the District in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

**TRANSFER OPPORTUNITY:** means that only existing District employees are may apply for a position before an outside search is initiated.

### COMPONENT 3: POLICY STATEMENT

References: CCR, Title 5, section 53002

The Board 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, respect, harmony, 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 Riverside Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the District's policy, as stated in BP 6420: Equal Employment Opportunity, It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of national origin, immigration status, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she/they is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, genetic information, ancestry, sexual orientation, or physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. Equal employment opportunity includes not only a process for equal opportunity in hiring, but also practices and processes that create inclusive, respectful work environments. The District will strive to achieve a workforce that is welcoming to all persons to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, collaboration, acceptance, democracy, and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles and best practices that conform to federal and state laws.

Note: Policy statement should be consistent with the Board of Governors' diversity, equity and inclusion policy statement in Sections 51200 and 51201.

e.g., "Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others."

**Commented [ 9]:** LORRAINE'S COMMENT: This component is not required. If included it should be the Districts' official EEO policy statement in BP6420. Note this has NOT been updated by the League or the District.

**Commented [ 10]:** We added this language from BP 6420.

**Commented [ 11]:** This language mirrors Title 5, section 59300.

Policy statement must also acknowledge that “equal employment opportunity” includes not just an equal opportunity to get hired, but also processes to create inclusive, respectful work environments for already hired employees.

This Policy Statement aligns with and incorporates by reference the following Board Policies: 6410, Nondiscrimination; and 6420, Equal Employment Opportunity.

## COMPONENT 4: DELEGATION OF AUTHORITY

*References: CCR, Title 5, sections 53003(c)(3) and 53020*

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

### 1. Board of Trustees

The Riverside Community College District Board of Trustees (Board) is ultimately responsible for proper implementation of the District's *Plan* at all levels of district operations, and for ensuring making measurable progress towards equal employment opportunity as described in the *Plan*.

The Board receives training on the elimination of bias in hiring and employment and the educational benefits of workforce diversity at least once every election cycle. The Board is

**Commented [ 12]:** Training is covered in Component 8.

trustees will oversee the Chief Executive Officer (CEO) to ensure the Plan shall

1) be developed in collaboration with the District's Equal Employment Opportunity Advisory Committee established pursuant to section 53003

2) be reviewed and adopted at a regular meeting of the governing board where it is appended as a separate action item, and not part of the consent agenda

3) cover a period of 3 years after which a new or revised plan shall be adopted, and

4) be submitted to the Chancellor 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

**Commented [ 13]:** We've seen feedback from the CCCC that this language from Title 5 section 53003(a) be included here.

The District will submit the plan to the State Chancellor's Office. The State Chancellor's Office retains the authority to review the District's plan.

### 2. Chief Executive Officer

The Board delegates to the Chancellor of the District the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the District's Equal Employment Opportunity (EEO) policies and procedures, delegating such authority as appropriate.

The Chancellor shall evaluate the performance of all administrative staff who report directly to him/her the Chancellor on their ability to follow and implement the *Plan*.

### 3. Vice Chancellor Human Resources and Employee Relations

Under the supervision of the District Chancellor, the Vice Chancellor Human Resources and Employee Relations directs implementation of the District's equal employment and non-discrimination policies and procedures, as well as the communication and implementation of the *Plan* to the District's executive administrators.



The Vice Chancellor advises the District Chancellor regarding statewide policy emanating from the Board of Governors of the California Community Colleges, and monitors annual review and publication of an annual report on *Plan* implementation.

4. ~~District Compliance Officer~~ District Compliance Officer and Title IX Coordinator

The District has designated the ~~District Compliance Officer~~ District Compliance Officer and Title IX Coordinator as its ~~Equal Employment Opportunity~~ EEO Officer, as defined by Title 5, section 53020, and is under the direct supervision of the Vice Chancellor Human Resources and Employee Relations. The ~~District Compliance Officer~~ District Compliance Officer and Title IX Coordinator EEO Officer is the individual responsible for the development, maintenance and day-to-day implementation of the *Plan*, as it affects ~~D~~district recruitment and employment including engagement of full-time and part-time faculty, staff, administrators, professional experts, independent contractors and temporary employees.

The ~~District Compliance Officer~~ District Compliance Officer and Title IX Coordinator EEO Officer is responsible for annual reporting of compliance with the requirements of Title 5, for receiving complaints described in Plan Component 6, ~~for ensuring that such complaints are promptly and impartially investigated,~~ and for ensuring that applicant pools and hiring procedures are properly monitored, ~~as required under Title 5, sections 53023 and 53024.~~

The ~~District Compliance Officer~~ District Compliance Officer and Title IX Coordinator EEO Officer works collaboratively with the ~~Director~~ Vice Chancellor of Human Resources and Employee Relations to develop and implement strategies to maximize the diversity of applicant pools, develop and implement the District's recruitment and hiring procedures, and institute retention strategies to ensure all employees feel welcomed and supported.

If the designation of the ~~equal employment opportunity~~ EEO Officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee.

5. ~~Director of Human Resources and Employee Relations~~ Staffing Employment and Records

Under the direct supervision of the Vice Chancellor Human Resources and Employee Relations, the ~~Director of Human Resources and Employee Relations~~ Staffing Employment and Records is responsible for implementing the District's recruitment, screening, selection and hiring processes; development of job descriptions that reflect identified job-related criteria; and the collection of required EEO information from all District employees and qualified applicants.

The ~~Director of Human Resources and Employee Relations~~ Staffing Employment and Records works collaboratively with the ~~District Compliance Officer~~ District Compliance Officer and Title IX Coordinator EEO Officer to ensure all employment and screening processes are fair, equitable, job-related and conform to the ~~District~~ *Plan*.

**Commented [ 14]:** Please note that, while the District may designate the EEO Officer to be the individual to receive complaints and ensure they are impartially investigated, it could designate another employee to do so instead. See 5 CCR 53020(b). If the District intends for someone else to receive the complaints, this language governing receipt of complaints can be removed. However, if it is removed, we recommend adding information in this section regarding the position that manages this process.

**Commented [ 15]:** Updates made in accordance with Title 5, section 53020.

6. College Diversity, Equity and Inclusion Committees

Each college shall maintain a committee to develop and coordinate activities relevant to diversity, equity, and inclusion at their college. The College committees will be made up of 10-15 individuals appointed through the appropriate shared governance process. The makeup of the committees shall consist of three (3) faculty members, three (3) classified members, three (3) administrators/managers, and three (3) students. Ex-Officio members shall include the President and the Human Resources Liaison. These committees shall hold a minimum of four (4) meetings per academic year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress.

The purpose of the committees at each college is to: promote communication; advise the College President on matters related to diversity and equity; conduct periodic assessments of the college's diversity-related climate; develop and monitor college strategic plans for diversity, equity and inclusiveness; develop and coordinate activities to promote diversity and address college-specific issues or concerns.

7. Diversity, Equity, Inclusion, and Accessibility Sub-Committee (DEIC)

The District will maintain an EEO Advisory Committee called the Diversity, Equity, Inclusion, and Accessibility Sub-Committee (DEIC) to act as a workgroup and advisory body to the ~~District Compliance Officer~~ District Compliance Officer and Title IX Coordinator EEO Officer and the District as a whole to promote understanding and support policies and procedures as they relate to diversity, equity, and inclusion, and accessibility (DEIA) within the District, especially those addressing discrimination, harassment, retaliation and of equal employment opportunity. DEIC will assist in the development of the Plan in accordance with state and federal guidelines, monitoring equal employment opportunity progress, and providing suggestions for Plan revisions as appropriate. The DEIC is incorporated within the District's Strategic Planning Council's structure and is a subcommittee of the Equity, Social, Economic, and Environmental Justice Committee (ESEJC). The DEIC shall operate in accordance with Plan Component 5.

**Commented [ 16]:** Lorraine,

If the District is going to add the "and accessibility" to "DEI[A]", we recommend adding this throughout the Plan, and not just here, if appropriate.

8. Screening Committees

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

98. Agents of the District

Any organization or individual, who participates in District recruitment or screening of personnel, whether as an employee or as a contractor, whether or not an employee of the District, who acts on behalf of the governing board with regard to the recruitment and screening

of personnel, is an agent of the District for such purposes only and is subject to all the requirements of this *Plan*.

9. Good Faith Effort

The District shall make a continuous good faith effort to comply with all the requirements of this *Plan*.

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

## COMPONENT 5: ADVISORY COMMITTEE

*References: CCR, Title 5, section 53005*

As outlined in Plan Component 4, ~~t~~The District ~~has established~~ has established an EEO Advisory Committee, called the Diversity, Equity, Inclusion, and Accessibility Sub-Committee (DEIC) ~~as the equal employment opportunity advisory body to the Chancellor and the District in the developing, revising, and implementation of its the Plan.~~ The ~~committee~~ DEIC may also assist in promoting understanding and support of equal opportunity and nondiscrimination ~~programs,~~ policies and procedures. The DEIC may recommend events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity. The EEO Officer shall assure that DEIC members and the Board shall annually receive training in October of each year in all of the following:

- (a) The requirements of Title 5, section 53005 and of state and federal nondiscrimination laws;
- (b) Identification and elimination of bias in hiring;
- (c) The educational benefits of workforce diversity; and
- (d) The role of the ~~advisor committee~~ Council in drafting and implementing the ~~a district EEO p~~Plan.

The DEIC shall ~~include~~ be composed of a diverse membership and include members from different stakeholder groups, including, but not limited to, students, faculty and classified professionals, whenever possible including representation from District committees of shared governance. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit a diverse group of advisory committee members. Efforts will also be made to include representation from faculty, students, classified, confidential staff and administrative classifications in the composition of the Council.

The DEIC will meet at least once annually to review the *Plan* in order to assess the District's progress toward meeting its EEO program goals. Any revised *Plan* will be submitted the State Chancellor's Office for review, prior to submission to the Board.

In addition to the District DEIC on Diversity Equity and Inclusion, each of the colleges shall maintain a Diversity Committee as outline in Component Four ~~4, number Six~~ paragraph 6.

**Commented [ 17]:** Make sure tense is the same here as in Plan component 4. Not sure if "will" or "has" is appropriate.

**Commented [ 18]:** The revised regulations also state that the District must "annually review their EEO plans and assess progress toward meeting EEO program goals." The Board must also annually review the EEO Plan. Additionally, "in the event a district has not met the program goals described in the EEO plan, the district shall adopt a revised EEO plan that specifies the efforts it will employ to meet those goals." (5 CCR 53003). Accordingly, we suggest the EEO Advisory Committee review (and potentially revise) the EEO Plan yearly to meet this requirement. We have seen CCCC feedback on other EEO plans that recommends the Committee meet at least each semester.

**Commented [ 19]:** We'd recommend providing additional detail about who will be on the advisory committee when the new governance structure is finalized —e.g., the District could recommend that a certain number of members come from different stakeholder groups; who designates members of the committee (the EEO officer? Unions? Senates?).

## COMPONENT 6: COMPLAINTS

*References: CCR, Title 5, sections 53003(c)(4), 53026, and 59300 et seq.; BP/AP 6410, Nondiscrimination; AP 6435, Discrimination and Harassment Complaints and Investigations*

### 6.1 Complaints Alleging Violation of the EEO Regulations

The District has established the following process permitting any person to file a complaint alleging that the requirements of equal employment opportunity regulations have been violated.

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

Complaints alleging violations of the Plan that do not involve current hiring processes, must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

Complaints involving harassment or discrimination in employment or the application process must file a Complaint of Unlawful Discrimination, Harassment or Retaliation Form (See Appendix A: ), per the procedures set for in the District's Unlawful Harassment and Discrimination Policy and Procedures, which can be found on the Human Resources and Employee Relations web page.

Any person who believes that EEO regulations have been violated may file a written complaint describing in detail the alleged violation. The complainant must:

- request an EEO Violation Complaint Form (See Appendix B: EEO Violation Complaint Form) from the Human Resources and Employee Relations Department or obtain a copy from the RCCD Human Resources and Employee Relations webpage;
- complete the form and include the name(s) of the individual(s) involved, the date(s) of the event(s) at issue, the names of any witnesses, a detailed description of the actions constituting the alleged violation, and the desired outcome; and
- sign, date and submit the form to the District Compliance Officer ~~District Compliance Officer and Title IX Coordinator~~ in the Human Resources and Employee Relations department.

All complaints shall be filed with the District Compliance Officer ~~District Compliance Officer and Title IX Coordinator~~. If the complaint involves the District Compliance Officer ~~District Compliance Officer and Title IX Coordinator~~, the complaint may be filed directly with the Vice Chancellor Human Resources and Employee Relations. The District Compliance Officer ~~District Compliance Officer and Title IX Coordinator~~ will review the complaint, perform or coordinate an investigation and prepare an investigative report, then forward a copy of the written complaint and report to the Vice Chancellor Human Resources and Employee Relations for final determination.

To the extent possible, the Vice Chancellor Human Resources and Employee Relations will make a written determination of all accepted written complaints to the complainant within ninety (90) days of the filing of the complaint.

**Commented [ 20]:** The revised Title 5 regulations do not require a separate EEO complaint procedure. Instead, Section 53203(c)(4) requires the EEO Plan to include the procedure for filing complaints pursuant to Section 53026.

Specifically, the regulations now state:

*Complaints alleging violations of this subchapter may be filed against a district by any person using the procedures for employment-related complaints authorized by subchapter 5, commencing with section 59300.*

We recommend that the District not lay out its procedure in the EEO Plan, but cite back to the applicable BP/APs. This way, if the District updates the BP/AP, it does not need to also update the EEO Plan.

The Vice Chancellor Human Resources and Employee Relations, on behalf of the District, may return without action any complaint that is inadequate because it does not state a clear violation of the EEO regulations. All returned complaints will include a statement of the reason for returning the complaint without action.

A complainant may not appeal the District's determination pursuant to section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that he or she made previous reasonable but unsuccessful efforts to resolve the alleged violation at the District level using the process provided by section 53026<sup>2</sup>.

## 6.1 Complaints Alleging Violation of EEO Regulations (Title 5, Section 53026)

**Commented [ 21]:** We've revised this section significantly based on feedback we've seen from the CCCCO.

The District has established the following process permitting any applicant for employment, employee, student, a parent of a minor student, or an individual with legal authority on behalf of a student or employee (collectively, "complainant") to file a complaint with the District's EEO Officer, alleging that the requirements of the equal employment opportunity regulations, as outlined in Title 5, sections 53000 et seq., have been violated. If the complainant alleges misconduct by the EEO Officer, a complainant should file their complaint with the District Chancellor. Any person may file a complaint alleging the District violated Title 5's equal employment opportunity regulations. (CCR, Title 5, section 5300 et. seq.) Any person who wishes to file such a complaint should use the District's procedures for employment related complaints, found in Board Policy and Administrative Procedure 6410, and Administrative Procedure 6435.

The District may request, but shall not require, a complainant to submit a complaint on the form prescribed by the Chancellor of the California Community Colleges. A copy of the form will be available at each college President's Office, The Chancellor's Office, Human Resources and Employee Relations and the Colleges' and District websites. A complainant may also use the District's discrimination and harassment complaint form and procedures, which can be accessed at the following links: [https://cm.maxient.com/reportingform.php?RiversideCCD&layout\\_id=0](https://cm.maxient.com/reportingform.php?RiversideCCD&layout_id=0).

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

Although the District encourages complainants to file written complaints, a complainant ~~must~~ make also make complaints verbally ~~report a verbal complaint~~ to the EEO Officer. A complainant should contact the EEO Officer, by phone at [PHONE NUMBER] or in person at the District's Human Resources Department, [ADDRESS]. The EEO Officer, or designee, will record the verbal complaint in writing. The EEO Officer will take steps to ensure the writing accurately reflects the facts alleged by the complainant.

Complaints must be filed with the EEO Officer, unless the person submitting the complaint alleges a violation against the EEO Officer, in which case the complaint should be submitted directly to the District Chancellor.

While the District's procedures for receiving EEO complaints are the same as the procedures for receiving complaints of discrimination and harassment, depending on the nature of an EEO complaint, the procedures and timeline for processing such complaints may differ slightly.

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

#### **Timing for Filing Complaints**

Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

#### **Investigation**

All complaints filed with the EEO Officer will be investigated or caused to be investigated by the EEO Officer, or a designee identified by the District Chancellor, if the complaint is filed against the EEO Officer. Investigations shall be conducted in a manner that seeks to balance issues of confidentiality and privacy with the need to conduct thorough, objective investigations of all complaints. Rights of complainants to freedom from retaliation shall be protected.

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

To the extent practical, the District will issue the notice of conclusion of investigation and summary of findings within ninety (90) days of the filing of the complaint, but may extend this deadline for good cause. A written notification will be provided to the complainant as to the reasons for the extension.

#### **Appeal Rights**

**Commented [ 22]:** We added this because the Title 5 revisions governing EEO don't require an AD or 90-day timeline.

**Commented [ 23]:** We deleted this because there are slight differences to the complaint processing of EEO violations not based on protected class.

**Commented [ 24]:** It is a best practice to provide a complainant an opportunity to cure the defect.

**Commented [ 25]:** The CCCC may push back on these timelines, but we recommend trying to include them.

**Commented [ 26]:** Title 5 section 53026 does not specifically prescribe a 90 day timeline. While it is certainly a best practice, we recommend giving the District some wiggle room.

**Commented [ 27]:** As we read the regulations, we do not believe forwarding an EEO complaint (which does not implicate discrimination or harassment based on protected class) is required. You may want to confirm with the State Chancellor's office, but if it isn't, then we do not recommend forwarding complaints to the Chancellor's office.

A complainant may not appeal the District's determination pursuant to Title 5, Section 53026 to the Chancellor's Office but, under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that they made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the District level using the process provided by Title 5, Section 53026.

### **6.2 Complaints Alleging Unlawful Discrimination, Harassment or Retaliation**

The District has adopted procedures for complaints alleging unlawful discrimination, harassment, or retaliation for engaging in a protected activity. The District Compliance Officer ~~District Compliance Officer and Title IX Coordinator~~ is primarily responsible for receiving such complaints and for coordinating investigations.

The District's discrimination and harassment complaint procedures are contained in ~~AP 64350(A): Handling Complaints of Unlawful Discrimination, & Harassment Complaints and Investigations and Retaliation~~ (See Attachment C: ~~AP 64350(A) Handling Complaint of Unlawful Discrimination, & Harassment Complaints and Investigations, and Retaliation~~). The District Compliance Officer ~~District Compliance Officer and Title IX Coordinator~~ is responsible for receiving and coordinating the investigation of such complaints.

### **6.2 Complaints Alleging Unlawful Discrimination, Harassment or Retaliation**

The District has adopted procedures for complaints alleging unlawful discrimination, harassment, or retaliation for engaging in a protected activity in Administrative Procedure 6435, which can be found here: <https://rccd.edu/bot/policies.html>. The District Compliance Officer and Title IX Coordinator is primarily responsible for receiving such complaints and for coordinating investigations.



## COMPONENT 7: NOTIFICATION TO DISTRICT EMPLOYEES

References: CCR, Title 5, section 53003(c)(5)

The District's EEO Policy Statement (located in Component 3 of this *Plan*) is posted online on the District's website and The Board of Trustees and the Chancellor are committed to equal employment opportunity throughout the District as emphasized by the broad dissemination of its Equal Employment Opportunity Policy and Plan. The EEO policy statement "Riverside Community College District is an Equal Employment Opportunity Employer", Title IX and Section 504 employer", shall be printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed ~~approved by to the~~ Board of Trustees and available, the Chancellor, College Presidents, administrators, the academic senate leadership, union representatives, and the members of the District Council on Diversity, Equity and Inclusion; and placed in the Human Resources and Employee Relations Office, every campus library, and each campus Office of the President. The *Plan* will be available on the District's website for electronic access. Printed copies of the *Plan* are available by request by contacting Human Resources and Employee Relations.

Each year, the District Office will provide all employees an electronic copy of the equal employment opportunity EEO Policy Statement during its annual notice in the Spring term, and a written summary of the *Plan*. When new employees commence ~~attend New Employee Orientation hosted by Human Resources and Employee Relations, employment with the District, the Human Resources Department the District Compliance Officer and Title IX Coordinator~~ EEO Officer or designee will provide them an electronic copies of the EEO Policy Statement and the *Plan* summary that will include a statement of the importance of the employee's participation in and responsibility of ensuring the *Plan*'s implementation, and where complete copies of the *Plan* are available.

All administrators and managers will also receive notice of the EEO Policy Statement and the *Plan* within six (6) months of hire and every one (1) year thereafter, that they are required by AB 1825 and RCCD District policy to participate in ~~two in two~~ (2) hours of harassment prevention training. All other employees will receive notice of the EEO Policy Statement and the *Plan* and when they must participate in at least one (1) hour of harassment prevention training every one (1) years as required by SB 1343 and SB 778.

**Commented [LJ28]:** Recommendation by District's legal counsel to implement annual training. Annual training helps ensure that employees are regularly reminded of appropriate workplace behavior, the consequences of harassment, and how to report any issues. It also demonstrates the ongoing commitment to preventing harassment and promoting a safe, inclusive environment.

## COMPONENT 8: TRAINING FOR SCREENING ~~AND SELECTION~~ COMMITTEES

*References: CCR, Title 5, sections 53003(c)(6) and 53020(c)*

A vital component of inclusive and equitable hiring processes is to ~~assure~~ensure that ~~a screening and selection committee~~ ~~are~~is composed and trained to support members to recognize and eradicate structural inequity and implicit and explicit bias in the hiring process. This is among the most crucial steps in ensuring inclusive and equitable screening and selection processes and requires tremendous consideration and care. Accordingly, hiring authorities are responsible for assuring that ~~Screening and selection~~ committee members shall ~~represent~~include a diverse membership, whenever possible, to ensure a variety of perspectives are included in the assessment of applicants. ~~varied identities and experiences.~~A diverse screening and selection committee can foster thoughtful and intentional processes that result in a wider range of differences within the District's applicant pools and hires.

Any organization or individual who is involved in the recruitment, screening and hiring of applicants, ~~whether as a District employee or official or as a third-party, is subject to all of the Title 5 regulations on equal employment opportunity (CCR, Title 5, section 53000 et. seq.) and are expected to comply with the District's EEO Plan. All individuals directly participating in the selection and screening process shall receive appropriate training on:~~

1. ~~†~~The requirements of the Title 5 regulations regarding equal employment opportunity (section 53000 et seq.) and the requirements of federal and state nondiscrimination laws; 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<sup>3</sup>;
2. ~~†~~The educational benefits of workplace diversity ~~a diverse & equity-minded (or equity-focused) workforce; and~~
3. ~~and~~The identification and elimination of bias in hiring decisions; and
4. ~~†~~Best practices for serving on selection or screening committees.

The ~~District Compliance Officer~~District Compliance Officer and Title IX CoordinatorEEO Officer is responsible for developing ~~or coordinating~~the required training and monitoring training compliance for all screening ~~and~~ /selection committee members.

A screening and selection committee is a group of individuals formed for purposes of assisting the responsible administrator in screening and selecting candidates for a posted position within the District. ~~Persons serving on a hiring committee are required to participate in a pre-hiring Title 5/EEO training within two (2) weeks of being appointed to a search committee and recertify the training every 24 months thereafter. This training is mandatory; individuals who have not received this training will not be~~

**Commented [ 29]:** Since this term was deleted in the title, consider deleting throughout.

**Commented [ 30]:** This definition is covered in Components 2 and 4.

~~allowed to serve on hiring committees. The District Compliance Officer District Compliance Officer and Title IX Coordinator is responsible for providing the required training.~~

Every ~~employee individual~~ who serves on a screening and hiring committee is responsible for ensuring that all qualified applicants are given full consideration and receive ~~fair and equitable treatment throughout the process.~~ Knowledge and understanding of structural inequality are essential for assuring that the District's processes do not disadvantage applicants who are members of historically and contemporary excluded and privilege applicants who are members of dominant groups. Screening and hiring committees will be better equipped to ensure that its processes are equitable when it includes members who are familiar with critical theories (E.g. critical race theory, LatCrit, DisCrit, Queer theory) and social justice. Screening and hiring committee members who have little or no familiarity with such paradigms are expected to make a commitment to educate themselves beyond mandatory trainings. To do so is consistent with the Board of Governors' diversity, equity and inclusion policy statement in CCR, Title 5, Sections 51200 and 51201: "Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others."

The Human Resources Generalist or Senior Human Resources Analyst assigned to coordinate a search process, will serve as a non-voting "EEO Representative" of the Screening Committee and advise on matters related to compliance with Title 5 EEO regulations and other ~~Federal and State laws and statutes~~ that govern the screening and hiring process. The EEO Representative will provide guidelines and instructions on equal employment opportunity and take necessary steps to ensure that equal employment opportunity principles are applied at each step in the screening and hiring process.

**Commented [ 31]:** "Fair is sometimes seen as a substitute for equal, but if an organization were to set rules or standards that were inherently fair, then something could be fair and yet be unequal. Equitable goes a step beyond fair. Equitable means something is fair to all parties as dictated by reason and conscience" University of Arizona.  
<https://alvsce.arizona.edu/sites/alvsce.arizona.edu/files/Equal%20v%20Fair%20v%20Equitable.pdf>

## COMPONENT 9: ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZATIONS

Reference: CCR, Title 5, section 53003(c)(7)

The ~~District Compliance Officer~~ District Compliance Officer and Title IX Coordinator/EEO Officer shall wholeheartedly endeavor to provide annual written notification to appropriate community-based and professional organizations concerning the *Plan*. The notice will inform these organizations that they may obtain a copy of the *Plan* and shall solicit their assistance in identifying ~~diverse qualified candidates~~ qualified, diverse pools of applicants.

The notice will also include the website address and the telephone number for the department of Human Resources and Employee Relations, and the names, departments, and phone numbers of individuals to call in order to obtain employment information. The District will continue regular broad-based recruitment as well as actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this *Plan* (See Appendix A: Annual Written Notice to Community Based and Professional Organizations). This list may be revised from time to time as the District deem as as necessary, needed, and may be updated during the three year period of this Plan without making corresponding changes to the appendix until the next Plan review period.

**Commented [ 32]:** Revised to reflect the language in new Title 5 regulations.

**Commented [ 33]:** Suggested language to enhance the outcomes from this requirement.

**Commented [ 34]:** "Necessary" is a strong term. Give the District a bit more flexibility.

**Commented [ 35]:** We added this language to provide the District a bit more flexibility.

## COMPONENT 10: PROCESS FOR GATHERING INFORMATION AND PERIODIC LONGITUDINAL ANALYSIS OF DISTRICT WORKFORCE EMPLOYEES AND APPLICANTS POOLS

*References: CCR, Title 5, sections 53003(c)(8), 53004, and 53006*

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

### EEO DATA COLLECTION

~~For the purposes of data collection and reporting,~~ The District allows all applicants and employees ~~will be afforded the opportunity to voluntarily identify their gender (including non-binary options), ethnic group identification and, if applicable, their disability status in a manner prescribed by the State Chancellor and consistent with state and federal law ("EEO data").~~ The District will keep EEO data ~~This information will be kept confidential and the EEO data will not be visible to screening and selection committee members or hiring authorities during the recruitment process.~~ The District shall only use EEO data in research, monitoring, and evaluating the effectiveness of the District's EEO Program or another similar purpose authorized by law.

~~The District Compliance Officer~~ District Compliance Officer and Title IX Coordinator will survey the District's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, to provide data needed for the reports required by the Plan. Monitored groups are those groups in Title 5 section 53004(a) identified by ethnicity, gender, and disability status for whom monitoring, and reporting is required. ~~The District allows applicants and employees to provide the following Monitored gGroups information are:~~

#### 1. Gender Identification

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

#### 2. Race and Ethnicity Identification

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

##### a. Hispanic or Latino

**Commented [ 36]:** Districts should have processes for gathering and analyzing data about the District's existing workforce and applicant pools. This includes, for example, data that allows the District to compare the composition of initial applicant pools, qualified pools, and applicants recommended for interview. It also includes data that allows the District to track the composition and diversity of who is hired and retained over time, disaggregated by college, discipline, job category and other measures relevant to your particular organization.

Demographic data about your applicants and employees provides the information you need in order to conduct adverse impact analyses. Adverse impact exists where the selection rate for a monitored group is less than four-fifths (or 80%) of the selection rate for the group with the highest rate.

This data should be differentiated from the data districts are also required to gather and analyze pursuant to Sections 53003(c)(9) and 53006-- commonly referred to as "availability data." Availability data provides the information needed to conduct underrepresentation analyses under Component 11.

**Commented [ 37]:** We updated the language to match the EEOC definitions, but please confirm these are what the District uses. (See [https://www.eeocdata.org/pdfs/2021\\_EEO\\_1\\_Component\\_1\\_InstructionBooklet.pdf](https://www.eeocdata.org/pdfs/2021_EEO_1_Component_1_InstructionBooklet.pdf).)

The group info is more robust and defined than the original list.

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

b. White (Not Hispanic or Latino)

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

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

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

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

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

e. Asian (Not Hispanic or Latino)

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

f. American Indian or Alaska Native (Not Hispanic or Latino)

A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

g. Two or More Races

All persons who identify with more than one of the above five races (White, Black or African American, Native Hawaiian or Other Pacific Islander, Asian, American Indian or Alaska Native). For the purposes of this group, identifying as Hispanic or Latino and only one of the listed 5 race groups does NOT qualify under this category.

3. Disability Identification

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

a. "Disabled person"

Any person who (1) has a physical or mental impairment which limits one or more of such person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.

b. "Major life activities"

Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.

#### **EEO DATA COLLECTION MONITORED GROUP IDENTIFICATION ISSUE**

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

[CLICK HERE to view the](#) The following are the District's historical demographic data and workforce analysis.

**Commented [ 38]:** The CCCCCO has advised that community college districts include this data directly in the Plan.

#### **LONGITUDINAL ANALYSIS TO IDENTIFY ADVERSE IMPACT**

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

The District will then conduct a periodic, longitudinal analysis of employees and applicants, broken down by number of persons from monitored group status in each job category to determine whether additional diversification measures are required. Specifically, the District will compare the composition of initial applicant pools, qualified pools, and applicants recommended for interview to identify any adverse impact of the District's pre-hiring and hiring strategies, which exists where the selection rate for a monitored group is less than four-fifths (or 80%) of the selection rate for the group with the highest rate. Measuring adverse impact is an important tool to support the District in its commitment to identifying and eliminating discriminatory practices that may cause an adverse impact on members of certain protected classes as well as advancing our the District's commitment to equity-minded and anti-racist practices. The adverse impact analysis is completed as follows:

1. The selection rate for each group (by race, ethnicity and gender) will be calculated by dividing the number of applicants selected at each stage of the screening and hiring process by the total number of applicants. For example, to addressing concerns of an underrepresentation of women in a particular field job category, we the District will take the number of hired candidates who self-identified as women and divide that number by the number of applicants who self-identified as women. The resulting number is the selection rate.
2. Based on the selection rate for each group, the District will determine the most and least favored groups. In the context of screening and hiring, the group with the highest selection rate is the most favored.
3. After the selection rate and most and least favored groups are established, the District will

calculate the impact ratio analysis is calculated for each group by dividing the group selection rate by the most favorable group's selection rate.

4. If the result of the impact ratio analysis is less than 80%, it is considered an adverse impact. In the event that the District identifies adverse impact, is identified the District will conduct additional statistical analysis to determine the significance of the adverse impact. Statistical significance is most commonly calculated using Standard Deviation (used for groups of 30 or more) or Fisher's Exact (used for groups under 30). The significance threshold for Standard Deviation is 1.96 standard deviations or more while a result of .025 or less is regarded as statistically significant for Fisher's Exact.

#### **DISTRICT STRATEGIES TO MITIGATE IDENTIFIED ADVERSE IMPACT**

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

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

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



- American Indian/Alaskan Native
- Asian
- Biracial/Multiracial
- Black/African American
- Hispanic/Latino
- White
- Pacific Islander
- Men
- Women
- Persons with disabilities

For the purposes of data collection and reporting, all applicants and employees will be afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, their disability status. This information will be kept confidential and will not be visible to screening and selection committee members or hiring authorities during the recruitment process. The District will annually report the results of the survey of employees to the Office of the Chancellor. At least every three years, the Plan will be reviewed and revised, if necessary, based on an analysis of gender, ethnicity, and disability composition of the then-existing workforce and applicant pool for each of the following job categories:

1. Executive/Administrative/Managerial
2. Faculty and other Instructional Staff
3. Professional (Non-Faculty)
4. Secretarial/Clerical
5. Technical/Paraprofessional
6. Skilled Crafts
7. Service/Maintenance

The District annually reviews the composition of its workforce by job category separated by gender, ethnicity and disability designation where applicable. A separate document will contain data and information of each annual review and made available on the District's Human Resources and Employee Relations website. The annual will include an analysis of adverse impact. Adverse impact refers to any employment practice that appears neutral on its surface but has a discriminatory effect based on protected status (E.g. race, sex, age). Adverse impact exists where the selection rate for a monitored group is less than four fifths (or 80%) of the selection rate for the most favored group. Measuring adverse impact is an important tool to support the District in its commitment to identifying and eliminating discriminatory practices as well as advancing our commitment to equity-minded and anti-

**Commented [ 39]:** We incorporated this above.

**Commented [ 40]:** EEO plans must now be reviewed annually. In addition, the Title 5 regulations no longer refer to "surveys." Instead, districts must collect employee demographic data, which is addressed in the EEO Data Collection and Longitudinal Analysis sections above.

racist practices. The adverse impact analysis is completed as follows:

5. The selection rate for each group (by race, ethnicity and gender) will be calculated by dividing the number of applicants selected at each stage of the screening and selection process by the total number of applicants. For example, addressing concerns of an underrepresentation of women in a particular field we take the number of hired candidates who self-identified as women and divide that number by the number of applicants who self-identified as women. The resulting number is the selection rate.
- 6.
7. Based on the selection rate for each group the District will determine the most and least favored groups. In the context of screening and selection, the group with the highest selection rate is the most favored.
- 8.
9. After the selection rate and most and least favored groups are established the impact ratio analysis is calculated for each group by dividing the group selection rate by the most favorable group's selection rate.
- 10.

If the result of the impact ratio analysis is less than 80% it is considered an adverse impact. In the event that adverse impact is identified the District will conduct additional statistical analysis to determine the significance of the adverse impact. Statistical significance is most commonly calculated using Standard Deviation (used for groups of 30 or more) or Fisher's Exact (used for groups under 30). The significance threshold for Standard Deviation is 1.96 standard deviations or more while a result of .025 or less is regarded as statistically significant for Fisher's Exact.

This process of determining adverse impact is similarly conducted during the screening and selection process utilizing tools available in the District's web-based applicant tracking system. At each stage of the screening and selection process an analysis is conducted to determine if additional steps are needed (E.g. modification to job posting, qualifications or additional advertisement) to address adverse impact.

**Commented [ 41]:** We incorporated this into the Longitudinal Analysis section above.

## Workforce Demographics by Race and Ethnicity

Academic Year 2020-2021		
All Employees		
Race/Ethnicity	#	%
American Indian/Alaska Native	12	1%
Asian	174	8%
Black/African American	208	9%
Hispanic/Latino	688	30%
Native Hawaiian/Pacific Islander	10	0%
White	1121	49%
Two or More	63	3%
<b>Total</b>	<b>2276</b>	<b>100%</b>

Academic Year 2021-2022		
All Employees		
Race/Ethnicity	#	%
American Indian/Alaska Native	9	0%
Asian	181	8%
Black/African American	219	10%
Hispanic/Latino	700	31%
Native Hawaiian/Pacific Islander	9	0%
White	1094	48%
Two or More	58	3%
<b>Total</b>	<b>2270</b>	<b>100%</b>

Academic Year 2022-2023		
All Employees		
Race/Ethnicity	#	%
American Indian/Alaska Native	13	1%
Asian	182	8%
Black/African American	228	10%
Hispanic/Latino	554	25%
Native Hawaiian/Pacific Islander	7	0%
White	1040	47%
Two or More	205	9%
<b>Total</b>	<b>2229</b>	<b>100%</b>

Academic Year 2020-2021		
FT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	1	0%
Asian	29	6%
Black/African American	38	8%
Hispanic/Latino	110	24%
Native Hawaiian/Pacific Islander	0	0%
White	272	59%
Two or More	14	3%
<b>Total</b>	<b>464</b>	<b>100%</b>

Academic Year 2021-2022		
FT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	2	0%
Asian	30	7%
Black/African American	37	8%
Hispanic/Latino	108	23%
Native Hawaiian/Pacific Islander	0	0%
White	272	59%
Two or More	12	3%
<b>Total</b>	<b>461</b>	<b>100%</b>

Academic Year 2022-2023		
FT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	2	0%
Asian	32	7%
Black/African American	38	8%
Hispanic/Latino	94	20%
Native Hawaiian/Pacific Islander	0	0%
White	269	58%
Two or More	29	6%
<b>Total</b>	<b>464</b>	<b>100%</b>

Academic Year 2020-2021		
PT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	7	1%
Asian	96	9%
Black/African American	69	7%
Hispanic/Latino	237	23%
Native Hawaiian/Pacific Islander	3	0%
White	571	56%
Two or More	28	3%
<b>Total</b>	<b>1011</b>	<b>100%</b>

Academic Year 2021-2022		
PT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	4	0%
Asian	101	10%
Black/African American	76	8%
Hispanic/Latino	239	24%
Native Hawaiian/Pacific Islander	3	0%
White	551	55%
Two or More	26	3%
<b>Total</b>	<b>1000</b>	<b>100%</b>

Academic Year 2022-2023		
PT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	7	1%
Asian	100	11%
Black/African American	84	9%
Hispanic/Latino	189	20%
Native Hawaiian/Pacific Islander	1	0%
White	496	53%
Two or More	61	7%
<b>Total</b>	<b>938</b>	<b>100%</b>

Academic Year 2020-2021		
Classified Professionals		
Race/Ethnicity	#	%
American Indian/Alaska Native	4	1%
Asian	39	6%
Black/African American	75	12%
Hispanic/Latino	301	47%
Native Hawaiian/Pacific Islander	7	1%
White	203	31%
Two or More	18	3%
<b>Total</b>	<b>647</b>	<b>100%</b>

Academic Year 2021-2022		
Classified Professionals		
Race/Ethnicity	#	%
American Indian/Alaska Native	3	0%
Asian	39	6%
Black/African American	76	12%
Hispanic/Latino	309	48%
Native Hawaiian/Pacific Islander	6	1%
White	198	31%
Two or More	17	3%
<b>Total</b>	<b>648</b>	<b>100%</b>

Academic Year 2022-2023		
Classified Professionals		
Race/Ethnicity	#	%
American Indian/Alaska Native	4	1%
Asian	38	6%
Black/African American	79	11%
Hispanic/Latino	241	35%
Native Hawaiian/Pacific Islander	5	1%
White	213	31%
Two or More	109	16%
<b>Total</b>	<b>689</b>	<b>100%</b>

Academic Year 2020-2021		
Management		
Race/Ethnicity	#	%
American Indian/Alaska Native	0	0%
Asian	10	6%
Black/African American	26	17%
Hispanic/Latino	40	26%
Native Hawaiian/Pacific Islander	0	0%
White	75	49%
Two or More	3	2%
<b>Total</b>	<b>154</b>	<b>100%</b>

Academic Year 2021-2022		
Management		
Race/Ethnicity	#	%
American Indian/Alaska Native	0	0%
Asian	11	7%
Black/African American	30	19%
Hispanic/Latino	44	27%
Native Hawaiian/Pacific Islander	0	0%
White	73	45%
Two or More	3	2%
<b>Total</b>	<b>161</b>	<b>100%</b>

Academic Year 2022-2023		
Management		
Race/Ethnicity	#	%
American Indian/Alaska Native	0	0%
Asian	12	9%
Black/African American	27	20%
Hispanic/Latino	30	22%
Native Hawaiian/Pacific Islander	1	1%
White	62	45%
Two or More	6	4%
<b>Total</b>	<b>138</b>	<b>100%</b>

## Workforce Demographics by Gender

Academic Year 2020-2021		
All Employees		
Gender	#	%
Female	1235	54%
Male	1041	46%
Non-Binary	0	0%
<b>Total</b>	<b>2276</b>	<b>100%</b>

Academic Year 2021-2022		
All Employees		
Gender	#	%
Female	1233	54%
Male	1037	46%
Non-Binary	0	0%
<b>Total</b>	<b>2270</b>	<b>100%</b>

Academic Year 2022-2023		
All Employees		
Gender	#	%
Female	1216	55%
Male	1013	45%
Non-Binary	0	0%
<b>Total</b>	<b>2229</b>	<b>100%</b>

Academic Year 2020-2021		
FT Faculty		
Gender	#	%
Female	251	54%
Male	213	46%
Non-Binary	0	0%
<b>Total</b>	<b>464</b>	<b>100%</b>

Academic Year 2021-2022		
FT Faculty		
Gender	#	%
Female	254	55%
Male	207	45%
Non-Binary	0	0%
<b>Total</b>	<b>461</b>	<b>100%</b>

Academic Year 2022-2023		
FT Faculty		
Gender	#	%
Female	258	56%
Male	206	44%
Non-Binary	0	0%
<b>Total</b>	<b>464</b>	<b>100%</b>

Academic Year 2020-2021		
PT Faculty		
Gender	#	%
Female	510	50%
Male	501	50%
Non-Binary	0	0%
<b>Total</b>	<b>1011</b>	<b>100%</b>

Academic Year 2021-2022		
PT Faculty		
Gender	#	%
Female	508	51%
Male	492	49%
Non-Binary	0	0%
<b>Total</b>	<b>1000</b>	<b>100%</b>

Academic Year 2022-2023		
PT Faculty		
Gender	#	%
Female	479	51%
Male	459	49%
Non-Binary	0	0%
<b>Total</b>	<b>938</b>	<b>100%</b>

Academic Year 2020-2021		
Classified Professionals		
Gender	#	%
Female	396	61%
Male	251	39%
Non-Binary	0	0%
<b>Total</b>	<b>647</b>	<b>100%</b>

Academic Year 2021-2022		
Classified Professionals		
Gender	#	%
Female	388	60%
Male	260	40%
Non-Binary	0	0%
<b>Total</b>	<b>648</b>	<b>100%</b>

Academic Year 2022-2023		
Classified Professionals		
Gender	#	%
Female	404	59%
Male	285	41%
Non-Binary	0	0%
<b>Total</b>	<b>689</b>	<b>100%</b>

Academic Year 2020-2021		
Management		
Gender	#	%
Female	78	51%
Male	76	49%
Non-Binary	0	0%
<b>Total</b>	<b>154</b>	<b>100%</b>

Academic Year 2021-2022		
Management		
Gender	#	%
Female	83	52%
Male	78	48%
Non-Binary	0	0%
<b>Total</b>	<b>161</b>	<b>100%</b>

Academic Year 2022-2023		
Management		
Gender	#	%
Female	75	54%
Male	63	46%
Non-Binary	0	0%
<b>Total</b>	<b>138</b>	<b>100%</b>

## Applicant Data by Race and Ethnicity

### Full-Time Faculty

Academic Year 2020-2021												
Riverside Community College District - Full-Time Faculty												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	449			444			50			15		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Gender	196	237	16	194	236	14	28	21	1	8	6	1
Hispanic	48	49	2	48	49	2	9	6	0	0	2	0
Asian	19	43	2	18	43	2	2	3	0	0	1	0
Black/African American	37	29	0	37	29	0	2	3	0	1	0	0
American Indian/Alaskan Native	0	2	0	0	2	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	1	0	0	1	0	0	0	0	0	0	0	0
White	69	89	0	68	89	0	15	6	0	7	2	0
Two or More	12	6	0	12	6	0	0	2	0	0	1	0
Undisclosed	10	19	12	10	18	10	0	1	1	0	0	1

Academic Year 2021-2022												
Riverside Community College District - Full-Time Faculty												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	743			733			117			22		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Gender	309	399	35	304	394	35	48	62	7	12	9	1
Hispanic	85	114	2	83	112	2	16	22	0	3	4	0
Asian	45	49	2	44	49	2	7	7	0	2	1	0
Black/African American	39	30	2	38	29	2	4	6	2	3	1	0
American Indian/Alaskan Native	0	2	0	0	1	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
White	102	167	2	101	166	2	15	22	0	3	2	0
Two or More	20	27	0	20	27	0	2	4	0	0	1	0
Undisclosed	18	10	27	18	10	27	4	1	5	1	0	1

Academic Year 2022-2023												
Riverside Community College District - Full-Time Faculty												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	1609			1493			208			52		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Gender	746	792	71	704	725	64	103	95	10	25	25	2
Hispanic	195	224	5	184	203	3	28	34	0	4	9	0
Asian	87	101	6	81	94	5	11	9	0	3	3	0
Black/African American	86	70	1	82	68	2	13	9	1	6	1	0
American Indian/Alaskan Native	1	2	0	1	1	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	2	0	0	2	0	0	0	0	0	0	0	0
White	272	314	8	253	283	7	33	33	2	4	8	0
Two or More	50	48	0	48	49	0	7	7	0	3	2	0
Undisclosed	53	33	51	53	27	47	11	3	7	5	2	2

## Classified Professionals

Academic Year 2020-2021												
Riverside Community College District - Part-Time Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	288			251			12			6		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	227	53	8	200	45	6	10	2	0	4	2	0
Hispanic	136	31	1	121	28	0	6	1	0	2	1	0
Asian	7	4	0	6	3	0	0	0	0	0	0	0
Black/African American	15	5	0	13	5	0	0	0	0	0	0	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	1	0	0	1	0	0	0	0	0	0	0	0
White	50	6	0	44	3	0	3	0	0	2	0	0
Two or More	13	5	0	11	4	0	1	0	0	0	0	0
Undisclosed	5	2	7	4	2	6	0	1	0	0	1	0

Academic Year 2020-2021												
Riverside Community College District - Full-Time Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	1525			1297			214			69		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	1019	462	44	862	400	35	129	79	6	45	22	2
Hispanic	495	215	4	420	192	3	66	38	0	24	9	0
Asian	67	42	1	58	37	1	9	5	0	6	1	0
Black/African American	124	43	0	103	33	0	14	6	0	3	1	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	4	9	0	4	2	0	1	0	0	0	0	0
White	257	115	2	212	100	2	33	22	1	10	8	1
Two or More	42	28	0	38	26	0	4	7	0	2	2	0
Undisclosed	30	10	37	27	10	29	2	1	5	0	1	1

Academic Year 2021-2022												
Riverside Community College District - Part-Time Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	379			336			91			19		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	219	155	5	201	132	3	54	36	1	9	10	0
Hispanic	133	90	1	121	77	0	37	24	0	8	7	0
Asian	13	8	1	13	8	0	5	1	0	0	0	0
Black/African American	21	20	0	17	16	0	3	5	0	0	2	0
American Indian/Alaskan Native	1	0	0	1	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	5	0	0	4	0	0	0	0	0	0	0
White	41	25	1	40	21	1	9	4	1	1	1	0
Two or More	6	4	0	5	3	0	0	0	0	0	0	0
Undisclosed	4	3	2	4	3	2	0	2	0	0	0	0

Academic Year 2021-2022												
Riverside Community College District - Full-Time Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	1,304			1,048			362			73		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	789	484	31	664	358	26	233	125	4	49	24	0
Hispanic	440	285	6	374	205	4	124	77	0	25	14	0
Asian	50	30	3	44	22	3	15	4	0	3	1	0
Black/African American	97	53	0	79	38	0	28	12	0	8	3	0
American Indian/Alaskan Native	2	1	0	1	1	0	0	1	0	0	0	0
Native Hawaiian/Pacific Islander	4	0	0	4	0	0	2	0	0	0	0	0
White	143	89	3	116	70	3	47	19	0	11	3	0
Two or More	36	21	0	30	18	0	10	9	0	2	3	0
Undisclosed	17	5	19	16	4	16	7	3	4	0	0	0

Academic Year 2022-2023												
Riverside Community College District - Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	2124			1830			384			73		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	1420	643	61	1233	550	47	251	127	6	45	25	3
Hispanic	874	366	7	774	316	6	163	80	0	26	13	0
Asian	75	36	3	67	32	1	14	4	1	1	1	1
Black/African American	153	68	1	123	49	2	28	8	1	6	1	1
American Indian/Alaskan Native	4	1	1	0	3	0	0	1	0	0	1	0
Native Hawaiian/Pacific Islander	7	0	0	7	0	0	0	0	0	0	0	0
White	218	115	4	186	109	1	30	29	1	9	6	0
Two or More	63	43	3	53	31	3	11	5	1	3	3	0
Undisclosed	26	14	42	23	10	34	5	0	2	0	0	1

## Management

Academic Year 2020-2021												
Riverside Community College District - Classified Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	301			243			44			13		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Gender	149	144	8	132	108	3	27	17	0	8	5	0
Hispanic	62	47	0	53	40	0	15	6	0	1	1	0
Asian	8	9	0	7	8	0	2	2	0	2	0	0
Black/African American	29	19	0	25	13	0	3	0	0	2	0	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	1	0	0	0	0	0	0	0
White	33	59	0	32	42	0	5	9	0	2	4	0
Two or More	13	5	0	9	2	0	1	0	0	0	0	0
Undisclosed	4	5	8	6	2	3	1	0	0	1	0	0

Academic Year 2020-2021												
Riverside Community College District - Academic Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	650			624			111			22		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Gender	307	315	28	299	303	22	52	55	4	14	8	0
Hispanic	68	64	1	67	61	1	12	13	0	0	2	0
Asian	27	50	2	27	49	2	5	9	0	1	1	0
Black/African American	58	51	0	56	46	0	6	6	0	4	1	0
American Indian/Alaskan Native	0	3	0	0	3	0	1	1	0	1	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
White	122	119	2	117	117	0	24	22	0	7	4	0
Two or More	16	7	0	16	7	0	2	2	0	1	0	0
Undisclosed	16	21	23	16	20	19	2	2	4	0	0	0

Academic Year 2021-2022												
Riverside Community College District - Classified Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	319			289			88			22		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Gender	133	176	10	122	154	13	36	52	0	8	14	0
Hispanic	49	67	4	46	58	4	12	20	0	3	3	0
Asian	8	11	1	7	11	1	2	3	0	0	1	0
Black/African American	31	40	1	30	35	0	8	11	0	2	1	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
White	28	51	0	26	43	0	9	15	0	2	6	0
Two or More	9	5	0	7	5	0	5	3	0	1	3	0
Undisclosed	8	2	4	6	2	8	0	0	0	0	0	0



Academic Year 2021-2022												
Riverside Community College District - Academic Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	259			258			38			8		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	136	109	14	136	109	13	22	13	3	5	3	0
Hispanic	43	31	2	43	31	2	4	1	1	1	0	0
Asian	9	13	0	9	13	0	2	1	0	0	0	0
Black/African American	42	30	0	42	30	0	10	6	0	2	0	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
White	30	27	2	30	27	2	6	3	0	2	2	0
Two or More	7	2	1	7	2	1	0	1	1	0	1	0
Undisclosed	5	6	9	5	6	8	0	1	1	0	0	0

Academic Year 2022-2023												
Riverside Community College District - Academic Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	381			346			50			16		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	177	188	16	156	180	10	27	22	1	9	7	0
Hispanic	51	50	4	49	44	3	2	4	1	0	0	0
Asian	20	17	3	19	17	3	1	1	0	1	0	0
Black/African American	48	48	1	39	46	0	10	6	0	5	2	0
American Indian/Alaskan Native	0	1	0	0	4	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	1	0	0	1	0	0	0	0	0	0	0	0
White	39	58	0	35	53	0	8	7	0	2	3	0
Two or More	10	5	0	8	8	0	4	4	0	1	2	0
Undisclosed	8	9	8	5	8	4	2	0	0	0	0	0

COMPONENT 11: STRATEGIES DEMONSTRATIGN ON-GOING INSTITUTIONAL COMMITMENT TO DIVERSITY AND EEO HIRING

References: CCR, Title 5, sections 53003(c)(9), and 53006

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

DATA COLLECTION

The District shall utilize data available from reliable public and private sources, including but not limited to Human Resources and Employee Relations, the United States Census Bureau, the National Center for Education Statistics, for this analysis.

ANALYSIS TO IDENTIFY UNDERREPRESENTATION

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

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

The District has evaluated availability, workforce utilization, applicant pools, qualified applicant pools, hiring outcomes, and hiring process outcomes by race, ethnicity, and gender identity to determine whether and where opportunities to positively impact workforce diversity exist. Currently, federal and state agencies collecting and publishing workforce and availability data do not include non-binary gender identity or LGBTQIA+ categories. As a result, analyses of utilization and availability for non-binary and LGBTQIA+ categories could not be included.

Local Community Context

The District serves a diverse student population comprised of 63% Hispanic or Latine, 15.5% White (non-Hispanic), 7.89% Asian/Filipino/Pacific Islander, 7.8% Black, and 0.2% Native American communities.

According to U.S. Census population estimates as of July 1, 2022, the majority of residents in the Riverside-San Bernardino-Ontario metropolitan statistical area identify as Hispanic/Latine.

	Black	Hispanic/ Latine	Asian	American Indian/ Alaska Native	White
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<b>Riverside - San Bernardino - Ontario MSA</b>	6.8%	50.5%	7.3%	0.3%	32.9%
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The local community demographics provide important context for understanding the lived experiences of its students and how workforce diversity impacts the District’s ability to meet its mission and vision objectives.

#### **Underutilization Analyses Findings**

The District analyzed its workforce composition, applicant pools, qualified applicant pools, and hiring process phases to identify underutilization and barriers to greater workforce diversity in terms of race, ethnicity, and gender.

Underutilization for the total workforce, academic and classified managers, and regular and associate faculty was measured by creating a composite availability statistic for race, ethnicity, and gender combining the District’s student population, Riverside-San Bernardino-Ontario Metropolitan Statistical Area, state of California, United States, and demographics for graduate degrees awarded nationwide since 2017 as follows:

Student Population:	15% weight
Riverside-San Bernardino-Ontario MSA Population:	35% weight
California Population:	10% weight
United States Population:	10% weight
U.S. Advanced Degrees <sup>4</sup> Awarded:	30% weight

Since the majority of classified professionals positions do not require advanced degrees and rely primarily on local recruitment, the composite availability was adjusted as follows:

Student Population:	25% weight
Riverside-San Bernardino-Ontario MSA Population:	60% weight
California Population:	10% weight
United States Population:	5% weight

The weights assigned reflect the District’s prioritization on providing its students and communities a representative workforce understanding of the perspectives, experiences, cultures, and living conditions of students as a primary method for improving student success outcomes. The weights also acknowledge the need for more broad recruitment efforts to achieve a more diverse workforce than local community availability would provide.

<sup>4</sup> Data on U.S. Advanced Degrees Awarded extracted from IPEDS data for degrees awarded at all Title IV U.S. colleges and universities.

## Total Workforce

Individual Race Availability Analysis											
Company	Riverside CCD										
Job Group:	All Employees										
Job Title(s):	All Employees										
Census											
Occupation											
Code(s):	All										
Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White	All Employees	Student Population (IPEDS data)	2270	1094	48.2%	42.1%	956	1.00	5.86	-138	Underutilized
Black	All Employees	Local Recruitment Area - Riverside-San Bernardino-Ontario)	2270	219	9.6%	8.8%	199	0.93	1.49	-20	
Hispanic	All Employees	CA Statewide	2270	700	30.8%	35.6%	808	0.00	-4.75	108	
Asian	All Employees	US National	2270	181	8.0%	7.9%	179	0.58	0.15	-2	
Native American	All Employees	Advanced Degrees (prior 3 years)	2270	9	0.4%	0.6%	14	0.09	-1.44	5	
NH/PI	All Employees		2270	9	0.4%	0.3%	6	0.89	1.04	-3	
Total BIPOC	All Employees		2270	1118	49.3%	57.9%	1314	0.00	-8.32	196	Underutilized
Gender	Job Group	External Recruitment Area	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial Exact	SD	SF	
Females	All Employees	Student Population (IPEDS data)	2270	1233	54.3%	54.6%	1240	0.39	-0.30	7	
Males	All Employees	Local Recruitment Area - Riverside-S	2270	1037	45.7%	45.1%	1024	0.71	0.53	-13	

An analysis of the total workforce shows individuals identifying as Hispanic/Latine are underemployed compared to estimated availability by a statistically significant margin (30.8% representation compared to 35.6% availability). Employment of individuals identifying as White exceeded estimated availability by a statistically significant margin (48.2% representation compared to 42.1% availability). All other race and ethnicity groups are represented within a reasonable margin of availability.

The analysis suggests the District should prioritize recruitment efforts likely to increase the number of qualified Hispanic/Latine applicants within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups.

Overall workforce employment data shows females and males are employed nearly equal to regional availability estimates.

## Management

### Individual Race Availability Analysis

Company:	Riverside CCD
Job Group:	Management
Job Title(s):	Management
Census Occupation Code(s):	All

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White	Management	Student Population (IPEDS data)	161	73	45.3%	42.1%	68	0.82	0.83	-5
Black	Management	Local Recruitment Area - Riverside-San Bernardino-Ontario)	161	30	18.6%	8.8%	14	1.00	4.43	-16
Hispanic	Management	CA Statewide	161	44	27.3%	35.6%	57	0.02	-2.19	13
Asian	Management	US National	161	11	6.8%	7.9%	13	0.38	-0.50	2
Native American	Management	Advanced Degrees (prior 3 years)	161	0	0.0%	0.6%	1	0.36	-1.02	1
NH/PI	Management		161	0	0.0%	0.3%	0	0.64	-0.67	0
Total BIPOC	Management		161	85	52.8%	57.9%	93	0.11	-1.31	8

Gender	Job Group	External Recruitment Area	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial Exact	SD	SF
Females	Management	Student Population (IPEDS data)	161	83	51.6%	54.6%	88	0.24	-0.79	5
Males	Management	Local Recruitment Area - Riverside-S	161	78	48.4%	45.1%	73	0.82	0.85	-5

An analysis of the District's academic and classified management workforce revealed employment of individuals identifying as Hispanic/Latine is significantly less than the estimated availability (27.3% compared with 35.6%). Given the overall workforce underutilization for Hispanic/Latine employees, the District should prioritize recruitment efforts likely to increase the number of qualified Hispanic/Latine applicants within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups. Further, professional development and retention efforts likely to improve employment outcomes for employees identifying as Hispanic/Latine, including successfully seeking promotional opportunities, would likely produce positive outcomes in representation within management positions.

Management position employment data shows females and males are employed nearly equal to regional availability estimates.

## Regular Faculty

### Individual Race Availability Analysis

Company:	Riverside CCD
Job Group:	Faculty (Regular)
Job Title(s):	Faculty (Regular)
Census	
Occupation	
Code(s):	All

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White	Faculty (Regular)	Student Population (IPEDS data)	461	272	59.0%	42.1%	194	1.00	7.34	-78	
		Local Recruitment Area - Riverside-									
Black	Faculty (Regular)	San Bernardino- Ontario)	461	37	8.0%	8.8%	40	0.32	-0.56	3	
Hispanic	Faculty (Regular)	CA Statewide	461	108	23.4%	35.6%	164	0.00	-5.46	56	Underutilized
Asian	Faculty (Regular)	US National	461	30	6.5%	7.9%	36	0.15	-1.10	6	
Native American	Faculty (Regular)	Advanced Degrees (prior 3 years)	461	2	0.4%	0.6%	3	0.44	-0.55	1	
NH/PI	Faculty (Regular)		461	0	0.0%	0.3%	1	0.27	-1.14	1	
Total BIPOC	Faculty (Regular)		461	177	38.4%	57.9%	267	0.00	-8.47	90	Underutilized

Gender	Job Group	External Recruitment Area	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial Exact	SD	SF	
Females	Faculty (Regular)	Student Population (IPEDS data)	461	254	55.1%	54.6%	252	0.60	0.20	-2	
Males	Faculty (Regular)	Local Recruitment Area - Riverside-S	461	207	44.9%	45.1%	208	0.48	-0.10	1	

An analysis of the District's regular faculty workforce revealed employment of individuals identifying as Hispanic/Latine was significantly less than the estimated availability (23.4% compared with 35.6%). The District should prioritize recruitment efforts likely to increase the number of qualified Hispanic/Latine applicants within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups. Further, professional development and retention efforts likely to improve employment outcomes for faculty identifying as Hispanic/Latine would likely produce positive outcomes in representation.

Regular faculty employment data shows females and males are employed nearly equal to regional availability estimates.

## Associate Faculty

### Individual Race Availability Analysis

Company	Riverside CCD
Job Group:	Faculty (Associate)
Job Title(s):	Faculty (Associate)
Census	
Occupation	
Code(s):	All

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White	Faculty (Associate)	Student Population (IPEDS data)	1000	551	55.1%	42.1%	421	1.00	8.31	-130	
Black	Faculty (Associate)	Local Recruitment Area - Riverside-San Bernardino-Ontario	1000	76	7.6%	8.8%	88	0.10	-1.30	12	Underutilized
Hispanic	Faculty (Associate)	CA Statewide	1000	239	23.9%	35.6%	356	0.00	-7.73	117	
Asian	Faculty (Associate)	US National	1000	101	10.1%	7.9%	79	0.99	2.59	-22	
Native American	Faculty (Associate)	Advanced Degrees (prior 3 years)	1000	4	0.4%	0.6%	6	0.24	-0.94	2	
NH/PI	Faculty (Associate)		1000	3	0.3%	0.3%	3	0.69	0.12	0	
Total BIPOC	Faculty (Associate)		1000	423	42.3%	57.9%	579	0.00	-9.97	156	Underutilized

Gender	Job Group	External Recruitment Area	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial Exact	SD	SF	
Females	Faculty (Associate)	Student Population (IPEDS data)	1000	508	50.8%	54.6%	546	0.01	-2.44	38	Underutilized
Males	Faculty (Associate)	Local Recruitment Area - Riverside-S	1000	492	49.2%	45.1%	451	1.00	2.59	-41	

An analysis of the District's associate faculty workforce revealed employment of individuals identifying as Hispanic/Latine was consistent with regular faculty and significantly less than the estimated availability (23.9% compared with 35.6%). The District should prioritize recruitment efforts likely to increase the number of qualified Hispanic/Latine applicants within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups. Further, progress in improving employment outcomes for associate faculty identifying as Hispanic/Latine would likely produce positive outcomes in representation for regular faculty if professional development and promotion efforts are successful.

Associate Faculty workforce employment data shows females are employed below the level of identified availability (50.8% compared to 54.6%). The District should prioritize recruitment efforts likely to increase the number of qualified female applicants with an emphasis on female applicants identifying as Hispanic/Latine within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups.

## Classified Professionals

Individual Race Availability Analysis										
Company:	Riverside CCD									
Job Group:	Classified Professionals									
Job Title(s):	Classified Professionals									
Census										
Occupation										
Code(s):	All									
Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White	Classified Professionals	Student Population (IPEDS data)	648	198	30.6%	30.6%	199	0.50	-0.05	1
		Local Recruitment Area - Riverside-								
Black	Classified Professionals	San Bernardino-Ontario)	648	76	11.7%	7.1%	46	1.00	4.53	-30
Hispanic	Classified Professionals	CA Statewide	648	309	47.7%	50.6%	328	0.07	-1.50	19
Asian	Classified Professionals	US National	648	39	6.0%	7.9%	51	0.04	-1.75	12
Native American	Classified Professionals		648	3	0.5%	0.6%	4	0.50	-0.35	1
NH/PI	Classified Professionals		648	6	0.9%	0.3%	2	1.00	2.80	-4
Total BIPOC	Classified Professionals		648	433	66.8%	69.4%	449	0.09	-1.40	16
Gender	Job Group	External Recruitment Area	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial Exact	SD	SF
Females	Classified Professionals	Student Population (IPEDS data)	648	388	59.9%	53.8%	348	1.00	3.11	-40
Males	Classified Professionals	Local Recruitment Area - Riverside-S	648	260	40.1%	45.8%	297	0.00	-2.91	37

An analysis of the District's Classified Professionals workforce shows no significant differences in the estimated availability and workforce representation by race or ethnicity.

Classified Professional employment data shows males are significantly underemployed given the identified availability. A more nuanced analysis of employment of Classified positions within Divisions and Departments would likely provide critical context for understanding the overall employment pattern. For example, if the majority of Classified positions are in administrative support and student services positions, the findings may reflect general industry patterns which have limited opportunities for females in trades, skilled labor, and similar job categories.

## Applicant Pool Analysis Findings

The District conducted applicant pool and hiring analyses for the prior five years (2018 – 2022). The analyses measured the presence of candidates from diverse race, ethnicity, and gender identity groups in the applicant pool with the final hiring decisions. To create meaningful analyses capable of demonstrating significant patterns and trends, the District conducted the analyses for aggregated groups of academic managers, classified managers, regular faculty, full-time classified professionals, and part-time classified professionals. Analyses of hiring outcomes by College and District Divisions were conducted.

## Total Workforce



A analysis was longitudinal hiring analysis of applicant pools was conducted for the total workforce, combining all positions in a single analysis. This is useful for context, but findings should not be construed to indicate specific issues.

