



2023-2026 COMPTON COMMUNITY COLLEGE DISTRICT EQUAL EMPLOYMENT OPPORTUNITY PLAN



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Plan Component 1: Introduction

Compton Community College District continues to encourage a welcoming work environment that fosters and celebrates diversity which promotes and rewards employee excellence. The District believes diversity enriches the educational experience through the exchange of different ideas, beliefs, experiences, and perspectives; promotes personal growth because it challenges stereotypes, preconceptions, and bias; encourages critical thinking, and helps people learn to communicate effectively with others of varied backgrounds.

To properly serve a diverse community, the District will endeavor to attract, hire, and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves. We strive for a culture of belonging and psychological safety.

The Equal Employment Opportunity Plan contains procedures for the hiring of academic and classified staff; the requirements for a complaint process for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures relating to unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment that is welcoming to all; and procedures for dissemination of the Equal Employment Opportunity Plan. This plan is intended to assist with this important conversation of inclusion and equity and to provide a structure to promote equal employment opportunities.

Sincerely,

Keith Curry, Ed.D.
President/Chief Executive Officer



Plan Component 2: Definitions

Reference Title 5 § 53001

(a) *Adverse impact.* “Adverse impact” refers to 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 each selection process will not be considered to constitute an adverse impact if the numbers involved are too small to permit a meaningful comparison.

(b) *Business Necessity.* “Business necessity” means circumstances which justify an exception to the requirements of section 53021 (b)(1) because compliance with that section would result in substantial additional financial cost to the District or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

(c) *State Chancellor’s Office.* “State Chancellor’s Office” refers to this documents’ reference to the California Community College’s Chancellor’s Office.

(d) *Cultural Proficiency.* “Cultural Proficiency” refers to encompassing successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students are being taught and treated, and translates that understanding to the removal of barriers to student success.

(e) *Culture.* “Culture” refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. “Cultural” therefore refers to more than simply race and ethnicity.

(f) *Diversity.* “Diversity” refers to a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, national origin, parental status, physical or mental disability, pregnancy, race or ethnicity, religion, sexual orientation, or veteran status.

(g) *Equal Employment Opportunity.* “Equal Employment Opportunity” refers to the existence of a situation in which 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 also involves identifying and eliminating barriers to employment that are not job related; and creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code (h) Section 12940 or Title 5 § 5300 et seq. Equal employment opportunity should exist at all levels in the seven job categories: (h) In-house or

Promotional Only Hiring. "In-house or promotional only" hiring means that only existing District employees are allowed to apply for a position.

(i) *Equal Employment Opportunity Plan.* "Equal Employment Opportunity Plan" refers to a written document in which the District's workforce is analyzed and specific plans and procedures are set forth for promoting equal employment opportunity.

(j) *Equal Employment Opportunity Programs.* "Equal Employment Opportunity Programs" refers to all of the various methods by which equal employment opportunity is promoted. Such methods include but are not limited to: using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Title 5 § 53006.

(k) *Equal Pay Act of 1963(EPA).* "Equal Pay Act of 1963(EPA)" refers to a law that makes it illegal to pay different wages to men and women if they perform equal work in the same workplace.

(l) *Ethnic Group Identification.* "Ethnic group identification" refers to an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Title 5 § 53004. These groups shall be more specifically defined by the Chancellor in accordance with State and Federal law. In-house or Promotional Only Hiring means that only existing district employees are allowed to apply for a position.

(m) *In-house or Promotional Only Hiring.* "In-house or promotional only" refers to hiring that allows only existing district employees to apply for a position.

(n) *Monitored Group.* "Monitored group" refers to those groups identified in section Title 5 § 53004(b) for which monitoring and reporting is required pursuant to Title 5 § 53004(a):

- (1) Executive/administrative/managerial;
- (2) Faculty and other instructional staff;
- (3) Professional non-faculty;
- (4) Secretarial/clerical;
- (5) Technical and paraprofessional,
- (6) Skilled crafts; and
- (7) Service and maintenance

(o) *Person with a Disability.* "Person with a disability" refers to 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.

(p) *Projected Representation.* "Projected representation" means the percentage of persons from a monitored group determined by the President/Chief Executive Officer to be available and qualified to perform the work in question.

(q) *Race/Ethnic Categories.* “Race/Ethnic Categories” refers to the categories that are used for race and ethnicity data within this plan as follows:

- American Indian or Alaska Native – A person having origins in North and South American (including Central America), and who maintain a tribal affiliation or community attachment.
- Asian – a person having origins in the Far-East, Southeast Asia, or the Indian Subcontinent, including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
- Black or African American – a person having origins in any of the black racial groups of Africa.
- Hispanic or Latino – a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
- Native Hawaiian or Other Pacific Islander – a person having origins in Hawaii, Guam, Samoa, or other Pacific Islands.
- White – a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

(r) *Reasonable Accommodation.* “Reasonable accommodation” refers to the efforts made on the part of the District to remove artificial or real barriers which prevent or limit the employment and upward mobility of persons with disabilities. “Reasonable accommodations” may include the items designated in section 53025.

(s) *Screening or Selection Procedure.* “Screening or selection procedure” refers to 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, education, and work experience requirements, interviews, and review of application forms.

(t) *Underrepresented Group.* “Underrepresented group” refers to 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.

(u) *Equity.* Per the Equity Statement in Compton College District’s [Student Equity and Achievement Plan](#) – Adopted by the Board of Trustees on November 22, 2022. Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity, background, or identity. Equity processes ensure that all people have an equal opportunity to engage and succeed in a high-quality educational experience while providing all students with the tools to support their academic, career, and personal goals. Compton College students identify needs and solutions to equity problems on campus. Compton College identifies and removes barriers that produce inequity and intentionally designs new programs or refines services to provide each student with what they need to be successful in their college experience.

Plan Component 3: EEO & Nondiscrimination in Employment Policy Statement

Reference Title 5 § 53002 and § 59300

The Compton Community College District (CCCD) is committed to the principles of equal employment opportunity and has designed this comprehensive plan to provide a practical tool for this purpose. The data driven components of this EEO Plan are grounded in equal employment opportunity principles and guide the administration of all programs to ensure their implementation conforms to Federal and State laws.

It is the District's mission to be a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment. To meet our mission, we acknowledge that students benefit from having a college environment that fosters cooperation, acceptance, democracy and free expression of ideas. This is possible when we strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other underrepresented groups to ensure the District provides an inclusive educational and employment environment.

The District has adopted policies to specify that all qualified applicants, and all current employees, have full and equal access to employment opportunities, and are not subjected to discrimination in any program or activity. The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, immigration status, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military status, 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 (CCCD Board Policy/Administrative Regulation 3410 – Nondiscrimination, Board Policy/Administrative Regulation 3430 – Prohibition of Harassment).

In April 2020, a DEI Taskforce report from the California Community College Chancellor's Office with a ["Call to Action" plan](#) was provided to all California Community Colleges with 6 key areas to address with an aim to dismantle the structural inequities that harm students, to implement over the next 5 years. On June 2, 2020, the State Chancellor's Office called on leaders to expedite the existing timeline to implement the recommendations of the Task Force and to actively strategize to act against structural racism with urgency. Based upon this call to action by the State Chancellor, and in response to the importance of this work in the community we serve, the District took immediate action by emphasizing our commitment to respect, equity, diversity, inclusion, and accessibility. On June 16, 2020, the District adopted [Resolution NO. 06-16-2020F](#) affirming Compton Community College District Commitment to Faculty and Staff Diversity, on November 13, 2020 a [working document](#) responding to the State Chancellor's Office [call to action](#) was developed, on May 18, 2021 the District adopted [Resolution NO. 05-18-2021A](#) affirming our Commitment to Diversity, Equity and Inclusion, and on June 20, 2023 the District adopted [Resolution NO. 6-20-2023C](#) recognizing June as Pride Month. Compton Community College's commitment to DEIA principles is emphasized through these documents/resolutions, various ongoing District planning documents across the institution, and within this 2023-2026 EEO Plan.

Plan Component 4: Delegation of Responsibility, Authority & Compliance

Reference Title 5 § 53003 (a), (c3) and § 53020 (a)

It is the policy of the District that all employees promote and support equal employment opportunity. 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 the Plan are set forth below.

1. Board of Trustees

The Governing Board is responsible for making measurable progress toward equal employment opportunity by the strategies described in the District's EEO plan. Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall: a. Be developed in collaboration with the District's Equal Employment Advisory Committee; b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item; c. Cover a period of 3 years, after which a new or revised plan shall be adopted; and d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption."

2. President/Chief Executive Officer

The Board of Trustees delegates to the President/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 President/Chief Executive Officer shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges. The President/Chief Executive Officer shall direct the review of progress towards EEO Program goals for consideration by the board and oversee the adoption by the Board of any recommended changes. The President/Chief Executive Officer shall evaluate the performance of all administrative staff who report directly to them on their ability to follow and implement the Plan.

3. Equal Employment Opportunity Officer

The District has designated the Director of Diversity, Compliance, and Title IX as its Equal Opportunity Officer to be 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 Director of Diversity, Compliance, and Title IX is responsible for administering, implementing and monitoring the Plan, including assuring compliance with the requirements of Title 5, sections 53000 et seq. The Director of Diversity, Compliance, and Title IX is also responsible for receiving complaints, ensuring the plan is posted on the website, ensuring selection procedures are followed and using reliable public and private data to monitor applicant pools.

4. Equal Employment Opportunity Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee to act as an advisory body to the Director of Diversity, Compliance, and Title IX and District to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the development and 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. **Good Faith Effort**

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

Plan Component 5: EEO Advisory Committee

Reference Title 5 § 53005

The District has established an Equal Employment Opportunity Advisory Committee (“Advisory Committee”) to assist the District in developing, implementing, and revising the Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may work in coordination with other groups on campus to sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity.

Members of the advisory committee as well as members of the district governing board shall receive training in all of the following:

The requirements of all applicable federal, state, and local laws, including Title 5 of the California Code of Regulations, Section 53000 et seq.;

Identification and elimination of bias in hiring;

Racial equity and the importance of closing racial equity gaps;

The educational benefits of workforce diversity; and

The role of the Advisory Committee in carrying out the District’s EEO Plan.

The committee shall include a diverse membership. A substantial good-faith effort to maintain a diverse membership is expected. If the District has been unable to meet this objective, it will document efforts made to recruit advisory committee members who represent diversity. The committee shall be composed of, but not limited to, two (2) faculty members appointed by the Academic Senate President, two (2) classified members appointed by the Compton Community College Federation of Classified Employees, two (2) administrators appointed by the President/CEO, one (1) confidential employee and student representation appointed by the President/CEO, and the EEO Officer.

The Advisory Committee shall hold a minimum of one (1) meeting per academic year, with additional meeting if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the Advisory Committee shall make recommendations to the President/Chief Executive Officer.

Plan Component 6: Complaints

Reference Title 5 § 53003 (c)(4), § 59300 and § 53026

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026)

Complaints alleging violations of this subchapter may be filed against a district by any person using the procedures for employment-related complaints authorized by subchapter 5, commencing with Section 59300. The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated:

Any person who believes that the equal employment opportunity regulations have been violated may file a verbal or 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 180-days after such occurrence unless the complainant can verify a compelling reason for the District to waive the 180-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 180 days after such occurrence unless the violation is ongoing. As directed by the Chancellor's Office, the decision of the District in complaints pursuant to Section 53026 is final.

Complaints Alleging Unlawful Discrimination or Harassment (Title 5 § 59300)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director of Diversity, Compliance and Title IX is responsible for receiving such complaints and for coordinating their investigation per Compton Community College District Administrative Regulation 3435.

Plan Component 7: Notification of EEO Plan and Policy

Reference Title 5 § 53002 and § 53003 (c)(5)

The commitment of the Board of Trustees and the President/Chief Executive Officer to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Plan, policy statement and Board Policy/Administrative Regulation 3420 Equal Employment Opportunity. An Equal Employment policy statement is printed in the college's catalog and class schedule. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the President/Chief Executive Officer, Administrators/Managers, the Academic Senate, Compton Community College Federation of Employees (Certificated Unit), Compton Community College Federation of Classified Employees representatives, and members of the Equal Employment Opportunity Advisory Committee.

The Human Resources Department will provide all new employees with a copy of the Equal Employment Opportunity Policy Statement at hire and will distribute an annual written notice to employees indicating where the plan can be obtained and summarizing the provisions of the District's Equal Employment Opportunity Plan.

The Plan will be made available on the District's website, and when appropriate, may be distributed by e-mail to employees and community-based/professional organizations, agencies or institutions.

Plan Component 8: Training for Screening/Selection Committees

Reference Title 5 § 53003 (c)(6) and 53204 (e)

. Screening/selection committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants. Any organization or individual involved in the recruitment and screening/selection of personnel, whether an employee of the District or not, shall receive appropriate EEO training on the following:

The requirements of Title 5 of the California Code of Regulations, Section 53003 et seq.;

The requirements of all applicable federal, state, and local nondiscrimination laws;

The requirements of the District's Equal Employment Opportunity Plan;

The District's policies on nondiscrimination, recruitment, and hiring

The educational benefits of workforce diversity;

Racial equity and the importance of closing racial equity gaps;

The elimination of bias in hiring decisions; and

Best practices in serving on a selection or screening committee.

Each District employee involved in the recruitment and screening/selection of personnel will be required to participate in a training session and exercise strategies that promote diversity within screening and selection committees. Training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The District's Office of Human Resources is responsible for providing the required training for District employees serving on any screening/selection committee.

Plan Component 9: Annual Notification to Community Based and Professional Organizations

Reference Title 5 § 53003 (c)(7)

To remain broad based in its approach, the District will provide an annual notice to appropriate community-based or professional organizations, agencies and institutions concerning the components of the Plan and will serve to provide information on recruitment to those organizations that may serve as a source for diverse applicants, especially for those within underrepresented populations. The annual notice shall include:

Where to find a copy of the current EEO Plan;

A summary of the EEO Plan;

The web address where the District advertises its job openings; and

Names, departments, and phone numbers of individuals to contact regarding employment information.

A current list of organizations that will receive this annual notice is attached to the Plan (Appendix A). This list may be revised as appropriate and necessary to ensure accuracy and to remain relevant for the purpose for which it was designed.

Plan Component 10: Analysis of District Workforce and Applicant Pool Reference Analysis

Reference Title 5 § 53003 (c)(8)

All recruitment for employment positions conducted by the District shall be conducted consistent with all the requirements set forth in Section 53021 of Title 5 of the California Code of Regulations. Recruitments for all academic positions are also governed by Board Policies and Administrative Regulations and recruitments for all classified positions are also governed by the rules and regulations adopted by the Compton Community College District Personnel Commission. The Personnel Commission's rules and regulations are posted on the Human Resources website.

