

San Luis Obispo County Community College District

EQUAL EMPLOYMENT OPPORTUNITY PLAN (EEO)

MASTER PLAN

2021-2024



San Luis Obispo County Community College District EQUAL EMPLOYMENT OPPORTUNITY PLAN (EEO) 2021-2024

San Luis Obispo Campus North County Campus South County Center Distance Education

This report was produced by

Melissa Richerson, Vice President Human Resources and Labor Relations

In collaboration with

Human Resources

Monica Blandford, Human Resources Specialist
Stephanie Federico, Human Resources Specialist
Rebecca Hart, Human Resources Specialist

Equity and Student Success Committee 2020-2021

Jeffrey Alexander, Director, Outreach
Orientation & Success Activities
Sean Boling, Faculty
Laurie Buchholz, Faculty
Mylea Christensen, Recorder
Jason Curtis, Assistant Superintendent/
Vice President, Instruction
Que Dang, Director Student Equity and
Success Center, Co-Chair
P. Michele Gordon Johnson, Faculty
Jennifer (“Jen”) Sanders-Moreno, Faculty
Anthony Gutierrez, Coordinator Student Life
and Leadership, Chair
Rebecca Hart, Human Resources Specialist

Michalyn Maddelein, Faculty
Madeline Medeiros, Dean, Co-Chair
Xavier Ortiz, ASCC Student Representative
Allison Phelps, Student Life/Leadership
Jannet Rios, Student Services/CCCUE
Mia Ruiz, Associate Director, Continuing
Education & Special Programs
Elizabeth Coria, Interim Assistant
Superintendent/Vice President,
Student Success & Support
Programs, College Centers
Christina Scholars, Student Services/CCCUE
Regina Voge, Faculty, Co-Chair
Rosemary Wrenn, Faculty

Plan Components

1. Introduction	4
2. Definitions	5
3. Policy Statement	7
4. Delegation of Responsibility, Authority and Compliance	7
5. Advisory Committee	9
6. Complaints	10
7. Notification to District Employees	11
8. Training for Screening/Selection Committees	11
9. Annual Written Notice to Community Organizations.....	12
10. Analysis of District Workforce and Applicant Pool	12
11. Recruitment and Hiring Procedures to Ensure Equal Employment Opportunity	33
12. Institutional Commitment to Diversity	38

APPENDIX A

List for Annual Written Notice to Organizations	41
---	----

Component 1: Introduction

The San Luis Obispo County Community College District Equal Employment Opportunity Plan (*Plan*) was first adopted by the governing board on June 3, 2015. The *Plan* reflects the District's commitment to inclusion and equal employment opportunity and further underscores the District's dedication to creating a working and academic environment that welcomes all, fosters diversity and promotes excellence. This *Plan* is a standing agenda item with the Student Equity Committee meetings, which is the District's assigned EEO Advisory Committee. The governing board adopted this revised version on June 3, 2021, following review by the college's participatory governance councils.

It is the District's belief that an educational experience in a diverse and inclusive environment, will better prepare our students to live and work in our global society. The District will take active and vigorous steps to ensure inclusion and equal employment opportunity. Further, the District will create a working and academic environment, which is welcoming to all, will foster diversity, and promote excellence. This dedication is exhibited in Cuesta's Mission Statement, Strategic Plan 2020-2023, and EEO Plan.

The *Plan* includes steps that the District will take to support and promote equal employment opportunity in its recruitment and hiring policies and practices and the steps the District shall take in the event of underrepresentation of monitored groups. It contains a longitudinal analysis of the demographic makeup of the District's workforce population and a longitudinal analysis of whether underrepresentation of monitored groups exists.

The *Plan* includes the complaint procedure relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the *Plan*. In support of success of a growing diverse student population, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.



Signature of Superintendent/President

Jun 8, 2021

Date

Component 2: Definitions

CCR Title 5, § 53001

- a) *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

- b) *Cultural Competence*: The San Luis Obispo Community College District defines cultural competence as the ability to embrace diversity. This is demonstrated throughout the college and is reflected in employees' ability to respond respectfully, effectively, and inclusively to diverse ideas and disparate individuals, acknowledging that to do so strengthens the learning and working environment. Exercising cultural competence includes developing one's understanding of people's differences, recognizing one's biases and seeking not to be limited by them in one's thinking and one's actions, and challenging institutional systems and policies that sustain inequalities. The Board is committed to staff development, hiring processes and a campus environment that embody cultural competence.

- b) *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*: 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 non-faculty, 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 which 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 Plan*: 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.
- e) *Equal Employment Opportunity Programs*: all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.
- f) *Ethnic Group Identification*: 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.
- g) *In-house or Promotional Only Hiring*: means that only existing District employees are allowed to apply for a position.
- h) *Monitored Group*: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).
- i) *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- j) *Reasonable Accommodation*: the efforts made on the part of the District in compliance with Government Code section 12926.
- k) *Screening or Selection Procedures*: any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
- l) *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the District in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

Component 3: Policy Statement

CCR Title 5, § 53002

The San Luis Obispo County Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any service, class, or program with regard to, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, veteran status, physical or mental disability, pregnancy, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District's Board Policy 7100 states:

The San Luis Obispo Community College District defines cultural competence as the ability to embrace diversity. This is demonstrated throughout the college and is reflected in employees' ability to respond respectfully, effectively, and inclusively to diverse ideas and disparate individuals, acknowledging that to do so strengthens the learning and working environment. Exercising cultural competence includes developing one's understanding of people's differences, recognizing one's biases and seeking not to be limited by them in one's thinking and one's actions, and challenging institutional systems and policies that sustain inequalities. The Board is committed to staff development, hiring processes and a campus environment that embody cultural competence.

The District will strive to achieve a workforce that is welcoming to all genders, persons with disabilities and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters cultural competency, cooperation, equity and free expression of ideas.

An Equal Employment Opportunity Plan is maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

Component 4: Delegation of Responsibility, Authority and Compliance

CCR Title 5, § 53003(c) (1) and 53020

It is the goal of the San Luis Obispo County Community College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the

District. The general responsibilities for the prompt and effective implementation of this *Plan* are set forth below.

1. *Governing Board - Board of Trustees*

The Board of Trustees is ultimately responsible for proper implementation of the District's *Plan* at all levels of District and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

2. *Superintendent/President*

The Board of Trustees delegates to the Superintendent/President, as chief executive officer, the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent/President shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation. The Superintendent/President shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the *Plan*.

3. *Equal Employment Opportunity Officer*

The District has designated the Vice President Human Resources & Labor Relations as its equal employment opportunity officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the equal employment opportunity officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

4. *Equal Employment Opportunity Advisory Committee*

The Equity and Student Success Committee will act as an advisory body to the equal employment opportunity officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures.

The Equity and Student Success Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

5. *Agents of the District*

Any organization or individual, whether or not an employee of the District, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all requirements of this *Plan*.

6. *Good Faith Effort*

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

Component 5: Advisory Committee

CCR Title 5, § 53005

The District has established an Equal Employment Opportunity Advisory Committee to assist the District in implementing its *Plan*. The Equity and Student Success Committee serves as the Equal Employment Opportunity Advisory Committee to assist the District in implementing its *Plan*. In the committee description for the Equity and Student Success Committee, the committee provides support, makes recommendations, and facilitates coordination of campus-wide efforts to promote diversity, equity and inclusion for all faculty, staff and students... In addition, the committee serves as the District advisory group to the Equal Employment Opportunity Plan...

The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the advisory committee on equal employment compliance and the *Plan* itself. The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups.

The committee composition shall consist of seven (7) faculty, six (6) managers, three (3) classified staff, and two (2) students. Diversity in the committee composition may include representation from various clusters, departments, and disciplines. A quorum is half of the current members of the committee. The committee will hold regular meetings, typically monthly, with the *Plan* as a standing item on the agenda.

Component 6: Complaints

CCR Title 5, § 53003(c) (2), 53026 and 59300 et seq.

- 1) *Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026)*. The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations¹ have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the District's determination pursuant to Title 5, section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that they made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or District level using the process provided by Title 5, § 53026. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at: <http://extranet.cccco.edu/Divisions/Legal/GuidelinesandForms.aspx>)

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The complaint shall be filed with the equal employment opportunity officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the Superintendent/President. 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.

¹ The equal employment opportunity regulations are found in California Code of Regulations, title 5, section 53000 et seq.

In the event that a complaint filed under Title 5 § 53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5 § 59300 et seq.

- 2) *Complaints Alleging Unlawful Discrimination or Harassment (Title 5, § 59300 et seq.)* The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice President Human Resources & Labor Relations is responsible for receiving such complaints and for coordinating their investigation. The District's discrimination and sexual harassment complaint procedures are contained in its Administrative Procedures, AP 3435 Discrimination and Harassment Investigations, found on the District's website.

Component 7: Notification to District Employees

CCR Title 5, § 53003(c)(3)

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement will be included in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to the District's Board of Trustees, the Superintendent/President, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The *Plan* will be available on the District's website, and when appropriate, may be distributed by e-mail. Each year, the District office will send a notice to all employees, a copy of the board's Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this *Plan*) and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will emphasize the importance of the employee's participation and responsibility in ensuring the *Plan's* implementation.

Component 8: Training for Screening/Selection Committees

CCR - Title 5, § 53003(c)(4)

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening or selection of personnel shall receive appropriate training on the following, prior to their participation in recruitment activities.

Training shall include, but need not be limited to:

- (a) the requirements of Title 5's subchapter on EEO Programs for community colleges, and of state and federal nondiscrimination laws;

- (b) the educational benefits of workforce diversity;
- (c) the recognition and elimination of bias in hiring decisions; and
- (d) best practices in serving on a selection or screening committee.

Component 9: Annual Written Notice to Community Organizations

CCR - Title 5, § 53003(c)(5)

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will inform these organizations where they may obtain a copy of the *Plan*, and shall solicit their assistance in identifying diverse qualified candidates. Written notice may include mailings and electronic communications. A list of organizations, which will receive this notice, is in Appendix A of this *Plan*. This list may be revised from time to time as necessary.

Component 10: Analysis of District Workforce and Applicant Pool

CCR - Title 5, § 53003(c)(6)

The Human Resources Department annually reports the District's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the *Plan*, to provide data needed for the reports required by this *Plan* and to determine whether additional measures are required pursuant to Title 5, section 53006, and to implement and evaluate the effectiveness of those measures.

For purposes of the survey and report required by Title 5, each applicant or employee will be afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, their disability. Persons may designate as many ethnicities as they identify with, but currently, per section 53004, 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 groups as well as in separate subcategories. However, in determining whether additional steps are necessary to ensure that monitored groups have not been excluded on an impermissible basis, analysis of the separate subgroups is not necessary.

This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). This survey will be done for each college in the District.