#### Gender Identity Analysis

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall												
Applicant to Hire - Female	12677	7360	258	58.06%	3.51%	3.51%	258	0.52	0.00	0		
Overall Applicant to Hire - Male	12677	5317	182	41.94%	3.42%	3.51%	186	0.39	-0.33	4		

Applicants identifying as female had a slightly higher rate of being hired (3.51% compared to 3.42%). The findings do not suggest any significant difference in the experience of applicants based on gender identity.

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	11649	3743	149	32.13%	3.98%	3.98%	149	0.52	0.00	0		
Overall Hiring - Black	11649	1535	51	13.18%	3.32%	3.98%	61	0.10	-1.32	10		
Overall Hiring - Hispanic	11649	5198	184	44.62%	3.54%	3.98%	207	0.05	-1.63	23		
Overall Hiring - Asian	11649	1145	26	9.83%	2.27%	3.98%	46	0.00	-2.96	20	YES	YES
Overall Hiring - Native American	11649	28	1	0.24%	3.57%	3.98%	1	0.69	-0.11	0		

The analysis by ethnicity/race shows applicants identifying as White (3.98%) had a higher rate of being hired than other applicant groups. Hispanic/Latine (3.54%) and Black (3.32%) applicants had slightly lower hiring rates. Applicants identifying as Asian had lower hiring rates (2.27%) that were statistically significant. In whole numbers, White applicants made up the 2<sup>nd</sup> largest group for total hires (149), behind Hispanic/Latine (184). Hires of applicants identifying as Asian were the smallest total (26), with the exception of Native American applicants. The availability analysis for the total workforce shows Asian employment is slightly greater than estimated availability (8% compared to 7.9%). Employment of White individuals exceeds measured availability. Given the full context, the applicant pool analyses do not suggest significant districtwide issues based on race or ethnicity.

#### Academic Managers

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	868	436	20	50.23%	4.59%	4.59%	20	0.56	0.00	0		
Overall Applicant to Hire - Male	868	432	12	49.77%	2.78%	4.59%	20	0.04	-1.80	8		

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	803	286	18	35.62%	6.29%	6.29%	18	0.56	0.00	0		
Overall Hiring - Black	803	180	6	22.42%	3.33%	6.29%	11	0.06	-1.64	5		
Overall Hiring - Hispanic	803	219	3	27.27%	1.37%	6.29%	14	0.00	-3.00	11	YES	YES
Overall Hiring - Asian	803	115	3	14.32%	2.61%	6.29%	7	0.06	-1.63	4		
Overall Hiring - Native American	803	3	0	0.37%	0.00%	6.29%	0	0.82	-0.45	0		

An analysis of the districtwide applicant pools for Academic Managers positions shows applicants identifying as White had the highest selection rate (6.29%). Applicants identifying as Hispanic/Latine had significantly lower hiring rates (1.37%). The availability analysis findings for management positions shows underrepresentation for managers identifying as Hispanic/Latine (27.3% compared with 35.6%). Taken together, the findings suggest a pattern of barriers to employment of Academic Managers for Hispanic/Latine communities which warrants focused efforts during the term of the EEO Plan. Specifically, the findings suggest a review of screening and interviewing practices is needed. The findings are presented below in the discussion of the Longitudinal Hiring Phase Analyses.

The hiring rates for females and males were within a reasonable margin.

Given historical disparities in employment for people from communities of color in administration and management-level positions, the District should continue to prioritize identifying diverse applicant pools for Academic Managers positions and identifying potential barriers to employment within its hiring processes through longitudinal hiring phase analyses.

#### Classified Managers

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	941	334	22	35.49%	6.59%	6.59%	22	0.56	0.00	0		
Overall Applicant to Hire - Male	941	607	36	64.51%	5.93%	6.59%	40	0.29	-0.65	4		

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	880	309	24	35.11%	7.77%	7.77%	24	0.55	0.00	0		
Overall Hiring - Black	880	180	10	20.45%	5.56%	7.77%	14	0.17	-1.11	4		
Overall Hiring - Hispanic	880	332	16	37.73%	4.82%	7.77%	26	0.02	-2.01	10	YES	YES
Overall Hiring - Asian	880	59	3	6.70%	5.08%	7.77%	5	0.32	-0.77	2		
Overall Hiring - Native American	880	0	0	0.00%	0%	7.77%	0	1.00	0.00	0		

An analysis of the districtwide applicant pools for Classified Managers positions shows applicants identifying as White had the highest selection rate (7.77%). Applicants identifying as Hispanic/Latine had significantly lower hiring rates (4.82%). The availability analysis findings for management positions shows underrepresentation for managers identifying as Hispanic/Latine (27.3% compared with 35.6%). Taken together, the findings suggest a pattern of barriers to employment of Classified Managers for Hispanic/Latine communities which warrants focused efforts during the term of the EEO Plan. Specifically, the findings suggest a review of screening and interviewing practices is needed. The findings are presented below in the discussion of the Longitudinal Hiring Phase Analyses.

The hiring rates for females and males were within a reasonable margin.

Given historical disparities in employment for people from communities of color in administration and management-level positions, the District should continue to prioritize identifying diverse applicant pools for Classified Managers positions and identifying potential barriers to employment within its hiring processes through longitudinal hiring phase analyses.

### Regular Faculty

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	4205	1978	58	47.04%	2.93%	2.93%	58	0.53	0.00	0		
Overall Applicant to Hire - Male	4205	2227	43	52.96%	1.93%	2.93%	65	0.00	-2.80	22	YES	YES

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	4892	2753	68	56.28%	2.47%	3.76%	104	0.00	-3.56	36	YES	YES
Overall Hiring - Black	4892	384	8	7.85%	2.08%	3.76%	14	0.05	-1.73	6		
Overall Hiring - Hispanic	4892	1010	38	20.65%	3.76%	3.76%	38	0.54	0.00	0		
Overall Hiring - Asian	4892	745	26	15.23%	3.49%	3.76%	28	0.39	-0.39	2		
Overall Hiring - Native American	4892	0	0	0.00%	0%	3.76%	0	1.00	0.00	0		

An analysis of the districtwide applicant pools for regular faculty positions shows applicants identifying as Hispanic/Latine had the highest selection rate (3.76%). The hiring rate for applicants identifying as White was significantly lower (2.47). Given the availability analysis for regular faculty positions shows an overrepresentation of individuals identifying as White and significant underutilization of individuals identifying as Hispanic/Latine, the findings reveal progress in the District's efforts to increase workforce diversity and do not suggest an employment barrier for applicants identifying as White.

The hiring rate for females exceeded the rate for males, consistent with the utilization analysis findings. However, availability estimates for professional job categories have historically been overrepresented by males due to discrimination in hiring, promotion, compensation, and retention of females. As a result, the finding should not be interpreted to suggest male applicants and employees are disadvantaged in the District's hiring and employment processes.

Given historical disparities in employment for people from communities of color in professional and faculty positions, the District should continue to prioritize identifying diverse applicant pools for regular faculty positions and identifying potential barriers to employment within its hiring processes through longitudinal hiring phase analyses.

#### Full-Time Classified Professionals

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	4983	3394	130	68.11%	3.83%	4.22%	143	0.14	-1.12	13		
Overall Applicant to Hire - Male	4983	1589	67	31.89%	4.22%	4.22%	67	0.53	0.00	0		

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	4560	1085	59	23.79%	5.44%	5.44%	59	0.53	0.00	0		
Overall Hiring - Black	4560	613	20	13.44%	3.26%	5.44%	33	0.01	-2.37	13	YES	YES
Overall Hiring - Hispanic	4560	2537	94	55.64%	3.71%	5.44%	138	0.00	-3.85	44	YES	YES
Overall Hiring - Asian	4560	325	11	7.13%	3.38%	5.44%	18	0.06	-1.63	7		
Overall Hiring - Native American	4560	0	0	0.00%	0%	5.44%	0	1.00	0.00	0		

An analysis of the districtwide applicant pools for full-time Classified Professionals positions shows applicants identifying as White had the highest selection rate (5.44%). The hiring rate for applicants identifying as Black (3.26%) or Hispanic/Latine (3.71%) were significantly lower. The availability analysis for Classified Professionals did not reveal any significant employment disparities by race or ethnicity. The District should continue to monitor hiring rates for full-time Classified Professionals and make efforts to attract diverse applicant pools for all positions during the term of the EEO Plan.

The hiring rates for females and males were within a reasonable margin.

## Part-Time Classified Professionals

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	1680	1218	28	72.50%	2.30%	5.19%	63	0.00	-4.55	35	YES	YES
Overall Applicant to Hire - Male	1680	462	24	27.50%	5.19%	5.19%	24	0.55	0.00	0		

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	1568	296	12	18.88%	4.05%	4.05%	12	0.58	0.00	0		
Overall Hiring - Black	1568	171	3	10.91%	1.75%	4.05%	7	0.08	-1.52	4		
Overall Hiring - Hispanic	1568	1005	33	64.09%	3.28%	4.05%	41	0.12	-1.24	8		
Overall Hiring - Asian	1568	96	3	6.12%	3.13%	4.05%	4	0.45	-0.46	1		
Overall Hiring - Native American	1568	0	0	0.00%	0%	4.05%	0	1.00	0.00	0		

An analysis of the districtwide applicant pools for part-time Classified Professionals positions shows no significant difference in hiring rates by race or ethnicity.

The hiring rate for females (2.3%) is significantly less than the hiring rate for males (5.19%). The availability analysis shows males are underrepresented when compared to the availability estimate and females are employed significantly above estimated availability. Given the total findings, the disparity does not suggest a pattern of negative impact for females in part-time Classified Professionals positions.

## Longitudinal Hiring Process Phase Analyses

The District conducted analyses of its hiring process phases for the prior five years (2018 – 2022). The analyses measured the presence of candidates from diverse race, ethnicity, and gender identity groups as they progressed through the selection process to the final hiring decision. To create meaningful analyses capable of demonstrating significant patterns and trends, the District conducted the analyses for aggregated groups of Academic Managers, Classified Managers, Regular Faculty, full-time Classified Professionals, and part-time Classified Professionals. Analyses of hiring outcomes by College and District Divisions were conducted.

Due to limitations in the disposition coding of applicants, the analysis reduces the hiring process to five phases:

1. Met Minimum Qualifications
2. Selected for an interview
3. Failed the interview
4. Declined a job offer or failed a background check
5. Hired

Since disposition codes did not distinguish between first and second level interviews, they were combined in this analysis. This limitation ignores potentially critical distinctions in being selected for a first level interview and being recommended for a second interview. The District should create and use clear definitions for disposition of applicants and train staff to ensure consistent and accurate use of disposition codes to allow for future analyses which distinguish between the 1<sup>st</sup> and 2<sup>nd</sup> level interviews.

### Total Workforce

A longitudinal phase analysis was conducted for the total workforce, combining all positions in a single analysis. This is useful for context, but findings should not be construed to indicate specific issues.

### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1 Females		12677	7360	6692	58.06%	90.92%	92.61%	6816	0.00	-5.52	124	YES	YES
2 Males		11616	4924	824	42.39%	16.73%	17.14%	844	0.23	-0.76	20		
3 Males		1971	824	182	41.81%	22.09%	22.49%	185	0.41	-0.28	3		
4 Males		440	182	0	41.36%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender showed females were more likely apply for positions when they did not meet the minimum qualifications. Overall, the findings do not suggest any significant barriers based on gender identity.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Group Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	White	Black	11621	1535	1380	13.21%	89.90%	94.36%	1448	0.00	-7.58	68	YES	YES
	White	Hispanic	11621	1598	4655	44.73%	89.55%	94.36%	4905	0.00	-15.03	250	YES	YES
	White	Asian	11621	1145	1075	9.85%	95.89%	94.36%	1080	0.26	-0.70	5		
	White	AI/AN	11621	0	0	0.00%		94.36%	0	1.00		0		
2	Hispanic	White	10642	3532	557	33.19%	15.77%	18.93%	668	0.00	-4.79	111	YES	YES
	Hispanic	Black	10642	1380	232	12.97%	16.81%	18.93%	261	0.02	-2.01	29	YES	YES
	Hispanic	Asian	10642	1075	142	10.10%	13.21%	18.93%	203	0.00	-4.78	61	YES	YES
	Hispanic	AI/AN	10642	0	0	0.00%		18.93%	0	1.00		0		
3	White	White	1812	557	149	30.74%	26.75%	26.75%	149	0.52	0.00	0		
	White	Black	1812	232	51	12.80%	21.98%	26.75%	62	0.06	-1.64	11		
	White	Hispanic	1812	881	184	48.62%	20.89%	26.75%	236	0.00	-3.93	52	YES	YES
	White	Asian	1812	142	26	7.84%	18.31%	26.75%	38	0.01	-2.27	12	YES	YES
4	White	Black	410	51	0	12.44%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	410	184	0	44.88%	0.00%	0.00%	0	1.00		0		
	White	Asian	410	26	0	6.34%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	410	0	0	0.00%		0.00%	0	1.00		0		

The total workforce overall hiring analysis showed Asian applicants had the lowest hiring rate. The total workforce phase analysis shows applicants identifying as Black or Hispanic/Latine were significantly more likely to be eliminated from consideration due to failure to meet minimum qualifications. This suggests a review of minimum qualifications to ensure job-relatedness and necessity is appropriate in consideration of workforce diversity. It also suggests clarity in equivalency processes could further diversify applicant pools for faculty and administrator positions. The applicant screen phase resulted in significantly higher rates of success for applicants identifying as Hispanic/Latine as compared to White, Black, and Asian applicants. Applicants identifying as White had the highest rate of receiving a job offer following the interview process, with Hispanic/Latine and Asian applicants having a statistically significant lower rate of job offers.

The availability analysis for the districtwide workforce showed underrepresentation for employees identifying as Hispanic/Latine. With that context, the higher rate of being offered an interview for Hispanic/Latine applicants shows appropriate progress towards workforce diversity.

Given the overall hiring rate finding, barriers to Asian applicants at the application screen and interview phase warrant specific focus, which is addressed in the strategic objectives for the EEO Plan.

## Academic Managers



### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1 Females		868	436	433	50.23%	99.31%	99.77%	435	0.08	-1.98	2		
2 Males		864	431	53	49.88%	12.30%	16.40%	71	0.01	-2.30	18	YES	YES
3 Males		124	53	12	42.74%	22.64%	28.17%	15	0.23	-0.89	3		
4 Males		32	12	0	37.50%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender identity showed males were significantly less likely to be selected for an interview. The interview selection phase results suggest removing personally-identifiable information from applications and screening materials could positively impact the District's overall workforce diversity efforts.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Group Pass Expected based on App Rate		SD	SF	SD Disparity?	Binomial Exact Disparity?
									Binomial Exact					
1	Black	White	803	286	285	35.62%	99.65%	100.00%	286	0.00	0.00	1		YES
	Black	Hispanic	803	219	218	27.27%	99.54%	100.00%	219	0.00	0.00	1		YES
	Black	Asian	803	115	113	14.32%	98.26%	100.00%	115	0.00	0.00	2		
	Black	AI/AN	803	3	3	0.37%	100.00%	100.00%	3	1.00	0.00	0		
2	White	Black	799	180	28	22.53%	15.56%	17.89%	32	0.24	-0.82	4		
	White	Hispanic	799	218	24	27.28%	11.01%	17.89%	39	0.00	-2.65	15	YES	YES
	White	Asian	799	113	14	14.14%	12.39%	17.89%	20	0.08	-1.53	6		
	White	AI/AN	799	3	0	0.38%	0.00%	17.89%	1	0.55	-0.81	1		
3	White	Black	117	28	6	23.93%	21.43%	35.29%	10	0.09	-1.54	4		
	White	Hispanic	117	24	3	20.51%	12.50%	35.29%	8	0.01	-2.34	5	YES	YES
	White	Asian	117	14	3	11.97%	21.43%	35.29%	5	0.21	-1.09	2		
	White	AI/AN	117	0	0	0.00%		35.29%	0	1.00		0		
4	White	Black	30	6	0	20.00%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	30	3	0	10.00%	0.00%	0.00%	0	1.00		0		
	White	Asian	30	3	0	10.00%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	30	0	0	0.00%		0.00%	0	1.00		0		

The Academic Managers phase analysis shows White, Hispanic/Latine, and Asian applicants were more likely to apply for positions when they did not meet minimum qualifications. Applicants identifying as White were more likely to be selected for an interview with significantly lower rates for Hispanic/Latine applicants, strongly suggesting removing personally-identifiable information from applications and screening materials would have a notable impact on the composition of interview pools. White applicants also had the highest rate of being offered a position after the interview phases, with a significant difference for Hispanic/Latine applicants.

Given the overall underrepresentation found for employees identifying as Hispanic/Latine, barriers impacting applicants identifying as Hispanic/Latine warrant specific focus, which is addressed in the strategic objectives for the EEO Plan.

### Classified Managers

#### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on Binomial App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1 Males		941	607	546	64.51%	89.95%	92.22%	560	0.03	-2.08	14	YES	
2 Males		854	546	140	63.93%	25.64%	25.65%	140	0.52	0.00	0		
3 Males		219	140	36	63.93%	25.71%	27.85%	39	0.32	-0.56	3		
4 Males		58	36	0	62.07%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender identity showed males were more likely apply for positions when they did not meet the minimum qualifications. There were no other significant differences observed.

#### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on Binomial App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1 Black	White		880	309	277	35.11%	89.64%	92.78%	287	0.03	-2.13	10	YES	
	Hispanic		880	332	303	37.73%	91.27%	92.78%	308	0.17	-1.06	5		
	Asian		880	59	52	6.70%	88.14%	92.78%	55	0.13	-1.38	3		
	AI/AN		880	0	0	0.00%		92.78%	0	1.00		0		
2 Hispanic	White		799	277	71	34.67%	25.63%	26.73%	74	0.37	-0.41	3		
	Black		799	167	41	20.90%	24.55%	26.73%	45	0.29	-0.64	4		
	Asian		799	52	13	6.51%	25.00%	26.73%	14	0.46	-0.28	1		
	AI/AN		799	0	0	0.00%		26.73%	0	1.00		0		
3 White	Black		206	41	10	19.90%	24.39%	33.80%	14	0.13	-1.27	4		
	Hispanic		206	81	16	39.32%	19.75%	33.80%	27	0.00	-2.67	11	YES	YES
	Asian		206	13	3	6.31%	23.08%	33.80%	4	0.31	-0.82	1		
	AI/AN		206	0	0	0.00%		33.80%	0	1.00		0		
4 White	Black		53	10	0	18.87%	0.00%	0.00%	0	1.00		0		
	Hispanic		53	16	0	30.19%	0.00%	0.00%	0	1.00		0		
	Asian		53	3	0	5.66%	0.00%	0.00%	0	1.00		0		
	AI/AN		53	0	0	0.00%		0.00%	0	1.00		0		

The Classified Managers phase analysis shows applicants identifying as White were more likely to apply for a position when they did not meet minimum qualifications. Applicants identifying as White had the highest rate of receiving a job offer after the interview phase, with a significant difference for applicants identifying as Hispanic/Latine. Hispanic applicants had the highest rate of being selected for an interview, accordingly, the overall hiring difference impacting Hispanic/Latine applicants occurred during the interview process.

Given the overall underrepresentation found for employees identifying as Hispanic/Latine, barriers impacting applicants identifying as Hispanic/Latine warrant specific focus, which is addressed in the strategic objectives for the EEO Plan.

## Regular Faculty

### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1 Males		4205	2227	2191	52.96%	98.38%	98.53%	2194	0.30	-0.59	3		
2 Males		4140	2191	237	52.92%	10.82%	12.93%	283	0.00	-2.95	46	YES	YES
3 Males		489	237	43	48.47%	18.14%	23.02%	55	0.04	-1.78	12		
4 Males		101	43	0	42.57%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender showed females were more likely to be selected for an interview with a significant difference for male applicants. The interview selection phase results suggest removing personally-identifiable information from applications and screening materials could positively impact the District's overall workforce diversity efforts.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1 Hispanic	White		3813	1767	1746	46.34%	98.81%	98.82%	1746	0.51	-0.05	0		
	Hispanic	Black	3813	391	379	10.25%	96.93%	98.82%	386	0.00	-3.47	7	YES	YES
	Hispanic	Asian	3813	550	540	14.42%	98.18%	98.82%	544	0.12	-1.40	4		
	Hispanic	AI/AN	3813	0	0	0.00%		98.82%	0	1.00		0		
2 Hispanic	White		3757	1746	182	46.47%	10.42%	14.93%	261	0.00	-5.28	79	YES	YES
	Hispanic	Black	3757	379	47	10.09%	12.40%	14.93%	57	0.09	-1.38	10		
	Hispanic	Asian	3757	540	50	14.37%	9.26%	14.93%	81	0.00	-3.70	51	YES	YES
	Hispanic	AI/AN	3757	0	0	0.00%		14.93%	0	1.00		0		
3 Black	White		442	182	36	41.18%	19.78%	25.53%	46	0.04	-1.78	10		
	Black	Hispanic	442	163	38	36.88%	23.31%	25.53%	42	0.29	-0.65	4		
	Black	Asian	442	50	6	11.31%	12.00%	25.53%	13	0.02	-2.19	7	YES	YES
	Black	AI/AN	442	0	0	0.00%		25.53%	0	1.00		0		
4 White	Black		92	12	0	13.04%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	92	38	0	41.30%	0.00%	0.00%	0	1.00		0		
	White	Asian	92	6	0	6.52%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	92	0	0	0.00%		0.00%	0	1.00		0		

The Regular faculty phase analysis shows Black applicants were more likely to apply for positions when they did not meet minimum qualifications. This suggests clarity in equivalency processes could further diversify applicant pools for Regular faculty positions. Hispanic/Latine applicants had the highest selection rate for an interview, with significant differences for White and Asian applicants. Black applicants had the highest rate of being offered a job after the interview, with a significant difference for Asian applicants. The differences in selection for an interview and job offer after the interview phase explains the overall difference in hiring rates impacting applicants identifying as Asian. The findings strongly suggesting removing personally-identifiable information from applications and screening materials would have a notable impact on the composition of interview pools and further focus on barriers in the selection process should be addressed in the Plan's strategic objectives.

## Full-Time Classified Professionals Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1 Males		4983	1589	1350	31.89%	84.96%	85.62%	1361	0.24	-0.75	11		
2 Females		4256	2906	611	68.28%	21.03%	22.81%	663	0.01	-2.30	52	YES	YES
3 Females		919	611	130	66.49%	21.28%	21.75%	133	0.41	-0.29	3		
4 Males		197	67	0	34.01%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender identity shows males were significantly less likely to be selected for an interview. There were no significant differences in any other phase of the selection process. The results suggest removing personally-identifiable information from applications and screening materials could have a notable impact on the composition of interview pools.

## Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1 White	Black		4560	613	515	13.44%	84.01%	87.56%	537	0.01	-2.66	22	YES	YES
White	Hispanic		4560	2537	2143	55.64%	84.47%	87.56%	2221	0.00	-4.71	78	YES	YES
White	Asian		4560	325	279	7.13%	85.85%	87.56%	285	0.20	-0.93	6		
White	AI/AN		4560	0	0	0.00%		87.56%	0	1.00		0		
2 Hispanic	White		3887	950	209	24.44%	22.00%	22.03%	209	0.51	-0.02	0		
Hispanic	Black		3887	515	102	13.25%	19.81%	22.03%	113	0.12	-1.22	11		
Hispanic	Asian		3887	279	50	7.18%	17.92%	22.03%	61	0.05	-1.65	11		
Hispanic	AI/AN		3887	0	0	0.00%		22.03%	0	1.00		0		
3 White	Black		833	102	20	12.24%	19.61%	28.23%	29	0.03	-1.93	9		
White	Hispanic		833	472	94	56.66%	19.92%	28.23%	133	0.00	-4.01	39	YES	YES
White	Asian		833	50	11	6.00%	22.00%	28.23%	14	0.21	-0.98	3		
White	AI/AN		833	0	0	0.00%		28.23%	0	1.00		0		
4 White	Black		184	20	0	10.87%	0.00%	0.00%	0	1.00		0		
White	Hispanic		184	94	0	51.09%	0.00%	0.00%	0	1.00		0		
White	Asian		184	11	0	5.98%	0.00%	0.00%	0	1.00		0		
White	AI/AN		184	0	0	0.00%		0.00%	0	1.00		0		

The full-time Classified Professionals phase analysis shows Black and Hispanic/Latine applicants were more likely to apply for positions when they did not meet minimum qualifications. Hispanic/Latine applicants had the highest selection rate for an interview. White applicants had the highest rate of being offered a job after the interview, with a significant difference impacting applicants identifying as Hispanic/Latine. Hispanic/Latine applicants made up over 55% of the applicant pool and highest total number of hires (94 compared to 59 White applicant hires). The patterns observed in the full-time Classified Professionals analyses further support the need to address barriers in the selection process in the Plan's strategic objectives

## Part-Time Classified Professionals

### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on Binomial App Rate	Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1 Males		1680	462	406	27.50%	87.88%	89.98%	416	0.08	-1.51	10		
2 Females		1502	1096	134	72.97%	12.23%	21.18%	232	0.00	-7.26	98	YES	YES
3 Females		220	134	28	60.91%	20.90%	27.91%	37	0.04	-1.81	9		
4 Males		52	24	0	46.15%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender showed females were significantly less likely to be selected for an interview, which explains the overall hiring difference observed. The results suggest removing personally-identifiable information from applications and screening materials could have a notable impact on the composition of interview pools.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on Binomial App Rate	Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1 Asian	White		1568	296	274	18.88%	92.57%	94.79%	281	0.06	-1.72	7		
Asian	Black		1568	171	139	10.91%	81.29%	94.79%	162	0.00	-7.95	23	YES	YES
Asian	Hispanic		1568	1005	899	64.09%	89.45%	94.79%	953	0.00	-7.62	54	YES	YES
Asian	AI/AN		1568	0	0	0.00%		94.79%	0	1.00		0		
2 Asian	White		1403	274	44	19.53%	16.06%	16.48%	45	0.46	-0.19	1		
Asian	Black		1403	139	14	9.91%	10.07%	16.48%	23	0.02	-2.04	9	YES	YES
Asian	Hispanic		1403	899	141	64.08%	15.68%	16.48%	148	0.28	-0.65	7		
Asian	AI/AN		1403	0	0	0.00%		16.48%	0	1.00		0		
3 White	Black		214	14	3	6.54%	21.43%	27.27%	4	0.44	-0.49	1		
White	Hispanic		214	141	33	65.89%	23.40%	27.27%	38	0.17	-1.03	5		
White	Asian		214	15	3	7.01%	20.00%	27.27%	4	0.38	-0.63	1		
White	AI/AN		214	0	0	0.00%		27.27%	0	1.00		0		
4 White	Black		51	3	0	5.88%	0.00%	0.00%	0	1.00		0		
White	Hispanic		51	33	0	64.71%	0.00%	0.00%	0	1.00		0		
White	Asian		51	3	0	5.88%	0.00%	0.00%	0	1.00		0		
White	AI/AN		51	0	0	0.00%	0.00%	0.00%	0	1.00		0		

The part-time Classified Professionals phase analysis shows Black and Hispanic/Latine applicants were more likely to apply for positions when they did not meet minimum qualifications. This suggests a review of minimum qualifications to ensure job-relatedness may improve applicant pool diversity. Asian applicants had the highest selection rate for an interview, with a significant difference for applicants identifying as Black. The findings suggest removing personally-identifiable information from applications and screening materials would have a notable impact on the composition of interview pools.

## COMPONENT 12: METHODS ~~TO FOR ADDRESSING~~ UNDERREPRESENTATION AND SIGNIFICANT UNDERREPRESENTATION

*References: CCR, Title 5, section 53003(c)(10)*

Few processes are as heavily regulated as hiring in California Community Colleges. Our hiring processes are controlled by a complex array of federal and state ~~statutes, laws, and state~~ regulations. When examined collectively, these controlling factors create competing demands to prohibit preference in hiring based on ~~race, ethnicity, and gender, or other protected classifications,~~ and a mandate to hire a diverse workforce. Our screening and hiring efforts must be designed and implemented in ways that allow the District to satisfy these legal obligations.

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

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

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

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

Undertaking efforts to cast an extensive recruitment net thereby attracting increased numbers of qualified applicants from various backgrounds is the single most important factor in ensuring the District is successful in honoring its commitment to hire a diverse & equity-minded workforce. Both research and practical experience demonstrates that if underrepresented candidates are not adequately represented in our total applicant pools, the likelihood of successful hires is reduced greatly. The District regularly expands its outreach efforts in order to attract the greatest diversity in its applicant pools across all job categories with particular emphasis on our faculty recruitments. In order to address instances of underrepresentation, as defined above, the District will take the following steps:

- The District will request that the Council (EEO Advisory Committee), in conjunction with the appropriate Human Resources staff, review the District's recruitment procedures and make recommendations on modifications that would address underrepresentation.

**Commented [ 42]:** District strategies to mitigate any identified adverse impact are organized under Component 10. However, if the District sees significant overlap in its strategies to address adverse impact and its strategies to address underrepresentation, they may be addressed together in Component 12. District strategies should be clear as to whether they are designed to address adverse impact, underrepresentation, or both; how the method is designed to address the identified problem(s); and how the effectiveness of the method will be evaluated.

**Commented [ 43]:** The Chancellor's office has made clear that the strategies you list in this component should be clear as to whether they are designed to address adverse impact, underrepresentation, or both; how the method is designed to address the identified problem(s); and how the effectiveness of the method will be evaluated.

- The District's current screening and hiring process ensures that: ~~Our~~ job postings reach a wide audience of qualified applicants. The District will review its advertising and recruitment budget on a regular basis and make recommendations if needed to ensure that recruitment is broad and inclusive.
- ~~Our~~ The District will ensure that job postings do not require unnecessarily burdensome requirements ~~which that~~ deter applicants from completing the online application process.
- The District will require job applicants ~~are required to~~ provide a response to a supplemental question regarding their sensitivity to and understanding of the diverse backgrounds of community college students. ~~Since~~ Because this is a job requirement, selection committees must give meaningful consideration to the responses.
- The District will require job applicants ~~are also required to~~ provide a response to a supplemental question regarding their training, and demonstrate an understanding of equity-mindedness and implementation of such concepts with disproportionately impacted student populations.
- The District will require the responsible administrator for the division or department where the underrepresentation occurs, in conjunction with the EEO officer, to create a recruitment and hiring action plan to assist in addressing underrepresentation. The action plan will include but is not limited to:
  - Validating ~~m~~Minimum and preferred qualifications for ~~our~~ positions ~~are validated to~~ predict success in the job and do not have the effect of creating artificial barriers to employment.
  - ~~Our~~ Ensure that the District's job postings use gender-neutral, inclusive language and list only those duties that are job related.
  - ~~Our~~ Ensure that the District bases screening and hiring criteria ~~are based solely on~~ job related variables identified in the job posting ~~that~~ are validated to show significant correlation to a candidate's success in performing the job.
- The District will ensure that ~~Objective~~ assessment of applicants occurs at each stage of the screening and hiring process through the incorporation of practices ~~which that~~ neutralize biases such as development of job-related selection criteria, use of pre-established rubrics, or standardized assessment tools to evaluate candidates.
- The District will require that interview questions are job related, tied to the job ~~notice posting,~~ and validated to predict success in the job.
- The District will require ~~Every~~ structured interview ~~will to~~ include a minimum of one question designed to elicit candidates' demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students and employees in ways that are meaning to the job to which they have applied.
- The District will require ~~Every~~ structured interview ~~to will also~~ include a minimum of one (1) question designed to elicit candidates' demonstrated understanding and application of equity-mindedness and the implications of such practices.
- The District will make an effort to appoint, whenever possible, ~~Every effort is made to appoint a~~ diverse screening and hiring committee in order to provide multiple perspectives from which to evaluate candidates and safeguard against a number of cognitive biases such as confirmation bias (the tendency for people to seek out information that confirms to their preexisting views, and ignore information that goes against their views), status quo bias (a preference for the current state of

affairs), projection bias (the tendency to think that others have the same priority, attitude and belief as you do), ingroup bias (the tendency to favor members of your own group), ~~and~~ selective perception (the process of perceiving what we want to while taking in information, while ignoring stimuli that contradicts our beliefs or expectations), or other relevant biases.



### **COMPONENT 13: PROCESS FOR DEVELOPING AND IMPLEMENTING STRATEGIES THAT PROMOTE DIVERSITY INSTITUTIONAL COMMITMENT TO DIVERSITY AND EQUAL EMPLOYMENT OPPORTUNITY**

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

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

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse and equity-minded workforce. Equal employment opportunity 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 and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all.

Having an institution that has accepted principles of antiracism, diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well-planned, well-funded, and supported by the leadership of the District is necessary. The District will sponsor cultural events and speakers on issues dealing with diversity and explore how to infuse equity-mindedness and antiracism into the classroom and curriculum. The District will promote the concept of cultural proficiency and it will develop an evaluation form that integrates these concepts into the evaluation of employees. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations.

The Council on Diversity, Equity and Inclusion will annually review indicators of the District's commitment to diversity such as, but not limited to, the following:

A visible, valued, and adequately funded Diversity Program that is part of the structure of the District and is supported by the District leadership.

1. Surveys of campus climate to identify barriers to inclusion. Recommendations will be made to implement concrete measures that utilize the information drawn from the surveys.
2. Cultural events, diversity dialogues, forums and cross-cultural workshops conducted on campus, or in the community. Speakers on issues dealing with diversity should include those from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
3. Exit interviews conducted by Human Resources and Employee Relations with employees who leave the District to determine if the results of those interviews indicate patterns impacted particular monitored group(s).

4. Training conducted by Human Resources and Employee Relations for members of screening and selection committees on elimination of bias in hiring and employment and job-related selection techniques.
5. The District's Board of Trustees receives training on the elimination of bias in hiring and employment and educational benefits of workforce diversity at least once every election cycle.
6. Programs to support employees such as mentoring, professional development, and leadership opportunities.
7. Collaborate with representatives of the California School Employees Association Chapter 535, Riverside Community College District Faculty Association CCA/CTA/NEA, Management Leadership Association, and the Confidential Employee Groups to incorporate cultural proficiency focused performance criteria within the evaluation process.
8. Collaborate with the academic senate to incorporate cultural proficiency focused performance criteria within the tenure review process.
9. Tracks numbers of harassment and discrimination complaints in order to identify patterns and ameliorative corrective actions to address such patterns.
10. Maintains records related to the District's compliance with the requirements for prevention of harassment and discrimination training. (Government Code section 12950.1 as amended)
11. District's publications, marketing tools, and website to ensure they reflect diversity in pictures, graphics, and text to project an inclusive image.
12. Host open houses for prospective candidates including panels of current faculty, deans, administrators and staff.
13. Recognition of employees by category, who have promoted diversity, equity and equal employment opportunity principles.
14. District's curricula, texts, and/or course descriptions that encourages the inclusion of global perspectives of a particular course, readings or discipline.
15. Collaboration with the Student Equity and Diversity, Equity & Inclusion Committees on common initiatives.
16. Analysis of various employment events such as hiring, promotion, retention, voluntary resignation, termination, and discipline in order to determine if there is an adverse impact upon monitored groups.
17. Other activities as determined by the Council on an annual basis.

## **COMPONENT 14: PERSONS WITH DISABILITIES**

The District recognizes Title 5 section 53025(a) requirement that applicants and employees with disabilities are to receive reasonable accommodations consistent with state and federal law. In compliance with this requirement the District will maintain a disability accommodations program which includes the following:

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aids such as readers, interpreters, and note-takers.

The EEO Officer is responsible for handling requests for accommodation from current employees, and from applicants seeking such accommodation during the application process. Requests can be made on the ADA Request Accommodations Form found on the Human Resources and Employee Relations webpage or obtained from the Human Resources and Employee Relations Office.

## **COMPONENT 15: GRADUATE ASSUMPTION PROGRAM OF LOANS FOR EDUCATION**

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Career Center, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

**Commented [ 44]:** Title 5 regulations do not require the District include this information in the EEO Plan.

Because the Chancellor's Office deleted this component from the Model EEO Plan, the District does not need to include this component in its plan. However, if the District wants to retain this Plan Component, there is nothing prohibiting it from doing so.

#### **COMPONENT 16: MEETING EDUCATION CODE SECTION 87482.6**

The district will continue to comply with Education Code section 87482.6 regarding the goal of 75% instruction taught by full time faculty, while ensuring progress toward equal employment opportunity. The district will increase its focused outreach toward diverse individuals and organizations when advertising for full time and part time faculty positions.

**Commented [ 45]:** Title 5 regulations do not require the District include this information in the EEO Plan. As such, the District does not need to include this component in your plan. However, if the District wants to retain this component, there is nothing prohibiting it from doing so.

## **COMPONENT 17: ANNUAL CERTIFICATION TO CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE**

California community college districts are responsible for the preparation of an equal employment opportunity plan to be submitted and approved by the Chancellor's Office. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas that is welcoming to all individuals. An "Equal Employment Opportunity Plan" is a written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.<sup>5</sup>

The District Compliance Officer, District Compliance Officer and Title IX Coordinator shall certify annually the State Chancellor that the District has timely complied with the following requirements of Title 5:

1. Recorded, reviewed and reported the required data regarding qualified applicant pools and employee workforce.
2. Reviewed and updated, as needed, the strategies component of the District EEO Plan.
3. Investigated and appropriately responded to complaints alleging that the requirements of Title 5 Regulations alleging violation of the EEO Program or unlawful discrimination, harassment or retaliation.

**Commented [ 46]:** Title 5 regulations do not require the District include this information in the EEO Plan. As such, the District does not need to include this component in your plan.

Additionally, the certification process is different, because the District no longer needs to submit a separate Multiple Measures certification. Rather, Section 53004 now requires:

"5 CCR § 53004

(a) Community college districts shall collect and continually monitor their employee and applicant demographic data to evaluate the implementation of their EEO plans, and to conduct the analyses required by sections 53003, 53006, 53023, and 53024. Districts shall report their employment-related data to the Chancellor annually, in a manner prescribed by the Chancellor. To facilitate analysis, all applicants and employees must be assigned a job category.

(b) District data collection shall allow applicants and employees to identify their gender (including non-binary options), ethnic group identification and, if applicable, disability in a manner prescribed by the Chancellor consistent with state and federal law."

If the District does want to retain this plan component, it should mirror the requirements under Section 53004.

## APPENDIX A: COMPLAINT OF UNLAWFUL DISCRIMINATION, HARASSMENT OR RETALIATION FORM



### Unlawful Discrimination Complaint Form

Name: \_\_\_\_\_  
Last First

Address: \_\_\_\_\_  
Street or P.O. Box City State Zip

Phone: Day ( ) \_\_\_\_\_ Evening ( ) \_\_\_\_\_

I Am A: ☐ Student ☐ Employee ☐ Other: \_\_\_\_\_

I Wish To Complain Against: \_\_\_\_\_

District: \_\_\_\_\_ College: \_\_\_\_\_

Date of Most Recent Incident of Alleged Discrimination: \_\_\_\_\_  
(Nonemployment complaints must be filed within one year of the date of the alleged unlawful discrimination. Employment complaints must be filed within six months of the date of the alleged unlawful discrimination.)

I Allege Discrimination Based on the Following Category Protected under Title 5 (you must select at least one):

<input type="checkbox"/> Age	<input type="checkbox"/> Ethnic Group Identification	<input type="checkbox"/> Physical Disability	<input type="checkbox"/> Retaliation**
<input type="checkbox"/> Ancestry	<input type="checkbox"/> Mental Disability	<input type="checkbox"/> Race	<input type="checkbox"/> Sex/Gender (includes Harassment)
<input type="checkbox"/> Color	<input type="checkbox"/> National Origin	<input type="checkbox"/> Religion	<input type="checkbox"/> Sexual Orientation
<input type="checkbox"/> Perceived to be in protected category or associated with those in protected category			

Clearly state your complaint. Describe each incident of alleged discrimination separately. For each incident provide the following information: 1) date(s) the discriminatory action occurred; 2) name of individual(s) who discriminated; 3) what happened; 4) witnesses (if any); and 5) why you believe the discrimination was because of your religion, age, race, sex or whatever basis you indicated above. \*\*If applicable, explain why you believe you were retaliated against for filing a complaint or asserting your right to be free from discrimination on any of the above grounds. (Attach additional pages as necessary.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What would you like the District to do as a result of your complaint -- what remedy are you seeking? \_\_\_\_\_

\_\_\_\_\_

I certify that this information is correct to the best of my knowledge.

\_\_\_\_\_  
Signature of Complainant Date

Send Original to: \_\_\_\_\_ Or: Chancellor's Office, California Community Colleges  
Riverside Community College District 1102 Q Street, Sacramento, California 95811-6549  
Diversity, Equity and Compliance Attention: Legal Affairs Division  
3801 Market St., 2nd Floor  
Riverside, CA 92501

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(Revised 02/08)

**Commented [ 47]:** Consider deleting this Appendix, and instead linking to the complaint form where referenced in the Plan. This would allow for the Plan to be cleaner and not require the District to update its Plan whenever there are changes to the form.

Also, consider updating the complaint form to add an additional box that reads: "Other – EEO Policy or Program"

## APPENDIX B: EQUAL EMPLOYMENT OPPORTUNITY (EEO) VIOLATION COMPLAINT FORM

**Commented [ 48]:** Consider deleting this Appendix, and instead linking to the complaint form where referenced in the Plan. This would allow for the Plan to be cleaner and not require the District to update its Plan whenever there are changes to the form.



**RIVERSIDE COMMUNITY COLLEGE DISTRICT**  
**MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE**  
 3801 Market Street • Riverside, CA 92501 • (951) 222-8595 • TTY (951) 382-3539

**Equal Employment Opportunity (EEO) Violation Complaint Form**

Name: \_\_\_\_\_ ☐ Student ☐ Employee ☐ Other: \_\_\_\_\_

Address: \_\_\_\_\_  
Street City State Zip Code

Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

I am the: ☐ Complainant ☐ Witness ☐ Other: \_\_\_\_\_

I wish to file a complaint against: \_\_\_\_\_

When did the incident(s) violation occur? \_\_\_\_\_ Where did it take place? \_\_\_\_\_

Clearly state your complaint and how the allegation(s) violates the District's EEO Plan:  
(Complaints of unlawful discrimination should be filed using a form prescribed by the State Chancellor's Office and follow the procedures outlined in AP 3435.)

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Are there any witnesses to the incident or anyone you have told about the incident? If so, please provide names and/or contact information \_\_\_\_\_

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What would you like the District to do to resolve this issue? \_\_\_\_\_

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By signing below, I assert that I have reasonable belief that an EEO violation has occurred in violation of RCCD policy. I also certify that this information is correct to the best of my knowledge.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**You may submit this form to the EEO Diversity Officer:**  
**Lorraine Jones, District Compliance Officer**  
**Human Resources & Employee Relations Office**  
**3801 Market St., 2<sup>nd</sup> Floor**  
**Riverside, CA 92501**  
**951-222-8039**



## **APPENDIX C: AP 6430[A] HANDLING COMPLAINTS OF UNLAWFUL DISCRIMINATION, HARASSMENT AND RETALIATION**

### ***Riverside Community College District Administrative Procedure***

**No. 6430[A]**

**General Institution**

## **AP 6430[A] HANDLING COMPLAINTS OF UNLAWFUL**

### **DISCRIMINATION, HARASSMENT OR RETALIATION**

#### **References<sup>1</sup>:**

Education Code Sections 66250 et. seq., 66270, 66271.1, 66281.5, 12926;  
Government Code Section 11135-11139.5, 12926, 12950, 12950.1;  
Title 5 Sections 59300 et seq.;  
34 C.F.R. Section 106.8(b)  
20 U.S.C. § 1681 et seq.  
Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)  
Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681)  
Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794)  
Americans with Disabilities Act of 1990 (42 U.S.C. § 12100 et seq.)  
Age Discrimination Act (42 U.S.C. § 6101)  
California Constitution, Art. 1, § 1  
Civil Code § 47  
Penal Code § 422.6 & 422.55  
BP 6410 and BP 6430

#### **INTRODUCTION AND SCOPE**

Riverside Community College District policies and procedures regarding unlawful discrimination and prohibition of harassment incorporate the legal principles contained in non-discrimination provisions of the California Code of Regulations, Title 5, sections 59300 et seq. as well as other state and federal substantive and procedural requirements. This procedure addresses the reporting, investigation and appeal for complaints of unlawful discrimination and harassment.

Copies of the District's written policies and procedures on unlawful discrimination and prohibition of harassment are posted on the District web site: <http://www.rccd.edu/administration/board/Pages/BoardPolicies.aspx> and are displayed in prominent locations in the administrative buildings at each College campus and in other areas where notices regarding the institution's rules, regulations, procedures, and standards of conduct are posted.

<sup>1</sup>If the federal statutes cited would result in broader protection of the civil rights of individuals than that broader protection or coverage shall be deemed incorporated by reference into, and shall prevail over conflicting provisions of Title 5, section 59300.

**Commented [ 49]:** Consider deleting this Appendix, and instead linking to the District's BP/APs website where referenced in the Plan. This would allow for the Plan to be cleaner and not require the District to update its Plan whenever there are changes to the AP.

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#### **DEFINITIONS**

Applicable definitions are as follows:

"Appeal" means a request by a complainant made in writing to the Riverside Community College District governing board pursuant to Title 5, section 59338, and/or to the State Chancellor's Office pursuant to Title 5, section 59339, to review the administrative determination of the District regarding a complaint of discrimination.

"Association with a person or group with these actual or perceived characteristics" includes advocacy for or identification with people who have one or more characteristics of a protected category listed under "Unlawful Discrimination Policy" and Title 5, section 59300, participation in a group associated with persons having such characteristics, or use of a facility associated with use by such persons.

"Complain" means a written and signed statement meeting the requirements of Title 5, section 59328 that alleges unlawful discrimination in violation of the nondiscrimination regulations adopted by the Board of Governors of the California Community Colleges, as set forth at Title 5, sections 59300 et seq.

"Days" means calendar days.

"Gender" includes a person's sex as well as gender identity and gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

"Disability" includes, but is not limited to, all of the following:

- (1) Having any physical, mental or psychological disorder or condition that limits a major life activity. For purposes of this section:
  - (A) "Limits" shall be determined without regard to mitigating measures, such as medications, assistive devices, or reasonable accommodations, unless the mitigating measure itself limits a major life activity.
  - (B) A disorder or condition limits a major life activity if it makes the achievement of the major life activity difficult.
  - (C) "Major life activities" shall be broadly construed and shall include physical, mental, and social activities and working.
- (2) Any other disorder, condition or health condition not described in paragraph (1) that requires specialty supportive services.
- (3) Having a record or history of a physical, mental or psychological disorder or condition described in paragraph (1) or (2), which is known to the District.
- (4) Being regarded or treated by the District as having, or having had, any physical or mental condition that makes achievement of a major life activity difficult.
- (5) Being regarded or treated by the District as having, or having had, a mental or psychological disorder or condition that has no present disabling effect, but that may become a mental disability as described in paragraph (1) or (2).

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- (6) "Mental disability" does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use

disorders resulting from the current unlawful use of controlled substances or other drugs<sup>2</sup>.

"District" means the Riverside Community College District or any District program or activity that is funded directly by the state or receives financial assistance from the state. This includes any other organization associated with the District or its college(s) that receives state funding or financial assistance through the District.

"Responsible District Officer" means the officer identified by the District to the State Chancellor's Office as the person responsible for receiving complaints filed pursuant to Title 5, section 59328, and coordinating their investigation.

"Sex" includes, but is not limited to, pregnancy, childbirth, or medical conditions related to pregnancy or childbirth. 'Sex' also includes, but is not limited to, a person's gender, as defined in Section 422.56 of the Penal Code. Discrimination on the basis of sex or gender also includes sexual harassment.

"Sexual harassment" is unlawful discrimination in the form of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting, and includes but is not limited to:

- (1) Making unsolicited written, verbal, physical, and/or visual contacts with sexual overtones. (Examples of possible sexual harassment that appear in a written form include, but are not limited to: suggestive or obscene letters, notes, and invitations. Examples of possible visual sexual harassment include, but are not limited to: leering, gestures, display of sexually aggressive objects or pictures, cartoons, or posters.)
- (2) Continuing to express sexual interest after being informed that the interest is unwelcome.
- (3) Making reprisals, threats of reprisal, or implied threats of reprisal following a rebuff of harassing behavior. The following are examples of conduct in an academic environment that might be found to be sexual harassment: implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied.
- (4) Engaging in explicit or implicit coercive sexual behavior within the work environment which is used to control, influence, or affect the employee's career, salary, and/or work environment.
- (5) Engaging in explicit or implicit coercive sexual behavior within the educational environment that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.

<sup>2</sup> If the Americans with Disabilities Act of 1990 definitions would result in broader protection of the civil rights of individuals with a mental or physical disability, or would include any Medical condition not included within these definitions, then that broader protection or coverage shall be deemed incorporated by reference into, and shall prevail over conflicting provisions of the definitions in Government Code section 12926 and should be included in district policy. (Gov. Code, § 12926(l).)

- (6) Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments,

favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

(7) Awarding educational or employment benefits, such as grades or duties or shifts, recommendations, reclassifications, etc., to any student or employee with whom the decision maker has a sexual relationship and denying such benefits to other students or employees.

"Sexual orientation" means heterosexuality, homosexuality, or bisexuality.

"Unlawful discrimination" means discrimination based on a category protected under Title 5, section 59300 and the other referenced regulations.

#### RESPONSIBLE DISTRICT OFFICER

The Riverside Community College District has identified the District Compliance Officer District Compliance Officer and Title IX Coordinator to the State Chancellor's Office and to the public as the single District officer responsible for receiving all unlawful discrimination and harassment complaints filed pursuant to Title 5, section 59328, and for coordinating their investigation. The actual investigation of complaints may be assigned to other staff or to outside persons or organizations under contract with the District. Such delegation procedures will be used whenever the officer designated to receive complaints is named in the complaint or is implicated by the allegations in the complaint<sup>3</sup>.

The District will investigate complaints involving acts that occur off campus if they are related to an academic or work activity.

Administrators, faculty members, other District employees, students, and third parties shall direct all complaints of unlawful discrimination to District Compliance Officer District Compliance Officer and Title IX Coordinator:

Ms. Lorraine Jones  
District Compliance Officer District  
Compliance Officer and Title IX Coordinator  
Human Resources and Employee Relations  
3801 Market Street, 2<sup>nd</sup> Floor  
Riverside, CA 95804  
Voice: (951) 222-8039

Informal charges of unlawful discrimination should be brought to the attention of the responsible District officer, who shall oversee the informal resolution process pursuant to Section 59327.

<sup>3</sup>The federal Office for Civil Rights (OCR) advises educational institutions to give one official responsibility for oversight and coordination of all sexual harassment complaints to insure consistent practices and standards in handling complaints as well as coordination of record keeping. This will help ensure that the educational institution can and will resolve recurring problems and identify students or employees who have multiple complaints filed against them. The State Chancellor's Office advises that having the responsible district officer, named pursuant to Title 5, section 59324, coordinate both sexual harassment and other unlawful discrimination complaints satisfies OCR's instruction on this subject.

## UNLAWFUL DISCRIMINATION AND HARASSMENT

Non-discrimination (BP 6410) The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, ancestry, sexual orientation, or physical or mental disability, genetic information, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, ancestry, sexual orientation, or physical or mental disability, genetic information, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.

Prohibition of Harassment and Retaliation (BP 6430) All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as District policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation. It shall also be free of other unlawful harassment, including that which is based on ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, ancestry, sexual orientation, or physical or mental disability, genetic information, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.

### RETALIATION

It is unlawful for anyone to retaliate against someone who files an unlawful discrimination or harassment complaint; someone who refers a matter for investigation or complaint; someone who participates in a complaint investigation; someone who represents or serves as an advocate for an alleged victim or alleged offender, or someone who otherwise furthers the principles of these unlawful discrimination and harassment policies.

All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will pursue all measures within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

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## ACADEMIC FREEDOM

The District reaffirms its commitment to academic freedom, but recognizes that academic freedom does not permit unlawful discrimination, harassment, or retaliation. To the extent that these policies and procedures are in conflict with the District's policy on academic freedom, the harassment policies and procedures shall prevail. Nothing in District policies and procedures shall be interpreted to prohibit bona fide academic requirements for a specific District program, course or activity.

It is recognized that an essential function of education is a probing of opinions and an exploration of information and ideas that may cause some students discomfort. It is further recognized that academic freedom insures the faculty's right to teach and the students' right to learn. If a faculty member wishes to use sexually explicit materials in the classroom, the District strongly recommends that faculty member work with the District Compliance Officer ~~District Compliance Officer~~ and Title IX Coordinator as well as academic discipline colleagues to assure that sexual harassment regulations are not violated.

When investigating unlawful discrimination or harassment complaints containing issues related to course material, the designated investigator will consult with a group of one to three (1-3) faculty members in that subject area appointed by the Academic Senate with respect to contemporary practices and standards for course content and delivery.

## INFORMAL/FORMAL COMPLAINT PROCEDURE

When a person brings charges of unlawful discrimination to the attention of the District Compliance Officer ~~District Compliance Officer~~ and Title IX Coordinator, that officer will:

- (1) Undertake efforts to informally resolve the charges<sup>4</sup>;

<sup>4</sup>The purpose of the informal resolution process is to allow an individual who believes she/he has been unlawfully discriminated against or harassed to resolve the issue through a mediation process rather than the formal complaint process. Typically, the informal process will be invoked when there is a simple misunderstanding or the complainant does not wish to file a formal complaint. Resolution of an informal complaint may require nothing more than a clarification of the misunderstanding or an apology from the respondent and an assurance that the offending behavior will cease. However, the district is responsible for maintaining a safe and discrimination free educational environment and serious allegations may need to be investigated even if the complaining party considers the matter resolved. In an informal process the district officer shall advise the complainant of his or her rights and responsibilities under both the formal and informal processes. If the complainant declares his or her preference for the informal process, the responsible district officer shall present the complainant with a document that describes the informal/formal process that contains the basics of complainant's allegations of unlawful discrimination. This document will clearly indicate that the complainant opted for the informal resolution process and should be signed and dated by the complainant. The informal resolution process will not be made a predicate to the process and investigation of a formal complaint. If a formal complaint is filed, an investigation must be completed within the time required unless it is voluntarily rescinded by a complainant as a result of a successful informal resolution.

- (2) Advise the complainant that he or she need not participate in informal resolution;
- (3) Inform the person bringing the charges of his or her right to file a formal complaint and explain the procedure for doing so;
- (4) Assure the complainant that he or she will not be required to confront, or work out problems with, the person accused of unlawful discrimination;
- (5) Advise the complainant that he or she may file a non-employment related complaint with the U.S. Department of Education Office for Civil Rights (OCR) where such a complaint is within that agency's jurisdiction.
- (6) If the complaint is employment-related, the complainant should also be advised that he or she may file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) where such a complaint is within those agencies' jurisdictions.

Efforts at informal resolution need not include any investigation unless the District Compliance Officer ~~District Compliance Officer and Title IX Coordinator~~ determines that an investigation is warranted by the seriousness of the charges. Selecting an informal resolution does not extend the time limitations for filing a formal complaint. Efforts at informal resolution may continue after the filing of a formal written complaint, but after a complaint is filed an investigation is required to be conducted pursuant to Title 5, section 59334, and will be completed unless the matter is informally resolved and the complainant dismisses the complaint in writing. Even if the complainant does dismiss the complaint, the District Compliance Officer ~~District Compliance Officer and Title IX Coordinator~~ may require the investigation to continue if he or she determines that the allegations are serious enough to warrant an investigation. Any efforts at informal resolution after the filing of a written complaint will not exceed the 90-day period for rendering the administrative determination pursuant to Title 5, section 59336.

In employment related cases, if the complainant files with the Department of Fair Employment and Housing, a copy of that filing will be sent to the State Chancellor's Office requesting a determination of whether a further investigation under Title 5 is required. Unless the State Chancellor's Office determines that a separate investigation is required, the District will discontinue its investigation under Title 5 and the matter will be resolved through the Department of Fair Employment and Housing.

The District will allow for representation where required by law and may allow representation for the accused and complainant in other circumstances on a case-by-case basis.

#### FILING A FORMAL WRITTEN COMPLAINT

If a complainant decides to file a formal written complaint of unlawful discrimination or harassment against the District, he or she must file the complaint on a form prescribed by the State Chancellor. The approved form is available from the District web site and also at the State Chancellor's website, as follows:

<http://rccd.edu/administration/humanresources/DEC/Pages/Complaint.aspx>  
<http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx>

The completed form must be filed with the District Compliance Officer ~~District Compliance Officer and Title IX Coordinator~~ or may be mailed directly to the State Chancellor's Office of the California Community Colleges.

The District Compliance Officer ~~District Compliance Officer and Title IX Coordinator~~ shall immediately forward to the Legal Affairs Division of the State Chancellor's Office every formal written complaint.

Once a complaint is filed and assigned for investigation, the individual(s) accused of engaging in prohibited conduct will be advised of that filing and the general nature of the complaint. This will occur as soon as possible and in a manner that is appropriate under the circumstances. The District will also advise the accused that an assessment of the accuracy of the allegations has not yet been made, that the complaint will be investigated, that the accused will be provided an opportunity to present his/her side of the matter, and that any conduct that could be viewed as retaliatory against the complainant or any witnesses must be avoided.

Upon determining the pending investigation will require interviews of faculty and/or staff, the District Compliance Officer ~~District Compliance Officer and Title IX Coordinator~~ will immediately contact the district Chancellor and/or Provost/Vice Chancellor Educational Services. Immediately, one of these individuals will notify CTA or CSEA as appropriate, as well as the College President.

#### THRESHOLD REQUIREMENTS PRIOR TO INVESTIGATION OF A FORMAL WRITTEN COMPLAINT

When a formal written complaint is filed it will be reviewed to determine if the complaint meets the following requirements:

The complaint must be filed on a form prescribed by the State Chancellor's Office.

The complaint must allege unlawful discrimination or harassment prohibited under Title 5, section 59300 or District policy.

The complaint must be filed by one who alleges that he or she has personally suffered unlawful discrimination or harassment or by one who has learned of such unlawful discrimination in his or her official capacity as a faculty member or administrator.

In any complaint not involving employment, the complaint must be filed within one year of the date of the alleged unlawful discrimination or harassment or within one year of the date on which the complainant knew or should have



known of the facts underlying the specific incident or incidents of alleged unlawful discrimination

In any complaint alleging discrimination in employment, the complaint shall be filed within one hundred eighty (180) calendar days of the date the alleged unlawful discrimination or harassment occurred, except that this period will be extended by no more than ninety (90) calendar days following the expiration of that hundred eighty (180) calendar days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of hundred eighty (180) calendar days.

Additional information about this initial review of complaints can be found in the Guidelines for Processing Formal Title 5 Unlawful Discrimination Complaints prepared by the State Chancellor's Office<sup>5</sup>.

#### DEFECTIVE COMPLAINT

If a complaint is found to be defective it will be immediately returned to the complainant with a complete explanation of why an investigation will not be initiated under California Code of Regulations, Title 5, Section 59300 et seq. The notice will inform the complainant that the complaint does not meet the requirements of section 59328, and shall specify in what requirement the complaint is defective. A copy of the notice to the claimant will also be sent to the State Chancellor's Office.

#### NOTICE TO STATE CHANCELLOR OR DISTRICT

The District Compliance Officer District Compliance Officer and Title IX Coordinator shall immediately forward to the Legal Affairs Division of the State Chancellor's Office every formal written complaint. Similarly, when the State Chancellor's Office receives a complaint a copy will be forwarded to the District.

#### CONFIDENTIALITY OF THE PROCESS

Investigative processes can best be conducted within a confidential climate. Therefore, the District does not reveal information about such matters except as necessary to fulfill its legal obligations and to assure proper administration of the complaint process.

Potential complainants are sometimes reluctant to pursue a complaint if their names will be revealed. The inability to reveal the name of a complainant or facts that are likely to reveal the identity of the complainant can severely limit the ability of the District to respond. Complainants must also recognize that persons who are accused of

<sup>5</sup>The Guidelines for Processing Formal Title 5 Unlawful Discrimination Complaints is a procedural aid for processing formal unlawful discrimination complaints.

wrongdoing have a right to present their side of the matter, and this right may be jeopardized if the District is prohibited from revealing the name of the complainant or facts that are likely to disclose the identity of the complainant.

If a complainant insists that his or her name not be revealed, the District Compliance Officer District Compliance Officer and Title IX Coordinator should take all reasonable steps to investigate and respond to the complaint consistent with the complainant's request as long as doing so does not jeopardize the rights of other students or employees.

It is also important that complainants and witnesses understand the possibility that they may be charged with allegations of defamation if they circulate the charges outside of the District's process. In general, persons who are participating in a District investigative or disciplinary process that is related to a charge of discrimination are protected from tort claims such as defamation. However, persons who make allegations outside of these processes or who discuss their claims with persons outside of the process may expose themselves to tort charges. Complainants, witnesses, and those accused of discrimination will all be asked to sign a confidentiality acknowledgement statement.

Where an investigation reveals the need for disciplinary action, the complainant may wish to have information about what disciplinary actions the District took. However, the privacy rights of the persons involved often prevent the District from providing such information. In student disciplinary actions for sexual assault/physical abuse charges, Education Code section 76234 provides that the victim shall be informed of the disciplinary action, but that the victim must keep the information confidential. Disciplinary actions taken against employees are generally considered confidential<sup>6</sup>.

#### ADMINISTRATIVE DETERMINATION

In any case not involving employment-related discrimination or harassment, within ninety (90) calendar days of receiving a complaint filed under Title 5, sections 59300 et seq., the District Compliance Officer District Compliance Officer and Title IX Coordinator will forward a copy of the investigative report to the State Chancellor, a summary<sup>7</sup> copy of the investigation report

<sup>6</sup> Complainants must trust the District to take appropriate action and must understand that the District is generally not at liberty to discuss personnel or student matters, particularly disciplinary matters. In some disciplinary cases, the complainant may be required to testify at a hearing, and would therefore be aware of the proposed disciplinary action.

<sup>7</sup> The summary investigation report shall include all of the following:

- (a) a description of the circumstances giving rise to the complaint;
- (b) a specific finding as to whether there is probable cause to believe that discrimination occurred with respect to each allegation in the complaint;
- (c) a summary and analysis of the relevant evidence (documents, data, or witness testimony) on which the determination rests; and
- (d) any other information deemed appropriate by the district.

~~to the complainant and accused, and written notice setting forth all the following to both the complainant and the State Chancellor:~~

- ~~(a) the determination of the College President as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;~~
- ~~(b) a description of actions taken, if any, to prevent similar problems from occurring in the future<sup>8</sup>;~~
- ~~(c) the proposed resolution of the complaint; and~~
- ~~(d) notification of the complainant's right to appeal to the District Board and the State Chancellor.~~

~~In any case involving employment discrimination or harassment, within ninety (90) calendar days of receiving a complaint filed under Title 5, sections 59300, et seq., the District Compliance Officer District Compliance Officer and Title IX Coordinator will forward a summary of the investigative report to the complainant and accused, and written notice setting forth all the following to the complainant:~~

- ~~(a) the determination of the College President as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;~~
- ~~(b) a description of actions taken, if any, to prevent similar problems from occurring in the future<sup>9</sup>;~~
- ~~(c) the proposed resolution of the complaint; and~~
- ~~(d) the complainant's right to appeal to the District Board of Trustees and to file a complaint with the Department of Fair Employment and Housing.~~

~~The District will keep these documents on file for a period of at least three years after closing the case, and make them available to the State Chancellor upon request.~~

~~Riverside Community College District recognizes the importance of and is therefore committed to completing investigations and resolving complaints as quickly as possible, consistent with the requirements for a thorough investigation.~~

<sup>8</sup> If it is determined that discrimination did occur, possible remedies to prevent similar problems from occurring in the future include all the standard District disciplinary actions for students and employees, ranging from undocumented reprimand to termination or expulsion. If formal disciplinary action is inappropriate, other possible remedies include training in the pertinent area(s) of unlawful discrimination, apology, and restricting or forbidding contact between the perpetrator and victim.

<sup>9</sup> *Ibid.*

Complainants have appeal rights that they may exercise if they are not satisfied with the results of the District's administrative determination. At the time the administrative determination and investigation summary are mailed to the complainant, the District Compliance Officer ~~District Compliance Officer and Title IX Coordinator~~ shall notify the complainant in writing of his or her appeal rights as follows:

~~First level of appeal: The complainant shall be promptly notified in writing that he or she has the right to file an appeal to the District's Board of Trustees within fifteen (15) calendar days from the date of the administrative determination. The District Board of Trustees will review the original complaint, the investigative report, the administrative determination, and the appeal.~~

~~The District's Board of Trustees will issue a final District decision in the matter within forty-five (45) calendar days after receiving the appeal. Alternatively, the District's Board of Trustees may elect to take no action within forty-five (45) calendar days, in which case the original decision in the administrative determination will be deemed to be affirmed and shall become the final District decision in the matter. A copy of the final decision rendered by the District's Board of Trustees will be forwarded to the complainant and, in cases not involving employment discrimination, to the State Chancellor's Office.~~

~~Second level of appeal: In cases not involving employment-related discrimination, the complainant shall be promptly notified in writing that he or she has the right to file an appeal with the State Chancellor's Office within thirty (30) calendar days from the date that the District Board of Trustees issues the final District decision or permits the administrative determination to become final by taking no action within forty-five (45) calendar days<sup>10</sup>. The appeal must be accompanied by a copy of the decision of the Board of Trustees or evidence showing the date on which the complainant filed an appeal with the Board of Trustees, and a statement under penalty of perjury that no response was received from the District Board of Trustees within forty-five (45) calendar days from that date.~~

~~Complainants must submit all appeals in writing.~~

~~In an employment-related case, there is no second level of appeal under Title 5, Section 59300, et seq. The District will advise the complainant that he or she may file a complaint with the Department of Fair Employment and Housing or the U.S. Equal Employment Opportunity Commission.~~

<sup>10</sup> The Department of Fair Employment and Housing (DFEH) has final jurisdiction over employment-related cases. Therefore, the State Chancellor's Office has agreed to accept DFEH decisions and does not accept appeals in employment discrimination cases. Title 5, section 59339 has been amended to reflect this arrangement.

