



**MARICOPA
COMMUNITY
COLLEGES®**

**2015 AFFIRMATIVE ACTION PROGRAM
FOR
MINORITIES AND WOMEN**

PURPOSE AND SCOPE OF THIS PROGRAM

As required by its covered federal contracts, the Maricopa County Community College District (the Maricopa Community Colleges) has developed this Affirmative Action Program in accordance with the implementing regulations for Executive Order 11246, as amended, that are set forth in 41 CFR 60-2.

This program is designed to systematically ensure that the Maricopa Community Colleges' Nondiscrimination Policy is fully implemented in all of its personnel decisions through the use of personnel activity data to identify and correct problem areas or potential impediments to genuine equal employment opportunity for all of its applicants and employees.

The annual placement rate goals contained in this program should not be interpreted as quotas or as an admission or indication that the Maricopa Community Colleges has discriminated against minorities or women. Instead, these goals are intended to provide realistic and reasonable measurements of how well Maricopa Community Colleges' recruitment policies and practices produce qualified applicant pools that reasonably reflect minority and female availability estimates and whether its selection procedures and practices are demonstrably job-related and nondiscriminatory.

The goals are complemented by action-oriented commitments and internal monitoring of application, selection, promotion, and retention rates that highlight job groups and organizational units for which the data identify potential equal opportunity problems or impediments from which additional analysis and appropriate actions will be undertaken.

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SECTION I. ORGANIZATIONAL PROFILE AND METHODOLOGY

The Maricopa County Community College District (Maricopa Community Colleges) is a community college district established pursuant to A.R.S. Section 15-1401 /et seq/. The District consists of 11 colleges (Chandler-Gilbert, Estrella, Gateway, Glendale, Mesa, Paradise Valley, Phoenix, Rio Salado, Scottsdale, South Mountain, and Corporate College) and the District Office that serve nearly 300,000 students.

Maricopa Community Colleges, one of the nation's largest community college systems, is headed by Chancellor Rufus Glasper. Reporting directly to him are the presidents of each of the colleges and the Vice Chancellors of Academic and Student Affairs, Business Services, Community Relations, Human Resources, and Information Technology.

Methodology:

Maricopa Community Colleges data on its employees has been maintained in Human Capital Management (also known as PeopleSoft) and the employee data used in this report emanates from the database. Data were analyzed from classified and non-classified employees.

The applicant, hire, promotion, and separation data spans from of October 1, 2013 to September 30, 2014.

A "snapshot" of the workforce, taken on October 1, 2014, was used for the workforce analysis and the incumbent data.

Maricopa Community Colleges has elected to use a workforce analysis (Exhibit A), which consists of listings of job titles as they appear in its payroll records ranked from the highest paid to the lowest paid employee within each department or other similar organizational unit, and shows the wage rate or salary range, total number of incumbents, and total number of incumbents by race/ethnicity and sex, including departmental or unit supervision.

The data in this analysis indicates that Maricopa Community Colleges had 9,132 employees on October 1, 2014 of whom 5,283 were women (58 %) and 3,849 were men (42%). 6,833 non minorities constituted 75 % of total workforce and 2,299 minorities constituted 25% of the workforce, which included 561 African Americans (6 %), 1, 224_Hispanics (13 %), 362 Asian/Pacific Islanders (4 %), and 151 Native Americans (2%).

This data does not include approximately 5,000 temporary employees on Maricopa Community Colleges' payroll records. Temporary employees will be included in the 2016 plan.

SECTION II. JOB GROUP ANALYSIS

Maricopa Community Colleges has divided its employees into Faculty and Employee Groups for the purpose of comparing the representation of minorities and women in each group with their estimated availability. These groups correspond to the job groups called for in the OFCCP's regulations in that they are similar with regard to content, wage rates, and opportunities.

| Grade Equivalent | AAP Job Group Names |
|---|---|
| Grade 25 - Chancellor's Executive Council | Executive Administrators |
| MAT Grades 19 – 21 | Upper Managers and Administrators (MAT) |
| MAT Grades 15 – 18 | Middle MAT |
| MAT Grades 13 – 14 & High School Teachers | Lower MAT |
| MAT Computer Technology (MAT technology employees ≤ Grade 17) | MAT Computer Technology |
| PSA Grades 9 – 10 | Upper Professional/Clerical Staff (PSA) |
| PSA Grades 5 – 8 | Middle PSA |
| PSA Grades ≤ 4 | Lower PSA |
| All Grades of PSA Computer Technology | PSA Computer Technology |
| All Public Safety | Public Safety |
| Maintenance & Operations (Grades 8 – 10) | Upper Maintenance & Operations |
| Maintenance & Operations (Grade 3-7) | Lower Maintenance & Operations |
| All Crafts | Crafts |
| Athletic Specialists | Athletic Specialists |
| Skills Centers | |
| Grades 840 – 710 | Upper MAT |
| Grades 630 – 610 | Mid MAT |
| Grades 520 – 510 | Lower MAT |
| Grades 430 – 410 | Upper PSA |
| Grades 330 – 310 | Mid PSA |
| Grades 230 – 210 | Lower PSA |
| Grades 130 – 110 | Depends on employee group (M&O, etc.) |
| | Residential Faculty - Art, Music and Drama |
| | Residential Faculty – Business |
| | Residential Faculty – English & Communication |
| | Residential Faculty - Health Care & Wellness/P.E. |
| | Residential Faculty - Math & Computer Science |
| | Residential Faculty – Science |
| | Residential Faculty - Social Science |
| | Residential Faculty – Education & Counseling |
| | Residential Faculty – Vocational & Technical |
| | Residential Faculty – Librarian |
| | Residential Faculty – Humanities & Foreign Language |
| | Adjunct Faculty - Art, Music & Drama |
| | Adjunct Faculty – Business |

| | |
|--|---|
| | Adjunct Faculty – English |
| | Adjunct Faculty – Health Care & Wellness/P.E. |
| | Adjunct Faculty – Math & Computer Science |
| | Adjunct Faculty – Science |
| | Adjunct Faculty – Social Science |
| | Adjunct Faculty – Education & Counseling |
| | Adjunct Faculty – Vocational & Technical |
| | Adjunct Faculty – Librarian |
| | Adjunct Faculty – Humanities & Foreign Language |

