



Allan Hancock Joint Community College District

Equal Employment Opportunity Plan

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Purpose of the EEO Plan

The Allan Hancock Joint Community College District's Equal Employment Opportunity (EEO) Plan addresses the requirements of Education Code section 87106 subdivision (b) for compliance with the Board of Governors regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes, and for guidance in improving the equality of opportunity.

California community college districts are responsible for the preparation of an equal employment opportunity plan to be submitted and approved by the California Community College Chancellor's Office (CCCCO). "Equal Employment Opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion; and to enjoy the benefits of employment with the district. Equal Employment Opportunity should exist at all levels and in all job categories listed in section 53004 subdivision (a) of title 5. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all individuals. An "Equal Employment Opportunity Plan" is a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

Objectives of EEO Plan

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

- Address the legal requirements for the District's EEO Plan, pursuant to section 53003 of title 5.
- Provide guidance that will assist in the goal of achieving a diverse workforce.
- Assist in the development of materials to train faculty and staff on the components of the EEO Plan requirements.

Plan Component 1: Introduction

The Allan Hancock Joint Community College District Equal Employment Opportunity Plan (*Plan*) was adopted by the Board of Trustees on June 17, 2014. The EEO Plan reflects the district's commitment to equal employment opportunity. It is the district's belief that taking active steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence and promote practices that are nondiscriminatory.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The Plan's immediate focus is equal employment opportunity in its recruitment, hiring, and promotional policies and practices pursuant to the applicable title 5 regulations (section 53000 et seq.) and the steps the district shall take in the event of underrepresentation of monitored groups. The Plan contains an analysis of the demographic makeup of the district's workforce population and an analysis of whether underrepresentation of monitored groups exists. The Plan also includes the requirements for a complaint procedure for noncompliance with the title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for implementation of the Plan. To properly serve a growing diverse population, the district will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, and promote a positive learning environment to properly serve an increasingly diverse student population. .

The Allan Hancock Joint Community College is committed to implementing Board Policy 3420, by developing and maintaining equal employment opportunity and diversity throughout the district as set out in this Equal Employment Opportunity Plan (hereinafter referred to as the "Plan" or the "EEO Plan").

Kevin G. Walthers, Ph.D.
Superintendent/President

Plan Component 2: Definitions¹

Adverse Impact: a statistical measure (such as those outlined in the U.S. Equal Employment Opportunity Commission’s *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. 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.

Diversity: a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, ethnicity, sexual orientation, gender identity and expression, disability or genetic information, age (40 or older), national origin, religion, socioeconomic status, geographic region, life experiences and other enriching characteristics.

Equal Employment Opportunity: 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 which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

- (1) identifying and eliminating barriers to employment that are not job related; and
- (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

Equal Employment Opportunity Plan: a written document in which a district’s workforce is analyzed; specific plans, procedures, and goals are set forth for ensuring equal employment opportunity.

Equal Employment Opportunity Program: all the various methods and strategies by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with requirements of section 53006.

Ethnic Minorities: Native Americans or Alaskan natives, Asians or Pacific Islanders, Black/African-Americans, Hispanics/Latinos.

Ethnic Group Identification: an individual’s identification in one or more of the ethnic groups

¹ Title 5 references may be found in the California Codes of Regulations

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

In-house or Promotional Only Hiring: only existing district employees are allowed to apply for a position.

Monitored Group: those groups identified in section 53004 subdivision (b) for which monitoring and reporting is required pursuant to section 53004 subdivision (a).

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

Reasonable Accommodation: the efforts made on the part of the district to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in section 53025.

Screening or Selection Procedures: 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.

Significantly Underrepresented Group: any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004 subdivision (a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

Plan Component 3: Policy Statement (Board Policy 3420)

The Board of Trustees of the Allan Hancock Joint Community College District recognizes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and creativity, while providing positive images for all students. The board commits the district to the active promotion of campus diversity, including recruitment and selection of qualified employees from a wide variety of backgrounds and equal employment opportunities in all aspects of employment, including assignments, promotions, and transfers. In addition, the Board of Trustees recognizes that to be effective, an equal employment opportunity plan must be developed, reviewed and adopted in compliance with Education Code and title 5 requirements.

