



BUTTE COLLEGE



**BUTTE-GLENN
COMMUNITY COLLEGE DISTRICT**

EQUAL EMPLOYMENT OPPORTUNITY PLAN

2024-2027

Butte-Glenn Community College District

Superintendent/President

Virginia Guleff

Board of Trustees, 2024

Liam Eller, Student Trustee

Eugene Massa, President

William G. McGinnis, Vice President

John Blacklock, Clerk

Michael Boeger

John Dahlmeier

Rick Krepelka

John Nock

Prepared by Equal Employment Advisory Committee

Table of Contents

- I. Introduction
- II. Definitions
- III. Policy Statement
- IV. Delegation of Responsibility, Authority, and Compliance
- V. EEO Advisory Committee
- VI. Complaints
- VII. Notification to District Employees
- VIII. Training for Screening/Selection Committees
- IX. Annual Written Notice to Community Organizations
- X. Analysis of District Workforce and Applicant Pool
- XI. Underrepresentation Analysis
- XII. Methods to Address Underrepresentation:
- XIII. Implementation of EEO Strategies

A Message from the President

Dear Colleagues:

Thank you for engaging in one of our most significant processes: the hiring of colleagues. It is through this process that we build the future of our institution and create a workplace dedicated to educational excellence.

Central to the hiring process is Butte College's commitment to diversity, equity, inclusion, anti-racism, and accessibility. We seek employees who embrace our mission of becoming a student-ready campus and who embody and reflect our dedication to serving our intersectional communities.

The District's Equal Employment Opportunity Plan (EEO Plan) is a cornerstone, which supports our commitment to achieve and sustain a diverse workforce and support a diverse student population. The College's support of an inclusive culture that prepares faculty, staff, and students to be productive members of a global society is crucial.

Thank you again for all your endeavors to ensure the District recruits, hires, and retains faculty and staff who reflect our student body and the communities we serve.



Virginia L. Guleff

Superintendent/President
Butte-Glenn Community College District

I. Introduction

To advance its commitment to an inclusive and diverse workforce, the Butte-Glenn Community College District has developed an Equal Employment Opportunity Plan (EEO Plan) through its EEO Advisory Committee, which is comprised of members from each of the District's constituent groups. The Plan emphasizes equal opportunity in recruitment and hiring practices pursuant to title 5 regulations (Section 53000 et seq.). Additionally, the Plan reflects the District's commitment to equal employment opportunity and promotes non-discriminatory practices. It contains a demographic analysis of the District's workforce and applicant pools and includes the requirements for a complaint procedure for non-compliance with title 5 regulations.

The objectives of the Plan include the following:

- Address the legal requirements to comply with title 5 regulations relating to equal employment opportunity programs
- Establish an Equal Employment Opportunity Advisory Committee to act as an advisory body to the District in order to promote understanding and support equal employment opportunity policies and procedures
- Assist in the development of strategies and trainings to support the District's commitment to hiring and staff development processes that support the goals of equal employment opportunity and a greater understanding of inclusion, diversity, equity, anti-racism, and accessibility.

The EEO Plan is a dynamic, living document that is periodically reviewed and revised as the District continues to enhanced the campus climate in areas of equal employment opportunity. As the EEO Plan develops, the District will also engage in assessment to gauge how well the District meets the objectives of the plan and to continually improve on equitable hiring process in support of our diverse campus community.

II. Definitions

The following definitions have been defined under the California Code of Regulations, Title 5, Section 53001 and 53004, best practices and District Policies and procedures.

1. Adverse Impact: means a disproportionate negative impact to a group protected from discrimination pursuant to Government Code Section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission’s “Uniform Guidelines on Employee Selection Procedures”).
2. Chancellor’s Office: California Community Colleges System Office.
3. Diversity: means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. The achievement of diversity within a workforce required the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability, and socio-economic backgrounds, in all aspects of the workplace.
4. Equal Employment Opportunity (EEO): means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in all job categories. Equal employment opportunity also involves: 1) Identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance; 2) Updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position including a commitment to equity; and, 3) Creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code Section 12940.
5. Equal Employment Opportunity Plan (EEO plan): is a written document that describes a district’s EEO program. A district’s EEO plan shall include: 1) analysis of the district’s workforce; and 2) descriptions of the district’s program and strategies, informed by the district’s work force analysis, that it is implementing or will implement, to promote equal employment opportunity.
6. Equal Employment Opportunity Programs: refers to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district’s longitudinal workforce and applicant analyses.
7. Ethnic Group Identifications: means an individual's identification in one or more of the

ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

8. In-house or Promotional Only Hiring: means that only existing District employees are eligible for a position.
9. Job Categories: Use for the purpose of this Plan and reported to the Chancellor pursuant to Title 5, Section 53004(a) are executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.
10. Monitored Group: means the groups for which districts must provide demographic data pursuant to section 53004.
11. Person with a Disability: means any person who (1) has a physical or mental impairment as defined in Government Code, Section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
12. Reasonable Accommodation: means the efforts made on the part of the District in compliance with Government Code section 12926.
13. Screening or Selection Procedures: means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including performance tests, physical, educational, and work experience requirements, interviews, application reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.
14. Underrepresented Group: means any monitored group for which the percentage of persons from that group employed by the District in any job category is below eighty percent (80%) of the projected representation for that group and job category.

III. Policy Statement

District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success and committed to a diverse, equitable, inclusive, and anti-racism campus culture. The Board recognizes that diversity, equity, inclusion, and anti-racism in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students and employees. The Board is strongly committed to hiring and staff development processes that support the goals of Inclusion, Diversity, Equity, and Anti-Racism in the District's student success plan and student diversity plan, as well as the District's equal opportunity policies, provide equal consideration for all qualified candidates, and create an anti-racist academic and employment environment. (BP 7100 - Commitment to Inclusion, Diversity, Equity and Anti-Racism).

The District does not permit discrimination or harassment in its programs and activities on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, immigration status, gender expression, age, sexual orientation, military or veteran status, or the perception that a person has one or more of these characteristics. The following offices have been designated to handle inquiries regarding non-discrimination policies.

