



Kern Community College District

Revised May 2021

Equal Employment Opportunity Plan



For Review and Adoption by Board of Trustees in June 2021

**BAKERSFIELD
COLLEGE**

CERRO COSO
COMMUNITY COLLEGE

PC
PORTERVILLE
COLLEGE

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PREFACE

Purpose of EEO and Staff Diversity Plan

The Kern Community College District EEO and Staff Diversity Plan (“EEO Plan”) guides the development, implementation, and monitoring of the District’s efforts to foster equal employment opportunities and workplace diversity. This EEO Plan complies with and fulfills the District’s legal responsibilities as set forth in applicable state and federal nondiscrimination statutes, Education Code section 87106(b) and the Board of Governors regulations on equal employment opportunity hiring.

An “Equal Employment Opportunity Plan” is a written document in which a California community college district’s workforce is analyzed, and specific plans and procedures are set forth for ensuring equal employment opportunity. All 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 section 53004(a) of Title 5. 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.

Objectives of EEO and Staff Diversity Plan

The objectives of the District’s EEO and Staff Diversity Plan are to:

- address requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to EEO programs and complaint procedures in instances of unlawful discrimination
- provide guidance to the District in its goal of achieving a diverse workforce
- provide sample forms to allow the user to visualize outcomes
- provide an analysis of whether monitored groups are underrepresented
- provide procedures for dissemination of the EEO Plan

COMPONENT 1: INTRODUCTION

The Kern Community College District (KCCD) is committed to providing an educational environment that fosters diversity, equity, and inclusion in all aspects of our organization that benefits the global community.

The Kern Community College District Equal Employment Opportunity and Staff Diversity Plan (“EEO Plan”) was adopted by the governing board on May 6, 2021. The Plan reflects the district’s commitment to equal employment opportunity and its recognition that a diverse and inclusive workforce serves the educational mission of the District to prepare students for success in a global society.

The EEO Plan provides the process the District will use to promote equal employment opportunity in its recruitment and hiring policies and practices, in conformance with the applicable title 5 regulations (section 53000 et seq.). The EEO Plan is intended to foster a working and learning environment that promotes diversity, inclusion, and equal employment opportunities for all qualified candidates. To properly serve a growing diverse population, the EEO Plan also reflects the District’s commitment to take active and vigorous steps to ensure the District will recruit, hire, and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing and diverse student body and community it serves.

Thomas J. Burke, *Chancellor*

COMPONENT 2: DEFINITIONS

CCR, Title 5, § 53001

Adverse Impact

“Adverse impact” means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission’s “Uniform Guidelines on Employee Selection Procedures”) is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. 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.

Anti-Racism

An “anti-racist” analysis views racism as structural and embedded into all societal structures. This means that all people are affected by racism and hold implicit bias which allows for the sustenance of racist structures (Oluo, 2019). Kendi (2019) stated that anti-racist ideas argue that “racist policies are the cause of racial inequities” (p. 20).

To be anti-racist is to see racial groups as equals in “all their apparent differences--that there is nothing right or wrong with any racial group” (Kendi, 2019, p. 20) and to advocate for changing the policies that produce inequities among racial groups.

This definition is from Anti-Racism Education in California Community Colleges Acknowledging Historical Context and Assessing and Advancing Effective Anti-Racism Practices for Faculty Professional Development (Adopted at ASCCC Fall Plenary 2020)

Other definitions can be found on the CCCO website's vision for success DEI Glossary <https://www.ccco.edu/-/media/CCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf>

Business Necessity

“Business necessity” means circumstances which justify an exception to the requirements of Title 5, section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well. *Title 5, section 53001b.*

Bystander Intervention

Is the act of assisting someone in an emergency or non-emergency situation. *From Bowling Green State University.*

Cultural Proficiency

“Cultural Proficiency” involves successful teaching and other interactions with students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success.

Culture

“Culture” refers to shared characteristics within a group or society: shared knowledge and beliefs, values, behavioral expectations, and principles widely used or recognized. Culture refers to much more than simply race and ethnicity.

Diversity

“Diversity” means the myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

This definition can be found on the CCCO website's vision for success DEI Glossary <https://www.ccco.edu/-/media/CCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf>.

Equal Employment Opportunity

“Equal employment opportunity” means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

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

Equal Employment Opportunity Plan

An “equal employment opportunity plan” is a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity and creating greater diversity in all employment categories.

Equal Employment Opportunity Programs

“Equal employment opportunity programs” means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, recruiting diverse candidates, evaluating selection procedures for adverse impact, developing, and implementing efforts to improve equity in employment processes, monitoring the success of such programs, and revising unsuccessful program components consistent with the requirements of Title 5, section 53006.

Ethnic Group Identification

“Ethnic group identification” means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

Gender

“Gender” is separate from ‘sex’, which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society considers “appropriate” for men and women. A person’s gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (woman/man). This definition can be found on the CCCO website's vision for success DEI Glossary <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf>

Gender Identity

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

This definition can be found on the CCCO website's vision for success DEI Glossary <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf>.

Good Faith Effort

“Good faith effort” refers to the honest intent to act without taking an unfair advantage over another person or to fulfill a promise to act, even when some legal technicality is not fulfilled. The term is applied to all kinds of transactions.

Implicit Bias

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

This definition can be found on the CCCO website's vision for success DEI Glossary <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf>.

Microaggressions

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

This definition can be found on the CCCO website's vision for success DEI Glossary <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf>.

Monitored Group

“Monitored group” means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a). These groups are gender, American Indians or Alaskan natives, Asians or Pacific Islanders, Black/African Americans, Hispanics/Latinos, Caucasians, Sexual Orientation, and persons with disabilities.

Person with a Disability

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

- 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; or
- has a record of such an impairment; or
- is regarded as having such an impairment.

Race

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

This definition can be found on the CCCO website's vision for success DEI Glossary <https://www.ccco.edu/-/media/CCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf>.

Racism

“Racism” is the power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.

This definition can be found on the CCCO website's vision for success DEI Glossary <https://www.ccco.edu/-/media/CCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf>.

Reasonable Accommodation

“Reasonable accommodation” means the efforts made on the part of the district in compliance with Government Code section 12926.

Additionally, efforts made on the part of the District to afford disabled applicants' access to the job application process and allow disabled employees to perform the essential functions of their positions, consistent with the District's legal obligations under the Americans with Disabilities Act (ADA) and the Fair Employment and Housing Act (FEHA).

Screening or Selection Procedure

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

Sex

“Sex” is the biological classification of male or female based on physiological and biological features. A person’s sex may differ from their gender identity.

This definition can be found on the CCCO website's vision for success DEI Glossary <https://www.cccco.edu/-/media/CCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf>.

Sexual Orientation

“Sexual orientation” is a part of individual identity that includes “a person’s sexual and emotional attraction to another person and the behavior and/or social affiliation that may result from this attraction” (APA, 2015a, p. 862).

This definition can be found at <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/sexual-orientation>.

Significantly Underrepresented Group

“Significantly underrepresented group” means 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.

Transgender

“Transgender” is an umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation.

Underrepresented

“Underrepresented” refers to inadequately represented in the workforce of a particular activity. This term is used to identify where members of a given race, ethnicity, or sex group are represented in the workforce at statistically significant lower rates than expected when compared to a measure of external availability or established target for workforce representation. Title IV section 53004.

COMPONENT 3: POLICY STATEMENT

CCR, Title 5, § 53002

[See also KCCD Board Policy 7D]

The District will strive to maintain a workplace that welcomes individuals from all such groups, appreciates the contributions of individuals from diverse backgrounds, and understands that diversity and inclusivity foster cooperation, acceptance, democracy, workplace safety, and the free expression of ideas essential to a robust academic community and the preparation of students for success in a global society. The District understands and reflects in this Equal Employment Opportunity (EEO) Plan that the maintenance of a diverse and inclusive work and educational environment is an on-going process that requires sustained effort.

It shall be the policy of the Kern Community College District all qualified applicants and employees have equal opportunity to seek, obtain, hold, and advance in employment in the District, and are not subjected to discrimination on the basis of race, ethnic group identification, culture, socioeconomic level, color, national origin, religious preference, age, disability (physical and mental), ancestry, sexual orientation, sex, gender identity or expression, military or veteran status, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), genetic information, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put these principals into practice. This EEO Plan shall also be reviewed at least once every three (3) years and updated to ensure compliance and to ensure the implementation of up-to-date equal employment opportunity practices that conform to federal and state laws.

COMPONENT 4: DELEGATION OF RESPONSIBILITY, AUTHORITY AND COMPLAINTS

CCR, Title 5, §§ 53003(c)(1) and 53020

It is the goal of Kern Community College District that all employees promote and support equal employment opportunity because such a goal 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 KCCD Board of Trustees 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. The KCCD Board of Trustees assumes overall responsibility for the success of the District's effort to achieve Equal Employment Opportunity and provides a supportive environment free of cultural bias for all staff and students.

Chancellor

The Board of Trustees 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 Chancellor shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California

Community Colleges and direct the publication of an annual report on Plan implementation. The Chancellor shall evaluate the performance of all administrators who report directly to him/her on their ability to follow and implement the Plan.

District Equal Employment Opportunity Officer

The District has designated the Vice Chancellor of Human Resources as its District Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the District 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 District 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 District Equal Employment Opportunity Officer is also responsible for receiving complaints described in Plan Component 6 of this Plan and for ensuring that applicant pools and selection procedures are properly monitored.

College Equal Employment Opportunity Officer

The District has designated the College Human Resource Administrators as the equal employment opportunity officers for their respective assigned colleges, who are responsible for the day-to-day implementation of the Plan at each college. The College 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 College Equal Employment Opportunity Officer is also responsible for receiving complaints at their assigned colleges described in Plan Component 6 of this Plan and for ensuring that applicant pools and selection procedures are properly monitored. All College Equal Employment Opportunity Officers shall report to the District Equal Employment Opportunity Officer.

Equal Employment Opportunity District Advisory Committee

The District has established an Equal Employment Opportunity District Advisory Committee to act as an advisory body to the District Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity District Advisory Committee assists in the development and implementation of the Plan in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for Plan revisions as appropriate.

Agents of the District

Any organization or individual, whether or not an employee of the District, who acts on behalf of the governing board regarding the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan.

Good Faith Effort

A good faith effort is one that is honest and taken with sincere intent. The District shall make a continuous good faith effort to comply with all the requirements of its Plan.

COMPONENT 5: EEO DISTRICT ADVISORY COMMITTEE

CCR, Title 5, § 53005

[See also KCCD Board Policy 7D1C2]

The District has established an Equal Employment Opportunity District Advisory Committee to assist the District in implementing its Plan and to advise the District on personnel matters relating to equal employment opportunities. The Equal Employment Opportunity District Advisory Committee will review staff availability data and other relevant data for the purpose of advising the District and assisting in its commitment and goals in achieving equal employment opportunities. The EEO Office shall train the EEO District Advisory Committee on equal employment compliance and the Plan itself. The advisory committee shall receive training in all of the following:

- The requirements of subchapter 53003 and of state and federal nondiscrimination laws;
- Identification and elimination of bias in hiring;
- The educational benefits of workforce diversity; and
- The role of the advisory committee in carrying out the District's EEO Plan.

Composition of the Equal Employment Opportunity District Advisory Committee shall approximate a balance between District employees of all three colleges and district office and Community members and shall include a diverse membership, including ethnic minorities, women, and persons with disabilities whenever possible.

The Committee shall meet a minimum of once in every calendar year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. The committee will review the EEO Plan at least once every three (3) years, and any revised plan will be submitted to the Chancellor's Office.

A listing of committee members will be listed on the KCCD website at <https://www.kccd.edu/human-resources/discrimination-free-work-environment>.

COMPONENT 6: COMPLAINTS

*CCR, Title 5, §§ 53003(c)(2), 53026, and 59300 et seq.
[See also KCCD Board Policy 7D]*

Complaints Alleging Violation of the EEO Regulations (Section 53026).

The District has established a Discrimination Complaint Process in Board Policy 7D4 for KCCD staff and students. The following process permits 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, using the process described below.

- A. The complaint must be in writing and shall be filed with the Vice Chancellor of Human Resources who serves as the District Equal Employment Opportunity Officer. If the complaint involves the District Equal Employment Opportunity Officer, the complaint may be filed with the Chancellor. Complaints can be mailed to, KCCD District Office, 2100 Chester Ave Bakersfield CA 93301. The complaint must be dated and signed with an original signature. Anonymous complaints will not be accepted.
- B. 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.
- C. 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.
- D. Complaints alleging violations of the EEO Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.
- E. A complainant may not appeal the District's determination pursuant to Title 5, section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that they made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and District level using the process provided by section 53026.
- F. Defective Complaint: The District may return without action any complaints which it finds does not meet the above-referenced requirements, or on the basis of any of the following:
 - a. Identical Title 5 allegations have previously been investigated and resolved.
 - b. The allegations are a continuation of previously filed complaints that have been previously ruled unsubstituted.
 - c. The complaint is unintelligible or does not state a clear violation of the equal employment opportunity regulations.