The District's Office of Human Resources shall create job announcements using race-conscious and equity-minded language and set qualifications for employment positions consistent with all the requirements set forth in Section 53022 of Title 5 of the California Code of Regulations and that set forth the knowledge, skills, and abilities necessary to job performance. All recruitments include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. Job specifications are reviewed before the position is announced, to ensure conformity with the requirements of Title 5, Section 53021 and state and federal nondiscrimination laws.

The District shall gather and analyze the existing workforce and applicant pool data This includes data that allows for the District to compare the composition of initial applicant pools, qualified pools, and applicants recommended for interview. It also includes data that allows for the district to track the composition and diversity of who is hired and retained over time, disaggregated by discipline, job category and other relevant measures. See Appendix B.

The District's screening and selection procedures shall be consistent with all the requirements set forth in Section 53024 of Title 5 of the California Code of Regulations. Specifically, all screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

- Based solely on job-related criteria;
- Designed to ensure that for all faculty and administrative positions and as appropriate for all other positions (including classified 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;
- Designed to avoid an adverse impact, as defined in Section 53001 (a) of Title 5 of the California Code of Regulations and monitored by means consistent with this section to detect and address any adverse impact which occurs for any specific group;
- Provided to the President/Chief Executive Officer upon request;

Plan Component 11: Determining Underrepresented Groups within Job Categories

Reference Title 5 § 53003 (c)(9), 53006, 53023, and 53024

The District, through its Office of Human Resources, shall annually collect employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the implementation of its Equal Employment Opportunity Plan and to provide data needed for the longitudinal analysis required by Sections 53003, 53006, 53023, and 53024 of Title 5 of the California Code of Regulations. The District shall annually report to the Compton Community College Board of Trustees and California Community College Chancellor's Office (as required), in a manner prescribed by the Chancellor, this data for employees of the District.

For purposes of the data collection and reporting required under this section, each applicant or employee shall be afforded the opportunity to identify their gender, ethnic group identification and, if applicable, their disability status. A person may designate multiple ethnic groups with which they identify but shall be counted in only one ethnic group for reporting purposes. Consistent with all applicable federal, state, and local laws, the District may collect additional data as needed to determine underrepresentation in these or other protected areas. See Appendix B.

Annually, or more often if deemed necessary by the Vice President of Human Resources or their designee, the Office of Human Resources shall review the data to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. The analysis used in the review shall include, but need not be limited to:

- Longitudinal analysis of data job applicants to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool;
- Analysis of data regarding potential job applicants, from public or private resources, which may indicate and help to identify the cause of significant underrepresentation of a monitored group. This data allows for comparison of the percent of a "monitored" group in a job category with their projected representation based on availability in the workforce. Representation below 80% constitutes underrepresentation; and
- Analysis pursuant to Section 53003(c)(7) of Title 5 of the California Code of Regulations to determine whether a group is significantly underrepresented.

Plan Component 12: Measures to Address Underrepresentation

Reference Title 5 § 53003(c)(10)

Where the review identifies that underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, the District shall implement additional measures designed to address the specific area of concern.

Additional measures used to address identified underrepresented groups or adverse impacts shall also include the following:

Review the District's recruitment procedures and identify and implement any additional measure which might reasonably be expected to attract candidates from the significantly underrepresented groups;

Consider various additional means of reducing significant underrepresentation which do not involve taking monitored group status into account and implement any such techniques which are determined to be feasible and potentially effective;

Make availability of disaggregation of data by race/ethnicity a standard option for review by hiring committees;

Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place for a reasonable period of time;

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:

Any requirements of all applicable federal, state, and local laws; and

- Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students. Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.
- Continue using qualification standards meeting the requirements of paragraph (4) of this section only where no alternative qualification standard is reasonable available which would select for the same characteristics, meet the requirements of paragraph (4), and be expected to have a less exclusionary effect by removing barriers that could be causing an adverse impact on job applicants.

For purposes of this section, "a reasonable period of time" is determined at the local level or as approved by the President/Chief Executive Officer upon the Equal Employment Opportunity Advisory Committee's request. Nothing in this section shall be construed to prohibit the District from taking any other steps it concludes as necessary to ensure equal employment opportunity and mitigate the causes of any adverse impact, provided that such actions are consistent with the requirements of all applicable laws.

Plan Component 13: Strategies for Multiple Methods and Timetable for Implementation

Reference Title 5 § 53024.1 (d)

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 men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. Having a campus that has a culture of inclusion baked into its core operating principles and lives the principles of diversity and multiculturalism facilitates the ability to ensure a good faith effort in this plan's implementation. Institutionalizing a well-developed, well-funded, well-communicated and fully supported plan by District leadership, that has campus wide buy-in, is of substantial value.

Year 1 (23-24)

Pre-Hiring

Implementation	Who/When	Effective Metrics and Review
1.1 Seek subject matter experts to provide well designed campus-wide training Title 5 hiring/recruitment regulations and Equal Employment Representative (EER) program, to diversify participation and expertise on hiring committees.	Director of Diversity, Compliance and Title IX in consultation with President's Cabinet and the EEO Committee. By Summer 2024	Demonstrate a 20% increase in diverse employee participation on hiring committees. Endeavor to have 1-3 individuals from each employee group to serve as an EER on hiring committees.
1.2 Disseminate Results of Employee NACCC Survey Outcomes	Director of Diversity, Compliance and Title IX By Spring 2024	Conduct campus conversations, identify key movers, align program goals with results, prioritize actions.
1.3 In partnership with the USC Race and Equity Center, develop and conduct a Compton College Faculty Preparation Academy to facilitate opportunities for former community college students interested in teaching at a California Community College.	President/CEO, Director of Professional Development and Director of Diversity, Compliance and Title IX By Fall 2024	Completion of the first cohort of the Academy. Provide evaluation to participants to gather analytics on level of satisfaction and impact on career goals post-Academy Metrics can also consider whether the cohort includes participants from underrepresented employee groups.
1.4 Board of Trustees to receive training on elimination of bias in hiring and employment.	Director of Diversity, Compliance and Title IX and Human Resources Manager By Summer 2024	Secure the date and modality of this training, provide training, establish an ongoing schedule of training for each election cycle.

Hiring

Implementation	Who/When	Effective Metrics and Review
1.5 Create methodology around updating job descriptions and job announcements in a compliant and effective way.	Director of Diversity, Compliance and Title IX and Human Resources Manager By Summer 2024	Create a structured process for reviewing job descriptions from an equity and diversity lens to promote inclusion through MQ and desired qualifications criteria.

Post-Hiring

Implementation	Who/When	Effective Metrics and Review
1.6 Conduct surveys of applicants to identify barriers and/or areas for improvement.	Human Resources Manager By Summer 2024	Create a metric to gather feedback and assess ways to implement suggested changes into current Human Resources applicant systems and future PD events (as necessary).
1.7 Conduct survey of all current employees to receive feedback on Human Resources Operations.	Director of Diversity, Compliance and Title IX and Human Resources Manager By Spring 2024	Develop measurement methods to gauge outcomes and effective change management strategies as needed.
1.8 Review the EEO Data Modules in the Vision Resource Center to support data analysis and reports to determine underrepresentation.	Director of Diversity, Compliance and Title IX Summer 2024	Provide data analysis of the 7 job categories within Appendix B and determine if there is underrepresentation. Based on outcomes develop strategies to address any underrepresentation.

Year 2 (24-25)

Pre-Hiring

Implementation	Who/When	Effective Metrics and Review
2.1 Take a focused approach to adding to the list of organizations we distribute the EEO Plan to focus on cultivating meaningful collaborations to support employee referrals among groups determined to be underrepresented at Compton College: Women in Tech and Skilled Trades, Men in Clerical Roles, Latinx in Faculty and of LGBTQ and Asian/Pacific Islanders in all employee categories.	Director of Diversity, Compliance and Title IX and Human Resources Manager By Summer 2025	Analyze current job advertising practices, continue to collect data from applicants on where they heard about the job, set a baseline based on current responses, create a desired growth metric, and develop an effective assessment tool along with intervals to assess progress.

2.2 Collaborate with the Director of the Special Resource Center to create meaningful infrastructures to support the accessibility and inclusiveness of our application and hiring processes.	Director of Special Resource Center, the Director of Diversity, Compliance and Title IX By Summer 2025	Analyze current practices, create a metric to gather feedback and assess ways to implement universal design into recruitment materials/ processes.
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Hiring

Implementation	Who/When	Effective Metrics and Review
2.3 Ensure deliverables specific to recruitment and hiring functionality in current Succession Plan are reviewed, implemented, and evaluated.	Director of Diversity, Compliance and Title IX and Human Resources Manager By Spring 2025	Revisit the success intervals and timelines developed in the most recent plan document and serve as a reinforcement to implementation of recommendations. Support any necessary adjustments to meet or exceed current or revised goals within this plan.

Post-Hiring

Implementation	Who/When	Effective Metrics and Review
2.4 Collect employee turnover data, develop a process to analyze and interpret applicability of data.	Director of Diversity, Compliance and Title IX and Human Resources Manager By Spring 2025	Work with President's Cabinet to develop measurable metrics for further analysis/discussion.
2.5 Analyze process for handling complaints (i.e. discrimination/accessibility, etc.) to facilitate ease of process, transparent, trackable approach to resolution and ongoing management.	Dean of Athletics and Student Support Services, the Director of Special Resource Center, the Director of Diversity, Compliance and Title IX By Fall 2024	Discuss ways to leverage existing technologies to digitize processes. Seek the development of a process for training new employees with institutional role/responsibility for these tasks on processes.

Year 3 (25-26)

Pre-Hiring

Implementation	Who/When	Effective Metrics and Review
3.1 Review college website, publications/marketing tools for diversity/inclusivity in images, pictures, graphics, and text.	Director of Diversity, Compliance and Title IX in consultation with the Director, Community Relations/ Webmaster By Spring 2025	Initiate review of web analytics and best practices at initial implementation and review at 1 year mark to determine an increase in website traffic/resource utilization.
3.2 Research blind paper screening in iGreentree for	Director of Diversity, Compliance and Title IX and	Analyze system configuration, develop process to consider for implementation, and based

Faculty and Administrator positions.	Human Resources Manager By Summer 2026	upon EEO Plan metrics establish baseline and determine desired outcomes, and consider project timeline.
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Hiring

Implementation	Who/When	Effective Metrics and Review
3.3 Enhance the existing DEIA webpage to support a more welcoming, inclusive culture with a focus on underrepresented groups such as LGBTQ+, Veteran and DisABLEd communities.	Director of Diversity, Compliance and Title IX in consultation with the Director of Community Relations and the Webmaster/Social Media Coordinator By Spring 2026	Use web analytics to measure current to determine a current baseline on webpage traffic and monitor for a 20% increase to the page within 1 academic year. Create an assessment tool linked to the DEIA page after updates are made to solicit feedback. Monitor and implement feedback in an effort to meet/exceed the 20% increase in visitors goal.

Post-Hiring

Implementation	Who/When	Effective Metrics and Review
3.4 Seek members of District staff to mentor new hires in key areas with emphasis on EEO and diversity enhancement.	Director of Diversity, Compliance and Title IX and Human Resources Manager By Spring 2026	Develop a process for becoming and assignment of mentors. Seek 1-5 participants in each employee classification to assign to new hires.

Plan Component 14: Annual Review and Board Action by Compton Community College District's Board of Trustees

An annual report at a regular meeting of the Compton College Board of Trustees to demonstrate progress toward the multiple measures outlined in component 13, request for review, assessment, recommendations (as needed), and action to approve this plan as an action item is required. This review will comprise Multiple Methods certifications. The State Chancellor's Office shall be notified as required of any recommendations from the Board of Trustees to make satisfactory progress to component 13. These requirements shall occur in a timely fashion on the annual certification form provided by the CCCCO for this purpose. With each of the following requirements of Title 5:

- 1) Reviewed and assessed progress towards meeting EEO program as set forth in Title 5 section 53024.2.; Districts must conduct longitudinal analysis of district employment trends.
- 2) Updated, as needed, to ensure satisfactory progress of component 13 of the District's EEO Plan; should EEO plan goals not be met, a district must adopt revisions specifying efforts it will make to meet those goals.
- 3) Investigated and appropriately responded to formal harassment and discrimination complaints filed pursuant to Title 5 (commencing with Section 59300), and
- 4) Expended Equal Employment Opportunity funds in accordance with the purposes set forth in subdivision (c) of Title 5 section 53030.

Appendix A: EEO Plan Annual Community Organizations Distribution List

A Black Education Network (ABEN)

P.O. Box 3134
San Jose, CA 95156
408-977-4188
www.aben4ace.org

American Association of Hispanics in Higher Education, Inc.

