



**CERRITOS COMMUNITY COLLEGE DISTRICT  
EQUAL EMPLOYMENT OPPORTUNITY PLAN**

**2024-2027**

**OFFICE OF HUMAN RESOURCES**

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## **Plan Component 1: Introduction**

The Cerritos Community College District is proud to release its 2023-2026 Equal Employment Opportunity Plan. This plan represents the District's commitment to Diversity, Equity, Inclusion and Accessibility ("DEIA") in all areas of our campus life. The District believes that we are stronger because of our diversity and that fostering diversity not only promotes excellence as a workplace but provides a better learning environment for our students.

With the full support of the Board of Trustees, who passed this plan on May 15, 2024 Cerritos is taking intentional and active steps towards becoming a barrier-free campus. We look forward to continuing our tradition of hiring and retaining faculty and staff who are sensitive to and knowledgeable about the needs of our diverse and continually changing campus community. We will also continue to hire our talented faculty and staff pursuant to Title 5 regulations (§5300 et seq). This Plan has been prepared with our students, staff, faculty and community in mind; a place of inclusivity that prepares our students for the future and provides a work environment of which our faculty and staff can be proud.

Jose Fierro, D.V.M., Ph.D.

Cerritos College President/Superintendent

## **Cerritos Community College District Resolution #24-0603J**

### **RESOLUTION OF THE BOARD OF TRUSTEES OF THE CERRITOS COMMUNITY COLLEGE DISTRICT TO ADOPT THE DISTRICT'S EQUAL EMPLOYMENT OPPORTUNITY PLAN**

WHEREAS, It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics; and

WHEREAS, the Board of Trustees reaffirms its dedication to fostering a diverse and inclusive workplace that welcomes the employment of qualified individuals from all walks of life, appreciates the contributions of individuals with a wide range of experiences and perspectives, and is free from barriers to employment for historically underrepresented groups; and

WHEREAS, the Board of Trustees finds that a diverse and inclusive workplace is fundamental to maintaining a robust academic environment and fulfilling the District's mission to prepare students for success in a global society; and

WHEREAS, the District is committed to hiring and retaining faculty and staff who are sensitive to, and knowledgeable about, the needs of the continually changing and diverse student body and community served by the District and the community colleges of California; and

WHEREAS, an Equal Employment Opportunity Plan will ensure the implementation of the equal employment opportunity principles and values enumerated above.

RESOLVED, that the Board of Trustees of the Cerritos Community College District hereby adopts the attached Equal Employment Opportunity Plan.

Adopted at a regular meeting of the Board of Trustees of the Cerritos Community College District at Norwalk, California this 15 day of May 2024:

Signed:

\_\_\_\_\_  
President, Board of Trustees of the Cerritos  
Community College District

Attest:

\_\_\_\_\_  
Clerk of the Board of Trustees of the Cerritos  
Community College District

## Plan Component 2: Definitions

### California Code of Regulations, Title 5, Section 53001

1. Adverse Impact: "Adverse impact" means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
2. Diversity: "Diversity" means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds. Diverse workplaces include qualified individuals from groups that have been historically excluded from that workplace.
3. Equal Employment Opportunity: "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories per Title 5, which include executive/administrative/ managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
  - a. identifying and eliminating barriers to employment that are not job related; and
  - b. creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
4. Equal Employment Opportunity Plan: An "equal employment opportunity plan" is a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
5. Equal Employment Opportunity Programs: "Equal employment opportunity programs" means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, and actively recruiting, monitoring and taking additional steps consistent with Title 5 regulations and this Plan.

6. Ethnic Group Identification: "Ethnic group identification" means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Title 5, Section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
7. In-House or Promotional Only Hiring: "In-house or promotional only" hiring means that only existing District regular employees are allowed to apply for a position.
8. Monitored Group: "Monitored Group" means those groups identified in Title 5, Section 53004(b) for which monitoring, and reporting is required pursuant to Title 5, Section 53004(a).
9. Person with a Disability: "Person with a disability" means any person who: (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
10. Reasonable Accommodations means the efforts made on the part of the district in compliance with Government Code section 12926.
11. Screening or Selection Procedures: "Screening or selection procedure" means any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms and consideration of equivalencies.
12. Underrepresented Group: " Underrepresented group" means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

## **Plan Component 3: Policy Statement**

### **California Code of Regulations, Title 5, Section 53002**

The Board of Trustees of the Cerritos Community College District (“District”), by adoption of this Equal Employment Opportunity Plan, reaffirms its commitment to the principles of equal employment opportunity and implements a comprehensive program to put those principles into practice. The District also recommits itself to efforts related to diversity, inclusion, equity and accessibility.

It is the policy<sup>1</sup> of the District to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, on the basis of these perceived characteristics, or on association with a person or group with one or more of these actual or perceived characteristics. The District will strive to maintain a workplace that is welcoming to individuals from all such groups; appreciates the contributions of individuals from diverse backgrounds; and recognizes that diversity and inclusivity foster cooperation, acceptance, democracy, workplace safety, and the free expression of ideas essential to a robust academic community and the preparation of students for success in a global society.

This Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws. The District also recognizes that EEO and DEIA efforts must include creating and cultivating a workplace that is inclusive and respectful.

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<sup>1</sup> See Appendix 2, Board Policy No. 3410, Nondiscrimination, and Board Policy No. 3420, Equal Employment Opportunity, and online: <https://www.cerritos.edu/board/policies/chapter-3--general-institution.htm>.

## **Plan Component 4: Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan.**

California Code of Regulations, Title 5, Sections 53003(c)(1) and 53020

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

### **1. Board of Trustees**

The Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of District operation, and for ensuring equal employment opportunity as described in the Plan.

### **2. President/Superintendent**

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

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

The District has designated the Director, Diversity, Compliance, and Title IX Coordinator as its equal employment opportunity officer. This position is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, Sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Section VI of this Plan and for ensuring that applicant pools and selection procedures are properly monitored.

### **4. Diversity Equal Employment Opportunity Advisory Committee**

The District will maintain a Diversity Equal Employment Opportunity Advisory Committee (DEEOAC) 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. The Diversity Equal Employment Opportunity Advisory Committee



will assist in development, implementation, and revisions of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

#### **5. Agents of the District**

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

#### **6. Good Faith Effort**

The District will make a continuous good faith effort to comply with all the requirements of its Plan.

## **Plan Component 5: EEO Advisory Committee**

### **California Code of Regulations, Title 5, Section 53005**

The District has established a Diversity Equal Employment Opportunity Advisory Committee (“DEEOAC”) to assist in development, implementation, and revisions of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate. The DEEOAC is one of the District’s Shared Governance Committees<sup>2</sup>.

The DEEOAC may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The DEEOAC may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The Equal Employment Opportunity Officer will train the DEEOAC members on equal employment compliance and the Plan itself.

The DEEOAC shall include the following ex officio members: Director, Diversity, Compliance and Title IX Coordinator, and the ADA coordinator (if different than the Director, Diversity, Compliance, and Title IX Coordinator). When appropriate, the DEEOAC will make recommendations to the Vice President of Human Resources/Assistant Superintendent, who will report the recommendations to the Board of Trustee and the President/Superintendent. The DEEOAC will receive external training on compliance with Title 5 relevant to its mission and the Board of Trustees will receive the same.

The DEEOAC shall include the following ex officio members: Director, Diversity, Compliance and Title IX Coordinator, and the ADA coordinator (if different than the Director, Diversity, Compliance, and Title IX Coordinator). When appropriate, the DEEOAC will make recommendations to the Vice President of Human Resources/Assistant Superintendent, who will report the recommendations to the Board of Trustee and the President/Superintendent. The DEEOAC will receive external training on compliance with Title 5 relevant to its mission and the Board of Trustees will receive the same. Specifically, DEEOAC will receive training in all of following:

- The requirements of Title V and of state and federal nondiscrimination laws;
- Identification and elimination of bias in hiring;
- The educational benefits of workforce diversity; and
- The role of the advisory committee in carrying out the District’s EEO plan.
- The Board of Trustees will receive the same training as DEEOAC.

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<sup>2</sup> DEEOAC membership and meeting schedule is available online: <https://www.cerritos.edu/hr/eeoac.htm>.

## **Plan Component 6: The Procedure for Filing Complaints Pursuant to Section 53026**

**California Code of Regulations, Title 5, sections 53003(c)(4), 53026, et seq.**

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5, Section 53026, 53003(c)(4)).

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Complaints alleging violations of the equal employment opportunity regulations, pursuant to Title 5 Section 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. All complaints will contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. The complainant may be requested, but will not be required, to submit the complaint in writing or on a prescribed form. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than one hundred eighty (180) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the one hundred eighty (180) day limitation. Any complaint returned for failure to state a clear violation of the regulations will follow the same process as discrimination complaints handled by the District.

Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than one hundred eighty (180) days after such occurrence unless the violation is ongoing.

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

The complaint will be filed with the Director, Diversity, Compliance, and Title IX Coordinator. If the complaint involves the Director, the complaint may be filed with the Vice President of Human Resources. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The Director will forward copies of all written complaints to the Chancellor's Office upon receipt.

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

Complaints Alleging Unlawful Discrimination or Harassment (Title 5, Section 59300 et seq.)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment and those procedures are contained in Administrative Procedure 3435.<sup>3</sup>

The Director, Diversity, Compliance, and Title IX Coordinator is responsible for receiving such complaints and for coordinating their investigation.

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<sup>3</sup> See, [Appendix 3](#), and online: [https://www.cerritos.edu/board/\\_includes/docs/AP/Chapter-3/AP\\_3435.pdf](https://www.cerritos.edu/board/_includes/docs/AP/Chapter-3/AP_3435.pdf).

## **Plan Component 7: The Process for Notifying All District Employees of the Provisions of the EEO Plan and District Policy Statement**

### **California Code of Regulations, Title 5, Section 53003(c)(3)**

The commitment of the Board of Trustees and the President/Superintendent to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be printed in the District's catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the President/Superintendent, administrators, the President of the Faculty Senate, Union Presidents, and members of the District Diversity Equal Employment Opportunity Advisory Committee. The Plan is available on the District's website: <https://www.cerritos.edu/hr/eeoac.htm>, the District will provide all employees with a notice of the Board's Equal Employment Opportunity Policy Statement (located in Section 3 of this Plan) and the link to reach the District's Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

- 1) The importance of the employee's participation and responsibility in ensuring the Plan's implementation.
- 2) Hard copies of the Plan are available in the library and in Human Resources.
- 3) The EEO Plan may be accessed online

## **Plan Component 8: The Process for Ensuring that District Employees Who Participate on Screening or Selection Committees Receive Training**

### **California Code of Regulations, Title 5, section 53003(c)(4)**

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training. The District will develop a process for ensuring that all individuals directly participating in the screening and selection process receive training prior to their participation. Training shall include, but need not be limited to:

- 1) the requirements of this subchapter (Section 53000 et seq.) and of state and federal nondiscrimination laws;
- 2) the educational benefits of workforce diversity;
- 3) the elimination of bias in hiring decisions; and
- 4) best practices in serving on a screening or selection committee;

A person serving on a screening or selection committee must have either completed training or served on a prior screening or selection committee within one (1) year of service, but under no circumstances will more than 24 months pass between the time of service and the person's last training. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening or selection committees.

The Director, Diversity, Compliance, and Title IX Coordinator is responsible for providing access to the required training. Any individual, who acts on behalf of the District with regard to recruitment and screening of applicants for employment, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

Screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants.

## **Plan Component 9: The Process for Providing Annual Written Notice to Community-based and Professional Organizations**

### **California Code of Regulations, Title 5, Section 53003(c)(5)**

Human Resources will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying qualified candidates from diverse backgrounds. The notice will also include the internet address where the district advertises its job openings and the names, departments, and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. Human Resources will maintain a list of organizations that will receive this notice and, the DEEOAC will annually review the list, and may revise the list as necessary (see Appendix 4 for Annual Distribution list).

## **Plan Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants**

### **California Code of Regulations, Title 5, section 53003(c)(6)**

The Human Resources Department annually assesses the District's workforce composition and monitors applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan and to provide data needed for the reports required by this Plan. Monitored groups are men, women, American Indians/Alaskan Natives (Native Americans), Asians, Blacks/African-Americans, Filipinos, Hispanics/Latinos, Pacific Islanders, Whites/Caucasians, and persons with disabilities.

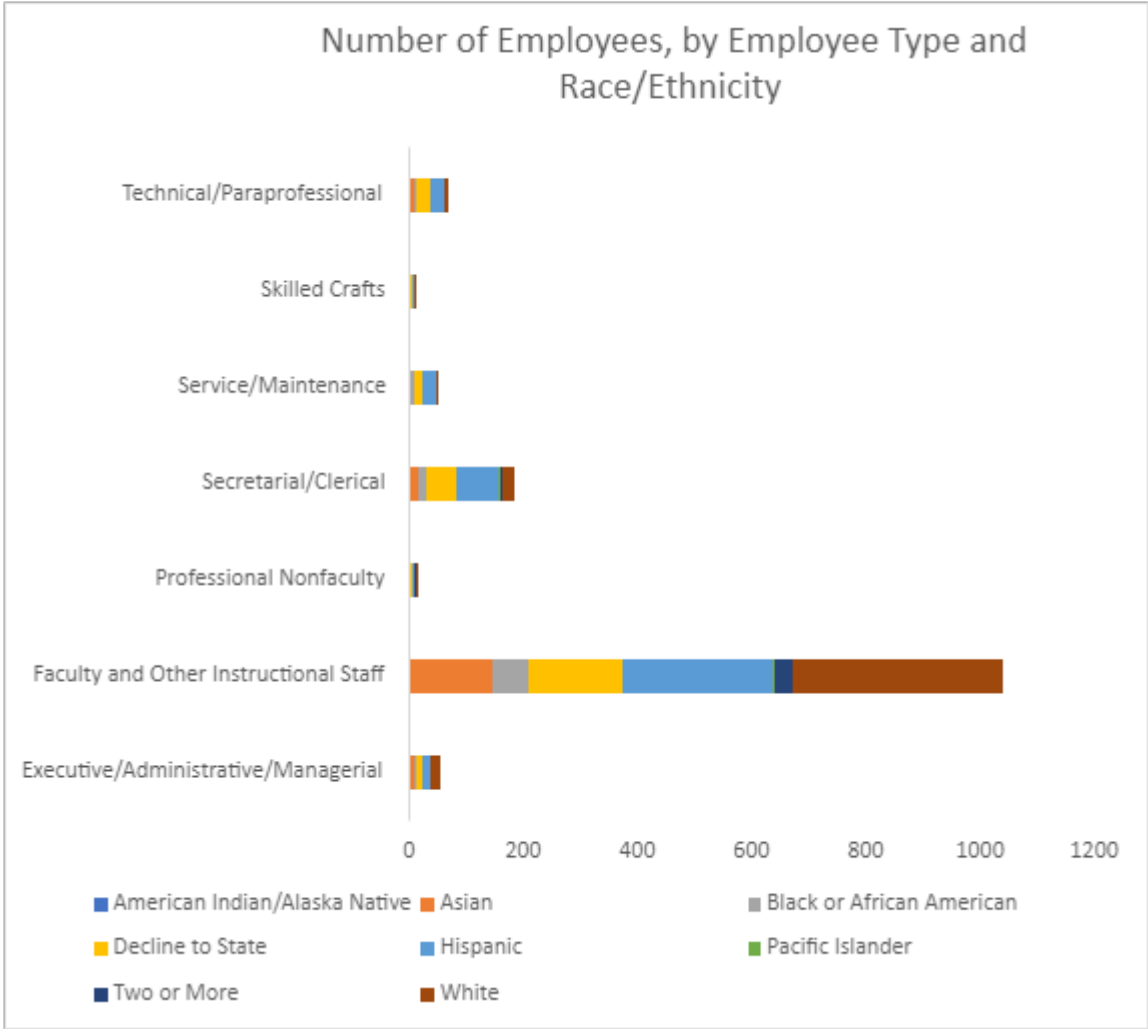
For purposes of the survey and report each applicant or employee will be afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, their disability. Persons may designate as many ethnicities as they identify with, but will be counted in only one ethnic group for reporting purposes. This information is kept confidential and is separated from the applications that are forwarded to the screening/selection committees and hiring administrator(s). The Director, Diversity, Compliance, and Title IX Coordinator will annually prepare a report and present it to the DEEOAC, and post this report on the DEEOAC webpage. The District annually reports to the Chancellor's Office the results of its annual survey of employees.

