

PALOMAR COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN 2022-2025



CONTENTS

PLAN COMPONENT 1	2
A NOTE FROM PALOMAR COLLEGE’S PRESIDENT	2
PLAN COMPONENT 2	3
DEFINITIONS	3
PLAN COMPONENT 3	5
EEO POLICY STATEMENT	5
PLAN COMPONENT 4	6
DELEGATION OF RESPONSIBILITY, AUTHORITY, AND COMPLIANCE	6
PLAN COMPONENT 5	8
EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COMMITTEE	8
PLAN COMPONENT 6	10
UNLAWFUL DISCRIMINATION AND SEXUAL HARASSMENT COMPLAINTS	10
PLAN COMPONENT 7	12
NOTIFICATION TO DISTRICT EMPLOYEES	12
PLAN COMPONENT 8	13
TRAINING AND BEST PRACTICES FOR SELECTION COMMITTEES	13
PLAN COMPONENT 9	15
ANNUAL WRITTEN NOTICE TO THE COMMUNITY	15
PLAN COMPONENT 10	17
LONGITUDINAL ANALYSIS	17
PLAN COMPONENT 11	24
PROCESS FOR DETERMINING UNDERREPRESENTATION IN JOB CATEGORIES & ANALYSIS	29
APPENDIX A	31

PLAN COMPONENT 1

A NOTE FROM PALOMAR COLLEGE'S PRESIDENT

The Palomar Community College District (“District”) Equal Employment Opportunity Plan (“Plan”) defines the value that the District places on diversity, equity, inclusivity, and accessibility (“DEIAA”) through the implementation of anti-racist practices. We recognize that a diversified workforce helps drive innovation, creativity, value, and respect for all people, and the District continues to prioritize initiatives and programs that contribute to an equity-minded culture of engagement and action to support our students.

Palomar College is a proud Hispanic Serving Institution. Our student demographics for the Fall term over a four-year period show the percentage of Hispanic/Latino students ranged between 47% to 50%. The range of White/Caucasian students is 32% to 34% and Asian students 4% to 5%. Black/African American students have remained at 3% of students over the four-year period. Filipino students ranged from 2% to 3% and students with more than two races ranged from 5% to 6%. Lastly, there is an approximately 50/50 split between male and female students. Further detail and analysis are found in Plan Component 10. To support its diverse student body, the District has committed to identifying and improving recruitment and hiring strategies.

Our mission is to respect each of our students’ experiences and support them to achieve academic success. As a community college, we encourage our students to embrace the best version of themselves and prepare them to engage with our local and global communities. It is our mission that guides this EEO plan.

The plan contains research-based and data-driven strategies to improve diversity within our workforce to better represent our student body. Additionally, the District continues to emphasize professional development and training opportunities that focus on facilitating practices to improve equity and the student experience both in and out of the classroom. The strategies presented in the pre-hiring, hiring, and post-hiring strategies below provide a framework for taking actionable steps towards meeting these goals.

The District’s Equal Employment Opportunity Advisory Committee and the applicable governance processes are responsible for this plan and any updates. The final review and approval of the Plan resides with the Palomar College Governing Board. The Plan is reviewed and as required by the Chancellor’s Office of the California Community College system it is updated every three (3) years by the District. Even though the Human Resources Services Division has the primary responsibility for the development, review, and systematic evaluation of the Plan, it is the work of the entire institution that supports these efforts.

Adopted by the Governing Board of the Palomar Community College District on Nov 29, 2023.



Star Rivera-Lacey (Nov 29, 2023 10:04 PST)

Superintendent/President
Star Rivera-Lacey, Ph.D.

PLAN COMPONENT 2

DEFINITIONS

The following definitions have been defined under the California Code of Regulations, Title 5, §53001, best practices and District policies and procedures.

- (a) **Adverse Impact.** "Adverse impact" means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute an adverse impact if the numbers involved are too small to permit a meaningful comparison.
- (b) **Diversity.** "Diversity" means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability, and socio-economic backgrounds.
- (c) **Equal Employment Opportunity.** "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves: (1) identifying and eliminating barriers to employment that are not job related; and (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
- (d) **Equal Employment Opportunity and Diversity Advisory Committee.** This group acts as an advisory body to the Chief Human Resources Officer and the District to promote understanding and support of EEO policies and procedures. Representation consists of a diverse membership to be taken from stakeholder groups, including faculty, classified staff, and students.
- (e) **Equal Employment Opportunity Plan.** An "equal employment opportunity plan" is a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- (f) **Equal Employment Opportunity Policy Statement.** A statement by the Board confirming its commitment to EEO.
- (g) **Equal Employment Opportunity Programs.** "Equal employment opportunity programs" means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring, and taking additional steps consistent with the requirements of section 53006.

- (h) **Ethnic Group Identification.** "Ethnic group identification" means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- (i) **Job Category.** Used for the purpose of this Plan and reported to the Chancellor pursuant to title 5, Section 53004(a) are (1) executive/administrative/managerial; (2) faculty and other instructional staff; (3) professional non-faculty; (4) secretarial/clerical; (5) technical and paraprofessional; (6) skilled crafts; (7) service and maintenance.
- (j) **In-house or Promotional Only Hiring.** "In-house or promotional only" hiring means that only existing district employees are allowed to apply for a position.
- (k) **Monitored Group.** "Monitored group" means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).
- (l) **OCR.** An acronym for the Office for Civil Rights of the United States Department of Education.
- (m) **Person with a Disability.** "Person with a disability" means any person who: **(1)** has a physical or mental impairment, as defined in Government Code section 12926, which limits one or more of such person's major life activities; **(2)** has a record of such an impairment; or **(3)** is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- (n) **Reasonable Accommodation.** "Reasonable accommodation" means the efforts made on the part of the district in compliance with Government Code section 12926.
- (o) **Screening or Selection Procedure.** "Screening or selection procedure" means 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, and physical, educational, and work experience requirements, interviews, and review of application forms.
- (p) **Significantly Underrepresented Group.** "Significantly underrepresented group" means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

PLAN COMPONENT 3

EEO POLICY STATEMENT

Board Policy 3420 Equal Employment Opportunity

References: Education Code, Sections 87100 et seq. title 5, Sections 53000 et seq.

Revised April 11, 2023

The Board supports the intent set forth by the California Legislature to assure that efforts are made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

In addition, the Board has approved Board Policy (BP) 3000 – Antiracism. The policy states that the District will support Diversity, Equity, Inclusion, Accessibility and Antiracism (DEIAA), which positively impacts student achievement, retention, the reduction of implicit bias, and multicultural pedagogy. The District recognizes that policy and practices should support intersectionality amongst diverse elements of our community members. To that end, the District commits to producing recognizable improvements and ensuring transparency across all of these efforts.

The Chief Executive Officer (CEO) shall develop, for review and adoption by the Board a plan for equal employment opportunity that complies with up-to-date Education Code and Title 5 requirements and review the progress towards the goals of the plan in coordination with the EEOAC.

PLAN COMPONENT 4

DELEGATION OF RESPONSIBILITY, AUTHORITY, AND COMPLIANCE

To realize the full benefits of a diverse, collaborative, and inclusive District culture, all employees and agents of the District are responsible for promoting and supporting equal employment opportunity. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

BOARD OF TRUSTEES

The Governing Board is ultimately responsible for proper implementation of the District's Plan at all levels of District and College operations, ensuring equal employment opportunity as described in the Plan, and for making measurable progress toward equal employment opportunity by the strategies described in the District's EEO plan. The Governing Board is responsible for adopting a Plan that is in compliance with the provisions of the California Code of Regulations. Furthermore, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall:

- a. Be developed in collaboration with the District's Equal Employment Advisory Committee.
- b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item and not part of the consent agenda.
- c. Cover a period of 3 years, after which a new or revised plan shall be adopted; and
- d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption.
- e. Comments received from the Chancellor's Office on the proposed plan must be presented to the Governing Board prior to adoption." (See section 53003(a).)

SUPERINTENDENT/PRESIDENT

The Superintendent/President shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements. The Superintendent also ensures that the EEO plan is implemented, working in conjunction with the Superintendent/Vice President, Human Resources to carry out the policies and intent of the EEO Plan itself.

EQUAL EMPLOYMENT OPPORTUNITY OFFICER

The District has designated the Superintendent/Vice President, Human Resources as its Equal Employment Opportunity Officer. The Vice President is responsible for the day-to-day implementation of the Plan. If the designation of the Equal Employment Opportunity Officer changes before this Plan is next revised, the district will notify employees and applicants for employment of the new designee.

The Equal Employment Opportunity Officer is responsible for administering, implementing, monitoring, and achieving the goals of the Plan and for assuring compliance with the requirements of title 5, sections 53000 et seq. The Equal Employment Opportunity Officer is also responsible for receiving complaints, as described in Plan Component 6, and for ensuring that applicant pools and selection procedures are properly monitored.