The District will annually report to the Chancellor the results of its annual survey of employees. At least every three years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition

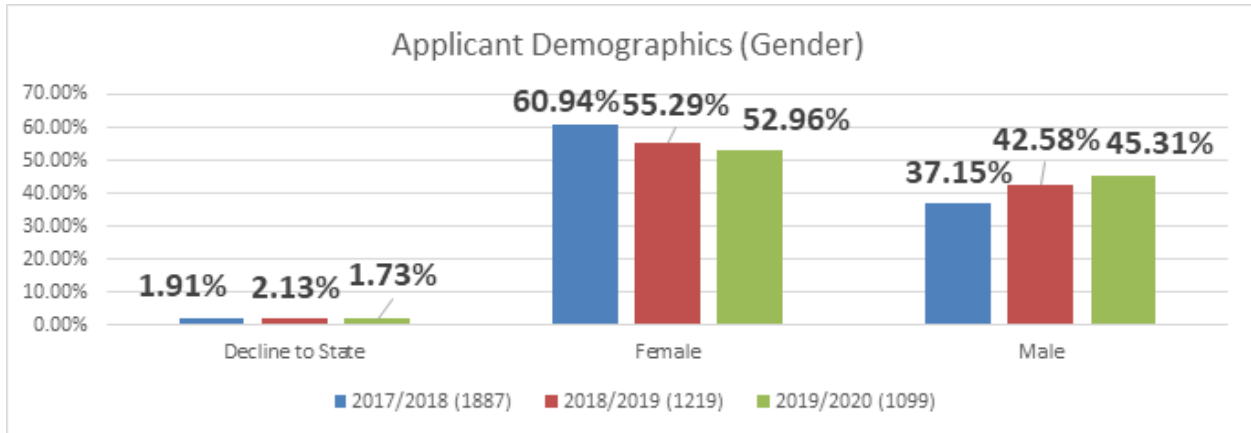
of existing staff and of those who have applied for employment in each of the following identified job categories:

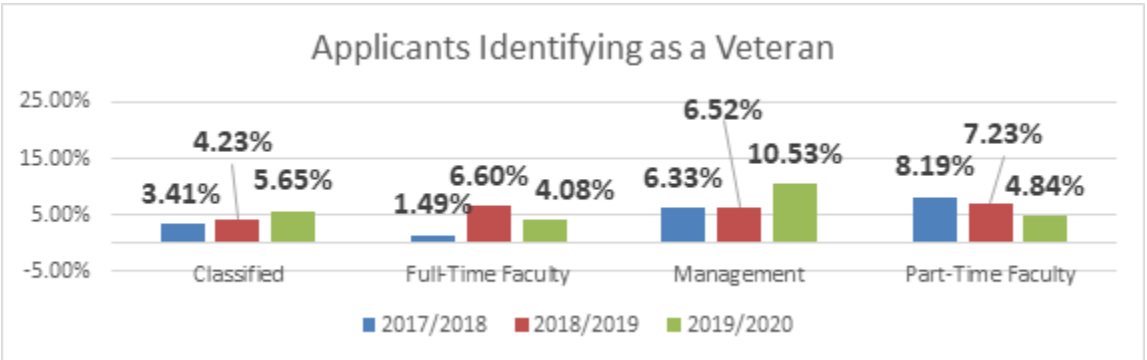
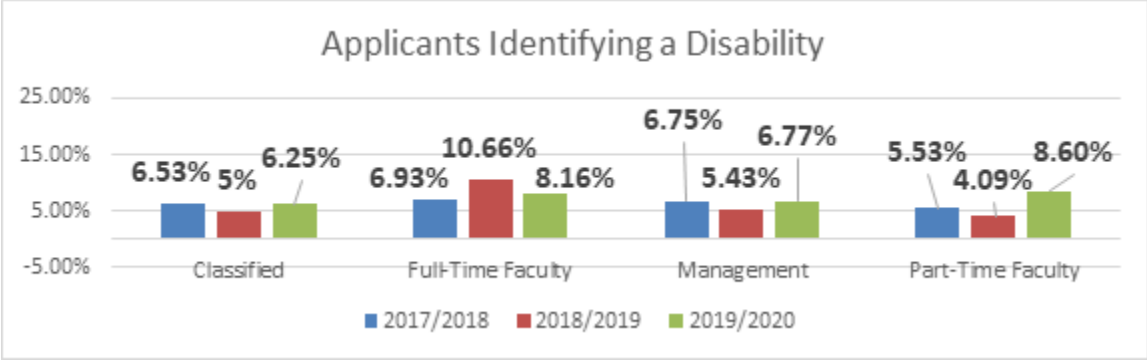
- 1) Executive/Administrative/Managerial
- 2) Full-time Faculty and other Instructional Staff
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

Additionally, the District will keep track of full-time faculty separate from part-time faculty. Charts containing the District’s workforce and applicant pool data broken down by monitored group status, an analysis of the longitudinal and most recent data follows.

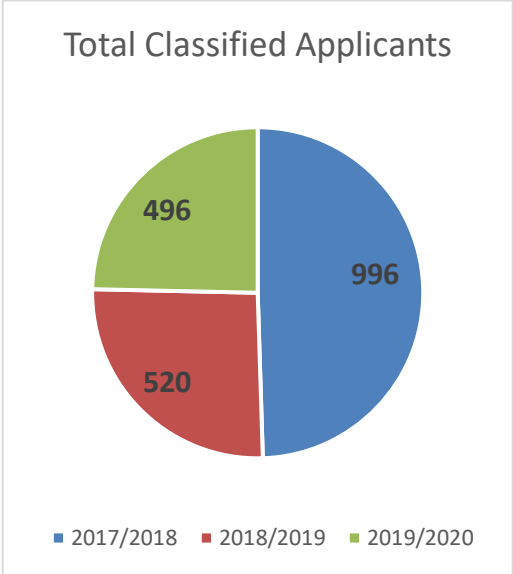
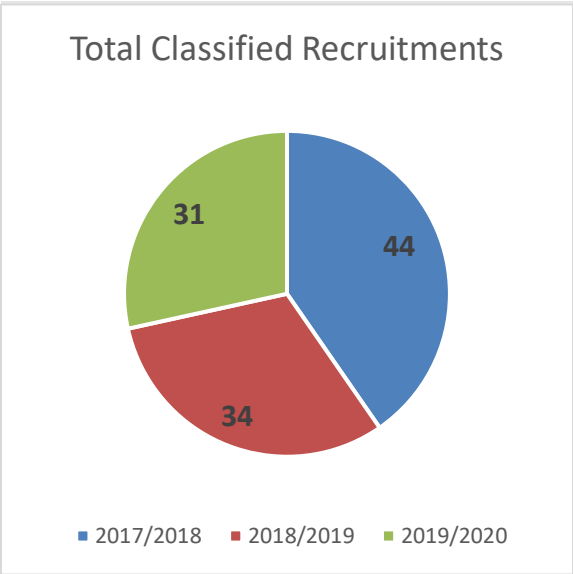
TOTAL APPLICANT DEMOGRAPHICS – RECRUITMENTS

(Does not include Part-Time Faculty Pools)

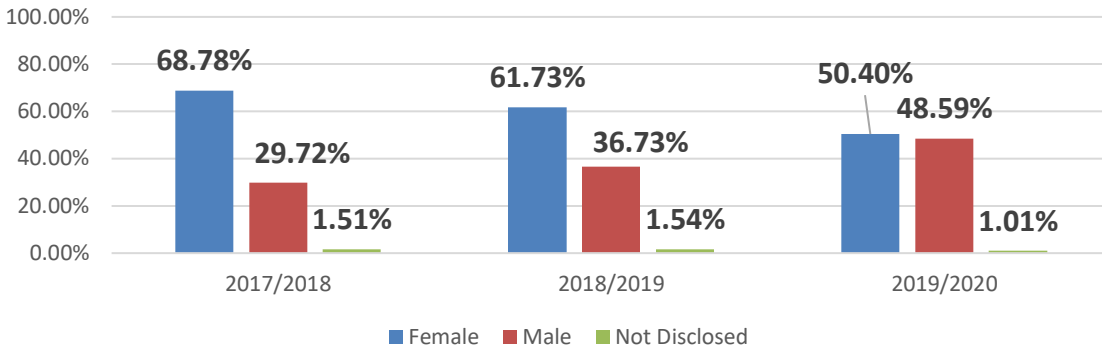




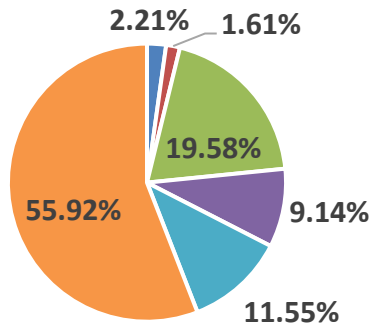
CLASSIFIED RECRUITMENTS



Classified Recruitments - Gender

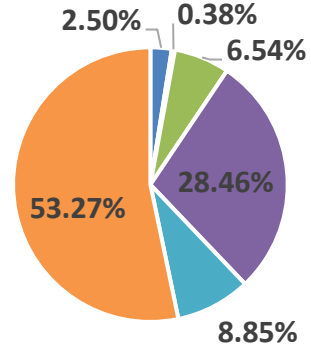


Classified Recruitments 2017-2018

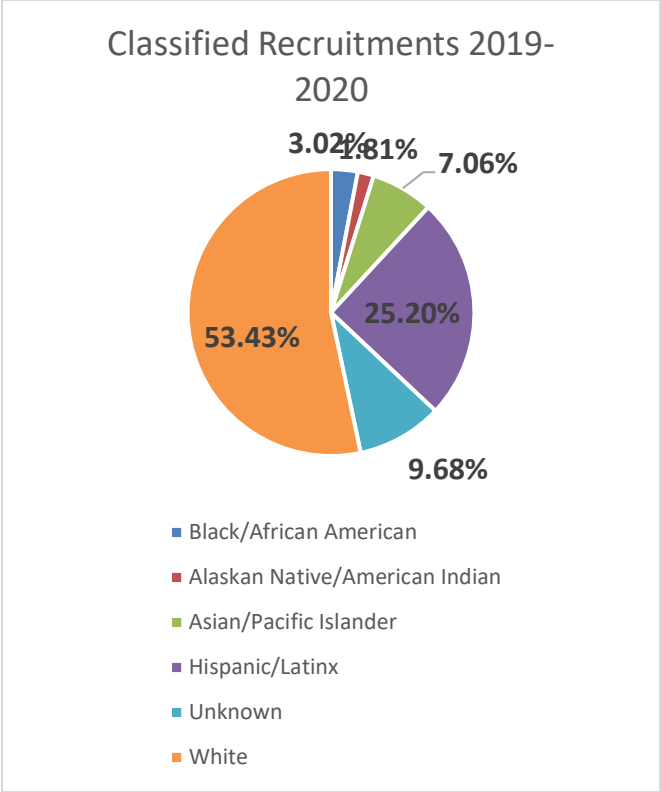


- Black/African American
- Alaskan Native/American Indian
- Asian/Pacific Islander
- Hispanic/Latinx
- Unknown
- White

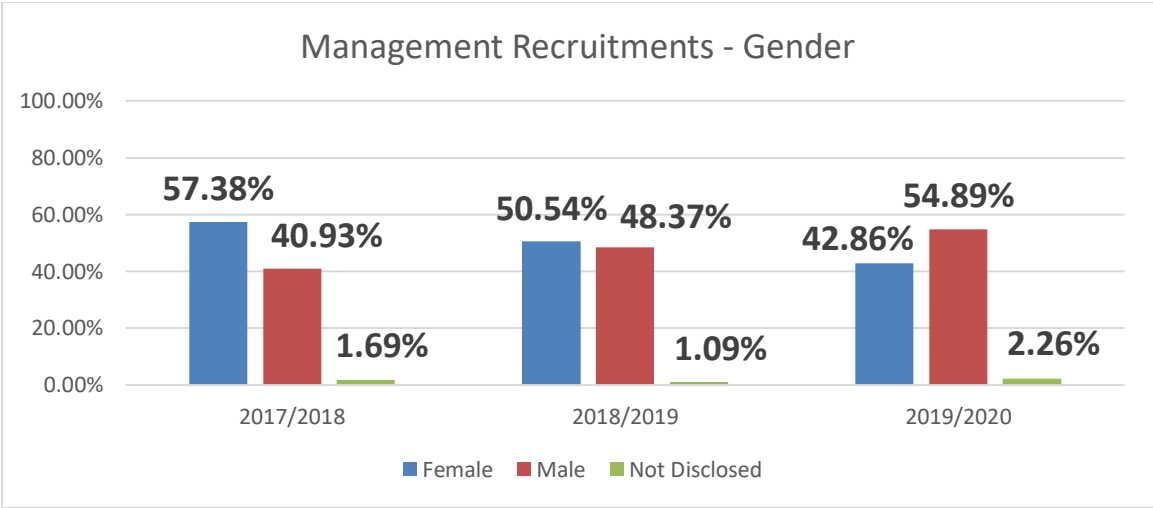
Classified Recruitments 2018-2019



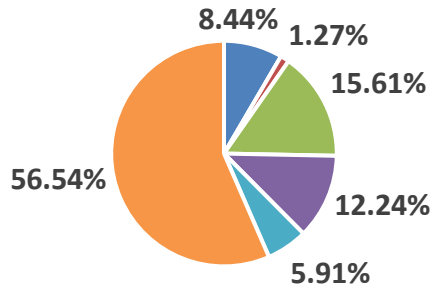
- Black/African American
- Alaskan Native/American Indian
- Asian/Pacific Islander
- Hispanic/Latinx
- Unknown
- White