At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

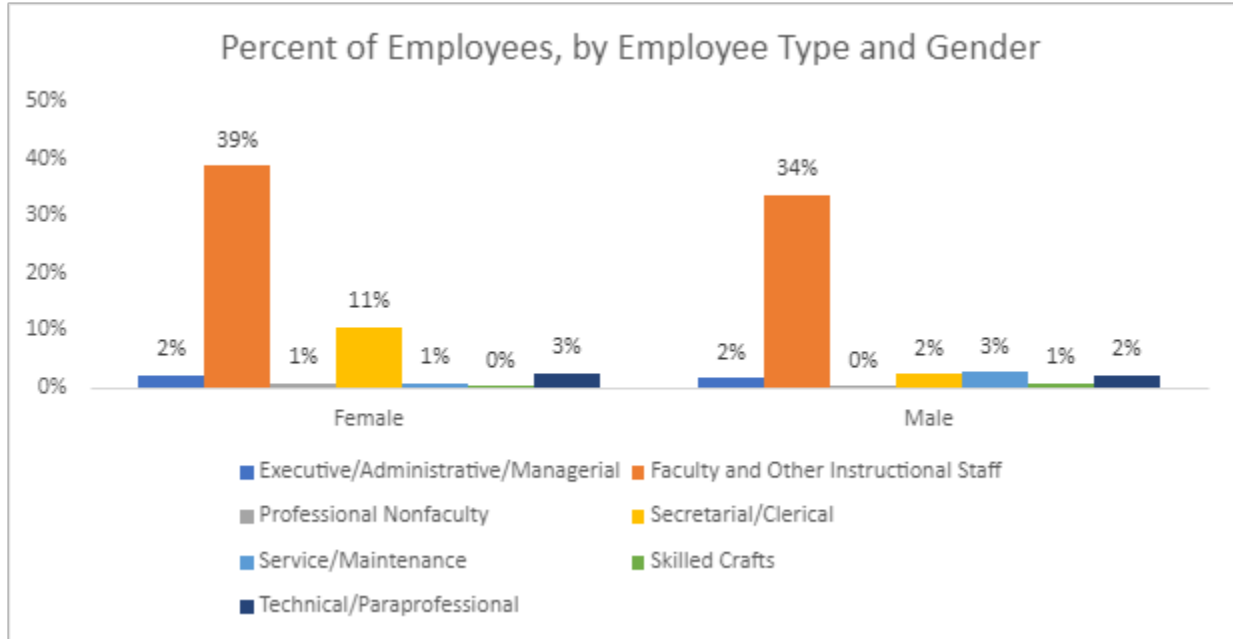
- 1) Executive/Administrative/Managerial
- 2) Faculty and other instructional staff
- 3) Professional nonfaculty
- 4) Secretarial/clerical
- 5) Technical/Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance



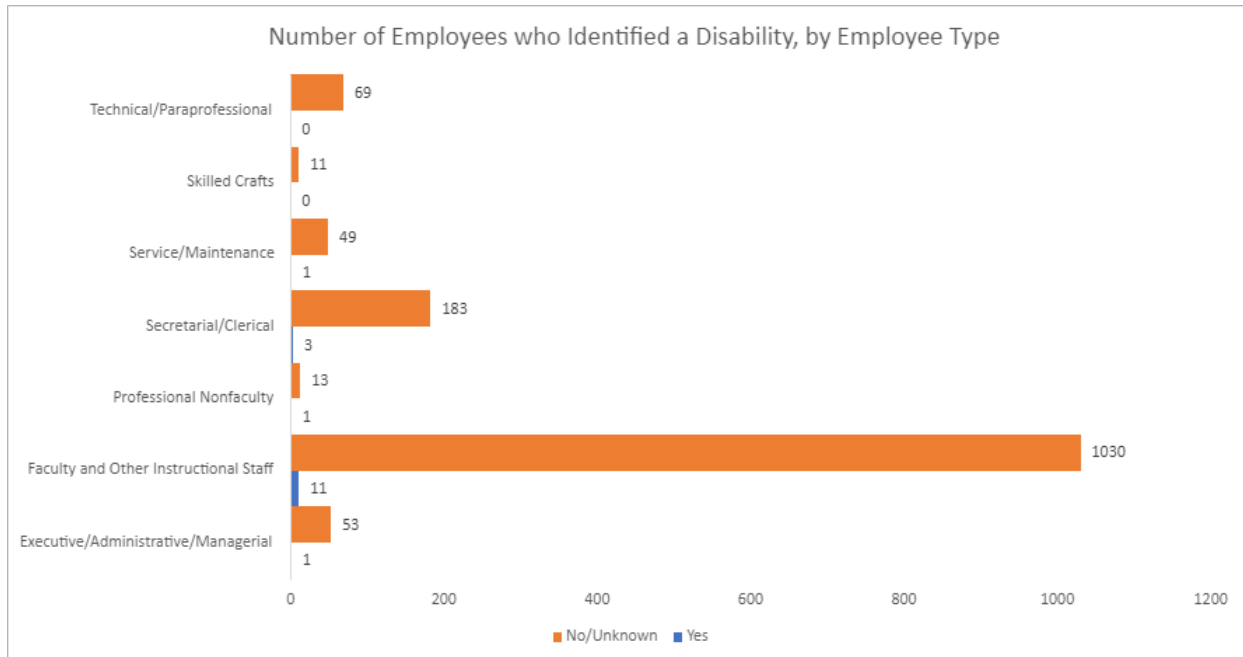
# Breakdown of Employee Biographical Data (Race/ethnicity) by Employee Group



## Breakdown of Employee Biographical Data (Gender) by Employee Group



## Breakdown of Employee Biographical Data (Disability) by Employee Group



# EEO Data Analysis of Cerritos Community College District Employees

Cerritos College (hereinafter “the District”) is a single-college District located in Norwalk a suburb in the southeastern portion of Los Angeles County. The District employs approximately 1500 employees as either Full-Time Executive/Administrative/Managerial, Faculty/Instructional Staff, Adjunct Faculty, Professional Non-faculty, Technical Paraprofessional, Skills Crafts, Service/Maintenance, or Secretarial/Clerical.

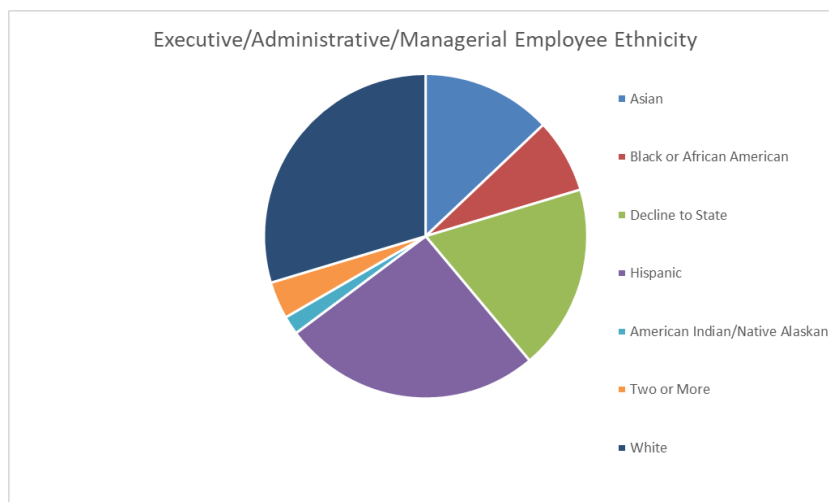
As reflected in the District’s overall employee data, 28% of employees identify as Hispanic/Latinx; 29% of employees identify as White; 0.6% identify as Asian/Pacific Islander; 6% percent identify as Black/African American; 0% identify as Native American/Alaska Native; 2% identify as two or more race, and 19% declined to state.

The District has made strides in campus diversity which is evident through the evaluation of our employee data on a granular level<sup>1</sup>. While there maintains a continual pursuit for a more diverse campus atmosphere, we have identified specific areas of focus as discussed below.

## 1) Executive/Administrative/Managerial (“EAM”)

### a. Overview

Our EAM team represents almost 4% of our total employee population. EAM employees overwhelmingly identify as Hispanic/Latinx (25.93%) and White (29.63%). Of this employee group, the next largest demographic is Decline to State (18.52%). As noted in other sections of this plan, the District is working to reduce the number of Decline to State results by offering education around the rationale for asking and providing additional opportunities for employees to update the data. As evidenced in the below chart, the next largest group identifies as Asian/Pacific Islander (12.96%) followed by Black or African American (7.41%) and Two or More (3.70%). The smallest represented category is Native American/Alaska Native (1.85%).



**b. Analysis Utilizing 80% Rule**

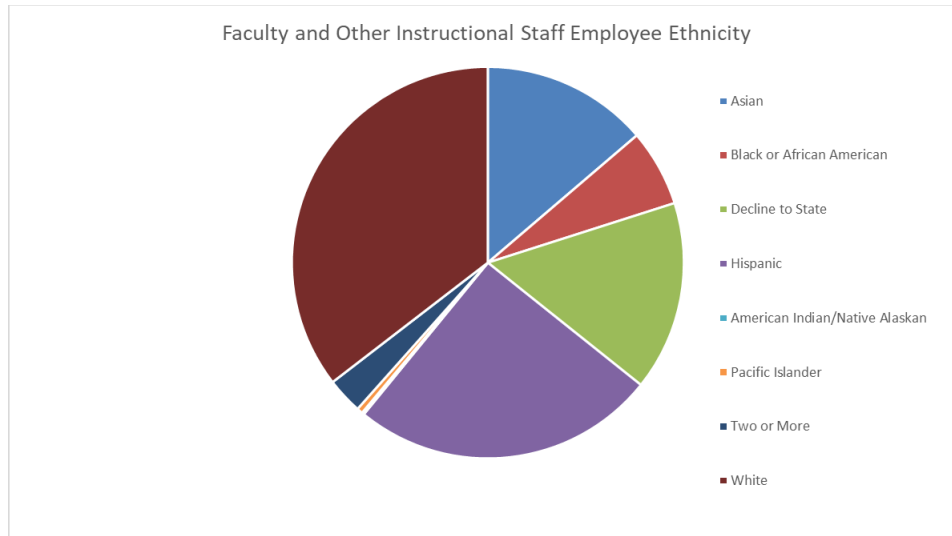
Our race availability looked at our local student population (45%), our local area of Norwalk (45%), as well as the state (5%) and federal (5%) numbers. These weights were selected as the District’s priority has always been ensuring that our students and community see themselves in their faculty and staff. It has been a priority for the District to “meet our students where they are” which includes having employees who can have shared experiences, culture and language with our students. Utilizing this data, our EAM employees fall short within one data category: Hispanic/Latinx employees. While this group is represented at 25.93% within EAM, the 80% rule reflects that we are at 38% of the projected representation. In Part 13 of this plan, the District has identified dynamic ways in which we plan to increase diversity in our workforce. Examples of our implementation strategy include but are not limited to more targeted advertising to the local community, job fairs, and moving to an anonymous application process to minimize/eliminate unconscious bias.

| Race Composition per Employee Type  | Workforce | Weighted Race Availability | Utilization Rate | 80% Rule |
|-------------------------------------|-----------|----------------------------|------------------|----------|
| Executive/Administrative/Managerial | 3.79%     |                            |                  |          |
| American Indian/Alaska Native       | 1.85%     | 0.14%                      | 1313.37%         |          |
| Asian                               | 12.96%    | 11.36%                     | 114.11%          | 93%      |
| Black or African American           | 7.41%     | 5.69%                      | 130.30%          | 148%     |
| Decline to State                    | 18.52%    |                            |                  |          |
| Hispanic                            | 25.93%    | 64.98%                     | 39.90%           | 38%      |
| Pacific Islander                    |           |                            |                  |          |
| Two or More                         | 3.70      | 1.49%                      | 248.57%          |          |
| White                               | 29.63%    | 10.53%                     | 281.38%          |          |

**2) Faculty and Other Instructional Staff**

**a. Overview**

Faculty and Other Instructional Staff represent our largest employee group at 73% of our active employees. Faculty employees overwhelmingly identify as Hispanic/Latinx (25.17%) and White (35.45%). Of this employee group, the next largest demographic is Decline to State (15.66%). As noted in other sections of this plan, the District is working to reduce the number of Decline to State results by offering education around the rationale for asking and providing additional opportunities for employees to update the data. As evidenced in the below graph, the next largest group identifies as Asian/Pacific Islander (13.74%) followed by Black or African American (6.34%) and Two or More representing 2.93%. The smallest represented category Native American/Alaska Native (0.19%).



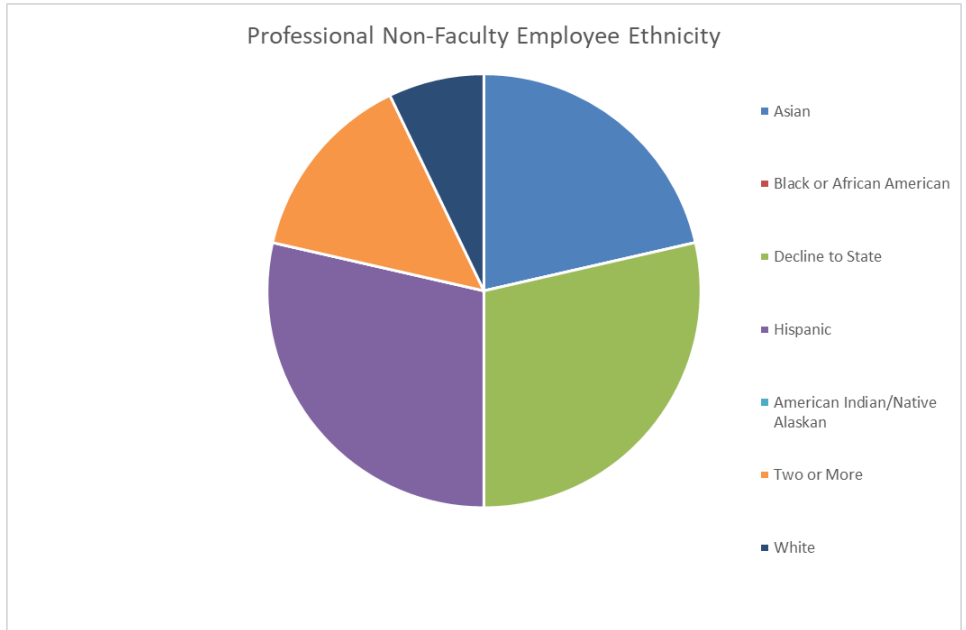
**b. Analysis Utilizing 80% Rule**

Our race availability looked at our local student population (45%), our local area of Norwalk (45%), as well as the state (5%) and federal (5%) numbers. These weights were selected as the District’s priority has always been ensuring that our students and community see themselves in their faculty and staff. It has been a priority for the District to “meet our students where they are” which includes having employees who can have shared experiences, culture, and language with our students. In evaluating against this data set, our Faculty employees fall short within one data category: Hispanic/Latinx employees. While this group is represented at 25.17% within Faculty and Other Instructional Staff, the 80% rule reflects that we are at 36% of expectations under the rule. In Component 13 of this plan, the District has identified many ways in which we plan to increase our workforce in diverse and dynamic ways including more targeted advertising to the local community, job fairs, and moving to anonymous application process to minimize/eliminate unconscious bias.

| Race Composition per Employee Type    | Workforce | Weighted Race Availability | Utilization Rate | 80% Rule |
|---------------------------------------|-----------|----------------------------|------------------|----------|
| Faculty and Other Instructional Staff | 73.05%    |                            |                  |          |
| American Indian/Alaska Native         | 0.19%     | 0.14%                      | 136.26%          |          |
| Asian                                 | 13.74%    | 11.36%                     | 120.92%          | 98%      |
| Black or African American             | 6.34%     | 5.69%                      | 111.52%          | 127%     |
| Decline to State                      | 15.66%    |                            |                  |          |
| Hispanic                              | 25.17%    | 64.98%                     | 38.73%           | 36%      |
| Pacific Islander                      | 0.48%     |                            |                  |          |
| Two or More                           | 2.98%     | 1.49%                      | 199.86%          |          |
| White                                 | 35.45%    | 10.53%                     | 336.63%          |          |

**c. Overview**

Professional Non-Faculty represents almost 1% of our employee population clocking in a 0.98%. In this group, employees identify largely into one of three categories: Hispanic/Latinx (28.57%), Decline to State (28.57%), and Asian/Pacific Islander (21.43%). The next largest group identifies as Two or More (14.29%) followed by employees who identify as White (7.14%). There were no employees in this group who identified as Native American/Alaska Native nor were there employees who identified as Black or African American.



**d. Analysis Utilizing 80% Rule**

Our race availability looked at our local student population (45%), our local area of Norwalk (45%), as well as the state (5%) and federal (5%) numbers. These weights were selected as the District’s priority has always been ensuring that our students and community see themselves in their faculty and staff. It has been a priority for the District to “meet our students where they are” which includes having employees who can have shared experiences, culture and language with our students.

The Hispanic/Latinx group is currently represented at 28.57%. Under the 80% rule, the Hispanic/Latinx group are only at 41% of the projected representation.