## PROVISION OF INFORMATION TO STATE CHANCELLOR

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In any case not involving employment discrimination, within one hundred-fifty (150) calendar days of receiving a complaint, ~~District Compliance Officer~~District Compliance Officer and Title IX Coordinator will forward the following to the State Chancellor:

- A copy of the final District decision rendered by the District Board of Trustees or a statement indicating the date on which the administrative determination became final as a result of taking no action on the appeal within forty-five (45) calendar days.
- A copy of the notice of appeal rights the District sent the complainant.
- Any other information the State Chancellor may require; or

Notify the State Chancellor that the complainant has not filed an appeal with the District governing board and that the District has closed its file.

The District will keep these documents on file for a period of at least three years after closing the case, and in any case involving employment discrimination; make them available to the State Chancellor upon request.

#### EXTENSIONS

If for reasons beyond its control, the District is unable to comply with the ninety (90) calendar day deadline specified for submission of materials to the complainant and the State Chancellor's Office, the ~~District Compliance Officer~~District Compliance Officer and Title IX Coordinator will file a written request that the State Chancellor grant an extension of the deadline. In cases not involving employment discrimination, the ~~District Compliance Officer~~District Compliance Officer and Title IX Coordinator will also request an extension if the District is unable to meet the one hundred-fifty (150) calendar day deadlines specified above for submission of materials to the complainant and the State Chancellor's Office.

The Director's request will be submitted no later than ten (10) calendar days prior to the expiration of the deadlines established by Title 5 in sections 50336 and/or 50340 and will set forth the reasons for the request and the date by which the District expects to be able to submit the required materials.

A copy of the request for an extension will be sent to the complainant, who shall be notified that he or she may file written objections with the State Chancellor within five (5) calendar days of receipt.

The State Chancellor may grant the request unless delay would be prejudicial to the investigation. In cases involving employment discrimination, the District may assume that the extension has been granted unless the State Chancellor's Office notifies it within fifteen (15) calendar days from the date of the request that the request has been denied. If an extension of the ninety (90) calendar day deadline is granted by the State

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Chancellor the one hundred-fifty (150) calendar day deadline is automatically extended by an equal amount.

## RECORD RETENTION

Unlawful discrimination records will be retained with the District Compliance Officer ~~District Compliance Officer and Title IX Coordinator~~. Unlawful discrimination records that are part of an employee's employment records may be classified as Class-1 Permanent records and retained indefinitely or microfilmed in accordance with Title 5, California Code of Regulations, Section 59022. Unlawful discrimination records of a student that are deemed worthy of preservation but not classified as Class-1 Permanent may be classified as Class-2 Optional records or as Class-3 Disposable records, to be retained for a period of three years.

Records related to a student discrimination complaint will be deemed worthy of preservation if, at the end of three years after the case is closed, a complaint on similar grounds has been filed against the same employee. In such cases, the records shall continue to be classified as Class-2 records and retained at least until complaints against that particular employee have been resolved.

All such records will be made available to the State Chancellor's Office upon request.

## EXTERNAL REPORTING OPTION

Any non-employee who believes that he or she has been unlawfully discriminated against or harassed may file a complaint with California State Community College Chancellor's Office. The State Chancellor's Office web site is:  
<http://www.cccco.edu/our-agency/legal/discrimination/tabid/294/default.aspx>

Another external agency that will accept discrimination and/or harassment complaints from non-employees is the United States Department of Education Office for Civil Rights ("OCR"). The phone number for OCR is located in the phone book under government agencies.

Charges filed with the OCR are investigated by the OCR.

In the event a complaint is filed with the OCR, and OCR finds that the complaint has merit, the OCR will attempt to negotiate a settlement between the parties. If not settled, OCR may issue a determination on the merits of the case.

Any employee who believes that he or she has been unlawfully discriminated against or harassed by coworkers, supervisors, students or customers, visitors, vendors or others may file a complaint with the California Department of Fair Employment & Housing ("DFEH") or the Fair Employment & Housing Commission ("FEHC"). The phone number for DFEH is located in the phone book under government agencies.

Where a case is not settled and the DFEH finds a violation to exist, it can prosecute the charging party's case before the FEHC. Legal remedies available through DFEH and FEHC for a successful claim by an applicant, employee, or former employee include possible reinstatement to the former job; award of a job applied for; back pay; front pay; attorney's fees; and under appropriate circumstances, actual damages and/or administrative fines.

In the alternative, DFEH may grant the employee permission to withdraw the case and pursue a private lawsuit seeing similar remedies.

#### NOTICE, TRAINING, AND EDUCATION FOR STUDENTS AND EMPLOYEES

The Riverside Community College District's District Compliance Officer/District Compliance Officer and Title IX Coordinator shall make available training to employees and students on the District's unlawful discrimination and harassment policies and procedures. Faculty members, members of the administrative staff, and members of the support staff will be provided with a copy of the District's written policy on unlawful discrimination and harassment at the beginning of the first semester of the college year after the policy is adopted.

All District employees will receive a copy of the unlawful discrimination and harassment policies and procedures upon employment, and training will be made available during the first year of their employment. Because of their special responsibilities under the law, supervisors will undergo mandatory training within six months of assuming a supervisory position and every two years thereafter. In years in which a substantive policy or procedural change has occurred all District employees will receive a copy of the revised policies and procedures.

A training program or informational services will be made available to all students at least once annually. The student training or informational services will include an explanation of the policies, how they work, and how to file a complaint. In addition, a copy of the District's written policies on unlawful discrimination and harassment, as they pertain to students, will be provided as part of any orientation program conducted for new students at the beginning of each semester, or summer session, as applicable.

Office of Primary Responsibility: Director, Diversity, Equity and Compliance

Administrative Approval: March 10, 2008

Revised: March 15, 2010

Revised: June 15, 2011

Revised: June 18, 2012

Revised:

## APPENDIX A: ANNUAL WRITTEN NOTICE TO COMMUNITY BASED AND PROFESSIONAL ORGANIZATIONS-LIST OF RECIPIENTS

### Chambers of Commerce

Asian Business Association Inland Empire P.O. Box 984 Corona, CA 92878	Inland Empire Women's Business Center 3780 Market Street Riverside, CA 92501
Chamber of Commerce 3895 University Avenue Riverside, CA 92501	Moreno Valley Chamber of Commerce Towngate Shopping Center 12625 Frederick Street Moreno Valley, CA 92553
Colton Chamber of Commerce 655 N. La Cadena Drive Colton, CA 92324	National Latina Business Women Association Inland Empire 3200 E. Guasti Road, Suite 100 Ontario, CA 91761
Grand Terrace Chamber of Commerce 22635 Barton Road, Suite 101 Grand Terrace, CA 92313	Riverside County Black Chamber of Commerce 2060 Chicago Avenue, A 13 Riverside, CA 92507
Greater Riverside Hispanic Chamber of Commerce P.O. Box 5872 Riverside, CA 92571	San Bernardino Chamber of Commerce 546 W. 6h Street San Bernardino, CA 92410

### Community Based Organizations

Asian American Resource Center 1115 South E Street San Bernardino, CA 92408	The Center 6864 Indiana Avenue, Suite 104 Riverside, CA 92506
CODIE Center on Deafness 3576 Arlington Avenue, Suite 211 Riverside, CA 92506	Jeffery Owens Community Center 5198 Arlington Avenue, Suite 922 Riverside, CA 92504
Greater Riverside Urban League, Inc. 2060 University Avenue, Suite 202 Riverside, CA 92507	NAACP-Riverside P.O. Box 55131 Riverside, A 92517-0131



### **Professional Organizations**

**Academic Diversity Search, Inc. (ADS)** –A national employment resource specializing in connecting women and minorities with academic intuitions that truly value diversity.

**American Indian Higher Education Consortium**-A national organization that serves as the collective spirit and unifying voice of our nation's 37 Tribal Colleges and Universities. Issues a quarterly publication that provides journalistic and scholarly articles that highlight issues critical to American and Alaska Native communities. The publication has job posting opportunities.

**The Chronicle of Higher Education**-the No. 1 source of news, information, and jobs for college and university faculty members and administrators.

**California Community Colleges Jobs Registry**- A large scale database containing the names, qualifications and desired position(s) of potential California Community College faculty, support staff and management job applicants

**disABLEDperson**-A public charity organization focused on increasing employment opportunities for individuals with disabilities. The organization hosts a job fair for people with disabilities and provides a resume databank for employers to identify candidates. For a small fee, employers can post job advertisements.

**Diverse Issues in Higher Education**-This publication, previously known as Black Issues in Higher Education, considers itself the portal for diversity information in higher education. Annually, the magazine provides a listing of top degree producers which shows which institutions are producing the most diverse undergraduate and graduates. The publication has a job posting service in print and on its website.

**Diversity Web**- An interactive resource hub for higher education sponsored by the Association of American Colleges and Universities (AAC&U). In addition to serving as a clearinghouse for diversity innovations and research, they maintain a job posting site to advertise executive, faculty or postdoctoral positions that have a diversity focus.

**Edjoin**- A national public education job search website.

**Faculty for the Future**-A nationwide resource to connect female and underrepresented candidates in science, business, and engineering to faculty and research positions.

**Hispanic Outlook in Higher Education**- A nationwide resource that publishes a bi-weekly publication on issues pertaining to Hispanics in higher education. The publication has job posting services in print and on its website.

**Inside Higher Ed**-the online source for news, opinion and jobs for all of higher education.

**Women in Higher Education**-A national monthly publication that focuses on issues specific to women in higher education. The publication reaches thousands of women in higher education. Job posting services are available in print or website.

#### **Professional Groups**

**American Association of Community Colleges**-Nonprofit association that is a primary advocacy organization for community colleges at the national level and works closely with directors of state offices to inform and affect state policy.

**American Association of University Women**-advances equity for women and girls through advocacy, education, and research. The organization has over 1,000 branches and 500 college/university partners across the U.S. Their online career center reaches 100,000 members.

**Association of Black Psychologists**-The Association has over 1400 members. They publish a news journal, Psych Discourse, which is the primary source for communication among the membership. The publication allows for online posting of job advertisements.

**Association of Latinos Professionals in Finance and Accounting**-With 37 chapters and 9,000 members, ALPFA is one of the leading professional organizations for Latinos in accounting and finance related professions. The organization's website had a career center where employers can post positions.

**Association of Women in Science**-a nationwide advocacy organization dedicated to achieving equity and full participation for women in science, mathematics, engineering and technology. Their website allows organizations to post job advertisements.

**Minorities in Agriculture and Natural Resource Related Sciences**-promotes academic and professional advancement by empowering minorities in agriculture, natural resources, and related sciences. Their website included contact information for student chapter advisors and lists job opportunities.

**National Alliance of Black Interpreters**-promotes excellence and empowerment among African Americans/Blacks in the profession of sign language interpreting. Their website allows for organizations to post job advertisements.

**National Association for Equal Opportunity in Higher Education**-professional association to further the causes of Historically Black Colleges and Universities and predominately Black Institutions.

**National Association of the Deaf**-a nationwide advocacy organization for the deaf and hard of hearing community. Their website allows for employers to post job opportunities to their portal.

**National Indian Education Association**-focused on improving educational equity and access for American Indian, Alaska Native, and Native Hawaiian populations. It is the largest and oldest Indian educational organization.

**National Society of Hispanic MBAs**-NSHMBA serves 32 chapters and 8,000 members. The organization works to prepare Hispanics for leadership positions throughout the U.S., so that they can provide the

cultural awareness and sensitivity vital in the management of the nation's diverse workforce. Organizations can post position advertisements and search the resume database for potential candidates.

**National Society of Hispanic Professionals**-With over 10,000 members this organization is one of the primary resources to reach Hispanic professionals. Their website allows employers to post jobs and search a resume database for candidates.

**Society for the Advancement of Chicanos and Native Americans in Sciences**-The mission of SACNAS is to encourage Chicano/Latino and Native American students to pursue graduate education and obtain the advanced degrees necessary for science research, leadership, and teaching careers at all levels. Their website allows employers to post jobs.

**Western Association of Educational Opportunity Personnel** – WESTOP serves 6 chapters and 800 members. The professional organization aims to create and develop educational professionals who are able to advocate and provide educational opportunities for those who are underserved.

## APPENDIX E: EQUAL EMPLOYMENT OPPORTUNITY PLAN: COMPLIANCE CHECKLIST

The following compliance checklist is designed to assist districts in the review of their respective Equal Employment Opportunity Plan (*Plan*). The checklist ensures that each district's *Plan* includes provisions and components that are required under state law. The checklist does not audit for those provisions or components in the *Model Plan* that are included as recommended practices. California Code of Regulations, Title 5, section 53003 and Education Code, sections 87102 and 87106 list the specific components that must be included in a community college's *Plan*. All references to "sections" refer to the Title 5, California Code of Regulations unless otherwise indicated.

**Commented [ 50]:** Title 5 regulations do not require the District include this information in the EEO Plan. As such, the District does not need to include this component in your plan. Consider making this an internal document available to relevant staff.

### Adoption of Plan

~~{title 5 Cal. Code Regs. § 53003(a)}~~

☒ ~~Does the Plan indicate when the district's governing board adopted the Plan?~~

### Designation of Responsibility, Authority and Compliance ~~{title 5 Cal. Code Regs. §§ 53003(c)(1) and 53020}~~

☒ ~~Did you describe the governing board's responsibility for proper implementation of the Plan and for making measurable progress?~~

☒ ~~Did you designate an equal employment opportunity officer to oversee the day-to-day implementation of the equal employment opportunity requirements of title 5?~~

☒ ~~Did you describe the administrative structure created by any delegation of authority to the equal employment opportunity officer or others and is it designed to ensure prompt and effective implementation of the EEO title 5 requirements?~~

☒ ~~Did you designate a single officer who will have authority to receive complaints under section 53026 and who will monitor selection procedures and applicant pools?~~

☒ ~~Does the Plan clearly state that anyone who is an agent of the district, with regard to recruitment and screening, is also subject to all the title 5 equal employment opportunity requirements?~~

**Procedures for Filing a Complaint Pursuant to Section 53026 [title 5 Cal. Code Regs. §§ 53003(c)(2) and 53026]**

☒ Did you provide the procedures for filing complaints that allege violation of the equal employment opportunity requirements of title 5 and designate the person with whom such complaints are to be filed?

☒ Did you include or reference the procedures for filing complaints that allege unlawful discrimination and/or harassment and designate the person with whom such complaints are to be filed?

**Notification to all District Employees of the Plan and Policy Statement [title 5 Cal. Code Regs. §§ 53003(c)(3) and 53002]**

☒ Did you describe the district's process for notifying all district employees of the provisions of this Plan, and the policy statement required by section 53002?

**Employee Training for Screening or Selection Committees [title 5 Cal. Code Regs. § 53003(c)(4)]**

☒ Did you describe the district's process for ensuring that district employees participating on screening or selection committees receive appropriate training on title 5 requirements relating to equal employment opportunity and state and federal nondiscrimination laws?

**Annual Written Notice to Community-Based and Professional Organizations [title 5 Cal. Code Regs. § 53003(c)(5)]**

☒ Did you describe the district's process for providing annual written notice to appropriate community-based and professional organizations regarding the district's Plan and the need for assistance from the community and such organizations in identifying qualified applicants?

**Analysis of District Workforce and Applicant Pool [title 5 Cal. Code Regs. §§ 53003(c)(6) and 53004]**

☒ Did you provide an analysis of the number of persons from monitored groups who are currently employed in the district's workforce for each of the job categories listed in section 53004(a)?

☒ Did you provide an analysis of those who have applied for employment, in each of the job categories listed in section 53004(a)?

☒ Does the Plan state that the survey required by section 53004(a) will be done every year?

**Analysis of the Degree of Underrepresentation and Significant Underrepresentation [title 5 Cal. Code Regs. § 53003(c)(7)]**

☒ Did you provide an analysis of the degree to which monitored groups are underrepresented for each job category in comparison to the numbers of persons from such groups whom the Chancellor's Office determines to be available and qualified to work?

☒ Did you indicate whether the underrepresentation for each group is "significant"?

NOTE: The demographic information and availability data needed for an analysis of underrepresentation and significant underrepresentation within the District would be regularly issued from the Chancellor's Office. However, that data (i.e., the pool of persons determined by the Chancellor's Office to be qualified and available to perform the work required for each job category) is unavailable.

**Methods to Address any Underrepresentation [title 5 Cal. Code Regs. § 53003(c)(8)]**

☒ Did you describe the methods you will use to address any underrepresentation?

**Additional Steps to Remedy Significant Underrepresentation [title 5 Cal. Code Regs. § 53006]**

☒ Did you describe additional steps consistent with section 53006 to remedy any significant underrepresentation?

☒ Did you describe the steps to be taken, consistent with section 53006, if significant underrepresentation persists after a reasonable period of time has passed?

☒ Did you consider anything else you might do, that is permissible, to remedy any significant underrepresentation?

NOTE: The demographic information and availability data needed for an analysis of underrepresentation and significant underrepresentation within the District would be regularly issued from the Chancellor's Office. However, that data (i.e., the pool of persons determined by the Chancellor's Office to be qualified and available to perform the work required for each job category) is unavailable.

**Other Measures to Further Equal Employment Opportunity [title 5 Cal. Code Regs. § 53003(10)]**

☒ Did you describe any other measures that the district undertakes to further equal employment opportunity?

**Persons with Disabilities [title 5 Cal. Code Regs. § 53025]**

☒ Did you describe the measures that will be taken, consistent with the requirements of section 53025 to ensure that all applicants and employees with disabilities receive reasonable accommodations requirements of Government Code sections 11135 et seq. and 12940(m), section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act?

**Education Code Requirements Education Code, §§ 87102(a) and 87482.6**

☒ Did you describe how the district will make progress in achieving the ratio of full time to part time faculty hiring, as indicated in Education Code, section 87482.6, while still ensuring equal employment opportunity?

**Education Code, §§ 87106(b)(4) and 69618**

☒ Did you describe the steps the district will take to inform students about the Graduate Assumption Program of Loans for Education program and/or other programs designed to encourage community college students to become community college employees?

### Model Equal Employment Opportunity Plan Requirements and Legal Citations

**Commented [ 51]:** We've integrated appropriate citations into each Plan component. Delete this chart.

Plan Component Number and Name	* – Indicates Minimum Plan Requirement	Legal Citation
Plan Component 1: Introduction <sup>40</sup>	Not required to be in <i>Plan</i> .	N/A
Plan Component 2: Definitions	Not required to be in <i>Plan</i> , however, title 5 does provide basic definitions.	title 5 § 53001
Plan Component 3: Policy Statement	Not required to be in <i>Plan</i> , however, title 5 does require districts to adopt an EEO policy statement.	title 5 § 53002
Plan Component 4: Delegation of Responsibility Authority and Compliance	* Required to be in <i>Plan</i> .	title 5 § 53003(c)(1)
Plan Component 5: Advisory Committee	Not required to be in <i>Plan</i> , however, title 5 does require that districts establish an EEO Advisory Committee.	title 5 § 53005
Plan Component 6: Complaints	* Required to be in <i>Plan</i> .	title 5 § 53003(c)(2)
Plan Component 7: Notification to District Employees	* Required to be in <i>Plan</i> .	title 5 § 53003(c)(3)
Plan Component 8: Training for Screening/Selection Committees	* Required to be in <i>Plan</i> .	title 5 § 53003(c)(4)
Plan Component 9: Annual Written Notice to Community Organizations	* Required to be in <i>Plan</i> .	title 5 § 53003(c)(5)
Plan Component 10: Analysis of District Workforce and Applicant Pool	* Required to be in <i>Plan</i> .	title 5 § 53003(c)(6)
Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation	* Required to be in <i>Plan</i> .	title 5 § 53003(c)(7)
Plan Component 12: Methods to Address any Underrepresentation	* Required to be in <i>Plan</i> .	title 5 § 53003(c)(8)
Plan Component 13: Additional Steps to Remedy any Significant Underrepresentation	* Required to be in <i>Plan</i> .	title 5 § 53003(c)(9)
Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity	* Required to be in <i>Plan</i> .	title 5 § 53003(c)(10)
Plan Component 15: Persons with Disabilities: Accommodations and Goals for Hiring	* Goals for hiring persons with disabilities are required to be in <i>Plan</i> . Language on accommodation is not required.	title 5 § 53003(d)
Plan Component 16: Graduate Assumption Program	* Required to be in <i>Plan</i> .	Education Code § 87106(b)(4), § 69618 et seq.
Progress in achieving ratio of full time to part-time faculty hiring while ensuring EEO.	* Required to be in <i>Plan</i> . Can be located anywhere in the <i>Plan</i> .	Education Code § 87102(a) § 87482.6

<sup>40</sup> Although not explicitly required to be in the *Plan*, title 5 does require the *Plan* be adopted by the governing board of the district; the *Plan* should state it was adopted by the governing board and include the date of adoption. The information regarding adoption of the *Plan* can be included anywhere in the *Plan*.





MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

# Riverside Community College District Equal Employment Opportunity Plan 2023-2026

Approved by the Riverside Community College District

Board of Trustees

Month day, Year

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## Chancellor's Message

To the Riverside Community College District Community,

The Riverside Community College District dedicates itself to the success of its students and to the development of the communities it serves. One of the most significant ways to successfully impact student learning is to ensure students have an opportunity to learn in an environment that is a diverse reflection of the world in which we live, learn and lead. To that end, RCCD seeks to move beyond equal opportunity to equitable outcomes for all. This District's Equal Employment Opportunity Plan (*Plan*) is a written plan that describes how our District will accomplish this critically important goal.

Equitable outcomes for all remain at the heart of our work. It informs what we do and how we do it. The District's commitment to the development and well-being of our workforce is key to ensuring equitable outcomes. We have made progress, but we have more work to do in order to make certain that outcomes are, in fact, equitable.

I welcome the emphasis this EEO Plan places on collaboration with our constituent groups to move the District closer to the goal of equitable outcomes for all. As a District, we are better and more effective when we work collaboratively.

Sincerely

Wolde-Ab Isaac, Ph.D.

Chancellor – Riverside Community College District

## COMPONENT 1: INTRODUCTION

The Riverside Community College District (District) is a multicultural community of people from diverse racial, ethnic, linguistic, religious, political ideologies, physical and mental abilities, socioeconomic, national origin, gender identity, gender expression, and sexual orientation backgrounds. We recognize the connection between a diverse workforce and the District's values, goals, and mission. Our activities, programs, classes, workshops, lectures, and the everyday interactions of the District are enriched by our inclusion and acceptance of one another. We strive to work together and learn from each other in an environment of positive engagement and mutual respect.

### A. Purpose and Objectives

The Riverside Community College District's (District) Equal Employment Opportunity (EEO) Plan (*Plan*) addresses compliance with California Community College Board of Governors regulations on equal employment opportunity hiring, and provide District guidance in improving the equality of opportunity.

The objectives of the District's *Plan* are to:

- Address the legal requirements for the District's Equal Employment Opportunity Plan, pursuant to section 53003 or Title 5.
- Provide guidance that will assist in the goal of achieving a diverse, inclusive, and equity-minded workforce.
- Assist in the development of materials to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.

The *Plan* commits the District to:

- **Reaffirm** its commitment to Equal Employment Opportunity hiring and State and Federal nondiscrimination statutes in its employment practices, program operations, and service delivery systems.
- **Define** specific action steps to:
  - Promote a work and learning environment that is free from all forms of unlawful discrimination harassment, or retaliation;
  - Eliminate unnecessary, arbitrary or artificial practices that prevent applicants and employees from enjoying the benefits of employment with the District;
  - Increase employee awareness, acceptance, and inclusivity of all persons, no matter their race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or veteran or military status, and any other basis protected by Federal or State law;
  - Provide opportunities for career development and advancement for all employees; and

- **Recognize** the District's expanding workforce by fostering and supporting programs that enhance this diversity.
- **Assign** responsibility and accountability for the success of the District's Equal Employment Opportunity Program.

The *Plan's* immediate focus is equal employment opportunity in its recruitment, screening and hiring policies and practices pursuant to the California Code of Regulations (CCR), Title 5, section 53003 et seq., and the steps the District will take in the event of adverse impact and underrepresentation of monitored groups. In addition to an analysis of the demographic makeup of the District's workforce population, the *Plan* also includes an analysis of the District's applicant pools.

Critically, the District will consider the requirements of Education Code 87360 for all applicants, ensuring that that meaningful consideration be given to whether applicants for all positions demonstrate "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students." On June 17, 2016, the Legal Affairs Division at the Chancellor's Office issued an opinion regarding Equal Employment Opportunity. As it relates to Education Code 87360, the Opinion states: "Since it is a job requirement, state law treats 'sensitivity to diversity' as similar to a minimum requirement." The *Plan* outlines meaningful ways the District can ensure its compliance to this legal mandate as well as create opportunities to promote professional and personal development opportunities in this area for our faculty and staff.

The Riverside Community College District has maintained its commitment to equal employment opportunity and diversity and continues to maintain its commitment to these principles as a part of the District's core values.

#### B. Student Impact

By engaging our students in an inclusive and welcoming learning environment, we are preparing them to work and live in an increasingly global society. By affording the District's employees the benefit of working in an inclusive and welcoming working environment we inspire the best in them, create opportunities for their personal and professional growth, and allow them to be at their best to serve our students.

#### C. Review, Input, and Adoption

The *Plan* incorporates guidelines for the establishment of an Equal Employment Opportunity Advisory Committee (EEOAC); methods to support equal employment opportunity and an environment that is welcoming to all; and procedures for dissemination of the *Plan*.

The District's Equal Employment Opportunity (EEO) Plan ("EEO Plan" or "*Plan*") was adopted by the District's Board of Trustees (Board) on XXXX. The *Plan* reflects the District's commitment to equal employment opportunity. It is the District's strongly held belief that taking purposeful and effective

steps to ensure equal employment opportunity helps to ensure that it offers both a working and a learning environment which is welcoming to all. When we demonstrate our commitment to equal employment opportunity, we will foster diversity, promote excellence, and provide an empowering student learning experience.

#### D. Legal Authority

California community colleges are mandated by CCR, Title 5, section 53003(a) to develop and implement an Equal Employment Opportunity Plan.

#### CCR Title 5, Section 53003(a):

“The governing board of each community college district shall develop and adopt a district-wide written EEO plan to implement its equal employment opportunity program.”

#### California Education Code, Section 87100:

“(a) The Legislature finds and declares all of the following:

- (1) In fulfilling its mission within California's system of public higher education, the California Community Colleges are committed to academic excellence and to providing all students with the opportunity to succeed in their chosen educational pursuits.
- (2) Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.
- (3) A work force that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.

(b) It is the intent of the Legislature to establish and maintain within the California Community College districts a policy of equal opportunity in employment for all persons, and to prohibit discrimination or preferential treatment based on ethnic group identification, or on any basis listed in subdivision (a) of Section 12940 of the Government Code, as those bases are defined in Sections 12926 and 12926.1 of the Government Code, except as otherwise provided in Section 12940 of the Government Code. Every aspect of personnel policy and practice in the community college Districts should advance the realization of inclusion through a continuing program of equal employment opportunity.

(c) The Legislature recognizes that it is not enough to proclaim that community college districts must not discriminate and must not grant preferential treatment on impermissible bases. The Legislature declares that efforts must also be made to build a community in which nondiscrimination and equal opportunity are realized. It is the intent of the Legislature to require community college districts to adopt and implement programs and plans for ensuring equal employment opportunity in their employment practices.”

## COMPONENT 2: DEFINITIONS

*References: CCR, Title 5, section 53001*

**ADVERSE IMPACT:** means that 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").

**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.

**EQUAL EMPLOYMENT OPPORTUNITY:** 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 persons free from discrimination related to the categories protected by Government Code section 12940.

**EQUAL EMPLOYMENT OPPORTUNITY 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 work force; and 2) descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.

**EQUAL EMPLOYMENT OPPORTUNITY PROGRAMS:** refers to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district's longitudinal work force and applicant analyses.

**"IN-HOUSE OR PROMOTIONAL ONLY" HIRING:** means that only existing District employees are eligible for a position.

**JOB CATEGORIES:** for purposes of this EEO Plan, includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and professional, skilled crafts, and service and maintenance.

**MONITORED GROUP:** means the groups for which districts must provide demographic data pursuant to section 53004.



**PERSON WITH A DISABILITY:** means any person who

(1) has a physical or mental impairment or disability 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.

**REASONABLE ACCOMMODATION:** means efforts made by the District which may include either: (1) making existing facilities used by District employees readily accessible to, and usable by, individuals with disabilities; or (2) job restructuring, part-time or modified work schedules, reassignment to a vacant position, temporary leave without pay, acquisition or modification of equipment or devices, adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities in order to perform the essential functions of their job unless it would cause an undue hardship.

**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.

**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.

### **COMPONENT 3: POLICY STATEMENT**

*References: CCR, Title 5, section 53002*

The Board 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, respect, harmony, 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.

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

Equal employment opportunity includes not only a process for equal opportunity in hiring, but also practices and processes that create inclusive, respectful work environments. Such an environment fosters cooperation, collaboration, acceptance, democracy, and free expression of ideas.

This Policy Statement aligns with and incorporates by reference the following Board Policies: 6410, Nondiscrimination; and 6420, Equal Employment Opportunity.

## COMPONENT 4: DELEGATION OF AUTHORITY

*References: CCR, Title 5, sections 53003(c)(3) and 53020*

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

### 1. Board of Trustees

The Board is ultimately responsible for proper implementation of the District's *Plan* at all levels of district operations, and for making measurable progress towards equal employment opportunity as described in the *Plan*. The Board of Trustees will oversee the Chief Executive Officer (Chancellor) to ensure the Plan shall:

- (1) be developed in collaboration with the district's Equal Employment Opportunity Advisory Committee established pursuant to section 53005;
- (2) be reviewed and adopted at a regular meeting of the governing board where it is agendaized as a separate action item, and not part of the consent agenda;
- (3) cover a period of 3 years, after which a new or revised plan shall be adopted; and
- (4) be submitted to the Chancellor 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.

The District will submit the plan to the State Chancellor's Office. The State Chancellor's Office retains the authority to review the District's plan.

### 2. Chief Executive Officer

The Board delegates to the Chancellor of the District the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the District's EEO policies and procedures, delegating such authority as appropriate. The Chancellor shall evaluate the performance of all administrative staff who report directly to the Chancellor on their ability to follow and implement the *Plan*.

### 3. Vice Chancellor Human Resources and Employee Relations

Under the supervision of the District Chancellor, the Vice Chancellor Human Resources and Employee Relations directs implementation of the District's equal employment and non-discrimination policies and procedures, as well as the communication and implementation of the *Plan* to the District's executive administrators.

The Vice Chancellor advises the District Chancellor regarding statewide policy emanating from the Board of Governors of the California Community Colleges, and monitors annual review and publication of an annual report on *Plan* implementation.

4. District Compliance Officer and Title IX Coordinator

The District has designated the District Compliance Officer and Title IX Coordinator as its EEO Officer, as defined by Title 5, section 53020, and is under the direct supervision of the Vice Chancellor Human Resources and Employee Relations. The EEO Officer is the individual responsible for the development, maintenance and day-to-day implementation of the *Plan*, as it affects District recruitment and employment including engagement of full-time and part-time faculty, staff, administrators, professional experts, independent contractors and temporary employees.

The EEO Officer is responsible for annual reporting of compliance with the requirements of Title 5, for receiving complaints described in Plan Component 6, for ensuring that such complaints are promptly and impartially investigated, and for ensuring that applicant pools and hiring procedures are properly monitored, as required under Title 5, sections 53023 and 53024.

The EEO Officer works collaboratively with the Vice Chancellor of Human Resources and Employee Relations to develop and implement strategies to maximize the diversity of applicant pools, develop and implement the District's recruitment and hiring procedures, and institute retention strategies to ensure all employees feel welcomed and supported.

If the designation of the EEO Officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee.

5. Director of Staffing Employment and Records

Under the direct supervision of the Vice Chancellor Human Resources and Employee Relations, the Director of Staffing Employment and Records is responsible for implementing the District's recruitment, screening, selection and hiring processes; development of job descriptions that reflect identified job-related criteria; and the collection of required EEO information from all District employees and qualified applicants.

The Director of Staffing Employment and Records works collaboratively with the EEO Officer to ensure all employment and screening processes are fair, equitable, job-related and conform to the *Plan*.

6. College Diversity, Equity and Inclusion Committees

Each college shall maintain a committee to develop and coordinate activities relevant to diversity, equity, and inclusion at their college. The College committees will be made up of 10-15 individuals appointed through the appropriate shared governance process. The makeup of the committees shall consist of three (3) faculty members, three (3) classified members, three (3)

administrators/managers, and three (3) students. Ex-Officio members shall include the President and the Human Resources Liaison. These committees shall hold a minimum of four (4) meetings per academic year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress.

The purpose of the committees at each college is to: promote communication; advise the College President on matters related to diversity and equity; conduct periodic assessments of the college's diversity-related climate; develop and monitor college strategic plans for diversity, equity and inclusiveness; develop and coordinate activities to promote diversity and address college-specific issues or concerns.

7. Diversity, Equity, Inclusion, and Accessibility Sub-Committee (DEIC)

The District will maintain an EEO Advisory Committee called the Diversity, Equity, Inclusion, and Accessibility Sub-Committee (DEIC) to act as a workgroup and advisory body to the EEO Officer and the District as a whole to promote understanding and support policies and procedures as they relate to diversity, equity, inclusion, and accessibility (DEIA) within the District, especially those addressing discrimination, harassment, retaliation and of equal employment opportunity. DEIC will assist in the development of the Plan in accordance with state and federal guidelines, monitoring equal employment opportunity progress, and providing suggestions for Plan revisions as appropriate. The DEIC is incorporated within the District's Strategic Planning Council's structure and is a subcommittee of the Equity, Social, Economic, and Environmental Justice Committee (ESEJC). The DEIC shall operate in accordance with Plan Component 5.

8. Screening Committees

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

9. Agents of the District

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

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

## COMPONENT 5: ADVISORY COMMITTEE

*References: CCR, Title 5, section 53005*

As outlined in Plan Component 4, the District has established an EEO Advisory Committee, called the Diversity, Equity, Inclusion, and Accessibility Sub-Committee (DEIC) as the equal employment opportunity advisory body to the Chancellor and the District in developing, revising, and implementing the *Plan*. The DEIC may also assist in promoting understanding and support of equal opportunity and nondiscrimination programs, policies and procedures. The DEIC may recommend events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity. The EEO Officer shall assure that DEIC members and the Board shall annually receive training in October of each year in all of the following:

- (a) The requirements of Title 5, section 53005 and of state and federal nondiscrimination laws;
- (b) Identification and elimination of bias in hiring;
- (c) The educational benefits of workforce diversity; and
- (d) The role of the Council in drafting and implementing the *Plan*.

The DEIC shall be composed of a diverse membership and include members from different stakeholder groups, including, but not limited to, students, faculty and classified professionals.

The DEIC will meet at least once annually to review the *Plan* in order to assess the District's progress toward meeting its EEO program goals. Any revised *Plan* will be submitted the State Chancellor's Office for review, prior to submission to the Board.

In addition to the DEIC, each of the colleges shall maintain a Diversity Committee as outline in Component 4, paragraph 6.

## COMPONENT 6: COMPLAINTS

*References: CCR, Title 5, sections 53003(c)(4), 53026, and 59300 et seq.; BP/AP 6410, Nondiscrimination; AP 6435, Discrimination and Harassment Complaints and Investigations*

### 6.1 Complaints Alleging Violation of EEO Regulations (Title 5, Section 53026)

The District has established the following process permitting any applicant for employment, employee, student, a parent of a minor student, or an individual with legal authority on behalf of a student or employee (collectively, “complainant”) to file a complaint with the District’s EEO Officer, alleging that the requirements of the equal employment opportunity regulations, as outlined in Title 5, sections 53000 et seq., have been violated. If the complainant alleges misconduct by the EEO Officer, a complainant should file their complaint with the District Chancellor.

The District may request, but shall not require, a complainant to submit a complaint on the form prescribed by the Chancellor of the California Community Colleges. A copy of the form will be available at each college President’s Office, The Chancellor’s Office, Human Resources and Employee Relations and the Colleges’ and District websites. A complainant may also use the District’s discrimination and harassment complaint form and procedures, which can be accessed at the following links: [https://cm.maxient.com/reportingform.php?RiversideCCD&layout\\_id=0](https://cm.maxient.com/reportingform.php?RiversideCCD&layout_id=0) .

All complaint forms shall be signed and dated by the complainant, and contain, to the best of the complainant’s ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Although the District encourages complainants to file written complaints, a complainant may also make complaints verbally to the EEO Officer. A complainant should contact the EEO Officer, by phone at [PHONE NUMBER] or in person at the District’s Human Resources Department, [ADDRESS]. The EEO Officer, or designee, will record the verbal complaint in writing. The EEO Officer will take steps to ensure the writing accurately reflects the facts alleged by the complainant. Complaints must be filed with the EEO Officer, unless the person submitting the complaint alleges a violation against the EEO Officer, in which case the complaint should be submitted directly to the District Chancellor.

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

#### Timing for Filing Complaints

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

violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

### **Investigation**

All complaints filed with the EEO Officer will be investigated or caused to be investigated by the EEO Officer, or a designee identified by the District Chancellor, if the complaint is filed against the EEO Officer. Investigations shall be conducted in a manner that seeks to balance issues of confidentiality and privacy with the need to conduct thorough, objective investigations of all complaints. Rights of complainants to freedom from retaliation shall be protected.

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

To the extent practical, the District will issue the notice of conclusion of investigation and summary of findings within ninety (90) days of the filing of the complaint, but may extend this deadline for good cause. A written notification will be provided to the complainant as to the reasons for the extension.

### **Appeal Rights**

A complainant may not appeal the District's determination pursuant to Title 5, Section 53026 to the Chancellor's Office but, under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that they made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the District level using the process provided by Title 5, Section 53026.

## **6.2 Complaints Alleging Unlawful Discrimination, Harassment or Retaliation**

The District has adopted procedures for complaints alleging unlawful discrimination, harassment, or retaliation for engaging in a protected activity in Administrative Procedure 6435, which can be found here: <https://rccd.edu/bot/policies.html>. The District Compliance Officer and Title IX Coordinator is primarily responsible for receiving such complaints and for coordinating investigations.



## COMPONENT 7: NOTIFICATION TO DISTRICT EMPLOYEES

*References: CCR, Title 5, section 53003(c)(5)*

The District's EEO Policy Statement (located in Component 3 of this *Plan*) is posted online on the District's website and printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be approved by the Board and available on the District's website for electronic access. Printed copies of the *Plan* are available by request by contacting Human Resources and Employee Relations.

Each year, the District will provide all employees an electronic copy of the EEO Policy Statement during its annual notice in the Spring term. When new employees attend New Employee Orientation hosted by Human Resources and Employee Relations, the EEO Officer or designee will provide them electronic copies of the EEO Policy Statement and the *Plan* that will include a statement of the importance of the employee's participation in and responsibility of ensuring the *Plan's* implementation.

All administrators and managers will also receive notice of the EEO Policy Statement and the *Plan* within six (6) months of hire and every one (1) year thereafter, that they are required by AB 1825 and District policy to participate in two (2) hours of harassment prevention training. All other employees will receive notice of the EEO Policy Statement and the *Plan* when they must participate in at least one (1) hour of harassment prevention training every one (1) years as required by SB 1343 and SB 778.

## COMPONENT 8: TRAINING FOR SCREENING COMMITTEES

*References: CCR, Title 5, sections 53003(c)(6) and 53020(c)*

A vital component of inclusive and equitable hiring processes is to ensure that screening committees are trained to recognize and eradicate structural inequity and implicit and explicit bias in the hiring process. This requires tremendous consideration and care. Screening committee members shall include a diverse membership, whenever possible, to ensure a variety of perspectives are included in the assessment of applicants. A diverse screening committee can foster thoughtful and intentional processes that result in a wide range of differences within the District's applicant pools and hires.

Any organization or individual who is involved in the recruitment, screening and hiring of applicants, whether as a District employee or official or as a third-party, is subject to all of the Title 5 regulations on equal employment opportunity (CCR, Title 5, section 53000 *et. seq.*) and are expected to comply with the District's EEO Plan. All individuals directly participating in the selection and screening process shall receive appropriate training on:

1. The requirements of the Title 5 regulations regarding equal employment opportunity (section 53000 *et seq.*) and the requirements of federal and state nondiscrimination laws;
2. The educational benefits of workplace diversity; and
3. The elimination of bias in hiring decisions; and
4. Best practices for serving on selection or screening committees.

The EEO Officer is responsible for developing or coordinating the required training and monitoring training compliance for all screening and selection committee members.

Every individual who serves on a screening and hiring committee is responsible for ensuring that all qualified applicants are given full consideration and receive equitable treatment throughout the process. Knowledge and understanding of structural inequality are essential for assuring that the District's processes do not disadvantage applicants who are members of historically and contemporary excluded and privilege applicants who are members of dominant groups. Screening and hiring committees will be better equipped to ensure that its processes are equitable when it includes members who are familiar with critical theories (E.g. critical race theory, LatCrit, DisCrit, Queer theory) and social justice. Screening and hiring committee members who have little or no familiarity with such paradigms are expected to make a commitment to educate themselves beyond mandatory trainings. To do so is consistent with the Board of Governors' diversity, equity and inclusion policy statement in CCR, Title 5, Sections 51200 and 51201: "Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others."

The Human Resources Generalist or Senior Human Resources Analyst assigned to coordinate a search process, will serve as a non-voting "EEO Representative" of the Screening Committee and advise on matters related to compliance with Title 5 EEO regulations and other federal and state laws that govern

the screening and hiring process. The EEO Representative will provide guidelines and instructions on equal employment opportunity and take necessary steps to ensure that equal employment opportunity principles are applied at each step in the screening and hiring process.

## COMPONENT 9: ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZATIONS

*Reference: CCR, Title 5, section 53003(c)(7)*

The EEO Officer shall provide annual written notification to appropriate community-based and professional organizations concerning the *Plan*. The notice will inform these organizations that they may obtain a copy of the *Plan* and shall solicit their assistance in identifying qualified, diverse pools of applicants.

The notice will also include the website address and the telephone number for the department of Human Resources and Employee Relations, and the names, departments, and phone numbers of individuals to call in order to obtain employment information. The District will continue regular broad-based recruitment as well as actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this *Plan* (See Appendix A: Annual Written Notice to Community Based and Professional Organizations). This list may be revised from time to time as the District deem as needed, and may be updated during the three year period of this *Plan* without making corresponding changes to the appendix until the next Plan review period.

## **COMPONENT 10: PROCESS FOR GATHERING INFORMATION AND PERIODIC LONGITUDINAL ANALYSIS OF DISTRICT EMPLOYEES AND APPLICANTS**

*References: CCR, Title 5, sections 53003(c)(8), 53004, and 53006*

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

### **EEO DATA COLLECTION**

The District allows all applicants and employees the opportunity to voluntarily identify their gender (including non-binary options), ethnic group identification and, if applicable, their disability status in a manner prescribed by the State Chancellor and consistent with state and federal law ("EEO data"). The District will keep EEO data confidential and the EEO data will not be visible to screening committee members or hiring authorities during the recruitment process. The District shall only use EEO data in research, monitoring, and evaluating the effectiveness of the District's EEO Program or another similar purpose authorized by law.

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

1. Gender Identification

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

2. Race and Ethnicity Identification

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

a. Hispanic or Latino

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

b. White (Not Hispanic or Latino)

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

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

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

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

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

e. Asian (Not Hispanic or Latino)

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

f. American Indian or Alaska Native (Not Hispanic or Latino)

A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

g. Two or More Races

All persons who identify with more than one of the above five races (White, Black or African American, Native Hawaiian or Other Pacific Islander, Asian, American Indian or Alaska Native). For the purposes of this group, identifying as Hispanic or Latino and only one of the listed 5 race groups does NOT qualify under this category.

3. Disability Identification

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

a. "Disabled person"

Any person who (1) has a physical or mental impairment which limits one or more of such person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.

b. "Major life activities"

Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.

**EEO DATA COLLECTION MONITORED GROUP IDENTIFICATION ISSUE**

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

The following are the District's historical demographic data and workforce analysis.

### **LONGITUDINAL ANALYSIS TO IDENTIFY ADVERSE IMPACT**

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

The District will then conduct a periodic, longitudinal analysis of employees and applicants, broken down by number of persons from monitored group status in each job category to determine whether additional diversification measures are required. Specifically, the District will compare the composition of initial applicant pools, qualified pools, and applicants recommended for interview to identify any adverse impact of the District's pre-hiring and hiring strategies, which exists where the selection rate for a monitored group is less than four-fifths (or 80%) of the selection rate for the group with the highest rate. Measuring adverse impact is an important tool to support the District in its commitment to identifying and eliminating discriminatory practices that may cause an adverse impact on members of certain protected classes as well as advancing the District's commitment to equity-minded and anti-racist practices. The adverse impact analysis is completed as follows:

1. The selection rate for each group will be calculated by dividing the number of applicants selected at each stage of the screening and hiring process by the total number of applicants. For example, to address concerns of an underrepresentation of women in a particular job category, the District will take the number of hired candidates who self-identified as women and divide that number by the number of applicants who self-identified as women. The resulting number is the selection rate.
2. Based on the selection rate for each group, the District will determine the most and least favored groups. In the context of screening and hiring, the group with the highest selection rate is the most favored.
3. After the selection rate and most and least favored groups are established, the District will calculate the impact ratio analysis for each group by dividing the group selection rate by the most favorable group's selection rate.
4. If the result of the impact ratio analysis is less than 80%, it is considered an adverse impact. In the event that the District identifies adverse impact, the District will conduct additional statistical analysis to determine the significance of the adverse impact. Statistical significance is most commonly calculated using Standard Deviation (used for groups of 30 or more) or Fisher's Exact (used for groups under 30). The significance threshold for Standard Deviation is 1.96 standard deviations or more while a result of .025 or less is regarded as statistically significant

for Fisher's Exact.

**DISTRICT STRATEGIES TO MITIGATE IDENTIFIED ADVERSE IMPACT**

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

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

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



## Workforce Demographics by Race and Ethnicity

Academic Year 2020-2021		
All Employees		
Race/Ethnicity	#	%
American Indian/Alaska Native	12	1%
Asian	174	8%
Black/African American	208	9%
Hispanic/Latino	688	30%
Native Hawaiian/Pacific Islander	10	0%
White	1121	49%
Two or More	63	3%
<b>Total</b>	<b>2276</b>	<b>100%</b>

Academic Year 2021-2022		
All Employees		
Race/Ethnicity	#	%
American Indian/Alaska Native	9	0%
Asian	181	8%
Black/African American	219	10%
Hispanic/Latino	700	31%
Native Hawaiian/Pacific Islander	9	0%
White	1094	48%
Two or More	58	3%
<b>Total</b>	<b>2270</b>	<b>100%</b>

Academic Year 2022-2023		
All Employees		
Race/Ethnicity	#	%
American Indian/Alaska Native	13	1%
Asian	182	8%
Black/African American	228	10%
Hispanic/Latino	554	25%
Native Hawaiian/Pacific Islander	7	0%
White	1040	47%
Two or More	205	9%
<b>Total</b>	<b>2229</b>	<b>100%</b>

Academic Year 2020-2021		
FT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	1	0%
Asian	29	6%
Black/African American	38	8%
Hispanic/Latino	110	24%
Native Hawaiian/Pacific Islander	0	0%
White	272	59%
Two or More	14	3%
<b>Total</b>	<b>464</b>	<b>100%</b>

Academic Year 2021-2022		
FT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	2	0%
Asian	30	7%
Black/African American	37	8%
Hispanic/Latino	108	23%
Native Hawaiian/Pacific Islander	0	0%
White	272	59%
Two or More	12	3%
<b>Total</b>	<b>461</b>	<b>100%</b>

Academic Year 2022-2023		
FT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	2	0%
Asian	32	7%
Black/African American	38	8%
Hispanic/Latino	94	20%
Native Hawaiian/Pacific Islander	0	0%
White	269	58%
Two or More	29	6%
<b>Total</b>	<b>464</b>	<b>100%</b>

Academic Year 2020-2021		
PT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	7	1%
Asian	96	9%
Black/African American	69	7%
Hispanic/Latino	237	23%
Native Hawaiian/Pacific Islander	3	0%
White	571	56%
Two or More	28	3%
<b>Total</b>	<b>1011</b>	<b>100%</b>

Academic Year 2021-2022		
PT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	4	0%
Asian	101	10%
Black/African American	76	8%
Hispanic/Latino	239	24%
Native Hawaiian/Pacific Islander	3	0%
White	551	55%
Two or More	26	3%
<b>Total</b>	<b>1000</b>	<b>100%</b>

Academic Year 2022-2023		
PT Faculty		
Race/Ethnicity	#	%
American Indian/Alaska Native	7	1%
Asian	100	11%
Black/African American	84	9%
Hispanic/Latino	189	20%
Native Hawaiian/Pacific Islander	1	0%
White	496	53%
Two or More	61	7%
<b>Total</b>	<b>938</b>	<b>100%</b>

Academic Year 2020-2021		
Classified Professionals		
Race/Ethnicity	#	%
American Indian/Alaska Native	4	1%
Asian	39	6%
Black/African American	75	12%
Hispanic/Latino	301	47%
Native Hawaiian/Pacific Islander	7	1%
White	203	31%
Two or More	18	3%
<b>Total</b>	<b>647</b>	<b>100%</b>

Academic Year 2021-2022		
Classified Professionals		
Race/Ethnicity	#	%
American Indian/Alaska Native	3	0%
Asian	39	6%
Black/African American	76	12%
Hispanic/Latino	309	48%
Native Hawaiian/Pacific Islander	6	1%
White	198	31%
Two or More	17	3%
<b>Total</b>	<b>648</b>	<b>100%</b>

Academic Year 2022-2023		
Classified Professionals		
Race/Ethnicity	#	%
American Indian/Alaska Native	4	1%
Asian	38	6%
Black/African American	79	11%
Hispanic/Latino	241	35%
Native Hawaiian/Pacific Islander	5	1%
White	213	31%
Two or More	109	16%
<b>Total</b>	<b>689</b>	<b>100%</b>

Academic Year 2020-2021		
Management		
Race/Ethnicity	#	%
American Indian/Alaska Native	0	0%
Asian	10	6%
Black/African American	26	17%
Hispanic/Latino	40	26%
Native Hawaiian/Pacific Islander	0	0%
White	75	49%
Two or More	3	2%
<b>Total</b>	<b>154</b>	<b>100%</b>

Academic Year 2021-2022		
Management		
Race/Ethnicity	#	%
American Indian/Alaska Native	0	0%
Asian	11	7%
Black/African American	30	19%
Hispanic/Latino	44	27%
Native Hawaiian/Pacific Islander	0	0%
White	73	45%
Two or More	3	2%
<b>Total</b>	<b>161</b>	<b>100%</b>

Academic Year 2022-2023		
Management		
Race/Ethnicity	#	%
American Indian/Alaska Native	0	0%
Asian	12	9%
Black/African American	27	20%
Hispanic/Latino	30	22%
Native Hawaiian/Pacific Islander	1	1%
White	62	45%
Two or More	6	4%
<b>Total</b>	<b>138</b>	<b>100%</b>

## Workforce Demographics by Gender

Academic Year 2020-2021		
All Employees		
Gender	#	%
Female	1235	54%
Male	1041	46%
Non-Binary	0	0%
<b>Total</b>	<b>2276</b>	<b>100%</b>

Academic Year 2021-2022		
All Employees		
Gender	#	%
Female	1233	54%
Male	1037	46%
Non-Binary	0	0%
<b>Total</b>	<b>2270</b>	<b>100%</b>

Academic Year 2022-2023		
All Employees		
Gender	#	%
Female	1216	55%
Male	1013	45%
Non-Binary	0	0%
<b>Total</b>	<b>2229</b>	<b>100%</b>

Academic Year 2020-2021		
FT Faculty		
Gender	#	%
Female	251	54%
Male	213	46%
Non-Binary	0	0%
<b>Total</b>	<b>464</b>	<b>100%</b>

Academic Year 2021-2022		
FT Faculty		
Gender	#	%
Female	254	55%
Male	207	45%
Non-Binary	0	0%
<b>Total</b>	<b>461</b>	<b>100%</b>

Academic Year 2022-2023		
FT Faculty		
Gender	#	%
Female	258	56%
Male	206	44%
Non-Binary	0	0%
<b>Total</b>	<b>464</b>	<b>100%</b>

Academic Year 2020-2021		
PT Faculty		
Gender	#	%
Female	510	50%
Male	501	50%
Non-Binary	0	0%
<b>Total</b>	<b>1011</b>	<b>100%</b>

Academic Year 2021-2022		
PT Faculty		
Gender	#	%
Female	508	51%
Male	492	49%
Non-Binary	0	0%
<b>Total</b>	<b>1000</b>	<b>100%</b>

Academic Year 2022-2023		
PT Faculty		
Gender	#	%
Female	479	51%
Male	459	49%
Non-Binary	0	0%
<b>Total</b>	<b>938</b>	<b>100%</b>

Academic Year 2020-2021		
Classified Professionals		
Gender	#	%
Female	396	61%
Male	251	39%
Non-Binary	0	0%
<b>Total</b>	<b>647</b>	<b>100%</b>

Academic Year 2021-2022		
Classified Professionals		
Gender	#	%
Female	388	60%
Male	260	40%
Non-Binary	0	0%
<b>Total</b>	<b>648</b>	<b>100%</b>

Academic Year 2022-2023		
Classified Professionals		
Gender	#	%
Female	404	59%
Male	285	41%
Non-Binary	0	0%
<b>Total</b>	<b>689</b>	<b>100%</b>

Academic Year 2020-2021		
Management		
Gender	#	%
Female	78	51%
Male	76	49%
Non-Binary	0	0%
<b>Total</b>	<b>154</b>	<b>100%</b>

Academic Year 2021-2022		
Management		
Gender	#	%
Female	83	52%
Male	78	48%
Non-Binary	0	0%
<b>Total</b>	<b>161</b>	<b>100%</b>

Academic Year 2022-2023		
Management		
Gender	#	%
Female	75	54%
Male	63	46%
Non-Binary	0	0%
<b>Total</b>	<b>138</b>	<b>100%</b>

## Applicant Data by Race and Ethnicity

### Full-Time Faculty

Academic Year 2020-2021												
Riverside Community College District - Full-Time Faculty												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	449			444			50			15		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Gender	196	237	16	194	236	14	28	21	1	8	6	1
Hispanic	48	49	2	48	49	2	9	6	0	0	2	0
Asian	19	43	2	18	43	2	2	3	0	0	1	0
Black/African American	37	29	0	37	29	0	2	3	0	1	0	0
American Indian/Alaskan Native	0	2	0	0	2	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	1	0	0	1	0	0	0	0	0	0	0	0
White	69	89	0	68	89	0	15	6	0	7	2	0
Two or More	12	6	0	12	6	0	0	2	0	0	1	0
Undisclosed	10	19	12	10	18	10	0	1	1	0	0	1

Academic Year 2021-2022												
Riverside Community College District - Full-Time Faculty												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	743			733			117			22		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Gender	309	399	35	304	394	35	48	62	7	12	9	1
Hispanic	85	114	2	83	112	2	16	22	0	3	4	0
Asian	45	49	2	44	49	2	7	7	0	2	1	0
Black/African American	39	30	2	38	29	2	4	6	2	3	1	0
American Indian/Alaskan Native	0	2	0	0	1	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
White	102	167	2	101	166	2	15	22	0	3	2	0
Two or More	20	27	0	20	27	0	2	4	0	0	1	0
Undisclosed	18	10	27	18	10	27	4	1	5	1	0	1

Academic Year 2022-2023												
Riverside Community College District - Full-Time Faculty												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	1609			1493			208			52		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Gender	746	792	71	704	725	64	103	95	10	25	25	2
Hispanic	195	224	5	184	203	3	28	34	0	4	9	0
Asian	87	101	6	81	94	5	11	9	0	3	3	0
Black/African American	86	70	1	82	68	2	13	9	1	6	1	0
American Indian/Alaskan Native	1	2	0	1	1	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	2	0	0	2	0	0	0	0	0	0	0	0
White	272	314	8	253	283	7	33	33	2	4	8	0
Two or More	50	48	0	48	49	0	7	7	0	3	2	0
Undisclosed	53	33	51	53	27	47	11	3	7	5	2	2

## Classified Professionals

Academic Year 2020-2021												
Riverside Community College District - Part-Time Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	288			251			12			6		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	227	53	8	200	45	6	10	2	0	4	2	0
Hispanic	136	31	1	121	28	0	6	1	0	2	1	0
Asian	7	4	0	6	3	0	0	0	0	0	0	0
Black/African American	15	5	0	13	5	0	0	0	0	0	0	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	1	0	0	1	0	0	0	0	0	0	0	0
White	50	6	0	44	3	0	3	0	0	2	0	0
Two or More	13	5	0	11	4	0	1	0	0	0	0	0
Undisclosed	5	2	7	4	2	6	0	1	0	0	1	0

Academic Year 2020-2021												
Riverside Community College District - Full-Time Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	1525			1297			214			69		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	1019	462	44	862	400	35	129	79	6	45	22	2
Hispanic	495	215	4	420	192	3	66	38	0	24	9	0
Asian	67	42	1	58	37	1	9	5	0	6	1	0
Black/African American	124	43	0	103	33	0	14	6	0	3	1	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	4	9	0	4	2	0	1	0	0	0	0	0
White	257	115	2	212	100	2	33	22	1	10	8	1
Two or More	42	28	0	38	26	0	4	7	0	2	2	0
Undisclosed	30	10	37	27	10	29	2	1	5	0	1	1

Academic Year 2021-2022												
Riverside Community College District - Part-Time Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	379			336			91			19		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	219	155	5	201	132	3	54	36	1	9	10	0
Hispanic	133	90	1	121	77	0	37	24	0	8	7	0
Asian	13	8	1	13	8	0	5	1	0	0	0	0
Black/African American	21	20	0	17	16	0	3	5	0	0	2	0
American Indian/Alaskan Native	1	0	0	1	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	5	0	0	4	0	0	0	0	0	0	0
White	41	25	1	40	21	1	9	4	1	1	1	0
Two or More	6	4	0	5	3	0	0	0	0	0	0	0
Undisclosed	4	3	2	4	3	2	0	2	0	0	0	0

Academic Year 2021-2022												
Riverside Community College District - Full-Time Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	1,304			1,048			362			73		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	789	484	31	664	358	26	233	125	4	49	24	0
Hispanic	440	285	6	374	205	4	124	77	0	25	14	0
Asian	50	30	3	44	22	3	15	4	0	3	1	0
Black/African American	97	53	0	79	38	0	28	12	0	8	3	0
American Indian/Alaskan Native	2	1	0	1	1	0	0	1	0	0	0	0
Native Hawaiian/Pacific Islander	4	0	0	4	0	0	2	0	0	0	0	0
White	143	89	3	116	70	3	47	19	0	11	3	0
Two or More	36	21	0	30	18	0	10	9	0	2	3	0
Undisclosed	17	5	19	16	4	16	7	3	4	0	0	0

Academic Year 2022-2023												
Riverside Community College District - Classified Professionals												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	2124			1830			384			73		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	1420	643	61	1233	550	47	251	127	6	45	25	3
Hispanic	874	366	7	774	316	6	163	80	0	26	13	0
Asian	75	36	3	67	32	1	14	4	1	1	1	1
Black/African American	153	68	1	123	49	2	28	8	1	6	1	1
American Indian/Alaskan Native	4	1	1	0	3	0	0	1	0	0	1	0
Native Hawaiian/Pacific Islander	7	0	0	7	0	0	0	0	0	0	0	0
White	218	115	4	186	109	1	30	29	1	9	6	0
Two or More	63	43	3	53	31	3	11	5	1	3	3	0
Undisclosed	26	14	42	23	10	34	5	0	2	0	0	1

## Management

Academic Year 2020-2021												
Riverside Community College District - Classified Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	301			243			44			13		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	149	144	8	132	108	3	27	17	0	8	5	0
Hispanic	62	47	0	53	40	0	15	6	0	1	1	0
Asian	8	9	0	7	8	0	2	2	0	2	0	0
Black/African American	29	19	0	25	13	0	3	0	0	2	0	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	1	0	0	0	0	0	0	0
White	33	59	0	32	42	0	5	9	0	2	4	0
Two or More	13	5	0	9	2	0	1	0	0	0	0	0
Undisclosed	4	5	8	6	2	3	1	0	0	1	0	0

Academic Year 2020-2021												
Riverside Community College District - Academic Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	650			624			111			22		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	307	315	28	299	303	22	52	55	4	14	8	0
Hispanic	68	64	1	67	61	1	12	13	0	0	2	0
Asian	27	50	2	27	49	2	5	9	0	1	1	0
Black/African American	58	51	0	56	46	0	6	6	0	4	1	0
American Indian/Alaskan Native	0	3	0	0	3	0	1	1	0	1	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
White	122	119	2	117	117	0	24	22	0	7	4	0
Two or More	16	7	0	16	7	0	2	2	0	1	0	0
Undisclosed	16	21	23	16	20	19	2	2	4	0	0	0

Academic Year 2021-2022												
Riverside Community College District - Classified Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	319			289			88			22		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	133	176	10	122	154	13	36	52	0	8	14	0
Hispanic	49	67	4	46	58	4	12	20	0	3	3	0
Asian	8	11	1	7	11	1	2	3	0	0	1	0
Black/African American	31	40	1	30	35	0	8	11	0	2	1	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
White	28	51	0	26	43	0	9	15	0	2	6	0
Two or More	9	5	0	7	5	0	5	3	0	1	3	0
Undisclosed	8	2	4	6	2	8	0	0	0	0	0	0

Academic Year 2021-2022												
Riverside Community College District - Academic Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	259			258			38			8		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	136	109	14	136	109	13	22	13	3	5	3	0
Hispanic	43	31	2	43	31	2	4	1	1	1	0	0
Asian	9	13	0	9	13	0	2	1	0	0	0	0
Black/African American	42	30	0	42	30	0	10	6	0	2	0	0
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
White	30	27	2	30	27	2	6	3	0	2	2	0
Two or More	7	2	1	7	2	1	0	1	1	0	1	0
Undisclosed	5	6	9	5	6	8	0	1	1	0	0	0

Academic Year 2022-2023												
Riverside Community College District - Academic Managers												
	Total Applications			Qualified Applicants			Interviewed			Hired		
	381			346			50			16		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<b>Total Gender</b>	177	188	16	156	180	10	27	22	1	9	7	0
Hispanic	51	50	4	49	44	3	2	4	1	0	0	0
Asian	20	17	3	19	17	3	1	1	0	1	0	0
Black/African American	48	48	1	39	46	0	10	6	0	5	2	0
American Indian/Alaskan Native	0	1	0	0	4	0	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	1	0	0	1	0	0	0	0	0	0	0	0
White	39	58	0	35	53	0	8	7	0	2	3	0
Two or More	10	5	0	8	8	0	4	4	0	1	2	0
Undisclosed	8	9	8	5	8	4	2	0	0	0	0	0

## **COMPONENT 11: STRATEGIES DEMONSTRATION ON-GOING INSTITUTIONAL COMMITMENT TO DIVERSITY AND EEO HIRING**

*References: CCR, Title 5, sections 53003(c)(9), and 53006*

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

### **DATA COLLECTION**

The District shall utilize data available from reliable public and private sources, including but not limited to Human Resources and Employee Relations, the United States Census Bureau, the National Center for Education Statistics, for this analysis.

### **ANALYSIS TO IDENTIFY UNDERREPRESENTATION**

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

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

The District has evaluated availability, workforce utilization, applicant pools, qualified applicant pools, hiring outcomes, and hiring process outcomes by race, ethnicity, and gender identity to determine whether and where opportunities to positively impact workforce diversity exist. Currently, federal and state agencies collecting and publishing workforce and availability data do not include non-binary gender identity or LGBTQIA+ categories. As a result, analyses of utilization and availability for non-binary and LGBTQIA+ categories could not be included.

