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November 7, 2013

To: Sandra Serrano, Chancellor  
Consultation Council Members

From: Abe Ali, Vice Chancellor, Human Resources

Re: Revisions to EEO Plan

As you may recall in April of 2013, an initial draft of the Kern Community College District Staff Diversity/EEO Plan was vetted through the consultation process. Since then, new regulations in Equal Employment Opportunity (EEO) have occurred that significantly affect several components of the initial drafted plan. In an effort to conform to these new regulations, Human Resources has revised the plan to reflect the necessary changes in EEO compliance law. The plan changes have been attached for your review and are identified by the following legend.

Insertions	<u>Underlined</u>
Deletions	<del>Strikethrough</del>
Moved FROM	<del>Double strikethrough in green</del>
Moved TO	<u>Double underline in green</u>
Updates	Highlighted

If there are any questions or comments to the revised draft plan, I will be available to discuss them in the November Consultation Council meeting.

2Enc: Staff Diversity/EEO Plan (Revised 4/13)  
Staff Diversity/EEO Plan (Current revision)

cc: Chancellor's Cabinet  
Vice President's

**Kern Community College District  
Equal Employment Opportunity and Staff  
Diversity Plan**

April 19, 2013



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## Appendix A

### **Purpose of EEO and Staff Diversity Plan**

The *EEO and Staff Diversity* addresses the requirements of Education Code section 87106(b) by providing a *Model Plan* for compliance with the Board of Governors regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes, and for guidance in improving the equality of opportunity.\*

California community college districts are responsible for the preparation of an equal employment opportunity plan to be submitted and approved by the Chancellor's Office. "Equal Employment Opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004(a) of title 5. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all individuals. An "Equal Employment Opportunity Plan" is a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity. This *Model Plan* will allow for efficient reviews of district plans by the districts and the Chancellor's Office.

### **Objectives of EEO and Staff Diversity Plan**

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

- Address the minimum legal requirements for a district equal employment opportunity plan, pursuant to section 53003 of title 5.
- Provide districts with guidance that will assist them in their goal of achieving a diverse workforce.
- Provide sample forms to allow the user to visualize outcomes.
- Assist in the development of material to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.

## Plan Component 1: Introduction

The Kern Community College District Equal Employment Opportunity and Staff Diversity Plan (*Plan*) was adopted by the governing board on (date). The *Plan* reflects the district's commitment to equal employment opportunity. It is the district's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity 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. The *Plan*'s immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable title 5 regulations (section 53000 et seq.) and the steps the district shall take in the event of underrepresentation of monitored groups. The *Plan* contains an analysis of the demographic makeup of the district's workforce population and an analysis of whether underrepresentation of monitored groups exists. The *Plan* also includes the requirements for a complaint procedure for noncompliance with the title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all<sup>1</sup>; and procedures for dissemination of the *Plan*. 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 it serves.

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Chancellor's Signature

## **Plan Component 2: Definitions**

A. *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

B. *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.

C. *Diversity*: means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience and other enriching characteristics.

D. *Equal Employment Opportunity*: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004(a). Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by title 5, section 53000 et seq.

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

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

G. *Ethnic Minorities*: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.

H. *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.

I. *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.

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

K. *Monitored Group*: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

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

M. *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.

N. *Reasonable Accommodation*: the efforts made on the part of the district to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. “Reasonable accommodations” may include the items designated in section 53025.

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

P. *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

Q. *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.

R. *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 3: Policy Statement**

*[Board Policy 11D]*

It shall be the policy of the Kern Community College District that equal opportunity to seek, obtain, hold, and advance in employment in the District shall be afforded to all who qualify without discrimination because of race, color, ethnic group identification, ancestry, religion, national origin, sex (gender), sexual orientation, age, and/or physical or mental disability. Appropriate qualifications for the performance of specific duties are the basic criteria for the employment and promotion of personnel. Additional efforts will be made to recruit, develop, and to promote qualified members of groups that are underrepresented in the District workforce, even if that underrepresentation cannot be traced to particular discriminatory actions on the part of the District. The district will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.



## **Plan Component 4: Delegation of Responsibility, Authority and Compliance**

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

### ***1. Governing Board***

The KCCD Board of Trustees is ultimately responsible for **proper implementation** adoption???? of the district's *Plan* for implementation at all levels of the district and college organizations and operations, and accountable for ensuring achieving equal employment opportunity as described in the *Plan*. The KCCD Board of Trustees **assumes overall responsibility** for the success of the District's effort to achieve Equal Employment Opportunity **and provides a supportive environment free of cultural bias for all staff and students.**

### ***2. Chancellor***

The Board of Trustees delegates to the Chancellor the responsibility for overseeing ongoing implementation of the Plan and for providing leadership in supporting the district's equal employment opportunity policies and procedures. The Chancellor shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation. The Chancellor shall evaluate the performance of all administrators who report directly to him/her on their ability to follow and implement the *Plan*.

### ***3. District Equal Employment Opportunity Officer***

**The district has designated the Vice Chancellor of Human Resources as its equal employment opportunity officer for the District,** 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 of the *Plan* and for ensuring that applicant pools and selection procedures are properly monitored.

### ***4. College Equal Employment Opportunity Officer***

**The district has designated the College Human Resource Managers as the equal employment opportunity officer for their respective assigned colleges,** who are responsible for the day-to-day implementation of the *Plan* at each college. The college equal employment opportunity officer is responsible for administering, implementing and monitoring the *Plan* and for assuring

compliance with the requirements of Title 5, Sections 53000 et seq. The college equal employment opportunity officer is also responsible for receiving complaints at their assigned colleges described in plan component 6 of the Plan and for ensuring that applicant pools and selection procedures are properly monitored.

### ***5. Equal Employment Opportunity Advisory Committee***

The district has established an Equal Employment Opportunity Advisory Committee to ~~aet~~serve 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 assists in the development and implementation of the Plan in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for Plan revisions as appropriate.

### ***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 and will be given a copy of it.

### ***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**

*[KCCD Board Policy 11D1C]*

The District has established an Equal Employment Opportunity Advisory Committee to assist the District in implementing its *Plan* and to advise the District on personnel matters relating to equal employment opportunities. The Equal Employment Opportunity Advisory Committee will review Staff Availability Data and other relevant data for the purpose of advising the District and assisting in its commitment and goals in achieving equal employment opportunities.

Composition of the Equal Employment Opportunity Advisory Committee shall approximate a balance between District employees of all three colleges and district office and Community members and shall provide for wide representation, including ethnic minorities, women, and the disabled whenever possible.

The District Equal Employment Opportunity Advisory Committee members shall be appointed by the District Equal Employment Opportunity Officer and shall serve for a period of three (3) years. The Committee shall meet at least once in every calendar year.

## **Plan Component 6: Complaints**

[Reference - title 5, §§ 53003(c)(2), 53026 & 59300 et seq., Board Policy 11D2, 11D3A & 11D4]

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026). The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ~~sixty-ninety~~ (960) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the ~~sixty-ninety~~ (960) day limitation.

Complaints alleging violations of the *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the District's determination pursuant to section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by section 53026. See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at: <http://www.cccco.edu/divisions/legal/guidelines>.  
<http://www.cccco.edu/divisions/legal/guidelines/Guidelines%20for%20Minimum%20Conditions%20Complaints.htm>.

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.

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

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

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.) The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice Chancellor of Human Resources, **College Vice President** and the College Human Resource Managers are responsible for receiving such complaints and for coordinating their investigation in accordance with established policies and procedures. College Equal Employment Opportunity Officers may be assigned investigation responsibilities, as appropriate. The District's discrimination and sexual harassment complaint policies and procedures are stated in the following board policies located at the District website:  
[http://www.kccd.edu/Board%20Policy%20Manual/Section%2011\\_General%20Personnel%20Administration.pdf](http://www.kccd.edu/Board%20Policy%20Manual/Section%2011_General%20Personnel%20Administration.pdf)

Discrimination Complaint Policy – Board Policy Section 11D2 & 11D4

Sexual Harassment Policy – Board Policy Section 11D2A

ADA Complaint – Board Policy Section 11D3A

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

## **Plan Component 7: Notification to District Employees**

*[Reference - title 5, § 53003(c)(3)]*

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement will be printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to the District's Board of Trustees, the Chancellor, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The *Plan* will be available on the District's website, and when appropriate, may be distributed by e-mail. Each year, the District office will provide all employees with a copy of the board's Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this *Plan*) and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

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

## **Plan Component 8: Training for Screening Committees**

[Reference - title 5, § 53003(c)(4)] and 11D1F

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening 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; and recognizing bias. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening committees. The District/College 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 employees is subject to the equal employment opportunity requirements of title 5 and the District's Equal Employment Opportunity Plan.

## **Plan Component 9: Annual Written Notice to Community Organizations**

[Reference - title 5, § 53003(c)(5)]

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will inform these organizations that they may obtain a copy of the *Plan*, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the *Plan*. The notice will also include the internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this *Plan* in Appendix A. This list may be revised from time to time as necessary.

## **Plan Component 10: Analysis of District Workforce and Applicant Pool**

[Reference - title 5, § 53003(c)(6)]

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, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening committee and hiring administrator(s). This survey will be done for each college in the District.

The District will annually report to the Chancellor the results of its annual survey of employees. At least every three years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, 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) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

### **District Office/College Workforce Analysis**

#### **EEO Survey Protected Class Definitions:**

**GENDER IDENTIFICATION:** The District requested employees to self-identify as **Female or Male**.

**RACE AND ETHNICITY IDENTIFICATION:** The District requested that employees self-identify into the following ethnicity categories-

1. **Hispanic or Latino** –A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
2. **White Caucasian** (Not Hispanic or Latino) - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
3. **Black African American** (Not Hispanic or Latino) - A person having origins in any of the black racial groups of Africa.
4. **Asian or Other Pacific Islander** (Not Hispanic or Latino) - Persons having origins in any of the original peoples of the Far East, Southeast Asian, the Indian subcontinent, or the Pacific Islands, This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
5. **American Indian or Alaska Native** (Not Hispanic or Latino) - A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

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

-- **Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

-- **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

The District will amend the above categories to accommodate employees who self-identify as having multiple ethnic backgrounds:

**6. Two or more ethnic categories-** All persons who identify with more than one of the above five race or ethnicity categories.

**7. District Survey Intake forms-** All survey instruments used to collect race and ethnicity information requires an immediate review and correction. For example, the presentation of Hispanic and Latino ethnicity identification needs to be amended to reflect several sub categories of ethnicity identification rather than race identification. The student CCC apply enrollment application form states that Hispanic and Latino identification as a “race” identification category. This form needs to be reformatted to state that Hispanic or Latino identification is an “ethnicity” that student applicants may select to self identify. Review of ethnic identification concerns also exists for other Asian protected status categories.

**DISABILITY STATUS:** The District requested that all employees self-identify their disability status by using the following definition:

*“Disabled person” means any person who (1) has a physical or mental impairment which substantially limits one or more of such persons major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.*

*“Major life activities” means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.*

**EEO Survey Protected Class Identification issue:**

There are significant numbers of employees who decline to state their known gender, ethnicity, or disability status with the District. This information is voluntarily collected. In an effort to capture accurate information, another district-wide EEO identification survey will be sent out during the Fall 2013 semester.

## Bakersfield College (BC) Workforce Analysis:

Bakersfield College Employee Type	Term	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Other/ Unknown Race
<b>All Employees</b>	Fall 2012	<b>737</b>	<b>56.2%</b>	<b>43.8%</b>	<b>1.2%</b>	<b>3.8%</b>	<b>4.1%</b>	<b>20.8%</b>	<b>65.0%</b>	<b>5.2%</b>
	Fall 2011	<b>772</b>	<b>57.4%</b>	<b>42.6%</b>	<b>1.3%</b>	<b>3.1%</b>	<b>4.5%</b>	<b>20.6%</b>	<b>64.8%</b>	<b>5.7%</b>
Exec/Admin	Fall 2012	33	54.5%	45.5%	-	9.1%	6.1%	18.2%	51.5%	15.2%
	Fall 2011	31	64.5%	35.5%	-	3.2%	12.9%	16.1%	51.6%	16.1%
Faculty Full-Time	Fall 2012	251	48.6%	51.4%	0.8%	4.0%	4.0%	10.0%	76.1%	5.2%
	Fall 2011	248	49.6%	50.4%	0.8%	3.6%	4.0%	10.5%	75.8%	5.2%
Faculty-Part-Time	Fall 2012	208	52.9%	47.1%	1.4%	2.9%	2.4%	16.8%	73.6%	2.9%
	Fall 2011	232	53.0%	47.0%	1.7%	2.6%	2.6%	14.2%	74.1%	4.7%
Professional/ Non-faculty	Fall 2012	30	70.0%	30.0%	-	-	6.7%	36.7%	50.0%	6.7%
	Fall 2011	32	68.8%	31.3%	-	-	6.3%	34.4%	53.1%	6.3%
Secretarial/ Clerical	Fall 2012	34	79.4%	20.6%	2.9%	11.8%	-	32.4%	47.1%	5.9%
	Fall 2011	37	81.1%	18.9%	2.7%	10.8%	-	35.1%	43.2%	8.1%
Service/ Maintenance	Fall 2012	66	28.8%	71.2%	3.0%	1.5%	4.5%	42.4%	40.9%	7.6%
	Fall 2011	66	27.3%	72.7%	3.0%	1.5%	3.0%	45.5%	42.4%	4.5%
Skilled Craft	Fall 2012	2	-	100.0%	-	-	50.0%	-	50.0%	-
	Fall 2011	2	-	100.0%	-	-	50.0%	-	50.0%	-
Technical/ Paraprofessional	Fall 2012	113	85.8%	14.2%	0.9%	3.5%	6.2%	32.7%	52.2%	4.4%
	Fall 2011	124	86.3%	13.7%	0.8%	2.4%	8.1%	33.1%	50.0%	5.6%
Persons with Disabilities	Fall 2012	24								
	Fall 2011	28								
Bakersfield College Student Demographics	Term	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Other/ Unknown Race
Students Enrolled at Census	Fall 2012	17,796	55.3%	44.1%	0.6%	5.0%	6.0%	55.7%	28.5%	4.3%
	Fall 2011	17,876	55.7%	43.9%	0.8%	4.7%	7.1%	53.8%	30.0%	3.7%
Bakersfield College Service Area Demographics	Year	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Two or More Races
Adult Population Age 18-65	2011	455,036	47.5%	52.5%	0.7%	4.8%	5.8%	51.8%	36.1%	0.8%

**Gender Equity-** Overall, in Fall 2012, 55% of all employees at BC were female. When comparing the gender distribution between Fall 2011 and Fall 2012, there were no substantial changes within employment types at BC. There are significant gender representation differences in the following employment types: 70% female for professional non- faculty, 80% female for secretarial clerical, 29% female in service maintenance, and 86% female for technical paraprofessional. The student population at BC is 56% female.