Employees identifying as Black or African-American presently have 0% representation. However, the demographic make-up of the local community indicates the projected representation should be upwards of 5% and we are at 0% of the projected representation. The District recognizes this deficit and will

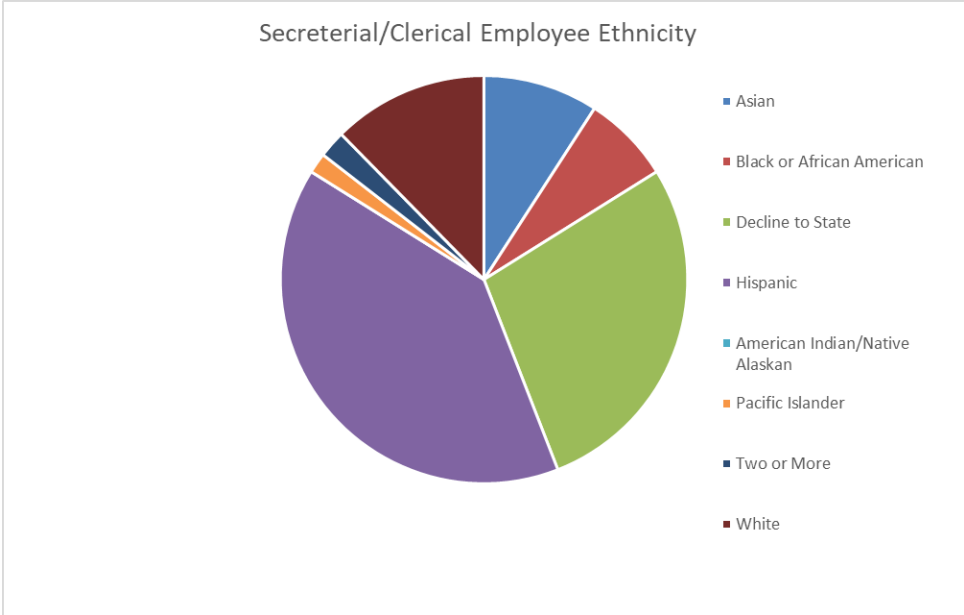
be utilizing the plans outlined in Component 13 to increase our outreach, applicant numbers and working to eliminate unconscious bias from the hiring process with anonymous applications.

| Race Composition per Employee Type | Workforce | Weighted Race Availability | Utilization Rate | 80% Rule |
|------------------------------------|-----------|----------------------------|------------------|----------|
| Professional Nonfaculty            | 0.98%     |                            |                  |          |
| American Indian/Alaska Native      |           |                            |                  |          |
| Asian                              | 21.43%    | 11.36%                     | 188.63%          | 153%     |
| Black or African American          | 0.00%     | 5.69%                      | 0.00%            | 0%       |
| Decline to State                   | 28.57%    |                            |                  |          |
| Hispanic                           | 28.57%    | 64.98%                     | 43.97%           | 41%      |
| Pacific Islander                   |           |                            |                  |          |
| Two or More                        | 14.29%    | 1.49%                      | 958.77%          |          |
| White                              | 7.14%     | 10.53%                     | 67.83%           |          |

### 3) Secretarial/Clerical

#### a. Overview

Our Secretarial/Clerical team represents just over 13% of our employee population coming in at exactly 13.05%. Secretarial/Clerical employees largely identify as Hispanic/Latinx (39.78%). Of this employee group, the next largest demographic is Decline to State (27.96%). As noted in other sections of this report, the District is working to reduce the number of Decline to State results by offering education around the rationale for asking and providing additional opportunities for employees to update the data. As evidenced in the below graph, the next largest group identifies as White (12.37%) followed by Asian at 9.14%; Black or African American (6.99%) and Two or More (2.15%).



**b. Analysis Utilizing 80% Rule**

Our race availability looked at our local student population (45%), our local area of Norwalk (45%), as well as the state (5%), CCCO (5%) numbers. These weights were

Our race availability looked at our local student population (45%), our local area of Norwalk (45%), as well as the state (5%) and federal (5%) numbers. These weights were selected as the District’s priority has always been ensuring that our students and community see themselves in their faculty and staff. It has been a priority for the District to “meet our students where they are” which includes having employees who can have shared experiences, culture and language with our students. In reviewing these data sets, the District falls short within two categories: Hispanic/Latinx employees and Asian/Pacific Islander employees. Employees identifying as Hispanic/Latinx represented at 39.78% within the Secretarial/Clerical group. Under the 80% rule, we are at 58% of the projected representation. In this same employee group, employees identifying as Asian/Pacific Islander are represented as 9.14% of this unit; which is just 65% of the projected representation given local demographics.

Part 13 of this plan, the District has identified many ways in which we plan to increase our workforce in diverse and dynamic ways including more targeted advertising to the local community, job fairs and move to anonymous application process to minimize/eliminate unconscious bias.

| Race Composition per Employee Type | Workforce | Weighted Race Availability | Utilization Rate | 80% Rule |
|------------------------------------|-----------|----------------------------|------------------|----------|
| Secretarial/Clerical               | 13.05%    |                            |                  |          |

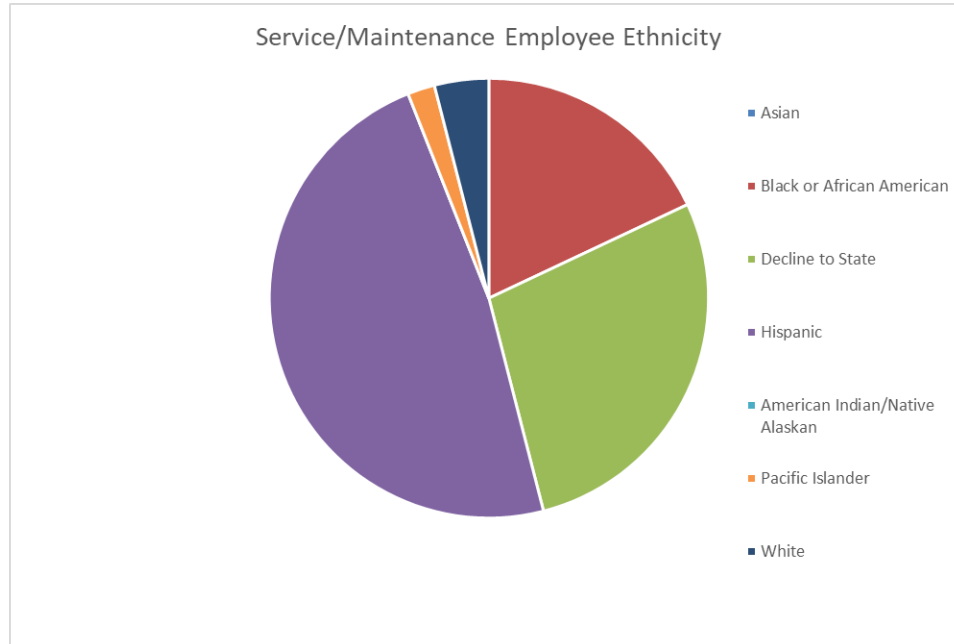


|                               |        |        |         |      |
|-------------------------------|--------|--------|---------|------|
| American Indian/Alaska Native |        |        |         |      |
| Asian                         | 9.14%  | 11.36% | 80.46%  | 65%  |
| Black or African American     | 6.99%  | 5.69%  | 122.94% | 140% |
| Decline to State              | 27.96% |        |         |      |
| Hispanic                      | 39.78% | 64.98% | 61.23%  | 58%  |
| Pacific Islander              | 1.61%  |        |         |      |
| Two or More                   | 2.15%  | 1.49   | 144.33% |      |
| White                         | 12.37% | 10.53% | 117.43% |      |

#### 4) Service/Maintenance

##### a. Overview

Our Service/Maintenance team represents just under 4% of our employee population at 3.51%. Service/Maintenance employees overwhelmingly identify as Hispanic/Latinx (48%). Similar to other employee groups, the next largest demographic is Decline to State (28%). As noted in other sections of this report, the District is working to reduce the number of Decline to State results by offering education around the rationale for asking and providing additional opportunities for employees to update the data. As evidenced in the below graph, the next largest group identifies as Black or African American at (18%) followed by White at (4%).



##### b. Analysis Utilizing 80% Rule

Our race availability looked at our local student population (45%), our local area of Norwalk (45%), as well as the state (5%) and federal (5%) numbers. These weights were selected as the District’s priority has always been ensuring that our students and community see themselves in their faculty and staff. It has been a priority for the District to “meet our students where they are” which includes having employees who can have shared experiences, culture and language with our students. In evaluating the available data, the District fell short within the Service/Maintenance group within two categories: Hispanic/Latinx employees and Asian/Pacific Islander. Within the Hispanic/Latinx group, they are represented at 48% but that falls at only 60% of the projected representation.

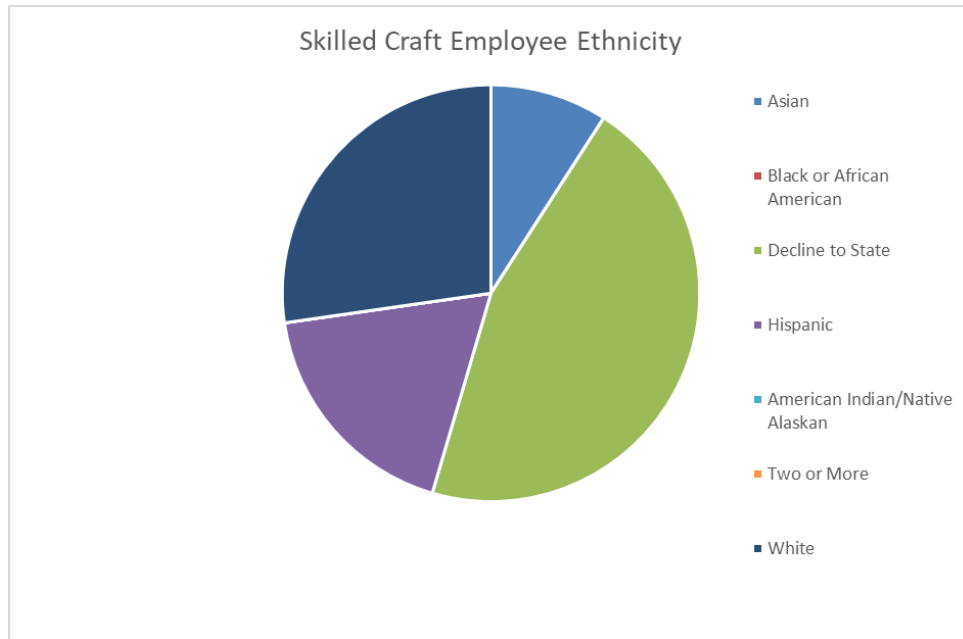
Employees identifying as Asian/Pacific Islander have no representation (0%) in this employee group falling short under virtually every metric including the 80% rule as the District is at 0% of the projected representation of 14%. In Part 13 of this plan, the District is working on specific measures to increase applicant and employee diversity.

| Race Composition per Employee Type | Workforce | Weighted Race Availability | Utilization Rate | 80% Rule |
|------------------------------------|-----------|----------------------------|------------------|----------|
| Service/Maintenance                | 3.51%     |                            |                  |          |
| American Indian/Alaska Native      |           |                            |                  |          |
| Asian                              | 0.00%     | 11.36%                     | 0.00%            | 0%       |
| Black or African American          | 18.00%    | 5.69%                      | 316.62%          | 360%     |
| Decline to State                   | 28.00%    |                            |                  |          |
| Hispanic                           | 48.00%    | 64.98%                     | 73.87%           | 70%      |
| Pacific Islander                   | 2.00%     |                            |                  |          |
| Two or More                        |           |                            |                  |          |
| White                              | 4.00%     | 10.53%                     | 37.99%           |          |

**5) Skilled Crafts**

**a. Overview**

Our Skilled Crafts employee group team represents close to 1% of our population at 0.77% of our employee population. Unfortunately for the purposes of this report, Skilled Crafts employees overwhelmingly identify as Decline to State (45.45%). This is followed by White (27.27%) and Hispanic/Latinx employees (18.18%). As noted in other sections of this report, the District is working to reduce the number of Decline to State results by offering education around the rationale for asking and providing additional opportunities for employees to update the data. Employees identifying as Asian/Pacific Islander account for 9.09% and Black or African American employees have zero representation.



**b. Analysis Utilizing 80% Rule**

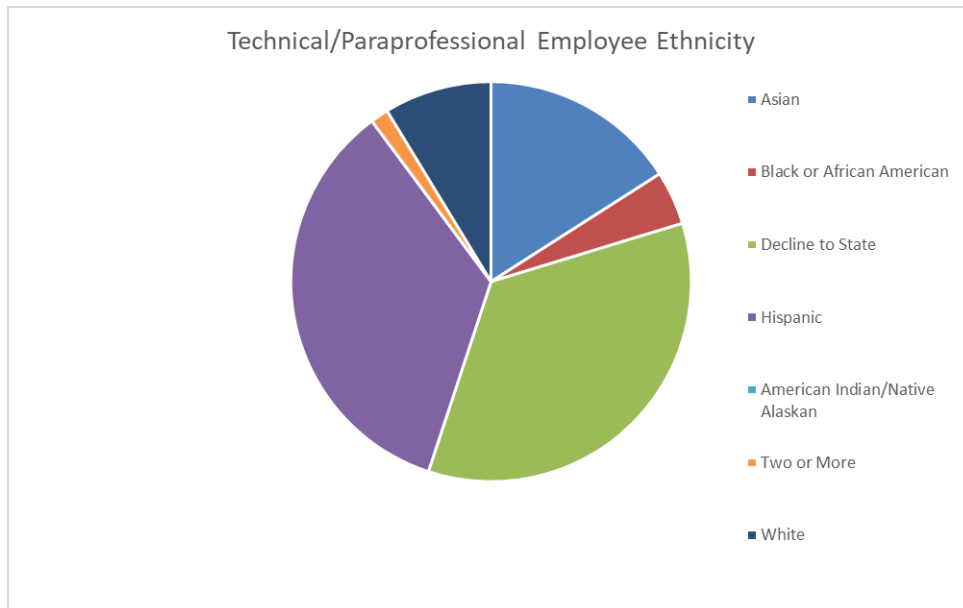
Our race availability looked at our local student population (45%), our local area of Norwalk (45%), as well as the state (5%) and federal (5%) numbers. These weights were selected as the District’s priority has always been ensuring that our students and community see themselves in their faculty and staff. It has been a priority for the District to “meet our students where they are” which includes having employees who can have shared experiences, culture and language with our students. Utilizing this data, it is evident that within this employee group, there are three areas which fall under the 80% rule: employees identifying as Hispanic/Latinx (at 18.18% the District is only at 26% of the projected representation; employees identifying as Asian/Pacific Islander (at 9.09% which is only 65% of the projected representation) and Black or African American (0% which places the District at 0% of the projected representation). The District is committed to using various resources and initiatives to increase the diversity within this- and all- employee groups.

| Race Composition per Employee Type | Workforce | Weighted Race Availability | Utilization Rate | 80% Rule |
|------------------------------------|-----------|----------------------------|------------------|----------|
| Skill Crafts                       | 0.77%     |                            |                  |          |
| American Indian/Alaska Native      | 0.00%     | 0.14%                      | 0.00%            |          |
| Asian                              | 9.09%     | 11.36%                     | 80.03%           | 65%      |
| Black or African American          | 0.00%     | 5.69%                      | 0.00%            | 0%       |
| Decline to State                   | 45.45%    |                            |                  |          |
| Hispanic                           | 18.18%    | 64.98%                     | 27.98%           | 26%      |
| Two or More                        | 0.00%     | 1.49%                      | 0.00%            |          |
| White                              | 27.27%    | 10.53%                     | 259.00%          |          |

## 6) Technical/Paraprofessional

### a. Overview

Technical/Paraprofessional employees at the District represent almost 5% of our employee population at 4.84%. Employees in this group are equally split between Hispanic/Latinx (34.78%) and Decline to State (34.78%). As noted in other sections of this report, the District is working to reduce the number of Decline to State results by offering education around the rationale for asking and providing additional opportunities for employees to update the data. The next largest demographic is employees identifying as Asian/Pacific Islander (15.94%) followed by employees identifying as White (8.70%). Employees identifying as Black or African American reported at 4.35%; District employees identifying as two or more accounted for 1.45% of this group.



### b. Analysis Utilizing 80% Rule

Our race availability looked at our local student population (45%), our local area of Norwalk (45%), as well as the state (5%) and federal (5%) numbers. These weights were selected as the District's priority has always been ensuring that our students and community see themselves in their faculty and staff. It has been a priority for the District to "meet our students where they are" which includes having employees who can have shared experiences, culture and language with our students. The data reflect that the diversity efforts within the Technical/

Paraprofessional employee fall short within one data category: Hispanic/Latinx employees. While this group is represented at 34.78% within this group the

80% rule reflects that we are at 50% of the projected representation. It should be noted that due to the large number of employees in this group identifying as Decline to State, the District believes that once inroads are made and employees are provided with information and resources regarding the value of disclosing this data, these numbers will be more accurately represented.

| Race Composition per Employee Type | Workforce | Weighted Race Availability | Utilization Rate | 80% Rule |
|------------------------------------|-----------|----------------------------|------------------|----------|
| Technical/Paraprofessional         | 4.84%     |                            |                  |          |
| American Indian/Alaska Native      | 0.00%     | 0.14%                      | 0.00%            |          |
| Asian                              | 15.94%    | 11.36%                     | 140.33%          | 114%     |
| Black or African American          | 4.35%     | 5.69%                      | 76.48%           | 87%      |
| Decline to State                   | 34.78%    |                            |                  |          |
| Hispanic                           | 34.78%    | 64.98%                     | 53.53%           | 50%      |
| Two or More                        | 1.45%     | 1.49%                      | 97.27%           |          |
| White                              | 8.70%     | 10.53%                     | 82.58%           |          |

# EEO Data Analysis of Applicants

## Background and Overview of Cerritos College Applicant and Hiring Process

Cerritos College (hereinafter “the District”) is a single-college District located in Norwalk- a suburb in the southeastern portion of Los Angeles County. The District employs approximately 1500 employees as either Full-Time Executive/Administrative/Managerial, Faculty/Instructional Staff, Adjunct Faculty, Professional Non-faculty, Technical Paraprofessional, Skills Crafts, Service/Maintenance, and Secretarial/Clerical.

A three-year snapshot of the District’s hiring reflects that the District has hired approximately 350 people in the past three years (dating back to October 1, 2020); representing 11,247 applicants over this nearly three year-period for Full-Time and Adjunct positions. The District utilizes various platforms for the application and onboarding process. Regardless of where applicants discover the job posting, they ultimately apply via NeoEd.com. For the vast majority of positions, this includes filling out an online application and uploading supporting documents such as a resume or cover letter.

