

BUTTE GLENN COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN | 2027- 2030

Butte-Glenn Community College District

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Equal Employment Opportunity Plan Certification

This certifies that the Butte-Glenn Community College District Equal Employment Opportunity Plan (2027-2030) has been developed in compliance with the requirements of California Code of Regulations, Title 5, Sections 53000-53033. The Plan was developed under the delegated authority of the Superintendent/President through the Equal Employment Opportunity Officer and in collaboration with the Equal Employment Opportunity Advisory Committee (EEOAC). The District affirms that the Plan will be submitted to the California Community Colleges Chancellor's Office for review in accordance with applicable regulations.

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Developed in Collaboration With

Butte-Glenn Community College District Equal Employment Opportunity Advisory Committee (EEOAC)

Board Adoption

This Equal Employment Opportunity Plan was adopted by the Butte-Glenn Community College District Board of Trustees on and covers the period 2027-2030.

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 success for all students. 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

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Introduction

To advance its commitment to an inclusive and diverse workforce, the Butte-Glenn Community College District maintains this Equal Employment Opportunity Plan (EEO Plan) pursuant to Education Code § 87100 et seq. and Title 5, California Code of Regulations, § 53000 et seq. Consistent with Administrative Procedure 3420 and Board Policy 2430, the Superintendent/President or designee develops the EEO Plan through the District Equal Employment Opportunity Officer (EEO Officer) in collaboration with the District's Equal Employment Opportunity Advisory Committee (EEOAC), for review and adoption by the Board of Trustees. The Plan emphasizes equal opportunity in recruitment, hiring, retention, and promotion practices; reflects the District's commitment to equal employment opportunity and nondiscrimination; contains analysis of the District's workforce and applicant pools; and includes the required complaint, notification, training, data analysis, underrepresentation, and EEO strategy components required by Title 5.

The objectives of the Plan include the following:

- Address the legal requirements to comply with Title 5 regulations relating to equal employment opportunity programs;
- Describe the role of the Equal Employment Opportunity Advisory Committee as an advisory committee coordinated by the EEO Officer under the delegated authority of the Superintendent/President (or designee), consistent with the EEOAC Charter and Bylaws;
- 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 enhance the campus climate in areas of equal employment opportunity. As the EEO Plan develops, the District will engage in assessment to gauge how well it meets the objectives of the Plan and to continually improve equitable hiring process in support of our diverse campus community.

Definitions

The following definitions include terms defined in Title 5, §§ 53001 and 53004, terms used in this Plan, and other terms relevant to the District's EEO program, Board policies, administrative procedures, and applicable law.

Adverse Impact: 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").

Bias: An inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.

Chancellor's Office: California Community Colleges System Office.

Diversity: A condition of broad inclusion in an employment environment that offers equal employment opportunity for all people. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, gender expression, sexual orientation, disability, socioeconomic, and other protected or relevant backgrounds, in all aspects of the workplace.

Equal Employment Opportunity (EEO): 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.

Equal Employment Opportunity Plan (EEO Plan): A written document that describes a district's EEO program. A district's EEO plan will 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.

Equal Employment Opportunity Programs: 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.

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely, equality indicates uniformity where everything is evenly distributed among people.

Ethnic Group Identifications: An individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Section 53004. These groups will be more specifically defined by the Chancellor consistent with state and federal law.

In-house or Promotional Only Hiring: Only existing District employees are eligible for a position.

Job Categories: 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.

Monitored Group: Groups for which districts must provide demographic data pursuant to section 53004.

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

Reasonable Accommodation: Efforts made on the part of the District in compliance with Government Code § 12926, including modifications or adjustments to the job application process, work environment, or manner or circumstances under which a position is customarily performed, as required by applicable federal and state law.

Screening or Selection Procedures: Any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include a 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 will also include consideration of equivalencies pursuant to Section 53430.

Underrepresented Group: Any monitored group for which the percentage of persons from that group employed by the district in a job category is below eighty percent (80%) of the projected representation for that group and job category.

Underutilization: Used internally to identify instances where underrepresentation is also shown to be statistically significant using methods suggested by the California Community College Chancellor's Office, including standard deviation and binomial exact test.

Unlawful Discrimination: Unfair or unequal treatment of an individual (or group) based upon an actual or perceived characteristic related to ethnic group identification, national origin, immigration status, religion, age, sex, gender, gender identification, gender expression, military and veteran status, marital status, medical condition, race, color, ancestry, sexual orientation, physical or mental disability, or any other characteristic protected under applicable federal or state law.

Policy Statement

Butte-Glenn Community College District is committed to employing qualified administrators, faculty, and staff who are dedicated to student success and to fostering a diverse, equitable, inclusive, accessible, and anti-racist campus culture. The Board of Trustees recognizes that diversity, equity, inclusion, and anti-racism within the educational environment promote cultural awareness, mutual understanding, and respect, while providing positive role models for students and employees. Consistent with [BP 7100 Commitment to Diversity](#), the District supports hiring and professional development practices that advance the goals of inclusion, diversity, equity, and anti-racism; provide equal consideration to all qualified candidates; and contribute to a welcoming and supportive academic and employment environment.

Butte-Glenn Community College District prohibits discrimination, harassment, and retaliation in its programs, services, activities, and employment practices 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, gender expression, reproductive health decision-making, pregnancy, childbirth, breastfeeding or related medical conditions, immigration status, age, sexual orientation, military or veteran status, the perception that a person possesses one or more of these characteristics, association with an individual or group possessing one or more of these characteristics, or any other characteristic protected by federal, state, or local law.

Questions regarding nondiscrimination policies and procedures may be directed to Human Resources. Information regarding the District's designated Compliance Officer, complaint procedures, and reporting options is maintained in BP 3410, AP 3400, AP 3435, and related District policies and procedures.

Butte College recognizes that multiple approaches are necessary to achieve its commitment to equal employment opportunity and to build a workforce that reflects the diversity of the students and communities it serves. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for employment and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and across all job categories.

Promoting equal employment opportunity also requires the identification and removal of barriers that are not job related, the use of fair and equitable employment practices, and the creation of an environment that fosters cooperation, participation, acceptance, and the free exchange of ideas. The District will continue to support learning and professional growth opportunities related to inclusion, diversity, equity, accessibility, and anti-racism and will periodically evaluate its practices and environment to better serve its employees and students.

Nothing in this Plan authorizes quotas, unlawful preferences, or employment decisions based on protected status rather than job-related qualifications and applicable legal standards.

This Plan shall be implemented in accordance with applicable Board Policies and Administrative Procedures. Related Board Policies and Administrative Procedures are provided in [Appendix A](#).

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. Nothing in this Plan is intended to supersede applicable collective bargaining agreements, complaint or grievance procedures, Academic Senate purview, constituent-group purview, or District policies and procedures. Implementation of this Plan will be carried out consistent with applicable law, Board Policies, Administrative Procedures, and collective bargaining agreements.

