



PALO VERDE COLLEGE

WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

Equal Employment Opportunity Plan



2023-2026

Approved by Board of Trustees 01/16/2024

**Palo Verde Community College District
One College Drive
Blythe, California 92225
760-921-5500**



PALO VERDE COMMUNITY COLLEGE

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Plan Component I: Introduction

The Palo Verde Community College District (hereinafter referred to as PVC or District) is honored to present its 2023-2026 Equal Employment Opportunity Plan (hereinafter referred to as the Plan). The Plan reflects the District's commitment to equal employment opportunity (EEO) and the efforts to realizing the full benefits of a diverse and inclusive learning environment.

The Plan provides an ongoing outline to evaluate the District's EEO practices. The District believes that fostering diversity affords the best opportunity to enhance and realize institutional excellence, while preparing those at the center of the institution's mission, the students, to be responsible and culturally competent contributors in an increasingly global society. To properly serve an increasingly diverse population, the District will endeavor to hire and retain a workforce who reflect, are sensitive to, and are knowledgeable of the needs of the constantly changing student body it serves, as well as the diverse campus and District communities.

The Plan's immediate focus is equal employment opportunity in the District's recruitment and hiring policies and practices pursuant to Title 5 regulations (Section 53000 et seq.). Additionally, the Plan is intended to continue our important conversation of broadening our focus on diversity, equity, inclusion, and accessibility. The Plan includes:

- Requirements to comply with Title 5 regulations and provisions related to equal employment opportunity programs;
- Establishment of equal employment opportunity advisory committee;
- Methods to support equal employment;
- Analysis of the District's workforce and applicant pools;
- Procedures for dissemination of the Plan.

The Human Resources Department has the primary responsibility for the development, review, and systematic evaluation of the Plan. The Plan and any subsequent updates will undergo review through the District's Equal Employment Opportunity Advisory Committee, and the applicable governance processes. Final review and approval of the Plan resides with the District's Governing Board. The Plan is reviewed and as required, updated every three (3) years by the California Community Colleges Chancellor's Office. We welcome all thoughts, comments, and participation in achieving the District's goals.

The Palo Verde Community College District Equal Employment Opportunity Plan was adopted by the governing board on (06/13/2017).

Dr. Robert B. Miller

Interim President/Superintendent
Chief Executive Officer

Plan Component II: Definitions

1. *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 EEO Commission's *Uniform Guidelines on Employee Selection Procedures*)
2. *Business Necessity*: circumstances which justify an exception to the requirements of 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.
3. *Diversity*: 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.
4. *Equal Employment Opportunity*: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels, in all job categories. Equal employment opportunity also involves: (1) identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance; (2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and (3) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.
5. *Equal Employment Opportunity Plan*: a written document that describes the District's EEO program. The 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.
6. *Equal Employment Opportunity Programs*: refers to the combination of District strategies implemented to promote equal employment opportunity. Such programs should be informed by the District's longitudinal workforce and applicant analyses.
7. (a) *Ethnic Minorities*: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.

- (b) *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.
8. *Goals for Persons with Disabilities*: a statement that the District will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.
 9. *In-house or Promotional Only Hiring*: means that only existing District employees are eligible for a position.
 10. *Monitored Group*: means the groups for which districts must provide demographic data pursuant to section 53004.
 11. *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.
 12. *Projected Representation*: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.
 13. *Reasonable Accommodation*: the efforts made on the part of the District in compliance with Government Code section 12926.
 14. *Screening or Selection Procedures*: 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.
 15. *Underrepresented Group*: 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.
 16. *Target Date*: a point in time by which the District plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.

17. *Timetable*: a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.

Plan Component III: Policy Statement

The Palo Verde Community College District is committed to equal employment opportunity principles and practices. The District is also committed to principles of diversity and inclusion which are fundamental elements of higher education to ensure equity, retention and success.

As reflected in this EEO Plan, the District is committed to a continuing, good-faith effort to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities, and are not subject to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, gender, gender identity, disability, ancestry, sexual orientation, language, accent, citizenship status, transgender, parental status, marital status, economic status, socio-economic backgrounds, veteran status, medical condition, 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 strives to achieve a workforce that is welcoming to all people, including those in legally protected categories, to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, collaboration, acceptance, democracy, and free expression of ideas.

The Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

[Board Policy 3420 - Equal Employment Opportunity](#)

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 Superintendent/President 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.

Plan Component IV: Delegation of Responsibility, Authority and Compliance

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

1. *Governing Board* – The governing board is ultimately responsible for proper implementation of the District’s Plan at all levels of District and college operation, and for ensuring equal employment opportunity as described in the Plan and for making measurable progress toward equal employment opportunity. 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 agenzized as a separate action item.
 - c. Cover a period of 3 years, after which a new or revised plan shall be adopted.
 - 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. See Section 53003 (a) and Section 53020 (a).

2. *Chief Executive Officer* – The governing board delegates to the Chief Executive Officer the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District’s equal employment opportunity policies and procedures. The chief executive officer shall advise the governing board concerning statewide policy emanation from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The chief executive officer shall evaluate the performance of all administrative staff who report directly to them on their ability to follow and implement the Plan.

3. *Equal Employment Opportunity Officer* – The District has designated the Assistant Superintendent/Vice President of Human Resources as its equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant polls 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 Committees 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 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 V: Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee to 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 work in coordination with other groups on campus to sponsor events, training, or other activities that promote employment opportunities, nondiscrimination, retention, and diversity. The equal opportunity officer shall train the members of the advisory committee, as well as members of the Districts Governing Board, with training on the requirements of subchapter 53000 and state and federal nondiscrimination laws, identification and elimination of bias in hiring, educational benefits of workforce diversity, and the role of the advisory committee in drafting and implementing the District's Plan. The committee acts in an advisory capacity to the Assistant Superintendent/Vice President of Human Resources.

The committee shall include a diverse membership. A substantial good-faith effort to maintain a diverse membership is expected.

The Equal Employment Advisory Committee consists of 10 members and may also include ex officio members such as the Title IX Officer. The committee is composed of a diverse group of representatives, one representative from each constituent group and one community member.

1. Academic Senate
2. Administration
3. Associated Student Group Representative
4. Chair/Equal Employment Opportunity Officer
5. Classified
6. Community
7. Equal Employment Opportunity Officer Assistant
8. Faculty
9. Human Resources
10. Management

The Equal Employment Opportunity Advisory Committee shall hold a minimum of two (2) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress.

Plan Component VI: Complaints

1. *Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026).* The District has established the following process permitting any person to file a complaint alleging violations of employment-related requirements. Any person who believes that the equal employment opportunity regulations have been violated may file a complaint describing the alleged violation through the following process:
 - a. The complaint may be written or verbal and shall be filed with the equal employment officer. If the complaint involves the equal employment officer, the complaint may be filed with the chief executive officer.
 - b. The complaint must allege a violation of the equal employment opportunity regulations.
 - c. All complaints 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(s).
 - d. Employment-related complaints must be filed within 180 days of the date the alleged violation, however it is strongly encouraged that complaints are filed as soon as possible.

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

To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and an estimated date of completion.

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

2. *Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)* The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Assistant Superintendent/Vice President of Human Resources is responsible for receiving such complaints and for coordinating their investigation. Campus complaint officers may be assigned investigation responsibilities. The procedure for filling an Unlawful Discrimination Complaint can be found at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/General-Counsel/Programs/College-District-Discrimination-Appeals>

Plan Component VII: Notification to District Employees

The commitment of the Board of Trustees and the Superintendent/President 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 included in the college catalog and class schedule. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the Superintendent/President, administrators, faculty, classified staff, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The Plan will be available on the District's website and employees will be notified electronically. The Human Resources department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. Each year, the District will inform all employees of the Plan's availability including a written summary of the provisions of the Plan. The annual notice will emphasize the importance of the employee's participation and responsibility in ensuring the Plan's implementation.

Plan Component VIII: Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment, screening and interviewing of applicants shall receive 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; training on elimination of bias in hiring and employment; principles of diversity and cultural proficiency; and the educational benefits and value of a diverse workforce. Persons serving in the above capacities will be required to undergo training within the 12 months prior to the beginning of service on a committee. This training is mandatory; individuals who have not received this training will not be allowed to serve on a screening/interview committee. The Equal Employment Opportunity Officer is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of applicants, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity 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 IX: Annual Written Notice to Community Organizations

The Equal Employment Opportunity Officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will include a summary of the Plan, inform these organizations how they may obtain a copy, and shall solicit their assistance in identifying diverse qualified candidates. The notice will also include the internet address where the District advertises its job openings and the Human Resources department phone number to call in order to obtain information about employment.

The District will actively seek to reach a diverse selection of recruitment sources, especially for underrepresented populations, such as various institutions, organizations, especially for underrepresented populations. A list of organizations that will receive this notice is attached as Appendix A of this plan. This list may be revised from time to time, as necessary.

Plan Component X: Analysis of District Workforce and Applicant Pool

The Human Resources Department will annually survey the District's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, to provide data needed for the reports required by this Plan and to determine whether any monitored group is underrepresented. Monitored groups are men, women, nonbinary, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, White, persons with disabilities, and Veterans.

For purposes of the analysis, applicants and employees are afforded the opportunity to voluntarily identify their gender (including non-binary options), ethnic group identification and, if applicable, their disability and/or veteran status. The composition of the initial applicant pool is recorded and reviewed by the Equal Employment Officer or designee. Persons may designate as many ethnicities as they identify with. This information is kept confidential and is separated from the applications that are forwarded to the screening/interview committee and hiring administrator(s). At least every three years the Plan is reviewed and, if necessary, revised based on an 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:

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

The District's workforce and applicant pools for fiscal year 2020-23 are as follows.

District Workforce Analysis

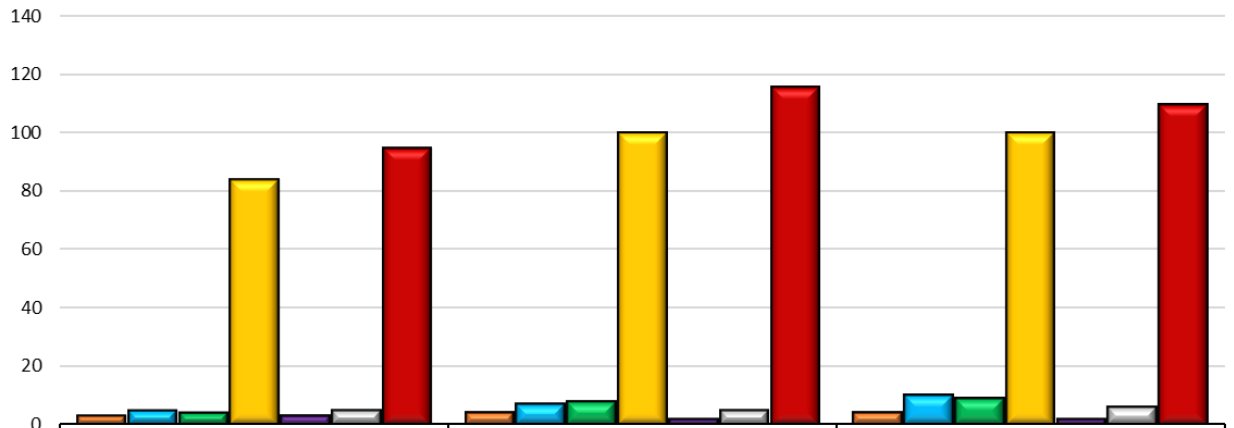
Provided is a 3-year analysis of the Palo Verde Community College workforce from 2020-2021, 2021-2022, and 2022-2023.