### **Local Community Context**

The District serves a diverse student population comprised of 63% Hispanic or Latine, 15.5% White (non-Hispanic), 7.89% Asian/Filipino/Pacific Islander, 7.8% Black, and 0.2% Native American communities.

According to U.S. Census population estimates as of July 1, 2022, the majority of residents in the Riverside-San Bernardino-Ontario metropolitan statistical area identify as Hispanic/Latine.



	Black	Hispanic/ Latine	Asian	American Indian/ Alaska Native	White
<b>Riverside - San Bernardino - Ontario MSA</b>	6.8%	50.5%	7.3%	0.3%	32.9%

The local community demographics provide important context for understanding the lived experiences of its students and how workforce diversity impacts the District’s ability to meet its mission and vision objectives.

### **Underutilization Analyses Findings**

The District analyzed its workforce composition, applicant pools, qualified applicant pools, and hiring process phases to identify underutilization and barriers to greater workforce diversity in terms of race, ethnicity, and gender.

Underutilization for the total workforce, academic and classified managers, and regular and associate faculty was measured by creating a composite availability statistic for race, ethnicity, and gender combining the District’s student population, Riverside-San Bernardino-Ontario Metropolitan Statistical Area, state of California, United States, and demographics for graduate degrees awarded nationwide since 2017 as follows:

Student Population:	15% weight
Riverside-San Bernardino-Ontario MSA Population:	35% weight
California Population:	10% weight
United States Population:	10% weight
U.S. Advanced Degrees <sup>1</sup> Awarded:	30% weight

Since the majority of classified professionals positions do not require advanced degrees and rely primarily on local recruitment, the composite availability was adjusted as follows:

Student Population:	25% weight
Riverside-San Bernardino-Ontario MSA Population:	60% weight
California Population:	10% weight
United States Population:	5% weight

The weights assigned reflect the District’s prioritization on providing its students and communities a representative workforce understanding of the perspectives, experiences,

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<sup>1</sup> Data on U.S. Advanced Degrees Awarded extracted from IPEDS data for degrees awarded at all Title IV U.S. colleges and universities.

cultures, and living conditions of students as a primary method for improving student success outcomes. The weights also acknowledge the need for more broad recruitment efforts to achieve a more diverse workforce than local community availability would provide.

## Total Workforce

Individual Race Availability Analysis											
Company	Riverside CCD										
Job Group:	All Employees										
Job Title(s):	All Employees										
Census Occupation Code(s):	All										
Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White	All Employees	Student Population (IPEDS data)	2270	1094	48.2%	42.1%	956	1.00	5.86	-138	Underutilized
Black	All Employees	Local Recruitment Area - Riverside-San Bernardino-Ontario)	2270	219	9.6%	8.8%	199	0.93	1.49	-20	
Hispanic	All Employees	CA Statewide	2270	700	30.8%	35.6%	808	0.00	-4.75	108	
Asian	All Employees	US National	2270	181	8.0%	7.9%	179	0.58	0.15	-2	
Native American	All Employees	Advanced Degrees (prior 3 years)	2270	9	0.4%	0.6%	14	0.09	-1.44	5	
NH/PI	All Employees		2270	9	0.4%	0.3%	6	0.89	1.04	-3	
Total BIPOC	All Employees		2270	1118	49.3%	57.9%	1314	0.00	-8.32	196	Underutilized
Gender	Job Group	External Recruitment Area	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial Exact	SD	SF	
Females	All Employees	Student Population (IPEDS data)	2270	1233	54.3%	54.6%	1240	0.39	-0.30	7	
Males	All Employees	Local Recruitment Area - Riverside-S	2270	1037	45.7%	45.1%	1024	0.71	0.53	-13	

An analysis of the total workforce shows individuals identifying as Hispanic/Latine are underemployed compared to estimated availability by a statistically significant margin (30.8% representation compared to 35.6% availability). Employment of individuals identifying as White exceeded estimated availability by a statistically significant margin (48.2% representation compared to 42.1% availability). All other race and ethnicity groups are represented within a reasonable margin of availability.

The analysis suggests the District should prioritize recruitment efforts likely to increase the number of qualified Hispanic/Latine applicants within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups.

Overall workforce employment data shows females and males are employed nearly equal to regional availability estimates.

## Management

Individual Race Availability Analysis										
Company:	Riverside CCD									
Job Group:	Management									
Job Title(s):	Management									
Census Occupation Code(s):	All									

An analysis of the District's academic and classified management workforce revealed employment of individuals identifying as Hispanic/Latine is significantly less than the estimated availability (27.3% compared with 35.6%). Given the overall workforce underutilization for Hispanic/Latine employees, the District should prioritize recruitment efforts likely to increase the number of qualified Hispanic/Latine applicants within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups. Further, professional development and retention efforts likely to improve employment outcomes for employees identifying as Hispanic/Latine, including successfully seeking promotional opportunities, would likely produce positive outcomes in representation within management positions.

Management position employment data shows females and males are employed nearly equal to regional availability estimates.

## Regular Faculty

Individual Race Availability Analysis											
Company	Riverside CCD										
Job Group:	Faculty (Regular)										
Job Title(s):	Faculty (Regular)										
Census Occupation Code(s):	All										
Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White	Faculty (Regular)	Student Population (IPEDS data)	461	272	59.0%	42.1%	194	1.00	7.34	-78	Underutilized
Black	Faculty (Regular)	Local Recruitment Area - Riverside-San Bernardino-Ontario)	461	37	8.0%	8.8%	40	0.32	-0.56	3	
Hispanic	Faculty (Regular)	CA Statewide	461	108	23.4%	35.6%	164	0.00	-5.46	56	
Asian	Faculty (Regular)	US National	461	30	6.5%	7.9%	36	0.15	-1.10	6	
Native American	Faculty (Regular)	Advanced Degrees (prior 3 years)	461	2	0.4%	0.6%	3	0.44	-0.55	1	
NH/PI	Faculty (Regular)		461	0	0.0%	0.3%	1	0.27	-1.14	1	Underutilized
Total BIPOC	Faculty (Regular)		461	177	38.4%	57.9%	267	0.00	-8.47	90	
Gender	Job Group	External Recruitment Area	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial Exact	SD	SF	
Females	Faculty (Regular)	Student Population (IPEDS data)	461	254	55.1%	54.6%	252	0.60	0.20	-2	
Males	Faculty (Regular)	Local Recruitment Area - Riverside-S	461	207	44.9%	45.1%	208	0.48	-0.10	1	

An analysis of the District's regular faculty workforce revealed employment of individuals identifying as Hispanic/Latine was significantly less than the estimated availability (23.4% compared with 35.6%). The District should prioritize recruitment efforts likely to increase the number of qualified Hispanic/Latine applicants within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups. Further, professional development and retention efforts likely to improve employment outcomes for faculty identifying as Hispanic/Latine would likely produce positive outcomes in representation.

Regular faculty employment data shows females and males are employed nearly equal to regional availability estimates.

## Associate Faculty

Individual Race Availability Analysis										
Company:	Riverside CCD									
Job Group:	Faculty (Associate)									
Job Title(s):	Faculty (Associate)									
Census Occupation Code(s):	All									
Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White	Faculty (Associate)	Student Population (IPEDS data)	1000	551	55.1%	42.1%	421	1.00	8.31	-130
Black	Faculty (Associate)	Local Recruitment Area - Riverside-San Bernardino-Ontario	1000	76	7.6%	8.8%	88	0.10	-1.30	12
Hispanic	Faculty (Associate)	CA Statewide	1000	239	23.9%	35.6%	356	0.00	-7.73	117
Asian	Faculty (Associate)	US National	1000	101	10.1%	7.9%	79	0.99	2.59	-22
Native American	Faculty (Associate)	Advanced Degrees (prior 3 years)	1000	4	0.4%	0.6%	6	0.24	-0.94	2
NH/PI	Faculty (Associate)		1000	3	0.3%	0.3%	3	0.69	0.12	0
Total BIPOC	Faculty (Associate)		1000	423	42.3%	57.9%	579	0.00	-9.97	156
Gender	Job Group	External Recruitment Area	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial Exact	SD	SF
Females	Faculty (Associate)	Student Population (IPEDS data)	1000	508	50.8%	54.6%	546	0.01	-2.44	38
Males	Faculty (Associate)	Local Recruitment Area - Riverside-S	1000	492	49.2%	45.1%	451	1.00	2.59	-41

An analysis of the District's associate faculty workforce revealed employment of individuals identifying as Hispanic/Latine was consistent with regular faculty and significantly less than the estimated availability (23.9% compared with 35.6%). The District should prioritize recruitment efforts likely to increase the number of qualified Hispanic/Latine applicants within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups. Further, progress in improving employment outcomes for associate faculty identifying as Hispanic/Latine would likely produce positive outcomes in representation for regular faculty if professional development and promotion efforts are successful.

Associate Faculty workforce employment data shows females are employed below the level of identified availability (50.8% compared to 54.6%). The District should prioritize recruitment efforts likely to increase the number of qualified female applicants with an emphasis on female applicants identifying as Hispanic/Latine within its broad recruitment and outreach efforts to attract qualified applicants from all race, ethnicity, and gender identity groups.

## Classified Professionals

Individual Race Availability Analysis										
Company	Riverside CCD									
Job Group:	Classified Professionals									
Job Title(s):	Classified Professionals									
Census Occupation Code(s):	All									
Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White	Classified Professionals	Student Population (IPEDS data)	648	198	30.6%	30.6%	199	0.50	-0.05	1
Black	Classified Professionals	Local Recruitment Area - Riverside-San Bernardino-Ontario)	648	76	11.7%	7.1%	46	1.00	4.53	-30
Hispanic	Classified Professionals	CA Statewide	648	309	47.7%	50.6%	328	0.07	-1.50	19
Asian	Classified Professionals	US National	648	39	6.0%	7.9%	51	0.04	-1.75	12
Native American	Classified Professionals		648	3	0.5%	0.6%	4	0.50	-0.35	1
NH/PI	Classified Professionals		648	6	0.9%	0.3%	2	1.00	2.80	-4
Total BIPOC	Classified Professionals		648	433	66.8%	69.4%	449	0.09	-1.40	16
Gender	Job Group	External Recruitment Area	Total Job Group Employees	Total Gender Job Group Employees	% of Gender Job Group Employees	Gender Availability	Gender Expected based on Availability	Binomial Exact	SD	SF
Females	Classified Professionals	Student Population (IPEDS data)	648	388	59.9%	53.8%	348	1.00	3.11	-40
Males	Classified Professionals	Local Recruitment Area - Riverside-S	648	260	40.1%	45.8%	297	0.00	-2.91	37

An analysis of the District's Classified Professionals workforce shows no significant differences in the estimated availability and workforce representation by race or ethnicity.

Classified Professional employment data shows males are significantly underemployed given the identified availability. A more nuanced analysis of employment of Classified positions within Divisions and Departments would likely provide critical context for understanding the overall employment pattern. For example, if the majority of Classified positions are in administrative support and student services positions, the findings may reflect general industry patterns which have limited opportunities for females in trades, skilled labor, and similar job categories.

## Applicant Pool Analysis Findings

The District conducted applicant pool and hiring analyses for the prior five years (2018 – 2022). The analyses measured the presence of candidates from diverse race, ethnicity, and gender identity groups in the applicant pool with the final hiring decisions. To create meaningful analyses capable of demonstrating significant patterns and trends, the District conducted the analyses for aggregated groups of academic managers, classified managers, regular faculty, full-time classified professionals, and part-time classified professionals. Analyses of hiring outcomes by College and District Divisions were conducted.

## Total Workforce

A analysis was longitudinal hiring analysis of applicant pools was conducted for the total workforce, combining all positions in a single analysis. This is useful for context, but findings should not be construed to indicate specific issues.

## Gender Identity Analysis

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	12677	7360	258	58.06%	3.51%	3.51%	258	0.52	0.00	0		
Overall Applicant to Hire - Male	12677	5317	182	41.94%	3.42%	3.51%	186	0.39	-0.33	4		

Applicants identifying as female had a slightly higher rate of being hired (3.51% compared to 3.42%). The findings do not suggest any significant difference in the experience of applicants based on gender identity.

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	11649	3743	149	32.13%	3.98%	3.98%	149	0.52	0.00	0		
Overall Hiring - Black	11649	1535	51	13.18%	3.32%	3.98%	61	0.10	-1.32	10		
Overall Hiring - Hispanic	11649	5198	184	44.62%	3.54%	3.98%	207	0.05	-1.63	23		
Overall Hiring - Asian	11649	1145	26	9.83%	2.27%	3.98%	46	0.00	-2.96	20	YES	YES
Overall Hiring - Native American	11649	28	1	0.24%	3.57%	3.98%	1	0.69	-0.11	0		

The analysis by ethnicity/race shows applicants identifying as White (3.98%) had a higher rate of being hired than other applicant groups. Hispanic/Latine (3.54%) and Black (3.32%) applicants had slightly lower hiring rates. Applicants identifying as Asian had lower hiring rates (2.27%) that were statistically significant. In whole numbers, White applicants made up the 2<sup>nd</sup> largest group for total hires (149), behind Hispanic/Latine (184). Hires of applicants identifying as Asian were the smallest total (26), with the exception of Native American applicants. The availability analysis for the total workforce shows Asian employment is slightly greater than estimated availability (8% compared to 7.9%). Employment of White individuals exceeds

measured availability. Given the full context, the applicant pool analyses do not suggest significant districtwide issues based on race or ethnicity.

### Academic Managers

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	868	436	20	50.23%	4.59%	4.59%	20	0.56	0.00	0		
Overall Applicant to Hire - Male	868	432	12	49.77%	2.78%	4.59%	20	0.04	-1.80	8		

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	803	286	18	35.62%	6.29%	6.29%	18	0.56	0.00	0		
Overall Hiring - Black	803	180	6	22.42%	3.33%	6.29%	11	0.06	-1.64	5		
Overall Hiring - Hispanic	803	219	3	27.27%	1.37%	6.29%	14	0.00	-3.00	11	YES	YES
Overall Hiring - Asian	803	115	3	14.32%	2.61%	6.29%	7	0.06	-1.63	4		
Overall Hiring - Native American	803	3	0	0.37%	0.00%	6.29%	0	0.82	-0.45	0		

An analysis of the districtwide applicant pools for Academic Managers positions shows applicants identifying as White had the highest selection rate (6.29%). Applicants identifying as Hispanic/Latine had significantly lower hiring rates (1.37%). The availability analysis findings for management positions shows underrepresentation for managers identifying as Hispanic/Latine (27.3% compared with 35.6%). Taken together, the findings suggest a pattern of barriers to employment of Academic Managers for Hispanic/Latine communities which warrants focused efforts during the term of the EEO Plan. Specifically, the findings suggest a review of screening and interviewing practices is needed. The findings are presented below in the discussion of the Longitudinal Hiring Phase Analyses.

The hiring rates for females and males were within a reasonable margin.

Given historical disparities in employment for people from communities of color in administration and management-level positions, the District should continue to prioritize identifying diverse applicant pools for Academic Managers positions and identifying potential barriers to employment within its hiring processes through longitudinal hiring phase analyses.



## Classified Managers

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	941	334	22	35.49%	6.59%	6.59%	22	0.56	0.00	0		
Overall Applicant to Hire - Male	941	607	36	64.51%	5.93%	6.59%	40	0.29	-0.65	4		
Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	880	309	24	35.11%	7.77%	7.77%	24	0.55	0.00	0		
Overall Hiring - Black	880	180	10	20.45%	5.56%	7.77%	14	0.17	-1.11	4		
Overall Hiring - Hispanic	880	332	16	37.73%	4.82%	7.77%	26	0.02	-2.01	10	YES	YES
Overall Hiring - Asian	880	59	3	6.70%	5.08%	7.77%	5	0.32	-0.77	2		
Overall Hiring - Native American	880	0	0	0.00%	0%	7.77%	0	1.00	0.00	0		

An analysis of the districtwide applicant pools for Classified Managers positions shows applicants identifying as White had the highest selection rate (7.77%). Applicants identifying as Hispanic/Latine had significantly lower hiring rates (4.82%). The availability analysis findings for management positions shows underrepresentation for managers identifying as Hispanic/Latine (27.3% compared with 35.6%). Taken together, the findings suggest a pattern of barriers to employment of Classified Managers for Hispanic/Latine communities which warrants focused efforts during the term of the EEO Plan. Specifically, the findings suggest a review of screening and interviewing practices is needed. The findings are presented below in the discussion of the Longitudinal Hiring Phase Analyses.

The hiring rates for females and males were within a reasonable margin.

Given historical disparities in employment for people from communities of color in administration and management-level positions, the District should continue to prioritize identifying diverse applicant pools for Classified Managers positions and identifying potential barriers to employment within its hiring processes through longitudinal hiring phase analyses.

## Regular Faculty

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	4205	1978	58	47.04%	2.93%	2.93%	58	0.53	0.00	0		
Overall Applicant to Hire - Male	4205	2227	43	52.96%	1.93%	2.93%	65	0.00	-2.80	22	YES	YES

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	4892	2753	68	56.28%	2.47%	3.76%	104	0.00	-3.56	36	YES	YES
Overall Hiring - Black	4892	384	8	7.85%	2.08%	3.76%	14	0.05	-1.73	6		
Overall Hiring - Hispanic	4892	1010	38	20.65%	3.76%	3.76%	38	0.54	0.00	0		
Overall Hiring - Asian	4892	745	26	15.23%	3.49%	3.76%	28	0.39	-0.39	2		
Overall Hiring - Native American	4892	0	0	0.00%	0%	3.76%	0	1.00	0.00	0		

An analysis of the districtwide applicant pools for regular faculty positions shows applicants identifying as Hispanic/Latine had the highest selection rate (3.76%). The hiring rate for applicants identifying as White was significantly lower (2.47). Given the availability analysis for regular faculty positions shows an overrepresentation of individuals identifying as White and significant underutilization of individuals identifying as Hispanic/Latine, the findings reveal progress in the District's efforts to increase workforce diversity and do not suggest an employment barrier for applicants identifying as White.

The hiring rate for females exceeded the rate for males, consistent with the utilization analysis findings. However, availability estimates for professional job categories have historically been overrepresented by males due to discrimination in hiring, promotion, compensation, and retention of females. As a result, the finding should not be interpreted to suggest male applicants and employees are disadvantaged in the District's hiring and employment processes.

Given historical disparities in employment for people from communities of color in professional and faculty positions, the District should continue to prioritize identifying diverse applicant pools for regular faculty positions and identifying potential barriers to employment within its hiring processes through longitudinal hiring phase analyses.

## Full-Time Classified Professionals

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	4983	3394	130	68.11%	3.83%	4.22%	143	0.14	-1.12	13		
Overall Applicant to Hire - Male	4983	1589	67	31.89%	4.22%	4.22%	67	0.53	0.00	0		

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	4560	1085	59	23.79%	5.44%	5.44%	59	0.53	0.00	0		
Overall Hiring - Black	4560	613	20	13.44%	3.26%	5.44%	33	0.01	-2.37	13	YES	YES
Overall Hiring - Hispanic	4560	2537	94	55.64%	3.71%	5.44%	138	0.00	-3.85	44	YES	YES
Overall Hiring - Asian	4560	325	11	7.13%	3.38%	5.44%	18	0.06	-1.63	7		
Overall Hiring - Native American	4560	0	0	0.00%	0%	5.44%	0	1.00	0.00	0		

An analysis of the districtwide applicant pools for full-time Classified Professionals positions shows applicants identifying as White had the highest selection rate (5.44%). The hiring rate for applicants identifying as Black (3.26%) or Hispanic/Latine (3.71%) were significantly lower. The availability analysis for Classified Professionals did not reveal any significant employment disparities by race or ethnicity. The District should continue to monitor hiring rates for full-time Classified Professionals and make efforts to attract diverse applicant pools for all positions during the term of the EEO Plan.

The hiring rates for females and males were within a reasonable margin.

## Part-Time Classified Professionals

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	1680	1218	28	72.50%	2.30%	5.19%	63	0.00	-4.55	35	YES	YES
Overall Applicant to Hire - Male	1680	462	24	27.50%	5.19%	5.19%	24	0.55	0.00	0		

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	1568	296	12	18.88%	4.05%	4.05%	12	0.58	0.00	0		
Overall Hiring - Black	1568	171	3	10.91%	1.75%	4.05%	7	0.08	-1.52	4		
Overall Hiring - Hispanic	1568	1005	33	64.09%	3.28%	4.05%	41	0.12	-1.24	8		
Overall Hiring - Asian	1568	96	3	6.12%	3.13%	4.05%	4	0.45	-0.46	1		
Overall Hiring - Native American	1568	0	0	0.00%	0%	4.05%	0	1.00	0.00	0		

An analysis of the districtwide applicant pools for part-time Classified Professionals positions shows no significant difference in hiring rates by race or ethnicity.

The hiring rate for females (2.3%) is significantly less than the hiring rate for males (5.19%). The availability analysis shows males are underrepresented when compared to the availability estimate and females are employed significantly above estimated availability. Given the total findings, the disparity does not suggest a pattern of negative impact for females in part-time Classified Professionals positions.

## Longitudinal Hiring Process Phase Analyses

The District conducted analyses of its hiring process phases for the prior five years (2018 – 2022). The analyses measured the presence of candidates from diverse race, ethnicity, and gender identity groups as they progressed through the selection process to the final hiring decision. To create meaningful analyses capable of demonstrating significant patterns and trends, the District conducted the analyses for aggregated groups of Academic Managers, Classified Managers, Regular Faculty, full-time Classified Professionals, and part-time Classified Professionals. Analyses of hiring outcomes by College and District Divisions were conducted.

Due to limitations in the disposition coding of applicants, the analysis reduces the hiring process to five phases:

1. Met Minimum Qualifications
2. Selected for an interview
3. Failed the interview
4. Declined a job offer or failed a background check
5. Hired

Since disposition codes did not distinguish between first and second level interviews, they were combined in this analysis. This limitation ignores potentially critical distinctions in being selected for a first level interview and being recommended for a second interview. The District should create and use clear definitions for disposition of applicants and train staff to ensure consistent and accurate use of disposition codes to allow for future analyses which distinguish between the 1<sup>st</sup> and 2<sup>nd</sup> level interviews.

## Total Workforce

A longitudinal phase analysis was conducted for the total workforce, combining all positions in a single analysis. This is useful for context, but findings should not be construed to indicate specific issues.

## Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1 Females		12677	7360	6692	58.06%	90.92%	92.61%	6816	0.00	-5.52	124	YES	YES
2 Males		11616	4924	824	42.39%	16.73%	17.14%	844	0.23	-0.76	20		
3 Males		1971	824	182	41.81%	22.09%	22.49%	185	0.41	-0.28	3		
4 Males		440	182	0	41.36%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender showed females were more likely apply for positions when they did not meet the minimum qualifications. Overall, the findings do not suggest any significant barriers based on gender identity.

## Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Group Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	White	Black	11621	1535	1380	13.21%	89.90%	94.36%	1448	0.00	-7.58	68	YES	YES
	White	Hispanic	11621	5198	4655	44.73%	89.55%	94.36%	4905	0.00	-15.03	250	YES	YES
	White	Asian	11621	1145	1075	9.85%	93.89%	94.36%	1080	0.26	-0.70	5		
	White	AI/AN	11621	0	0	0.00%		94.36%	0	1.00		0		
2	Hispanic	White	10642	3532	557	33.19%	15.77%	18.93%	668	0.00	-4.79	111	YES	YES
	Hispanic	Black	10642	1380	232	12.97%	16.81%	18.93%	261	0.02	-2.01	29	YES	YES
	Hispanic	Asian	10642	1075	142	10.10%	13.21%	18.93%	203	0.00	-4.78	61	YES	YES
	Hispanic	AI/AN	10642	0	0	0.00%		18.93%	0	1.00		0		
3	White	White	1812	557	149	30.74%	26.75%	26.75%	149	0.52	0.00	0		
	White	Black	1812	232	51	12.80%	21.98%	26.75%	62	0.06	-1.64	11		
	White	Hispanic	1812	881	184	48.62%	20.89%	26.75%	236	0.00	-3.93	52	YES	YES
	White	Asian	1812	142	26	7.84%	18.31%	26.75%	38	0.01	-2.27	12	YES	YES
4	White	Black	410	51	0	12.44%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	410	184	0	44.88%	0.00%	0.00%	0	1.00		0		
	White	Asian	410	26	0	6.34%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	410	0	0	0.00%		0.00%	0	1.00		0		

The total workforce overall hiring analysis showed Asian applicants had the lowest hiring rate. The total workforce phase analysis shows applicants identifying as Black or Hispanic/Latine were significantly more likely to be eliminated from consideration due to failure to meet minimum qualifications. This suggests a review of minimum qualifications to ensure job-relatedness and necessity is appropriate in consideration of workforce diversity. It also suggests clarity in equivalency processes could further diversify applicant pools for faculty and administrator positions. The applicant screen phase resulted in significantly higher rates of success for applicants identifying as Hispanic/Latine as compared to White, Black, and Asian applicants. Applicants identifying as White had the highest rate of receiving a job offer following the interview process, with Hispanic/Latine and Asian applicants having a statistically significant lower rate of job offers.

The availability analysis for the districtwide workforce showed underrepresentation for employees identifying as Hispanic/Latine. With that context, the higher rate of being offered an interview for Hispanic/Latine applicants shows appropriate progress towards workforce diversity.

Given the overall hiring rate finding, barriers to Asian applicants at the application screen and interview phase warrant specific focus, which is addressed in the strategic objectives for the EEO Plan.

## Academic Managers

### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Females	868	436	433	50.23%	99.31%	99.77%	435	0.08	-1.98	2		
2	Males	864	431	53	49.88%	12.30%	16.40%	71	0.01	-2.30	18	YES	YES
3	Males	124	53	12	42.74%	22.64%	28.17%	15	0.23	-0.89	3		
4	Males	32	12	0	37.50%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender identity showed males were significantly less likely to be selected for an interview. The interview selection phase results suggest removing personally-identifiable information from applications and screening materials could positively impact the District's overall workforce diversity efforts.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Black	White	803	286	285	35.62%	99.65%	100.00%	286	0.00		1		YES
	Black	Hispanic	803	219	218	27.27%	99.54%	100.00%	219	0.00		1		YES
	Black	Asian	803	115	113	14.32%	98.26%	100.00%	115	0.00		2		YES
	Black	AI/AN	803	3	3	0.37%	100.00%	100.00%	3	1.00		0		
2	White	Black	799	180	28	22.53%	15.56%	17.89%	32	0.24	-0.82	4		
	White	Hispanic	799	218	24	27.28%	11.01%	17.89%	39	0.00	-2.65	15	YES	YES
	White	Asian	799	113	14	14.14%	12.39%	17.89%	20	0.08	-1.53	6		
	White	AI/AN	799	3	0	0.38%	0.00%	17.89%	1	0.55	-0.81	1		
3	White	Black	117	28	6	23.93%	21.43%	35.29%	10	0.09	-1.54	4		
	White	Hispanic	117	24	3	20.51%	12.50%	35.29%	8	0.01	-2.34	5	YES	YES
	White	Asian	117	14	3	11.97%	21.43%	35.29%	5	0.21	-1.09	2		
	White	AI/AN	117	0	0	0.00%		35.29%	0	1.00		0		
4	White	Black	30	6	0	20.00%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	30	3	0	10.00%	0.00%	0.00%	0	1.00		0		
	White	Asian	30	3	0	10.00%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	30	0	0	0.00%		0.00%	0	1.00		0		

The Academic Managers phase analysis shows White, Hispanic/Latine, and Asian applicants were more likely to apply for positions when they did not meet minimum qualifications. Applicants identifying as White were more likely to be selected for an interview with significantly lower rates for Hispanic/Latine applicants, strongly suggesting removing personally-identifiable information from applications and screening materials would have a notable impact on the composition of interview pools. White applicants also had the highest rate of being offered a position after the interview phases, with a significant difference for Hispanic/Latine applicants.

Given the overall underrepresentation found for employees identifying as Hispanic/Latine, barriers impacting applicants identifying as Hispanic/Latine warrant specific focus, which is addressed in the strategic objectives for the EEO Plan.

## Classified Managers

### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Males	941	607	546	64.51%	89.95%	92.22%	560	0.03	-2.08	14	YES	
2	Males	854	546	140	63.93%	25.64%	25.65%	140	0.52	0.00	0		
3	Males	219	140	36	63.93%	25.71%	27.85%	39	0.32	-0.56	3		
4	Males	58	36	0	62.07%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender identity showed males were more likely apply for positions when they did not meet the minimum qualifications. There were no other significant differences observed.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Group Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Black	White	880	309	277	35.11%	89.64%	92.78%	287	0.03	-2.13	10	YES	
	Black	Hispanic	880	332	303	37.73%	91.27%	92.78%	308	0.17	-1.06	5		
	Black	Asian	880	59	52	6.70%	88.14%	92.78%	55	0.13	-1.38	3		
	Black	AI/AN	880	0	0	0.00%		92.78%	0	1.00		0		
2	Hispanic	White	799	277	71	34.67%	25.63%	26.73%	74	0.37	-0.41	3		
	Hispanic	Black	799	167	41	20.90%	24.55%	26.73%	45	0.29	-0.64	4		
	Hispanic	Asian	799	52	13	6.51%	25.00%	26.73%	14	0.46	-0.28	1		
	Hispanic	AI/AN	799	0	0	0.00%		26.73%	0	1.00		0		
3	White	Black	206	41	10	19.90%	24.39%	33.80%	14	0.13	-1.27	4		
	White	Hispanic	206	81	16	39.32%	19.75%	33.80%	27	0.00	-2.67	11	YES	YES
	White	Asian	206	13	3	6.31%	23.08%	33.80%	4	0.31	-0.82	1		
	White	AI/AN	206	0	0	0.00%		33.80%	0	1.00		0		
4	White	Black	53	10	0	18.87%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	53	16	0	30.19%	0.00%	0.00%	0	1.00		0		
	White	Asian	53	3	0	5.66%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	53	0	0	0.00%		0.00%	0	1.00		0		

The Classified Managers phase analysis shows applicants identifying as White were more likely to apply for a position when they did not meet minimum qualifications. Applicants identifying as White had the highest rate of receiving a job offer after the interview phase, with a significant difference for applicants identifying as Hispanic/Latine. Hispanic applicants had the highest rate of being selected for an interview, accordingly, the overall hiring difference impacting Hispanic/Latine applicants occurred during the interview process.

Given the overall underrepresentation found for employees identifying as Hispanic/Latine, barriers impacting applicants identifying as Hispanic/Latine warrant specific focus, which is addressed in the strategic objectives for the EEO Plan.



## Regular Faculty

### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Males	4205	2227	2191	52.96%	98.38%	98.53%	2194	0.30	-0.59	3		
2	Males	4140	2191	237	52.92%	10.82%	12.93%	283	0.00	-2.95	46	YES	YES
3	Males	489	237	43	48.47%	18.14%	23.02%	55	0.04	-1.78	12		
4	Males	101	43	0	42.57%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender showed females were more likely to be selected for an interview with a significant difference for male applicants. The interview selection phase results suggest removing personally-identifiable information from applications and screening materials could positively impact the District's overall workforce diversity efforts.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Hispanic	White	3813	1767	1746	46.34%	98.81%	98.82%	1746	0.51	-0.05	0		
	Hispanic	Black	3813	391	379	10.25%	96.93%	98.82%	386	0.00	-3.47	7	YES	YES
	Hispanic	Asian	3813	550	540	14.42%	98.18%	98.82%	544	0.12	-1.40	4		
	Hispanic	AI/AN	3813	0	0	0.00%		98.82%	0	1.00		0		
2	Hispanic	White	3757	1746	182	46.47%	10.42%	14.93%	261	0.00	-5.28	79	YES	YES
	Hispanic	Black	3757	379	47	10.09%	12.40%	14.93%	57	0.09	-1.38	10		
	Hispanic	Asian	3757	540	50	14.37%	9.26%	14.93%	81	0.00	-3.70	31	YES	YES
	Hispanic	AI/AN	3757	0	0	0.00%		14.93%	0	1.00		0		
3	Black	White	442	182	36	41.18%	19.78%	25.53%	46	0.04	-1.78	10		
	Black	Hispanic	442	163	38	36.88%	23.31%	25.53%	42	0.29	-0.65	4		
	Black	Asian	442	50	6	11.31%	12.00%	25.53%	13	0.02	-2.19	7	YES	YES
	Black	AI/AN	442	0	0	0.00%		25.53%	0	1.00		0		
4	White	Black	92	12	0	13.04%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	92	38	0	41.30%	0.00%	0.00%	0	1.00		0		
	White	Asian	92	6	0	6.52%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	92	0	0	0.00%		0.00%	0	1.00		0		

The Regular faculty phase analysis shows Black applicants were more likely to apply for positions when they did not meet minimum qualifications. This suggests clarity in equivalency processes could further diversify applicant pools for Regular faculty positions. Hispanic/Latine applicants had the highest selection rate for an interview, with significant differences for White and Asian applicants. Black applicants had the highest rate of being offered a job after the interview, with a significant difference for Asian applicants. The differences in selection for an interview and job offer after the interview phase explains the overall difference in hiring rates impacting applicants identifying as Asian. The findings strongly suggesting removing personally-identifiable information from applications and screening materials would have a notable impact on the composition of interview pools and further focus on barriers in the selection process should be addressed in the Plan's strategic objectives.

## Full-Time Classified Professionals

### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Males	4983	1589	1350	31.89%	84.96%	85.62%	1361	0.24	-0.75	11		
2	Females	4256	2906	611	68.28%	21.03%	22.81%	663	0.01	-2.30	52	YES	YES
3	Females	919	611	130	66.49%	21.28%	21.75%	133	0.41	-0.29	3		
4	Males	197	67	0	34.01%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender identity shows males were significantly less likely to be selected for an interview. There were no significant differences in any other phase of the selection process. The results suggest removing personally-identifiable information from applications and screening materials could have a notable impact on the composition of interview pools.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	White	Black	4560	613	515	13.44%	84.01%	87.56%	537	0.01	-2.66	22	YES	YES
	White	Hispanic	4560	2537	2143	55.64%	84.47%	87.56%	2221	0.00	-4.71	78	YES	YES
	White	Asian	4560	325	279	7.13%	85.85%	87.56%	285	0.20	-0.93	6		
	White	AI/AN	4560	0	0	0.00%		87.56%	0	1.00		0		
2	Hispanic	White	3887	950	209	24.44%	22.00%	22.03%	209	0.51	-0.02	0		
	Hispanic	Black	3887	515	102	13.25%	19.81%	22.03%	113	0.12	-1.22	11		
	Hispanic	Asian	3887	279	50	7.18%	17.92%	22.03%	61	0.05	-1.65	11		
	Hispanic	AI/AN	3887	0	0	0.00%		22.03%	0	1.00		0		
3	White	Black	833	102	20	12.24%	19.61%	28.23%	29	0.03	-1.93	9		
	White	Hispanic	833	472	94	56.66%	19.92%	28.23%	133	0.00	-4.01	39	YES	YES
	White	Asian	833	50	11	6.00%	22.00%	28.23%	14	0.21	-0.98	3		
	White	AI/AN	833	0	0	0.00%		28.23%	0	1.00		0		
4	White	Black	184	20	0	10.87%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	184	94	0	51.09%	0.00%	0.00%	0	1.00		0		
	White	Asian	184	11	0	5.98%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	184	0	0	0.00%		0.00%	0	1.00		0		

The full-time Classified Professionals phase analysis shows Black and Hispanic/Latine applicants were more likely to apply for positions when they did not meet minimum qualifications. Hispanic/Latine applicants had the highest selection rate for an interview. White applicants had the highest rate of being offered a job after the interview, with a significant difference impacting applicants identifying as Hispanic/Latine. Hispanic/Latine applicants made up over 55% of the applicant pool and highest total number of hires (94 compared to 59 White applicant hires). The patterns observed in the full-time Classified Professionals analyses further support the need to address barriers in the selection process in the Plan's strategic objectives

## Part-Time Classified Professionals

### Gender Identity Analysis

Phase Analysis	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Males	1680	462	406	27.50%	87.88%	89.98%	416	0.08	-1.51	10		
2	Females	1502	1096	134	72.97%	12.23%	21.18%	232	0.00	-7.26	98	YES	YES
3	Females	220	134	28	60.91%	20.90%	27.91%	37	0.04	-1.81	9		
4	Males	52	24	0	46.15%	0.00%	0.00%	0	1.00		0		

The phase analysis by gender showed females were significantly less likely to be selected for an interview, which explains the overall hiring difference observed. The results suggest removing personally-identifiable information from applications and screening materials could have a notable impact on the composition of interview pools.

### Race/Ethnicity Analysis

Phase Analysis	Highest Selection Rate Group	Impacted Group	Total Applicants	Total Impacted Applicants	Total Impacted Pass	Impacted Group App %	Impacted Group Pass Rate	Highest Group Hire %	Impacted Pass Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
1	Asian	White	1568	296	274	18.88%	92.57%	94.79%	281	0.06	-1.72	7		
	Asian	Black	1568	171	139	10.91%	81.29%	94.79%	162	0.00	-7.95	23	YES	YES
	Asian	Hispanic	1568	1005	899	64.09%	89.45%	94.79%	953	0.00	-7.62	54	YES	YES
	Asian	AI/AN	1568	0	0	0.00%		94.79%	0	1.00		0		
2	Asian	White	1403	274	44	19.53%	16.06%	16.48%	45	0.46	-0.19	1		
	Asian	Black	1403	139	14	9.91%	10.07%	16.48%	23	0.02	-2.04	9	YES	YES
	Asian	Hispanic	1403	899	141	64.08%	15.68%	16.48%	148	0.28	-0.65	7		
	Asian	AI/AN	1403	0	0	0.00%		16.48%	0	1.00		0		
3	White	Black	214	14	3	6.54%	21.43%	27.27%	4	0.44	-0.49	1		
	White	Hispanic	214	141	33	65.89%	23.40%	27.27%	38	0.17	-1.03	5		
	White	Asian	214	15	3	7.01%	20.00%	27.27%	4	0.38	-0.63	1		
	White	AI/AN	214	0	0	0.00%		27.27%	0	1.00		0		
4	White	Black	51	3	0	5.88%	0.00%	0.00%	0	1.00		0		
	White	Hispanic	51	33	0	64.71%	0.00%	0.00%	0	1.00		0		
	White	Asian	51	3	0	5.88%	0.00%	0.00%	0	1.00		0		
	White	AI/AN	51	0	0	0.00%		0.00%	0	1.00		0		

The part-time Classified Professionals phase analysis shows Black and Hispanic/Latine applicants were more likely to apply for positions when they did not meet minimum qualifications. This suggests a review of minimum qualifications to ensure job-relatedness may improve applicant pool diversity. Asian applicants had the highest selection rate for an interview, with a significant difference for applicants identifying as Black. The findings suggest removing personally-identifiable information from applications and screening materials would have a notable impact on the composition of interview pools.

## COMPONENT 12: METHODS FOR ADDRESSING UNDERREPRESENTATION

*References: CCR, Title 5, section 53003(c)(10)*

Few processes are as heavily regulated as hiring in California Community Colleges. Our hiring processes are controlled by a complex array of federal and state laws, and state regulations. When examined collectively, these controlling factors create competing demands to prohibit preference in hiring based on race, ethnicity, gender, or other protected classifications, and a mandate to hire a diverse workforce. Our screening and hiring efforts must be designed and implemented in ways that allow the District to satisfy these legal obligations.

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

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

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

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

Undertaking efforts to cast an extensive recruitment net thereby attracting increased numbers of qualified applicants from various backgrounds is the single most important factor in ensuring the District is successful in honoring its commitment to hire a diverse & equity-minded workforce. Both research and practical experience demonstrates that if underrepresented candidates are not adequately represented in our total applicant pools, the likelihood of successful hires is reduced greatly. The District regularly expands its outreach efforts in order to attract the greatest diversity in its applicant pools across all job categories with particular emphasis on our faculty recruitments. In order to address instances of underrepresentation, as defined above, the District will take the following steps:

- The District will request that the Council (EEO Advisory Committee), in conjunction with the appropriate Human Resources staff, review the District's recruitment procedures and make recommendations on modifications that would address underrepresentation.

- The District's current screening and hiring process ensures that job postings reach a wide audience of qualified applicants. The District will review its advertising and recruitment budget on a regular basis and make recommendations if needed to ensure that recruitment is broad and inclusive.
- The District will ensure that job postings do not require unnecessarily burdensome requirements that deter applicants from completing the online application process.
- The District will require job applicants to provide a response to a supplemental question regarding their sensitivity to and understanding of the diverse backgrounds of community college students. Because this is a job requirement, selection committees must give meaningful consideration to the responses.
- The District will require job applicants to provide a response to a supplemental question regarding their training, and demonstrate an understanding of equity-mindedness and implementation of such concepts with disproportionately impacted student populations.
- The District will require the responsible administrator for the division or department where the underrepresentation occurs, in conjunction with the EEO officer, to create a recruitment and hiring action plan to assist in addressing underrepresentation. The action plan will include but is not limited to:
  - Validating minimum and preferred qualifications for positions to predict success in the job and do not have the effect of creating artificial barriers to employment.
  - Ensure that the District's job postings use gender-neutral, inclusive language and list only those duties that are job related.
  - Ensure that the District bases screening and hiring criteria solely on job related variables identified in the job posting that are validated to show significant correlation to a candidate's success in performing the job.
- The District will ensure that objective assessment of applicants occurs at each stage of the screening and hiring process through the incorporation of practices that neutralize biases such as development of job-related selection criteria, use of pre-established rubrics, or standardized assessment tools to evaluate candidates.
- The District will require that interview questions are job related, tied to the job posting, and validated to predict success in the job.
- The District will require every structured interview to include a minimum of one question designed to elicit candidates' demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students and employees in ways that are meaning to the job to which they have applied.
- The District will require every structured interview to include a minimum of one (1) question designed to elicit candidates' demonstrated understanding and application of equity-mindedness and the implications of such practices.
- The District will make an effort to appoint, whenever possible, a diverse screening and hiring committee in order to provide multiple perspectives from which to evaluate candidates and safeguard against a number of cognitive biases such as confirmation bias (the tendency for

people to seek out information that confirms to their preexisting views, and ignore information that goes against their views), status quo bias (a preference for the current state of affairs), projection bias (the tendency to think that others have the same priority, attitude and belief as you do), ingroup bias (the tendency to favor members of your own group), selective perception (the process of perceiving what we want to while taking in information, while ignoring stimuli that contradicts our beliefs or expectations), or other relevant biases.

## **COMPONENT 13: PROCESS FOR DEVELOPING AND IMPLEMENTING STRATEGIES THAT PROMOTE DIVERSITY**

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

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

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse and equity-minded workforce.

Having an institution that has accepted principles of antiracism, diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well-planned, well-funded, and supported by the leadership of the District is necessary. The District will sponsor cultural events and speakers on issues dealing with diversity and explore how to infuse equity-mindedness and antiracism into the classroom and curriculum. The District will promote the concept of cultural proficiency and it will develop an evaluation form that integrates these concepts into the evaluation of employees. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations.

## **COMPONENT 14: PERSONS WITH DISABILITIES**

The District recognizes Title 5 section 53025(a) requirement that applicants and employees with disabilities are to receive reasonable accommodations consistent with state and federal law. In compliance with this requirement the District will maintain a disability accommodations program which includes the following:

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aids such as readers, interpreters, and note-takers.

The EEO Officer is responsible for handling requests for accommodation from current employees, and from applicants seeking such accommodation during the application process. Requests can be made on the ADA Request Accommodations Form found on the Human Resources and Employee Relations webpage or obtained from the Human Resources and Employee Relations Office.



## **APPENDIX A: ANNUAL WRITTEN NOTICE TO COMMUNITY BASED AND PROFESSIONAL ORGANIZATIONS-LIST OF RECIPIENTS**

### **Chambers of Commerce**

Asian Business Association Inland Empire  
P.O. Box 984  
Corona, CA 92878

Inland Empire Women's Business Center  
3780 Market Street  
Riverside, CA 92501

Chamber of Commerce  
3895 University Avenue  
Riverside, CA 92501

Moreno Valley Chamber of Commerce  
Towngate Shopping Center  
12625 Frederick Street  
Moreno Valley, CA 92553

Colton Chamber of Commerce  
655 N. La Cadena Drive  
Colton, CA 92324

National Latina Business Women Association  
Inland Empire  
3200 E. Guasti Road, Suite 100  
Ontario, CA 91761

Grand Terrace Chamber of Commerce  
22635 Barton Road, Suite 101  
Grand Terrace, CA 92313

Riverside County Black Chamber of Commerce  
2060 Chicago Avenue, A 13  
Riverside, CA 92507  
San Bernardino Chamber of Commerce  
546 W. 6th Street  
San Bernardino, CA 92410

Greater Riverside Hispanic Chamber of  
Commerce  
P.O. Box 5872  
Riverside, CA 92571

### **Community Based Organizations**

Asian American Resource Center  
1115 South E Street  
San Bernardino, CA 92408

The Center  
6864 Indiana Avenue, Suite 104  
Riverside, CA 92506

CODIE Center on Deafness  
3576 Arlington Avenue, Suite 211  
Riverside, CA 92506

Jeffery Owens Community Center  
5198 Arlington Avenue, Suite 922  
Riverside, CA 92504

Greater Riverside Urban League, Inc.  
2060 University Avenue, Suite 202  
Riverside, CA 92507

NAACP-Riverside  
P.O. Box 55131  
Riverside, A 92517-0131

### **Professional Organizations**

**Academic Diversity Search, Inc. (ADS)** –A national employment resource specializing in connecting women and minorities with academic intuitions that truly value diversity.

**American Indian Higher Education Consortium**-A national organization that serves as the collective spirit and unifying voice of our nation's 37 Tribal Colleges and Universities. Issues a quarterly publication that provides journalistic and scholarly articles that highlight issues critical to American and Alaska Native communities. The publication has job posting opportunities.

**The Chronicle of Higher Education**-the No. 1 source of news, information, and jobs for college and university faculty members and administrators.

**California Community Colleges Jobs Registry**- A large scale database containing the names, qualifications and desired position(s) of potential California Community College faculty, support staff and management job applicants

**disABLEDperson**-A public charity organization focused on increasing employment opportunities for individuals with disabilities. The organization hosts a job fair for people with disabilities and provides a resume databank for employers to identify candidates. For a small fee, employers can post job advertisements.

**Diverse Issues in Higher Education**-This publication, previously known as Black Issues in Higher Education, considers itself the portal for diversity information in higher education. Annually, the magazine provides a listing of top degree producers which shows which institutions are producing the most diverse undergraduate and graduates. The publication has a job posting service in print and on its website.

**Diversity Web**- An interactive resource hub for higher education sponsored by the Association of American Colleges and Universities (AAC&U). In addition to serving as a clearinghouse for diversity innovations and research, they maintain a job posting site to advertise executive, faculty or postdoctoral positions that have a diversity focus.

**Edjoin**- A national public education job search website.

**Faculty for the Future**-A nationwide resource to connect female and underrepresented candidates in science, business, and engineering to faculty and research positions.

**Hispanic Outlook in Higher Education**- A nationwide resource that publishes a bi-weekly publication on issues pertaining to Hispanics in higher education. The publication has job posting services in print and on its website.

**Inside Higher Ed**-the online source for news, opinion and jobs for all of higher education.

**Women in Higher Education**-A national monthly publication that focuses on issues specific to women in higher education. The publication reaches thousands of women in higher education. Job posting services are available in print or website.

### **Professional Groups**

**American Association of Community Colleges**-Nonprofit association that is a primary advocacy organization for community colleges at the national level and works closely with directors of state offices to inform and affect state policy.

**American Association of University Women**-advances equity for women and girls through advocacy, education, and research. The organization has over 1,000 branches and 500 college/university partners across the U.S. Their online career center reaches 100,000 members.

**Association of Black Psychologists**-The Association has over 1400 members. They publish a news journal, Psych Discourse, which is the primary source for communication among the membership. The publication allows for online posting of job advertisements.

**Association of Latinos Professionals in Finance and Accounting**-With 37 chapters and 9,000 members, ALPFA is one of the leading professional organizations for Latinos in accounting and finance related professions. The organization's website had a career center where employers can post positions.

**Association of Women in Science**-a nationwide advocacy organization dedicated to achieving equity and full participation for women in science, mathematics, engineering and technology. Their website allows organizations to post job advertisements.

**Minorities in Agriculture and Natural Resource Related Sciences**-promotes academic and professional advancement by empowering minorities in agriculture, natural resources, and related sciences. Their website included contact information for student chapter advisors and lists job opportunities.

**National Alliance of Black Interpreters**-promotes excellence and empowerment among African Americans/Blacks in the profession of sign language interpreting. Their website allows for organizations to post job advertisements.

**National Association for Equal Opportunity in Higher Education**-professional association to further the causes of Historically Black Colleges and Universities and predominately Black Institutions.

**National Association of the Deaf**-a nationwide advocacy organization for the deaf and hard of hearing community. Their website allows for employers to post job opportunities to their portal.

**National Indian Education Association**-focused on improving educational equity and access for American Indian, Alaska Native, and Native Hawaiian populations. It is the largest and oldest Indian educational organization.

**National Society of Hispanic MBAs**-NSHMBA serves 32 chapters and 8,000 members. The organization works to prepare Hispanics for leadership positions throughout the U.S., so that they can provide the

cultural awareness and sensitivity vital in the management of the nation's diverse workforce. Organizations can post position advertisements and search the resume database for potential candidates.

**National Society of Hispanic Professionals**-With over 10,000 members this organization is one of the primary resources to reach Hispanic professionals. Their website allows employers to post jobs and search a resume database for candidates.

**Society for the Advancement of Chicanos and Native Americans in Sciences**-The mission of SACNAS is to encourage Chicano/Latino and Native American students to pursue graduate education and obtain the advanced degrees necessary for science research, leadership, and teaching careers at all levels. Their website allows employers to post jobs.

**Western Association of Educational Opportunity Personnel** – WESTOP serves 6 chapters and 800 members. The professional organization aims to create and develop educational professionals who are able to advocate and provide educational opportunities for those who are underserved.

## **APPENDIX B: COMPONENT 13**

District Strategic Planning Council Meeting	
Meeting Date:	February 21, 2025
Agenda Category:	Discussion & Information Equity, Social Economic, and Environmental Justice Committee Diversity, Equity, Inclusion, and Accessibility Sub Committee
Subject/Title:	Equal Employment Opportunity Update Workforce and Applicant Analysis
Presenter:	Dr. Lorraine Jones, District Compliance Officer
<p>Background Narrative:</p> <p>California Community Colleges are mandated by the California Code of Regulations Title 5 Section 53004 to continuously review the composition of their employee workforce and applicant pools.</p> <p>The Riverside Community College District is committed to academic excellence and to providing all students with the opportunity to succeed in their chosen educational pursuits. Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.</p> <p>A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the RCCD through the elimination of barriers to equal employment opportunity.</p> <p>The attached provides an updated analysis of the District's employee workforce and applicant pools for academic years 2020-2021, 2021-2022, and 2022-2023.</p>	





# RCCD

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# DISTRICT EQUAL

# EMPLOYMENT OPPORTUNITY

Update Workforce and Applicant Data Analysis AY 2020-2021 through

# AY 2022-2023

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Riverside Community College

District Human Resources and Employee Relations

February 24, 2025

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# OVERVIEW

## Availability Data and Underrepresentation Analysis

- ▶ Composite Availability Metrics
- ▶ Position Specific Analysis
- ▶ Understanding Our Metrics Hiring
- ▶ Process Analysis

## Workforce and Applicant Demographics Strategic Recommendations

- ▶ Implementation
- ▶ Measuring Success

## Discussion



RCCD



# WHY FOCUS ON

These Characteristics?



Title 5 of the  
California Code  
of Regulations



California  
Government  
Code



California  
Education  
Code



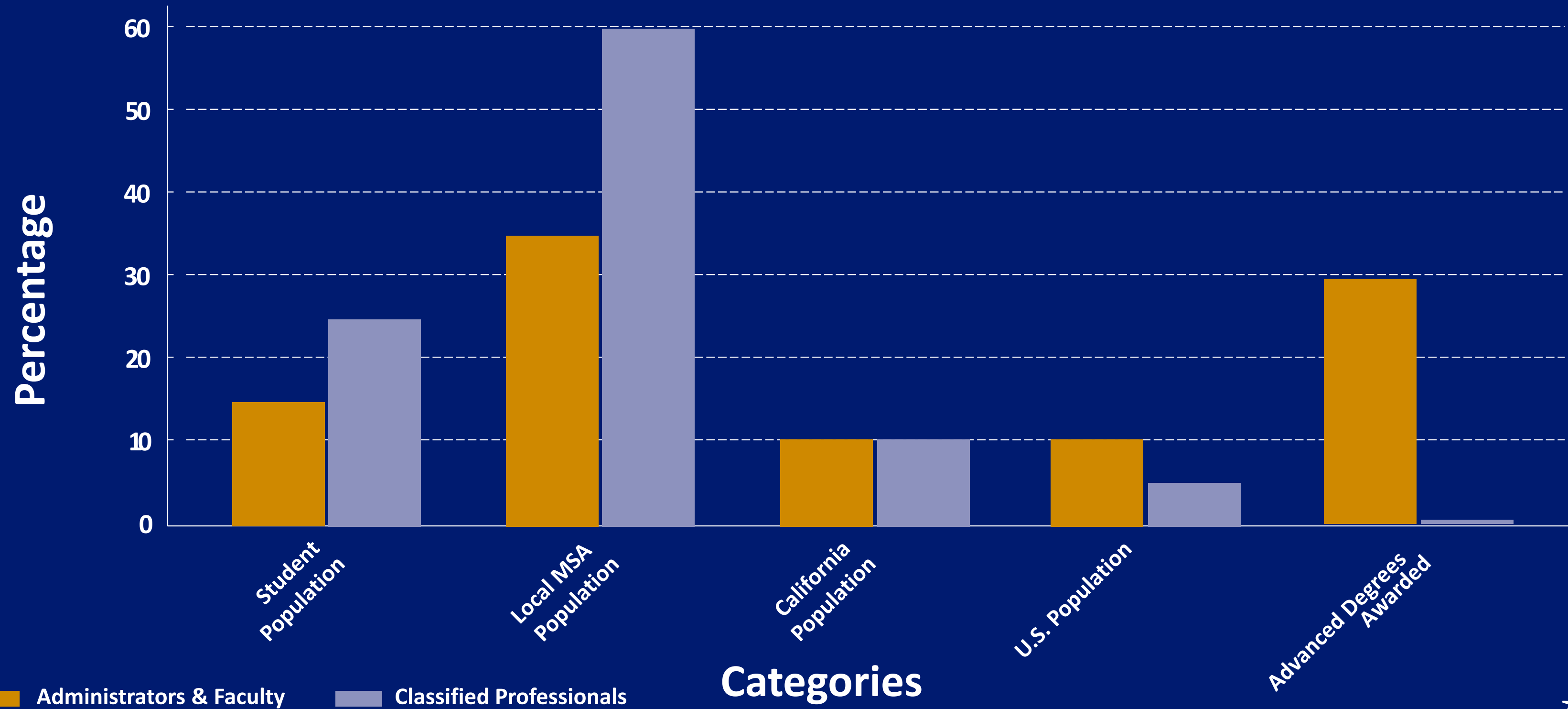
U.S.  
Department of  
Education



Data  
limitations

# COMPOSITE AVAILABILITY METRICS

Diversity Comparison: Administrators & Faculty vs. Classified Professionals



# KEY CHARACTERISTICS

by Position



## ADMINISTRATORS

Advance degree requirements

Leadership experience required

Broader recruitment area



## FACULTY

Discipline-specific credentials

Teaching and professional  
experience required

Broader recruitment area



## CLASSIFIED PROFESSIONALS

Varied skill requirements

Range of educational requirements

Local recruitment focus

# UNDERSTANDING

## Our Metrics

Industry-specific  
considerations

Regional vs.  
national pools

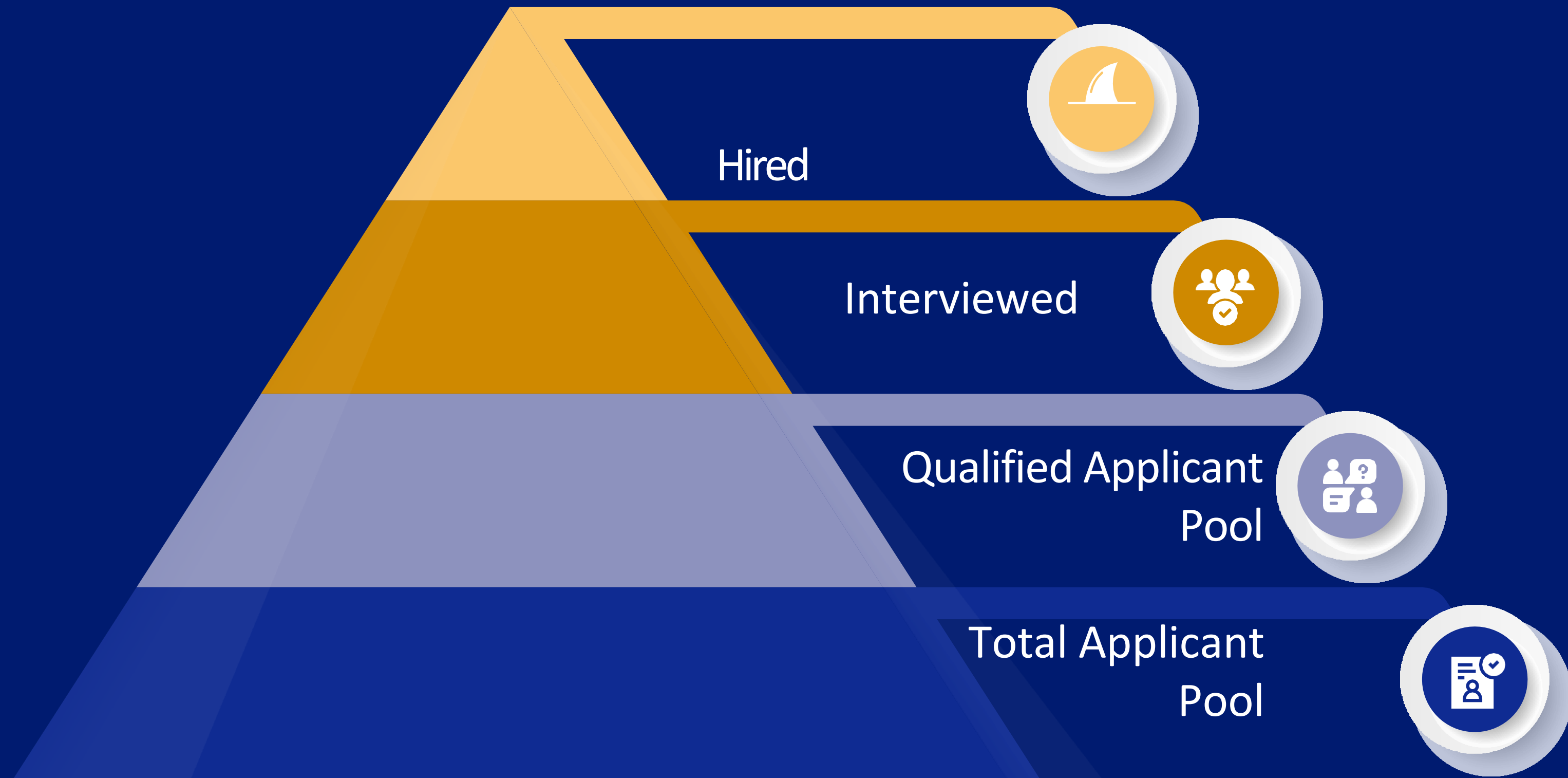


Position-specific  
availability

Qualification-based  
comparisons

# HIRING PROCESS

## Analysis



ACADEMIC YEAR 2022-2023												
RIVERSIDE COMMUNITY COLLEGE DISTRICT - CLASSIFIED MANAGERS												
	TOTAL APPLICATIONS			QUALIFIED APPLICANTS			INTERVIEWED			HIRED		
	330			219			61			17		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
TOTAL GENDER	158	155	17	104	107	8	31	29	1	9	8	0
HISPANIC	87	73	2	6	48	2	22	14	0	6	6	0
ASIA	4	9	0	2	5	0	0	3	0	0	0	0
BLACK/AFRICAN AMERICAN	22	18	0	15	11	0	5	0	0	1	0	0
AMERICAN INDIAN/ALASKAN NATIVE	2	0	0	1	0	0	0	0	0	0	0	0
NATIVE HAWAIIAN/PACIFIC ISLANDER	0	1	0	0	1	0	0	0	0	0	0	0
WHITE	30	44	0	17	33	0	3	8	0	1	2	0
TWO OR MORE	6	2	0	5	2	0	0	2	0	1	0	0
UNDISCLOSED	7	8	15	4	7	6	1	2	1	0	0	0

ACADEMIC YEAR 2022-2023												
RIVERSIDE COMMUNITY COLLEGE DISTRICT - ACADEMIC MANAGERS												
	TOTAL APPLICATIONS			QUALIFIED APPLICANTS			INTERVIEWED			HIRED		
	381			346			50			16		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
TOTAL GENDER	177	188	16	156	180	10	27	22	1	9	7	0
HISPANIC	51	50	4	49	44	3	2	4	1	0	0	0
ASIA	20	17	3	19	17	3	1	1	0	1	0	0
BLACK/AFRICAN AMERICAN	48	48	1	39	46	0	10	6	0	5	2	0
AMERICAN INDIAN/ALASKAN NATIVE	0	1	0	0	4	0	0	0	0	0	0	0
NATIVE HAWAIIAN/PACIFIC ISLANDER	1	0	0	1	0	0	0	0	0	0	0	0
WHITE	39	58	0	35	53	0	8	7	0	2	3	0
TWO OR MORE	10	5	0	8	8	0	4	4	0	1	2	0
UNDISCLOSED	8	9	8	5	8	4	2	0	0	0	0	0

ACADEMIC YEAR 2022-2023												
RIVERSIDE COMMUNITY COLLEGE DISTRICT – REGULAR FACULTY												
	TOTAL APPLICATIONS			QUALIFIED APPLICANTS			INTERVIEWED			HIRED		
	1609			1493			208			52		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
TOTAL GENDER	746	792	71	704	725	64	103	95	10	25	25	2
HISPANIC	195	224	5	184	203	3	28	34	0	4	6	0
ASIA	87	101	6	81	94	5	11	6	0	3	3	0
BLACK/AFRICAN AMERICAN	86	70	1	82	68	2	13	0	1	6	1	0
AMERICAN INDIAN/ALASKAN NATIVE	1	2	0	1	1	0	0	0	0	0	0	0
NATIVE HAWAIIAN/PACIFIC ISLANDER	2	0	0	2	0	0	0	6	0	0	0	0
WHITE	272	314	8	253	283	7	33	33	2	4	8	0
TWO OR MORE	50	48	0	48	49	0	7	7	0	3	2	0
UNDISCLOSED	53	33	51	53	27	47	11	3	7	5	2	2

ACADEMIC YEAR 2022-2023												
RIVERSIDE COMMUNITY COLLEGE DISTRICT - CLASSIFIED PROFESSIONALS												
	TOTAL APPLICATIONS			QUALIFIED APPLICANTS			INTERVIEWED			HIRED		
	2124			1830			384			73		
	F	M	ND	F	M	ND	F	M	ND	F	M	ND
TOTAL GENDER	1420	643	61	1233	550	47	251	127	6	45	25	3
HISPANIC	874	366	7	774	316	6	163	80	0	26	13	0
ASIA	75	36	3	67	32	1	14	4	1	1	1	1
BLACK/AFRICAN AMERICAN	153	68	1	123	49	2	28	8	1	6	1	1
AMERICAN INDIAN/ALASKAN NATIVE	4	1	1	0	3	0	0	1	0	0	1	0
NATIVE HAWAIIAN/PACIFIC ISLANDER	7	0	0	7	0	0	0	0	0	0	0	0
WHITE	218	115	4	186	109	1	30	29	1	9	6	0
TWO OR MORE	63	43	3	53	31	3	11	5	1	3	3	0
UNDISCLOSED	26	14	42	23	10	34	5	0	2	0	0	1

# APPLICANT GENDER

## Analysis

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Applicant to Hire - Female	12677	7360	258	58.06%	3.51%	3.51%	258	0.52	0.00	0		
Overall Applicant to Hire - Male	12677	5317	182	41.94%	3.42%	3.51%	182	0.39	-0.33	4		



# APPLICANT ETHNICITY

## and Race Analysis

Hiring Process Phase	Total Applicants	Total Demo Group Applicants	Total Demo Group Hired	Demo Group App %	Demo Group Hire Rate	Best Group Hire %	Demo Group Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity?	Binomial Exact Disparity?
Overall Hiring - White	11649	3743	149	32.13%	3.98%	3.98%	149	0.52	0.00	0		
Overall Hiring - Black	11649	1535	51	13.18%	3.32%	3.98%	61	0.10	-1.32	10		
Overall Hiring - Hispanic	11649	5198	184	44.62%	3.54%	3.98%	207	0.05	-1.63	23		
Overall Hiring - Asian	11649	1145	26	9.83%	2.27%	3.98%	46	0.00	-2.96	20	YES	YES
Overall Hiring - Native American	11649	28	1	0.24%	3.57%	3.98%	1	0.69	0.69	0		

# TOTAL WORKFORCE

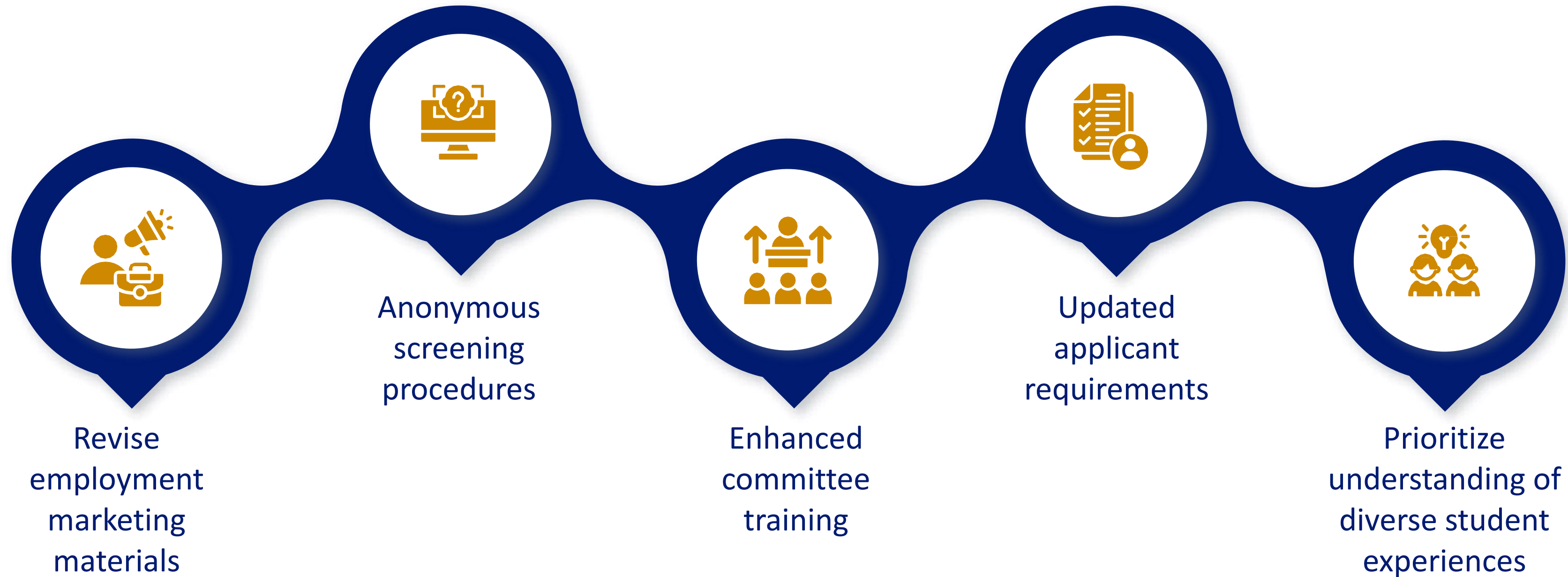
## Individual Race Availability Analysis

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Group Employees	%Race Job Group Employees	Availability Race	Race Expected based on Availability	Binomial Exact	SD	SF	
White	All Employees	Student Population (IPEDS data)	2270	1094	48.2%	42.1%	956	1.00	5.86	-138	
Black	All Employees	Local Recruitment Area Riverside-San Bernardino-Ontario)	2270	219	9.6%	8.8%	199	0.93	1.49	-20	
Hispanic	All Employees	CA Statewide	2270	700	30.8%	35.6%	808	0.00	-4.75	108	
Asian	All Employees	US National	2270	181	8.0%	7.9%	179	0.58	0.15	-2	Underutilized
Native American	All Employees	Advanced Degrees (prior 3 years)	2270	9	0.4%	0.6%	14	0.09	-1.44	5	
NH/PI	All Employees		2270	9	0.4%	0.3%	6	0.89	1.04	-3	
Total BIPOC	All Employees		2270	1118	49.3%	57.9%	1314	0.00	-8.32	196	Underutilized

Gender	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Group Employees	%Race Job Group Employees	Availability Race	Race Expected based on Availability	Binomial Exact	SD	SF	
Females	All Employees	Student Population (IPEDS data)	2270	1233	54.3%	54.6%	1240	0.39	-0.30	7	
Males	All Employees	Local Recruitment Area Riverside-San Bernardino-Ontario)	2270	1037	45.7%	45.1%	1024	0.71	0.53	-13	

# STRATEGIC

## Recommendations



# IMPLEMENTATION

## Plan

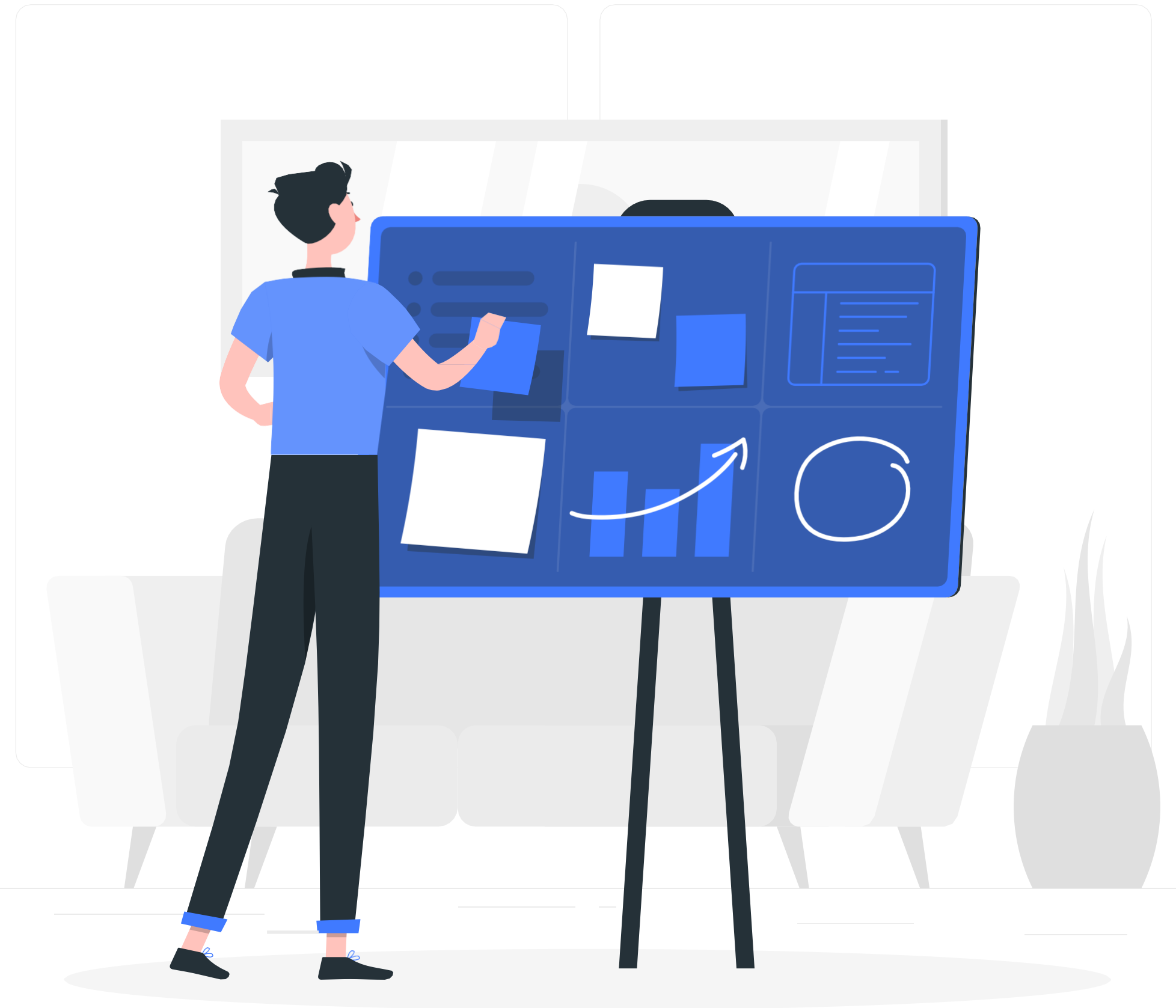
Revise applicant requirements

Implement anonymous screening Implement

Update EEO training content

Revise disposition codes

Modify Board Policies and Administrative Procedures



# MEASURING

## Success





Diversity  
is a fact.

