



Los Rios Community College District Equal Employment Opportunity Plan

**Approved by the Los Rios CCD Board of Trustees
May 15, 2019**

**Approved by EEO Advisory Committee
April 23, 2019**



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Introduction

The Los Rios Strategic Plan establishes the goal of “equitable academic achievement across all racial, ethnic, socioeconomic and gender groups” and the recruitment of faculty, staff and administrators to reflect the demographics of the District’s service area. The Los Rios Community College District is an *Equal Opportunity Employer* and we encourage applications from all groups which reflect diversity. To that end, the District utilizes nondiscriminatory employment practices and promotes workforce diversity. The achievements and accomplishments within the District are the products of highly talented, productive, motivated, flexible, and diverse staff that are committed to the District’s mission, goals and values.

Studies have clearly shown the educational benefits of diverse workforce on student success. A recent study conducted at a California Community College found that underrepresented minority students who were taught by an underrepresented minority instructor were able to close the equity gap by as much as 20-50%.¹ Our Equal Employment Opportunity programs are essential to ensure that all applicants have a full and fair opportunity to gain employment at Los Rios and serve our diverse student body.

Data will continue to play an increased role in measuring outcomes at our colleges. Los Rios is committed to fostering the use of data, inquiry and evidence to meet our District’s full potential. Data analysis should be a regular practice used for improving services at all levels, and our EEO programs are no exception.

This Equal Employment Opportunity (EEO) Plan consists of three parts: (1) an overview of the District’s existing EEO programs and the District’s plan to improve these programs over the next three years; (2) a new EEO Longitudinal Data Program that will allow the District to effectively monitor its hiring practices and identify barriers to employment; and (3) components required by title 5 and applicable laws to be included in this plan.

Purpose of the EEO Plan

The Los Rios Community College District’s EEO Plan addresses the requirements of title 5 regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes, and provides guidance in improving equal employment opportunity at the District.

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. “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 listed in

¹ Fairlie, Robert W., Florian Hoffmann, and Philip Oreopoulos. 2014. "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." *American Economic Review*, 104 (8): 2567-91.

California Code of Regulations, title 5, section 53004(a)². Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all individuals. An “Equal Employment Opportunity Plan” is a written document that sets forth a process for the analysis of a district’s workforce and specific plans and procedures are identified for ensuring equal employment opportunity.

Objectives of EEO Plan

The objectives of the District’s Equal Employment Opportunity Plan include:

- Address the legal requirements for the District’s Equal Employment Opportunity Plan, pursuant to title 5, section 53003.
- Identify and assist in the development of EEO programs designed to broaden applicant pools, recruit equity-minded employees, and retain those employees once hired.
- Establish a process for the collection and use of longitudinal EEO data, including analyses designed to identify whether over multiple job searches, a monitored group is disproportionately failing to move through the stages of the hiring/employment process.
- Provide guidance that will assist in the goal of achieving a diverse workforce.

Adoption of District Equal Employment Opportunity Plan

The District’s Equal Employment Opportunity Plan (*Plan*) was adopted by the governing board on May 15, 2019. The *Plan* reflects the District’s commitment to equal employment opportunity. It is the District’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all, will foster diversity, promote excellence and provide a positive student learning experience.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The *Plan*’s immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) and the steps the District shall take in the event of underrepresentation of monitored groups. The *Plan* contains an analysis of the demographic makeup of the District’s workforce population. The *Plan* also includes a EEO Longitudinal Data Program; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the *Plan*. Studies have shown the educational benefits of a diverse faculty for the students that we serve. To properly serve a growing diverse population, the District will endeavor to hire and retain a richly diverse workforce that is sensitive to, and knowledgeable of, the needs of our continually changing student body and community.

The Los Rios Community College District has maintained its commitment to equal employment opportunity and diversity processes and practices which were in place prior to the passage of Proposition 209, and thereafter. Los Rios continues to affirm equal employment opportunity and diversity as part of the District’s core values.

² All references in this plan are to title 5, unless otherwise noted.

CHANCELLOR'S MESSAGE

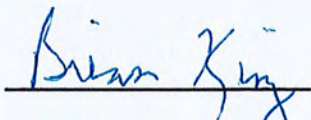
We are proud of the diversity of our student body at the Los Rios Colleges, and it is vital to our students' success that our faculty and staff reflect that diversity and cultural awareness and competence both inside and outside the classroom. Through our recent partnership with the Center for Urban Education, the District has placed a renewed emphasis on the importance of a diverse workforce for our employees and the students we serve.

This EEO Plan takes a different and more detailed approach than previous versions. This EEO Plan takes stock of our existing EEO efforts, and proposes potential areas for improvement of our existing programs. Additionally, this EEO Plan proposes new programmatic goals to consider over the next three years. Finally, this EEO Plan sets forth a comprehensive new data analysis program which will allow the district to evaluate the efficacy of our EEO efforts and ensure that our hiring processes afford all candidates a full and fair opportunity to obtain employment at our colleges and District.

Our colleges and District have embraced a long-standing commitment to hiring and nurturing a faculty and staff that are sensitive to and embrace an understanding of the diverse academic, socioeconomic, ethnic, cultural, gender identity and sexual orientation backgrounds of community college students – including those with physical and learning disabilities. We want our workforce to mirror the diversity of our community and our student body.

By offering our students a stellar educational experience in an inclusive environment, they will be better prepared to work and live in an increasingly global and complex society. We continue to explore all avenues to attract to and retain the best and most diverse employees at our colleges and District.

Looking ahead, the District and the Los Rios Colleges will continue to focus on providing a supportive learning environment where *all* students can find their success. Our vision is a learning environment enriched by a diverse faculty, staff and student body that promote personal and professional enrichment, leadership, innovation, responsibility and a sense of community through the principles and practices of EEO.

A handwritten signature in blue ink, reading "Brian King", written over a horizontal line.

Chancellor's Signature

Section 1: Existing EEO Programs and Proposed Enhancements

1. Partnership with the Center for Urban Education

In the fall of 2018, the district hosted an institute for equity in faculty hiring that was facilitated by the Center for Urban Education (CUE). The institute consisted of three separate sessions. The first was a one-hour meeting with leadership from the district and the colleges. The second session was a four-hour meeting with college and district administrators, supervisors, and administrative assistants. The third session was a four-hour meeting with college faculty.

The purpose of these meetings was to give a focused introduction to racial equity in faculty hiring at Los Rios, present overall data, and facilitate discussions about racial equity in the hiring process as well as the matriculation process for new faculty. Each participant received a workbook titled, “Equity in Faculty Hiring: Faculty Hiring Toolkit” containing information, resources, and tools to further conversation and action for improving or addressing racial equity in faculty hiring. CUE issued a report in the spring of 2019 with a series of recommendations and proposed areas of focus for Los Rios moving forward. Los Rios intends to provide additional CUE-facilitated training to faculty, staff, supervisors, and managers over the three years covered by this EEO Plan.

Los Rios intends to implement the CUE recommendations identified below, beginning in the first year under this EEO Plan. The EEO Advisory Committee shall monitor the progress of, and make recommendations to the Associate Vice Chancellor of Human Resources related to, the following EEO activities:

a. Prioritize Equity in Job Descriptions, Screening Criteria, and Interview Questions

Raising the likelihood that new hires are equity-minded requires making equity a priority in the interview process. The Los Rios Human Resources Department, in coordination with representatives at our colleges, shall continue to revise job announcements district-wide in an effort to ensure that equity is prioritized from the moment an applicant first seeks employment with Los Rios. Starting no later than year one under this plan, the district intends to revise job announcements for all vacant full time and adjunct faculty, manager, and supervisor positions. Starting no later than year two under this plan, the district intends to revise job announcements for all vacant classified positions.

Similarly, Los Rios intends to utilize equity-minded language in interview questions. Starting no later than year one under this plan, the district intends to expand the use of equity minded interview questions – including questions that name race and specific disproportionately impacted groups – for all faculty recruitments. This will require departments and selection committees to be aware of the gaps in outcomes for underrepresented student groups.

Starting no later than year one under this plan, Los Rios shall explore making publicly available a repository of approved interview questions for full time faculty interviews. A public repository of approved interview questions would ensure that all hiring committees are using equity-minded interview questions, demonstrate Los Rios’ commitment to equity to potential candidates, and ensure that all candidates receive a full and fair opportunity to gain employment with the district.

Starting no later than year two under this plan, the district intends to evaluate screening criteria for full time faculty positions in an effort to ensure that equity is prioritized and employment opportunities are expanded. Starting no later than year three under this plan, the district intends to evaluate screening criteria for all Los Rios job classifications.

Consistent with title 5, section 53024(e), whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.

b. Provide Multiple Professional Development Opportunities About the Role of Race in Education

Increasing knowledge about education as a racialized experience is helpful as a member of a hiring committee who is looking for candidates that are representative and equity-minded. Understanding equity-mindedness requires committee members to grow their knowledge about concepts such as implicit and explicit bias, stereotype threat, and micro aggressions.

Throughout the life of this plan, Los Rios shall continue to provide professional development opportunities to faculty, staff, and administrators related to student equity and equity in hiring. The EEO Advisory Committee shall make recommendations to the Associate Vice Chancellor of Human Resources and the college Equity Officers regarding potential professional development opportunities.

c. Increase Access to Data on Racial Equity at All Levels of the Institution

It is important to know as much as possible about the patterns in outcomes for underrepresented students and applicants at our colleges, in our departments, and in our classrooms. Data on student outcomes and demographic employment data at the college and department level, over a period of time, may reveal patterns in equity gaps that were previously unknown. When hiring committees are well informed about existing gaps, it allows committees to make better decisions about the questions they would like to ask interviewees in order to assess their potential to contribute to closing those gaps.

Starting no later than year one under this plan, Los Rios shall implement a new Longitudinal EEO Data program to provide colleges, departments, and selection committees with important and detailed information about the district's hiring practices. The Longitudinal EEO Data Program is described in detail in Section 2 below.

2. The Faculty Diversity Internship Program

Through faculty training and classroom internship, the Los Rios Faculty Diversity Internship Program (FDIP) is instrumental in developing a talented and dynamic pool of community college instructors who mirror the diversity of our student population. FDIP interns are required to participate, in-person, in eight Saturday workshops in the fall emphasizing community college teaching in preparation for completing a spring 16-week semester internship. The FDIP is committed

to providing opportunities for faculty interns to learn and practice teaching strategies appropriate for diverse community college students as a means of recruiting qualified faculty that mirror our student population and are committed to a diversity of perspectives.

Starting no later than year one under this plan, the EEO Advisory Committee will work with the Los Rios Human Resources department to monitor and track graduates of the FDIP as they apply for and obtain employment with Los Rios and other employers. The purpose of monitoring data on the placement of FDIP graduates is to analyze the efficacy of the program, understand where FDIP graduates are having successes and challenges, and to provide continued support to those FDIP graduates who are having difficulty obtaining employment with the district. Starting no later than year two under this plan, the Associate Vice Chancellor of Human Resources, in consultation with the EEO Advisory Committee, shall implement appropriate measures to increase the placement, retention, and promotion of FDIP graduates. Starting no later than year three under this plan, the Associate Vice Chancellor of Human Resources, in consultation with the EEO Advisory Committee, shall explore the development of a program designed to encourage and incentivize Los Rios students to consider a career as a community college instructor, and incorporate the FDIP as part of a pathway to teaching at Los Rios.

3. Hiring the Best Program

The Los Rios Hiring the Best program ensures that all district employees who participate on a screening or selection committee receive training, prior to their participation, on at least the following: (1) state and federal nondiscrimination and equal employment opportunity requirements; (2) the educational benefits of workforce diversity; (3) the elimination of bias in hiring decisions; (4) district and college student and employee demographic data; and (5) best practices in serving on a screening or selection committee. Hiring the Best training is required by the district prior to service on a screening or selection committee to meet the requirements of title 5, section 53003(c)(4), and to ensure that committee members are properly prepared for their role in the hiring process.