Workforce Analysis Chart 2020-2023

Term	Classification	American Indian / Alaska Native		Asian / Pacific Islander		Black or African American		Hispanic		Filipino		Other/Unknown		White		Disabled		Veterans		Gender			Total Staff				
																				Male	Female	Nonbinary					
2020-2021	Exec/Admin /Man		0.00%	1	4.00%	1	4.00%	8	32.00%		0.00%		0.00%	15	60.00%	2	8.00%		0.00%	9	36.00%	16	64.00%		0.00%	25	
	Faculty & Instr. Staff	3	2.78%	3	2.78%	3	2.78%	33	30.56%	2	1.85%	2	1.85%	62	57.41%	2	1.85%	1	0.93%	60	55.56%	48	44.44%		0.00%	108	
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0	
	Technical & Paras		0.00%	1	2.33%		0.00%		28	65.12%	1	2.33%		0.00%	13	30.23%	1	2.33%	1	2.33%	8	18.60%	35	81.40%		0.00%	43
	Service & Maint		0.00%		0.00%		0.00%		4	57.14%		0.00%		2	28.57%	1	14.29%		0.00%	4	57.14%	3	42.86%		0.00%	7	
	Skilled Crafts		0.00%		0.00%		0.00%			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%		0.00%		0.00%		11	68.75%		0.00%		1	6.25%	4	25.00%		0.00%	5	31.25%	11	68.75%		0.00%	16	
2020-2021 Total		3	1.51%	5	2.51%	4	2.01%	84	42.21%	3	1.51%	5	2.51%	95	47.74%	5	2.51%	2	1.01%	86	43.22%	113	56.78%	0	0.00%	199	
2021-2022	Exec/Admin /Man		0.00%	1	4.00%	1	4.00%	9	36.00%		0.00%		0.00%	14	56.00%	1	4.00%	1	4.00%	10	40.00%	15	60.00%		0.00%	25	
	Faculty & Instr. Staff	3	2.08%	6	4.17%	3	2.08%	42	29.17%	2	1.39%	3	2.08%	85	59.03%	3	2.08%	3	2.08%	83	57.64%	61	42.36%		0.00%	144	
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0	
	Technical & Paras	1	2.13%		0.00%		0.00%	31	65.96%		0.00%		0.00%	15	31.91%	1	2.13%		0.00%	7	14.89%	40	85.11%		0.00%	47	
	Service & Maint		0.00%		0.00%		0.00%		5	62.50%		0.00%		2	25.00%	1	12.50%		0.00%	4	50.00%	4	50.00%		0.00%	8	
	Skilled Crafts		0.00%		0.00%		0.00%			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%		0.00%	4	22.22%	13	72.22%		0.00%		0.00%	1	5.56%	1	5.56%		0.00%	9	50.00%	9	50.00%		0.00%	18	
2021-2022 Total		4	1.65%	7	2.89%	8	3.31%	100	41.32%	2	0.83%	5	2.07%	116	47.93%	6	2.48%	4	1.65%	113	46.69%	129	53.31%	0	0.00%	242	
2022-2023	Exec/Admin /Man	1	4.35%	1	4.35%	1	4.35%	7	30.43%		0.00%		0.00%	13	56.52%		0.00%		0.00%	8	34.78%	15	65.22%		0.00%	23	
	Faculty & Instr. Staff	3	2.34%	8	6.25%	1	0.78%	38	29.69%	1	0.78%	3	2.34%	74	57.81%	6	4.69%	6	4.69%	66	51.56%	62	48.44%		0.00%	128	
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0	
	Technical & Paras		0.00%	1	2.04%		0.00%	33	67.35%	1	2.04%		0.00%	14	28.57%	2	4.08%		0.00%	9	18.37%	40	81.63%		0.00%	49	
	Service & Maint		0.00%		0.00%		0.00%		5	62.50%		0.00%		2	25.00%	1	12.50%		0.00%	4	50.00%	4	50.00%		0.00%	8	
	Skilled Crafts		0.00%		0.00%		0.00%			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%		0.00%	7	21.21%	17	51.52%		0.00%	1	3.03%	8	24.24%	1	3.03%		0.00%	13	39.39%	20	60.61%		0.00%	33	
2022-2023 Total		4	1.66%	10	4.15%	9	3.73%	100	41.49%	2	0.83%	6	2.49%	110	45.64%	9	3.73%	6	2.49%	100	41.49%	141	58.51%	0	0.00%	241	
Grand Total		11	1.61%	22	3.23%	21	3.08%	284	41.64%	7	1.03%	16	2.35%	321	47.07%	20	2.93%	12	1.76%	299	43.84%	383	56.16%	0	0.00%	682	

Workforce Analysis Graphs: 2020-2023

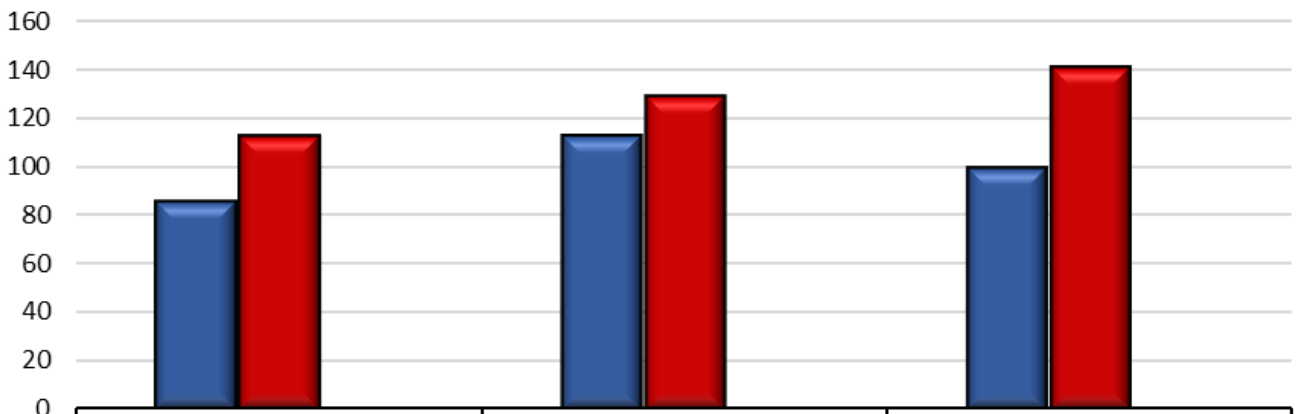
Workforce Diversity



	2020-2021 Total	2021-2022 Total	2022-2023 Total
American Indian / Alaska Native	3	4	4
Asian / Pacific Islander	5	7	10
Black or African American	4	8	9
Hispanic	84	100	100
Filipino	3	2	2
Other/Unknown	5	5	6
White	95	116	110

American Indian / Alaska Native Asian / Pacific Islander Black or African American Hispanic Filipino Other/Unknown White

Workforce Gender



	2020-2021 Total	2021-2022 Total	2022-2023 Total
Male	86	113	100
Female	113	129	141
Nonbinary	0	0	0

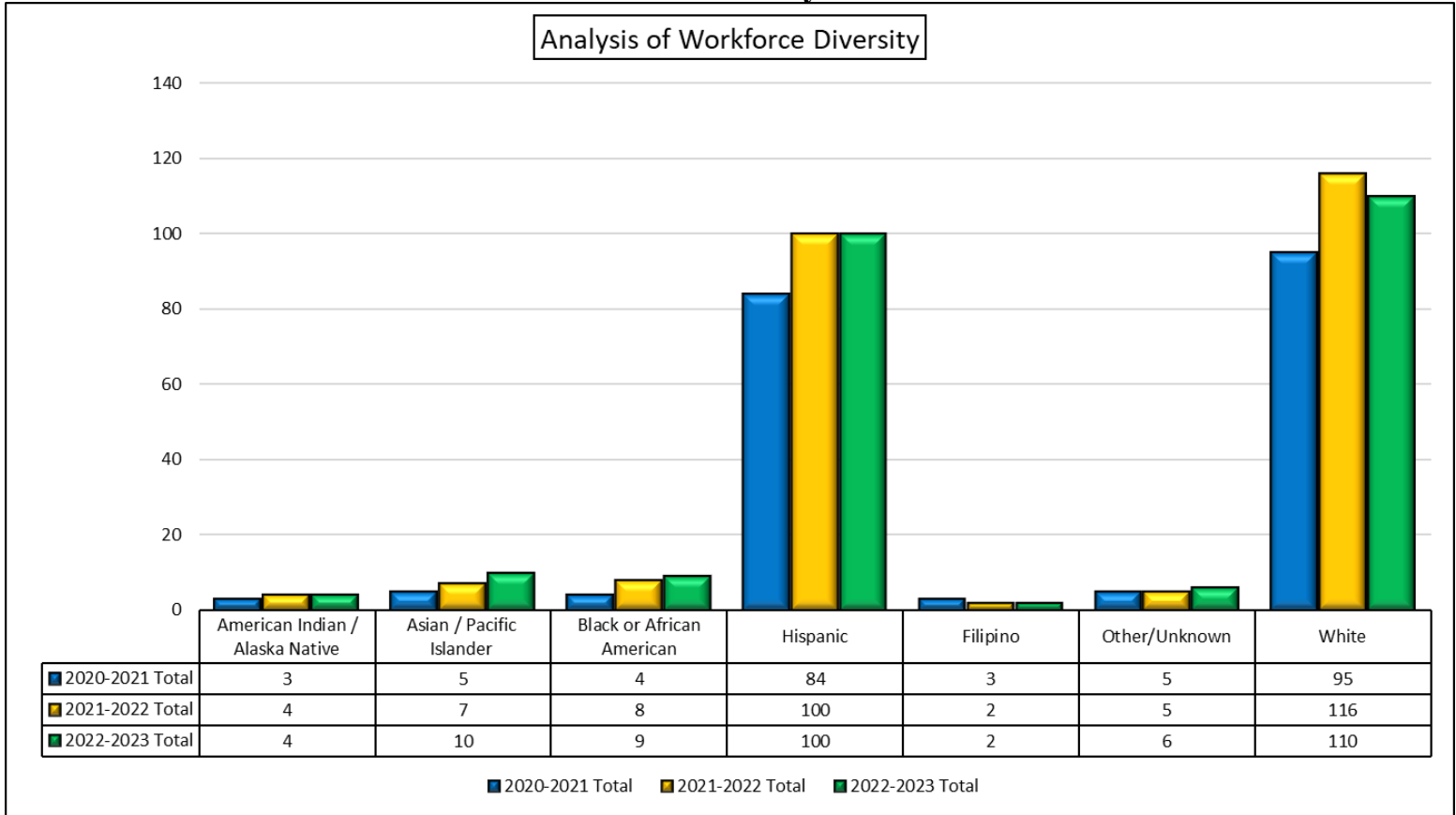
Male Female Nonbinary

WORKFORCE ANALYSIS

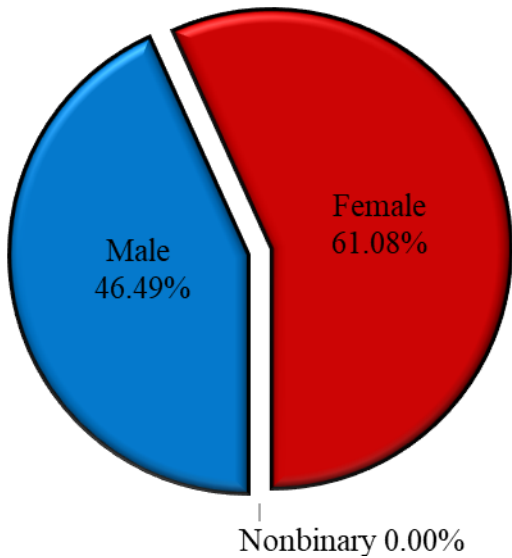
According to the United States Census, the city of Blythe population comprises 57.4% Hispanic/Latino and 44% White. The African American population rate is 12.5%, Two or More Races is 13%, Asian is 2.2%, Native Hawaiian/Pacific Islander is 0.4%, and American Indian is 1.5%. The gender shows Females at 31.7% population. Since the form is voluntary, it may be hard to determine precise demographics.

