

Kern Community College District
Equal Employment Opportunity and Staff Diversity Plan

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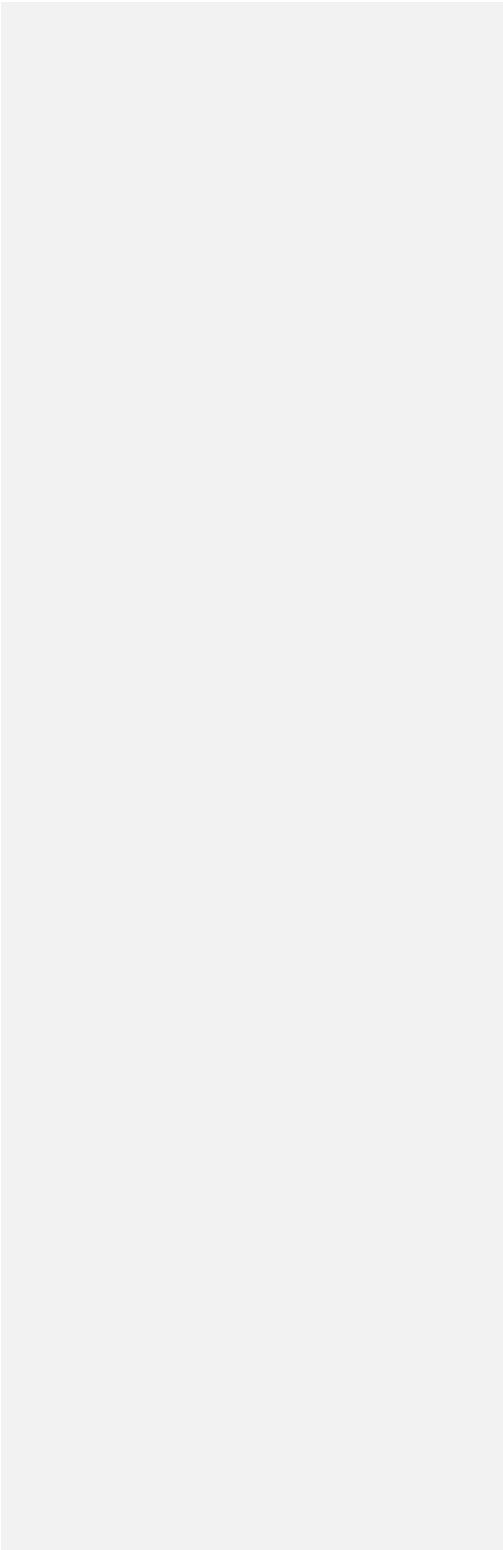
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Preface

Purpose of EEO and Staff Diversity Plan

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

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

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

Objectives of EEO and Staff Diversity Plan

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

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

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Plan Component 1: Introduction

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

The Kern Community College District Equal Employment Opportunity and Staff

Diversity Plan (“EEO Plan”) was adopted by the governing board on May **, 2018. 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.

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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 for all qualified candidates. To properly serve a growing diverse population, the EEO Plan also reflects the District’s commitment to take active and vigorous steps to ensure the District will recruit, hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing and diverse student body and community it serves.

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Chancellor’s Signature

Thomas J. Burke, Chancellor

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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*) is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to [California](#) 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.

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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 (EEO)*: “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” [are](#) 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.

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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). [Section 53004\(b\) indicates that data about employees and applicants should be collected and reported with respect to gender, ethnic group identification, and disability. Thus, monitored groups are men, women, American Indians or Alaskan natives, Asian or Pacific Islanders, Blacks/African Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.](#)

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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.

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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 7D]

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It shall be the policy of the Kern Community College District all qualified applicants and employees have equal opportunity to seek, obtain, hold, and advance in employment in the District, and are not subjected to discrimination on the basis of ethnic group identification, [culture, socioeconomic level](#), color, national origin, religion, age, physical disability, mental

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

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This EEO Plan shall also be reviewed at least once every three (3) years and updated to ensure compliance with applicable federal and state laws.