- d. The complaint does not allege facts that explain the basis for the alleged violation.
- G. The determination of the District with respect to the complaints filed pursuant to this procedure shall be final.
- H. To the extent practical, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint.
- I. In the event that a complaint filed under Title 5, section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5, section 59300 et seq. The District has adopted separate policies and procedures for the processing of complaints alleging unlawful discrimination or harassment. These policies and procedures are located in the "*Board Policy Manual Section 7D: General Personnel Administration*" on the District website at:

<https://www.kccd.edu/sites/kccd.edu/files/Section%207D%20General%20Personnel%20Administration.pdf>

COMPONENT 7: NOTIFICATION TO DISTRICT EMPLOYEES

CCR, Title 5, § 53003(c)(3)

The commitment of the Board of Trustees 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 will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the Chancellor, administrators, the Presidents of the Academic and Classified Senates, Union Presidents, and members of the District Equal Employment Opportunity District Advisory Committee. The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail.

Each year, the District will provide all employees with a copy of the Board's Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this Plan) and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

1. The importance of the employee's participation and responsibility in ensuring the Plan's implementation;
2. The locations where complete copies of the Plan are available, including in every campus library, on the District's public internet and intranet sites, the Office of the Superintendent/President, the Office of Human Resources, and each department office; and
3. Information about where to find employee and student demographic dashboards.

COMPONENT 8: TRAINING FOR SCREENING COMMITTEES

CCR, Title 5, §§ 53003(c)(4) and 53020(c)

[See also KCCD Board Policy 7D1G4C and 7D1F1]

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment screening, and/or selection of personnel shall receive appropriate training on the requirements of the Title 5 section 53000 et. seq. regulations on equal employment opportunity ; the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; recognizing bias; and best practices in serving on a selection committee.

The District Equal Employment Opportunity Officer, or their relevant college equivalent, is responsible for providing the required training. Any individual, whether or not an employee of the District, who acts on behalf of the District with regard to recruitment and screening of applicants for employment, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

The strategic goals for the 2021-2024 Plan will be to create accountability with the composition of screening committees, enhance participation, and to develop a more a thorough training program for those serving on screening committees in order to ensure a diverse and inclusive workforce.

All position requests will include a list of qualified employees to sit on the screening committee. These lists will address the diversity of the committee as well as the dates of last training. A diverse committee should include people who (1) represent the gaps in the department (described in Component 12) and/or (2) reflect the student populations the department serves. To assure committee diversity, it is the expectation under this plan, that homogeneous programs recruit screening committee members who meet the above.

An additional best practice when developing screening committees is to have student participation when applicable and students are properly trained. Screening committees should solicit volunteers from groups such as, but not limited to, the Student Government Association (SGA) and Student Organization members or students majoring in the discipline or area of hire, and other relevant student groups relevant to the new hire. Another important recommendation for screening committee composition is to seek members from outside the area, department, or discipline

The committee will review methods to enhance participation such as engaging different groups from Academic Senate, Classified Senate, CCA Officers, CSEA Officers and the hiring manager to solicit volunteers. In addition, the committee will assess different incentives for those who complete screening committee training such as awarding badges and/or certificates.

Thorough training will be developed. Training components will include demographics on campus and in the local community, implicit bias, microaggressions, compliance and ethics violation processes. Human Resources will work with the District-wide EEO and Staff Diversity

Committee to develop and share their knowledge and experiences in order to maintain an up-to-date training program. Multiple trainers will be available to provide the material for all Kern Community College District locations on a continuous basis. A person serving on a screening committee must have received training within the last 24 months. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening committees.

COMPONENT 9: ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZATIONS

CCR, Title 5, § 53003(c)(5)

Human Resources will provide annual written notice to appropriate community-based and professional organizations concerning the EEO Plan. The notice will inform these organizations that they may obtain a copy of the Plan and shall solicit their assistance in identifying qualified candidates from diverse backgrounds.

The notice will include a summary of the Plan and the Internet address where the District advertises its job openings with the names, departments, and phone numbers of individuals to call to obtain employment information. The District will actively seek and send by email a weekly list of job openings to institutions, organizations, and agencies that may be recruitment sources. The District will make every effort to identify new community-based and professional organizations. It will audit and revise its list a minimum of once a year. The District recognizes all Colleges have been designated as Hispanic-Serving Institutions; therefore, the District will strive to identify organizations that serve this group as well as other monitored groups. The District values equity, inclusion, diversity, and culturally responsive andragogy and will advertise its vacancies through diversity-focused channels.

A list of organizations that will receive this notice is attached to this Plan in Appendix A.

COMPONENT 10: ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOLS

CCR, Title 5, § 53001(f)(1), 53003(c)(6), § 53004(a) and §53004(b)

The analysis is provided in Appendix B and exemplifies the manner in which future data will be analyzed.

The Analysis of District Workforce and Applicant Pools will identify underrepresented and significantly underrepresented groups. Title 5 section 53004(b) states that for purposes of the data collection and report required pursuant to Title 5 section 53004(a), each applicant or employee shall be afforded the opportunity to self-identify his or her gender, ethnic group identification and, if applicable, their disability. Monitored groups are men, women, non-binary, American Indians/Alaskan Natives, Asians or Pacific Islanders, Black/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

The Human Resources Department will collect demographic data from employees and applicants continually. In addition, it will identify the workforce availability for each group by analyzing external recruitment areas. This will be used to evaluate the progress of the Plan and provide data for required reports on an annual basis.

For the purpose of the analysis, all persons will be asked to designate the ethnic group with which they most closely identify; however, persons may designate multiple ethnicities. This information will be kept confidential, and will be separated from the applications that are forwarded to the screening committee and hiring administrator(s).

The data collection will be done for each institution within the District, and those findings will be reported to the Chancellor annually. Additionally, every three years, the Plan will be reviewed and, if necessary, revised based on the analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

- **Executive/Administrative/Managerial:** Those whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof; including assignments requiring development of management policies or general business operations of the institution department, subdivision, etc. that requires incumbents to exercise discretion and independent judgment and to direct the work of others.
- **Faculty and other Instructional Staff:** Regular, contract, temporary, adjunct, and associate; those who hold academic-rank titles such as counselor, librarian, professor, associate professor, assistant professor, instructor, lecturer, healthcare, learning disabilities, DSPS or EOPS professionals, or the equivalent of any of these academic ranks.
- **Professional Non-faculty:** Those that perform academic support, student service, and institutional support activities whose assignments require either college graduation or experience of such kind, and amount as to provide a comparable background. This includes employees such as non-faculty librarians, accountants, human resources specialists, lawyers, and pharmacists.

- **Secretarial/Clerical:** Those whose assignments typically are associated with secretarial /clerical activities or have responsibility for internal and external communications, recording and retrieval of data and/or information, and other paperwork required in an office.
- **Technical and Paraprofessional:** Those whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as offered in many 2-year technical institutes, community colleges, or through equivalent on-the-job training. Include information technology staff who require and possess less than a bachelor's degree, operators, drafters, engineering aides, junior engineers, mathematical aides, photographers, radio operators, scientific assistants, technicians, instructional aides, lab assistants, vocational nurses, children's programs assistants and specialists, reprographic technicians, athletic program assistants, athletic trainers, etc.
- **Skilled Crafts:** Those whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, upholsterers, carpenters, typesetters, and telecommunications technicians.
- **Service and Maintenance:** Those whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities, or grounds of the institutional property. Include chauffeurs, laundry and dry-cleaning operators, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial staff, gardeners and groundskeepers, refuse collectors, construction laborers, and security staff.

District Office/College Workforce Analysis EEO Data Collection Monitored Group Definitions

Gender Identification

The District requested employees to self-identify as Female, Male or Non-Binary.

Race and Ethnicity Identification

The District requested that employees self-identify into the following ethnicity categories:

1. **Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
2. **White Caucasian (Not Hispanic or Latino):** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
3. **Black/African American (Not Hispanic or Latino):** A person having origins in any of the original tribes/peoples of Africa.

4. **Asian or Other Pacific Islander** (Not Hispanic or Latino): A person having origins in any of the original peoples of the Far East, Southeast Asian, the Indian subcontinent, or the Pacific Islands. This category includes, for example, persons of Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian descent.
5. **American Indian or Alaskan Native** (Not Hispanic or Latino): A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

The District will disaggregate the Asian category from one (1) Asian ethnic group identification to the following two (2) Asian ethnic group identifications:

1. **Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
2. **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

The District understands that some persons may identify with multiple ethnic groups, but they shall be counted in only one ethnic group for reporting purposes. All persons will be asked to designate the ethnic group with which he or she most closely identifies.

Disability Identification

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

1. “Disabled person” means any person who (1) has a physical or mental impairment which limits one or more of such person’s major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.
2. “Major life activities” means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.

EEO Data Collection Monitored Group Identification issue

The District shall make an effort to accurately capture this information and encourages all persons to provide the above data but understands that this information is voluntarily collected and will not require employees to respond. The District shall distribute its EEO Identification Survey each year during the Fall Semester.

COMPONENT 11: ANALYSIS OF DEGREE OF UNDERREPRESENTATION AND SIGNIFICANT UNDERREPRESENTATION

Section 53003(c)(7) of Title 5 requires that, in the event that the State Chancellor provides new availability data regarding job applicants, districts must analyze the degree to which monitored groups are underrepresented in comparison to their representation in the field or job category in which they are applying. The District EEO Office shall be responsible for developing procedures to implement this requirement if and when availability data becomes available.

Within the parameters stated in Board Policy, the District will:

1. Review longitudinal databases and analyze recruitment, hiring, retention and promotion data over several years to identify when non-job-related factors result in the significant underrepresentation of a monitored group.
 - a. Availability Analysis: The District will compare data of demographic groups with their expected representation to determine if there is underrepresentation.
 - b. Adverse Impact Test: An adverse impact test will review the selection rate for demographic groups by comparing it to the groups with the highest selection rate.
2. Review recruitment methods to ensure quality and diversity are increased by targeting demographics that are underrepresented in each job category.
3. Evaluate screening and selection to monitor the validity of the process, ensuring standards and procedures are being followed.
4. Analyze committee composition to determine if diverse groups are being represented. Provide diversity training for screening committee members.
5. Periodically review policies and procedures to determine if they create potential barriers and contributing to these disparities based on data analysis.

COMPONENT 12: METHODS TO ADDRESS UNDERREPRESENTATION

Underrepresentation based on availability data.

Section 53003(c)(8) of Title 5 requires EEO Plans to identify steps to be taken if the analysis pursuant to section 53003(c)(7) and Component 11 reveals underrepresentation of a monitored group. Should the State Chancellor provide the availability data necessary to conduct this analysis, the District EEO Officer will be responsible for developing appropriate measures to address under-representation findings and significant underrepresentation.

Underrepresentation within the District's workforce and/or applicant pools.

CCR, Title 5, §§ 53003(c)(9)

The District will review the information gathered pursuant to Plan Component 10 to determine if a significant underrepresentation of a monitored group may result from non-job-related factors in the employment process. For the purposes of Plan Component 13, the phases of the employment process include, but are not limited to, recruitment, hiring, retention, and promotion. The information to be reviewed shall include, but need not be limited to:

1. Longitudinal analysis of data regarding job applicants, gathered pursuant to Plan Component 10, to identify whether, over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool;
2. Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group;
3. Analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented;
4. Employee demographic analysis of departments provided by Human Resources annually in alignment with Program Review deadlines;
5. Employee demographic analysis of all programs will be researched and developed through the Districtwide EEO Advisory Committee; and
6. Analysis of data collected from individual applicants and employees throughout the employment process about the process itself.

Where the above-described review identifies that a monitored group's significant underrepresentation may result from non-job-related factors in the employment process, additional measures designed shall be implemented to address the specific area of concern. These additional measures shall include the following:

1. Review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group.
2. Consistently update faculty job postings and classified and management job descriptions in each department's Program/Unit Reviews to reflect the inclusion of underrepresented staffing needs.
3. Consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account and implement any such

techniques which are determined to be feasible and potentially effective. This includes developing networks between the District, the Colleges, community agencies, universities, and potential hires. Network means may include but are not limited to training, workshops, panel discussions, and expanding upon Bakersfield College's Aspire Fellowship model.

4. Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and
5. Review each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
 - a. Any requirements of federal law; and
 - b. Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for all positions demonstrate sensitivity to the diversity of community college students; or
6. Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (5);
7. Continue using qualification standards meeting the requirements of paragraph (5) only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (5), and be expected to have a less exclusionary effect; and
8. Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need. Various media recruitment materials will be created with input from Marketing and Human Resources for strategic outreach targeting the specified underrepresented candidates on relevant informational platforms.

For the purposes of this Plan Component, "a reasonable period of time" means three years, or such longer period as the California Community Colleges Chancellor's Office may approve, upon the request of the Equal Employment Opportunity Advisory Committee and the District Chancellor, where the District has not filled enough positions to appreciably affect its workforce in the job category in question.

Nothing in this Plan Component shall be construed to prohibit the District from taking any other steps it concludes necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law. These steps may include:

1. Having the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
2. Increasing the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.
3. Requiring that, in conjunction with the Vice Chancellor of Human Resources, the responsible administrator for the division or department where the significant underrepresentation occurs develops a recruitment action plan to assist in addressing the significant underrepresentation. The action plan will include, but is not limited to:

- a. Additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
 - b. Promote current curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
 - c. Additional training for current faculty and staff on the value of a diverse workforce with completion required prior to participation in hiring committees.
 - d. Diversifying hiring committees in alignment with Component 8. The committee chair, in consultation with the department administrators, will ensure that committees include representation of individuals from underrepresented groups in the department; if the department is unable to meet the representation requirement, they may engage individuals from other institutional areas.
 - e. Recommending changes to job announcements and screening criteria, including interview questions which may unduly impact significantly underrepresented group candidates.
4. Focusing attention on intern programs where graduate students may be provided the opportunity to co-teach a class offered by the District in the significantly underrepresented discipline.
 5. Actively monitoring the representation rate of each group which has been identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the District will:
 - a. Review each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.
 - b. Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards that meet the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.
 - c. Analyze the feasibility of significantly increasing the recruitment budget for another three years.
 - d. Developing a recruitment committee composed of the Chancellor/President or designee, Vice Chancellor of Human Resources, the Dean or responsible administrator for the division or department where the significant underrepresentation persists, and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment program described in section 3 above. The committee will provide recommendations to modify the recruitment program to better address the significant underrepresentation.

COMPONENT 13: PROCESS FOR DEVELOPING AND IMPLEMENTING STRATEGIES THAT PROMOTE DIVERSITY

CCR, Title 5, §§ 53000, 53003(c)(9) and 53024.

The District is responsible for developing and implementing strategies designed to promote the diversity of its workforce at all levels and demonstrate the District's institutional commitment to diversity. This process shall include the components noted below.

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity, developing a diverse workforce, and creating an inclusive, equitable, and fair working and learning environment. 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 anti-racist environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all gender identities, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination as per Title 5, section 53000 et seq.

The District shall actively promote, on an on-going basis, equal opportunity, workplace diversity and an inclusive work environment. The District shall also continuously monitor its progress in these areas.

The Vice Chancellor of Human Resources shall ensure that the specific steps that will be utilized by the District are identified and updated on a regular basis. These concrete steps may include any of the examples listed below, or other measures as identified and developed by the Equal Employment Opportunity District Advisory Committee in close consultation with the Vice Chancellor of Human Resources. In identifying and implementing strategies, the Vice Chancellor of Human Resources will:

1. Work closely with the EEO District Advisory Committee, as noted above.
2. Fund Campus programming of diversity dialogues, forums, and cross-cultural workshops both in-person and online through grants based on a rubric developed by the EEO District Advisory Committee
3. Assure the EEO District Advisory Committee has access to resources necessary to conduct annual reviews of:
 - District Hiring and Employee Retention Data
 - Regional, State and National Best Practices in Hiring and Employee Retention
4. Support the EEO District Advisory Committee in the development of training to include:
 - Demographics on campus and in local community
 - Implicit Bias
 - Micro-aggressions
 - Compliance, with special emphasis on how to handle ethics violations
 - Incorporate theory to address biases.
5. Operate collaboratively and transparently with all stakeholders.

Supporting potential and hired employees throughout the employee lifecycle

It is the responsibility of the District to aggressively pursue a program of verifiable recruitment that actively seeks employees that reflect student demographics and is inclusive and open to all individuals. However, the District realizes that recruitment is only one step in the employee lifecycle. Maintaining a diverse workforce requires support for employees throughout the employee lifecycle.

The Employee Lifecycle Model (ELC model)

1. **Attraction:** Build the brands that are each college/center as well as the District as a great place to work with excellent compensation and benefits
2. **Recruitment:** Outreach to find potential employees and connect them with job opportunities in the District.
3. **Onboarding:** The process by which new employees learn their job responsibilities and gain awareness of the attitudes, knowledge, skills, and behaviors that will help them function effectively within the organization.
4. **Development:** Providing continuous opportunities for employees to improve their skills and grow throughout their careers
5. **Retention:** The work of keeping employees happy and challenged so they don't leave the District
6. **Separation:** Whether an employee leaves due to retirement, a new job elsewhere or for family or personal reasons, the process of leaving the District should be as intentional as the onboarding process.

1. Attraction

- i. Review and revise College/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to showcase a representation of the District's diversity;
- ii. Maintain an equal employment opportunity online presence on the District's website by highlighting the District's commitment to diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures, and programs. The website will also list contact persons for further information on all of these topics;
- iii. Recognize multilingualism and knowledge of multiculturalism as a desired and, when appropriate, required skill and qualification for community college employees;
- iv. Seek direct contact with student, professional, community and other organizations that represent the diverse community. These organizations can serve as resources for referring potential candidates;

2. Recruitment

The District will conduct regular outreach to new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to all gender identities, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Equal Employment Opportunity District Advisory Committee is encouraged to utilize and notify the District of additional options that may enable the district to obtain a diverse pool of applicants.

The District will include in the recruitment section of its procedures the following provisions:

Recruitment for all open positions shall include, but not be limited to:

- i. 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;
- ii. Placement of job announcements in electronic, aggregate job boards recommended by the Equal Employment District Advisory Committee;
- iii. Social media sites associated with affinity groups;
- iv. Local and regional community newspapers;
- v. Electronic aggregate job boards that provide information in languages other than English and to low-income communities;
- vi. Electronic aggregate job boards whose primary audience is comprised of groups found to be underrepresented in the District's workforce;
- vii. Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce;

The District's recruitment section on "Job Announcements" include the following provisions:

- i. Audit and update job descriptions and/or job announcements every 5 years and when a position is requested, with input from the department regarding changes to job requirements and qualifications;
- ii. Job announcements state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance.
- iii. For all positions, job requirements include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- iv. Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the district wishes to utilize, are reviewed by the Vice Chancellor of Human Resources before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws.
- v. The District's applicant software and Human Resources Homepage states that the district is an "Equal Opportunity Employer."

3. Onboarding

- i. Develop a comprehensive, multi-part new hire orientation program for all faculty and staff to include diversity and inclusion, cultural competency, and implicit bias training;
- ii. Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities;

4. Development

- i. Host an annual "flagship" event focused on one element of the Employee Lifecycle Model that builds understanding of the element of the ELC and fosters dialogue between the campuses;
- ii. Develop within the first plan year a rubric for grants to campuses for programming diversity dialogues, forums, and cross-cultural workshops both in-person and online;
- iii. Host guest speakers from underrepresented groups who are in leadership positions and who may engage both students and employees;

- iv. Offer a series of equal employment opportunity and diversity workshops for faculty and staff;
- v. Promote leadership opportunities, such as the Latina Leadership Network and APAHE (Asian Pacific Americans in Higher Education) for staff, faculty and students;

5. Retention

- i. In collaboration with college campuses, conduct campus climate studies to identify areas for attention;
- ii. Survey administrators annually on their ability and efforts to meet the District's equal employment opportunity and diversity efforts;
- iii. Maintain an equal employment opportunity online presence on the District's website by highlighting the District's commitment to diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures, and programs. The website will also list contact persons for further information on all of these topics;
- iv. In collaboration with college campuses, promote various cultural celebrations on campus;
- v. Recognize multilingualism and knowledge of multiculturalism as a desired and, when appropriate, required skill and qualification for community college employees;
- vi. Conduct longevity surveys of employees who have remained with the district for five or more years, analyze the data for patterns impacting monitored groups, and implement concrete measures to help replicate this effect for others;
- vii. Ensure the timely and thorough investigation of all harassment and discrimination complaints.

6. Separation

- i. Human Resources conducts exit interviews with employees who voluntarily leave the district. Human Resources will maintain a database of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.

COMPONENT 14: PERSONS WITH DISABILITIES

CCR, Title 5, § 53025

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may be paid for with funds provided pursuant to Title 5 section 53030.

Reasonable Accommodations

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m), section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The Vice Chancellor of Human Resources or designee is responsible for handling requests for accommodations from current employees, and from applicants seeking such accommodations during the application process. Requests from current employees can be made through requests submitted into the Human Resources Office.

Process

1. The District initiates the process for considering and providing reasonable accommodations any time an employee states a physical or mental limitation associated with performing their job duties to a management employee or any member of the Human Resources Department. The District initiates the process for any employee reporting an injury or illness with short or long-term physical or mental restrictions.
2. Upon notification of a physical or mental limitation impacting an employee's ability to perform their essential job functions, the Vice Chancellor of Human Resources, or designee, will request a Physician's Work Status Report or medical documentation completed by the employee's medical provider and stating any specific physical and/or mental limitations. The information provided by the medical provider will be kept confidential and separate from the employee's personnel file.
3. The Vice Chancellor of Human Resources, or designee, will schedule a meeting with the employee, their immediate supervisor, any other management employees with a business necessity to participate, and if desired, the employee's union representative. During the meeting, the Vice Chancellor of Human Resources, or designee, will facilitate a discussion of the employee's current limitations, the essential functions of the position, the impact of the information provided by the medical provider on the employee's ability to perform their essential functions, and potential accommodations to enable the employee to continue performing their essential functions. The meeting is meant to generate a range of potential accommodations whenever possible to allow the District and employee to mutually agree on a successful accommodation.
4. The result of the meeting, the specific accommodation to be provided or the absence of a reasonable accommodation, will be documented and signed by the employee, their manager, and the Vice Chancellor of Human Resources, or designee. The agreed accommodation or absence of a reasonable accommodation will remain in effect until the

employee reports the accommodation is inadequate, the date the medical provider stated the restrictions will end is reached, or when a subsequent evaluation results in an updated Physician's Work Status Report or medical documentation and revised work restrictions. When necessary, a follow up meeting will be held to determine the need for and/or updated accommodations.

5. Employees may request a meeting at any time and the District will engage in the process in good faith with a mutual goal of providing a safe, healthy workplace for all employees. The District may elect to decline a request for a reasonable accommodation if the employee fails to provide a valid Physician's Work Status Report or medical documentation from a licensed medical provider.

COMPONENT 15: GRADUATE ASSUMPTION PROGRAM OF LOANS FOR EDUCATION

Education Code §§ 87106 and 69618 et seq.

The District will encourage community college students to become qualified for and seek employment as higher education employees. The District will also consider strategies to inform students about the opportunity to participate in the Graduate Assumption of Loans Program for Education when the program is funded and available.

The District will inform graduate students in local colleges and universities about the benefits of employment in higher education through participation in area job fairs and similar employee recruitment events.

