EEO Plan 2022-2025

Approved and Adopted by the Merced Community College District Board of Trustees on May 14, 2024.

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Plan Component 1

Introduction

The Merced Community College District's Equal Employment Opportunity Plan ("Plan") was first adopted by the Board of Trustees on April 2, 2013, reflecting the District's commitment to equal employment opportunity. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all will foster diversity and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. This Plan's immediate focus is on improving and enhancing the District's equal employment opportunity in its recruitment and hiring policies and practices.

Additionally, the District shall take measures to address underrepresentation of monitored groups. To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body they serve.

Chris Vitelli, Ed.D.
Superintendent/President
Merced Community College District

Plan Component 2

Definitions

Pursuant to Cal. Code Regs. Tit. 5, § 53001, the following definitions apply to the application of this plan:

(a) "Adverse impact" means a disproportionate negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures").

(b) "Diversity" means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability and socio-economic backgrounds, in all aspects of the workplace.

(c) "Equal employment opportunity" ("EEO") means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels, in all job categories. Equal employment opportunity also involves:

> (1) identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance;

> (2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and

> (3) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.

(d) An "equal employment opportunity plan" ("EEO plan") is a written document that describes a district's EEO program. A district's EEO plan shall include:

> 1) analysis of the district's work force; and

> 2) descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.

(e) An "equal employment opportunity program" refers to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district's longitudinal workforce and applicant analyses.

(f) "In-house or promotional only" hiring means that only existing district employees are eligible for a position.

(g) "Job categories" includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

(h) "Monitored group" means the groups for which districts must provide demographic data pursuant to section 53004.

(i) "Person with a disability" means any person who:

> (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities;

> (2) has a record of such an impairment; or

> (3) is regarded as having such an impairment.

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

(j) "Reasonable accommodation" means the efforts made by the district in compliance with Government Code section 12926.

(k) "Screening or selection procedure" means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including performance tests, physical, educational, and work experience requirements, interviews, application reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.

(l) "Underrepresented group" means any monitored group for which the percentage of persons from that group employed by the district in a job category is below eighty percent (80%) of the projected representation for that group and job category.
Cal. Code Regs. Tit. 5, § 53001

Plan Component 3
Policy Statement

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

The Chief Human Resources Officer (CHRO) shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

Reference: **[Board Policy 3420, Equal Employment Opportunity](#)**

Plan Component 4
Delegation of Responsibility, Authority and Compliance

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

1. **Board of Trustees**

   The 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 and for making measurable progress toward equal employment opportunity by the strategies described in the District's EEO plan. The Governing Board is responsible for adopting a Plan that is in compliance with the provisions of the California Code of Regulations. Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall:
   a. Be developed in collaboration with the District's Equal Employment Advisory Committee;
   b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendized as a separate action item;
   c. Cover a period of 3 years, after which a new or revised plan shall be adopted; and
   d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption.

2. **Superintendent/President**

   The Board of Trustees delegates to the Superintendent/President, the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent/President 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 Superintendent/President shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. **Equal Employment Opportunity Officer**

   The District has designated the Chief Human Resources Officer as the Equal Employment Opportunity Officer responsible for the day-to-day implementation of the Plan. The District will give notice if the designation of the equal employment opportunity officer changes. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, sections 53000 et. seq. The equal employment opportunity officer is also responsible for receiving complaints and for ensuring that applicant pools and selection procedures are properly monitored.

4. **Equal Employment Opportunity Advisory Committee**

   The District will establish an Equal Employment Opportunity Advisory Committee to act as an advisory body to the equal employment opportunity officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the development and implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and shall provide suggestions for Plan revisions as appropriate.

5. **Agents of the District**

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

6. **Good Faith Effort**

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

Plan Component 5

Advisory Committee

Pursuant to Administrative Procedure 3420, Equal Employment Opportunity

EEO Advisory Committee

- That the District shall establish an EEO Advisory Committee; and
- That the advisory committee shall include a diverse membership.
- The advisory committee shall receive training in all of the following: applicable Title 5 regulations and of state and federal nondiscrimination laws; the educational benefits of workforce diversity, the identification and elimination of bias in hiring decisions; and the role of the advisory committee in carrying out of the District's EEO Plan. The Board of Trustees will receive the same training.

The responsibilities of the Committee shall include but not be limited to the following:

- review and advise on recruitment efforts; job announcements, interview protocols, retention efforts and other aspects of the hiring, retention, and promotion processes that impact the District's ability to attract and retain a diverse faculty and staff;
- advise on implementing the District's obligation to hire with a demonstrated sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students;
- promote communication with community groups and organizations for people with disabilities;
- promote hiring of faculty and staff who have, themselves, attended a community college, as appropriate;
- develop communications among departments to foster understandings of the Plan;
- to advise the EEO Officer regarding special training or staff development needs;
- review the Plan and monitor its progress;
- recommend changes needed in the Plan; and
- review and approve the annual written report to the Superintendent/President, the Board of Trustees, and the California Community Colleges Chancellor's Office.

The Equal Employment Opportunity Advisory Committee shall assist the District in developing, implementing, and revising its Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, research or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The Equal Employment Opportunity Officer shall train the committee on equal employment compliance and the Plan itself. When appropriate, the committee shall make recommendations to the superintendent/president.