Board of Trustees: The Board of Trustees is ultimately responsible for adopting a District EEO Plan that complies with the California Code of Regulations and for annually reviewing the EEO Plan and assessing the District's progress toward implementation at a regular Board meeting. Consistent with BP 3420 and BP 2430, the Superintendent/President or designee develops the EEO Plan for Board review and adoption. The Board's adoption and review responsibilities include ensuring that the Plan:

- Be developed in collaboration with the District's Equal Employment Opportunity Advisory Committee;
- Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendized as a separate action item and not part of the consent agenda;
- Cover a period of 3 years, after which a new or revised plan will be adopted;
- 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 Title 5, California Code of Regulations, §53003(a)(4).

If the annual review determines that the District has not met the EEO program goals described in this Plan, the Board of Trustees shall adopt a revised EEO Plan specifying the additional efforts the District will employ to meet those goals.

Superintendent/President: The Board of Trustees delegates to the Superintendent/President full responsibility, authority, and accountability for District operations and for implementation of statutes, regulations, Board policies, administrative procedures, and institutional practices. The Superintendent/President or designee is responsible for development and ongoing implementation of the EEO Plan, for providing leadership in support of the District's equal employment opportunity policies and procedures, and for ensuring that Board-facing EEO Plan materials are presented to the Board as required by Title 5 and District policy.

Equal Employment Opportunity Officer: The District has designated the Director of Human Resources as its EEO 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 EEO Officer is responsible for drafting, administering, implementing, monitoring and evaluating the EEO Plan and for assuring compliance with the requirements of Title 5 § 53000 et seq. The Equal Employment Opportunity Officer is also responsible for receiving complaints as assigned under District procedures and for ensuring that applicant pools and selection procedures are properly monitored.

Equal Employment Opportunity Advisory Committee: The District maintains an Equal Employment Opportunity Advisory Committee coordinated by the EEO Officer under the delegated authority of the Superintendent/President or designee. The EEOAC assists the EEO Officer in the development, revision, implementation, monitoring, and evaluation of the EEO Plan and EEO program. EEOAC input and recommendations are provided to the EEO Officer and, as appropriate, to the Superintendent/President or designee. The EEOAC does not make recommendations directly to the Board of Trustees and does not supersede the authority of the Board of Trustees, Superintendent/President, EEO Officer, Human Resources, hiring authorities, screening or selection committees, complaint or grievance processes, applicable collective bargaining agreements, or constituent-group purview assigned elsewhere by law or by District policies and procedures.

Agents of the District: Any organization or individual who participates in District recruitment, screening, or selection of personnel, whether as an employee or as a contractor, is an agent of the District for purposes of the EEO Plan and is subject to applicable requirements of Title 5, the EEO Plan, and District policies and procedures.

Relationship to Other Authorities and Agreements: This Plan will be implemented consistent with applicable law, District Board Policies, Administrative Procedures, Education Code § 87360, applicable Academic Senate/collegial consultation processes, and applicable collective bargaining agreements. Nothing in this Plan is intended to modify bargaining-unit rights or procedures governing matters such as bargaining-unit representation, screening or selection committee participation, vacancy postings, transfer, reassignment, promotion/demotion, evaluation, workload or class assignment, layoff/reemployment, leaves, safety, or grievance/dispute-resolution procedures, except as required by applicable law.

Good Faith Effort: The District will make a continuous good faith effort to comply with all requirements of this Plan. A good faith effort includes ongoing implementation of EEO Plan strategies, notifying District employees, periodic data review, consultation with the EEOAC, annual review of Plan progress, required training, community and professional organization outreach, monitoring of applicant pools and selection procedures, and revision of strategies when data indicate underrepresentation, adverse impact, or other barriers to equal employment opportunity.

Advisory Committee

Purpose of the Equal Employment Opportunity Advisory Committee:

The Butte-Glenn Community College District maintains an Equal Employment Opportunity Advisory Committee to assist the EEO Officer in developing, implementing, monitoring, evaluating, and revising the District's EEO Plan and EEO program. The EEOAC is an administrative advisory committee coordinated by the EEO Officer under the delegated authority of the Superintendent/President or designee. The EEOAC may assist in promoting understanding and support of equal opportunity and nondiscrimination policies and procedures and may provide input regarding events, training, communications, data review, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity.

The EEO Officer or qualified designees will train the EEOAC on equal employment compliance and the Plan itself. The EEOAC is chaired by the EEO Officer. Meeting cadence and operating procedures are set forth in the EEOAC Charter, Bylaws, and annual work plan.

When appropriate, the EEOAC may provide input and recommendations to the EEO Officer and, through the EEO Officer, to the Superintendent/President or designee. The Superintendent/President or designee is responsible for presenting Board-facing EEO Plan materials, reports, and recommendations to the Board of Trustees. The EEO Officer or designee will ensure that the current EEO Plan and required EEO-related certifications or reports are made available on the District website, with EEOAC input as appropriate.

EEO Committee Membership:

The advisory committee will 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, consistent with provisions outlined in Title 5. Members of this advisory committee, as well as members of the district governing board, will receive training in all the following:

- The requirements of EEO regulations (Title 5, Section 53000 et seq.), state and federal nondiscrimination laws;
- Identification and elimination of bias in hiring;
- The educational benefits of workforce diversity;
- The role of the advisory committee in drafting and implementing a district EEO plan.

Current membership composition, voting rights, terms, and appointment procedures are set forth in the EEOAC Charter and Bylaws. Constituent groups are encouraged to consider broad perspectives, relevant experience, EEO-related training or willingness to complete such training, and demonstrated commitment to equal employment opportunity, inclusive employment practices, participatory governance, and student success when selecting representatives,

consistent with applicable law. The District will document EEOAC membership and training practices as needed to demonstrate compliance with Title 5 and the EEOAC Charter and Bylaws.

Procedure for Filing Complaints Pursuant to Section 53026

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The EEO Officer or designee is responsible for receiving such complaints and for coordinating their investigation as assigned under District procedures. The EEOAC does not receive, investigate, adjudicate, or resolve complaints, grievances, discipline matters, or personnel disputes. The links to the District's website containing Board Policies and Administrative Procedures for Nondiscrimination and Prohibition of Harassment can be found here:

- [AP 3400 Nondiscrimination and Prohibition of Harassment](#)
- [BP 3430 Prohibition of Harassment](#)

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. The complaint process and form can be found through the links below:

- [AP 3435 Discrimination and Harassment Complaints and Investigations](#)
- [Unlawful Discrimination Complaint Form](#)
- [Report It – Student Support & Incident Reporting | Butte College](#)

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 when it involves an active screening/hiring committee.