EXECUTIVE/MANAGEMENT/ADMINISTRATIVE RECRUITMENTS

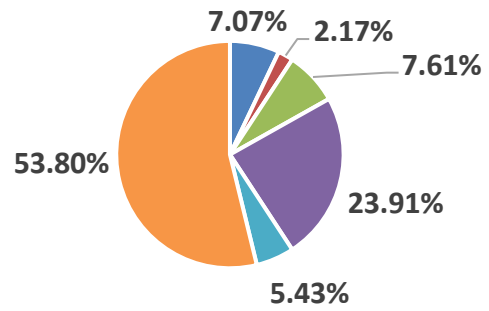


2017/2018 Management Recruitments



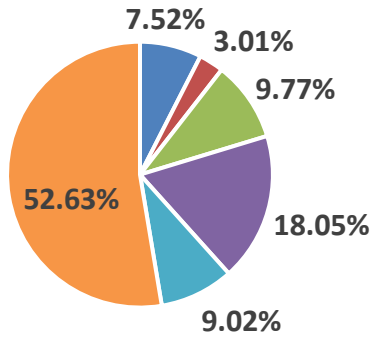
- Black/African American
- Alaskan Native/American Indian
- Asian/Pacific Islander
- Hispanic/Latinx
- Unknown
- White

2018/2019 Management Recruitments



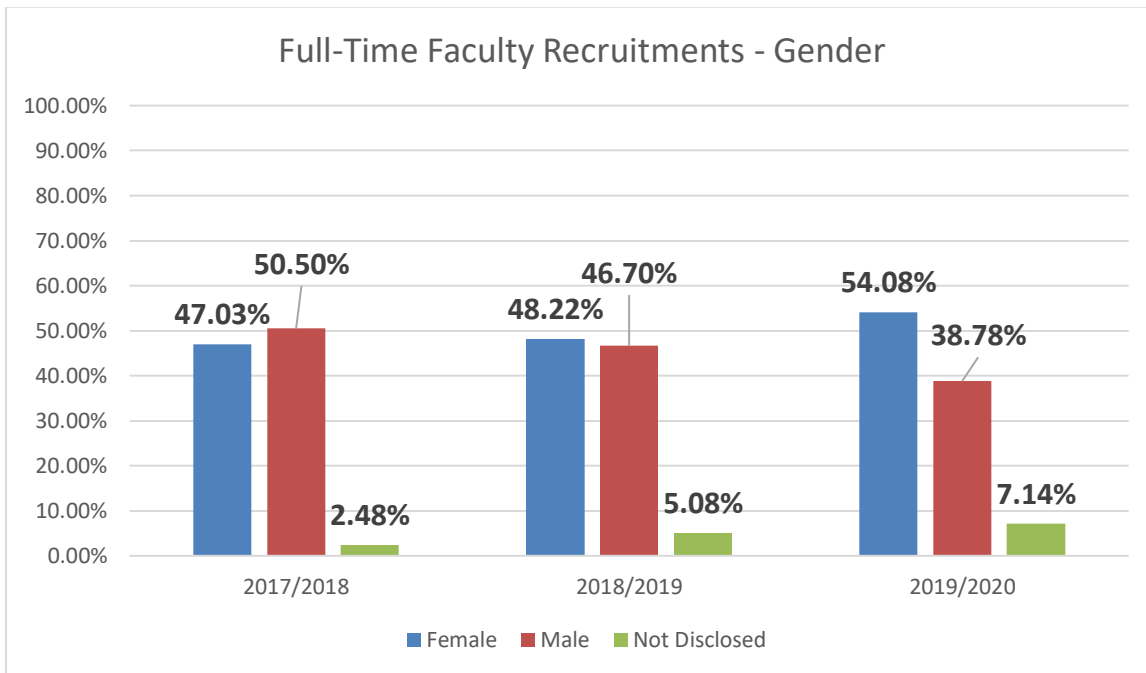
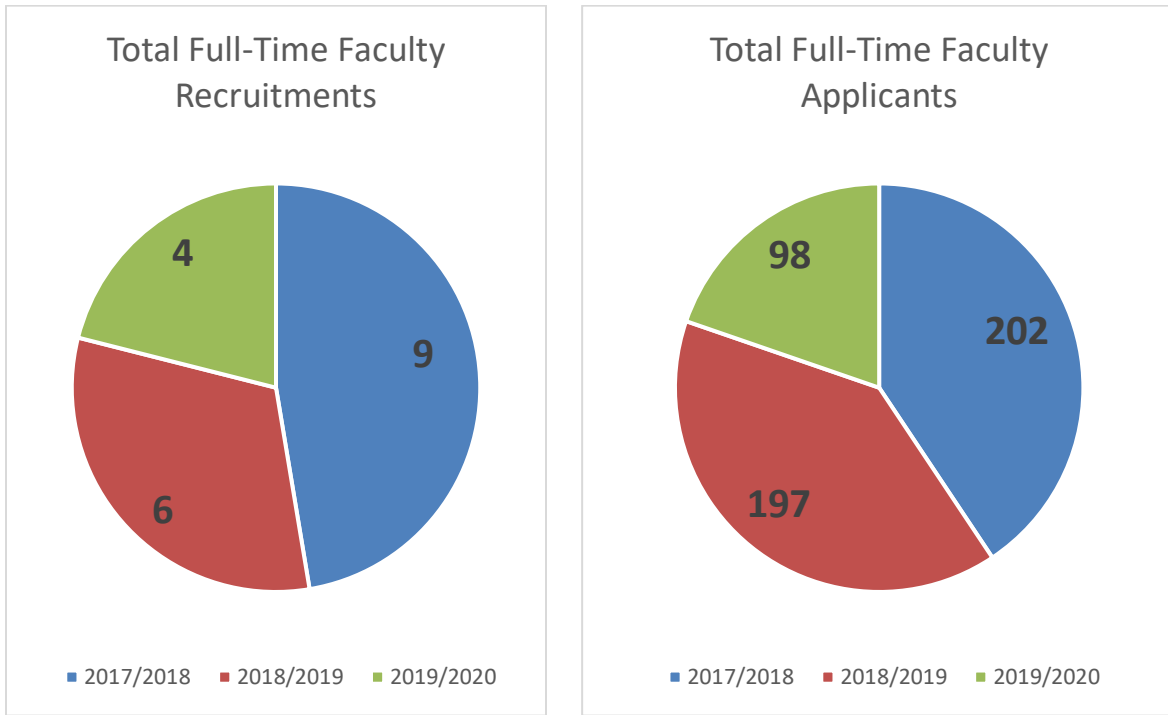
- Black/African American
- Alaskan Native/American Indian
- Asian/Pacific Islander
- Hispanic/Latinx
- Unknown
- White