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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*

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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

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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: EEO Advisory Committee

CCR, Title 5, § 53005

[See also 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. The EEO Office shall train the EEO Advisory Committee on equal employment compliance and the Plan itself. The advisory committee shall receive training in all of the following:

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

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

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Plan Component 6: Complaints

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

[See also KCCD Board Policy 7D.

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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, using the process described below.

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- A. The complaint must be in writing and shall be filed with the Vice Chancellor of Human Resources who serves as the District Equal Employment Opportunity Officer. If the complaint involves the District Equal Employment Opportunity Officer, the complaint may be filed with the Chancellor. Complaints can be mailed to, KCCD District Office, 2100 Chester Ave Bakersfield CA 93301. The complaint must be dated and signed with an original signature. Anonymous complaints will not be accepted.
- B. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation.
- C. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.
- D. Complaints alleging violations of the EEO Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.
- E. A complainant may not appeal the District's determination pursuant to Title 5, section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that 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
- F. Defective Complaint: The District may return without action any complaints which it finds does not meet the above-referenced requirements, or on the basis of any of the following:
 - 1. Identical Title 5 allegations have previously been investigated and resolved;
 - 2. The allegations are a continuation of previously filed complaints that have been previously ruled unsubstituted.
 - 3. The complaint is unintelligible or does not stat a clear violation of the equal employment opportunity regulations.
 - 4. The complaint does not allege facts that explain the basis for the alleged

violation.

G. The determination of the District with respect to the complaints filed pursuant to this procedure shall be final.

H. To the extent practical, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint.

I. In the event that a complaint filed under Title 5, section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5, section 59300 et seq. The District has adopted separate policies and procedures for the processing of complaints alleging unlawful discrimination or harassment. These policies and procedures are located in the “Board Policy Manual Section 7D: General Personnel Administration” on the District website at: https://www.kccd.edu/sites/kccd.edu/files/Section%207_General%20Personnel%20Administration.pdf

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.

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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 Employment Opportunity Officer will forward copies of all written complaints to the State Chancellor’s Office upon receipt.

Plan Component 8: Training for Screening Committees CCR,
Title 5, §§ 53003(c)(4) and 53020(c)

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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)

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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)

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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 employee's self- identify into the following ethnicity categories-

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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 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 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 B and exemplifies the manner in which future data shall be collected.

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

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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

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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 [Vice Chancellor of Human Resources](#) 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

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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, ~~Vice Chancellor of Human Resources~~ the dean or responsible administrator for the division or department where the significant underrepresentation persists and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment 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.

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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 components [noted below](#).

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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.

Component 1

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 electronic, aggregate job boards recommended by the Equal Employment Advisory;
- (2) Social media sites associated with affinity groups;
- (3) Local and regional community newspapers;
- (4) Electronic aggregate job boards that provide information in languages other than English and to low-income communities;
- (5) Electronic aggregate job boards whose primary audience is comprised of groups found to be underrepresented in the district's workforce;

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Deleted: Publications, including electronic media that are distributed to the general market and to newspapers, publications, and radio and television stations

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- (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;

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 [Vice Chancellor of Human Resources](#) before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. [The District's applicant software and Human Resources Homepage](#) shall state that the district is an "Equal Opportunity Employer."

Deleted: <#>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. ¶
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Component 2

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;
- 2) Involve guest speakers from underrepresented groups who are in leadership positions and who may engage both students and employees;
- 3) 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;
- 4) Conduct campus climate studies to identify areas for attention;
- 5) Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image;
- 6) Offer a series of Equal Employment Opportunity /diversity workshops for faculty and staff;
- 7) Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity and diversity efforts;

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- 8) 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;
- 9) Promote various cultural celebrations on campus;
- 10) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees;
- 11) _____
- 12) Promote leadership opportunities, such as the Latina Leadership Network [and APAHE \(Asian Pacific Americans in Higher Education\)](#) for staff, faculty and students;
- 13) 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;
- 14) 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;
- 15) Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities;
- 16) Audit and update job descriptions and/or job announcements;
- 17) Ensure the timely and thorough investigation of all harassment and discrimination complaints.