**Ethnicity Equity** – Overall, in Fall 2012, the majority of self-identified employees in employment type categories were White. When disaggregated by employee type and ethnicity, there were seven (7) subsections in which no one self-identified. The majority of BC students self-identified as Hispanic Latino at 56%.

**Cerro Coso Community College (CCCC) Workforce Analysis:**

Cerro Coso Community College Employee Type	Term	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Other/ Unknown Race
All Employees	Fall 2012	312	57.4%	42.6%	0.3%	4.5%	2.6%	8.7%	75.3%	8.7%
	Fall 2011	356	56.5%	43.5%	0.3%	4.8%	3.1%	8.7%	76.1%	7.0%
Exec/Admin	Fall 2012	17	76.5%	23.5%	-	5.9%	-	-	88.2%	5.9%
	Fall 2011	16	68.8%	31.3%	-	6.3%	-	-	87.5%	6.3%
Faculty Full-Time	Fall 2012	58	51.7%	48.3%	1.7%	6.9%	1.7%	1.7%	77.6%	10.3%
	Fall 2011	57	52.6%	47.4%	-	7.0%	1.8%	1.8%	78.9%	10.5%
Faculty-Part-Time	Fall 2012	139	47.5%	52.5%	-	2.9%	3.6%	9.4%	77.0%	7.2%
	Fall 2011	170	47.1%	52.9%	0.6%	2.4%	4.1%	8.8%	79.4%	4.7%
Professional/ Non-faculty	Fall 2012	5	100.0%	-	-	20.0%	-	20.0%	60.0%	-
	Fall 2011	5	100.0%	-	-	20.0%	-	20.0%	60.0%	-
Secretarial/ Clerical	Fall 2012	16	75.0%	25.0%	-	-	6.3%	-	81.3%	12.5%
	Fall 2011	18	72.2%	27.8%	-	-	5.6%	-	83.3%	11.1%
Service/ Maintenance	Fall 2012	15	6.7%	93.3%	-	13.3%	-	26.7%	33.3%	26.7%
	Fall 2011	17	5.9%	94.1%	-	11.8%	-	29.4%	41.2%	17.6%
Skilled Craft	Fall 2012	0	-	-	-	-	-	-	-	-
	Fall 2011	0	-	-	-	-	-	-	-	-
Technical/ Paraprofessional	Fall 2012	62	83.9%	16.1%	-	3.2%	1.6%	12.9%	75.8%	6.5%
	Fall 2011	73	83.6%	16.4%	-	6.8%	2.7%	12.3%	71.2%	6.8%
Persons with Disabilities	Fall 2012	9								
	Fall 2011	10								

Cerro Coso Community College Student Demographics	Term	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Other/ Unknown Race
Students Enrolled at Census	Fall 2012	4,903	60.1%	39.7%	2.5%	4.0%	5.7%	27.8%	54.7%	5.3%
	Fall 2011	5,802	62.0%	37.7%	2.6%	4.2%	6.3%	25.5%	56.5%	5.0%

Cerro Coso Service Area Demographics	Year	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Two or More Races
Adult Population Age 18-65	2011	69,072	46.5%	53.5%	2.6%	2.8%	4.7%	21.4%	67.3%	1.2%

**Gender Equity**- Overall, in Fall 2012, 57% of all employees at CCCC were female. When comparing the gender distribution between Fall 2011 and Fall 2012, there were no substantial changes within employment types at CCCC. In the Fall 2012, there were significant gender representation differences in the following employment types: 76% female for executive administration, 75% female for secretarial clerical, 7% female for service maintenance, and 84% female for technical paraprofessional. The student population at CCCC is 60% female.

**Ethnicity Equity** - Overall, in Fall 2012, the majority of CCCC self-identified employees in employment type categories were White. In comparing between Fall 2011 and Fall 2012, there were no substantial adjustments in most employment type categories at CCCC. When disaggregated by employee type and ethnicity in Fall 2012, there were thirteen (13) subsections in which no one self-identified. The majority of CCCC students are self-identified as White at 55%.

**Porterville College (PC) Workforce Analysis:**

Porterville College Employee Type	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Other/Unknown Race
All Employees	Fall 2012	261	53.6%	46.4%	0.8%	1.5%	2.3%	21.1%	63.6%	10.7%
	Fall 2011	254	52.8%	47.2%	1.2%	2.8%	1.6%	20.9%	61.4%	12.2%
Exec/Admin	Fall 2012	14	64.3%	35.7%	-	-	14.3%	7.1%	64.3%	14.3%
	Fall 2011	15	53.3%	46.7%	-	-	6.7%	6.7%	73.3%	13.3%
Faculty Full-Time	Fall 2012	64	48.4%	51.6%	-	3.1%	-	15.6%	65.6%	15.6%
	Fall 2011	61	50.8%	49.2%	-	1.6%	-	14.8%	67.2%	16.4%
Faculty-Part-Time	Fall 2012	90	50.0%	50.0%	-	-	3.3%	17.8%	66.7%	12.2%
	Fall 2011	88	48.9%	51.1%	-	3.4%	2.3%	18.2%	61.4%	14.8%
Professional/Non-faculty	Fall 2012	6	66.7%	33.3%	16.7%	-	-	16.7%	66.7%	-
	Fall 2011	4	75.0%	25.0%	25.0%	-	-	-	75.0%	-
Secretarial/ Clerical	Fall 2012	11	81.8%	18.2%	9.1%	-	-	36.4%	54.5%	-
	Fall 2011	11	72.7%	27.3%	18.2%	-	-	36.4%	45.5%	-
Service/Maintenance	Fall 2012	10	10.0%	90.0%	-	-	-	30.0%	70.0%	-
	Fall 2011	12	16.7%	83.3%	-	-	-	33.3%	58.3%	8.3%
Skilled Craft	Fall 2012	2	-	100.0%	-	-	-	50.0%	50.0%	-
	Fall 2011	2	-	100.0%	-	-	-	50.0%	50.0%	-
Technical/Paraprofessional	Fall 2012	64	64.1%	35.9%	-	3.1%	1.6%	29.7%	57.8%	7.8%
	Fall 2011	61	63.9%	36.1%	-	4.9%	1.6%	29.5%	55.7%	8.2%
Persons with Disabilities	Fall 2012	6								
	Fall 2011	5								

Porterville College Student Demographics	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Other/Unknown Race
Students Enrolled at Census	Fall 2012	3,887	62.3%	37.5%	0.7%	4.9%	1.7%	66.3%	24.0%	2.5%
	Fall 2011	4,186	63.3%	36.4%	0.6%	5.5%	2.1%	64.2%	25.0%	2.6%

Porterville College Service Area Demographics	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Two or More Races
Adult Population Age 18-65	2011	64,062	49.4%	50.6%	1.1%	3.4%	0.6%	64.3%	30.0%	0.6%

**Gender Equity**- Overall, in Fall 2012, 54% of all employees at PC were female. When comparing the gender distribution between Fall 2011 and Fall 2012, there were no substantial changes within employment types at PC. In Fall 2012, there were significant gender representation differences in the following employment types: 64% female for executive administration, 67% female for professional non faculty, 82% female for secretarial clerical, 10% female for service maintenance, and 64% female for technical paraprofessional. The student population at PC is 62% female.

**Ethnicity Equity** - Overall, in Fall 2012, the majority of self-identified PC employees in employment type categories were White. In comparing between Fall 2011 and Fall 2012, there were no substantial adjustments in most employment type categories at PC. When disaggregated by employee type and ethnicity in Fall 2012, there were sixteen (16) subsections in which no one self-identified. The majority of PC students are self-identified as Hispanic Latino at 66%.

**District Office (DO) Workforce Analysis:**

District Office Employee Type	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Other/Unknown Race
All Employees	Fall 2012	88	59.1%	40.9%	1.1%	6.8%	3.4%	22.7%	62.5%	3.4%
	Fall 2011	90	62.2%	37.8%	1.1%	6.7%	1.1%	24.4%	61.1%	5.6%
Exec/Admin	Fall 2012	30	46.7%	53.3%	3.3%	-	3.3%	13.3%	76.7%	3.3%
	Fall 2011	36	47.2%	52.8%	2.8%	-	-	19.4%	72.2%	5.6%
Professional/Non-faculty	Fall 2012	14	28.6%	71.4%	-	35.7%	7.1%	14.3%	28.6%	14.3%
	Fall 2011	12	33.3%	66.7%	-	33.3%	-	16.7%	33.3%	16.7%
Secretarial/ Clerical	Fall 2012	14	92.9%	7.1%	-	-	-	28.6%	71.4%	-
	Fall 2011	14	92.9%	7.1%	-	-	-	28.6%	64.3%	7.1%
Service/Maintenance	Fall 2012	5	-	100.0%	-	-	-	20.0%	80.0%	-
	Fall 2011	4	-	100.0%	-	-	-	25.0%	75.0%	-
Technical/Paraprofessional	Fall 2012	25	84.0%	16.0%	-	4.0%	4.0%	36.0%	56.0%	-
	Fall 2011	24	91.7%	8.3%	-	8.3%	4.2%	33.3%	54.2%	-
Persons with Disabilities	Fall 2012	1								
	Fall 2011	1								

**Gender Equity**- Overall, in Fall 2012, 59% of all employees at DO were female. When comparing the gender distribution between Fall 2011 and Fall 2012, there were no substantial changes within employment types at the DO. In Fall 2012, there were significant gender representation differences in the following DO employment types: 29% female for professional non-faculty, 93% female for secretarial clerical, and 84% female for technical paraprofessional.

**Ethnicity Equity** - Overall, in Fall 2012, the majority of self-identified DO employees in employment type categories were White. In comparing the Fall 2011 and Fall 2012, there were not substantial adjustments in most employment type categories at the DO. When disaggregated by employee type and ethnicity in Fall 2012, there were eleven (11) subsections in which no one self-identified.

**EEO Survey Protected Class Identification:**

There are significant numbers of employees who decline to state their known gender, ethnicity, or disability status with the District. This information is voluntarily collected. In an effort to capture accurate information, another district-wide EEO identification survey will be sent out during the Fall 2013 semester.

## Analysis of Applicant Pools

The following tables identify job applicants by job classification and monitored groups for the years 2010-11 and 2011-12. These years utilized the District's two personnel databases: Banner for current employees and PeopleAdmin for job applicants.

