



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN



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I. INTRODUCTION

The Grossmont-Cuyamaca Community College District (GCCCD) embraces the diversity of our students, employees and communities. We are committed to promoting diversity, equity, inclusion and accessibility throughout our organization and removing systemic barriers that impede success. This Equal Employment Opportunity Plan articulates the District's commitment to recruiting and retaining diverse faculty and staff who embody our core values and the students we serve.

The District serves a richly diverse region. Our students come from a wide range of backgrounds, perspectives, cultures, socioeconomic levels, and abilities. We believe this diversity strengthens our capacity to provide transformative educational experiences. As an open access institution, we have a responsibility to equity and inclusion for all we serve.

A diverse workforce enriches our ability to meet our mission and foster student success. An equitable and inclusive recruitment and hiring process expands our pool of employees who reflect and honor the diversity of our students. Professional development focused on cultural competence and responding to varying needs creates a climate where all can thrive.

This plan contains: a baseline analysis of the District workforce demographics; an assessment of the underrepresentation of various groups; complaint procedures to address allegations of discrimination; the role and responsibilities of the EEO Advisory Committee; strategies to strengthen diversity, equity, inclusion and access in the workforce; communication procedures and reporting expectations. By taking proactive measures to promote equal employment opportunity and cultivate a welcoming environment, we can become a more diverse and inclusive institution.

Our goal is to serve our communities by hiring and supporting talented and dedicated faculty and staff who embrace our diverse region as an asset. When we remove barriers and promote equity, we can become a place where people of all identities, abilities, and experiences feel welcomed and valued for who they are and what they contribute.

Signature

Chancellor

II. DEFINITIONS

Reference: California Code of Regulations, Title 5, 53001 (a)-(p)

Administrative Unit: A group of workers defined by their reporting responsibility to the same manager/supervisor.

Adverse Impact: A statistical measure (such as those outlined in the Equal Employment Opportunity Commission's *Uniform Guidelines on Employee Selection Procedures*) applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to California Government Code section 12940.

Complaint: A written and signed statement meeting the requirements of Title 5, section 59328, that alleges unlawful discrimination in violation of the nondiscrimination regulations adopted by the Board of Governors of the California Community Colleges, as set forth at Title 5, section 59300, *et seq.*

Defective Complaint: A complaint is considered to be defective when the complaint is inconsistent with the form, manner, and/or time constraints of Government Code Section 11135 (See Title 5, Section 59332), A.B. 803 guidelines or GCCCD Policy.

Department of Fair Employment and Housing (DFEH): Now known as the California Civil Rights Department (CRD) enforces many of California's civil rights laws, including in the areas of employment, housing, business and public accommodations, state-funded programs and activities, professional relationships, hate violence, and human trafficking.

Discrimination: Treating an individual differently or less favorably because of their protected status, such as denying a promotion due to race.

Disparate treatment: Generally, refers to intentional discrimination against an individual or group based on their protected characteristics such as race, gender, age, and disability.

Disparate Impact: Typically refers to employment practices that appear neutral but have a discriminatory effect or impact on a protected group.

DEIA: Diversity, Equity, Inclusion, and Accessibility.

Diversity: A condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence and respectful treatment of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio economic backgrounds.

Equal Employment Opportunity (EEO): All qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the District's seven job categories listed on page 25 (see Appendix TBD for definitions). Equal employment opportunity also involves:

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

Equal Employment Opportunity Plan: A written document in which the District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

Equal Employment Opportunity Programs: All the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring, and taking additional steps consistent with the requirements of Title 5, section 53006.

Ethnic Group Identification: An individual's self-identification in one or more of the ethnic groups reported to the Chancellor's Office pursuant to Title 5, section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

Grossmont Cuyamaca Community College District Boundary: This definition is used for purposes of data collection boundaries, which are based on U.S. Census Bureau and SANDAG data. The Grossmont-Cuyamaca Community College District covers 1,138 square miles in San Diego's East County and includes the cities of El Cajon, La Mesa, Lemon Grove and Santee; the unincorporated communities of Cuyamaca, Dehesa, Descanso, Dulzura, Eucalyptus Hills, Flinn Springs, Granite Hills, Guatay, Harbison Canyon, Jacumba, Jamul, Lake Morena, Lakeside, Mount Laguna, Mount Helix, Pine Valley, Potrero, Rancho San Diego, Spring Valley, Tecate, and Tierra del Sol.

General Harassment: Harassment based on ethnic group identification, race, color, national origin, religion, sex or gender, ancestry, physical disability, mental disability, marital status, veteran status, or sexual orientation of any person, or the perception that a person has one or more of these characteristics, is illegal and violates District policy. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment.

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

Monitored Group: Title 5, Section 53004(b) indicates that data about employees and applicants should be collected and reported with respect to gender, ethnic group identification, and disability.

Office for Civil Rights, United States Department of Education (OCR) - The Office for Civil Rights enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education.

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.

Preponderance of evidence: The greater weight of the evidence required in investigations to determine if discrimination more likely than not occurred.

Protected Class: The groups protected from employment discrimination by law. These groups include persons of all gender identities; any group which shares a common race, religion, color, or national origin; people over 40; and people with physical or mental handicaps. Every U.S. citizen is a member of some protected class, and is entitled to the benefits of EEO law.

Race/Ethnic Categories:

Hispanic or Latino – a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

White – a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American – a person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander – a person having origins in Hawaii, Guam, Samoa, or other Pacific Islands.

Asian – a person having origins in the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Native American or American Indian or Alaska Native – A person having origins in North and South America (including Central America) and who maintains a tribal affiliation or community attachment.

Reasonable Accommodation: The efforts made on the part of the District in compliance with Government Code section 12926. Typically, reasonable accommodation refers to a change or

adjustment to a job, work environment, policy, or process that enables a qualified employee with a disability to perform the essential functions of their job and enjoy equal employment opportunities.

Respondent: The employer or party who the complaint is filed against alleging discrimination.

Retaliation: Punishing or taking adverse action against someone for engaging in protected activities like filing a discrimination complaint.

San Diego County Border: This definition is used for purposes of data collection boundaries which is based on U.S. Census Bureau and SANDAG data. The county area is about 65 miles from north to south and 86 miles from east to west. It borders Orange and Riverside counties to the north, Mexico to the south, Imperial County to the east, and the Pacific Ocean to the west.

Screening or Selection Procedures: Any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, portfolios, 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(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

Similarly Situated: Comparing treatment of a person inside a protected class to those outside the protected class with substantially similar job positions, requirements, and performance.

Work Force (Labor Force): People who are both employed and employable, qualified to perform a specific task or carry out the responsibilities of a given position.

III. POLICY STATEMENT

Reference: California Code of Regulations, Title 5, 53002, et seq.; California Education Code 87100 et seq.; BP 3410, 3415, 3420, 3430, 7100, 7120; AP 3410; 3415, 3420, 3430, 7100, 7120

The Grossmont-Cuyamaca Community College District is deeply committed to diversity, equity, inclusion, and social justice throughout our academic community. We actively cultivate an environment where students, faculty, staff and administrators of all identities, backgrounds and life journeys feel welcomed, supported, valued, and empowered.

Our commitment to equity and inclusion in employment is outlined in *Board Policy 3420, Equal Employment Opportunity* and *Administrative Procedure 3420, Recruitment and Hiring*, grounded in Title 5 principles of diversity, equity, inclusion and accessibility. In addition, *Board Policy 2005, Student Success, Equity and Access through Anti-Racism* also articulates the Board's commitment to an inclusive and anti-racist educational environment where students

can successfully achieve their goals. We strongly believe our diversity strengthens our capacity to achieve inclusive excellence in serving all students.

GCCCD is dedicated to identifying and removing systemic barriers that impede student success. We strive to be a model of social justice where diversity is esteemed as an asset. Our variety of perspectives, cultures, backgrounds and abilities enriches our community and educational experiences.

Our goal is to exemplify inclusive excellence in our workforce, where diversity and student success are integral to our mission. We will achieve this by implementing ongoing multidimensional strategies, including:

- Proactively recruiting diverse qualified candidates dedicated to our mission.
- Utilizing inclusive search committees reflecting our communities.
- Training search committees on achieving educational benefits of workforce diversity, eliminating unconscious bias, and equitable practices.
- Continuously evaluating and improving recruitment strategies using voluntary demographic data to promote equal opportunity.
- Auditing policies, procedures, and practices to remove systemic barriers and ensure equity.
- Providing professional development on cultural competence, unconscious bias and diversity issues.
- Collaborating with diverse community groups to build inclusive partnerships.

By taking meaningful actions to eliminate barriers, promote equity, and foster belonging, our District will become a more diverse institution capable of meeting the evolving needs of our dynamic region.

At the Grossmont-Cuyamaca Community College District, we embrace our shared future, united by our common purpose to empower every student to achieve their full potential. Our diversity makes us stronger.

IV. DELEGATION OF RESPONSIBILITY, AUTHORITY AND COMPLIANCE

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

Actualizing equal employment opportunities and an inclusive culture requires commitment from every member of the District. We each have a role to play in identifying and removing systemic barriers that impede achievement. Through professional development and community-building, we gain the cultural competence to meet evolving needs. By assessing policies, procedures, and practices, we promote full inclusion and belonging.

Realizing the benefits of our diversity calls each of us to bring our authentic selves to enrich the academic environment. Our shared responsibility is to take action so all students can achieve their full potential. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

1. Governing Board – The Governing Board is responsible for adopting an EEO Plan that is in compliance with the provisions of the California Code of Regulations and that reflects the Board’s commitment to diversity, equity, inclusion and accessibility.

The Chancellor is responsible to ensure the EEO Plan is:

- a. Developed in collaboration with the District’s Equal Employment Advisory Committee;
 - b. Reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item;
 - c. Comprehensive and current for a period of 3 years, after which a new or revised plan shall be adopted; and,
 - d. Submitted to the State Chancellor’s Office at least 90 days prior to its adoption by the Governing Board.
2. Chancellor – The Governing Board delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District’s equal employment opportunity policies and procedures. The Chancellor shall advise the Governing Board concerning statewide policy and direct an annual report on the implementation of the Plan. The Chancellor shall evaluate the performance of all District executive leadership and other staff who report directly to them on their ability to promote and advance the components of the Plan.
 3. District EEO Officer or Designee – The District EEO 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 EEO Officer is also responsible for receiving complaints described in Plan Component VI and for ensuring that applicant pools and selection procedures are properly monitored. The EEO Officer is responsible for facilitating EEO training, and assisting each screening committee in identifying job-related criteria that are likely to remove barriers to full and open employment opportunities, thereby enhancing the diversity of the applicant pool. The EEO Officer may delegate some duties to Human Resources staff, but is ultimately responsible for EEO compliance.
 4. Agents of the District – Any organization or individual, whether or not an employee of the District, who acts on behalf of the Governing Board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan and all Title 5 EEO requirements. All agents of the District, including the Personnel Commission, shall make a continuous good faith effort to comply with all the requirements of this Plan.
 5. Equal Employment Opportunity Advisory Committee (EEOAC) – The Equal Employment Opportunity Advisory Committee acts as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of EEO policies and procedures

and to assist in the development, implementation, monitoring, and revision of the EEO Plan. Note that both the committee and the Governing Board are required to be trained. The EEOAC reports to the Human Resources Districtwide Governance Council, the Human Resources Advisory Council (HRAC).