The content of the Hiring the Best program shall be reviewed and updated at least once per year under this plan by the Associate Vice Chancellor of Human Resources in consultation with the college Equity Officers. College Equity Officers are responsible for offering the Hiring the Best training regularly at each Los Rios college, and the appropriate Director of Human Resources is responsible for offering the training to staff at the district office. College Equity Officers and the district Human Resources department are responsible for tracking employee participation in the required training, and the chair of each selection or screening committee is responsible for ensuring that each member of the committee has received the training within the last two years. Starting no later than year three under this plan, the EEO Advisory Committee shall explore changes to the frequency and scope of the Hiring the Best program, including a requirement that all District employees participate in Hiring the Best training. EEO Advisory Committee recommendations, if any, shall be presented to the Associate Vice Chancellor of Human Resources prior to the adoption of the District's next EEO plan.

a. Online Format for Hiring the Best Training

Starting no later than year two under this plan, the Associate Vice Chancellor of Human Resources, in consultation with the college Equity Officers and the EEO Advisory Committee, shall explore the creation of an online version of the Hiring the Best training. An online version of the Hiring the Best training, if created, will supplement the existing on-ground training program. The Associate Vice Chancellor of Human Resources, in consultation with the college Equity Officers and the EEO Advisory Committee, shall ensure that any online version of the Hiring the Best training meets the requirements of title 5 and this plan.

b. Implicit Bias Video Module

Starting no later than year two under this plan, the Associate Vice Chancellor of Human Resources, in consultation with the EEO Advisory Committee, shall begin the production of a short online video that provides a refresher on implicit bias and its potential impact on the hiring process. The efficacy of implicit bias training diminishes with the passage of time between the receipt of the training and the time the individual participates in a decision-making process. The purpose of the implicit bias refresher is to raise awareness of unconscious biases at the beginning of each hiring process.

Starting no later than year three under this plan, the members of each Los Rios hiring committee shall be required to receive the implicit bias refresher at the beginning of each individual Los Rios hiring process. This implicit bias training requirement is in addition to the Hiring the Best training requirement identified above.

As an interim measure prior to the creation of the implicit bias video module described above, the EEO Advisory Committee, in consultation with the campus equity officers, shall explore the creation of written implicit bias refresher materials for distribution to the members of each Los Rios hiring committee.

4. Targeted Recruitment Efforts

Throughout the life of this plan, the Los Rios Human Resources Department shall provide updates to the EEO Advisory Committee on the district's targeted recruitment efforts designed to increase the diversity of applicant pools. These updates shall include data that demonstrates the efficacy of the targeted recruitment efforts, if available. The EEO Advisory Committee shall monitor the district's targeted recruitment efforts and advise the Los Rios Human Resources Department on additional recruitment opportunities that may lead to an increase in underrepresented applicants for district positions.

5. Support for Affinity Groups

The district acknowledges that a successful EEO program includes not only the recruitment of diverse candidates for employment and equitable selection processes, but also the retention of

underrepresented employees once hired at the district. In furtherance of that effort, the district intends to support mentorship programs and affinity groups for underrepresented employees.

Starting no later than year two under this plan, the EEO Advisory Committee shall consider and recommend to the Associate Vice Chancellor of Human Resources, a process to engage various Los Rios affinity groups in the recruitment and retention of underrepresented employees in the district.

Section 2: EEO Longitudinal Data Program

1. What is Longitudinal Data?

A dataset is longitudinal if it tracks the same type of information on the same subject over a period of time. The primary advantage of longitudinal databases is that they can identify patterns and measure change.

In the context of our EEO programs, an analysis of district recruitment, hiring, retention, and promotion data over a period of years may help identify when non job-related factors result in the significant underrepresentation of a monitored group. A longitudinal analysis of EEO data serves as a powerful tool to ensure that district policies and procedures do not have an adverse impact on a protected class of individuals. Longitudinal EEO data may also demonstrate the impact of changes in local policies on the phases of the employment process.

2. Why Analyze District Longitudinal EEO Data?

The purpose of Los Rios' EEO program is to ensure 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.

Title 5, Section 53003(c)(6) requires each local EEO Plan to include: a process for gathering information and periodic, longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored group status, in each identified job category, to determine whether additional measures are required to ensure full and fair employment opportunities for qualified individuals. Section 53006(a) requires the district to review the longitudinal information gathered about the district's employees and applicants "to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process." The phases of the employment process "include, but are not limited to recruitment, hiring, retention and promotion."

Data is a powerful tool that allows Los Rios to measure the impact of its hiring practices on specific monitored groups over a period of years. An analysis of EEO and employment data allows the district, including the Los Rios EEO Advisory Committee, and the Associate Vice Chancellor of Human Resources, to monitor specific hiring practices, and proactively identify and eliminate any barriers to employment at Los Rios.

A longitudinal analysis of Los Rios employment data will enable the district to identify potentially

problematic policies and processes that serve as barriers to employment. The elimination of these barriers, over time, will lead to broader pools of qualified applicants and a faculty and staff that reflects the diverse students that we serve.

3. How will the District Analyze Longitudinal EEO Data?

Los Rios will review applicant and employee longitudinal data related to the entire employment process, including recruitment, hiring, retention, and promotion (title 5, section 53006(a).) Los Rios intends to analyze employment data at each step along the hiring process – as applicants move from the initial applicant pool to the qualified applicant pool, from the qualified applicant pool to interview selections, and from interviews to offers of employment. For example, the district will review and compare the composition of the initial applicant pool with the composition of the qualified applicant pool. If the longitudinal analysis of job applicant data shows that a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool due to non-job related factors in the employment process, the district will reevaluate its hiring processes and implement additional measures to ensure equal employment opportunity (title 5, section 53006(a)(1).)

The Associate Vice Chancellor of Human Resources, in consultation with the Los Rios EEO Advisory Committee, is responsible for determining the methodology for the statistical analysis of district longitudinal employment data. Los Rios intends to utilize a statistical measure recognized in title 5, authorized by the State Chancellor's Office, or otherwise widely accepted for these purposes.

There are two specific types of analyses related to the district's use of longitudinal employment data that are referenced in title 5. Under the "80 Percent Rule," the district is required to identify any "significantly underrepresented groups," where actual representation of a group is below 80 percent of its projected representation. Title 5, section 53001(l) defines "significantly underrepresented group" as "any monitored group for which the percentage of persons from that group employed by the district in any job category is below eighty percent (80%) of the projected representation for that group in the job category in question." In an "80 Percent Rule" analysis, the district compares the percentage of individuals from a monitored group in a job category with the district's projected representation for the same group. Title 5 does not define "projected representation" for purposes of the 80 Percent Rule – it is a local decision. Los Rios has the discretion and authority to establish projected representation based on one or more factors, including student demographics at the college or district, community demographics in the district's service area, labor market availability for the job category or previous demographics of job applicants. The Associate Vice Chancellor of Human Resources, in consultation with the Los Rios EEO Advisory Committee, is responsible for identifying "projected representation" for purposes of the 80 Percent Rule.

Los Rios may also determine whether employment selection procedures have an "adverse impact" on a monitored group based on existing federal Equal Employment Opportunity Commission (EEOC) guidelines. Title 5, section 53001(a) defines "adverse impact" as "a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's 'Uniform Guidelines on Employee Selection Procedures') applied to the effects of a selection procedure and demonstrat[ing] a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940." The EEOC's "Uniform Guidelines on Employee Selection

Procedures” were established as guidance for employers to monitor, identify and eliminate potentially discriminatory hiring practices. Generally, an adverse impact exists when a selection process works to the disadvantage of members of a race, sex, or ethnic group. Adverse impact is measured under the EEOC’s 4/5ths “rule of thumb” (Adverse Impact Test).

Under the EEOC’s Adverse Impact Test, an adverse impact occurs when the selection rate for any group is less than 4/5ths (80 percent) of the selection rate for the group with the highest selection rate. The EEOC has established a four-step process for employers to follow when conducting the EEOC’s Adverse Impact Test: (1) Calculate the rate of selection for each group (divide the number of persons selected from a group by the number of applications from that group); (2) Observe which group has the highest selection rate; (3) Calculate the impact ratios, by comparing the selection rate for each group with that of the highest group (divide the selection rate for a group by the selection rate for the highest group); and (4) Observe whether the selection rate for any group is substantially less (i.e., less than 4/5ths or 80 percent) than the selection rate for the highest group.

Los Rios intends to apply the EEOC’s Adverse Impact Test, or a similar statistical analysis, to each step along the hiring process - as applicants move from the initial applicant pool to the qualified applicant pool, from the qualified applicant pool to interview selections, and from interviews to offers of employment. The purpose of these statistical analyses is to identify when non job-related factors result in the significant underrepresentation of a monitored group and to ensure that district policies and procedures do not have an adverse impact on a protected class of individuals.

4. What will the District do with the Results of EEO Data Analyses?

The Associate Vice Chancellor of Human Resources, as coordinated through the Los Rios Human Resources Department, will analyze employee applicant processes at least each semester. It is the intent of the district to conduct an analysis, as identified in this section, of each full time faculty hiring process starting in the first year of this plan. Starting no later than year two under this plan, the district intends to conduct an additional analysis of each supervisory and managerial position hiring process. Starting no later than year three under this plan, the district intends to conduct an additional analysis of at least fifty percent of hiring processes for classified positions. Each analysis will track the progression of each hiring process from initial applicant pool, to qualified applicant pool, to interview selection, to offer of employment, at least each semester.

The results of EEO data analyses will be routinely shared with the Chancellor, the College Presidents, and the EEO Advisory Committee. The EEO Advisory Committee shall monitor the progress of the district’s analysis of employment data under this section, make recommendations to the Associate Vice Chancellor of Human Resources for improvements to the program, and help proactively identify and eliminate any barriers to employment at Los Rios.

5. District use of Static Demographic Employment Data.

Los Rios shall continue to evaluate its static demographic employment data, including district-wide and college specific employment data, at least annually over the period covered by this plan. This static employment data is reported to the Board of Trustees and to the State Chancellor’s Office consistent with Board Policies and legal requirements. In addition, the district intends to provide

hiring committees with information regarding the demographics of existing employees within the relevant department, classification, or job-area, along with college or district-level student demographics, at the beginning of each new employee recruitment effort. Data provided pursuant to this section shall be aggregated to ensure that personally identifiable employee data is not disclosed.

It is the intent of the district to provide the existing employee and student demographic data identified in this section to the Hiring Chair and members of each full time faculty hiring committee starting in the first year under this plan. Starting no later than year two under this plan, the district intends to provide similar data to the Hiring Chair and members of each supervisorial and managerial hiring committee. Starting no later than year three under this plan, the district intends to provide similar data, to the extent feasible, to individuals involved in hiring processes for adjunct faculty and classified positions.

Section 3: Legal Compliance - Required Components

Legal Component 1: Definitions

The Los Rios Community College District uses the following definitions to provide clarification and understanding of specific terms used to help define EEO vocabulary. These definitions are taken from Title 5, section 53001.

Adverse Impact: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section. 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 and respect for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.

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 within the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

- (1) identifying and eliminating barriers to employment that are not job related; and
- (2) creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to both women and men, persons with disabilities, and individuals from all ethnic, racial and other groups

protected from discrimination pursuant to Government Code section 12940.

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

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

Ethnic or Racial Group Identification: means an individual's identification in one or more of the ethnic or racial 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.

In-house or Promotional Only Hiring: means that only existing district employees are allowed to apply for a position.

Monitored Group: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a). The employee groups to be monitored include: (1) executive/administrative/managerial; (2) faculty and other instructional staff; (3) professional non-faculty; (4) secretarial/clerical; (5) technical and paraprofessional; (6) skilled crafts; and (7) service and maintenance.

Person with a Disability: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

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

Screening or Selection Procedures: 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 but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

Significantly Underrepresented Group: 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.

Legal Component 2: Policy Statement

The Los Rios 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 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 one or more of the following actual or perceived characteristics, or due to the association with a person or group with one or more of the following actual or perceived characteristics: ethnic group identification, race, color, sex, gender, gender identity, gender expression, pregnancy or childbirth-related condition, sexual orientation, sexual identity, religion or religious creed, age (over forty), national origin, ancestry, physical or mental disability, medical condition, political affiliation or belief, military and veteran status, or marital status. The district will strive to achieve a workforce that is welcoming to both women and men, persons with disabilities and individuals from all races, ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. This Equal Employment Opportunity Plan is established to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

Legal Component 3: Delegation of Responsibility, Authority and Compliance

It is the goal of the Los Rios Community College District that all employees promote and support equal employment opportunity because 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.