The District recognizes that multiple approaches are appropriate to achieve its mission of ensuring equal employment opportunity and the creation of a more diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, participation, and free expression of ideas and is welcoming to individuals regardless of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veterans' status. The District will also promote learning and personal growth opportunities in the area of Inclusion, Diversity, Equity, and Anti-Racism and evaluate how the physical environment can be responsive to its diverse employee and student populations.

[AP 3420 Equal Employment Opportunity](#)

IV. Delegation of Responsibility, Authority, and Compliance

It is the goal of the Butte-Glenn Community College District that all employees promote and support equal employment opportunity because it requires a commitment and a contribution from every segment of the District. The general responsibilities for the thorough and consistent implementation of this Plan are set forth below:

Board of Trustees:

The Governing Board is ultimately responsible for proper implementation of the District's Plan at all levels of district operation, ensuring equal employment opportunity by the strategies described in the District's EEO plan. The Governing Board is responsible for adopting a Plan that is in compliance with the provisions of the California Code of Regulations. Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall:

- a. Be developed in collaboration with the District's Equal Employment Advisory Committee;
- b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item; and not part of the consent agenda;
- c. Cover a period of 3 years, after which a new or revised plan shall be adopted; and,
- d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption. (See sections 53003(a) and 53020.)

Superintendent/President: The Board of Trustees delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent/President shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation.

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

Equal Employment Opportunity Advisory Committee: The District will establish an

Equal Employment Opportunity Advisory Committee to act as an advisory body to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. Equal Employment Opportunity Advisory Committee shall be involved in developing the plan, along with the review, update, and implementation of the Plan in conformance with state and federal regulations and guidelines, assist in monitoring equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

Agents of the District: Any organization or individual, whether or not an employee of the District, who acts on behalf of the Board of Trustees 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.

Good Faith Effort: The District shall make a continuous good faith effort to comply with all the requirements of this Plan. A good faith effort will include regular EEO Advisory Committee meetings as defined in Section V, an annual report of data on methods and outcomes, review and update of goals based on the data, and presentation of the report to constituency groups.

V. Advisory Committee

Purpose of the Equal Employment Opportunity Advisory Committee:

The Butte-Glenn Community College District has established an Equal Employment Opportunity Advisory Committee to assist the District in developing, implementing and revising its EEO Plan. The committee may also assist in promoting the understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The Equal Employment Opportunity Officer or qualified designees shall train the Advisory Committee on equal employment compliance and the Plan itself. The Equal Employment Opportunity Advisory Committee shall be chaired by the Equal Employment Opportunity Officer and will hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed. When appropriate, the Advisory Committee shall make recommendations to the Board of Trustees, the Superintendent/President, the Equal Employment Opportunity Officer and the participatory governance groups. The EEO Advisory Committee will ensure that both the current EEO Plan and the annual Multiple Methods Certification Forms be made available on the "EEO" page within the Diversity, Equity, and Inclusion section of the Butte College website.

EEO Committee Membership:

The advisory committee shall be composed of a diverse membership and include members from the District stakeholder groups, including, but not limited to, students, faculty, management, and classified staff. Members of this advisory committee as well as members of the district governing board shall receive training in all the following: 1)

the requirements of EEO regulations (Title 5, Section 53000 et seq.), state and federal nondiscrimination laws; 2) identification and elimination of bias in hiring; 3) the educational benefits of workforce diversity; and, 4) the role of the advisory committee in drafting and implementing a district EEO plan. Currently the EEO Committee Membership consist of three representatives, each from Academic Senate, Classified Senate, Management Association, and Student from ASU. This committee will also have three professional experts including the EEO Officer, the Diversity Committee Chairperson, and the StudentEquity & Achievement Director.

To maintain a diverse membership, the District will recruit EEO Advisory Committee members from monitored groups that have a demonstrated adverse impact in hiring at Butte College, and b) recruiting members who have had training or have expertise in equitable hiring practices. The District will announce the need to fill EEO Advisory Committee position(s) to allmembers of the appropriate constituent groups using multiple formats to disseminate that announcement (e.g. email, campus announcements, flyers) and allowing for a possible reminder and sufficient response time on the part of interested constituent group members. If there are no applicants from adversely impacted groups or with any expertise in EEO, then the EEO Advisory Committee might reach out to possible candidates from those groups directly. Membership in this case is still subject to constituent group approval. If the District is unable to meet this objective, it will document what efforts were made to recruit EEO Advisory Committee members who meet the two criteria established above.

VI. Complaints

- A. Complaints Alleging Unlawful Discrimination or Harassment (Section 59300, 53000, 53026 et seq.): The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Executive Director of Human Resources is responsible for receiving such complaints and for coordinating their investigation. The links to the District's website containing Board Policies and Administrative Procedures for Nondiscrimination and Prohibition of Harassment can be found [here](#).

Complaints Alleging Violation of the Equal Employment Opportunity Regulations Pursuant to Title 5 Section 53000 et seq., may be filed against the District by any person using the procedures for employment-related discrimination complaints authorized by Title 5 Section 59300 and, the complaint process and form can be found through the links below.

[Complaint Process](#)

[Complaint Form](#)

The deadline to file a complaint under section 59300 is 180 days (unless it falls within an exception stated in our procedures), and appeals by the complainant are permitted. Individuals are encouraged to file a complaint as soon as possible, particularly with it

involves an active screening/hiring committee.

VII. Notification to District Employees

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the EEO Plan. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, and the Superintendent/President, administrators, the academic and classified senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The Plan will be available on the District's website ([EEO Plan](#)) and may be distributed by e-mail. Each year, the District Equal Employment Opportunity Advisory Committee will provide all employees with a copy of the Board of Trustees's Equal Employment Opportunity Policy Statement (located in the EEO Plan Component III) and written notice summarizing the provisions of the Plan along with the importance of the employee's participation and responsibility in ensuring the Plan's implementation. The Human Resources Department will provide all new employees with a copy of the EEO Plan at their New Hire Orientation.

VIII. Training for Screening/Selection Committees

The District has established an EEOAC (see Plan Component 5) to assist in developing and implementing the plan required under Section 53003. This advisory committee shall include a diverse membership whenever possible.

This advisory committee and the trustees shall receive training in all of the following: a) The requirements of Title 5, Section 53000 et set. b) identification and elimination of bias in hiring; c) the educational benefits of workforce diversity; and d) best practices in serving on a selection or screening committee.