1120 S. Cady Mall,
2nd Floor, Suite A207E
Tempe, AZ 85297-6303

American Civil Liberties Union ACLU Pasadena – Foothills Chapter

1313 West Eighth Street
Los Angeles, CA 90017
213-977-9500
chap-pasadena@aclusocal.org

Asian Pacific American Network (APAN)

231 East 3rd Street Suite G104
Los Angeles, CA 90013
213-473-3030
www.apanet.org/about.html

Asian Pacific Americans in Higher Education (APAHE)

LinkedIn Group
<https://www.linkedin.com/groups/4309232/>

California Community Colleges Registry

registry@yosemite.edu

Center for Asian Americans United for Self-Empowerment

260 South Los Robles Ave. #115
Pasadena, CA 91101
626-356-9838
info@causeusa.org

Diverse: Issues in Higher Education

10520 Warwick Avenue, Suite B-8
Fairfax, VA 22030-3136
800-783-3199 or 703-385-2981
www.diverseeducation.com

Greater Los Angeles African American Chamber of Commerce
5120 W. Goldleaf Circle, Suite 230
Los Angeles, California 90056
323-292-1297
info@glaaac.org
Japanese American Citizens League
Pacific Southwest Regional Office
244 South San Pedro Street, Suite #409
Los Angeles, CA 90012
213-626-4471
www.jacl.org

Japanese American Cultural & Community Center
244 S. San Pedro Street
Los Angeles, CA 90012
213-628-2725
www.jaccc.org

League of Women Voters Los Angeles County
3333 Wilshire Boulevard
Suite 803
Los Angeles, CA 90010-4108
(213) 368-1616
info@lwvlosangeles.org

LGBT Center LA
Anita May Rosenstein Campus
1118 N. McCadden Place
Los Angeles, CA 90038
323-993-7400

Los Angeles County African American Employees Association
P.O. Box 91851
Los Angeles, CA 90009
admin@lacaaea.org

Mexican American Legal Defense & Education Fund
634 S. Spring Street Suite 1100
Los Angeles, CA 90013
213-629-2512
info@MALDEF.org

Mexican American Women's National Association (MANA)
1140 19th Street NW, Suite #550
Washington, DC 20036
202-525-5113
www.hermana.org

Asian Pacific Islander American Public Affairs (APAPA)
4000 Truxel Rd, Suite 3
Sacramento, CA 95834
Phone: 916.928.9988
info@apapa.org

Asian Pacific Islander American Public Affairs (APAPA)
4000 Truxel Rd, Suite 3
Sacramento, CA 95834
Phone: 916.928.9988
info@apapa.org

National Association for the Advancement of Colored People (NAACP)
Compton Branch
P.O. Box 731
Compton, CA 90223
310-763-2002

National Association for Equal Justice in America (NAEJA)
P.O. Box 663
Compton, CA 90223

National Association of Hispanic Nurses
1500 Sunday Drive, Suite 102
Raleigh, NC 27607
(919) 573-5443

National Center for Lesbian Rights (NCLR)
NCLR National Office
870 Market Street, Suite 370
San Francisco, 94102
415-392-6257
www.nclrights.org

National Congress of American Indians (NCAI)
1516 P. Street, NW
Washington, DC 20005

202-466-7767
<http://ncai.org>

National Federation of Filipino American Associations (NFFAA)
1322 18th Street NW
Washington, DC 20036-1803
202-803-1353
<http://naffaa.org>

National Organization for Women (NOW)
1100 H Street NW, Suite 300
Washington, DC 20005
202-628-8669 (628-8now)
www.now.org

National Urban League
80 Pine Street, 9th Floor
New York, NY 10005
212-558-5300
www.nul.iamempowered.com

North County African American Women's Association (NCAAWA)
4140 Oceanside Blvd. Suite #159
Oceanside, CA 92056
760-978-6534
www.ncaawa.org

North County African American Women's Association (NCAAWA)
4140 Oceanside Blvd. Suite #159
Oceanside, CA 92056
760-978-6534
www.ncaawa.org

Office of Samoan Affairs
454 East Carson Plaza Drive
Carson, CA 90746
310-538-0555
info@officeofsamoanaffairs.org

Orange County Asian and Pacific Islander Community Alliance (OCAPICA)
12912 Brookhurst Street
Garden Grove, CA 92840
714-636-9095
<http://www.ocapica.org>

Southern California Regional Occupation Center
2300 Crenshaw Blvd.
Torrance, CA 90501
310-224-4200
info@scroc.k12.ca.us

The Campaign for College Opportunity
1149 S. Hill Street, Suite 925
Los Angeles, CA 90015
213-744-9434
katrina@collegecampaign.org

UnidosUS
1126 16th Street, NW Suite 600
Washington, DC 20036
(202) 785-1670

United Way of Greater Los Angeles
1150 S. Olive Street, Suite T500
Los Angeles, CA 90015
213-808-6220
info@unitedwayla.org

University of Southern California Race and Equity Center
3470 Trousdale Parkway, WPH 1103
Los Angeles, CA 90089
213-821-6888

University of Southern California Center for Urban Education
3470 Trousdale Parkway, WPH 702
Los Angeles, CA 90089
213-740-5202
race@usc.edu

Women's Bureau
Office of the Secretary US Department of Labor
200 Constitution Avenue, NW
Washington, DC 20210
202-693-6710
www.dolgov/wb

Appendix B: Compton College Employee Analysis Report 2023



Fall 2019 – Fall 2022

Introduction

This report provides an analysis of the trends in employment demographics at Compton College between Fall 2019 and Fall 2022. Results are discussed in terms of employee classification, gender, ethnicity, and age group. In addition to a four-year trend analysis, the report provides a detailed examination of key components of the Fall 2022 composition of staff. The California Community Colleges Chancellor's Office (CCCCO) Management Information Systems (MIS) data was used to produce information for this report. CCCCCO MIS data is provided according to the following employee groups:

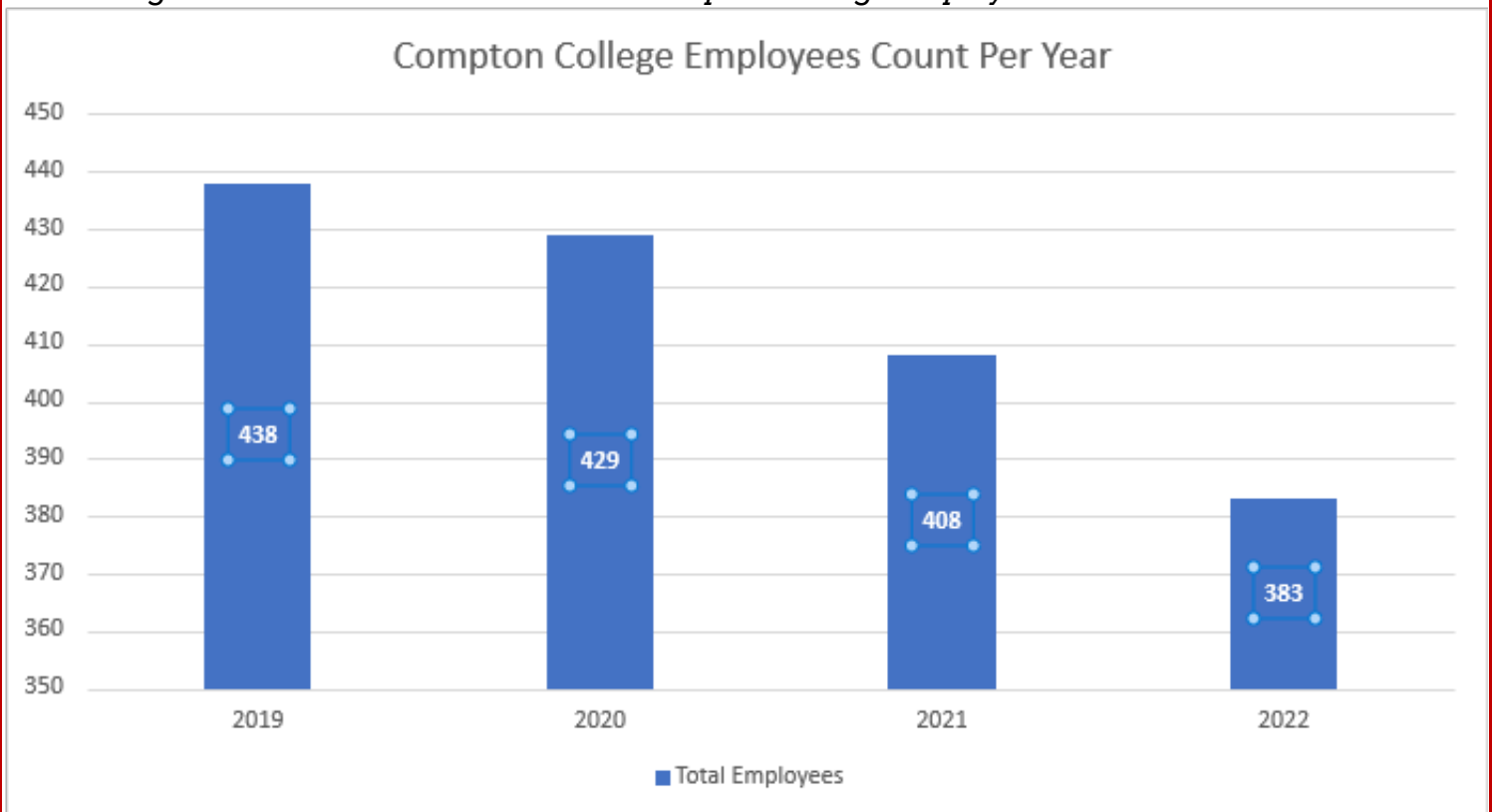
- 1) Educational Administrator
- 2) Full-Time Faculty and Other Instructional Staff ("Academic, Tenured/Tenure Track"; includes instructors, counselors and librarians)
- 3) Part-Time/Temporary Faculty and Other Instructional Staff ("Academic, Temporary")
- 4) Classified Staff

The Appendices provide tables showing the number and percentage of employees, categorized by different demographic variables, across the four Fall terms (Fall 2019 through Fall 2022).

Compton College Employee Population & Classification

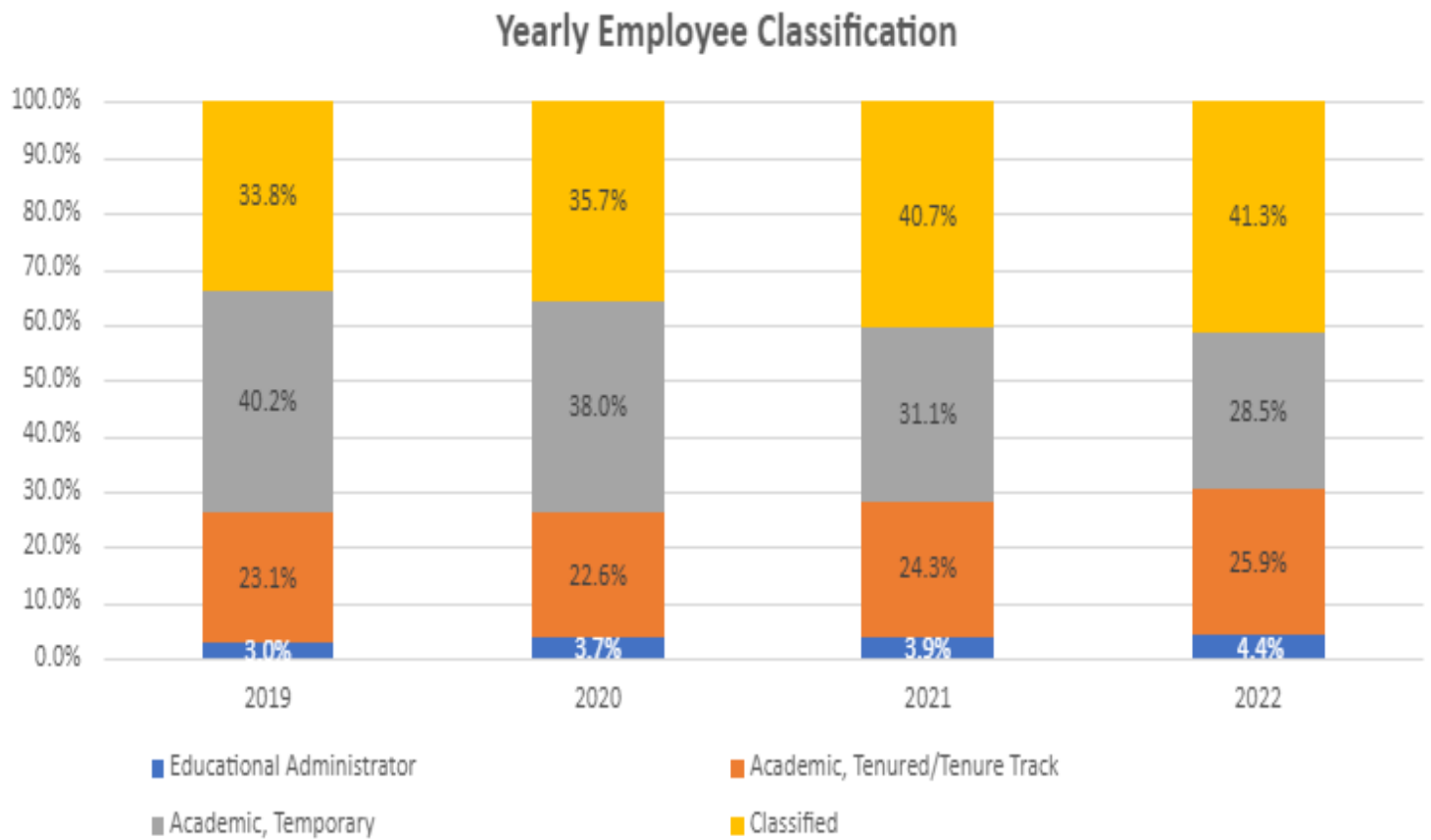
As of Fall 2022, there were a total of 383 employees. This is a significant decrease from 438 employees in Fall 2019 (see Figure 1). The impact of the 2020 Covid-19 pandemic on the California Community College system, and its traditional delivery of educational services in a predominant brick-and-mortar model, resulted in the need to pivot by leveraging technology, developing innovative approaches to accessibility, and providing digitized wellness resources for employees, in order to sustain operations and services through the uncertainty that resulted from the pandemic. A phenomenon known as the “great resignation” resulted in employees across multiple sectors coming to the realization that they weren't happy with their jobs during the pandemic. Data has shown that during the pandemic the available workforce preferred fully remote work, were not satisfied with their work environment, the industry they were in, or their work-life balance, and many left their jobs during, as well as in the period following, the pandemic. Here at Compton College, we were not immune to the impacts of Covid-19 on the workforce, statistically we have yet to regain the number of employees that existed pre-pandemic. (see Figure 1)