### Kern Community College District Analysis of Applicant Pool 2011-2012

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White	Other/ Unknown Race	Persons w/ disabilities
Exec/Admin	728	370	346	16	119	39	156	348	50	15
Professional/Non-faculty	616	209	400	10	80	33	175	266	52	10
Secretarial/Clerical	1269	221	1038	12	64	80	449	577	87	8
Technical and Paraprofessional	766	265	487	11	57	42	243	337	76	8
Skilled Crafts	44	43	0	1	0	1	15	26	1	0
Service and Maintenance	887	626	247	10	101	32	353	337	54	9
Faculty—Full-time	1018	565	421	12	71	72	183	555	125	21
Faculty—Part-Time	668	284	363	14	45	55	113	358	83	13

### Kern Community College District Analysis of Applicant Pool 2010-2011

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White/ Caucasian	Other/ Unknown Race	Persons w/ disabilities
Exec/Admin	622	315	292	5	73	39	101	342	62	7
Professional/Non-faculty	216	86	124	2	15	32	63	77	28	4
Secretarial/Clerical	1168	256	893	20	57	70	339	588	94	12
Technical and Paraprofessional	881	282	587	12	46	48	282	423	70	13
Skilled Crafts	9	8	1	1	0	0	2	4	2	0
Service and Maintenance	859	679	174	19	71	18	393	316	42	10
Faculty—Full-time	1591	816	704	29	90	215	225	826	206	23
Faculty—Part-Time	628	266	347	5	45	57	133	319	69	18

**Bakersfield College**  
**Analysis of Applicant Pool**  
*2011-2012*

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White/ Caucasian	Other/ Unknown	Persons w/ disabilities
Exec/Admin										
Professional/Non-faculty										
Secretarial/Clerical										
Technical and Paraprofessional										
Skilled Crafts										
Service and Maintenance										
Faculty–Full-time										
Faculty–Part-Time										

**Bakersfield College**  
**Analysis of Applicant Pool**  
*2010-2011*

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White/ Caucasian	Other/ Unknown	Persons w/ disabilities
Exec/Admin										
Professional/Non-faculty										
Secretarial/Clerical										
Technical and Paraprofessional										
Skilled Crafts										
Service and Maintenance										
Faculty–Full-time										
Faculty–Part-Time										

**Cerro Coso Community College**  
**Analysis of Applicant Pool**  
*2011-2012*

	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>American Indian/ Alaskan Native</b>	<b>Black/ African-American</b>	<b>Asian/ Pacific Islander</b>	<b>Hispanic/ Latino</b>	<b>White/ Caucasian</b>	<b>Other/ Unknown</b>	<b>Persons w/ disabilities</b>
Exec/Admin										
Professional/Non-faculty										
Secretarial/Clerical										
Technical and Paraprofessional										
Skilled Crafts										
Service and Maintenance										
Faculty–Full-time										
Faculty–Part-Time										

**Cerro Coso Community College**  
**Analysis of Applicant Pool**  
*2010-2011*

	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>American Indian/ Alaskan Native</b>	<b>Black/ African-American</b>	<b>Asian/ Pacific Islander</b>	<b>Hispanic/ Latino</b>	<b>White/ Caucasian</b>	<b>Other/ Unknown</b>	<b>Persons w/ disabilities</b>
Exec/Admin										
Professional/Non-faculty										
Secretarial/Clerical										
Technical and Paraprofessional										
Skilled Crafts										
Service and Maintenance										
Faculty–Full-time										
Faculty–Part-Time										

**Porterville College**  
**Analysis of Applicant Pool**  
*2011-2012*

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White/ Caucasian	Other/ Unknown	Persons w/ disabilities
Exec/Admin										
Professional/Non-faculty										
Secretarial/Clerical										
Technical and Paraprofessional										
Skilled Crafts										
Service and Maintenance										
Faculty–Full-time										
Faculty–Part-Time										

**Porterville College**  
**Analysis of Applicant Pool**  
*2010-2011*

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White/ Caucasian	Other/ Unknown	Persons w/ disabilities
Exec/Admin										
Professional/Non-faculty										
Secretarial/Clerical										
Technical and Paraprofessional										
Skilled Crafts										
Service and Maintenance										
Faculty–Full-time										
Faculty–Part-Time										

## **Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation.**

Not included – completion of this component is dependent on availability data from the Chancellor’s Office, which is not forthcoming

*[Reference - title 5, § 53003(c)(7)]*

## **Plan Component 12: Methods to Address Underrepresentation**

*[Reference - title 5, § 53003(c)(8)]*

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 men and women, 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 process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code Section 87482.6.

To address any identified underrepresentation of monitored groups the district will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not underrepresentation exists, because the provisions are also 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 verifiable 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, men, women, 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. The district will include in the recruitment section of its recruitment and hiring procedures the following provisions:

- a) For any job category where continuing underrepresentation exists, the district will apply the recruitment procedures set forth in Title 5, Section 53021 to conduct full and open recruitment for all new openings 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 Chancellor/ President or his/her 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 newspapers, general circulation publications, and general market radio and television stations, including electronic media.
  - (2) Local and regional community newspapers.
  - (3) Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.
  - (4) Publications, including electronic media that are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the district's workforce.
  - (5) Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the district's workforce.
- c) At least every two years, or when employment data indicate a necessity, the district shall host an open house for persons interested in employment with the district. The open house will allow potential candidates to meet deans, division chairs, faculty, and classified employees of the district. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the district's commitment to equal employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house.

2) *Job Announcements*

The district's recruitment and hiring procedures section on "Job Announcements" will be revised to include the following provisions:

- a) Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all 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 "required," "desired," or "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. All job announcements shall state that the district is an “Equal Opportunity Employer.”

3) *Review of Initial and Qualified Applicant Pools*

Initial applicant pools will be reviewed for projected representation of monitored groups. Once the initial pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool will be forwarded to the screening committee. The district’s recruitment and hiring procedures will include the following provisions:

- a) The application for employment will afford each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, if applicable, his or her disability.
- b) *Initial Applicant Pool:* The initial applicant pool is composed of all applications received by the application deadline. The following steps will be taken when reviewing the initial applicant pool.

***Step 1:*** The composition of the initial applicant pool will be analyzed to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures.

***Step 2:*** If projected representation has not been met, the application deadline may be extended so that additional recruitment can be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for participation to a wide diversity of potential applicants.

***Step 3:*** When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or further recruitment efforts would be futile, applications will be screened to determine which candidates satisfy the minimum qualifications set forth in the job description.

- c) *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. Before the qualified applicant pool is forwarded to the screening committee, its composition will be analyzed to ensure that no monitored group is adversely impacted. If adverse impact is found to exist, effective steps will be taken to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

***Step 1:*** Extending the deadline and undertaking inclusive outreach efforts to ensure that members of the adversely impacted group have equal opportunity to seek employment with the district.

***Step 2:*** Including all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not

been specifically demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law.

**Step 3:** If the minimum qualifications stated on the job announcement are changed, the job announcement will be reposted.

**Step 4:** If adverse impact persists after taking **Steps 1** and **2** above, the selection process may proceed only if:

- (i) The job announcement does not require qualifications beyond the statewide minimum qualifications, or
- (ii) Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.

**Step 5:** Once the qualified applicant pool is approved, the pool will be forwarded to the screening committee for paper screening, interviews, and final recommendations for hiring consideration.

- d) The district will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the district was unable to verify under *Step (c) 2* above unless such qualifications are so verified in advance of commencing any such future hiring process.

#### 4) *Screening 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 merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria. The district's recruitment and hiring procedures will include in its section on applicant screening by screening committees the following provisions:

- a) All screening or 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) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure departments and others responsible for establishing selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
  - c) The District/College Equal Employment Opportunity Officer shall approve the makeup of selection/screening committees. If the equal employment opportunity officer does not approve a selection/screening 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 selection/screening committee, he or she must receive equal employment opportunity and diversity training.
  - e) Interviews must include at least one question which assess the candidate's understanding of and commitment to equal employment opportunity and his or her 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 committee process:
    - (1) After the selection/screening 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 Chancellor/President or his/her 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 committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which 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 ethnic group identification, accent, age, ancestry, citizenship status, color, disability, economic status, ethnic group identification, gender, marital status, medical condition, national origin, parental status, race, religion, sexual orientation, or veteran status 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 Governing Board or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening 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.

### **Plan Component 13: Additional Steps to Remedy Significant Underrepresentation**

*[Reference - title 5, § 53003(c)(9) and 53006]*

In an earlier section, the district has identified particular monitored groups that are significantly underrepresented with respect to one or more job categories. In order to address these instances of significant underrepresentation, the district will take the following steps:

- 1) The district will request that the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the district's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
- 2) The district will increase the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.

- 3) The district will require that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the equal employment opportunity officer, a recruitment and hiring action plan to assist in addressing the significant underrepresentation. The action plan will include, but is not limited to:
  - a) Additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
  - b) Promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
  - c) Additional training for current faculty and staff on the value of a diverse workforce;
  - d) Recommended changes to the job announcement and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.
- 4) The district will focus particular attention on its intern programs where graduate students will be provided the opportunity to co-teach a class offered by the district in the significantly underrepresented discipline.
- 5) The district will actively monitor the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the district will:
  - a) Review each locally established “required”, “desired”, or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.
  - b) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.
  - c) Analyze the feasibility of significantly increasing the recruitment budget for another three years.
  - d) Develop a recruitment committee composed of the Chancellor/President, the equal employment opportunity officer, the dean or responsible administrator for the division or department where the significant underrepresentation persists and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment and hiring program described in *section 3* above. The committee will provide

recommendations to modify the recruitment and hiring program to better address the significant underrepresentation. The Chancellor/President will be evaluated on his/her ability to successfully implement the recruitment and hiring program.

## **Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity**

*[Reference - title 5, § 53003(c)(10)]*

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 men and women, 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 can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned out, well funded, and supported by the leadership of the District is of great value. The District will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural proficiency and it will develop an evaluation form that integrates diversity into the evaluation of employees. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the District may do the following:

- 1) Maintain its commitment to the Cultural Diversity and ensure that both will be supported by the District and campus leadership.
- 2) Conduct diversity dialogues, forums, and cross-cultural workshops.
- 3) Involve guest speakers from underrepresented groups who are in leadership positions and who may engage both students and employees.
- 4) Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
- 5) Conduct campus climate studies to identify areas for attention.
- 6) Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.

- 7) Offer a series of Equal Employment Opportunity /diversity workshops for faculty and staff.
- 8) Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity and diversity efforts.
- 9) Maintain an Equal Employment Opportunity online presence on the District's website by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on all of these topics.
- 10) **Promote various cultural celebrations on campus.**
- 11) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- 12) **Maintain No Place for Hate designation that is visible and valued.**
- 13) Promote leadership opportunities, such as the Latina Leadership Network, for staff, faculty and students.
- 14) Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

### **Plan Component 15: Persons with Disabilities: Accommodations and Goals for Hiring**

Not included – completion of this component is dependent on availability data from the Chancellor's Office, which is not forthcoming  
*[Reference - title 5, § 53003(d), 53025]*

### **Component 16: Graduate Assumption Program of Loans for Education** *Reference - Education Code §§ 87106, 69618 et seq.]*

1. The District will encourage community college students to become qualified for, and seek employment as higher education employees through college work-study programs.
2. The District will inform graduate students in local colleges and universities about the benefits of employment in higher education through participation in area job fairs and similar employee recruitment events.



## **APPENDIX A**

### **ORGANIZATIONS FOR ANNUAL WRITTEN NOTICE PER PLAN COMPONENT 9**

Ed Join

CCC Registry

Inside Higher Ed

Higher Ed Jobs

[cal.jobs.ca.gov](http://cal.jobs.ca.gov)

Latina Leadership Network

Gay And Lesbian Alliance of the Central Coast (GALA)

Parents, Families and Friends of Lesbians and Gays (PFLAG)

**Kern Community College District  
Equal Employment Opportunity and Staff Diversity Plan**

October 22, 2013 Insert Date



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**Appendix B**

## **Appendix A Preface**

### **Purpose of EEO and Staff Diversity Plan**

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

An “Equal Employment Opportunity Plan” is a written document in which a California community college district’s workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity. All California community college districts are responsible for the preparation of an equal employment opportunity plan to be submitted and approved by the Chancellor’s Office.

“Equal Employment Opportunity” means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004(a) of title 5. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all individuals. ~~An “Equal Employment Opportunity Plan” is a written document in which a district’s workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.~~ This Model Plan will allow for efficient reviews of district plans by the districts and the Chancellor’s Office.

### **Objectives of EEO and Staff Diversity Plan**

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

- Address the minimum legal requirements for a ~~district~~the District’s equal employment opportunity plan, pursuant to section 53003 of title 5.
- Provide ~~districts with guidance that will assist them in their~~guidance to the District in its goal of achieving a diverse workforce.
- Provide sample forms to allow the user to visualize outcomes.
- Assist in the ~~development of material to train~~training of faculty and staff on the components of the Equal Employment Opportunity Plan requirements.

## Plan Component 1: Introduction

The Kern Community College District Equal Employment Opportunity and Staff Diversity Plan (“EEO Plan”) was adopted by the governing board on (insert date). The Plan reflects the district’s commitment to equal employment opportunity. ~~It is the district’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence.~~ and its recognition that a diverse and inclusive workforce serves the educational mission of the District to prepare students for success in a global society.

~~Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The Plan’s immediate focus is~~ The EEO Plan provides the process that the District will use to promote equal employment opportunity in its recruitment and hiring policies and practices, in conformance with ~~pursuant to~~ the applicable title 5 regulations (section 53000 et seq.), ~~and the steps the District shall take in the event of underrepresentation of monitored groups. The Plan contains an analysis of the demographic makeup of the district’s workforce population and an analysis of whether underrepresentation of monitored groups exists. The Plan also includes the requirements for a complaint procedure for noncompliance with the title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all<sup>1</sup>; and procedures for dissemination of the Plan~~ The EEO Plan is intended to foster a working and learning environment that promotes diversity, inclusion, and equal employment opportunities. To properly serve a growing diverse population, the district will endeavor EEO Plan also reflects the District’s commitment to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing and diverse student body and community it serves.

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*Chancellor’s Signature*

Dr. Sandra V. Serrano, Chancellor

## Plan Component 2: Definitions

CCR, Title 5, § 53001

A. *Adverse Impact*: “Adverse impact” means that a statistical measure (such as those outlined in the ~~EE~~ Equal Employment Opportunity Commission’s *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group ~~defined in terms of ethnic group identification, gender, or disability~~ protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

~~B. *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.~~

~~BC. *Diversity*: “Diversity” means a condition of broad inclusion in an employment environment that offers equality and respect~~ equal employment opportunity for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience and other enriching characteristics It requires both the presence, and the respectful treatment, of individuals from a wide range of ~~a~~ ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds. Diverse workplaces include qualified individuals from groups that have been historically excluded from that workplace.

~~CD. *Equal Employment Opportunity*: “Equal Employment Opportunity” means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the D~~ district. Equal employment opportunity should exist at all levels in the seven job categories identified in the Title 5 regulations, namely: which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance and in all job categories listed in section 53004(a). ~~E~~ Ensuring equal employment opportunity also involves:

1. Identifying and eliminating barriers to employment that are not job related; and
2. ~~C~~reating an environment ~~that~~ which fosters cooperation, acceptance, democracy, and free expression of ideas and ~~that~~ is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination ~~by title 5, section 53000 et seq~~ pursuant to Government Code section 12940.