The three-year (2020-2023) workforce analysis demonstrates that the workforce at Palo Verde Community College is progressing towards a relative representation of the local demographics. Additionally, the workforce data shows effort to increase in the employment of most of the underrepresented groups. However, while collecting data, it was discovered that during the application process individuals would select one race, and disclose a veteran or disability status, but then when hired, that same individual would select a different race(s), and not disclose the veteran or disability status. Therefore, the data between applicants and workforce may not be precise demographics as individuals are providing this information on a volunteer basis. All data will be reviewed by the District EEO Advisory Committee and appropriate strategies will be recommended in order to continue to attract and maintain a diverse workforce.

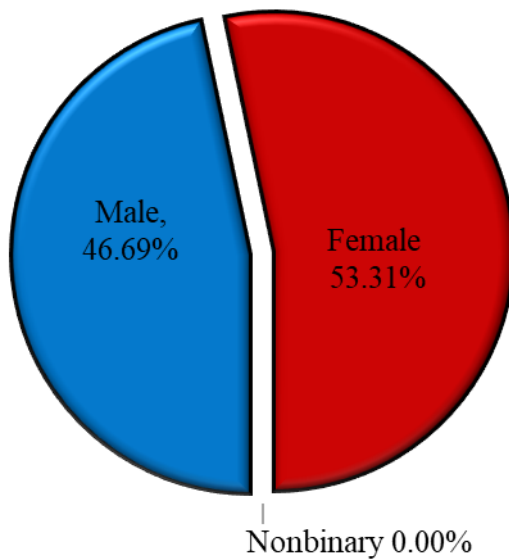
Differences in overall Workforce Diversity from 2020-2023:



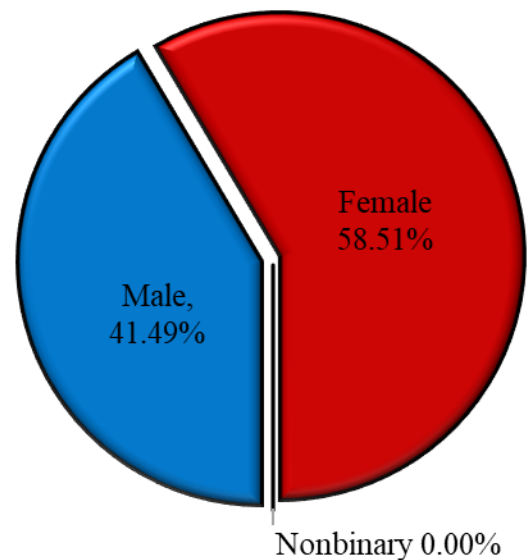
Gender Workforce '20-'21



Gender Workforce '21-'22



Gender Workforce '22-'23



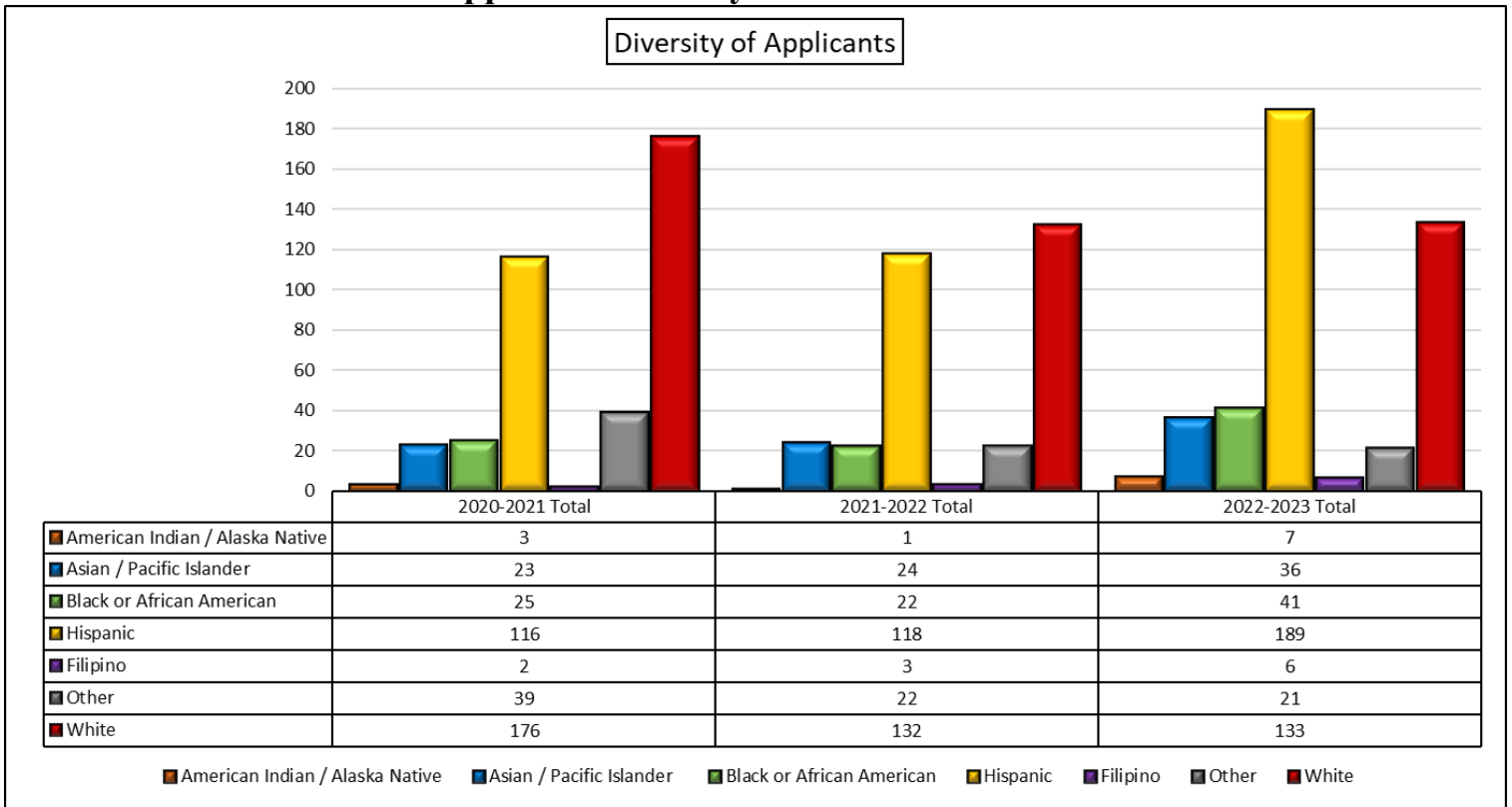
Analysis of Applicant Pool 2020-2023

Term	Classification	American Indian / Alaska Native		Asian / Pacific Islander		Black or African American		Hispanic		Filipino		Other		White		Disabled		Veterans		Gender			Total Applications			
																				Male	Female	Nonbinary				
2020-2021	Exec/Admin /Man	1	3.13%	1	3.13%	5	15.63%	6	18.75%		0.00%	8	25.00%	11	34.38%	3	9.38%		0.00%	25	78.13%	6	18.75%	1	3.13%	32
	Faculty & Instr. Staff		0.00%	18	6.98%	13	5.04%	52	20.16%	1	0.39%	26	10.08%	148	57.36%	51	19.77%	16	6.20%	152	58.91%	96	37.21%	10	3.88%	258
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Technical & Paras	1	1.41%	4	5.63%	7	9.86%	40	56.34%	1	1.41%	4	5.63%	14	19.72%	11	15.49%	4	5.63%	22	30.99%	47	66.20%	2	2.82%	71
	Service & Maint		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Skilled Crafts		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%		0.00%		1	4.35%	18	78.26%		0.00%	1	4.35%	3	13.04%	1	4.35%		0.00%	10	43.48%	13	56.52%		0.00%
2020-2021 Total		2	0.52%	23	5.99%	26	6.77%	116	30.21%	2	0.52%	39	10.16%	176	45.83%	66	17.19%	20	5.21%	209	54.43%	162	42.19%	13	3.39%	384
2021-2022	Exec/Admin /Man		0.00%	1	8.33%	2	16.67%	2	16.67%		0.00%		0.00%	7	58.33%	1	8.33%	1	8.33%	6	50.00%	6	50.00%		0.00%	12
	Faculty & Instr. Staff	1	0.47%	22	10.28%	15	7.01%	53	24.77%	2	0.93%	19	8.88%	102	47.66%	18	8.41%	7	3.27%	142	66.36%	68	31.78%	4	1.87%	214
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Technical & Paras		0.00%	1	2.17%	1	2.17%	31	67.39%	1	2.17%		0.00%	12	26.09%	3	6.52%	1	2.17%	6	13.04%	40	86.96%		0.00%	46
	Service & Maint		0.00%		0.00%		0.00%	1	50.00%		0.00%		0.00%	1	50.00%		0.00%		0.00%		0.00%	2	100.00%		0.00%	2
	Skilled Crafts		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%		0.00%	4	8.33%	31	64.58%		0.00%	3	6.25%	10	20.83%	6	12.50%		0.00%	17	35.42%	30	62.50%	1	2.08%	48
2021-2022 Total		1	0.31%	24	7.45%	22	6.83%	118	36.65%	3	0.93%	22	6.83%	132	40.99%	28	8.70%	9	2.80%	171	53.11%	146	45.34%	5	1.55%	322
2022-2023	Exec/Admin /Man		0.00%	7	14.58%	1	2.08%	23	47.92%		0.00%		0.00%	17	35.42%	12	25.00%	5	10.42%	28	58.33%	20	41.67%		0.00%	48
	Faculty & Instr. Staff	4	2.86%	24	17.14%	8	5.71%	37	26.43%	3	2.14%	9	6.43%	55	39.29%	7	5.00%	13	9.29%	91	65.00%	48	34.29%	1	0.71%	140
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Technical & Paras	3	1.70%	5	2.84%	13	7.39%	95	53.98%		0.00%	7	3.98%	53	30.11%	18	10.23%	8	4.55%	36	20.45%	140	79.55%		0.00%	176
	Service & Maint		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Skilled Crafts		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%		0.00%	19	27.54%	34	49.28%	3	4.35%	5	7.25%	8	11.59%	4	5.80%		0.00%	30	43.48%	39	56.52%		0.00%	69
2022-2023 Total		7	1.62%	36	8.31%	41	9.47%	189	43.65%	6	1.39%	21	4.85%	133	30.72%	41	9.47%	26	6.00%	185	42.73%	247	57.04%	1	0.23%	433
Grand Total		10	0.88%	83	7.29%	89	7.81%	423	37.14%	11	0.97%	82	7.20%	441	38.72%	135	11.85%	55	4.83%	565	49.60%	555	48.73%	19	1.67%	1139

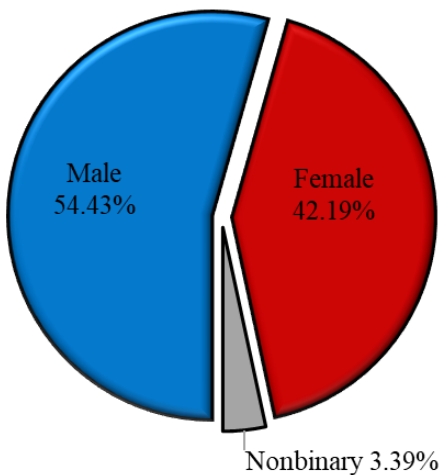
INITIAL APPLICANT POOL ANALYSIS

The Diversity of Applicants data graph shows that Palo Verde College applicant diversity for Hispanic/Latino and Whites is higher than all the other races. As noted in the Workforce Analysis, the United States Census data reflects that the city of Blythe’s population is mostly Hispanic/Latino and White. With this information, it is rational that the majority of applicants are these races as it is an honest representation of the local community. However, the overall applicant pool data does show growth in the number of applicants from other underrepresented groups as well.