*Residential Faculty include short-term (OYO/OSO) positions

SECTION III. COMPARISON OF INCUMBENCY TO AVAILABILITY

As required by the regulations at 41 CFR 60-2.14 (b), the Maricopa Community Colleges District has computed female and minority availability estimates each job group. The OFCCP's regulations require that availability estimates for each job group be based on (1) the percentage of minorities or women with requisite skills in a reasonable recruitment area and/or (2) the percentages of minorities and women among those who are promotable, transferable, and trainable within the organization. The OFCCP's regulations allow federal contractors to use the most recent U.S. Census data on women and members of ethnic minority groups employed in the same or similar jobs in the recruitment area to estimate external minority and female availability. The 2015 minority and female availability estimates for all of the Maricopa Community Colleges' job titles are based on occupational participation data from the current EEO Special Census file.

Maricopa Community Colleges selected the U.S. as the recruitment area for job groups for which recruitment to fill job openings is conducted nationally. For job groups for which recruitment efforts are made locally, the recruitment area is the Phoenix-Mesa MSA (Metropolitan Statistical Area). The recruitment area for Maricopa Community Colleges' Executive and residential faculty is national. For managers and administrators, and technology positions, a formula of 50% national/50% local was used. Local data was used for all other staff positions and adjunct faculty.

Maricopa Community Colleges plans to analyze the geographic areas from which applicants applied to ensure that the statistical weights given to labor market areas are based on the geographic areas from which applicants have applied.

The following sections contain comparisons for each faculty and employee group of the current percentages of minorities and women employed and availability data.

COMPARISONS OF MINORITY AND WOMEN INCUMBENTS WITH AVAILABILITY ESTIMATES

| Job/Faculty Group | Minority Incumbents | Minority Availability | Female Incumbents | Female Availability |
|--|----------------------------|------------------------------|--------------------------|----------------------------|
| Executive Administrators | 7 (41%) | 14% | 7 (41%) | 22% |
| Upper Level Managers & Administrators (MAT) | 45 (27%) | 26% | 83 (50%) | 60% |
| Mid Level MAT | 180 (30%) | 27% | 333 (56%) | 49% |
| Lower Level MAT | 130 (30%) | 29% | 226 (60%) | 53% |
| Athletic Specialists | 12 (27%) | 22% | 11 (24%) | 29% |
| MAT Computer Technology | 0 | 34% | 1 (10%) | 23% |
| Upper Level Staff (PSA) | 369 (45%) | 31% | 561 (69%) | 63% |
| Mid Level PSA | 250 (39%) | 33% | 502 (79%) | 69% |
| Lower Level PSA | 12 (41%) | 33% | 23 (79%) | 86% |
| Crafts | 16 (27%) | 49% | 1 (2%) | 2% |
| Upper Maintenance & Operations | 16 (39%) | 67% | 4 (10%) | 11% |
| Lower Maintenance & Operations | 101 (66%) | 58% | 55 (36%) | 28% |
| Public Safety | 28 (32%) | 31% | 18 (21%) | 38% |
| Residential Faculty – Art, Music & Drama | 10 (11%) | 25% | 36 (38%) | 48% |
| Adjunct Faculty – Art, Music & Drama | 47 (15%) | 21% | 155 (50%) | 50% |
| Residential Faculty – Business | 23 (18%) | 25% | 57 (46%) | 48% |
| Adjunct Faculty – Business | 74 (21%) | 27% | 166 (47%) | 50% |
| Residential Faculty – Education & Counseling | 35 (43%) | 26% | 58 (71%) | 49% |
| Adjunct Faculty – Education & Counseling | 79 (23%) | 27% | 286 (85%) | 50% |
| Residential Faculty – English & Communication | 58 (26%) | 25% | 149 (67%) | 48% |
| Adjunct Faculty – English & Communication | 141 (18%) | 27% | 696 (74%) | 50% |
| Residential Faculty Health Care/Wellness/P.E. | 20 (14%) | 25% | 110 (79%) | 48% |
| Adjunct Faculty – Health Care/Wellness/P.E. | 120 (15%) | 27% | 571 (70%) | 50% |
| Residential Faculty– Humanities & Foreign Languages | 27 (35%) | 25% | 34 (44%) | 48% |
| Adjunct Faculty - Humanities & Foreign Languages | 36 (31%) | 27% | 85 (72%) | 50% |
| Residential Faculty – Librarian | 14 (26%) | 25% | 43 (78%) | 48% |
| Adjunct Faculty – Librarian | 2 (29%) | 27% | 7 (100%) | 50% |
| Residential Faculty – Math & Computer Science | 33 (19%) | 25% | 88 (50%) | 47% |
| Adjunct Faculty – Math & Computer Science | 106 (17%) | 27% | 237 (37%) | 50% |
| Residential Faculty – Science | 39 (20%) | 25% | 94 (48%) | 48% |
| Adjunct Faculty – Science | 52 (14%) | 27% | 173 (46%) | 50% |
| Residential Faculty – Social Sciences | 31 (27%) | 25% | 62 (53%) | 48% |
| Adjunct Faculty – Social Sciences | 91 (20%) | 27% | 253 (55%) | 50% |
| Residential Faculty – Vocational & Technical | 33 (20%) | 25% | 69 (43%) | 48% |
| Adjunct Faculty – Vocational & Technical | 62 (15%) | 27% | 129 (30%) | 50% |