Governing Board: The Governing Board is ultimately responsible for proper implementation of the District's *Plan* at all levels of district and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

Chief Executive Officer: The Governing Board delegates to the Chancellor the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chief Executive Officer shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges. The Chief Executive Officer shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the *Plan*.

Equal Employment Opportunity Officer: The District has designated the Associate Vice Chancellor Human Resources as its equal employment opportunity officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the equal employment opportunity officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Legal Component 5 and for ensuring that applicant pools and selection procedures are properly monitored.

Application of Plan: Any organization or individual, 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 subject to all the requirements of this Plan.

Good Faith Effort: The District shall make a continuous good faith effort to comply with all the requirements of its *Plan*.

Legal Component 4: Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee as the advisory body to the District in accordance with this plan. The committee is responsible for assisting the District in developing and implementing this plan. The committee assists in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the advisory committee on equal employment compliance and the Plan itself. The committee shall include a diverse membership when possible.

The committee shall be composed of at least four faculty representatives, four classified representatives, the campus Equity/ADA Officers, two students, community members as appointed by the Chancellor, and the District Human Resources Director/Equal Employment Officer (Committee Chair). The Equal Employment Opportunity Advisory Committee will hold a minimum of two (2) meetings per year (fall and spring), with additional meetings as needed to review EEO and diversity efforts, programs, policies, and progress. Appointments shall follow the principals of shared governance and include bargaining unit members whenever possible. A member from each college's Cultural Competence, Equity & Diversity Committee, or similar committee, should be included in the District EEO Advisory Committee.

The District EEO Advisory Committee shall work with each college's Cultural Competence, Equity and Diversity committees, or similar committees, in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures.

The committee shall receive training on all of the following: (a) legal requirements related to nondiscrimination and title 5 provisions related to equal employment opportunity; (b) identification and elimination of bias in hiring; (c) the educational benefits of workforce diversity; and (d) the role of the advisory committee in carrying out the District's EEO Plan. (title 5, section 53005)

Legal Component 5: Complaints

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026). The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have

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

The complaint shall be filed with the Equal Employment Opportunity Officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the chief executive officer. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

Complaints alleging violations of the equal employment opportunity regulations in title 5 that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the District's determination pursuant to 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/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by section 53026.

See California Community Colleges Chancellor's Office Legal

Division: <http://extranet.cccco.edu/Divisions/Legal/EEO.aspx>

See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at:

<http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx> (Complaint Form)

<http://extranet.cccco.edu/Divisions/Legal/Resources.aspx> (Guidelines for Minimum Conditions Complaints)

The district may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a district statement of the reason for returning the complaint without action.

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

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.) The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice Chancellor of Human Resources and the Director of Diversity, Compliance & Title IX are responsible for receiving such complaints and for coordinating their investigation in accordance with established policies. Campus Equity Officers or third party investigators may be assigned investigation responsibilities, as appropriate. The District's discrimination and sexual harassment complaint policies and procedures are stated in the following policies and regulations located at the District website: www.losrios.edu

Certificated

Discrimination Complaint Policy – P-5172, Regulation - R-5172 Sexual Harassment Policy – P-5173

Classified

Discrimination Complaint Policy – P- 6163, Regulations – R-6163
Sexual Harassment Policy – P-6161

Management and Confidential

Discrimination Complaints Policy – P-9152, Regulation – R-9152
Sexual Harassment Policy – P-9153

Legal Component 6: Notification to District Employees

The commitment of the Governing Board and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement is printed in the college catalogs and class schedules. The *Plan* and subsequent revisions are distributed to the District's governing board, the Chief Executive Officer, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The *Plan* is available on the District's website, and when appropriate, may be distributed by e-mail. Twice a year the District Office Human Resources provides all employees with a *Bi-Annual Rights and Responsibility* notice in which the District's Equal Employment Opportunity policy statement is summarized, which is also available on the Human Resources website at: <http://www.losrios.edu/hr/Resources/Memos/RightsandResponsibilitiesMemo.pdf>

Legal Component 7: Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the educational

benefits of workforce diversity; the elimination of bias in hiring decisions; and, best practices in serving on a selection or screening committee. Human resources and campus equal employment opportunity officers are responsible for providing and tracking the required training, which is effective for a two year period. Any individual acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the district's Equal Employment Opportunity Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District. The training is facilitated by campus equal employment opportunity officers at each campus location and the human resource directors at the District office location. The District has established a practice that the training must be updated every two years. A tracking database has been established to track and monitor individuals who have been trained. The training program entitled, *Hiring the Best*, undergoes a regular review led by the college's equity and Title IX officers and District personnel, and is discussed in more detail in Section 1(3) above.

Legal Component 8: Annual Written Notice to Community Organizations

The District's Human Resources Department will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The annual written notice is also available at the District's website. 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. The notice will include a summary of the *Plan*. The notice will also include the internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will 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*. This list may be revised from time to time, as necessary. "Written" notice may include mailings and electronic communications.

Following is a partial list of organizations, institutions, and agencies with whom the District promotes its employment opportunities:

Advertising Resources	Chambers/Community Organizations	Other
<ul style="list-style-type: none"> • California Community Colleges Registry • CareerBuilder • Chronicle of Higher Ed (Vitea.com) • CommunityCollegeJobs • Craigslist 	<ul style="list-style-type: none"> • 100 Black Men • American Indian Training Institution • American Lutheran Church-Cross • Asian Pacific Chamber of Commerce • BWOPA Sacramento 	<ul style="list-style-type: none"> • College department • Facebook • Instagram • LinkedIn • Professional Networks • Twitter

<ul style="list-style-type: none"> • EdJoin • Glassdoor • HigherEdJobs • HispanicsinHigherEd • Indeed • SacramentoWorks • ScholarlyHires • ZipRecruiter 	<ul style="list-style-type: none"> • California Black Chamber of Commerce • Capital Christian Center • Cathedral of Blessed Sacramento • Center De Alabanza • Center of Praise • Chinese American Counsel of Sacramento • First Baptist Church • Greater Sacramento Urban League • Greek Orthodox Church • Hispanic Chamber of Commerce • Holy Ascension Russian Orthodox Church of Sacramento • Lambda Community Center (Sac LGBT Community Center) • Metro Chamber • NorCal Center on Deafness • PRIDE Industries Headquarters • Sac NAACP • Sacramento Black Chamber of Commerce • Sacramento Rainbow Chamber of Commerce • Sacramento Sister Circle • Sacred Heart Parish • St. Michaels Episcopal Church • St. Paul Baptist Church • The Sacramento Observer • Vietnamese Buddhist Association Of Stockton • Vietnamese Chamber of Commerce • Westminster Presbyterian • Youth Together • Sacramento African American Chamber of Commerce • Sacramento Asian Chamber of Commerce 	<ul style="list-style-type: none"> • YouTube
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	<ul style="list-style-type: none"> • Sacramento Hispanic Chamber of Commerce • Latina Leadership Network of the California Community Colleges 	
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Legal Component 9: Analysis of District Workforce and Applicant Pools

The Human Resources Department will annually review 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 this *Plan*, to determine any needed additional measures to support diversity and ensure equal employment opportunity, and to determine if significant underrepresentation of a monitored group may be the result of non job-related factors in the employment process. Monitored groups are men, women, American Indians/Alaskan Natives, Asians, Native Hawaiian/Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Two or More Races, Caucasians, and persons with disabilities.

Each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification or race and, if applicable, her or his disability. Persons may designate as many ethnicities and races with which they identify. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). This survey will be done for each college in the District and the District Office. The District will annually report to the CCC Chancellor the results of its annual review of employees. At least every three years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, race, gender, and disability composition of existing staff and of those who have applied for employment in each of the seven identified job categories listed³.

- 1) Executive/Administrative/Managerial
- 2) Faculty and other Instructional Staff: Instructional and Support Services, Career Education, Mathematics, English, Natural Sciences, Health and Physical Education, Social Sciences, Humanities, and Adjunct (Part time).
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

The analysis of the District's current workforce and most recent applicant pools are reported in the following tables and charts.

The following is an analysis of the District's workforce:

³ Title 5 section 53004(a) does not require the Plan to breakdown the "Faculty and other Instructional Staff" category into discipline and part-time subcategories. However, since these are the categories the CCC Chancellor's Office will likely use when providing availability data, the District has chosen to use the same categories.

Los Rios Community College District
Race & Ethnicity
Annual Comparison of Permanent Employees

	Total	Total from Under-represented groups	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
			Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
2018																		
Full-time Faculty	1,012	354 36.5%	11	1.1%	106	10.5%	66	6.5%	43	4.2%	137	13.5%	5	0.5%	29	2.9%	615	60.8%
Classified	1,135	509 45.9%	13	1.1%	154	13.5%	95	8.4%	27	2.4%	196	17.3%	7	0.6%	44	3.9%	599	52.8%
Management	137	65 48.1%	1	0.7%	10	7.3%	17	12.4%	2	1.5%	30	21.9%	0	0.0%	7	5.1%	70	51.1%
Totals	2,284	928 42.0%	25	1.1%	270	11.8%	178	7.8%	72	3.2%	363	15.9%	12	0.5%	80	3.5%	1,284	56.2%
2017																		
Full-time Faculty	1,028	352 35.8%	12	1.2%	106	10.3%	63	6.1%	46	4.5%	136	13.2%	5	0.5%	30	2.9%	630	61.3%
Classified	1,100	490 45.7%	13	1.2%	156	14.2%	86	7.8%	28	2.6%	184	16.7%	7	0.6%	44	4.0%	582	52.9%
Management	122	53 43.8%	1	0.8%	8	6.6%	15	12.3%	1	0.8%	25	20.5%	0	0.0%	4	3.3%	68	55.7%
Totals	2,250	895 41.1%	26	1.2%	270	12.0%	164	7.3%	75	3.3%	345	15.3%	12	0.5%	78	3.5%	1,280	56.9%
2016																		
Full-time Faculty	1,018	332 34.9%	11	1.1%	99	9.7%	63	6.2%	67	6.6%	125	12.3%	4	0.4%	30	2.9%	619	60.8%
Classified	1,078	464 44.9%	13	1.2%	146	13.5%	88	8.2%	44	4.1%	167	15.5%	6	0.5%	44	4.1%	570	52.9%
Management	119	49 41.5%	1	0.8%	8	6.7%	15	12.6%	1	0.8%	21	17.7%	0	0.0%	4	3.4%	69	58.0%
Totals	2,215	845 40.2%	25	1.1%	253	11.4%	166	7.5%	112	5.1%	313	14.1%	10	0.5%	78	3.5%	1,258	56.8%
2015																		
Full-time Faculty	978	317 34.7%	11	1.1%	89	9.1%	58	5.9%	65	6.7%	124	12.7%	5	0.5%	30	3.1%	596	60.9%
Classified	1,083	462 44.1%	11	1.0%	142	13.1%	88	8.1%	36	3.3%	176	16.3%	4	0.4%	41	3.8%	585	54.0%
Management	113	45 40.2%	0	0.0%	9	8.0%	12	10.6%	1	0.9%	20	17.7%	0	0.0%	4	3.5%	67	59.3%
Totals	2,174	824 39.8%	22	1.0%	240	11.0%	158	7.3%	102	4.7%	320	14.7%	9	0.4%	75	3.5%	1,248	57.4%

Race & Ethnicity By Employee Type - Fall 2018

	Race & Ethnicity	Total	%
Faculty	American Indian or Alaska Native	11	1%
	Asian	106	10%
	Black or African American	66	7%
	Hispanic or Latino	137	14%
	Native Hawaiian or Pacific Islander	5	0%
	Two or More Races	29	3%
	White	615	61%
	Declined to State	43	4%
	Faculty Total	1,012	100%
Classified	American Indian or Alaska Native	13	1%
	Asian	154	14%
	Black or African American	95	8%
	Hispanic or Latino	196	17%
	Native Hawaiian or Pacific Islander	7	1%
	Two or More Races	44	4%
	White	599	53%
	Declined to State	27	2%
	Classified Total	1,135	100%
Management	American Indian or Alaska Native	1	1%
	Asian	10	7%
	Black or African American	17	12%
	Hispanic or Latino	30	22%
	Two or More Races	7	5%
	White	70	51%
	Declined to State	2	2%
	Manager Total	137	100%
Total	American Indian or Alaska Native	25	1%
	Asian	270	12%
	Black or African American	178	8%
	Hispanic or Latino	363	16%
	Native Hawaiian or Pacific Islander	12	1%
	Two or More Races	80	3%
	White	1,284	56%
	Declined to State	72	3%
	Grand Total	2,284	100%

Data source: CCCCCO MIS Database for the reporting period Fall Term 2018.