Figure 1. Trends in Total Number of Compton College Employees



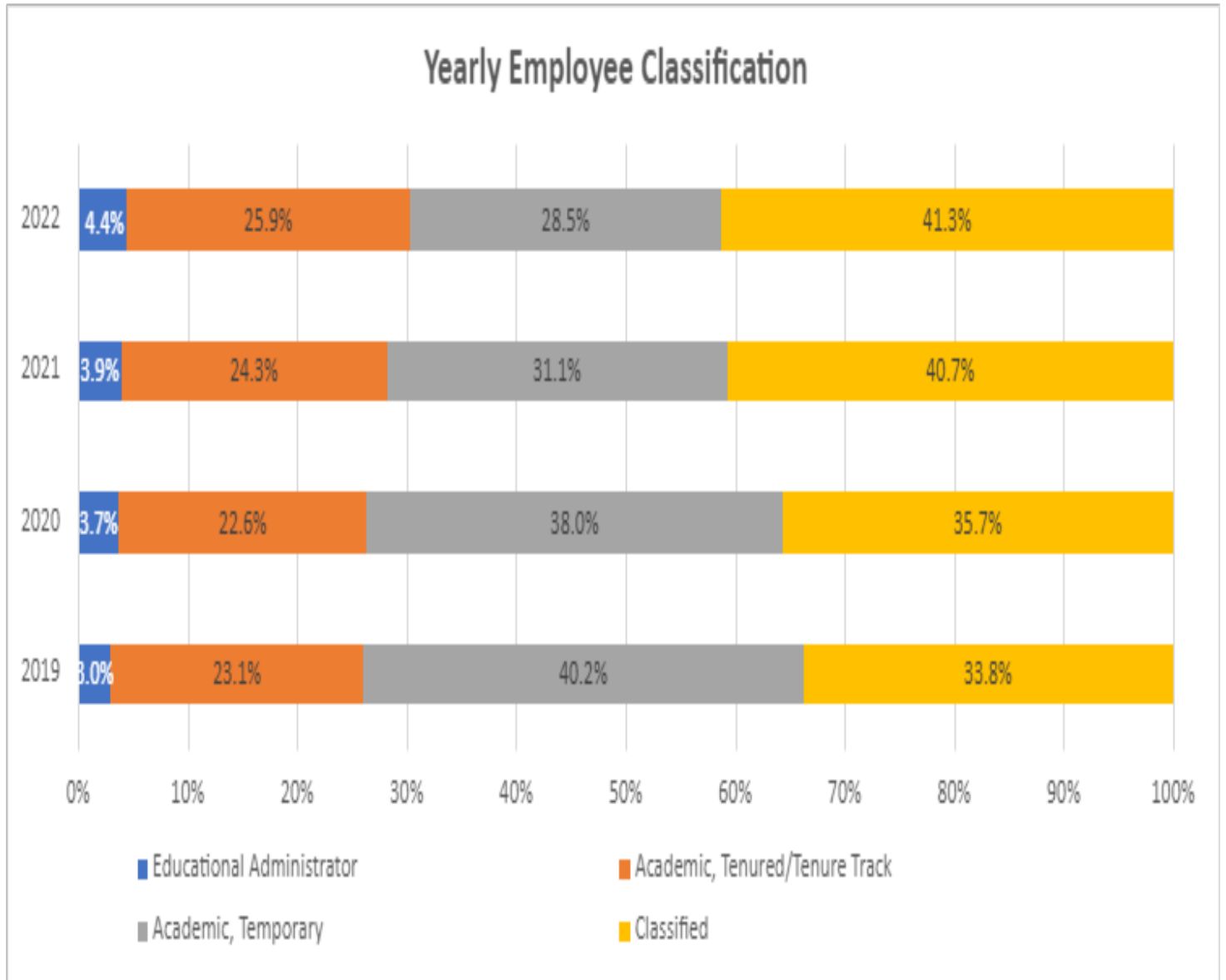
As of Fall 2022, the largest employee group at Compton College is the “Classified” category. The next-largest group is the “Academic, Temporary” (Part-Time Faculty) category. Administrators make up the smallest group of employees. The trend in distribution of employee groups indicates that the number of employees within each group was relatively stable up until the impact of the 2020 Covid-19 pandemic when enrollment decreases resulted in less course offerings and a decrease in part-time faculty employees. Conversely, throughout the pandemic the reinforced role of Classified Employees in sustaining services as essential workers, maintaining student services and increasing basic needs for our students resulted in the largest Compton College employee group being that of Classified Professionals (see Figure 2).

Figure 2. Trends in Distribution of Compton College Employee Groups



In Fall 2022, nearly half of Compton College employees were Classified Professionals (41%), followed by Part-Time Faculty (28%), Full-Time Faculty (25%) and Administrators (4%) (see Figure 3).

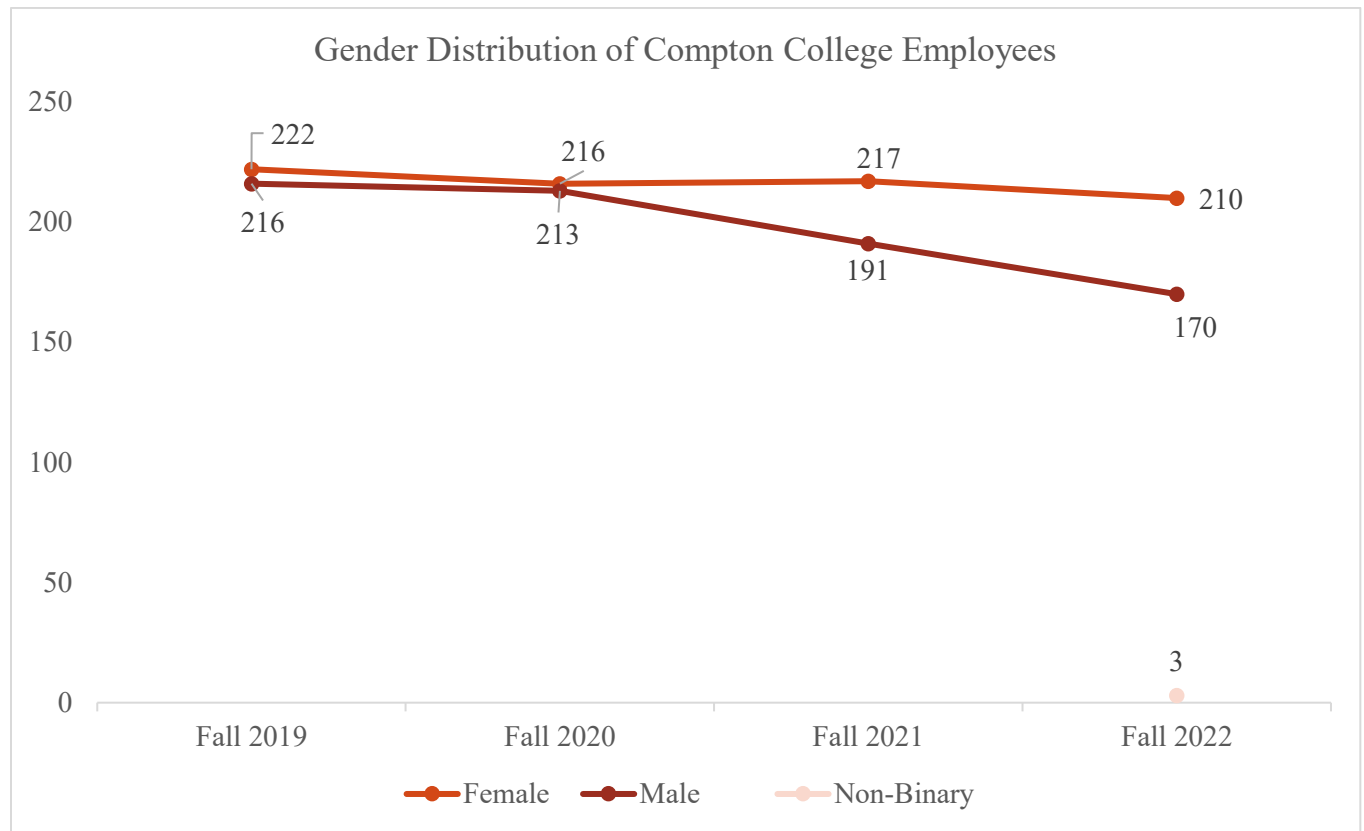
Figure 3. Trends of Compton College Employee Population by Employee Group



Gender Distribution of Compton College Employees

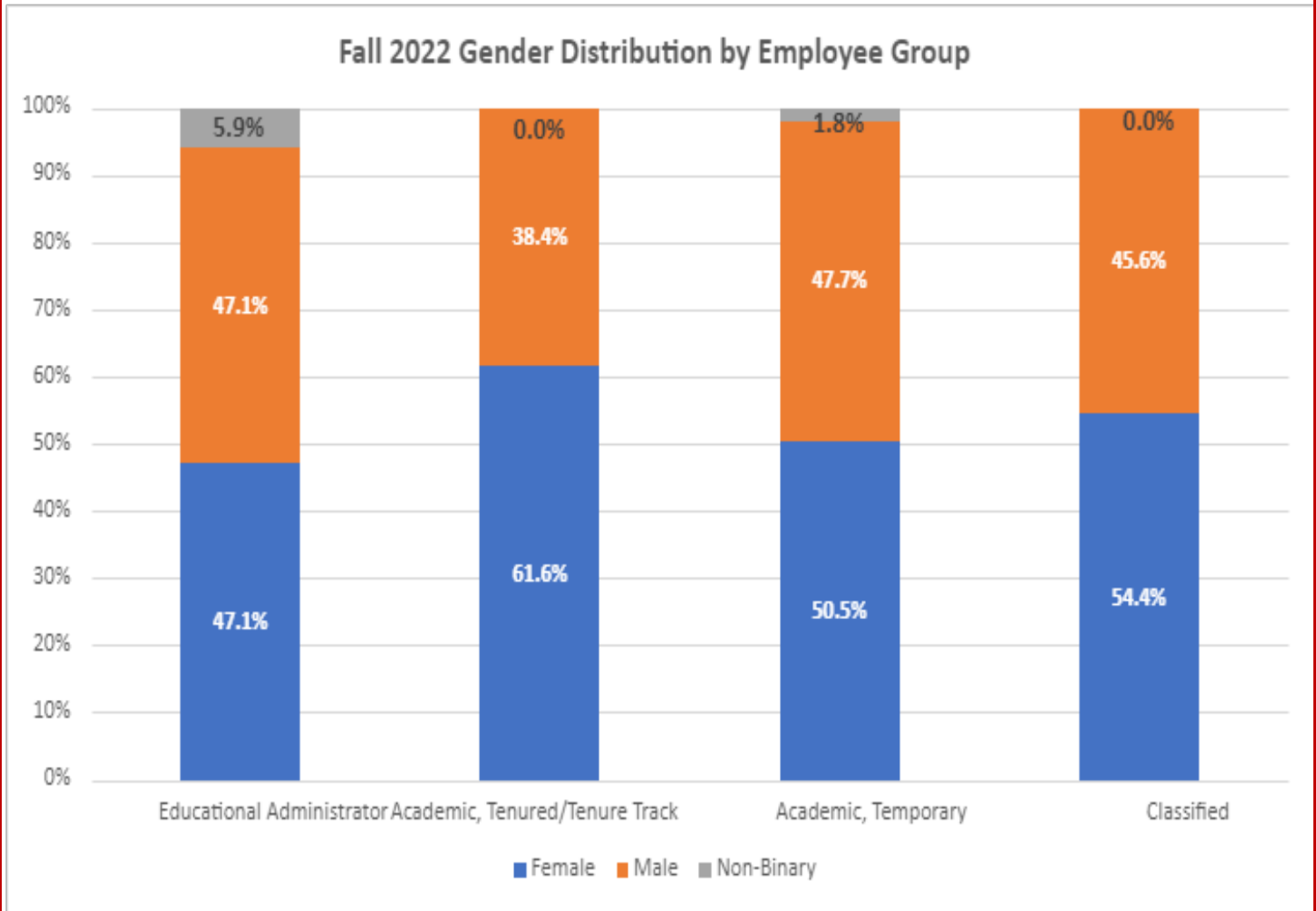
Over the four-year period for all employee groups there was a higher percentage of female employees than male employees. From Fall 2019 to Fall 2022 there was a decrease in the number of female employees, and simultaneously the number of male employees decreased. Therefore, the number of female employees remained predominant. Further, in 2021 a non-binary gender category became available for self-identification by employees, and by 2022 there were employees who identified in this gender category at Compton College (see Figure 4).

Figure 4. Trends in Gender Distribution of Compton College Employees



In Fall 2022, within the employee classifications, the % of female employees were highest among Full-Time Faculty (61%) and Classified Professionals (54%). Although the administration had the highest % of employees identified as non-binary (5.9%), the Part-Time Faculty had the highest number of employees identifying as non-binary (2) (see Figure 5).

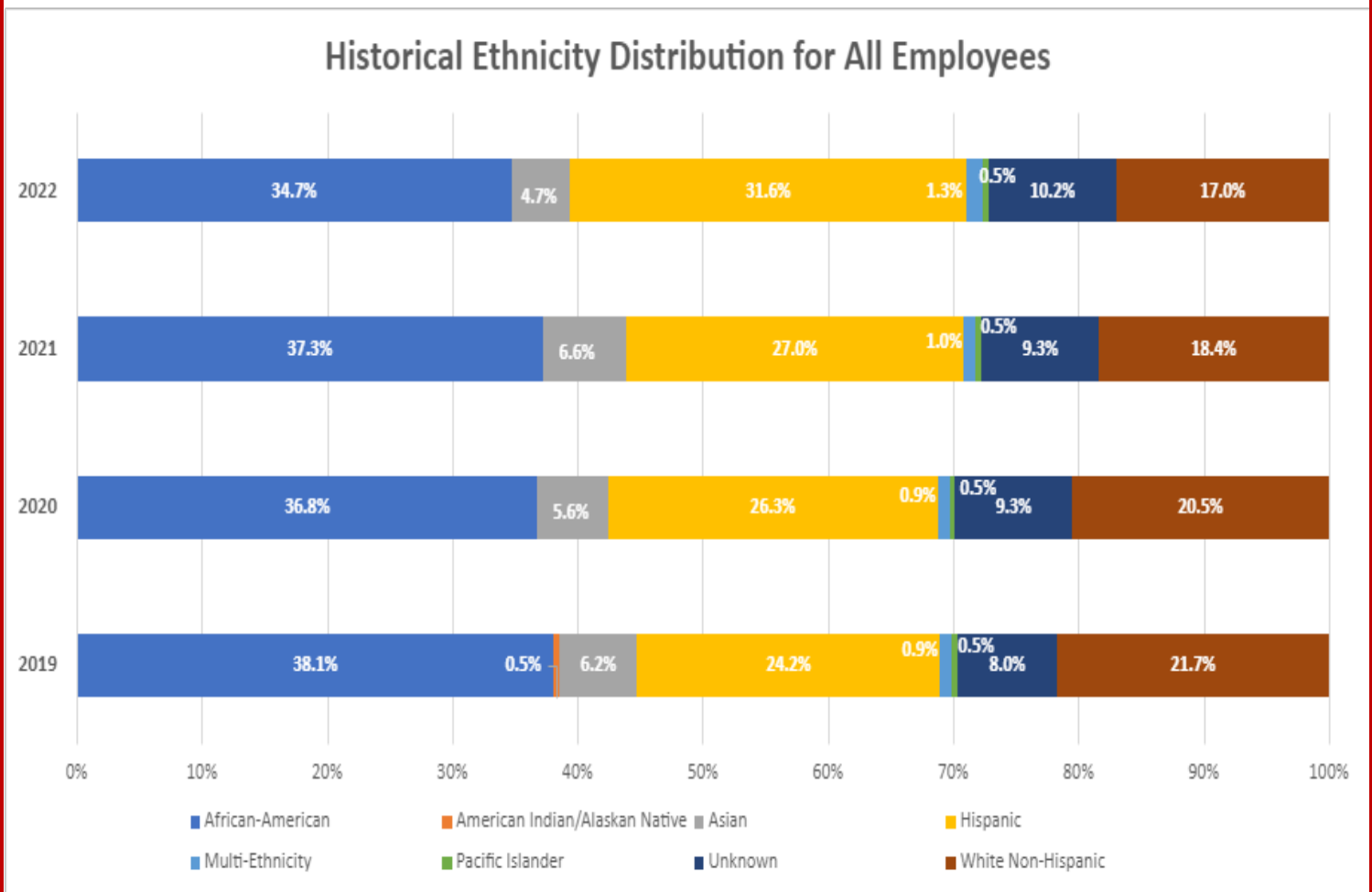
Figure 5. Fall 2022 Gender Distribution of Compton College Employees