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On October 1, 2014, the date a snapshot of the workforce was taken, there were fewer **minorities** employed on Maricopa Community Colleges' **Art, Music, & Drama, Health Care & Wellness, and Mathematics & Computer Sciences** residential faculties, on its **Art, Music & Drama, Business, Education & Counseling, English & Communication, Healthcare & Wellness, Math & Computer Science, Science, Social Science, and Vocational & Technical** adjunct faculties, and in its **MAT Computer Technology, Crafts, and Upper Maintenance & Operations** job groups than can reasonably be expected when compared to their representation in corresponding Census occupations in relevant labor market areas.

Additionally, there were fewer **women** on Maricopa Community Colleges' **Art, Music & Drama, Education & Counseling, and English & Communication** residential faculties, on its **Science and Social Science** adjunct faculties, and in its **Upper Level Managers & Administrators (MAT) and Public Safety** job groups than can reasonably be expected when compared their representation in corresponding Census occupations in relevant labor market areas.

COMPARISONS OF AFRICAN AMERICAN & HISPANIC INCUMBENCY WITH AVAILABILITY ESTIMATES

| Job/Faculty Group | African American Incumbents | African American Availability | Hispanic Incumbents | Hispanic Availability |
|--|------------------------------------|--------------------------------------|----------------------------|------------------------------|
| Executive Administrators | 2 (12%) | 3% | 4 (24%) | 5% |
| Upper Level Managers & Administrators (MAT) | 16 (10%) | 8% | 23(14%) | 12% |
| Mid Level MAT | 42 (7%) | 7% | 92(16%) | 12% |
| Lower Level MAT | 32 (8%) | 7% | 69 (18%) | 15% |
| Athletic Specialists | 5 (11%) | 10% | 4 (9%) | 5% |
| MAT Computer Technology | 0 | 4% | 0 | 5% |
| Upper Level Staff (PSA) | 77 (10%) | 6% | 218 (27%) | 19% |
| Mid Level PSA | 51 (8%) | 6% | 151 (24%) | 21% |
| Lower Level PSA | 2 (7%) | 4% | 9 (31%) | 22% |
| Crafts | 1 (2%) | 4% | 15 (25%) | 42% |
| Upper Maintenance & Operations | 2 (5%) | 3% | 13 (32%) | 54% |
| Lower Maintenance & Operations | 9 (6%) | 4% | 83 (54%) | 46% |
| Public Safety | 8 (9%) | 6% | 14 (16%) | 19% |
| Residential Faculty – Art, Music & Drama | 1 (1%) | 6% | 2 (2%) | 5% |
| Adjunct Faculty – Art, Music & Drama | 11 (4%) | 4% | 21 (7%) | 11% |
| Residential Faculty – Business | 9 (7%) | 6% | 7 (6%) | 11% |
| Adjunct Faculty – Business | 33 (9%) | 4% | 23 (6%) | 11% |
| Residential Faculty – Education & Counseling | 6 (7%) | 6% | 26 (32%) | 11% |
| Adjunct Faculty - Education & Counseling | 28 (8%) | 4% | 40 (12%) | 11% |
| Residential Faculty - English & Communication | 59 (7%) | 4% | 64 (8%) | 11 % |
| Adjunct Faculty- English & Communication | 59 (7%) | 4% | 64 (8%) | 11% |
| Residential Faculty– Health Care & Wellness/P.E. | 8 (6%) | 6% | 10 (7%) | 5% |
| Adjunct Faculty–Health Care & Wellness/P.E. | 36 (4%) | 4% | 53 (7%) | 11% |
| Residential Faculty– Humanities & Fgn Language | 3 (3%) | 4% | 23 (30%) | 5% |
| Adjunct Faculty – Humanities & Fgn Lnge | 3 (2%) | 8% | 20 (17%) | 11% |
| Residential Faculty – Librarian | 1 (2%) | 6% | 7 (13%) | 5% |
| Adjunct Faculty – – Librarian | 0 | 4% | 2 (29%) | 11% |
| Residential Faculty – Math & Computer Science | 6 (3%) | 6% | 19(11%) | 6% |
| Adjunct Faculty–Math & Computer Science | 18 (3%) | 4% | 47 (7%) | 11% |
| Residential Faculty – Science | 6 (3%) | 6% | 15 (8%) | 5% |
| Adjunct Faculty – Science | 8 (2%) | 4% | 17 (5%) | 11% |
| Residential Faculty – Social Sciences | 9 (8%) | 6% | 12 (10%) | 5% |
| Adjunct Faculty – Social Sciences | 27 (6%) | 4% | 40 (9%) | 11% |
| Residential Faculty – Vocational & Technical | 8 (5%) | 6% | 20 (12%) | 6% |
| Adjunct Faculty – Vocational & Technical | 4 (4%) | 4% | 37 (9%) | 11% |

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On October 1, 2014, the date a snapshot of the workforce was taken, there were fewer **African Americans** employed on Maricopa Community Colleges' **Art Music, & Drama, Humanities & Foreign Languages**, and **Social Sciences** residential faculties than can reasonably be expected when compared to their representation in corresponding Census occupations in relevant labor market areas.