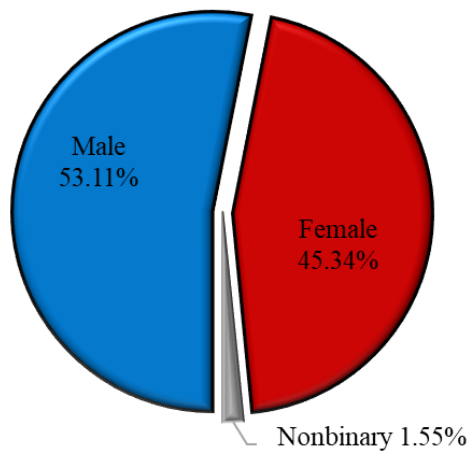
Differences in overall Applicant Diversity from 2020-2023:



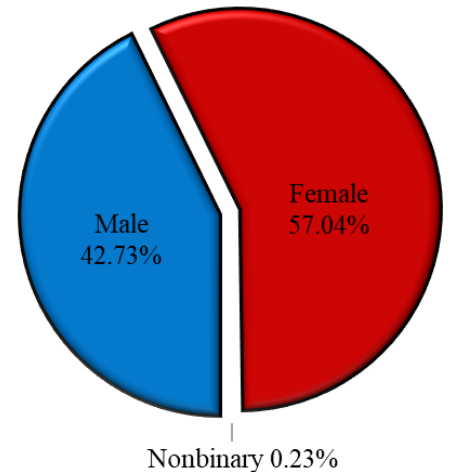
Gender of Applicants: '20-'21



Gender of Applicants: '21-'22



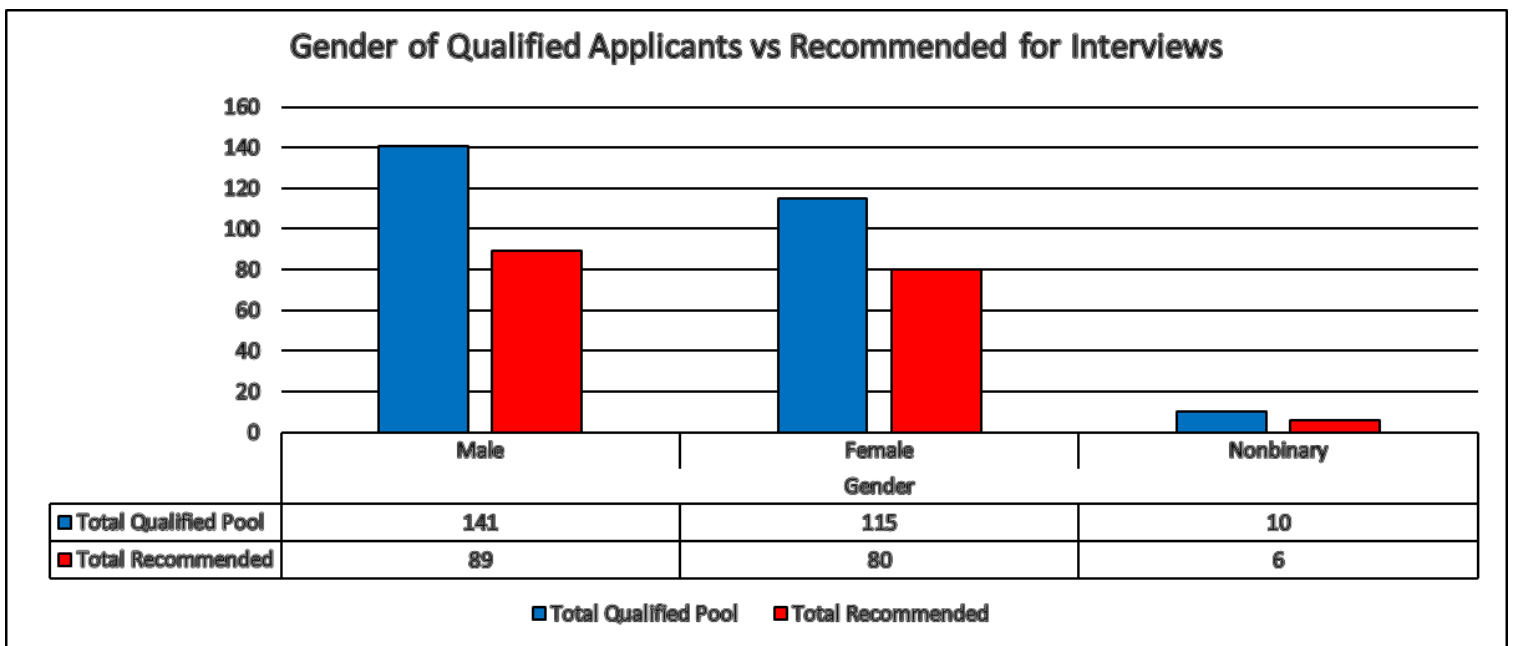
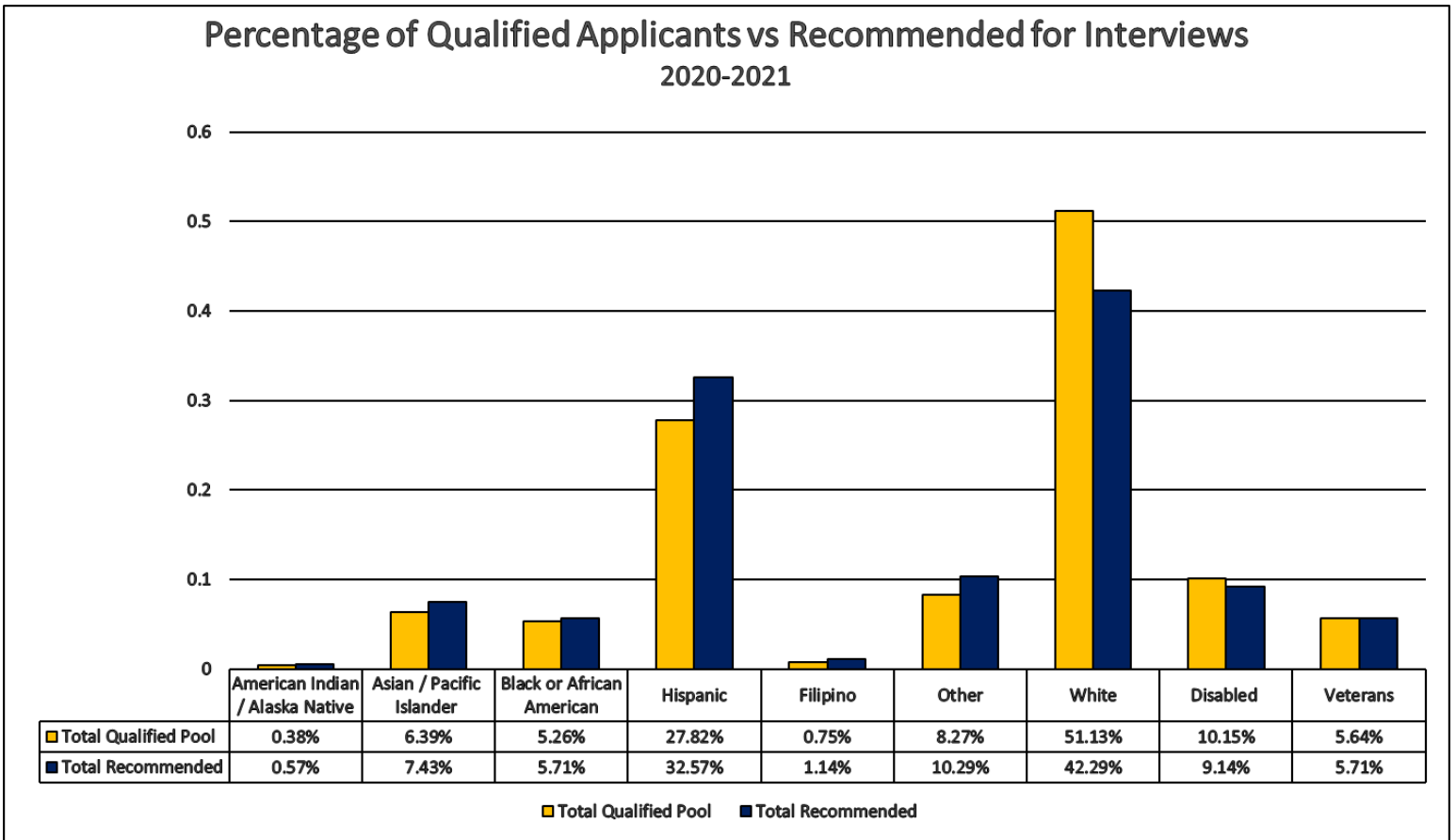
Gender of Applicants: '22-'23



Analysis of Qualified Applicants and Recommended Applicants for Interviews 2020-2021

	Classification	American Indian / Alaska Native		Asian / Pacific Islander		Black or African American		Hispanic		Filipino		Other		White		Disabled		Veterans		Gender			Total Applications			
																				Male	Female	Nonbinary				
Initial Applicant Pool	Exec/Admin /Man	1	3.13%	1	3.13%	5	15.63%	6	18.75%		0.00%	8	25.00%	11	34.38%	3	9.38%		0.00%	25	78.13%	6	18.75%	1	3.13%	32
	Faculty & Instr. Staff		0.00%	18	6.98%	13	5.04%	52	20.16%	1	0.39%	26	10.08%	148	57.36%	51	19.77%	16	6.20%	152	58.91%	96	37.21%	10	3.88%	258
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Technical & Paras	1	1.41%	4	5.63%	7	9.86%	40	56.34%	1	1.41%	4	5.63%	14	19.72%	11	15.49%	4	5.63%	22	30.99%	47	66.20%	2	2.82%	71
	Service & Maint		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Skilled Crafts		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%		0.00%	1	4.35%	18	78.26%		0.00%	1	4.35%	3	13.04%	1	4.35%		0.00%	10	43.48%	13	56.52%		0.00%	23
Total Initial Pool		2	0.52%	23	5.99%	26	6.77%	116	30.21%	2	0.52%	39	10.16%	176	45.83%	66	17.19%	20	5.21%	209	54.43%	162	42.19%	13	3.39%	384
Qualified Applicant Pool	Exec/Admin /Man		0.00%	1	4.35%	5	21.74%	5	21.74%		0.00%	2	8.70%	10	43.48%	1	4.35%		0.00%	17	73.91%	6	26.09%		0.00%	23
	Faculty & Instr. Staff		0.00%	13	6.70%	8	4.12%	42	21.65%	1	0.52%	17	8.76%	113	58.25%	21	10.82%	14	7.22%	111	57.22%	74	38.14%	9	4.64%	194
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Technical & Paras	1	3.03%	3	9.09%	1	3.03%	16	48.48%	1	3.03%	2	6.06%	9	27.27%	5	15.15%	1	3.03%	8	24.24%	24	72.73%	1	3.03%	33
	Service & Maint		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Skilled Crafts		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%		0.00%		0.00%	11	68.75%		0.00%	1	6.25%	4	25.00%		0.00%		0.00%	5	31.25%	11	68.75%		0.00%	16
Total Qualified Pool		1	0.38%	17	6.39%	14	5.26%	74	27.82%	2	0.75%	22	8.27%	136	51.13%	27	10.15%	15	5.64%	141	53.01%	115	43.23%	10	3.76%	266
Applicants Recommended for Interview	Exec/Admin /Man		0.00%	1	5.00%	3	15.00%	5	25.00%		0.00%	2	10.00%	9	45.00%	1	5.00%		0.00%	15	75.00%	5	25.00%		0.00%	20
	Faculty & Instr. Staff		0.00%	9	8.41%	6	5.61%	26	24.30%	1	0.93%	13	12.15%	52	48.60%	10	9.35%	9	8.41%	61	57.01%	41	38.32%	5	4.67%	107
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Technical & Paras	1	3.13%	3	9.38%	1	3.13%	15	46.88%	1	3.13%	2	6.25%	9	28.13%	5	15.63%	1	3.13%	8	25.00%	23	71.88%	1	3.13%	32
	Service & Maint		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Skilled Crafts		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%		0.00%		0.00%	11	68.75%		0.00%	1	6.25%	4	25.00%		0.00%		0.00%	5	31.25%	11	68.75%		0.00%	16
Total Recommended		1	0.57%	13	7.43%	10	5.71%	57	32.57%	2	1.14%	18	10.29%	74	42.29%	16	9.14%	10	5.71%	89	50.86%	80	45.71%	6	3.43%	175