The committee will be composed of two Faculty Association members, two Academic Senate members, two Classified Senate members, two classified CSEA members, at least one student, and one administrator/manager. The Chief Human Resources Officer will serve as a permanent chair. The membership shall include a diverse membership whenever possible. A substantial good faith effort to

maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document efforts made to recruit advisory committee members who are members of monitored groups. The membership selection process will be detailed in the *Integrated Planning, Program Review and Shared Governance Handbook*.

The Equal Employment Opportunity Advisory Committee shall hold a minimum of two meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the Superintendent/President and the Equal Employment Opportunity Officer.

In order to support and promote equal opportunity, nondiscrimination, retention and diversity, the committee may sponsor events, training, or other activities.

Plan Component 6
The Procedure for Filing Complaints Pursuant to Section 53026
Complaints Alleging Violation of the Equal Employment Opportunity Regulations

The District has adopted procedures for complaints alleging unlawful discrimination or harassment and for complaints alleging violation of the EEO regulations (53000 et. seq.,). The Chief Human Resources Officer is responsible for receiving such complaints and for coordinating their investigation. The complaint procedure, as defined in Administrative Procedure 3420, is described in detail in [Administrative Procedure 3435, Discrimination and Harassment Complaints and Investigations](). EEO complaints will be processed using the employment-based procedures pursuant to AP 3435.

Plan Component 7
Notification to District Employees

The District's commitment to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The policy statement is posted on the Human Resources website and is printed in all employment announcements and recruitment materials.

The Plan and subsequent revisions is/will be electronically distributed to all employees and the Board of Trustees annually. The Plan is/will also be available on the District's website.

Plan Component 8
Training for Screening/Selection Committee

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

Each committee member serving in the above capacities will be required to participate in a recruitment training session(s) annually. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. Other periodic training may be offered for those who might serve on a screening committee. The office of Human Resources is responsible for organization and verification of the required training. Any individual, whether or not he or she is an employee of the District, who is acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the Plan.

Screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants.

Plan Component 9
Annual Written Notice to Community Organizations

The equal employment opportunity officer provides/will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations how they can access or obtain an electronic copy of the Plan and shall serve to solicit their assistance in identifying diverse qualified candidates. The notice will include the EEO Policy Statement and a web-based link to the Plan. The notice will also include the internet address where the District advertises its job openings and contact information for employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. The equal employment opportunity officer will maintain a list of organizations which will receive this notice.

Plan Component 10

Longitudinal Analysis of the District's Employees and Applicants

The Merced College Office of Human Resources website hosts a "Diversity Data" page that contains live data dashboards. The purpose of this dashboard is to provide front-facing access to employee diversity data for employees, applicants, and community members. A link to the dashboard is provided below:

https://www.mccd.edu/about-merced-college/divisions/human-resources/diversity/

Employee Demographic Data is available on the data dashboard from 1999 through present.

The overall employee profile of Merced College employees by employment type for the period of 2019-2023 is as follows:

Employee Count by Date and Classification

Year	Gender	Adjunct	Administrat..	PositionType Classified Full Time	Faculty	Other	Other Classified	Grand Total
2019	Total	659	39	251	214	528	317	1,554
	Female	360	25	148	117	327	181	899
	Male	299	14	103	97	201	136	655
2020	Total	662	39	246	209	359	235	1,355
	Female	355	24	146	113	223	128	770
	Male	307	15	100	96	136	107	585
2021	Total	718	37	241	216	247	217	1,256
	Female	386	23	141	118	146	118	703
	Male	332	14	100	98	101	99	553
2022	Total	733	34	239	215	276	248	1,305
	Female	387	23	139	117	158	136	718
	Male	346	11	100	98	118	112	587
2023	Total	720	26	224	205	171	212	1,170
	Female	382	17	130	114	103	120	651
	Male	338	9	94	91	68	92	519

80% Rule Analysis

The CCCCO Office of General Counsel's Equal Employment Opportunity Longitudinal Data Guide (2018) states the following:

> In an "80 Percent Rule" analysis, the district compares the percentage of individuals from a monitored group in a job category with the district's projected representation for the same group. Title 5 does not define "projected representation" for purposes of the 80 Percent Rule – it is a local decision. Local districts have the discretion and authority to establish projected representation based on one or more factors, including student demographics at the college or district, community demographics in the district's service area, labor market availability for the job category or previous demographics of job applicants.

In development of its Staffing Plan in 2022, the District's HR Council, to whom the EEO Committee reports, determined that the projected groups for Merced College's comparison are 1) the student demographics within our District and 2) the demographics of Merced County – which are very aligned, except in gender.

For the purposes of illustrating disproportionately impacted populations, they are marked in red font in the chart below:

2019-2023: MCCD Applicants v MCCD Employee, Student, County, %	Classified		Faculty		Admin		2019F-2022F MCCD Employee Avg, %	19-20-22-23 MCCD Student, %	2022 Merced County, %
	Applicants, %	Hires, %	Applicants, %	Hires, %	Applicants, %	Hires, %			
Female	59.58%	63.69%	41.27%	48.59%	40.49%	57.89%	56.72%	61.12%	48.98%
Male	38.66%	35.03%	55.46%	45.77%	55.81%	39.47%	43.28%	37.65%	51.02%
Unknown Gender	1.76%	1.27%	3.27%	5.63%	3.70%	2.63%	0.00%	1.23%	0.00%
African-American	4.37%	5.10%	9.18%	4.23%	12.33%	7.89%	4.78%	3.26%	2.72%
American Indian/Alaskan Native	1.27%	2.55%	1.11%	1.06%	1.64%	7.89%	1.14%	0.48%	0.25%
Asian	5.45%	3.82%	9.36%	6.34%	7.71%	5.26%	8.28%	7.97%	5.70%
Filipino	1.85%	1.91%	1.82%	2.82%	2.16%	0.00%	0.00%	0.78%	1.08%
Hispanic	52.55%	53.50%	26.57%	25.00%	31.55%	26.32%	28.63%	60.32%	63.20%
Multi-Ethnic*	0.36%	0.64%	0.46%	0.00%	0.21%	0.00%	1.17%	3.07%	3.05%
Pacific Islander	1.56%	1.27%	0.68%	0.35%	1.23%	0.00%	0.57%	0.27%	0.31%
Unknown Race/Ethnicity	8.17%	6.37%	7.60%	9.51%	7.30%	7.89%	3.77%	5.32%	0.00%
White, Non-Hispanic	24.41%	24.84%	43.23%	50.70%	35.87%	44.74%	51.67%	18.53%	23.69%

For the 80% comparison, Merced College chose to compare our Applicant data to *both* the student average and Merced County average.

2019-2023 Merced College Student to Merced County Demographic Comparison:

Demographics	19-20 to 22-23 MCCD Student Avgs %	2022 Merced County %
African-American	3.26%	2.72%
American Indian/Alaskan Native	0.48%	0.25%
Asian	7.96%	5.70%
Filipino	0.78%	1.08%
Hispanic	60.26%	63.20%
Multi-Ethnic	3.07%	3.05%
Pacific Islander	0.27%	0.31%
Unknown	5.41%	0.00%
White, Non-Hispanic	18.51%	23.69%
Female	61.06%	48.98%
Male	37.71%	51.02%
Non-Binary	0.12%	-
Unknown	1.11%	-
Not A Veteran	99.09%	96.34%
Veteran	0.91%	3.66%
Unknown/No Answer	-	-
No- Disability	95.07%	85.80%
Yes- Disability	4.93%	14.20%
Unknown/No Answer	-	-

For the following data sets, these EEO categories of employee types were utilized:
  a) Executive, Administrative, and Managerial
  b) Faculty
  c) Professional (non-faculty)
  d) Clerical/Secretarial
  e) Technical/Paraprofessional
  f) Skilled Crafts
  g) Service/Maintenance

For years 2019 through 2023, **80% Race and Ethnicity Comparisons**: (X = "Significantly underrepresented")

Table 1A) 80% Rule & Race/Ethnicity: Executive, Administrative, and Managerial Applicants (2019-20 to 2022-23)				
Race/Ethnicity	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
African-American				
American Indian/Alaskan Native				
Asian		X		
Filipino		X		X
Hispanic	X	X	X	X
Multi-Ethnic	X	X	X	X
Pacific Islander		X		X
Unknown				
White, Non-Hispanic				

Table 1B) 80% Rule & Race/Ethnicity: Faculty Applicants (2019-20 to 2022-23)				
Race/Ethnicity	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
African-American				
American Indian/Alaskan Native				
Asian		X		
Filipino				
Hispanic	X	X	X	X
Multi-Ethnic	X	X	X	X
Pacific Islander				
Unknown				
White, Non-Hispanic				

Table 1C) 80% Rule & Race/Ethnicity: Professional (Non-Faculty) Applicants (2019-20 to 2022-23)				
Race/Ethnicity	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
African-American				
American Indian/Alaskan Native				
Asian	X	X		X
Filipino		X		X
Hispanic		X		X
Multi-Ethnic	X		X	
Pacific Islander		X		X
Unknown		X		
White, Non-Hispanic				

Table 1D) 80% Rule & Race/Ethnicity: Clerical / Secretarial Applicants (2019-20 to 2022-23)				
Race/Ethnicity	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
African-American		X		X
American Indian/Alaskan Native				
Asian	X	X		
Filipino				
Hispanic				
Multi-Ethnic	X	X	X	X
Pacific Islander				
Unknown		X		
White, Non-Hispanic				

Table 1E) 80% Rule & Race/Ethnicity: Technical / Paraprofessional Applicants (2019-20 to 2022-23)				
Race/Ethnicity	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
African-American				
American Indian/Alaskan Native				
Asian	X	X	X	X
Filipino				
Hispanic				
Multi-Ethnic	X	X	X	X
Pacific Islander				
Unknown				
White, Non-Hispanic				

Table 1F) 80% Rule & Race/Ethnicity: Skilled Crafts Applicants (2019-20 to 2022-23)				
Race/Ethnicity	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
African-American	X	X	X	X
American Indian/Alaskan Native	X	X	X	X
Asian	X	X	X	X
Filipino	X	X	X	X
Hispanic		X		X
Multi-Ethnic	X	X	X	X
Pacific Islander	X	X	X	X
Unknown	X	X		
White, Non-Hispanic				

Table 1G) 80% Rule & Race/Ethnicity: Service / Maintenance Applicants (2019-20 to 2022-23)				
Race/Ethnicity	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
African-American				
American Indian/Alaskan Native		X		X
Asian	X	X	X	X
Filipino		X		X
Hispanic				
Multi-Ethnic	X	X	X	X
Pacific Islander		X		X
Unknown				
White, Non-Hispanic		X		X