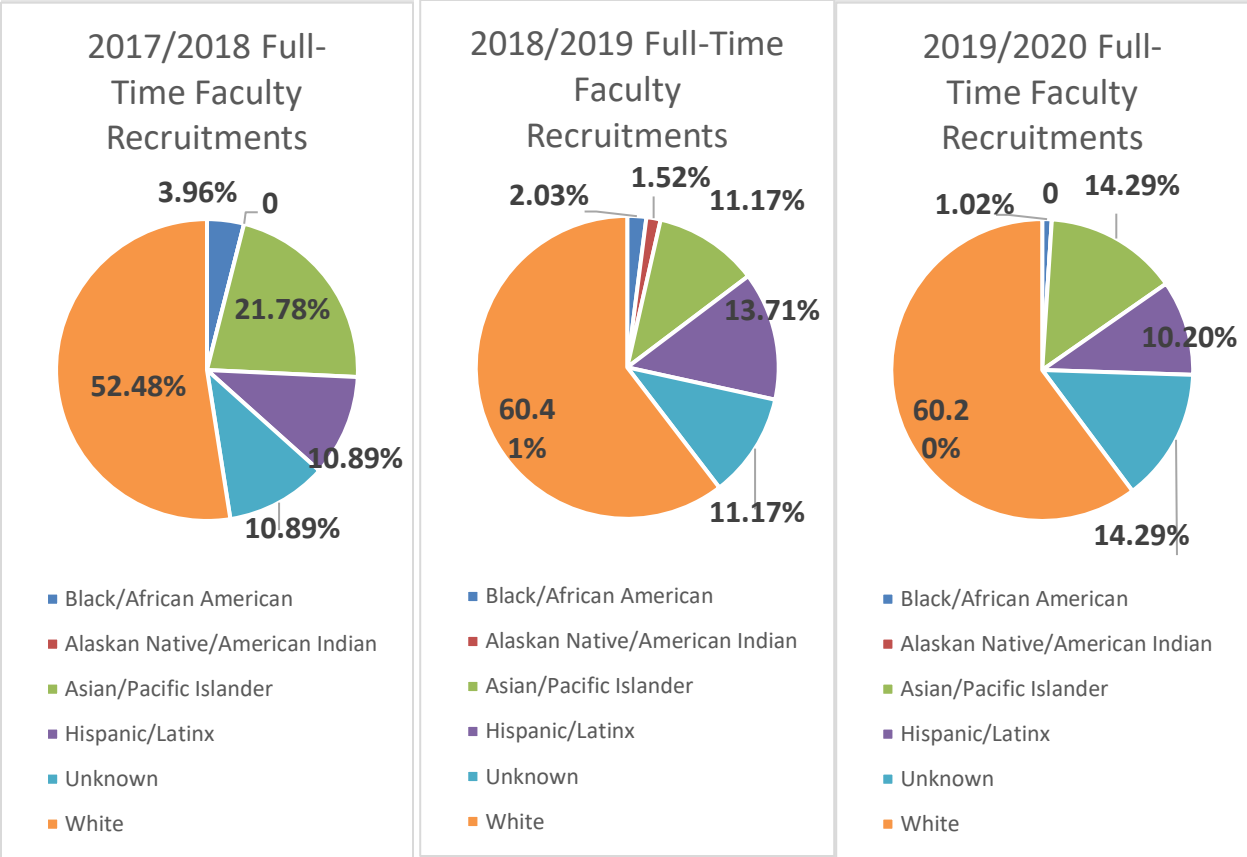
2019/2020 Management Recruitments



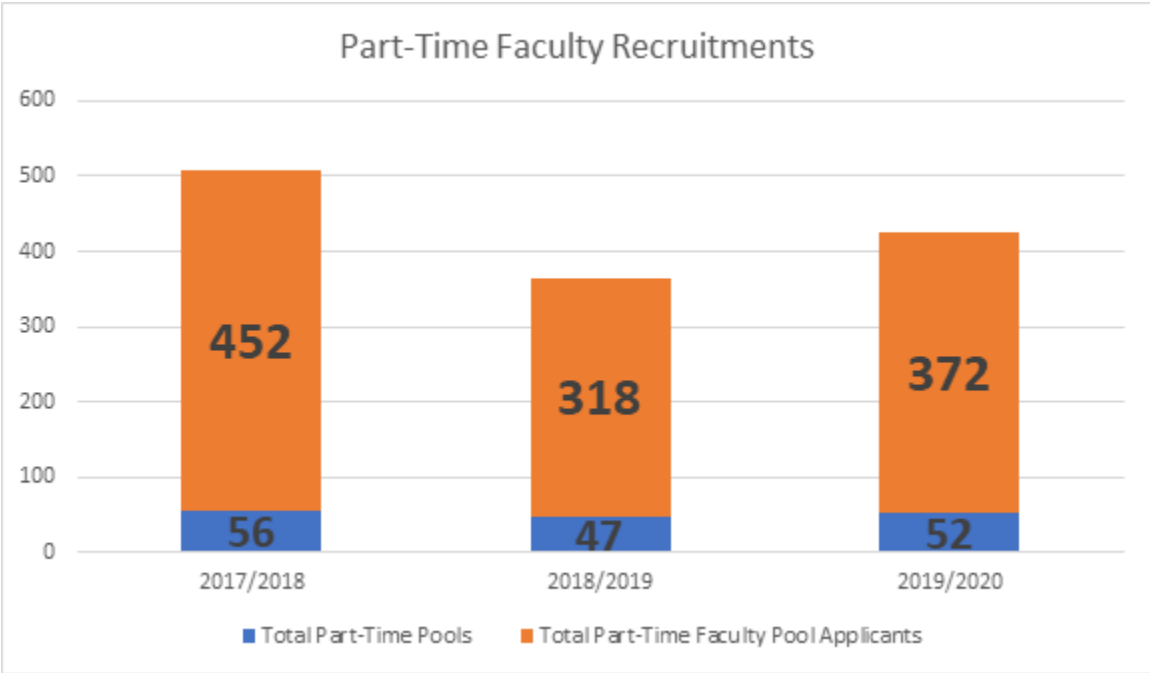
- Black/African American
- Alaskan Native/American Indian
- Asian/Pacific Islander
- Hispanic/Latinx
- Unknown
- White

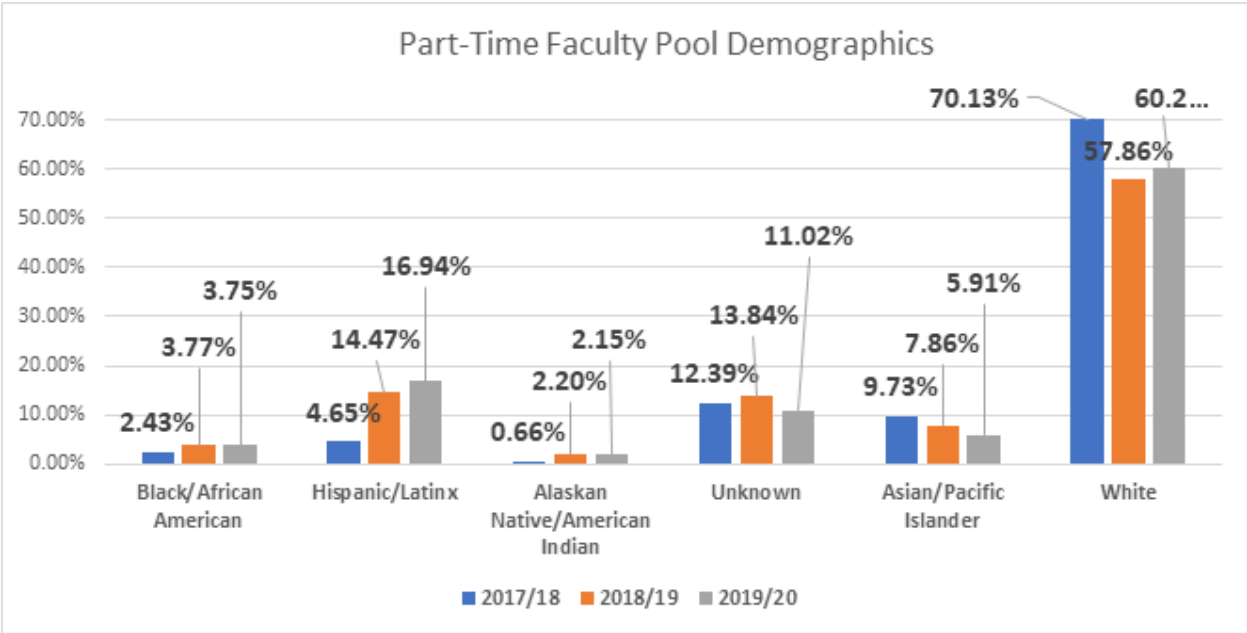
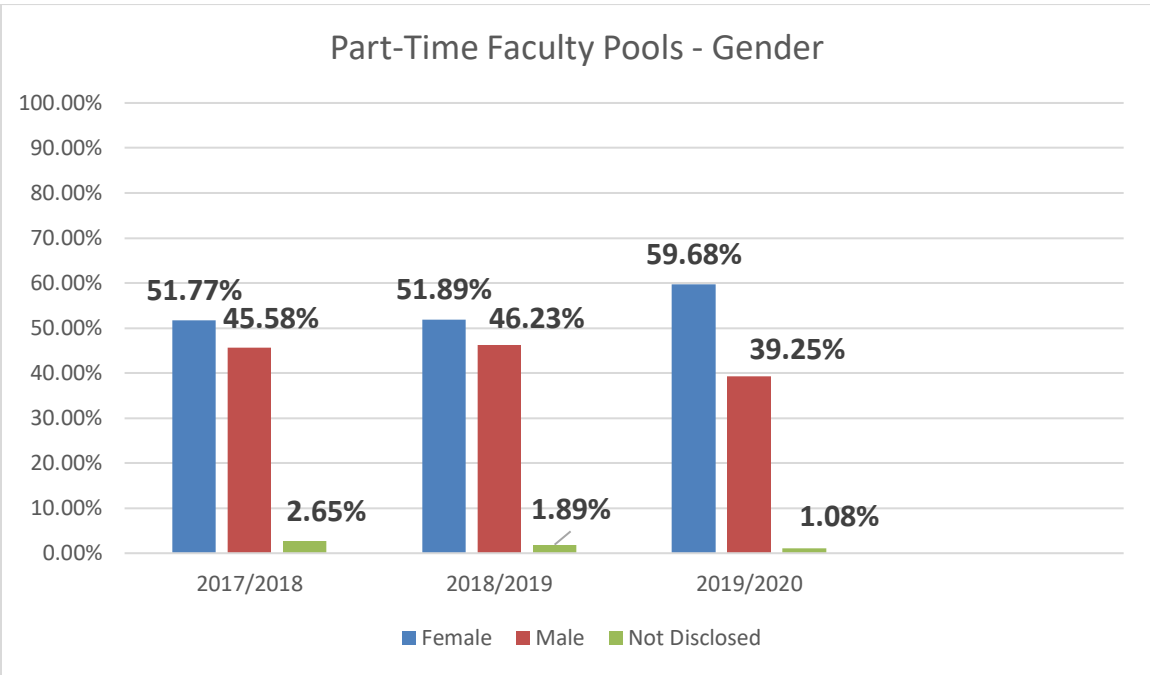
Full-Time Faculty Recruitments





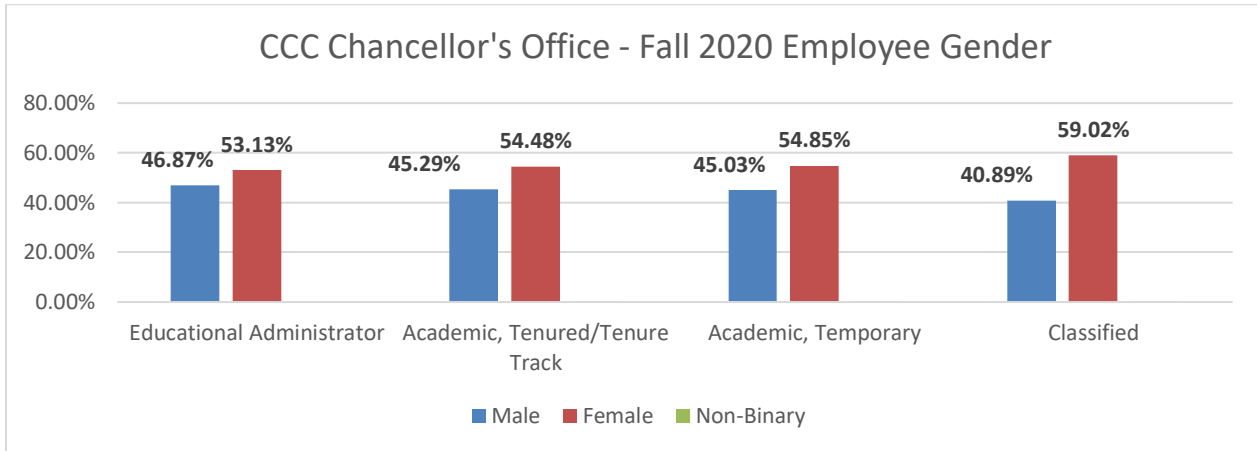
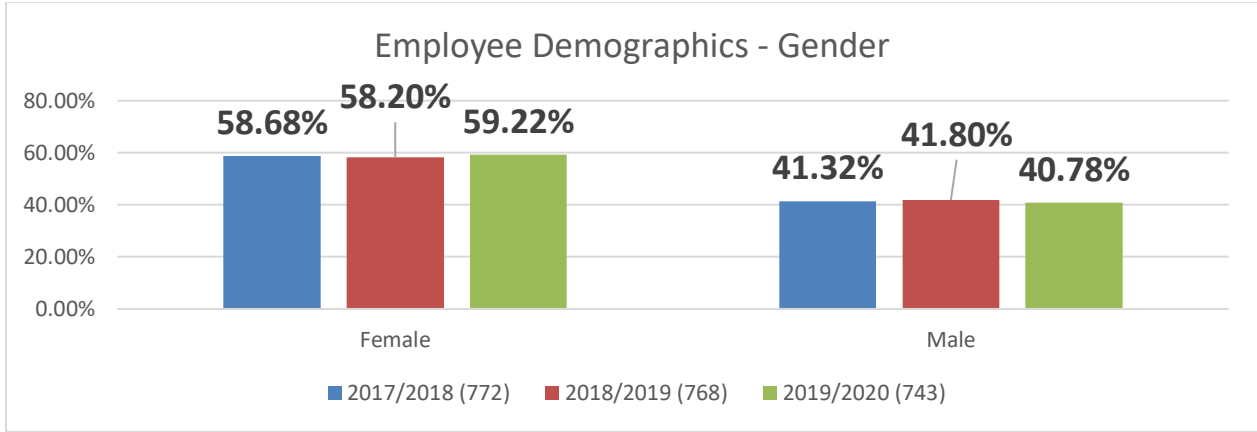
PART-TIME FACULTY POOL RECRUITMENTS