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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

- [America Job Center \(Kern River Valley and Mojave\)](#)
- [American Association of University Women \(AAUW\)](#)
- [Bishop Chamber of Commerce](#)
- [Bishop Paiute Tribe](#)
- [Bishop Sunrise Rotary](#)
- [Burton Unified School District](#)
- [CCC Registry](#)
- [City of Porterville](#)
- [Comision Honorifica Mexicana Americana](#)
- [Eastern Sierra Foundation](#)
- [Ed Join](#)
- [Family HealthCare Network](#)
- [Gay & Lesbian Alliance of the Central Coast \(GALA\)](#)
- [Gay & Lesbian Center of Bakersfield](#)
- [Inside Higher Ed Higher](#)
- [Ed Jobs cal.jobs.ca.gov](#)
- [Inyo County](#)
- [Inyo County Superintendent of Schools](#)
- [Kern County Black Chamber of Commerce](#)
- [Kern County Hispanic Chamber of Commerce](#)
- [Kern County Superintendent of Schools](#)
- [Latina Leadership Network](#)
- [Mammoth Hospital](#)
- [Mammoth Lakes Chamber of Commerce](#)
- [Mammoth Lakes Foundation](#)
- [Mammoth Mountain Community Foundation](#)
- [Mammoth Unified School District](#)

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 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)

[Mono County](#)
[Mono County Libraries](#)
[Mono County Office of Education](#)
[Northern Inyo Healthcare District](#)
[O.L.A. Raza](#)
[Owens Valley Career Development Center](#)
[Parents, Families and Friends of Lesbians and Gays \(PFLAG\)](#)
[Porterville Chamber of Commerce](#)
[Porterville Unified School District](#)
[Ridgecrest Chamber of Commerce](#)
[Rotary Club of Mammoth Lakes](#)
[Sierra Employment Services](#)
[Sierra Employment Services](#)
[Sierra View District Hospital](#)
[Town of Mammoth Lakes](#)
[Zonta Club](#)

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APPENDIX B

HISTORICAL DEMOGRAPHIC DATA

Bakersfield College (BC) Workforce Analysis:

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<u>Bakersfield College Employee Type</u>	<u>Term</u>	<u>Total</u>	<u>Female % of Group</u>	<u>Male % of Group</u>	<u>American Indian/ Alaska Native % of Group</u>	<u>Asian/ Filipino/ Pacific Islander % of Group</u>	<u>Black/ African American % of Group</u>	<u>Hispanic/ Latino % of Group</u>	<u>White/ Caucasian % of Group</u>	<u>Other/ Unknown Race % of Group</u>
All Employees	Fall 2016	966	57.25%	42.75%	1.24%	4.76%	6.00%	22.36%	58.28%	7.35%
	Fall 2015	840	56.43%	43.57%	1.31%	4.76%	5.24%	22.62%	61.07%	5.00%
Exec/Admin	Fall 2016	57	61.40%	38.60%	3.51%	8.77%	8.77%	29.82%	45.61%	3.51%
	Fall 2015	45	57.78%	42.22%	2.22%	8.89%	8.89%	24.44%	48.89%	6.67%
Faculty Full-Time	Fall 2016	286	51.05%	48.95%	1.05%	4.90%	4.90%	15.03%	69.93%	4.20%
	Fall 2015	264	48.11%	51.89%	1.14%	5.30%	3.79%	12.50%	72.35%	4.92%
Faculty Part-Time	Fall 2016	305	52.79%	47.21%	1.31%	3.93%	5.57%	17.05%	68.20%	3.93%
	Fall 2015	273	52.75%	47.25%	1.47%	3.66%	4.03%	18.32%	70.33%	2.20%
Professional/ Non-faculty	Fall 2016	36	61.11%	38.89%	0.00%	2.78%	11.11%	50.00%	27.78%	8.33%
	Fall 2015	31	70.97%	29.03%	0.00%	0.00%	6.45%	41.94%	38.71%	12.90%
Secretarial/ Clerical	Fall 2016	146	79.45%	20.55%	0.00%	4.79%	8.90%	27.40%	47.26%	11.64%
	Fall 2015	122	85.25%	14.75%	0.00%	4.10%	9.02%	35.25%	45.90%	5.74%
Service/ Maintenance	Fall 2016	67	35.82%	64.18%	2.99%	1.49%	2.99%	44.78%	40.30%	7.46%
	Fall 2015	62	35.48%	64.52%	3.23%	1.61%	4.84%	46.77%	35.48%	8.06%
Skilled Crafted	Fall 2016	3	33.33%	66.67%	0.00%	0.00%	0.00%	33.33%	33.33%	33.33%
	Fall 2015	2	0.00%	100.00%	0.00%	0.00%	50.00%	0.00%	50.00%	0.00%