Analysis of Qualified Applicants Recommended for Interviews 2020-2021:

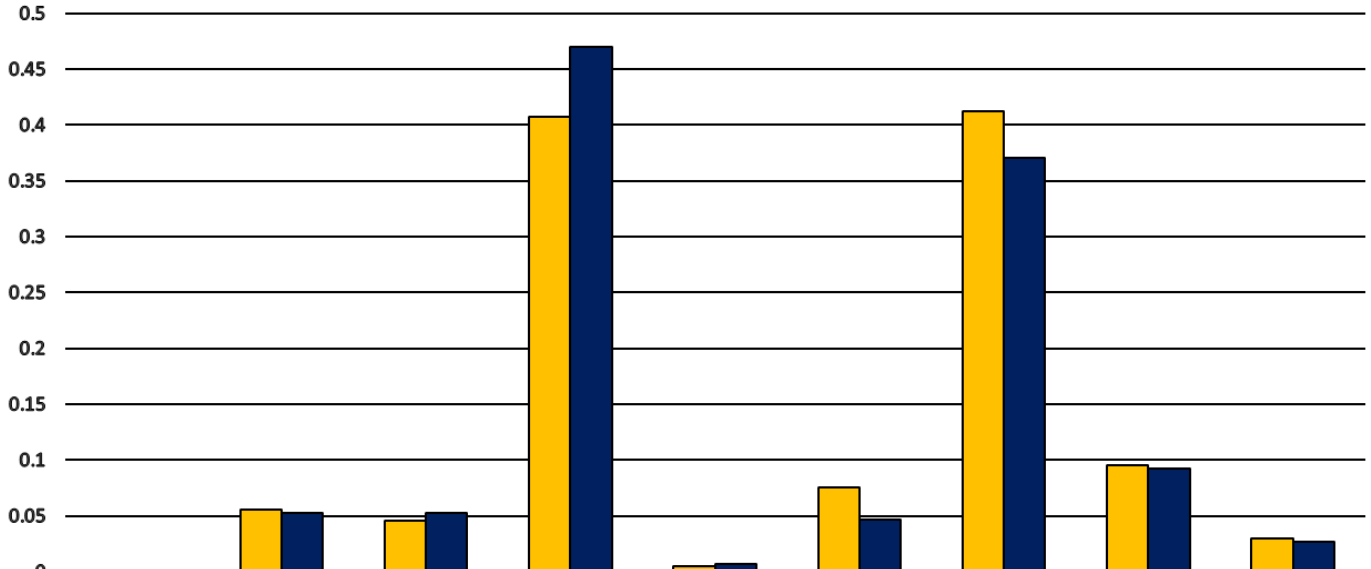


Analysis of Qualified Applicants and Recommended Applicants for Interviews 2021-2022

	Classification	American Indian / Alaska Native		Asian / Pacific Islander		Black or African American		Hispanic		Filipino		Other		White		Disabled		Veterans		Gender			Total Applications			
																				Male	Female	Nonbinary				
Initial Applicant Pool	Exec/Admin /Man		0.00%	1	8.33%	2	16.67%	2	16.67%		0.00%		0.00%	7	58.33%	1	8.33%	1	8.33%	6	50.00%	6	50.00%		0.00%	12
	Faculty & Instr. Staff	1	0.47%	22	10.28%	15	7.01%	53	24.77%	2	0.93%	19	8.88%	102	47.66%	18	8.41%	7	3.27%	142	66.36%	68	31.78%	4	1.87%	214
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Technical & Paras		0.00%	1	2.17%	1	2.17%	31	67.39%	1	2.17%		0.00%	12	26.09%	3	6.52%	1	2.17%	6	13.04%	40	86.96%		0.00%	46
	Service & Maint		0.00%		0.00%		0.00%	1	50.00%		0.00%		0.00%	1	50.00%		0.00%		0.00%		0.00%	2	100.00%		0.00%	2
	Skilled Crafts		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%	0.00%		0.00%	4	8.33%	31	64.58%		0.00%	3	6.25%	10	20.83%	6	12.50%		0.00%	17	35.42%	30	62.50%	1	2.08%
Total Initial Pool		1	0.31%	24	7.45%	22	6.83%	118	36.65%	3	0.93%	22	6.83%	132	40.99%	28	8.70%	9	2.80%	171	53.11%	146	45.34%	5	1.55%	322
Qualified Applicant Pool	Exec/Admin /Man		0.00%	1	16.67%	1	16.67%	1	16.67%		0.00%		0.00%	3	50.00%		0.00%	1	16.67%	6	100.00%		0.00%		0.00%	6
	Faculty & Instr. Staff		0.00%	9	7.44%	4	3.31%	29	23.97%		0.00%	13	10.74%	66	54.55%	11	9.09%	5	4.13%	87	71.90%	31	25.62%	3	2.48%	121
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Technical & Paras		0.00%	1	4.17%		0.00%	19	79.17%	1	4.17%		0.00%	3	12.50%	2	8.33%		0.00%	3	12.50%	21	87.50%		0.00%	24
	Service & Maint		0.00%		0.00%		0.00%	1	50.00%		0.00%		0.00%	1	50.00%		0.00%		0.00%		0.00%	2	100.00%		0.00%	2
	Skilled Crafts		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%	0.00%		0.00%	4	8.70%	31	67.39%		0.00%	2	4.35%	9	19.57%	6	13.04%		0.00%	17	36.96%	28	60.87%	1	2.17%
Total Qualified Pool		0	0.00%	11	5.53%	9	4.52%	81	40.70%	1	0.50%	15	7.54%	82	41.21%	19	9.55%	6	3.02%	113	56.78%	82	41.21%	4	2.01%	199
Applicants Recommended for Interview	Exec/Admin /Man		0.00%	1	16.67%	1	16.67%	1	16.67%		0.00%		0.00%	3	50.00%		0.00%	1	16.67%	6	100.00%		0.00%		0.00%	6
	Faculty & Instr. Staff		0.00%	6	8.22%	3	4.11%	19	26.03%		0.00%	5	6.85%	40	54.79%	6	8.22%	3	4.11%	48	65.75%	24	32.88%	1	1.37%	73
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Technical & Paras		0.00%	1	4.17%		0.00%	19	79.17%	1	4.17%		0.00%	3	12.50%	2	8.33%		0.00%	3	12.50%	21	87.50%		0.00%	24
	Service & Maint		0.00%		0.00%		0.00%	1	50.00%		0.00%		0.00%	1	50.00%		0.00%		0.00%		0.00%	2	100.00%		0.00%	2
	Skilled Crafts		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%	0.00%		0.00%	4	8.70%	31	67.39%		0.00%	2	4.35%	9	19.57%	6	13.04%		0.00%	17	36.96%	28	60.87%	1	2.17%
Total Recommended		0	0.00%	8	5.30%	8	5.30%	71	47.02%	1	0.66%	7	4.64%	56	37.09%	14	9.27%	4	2.65%	74	49.01%	75	49.67%	2	1.32%	151

Analysis of Qualified Applicants Recommended for Interviews 2021-2022:

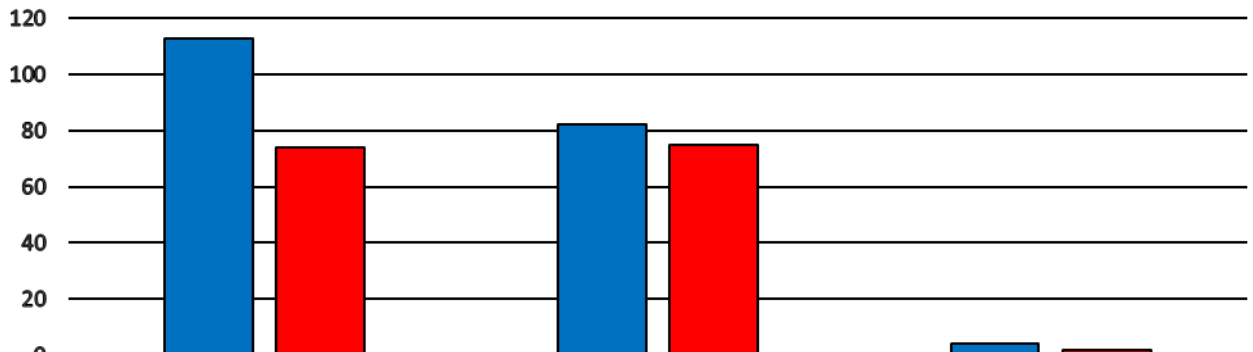
Percentage of Qualified Applicants vs Recommended for Interviews 2021-2022



	American Indian / Alaska Native	Asian / Pacific Islander	Black or African American	Hispanic	Filipino	Other	White	Disabled	Veterans
Total Qualified Pool	0.00%	5.53%	4.52%	40.70%	0.50%	7.54%	41.21%	9.55%	3.02%
Total Recommended	0.00%	5.30%	5.30%	47.02%	0.66%	4.64%	37.09%	9.27%	2.65%

■ Total Qualified Pool ■ Total Recommended

Gender of Qualified Applicants vs Recommended for Interviews



	Male	Female	Nonbinary
Total Qualified Pool	113	82	4
Total Recommended	74	75	2

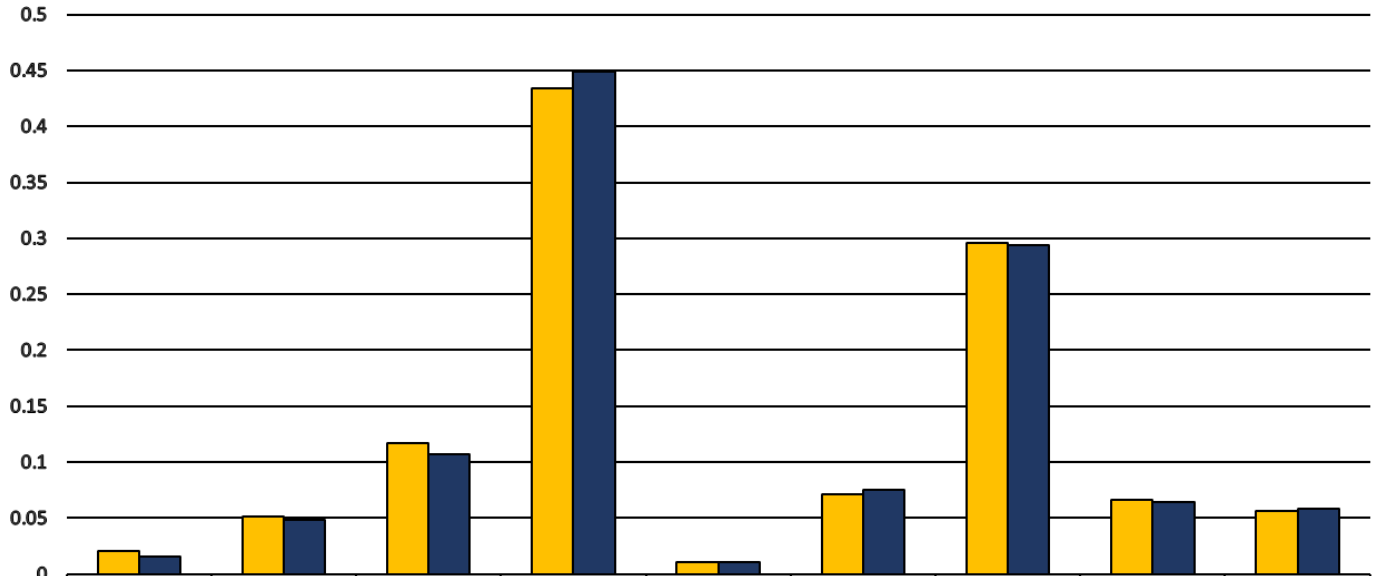
■ Total Qualified Pool ■ Total Recommended