~~DE. *Equal Employment Opportunity Plan*: An “equal employment opportunity plan” is a written document in which a district’s workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.~~

~~EF.~~ *Equal Employment Opportunity Programs:* “Equal employment opportunity programs” means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006 Title 5 and this EEO Plan.

~~G.~~ *Ethnic Minorities:* ~~American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African Americans, and Hispanics/Latinos.~~

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

~~I.~~ *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.~~

~~GJ.~~ *In-house or Promotional Only Hiring:* “In-house or promotional only” hiring means that only existing Ddistrict employees are allowed to apply for a position.

~~HK.~~ *Monitored Group:* “Monitored group” means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

~~IL.~~ *Person with a Disability:* “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.

~~M.~~ *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.~~

~~JN.~~ *Reasonable Accommodation:* “Reasonable accommodation” means the efforts made on the part of the Ddistrict to afford disabled applicants access to the job application process and allow disabled employees to perform the essential functions of their positions, consistent with the District’s legal obligations under the Americans with Disabilities Act and the Fair Employment and Housing Act. to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. “Reasonable accommodations” may include the items designated in section 53025 in compliance with Government Code section 12926.

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

LP. *Significantly Underrepresented Group:* “Significantly underrepresented group” means any monitored group for which the percentage of persons from that group employed by the District in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

Q. ~~—~~ *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.~~

R. ~~—~~ *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 3: Policy Statement**

CCR, Title 5, § 53002

*[See also KCCD Board Policy 11D]*

It shall be the policy of the Kern Community College District that all qualified applicants and employees have equal opportunity to seek, obtain, hold, and advance in employment in the District, and are not subjected to ~~shall be afforded to all who qualify without discrimination because of race, color, ethnic group identification, ancestry, religion, national origin, sex (gender), sexual orientation, age, and/or physical or mental disability~~ on the basis of ethnic group identification, race, color, national origin, religion, age, sex (gender), physical disability, mental disability, ancestry, sexual orientation, gender identity or expression, genetic information, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. ~~Appropriate qualifications for the performance of specific duties are the basic criteria for the employment and promotion of personnel. Additional efforts will be made to recruit, develop, and to promote qualified members of groups that are underrepresented in the District workforce, even if that underrepresentation cannot be traced to particular discriminatory actions on the part of the District.~~ The District will strive to achieve ~~maintain a workforce workplace that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters~~ individuals from all such groups, appreciates the contributions of individuals from diverse backgrounds, and understands that diversity and inclusivity foster cooperation, acceptance, democracy, workplace safety, and the free expression of ideas essential to a robust academic community and the preparation of students for success in a global society.

~~The District understands, and reflects in this EEO Plan that the maintenance of a diverse and inclusive work and educational environment is an on-going process that requires sustained effort.~~

This An Equal Employment Opportunity Plan shall also be regularly reviewed and updated will be maintained to ensure the implementation of equal employment opportunity principles that conform to compliance with applicable federal and state laws.

**Plan Component 4: Delegation of Responsibility, Authority and Compliance/Complaints**  
CCR, Title 5, §§ 53003(c)(1) and 53020

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

*1. Governing Board*

The KCCD Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of District and college operation, and for ensuring equal employment opportunity as described in the Plan. The KCCD Board of Trustees assumes overall responsibility for the success of the District's effort to achieve Equal Employment Opportunity and provides a supportive environment free of cultural bias for all staff and students.

*2. Chancellor*

The Board of Trustees delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chancellor shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Chancellor shall evaluate the performance of all administrators who report directly to him/her on their ability to follow and implement the Plan.

### *3. District Equal Employment Opportunity Officer*

The District has designated the Vice Chancellor of Human Resources as its ~~equal employment opportunity officer~~ District Equal Employment Opportunity Officer for the District, who is responsible for the day-to-day implementation of the Plan. If the designation of the District Equal Employment Opportunity Officer ~~equal employment opportunity officer~~ changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The District Equal Employment Opportunity Officer ~~equal employment opportunity officer~~ is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, Sections 53000 et seq. The District Equal Employment Opportunity Officer ~~equal employment opportunity officer~~ is also responsible for receiving complaints described in Plan Component 6 of ~~the~~ this Plan and for ensuring that applicant pools and selection procedures are properly monitored.

### *4. College Equal Employment Opportunity Officer*

The District has designated the College Human Resource Managers as the equal employment opportunity officers for their respective assigned colleges, who are responsible for the day-to-day implementation of the Plan at each college. The ~~college equal employment opportunity officer~~ College Equal Employment Opportunity Officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, Sections 53000 et seq. The College Equal Employment Opportunity Officer ~~college equal employment opportunity officer~~ is also responsible for receiving complaints at their assigned colleges described in Plan Component 6 of ~~the~~ this Plan and for ensuring that applicant pools and selection procedures are properly monitored. All College Equal Employment Opportunity Officers shall report to the District Equal Employment Opportunity Officer.

### *5. Equal Employment Opportunity Advisory Committee*

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

### *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 ~~and will be given a copy of it.~~

### *6. Good Faith Effort*

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

**Plan Component 5: Advisory Committee**

CCR, Title 5, § 53005

*[See also KCCCD Board Policy 11D1C]*

The District has established an Equal Employment Opportunity Advisory Committee to assist the District in implementing its Plan and to advise the District on personnel matters relating to equal employment opportunities. The Equal Employment Opportunity Advisory Committee will review Staff Availability Data and other relevant data for the purpose of advising the District and assisting in its commitment and goals in achieving equal employment opportunities. The District Equal Employment Opportunity Officer will train the Advisory Committee members on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et seq.) and the Plan.

Composition of the Equal Employment Opportunity Advisory Committee shall approximate a balance between District employees of all three colleges and district office and Community members and shall ~~provide for wide representation, including~~ include a diverse membership ethnic minorities, women, and the disabled whenever possible.

The District Equal Employment Opportunity Advisory Committee members shall be appointed by the District Equal Employment Opportunity Officer and shall serve for a period of three (3) years. The Committee shall meet at least once in every calendar year.

## **Plan Component 6: Complaints**

CCR, Title 5, §§ 53003(c)(2), 53026, and 59300 et seq.

~~[Reference title 5, §§ 53003(c)(2), 53026 & 59300 et seq.,~~ See also KCCD Board Policy 11D2, 11D3A & 11D4]

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026). The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ~~ninety (90)~~ sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the ~~ninety (90)~~ sixty (60) day limitation.

Complaints alleging violations of the EEO Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the District's determination pursuant to Title 5, section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or ~~D~~district level using the process provided by section 53026.<sup>2</sup> ~~See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at:~~ <http://www.cccco.edu/divisions/legal/guidelines>.  
~~<http://www.cccco.edu/divisions/legal/guidelines/Guidelines%20for%20Minimum%20Conditions%20Complaints.htm>~~

The ~~D~~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 ~~D~~district statement of the reason for returning the complaint without action.

The complaint shall be filed with the Vice Chancellor of Human Resources who serves as the District Equal Employment Opportunity Officer. If the complaint involves the ~~equal employment opportunity officer~~ District Equal Employment Opportunity Officer, the complaint may be filed with the Chancellor. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the

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<sup>2</sup> See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at: <http://extranet.cccco.edu/Divisions/Legal.aspx>

filing of the complaint. The ~~equal employment opportunity officer~~ District Equal Employment Opportunity Officer will forward copies of all written complaints to the State Chancellor's Office upon receipt.

In the event that a complaint filed under Title 5, section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5, section 59300 et seq.

~~*Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)*~~ The

District has adopted separate policies and procedures for the processing of complaints alleging unlawful discrimination or harassment. [These policies and procedures are located in the "Board Policy Manual Section 11: General Personnel Administration" on the District website at:](http://www.kccd.edu/Board%20Policy%20Manual/Default.aspx)

<http://www.kccd.edu/Board%20Policy%20Manual/Default.aspx>. They include the following:

~~– The Vice Chancellor of Human Resources, College Vice President, and the College Human Resource Managers, and Compliance Coordinator are responsible for receiving such complaints and for coordinating their investigation in accordance with established policies and procedures. College Equal Employment Opportunity Officers may be assigned investigation responsibilities, as appropriate. The District's discrimination and sexual harassment complaint policies and procedures are as follows: stated in the following board policies located at the District website: <http://www.kccd.edu/Board%20Policy%20Manual/Section%2011-General%20Personnel%20Administration.pdf>~~

~~— Unlawful Discrimination Complaint Policy — Board Policy Section 11D2 & 11D4~~

~~— Harassment Based on Protected Status Policy — Board Policy Section 11D2A~~

~~— Sexual Harassment Policy — Board Policy Section 11D2BA~~

~~— ADA and FEHA Complaint Policy — Board Policy Section 11D3A~~

~~— Discrimination Complaint Policy — Board Policy Section 11D4~~

~~— Unlawful Discrimination Complaint Procedure — Board Procedure 11D4A~~

~~*These policies and procedures are located in the "Board Policy Manual Section 11: General Personnel Administration" on the District website at:*~~

~~<http://www.kccd.edu/Board%20Policy%20Manual/Default.aspx>~~

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

## **Plan Component 7: Notification to District Employees**

~~[Reference title 5, § 53003(c)(3)]~~ CCR, Title 5, § 53003(c)(3)

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the Chancellor, administrators, the ~~academic senate leadership~~ Presidents of the Academic and Classified Senates, union representatives Union Presidents, and members of the District Equal Employment Opportunity Advisory Committee. The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail.

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

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

## **Plan Component 8: Training for Screening Committees**

CCR, Title 5, §§ 53003(c)(4) and 53020(c)~~{Reference title 5, § 53003(c)(4)}~~

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening 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; ~~and recognizing bias; and best practices in serving on a selection committee.~~ ~~Persons serving in the above capacities will be required to receive training within the 12 months prior to service.~~ A person serving on a screening committee must have either completed training or served on a prior screening committee within one year of their current service but in no event will a person serve on a screening committee who has not received training within the last 24 months. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening committees.

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



## **Plan Component 9: Annual Written Notice to Community Organizations**

CCR, Title 5, § 53003(c)(5)~~Reference title 5, § 53003(c)(5)~~

~~The equal employment opportunity officer~~Human Resources will provide annual written notice to appropriate community-based and professional organizations concerning the EEO Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying ~~diverse qualified candidates~~qualified candidates from diverse backgrounds. The notice will include a summary of the Plan. The notice will also include the Internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this Plan in Appendix A. This list may be revised from time to time as necessary.

## **Plan Component 10: Analysis of District Workforce and Applicant Pools**

CCR, Title 5, § 53003(c)(6)~~Reference title 5, § 53003(c)(6)~~

The Human Resources Department will annually ~~survey the District's workforce composition~~ collect the District's employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the District's progress in implementing the Plan and, 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, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the ~~survey data collection~~ and report each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening committee and hiring administrator(s). This ~~survey data collection~~ will be done for each college in the District. The District will annually report to the Chancellor the results of its annual data collections~~survey of employees~~. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, 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) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

### **District Office/College Workforce Analysis**

#### **EEO Survey ~~Protected Class~~ Data Collection Monitored Group Definitions:**

**GENDER IDENTIFICATION:** The District requested employees to self-identify as **Female or Male**.

**RACE AND ETHNICITY IDENTIFICATION:** The District requested that employees self-identify into the following ethnicity categories-

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

4. **Asian or Other Pacific Islander** (Not Hispanic or Latino) - Persons having origins in any of the original peoples of the Far East, Southeast Asian, the Indian subcontinent, or the Pacific Islands; ~~This area.~~ This category includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa. ~~persons of Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian decent.~~

5. **American Indian or Alaska Native** (Not Hispanic or Latino) - A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

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

-- **Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

-- **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

~~The District will amend the above categories to accommodate employees who self-identify as having multiple ethnic backgrounds:~~

~~6. **Two or more ethnic categories**—All persons who identify with more than one of the above five race or ethnicity categories.~~

~~7. **District Survey Intake forms**—All survey instruments used to collect race and ethnicity information requires an immediate review and correction. For example, the presentation of Hispanic and Latino ethnicity identification needs to be amended to reflect several sub categories of ethnicity identification rather than race identification. The student CCC apply enrollment application form states that Hispanic and Latino identification as a “race” identification category. This form needs to be reformatted to state that Hispanic or Latino identification is an “ethnicity” that student applicants may select to self-identify. Review of ethnic identification concerns also exists for other Asian protected status categories. The District understands that some persons may identify with multiple ethnic groups, but they shall be counted in only one ethnic group for reporting purposes. All persons will be asked to designate the ethnic group with which he or she most closely identifies.~~

DISABILITY STATUS IDENTIFICATION: The District request~~ed~~ that all employees self-identify their disability status, if any, by using the following definition, consistent with the Fair Employment and Housing Act:

~~“Disabled person” means any person who (1) has a physical or mental impairment which substantially limits one or more of such persons major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.~~

~~“Major life activities” means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, spe~~ “Disabled person” means any person who (1) has a

physical or mental impairment which substantially 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.

"Major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, taking, breathing, learning, and working.

**EEO Data Collection Monitored Group Survey Protected Class Identification issue:**

There are significant numbers of employees who decline to state their ~~known~~ gender, ethnicity, or disability status with the District. ~~This information is voluntarily collected. In an effort to capture accurate information, another district wide EEO identification survey will be sent out during the Fall 2013 semester.~~ The District shall make an effort to accurately capture this information and encourages all persons to provide the above data but understands that this information is voluntarily collected and will not require employees to respond. The District shall distribute its EEO Identification Survey each year during the Fall Semester.