Notification to District Employees

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through broad dissemination of the District's Equal Employment Opportunity Policy Statement and the EEO Plan. The EEO Officer, in coordination with Human Resources and with input from the EEOAC as appropriate, will provide annual written notice to District employees summarizing the provisions of the EEO Plan, the District's EEO Policy Statement, and the importance of employee participation and responsibility in Plan implementation. The EEO Plan and subsequent revisions are posted on the District website and will be distributed or made available to the Board of Trustees, Superintendent/President, administrators, constituency leadership, bargaining-unit leadership, and EEOAC members. Human Resources will provide new employees with access to the EEO Plan during onboarding.

Training for Screening and Selection Committees

The EEO Officer or designee will ensure that members of the EEOAC and members of the Board of Trustees receive required training, and that any individual directly participating in screening or selection receives EEO training before participating in the process.

Required training topics include:

- Requirements of Title 5, section 53000 et seq., and state and federal nondiscrimination laws
- Identification and elimination of bias in hiring
- Educational benefits of workforce diversity
- Best practices in serving on a screening or selection committee
- Job-related screening and selection practices
- Confidentiality
- Requirements of the District's EEO Plan

Any individual, whether or not an employee of the District, who is directly involved in the screening or selection of personnel, will receive EEO training prior to service. This training is mandatory and will be required at least every two years, or more frequently, as determined by the EEO Officer. Completion will be documented by the Human Resources Department. Individuals who are not current in required training will not be allowed to serve on screening and selection committees. The EEO Officer will be responsible for ensuring screening and selection committee members are current in required training.

Annual Written Notice to Community Organizations

The Equal Employment Opportunity Officer will provide annual written notice to appropriate community-based and professional organizations representing monitored groups identified in Title 5, section 53004, concerning the District's Equal Employment Opportunity Plan. The notice will inform these organizations that they may obtain a copy of the Plan and will solicit their assistance in identifying diverse, qualified candidates. The notice will include a summary of the Plan, the internet address where the District advertises employment opportunities, and contact information for individuals who can provide additional employment information.

Analysis of District Workforce and Applicant Pool

The Human Resources department, in coordination with Institutional Research, the EEOAC, and other appropriate District units, will collect, maintain and periodically analyze demographic information concerning applicants and employees to evaluate the District's progress in implementing this Equal Employment Opportunity Plan and to determine whether additional diversification measures are warranted.

The District will gather and analyze demographic data across all stages of the employment process, including:

- Recruitment and applicant pools
- Qualified applicant pools
- Screening and interview stages
- Selection and hiring outcomes
- Promotion opportunities
- Employee retention

The District will collect and monitor demographic information regarding monitored groups in accordance with Title 5 and applicable state and federal requirements. Monitored groups include:

- Gender (including non-binary options)
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latinx
- Native Hawaiian or Pacific Islander
- White
- Persons with Disabilities

For purposes of data collection and reporting, applicants and employees will be provided with the opportunity to voluntarily self-identify demographic information. Such information will remain confidential and will be maintained separately from application materials reviewed by screening and selection committees.

The District will analyze applicant and employee data by job category, including:

- Executive/Administrative/Managerial
- Full-Time Faculty and Other Instructional Staff
- Part-time/Associate Faculty
- Professional Non-Faculty
- Secretarial/Clerical

- Technical and Paraprofessional
- Skilled Crafts
- Service and Maintenance

The District will conduct periodic longitudinal analyses to identify whether employment practices result in adverse impact to monitored groups. Adverse impact exists when the selection rate for a monitored group is less than four-fifths (80%) of the selection rate for the group with the highest selection rate. Findings from these analyses will be used to evaluate employment practices and determine whether additional equal employment opportunity measures are needed.

Determining Underrepresentation and Underutilization

Consistent with Title 5 requirements, analyses are conducted to identify underrepresentation within monitored groups and job categories across the District's hiring practices. Representation is evaluated using multiple comparison indexes developed by the EEOAC to provide context when assessing instances of underrepresentation. Comparison indexes include traditional workforce availability measures and supplemental student-centered analyses.

Per Title 5, section 53001(l) underrepresented group(s) are defined as “any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.”

In addition to evaluating underrepresentation as defined by Title 5, statistical measures are reviewed to identify instances where statistically significant representation gaps occur. This is intended to enhance the underrepresentation analysis by highlighting instances of underrepresentation where we can be confident that the disparities observed are not a result of random chance. In the case of statistically significant underrepresentation, the term underutilization is used. This helps elevate such instances as warranting further review and action.

Collectively, these analyses help Butte College understand how workforce and hiring demographics compare to the diversity of the students and communities it serves. Findings are reviewed to evaluate workforce representation, identify potential barriers with recruitment and hiring processes, and support data-informed equal employment opportunity strategies. Findings inform long-range workforce planning, recruitment, outreach, retention, and continuous improvement efforts designed to support equal employment opportunity and workforce diversity.

Evolution of the District's Availability Analysis Methodology

As part of the development of this Plan, Butte College reviewed the methodology utilized in previous Equal Employment Opportunity Plans to evaluate workforce representation and underrepresentation. Prior analyses relied primarily on workforce availability models that gave substantial weight to local service-area demographics while also considering student and statewide demographic information.

The Equal Employment Opportunity Advisory Committee (EEOAC) determined that additional emphasis on student demographics would provide valuable context for evaluating workforce representation at a Hispanic-Serving Institution. In refining its methodology, the District continued to consider traditional workforce availability measures while incorporating current student demographics and demographic predictors associated with future student populations within the service area.

The resulting Student-Oriented Comparison Index reflects the District's commitment to understanding workforce representation in relation to both its labor market and the diverse students and communities it serves. This methodology is intended to supplement, rather than replace, traditional workforce availability analyses and provides additional information for long-range workforce planning and equal employment opportunity efforts.

Student-Oriented Availability Analysis

As a Hispanic-Serving Institution, Butte College recognizes the educational value of a workforce that reflects the diversity of the students and communities it serves. Accordingly, the District supplements traditional workforce availability measures by evaluating workforce demographics against student demographics and service-area demographic trends.

The District recognizes that workforce demographics may change more gradually than student demographics due to workforce stability and employee tenure. Therefore, the District also reviews demographic information related to future student populations within the service area to support long-range workforce planning and outreach efforts. These analyses do not establish hiring preferences, goals, quotas, or selection criteria, but instead provide additional context regarding emerging demographic trends and potential opportunities for workforce diversification.

Table 1 below presents the District's Student-Oriented Underrepresentation Analysis for the current workforce, disaggregated by job category and monitored group. The analysis compares employee representation within each job category to the District's Student-Oriented Comparison Index, which incorporates student demographic, service-area demographic, and workforce representation data. The table identifies monitored groups that are underrepresented and highlights instances where statistically significant differences are observed (underutilization). The District uses these findings to evaluate workforce representation and to inform recruitment, outreach, retention, and other equal employment opportunity strategies.