AGENTS OF THE DISTRICT

The District has established the Equal Employment Opportunity Advisory Committee (EEOAC) to act as an advisory body to the Equal Employment Opportunity Officer and the District through the Human Resource Office to promote understanding and support of equal employment opportunity and diversity policies and procedures. The EEOAC shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

GOOD FAITH EFFORT

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

PLAN COMPONENT 5

EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COMMITTEE

The District has established an Equal Employment Opportunity Advisory Committee (“EEOAC”) to assist in the articulation, implementation, and revision of the Plan. The EEOAC assists the District in achieving district-wide understanding of and support for equal employment opportunity and non-discrimination policies and procedures consistent with the purposes of the Plan.

As further delineated in ***Plan Component 8: Training for Selection Committees***, the Equal Employment Opportunity Officer or qualified designees shall train the EEOAC and trustees on equal employment compliance and the Plan itself.

The specific responsibilities of the EEOAC include:

1. Assisting in developing the District’s Plan in compliance with state and federal regulations, statutes, and guidelines.
2. Monitoring the implementation and progress of the Plan and recommending corrective action when necessary.
3. Advising the District’s Equal Employment Opportunity Officer in the development and presentation of annual reports to the Governing Board and Superintendent/President and responding to equal employment inquiries and concerns of all employees.
4. Assisting the District’s Equal Employment Opportunity Officer in developing and coordinating information programs for District employees.
5. Reviewing and suggesting revisions in services, employment policies, and other written and unwritten rules, policies, practices, and procedures that affect persons with disabilities.
6. Monitoring the implementation of and compliance with the Americans with Disabilities Act.

Composition. The EEOAC is comprised of a diverse membership of stakeholder groups, specifically:

- Four faculty (appointed by the Faculty Senate)
- One faculty (appointed by the Palomar Faculty Federation)
- One part-time faculty (appointed by the Faculty Senate)
- Four classified unit employees (appointed by CCE/AFT)
- One administrator (appointed by the Administrative Association)
- One Confidential and Supervisory Team (CAST) member (appointed by CAST)
- Manager, Equal Employment Opportunity, and Compliance
- Supervisor, Human Resources (Recruiting)
- One Senior Administrator (appointed by the Vice President, Human Resource Services)
- One student (appointed by the Associated Student Government)
- One community representative (elected by the EEO Advisory Committee)

Meetings. The EEOAC meets monthly during the fall and spring semesters, with additional meetings if needed to review EEO and diversity efforts, program, policies, and progress.

Training. Per the requirements under California Code Regulations Title 5, section 53003, members of this advisory committee as well as members of the Palomar Community College District Governing Board shall receive training in all of the following:

- (a) The requirements of this subchapter and of state and federal nondiscrimination laws
- (b) The identification and elimination of bias in hiring;
- (c) Educational importance of workforce diversity; and
- (d) The role of the advisory committee in drafting and implementing a district EEO plan.

The EEO Compliance Coordinator is responsible for training the Governing Board and the EEOAC. The training for the EEOAC is provided annually at the first meeting of the fall semester. Governing Board training takes place annually or when new board members are onboarded.

PLAN COMPONENT 6

UNLAWFUL DISCRIMINATION AND SEXUAL HARASSMENT COMPLAINTS

EEO and Unlawful Discrimination Complaints

Pursuant to Title 5, Section 53003(c)(4), this component addresses complaints alleging unlawful discrimination or sexual harassment under Title 5, Section 59300, with or without reference to Equal Employment Opportunity violations. Any person may submit a written or verbal complaint to the Vice President, Human Resources, or designee, or any other District administrator or supervisor, as outlined in [AP 3435 \(Discrimination and Harassment Complaints and Investigations\)](#).

All such complaints shall be ultimately filed with the Responsible District Officer, except those against the Equal Employment Officer, which shall be filed with the Superintendent/President. The District has adopted policies and procedures for complaints alleging unlawful discrimination or harassment, as outlined below.

All complaints must be filed as soon as possible after the occurrence of an alleged violation unless the violation is ongoing. While all complaints are taken seriously and will be investigated promptly, delayed filing impedes the District's ability to investigate and remediate quickly. A complaint alleging discrimination in employment must be filed within 180 days of the date of the alleged unlawful discrimination unless the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the initial 180 days. If the complainant first obtains knowledge of the facts of the alleged violation after the expiration of the initial 180 days, a complaint must be filed within 90 days of the complainant's first obtaining that knowledge.

The District may return, without action, any complaints that do not state a clear violation of the EEO regulations or unlawful discrimination. All returned complaints must include a District statement of the reason for returning the complaint without action. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The Equal Employment Opportunity Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

Community college students may also file an unlawful discrimination complaint with the [Office Civil Rights of the U.S. Department of Education \(OCR\)](#) (1-800-421-3481 or 1-415-486-5555).

A community college district employee or applicant for employment may file their employment-related complaint with the [Equal Employment Opportunity Commission \(EEOC\)](#), and/or the [California Civil Rights Department \(CCRD\)](#) at any time.

Guidelines for minimum conditions for complaints are provided on the website of the Chancellor's Office (<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/General-Counsel/Programs/College-District-Discrimination-Appeals>).

Appeal(s) to the District's Governing Board. After the District issues the administrative determination to the complainant, if the complainant is not satisfied with the result, they may submit a written appeal to the District's Governing Board within thirty (30) days from the date of the issuance of the administrative determination. The

District Governing Board must review the matter and issue a final District decision within forty-five (45) days of receiving the written appeal.

Appeals(s) to the Chancellor. In cases not involving employment discrimination, if the complainant is not satisfied with the District's Governing Board's final decision in the matter, the complainant may file an appeal with the Chancellor's Office. Appeals to the Chancellor's Office must be filed within thirty (30) days from the date of the District's Governing Board's final decision, in writing, and submitted via email to legalaffairs@cccco.edu or in hard copy to:

California Community Colleges Chancellor's Office
Attention: Office of General Counsel-Discrimination Appeals
1102 Q Street, Sixth Floor
Sacramento, CA 9581

The appeal must include copies of the original complaint, the administrative determination, and the Governing Board's final decision. The Chancellor's review on appeal is limited to the following issues:

1. Whether there was procedural error in violation of the regulations;
2. Whether there was a defect in the investigation;
3. Whether new evidence unavailable during the investigation despite the complainant's due diligence would substantially impact the outcome of the investigation;
4. Whether correct legal standards were applied; and
5. Whether the District's determination was an abuse of discretion.

Please note that any appeal must provide specific facts alleging one or more of these grounds. Failure to do so may result in the summary dismissal of the appeal.

Appeals that are accepted for review shall be reviewed, and a determination shall be issued by the Chancellor's Office within ninety (90) days of receipt of the appellate file from the appropriate district.

PLAN COMPONENT 7

NOTIFICATION TO DISTRICT EMPLOYEES

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity and diversity is emphasized through the broad dissemination of its Equal Employment Opportunity and Diversity Policy Statement and the Plan. The policy statement is included in the college catalog and class schedule. The Plan and subsequent revisions are distributed to the District's Board of Trustees, the Superintendent/President, administrators, the President of Faculty Senate, Union Presidents, and members of the District Equal Employment Opportunity Advisory Council (EEOAC). The Plan is also available on the District's website, and when appropriate, may be distributed by e-mail.

Each year, the District provides all employees with a copy of the Board's Equal Employment Opportunity Policy and Diversity Statement and written notice summarizing the provisions of the District's Equal Employment Opportunity and Diversity Plan. The Human Resources Department provides all new employees with a copy of the written notice described above when they commence their employment with the District.

The annual notice will contain the following provisions:

- (1) The importance of the employee's participation and responsibility in ensuring the Plan's implementation; and
- (2) The locations where complete copies of the Plan are available, including the campus library, on the District's public internet and intranet sites, the Office of the Superintendent/President, the Office of Human Resources, Instruction, Student Services, and Administrative Services.

PLAN COMPONENT 8

TRAINING AND BEST PRACTICES FOR SELECTION COMMITTEES

Individuals serving on selection committees shall receive training in all of the following, consistent with the requirements of California Code Regulations Title 5, section 53003:

- “(A) the requirements of CCR Title 5 section 53000 et seq and of state and federal nondiscrimination laws;
- (B) the educational benefits of workforce diversity;
- (C) identification and elimination of bias in hiring; and
- (D) best practices in serving on a selection or screening committee.”

Additionally, the following College plans support the implementation of these practices:

- Strategic Plan 2022 (Goal 4)
 - Attract, support, and engage a workforce to meet the needs of the College’s diverse student body
- Student Equity Plan (2022-25)
 - Effective hiring practices that lead to diverse applicants and hires
 - Professional development related to diversity, equity, and inclusion that reaches all employee groups and opportunities focused on student experience both inside and outside the classroom.
- Vision Plan 2035
 - Expand professional development offerings that support DEIAA and leadership opportunities for all employees.
 - Strengthen succession planning; establish a leadership institute for those interested in career advancement.

Furthermore, as stated on [Palomar College’s HSI website](#), “Being an HSI means that Palomar continuously strives to be a reflection of our students, their cultures, values, and life experiences. Living the “Servingness” part of the HSI designation must guide the direction of our college and how we undertake all the work that we do collectively.” The district-wide training for screening/selection committees allows the District to bring that intent to action.

