



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN

2024 - 2027



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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 backgrounds, and abilities. We believe this diversity strengthens our capacity to provide transformative educational experiences. As an open access institution, we have a responsibility for inclusion and equitable outcomes 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

Lynn Ceresino Neault, Ed.D.
Chancellor
Grossmont-Cuyamaca Community College District

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.

DEIAA: Diversity, Equity, Inclusion, Accessibility 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 (see Appendix F for definitions). Equal employment opportunity also involves:

- 1) Identifying and eliminating barriers to employment that are not job-related, such as reliance on preferred job qualifications that do not reasonably predict job performance;
- 2) Updating job descriptions and/or job announcements to reflect accurately the knowledge, skills, and abilities of the position, including a commitment to equity; and
- 3) Creating an environment 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, & 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 Latinx – 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. (*Middle Eastern reporting is disaggregated when data collection permits.)
- Black or African American – a person having origins in any of the black racial groups of Africa.
- Native Hawaiian/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.
- Two or More: A person identifying two or more races/ethnicities.

- **Unknown:** A person chooses not to report their race/ethnicity.

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.

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.

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.

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.

The District 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 regularly assessing and updating 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 Equity and Equal Employment Opportunity 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. **Equity and Equal Employment Opportunity Advisory Committee (EEEEOAC)** – 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 EEEEEOAC reports to the Human Resources Districtwide Governance Council, the Human Resources Advisory Council (HRAC).
6. **Human Resource Advisory Council (HRAC)** – The HRAC serves in an advisory capacity to the GCCCD Human Resources (HR) Department to support its ongoing commitment to providing quality services for employees based on the District mission, vision and values. The Council provides a venue for valuable employee perspectives and enhanced communication between HR and the employees it serves.
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 and 53005, District Advisory Committees

The Equity and Equal Employment Opportunity Advisory Committee (EEEEOAC) assists in the development, implementation, and monitoring of the EEO Plan. The EEEEEOAC 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 EEEEEOAC 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 EEEEEOAC 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 EEEEEOAC reports to the districtwide governance Human Resources Advisory Council (HRAC).

VI. COMPLAINTS

Reference: California Code of Regulations, Title 5, 53003 (c)-(2), 53026 and 59300, 59324 et seq.
BP 3410, 3420, 3430, 3435, 7120; & AP 3410, 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 inform 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. When charges of unlawful discrimination are brought to the attention of a responsible district officer, the district may undertake efforts to informally resolve the charges with the complainant's consent.

Efforts at informal resolution may, but need not include an investigation. The EEO Officer determines when an investigation is warranted. Efforts at informal resolution may continue after a written or verbal complaint is made. The investigation must be completed unless the matter is informally resolved and the complainant dismisses the complaint. The district may proceed with an investigation notwithstanding an informal resolution.

Any formal efforts at informal resolution after a written or verbal complaint is made shall be completed within ninety (90) days or shall be tolled while the parties are engaged in a good faith efforts at informal resolution.

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 the following two paragraphs. 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 colleges 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 G.

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 C 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 the appropriate training associated with 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.

A. 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 the District's applicant tracking system(s), 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 identify and address representation/underrepresentation trends.

B. 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, Human Resources Advisory Council, other related governance groups, and the Board of Trustees. This transparent dissemination of findings fosters an environment of accountability and enables informed decision-making to promote diversity, equity, and inclusion within the District.

C. Hiring Adverse Impact Analysis – Race/Ethnicity and Gender

Tables 1 and 2 in Appendix A 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 A).

- Applicants identifying as Asian, Middle Eastern, Pacific Islander, Two or More Races, and

those who declined to state their race or ethnicity 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/Latinx or declined to state their race or ethnicity (see Tables 1 thru 4, Appendix A).

- Selection rates for 2022-23 reveal that Hispanic/Latinx applicants had a significantly higher selection rate than their availability in the applicant pool (see Table 3, Appendix A).
- Applicants with unknown ethnicity were the only group that exhibited underrepresentation, based on all three adverse impact indicators (see Table 3, Appendix A).
- 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 A).

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

A. Monitored Groups

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/Latinx
 - d. Native American or American Indian or Alaska Native
 - e. Middle Eastern
 - f. Native Hawaiian or Other Pacific Islander
 - 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. Clerical/Secretarial
- e. Technical/Paraprofessional
- f. Skilled Crafts
- g. Service/Maintenance

B. 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 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 district’s Workday applicant tracking 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+.

C. Adverse Impact Analyses

The district analyzed its workforce composition and applicant 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.

D. 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.

E. 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 A, reveals that **Hispanic/Latinx 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/Latinx employees across all job categories within the district's workforce, as detailed in Appendix B: 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/Administrative/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 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 (Non-Faculty) and Clerical/Secretarial job categories based on the results of all three adverse impact indicators (See Tables 16 and 19).