For years 2019 through 2023, **80% Gender Comparisons**: (X = "Significantly underrepresented")

Table 2A) 80% Rule & Gender: Executive, Administrative, and Managerial Applicants (2019-20 to 2022-23)				
Gender	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Female	X			
Male				X
Non-Binary		X		
Unknown				

Table 2B) 80% Rule & Gender: Faculty Applicants (2019-20 to 2022-23)				
Gender	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Female	X	X	X	
Male				
Non-Binary				
Unknown				

Table 2C) 80% Rule & Gender: Professional (Non-Faculty) Applicants (2019-20 to 2022-23)				
Gender	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Female				
Male			X	X
Non-Binary		X		
Unknown				

Table 2D) 80% Rule & Gender: Clerical / Secretarial Applicants (2019-20 to 2022-23)				
Gender	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Female				
Male	X	X	X	X
Non-Binary		X		
Unknown		X		

Table 2E) 80% Rule & Gender: Technical / Paraprofessional Applicants (2019-20 to 2022-23)				
Gender	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Female				
Male			X	X
Non-Binary	X	X		
Unknown				

Table 2F) 80% Rule & Gender: Skilled Crafts Applicants (2019-20 to 2022-23)				
Gender	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Female	X	X	X	X
Male				
Non-Binary	X	X		
Unknown	X	X		

Table 2G) 80% Rule & Gender: Service / Maintenance Applicants (2019-20 to 2022-23)				
Gender	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Female	X	X	X	X
Male				
Non-Binary	X	X		
Unknown	X	X		

For years 2019 through 2023, **80% Veteran Comparisons**: (X = "Significantly underrepresented")

Table 3A) 80% Rule & Veterans: Executive, Administrative, and Managerial Applicants (2019-20 to 2022-23)				
Veterans	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Not A Veteran	X	X	X	X
Veteran				
Unknown/No Answer				

Table 3B) 80% Rule & Veterans: Faculty Applicants (2019-20 to 2022-23)				
Veterans	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Not A Veteran	X	X	X	X
Veteran			X	
Unknown/No Answer				

Table 3C) 80% Rule & Veterans: Professional (Non-Faculty) Applicants (2019-20 to 2022-23)				
Veterans	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Not A Veteran				
Veteran		X	X	X
Unknown/No Answer				

Table 3D) 80% Rule & Veterans: Clerical / Secretarial Applicants (2019-20 to 2022-23)				
Veterans	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Not A Veteran	X	X	X	X
Veteran		X	X	X
Unknown/No Answer				

Table 3E) 80% Rule & Veterans: Technical / Paraprofessional Applicants (2019-20 to 2022-23)				
Veterans	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Not A Veteran	X	X	X	X
Veteran			X	X
Unknown/No Answer				

Table 3F) 80% Rule & Veterans: Skilled Crafts Applicants (2019-20 to 2022-23)				
Veterans	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Not A Veteran		X		
Veteran	X	X	X	X
Unknown/No Answer				

Table 3G) 80% Rule & Veterans: Service / Maintenance Applicants (2019-20 to 2022-23)				
Veterans	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
Not A Veteran	X	X	X	X
Veteran			X	
Unknown/No Answer				

For years 2019 through 2023, **80% Disability Status Comparisons**: (X = "Significantly underrepresented")

Table 4A) 80% Rule & Disability Status: Executive, Administrative, and Managerial Applicants (2019-20 to 2022-23)				
Disability Status	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
No- Disability				
Yes- Disability			X	X
Unknown/No Answer				

Table 4B) 80% Rule & Disability Status: Faculty Applicants (2019-20 to 2022-23)				
Disability Status	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
No- Disability				
Yes- Disability			X	X
Unknown/No Answer				

Table 4C) 80% Rule & Disability Status: Professional (Non-Faculty) Applicants (2019-20 to 2022-23)				
Disability Status	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
No- Disability				
Yes- Disability		X	X	X
Unknown/No Answer				

Table 4D) 80% Rule & Disability Status: Clerical / Secretarial Applicants (2019-20 to 2022-23)				
Disability Status	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
No- Disability				
Yes- Disability		X	X	X
Unknown/No Answer				

Table 4E) 80% Rule & Disability Status: Technical / Paraprofessional Applicants (2019-20 to 2022-23)				
Disability Status	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
No- Disability				
Yes- Disability		X	X	X
Unknown/No Answer				

Table 4F) 80% Rule & Disability Status: Skilled Crafts Applicants (2019-20 to 2022-23)				
Disability Status	Student Avgs v Applic1ants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
No- Disability				
Yes- Disability	X	X	X	X
Unknown/No Answer				

Table 4G) 80% Rule & Disability Status: Service / Maintenance Applicants (2019-20 to 2022-23)				
Disability Status	Student Avgs v Applicants	Student Avgs v Hired	Merced County v Applicants	Merced County v Hired
No- Disability				
Yes- Disability	X	X	X	X
Unknown/No Answer				

Background Data- Recruitments with Hires

N of Recruitments w/Hires (2019-2023)	2019-20		2020-21		2021-22		2022-23		Total
	PT	FT	PT	FT	PT	FT	PT	FT	
Classified	6	20	10	19	10	31	9	52	157
Faculty	23	14	52	6	62	16	88	23	284
Admin/Management	-	7	-	4	-	13	-	14	38
Total	29	41	62	29	72	60	97	89	479