The search committee for the position is required to meet, as a full committee, to determine the scoring rubric and interview questions. The search committee must submit their rubric and planned questions before Human Resources (“HR”) will release the applicant names and applications to the committee. This is done to ensure scoring and interview questions are based on the needs of the department/position and the skills being sought and not being made to tailor to a particular candidate(s). Additionally, the search committee is required to undergo Search Committee training at least once every two years and signs a new confidentiality statement with each search.

It is through NeoEd that HR will contact applicants regarding the search. This includes inviting the applicant to interview, scheduling the interview(s), and notifying applicants that they are no longer under consideration. We have not been utilizing NeoEd tools to “Pass “, “Fail” or otherwise score an applicant. As a result, our data for the minimal qualifications and interview round is lacking and is reflected in this report. The District and HR are working diligently to update our protocols to allow for more effective tracking and reporting of these metrics as mentioned in Part 13.

Once applicants are selected to move onto the interview phase, an EEO compliance check is done with the District Director of Diversity, Compliance and Title IX.

Interview candidates are interviewed by the selection committee and for management and Full-Time faculty positions, finalists are moved onto a second interview with the President/Superintendent.

### A. **Applicant Biographical Data: A Three-Year Snapshot**

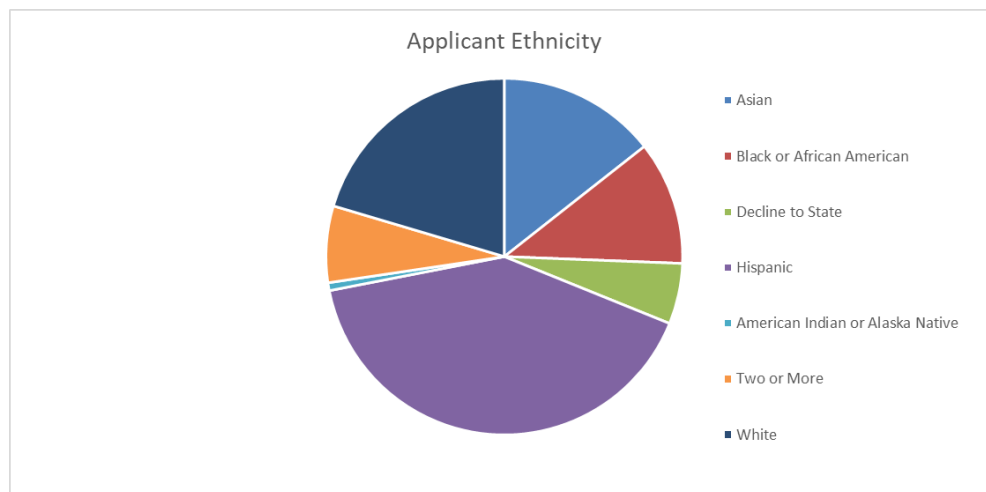
#### 1. Race/Ethnicity

##### a. All Applicants

As mentioned above, in the past three years<sup>4</sup>, the District has hired approximately 350 people for Full-Time and Adjunct positions. For these 350 positions, over 11,000 people applied. The applicant pool for that time period broke down as follows: Asian/Pacific Islander 13.8%; Black or African American 11%; Hispanic or Latinx 42%; American Indian or Alaska Native .06%; White 19%; Decline to State 5.5% and Two or more 7.1%.

It is useful to evaluate this data in context with our community demographics. The local community, Norwalk area is represented as follows: Asian 13.58%; Black or African American 4.7%, Hispanic/Latinx 69%; American Indian and Alaska Native at 1.5%. This is followed by White at 31.7% and Two or More Race at 9.2%.

It is encouraging that most of our applicant demographics, especially those from historically underrepresented groups, mirror or exceed the make-up of our local area. While there is a gap between our local Hispanic/Latinx community numbers and applicant numbers, the District has specific plans in Part 13 to help address this gap including more advertising in our local community, job fairs on campus including on the spot hiring for appropriate positions.

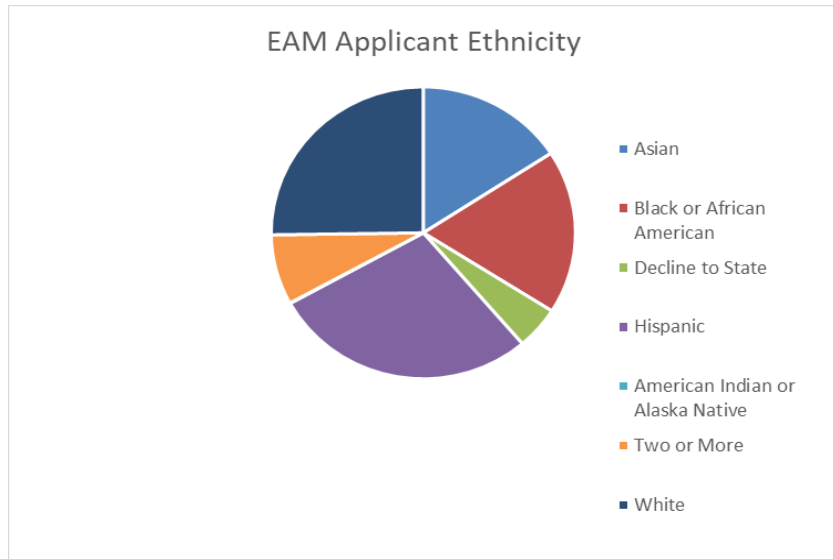


**b. Executive/Administrative/Managerial Applicants**

The EAM group saw 920 applications in this three-year period. The applicants identified as follows: Hispanic/Latinx 28%; White 25%; Black or African American 18%; Asian or Pacific Islander 15.7%; Two or More Races 7.7%; Decline to Answer 4.7% and Native American or Alaskan at .06%

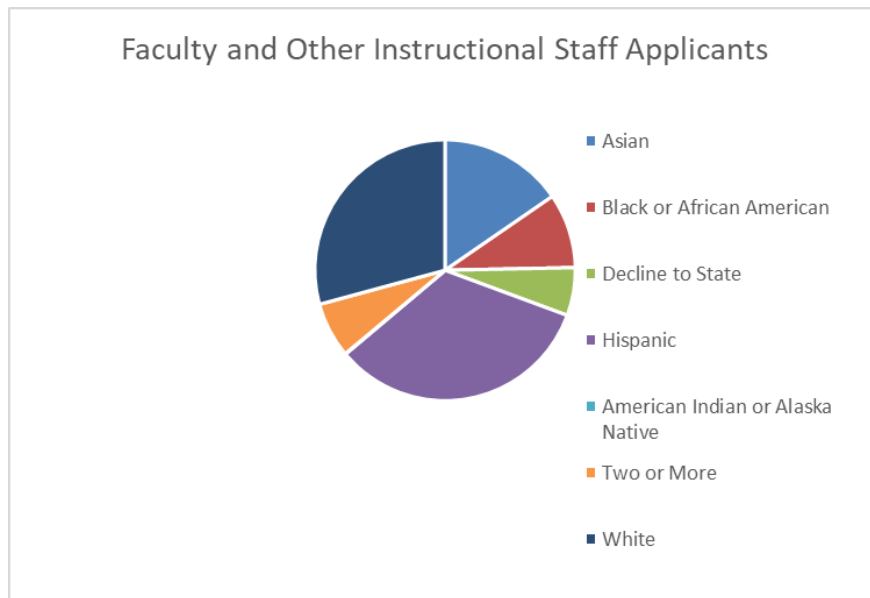
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<sup>4</sup> The three year snapshot is for all applicants between 10/1/2020 and present.



c. Faculty and Other Instructional Staff Applicants

This applicant group saw 4,191 applicants for open positions. The applicants identified as follows: Hispanic/Latinx (33%); White (29%); Asian (15.3%); Black or African American (9.2%); Two or More Races (6.8%); Decline to Answer (5.9%); American Indian, Alaska Native (.07%); Not Answered (.02%)

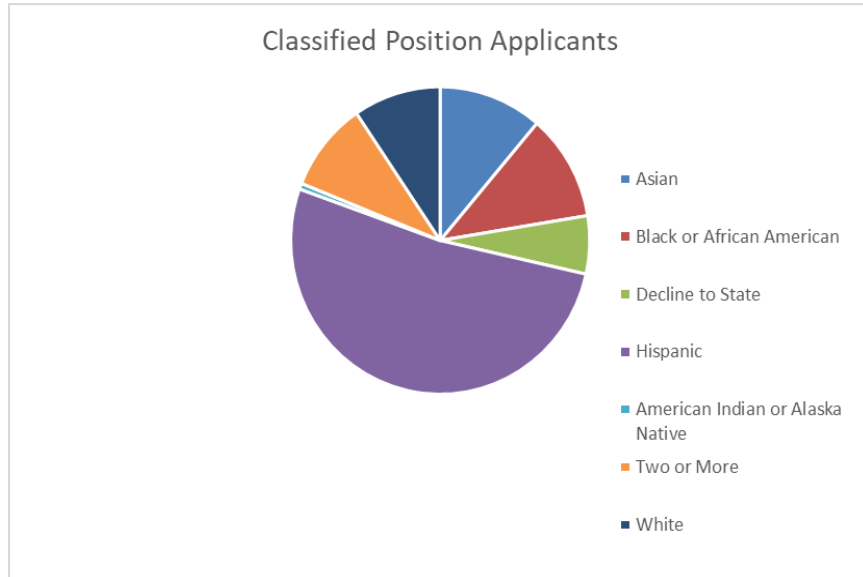


d. Classified Position Applicants

Our applicant software has not been differentiating between the classified employee groups so the below data is for all classified and confidential employees. As mentioned in other sections of this report. HR is actively working to update processes and ensure more robust data in the future.

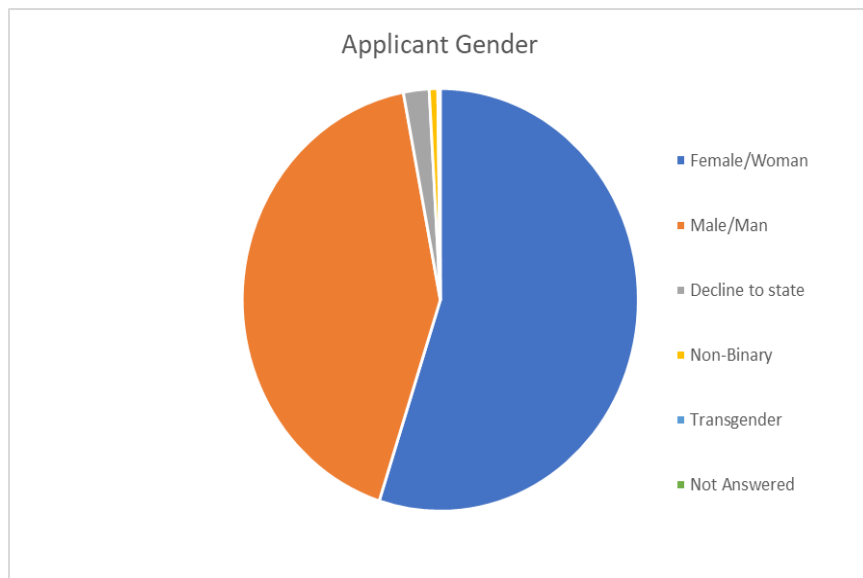


Classified/Confidential positions received 5,695 applications in the three-year period surveyed. The applicants identified as Hispanic/Latinx at 51%; Black or African American at 11%; Asian/Pacific Islander at 11.7%; White at 9.3%; Two or More Races at 7.3%; Decline to Answer 5.3%; No Answer at 1.2% and American Indian/Alaska Native at .06%



2. Gender  
 a. All Applicants

Of the more than 11,000 applicants in the past three years, the gender breakdown has been 55% female; 42% male; 2.1% Decline to State and .07% identifying as non-binary. The remaining 20 respondents answered as transgender (.01) and no answer (.01%).

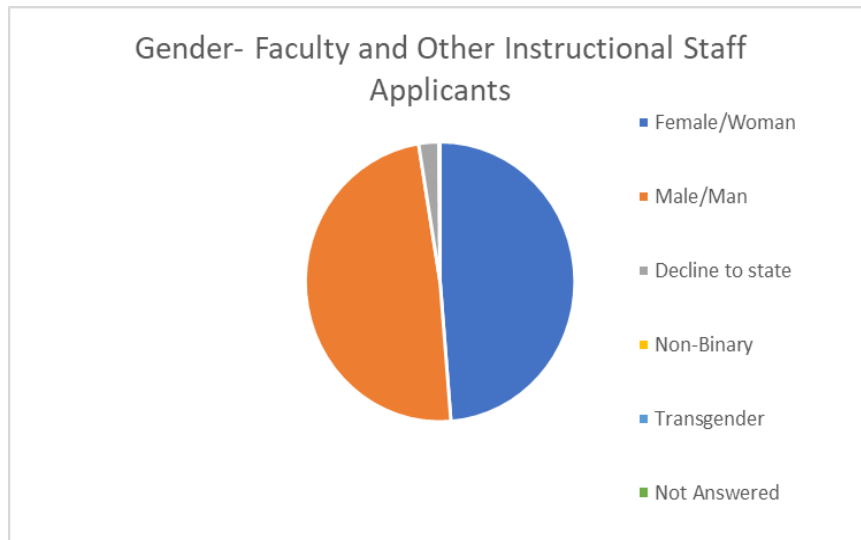


b. Executive, Administrative and Managerial

As mentioned above, the EAM group saw 920 applications during this period. The applicants gender identification broke down as follows: Male 50%; Female 48%; Decline to State 1.5%; Non-Binary .05%; Not Answered .02% and Transgender at .01%.

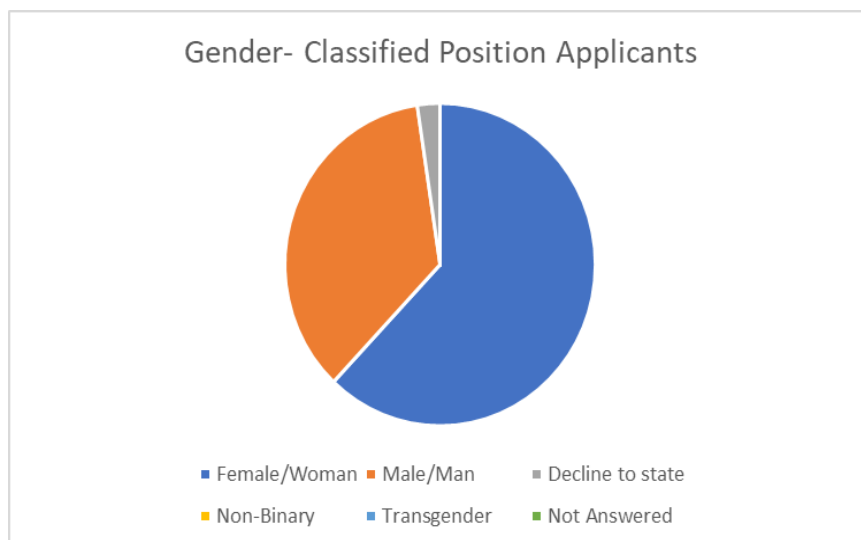
c. Faculty and Other Instructional Staff

The 4,191 applicants for faculty positions broke down in an almost identical fashion with all demographics being within 1% of the EAM group: Male 48%; Female 48%; Decline to State 2.4%; Non-Binary .09%; Transgender .01%; Not Answered .002%.



d. Classified Position Applicants

The gender demographics for the over 5,000 applicants for Classified positions skewed slightly differently than the EAM and Faculty groups. The Classified applicants identified as follows: Male 35%; Female 61%; Decline to State 2.3%; Transgender .01%; Not Answered .01%.



## **Plan Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories**

California Code of Regulations, Title 5, section 53003(c)(7)

Please see [Plan Component 10](#) for monitored group representation.

## **Plan Component 12: Methods for Addressing Underrepresentation**

### **California Code of Regulations, Title 5, section 53003(c)(8)**

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to all individuals. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the recruitment and screening/selection process to allow for the hiring of candidates with varied backgrounds, experiences, and skills who can contribute to and effectively communicate in a diverse community. The Vice President of Human Resources or designee and the Diversity Equal Employment Opportunity Advisory Committee will routinely review the screening/selection process to identify and remove barriers to address such underrepresentation.

At such a time that the State Chancellor's Office provides workforce availability data, referenced in title 5 section 53003(c)(7) the District will revise this component of the Plan.

#### Job Announcements

All posted job announcements will include a requirement that the applicant has demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, sexual orientation and ethnic backgrounds of community college students as this shall be considered a core system competency and job requirement.

#### Applicant Pool Review

As required in Title 4 §53023, the application for employment shall provide for self-identification of the applicant's gender, ethnic group identification and, if applicable, their disability. This information shall be kept confidential and shall be used only in research, monitoring, evaluating the effectiveness of the district's equal employment opportunity program, or any other purpose specifically authorized in this subchapter or by any applicable statute or regulation. After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the Chief Human Resource Officer or designee. All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the "qualified applicant pool."

The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the Chief Human Resources Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job-related, appropriate action will be taken. This applicant pool data shall be reviewed in conducting the analysis described in section 53006(a).