F. 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 this plan is establishing a baseline by using longitudinal data to identify which groups are the most significantly underrepresented as discussed in Section E above. 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 the Personnel Commission to engage in a broad, multi-pronged approach to ensure our employees reflect the rich diversity of our students and community as articulated below.

a. 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.
 - Cultural Climate 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, GCCCD can assess the effectiveness of its diversity, equity, and EEO 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, equity, and EEO initiatives.
 - Communication: Regularly update the Board of Trustees, District community and stakeholders on the progress and challenges.
 - Track EEO complaints and identify trends
 - Develop action plan to address trends

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 will implement a focused approach to diversity, equity, inclusion, accessibility, and antiracism. The District 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.

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 FOR THEIR IMPLEMENTATION (MULTIPLE METHODS INTEGRATION)

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.

Appendix I – Includes sections for detailing the strategies, specifying timelines, assigning responsible parties, and describing evaluation methods.)

The strategies incorporate both those recommended in Title 5, Section 53024.1 and others derived from our district's specific workforce analysis.

APPENDIX A

Appendix A: 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 Workday (Fiscal year 2018-2019 through 2022-2023)

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

Appendix A: 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 Workday (Fiscal year 2018-2019 through 2022-2023).

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

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

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 A: 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 A: 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 A: 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 Expecdted (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 A: 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 Expecdted (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 A: 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 A: 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 A: 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).

Appendix A: 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 Expecdted (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 A: 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 Expecdted (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 A: 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 Expected (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 A: 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 A: 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 A: 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 A: 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 A: 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 A: 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 A: 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 B

Appendix B: 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 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 B: Applicant and Workforce Demographics

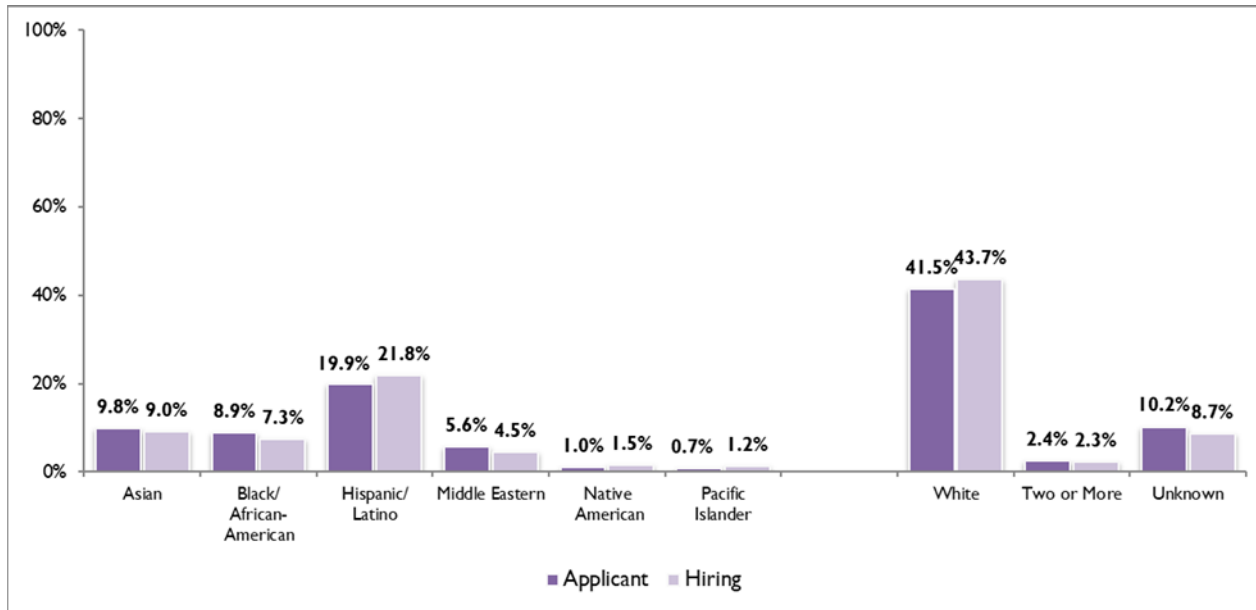
Table 2: GCCCD Five-Year Gender and Race/Ethnicity Comparison of New Hires

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 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 B: Applicant and Workforce Demographics