Additionally, there were fewer **Hispanics** employed on Maricopa Community Colleges' **Art, Music & Drama, Business, Education & Counseling, English & Communications, Healthcare & Wellness, Math & Computer Science**, and **Science**, adjunct faculties and in its **Upper Maintenance & Operations** and **Crafts** job groups than can reasonably be expected when compared to their representation in corresponding Census occupations in relevant labor market areas.

NATIVE AMERICAN AND ASIAN PACIFIC ISLANDER REPRESENTATION AND AVAILABILITY ESTIMATES

| Job/Faculty Group | Native American Incumbents | Native American Availability | Asian Pacific Islander Incumbents | Asian Pacific Islander Availability |
|--|-----------------------------------|-------------------------------------|--|--|
| Executive Administrators | 0 | 0.4% | 1 (6%) | 4% |
| Upper Level Managers & Administrators (MAT) | 1 (1%) | 1% | 5 (3%) | 0% |
| Mid Level MAT | 14 (2%) | 1% | 32 (5%) | 6% |
| Lower Level MAT | 6 (2%) | 1% | 23 (6%) | 5% |
| Athletic Specialists | 0 | 0.2% | 3 (7%) | 4% |
| MAT Computer Technology | 0 | 1% | 0 | 23% |
| Upper Level Staff (PSA) | 37 (5%) | 2% | 37 (5%) | 2% |
| Mid Level PSA | 24 (4%) | 2% | 24 (4%) | 2% |
| Lower Level PSA | 1 (3%) | 3% | 0 | 2% |
| Crafts | 0 | 2% | 0 | 3% |
| Upper Maintenance & Operations | 1 (2%) | 7% | 0 | 3% |
| Lower Maintenance & Operations | 4 (3%) | 3% | 5 (3%) | 5% |
| Public Safety | 4 (5%) | 3% | 2 (2%) | 1% |
| Residential Faculty – Art, Music & Drama | 1 (1%) | .3% | 6 (6%) | 12% |
| Adjunct Faculty – Art, Music & Drama | 5 (2%) | .2% | 10 (3%) | 12% |
| Residential Faculty Business | 2 (2%) | .3% | 5 (4%) | 12% |
| Adjunct Faculty – Business | 2 (.6%) | .2% | 16 (5%) | 12% |
| Residential Faculty Education & Counseling | 3 (4%) | .3% | 0 | 12% |
| Adjunct Faculty Education & Counseling | 4 (1%) | .12% | 7 (2%) | 12% |
| Residential Faculty English & Communication | 3 (.4%) | .2% | 15 (2%) | 12% |
| Adjunct Faculty English & Communication | 3 (.4%) | .2% | 15 (2%) | 12% |
| Residential Faculty Health Care & Wellness | 2 (1%) | .3% | 0 | 12% |
| Adjunct Faculty Health Care & Wellness/P.E. | 8 (1%) | .2% | 23 (3%) | 12% |
| Residential Faculty Humanities & Languages | 0 | .3% | 2 (3%) | 12% |
| Adjunct Faculty Humanities & Languages | 2 (2%) | .2% | 11 (9%) | 12% |
| Residential Faculty Librarian | 1 (2%) | .3% | 5 (9%) | 12% |
| Adjunct Faculty Librarian | 0 | .2% | 0 | 12% |
| Residential Faculty – Math & Computer Science | 2 (1%) | .4% | 6 (3%) | 12% |
| Adjunct Faculty – Math & Computer Science | 1 (.2%) | .2% | 40 (8%) | 12% |
| Residential Faculty – Science | 1 (.5%) | .3% | 17 (9%) | 12% |
| Adjunct Faculty – Science | 2 (.5%) | .2% | 25 (7%) | 12% |
| Residential Faculty – Social Sciences | 3 (3%) | .3% | 7 (6%) | 12% |
| Adjunct Faculty – Social Sciences | 8 (2%) | .2% | 16 (4%) | 12% |
| Residential Faculty – Vocational & Technical | 1 (1%) | .3% | 4 (3%) | 12% |
| Adjunct Faculty – Vocational & Technical | 2 (.5%) | .2% | 5 (1%) | 12% |

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There were no job groups that employed fewer **Native Americans** on October 1, 2014 than can reasonably be expected when compared their representation in corresponding Census occupations in relevant labor market areas.

On October 1, 2014, the date a snapshot of the workforce was taken, there were fewer **Asian/Pacific Islanders** employed on Maricopa Community Colleges' **Business, Education & Counseling , English & Communication, Health Care & Wellness, Humanities & Foreign Languages, Mathematics & Computer Sciences, Science, Social Sciences, and Vocational & Technical** residential faculties and on its **Art, Music & Drama, Business, Education & Counseling, English & Communication, Healthcare & Wellness, Math & Computer Science, Science, Social Sciences,** and **Vocational & Technical** adjunct faculties than can reasonably be expected when compared their representation in comparison with relevant Census Occupational participation data in relevant labor market areas.