Plan Component 4: Delegation of Authority, Responsibility and

Compliance

It is the goal of the 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 and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

2. *Superintendent/President*

The Board of Trustees delegates to the Superintendent/President the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the district's equal employment opportunity policies and procedures. The Superintendent/President shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation. The Superintendent/President shall 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 of Human Resources as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the equal employment opportunity officer changes before this *Plan* is next 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, monitoring, and achieving the goals of 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 Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

4. *Equal Employment Opportunity and Staff Diversity Committee*

The District has established the Equal Employment Opportunity and Staff Diversity Committee to act as an advisory body to the equal employment opportunity officer and the district through the Human Resource Council to promote understanding and support of equal employment opportunity and diversity policies and procedures. The Equal Employment Opportunity and Staff Diversity Committee shall assist in the implementation 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 authorized 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 shall make a continuous good faith effort to comply with all the requirements of its *Plan*.

Plan Component 5: Equal Employment Opportunity and Staff Diversity Committee

The District has identified the Equal Employment Opportunity and Staff Diversity Committee to serve as an advisory Committee to assist the district in implementing its *Plan*. The responsibilities of the Committee shall include but is not limited to the following:

- promote communication with community groups and organizations for people with disabilities;
- review the district's obligation to hire faculty, staff, and administrators with a demonstrated sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students;
- promote hiring of faculty and administrators who have attended and/or graduated from a community college;
- develop communications among departments to foster understanding of the *Plan*;
- to advise the HR Council and College Council regarding special training or staff development needs;
- every three years review the *Plan* and monitor its progress; recommend changes needed in the *Plan*; and
- review and submit the annual completed EEO report to the HR Council and College Council.

This committee shall receive training each year in all of the following: applicable title 5 regulations and state and federal nondiscrimination laws; the educational benefits of workforce diversity, and the identification and elimination of bias in hiring decisions; and the role of this committee in carrying out the District's EEO *Plan*. This committee shall hold a minimum of two (2) meeting per academic year with additional meetings if needed to review EEO and diversity efforts, program, policies and progress.

Plan Component 6: Complaints

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (title 5, section 53026): The district has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations² (see below) have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. The procedures for filing complaints alleging violation of the Equal Employment Opportunity regulations shall be set forth in the Districts Equal Employment and

² The equal employment opportunity regulations are found in California Code of Regulations, Title 5, section 53000 et seq.

Staff Diversity Administrative Procedure. This Administrative Procedure 3420 shall be made accessible on the District's website as well as in the Human Resources office. As stated in the District's Administrative Procedures, complaints alleging a violation of the Equal Employment Opportunity regulations shall be filed with Equal Employment Opportunity Officer.

Complaints alleging violations of this *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the district's determination pursuant to section 53026 to the CCCCCO, but under some circumstances, violations of the equal employment opportunity regulations in title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the CCCCCO, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful efforts to resolve the alleged violation at the College District level using the process provided by section 53026. See *CCCCCO Guidelines for Minimum Conditions Complaints* at:

<http://www.cccco.edu/divisions/legal/guidelines/Guidelines%20for%20Minimum%20Conditions%20Complaints.htm>

Complaints Alleging Unlawful Discrimination or Harassment (title 5, section 59300 et seq.) The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director of Human Resources is responsible for receiving such complaints and for coordinating their investigation. College complaint officers may be assigned investigation responsibilities, as appropriate. The District's discrimination and sexual harassment complaint definitions, policies and procedures are located on the District website: www.hancockcollege.edu

Student Complaint Procedure

A student who feels he/she has been or is being subjected to discriminatory treatment, including harassment, or who has learned of such unlawful discrimination in his or her official capacity, should immediately contact the office of the associate vice president, student services. If the complainant is not satisfied with the final decision, he or she may file a complaint with the CCCCCO within 30 days of the determination of the board. The student can complete the form on the CCCCCO website at <http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx>. The Allan Hancock College Student complaint process can be found in the current Allan Hancock College Catalog.