Any individual, whether or not an employee of the District, who is involved in the screening and selection of personnel shall receive EEO training prior to service. This training is mandatory and will be required for all persons serving on hiring committees every two years. When attending an EEO training either online or in-person, attendees are required to sign in. This is documented in the Department of Human Resources and the list can be obtained our of webpage "[District Trained EEO Representatives](#)". Individuals who do not stay current in the training every two years will not be allowed to serve on screening and selection committees. The Equal Employment Opportunity Officer will be responsible for ensuring all screening and selection committee members are current in their training. This training shall address 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.

IX. Annual Written Notice to Community Organizations

The Equal Employment Opportunity Officer shall provide annual written notice to appropriate community-based and professional organizations concerning the EEO Plan. The notice will include a summary of the Plan, inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse, qualified candidates. The notice will also include the web link where the District advertises its job openings and contact information in order to obtain employment information. The District will actively seek to reach a diverse selection of recruitment sources such as various institutions, organizations and agencies. This may be revised from time to time as necessary.

X. Analysis of District Workforce and Applicant Pool

Process

The Human Resources Department and the Office of Institutional Research will annually collect employee demographic data and monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, to provide data needed for the reports required by this Plan, and to determine whether any monitored group is underrepresented. Monitored groups are 1) Gender (including non-binary options); 2) American Indian/Alaska Native; 3) Asian; 4) Black/African American; 5) Hispanic; 6) Pacific Islander/Native Hawaiian; 7) White; 8) Persons with Disabilities.

The District is required to collect longitudinal data, to identify any underrepresented group, and to conduct a Title 5 adverse impact analysis using numerical data. The District recognizes that Section 53004(a) requires that the selection process of applicants will not create an adverse impact for monitored groups. The selection of applicants is measured upon hire; however, it is understood that current job assignments demonstrate some groups are underrepresented due to hiring patterns from the past.

Ongoing analysis will reflect the composition of current employees and applicants in the following identified job categories: 1) Executive/Administrative/Managerial; 2) ~~Full Time~~ Faculty and Other Instructional Staff; 3) Professional Non-faculty; 4) Secretarial/Clerical; 5) Technical and Paraprofessional; 6) Skilled Crafts; 7) Service and Maintenance.

For purposes of the data collection and reporting, each applicant or employee will be afforded the opportunity to voluntarily identify sex (including non-binary options), ethnic group identification and, if applicable, disability. This information is kept confidential and is separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s).

Adverse impacts exist where the selection/outcome rate for a monitored group is less than four-fifths (80%) of the selection/outcome rate for the monitored group with the highest rate. To ensure its hiring practices are consistent with eliminating any underrepresentation as defined in Section 11, while achieving sustainable systemic change, the District will evaluate, on an annual basis, the following data to determine if any monitored group is experiencing adverse impacts at any point in the District’s hiring process:

- its recruitment process (applicant pool)
- its applicant selection process (qualified/interviewed applicants)
- its hiring outcomes
- newly hired employee retention

Revisions of the Plan will be made in cases where the ongoing analysis of ethnic group identification, gender, and disability status of current Butte College faculty and/or staff and applicants for employment show continual adverse impacts over time amongst monitored groups.

Longitudinal Analysis

Table 1 below examines applicants the District received for open job listings between 2018 and 2021 disaggregated by job category and monitor group. The District performed an Underrepresentation Analysis on its applicant pool as described in Section 11. Applicant totals from Table 1 are used to calculate the selection rates presented in Table 2.

Table 1: Applicants by Monitored Group, 2018-2021

2018-2021 Applicants	Total	Male	Female	Native American / Alaska Native	Asian	Black / African American	Hispanic/ Latinx	Pacific Islander/ Native Hawaiian	White	Other / Unknown
Executive / Administration / Managerial	1106	637 57.6%	469 42.4%	0 0.0%	144 13.0%	114 10.3%	171 15.5%	14 1.3%	577 52.2%	86 7.8%
Full Time Faculty	1418	727 51.3%	691 48.7%	0 0.0%	217 15.3%	80 5.6%	208 14.7%	11 0.8%	792 55.9%	110 7.8%
Professional (Classified)	2859	599 21.0%	2260 79.0%	0 0.0%	403 14.1%	114 4.0%	599 21.0%	29 1.0%	1571 54.9%	143 5.0%
Clerical / Secretarial (Classified)	297	132 44.4%	165 55.6%	0 0.0%	43 14.5%	10 3.4%	62 20.9%	9 3.0%	156 52.5%	17 5.7%
Technical / Paraprofessional (Classified)	72	72 100.0%	0 0.0%	0 0.0%	7 9.7%	2 2.8%	7 9.7%	0 0.0%	56 77.8%	0 0.0%
Skilled Craft (Classified)	180	164 91.1%	16 8.9%	0 0.0%	23 12.8%	8 4.4%	35 19.4%	1 0.6%	111 61.7%	2 1.1%
Service / Maintenance (Classified)	66	54 81.8%	12 18.2%	2 3.0%	7 10.6%	1 1.5%	9 13.6%	0 0.0%	44 66.7%	2 3.0%
Total	6161	2447 39.7%	3714 60.3%	2 0.0%	869 14.1%	334 5.4%	1124 18.2%	66 1.1%	3395 55.1%	370 6.0%

*Data for Two or More Races was not gathered during this time.

Table 2 presents hiring information disaggregated by monitored group and job category and calculates a selection rate of those hired from the associated applicant pool presented in

Table 1. Table 2 also presents findings of the District’s adverse impact analysis. Adverse impact exists where the selection rate for a monitored group is less than four-fifths (80%) of the selection rate for the group with the highest rate.

Table 2 makes it clear that hiring rates are frequently shown to be adversely impacted across multiple monitored groups in multiple job categories; however, it is important to note that the relatively small number of positions filled in this analysis may be impacting the frequency in which adverse impact is observed. The District is committed to examining trends over a longer period of time and exploring additional ways to identify systemic barriers within its hiring practices.