APPENDIX A: ANNUAL WRITTEN NOTICE

Organizations for Annual Written Notice Per Plan Component 9

America Job Center (Kern River Valley and Mojave)	Kern County Hispanic Chamber of Commerce
American Association of University Women (AAUW)	Kern County Mental Health
Bakersfield Association for Retarded Citizens (BARC)	Kern County High School District
Bakersfield City School District	Latina Leadership Network
Bakersfield Chamber Commerce	Lamont Chamber Commerce
Bishop Chamber of Commerce	Mammoth Hospital
Bishop Paiute Tribe	Mammoth Lakes Chamber of Commerce
Bishop Sunrise Rotary	Mammoth Lakes Foundation
Burton Unified School District	Mammoth Mountain Community Foundation
CA Department of Rehabilitation	Mammoth Unified School District
CCC Registry	Mono County
City Arvin	Mono County Libraries
City of Bakersfield	Mono County Office of Education
City of Delano	Next Step Vocational
City of Lamont	Northern Inyo Healthcare District
City of Porterville	O.L.A. Raza
City of Shafter	Owens Valley Career Development Center
City of Taft	Parents, Families and Friends of Lesbians and Gays (PFLAG)
City Ridgecrest	Pathpoint
Comision Honorifica Mexicana Americana	Porterville Chamber of Commerce
Cole Vocational Services	Porterville Unified School District
Department of Human Services	Ridgecrest Chamber of Commerce
Eastern Sierra Foundation	Rotary Club of Mammoth Lakes
Ed Join	Sierra Employment Services
Family HealthCare Network	Journal of Blacks in Higher Education
Gay & Lesbian Alliance of the Central Coast (GALA)	Sierra View District Hospital
Center for Sexuality and Gender Diversity	Social Vocational Services
Goodwill Industries	Taft College Transition to Independent Living Program
Independent Living Center	Kern County High School District
Inside Higher Ed	Latina Leadership Network
Inside Higher Ed Jobs (cal.jobs.ca.gov)	Lamont Chamber Commerce
Inyo County	
Inyo County Superintendent of Schools	
Kern County Black Chamber of Commerce	

APPENDIX B: HISTORICAL DEMOGRAPHIC DATA

*Education Code 87101 (c), Ed Code 87102 (a), ED Code 70901 (3)
Title 5 § 53003(c.7)*

Kern Community College District has attempted to ascertain if underrepresented groups exist within the District Workforce and if there is an adverse impact in the recruitment process which contributes to this. This model aligns with best practices across the state for community colleges. The availability analysis follows data modeling best practices from Shasta College EEO Plan and the US Department of Labor.

*This model was developed by Gregory Smith (Gregory Smith, US Department of Labor (multiple roles), 2004-2016, Director of Human Resources then Vice President of Administrative Services, Shasta College, 2016-2020, Vice Chancellor of Human Resources, San Diego CCD, 2020-present)

Availability Analysis:

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

Underutilization was measured by creating a composite availability statistic for race, ethnicity, and sex combining the District's student population, local community, state of California, and United States demographics as follows:

Student Population with a weighted total of	60%
Local recruitment with a weighted total of	25%
The state of California with a weighted total of	10%
Nationally with a weighted total of	5%
<hr/>	
Composite Availability	100%

The weights assigned reflect the District's prioritization on providing its students and community a representative workforce sharing similar perspectives, experiences, cultures, and conditions as a primary method for improving student success outcomes. The weights also acknowledge the need for more broad recruitment efforts to achieve a more diverse workforce.

Composite Availability

Once all data is gathered, the expected population availability is calculated by combining weighted population totals for each group, providing a composite of expected population availability.

The District recognizes the importance of student representation within its employees; therefore, student population has been prioritized and assigned the largest weight.

Methodology

Data from local recruitment, state, and national demographics were gathered from the Census Bureau. The District looked at metropolitan areas to determine local recruitment availability. Because Cerro Coso College's area is widespread, the demographic data used for

local recruitment availability of Cerro Coso College was based on Ridgecrest, California. Data for students and employees were gathered with a self-identification survey as specified in Component 11 of the plan. Data utilized for this analysis was gathered from 2019.

Measure of Data

The District analyzed demographic data using three measures: binomial exact, standard deviation (SD), and Shortfall (SF).

Binomial Exact: Calculates the probability of the demographic group meeting its expected availability.

(SD) Standard Deviation: Determines underutilizations, which is defined as a deviation of -2 and below. Groups that meet this definition will appear as "underutilized".

(SF) Short Fall: Shows the difference between availability expectancy and current totals.

*A positive standard deviation and negative shortfall indicate a group that is over-represented or employed at a higher rate than expected.

Bakersfield College Availability Analysis (2019)

CCR, Title 5 § 53003 (c)(8)

I. All Employees

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White/ Caucasian	All Employees	Student population	1108	586	52.9%	24.68%	273	1.00	21.78	-313	
Black/ African American	All Employees	Local Recruitment	1108	66	6.0%	5.08%	56	0.92	1.33	-10	
Hispanic or Latino	All Employees	CA Statewide	1108	353	31.9%	60.35%	669	0.00	-19.39	316	Underutilized
Asian or Other Pacific Islander	All Employees	US National	1108	47	4.2%	5.69%	63	0.02	-2.08	16	Underutilized
American Indian or Alaskan Native	All Employees		1108	9	0.8%	0.29%	3	1.00	3.22	-6	
Total Minority	All Employees		1108	475	42.9%	75.3%	835	0.00	-25.05	360	Underutilized

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF	
Females	All Employees	Student population	1108	617	55.7%	53.10%	588	0.96	1.73	-29	
Males	All Employees	Local Recruitment	1108	490	44.2%	45.98%	509	0.13	-1.17	19	

Race:

An analysis of the total workforce, which includes all permanent employees and part time faculty, shows White/Caucasian employment exceeding identified availability by a significant margin. The expected projection for this group is 24.68%; however, based on the analysis, Bakersfield College utilization is 52.9%. Black/African American (6.0%), and American Indian or Alaskan Native (0.8%) are within reasonable range of availability. Additionally, Hispanic or Latino employment falls below the identified availability by a significant margin, with current employees identified as Hispanic or Latino accounting for 31.9% of employees. This is a significant finding, as race availability stands at 60.35%. Furthermore, Asian or Other Pacific Islander employment falls below the identified availability by a smaller underutilized margin, with current employees identified as Asian or Other Pacific Islander accounting for 4.2% of employees. The extent of the deviation is not far from the expected finding, as race availability stands at 5.69%. As a result of this finding, the District is prioritizing over all recruitment efforts to increase the number of qualified Hispanic or Latino and Asian or Other Pacific Islander applicants for Bakersfield College in addition to all monitored groups.

Gender:

Examining the data for workforce across Bakersfield College, which includes all classifications, reveals males and females are employed at an adequate range for identified sex availability. Subsequently, the District is not prioritizing its efforts in this area.

II. Executive/Administration

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White/ Caucasian	Exec/Admin	Student population	84	42	50.0%	24.68%	21	1.00	5.38	-21	
Black/ African American	Exec/Admin	Local Recruitment	84	5	6.0%	5.08%	4	0.75	0.37	-1	
Hispanic or Latino	Exec/Admin	CA Statewide	84	27	32.1%	60.35%	51	0.00	-5.29	24	Underutilized
Asian or Other Pacific Islander	Exec/Admin	US National	84	5	6.0%	5.69%	5	0.66	0.10	0	
American Indian or Alaskan	Exec/Admin		84	0	0.0%	0.29%	0	0.78	-0.50	0	
Total Minority	Exec/Admin		84	37	44.0%	75.32%	63	0.00	-6.65	26	Underutilized

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF	
Females	Exec/Admin	Student population	84	50	59.5%	53.10%	45	0.90	1.18	-5	
Males	Exec/Admin	Local Recruitment	84	34	40.5%	45.98%	39	0.18	-1.01	5	

Race:

An analysis of employees identified as Executive or Administration, shows similar findings to the “All Employee” analysis. This includes a significant marginal difference when reviewing employees in Executive/Administration job group, half have self-identified as White/ Caucasian. The expected projection for this group is 24.68%; however, based on the analysis, Bakersfield College’s utilization is 50%. Black/African American (6.0%) ,Asian or Other Pacific Islander (6.0%) and American Indian or Alaskan Native (.0%) are within reasonable range of availability. Additionally, Hispanic or Latino employment falls below the identified availability by another significant margin, of 32.1% with availability at 60.35%. The District is prioritizing its recruitment efforts by identifying candidates to increase the number of qualified Hispanic or Latino applicants for Bakersfield College in addition to all monitored groups.

Gender:

Executive and Administration analysis note that males and females are employed within a reasonable range of the identified availability. As a result, the District is not prioritizing efforts likely to increase the number of qualified applicants from either group.

III. Academic:

Full- Time Faculty

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White/ Caucasian	Faculty- Full Time	Student population	362	235	64.9%	24.68%	89	1.00	17.75	-146	
Black/ African American	Faculty- Full Time	Local Recruitment	362	20	5.5%	5.08%	18	0.70	0.39	-2	
Hispanic or Latino	Faculty- Full Time	CA Statewide	362	77	21.3%	60.35%	218	0.00	-15.20	141	Underutilized
Asian or Other Pacific Islander	Faculty- Full Time	US National	362	13	3.6%	5.69%	21	0.05	-1.72	8	
American Indian or Alaskan	Faculty- Full Time		362	4	1.1%	0.29%	1	1.00	2.87	-3	
Total Minority	Faculty- Full Time		362	114	31.5%	75.32%	273	0.00	-19.34	159	Underutilized

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF	
Females	Faculty- Full Time	Student population	362	170	47.0%	53.10%	192	0.01	-2.34	22	Underutilized
Males	Faculty- Full Time	Local Recruitment	362	192	53.0%	45.98%	166	1.00	2.70	-26	

Part- Time Faculty:

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White/ Caucasian	Part-time Faculty	Student population	382	221	57.9%	24.68%	94	1.00	15.04	-127	
Black/ African American	Part-time Faculty	Local Recruitment	382	26	6.8%	5.08%	19	0.95	1.54	-7	
Hispanic or Latino	Part-time Faculty	CA Statewide	382	96	25.1%	60.35%	231	0.00	-14.07	135	Underutilized
Asian or Other Pacific Islander	Part-time Faculty	US National	382	16	4.2%	5.69%	22	0.12	-1.27	6	
American Indian or Alaskan	Part-time Faculty		382	5	1.3%	0.29%	1	1.00	3.69	-4	
Total Minority	Part-time Faculty		382	143	37.4%	75.32%	288	0.00	-17.17	145	Underutilized

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF	
Females	Part-time Faculty	Student population	382	200	52.4%	53.10%	203	0.41	-0.29	3	
Males	Part-time Faculty	Local Recruitment	382	181	47.4%	45.98%	176	0.73	0.55	-5	

Race:

In the analysis of Faculty, Hispanic or Latino are again identified as an underutilized group. Out of all job groups, Full time Faculty and Part time Faculty show the most significant finding of underutilization of Hispanic or Latino. The expected projection for both Full time Faculty and Part time Faculty is 60.35%; however, based on the analysis, Bakersfield College’s utilization is 21.3% for Full time Faculty and 25.1% for Part time Faculty. Notably, Faculty identifying as White/ Caucasian have a significant difference in margin; 64.9% (Full time) and 57.9% (Part time) with an availability of 24.68%. Black/African American, Asian or Other Pacific Islander, and American Indian or Alaskan Native are within reasonable range of availability for both full time and part time faculty. The District is prioritizing its recruitment efforts by identifying candidates to increase the number of qualified Hispanic or Latino applicants for Bakersfield College in addition to all monitored groups.

Gender:

Full time Faculty data shows an underutilization of females, which account for 47% percent of employees. The sex availability for females is 52.87% in this job group. As a result, the District will prioritize efforts to increase the number of qualified applicants. Part time Faculty analysis indicate males and females are employed within a reasonable range of the identified availability. As a result, the District is not prioritizing efforts likely to increase the number of qualified applicants from either group.