Statewide CCD / Regional Workforce Comparison

California Community Colleges

Los Rios CCD *

American Indian or Alaska Native	33	0.9%
Asian	411	11.0%
Black or African American	255	6.8%
Hispanic/Latino	515	13.8%
Native Hawaiian or Pacific Islander	20	0.5%
Two or More Races	142	3.8%
White	2,248	60.0%
Declined to State	119	3.2%
Grand Total*	3,743	100.0%
Female Employees	2,068	55.2%
Under-represented Employees		38.0%

Statewide *

American Indian or Alaska Native	457	0.6%
Asian	8,479	11.3%
Black or African American	4,786	6.4%
Hispanic/Latino	14,795	19.8%
Native Hawaiian or Pacific Islander	430	0.6%
Two or More Races	1,080	1.4%
White	39,369	52.7%
Declined to State	5,367	7.2%
Grand Total*	74,763	100.0%
Female Employees	41,269	55.2%
Under-represented Employees		43.3%

Los Rios CCD *

American Indian or Alaska Native	33	0.9%
Asian	411	11.0%
Black or African American	255	6.8%
Hispanic/Latino	515	13.8%
Native Hawaiian or Pacific Islander	20	0.5%
Two or More Races	142	3.8%
White	2,248	60.0%
Declined to State	119	3.2%
Grand Total*	3,743	100.0%
Female Employees	2,068	55.2%
Under-represented Employees		38.0%

Civilian Labor Force

Greater Sacramento Metropolitan Area **

American Indian or Alaska Native	6,362	0.7%
Asian	118,785	11.6%
Black or African American	65,628	6.4%
Hispanic/Latino	185,333	18.1%
Native Hawaiian or Pacific Islander	7,838	0.8%
Two or More Races	25,695	2.5%
White	608,926	59.6%
Other Race	2,973	0.3%
Grand Total*	1,021,540	100.0%
Female Labor Force	488,398	47.8%
Under-represented Labor Force		40.4%

* Includes Adjunct Faculty

Data Source: CCCCC MIS Database for reporting period Fall Term 2018; statewide data reflects data reported through 2-1-2019 for Fall Term 2018.

** Data Source: EDD data for affirmative action/EEO plans derived from US Census bureau's EEO tabulation (5 year ACS data) 2006-2010.
www.labormarketinfo.edd.ca.gov/geography/demoaa.html

Sacramento - Roseville-Arden Arcade Metropolitan statistical area comprises El Dorado, Placer, Sacramento and Yolo counties.

Los Rios Community College District
Workforce Analysis (District-Wide)
Fall 2018

	American Indian or Alaska Native			Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White			
	F	M	Total	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%		
Executive/Administrative/Managerial	63	74	137	1	0.7%	10	7.3%	17	12.4%	2	1.5%	30	21.9%	0	0.0%	7	5.1%	70	51.1%
Faculty - Career Education	79	89	168	2	1.2%	17	10.1%	5	3.0%	13	7.7%	17	10.1%	1	0.6%	2	1.2%	111	66.1%
Faculty - English	79	40	119	1	0.8%	9	7.6%	10	8.4%	6	5.0%	15	12.6%	2	1.7%	3	2.5%	73	61.4%
Faculty - Health and PE	59	43	102	1	1.0%	10	9.8%	6	5.9%	1	1.0%	15	14.7%	0	0.0%	3	2.9%	66	64.7%
Faculty - Humanities	66	67	133	2	1.5%	8	6.0%	7	5.3%	7	5.3%	27	20.3%	1	0.7%	1	0.7%	80	60.2%
Faculty - Instructional Support Services	138	66	204	2	1.0%	26	12.7%	23	11.3%	4	2.0%	34	16.7%	1	0.5%	6	2.9%	108	52.9%
Faculty - Math	41	57	98	1	1.0%	17	17.4%	4	4.1%	2	2.0%	13	13.3%	0	0.0%	5	5.1%	56	57.1%
Faculty - Natural Sciences	56	64	120	2	1.7%	13	10.8%	4	3.3%	8	6.7%	6	5.0%	0	0.0%	9	7.5%	78	65.0%
Faculty - Social Science	37	31	68	0	0.0%	6	8.8%	7	10.3%	2	3.0%	10	14.7%	0	0.0%	0	0.0%	43	63.2%
Regular Faculty Subtotal	555	457	1,012	11	1.1%	106	10.5%	66	6.5%	43	4.2%	137	13.5%	5	0.5%	29	2.9%	615	60.8%
Faculty - Part Time	776	683	1,459	8	0.5%	141	9.7%	77	5.3%	47	3.2%	152	10.4%	8	0.5%	62	4.3%	964	66.1%
All Faculty Subtotal *	1,331	1,140	2,471	19	0.8%	247	10.0%	143	5.8%	90	3.6%	289	11.7%	13	0.5%	91	3.7%	1,579	63.9%
Clerical and Secretarial	345	62	407	7	1.7%	55	13.5%	42	10.3%	3	0.7%	84	20.7%	5	1.2%	15	3.7%	196	48.2%
Professional Non-Faculty	59	55	114	1	0.9%	27	23.7%	5	4.4%	2	1.7%	3	2.6%	0	0.0%	2	1.8%	74	64.9%
Service/Maintenance	34	131	165	2	1.2%	15	9.1%	21	12.7%	6	3.7%	31	18.8%	1	0.6%	5	3.0%	84	50.9%
Skilled Crafts	0	44	44	1	2.3%	4	9.1%	1	2.3%	3	6.8%	8	18.2%	0	0.0%	2	4.5%	25	56.8%
Technical and Paraprofessional	236	169	405	2	0.5%	53	13.1%	26	6.4%	13	3.2%	70	17.3%	1	0.3%	20	4.9%	220	54.3%
Classified Subtotal	674	461	1,135	13	1.1%	154	13.5%	95	8.4%	27	2.4%	196	17.3%	7	0.6%	44	3.9%	599	52.8%
Totals	2,068	1,675	3,743	33	0.9%	411	11.0%	255	6.8%	119	3.2%	515	13.8%	20	0.5%	142	3.8%	2,248	60.0%
Persons with Disabilities			106																

* Includes Adjunct Faculty

Los Rios Community College District
American River College
Workforce Analysis
Fall 2018

	F	M	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
				Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	21	14	35	0	0.0%	5	14.3%	2	5.7%	0	0.0%	10	28.6%	0	0.0%	3	8.6%	15	42.8%
Faculty - Career Education	24	37	61	1	1.6%	5	8.2%	2	3.3%	5	8.2%	7	11.5%	0	0.0%	1	1.6%	40	65.6%
Faculty - English	30	17	47	1	2.1%	4	8.5%	2	4.3%	3	6.4%	5	10.6%	1	2.1%	0	0.0%	31	66.0%
Faculty - Health and PE	28	15	43	0	0.0%	4	9.3%	1	2.3%	0	0.0%	9	21.0%	0	0.0%	1	2.3%	28	65.1%
Faculty - Humanities	27	23	50	0	0.0%	1	2.0%	4	8.0%	4	8.0%	10	20.0%	1	2.0%	0	0.0%	30	60.0%
Faculty - Instructional Support Services	55	23	78	1	1.3%	11	14.1%	10	12.8%	0	0.0%	14	17.9%	1	1.3%	2	2.6%	39	50.0%
Faculty - Math	13	22	35	1	2.9%	3	8.6%	2	5.7%	0	0.0%	4	11.4%	0	0.0%	1	2.8%	24	68.6%
Faculty - Natural Sciences	26	25	51	0	0.0%	6	11.8%	1	2.0%	5	9.8%	3	5.9%	0	0.0%	1	1.9%	35	68.6%
Faculty - Social Science	15	6	21	0	0.0%	2	9.5%	1	4.8%	2	9.5%	3	14.3%	0	0.0%	0	0.0%	13	61.9%
Regular Faculty Subtotal	218	168	386	4	1.0%	36	9.3%	23	6.0%	19	4.9%	55	14.2%	3	0.8%	6	1.6%	240	62.2%
Faculty - Part Time	300	292	592	1	0.2%	40	6.7%	27	4.6%	22	3.7%	62	10.5%	3	0.5%	17	2.9%	420	70.9%
All Faculty Subtotal *	518	460	978	5	0.5%	76	7.8%	50	5.1%	41	4.2%	117	12.0%	6	0.6%	23	2.3%	660	67.5%
Clerical and Secretarial	108	22	130	3	2.3%	13	10.0%	14	10.8%	2	1.5%	16	12.3%	2	1.5%	2	1.6%	78	60.0%
Professional Non-Faculty	4	11	15	0	0.0%	3	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	80.0%
Service/Maintenance	8	30	38	1	2.6%	1	2.6%	6	15.8%	0	0.0%	5	13.2%	1	2.6%	0	0.0%	24	63.2%
Skilled Crafts	0	2	2	0	0.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
Technical and Paraprofessional	100	63	163	2	1.2%	15	9.2%	14	8.6%	6	3.7%	22	13.5%	0	0.0%	8	4.9%	96	58.9%
Classified Subtotal	220	128	348	6	1.7%	32	9.2%	34	9.8%	9	2.6%	43	12.3%	3	0.9%	10	2.9%	211	60.6%
Totals	759	602	1,361	11	0.8%	113	8.3%	86	6.3%	50	3.7%	170	12.5%	9	0.7%	36	2.6%	886	65.1%
Persons with Disabilities			42																

* Includes Adjunct Faculty

Los Rios Community College District
Cosumnes River College
Workforce Analysis
Fall 2018

	F	M	Total		American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
			Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	8	13	21		0	0.0%	2	9.5%	7	33.3%	1	4.8%	2	9.5%	0	0.0%	1	4.8%	8	38.1%
Faculty - Career Education	13	21	34		0	0.0%	5	14.7%	1	2.9%	3	8.8%	2	5.9%	0	0.0%	1	3.0%	22	64.7%
Faculty - English	15	7	22		0	0.0%	4	18.2%	2	9.1%	2	9.1%	4	18.2%	0	0.0%	1	4.5%	9	40.9%
Faculty - Health and PE	7	7	14		0	0.0%	2	14.3%	1	7.1%	1	7.1%	1	7.2%	0	0.0%	0	0.0%	9	64.3%
Faculty - Humanities	10	17	27		1	3.7%	3	11.1%	1	3.7%	2	7.4%	7	25.9%	0	0.0%	0	0.0%	13	48.2%
Faculty - Instructional Support Services	24	13	37		1	2.7%	6	16.2%	5	13.5%	0	0.0%	7	18.9%	0	0.0%	2	5.4%	16	43.3%
Faculty - Math	13	8	21		0	0.0%	8	38.1%	1	4.8%	0	0.0%	4	19.0%	0	0.0%	2	9.5%	6	28.6%
Faculty - Natural Sciences	7	12	19		1	5.3%	0	0.0%	0	0.0%	0	0.0%	2	10.5%	0	0.0%	2	10.5%	14	73.7%
Faculty - Social Science	8	7	15		0	0.0%	2	13.3%	3	20.0%	0	0.0%	3	20.0%	0	0.0%	0	0.0%	7	46.7%
Regular Faculty Subtotal	97	92	189		3	1.6%	30	15.9%	14	7.4%	8	4.2%	30	15.9%	0	0.0%	8	4.2%	96	50.8%
Faculty - Part Time	124	123	247		1	0.4%	34	13.8%	16	6.5%	6	2.4%	21	8.5%	2	0.8%	15	6.1%	152	61.5%
All Faculty Subtotal *	221	215	436		4	0.9%	64	14.7%	30	6.9%	14	3.2%	51	11.7%	2	0.4%	23	5.3%	248	56.9%
Clerical and Secretarial	54	11	65		0	0.0%	16	24.6%	6	9.3%	0	0.0%	21	32.3%	0	0.0%	3	4.6%	19	29.2%
Professional Non-Faculty	8	4	12		0	0.0%	4	33.3%	1	8.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	58.3%
Service/Maintenance	9	15	24		0	0.0%	6	25.0%	0	0.0%	1	4.2%	9	37.5%	0	0.0%	0	0.0%	8	33.3%
Skilled Crafts	0	0	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Technical and Paraprofessional	35	35	70		0	0.0%	10	14.3%	4	5.7%	3	4.3%	16	22.9%	1	1.4%	2	2.8%	34	48.6%
Classified Subtotal	106	65	171		0	0.0%	36	21.1%	11	6.4%	4	2.3%	46	26.9%	1	0.6%	5	2.9%	68	39.8%
Totals	335	293	628		4	0.6%	102	16.2%	48	7.7%	19	3.0%	99	15.8%	3	0.5%	29	4.6%	324	51.6%
Persons with Disabilities			18																	