Analysis of Qualified Applicants and Recommended Applicants for Interviews 2022-2023

	Classification	American Indian / Alaska Native		Asian / Pacific Islander		Black or African American		Hispanic		Filipino		Other		White		Disabled		Veterans		Gender			Total Applications			
																				Male	Female	Nonbinary				
Initial Applicant Pool	Exec/Admin /Man		0.00%	7	14.58%	1	2.08%	23	47.92%		0.00%	0.00%	17	35.42%	12	25.00%	5	10.42%	28	58.33%	20	41.67%		0.00%	48	
	Faculty & Instr. Staff	4	2.86%	24	17.14%	8	5.71%	37	26.43%	3	2.14%	9	6.43%	55	39.29%	7	5.00%	13	9.29%	91	65.00%	48	34.29%	1	0.71%	140
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Technical & Paras	3	1.70%	5	2.84%	13	7.39%	95	53.98%		0.00%	7	3.98%	53	30.11%	18	10.23%	8	4.55%	36	20.45%	140	79.55%		0.00%	176
	Service & Maint		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Skilled Crafts		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%		0.00%	19	27.54%	34	49.28%	3	4.35%	5	7.25%	8	11.59%	4	5.80%		0.00%	30	43.48%	39	56.52%		0.00%	69
Total Initial Pool		7	1.62%	36	8.31%	41	9.47%	189	43.65%	6	1.39%	21	4.85%	133	30.72%	41	9.47%	26	6.00%	185	42.73%	247	57.04%	1	0.23%	433
Qualified Applicant Pool	Exec/Admin /Man		0.00%	5	20.83%	1	4.17%	12	50.00%		0.00%	0.00%	6	25.00%	6	25.00%	3	12.50%	10	41.67%	14	58.33%		0.00%	24	
	Faculty & Instr. Staff	2	4.76%	3	7.14%	1	2.38%	13	30.95%		0.00%	4	9.52%	19	45.24%	2	4.76%	5	11.90%	26	61.90%	16	38.10%		0.00%	42
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Technical & Paras	2	2.47%	2	2.47%	7	8.64%	38	46.91%		0.00%	5	6.17%	27	33.33%	5	6.17%	3	3.70%	14	17.28%	67	82.72%		0.00%	81
	Service & Maint		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Skilled Crafts		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%		0.00%	14	28.57%	22	44.90%	2	4.08%	5	10.20%	6	12.24%		0.00%		0.00%	21	42.86%	28	57.14%		0.00%	49
Total Qualified Pool		4	2.04%	10	5.10%	23	11.73%	85	43.37%	2	1.02%	14	7.14%	58	29.59%	13	6.63%	11	5.61%	71	36.22%	125	63.78%	0	0.00%	196
Applicants Recommended for Interview	Exec/Admin /Man		0.00%	4	20.00%	1	5.00%	11	55.00%		0.00%	0.00%	4	20.00%	5	25.00%	3	15.00%	7	35.00%	13	65.00%		0.00%	20	
	Faculty & Instr. Staff	2	4.76%	3	7.14%	1	2.38%	13	30.95%		0.00%	4	9.52%	19	45.24%	2	4.76%	5	11.90%	26	61.90%	16	38.10%		0.00%	42
	Professional NonFaculty		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Technical & Paras	1	2.17%		0.00%	1	2.17%	26	56.52%		0.00%	1	2.17%	17	36.96%	3	6.52%	3	6.52%	10	21.74%	36	78.26%		0.00%	46
	Service & Maint		0.00%	2	6.67%	3	10.00%	12	40.00%		0.00%	4	13.33%	9	30.00%	2	6.67%		0.00%	4	13.33%	26	86.67%		0.00%	30
	Skilled Crafts		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	0
	Secretarial /Clerical		0.00%		0.00%	14	28.57%	22	44.90%	2	4.08%	5	10.20%	6	12.24%		0.00%		0.00%	21	42.86%	28	57.14%		0.00%	49
Total Recommended		3	1.60%	9	4.81%	20	10.70%	84	44.92%	2	1.07%	14	7.49%	55	29.41%	12	6.42%	11	5.88%	68	36.36%	119	63.64%	0	0.00%	187

Analysis of Qualified Applicants Recommended for Interviews 2022-2023:

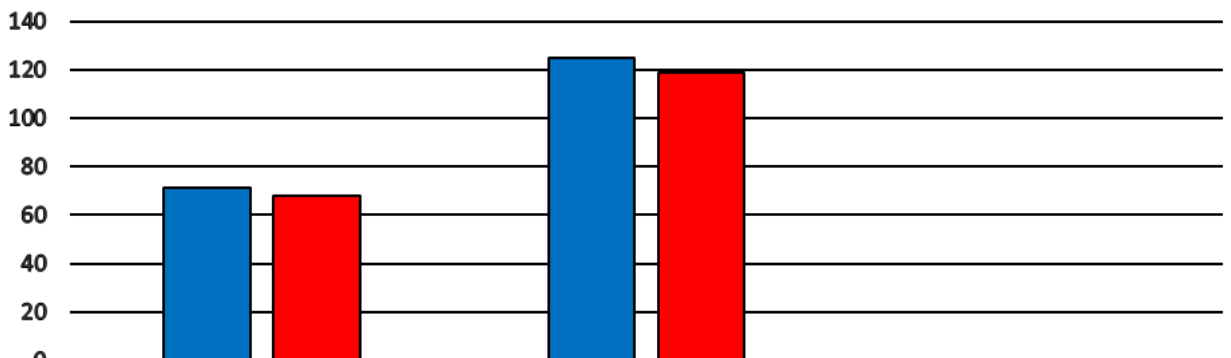
**Percentage of Qualified Applicants vs Recommended for Interviews
2022-2023**



Total Qualified Pool	2.04%	5.10%	11.73%	43.37%	1.02%	7.14%	29.59%	6.63%	5.61%
Total Recommended	1.60%	4.81%	10.70%	44.92%	1.07%	7.49%	29.41%	6.42%	5.88%

■ Total Qualified Pool ■ Total Recommended

Gender of Qualified Applicants vs Recommended for Interviews



Total Qualified Pool	71	125	0
Total Recommended	68	119	0

■ Total Qualified Pool ■ Total Recommended

Analysis of Qualified and Interviewed Applicant Pools 2020-2023

Per Palo Verde College applicant pool charts and data, it can be seen that while many applications were received, only some 60+% of the applicants met the qualifications of the applied for position. Furthermore, in the data collected for 2022-2023, only about 45% of the applicants met the positions' qualifications. As noted on the charts for Adjunct positions, if the applicant meets the qualifications for the applied discipline and are approved by the Chief Instructional Officer, those applicants are routinely hired to establish a pool of qualified part-time faculty members.

The data for the three selected years show that the percentage of applicants recommended and invited to interview are comparable to the percentage of qualified applicants for each diverse group. While the data continues to show that the majority of the qualified and recommended for interview applicants are Hispanic and White, there is still steady growth of applicants in the underrepresented groups. Notably there has been an increase in qualified applicants in the American Indian/Alaska Native, Black/African American, and Filipino groups. There was an increase from 0.75% to 1.02% in the number of qualified applications received from the Filipino group. The American Indian/Alaska Native group started in 2020 at 0.57% qualified applicants being invited for interviews and by 2023 that number increased to 1.6%. For the Black or African American group there was a 4.99% increase in the number of qualified applicants being invited for interviews. With the combination of these underrepresented groups steadily increasing, the White group has seen an overall decrease of 12.34% of qualified applicants being invited for interviews. With this statistical data, it indicates that the Districts efforts attract underrepresented groups are being effective.

Plan Component XI: Analyzing Underrepresented

The District is required to collect longitudinal data, to identify any underrepresented group, and to conduct a Title 5 adverse impact analysis using numerical data. The District recognizes that Section 53004 (a) requires that the selection process of applicants will not create a disparate impact for monitored groups. The selection of applicants is measured upon hire. However, it is understood that current job assignments demonstrate some groups to be disproportionately represented due to hiring patterns from the past. The District's intent going forward is to directly address any disparate impact using the 80% rule as a measure to identify significant underrepresentation and underrepresentation.

Significant underrepresentation is defined as 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. The District determines the projected representation by identifying a representative group, which is the group that holds the majority of positions in a job category. The District then measures the total jobs held by other groups in comparison to the representative group to determine whether those groups hold at least 80% of the number of jobs held by the representative group.

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to all people, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/interview process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community.

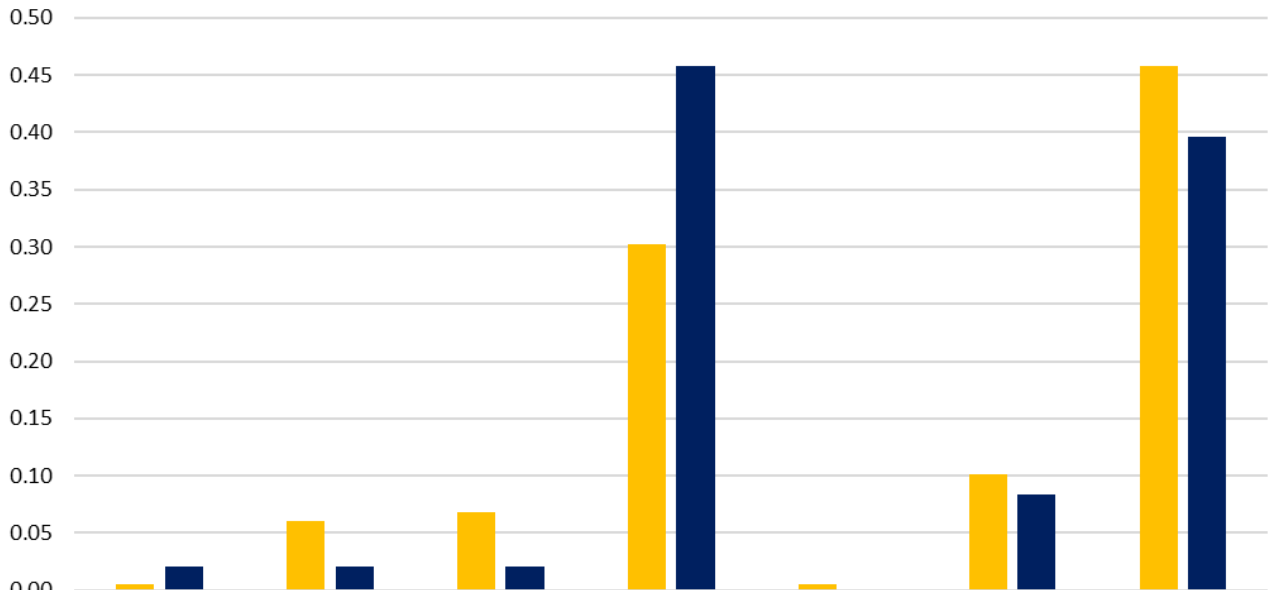
Analysis of Rate of Selection – Adverse Impact Data
2020-2023