IV. Classified:

Clerical/ Secretarial

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Clerical	Student population	87	40	46.0%	24.68%	21	1.00	4.61	-19
Black/ African American	Clerical	Local Recruitment	87	4	4.6%	5.08%	4	0.55	-0.20	0
Hispanic or Latino	Clerical	CA Statewide	87	37	42.5%	60.35%	53	0.00	-3.40	16
Asian or Other Pacific Islander	Clerical	US National	87	4	4.6%	5.69%	5	0.44	-0.44	1
American Indian or Alaskan Native	Clerical		87	0	0.0%	0.29%	0	0.78	-0.50	0
Total Minority	Clerical		87	45	51.7%	75.32%	66	0.00	-5.10	21

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Clerical	Student population	87	73	83.9%	53.10%	46	1.00	5.76	-27
Males	Clerical	Local Recruitment	87	14	16.1%	45.98%	40	0.00	-5.59	26

Professional

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Professional	Student population	41	10	24.4%	24.68%	10	0.57	-0.04	0
Black/ African American	Professional	Local Recruitment	41	3	7.3%	5.08%	2	0.85	0.65	-1
Hispanic or Latino	Professional	CA Statewide	41	24	58.5%	60.35%	25	0.46	-0.24	1
Asian or Other Pacific Islander	Professional	US National	41	2	4.9%	5.69%	2	0.58	-0.22	0
American Indian or Alaskan Native	Professional		41	0	0.0%	0.29%	0	0.89	-0.35	0
Total Minority	Professional		41	29	70.7%	75.32%	31	0.30	-0.68	2

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Professional	Student population	41	26	63.4%	53.10%	22	0.93	1.32	-4
Males	Professional	Local Recruitment	41	15	36.6%	45.98%	19	0.15	-1.21	4

Service/ Maintenance

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Service	Student population	56	14	25.0%	24.68%	14	0.59	0.06	0
Black/ African American	Service	Local Recruitment	56	5	8.9%	5.08%	3	0.94	1.31	-2
Hispanic or Latino	Service	CA Statewide	56	33	58.9%	60.35%	34	0.46	-0.22	1
Asian or Other Pacific Islander	Service	US National	56	1	1.8%	5.69%	3	0.16	-1.26	2
American Indian or Alaskan Native	Service		56	0	0.0%	0.29%	0	0.85	-0.40	0
Total Minority	Service		56	39	69.6%	75.32%	42	0.20	-0.98	3

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Service	Student population	56	22	39.3%	53.10%	30	0.03	-2.07	8
Males	Service	Local Recruitment	56	34	60.7%	45.98%	26	0.99	2.21	-8

Skilled Crafts

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Skilled Crafts	Student population	3	0	0.0%	24.68%	1	0.43	-0.99	1
Black/ African American	Skilled Crafts	Local Recruitment	3	0	0.0%	5.08%	0	0.86	-0.40	0
Hispanic or Latino	Skilled Crafts	CA Statewide	3	3	100.0%	60.35%	2	1.00	1.40	-1
Asian or Other Pacific Islander	Skilled Crafts	US National	3	0	0.0%	5.69%	0	0.84	-0.43	0
American Indian or Alaskan	Skilled Crafts		3	0	0.0%	0.29%	0	0.99	-0.09	0
Total Minority	Skilled Crafts		3	3	100.0%	75.32%	2	1.00	0.99	-1

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Skilled Crafts	Student population	3	1	33.3%	53.10%	2	0.45	-0.69	1
Males	Skilled Crafts	Local Recruitment	3	2	66.7%	45.98%	1	0.90	0.72	-1

Technical/ Paraprofessional

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Technical/ Paraprofessional	Student population	93	24	25.8%	24.68%	23	0.65	0.25	-1
Black/ African American	Technical/ Paraprofessional	Local Recruitment	93	3	3.2%	5.08%	5	0.30	-0.81	2
Hispanic or Latino	Technical/ Paraprofessional	CA Statewide	93	56	60.2%	60.35%	56	0.53	-0.03	0
Asian or Other Pacific Islander	Technical/ Paraprofessional	US National	93	6	6.5%	5.69%	5	0.72	0.32	-1
American Indian or Alaskan	Technical/ Paraprofessional		93	0	0.0%	0.29%	0	0.76	-0.52	0
Total Minority	Technical/ Paraprofessional		93	65	69.9%	75.32%	70	0.14	-1.21	5

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Technical/ Paraprofessional	Student population	93	75	80.6%	53.10%	49	1.00	5.32	-26
Males	Technical/ Paraprofessional	Local Recruitment	93	18	19.4%	45.98%	43	0.00	-5.15	25

Race:

An analysis of Classified employees including professional, service/ maintenance, skilled crafts and technical paraprofessional shows the following groups White/ Caucasian, Black/ African American, Hispanic or Latino, Asian or other Pacific Islander, and American Indian or Alaskan Native, are within a reasonable range of availability, with the exception of Clerical/Secretarial. Clerical/Secretarial has an underutilization of Hispanic or Latino with only 42.5% of the representation. This is a significant underutilization; as projected race availability is 60.35%. District will be prioritizing the aforementioned group to ensure an increase in qualified candidates in addition to all monitored groups.

Gender:

Classified employees have wider marginal differences in self-identified gender. Based on sex availability, job group percentage is expected to be consistent with females at 52.87% and males at 46.20%. Job groups such as, Clerical/ Secretarial and Technical/ Paraprofessionals have a significant underutilization of men. The Clerical/ Secretarial job group has 16.1% male vs 83.9% female. Technical/ Paraprofessionals has a similar discrepancy, with male employees only making up 19.4% of this job group, and females making up 80.6%. Service/ Maintenance job group is underutilizing females, with a difference of 39.3% female and 60.7% males. District will be prioritizing these groups to increase qualified candidates in these service areas.

Cerro Coso College Availability Analysis (2019)

CCR, Title 5 § 53003 (c)(8)

*Note: Cerro Coso Community College spans across widely separated desert, mountain, and valley communities within a sweeping 18,000-mile, four-county region of eastern California. For this reason, there is no Metropolitan area assigned. This plan utilizes data collected from Ridgecrest, CA, where the main campus is located.

I. All Employees:

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	All Employees	Student population	294	192	65.3%	45.17%	133	1.00	6.94	-59
Black/ African American	All Employees	Local Recruitment	294	13	4.4%	6.15%	18	0.13	-1.23	5
Hispanic or Latino	All Employees	CA Statewide	294	34	11.6%	36.85%	108	0.00	-8.99	74
Asian or Other Pacific Islander	All Employees	US National	294	13	4.4%	6.03%	18	0.15	-1.16	5
American Indian or Alaskan Native	All Employees		294	2	0.7%	0.96%	3	0.47	-0.49	1
Total Minority	All Employees		294	62	21.1%	54.83%	161	0.00	-11.63	99

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	All Employees	Student population	294	172	58.5%	53.9%	158	0.95	1.58	-14
Males	All Employees	Local Recruitment	294	122	41.5%	45.4%	133	0.10	-1.34	11

Race:

An analysis of the total workforce, which included all permanent employees and part time faculty, shows the college is within the employment margins for most groups identified (White/ Caucasian, Black/ African American, Asian or other Pacific Islander, and American Indian or Alaskan Native). However, Hispanic or Latino employment falls below the identified availability by a significant margin, with current employees identified as Hispanic or Latino accounting for 11.6% of employees. This is a significant finding, as availability stands at 36.85%. As a result of this finding, the District is prioritizing over all recruitment efforts to increase the number of qualified Hispanic or Latino applicants for Cerro Coso College in addition to all monitored groups.

Gender:

Examination of the data for workforce across Kern Community College District, which includes all classifications, reveals that males and females are employed at an adequate range for identified sex availability. Subsequently, the District is not prioritizing its efforts in this area.

II. Executive Administration:

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Exec/Admin	Student population	26	18	69.2%	45.17%	12	1.00	2.47	-6
Black/ African American	Exec/Admin	Local Recruitment	26	1	3.8%	6.15%	2	0.52	-0.49	1
Hispanic or Latino	Exec/Admin	CA Statewide	26	1	3.8%	36.85%	10	0.00	-3.49	9
Asian or Other Pacific Islander	Exec/Admin	US National	26	2	7.7%	6.03%	2	0.80	0.36	0
American Indian or Alaskan Native	Exec/Admin		26	0	0.0%	0.96%	0	0.78	-0.50	0
Total Minority	Exec/Admin		26	4	15.4%	54.83%	14	0.00	-4.04	10
Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Exec/Admin	Student population	26	19	73.1%	53.9%	14	0.99	1.96	-5
Males	Exec/Admin	Local Recruitment	26	7	26.9%	45.4%	12	0.04	-1.89	5

Race:

An analysis of employees identified as Executive/Administration, shows similar findings to the "All Employee" analysis. This includes a lower margin when reviewing employees that have self-identified as Hispanic or Latino. The expected projection for this group is 36.85%; however, based on the analysis we have found Cerro Coso College utilization to be 3.8%. The remaining groups: White/Caucasian, Black/ African American, Asian or Other Pacific Islander, American Indian or Alaskan Native are identified with in reasonable range of availability. The District is prioritizing its recruitment efforts by identifying candidates to increase the number of qualified Hispanic or Latino applicants for Cerro Coso College in addition to all monitored groups.

Gender:

Examining the workforce data for Executive/Administration across Cerro Coso College, , reveals males and females are employed at an adequate range for identified sex availability. Subsequently, the District is not prioritizing its efforts in this area.

III. Academic:

Full-Time Faculty

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Faculty- Full Time	Student population	61	44	72.1%	45.17%	28	1.00	4.23	-16
Black/ African American	Faculty- Full Time	Local Recruitment	61	2	3.3%	6.15%	4	0.27	-0.93	2
Hispanic or Latino	Faculty- Full Time	CA Statewide	61	3	4.9%	36.85%	22	0.00	-5.17	19
Asian or Other Pacific Islander	Faculty- Full Time	US National	61	3	4.9%	6.03%	4	0.49	-0.37	1
American Indian or Alaskan Native	Faculty- Full Time		61	1	1.6%	0.96%	1	0.88	0.55	0
Total Minority	Faculty- Full Time		61	9	14.8%	54.83%	33	0.00	-6.29	24
Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Faculty- Full Time	Student population	61	27	44.3%	53.9%	33	0.08	-1.51	6
Males	Faculty- Full Time	Local Recruitment	61	34	55.7%	45.4%	28	0.96	1.62	-6

Part-Time Faculty

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Part-time Faculty	Student population	119	79	66.4%	45.17%	54	1.00	4.65	-25
Black/ African American	Part-time Faculty	Local Recruitment	119	8	6.7%	6.15%	7	0.69	0.26	-1
Hispanic or Latino	Part-time Faculty	CA Statewide	119	7	5.9%	36.85%	44	0.00	-7.00	37
Asian or Other Pacific Islander	Part-time Faculty	US National	119	6	5.0%	6.03%	7	0.42	-0.45	1
American Indian or Alaskan Native	Part-time Faculty		119	1	0.8%	0.96%	1	0.69	-0.13	0
Total Minority	Part-time Faculty		119	22	18.5%	54.83%	65	0.00	-7.97	43

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Part-time Faculty	Student population	119	66	55.5%	53.9%	64	0.67	0.34	-2
Males	Part-time Faculty	Local Recruitment	119	53	44.5%	45.4%	54	0.46	-0.18	1

Ethnicity:

In the analysis of employees identified as Faculty, Hispanic or Latino are again identified as an underutilized group. The expected projection for both Full time Faculty and Part time Faculty is 36.85%. Based on the analysis, we have found Cerro Coso College utilization to be 4.9% for Full time Faculty and 5.9% for Part time Faculty. The remaining groups; White/Caucasian, Black/ African American, Asian or Other Pacific Islander, American Indian or Alaskan Native are identified with in reasonable range availability. The District is prioritizing its recruitment efforts by identifying candidates to increase the number of qualified Hispanic or Latino applicants for Cerro Coso College in addition to all monitored groups.

Gender:

Examining the academic data across Cerro Coso College, reveals males and females are employed at an adequate range for identified sex availability. Subsequently, the District is not prioritizing its efforts in this area.

IV. Classified:

Clerical/ Secretarial

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Clerical	Student population	23	13	56.5%	45.17%	10	0.90	1.09	-3
Black/ African American	Clerical	Local Recruitment	23	0	0.0%	6.15%	1	0.23	-1.23	1
Hispanic or Latino	Clerical	CA Statewide	23	9	39.1%	36.85%	8	0.68	0.23	-1
Asian or Other Pacific Islander	Clerical	US National	23	0	0.0%	6.03%	1	0.24	-1.22	1
American Indian or Alaskan Native	Clerical		23	0	0.0%	0.96%	0	0.80	-0.47	0
Total Minority	Clerical		23	9	39.1%	54.83%	13	0.10	-1.51	4

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Clerical	Student population	23	20	87.0%	53.9%	12	1.00	3.18	-8
Males	Clerical	Local Recruitment	23	3	13.0%	45.4%	10	0.00	-3.11	7

Professional

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Professional	Student population	9	4	44.4%	45.17%	4	0.62	-0.04	0
Black/ African American	Professional	Local Recruitment	9	1	11.1%	6.15%	1	0.90	0.62	0
Hispanic or Latino	Professional	CA Statewide	9	1	11.1%	36.85%	3	0.10	-1.60	2
Asian or Other Pacific Islander	Professional	US National	9	0	0.0%	6.03%	1	0.57	-0.76	1
American Indian or Alaskan Native	Professional		9	0	0.0%	0.96%	0	0.92	-0.29	0
Total Minority	Professional		9	2	22.2%	54.83%	5	0.05	-1.97	3

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Professional	Student population	9	5	55.6%	53.9%	5	0.66	0.10	0
Males	Professional	Local Recruitment	9	4	44.4%	45.4%	4	0.61	-0.06	0

Service/ Maintenance

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Service	Student population	16	6	37.5%	45.17%	7	0.36	-0.62	1
Black/ African American	Service	Local Recruitment	16	0	0.0%	6.15%	1	0.36	-1.02	1
Hispanic or Latino	Service	CA Statewide	16	4	25.0%	36.85%	6	0.24	-0.98	2
Asian or Other Pacific Islander	Service	US National	16	2	12.5%	6.03%	1	0.93	1.09	-1
American Indian or Alaskan Native	Service		16	0	0.0%	0.96%	0	0.86	-0.39	0
Total Minority	Service		16	6	37.5%	54.83%	9	0.13	-1.39	3