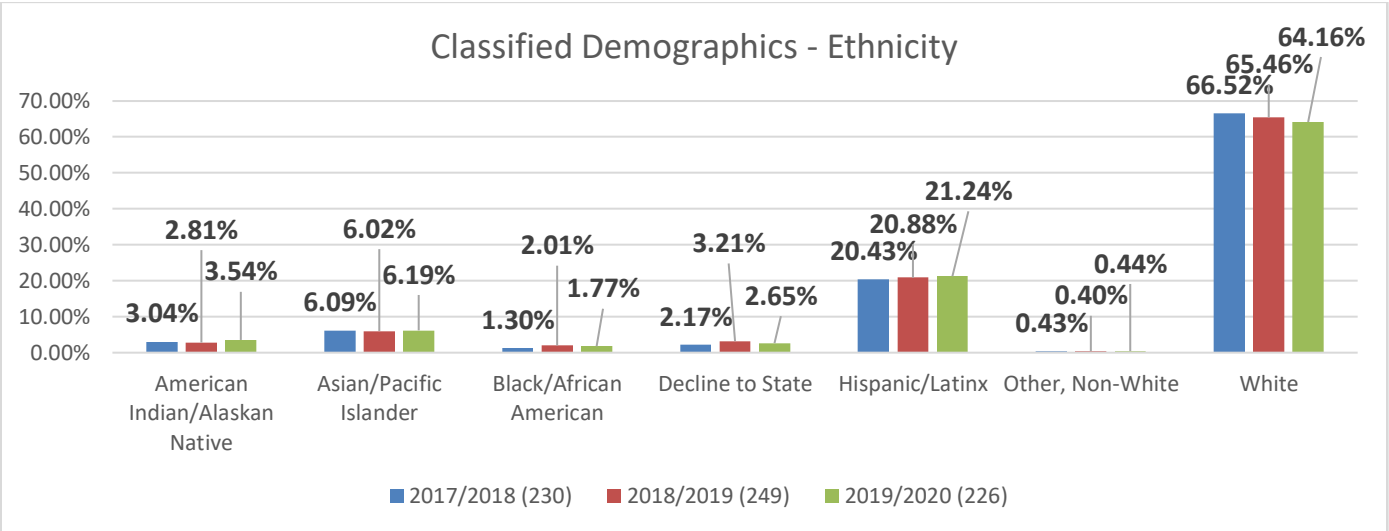
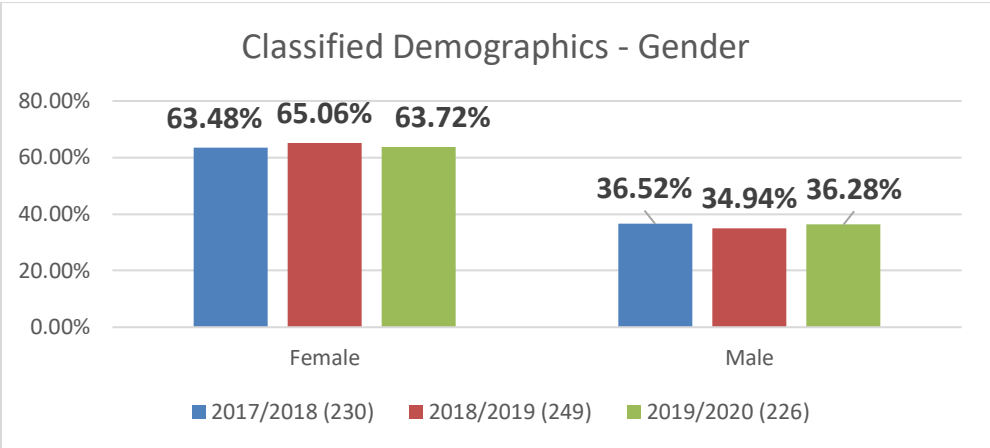
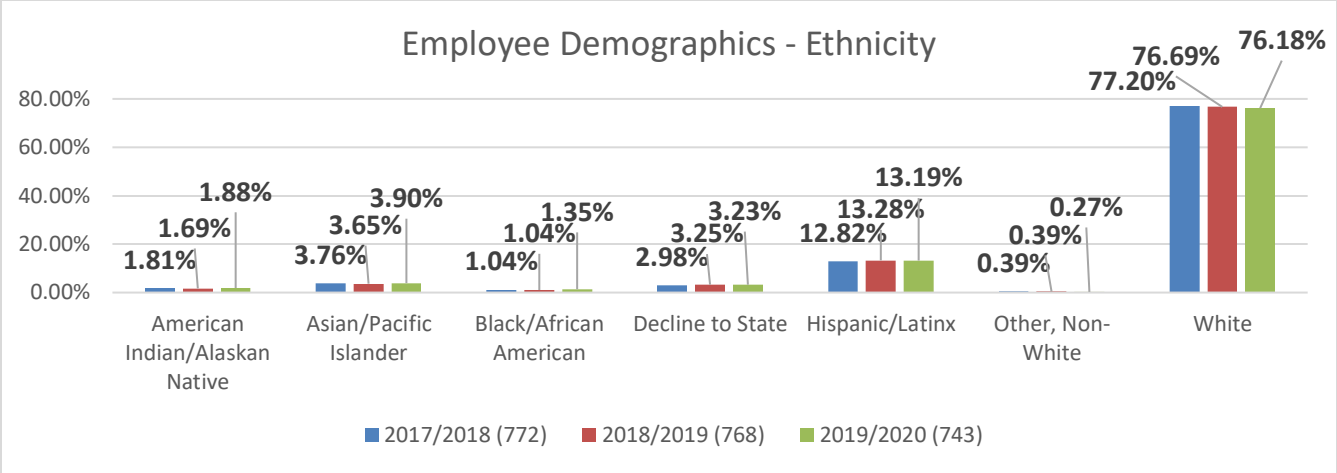


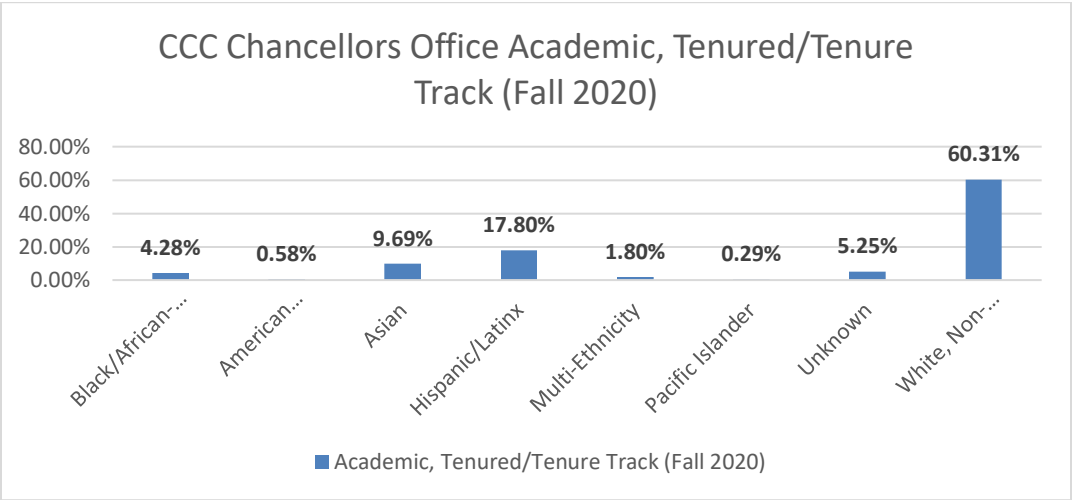
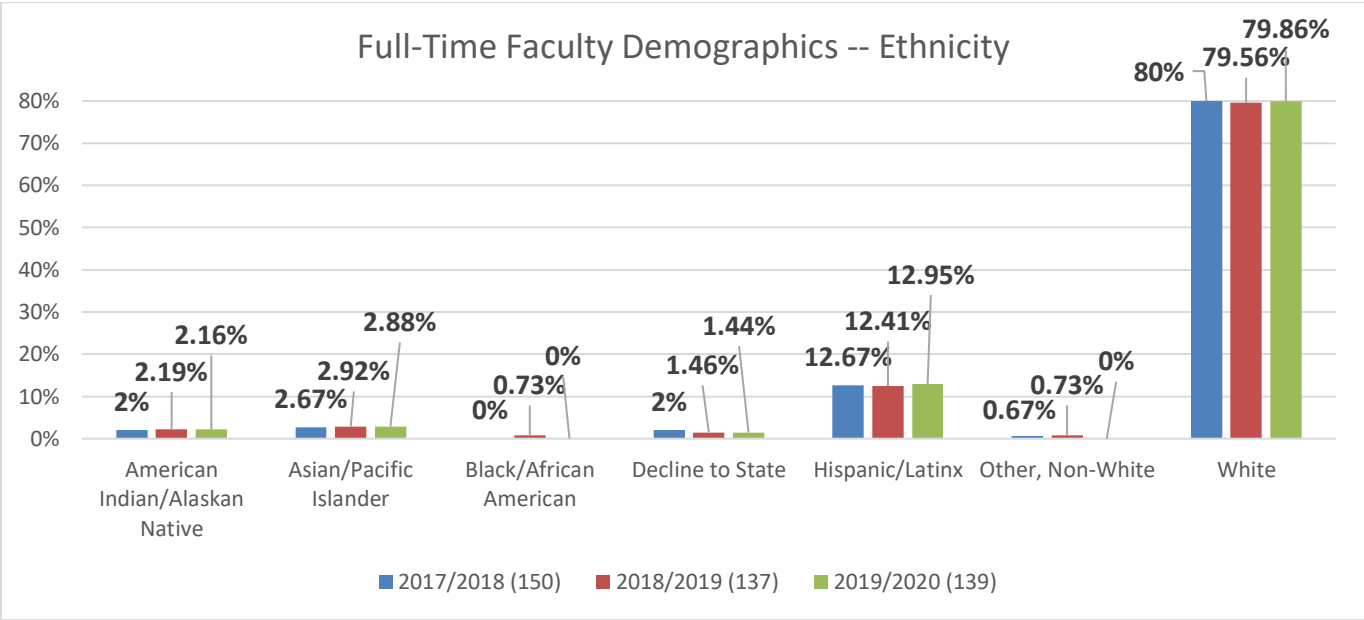
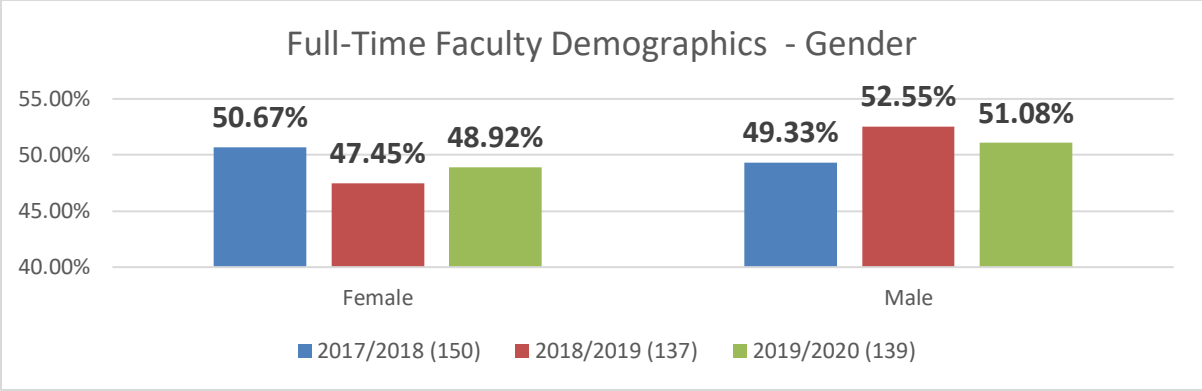
Employees Demographics

**Employee statistics are active employees as of July 1, 2017; July 1, 2018; and July 1, 2019, in comparison with the CCC Chancellor’s Office, when applicable.