Table 1: Student-Oriented Workforce Underrepresentation and Underutilization Analysis by Job Category and Monitored Group

Workforce Representation Analysis (Fall 2025)	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	82	42 51.2% Parity	40 48.8% Parity	1 1.2% Underrep	4 4.9% Underrep	3 3.7% Parity	5 6.1% Underrep	0 0.0% Underrep	4 4.9% Underrep	63 76.8% Parity	2 2.4% Underrep
Full Time Faculty	185	85 45.9% Parity	100 54.1% Parity	3 1.6% Underrep	9 4.9% Underrep	3 1.6% Underrep	21 11.4% Underrep	1 0.5% Parity	3 1.6% Underrep	138 74.6% Parity	7 3.8% Underrep
Associated Faculty	511	270 52.8% Parity	240 47.0% Parity	6 1.2% Underrep	12 2.3% Underrep	7 1.4% Underrep	47 9.2% Underrep	2 0.4% Parity	11 2.2% Underrep	397 77.7% Parity	29 5.7% Underrep
Professional (Classified)	47	27 57.4% Parity	20 42.6% Parity	1 2.1% Underrep	3 6.4% Parity	2 4.3% Parity	13 27.7% Parity	0 0.0% Underrep	2 4.3% Underutilized	25 53.2% Parity	1 2.1% Underrep
Clerical / Secretaria (Classified)	191	39 20.4% Underutilized	152 79.6% Parity	6 3.1% Parity	18 9.4% Parity	5 2.6% Parity	42 22.0% Underutilized	0 0.0% Underrep	7 3.7% Underutilized	110 57.6% Parity	3 1.6% Underutilized
Technical / Paraprofessional (Classified)	31	13 41.9% Parity	18 58.1% Parity	0 0.0% Underrep	2 6.5% Parity	2 6.5% Parity	4 12.9% Underutilized	0 0.0% Underrep	2 6.5% Underrep	19 61.3% Parity	2 6.5% Parity
Skilled Craft (Classified)	10	10 100.0% Parity	0 0.0% Underutilized	0 0.0% Underrep	1 10.0% Parity	0 0.0% Underrep	1 10.0% Underrep	0 0.0% Underrep	0 0.0% Underrep	6 60.0% Parity	2 20.0% Parity
Service / Maintenance (Classified)	68	56 82.4% Parity	12 17.6% Underutilized	1 1.5% Underrep	7 10.3% Parity	1 1.5% Underrep	12 17.6% Underutilized	0 0.0% Underrep	1 1.5% Underrep	45 66.2% Parity	1 1.5% Underutilized
TOTAL	1125	542 48.2% Parity	582 51.7% Parity	18 1.6% Underrep	56 5.0% Underutilized	23 2.0% Underutilized	145 12.9% Underutilized	3 0.3% Underrep	30 2.7% Underutilized	803 71.4% Parity	47 4.2% Underutilized
Index:		48.8%	50.7%	0.7%	6.7%	2.1%	14.8%	0.1%	9.1%	68.6%	3.8%

Key
Underrep Underrepresented (Below 80% of Comparison Index)
Underutilized Underutilized (Statistically Significant Difference Observed)

As reflected in Table 1, Hispanic/Latinx employees were identified as underrepresented in multiple job categories under the Student-Oriented Comparison Index. Additional monitored groups were identified as underrepresented or statistically significantly different from expected representation within specific job categories. These findings informed the strategies outlined in Strategies for Addressing Underrepresentation and Continuous Improvement and the Implementation of EEO Strategies.

Employee/Student Demographic Findings

In addition to the Student-Oriented Underrepresentation Analysis, the District reviewed demographic trends among employees and students to assess whether workforce demographics are evolving in a manner that reflects the changing demographics of the students it serves.

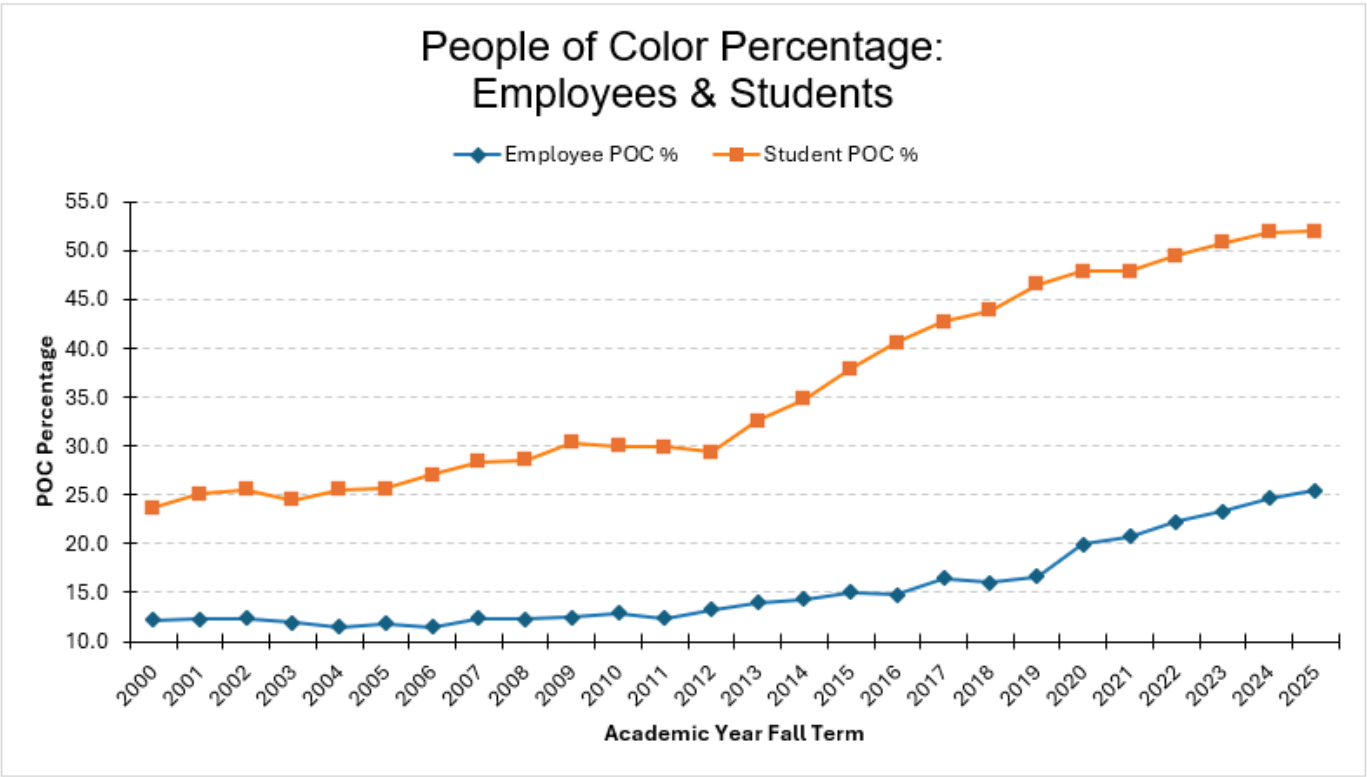
The analysis found that both employee and student populations have become more diverse over time; however, demographic change within the student population has occurred more rapidly than within the workforce. Several statistically significant differences between employee and student demographic distributions were also identified. Most notably, the gap between employee

and student Hispanic/Latinx representation has remained statistically significant, while the gap between employee and student White representation has increased over time.

