



## CCCCO Equal Employment Opportunity (EEO) Annual Certification Form

Name of District:	Grossmont Cuyamaca Community College
Submission Date:	September 30, 2024 (Board Approval – October 8, 2024)

In July of 2021, the Board of Governors of the California Community Colleges adopted new Equal Employment Opportunity (EEO) regulations to provide the necessary framework for more robust and accountable EEO programs. As a part of the framework, districts are tasked with engaging in annual reporting of EEO-related activities in order to receive EEO funds appropriated by the Legislature.<sup>1</sup>

California Code of Regulations, title 5, Section 53024.2 sets forth the categories of information that must be reported as part of this annual certification:

(a) Districts shall certify annually to the Chancellor that they have timely complied with all of the following:

- (1) recorded, reviewed, and reported the data required regarding qualified applicant pools and longitudinal data;
- (2) reviewed and updated, as needed, the Strategies Component of the district's EEO Plan;
- (3) investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division;
- (4) expended Equal Employment Opportunity funds in accordance with the purposes set forth in subdivision (c) of section 53030.

This form combines the reporting of all items listed in Section 53024.2 into a single document, expressly subsuming and replacing the EEO Fund District Expenditure Report and the Multiple Method Allocation Certification Forms used in past years.

### Instructions:

1. Complete Sections B through E.
2. Compile and format data in an Excel workbook related to Section B.
3. After Sections B through E are finished, ensure the checklist in Section A is complete and fill out the signature page in Section F.
4. Submit this Annual Certification Form and Section B data (as an Excel workbook file) in one email to [eeosubmissions@CCCCO.edu](mailto:eeosubmissions@CCCCO.edu) by **September 30, 2024**.

<sup>1</sup>Section 87102 of the Education Code provides in relevant part:

(a) As a condition for the receipt of funds pursuant to Section 87107, the governing board of the community college district that opts to participate under the article shall periodically submit to the board of governors an affirmation of compliance with this article, and, to promote faculty diversity, commencing with the 2023–24 academic year, shall implement strategies from the Multiple Methods identified by the office of the Chancellor of the California Community Colleges. Each participating community college district's equal employment opportunity program shall ensure participation in, and commitment to, the program by community college district personnel. Each participating community college district's equal employment opportunity plan shall include steps that the community college district will take to eliminate improper discrimination or preferences in its hiring and employment practices. Each plan shall address how the community college district will make progress in achieving the ratio of full-time to part-time faculty hiring, as indicated in Section 87482.6, while still ensuring equal employment opportunity.

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## Section A: Certification Components Checklist

Pursuant to California Code of Regulations, title 5, section 53024.2(a), districts are required to certify annually to the Chancellor's Office that they have complied with the items listed below.

Before submitting this form to the Chancellor's Office, please ensure that this section (Section A) and the signature page (Section F) are complete.

### Collection and Analysis of Recruitment, Retention, and Longitudinal Data

- (1) The district has **recorded and reviewed** the required data regarding qualified applicant pools and employees. (Sections 53004 & 53006)  
 Yes  
 No
- (2) The district has **reported** the required data regarding qualified applicant pools and employees. (Sections 53004 & 53006)  
 Yes  
 No

### EEO Strategies Updates

- (3) The district has reviewed and updated, as needed, the Strategies Component of the district's EEO Plan. (Sections 53003(c)(1), 53024.1)  
 Yes  
 No

### Response to Harassment and Discrimination Complaints

- (4) The district has investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with Section 59300) of chapter 10 of division 6 of title 5. (Sections 53003(c)(4), 53026)  
 Yes  
 No

### Use of EEO Funds

- (5) The district has expended EEO funds in accordance with the purposes set forth in subdivision (c) of Section 53030.  
 Yes  
 No

## Section B: Collection and Analysis of Recruitment, Retention, and Longitudinal Data

### Section B, Part 1: Summarizing Actions, Strategies, Measurements, and Outcomes

Referring to your district’s EEO Plan Components 10-12, report upon your district’s strategies for recording and reviewing data related to the recruitment and retention of monitored groups.