Plan Component 7: Notification to District Employees

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of district's Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement will be electronically posted in the employees' MyHancock portal page and District website. The *Plan* and subsequent revisions will be distributed to the district's Board of Trustees, the Superintendent/President, administrators, the academic and classified leadership, union representatives and members of District Equal Employment Opportunity Advisory Committee. The *Plan* will be available on the district's website, and when appropriate, may be distributed via e-mail. Each year, the district will provide all employees with a copy of the board's Equal

Employment Opportunity Policy Statement and written notice summarizing the provisions of the district's Equal Employment Opportunity *Plan*. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the district. The annual notice will emphasize the importance of the employee's participation and responsibility in ensuring the *Plan's* implementation and reference to the district's website where a printable version of the *Plan* is accessible.

Plan Component 8: Training for Screening/Selection Committees and best practices

Any organization or individual, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the district's Equal Employment Opportunity Plan; the district's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; the elimination of bias in hiring decisions; and best practices in serving on a screening or selection committee.. Persons serving in the above capacities will be required to receive training within the twelve (12) months prior to service on a screen/selection committee. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees as the Equal Employment Opportunity Representative. The EEO Officer, and/or Human Resources are responsible for providing the required training. Any individual acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of title 5³ and the district's Equal Employment Opportunity Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District.

The District has established a practice that equity training must be updated every two years after the representative's initial training. A tracking database has been established to track and monitor individuals who have been equity trained.

Plan Component 9: Annual Written Notice to Community Organization

The EEO Officer shall pursue a genuine and deliberate effort to distribute a written notice to appropriate community-based and professional organizations concerning this *Plan*. The notice will inform these organizations that they may obtain a copy of the Plan and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the *Plan*. The notice will also include the website address where the district advertises its job openings and the name(s), department(s) and phone number(s) of individuals to call in order to obtain employment information. The district will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this Plan. This list may be revised from time to time as necessary.

³ See title 5, & 53020(c).

Plan Component 10: Analysis of District Workforce and Applicant Pool

The Human Resources Department will annually survey the district's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the *Plan*, to provide data needed for the reports required by this *Plan* and to determine whether any monitored group is underrepresented. Monitored groups are men, women, Native American/Alaskan Natives, Asians,⁴ Native Hawaiian/Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrators(s). The district will annually report to the CCCCO 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 Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

The analysis of the District's current workforce and most recent applicant pools are reported in the following Equal Employment Opportunity Fund and District Expenditure Reports annually.

Per Board Policy 3420, Equal Employment Opportunity and Staff Diversity, after the application deadline has passed, the initial applicant pool shall be recorded and reviewed by the Director of Human Resources 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."

Once the qualified applicant pool is formed, the pool must again be analyzed. If the Director of Human Resources or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job related, the District may immediately, and before the selection process continues, consult with legal counsel to determine what, if any, corrective action is required by law.

Board Policy 7120, Faculty Hiring, states, that "The district Equal Employment Opportunity

⁴ The Asian subgroup breakdown must be reported in the annual reports, but the breakdown by Asian subgroups is not necessary when addressing the issue of under representation in the Plan

officer or representative in consultation with the committee's diversity resource specialist shall review the applicant pool. This evaluation includes determining the adequacy of the applicant pool and recommending to the superintendent/president any further action. If the superintendent/president in consultation with the Diversity Resource Specialist or Equal Employment Opportunity officer determines that the pool is inadequate, then he or she may decide to extend the closing date and reconvene the screening and interview committee to discuss how to improve the pool of applicants and determine the next steps in the process.”