As a Hispanic-Serving Institution, Butte College recognizes the importance of understanding these demographic trends and their implications for future workforce planning. These findings support the District's continued efforts to cultivate diverse applicant pools and promote equitable employment opportunities.

Table 2 below compares the percentage of People of Color within the District's employee workforce and student population over time.

Table 2: People of Color Percentage Among Employees and Students Over Time



As illustrated in Table 2, both the employee workforce and student population have become more diverse over time. However, student diversity has increased at a faster rate than workforce diversity. These findings reinforce the importance of continued outreach, recruitment, retention, and professional development efforts designed to support a workforce that reflects the diversity of the students and communities served by Butte College.

Table 3 below compares gender representation among employees and students over time. Reviewing these trends provides additional context regarding changes in workforce demographics and helps the District assess whether employee gender representation has evolved in a manner similar to the student population.

Table 3: Gender Percentage: Employees & Students

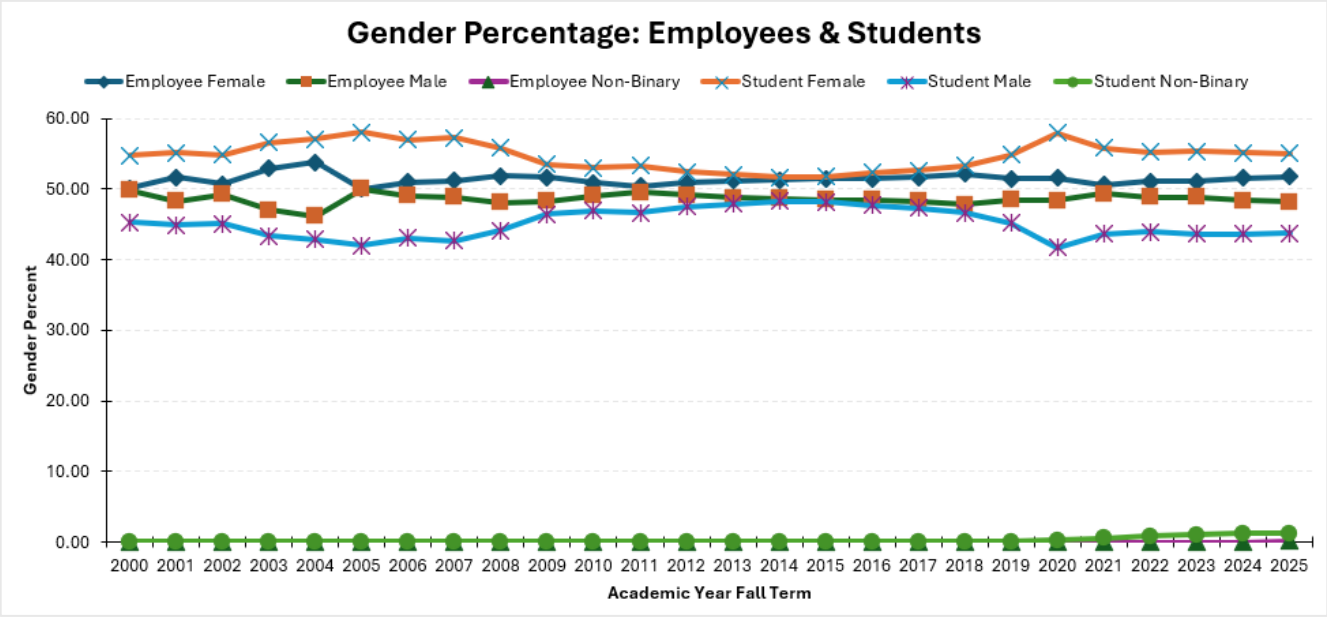


Table 4 below illustrates statistically significant differences between employee and student demographic representation over time. Positive values indicate employee representation exceeding student representation, while negative values indicate employee representation below student representation.