For reference:

- Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District’s Employees and Applicants
- Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories
- Component 12: Methods for Addressing Underrepresentation

EEO Plans: Summary of Anticipated Actions		
Referring to your district’s EEO Plan, briefly summarize your district’s plan to do the following:	<b>collect</b> applicant and employee data	GCCCD uses Workday and NeoEd, comprehensive software platforms, as applicant tracking systems (ATS). Workday is also the District’s human resources management system (HRMS), addressing various HR functions, including recruitment, employee data management, payroll, and workforce analytics. Workday is used to collect, store, and analyze demographic data on applicants and employees to support diversity and equal employment opportunity (EEO) efforts.
	<b>review</b> applicant and employee data <b>for adverse impact</b>	GCCCD’s EEO Plan involves reviewing applicant and employee data for adverse impact by comparing the selection rates among different demographic groups against a reference group, typically White applicants. If the selection rate of a particular group is less than 80% of the rate of the reference group, the group is flagged for potential adverse impact. The flagged results are then reviewed to determine if actions are needed to address any identified disparities.
	<b>review</b> applicant and employee data <b>for underrepresentation</b>	GCCCD reviews applicant and employee data for underrepresentation by comparing the demographic composition of its workforce to a composite availability statistic. A composite availability statistic is a weighted measure that GCCCD uses to assess the expected demographic representation within its workforce. This statistic is calculated by combining data from multiple sources, including the District’s student population, local community demographics (using data from the U.S. Census and SANDAG), state workforce demographics, and national workforce demographics.

**Actions Taken (including actions in progress prior to EEO Plan submission)**

	adverse impact	<p>Coincidental with submitting its EEO Plan in Spring/Summer 2024, GCCCD transitioned to the Personnel Commission (PC)-managed merit selection system for the majority of its positions. GCCCD is actively coordinating with the PC to address potential adverse impact, underrepresentation, and data congruency issues within its workforce data fields. This coordination includes aligning evaluation methods with the District's EEO goals and ensuring consistent data management practices. The District and the PC are working together to align job descriptions and other aspects of the selection and recruitment process with these goals. We are cross-referencing data from multiple sources to maintain congruency and ensuring job descriptions accurately reflect the qualifications and skills needed. This comprehensive approach helps identify and resolve any disparities or inconsistencies, ensuring a fair and equitable recruitment and selection process that addresses adverse impact and underrepresentation effectively.</p>
	underrepresentation	<p>Since submitting the EEO Plan, GCCCD has continued to engage in an applicant and employee demographic data review process, driven by the Personnel Commission, to assess for among other things, underrepresentation. The District continuously collects and analyzes this data using its applicant tracking and workforce systems, employing a composite workforce availability statistic based on student, local, state, and national demographics. Adverse impact analyses are regularly conducted to compare selection rates among demographic groups, flagging those below 80% of the reference group's rate. Any identified gaps are promptly addressed through targeted recruitment strategies, training, and consistent monitoring to improve diversity and inclusion across the district's workforce.</p>

Summarize actual actions taken and the methods used to <b>address</b> any findings of:	adverse impact	GCCCD has taken the following actions to address findings of adverse impact and underrepresentation: Paused Recruitment Processes: When adverse impact was identified, the District paused recruitment to review job qualifications, minimum requirements, and outreach methods. After making necessary adjustments to remove systemic barriers, the process resumed. Data Accuracy and Congruency: The District cross-referenced applicant and employee demographic data across systems to ensure accurate analysis. Any discrepancies were resolved through data validation, ensuring the integrity of the findings. Ongoing Monitoring and Adjustments: The District committed to ongoing monitoring of hiring practices. Adjustments were made to ensure the processes remained equitable and aligned with EEO goals such as reevaluation of advertising vendors and outreach efforts.
	underrepresentation	In addition to the prior response, GCCCD has addressed underrepresentation by conducting comprehensive data reviews, evaluating and revising recruitment and promotion processes to eliminate bias, implementing targeted outreach to increase diversity in applicant pools, and providing mandatory training on equitable hiring practices for all hiring committees. Ongoing monitoring ensures these efforts are effective and aligned with the District's equity goals.