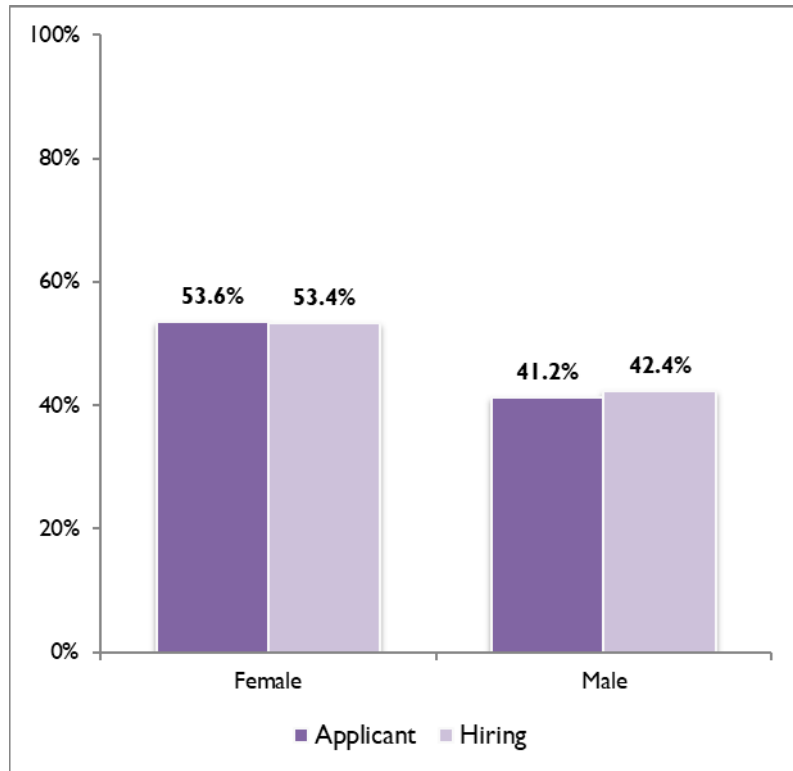
Figure 1: Comparison of Applicants and Hires by Ethnicity, Five-Year Average 2018-2023



Data sources: GCCCD applicant data is from completed job applications in 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 B: 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 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 B: 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 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 B: 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 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 B: 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 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 B: 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 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 B: 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 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 B: 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 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 B: 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 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 B: 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 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 B: Applicant and Workforce Demographics

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 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 B: 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 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 B: Applicant and Workforce Demographics

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 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 B: Applicant and Workforce Demographics

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 B: 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 B: 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 B: 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 B: 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

APPENDIX C

DISTRICT POLICIES AND PROCEDURES

Board Policy 3410: Nondiscrimination

Administrative Procedure 3410: Nondiscrimination

Board Policy 3416: Equal Access

Administrative Procedure 3416: Equal Access

Board Policy 3420: Equal Employment Opportunity

Administrative Procedure 3420: Equal Employment Opportunity

Board Policy 3430: Prohibition of Harassment

Administrative Procedure 3430: Prohibition of Harassment

Board Policy 3435 Discrimination and Harassment Complaints and Investigations

Administrative Procedure 3435 Discrimination and Harassment Complaints and Investigations

Board Policy 7100: Commitment to Diversity

Administrative Procedure 7100: Commitment to Diversity

Board Policy 7120: Recruitment & Selection

Administrative Procedure 7120: Recruitment & Selection

Source: <https://www.gcccd.edu/governing-board/policies-procedures.php>

APPENDIX D
VOLUNTARY DEMOGRAPHIC INFORMATION QUESTIONNAIRE

(Current Applicant Tracking System- Data Collection)

Applicant Tracking System being updated to include non-binary gender and updated ethnicities

Information provided by the applicant, other than that requested for statistical purposes by Human Resources, which indicates candidate's gender, age, ethnicity, religious preference, etc. will be removed from the application. All submitted materials become District property and cannot be returned.

Applicants who are protected under the Americans with Disabilities Act due to a disability and who require accommodations for completing the application process or interviewing, please notify the District Human Resources Department at (619) 644-7572.

Please select your gender:	<ul style="list-style-type: none">• Female• Male• Non-Binary
Are you Hispanic or Latino?	<ul style="list-style-type: none">• Yes• No

	<p>Please select your Race/Ethnicity:</p> <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian - Cambodian • Asian - Chinese • Asian - Filipino • Asian - Indian • Asian - Japanese • Asian - Korean • Asian - Laotian • Asian - Vietnamese • Asian - Other • Black or African American • Hispanic/Latino - Mexican, Mexican-American, Chicano • Hispanic/Latino - Central American • Hispanic/Latino - South American • Hispanic/Latino - Other • Middle Eastern/North African - Assyrian, Syriac or Chaldean • Middle Eastern/North African - Iranian or Persian • Middle Eastern/North African - Iraqi • Middle Eastern/North African - Israeli • Middle Eastern/North African - Jordanian • Middle Eastern/North African - Lebanese • Middle Eastern/North African - Palestinian • Middle Eastern/North African - Syrian • Middle Eastern/North African - Turkish • Middle Eastern/North African - Egyptian • Middle Eastern/North African - Moroccan • Middle Eastern/North African - Other • Pacific Islander - Guamanian • Pacific Islander - Hawaiian • Pacific Islander - Samoan • Pacific Islander - Other • Two or More Races (Not Hispanic or Latino) • White • Unknown/Non-Respondent
<p>Please select the veteran status which most accurately describes your status:</p>	<ul style="list-style-type: none"> • Disabled Veteran • Recently Separated Veteran • Active Duty Wartime or Campaign Badge Veteran • Armed Forces Services Medal Veteran • I am not a Veteran • I do not wish to self-identify