* Includes Adjunct Faculty

Los Rios Community College District
Folsom Lake College
Workforce Analysis
Fall 2018

	F	M	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
			Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	8	10	18	0.0%	1	5.6%	2	11.1%	1	5.5%	2	11.1%	0	0.0%	1	5.6%	11	61.1%
Faculty - Career Education	8	6	14	0.0%	3	21.4%	0	0.0%	2	14.3%	1	7.2%	1	7.1%	0	0.0%	7	50.0%
Faculty - English	12	6	18	0.0%	1	5.6%	2	11.1%	0	0.0%	2	11.1%	1	5.6%	1	5.5%	11	61.1%
Faculty - Health and PE	3	5	8	0.0%	0	0.0%	0	0.0%	0	0.0%	2	25.0%	0	0.0%	1	12.5%	5	62.5%
Faculty - Humanities	11	6	17	0.0%	1	5.9%	1	5.9%	0	0.0%	3	17.6%	0	0.0%	1	5.9%	11	64.7%
Faculty - Instructional Support Services	19	8	27	0.0%	1	3.7%	0	0.0%	1	3.7%	5	18.5%	0	0.0%	0	0.0%	20	74.1%
Faculty - Math	2	13	15	0.0%	3	20.0%	1	6.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	73.3%
Faculty - Natural Sciences	8	8	16	1.6%	1	6.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	18.8%	11	68.6%
Faculty - Social Science	4	4	8	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%
Regular Faculty Subtotal	67	56	123	1.0%	10	8.1%	4	3.3%	3	2.4%	13	10.6%	2	1.6%	6	4.9%	84	68.3%
Faculty - Part Time	112	75	187	1.0%	17	9.1%	6	3.2%	3	1.6%	17	9.1%	0	0.0%	5	2.7%	138	73.8%
All Faculty Subtotal *	179	131	310	2.0%	27	8.7%	10	3.2%	6	1.9%	30	9.7%	2	0.7%	11	3.5%	222	71.6%
Clerical and Secretarial	45	4	49	1.0%	2	4.1%	3	6.1%	0	0.0%	9	18.4%	1	2.0%	0	0.0%	33	67.4%
Professional Non-Faculty	7	5	12	0.0%	2	16.7%	0	0.0%	1	8.3%	0	0.0%	0	0.0%	0	0.0%	9	75.0%
Service/Maintenance	4	17	21	0.0%	3	14.3%	2	9.5%	2	9.5%	6	28.6%	0	0.0%	0	0.0%	8	38.1%
Skilled Crafts	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Technical and Paraprofessional	25	13	38	0.0%	4	10.5%	0	0.0%	1	2.6%	5	13.2%	0	0.0%	5	13.2%	23	60.5%
Classified Subtotal	81	39	120	1.0%	11	9.2%	5	4.2%	4	3.3%	20	16.7%	1	0.8%	5	4.2%	73	60.8%
Totals	268	180	448	3.0%	39	8.7%	17	3.8%	11	2.4%	52	11.6%	3	0.7%	17	3.8%	306	68.3%
Persons with Disabilities			12															

* Includes Adjunct Faculty

Los Rios Community College District
Sacramento City College
Workforce Analysis
Fall 2018

	F	M	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
				Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	11	14	25	1	4.0%	1	4.0%	2	8.0%	0	0.0%	10	40.0%	0	0.0%	0	0.0%	11	44.0%
Faculty - Career Education	34	25	59	1	1.7%	4	6.8%	2	3.4%	3	5.1%	7	11.8%	0	0.0%	0	0.0%	42	71.2%
Faculty - English	22	10	32	0	0.0%	0	0.0%	4	12.5%	1	3.1%	4	12.5%	0	0.0%	1	3.1%	22	68.8%
Faculty - Health and PE	21	16	37	1	2.7%	4	10.8%	4	10.8%	0	0.0%	3	8.1%	0	0.0%	1	2.7%	24	64.9%
Faculty - Humanities	18	21	39	1	2.6%	3	7.7%	1	2.6%	1	2.6%	7	17.9%	0	0.0%	0	0.0%	26	66.6%
Faculty - Instructional Support Services	40	22	62	0	0.0%	8	12.9%	8	12.9%	3	4.9%	8	12.9%	0	0.0%	2	3.2%	33	53.2%
Faculty - Math	13	14	27	0	0.0%	3	11.1%	0	0.0%	2	7.4%	5	18.5%	0	0.0%	2	7.4%	15	55.6%
Faculty - Natural Sciences	15	19	34	0	0.0%	6	17.7%	3	8.8%	3	8.8%	1	3.0%	0	0.0%	3	8.8%	18	52.9%
Faculty - Social Science	10	14	24	0	0.0%	2	8.3%	3	12.5%	0	0.0%	4	16.7%	0	0.0%	0	0.0%	15	62.5%
Regular Faculty Subtotal	173	141	314	3	1.0%	30	9.5%	25	8.0%	13	4.1%	39	12.4%	0	0.0%	9	2.9%	195	62.1%
Faculty - Part Time	240	193	433	5	1.1%	50	11.5%	28	6.5%	16	3.7%	52	12.0%	3	0.7%	25	5.8%	254	58.7%
All Faculty Subtotal *	413	334	747	8	1.1%	80	10.7%	53	7.1%	29	3.9%	91	12.2%	3	0.4%	34	4.5%	449	60.1%
Clerical and Secretarial	87	24	111	2	1.8%	20	18.0%	13	11.7%	1	0.9%	30	27.0%	2	1.8%	6	5.4%	37	33.4%
Professional Non-Faculty	10	5	15	0	0.0%	4	26.7%	2	13.3%	1	6.7%	0	0.0%	0	0.0%	0	0.0%	8	53.3%
Service/Maintenance	7	31	38	0	0.0%	3	7.9%	12	31.6%	1	2.6%	4	10.5%	0	0.0%	1	2.6%	17	44.8%
Skilled Crafts	0	2	2	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
Technical and Paraprofessional	68	35	103	0	0.0%	24	23.3%	5	4.8%	3	2.9%	21	20.4%	0	0.0%	4	3.9%	46	44.7%
Classified Subtotal	172	97	269	2	0.7%	51	19.0%	33	12.3%	6	2.2%	55	20.5%	2	0.7%	11	4.1%	109	40.5%
Totals	596	445	1,041	11	1.1%	132	12.7%	88	8.5%	35	3.3%	156	15.0%	5	0.5%	45	4.3%	569	54.6%
Persons with Disabilities			32																

* Includes Adjunct Faculty

Los Rios Community College District
District Office
Workforce Analysis
Fall 2018

	F	M	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
				Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	15	23	38	0	0.0%	1	2.6%	4	10.5%	0	0.0%	6	15.8%	0	0.0%	2	5.3%	25	65.8%
Clerical and Secretarial	51	1	52	1	1.9%	4	7.7%	6	11.5%	0	0.0%	8	15.4%	0	0.0%	4	7.7%	29	55.8%
Professional Non-Faculty	30	30	60	1	1.7%	14	23.3%	2	3.3%	0	0.0%	3	5.0%	0	0.0%	2	3.4%	38	63.3%
Service/Maintenance	6	38	44	1	2.3%	2	4.5%	1	2.3%	2	4.5%	7	15.9%	0	0.0%	4	9.1%	27	61.4%
Skilled Crafts	0	40	40	1	2.5%	4	10.0%	0	0.0%	2	5.0%	8	20.0%	0	0.0%	2	5.0%	23	57.5%
Technical and Paraprofessional	8	23	31	0	0.0%	0	0.0%	3	9.7%	0	0.0%	6	19.4%	0	0.0%	1	3.2%	21	67.7%
Classified Subtotal	95	132	227	4	1.8%	24	10.6%	12	5.3%	4	1.7%	32	14.1%	0	0.0%	13	5.7%	138	60.8%
Totals	110	155	265	4	1.5%	25	9.4%	16	6.1%	4	1.5%	38	14.3%	0	0.0%	15	5.7%	163	61.5%
Persons with Disabilities			2																

* Includes Adjunct Faculty

Workforce Data Analysis:

Los Rios CCD has continued to increase the diversity of its workforce over the last eight years, as indicated by the above Annual Comparison of Permanent Employees. Under-represented groups accounted for 39.1% of the regular Los Rios workforce in 2011. In 2018, under-represented groups accounted for 42% of the regular Los Rios workforce, an increase of approximately 3% over that time period. Although availability data is no longer available from the state Chancellor's Office for comparison purposes, CA state-wide CCD (CACCD) demographic averages are available from the state Chancellor's Office website. It should be noted that this does not provide for exact comparisons, but more of a general picture look at Los Rios compared to the statewide demographic averages. In addition to this comparison, and to provide insight to the local workforce population, this analysis has included Civilian Labor Force data for the greater Sacramento Metropolitan area. This data provides a more accurate picture of the local labor force in which our colleges reside. It is important to note that the categories differ slightly; the census bureau data does not include the "Declined to State" group that the CACCD collects and instead has an "Other Race" group that the CACCD does not collect. The other groups are consistently identified between the two data sources. A couple of key differences are the gender diversity (Female employees/Total employees) for both the Los Rios CCD as well as the CACCD are higher than the local Sacramento workforce data, 55.2% compared to 47.8% respectively. Los Rios CCD mirrors the CACCD and the local labor force in most categories, but a notable disparity with the Hispanic/Latino category being lower for Los Rios compared to the other two populations. The following analysis will focus on the comparison between Los Rios CCD and the CACCD data as has been the historical practice.

Los Rios CCD has a 4% lower Declined to State category compared to the State. This is evidence that Los Rios continues to do an excellent job of presenting our employee demographic survey in a comfortable and confidential manner and emphasizing the importance of reporting the data in our ongoing efforts to support equity.

The District EEO Advisory Committee will continue its ongoing, multi-pronged recruitment and hiring efforts toward further attracting and retaining a diverse workforce and will continue work with Campus Equity and Diversity Committees toward the shared goal of expanding diversity across the District's workforce. Examples include continuing the Faculty Diversity Internship Program, focused recruiting and outreach toward Hispanic/Latino, Asian/Native American and African American organizations, publications and websites, as well as soliciting for faculty department input on diversity-based advertising/recruiting sources. The Chancellor has emphasized throughout the organization that a diverse workforce is one of LRCCD's top priorities. He has continued his support for diversity efforts throughout the organization and at the District Office by funding and expanding the District's Faculty Diversity Internship Program, which serves as a gateway for diversifying adjunct and full-time faculty ranks.

The following is a demographic analysis of the workforce charts provided above, broken down by employee group, of the District as a whole, as well as each campus and district office. This analysis considers the % of each category compared to the California Community College Statewide average %.