Equity is  
a choice.

Inclusion is  
an action.

Belonging is  
an outcome.





# INSIGHT

RCCD

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RCCD



**THANK YOU**  
RCCD



District Strategic Planning Council Meeting	
Meeting Date:	February 21, 2025
Agenda Category:	Teaching & Learning Committee
Subject/Title:	Scaling Guided Pathways [GPS] <ol style="list-style-type: none"> <li>1. November 1 Retreat Review</li> <li>2. Standards of Care Allocations</li> </ol>
Presenter(s):	Eric Bishop
Background Narrative:	
Information only	

I.

## DISTANCE EDUCATION SUB-COMMITTEE (DES) MEETING MINUTES

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Zoom: <https://rccd-edu.zoom.us/j/83889137200?pwd=DdtTbSD1sk1xWup7qQZHUEghr6b8Jo.1&from=addon>

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Date: August 22, 2024

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Time: 2:00 PM – 3:00 PM

---

### AGENDA DETAILS

#### II. INTRODUCTIONS, MEETING PURPOSE

- a. DES Members introductions
- b. Committee agreed to establish goals and priorities for the Distance Education Sub-Committee (DES) and determine meeting frequency.

#### III. NEW BUSINESS

- a. Committee agreed to focus on 2-3 top priority items, starting with software inventory and accessibility/accreditation
- b. Bi-monthly meetings scheduled, with potential for subcommittee work between meetings
- c. Need for district-wide coordination on POCR (Peer Online Course Review) process and funding identified

#### IV. DISCUSSION TOPICS

- a. Committee Structure and Goals
  - i. Diverse membership including VPs, deans, DE staff, faculty, and CSEA members
- b. Agreed to focus on 2-3 top priorities at a time, adding new items as others are completed
- c. Software Inventory and Accessibility
- d. Need identified for district-wide inventory of DE software tools
- e. Challenges: decentralized purchasing, fluctuating inventory, diverse funding sources

- f. Proposed solution: Focus on key tools (e.g., lockdown browsers, Pronto) initially
  - i. Goal: Create accessible list on DE website with contract terms, costs, and renewal dates
- g. Accessibility compliance deadline: February 2026 (DOJ mandate)
- h. Discussion on strategies for faculty support in making courses accessible
- i. POOCR Process and Funding
  - i. Lack of consistency in POOCR processes across district colleges
  - ii. Funding challenges: MVC out of funds, Norco reluctant to adopt unpaid model
  - iii. Need for sustainable, long-term district-wide approach identified
  - iv. Proposal: Develop "magic number" for district-wide POOCR implementation costs
- j. Concerns raised about which courses will be listed on CVC Exchange
- k. Accreditation Considerations
- l. Importance of online student services highlighted (counseling, tutoring)
- m. Need to address DE aspects in upcoming accreditation cycle (site visit 2026)

## **V. CONCLUSION**

- a. Schedule bi-monthly meetings
- b. Compile and distribute top 2 priority items based on member votes
- c. Create initial inventory of key DE software tools with contract/renewal information
- d. Investigate Saddleback College's asynchronous accessibility training model
- e. Tom to consult with Majd Askar on potential support for software inventory task
- f. Shawna to clarify CVC Exchange course eligibility criteria
- g. Develop proposal for district-wide POOCR implementation costs ("magic number")
- h. Share committee report with Teaching and Learning leadership
- i. Next Meeting will be held on October 24, 2024 2:00pm- 3:00pm.

I.

## DISTANCE EDUCATION SUB-COMMITTEE (DES) MEETING MINUTES

Zoom:	<a href="https://rccd-edu.zoom.us/j/83889137200?pwd=DdtTbSD1sk1xWup7qQZHUEghr6b8Jo.1&amp;from=addon">https://rccd-edu.zoom.us/j/83889137200?pwd=DdtTbSD1sk1xWup7qQZHUEghr6b8Jo.1&amp;from=addon</a>
Date:	10/31/24
Time:	2:00 PM – 3:00 PM
Member Attendance:	Thomas Cruz- Soto <input type="checkbox"/> , Tom Vitzelio <input checked="" type="checkbox"/> , Sandra Popiden <input checked="" type="checkbox"/> , Jim Lambert <input checked="" type="checkbox"/> , Heather Smith <input type="checkbox"/> , John Adkins <input checked="" type="checkbox"/> , Christopher Blackmore <input checked="" type="checkbox"/> , Anish Bhatia <input checked="" type="checkbox"/> , Derek Moore <input checked="" type="checkbox"/> , Quinton Bemiller <input type="checkbox"/> , Joumana McGowan <input type="checkbox"/> , Corey Rodgers <input type="checkbox"/>
Shawna BuShell <input checked="" type="checkbox"/>	Notes: Cristina Miranda <input checked="" type="checkbox"/>

### AGENDA DETAILS

Committee did not meet quorum.

### II. CLARIFY GOALS

The committee discussed strategy for developing Distance Education (DE) objectives for the strategic plan. Consensus to integrate DE into existing strategic plan objectives and potentially add a separate DE-specific goal. Committee also discussed to collect and cross-reference existing DE plans from colleges to inform district-wide approach.

DE is in need for better alignment between various institutional plans.

DE is not explicitly mentioned in current plan there was a discussion on whether to integrate DE or create separate objectives.

Consensus to add DE-specific components to existing objectives where applicable.

Sandra highlighted lack of data separation by course modality (online vs. face-to-face). Importance of analyzing DE-specific data for targeted interventions and support.

Discussion on Existing DE Plans and Alignment.

Shawna shared discovery of existing DE plans from RCC and MVC. However, there was none found for Norco College. Discussion on aligning DE plan with other institutional plans (e.g., student equity, educational master plan)

Chris emphasized need to reference existing plans and extract DE-related information

### **III. CONCLUSION**

Shawna to create SharePoint file for collecting existing plans

Committee members to share relevant DE-related plans from their colleges

Shawna to create a crosswalk of common themes from collected plans

Future meeting to discuss findings and develop district-wide approach.

Sandra to investigate existence of Norco College DE plan

Continue working on strategic plan development. Next meeting 02/27/2025.

District Strategic Planning Council Meeting	
Meeting Date:	February 21, 2025
Agenda Category:	Institutional Planning, Effectiveness, and Governance Committee Information
Subject/Title:	<a href="#">RCCD 2019-24 Strategic Plan Assessment Report</a>
Presenter(s):	Lijuan Zhai
Background Narrative:	
Recommend that RCCD 2019-2024 Strategic Plan Assessment Report be presented to the colleges.	



# **Report on Assessing RCCD Strategic Plan 2019-2024**

**Fall 2024**

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## Introduction

The Riverside Community College District (RCCD) 2019-2024 Strategic Plan is a five-year roadmap designed to guide the district's efforts in enhancing educational quality, expanding access, and fostering equity across its campuses. This strategic plan is a continuation of RCCD's commitment to serving its diverse student population while adapting to the dynamic needs of the local and global communities.

Developed through a collaborative process involving faculty, staff, students, and community stakeholders, the 2019-2024 Strategic Plan focuses on six key priorities and goals: Student Access, Student Success, Equity, Institutional Effectiveness, Resource Generation and Allocation, and Partnerships & Communication. These goals include improving student success and completion rates, closing equity gaps, supporting workforce development, and ensuring the sustainable growth of the district's resources and facilities.

The plan outlines specific goals and measurable objectives aimed at advancing RCCD's mission to provide an accessible, inclusive, and transformative educational experience. It emphasizes the importance of data-driven decision-making, continuous improvement, and strategic partnerships with local industries and community organizations.

This plan is built around key performance indicators (KPIs) that help measure progress and ensure accountability. These KPIs are integral to the RCCD 2019-2024 Strategic Plan, providing measurable targets that guide the district's actions and initiatives. By focusing on these indicators, RCCD strives to ensure that it continues to meet the evolving needs of its students and community while advancing its mission of providing high-quality, accessible education.

This report focuses on assessing and closing RCCD 2019-2024 strategic plan which is a crucial step in the strategic planning process, ensuring that the goals and objectives have been met and that the RCCD is on the right path for future success. Closing the current strategic plan provides an opportunity for reflection on what has been accomplished. It allows the RCCD to celebrate successes, learn from challenges, and document these lessons for future planning processes. Officially closing the current strategic plan sets the stage for the development and implementation of a new five-year plan. It ensures that the RCCD operates under new goals and objectives and moves RCCD forward with new, forward-looking strategies.

To assess the strategic plan's goals and objectives, different status levels is assigned to each objective:

**Achieved:** The objective has been fully accomplished, and the KPI target has been met.

**On Track:** RCCD is making positive progress toward completing the objective, but has not yet met the KPI target.

**Behind:** RCCD is lagging in achieving the KPI for the objective.

**In Progress:** No KPI has been identified, but work is actively underway.

The assessment report is organized by six strategic goals:

## Strategic Goal 1: Student Access

The district will ensure all students have equitable access to the colleges' courses, programs, and services.

**Objective 1.1: Increase overall enrollment headcount by 3% per year (unduplicated headcount, FTES).**

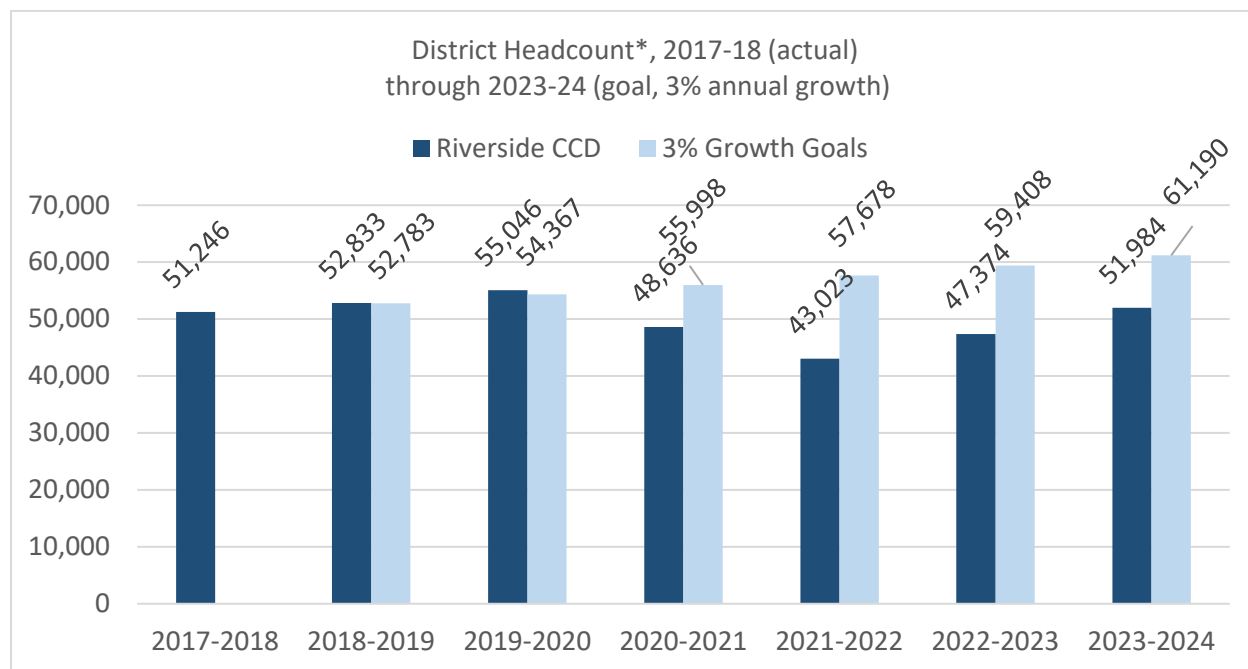


Figure 1- District Headcounts; Source: [https://datamart.cccco.edu/Students/Student\\_Term\\_Annual\\_Count.aspx](https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx) STD07 = A, B, C, E, F, H, G

Figure 1 illustrates the unduplicated headcount across the district. Due to unforeseen impacts from the pandemic, the district met its goals for 2018-19 and 2019-20 but fell short in the following years. The report highlights a significant drop in enrollment in 2019 due to the pandemic, which affected subsequent years. This trend is reflected in many of the following metrics. However, since the return from the pandemic, headcounts have begun to increase and continue to do so. Notably, the district has increased enrollment at higher rates compared to the rest of the state. While overall state headcounts grew by 1% from 2020-21 to 2022-23, RCCD saw a 10% increase. This positions the district better to reach pre-pandemic levels of enrollment and FTES compared to state averages.

When district headcounts are broken down by simple demographics, it can be seen that race/ethnicity and gender have stayed consistent both pre and post pandemic. The age, however, has shown some change. The students that fall into the less than 19 group has increased while the 20 to 24 group has decreased. The change in age shows that students are engaging in their college education earlier in their academic career, a trend that can be seen when examine in the dual enrollment numbers for objective 1.2.

One of the largest changes to note in enrollments is modality. After the pandemic online modalities skyrocketed. Prior to the pandemic for 2019-20, there were 180,600 face to face course enrollments

(duplicated) and 46,535 online course enrollments (duplicated). During the midst of the pandemic in academic year 2021-22, there were 136,400 course enrollments (duplicated) while at the same time there were 51,386. Post Pandemic in 2023-24, there are still more online course enrollments (duplicated) than face to face, 127,869 and 88,400 respectively. Although face-to-face courses are available, students are opting into online courses. Moreover, the fill-rates for online classes are much faster. The students that are choosing online modalities are often demographically different with more African-American students opting into online courses. Research conducted by RCC, MVC, and Norco through surveys and focus groups has shown that students of color often leave because of personal responsibilities and do not feel a sense of belonging on the campuses. This could be a why students are opting for online modalities since they are busy, have other responsibilities and do not feel like they belong on campus. RCCD needs to create an environment for students to feel safe and belong on campus and in a virtual environment in order for students to continue enrolling. Moreover, the quality of the programs we offer at the district are essential. According to Bulman and Fairlie, Persistence in enrollment and whether or not a student stays in or starts at college can be centered around the perceived economic returns. Some programs may show little return for their time and a student needs to know that the investment in their education will help them in future careers.

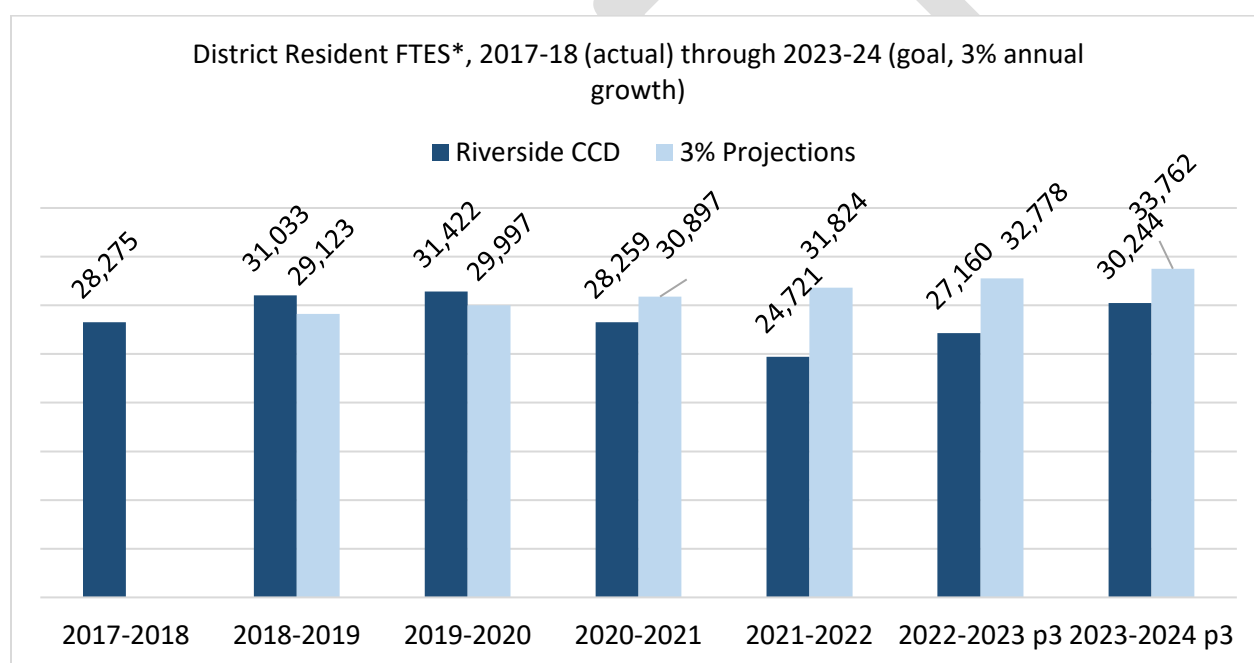


Figure 2 District Resident FTES; Source: EMD Dashboard

Like the headcounts, FTES (full-time equivalent students) followed a similar trend during the pandemic. Figure 2 illustrates the growth by adding the individual FTES counts for each college as reported to the chancellor's office. As of 2023-24, RCCD has not met the strategic plan's goal, primarily due to nationwide enrollment impacts caused by the pandemic. However, FTES increased by 9.8% and 11.3% for 2021-22 to 2022-23 and 2022-23 to 2023-24 respectively, significantly surpassing the pre-pandemic projected increases of 3%. This, along with the rising headcounts, indicates that enrollments are returning to pre-pandemic levels.

When compared to other colleges in the state, RCCD's recovery is notably stronger. While many colleges have seen modest increases in FTES, RCCD's growth rates stand out. This positions RCCD favorably in terms of reaching pre-pandemic enrollment levels more quickly than many of its peers.

**Status: On track**

RCCD is making positive progress toward completing the objective but has not yet met the KPI target.

**Objective 1.2: Increase number (headcount) of high school students in dual enrollment by 500 over five years.**

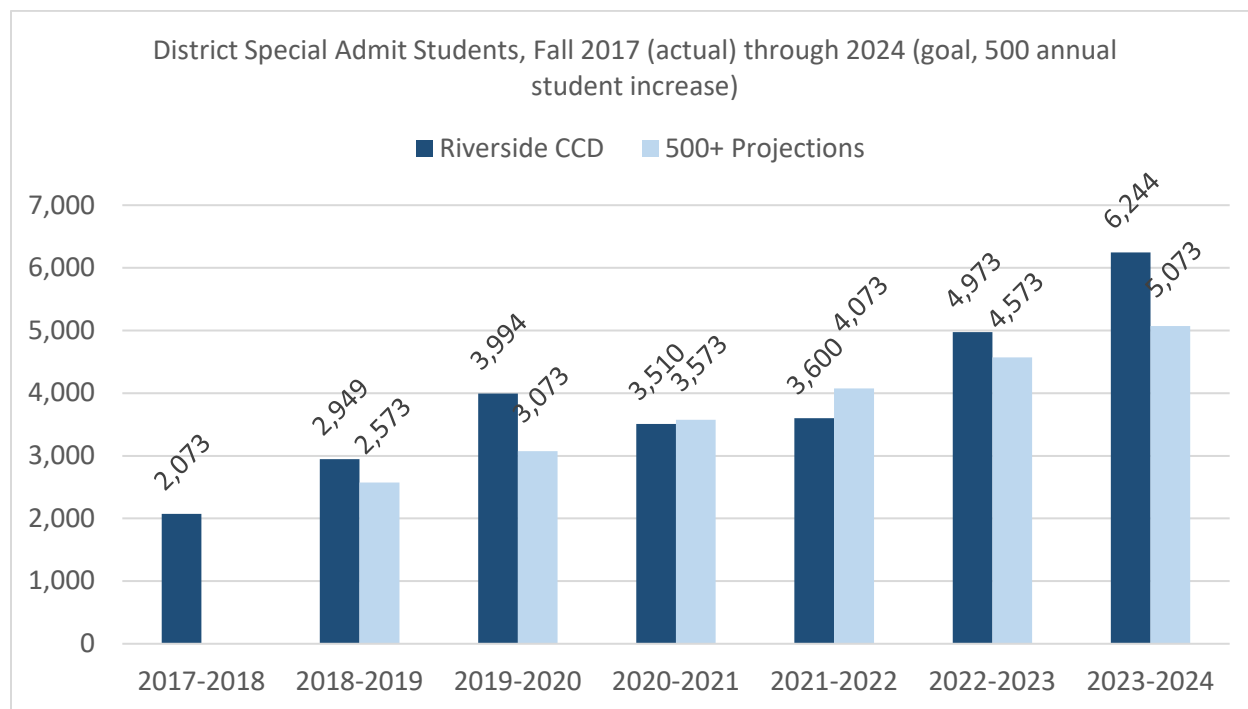


Figure 3 District Dual Enrollment Student Headcount; Source: [Special Admit Dashboard](#)

Figure 3 shows the unduplicated student headcount for dual enrollment students from 2017-18 to 2023-24. Similar to overall headcount and FTES, the headcount for these students dropped during the pandemic but has since recovered, meeting the goal of reaching 500 more students annually. Notably, post-pandemic counts have begun to increase at an anticipated rate, with an increase of 555 students from 2021-22 to 2022-23 and a 633-student increase from 2022-23 to 2023-24. Since the end of the pandemic, the district has been increasing its dual enrollment students at a faster rate than the pre-pandemic goal of 500 over five years. The data used for this analysis, as shown in Figure 3, comes from local data and the unduplicated count of student ID and restriction code. This data differs from what would be found on the MIS Data Mart website.

When compared to statewide data from the chancellor's office DataMart, RCCD's recovery is especially strong. According to DataMart<sup>1</sup>, there has been an 80% increase in dual enrollment students across the state from 2017 to 2023. In contrast, from 2017 to 2023 at Riverside Community College district, the increase is about 200%, from 2,073 students to 6,244 students. This indicates that RCCD's growth in this area is continually increasing.

<sup>1</sup> [California Community Colleges Chancellor's Office - Data Mart \(cocco.edu\)](https://cocco.edu/DataMart/)

High school dual enrollment increases across local service districts vary from area to area as seen in table 1 below. The largest total counts of dually enrolled students come from the Corona- Norco district with 2,506 students from that district alone in 2023-24. However, in terms of growth from 2018-19 to 2023-24, the largest percentage increases are from Moreno Valley District and Val Verde with 399% and 817% increases across those years. This shows that there is opportunity for growth across the services area in dual enrollment. The tremendous amount of work that went into capturing and retaining these students is noticeable, however, there now needs to be more scaling of these practices so that students can have even more opportunity to start their college education earlier in their lives.

Table 1 Counts of dually enrolled students by local high school district

Academic Year	High School District					
	Alvord	Corona-Norco	Jurupa	Moreno Valley	Riverside	Val Verde
2018-19	110	1,122	148	800	762	41
2019-20	88	1,677	341	905	928	87
2020-21	122	1,624	352	844	765	105
2021-22	178	1,529	337	809	790	143
2022-23	263	2,104	667	1,021	983	241
2023-24	327	2,506	738	1,409	1,274	376
% Increase	123%	76%	67%	399%	197%	817%

**Status: Achieved**

The objective has been fully accomplished, and the KPI target has been met.

**Objective 1.3: Increase capture rates from feeder high schools by 5% annually.**

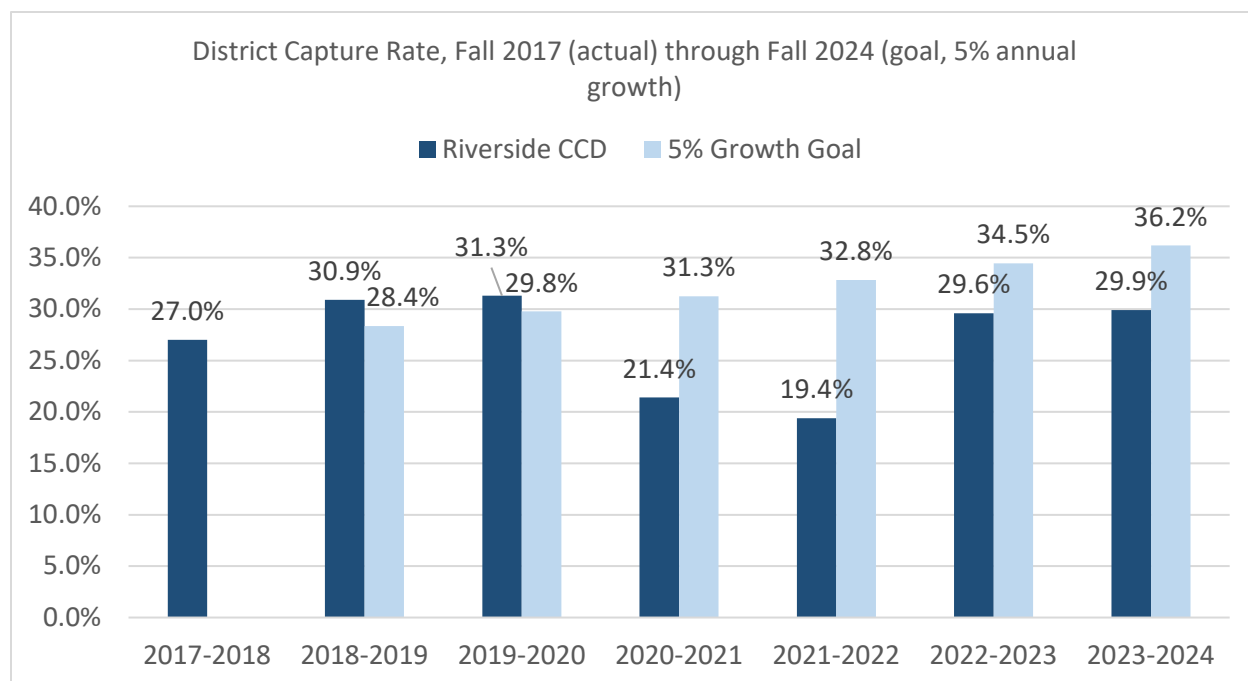


Figure 4 Capture Rates; Source: California Department of Education website (<https://dq.cde.ca.gov/dataquest/>) and locally created files

Figure 4 shows the capture rates for the district from 2017-18 to 2023-24. The capture rate represents the percentage of feeder high school graduates who attend any RCCD college for the first time in the following fall. This methodology is based on the college-going rate methodology for graduating high school students, developed by the California Postsecondary Education Commission. The capture rates dropped by 10% at the beginning of the pandemic but have since increased to near pre-pandemic levels. From 2021-22 to 2022-23, capture rates increased by 10% but have since leveled off at around 29%. Unlike headcount and the increase in dual enrollment students, the capture rates have stabilized over the last two years.

In 2021-22, the college going rates<sup>2</sup> for Riverside high school district areas was 54% of students, 29% of which enrolled in a California Community College. However, that leaves 46% of high school graduates that are not enrolling in any higher education institution. Compared to other high school districts in Southern California whose going rate is 64%, a college going rate of 54% is relatively low. RCCD is positioned to increase capture rate and dual enrollment rates since there are many high school graduates that do not continue into higher education in the Inland Empire area.

**Status: On Track**

RCCD is making positive progress toward completing the objective but has not yet met the KPI target.

<sup>2</sup> Data sourced from <https://www.cde.ca.gov/ds/ad/dataquest.asp>

**Objective 1.4: Increase the percentage of students eligible for financial aid who receive aid by 2% per year.**

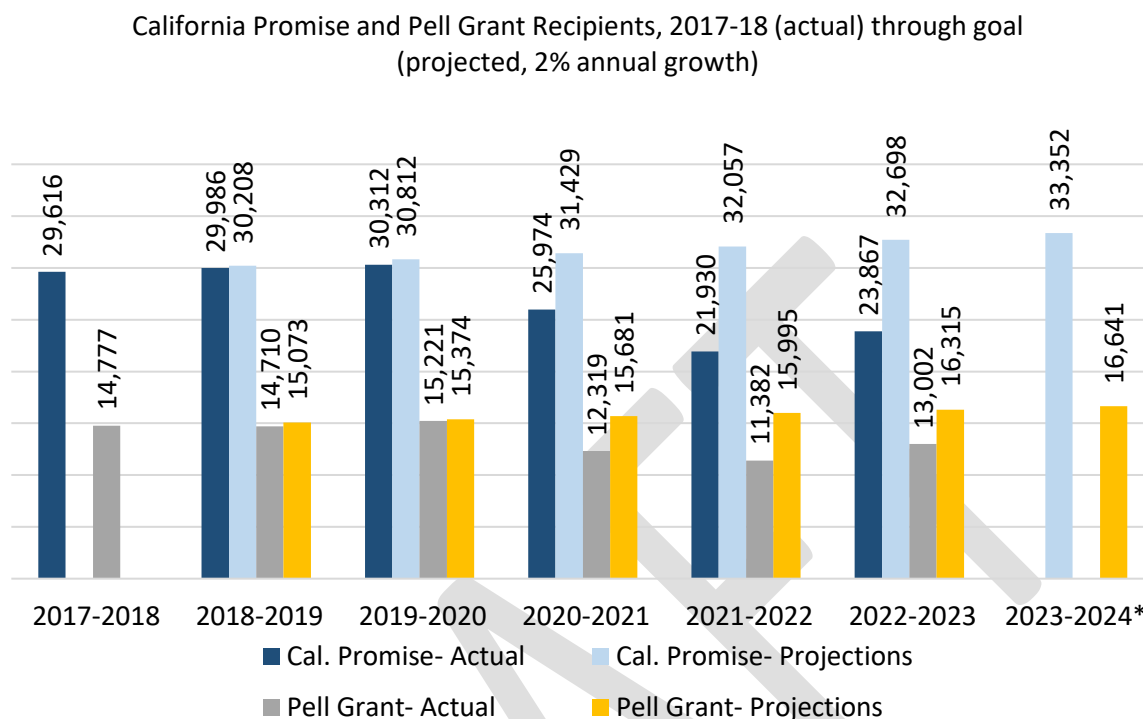


Figure 5 CCPG and Pell Grant Recipients; Source: [California Community Colleges Chancellor's Office - Data Mart \(cccco.edu\)](https://data.cccco.edu/); \*2023-24 data unavailable as of 8/22/2024

Objective 1.4 seeks to increase the percentage of students eligible for financial aid who receive it by 2% annually, reflecting a commitment to improving access and affordability. The analysis of financial aid recipients highlights a significant recovery from pandemic-related declines, with a 9% increase in California College Promise Grant (CCPG) recipients and a 14% rise in Pell Grant recipients between 2021-22 and 2022-23. This upward trend demonstrates the district's efforts to reengage students and address financial barriers, signaling a return to pre-pandemic levels of support.

The progress achieved, although falling short of the annual 2% target, suggests that systemic interventions, such as enhanced outreach efforts, simplified application processes, and targeted support for underrepresented students, have begun to yield results. Achieving the annual increase consistently will require sustained efforts, including raising awareness about financial aid availability, improving coordination between financial aid offices and academic counselors, and leveraging technology to streamline the application process.

For 2023-24 academic year, the growth in financial aid recipients creates a promising foundation for meeting future targets. Continued emphasis on removing financial barriers, particularly for low-income and first-generation students, will be critical in ensuring broader access to higher education and aligning with the district's equity goals.



**Status: On track**

RCCD is making positive progress toward completing the objective, but has not yet met the KPI target.

**Objective 1.5: Increase use of technology to improve course scheduling to support student pathways.**

(Target: Increase number of students using EduNav, student planning and registration system, by 10,000 per year.)

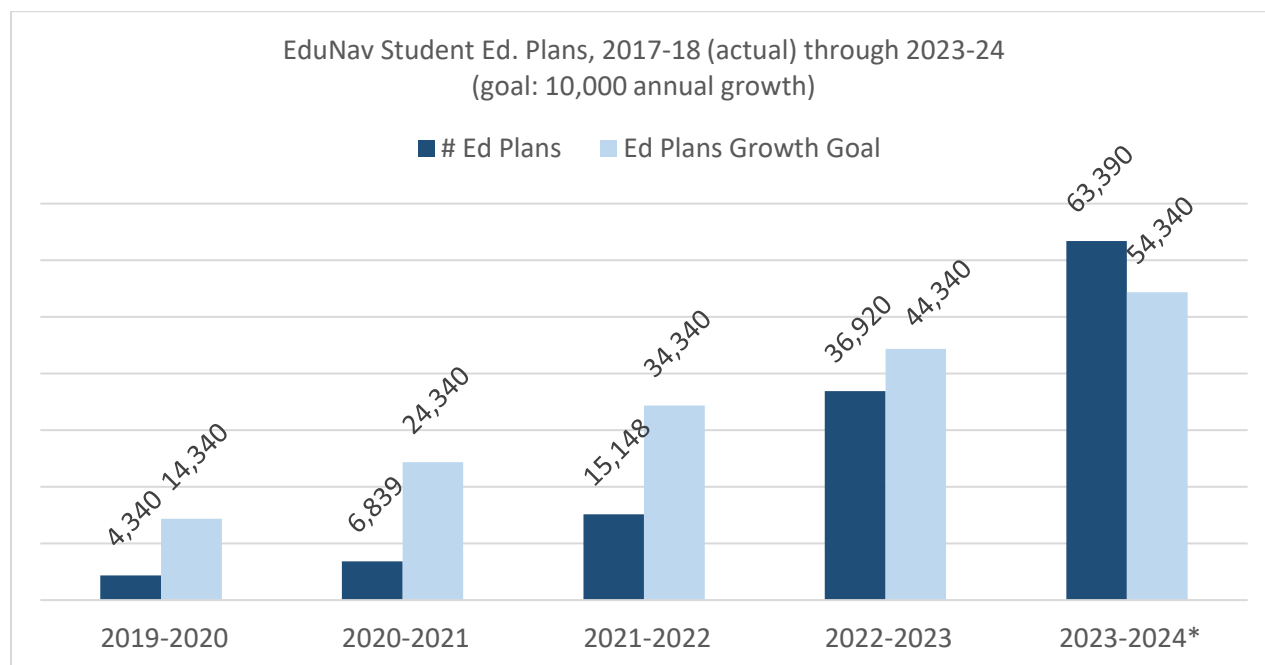


Figure 6 EduNav Users; Source: EduNav Data Dashboard

Figure 6 illustrates the number of education plans created in EduNav since 2019. Until the 2022-23 academic year, advisors created more plans than students. However, in the following year, students began creating more plans than advisors. This shift indicates increased engagement with EduNav, as students take greater control over their education and schedules. The rising number of students using EduNav reflects a growing reliance on technology and a heightened sense of agency in course scheduling, supporting their academic pathways.

**Status: Achieved**

The objective has been fully accomplished, and the KPI target has been met.

**Summary of RCCD Strategic Goal 1: Student Access**

RCCD Strategic Goal 1 focuses on ensuring equitable access to courses, programs, and services for all students within the RCCD. The district intends to increase overall enrollment headcount and improve educational opportunities through five specific objectives. Following table summarizes each objective under Strategic Goal 1, including its summary and current status.

**Table 1: Summary Table of Strategic Goal 1**

Objective	Summary	Status
<b>1.1: Increase overall enrollment headcount by 3% per year (unduplicated headcount, FTES)</b>	RCCD faced enrollment challenges due to the pandemic but has seen a recovery, achieving a 10% increase in headcount from 2020-21 to 2022-23, surpassing the state average. The district is well-positioned to return to pre-pandemic levels.	On track
<b>1.2: Increase the number of high school students in dual enrollment by 500 over five years</b>	Dual enrollment numbers rebounded strongly post-pandemic, exceeding the target with increases of 555 and 633 students from 2021-22 to 2022-23 and 2022-23 to 2023-24, respectively. RCCD achieved a 200% increase in dual enrollment from 2017 to 2023.	Achieved
<b>1.3: Increase capture rates from feeder high schools by 5% annually</b>	Capture rates for students attending RCCD dropped during the pandemic but have stabilized at around 29%. The college-going rates are below the Southern California average, indicating potential for further growth.	On track
<b>1.4: Increase the percentage of students eligible for financial aid who receive aid by 2% per year</b>	Financial aid recipient numbers are rising, with CCPG recipients increasing by 9% and Pell Grant recipients by 14% from 2021-22 to 2022-23. The 2% annual increase goal appears achievable as RCCD moves into 2023-24.	On track
<b>1.5: Increase use of technology to improve course scheduling to support student pathways</b>	The use of EduNav has increased, with students creating more educational plans, indicating greater engagement and ownership. RCCD has successfully met its target for this objective.	Achieved

RCCD is dedicated to ensuring equitable access to its courses, programs, and services, with a strategic goal of increasing overall enrollment headcount by 3% per year. While the district faced challenges during the pandemic that led to initial declines in enrollment, it has since demonstrated significant recovery. Overall, RCCD is making positive strides in enhancing student access, showcasing resilience and growth in response to the challenges posed by the pandemic.

## Strategic Goal 2: Student Success

The district will provide clear pathways and support for achieving certificates, degrees, and transfer.

**Objective 2.1: Increase number of AA/AS awards by 15% annually.**

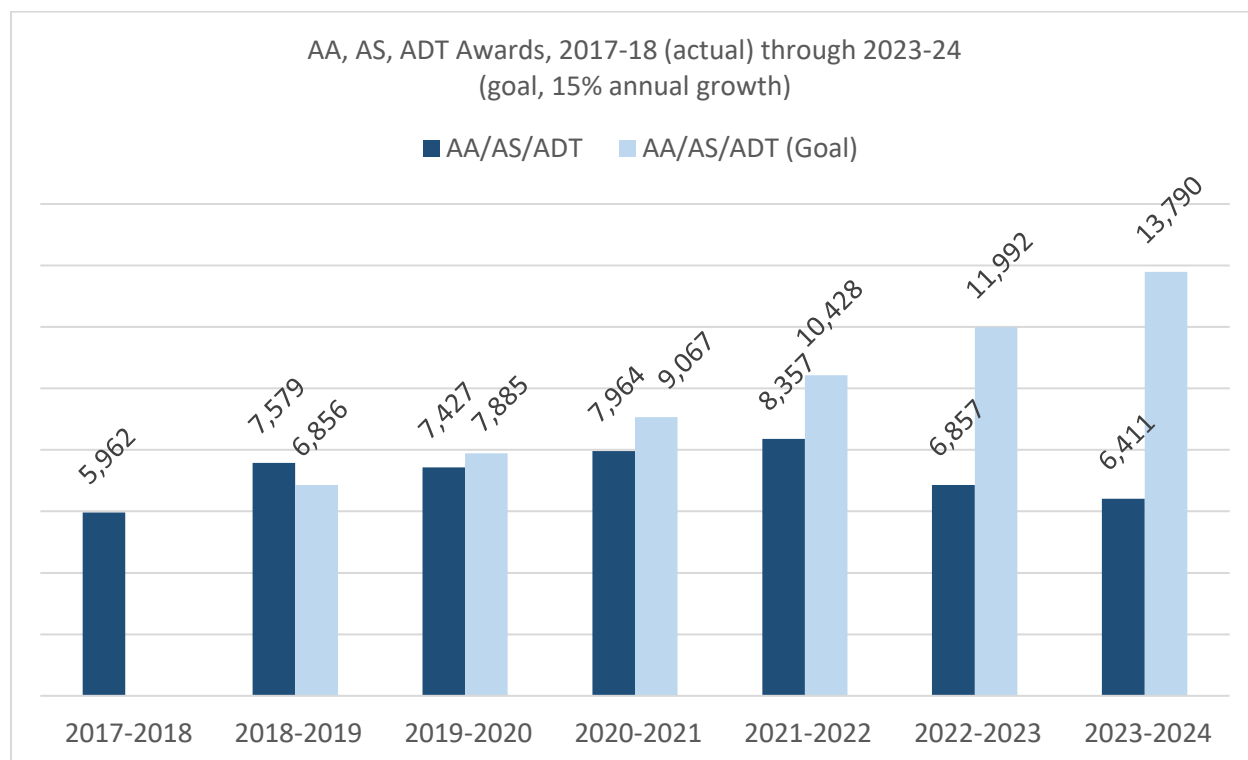


Figure 7 Degree Counts; Source: [https://datamart.cccco.edu/Services/FinAid\\_Summary.aspx](https://datamart.cccco.edu/Services/FinAid_Summary.aspx)

Figure 7 shows the number of associate degrees and awards from 2017 to 2023. From 2017 to 2021, there was an increase in overall awards from 5,962 to a peak of 8,357. However, in 2022-2023, students received fewer awards. This decrease is attributed to the lower enrollment during the COVID-19 pandemic, which is now reflected in the overall number of awards.

Looking at the increase in enrollment and headcount post-pandemic, which is nearing pre-pandemic levels, we can foresee that these numbers will rise in the next two to three years as the higher number of enrollments complete their degree awards. However, it is important to note that pre-pandemic 2019 was the first year that RCCD did not achieve the goal of 15% annual growth. Although we can expect the award numbers to increase from post-pandemic levels, the 15% growth target may not be met, as it was not being achieved even before the pandemic. This suggests that the challenges in meeting the target extend beyond the pandemic's impact and may point to structural issues within the district's strategies for increasing completions.

To address these challenges and move closer to achieving the 15% target, the district may need to:

- Strengthen retention efforts by identifying and addressing barriers to persistence.
- Enhance pathway clarity and reduce bottlenecks in program progression.
- Expand support services to ensure students receive the help/resources they need to complete their educational goals.

- Reevaluate the feasibility of the 15% growth target and consider setting tiered or differentiated goals based on program capacity and demand.

While post-pandemic recovery offers a promising outlook, achieving sustained and significant growth in awards will require targeted strategies to address these underlying issues.

#### Status: Behind

RCCD is lagging in achieving the KPI for the objective.

#### Objective 2.2: Increase number of certificates completed by 15% annually.

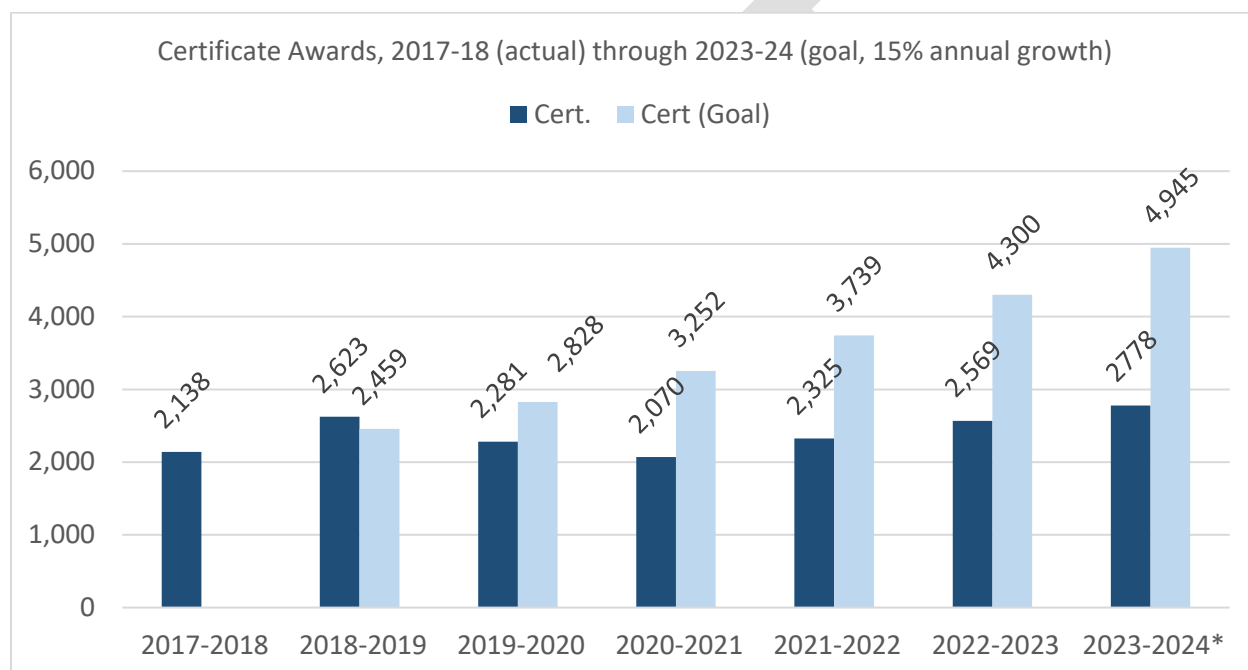


Figure 8 Certificate Awards; Source: [California Community Colleges Chancellor's Office - Data Mart \(ccco.edu\)](https://data.cccco.edu/)

Figure 8 illustrates the trend in certificates awarded from 2017 to 2023. Unlike degree completions, the number of certificates began increasing earlier in the post-pandemic recovery period. This is likely due to certificates requiring fewer units and less time to complete, enabling quicker recovery in completions as enrollment levels began to rebound. In 2018-2019, the district successfully met the 15% annual growth target for certificates, demonstrating the potential for significant gains in certificate awards. However, the goal was not met in subsequent years, and it is unlikely to be achieved in 2023-2024. This shortfall indicates that challenges to sustained growth exist beyond the disruptions caused by the COVID-19 pandemic.

Although the district has demonstrated its capacity to achieve 15% growth in certificate awards in the past, sustaining this level of growth requires addressing structural barriers and aligning certificate offerings with evolving student and community needs. By refining strategies and leveraging post-

pandemic enrollment recovery, the district can work toward achieving more consistent and meaningful growth in certificate completions.

**Status: Behind**

RCCD is lagging in achieving the KPI for the objective.

**Objective 2.3: Increase transfers to four-year universities by at least 15% per year.**

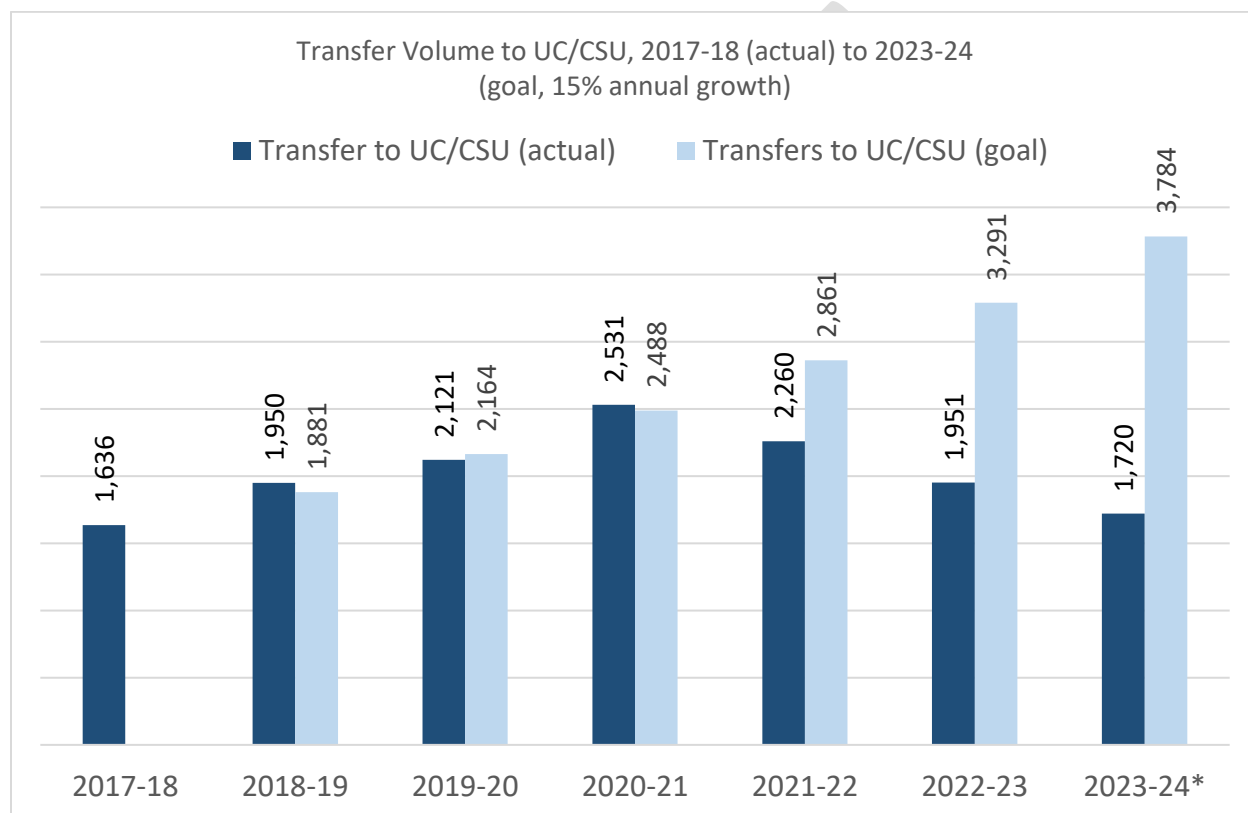


Figure 9 Transfer Volume; Source: Sources: University of California Info Center, <http://www.universityofcalifornia.edu/infocenter/admissions-source-school>; CSU Analytic Studies webpage, <http://www.calstate.edu/as/ccct/index.shtml>; \*Only Fall UC data available as of 8/15/2024

Figure 9 illustrates the transfer volume from the district to the UC and CSU systems. The target was an annual growth rate of 15%. Although the district achieved this goal before the pandemic, there has been a decline in transfer volume to both CSUs and UCs since then. Starting in 2020 and continuing through 2021, transfers have decreased. Enrollment across all CSUs and UCs has also declined and has not yet recovered from the pandemic's impact. Specifically, CSU enrollment saw a 6.5% decrease from fall 2020 to fall 2023. Conversely, the UC system's total undergraduate headcount is at an all-time high, with over 10,000 additional students enrolling overall. The admission rate for California residents increased by 2% in Fall 2024 alone. As enrollments and headcounts for the district rise post-pandemic, transfers to UCs and CSUs are expected to increase as well. The district will need to revisit its goals for the next strategic plan, considering the capacity available at local UCs, CSUs, and other four-year institutions that our

students typically transfer to.

**Status: Behind**

RCCD is lagging in achieving the KPI for the objective.

**Objective 2.4: Increase the percentage of CTE students employed in their field of study by 3% annually.**

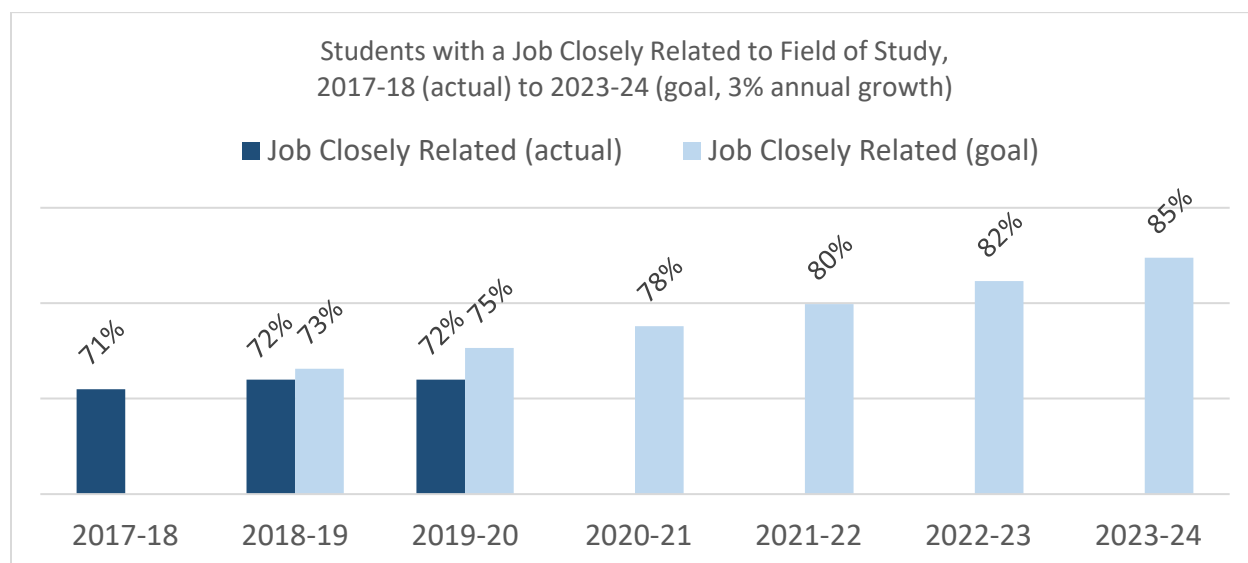


Figure 10 Job Closely Related to Field; Source: Student Success Metrics  
<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

Both objectives 2.4 and 2.5 utilize the CTE Outcomes Survey (CTEOS) for assessments provided on the Vision for Success Dashboard (VSD) metrics. These metrics, based on a survey conducted at Santa Rosa College, have not been updated on the VSD. Current data indicate that the anticipated 3% annual growth is not occurring, and the percentage of students securing jobs closely related to their field of study has plateaued. Due to irregular updates from the state, the district must explore alternative methods to track students who complete their studies and obtain careers in their field. The CTEOS metrics are delayed by two years to ensure students are no longer enrolled and to rely on their survey responses. As a result, metrics for jobs closely related to the field of study are unavailable for the 2020-21 and 2021-22 periods.

**Status: Not available.** The most recent data is not published yet by CCCCCO.

**Objective 2.5: Increase the percentage of CTE graduates with a livable wage by 2% annually.**

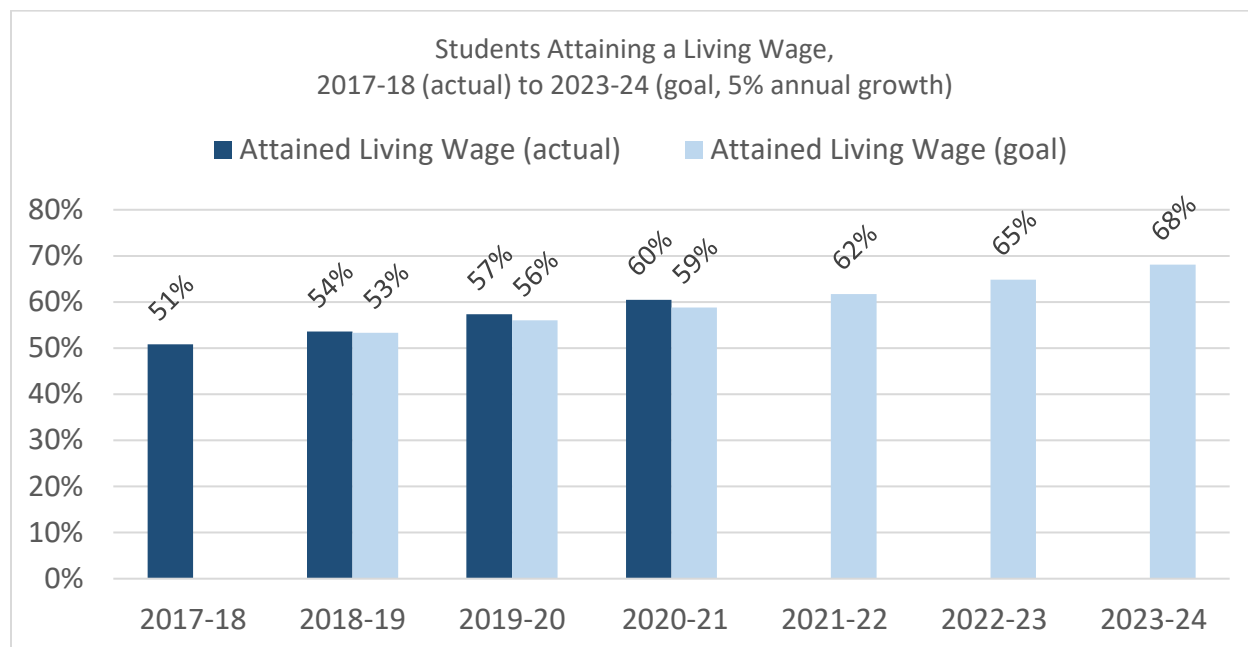


Figure 11 CTE Graduates with a Livable Wage; Source: Student Success Metrics  
<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

Similar to Figure 10 and objective 2.4, the data for this objective is not updated regularly on the California vision for success website. However, from 2017 to 2021, the district has met each goal and exceeded by 1% in 2020-2021. This data does not accurately reflect to post pandemic information.