Table 4: Statistically Significant Employee-Student Demographic Gaps Over Time

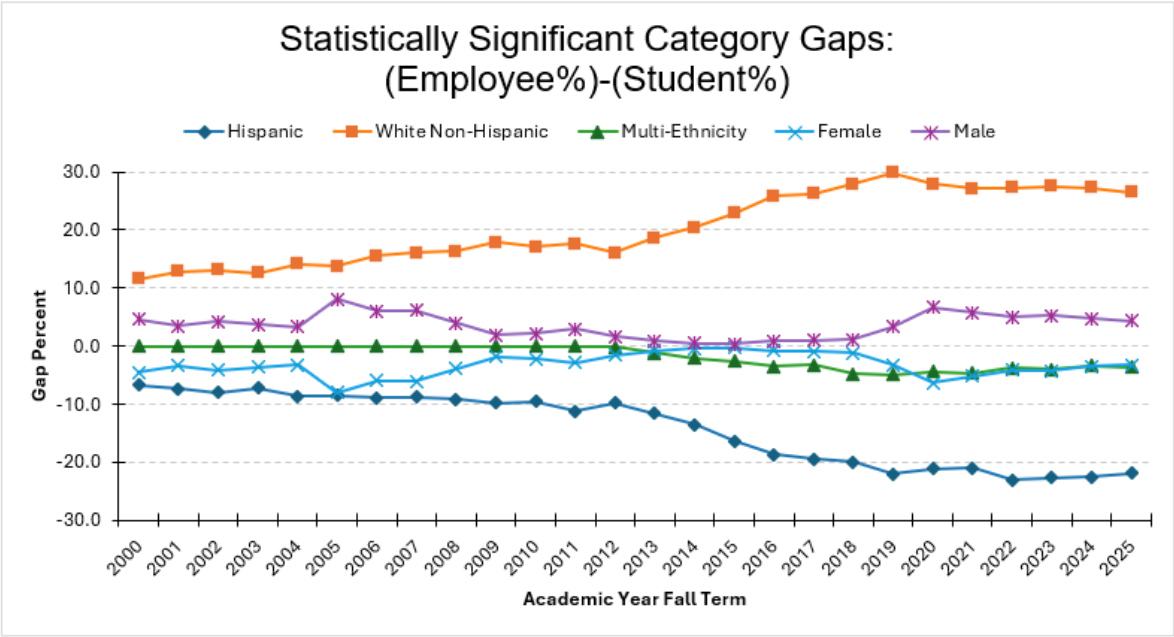
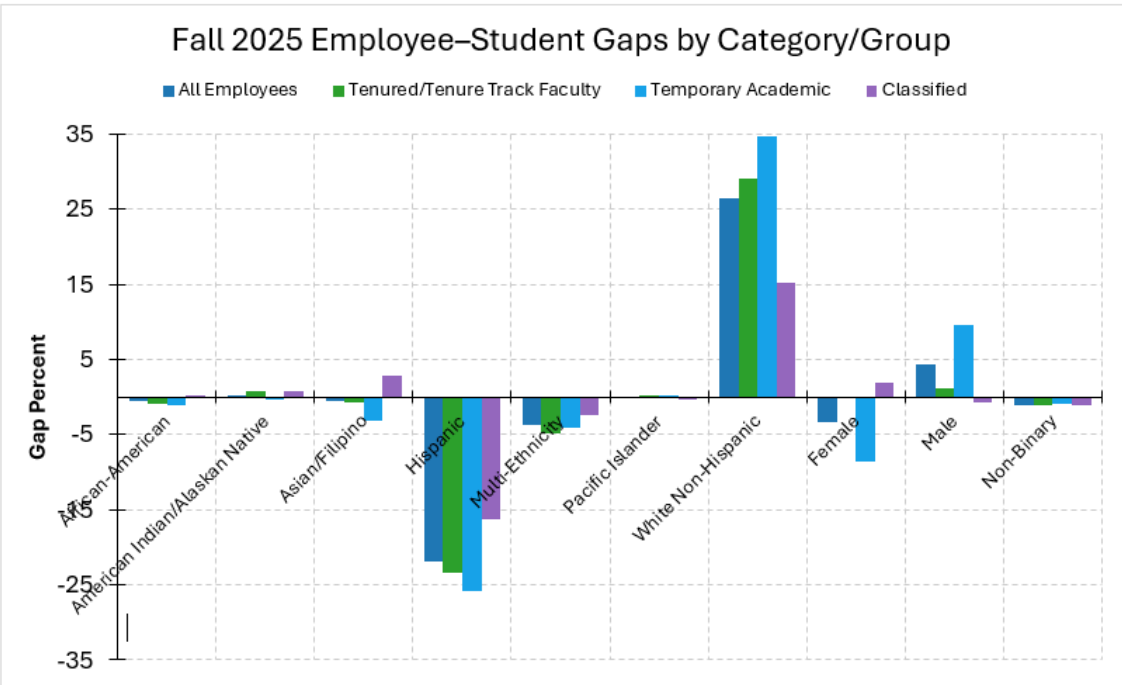


Table 4 demonstrates that employee and student demographic distributions have diverged over time in several monitored groups. The most notable trends include increasing Hispanic/Latinx

representation within the student population and a corresponding increase in the gap between employee and student Hispanic/Latinx representation. The analysis also reflects an increasing positive gap for White employees relative to White students. These findings provide important context for the District's ongoing equal employment opportunity efforts to increase employee diversity and support continued monitoring of workforce representation trends.

Table 5 provides a current comparison of employee and student demographic representation by category/group for Fall 2025. Unlike the longitudinal analyses presented above, this table offers a point-in-time snapshot of where demographic differences currently exist between the workforce and student population.

Table 5: Fall 2025 Employee-Student Gaps by Category/Group



As shown in Table 5, demographic representation varies across categories and groups, with some employee populations more closely reflecting student demographics than others. This current-year comparison complements the longitudinal trend analyses and assists the District in evaluating workforce representation relative to the students it serves.

When considered together, the analyses presented consistently demonstrate the underrepresentation of Hispanic/Latinx employees in Butte College's workforce. This pattern remains consistent across multiple data sources and analytical methods, indicating a persistent equity gap that warrants continued attention. As a Hispanic Serving Institution, increasing Hispanic/Latinx representation in the workforce is a key takeaway from these findings.

Strategies for Addressing Underrepresentation and Continuous Improvement

Butte College is committed to utilizing the findings of its underrepresentation, underutilization, hiring phase analysis, and longitudinal demographic analyses to continuously evaluate and improve recruitment, screening, hiring, retention, and workforce planning practices. As identified in Section 11, the District's analyses indicate that workforce demographic changes have occurred more gradually than changes within the student population, including persistent representation gaps within certain monitored groups. The District will use these findings to guide ongoing review of employment practices and to identify opportunities to strengthen equal employment opportunity outcomes.

Review and Improvement of Recruitment and Hiring Practices

The District will conduct periodic reviews of recruitment and hiring practices to evaluate whether existing processes effectively support the development of diverse applicant pools and equitable hiring outcomes. Reviews may include examination of position announcements, qualification requirements, recruitment outreach efforts, screening procedures, interview practices, and other stages of the employment process.

Where appropriate, the District will identify opportunities to remove unnecessary barriers to employment, strengthen outreach efforts, and improve recruitment and selection practices that support equal employment opportunity principles.

Enhancement of Workforce and Applicant Data Collection

The District will continue to refine and document processes for collecting, maintaining, and analyzing workforce and applicant demographic data. Accurate and consistent data collection is essential to evaluating hiring phase analysis, identifying adverse impact, measuring workforce representation, and assessing the effectiveness of equal employment opportunity efforts.

The District will periodically review data collection methodologies, reporting practices, and demographic monitoring processes to improve data accuracy, consistency, and usability for decision-making purposes.

Ongoing Analysis and Evaluation

The District will conduct periodic reviews of applicant, hiring, retention, promotion, and workforce demographic data to identify trends, evaluate representation across monitored groups and job categories, and assess the effectiveness of equal employment opportunity efforts. These analyses will inform future recruitment strategies, workforce planning discussions, and equal employment opportunity initiatives.

Where analyses identify areas of concern, including underrepresentation, underutilization, or adverse impact, the District will evaluate potential contributing factors and consider additional measures designed to address identified gaps.

Continuous Improvement and Accountability

Butte College recognizes that workforce diversification requires ongoing assessment and institutional commitment. Equal employment opportunity efforts will be evaluated on a continuing basis through review of workforce data, hiring phase analysis data, hiring outcomes, and representation trends. Findings will be utilized to inform future planning efforts and to support continuous improvement of the District's recruitment, hiring, and retention practices.

Implementation of EEO Strategies

The District will implement the strategies identified in Sections 11 and 12 to address underrepresentation, strengthen workforce diversity, improve hiring outcomes, and support continuous evaluation of equal employment opportunity practices. Implementation efforts during the 2027-2030 planning cycle will focus on improving recruitment and hiring processes, strengthening demographic data collection and reporting, evaluating employment outcomes, promoting equitable hiring practices, and enhancing employee retention and engagement. These strategies will be reviewed periodically to assess effectiveness and identify opportunities for improvement.