The District has adopted number of Board Policies (BP) and Administrative Procedures (AP) which selection committees receive training on:

- BP 3000 Antiracism
- BP 3410 Nondiscrimination
- BP/AP 3420 Equal Employment Opportunity
- BP/AP 3430 Prohibition of Harassment
- BP/AP 3433 Prohibition of Harassment Under Title IX
- BP 7100 Commitment to Diversity
- BP/AP 7120 & 7120a Recruitment and Hiring

The EEO Selection Committee training is mandatory for all selection committee members and is done in person or via Zoom. Attendees can register through the District’s Professional Development portal.

During this training, participants learn how their efforts during the hiring process contribute to building a diverse and inclusive educational community. Topics covered include the importance of valuing diversity in hiring, student and

employee demographics, the importance of creating a diverse selection committee, the impact of bias on hiring, strategies to overcome bias, an overview of relevant EEO laws/regulations, and an overview of Palomar College's hiring process including the screening of applications, the interview itself, and deliberations and selection. Additional optional "pre-training" implicit association tests are available as well.

Per the District's AP 7120 and 7120A, individuals who have not received the mandatory training within one year before serving on the selection committee will not be allowed to serve on a selection committee. Furthermore, any individual acting on behalf of the District with regard to recruitment and screening of employees is subject to the Equal Employment Opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District as well as the Governing Board prior to serving on a committee.

The EEO Officer and/or Human Resources staff are responsible for providing and tracking the required training. A database has been established to track all individuals who have been trained.

PLAN COMPONENT 9

ANNUAL WRITTEN NOTICE TO THE COMMUNITY

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

Alliance, San Diego: (619) 269-1823; <https://www.alliancesd.org/>
American Civil Liberties Union of San Diego and Imperial Counties: (619) 232-2121; www.aclusandiego.org
Anti-Defamation League, San Diego Chapter: (858) 565-6896; <https://sandiego.adl.org/>
ARC of San Diego: (619) 685-1175; www.arc-sd.com
Asian Business Association of San Diego: (858) 277-2822; www.abasd.org
Barona Band of Mission Indians: (619) 443-6612; <https://www.barona-nsn.gov/>
California State University, San Marcos, 333 S. Twin Oaks Valley Rd., San Marcos, CA 92096
Casa Familiar: (619) 428-1115; www.casafamiliar.org
Central San Diego Black Chamber of Commerce: (619) 269-9400; <https://sdblackchamber.org/>
Chicano Federation of San Diego County: (619) 285-5600; info@chicanofederation.com; www.chicanofederation.org
Chinese Service Center of San Diego: (858) 505-9906; www.cscsandiego.org
Disability Rights California, San Diego Chapter: (619) 239-7861; www.disabilityrightsca.org
Fair Housing Council of San Diego: (619) 699-5888; www.fhcsd.com
Filipino-American Chamber of Commerce of San Diego: (858) 220-5487; <https://facensd.org/>
Gay and Lesbian Alliance Against Defamation: <https://glaad.org/contact/>; www.glaad.org
Gay, Lesbian and Straight Education Network, San Diego County: <https://www.glsen.org/about-us/contact-us>; <https://www.glsen.org/chapter/san-diego-county>
Goodwill San Diego: (619) 225-2200; www.sdgoodwill.org
Hispanic Wealth Project: (619) 719-4840; <https://hispanicwealthproject.org/>
Interfaith Community Services: (760) 489-6380; www.interfaithservices.org
Japanese Americans Citizens League, San Diego chapter: (619) 512-2534; www.jaclsandiego.org
MANA de San Diego: (619) 297-0115; manasd@manasd.org; manasd.org
NAACP North San Diego County: (760) 754-9686; www.nsdacnaacp.org
NAACP San Diego Chapter: (619) 431-4633; www.sandiegonaacp.org
National Society of Hispanic MBAs San Diego Chapter: president@shpesd.org; http://www.shpesd.org/nshmba_logo/
Native Hire: (760) 440-5030; <https://www.nativehire.org/>
Neighborhood House Association: (858) 715-2642; www.neighborhoodhouse.org
North County LGBTQ Resource Center: (760) 994-1690; www.ncresourcecenter.org
Pala Band of Mission Indians: (760) 891-3500; <http://www.palatribes.com/>
Pauma Band of Luiseno Indians: (760) 742-1289; <https://www.paumatribes.com/>
San Diego Alliance for Asian Pacific Islander Americans: (858) 405-3326; <https://sdalliance.weebly.com/>
San Diego County Hispanic Chamber of Commerce: (858) 268-0790; www.sdchcc.com

San Diego LGBT Community Center: (619) 692-2077; www.thecentersd.org
San Diego Pride: (619) 297-7683; <https://sdpride.org/>
San Diego Workforce Partnership: 96190319-9675; workforce.org
Southern California American Indian Resource Center: (888) 217-2247; <https://www.scairinc.org/>
Southern California Tribes: www.kumeyaay.info/southern_calif_tribes
State of California Employment Development Department; 1-866-333-4606;
<https://edd.ca.gov/en/employers/>
University of California San Diego Academic Internship Program: (858) 534-2230; aip.ucsd.edu
Urban League San Diego County: (619) 266-6237; www.sdul.org
Vietnamese Federation of San Diego: info@VietFederationSD.org; vietfederationsd.org

PLAN COMPONENT 10

LONGITUDINAL ANALYSIS: PROCESS AND UPDATE SUMMARY

PROCESS

Student Data

Student demographics are collected through CCCApply and pulled from DataMart: California Community Colleges Chancellor's Office. The District has identified student demographics as its comparative data as a measure of growth and progress.

Employee Data

Human Resources reviews the demographic data of applicant pools for adverse impact as each position closes to adjust recruitment strategies. The EEOAC reviews selection rates and selection impact annually to make recommendations on improvements in practice and to analyze effectiveness of established goals. Upon analysis of the data, the District shall determine if additional measures are needed to improve the effectiveness of the plan. The District also uses this data to analyze our workforce in terms of hiring and employee retention.

The data tables (Appendix A) provide the District's longitudinal analyses related to the above categories, except for disability identification. The latter is not included due to insufficient self-identification data. The analyses are inclusive of gender, race, and ethnicity.

The Governing Board receives an annual update of progress towards the implementation of the EEO plan and may periodically request reports on demographic data and outcomes.

Demographic data includes persons from monitored group status in each of the following job categories:

- 1) Executive/Administrative/Managerial
- 2) Faculty
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

Collection of District Workforce and Applicant Data

Each applicant or employee shall be afforded the opportunity to identify their gender (including non-binary options), ethnic group identification, and, if applicable, their disability; all information is confidential. A person may designate multiple ethnic groups with which they identify but shall be counted in only one ethnic group for reporting purposes. Chinese, Japanese, Filipinos, Koreans, Vietnamese, Asian Indians, Hawaiians, Guamanians, Samoans, Laotians, and Cambodians are to be counted and reported as part of the Asian/Pacific Islander group as well as in separate subcategories.

To improve accuracy and consistency in the demographic data collected for applicants and employees, these categories are defined in accordance with federal Equal Employment Opportunity Commission (EEOC) work force reports (Section 709(c), Title VII, Civil Rights Act of 1967, as Amended by the Equal Employment Opportunity Act of 1972) and California *Government Code (GC)* Section 8310.5.

- 1) **Gender Identification.** A person may self-identify as female, male, or non-binary.
- 2) **Race and Ethnicity Identification.** A person may self-identify multiple ethnic groups but shall be counted in only one ethnic group for reporting purposes.
 - a) **American Indian or Alaskan Native (Not Hispanic or Latino)** – a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
 - b) **Asian/Pacific Islander** - Chinese, Japanese, Filipinos, Koreans, Vietnamese, Asian Indians, Hawaiians, Guamanians, Samoans, Laotians, and Cambodians (counted and reported as part of the Asian/Pacific Islander group as well as in separate subcategories)
 - c) **Black/African American (Not Hispanic or Latino)** – A person having origins in any of the black racial groups of Africa.
 - d) **Hispanic/Latino** – A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race.
 - e) **White/Caucasian (Not Hispanic or Latino)** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
 - f) **Declined to State**
- 3) **Disability Identification.** Employees and applicants may self-identify their disability status, if any, as defined by the Fair Employment and Housing Act.

ANALYSIS OF DATA

STUDENT DEMOGRAPHIC RESULTS (TABLES 1 & 4)

The student demographic data identifies the total number of students for the Fall term over a four-year period. The total number of students includes credit and non-credit, based on positive attendance at eight or more hours or .50 or more units earned. It also shows students who were enrolled in weekly/daily census and addresses independent study sections at eight or more hours or .50 or more units earned.

The student demographics show an approximately 50-50 split between males and females in the student population. During the registration period for the Fall 2019 cohort, the District switched from a local student application to using CCCApply. Consequently, the District has seen an increase in the number of students identifying as non-binary and a decrease of students categorized as Other or Unknown. As a higher and higher proportion of the student population has been exposed to the CCCApply application, these numbers should stabilize.