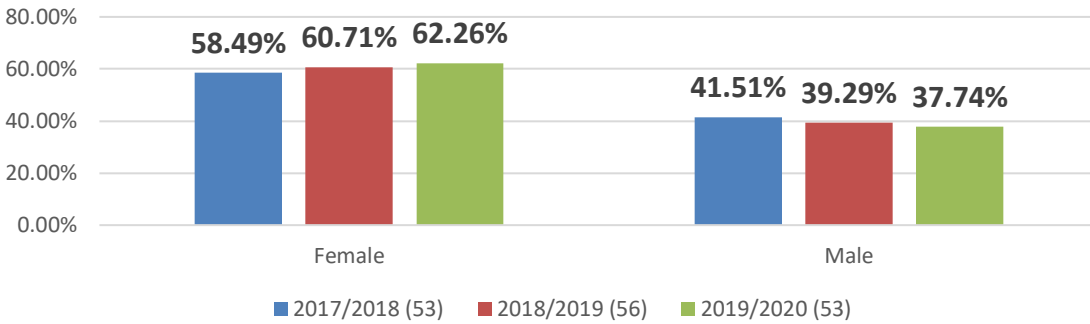


**Non-Binary totals were less than 1% for each classification.

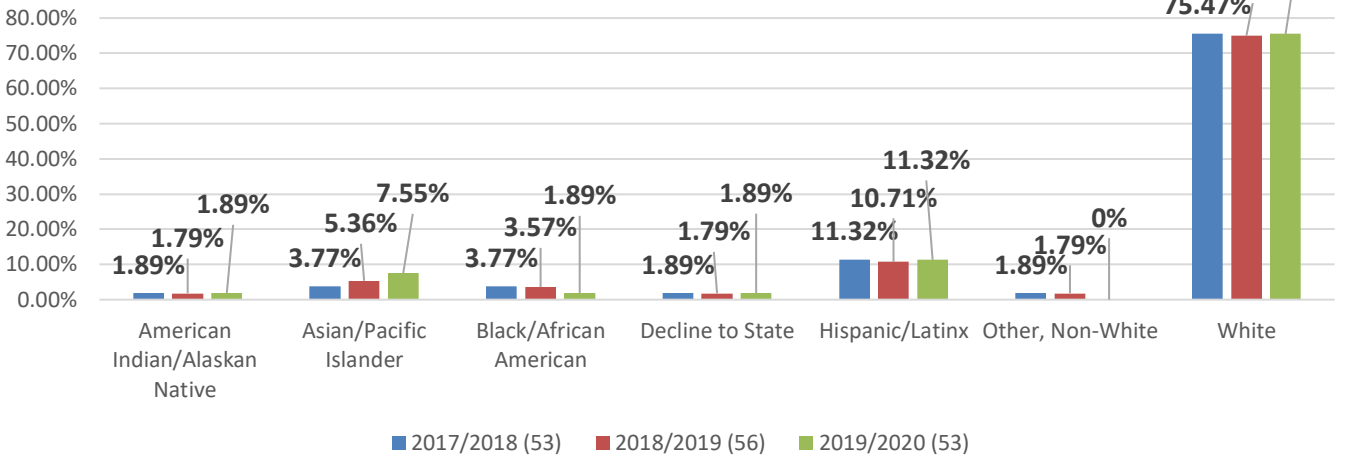




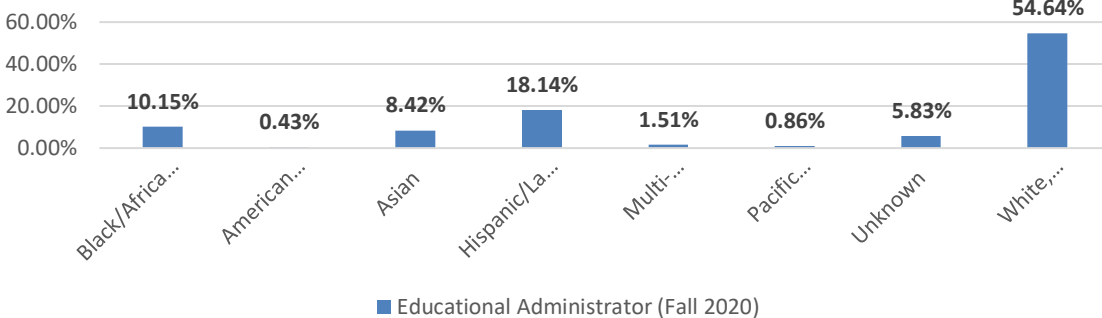
Management Demographics - Gender



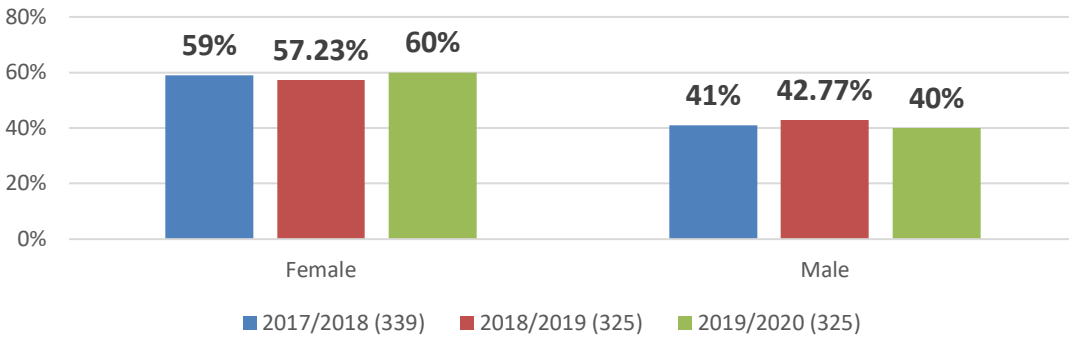
Management Demographics - Ethnicity



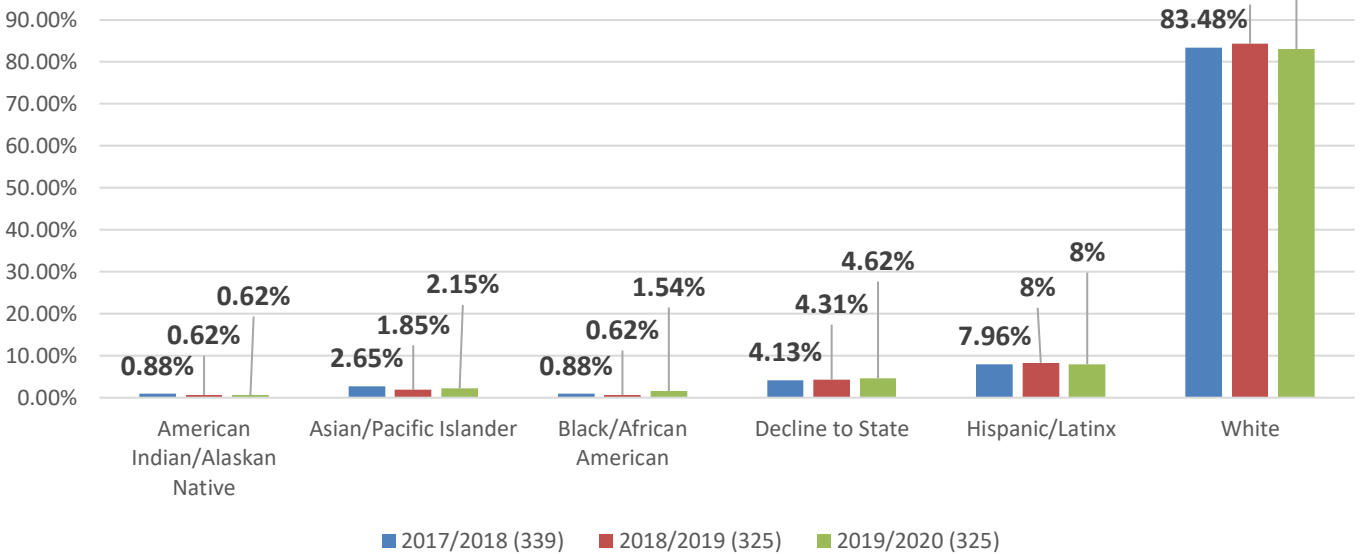
CCC Chancellors Office Educational Administrator Ethnicity



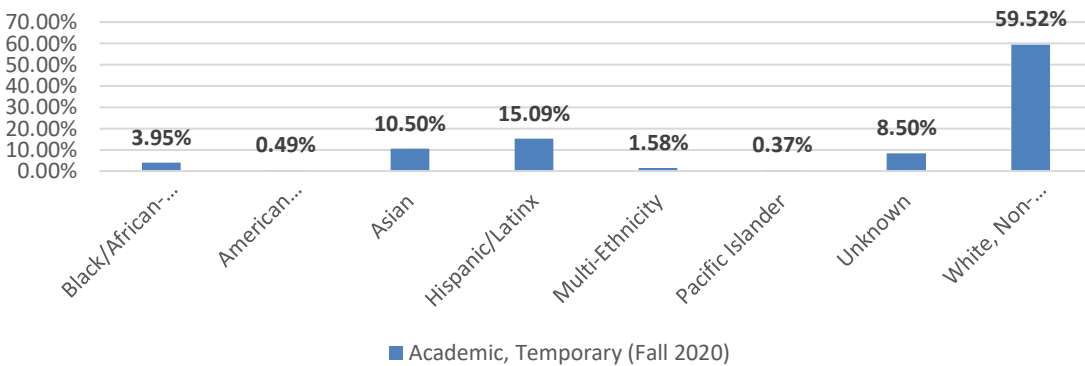
Part-Time Faculty Demographics - Gender

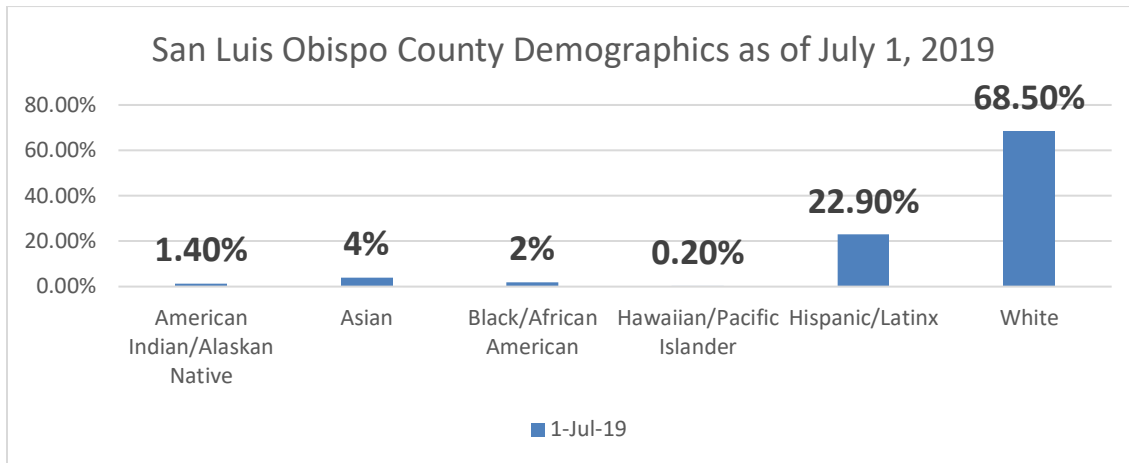


Part-Time Faculty Demographics - Ethnicity



CCC Chancellors Office Academic, Temporary (Fall 2020)





**San Luis Obispo County information

<https://www.census.gov/quickfacts/fact/table/sanluisobispocountycalifornia#>

District Workforce Analysis

Gender Analysis

The District's gender-balance for the overall workforce has remained unchanged in the previous three years. There continues to be a slightly higher percentage of female employees (59%, n=440) than male employees (41%, n=303). Candidates are provided the option to "Decline to State" their gender.

When looking at specific employee groups, the gender distribution has remained stable. The Executive/Management group saw a slight change in the review of July 1, 2017 – June 30, 2020; in July 2019 38% male (n=20) and 62% female (n=33); July 2018 39% (n=22) reported as male and 61% reported as female (n=34); July 2017, 42% (n=22) reported as male and 58% (n=31) reported as female. The total number of employees in this category was 53 in the 2017/2018 academic year and in the 2019/2020 academic year. Overall the demographics have shown minimal change, it is an area the District should monitor.