Race/Ethnicity- All Applicants

Race/Ethnicity of Applicants, % (2019-2023)	2019-20		2020-21		2021-22		2022-23		Total Applicant Avg, %	2019F-2022F MCCD Employee Avg, %	19-20-22-23 MCCD Student, %	2022 Merced County, %
	PT	FT	PT	FT	PT	FT	PT	FT				
African-American	10.16%	6.76%	9.20%	10.65%	5.17%	5.98%	7.80%	4.74%	7.35%	4.78%	3.26%	2.72%
American Indian/Alaskan Native	0.98%	0.85%	1.06%	1.52%	1.02%	1.03%	1.46%	1.67%	1.22%	1.14%	0.48%	0.25%
Asian	7.98%	9.11%	9.63%	7.85%	8.31%	6.53%	5.57%	5.52%	7.55%	8.28%	7.97%	5.70%
Filipino	3.09%	2.02%	1.49%	1.68%	1.02%	2.06%	2.40%	1.48%	1.86%	0.00%	0.78%	1.08%
Hispanic	32.88%	36.85%	29.42%	42.19%	33.15%	43.40%	35.73%	47.01%	38.12%	28.63%	60.32%	63.20%
Multi-Ethnic*	0.83%	0.43%	0.72%	0.32%	0.18%	0.14%	0.43%	0.16%	0.40%	1.17%	3.07%	3.05%
Pacific Islander	1.50%	2.08%	0.48%	1.12%	0.74%	0.76%	0.77%	1.17%	1.10%	0.57%	0.27%	0.31%
Unknown	0.68%	1.49%	5.34%	5.12%	12.28%	13.27%	12.77%	12.25%	7.82%	3.77%	5.32%	0.00%
White, Non-Hispanic	41.91%	40.42%	42.66%	29.54%	38.13%	26.82%	33.08%	26.01%	34.58%	51.67%	18.53%	23.69%
Total	1,329	1,878	2,077	1,249	1,083	1,454	1,167	2,572	12,809			

Gender- All Applicants

Gender of Applicants, % (2019-2023)	2019-20		2020-21		2021-22		2022-23		Total Applicant Avg, %	2019F-2022F MCCD Employee Avg, %	19-20-22-23 MCCD Student, %	2022 Merced County, %
	PT	FT	PT	FT	PT	FT	PT	FT				
Female	49.89%	49.36%	42.71%	44.68%	52.08%	55.57%	50.99%	49.96%	49.08%	56.72%	61.12%	48.98%
Male	48.31%	49.20%	54.16%	53.16%	45.34%	41.06%	45.16%	47.12%	48.26%	43.28%	37.65%	51.02%
Unknown/Non-Binary	1.81%	1.44%	3.13%	2.16%	2.59%	3.37%	3.86%	2.92%	2.65%	0.00%	1.23%	0.00%
Total	1,329	1,878	2,077	1,249	1,083	1,454	1,167	2,572	12,809			

Disability Status- All Applicants

Disability Status of Applicants, % (2019-2023)	2019-20		2020-21		2021-22		2022-23		Total Applicant Avg, %
	PT	FT	PT	FT	PT	FT	PT	FT	
No- Disability	85.10%	85.94%	81.32%	85.59%	80.42%	82.39%	77.38%	81.84%	82.60%
Yes- Disability	6.92%	6.34%	8.43%	4.72%	11.36%	7.63%	9.94%	7.81%	7.78%
Unknown/No Answer	7.98%	7.72%	10.26%	9.69%	8.22%	9.97%	12.68%	10.34%	9.63%
Total	1,329	1,878	2,077	1,249	1,083	1,454	1,167	2,572	12,809

Veteran Status- All Applicants
(Began collecting veteran status data in 2021)

Veteran Status of Applicants, % (2019-2023)	2019-20		2020-21		2021-22		2022-23		Total Applicant Avg, % (2020-21 to 2022-23)
	PT	FT	PT	FT	PT	FT	PT	FT	
No- Not a Veteran	-	-	726	346	1,004	1,352	1,080	2,402	71.96%
Yes- A Veteran	-	-	69	23	33	52	39	105	3.34%
Unknown/No Answer	-	-	1,282	880	46	50	48	65	24.69%
Total	526	1,512	773	1,129	405	1,308	634	2,181	

Demographics- All Applicants v Hired

2019-2023: MCCD Applicants v MCCD Employee, Student, County, %	Classified		Faculty		Admin		2019F-2022F MCCD Employee Avg, %	19-20-22-23 MCCD Student, %	2022 Merced County, %
	Applicants, %	Hires, %	Applicants, %	Hires, %	Applicants, %	Hires, %			
Female	59.58%	63.69%	41.27%	48.59%	40.49%	57.89%	56.72%	61.12%	48.98%
Male	38.66%	35.03%	55.46%	45.77%	55.81%	39.47%	43.28%	37.65%	51.02%
Unknown Gender	1.76%	1.27%	3.27%	5.63%	3.70%	2.63%	0.00%	1.23%	0.00%
African-American	4.37%	5.10%	9.18%	4.23%	12.33%	7.89%	4.78%	3.26%	2.72%
American Indian/Alaskan Native	1.27%	2.55%	1.11%	1.06%	1.64%	7.89%	1.14%	0.48%	0.25%
Asian	5.45%	3.82%	9.36%	6.34%	7.71%	5.26%	8.28%	7.97%	5.70%
Filipino	1.85%	1.91%	1.82%	2.82%	2.16%	0.00%	0.00%	0.78%	1.08%
Hispanic	52.55%	53.50%	26.57%	25.00%	31.55%	26.32%	28.63%	60.32%	63.20%
Multi-Ethnic*	0.36%	0.64%	0.46%	0.00%	0.21%	0.00%	1.17%	3.07%	3.05%
Pacific Islander	1.56%	1.27%	0.68%	0.35%	1.23%	0.00%	0.57%	0.27%	0.31%
Unknown Race/Ethnicity	8.17%	6.37%	7.60%	9.51%	7.30%	7.89%	3.77%	5.32%	0.00%
White, Non-Hispanic	24.41%	24.84%	43.23%	50.70%	35.87%	44.74%	51.67%	18.53%	23.69%