Plan Component 11: Longitudinal Analysis

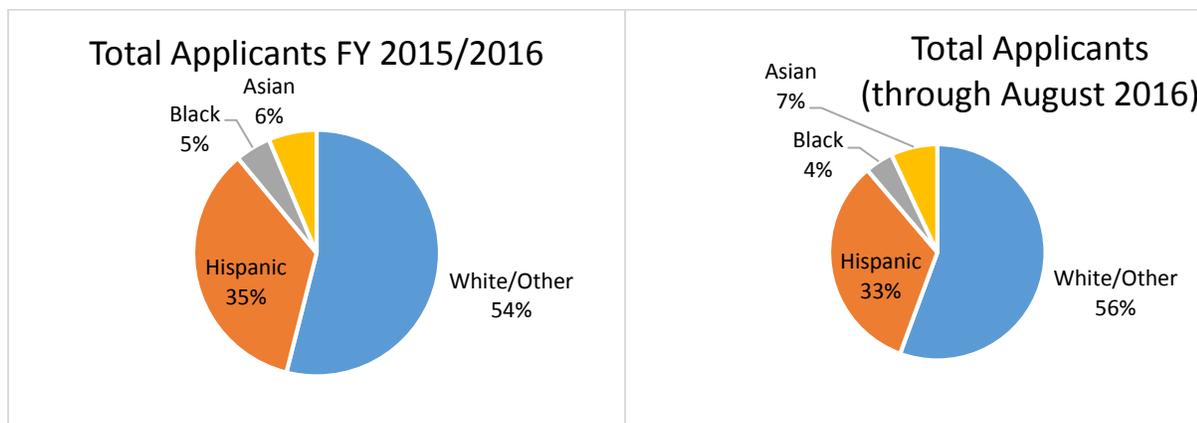
Current Data

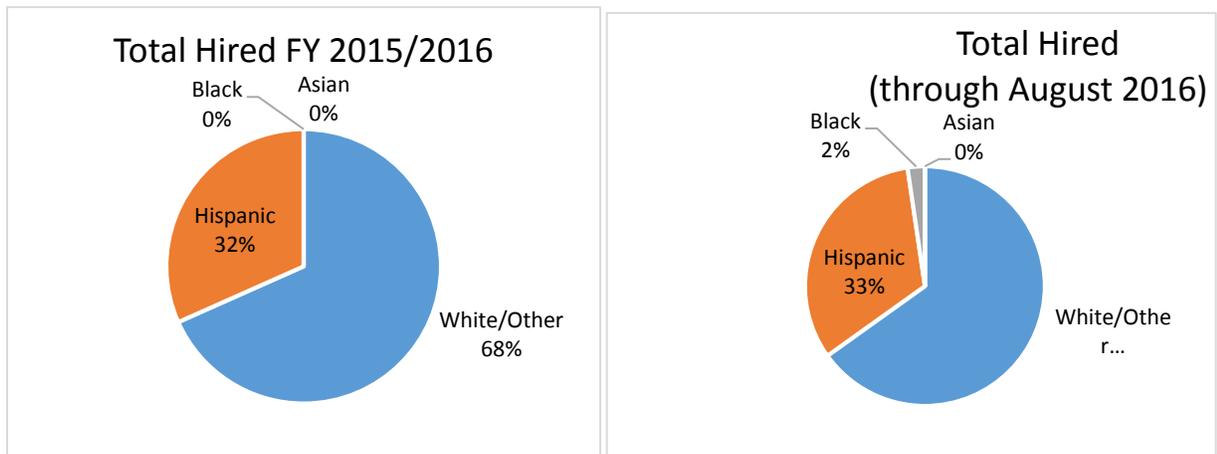
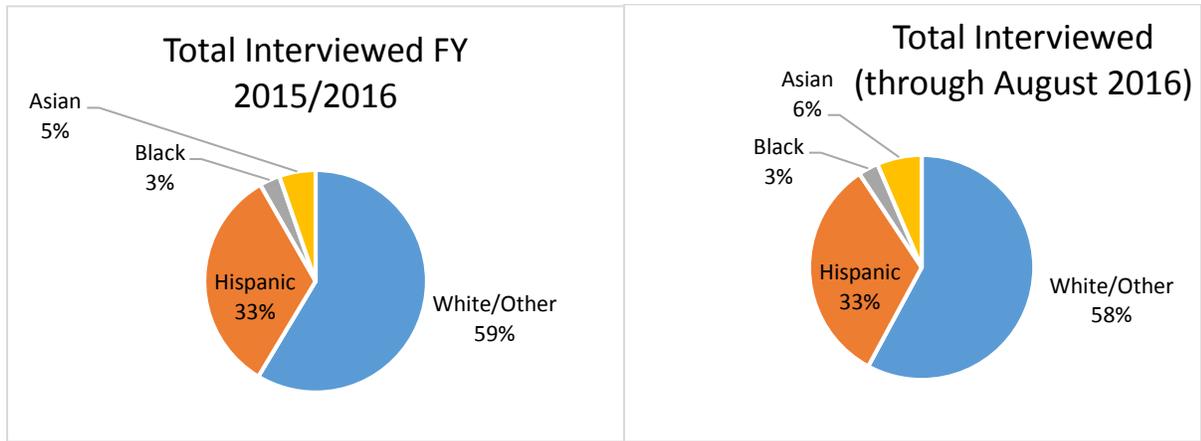
Total District Employees: 2015-2016