**Status: Not available.** The most recent data is not published yet by CCCCC.

**Objective 2.6: Reduce time for degree completion for part-time students from 6 to 3-4 years and reduce time for degree completion for full-time students from 6 to 2-3 years.**

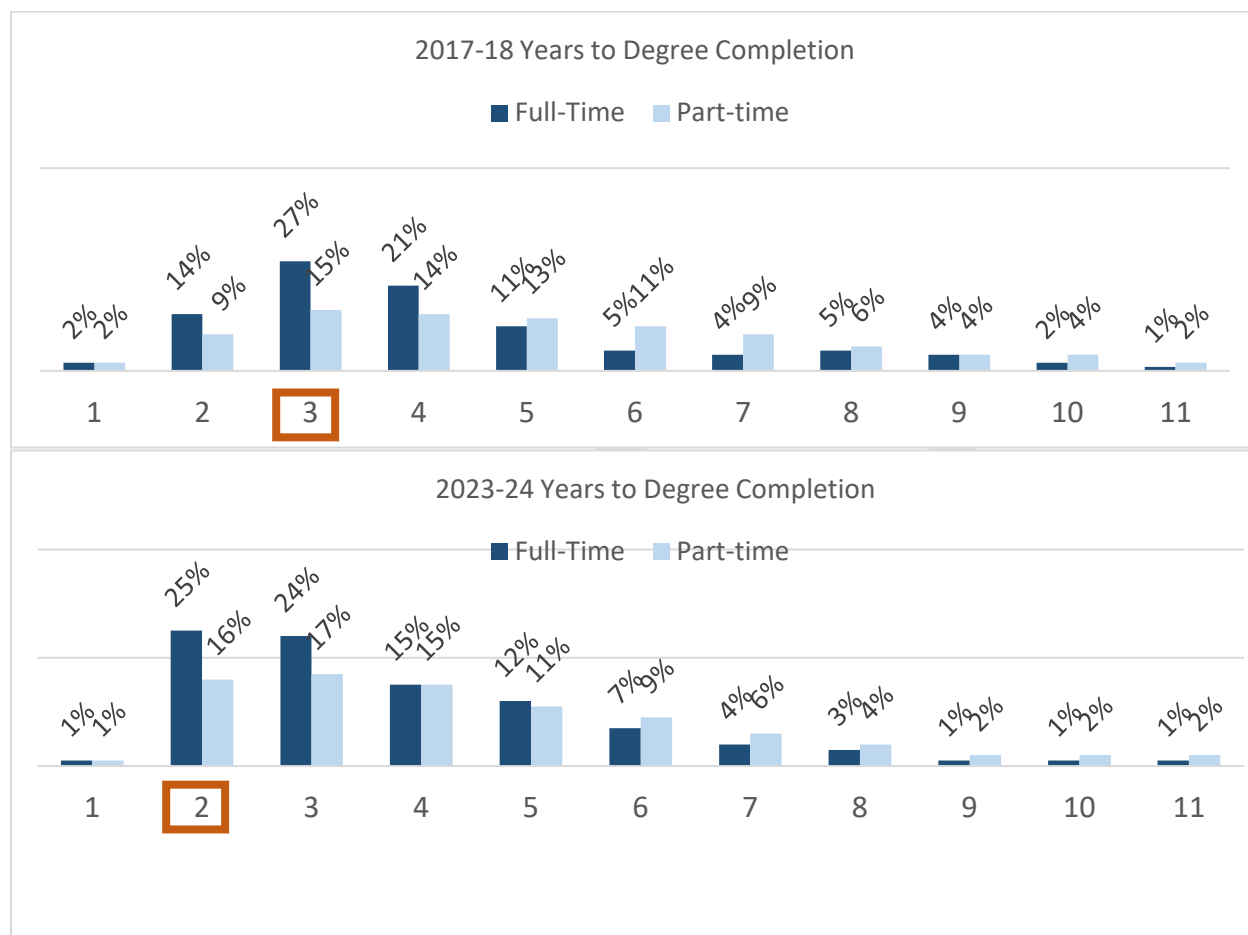


Figure 12 Years Until Degree Completion; Source: Guided Pathways Dashboard

Objective 2.6 aimed to reduce the time for degree completion for part-time students from six years to three or four years, and for full-time students from six years to two or three years. Figure 12 illustrates the headcount of students completing their degrees within various time frames, as shown on the X-axis.

For the academic year 2017-2018, the largest percentage of students completed their degrees in three years, with 27% achieving this milestone. However, by 2023-2024, the highest percentage of students



are completing their degrees in two years. While the proportion of students finishing earlier is increasing, it remains that only one-quarter of students complete their degrees in two years.

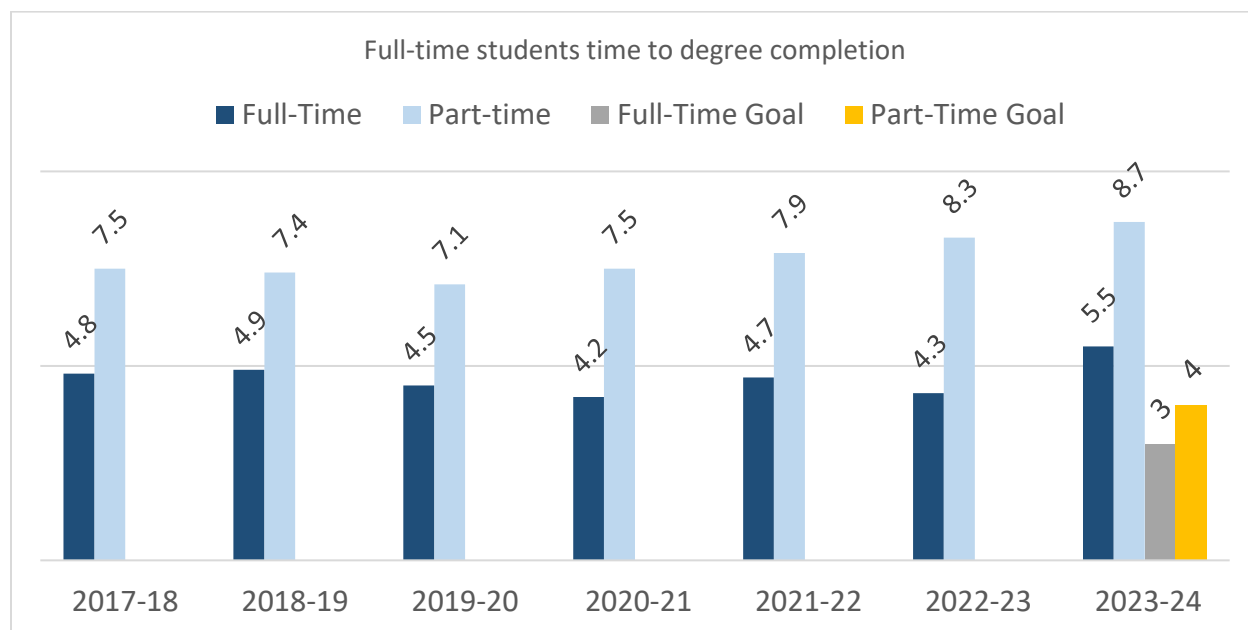


Figure 13 Average Years Until Degree Completion, Source: Guided Pathways Dashboard

Figure 13 shows the average years a student takes to complete a degree, highlighting the differences between full-time and part-time students. Full-time students are those who take 12 or more units in their first term, while part-time students take fewer than 12 units.

In the 2017-2018 academic year, the average time for a full-time student to complete a degree was 4.8 years. This decreased to 4.3 years by 2022. However, in the 2023-2024 academic year, the average increased to 5.5 years, likely due to students who dropped and re-enrolled during COVID-19 or took fewer units during the pandemic. This number is expected to decrease as pandemic-era students complete their degrees.

For part-time students, the average time to complete a degree rose from 7.5 to 8.7 years during the same period. Nevertheless, Figure 12 shows that the district has made progress in reducing the overall time required to earn a degree, although it still falls short of its targets for both full-time and part-time students.

Objective 2.6 intended to accelerate degree completion for both part-time and full-time students. While there has been some progress, several factors may influence outcomes. For part-time students, the extended average time for degree completion (rising from 7.5 to 8.7 years) underscores persistent challenges, such as balancing work, family, and academic responsibilities, which can delay their educational journey.

For full-time students, the slight increase in completion time to 5.5 years in 2023-2024 is likely linked to the impact of the COVID-19 pandemic. Many students faced disruptions, reduced course loads, or

temporary withdrawals during this period, which extended their time to degree completion. However, the growing proportion of students completing degrees within two years signals that Guided Pathways and enhanced academic advising, are having a positive impact.

While the district is making strides in reducing degree completion times, these trends suggest that various factors (e.g., the pandemic) continue to pose challenges. Achieving the ambitious targets of Objective 2.6 will require sustained efforts to support both part-time and full-time students through tailored interventions.

#### Status: Behind

RCCD is lagging in achieving the KPI for the objective.

#### Objective 2.7: Reduce number of units for degrees to not exceed 15% above required number of units.

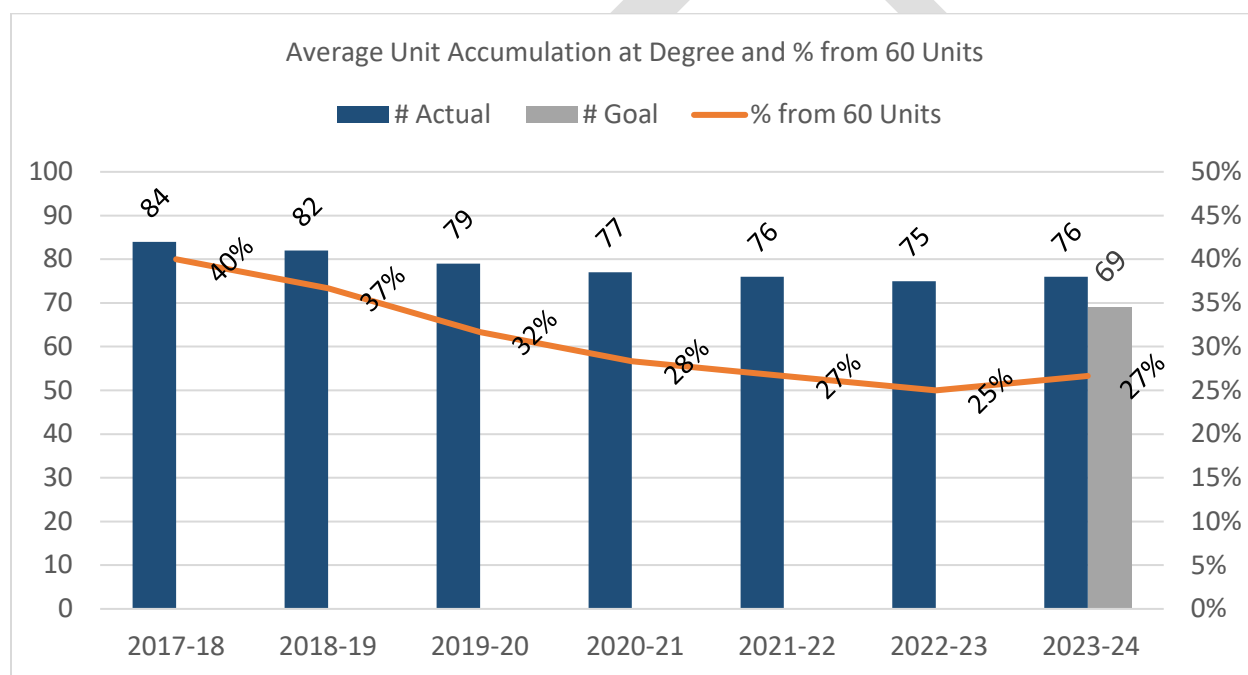


Figure 14 Median Unit Accumulation; Source: Guided Pathways Dashboard

Figure 14 highlights an impressive improvement in RCCD's efforts to reduce excess unit accumulation upon degree completion. The decrease from 84 to 76 units between 2017-2018 and 2023-2024 indicates progress toward aligning with the 60-unit benchmark for an associate's degree. While this 9.5% reduction surpasses the statewide improvement of 8.5%, it shows the need for further interventions to close the remaining gap of 7 units.

The current figure of 76 units, while an improvement, still reflects inefficiencies, such as students taking unnecessary or excess units due to unclear pathways, course availability issues, or changes in academic plans. Achieving the district's goal of 69 units—just 15% above the required 60—will necessitate ongoing efforts, such as enhanced academic advising, streamlined course scheduling, and reinforcing the Guided Pathways framework. These strategies can help further reduce excess unit accumulation and support

timely degree completion.

**Status: On track**

RCCD is making positive progress toward completing the objective, but has not yet met the KPI target.

**Objective 2.8: Increase number of full-time students (12 units per semester, 24 units per year) by 10% per year.**

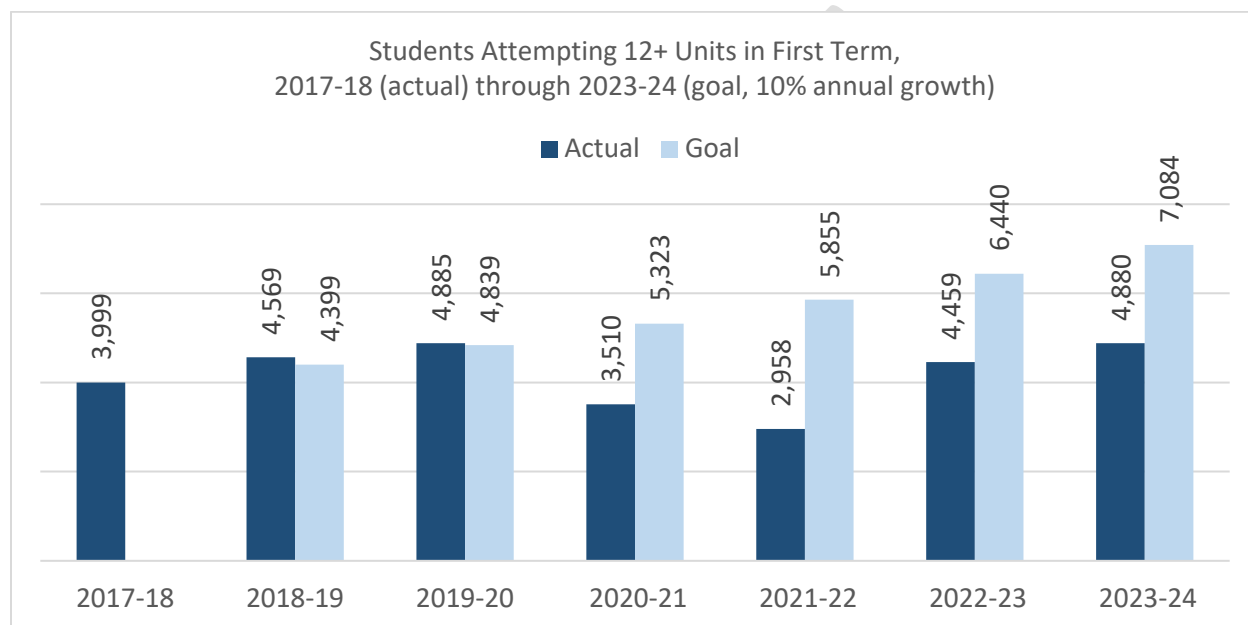


Figure 15 Number of Full-Time Students; Source: Guided Pathways Dashboard

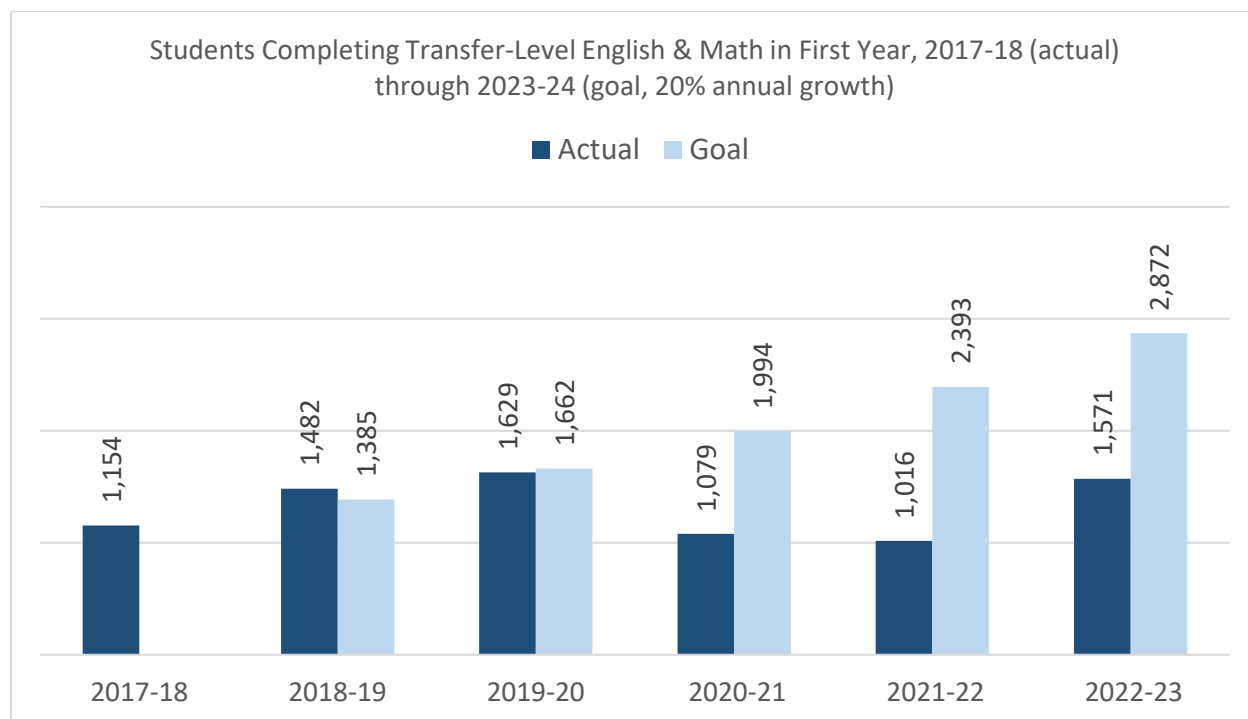
Objective 2.8 demonstrates RCCD's progress in increasing the number of full-time students despite significant challenges posed by the COVID-19 pandemic. The growth from 3,999 full-time students in 2017-2018 to 4,880 in 2023-2024 highlights a positive trend, even though the district fell short of its 10% annual growth target. This upward trajectory is particularly notable given the steep decline during the pandemic, with full-time enrollment bottoming out at 2,958 students in 2021-2022—a 26% drop compared to 2017-2018. The subsequent 65% rebound from 2021 to 2023 reflects a strong recovery and suggests that RCCD is regaining momentum toward its long-term goals.

Statewide data highlights RCCD's success relative to broader trends, as the number of full-time students across California community colleges decreased by 13% from 2017 to 2023. RCCD's ability to buck this trend is a testament to its strategic efforts, likely including expanded financial aid access, targeted recruitment, and enhanced student support services. Encouraging full-time enrollment is critical not only for increasing degree completion rates but also for reducing the overall time students spend in higher education, thereby improving affordability and outcomes. Continued efforts in developing initiatives that promote full-time enrollment will be key to sustaining this progress.

**Status: On track**

RCCD is making positive progress toward completing the objective, but has not yet met the KPI target.

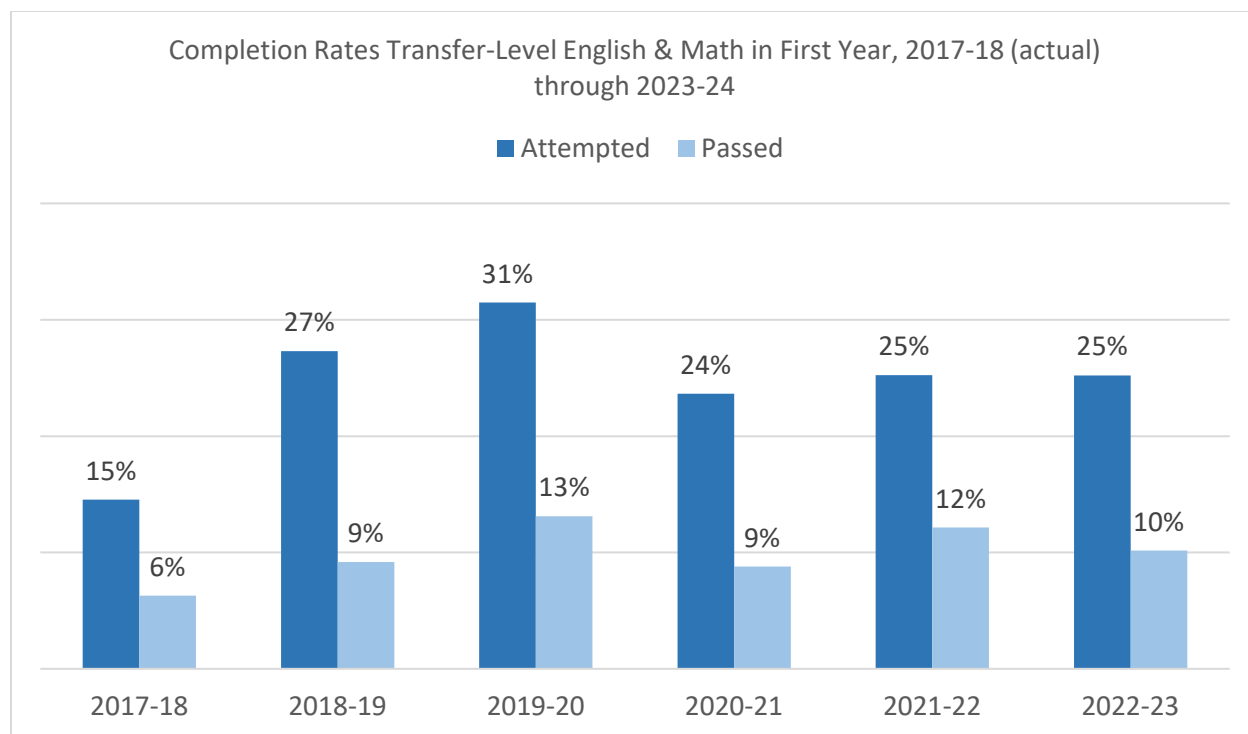
**Objective 2.9: Increase number of students who complete both transfer-level math and English in first year by 20%.**



*Figure 16 First Year Transfer English and Math Completions; Source: Guided Pathways Dashboard; data for the 2023-24 academic year is incomplete as students starting in spring 2024 have not had a full year to complete.*

Throughout the duration of this strategic plan, various legislative changes have influenced successful completion and pathways in math and English, facilitating faster progress through transfer-level courses. While these policies have contributed to improved completion rates, faculty have worked tirelessly to optimize their courses for better access and student success.

Figure 16 presents objective measurements from the strategic plan, showing the number of students who complete transfer-level math and English. However, these metrics were established prior to the pandemic, and the significant decline in enrollments during that time was not anticipated. As a result, the counts do not accurately reflect the success that faculty and colleges have achieved in this area.



*Figure 17 Successful transfer math and English completion rates of first-time students*

Figure 17 illustrates the successful completion rates for transfer English and Math among first-time students. The chart indicates that both attempt and completion rates have increased from 2017 to 2022. Specifically, 10% more first-time students are attempting math and English in their first year, rising from 15% to 25%. Correspondingly, completion rates have increased by 4%, moving from 6% to 10%. This suggests that more students are taking requisite courses for transfer earlier in their academic careers, which may lead to shorter time-to-degree rates, as evidenced by other objectives showing that more students are now completing their degrees within two years than before.

Legislative reforms like AB 705 and AB 1705 have significantly influenced pathways and successful completion rates in transfer-level math and English. These policies intend to streamline student progression, allowing more first-time students to attempt and complete these critical courses earlier in their academic journey. Faculty have made substantial efforts to adapt course structures and enhance student support, leading to measurable progress.

Data reveals that from 2017 to 2022, first-year attempt rates for transfer-level math and English increased by 10%, with completion rates rising by 4%. This aligns with broader objectives to reduce time-to-degree completion. However, enrollment declines during the pandemic impacted overall counts, creating a gap between progress made and the strategic plan's goals. Despite these challenges, the ongoing efforts of faculty and colleges demonstrate a commitment to improving access and success in these foundational areas.

**Status: On track**

RCCD is making positive progress toward completing the objective but has not yet met the KPI target.

**Summary of RCCD Strategic Goal 2: Student Success**

Strategic Goal 2 - Student Success reflects RCCD's dedication to creating an educational environment that supports students in achieving their certificates, degrees, and successful transfers to four-year universities. The objectives under this goal serve as key benchmarks for assessing progress and highlighting areas needing improvement. By focusing on increasing degree and certificate awards, enhancing transfer rates, and improving job placement for Career and Technical Education (CTE) students, RCCD attempts to foster both individual student success and overall district growth. Following table summarizes each objective under Strategic Goal 2, highlighting progress and current status.

**Table 2: Summary Table of Strategic Goal 2**

Objective	Summary	Status
<b>2.1: Increase number of AA/AS awards by 15% annually.</b>	The number of AA/AS awards peaked at 8,357 in 2021 but decreased in 2022-2023 due to lower enrollment during the COVID-19 pandemic. Although enrollment is recovering, the 15% growth target may not be met, as RCCD did not achieve this goal even before the pandemic.	Behind
<b>2.2: Increase number of certificates completed by 15% annually.</b>	Certificates awarded have increased post-pandemic, earlier than degrees due to shorter completion times. While the district achieved the 15% growth goal in 2018-2019, it has not been met in subsequent years and is not expected for 2023-2024.	Behind
<b>2.3: Increase transfers to four-year universities by at least 15% per year.</b>	The transfer volume to UCs and CSUs has declined since the pandemic. Enrollment in CSU decreased by 6.5% from fall 2020 to fall 2023. Although UC enrollment is high, the district will need to reassess goals due to changing capacities at four-year institutions.	Behind
<b>2.4: Increase the percentage of CTE students employed in their field of study by 3% annually.</b>	Data for this objective is delayed and not updated regularly. Current data indicates that the 3% growth in employment related to field of study is not occurring, as job placement metrics are delayed by two years.	Not available
<b>2.5: Increase the percentage of CTE graduates with a livable wage by 2% annually.</b>	Data is similarly delayed and not updated regularly. The district has met its goals from 2017 to 2021, but post-pandemic information is lacking.	Not available
<b>2.6: Reduce time for degree completion for part-time students from 6 to 3-4 years</b>	The percentage of students completing degrees in two years is increasing, although only 25% achieve this. Average completion times have fluctuated due to	Behind

Objective	Summary	Status
<b>and for full-time students from 6 to 2-3 years.</b>	pandemic impacts, with full-time students taking 5.5 years on average in 2023-2024.	
<b>2.7: Reduce number of units for degrees to not exceed 15% above required number of units.</b>	The median unit accumulation decreased from 84 units in 2017-2018 to 76 units in 2023-2024. While progress has been made, RCCD is still 7 units away from the goal.	On track
<b>2.8: Increase number of full-time students (12 units per semester, 24 units per year) by 10% per year.</b>	Full-time students increased from 3,999 in 2017-2018 to 4,880 in 2023-2024. Although the 10% growth goal was not met, there has been a significant recovery post-pandemic, with a 65% increase since 2021.	On track
<b>2.9: Increase number of students who complete both transfer-level math and English in the first year by 20%.</b>	Legislative changes and faculty efforts have contributed to improved completion rates for transfer-level courses. While the metrics are affected by pandemic-related enrollment declines, progress has been made, although targets are not yet met.	On track

In summary, RCCD has made significant strides toward the objectives outlined in Strategic Goal 2, despite the challenges posed by the COVID-19 pandemic. While progress has been made in areas such as reducing the units required for degree completion and increasing full-time enrollment, challenges in achieving targets for awards and transfers remain. As RCCD moves forward, it will need to refine its strategies and support systems to ensure that all students have the necessary resources for success in their academic journeys.

### Strategic Goal 3: Equity

The district will work with community, workforce, and education partners to reduce and eliminate equity gaps.

**Objective 3.1: Decrease equity gaps by 40% in 5 years and eliminate within 10 years.**

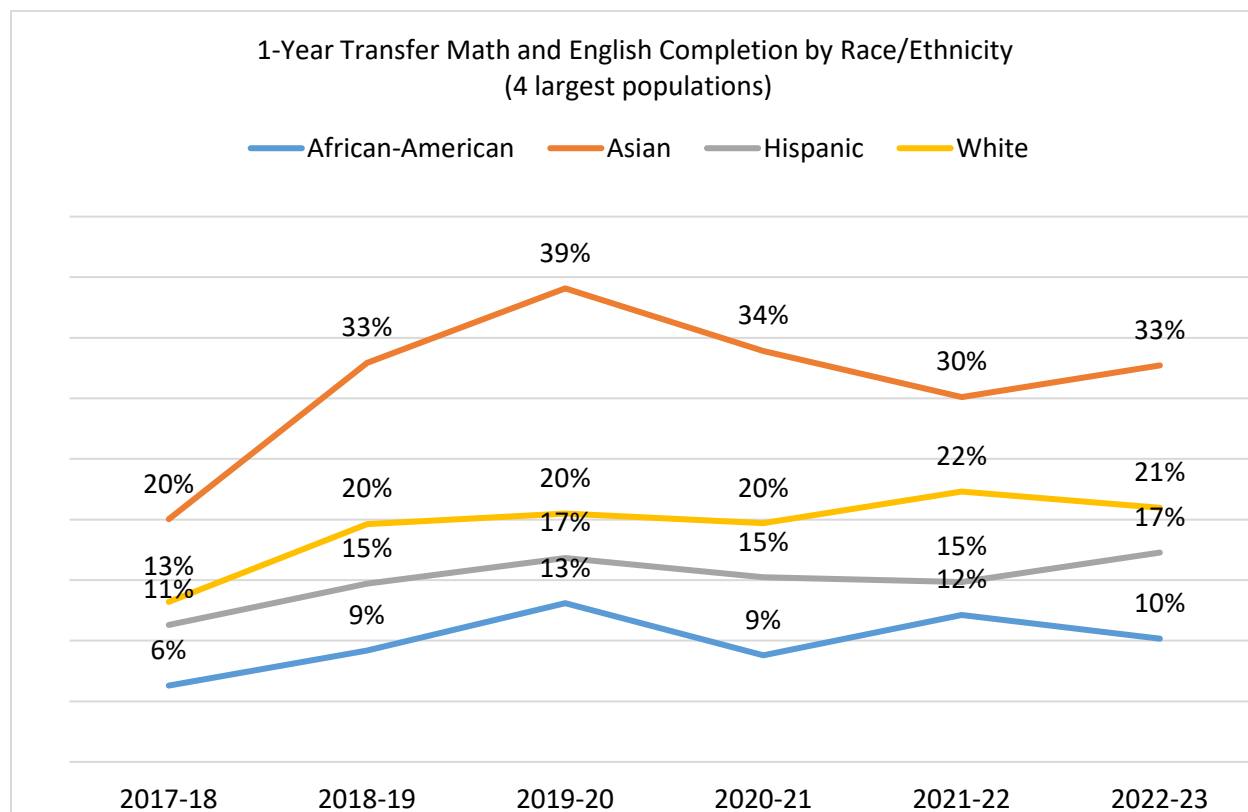


Figure 18 1-Year transfer math and English Completion by Race/Ethnicity

Figure 18 illustrates how the transfer math and English completion rates for first time students during their first academic year. The top four largest race/ethnicity groups are represented in the chart. From the largest to smallest, these groups include Hispanic, White, African American, and Asian. Using the 2017-18 academic year as the base line for this analysis, all the groups' rates increased over the next 5 years with the largest increase at 13% for Asian students and the smallest increase at 4% for African American students. However, while all the populations increased rates during this period, the equity gaps did not close (see Table 3). In 2017-18 African American students were disproportionately impacted (DI)<sup>3</sup> and continued to be impacted with most transfer level achievement metrics as seen in Table 3. This is similar for Hispanic students who were also regularly, although fewer than African American students, disproportionately impacted in these areas. In addition, the gaps are not closing using the PPG-1 methodology. For example, the African American students completing both transfer level math and English in their first year went from a 6% gap in 2017-18 to a 8% gap in 2022-23.

<sup>3</sup> The percentage point gap analysis minus one (PPG-1) method was used for all disproportionality impacted analysis. Details of this analysis can be found here: [PERCENTAGE-POINT-GAP-METHODOLOGY.pdf \(cccco.edu\)](https://www.cccco.edu/PERCENTAGE-POINT-GAP-METHODOLOGY.pdf)



Table 3: PPG of Completing Transfer Level English/Math During the First Year – New Students

Successful Transfer Level Course Completion During the First Year- Percentage Point Gaps						
		English	Math	English and Math	Statistics	Calculus
African-American	2017-18	-7%	-8%	-6%	-3%	-2%
	2018-19	-9%	-9%	-7%	-4%	-1%
	2019-20	-5%	-6%	-4%	-1%	-2%
	2020-21	-6%	-9%	-8%	-5%	-1%
	2021-22	-2%	-7%	-5%	-1%	-2%
	2022-23	-8%	-10%	-8%	-5%	-2%
	2023-24	-6%	-6%	-5%	-3%	-1%
Asian	2017-18	3%	15%	9%	7%	5%
	2018-19	15%	25%	18%	14%	9%
	2019-20	17%	30%	23%	15%	12%
	2020-21	17%	23%	19%	11%	8%
	2021-22	11%	21%	14%	10%	8%
	2022-23	11%	21%	16%	7%	12%
	2023-24	8%	16%	11%	4%	6%
Hispanic	2017-18	2%	-2%	-1%	-1%	-1%
	2018-19	-1%	-5%	-4%	-2%	-3%
	2019-20	6%	-2%	-1%	-1%	-2%
	2020-21	-4%	-4%	-3%	-1%	-2%
	2021-22	-3%	-7%	-6%	-3%	-3%
	2022-23	1%	-3%	-2%	0%	-3%
	2023-24	0%	-4%	-3%	-1%	-1%
White	2017-18	2%	3%	2%	1%	1%
	2018-19	4%	5%	4%	1%	1%
	2019-20	3%	5%	4%	1%	1%
	2020-21	5%	5%	4%	2%	0%
	2021-22	4%	7%	6%	0%	3%
	2022-23	1%	5%	4%	0%	1%
	2023-24	1%	4%	4%	1%	1%

(Red indicates an equity gap based on PPG)

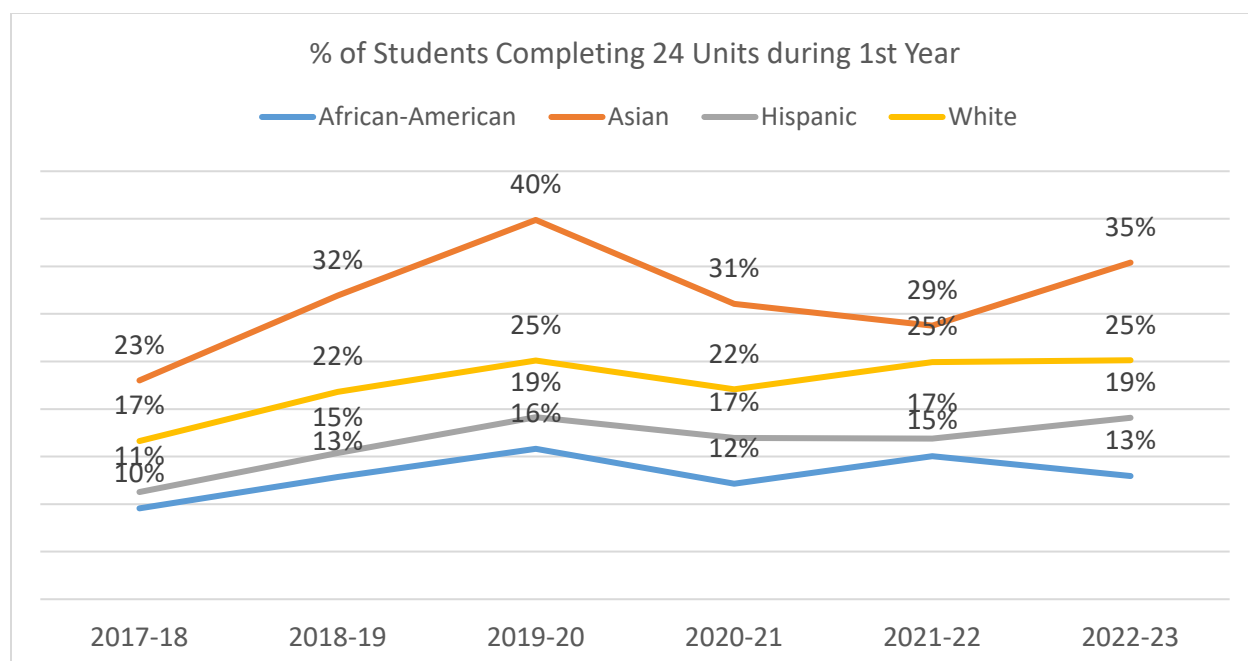


Figure 19 Percentage of students completing 24 units during their first academic year

This analysis also examined students who completed 24 units during their first or second academic years. Figure 19 presents the rates of students who completed at least 24 units within their first year, typically considered a full-time course load. Similar to trends in English and math completion, all rates increased from 2017-18 to 2022-23, with the largest increases observed among the Asian student population and the smallest among African American students.

As with the previous analysis, African American students continue to be disproportionately impacted when evaluated using the PPG-1 analysis method (see Table 4). While all students appear to have benefited from interventions aimed at improving these key performance indicators, the calculated PPG-1 gaps have not narrowed and generally remain unchanged. For instance, the PPG-1 gap for African American students completing 24 units in their first year increased from 4% to 8% during the 2017-18 to 2022-23 period.

Table 4: PPG of 24 Units Attempted and Completed During 1<sup>st</sup> and 2<sup>nd</sup> Year – New Students

24 Units Attempted and Completed- Percentage Point Gaps					
Race/Ethnicity	Starting Academic Year	1 Year		2 Years	
		Attempted	Completed	Attempted	Completed
African-American	2017-18	-6%	-4%	-11%	-10%
	2018-19	-3%	-4%	-7%	-11%
	2019-20	-4%	-4%	-5%	-6%
	2020-21	-6%	-6%	-6%	-8%
	2021-22	-5%	-4%	-6%	-7%
	2022-23	-8%	-8%	-9%	-11%
Asian	2017-18	9%	11%	6%	12%

	2018-19	18%	16%	16%	23%
	2019-20	19%	21%	15%	25%
	2020-21	15%	14%	13%	22%
	2021-22	14%	11%	15%	19%
	2022-23	17%	16%	15%	18%
Hispanic	2017-18	1%	-4%	7%	-1%
	2018-19	-2%	-5%	0%	-5%
	2019-20	3%	-2%	5%	-1%
	2020-21	-1%	-3%	-1%	-7%
	2021-22	-3%	-5%	-1%	-6%
	2022-23	1%	-4%	3%	-2%
White	2017-18	0%	5%	-3%	5%
	2018-19	1%	6%	2%	8%
	2019-20	3%	6%	2%	8%
	2020-21	1%	5%	3%	9%
	2021-22	6%	7%	3%	9%
	2022-23	0%	6%	0%	6%

(Red indicates an equity gap based on PPG)

Initially, this objective focused on the gaps among students completing transfer-level math over two years to identify any changes. However, since the strategic plan was drafted, the California Community Colleges Chancellor's Office has enacted policies regarding equity and disproportionate impact analysis, adopting the percentage point gap method as the standard for measuring equity gaps. Consequently, this analysis also employs that methodology, which reveals that equity gaps persist even as overall completion rates increase.

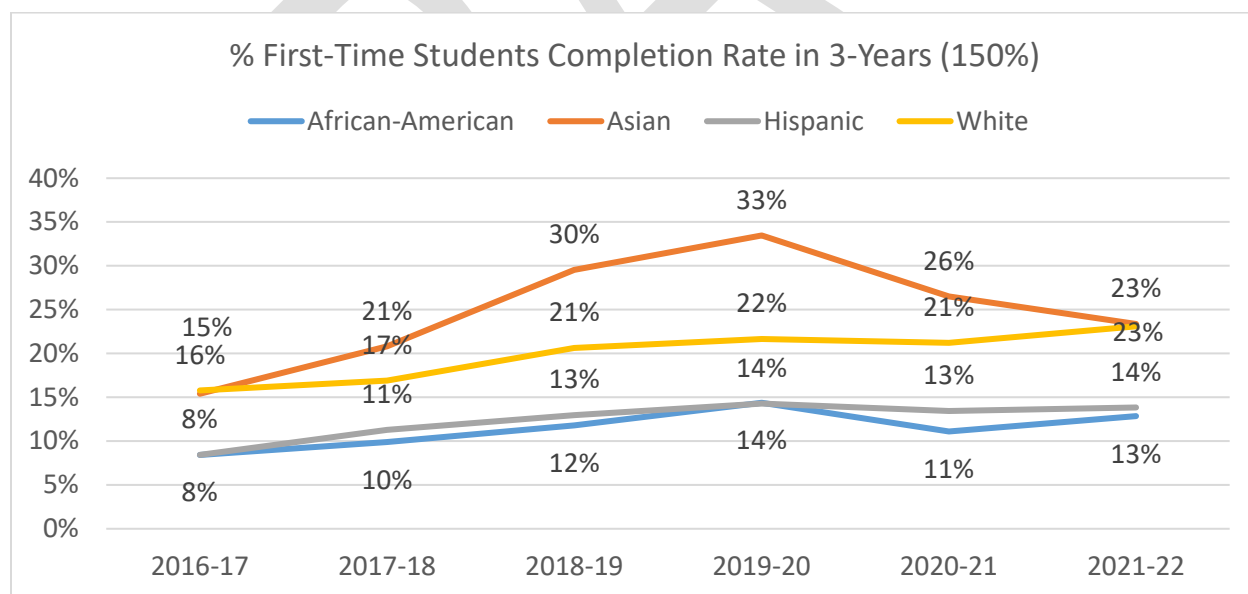


Figure 20: % First-Time Students Completion Rate in 3-Years (150%)

This analysis also examined students who complete (earned an award or transfer) within three years of their first term. Figure 20 highlights the four largest racial and ethnic student populations in the district. The trend mirrors the previous analyses, showing an overall increase in completion rates for these

populations from 2016-17 to 2021-22. The most significant increase was observed in the Asian population, which saw an 8% rise during this period. While all groups have improved their three-year completion rates, equity gaps have not narrowed, and the same populations remain disproportionately impacted.

For instance, African American students have consistently faced disparities in this analysis. Table 5 details the years and groups affected, indicating that the percentage point gaps have not closed for this metric either. However, while these gaps have not significantly decreased, African American students are now less disproportionately impacted than in previous metrics. Notably, they were identified as disproportionately impacted only in 2017-18 and 2020-21.

**Table 5: PPG of Three-Year Completion Rates – New Students**

Award and/or Transfer Completion in 3-Years (150%)- Percentage Point Gaps			
	First Year	Transfer or Award	Award
African-American	2016-17	-2%	-3%
	2017-18	-3%	-3%
	2018-19	-3%	-5%
	2019-20	-1%	-2%
	2020-21	-4%	-5%
	2021-22	-3%	-4%
	2022-23	-3%	-3%
Asian	2016-17	5%	1%
	2017-18	9%	3%
	2018-19	15%	8%
	2019-20	19%	14%
	2020-21	12%	9%
	2021-22	8%	6%
	2022-23	4%	3%
Hispanic	2016-17	-5%	-2%
	2017-18	-4%	-2%
	2018-19	-6%	-2%
	2019-20	-4%	-2%
	2020-21	-5%	-2%
	2021-22	-5%	-4%
	2022-23	-1%	-1%
White	2016-17	7%	5%
	2017-18	5%	4%
	2018-19	7%	4%
	2019-20	7%	5%
	2020-21	7%	4%
	2021-22	9%	7%
	2022-23	2%	2%

(Red indicates an equity gap based on PPG)

The analysis of data reveals progress in increasing completion rates for transfer-level math and English among all student groups from 2017 to 2023. However, equity gaps, particularly for African American and Hispanic students, remain persistent and unchanged. Despite interventions and improvements in overall success metrics, African American students face disproportionate impacts in multiple areas, including first-year completion rates for transfer courses, 24-unit benchmarks, and three-year completion rates.

While Asian students demonstrated the largest gains across metrics, achieving higher completion rates and reduced gaps, African American and Hispanic populations have seen minimal shifts in equity outcomes despite system-wide initiatives. These gaps emphasize the ongoing need for targeted interventions and resource allocation to achieve the district's equity goals.

**Status: Behind**

RCCD is lagging in achieving the KPI for the objective.

**Objective 3.2: Increase RCCD's workforce diversity to better reflect communities served.**

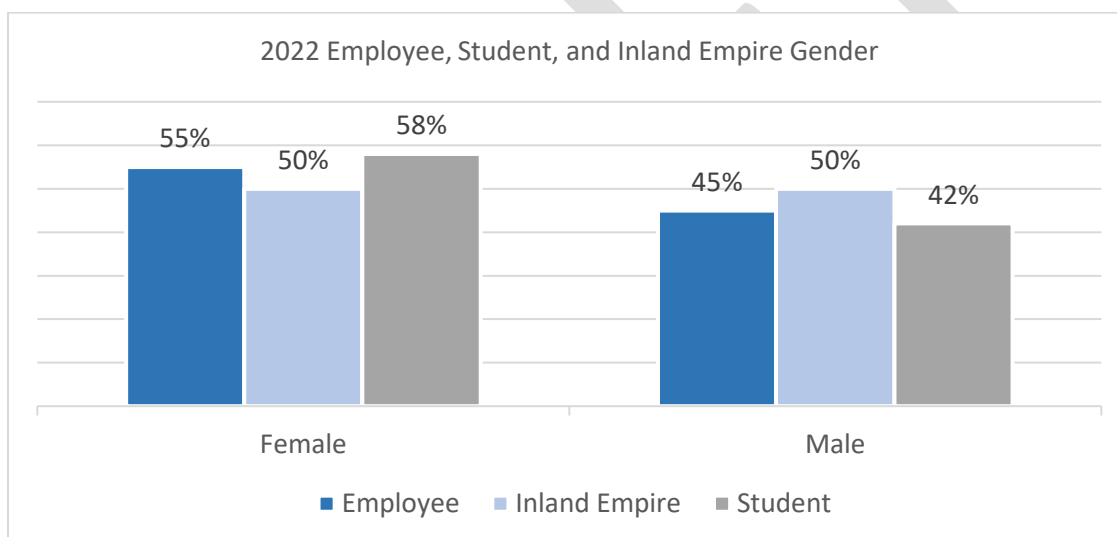


Figure 21 Employee, Student, and Inland Empire by Gender, Source: Inland Empire data is from census data: <https://www.census.gov/quickfacts/>; Employee and student data is MIS data; Employee and student data is MIS data.

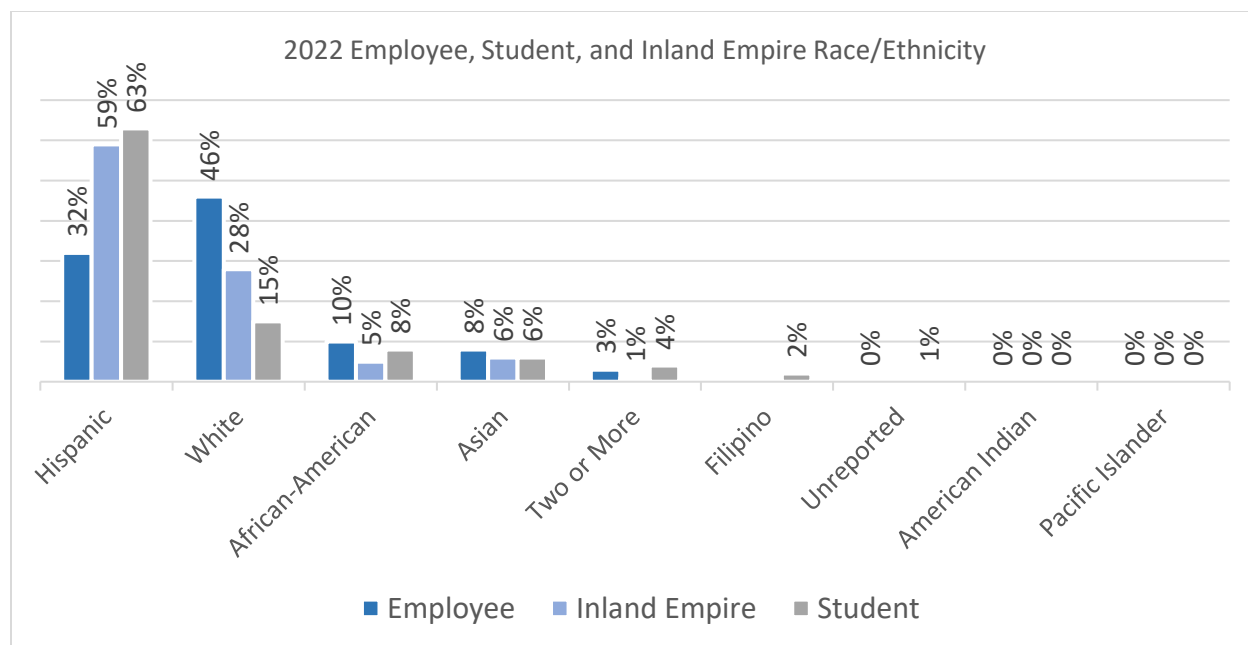


Figure 22 Employee, Student, and Inland Empire by Race/Ethnicity, Source: Inland Empire data is from census data: <https://www.census.gov/quickfacts/>; Employee and student data is MIS data; Employee and student data is MIS data.

RCCD strives to enhance the diversity of RCCD's workforce to better reflect the communities it serves. Despite efforts to promote inclusivity and recruit a more diverse staff, RCCD has not met this objective. The current workforce composition still does not adequately mirror the demographic diversity of the surrounding community and student population. Specifically, Hispanic employees remain underrepresented in the workforce, highlighting a significant gap in demographic representation. This ongoing gap highlights the need for continued commitment and targeted strategies to foster a more representative workforce, ensuring that all voices and perspectives are reflected within RCCD. Further initiatives are essential to achieve meaningful progress in workforce diversity.

#### **Status: Behind**

RCCD is lagging in achieving the KPI for the objective.

#### **Summary of RCCD Strategic Goal 3: Equity**

RCCD is committed to fostering equity across its educational and workforce environments. Strategic Goal 3 emphasizes collaboration with community, workforce, and educational partners to reduce and ultimately eliminate equity gaps. Despite some improvements in completion rates and the success of various interventions, disparities persist, particularly among racial and ethnic minority groups. The following summary outlines specific objectives designed to address these equity challenges, tracking progress toward a more inclusive and representative educational experience.

**Table 6: Summary Table of RCCD Goal 3 Objectives:**

Objective	Summary	Status
<b>3.1: Decrease equity gaps by 40% in 5 years and eliminate within 10 years.</b>	Completion rates for transfer-level math and English improved from 2017-2023, but equity gaps persist, especially for African American and Hispanic students.	Behind
<b>3.2: Increase RCCD's workforce diversity to better reflect communities served.</b>	Efforts to diversify the workforce have not met objectives, with significant underrepresentation of Hispanic employees in RCCD.	Behind

RCCD's efforts to promote equity have revealed both progress and ongoing challenges. While completion rates for various student populations have improved, significant equity gaps remain, particularly affecting African American and Hispanic students. Additionally, the district's workforce diversity has not yet achieved the desired representation of the communities it serves. Moving forward, it is crucial for RCCD to intensify its commitment to equitable practices and implement targeted strategies to close these gaps, ensuring that all students and staff feel valued and represented within the district.

#### **Strategic Goal 4: Institutional Effectiveness**

**District Services supports the colleges through the identification, measurement, and reporting of student and institutional outcomes to demonstrate the advancement of the district's mission and goals.**

##### **Objective 4.1: Provide the Framework and Tools for Monitoring, Assessing, and Evaluating Progress on Goals**

The RCCD District Office is developing a comprehensive framework based on Efficiency, Effectiveness, Accountability, and Transparency (EEAT) to improve the district's planning and assessment processes. This model, grounded in the Balanced Scorecard (BSC) methodology by Dr. Kaplan and Dr. Norton, emphasizes four key stages:

1. Clarifying and translating goals into measurable KPIs.
2. Effective communication of objectives.
3. Linking resources to performance measures.
4. Ensuring transparency in data and planning.

This framework aims to enhance accountability, trust, and alignment with RCCD's strategic goals. It is currently under review, with plans to refine it further and share it with key stakeholders as part of developing the new district strategic plan.

#### **Status: In Progress**

No KPIs identified yet; work is actively underway.

#### **Objective 4.2: Increase Efficiency by Reducing Time for Processes such as Recruitment, Purchasing, Conflict Resolution, and Decision-Making**

RCCD is committed to streamlining essential processes, including recruitment, purchasing, conflict resolution, and decision-making, to enhance operational efficiency. During recent interviews with colleges, concerns were raised regarding the recruitment and purchasing processes. While efforts in resolving these issues are still in progress, several initiatives have already been implemented to drive improvements and efficiency:

Technological Solutions: The district has adopted various systems to increase efficiency, including Concur for travel requests, Etrieve for leave tracking, Nuventive for program review, Power BI for creating data dashboards, Campus Logic for financial aid verification, TeamDynamix for modern HelpDesk services, and OnBase for file management.

Structural Improvements: RCCD has reorganized the HR and Employee Relations department to enhance responsiveness and efficiency. The district has also added new positions in Payroll and Purchasing to further streamline operations and improve workflow.

Recruitment Process: The recent effort at RCCD focused on addressing significant HR data management challenges, lengthy recruitment processes, and diversity initiatives. The district is grappling with outdated systems, notably People Admin 5.8 and Colleague, which hinder effective reporting and require extensive manual data cleanup. Recruitment for faculty positions can exceed 173 business days due to numerous bottlenecks, including pre-posting steps and scheduling conflicts. Upcoming upgrades include a new People Admin version and the replacement of Colleague with the Anthology system, aimed at improving overall efficiency.

Task Force for Recruitment Delays: In response to challenges in the recruitment process, RCCD has formed a task force to address delays in hiring and improve the recruitment timeline. This initiative aims to identify bottlenecks and implement strategies to accelerate the hiring process, ensuring that the district can quickly attract and onboard talent.

Diversity Initiatives: New methods, such as Simpson's Diversity Index, have been implemented to provide better insights into diversity metrics, alongside collaborations for adverse impact analysis.

Moving forward, RCCD will focus on process mapping to identify inefficiencies, establish KPIs, and further automate processes using advanced technologies. Additional strategies will include targeted training, gathering feedback from stakeholders, and piloting innovative approaches in selected departments. These efforts attempt to foster a culture of continuous improvement and responsiveness to better meet the needs of students and faculty/staff across the district.

#### **Status: In Progress**

No KPIs identified yet; work is actively underway.



### **Objective 4.3: Implement Accountability, Transparency, and Evidence-Based Communication Practices to Improve Student Success and Completion**

RCCD is dedicated to improving student success and completion by promoting accountability and transparency through evidence-based communication. As discussed earlier, RCCD is in the process of developing a comprehensive EEAT assessment framework to define baselines, set targets, establish KPIs, and an annual reporting and tracking mechanism. This will enable better monitoring and evaluation of district-wide initiatives and objectives, ensuring alignment with RCCD's strategic goals. The EEAT system will play a critical role in addressing current evaluation gaps by continuously assessing and adjusting processes.

The district's integration of the EEAT framework into its institutional practices is expected to enhance the strategic planning and communication process for the next cycle, creating a more data-driven approach to decision-making. Annual reporting and tracking mechanisms will be introduced to ensure that progress is effectively monitored. Additionally, RCCD plans to engage constituents in the development and evaluation of strategic goals, ensuring alignment with the diverse needs of its student population.

#### **Status: In Progress**

No KPIs identified yet; work is actively underway.

### **Objective 4.4: Ensure that All Processes and Outcomes are Aligned with the District's Mission, Goals, and Governance Structures**

RCCD is committed to aligning all district processes and outcomes with its mission, goals, and governance structures. The absence of clear baselines, KPIs, and systematic evaluations has made it challenging to fully assess the alignment of district activities. To address these gaps, RCCD is implementing several key strategies:

Systematic Evaluation and Reporting: RCCD is establishing a transparent and consistent EEAT evaluation process, ensuring that district initiatives remain aligned with the mission. Regular assessment and reporting mechanisms will track progress toward goals.

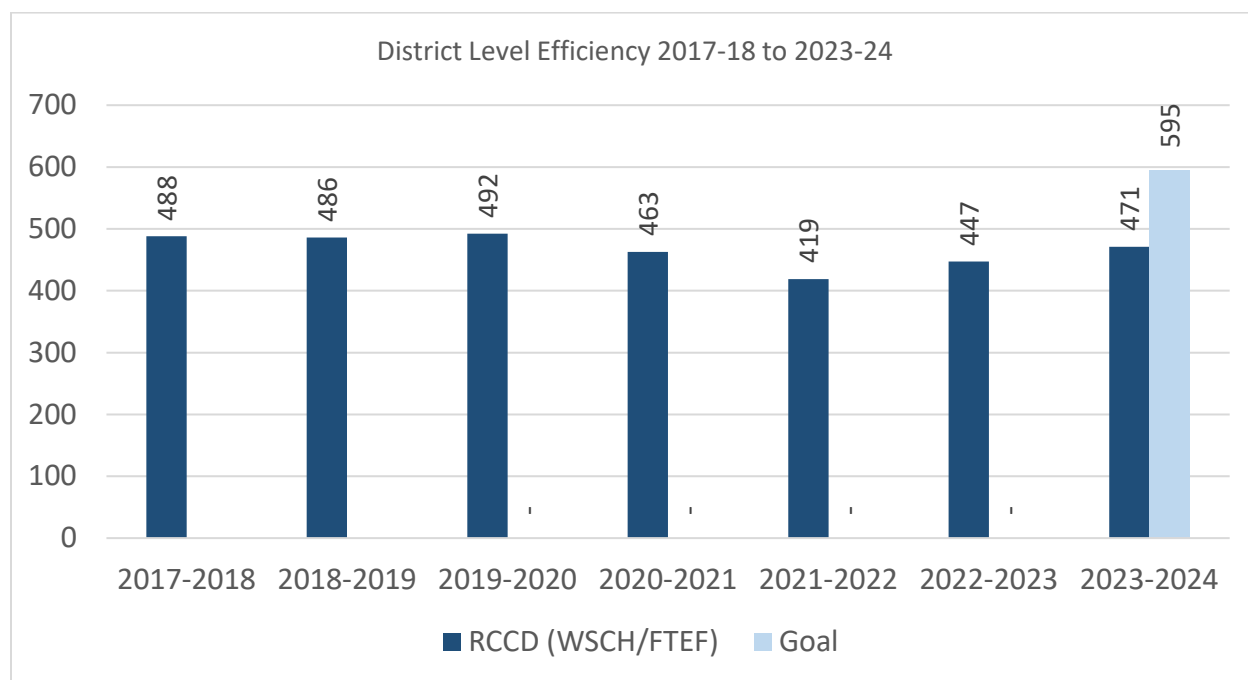
Governance Structure Alignment: RCCD has implemented a new governance structure under DSPC (District Strategic Planning Council), including committees and decision-making bodies. It will align with the newly developed KPIs and evaluation processes. This ensures that decision-making is based on data and directly supports strategic priorities.

By focusing on these actions, RCCD is creating a cohesive, mission-driven framework for processes and outcomes. The district's renewed emphasis on systematic alignment and assessment will foster continuous improvement, ensuring that all activities support the district's mission of student success, equity, and academic excellence.

#### **Status: In Progress**

No KPIs identified yet; work is actively underway.

**Objective 4.5: Attain a district-level efficiency of 595. (A task force has been formed to work on this issue).**



This objective aims to achieve a district-level efficiency benchmark of 595, prioritizing improvements in scheduling efficiency and practices across the district. By refining scheduling processes, the district seeks to maximize operational effectiveness, optimize resource utilization, and improve alignment with student demand for courses, ultimately supporting better educational outcomes.

Although the target has not yet been reached, notable progress over the past two years highlights a commitment to continuous improvement. This progress suggests that efforts to streamline course offerings, balance faculty workloads, and meet student needs are beginning to yield results. Achieving this target will require sustained collaboration across departments, the use of data-informed decision-making, and ongoing evaluation of strategies to ensure they address both student and institutional priorities.

**Status: Behind**

RCCD is lagging in achieving the KPI for the objective.

**Summary of RCCD Strategic Goal 4: Institutional Effectiveness**

RCCD is committed to enhancing its institutional effectiveness through a comprehensive approach that prioritizes accountability, transparency, and data-driven decision-making. Strategic Goal 4 strives to support the district's mission by systematically identifying, measuring, and reporting on student and institutional outcomes. This goal encompasses various objectives focused on providing frameworks and

tools for monitoring progress, increasing operational efficiency, implementing evidence-based communication practices, and ensuring alignment with RCCD's mission and governance structures. As RCCD moves forward with these initiatives, continuous improvement and responsiveness to the needs of its students and stakeholders remain at the forefront of its efforts. Following table summarizes each objective under Strategic Goal 4, highlighting progress and current status.

**Table 7: Summary Table of Strategic Goal 4**

Objective	Summary	Status
<b>4.1 Provide the Framework and Tools for Monitoring, Assessing, and Evaluating Progress on Goals</b>	Developing a comprehensive EEAT framework based on the Balanced Scorecard methodology to clarify goals, communicate objectives, link resources to performance measures, and ensure data transparency. Currently under review with stakeholders for the new strategic plan.	In Progress
<b>4.2 Increase Efficiency by Reducing Time for Processes such as Recruitment, Purchasing, Conflict Resolution, and Decision-Making</b>	Streamlining recruitment, purchasing, conflict resolution, and decision-making processes. Initiatives include technological solutions, structural improvements, and a task force for recruitment delays. Focus on process mapping and automation for continuous improvement.	In Progress
<b>4.3 Implement Accountability, Transparency, and Evidence-Based Communication Practices to Improve Student Success and Completion</b>	Promoting student success through accountability and transparency. Working towards establishing measurable outcomes for future strategic plans. Engaging constituents in the evaluation of strategic goals. Annual reporting will enhance data-driven decision-making.	In Progress
<b>4.4 Ensure that All Processes and Outcomes are Aligned with the District's Mission, Goals, and Governance Structures</b>	Ensuring alignment of district processes with its mission and goals. Implementing an EEAT assessment system to define baselines and KPIs, establishing consistent evaluation and reporting mechanisms, and aligning governance structures with strategic priorities.	In Progress
<b>4.5 Attain a district-level efficiency of 595</b>	Aiming to achieve a scheduling efficiency of 595 to improve operational effectiveness and resource utilization. Although not yet met, notable improvements have been observed in the last two years, indicating progress towards better student outcomes.	Behind

RCCD's Strategic Goal 4 emphasizes the importance of institutional effectiveness as a cornerstone for achieving its mission and objectives. By developing frameworks for accountability and efficiency, implementing evidence-based practices, and ensuring alignment with its governance structures, the

district is positioning itself for success in supporting student outcomes. While several initiatives are currently in progress, ongoing efforts will be essential in meeting established KPIs and continuously enhancing the operational effectiveness of RCCD. The commitment to transparency and systematic evaluation will foster a culture of accountability, ultimately driving the district toward its strategic goals and improving educational experiences for all students.

### **Strategic Goal 5: Resource Generation and Allocation**

**The district will acquire, manage, and deploy resources—including human, facilities, technology, and financial—to support district goals and advancement.**

#### **Objective 5.1: Efficiently manage existing resources to support the ongoing academic and student support programs.**

In order to best serve the district and its communities, sufficient resources must be developed. Objective 5.1 provides direction for the district to manage existing resources to better support student and academic programs.

In 2018, the district had an allocation plan that distributed 23.1% of funds to both Norco and Moreno Valley Colleges, with the remaining 53.8% allocated to Riverside City College. The District Budget Advisory Council (DBAC) examined the costs of producing a single Full-Time Equivalent Student (FTES) to fairly allocate funds across the district. The goal was to take all FTES per discipline and allocate funds according to the median cost.

After extensive discussions, the committee developed discipline cost worksheets using data from the two prior years to ensure accuracy. The data comes from two sources: the Educational Master Data (EMD) and Galaxy Financials. The EMD provides the number of FTES produced per discipline, while Galaxy Financials gives the cost for each discipline, including instruction and services. These calculations are then placed into the allocation model.

For example, if Biology produced 419 FTES in 2023, the costs for full-time faculty, part-time overload, and fixed charges are considered to determine the total direct cost for producing Biology FTES. This allows for a comparison of costs and the determination of the cost per FTES for that discipline.

The costs per FTES for each discipline are then used to allocate funds based on the median cost. Table 1 shows a sample budget allocation model that can replace the 2018 allocation proportions. Instead of allocating 23.1% to both Moreno Valley and Norco Colleges and 53.8% to Riverside City College, funds are now allocated based on the FTES generated for each discipline.

There are four phases to the Budget Allocation Model (BAM) development, and the district is currently in phase four, which assesses the resources and allocation of the district offices. Currently, the district office takes about \$35 million from the current budget, which is around 10%. DBAC is reviewing the district resource allocation to better align with the budget allocation model for the colleges.

**Table 8: Budget Allocation Examples**

Allocation Example:	
Norco College	
Total Target FTES	\$ 7,427
Direct Instructional and Academic Affairs Costs	\$ 43,202,343
Student Services, Business Services and Other	\$ 23,642,378
Total	\$ 66,852,148
Allocation Proportion	22.4%
Moreno Valley College	
Total Target FTES	\$ 7,087
Direct Instructional and Academic Affairs Costs	\$ 43,596,406
Student Services, Business Services and Other	\$ 22,559,959
Total	\$ 66,163,452
Allocation Proportion	22.2%
Norco College	
Total Target FTES	\$ 17,767
Direct Instructional and Academic Affairs Costs	\$ 108,365,046
Student Services, Business Services and Other	\$ 56,560,564
Total	\$ 164,943,377
Allocation Proportion	55.4%
College Totals	\$ 297,958,977

**Status: In Progress**

No KPI has been identified, but work is actively underway.