Methods Used to Measure Outcomes		
Describe the methods your district has used/is using to <b>measure the outcomes</b> of efforts to address the following:	adverse impact	GCCCD measures the outcomes of efforts to address adverse impact using the following methods:  <u>Impact Ratio Analysis</u> : The District compares the selection rate of monitored groups to that of a reference group, typically White applicants. <u>Composite Workforce Availability</u> : GCCCD evaluates the demographic composition of its workforce against a composite availability statistic, incorporating local, state, and national data. Discrepancies below set thresholds are flagged for further analysis to assess potential adverse impact. These methods ensure a thorough approach to identifying and addressing adverse impact in recruitment and hiring practices.
	underrepresentation	In addition to the prior response, to measure the outcomes of efforts to address underrepresentation, GCCCD continues to prioritize thorough data analysis, ensuring data congruency. By aligning and cross-referencing data from various sources, GCCCD can accurately track demographic trends in hiring, promotion, and retention, allowing for precise monitoring and adjustments to enhance the effectiveness of diversity initiatives.

### Observed Outcomes

<p>As a result of the actions taken by your district to address <b>adverse impact</b>, what specific outcomes have you observed?</p>	<p>Based on the actions taken by GCCCD to address adverse impact, the following specific outcomes have been observed: <b>Reevaluation of Recruitment Practices:</b> As a result of stopping recruitment processes when adverse impact was identified, the District was able to reassess and attempt to adjust its recruitment practices consistent with its transition to the Personnel Commission based merit selection system. <b>Improved Data Accuracy:</b> Through the cross-referencing of applicant and employee demographic data across different systems, the District is addressing its data congruency issues. We anticipate improved accuracy of the data analysis, leading to more reliable identification of adverse impact and underrepresentation. <b>Refined Outreach and Vendor Practices:</b> The ongoing monitoring and adjustments include regular reevaluation of the vendors used for recruitment and the outreach efforts. This will result in more targeted and effective strategies that better supported the District's commitment to diversity and equity.</p>
<p>As a result of the actions taken by your district to address <b>underrepresentation</b>, what specific outcomes have you observed?</p>	<p>In addition to the prior response, GCCCD's actions to address underrepresentation have led to significant improvements in our recruitment and selection processes. The ongoing transition to the Personnel Commission has driven comprehensive evaluations of our strategies, resulting in several key actions: refined outreach efforts, including increased collaboration with vendors to target diverse candidate pools; more inclusive job postings that prioritize skills and experience; standardized interview protocols to ensure equity; and the implementation of adverse impact analyses to continuously monitor and adjust our practices.</p>

### Innovative Strategies Reporting

<p>Please highlight the use and impact (if applicable) of any innovative strategies, resources, or tools your district has employed.</p>	<p>An analysis of the impact of existing recruitment advertising was conducted in Summer 2024. With data of advertisement websites and determination of continued utilization, the data provided updated efficacy information. Additional outreach has been identified and, for classified employees, the applicant pools have significantly increased for some positions.</p>
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## Additional Comments

(use this space to report or provide any additional information not covered in the questions above)

Grossmont-Cuyamaca Community College District (GCCCD) is facing some challenges during its transition to the Personnel Commission Merit System selection process for classified employees. This shift, aimed at enhancing fairness and transparency in hiring, has required adjustments across various levels of the district.

Adaptation to New Procedures: One of the primary challenges has been the district's need to adapt to the new, different hiring procedures mandated by the merit system for classified employee hiring. This involves reconfiguring existing processes, ensuring all stakeholders understand the changes, and integrating these new procedures into daily operations without disrupting ongoing recruitment efforts.

Training and Capacity Building: Ensuring that hiring managers and staff are adequately trained in the merit system's requirements was and continues to be implemented and fine-tuned. The merit system emphasizes objective evaluation and assessments, requires internal training and monitoring to implement effectively. This oversight must be comprehensive and ongoing to identify any updates or changes in the merit system's guidelines. As with any major procedural overhaul, there have been some adjustments and communication challenges. Employees accustomed to the previous recruitment methods must adjust to the merit system's assessment methodologies and processes. Overcoming these adjustments requires clear communication of the benefits and support to ease the transition.

Impact on Recruitment Timelines: The merit system's focus on strict adherence to rules and procedures can/may lead to either expedited or extended recruitment timelines. Occasionally, filling critical positions in a timely manner may be challenging. Balancing the need for a thorough merit-based selection process with the urgency of filling vacancies is a delicate task.

Ensuring Equity and Fairness: The merit system is designed to promote fairness; GCCCD will continuously monitor and evaluate the system to ensure it does not inadvertently disadvantage any particular group. This includes addressing concerns related to adverse impact or underrepresentation in the workforce.