District-wide Workforce Analysis

- Executive/Administrators:
Above Statewide Average: Black/African American, Hispanic/Latino and Two or More Races.
Equal to (within .1%) of Statewide Average: American Indian/Alaska Native.
Below Statewide Average: Asian, Declined to State, Native Hawaiian/Pacific Islander, White.
- Faculty:
Above Statewide Average: American Indian/Alaska Native, Two or More Races and White.
Equal to (within .1%) of Statewide Average: Native Hawaiian/Pacific Islander.
Below Statewide Average: Asian, Black/African American, Declined to State and Hispanic/Latino.
- Classified Staff:
Above Statewide Average: American Indian/Alaska Native, Asian, Black/African American and Two or More Races.
Equal to (within .1%) of Statewide Average: Native Hawaiian/Pacific Islander and White.
Below Statewide Average: Declined to State, Hispanic/Latino.
- Gender diversity: Los Rios administrators (46%) and faculty (53.9%) are below the statewide average (55.2%). Los Rios Classified staff (59.4%) are above the statewide average. Overall Los Rios is equal to the statewide average in gender diversity.
- The total for under-represented categories in the District's workforce is 38%, which is below the statewide CCD average of 43.3% (excluding the Declined to State category).

American River College (ARC) Workforce Analysis

- Executive/Administrators:
Above Statewide Average: Asian, Hispanic/Latino and Two or More Races.
Equal to (within .1%) of Statewide Average: none
Below Statewide Average: American Indian/Alaska Native, Black/African American, Declined to State, Native Hawaiian/Pacific Islander and White.
- Faculty:
Above Statewide Average: Two or More Races and White.
Equal to (within .1%) of Statewide Average: American Indian/Alaska Native and Native Hawaiian/Pacific Islander.
Below Statewide Average: Asian, Black/African American, Declined to State and Hispanic/Latino.
- Classified Staff:
Above Statewide Average: American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: Asian, Declined to State and Hispanic/Latino

- Gender diversity: ARC Faculty (52.9%) is below the statewide average (55.2%). ARC administrators (60%) and Classified Staff (63.2%) are above the statewide average.
- The total for under-represented categories in ARC's workforce is 32.4%, which is below the statewide CCD average of 43.3% (excluding the Declined to State category).

Cosumnes River College (CRC) Workforce Analysis

- Executive/Administrators:

Above Statewide Average: Black/African American and Two or More Races.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: American Indian/Alaska Native, Asian, Declined to State, Hispanic/Latino, Native Hawaiian/Pacific Islander and White.

- Faculty:

Above Statewide Average: American Indian/Alaska Native, Asian, Black/African American, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: Declined to State, Hispanic/Latino, Native Hawaiian/Pacific Islander.

- Classified Staff:

Above Statewide Average: Asian, Hispanic/Latino and Two or More Races.

Equal to (within .1%) of Statewide Average: Black/African American and Native Hawaiian/Pacific Islander

Below Statewide Average: American Indian/Alaska Native, Declined to State and White.

- Gender diversity: CRC administrators (38.1%) and CRC Faculty (50.7%) are below the statewide average (55.2%). CRC Classified Staff (62%) is above the statewide average.
- The total for under-represented categories in CRC's workforce is 46.8%, which is above the statewide CCD average of 43.3% (excluding the Declined to State category).

Folsom Lake College (FLC) Workforce Analysis

- Executive/Administrators:

Above Statewide Average: Black/African American, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: American Indian/Alaska Native, Asian, Declined to State, Hispanic/Latino and Native Hawaiian/Pacific Islander.

- Faculty:

Above Statewide Average: Two or More Races and White.

Equal to (within .1%) of Statewide Average: American Indian/Alaska Native and Native Hawaiian/Pacific Islander.

Below Statewide Average: Asian, Black/African American, Declined to State and Hispanic/Latino.

- Classified Staff:

Above Statewide Average: American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: Asian, Black/African American, Declined to State and Hispanic/Latino.

- Gender diversity: FLC administrators (44.4%) are below the statewide average (55.2%). FLC Faculty (57.7%) and FLC Classified Staff (67.5%) are above the statewide average.
- The total for under-represented categories in FLC's workforce is 30%, which is below the statewide CCD average of 43.3% (excluding the Declined to State category).

Sacramento City College (SCC) Workforce Analysis

- Executive/Administrators:

Above Statewide Average: American Indian/Alaska Native, Black/African American and Hispanic/Latino.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: Asian, Declined to State, Native Hawaiian/Pacific Islander, Two or More Races and White.

- Faculty:

Above Statewide Average: American Indian/Alaska Native, Black/African American, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: Asian, Declined to State, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

- Classified Staff:

Above Statewide Average: Asian, Black/African American, Hispanic/Latino and Two or More Races.

Equal to (within .1%) of Statewide Average: American Indian/Alaska Native and Native Hawaiian/Pacific Islander.

Below Statewide Average: Declined to State and White.

- Gender diversity: SCC administrators (44%) are below the statewide average (55.2%). SCC Faculty (55.3%) and SCC Classified Staff (63.9%) are above the statewide average.
- The total for under-represented categories in SCC's workforce is 43.4%, nearly identical to the statewide CCD average of 43.3% (excluding the Declined to State category).

District Office (DO) Workforce Analysis

- Executive/Administrators:

Above Statewide Average: Black/African American, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: American Indian/Alaska Native, Asian, Declined to State, Hispanic/Latino and Native Hawaiian/Pacific Islander.

- **Classified Staff:**

Above Statewide Average: American Indian/Alaska Native, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: Asian, Black/African American, Declined to State, Hispanic/Latino and Native Hawaiian/Pacific Islander.

- Gender diversity: DO administrators (39.5%) and DO Classified Staff (41.9%) are below the statewide average (55.2%).
- The total for under-represented categories in DO's workforce is 37.5%, which is below the statewide CCD average of 43.3% (excluding the Declined to State category).

Analysis of Applicant Pools

For 2015-2016, 2016-2017, and 2017-2018, the percentage of candidates claiming diversity in classified, faculty, and management applicant pools are summarized below:

Applicant Pools

Recruitment Category	3-Year Recruitment Summary: Applicant Diversity
Executive/Administrative/Managerial	48.5% (46.7%, 43.3%, 55.4%)
Faculty	44.8% (41.4%, 47.6%, 45.5%)
Classified	58.0% (56.5%, 57.3%, 60.1%)

Of the total applicants in the pools, a certain percentage declined to state their ethnic or racial identification as summarized below:

Recruitment Period	Declined to Respond to Ethnic/Racial Identification
2015-2016	7.8%
2016-2017	7.1%
2017-2018	7.4%

Human resources will continue its efforts to reach diverse applicants in accordance with this plan, with additional emphasis on Hispanic applicants based on the workforce analysis. Efforts may include but not be limited to increasing use of Hispanic related job journals and newspapers, websites, accessing the Sacramento Hispanic chamber of commerce and other Hispanic community organizations to advertise job openings and increase outreach/knowledge of the Los Rios CCD.

Los Rios Community College District
Applicant Analysis (District-Wide)
2017-2018

	F	M	Non-Binary	Undisclosed	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
					Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	674	635	0	31	1,340	1.1%	125	9.3%	273	20.4%	86	6.4%	214	16.0%	3	0.2%	65	4.9%	559	41.7%
Faculty - Career Education	82	157	0	10	249	0.4%	52	20.9%	19	7.6%	23	9.2%	23	9.3%	2	0.8%	9	3.6%	120	48.2%
Faculty - English	401	358	0	28	787	0.9%	73	9.3%	31	4.0%	82	10.4%	64	8.1%	0	0.0%	42	5.3%	488	62.0%
Faculty - Health and PE	41	70	0	0	111	0.0%	11	9.9%	22	19.8%	4	3.6%	15	13.5%	0	0.0%	6	5.4%	53	47.8%
Faculty - Humanities	32	48	0	6	86	1.2%	4	4.7%	4	4.6%	11	12.8%	13	15.1%	0	0.0%	3	3.5%	50	58.1%
Faculty - Instructional Support Services	382	152	0	9	543	0.0%	56	10.3%	94	17.3%	38	7.0%	140	25.8%	1	0.2%	29	5.3%	185	34.1%
Faculty - Math	69	135	0	10	214	0.0%	46	21.5%	14	6.5%	20	9.3%	32	15.0%	1	0.5%	13	6.1%	88	41.1%
Faculty - Natural Sciences	161	161	0	17	339	0.6%	66	19.4%	23	6.8%	42	12.4%	26	7.7%	0	0.0%	16	4.7%	164	48.4%
Faculty - Social Science	82	81	0	10	173	0.0%	12	7.0%	13	7.5%	19	11.0%	35	20.2%	0	0.0%	9	5.2%	85	49.1%
Faculty Subtotal	1,250	1,162	0	90	2,502	0.4%	320	12.8%	220	8.8%	239	9.5%	348	13.9%	4	0.2%	127	5.1%	1,233	49.3%
Clerical and Secretarial	2,190	700	0	54	2,944	0.5%	447	15.2%	338	11.5%	190	6.4%	644	21.9%	34	1.1%	171	5.8%	1,106	37.6%
Professional Non-Faculty	390	399	1	25	815	0.1%	157	19.3%	85	10.4%	73	9.0%	141	17.3%	14	1.7%	32	3.9%	312	38.3%
Service/Maintenance	74	477	0	1	552	1.3%	62	11.2%	84	15.2%	32	5.8%	146	26.4%	10	1.8%	18	3.3%	193	35.0%
Skilled Crafts	0	75	0	0	75	0.0%	7	9.3%	5	6.7%	5	6.7%	18	24.0%	2	2.7%	0	0.0%	38	50.6%
Technical and Paraprofessional	1,302	762	1	55	2,120	0.7%	375	17.7%	212	10.0%	139	6.6%	466	22.0%	20	0.9%	123	5.8%	769	36.3%
Classified Subtotal	3,956	2,413	2	135	6,506	0.6%	1,048	16.1%	724	11.1%	439	6.7%	1,415	21.8%	80	1.2%	344	5.3%	2,418	37.2%
Totals	5,880	4,210	2	256	10,348	0.6%	1,493	14.4%	1,217	11.8%	764	7.4%	1,977	19.1%	87	0.8%	536	5.2%	4,210	40.7%

Los Rios Community College District
American River College
Applicant Analysis
2017-2018

	F	M	Non-Binary	Undisclosed	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
					Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	217	173	0	10	400		32	8.0%	87	21.8%	28	7.0%	74	18.5%	2	0.5%	23	5.7%	150	37.5%
Faculty - Career Education	51	70	0	1	122	1 0.8%	27	22.1%	8	6.6%	8	6.6%	10	8.2%	0	0.0%	9	7.4%	59	48.3%
Faculty - English	183	140	0	13	336	2 0.6%	38	11.3%	10	3.0%	37	11.0%	31	9.2%	0	0.0%	15	4.5%	203	60.4%
Faculty - Health and PE	8	28	0	0	36	0 0.0%	2	5.6%	7	19.4%	2	5.5%	6	16.7%	0	0.0%	1	2.8%	18	50.0%
Faculty - Humanities	0	0	0	0	0	0 0.0%	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - Instructional Support Services	76	35	0	3	114	0 0.0%	7	6.1%	16	14.0%	10	8.8%	24	21.1%	0	0.0%	7	6.1%	50	43.9%
Faculty - Math	16	43	0	4	63	0 0.0%	12	19.0%	2	3.2%	8	12.7%	10	15.9%	0	0.0%	4	6.3%	27	42.9%
Faculty - Natural Sciences	84	79	0	7	170	0 0.0%	35	20.6%	10	5.9%	17	10.0%	15	8.8%	0	0.0%	7	4.1%	86	50.6%
Faculty - Social Science	49	33	0	5	87	0 0.0%	7	8.0%	9	10.4%	11	12.6%	18	20.7%	0	0.0%	6	6.9%	36	41.4%
Faculty Subtotal	467	428	0	33	928	3 0.3%	128	13.8%	62	6.7%	93	10.0%	114	12.3%	0	0.0%	49	5.3%	479	51.6%
Clerical and Secretarial	710	255	0	18	983	1 0.1%	146	14.9%	111	11.3%	72	7.3%	208	21.2%	14	1.4%	55	5.6%	376	38.2%
Professional Non-Faculty	19	21	0	1	41	0 0.0%	1	2.5%	8	19.5%	6	14.6%	11	26.8%	1	2.5%	1	2.4%	13	31.7%
Service/Maintenance	5	102	0	0	107	0 0.0%	7	6.6%	8	7.5%	6	5.6%	30	28.0%	2	1.9%	1	0.9%	53	49.5%
Skilled Crafts	0	0	0	0	0	0 0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Technical and Paraprofessional	564	357	0	18	939	10 1.1%	164	17.5%	98	10.4%	56	5.9%	213	22.7%	10	1.1%	62	6.6%	326	34.7%
Classified Subtotal	1,298	735	0	37	2,070	11 0.5%	318	15.4%	225	10.9%	140	6.8%	462	22.3%	27	1.3%	119	5.7%	768	37.1%
Totals	1,982	1,336	0	80	3,398	18 0.5%	478	14.1%	374	11.0%	261	7.7%	650	19.1%	29	0.9%	191	5.6%	1,397	41.1%