APPENDIX E



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Unlawful Discrimination Complaint Form

Name: _____
Last First

Address: _____
Street or P.O. Box City State Zip

Phone: Day (____) _____ Evening (____) _____

I Am A: Student Employee Other: _____

I Wish To Complain Against:
District: _____ **College:** _____

Date of Most Recent Incident of Alleged Discrimination: _____

Employment complaints must be filed within 180 days of the date of the alleged unlawful discrimination occurred, except that this period should be extended by no more than 90 days following the expiration of the 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the 180 days.)

Nonemployment complaints must be filed within one (1) year of the date of the alleged unlawful discrimination or within one (1) year of the date on which the complainant knew of should have known of the facts underlying the allegation of unlawful discrimination.)

I Allege Discrimination/and or Harassment Based on: (check only those which apply).

Complaints of discrimination on the bases listed in this box are protected under Title 5 and may also be filed with the State Chancellor's Office.

<input type="checkbox"/> Age	<input type="checkbox"/> Ethnic Group Identification	<input type="checkbox"/> Physical Disability	<input type="checkbox"/> Retaliation
<input type="checkbox"/> Ancestry	<input type="checkbox"/> Mental Disability	<input type="checkbox"/> Race	<input type="checkbox"/> Sex (Gender) (Includes Harassment)
<input type="checkbox"/> Color	<input type="checkbox"/> National Origin	<input type="checkbox"/> Religion	<input type="checkbox"/> Sexual Orientation

The bases of discrimination in this box are not subject to the jurisdiction of the State Chancellor's Office.

<input type="checkbox"/> Marital Status;	<input type="checkbox"/> Gender Identity (includes Transgender, Questioning);
<input type="checkbox"/> Domestic Partner Status;	<input type="checkbox"/> Medical Conditions;
<input type="checkbox"/> FMLA leave;	<input type="checkbox"/> AIDS/HIV Status

You can mark any one or more of the 18 categories if you believe the treatment you received was the result of someone perceiving you to fit into one of the protected groups/categories.

Has informal resolution been attempted? Yes No Date Commenced: _____

Name of district officer involved in informal resolution: _____

05-0282-002

Unlawful Discrimination Complaint Form

Clearly state your complaint. Describe each incident of alleged discrimination separately. For each action provide the following information: 1) date(s) the discriminatory action occurred; 2) name of individual(s) who discriminated; 3) what happened; 4) witnesses (if any); and 5) why you believe the discrimination was because of protected group status [religion, age, race, sex or whatever basis you indicated above] and/or, if applicable, why you believe you were retaliated against for filing of complaint or asserting your rights. (Attach additional pages as necessary.)

List the names, address and phone numbers of any person(s) who witnessed the incident or who are able to provide information about the complaint. (Attach additional pages as necessary.)

What would you like the District to do as a result of your complaint—what remedy are you seeking?

I certify that this information is correct to the best of my knowledge.

Signature of Complainant _____
Date

Send Original to:

Vice Chancellor of Human Resources
Grossmont-Cuyamaca Community College District
8800 Grossmont College Drive
El Cajon, CA 92020

APPENDIX F

JOB TITLES BY EQUAL EMPLOYMENT OPPORTUNITY CODE

Definitions and job titles for the following job categories:

A. Executive/Administrative/Managerial

Occupations in which employees set broad policies, exercise overall responsibility for execution of these policies, or direct individual departments or special phases of the agency's operations, or provide specialized consultation on a regional, District or area basis. Includes: department heads, bureau chiefs, division chiefs, directors, deputy directors, controllers, wardens, superintendents, sheriffs, police and fire chiefs and inspectors, examiners (bank, hearing, motor vehicle, warehouse), inspectors (construction, building, safety, rent-and- housing, fire, A.B.C. Board, license, dairy, livestock, transportation), assessors, tax appraisers and investigators, coroners, farm managers, and kindred workers.

B. Faculty and Other Instructional Staff

Occupations in which workers' specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principle activity (or activities). Includes: professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. (Student teaching or research assistants are not to be included in this category).