Table 2: Adverse Impact Analysis of Hiring Rates of Applicants 2018-2021

2018-2021 Hires	Total	Male	Female	Native American / Alaska Native	Asian	Black / African American	Hispanic/ Latinx	Pacific Islander/ Native Hawaiian	Two or More Races	White	Other/Unknown
Executive / Administration / Managerial	36	20	16	1	4	4	5	0	1	17	4
		3.1%	3.4%	N/A	2.8%	3.5%	2.9%	0.0%	N/A	2.9%	4.7%
		Parity	Parity	N/A	Adverse	Parity	Parity	Adverse	N/A	Parity	N/A
Faculty	110	51	59	0	5	3	12	0	2	76	12
		7.0%	8.5%	N/A	2.3%	3.8%	5.8%	0.0%	N/A	9.6%	10.9%
		Parity	Parity	N/A	Adverse	Adverse	Adverse	Adverse	N/A	Parity	N/A
Professional (Classified)	22	13	9	0	1	1	7	1	2	8	2
		2.2%	0.4%	N/A	0.2%	0.9%	1.2%	3.4%	N/A	0.5%	1.4%
		Parity	Adverse	N/A	Adverse	Adverse	Adverse	Parity	N/A	Adverse	N/A
Clerical / Secretarial (Classified)	130	21	109	4	10	4	26	2	6	71	7
		15.9%	66.1%	N/A	23.3%	40.0%	41.9%	22.2%	N/A	45.5%	41.2%
		Adverse	Parity	N/A	Adverse	Parity	Parity	Adverse	N/A	Parity	N/A
Technical / Paraprofessional (Classified)	14	3	11	0	0	0	5	0	1	6	2
		4.2%	N/A	N/A	0.0%	0.0%	71.4%	N/A	N/A	10.7%	N/A
		Parity	N/A	N/A	Adverse	Adverse	Parity	N/A	N/A	Adverse	N/A
Skilled Craft (Classified)	12	12	0	0	0	0	1	0	0	10	1
		7.3%	0.0%	N/A	0.0%	0.0%	2.9%	0.0%	N/A	9.0%	50.0%
		Parity	Adverse	N/A	Adverse	Adverse	Adverse	Adverse	N/A	Parity	N/A
Service / Maintenance (Classified)	46	31	15	0	4	1	7	0	1	27	6
		57.4%	125.0%	0.0%	57.1%	100.0%	77.8%	N/A	N/A	61.4%	200.0%
		Adverse	Parity	Adverse	Adverse	Parity	Adverse	N/A	N/A	Adverse	N/A
Total	370	151	219	5	24	13	63	3	13	215	34
		6.2%	5.9%	250.0%	2.8%	3.9%	5.6%	4.5%	N/A	6.3%	9.2%
		Parity	Parity	Parity	Adverse	Adverse	Parity	Adverse	N/A	Parity	N/A

*Gender and Ethnic identification represent a person’s most recently identified option and may not reflect their designated choice upon application.

**Applicants for internally filled positions within Service and Maintenance were not included in the applicant pool and have inflated the rates at which many monitored groups report selection rates (ex: Females show a success rate of 125%). The District has committed to remedying this in the future to provide a clearer picture of all applicants and hires.

***Applicant Data for Two or More Races Is not available, so a rate of success cannot be determined.

****Because Unknown/Other races is not a monitored group, they are excluded from the adverse impact analysis

XI. Underrepresentation Analysis

The District defines underrepresentation in its workforce as instances where any monitored group for which the percentage of persons employed by the District from that group, in any job category listed in Section 53004(a), is below eighty percent (80%) of the projected representation for that group by job category. The District determines the projected

representation by identifying a representative group. The District has chosen to define this group by using a weighted representation of the populations listed below using the most recently available census information or District enrollment data where applicable. This reference group is subsequently referred to as the “Comparison Index”.

- Butte and Glenn County residents (local workforce) (Index Weighted 70%)
- Current Butte College student population (Index Weighted 20%)
- All California residents (Index Weighted 10%)

The table below illustrates the use of the Comparison Index in analyzing which monitored groups are observed as being underrepresented. This example compares the District’s workforce aggregate of all job categories to the Comparison Index. The table highlights that individuals identifying as Hispanic/Latinx, Two or More Races, Asian and Native American/Alaska Native are underrepresented in the District’s workforce as of Fall 2023. This analysis will be conducted, disaggregated by job category, and observed over time, to understand the District’s progress in eliminating underrepresentation amongst monitored groups.

Table 3a: Calculating Comparison Index for Calculating Underrepresentation by Ethnic Monitor Group

	Butte College Workforce (%)	Comparison Index	Butte / Glenn Counties (70%)	Butte College Students (20%)	California State (10%)
Native American / Alaskan Native	1.4%	2.4%	2.8%	1.6%	1.7%
Asian	5.1%	6.4%	5.2%	5.8%	16.3%
Black / African American	2.2%	2.5%	2.0%	2.3%	6.5%
Hispanic / Latinx	10.6%	26.2%	22.2%	33.5%	40.3%
Pacific Islander / Native Hawaiian	0.4%	0.3%	0.3%	0.2%	0.5%
Two or More	1.9%	5.1%	4.9%	6.3%	4.3%
White	75.8%	55.1%	59.9%	48.6%	34.7%

Table 3b: Calculating Comparison Index for Calculating Underrepresentation by Gender

	Butte College Workforce (%)	Comparison Index	Butte / Glenn Counties (70%)	Butte College Students (20%)	California State (10%)
Male	48.9%	48.6%	50.0%	43.1%	49.9%
Female	51.1%	50.9%	50.0%	54.7%	50.1%

Table 4 demonstrates that when disaggregated by job category, the District’s workforce, as of the Fall 2023 semester, includes instances where monitored groups are underrepresented when compared to the Comparison Index. Hispanic/Latinx and Two or More Race individuals show the most frequent underrepresentation. It is clear that other groups also have observed adverse impacts within particular job categories and that these impacts are observed over multiple job categories.