SECTION IV 2015 PLACEMENT RATE OBJECTIVES

As required by the regulations at 41 CFR 60-2.16, Maricopa Community Colleges has established the following annual District wide placement rate goals for each job group in which the representation of minorities or women is less than can reasonably be expected by their availability.

| Job Group | Placement Goals For Minorities | Placement Goals For Women |
|---|---------------------------------------|----------------------------------|
| Executive Administrators | | 60% (currently 41%) |
| Public Safety | | 40% (currently 9%) |
| MAT Computer Technology | 34% (currently 0/10) | |
| Upper M&O | 67% (currently 39%) | |
| Residential Faculty – Art, Music & Drama | | 48% (currently 38%) |
| Residential Faculty – Health Care & Wellness/P.E. | 25% (currently 14%) | |
| Residential Faculty – Math & Computer Science | 25% (currently 19%) | |
| Adjunct Faculty - Art, Music & Drama | 20% (currently 14%) | |
| Adjunct Faculty – Business | 27% (currently 21%) | |
| Adjunct Faculty – English & Communication | 27% (currently 18%) | |
| Adjunct Faculty - Healthcare & Wellness | 27% (currently 15%) | |
| Adjunct Faculty - Mathematics & Computer Science | 27% (currently 16%) | |
| Adjunct Faculty – Science | 27% (currently 14%) | |
| Adjunct Faculty - Social Science | 27% (currently 20%) | |
| Adjunct Faculty - Vocational & Technical | 27% (currently 15%) | |

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| Job Group | Placement Goals For African Americans | Placement Goals For Hispanics | Placement Goals For Native Americans | Placement Goals For Asian Pacific Islanders |
|--|--|--------------------------------------|---|--|
| Upper M&O | | 54% (currently 32%) | | |
| Crafts | | 42% (currently 25%) | | |
| Residential Faculty – Art, Music & Drama | 6% (Currently 11%) | | | 12% (currently 6%) |
| Adjunct Faculty - Art, Music & Drama | | 11% (currently 7%) | | 12% (currently 3%) |
| Residential Faculty – Business | | 11% (currently 6%) | | 12% (currently 4%) |
| Adjunct Faculty – Business | 15% (currently 7%) | 11% (currently 6%) | | 12% (currently 5%) |
| Residential Faculty – Education & Counseling | | | | 12% (currently 0/82) |
| Adjunct Faculty - Education & Counseling | | | | 12% (currently 2%) |
| Residential Faculty – English & Communications | | | | 12% (currently 2%) |
| Adjunct Faculty – English & Communications | | 11% (currently 8%) | | 12% (currently 1%) |
| Residential Faculty – Healthcare & Wellness | | | | 12% (currently 0/139) |
| Adjunct Faculty - Healthcare & Wellness | | 11% (currently 7%) | | 12% (currently 3%) |
| Adjunct Faculty – Humanities & Foreign Languages | 8% (currently 2%) | 11% (currently 7%) | | 12% (currently 1%) |
| Adjunct Faculty – Mathematics & Computer Science | 6% (currently 4%) | 11% (currently 7%) | | 12% (currently 8%) |
| Adjunct Faculty – Science | | 11% (currently 5%) | | |
| Adjunct Faculty - Social Science | | | | 12% (currently 4%) |
| Residential faculty - Vocational & Technical | | | | 12% (currently 3%) |
| Adjunct Faculty - Vocational & Technical | | | | 12% (currently 1%) |

The above placement goals are required by the OFCCP’s regulations and should not be interpreted as quotas or an admission or indication that has discriminated against minorities or women or that it will discriminate against any applicants in order to achieve the goals. Instead, these goals are intended to provide realistic indicators of whether Maricopa Community Colleges’ recruitment policies and practices produce qualified applicant pools that reflect availability estimates, and whether its selection procedures and practices are demonstrably job-related and nondiscriminatory. The goals are complemented by action-oriented commitments and the internal monitoring of application, selection, promotion, and retention rates that highlight job groups for which the data identifies potential barriers to equal opportunity from which additional analysis and appropriate actions will be undertaken.

SECTION V. PERSONNEL ACTIVITY DATA, POLICIES AND PROCEDURES

A. Current Employment by Sex, Race, and Job Group

MINORITIES – Based on comparisons between their representation on October 1, 2014 in each of the job groups and current Census occupation data, minorities were significantly underrepresented in three (3) residential faculty and eight (8) of adjunct faculty.

Asian-Pacific Islanders were significantly underrepresented in 15 faculty job groups, Hispanics in eight (8), and African Americans in four (4).

The comparisons also indicate that minorities, primarily Hispanics, are significantly underrepresented in the MAT Computer Technology, craft, and upper maintenance & operations job Groups. Specifically:

- There were no minorities in the MAT technology job group out of nine (9) compared to their 34% representation in Census occupation data
- Hispanics comprised 15% of 60 craft workers compared to their 42% representation in corresponding Census occupations
- Hispanics comprised 32% of the 41 employees in the job group compared to their 54% representation in corresponding Census occupations

WOMEN – Based on comparisons between their representation on October 1, 2014 in in each of the job groups and current Census occupation data, women were significantly underrepresented in three (3) residential faculty disciplines (Art, Music & Drama, Education & Counseling, and English & Communication), two (2) adjunct faculties (Science and Social Science) and in its Upper Level Managers & Administrators and Public Safety job groups.

Comparisons of 2014-15 Minority & Female Application Rates with Availability Estimates

| Job/Faculty Group | Minority Pool | Minority Availability | Female Pool | Female Ext. Availability |
|---|----------------------|------------------------------|--------------------|---------------------------------|
| Upper MAT | | | | |
| Mid Level MAT | | | | |
| Lower Level MAT | | | | |
| Athletic Specialists | | | | |
| Upper Level Staff (PSA) | | | | |
| Mid Level PSA | | | | |
| Lower Level PSA | | | | |
| Crafts | | | | |
| Lower Maintenance & Operations | | | | |
| College Safety | | | | |
| Residential Faculty – Art, Music & Drama | | | | |
| Residential Faculty – Business | | | | |
| Residential Faculty – English & Communication | | | | |
| Residential Faculty – Health Care & Wellness/P.E. | | | | |
| Residential Faculty – Humanities & Foreign Language | | | | |
| Residential Faculty – Librarian | | | | |
| Residential Faculty – Math & Computer Science | | | | |
| Residential Faculty – Science | | | | |
| Residential Faculty – Social Sciences | | | | |
| Residential Faculty – Vocational & Technical | | | | |

Complete and accurate data was not available for this annual update.