	7/31/2015	8/31/2016
Full-time faculty	147	161
Part-time faculty	717	708
CSEA	240	245
Confidential/Supervisory	14	17
Administrators	32	34
Prof Expert/Short Term /Sub	157	118

The graphs (below) illustrate the District’s diversity data as provided to the Chancellor’s Office (the left column) and data including August full-time faculty hires (the right column) for comparison purposes. Data provided through August will appear on the Equal Employment Opportunity District Report on Recruitment Statistics from July 1, 2016 through June 30, 2017.

**Self-reported ethnicity is optional for applicants. We have seen a downward trend in the number of applicants who voluntarily report. Other District’s report the same trend.





Longitudinal Data

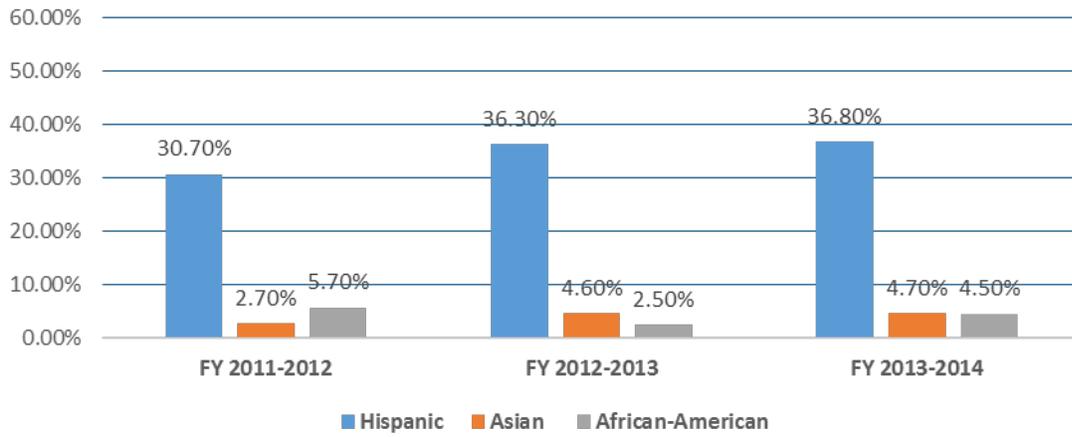
Total Number of Applicants to Hires

FY 2011-12 = 300:15

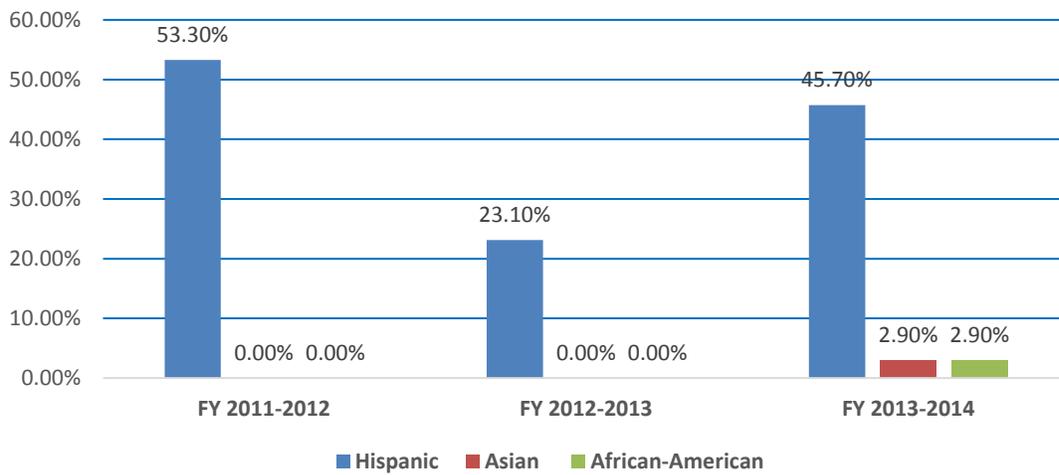
FY 2012-13 = 526:26

FY 2013-14 = 1115:70

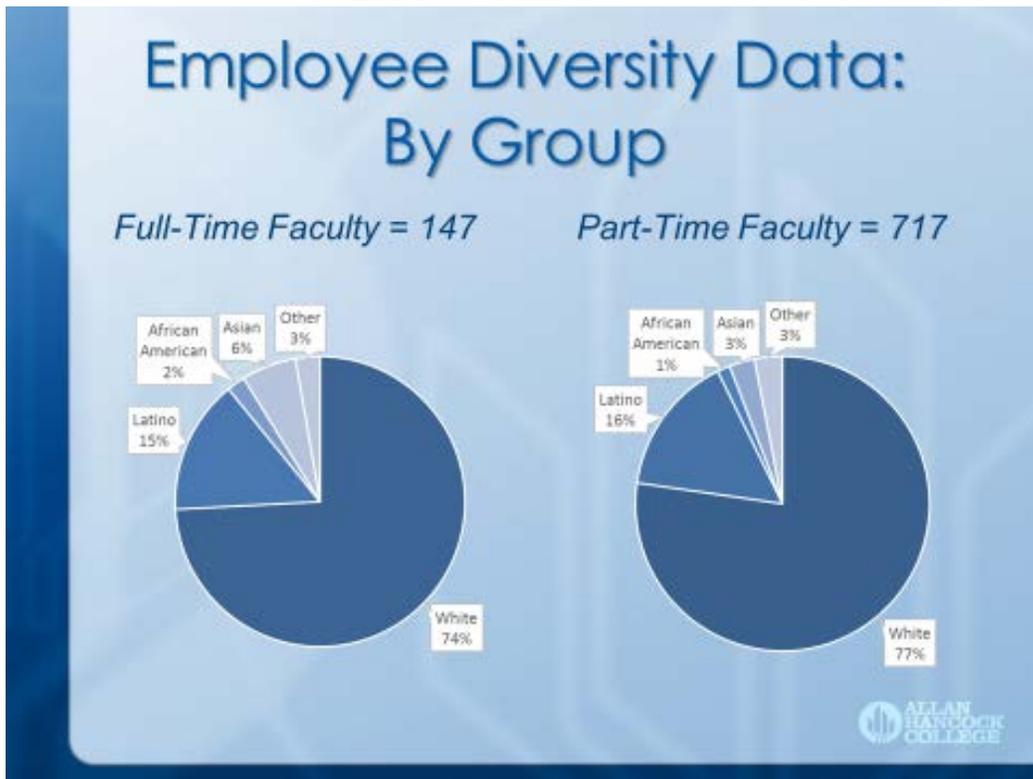
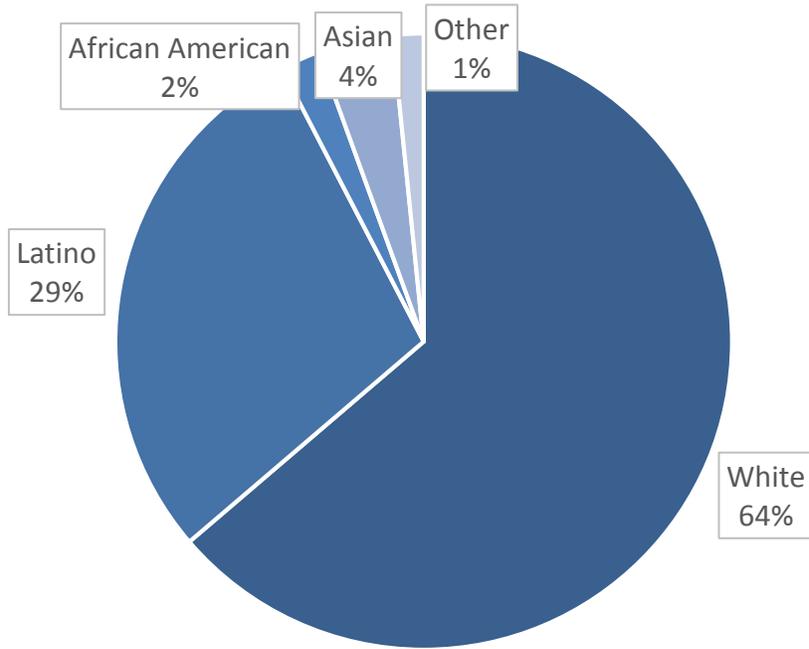
Applicants Who Applied