Table 4: Underrepresentation Analysis of Butte College Workforce by Job Category Relative to Comparison Index

Employees Fall 2023	Total	Male	Female	Native American / Alaska Native	Asian	Black / African American	Hispanic/ Latinx	Pacific Islander/ Native Hawaiian	Two or More Races	White
Executive / Administration / Managerial	74	41	33	1	3	3	5	1	3	55
		55.4%	44.6%	1.4%	4.1%	4.1%	6.8%	1.4%	4.1%	74.3%
		Parity	Parity	Parity	UR	Parity	UR	Parity	UR	Parity
Full Time Faculty	173	79	94	1	9	3	16	0	3	136
		45.7%	54.3%	0.6%	5.2%	1.7%	9.2%	0.0%	1.7%	78.6%
		Parity	Parity	UR	Parity	Parity	UR	UR	UR	Parity
Associated Faculty	434	233	201	3	13	7	33	2	4	361
		53.7%	46.3%	0.7%	3.0%	1.6%	7.6%	0.5%	0.9%	83.2%
		Parity	Parity	UR	UR	Parity	UR	Parity	UR	Parity
Professional (Classified)	40	26	14	1	3	3	8	0	2	21
		65.0%	35.0%	2.5%	7.5%	7.5%	20.0%	0.0%	5.0%	52.5%
		Parity	UR	Parity	Parity	Parity	UR	UR	Parity	Parity
Clerical / Secretarial (Classified)	165	25	140	4	15	5	29	1	4	106
		15.2%	84.8%	2.4%	9.1%	3.0%	17.6%	0.6%	2.4%	64.2%
		UR	Parity	Parity	Parity	Parity	UR	Parity	UR	Parity
Technical / Paraprofessional (Classified)	34	18	16	1	0	0	5	0	2	26
		52.9%	47.1%	2.9%	0.0%	0.0%	14.7%	0.0%	5.9%	76.5%
		Parity	Parity	Parity	UR	UR	UR	UR	Parity	Parity
Skilled Craft (Classified)	12	12	0	1	1	0	1	0	0	7
		100.0%	0.0%	8.3%	8.3%	0.0%	8.3%	0.0%	0.0%	58.3%
		Parity	UR	Parity	Parity	UR	UR	UR	UR	Parity
Service / Maintenance (Classified)	66	54	12	2	7	1	9	0	1	44
		81.8%	18.2%	3.0%	10.6%	1.5%	13.6%	0.0%	1.5%	66.7%
		Parity	UR	Parity	Parity	UR	UR	UR	UR	Parity
Total	998	488	510	14	51	22	106	4	19	756
		48.9%	51.1%	1.4%	5.1%	2.2%	10.6%	0.4%	1.9%	75.8%
		Parity	Parity	Parity	Parity	Parity	UR	Parity	UR	Parity

Table 5 examines the applicant pool previously reported in Section 10 and presents an underrepresentation analysis on the applicant pools in relation to the expected proportions of monitored groups using the Comparison Index. The Analysis is important in evaluating adverse impacts in selection rates within the applicant pools (also noted in Section 10), as uneven representation impacts selection rates of both under and overrepresented groups.

Table 5: Underrepresentation Analysis of Applicant Pool by Job Category Relative to Comparison Index

2018-2021 Applicants	Total	Male	Female	Native American / Alaska Native	Asian	Black / African American	Hispanic/ Latinx	Pacific Islander/ Native Hawaiian	Two or More Races	White
Executive / Administration / Managerial	1106	57.6% Parity	42.4% Parity	0.0% UR	13.0% Parity	10.3% Parity	15.5% UR	1.3% Parity	0.0% UR	52.2% Parity
Full Time Faculty	1418	51.3% Parity	48.7% Parity	0.0% UR	15.3% Parity	5.6% Parity	14.7% UR	0.8% Parity	0.0% UR	55.9% Parity
Professional (Classified)	2859	21.0% UR	79.0% Parity	0.0% UR	14.1% Parity	4.0% Parity	21.0% Parity	1.0% Parity	0.0% UR	54.9% Parity
Clerical / Secretarial (Classified)	297	44.4% Parity	55.6% Parity	0.0% UR	14.5% Parity	3.4% Parity	20.9% Parity	3.0% Parity	0.0% UR	52.5% Parity
Technical / Paraprofessional (Classified)	71	100.0% Parity	0.0% UR	0.0% UR	9.9% Parity	2.8% Parity	9.9% UR	0.0% UR	0.0% UR	78.9% Parity
Skilled Craft (Classified)	180	91.1% Parity	8.9% UR	0.0% UR	12.8% Parity	4.4% Parity	19.4% UR	0.6% Parity	0.0% UR	61.7% Parity
Service / Maintenance (Classified)	66	81.8% Parity	18.2% UR	3.0% Parity	10.6% Parity	1.5% UR	13.6% UR	0.0% UR	1.5% UR	66.7% Parity
Total	6160	39.7% Parity	60.3% Parity	0.0% UR	14.1% Parity	5.4% Parity	18.2% UR	1.1% Parity	0.0% UR	55.1% Parity

*Data for Two or More Races was not gathered during this time.

**Unknown/Other is excluded from this table because a Comparison Index cannot be calculated for this population.

Ultimately the District would like to eliminate instances of underrepresentation in its selection process which are demonstrated to be present in Table 6. Table 6 provides an underrepresentation analysis on the District’s hires between 2018 and 2021 comparing the number of hires within a monitored group and evaluates this outcome to the total number of hires within the job category and then compares the population distribution between monitored groups to the expected outcomes using the Comparison Index. Small sample size may also impact the rate at which underrepresentation is observed in the District’s hires, but the District acknowledges that monitored groups that are consistently experiencing underrepresentation and adverse impacts demonstrate a need for continued improvements.

Table 6: Underrepresentation Analysis of Hires by Job Category Relative to Comparison Index

2018-2021 Hires	Total	Male	Female	Native American / Alaska Native	Asian	Black / African American	Hispanic/ Latinx	Pacific Islander/ Native Hawaiian	Two or More Races	White
Executive / Administration / Managerial	36	20 Parity	16 Parity	1 Parity	4 Parity	4 Parity	5 UR	0 UR	1 UR	17 UR
Faculty	110	51 Parity	59 Parity	0 UR	5 UR	3 Parity	12 UR	0 UR	2 UR	76 Parity
Professional (Classified)	22	13 Parity	9 UR	0 UR	1 UR	1 Parity	7 Parity	1 Parity	2 Parity	8 UR
Clerical / Secretarial (Classified)	130	21 UR	109 Parity	4 Parity	10 Parity	4 Parity	26 UR	2 Parity	6 UR	71 Parity
Technical / Paraprofessional (Classified)	14	3 UR	11 Parity	0 UR	0 UR	0 UR	5 Parity	0 UR	1 Parity	6 UR
Skilled Craft (Classified)	12	12 Parity	0 UR	0 UR	0 UR	0 UR	1 UR	0 UR	0 UR	10 Parity
Service / Maintenance (Classified)	46	31 Parity	15 UR	0 UR	4 Parity	1 Parity	7 UR	0 UR	1 UR	27 Parity
Total	370	151 Parity	219 Parity	5 Parity	24 Parity	13 Parity	63 UR	3 Parity	13 UR	215 Parity