C. Professional Non-Faculty

Occupations which require specialized and theoretical knowledge which is usually acquired through college training or through work experience and other training which provides comparable knowledge. Includes: personnel and labor relations workers, social workers, doctors, psychologists, registered nurses, economists, dietitians, lawyers, systems analysts, accountants, engineers, employment and vocational rehabilitation counselors, teachers or instructors, police and fire captains and lieutenants, management analysts, airplane pilots and navigators, surveyors and mapping scientists, and kindred workers.

D. Secretarial/Clerical

Occupations in which workers are responsible for internal and external communication, recording and retrieval of data and/or information and other paperwork required in an office. Includes: bookkeepers, messengers, clerk- typist, stenographers, court transcribers, hearing reporters, statistical clerks, dispatchers, license distributors, payroll clerks, office machine and computer operators, telephone operators, legal assistants, sales workers, cashiers, toll collectors, and kindred workers.

E. Technical

Occupations which require a combination of basic scientific or technical knowledge and manual skill which can be obtained through specialized post-secondary school education or through equivalent on-the-job training. Includes: computer programmers, drafters, survey and mapping technicians, licensed practical nurses, photographers, radio operators,

technical illustrators, highway technicians, technicians (medical, dental, electronic, physical sciences), police and fire sergeants, inspectors (production or processing inspectors, testers and weighers), and kindred workers.

F. Paraprofessional

Occupations in which workers perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status.

Such positions may fall within an identified pattern of staff development and promotion under a "New Careers" concept. Included: research assistants, medical aides, child support workers, policy auxiliary welfare service aides, recreation assistants, homemakers aides, home health aides, library assistants and clerks, ambulance drivers and attendants, and kindred workers.

G. Skilled Craft

Occupations in which workers perform jobs which require special manual skill and a thorough and comprehensive knowledge of the process involved in the work which is acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Includes: mechanics and repairers, electricians, heavy equipment operators, stationary engineers, skilled machining occupations, carpenters, compositors and typesetters, power plant operators, water and sewage treatment plant operators, and kindred workers.

H. Service & Maintenance

Occupations in which workers perform duties which result in or contribute to the comfort, convenience, hygiene or safety of the general public or which contribute to the upkeep and care of buildings, facilities or grounds of public property. Workers in this group may operate machinery. Includes: chauffeurs, laundry and dry cleaning operatives, truck drivers, bus drivers, garage laborers, custodial employees, gardeners and groundskeepers, refuse collectors, construction laborers, park rangers (maintenance), farm workers (except managers), craft apprentices/trainees/helpers, and kindred workers.

APPENDIX G

COMMUNITY-BASED AND PROFESSIONAL ORGANIZATIONS LIST

<p>American Association of Hispanics in Higher Education, Inc. 1120 S. Cady Mall, 2nd Floor Suite A 207 E Tempe, AZ 85297-5303 president@aahhe.org</p>	<p>American Civil Liberties Union ACLU of San Diego & Imperial Counties P.O. Box 87131 San Diego, CA 92138-7131 (619) 232-2121 info@aclusandiego.org</p>	<p>American Legion Chula Vista Post 434 47 Fifth Avenue Chula Vista, CA 91910 (619) 422 – 9309</p>
<p>American Legion Imperial Beach Post 820 1268 Palm Ave Imperial Beach, CA 91932 (619) 423-7662</p>	<p>American Legion National City Post 255 35 E. 18th Street National City, CA 91950 (619) 477 - 3055</p>	<p>ARC of San Diego East County Training Center 1374 Lexington Ave El Cajon, CA 92019 (619) 444-9417 info@arc-sd.com</p>
<p>Asian Journal 550 E 8th Street, Suite 6 National City, CA 91950 (619) 423-0588 asianjournal@aol.com</p>	<p>Aztec Career Connection SDSU Career Services 29 Centennial Plaza San Diego, CA 92182-8255 (619) 594-6851 careerservices@mail.sdsu.edu</p>	<p>A Black Education Network P.O. Box 3134 San Jose, CA 95156 (408) 977-4188 info@caaae.org</p>
<p>Chicano Federation of San Diego County 3180 University Ave, Suite 317 San Diego, CA 92104 (619) 285-5600 info@chicanofederation.org</p>	<p>Deaf Community Services of San Diego, Inc. 1545 Hotel Circle South, Suite 300 San Diego, CA 92108 (619) 398-2441 info@dcsosfd.org</p>	<p>Diverse: Issues in Higher Education 10520 Warwick Avenue, Suite B-8 Fairfax, VA 22030-3136 (800) 783-3199 diversecustomerservice@pubservice.com</p>
<p>The Filipino Press 600 E. 8th Street, Suite 3 National City, CA 91950 (619) 434-1720 info@thefilipinopress.com</p>	<p>Gay and Lesbian Alliance (GALA) 1060 Palm Street San Luis Obispo, CA 93401 (619) 692-2077 email@galacc.org</p>	<p>Japanese Cultural Center 150 Cedar Road Vista, CA 92083 (760) 726-7628 vbt@vbtemple.org</p>
<p>Job Giant San Diego Reader 2323 Broadway Suite #200, San Diego, CA 92102 619-235-3000 hrdept@sandiegoreader.com</p>	<p>Junior Achievement of San Diego & Imperial County Inc. 4756 Mission Gorge Place San Diego, CA 92120 (619) 682-5155 info@jasandiego.org</p>	<p>La Prensa, San Diego 1712 Logan Avenue, San Diego, CA 91910 (619) 425-7400 laprensasd@gmail.com</p>
<p>League of Women Voters 7710 Balboa Ave, Suite 224A San Diego, CA 92111 (858) 483-8696 lwvsandiego@gmail.com</p>	<p>MAAC Project 1355 3rd Avenue Chula Vista, CA 91911 (619) 426-3595</p>	<p>Mexican American Legal Defense & Education Fund 634 S. Spring Street #1100 Los Angeles, CA 90014 (213) 629-2512 info@MALDEF.org</p>
<p>NAACP – San Diego Branch P.O. Box 152086 San Diego, CA 92195 (619) 263-7823</p>	<p>National Black Graduate Student Association 228 Park Avenue, #76326 New York, NY 10003 (800) 471-4102 general@mynbgbsa.org</p>	<p>National Black Graduate Student Association 228 Park Avenue, #76326 New York, NY 10003 (800) 471-4102 general@mynbgbsa.org</p>