Historical data is provided in Appendix --- and exemplifies the manner in which future data shall be collected.

**Bakersfield College (BC) Workforce Analysis:**

Bakersfield College Employee Type	Term	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Other/ Unknown Race
All Employees	Fall 2012	737	56.2%	43.8%	1.2%	3.8%	4.1%	20.8%	65.0%	5.2%
	Fall 2011	772	57.4%	42.6%	1.3%	3.1%	4.5%	20.6%	64.8%	5.7%
Exec/Admin	Fall 2012	33	54.5%	45.5%	-	9.1%	6.1%	18.2%	51.5%	15.2%
	Fall 2011	31	64.5%	35.5%	-	3.2%	12.9%	16.1%	51.6%	16.1%
Faculty Full-Time	Fall 2012	251	48.6%	51.4%	0.8%	4.0%	4.0%	10.0%	76.1%	5.2%
	Fall 2011	248	49.6%	50.4%	0.8%	3.6%	4.0%	10.5%	75.8%	5.2%
Faculty-Part-Time	Fall 2012	208	52.9%	47.1%	1.4%	2.9%	2.4%	16.8%	73.6%	2.9%
	Fall 2011	232	53.0%	47.0%	1.7%	2.6%	2.6%	14.2%	74.1%	4.7%
Professional/ Non-faculty	Fall 2012	30	70.0%	30.0%	-	-	6.7%	36.7%	50.0%	6.7%
	Fall 2011	32	68.8%	31.3%	-	-	6.3%	34.4%	53.1%	6.3%
Secretarial/ Clerical	Fall 2012	34	79.4%	20.6%	2.9%	11.8%	-	32.4%	47.1%	5.9%
	Fall 2011	37	81.1%	18.9%	2.7%	10.8%	-	35.1%	43.2%	8.1%
Service/ Maintenance	Fall 2012	66	28.8%	71.2%	3.0%	1.5%	4.5%	42.4%	40.9%	7.6%
	Fall 2011	66	27.3%	72.7%	3.0%	1.5%	3.0%	45.5%	42.4%	4.5%
Skilled Craft	Fall 2012	2	-	100.0%	-	-	50.0%	-	50.0%	-
	Fall 2011	2	-	100.0%	-	-	50.0%	-	50.0%	-
Technical/ Paraprofessional	Fall 2012	113	85.8%	14.2%	0.9%	3.5%	6.2%	32.7%	52.2%	4.4%
	Fall 2011	124	86.3%	13.7%	0.8%	2.4%	8.1%	33.1%	50.0%	5.6%
Persons with Disabilities	Fall 2012	24								
	Fall 2011	28								
Bakersfield College Student Demographics	Term	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Other/ Unknown Race
Students Enrolled at Census	Fall 2012	17,796	55.3%	44.1%	0.6%	5.0%	6.0%	55.7%	28.5%	4.3%
	Fall 2011	17,876	55.7%	43.9%	0.8%	4.7%	7.1%	53.8%	30.0%	3.7%
Bakersfield College Service Area Demographics	Year	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Two or More Races
Adult Population Age 18-65	2011	455,036	47.5%	52.5%	0.7%	4.8%	5.8%	51.8%	36.1%	0.8%

**Gender Equity**—Overall—Overall, in Fall 2012, 55% of all employees at BC were female. When comparing the gender distribution between Fall 2011 and Fall 2012, there were no substantial changes within employment types at BC. There are significant gender representation differences in the following employment types: 70% female for professional non-faculty, 80% female for secretarial clerical, 29% female in service maintenance, and 86% female for technical paraprofessional. The student population at BC is 56% female.

**Ethnicity Equity**—Overall, in Fall 2012, the majority of self-identified employees in employment type categories were White. When disaggregated by employee type and ethnicity,

there were seven (7) subsections in which no one self-identified. The majority of BC students self-identified as Hispanic Latino at 56%.

**Cerro Coso Community College (CCCC) Workforce Analysis:**

Cerro Coso Community College Employee Type	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Other/Unknown Race
All Employees	Fall 2012	312	57.4%	42.6%	0.3%	4.5%	2.6%	8.7%	75.3%	8.7%
	Fall 2011	356	56.5%	43.5%	0.3%	4.8%	3.1%	8.7%	76.1%	7.0%
Exec/Admin	Fall 2012	17	76.5%	23.5%	-	5.9%	-	-	88.2%	5.9%
	Fall 2011	16	68.8%	31.3%	-	6.3%	-	-	87.5%	6.3%
Faculty Full-Time	Fall 2012	58	51.7%	48.3%	1.7%	6.9%	1.7%	1.7%	77.6%	10.3%
	Fall 2011	57	52.6%	47.4%	-	7.0%	1.8%	1.8%	78.9%	10.5%
Faculty-Part-Time	Fall 2012	139	47.5%	52.5%	-	2.9%	3.6%	9.4%	77.0%	7.2%
	Fall 2011	170	47.1%	52.9%	0.6%	2.4%	4.1%	8.8%	79.4%	4.7%
Professional/Non-faculty	Fall 2012	5	100.0%	-	-	20.0%	-	20.0%	60.0%	-
	Fall 2011	5	100.0%	-	-	20.0%	-	20.0%	60.0%	-
Secretarial/ Clerical	Fall 2012	16	75.0%	25.0%	-	-	6.3%	-	81.3%	12.5%
	Fall 2011	18	72.2%	27.8%	-	-	5.6%	-	83.3%	11.1%
Service/Maintenance	Fall 2012	15	6.7%	93.3%	-	13.3%	-	26.7%	33.3%	26.7%
	Fall 2011	17	5.9%	94.1%	-	11.8%	-	29.4%	41.2%	17.6%
Skilled Craft	Fall 2012	0	-	-	-	-	-	-	-	-
	Fall 2011	0	-	-	-	-	-	-	-	-
Technical/Paraprofessional	Fall 2012	62	83.9%	16.1%	-	3.2%	1.6%	12.9%	75.8%	6.5%
	Fall 2011	73	83.6%	16.4%	-	6.8%	2.7%	12.3%	71.2%	6.8%
Persons with Disabilities	Fall 2012	9								
	Fall 2011	10								
Cerro Coso Community College Student Demographics	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Other/Unknown Race
Students Enrolled at Census	Fall 2012	4,903	60.1%	39.7%	2.5%	4.0%	5.7%	27.8%	54.7%	5.3%
	Fall 2011	5,802	62.0%	37.7%	2.6%	4.2%	6.3%	25.5%	56.5%	5.0%
Cerro Coso Service Area Demographics	Year	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Two or More Races
Adult Population Age 18-65	2011	69,072	46.5%	53.5%	2.6%	2.8%	4.7%	21.4%	67.3%	1.2%

**Gender Equity — Overall** Overall, in Fall 2012, 57% of all employees at CCCC were female. When comparing the gender distribution between Fall 2011 and Fall 2012, there were no substantial changes within employment types at CCCC. In the Fall 2012, there were significant gender representation differences in the following employment types: 76% female for executive administration, 75% female for secretarial clerical, 7% female for service maintenance, and 84% female for technical paraprofessional. The student population at CCCC is 60% female.

**Ethnicity Equity — Overall** Overall, in Fall 2012, the majority of CCCC self-identified employees in employment type categories were White. In comparing between Fall 2011 and Fall 2012, there were no substantial adjustments in most employment type categories at CCCC.

When disaggregated by employee type and ethnicity in Fall 2012, there were thirteen (13) subsections in which no one self-identified. The majority of CCCC students are self-identified as White at 55%.

**Porterville College (PC) Workforce Analysis:**

Porterville College Employee Type	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Other/Unknown Race
All Employees	Fall 2012	261	53.6%	46.4%	0.8%	1.5%	2.3%	21.1%	63.6%	10.7%
	Fall 2011	254	52.8%	47.2%	1.2%	2.8%	1.6%	20.9%	61.4%	12.2%
Exec/Admin	Fall 2012	14	64.3%	35.7%	-	-	14.3%	7.1%	64.3%	14.3%
	Fall 2011	15	53.3%	46.7%	-	-	6.7%	6.7%	73.3%	13.3%
Faculty Full-Time	Fall 2012	64	48.4%	51.6%	-	3.1%	-	15.6%	65.6%	15.6%
	Fall 2011	61	50.8%	49.2%	-	1.6%	-	14.8%	67.2%	16.4%
Faculty-Part-Time	Fall 2012	90	50.0%	50.0%	-	-	3.3%	17.8%	66.7%	12.2%
	Fall 2011	88	48.9%	51.1%	-	3.4%	2.3%	18.2%	61.4%	14.8%
Professional/Non-faculty	Fall 2012	6	66.7%	33.3%	16.7%	-	-	16.7%	66.7%	-
	Fall 2011	4	75.0%	25.0%	25.0%	-	-	-	75.0%	-
Secretarial/ Clerical	Fall 2012	11	81.8%	18.2%	9.1%	-	-	36.4%	54.5%	-
	Fall 2011	11	72.7%	27.3%	18.2%	-	-	36.4%	45.5%	-
Service/Maintenance	Fall 2012	10	10.0%	90.0%	-	-	-	30.0%	70.0%	-
	Fall 2011	12	16.7%	83.3%	-	-	-	33.3%	58.3%	8.3%
Skilled Craft	Fall 2012	2	-	100.0%	-	-	-	50.0%	50.0%	-
	Fall 2011	2	-	100.0%	-	-	-	50.0%	50.0%	-
Technical/Paraprofessional	Fall 2012	64	64.1%	35.9%	-	3.1%	1.6%	29.7%	57.8%	7.8%
	Fall 2011	61	63.9%	36.1%	-	4.9%	1.6%	29.5%	55.7%	8.2%
Persons with Disabilities	Fall 2012	6								
	Fall 2011	5								

Porterville College Student Demographics	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Other/Unknown Race
Students Enrolled at Census	Fall 2012	3,887	62.3%	37.5%	0.7%	4.9%	1.7%	66.3%	24.0%	2.5%
	Fall 2011	4,186	63.3%	36.4%	0.6%	5.5%	2.1%	64.2%	25.0%	2.6%

Porterville College Service Area Demographics	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Two or More Races
Adult Population Age 18-65	2011	64,062	49.4%	50.6%	1.1%	3.4%	0.6%	64.3%	30.0%	0.6%

**Gender Equity – Overall** Overall, in Fall 2012, 54% of all employees at PC were female. When comparing the gender distribution between Fall 2011 and Fall 2012, there were no substantial changes within employment types at PC. In Fall 2012, there were significant gender representation differences in the following employment types: 64% female for executive administration, 67% female for professional non faculty, 82% female for secretarial clerical, 10% female for service maintenance, and 64% female for technical paraprofessional. The student population at PC is 62% female.

**Ethnicity Equity – Overall** Overall, in Fall 2012, the majority of self-identified PC employees in employment type categories were White. In comparing between Fall 2011 and Fall

2012, there were no substantial adjustments in most employment type categories at PC. When disaggregated by employee type and ethnicity in Fall 2012, there were sixteen (16) subsections in which no one self-identified. The majority of PC students are self-identified as Hispanic Latino at 66%.

**District Office (DO) Workforce Analysis:**

District Office Employee Type	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Other/Unknown Race
All Employees	Fall 2012	88	59.1%	40.9%	1.1%	6.8%	3.4%	22.7%	62.5%	3.4%
	Fall 2011	90	62.2%	37.8%	1.1%	6.7%	1.1%	24.4%	61.1%	5.6%
Exec/Admin	Fall 2012	30	46.7%	53.3%	3.3%	-	3.3%	13.3%	76.7%	3.3%
	Fall 2011	36	47.2%	52.8%	2.8%	-	-	19.4%	72.2%	5.6%
Professional/Non-faculty	Fall 2012	14	28.6%	71.4%	-	35.7%	7.1%	14.3%	28.6%	14.3%
	Fall 2011	12	33.3%	66.7%	-	33.3%	-	16.7%	33.3%	16.7%
Secretarial/ Clerical	Fall 2012	14	92.9%	7.1%	-	-	-	28.6%	71.4%	-
	Fall 2011	14	92.9%	7.1%	-	-	-	28.6%	64.3%	7.1%
Service/Maintenance	Fall 2012	5	-	100.0%	-	-	-	20.0%	80.0%	-
	Fall 2011	4	-	100.0%	-	-	-	25.0%	75.0%	-
Technical/Paraprofessional	Fall 2012	25	84.0%	16.0%	-	4.0%	4.0%	36.0%	56.0%	-
	Fall 2011	24	91.7%	8.3%	-	8.3%	4.2%	33.3%	54.2%	-
Persons with Disabilities	Fall 2012	1								
	Fall 2011	1								

**Gender Equity – Overall** Overall, in Fall 2012, 59% of all employees at DO were female. When comparing the gender distribution between Fall 2011 and Fall 2012, there were no substantial changes within employment types at the DO. In Fall 2012, there were significant gender representation differences in the following DO employment types: 29% female for professional non-faculty, 93% female for secretarial clerical, and 84% female for technical paraprofessional.

**Ethnicity Equity – Overall** Overall, in Fall 2012, the majority of self-identified DO employees in employment type categories were White. In comparing the Fall 2011 and Fall 2012, there were not substantial adjustments in most employment type categories at the DO. When disaggregated by employee type and ethnicity in Fall 2012, there were eleven (11) subsections in which no one self-identified.