Plan Component 11

Data Analysis to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories

Applicant Disclosure Rates as Captured in NeoEd system

Year	Race	Sex	Disability	Veteran
2019-20	98.70%	98.53%	92.20%	-
2020-21	95.30%	97.74%	90.69%	30.44%
2021-22	86.53%	97.19%	90.72%	97.02%
2022-23	86.83%	97.46%	89.41%	97.37%

Plan Component 12

Methods for Addressing Underrepresentation

The District acknowledges that various approaches are required to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a 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. This also requires creating an environment that fosters cooperation, democracy, and free expression of ideas.

In review of the *Chancellor's Office EEO/Diversity Best Practices Handbook* for 2022, Merced College is currently implementing all of the included best practices, as illustrated below:
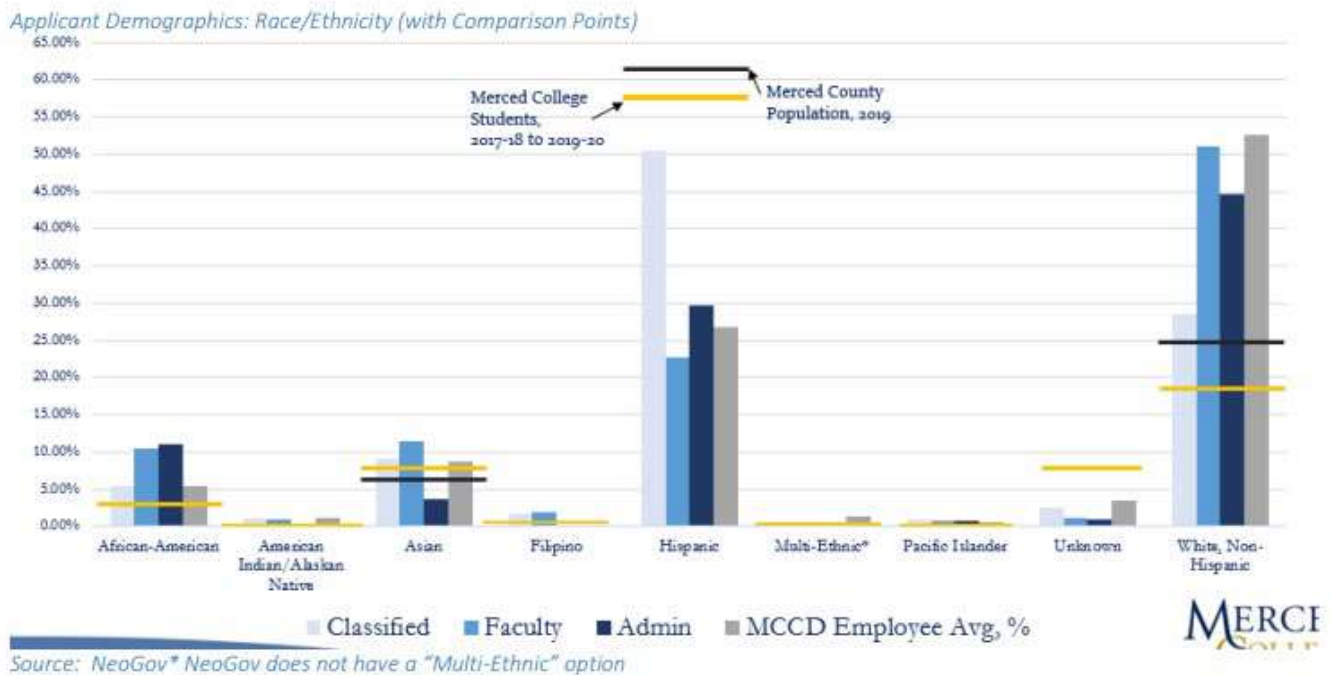
CCCCO EEO/Diversity Best Practices	MCCD Implementation
Internship Program	☑
Mentorship Programs	☑
Diverse Hiring Committees	☑
Search Committee Training and EEO Representatives	☑
Onboarding	☑*
Campus Climate Surveys	☑
DEIA Professional Development	☑

*Merced College is currently revamping and enhancing its entire onboarding process with the adoption of a onboarding platform via NeoEd called "Onboard."