6. Human Resource Advisory Council – The Human Resource Advisory Council (HRAC) is a Districtwide Governance Council charged to serve in an advisory capacity to the Human Resources Department to support its ongoing commitment to providing quality services for employees based on the District mission, vision and values.
7. Good Faith Effort – The District shall make a continuous good faith effort to comply with all the requirements of this Plan.

V. ADVISORY COMMITTEE

Reference: California Code of Regulations, Title 5, 53003, District Governance Structure

The Equal Employment Opportunity Advisory Committee (EEOAC) assists in the development, implementation, and monitoring of the EEO Plan. The EEOAC will also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The EEO Officer shall be responsible for EEO/District training. The EEOAC shall receive training in all of the following:

- a. The requirements of state and federal non-discrimination laws.
- b. Identification and elimination of bias in hiring.
- c. The educational benefits of workforce diversity.
- d. The role of the EEOAC in carrying out the District's EEO Plan.

The committee shall include a diverse and representative membership. If the District is unable to meet this requirement, it will document that good faith efforts were made.

The EEOAC reports to the districtwide governance Human Resources Council Advisory (HRAC).

VI. COMPLAINTS

Reference: California Code of Regulations, Title 5, 53003 (c)-(2), 53026 and 59300, 59324 et seq. BP 3415, 3420, 3430, 3435, 7120; & AP 3415, 3420, 3430, 3435, 7120

EEO complaints include but are not limited to allegations of hostile work environment and failure to accommodate, disparate treatment, and reprisal. The complaint process allows for someone who believes they have been discriminated against or unfairly treated on the basis of their membership in a protected class to seek resolution. EEO complaints must be based on receiving differential or adverse treatment in employment matters that the complainant believes is based on their protected class. Complaints may be filed by any person using the procedures

for employment-related complaints authorized by Title 5, subchapter 5, commencing with Section 59300. An EEO complaint can also be based on conduct that is not discriminatory.

A. Responsible District Officer

The EEO Officer is designated as the person responsible for receiving complaints filed pursuant to Title 5, Section 53026, 59307, 59327, 59328 of the California Code of Regulations and coordinating their investigation. The actual investigation of complaints may be assigned to other staff or to outside persons/organizations under contract with the District in situations which may include but are not limited to a complaint made against the EEO Officer or any member of senior leadership, or other conflict of interest situations.

B. Notice to Students and Employees (Title 5, Sec. 59326)

The EEO Officer shall notify all students and employees of the provisions of this complaint procedure.

C. Informal Resolution (Title 5, Sec. 59327)

Complainants are encouraged to resolve their complaints at the lowest level possible. While complainants are not required to confront or work out problems with the person accused of unlawful harassment or discrimination, it is recommended that an informal resolution be attempted prior to filing a formal complaint.

If the complainant is unable to resolve the complaint with the person(s) accused of unlawful harassment or discrimination, the complainant shall submit his/her complaint to the appropriate administrator. The role of the administrator is to work with the EEO Officer to facilitate an informal resolution of the issue. The appropriate administrator will have 30 days in which to respond and attempt to resolve the complaint.

If the complainant is not comfortable utilizing informal resolution methods, or attempts at resolution have been unsuccessful, the complainant may file a formal complaint.

D. Formal Complaint (Title 5, Sec. 59328 and 59330)

1. **Timeline:** Formal complaints must be filed within the following time limitations:

- a. Any complaint alleging discrimination in an employment/hiring process must be filed within 180 days of the date the alleged unlawful discrimination occurred. In the event that the complainant first obtained knowledge of the alleged violation after the expiration of the 180 days, an exception may be granted which extends this period by no more than 90 days following the expiration of the 180 days.
- b. Any complaint not involving an employment/hiring process, must be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation of unlawful discrimination.

2. **Format:** Complaints shall be submitted to the EEO Officer in the following format:
 - a. The complainant shall utilize the Discrimination Complaint Form (see Appendix TBD).
 - b. The complaint shall be filed by the person who alleges that they have personally suffered unlawful discrimination, or by someone who has learned of such unlawful discrimination in their official capacity.

In any complaint alleging discrimination in employment, the EEO Officer shall:

- a. Advise the complainant that they may file the complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and the California Civil Rights Department (CRD) [formerly known as the Department of Fair Employment and Housing (DFEH)] where the complaint is within the jurisdiction of those agencies.

E. Investigations (Title 5, Sec. 59334)

Upon receiving a complaint which is properly filed in accordance with Plan Component VI, Section D, the EEO Officer may commence an impartial fact-finding investigation of that complaint. The results of the investigation shall be set forth in a written report which shall include at least all of the following:

- A description of the circumstances giving rise to the complaint.
- A summary of the testimony provided by each witness, including the complainant, and any witnesses identified by the complainant in the complaint.
- An analysis of any relevant data or other evidence collected.
- A specific finding as to whether discrimination did or did not occur with respect to each allegation in the complaint.
- Any other information deemed appropriate by Human Resources.

F. Administrative Determination (Title 5, Sec. 59336)

Within ninety (90) days of receiving a complaint, the EEO Officer, after an initial assessment and narrowing of issues, shall complete the investigation. The findings and any proposed resolutions must then be communicated to the complainant, unless there are justifiable reasons for extending this investigation period. Such extensions must be well-documented and should clearly state the reasons behind the delay. The EEO Officer should ensure the complainant is informed of their rights to appeal the administrative decision to the district governing board and to file a complaint with the California Civil Rights Department (CRD).

1. A copy or summary of the investigative report required pursuant to Section E above.
2. A written notice setting forth the following:

- a. The determination of the EEO Officer as to whether discrimination did or did not occur with respect to each allegation in the complaint.
- b. A description of actions taken, if any, to prevent similar problems from occurring in the future.
- c. The proposed resolution of the complaint.
- d. The complainant's right to appeal to the District Governing Board and the State Chancellor for matters not involving employment discrimination, pursuant to Title 5, Sections 59338 and 59339.
- e. In the case of a complaint regarding employment, the complainant's right to file a complaint with the Department of Fair Employment and Housing (DFEH).

G. Appeals (Title 5, Sec. 59338)

1. If the complainant is not satisfied with the results of the administrative determination, the complainant may submit a written appeal to the District Governing Board within thirty (30) days from the date the administrative determination notice was provided to the complainant. The basis for an appeal is limited to the following:
 - a. There was procedural irregularity that affected the outcome of the matter.
 - b. There is new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
 - c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
 - d. The sanctions fall outside the range typically imposed for the offense, or for the cumulative conduct record of the Respondent.
 - e. The decision was not supported by a preponderance of the evidence.
 - f. The policy was incorrectly applied.

In a Closed Session meeting, the Governing Board shall review the original complaint, the investigative report, the administrative determination, and the appeal, and issue a final decision in the matter within forty-five (45) days after receiving the appeal. A copy of the final decision rendered by the Governing Board shall be forwarded to the complainant and to the State Chancellor. The complainant shall also be notified of their right to appeal the decision pursuant to items 2 and 3 below. If the Governing Board does not act within forty-five (45) days, the administrative determination shall be deemed approved and shall become the final decision in the matter.

2. In any case not involving employment discrimination, the complainant shall have the right to file a written appeal with the State Chancellor within thirty (30) days after the Governing Board issues their final decision or permits the administrative determination to become final. Such appeals shall be processed pursuant to Title 5, Section 59338.
3. In any case involving employment discrimination, the complainant may, at any time before or after the final decision is rendered, file a complaint with the DFEH. In

addition, in such cases, the complainant may file a petition for review with the State Chancellor within thirty (30) days after the Governing Board issues the final decision or permits the administrative determination to become final. The State Chancellor shall process the complaint in accordance with Title 5, Section 59338.

H. Defective Complaints (Title 5, Sec. 59332)

A complaint is considered to be defective when the complaint is inconsistent with the form, manner, and/or time constraints of Government Code Section 11135 A.B. 803 guidelines or District Policy.

- When the EEO Officer receives a complaint which they find does not meet the requirements of Section D, the EEO Officer shall immediately notify the complainant that the complaint does not meet the requirements and shall specify in what requirement the complaint is defective. Complainants will be given an opportunity to remedy the defects of the complaint and move forward in the formal complaint process.

Generally, a complaint may be considered defective if any of the following exist:

- The complaint is not filed within the proper time limits.
- The complaint does not establish proper jurisdiction: the office where the complaint is filed does not have authority over the parties and/or subject matter.
- The complainant lacks standing: the complainant has not suffered a direct, concrete injury that can be redressed.
- The complaint fails to state a legal claim upon which relief can be granted.
- The complaint does not include plausible facts to support each element of the legal claims. For example, the complaint does not state facts giving rise to an inference of discrimination; rather, it just concludes discrimination has occurred, which may cause the complaint to be deemed defective.
- The complaint is moot. Typically, a complaint is moot when:
 - The issues in the complaint have been resolved or no longer exist.
 - The circumstances have changed, so a decision will no longer have any practical impact on the situation.
 - The relief requested is no longer possible or needed.
- The complaint has procedural defects such as missing signatures, or lack of verification, if required.
- The complaint asserts frivolous or bad faith claims and arguments.

I. Provision of Information for the State Chancellor's Office (Title 5, Sec. 59340)

Within 150 days of receiving a formal complaint as outlined in section D, Human Resources shall forward the following to the State Chancellor:

- The original complaint.
- The report required pursuant to Section E describing the nature and extent of the investigation conducted by the District.

- A copy of the notice sent to the complainant pursuant to Section F.
- A copy of the final decision rendered by the Governing Board as applicable, or a statement indicating the date on which the administrative determination became final.
- A copy of the notice to the complainant required pursuant to Title 5, Section 59338.
- A copy of the complainant's appeal of the administrative determination or notice that the complainant did not appeal.
- Such other information as the State Chancellor may require.

For a period of at least three years after closing a case, including a case involving employment discrimination, the District shall retain and make available upon request the original complaint, the documents referenced in Section D, E, and F, and the documents identified in Title 5, Section 59340.

J. Employment Protection

Employees may take action or file complaints outside of the District. The nature of the complaint will determine if the issue(s) presented require an independent investigation. The resolution of the complaint shall follow investigative agency's rules and procedures, and include the following provisions:

1. No party shall arbitrarily delay action of the grievance procedure.
2. There shall be no retaliatory or harassing actions against a complainant or employees involved at any time because of the filing of a complaint.
3. The complainant will not be required to confront or work out problems with the person accused of unlawful discrimination.

VII. NOTIFICATION TO DISTRICT EMPLOYEES

Reference: California Code of Regulations, Title 5, Sec. 530003 (c) (3)
BP 7100 BP 3410, BP 3420

The commitment of the District Governing Board and Chancellor to EEO is emphasized through the broad dissemination of its EEO Policy Statement (BP 7100 and BP 3410) and the EEO Plan. Notification regarding this commitment will be communicated to District employees in a number of ways, including:

1. A statement of commitment to diversity and non-discrimination policy is printed in the college catalogs and class schedules.
2. A non-discrimination statement is provided to all student clubs, vendors, and facility users.
3. A report of updated applicant and employee demographics shall be provided to the

District's Governing Board annually.