Los Rios Community College District
Cosumnes River College
Applicant Analysis
2017-2018

	F	M	Non-Binary	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
						Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	106	75	0	2	183	3	1.7%	21	11.5%	35	19.1%	7	3.8%	33	18.0%	0	0.0%	8	4.4%	76	41.5%
Faculty - Career Education	6	34	0	1	41	0	0.0%	3	7.3%	6	14.6%	1	2.5%	7	17.1%	0	0.0%	0	0.0%	24	58.5%
Faculty - English	71	72	0	4	147	1	0.7%	12	8.2%	8	5.4%	15	10.2%	10	6.8%	0	0.0%	10	6.8%	91	61.9%
Faculty - Health and PE	3	3	0	0	6	0	0.0%	4	66.7%	2	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - Humanities	32	48	0	6	86	1	1.1%	4	4.7%	4	4.7%	11	12.8%	13	15.1%	0	0.0%	3	3.5%	50	58.1%
Faculty - Instructional Support Services	178	67	0	3	248	0	0.0%	33	13.3%	41	16.5%	15	6.1%	70	28.2%	1	0.4%	14	5.7%	74	29.8%
Faculty - Math	18	37	0	2	57	0	0.0%	12	21.0%	5	8.8%	5	8.8%	9	15.8%	0	0.0%	4	7.0%	22	38.6%
Faculty - Natural Sciences	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - Social Science	33	48	0	5	86	0	0.0%	5	5.8%	4	4.6%	8	9.3%	17	19.8%	0	0.0%	3	3.5%	49	57.0%
Faculty Subtotal	341	309	0	21	671	2	0.3%	73	10.9%	70	10.4%	55	8.2%	126	18.8%	1	0.1%	34	5.1%	310	46.2%
Clerical and Secretarial	455	160	0	5	620	6	1.0%	93	15.0%	84	13.5%	36	5.8%	143	23.1%	5	0.8%	51	8.2%	202	32.6%
Professional Non-Faculty	73	29	0	1	103	0	0.0%	13	12.6%	19	18.5%	9	8.7%	21	20.4%	0	0.0%	2	1.9%	39	37.9%
Service/Maintenance	34	135	0	0	169	2	1.2%	27	16.0%	36	21.3%	11	6.5%	43	25.4%	2	1.2%	6	3.5%	42	24.9%
Skilled Crafts	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Technical and Paraprofessional	326	122	1	9	458	3	0.7%	88	19.2%	52	11.4%	32	7.0%	106	23.1%	5	1.1%	30	6.5%	142	31.0%
Classified Subtotal	888	446	1	15	1,350	11	0.8%	221	16.4%	191	14.1%	88	6.5%	313	23.2%	12	0.9%	89	6.6%	425	31.5%
Totals	1,335	830	1	38	2,204	16	0.7%	315	14.3%	296	13.4%	150	6.8%	472	21.4%	13	0.6%	131	6.0%	811	36.8%

Los Rios Community College District
Folsom Lake College
Applicant Analysis
2017-2018

	F	M	Non-Binary	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
						Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	70	78	0	3	151	3	2.0%	16	10.6%	21	13.9%	6	4.0%	18	11.9%	0	0.0%	8	5.3%	79	52.3%
Faculty - Career Education	7	8	0	3	18	0	0.0%	2	11.1%	2	11.1%	4	22.2%	1	5.6%	1	5.6%	0	0.0%	8	44.4%
Faculty - English	71	72	0	7	150	2	1.3%	9	6.0%	7	4.7%	17	11.3%	11	7.4%	0	0.0%	9	6.0%	95	63.3%
Faculty - Health and PE	22	37	0	0	59	0	0.0%	2	3.4%	9	15.2%	2	3.4%	7	11.9%	0	0.0%	5	8.5%	34	57.6%
Faculty - Humanities	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - Instructional Support Services	79	31	0	1	111	0	0.0%	10	9.0%	17	15.3%	8	7.2%	31	27.9%	0	0.0%	6	5.4%	39	35.2%
Faculty - Math	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - Natural Sciences	35	26	0	5	66	2	3.0%	4	6.1%	1	1.5%	12	18.2%	6	9.1%	0	0.0%	7	10.6%	34	51.5%
Faculty - Social Science	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty Subtotal	214	174	0	16	404	4	1.0%	27	6.7%	36	8.9%	43	10.6%	56	13.9%	1	0.2%	27	6.7%	210	52.0%
Clerical and Secretarial	264	54	0	7	325	1	0.3%	43	13.2%	22	6.8%	24	7.4%	62	19.1%	1	0.3%	14	4.3%	158	48.6%
Professional Non-Faculty	39	22	0	5	66	0	0.0%	7	10.6%	6	9.1%	6	9.1%	10	15.2%	1	1.5%	3	4.5%	33	50.0%
Service/Maintenance	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Skilled Crafts	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Technical and Paraprofessional	123	87	0	8	218	0	0.0%	28	12.8%	21	9.6%	12	5.5%	40	18.4%	3	1.4%	8	3.7%	106	48.6%
Classified Subtotal	426	163	0	20	609	1	0.2%	78	12.8%	49	8.0%	42	6.9%	112	18.4%	5	0.8%	25	4.1%	297	48.8%
Totals	710	415	0	39	1,164	8	0.7%	121	10.4%	106	9.1%	91	7.8%	186	16.0%	6	0.5%	60	5.2%	586	50.3%

Los Rios Community College District
Sacramento City College
Applicant Analysis
2017-2018

	F	M	Non-Binary	Undisclosed	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
					Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	92	121	0	11	224	0.9%	22	9.8%	43	19.2%	23	10.3%	35	15.6%	1	0.4%	6	2.7%	92	41.1%
Faculty - Career Education	18	45	0	5	68	0.0%	20	29.4%	3	4.4%	10	14.7%	5	7.4%	1	1.5%	0	0.0%	29	42.6%
Faculty - English	76	74	0	4	154	1.3%	14	9.1%	6	3.9%	13	8.4%	12	7.8%	0	0.0%	8	5.2%	99	64.3%
Faculty - Health and PE	8	2	0	0	10	0.0%	3	30.0%	4	40.0%	0	0.0%	2	20.0%	0	0.0%	0	0.0%	1	10.0%
Faculty - Humanities	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - Instructional Support Services	49	19	0	2	70	0.0%	6	8.6%	20	28.6%	5	7.1%	15	21.4%	0	0.0%	2	2.9%	22	31.4%
Faculty - Math	35	55	0	4	94	0.0%	22	23.4%	7	7.4%	7	7.4%	13	13.9%	1	1.1%	5	5.3%	39	41.5%
Faculty - Natural Sciences	42	56	0	5	103	0.0%	27	26.2%	12	11.7%	13	12.6%	5	4.9%	0	0.0%	2	1.9%	44	42.7%
Faculty - Social Science	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty Subtotal	228	251	0	20	499	0.4%	92	18.5%	52	10.4%	48	9.6%	52	10.4%	2	0.4%	17	3.4%	234	46.9%
Clerical and Secretarial	536	174	0	19	729	2.0%	116	15.9%	100	13.7%	46	6.3%	171	23.5%	11	1.5%	34	4.7%	249	34.1%
Professional Non-Faculty	53	42	0	1	96	1.0%	12	12.5%	6	6.3%	6	6.3%	14	14.6%	3	3.1%	5	5.2%	49	51.0%
Service/Maintenance	31	182	0	1	214	2.3%	18	8.4%	35	16.4%	14	6.5%	56	26.2%	4	1.9%	10	4.7%	72	33.6%
Skilled Crafts	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Technical and Paraprofessional	267	177	0	15	459	2.4%	90	19.6%	37	8.1%	32	7.0%	99	21.6%	2	0.4%	21	4.6%	176	38.3%
Classified Subtotal	887	575	0	36	1,498	0.7%	236	15.8%	178	11.9%	98	6.5%	340	22.7%	20	1.3%	70	4.7%	546	36.4%
Totals	1,207	947	0	67	2,221	0.6%	350	15.8%	273	12.3%	169	7.6%	427	19.2%	23	1.0%	93	4.2%	872	39.3%

Los Rios Community College District
District Office
Applicant Analysis
2017-2018

	F	M	Non-Binary	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
						Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	189	188	0	5	382	3	0.8%	34	8.9%	87	22.8%	22	5.8%	54	14.1%	0	0.0%	20	5.2%	162	42.4%
Clerical and Secretarial	225	57	0	5	287	4	1.4%	49	17.1%	21	7.3%	12	4.2%	60	20.9%	3	1.0%	17	5.9%	121	42.2%
Professional Non-Faculty	206	285	1	17	509	0	0.0%	124	24.4%	46	9.0%	46	9.0%	85	16.7%	9	1.8%	21	4.1%	178	35.0%
Service/Maintenance	4	58	0	0	62	0	0.0%	10	16.1%	5	8.1%	1	1.6%	17	27.4%	2	3.2%	1	1.6%	26	42.0%
Skilled Crafts	0	75	0	0	75	0	0.0%	7	9.3%	5	6.7%	5	6.7%	18	24.0%	2	2.7%	0	0.0%	38	50.6%
Technical and Paraprofessional	22	19	0	5	46	1	2.2%	5	10.9%	4	8.7%	7	15.2%	8	17.4%	0	0.0%	2	4.3%	19	41.3%
Classified Subtotal	457	494	1	27	979	5	0.5%	195	19.9%	81	8.3%	71	7.3%	188	19.2%	16	1.6%	41	4.2%	382	39.0%
Totals	646	682	1	32	1,361	8	0.6%	229	16.8%	168	12.3%	93	6.8%	242	17.8%	16	1.2%	61	4.5%	544	40.0%

Analysis of Student and Faculty Demographics:

Numerous studies have shown that college students achieve greater success with a culturally competent educational workforce which provides faculty role models who mirror the diversity of our students. The District's Mission, Vision and Values statement includes recognizing and valuing the strengths of our diverse backgrounds and perspectives, and seeks to build a community in which all constituencies are highly qualified. Because diverse perspectives support the District's commitment to equality, equity, and justice, our communities are best served by ensuring that all populations are represented equitably throughout the Los Rios colleges. The below data and analysis compare the District's faculty and student demographics. While we realize student demographics may change much more rapidly than faculty demographics, as many of our faculty stay with the district for twenty, thirty and even forty years, the below comparison and analysis provides an important picture that we need to continue our efforts towards diversifying our workforce in hiring the best and most talented employees.