2013-14 African American & Hispanic Application Rates

| Job/Faculty Group | African American Applicant Pool | African American Availability Estimate | Hispanic Applicant Pool | Hispanic Availability Estimate |
|---|--|---|--------------------------------|---------------------------------------|
| Upper MAT | | | | |
| Mid Level MAT | | | | |
| Lower Level MAT | | | | |
| Athletic Specialists | | | | |
| Upper Level Staff (PSA) | | | | |
| Mid Level PSA | | | | |
| Lower Level PSA | | | | |
| Crafts | | | | |
| Lower Maintenance & Operations | | | | |
| College Safety | | | | |
| Residential Faculty – Art, Music & Drama | | | | |
| Residential Faculty – Business | | | | |
| Residential Faculty – English & Communication | | | | |
| Residential Faculty – Health Care & Wellness/P.E. | | | | |
| Residential Faculty – Humanities & Foreign Lnge | | | | |
| Residential Faculty – Librarian | | | | |
| Residential Faculty – Math & Computer Science | | | | |
| Residential Faculty – Science | | | | |
| Residential Faculty – Social Sciences | | | | |
| Residential Faculty – Vocational & Technical | | | | |

Complete and accurate data was not available for this annual update.

2013-14 Native American & Asian/Pacific Islander Application Rates

| Job/Faculty Group | Native American Applicant Pool | Native American Availability Estimates | Asian Pacific Islander Applicant Pool | Asian Pacific Islander Availability Estimates |
|---|---------------------------------------|---|--|--|
| Upper MAT | | | | |
| Mid Level MAT | | | | |
| Lower Level MAT | | | | |
| Athletic Specialists | | | | |
| Upper PSA | | | | |
| Mid Level PSA | | | | |
| Lower Level PSA | | | | |
| Crafts | | | | |
| Lower Maintenance & Operations | | | | |
| College Safety | | | | |
| Residential Faculty – Art, Music & Drama | | | | |
| Residential Faculty – Business | | | | |
| Residential Faculty – English & Communication | | | | |
| Residential Faculty – Health Care & Wellness | | | | |
| Residential Faculty – Humanities & Foreign Language | | | | |
| Residential Faculty – Librarian | | | | |
| Residential Faculty – Math & Computer Science | | | | |
| Residential Faculty – Science | | | | |
| Residential Faculty – Social Sciences | | | | |
| Residential Faculty – Vocational & Technical | | | | |

Complete and accurate data was not available for this annual update.

B. New Hire Rates By Faculty/Employee Group

COMPARISONS OF 2014-15 MINORITY & WHITE AND FEMALE & MALE HIRE RATES

| Job/Faculty Group | Minority Hire Rates | White Hire Rates | Female Hire Rates | Male Hire Rates |
|---|----------------------------|-------------------------|--------------------------|------------------------|
| Upper Level MAT | | | | |
| Mid Level MAT | | | | |
| Lower Level MAT | | | | |
| Athletic Specialists | | | | |
| Upper Level Staff (PSA) | | | | |
| Mid Level PSA | | | | |
| Lower Level PSA | | | | |
| Crafts | | | | |
| Lower Maintenance & Operations | | | | |
| College Safety | | | | |
| Residential Faculty – Art, Music & Drama | | | | |
| Residential Faculty – Business | | | | |
| Residential Faculty – English & Communication | | | | |
| Residential Faculty – Health Care & Wellness/P.E. | | | | |
| Residential Faculty – Humanities & Foreign Language | | | | |
| Residential Faculty – Librarian | | | | |
| Residential Faculty – Math & Computer Science | | | | |
| Residential Faculty – Science | | | | |
| Residential Faculty – Social Sciences | | | | |
| Residential Faculty – Vocational & Technical | | | | |

Complete and accurate data was not available for this annual update.

2013-14 Minority Group Hire Rates

| Job/Faculty Group | African American Hire Rates | Hispanic Hire Rates | Native American Hire Rates | Asian Pacific Islander Hire Rates |
|---|-----------------------------|---------------------|----------------------------|-----------------------------------|
| Upper Level MAT | | | | |
| Mid Level MAT | | | | |
| Lower Level MAT | | | | |
| Athletic Specialists | | | | |
| Upper Level Staff (PSA) | | | | |
| Mid Level PSA | | | | |
| Lower Level PSA | | | | |
| Crafts | | | | |
| Lower Maintenance & Operations | | | | |
| College Safety | | | | |
| Residential Faculty – Art, Music & Drama | | | | |
| Residential Faculty – Business | | | | |
| Residential Faculty – English & Communication | | | | |
| Residential Faculty – Health Care & Wellness/P.E. | | | | |
| Residential Faculty – Humanities & Foreign Language | | | | |
| Residential Faculty – Librarian | | | | |
| Residential Faculty – Math & Computer Science | | | | |
| Residential Faculty – Science | | | | |
| Residential Faculty – Social Sciences | | | | |
| Residential Faculty – Vocational & Technical | | | | |

Complete and accurate data was not available for this annual update.

C. 2013-14 Promotion Rates by Type, Gender, Race, and Ethnic Group

For purposes of this analysis and in order to be able to appropriately respond to requests from the OFCCP for promotion data, Maricopa defines a “promotion” as “any employment action that upgrades an employee’s title, status, or pay”. MCCC’s records indicate that promotions meeting this definition occur through internal postings, external postings, reclassifications, administrative reassignments, temporary reassignments, and reorganizations.