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Service	Student population	16	4	25.0%	53.9%	9	0.02	-2.32	5
Males	Service	Local Recruitment	16	12	75.0%	45.4%	7	1.00	2.38	-5

Skilled Crafts

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Skilled Crafts	Student population	1	1	100.0%	45.17%	0	1.00	1.10	-1
Black/ African American	Skilled Crafts	Local Recruitment	1	0	0.0%	6.15%	0	0.94	-0.26	0
Hispanic or Latino	Skilled Crafts	CA Statewide	1	0	0.0%	36.85%	0	0.63	-0.76	0
Asian or Other Pacific Islander	Skilled Crafts	US National	1	0	0.0%	6.03%	0	0.94	-0.25	0
American Indian or Alaskan Native	Skilled Crafts		1	0	0.0%	0.96%	0	0.99	-0.10	0
Total Minority	Skilled Crafts		1	0	0.0%	54.83%	1	0.45	-1.10	1

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Skilled Crafts	Student population	1	1	100.0%	53.9%	1	1.00	0.92	0
Males	Skilled Crafts	Local Recruitment	1	0	0.0%	45.4%	0	0.55	-0.91	0

Technical/Paraprofessional

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White/ Caucasian	Technical/ Paraprofessional	Student population	39	27	69.2%	45.17%	18	1.00	3.02	-9	
Black/ African American	Technical/ Paraprofessional	Local Recruitment	39	1	2.6%	6.15%	2	0.30	-0.93	1	
Hispanic or Latino	Technical/ Paraprofessional	CA Statewide	39	9	23.1%	36.85%	14	0.05	-1.78	5	
Asian or Other Pacific Islander	Technical/ Paraprofessional	US National	39	0	0.0%	6.03%	2	0.09	-1.58	2	
American Indian or Alaskan Native	Technical/ Paraprofessional		39	0	0.0%	0.96%	0	0.69	-0.61	0	
Total Minority	Technical/ Paraprofessional		39	10	25.6%	54.83%	21	0.00	-3.66	11	Underutilized

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF	
Females	Technical/ Paraprofessional	Student population	39	31	79.5%	53.9%	21	1.00	3.20	-10	
Males	Technical/ Paraprofessional	Local Recruitment	39	8	20.5%	45.4%	18	0.00	-3.12	10	Underutilized

Race:

An analysis of Classified employees including clerical, professional, service/ maintenance, skilled crafts shows most groups, White/ Caucasian, Black/ African American, Hispanic or Latino, Asian or other Pacific Islander, and American Indian or Alaskan Native), are within a reasonable range of availability, apart from Technical/ Paraprofessional. Technical/ Paraprofessional has an underutilization of Total Minorities with only 25.6% of the representation. This is a significant underutilization as projected race availability is 54.83%. District will be prioritizing this group to increase qualified candidates in addition to all monitored groups.

Gender:

Classified employees have wider marginal differences in self-identified gender. Based on sex availability, we expect to see job group percentages consistent with 53.9% female and 45.4% male. Job groups such as Clerical/ Secretarial and Technical/ Paraprofessionals have a significant underutilization of men. Clerical/ Secretarial currently have 13% male and 87% female. Technical/ Paraprofessionals have a similar discrepancy, with male employees only making up 20.5% of this job group and females making up 79.5%. Service/ Maintenance job group has been identified as underutilizing females, with a difference of 25% female and 75% males. District will be prioritizing these groups to increase qualified candidates.

Porterville College Availability Analysis (2019)

CCR, Title 5 § 53003 (c)(8)

I. All Employees:

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	All Employees	Student population	293	166	56.7%	21.55%	63	1.00	14.62	-103
Black/ African American	All Employees	Local Recruitment	293	10	3.4%	2.13%	6	0.95	1.52	-4
Hispanic or Latino	All Employees	CA Statewide	293	79	27.0%	69.00%	202	0.00	-15.56	123
Asian or Other Pacific Islander	All Employees	US National	293	11	3.8%	3.66%	11	0.61	0.09	0
American Indian or Alaskan Native	All Employees		293	3	1.0%	0.49%	1	0.94	1.33	-2
Total Minority	All Employees		293	103	35.2%	78.45%	230	0.00	-18.03	127

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	All Employees	Student population	293	166	56.7%	58.1%	170	0.33	-0.50	4
Males	All Employees	Local Recruitment	293	127	43.3%	41.3%	121	0.78	0.72	-6

Race:

An analysis of the total workforce for Porterville College, which includes all permanent employees and part time faculty, shows White/ Caucasian employment exceeds identified availability by a significant margin. The expected projection for this group is 21.55%; however, based on the analysis, Porterville College's utilization is 56.7%. Additionally, Hispanic or Latino employment falls below the identified availability by a significant margin, with current employees identified as Hispanic or Latino accounting for 27% of employees. This is a significant finding, as race availability stands at 69%. Black/African American (3.4%), Asian or Other Pacific Islander (3.8%), and American Indian or Alaskan Native (1.0%) are within reasonable range of availability. As a result of this finding, the District is prioritizing over all recruitment efforts to increase the number of qualified Hispanic or Latino applicants for Porterville College, in addition to all monitored groups.

Gender:

Examining the workforce data across Porterville College, which includes all classifications, reveals that males and females are employed at an adequate range for identified sex availability. Subsequently, the District is not prioritizing its efforts in this area.

II. Executive/Administration:

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Exec/Admin	Student population	23	14	60.9%	21.55%	5	1.00	4.59	-9
Black/ African American	Exec/Admin	Local Recruitment	23	3	13.0%	2.13%	0	1.00	3.63	-3
Hispanic or Latino	Exec/Admin	CA Statewide	23	5	21.7%	69.00%	16	0.00	-4.90	11
Asian or Other Pacific Islander	Exec/Admin	US National	23	0	0.0%	3.66%	1	0.42	-0.93	1
American Indian or Alaskan Native	Exec/Admin		23	0	0.0%	0.49%	0	0.89	-0.33	0
Total Minority	Exec/Admin		23	7	30.4%	78.45%	18	0.00	-5.60	11

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Exec/Admin	Student population	23	16	69.6%	58.1%	13	0.91	1.11	-3
Males	Exec/Admin	Local Recruitment	23	7	30.4%	41.3%	9	0.20	-1.06	2

Race:

An analysis of employees identified as Executive or Administration, shows similar findings to the “All Employee” analysis. This includes a larger margin when reviewing employees that have self-identified as White/Caucasian. The expected projection for this group is 21.55%; however, based on the analysis, Porterville College’s utilization is 60.9%. Additionally, Hispanic or Latino employment falls below the identified availability by another significant margin, of 21.7% with availability at 69%. Black/African American(13%), Asian or Other Pacific Islander (0%), and American Indian or Alaskan Native (0%) are within reasonable range availability. The District is prioritizing its recruitment efforts by identifying candidates to increase the number of qualified Hispanic or Latino applicants for Porterville College in addition to all monitored groups.

Gender:

Executive and Administration analysis note that males and females are employed within a reasonable range of the identified availability. As a result, the District is not prioritizing efforts likely to increase the number of qualified applicants from either group.

III. Academic:

Full- Time Faculty

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Faculty- Full Time	Student population	67	45	67.2%	21.55%	14	1.00	9.08	-31
Black/ African American	Faculty- Full Time	Local Recruitment	67	0	0.0%	2.13%	1	0.24	-1.21	1
Hispanic or Latino	Faculty- Full Time	CA Statewide	67	13	19.4%	69.00%	46	0.00	-8.78	33
Asian or Other Pacific Islander	Faculty- Full Time	US National	67	3	4.5%	3.66%	2	0.77	0.36	-1
American Indian or Alaskan Native	Faculty- Full Time		67	0	0.0%	0.49%	0	0.72	-0.57	0
Total Minority	Faculty- Full Time		67	16	23.9%	78.45%	53	0.00	-10.86	37

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Faculty- Full Time	Student population	67	38	56.7%	58.1%	38	0.46	-0.23	0
Males	Faculty- Full Time	Local Recruitment	67	29	43.3%	41.3%	29	0.68	0.33	0

Part- Time Faculty

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Part-time Faculty	Student population	129	72	55.8%	21.55%	28	1.00	9.47	-44
Black/ African American	Part-time Faculty	Local Recruitment	129	6	4.7%	2.13%	3	0.98	1.98	-3
Hispanic or Latino	Part-time Faculty	CA Statewide	129	28	21.7%	69.00%	89	0.00	-11.62	61
Asian or Other Pacific Islander	Part-time Faculty	US National	129	6	4.7%	3.66%	5	0.81	0.60	-1
American Indian or Alaskan Native	Part-time Faculty		129	2	1.6%	0.49%	1	0.97	1.74	-1
Total Minority	Part-time Faculty		129	42	32.6%	78.45%	101	0.00	-12.68	59

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Part-time Faculty	Student population	129	62	48.1%	58.1%	75	0.01	-2.31	13
Males	Part-time Faculty	Local Recruitment	129	67	51.9%	41.3%	53	0.99	2.46	-14

Race:

In the analysis of employees identified as Faculty, Hispanic or Latino are again identified as an underutilized group. The expected projection for both Full time Faculty and Part time Faculty is 69%; however, based on the analysis, Porterville College’s utilization is 19.4% for Full time Faculty and 21.7% for Part time Faculty. Notably, faculty identified as White or Caucasian have a significant difference in margin of 67.2% (Full time) and 55.8% (Part time), with an availability of 21.55%. Black/African American (0% full time, 4.7% part time) , Asian or Other Pacific Islander (4.5% full time, 4.7% part time), and American Indian or Alaskan Native (0% full time, 1.6% part time) are within reasonable range of availability. The District is prioritizing its recruitment efforts by identifying candidates to increase the number of qualified Hispanic or Latino applicants for Porterville College in addition to all monitored groups.

Gender:

Full time and Part time Faculty data shows males and females are employed within a reasonable range of the identified availability. As a result, the District is not prioritizing efforts likely to increase the number of qualified applicants from either group.

IV. Classified:

Clerical/ Secretarial

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White/ Caucasian	Clerical	Student population	22	10	45.5%	21.55%	5	1.00	2.73	-5	
Black/ African American	Clerical	Local Recruitment	22	0	0.0%	2.13%	0	0.62	-0.69	0	
Hispanic or Latino	Clerical	CA Statewide	22	11	50.0%	69.00%	15	0.05	-1.93	4	
Asian or Other Pacific Islander	Clerical	US National	22	0	0.0%	3.66%	1	0.44	-0.91	1	
American Indian or Alaskan Native	Clerical		22	1	4.5%	0.49%	0	0.99	2.74	-1	
Total Minority	Clerical		22	12	54.5%	78.45%	17	0.01	-2.73	5	Underutilized

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF	
Females	Clerical	Student population	22	19	86.4%	58.1%	13	1.00	2.69	-6	
Males	Clerical	Local Recruitment	22	3	13.6%	41.3%	9	0.01	-2.63	6	Underutilized

Professional

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Professional	Student population	10	3	30.0%	21.55%	2	0.85	0.65	-1
Black/ African American	Professional	Local Recruitment	10	0	0.0%	2.13%	0	0.81	-0.47	0
Hispanic or Latino	Professional	CA Statewide	10	5	50.0%	69.00%	7	0.17	-1.30	2
Asian or Other Pacific Islander	Professional	US National	10	2	20.0%	3.66%	0	1.00	2.75	-2
American Indian or Alaskan Native	Professional		10	0	0.0%	0.49%	0	0.95	-0.22	0
Total Minority	Professional		10	6	60.0%	78.45%	8	0.15	-1.42	2

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Professional	Student population	10	6	60.0%	58.1%	6	0.66	0.12	0
Males	Professional	Local Recruitment	10	4	40.0%	41.3%	4	0.60	-0.08	0

Service/ Maintenance

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Service	Student population	11	4	36.4%	21.55%	2	0.93	1.20	-2
Black/ African American	Service	Local Recruitment	11	0	0.0%	2.13%	0	0.79	-0.49	0
Hispanic or Latino	Service	CA Statewide	11	7	63.6%	69.00%	8	0.46	-0.38	1
Asian or Other Pacific Islander	Service	US National	11	0	0.0%	3.66%	0	0.66	-0.65	0
American Indian or Alaskan Native	Service		11	0	0.0%	0.49%	0	0.95	-0.23	0
Total Minority	Service		11	7	63.6%	78.45%	9	0.20	-1.20	2