**EEO Data Collection Monitored Group Survey Protected Class Identification:**

The District understands that some persons may identify with multiple ethnic groups, but they shall be counted in only one ethnic group for reporting purposes. All persons will be asked to designate the ethnic group with which he or she most closely identifies. There are significant numbers of employees who decline to state their known gender, ethnicity, or disability status with the District. This information is voluntarily collected. In an effort to capture accurate information, another district-wide EEO identification survey will be sent out during the Fall 2013 semester.



## Analysis of Applicant Pools

The following tables identify job applicants by job classification and monitored groups for the years 2010-11 and 2011-12. These years utilized the District's two personnel databases: Banner for current employees and PeopleAdmin for job applicants.

### ~~Kern Community College District Analysis of Applicant Pool 2011-2012~~

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White	Other/ Unknown Race	Persons w/ disabilities
Exec/Admin	728	370	346	16	119	39	156	348	50	15
Professional/Non-faculty	616	209	400	10	80	33	175	266	52	10
Secretarial/Clerical	1269	221	1038	12	64	80	449	577	87	8
Technical and Paraprofessional	766	265	487	11	57	42	243	337	76	8
Skilled Crafts	44	43	0	1	0	1	15	26	1	0
Service and Maintenance	887	626	247	10	101	32	353	337	54	9
Faculty-Full-time	1018	565	421	12	71	72	183	555	125	21
Faculty-Part-Time	668	284	363	14	45	55	113	358	83	13

### ~~Kern Community College District Analysis of Applicant Pool 2010-2011~~

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White/ Caucasian	Other/ Unknown Race	Persons w/ disabilities
Exec/Admin	622	315	292	5	73	39	101	342	62	7
Professional/Non-faculty	216	86	124	2	15	32	63	77	28	4
Secretarial/Clerical	1168	256	893	20	57	70	339	588	94	12
Technical and Paraprofessional	881	282	587	12	46	48	282	423	70	13
Skilled Crafts	9	8	1	1	0	0	2	4	2	0
Service and Maintenance	859	679	174	19	71	18	393	316	42	10
Faculty Full-time	1591	816	704	29	90	215	225	826	206	23
Faculty-Part-Time	628	266	347	5	45	57	133	319	69	18

**Bakersfield College**  
**Analysis of Applicant Pool**  
*2011-2012*

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African- American	Asian/ Pacific Islander	Hispanic/ Latino	White/ Caucasian	Other/ Unknown	Persons w/ disabilities
Exec/Admin										
Professional/Non faculty										
Secretarial/Clerical										
Technical and Paraprofessional										
Skilled Crafts										
Service and Maintenance										
Faculty Full-time										
Faculty Part-Time										

**Bakersfield College**  
**Analysis of Applicant Pool**  
*2010-2011*

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African- American	Asian/ Pacific Islander	Hispanic/ Latino	White/ Caucasian	Other/ Unknown	Persons w/ disabilities
Exec/Admin										
Professional/Non faculty										
Secretarial/Clerical										
Technical and Paraprofessional										
Skilled Crafts										
Service and Maintenance										
Faculty Full-time										
Faculty Part-Time										

**Cerro Coso Community College**  
**Analysis of Applicant Pool**  
*2011-2012*

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White/ Caucasian	Other/ Unknown	Persons-w/ disabilities
Exec/Admin										
Professional/Non-faculty										
Secretarial/Clerical										
Technical and Paraprofessional										
Skilled Crafts										
Service and Maintenance										
Faculty-Full time										
Faculty-Part Time										

**Cerro Coso Community College**  
**Analysis of Applicant Pool**  
*2010-2011*

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White/ Caucasian	Other/ Unknown	Persons-w/ disabilities
Exec/Admin										
Professional/Non-faculty										
Secretarial/Clerical										
Technical and Paraprofessional										
Skilled Crafts										
Service and Maintenance										
Faculty-Full time										
Faculty-Part Time										

**Porterville College**  
**Analysis of Applicant Pool**  
2011-2012

	Total	Male	Female	American Indian/ Alaskan-Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White/ Caucasian	Other/ Unknown	Persons-w/ disabilities
Exec/Admin										
Professional/Non-faculty										
Secretarial/Clerical										
Technical and Paraprofessional										
Skilled-Crafts										
Service and Maintenance										
Faculty-Full time										
Faculty-Part Time										

**Porterville College**  
**Analysis of Applicant Pool**  
2010-2011

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White/ Caucasian	Other/ Unknown	Persons-w/ disabilities
Exec/Admin										
Professional/Non-faculty										
Secretarial/Clerical										
Technical and Paraprofessional										
Skilled-Crafts										
Service and Maintenance										
Faculty-Full time										
Faculty-Part Time										

**Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation**

~~CCR, Title 5, § 53003(c)(7) [Reference title 5, § 53003(c)(7)]~~

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

Note: The limits placed on data analysis in this section do not effect the District’s obligation to review and compare data regarding the District’s own employees and applicants.  
~~Not included—completion of this component is dependent on availability data from the Chancellor’s Office, which is not forthcoming [Reference title 5, § 53003(c)(7)]~~

**Plan Component 12: Methods to Address Underrepresentation**

1. Underrepresentation based on availability data.

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

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

~~CCR, Title 5, §§ 53003(c)(9)~~

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

1. Longitudinal analysis of data regarding job applicants, gathered pursuant to Plan Component 10, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
2. Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and
3. Analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.

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

1. Review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
2. Consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;
3. Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and
4. Review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
  - a. Any requirements of federal law; and
  - b. Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or
5. Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (4) of this subdivision;
6. Continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4)

and be expected to have a less exclusionary effect; and

7. Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

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

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

- 1) Having the ~~The district will request that the~~ Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the district's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
- 2) ~~The district will increase~~Increasing the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.
- 3) ~~The district will require~~Requiring that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the equal employment opportunity officer, a recruitment and hiring action plan to assist in addressing the significant underrepresentation. The action plan will include, but is not limited to:
  - a) Additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
  - b) Promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
  - c) Additional training for current faculty and staff on the value of a diverse workforce;
  - d) Recommended changes to the job announcement and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.
- 4) ~~The district will focus particular~~Focusing attention on its intern programs where graduate students will be provided the opportunity to co-teach a class offered by the district in the significantly underrepresented discipline.
- 5) ~~The district will a~~Actively monitoring the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant

underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the district will:

- a) Review each locally established “required”, “desired”, or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.
- b) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.
- c) Analyze the feasibility of significantly increasing the recruitment budget for another three years.
- d) Develop a recruitment committee composed of the Chancellor/President, the equal employment opportunity officer, the dean or responsible administrator for the division or department where the significant underrepresentation persists and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment and hiring program described in *section 3* above. The committee will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation. The Chancellor/President will be evaluated on his/her ability to successfully implement the recruitment and hiring program.

~~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 men and women, 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 process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions below are applicable to all full time and part time hiring, including any hiring meant to address the ratio of full time to part time faculty that may be required by Education Code Section 87482.6.~~



To address any identified underrepresentation of monitored groups the district will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not underrepresentation exists, because the provisions are also 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 verifiable 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, men, women, 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. The district will include in the recruitment section of its recruitment and hiring procedures the following provisions:~~

- ~~a) For any job category where continuing underrepresentation exists, the district will apply the recruitment procedures set forth in Title 5, Section 53021 to conduct full and open recruitment for all new openings 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 Chancellor/President or his/her 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 newspapers, general circulation publications, and general market radio and television stations, including electronic media.~~
  - ~~(2) Local and regional community newspapers.~~
  - ~~(3) Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.~~
  - ~~(4) Publications, including electronic media that are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the district's workforce.~~
  - ~~(5) Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the district's workforce.~~~~

~~c) At least every two years, or when employment data indicate a necessity, the district shall host an open house for persons interested in employment with the district. The open house will allow potential candidates to meet deans, division chairs, faculty, and classified employees of the district. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the district's commitment to equal employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house.~~

~~2) *Job Announcements*~~

~~The district's recruitment and hiring procedures section on "Job Announcements" will be revised to include the following provisions:~~

~~a) Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all 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 "required," "desired," or "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. All job announcements shall state that the district is an "Equal Opportunity Employer."~~

~~3) *Review of Initial and Qualified Applicant Pools*~~

~~Initial applicant pools will be reviewed for projected representation of monitored groups. Once the initial pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool will be forwarded to the screening committee. The district's recruitment and hiring procedures will include the following provisions:~~

~~a) The application for employment will afford each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, if applicable, his or her disability.~~

~~b) *Initial Applicant Pool:* The initial applicant pool is composed of all applications received by the application deadline. The following steps will be taken when reviewing the initial applicant pool.~~

~~**Step 1:** The composition of the initial applicant pool will be analyzed to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures.~~

~~**Step 2:** If projected representation has not been met, the application deadline may be extended so that additional recruitment can be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for participation to a wide diversity of potential applicants.~~

~~**Step 3:** When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or further recruitment efforts would be futile, applications will be screened to determine which candidates satisfy the minimum qualifications set forth in the job description.~~

~~c) **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. Before the qualified applicant pool is forwarded to the screening committee, its composition will be analyzed to ensure that no monitored group is adversely impacted. If adverse impact is found to exist, effective steps will be taken to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:~~

~~**Step 1:** Extending the deadline and undertaking inclusive outreach efforts to ensure that members of the adversely impacted group have equal opportunity to seek employment with the district.~~

~~**Step 2:** Including all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job related and consistent with business necessity through a process meeting the requirements of federal law.~~

~~**Step 3:** If the minimum qualifications stated on the job announcement are changed, the job announcement will be reposted.~~

~~**Step 4:** If adverse impact persists after taking **Steps 1** and **2** above, the selection process may proceed only if:~~

~~(i) — The job announcement does not require qualifications beyond the statewide minimum qualifications, or~~

~~(ii) — Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.~~

~~**Step 5:** Once the qualified applicant pool is approved, the pool will be forwarded to the screening committee for paper screening, interviews, and final recommendations for hiring consideration.~~

~~d) — The district will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the district was unable to verify under **Step**~~

~~(c) 2 above unless such qualifications are so verified in advance of commencing any such future hiring process.~~

~~4) — Screening 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 merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria. The district's recruitment and hiring procedures will include in its section on applicant screening by screening committees the following provisions:~~

- ~~a) All screening or 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) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure departments and others responsible for establishing selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.~~
- ~~e) The District/College Equal Employment Opportunity Officer shall approve the makeup of selection/screening committees. If the equal employment opportunity officer does not approve a selection/screening 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 selection/screening committee, he or she must receive equal employment opportunity and diversity training.~~
- ~~e) Interviews must include at least one question which assess the candidate's understanding of and commitment to equal employment opportunity and his or her 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 committee process:
 
  - ~~(1) After the selection/screening 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 Chancellor/President or his/her 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 committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which 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 ethnic group identification, accent, age, ancestry, citizenship status, color, disability, economic status, ethnic group identification, gender, marital status, medical condition, national origin, parental status, race, religion, sexual orientation, or veteran status 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 Governing Board or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening 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.~~

~~Availability data is not available. Accordingly, the California Community Colleges Chancellor's Office has stated that the District is not responsible for completing Plan Components 11 and 12.<sup>3</sup>~~

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<sup>3</sup> ~~See California Community Colleges Chancellor's Office April 25, 2012 Memo: Proposed Title 5 EEO Regulations and District EEO Plans at: <http://extranet.cccco.edu/Divisions/Legal/EEO.aspx>~~

**Plan Component 13: Additional Steps to Remedy Significant Underrepresentation Measures to Support Diversity and Ensure Equal Employment Opportunity Process for Developing and Implementing Strategies that Promote Diversity**

CCR, Title 5, §§ 53003(c)(9) and 53024.1

CCR, Title 5, §§ 53003(c)(6) and 53006

~~*{Reference title 5, § 53003(c)(9) and 53006}*~~

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

~~shall review the information gathered pursuant to Plan Component 10, as well as Title 5, § 53003(c)(6), to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of Plan Component 13, the phases of the employment process include, but are not limited to, recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:~~

- ~~— Longitudinal analysis of data regarding job applicants, gathered pursuant to Plan Component 10, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;~~
- ~~— Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and~~
- ~~— Analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.~~

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

- ~~— Review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;~~
- ~~— Consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such~~

techniques which are determined to be feasible and potentially effective;

- ~~— Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and~~
- ~~— Review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
  - ~~— Any requirements of federal law; and~~
  - ~~— Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or~~~~
- ~~— Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (4) of this subdivision;~~
- ~~— Continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4) and be expected to have a less exclusionary effect; and~~
- ~~— Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.~~

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

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

In an earlier section, the district has identified particular monitored groups that are significantly underrepresented with respect to one or more job categories. In order to address these instances of significant underrepresentation, the district will take the following steps:

- ~~1) The district will request that the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the district's recruitment procedures and make recommendations on modifications that would address the underrepresentation.~~



- ~~2) The district will increase the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.~~
- ~~3) The district will require that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the equal employment opportunity officer, a recruitment and hiring action plan to assist in addressing the significant underrepresentation. The action plan will include, but is not limited to:~~
- ~~a) Additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;~~
  - ~~b) Promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;~~
  - ~~c) Additional training for current faculty and staff on the value of a diverse workforce;~~
  - ~~d) Recommended changes to the job announcement and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.~~
- ~~4) The district will focus particular attention on its intern programs where graduate students will be provided the opportunity to co-teach a class offered by the district in the significantly underrepresented discipline.~~
- ~~5) The district will actively monitor the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the district will:~~
- ~~b) Review each locally established “required”, “desired”, or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.~~
  - ~~b) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.~~
  - ~~c) Analyze the feasibility of significantly increasing the recruitment budget for another three years.~~
  - ~~d) Develop a recruitment committee composed of the Chancellor/President, the equal employment opportunity officer, the dean or responsible administrator for the division or department where the significant underrepresentation persists and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment and hiring program described in section 3 above. The committee will provide~~

~~recommendations to modify the recruitment and hiring program to better address the significant underrepresentation. The Chancellor/President will be evaluated on his/her ability to successfully implement the recruitment and hiring program.~~

## **Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity**

~~CCR, Title 5, §§ 53003(e)(9) and 53024.1~~

~~{Reference – title 5, § 53003(e)(10)}~~

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity, the development and the creation of a diverse workforce, and the creation of an inclusive, equitable and fair working and learning environment. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men, ~~and~~ women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

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

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

1. Work closely with the Advisory Committee, as noted above.
2. On an annual basis identify steps that shall be taken.
3. Select strategies that, over time, will produce comparative longitudinal information.
4. Operate collaboratively and transparently with all stakeholders.