With respect to race and ethnicity of the student population, the largest category was Hispanic/Latino with a range between 47% to 50% over the four-year period. The second largest group is White/Caucasian with a range between 32% to 34%. The Asian/Pacific Islander student population remained at 4% to 5% of the student population.

Comparison of Student and Employee Demographics (TABLES 3 & 6)

Gender. When comparing the student population to the employee population, because nonbinary and other categories as yet have not been available consistently across the two populations, only the female and male categories were focused upon. The data show consistency by gender across the student and employee populations. Because neither the female nor male populations dropped below 80%, no apparent underrepresentation was identified.

Race and Ethnicity. Comparing the student and employee populations did reveal underrepresentation in terms of race and ethnicity. Specifically, for each year, the Hispanic/Latino population of employees was proportionally smaller than the Hispanic/Latino population of students. For example, for Fall 2022, while Hispanic/Latino students constituted 50.1% of the student population, they constituted only 22.8% of the employee population. The proportion of Hispanic/Latino employees was less than 80% (45.5%), thus demonstrating an area of underrepresentation.

In relationship to employee data, the White/Caucasian group is the largest for employees, but the Hispanic/Latino group is the largest for students. For the Black/African American group, there appears to be an equitable balance between the employee and student population at approximately 3%. Similarly, the American Indian/Alaskan Native employee and student population also are equitably comprised at 1%.

The growth of the Asian/Pacific Islander employee population from 6.9% to 8.4% shows some progress on the District-set goals to monitor and provide targeted recruitment from the prior EEO Plan.

Disability. The District continues to integrate accessibility and universal design into our recruitment and hiring processes to ensure that all applicants are able to work through the application and hiring process without barriers. Additionally, PD training continues to emphasize the need for accessibility and universal design to meet the needs of our students.

EMPLOYEE GENDER ANALYSIS (TABLE 3)

Data gathered over the past four years demonstrates that the employees within the District have been relatively balanced with respect to gender, with females constituting 50% to 52% of the District employees. The executive, administrative, and managerial positions are more likely to be occupied by females (66.15%) than by males (33.85%).

Full-time faculty, like employees overall, were a little more likely to be female than male, as females ranged from 52% to 54% and males ranged from 46% to 48% over a four-year period. By contrast, part-time faculty were a little more likely to be male than female, with males ranging from 52% to 55% of the population and females ranging from 45% to 48% over the four-year span.

For classified employees, the four-year trend shows females to be consistently at 56% of the population with males at 44%.

It should be noted that the non-binary option has only recently been added for employees and applicants. To capture accurate data the District will need employees to update their demographic data as outlined in plan component 13, to date no employees have selected that option.

EMPLOYEE RACE & ETHNICITY (TABLE 5)

The total population demonstrates the majority category is White/Caucasian at 55%, a decrease over the past four years from 61% in 2019. This change reflects both an increase in diverse hires as well as a slightly higher average annual attrition rate for White/Caucasian (17.5%) compared to All (16.3%) employees. The second largest category is Hispanic/Latino at 23% of the total employee population.

In Fall 2022, the executive and administrative category includes 58 people, the majority of whom are White/Caucasian at 50%. The Hispanic/Latino category is the second largest, at 25.9%.

Full-time faculty included 275 people last fall, two-thirds (65% to 69%) of whom were White/Caucasian. The second largest category is Hispanic/Latino at 14.2%.

Part-time faculty were a majority White/Caucasian population, with the proportion decreasing from 66% in 2019 to 60% in 2022. The second largest population among part-time faculty was Hispanic/Latino, at 17% in 2022. The Other or Unknown category is the largest (at 10%) among part-time faculty relative to the other employee types.

Classified staff had the population that most closely resembles the student population in terms of race and ethnicity. The largest category was White/Caucasian, which dropped from 48% in 2019 to 41% in 2022. The second largest category was Hispanic/Latino, which increased from 33% to 38% over that same span. Changes over time among other categories were minimal.

In summary, in both full-time and part-time faculty, the Hispanic/Latino category is demonstrably lower than the district average and the student population, which points to populations to target for recruitment in the district's future goals. Additionally, Asian/Pacific Islander employees constitute 8.4% of the District's employees but 9.8% of the District's service area.

JOB CATEGORY ANALYSIS (TABLE 8)

Executive, Administrative, Managerial

The data relative to this job category includes all management positions, which differs from the early data set that separated classified management from educational administrators.

Over the past three years, the split by gender has remained about the same. The White/Caucasian population decreased from 56% to 50%. The Hispanic/Latino population demonstrated a slight increase from 22% to 26%.

Assessing the comparative data of student population with this category, the groups who are most comparable are Asian/Pacific Islander, and American Indian/Alaskan Native. The category that demonstrates the largest discrepancy is Hispanic/Latino, which is at 26% compared to the student population at 50%.

Full-time Faculty

The gender data for this group is balanced based on the student population. In terms of race/ethnicity, this category is demonstrative of the most significant disproportionality in comparison to student demographics. The full-time faculty consists of 65% White/Caucasian while the student population ranges from 32% to 34%. In contrast, the largest category for the student population is Hispanic/Latino, which ranges from 47% to the current 50%; the full-time faculty population is between 14% to 15% Hispanic/Latino.

Despite this disproportionality, the District has demonstrated growth in several targeted populations from the prior EEO Plan, therein helping it to achieve one of its goals. Specifically, the Asian/Pacific Islander population increased to 10%. In addition, the Black/African/American population shows comparative data with full-time faculty representing 3% and students at 3%.

Part-time Faculty

Part-time faculty were a majority White/Caucasian population, with the proportion decreasing from 66% in 2019 to 60% in 2022. The second largest population among part-time faculty was Hispanic/Latino, at 17% in 2022. The Other or Unknown category is the largest (at 10%) among part-time faculty relative to the other employee types.

Professional (Non-faculty)

This Professional (Non-faculty) category has shown a consistent disproportionate trend of the female population being approximately 10% higher than the male population with a range of 54% to 56% female, in comparison to 44% to 46% male. Positions in this category may include analysts, coordinators, and specialists. In comparison to the student population, there is greater proportionality within race/ethnicity as opposed to other job categories. The Asian/Pacific Islander population is at 16% compared to that of students at 5%. The Black/African American population is equitable at 3% for staff and students, which is the same for the White/Caucasian population of staff and students, both of whom at 34%.

The Hispanic/Latino population is disproportionate, but this disparity is less significant in comparison to most other job categories. The staff population is 37% with the student population is 50%.

Clerical/Secretarial

The category of Clerical/Secretarial demonstrates the second largest group of disproportionalities within gender. Historically, males have been significantly underrepresented within this population across most employers. For the District, females constitute 90% of the total population with males at 10%. Compared to the student population, the

balance with race/gender appears to be the most proportionate. The Asian staff population is at 9% with the student population at 5%. The Black/African American population was proportionate at 3%. The staff White/Caucasian population was at 39% with the student population at 34%. Finally, the Hispanic/Latino population shows a slight discrepancy with staff at 42% and students at 50%.

Technical/Paraprofessional

The Technical/Paraprofessional category demonstrates disproportionality within gender. The female population has ranged from 59% to 64%, with the male population ranging from 36% to 41%. However, during the 2022 year, the gap appears to have decreased with the percentages being 59% for females and 41% for males. For race/ethnicity, this group also appears to be relatively proportionate in comparison to the student population. For the American Indian/Native Alaskan, Asian/Pacific Islander, and Black/African American populations, the staff is either the same or close to the student population data. The most significant discrepancies were with the Hispanic/Latino population at 33% for staff and 50% for Hispanic/Latino students; the White/Caucasian staff was at 49%, while White/Caucasian students were at 34% in this job category. There has been slight growth of 1% for the Hispanic/Latino population and a decrease in the White/Caucasian population at 3%, over the past three years.

Skilled Crafts

This job category, on average, includes only 15 employees, which means any increase or decrease will create substantial shifts in either direction. Nonetheless, this category has historically included more males than females. As such, the District has worked to target recruitment of the female population, as it consists of 100% males. With respect to race/ethnicity, the Skilled Crafts category includes only three groups, which is American Indian/Native Alaskan at 8% (1 employee), Hispanic/Latino at 54%, and White/Caucasian population at 39%, which is relatively proportionate to the student population at 34%. This category demonstrates the Hispanic/Latino staff population slightly exceeding the student population at 50%.

Service and Maintenance

The Service and Maintenance job category, like Skilled Crafts, has shown historic gender disproportionality. Specifically, males constituted 88% to 89% of the population while females were at 11% to 14%. During 2022, the District was able to create a more proportionate balance with females increasing by 3%, leading to their being at 14%.

In terms of race/ethnicity, most groups are equitably represented when comparing to the student population. The Black/African American staff population exceeds the student population at 10%. The Hispanic/Latino staff population is at 47%. In contrast, the White/Caucasian staff population is at 27%, which is the lowest percentage for this group within any category it has been compared to.