Using this definition, 277 employees were promoted during the period from October 1, 2013 through September 30, 2014. 193 (70%) of the employees who were promoted during this period were women and 84 (30%) were men. Women constituted approximately 59% of Maricopa’s workforce and men constituted 41% of the workforce.

Maricopa has not established promotion or transfer pools for each job group, and does not yet have a statistical measurement of whether its advancement procedures and practices have had an adverse impact on any race, gender or ethnic group, as defined by federal law and regulation.

Continued on next page

Although a greater proportion of female employees were promoted, this data consist of a wide variety of promotion types and job titles, are not statistically significant, and do not indicate that men were adversely impacted during this time period.

172 (62%) of the promoted employees were White and 105 (38%) were members of minority groups, including 21 (8%) African Americans, 68 (24%) Hispanics, 11 (4%) Asian Pacific Islanders, and 5 (2%) were Native Americans. At the beginning of the review period, Whites constituted approximately 75% and minorities 25% of the District's workforce (6% African Americans, 13% Hispanics, 4% Asian/Pacific Islanders, and 2% Native Americans).

Although a greater proportion of White employees were promoted, this data consist of a wide variety of promotion types and job titles, are not statistically significant, and do not indicate that minorities were adversely impacted during the time period.

1. Competitive Promotions

a. Internal Postings

110 of the competitive promotions resulted from internal postings. 74 (64%) of the successful applicants were women and 36 (34%) were men. A system to record and analyze applicant data for internal postings has not yet been devised.

The 34% that MCCC'D's male employees comprised of the employees who were promoted is significantly lower than their representation in MCCC'D's workforce but most of the promotions that were processed via internal posting occurred in MCCC'D's professional staff association (PSA) JOBS where male representation is lower than 5%. Based on these comparisons, MCCC'D has concluded that its male employees were not adversely impacted during the review period.

69 (63%) of the employees promoted using internal postings were White, 9 (8%) African American, 28 (25%) were Hispanic, 1 (1%) was Asian, and 3 (3%) were Native Americans. With the exception of Asian/Pacific Islanders, these percentages are consistent with MCCC'D's workforce demographics.

b. External Postings

19 of the promotions resulted from external postings were awarded to employee applicants who, according to official policy, were given preference over external applicants. 12 (63%) were women and 7 (37%) were men. 13 (68%) were White, 4 (21%) were Hispanic, and 2 (11%) were Asian Pacific Islanders. No African American or Native American employees were promoted via the competitive external posting process. Data was not obtained regarding the race or ethnic group of the applicants for these openings. Although the percentage of minorities promoted was lower than their workforce representation, the difference is not statistically significant.

c. Faculty Transfers

There were no reported transfers during the review period.

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2. Noncompetitive promotions

a. Administrative Reassignments

20 employees were promoted via administrative reassignment. 16 (80%) were women and 4 (20%) were men. Although the percentage of men who were administratively reassigned is lower than their representation in the District's total workforce, this difference is not statistically significant. 9 (45%) of the administratively reassigned employees were White, 8 (40%) were Hispanic/Latino and 2 (10%) were Asian/Pacific Islander and 1 (5%) was African American. No Native American employees were administratively reassigned. Although the percentage of administratively reassigned White and Native American employees was lower than their representation, this difference is not statistically significant.

b. Temporary Reassignments

105 (38 %) of the 277 promotions during the resulted period resulted from non-competitive temporary reassignments.

73% of the employees who were promoted into higher paying jobs after they were temporarily reassigned were women and 27% (19) were men.

53 of the temporarily reassigned females were employed in MCCCCD's PSA jobs in which a significantly lower proportion of men are employed. Although the percentage of administratively reassigned male employees is lower than their representation, this difference is not statistically significant.

c. Reorganizations

18 employees were promoted from MAT, PSA, and Computer Tech jobs as a result of reorganizations of who 13 were women and 5 were men. 13 Whites, 4 Hispanics and 1 Asian were promoted. Although promotion pools have not been established, the aforementioned promotion data do not indicate any statistically or practically significant adverse impacts.

There were also five (5) promotions to distinct titles (1 White female, two [2] White males, an African American male and an Asian male) that resulted from direct appointments, one [1] reclassification, and one [1] appointment from a temporary Program Advisor position to a "One Year Only" (OYO) program Residential Faculty Economics position.

Although Maricopa Community Colleges does not have the recordkeeping processes or data on the pools from which promotions during the review period occurred, the available data does not indicate that any gender, race, or ethnic group was adversely impacted.

D. Termination/Retention Rates by Type, Gender, Sex, Race, and Ethnic Group

286 employees separated during the review period. 204 (72%) were voluntary separations and 82 (28%) of those terminations of employment separations were involuntary.

1. Voluntary Separations – Employment records document that 108 of the 204 employees voluntarily terminated their employment for personal reasons; 83 retired, nine (9) died, three (3) resigned for health reasons, and one (1) resigned to take another position.

83 (41%) of the voluntarily separated employees resigned were men and 121 (59%) were women. 136 (68%) were White, 19 (9%) were African Americans, 38 (19%) were Hispanics, five (5) (2%) were Asian Pacific Islanders, and six (6) (2%) were Native Americans. These percentages are consistent with workforce demographics and there was no statistically significant adverse impact.

2. Involuntary Separations – The employment of 83 employees was involuntarily terminated during the period October 1, 2013 - September 30, 2014.

77 were terminated after their temporary assignment ended, 2 were non classified non retention during probation, one (1) was a probationary faculty non-renewal, one (1) was a separation from a specially funded position, and 1 was terminated for misconduct.