When comparing underrepresentation in aggregate across the District’s current workforce and it’s most recent hires between 2018 and 2021, the monitored groups of Hispanic/Latinx and Two or More Races are shown to be underrepresented in both cases. These two groups are also shown to be underrepresented in the applicant pool. Collectively the analysis suggests that the District’s work in closing these underrepresentation gaps begins with its recruitment of these monitored groups across the majority job categories. The District also recognizes that that work still needs to be done to ensure all groups are fairly represented across job categories.

XII. Methods to Address Underrepresentation

The District shall develop a process to utilize available data from reliable public and private sources to determine, whether monitored groups are underrepresented within district job categories. The District will also conduct longitudinal hiring and longitudinal phase analyses. The information gathered pursuant to section 53003, subdivision(c), to identify and determine the cause of any underrepresentation, of monitored groups across all phases of the employment process, including recruitment to applicant pools, hiring, retention, and promotion. Where determined that significant underrepresentation or adverse impact of one or more monitored groups in recruitment may be the result of non-job-related factors, it shall implement additional strategies in its EEO plan designed to mitigate promptly the underrepresentation or adverse impact.

Based on the analyses conducted, the District shall implement additional measures designed to address the specific area of concern.

Some methods that have already been implemented into our program to address the underrepresentation are: 1) personally identifiable applicant information is redacted from application material prior to hiring committee screening; 2) hiring committee composition is monitored by Human Resources to ensure committees are diverse; 3) EEO officer monitors the recruitment for any adverse impact at multiple points throughout the recruitment and selection process; 4) an exit survey is sent out to applicants that drop out of the recruitment process or decline an offer of employment; 5) The District provides training on elimination of bias in hiring and employment; 6) The District is in the process of a classification audit to create up to date and accurate job descriptions with an enhanced focus on DEIA; 7) The District's publications and website convey its commitment to equal employment opportunity; 8) Provide incentives for hard-to-hire areas in the form of a relocation incentive; 9) Continuous evaluation of advertising sources and recruitment outreach to more effectively participate in diverse publications and forums.

Other strategies the District intends to address, are outlined in Component 13.

XIV. Implementation of EEO Strategies

EEO PLAN COMPONENT 13 Implementation of EEO Strategies	Column1	Column2	
IMPLEMENTATION	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Submission of EEO Plan		Y1: The governing board of each community college district shall adopt a district-wide, written EEO plan to implement its equal employment opportunity program. The draft plan shall be submitted to the Chancellor's office on or before June 30, 2024.	
Human Resources will develop a process for onboarding subject matter experts (outside of Butte College) who will be sitting on hiring committees to ensure they are aware of implicit bias, applicable laws pertaining discrimination, and recruitment/interview best practices.		Y1: Human Resources will create a team to develop this process and evaluate feedback from stakeholder groups (i.e., EEOAC) and recommend process modifications; Y2: Make training available to outside experts prior to sitting on a hiring committee. Applicant rankings submitted by external subject matter experts will be compared by Human Resources with other committee members to evaluate inter-rater reliability; Y3: Human Resources will evaluate success of program by reviewing data of individual participants in comparison to overall committee members.	
Human Resources will coordinate going to outside community groups for onsite visits, while at least one (1) time yearly, in an attempt to increase diverse applicants to apply for positions at the District; reviewing and updating our contact list.		Y1: Verbal contact made to community groups to introduce and make a connection; Y2: Go to the community groups and engage with stakeholders to increase awareness of Butte College as an employer of choice. Evaluate applications received to determine if there has been an increase in the number of diverse applicants.	
Human Resources will develop a process for designating "hard-to-hire" areas, and establish incentives and strategies for recruitments.		Y2: Human Resources will research, develop a methodology, designate hard-to-hire positions; Y3: Propose the incentives and strategies for these positions. Incentive use will be monitored in Human Resources to determine if more diversity is achieved in hiring.	
Human Resources will work with internal stakeholder groups to review the District's recruitment procedures and make recommendations on modifications that would address underrepresentation.		Y2: Classified (CSEA) and Management, Supervisory & Confidential (MSC) hiring guidelines to be reviewed by Human Resources and stakeholder groups. Y3: Evaluate application demographic data to determine if underrepresentation has been mitigated based on changes	

		to procedures.	
Convey in publications and website the district's commitment to diversity & EEO.		Y2: Human Resources to review AP's that needed to be brought current with new regulations specific to diversity and EEO; Y3: Human Resources to update those AP's relating to diversity and EEO.	
HIRING			
EEO training on a more regular basis and at set periods.		Y1: Human Resources will review current training with stakeholders, Identify new training sources; Y2: Human Resources and internal stakeholders will update trainings and start providing those trainings; Y3: Review feedback to determine effectiveness of training and update accordingly.	
Human Resources to work with internal stakeholders to create a short EEO Introduction video to present at new hire orientation.		Y1: Work with stakeholders to develop a presentation for new hire orientation. Y2: Begin using video. Evaluate feedback from attendees to ascertain effectiveness of video in highlighting bias awareness and the importance of supporting diversity in a community college setting.	
Board of Trustees receiving training on elimination of bias in hiring and employment at least once during election cycle as coordinated by Administration.		Y1: Training the Board of Trustees will be conducted. Feedback will be sought from the Board to determine effectiveness of training.	
Human Resources will maintain updated job descriptions and announcements. Classification study will be completed on all non-faculty positions to ensure job descriptions are current in terms of qualifications and duties.		Y1: Classification study to be completed by District selected vendor. Y2 & Y3: Negotiations with labor groups and implementation of completed study. Updated job descriptions will be used for recruitment and outreach purposes to more accurately describe open positions and ensure minimum qualifications are not overly broad but are consistent with business necessity. Review recruitment application data to determine if updated job descriptions increase the number of diverse applications received.	