LONGITUDINAL DATA APPLICANT POOL – ADVERSE IMPACT (TABLE 9)

When addressing selection impact data, specifically adverse impact, the group with the highest number of selections is the group or bar that is used to compare to the other groups. This assessment does not mean that discrimination has occurred; rather, it provides insight into the employer's hiring practices and assesses how the selection rate(s) is impacting a monitored group.

In accordance with the EEOC, *"A selection rate for any race, sex, or ethnic group which is less than four-fifths (or 80%) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact."* A factor that cannot be controlled within this type of analysis is the size of a population in proportion to the number of applicants who may apply for a position. For example, a larger population as opposed to a smaller one could render a higher selection rate for the larger group. While this is a valid reason for higher selection rates, it does not minimize the fact that employers are charged with recognizing and working toward creating a more diverse workforce, particularly based on the historical disadvantage of significantly underrepresented groups.

The longitudinal analysis over the past three years has shown the number of applicants increase relative to the number of hires. During 2019-20, there were 65 hires with 2,619 applicants. In 2020-21, there were 25 hires with 529 applicants, and, in 2021-22, there were 31 hires with 541 applicants. (See Appendix A: 3-Year Adverse Impact Longitudinal Analysis of Applicant Pool.)

To have a clearer understanding of how to arrive at Adverse Impact, look at these examples from Palomar's data. From 2019-2023 of the 1755 White/Caucasians who applied for a position at Palomar over the last 3 years, 44 (2.51%) were hired. That selection rate of 2.51% is then divided by the highest selection rate, which is 2.60% for Hispanic/Latino. The resultant selection impact ratio for White/Caucasian is 96.52%, which is above the bar of 80% for Selection Impact. Similarly, over the same period, of the 413 Asian/Pacific Islanders who applied for a position, 5 (1.21%) were hired. Dividing the selection rate of 1.21% by 2.60% (the same highest selection rate), the resultant selection impact ratio is 46.61%, well below the 80% bar. Thus, adverse impact is seen for Asian/Pacific Islanders in our hiring process.

The data shows the group with the most applicants and selected candidates for hire is the White/Caucasian group. This group shows a significantly higher number of applicants in comparison to other groups. The groups that showed adverse impact were Black/African American at 39.02%, Asian/Pacific Islander at 46.61%, and Other/Unknown at 39.49%. The selection rate for American Indian/Alaska Native was 0%; however, since our base is N=40 and there were only 29 applicants from this category, the number is too small for consideration here.

Further analysis of the selection process will need to take place to determine which practices within the process may be hindering the success of any one population of applicants.

PLAN COMPONENT 11

PROCESS FOR DETERMINING UNDERREPRESENTATION IN JOB CATEGORIES & ANALYSIS

Underrepresentation is defined as any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question. The district determines the projected representation by identifying a representative group that holds the largest rate of positions in a job category. The District then measures the total jobs held by other groups in comparison to the representative group to determine whether those groups hold at least 80% of the number of jobs held by the representative group.

The data assessed to determine represented groups can include the following:

- Workforce demographics for each job category or classification.
- Student demographics at the college or district.
- Previous demographics of applicants.

Any projections made from the data assessment will not serve as hiring goals/quotas; instead, the projection is the criteria to be used to assess whether the District has underrepresented groups. The existence of an underrepresented group is not proof of discrimination or adverse impact. Nevertheless, the District becomes obligated to review to determine if the underrepresentation of a group may be the result of non-job-related factors. This information can also assist the District in determining what additional measures must be created and implemented to address this underrepresentation, possibly including amendment of its current policies and practices.

UNDERREPRESENTATION GROUP ANALYSIS (TABLES 3 & 8)

In review of the various job categories, the District is charged with comparing the percentage of individuals from a monitored group in a job category with the District's projected representation for the same group. The projected representation can be based on one or more factors, including the following:

- Student demographics at the College or District
- Community demographics in the District's service area
- Labor market availability for the job category
- Previous demographics of job applicants

The projected representation identifies how a certain group is representative of the community it serves. When a disparity exists, it may demonstrate that an employer's hiring practices may not represent the community demographics based on the existent population and may assist the employer with understanding trends and patterns related to hiring practices and any group(s) who may be underrepresented in relation to the projected representation.

In the District's case, it has selected student demographics as the projected representation. As identified in Appendix A, each job category will be compared to the student population in terms of underrepresentation in relation to gender and race/ethnicity. Underrepresentation will be defined as employee groups that fall below 80% of the student group

percentage by race/ethnicity. Palomar's majority student group is Hispanic/Latino in Fall 2022 at 50.1%. 2+ races show underrepresentation by employees however this demographic data was more recently collected. As such, 2+ races and no-binary demographic data for employees will need further analysis once employee demographic data is updated as outlined in plan component #13.

For the **Executive, Administrative, and Managerial** categories, Two or More Races, Black/African American, and Hispanic/Latino populations all fall below the 80% threshold in comparison to the student population. It is worth noting that the small numbers in this job category mean disparities should be viewed with caution. For example, because the Black/African American student population is at 3%, the threshold for determining underrepresentation is $3\% \times 80\%$, or 2.4%. The discrepancy between the Black/African American employee percentage (2%) and the threshold (2.4%) is 0.4%.

The majority for **Full-time Faculty and Part-time Faculty** is White/Caucasian at 65% and 60%, respectively, for Fall 2022. The Hispanic/Latino faculty for Full-time Faculty is 15% and 17% for Part-time Faculty. Therefore, underrepresentation exists for the Hispanic/Latino faculty. There is no underrepresentation for the other groups among the faculty, except for the possibility of Two or More Races, which will require more data to determine (4-Year Trend Employee & Classification Demographics by Race/Ethnicity).

For the **Professional Non-faculty** group, the Hispanic/Latino employee group is at 37%, which is below that of the student group. All remaining groups are near equivalent or higher.

The **Clerical/Secretarial** group demonstrates the Hispanic/Latino employee group to be the largest at 42%. American Indian/Alaska Native shows projected representation of 0% in the employee group. No other groups are considered underrepresented in this category.

The **Technical or Paraprofessional** group shows the Hispanic/Latino employee group at 33%. All the remaining employee groups are close to equivalent or above in this job category.

For **Skilled Crafts**, there are only 13 employees in this job category. Therefore, each individual represents 7.7 percentage points. While some populations fall below the 80% threshold, none of them are a full person (7.7%) below the corresponding proportion in the student population.

Finally, for **Service and Maintenance**, Overall, this group is relatively balanced in comparison with the student population.

LONGITUDINAL APPLICANT ANALYSIS

The Hispanic/Latino group is underrepresented in Full-time Faculty, Part-time Faculty, Professional Non-faculty, and the Technical/Paraprofessional categories. For Executive, Administrative, and Managerial categories, Black/African American, and Hispanic/Latino fall below the 80% threshold.

PLAN COMPONENT 12

STEPS TO ADDRESS UNDERREPRESENTATION

ADDRESSING UNDERREPRESENTATION

Section 53003(c)(8) of Title 5 requires EEO Plans to identify steps to be taken if the analysis pursuant to Section 53003(c)(7) and Component 11 reveals underrepresentation of a monitored group. Should the State Chancellor provide the available data necessary to conduct the analysis, the District EEO Officer will be responsible for developing appropriate measures for addressing findings of underrepresentation and significant representation.

The District has conducted an analysis on the underrepresentation within the District's workforce and/or applicant pool, as demonstrated within Plan Components 10 and 11. The analysis will help the District determine if underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For Plan Component 13, the phases of the employment process include recruitment, hiring, retention, and promotion. The information to be reviewed shall include, but is not limited to, the following:

- Longitudinal analysis of data regarding job applicants gathered pursuant to Plan Component 10 and 11, to identify, if over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool.
- Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate underrepresentation of a monitored group.
- Analysis pursuant to Section 53003(c)(7) to determine whether the group is underrepresented.

Based on the analyses conducted, the District shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

RECRUITMENT

1. Employment applicants are required to "demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students" during the application and interview process. Selection committees use this information to assess each qualified applicant's understanding of diversity and cultural competence.
2. The District annually evaluates its advertising and recruitment methods to ensure its efforts are broad and inclusive, including reaching out to sources likely to reach underrepresented populations.
3. The District will support, and, if needed, increase its advertising and recruiting budget to ensure that recruitment is broad and inclusive.
4. The VPHR engages with department/division heads and administrators to develop and improve recruiting and hiring practices to address underrepresentation in their department/divisions. Examples of practices include, but are not limited to, the following:
 - a) Mandatory training regarding the value of workforce diversity and EEO for administrators and staff who serve on selection committees.

- b) Training in equity and diversity for all administrators and staff.
- c) Training of selection committees in developing interview questions that do not have a disparate impact on particular groups.
- d) Assisting committees by providing questions that address skills and knowledge actually required to perform the job.
- e) Assisting committees in embedding DEIAA competencies throughout the interview and screening process, embedding them with the knowledge, skills, and abilities.
- f) Educating faculty, staff, administrators, and the Board on the need for and value of a diverse workforce using workshops and learning opportunities.
- g) Providing recommendations for changes to the job announcement and screening criteria for all employee groups, including part-time positions, which may reasonably be expected to attract candidates from significantly underrepresented groups.
- h) Offering and participating in job fairs that are likely to attract qualified people from underrepresented groups.
- i) Promoting curricular offerings that may attract underrepresented and significantly underrepresented groups.
- j) Using electronic media and social network sites that have an audience composed of the general market and groups found to be significantly underrepresented in the District's workforce.