### A. Recruitment and Hiring Strategies

It is the policy of the district to aggressively pursue a program of verifiable 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, men, women, 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.

The district will include in the recruitment section of its recruitment and hiring procedures the following provisions:

- (1) Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:
- (2) General circulation newspapers, general circulation publications, and general market radio and television stations, including electronic media.
- (3) Local and regional community newspapers.
- (4) Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.
- (5) Publications, including electronic media that are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the district's workforce.
- (6) Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the district's workforce.
- (7) At least every two years, or when employment data indicate a necessity, the district shall host an open house for persons interested in employment with the district. The open house will allow potential candidates to meet deans, division chairs, faculty, and classified employees of the district. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the district's commitment to equal employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house.

The district's recruitment and hiring procedures section on "Job Announcements" will be revised to include the following provisions:

—Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all 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 "required," "desired," or "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. All job announcements shall state that the district is an "Equal Opportunity Employer."

(1)

B. Examples of the additional strategies that may be utilized by the District to promote diversity include:

- 
- Conduct surveys of campus climate on a regular basis, and implement concrete measures that utilize the information drawn from the surveys;
  - ~~Conduct exit interviews with employees who voluntarily leave the district, maintain a data base of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information;~~
  - Conduct annual longitudinal analysis of hiring statistics, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information;
  - Maintain a variety of programs to support newly hired employees such as mentoring, professional development, and leadership opportunities;
  - Provide trainings on topics including: elimination of bias in hiring and employment, cultural awareness, and harassment and discrimination;
  - Convey the District's diversity and commitment to equal employment opportunity in District publications and on the District website.
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— Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned out, well funded, and supported by the leadership of the District is of great value. The District will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural proficiency and it will develop an evaluation form that integrates diversity into the evaluation of employees. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the District may do the following:

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— 1) ~~Maintain its commitment to the Cultural Diversity and ensure that both will be supported by the District and campus leadership.~~

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1) 2) ~~Conduct diversity dialogues, forums, and cross-cultural workshops.~~

3) Involve guest speakers from underrepresented groups who are in leadership positions and who may engage both students and employees.

4) Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.

Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.

- 5) Conduct campus climate studies to identify areas for attention.
- 6) Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- 7) Offer a series of Equal Employment Opportunity /diversity workshops for faculty and staff.
- 8) Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity and diversity efforts.
- 9) Maintain an Equal Employment Opportunity online presence on the District's website by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on all of these topics.
- 10) Promote various cultural celebrations on campus.
- 11) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- 12) Maintain No Place for Hate designation that is visible and valued.
- 13) Promote leadership opportunities, such as the Latina Leadership Network, for staff, faculty and students.
- 14) Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.
- 15) Conduct exit interviews with employees who voluntarily leave the district, maintain a data base of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information;
- 16) Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities
- 17) Audit and update job descriptions and/or job announcements
- 18) Ensure the timely and thorough investigation of all harassment and discrimination complaints.

**~~Plan Component 154: Persons with Disabilities:  
Accommodations and Goals for Hiring~~**  
CCR, Title 5, § 53025

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

~~Not included—completion of this component is dependent on availability data from the Chancellor's Office, which is not forthcoming~~

~~*Reference—title 5, § 53003(d), 53025*~~

**Component 165: Graduate Assumption Program of Loans for Education**

Education Code §§ 87106 and 69618 et seq. ~~Reference Education Code §§ 87106, 69618 et seq.~~

1. The District will encourage community college students to become qualified for, and seek employment as higher education employees ~~through college work study programs.~~ The District will also consider strategies to inform students about the opportunity to participate in the Graduate Assumption of Loans Program for Education when the program is funded and available.
2. The District will inform graduate students in local colleges and universities about the benefits of employment in higher education through participation in area job fairs and similar employee recruitment events.



## **APPENDIX A**

### **ORGANIZATIONS FOR ANNUAL WRITTEN NOTICE PER PLAN COMPONENT 9**

Ed Join

CCC Registry

Inside Higher Ed

Higher Ed Jobs

[cal.jobs.ca.gov](http://cal.jobs.ca.gov)

Latina Leadership Network

Gay And Lesbian Alliance of the Central Coast (GALA)

Parents, Families and Friends of Lesbians and Gays (PFLAG)

## APPENDIX B

### HISTORICAL DEMOGRAPHIC DATA

#### Bakersfield College (BC) Workforce Analysis:

Bakersfield College Employee Type	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Other/Unknown Race
All Employees	Fall 2012	737	56.2%	43.8%	1.2%	3.8%	4.1%	20.8%	65.0%	5.2%
	Fall 2011	772	57.4%	42.6%	1.3%	3.1%	4.5%	20.6%	64.8%	5.7%
Exec/Admin	Fall 2012	33	54.5%	45.5%	-	9.1%	6.1%	18.2%	51.5%	15.2%
	Fall 2011	31	64.5%	35.5%	-	3.2%	12.9%	16.1%	51.6%	16.1%
Faculty Full-Time	Fall 2012	251	48.6%	51.4%	0.8%	4.0%	4.0%	10.0%	76.1%	5.2%
	Fall 2011	248	49.6%	50.4%	0.8%	3.6%	4.0%	10.5%	75.8%	5.2%
Faculty-Part-Time	Fall 2012	208	52.9%	47.1%	1.4%	2.9%	2.4%	16.8%	73.6%	2.9%
	Fall 2011	232	53.0%	47.0%	1.7%	2.6%	2.6%	14.2%	74.1%	4.7%
Professional/Non-faculty	Fall 2012	30	70.0%	30.0%	-	-	6.7%	36.7%	50.0%	6.7%
	Fall 2011	32	68.8%	31.3%	-	-	6.3%	34.4%	53.1%	6.3%
Secretarial/ Clerical	Fall 2012	34	79.4%	20.6%	2.9%	11.8%	-	32.4%	47.1%	5.9%
	Fall 2011	37	81.1%	18.9%	2.7%	10.8%	-	35.1%	43.2%	8.1%
Service/Maintenance	Fall 2012	66	28.8%	71.2%	3.0%	1.5%	4.5%	42.4%	40.9%	7.6%
	Fall 2011	66	27.3%	72.7%	3.0%	1.5%	3.0%	45.5%	42.4%	4.5%
Skilled Craft	Fall 2012	2	-	100.0%	-	-	50.0%	-	50.0%	-
	Fall 2011	2	-	100.0%	-	-	50.0%	-	50.0%	-
Technical/Paraprofessional	Fall 2012	113	85.8%	14.2%	0.9%	3.5%	6.2%	32.7%	52.2%	4.4%
	Fall 2011	124	86.3%	13.7%	0.8%	2.4%	8.1%	33.1%	50.0%	5.6%
Persons with Disabilities	Fall 2012	24								
	Fall 2011	28								
Bakersfield College Student Demographics	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Other/Unknown Race
Students Enrolled at Census	Fall 2012	17,796	55.3%	44.1%	0.6%	5.0%	6.0%	55.7%	28.5%	4.3%
	Fall 2011	17,876	55.7%	43.9%	0.8%	4.7%	7.1%	53.8%	30.0%	3.7%
Bakersfield College Service Area Demographics	Year	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Two or More Races
Adult Population Age 18-65	2011	455,036	47.5%	52.5%	0.7%	4.8%	5.8%	51.8%	36.1%	0.8%

**Gender Analysis** – Overall, in Fall 2012, 55% of all employees at BC were female. When comparing the gender distribution between Fall 2011 and Fall 2012, there were no substantial changes within employment types at BC. There are significant gender representation differences in the following employment types: 70% female for professional non- faculty, 80%

female for secretarial clerical, 29% female in service maintenance, and 86% female for technical paraprofessional. The student population at BC is 56% female.

**Ethnicity Analysis** – Overall, in Fall 2012, the majority of self-identified employees in employment type categories were White. When disaggregated by employee type and ethnicity, there were seven (7) subsections in which no one self-identified. The majority of BC students self-identified as Hispanic Latino at 56%.

**Cerro Coso Community College (CCCC) Workforce Analysis:**

Cerro Coso Community College Employee Type	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Other/Unknown Race
All Employees	Fall 2012	312	57.4%	42.6%	0.3%	4.5%	2.6%	8.7%	75.3%	8.7%
	Fall 2011	356	56.5%	43.5%	0.3%	4.8%	3.1%	8.7%	76.1%	7.0%
Exec/Admin	Fall 2012	17	76.5%	23.5%	-	5.9%	-	-	88.2%	5.9%
	Fall 2011	16	68.8%	31.3%	-	6.3%	-	-	87.5%	6.3%
Faculty Full-Time	Fall 2012	58	51.7%	48.3%	1.7%	6.9%	1.7%	1.7%	77.6%	10.3%
	Fall 2011	57	52.6%	47.4%	-	7.0%	1.8%	1.8%	78.9%	10.5%
Faculty–Part-Time	Fall 2012	139	47.5%	52.5%	-	2.9%	3.6%	9.4%	77.0%	7.2%
	Fall 2011	170	47.1%	52.9%	0.6%	2.4%	4.1%	8.8%	79.4%	4.7%
Professional/Non-faculty	Fall 2012	5	100.0%	-	-	20.0%	-	20.0%	60.0%	-
	Fall 2011	5	100.0%	-	-	20.0%	-	20.0%	60.0%	-
Secretarial/ Clerical	Fall 2012	16	75.0%	25.0%	-	-	6.3%	-	81.3%	12.5%
	Fall 2011	18	72.2%	27.8%	-	-	5.6%	-	83.3%	11.1%
Service/Maintenance	Fall 2012	15	6.7%	93.3%	-	13.3%	-	26.7%	33.3%	26.7%
	Fall 2011	17	5.9%	94.1%	-	11.8%	-	29.4%	41.2%	17.6%
Skilled Craft	Fall 2012	0	-	-	-	-	-	-	-	-
	Fall 2011	0	-	-	-	-	-	-	-	-
Technical/Paraprofessional	Fall 2012	62	83.9%	16.1%	-	3.2%	1.6%	12.9%	75.8%	6.5%
	Fall 2011	73	83.6%	16.4%	-	6.8%	2.7%	12.3%	71.2%	6.8%
Persons with Disabilities	Fall 2012	9								
	Fall 2011	10								
Cerro Coso Community College Student Demographics	Term	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Other/Unknown Race
Students Enrolled at Census	Fall 2012	4,903	60.1%	39.7%	2.5%	4.0%	5.7%	27.8%	54.7%	5.3%
	Fall 2011	5,802	62.0%	37.7%	2.6%	4.2%	6.3%	25.5%	56.5%	5.0%
Cerro Coso Service Area Demographics	Year	Total	Female	Male	American Indian/Alaskan Native	Asian/Filipino/Pacific Islander	Black/African American	Hispanic/Latino	White/Caucasian	Two or More Races
Adult Population Age 18-65	2011	69,072	46.5%	53.5%	2.6%	2.8%	4.7%	21.4%	67.3%	1.2%

**Gender Analysis**– Overall, in Fall 2012, 57% of all employees at CCCC were female. When comparing the gender distribution between Fall 2011 and Fall 2012, there were no substantial changes within employment types at CCCC. In the Fall 2012, there were significant gender representation differences in the following employment types: 76% female for executive

administration, 75% female for secretarial clerical, 7% female for service maintenance, and 84% female for technical paraprofessional. The student population at CCCC is 60% female.

**Ethnicity Analysis**– Overall, in Fall 2012, the majority of CCCC self-identified employees in employment type categories were White. In comparing between Fall 2011 and Fall 2012, there were no substantial adjustments in most employment type categories at CCCC. When disaggregated by employee type and ethnicity in Fall 2012, there were thirteen (13) subsections in which no one self-identified. The majority of CCCC students are self-identified as White at 55%.