Ethnic Group Distribution of Compton College Employees

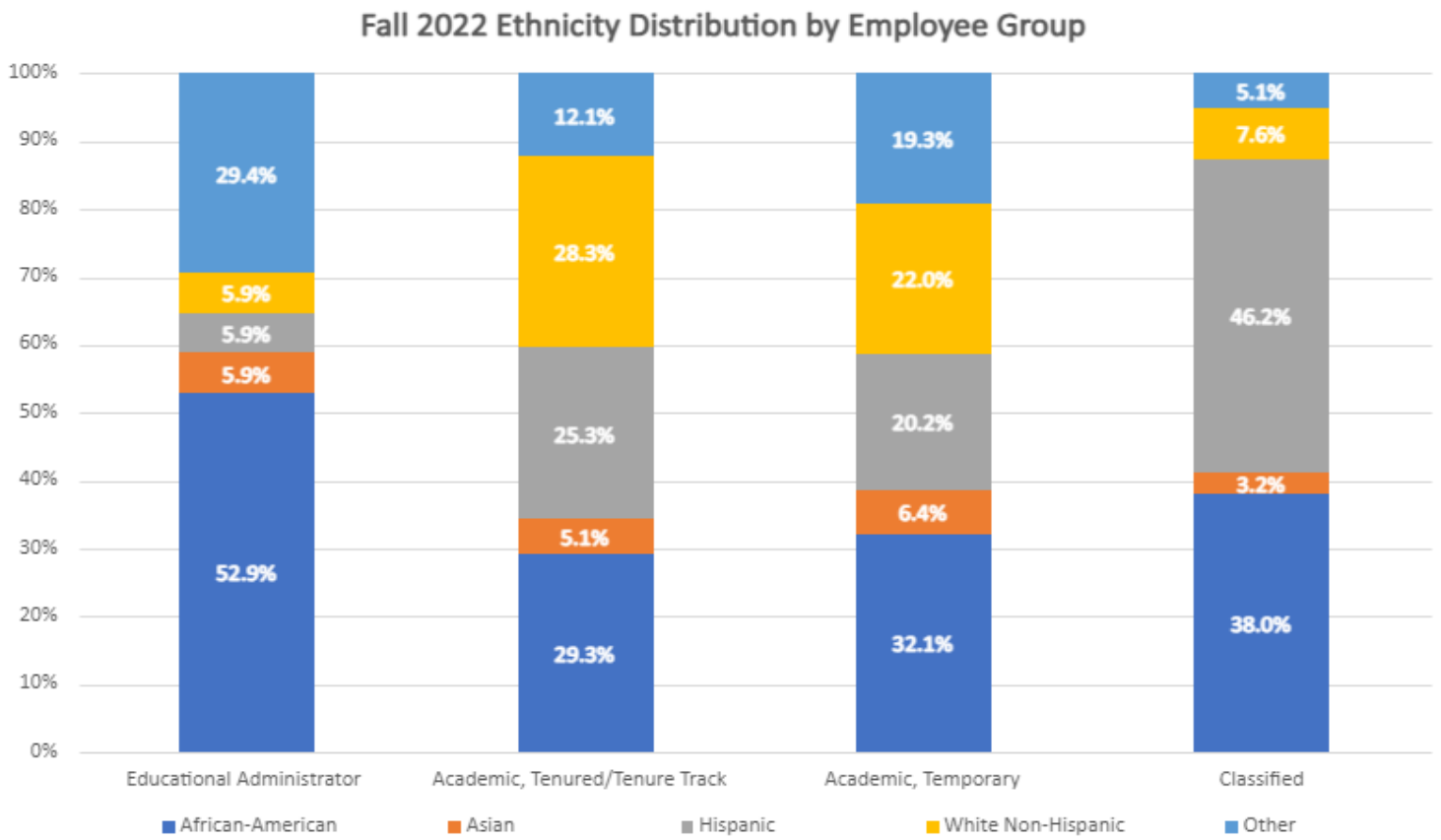
Non-White ethnic groups consistently comprised at least 78% of Compton College’s employee population in the past four Fall terms. African American/Black employees were the largest ethnic group of employees, followed by Latinx employees and White employees. In the last 2 years, there has been an increase of Latinx employees, and a slight increase in those who identified as multi-ethnicities. Also, there was a decrease in Asian and White employees for the same 2-year period (see Figure 6).

Figure 6. Trends in Ethnic Group Distribution of Compton College Employees



African American/Black employees comprise the largest ethnic group for all employee classifications except Classified Professionals, where Latinx represent nearly half of the group (46%). The proportion of each ethnic group tends to differ from the overall proportions for Fall 2019, and this difference varies by employment category (see Figure 7).

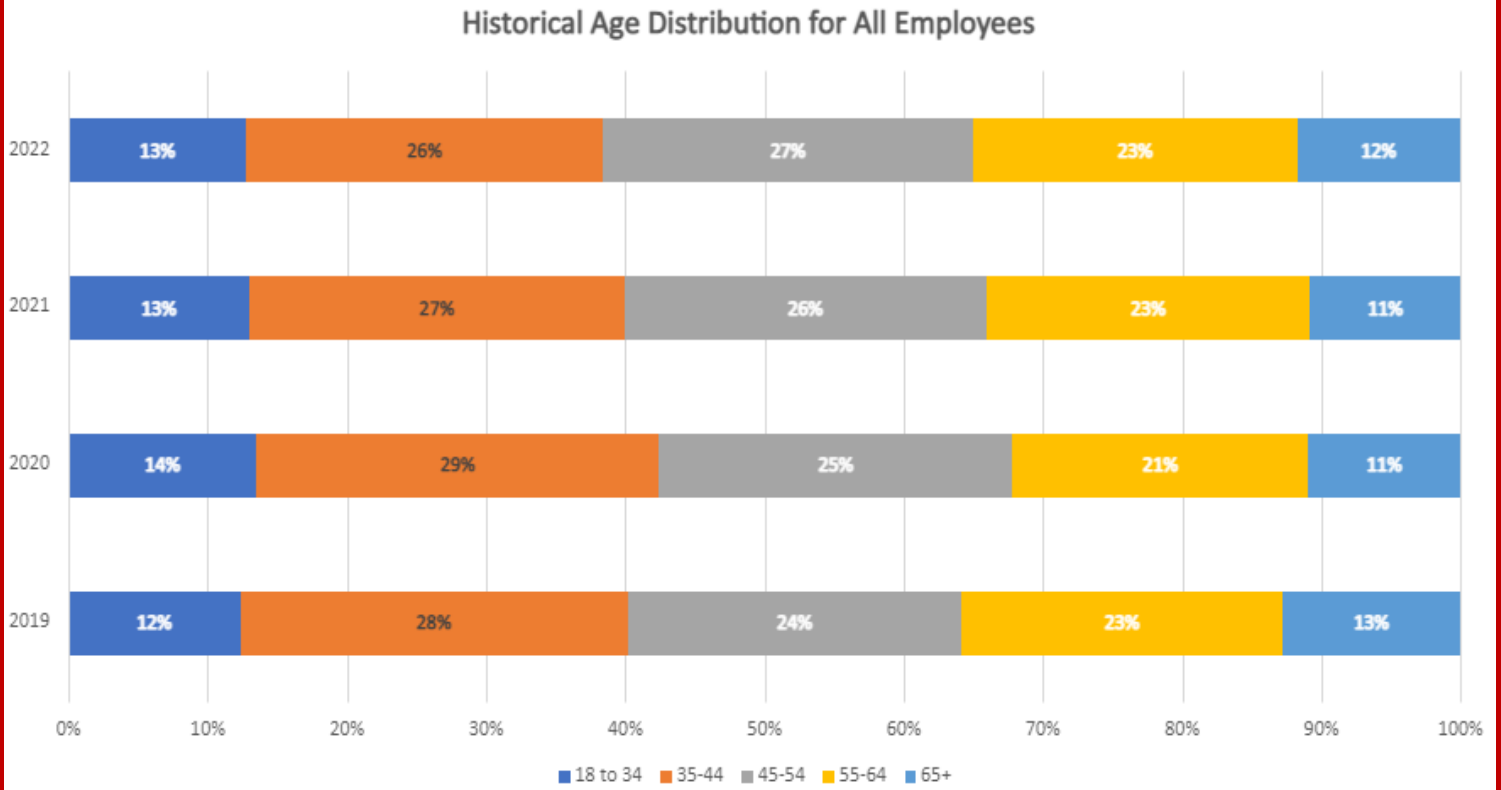
Figure 7. Fall 2022 Ethnic Group Distribution of Compton College Employees



Age Distribution of Compton College Employees

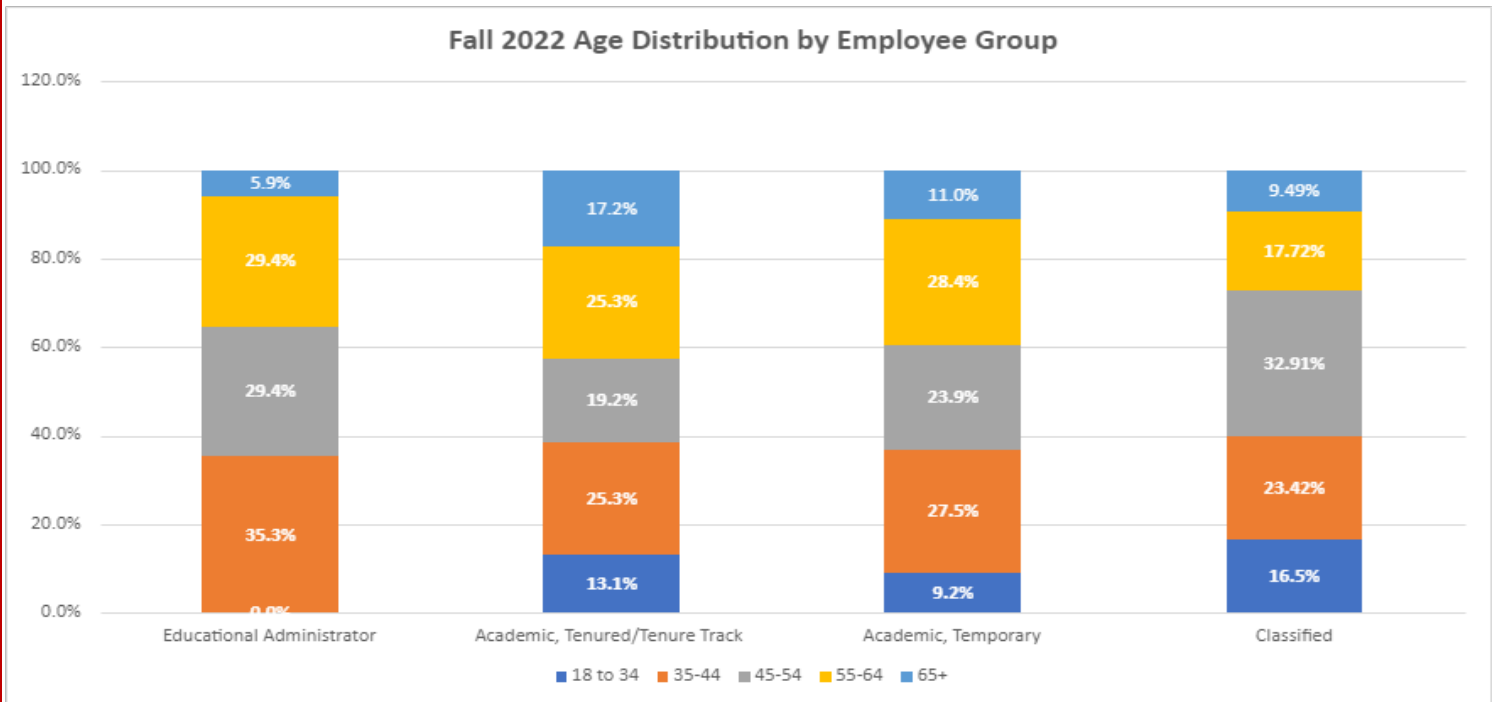
Compton College employees have remained predominantly within the 35 to 64-year-old age groups since Fall 2019 to the present (see Figure 8).