National City Chamber of Commerce 901 National City Blvd National City, CA 91950 (619) 477-9339 thechamber@nationalcitychamber.org	National City Chamber of Commerce 901 National City Blvd National City, CA 91950 (619) 477-9339 thechamber@nationalcitychamber.org	National City Chamber of Commerce 901 National City Blvd National City, CA 91950 (619) 477-9339 thechamber@nationalcitychamber.org
UnidosUS 523 W 6 th St, Suite 840 Los Angeles, CA 90014 (213) 489-3428 info@unidosus.org	National Federation of Filipino American Associations 1322 18 th Street NW Washington, D.C. 20036-1803 (202) 803-1353 info@naffaa.org	Neighborhood House Association 5660 Copley Drive San Diego, CA 92111 (858) 715-2642 ifo@neighborhoodhouse.org
Otay Mesa Chamber of Commerce 8100 Gigantic Street Bldg. 4100 Office 4106 (619) 661-6111 info@otaymesa.org	Parents, Families, and Friends of Lesbians and Gays (PFLAG) P.O. Box 82762 San Diego, CA 92138 (619) 579-7640 chapterservices@pflag.org	San Diego Business Journal 4909 Murphy Canyon Rd., #200 San Diego, CA 92123 (858) 277-6359 circhelp@sdbj.com
San Diego Center for the Blind and Vision Impaired 5922 El Cajon Boulevard San Diego, CA 92115 (619) 583-1542 info@sdcdb.org	San Diego County Office of Education 6401 Linda Vista Rd San Diego, CA 92111 (858) 292-3500 communications@sdcoe.net	San Diego Jewish Times 4731 Palm Ave La Mesa, CA 91941 (619) 463-5515 sdjt@sdjewishtimes.com
San Diego Union Tribune P.O. Box 120191 San Diego, CA 92112 (800) 533-8830 customersupport@sduniontribune.com	San Diego Voice and Viewpoint P.O. Box 120095 San Diego, CA 92112 (619) 266-2233 Contact through a Facebook message	San Diego Workforce Partnership 9246 Lightwave Avenue #210 San Diego, CA 92123 (619) 228-2900
Sweetwater Women's Club 3855 Sweetwater Rd Bonita, CA 91902 (619) 479-7888	UCSD Cross – Cultural Center 9500 Gilman Drive La Jolla, CA 92093-0053 (858) 534-9689 cccenter@ucsd.edu	United Way of San Diego County 4699 Murphy Canyon Rd San Diego, CA 92123 (858) 492-2000 Ryan.morris@uwspd.org
Urban League of San Diego County 4305 University Avenue Suite 360 San Diego, CA 92105 (619) 263-3115 kea@sdul.org	Veterans of Foreign Wars Post 2111 299 I Street Chula Vista, CA 91910 (619) 422-1262 info@vfw.org	Veterans of Foreign Wars Post 5477 123 Palm Ave Imperial Beach, CA 91932 (619) 424-6666 info@vfw.org
YMCA of San Diego County Corporate Office: 3708 Ruffin Road San Diego, CA 92123 (858) 292-9622		