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Service	Student population	11	2	18.2%	58.1%	6	0.01	-2.68	4 Underutilized
Males	Service	Local Recruitment	11	9	81.8%	41.3%	5	1.00	2.73	-4

Skilled Crafts

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Skilled Crafts	Student population	2	2	100.0%	21.55%	0	1.00	2.70	-2
Black/ African American	Skilled Crafts	Local Recruitment	2	0	0.0%	2.13%	0	0.96	-0.21	0
Hispanic or Latino	Skilled Crafts	CA Statewide	2	0	0.0%	69.00%	1	0.10	-2.11	1 Underutilized
Asian or Other Pacific Islander	Skilled Crafts	US National	2	0	0.0%	3.66%	0	0.93	-0.28	0
American Indian or Alaskan Native	Skilled Crafts		2	0	0.0%	0.49%	0	0.99	-0.10	0
Total Minority	Skilled Crafts		2	0	0.0%	78.45%	2	0.05	-2.70	2 Underutilized

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Skilled Crafts	Student population	2	0	0.0%	58.1%	1	0.18	-1.67	1
Males	Skilled Crafts	Local Recruitment	2	2	100.0%	41.3%	1	1.00	1.69	-1

Technical/ Paraprofessional

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Technical/ Paraprofessional	Student population	29	16	55.2%	21.55%	6	1.00	4.40	-10
Black/ African American	Technical/ Paraprofessional	Local Recruitment	29	1	3.4%	2.13%	1	0.87	0.49	0
Hispanic or Latino	Technical/ Paraprofessional	CA Statewide	29	10	34.5%	69.00%	20	0.00	-4.02	10 Underutilized
Asian or Other Pacific Islander	Technical/ Paraprofessional	US National	29	1	3.4%	3.66%	1	0.71	-0.06	0
American Indian or Alaskan Native	Technical/ Paraprofessional		29	0	0.0%	0.49%	0	0.87	-0.38	0
Total Minority	Technical/ Paraprofessional		29	12	41.4%	78.45%	23	0.00	-4.86	11 Underutilized

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Technical/ Paraprofessional	Student population	29	23	79.3%	58.1%	17	1.00	2.32	-6
Males	Technical/ Paraprofessional	Local Recruitment	29	6	20.7%	41.3%	12	0.02	-2.25	6 Underutilized

Race:

An analysis of Classified employees including clerical, professional, service/ maintenance, shows most job groups are within a reasonable range of population availability, with the exception of Skilled Crafts and Technical/ Paraprofessional. All employees in Skilled Crafts have self-identified as White/ Caucasian (100%); however, this group is significantly small and only represent two employees. Technical/ Paraprofessional, a larger job group, has an underutilization of Hispanic or Latino with only 34.5% of the representation. This is a significant underutilization as projected race availability is 69%. Black/African American, Asian or Other

Pacific Islander, and American Indian or Alaskan Native are within reasonable range availability. District will be prioritizing aforementioned groups to ensure an increase in qualified candidates in addition to all monitored groups.

Gender:

Classified employees have a wider marginal difference in self-identified gender. Based on sex availability, job group percentages should be closer to 58.1% female and 41.3% male. Job groups such as Clerical/ Secretarial and Technical/ Paraprofessionals have a significant underutilization of males. Males in job group Clerical/ Secretarial account for 13.6% of employees. Technical/ Paraprofessionals have a similar underrepresentation, with male employees only making up 20.7% of this job group. The Service/ Maintenance job group has been identified as underutilizing females, which make up 18.2% of this job category. District will be prioritizing those groups to increase qualified candidates.

District Office Availability Analysis (2019)

CCR, Title 5 § 53003 (c)(8)

I. All Employees:

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White/ Caucasian	All Employees	Student population	89	42	47.2%	24.68%	22	1.00	4.93	-20	
Black/ African American	All Employees	Local Recruitment	89	4	4.5%	5.08%	5	0.53	-0.25	1	
Hispanic or Latino	All Employees	CA Statewide	89	27	30.3%	60.35%	54	0.00	-5.79	27	Underutilized
Asian or Other Pacific Islander	All Employees	US National	89	7	7.9%	5.69%	5	0.87	0.89	-2	
American Indian or Alaskan Native	All Employees		89	1	1.1%	0.29%	0	0.97	1.46	-1	
Total Minority	All Employees		89	25	28.1%	75.32%	67	0.00	-10.33	42	Underutilized

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	All Employees	Student population	89	45	50.6%	53.9%	48	0.30	-0.63	3
Males	All Employees	Local Recruitment	89	44	49.4%	45.4%	40	0.81	0.77	-4

Race:

An analysis of the total workforce, which includes all permanent employees, shows White/ Caucasian employment exceeds identified availability by a significant margin. The expected projection for this group is 24.68%; however, based on the analysis, the District Office's utilization is 47.2%. Additionally, Hispanic or Latino employment falls below the identified availability by a significant margin, with current employees identified as Hispanic or Latino accounting for 30.3% of employees. This is a significant finding, as race availability stands at 60.32%. Black/African American (4.5%), Asian or Other Pacific Islander (7.9%), and American Indian or Alaskan Native (1.1%) are within reasonable range availability. As a result of this finding, the District is prioritizing over all recruitment efforts to increase the number of qualified Hispanic applicants for the District Office in addition to all monitored groups.

Gender:

Examining the workforce data in the Kern Community College District Office, which includes all classifications, reveals that males and females are employed at an adequate range for identified sex availability. Subsequently, the District is not prioritizing its efforts in this area.

II. Executive/Administration:

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF	
White/ Caucasian	Exec/Admin	Student population	35	20	57.1%	24.68%	9	1.00	4.45	-11	
Black/ African American	Exec/Admin	Local Recruitment	35	3	8.6%	5.08%	2	0.90	0.94	-1	
Hispanic or Latino	Exec/Admin	CA Statewide	35	3	8.6%	60.35%	21	0.00	-6.26	18	Underutilized
Asian or Other Pacific Islander	Exec/Admin	US National	35	3	8.6%	5.69%	2	0.86	0.74	-1	
American Indian or Alaskan Native	Exec/Admin		35	1	2.9%	0.29%	0	1.00	2.82	-1	
Total Minority	Exec/Admin		35	10	28.6%	75.32%	26	0.00	-6.41	16	Underutilized

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Exec/Admin	Student population	35	14	40.0%	53.9%	19	0.07	-1.65	5
Males	Exec/Admin	Local Recruitment	35	21	60.0%	45.4%	16	0.97	1.74	-5

Race:

An analysis of employees identified as Executive or Administration shows similar findings to the “All Employee” analysis. This includes a larger margin when reviewing employees that have self-identified as White/ Caucasian. The expected projection for this group is 24.68%; however, based on the analysis, the District Office utilization is 57.1%. Additionally, Hispanic or Latino employment falls far below the identified availability by another significant margin of only 8.6%, with availability at 60.35%. Black/African American (8.6%), Asian or Other Pacific Islander (8.6%), and American Indian or Alaskan Native (2.9%) are within reasonable range of availability. The District is prioritizing its recruitment efforts by identifying candidates to increase the number of qualified Hispanic or Latino applicants for District staff in addition to all monitored groups.

Gender:

Executive and Administration analysis note that males and females are employed within a reasonable range of the identified availability. As a result, the District is not prioritizing efforts likely to increase the number of qualified applicants from either group.

III. Classified:

Clerical/Secretarial

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Clerical	Student population	17	6	35.3%	24.68%	4	0.90	1.01	-2
Black/ African American	Clerical	Local Recruitment	17	0	0.0%	5.08%	1	0.41	-0.95	1
Hispanic or Latino	Clerical	CA Statewide	17	11	64.7%	60.35%	10	0.73	0.37	-1
Asian or Other Pacific Islander	Clerical	US National	17	0	0.0%	5.69%	1	0.37	-1.01	1
American Indian or Alaskan Native	Clerical		17	0	0.0%	0.29%	0	0.95	-0.22	0
Total Minority	Clerical		17	11	64.7%	75.32%	13	0.23	-1.01	2

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Clerical	Student population	17	15	88.2%	53.9%	9	1.00	2.84	-6
Males	Clerical	Local Recruitment	17	2	11.8%	45.4%	8	0.00	-2.78	6 Underutilized

Professional

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Professional	Student population	15	7	46.7%	24.68%	4	0.98	1.97	-3
Black/ African American	Professional	Local Recruitment	15	0	0.0%	5.08%	1	0.46	-0.90	1
Hispanic or Latino	Professional	CA Statewide	15	4	26.7%	60.35%	9	0.01	-2.67	5 Underutilized
Asian or Other Pacific Islander	Professional	US National	15	3	20.0%	5.69%	1	0.99	2.39	-2
American Indian or Alaskan Native	Professional		15	0	0.0%	0.29%	0	0.96	-0.21	0
Total Minority	Professional		15	7	46.7%	75.32%	11	0.02	-2.57	4 Underutilized

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Professional	Student population	15	4	26.7%	53.9%	8	0.03	-2.12	4 Underutilized
Males	Professional	Local Recruitment	15	11	73.3%	45.4%	7	0.99	2.18	-4

Service/ Maintenance

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Service	Student population	3	1	33.3%	24.68%	1	0.85	0.35	0
Black/ African American	Service	Local Recruitment	3	0	0.0%	5.08%	0	0.86	-0.40	0
Hispanic or Latino	Service	CA Statewide	3	2	66.7%	60.35%	2	0.78	0.22	0
Asian or Other Pacific Islander	Service	US National	3	0	0.0%	5.69%	0	0.84	-0.43	0
American Indian or Alaskan Native	Service		3	0	0.0%	0.29%	0	0.99	-0.09	0
Total Minority	Service		3	2	66.7%	75.32%	2	0.57	-0.35	0

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Service	Student population	3	1	33.3%	53.9%	2	0.44	-0.71	1
Males	Service	Local Recruitment	3	2	66.7%	45.4%	1	0.91	0.74	-1

Technical/ Paraprofessional

Race	Job Group	External Recruitment Area	Total Job Group Employees	Total Race Job Group Employees	% of Race Job Group Employees	Race Availability	Race Expected based on Availability	Binomial Exact	SD	SF
White/ Caucasian	Technical/ P	Student population	18	7	38.9%	24.68%	4	0.95	1.40	-3
Black/ African American	Technical/ P	Local Recruitment	18	1	5.6%	5.08%	1	0.77	0.09	0
Hispanic or Latino	Technical/ P	CA Statewide	18	7	38.9%	60.35%	11	0.05	-1.86	4
Asian or Other Pacific Islander	Technical/ P	US National	18	1	5.6%	5.69%	1	0.73	-0.02	0
American Indian or Alaska	Technical/ Paraprofessional		18	0	0.0%	0.29%	0	0.95	-0.23	0
Total Minority	Technical/ P		18	9	50.0%	75.32%	14	0.02	-2.49	5

Sex	Job Group	External Recruitment Area	Total Job Group Employees	Total Sex Job Group Employees	% of Sex Job Group Employees	Sex Availability	Sex Expected based on Availability	Binomial Exact	SD	SF
Females	Technical/ P	Student population	18	10	55.6%	53.9%	10	0.64	0.14	0
Males	Technical/ P	Local Recruitment	18	8	44.4%	45.4%	8	0.57	-0.08	0

Race:

An analysis of Classified employee including clerical, service/ maintenance, and technical paraprofessional shows most job groups are within a reasonable range of availability, with the exception of Professional and Technical/ Paraprofessional. Employees in the Professional job group have self-identified as 46.7 % White/ Caucasian, with an expected projection at 24.68 %, whereas Hispanic or Latino identification has an expected availability of 60.35%, but a currently utilization of only 26.7%. Technical/ Paraprofessional, a larger job group, has an underutilization of Total Minority with 50% representation. This is a significant underutilization as projected race availability is 75.32%. Black/African American, Asian or Other Pacific Islander, and American Indian or Alaskan Native are within reasonable range. District will be prioritizing aforementioned groups to ensure an increase in qualified candidates in addition to all monitored groups.

Gender:

Classified employees have a wider marginal difference in self-identified gender. Based on sex availability, job group percentages should be consistent with 53.9% female and 45.4% male. The Clerical/ Service job group has an underutilization of males, with 11.8% male and 88.2% female. Professionals have a similar discrepancy, with female employees only making up 26.7% of this job group and males making up 73.3%. District will be prioritizing these groups to increase qualified candidates.

Adverse Impact Analysis:

CCR, Title 5, § 53003(c)(7)

The District looked at the composition of recruitment pools and compared the rate of hires in each demographic group. The analysis was used to determine if there was an adversely impacted group. An adverse impact occurs when the selection rate for any group is less than 4/5ths of the selection rate for the highest group. In the analysis this group is labeled as “Best Group Hire” and is used as the standard of comparison for other groups.