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Technical/ Paraprofessional	Fall 2016	66	72.73%	27.27%	1.52%	9.09%	4.55%	22.73%	33.33%	28.79%
	Fall 2015	41	70.73%	29.27%	2.44%	14.63%	4.88%	26.83%	41.46%	9.76%
Person with Disabilities	Fall 2016	8	62.50%	37.50%						
	Fall 2015	8	62.50%	37.50%						

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Bakersfield College Student Demographics	Term	Total	Female % of Group	Male % of Group	Unknown % of Group	American Indian/ Alaska Native % of Group	Asian/ Filipino/ Pacific Islander % of Group	Black/ African American % of Group	Hispanic/ Latino % of Group	White/ Caucasian % of Group	Other/ Race Group
Students Enrolled at Census	Fall 2016	23156	54.86%	43.99%	1.15%	0.37%	4.46%	3.94%	68.09%	19.73%	787 3.40%
	Fall 2015	20684	55.59%	44.03%	0.38%	0.28%	3.74%	3.95%	67.08%	21.41%	733 3.54%

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Bakersfield College Service Area Demographics	Term	Total	Female % of Group	Male % of Group	American Indian/ Alaska Native % of Group	Asian/ Filipino/ Pacific Islander % of Group	Black/ African American % of Group	Hispanic/ Latino % of Group	White/ Caucasian % of Group	Other* Unknown Race % of Group
Adult Population Age 18-65	2015	476960	48.73%	49.18%	0.66%	5.20%	5.53%	54.19%	33.02%	1.41%

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Gender Analysis – Overall, in Fall 2016, 57% of all employees at BC were female. When comparing the gender distribution between Fall 2015 and Fall 2016, there were no substantial changes within employment types at BC. There are significant gender representation differences in the following employment types: 60% female for professional non- faculty, 80% female for secretarial clerical, 35% female in service maintenance, and 73% female for technical paraprofessional. The student population at BC is 56.55.59 % female for Fall 2015 and 54.86 for Fall 2016.

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Ethnicity Analysis – Overall, in Fall 2016, 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 67.08% for Fall 2015 and 68.09% for Fall 2016.

Cerro Coso Community College (CCCC) Workforce Analysis:

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Community College
Employee Type

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<u>Cerro Coso College Employee Type</u>	<u>Term</u>	<u>Total</u>	<u>Female % of Group</u>	<u>Male % of Group</u>	<u>American Indian/ Alaska Native % of Group</u>	<u>Asian/ Filipino/ Pacific Islander % of Group</u>	<u>Black/ African American % of Group</u>	<u>Hispanic/ Latino % of Group</u>	<u>White/ Caucasian % of Group</u>	<u>Other/ Unknown % of Group</u>
All Employees	Fall 2016	271	68.27%	31.73%	0.74%	2.95%	2.58%	9.23%	69.00%	15.50%
	Fall 2015	256	66.41%	33.59%	1.17%	3.52%	3.52%	8.20%	71.09%	12.50%
Exec/Admin	Fall 2016	21	80.95%	19.05%	0.00%	4.76%	0.00%	4.76%	80.95%	9.52%
	Fall 2015	18	83.33%	16.67%	0.00%	5.56%	0.00%	0.00%	83.33%	11.11%
Faculty Full-Time	Fall 2016	59	50.85%	49.15%	1.69%	5.08%	1.69%	3.39%	71.19%	16.95%
	Fall 2015	58	51.72%	48.28%	1.72%	5.17%	1.72%	3.45%	72.41%	15.52%
Faculty Part-Time	Fall 2016	104	67.31%	32.69%	0.96%	1.92%	3.85%	7.69%	71.15%	14.42%
	Fall 2015	88	64.77%	35.23%	1.14%	2.27%	4.55%	6.82%	75.00%	10.23%
Professional/ Non-faculty	Fall 2016	9	77.78%	22.22%	0.00%	0.00%	0.00%	11.11%	55.56%	33.33%
	Fall 2015	8	50.00%	50.00%	12.50%	12.50%	12.50%	25.00%	37.50%	0.00%
Secretarial/ Clerical	Fall 2016	56	89.29%	10.71%	0.00%	1.79%	1.79%	16.07%	67.86%	12.50%
	Fall 2015	59	88.14%	11.86%	0.00%	1.69%	3.39%	11.86%	71.19%	11.86%
Service/ Maintenance	Fall 2016	14	35.71%	64.29%	0.00%	7.14%	0.00%	35.71%	28.57%	28.57%
	Fall 2015	14	21.43%	78.57%	0.00%	7.14%	0.00%	28.57%	42.86%	21.43%
Skilled Crafted	Fall 2016	1	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%
	Fall 2015	1	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%
Technical/ Paraprofessional	Fall 2016	7	85.71%	14.29%	0.00%	0.00%	0.00%	0.00%	85.71%	14.29%
	Fall 2015	10	90.00%	10.00%	0.00%	0.00%	10.00%	0.00%	70.00%	20.00%
Person with Disabilities	Fall 2016	4	75.00%	25.00%						
	Fall 2015	4	75.00%	25.00%						