<u>Classified & Academic Positions:</u>	<u>Additional Sources for Administrator & Full-Time Faculty:</u>
CCCRegistry.org	ACCCA.org
SOCALHERC.org	CASBO.org
EDJOIN.org	Hispanic Outlook on Higher
Higheredjobs.com	Ed Diverse Issues in Higher
UCSD Student Career Job Listing	Ed Asian Pacific Careers
SDSU Aztec Career Connection	Women in Higher Ed
LatinosinHigherEd.com	Chronicle of Higher Education
San Diego Union Tribune	Community College Times
CareerBuilder's	HBCU Career Centers
CalJobs/EDD Workforce Partnership	
San Diego Craigslist	

APPENDIX H

ACCOMMODATION REQUEST FORMS

[Employee Disability Accommodation Request Form](#)

[Physician's Certificate Form](#)

[Employee Disability Accommodation Response](#)

[Form ADA Accommodation Results Form](#)

Source: <https://www.gccd.edu/human-resources/health-safety/ada-information.php>

APPENDIX I

Article XIII Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule

Pre-Hiring		
Who	What/When	Effectiveness Metrics and Review
Vice Chancellor of HR Human Resource Director EEO Officer District Research Department IT Department	<p>Applicant and Employee Data Integrity for EEO Plan:</p> <p>In gathering GCCCD’s applicant and employee data, we realized that our data fields need to be updated and aligned with required reporting (MIS and IPEDS)</p> <p><u>Year 1</u> Clarify reporting categories for required reports. Align applicant and employee data to facilitate up-to-date reporting (race, ethnicity, and gender).</p> <p>HR will work with the District’s Research and IT Departments to assure data components and submissions align accurately.</p>	<p>Provide employees an opportunity to update their data.</p> <p>Continue to monitor any changes to reporting fields.</p> <p>Effective measures will result in accurate reporting for State and Federal reporting requirements.</p>
Vice Chancellor of HR EEO Officer HR Director District Research Department	<p>Audit Job Titles to Confirm EEO Codes for accurate State and Federal Reporting (MIS and IPEDS):</p> <p><u>Year 1</u> Audit job positions’ designations to meet the Job Title Codes as noted in Appendix F</p>	<p>Continue to monitor new job description categories.</p> <p>Effective measures will result in reduced errors in data submissions for State and Federal reporting.</p>
EEO Officer District Research Department	<p>Assessment and Benchmarking:</p> <p><u>Year 1, Year 2, and Year 3</u> Evaluate the gender and ethnic demographic distribution of all current employees within employee type (management, faculty, classified, etc.).</p> <p>Compare demographic distribution of employees with the student population, the District service area population, and the Employment Development Department workforce data.</p>	<p>Track percentage increase in applicants and hires from underrepresented demographics.</p> <p>Share data with EEOAC to determine opportunities for enhanced outreach and other diversity recruitment improvement recommendations.</p>

	<p>Identify groups most significantly underrepresented compared to our student population and community.</p> <p>Review baseline data and underrepresentation with the District EEO Advisory Committee.</p> <p>Establish realistic, measurable goals to improve representation of underrepresented groups in the workforce over time</p>	
Vice Chancellor of HR EEO Officer	<p>Establish District Equity and Equal Employment Opportunity Advisory Committee (EEOAC)</p> <p><u>Year 1</u> Establish a Districtwide Advisory Committee comprised of diverse, broad representation from the various constituent groups throughout the colleges and district services.</p> <p>Establish roles, responsibilities, and expectations for the Advisory Committee.</p> <p><u>Year 1, Year 2, and Year 3</u> Provide regular training to the Advisory Committee.</p>	Regular and meaningful dialogue to discuss systemic recruitment and retention improvements. Record and publish notes of the EEOAC.
Vice Chancellor of HR EEO Officer	<p>Policy Review</p> <p><u>Year 1</u> Develop a plan and timeline to systematically begin to review District policies, procedures, and processes to ensure institutional policies and processes support and do not hinder diversity efforts.</p> <p>Plan and timeline to be reviewed by the EEOA Committee</p> <p><u>Year 2 and Year 3</u> Continued review of EEO and Diversity-related policies and procedures.</p>	Regular updates to EEO and Diversity-related board policies and administrative procedures to ensure compliance and elimination of barriers for underrepresented populations.