## Plan Component 13: Pre-Hiring, Hiring and Post-Hiring Strategies

| Pre-Hiring                                                                                                 |                                                             |                                                                                                                     |                                                                                                                                                                                                            |                               |                        |                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Selected Methods                                                                                           | Who                                                         | What                                                                                                                | Year 1                                                                                                                                                                                                     | Year 2                        | Year 3                 | Effectiveness Metrics & Review                                                                                                                                                                                           |
| Provide training to employees, students, & trustees.<br>(53024.1(d))                                       | HR                                                          | Incorporate selection committee & bias training into annual professional development day ("Falcon Day") curriculum. | Annual - Ongoing                                                                                                                                                                                           | Annual - Ongoing              | Annual - Ongoing       | Utilize 23-24 as a control factor and review data after pilot has been implemented for a year to determine if there have been changes to biographical data of applicants through the process.                            |
| Convey in publications and website the District's commitment to diversity & EEO.<br>(53024.1(j))           | HR                                                          | Anonymous Application Pilot Campaign                                                                                |                                                                                                                                                                                                            |                               | Launch pilot campaign. | Utilize 23-24 as a control factor and review data after pilot has been implemented for a year to determine if there have been changes to biographical data of applicants through the process.                            |
| Convey in publications and website the District's commitment to diversity & EEO.<br>(53024.1(j))           | HR                                                          | Revisit profile statements and other job posting language to enhance the reach to diverse applicant pools.          |                                                                                                                                                                                                            |                               |                        | Utilize 23-24 as a control factor and review data after pilot has been implemented for a year to determine if there have been changes to biographical data of applicants through the process.                            |
| Convey in publications and website the District's commitment to diversity & EEO.<br>(53024.1(j))           | HR<br>DEEAOC<br>Board of Trustees                           | Inventory all digital recruitment platforms to identify opportunities to enhance recruitment efforts.               | Review all digital recruitment platforms.<br>Update President's video on recruitment page.                                                                                                                 | Review and update HR website. |                        | Review constant contact reports. Ask "How did you hear about Cerritos" and track employee data to see if there is a change in biographical data as a result<br><br>Review Google analytics to assess HR website traffic. |
| Review and update District EEO/DEI policy statement.*<br>(53024.1(k))<br>*Cross-reference Plan Component 3 | HR<br>DEEAOC<br>Coordinating Committee<br>Board of Trustees | Update Board Policy for District EEO Plan                                                                           | Establish "BP 3420 Compliance Review" ongoing agenda item with DEEAOC.<br><br>Draft required revisions to EEO Board Policy, present to DEEAOC, Coordinating Committee, and Board of Trustees for approval. | Annual - Ongoing              | Annual - Ongoing       | Will be documenting changes.                                                                                                                                                                                             |
| Review and update District EEO/DEI policy statement.*<br>(53024.1(k))                                      | HR<br>DEEAOC<br>Coordinating Committee<br>Board of Trustees | Continue to monitor and address EEO-related CCLC model updates.                                                     |                                                                                                                                                                                                            | Ongoing                       | Ongoing                | Will be documenting changes.                                                                                                                                                                                             |

| Pre-Hiring                                                                                                  |                   |                                                                                                                                                                      |                                                                          |                                                                                                                       |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Selected Methods                                                                                            | Who               | What                                                                                                                                                                 | Year 1                                                                   | Year 2                                                                                                                | Year 3                                                                                                                                                | Effectiveness Metrics & Review                                                                                                                                                                                                                                                                          |
| *Cross-reference Plan Component 3                                                                           |                   |                                                                                                                                                                      |                                                                          |                                                                                                                       |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                         |
| Providing EEO/diversity enhancement resources and assistance to other districts. (53024.1(m))               | VPHR              | VPHR representation on CCCCCO's EEO/DEIA Task Force                                                                                                                  |                                                                          |                                                                                                                       |                                                                                                                                                       | A presentation will be provided to the Board at the conclusion of the Task Form term or as requested by the Board.                                                                                                                                                                                      |
| Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))                        | HR                | Provide regular updates to Board of Trustees on DEIA efforts.                                                                                                        | Ongoing                                                                  | Ongoing                                                                                                               | Ongoing                                                                                                                                               | Provides for transparency within the system.                                                                                                                                                                                                                                                            |
| Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))                        | HR<br>DEEAOC      | Applicant experience survey.                                                                                                                                         |                                                                          |                                                                                                                       | Implement survey                                                                                                                                      | Will review survey results to ensure that applicants believe they are being treated fairly throughout the process and gain feedback on needed changes. Feedback provided will be reviewed biannually by VPHR and considered when making decisions about changes to HR processes related to recruitment. |
| Recurring activities related to improving student access and student success - with a nexus to EEO hiring.  | HR                | Develop Cerritos College Job Fair with a focus on student opportunities. Note: SAS activities re: access to hiring                                                   | Host first campus-wide job fair focused on current advertised positions. | Develop partnerships with Career Services department and external agencies to enhance job opportunities for students. | Host job fairs each fall and spring semester to include a focus on part-time, entry-level opportunities on and off campus that will benefit students. | Number of students hired each semester the job fair is offered. Will utilize numbers for Y1 as a baseline and look to expand by at least 5% each year. Number of partnerships developed. Number of new hires resulting from partnerships.                                                               |
| Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals.                    | Board of Trustees | Assign a minimum of one (1) annual goal each year to the President/CEO that is focused on DEIA and EEO deliverables that are aligned to the educational master plan. |                                                                          |                                                                                                                       |                                                                                                                                                       | Maintain published list of President/CEO's annual goals on District website.                                                                                                                                                                                                                            |
| Consistent and ongoing training for hiring committees.* (53024.1(c))<br>Cross-reference in Plan Component 8 | HR                | Update Process Monitor training (content and modality). Establish a digital platform, utilize the HR YouTube channel, HR                                             | Present updated content at campus-wide management meeting.               | Develop additional digital platforms to offer multiple modalities to complete the process monitor training.           | Review participation levels for each modality and assess available pool of process monitors.                                                          | Utilize current data regarding EEO complaints as a base and look at data one year after this has been implemented to determine if there have been changes                                                                                                                                               |

| Pre-Hiring                                                                                                                              |                                       |                                                                                                                                                  |                                                                                                                                         |                                                                                                                                              |                                                                                                                                 |                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Selected Methods                                                                                                                        | Who                                   | What                                                                                                                                             | Year 1                                                                                                                                  | Year 2                                                                                                                                       | Year 3                                                                                                                          | Effectiveness Metrics & Review                                                                                                                                                                |
|                                                                                                                                         |                                       | Facebook page, and other available online platforms.                                                                                             |                                                                                                                                         |                                                                                                                                              |                                                                                                                                 |                                                                                                                                                                                               |
| Consistent and ongoing training for hiring committees.*<br>(53024.1(c))<br>Cross-reference in Plan Component 8                          | HR                                    | Training for each constituency group to promote diverse selection committee representation and to share rotational framework as a best practice. | Design training curriculum                                                                                                              | Implement training                                                                                                                           | Review selection committee composition report to assess levels of diversity and numbers of times served per constituency group. | Utilize current data regarding EEO complaints as a base and look at data one year after this has been implemented to determine if there have been changes                                     |
| Maintain updated job descriptions and job announcements.                                                                                | HR                                    | Revisit job descriptions and other job posting language to ensure compliance with ADA and remove unnecessary barriers to employment.             | Update physical limitations sections on all job descriptions (ongoing).                                                                 | Update physical limitations sections on all job descriptions (ongoing).<br>Identify potential barriers listed that are not job requirements. | Update physical limitations sections on all job descriptions (ongoing).                                                         | Look to applicant data to determine if those who identify as having a disability are increasing in number of applicants and hires                                                             |
| Board of Trustees receives training on elimination of bias in hiring and employment at least once every election cycle.<br>(530241.(g)) | 3rd party law firm specialized in EEO | EEO Training for Trustees                                                                                                                        | Ongoing                                                                                                                                 | Ongoing                                                                                                                                      | Ongoing                                                                                                                         | Review training with Board to determine how to improve from year to year                                                                                                                      |
| Assess "sensitivity to diversity" of all applicants.<br>(53024.1(l))                                                                    | HR                                    | Add a pre-screen diversity question for all positions as part of electronic application process.                                                 | Draft universal question and add to NeoGov                                                                                              | Review data in correlation with applicants hired.                                                                                            |                                                                                                                                 | Utilize 23-24 as a control factor and review data after pilot has been implemented for a year to determine if there have been changes to biographical data of applicants through the process. |
| Assess "sensitivity to diversity" of all applicants.<br>(53024.1(l))                                                                    | HR<br>DEEAO                           | Require selection committees to ask at least one (1) diversity interview question in all interview processes.                                    | Develop DEIA question bank in collaboration with DEEAO.<br><br>Update Process Monitor signature page to include DEIA question checkbox. | Update selection procedures in collaboration with DEEAO.<br>Add DEIA question requirement to selection committee training and                | Implement new interview question requirement.                                                                                   | Utilize 23-24 as a control factor and review data after pilot has been implemented for a year to determine if there have been changes to biographical data of applicants through the process. |

| Pre-Hiring                                                                                                                                                  |                    |                                                                                                                                                                                                                                             |                                                                                     |                                                                         |                                     |                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Selected Methods                                                                                                                                            | Who                | What                                                                                                                                                                                                                                        | Year 1                                                                              | Year 2                                                                  | Year 3                              | Effectiveness Metrics & Review                                                                                                                                                                                       |
|                                                                                                                                                             |                    |                                                                                                                                                                                                                                             |                                                                                     | implement updated training.                                             |                                     |                                                                                                                                                                                                                      |
| Focused outreach and publications.                                                                                                                          | HR                 | Create "How did you hear" question on NeoEd.                                                                                                                                                                                                | Identify common sources of job postings and job fairs and add accordingly on NeoEd. |                                                                         |                                     | Solicit feedback from secured community partnerships. Review report of new question and identify opportunities to enhance the reach to potential candidates.                                                         |
| Focused outreach and publications.                                                                                                                          | HR, Public Affairs | Increase advertisements of job postings to local community.                                                                                                                                                                                 | Develop hiring flyers, campus posters, and advertise on electronic marquee.         |                                                                         |                                     | Utilize current data regarding EEO complaints as a base and look at data one year after this has been implemented to determine if there have been changes that are aligned with the data sets of our local community |
| Procedures for addressing diversity throughout hiring steps and levels.                                                                                     | CTX-led            | Develop Faculty mentor program for staff and PT faculty; integrate CTX's current mentorship programs                                                                                                                                        | Start discussions with DEEOAC and CTX                                               | Collaborate with CTX Coordinator to develop plan for mentorship program | Implement mentorship program        | After program implementation, will look at retention data for those who participated in program versus those who did not.                                                                                            |
| Procedures for addressing diversity throughout hiring steps and levels.                                                                                     | ACCME              | Support ACCME in reviving and enhancing its mentorship program.                                                                                                                                                                             |                                                                                     |                                                                         |                                     |                                                                                                                                                                                                                      |
| Recruitment efforts and strategies such as:<br>Use of demographic data<br>Job Fairs<br>CCC Registry<br>Relationships with external organizations & colleges | HR                 | Implement constant contact to maintain interest lists in order to effectively communicate with interested parties throughout the local and state area- especially those with whom the District connects with at job fairs and other events. | Implement contract with Constant Contact.                                           | Ongoing maintenance and utilization                                     | Ongoing maintenance and utilization | Review NeoEd question to identify how many applicants resulted from communications.                                                                                                                                  |
| Recruitment efforts and strategies such as:<br>Use of demographic data                                                                                      | HR                 | Enhance use of social media to advertise job postings.                                                                                                                                                                                      | Ongoing                                                                             | Ongoing                                                                 | Ongoing                             | Review data from NeoGov to assess how applicants are learning of job opportunities.                                                                                                                                  |



| Pre-Hiring                                                                        |                                       |                                                           |        |                                                                                    |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------|--------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Selected Methods                                                                  | Who                                   | What                                                      | Year 1 | Year 2                                                                             | Year 3                                                                       | Effectiveness Metrics & Review                                                                                                                                                                                                                                                                                                                                                                           |
| Job Fairs<br>CCC Registry<br>Relationships with external organizations & colleges |                                       |                                                           |        |                                                                                    |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                          |
| Additional strategies                                                             | HR                                    | Anonymous Applications                                    |        | Request personnel resource as part of the annual college plan.                     | Implement pilot with Confidential employee group.                            | Review number of failed searches resulting from anonymous application process.<br><br>Compare demographics before implementation and after one year of anonymous application implementation to assess underrepresented groups.                                                                                                                                                                           |
| Additional strategies                                                             | HR<br>DEEAO<br>Coordinating Committee | Update selection procedures to remove outdated processes. |        | Collaborate with shared governance groups and DEEAO to develop updated procedures. | Implement new procedures.                                                    | Will look to applicant experience survey results to determine if effective from applicant perspective; will also utilize HR town halls to hear from employee experience                                                                                                                                                                                                                                  |
| Conduct campus climate surveys & use this information.<br>(53024.1(a))            | HR<br>DEEAO<br>IERPG                  | Implement employee climate survey.                        |        | Develop survey in collaboration with DEEAO and IERPG.                              | Implement survey with support of IERPG.                                      | Present resulting data report to Board of Trustees.<br><br>Incorporate findings into next EEO plan to better inform planning of activities.                                                                                                                                                                                                                                                              |
| Conduct exit interviews & use this information.<br>(53024.1(b))                   | 3rd party law firm specialized in EEO | Conduct externally-facilitated exit interviews as needed  |        | Update exit interview survey questions & develop agreement with 3rd party vendor   | Review exit interview report results for all employees who resign or retire. | Incorporate findings into next EEO plan to better inform planning of activities. Break down exit interviews by biographical data to determine if any groups are being more affected than others. District will encourage employee participation by providing all employees with information regarding this option through HR Announcements and getting manager buy-in to remind and encourage employees. |

| Pre-Hiring                                                                                                                                                                  |              |                                                                                                                           |                                                                                        |                                                     |                                       |                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Selected Methods                                                                                                                                                            | Who          | What                                                                                                                      | Year 1                                                                                 | Year 2                                              | Year 3                                | Effectiveness Metrics & Review                                                                                          |
| Professional development, mentoring, support, and leadership opportunities for new employees. (53024.1(e))                                                                  | HR           | Revive and implement the Falcon Leadership Academy for succession planning.                                               | Implement first cohort.                                                                | Survey participants and adjust program accordingly. | Implement second cohort.              | Survey participants upon their completion of the program.                                                               |
| Professional development, mentoring, support, and leadership opportunities for new employees. (53024.1(e))                                                                  | HR<br>CTX    | Offer equity-focused trainings for faculty through CTX                                                                    | Collaborate with CTX                                                                   | Implement training offerings                        | Review training feedback              | Review retention data and campus climate surveys to determine if program has an effect on employee retention and morale |
| Professional development, mentoring, support, and leadership opportunities for new employees. (53024.1(e))                                                                  | HR           | Enhance the new employee orientation program.                                                                             | Implement new semesterly employee orientations<br><br>Develop post-orientation survey. | Ongoing                                             | Ongoing                               | Review participation each semester<br><br>Review post-orientation survey results.                                       |
| Professional development, mentoring, support, and leadership opportunities for new employees. (53024.1(e))                                                                  | HR<br>DEEAOC | Host annual, campus-wide DEIA retreat through Falcon Day                                                                  | Ongoing                                                                                | Ongoing                                             | Ongoing                               | Review participant survey results                                                                                       |
| Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (50324.1(h)) | HR           | Hiring Process - Clearly articulate on all job postings the instructions to report concerns or complaints related to EEO. | Change standard language in current job postings                                       | Ongoing                                             | Ongoing                               | Using 2020-2023 as control group, track complaint numbers via Maxient and Revver to determine how cases are trending.   |
| Timely and thoroughly investigate all harassment & discrimination complaints & take                                                                                         | HR           | Discrimination & Harassment - Continue to provide training and                                                            | Review current reporting instructions on HR website and enhance where needed.          | Continue to offer training to campus.               | Continue to offer training to campus. | Using 2020-2023 as control group, track complaint numbers via Maxient and Revver to determine how cases are trending.   |

| Pre-Hiring                                                                                                                                                                  |     |                                                                                                                                                                                                                                       |                                                                |                                                                                                                             |                                                                                   |                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Selected Methods                                                                                                                                                            | Who | What                                                                                                                                                                                                                                  | Year 1                                                         | Year 2                                                                                                                      | Year 3                                                                            | Effectiveness Metrics & Review                                                                                                                                                                |
| appropriate corrective action in all instances where a violation is found. (50324.1(h))                                                                                     |     | enhance reporting process visibility on HR website.                                                                                                                                                                                   | Continue to offer training to campus.                          |                                                                                                                             |                                                                                   |                                                                                                                                                                                               |
| Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (50324.1(h)) | HR  | Hiring Process - As a proactive measure, change selection procedures for HR technicians to review minimum qualifications as part of an internal pre-screening prior to the list of applicants being released to selection committees. | Request personnel resource as part of the annual college plan. | Collaborate with DEEAOC to ampaign the change in selection procedures. Provide training to HR technicians on new procedure. | Implement new minimum qualifications screening procedure.                         | Utilize 23-24 as a control factor and review data after pilot has been implemented for a year to determine if there have been changes to biographical data of applicants through the process. |
| Survey applicants who decline offers & use the information. (53024.1(p))                                                                                                    | HR  | Implement a survey link to gather data around why the job offer was declined.                                                                                                                                                         |                                                                | Develop survey                                                                                                              | Implement survey inclusion as part of the recruitment and selection process in HR | Review data for trends every year and break data down by biographical data.                                                                                                                   |

## **Appendices**

**Appendix 1:**  
**BP/AP 3410 Non-Discrimination Policy**

**General Institution**

**1 BP 3410 NONDISCRIMINATION**

**2 References:**

- 3 Education Code, Sections 66250 et seq., 72010 et seq., and 87100 et seq.;
- 4 Title 5, Sections 53000 et seq. and 59300 et seq.;
- 5 Penal Code, Section 422.55;
- 6 Government Code, Sections 12926.1 and 12940 et seq.;
- 7 Title 2 Sections 10500 et seq.;
- 8 Labor Code Section 1197.5;
- 9 ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation
- 10 Standard Catalog Requirements

11 The District is committed to equal opportunity in educational programs, employment, and  
12 all access to institutional programs and activities.