Strategy	Lead Responsibility	Timeline
Recruitment process review and redesign	Human Resources, EEO Officer, EEO Advisory Committee	2027 - 2030
Hiring phase analysis and workforce data improvement	Human Resources, Institutional Research	2027 - 2030
Hiring outcomes and adverse impact monitoring	Human Resources, EEO Officer	Annual
EEO Training and hiring committee development	Human Resources	Ongoing
Employee experience, retention, and continuous improvement	Human Resources	Ongoing

Strategy 1: Recruitment Process Review and Redesign

Purpose: To evaluate and improve recruitment and selection processes to ensure equitable access to employment opportunities and support the development of diverse applicant pools.

Implementation Activities

The District will conduct a comprehensive review of recruitment practices, hiring procedures, screening methods, interview processes, job announcements, and qualification requirements. The review will assess whether current practices support the District's equal employment opportunity goals and identify opportunities to reduce barriers that may affect recruitment or hiring outcomes.

The District will collaborate with employee groups, participatory governance committees, hiring stakeholders, and the EEO Advisory Committee to evaluate existing procedures and recommend improvements where appropriate. Particular attention will be given to processes that may influence applicant participation, progression through hiring phases, and final hiring outcomes.

Evaluation Measures

- Assessment of hiring outcomes across monitored groups and job categories.
- Identification and implementation of recommended improvements.
- Review of applicant-flow trends before and after implementation.
- Comparison of applicant, interview, and hire demographics before and after implementation of revised hiring practices.

Strategy 2: Hiring phase analysis and Workforce Data Improvement

Purpose: To strengthen the District's ability to collect, analyze, report, and utilize applicant and workforce demographic information to support informed decision-making and compliance with equal employment opportunity requirements.

Implementation Activities

The District will review and document demographic data collection and reporting processes associated with recruitment, screening, interview, selection, promotion, and retention activities. Human Resources will work to improve consistency, accuracy, and accessibility of demographic reporting to support applicant-flow analyses, adverse impact analyses, workforce representation analyses, and long-term workforce planning.

The District will develop standardized reporting practices to improve its ability to track outcomes throughout the employment process and identify trends over time. Findings will be used to inform recruitment strategies, workforce planning efforts, and future EEO Plan evaluations.

Evaluation Measures

- Documentation of applicant-flow reporting procedures.
- Increased accuracy and completeness of demographic data.
- Annual workforce and applicant demographic reports.
- Ability to evaluate outcomes at each stage of the hiring process.
- Completion of longitudinal demographic analyses.

Strategy 3: Hiring Outcomes and Adverse Impact Monitoring

Purpose: To regularly evaluate employment outcomes and identify potential adverse impact, underrepresentation, or other barriers affecting monitored groups.

Implementation Activities

The District will conduct periodic reviews of applicant pools, qualified applicant pools, interview pools, hiring outcomes, promotions, and retention data. Analyses will be used to identify

employment trends and determine whether statistically significant disparities or adverse impact exist within any monitored group or job category.

Where underrepresentation, underutilization, or adverse impact is identified, the District will evaluate potential contributing factors and consider appropriate corrective measures designed to strengthen equal employment opportunity outcomes.

Evaluation Measures

- Annual adverse impact analyses.
- Applicant-to-hire outcome reviews.
- Monitoring of underrepresentation and underutilization findings.
- Review of employment trends by monitored group and job category.
- Documentation of corrective actions and resulting outcomes.

Strategy 4: EEO Training and Hiring Committee Development

Purpose: To promote consistent application of equal employment opportunity principles throughout the recruitment and hiring process.

Implementation Activities

The District will continue to provide training for individuals who participate in recruitment and hiring activities. Training topics will include equal employment opportunity requirements, culturally responsive hiring practices, bias awareness, fair screening practices, and equitable interview procedures.

Training materials and delivery methods will be periodically reviewed to ensure they remain current, effective, and aligned with legal requirements and institutional priorities. The District will also evaluate opportunities to strengthen onboarding information related to EEO, diversity, equity, inclusion, accessibility, and belonging.

Evaluation Measures

- Participation and completion rates for required training.
- Training evaluations and participant feedback.
- Periodic review of training materials and content.
- Compliance with EEO training requirements for hiring participants.
- Reduction in identified procedural inconsistencies and improved compliance with hiring requirements.

Strategy 5: Employee Experience, Retention, and Continuous Improvement

Purpose: To support employee success, improve retention, and utilize employee feedback to strengthen workplace practices and equal employment opportunity outcomes.

Implementation Activities

The District will continue to evaluate onboarding, employee engagement, professional development, and retention practices. Feedback gathered through onboarding activities, employee engagement efforts, climate assessments, exit surveys, and other feedback mechanisms will be reviewed to identify trends and opportunities for improvement.

The District will utilize retention and separation data to better understand workforce patterns and to evaluate whether modifications to employment practices may improve employee experience and long-term workforce diversity.

Evaluation Measures

- Review of onboarding and new employee feedback.
- Participation in employee engagement and development opportunities.
- Exit survey participation and trend analyses.
- Retention and separation data reviews.
- Implementation of improvements informed by employee feedback.

Annual Review and Continuous Assessment

The District recognizes that equal employment opportunity requires continuous evaluation and improvement. Throughout the life of this Plan, Human Resources, the EEO Officer, the EEO Advisory Committee, and other appropriate stakeholder groups will periodically review applicant-flow, hiring, workforce, retention, and demographic data to evaluate the effectiveness of implemented strategies.

Findings from these reviews will be used to identify emerging trends, assess progress toward increasing workforce representation, and recommend modifications to recruitment, hiring, retention, and professional development practices. Results of these assessments will help inform future EEO planning efforts and support the District's commitment to fostering a workforce that reflects the diversity of the students and communities it serves.

Appendix A

The Equal Employment Opportunity Plan is implemented in conjunction with applicable federal and state laws, California Community Colleges Chancellor's Office regulations, collective bargaining agreements, and District Board Policies and Administrative Procedures. The following policies and procedures provide additional guidance and authority related to equal employment opportunity, nondiscrimination, recruitment, hiring, employee development, and complaint resolution.

Board Policies

- [BP 2430 Delegation of Authority to the Superintendent/President](#)
- [BP 3410 Nondiscrimination](#)
- [BP 3420 Equal Employment Opportunity](#)
- [BP 3430 Prohibition of Harassment](#)
- [BP 7100 Commitment to Diversity](#)
- [BP 7120 Recruitment and Hiring](#)

Administrative Procedures

- [AP 3400 Nondiscrimination and Prohibition of Harassment](#)
- [AP 3410 Nondiscrimination](#)
- [AP 3420 Equal Employment Opportunity](#)
- [AP 3435 Discrimination and Harassment Complaints and Investigations](#)
- [AP 7120 Recruitment and Hiring](#)
- AP 7120.3 Classified Recruitment and Hiring Procedures (*in progress*)
- [AP 7120.4 Faculty Recruitment and Hiring Procedures](#)
- [AP 7120.5 Recruitment and Selection of Associate Faculty](#)
- AP 7120.6 Management, Supervisory, and Confidential Recruitment and Hiring Procedures (*in progress*)

Appendix B

Student-Oriented Comparison Index Methodology

The Equal Employment Opportunity Advisory Committee (EEOAC) reviewed and refined the District's workforce availability methodology during development of the 2027-2030 Equal Employment Opportunity Plan. The purpose of this review was to incorporate additional demographic indicators that better reflect the communities and students served by Butte College while continuing to consider workforce availability.