Integration with Existing Systems: Integrating the merit system with GCCCD's existing HR systems and procedures has required careful planning and execution. This includes aligning the merit system's requirements with GCCCD's goals for diversity, equity, and inclusion, which adds a layer of complexity to the transition. GCCCD's transition to the Personnel Commission Merit System selection process represents a significant shift that comes with its own set of challenges. However, through careful planning, ongoing training, and a commitment to equity and fairness, these challenges can be addressed, paving the way for a transparent and effective hiring process within the district.

Faculty recruitment materials are also being reviewed for consistency in publication and presentation. DEIAA language is being introduced and/or emphasized in job descriptions.



## Section B, Part 2: Longitudinal Data Reporting

### Instructions:

- Compile demographic data for a) applicants and b) employees. Demographic data includes but is not limited to the following. *Note: Data must be broken down to subcategories as required by the CCCC's Management Information Systems (MIS) reporting obligations,*
  - Employee/job classification
  - Gender
  - Race/Ethnicity
  - Disability status
- To make reporting as uniform as possible, format data into tables displaying numbers and percentages. Applicant and employee data should be presented separately. The following is an example format for a table of applicant data displaying job classification by gender:

Example Table. 20XX-20XX Applicant Job Category by Gender.

	Female		Male		Non-binary		Unknown/ Blank		Total	
	#	%	#	%	#	%	#	%	#	%
Executive, Admin., Managerial										
Academic, Tenured/ Tenure-Track										
Academic, Temporary										
Professional (Non-Faculty)										
Clerical/ Secretarial										
Technical/ Paraprofessional										
Skilled Crafts										
Service/ Maintenance										

- Place tables into an Excel workbook with each tab containing a different, and clearly labeled table. Tab name examples:
  - AppJobGender (i.e., applicant pool, job category, gender)
  - EmpJobRace (i.e., employees, job classification, race/ethnicity)
- Name your workbook using the following format:
  - year\_district\_EEOAnnualCert (ex.: 2024\_LRCCD\_EEOAnnualCert)
- Submit your Excel workbook using the same email in which you submit this Certification Form ([eeosubmissions@CCCCO.edu](mailto:eeosubmissions@CCCCO.edu)). The EEO Certification Form submission process is not complete without the submission of your district's Excel workbook.

## Section C: EEO Strategies Updates (EEO Plan Component 13 and other EEO Plan Components)

In this section, provide updates on district pre-hiring, hiring, and post-hiring strategies expressed in the EEO Plan.

### Section C, Part 1: EEO Plan Component 13

#### Instructions:

- Use your district’s EEO Plan Component 13 submission to guide completion of this form. If your district did not use the [Component 13 template](#) in its EEO Plan, you will need to transfer your EEO Plan Component 13 submission into the template before completing this section.
- Remove any rows (i.e., implementation strategies) that do not apply to your district’s Component 13 submission.
- Add lines for additional/alternative strategies, as necessary.
- Because strategies and metrics were reported by year in the Component 13 matrix (i.e., Year 1, Year 2, Year 3), please include only the strategies and metrics that are relevant to the point in time at which you complete this annual form.

Implementation	What/When	Effectiveness Metrics and Review	Observed Outcomes: What successes have you observed? What challenges have you encountered?
<b>PRE-HIRING</b>			
<p><b>Addressing diversity issues in a transparent and collaborative fashion.</b> <b>(53024.1(o))</b></p>	<p><b>Establish District Equity and Equal Employment Opportunity Advisory Committee (EEEEOAC)</b></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>Provide regular training to the Advisory Committee.</p>	<p>Regular and meaningful dialogue to discuss systemic recruitment and retention improvements. Record and publish notes of the EEEOAC.</p>	<p>The District has been engaged in a series of Institutional Effectiveness Partnership Initiative (IEPI) sponsored trainings to clarify governance roles and responsibilities for over a year. As part of the IEPI efforts, the district and constituents have engaged in dialogue and drafted responsibility and charges for the Equity and EEO Advisory Committee (EEEEOAC) and the district’s human resource governance group.</p>