4. The EEO Plan will be available on the District's website, and when appropriate, may be distributed by e-mail.
5. Human Resources will inform all employees by email of the Plan's availability, including a written notice summarizing the provisions of the Plan annually.
6. Human Resources will provide all new employees with a copy of the written notice described above when they commence their employment with the District. In addition, the new employee orientation will include the importance of the employee's participation and responsibility in ensuring the Plan's implementation.
7. Complete copies of the Plan will be available in the following locations:
 - The Learning Resource Center on both campuses
 - The website of both college and the District
 - The Office of the Chancellor and Governing Board
 - Human Resources
 - The office of the President at both campuses
 - The office of Student Affairs at both campuses

VIII. ANNUAL NOTICE TO COMMUNITY-BASED & PROFESSIONAL ORGANIZATIONS

Reference: California Code of Regulations, Title 5, Sec. 530003 (c) (5)

The EEO Officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. Written notice may include mailings and electronic communications. The notice will:

- Inform these organizations how they may obtain a copy of the Plan.
- Solicit assistance in identifying diverse qualified candidates.
- Provide the internet address where the District advertises its job openings.
- Provide the department and phone number 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, especially for monitored groups.

A list of organizations is included in this Plan in Appendix TBD.

IX. TRAINING FOR SCREENING COMMITTEES

Reference: California Code of Regulations, Title 5, Sec. 53003 (c) (4)

All organizations or individuals, whether or not an employee of the District, acting on behalf of the District with regard to recruitment, screening, interviewing, and hiring of applicants for employment are subject to and shall receive appropriate training on: the requirements of the Title 5 regulations on EEO (section 53000 *et. seq.*), the requirements of federal and state nondiscrimination laws; the requirements and goals of the District EEO Plan; the District's policies and procedures on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias.

Human Resources shall provide training on the above-mentioned topics to hiring managers and screening committee chairs. All persons serving on a screening committee must receive EEO training prior to their participation on the committee. Training shall include, but not be limited to:

- a. The requirements of Title 5, Section 53003, *et seq.*, and of state and federal nondiscrimination laws.
- b. The educational benefits of workplace diversity.
- c. The elimination of bias in hiring decisions.
- d. Best practices in serving on a selection or screening committee (see appendix TBD for relevant policies).
- e. Requirements of the District's Plan.

EEO Training is required every two (2) years by those individuals sitting on a screening committee. Training can be completed through an online format and/or in conjunction with instructor led training.

Screening committees shall be expected to include a diverse membership to the extent possible.

The District EEO Officer and the Professional Development Specialist are responsible for facilitating the required training for all academic recruitments. The Executive Director of the Personnel Commission is responsible for facilitating the required training for all classified recruitments.

X. ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOL

Reference: Title 5, Sec. 53003 (c) (6)

To assess progress in cultivating a diverse, equitable and inclusive academic community, the Office of Human Resources will annually review the composition of the District's workforce. The objective is to evaluate diversity, pinpoint any inequalities, and put in place effective strategies for diversification. Data collection and analyses will allow monitoring of applicant and employee demographics to evaluate representation among monitored groups.

COLLECTING AND ANALYZING DATA

The District collects demographic data from job applicants and the District’s workforce, covering ethnicity, gender, age, and other relevant characteristics. Applicant data is stored in PeopleAdmin, while workforce data is stored in the Workday system. Student information is kept in the District’s data warehouse. District Boundary and San Diego County data is sourced from the US Census Bureau’s 5-year American Community Survey (ACS) and the San Diego Association of Governments (SANDAG). For tracking applicant pool data, we analyze the composition of the applicant pool annually and calculate diversity percentages for each monitored group, comparing them to overall applicant demographics (detailed information in Appendix C). In terms of workforce data tracking, we continuously monitor data on hired individuals, disaggregating by monitored groups and job categories to understand representation and trends better.

ANNUAL DATA REVIEWS AND DISSEMINATION OF FINDINGS

Each year, the District undertakes a comprehensive review of Equal Employment Opportunity (EEO) data, examining trends and patterns in employment practices. This annual assessment, conducted collaboratively by Human Resources and the Office of Research, Planning, and Institutional Effectiveness, aims to evaluate the representation of diverse groups across various job categories within the District’s workforce. Once the review is complete, the findings are compiled into a comprehensive report, providing valuable insights into the District’s diversity and inclusion landscape. The report is then shared with key stakeholders, including Human Resources personnel, the District’s EEO Officer, and the Human Resources Advisory Council. This transparent dissemination of findings fosters an environment of accountability and enables informed decision-making to promote diversity, equity, and inclusion within the District.

HIRING ADVERSE IMPACT ANALYSES – RACE/ETHNICITY AND GENDER

Tables 1 and 2 in Appendix C presents a five-year comparison of the applicant selection rate within each demographic group. This rate is calculated by dividing the number of applicants by the number of hires for each monitored group. In this *adverse impact analysis*, the selection rates of the demographic groups are compared with that of the reference group (White). Any demographic group with a selection rate lower than 80% of the White group’s rate is considered to be experiencing adverse impact. These groups are highlighted in red for easy identification (see Tables 1, 2, and 3, Appendix C).

- Applicants identifying as Asian, Middle Eastern, Pacific Islanders, Two or More Races, and those who declined to state their race had selection rates below 80% compared to the reference group (White). However, adverse impact, as measured by the z-statistic and binomial test, was only significant for applicants who are either Hispanic or declined to state their ethnicity (see Tables 1 thru 4, Appendix C).
- Selection rates for 2022-23 reveal that Hispanic applicants had a

significantly higher selection rate than their availability in the applicant pool (see Table 3, Appendix C).

- Applicants with unknown ethnicity were the only group that exhibited underrepresentation, based on all three adverse impact indicators (see Table 3, Appendix C).
- White applicants were underrepresented in the applicant pool based on the composite workforce availability statistic (35.7% versus 48.6%); however, employees from this ethnic category are currently overrepresented in the district's workforce (59.1% of the District workforce across all job categories in 2022-23) and no other adverse impact indicator supported this finding. This finding remains consistent even when Middle Eastern applicants are grouped together with White applicants.
- Between 2018-19 and 2021-22, female and male applicants were selected at similar rates. However, in 2022-23 male applicants had a significantly lower selection rate than expected based on all three adverse impact indicators (see Table 4, Appendix C).

**XI. BASELINE DATA:
ANALYSIS OF THE DEGREE OF UNDERREPRESENTATION AND METHODS
TO ADDRESS UNDERREPRESENTATION**

Monitored groups for applicants and employees include:

1. Gender
 - a. Female
 - b. Male
 - c. Unknown/Decline to state
2. Ethnicity
 - a. Asian
 - b. Black/African-American
 - c. Hispanic/Latino
 - d. Native American or American Indian or Alaska Native
 - e. Middle Eastern
 - f. Native Hawaiian or Other Pacific Islanders
 - g. Two or more races/ethnicities
 - h. White
 - i. Unknown/Decline to state

Job categories are EEO classifications used to comply with Section 53003(c)(8). Job categories for applicants and employees are identified as follows:

- a. Executive/Administrative/Managerial

- b. Faculty (full and part-time)
- c. Professional Non-faculty
- d. Secretarial/Clerical
- e. Technical and Paraprofessional
- f. Skilled Crafts
- g. Service and Maintenance

DATA SOURCES

Data sources for applicants, the District’s workforce, and students include the Census Bureau, SANDAG, and other government agencies that make available workforce demographic data. Internal sources include, PeopleAdmin, Workday, and District’s Data Warehouse. The District’s workforce by race/ethnicity and gender were derived from the Workday Human Resources ERP system (2018-2023), whereas the applicant and hiring data were obtained from the PeopleAdmin application system. The District Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates, state, and national data was collected using data from the U.S. Census Bureau, 2014-2018 American Community Survey (ACS). In particular, data was pulled from the EEO Tabulation Table EEO-ALL01R Occupation by Sex and Race/Ethnicity for Residence Geography, Total Population Civilians employed at work 16+ and data from EEO Tabulation Table EEO-ALL06R State/Local Government Job Groups by Sex and Race/Ethnicity for Residence Geography, Civilians employed at work 16+.

ADVERSE IMPACT ANALYSES

The district analyzed its workforce composition and hiring rates to identify underrepresentation and barriers to greater workforce diversity in terms of race/ethnicity and gender.

Underrepresentation was measured by creating a composite availability statistic for race/ethnicity and gender combining the district’s student population, District Boundary, state of California, and United States demographics weighted in the following manner:

Student Population:	45% weight
District Boundary Population:	40% weight
State of California Workforce Population:	10% weight
National Workforce Population:	5% weight

Students who interact more frequently with faculty tend to achieve higher cumulative GPAs and are more inclined to pursue further education. Bearing this in mind, the weights were chosen to construct a composite availability index that aligns with the District’s objective of fostering an inclusive campus environment, where the diversity and composition of the faculty, staff, and administration mirror that of the students and the surrounding community.

MEASURING ADVERSE IMPACT

The z-statistic and exact binomial test compare the observed and expected proportions of a population to ascertain if the two proportions significantly differ from each other. Significant negative z-statistic values indicate underrepresentation. An additional method employed by the District to measure adverse impact is the ratio between the composite workforce availability proportion of a group and the observed proportion of the same group. When this ratio is less than 80% and the results of the other two adverse impact indicators (e.g., z-statistic and binomial test) are significant, it constitutes underrepresentation.

WORKFORCE ADVERSE IMPACT ANALYSES - RACE/ETHNICITY AND GENDER

Examination of the District's workforce demographics for all job classifications, as illustrated in Table 5 of Appendix C, reveals that **Hispanic employees are underrepresented** based on all three adverse impact indicators. This disparity encompasses various job classifications, although exceptions are observed in Executive/Administrative/Managerial, Professional Non-faculty, and Service/Maintenance roles. Over the past three years, there has been a discernible increase in the proportion of Hispanic employees across all job categories within the district's workforce, as detailed in Appendix D: Applicant and Workforce Demographics. This trend suggests a shifting landscape within the District, reflecting evolving demographic dynamics and greater diversity and inclusion.

Employees of Two or More Races are underrepresented in the District's workforce demographics for all job classifications and in Executive/administrator/managerial, Faculty, Clerical/Secretarial job categories. The percentage of Two or More Races employees is below the composite availability proportion (See Table 5: 1.2% versus 5.1% availability).

White employees are underrepresented in the Service Maintenance job category. The proportion of is below the composite workforce availability proportion (See Table 12: 35.0% versus 48.6% availability).

All three adverse impact indicators indicate that **female employees are underrepresented** in the Skilled Crafts and Service Maintenance job categories (See Tables 19 and 20).

Male employees are underrepresented in the Professional and Clerical/Secretarial job categories based on the results of all three adverse impact indicators (See Tables 16 and 19).

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Plan to Address Underrepresentation

The District will use a multi-pronged approach to address underrepresentation in the various employee groups over the next three years. A key component of the plan is to establish a baseline by using longitudinal data to identify which groups are the most significantly underrepresented. The District will address gaps in representation for groups with the largest gaps using a number of intentional strategies designed to mitigate underrepresentation and close equity gaps. Given the size of the workforce relative to the number of new employees hired annually, the District recognizes that closing gaps will be a slow, but deliberate process over time. The Human Resources Department will work closely with the various constituent group leaders and new Personnel Commission to engage in a broad, multi-pronged approach to ensure our employees reflect the rich diversity of our students as articulated below.