Figure 8. Trends in Age Distribution of Compton College Employees



The distribution of employee age groups during the Fall 2022 term indicates that most employees are between 35 and 64 years of age, collectively representing 76% of Compton College’s employee population. Each of these age groups (i.e., 35-44, 45-54, and 55-64) are relatively evenly distributed in comparison to each other. Although the overall ratios of each age group are closely reflected within some employment categories, such as Full-Time Faculty and Classified Professionals, there are certain employment categories with more disproportionate ratios of the listed age groups, such as Administration. (see Figure 9)

Figure 9. Fall 2022 Age Distribution by Employee Group

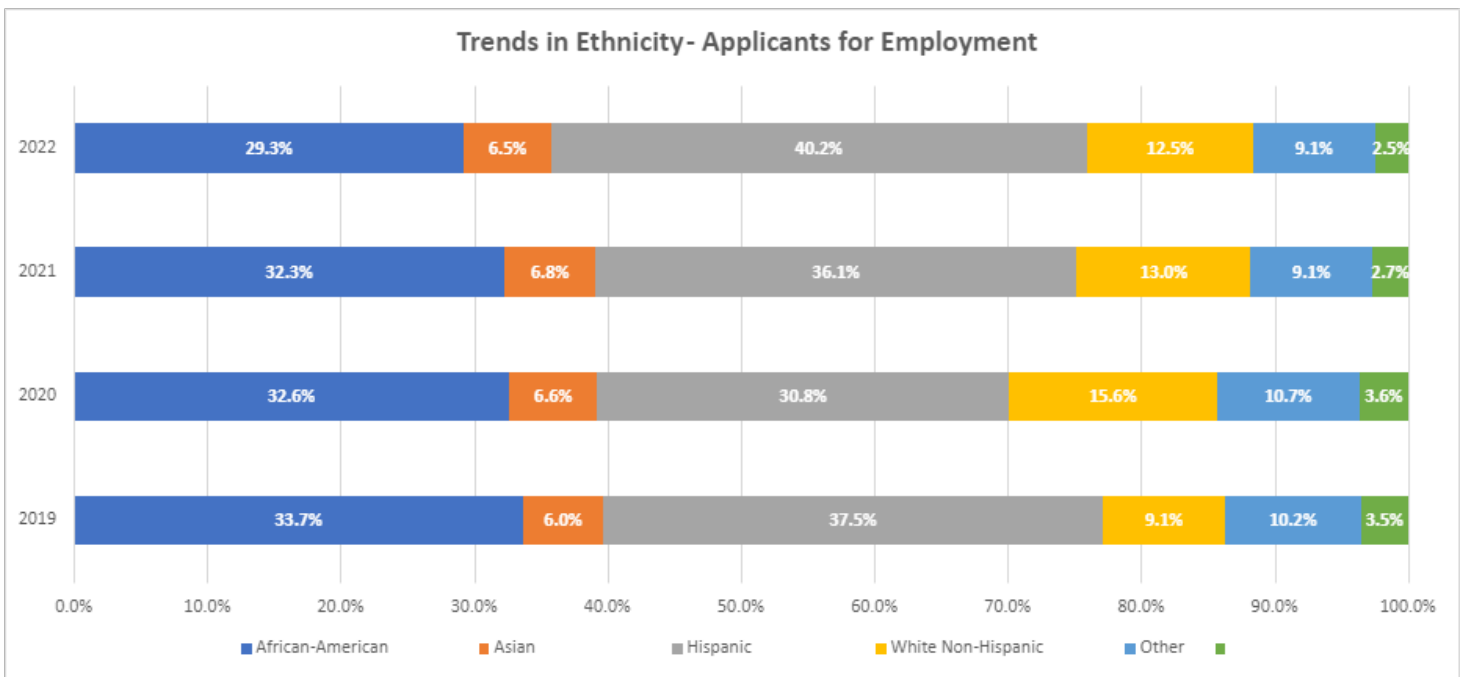


Ethnic Group and Gender Distribution of Compton College Applicants

Data of significance in the development of the multiple methods in Component 13 has been analyzed and included for reference in this appendix. To effectively address underrepresentation while considering the pre-hire, hire and post-hire aspects of the process, analyses of applicant data has proven to be essential.

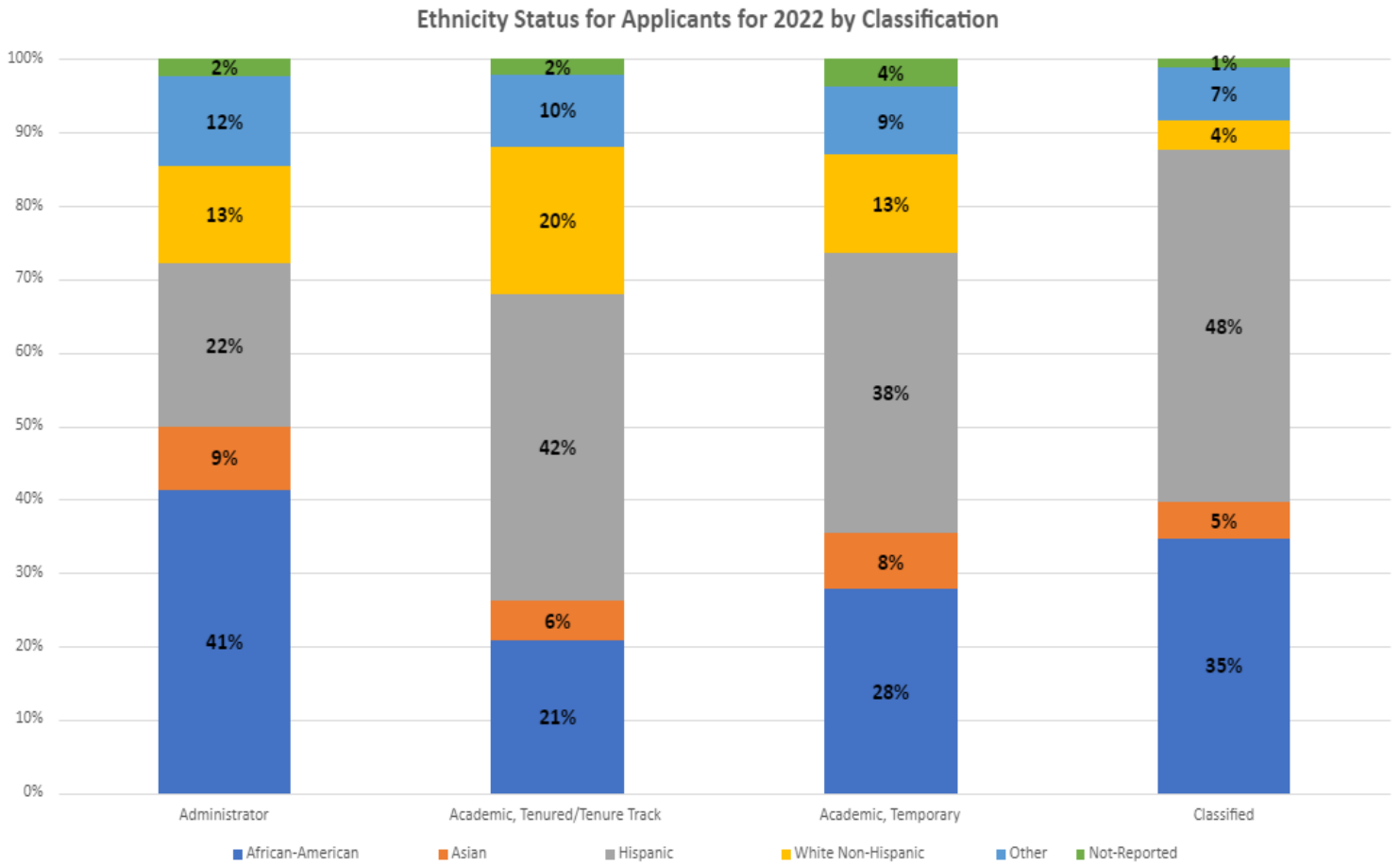
The overall ethnicity trends of applicants for employment being at or above 70% during a four-year period demonstrates that we continue to attract applicants that are largely diverse. In Fall 2022, our Hispanic applicants increased and took over as the largest applicant group (40%), with African American/Black being the second largest applicant group (29%) (see Figure 10).

Figure 10. Trends in Ethnic Distribution of Applicants for Employment



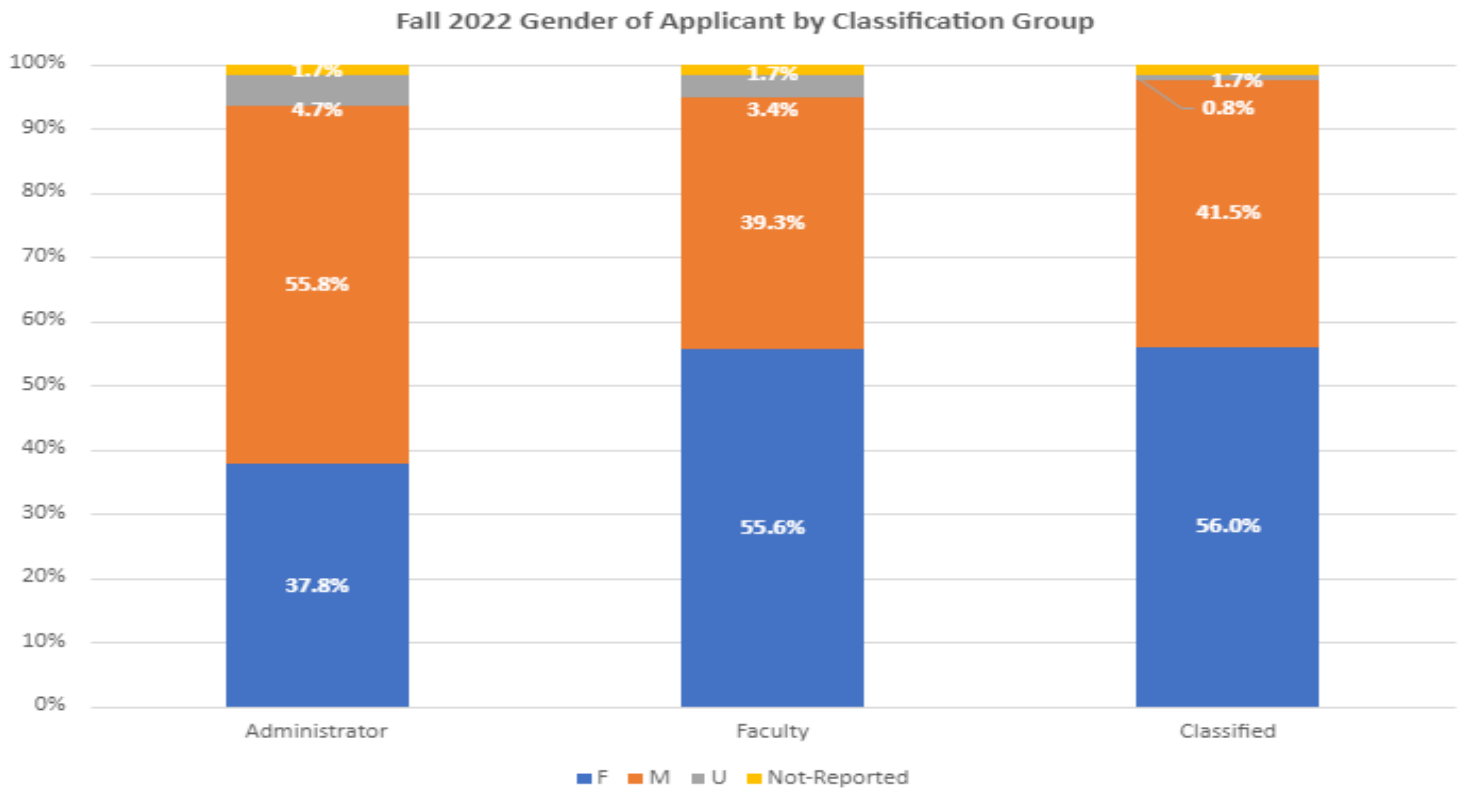
In Fall 2022, Latinx applicants represented the largest group for all Classified Professional positions (48%) and the majority for all classifications other than Administrators (22%), Administration had more African American/Black applicants (41%). All applicant groups had high levels of diversity composition within them (see Figure 11).

Figure 11. Fall 2022 Ethnicity of Applicants by Classification Group



In Fall 2022, female applicants represented the largest group for all Faculty (55%) and Classified Professional (56%) positions, Administration had more male applicants (55%). All employee groups had applicants that identified as non-binary (see Figure 12).

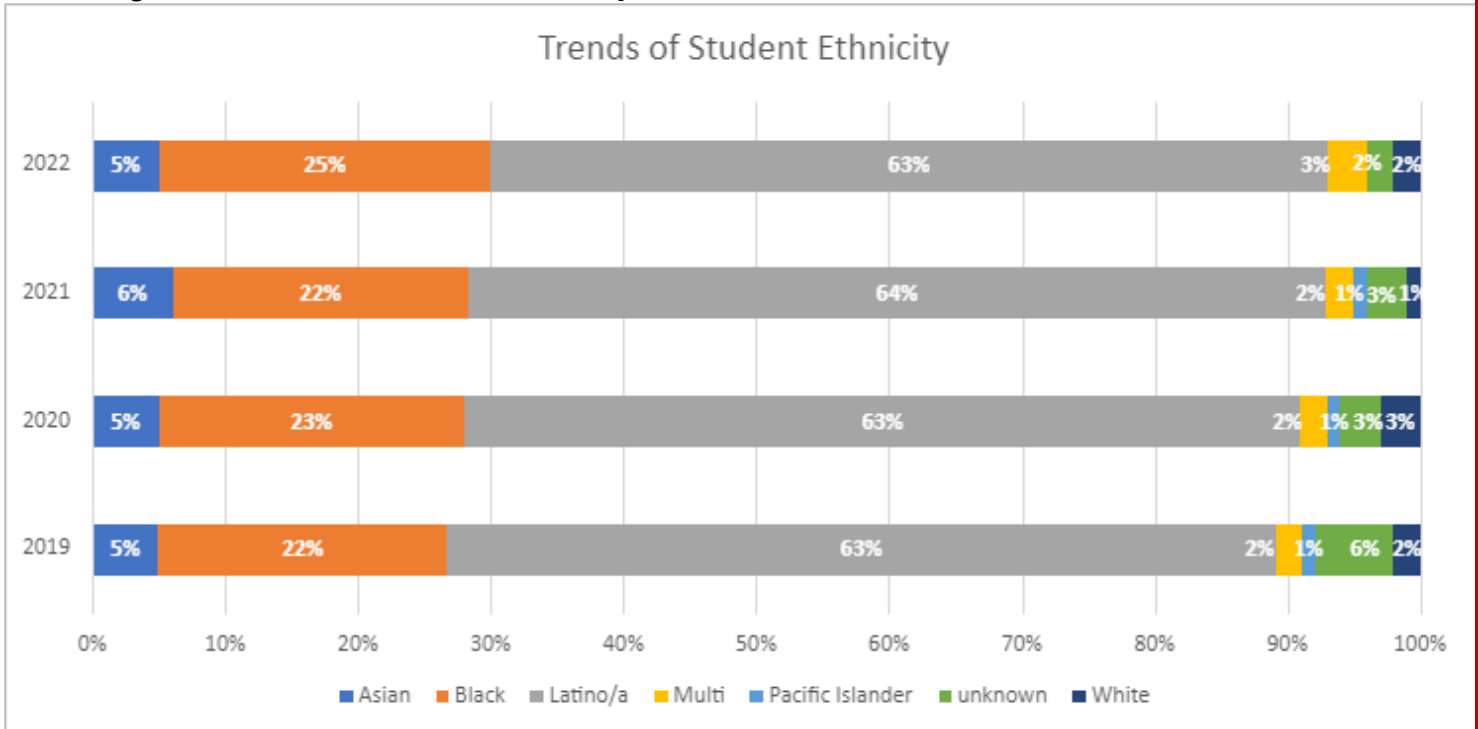
Figure 12. Fall 2022 Gender of Applicants by Classification Group



Trends in Ethnic Group Distribution of Compton College Students

Compton College strives to align our employee demographics with that of our student body. Students benefit from having instructors who look like them and represent the diversity of the community in which they live and work. The chart below identifies ethnicity trends in our student body over the four-year period of 2019-2022. Our student's ethnicity has remained relatively consistent being predominantly Hispanic/Latinx, being within the 60 percentiles during this period (see Figure 13).