<p>Thorough review of onboarding process and revise where necessary.</p>		<p>Y1: Review onboarding process; Y2: Revise all necessary areas to increase employee longevity; Y3: Implement revisions.</p>	
<p>Human Resources will coordinate a new hire event where new hires get together and provide feedback related to their onboarding. Feedback will be sought on any challenges that new hires encountered in the course of employment.</p>		<p>Y1: Have quarterly during FY for MSC/CSEA; seek feedback from new hires on challenges encountered in the course of work; Y2: Evaluate the data received to determine possible trends that may be hampering new employee success; make recommendations as need to address problem areas to improve employee retention.</p>	
<p>POST-HIRING</p>			
<p>Conduct exit interviews and send out confidential surveys to employees that are leaving, or have left, to collect data on why. There will also be a survey for candidates that withdraw from the recruitment process. Use this data to improve our process for longevity.</p>		<p>Y1: Conduct exit interviews and surveys; Y2: Review data collected and, share as appropriate for employee longevity; Y3: Suggest changes that were identified through survey's to processes, procedures, etc.</p>	
<p>Longitudinal hiring and phase analyses</p>		<p>Y2: Complete Analyses (longitudinal and external data); Y3: Compare Analyses to previous data collected and implement new measures to address the areas of concern.</p>	



Name of District:	Butte College
District Contact (name, title, email):	Deana Sweeney, Administrative Assistant to Executive Director, sweeneyde@butte.edu
Year 1 Submission Date:	5/1/2023

Information for Districts

The EEO Plan Feedback Form is the official document used by the Chancellor's Office to evaluate EEO Plan submissions. Each section of an EEO Plan, with special attention to Component 13, will be assessed by reviewers as outlined below. Reviewers were trained to determine the appropriate level of feedback and/or recommendations to be provided to the districts.

- The objective for a 'highly competent' EEO Plan is to have only the "No Feedback" boxes checked in relation to each component and each applicable Component 13 pre-hiring, hiring, and post-hiring strategy.
- For any sections marked as either "Minimal Feedback" or "Extended Recommendations," districts are strongly encouraged to give serious consideration to comments and/or to incorporate suggestions provided by the Chancellor's Office, as appropriate, before they submit their final EEO Plan to their local board for adoption.

Instructions for Reviewers

For each component or strategy listed in a district's EEO Plan submission, check the box to indicate the level of feedback to be provided.

- **Extended Recommendations:** A check in the "Extended Recommendations" box indicates that a component or strategy may benefit from substantial changes to its scope. Extended recommendations may be provided for various reasons (e.g., a district plans to implement a program that is inconsistent or misaligned with district data, plans are not evidence based and/or unsupported by research, outdated terminology inconsistent with current DEIA language is used, activities are frivolous or inappropriate for the purpose of the grant). Reviewer comments should include a statement outlining the reviewer's concerns and a narrative describing how districts can respond accordingly.
- **Minimal Feedback:** A check in the "Minimal Feedback" box indicates that a component or strategy may benefit from minor updates, greater attention to detail, or slight modifications. Feedback may include, for example, a point of

CCCCO EEO Plan Feedback Form

clarification, a correction, or the explanation of a disagreement with a mechanism proposed for strategy implementation.

- **No Feedback:** A check in the “No Feedback” box indicates a satisfactory plan that elicits no reviewer comments. Reviewers should type the word ‘none’ in the grey box to reinforce the selection of the “No Feedback” option.
- Leave any additional comments for each section in the corresponding text box at the end of each section.

Special Instructions for EEO Plan Component 13 Strategies

- **N/A:** If a district did not indicate use of a particular strategy listed in the EEO Component 13 template, reviewers should leave the corresponding check boxes blank and type ‘N/A’ in the grey comment space.
- If a district included an original, district-specific strategy—a strategy that is not listed on the EEO Plan Component 13 template—type the strategy into the appropriate cell on the form, mark the check box, and fill-in the comment space as necessary.

Example			
Post-Hiring Strategies	No Feedback	Minimal Feedback	Extended Recommendations
Conduct campus climate surveys & use this information. (53024.1(a))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Conduct exit interviews & use this information. (53024.1(b))	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clarify the tool through which exit interviews will be conducted and recorded.			
Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
No specific plans for PD, mentoring, support, and/or leadership opportunities were submitted though the district indicated intent to engage with this strategy. District should describe the explicit programs, opportunities, and activities planned for offering professional development, mentoring, support, and/or leadership opportunities.			
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (53024.1(h))	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None			
If needed: list and evaluate district-specific, original post-hiring strategies below			
Post-Hiring Strategies	No Feedback	Minimal Feedback	Extended Recommendations
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			

CCCCO EEO Plan Feedback Form

Proceed to the next page to begin assessing Components 1 through 12

CCCCO EEO Plan Feedback Form

Components 1-12	No Feedback	Minimal Feedback	Extended Recommendations
Component 1: Introduction. [Recommended]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None			
Component 2: Definitions. (53001) [Recommended]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None			
Component 3: Policy Statement. (53002) [Recommended]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None			
Component 4: Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan. 53003(c)(3) [Required]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None			
Component 5: EEO Advisory Committee. 53005 [Recommended]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None			
Component 6: The Procedure for Filing Complaints Pursuant to Section 53026. 53003(c)(4) [Required]	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The district is advised to clarify that the 180-day deadline (under 59300 et seq.) is only for employment related discrimination complaints and EEO complaints (per section 53026). Non-employment related discrimination complaints (i.e., student complaints) have a year to file a complaint.			
Component 7: The Process for Notifying All District Employees of the Provisions of the EEO Plan and District Policy Statement. 53003(c)(5) [Required]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None			
Component 8: The Process for Ensuring that District Employees Who Participate on Screening or Selection Committees Receive Training. 53003(c)(6) [Required]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None			
Component 9: The Process for Providing Annual Written Notice to	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CCCCO EEO Plan Feedback Form

Community-Based and Professional Organizations. 53003(c)(7) [Required]			
None			
Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants. 53003(c)(8) [Required]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None			
Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories. 53003(c)(9) [Required]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None			
Component 12: Methods for Addressing Underrepresentation. 53003(c)(10) [Required]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None			
Additional Comments			
Click or tap here to enter text.			

