

APPENDIX A –SURVEY

Cerro Coso Community College

2013 Human Resources Survey

Human Resources (HR) is dedicated to providing professional, confidential and cost-effective assistance to all employees and other customers in the areas of recruitment and retention of academic, classified and administrative employees. HR's responsibilities include the new hire process, new hire orientation, employee benefits, employee/labor relations, collective bargaining, safety, salary administration, job classification, Board and HR policy, employee discipline and terminations, workers' compensation, training and equal employment opportunity.

Cerro Coso Community College (CC) has an HR office on campus run by Clint Dougherty and Melissa Benson to provide these services to faculty and staff. Please answer a few short questions to help CC's HR office better serve you.

1. How often have you used the CC HR office?

- Multiple times per semester
- Once a semester
- Once a year
- Once ever
- Never – Go to End

2. For which services have you had contact with the CC HR office? (Select all that apply)

- New hire process
- New hire orientation
- Employee benefits
- Employee/labor relations
- Collective bargaining
- Safety
- Salary administration
- Job classification
- Board and HR policy
- Employee discipline and terminations
- Workers' compensation
- Training
- Equal employment opportunity

3. Thinking about your contacts with the CC HR office, how much do you agree with the following statements? (Strongly agree, Agree, Disagree, Strongly disagree)

CC's HR office...

- Is easily accessible.
- Responds to questions or concerns in a timely manner.
- Treats questions or concerns with respect.
- Provides me with sufficient information as it pertains to HR/employee affairs.
- Provides accurate information.
- In general, I am satisfied with the CC HR office.

4. If you would like to explain any of your responses from above, please do so here.

Open

5. Are there any other comments or feedback that you'd like to share about CC's HR office?
Open

The Human Resources department is also interested in evaluating its hiring process. You have been identified as someone who may have served on a screening committee for CC and we are interested in your feedback on the hiring process.

Please answer a few short questions to help us ensure our process leads to the best possible hiring practices.

6. Have you served on a screening committee in the past two years?

Yes

No

7. Thinking about your contacts with the CC HR office, how much do you agree with the following statements?
(Strongly agree, Agree, Disagree, Strongly disagree)

CC's HR office...

The current hiring process is clearly outlined and easy to understand.

I received sufficient training in what the committee could/could not ask.

I received sufficient training in Equal Employment Opportunity (EEO) compliance.

I received sufficient training in how to capture/document my interview notes and decisions.

I felt comfortable voicing my opinion about the hiring process.

I felt comfortable voicing my opinion about the candidates.

The current hiring process results in CC making the best possible hires.

The screening committee was an effective use of my time.

8. If you would like to explain any of your responses from above, please do so here.

Open

9. What aspect of the screening committee has been the most effective or productive?

Open

10. What are your recommendations for improving the current hiring process?

Open

Thank you for your input!

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

February 24, 2014



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Preface

Purpose of EEO and Staff Diversity Plan

The Kern Community College District EEO and Staff Diversity Plan ("EEO Plan") guides the development, implementation, and monitoring of the District's efforts to foster equal employment 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, Education Code section 87106(b) and the Board of Governors regulations on equal employment opportunity hiring.

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

"Equal Employment Opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004(a) of title 5. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all individuals.

Objectives of EEO and Staff Diversity Plan

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

- Address the minimum legal requirements for the District's equal employment opportunity plan, pursuant to section 53003 of title 5.
- Provide 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 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 February 24, 2014. The Plan reflects the district's commitment to equal employment opportunity and its recognition that a diverse and inclusive workforce serves the educational mission of the District to prepare students for success in a global society.

The EEO Plan provides the process that the District will use to promote equal employment opportunity in its recruitment and hiring policies and practices, in conformance with the applicable title 5 regulations (section 53000 et seq.). The EEO Plan is intended to foster a working and learning environment that promotes diversity, inclusion, and equal employment opportunities. To properly serve a growing diverse population, the 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.