Full-time faculty gender distribution was 49% female (n=68) and 51% male (n=71) in 2017; 47% (n=65) female and 53% (n=72) male in 2018; and 49% (n=68) female and 51% (n=71) male in 2019. Full-time faculty had a total of 150 employees in this category in 2017/2018 academic year and only 139 in the 2019/2020 academic year. Even with the decrease in employee numbers, the gender demographics have remained consistent.

The classified workforce, specifically subcategories of employment, show the most disparity with gender neutrality. The current overall is 36% male (n=82) and 64% female (n=144). The clerical staff, which makes up 53% of the classified employees, is primarily female (92%). The Technical/Paraprofessional group is 28% of classified employees and is

primarily male. The Service/Maintenance group which represents 16% of classified employees is predominantly male. The District has not seen significant improvement in these areas as referenced in the following chart.

2017/2018 – Gender

Subcategory	Female	Male
Clerical	35% (117)	2% (7)
Professional (Non-Faculty)	1% (2)	0% (1)
Service/Maintenance	1% (5)	9% (32)
Skilled Craft	0% (1)	0% (1)
Technical/Paraprofessional	6% (21)	13% (43)

2018/2019 – Gender

Subcategory	Female	Male
Clerical	51% (126)	3% (7)
Professional (Non-Faculty)	1% (3)	0% (1)
Service/Maintenance	2% (5)	14% (34)
Skilled Craft	1% (2)	0% (0)
Technical/Paraprofessional	10% (26)	18% (45)

2019/2020 - Gender

Subcategory	Female	Male
Clerical	48% (109)	4% (10)
Professional Non-Faculty	1% (3)	0% (1)
Service/Maintenance	2% (4)	14% (32)
Skilled Craft	1% (2)	0% (0)
Technical/Paraprofessional	12% (26)	17% (39)

Monitored Group Analysis

The District has made marginal improvements in the percentage of employees who are members of monitored ethnic groups. As shown in the charts below there has been a small improvement in the overall hiring of monitored groups.

Year	Hispanic/Latinx	White	Black/African American	Asian/Pacific Islander	American Indian/Alaskan Native	Unreported
2017	12.82%	77.2%	1.04%	3.76%	1.81%	2.98%
2018	13.28%	76.69%	1.04%	3.65%	1.69%	3.25%
2019	13.19%	76.18%	1.35%	3.90%	1.88%	3.23%

When looking at classifications of employees, as shown in previous charts, the improvement is clearer. The classified employee demographics is the only classification to closely mirror the San Luis Obispo County demographics.

The Confidential/Supervisor/Management/Executive group saw increases in the hiring of employees who identify as Asian/Pacific Islander (4% in 2017 (n=2), 5% in 2018 (n=3), and almost 8% in 2019 (n=4)). There was a decrease in the Black/African American management demographics when one employee left their employment. The full-time faculty has improved slightly in the Hispanic/Latinx demographics, but is still almost 80% white. There has been very little change to the part-time faculty demographics.

The District has met its full-time faculty obligation number in the last five years, and has been hiring faculty consistently; however, the District needs to strengthen the efforts to diversify the faculty.

Analysis of Applicant Pools

2019-2020 FT Faculty Applicant Data					
Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications submitted	HIRING PROCESS STEP TWO: Applicants met minimum qualifications	HIRING PROCESS STEP THREE: Applicants Selected for 1st Interview	HIRING PROCESS STEP FOUR: Applicants Selected for 2nd Interview	HIRING PROCESS STEP FIVE: Applicants Selected for Position
	#	#	#	#	#
Black/African American	1	1	0	0	0
American Indian/Alaskan Native	0	0	0	0	0
Asian/Pacific Islander	14	13	2	0	0
Hispanic/Latinx	8	7	5	0	0
Decline/Unknown/Other, Non-White	16	14	3	2	1
White	55	47	17	9	2
TOTAL	94	82	27	11	3

Reviewing the data for adverse impact, at step one there is 58.5% white applicants and 41.5% other or non-white. The percentage of non-white applicants selected for a first interview dropped to 37% while the white applicants invited for a first interview increased to 63%. Only 33% of the total applicants were invited to a first-round interview.

2018-2019 FT Faculty Applicant Data					
Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications submitted	HIRING PROCESS STEP TWO: Applicants met minimum qualifications	HIRING PROCESS STEP THREE: Applicants Selected for 1st Interview	HIRING PROCESS STEP FOUR: Applicants Selected for 2nd Interview	HIRING PROCESS STEP FIVE: Applicants Selected for Position
	#	#	#	#	#
Black/African American	4	3	0	0	0
American Indian/Alaskan Native	2	1	0	0	0
Asian/Pacific Islander	21	14	2	1	0
Hispanic/Latinx	26	24	7	2	1
Decline/Unknown/Other, Non-White	23	19	7	3	1
White	117	94	29	13	5
TOTAL	193	155	45	19	7

At step one, 39% of total applicants were non-white. Non-white applicants who passed the minimum qualifications screening held at 39%. Non-white applicants offered a first round interview was 36% and 32% for were offered a second interview. White applicants who were offered a position was 71% of the total applicants hired.

2017-2018 FT Faculty Applicant Data					
Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications submitted	HIRING PROCESS STEP TWO: Applicants met minimum qualifications	HIRING PROCESS STEP THREE: Applicants Selected for 1st Interview	HIRING PROCESS STEP FOUR: Applicants Selected for 2nd Interview	HIRING PROCESS STEP FIVE: Applicants Selected for Position
	#	#	#	#	#
Black/African American	8	4	1	1	1
American Indian/Alaskan Native	0	0	0	0	0
Asian/Pacific Islander	38	24	5	0	0
Hispanic/Latinx	23	14	6	4	1
Decline/Unknown/Other, Non-White	26	21	8	5	2
White	105	70	25	10	6
TOTAL	200	133	45	20	10

The total of applicants who identified as non-white was 47.5%. Only 44% were offered a first-round interview and 40% were offered a position.

2019-2020 Classified Applicant Data				
Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications submitted	HIRING PROCESS STEP TWO: Applicants met minimum qualifications	HIRING PROCESS STEP THREE: Applicants Selected for 1st Interview	HIRING PROCESS STEP FOUR: Applicants Selected for Position
	#	#	#	#
Black/African American	14	11	7	0
American Indian/Alaskan Native	7	3	1	0
Asian/Pacific Islander	34	25	11	2
Hispanic/Latinx	108	80	34	5
Decline/Unknown/Other, Non-White	44	32	12	3
White	228	170	70	13
TOTAL	435	321	135	23

The total number of applicants who identify as non-white is 48% and white applicants being 52%. Candidates offered an interview were 48% non-white and 52% white. Candidates offered a position were 57% white and 43% non-white.

2018-2019 Classified Applicant Data				
Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications submitted	HIRING PROCESS STEP TWO: Applicants met minimum qualifications	HIRING PROCESS STEP THREE: Applicants Selected for 1st Interview	HIRING PROCESS STEP FOUR: Applicants Selected for Position
	#	#	#	#
Black/African American	13	10	6	2
American Indian/Alaskan Native	2	1	1	1
Asian/Pacific Islander	33	24	9	2
Hispanic/Latinx	137	116	52	6
Decline/Unknown/Other, Non-White	50	28	12	3
White	269	182	84	18
TOTAL	504	361	164	32

Non-white applicants made up 47% of the total applicants at step one and 49% were offered a first-round interview. Candidates who were offered a position consisted of 43.75% candidates identifying as non-white and 56.25% white candidates (51% were offered an interview).

2017-2018 Classified Applicant Data				
Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications submitted	HIRING PROCESS STEP TWO: Applicants met minimum qualifications	HIRING PROCESS STEP THREE: Applicants Selected for 1st Interview	HIRING PROCESS STEP FOUR: Applicants Selected for Position
	#	#	#	#
Black/African American	22	18	1	0
American Indian/Alaskan Native	14	11	2	1
Asian/Pacific Islander	59	42	18	1
Hispanic/Latinx	209	166	56	8
Decline/Unknown/Other, Non-White	114	86	16	1
White	554	416	126	25
TOTAL	972	739	219	36

Candidates identifying as non-white held around 43% until the hiring phase where only 31% of non-white candidates were hired compared to 69% of white candidates.

2019-2020 Management Applicant Data					
Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications submitted	HIRING PROCESS STEP TWO: Applicants met minimum qualifications	HIRING PROCESS STEP THREE: Applicants Selected for 1st Interview	HIRING PROCESS STEP FOUR: Applicants Selected for 2nd Interview	HIRING PROCESS STEP FIVE: Applicants Selected for Position
	#	#	#	#	#
Black/African American	14	10	2	1	1
American Indian/Alaskan Native	4	2	0	0	0
Asian/Pacific Islander	15	12	4	1	1
Hispanic/Latinx	27	22	12	4	0
Decline/Unknown/Other, Non-White	18	13	4	2	0
White	76	46	24	9	3
TOTAL	154	105	46	17	5

Candidates identifying as non-white made up 51% of all applications received, but represented 56% of applicants meeting minimum qualifications. Non-white candidates proceeded through the interview process at 47%. The final applicants selected for positions consisted of 60% white and 40% non-white.

2018-2019 Management Applicant Data					
Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications submitted	HIRING PROCESS STEP TWO: Applicants met minimum qualifications	HIRING PROCESS STEP THREE: Applicants Selected for 1st Interview	HIRING PROCESS STEP FOUR: Applicants Selected for 2nd Interview	HIRING PROCESS STEP FIVE: Applicants Selected for Position
	#	#	#	#	#
Black/African American	12	6	0	0	0
American Indian/Alaskan Native	4	3	1	0	0
Asian/Pacific Islander	14	9	2	1	1
Hispanic/Latinx	41	20	9	4	1
Decline/Unknown/Other, Non-White	11	5	1	0	0
White	98	67	30	5	5
TOTAL	180	110	43	10	7

White candidates represented 54% of the total applications received. Of those applications, 61% met minimum qualifications. Of the non-white applicants, 30% received a first interview and 50% received a 2nd interview. Of the candidates hired, 29% were non-white and 71% were white.

2017-2018 Management Applicant Data					
Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications submitted	HIRING PROCESS STEP TWO: Applicants met minimum qualifications	HIRING PROCESS STEP THREE: Applicants Selected for 1st Interview	HIRING PROCESS STEP FOUR: Applicants Selected for 2nd Interview	HIRING PROCESS STEP FIVE: Applicants Selected for Position
	#	#	#	#	#
Black/African American	18	9	3	2	1
American Indian/Alaskan Native	2	1	0	0	0
Asian/Pacific Islander	14	7	2	0	0
Hispanic/Latinx	45	23	10	3	0
Decline/Unknown/Other, Non-White	13	8	3	0	0
White	114	73	25	9	4
TOTAL	206	121	43	14	5

Ethnicity demographics for applications submitted were 45% non-white and 55% white. Applicants offered a first level interview were 42% non-white and 58%. Second level interviews declined to 36% non-white and increased to 64% white. Of those hired 20% were non-white and 80% were white.

In the review of hiring data as identified above no adverse impact was identified.

The District conducted a total of 116 recruitments in 2017/2018 (44 – Classified; 9 – Full-Time Faculty; 7 – Management; and 56 Part-Time Pools); 96 recruitments in 2018/2019

(34 – Classified; 6 – Full-Time Faculty; 9 – Management; and 47 Part-Time Pools); and 94 recruitments in 2019/2020 (31 – Classified; 4 – Full-Time Faculty; 7 – Management; and 52 Part-Time Pools). The District’s hiring has been consistent with a minimum of 40 recruitments (not including part-time faculty pools) per year.