Hiring

Who	What/When	Effectiveness Metrics and Review
Vice Chancellor of HR Human Resource Director EEO Officer EEEEOAC	<p>Implementation Planning</p> <p><u>Year 1</u> Resource Allocation: Identify a budget for diversity programs and initiatives.</p> <p><u>Year 2 and Year 3</u> Program Development: Informed by the strategies developed by HR and recommended by EEEEOAC, develop best practice programs focusing on recruitment, retention, and inclusion of diverse groups, for example:</p> <ul style="list-style-type: none"> • Cultural Competency Training • Support programs including onboarding, mentoring, and affinity groups to foster retention • Community Outreach: Collaborate with select community organizations to promote diverse recruitments • Recruitment Efforts: Actively recruit applicants from underrepresented groups through intentional outreach programs and partnerships with local agencies 	<p>Assess effectiveness and cost analysis of expenditures in relationship to increased candidate diversity.</p> <p>Realign outreach efforts to organizations or networks which provide increased exposure to underrepresented populations.</p>
Vice Chancellor of HR EEO Officer Director of HR Professional Development Reps. EEEEOAC	<p>Develop Strategies for Addressing Underrepresentation</p> <p><u>Year 1, Year 2 and Year 3</u> Human Resources will work with the EEEEOAC to develop strategies and an implementation timeline to address underrepresentation. Strategies will include, but not be limited to:</p> <ul style="list-style-type: none"> • Professional learning opportunities on important topics such as dismantling racism, microaggressions, and developing a sense of belonging and identity-focused culture. • Regular 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. 	<p>Develop an annual outline and/or calendar, in conjunction with the colleges, to support and expand professional development and trainings.</p> <p>Development of the strategies relying on the 2022 EEO/Diversity Best Practices Handbook of the California Community Colleges as a model framework and District Board Policies and Procedures.</p>

Post-Hiring

Who	What/When	Effectiveness Metrics and Review
EEO Officer Director of HR Academic Senates Classified Senates	<p>Examine Onboarding Process</p> <p><u>Year 1</u> Conduct a comprehensive analysis of the onboarding process for each employee group.</p> <p><u>Year 2 and Year 3</u> Implement improvements to ensure comprehensive and supportive processes including an intentional focus on new employee retention.</p>	<p>Development of new onboarding experiences for new employees, enhance professional development and leadership development experiences for all employees.</p> <p>Measure the improvements in employee retention and monitor the progression into leadership positions for all groups. Assess participant feedback.</p>
Vice Chancellor of HR Human Resource Director EEO Officer EEEEAC	<p>Deepening Efforts and Measuring Impact:</p> <p><u>Year 2 and Year 3</u> Refinement and expansion of strategies to recruit and retain a diverse workforce with an emphasis on retention.</p> <p>Ongoing Training: Evaluate and enhance the EEO/diversity training program for members on the hiring committees.</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Develop exit survey <p>Encourage Academic Senate to integrate diversity into curricula and teaching methods.</p> <p>Review policies and processes in accordance with the plan and timeline identified in Year 1</p> <p>Cultural Events: Host diversity-focused events and workshops.</p> <p>Develop Recognition Programs: Acknowledge departments and individuals who contribute significantly to diversity goals.</p>	<p>Assess the progress of employee hiring, by employee group, to meet goals using quantitative and qualitative measures.</p> <p>Modify recruitment and retention strategies and programs based on feedback and assessment results.</p> <p>Assess themes in survey results to improve processes and address cultural concerns</p> <p>Ensure policies and procedures are inclusive, identify barriers to employment and retention, and address specific challenges faced by underrepresented groups</p>

<p>Vice Chancellor of HR EEO Officer</p>	<p>Communication Plan</p> <p><u>Year 1, Year 2, and Year 3</u> Provide an annual report to the Board of Trustees focused on the efforts made to address underrepresentation.</p>	<p>Regular reporting to the Board of Trustees and the District regarding EEO efforts, results, and improvements.</p>
<p>Vice Chancellor of HR EEO Officer EEEEAC</p>	<p>Sustainability and Long-Term Planning</p> <p><u>Year 3</u> Comprehensive Evaluation Full-Scale Assessment: Conduct a comprehensive review of all diversity initiatives.</p> <p>Reporting: Publish a detailed report on the progress and impact of diversity and equity hiring strategies in meeting diversity goals.</p> <ul style="list-style-type: none"> • Present report to the Governing Board <p>Refinement of plan elements to optimize results</p> <p><u>Year 3</u> Update EEO 3-year plan Assess longitudinal data to measure progress closing gaps for underrepresented groups and establish new baseline.</p> <p>Determine groups most underrepresented.</p> <ul style="list-style-type: none"> • Establish new goals for closing gaps. <p>Assess strategies and initiatives to determine effectiveness; research best practices and incorporate in the new plan.</p> <p>Draft new and sustainable EEO plan with a focus on closing gaps for underrepresented groups ensuring broad input and consultation.</p>	<p>Percentage increase in representation of underrepresented groups.</p> <p>Retention rates of underrepresented groups.</p> <p>Cultural Climate Surveys – Conduct periodic surveys among employees</p> <p>Track participation rates in diversity training programs among staff.</p>