Of the promising practices presented in the *Chancellor's Office EEO/Diversity Best Practices Handbook* for 2022, Merced College current employs two of the four, as illustrated below:

Promising Practices Being Explored by MCCD's EEO Committee	Already Implemented
Student Participation in the Hiring Process	
Availability Analysis	☑ *
Cluster Hiring	
Pay Equity Analysis	☑

*In addition to the availability analysis provided in the District's EEO plan (above) and in annual EEO/Diversity Data workshops on campus, available analysis data also resides in the Merced College Staffing Plan, available here: https://www.mccd.edu/wp-content/uploads/2022/12/mccd.staffing.plan_.2021-2022.final_.to_.board_.v4.pdf and as illustrated in the chart below:

Applicant Demographics: Race/Ethnicity (with Comparison Points)

Source: NeoGov* NeoGov does not have a "Multi-Ethnic" option

In addition to the chart above, the Staffing Plan also compares Merced College to California Community Colleges overall.

The Staffing Plan also provides the following analysis and findings of applicant diversity data:

Employee and Applicant Demographic Data Findings Commendations
- More females are hired across the three employee groups
  - o The percent of female Administrator/Management applicants increased from 47.69% in 2018 to 59.03% in 2020
- Some improvements in applicant pool diversity
  - o The % of Hispanic Classified Professional (CP) applicants increased, from 46.54% (part-time) and

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47.79% (full-time) in 2018 to 57.75% (part-time) to 52.03% (full-time)
- o The % of African-American Faculty (FAC) applicants was higher than overall MCCD employee %, MCCD FAC %, MCCD student % and Merced County %
- o The % of Asian Faculty (FAC) applicants was higher than overall MCCD employee %, MCCD FAC %, MCCD student % and Merced County %
- o The % of Hispanic Administrator/Management (MGR) applicants increased, from 25.31 in 2018 to 39.58% in 2020
- • More American Indian/Alaskan Natives are hired across the three groups (NOTE: sample size is small)
- • More local applicants are hired to CP positions, going up from 83.72% in 2018 to 84.21% in 2020

Opportunities for Improvement
- • The % of female Faculty (FAC) applicants was lower than the overall MCCD employee %, MCCD FAC %, MCCD student % and Merced County %
    - o The percent of female Faculty (FAC) part-time (PT) applicants decreased from 61.07% in 2018 to 41.45% in 2020
    - o The percent of female Faculty (FAC) full-time (FT) applicants decreased from 27.94% in 2018 to 24.63% in 2020
- • The % of African-American Administrator/Management (MGR) applicants decreased, from 12.31% in 2018 to 7.64% in 2020
- • The % of American Indian/Alaskan Native Administrator/Management (MGR) applicants decreased, from 3.08% in 2018 to 1.39% in 2020 (NOTE: Sample size is small)
- • Fewer African-Americans are hired for FAC positions
- • Fewer Asians are hired for CP and Faculty positions
- • Males and White, non-Hispanic have the highest % of hires based on number of apps for MGR positions

The following changes in recruitment occurred in 2020-2021 in response to HR review of diversity data:
1. Created recruitment video
2. Providing all applicants timely communication when initial application is received
    a. Includes explanation of process for adjunct pools and includes recruiter contact information
3. Selection committee EEO training has been updated and is now being delivered synchronously
    a. Includes bystander/bias training and best practices
4. Updated communication templates in NeoGov for every step of the recruitment process
    a. Added contact information, logo, and EEO verbiage
5. Updated EEO self-identification categories
    a. Made it voluntary disclosure
    b. Updated verbiage
    c. Included options for non-binary gender reporting
6. Reviewed/updated diversity statement verbiage and requirements
7. Updating links to our career page.
    a. Will be linking "How to Apply" file
8. Created Recruitment FAQs
    a. Provide all applicants with detailed information about our hiring processes
9. Updated and enhanced benefits information that is posted with recruitments
10. Discussion of blind screening
11. Developing selection committee toolkit/training guide
12. Plan to send handwritten thank you notes and tokens to finalists who are not selected
13. Updated supplemental section of job announcements
    a. Clear instructions

b. Added EEO statement
14. Requiring assessments for all classified professional recruitments
15. Discussing each candidate and making notes during the screening meeting

A prior change to recruitment (2019) includes the following:
16. No longer requiring or accepting letters of recommendation in order to reduce bias against marginalized groups

Since the above list of changes was published in February 2022, the following changes have also occurred in recruitment:
17. Requiring diversity responses from all employee categories
18. Updated diversity language in alignment with Title 5 changes and requirements
19. Working across campus to create an applicant "experience"
20. Fall 2023 – survey campus community for input on recruitment procedures and practices

In 2019, Merced College began a partnership with UC Merced to offer faculty internships in order to create another pathway for highly-qualified diverse applicants to gain entry into the community college system. The UC supplements the intern's pay in order to align the opportunity at Merced College with teaching opportunities for graduate students at the UC. This effort was hampered by the pandemic but is slowly gaining interest again post-pandemic.

The District's diversity program may also include, but is not limited to, the following activities:

1. Conduct campus climate surveys of faculty, staff, administrators, and students;
2. Present guest speakers on diversity topics and issues relevant to District employees;
3. Highlight the District's equal employment opportunity and diversity policies in job announcements and in recruitment, marketing and other publications;
4. Develop and update District publications, web sites, and marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image;
5. Promote diversity celebrations on campus;
6. Provide continuous diversity training opportunities for faculty, staff, and administrators;
7. Encourage, develop and support mentor programs for faculty, staff and students that serve to develop leadership potential in faculty, staff and students from underrepresented and diverse groups;
8. Conduct outreach to student, professional, community and other organizations that represent the diverse community the District serves.