Proceed to the next page to begin assessing Component 13 Pre-Hiring Strategies

Note: Should a submission have more than 13 components, enter the component number and name into the Additional Plan Components form located after the Component 13 Post-Hiring Strategies section. Assess each component in accordance with the instructions for review.

CCCCO EEO Plan Feedback Form

Component 13 Feedback			
Pre-Hiring Strategies	No Feedback	Minimal Feedback	Extended Recommendations
Provide training to employees, students & trustees.* (53024.1(d)) <small>*This applies if you are planning training that goes beyond mandatory training for hiring committees.</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Convey in publications and website the district's commitment to diversity & EEO. (53024.1(j))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See page 10 for overall feedback related to Component 13.			
Review and update District EEO/DEI policy statement.* (53024.1(k)) <small>*Cross-reference Plan Component 3</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Providing EEO/diversity enhancement resources and assistance to other districts. (53024.1(m))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Recurring activities related to improving student access and student success—with a nexus to EEO hiring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
If needed: list and evaluate original, district-specific, pre-hiring strategies below			
Pre-Hiring Strategies	No Feedback	Minimal Feedback	Extended Recommendations
Develop a process for onboarding subject matter experts (outside of Butte College) who will be sitting on hiring committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Going to outside community groups for onsite visits, while at least one (1) time yearly, reviewing and updating our contact list.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			

CCCCO EEO Plan Feedback Form

Develop a process for designating "hard-to-hire" areas, and establish incentives and strategies for recruitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Review the District's recruitment procedures and make recommendations on modifications that would address underrepresentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Additional Comments			
Click or tap here to enter text.			

CCCCO EEO Plan Feedback Form

Hiring Strategies	No Feedback	Minimal Feedback	Extended Recommendations
Consistent and ongoing training for hiring committees. (53024.1(c)) <small>*Cross reference Plan Component 8.</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Maintain updated job descriptions and job announcements. (53024.1(f))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Assess "sensitivity to diversity" of all applicants. (53024.1(l))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Maintaining updated curricula, texts, and/or course descriptions. (53024.1(n))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Dedication of specified staff to EEO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Incentives for hard-to-hire areas/disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Focused outreach and publications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Procedures for addressing diversity throughout hiring steps and levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Recruitment efforts and strategies such as: <ul style="list-style-type: none"> • Use of demographic data • Job Fairs • CCC Registry • Relationships with external organizations & colleges 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
If needed: list and evaluate original, district-specific, hiring strategies below			
Hiring Strategies	No Feedback	Minimal Feedback	Extended Recommendations
EEO training on a more regular basis and at set periods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			

CCCCO EEO Plan Feedback Form

Create a short EEO Introduction video to present at new hire orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Having new hires get together to discuss their onboarding, and, if anything could be done differently to help them with this transition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Thorough review of onboarding process and revise where necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Additional Comments			
Click or tap here to enter text.			

CCCCO EEO Plan Feedback Form

Post-Hiring Strategies	No Feedback	Minimal Feedback	Extended Recommendations
Conduct campus climate surveys & use this information. (53024.1(a))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Conduct exit interviews & use this information. (53024.1(b))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (53024.1(h))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Survey applicants who decline offers & use the information. (53024.1(p))	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 & 12 of the EEO Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A			
If needed: list and evaluate original district-specific, post-hiring strategies below			
Post-Hiring Strategies	No Feedback	Minimal Feedback	Extended Recommendations
Longitudinal hiring and phase analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			





CCCCO EEO Plan Feedback Form

Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Additional Comments			
District is advised to utilize Appendix A - EEO Plan Component 13 template to complete this component; add assigned faculty/administrators and effectiveness measures.			

CCCCO EEO Plan Feedback Form

Component 14 & Additional Plan Components (if applicable)	No Feedback	Minimal Feedback	Extended Recommendations
Component Choose an item. Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Component Choose an item. Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Component Choose an item. Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Component Choose an item. Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Component Choose an item. Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Component Choose an item. Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.			
Additional Comments			
<p>See below for a list of recommended resources.</p> <ul style="list-style-type: none"> • Appendix A - EEO Plan Component 13 template (MS Word): https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/appendix-a-eeo-plan-component-13-template-final-a11y.docx?la=en&hash=D4A7260818F92FA903A1E128E7D52D3B4240DAF0 • Developing an Effective EEO Plan Webinar recording: https://cccconfer.zoom.us/rec/play/tuGrdgTd40GF0iTFEeJ6iAHL26bp1Kb0ad0nRPb83Fprumtt5MQn_mdbRAXUQ6FOS86CGt6W_5Obyuh_bGLGUZNJYUIFcJxC?canPlayFromShare=true&from=share_recording_detail&startTime=1693422002000&componentName=rec-play&originRequestUrl=https%3A%2F%2Fcccconfer.zoom.us%2Frec%2Fshare%2Fk5jOOWkXBFesQTM0h_5knFRfOh-4tkrcPWk3gN4IFrQ0jume265EJxSucVudAfYk.WwVioP8lmps_q_-_%3FstartTime%3D1693422002000 			

CCCCO EEO Plan Feedback Form

Signatures			
Reviewer Signature:	<div style="text-align: center;">  <u>Addie L. Ellis (Dec 5, 2023 10:58 PST)</u> </div>	Date:	Dec 5, 2023
Reviewer Signature:	<div style="text-align: center;">  <u>Arturo Ocampo (Dec 5, 2023 19:43 PST)</u> </div>	Date:	Dec 5, 2023
DEIA Strategy Consultant Signature:	<div style="text-align: center;">  <u>Krystal Henderson (Dec 5, 2023 20:26 PST)</u> </div>	Date:	Dec 5, 2023
<p>Comments: Congratulations on the excellent work your institution is doing; the feedback outlined is intended to enhance impact of EEO efforts, should you wish to adopt them. It is highly recommended that the district reviews the resources outlined on the previous page.</p>			
Visiting Executive of Educational Excellence and Equal Employment Opportunity Program Signature:	<div style="text-align: center;">  <u>Abdulmalik Buul (Dec 5, 2023 21:00 PST)</u> </div>	Date:	Dec 5, 2023
<p>Comments: The CCCCCO highly appreciates your institution's willingness, consistency, and commitment toward this work. You are highly encouraged to adopt the feedback in this form.</p>			