Los Rios Community College District
Student Analysis
Fall 2018

	Total from under-represented groups			American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White				
	F	M	Unknown	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%			
All Students ARC	13,743	16,200	533	30,476	16,289	57.5%	146	0.5%	3,649	12.0%	2,281	7.5%	2,166	7.1%	8,214	27.0%	261	0.8%	1,738	5.7%	12,021	39.4%
All Students CRC	7,508	5,969	233	13,710	10,528	77.5%	50	0.4%	4,141	30.2%	1,398	10.2%	127	0.9%	3,784	27.6%	181	1.3%	974	7.1%	3,055	22.3%
All Students FLC	4,521	3,638	182	8,341	3,556	43.1%	63	0.8%	901	10.8%	291	3.5%	95	1.1%	1,716	20.6%	44	0.5%	541	6.5%	4,690	56.2%
All Students SCC	11,868	8,454	408	20,730	15,003	73.3%	56	0.3%	4,532	21.9%	2,006	9.7%	271	1.3%	6,808	32.8%	223	1.1%	1,378	6.6%	5,456	26.3%
All Students Districtwide	37,640	34,261	1,356	73,257	45,376	64.3%	315	0.4%	13,223	18.1%	5,976	8.2%	2,659	3.6%	20,522	28.0%	709	1.0%	4,631	6.3%	25,222	34.4%

Los Rios Community College District
Faculty Analysis
Fall 2018

	Total from under-represented groups			American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White			
	F	M	Total	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%		
All Faculty ARC*	518	460	978	277	29.6%	5	0.5%	76	7.8%	50	5.1%	41	4.2%	117	12.0%	6	0.6%	23	2.3%	660	67.5%
All Faculty CRC*	221	215	436	174	41.2%	4	0.9%	64	14.7%	30	6.9%	14	3.2%	51	11.7%	2	0.4%	23	5.3%	248	56.9%
All Faculty FLC*	179	131	310	82	27.0%	2	0.7%	27	8.7%	10	3.2%	6	1.9%	30	9.7%	2	0.7%	11	3.5%	222	71.6%
All Faculty SCC*	413	334	747	269	37.5%	8	1.1%	80	10.7%	53	7.1%	29	3.9%	91	12.2%	3	0.4%	34	4.5%	449	60.1%
All Faculty Districtwide*	1,331	1,140	2,471	802	33.7%	19	0.8%	247	10.0%	143	5.8%	90	3.6%	289	11.7%	13	0.5%	91	3.7%	1,579	63.9%

* Includes Adjunct Faculty

District-wide Analysis – Faculty vs. Student Body:

- Faculty:
Above Student Average: American Indian/Alaska Native and White.
Equal to (within .1%) of Student Average: Declined to State.
Below Student Average: Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander and Two or More Races.
- Gender diversity: District Faculty (53.9%) is higher than the Student body gender diversity (52.4%).
- The total for under-represented categories for the District's Faculty is 33.7%, well below the Student body's percentage for under-represented categories of 64.3% (excluding the Declined to State category).

American River College (ARC) Analysis – Faculty vs. Student Body:

- Faculty:
Above Student Average: White.
Equal to (within .1%) of Student Average: American Indian/Alaska Native.
Below Student Average: Asian, Black/African American, Declined to State, Hispanic/Latino, Native Hawaiian/Pacific Islander and Two or More Races.
- Gender diversity: ARC Faculty (52.9%) is higher than the ARC Student body gender diversity (45.9%).
- The total for under-represented categories for ARC's Faculty is 29.6%, well below ARC's Student body percentage for under-represented categories of 57.5% (excluding the Declined to State category).

Cosumnes River College (CRC) Analysis – Faculty vs. Student Body:

- Faculty:
Above Student Average: American Indian/Alaska Native, Declined to State and White.
Equal to (within .1%) of Student Average: none
Below Student Average: Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander and Two or More Races.
- Gender diversity: CRC Faculty (50.7%) is lower than the CRC Student body gender diversity (55.7%).
- The total for under-represented categories for CRC's Faculty is 41.2%, well below CRC's Student body percentage for under-represented categories of 77.5% (excluding the Declined to State category).

Folsom Lake College (FLC) Analysis – Faculty vs. Student Body:

- Faculty:
Above Student Average: Declined to State, Native Hawaiian/Pacific Islander and White.
Equal to (within .1%) of Student Average: American Indian/Alaska Native.
Below Student Average: Asian, Black/African American, Hispanic/Latino and Two or More Races.
- Gender diversity: FLC Faculty (57.7%) is higher than the FLC Student body gender diversity (55.4%).
- The total for under-represented categories for FLC's Faculty is 27.0%, below FLC's Student body percentage for under-represented categories of 43.1% (excluding the Declined to State category).

Sacramento City College (SCC) Analysis – Faculty vs. Student Body:

- Faculty:
Above Student Average: American Indian/Alaska Native, Declined to State and White.
Equal to (within .1%) of Student Average: none
Below Student Average: Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander and Two or More Races.
- Gender diversity: SCC Faculty (55.3%) is below the SCC Student body gender diversity (58.4%).
- The total for under-represented categories for SCC's Faculty is 37.5%, well below SCC's Student body percentage for under-represented categories of 73.3% (excluding the Declined to State category).

This analysis and data will be provided to the District EEO Advisory Committee.

Legal Component 10: Analysis of Degree of Underrepresentation and Significant Underrepresentation

To the extent data regarding potential job applicants is provided by the State Chancellor, analysis of the degree to which monitored groups are underrepresented and/or significantly underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the Chancellor determines to be available and qualified to perform the work required for each such job category and whether or not the underrepresentation is significant (53003(c)(7)). The State Chancellor has not currently provided such job applicant information. The District intends to conduct longitudinal analyses of individual hiring processes consistent with the new EEO Longitudinal Data Program identified in Section 2 above.

Legal Component 11: Methods to Address Underrepresentation

To the extent data regarding potential job applicants is provided by the State Chancellor, analysis of the degree to which monitored groups are underrepresented and/or significantly underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the Chancellor determines to be available and qualified to

perform the work required for each such job category and whether or not the underrepresentation is significant (53003.c.7). The State Chancellor has not currently provided such job applicant information.

The district will continue to implement its hiring procedures and policies in compliance with EEO regulations. To the extent that the District's EEO Longitudinal Data Program identified in Section 2 above identifies non job-related barriers in District hiring and employment practices, the District will take steps to identify and eliminate those barriers.

Legal Component 12: Additional Steps to Remedy Significant Underrepresentation

To the extent data regarding potential job applicants is provided by the State Chancellor, analysis of the degree to which monitored groups are underrepresented and/or significantly underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the Chancellor determines to be available and qualified to perform the work required for each such job category and whether or not the underrepresentation is significant (53003.c.7). The State Chancellor has not currently provided such job applicant information.

The district will continue to implement its hiring procedures and policies in compliance with EEO regulations. To the extent that the District's EEO Longitudinal Data Program identified in Section 2 above identifies non job-related barriers in District hiring and employment practices, the District will take steps to identify and eliminate those barriers.

Legal Component 13: Additional Measures to Support Diversity and Ensure Equal Employment Opportunity

The district recognizes that multiple approaches are needed to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse 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 men and women, persons with disabilities, and individuals from all ethnicities, races, and other groups protected from discrimination. In addition to the EEO program improvements identified in Section 1 above, the District may consider the following options, among others, to further equal employment opportunity and a diverse workforce:

1. Conduct campus climate studies to identify hidden barriers.
2. Include additional guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.

3. Highlight the district's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
4. Conduct additional diversity dialogues, forums, cross-cultural workshops and job fairs.
5. Work with the Campus Curriculum Committee to assist in the development of a Diversity Instructional Tool Kit as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.
6. Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
7. Continue to recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.
8. Require a series of EEO/diversity workshops at all instructional improvement days (flex week or staff development day).
9. Maintain an Equal Employment Opportunity and Diversity online presence by highlighting the district's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district's website. The website will also list contact persons for further information on all of these topics.
10. Promote professional development activities for all employee classifications that will assist the district in achieving its equal employment opportunity and diversity objectives.
11. Promote additional cultural celebrations on campus.
12. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
13. Have a formal diversity program on campus that is visible, valued and adequately funded.
14. Consider providing for alternative educational or experience requirements for nonacademic positions.
15. Develop leadership opportunities with current staff focusing on diversity.
16. Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.
17. Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources

for referring potential candidates.

18. Conduct exit interviews with employees who voluntarily leave the district, maintain a data base of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.
19. Provide newly-hired employees programs such as mentoring, professional development, and leadership opportunities
20. Maintain updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
21. Target marketing to underrepresented groups.
22. Focus/expand recruitment outreach efforts to underrepresented groups.
23. Continue maintaining and expanding diverse recruitment site databases.
24. Continue evaluating and addressing diversity challenges in candidate pools.
25. Continue working with District EEO committee to promote EEO goals across the organization.

Legal Component 14: Persons with Disabilities

The District and its Colleges are dedicated to ensuring that all of our employees can perform the essential functions of their jobs. The District and its Colleges are committed to their obligations under the Fair Employment and Housing Act and the Americans with Disabilities Act (ADA) to engage in the interactive process with qualified persons with disabilities to determine if the employees can perform the essential functions of their jobs with or without reasonable accommodations. From that dialog, the District and its Colleges seek to find reasonable accommodations that will allow employees to perform the essential functions of their jobs. It is the intent of the District to implement fully an ADA program that adheres to the equal employment opportunity policies of the Los Rios Community College District and the guidelines of the Board of Governors of California Community Colleges, and complies fully with the acts of Congress, the laws of the State of California, and the rules, regulations, and guidelines pertaining thereto.

Legal Component 15: Graduate Assumption Program of Loans for Education

The District will continue to encourage community college students to become qualified for, and seek employment as, community college employees. The District shall encourage faculty to inform students about programs that may assist them to complete their graduate studies and become community college employees. Additional efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college. As discussed in Section 1 above, the District intends to explore the creation of a pipeline program to encourage our former students to consider a career at the District.

Legal 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 EEO. To this end, the district will continue to expand and improve its existing EEO programs as identified in Section 1, including its Faculty Diversity Internship Program, which is focused on outreach to diverse individuals who have an interest in teaching and are within a year of meeting the minimum qualifications, providing training and an internship opportunity, as well as workshops on how to get a community college teaching position. This program is geared toward increasing diversity in adjunct faculty ranks. The district will also continue its focused outreach toward diverse individuals and organizations when advertising for full-time and adjunct faculty.

Equal Employment Opportunity Plan: Compliance Checklist

The following compliance checklist is designed to assist the District in the review of their respective Equal Employment Opportunity Plan (Plan). The checklist ensures that the District's Plan includes provisions and components that are required under state law. California Code of Regulations, Title 5, section 53003 and Education Code, sections 87102 and 87106 lists the specific components that must be included in the District's Plan. All references to "sections" refer to the Title 5, California Code of Regulations unless otherwise indicated.

A. Adoption of Plan [Title 5 Cal. Code Regs. § 53003(a)]

 N Does the Plan indicate when the District's governing board adopted the Plan?

B. Designation of Responsibility, Authority and Compliance [Title 5 Cal. Code Regs. §§ 53003(c)(1) and 53020]

 N Did the District describe the governing board's responsibility for proper implementation of the Plan and for making measurable progress?

 N Did the District designate an Equal Employment Opportunity Officer to oversee the day-to-day implementation of the equal employment opportunity requirements of Title 5?

 N Did the District describe the administrative structure created by any delegation of authority to the Equal Employment Opportunity Officer or others and is the District designed to ensure prompt and effective implementation of the EEO Title 5 requirements?

 N Did the District designate a single officer who will have authority to receive complaints under section 53026 and who will monitor selection procedures and applicant pools?

 N 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?

C. Procedures for Filing a Complaint Pursuant to Section 53026 [Title 5 Cal. Code Regs. §§ 53003(c)(2) and 53026]

 N Did the District 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?

 N Did the District 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?

D. Notification to all District Employees of the Plan and Policy Statement [Title 5 Cal. Code Regs. §§ 53003(c)(3) and 53002]

 Did the District describe the District's process for notifying all District employees of the provisions of the Plan, and the policy statement required by section 53002?

E. Employee Training for Screening or Selection Committees [Title 5 Cal. Code Regs. §53003(c)(4)]

 Did the District 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, the educational benefits of a diverse workforce, the elimination of bias in hiring decisions, and best practices in serving on a selection or screening committee?

F. Annual Written Notice to Community-Based and Professional Organizations [Title 5 Cal. Code Regs. § 53003(c)(5)]

 Did the District 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?

G. Analysis of District Workforce and Applicant Pool [Title 5 Cal. Code Regs. §§ 53003(c)(6) and 53004]

 Did the District 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 the District 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 review required by section 53004(a) will be done every year?


H. Additional Measures to Support Diversity and Equal Employment Opportunity [Title 5 Cal. Code Regs. § 53003(10)]

 Did the District describe any other measures that the District undertakes to further equal employment opportunity and diversity?


L. Persons with Disabilities [Title 5 Cal. Code Regs. §§ 53003(d), 53025]

 Did the District describe its commitment to complying with the Americans with Disabilities Act?

M. Education Code Requirements Education Code, §§ 87102(a) and 87482.6

 Did the District 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?

N. Education Code, §§ 87106(b)(4) and 69618

 Did the District 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?