Year 1: 2024-2025

- **Assessment and Benchmarking**
 - Benchmark period: 2017-2022
 - Evaluate the gender and ethnic demographic distribution of all current employees within employee type (management, faculty etc.).
 - Compare demographic distribution of employees with the student population, the District service area population, and the EED workforce data.
 - Identify groups most significantly underrepresented compared to our student population and community.
 - Review baseline data and underrepresentation with the District EEO Advisory Committee.
 - Establish realistic, measurable goals to improve representation of underrepresented groups in the workforce over time.
- **Establish District EEO/Diversity Advisory Committee**
 - Establish a Districtwide EEO/Diversity Advisory Committee comprised of broad representation from the various constituent groups throughout the colleges and district services.
 - Establish roles, responsibilities, and expectations for the Advisory Committee.
- **Examine Onboarding Process**
 - Conduct a comprehensive analysis of the onboarding process for each employee group.
 - Implement improvements to ensure comprehensive and supportive processes.
- **Policy Review**
 - Develop a plan and timeline to systematically begin to review institutional policies and processes to ensure institutional policies and processes support and do not hinder diversity efforts.
 - Plan and timeline to be reviewed by the EEO/Diversity Advisory Committee

- **Develop Strategies for addressing underrepresentation**
 - Human Resources will work with the EEO/Diversity Advisory Committee to develop strategies and an implementation timeline to address underrepresentation. Development of the strategies will rely on the 2022 EEO best practices handbook of the California Community Colleges as a model framework. Strategies will include, but not be limited to:
 - Robust onboarding process.
 - Professional learning opportunities on important topics such as dismantling racism, microaggressions, and developing a sense of belonging and identity-focused culture.
 - Annual EEO training for all members of hiring committees.
 - Professional Development on Cultural Competencies.
 - Intentional, targeted recruitment for underrepresented groups.
 - New employee mentorship, training and affinity/support programs.

- **Implementation Planning**
 - Resource Allocation: Identify a budget for diversity programs and initiatives.
 - Program Development: Develop best practice programs focusing on recruitment, retention, and inclusion of diverse groups including:
 - **Cultural Competency Training**
 - **Support programs** including onboarding, mentoring, and affinity groups to foster retention
 - **Community Outreach:** Collaborate with select community organizations to promote recruitment
 - **Recruitment Efforts:** Actively recruit applicants from underrepresented groups through intentional outreach programs and partnerships with local agencies

- **Communication Plan**
 - Provide annual report to the Board of Trustees focused on the progress made addressing underrepresentation.

Year 2: 2025-2026

Deepening Efforts and Measuring Impact

- **Refinement and expansion of strategies** to recruit and retain a diverse workforce with an emphasis on retention.
- **Ongoing Training:** Evaluate and enhance the EEO/diversity training program for members on the hiring committees.
 - Develop formal tracking system to ensure all employees who sit on hiring committees receive training in accordance with the required schedule
- Develop comprehensive plan for off-boarding employees
 - Develop exit survey
 - Assess themes in survey results to improve processes and address cultural concerns

- **Assess progress:** Assess the progress of employee hiring, by employee group, to meet goals using quantitative and qualitative measures.
 - **Adjust Strategies:** Modify recruitment and retention strategies and programs based on feedback and assessment results.
- Encourage Academic Senate to integrate diversity into curricula and teaching methods.
- Continue to **review policies and processes** in accordance with the plan and timeline identified in Year 1
 - Ensure policies are inclusive and address specific challenges faced by underrepresented groups
- **Cultural Events:** Host diversity-focused events and workshops.
- **Develop Recognition Programs:** Acknowledge departments and individuals who contribute significantly to diversity goals.

Year 3: 2026-2027

Sustainability and Long-Term Planning

- **Comprehensive Evaluation**
 - Full-Scale Assessment: Conduct a comprehensive review of all diversity initiatives.
 - Reporting: Publish a detailed report on the progress and impact of diversity goals.
 - Present report to the Governing Board
 - Refinement of plan elements to optimize results
- **Update EEO 3-year plan**
 - Assess longitudinal data to measure progress closing gaps for underrepresented groups and establish new baseline.
 - Determine groups most underrepresented.
 - Establish new goals for closing gaps.
 - Assess strategies and initiatives to determine effectiveness; research best practices and incorporate in the new plan.
 - Draft new EEO plan with a focus on sustainability ensuring broad input and consultation.

Responsibility Assignment and Effectiveness Metrics

Each phase will be overseen as follows:

- Diversity Officer/Committee: Oversee the implementation of the action plan and ensure alignment with diversity goals.
- Human Resources Department: Collaborate with the Diversity Officer/Committee and Personnel Commission to implement hiring and retention initiatives.
- Deans, Department Heads/Managers: Implement diversity training and support services within their departments.
- Committee/Councils/Task Force: Provide facilitated guidance on recruitment policies and programs to address underrepresented.

Effectiveness metrics may include but are not limited to:

- Percentage increase in representation of underrepresented groups.
- Retention Rates: Track the retention rates of underrepresented groups.
- Satisfaction Surveys: Conduct periodic cultural climate surveys among employees.
- Employee Engagement: Measure levels of employee engagement to assess their sense of belonging and inclusion within the organization.
- Training Participation Rates: Track participation rates in diversity training programs among staff.

By regularly monitoring these specific metrics, the organization can assess the effectiveness of its diversity initiatives and make informed adjustments to achieve its goals of fostering an inclusive and representative environment.

Continuous Activities throughout the Plan:

- Regular Monitoring: Continuously track the progress of diversity initiatives.
- Communication: Regularly update the Board of Trustees, District community and stakeholders on the progress and challenges.

XII. OTHER MEASURES TO FURTHER EQUAL EMPLOYMENT OPPORTUNITY

In addition to the steps/measures used to address underrepresentation and/or significant underrepresentation, found in Sections XII and XIII of this Plan, the Grossmont-Cuyamaca Community College District (GCCCD) will implement a focused approach to diversity, equity, inclusion and accessibility. GCCCD understands that creating a diverse and inclusive environment requires going beyond the formal steps to address underrepresentation outlined in this Plan. Fostering a culture of equity and belonging is a continuous, institution-wide effort. To that end, GCCCD will champion diversity, equity, inclusion and accessibility using an intentional multi-pronged effort.

GCCCD believes a multifaceted strategy supported by leadership across all levels of the institution is required to create a welcoming climate where all students and employees can thrive.

XIII: SELECTION OF SPECIFIC PRE-HIRING, HIRING, AND POST-HIRING EEO STRATEGIES AND SCHEDULE IDENTIFYING IMPLEMENTATION TIMELINE

a. Required

As required by Title 5, Section 53003(c)(1), this component of our EEO Plan includes defined pre-hiring, hiring, and post-hiring strategies that the Grossmont Cuyamaca Community College District will implement annually throughout the life of the EEO Plan. Complying with Section 53003(c)(2), this plan also details a schedule for the implementation of these strategies to effectively and proactively support our district's EEO commitments.

b. Guidance

The strategies incorporate both those recommended in Title 5, Section 53024.1 and others derived from our district's specific workforce analysis. Appendix TBD is a template designed to document the strategies, responsible parties, timelines, and evaluation methods clearly.

Pre-Hiring Strategies:

- Inclusive Job Descriptions and Selection Criteria: Ensure job descriptions and selection criteria are welcoming to all candidates by using inclusive language.
 - Timeline: Review and revise job descriptions by mid-2025.
 - Responsible Party: Human Resources
 - Evaluation: Monitor diversity of applicant pool and adjust as necessary.

Hiring Strategies:

- Unconscious Bias Training: Provide training on unconscious bias to all staff involved in the hiring process.
 - Timeline: To start in early 2025.
 - Responsible Party: EEO Officer/Professional Development Officer.
 - Evaluation: Evaluate changes in hiring practices and diversity of new hires.
- Consistent Interview Processes: Use a set interview questionnaire to ensure a fair evaluation of all candidates.
 - Timeline: Implement by late 2025.
 - Responsible Party: HR Recruitment Specialist.
 - Evaluation: Review interview processes annually to ensure adherence.

Post-Hiring Strategies:

- Onboarding: Develop a welcoming onboarding process that introduces new hires to the district's EEO policies and inclusion efforts.
 - Timeline: Redesign by early 2025.
 - Responsible Party: HR Recruitment Specialists.
 - Evaluation: Gather feedback from new hires at regular intervals.
- EEO Training: Regularly offer training sessions on EEO policies and workplace inclusion.
 - Timeline: Sessions to begin in 2025 and continue quarterly.
 - Responsible Party: EEO Officer/Professional Development Officer.
 - Evaluation: Annual feedback from employees and review of training attendance.

See Appendix TBD - Plan Component 13 Template:

(This template will include sections for detailing the strategies, specifying timelines, assigning responsible parties, and describing evaluation methods.)

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Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 1: Applicant Selection Rates by Gender and Ethnicity (2018-2023)

GCCCD Applicant Selection Rate within Ethnic Group, 2018-2023						
Race/Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23	5-Year Average
Asian	5.0%	1.6%	1.9%	16.4%	7.7%	4.4%
Black/African-American	3.0%	1.9%	2.3%	15.5%	10.0%	3.9%
Hispanic/Latino	3.6%	2.6%	3.0%	16.0%	14.6%	5.2%
Middle Eastern	4.3%	1.3%	3.5%	11.9%	7.2%	3.9%
Native American	5.9%	1.6%	0.0%	36.4%	21.4%	6.9%
Pacific Islander	4.3%	6.1%	10.0%	44.4%	7.1%	8.8%
White	5.3%	2.3%	2.3%	20.3%	12.3%	5.0%
Two or More Races	0.0%	3.7%	0.0%	15.0%	8.3%	4.6%
Unknown	5.0%	2.2%	2.1%	19.4%	4.5%	4.1%
Female	4.4%	1.9%	2.4%	16.8%	13.2%	4.8%
Male	4.9%	2.6%	2.4%	18.7%	9.1%	4.9%
Unknown	3.3%	2.8%	2.3%	21.8%	3.4%	3.8%

Data source: GCCCD applicant and new hire data is from PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023)

Note: Cells shaded red indicate adverse impact base on the 80% rule.

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 2: Applicant Gender and Ethnicity Adverse Impact (2018-2023)

GCCCD Underrepresented Group, 2018-2023						
Race/Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23	5-Year Average
Asian	No	Yes	No	No	Yes	No
Black/African-American	Yes	No	No	Yes	No	Yes
Hispanic/Latino	Yes	No	No	Yes	No	No
Middle Eastern	No	Yes	No	Yes	Yes	Yes
Native American	No	Yes	Yes	No	No	No
Pacific Islander	No	No	No	No	Yes	No
White	No	No	No	No	No	No
Two or More Races	Yes	No	Yes	Yes	Yes	No
Unknown	No	No	No	No	Yes	No
Female	No	No	No	No	No	No
Male	No	No	No	No	Yes	No
Unknown	Yes	No	No	No	Yes	No

Data source: GCCCD applicant and new hire data is from PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023).

Note: Cells shaded red indicate adverse impact base on the 80% rule.