PROCESS MONITORING

Human Resources actively monitors the representation rate of the various groups throughout the hiring process. If underrepresentation is identified, the district performs the following:

1. In its annual review of the District's recruitment and hiring process and procedures, the EEOAC recommends modifications to address underrepresentation.
2. A review of the "required," "desired," or "preferred," qualifications being used to screen applicants for positions in the job category to determine whether it is job-related and consistent with business necessity through a process meeting the requirements of State and Federal law(s).
3. Discontinuance of the use of any qualification that is found to not satisfy the requirements of the job.

DISTRICTWIDE EFFORTS

The District will review hiring procedures and policies through the shared governance process, which includes all constituent groups, Faculty Senate, and governance committees and councils. The outcome will provide improved policies and practices for recruiting, selection, and retention. These efforts may include but not be limited to the following:

1. Allowing different classifications that may be more diverse to serve on committees that are less diverse.
 2. Identifying committees that lack diversity in terms of race/ethnic and gender balance and require the addition of members to the committee before proceeding.
 3. Development of processes and procedures within department(s)/division(s) that lack diversity to identify strategies it will employ to enhance and recruit for diverse applicants.
-

4. Determination of various methods for position postings and assessment of how they are perceived by potential job seekers to determine if there are any unintended barriers to candidates securing interviews.
5. Working with faculty and other experts to develop in-house and outside relationships with external institutions to inform potential applicants, such as graduate students, of the benefits of a teaching career in the California Community College system.
6. Training on basic diversity awareness emphasizes the importance of diversity and cultural competence in hiring.
7. Presentations on diversity to faculty, staff, administration, and the Governing Board.
8. Provision of educational materials that enhance diversity awareness and sensitivity such as articles, books, pamphlets, booklets, already developed or created by the District to better inform all employees and external applicants of the importance of diversity and its commitment to this effort.

PLAN COMPONENT 13

SPECIFIC PRE-HIRE, HIRE, AND POST-HIRE EEO STRATEGIES

As described in Plan Component 12, the District has set forth various strategies for furthering its efforts to diversify the workforce. These efforts are demonstrated in the District's strategies over the next three (3) years within its pre-hiring, hiring and post-hiring practices as presented within the matrix below:

Implementation Item	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Update Employee Demographic Data and Launch EEO Data Dashboard	Human Resource Services (HRS), Institutional Research and Planning (IRP), Information Services (IS).	<p>Y1: Develop and communicate process for requesting/updating employee EEO data.</p> <p>Y2: Develop data dashboard that includes applicant, interview, second level, interview, hiring EEO metrics.</p> <p>Y3: Integrate the use of the data dashboard into selection committee training.</p>	<ul style="list-style-type: none"> • >70% of current employees update their EEO data. • Dashboard developed and posted. • Use of dashboard fully implemented into selection committee training. • Dashboard is accessed and reviewed by 100% of selection committees
HIRING			
Implement consistent EEO hiring best practices into the hiring process for all positions (All Faculty, Classified, Administrative, Short-Term, Student, Supervisory etc.)	HRS, Constituent Groups, Chief Diversity Officer (CDO), Executive Leadership	<p>Y1:</p> <ul style="list-style-type: none"> • Update application to include diversity antiracism questions for all positions. • Update selection committee composition, include diversity of those who serve. • Develop DEIAA related interview questions as part of the interview process for all positions. <p>Y2: Implement updated application, process, and interview questions.</p> <p>Y3: Evaluate effectiveness by utilizing adverse impact data throughout the applicant cycle with all positions, including part-time.</p>	<ul style="list-style-type: none"> • Baseline established for adverse impact of applicants for part-time positions. • Decrease in that adverse impact in our applicant pools for all positions. • Updated training materials and selection process for all positions. • Demonstrated monitoring of adverse impact for all applicant pools, and throughout the hiring process. • Increased representation in our underrepresented groups across all positions.

Implementation Item	Who	What/When	Effectiveness Metrics & Review
POST-HIRING			
Comprehensive Onboarding (Training and Support: Campus Culture, Student Success, DEIAA Practices, and Mandatory Training)	HRS, Professional Development, CDO, Supervisors/Managers, Constituent Groups	<p>Y1: Evaluate onboarding needs for all employee groups.</p> <p>Y2: Design a comprehensive onboarding framework to include mentorship and growth.</p> <p>Y3: Establish content and begin launching to employees.</p>	<ul style="list-style-type: none"> • 100% of new employees receive employment on-boarding. • >50% response to qualitative feedback surveys from new employees and managers • Quantitative data analysis on completion, qualitative feedback from new employees and managers
Updated Process for Responding to EEO and Title IX Complaints	HRS, Professional Development	<p>Y1: Analyze, update, and disseminate reporting procedures and timeliness.</p> <p>Y2:</p> <ul style="list-style-type: none"> • Provide updated training. • Evaluate data. 	<ul style="list-style-type: none"> • Documentation of process to include evaluation of compliance trends to guide further training needs and training. • Updated Title IX website with appropriate training materials and resources • Maxient routinely reviewed for efficiency and compliance and timelines.
Campus Climate Survey Related to DEIAA	HRS, Constituent Groups, CDO, Professional Development, Executive Leadership	<p>Y1:</p> <ul style="list-style-type: none"> • Research • Collaborate with national/regional climate survey developers. <p>Y2:</p> <ul style="list-style-type: none"> • Develop communication and outreach program for the launch of the survey. • Launch Survey <p>Y3:</p> <ul style="list-style-type: none"> • Analyze Survey Results • Share results with constituents and councils. • Develop an implementation plan in alignment with equity and vision plan. 	<ul style="list-style-type: none"> • >20% completion rate of the survey • Compare survey results with EEO Plan outcomes, using longitudinal data analysis. • Survey results should be aligned to our goals and objectives in our EEO Plan, Vision 2035 Plan, CO Vision 2030, and Student Equity Plan; results should be reflected in decision making and policies and procedures.

APPENDIX A

Table 1: 4-Year Trend Student Demographics by Gender

Student Demographics	Term	Total	Female	Male	Non-Binary	Unknown
Students Enrolled at Census	Fall 2019	26,060	12,433/48%	13,254/51%	5/<1%	368/1%
	Fall 2020	22,219	11,299/51%	10,680/48%	19/<1%	221/1%
	Fall 2021	19,414	9,617/50%	9,547/49%	51/<1%	199/1%
	Fall 2022	18,818	8,818/47%	9,600/51%	98/.5%	242/1%

Table 2: 4-Year Trend Employee & Classification Demographics by Gender

Employee Type	Term	Total	Female	Male	Non-Binary
All Employees	Fall 2019	1,557/100%	780/50%	777/50%	0.0%
	Fall 2020	1,365/100%	705/52%	660/48%	0.0%
	Fall 2021	1,324/100%	689/52%	635/48%	0.0%
	Fall 2022	1,340/100%	682/51%	658/49%	0.0%
Executive/Admin/ Mgr.	Fall 2019	16/1%	11/69%	5/31%	0.0%
	Fall 2020	18/1%	12/67%	6/33%	0.0%
	Fall 2021	16/1%	10/62%	6/38%	0.0%
	Fall 2022	15/1%	10/67%	5/33%	0.0%
Faculty Full-Time	Fall 2019	309/20%	161/52%	148/48%	0.0%
	Fall 2020	281/21%	149/53%	132/47%	0.0%
	Fall 2021	273/21%	147/54%	126/46%	0.0%
	Fall 2022	275/21%	146/53%	129/47%	0.0%
Faculty Part-Time	Fall 2019	750/48%	338/45%	412/55%	0.0%
	Fall 2020	615/45%	292/48%	323/52%	0.0%
	Fall 2021	616/47%	298/48%	318/52%	0.0%
	Fall 2022	638/48%	296/46%	342/54%	0.0%
Classified	Fall 2019	482/31%	270/56%	212/44%	0.0%
	Fall 2020	451/33%	252/56%	199/44%	0.0%
	Fall 2021	419/32%	234/56%	185/44%	0.0%
	Fall 2022	412/31%	230/56%	182/44%	0.0%

Table 3: Analysis of Underrepresented Groups; 4-Year Trend Employee & Classification Demographics by Gender