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 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 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. *Diversity*: “Diversity” means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of 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.
- C. *Equal Employment Opportunity*: “Equal Employment Opportunity” means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories identified in the Title 5 regulations, namely: executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
1. Identifying and eliminating barriers to employment that are not job related; and
 2. Creating an environment which 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 pursuant to Government Code section 12940.
- D. *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.
- E. *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 Title 5 and this EEO Plan.
- F. *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.

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

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

I. *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.

J. *Reasonable Accommodation*: “Reasonable accommodation” means the efforts made on the part of the District to afford disabled applicants access to the job application process and allow disabled employees to perform the essential functions of their positions, consistent with the District’s legal obligations under the Americans with Disabilities Act and the Fair Employment and Housing Act.

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

L. *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.

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 discrimination 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. The District will strive to maintain a workplace that is welcoming to 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 EEO Plan shall also be regularly reviewed and updated to ensure compliance with applicable federal and state laws.

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

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

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

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 is responsible for administering, implementing and monitoring the Plan and for assuring

compliance with the requirements of Title 5, Sections 53000 et seq. The College Equal Employment Opportunity Officer is also responsible for receiving complaints at their assigned colleges described in Plan Component 6 of this Plan and for ensuring that applicant pools and selection procedures are properly monitored. All College Equal Employment Opportunity Officers shall report to the District Equal Employment Opportunity Officer.

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 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.

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 KCCD Board Policy IIDIC]

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 include a diverse membership 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.
[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 sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the 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 District level using the process provided by section 53026.¹

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 Vice Chancellor of Human Resources who serves as the District Equal Employment Opportunity Officer. If the complaint involves the District Equal Employment Opportunity Officer, the complaint may be filed with the Chancellor. 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 District Equal

¹ See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at: <http://extranet.cccco.edu/Divisions/Legal.aspx>

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.

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> . They include the following:

Plan Component 7: Notification to District Employees
CCR, Title 5, § 53003(c)(3)

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

Each year, the District will provide all employees with a copy of the Board's Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this Plan) and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees 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)

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

Plan Component 9: Annual Written Notice to Community Organizations
CCR, Title 5, § 53003(c)(5)

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

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

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

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

“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 Identification issue:

There are significant numbers of employees who decline to state their gender, ethnicity, or disability status with the District. 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.

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

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

Note: The limits placed on data analysis in this section do not affect the District’s obligation to review and compare data regarding the District’s own employees and applicants.

Plan Component 12: Methods to Address Underrepresentation

1. Underrepresentation based on availability data.

Section 53003(c)(8) of Title 5 requires EEO Plans to identify steps to be taken if the analysis pursuant to Section 53003(c)(7) and Component 11, reveals underrepresentation of a monitored group. Should the State Chancellor provide the availability data necessary to conduct this analysis, the District EEO Officer will be responsible for developing appropriate measures 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 Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the district's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
- 2) Increasing the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.
- 3) Requiring that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the equal employment opportunity officer, 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) 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) 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.

Plan Component 13: Process for Developing and Implementing Strategies that Promote Diversity

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

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

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity, the development 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, 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:

- (1) 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."
- B. Examples of the additional strategies that may be utilized by the District to promote diversity include:
- 1) 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 voluntary 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 14: Persons with Disabilities

CCR, Title 5, § 53025

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

Component 15: Graduate Assumption Program of Loans for Education

Education Code §§ 87106 and 69618 et seq.