13 The District, and each individual who represents the District, shall provide access to its  
14 services, classes, and programs in such a way that does not differ on the basis of national  
15 origin, immigration status, religion, age, gender, gender identity, gender expression, race,  
16 ethnicity, color, medical condition, genetic information, ancestry, sexual orientation,  
17 marital status, physical or mental disability, pregnancy, or military and veteran status, or  
18 because he/she/they is perceived to have one or more of the foregoing characteristics,  
19 or based on association with a person or group with one or more of these actual or  
20 perceived characteristics.

21 The President/Superintendent shall establish administrative procedures that ensure all  
22 members of the College community can present complaints regarding alleged violations  
23 of this policy and have their complaints heard in accordance with the Title 5 regulations  
24 and those of other agencies that administer state and federal laws regarding  
25 nondiscrimination.

26 No District funds shall ever be used for membership, or for any participation involving  
27 financial payment or contribution on behalf of the District or any individual employed by  
28 or associated with it, to any private organization whose membership practices are  
29 discriminatory on the basis of national origin, immigration status, religion, age, gender,  
30 gender identity, gender expression, race, ethnicity, color, medical condition, genetic  
31 information, ancestry, sexual orientation, marital status, physical or mental disability,  
32 pregnancy, or military and veteran status, or because he/she/they is perceived to have  
33 one or more of the foregoing characteristics, or because of his/her/their association with  
34 a person or group with one or more of these actual or perceived characteristics.

35 Information regarding who to contact to file a complaint is included in AP 3410 titled  
36 Nondiscrimination.

37 Office of Primary Responsibility: Vice President, Human Resources

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**Date Adopted:** November 7, 2007

**Dates Revised:** December 10, 2008; October 24, 2012; August 26, 2013; April 29, 2014; April 3, 2019; May 10, 2023

*(Replaces former Cerritos College Policy 3029)*

**General Institution**

**1 AP 3410 NONDISCRIMINATION**

**2 References:**

3 Education Code, Sections 200 et seq., 66250 et seq., and 72010 et seq.;

4 Penal Code, Sections 422.55 et seq.;

5 Title 5, Sections 59300 et seq.;

6 ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation

7 Standard Catalog Requirements (*formerly Accreditation Standard II.B.2.c*)

8 The District shall provide access to its services, facilities, classes, activities, and programs  
9 in such a way that does not differ on the basis of national origin, religion, age, gender,  
10 gender identity, gender expression, race or ethnicity, color, medical condition, genetic  
11 information, ancestry, sexual orientation, marital status, physical or mental disability,  
12 pregnancy, or because he or she is perceived to have one or more of the foregoing  
13 characteristics, or based on association with a person or group with one or more of these  
14 actual or perceived characteristics.

15 All courses, including noncredit classes, shall be conducted in such a way that does not  
16 differ on the basis of the gender of the student enrolled in the classes. As defined in the  
17 Penal Code, "gender" means sex, and includes a person's gender identity and gender  
18 expression. "Gender expression" means a person's gender-related appearance and  
19 behavior whether or not stereotypically associated with the person's assigned sex at birth.

20 The District shall not prohibit any student from enrolling in any class or course on the  
21 basis of gender.

22 Academic staff, including but not limited to counselors, instructors, and administrators,  
23 shall not offer program guidance to students which differs on the basis of gender.

24 Insofar as practicable, the District shall offer opportunities for participation in athletics  
25 equally to male and female students.

26 Complaints regarding discrimination in programs and services will be directed to the Vice  
27 President of Human Resources or designee for processing pursuant to appropriate state  
28 and federal laws and regulations.

29



30 **Employment**

31 **References:**

- 32 Education Code, Sections 87100 et seq.;
- 33 Title 5, Sections 53000 et seq.;
- 34 Government Code, Sections 11135 et seq. and 12940 et seq.
- 35 Title 2 Sections 10500 et seq.

36 The District shall provide equal employment opportunities to all applicants and employees  
37 without regard to national origin, religion, age, sex, gender, gender identity, gender  
38 expression, race, color, medical condition, genetic information, ancestry, sexual  
39 orientation, marital status, physical or mental disability, military and veteran status, or  
40 because he or she is perceived to have one or more of the foregoing characteristics, or  
41 based on association with a person or group with one or more of these actual or perceived  
42 characteristics.

43 All employment decisions, including but not limited to hiring, retention, assignment,  
44 transfer, evaluation, dismissal, compensation, and advancement for all position  
45 classifications shall be based on job-related criteria as well as be responsive to the  
46 District's needs.

47 Complaints regarding discrimination in employment will be directed to the Vice President  
48 of Human Resources or designee for processing pursuant to appropriate state and federal  
49 laws and regulations.

50 It is unlawful to discriminate against a person who serves in an unpaid internship or any  
51 other limited-duration program to provide unpaid work experience in the selection,  
52 termination, training, or other terms and treatment of that person on any the basis of their  
53 race, religious creed, color, national origin, ancestry, physical disability, mental disability,  
54 medical condition, genetic information, marital status, sex, gender, gender identity,  
55 gender expression, age, sexual orientation, or military and veteran status.

56 Office of Primary Responsibility: Vice President, Human Resources

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**Date Approved:** November 26, 2007  
**Dates Revised:** December 10, 2008; August 27, 2012; August 26, 2013; April  
29, 2014; November 19, 2018  
**Date Reviewed:** January 16, 2019

**Appendix 2:**  
**BP/AP 3420 Equal Employment Opportunity**

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**General Institution**

1 **BP 3420 EQUAL EMPLOYMENT OPPORTUNITY**

2 **References:**

- 3 Education Code, Sections 87100 et seq.;
- 4 Title 5, Sections 53000 et seq.;
- 5 ACCJC Accreditation Standard III.A.12

6 The Board of Trustees supports the intent set forth by the California Legislature to assure  
7 that effort is made to build a community in which opportunity is equalized and community  
8 colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide  
9 variety of backgrounds. It supports diversity in the academic environment which fosters  
10 cultural awareness, mutual understanding, respect, harmony, and suitable role models  
11 for students. An equitable and inclusive hiring process is essential to improve diversity,  
12 reduce barriers to employment, and allow potential applicants the opportunity to  
13 demonstrate that they meet or exceed the minimum qualifications for employment. The  
14 Board of Trustees will continuously promote equal employment through the District's  
15 Equal Employment Opportunity (EEO) Plan and its equal employment opportunity and  
16 educational programs.

17 The District's Diversity and Equal Employment Opportunity Advisory Committee  
18 (DEEOAC) will develop the District's EEO Plan under the direction of the  
19 President/Superintendent, and with input from all college constituent groups, for review  
20 and adoption by the Board of Trustees. This plan shall comply with the Education Code  
21 and Title 5 requirements that are from periodically modified or clarified by judicial  
22 interpretation. This plan shall be completed no later than the date specified by the state  
23 Chancellor's Office.

24 Office of Primary Responsibility: Vice President, Human Resources

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**Date Adopted:** February 2, 2011  
**Date Revised:** May 10, 2023  
**Date Reviewed:** January 16, 2019  
*(Replaces former Cerritos College Policy 7033)*

**General Institution**

1 **AP 3420 EQUAL EMPLOYMENT OPPORTUNITY**

2 **References:**

- 3 Education Code, Sections 87100 et seq.;
- 4 Title 5, Sections 53000 et seq. and Sections 59300 et seq.;
- 5 ACCJC Accreditation Standard III.A.12;
- 6 Government Code Sections 7400 et seq. and 12940 et seq.

7 **Equal Employment Opportunity (EEO) Plan**

8 The District's Diversity and Equal Employment Opportunity Advisory Committee  
9 (DEEOAC) will develop the District's EEO Plan under the direction of the  
10 President/Superintendent and with input from all college constituent groups. The District  
11 shall develop the EEO Plan no later than the date specified by the state Chancellor's  
12 Office.

13 The District's EEO Plan will be a written document which describes the District's EEO  
14 program. The EEO Plan shall comply with Title 5 requirements and shall include:

- 15 • the District's Employment Selection Procedures developed in accordance with BP  
16 2510 titled Participation in Local Decision-Making;
- 17 • the procedure for filing complaints and the person with whom such complaints are  
18 to be filed;
- 19 • a process for notifying all District employees of the provisions of the plan and the  
20 policy statement required;
- 21 • a Diversity Plan;
- 22 • annual reporting requirements;
- 23 • the District's program for the promotion of workforce diversity; and
- 24 • additional steps that address Title 5 requirements.

25 The plan shall be a public record.

26 The District will make a continuous good faith effort to comply with the requirements of  
27 the plan.

28 **Annual Reporting**

29 An annual demographic report shall be provided to the state Chancellor's Office on the  
30 results of the District's annual survey of employees, which meets Title 5 requirements.  
31 An annual report on the status of diversity in District Employment Selection Procedures  
32 will be prepared and presented to the Diversity and Equal Employment Opportunity  
33 Advisory Committee (DEEOAC), the Board of Trustees and the state Chancellor's Office.

34 Districts shall review the annually collected demographic data to determine if significant  
35 underrepresentation of a monitored group may be the result of non-job-related factors in

36 the employment process. For the purposes of this subdivision, the phases of the  
37 employment process include but are not limited to recruitment, hiring, retention and  
38 promotion. The information to be reviewed shall include, but need not be limited to:

- 39 • longitudinal analysis of data regarding job applicants to identify whether over  
40 multiple job searches, a monitored group is disproportionately failing to move from  
41 the initial applicant pool, to the qualified applicant pool; and
- 42 • analysis of data regarding potential job applicants, to the extent provided by the  
43 State Chancellor, which may indicate significant underrepresentation of a  
44 monitored group.

#### 45 **Diversity and Equal Employment Opportunity Advisory Committee**

46 The District shall establish and maintain a Diversity and Equal Employment Opportunity  
47 Advisory Committee (DEEOAC) which will include a diverse membership and represent  
48 all college constituent groups. The responsibilities of the Committee will include but not  
49 be limited to the following:

- 50 • receive training in all of the following: applicable Title 5 regulations and of  
51 state and federal nondiscrimination laws; the educational benefits of  
52 workforce diversity, the identification and elimination of bias in hiring  
53 decisions; and the role of the advisory committee in carrying out of the  
54 District's EEO Plan;
- 55 • review and advise on employment election procedures, selection committee  
56 and process monitor training, recruitment efforts, and processes that impact  
57 the District's ability to attract and retain a diverse faculty and staff;
- 58 • recommend special training or staff development needs, including sexual  
59 harassment training, to the President/Superintendent;
- 60 • review the EEO Plan and programs, and monitor their implementation;
- 61 • recommend changes needed in the EEO Plan and programs; and
- 62 • review the annual written report to the President/Superintendent, the Board of  
63 Trustees and the state Chancellor's Office, and analyze any pertinent data.

#### 64 **Employment Procedures**

##### 65 **Identification of Positions – Recruitment and Hiring**

66 The District's Educational Master Plan and this Administrative Procedure, which will be  
67 included in the District's EEO Plan, will guide the identification of positions that the District  
68 will fill in any fiscal year.

##### 69 **Identification of Management Positions to be Filled**

###### 70 ***Recruitment for a Vacated Position***

71 When a management position is vacated, the manager who supervises the position  
72 analyzes the needs of the division/area supervised by the vacated position, the  
73 division/area plan, and the Educational Master Plan. If the supervising manager  
74 determines that there is a need to continue the position, the manager will complete an  
75 Employment Request Form and a brief justification for the need to continue the position,  
76 and submit to the appropriate Vice President. The Executive Council will then review the  
77 request and determine whether the position will be filled and the timing for the recruitment.

78 **Recruitment for a New Management Position**

- 79 1. When a supervising manager or administrator (President/Vice President)  
80 determines that there is a need for a new management position to manage a  
81 division/area/program, the supervising manager or administrator will write a  
82 justification for the position that will be presented to Executive Council for review.  
83 The justification should include: a budget analysis indicating the cost and funding  
84 source(s) for the position, an analysis of the need in the division/area/program that  
85 requires the management position, and the goals and objectives of the Educational  
86 Master Plan that will be enhanced, realized or advanced by the management  
87 position. The justification for the position may be presented as part of a  
88 unit/division plan or a direct request to Executive Council, if the need for the  
89 position emerges outside of the timing for the regular planning process.
- 90 2. If Executive Council determines that the new management position proposed by  
91 the unit/division plan, supervising manager, or administrator is consistent with the  
92 District's Educational Master Plan's goals and objectives and is fiscally feasible, it  
93 will direct the supervising manager or administrator to prepare a proposed job  
94 description for review by Human Resources. After review, Human Resources will  
95 place the proposed job description and justification on the Board Agenda with  
96 consultation from the appropriate manager or administrator. Upon Board approval,  
97 Executive Council will direct the timing of the recruitment for the position.
- 98 3. The District may apply for a grant which provides funding for a new management  
99 position for the grant funds/program. In this case, the job description will be  
100 developed in the grant application process in collaboration with Human Resources.  
101 Upon receipt of grant funding, a job description will be placed on the Board Agenda  
102 for approval. The recruitment for this position will indicate that continued  
103 employment is contingent on continued grant and/or alternate funding.

104 **Identification of Full-Time Faculty Positions to be Filled**

105 **Recruitment for Full-Time Faculty Positions**

- 106 1. During the Fall semester of each year, the District determines the District's full-  
107 time faculty recruitments for that academic year. The procedure is guided by the  
108 Educational Master Planning process.
- 109 • Each Fall semester, as part of the Program Review Planning process,  
110 department chairs will indicate new hire requests in Program Review Program.
  - 111 • The following Spring, faculty and managers who have indicated a new hire  
112 request as part of Program Review Program fill out and submit a faculty hiring  
113 position request form to the Faculty Hiring Prioritization (FHP) Committee,  
114 using relevant data and a narrative justifying the need for a fulltime position.  
115 Department chairs and managers will work together to submit the request for  
116 new faculty. Divisions will not rank faculty hiring requests.
  - 117 • A list of all faculty hiring requests will be forwarded to the Faculty Senate by the  
118 co-chairs of the FHP Committee.
  - 119 • Requests for new faculty not submitted through Program Review Program are  
120 not eligible for ranking by the FHP Committee, no exceptions.

- 121 • Early in the Fall semester, the Faculty Hiring Prioritization Committee will  
122 review and evaluate the requests based on the specified criteria (See New  
123 Faculty Request Form and Directions).
- 124 • All faculty hiring requests will be ranked, regardless of how many positions may  
125 be available.
- 126 • New faculty requests will be ranked using the FHP Norming Model.
- 127 • In addition to the norming model, the FHP Committee members will score  
128 qualitative questions. Scores from the qualitative questions will be averaged  
129 and added to the Norming Model scores to create the prioritized list for  
130 recommendation.
- 131 • The prioritization list will be forwarded to the Executive Council for action. The  
132 list will also be forwarded as an information item only to the Faculty Senate and  
133 Planning and Budget Committee.
- 134 • The Executive Council considers the FHP Committee Faculty Priority List, the  
135 District's budget, the District's Faculty Obligation Number (FON), current  
136 staffing, and the Educational Master Plan goals and objectives to finalize the  
137 full-time faculty positions on the list in the recommended order for which the  
138 District will begin recruiting.
- 139 • The President/Superintendent acts on the Executive Council's  
140 recommendations and forwards positions to the District as appropriate. Should  
141 the President/Superintendent override any of the ranked positions, he/she/they  
142 must present a written explanation of that decision to the FHP Committee,  
143 Faculty Senate, and Planning and Budget.

#### 144 **Identification of Classified/Confidential Position to be Filled**

##### 145 ***Recruitment for a Vacated Classified/Confidential Position***

- 146 1. When a classified/confidential position is vacated, the manager who supervises  
147 the position must, at a minimum, analyze: (1) the needs of the division/area in  
148 which the vacancy occurs, (2) the budget for the division/area, (3) the division/unit  
149 plans and (4) the Educational Master Plan. If the supervising manager determines  
150 that there is a need to continue the position, he/she/they will submit an  
151 Employment Request Form and a brief justification for the need to continue the  
152 position to the appropriate Vice President or President/Superintendent.
- 153 2. The Vice President or President/Superintendent will prioritize all requests to fill  
154 vacated classified/confidential positions in his/her/their area. The prioritized list  
155 and justification will be presented to Executive Council.
- 156 3. Executive Council will review the requests and the prioritized lists of positions to  
157 determine if a position will be filled, if an in-house recruitment is appropriate and  
158 the timing for any approved recruitments.

##### 159 ***Recruitment for a New Classified/Confidential Position***

160 When a unit/division identifies the need for additional classified/confidential staff through  
161 the program review and/or unit planning processes, the justification for the position must  
162 be included in the unit and/or division plan. The request will be prioritized through the  
163 planning process and resources identified to support the position. The division/area will

164 be notified of the allocation and the supervising manager will complete an Employment  
165 Request Form to initiate recruitment.