The resulting Student-Oriented Comparison Index supplements traditional workforce availability analyses by incorporating current student demographics, future student demographic trends, and workforce demographic data from local, state, and national sources. The methodology supports workforce representation analyses presented in Section 11 of this Plan.

Data Sources Used in the Comparison Index

Data Source	Purpose
Service Area Working Age Population (18-64)	Local workforce availability
Butte College Student Demographics 2025-26	Current student representation
California Working Age Population (18-64)	State workforce comparison
United States Working Age Population (18-64)	National workforce comparison
Service Area Degree Attainment	Degree-required positions
California Degree Attainment	Degree-required positions
National Degree Attainment	Degree-required positions
Service Area Future Students (Ages 10-17)	Future student demographics

Legacy Availability Model

The District's previous EEO methodology relied primarily on local workforce availability while also incorporating student and statewide demographic data. The Legacy Model weighted local service-area demographics most heavily and was used as the primary comparison index in prior EEO planning efforts. Tables B-2 and B-3 show the legacy model applied to current workforce and student data to allow comparison to previous analysis.

Table B-2: General Workforce Categories

	Availability Comparison Index	Service Area Working Age (Butte Glenn) (18-64) <i>Weight: 0.7</i>	25-26 All Butte College Students <i>Weight: 0.2</i>	CA Statewide Working Age (18-64) <i>Weight: 0.1</i>
White	57.69%	60.6%	58.0%	36.6%
Black or African American	2.55%	2.0%	3.1%	5.5%
American Indian or Alaskan Native	1.77%	1.5%	2.8%	1.5%
Asian	6.74%	5.5%	6.0%	16.8%
Native Hawaiian / Other Pacific Islander	0.38%	0.3%	0.5%	0.4%
Other Races	8.51%	8.6%	2.4%	20.0%
Two or More Races	16.06%	18.0%	7.6%	19.1%
Hispanic or Latino	28.53%	24.9%	34.7%	41.6%
Female	50.73%	49.76%	54.82%	49.32%
Male	48.77%	50.24%	42.70%	50.68%

Legacy Degree Availability Model

For positions requiring a bachelor's degree or higher, the Legacy Model also incorporated educational attainment data in order to better estimate workforce availability for degree-applicable classifications.

Table B-3: Legacy Availability Comparison Index

	Availability Comparison Index	Service Area Working Age (Butte Glenn) (18-64) <i>Weight: 0.7</i>	25-26 All Butte College Students <i>Weight: 0.2</i>	CA Degree Attainment <i>Weight: 0.1</i>
White	68.60%	74.6%	58.0%	48.2%
Black or African American	2.07%	1.4%	3.1%	4.4%
American Indian or Alaskan Native	0.67%	0.1%	2.8%	0.6%
Asian	6.67%	4.2%	6.0%	24.9%
Native Hawaiian / Other Pacific Islander	0.13%	0.0%	0.5%	0.2%
Other Races	3.78%	3.8%	2.4%	6.2%
Two or More Races	9.08%	9.2%	7.6%	10.9%
Hispanic or Latino	14.79%	8.95%	34.73%	15.73%

Student-Oriented Comparison Index

The Student-Oriented Comparison Index expands on the Legacy Model by including future student demographic projections and national demographic data while continuing to consider workforce availability measures. The methodology was developed to provide additional context

regarding workforce representation in relation to the students and communities served by Butte College.

Table B-4: Student-Oriented Comparison Index

	Availability Comparison Index	Service Area Working Age (Butte Glenn) (18-64) <i>Weight: 0.35</i>	25-26 All Butte College Students <i>Weight: 0.35</i>	CA Degree Attainment <i>Weight: 0.1</i>	US National Working Age (18-64) <i>Weight: 0.05</i>	Service Area Future Students (ages 10-17) <i>Weight: 0.15</i>
White	55.36%	60.62%	57.97%	36.58%	56.42%	49.18%
Black or African American	3.23%	1.95%	3.13%	5.54%	12.50%	1.84%
American Indian or Alaskan Native	1.93%	1.52%	2.77%	1.52%	1.08%	1.48%
Asian	7.25%	5.51%	6.02%	16.82%	6.96%	7.90%
Native Hawaiian / Other Pacific Islander	0.43%	0.33%	0.54%	0.43%	0.24%	0.44%
Other Races	7.85%	8.61%	2.41%	20.00%	8.00%	10.62%
Two or More Races	15.89%	18.04%	7.59%	19.10%	12.80%	29.12%
Hispanic or Latino	31.23%	24.89%	34.73%	41.62%	20.62%	34.46%

Table B-5: Student-Oriented Comparison Index

	Availability Comparison Index	Service Area Working Age (Butte Glenn) (18-64) <i>Weight: 0.35</i>	25-26 All Butte College Students <i>Weight: 0.35</i>	CA Degree Attainment <i>Weight: 0.1</i>	National Degree Attainment <i>Weight: 0.05</i>	Service Area Future Students (ages 10-17) <i>Weight: 0.15</i>
White	61.85%	74.56%	57.97%	48.15%	65.42%	49.18%
Black or African American	2.72%	1.44%	3.13%	4.38%	8.10%	1.84%
American Indian or Alaskan Native	1.30%	0.08%	2.77%	0.64%	0.42%	1.48%
Asian	7.77%	4.25%	6.02%	24.93%	10.06%	7.90%
Native Hawaiian / Other Pacific Islander	0.28%	0.00%	0.54%	0.22%	0.09%	0.44%
Other Races	4.54%	3.83%	2.41%	6.19%	2.96%	10.62%
Two or More Races	11.77%	9.24%	7.59%	10.94%	8.25%	29.12%
Hispanic or Latino	22.51%	8.95%	34.73%	15.73%	9.55%	34.46%

Summary of Methodological Refinements

The Student-Oriented Comparison Index introduced several refinements to the District's previous methodology:

- Continued use of working-age population data (ages 18-64).
- Continued use of degree-attainment data for degree-applicable classifications.
- Addition of future student demographic indicators (ages 10-17).
- Addition of national demographic indicators.
- Increased emphasis on current and future student demographics.
- Continued consideration of workforce availability data in evaluating representation.