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

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	Fal 2012	33	54.5%	45.5%	-	9.1%	6.1%	18.2%	51.5%	15.2%
	Fal 2011	31	64.5%	35.5%	-	3.2%	12.9%	16.1%	51.6%	16.1%
Faculty Full-Time	Fal 2012	251	48.6%	51.4%	0.8%	4.0%	4.0%	10.0%	76.1%	5.2%
	Fal 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%	16.6%	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%	40.8%	7.8%
	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	Fal 2012	113	85.8%	14.2%	0.9%	3.5%	6.2%	32.7%	52.2%	4.4%
	Fal 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	Fal 2012	17,796	55.3%	44.1%	0.6%	5.0%	6.0%	55.7%	28.5%	4.3%
	Fal 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%	27.6%	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
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 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

	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

TWO-TIERED ANCHOR BRONZE PPO PLAN

Services	Participating Providers	
Calendar Year Deductible(s)*	\$5,000/\$10,000	
Calendar Year Out-Of-Pocket Maximum** Includes Deductible, co-pays and co-insurance	\$6,350/\$12,700	
Office Visits	\$60 first 3 visits, subject to deductible and coinsurance thereafter	
Inpatient Hospital Room, Board & Support Services (prior authorization required)	70%	
Emergency Room Facility Expenses:	\$100 co-pay 70%	
Professional Expenses:	70%	
Accident Care (48 hrs)/Emergency Room Facility Expenses:	\$100 co-pay 70%	
Professional Expenses:	70%	
Well Baby/Child Preventive Care Routine physical exam/immunizations	Deductible Waived 100%	
Routine Preventive Care- Employee & Spouse/Domestic Partner	Deductible Waived 100%	
Diagnostic X-Ray & Lab	70%	
Physical Medicine (PT, OT, Chiro)	70%	
	(some limits may apply)	
Acupuncture 12 visits per year	70% up to \$50 per visit	
Durable Medical Equipment Rental or Purchase of DME	70%	
Hearing Aid (Up to \$700 every 24 months)	70%	
Hospice	70%	
Ambulance (Ground or Air)	70%	
Home Health Care 100 4-hour visits/yr (prior authorization req'd)	70%	
Psychiatric & Substance Abuse Inpatient	70%	
Outpatient	70%	
Outpatient Prescription Drugs Administered by medical carrier & subject to deductible	Retail - 30 days	Mail - 90 days
Generic Drugs	\$9	\$18
Brand Name Drugs	\$35	\$90

* Deductibles have a 4th quarter carryover

**Out of Pocket Maximum does not have a 4th quarter carryover

The group plan benefits must be communicated without modification to the members. The district may not partially pay, reimburse or otherwise reduce the member's responsibility for deductibles, copays, co-insurance, OOP Maximums, etc.

This PPO Plan is offered only with the pharmacy benefit illustrated above.

Districts may offer this plan without impacting the total number of plans allowed per SISC guidelines. Employees enrolled in this plan may NOT enroll into SISC dental, vision, and/or life insurance plans. No enrollment option for spouse/domestic partner and/or retiree.

Please see FAQ page on Minimum Value Plan Options for more information.

This is only a brief summary of benefits. For a complete list of benefits, please refer to the plan document.

Self-Insured Schools of California
Rates At A Glance – As of 10/1/2014
Voluntary Employee Paid Premium Rates

Kern Community College District

Short-term/Adjuncts/Professional Experts	Single	2 Party	Family	Composite
Blue Cross				
70088B Active (2-Tier Anchor Bronze: Emp+Child(ren))	\$482.00	\$763.00		

Human Resources

Welcome to the Online Human Resources Procedures Guide.

This online guide will provide you with the steps and processes required to maneuver through a myriad of Human Resources. While this guide is available to provide information at your fingertips, Human Resource staff is always available to address concerns.

District Office	Abe Ali, Vice Chancellor – H.R.
	Trudi Blanco, Administrative Assistant – H.R.
	Sokha Song, Human Resources Projects Consultant
	Anne Van Der Horst, Human Resources Specialist
	Gina Duran, Human Resources Specialist
	Sheila Shearer, H.R. Technician
	Judy Marty, Benefits Specialist
	Kimberly McAbee, Payroll Specialist
	Anna Meyer, Payroll Technician II
	Stephanie Goin, Payroll Technician II
Bakersfield College	Dena Rhoades, College H.R. Manager
	Anna Gonzalez, H.R. Technician
Cerro Coso Community College	Resa Hess, College H.R. Manager

Human Resources Department Annual Planning for Academic Year 2015-2016 Planning Year 2014

Description Of Department/Unit

Mission/Connection to College Mission

Human Resources at Cerro Coso Community College contributes to the college mission by ensuring we have the highest quality and most capable staff to instruct and serve a diverse student body. Application of consistent HR functions district wide ensures the highest standard of working conditions for faculty and staff, which promotes a working environment conducive of effective student learning.