EEO PLAN COMPONENT 13

DISTRICT & COLLEGE ACTIVITIES
DEMONSTRATING ON-GOING COMMITMENT TO EEO/EMPLOYMENT DIVERSITY

IMPLEMENTATION → SELECTED METHODS ↓	Who	What/When	Effectiveness Metrics & Review
• This template includes a comprehensive list of all non-mandatory strategies provided in Title 5, Section 53024.1, as well as additional suggested strategies generated by the DEIA Task Force. Districts may also draw from locally-developed strategies. • Strategies are organized under the following categories: ➢ pre-hiring ➢ hiring ➢ post-hiring • While no specific strategy is mandatory, the EEO Plan must include at least one strategy from each category. • To use this template: ➢ delete strategies that your district will not be implementing during the life of the 3-year Plan; and ➢ insert locally-developed strategies not specifically listed in the space provided.		• Describe strategy here • Specify what steps will be taken in which year or years of the 3-year plan to implement the strategy. Suggested format: **Y1** 1) Enhanced candidate experience 2) Explore cluster hires and expanded faculty internship program 3) Explore employee Affinity Groups 4) Implement a recruitment survey and focus group 5) Enhance EEO monitor model 6) Enhance and expand EEO trainings 7) Hire PD Coordinator to support training efforts 8) Enhance employee onboarding and orientation 9) Support LGBTQ employees so they can support LGBTQ students **Y2** 1) Implement cluster hires if data and interest support the effort 2) Implement Affinity Groups based on employee interest 3) Implement findings from EEO survey 4) Build upon expanded EEO model 5) PD Coordinator will align DEIA training opportunities and to expand availability to employees without ready access; PD Coordinator will enhance 1st year experience workshops **Y3** 1) Fully institutionalize Office of Professional Development, aligning DEIA trainings, new employee orientations, etc. to blur the lines of what is DEIA-specific and what is not.	

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IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Provide training to employees, students & trustees.* *This applies if you are planning training that goes beyond mandatory training for hiring committees. **(53024.1(d))**	Professional Development Coordinator	In Spring 2024, hire new Professional Development Coordinator role who will develop comprehensive DEIA pathways for employee learning.	
Convey in publications and website the district's commitment to diversity & EEO. **(53024.1(j))**	HR	Ongoing, but a new effort.	
Review and update District EEO/DEI policy statement.* **(53024.1(k))** *Cross-reference Plan Component 3	EEO Committee	Completed as part of the plan.	
Providing EEO/diversity enhancement resources and assistance to other districts. **(53024.1(m))**			
Addressing diversity issues in a transparent and collaborative fashion. **(53024.1(o))**	HR	Created a data dashboard and deliver Diversity Data trainings annually.	

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Recurring activities related to improving student access and student success—with a nexus to EEO hiring.	Academic Senate and EEO Committee	Working in Year 1 to add students to hiring committees.	
Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals.			
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.			
HIRING			
Consistent and ongoing training for hiring committees. **(53024.1(c))** ***Cross reference Plan Component 8.**	Include both: • Who is responsible for ensuring committees are trained; and • Who gets training	Already provide training to all hiring committees prior to applicant screening, but enhancing that training by providing it via all staff meetings (versus small group).	Increase the number of trained and available committee members
Maintain updated job descriptions and job announcements. **(53024.1(f))**			

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))			
Assess "sensitivity to diversity" of all applicants. (53024.1(l))	HR	Updated hiring questions and diversity statements in anticipation in the summer of 2023.	
Maintaining updated curricula, texts, and/or course descriptions. (53024.1(n))	Academic Senate	In 2020, Academic Senate adopted Strategic Implementation Plan Gold 8.5: • 8.5 Promote efforts that support faculty in designing curriculum and implementing transformative practices to create a more diverse and inclusive educational experience. With this goal, Academic Senate adopted a number of related activities that are ongoing.	Closing the student achievement gap for monitored groups.
Dedication of specified staff to EEO.	VPHR	Hiring Professional Development Coordinator to create centralized and holistic training program and access to conferences for all employees.	
Incentives for hard-to-hire areas/disciplines.			
Focused outreach and publications.			
Procedures for addressing diversity throughout hiring steps and levels			

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Recruitment efforts and strategies such as: • **Use of demographic data** • **Job Fairs** • **CCC Registry** • **Relationships with external organizations & colleges**			
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.			
POST-HIRING			
Conduct campus climate surveys & use this information. **(53024.1(a))**	VPHR and Recruiter	Conducting a recruitment climate survey.	Data to inform changes to recruitment policies and procedures.
Conduct exit interviews & use this information. **(53024.1(b))**	HR staff	Currently adopting an exit interview platform via NeoEd. Expected go-live in Spring 2024.	Tracking of impacts of institutional policies and practices on the retention of employees.
Professional development, mentoring, support and leadership opportunities for new employees. **(53024.1(e))**	Professional Development Coordinator	Hiring a dedicated PD Coordinator to centralize PD offerings and opportunities and allow ready access to opportunities for all employees.	Improved response to climate survey questions about support for learning on the job.
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. **(53024.1(h))**			

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Survey applicants who decline offers & use the information. **(53024.1(p))**			
Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan.			
Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 & 12 of the EEO Plan.			
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.			