2020-2021 Adverse Impact Test																					
	American Indian / Alaska Native		Asian / Pacific Islander		Black or African American		Hispanic		Filipino		Other		White		Gender			Total Applications			
	Male	Female	Nonbinary																		
Total Applicants	2	0.52%	23	5.99%	26	6.77%	116	30.21%	2	0.52%	39	10.16%	176	45.83%	209	54.43%	162	42.19%	13	3.39%	384
Hired	1	2.08%	1	2.08%	1	2.08%	22	45.83%		0.00%	4	8.33%	19	39.58%	21	43.75%	27	56.25%		0.00%	48
Rate per Group	50%		4%		4%		19%		0%		10%		11%		10%		17%		0%		13%
Highest Rate	50		4		4		19		0		10		11		10		17		0		
Comparing	100%		8%		8%		38%		0%		20%		22%		59%		100%		0%		

2021-2022 Adverse Impact Test																					
	American Indian / Alaska Native		Asian / Pacific Islander		Black or African American		Hispanic		Filipino		Other		White		Gender			Total Applications			
	Male	Female	Nonbinary																		
Total Applicants	1	0.31%	24	7.45%	22	6.83%	118	36.65%	3	0.93%	22	6.83%	132	40.99%	171	53.11%	146	45.34%	5	1.55%	322
Hired		0.00%	2	3.70%	3	5.56%	31	57.41%		0.00%	3	5.56%	15	27.78%	25	46.30%	29	53.70%		0.00%	54
Rate per Group	0%		8%		14%		26%		0%		14%		11%		15%		20%		0%		17%
Highest Rate	0		8		14		26		0		14		11		15		20		0		
Comparing	0%		31%		54%		100%		0%		54%		42%		75%		100%		0%		

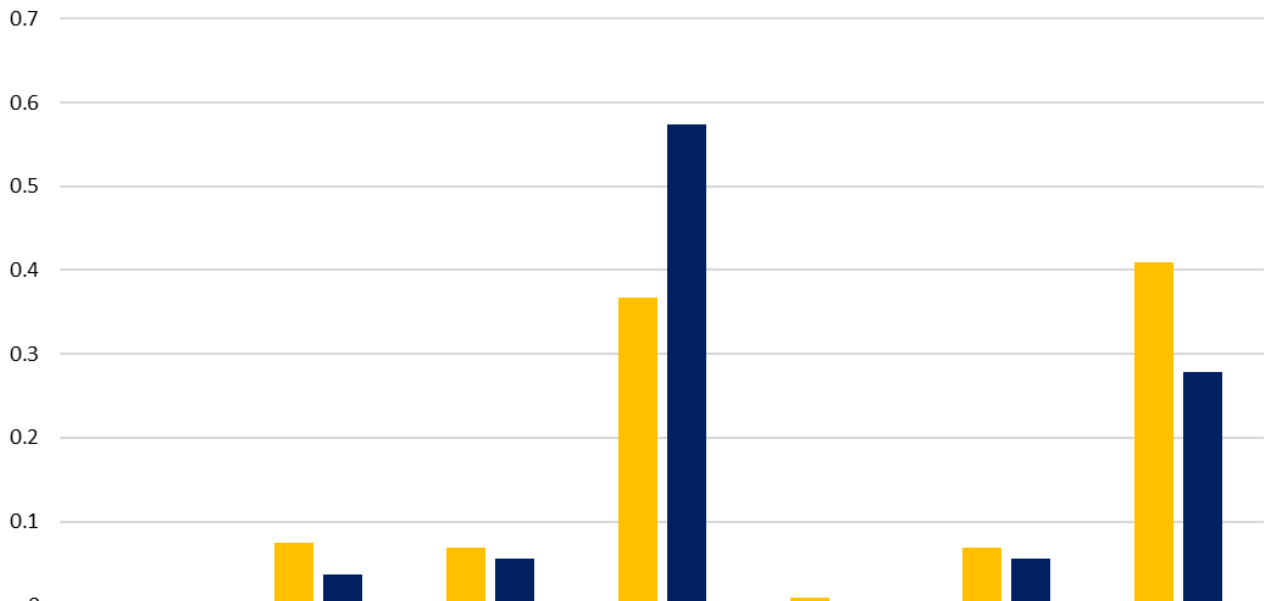
2022-2023 Adverse Impact Test																					
	American Indian / Alaska Native		Asian / Pacific Islander		Black or African American		Hispanic		Filipino		Other		White		Gender			Total Applications			
	Male	Female	Nonbinary																		
Total Applicants	7	1.62%	36	8.31%	41	9.47%	189	43.65%	6	1.39%	21	4.85%	133	30.72%	185	42.73%	247	57.04%	1	0.23%	433
Hired	3	3.26%	2	2.17%	14	15.22%	33	35.87%	2	2.17%	7	7.61%	31	33.70%	36	39.13%	56	60.87%		0.00%	92
Rate per Group	43%		6%		34%		17%		33%		33%		23%		19%		23%		0%		21%
Highest Rate	43		6		34		17		33		33		23		19		23		0		
Comparing	100%		14%		79%		40%		77%		77%		53%		83%		100%		0%		

Applicants vs New Hires
2020-2021

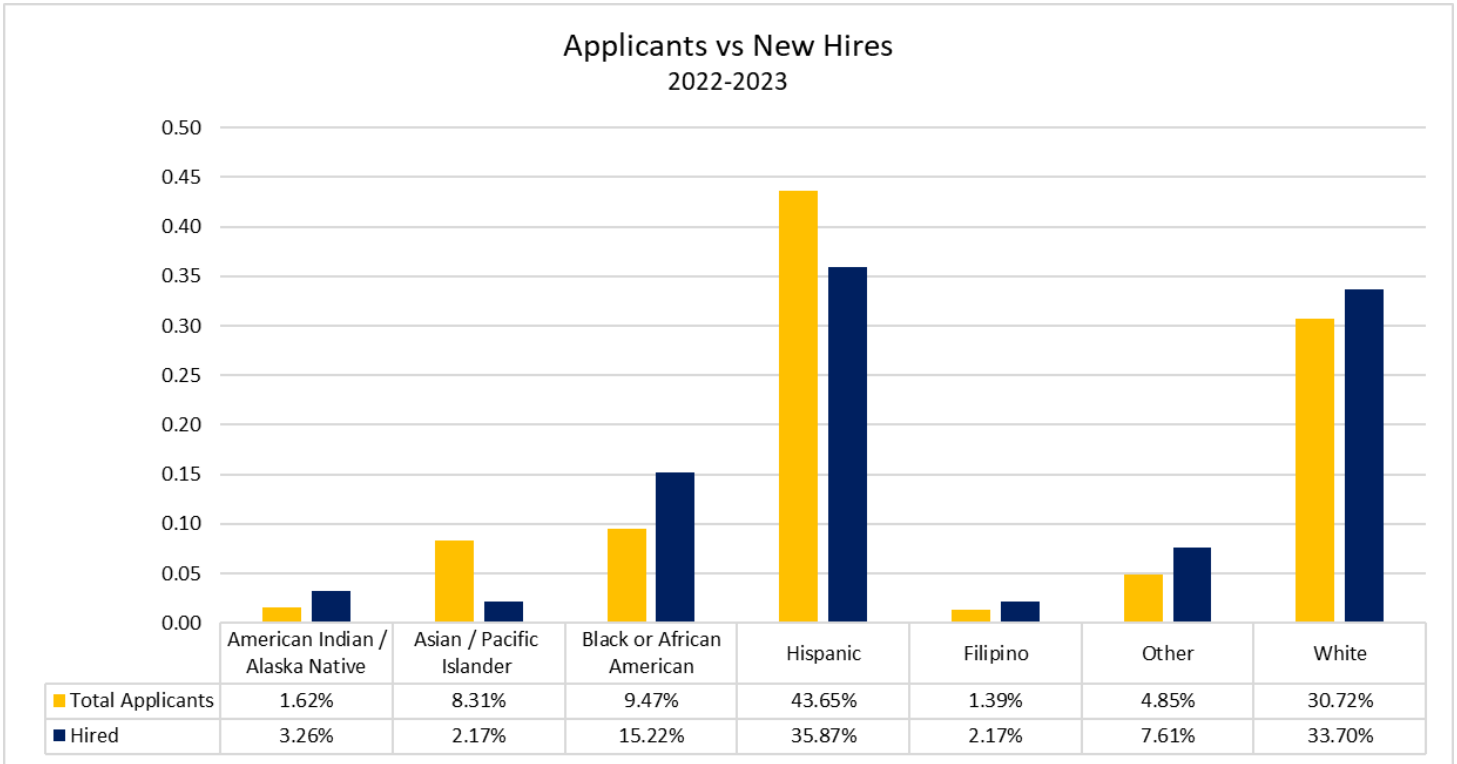


■ Total Applicants	0.52%	5.99%	6.77%	30.21%	0.52%	10.16%	45.83%
■ Hired	2.08%	2.08%	2.08%	45.83%	0.00%	8.33%	39.58%

Applicants vs New Hires
2021-2022



■ Total Applicants	0.31%	7.45%	6.83%	36.65%	0.93%	6.83%	40.99%
■ Hired	0.00%	3.70%	5.56%	57.41%	0.00%	5.56%	27.78%



Applicant Data Analysis

Overall, the longitudinal data demonstrates the District’s recruitment and hiring practices have led to a proportional number of applicants for all groups, except for the American Indian/Alaska Native and Asian groups, based on community and student populations. Thus, these groups should be monitored within the applicant, selection and hiring practices to ensure strategies are employed that encourage diversification and engendering cultural competency strategies. In addition, for groups that are smaller, being less than 2%, they as well would benefit from targeted recruitment in the effort to diversify the workforce to the greatest extent possible.

Plan Component XII: Methods for Addressing Underrepresentation

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all people, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. Having a campus that has accepted principles of diversity and multiculturalism makes implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well-planned, well-funded, and supported by the leadership of the District is necessary.

The Equal Employment Opportunity Advisory Committee will annually review indicators of the District's institutional commitment to diversity such as, but not limited to, the following:

1. Surveys of campus climate to identify barriers to inclusion. Recommendations will be made to implement concrete measures that utilize the information drawn from the surveys.
2. Cultural events, diversity dialogues, forums and cross-cultural workshops conducted on campus, or in the community. Speakers on issues dealing with diversity should include those from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
3. Exit interviews conducted by Human Resources with employees who voluntarily leave the District, if the results of those interviews indicate patterns impacted particular monitored group(s).
4. Training conducted by Human Resources for members of screening/interview committees on elimination of bias in hiring and employment.
5. Programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
6. Records related to the timeliness of harassment and discrimination complaint investigations and corrective action taken.
7. Records related to the District's compliance with the requirements of Government Code section 12950.1 (Stats. 2004, ch. 933 [AB1825]), - harassment and discrimination training.

8. The District's publications, marketing tools and website to ensure they reflect diversity in pictures, graphics and text to project an inclusive image.
9. Records that indicate whether District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other Districts in the areas of EEO and diversity enhancement.
10. Recognition of employees and students who have promoted diversity and equal employment opportunity principles in performance assessments and District awards.
11. The District's curricula, texts, and/or course descriptions that expand the global perspective of the particular course, readings or discipline.
12. The manner in which the District addresses issues of inclusion/exclusion to ensure they are conducted in a transparent and collaborative fashion.
13. The Student Equity Plan.
14. Longitudinal analysis of various employment events by monitored group status such as hiring, promotion, retention, voluntary resignation, termination, and discipline.