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<u>Cerro Coso College Student Demographics</u>	<u>Term</u>	<u>Total</u>	<u>Female % of Group</u>	<u>Male % of Group</u>	<u>Unknown % of Group</u>	<u>American Indian/Alaska Native % of Group</u>	<u>Asian/Filipino/Pacific Islander % of Group</u>	<u>Black/African American % of Group</u>	<u>Hispanic/Latino % of Group</u>	<u>White/Caucasian % of Group</u>	<u>Other/Unknown Race</u>	<u>Race % of Group</u>
<u>Students Enrolled at Census</u>	Fall 2016	5211	58.13%	40.72%	1.15%	1.52%	3.78%	4.47%	38.13%	45.35%	352	6.75%
	Fall 2015	4915	59.94%	39.98%	0.08%	1.51%	3.48%	3.95%	40.28%	45.84%	243	4.94%

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<u>Cerro Coso College Service Area Demographics</u>	<u>Term</u>	<u>Total</u>	<u>Female % of Group</u>	<u>Male % of Group</u>	<u>American Indian/Alaska Native % of Group</u>	<u>Asian/Filipino/Pacific Islander % of Group</u>	<u>Black/African American % of Group</u>	<u>Hispanic/Latino % of Group</u>	<u>White/Caucasian % of Group</u>	<u>Other/Unknown Race % of Group</u>
<u>Adult Population Age 18-65</u>	2015	97582	45.50%	54.77%	2.27%	3.02%	4.35%	22.69%	65.58%	2.36%

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Gender Analysis– Overall, in Fall 2016, 68% of all employees at CCCC were female. When comparing the gender distribution between Fall 2015 and Fall 2016, there were no substantial changes within employment types at CCCC. In the Fall 2016, there were significant gender representation differences in the following employment types: 81% female for executive administration, 89% female for secretarial clerical, 36% female for service maintenance, 0% for skill crafted and 86% female for technical paraprofessional. The student population at CCCC is 58% female.

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Ethnicity Analysis– Overall, in Fall 2016, the majority of CCCC self-identified employees in employment type categories were White. In comparing between Fall 2015 and Fall 2016, there were no substantial adjustments in most employment type categories at CCCC. The majority of CCCC students are self-identified as White at 45%.