### 166 **Job Descriptions**

167 Every job description will provide a general statement of job duties and responsibilities.  
168 Job descriptions will be accessible to all applicants.

169 Job descriptions will contain minimum qualifications for the position.

- 170 • Minimum qualifications for faculty shall, at least, comply with State minimum  
171 qualifications and any Board approved local standards.
- 172 • Minimum qualifications for management positions shall comply with mandates of  
173 the Education Code and any Board approved standards.

174 Job descriptions will contain a statement of bona fide essential functions.

### 175 **Recruitment**

176 The District will follow the recruitment procedures contained in the District's Employment  
177 Selection Procedures within the District's EEO Plan.

178 The application for employment will afford each applicant an opportunity to identify  
179 himself/herself/themself voluntarily as to gender, ethnicity and, if applicable, his/her/their  
180 disability. This information will be maintained in confidence and will be used only for  
181 research, validation, monitoring, evaluation of the effectiveness of the EEO Plan, or as  
182 authorized by law.

183 The District shall maintain records of the diversity at designated stages of the recruitment  
184 as specified in Title 5 regulations and the District's EEO Plan. The District will use this  
185 information to inform its recruitment and selection programs.

### 186 **Screening and Selection**

187 The District shall follow mandates of the Education Code, Title 5 regulations, the District's  
188 EEO Plan and the District's Employment Selection Procedures in employment of all  
189 faculty and staff.

### 190 **Delegation of Authority**

191 The District has designated the Director of Diversity, Compliance, and Title IX Coordinator  
192 with overseeing the day-to-day implementation of the EEO Plan and its programs and  
193 with the implementation of AP 3435 titled Discrimination and Harassment Investigations.

### 194 **Complaint Procedure**

195 The District will follow AP 3435 titled Discrimination and Harassment Investigations in  
196 addressing such complaints in the employment process.

### 197 **Job Announcements**

198 All job announcements will contain a statement in substantially the following form: The  
199 District is an equal opportunity employer. The District is strongly committed to achieving



200 staff diversity and the principles of equal opportunity employment. The policy of the  
201 District is to encourage applications from persons who are economically disadvantaged  
202 and individuals belonging to significantly underrepresented groups within the District's  
203 workforce including ethnic and racial minorities, women, and persons with disabilities.  
204 The District encourages a diverse pool of applicants and does not discriminate on the  
205 basis of ethnicity, race, color, national origin, ancestry, sex, gender, gender identify,  
206 gender expression, sexual orientation, age, religious creed, marital status, physical  
207 disability, mental disability, medical conditions, genetic information, political or  
208 organizational affiliation, veteran or military status in any of its employment policies,  
209 practices, or procedures.

#### 210 **Dissemination and Revision of the EEO Plan**

211 All managers will be given copies of the EEO Plan and any updates or revisions that may  
212 occur over time. The EEO Plan will be accessible to the campus community online. The  
213 EEO Plan will be provided to the Faculty Senate and the exclusive representatives of any  
214 units of employees.

215 Statements of nondiscrimination will be posted in the Human Resources Office, on its  
216 web page and distributed to employees annually.

217 The EEO Plan shall be reviewed at least every three years and, if necessary, revised and  
218 submitted to the state Chancellor's Office within 90 days of the effective date of the  
219 revision or amendment(s). If the Chancellor determines that a District's policies do not  
220 comply with Title 5 Sections 59300 et seq., the Chancellor may require the District to  
221 modify its policies.

#### 222 **Accountability and Corrective Action**

223 The District shall certify annually to the State Chancellor that they have timely:

- 224 • Recorded, reviewed and reported the data required regarding qualified applicant  
225 pools;
- 226 • Reviewed and updated, as needed, the Strategies Component of the district's EEO  
227 Plan; and
- 228 • Investigated and appropriately responded to formal harassment or discrimination  
229 complaints filed pursuant to subchapter 5 (commencing with section 59300) of  
230 chapter 10 of this division.

231 Office of Primary Responsibility: Vice President, Human Resources

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**Date Approved:** January 31, 2011  
**Date Revised:** December 10, 2018; April 3, 2023  
**Date Reviewed:** January 16, 2019

**Appendix 3:**  
**AP 3435 Discrimination and Harassment Investigations**

**General Institution**

1 **AP 3435 DISCRIMINATION AND HARASSMENT INVESTIGATIONS**

2 **References:**

- 3 Education Code, Section 66281.5;
- 4 Government Code, Section 12950.1;
- 5 Title 5, Sections 59320, 59324, 59326, 59328, and 59300 et seq.;
- 6 34 C.F.R., Section 106.8(b)

7 The District is committed to providing an academic and work environment that respects  
8 the dignity of individuals and groups. All forms of harassment are contrary to basic  
9 standards of conduct between individuals and are prohibited by state and federal law, as  
10 well as this procedure, and will not be tolerated.

11 These complaint procedures apply to complaints alleging discrimination, harassment, or  
12 retaliation on the basis of national origin, religion, age, gender, gender identity, gender  
13 expression, race or ethnicity, color, medical condition, genetic information, ancestry,  
14 sexual orientation, marital status, physical or mental disability, pregnancy, or military and  
15 veteran status, or because an individual is perceived to have one or more of the foregoing  
16 characteristics, or based on association with a person or group with one or more of these  
17 actual or perceived characteristics. See also Board Policy and Administrative Procedure  
18 3410 titled Nondiscrimination and Administrative Procedure 3430 titled Prohibition of  
19 Harassment.

20 **Filing a Timely Complaint:** Since failure to report discrimination, including harassment,  
21 impedes the District's ability to stop the behavior, the District strongly encourages anyone  
22 who believes he or she has been or is being harassed or discriminated against to file a  
23 complaint. The District also strongly encourages the filing of such complaints within thirty  
24 (30) days of the alleged incident. While all complaints are taken seriously and will be  
25 reviewed, assessed, and investigated promptly as appropriate, delay in filing impedes the  
26 District's ability to investigate and remediate.

27 All managers have a mandatory duty to report incidents of harassment and discrimination;  
28 the existence of a hostile, offensive or intimidating work environment; and acts of  
29 retaliation.

30 The District will investigate complaints involving acts that occur off campus if they are  
31 related to an academic or work activity.

32 **Communicating that the Conduct is Unwelcome:** The District further encourages  
33 students and employees who believe they are being subjected to harassment to let the

34 offending person know immediately and firmly that the conduct or behavior is unwelcome,  
35 offensive, in poor taste and/or inappropriate.

36 **Oversight of Complaint Procedure:** The Vice President of Human Resources is the  
37 "responsible District officer" charged with receiving complaints of discrimination, including  
38 harassment, and coordinating their investigation.

39 The actual investigation of complaints may be assigned by the Vice President of Human  
40 Resources to other staff or to outside persons or organizations under contract with the  
41 District. This shall occur whenever the Vice President of Human Resources is named in  
42 the complaint or implicated by the allegations in the complaint.

43 **Who May File a Complaint:** Any student, employee, or third party who believes he/she  
44 or any individual has been discriminated against or harassed by a student, employee, or  
45 third party in violation of this procedure and the related policy.

46 **Where to File a Complaint:** A student, employee, or third party who believes he/she or  
47 any individual has been discriminated against or harassed in violation of this policy and  
48 these procedures, or that a student has been subjected to discrimination, including  
49 harassment, or who has witnessed or has knowledge of such discrimination, may make  
50 a complaint orally or in writing, within one year of the date of the alleged harassment or  
51 the date on which the complainant knew or should have known of the facts underlying the  
52 complaint. In accordance with timeline mandates, complaints filed after one year will be  
53 accepted and addressed as applicable, however, delays in filing impedes the District's  
54 ability to investigate and remediate promptly.

55 If a complainant decides to file a formal written unlawful discrimination or harassment  
56 complaint against the District, he/she may file the complaint on a form prescribed by the  
57 State Chancellor's Office. These approved forms are available from the Vice President  
58 of Human Resources and at the following URL:  
59 <http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx>

60 The completed form must be filed with any of the following:

- 61 • the Vice President of Human Resources;
- 62 • the Vice President of Student Services
- 63 • the President's Office; and/or
- 64 • the State Chancellor's Office.

65 Employee complainants shall be notified that they may file employment discrimination  
66 complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or the  
67 Department of Fair Employment and Housing (DFEH).

68 Complaints filed with the EEOC and/or the DFEH should be forwarded to the State  
69 Chancellor's Office.

70 Any District employee who receives an alleged harassment or discrimination complaint  
71 shall notify the Vice President of Human Resources immediately.

72 The District prohibits all forms of discrimination, intimidation, or harassment against any  
73 individual who files or otherwise participates in the filing or investigation of a complaint of  
74 discrimination. Persons who believe they have been subjected to retaliation may file a  
75 complaint under these procedures.

76 **Intake and Processing of the Complaint:** Upon receiving notification of an alleged  
77 harassment or discrimination complaint, the Vice President of Human Resources and/or  
78 designee shall:

- 79 • Undertake efforts to informally resolve the charges, including but not limited to  
80 mediation, rearrangement of work/academic schedules; obtaining apologies;  
81 providing informal counseling and/or training, etc.
- 82 • Advise the complainant that he/she need not participate in an informal resolution  
83 of the complaint, as described above, and has the right to end the informal  
84 resolution process at any time. Mediation is not appropriate for resolving incidents  
85 involving sexual violence.
- 86 • Advise complainants that he/she may file a complaint with the Office of Civil Rights  
87 (OCR) of the U.S. Department of Education and employee complainants may file  
88 a complaint with the California Department of Fair Employment and Housing. All  
89 complainants should be advised that they have a right to file a complaint with local  
90 law enforcement. They also should be advised of their option to be accompanied  
91 by a support person throughout the process. The District must respond even if the  
92 complainant files a complaint with local law enforcement. In addition, the District  
93 should ensure that complainants are aware of any available resources, such as  
94 counseling, health, and mental health services. The Vice President of Human  
95 Resources or designee shall also notify the State Chancellor's Office of the  
96 complaint when required by law.
- 97 • Take interim steps to protect a complainant from coming into contact with an  
98 accused individual, especially if the complainant is a victim of sexual violence. The  
99 Vice President of Human Resources should notify the complainant of his or her  
100 options to avoid contact with the accused individual and allow students to change  
101 academic situations as appropriate. For instance, the District may prohibit the  
102 accused individual from having any contact with the complainant pending the  
103 results of the investigation. When taking steps to separate the complainant and  
104 accused individual, the District shall minimize the burden on the complainant. For  
105 example, it is not appropriate to remove complainants from classes or housing  
106 while allowing accused individuals to remain.
- 107 • Authorize the investigation of the complaint, and supervise and/or conduct a  
108 thorough, prompt and impartial investigation of the complaint, as set forth below.  
109 When complainants opt for informal resolution, the Vice President of Human  
110 Resources or designee will determine whether further investigation is necessary  
111 to ensure resolution of the matter and utilize the investigation process outlined  
112 below as appropriate. In the case of a formal complaint, the investigation will  
113 include interviews with the complainant, the accused, and any other persons who

114 may have relevant knowledge concerning the complaint. This may include victims  
115 of similar conduct.

- 116 • Review the factual information gathered through the investigation to determine  
117 whether the alleged conduct constitutes harassment, or other unlawful  
118 discriminatory conduct, giving consideration to all factual information and the  
119 totality of the circumstances, including the nature of the verbal, physical, visual, or  
120 sexual conduct, and the context in which the alleged incidents occurred.
- 121 • Set forth the results of the investigation in a written report. The written report shall  
122 include an explanation of the District's investigative process, a description of the  
123 circumstances giving rise to the complaint, a summary of the testimony of each  
124 witness, an analysis of any relevant data or other evidence collected during the  
125 investigation, a specific finding as to whether the preponderance of the evidence  
126 establishes that discrimination did or did not occur with respect to each allegation  
127 in the complaint and the reasons for that finding, a description of actions the District  
128 will take to prevent similar conduct, the proposed resolution of the complaint, the  
129 complainant's right to appeal to the District's Board of Trustees, and if the  
130 complainant is a student, the right to appeal to the State Chancellor. If the  
131 complainant is an employee, the report shall include the right to file an  
132 administrative complaint with the Department of Fair Employment and Housing.  
133 The report may contain any other appropriate information
- 134 • Provide the complainant and accused with a copy or summary of the investigative  
135 report within ninety (90) days from the date the District received the complaint.  
136 The complainant and accused shall also be provided with a written notice setting  
137 forth the determination of the President/Superintendent or designee as to whether  
138 harassment or other discriminatory conduct did or did not occur with respect to  
139 each allegation in the complaint; a description of action taken, if any, to prevent  
140 similar problems from occurring in the future; the proposed resolution of the  
141 complaint; and notice of the parties' rights to appeal to the Board of Trustees and  
142 the State Chancellor's Office. The results of the investigation and the  
143 determination as to whether harassment or other discriminatory conduct occurred  
144 shall also be reported to the accused, and the appropriate academic or  
145 administrative official(s). Reports to the complainant shall be prepared so as not  
146 to violate any applicable privacy rights of the accused.

147 **Investigation of the Complaint:** The District shall promptly investigate every complaint  
148 of harassment or discrimination. No claim of workplace or academic harassment or  
149 discrimination shall remain unexamined. This includes complaints involving activities that  
150 occur off campus and in connection with all of the academic, educational, extracurricular,  
151 athletic, and other programs of the District, whether those programs take place in the  
152 District's facilities, on a District bus, or at a class or training program sponsored by the  
153 District at another location.

154 As set forth above, where the complainant opts for an informal resolution, the Vice  
155 President of Human Resources may limit the scope of the investigation, as appropriate.  
156 The District will keep the investigation confidential to the extent possible, but cannot  
157 guarantee absolute confidentiality because release of some information on a "need-to-

158 know-basis” is essential to a thorough investigation. When determining whether to  
159 maintain confidentiality, the District may weigh the request for confidentiality against the  
160 following factors: the seriousness of the alleged harassment; the complainant’s age;  
161 whether there have been other harassment complaints about the same individual; and  
162 the accused individual’s rights to receive information about the allegations if the  
163 information is maintained by the District as an “education record” under the Family  
164 Educational Rights and Privacy Act (FERPA), 20 U.S. Code Section 1232g; 34 Code  
165 Federal Regulations Part 99.15. The District will inform the complainant if it cannot  
166 maintain confidentiality.

167 **Investigation Steps:** The District will fairly and objectively investigate harassment and  
168 discrimination complaints. Employees designated to serve as investigators under this  
169 policy shall have adequate training on what constitutes sexual harassment, including  
170 sexual violence, and/or the form of discrimination alleged in the complaint, and on how  
171 the District’s grievance procedures operate. The investigator may not have any real or  
172 perceived conflicts of interest and must be able to investigate the allegations impartially.

173 Investigators will use the following steps: interviewing the complainant(s); interviewing  
174 the person who was the subject of the discrimination if different; interviewing the accused  
175 individual(s); interviewing anyone who witnessed the reported discrimination; interviewing  
176 individuals identified as having relevant information; identifying and interviewing  
177 witnesses and evidence identified by each party; identifying and interviewing any other  
178 witnesses, if needed; reminding all individuals interviewed of the District’s no-retaliation  
179 policy; considering whether any involved person should be removed from the campus  
180 pending completion of the investigation; reviewing any records, notes, memoranda,  
181 correspondence, or statements related to the discrimination complaint, and  
182 personnel/academic files of all involved parties; reaching a conclusion as to the  
183 allegations and any appropriate disciplinary and remedial action; and seeing that all  
184 recommended action is carried out in a timely fashion. When the District evaluates the  
185 complaint, it shall do so using a preponderance of the evidence standard. Thus, after  
186 considering all the evidence it has gathered, the District will decide whether it is more  
187 likely than not that discrimination or harassment has occurred.

188 **Timeline for Completion:** The District will undertake its investigation as promptly and  
189 swiftly as possible. To that end, the investigator shall complete the above steps, and  
190 prepare a written report within sixty (60) to ninety (90) days of the District receiving the  
191 complaint.

192 **Cooperation Encouraged:** All employees and students are expected to cooperate with  
193 a District investigation into allegations of harassment or discrimination. Lack of  
194 cooperation impedes the ability of the District to investigate thoroughly and respond  
195 effectively. However, lack of cooperation by a complainant or witnesses does not relieve  
196 the District of its obligation to investigate. The District will conduct an investigation if it  
197 discovered that harassment or any other form of discrimination is, or may be occurring,  
198 with or without the cooperation of the alleged victim(s) and regardless of whether a  
199 complaint is filed.

200 **Discipline and Corrective Action**

201 If harassment, discrimination and/or retaliation occurred in violation of Board Policy or this  
202 procedure, the District shall take disciplinary action against the accused and will take  
203 steps to stop the discrimination, prevent recurrence, and remedy discriminatory effects  
204 on the complainant and others, if appropriate. The action will be prompt, effective, and  
205 commensurate with the severity of the offense. Remedies for the complainant might  
206 include, but are not limited to:

- 207 • providing an escort to ensure that the complainant can move safely between  
208 classes and activities;
- 209 • ensuring that the complainant and alleged perpetrator do not attend the same  
210 classes or work in the same work area;
- 211 • preventing offending third parties from entering campus;
- 212 • providing counseling services;
- 213 • providing medical services;
- 214 • providing academic support services, such as tutoring;
- 215 • arranging for a student complainant to re-take a course or withdraw from a class  
216 without penalty, including ensuring that any changes do not adversely affect the  
217 complainant's academic record;
- 218 • reviewing any disciplinary actions taken against the complainant to see if there is  
219 a causal connection between the harassment and the misconduct that may have  
220 resulted in the complainant being disciplined;
- 221 • providing any services denied as a result of discrimination; and  
222 • reviewing a grade awarded as a result of discrimination.