**Objective 5.2: Develop a Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness.**

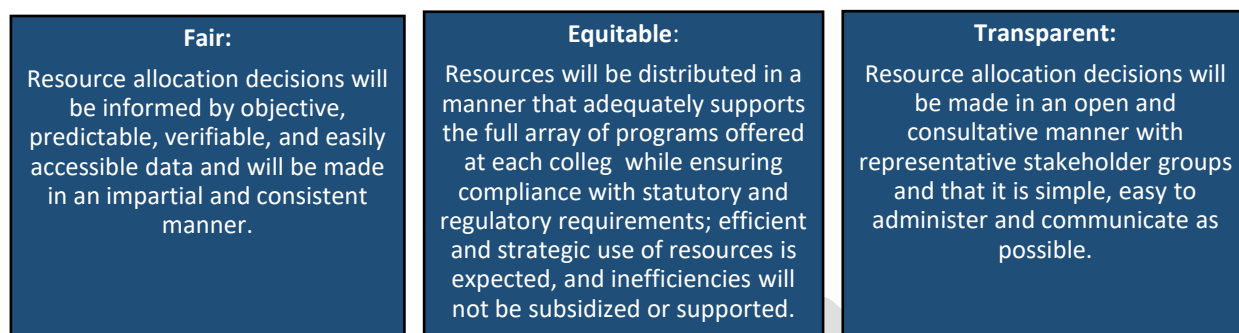


Figure 23 BAM core principles

The budget allocation model was conceived in 2019 when the district needed to make significant changes to the previous allocation model. Consequently, the District Budget Advisory Council, along with all three college communities, developed a budget allocation model grounded in fair, equitable, and transparent practices (see Figure 23).

In addition to the core principles, the council established other principles, including priorities for student success, equity and access, cost predictability, examination of unique program costs, variable costs, compliance with state standards, and the use of target FTES. The budget allocation model is assessed annually, and details can be found in the annual report.

Although the allocation model has been developed, it continues to evolve as new requirements and issues arise. Currently, there are four phases to the allocation model, which are discussed in the following objective.

**Status: In Progress**

No KPIs identified yet; work is actively underway.

**Objective 5.3: Develop a sustainable and healthy fiscal model.**

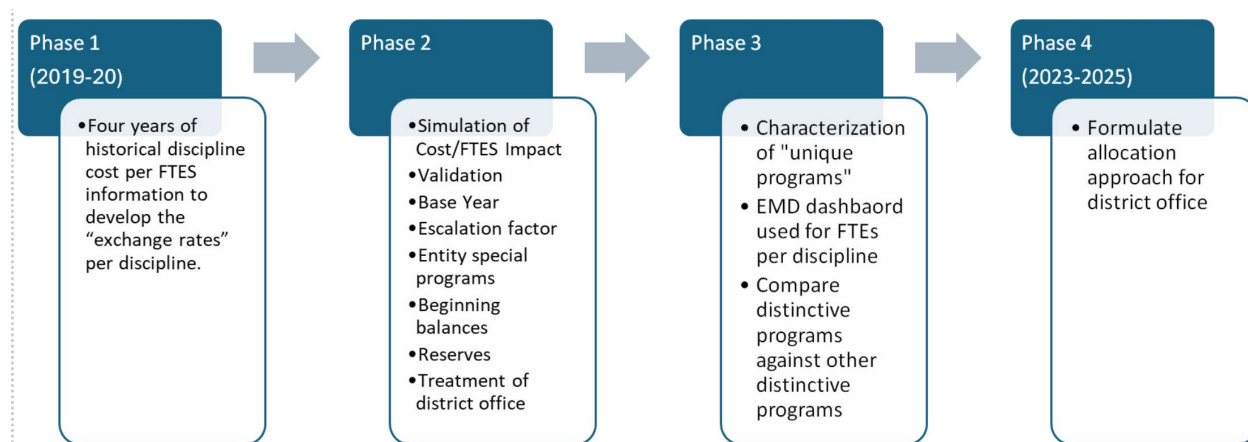


Figure 24 - Four phases of BAM Development

Objective 5.3, alongside objectives 5.1 and 5.2, intends to establish a sustainable and healthy fiscal model for RCCD. The evolution of the budget allocation model from 2018 to the present has been a crucial aspect of this objective, with the current model using discipline-level FTES generation to determine the distribution of general funds among the colleges. The development of a robust budget allocation model has occurred in four distinct phases:

Phase One (2019): The District Budget Advisory Committee (DBAC) compiled four years of historical data on discipline costs per FTES generation. This analysis established an exchange rate for each discipline, ensuring fairness in the allocation process by deriving proportions based on FTES generation.

Phase Two: A more comprehensive examination of the costs and implications of FTES generation took place. This phase involved data validation, establishing a base year, discussing escalation factors, evaluating special programs, analyzing beginning balances and reserves, and determining the budgetary treatment of the district office within the allocation model.

Phase Three: This phase focused on identifying unique programs, culminating in the development of the MD dashboard. This tool enables the committee to compare the financial costs of distinct programs against the Galaxy financial system.

Phase Four (Current Phase): The ongoing work centers on formulating an allocation strategy for the district office and assessing the necessary funds to sustain its operations. As of now, there are no active KPIs for this initiative, but the committee continues to make progress in refining the fiscal model.

Overall, this objective underscores the district's commitment to creating a fair and efficient budget allocation framework that supports its educational mission while promoting financial sustainability.

#### **Status: In Progress**

No KPI has been identified, but work is actively underway.

**Objective 5.4: Strategically develop external revenue sources to maximize the funding available to support student learning and success.**

(Target: 30% of the overall budget will be from external revenue sources.)

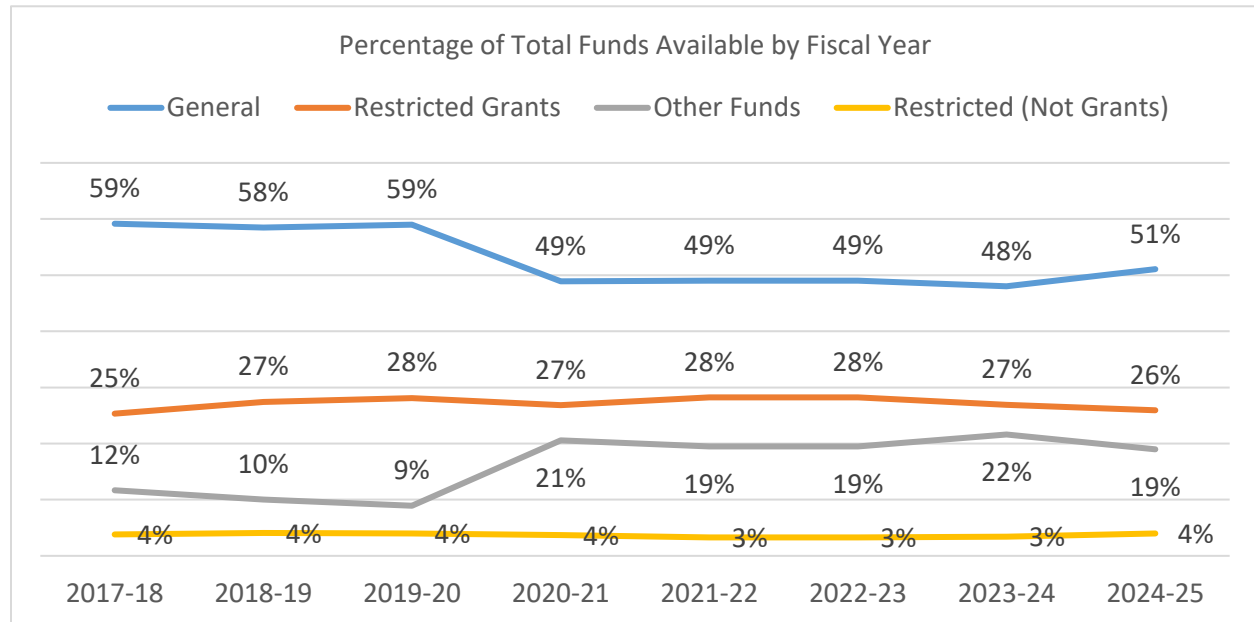


Figure 25 Percentage of Total Funds Available by Fiscal Year

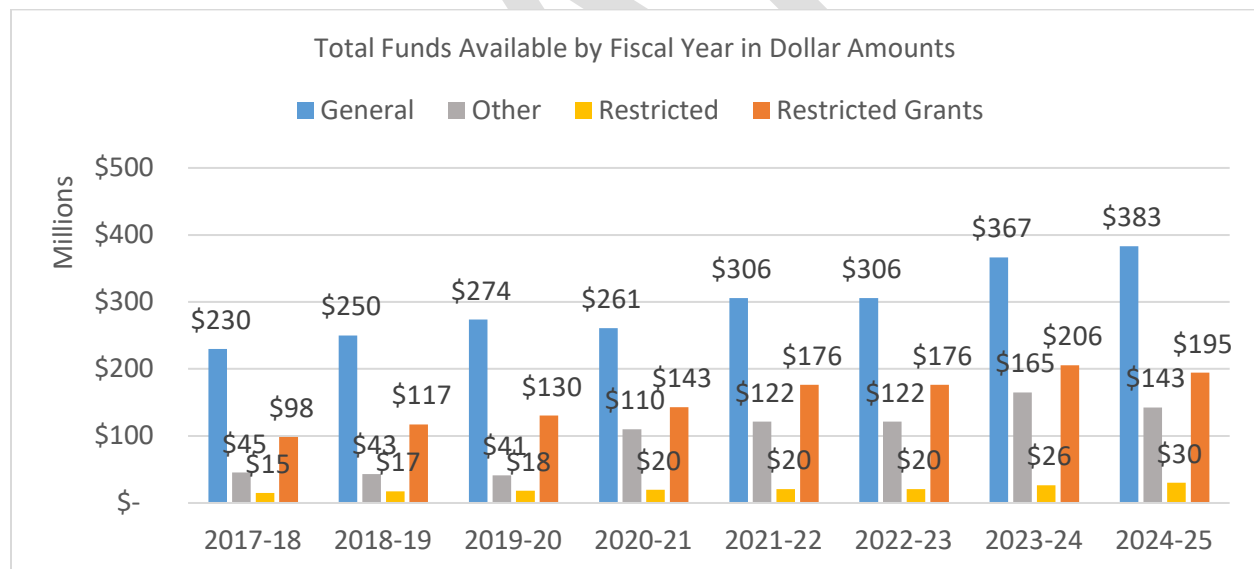


Figure 26 Total Funds Available by Fiscal Year Dollar Amounts

Along with the previous three objectives, Objective 5.4 delves deeper into examining our funding and resources. This objective focuses on identifying external funding sources to ensure that 30% of our revenue comes from sources such as grants or fundraising. The budget report provided annually to the Board of Trustees details the total available funds, segregated by their sources. For this analysis, we examine the percentage each source contributes to the available revenue.

As seen in figure 25, General Funds (blue line) started at 59% in 2017-18, staying stable until 2019-20



before dropping to 49% in 2020-21. The reliance on General Funds continues to decrease, with a slight recovery projected at 51% in 2024-25.

Restricted Grants (orange line) consistently contributed between 25% and 28% throughout the period, showing stability with minor fluctuations. Other Funds (gray line), representing funds generated by RCCD, show significant progress. After starting at 12% in 2017-18 and dipping to 9% in 2019-20, the share of Other Funds jumped to 21% in 2020-21. By 2024-25, the district will have successfully achieved its target of 30% of funding from non-General Fund sources, combining both Other Funds (19%) and Restricted (Not Grants) (4%). This indicates RCCD's commitment to diversifying revenue streams, reducing its dependency on General Funds.

Restricted (Not Grants) (yellow line) remained steady, accounting for 3-4% of total funds throughout the period.

Figure 26 shows the actual dollar amounts corresponding to each percentage. While the percentage of general funds decreases during the 2020-21 fiscal year relative to other funding sources, the total funds increase, albeit at varying rates.

RCCD has successfully met its strategic goal of generating 30% of its total funding from other sources, a combination of Other Funds and Restricted (Not Grants). This marks a significant step towards financial sustainability and less reliance on state General Funds, showing the district's proactive approach to diversifying revenue and securing additional funding sources.

**Status: On track**

RCCD is making positive progress toward completing the objective but has not yet met the KPI target.

**Objective 5.5: Practice strategic enrollment management that integrates financial planning with student need and achievement. Fundraising**

Objective 5.5 strives to enhance strategic enrollment management by integrating financial planning with the diverse academic and financial needs of students. This integration is supported by robust systems for strategic planning, program review, and resource allocation, all designed to align institutional operations with the goal of improving student success.

Colleges conduct comprehensive analyses of demographic and labor market data to identify opportunities for growth, enabling them to attract new students while also supporting the retention and achievement of current ones. The program review process evaluates the effectiveness of academic offerings and support services, ensuring they meet student needs and align with industry demands. Resource allocation prioritizes funding for initiatives that significantly impact student achievement, such as academic support, technology enhancements, and faculty development programs.

Additionally, each college has developed a strategic enrollment management plan that emphasizes collaboration across departments to foster a culture of shared responsibility for student success. This approach intends to provide a seamless experience for students from enrollment through graduation. By breaking down silos and promoting teamwork among academic programs, student services, and administrative offices, the colleges can more effectively address the diverse needs of students.

RCCD has been experiencing strong enrollment growth over the past two years, bringing numbers close to pre-pandemic levels. This positive trend reflects the effectiveness of the strategic enrollment management plans and collaborative efforts to enhance student engagement and support. As colleges continue to refine these strategies, RCCD is well-positioned to sustain this growth and further improve student outcomes, ensuring that every student has the resources and support needed to thrive throughout their academic journey.

Looking ahead, establishing key performance indicators (KPIs) will be essential for measuring the effectiveness of these strategies in relation to student success metrics, including persistence rates, completion rates, and employment outcomes. Regular evaluations and feedback mechanisms will help identify areas for improvement and ensure that enrollment management practices remain responsive to evolving student needs.

**Status: In Progress**

No KPI has been identified, but work is actively underway.

**Objective 5.6: Invest in state-of-the-art technologies to enhance programs, services, and operations.**

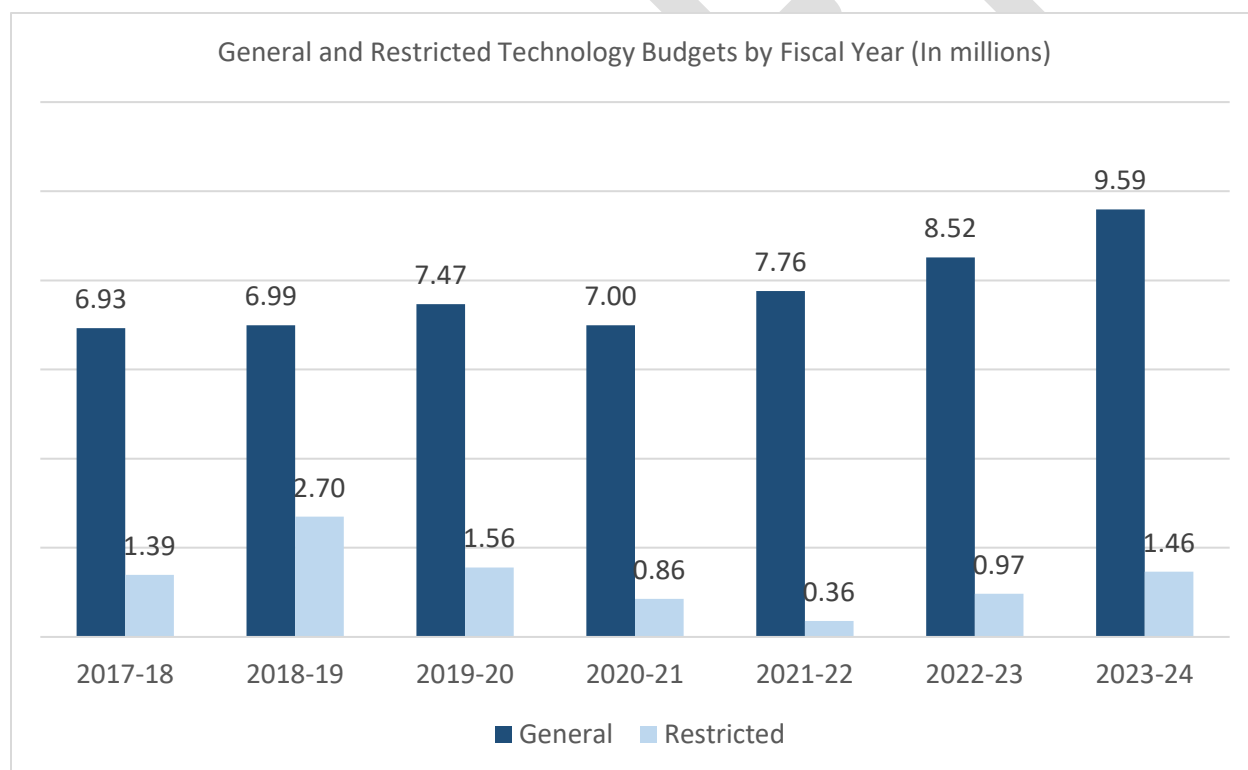


Figure 27 Technology Budget

RCCD has made significant strides in enhancing its technology infrastructure to support educational programs, services, and operational efficiency. As part of Objective 5.6 of the District's Strategic Plan, the district has undertaken several initiatives that exemplify its commitment to investing in advanced technologies across its campuses. These initiatives focus on improving IT systems, providing cutting-edge resources for students and faculty, and upgrading physical and digital infrastructure.

Key accomplishments under Objective 5.6 include:

ERP Modernization (Anthology): RCCD has been transitioning to a modern Enterprise Resource Planning (ERP) system, Anthology, which will improve the student experience, financial management, and workforce analytics (see Project Nexus link).

Makerspace and Innovative Learning Programs: RCCD provides innovative spaces such as the Makerspace studio at Riverside City College (RCC), where students can access 3D printers, sewing machines, and other tools. Norco College has also launched innovative teaching programs in collaboration with local schools (links 1 and 2).

Website Overhaul and Standardization: The district is standardizing the web platforms for all three colleges to ensure a unified digital experience.

Classroom and AV Equipment Upgrades: More than 200 classrooms have been outfitted with modern AV equipment and HyFlex technologies to support hybrid learning environments. Virtual reality devices have also been acquired for academic programs requiring simulation training.

Mobile Computing Initiative: RCCD launched a district-wide mobile computing initiative, providing mobile computers and Wi-Fi hotspots for students and employees during the COVID-19 pandemic. This effort continues to support remote learning and work.

Enhanced Cybersecurity: The district adopted new firewall technologies, Microsoft Defender software, and multi-factor authentication to bolster cybersecurity efforts. A third-party Security Operations Center (SOC) was established to monitor and respond to security incidents 24/7.

Data Center Modernization: RCCD centralized its server infrastructure through a partnership with Riverside County's co-location datacenter, improving business continuity and network performance.

Infrastructure Improvements: Major network equipment replacements, wireless expansion, and broadband redundancy projects have increased network capacity, speed, and reliability across the district.

IT Restructuring: IT and AV teams were restructured to better support service delivery across RCCD, and the Helpdesk Team was revamped to enhance response times and overall user support.

In addition to these infrastructure and system improvements, RCCD has also focused on cybersecurity and application modernization. The district implemented tools like Campus Logic for financial aid, TeamDynamix for helpdesk operations, and Power BI for institutional effectiveness reporting.

Overall, RCCD's ongoing investments in state-of-the-art technologies under Objective 5.6 are enhancing the district's capabilities in teaching, learning, and operational efficiency while also ensuring a more secure and resilient IT environment. These efforts directly align with the strategic goals outlined in the [RCCD Technology Plan 2020-2025](#).

**Status: In Progress**

No KPI has been identified, but work is actively underway.

**Objective 5.7: Provide a healthy and safe environment for students, faculty, and staff.**

RCCD strives to ensure a healthy and safe environment for all members of the RCCD community, encompassing students, faculty, and staff. The district is actively implementing several initiatives to enhance campus safety, including Clery Reporting, comprehensive Safety and Emergency Preparedness Plans, and conducting a security audit, with a survey currently underway to gather insights and feedback.

Key activities supporting this objective include regular presentations to the Board of Trustees and the District Strategic Planning Council (DSPC), ensuring ongoing communication and transparency regarding safety initiatives. The district has also implemented extensive training programs, including active shooter training for both staff and students, to prepare the community for potential emergencies. Safety drills and the establishment of a phone alert system facilitate timely communication during crises, while clear communication procedures have been developed to keep everyone informed. Additional initiatives include the improved RAVE mass notification system, the creation of a new Emergency Operations Center (EOC) command structure and operational procedures, the development of emergency communication protocols, and the implementation of a semi-annual equipment status, testing, and maintenance certificate program. Moreover, department emergency operation plans have been developed, and an after-action report process has been implemented to evaluate responses to emergencies.

RCCD has also conducted building and infrastructure physical assessments, developed new administrative procedures for key issuance and security cameras, and updated its Injury and Illness Prevention Plan. Job-specific ergonomic assessments for non-office positions have been conducted to target high-risk and high-cost injuries, alongside the provision of department-specific safety training courses for the facilities department. Standard operational procedures for hazard reporting and response have been implemented, along with safety training programs to ensure preparedness in various emergency scenarios.

Looking ahead, RCCD plans to enhance its safety initiatives by incorporating ongoing feedback from constituents, establishing a robust reporting system for safety concerns, and developing key performance indicators (KPIs) to measure the effectiveness of safety programs. By prioritizing these measures, RCCD demonstrates its commitment to fostering a secure and supportive environment that promotes the well-being of its entire community. For detailed information, the latest Clery Report is available [here](#).

**Status: In Progress**

No KPI has been identified, but work is actively underway.

**Objective 5.8: Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning.**

The Human Resources and Employee Relations has developed a Strategic Plan focuses on key areas such as recruitment, retention, personnel development, and succession planning. This plan intends to attract and retain a talented workforce while fostering professional growth and ensuring effective leadership continuity. By implementing targeted initiatives in these areas, the plan seeks to enhance organizational effectiveness and create a supportive work environment that empowers employees to thrive. The HR strategic plan serves as a framework for aligning human resource practices with the overall goals of

RCCD.

**Status: In Progress**

No KPI has been identified, but work is actively underway.

**Objective 5.9: Streamline planning and design of facilities to comply with principles of total cost of ownership.**

The vice chancellors have developed a five-year plan that integrates the strategic plans of all three colleges to ensure that the district serves as a steward for resources. Part of this plan includes developing a total cost of ownership model for our physical resources, which led to the creation of the Sustainability and Climate Action Plan.

This plan outlines the district's direction for developing its physical resources through three main lenses: environmental, social, and economic. Environmental sustainability encompasses all ecological and natural systems that RCCD leads. Social sustainability involves cultivating and honoring cultures and human well-being. Economic sustainability requires us to manage and sustain resources without negatively affecting the community, environment, or social systems.

The plan also outlines the total cost of ownership planning process, beginning with understanding all the colleges and their similarities and differences to focus on the application of physical resources within total cost ownership. The total cost of ownership uses the framework from APPA Leadership in educational facilities. Discussions with stakeholders were held to develop goals and objectives for reaching total cost of ownership standards. To increase transparency and measure effectiveness, a total cost of ownership application was developed alongside a Power BI dashboard to measure and track KPIs for physical resources.

The screenshot of the dashboard below illustrates the APPA standards and where we fall within those standards. For utility costs, we fell below the APPA standards; for custodial costs, we were slightly above; for grounds costs, we were above; and for maintenance costs, we were above. However, after further review and discussion, many of the costs integrated within these measurements are not shared with the APPA standards. For example, some custodial costs are included in our grounds funds but are not part of the APPA standards, so we would actually be closer to the standards when considering this

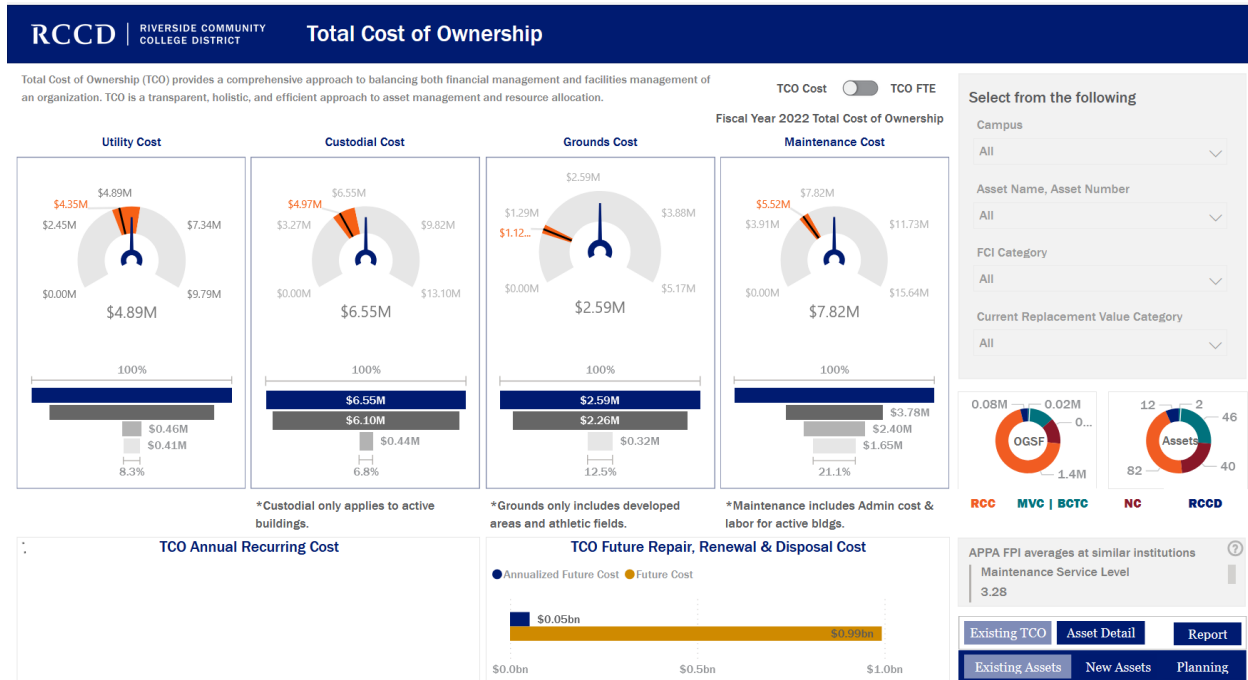
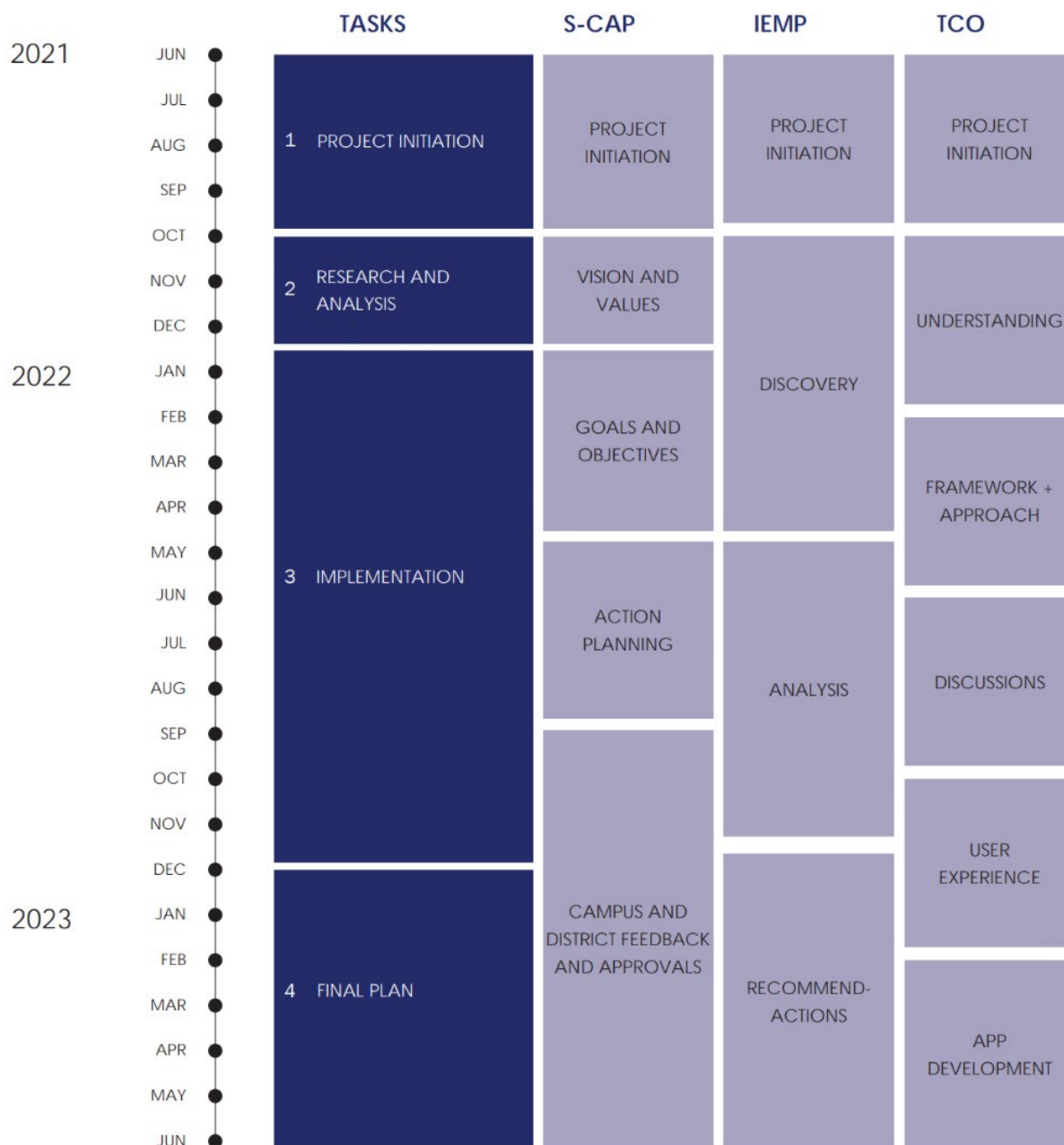


Figure 28: Screen shot of Total Cost of Ownership Dashboard

This objective also examines the planning and analysis of the total cost of ownership timeline. The chart below illustrates the timeline from 2021 to 2023, showing the projected progress in managing total cost of ownership. RCCD have adhered to this timeline, and as of now, the app has been developed and is currently being used to track metrics. However, some tweaks are needed in how RCCD tracks these metrics.



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Figure 29: Planning and analysis of the total cost of ownership timeline

Overall, the district is on track with this objective. There is still work to be done around attaining total cost of ownership but the framework and direction are well in place.

**Status: In Progress**

No KPI has been identified, but work is actively underway.

**Summary of RCCD Strategic Goal 5: Resource Generation and Allocation**

RCCD recognizes the importance of establishing a sustainable framework for resource allocation and planning. Strategic Goal 5 focuses on optimizing resource utilization and developing partnerships that

support student success and institutional growth. This goal emphasizes the need for innovative strategies to enhance financial health and operational efficiency while ensuring that resources are allocated effectively to achieve the district's mission and objectives. The following table summarizes the specific objectives designed to further this goal.

**Table 9: Summary Table of Strategic Goal 5**

Objective	Summary	Status
<b>5.1: Efficiently manage existing resources to support the ongoing academic and student support programs.</b>	The district has managed existing resources through an allocation plan and discipline cost worksheets, facilitating fair funding distribution across colleges based on FTES production. DBAC is reviewing resource allocations to align with the budget model.	In Progress
<b>5.2: Develop a Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness.</b>	The Budget Allocation Model was established with input from all three college communities, emphasizing student success, equity, and cost predictability. The model continues to evolve to meet new requirements.	In Progress
<b>5.3: Develop a sustainable and healthy fiscal model.</b>	The model's development occurred in four phases, with the latest focusing on assessing district office operations and aligning them with college funding. No active KPIs are in place, but work continues.	In Progress
<b>5.4: Strategically develop external revenue sources to maximize the funding available to support student learning and success.</b>	The district aims to ensure 30% of funding comes from external sources, successfully reaching this target through diversified revenue streams, including restricted grants and other funds.	On Track
<b>5.5: Practice strategic enrollment management that integrates financial planning with student need and achievement.</b>	Colleges analyze demographic and labor market data to attract and retain students while aligning academic offerings with industry demands. Strategic enrollment management plans promote collaboration across departments.	In Progress
<b>5.6: Invest in state-of-the-art technologies to enhance programs, services, and operations.</b>	Key investments include transitioning to a modern ERP system, enhancing cybersecurity, upgrading classroom technology, and providing resources for remote learning.	In Progress
<b>5.7: Provide a healthy and safe environment for students, faculty, and staff.</b>	RCCD is strengthening campus safety with initiatives like Clery Reporting, emergency communication upgrades, building assessments, and safety training for staff and students. Future plans include creating a robust safety	In Progress



Objective	Summary	Status
	reporting system and KPIs to measure program effectiveness.	
<b>5.8: Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning.</b>	The HR plan focuses on attracting and retaining talent while fostering professional growth to enhance organizational effectiveness and create a supportive work environment.	In Progress
<b>5.9: Streamline planning and design of facilities to comply with principles of total cost of ownership.</b>	The five-year plan incorporates sustainability considerations, develops a total cost of ownership model, and utilizes a dashboard to track physical resource metrics against APPA standards.	In Progress

In summary, Goal 5 of the RCCD strategic plan emphasizes the importance of resource generation and allocation to support the district's educational objectives. Through collaborations with colleges, the district is actively working to manage existing resources efficiently, develop a fair budget allocation model, and create a sustainable fiscal framework. Initiatives such as enhancing technology infrastructure, promoting external revenue sources, and ensuring a safe environment are integral to this goal. The district's commitment to continuous improvement and collaboration across all levels will ultimately foster student success, institutional effectiveness, and financial sustainability. As progress is made across these objectives, the district strengthens its capacity to meet the diverse needs of its community.

#### **Strategic Goal 6: Partnerships & Communication**

**The district will position its image and reputation as a leading academic institution in the region by actively pursuing, developing, and sustaining collaborative partnerships with educational institutions, civic organizations, and businesses.**

##### **Objective 6.1: RCCD will establish and expand relationships with regional educational institutions.**

Objective 6.1 focuses on the critical initiative of establishing and expanding collaborative relationships between RCCD and various regional educational institutions. This includes partnerships with K-12 schools, UC campuses, CSU systems, and private educational entities. These partnerships aim to create a seamless educational pathway for students, enhance academic opportunities, and foster a collaborative environment that supports student success across all levels of education.

Significant progress has already been made in building these relationships, with RCCD actively engaging in various outreach and collaboration efforts. Initiatives such as joint programs, articulation agreements, and community events have strengthened connections and created pathways for students transitioning between educational levels. These partnerships are not only beneficial for student recruitment but also facilitate shared resources, collaborative professional development, and innovative program development that aligns with regional workforce needs.

Examples of Partnerships Established and/or Expanded During the 2019-2024 Strategic Planning Cycle:

Adult Education Partnerships:

RCCD expanded partnerships with local unified school districts through WIOA Title II: AEFLA funding, coordinating adult education services and healthcare pathways for English Language Learners. RCCD also served as a fiscal agent, ensuring streamlined operations and consistent service delivery.

Educational Pathways:

RCCD partnered with the Inland Empire K-16 Collaborative to develop pathways for neurodiverse students and careers in cybersecurity and engineering. Collaboration with UCR and CSU San Bernardino supported the development of data science and cybersecurity pathways, incorporating apprenticeship opportunities to address workforce demands.

Support for Marginalized Students:

Norco College initiated its first Upward Bound Math and Science program and partnered with CSU San Bernardino on Title V grants to support Hispanic and low-income students in STEM and the arts. These programs enhanced career readiness and academic resources.

Workforce Development:

RCCD's Office of Workforce and Economic Development collaborated with UCR's OASIS to promote regional economic development through entrepreneurship and innovation programs, including the Young Entrepreneurs Program and InSoCal Accelerate Hub.

Emerging Partnerships:

New initiatives, such as collaborations with the School for the Deaf, demonstrate RCCD's commitment to inclusivity and expanding access.

While progress has been significant, the absence of key performance indicators (KPIs), baseline data, and a tracking system has limited the ability to measure long-term outcomes effectively. Moving forward, RCCD aims to establish clear metrics, define measurable outcomes, and regularly evaluate the impact of these partnerships. By prioritizing these efforts, RCCD will solidify its leadership in the regional educational landscape, benefiting students and the community through enhanced opportunities and resources.

**Status: In Progress**

No KPI has been identified, but work is actively underway.

**Objective 6.2: RCCD will contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.**

This objective highlights RCCD's contribution to regional economic and workforce development through the establishment and expansion of partnerships with business and civic organizations. Over the past five years, RCCD has focused on expanding apprenticeship programs, workforce training, and business development initiatives to drive regional economic growth. Through partnerships like the LAUNCH

Apprenticeship Network, RCCD secured nearly \$5 million in federal funding to develop new apprenticeship and pre-apprenticeship opportunities, targeting underserved communities and bridging gaps to living-wage careers.

RCCD also utilized Employment Training Panel (ETP) funds to deliver customized workforce training for local businesses, emphasizing technical and safety skills to meet industry demands and enhance regional competitiveness. Additionally, entrepreneurship programs like the IE APEX Accelerator and Young Entrepreneurs Network (YEP) provided resources, mentorship, and access to government contracts, fostering innovation and business growth across the Inland Empire.

Strategic partnerships with organizations such as IEGO further aligned workforce training with regional economic goals, promoting inclusive and sustainable development. Hands-on work-based programs strengthened talent pipelines by combining practical experience with education, ensuring alignment with industry needs. These efforts reflect RCCD's commitment to preparing a skilled workforce, supporting local businesses, and addressing regional economic priorities.

A 2022 economic impact study demonstrated RCCD's positive influence on local communities, emphasizing the college's role in fostering economic growth. The report revealed that RCCD added \$952.3 million in income to the RCCD Service Area economy during the analysis year. This figure reflects the combined impacts of operational spending, student expenditures, and alumni contributions, representing approximately 1.9% of the total gross regional product (GRP) of the RCCD Service Area. This contribution is larger than the entire Utilities industry in the region.

RCCD's total impact can also be expressed in terms of jobs supported. The \$952.3 million impact accounted for 13,765 regional jobs, based on industry-specific jobs-to-sales ratios. This means that one out of every 43 jobs in the RCCD Service Area is supported by the activities of the colleges and their students. Furthermore, this impact spans various industry sectors. For example, RCCD's spending and alumni contributions in the Health Care and Social Assistance sector supported 1,667 jobs in FY 2019-20. Without the existence of RCCD, these significant economic impacts would not have been realized in the RCCD Service Area.

Despite these efforts, the objective still lacks specific KPIs, baseline data, and a robust tracking system. These gaps make it challenging to measure and monitor the long-term effects of partnerships effectively. Establishing these metrics will be crucial for evaluating the success of RCCD's engagement with regional organizations and ensuring that the college can adapt and enhance its strategies in response to evolving community needs. By addressing these areas, RCCD will be able to strengthen its impact on regional economic and workforce development.

**Status: In Progress**

No KPI has been identified, but work is actively underway.

**Objective 6.3: RCCD will collaborate with elected officials to develop and secure additional resources that enhance educational programs and student support services.**

Objective 6.3 highlights RCCD's strategic focus on fostering partnerships with elected officials to secure vital resources that support educational programs and student services. By working closely with local,

state, and federal representatives, RCCD aims to advocate effectively for the district's priorities, ensuring access to funding, legislative support, and community resources that enhance student outcomes. These collaborations are integral to addressing the evolving needs of RCCD's diverse student population and strengthening the district's capacity to deliver high-quality education.

RCCD's government relations efforts include annual advocacy visits to Sacramento and Washington, D.C., participation in key events such as the CCLC Annual Legislative Conference and ACCT Legislative Summit, and hosting events with policymakers. These activities have resulted in significant accomplishments, such as securing \$16.85 million in 2024 for community projects, including educational site development, public safety enhancements, and career pathway expansions. Legislative successes include extending the California Community Colleges Economic and Workforce Development Program (AB 3087) through 2030, which underscores RCCD's commitment to workforce development and equity initiatives. Despite setbacks, such as the vetoes of bills supporting nursing pilot programs (SB 895) and enrollment fee waivers (AB 2093), RCCD remains steadfast in its advocacy for equity, affordability, and access.

Additionally, RCCD has prioritized reforms that directly benefit underserved groups, such as foster youth, veterans, and undocumented students. The district's efforts to expand dual enrollment, guided pathways, and career technical education programs align with its mission to improve student success. Investments in district facilities, including regional IETTC and sustainability projects, further reinforce RCCD's focus on workforce development and creating safe, inclusive, and modern learning environments.

Moving forward, RCCD's legislative strategy continues to emphasize equity, mental health services, and workforce readiness, reflecting a long-term vision for educational excellence and community impact. By strengthening partnerships with elected officials, RCCD aims to secure sustainable funding, support innovative initiatives, and provide comprehensive student services, ultimately improving outcomes for all students across the district.

**Status: In Progress**

No KPI has been identified, but work is actively underway.

**Objective 6.4: Through the RCCD Foundation, the district will engage in effective capital campaigns that enhance educational programs and student support services.**

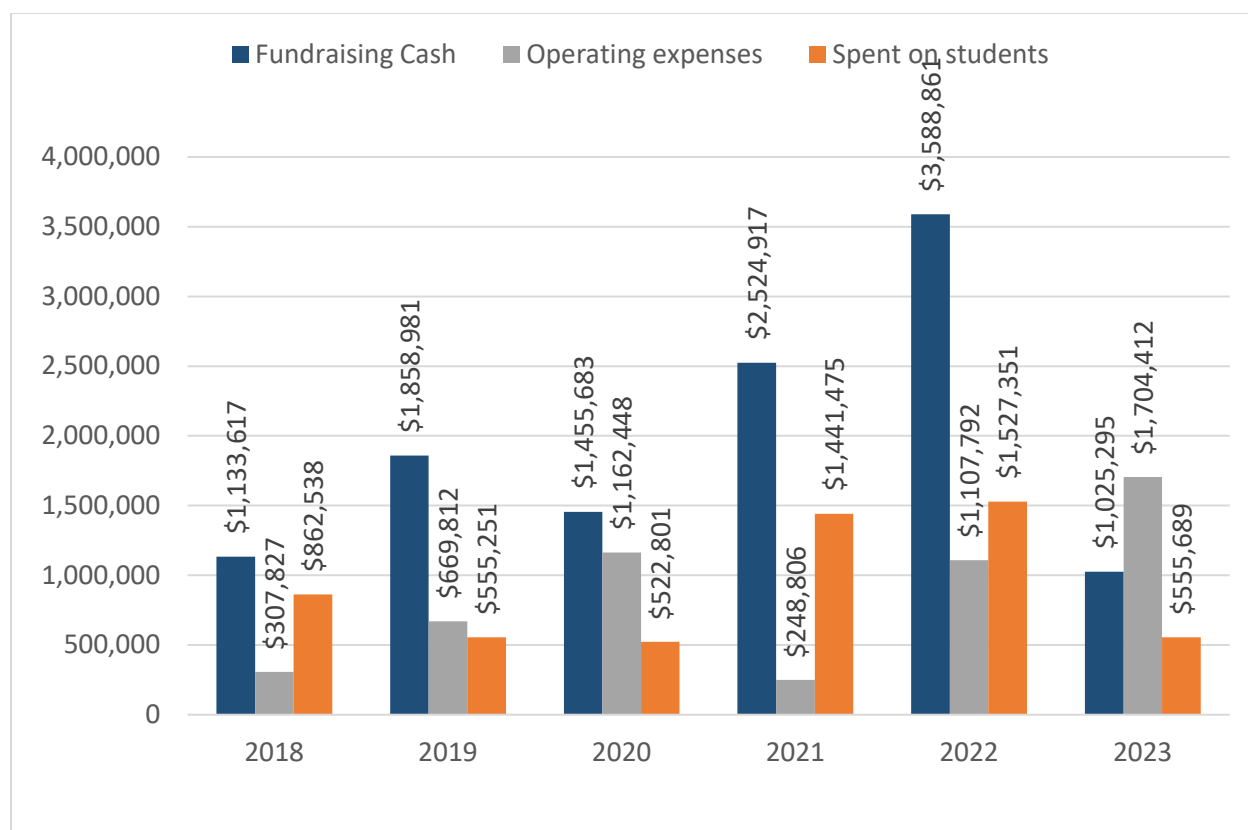


Figure 30: RCCD Foundation Resources

This objective focuses on the Riverside RCCD Foundation's ongoing capital campaigns aimed at securing financial resources to enhance educational programs and student support services. The accompanying chart above illustrates the financial dynamics from 2018 to 2023, showcasing three critical financial categories: Fundraising Cash, Operating Expenses, and Funds Spent on Students. The data indicates notable trends:

**Fundraising Cash:** The amount raised through fundraising has shown significant fluctuation over the years. It started at approximately \$1.13 million in 2018, saw a decrease in 2019, but then increased notably to about \$3.59 million in 2022. This peak reflects the foundation's successful outreach and engagement efforts during that period, which can be attributed to effective capital campaigns aimed at increasing financial support for RCCD's initiatives.

**Operating Expenses:** Operating expenses have remained relatively stable throughout the years. Notably, there was a rise in operating costs in 2022, coinciding with increased fundraising activities. This suggests that while the foundation is expanding its fundraising efforts, it is also investing strategically in its operations to support these initiatives.

**Funds Spent on Students:** The funds allocated for direct student support have varied over the years. The chart indicates that funds spent on students increased significantly, reaching approximately \$1.11 million in 2022. This increase highlights the foundation's commitment to directly enhancing student experiences and outcomes through financial support, aligning with the overarching goal of improving educational services.

**Overall Trends:** The chart reveals an upward trend in fundraising cash, particularly in 2022, reflecting increased efforts and success in capital campaigns. The stable operating expenses suggest effective management, while the rising funds spent on students demonstrate a focus on enhancing student support.

**Implications for Future Initiatives:** Moving forward, it will be crucial for the RCCD Foundation to establish specific metrics and key performance indicators (KPIs) to assess the effectiveness of these campaigns. By tracking progress and communicating the impact of contributions to stakeholders, the foundation can reinforce transparency and accountability while enhancing educational quality and student services within RCCD.

In summary, the RCCD Foundation strives to foster educational excellence through strategic fundraising initiatives, with a clear focus on benefiting student outcomes and supporting educational programs. By addressing these financial dynamics, RCCD seeks to create a sustainable model for ongoing support and improvement in its educational offerings.

**Status: In Progress**

No KPI has been identified, but work is actively underway.

**Summary of RCCD Strategic Goal 6: Partnerships & Communication**

Goal 6 focuses on Partnerships & Communication, aiming to establish Riverside Community College District (RCCD) as a leading academic institution in the region. This goal emphasizes the importance of building and sustaining collaborative partnerships with educational institutions, civic organizations, and businesses. By fostering these relationships, RCCD seeks to enhance educational programs, improve student support services, and contribute to regional economic and workforce development. Each objective under this goal outlines specific initiatives designed to strengthen these partnerships and promote effective communication with stakeholders. Following table summarizes each objective under Strategic Goal 6, highlighting progress and current status.

**Table 10: Summary Table of Strategic Goal 6**

Objective	Summary	Status
<b>6.1: RCCD will establish and expand relationships with regional educational institutions.</b>	RCCD is actively engaging in outreach efforts, joint programs, and community events to build partnerships with K-12 schools, UC campuses, CSU systems, and private educational entities. These initiatives aim to create seamless educational pathways and enhance academic opportunities.	In Progress
<b>6.2: RCCD will contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.</b>	RCCD's efforts have been highlighted by a 2022 economic impact study showing significant contributions to the local economy. Activities include engaging with local businesses and civic organizations	In Progress

Objective	Summary	Status
	to strengthen partnerships that support regional growth.	
<b>6.3: RCCD will collaborate with elected officials to develop and secure additional resources that enhance educational programs and student support services.</b>	RCCD is working to build relationships with local, state, and federal representatives to identify funding opportunities and align district goals with community priorities. Recent reports to the Board of Trustees showcase ongoing efforts to enhance collaboration.	In Progress
<b>6.4: Through the RCCD Foundation, the district will engage in effective capital campaigns that enhance educational programs and student support services.</b>	The RCCD Foundation has been conducting capital campaigns aimed at securing financial resources. Recent fundraising efforts have shown fluctuations, with increased funds being allocated directly to student support and educational programs.	In Progress

In summary, Goal 6 illustrates RCCD's commitment to strengthening partnerships and enhancing communication within the educational landscape. Through the establishment and expansion of relationships with educational institutions, businesses, and civic organizations, RCCD is well-positioned to improve educational opportunities and outcomes for students. While significant progress has been made, ongoing efforts to establish key performance indicators and comprehensive tracking systems will be essential for measuring the effectiveness of these initiatives. By prioritizing these collaborations, RCCD aims to foster a supportive educational environment that benefits both students and the wider community.

### **Lessons Learned from Assessing RCCD 2019-2024 Strategic Plan**

The RCCD 2019-2024 Strategic Plan was developed to guide the district in fulfilling its mission to provide high-quality education and foster student success. The plan outlined six strategic goals, each supported by a series of objectives aimed at improving student access, success, and equity, institutional effectiveness, resource generation and allocation, and community partnerships and communication. As the district approaches the final year of the plan, an assessment has revealed several key challenges and areas for improvement. This section summarizes the lessons learned from evaluating the strategic plan, focusing on issues related to goal setting, objective clarity, tracking progress, and planning alignment.

#### **Lack of Clear KPIs and Baseline Data for Certain Objectives**

One of the key lessons from the assessment of the RCCD 2019-2024 Strategic Plan is the absence of specific KPIs and baseline data for many objectives. This makes it difficult to accurately track progress or measure the effectiveness of various initiatives. Without clear metrics, it is challenging to assess whether the district is moving toward its strategic goals, and to make informed decisions for future planning and resource allocation. Establishing well-defined KPIs and collecting baseline data should be a priority in future strategic planning processes.

### **Challenges in Tracking and Accountability**

Without a comprehensive tracking system or designated ownership of specific goals and objectives, accountability became an issue. The district struggled with consistently monitoring progress, leading to delays in identifying areas that required attention. A more structured tracking mechanism, with clear accountability measures, would enhance transparency and ensure continuous progress toward the strategic goals.

### **Overly Ambitious KPIs**

The assessment revealed that some of the KPIs for strategic goals/objectives set by RCCD were overly ambitious. While the intentions behind these KPIs were sound, the district encountered challenges in meeting them within the given timeframe and resources. This points to the need for a more practical and focused approach when setting future KPIs, ensuring that they are not only aspirational but also attainable based on the district's existing capabilities.

### **Too Many Objectives Diluted Focus**

The plan included a large number of objectives, many of which were broad in scope. While each objective was aligned with the district's vision and mission, having too many diluted focus and stretched resources thin. This led to slower progress in some areas as efforts were spread across too many initiatives. Streamlining objectives in future plans by prioritizing the most impactful areas could help concentrate efforts and resources, leading to more significant outcomes.

### **Regular Review and Adjustment Process**

The lack of a regular review process for the strategic plan hindered timely adjustments in response to changing circumstances such as pandemic. Establishing a routine for reviewing goals and objectives will enable RCCD to stay responsive to new challenges and opportunities, ensuring that the strategic plan remains relevant and effective throughout its duration.

### **Need for Enhanced Communication and Transparency**

The assessment revealed that communication regarding the strategic plan and its objectives was often unclear or insufficient. Regular updates and transparent communication about progress, challenges, and changes to the plan are essential to keep stakeholders informed and engaged. Developing a communication strategy that includes multiple channels and formats can enhance understanding and support for the plan. Regular transparent communication will enhance trust and buy-in.

### **Better Alignment of Goals/Objectives/KPIs**

RCCD needs to better align different plans (goals, objectives, and KPIs) across the district. When our goals, objectives, and KPIs are not aligned, it can create significant challenges in achieving our overall mission. Discrepancies may lead to miscommunication among teams, resulting in wasted resources and diminished focus on our priorities. Without a unified direction, individual departments might pursue conflicting strategies, undermining our collective efforts. To address this, we need to engage in regular alignment sessions, ensuring that each team understands how their work contributes to the broader objectives. Establishing clear, measurable KPIs that reflect our shared goals will facilitate accountability and drive progress, ultimately leading to more effective outcomes districtwide.



The assessment of the RCCD 2019-2024 Strategic Plan provides important insights that will shape future planning efforts. By addressing the lack of KPIs, refining the realism and focus of KPIs, streamlining objectives, and improving tracking systems, RCCD can create a more effective and adaptable strategic plan moving forward. Prioritizing better alignments and ensuring flexibility will further enhance the district's ability to achieve its mission of student success and institutional growth.

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**Appendix 1: Summary Tables of RCCD Strategic Goals and Objectives (2019-2024)****Summary Table of Strategic Goal 1**

Objective	Summary	Status
<b>1.1: Increase overall enrollment headcount by 3% per year (unduplicated headcount, FTES)</b>	RCCD faced enrollment challenges due to the pandemic but has seen a recovery, achieving a 10% increase in headcount from 2020-21 to 2022-23, surpassing the state average. The district is well-positioned to return to pre-pandemic levels.	On track
<b>1.2: Increase the number of high school students in dual enrollment by 500 over five years</b>	Dual enrollment numbers rebounded strongly post-pandemic, exceeding the target with increases of 555 and 633 students from 2021-22 to 2022-23 and 2022-23 to 2023-24, respectively. RCCD achieved a 200% increase in dual enrollment from 2017 to 2023.	Achieved
<b>1.3: Increase capture rates from feeder high schools by 5% annually</b>	Capture rates for students attending RCCD dropped during the pandemic but have stabilized at around 29%. The college-going rates are below the Southern California average, indicating potential for further growth.	On track
<b>1.4: Increase the percentage of students eligible for financial aid who receive aid by 2% per year</b>	Financial aid recipient numbers are rising, with CCPG recipients increasing by 9% and Pell Grant recipients by 14% from 2021-22 to 2022-23. The 2% annual increase goal appears achievable as RCCD moves into 2023-24.	On track
<b>1.5: Increase use of technology to improve course scheduling to support student pathways</b>	The use of EduNav has increased, with students creating more educational plans than advisors, indicating greater engagement and ownership. RCCD has successfully met its target for this objective.	Achieved

**Summary Table of Strategic Goal 2**

Objective	Summary	Status
<b>2.1: Increase number of AA/AS awards by 15% annually.</b>	The number of AA/AS awards peaked at 8,357 in 2021 but decreased in 2022-2023 due to lower enrollment during the COVID-19 pandemic. Although enrollment is recovering, the 15% growth target may not be met, as RCCD did not achieve this goal even before the pandemic.	Behind

Objective	Summary	Status
<b>2.2: Increase number of certificates completed by 15% annually.</b>	Certificates awarded have increased post-pandemic, earlier than degrees due to shorter completion times. While the district achieved the 15% growth goal in 2018-2019, it has not been met in subsequent years and is not expected for 2023-2024.	Behind
<b>2.3: Increase transfers to four-year universities by at least 15% per year.</b>	The transfer volume to UCs and CSUs has declined since the pandemic. Enrollment in CSU decreased by 6.5% from fall 2020 to fall 2023. Although UC enrollment is high, the district will need to reassess goals due to changing capacities at four-year institutions.	Behind
<b>2.4: Increase the percentage of CTE students employed in their field of study by 3% annually.</b>	Data for this objective is delayed and not updated regularly. Current data indicates that the 3% growth in employment related to field of study is not occurring, as job placement metrics are delayed by two years.	Not available
<b>2.5: Increase the percentage of CTE graduates with a livable wage by 2% annually.</b>	Data is similarly delayed and not updated regularly. The district has met its goals from 2017 to 2021, but post-pandemic information is lacking.	Not available
<b>2.6: Reduce time for degree completion for part-time students from 6 to 3-4 years and for full-time students from 6 to 2-3 years.</b>	The percentage of students completing degrees in two years is increasing, although only 25% achieve this. Average completion times have fluctuated due to pandemic impacts, with full-time students taking 5.5 years on average in 2023-2024.	Behind
<b>2.7: Reduce number of units for degrees to not exceed 15% above required number of units.</b>	The median unit accumulation decreased from 84 units in 2017-2018 to 76 units in 2023-2024. While progress has been made, RCCD is still 7 units away from the goal.	On track
<b>2.8: Increase number of full-time students (12 units per semester, 24 units per year) by 10% per year.</b>	Full-time students increased from 3,999 in 2017-2018 to 4,880 in 2023-2024. Although the 10% growth goal was not met, there has been a significant recovery post-pandemic, with a 65% increase since 2021.	On track
<b>2.9: Increase number of students who complete both transfer-level math and English in the first year by 20%.</b>	Legislative changes and faculty efforts have contributed to improved completion rates for transfer-level courses. While the metrics are affected by pandemic-related enrollment declines, progress has been made, although targets are not yet met.	On track

**Summary Table of RCCD Goal 3 Objectives:**

Objective	Summary	Status
<b>3.1: Decrease equity gaps by 40% in 5 years and eliminate within 10 years.</b>	Completion rates for transfer-level math and English improved from 2017-2023, but equity gaps persist, especially for African American and Hispanic students.	Behind
<b>3.2: Increase RCCD's workforce diversity to better reflect communities served.</b>	Efforts to diversify the workforce have not met objectives, with significant underrepresentation of Hispanic employees in RCCD.	Behind

**Summary Table of Strategic Goal 4**

Objective	Summary	Status
<b>4.1 Provide the Framework and Tools for Monitoring, Assessing, and Evaluating Progress on Goals</b>	Developing a comprehensive EEAT framework based on the Balanced Scorecard methodology to clarify goals, communicate objectives, link resources to performance measures, and ensure data transparency. Currently under review with stakeholders for the new strategic plan.	In Progress
<b>4.2 Increase Efficiency by Reducing Time for Processes such as Recruitment, Purchasing, Conflict Resolution, and Decision-Making</b>	Streamlining recruitment, purchasing, conflict resolution, and decision-making processes. Initiatives include technological solutions, structural improvements, and a task force for recruitment delays. Focus on process mapping and automation for continuous improvement.	In Progress
<b>4.3 Implement Accountability, Transparency, and Evidence-Based Communication Practices to Improve Student Success and Completion</b>	Promoting student success through accountability and transparency. Working towards establishing measurable outcomes for future strategic plans. Engaging constituents in the evaluation of strategic goals. Annual reporting will enhance data-driven decision-making.	In Progress
<b>4.4 Ensure that All Processes and Outcomes are Aligned with the District's Mission, Goals, and Governance Structures</b>	Ensuring alignment of district processes with its mission and goals. Implementing an EEAT assessment system to define baselines and KPIs, establishing consistent evaluation and reporting mechanisms, and aligning governance structures with strategic priorities.	In Progress
<b>4.5 Attain a district-level efficiency of 595</b>	Aiming to achieve a scheduling efficiency of 595 to improve operational effectiveness and resource utilization. Although not yet met, notable improvements	Behind

Objective	Summary	Status
	have been observed in the last two years, indicating progress towards better efficiency.	

## Summary Table of Strategic Goal 5

Objective	Summary	Status
<b>5.1: Efficiently manage existing resources to support the ongoing academic and student support programs.</b>	The district has managed existing resources through an allocation plan and discipline cost worksheets, facilitating fair funding distribution across colleges based on FTES production. DBAC is reviewing resource allocations to align with the budget model.	In Progress
<b>5.2: Develop a Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness.</b>	The Budget Allocation Model was established with input from all three college communities, emphasizing student success, equity, and cost predictability. The model continues to evolve to meet new requirements.	In Progress
<b>5.3: Develop a sustainable and healthy fiscal model.</b>	The model's development occurred in four phases, with the latest focusing on assessing district office operations and aligning them with college funding. No active KPIs are in place, but work continues.	In Progress
<b>5.4: Strategically develop external revenue sources to maximize the funding available to support student learning and success.</b>	The district aims to ensure 30% of funding comes from external sources, successfully reaching this target through diversified revenue streams, including restricted grants and other funds.	On Track
<b>5.5: Practice strategic enrollment management that integrates financial planning with student need and achievement.</b>	Colleges analyze demographic and labor market data to attract and retain students while aligning academic offerings with industry demands. Strategic enrollment management plans promote collaboration across departments.	In Progress
<b>5.6: Invest in state-of-the-art technologies to enhance programs, services, and operations.</b>	Key investments include transitioning to a modern ERP system, enhancing cybersecurity, upgrading classroom technology, and providing resources for remote learning.	In Progress
<b>5.7: Provide a healthy and safe environment for students, faculty, and staff.</b>	RCCD is strengthening campus safety with initiatives like Clery Reporting, emergency communication upgrades, building assessments, and safety training for staff and	In Progress

Objective	Summary	Status
	students. Future plans include creating a robust safety reporting system and KPIs to measure program effectiveness.	
<b>5.8: Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning.</b>	The HR plan focuses on attracting and retaining talent while fostering professional growth to enhance organizational effectiveness and create a supportive work environment.	In Progress
<b>5.9: Streamline planning and design of facilities to comply with principles of total cost of ownership.</b>	The five-year plan incorporates sustainability considerations, develops a total cost of ownership model, and utilizes a dashboard to track physical resource metrics against APPA standards.	In Progress

Summary Table of Strategic Goal 6

Objective	Summary	Status
<b>6.1: RCCD will establish and expand relationships with regional educational institutions.</b>	RCCD is actively engaging in outreach efforts, joint programs, and community events to build partnerships with K-12 schools, UC campuses, CSU systems, and private educational entities. These initiatives aim to create seamless educational pathways and enhance academic opportunities.	In Progress
<b>6.2: RCCD will contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.</b>	RCCD's efforts have been highlighted by a 2022 economic impact study showing significant contributions to the local economy. Activities include engaging with local businesses and civic organizations to strengthen partnerships that support regional growth.	In Progress
<b>6.3: RCCD will collaborate with elected officials to develop and secure additional resources that enhance educational programs and student support services.</b>	RCCD is working to build relationships with local, state, and federal representatives to identify funding opportunities and align district goals with community priorities. Recent reports to the Board of Trustees showcase ongoing efforts to enhance collaboration.	In Progress
<b>6.4: Through the RCCD Foundation, the district will engage in effective capital campaigns that enhance</b>	The RCCD Foundation has been conducting capital campaigns aimed at securing financial resources. Recent fundraising efforts have shown fluctuations,	In Progress

Objective	Summary	Status
educational programs and student support services.	with increased funds being allocated directly to student support and educational programs.	

DRAFT

District Strategic Planning Council Meeting	
Meeting Date:	February 21, 2025
Agenda Category:	Institutional Planning, Effectiveness, and Governance Committee Information
Subject/Title:	RCCD New Strategic Plan Workgroup and Draft Timeline
Presenter(s):	Lijuan Zhai
<p>Background Narrative:</p> <p>Propose establishing a workgroup to initiate the development of the new strategic plan. The colleges are anticipated to complete their plans by spring, and the district aims to finalize in the fall.</p>	



## **RCCD 2026-2030 Strategic Plan Timeline**

### **Phase 1: Initiation & Workgroup Formation**

- **February 21, 2025 – DSPC Meeting:** Share draft timeline and establish a workgroup

### **Phase 2: Environmental Scan & Constituent Engagement**

- **March – April 2025** – Update and review environmental scan data, conduct SWOT analysis, visioning sessions, and engage constituent groups for input. Share assessment report with colleges.

### **Phase 3: Mission, Vision, Goals & Objectives Development**

- **May 2025** – Workgroup meetings to discuss RCCD's mission, vision, strategic themes for goals, and objectives
- **June – July 2025** – Workgroup drafts mission, vision, goals, and objectives, incorporating key performance indicators (KPIs)

### **Phase 4: Review & Refinement**

- **August 2025** – Present the draft mission, vision, goals, and objectives to DSPC
- **September 2025** – Revise draft based on DSPC feedback, may schedule additional DSPC meetings if needed.
- **September 2025** – Distribute draft to local college leadership constituencies (Presidents, VCs, VPs, Deans, Academic Senate Presidents, Strategic Planning Chairs, DLC/APCs, Chair of Chairs, and Department Chairs) for review and input

### **Phase 5: Vetting - Approval Process**

- **October 2025** – College Academic Senates **First Read**
- **November 2025** – College Academic Senates **Second Read**
- **November 2025** – District Strategic Planning Council (DSPC) final approval
- **December 2025** – **Chancellor's Cabinet** review and endorsement
- **December 2025** – **Board of Trustees Approval**

District Strategic Planning Council Meeting	
Meeting Date:	February 21, 2025
Agenda Category:	Resources Committee & Information
Subject/Title:	Emergency Preparedness and Safety Update
Presenter(s):	Aaron S. Brown, Vice Chancellor, Business & Financial Services Mark DiMaggio, Chief of Police, RCCD Safety & Police Beiwei Tu, Director, Risk Management
Background Narrative:	
PowerPoint Presentation related to Emergency Preparedness Update topics.	