Methodology: Data for recruitment pools was gathered with self-identifications survey as specified in Component 11 of the plan.

Measure of Data: The analysis looked at 3 areas: binomial exact, standard deviation (SD), and Shortfall (SF).

Binomial Exact: Calculates the probability of the demographic group meeting its expected availability by looking at total hires and the total demographic applicants compared to Best Group Hire. In this analysis, groups that fall below 0.05 are designated as having significant difference and labeled as yes in "Binomial Exact Disparity".

(SD) Standard Deviation: “Disparities” is defined as a deviation of –2 or lower in our analysis. Groups that fall –2 and below are labeled as yes in the "SD Disparity".

(SF) Short Fall: Shows the difference between expectancy and current totals.

Adverse Impact - Hiring Analysis- KCCD Total 2016-2019

Demographic Group	Total Applicants	Total Demographic Group Applicants	Total Demo Group Hires	Demo App %	Demo Group % of Hires	Demo Hiring Rate	Best Group Hire %	Demo Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity ?	Binomial Exact Disparity ?
Females	30145	18599	405	61.70%	63.08%	2.18%	2.18%	405	0.51	0.00	0		
Males	30145	11546	237	38.30%	36.92%	2.05%	2.18%	251	0.19	-0.92	14		
White/ Caucasian	28233	11655	289	41.28%	47.93%	2.48%	2.48%	289	0.52	0.00	0		
Black/ African American	28233	2915	39	10.32%	6.47%	1.34%	2.48%	72	0.00	-3.96	33	YES	YES
Hispanic or Latino	28233	11139	244	39.45%	40.46%	2.19%	2.48%	276	0.03	-1.96	32		
Asian or Other Pacific Islander	28233	2033	22	7.20%	3.65%	1.08%	2.48%	50	0.00	-4.05	28	YES	YES
American Indian or Alaskan Native	28233	491	9	1.74%	1.49%	1.83%	2.48%	12	0.22	-0.92	3		
Non-Disability	30163	29437	623	97.59%	98.11%	2.12%	2.12%	623	0.51	0.00	0		
Disability	30163	726	12	2.41%	1.89%	1.65%	2.12%	15	0.24	-0.87	3		
Total Minority	28233	16578	314	58.72%	52.07%	1.89%	2.48%	411	0.00	-4.85	97	YES	YES

An analysis of total applicant pools shows that females and males are hired within an acceptable range. Therefore, they will not be prioritized.

The analysis of applicant pool by race and ethnicity shows a disparity in hiring rates of demographic groups Black/African American (1.34%) and Asian or Other Pacific Islander (1.08%) in comparison to White/Caucasian (2.48%), which had the best rate of hire. White/Caucasian demographic groups make up a total of 47.93% of all hires, whereas Black/African American (6.47%) and Asian or Other Pacific Islander (3.65%) demographics makeup a much smaller percentage. When looking at Black/African American adverse impact for 2018 and 2019, there is an improvement in standard deviation indicating positive change.

2018	Black/ African American	8734	968	8	11.08%	4.42%	0.83%	2.40%	23	0.00	-3.20	15	YES	YES
2019	Black/ African American	7528	625	16	8.30%	8.21%	2.56%	4.93%	31	0.00	-2.74	15	YES	YES

However, when reviewing Asian or Other Pacific Islander adverse impact for 2018 and 2019, there is an increase in standard deviation from -2 to -4.92 indicating a larger disparity.

2018	Asian or Other Pacific Islander	8734	605	7	6.93%	3.87%	1.16%	2.40%	15	0.02	-2.00	8	YES	YES
2018	Asian or Other Pacific Islander	7528	582	3	7.73%	1.54%	0.52%	4.93%	29	0.00	-4.92	26	YES	YES

The District will look to identify potential barriers in the hiring process to decrease disparities in monitored groups.

Adverse Impact - Hiring Analysis- Confidential/ Management 2016-2019

Demographic Group	Total Applicants	Total Demographic Group Applicants	Total Demographic Group Hires	Demo App %	Demo Group % of Hires	Demo Hiring Rate	Best Group Hire %	Demo Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity ?	Binomial Exact Disparity ?
Females	4855	2258	72	46.51%	64.86%	3.19%	3.19%	72	0.53	0.00	0		
Males	4855	2597	39	53.49%	35.14%	1.50%	3.19%	83	0.00	-4.89	44	YES	YES
White/ Caucasian	4511	1834	60	40.66%	57.69%	3.27%	4.76%	87	0.00	-3.00	27	YES	YES
Black/ African American	4511	779	10	17.27%	9.62%	1.28%	4.76%	37	0.00	-4.56	27	YES	YES
Hispanic or Latino	4511	1410	24	31.26%	23.08%	1.70%	4.76%	67	0.00	-5.40	43	YES	YES
Asian or Other Pacific Islander	4511	404	6	8.96%	5.77%	1.49%	4.76%	19	0.00	-3.09	13	YES	YES
American Indian or Alaskan Native	4511	84	4	1.86%	3.85%	4.76%	4.76%	4	0.63	0.00	0		
Non-Disability	4844	4708	105	97.19%	96.33%	2.23%	2.94%	138	0.00	-2.89	33	YES	YES
Disability	4844	136	4	2.81%	3.67%	2.94%	2.94%	4	0.63	0.00	0		
Total Minority	4511	2677	44	59.34%	42.31%	1.64%	3.27%	88	0.00	-4.73	44	YES	YES

An analysis of Confidential Management recruitment pools shows that females were hired at a rate of 3.19%. It should be noted that females account for 64.86% of applicants being hired. Males were hired at a rate of 1.5%, which indicated a disparity. Male candidates make up only 35.14% of new employees being hired. This is significant, as the total of applicants for both male and female are relatively close. The District will look into ways of finding qualified candidates and determining barriers that may be adding to this disparity.

The analysis of applicant pool by race and ethnicity shows a disparity among the following demographic groups: White/Caucasian (3.27%), Black/African American (1.28%), Hispanic or Latino (1.7%), Asian or Other Pacific Islander (1.49%). These numbers were surprising but can be attributed to the rate of hire for the standard group, American Indian/ Native American, which has a significantly higher rate of hire at 4.76%. Since an adverse impact is measured by anything below 80% of the standard, all groups meet this threshold. 57.69% of applicants were hired from the White/Caucasian demographic group, whereas American Indian/Native Americans only account for 3.85% new hires. Therefore, the District will not be prioritizing this group. However, other groups noted as disparities, such as Black/African American (9.62%), Hispanic or Latino (23.08%), and Asian or Pacific Islander (5.77%), are hired at lower rates in comparison to the White/Caucasian demographic group. The District will continue to prioritize diverse applicants and identify potential barriers to employment for protected classes.

Adverse Impact - Hiring Analysis- Academic, Tenured Tenure Track 2016-2019

Demographic Group	Total Applicants	Total Demographic Group Applicants	Total Demographic Group Hires	Demo App %	Demo Group % of Hires	Demo Hiring Rate	Best Group Hire %	Demo Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity ?	Binomial Exact Disparity ?
Females	4505	1816	59	40.31%	46.46%	3.25%	3.25%	59	0.53	0.00	0		
Males	4505	2689	68	59.69%	53.54%	2.53%	3.25%	87	0.02	-2.11	19	YES	YES
White/ Caucasian	4139	2382	77	57.55%	65.81%	3.23%	3.23%	77	0.53	0.00	0		
Black/ African American	4139	408	9	9.86%	7.69%	2.21%	3.23%	13	0.15	-1.17	4		
Hispanic or Latino	4139	823	25	19.88%	21.37%	3.04%	3.23%	27	0.43	-0.32	2		
Asian or Other Pacific Islander	4139	467	5	11.28%	4.27%	1.07%	3.23%	15	0.00	-2.64	10	YES	YES
American Indian or Alaskan Native	4139	59	1	1.43%	0.85%	1.69%	3.23%	2	0.43	-0.67	1		
Non-Disability	4518	4401	124	97.41%	98.41%	2.82%	2.82%	124	0.52	0.00	0		
Disability	4518	117	2	2.59%	1.59%	1.71%	2.82%	3	0.36	-0.72	1		
Total Minority	4139	1757	40	42.45%	34.19%	2.28%	3.23%	57	0.01	-2.27	17	YES	YES

An analysis of Academic, Tenured Track recruitment pools shows that females were hired at a rate of 3.25%. Males who had disparities based on the analysis were hired at a rate of 2.53%. However, 53.54% of new employees hired were male candidates, whereas 46.46% of new hires were female. Investigating these numbers further reveals a positive change in the last two years, showing signs of improvement.

2018	Males	1251	696	10	55.64%	43.48%	1.44%	2.34%	16	0.07	-1.58	6
2019	Males	1201	728	29	60.62%	63.04%	3.98%	3.98%	29	0.55	0.00	0

The analysis of applicant pool by race and ethnicity shows a disparity in the Asian or Other Pacific Islander demographic group, with a rate of hire at 1.07%. When reviewing the adverse impact test for both 2018 and 2019, this has been a consistent trend. There were no new hires for this demographic group in 2018 or 2019.

2018	Asian or Other Pacific Islander	1130	135	0	11.95%	0.00%	0.00%	2.75%	4	0.02	-1.95	4		YES
2019	Asian or Other Pacific Islander	1117	118	0	10.56%	0.00%	0.00%	5.26%	6	0.00	-2.56	6	YES	YES

The District will continue to prioritize diverse applicants and identify potential barriers to employment for protected classes.

Adverse Impact - Hiring Analysis- Classified 2016-2019

Demographic Group	Total Applicants	Total Demographic Group Applicants	Total Demographic Group Hires	Demo App %	Demo Group % of Hires	Demo Hiring Rate	Best Group Hire %	Demo Hire Expected based on App Rate	Binomial Exact	SD	SF	SD Disparity ?	Binomial Exact Disparity ?
Females	17637	12496	259	70.85%	68.16%	2.07%	2.35%	294	0.02	-2.07	35	YES	YES
Males	17637	5141	121	29.15%	31.84%	2.35%	2.35%	121	0.52	0.00	0		
White/ Caucasian	16612	6248	146	37.61%	40.56%	2.34%	2.38%	149	0.43	-0.23	3		
Black/ African American	16612	1499	19	9.02%	5.28%	1.27%	2.38%	36	0.00	-2.83	17	YES	YES
Hispanic or Latino	16612	7561	180	45.52%	50.00%	2.38%	2.38%	180	0.52	0.00	0		
Asian or Other Pacific Islander	16612	999	11	6.01%	3.06%	1.10%	2.38%	24	0.00	-2.65	13	YES	YES
American Indian or Alaskan Native	16612	305	4	1.84%	1.11%	1.31%	2.38%	7	0.15	-1.22	3		
Non-Disability	17644	17282	372	97.95%	98.67%	2.15%	2.15%	372	0.51	0.00	0		
Disability	17644	362	5	2.05%	1.33%	1.38%	2.15%	8	0.21	-1.01	3		
Total Minority	16612	10364	214	62.39%	59.44%	2.06%	2.34%	242	0.03	-1.83	28		

An analysis of Classified recruitment pools shows that males were hired at a rate of 2.35%. Females, who had disparities in hiring based on the analysis, were hired at a rate of 2.07%. However, females make up total of 68.16%. Therefore, the District found no potential issue for females.

The analysis of applicant pool by race and ethnicity shows a disparity among Black/African American (1.27%) and Asian or Other Pacific Islander (1.10%) demographic groups when

compared to Hispanic or Latino (2.38%), the standard rate of hire. Further, the Black/African American demographic group made up 5.28% of new hires while the Asian or Other Pacific Islander demographic group made up 3.06%. There has been an increase in Standard deviation rates of hire for Black/African American demographic groups in 2018 and 2019, which notes a positive trend.

2018	Black/ African American	5075	479	7	9.44%	5.79%	1.46%	2.90%	14	0.03	-1.87	7		
2019	Black/ African American	4597	313	7	6.81%	6.31%	2.24%	3.80%	12	0.09	-1.44	5		

The Asian or Other Pacific Islander demographic group does not have the same positive outlook. The trend for that demographic group over that last two years indicate an area that needs to be monitored.

2018	Asian or Other Pacific Islander	5075	272	4	5.36%	3.31%	1.47%	2.90%	8	0.10	-1.40	4		
2019	Asian or Other Pacific Islander	4597	313	2	6.81%	1.80%	0.64%	3.80%	12	0.00	-2.92	10	YES	YES

The District will continue to prioritize diverse applicants and identify potential barriers to employment for protected classes.