<p><b>Review and update District EEO/DEI policy statement. (53024.1(k))</b></p>	<p><b>Policy Review</b></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 EEOAC Committee.</p>	<p>Regular updates to EEO and Diversity-related board policies and administrative procedures to ensure compliance and elimination of barriers for underrepresented populations.</p>	<p>The District has begun the process to review and update its Board Policies (BP) and Administrative Procedures (AP) for both currency, best practice, and accreditation requirements. Currently, BPs and APs relating to Title IX matters are in progress. Additional updates for other EEO and Diversity matters are forthcoming.</p>
<p><b>Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of the Component 10 of the EEO Plan</b></p>	<p><b>Applicant and Employee Data Integrity for EEO Plan:</b></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) – Appendix D</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. Continue to monitor any changes to reporting fields. Effective measures will result in accurate reporting for State and Federal reporting requirements.</p>	<p>As the District prepared for both the EEO reporting process, MIS reporting, and the integration of the Personnel Commission's applicant tracking system, the data reporting issues became more evident. The EEO Officer has been working with the District's IT department, Institutional Researcher, and Human Resource/Personnel Commission recruiters to determine areas of data integrity concerns. While some reporting areas have been corrected, additional work will be forthcoming to assure that both local and state reporting are accurate.</p>

<p><b>Maintain updated job descriptions and job announcements. (53024.1(f))</b></p>	<p><b>Audit Job Titles to Confirm EEO Codes for accurate State and Federal Reporting (MIS and IPEDS):</b></p> <p><u>Year 1</u> Audit job positions' designations to meet the Job Title Codes</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>	<p>The HR Department and Personnel Commission have been working collaboratively to develop a new classified and management job description template. This new document includes additional data fields to assure correct identification and coding fields for the Workday HR management system, which is the data source for MIS reporting. Additionally, as part of the District's data integrity projects, the EEO job data will be audited as part of the MIS submission.</p>
<p><b>Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))</b></p>	<p><b>Assessment and Benchmarking:</b></p> <p><u>Year 1</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>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>	<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>The demographic data will continue to be analyzed for accuracy as part of the overall reporting goals. This reporting process has proved to be more complicated as we discovered that some of the reporting configurations required additional review and refinement. It will be part of the EEO Officer's annual requirement to provide a summary of the demographic information for both the EEOAC and the Board of Trustees.</p>

**HIRING**

<p><b>Providing EEO/Diversity Enhancement Resources</b></p>	<p><b>Implementation Planning</b></p> <p><u>Year 1</u> Resource Allocation: Identify a budget for diversity programs and initiatives.</p>	<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>	<p>Using existing recruitment funds and supplemented by the EEO allocated funds, the district will continue to evaluate the effectiveness of recruitment advertisements, affinity group sponsorships, and the re-establishment of a master calendar of professional development opportunities for all district employees.</p>
<p><b>Professional development, mentoring, support and leadership opportunities for new employees (53024.1(e))</b></p>	<p><b>Examine Onboarding Process</b></p> <p><u>Year 1</u> Conduct a comprehensive analysis of the onboarding process for each employee group.</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>	<p>A review of the onboarding process has begun, including the notifications/acknowledgements required for all newly hired employees. A new employee orientation is being reintroduced, along with a master calendar of professional development and learning opportunities.</p>

**POST-HIRING**

<p><b>Convey in publications and website the district's commitment to diversity and EEO (53024.1(j))</b></p>	<p><b>Communication Plan</b></p> <p><u>Year 1</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>The Board-approved EEO Plan has been published and distributed, as required. The HR Office will be developing the annual reporting of successes and challenges for the 2024-25 schedule.</p>
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**Section C, Part 2: Additional EEO Plan Components (if applicable)**

Some districts submitted pre-hiring, hiring, and post-hiring strategies beyond the Component 13 form. Section B outlined a detailed update on strategies used to address elements of Components 10, 11, and 12. If applicable, use the following form to report on strategies stated in the EEO Plan that fall outside of Components 10-13.

**Instructions:**

- Use your district’s EEO Plan submission to guide completion of this section.
- For reviewers’ reference, list the number of the relevant EEO Plan Component in the “Component Number” column.
- Add lines as necessary.
- Please include only the strategies and metrics that are relevant to the point in time at which you complete this annual form.

<b>Component Number</b>	<b>Actions Taken</b>	<b>Actions Taken Toward Establishing Effectiveness Metrics and Review</b>	<b>Observed Outcomes: What successes have you observed? What challenges have you encountered?</b>
Not Applicable, GCCCD has indicated all of its strategies in the prior section.			