223 If discipline is imposed, the nature of the discipline will not be communicated to the  
224 complainant. However, the District may disclose information about the sanction imposed  
225 on an individual who was found to have engaged in harassment or other discrimination  
226 when the sanction directly relates to the complainant; for example, the District may inform  
227 the complainant that the harasser must stay away from the complainant.

228 Disciplinary actions against employees and students will conform to all relevant statutes,  
229 regulations, personnel and student policies and procedures, including the provisions of  
230 any applicable collective bargaining agreement.

231 The District shall also take reasonable steps to protect the complainant from further  
232 harassment, and/or discrimination, and to protect the complainant and witnesses from  
233 retaliation as a result of communicating the complaint and/or assisting in the investigation.

234 The District will ensure that complainants and witnesses know how to report any  
235 subsequent problems, and should follow-up with complainants to determine whether any  
236 retaliation or new incidents of harassment have occurred. The District shall take  
237 reasonable steps to ensure the confidentiality of the investigation and to protect the  
238 privacy of all parties to the extent possible without impeding the District's ability to  
239 investigate and respond effectively to the complaint.

240 If the District cannot take disciplinary action against the accused individual because the



241 complainant refuses to participate in the investigation, it should pursue other steps to limit  
242 the effects of the alleged harassment and prevent its recurrence.

### 243 **Appeals**

244 If the District imposes discipline against a student or employee as a result of the findings  
245 in its investigation, the student or employee may appeal the decision using the procedure  
246 for appealing a disciplinary decision.

247 If the complainant is not satisfied with the results of the administrative determination,  
248 he/she may, within fifteen (15) days of issuance of the determination to the complainant  
249 by the District, submit a written appeal to the Board of Trustees. The Board of Trustees  
250 shall review the original complaint, the investigative report, the administrative decision,  
251 and the appeal. The Board shall issue a final District decision in the matter within forty-  
252 five (45) days after receiving the appeal. A copy of the decision rendered by the Board  
253 of Trustees shall be forwarded to the complainant and to the State Chancellor's Office.  
254 The complainant shall also be notified of his/her right to appeal this decision.

255 If the Board of Trustees does not act within forty-five (45) days the administrative  
256 determination shall be deemed approved by default and shall become the final decision  
257 of the District in the matter.

258 In any case not involving employment discrimination, the complainant shall have the right  
259 to file a written appeal with the State Chancellor's Office within thirty (30) days after the  
260 Board of Trustees issued the final District decision or permitted the administrative  
261 decision to become final. Such appeals shall be processed pursuant to the provision of  
262 Title 5 Section 59350.

263 In any case involving employment discrimination, including workplace harassment, the  
264 complainant may, at any time before or after the issuance of the final decision of the  
265 District, file a complaint with the Department of Fair Employment and Housing. In such  
266 cases, the complainant may also file a petition for review with the State Chancellor's  
267 Office within thirty (30) days after the Board of Trustees issues the final decision or  
268 permits the administrative decision to become final.

269 Within one hundred fifty (150) days of receiving a formal complaint which does not involve  
270 employment discrimination, the District shall forward to the State Chancellor's Office the  
271 original complaint, the investigative report, a copy of the written notice to the complainant  
272 setting forth the results of the investigation, a copy of the final administrative decision  
273 rendered by the Board of Trustees or indicating the date upon which the decision became  
274 final, and a copy of the notification to the complainant of his/her appeal rights. If, due to  
275 circumstances beyond its control, the District is unable to comply with the 150-day  
276 deadline for submission of materials, it may file a written request for an extension of time  
277 no later than ten (10) days prior to the expiration of the deadline.

278 **Dissemination of Policy and Procedures**

279 Board Policy and Administrative Procedures related to harassment will include  
280 information that specifically addresses sexual violence. District policy and procedures  
281 will be provided to all students, faculty members, members of the administrative staff and  
282 members of the support staff, and will be posted on campus and on the District's website.

283 When hired, employees are required to sign that they have received the policy and  
284 procedures, and the signed acknowledgment of receipt is placed in each employee's  
285 personnel file. In addition, these policies and procedures are incorporated into the course  
286 catalogs, class schedules and orientation materials for new students.

287 **Training**

288 The District shall provide at least two hours of classroom or other effective interactive  
289 training and education regarding sexual harassment to all management employees once  
290 every two years. All new management employees must be provided with the training and  
291 education within six months of their assumption of a management position.

292 The training and education required by this procedure shall include information and  
293 practical guidance regarding the federal and state statutory provisions concerning the  
294 prohibition against and the prevention and correction of sexual harassment and the  
295 remedies available to victims of sexual harassment in employment. The training and  
296 education shall also include practical examples aimed at instructing managers in the  
297 prevention of harassment, discrimination, and retaliation, and shall be presented by  
298 trainers or educators with knowledge and expertise in the prevention of harassment,  
299 discrimination, and retaliation.

300 Training of all staff shall be conducted. This includes counselors, faculty, health  
301 personnel, law enforcement officers, coaches, and all staff who regularly interact with  
302 students. Training for academic staff should emphasize environmental harassment in the  
303 classroom. The District will also provide training to students who lead student  
304 organizations. The District should provide copies of the sexual harassment policies and  
305 training to all District law enforcement unit employees regarding the grievance procedures  
306 and any other procedures used for investigating reports of sexual violence.

307 In years in which a substantive policy or procedural change has occurred, all District  
308 employees will attend a training update and/or receive a copy of the revised policies and  
309 procedures.

310 Participants in training programs will be required to sign a statement that they have either  
311 understood the policies and procedures, their responsibilities, and their own and the  
312 District's potential liability, or that they did not understand the policy and desire further  
313 training.

314 **Education and Prevention for Students**

315 In order to take proactive measures to prevent sexual harassment and violence toward  
316 students, the District will, under the direction of the Director of Diversity, Compliance, and

317 Title IX, provide preventive education programs and make victim resources, including  
318 comprehensive victim services, available. The District will include such programs in  
319 orientation programs for new students, and in training for student athletes and coaches.  
320 These programs will include discussion of what constitutes sexual harassment and sexual  
321 violence, the District's policies and disciplinary procedures, and the consequences of  
322 violating these policies. A training program or informational services will be made  
323 available to all students at least once annually.

324 The education programs will also include information aimed at encouraging students to  
325 report incidents of sexual violence to the appropriate District and law enforcement  
326 authorities. Since victims or third parties may be deterred from reporting incidents if  
327 alcohol, drugs, or other violations of District or campus rules were involved, the District  
328 will inform students that the primary concern is for student safety and that use of alcohol  
329 or drugs never makes the victim at fault for sexual violence. If other rules are violated,  
330 the District will address such violations separately from an allegation of sexual violence.

Office of Primary Responsibility: Vice President, Human Resources

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**Date Approved: March 4, 2009**

**Dates Revised: July 1, 2010; September 24, 2012; April 11, 2016; December 10, 2018**

**Date Reviewed: January 16, 2019**

*(Replaces former Cerritos College Policy 7026)*

**Appendix 4:  
EEO Plan Annual Notice Distribution List**

**Cerritos College Equal Employment Opportunity Plan  
Annual Notice Distribution List**

**Community Organizations & Contact Information**

**ACLU of Southern California** 1313 West 8th Street  
Los Angeles, CA 90017 United States  
Phone: (213) 977-9500  
[communications@aclusocal.org](mailto:communications@aclusocal.org)  
<http://www.aclusocal.org>

**African American Chamber of Commerce - GLAAACC**  
5100 W. Goldleaf Circle, Suite 203  
Los Angeles, CA 90056  
Phone: (323) 292-1297  
[info@glaaacc.org](mailto:info@glaaacc.org)  
[www.glaaacc.org](http://www.glaaacc.org)

**Asian Pacific Policy and Planning Council** 905 E. 8th St. Los Angeles, CA 90021  
Phone: (213) 239-0300  
[Info@AAPIEquityAlliance.org](mailto:Info@AAPIEquityAlliance.org)  
<http://www.asianpacificpolicyandplanningcouncil.org/>

**Black Chamber of Commerce of Orange County** 17891 Cartwright Rd. # 100  
Irvine, California 92614  
Phone: (714) 547-2646  
[bobby.mcdonald@ocblackchamber.com](mailto:bobby.mcdonald@ocblackchamber.com)  
[www.ocblackchamber.com](http://www.ocblackchamber.com)

**A Black Education Network (ABEN)**  
P.O. Box 3134  
San Jose, CA 95156  
Phone: (408) 977-4188  
[abenmedia@aben4ace.org](mailto:abenmedia@aben4ace.org)  
<https://www.aben4ace.org/>

**Central American Resource Center of Los Angeles**  
2845 W 7th St  
Los Angeles, CA 90005  
Phone: (213) 385-7800  
[info@carecen-la.org](mailto:info@carecen-la.org)  
<https://www.carecen-la.org/>

**California Conference for Equality and Justice (CCEJ)**  
3605 Long Beach Blvd., Suite 100 Long Beach, CA 90807  
Phone: (562) 435-8184  
[info@cacej.org](mailto:info@cacej.org)  
<https://www.cacej.org/>

**Coalition for Humane Immigrant Rights – CHRILA**

533 West 3rd Street, Suite 101 Los Angeles, California 90057

Phone: (213) 353-1333

[info@chirla.org](mailto:info@chirla.org)

<https://www.chirla.org/>

**Disability Employment Initiative**

via Southeast Los Angeles County Workforce Development Board (SELACO) 10900 East 183rd St, Suite

350 Cerritos, CA 90703

Phone: (562) 402-9336

[Sandra.michel@selaco.com](mailto:Sandra.michel@selaco.com)

<http://www.selacowib.com/>

**Disability Rights California - Los Angeles Regional Office**

350 South Bixel Street, Suite 290 Los Angeles CA 90017

Phone: (213) 213-8000

<http://www.disabilityrightsca.org/>

**Diverse: Issues in Higher Education**

10520 Warwick Avenue, Suite B-8 Fairfax, VA 22030-3136

Phone: (800) 783-3199 or (703) 385-2981

[DiverseCustomerService@omeda.com](mailto:DiverseCustomerService@omeda.com)

<http://diverseeducation.com/>

**Dolores Huerta Foundation**

P.O. Box 2087

Bakersfield, CA 93303

Phone: (661) 322 3033

[humanresources@doloreshuerta.org](mailto:humanresources@doloreshuerta.org)

<https://doloreshuerta.org/>

**Indian Country Today**

PO Box 929

Phoenix, Arizona 85001

[hdonovan@indiancountrytoday.com](mailto:hdonovan@indiancountrytoday.com)

<https://indiancountrytoday.com/>

**Japanese American Citizens League - Pacific Southwest Regional Office**

244 South San Pedro Street, Suite #507 Los Angeles, CA 90012

Phone: (213) 626-4471

[info@jaclpsw.org](mailto:info@jaclpsw.org)

<https://www.jaclpsw.org/>

**Japanese American Cultural & Community Center**

244 S. San Pedro Street Los Angeles, CA 90012

Phone: (213) 628-2725

[info@jaccc.org](mailto:info@jaccc.org)

[www.jaccc.org/](http://www.jaccc.org/)

**Little Tokyo Service Center**  
**South Bay Office Gardena Valley Japanese Cultural Institute**  
1964 West 162nd Street Gardena, CA  
Phone: (310) 819-8659  
<https://www.ltsc.org>

**LGBTQ Center Long Beach**  
2017 E 4th St.  
Long Beach, CA 90814  
Phone: (562) 434-4455  
[info@centerlb.org](mailto:info@centerlb.org)  
<https://www.centerlb.org/>

**LGBT Center OC** 1605 N Spurgeon St. Santa Ana, CA 92701  
Phone: 714-953-5428 x330  
[info@lgbtcenteroc.org](mailto:info@lgbtcenteroc.org)  
<http://www.lgbtcenteroc.org/>

**Legal Momentum - The Women's Legal Defense and Education Fund**  
32 Broadway, Suite 1801 New York, NY 10004  
Phone: (212) 925-6635  
<https://www.legalmomentum.org/>

**League of Women Voters of Los Angeles**  
3303 Wilshire Boulevard, Suite 310 Los Angeles, CA 90010-1700  
Phone: 213- 368-1616  
[info@lwvlosangeles.org](mailto:info@lwvlosangeles.org)  
<http://www.lwvlosangeles.org/>

**Los Angeles County Department of Military and Veterans Affairs Cerritos Field Office of Supervisor Janice Hahn**  
11911 Artesia Blvd., #104A Cerritos, CA 90703  
Phone: (562) 345-4003  
[FourthDistrict@bos.lacounty.gov](mailto:FourthDistrict@bos.lacounty.gov)  
[Supervisor Janice Hahn \(lacounty.gov\)](mailto:SupervisorJaniceHahn@lacounty.gov)

**Los Angeles Latino Chamber of Commerce**  
8531 Wellsford Place Suite E Santa Fe Springs, CA, 90670  
Phone: (213) 422-9019  
[info@lalcc.org](mailto:info@lalcc.org)  
<http://lalcc.org/>

**Los Angeles LGBT Center**  
1625 N. Schrader Boulevard Los Angeles, CA 90028-6213  
Phone: 323-993-7500  
[Webmaster@lalgbtcenter.org](mailto:Webmaster@lalgbtcenter.org)  
<https://lalgbtcenter.org/>

**Los Angeles Urban League**

4401 Crenshaw Blvd., Suite 201 Los Angeles, CA 90043  
Phone: 323-299-9660  
<https://laul.org/>

**Mexican American Legal Defense and Education Fund**  
634 S. Spring Street Los Angeles, CA 90014  
Phone: (213) 629-2512  
[info@MALDEF.org](mailto:info@MALDEF.org) <http://maldef.org/about/offices/west/>

**Mexican American Women's National Association (MANA)**  
1001 Connecticut Avenue, NW, Suite 730  
Washington, DC 20036  
Phone: (202) 525-5113  
[mananational@hermana.org](mailto:mananational@hermana.org) [www.hermana.org](http://www.hermana.org)

**National Association for the Advancement of Colored People (NAACP)**  
P.O. Box 56408  
Los Angeles, Calif. 90056  
Phone: (310) 397-1171  
<https://www.naacp-losangeles.org/>

**National Black Graduate Student Association**  
228 Park Avenue, #76326 New York, NY 10003  
Phone: (800) 471-4102  
[general@mynbgssa.org](mailto:general@mynbgssa.org) <http://www.mynbgssa.org/>

**National Center for Lesbian Rights (NCLR) NCLR National Office**  
870 Market Street, Suite 370 San Francisco, CA 94102  
Phone: (415) 392-6257  
[Info@NCLRights.org](mailto:Info@NCLRights.org) [www.nclrights.org](http://www.nclrights.org)

**National Congress of American Indians Embassy of Tribal Nations**  
1516 P Street NW Washington, DC 20005  
Phone: (202) 466-7767  
[Contact@ncai.org](mailto:Contact@ncai.org) <http://ncai.org>

**National Federation of Filipino American Associations (NFFAA)**  
1612 K Street NW, Suite 600  
Washington DC 20006  
Phone: 202.262.0772  
[info@naffaa.org](mailto:info@naffaa.org) <https://naffaa.org/>

**National Organization for Women (NOW)**  
1100 H Street NW, Suite 300  
Washington, DC 20005  
Phone: (202) 628-8669 (628-8NOW)  
[press@now.org](mailto:press@now.org)  
[www.now.org](http://www.now.org)

**North County African American Women's Association**



4140 Oceanside Blvd. Suite #159 -161  
Oceanside, CA 92056  
Phone: (760) 978-6534  
[info@ncaawa.org](mailto:info@ncaawa.org)  
<http://www.ncaawa.org/>

**Norwalk Social Services Center**

11929 Alondra Blvd.  
Norwalk, CA 90650  
Phone: (562) 929-5544  
[socialservices@norwalkca.gov](mailto:socialservices@norwalkca.gov)  
<https://www.norwalk.org/city-hall/departments/social-services>

**Southern California Agency - Bureau of Indian Affairs**

1451 Research Park Drive, Suite 100  
Riverside, CA 92507  
Phone: (951) 276-6624 Ext. 222  
[javin.moore@bia.gov](mailto:javin.moore@bia.gov)  
<https://www.bia.gov/regional-offices/pacific/southern-california-agency>

**Trans Wellness Center**

3055 Wilshire Blvd., Suite 360 Los Angeles, CA 90010  
Phone: 323-993-2900  
[transwellness@lalgbtcenter.org](mailto:transwellness@lalgbtcenter.org)  
<https://mytranswellness.org/>

**Unidos US (Formerly National Council of La Raza (NCLR))**

1126 16th St. NW Suite 600,  
Washington, DC 20036  
Phone (202) 785-1670  
[info@unidosus.org](mailto:info@unidosus.org)  
<https://www.unidosus.org>

**Women's Bureau Office of the Secretary**

U.S Department of Labor  
200 Constitution Avenue, NW  
Room S-3002 Washington, DC 20210  
Phone: (202)693-6725  
[Womens.bureau@dol.gov](mailto:Womens.bureau@dol.gov)  
[www.dol.gov/wb](http://www.dol.gov/wb)