Table 3: Applicant Analyses by Race/Ethnicity (2022-23)

Race/Ethnicity	Applicants With Completed Applications		Hires		Selection Rate	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Asian	284	12.4%	22	8.9%	7.7%	-1.67	>.05	62.9%
Black/African-American	200	8.7%	20	8.1%	10.0%	-0.34	>.05	81.2%
Hispanic/Latino	460	20.0%	67	27.0%	14.6%	-2.13*	<.05	118.3%
Middle Eastern	208	9.1%	15	6.0%	7.2%	-1.70	>.05	58.5%
Native American	28	1.2%	6	2.4%	21.4%	1.74	>.05	174.0%
Pacific Islander	14	0.6%	1	0.4%	7.1%	-0.41	>.05	58.0%
White	820	35.7%	101	40.7%	12.3%	1.64	>.05	100.0%
Two or More Races	84	3.7%	7	2.8%	8.3%	-0.75	>.05	67.7%
Unknown	200	8.7%	9	3.6%	4.5%	-2.85*	<.05	36.5%
Total	2,298	100.0%	248	100.0%	10.8%			

Note: * Denotes results that are statistically significant.

Significant, positive z-statistics indicated potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the z-statistic and the binomial test indicate significant underrepresentation ($p < .05$). Values for the impact ratio are highlighted when less than 80%.

The impact ratio was calculated by using the selection rate associated with the largest number of applicants as the reference group (highlighted in gold).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 4: Applicant Analyses by Gender (2022-23)

Race/Ethnicity	Applicants With Completed Applications		Hires		Selection Rate	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Female	1,133	49.3%	149	60.1%	13.2%	3.40*	< .05	100.0%
Male	1,047	45.6%	95	38.3%	9.1%	-2.31*	< .05	69.0%
Unknown	118	5.1%	4	1.6%	3.4%	-2.51*	< .05	25.8%
Total	2,298	100.0%	248	100.0%	10.8%			

Note: * Denotes results that are statistically significant.

Significant, positive z-statistics indicated potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the z-statistic and the binomial test indicate significant underrepresentation ($p < .05$). Values for the impact ratio are highlighted when less than 80%.

The impact ratio was calculated by using the selection rate associated with the largest number of applicants as the reference group (highlighted in gold).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 5: Workforce Analyses by Race/Ethnicity, All Job Classifications

All Job Classifications									
Race/Ethnicity	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Ethnicity Expecdted (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Asian	188	186	9.0%	7.2%	148	40	3.08	<.05	124.3%
Black/African-American	110	107	5.2%	6.0%	122	-12	-1.49	>.05	86.9%
Hispanic/Latino	390	379	18.4%	31.4%	642	-252	-12.74	<.05	58.5%
Native American	25	26	1.3%	0.5%	10	15	5.25	<.05	268.4%
Pacific Islander	20	18	0.9%	0.4%	7	13	3.88	<.05	242.0%
White	1,212	1,255	60.8%	48.6%	996	216	11.05	<.05	125.0%
Two or More Races	32	24	1.2%	5.1%	104	-72	-8.08	<.05	23.0%
Unknown	71	70	3.4%						
Total	2,048	2,065	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z -test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 6: Workforce Analyses by Race/Ethnicity, Executive/Administrative/Managerial

Executive/Administrative/Managerial									
Race/Ethnicity	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Ethnicity Expected (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Asian	3	3	4.1%	7.2%	5	-2	-1.03	>.05	56.7%
Black/African-American	9	9	12.3%	6.0%	4	5	2.27*	<.05	206.9%
Hispanic/Latino	21	19	26.0%	31.4%	22	-1	-0.98	>.05	83.0%
Native American	2	1	1.4%	0.5%	0	2	1.13	>.05	292.0%
Pacific Islander	0	0	0.0%	0.4%	0	0	-0.51	>.05	0.0%
White	34	39	53.4%	48.6%	34	0	0.82	>.05	109.9%
Two or More Races	0	0	0.0%	5.1%	4	-4	-1.97*	<.05	0.0%
Unknown	1	2	2.7%						
Total	70	73	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z -test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 7: Workforce Analyses by Race/Ethnicity, All Faculty

All Faculty									
Race/Ethnicity	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Ethnicity Expected (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Asian	151	147	9.4%	7.2%	114	37	3.22*	<.05	129.1%
Black/African-American	79	75	4.8%	6.0%	94	-15	-1.99*	<.05	80.1%
Hispanic/Latino	261	257	16.4%	31.4%	493	-232	-12.82*	<.05	52.2%
Native American	17	17	1.1%	0.5%	7	10	3.56*	<.05	230.7%
Pacific Islander	13	12	0.8%	0.4%	6	7	2.67*	<.05	212.0%
White	961	992	63.1%	48.6%	764	197	11.52*	<.05	129.9%
Two or More Races	25	18	1.1%	5.1%	80	-55	-7.08*	<.05	22.6%
Unknown	54	53	3.4%						
Total	1,561	1,571	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z -test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 8: Workforce Analyses by Race/Ethnicity, Professional (Non-Faculty)

Professional (Non-Faculty)									
Race/Ethnicity	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Ethnicity Expected (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Asian	4	3	7.1%	7.2%	3	1	-0.03	>.05	98.5%
Black/African-American	3	4	9.5%	6.0%	3	0	0.98	>.05	159.8%
Hispanic/Latino	9	10	23.8%	31.4%	13	-4	-1.06	>.05	75.9%
Native American	1	2	4.8%	0.5%	0	1	4.07*	<.05	1015.2%
Pacific Islander	1	1	2.4%	0.4%	0	1	2.19*	>.05	660.9%
White	20	20	47.6%	48.6%	20	0	-0.13	>.05	97.9%
Two or More Races	2	1	2.4%	5.1%	2	0	-0.79	>.05	47.0%
Unknown	2	1	2.4%						
Total	42	42	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z -test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 9: Workforce Analyses by Race/Ethnicity, Clerical/Secretarial

Clerical/Secretarial									
Race/Ethnicity	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Ethnicity Expected (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Asian	4	7	5.1%	7.2%	10	-6	-0.99	>.05	70.0%
Black/African-American	8	8	5.8%	6.0%	8	0	-0.08	>.05	97.3%
Hispanic/Latino	34	32	23.2%	31.4%	43	-9	-2.07*	<.05	73.9%
Native American	1	2	1.4%	0.5%	1	0	1.69	>.05	309.0%
Pacific Islander	1	1	0.7%	0.4%	0	1	0.71	>.05	201.1%
White	77	82	59.4%	48.6%	67	10	2.54*	<.05	122.2%
Two or More Races	0	0	0.0%	5.1%	7	-7	-2.71*	<.05	0.0%
Unknown	7	6	4.3%						
Total	132	138	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 10: Workforce Analyses by Race/Ethnicity, Technical/Paraprofessional

Technical/Paraprofessional									
Race/Ethnicity	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Ethnicity Expected (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Asian	17	18	11.0%	7.2%	12	5	1.84	>.05	151.4%
Black/African-American	6	5	3.0%	6.0%	10	-4	-1.57	>.05	51.2%
Hispanic/Latino	39	35	21.3%	31.4%	51	-12	-2.77*	<.05	68.0%
Native American	3	3	1.8%	0.5%	1	2	2.55	>.05	390.0%
Pacific Islander	4	3	1.8%	0.4%	1	3	3.14*	<.05	507.8%
White	90	91	55.5%	48.6%	80	10	1.76	>.05	114.1%
Two or More Races	3	4	2.4%	5.1%	8	-5	-1.53	>.05	48.2%
Unknown	6	5	3.0%						
Total	168	164	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

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Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 11: Workforce Analyses by Race/Ethnicity, Skilled Crafts

Skilled Crafts									
Race/Ethnicity	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Ethnicity Expected (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Asian	2	2	14.3%	7.2%	1	1	1.02	>.05	197.1%
Black/African-American	0	0	0.0%	6.0%	1	-1	-0.94	>.05	0.0%
Hispanic/Latino	3	3	21.4%	31.4%	4	-1	-0.8	>.05	68.3%
Native American	0	0	0.0%	0.5%	0	0	-0.26	>.05	0.0%
Pacific Islander	0	0	0.0%	0.4%	0	0	-0.22	>.05	0.0%
White	8	9	64.3%	48.6%	7	1	1.17	>.05	132.2%
Two or More Races	0	0	0.0%	5.1%	8	-8	-0.86	>.05	0.0%
Unknown	0	0	0.0%						
Total	13	14	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z -test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 12: Workforce Analyses by Race/Ethnicity, Service Maintenance

Service Maintenance									
Race/Ethnicity	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Ethnicity Expected (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Asian	7	6	10.0%	7.2%	4	3	0.82	>.05	138.0%
Black/African-American	5	5	8.3%	6.0%	4	1	0.78	>.05	139.8%
Hispanic/Latino	23	23	38.3%	31.4%	19	4	1.16	>.05	122.2%
Native American	1	1	1.7%	0.5%	0	1	1.36	>.05	355.3%
Pacific Islander	1	1	1.7%	0.4%	0	1	1.69	>.05	462.6%
White	22	21	35.0%	48.6%	29	-7	-2.11*	<.05	72.0%
Two or More Races	2	1	1.7%	5.1%	3	-1	-1.2	>.05	32.9%
Unknown	1	2	3.3%						
Total	62	60	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z-test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Race/ethnicity expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 13: Workforce Analyses by Gender, All Job Classifications

All Job Classifications									
Gender	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Gender Expecdted (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Female	1145	1155	55.9%	53.3%	1,101	44	2.37	< .05	104.9%
Male	902	910	44.1%	45.9%	949	-47	-1.72	>.05	95.9%
Unknown	1	0	0.0%	0.7%					
Total	2,048	2,065	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z -test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 14: Workforce Analyses by Gender, Executive/Administrative/Managerial

Executive/Administrative/Managerial									
Gender	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Gender Expecdted (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Female	37	40	54.1%	53.3%	39	-2	0.73	>.05	101.4%
Male	33	34	45.9%	45.9%	34	-1	0	>.05	100.0%
Unknown	0	0	0.0%	0.7%					
Total	70	74	3.6%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z -test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 15: Workforce Analyses by Gender, All Faculty

All Faculty									
Gender	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Gender Expecdted (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Female	864	867	55.2%	53.3%	838	26	1.51	>.05	103.5%
Male	696	704	44.8%	45.9%	722	-26	-0.87	>.05	97.5%
Unknown	1	0	0.0%	0.7%					
Total	1,561	1,571	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z -test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 16: Workforce Analyses by Gender, Professional (Non-Faculty)

Professional (Non-Faculty)									
Gender	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Gender Expecdted (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Female	31	31	72.1%	53.3%	23	8	2.47*	<.05	135.2%
Male	11	12	27.9%	45.9%	20	-9	-2.37*	<.05	60.7%
Unknown	0	0	0.0%	0.7%					
Total	42	43	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z -test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 17: Workforce Analyses by Gender, Clerical/Secretarial

Clerical/Secretarial									
Gender	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Gender Expecdted (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Female	111	117	85.4%	53.3%	73	38	7.22*	<.05	160.1%
Male	21	20	14.6%	45.9%	63	-42	-7.35*	<.05	31.8%
Unknown	0	0	0.0%	0.7%					
Total	132	137	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z -test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 18: Workforce Analyses by Gender, Technical/Paraprofessional

Technical/Paraprofessional									
Gender	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Gender Expecdted (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Female	100	98	59.4%	53.3%	88	12	1.57	>.05	111.4%
Male	68	67	40.6%	45.9%	76	-8	-1.37	<.05	88.4%
Unknown	0	0	0.0%	0.7%					
Total	168	165	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z -test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 19: Workforce Analyses by Gender, Skilled Crafts

Skilled Crafts									
Gender	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Gender Expecdted (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Female	0	0	0.0%	53.3%	8	-8	-4.14*	<.05	0.0%
Male	13	15	100.0%	45.9%	7	6	4.20	<.05	217.6%
Unknown	0	0	0.0%	0.7%					
Total	13	15	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z -test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix C: Workforce and Applicant Analyses of Adverse Impact and Underrepresentation

Table 20: Workforce Analyses by Gender, Service Maintenance

Service Maintenance									
Gender	Employee Count (2022-23)	Employee Count (3-YR Avg)	% of Total Employees (3-YR Avg)	Composite Workforce Availability	Gender Expecdted (2022-23)	Difference Actual/Expected (2022-23)	Z-Statistic	Binomial Test	Impact Ratio (80% Index)
Female	2	2	3.4%	53.3%	31	-29	-7.68*	<.05	6.4%
Male	60	57	96.6%	45.9%	27	33	7.82*	<.05	210.3%
Unknown	0	0	0.0%	0.7%					
Total	62	59	100.0%						

Note. *p < .05.