# Emergency Preparedness and Safety Update

Board of Trustees Committee Meeting  
March 4, 2025

**Beiwei Tu**  
Director of Risk Management

**Mark DiMaggio**  
Chief of Police

# Risk Management



Critical Event Notification



Emergency Incident Dashboard



Scenario-Based Training



Training Improvement



Traffic Management During Critical Events



Academic Continuity Planning

# Critical Event Notification

## Objectives

- Minimize Delay of Initial Alert and Communication
- Expedite Notification to District and College Executive Leadership.
- Enhance Real-time Information Sharing

## Program Highlights

- Adaptive Alerts and Communication
- Predefined Escalation Process
- Incorporate Automatic EOC Activation into An Alert Sequence

# Emergency Incident Dashboard

Crse College

MVCNCRCC

Sec Start Date

12/16/20246/2/2025

Sec End Date

12/19/20247/31/2025

BLDG Desc

All

Course

Search

Select all

☒ F2F☒ HYB☒ OL

Subject

All

Sec End Time

All

Sec Start Time

All

Sec Room

All

BLDG Loc

All

Sec Meeting Days


All

Course Faculty

All

Primary Section Y/N

All



4,625

Sec Count

123,921

Enrollments Dupl

38,801

Distinct Headcount

1,246

Primary Faculty

2025/01/31 5:31AM

Data Updated

RCCD Active  
Sections Roster

25WIN

25SPR

Crse Col

Course Sec

Course Title

Crse Start Date

Crse End Date

BLDG

ROOM

Instr Methd

Enrl

Sec Cap

Waitlist

Meet Days

Start Time

End Time

MVC	ACC-1A-21494	Principles of Accounting I	1/6/2025	2/13/2025	ON	LINE	OL	35	42	3		
MVC	ACC-1A-21593	Principles of Accounting I	1/6/2025	2/13/2025	ON	LINE	OL	36	42			
MVC	ACC-1A-23484	Principles of Accounting I	2/18/2025	6/13/2025	SAS	214	LEC	48	48	1	TR	11:10AM 12:35PM
MVC	ACC-1A-23485	Principles of Accounting I	2/18/2025	6/13/2025	ON	LINE	OL	42	42	17		
MVC	ACC-1A-23486	Principles of Accounting I	2/18/2025	6/13/2025	ON	LINE	OL	41	42	18		
MVC	ACC-1A-23907	Principles of Accounting I	2/18/2025	4/11/2025	HM	319	HYB HYBO	48	48		T	6:00PM 9:10PM
MVC	ACC-1B-22000	Principles of Accounting II	4/21/2025	6/13/2025	ON	LINE	OL	6	42			
MVC	ACC-1B-23487	Principles of Accounting II	2/18/2025	6/13/2025	SAS	214	LEC	27	48		MW	11:10AM 12:35PM
MVC	ACC-1B-23488	Principles of Accounting II	2/18/2025	6/13/2025	ON	LINE	OL	42	42	22		
MVC	ACC-1B-23908	Principles of Accounting II	4/21/2025	6/13/2025	HM	319	HYB HYBO	15	48		T	6:00PM 9:10PM
MVC	ACC-63-23901	Income Tax Actng	2/18/2025	6/13/2025	ON	LINE	OL	41	42			
MVC	ACC-819-21592	Vita/Tce	1/6/2025	2/13/2025	ON	LINE	OL OCH	18	30			
MVC	ADJ-1-21533	Introduction to the Administra	1/6/2025	2/13/2025	ON	LINE	OL	38	40	3		
MVC	ADJ-1-23823	Introduction to the Administra	2/18/2025	6/13/2025	BCEC	105	HYB HYBO	40	40		T	6:00PM 7:30PM
MVC	ADJ-1-23824	Introduction to the Administra	2/18/2025	6/13/2025	BCEC	111	WE	25	40		R	11:20AM 2:30PM
MVC	ADJ-1-23825	Introduction to the Administra	2/18/2025	4/11/2025	ON	LINE	OL	40	40	2		
MVC	ADJ-1-23826	Introduction to the Administra	4/21/2025	6/13/2025	ON	LINE	OL	40	40			
MVC	ADJ-1-23903	Introduction to the Administra	2/18/2025	6/13/2025	HM	212	HYB HYBO	40	40	2	R	2:20PM 3:45PM
MVC	ADJ-13-23831	Criminal Investigation	2/18/2025	6/13/2025	BCEC	105	WE	25	40		R	6:00PM 9:10PM
MVC	ADJ-201-23838	C&i Analyst Work Experience	2/18/2025	6/13/2025	BCEC	111	WRK	11	40		M	10:00AM 11:00AM
MVC	ADJ-20-23904	Intro to Corrections	2/18/2025	6/13/2025	ON	LINE	OL	40	40	13		
MVC	ADJ-22-23832	Legal Aspects of Corrections	2/18/2025	6/13/2025	BCEC	111	WE	2	40		T	2:40PM 5:50PM
MVC	ADJ-2-23827	Principles of Justice System	2/18/2025	6/13/2025	BCEC	105	WE	12	40		W	6:00PM 9:10PM
MVC	ADJ-2-23885	Principles of Justice System	4/21/2025	6/13/2025	ON	LINE	OL	40	40	14		
MVC	ADJ-3-21534	Concepts of Criminal Law	1/6/2025	2/13/2025	ON	LINE	OL	43	40	6		
MVC	ADJ-3-23828	Concepts of Criminal Law	2/18/2025	4/11/2025	BCEC	111	HYB HYBO	40	40	1	F	9:00AM 12:10PM
MVC	ADJ-3-23930	Concepts of Criminal Law	1/13/2025	5/23/2025	CHHS	CLASS	LEC	21	0		MTRF	1:45PM 2:40PM
MVC	ADJ-3-23937	Concepts of Criminal Law	1/13/2025	5/23/2025	RVHS	CLASS	LEC	23	0		MTRF	8:30AM 9:30AM
MVC	ADJ-40-23833	Law Enforcement Crime Analysis	2/18/2025	4/11/2025	ON	LINE	OL	42	40	14		
MVC	ADJ-42-23948	Intelligence Analysis	2/18/2025	4/11/2025	ON	LINE	OL OLL	13	40			

# Scenario-Based Training – Public Safety Power Shutdown (PSPS) Walkthrough



Scenario Walkthrough with Simulated Event Timeline



Impact Analysis at Each Phase of the Event



Scenario-driven Action Plan



Dynamic Communication Strategies



Interdependencies during Emergency Response

# Training Improvement

- Improve Training Accessibility and Launch Online Training
  - Student Active Shooter Training
  - Employee Emergency Response Training
- Enhance Training Completion Accountability
  - Use Vision Resource Center as the new learning management platform
  - Training completion progress monitoring
- Introduce a New Active Shooter Response Program - Alert, Lockdown, Inform, Counter and Evacuation (ALICE) Training – Spring 2025



# Traffic Management During Critical Events

- Vehicle Evacuation Routes and Reunification Locations
- Manage Vehicle Traffic during Campus or District Closure
- Traffic Control and Personal Protective Equipment
- Training
- Operational Procedures
  - Pre-designated employees report to RCCD PD upon campus closure orders.
  - RCCD PD dispatches the employees to critical locations and manages the operation

# Spring 2025 Instruction Methods

## Face to Face

- 1,883 (41%) sessions
- 39,864 (32%) enrollment
- 21,261 (55%) distinct headcounts
- 712 (57%) faculty

## Hybrid

- 581 (13%) sessions,
- 14,055 (5.8%) enrollment,
- 10,185 (26%) distinct headcounts
- 312 (25%) primary faculty

## Online

- 2,161 (47%) sessions
- 70,002 (56%) enrollment
- 28,620 (73%) distinct headcounts
- 758 (61%) primary faculty

# Academic Continuity Planning

## Transition Between Instruction Modalities

- Policy and Procedure Adjustment
- Site-specific Academic Continuity Strategies
- Course-specific Continuity Plan
- Resource and Core Personnel
- Technology and Infrastructure
- Faculty Training and Support

## Classes can be switched to online instruction

- Synchronous Instruction
- Asynchronous Instruction

## Classes cannot be switched to online instruction

- General Approach
- Makeup Sessions

# Academic Continuity Planning (Cont.)

## Learning Resources and Student Support

- Technology support
- Virtual student support
- Students with special needs
- Students lacking adequate technology

## Communication Strategies for Informing Faculty and Students

- Mass Notification
- Email
- Canvas Messaging

The second phase of the continuity planning will concentrate on non-academic functions

# Police Department



Community Policing



Public Safety Presence

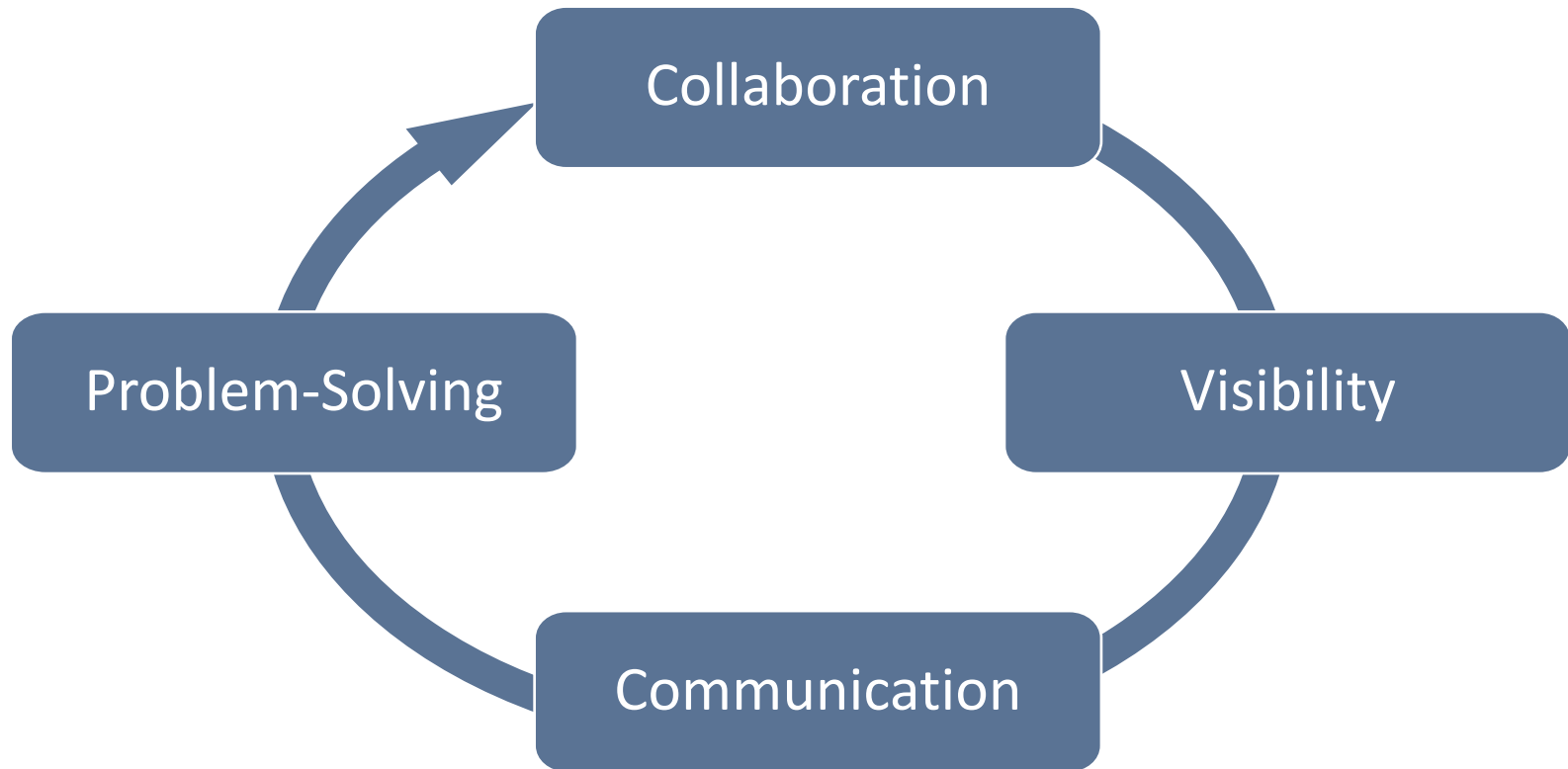


Personal Safety Training



Crime Prevention through  
Environmental Design

# Community Policing



# Public Safety Presence

- Increase Foot Patrols in High-traffic Areas
- Regular Meet-and-Greet Events – Coffee with Cops
- Public Safety Kiosk at RCC Parking Structure
- Develop Community Partnerships for Shared Vigilance



# Training and Communication

- Personal Safety Training – two times per year
  - Vigilant regarding surroundings and community
    - Walk in a group
    - Park under lighted areas
    - Do not talk on a cell phone while walking
  - Defense mechanisms
- Safety Bulletins
- See Something, Say Something Campaign



# Crime Prevention Through Environmental Design (CPTED)

- Periodic Security Risk Analysis
  - Ingress/Egress
  - Lighting
  - Landscape
  - Cameras
  - Alarms
  - Signage
  - Parking Areas
- Primary and Secondary Emergency Evacuation Areas
- Building Security Design Blueprints

# Questions?





## **FACILITIES PLANNING and DEVELOPMENT COUNCIL**

August 29, 2024 Zoom Conference Call

10:00a.m. – 11:30a.m.

### **MEETING MINUTES**

#### **VOTING MEMBERS AND ATTENDEES:**

<b>Name</b>	<b>Title</b>	<b>Present YES/NO</b>
Hussain Agah	District - Associate Vice Chancellor, Facilities Planning and Development – Co-chair	YES
Mehran Mohtasham	District - Director, Capital Planning	YES
Bart Doering	District - Facilities Development Director	NO
Misty Griffin	District - Director, Business Services	YES
Beiwei Tu	District - Director, Risk Management	YES
Susanne Ma	District – Director, Information Technology Infrastructure and Systems	YES
Majd Askar	Moreno Valley College – Vice President, Business Services	NO
Michael Collins	Norco College – Vice President, Business Services	NO
Kristine DiMemmo	Riverside City College - Vice President, Business Services	NO
Ron Kirkpatrick	Moreno Valley College – Director, Facilities Maintenance & Operations	YES
Travonne Bell	Norco College – Director, Facilities Maintenance & Operations	NO
Robert Beebe	Riverside City College - Director, Facilities Maintenance & Operations	YES
Esteban Navas	Moreno Valley College – Academic Senate President	YES
Kimberly Bell	Norco College – Academic Senate President	YES
Jo Scott-Coe	Riverside City College - Academic Senate President	NO
Laurie Crouse	Moreno Valley College - Classified Professional Representative	NO
Jeff Buch	Norco College - Classified Professional Representative	NO
Peter Lomas	Riverside City College - Classified Professional Representative	NO
Myra Nava	District - Classified Professional Representative	YES
TBD	Student Representative	NO

#### **NON-VOTING MEMBERS AND ATTENDEES:**

<b>Name</b>	<b>Title</b>	<b>Present YES/NO</b>
Don Wilcoxson	Riverside City College – Academic Senate Representative	NO
Robert Fontaine	Moreno Valley College – Academic Senate Representative	YES
Ray Vasquez	Norco College – Interim Manager of Facilities, Grounds & Utilization	YES
Krystin Mendez	Riverside City College – Assistant Director of Facilities Maintenance and Operations	YES
Janna Accomando	District – Facilities Planning Specialist, Accounting, FPD	YES
Evelyn Ault	District – FPD (Recorder)	YES

Riverside Community College District Facilities Planning and Development (FPD) supports the educational mission of the District and its three Colleges- Moreno Valley, Norco and Riverside City through advanced planning and development of facilities, standards, infrastructure and resources that promotes a learning environment by providing safe, sustainable and high-quality campuses. The FPD administers the facilities improvements to ensure compliance with the District Strategic Plan and Colleges Facilities Master Plans, and manages the planning, development and implementation of the District Five (5) Year Capital Outlay plan and Long-term Capital Facilities program. The department is also responsible for formulating, promoting, guiding, and administration of district policies and procedures associated with planning, design, construction and development functions.

## I. CALLED TO ORDER

A. By Hussain Agah

## II. APPROVAL OF MINUTES

A. No Quorum. No Motion to Approve June 27, 2024 Meeting Minutes.

**ACTION:** N/A

## III. FACILITIES PLANNING UPDATES

### A. Facilities Master Plans Updates

1. **MVC:** The Comprehensive master plan (E/FMP) was BOT approved in August 2021.
2. **NC:** BOT approved in June 2019.
3. **RCC:** BOT approved in December 2018.
4. **FMP Potential Update:** Agah stated there has been discussion regarding review and update of the college's FMPs and Space Utilization Study, and to look at economies-of-scale to consolidate these efforts.
  - i. Agah referred to the ongoing discussion regarding the update to the FMP to confirm the priority list that will be included for the potential November 2024 Bond. The annual 5YCCP update will begin soon and will utilize the existing approved FMP to incorporate the project into one plan. If the colleges believe there is a need to update the FMP, the process may take up to a year.

**ACTION:**

- *FPD to develop a scope of services for the college FMP and level of update in 2025.*
- *Continue to work with the colleges on the Facilities Master Plans update including- projects priority list, secondary impacts and infrastructure needs, cost/budgets, state /non-state supportable, schedules, etc.*

### B. CCCC'O Facilities Planning Update:

#### 1. Five-Year Capital Construction Plans (5YCCP) & Capital Outlay Program:

- i. **Planning Consultant:** ALMA Strategies is contracted through December 2024. An RFQ/P for a new consultant will likely be issued in March or April 2025, with some FPDC members participating in the procurement process. ALMA will also continue to assist with the 2024 Five-Year CCP.
- ii. **2024 Five-Year CCP:** The 2024 Five-Year CCP received an extension and will be submitted to the state by September 30, 2024. The submission will include new 3 FPP's and the list of high priority projects. DLR Architect and ALMA Strategies assisted with the FPP document preparation for the MVC Biological and Physical Science FPP, for the NC STEM FPP and the RCC Advanced Applied Technology FPP. Agah presented the PowerPoint for the final 5YCCP that will be submitted to the state.
- iii. **2025-26 Spending Plan:** Agah discussed the 4 FPP's (growth category) that have been approved by the SCO contingent upon State facility school bond in November 2024. Agah shared a breakdown showing the State Supportable District Funded and Non-State Supportable District Funded dollar amounts. Each FPP

had costs exceeding the CCI 8823 Guideline. This is a system wide problem using outdated information; it has not been fixed yet. The FPPs are: MVC Library & Learning Resource Center, NC Library Learning Resource Center & Student Services, RCC Cosmetology, and BCTC Education Building 2-A.

**ACTION:**

**1. Physical Plant & Instructional Support - (5) Year Scheduled Maintenance Plan & Instructional Support**

- i. Agah stated that the state requires California Community Colleges to provide their schedule maintenance/deferred maintenance backlog, regardless if a project has a funding stream attached to it or not. The backlog should be entered into FUSION for the District/college planning purposes. This information will be used by the State for continuous advocacy for SM/DF funding. This also helps to consolidate the information on one single platform for the District.

**ACTION:** *None*

**2. Space Inventory (SI)**

- i. **2023 SI Submittal:** submitted in FUSION and filed with the State on October 2, 2023.
- ii. Agah emphasized that colleges should involve the VP of Academic Affairs in the SI review process. This ensures the SI report is shared with all department Deans for review, confirming what is being utilized and its purpose. This process affects the college's cap load ratio, the 5-Year Plan, and eligibility for future projects. Nava will inform the colleges when Space Inventory opens between June and July. Any updates to the SI reports can be submitted anytime after that, prior to the October filing deadline.
- iii. Nava stated the Space Inventory is underway and under review with ALMA. Once any feedback they need from the college is completed, signature pages will be sent out with a final report before getting signed by Aaron Brown and submitted to the state.
- iv. Mohtasham stated RCC requested to keep Business Education (BE) online. Beebe confirmed and stated the copy center and the TSS group are in BE 10 until the TSS project is complete then these groups will be relocated

**ACTION:**

- *Any changes to the college SI need to be reported to FPD to be reflected in FUSION.*

**3. Space Utilization Study (SUS)**

- i. A comprehensive SUS was conducted for the Fall 2023 enrolment, using Title 5 methodology for classroom and laboratory spaces. The reports were shared with the colleges and Ed Services.
- ii. Agah discussed how the study affects scheduling flexibility, efficiency improvements, and the capital outlay funding project.
- iii. April 25 - Agah asked the colleges what progress has been made from the Space Utilization analysis and if the colleges need anything more from FPD.

**ACTION:** *Colleges to use the SUS data and make necessary changes throughout their shared governance structure to improve efficiencies and resources.*

#### 4. Energy Usage Calculator/California Energy Benchmarking

- i. Nava reported an issue with meter upgrades or meter exchanges resulting in a new meter number. RCCD accounts were not being synced on the portfolio manager due to the different meter numbers. Nava reviewed every account and manually updated each one and entered all of the bills and all of the reports were submitted.

**ACTION:**

- *No update*

#### 5. Facilities Conditions Assessment (FCA)

- i. Nava stated the assessments for 2023 were completed and updated in FUSION and it shows a \$240 million scheduled maintenance needs.

**ACTION:**

- *Review FCA and develop strategies to incorporate deficiencies into 5YSMP.*
- *Complete the floor plan updates was discussed for all the colleges. FPD will update all of the floorplans in FUSION with the help from the colleges.*

### C. Policies and Procedures:

#### 1. Public Bid/Procurement

- i. Agah highlighted the RCCD Facilities Procurement Process Presentation that was shared at the June 2023 BOT meeting with the recommendation to incorporate the legally permissible vendor selection preferences:
  - a. Local business, local hire, small business, veteran-owned business and emerging businesses.
  - b. Elicit desired qualifications through targeted questions furthering diversity, equity and inclusion.

#### 2. Land Use Development and Public-Private-Partnership

- i. The Land Use Development and Public-Private-Partnership (P3) policies.

#### 3. Sustainability & Climate Action Policies

- i. Update the Sustainability & Environmental Responsibility BP 5775 in alignment with the Sustainability Climate Action Plan (S-CAP).

#### 4. EV Charging & Gifting Public Funds

- i. The committee has prioritized the EVCS parking and fee structure policy for college operational purposes.

#### 5. Milestone Signoff Documents

- i. Doering reviewed and described the **Capital Construction Project Design Milestone** form and the **Certificate of Substantial Completion Milestone** form.

#### 6. Prequalification Process

- i. **Professional Services:** RFQs to establish pre-qualified lists for Surveying, Environmental, and Commissioning Consultants will be in place in the near future. The RFQ has not been drafted yet.

## 7. Consultants Engagement Process

- i. Agah discussed and presented the prequalified consultant engagement process in alignment with the District BP/AP and best practices. The bid threshold for FY 2023-24 is \$114,500.

## 8. Gender Neutral All-Inclusive Restrooms and Bathrooms for the On-Campus Student Housing

- i. Agah provided a presentation and overview of the Gender Inclusive Restrooms for the district student housing. During planning meetings, the architect proposed gender neutral all-inclusive restrooms with individual stalls and shared sink areas. The code requires only a certain percentage to be gender neutral.

### ACTION:

- **No update**

## D. Long-Term Capital Facilities Program

1. The LTCFP was BOT approved on March 17, 2020. Some budget has been identified for the critical mission plans: Sustainability initiatives and integrated energy conservation plan.
  - i. The goal for 2024 is to update the district standard and college design guidelines, it requires approximately \$250,000-\$350,000 to complete depending on the level of detail. VCBFS has added this item to the District Strategic Plan request.

### ACTION:

- *Identify funding source to proceed forward with the plans. **No update***

## E. Sustainability and Climate Action Plan (SCAP)

### 1. Districtwide Sustainability & Environmental Responsibility Planning Update:

- i. The Integrated Energy Master Plan (IEMP) and the TCO dashboards will be made available to the District and the public when the transition is complete between DLR and District's IT.

### ACTION:

- *Provide the Decarbonization/IEMP dashboard and the TCO dashboard to the District and the public.*

### 2. District Solar Project:

- i. **Construction Progress:** Construction is expected to be from April through the end of December 2024. Construction schedule discussed with impacts to parking and presented to campus community and board. **BCTC:** At BCTC the project is completed. A date to connect to the meter was provided. The project will start using the savings from SCE. **MVC:** Light poles were removed in the parking lot resulting in issues with electrical connections, they were resolved. Resurfacing parking lot B at MVC was completed after the solar project was done. The ground mounts installation is ongoing. **RCC:** Parking Lot C was completed before fall start date. Lot E in ongoing with minimum impact to parking. Resurfacing at RCC parking lot E requires funding approval and to include an engineer, and will be discussed at a later date. There is a concern about the lighting that is being resolved. Temporary portable lighting is being discussed. **Centennial Plaza:** The

coring was worked on at the Downtown location with only 2 columns remaining. An issue with conduits is being resolved. The contractor provided dates the ADA stalls will be available and installed the AV chargers **NC:** Mobilization began in August 2024. The ground mounts installation is in progress, dates to install the AV chargers was proposed by the contractor.

**ACTION:**

- *Communicate constructions schedule across the campus community.*

## F. Students Housing

### 1. SB 169 Affordable Student Housing Grant Program:

- RCCD-RCC & UCR Intersegmental:** Agah stated that the RCCD/RCC and UCR Intersegmental Student Housing was approved in the total amount of \$126 million (\$75 million for RCCD and \$50 million for UCR). Marketing will begin this Fall 2024; the opening is scheduled by fall 2025. The funding mechanism changed from a Grant to a Lease Revenue Bond. Volz Company has integrated the Student Housing into their portfolio for student support services, policies and procedures, budgeting and marketing. RCC administration are working with UCR on all of the student services, process and procedures. An Operational Agreement is being developed between the two colleges. The project is moving swiftly, construction is ongoing, and the foundation and vertical walls are in place. There is an issue with City of Riverside for the utility connection/development fees that is being worked on by UCR, but the project is still on target to open fall 2025.
- On-Campus:** Agah stated that MVC Parking Lot A Student Housing application was approved by BOT on June 20, 2023 and submitted to the State Chancellor's Office.
- Agah stated that the State Chancellor's Office issued the Construction Application scoring for the student housing projects, the MVC project scoring is 54 with the highest scored at 74 points.

**ACTION:**

- *No update*

## G. Legislative and Regulatory Updates:

- AB 247:** The bill provides \$12M Facilities bond for 2024 for K12 and California Community Colleges is in the November 5 ballot (Proposition 2). The \$1.5 billion appropriation would fund the college's state capital outlay projects.
- AB 359:** The bill exempts student housing from being a DSA project for California Community Colleges District, however, DSA issued AB 359 to clarify the aspects of the bill regarding Structural Safety, Fire and Life Safety and Accessibility if the project falls under DSA review.
- AB 416:** The bill requires any major renovation project exceeding 10,000 GSF to be LEED Gold or higher. FPD will monitor the projects to meet this requirement.
- AB 1121:** The bill requires awarding authorities to annually submit to the Department of Industrial Relations' electronic project registration database a list of ineligible contractors, as specified, pursuant to local debarment or suspension processes. This bill would require the department to make the list available to the public through the electronic database.

**ACTION:**



- No update

## IV. PROJECT UPDATES

### A. Master Projects List/Calendar/Capital Project Summary Form

1. All projects regardless of funding source need to follow the process. Colleges to submit Capital Project Summary Form (CPSF) as the project is being initiated. Agah reminded the colleges to submit the CPSF to help FPD support them as much as possible. Agah discussed the need for IOR depending on the risk, size and scope of a project, and suggested bundling several scheduled maintenance projects and engage a CM to manage them. Also, part of the CPSF process is for FPD to be aware and assist with the process for any projects that require DSA approval.

### A. Capital Project Summary Form

1. Nava provided an update on the Master Capital Project List and need for the Capital Project Summary Form (CPSF), a live document that the colleges will have access to for the purpose of providing regular updates. The process will assist FPD's record keeping as well as assist the district's Purchasing department in assigning their resources based on the upcoming bids. Purchasing will have view access only to the live document.

#### ACTION:

- Nava will share the link to the SharePoint site that includes forms, logs and project details.

### B. Division of the State Architects (DSA)

1. FPD is the **Point Of Contact** with DSA and should be involved in any new project under DSA purview at the college regardless of funding sources.

#### ACTION:

- Develop a DSA campus specific map that shows all DSA applications.

### C. Capital Projects Status Report

#### 1. Riverside City College:

- i. **RCC Life Science/Physical Science Reconstruction Project:** This is a state-funded project in the total amount of \$38.5 million. Construction began in September 2022. The project is 99% complete. The landscaping and irrigation are completed. The furniture installation is complete and staff have begun to move in. A small security issue was resolved. The contractor completed the exterior and interior punch lists. A revised completion schedule was received. The ground breaking is planned for August 29, 2024. The college ordered additional furniture for the grand opening. Some punch list items are left for the furniture, it is expected to arrive in September. In the meantime, there are loaner options.
- ii. Beebe stated there is an issue with the City of Riverside for the point of connection across Terracina. The paving job after the work was completed left a large dip in the road. Doering has been in contact with the city to resolve the issue. Mohtasham will follow up with him.

#### ACTION:

- Schedule a meeting regarding a future re-location for the TSS staff.

- iii. **Digital Library Building STEM Engagement Center:** This is a \$5,000,000 project locally funded from RCC General Funds. It will renovate the existing Digital Library to become a STEM Engagement Center. It is a

priority 1 item on the FMP. Received DSA approval. This project is waiting for the TSS Relocation, the Old Financial Services Remodel completion and the completion of the 12KV Loop upgrade that has a long lead time to receive the transformer in order to begin, there could possibly be a 12-month delay. To get it started a bid package will go out in October or November 2024 but it requires additional funding to cover the inflation on the project.

**ACTION:**

- *Due to schedule delay and escalation, lack of funding and secondary effect, FPD will revisit the total project budget for budget augmentation. **No Update***

- iv. **TSS Staff Relocation:** This is a DSA project. TSS staff are planned to move into the old Financial Services building. This project is a secondary effect of the Digital Library STEM Engagement Center. A non-mandatory job walk occurred on June 26, 2024, bids are due on July 18, 2024 and is scheduled to go to the August BOT. Construction should begin end of August, early September and should be complete after December 2024. FPD will reach out to the list of pre-qualified CM services to put a part-time 6 months agreement in place for the project. Purchasing is working to gather documents needed from the general contractors, construction will begin in the first or second week of September. An Inspector of Record (IOR) and a Laboratory of Record (LOR) were also added to the project.

**ACTION:**

- *Complete CM Services agreement.*

## 2. Moreno Valley College

- i. **Student Services Renovation:** This is a DSA project and funded through Measure C. The Renovated Student Services Building will be available for the relocation of student services programs currently located in the temporary structures within the Parkside Complex, such as Human Services, Health Services, Food Bank, and Veterans Resource Center. The project is under construction and on schedule. The interior demolition is complete. Framing on the second and third floors has begun. Issues on the outside with old water pipes and valves are being resolved, the pipes and valves are being replaced. HVAC and plumbing rough-in is in progress. The MEP is being developed for all levels. Hydraulic piping supports are being put in place. A completion date is being discussed with the contractor. The furniture plan is being finalized and plan to submit the order by mid-September.

**ACTION:** *None*

- ii. **College Park's Soccer Field Lighting & Accessibility Parking Project:** The project will include constructing two soccer fields with new MUSCO lighting system, two separate parking spaces and accessible path of travel between the soccer fields, parking spaces and the playground area. The Board of Trustees approved the architectural selection on September 17, 2024.

**ACTION:**

- *Schedule a kick-off meeting and share conceptual design at that meeting.*

- iii. **Organic Chemistry Laboratory Project: Project Description:** Moreno Valley College does not have an organic chemistry laboratory; within this project the college will be able to add that program in the bio/chem department. The project includes relocating anatomy lab from SC 207 to Humanities 323 and convert SC 207 into the organic chemistry laboratory, with maximum 14 fume hoods if the space allows. User group kick-off meeting is scheduled on September 11, 2024. WWA provided schematic design to be reviewed by the college as there is limited space for requested number of fume hoods. A second programming meeting is needed and working on a date that works for the entire user group.

**ACTION:** *None*

### 3. Norco College:

- i. **Early Childhood Center Project at Stokoe:** This is a State legislator appropriation project (\$5.0 million) to upgrade the existing classrooms, NC administration offices, and playground area. Phase 1 addressed building B & technology in building E starting mid-September 2023 to mid-February 2024. Phase 2 includes the playground, upgrade to buildings D & F and the wayfinding will begin June 1 through end of August 2024. Phase 1 opened February 5, 2024. The Grand Opening occurred on March 8, 2024. Phase 2 playground equipment was delivered on June 5, 2024 and opened by August 5, 2024. RCOE has concerns regarding the height of the slide, Mohtasham is working with their team to resolve the issue.

**ACTION:**

- *Due to time constraints and logistical challenges, this project must be done in multiple phases.*
- ii. **Center for Human Performance & Kinesiology Project:** This is a State funded project and is \$54M. The AB52 consultation with the tribes is complete and the information will be posted for public review by mid-July. The project received DSA approval. The package that includes the DSA approved plan, the CEQA document and the JCAF will be sent to the state. After approval is received the bid process can begin. This project is contingent on getting the local bond to have the remaining funding that is needed. It also requires the demolition of the CACT building and the relocation of the CACT programs.

**ACTION:**

- *Submit package to state and begin bid process.*
- iii. **CACT Relocation to STEM 100 Project:** Norco College Center for Human Performance & Kinesiology is an approved FPP and recently received DSA approval as well. Due to that project, the footprint of CHP+K is located on the existing CACT building location, therefore, programs in the CACT building need to be relocated to STEM 100 before the start of the CHP+K project in order to demolish the CACT for construction. Kick-off meeting was scheduled on 11/17 and user group provided info to Westberg & White Architect. The college will provide data on the existing and future equipment by September 25, 2024.

**ACTION:**

- *Provide a schematic design based on the user group feedback.*

### D. Scheduled Maintenance Projects Updates

1. Review the SM Project Log and report DSA projects

## V. OTHERS

### A. Local General Obligation Bond Feasibility Study

1. On August 6, the BOT approved \$954 million Measure CC to be placed on the November 5 ballot.

### B. Conduit & Fiber at Colleges

1. Ma would like to revisit the subject of the need for updates to the conduits for fiber and cabling at the colleges, it needs to be readdressed. The district has been wanting to do a more comprehensive survey and assessment of just the low voltage conduit and vaulting systems for a few years, especially at RCC. The updates would help with any challenges

with connectivity between buildings. Agah stated the infrastructure plan is very outdated. Ma inquired if the funding will come from part of the Bond. Agah stated that is correct.

### C. Campus Storm Water Management Plan

1. Agah stated some issues arose regarding Storm Water Management while work was being done on the MVC Solar ground mount array due to heavy rain erosion that occurred on the campus. Agah asked about the college's storm water management plan, who performs the maintenance and if they need assistance from FPD. Beebe stated the college manages it, there has never been a formal process or record keeping. Kirkpatrick stated MVC inspects and cleans the areas every fall, no outside vendor is engaged. T. Bell stated NC has the same practice as MVC. Agah discussed the possibility of an annual inspection by a specialized vendor to mitigate potential issues. Mohtasham inquired if there is a campus wide plan at the colleges that could be shared for storm water management, is there routine preparation when a storm is coming? Beebe and Kirkpatrick offered to put a document together showing preparations for storm management.

### D. Campus-wide Traffic Study/Parking Utilization Assessment

1. Funding has become available from the Student Housing Grant to potentially conduct the same analysis at MVC, NC and RCC in the fall. Agah requested feedback on conducting a campus-wide traffic analysis for planning and operational purposes. The scope of work will be identified and an RFQ/P will be put together for the consultant. Mohtasham discussed the previous study that wasn't able to be completed due to the COVID shut-down and asked the college to provide dates of the college's busiest times in the Fall term to be used to put the RFQ/P together and hire a consultant to conduct the survey.

### E. Land Acquisition Updates

1. Agah stated the BOT approved the acquisition of the 24.0-acre site in Jurupa Valley for the IETTC program, in the amount of \$26 million and the potential acquisition of a 9.4-acre site for the Norco College Corona Center, in the amount of \$22 million. The two agreements have been executed and FPD is working with Gafcon PM/CM, the entitlement consultant, to complete the due diligence and entitlement for the city. An extension has been requested for the due diligence for the Jurupa Valley site due to the discovery of underground diesel or gas fuel tanks that had been removed in 1990. An environmental assessment of the soil to determine any contamination must be completed. The next step is to discuss the potential program to help determine the building type that will be needed.

## VI. NEW ITEM(S)

*End of Meeting Minutes-*



## **FACILITIES PLANNING and DEVELOPMENT COUNCIL**

September 26, 2024 Zoom Conference Call

10:00a.m. – 11:30a.m.

### **MEETING MINUTES**

#### **VOTING MEMBERS AND ATTENDEES:**

Name	Title	Present YES/NO
Hussain Agah	District - Associate Vice Chancellor, Facilities Planning and Development – Co-chair	YES
Mehran Mohtasham	District - Director, Capital Planning	YES
Bart Doering	District - Facilities Development Director	YES
Misty Griffin	District - Director, Business Services	YES
Beiwei Tu	District - Director, Risk Management	YES
Susanne Ma	District – Director, Information Technology Infrastructure and Systems	NO
Majd Askar	Moreno Valley College – Vice President, Business Services	YES
Michael Collins	Norco College – Vice President, Business Services	NO
Kristine DiMemmo	Riverside City College - Vice President, Business Services	NO
Ron Kirkpatrick	Moreno Valley College – Director, Facilities Maintenance & Operations	NO
Travonne Bell	Norco College – Director, Facilities Maintenance & Operations	YES
Robert Beebe	Riverside City College - Director, Facilities Maintenance & Operations	YES
Esteban Navas	Moreno Valley College – Academic Senate President	NO
Kimberly Bell	Norco College – Academic Senate President	YES
Jo Scott-Coe	Riverside City College - Academic Senate President	NO
Terry Janecek	Moreno Valley College - Classified Professional Representative	YES
TBD	Norco College - Classified Professional Representative	NO
Nate Swift	Riverside City College - Classified Professional Representative	YES
Ron Kluth	Riverside City College – Classified Professional Representative	NO
Myra Nava	District - Classified Professional Representative	YES
TBD	Student Representative	NO

#### **NON-VOTING MEMBERS AND ATTENDEES:**

Name	Title	Present YES/NO
Don Wilcoxson	Riverside City College – Academic Senate Representative	NO
Robert Fontaine	Moreno Valley College – Academic Senate Representative	NO
Ray Vasquez	Norco College – Interim Manager of Facilities, Grounds & Utilization	YES
Krystin Mendez	Riverside City College – Assistant Director of Facilities Maintenance and Operations	YES
Janna Accomando	District – Facilities Planning Specialist, Accounting, FPD	NO
Evelyn Ault	District – FPD (Recorder)	YES

*Riverside Community College District Facilities Planning and Development (FPD) supports the educational mission of the District and its three Colleges—Moreno Valley, Norco and Riverside City through advanced planning and development of facilities, standards, infrastructure and resources that promotes a learning environment by providing safe, sustainable and high-quality campuses. The FPD administers the facilities improvements to ensure compliance with the District Strategic Plan and Colleges Facilities Master Plans, and manages the planning, development and implementation of the District Five (5) Year Capital Outlay plan and Long-term Capital Facilities program. The department is also responsible for formulating, promoting, guiding, and administration of district policies and procedures associated with planning, design, construction and development functions.*

## I. CALLED TO ORDER

A. By Hussain Agah

## II. APPROVAL OF MINUTES

A. Motion to Approve August 29, 2024 Meeting Minutes by Askar. Second by Mohtasham.

**ACTION:** *Approved with (2) Abstentions*

## III. FACILITIES PLANNING UPDATES

### A. Facilities Master Plans Updates

1. **MVC:** The Comprehensive master plan (E/FMP) was BOT approved in August 2021.
2. **NC:** BOT approved in June 2019.
3. **RCC:** BOT approved in December 2018.
4. **FMP Potential Update:** Agah stated there has been discussion regarding review and update of the college's FMPs and Space Utilization Study, and to look at economies-of-scale to consolidate these efforts.
  - i. Agah referred to the ongoing discussion regarding the update to the FMP to confirm the priority list that will be included for the potential November 2024 Bond. The annual 5YCCP update will begin soon and will utilize the existing approved FMP to incorporate the project into one plan. If the colleges believe there is a need to update the FMP, the process may take up to a year.
  - ii. DiMemmo reached out to Agah and asked if RCC can start the process to update their FMP. Agah recommended to wait because the BOT already placed \$954M on the ballot based on the priorities list that was already established by the FMP at the colleges and already approved. DiMemmo commented it would be minor changes. Agah believes those changes were already reflected in the 5 Year Plan.

**ACTION:**

- *FPD to develop a scope of services for the college FMP and level of update in 2025.*
- *Continue to work with the colleges on the Facilities Master Plans update including- projects priority list, secondary impacts and infrastructure needs, cost/budgets, state /non-state supportable, schedules, etc.*

### B. CCCC'O Facilities Planning Update:

#### 1. Five-Year Capital Construction Plans (5YCCP) & Capital Outlay Program:

- i. **Planning Consultant:** ALMA Strategies is contracted through December 2024. An RFQ/P for a new consultant will likely be issued in March or April 2025, with some FPDC members participating in the procurement process. ALMA will also continue to assist with the 2024 Five-Year CCP.
- ii. **2024 Five-Year CCP:** The 2024 Five-Year CCP received an extension and was submitted to the state on September 25, 2024. The submission included 3 new FPP's and the list of high priority projects. DLR Architect and ALMA Strategies assisted with the FPP document preparation for the MVC Biological and

Physical Science FPP, for the NC STEM FPP and the RCC Advanced Applied Technology FPP. The PowerPoint for the final 5YCCP that was submitted to the state was previously shared with FPDC.

- iii. **2025-26 Spending Plan:** Agah provided an update on the 4 FPP's (growth category) that have been approved by the SCO contingent upon the State facility school bond, Prop 2 on the November 5, 2024 ballot and also Measure CC for RCCD. Agah previously shared a breakdown showing the State Supportable District Funded and Non-State Supportable District Funded dollar amounts. Each FPP had costs exceeding the CCI 8823 Guideline. This is a system wide problem using outdated information; it has not been fixed yet. The FPPs are: MVC Library & Learning Resource Center, NC Library Learning Resource Center & Student Services, RCC Cosmetology, and BCTC Education Building 2-A.

**ACTION:**

**1. Physical Plant & Instructional Support - (5) Year Scheduled Maintenance Plan & Instructional Support**

- i. Agah stated that the state requires California Community Colleges to provide their schedule maintenance/deferred maintenance backlog, regardless if a project has a funding stream attached to it or not. The backlog should be entered into FUSION for the District/college planning purposes. This information will be used by the State for continuous advocacy for SM/DF funding. This also helps to consolidate the information on one single platform for the District. Nava stated all plans were received from the colleges and are under review. Nava will follow up with the colleges if any changes are needed.

**ACTION:** *None*

**2. Space Inventory (SI)**

- i. **2023 SI Submittal:** submitted in FUSION and filed with the State on October 2, 2023.
- ii. Agah emphasized that colleges should involve the VP of Academic Affairs in the SI review process. This ensures the SI report is shared with all department Deans for review, confirming what is being utilized and its purpose. This process affects the college's cap load ratio, the 5-Year Plan, and eligibility for future projects. Nava will inform the colleges when Space Inventory opens between June and July. Any updates to the SI reports can be submitted anytime after that, prior to the October filing deadline.
- iii. Nava stated the Space Inventory was reviewed and completed by ALMA. All changes the colleges requested have been incorporated into the SI report. Nava is working with Mohtasham to confirm no additional changes are needed. Signature pages will be sent to the colleges then signed by Aaron Brown and submitted to the state.
- iv. Mohtasham stated RCC requested to keep Business Education (BE) online. Beebe confirmed and stated the copy center and the TSS group are in BE 10 until the TSS project is complete then these groups will be relocated

**ACTION:**

- *Any changes to the college SI need to be reported to FPD to be reflected in FUSION.*
- *Begin pulling data from Ed Services in December 2024 for ALMA to regenerate the report.*

**3. Space Utilization Study (SUS)**

- i. A comprehensive SUS was conducted for the Fall 2023 enrolment, using Title 5 methodology for classroom and laboratory spaces. The reports were shared with the colleges and Ed Services.



- ii. Agah discussed how the study affects scheduling flexibility, efficiency improvements, and the capital outlay funding project.
- iii. April 25 - Agah asked the colleges what progress has been made from the Space Utilization analysis and if the colleges need anything more from FPD.

**ACTION:** *Colleges to use the SUS data and make necessary changes throughout their shared governance structure to improve efficiencies and resources.*

#### **4. Energy Usage Calculator/California Energy Benchmarking**

- i. Nava reported an issue with meter upgrades or meter exchanges resulting in a new meter number. RCCD accounts were not being synced on the portfolio manager due to the different meter numbers. Nava reviewed every account and manually updated each one and entered all of the bills and all of the reports were submitted.
- ii. Nava stated the energy benchmarking will be underway soon. It is due in December 2024.

**ACTION:**

- *No update*

#### **5. Facilities Conditions Assessment (FCA)**

- i. Nava stated the assessments for 2023 were completed and updated in FUSION and it shows a \$240 million scheduled maintenance needs.

**ACTION:**

- *Review FCA and develop strategies to incorporate deficiencies into 5YSMP.*
- *Complete the floor plan updates was discussed for all the colleges. FPD will update all of the floorplans in FUSION with the help from the colleges.*

### **C. Policies and Procedures:**

#### **1. Public Bid/Procurement**

- i. Agah highlighted the RCCD Facilities Procurement Process Presentation that was shared at the June 2023 BOT meeting with the recommendation to incorporate the legally permissible vendor selection preferences:
  - a. Local business, local hire, small business, veteran-owned business and emerging businesses.
  - b. Elicit desired qualifications through targeted questions furthering diversity, equity and inclusion.

#### **2. Land Use Development and Public-Private-Partnership**

- i. The Land Use Development and Public-Private-Partnership (P3) policies.

#### **3. Sustainability & Climate Action Policies**

- i. Update the Sustainability & Environmental Responsibility BP 5775 in alignment with the Sustainability Climate Action Plan (S-CAP).



**4. EV Charging & Gifting Public Funds**

- i. The committee has prioritized the EVCS parking and fee structure policy for college operational purposes.

**5. Milestone Signoff Documents**

- i. Doering reviewed and described the **Capital Construction Project Design Milestone** form and the **Certificate of Substantial Completion Milestone** form.

**6. Prequalification Process**

- i. **Professional Services:** RFQs to establish pre-qualified lists for Surveying, Environmental, and Commissioning Consultants will be in place in the near future. The RFQ has not been drafted yet.

**7. Consultants Engagement Process**

- i. Agah discussed and presented the prequalified consultant engagement process in alignment with the District BP/AP and best practices. The bid threshold for FY 2023-24 is \$114,500.

**8. Gender Neutral All-Inclusive Restrooms and Bathrooms for the On-Campus Student Housing**

- i. Agah provided a presentation and overview of the Gender Inclusive Restrooms for the district student housing. During planning meetings, the architect proposed gender neutral all-inclusive restrooms with individual stalls and shared sink areas. The code requires only a certain percentage to be gender neutral.

**ACTION:**

- *No update*

**D. Long-Term Capital Facilities Program**

1. The LTCFP was BOT approved on March 17, 2020. Some budget has been identified for the critical mission plans: Sustainability initiatives and integrated energy conservation plan.

- i. The goal for 2024 is to update the district standard and college design guidelines, it requires approximately \$250,000-\$350,000 to complete depending on the level of detail. VCBFS has added this item to the District Strategic Plan request.

**ACTION:**

- *Identify funding source to proceed forward with the plans.*
- *Tabled until the results of the Bond are in.*

**E. Sustainability and Climate Action Plan (SCAP)****1. Districtwide Sustainability & Environmental Responsibility Planning Update:**

- i. The Integrated Energy Master Plan (IEMP) and the TCO dashboards will be made available to the District and the public when the transition is complete between DLR and District's IT.

**ACTION:**

- *Provide the Decarbonization/IEMP dashboard and the TCO dashboard to the District and the public.*

## 2. District Solar Project:

- i. **Interconnection Applications: All received and approved.**
- ii. **Construction Progress:** Construction is expected to be from April through the end of December 2024. Construction schedule discussed with impacts to parking and presented to campus community and board. **BCTC:** At BCTC the project is completed. A date to connect to the meter was provided. The project will start using the savings from SCE. The contractor will schedule cleaning of the panels and conduct a performance evaluation. **MVC:** Light poles were removed in the parking lot resulting in issues with electrical connections, they were resolved. Resurfacing parking lot B at MVC was completed after the solar project was done. The ground mounts installation is ongoing. Work on the pads for the EV chargers will begin during the break in December. The contractor is still working on the hillside and dealing with issues with getting through the decomposed granite. **RCC:** Parking Lot C was completed before fall start date. Lot E in ongoing with minimum impact to parking. Resurfacing at RCC parking lot E requires funding approval and to include an engineer, and will be discussed at a later date. There is a concern about the lighting that is being resolved. Temporary portable lighting is being discussed. The electrical wires are being pulled into the structure. Some parts have not been delivered and the remaining inverters are being installed. **Centennial Plaza:** The coring was worked on at the Downtown location with only 2 columns remaining. An issue with conduits is being resolved. The contractor provided dates the ADA stalls will be available and installed the AV chargers. FPD met with DSA on September 26, 2024 to review requirements regarding the beams that have been delivered to confirm they are within tolerance. There may be some correction/action on those before the project can move forward, resulting in up to 4 weeks of delay. The electrical contractor is working on the conduit installation. **NC:** Mobilization began in August 2024. The ground mounts installation is still in progress, dates to install the AV chargers was proposed by the contractor.

### **ACTION:**

- *Communicate constructions schedule across the campus community.*
- *RCC connection will be in May 2025. MVC, NC, and BCTC will be connected in July or August 2025.*

## 3. Clean Mobility Options – Carsharing Program:

- i. Mohtasham stated phase 2 application (\$1.5 million) was submitted to the State with the collaboration of EVGide on August 15, 2023. The grant was received, a portion of it will be used for the infrastructure for the EV charging station and the program that includes a third party to manage the servicing/maintenance/operation of the vehicles. The RFQ/P and the resolution to accept the grant was approved at the March 19, 2024 BOT meeting. Insurance requirements will be determined and completed by FPD. Agah provided an update about the charging stations and the distribution to the colleges. Two board policies will be worked on by CTA, CSEA, Academic Senate, college administration and district administration and will go to the board in the fall. The CMO Voucher Agreement was received and is under review by legal.
- ii. Mohtasham stated an RFQ/P is being developed for the third-party vendor to manage the servicing, maintenance and operation of the vehicles. There was a recent communication from the Clean Mobility provider offering an additional \$300K to the \$1.5M. They require additional programming or information in order to grant the extra funds. FPD and EVGuide are working on getting the information needed to submit.
- iii. Agah stated the grant reimbursable will follow the schedule of values and the state requirements, and asked Griffin if a funding line has been established. Griffin stated yes. Agah stated the reimbursement from the grant can begin due to the current installation of the infrastructure for the EV charging stations, which is part of the solar project.

### **ACTION:**

- *Once the program is more formalized and further assessed, work will begin on an administrative policy that structures the operating, maintenance, management, and financial aspects of it.*

## F. Students Housing

### 1. SB 169 Affordable Student Housing Grant Program:

- RCCD-RCC & UCR Intersegmental:** Agah stated that the RCCD/RCC and UCR Intersegmental Student Housing was approved in the total amount of \$126 million (\$75 million for RCCD and \$50 million for UCR). Marketing will begin this Fall 2024; the opening is scheduled by fall 2025. The funding mechanism changed from a Grant to a Lease Revenue Bond. Volz Company has integrated the Student Housing into their portfolio for student support services, policies and procedures, budgeting and marketing. RCC administration are working with UCR on all of the student services, process and procedures. An Operational Agreement is being developed between the two colleges. The project is moving swiftly, construction is ongoing, and the foundation and vertical walls are in place. There was an issue with City of Riverside for the utility connection/development fees that UCR worked on. The project is still on target to open July 15, 2025.
- On-Campus:** Agah stated that MVC Parking Lot A Student Housing application was approved by BOT on June 20, 2023 and submitted to the State Chancellor's Office.
- Agah stated that the State Chancellor's Office issued the Construction Application scoring for the student housing projects, the MVC project scoring is 54 with the highest scored at 74 points.

#### ACTION:

4. *No update*

## G. Legislative and Regulatory Updates:

- AB 247:** The bill provides \$10B Facilities bond for 2024 for K12 and California Community Colleges is in the November 5 ballot (Proposition 2). The \$1.5 billion appropriation would fund the college's state capital outlay projects.
- AB 359:** The bill exempts student housing from being a DSA project for California Community Colleges District, however, DSA issued AB 359 to clarify the aspects of the bill regarding Structural Safety, Fire and Life Safety and Accessibility if the project falls under DSA review.
- AB 416:** The bill requires any major renovation project exceeding 10,000 GSF to be LEED Gold or higher. FPD will monitor the projects to meet this requirement.
- AB 1121:** The bill requires awarding authorities to annually submit to the Department of Industrial Relations' electronic project registration database a list of ineligible contractors, as specified, pursuant to local debarment or suspension processes. This bill would require the department to make the list available to the public through the electronic database.

#### ACTION:

- *No update*

## IV. PROJECT UPDATES

### A. Master Projects List/Calendar/Capital Project Summary Form

1. All projects regardless of funding source need to follow the process. Colleges to submit Capital Project Summary Form (CPSF) as the project is being initiated. Agah reminded the colleges to submit the CPSF to help FPD support them as much as possible. Agah discussed the need for IOR depending on the risk, size and scope of a project, and suggested bundling several scheduled maintenance projects and engage a CM to manage them. Also, part of the CPSF process is for FPD to be aware and assist with the process for any projects that require DSA approval.

## A. Capital Project Summary Form

1. Nava provided an update on the Master Capital Project List and need for the Capital Project Summary Form (CPSF), a live document that the colleges will have access to for the purpose of providing regular updates. The process will assist FPD's record keeping as well as assist the district's Purchasing department in assigning their resources based on the upcoming bids. Purchasing will have view access only to the live document. Some adjustments and modifications to the process continue to make sure this is comprehensive and it goes through the proper channels. The goal is to digitize the process instead of an Excel file being shared back and forth. This will be for all projects no matter the size or cost.

### ACTION:

- *Nava will share the link to the SharePoint site that includes forms, logs and project details.*

## B. Division of the State Architects (DSA)

1. FPD is the **Point Of Contact** with DSA and should be involved in any new project under DSA purview at the college regardless of funding sources.

### ACTION:

- *Develop a DSA campus specific map that shows all DSA applications.*

## C. Capital Projects Status Report

### 1. Riverside City College:

**RCC Life Science/Physical Science Reconstruction Project:** This is a state-funded project in the total amount of \$38.5 million. Construction began in September 2022. The project is 99% complete. The landscaping and irrigation are completed. The furniture installation is complete and staff have begun to move in. A small security issue was resolved. The contractor completed the exterior and interior punch lists. A revised completion schedule was received. The ground breaking occurred on August 29, 2024. The college ordered additional furniture for the grand opening. Some punch list items for the furniture have been resolved and it is expected to arrive in September. In the meantime, there are loaner options. Some issues with temperature controls have been resolved, one being a freeze warning. The manufacturer did not know what that was. The HVAC has not been accepted yet, the warranty has not started and will wait for at least a full year to make sure that is covered.

- i. Beebe stated there is an issue with the City of Riverside for the point of connection across Terracina. The paving job after the work was completed left a large dip in the road. Doering has been in contact with the city to resolve the issue. Mohtasham will follow up with him.

### ACTION:

- *Schedule a meeting regarding a future re-location for the TSS staff.*
- ii. **Digital Library Building STEM Engagement Center:** This is a \$5,000,000 project locally funded from RCC General Funds. It will renovate the existing Digital Library to become a STEM Engagement Center. It is a priority 1 item on the FMP. Received DSA approval. This project is waiting for the TSS Relocation, the Old

Financial Services Remodel completion and the completion of the 12KV Loop upgrade that has a long lead time to receive the transformer in order to begin, there could possibly be a 12-month delay. To get it started a bid package will go out in October or November 2024 but it requires additional funding to cover the inflation on the project.

**ACTION:**

- *Due to schedule delay and escalation, lack of funding and secondary effect, FPD will revisit the total project budget for budget augmentation. **No Update***

- iii. **TSS Staff Relocation:** This is a DSA project. TSS staff are planned to move into the old Financial Services building. This project is a secondary effect of the Digital Library STEM Engagement Center. A non-mandatory job walk occurred on June 26, 2024, bids were received on July 18, 2024 and presented at the August BOT. Construction should begin end of August, early September and should be complete after December 2024. FPD reached out to the list of pre-qualified CM services for a part-time 6 months agreement for the project. Purchasing collected documents from the general contractors, a Notice to Proceed was issued on Monday, September 23, 2024 and construction will begin in the first or second week of September. An Inspector of Record (IOR) and a Laboratory of Record (LOR) were also added to the project. A meeting to discuss logistics and schedules will be scheduled. Limited space for the laydown yard could be an issue and Doering will meet with Beebe to discuss it.

iv.

**ACTION:** None

**2. Moreno Valley College**

- i. **Student Services Renovation:** This is a DSA project and funded through Measure C. The Renovated Student Services Building will be available for the relocation of student services programs currently located in the temporary structures within the Parkside Complex, such as Human Services, Health Services, Food Bank, and Veterans Resource Center. The project is under construction and on schedule. The interior demolition is complete. Framing on the second and third floors has begun. Issues on the outside with old water pipes and valves are being resolved, the pipes and valves are being replaced. HVAC and plumbing rough-in is in progress. The MEP is being installed. Drywall and insulation is being installed. Hydraulic piping supports are being put in place. HVAC contractor is ensuring everything will work properly. Fire alarm equipment is being purchased. A completion date is being discussed with the contractor. The furniture plan is being finalized and plan to submit the order by mid-September. The project is 60 days behind schedule, notices have been submitted to the contractor regarding delays. The reason for delays are being reviewed.

**ACTION:** None

- ii. **College Park's Soccer Field Lighting & Accessibility Parking Project:** This is a joint project with the City of Moreno Valley. It will include installation on two soccer fields with new MUSCO lighting system, two separate parking spaces and accessible path of travel between the soccer fields, parking spaces and the playground area. A kick-off meeting with the City of Moreno Valley is scheduled for September 8, 2024. The Board of Trustees approved the architectural selection on September 17, 2024. An Joint Use Development Agreement will be completed with the city before the project begins.

**ACTION:**

- *Schedule a kick-off meeting and share conceptual design at that meeting.*
- iii. **Organic Chemistry Laboratory Project: Project Description:** Moreno Valley College does not have an organic chemistry laboratory; within this project the college will be able to add that program in the bio/chem department. The project includes relocating anatomy lab from SC 207 to Humanities 323 and convert SC

207 into the organic chemistry laboratory, with maximum 14 fume hoods if the space allows. User group kick-off meeting is scheduled on September 11, 2024. WWA provided schematic design to be reviewed by the college as there is limited space for requested number of fume hoods. When the feasibility study for the fume hoods is complete, the project budget will be developed. A second programming meeting was scheduled with the entire user group.

**ACTION:** *None*

### 3. Norco College:

- i. **Early Childhood Center Project at Stokoe:** This is a State legislator appropriation project (\$5.0 million) to upgrade the existing classrooms, NC administration offices, and playground area. Phase 1 addressed building B & technology in building E starting mid-September 2023 to mid-February 2024. Phase 2 includes the playground, upgrade to buildings D & F and the wayfinding will begin June 1 through end of August 2024. Phase 1 opened February 5, 2024. The Grand Opening occurred on March 8, 2024. Phase 2 playground equipment was delivered on June 5, 2024 and opened by August 5, 2024. RCOE has concerns regarding the height of the slide, Mohtasham is working with their team to resolve the issue.

**ACTION:**

- *Due to time constraints and logistical challenges, this project must be done in multiple phases.*
- ii. **Center for Human Performance & Kinesiology Project:** This is a State funded project and is \$54M. The AB52 consultation with the tribes is complete and the information will be posted for public review by mid-July. The project received DSA approval. The package that includes the DSA approved plan, the CEQA document and the JCAF will be sent to the state. After approval is received the bid process can begin. This project is contingent on getting the local bond to have the remaining funding that is needed. FPD met with the State Chancellor's office to request the project delivery as a CM Multi-Prime, a decision should be available next week. The project requires the demolition of the CACT building and the relocation of the CACT programs.

**ACTION:**

- *Submit package to state and begin bid process.*
- iii. **CACT Relocation to STEM 100 Project:** Norco College Center for Human Performance & Kinesiology is an approved FPP and recently received DSA approval as well. Due to that project, the footprint of CHP+K is located on the existing CACT building location, therefore, programs in the CACT building need to be relocated to STEM 100 before the start of the CHP+K project in order to demolish the CACT for construction. A kick-off meeting occurred on November 17, 2024 and the user group provided information to Westberg+White Architect. The college will provide data on the existing and future equipment by September 25, 2024.

**ACTION:**

- *Provide a schematic design based on the user group feedback.*

## D. Scheduled Maintenance Projects Updates

1. Review the SM Project Log and report DSA projects

## V. OTHERS

### A. Local General Obligation Bond Feasibility Study

1. On August 6, the BOT approved \$954 million Measure CC to be placed on the November 5 ballot.

## B. Conduit & Fiber at Colleges

1. Ma would like to revisit the subject of the need for updates to the conduits for fiber and cabling at the colleges, it needs to be readdressed. The district has been wanting to do a more comprehensive survey and assessment of just the low voltage conduit and vaulting systems for a few years, especially at RCC. The updates would help with any challenges with connectivity between buildings. Agah stated the infrastructure plan is very outdated. Ma inquired if the funding will come from part of the Bond. Agah stated that is correct.

## C. Campus Storm Water Management Plan

1. Agah stated some issues arose regarding Storm Water Management while work was being done on the MVC Solar ground mount array due to heavy rain erosion that occurred on the campus. Agah asked about the college's storm water management plan, who performs the maintenance and if they need assistance from FPD. Beebe stated the college manages it, there has never been a formal process or record keeping. Kirkpatrick stated MVC inspects and cleans the areas every fall, no outside vendor is engaged. T. Bell stated NC has the same practice as MVC. Agah discussed the possibility of an annual inspection by a specialized vendor to mitigate potential issues. Mohtasham inquired if there is a campus wide plan at the colleges that could be shared for storm water management, is there routine preparation when a storm is coming? Beebe and Kirkpatrick offered to put a document together showing preparations for storm management.

## D. Campus-wide Traffic Study/Parking Utilization Assessment

1. Funding has become available from the Student Housing Grant to potentially conduct the same analysis at MVC, NC and RCC in the fall. Agah requested feedback on conducting a campus-wide traffic analysis for planning and operational purposes. The scope of work will be identified and an RFQ/P will be put together for the consultant. Mohtasham discussed the previous study that wasn't able to be completed due to the COVID shut-down and asked the college to provide dates of the college's busiest times in the Fall term to be used to put the RFQ/P together and hire a consultant to conduct the survey. Agah asked of the colleges about doing the assessment in November and if it will capture full capacity? Beebe stated early November would work, any later and the results won't be accurate.

## E. Land Acquisition Updates

1. Agah stated the BOT approved the acquisition of the 24.0-acre site in Jurupa Valley for the IETTC program, in the amount of \$26 million and the potential acquisition of a 9.4-acre site for the Norco College Corona Center, in the amount of \$22 million. The two agreements have been executed and FPD is working with Gafcon PM/CM, the entitlement consultant, who has completed the due diligence and entitlement for the city. An extension had been requested for the due diligence for the Jurupa Valley site due to the discovery of underground diesel or gas fuel tanks that had been removed in 1990. An environmental assessment of the soil to determine any contamination has been completed and the title will be transferred to RCCD and have started the entitlement process. The next step is to discuss the potential program to help determine the building type that will be needed.

## VI. NEW ITEM(S)

1. **DSA Concurrence on Exempt Projects, DSA Form 7 (Procedure PR 14-02):** Mohtasham reported on the DSA process using Form 7 which confirms whether or not a project is exempt from DSA review. FPD is making sure the process is included in all of the chiller replacement projects at all of the colleges to ensure proper documentation is submitted moving forward.

District Strategic Planning Council Meeting	
Meeting Date:	February 21, 2025
Agenda Category:	Advancement & Partnerships Committee
Subject/Title:	Advancement and Partnerships Update
Presenter(s):	Rebecca Goldware
Background Narrative:  <a href="#">District Marketing &amp; Communications Committee</a> [DMCC] <a href="#">Facilities Naming Sub-Committee</a> [FNC] <a href="#">Institutional Partnership Sub-Committee</a> [IPSC] <a href="#">Alternative Resource Sub-Committee</a> [ARSC]	