### Section C, Part 3: Supports for Strategy Implementation

**If applicable, what kinds of supports would benefit your district's efforts to implement EEO strategies?**

To support our EEO strategy implementation, Grossmont-Cuyamaca Community College District would benefit from expanded access to training on implicit bias, cultural competency, and equitable hiring, alongside technical assistance for aligning our HR systems with the Personnel Commission Merit System. Enhanced recruitment tools focusing on diverse candidates, dedicated equity funding for initiatives like mentorship and affinity groups, and ongoing guidance from the California Community Colleges Chancellor's Office would further strengthen our efforts to achieve our EEO goals.

## Section D: Response to Harassment and Discrimination Complaints

*In addition to the requirement that community college districts investigate and appropriately respond to formal harassment or discrimination complaints filed pursuant to section 59300 et seq. of title 5 of the California Code of Regulations, section 59340(b) requires districts to provide an annual report detailing the number and disposition of complaints alleging unlawful discrimination.*

District Officer or Designee	
<b>Name, title, and email of District Officer or Designee responsible for receiving complaints:</b>	Michael Salvador, Director of EEO/Title IX/Diversity
<b>Notes</b> (please indicate changes to District Officer or Designee appointment over the previous fiscal year here):	Director EEO/Title IX/Diversity was a newly created position. M. Salvador began employment on June 1, 2023.

Complaints Received		
<b>Employment</b>	Number of <b>discrimination complaints received</b> in the previous academic year:	8
	Number of <b>informal charges received</b> in the previous academic year:	52
<b>Non-Employment</b>	Number of <b>discrimination complaints received</b> in the previous academic year:	9
	Number of <b>informal charges received</b> in the previous academic year:	91
<b>Total number</b> of discrimination complaints and informal charges received:		160

Complaints Resolved		
<b>Employment</b>	Number of <b>discrimination complaints resolved</b> in the previous academic year:	4
	Number of <b>informal charges resolved</b> in the previous academic year:	52
<b>Non-Employment</b>	Number of <b>discrimination complaints resolved</b> in the previous academic year:	4
	Number of <b>informal charges resolved</b> in the previous academic year:	10
<b>Total number</b> of discrimination complaints and informal charges resolved:		70



### Types of Complaints and Resolution (Employment)

Considering the **total number** of discrimination complaints and informal charges received in the previous academic year (as reported in the Complaints Received table), please provide the following information:

How many complaints are based on the following protected categories:		How many of the complaints are:			
	[Total]	Sustained in Whole	Sustained in Part	Not Sustained	Currently Unresolved
Race/Ethnicity	60			4	4
Gender	25			4	4
Sexual harassment	2				
Disability/Medical Condition	2				
Other					

**In the box below, list specific “Other” protected categories and report total number for each and describe status:** (ex.: Religion (4 total; 1 Sustained in Whole; 2 Not Sustained; 1 Currently Unresolved))

Religion 1  
 Retaliation 2  
 Military/Veteran Status: 1 total, Informally resolved

Consolidated complaints, where one complainant filed against multiple respondents and where several complainant’s filed against one or two of the same respondents, were included in all of the complaint and resolution total counts.

Many cases contained more than one protected category. Cases that were administratively closed with no decision on the merits were not included above.

### Types of Complaints and Resolution (Non-Employment)

Considering the **total number** of discrimination complaints and informal charges received in the previous academic year (as reported in the Complaints Received table), please provide the following information:

How many complaints are based on the following protected categories:		How many of the complaints are:			
	[Total]	Sustained in Whole	Sustained in Part	Not Sustained	Currently Unresolved
Race/Ethnicity	5				
Gender	4				
Sexual harassment	91			2	81*
Disability/Medical Condition					
Other					

**In the box below, list specific “Other” protected categories and report total number for each and describe status: (ex: Religion (4 total))**

Religion: 1  
 Retaliation: 2  
 Accent (National Origin) 4, All currently unresolved (in progress)

Consolidated complaints, where one complainant filed against multiple respondents and where several complainant’s filed against one or two of the same respondents were included in all of the complaint and resolution total counts. Many cases contained more than one protected category. Cases that were administratively closed with no decision on the merits were not included above.

**Unresolved Complaints from Previous Academic Years**

If applicable, how many complaints from previous academic years (i.e., complaints that arose before the 2023-24 academic year) remain unresolved?	<b>Employment: 0</b> <b>Non-Employment: 0</b>
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For each unresolved complaint, please briefly explain the factors that keep the complaint from being resolved:

No unresolved employment or non-employment complaints from previous academic year of 2022 to 2023.