Significant, positive z-statistics indicate potential overrepresentation; negative values indicate potential underrepresentation.

Values highlighted in red for the one proportion z-test and the binomial test indicate significant underrepresentation (p < .05). Values for the impact ratio are highlighted when less than 80%.

The z -test, binomial test, and impact ratio were calculated using a three-year average to smooth out fluctuations in the data. Gender expected and shortfall were calculated using the employee counts from the most recent academic year only (2022-23).

The impact ratio (80% index) was calculated as: Composite Workforce Availability / % of Total Employees (3-Year Avg).

Composite workforce availability represents a weighted average of the student population (45% weight) and census data for the District Boundary (2022 Estimates Population by Sex by Community College District; 40% weight), the state of California (10% weight), and the United States (5% weight).

Census estimates for total workforce (all job classifications) were pulled from the EEO-ALL01R table of the American Community Survey (5-year; 2014-2018).

Appendix D: Applicant and Workforce Demographics

Table 2: GCCCD Five-Year Gender and Race/Ethnicity Comparison of Applicants

GCCCD Applicant Pools, 2018-2023									
Totals for All Job Classifications									
	2018-2019 (n = 5,701)	2019-2020 (n = 7,037)	2020-2021 (n = 4,882)	2021-2022 (n = 1,313)	2022-2023 (n = 2,298)	Five-Year Average	Student Five-Year Average	SD County	GCCCD Boundary
Female	51.7%	55.8%	54.1%	56.3%	49.3%	53.6%	56.3%	50.2%	51.8%
Male	42.7%	39.1%	40.6%	39.5%	45.6%	41.2%	42.2%	49.8%	48.2%
Unknown	5.6%	5.1%	5.3%	4.2%	5.1%	5.2%	1.5%	0.0%	0.0%
Asian	9.4%	9.2%	9.7%	10.7%	12.4%	9.8%	7.8%	13.4%	5.9%
Black/African-American	9.2%	8.8%	8.9%	8.4%	8.7%	8.9%	6.6%	4.4%	5.5%
Hispanic/Latino	23.3%	18.2%	16.2%	24.8%	20.0%	19.9%	36.3%	31.4%	25.3%
Middle Eastern	1.1%	7.7%	6.5%	7.7%	9.1%	5.6%	7.4%	Unknown	Unknown
Native American	1.3%	0.9%	0.9%	0.8%	1.2%	1.0%	0.5%	0.4%	0.6%
Pacific Islander	0.7%	0.7%	0.6%	0.7%	0.6%	0.7%	0.4%	0.4%	0.4%
White	44.4%	40.7%	43.7%	34.1%	35.7%	41.5%	32.9%	45.4%	57.0%
Two or More Races	0.3%	3.0%	2.9%	4.6%	3.7%	2.4%	6.4%	4.0%	4.9%
Unknown	10.4%	10.8%	10.6%	8.2%	8.7%	10.2%	1.7%	0.6%	0.4%

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

Appendix D: Applicant and Workforce Demographics

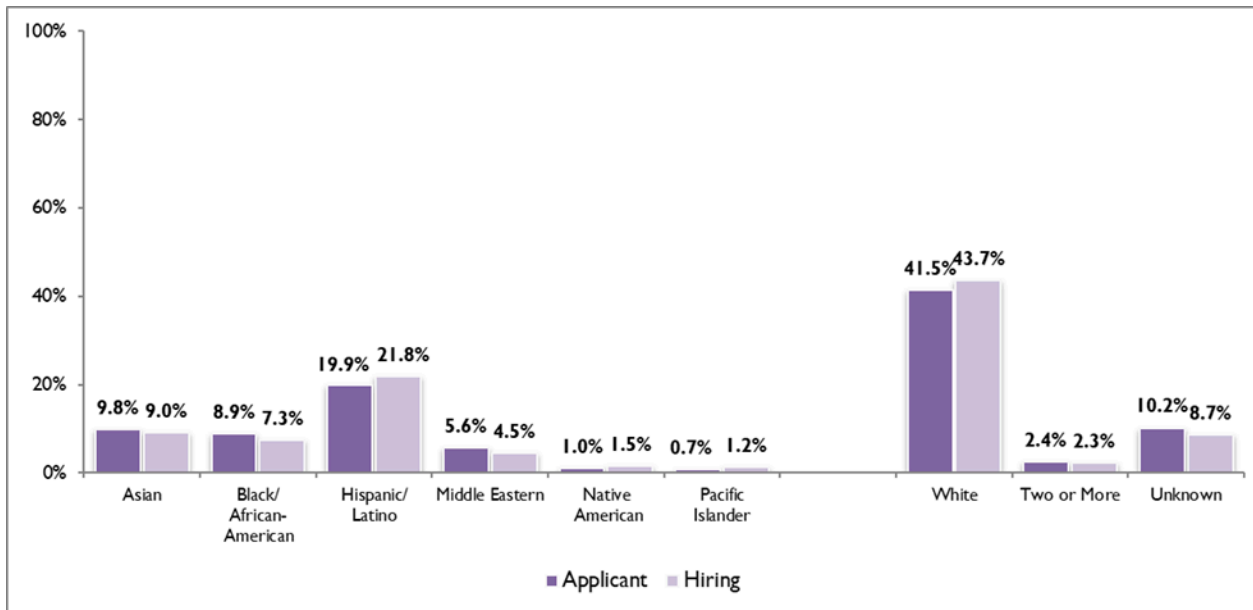
Table 2: GCCCD Five-Year Gender and Race/Ethnicity Comparison of New Hires

GCCCD Hiring Pools, 2018-2023 Totals for All Job Classifications									
	2018-2019 (n = 233)	2019-2020 (n = 158)	2020-2021 (n = 117)	2021-2022 (n = 233)	2022-2023 (n = 248)	Five-Year Average	Student Five-Year Average	SD County	GCCCD Boundary
Female	50.3%	48.1%	54.7%	53.2%	60.1%	53.4%	56.3%	50.2%	51.8%
Male	45.7%	45.6%	40.2%	41.6%	38.3%	42.4%	42.2%	49.8%	48.2%
Unknown	4.0%	6.3%	5.1%	5.2%	1.6%	4.2%	1.5%	0.0%	0.0%
Asian	10.3%	6.3%	7.7%	9.9%	8.9%	9.0%	7.8%	13.4%	5.9%
Black/African-American	6.0%	7.6%	8.5%	7.3%	8.1%	7.3%	6.6%	4.4%	5.5%
Hispanic/Latino	18.2%	20.9%	20.5%	22.3%	27.0%	21.8%	36.3%	31.4%	25.3%
Middle Eastern	1.0%	4.4%	9.4%	5.2%	6.0%	4.5%	7.4%	Unknown	Unknown
Native American	1.7%	0.6%	0.0%	1.7%	2.4%	1.5%	0.5%	0.4%	0.6%
Pacific Islander	0.7%	1.9%	2.6%	1.7%	0.4%	1.2%	0.4%	0.4%	0.4%
White	51.0%	42.4%	41.9%	39.1%	40.7%	43.7%	32.9%	45.4%	57.0%
Two or More Races	0.0%	5.1%	0.0%	3.9%	2.8%	2.3%	6.4%	4.0%	4.9%
Unknown	11.3%	10.8%	9.4%	9.0%	3.6%	8.7%	1.7%	0.6%	0.4%

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

Appendix D: Applicant and Workforce Demographics

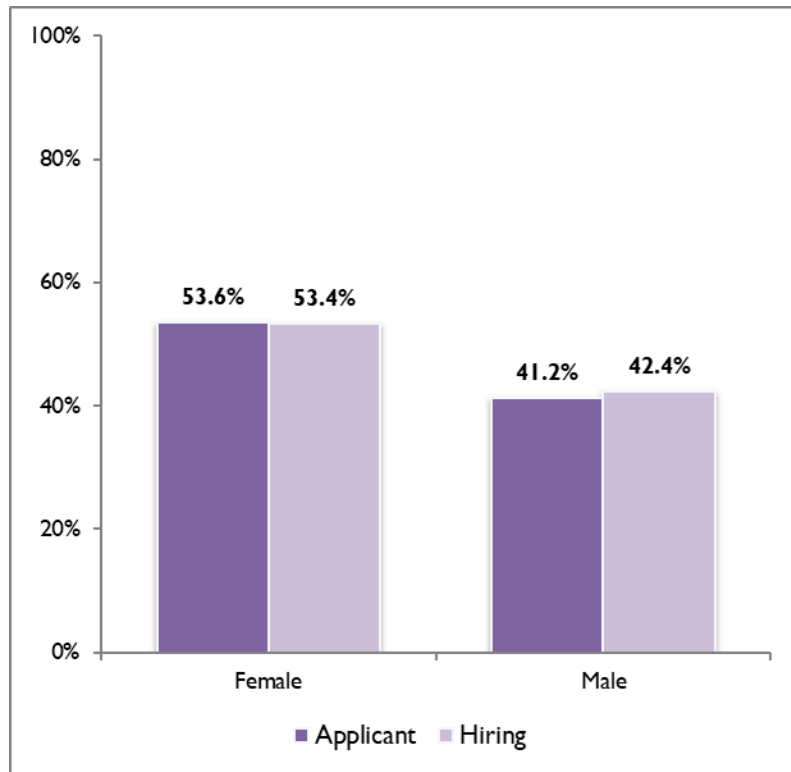
Figure 1: Comparison of Applicants and Hires by Ethnicity, Five-Year Average 2018-2023



Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

Appendix D: Applicant and Workforce Demographics

Figure 2: Comparison of Applicants and Hires by Gender, Five-Year Average 2018-2023



Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

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Appendix D: Applicant and Workforce Demographics

Table 3: Five-Year GCCCD Workforce by Ethnicity, All Occupations (with Part-Time Faculty)