Student Equity

Student Equity

There is a workforce diversity gap between the employees and the student body. According to the 2013 Fast Facts statistics, the ethnicity breakdown for students at Cerro Coso is 52.9% Hispanic and 31.8% White. The Employee Profiles report from Fall 2009 - Fall 2013 shows that in Fall 2013, 75% of employees were White while 7% were Hispanic.

Ensuring a diverse work force that is representative of the student body is addressed in Action Plan #3.

Review And Planning

Progress Made on Program Review

Human Resources

Year of Last Program Review:

N/A

Progress in the last year on Three-Year Strategies:

The previous Human Resources Manager was developing the first Program Review for Human Resources during the 13-14 academic year, this is the first year of completion.

The HR unit plan was not developed two years ago, so I have included HR assessments for this academic year along with planning goals for the 2015-2016 academic year.

Progress in the last year on Six-Year Strategies:

Year of Last Program Review:

Progress in the last year on Three-Year Strategies:

Working on first Program Review for College Human Resources.

Progress in the last year on Six-Year Strategies:

Progress Made on Outcome Assessment

Progress Made on Prior Year Initiatives

Initiatives for Next Academic Year

4.2

Strategic Plan Goals Addressed:

1

Action Plan:

Continue effort and focus on aligning HR procedures district wide. Ensure consistency of all HR functions between departments, within the college and district wide in order to provide the highest quality service to faculty, staff and the public.

A Procedure Website has been developed that employees will be able to easily access online. The website will be released this year and in the 15-16 academic year, HR will continue to add procedures, as necessary, to clarify processes and bring a consistent application of procedures district wide.

Continue implementation of Web Time Entry (WTE) for temporary hourly employees and professional experts. Last year outlined implementation of FLAC and WTE for student workers. Both projects were implemented district wide with completion in Fall 2014. HR will continue with system improvements to FLAC during Spring 2015.

Measure of Success:

Number of calls for assistance with employment actions, employee critique of new website.
Number of payroll errors and adjustment payrolls.

Expected Completion:

Ongoing / WTE - April 2016

Person Responsible:

Resa Hess

Designed:

It is designed to improve internal unit operations

Student Experience:

2nd Year/Program Completion, First Year, Intake, Post-Graduation, Remediation

4.2, 4.4

Strategic Plan Goals Addressed:

2

Action Plan:

Continue to review the recruitment and selection process and implement improvements to the process. Over the past year, HR has identified and removed roadblocks to eliminate delays in the process. One such delay was the approval structure. By authorizing the Vice Chancellor of HR to serve as designee and approve replacement, interim and temporary requisition requests, the length of time for initial recruitment has been reduced.

Measure of Success:

Time from position requisition to position filled. Applicant pool size, number of qualified applicants, and demographics of qualified applicants.

Expected Completion:

Ongoing

Person Responsible:

Resa Hess

Designed:

It is designed to improve internal unit operations

Student Experience:

4.4

Strategic Plan Goals Addressed:

3

Action Plan:

In April 2014, the Equal Employment Opportunity (EEO) and Staff Diversity (SD) Plan was approved by the Board of Trustees. HR developed this document out of the new legal requirements in Title 5 and from the Model EEO Plan given by the System Chancellor's Office. This plan lists strategies to promote a diverse workforce and provides specific plans and procedures for ensuring equal employment opportunity.