The District has made several changes to the hiring practices in an attempt to remove potential barriers to applicants in order to increase the diversity of the District workforce. The District began advertising on social media platforms (i.e. Facebook, LinkedIn) to increase outreach for position vacancies. The District has also revised the Equal Employment Opportunity training required annually for selection committee participants from an online PowerPoint and quiz to a one-and-a-half-hour live training. The training consists of the following components; Federal and State law; District Board Policies and Administrative Procedures; Implicit Bias; best practices for candidate screening and interviewing, conflicts of interest, selection committee member roles, and internal candidates. The District has also invested significant resources in professional development to bring presenters to the campus to focus on identifying bias, creating an inclusive institution, and equity focus.

Applicants from monitored groups represented 40% of all applicants. Additionally, applicants in the Hispanic/Latinx group is about 20% of all applicants, and almost 17% of all applicants are Asian/Pacific Islander. Only about 3% of all applicants identify as Black/African American. The District will continue its efforts to broaden the faculty applicant pools to attract more diverse candidates.

Component 11: Recruitment and Hiring Procedures to Ensure Equal Employment Opportunity

CCR - Title 5, § 53021 et seq.

The District shall develop and implement policies and procedures consistent with Title 5’s requirements for the recruitment and hiring of individuals in order to ensure equal employment opportunity for all qualified applicants. In doing so, the District creates an environment that fosters inclusiveness, acceptance, cooperation, and free expression of ideas that is welcoming to all genders, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. These policies and procedures will require that it create a diverse pool of qualified candidates with varied educational and experience backgrounds who can contribute to a diverse educational community. These policies and provisions will be regularly reviewed and updated to serve this mission.

To address any identified underrepresentation of monitored groups in Component 10, the District will continually make efforts to broaden recruitment efforts to help ensure a diverse pool of candidates that is inclusive and open to all individuals.

1. Recruitment

- (a) The District will actively recruit from both within and outside the district workforce to attract qualified candidates for all vacancies. This shall include outreach designed to ensure that all persons are provided the opportunity to seek employment with the District. The requirement of open recruitment shall apply to all full-time and part-time vacancies in all job categories and classifications.

Recruitment for full-time faculty and educational administrator positions shall be at least statewide and, at a minimum, shall include seeking qualified applicants listed in the California Community Colleges Equal Employment Opportunity Registry and posting job announcements with the Registry.

Recruitment for part-time faculty positions may be conducted separately for each vacancy or by annually establishing a pool of eligible candidates, but in either case full and open recruitment is required consistent with this section.

- (b) “In-house or promotional only” recruitments shall not be used to fill any vacancy for any position, with the exception of a position being filled on an interim basis for the minimum time necessary to allow for full and open recruitment. No interim appointment or series of interim appointments shall exceed two years in duration.
- (c) Recruitment for all open positions will normally include, but not limited to, placement of job announcements in the following instruments:
1. General circulation publications, including electronic media.
 2. Local and regional community newspapers or job boards.
 3. Publications, including electronic media that are distributed to the general market and to newspapers, publications whose primary audience is comprised of groups found to be underrepresented in the District’s workforce.
 4. California Community Colleges Registry.
 5. Publications, including electronic media, that are targeted to the professions and/or disciplines appropriate to the position.
 6. Recruitment booths at job fairs or conferences oriented to both the public and economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District’s workforce.

2. Job Announcements

Job announcements shall state clearly the job specifications setting forth the knowledge, skills, and abilities necessary to job performance.

For faculty and administrative positions, job requirements shall include a demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural,

disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the district wishes to utilize, shall be reviewed before the position is announced, to ensure conformity with the requirements of equal employment regulations and state and federal nondiscrimination laws.

3. Review of Initial and Qualified Applicant Pools

The application for employment shall provide for self-identification of the applicant’s gender, ethnic group identification and, if applicable, their disability. This information shall be kept confidential and shall be used only in research, monitoring, and evaluating the effectiveness of the district’s equal employment opportunity plan.

- a) After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the Chief Human Resources Officer or designee.
- b) The initial applicant pool shall be screened to eliminate applicants who do not satisfy the minimum qualifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the “qualified applicant pool.” The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the Chief Human Resources Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job related, appropriate action will be taken.

4. Screening and Selection Procedures

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria. The District’s recruitment and hiring procedures will include in its section on applicant screening by screening/interview committees the following provisions:

- (a) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
 - (1) Provided to the Chancellor’s Office upon request;
 - (2) Designed to ensure that for faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college

students. "Meaningful consideration" means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;

- (3) Based solely on job-related criteria; and
 - (4) Designed to avoid an adverse impact, and monitored to detect and address any adverse impact for any identifiable monitored groups.
- (b) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
 - (c) The equal employment opportunity officer shall approve the makeup of screening/interview committees. If the equal employment opportunity officer does not approve the screening/interview committee for lack of diversity, they should take necessary steps to remedy the lack of diversity.
 - (d) Before a person can serve on a screening or interview committee, they must receive equal employment opportunity/diversity training.
 - (e) All screening materials, including testing and demonstrations, must be approved by the equal employment opportunity officer for compliance with these rules.
 - (f) The equal employment opportunity officer shall monitor recruitments for adverse impact and may recommend corrective action.
 - (g) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the superintendent/president or designee will do the following:
 - (1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
 - (2) When appropriate, assist the screening/interview committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about the individual candidates is not disclosed.
 - (3) When necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
 - (h) The District will not designate or set aside particular positions to be filled by members of any group defined in terms of age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, military or veteran

status, national origin, parental status, physical or mental disability, pregnancy, race or ethnicity, religion, sexual orientation or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by federal or state law. The District will not apply the *Plan* in a rigid manner that has the purpose or effect of so discriminating.

- (i) The superintendent/president or designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committee, subject to board approval.
- (j) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objective of this Plan, the District will request that the EEO Advisory Committee recommend new methods to meet the Plan objectives, or if necessary, modify the Plan itself to ensure equal employment opportunity.

5. Long-term analysis and remedies:

If any underrepresentation is identified as a result of the District's longitudinal analysis of its recruitment and workforce demographics, the District shall address the underrepresentation.

If the District determines that a significant underrepresentation of a monitored group is the result of non-job-related factors, the District will implement additional measures to address the specific area of concern, which may include:

- (1) Review its recruitment procedures and identify and implement any additional measures that might reasonably be expected to attract candidates from the significantly underrepresented group.
- (2) Review each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with legal requirements, and discontinue the use of any such qualification that has an adverse impact, unless no alternative qualification standard is reasonably available that would select for the same characteristics without a less exclusionary effect.
- (3) Improve its outreach activities and budget, or implement additional measures designed to improve the part of the recruitment and selection process that seems to be implicated in the underrepresentation.
- (4) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need. Any corrective

measures implemented should be given a reasonable amount of time to produce better results, which will normally be a 3-year period.

- (5) Additional measure includes providing a yearly report on exit interview findings/trends to the Equity and Student Success Committee and other groups as needed.
- (6) Additional measure includes tracking and documenting search committee demographic compositions.
- (7) Commitment to provide action plan for any campus climate issues identified in surveys.
- (8) Incorporate Guide to Equitable Hiring and new additions from AP 7120 into EEO Plan.

Component 12: Institutional Commitment to Diversity

[Reference - title 5, § 53003(c)(10) and 53024.1]

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories.

Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all genders, persons with disabilities, and individuals from all ethnic, racial, religious, and other groups protected from discrimination.

Establishing and maintaining a richly diverse workforce is an on-going process. Therefore, the District shall, on a continuing basis, create, adapt, and implement a program to enhance diversity that may include the following, among other, measures:

- 1) Sponsor and encourage cultural events and speakers on issues concerning equity, diversity, and inclusion by inviting guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- 2) Conduct campus climate studies to identify hidden barriers and commit to action plan addressing results.

- 3) Prioritize cultural competence and cultural humility among District employees and students through trainings and opportunities for discussion.
- 4) Conduct exit interviews with employees who voluntarily leave the district, maintain a database of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.
- 5) Provide training to employees on elimination of bias in hiring and employment.
- 6) Maintain a variety of programs to support newly-hired employees such as orientation, professional development, and leadership opportunities.
- 7) Audit and maintain updated job descriptions and job announcements.
- 8) Provide training to the District's Board of Trustees on the elimination of bias in hiring and employment at least once every election cycle.
- 9) Investigate all complaints filed under this chapter, and discrimination and harassment complaints under any provision, in a timely and thorough manner, and take appropriate corrective action in all instances where a violation is found.
- 10) Comply with the requirements of Government Code section 12950.1 on the regular training of supervisory employees, and include all forms of harassment and discrimination in the training.
- 11) Participate in the review of the District's mission statement, to ensure that it conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.
- 12) Ensure that District publications and other marketing tools reflect the District's diversity and commitment to equal employment opportunity. Highlight the District's equal employment opportunity and diversity policies in job announcements and recruitment.
- 13) Ensure that district hiring procedures require applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.
- 14) Ensure all staff understand and support diversity objectives on campus.
- 15) The district addresses issues of inclusion/exclusion in a transparent and collaborative fashion.

- 16) Encourage employees to serve as resources, consultants, mentors and/or leaders to colleagues in the areas of EEO and diversity enhancement.
- 17) Attempt to gather information from applicants who decline job offers to find out why, record this information, and utilize it.
- 18) Conduct diversity dialogues, forums, and cross-cultural workshops, and make diversity instructional tools available to faculty to use in their classes or their services to students.
- 19) Participate in and develop programs to encourage and prepare its students for careers as community college employees – faculty, administrative, and staff positions alike – which may include providing mentorships, internships, and other career exploration programs, and whenever funded by the state, to inform students about graduate loan assumption programs, as referenced in the Education Code (sections 87106, 69618 et seq.).
- 20) Recognize multilingualism and knowledge of multiculturalism as a desired, and required skill and qualification for community college employees.

APPENDIX A

ORGANIZATIONS FOR ANNUAL WRITTEN NOTICE PER COMPONENT 9

Arroyo Grande/Grover Beach Chamber of Commerce
Atascadero Chamber of Commerce
Atascadero News
Atascadero Unified School District
CalJobs
Cal Poly Mustang Jobs
Cambria Chamber of Commerce
Cayucos Chamber of Commerce
Cayucos Elementary School District
CCC Registry
City of Paso Robles
Coast Unified School District
Gay and Lesbian Alliance of the Central Coast
Latina Leadership Network
Los Osos Chamber of Commerce
Lucia Mar Unified School District
Morro Bay Chamber of Commerce
Nipomo Chamber of Commerce
Paso Robles Chamber of Commerce
Paso Robles Joint Unified School District
Paso Robles Press
Pleasant Valley Joint Union Elementary School District
San Luis Coastal Unified School District
San Luis Obispo County
San Luis Obispo County Office of Education
San Luis Obispo Chamber of Commerce
San Miguel Chamber of Commerce
San Miguel Joint Union School District
Santa Barbara County Education Office
Shandon Joint Unified School District
Templeton Chamber of Commerce
Templeton Unified School District






EEO Plan-FINAL

Final Audit Report

2021-06-08

Created:	2021-06-08
By:	Monica Blandford (monica_blandford@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAtYAchkMdLbo2KU10Nd-s9SdW1WWMY607k

"EEO Plan-FINAL" History

-  Document created by Monica Blandford (monica_blandford@cuesta.edu)
2021-06-08 - 2:09:51 PM GMT- IP address: 107.202.200.36
-  Document emailed to Jill Stearns (jill_stearns@cuesta.edu) for signature
2021-06-08 - 2:11:37 PM GMT
-  Email viewed by Jill Stearns (jill_stearns@cuesta.edu)
2021-06-08 - 2:14:20 PM GMT- IP address: 104.47.73.254
-  Document e-signed by Jill Stearns (jill_stearns@cuesta.edu)
Signature Date: 2021-06-08 - 2:15:00 PM GMT - Time Source: server- IP address: 209.129.64.112
-  Agreement completed.
2021-06-08 - 2:15:00 PM GMT