GCCCD Ethnicity Data Comparison, 2018-2023									
Totals for All Job Classifications									
Race/Ethnicity	2018-2019 (n = 2,104)	2019-2020 (n = 2,191)	2020-2021 (n = 2,107)	2021-2022 (n = 2,046)	2022-2023 (n = 2,048)	Five-Year Average	Student Five-Year Average	SD County Occupations	GCCCD Boundary
Asian	9.5%	9.3%	9.2%	8.8%	9.2%	9.2%	7.8%	12.5%	5.9%
Black/African-American	4.8%	4.9%	4.9%	5.3%	5.4%	5.0%	6.6%	4.2%	5.5%
Hispanic/Latino	17.1%	17.6%	17.5%	18.5%	19.0%	17.9%	36.3%	32.0%	25.3%
Native American	1.2%	1.3%	1.2%	1.3%	1.2%	1.2%	0.5%	0.3%	0.6%
Pacific Islander	0.6%	0.4%	0.7%	0.9%	1.0%	0.7%	0.4%	0.5%	0.4%
White	63.5%	62.7%	62.5%	60.8%	59.2%	61.8%	40.3%	47.7%	57.0%
Two or More Races	0.3%	0.7%	3.6%	1.2%	1.6%	1.5%	6.4%	2.9%	4.9%
Unknown/Other	3.1%	3.3%	0.5%	3.2%	3.5%	2.7%	1.7%	Unknown	0.4%

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

Appendix D: Applicant and Workforce Demographics

Table 4: Five-Year GCCCD Workforce by Ethnicity, All Occupations (without Part-Time Faculty)

GCCCD Ethnicity Data Comparison, 2018-2023									
Totals for All Job Classifications (Full-Time Only)									
Race/Ethnicity	2018-2019 (n = 868)	2019-2020 (n = 863)	2020-2021 (n = 809)	2021-2022 (n = 778)	2022-2023 (n = 780)	Five-Year Average	Student Five-Year Average	SD County Occupations	GCCCD Boundary
Asian	10.0%	9.4%	9.3%	8.6%	8.5%	9.2%	7.8%	12.5%	5.9%
Black/African-American	6.0%	6.1%	5.4%	5.5%	5.3%	5.7%	6.6%	4.2%	5.5%
Hispanic/Latino	19.5%	21.1%	21.0%	21.7%	23.5%	21.3%	36.3%	32.0%	25.3%
Native American	1.3%	1.5%	1.5%	1.4%	1.3%	1.4%	0.5%	0.3%	0.6%
Pacific Islander	0.7%	0.2%	0.7%	0.9%	1.0%	0.7%	0.4%	0.5%	0.4%
White	59.8%	58.2%	58.4%	57.8%	55.8%	58.0%	40.3%	47.7%	57.0%
Two or More Races	0.7%	0.8%	3.1%	1.2%	1.4%	1.4%	6.4%	2.9%	4.9%
Unknown/Other	2.1%	2.7%	0.6%	3.0%	3.3%	2.3%	1.7%	Unknown	0.4%

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

Appendix D: Applicant and Workforce Demographics

Table 5: GCCCD Workforce by Ethnicity 2022-2023, All Occupations

GCCCD Ethnicity Data Comparison							
Totals for All Job Classifications							
Race/Ethnicity	Cuyamaca College	Grossmont College	District Services	GCCCD Total	Student Total	SD County Occupations	GCCCD Boundary (18+)
Asian	6.9%	10.6%	6.3%	9.2%	6.8%	12.5%	5.9%
Black/African-American	5.6%	5.4%	3.6%	5.4%	6.0%	4.2%	5.5%
Hispanic/Latino	20.4%	17.9%	24.1%	19.0%	37.2%	32.0%	25.3%
Native American	1.5%	0.9%	3.6%	1.2%	0.4%	0.3%	0.6%
Pacific Islander	0.8%	1.0%	1.8%	1.0%	0.4%	0.5%	0.4%
White	58.8%	59.6%	56.3%	59.2%	41.5%	47.7%	57.0%
Two or More Races	2.3%	1.1%	2.7%	1.6%	6.1%	2.9%	4.9%
Unknown/Other	3.8%	3.5%	1.8%	3.5%	1.7%	Unknown	0.4%
N	663	1,273	112	2,048	25,063	1,525,795	376,995

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

Appendix D: Applicant and Workforce Demographics

Table 6: GCCCD Workforce by Ethnicity 2022-2023, Executive/Administrative/Managerial Occupations

GCCCD Ethnicity Data Comparison							
Executive/Administrative/Managerial							
Race/Ethnicity	Cuyamaca College	Grossmont College	District Services	GCCCD Total	Student Total	SD County Occupations	GCCCD Boundary (18+)
Asian	5.3%	0.0%	8.0%	4.3%	6.8%	10.5%	5.9%
Black/African-American	10.5%	23.1%	4.0%	12.9%	6.0%	4.1%	5.5%
Hispanic/Latino	52.6%	26.9%	16.0%	30.0%	37.2%	19.1%	25.3%
Native American	5.3%	3.8%	0.0%	2.9%	0.4%	0.3%	0.6%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.4%	0.3%	0.4%
White	26.3%	46.2%	68.0%	48.6%	41.5%	62.6%	57.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	6.1%	3.1%	4.9%
Unknown/Other	0.0%	0.0%	4.0%	1.4%	1.7%	Unknown	0.4%
N	19	26	25	70	25,063	235,655	376,995

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

Appendix D: Applicant and Workforce Demographics

Table 7: GCCCD Workforce by Ethnicity 2022-2023, Professional Non-Faculty Occupations

GCCCD Ethnicity Data Comparison							
Professional Non-Faculty							
Race/Ethnicity	Cuyamaca College	Grossmont College	District Services	GCCCD Total	Student Total	SD County Occupations	GCCCD Boundary (18+)
Asian	7.7%	11.8%	8.3%	9.5%	6.8%	18.7%	5.9%
Black/African-American	23.1%	0.0%	0.0%	7.1%	6.0%	3.4%	5.5%
Hispanic/Latino	30.8%	17.6%	16.7%	21.4%	37.2%	15.5%	25.3%
Native American	0.0%	0.0%	8.3%	2.4%	0.4%	0.2%	0.6%
Pacific Islander	0.0%	5.9%	0.0%	2.4%	0.4%	0.4%	0.4%
White	38.5%	47.1%	58.3%	47.6%	41.5%	58.7%	57.0%
Two or More Races	0.0%	5.9%	8.3%	4.8%	6.1%	3.2%	4.9%
Unknown/Other	0.0%	6.3%	0.0%	4.8%	1.7%	Unknown	0.4%
N	13	17	12	42	25,063	356,920	376,995

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

Appendix D: Applicant and Workforce Demographics

Table 8: GCCCD Workforce by Ethnicity 2022-2023, Secretarial/Clerical Occupations

GCCCD Ethnicity Data Comparison							
Secretarial/Clerical							
Race/Ethnicity	Cuyamaca College	Grossmont College	District Services	GCCCD Total	Student Total	SD County Occupations	GCCCD Boundary (18+)
Asian	0.0%	4.2%	5.0%	3.0%	6.8%	9.9%	5.9%
Black/African-American	7.5%	6.9%	0.0%	6.1%	6.0%	4.9%	5.5%
Hispanic/Latino	30.0%	20.8%	35.0%	25.8%	37.2%	32.9%	25.3%
Native American	2.5%	0.0%	0.0%	0.8%	0.4%	0.3%	0.6%
Pacific Islander	0.0%	1.4%	0.0%	0.8%	0.4%	0.6%	0.4%
White	50.0%	62.5%	60.0%	58.3%	41.5%	48.3%	57.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	6.1%	3.0%	4.9%
Unknown/Other	10.0%	4.2%	0.0%	5.3%	1.7%	Unknown	0.4%
N	40	72	20	132	25,063	348,045	376,995

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

Appendix D: Applicant and Workforce Demographics

Table9: GCCCD Workforce by Ethnicity 2022-2023, Technical & Paraprofessional Occupations

GCCCD Ethnicity Data Comparison							
Technical & Paraprofessional							
Race/Ethnicity	Cuyamaca College	Grossmont College	District Services	GCCCD Total	Student Total	SD County Occupations	GCCCD Boundary (18+)
Asian	2.0%	15.7%	8.6%	10.1%	6.8%	18.7%	5.9%
Black/African-American	2.0%	2.4%	8.6%	3.6%	6.0%	4.5%	5.5%
Hispanic/Latino	30.0%	21.7%	17.1%	23.2%	37.2%	36.2%	25.3%
Native American	0.0%	0.0%	8.6%	1.8%	0.4%	0.3%	0.6%
Pacific Islander	2.0%	2.4%	2.9%	2.4%	0.4%	0.6%	0.4%
White	58.0%	51.8%	51.4%	53.6%	41.5%	36.8%	57.0%
Two or More Races	2.0%	1.2%	2.9%	1.8%	6.1%	2.9%	4.9%
Unknown/Other	4.0%	4.8%	0.0%	3.6%	1.7%	Unknown	0.4%
N	50	83	35	168	25,063	102,885	376,995

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

Appendix D: Applicant and Workforce Demographics

Table 10: GCCCD Workforce by Ethnicity 2022-2023, Skilled Craft Occupations

GCCCD Ethnicity Data Comparison							
Skilled Craft							
Race/Ethnicity	Cuyamaca College	Grossmont College	District Services	GCCCD Total	Student Total	SD County Occupations	GCCCD Boundary (18+)
Asian	25.0%	16.7%	0.0%	15.4%	6.8%	7.9%	5.9%
Black/African-American	0.0%	0.0%	0.0%	0.0%	6.0%	2.9%	5.5%
Hispanic/Latino	50.0%	0.0%	33.3%	23.1%	37.2%	45.5%	25.3%
Native American	0.0%	0.0%	0.0%	0.0%	0.4%	0.5%	0.6%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.4%	0.3%	0.4%
White	25.0%	83.3%	66.7%	61.5%	41.5%	41.6%	57.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	6.1%	1.5%	4.9%
Unknown/Other	0.0%	0.0%	0.0%	0.0%	1.7%	Unknown	0.4%
N	4	6	3	13	25,063	104,805	376,995

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

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Table 11: GCCCD Workforce by Ethnicity 2022-2023, Service and Maintenance Occupations

GCCCD Ethnicity Data Comparison							
Service and Maintenance							
Race/Ethnicity	Cuyamaca College	Grossmont College	District Services	GCCCD Total	Student Total	SD County Occupations	GCCCD Boundary (18+)
Asian	18.8%	13.8%	0.0%	11.3%	6.8%	9.8%	5.9%
Black/African-American	12.5%	10.3%	0.0%	8.1%	6.0%	4.7%	5.5%
Hispanic/Latino	25.0%	41.4%	41.2%	37.1%	37.2%	50.1%	25.3%
Native American	0.0%	3.4%	0.0%	1.6%	0.4%	0.3%	0.6%
Pacific Islander	0.0%	0.0%	5.9%	1.6%	0.4%	0.5%	0.4%
White	37.5%	31.0%	41.2%	35.5%	41.5%	32.0%	57.0%
Two or More Races	6.3%	0.0%	5.9%	3.2%	6.1%	2.7%	4.9%
Unknown/Other	0.0%	0.0%	5.9%	1.6%	1.7%	Unknown	0.4%
N	16	29	17	62	25,063	377,485	376,995

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

Appendix D: Applicant and Workforce Demographics

Table 12: GCCCD Workforce by Ethnicity 2022-2023, Professional Occupations (Full-Time Faculty)