Figure 13. Trends in Student Ethnicity



Applicant Trends in Veteran and Disability Status

Compton College continues to have applicants who self-identify as veterans (see Figure 14) and disabled (see Figure 15).

Although not currently part of the multiple methods measurements in Component 13, this data is included in this plan for reference to demonstrate that analysis has taken place and will continue to be a focus of our pre-hiring/hiring analyses by the District. This data also presents the opportunity to continue efforts to attract individuals from these underrepresented groups through focused marketing, accommodating applicant accessibility needs and maintaining a welcoming, supportive working environment.

Figure 14. Trends of Veteran Applicants

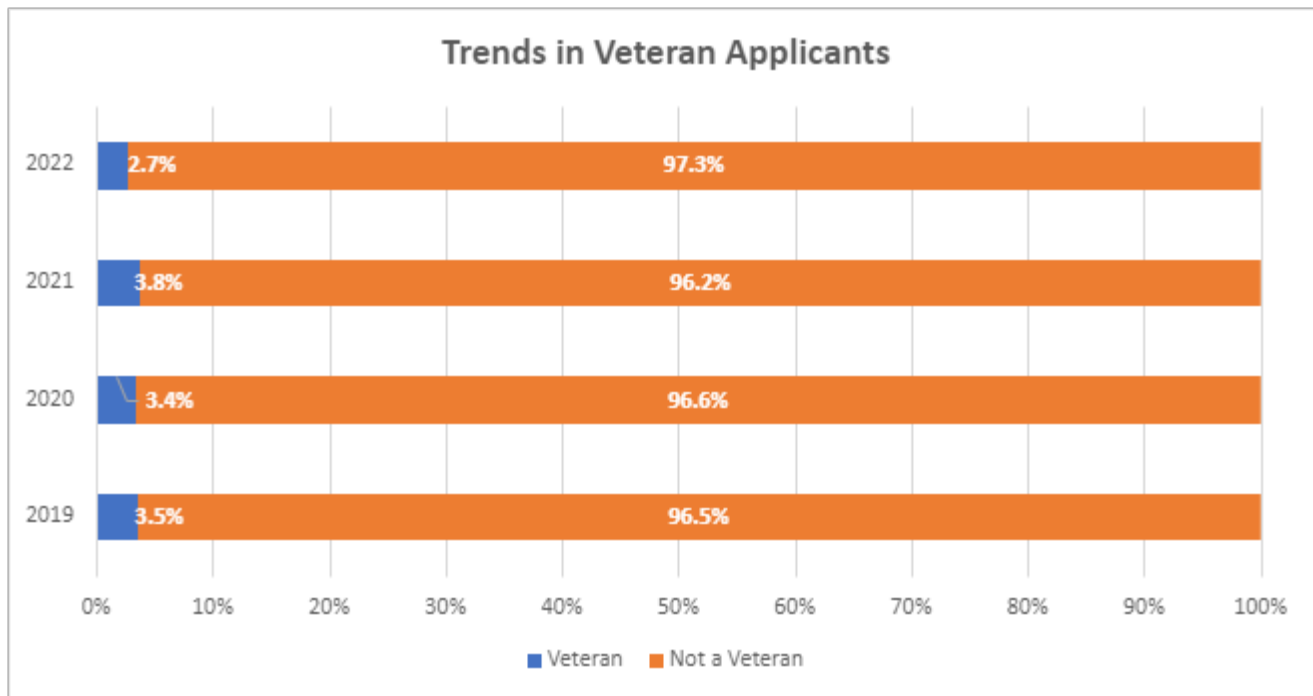
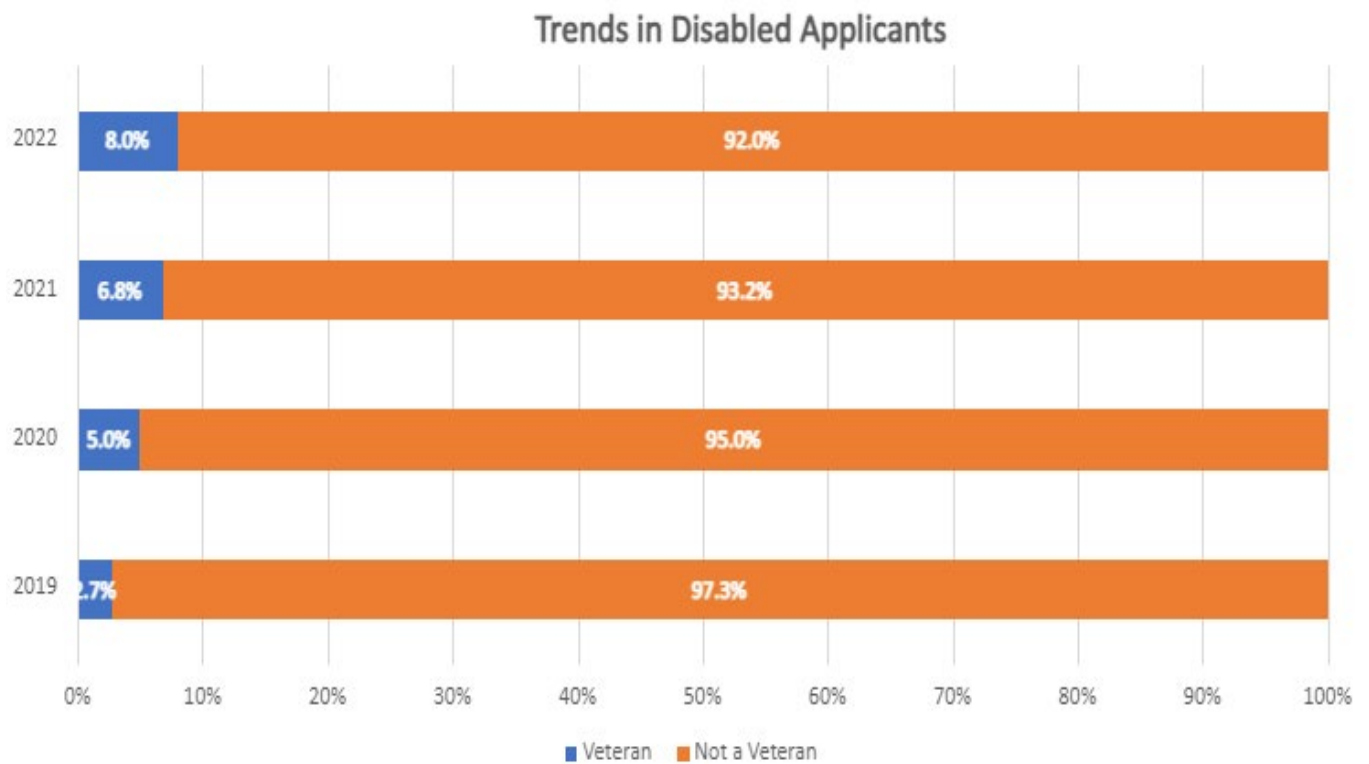


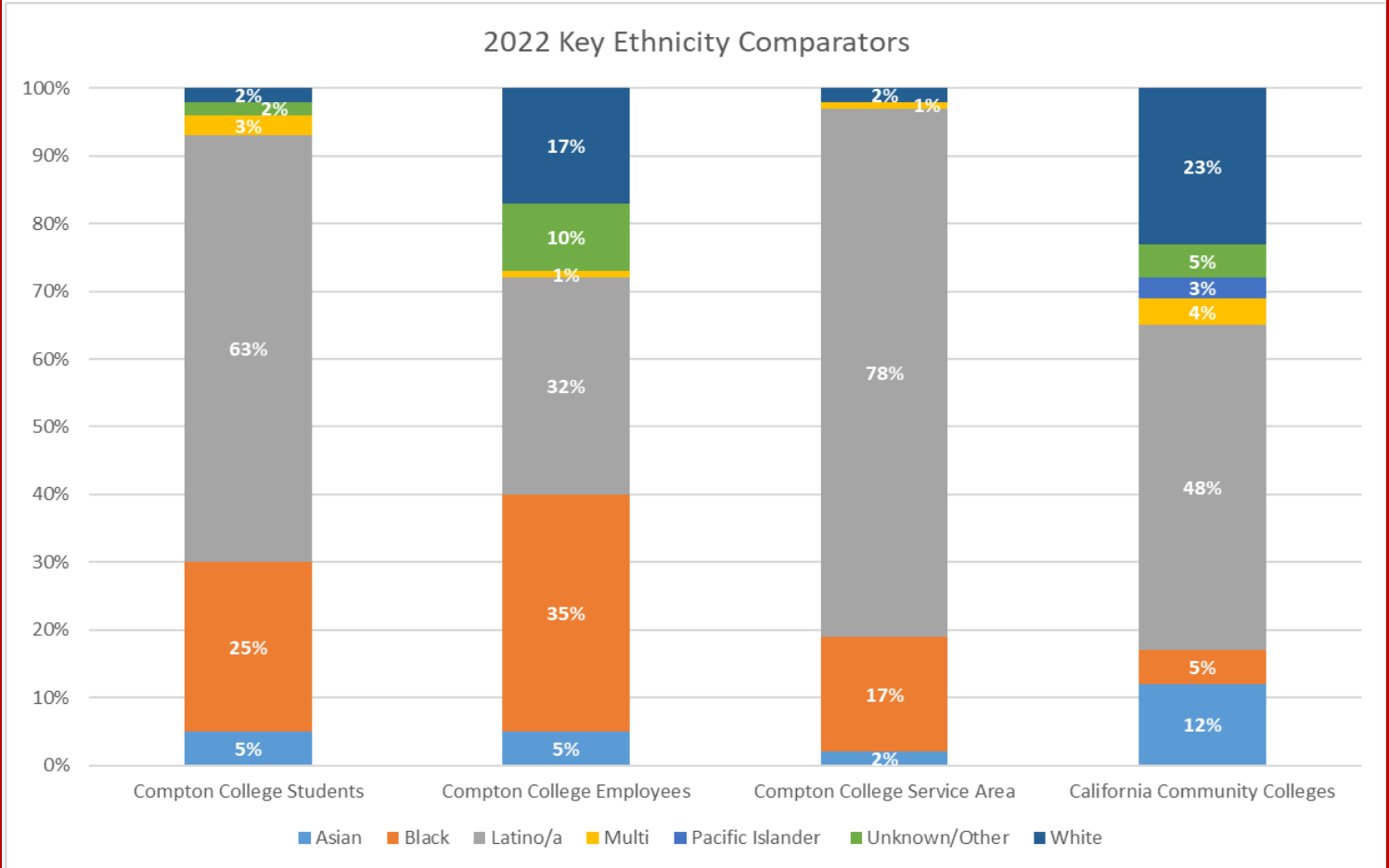
Figure 15. Trends of Disabled Applicants



Key Comparators for EEO Analyses

Creating and supporting inroads for engagement is critical to planning to address underrepresentation, our ongoing EEO planning, and the multiple methods analyses. The consideration of ethnicity data from key comparators to our students and workforce, such as the City of Compton and California Community Colleges overall will serve as a tool for pre-hiring/recruitment (see Figure 16).

Figure 16. 2022 Key Ethnicity Comparators



Figures 17-21 are the data referenced in the multiple methods outlined in Component 13 related the addressing of underrepresentation in the applicants for positions at Compton College as indicated.