Applicants Selected (% of total selected)



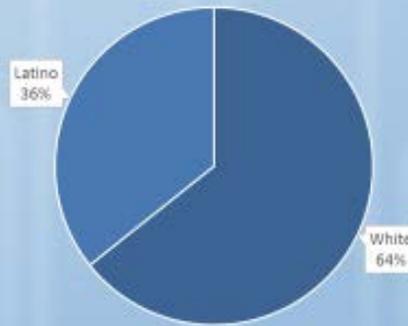
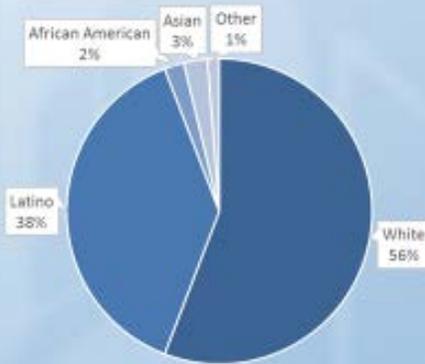
AHC Ethnicity - Permanent Employees



Employee Diversity Data: By Group

CSEA = 240

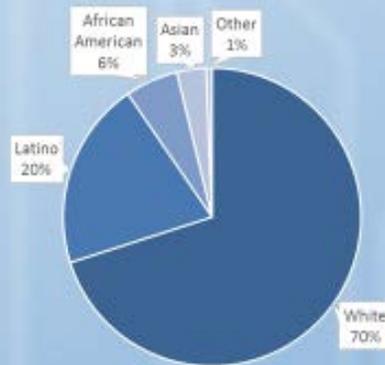
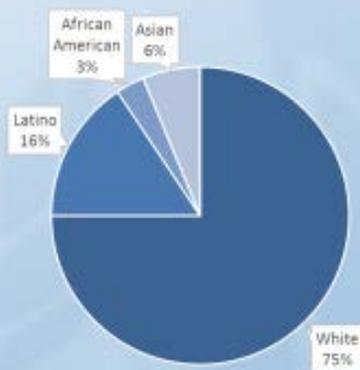
Confidential/Supervisory = 14