GCCCD Ethnicity Data Comparison							
Full-Time Faculty							
Race/Ethnicity	Cuyamaca College	Grossmont College	GCCCD Total	Student Total	SD County Occupations	SD County Faculty Only	GCCCD Boundary (18+)
Asian	4.5%	12.3%	9.9%	6.8%	18.7%	15.5%	5.9%
Black/African-American	2.2%	3.9%	3.4%	6.0%	3.4%	2.3%	5.5%
Hispanic/Latino	18.0%	18.6%	18.4%	37.2%	15.5%	15.4%	25.3%
Native American	2.2%	0.5%	0.7%	0.4%	0.2%	0.3%	0.6%
Pacific Islander	0.0%	0.5%	0.3%	0.4%	0.4%	0.0%	0.4%
White	66.3%	61.3%	62.8%	41.5%	58.7%	63.3%	57.0%
Two or More Races	3.4%	0.5%	1.4%	6.1%	3.2%	3.2%	4.9%
Unknown/Other	3.4%	2.9%	3.1%	1.7%	Unknown	Unknown	0.4%
N	89	204	293	25,063	356,920	14,185	376,995

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

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Table 13: GCCCD Workforce by Ethnicity 2022-2023, Professional Occupations (Part-Time Faculty)

GCCCD Ethnicity Data Comparison							
Part-Time Faculty							
Race/Ethnicity	Cuyamaca College	Grossmont College	GCCCD Total	Student Total	SD County Occupations	SD County Faculty Only	GCCCD Boundary (18+)
Asian	8.1%	10.4%	936.0%	6.8%	18.7%	15.5%	5.9%
Black/African-American	5.6%	5.4%	5.4%	6.0%	3.4%	2.3%	5.5%
Hispanic/Latino	16.7%	16.1%	16.3%	37.2%	15.5%	15.4%	25.3%
Native American	1.4%	1.1%	1.2%	0.4%	0.2%	0.3%	0.6%
Pacific Islander	0.9%	1.0%	0.9%	0.4%	0.4%	0.0%	0.4%
White	61.3%	61.3%	61.3%	41.5%	58.7%	63.3%	57.0%
Two or More Races	2.3%	1.3%	1.7%	6.1%	3.2%	3.2%	4.9%
Unknown/Other	3.7%	3.5%	3.5%	1.7%	Unknown	Unknown	0.4%
N	432	837	1,269	25,063	356,920	14,185	376,995

Data sources: GCCCD applicant data is from completed job applications in PeopleAdmin and Workday (Fiscal year 2018-2019 through 2022-2023); GCCCD Boundary and San Diego County ethnicity and gender data is from SANDAG 2022 Demographic & Housing Estimates; Please note unknown genders and unknown ethnicities have been included in the percentages.

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Table 14: Five-Year GCCCD Workforce by Ethnicity, Cuyamaca College Full-Time Faculty

Cuyamaca College Ethnicity Data Comparison, 2018-2023									
Totals for Full-Time Faculty									
Race/Ethnicity	2018-2019 (n = 94)	2019-2020 (n = 92)	2020-2021 (n = 86)	2021-2022 (n = 82)	2022-2023 (n = 89)	Five-Year Average	Student Five-Year Average	SD County Faculty Only	GCCCD Boundary
Asian	7.4%	6.5%	4.7%	4.9%	4.5%	5.6%	5.9%	15.5%	5.6%
Black/African-American	3.2%	3.3%	2.3%	1.2%	2.2%	2.5%	5.7%	2.3%	5.8%
Hispanic/Latino	16.0%	17.4%	17.4%	18.3%	18.0%	17.3%	34.1%	15.4%	26.5%
Native American	1.1%	2.2%	2.3%	2.4%	2.2%	2.0%	0.5%	0.3%	0.5%
Pacific Islander	0.0%	0.0%	1.2%	0.0%	0.0%	0.2%	0.3%	0.0%	0.5%
White	71.3%	66.3%	66.3%	67.1%	66.3%	67.6%	46.2%	63.3%	57.7%
Two or More Races	0.0%	1.1%	5.8%	2.4%	3.4%	2.5%	6.1%	3.2%	3.2%
Unknown/Other	1.1%	3.3%	0.0%	3.7%	3.4%	2.3%	1.2%	Unknown	0.2%

DEFINITION: All faculty (regular, contract, temporary, adjunct and associate) who hold academic-rank titles such as counselor, librarian, professor, associate professor, assistant professor, instructor, lecturer, healthcare, learning disabilities, DSPS or EOPS professionals, or the equivalent of any of these academic ranks.

Appendix D: Applicant and Workforce Demographics

Table 15: Five-Year GCCCD Workforce by Ethnicity, Grossmont College Full-Time Faculty

Grossmont College Ethnicity Data Comparison, 2018-2023									
Totals for Full-Time Faculty									
Race/Ethnicity	2018-2019 (n = 231)	2019-2020 (n = 232)	2020-2021 (n = 218)	2021-2022 (n = 209)	2022-2023 (n = 204)	Five-Year Average	Student Five-Year Average	SD County Faculty Only	GCCCD Boundary
Asian	10.8%	11.2%	11.9%	12.0%	12.3%	11.6%	9.2%	15.5%	5.6%
Black/African-American	5.2%	5.2%	4.6%	4.3%	3.9%	4.7%	6.2%	2.3%	5.8%
Hispanic/Latino	16.9%	16.8%	17.4%	17.2%	18.6%	17.4%	36.3%	15.4%	26.5%
Native American	0.9%	0.9%	0.5%	0.5%	0.0%	0.5%	0.3%	0.3%	0.5%
Pacific Islander	0.4%	0.4%	0.5%	0.5%	0.5%	0.5%	0.4%	0.0%	0.5%
White	63.6%	63.4%	62.8%	62.7%	61.3%	62.8%	39.7%	63.3%	57.7%
Two or More Races	0.4%	0.4%	2.3%	0.5%	0.5%	0.8%	6.8%	3.2%	3.2%
Unknown/Other	1.7%	1.7%	0.0%	2.4%	2.9%	1.7%	1.1%	Unknown	0.2%

DEFINITION: All faculty (regular, contract, temporary, adjunct and associate) who hold academic-rank titles such as counselor, librarian, professor, associate professor, assistant professor, instructor, lecturer, healthcare, learning disabilities, DSPS or EOPS professionals, or the equivalent of any of these academic ranks.

Appendix D: Applicant and Workforce Demographics

Table 16: Five-Year GCCCD Workforce by Ethnicity, Cuyamaca College Part-Time Faculty

Cuyamaca College Ethnicity Data Comparison, 2018-2023									
Totals for Part-Time Faculty									
Race/Ethnicity	2018-2019 (n = 433)	2019-2020 (n = 472)	2020-2021 (n = 448)	2021-2022 (n = 443)	2022-2023 (n = 403)	Five-Year Average	Student Five-Year Average	SD County Faculty Only	GCCCD Boundary
Asian	7.9%	8.1%	7.8%	7.9%	8.2%	8.0%	5.9%	15.5%	5.6%
Black/African-American	4.4%	4.9%	5.1%	6.1%	5.7%	5.2%	5.7%	2.3%	5.8%
Hispanic/Latino	15.5%	14.2%	14.5%	16.7%	17.1%	15.6%	34.1%	15.4%	26.5%
Native American	1.8%	1.5%	1.3%	1.4%	1.5%	1.5%	0.5%	0.3%	0.5%
Pacific Islander	0.2%	0.4%	0.4%	0.9%	0.7%	0.5%	0.3%	0.0%	0.5%
White	66.5%	66.5%	65.4%	61.9%	60.8%	64.3%	46.2%	63.3%	57.7%
Two or More Races	0.0%	1.3%	4.7%	1.8%	2.2%	2.0%	6.1%	3.2%	3.2%
Unknown/Other	3.7%	3.2%	0.7%	3.4%	3.7%	2.9%	1.2%	Unknown	0.2%

DEFINITION: All faculty (regular, contract, temporary, adjunct and associate) who hold academic-rank titles such as counselor, librarian, professor, associate professor, assistant professor, instructor, lecturer, healthcare, learning disabilities, DSPS or EOPS professionals, or the equivalent of any of these academic ranks.

Appendix D: Applicant and Workforce Demographics

Table 17: Five-Year GCCCD Workforce by Ethnicity, Grossmont College Part-Time Faculty

Grossmont College Ethnicity Data Comparison, 2018-2023									
Totals for Part-Time Faculty									
Race/Ethnicity	2018-2019 (n = 803)	2019-2020 (n = 856)	2020-2021 (n = 850)	2021-2022 (n = 825)	2022-2023 (n = 745)	Five-Year Average	Student Five-Year Average	SD County Faculty Only	GCCCD Boundary
Asian	9.7%	9.8%	9.8%	9.5%	11.1%	10.0%	9.2%	15.5%	5.6%
Black/African-American	3.6%	3.6%	4.2%	4.7%	5.6%	4.3%	6.2%	2.3%	5.8%
Hispanic/Latino	15.3%	15.9%	15.6%	16.5%	16.2%	15.9%	36.3%	15.4%	26.5%
Native American	0.9%	0.9%	0.9%	1.1%	0.8%	0.9%	0.3%	0.3%	0.5%
Pacific Islander	0.6%	0.5%	0.7%	0.8%	0.9%	0.7%	0.4%	0.0%	0.5%
White	65.9%	65.1%	65.1%	63.0%	60.0%	63.9%	39.7%	63.3%	57.7%
Two or More Races	0.1%	0.2%	3.4%	1.0%	1.5%	1.3%	6.8%	3.2%	3.2%
Unknown/Other	3.9%	4.0%	0.2%	3.4%	3.8%	3.0%	1.1%	Unknown	0.2%

DEFINITION: All faculty (regular, contract, temporary, adjunct and associate) who hold academic-rank titles such as counselor, librarian, professor, associate professor, assistant professor, instructor, lecturer, healthcare, learning disabilities, DSPS or EOPS professionals, or the equivalent of any of these academic ranks.

Appendix D: Applicant and Workforce Demographics

Table 18: Five-Year GCCCD Workforce by Gender, All Occupations

GCCCD Gender Data Comparison, 2018-2023									
Gender	2018-2019 (n = 2,104)	2019-2020 (n = 2,191)	2020-2021 (n = 2,107)	2021-2022 (n = 2,046)	2022-2023 (n = 2,048)	Five-Year Average	Student Five-Year Average	SD County Occupations	GCCCD Boundary
Female	56.4%	55.6%	56.1%	55.9%	55.9%	56.1%	57.6%	46.1%	51.2%
Male	43.6%	44.4%	43.9%	44.1%	44.0%	43.9%	41.2%	53.9%	48.8%
Unknown	N/A	N/A	N/A	N/A	0.1%	N/A	1.2%	N/A	N/A

Table 19: GCCCD Workforce by Gender 2022-2023, All Occupations

GCCCD Gender Data Comparison Totals for All Job Classifications							
Gender	Cuyamaca College	Grossmont College	District Services	GCCCD Total	Student Total	SD County Occupations	GCCCD Boundary (18+)
Female	53.1%	57.6%	53.6%	55.9%	57.1%	46.1%	51.8%
Male	46.8%	42.4%	46.4%	44.0%	41.3%	53.9%	48.2%
Unknown	0.2%	N/A	N/A	0.1%	1.6%	N/A	N/A
N	663	1,273	112	2,048	25,063	1,525,785	376,995

APPENDICES FORTHCOMING

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