Of the 77 non-regular employees terminated after their temporary assignments ended, 32 (42%) were men and 45 (58%) were women. 61 (80%) were White, 11 (14%) were Hispanic, three (3) (4%) were Asian Pacific Islanders, one (1) (1%) was an African American, and one (1) (1%) was a Native American.

All non-regular employee terminations (OSO/OYO, Athletic Specialists, specially funded positions) are processed in the same manner. These involuntary terminations are completed at the end of a temporary assignment and processed in the same manner.

MCCCD has not yet established a pool to compare and make adverse impact determinations of the retention rates of non-regular employees, but there are no statistical or other indications that MCCCD's retention practices during the review period had an adverse impact.

E. Analysis of Compensation Policies, Procedures and Practices

Maricopa Community Colleges conducted an internal analysis of its compensation policies, procedures, and practices to determine whether its compensation practices have a discriminatory impact on any race, gender or ethnic group and did not find any areas of concern.

F. Personnel Procedures

Maricopa Community Colleges' review of the District's written personnel procedures confirmed that

- Recruitment actions have been systematically designed and implemented to ensure diverse applicant and candidate pools;
- Selection procedures ensure that all applicants who meet its objective job-related minimum advertised qualifications are treated consistently with all others;
- Job-related reasons for selections and non-selections are documented and reviewed;
- Internal applicants for posted openings are given genuine equal opportunity based on their qualifications, performance, and abilities; and
- Employees are not discriminated against with regard to retention opportunities.

G. Other areas impacting the success of this affirmative action program

- The data used for this update does not include all of the employees on Maricopa Community Colleges' payroll. During 2014, the OFCCP issued a policy statement regarding the employees who must be included in the affirmative action programs required by its regulations that specifically required that adjunct faculty and all temporary employees on its payroll must be included. Actions have not yet been taken to make the changes required by the District's contractual obligations.
- Significant IT problems that were formally identified in three previous have not been corrected; consequently, the District's EEO Office does not have complete and accurate data. There are also recordkeeping deficiencies and other problems that have not been corrected.
- Maricopa Community Colleges' EEO Office does not have sufficient resources and coordination with District operations necessary to ensure that required records are maintained and analyzed and commitments contained in its AAPs are implemented.
- Although Maricopa Community Colleges has collected and maintained data on adjunct faculty hires and employment, it has not collected or maintained data, on the, gender, race, and ethnic group of adjunct faculty applicants who were not hired; as a result, does not have an evaluation of the effectiveness of its recruitment procedures and practices and adverse impact determinations of its selection and hiring practices for adjunct faculty cannot be made.

SECTION VI. 2014 ACTION-ORIENTED PROGRAMS

None undertaken during this annual update.

SECTION VII. ACTION PLANS

A. 2015 Action Plan to Achieve Placement Goals

Prior to the 2016 update of this program, Maricopa Community Colleges will devise a recruitment plan to increase the percentages of minority and female applicants for openings in the job groups for which placement goals have been established.

B. 2015 Action Plan to Correct Recordkeeping Deficiencies

Maricopa Community Colleges will correct its recordkeeping deficiencies prior to the 2016 update of this program.

C. 2015 Action Plan to address 2013-2014 Personnel Activity Data Analysis Results

Inasmuch as complete and accurate personnel activity data relating to 2013-14 hiring, promotion, and termination data have not been maintained, no discrimination issues have been identified.

D. 2015 Action Plan to Address Other Areas Impacting Success of this AAP

This will be addressed in the 2016 action plan due to the reassignment of the EEO office which will give the EEO Manager more support and resources to address problem areas and systemic issues.

SECTION VIII MONITORING AND REPORTING SYSTEMS

A. Monitoring Of Personnel Records

Maricopa Community Colleges maintains and monitors all personnel and employment records made or kept for a period of not less than 2 years from the date that the records are made or personnel action is taken. These records include, but are not necessarily limited to, records pertaining to hiring, assignment, promotion, demotion, transfer, lay off, termination, rates of pay or other forms of compensation, selection for training, requests for reasonable accommodation, the results of any physical examinations, job advertisements/postings, applications, resumes, tests and test results, and interview notes.

The personnel records of involuntarily terminated employees are kept for a period of not less than 2 years from the dates of termination. Maricopa Community Colleges preserves all personnel records relevant to any complaint of discrimination, compliance evaluation, or enforcement action for a period of not less than two (2) years from the dates of termination.

Data on the gender, race and ethnic group of persons earning degrees in each of academic disciplines taught by the Maricopa Community Colleges that was used for the 2014 update estimate minority and female that was used to compose the 2014 update was not available for the 2015 update.

B. Review of Report

This report has been reviewed by various stakeholders.

C. Ensuring Program Effectiveness

This annual report to the Chancellor and the Board summarizes the results of this program for the prior year, assesses program effectiveness, and includes recommendations to improve unsatisfactory performance.

The Chancellor is responsible for making decisions about the additional actions that will be taken to remove identified barriers, expand employment opportunities, and produce measurable results, ensuring that its EEO official has the authority, resources, support of and access to top management to implement this AAP effectively.

SECTION IX. DESIGNATION OF RESPONSIBILITY

Maricopa Community Colleges has assigned the responsibility for developing and coordinating the implementation of this affirmative action program to its EEO/AA Officer, Dr. Deric Hall. Dr. Hall will be given the authority, resources, support of, and access to top management necessary to ensure the effective implementation of this affirmative action program.

SECTION X. EXHIBIT A – Workforce Analysis

Available upon request.