**Porterville College (PC) Workforce Analysis:**

Porterville College Employee Type	Term	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Other/ Unknown Race
All Employees	Fall 2012	261	53.6%	46.4%	0.8%	1.5%	2.3%	21.1%	63.6%	10.7%
	Fall 2011	254	52.8%	47.2%	1.2%	2.8%	1.6%	20.9%	61.4%	12.2%
Exec/Admin	Fall 2012	14	64.3%	35.7%	-	-	14.3%	7.1%	64.3%	14.3%
	Fall 2011	15	53.3%	46.7%	-	-	6.7%	6.7%	73.3%	13.3%
Faculty Full-Time	Fall 2012	64	48.4%	51.6%	-	3.1%	-	15.6%	65.6%	15.6%
	Fall 2011	61	50.8%	49.2%	-	1.6%	-	14.8%	67.2%	16.4%
Faculty-Part-Time	Fall 2012	90	50.0%	50.0%	-	-	3.3%	17.8%	66.7%	12.2%
	Fall 2011	88	48.9%	51.1%	-	3.4%	2.3%	18.2%	61.4%	14.8%
Professional/ Non-faculty	Fall 2012	6	66.7%	33.3%	16.7%	-	-	16.7%	66.7%	-
	Fall 2011	4	75.0%	25.0%	25.0%	-	-	-	75.0%	-
Secretarial/ Clerical	Fall 2012	11	81.8%	18.2%	9.1%	-	-	36.4%	54.5%	-
	Fall 2011	11	72.7%	27.3%	18.2%	-	-	36.4%	45.5%	-
Service/ Maintenance	Fall 2012	10	10.0%	90.0%	-	-	-	30.0%	70.0%	-
	Fall 2011	12	16.7%	83.3%	-	-	-	33.3%	58.3%	8.3%
Skilled Craft	Fall 2012	2	-	100.0%	-	-	-	50.0%	50.0%	-
	Fall 2011	2	-	100.0%	-	-	-	50.0%	50.0%	-
Technical/ Paraprofessional	Fall 2012	64	64.1%	35.9%	-	3.1%	1.6%	29.7%	57.8%	7.8%
	Fall 2011	61	63.9%	36.1%	-	4.9%	1.6%	29.5%	55.7%	8.2%
Persons with Disabilities	Fall 2012	6								
	Fall 2011	5								
Porterville College Student Demographics	Term	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Other/ Unknown Race
Students Enrolled at Census	Fall 2012	3,887	62.3%	37.5%	0.7%	4.9%	1.7%	66.3%	24.0%	2.5%
	Fall 2011	4,186	63.3%	36.4%	0.6%	5.5%	2.1%	64.2%	25.0%	2.6%
Porterville College Service Area Demographics	Term	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Two or More Races
Adult Population Age 18-65	2011	64,062	49.4%	50.6%	1.1%	3.4%	0.6%	64.3%	30.0%	0.6%

**Gender Analysis** – Overall, in Fall 2012, 54% of all employees at PC were female. When comparing the gender distribution between Fall 2011 and Fall 2012, there were no substantial changes within employment types at PC. In Fall 2012, there were significant gender representation differences in the following employment types: 64% female for executive

administration, 67% female for professional non faculty, 82% female for secretarial clerical, 10% female for service maintenance, and 64% female for technical paraprofessional. The student population at PC is 62% female.

**Ethnicity Analysis** – Overall, in Fall 2012, the majority of self-identified PC employees in employment type categories were White. In comparing between Fall 2011 and Fall 2012, there were no substantial adjustments in most employment type categories at PC. When disaggregated by employee type and ethnicity in Fall 2012, there were sixteen (16) subsections in which no one self-identified. The majority of PC students are self-identified as Hispanic Latino at 66%.

**District Office (DO) Workforce Analysis:**

District Office Employee Type	Term	Total	Female	Male	American Indian/ Alaskan Native	Asian/ Filipino/ Pacific Islander	Black/ African American	Hispanic/ Latino	White/ Caucasian	Other/ Unknown Race
<b>All Employees</b>	Fall 2012	<b>88</b>	<b>59.1%</b>	<b>40.9%</b>	<b>1.1%</b>	<b>6.8%</b>	<b>3.4%</b>	<b>22.7%</b>	<b>62.5%</b>	<b>3.4%</b>
	Fall 2011	<b>90</b>	<b>62.2%</b>	<b>37.8%</b>	<b>1.1%</b>	<b>6.7%</b>	<b>1.1%</b>	<b>24.4%</b>	<b>61.1%</b>	<b>5.6%</b>
Exec/Admin	Fall 2012	30	46.7%	53.3%	3.3%	-	3.3%	13.3%	76.7%	3.3%
	Fall 2011	36	47.2%	52.8%	2.8%	-	-	19.4%	72.2%	5.6%
Professional/ Non-faculty	Fall 2012	14	28.6%	71.4%	-	35.7%	7.1%	14.3%	28.6%	14.3%
	Fall 2011	12	33.3%	66.7%	-	33.3%	-	16.7%	33.3%	16.7%
Secretarial/ Clerical	Fall 2012	14	92.9%	7.1%	-	-	-	28.6%	71.4%	-
	Fall 2011	14	92.9%	7.1%	-	-	-	28.6%	64.3%	7.1%
Service/ Maintenance	Fall 2012	5	-	100.0%	-	-	-	20.0%	80.0%	-
	Fall 2011	4	-	100.0%	-	-	-	25.0%	75.0%	-
Technical/ Paraprofessional	Fall 2012	25	84.0%	16.0%	-	4.0%	4.0%	36.0%	56.0%	-
	Fall 2011	24	91.7%	8.3%	-	8.3%	4.2%	33.3%	54.2%	-
Persons with Disabilities	Fall 2012	1								
	Fall 2011	1								

**Gender Analysis** – Overall, in Fall 2012, 59% of all employees at DO were female. When comparing the gender distribution between Fall 2011 and Fall 2012, there were no substantial changes within employment types at the DO. In Fall 2012, there were significant gender representation differences in the following DO employment types: 29% female for professional non-faculty, 93% female for secretarial clerical, and 84% female for technical paraprofessional.

**Ethnicity Analysis** – Overall, in Fall 2012, the majority of self-identified DO employees in employment type categories were White. In comparing the Fall 2011 and Fall 2012, there were not substantial adjustments in most employment type categories at the DO. When disaggregated by employee type and ethnicity in Fall 2012, there were eleven (11) subsections in which no one self-identified.

**EEO Data Collection Monitored Group Identification:**

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

### **Analysis of Applicant Pools**

The following tables identify job applicants by job classification and monitored groups for the years 2010-11 and 2011-12. These years utilized the District’s two personnel databases: Banner for current employees and PeopleAdmin for job applicants.

#### **Kern Community College District Analysis of Applicant Pool 2011-2012**

	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>American Indian/ Alaskan Native</u>	<u>Black/ African- American</u>	<u>Asian/ Pacific Islander</u>	<u>Hispanic/ Latino</u>	<u>White</u>	<u>Other/ Unknown Race</u>	<u>Persons w/ disabilities</u>
<u>Exec/Admin</u>	<u>728</u>	<u>370</u>	<u>346</u>	<u>16</u>	<u>119</u>	<u>39</u>	<u>156</u>	<u>348</u>	<u>50</u>	<u>15</u>
<u>Professional/Non- faculty</u>	<u>616</u>	<u>209</u>	<u>400</u>	<u>10</u>	<u>80</u>	<u>33</u>	<u>175</u>	<u>266</u>	<u>52</u>	<u>10</u>
<u>Secretarial/Clerical</u>	<u>1269</u>	<u>221</u>	<u>1038</u>	<u>12</u>	<u>64</u>	<u>80</u>	<u>449</u>	<u>577</u>	<u>87</u>	<u>8</u>
<u>Technical and Paraprofessional</u>	<u>766</u>	<u>265</u>	<u>487</u>	<u>11</u>	<u>57</u>	<u>42</u>	<u>243</u>	<u>337</u>	<u>76</u>	<u>8</u>
<u>Skilled Crafts</u>	<u>44</u>	<u>43</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>15</u>	<u>26</u>	<u>1</u>	<u>0</u>
<u>Service and Maintenance</u>	<u>887</u>	<u>626</u>	<u>247</u>	<u>10</u>	<u>101</u>	<u>32</u>	<u>353</u>	<u>337</u>	<u>54</u>	<u>9</u>
<u>Faculty–Full-time</u>	<u>1018</u>	<u>565</u>	<u>421</u>	<u>12</u>	<u>71</u>	<u>72</u>	<u>183</u>	<u>555</u>	<u>125</u>	<u>21</u>
<u>Faculty–Part-Time</u>	<u>668</u>	<u>284</u>	<u>363</u>	<u>14</u>	<u>45</u>	<u>55</u>	<u>113</u>	<u>358</u>	<u>83</u>	<u>13</u>

#### **Kern Community College District Analysis of Applicant Pool 2010-2011**

	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>American Indian/ Alaskan Native</u>	<u>Black/ African- American</u>	<u>Asian/ Pacific Islander</u>	<u>Hispanic/ Latino</u>	<u>White/ Caucasian</u>	<u>Other/ Unknown Race</u>	<u>Persons w/ disabilities</u>
<u>Exec/Admin</u>	<u>622</u>	<u>315</u>	<u>292</u>	<u>5</u>	<u>73</u>	<u>39</u>	<u>101</u>	<u>342</u>	<u>62</u>	<u>7</u>
<u>Professional/Non- faculty</u>	<u>216</u>	<u>86</u>	<u>124</u>	<u>2</u>	<u>15</u>	<u>32</u>	<u>63</u>	<u>77</u>	<u>28</u>	<u>4</u>
<u>Secretarial/Clerical</u>	<u>1168</u>	<u>256</u>	<u>893</u>	<u>20</u>	<u>57</u>	<u>70</u>	<u>339</u>	<u>588</u>	<u>94</u>	<u>12</u>
<u>Technical and Paraprofessional</u>	<u>881</u>	<u>282</u>	<u>587</u>	<u>12</u>	<u>46</u>	<u>48</u>	<u>282</u>	<u>423</u>	<u>70</u>	<u>13</u>
<u>Skilled Crafts</u>	<u>9</u>	<u>8</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>4</u>	<u>2</u>	<u>0</u>
<u>Service and Maintenance</u>	<u>859</u>	<u>679</u>	<u>174</u>	<u>19</u>	<u>71</u>	<u>18</u>	<u>393</u>	<u>316</u>	<u>42</u>	<u>10</u>
<u>Faculty–Full-time</u>	<u>1591</u>	<u>816</u>	<u>704</u>	<u>29</u>	<u>90</u>	<u>215</u>	<u>225</u>	<u>826</u>	<u>206</u>	<u>23</u>
<u>Faculty–Part-Time</u>	<u>628</u>	<u>266</u>	<u>347</u>	<u>5</u>	<u>45</u>	<u>57</u>	<u>133</u>	<u>319</u>	<u>69</u>	<u>18</u>

**Bakersfield College**  
**Analysis of Applicant Pool**  
2011-2012

	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>American Indian/ Alaskan Native</u>	<u>Black/ African- American</u>	<u>Asian/ Pacific Islander</u>	<u>Hispanic/ Latino</u>	<u>White/ Caucasian</u>	<u>Other/ Unknown</u>	<u>Persons w/ disabilities</u>
<u>Exec/Admin</u>										
<u>Professional/Non-faculty</u>										
<u>Secretarial/Clerical</u>										
<u>Technical and Paraprofessional</u>										
<u>Skilled Crafts</u>										
<u>Service and Maintenance</u>										
<u>Faculty-Full-time</u>										
<u>Faculty-Part-Time</u>										

**Bakersfield College**  
**Analysis of Applicant Pool**  
2010-2011

	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>American Indian/ Alaskan Native</u>	<u>Black/ African- American</u>	<u>Asian/ Pacific Islander</u>	<u>Hispanic/ Latino</u>	<u>White/ Caucasian</u>	<u>Other/ Unknown</u>	<u>Persons w/ disabilities</u>
<u>Exec/Admin</u>										
<u>Professional/Non-faculty</u>										
<u>Secretarial/Clerical</u>										
<u>Technical and Paraprofessional</u>										
<u>Skilled Crafts</u>										
<u>Service and Maintenance</u>										
<u>Faculty-Full-time</u>										
<u>Faculty-Part-Time</u>										

**Cerro Coso Community College**  
**Analysis of Applicant Pool**  
2011-2012

	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>American Indian/ Alaskan Native</u>	<u>Black/ African- American</u>	<u>Asian/ Pacific Islander</u>	<u>Hispanic/ Latino</u>	<u>White/ Caucasian</u>	<u>Other/ Unknown</u>	<u>Persons w/ disabilities</u>
<u>Exec/Admin</u>										
<u>Professional/Non-faculty</u>										
<u>Secretarial/Clerical</u>										
<u>Technical and Paraprofessional</u>										
<u>Skilled Crafts</u>										
<u>Service and Maintenance</u>										
<u>Faculty-Full-time</u>										
<u>Faculty-Part-Time</u>										

**Cerro Coso Community College**  
**Analysis of Applicant Pool**  
2010-2011

	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>American Indian/ Alaskan Native</u>	<u>Black/ African- American</u>	<u>Asian/ Pacific Islander</u>	<u>Hispanic/ Latino</u>	<u>White/ Caucasian</u>	<u>Other/ Unknown</u>	<u>Persons w/ disabilities</u>
<u>Exec/Admin</u>										
<u>Professional/Non-faculty</u>										
<u>Secretarial/Clerical</u>										
<u>Technical and Paraprofessional</u>										
<u>Skilled Crafts</u>										
<u>Service and Maintenance</u>										
<u>Faculty-Full-time</u>										
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**Porterville College**  
**Analysis of Applicant Pool**  
2011-2012

	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>American Indian/ Alaskan Native</u>	<u>Black/ African-American</u>	<u>Asian/ Pacific Islander</u>	<u>Hispanic/ Latino</u>	<u>White/ Caucasian</u>	<u>Other/ Unknown</u>	<u>Persons w/ disabilities</u>
<u>Exec/Admin</u>										
<u>Professional/Non-faculty</u>										
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