Term	Gender	Students		Employees		Projected Representation	Below 80%
		Headcount	Percent	Headcount	Percent		
Fall 2019	Female	12,433	47.7%	780	50.1%	105.0%	No
	Male	13,254	50.9%	777	49.9%	98.1%	No
	Non-Binary	5	0.0%	0	0.0%	0.0%	Yes
	Unknown	368	1.4%	0	0.0%	0.0%	Yes
	Total	26,060	100.0%	1,557	100.0%		
Fall 2020	Female	11,299	50.9%	705	51.6%	101.6%	No
	Male	10,680	48.1%	660	48.4%	100.6%	No
	Non-Binary	19	0.1%	0	0.0%	0.0%	Yes
	Unknown	221	1.0%	0	0.0%	0.0%	Yes
	Total	22,219	100.0%	1,365	100.0%		
Fall 2021	Female	9,617	49.5%	689	52.0%	105.1%	No
	Male	9,547	49.2%	635	48.0%	97.5%	No
	Non-Binary	51	0.3%	0	0.0%	0.0%	Yes
	Unknown	199	1.0%	0	0.0%	0.0%	Yes
	Total	19,414	100.0%	1,324	100.0%		
Fall 2022	Female	8,818	47.0%	682	50.9%	108.3%	No
	Male	9,600	51.2%	658	49.1%	95.9%	No
	Non-Binary	98	0.5%	0	0.0%	0.0%	Yes
	Unknown	242	1.3%	0	0.0%	0.0%	Yes
	Total	18,758	100.0%	1,340	100.0%		

Table 4: 4-Year Trend Student Demographics by Race/Ethnicity

	Term	Total	American Indian/ Alaska Native	Asian	Pacific Islander	Filipino	Black/ African American	Hispanic/ Latino	White/ Caucasian	2+ Races	Other/ Unknown
Students Enrolled at Census	Fall 2019	26,060	149/1%	1,200/5%	95/<1%	600/2%	726/3%	12,692/49%	8,373/32%	1,303/5%	922/4%
	Fall 2020	22,219	143/1%	1,024/5%	78/<1%	558/3%	607/3%	10,442/47%	7,566/34%	1,313/6%	488/2%
	Fall 2021	19,414	119/1%	879/5%	79/<1%	439/2%	540/3%	9,269/48%	6,557/34%	1,195/6%	337/2%
	Fall 2022	18,818	103/.5%	836/4%	68/<1%	423/2%	487/3%	9,423/50%	6,109/32%	1,118/6%	251/1%

Table 5: 4-Year Trend Employee & Classification Demographics by Race/Ethnicity

Employee Type	Term	Total	America Indian/ Alaska Native	Asian/Pacific Islander/Filipino	Black/ African American	Hispanic/ Latino	White/ Caucasian	2+ Races	Other/ Unknown
All Employees	Fall 2019	1,557/100%	12/1%	107/7%	47/3%	315/20%	949/61%	27/2%	97/6%
	Fall 2020	1,365/100%	11/1%	102/7%	39/3%	293/21%	795/58%	23/2%	102/7%
	Fall 2021	1,324/100%	14/1%	103/8%	41/3%	286/22%	755/57%	25/2%	100/8%
	Fall 2022	1,340/100%	10/1%	113/8%	45/3%	305/23%	736/55%	26/2%	105/8%
Executive/ Admin/Mgr.	Fall 2019	16/1%	0.0%	3/19%	1/6%	3/19%	9/56%	0.0%	0.0%
	Fall 2020	18/1%	0.0%	2/11%	0.0%	4/22%	12/67%	0.0%	0.0%
	Fall 2021	16/1%	0.0%	2/13%	0.0%	4/25%	8/56%	0.0%	1/6%
	Fall 2022	15/1%	0.0%	2/13%	0.0%	4/27%	8/53%	0.0%	1/6%
Faculty Full-Time	Fall 2019	309/20%	4/1%	22/7%	7/2%	45/15%	211/68%	5/2%	15/5%
	Fall 2020	281/21%	4/1%	21/7%	7/2%	38/14%	193/69%	5/2%	13/5%
	Fall 2021	273/21%	4/1%	19/7%	7/3%	39/14%	186/68%	6/2%	12/4%
	Fall 2022	275/21%	3/1%	28/10%	9/3%	41/15%	178/65%	8/3%	12/4%
Faculty Part-Time	Fall 2019	750/48%	5/1%	50/7%	20/3%	106/14%	496/66%	15/2%	58/8%
	Fall 2020	615/45%	4/1%	45/7%	16/3%	91/15%	387/63%	11/2%	61/10%
	Fall 2021	616/47%	6/1%	49/8%	18/3%	91/15%	382/62%	11/2%	59/10%
	Fall 2022	638/48%	5/1%	48/8%	20/3%	106/17%	384/60%	9/1%	66/10%
Classified	Fall 2019	482/31%	3/1%	35/7%	19/4%	161/33%	233/48%	7/1%	24/5%
	Fall 2020	451/33%	3/1%	35/8%	16/4%	160/35%	203/45%	7/2%	28/6%
	Fall 2021	419/32%	4/1%	33/8%	16/4%	152/36%	178/42%	8/2%	28/7%
	Fall 2022	412/31%	2/5%	35/8%	16/4%	156/38%	168/41%	9/2%	26/6%

Table 6: Underrepresented Groups Analysis – Race & Ethnicity

Term	Race & Ethnicity	Students		Employees		Actual to Projected Representation Ratio	Below 80%
		Headcount	Percent	Headcount	Percent		
Fall 2019	American Indian/Alaska Native	149	0.6%	12	0.8%	135.1%	No
	Asian/Pacific Islander/Filipino	1,895	7.3%	107	6.9%	94.7%	No
	Black/African American	726	2.8%	47	3.0%	108.6%	No
	Hispanic/Latino	12,692	48.7%	315	20.3%	41.6%	Yes
	White/Caucasian	8,373	32.1%	949	61.1%	190.1%	No
	2+ Races	1,303	5.0%	27	1.7%	34.7%	Yes
	Other/Unknown	922	3.5%	97	6.2%	176.4%	No
	Total	26,060	100.0%	1,554	100.0%	100.0%	No
Fall 2020	American Indian/Alaska Native	143	0.6%	11	0.8%	125.2%	No
	Asian/Pacific Islander/Filipino	1,660	7.5%	102	7.5%	100.0%	No
	Black/ African American	607	2.7%	39	2.9%	104.6%	No
	Hispanic/Latino	10,442	47.0%	293	21.5%	45.7%	Yes
	White/Caucasian	7,566	34.1%	795	58.2%	171.0%	No
	2+ Races	1,313	5.9%	23	1.7%	28.5%	Yes
	Other/Unknown	488	2.2%	102	7.5%	340.2%	No
	Total	22,219	100.0%	1,365	100.0%	100.0%	No
Fall 2021	American Indian/Alaska Native	119	0.6%	14	1.1%	172.5%	No
	Asian/Pacific Islander/Filipino	1,397	7.2%	103	7.8%	108.1%	No
	Black/ African American	540	2.8%	41	3.1%	111.3%	No
	Hispanic/Latino	9,269	47.7%	286	21.6%	45.2%	Yes
	White/Caucasian	6,557	33.8%	755	57.0%	168.8%	No
	2+ Races	1,195	6.2%	25	1.9%	30.7%	Yes
	Other/Unknown	337	1.7%	100	7.6%	435.1%	No
	Total	19,414	100.0%	1,324	100.0%	100.0%	No
Fall 2022	American Indian/Alaska Native	103	0.5%	10	0.7%	136.3%	No
	Asian/Pacific Islander/Filipino	1,327	7.1%	113	8.4%	119.6%	No
	Black/African American	487	2.6%	45	3.4%	129.8%	No
	Hispanic/Latino	9,423	50.1%	305	22.8%	45.5%	Yes
	White/Caucasian	6,109	32.5%	736	54.9%	169.2%	No
	2+ Races	1,118	5.9%	26	1.9%	32.7%	Yes
	Other/Unknown	251	1.3%	105	7.8%	587.5%	No
	Total	18,818	100.0%	1,340	100.0%	100.0%	No

Table 7: 4-Year Trend Employee Job Category Demographics by Race/Ethnicity and Gender