<u>Porterville College Employee Type</u>	<u>Term</u>	<u>Total</u>	<u>Female % of Group</u>	<u>Male % of Group</u>	<u>American Indian/ Alaska Native % of Group</u>	<u>Asian/ Filipino/ Pacific Islander % of Group</u>	<u>Black/ African American % of Group</u>	<u>Hispanic/ Latino % of Group</u>	<u>White/ Caucasian % of Group</u>	<u>Other/ Unknown Race % of Group</u>
All Employees	Fall 2016	246	59.35%	40.65%	0.81%	3.66%	2.03%	25.61%	59.35%	8.54%
	Fall 2015	228	59.65%	40.35%	0.88%	2.19%	1.75%	21.93%	64.04%	9.21%
Exec/Admin	Fall 2016	18	50.00%	50.00%	0.00%	5.56%	5.56%	16.67%	61.11%	11.11%
	Fall 2015	16	50.00%	50.00%	0.00%	0.00%	6.25%	18.75%	62.50%	12.50%
Faculty Full-Time	Fall 2016	67	59.70%	40.30%	0.00%	2.99%	0.00%	22.39%	61.19%	13.43%
	Fall 2015	61	55.74%	44.26%	0.00%	16.39%	0.00%	16.39%	67.21%	0.00%
Faculty Part-Time	Fall 2016	87	51.72%	48.28%	0.00%	4.60%	3.45%	18.39%	66.67%	6.90%
	Fall 2015	85	54.12%	45.88%	0.00%	3.53%	2.35%	20.00%	65.88%	8.24%
Professional/ Non-faculty	Fall 2016	9	88.89%	11.11%	11.11%	11.11%	0.00%	33.33%	33.33%	11.11%
	Fall 2015	6	66.67%	33.33%	16.67%	0.00%	0.00%	0.00%	66.67%	16.67%
Secretarial/ Clerical	Fall 2016	44	79.55%	20.45%	0.00%	2.27%	2.27%	45.45%	45.45%	4.55%
	Fall 2015	40	90.00%	10.00%	0.00%	2.50%	2.50%	37.50%	52.50%	5.00%
Service/ Maintenance	Fall 2016	10	10.00%	90.00%	0.00%	0.00%	0.00%	30.00%	60.00%	10.00%
	Fall 2015	9	0.00%	100.00%	0.00%	0.00%	0.00%	33.33%	66.67%	0.00%
Skilled Crafted	Fall 2016	2	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%
	Fall 2015	2	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%
Technical/ Paraprofessional	Fall 2016	9	88.89%	11.11%	11.11%	0.00%	0.00%	33.33%	55.56%	0.00%
	Fall 2015	9	88.89%	11.11%	11.11%	0.00%	0.00%	33.33%	66.67%	0.00%
Person with Disabilities	Fall 2016	1	100.00%	0.00%						
	Fall 2015	3	33.33%	66.67%						

Porterville College (PC) Workforce Analysis:

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Porterville College Student Demographics	Term	Total	Female	Female % of Group	Male % of Group	Unknown % of Group	American Indian/Alaska Native % of Group	Asian/Filipino/Pacific Islander % of Group	Black/African American % of Group	Hispanic/Latino % of Group	White/Caucasian % of Group	Other/Unknown Race	Unknown Race % of Group
Students Enrolled at Census	Fall 2016	4371	2664	60.95%	38.62%	0.43%	0.69%	3.16%	1.10%	77.44%	15.63%	87	1.99%
	Fall 2015	4124	2492	60.43%	39.48%	0.10%	0.87%	3.44%	1.29%	76.31%	15.98%	87	2.11%

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Porterville College Service Area Demographics	Term	Total	Female	Female % of Group	Male % of Group	Unknown % of Group	American Indian/Alaska Native % of Group	Asian/Filipino/Pacific Islander % of Group	Black/African American % of Group	Hispanic/Latino % of Group	White/Caucasian % of Group	Other/Unknown Race	Unknown Race % of Group
Adult Population Age 18-65	2015	71753	35538	49.53%	50.47%	1.07%	3.57%	0.65%	65.40%	28.42%	0.89%	-	-

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Gender Analysis – Overall, in Fall 2016, 59% of all employees at PC were female. When comparing the gender distribution between Fall 2015 and Fall 2016, there were no substantial changes within employment types at PC. In Fall 2016, there were significant gender representation differences in the following employment types: 89% female for professional non faculty, 80% female for secretarial clerical, 10% female for service maintenance, 0% female for skill crafted and 89% female for technical paraprofessional. The student population at PC is 61% female.