Employee Diversity Data: By Group

Administrators = 32

Prof. Experts/Short-Term/Sub = 157



Plan Component 12: Analysis of Degree of Underrepresentation and Significant Underrepresentation

If the District determines that a particular monitored group is significantly underrepresented with respect to one or more job categories, the District shall take the following additional steps:

- review its recruitment procedures; review and advise on recruitment efforts, job announcements, interview protocols;
- consult with counsel to determine whether there are other additional measures that may be undertaken that are required or permitted by law;
- consider various other means of reducing the underrepresentation which do not involve taking monitored group status into account and implement any such techniques that are feasible;
- if significant underrepresentation persists, review each locally-established job qualification to determine if it is job related and consistent with business necessity; discontinue the use of any non job-related local qualification; continue using job-related local qualifications only if no alternative standard is reasonably available;
- consider the implementation of additional measures designed to promote diversity.
- review retention efforts and other aspects of the hiring, retention, and promotion processes that impact the District's ability to attract and retain a diverse faculty and staff;
- advise on implementing the District's obligation to hire faculty and administrators with a demonstrated sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students;
- promote hiring of faculty and administrators who have attended and/or graduated from a community college;

For this purpose of this section, "a reasonable period of time" means three years, or such longer period as the Chancellor may approve up the request of the Equal Employment Opportunity and Staff Diversity Committee

Plan Component 13: Other Measures Necessary to Further Equal Employment Opportunity

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, 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. The district will sponsor cultural events and speakers on issues dealing with diversity and explore how to infuse diversity into the classroom and curriculum. The district will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations.

Per Administrative Procedure 3420, Equal Employment Opportunity and Staff Diversity, If the District determines that a particular monitored group is significantly underrepresented with respect to one or more job categories, the District shall take the following additional steps:

- review its recruitment procedures; review and advise on recruitment efforts; job announcements, interview protocols,
- consult with counsel to determine whether there are other additional measures that may be undertaken that are required or permitted by law;
- consider various other means of reducing the underrepresentation which do not involve taking monitored group status into account and implement any such techniques that are feasible;
- if significant underrepresentation persists, review each locally established job qualification to determine if it is job related and consistent with business necessity; discontinue the use of any non job-related local qualification; continue using job-related local qualifications only if no alternative standard is reasonably available;
- consider the implementation of additional measures designed to promote diversity;
- review retention efforts and other aspects of the hiring, retention, and promotion processes that impact the District's ability to attract and retain a diverse faculty and staff;
- advise on implementing the District's obligation to hire faculty and administrators with a demonstrated sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students;
- promote hiring of faculty and administrators who have attended and/or graduated from a community college;

Other activities that promote equal employment opportunity at Allan Hancock College include the following:

- 1) Participation in AHC's Career Exploration Day
- 2) Offering multiple diversity trainings for faculty and staff
- 3) Attend CCCCCO diversity trainings, when offered
- 4) Attend Registry Job Fairs
- 5) Organize and host the annual President's Leadership Academy
- 6) Organize and host Counseling Summit
- 7) Create and implement Start Here.Work Here. and AHC New Hire videos
- 8) Deliver resume and interviewing skills workshops for faculty, staff, and students
- 9) Support student attendance at diversity conferences

10) Organize and host YELL: Young Educated Latino Leaders conference

Plan Component 14: Graduate Assumption Program of Loans for Education

The district will encourage community college students to become qualified for, and seek employment as, community college employees. The district shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The district will post information on the campus concerning such programs, and make information available on the district's website, course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. On a continuous basis, the district will genuinely make efforts to inform graduate students in local colleges and universities about the benefits of employment at a community college.