During the next academic year, several of these strategies will be implemented to promote diversity. The first will be a climate survey on workforce diversity to be distributed during the 14-15 academic year to identify areas of improvement. The recommendations will be reviewed and improvements will be implemented based on the the survey data provided. In addition, a district wide EEO committee with college representation will be established. This committee will continue to contribute recommendations to better address significant under represented groups.

Continue to review and develop additional strategies as outlined in the new EEO and Staff Diversity Plan to ensure we recruit and retain a diverse work force.

Measure of Success:

Demographics of workforce compared to student body will be reviewed. Analysis of climate survey on workforce diversity data provided.

Expected Completion:

Ongoing

Person Responsible:

Resa Hess

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Intake, Post-Graduation, Remediation

4.3

Strategic Plan Goals Addressed:

4

Action Plan:

There are new requirements with Title IX compliance and the Cleary Act. They include reporting, monitoring and developing a new training program. This training program should incorporate how students can access crime statistics, prevention, safety methods and contact information if any crime has been committed.

This fiscal year HR will be revising policies and procedures to address these new requirements. A training program will be developed to initiate the new guidelines. Continued review of Title IX compliance will take place during the next academic year.

Measure of Success:

Percent of completion on mandatory training, training critiques, and training attendance. Prevention of Title IX violations and sexual assault crimes by looking at statistics.

Expected Completion:

Ongoing

Person Responsible:

Resa Hess

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Intake, Post-Graduation, Remediation

4.1

Strategic Plan Goals Addressed:

5

Action Plan:

Continue to plan, coordinate, and provide HR related training topics throughout the year, during flex days and classified appreciation week. Prepare presentations which are relevant and current. Track mandatory training such as Discrimination, Sexual Harassment, and Emergency Management.

The 14-15 academic year is the 2nd year a Management and Employee Training Program was presented to all campuses. This year, 22 workshops are listed in the manual, several to be conducted within this fiscal year.

Measure of Success:

Percent of completion on mandatory training, training critiques, and training attendance.

Expected Completion:

Ongoing

Person Responsible:

Resa Hess

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Intake, Post-Graduation, Remediation

Strategic Plan Goals Addressed:

Action Plan:

Measure of Success:

Expected Completion:

Person Responsible:

Designed:

Student Experience:

Resource Needs

Facilities

None

Information Technology

None

Marketing

None

Professional Development

Staffing

There has been a lack of support staff in HR for several years. This directly impacts the services provided to College faculty, staff and the public. Currently there is only one (1) full time HR Assistant that supports all clerical and technical HR functions campus wide. Decentralization of many HR duties has increased the workload at the College HR office. In order to adequately serve all employees and the public, an additional position is needed at the campus HR office. A full time Department Assistant III position will give additional clerical support to the college HR office and allow the HR Assistant to focus on the more technical duties within the department.

Resource Requests

1000 Category - Certificated Positions

None

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

2000 Category - Classified Staff

Permanent Full Time Employee - Department Assistant III

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2,3,4

Salary Grade:

38.0

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

\$52,489.05 (includes benefits), Ongoing from Other.

Detailed Rationale:

There has been a lack of support staff in HR for several years. This directly impacts the services provided to College faculty, staff and the public. Currently there is only one (1) full time HR Assistant that supports all clerical and technical HR functions campus wide. Decentralization of many HR duties has increased the workload at the College HR office. In order to adequately serve all employees and the public, an additional position is needed at the campus HR office. A full time Department Assistant III position will give additional clerical support to the college HR office and allow the HR Assistant to focus on the more technical duties within the department.

4000 Category - Supplies and Equipment

Supplies

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2,3,4

Estimated Amount of Funding Requested:

\$2500.00, Ongoing from General Fund.

Detailed Rationale:

Supplies to maintain HR operations

5000 Category - Service, Utilities, and Operating Expenses

Travel

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2,3,4

Estimated Amount of Funding Requested:

\$500.00, Ongoing from General Fund.

Detailed Rationale:

In District Travel / ACHRO / Job Fairs

6000 Category - Capital Outlay

None

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