Ethnicity Analysis – Overall, in Fall 2016, the majority of self-identified PC employees in employment type categories were White. In comparing between Fall 2015 and Fall 2016, there were no substantial adjustments in most employment type categories at PC. The majority of PC students are self-identified as Hispanic Latino at 77%.

District Office (DO) Workforce Analysis:

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District Office Employee Type	Term	Total	Female % of Group	Male % of Group	American Indian/ Alaska Native % of Group	Asian/ Filipino/ Pacific Islander % of Group	Black/ African American % of Group	Hispanic/ Latino % of Group	White/ Caucasian % of Group	Other/ Unknown Race % of Group
All Employees	Fall 2016	105	60.00%	40.00%	0.95%	5.71%	1.90%	31.43%	49.52%	10.48%
	Fall 2015	91	59.34%	40.66%	1.10%	5.49%	3.30%	32.97%	49.45%	7.69%
Exec/Admin	Fall 2016	30	50.00%	50.00%	3.33%	6.67%	3.33%	23.33%	80.00%	3.33%
	Fall 2015	30	50.00%	50.00%	3.33%	0.00%	3.33%	20.00%	70.00%	3.33%
Faculty Full-Time	Fall 2016	0								
	Fall 2015	0								
Faculty Part-Time	Fall 2016	0								
	Fall 2015	0								
Professional/ Non-faculty	Fall 2016	11	27.27%	72.73%	0.00%	27.27%	0.00%	9.09%	36.36%	27.27%
	Fall 2015	10	10.00%	90.00%	0.00%	30.00%	10.00%	10.00%	30.00%	20.00%
Secretarial/ Clerical	Fall 2016	40	72.50%	27.50%	0.00%	2.50%	2.50%	45.00%	42.50%	7.50%
	Fall 2015	33	75.76%	24.24%	0.00%	6.06%	3.03%	45.45%	36.36%	9.09%
Service/ Maintenance	Fall 2016	4	25.00%	75.00%	0.00%	0.00%	0.00%	50.00%	25.00%	25.00%
	Fall 2015	4	25.00%	75.00%	0.00%	0.00%	0.00%	50.00%	50.00%	0.00%
Skilled Crafted	Fall 2016	0								
	Fall 2015	0								
Technical/ Paraprofessional	Fall 2016	14	78.57%	21.43%	0.00%	0.00%	0.00%	35.71%	42.86%	21.43%
	Fall 2015	14	85.71%	14.29%	0.00%	0.00%	0.00%	42.86%	50.00%	7.14%
Person with Disabilities	Fall 2016	0								
	Fall 2015	0								

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Gender Analysis – Overall, in Fall 2016, 60% of all employees at DO were female. When comparing the gender distribution between Fall 2015 and Fall 2016, there were no substantial changes within employment types at the DO. In Fall 2016, there were significant gender representation differences in the following DO employment types: 27% female for professional non-faculty, 73% female for secretarial clerical, and 78% female for technical paraprofessional.

Ethnicity Analysis – Overall, in Fall 2016, the majority of self-identified DO employees in employment type categories were White. In comparing the Fall 2015 and Fall 2016, there were not substantial adjustments in most employment type categories at the DO. **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 [2015-16](#) and [2016-17](#). These years utilized the District's two personnel databases: Banner for current employees and PeopleAdmin for job applicants.

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Kern Community College District
Analysis of Applicant Pool
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<u>Occupational Activity</u>	<u>Total</u>	<u>Female*</u>	<u>Male*</u>	<u>American Indian / Alaskan Native</u>	<u>Asian / Pacific Islander</u>	<u>Black/African American</u>	<u>Hispanic / Latino</u>	<u>White</u>	<u>Other / Unknown Race</u>	<u>Persons w/ Disabilities * -</u>
Executive/Admin	961	411	533	13	74	175	198	415	86	37
Professional/Non-Faculty	1485	847	621	25	112	211	481	528	128	33
Secretarial/Clerical	4772	3887	839	76	190	405	1886	1830	385	90
Technical and Paraprofessional	2417	1457	925	36	205	231	870	886	189	51
Skilled Crafts	36	6	29	1	3	1	11	16	4	2
Service and Maintenance	827	212	605	11	28	100	352	299	37	17
Faculty Full-Time	2180	823	1286	20	221	173	346	1181	239	49
Faculty Part-Time	1180	541	616	11	94	128	236	596	115	31