\*These cases were filed within the 2023-2024 academic year where outreach has occurred and awaiting final disposition based on the response or lack of response to the outreach attempts.

**Section E: Use of EEO Funds<sup>2</sup>**

<b>Report</b>	<b>EEO/Diversity Allocation Fund (Ed. Code § 87108)</b>
(a) Total Unexpended Allocation from Previous Year (Carry Over)	\$ 50,764
(b) 2022-2023 Allocation	\$ 138,888
(c) 2022-2023 Expenditures (Same total listed below in column 1)	\$ 45,408
Unexpended Allocations (a + b - c) ** Below, please describe anticipated use of funds and projected date.	\$ 144,244

<b>Controlling Account</b>	<b>EEO/Diversity Allocation Fund (Ed. Code § 87108)</b>	<b>Other Funds</b>	<b>Total</b>
1000 Academic Salaries	\$ 8,707		
2000 Classified Salaries			
3000 Employee Benefits	\$ 2,002		
4000 Supplies & Materials	\$ 21		
5000 Other Oper. Exp. & Svcs.	\$ 34,678	\$15,963	
6000 Capital Outlay			
7000 Other Outgo			
<b>Totals</b>	<b>\$ 45,408</b>	<b>\$ 15,963</b>	

<b>Unexpended Allocations (if applicable)</b>	
Explain why funds are unexpended.	There was turnover in the Vice Chancellor of Human Resources position and a Diversity, Equal Opportunity and Title IX Officer was newly hired in May 2023.
Describe any actions or strategies that will be taken to utilize the funds and outline anticipated dates.	In fiscal year 2023/24, we had enhanced training opportunities, attendance at conferences, increased outreach via membership in organizations such as the African American Male Education Network, additional advertising for recruitment with organizations such as BlacksInTechnology.net and WomenWhoCode.com, purchase of Maxient Conduct Manager Software and consultant services regarding EEO and Title IX investigations.

<sup>2</sup>“EEO Funds” does not include EEO One-Time Funding or funding from Innovative Best Practices Grants.

<b>(1) Performance Indicators</b>	<b>(2A) EEO Diversity Fund Expenditures (Ed. Code § 87108)</b>	<b>(2B) Other Fund Expenditures (identify amount and source)</b>	<b>(3) Description of Activities<sup>3</sup></b>
1. Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators.	\$	\$	The District is a member of the San Diego-Imperial County Community College Association's (SDICCA) Mentor Program for aspiring community college faculty.
2. Outreach and recruitment.	\$ 31,678	\$ 15,963	The District utilizes consistent resources for recruitment advertising as well as targeted advertising in order to increase diversity in the recruitment pool. The District also attends recruitment events which focus on diversity and inclusion in higher education.
3. Professional development on equal employment opportunity.	\$ 10,709	\$	Faculty support for the Diversity in Hiring task force.
4. Professional development on DEIA.	\$ 3,021	\$	Keynote speaker for the Joint Academic Retreat on the topic of "Equitable Communication."
5. Accommodations for applicants and employees with disabilities pursuant to title 5, section 53025.	\$	\$	
6. Other reasonable and justifiable activities to promote equal employment opportunities. Please list activities in Description of Activities column.	\$	\$	

<sup>3</sup> Where appropriate, please explain how the funded activities support the District's efforts as specified in the Strategies Component of the District's EEO Plan.

**Section F: Signatures – Affirmation of Accuracy and Completeness**

*I CERTIFY THAT THIS REPORT IS ACCURATE AND COMPLETE.*

**Chair, Equal Employment Opportunity Advisory Committee**

<b>Name:</b> Linda Beam	<b>Title:</b> Vice Chancellor, Huma Resources (Interim)
<b>Signature:</b>	<b>Date:</b>

**Chief Human Resources Officer**

<b>Name:</b> Linda Beam	<b>Title:</b> Vice Chancellor, Huma Resources (Interim)
<b>Signature:</b>	<b>Date:</b>

**Chief Executive Officer (Chancellor or President/Superintendent)**

<b>Name:</b> Dr. Lynn Ceresino Neault	<b>Title:</b> Chancellor
<b>Signature:</b>	<b>Date:</b>

**President/Chair, District Board of Trustees**

<b>Date of governing board's approval/certification:</b>	
<b>Name:</b>	<b>Title:</b>
<b>Signature:</b>	<b>Date:</b>