Plan Component XIII: Implementation of EEO Strategies

IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
<p>Provide training to employees, students & trustees.*</p> <p>*This applies if you are planning training that goes beyond mandatory training for hiring committees.</p> <p>(53024.1(d))</p>	<p>Human Resources</p> <p>Human Resources/Constituent groups</p> <p>Human Resources/Faculty/VP of Instruction & Student Services</p>	<p>Y1: Incorporate Vision Resource Center into available training opportunities. Promote availability of EEO and DEIA trainings</p> <p>Y2: Work with faculty, staff, and Board of Trustees to include DEIA trainings into Flex Days, Institute Days and other professional development opportunities.</p> <p>Y3: Work with faculty to include DEIA in course descriptions and assignments.</p>	<p>Increased commitment from all District personnel to promote DEIA. This can be accomplished by at least one additional DEIA Training completed during the onboarding process.</p> <p>Increased DEIA engagement of employees and cultivated connection.</p> <p>Increased student satisfaction and engagement. 25% increase in inclusion of DEIA language, practices, and materials in course syllabi.</p>
<p>Convey in publications and website the district's commitment to diversity & EEO.</p> <p>(53024.1(j))</p>	<p>District (Departments, Staff, Faculty, Programs, School Clubs)</p> <p>Human Resources/EEO Advisory Committee</p> <p>Human Resources/IT Department</p>	<p>Y1: Promote cultural celebrations throughout campus and community.</p> <p>Y2: Build on District's DEIA programs and convey them in publications and District website.</p> <p>Y3: Create employment application support guides and resources and have them available on website.</p>	<p>Monitor community participation and incorporate feedback to serve all groups.</p> <p>Add at minimum one new website to advertise with. Actively search for diverse websites and groups to advertise with.</p> <p>Increase in diverse candidate applications, especially from underrepresented groups.</p>
<p>Review and update District EEO/DEI policy statement.*</p> <p>(53024.1(k))</p> <p>*Cross-reference Plan Component 3</p>	<p>Human Resources/EEO Advisory Committee</p> <p>Human Resources/IT Department</p> <p>Human Resources</p>	<p>Y1: Review District EEO/DEIA policies to ensure language is up-to-date.</p> <p>Y2: Update website to reflect updated information.</p> <p>Y3: Continual review and updates</p>	<p>Conduct surveys to monitor employee's awareness of the District's EEO/DEIA commitment. Make appropriate updates as needed.</p>

HIRING

<p>Consistent and ongoing training for hiring committees. (53024.1(c)) *Cross reference Plan Component 8.</p>	<p>Human Resources & Screening/Interviewing Committees. Human Resources/IT Department Human Resources</p>	<p>Y1: Provide faculty, staff, administrators, students, and managers trainings that include how to create effective DEIA centered interview questions. Y2: Update EEO training for screening/interviewing committees to include a module on how to assess an applicant’s sensitivity to and understanding of diverse students. Y3: Create hiring toolkits to ensure EEO/DEIA compliance.</p>	<p>100% of employees who complete training learn how to craft effective questions by embedding lessons into all EEO trainings. Furthered awareness of unconscious biases shared understanding on how to assess sensitivity to diversity requirements. Increased commitment from screening/interviewing committees to ensure fair evaluation of all applicants.</p>
<p>Maintain updated job descriptions and job announcements. (53024.1(f))</p>	<p>Human Resources Human Resources/Constituent Groups Human Resources</p>	<p>Y1: Update job announcements to include the District’s commitment to DEIA. Y2: Review current job descriptions to ensure minimum requirements include commitment to DEIA requirements. Y3: Continual review and updates to communicate the District’s commitment to DEIA.</p>	<p>More robust answers on diversity questions during interviews and an increase in applications from underrepresented groups. Job announcements and descriptions reflect updated inclusive language. Increased awareness of EEO that supports diverse hiring.</p>
<p>Focused outreach and publication.</p>	<p>Human Resources/Job Placement Specialist Human Resources/District Programs District</p>	<p>Y1: Gather data to measure student worker’s experience and make appropriate updates to enhance their satisfaction and professional development. Y2: Continue to grow list of affiliate groups to advertise through. Y3: Maintain budget to ensure adequate funds to promote EEO and DEIA initiatives.</p>	<p>Use data to baseline results and increase student worker engagement. Evaluate new sources to advertise employment opportunities. Monitor efficiency to determine if the source is effective in attracting diverse applicants. Continue with District events that bring DEIA awareness.</p>
<p>Recruitment efforts and strategies such as: • Job Fairs • CCC Registry • Relationships with external organizations & colleges</p>	<p>Human Resources/Job Placement Specialist Human Resources Human Resources</p>	<p>Y1: Expand District sponsored Job Fair. Y2 Partner with new diversity recruiting vendors. Y3: Collaborate with other college campus recruitment events that have diverse student body or specific initiatives for underrepresented groups.</p>	<p>Provides early engagement for possible candidates and build networking opportunities. Increase in number of applications and the diversity of applications.</p>

POST-HIRING

<p>Conduct campus climate surveys & use this information. (53024.1(a))</p>	<p>Human Resources/EEO Advisory Committee Human Resources Human Resources/EEO Advisory Committee</p>	<p>Y1: Develop meaningful questions for campus climate surveys. Y2: Implement survey and compile data. Y3: Analyze and improve upon received data.</p>	<p>EEO Advisory committee reviews questions to ensure meaningful EEO and DEIA questions are included. Implement programs and training based on data received. The district will continue to collect data every three years.</p>
<p>Conduct exit interviews & use this information. (53024.1(b))</p>	<p>Human Resources/EEO Advisory Committee Human Resources Human Resources</p>	<p>Y1: Develop insightful questions regarding work experience and reasons for leaving. Ensure employees know that the survey is confidential and there will be no negative impact on them for their disclosure. Y2: Implement data received from surveys. Y3: Correct and improve where needed based on data received.</p>	<p>EEO Advisory committee reviews questions to ensure meaningful EEO and DEIA questions are included. Implement programs and trainings based on data received. Ongoing evaluation to analyze results.</p>
<p>Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))</p>	<p>Human Resources Human Resources Human Resources/Constituent groups</p>	<p>Y1: Develop new hire surveys regarding the hiring process. Y2: Create onboarding toolkits. Y3: Work with constituent groups to determine needs.</p>	<p>Implement programs and trainings based on data received. Continue to evaluate survey data and improve where needed.</p>
<p>Survey applicants who decline offers & use the information. (53024.1(p))</p>	<p>Human Resources Human Resources Human Resources</p>	<p>Y1: Develop survey for applicants who decline offers and see if/where improvement is needed. Y2: Implement survey data. Y3: Correct and improve where needed based on data received.</p>	<p>Survey and track reasons for applicants who decline offers. Use this data to improve process.</p>

Appendix A – Community Organizations & Contact Information

Job Placement Specialist of Palo Verde College

Artemiza Lujano
One College Drive
Blythe, CA 92225
760-921-5448
artemiza.lujano@paloverde.edu

Employment Development Department (EDD)

One College Drive
Blythe, CA 92225
760-922-0103

Blythe Area Chamber of Commerce

207 E. Hobsonway
Blythe, CA 92225
760-922-8166
www.blytheareachamberofcommerce.com, blythecoc@yahoo.com

Department of Veterans Affairs

1273 West Hobsonway
Blythe, CA 92225
760-921-1224

Riverside County Work Force Development Centers

44-199 Monroe Street, Suite B
Indio, CA 92201
760-863-2508
www.rivcoworkforce.com

Riverside County Department of Public Social Services

1225 W. Hobsonway
Blythe, CA 92225
760-921-5737
jobeltra@rivco.org

KJMB 100.3 FM Radio Station

681 N. 4th Street
Blythe, CA 92225
760-922-7143

KERU 88.5 FM Radio Station (Bilingual)

137 N. Broadway
Blythe, CA 92225
760-899-4565

Appendix B - Recruitment and Hiring Procedures to Ensure Equal Employment Opportunity

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to all people, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/interview process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community.

Regardless of whether or not underrepresentation exists, the following provisions are in place, because they are valuable in ensuring equal employment opportunity. The District's recruitment and hiring procedures will include the following provisions:

1. Recruitment

It is the policy of the District to aggressively pursue a program of recruitment that is inclusive and open to all individuals. Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to all people, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Equal Employment Opportunity Advisory Committee is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants.

- a) The District will apply the recruitment procedures set forth in Title 5, Section 53021 to conduct full and open recruitment for all vacancies and will not invoke the provisions for in-house interim appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract unless the Superintendent/President or their designee first notifies the governing board and the Equal Employment Opportunity Advisory Committee in writing of the compelling reason to limit the persons who may be considered for a vacancy in a job category where underrepresentation persists.
- b) Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:
 - (1) General circulation publications, including electronic media.
 - (2) Local and regional community newspapers.
 - (3) Publications, including electronic media that are distributed to the general market and to newspapers, publications whose primary audience is comprised of groups found to be underrepresented in the District's workforce.

- (4) Recruitment booths at job fairs or conferences oriented to both the public and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce.

2. Job Postings

The District's recruitment and hiring procedures section on "Job Postings" will include the following provisions:

- a) Job postings will clearly state job specifications setting forth the knowledge, skills, and abilities necessary for job performance. All job announcements shall state that the District is an "Equal Opportunity Employer." For all teaching positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job specifications, including any "minimum," and "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws.
- b) The application for employment will afford each applicant an opportunity to voluntarily identify their gender, ethnic group and, if applicable, their disability.

3. Review of Initial and Qualified Applicant Pools

Initial applicant pools will be reviewed for minimum qualifications, resulting in a qualified applicant pool. Once the qualified applicant pool is approved, the pool will be forwarded to the screening/interview committee. The District's recruitment and hiring procedures will include the following provisions:

- a) *Initial Applicant Pool:* The initial applicant pool is composed of all applications received by the application deadline. The composition of the initial applicant pool shall be recorded and reviewed by the Assistant Superintendent/Vice President of Human Resources or designee.
- b) *Qualified Applicant Pool:* The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description and have a complete application packet. The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the Assistant Superintendent/Vice President of Human Resources finds that the composition of the qualified applicant pool may have been influenced by factors that are not job related, appropriate action will be taken.

4. Screening/Interview Committee Procedures

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on qualifications, and will extend to all candidates a fair, impartial examination of those qualifications based on job-related criteria. The District's recruitment and hiring procedures will include in its section on applicant screening by screening/interview committees the following provisions:

- a) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
 - (1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students;
 - (2) Designed to ensure that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multiculturalism, and training in cultural proficiency;
 - (3) Based solely on job-related criteria; and
 - (4) Designed to avoid an adverse impact, and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group.
- b) Within the limits allowed by federal and state law, screening/interview committees will include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications.
- c) The equal employment opportunity officer shall approve the makeup of screening/interview committees. If the equal employment opportunity officer does not approve a screening/interview committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity.
- d) Before a person can serve on a screening/interview committee, he or she must receive equal employment opportunity/diversity training.
- e) Interviews must include at least one question which assesses the candidate's understanding of and commitment to diversity, equity, inclusion, and accessibility, and their level of cultural proficiency.
- f) All screening materials must be approved by the equal employment opportunity officer for compliance with equal employment opportunity principles.

- g) Monitoring for adverse impact will occur at each of the following stages of the screening/interview committee process:
- (1) After the screening/interview committee has conducted the paper screening and prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been approved and cleared for adverse impact.
 - (2) After the applicants have been interviewed and **prior** to forwarding finalists to the hiring administrators. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.
- h) If monitoring for adverse impact reveals that any selection technique or procedure (other than a bona fide occupational qualification that has been approved by Human Resources) has adversely impacted any monitored group, the Superintendent/President or their designee will do the following:
- (1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
 - (2) When appropriate, assist the screening/interview committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, that have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
 - (3) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
- i) The District will not designate or set aside particular positions to be filled by members of any group defined in terms of age, ancestry, color, gender, gender identity, gender expression, genetic information marital status, medical condition, military or veteran status, national origin, parental status, physical or mental disability, pregnancy, race or ethnicity, religion, sexual orientation or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the Plan in a rigid manner that has the purpose or effect of so discriminating.
- j) The Board of Trustees or designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/interview committee. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objectives of the Plan or to ensure equal employment opportunity.
- k) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the Plan, the District will request the Equal Employment Opportunity Advisory Committee to recommend new methods to meet the Plan objectives, or if necessary, to modify the Plan itself to ensure equal employment opportunity.