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Kern Community College District

Analysis of Applicant Pool

2015-2016

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<u>Occupational Activity</u>	<u>Total</u>	<u>Female*</u>	<u>Male*</u>	<u>American Indian / Alaskan Native</u>	<u>Asian / Pacific Islander</u>	<u>Black/ African American</u>	<u>Hispanic / Latino</u>	<u>White</u>	<u>Other / Unknown Race</u>	<u>Persons w/ Disabilities *</u>
<u>Executive/Admin</u>	<u>572</u>	<u>242</u>	<u>314</u>	<u>6</u>	<u>65</u>	<u>107</u>	<u>102</u>	<u>235</u>	<u>57</u>	<u>13</u>
<u>Professional/Non- Faculty</u>	<u>3067</u>	<u>1879</u>	<u>1116</u>	<u>45</u>	<u>226</u>	<u>482</u>	<u>1091</u>	<u>965</u>	<u>258</u>	<u>68</u>
<u>Secretarial/Clerical</u>	<u>4166</u>	<u>3517</u>	<u>591</u>	<u>56</u>	<u>169</u>	<u>342</u>	<u>1477</u>	<u>1724</u>	<u>398</u>	<u>64</u>
<u>Technical and Paraprofessional</u>	<u>2460</u>	<u>1633</u>	<u>785</u>	<u>41</u>	<u>156</u>	<u>225</u>	<u>919</u>	<u>911</u>	<u>208</u>	<u>57</u>
<u>Skilled Crafts</u>	<u>106</u>	<u>56</u>	<u>45</u>	<u>0</u>	<u>5</u>	<u>15</u>	<u>24</u>	<u>51</u>	<u>11</u>	<u>0</u>
<u>Service and Maintenance</u>	<u>1802</u>	<u>493</u>	<u>1286</u>	<u>30</u>	<u>54</u>	<u>241</u>	<u>832</u>	<u>533</u>	<u>112</u>	<u>40</u>
<u>Faculty Full-Time</u>	<u>1956</u>	<u>1009</u>	<u>875</u>	<u>22</u>	<u>162</u>	<u>179</u>	<u>494</u>	<u>874</u>	<u>225</u>	<u>58</u>
<u>Faculty Part-Time</u>	<u>966</u>	<u>498</u>	<u>439</u>	<u>14</u>	<u>68</u>	<u>95</u>	<u>177</u>	<u>515</u>	<u>97</u>	<u>21</u>

*Does not include "Not Disclosed"

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 Employment Opportunity Officer will forward copies of all written complaints to the State Chancellor's Office upon receipt.

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

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:

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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%

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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%

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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/	Fall 2012	6	66.7%	33.3%	16.7%	-	-	16.7%	66.7%	-
Non-faculty	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%

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%
	Fall 2012	30	46.7%	53.3%	3.3%	-	3.3%	13.3%	76.7%	3.3%

Exec/Admin	Fall 2011	36	47.2%	52.8%	2.8%	-	-	19.4%	72.2%	5.6%
Professional/	Fall 2012	14	28.6%	71.4%	-	35.7%	7.1%	14.3%	28.6%	14.3%
Non-faculty	Fall 2011	12	33.3%	66.7%	-	33.3%	-	16.7%	33.3%	16.7%
	Fall 2012	14	92.9%	7.1%	-	-	-	28.6%	71.4%	-
Secretarial/ Clerical	Fall 2011	14	92.9%	7.1%	-	-	-	28.6%	64.3%	7.1%
Service/	Fall 2012	5	-	100.0%	-	-	-	20.0%	80.0%	-
Maintenance	Fall 2011	4	-	100.0%	-	-	-	25.0%	75.0%	-
Technical/	Fall 2012	25	84.0%	16.0%	-	4.0%	4.0%	36.0%	56.0%	-
Paraprofessional	Fall 2011	24	91.7%	8.3%	-	8.3%	4.2%	33.3%	54.2%	-
Persons with	Fall 2012	1								
Disabilities	Fall 2011	1								

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**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/Nonfaculty	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

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**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/Nonfaculty	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