Job Category	Term	Total	Male	Female	America Indian/ Alaska Native	Asian/ Pacific Islander /Filipino	Black/ African American	Hispanic/ Latino	White/ Caucasian	Other/ Unknown
Executive, Administrative, Managerial	2020-21	63	30/48%	33/52%	0.00%	7/11%	1/2%	14/22%	35/56%	6/10%
	2021-22	56	27/48%	29/52%	1/2%	5/9%	1/2%	14/25%	30/54%	5/9%
	2022-23	58	27/47%	31/53%	1/2%	5/9%	1/2%	15/26%	29/50%	7/12%
Full-Time Faculty	2020-21	281	132/47%	149/53%	7/3%	24/9%	8/3%	16/13%	193/69%	13/5%
	2021-22	273	126/46%	147/54%	0.00%	23/8%	8/3%	37/14%	186/68%	12/4%
	2022-23	275	129/47%	146/53%	7/3%	29/11%	10/4%	39/14%	178/65%	12/4%
Professional (Non- Faculty)	2020-21	80	36/45%	44/55%	0.00%	12/15%	2/3%	27/34%	33/41%	6/8%
	2021-22	76	35/46%	41/54%	0.00%	12/16%	2/3%	25/33%	29/38%	8/11%
	2022-23	70	31/44%	39/56%	0/0%	12/17%	2/3%	26/37%	24/34%	6/9%
Clerical or Secretarial	2020-21	96	11/12%	85/89%	0.00%	8/8%	3/3%	38/40%	41/43%	6/6%
	2021-22	89	9/10%	80/90%	0.00%	8/9%	3/3%	38/43%	34/38%	6/7%
	2022-23	89	9/10%	80/90%	0/0%	8/9%	3/3%	37/42%	35/39%	6/7%
Technical or Paraprofessional	2020-21	149	54/36%	95/64%	2/1%	8/5%	5/3%	49/32%	78/52%	7/5%
	2021-22	137	51/37%	86/63%	2/2%	8/6%	5/4%	44/32%	71/52%	7/5%
	2022-23	138	56/41%	82/59%	2/1%	13/9%	5/4%	46/33%	67/49%	5/4%
Skilled Crafts	2020-21	18	18/100%	0.00%	2/11%	0.00%	0.00%	8/44%	8/44%	0.00%
	2021-22	14	14/100%	0.00%	2/14%	0.00%	0.00%	7/50%	5/36%	0.00%
	2022-23	13	13/100%	0.00%	1/8%	0/0%	0/0%	7/54%	5/39%	0/0%
Service and Maintenance	2020-21	63	56/89%	7/11%	2/2%	7/11%	5/8%	26/41%	20/32%	3/5%
	2021-22	62	55/89%	7/11%	2/3%	7/11%	6/10%	26/42%	18/29%	3/5%
	2022-23	59	51/86%	8/14%	1/2%	6/10%	6/10%	27/46%	16/27%	3/5%

Note: Non-Binary and 2+ races are not represented in the table above, updated employee demographic data will be needed as outlined in plan component 13.

Table 8: Fall 2022 Underrepresented Groups Analysis - Race & Ethnicity by Job Category

Job Category	Race & Ethnicity	Students		Employees		Projected Representation	Below 80%
		Headcount	Percent	Headcount	Percent		
Executive, Administrative, Managerial	American Indian/Alaska Native	103	0.5%	1	1.7%	315.0%	No
	Asian/Pacific Islander/Filipino	1,327	7.1%	5	8.6%	122.2%	No
	Black/African American	487	2.6%	1	1.7%	66.6%	Yes
	Hispanic/Latino	9,423	50.1%	15	25.9%	51.6%	Yes
	White/Caucasian	6,109	32.5%	29	50.0%	154.0%	No
	Other/Unknown	251	1.3%	7	12.1%	904.8%	No
	Total	18,818	100.0%	58	100.0%	--	--
Full-Time Faculty	American Indian/Alaska Native	103	0.5%	7	2.5%	465.1%	No
	Asian/Pacific Islander/Filipino	1,327	7.1%	29	10.5%	149.5%	No
	Black/African American	487	2.6%	10	3.6%	140.5%	No
	Hispanic/Latino	9,423	50.1%	39	14.2%	28.3%	Yes
	White/Caucasian	6,109	32.5%	178	64.7%	199.4%	No
	Other/Unknown	251	1.3%	12	4.4%	327.2%	No
	Total	18,818	100.0%	275	100.0%	--	--
Professional (Non-Faculty)	American Indian/Alaska Native	103	0.5%	0	0.0%	0.0%	Yes
	Asian/Pacific Islander/Filipino	1,327	7.1%	12	17.1%	243.1%	No
	Black/ African American	487	2.6%	2	2.9%	110.4%	No
	Hispanic/Latino	9,423	50.1%	26	37.1%	74.2%	Yes
	White/Caucasian	6,109	32.5%	24	34.3%	105.6%	No
	Other/Unknown	251	1.3%	6	8.6%	642.6%	No
	Total	18,818	100.0%	70	100.0%	--	--
Clerical or Secretarial	American Indian/Alaska Native	103	0.5%	0	0.0%	0.0%	Yes
	Asian	1,327	7.1%	8	9.0%	127.5%	No
	Black/ African American	487	2.6%	3	3.4%	130.2%	No
	Hispanic/Latino	9,423	50.1%	37	41.6%	83.0%	No
	White/Caucasian	6,109	32.5%	35	39.3%	121.1%	No
	Other/Unknown	251	1.3%	6	6.7%	505.4%	No
	Total	18,818	100.0%	89	100.0%	--	--
Technical or Paraprofessional	American Indian/Alaska Native	103	0.5%	2	1.4%	264.8%	No
	Asian/Pacific Islander/Filipino	1,327	7.1%	13	9.4%	133.6%	No
	Black/ African American	487	2.6%	5	3.6%	140.0%	No
	Hispanic/Latino	9,423	50.1%	46	33.3%	66.6%	Yes
	White/Caucasian	6,109	32.5%	67	48.6%	149.6%	No
	Other/Unknown	251	1.3%	5	3.6%	271.6%	No
	Total	18,818	100.0%	138	100.0%	--	--
Skilled Crafts	American Indian/Alaska Native	103	0.5%	1	7.7%	1405.4%	No
	Asian/Pacific Islander/Filipino	1,327	7.1%	0	0.0%	0.0%	Yes
	Black/ African American	487	2.6%	0	0.0%	0.0%	Yes
	Hispanic/Latino	9,423	50.1%	7	53.8%	107.5%	No
	White/Caucasian	6,109	32.5%	5	38.5%	118.5%	No
	Other/Unknown	251	1.3%	0	0.0%	0.0%	Yes
	Total	18,818	100.0%	13	100.0%	--	--
Service and Maintenance	American Indian/Alaska Native	103	0.5%	1	1.7%	309.7%	No
	Asian/Pacific Islander/Filipino	1,327	7.1%	6	10.2%	144.2%	No
	Black/ African American	487	2.6%	6	10.2%	393.0%	No
	Hispanic/Latino	9,423	50.1%	27	45.8%	91.4%	No
	White/Caucasian	6,109	32.5%	16	27.1%	83.5%	No
	Other/Unknown	251	1.3%	3	5.1%	381.2%	No
	Total	18,818	100.0%	59	100.0%	--	--

Note: 2+ races are unknown for employees and not represented in the table above, updated employee demographic data will be needed as outlined in plan component 13.

Table 9: 3-Year Adverse Impact Longitudinal Analysis of Applicant Pool

Demographic Group	2019-2020				2020-21				2021-22				Selection Rate		Selection Impact	
	Applicants		Hired		Applicants		Hired		Applicants		Hired				Impact Ratio	< 80%
Gender	F	M	F	M	F	M	F	M	F	M	F	M	Selection Rate		Impact Ratio	< 80%
White/Caucasian	638	680	21	17	121	102	1	3	119	95	2	0				
	1,318		38		223		4		214		2					
Hispanic/Latino	360	291	10	9	95	66	5	1	109	80	1	0	(19 + 6 + 1) / (651 + 161 + 189) =	2.60%*	100.00%	No
	651		19		161		6		189		1					
Black/African American	83	129	1	1	29	13	1	0	24	18	0	0	(2 + 1 + 0) / (212 + 42 + 42) =	1.01%	39.02%	Yes
	212		2		42		1		42		0					
Asian/Pacific Islander/Filipino	132	148	1	4	27	40	0	0	37	29	0	0	(5 + 0 + 0) / (280 + 67 + 66) =	1.21%	46.61%	Yes
	280		5		67		0		66		0					
American Indian or Alaskan Native	8	13	0	0	2	3	0	0	2	1	0	0	(0 + 0 + 0) / (21 + 5 + 3) =	0.00%	0.00%	Yes
	21		0		5		0		3		0					
Other/Unknown	82	55	1	0	16	15	0	0	16	11	0	1	(1 + 0 + 1) / (137 + 31 + 27) =	1.03%	39.49%	Yes
	137		1		31		0		27		1					
Total	1,303	1,316	34	31	290	239	7	4	307	234	3	1	(65 + 11 + 4) / (2619 + 529 + 541) =	2.17%	NA	
	2,619		65		529		11		541		4					

*The maximum selection rate is 2.60%, therefore the selection rate at the 80% impact ration threshold would be 2.08%.

EXHIBIT 11.14.2023 PCCD Equal Employment Opportunity Plan 2022-2025

Final Audit Report

2023-11-29

Created:	2023-11-29
By:	Valerie White (vwhite@palomar.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAhymGsK_6b8hOTdhhCbzYfYirbu0BT-Ca


"EXHIBIT 11.14.2023 PCCD Equal Employment Opportunity Plan 2022-2025" History

 Document created by Valerie White (vwhite@palomar.edu)

2023-11-29 - 4:57:16 PM GMT

 Document emailed to Star Rivera-Lacey (srivalacey@palomar.edu) for signature

2023-11-29 - 4:59:50 PM GMT

 Email viewed by Star Rivera-Lacey (srivalacey@palomar.edu)

2023-11-29 - 6:02:02 PM GMT

 Document e-signed by Star Rivera-Lacey (srivalacey@palomar.edu)

Signature Date: 2023-11-29 - 6:04:05 PM GMT - Time Source: server

 Agreement completed.

2023-11-29 - 6:04:05 PM GMT