Figure 17. Trends in Gender of Applicants for Police/Public Safety

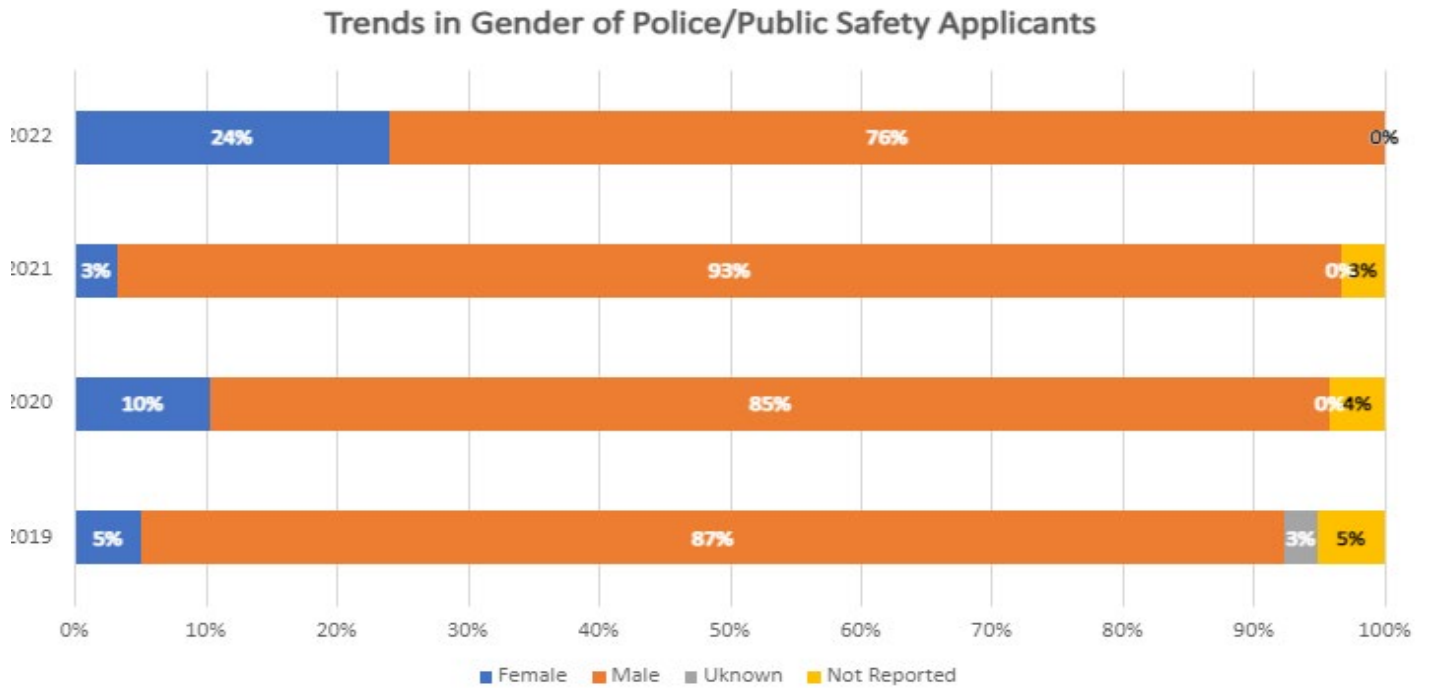


Figure 18. Trends in Gender of Applicants for Information Technology

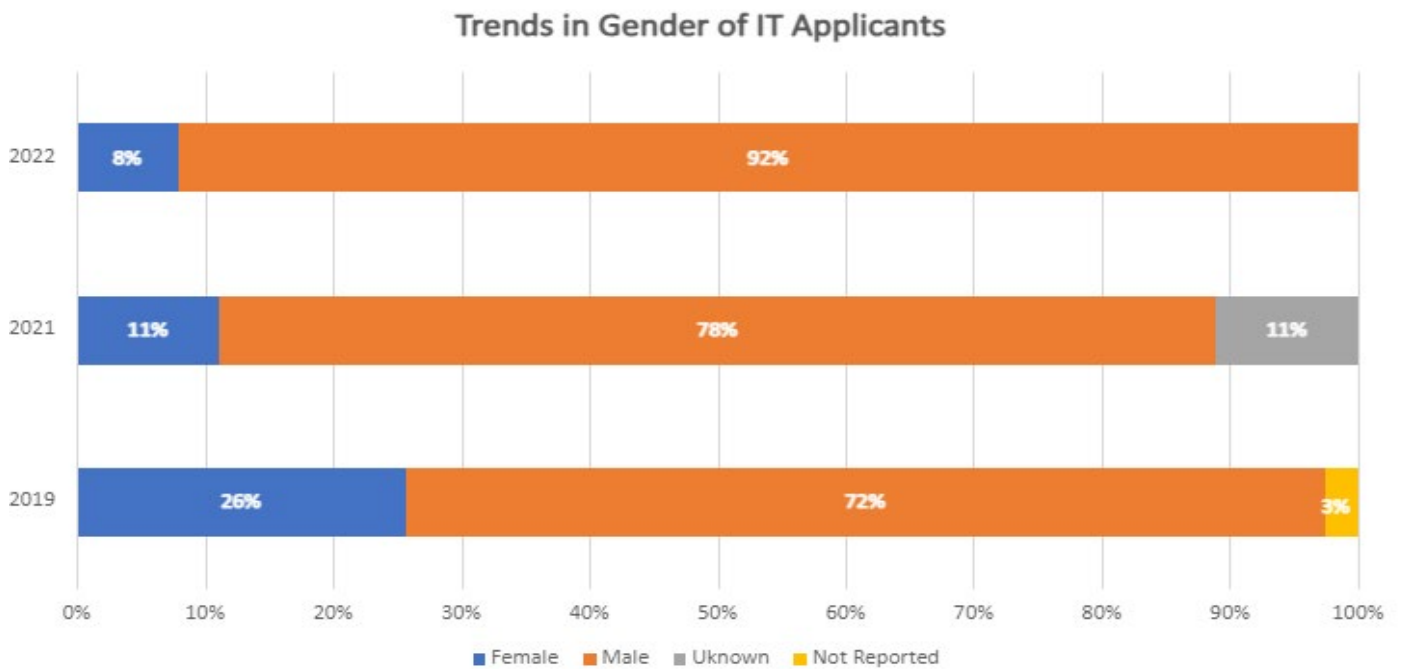


Figure 19. Trends in Gender of Applicants for Maintenance & Operations Applicants

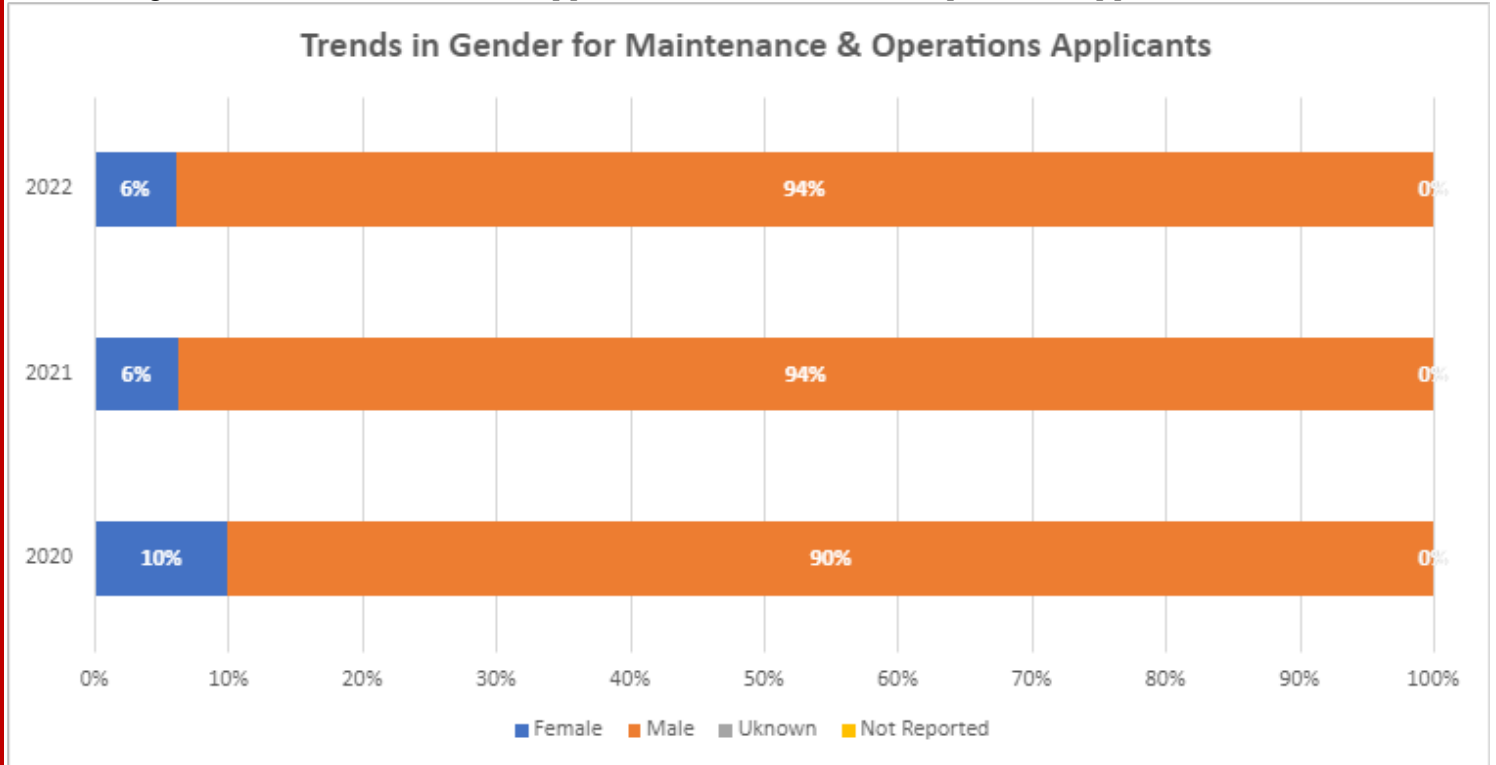


Figure 20. Trends in Gender of Applicants for Clerical/Admin Assistant Applicants

Trends in Gender of Clerical Admin Assistant Applicants

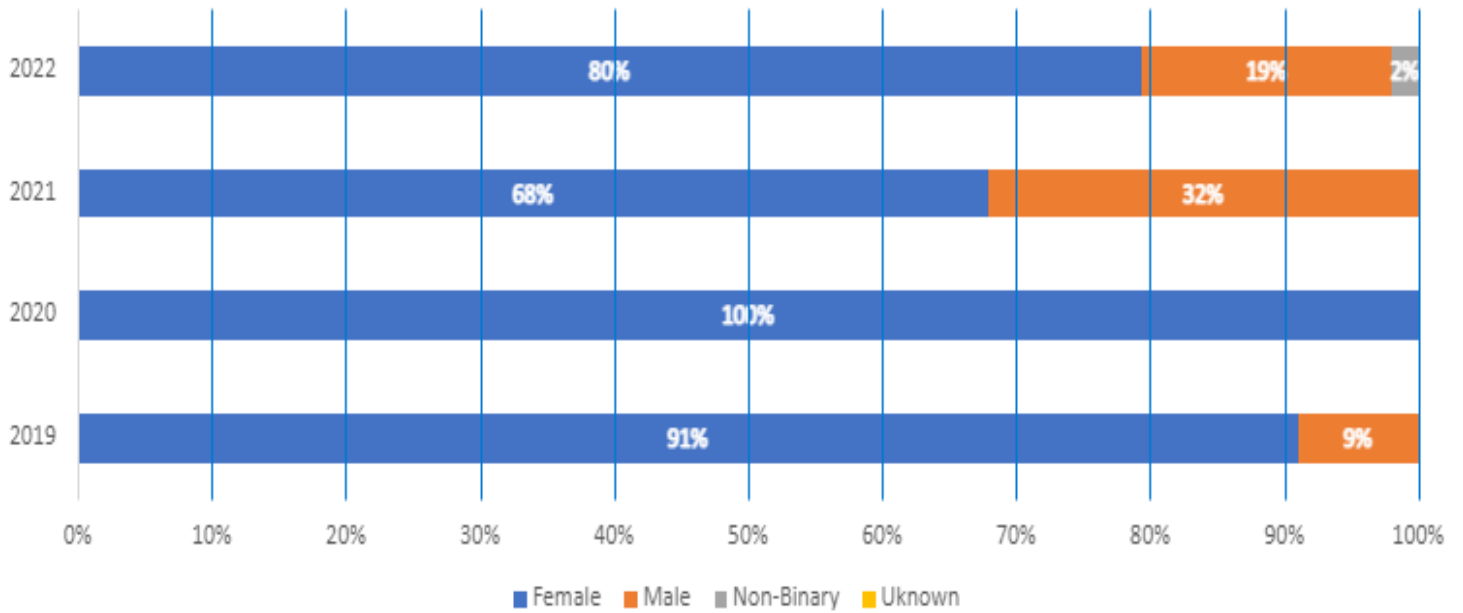
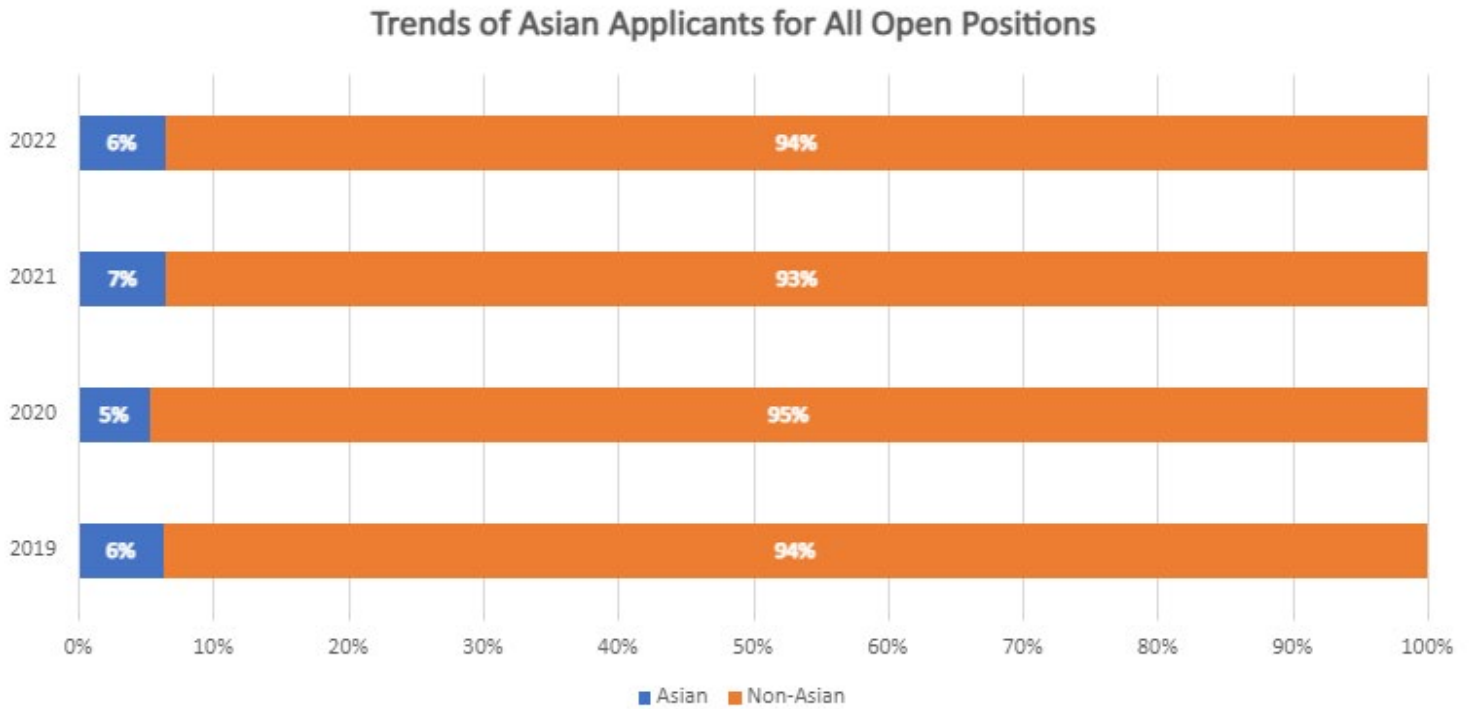


Figure 21. Trends in Asian Ethnicity for All Open Positions



Employee Demographic Trend Tables, Fall 2019 – Fall 2022

Table 1. Compton Employee Trends by Number and % Within Employee Group

	Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	n	%	n	%	n	%	n	%
Educational Administrator	13	2.97 %	16	3.73 %	16	3.92 %	17	4.44 %
Academic, Tenured/Tenure Track	101	23.06 %	97	22.61 %	99	24.26 %	99	25.85 %
Academic, Temporary	176	40.18 %	163	38.00 %	127	31.13 %	109	28.46 %
Classified	148	33.79 %	153	35.66 %	166	40.69 %	158	41.25 %
Total	438		429		408		383	

Table 2. Compton Employee Trends by Gender Group

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Male	216	213	191	170
Female	222	216	217	210
Non-Binary	0	0	0	3
Total	438	429	408	383

Table 3. Compton Employee Trends by Ethnicity Group

**Other includes American Indian/Alaskan Native, Pacific Islander, Multi-Ethnic, and Unknown.*

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African American/Black	37%	57%	37%	35%
Asian	6%	6%	7%	5%
Latinx	24%	26%	27%	32%
White Non-Hispanic	23%	21%	18%	17%
Other*	8%	11%	9%	12%
Employee Total	438	429	408	383

Table 4. Compton Employee Trends by Age Group

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Ages 18-34	12%	14%	13%	13%
Ages 35-44	28%	29%	27%	26%
Ages 45-54	24%	25%	26%	27%
Ages 55-64	23%	21%	23%	23%
Ages 65 and up	13%	11%	11%	12%

Conclusion

Historically Compton College has maintained a workforce that is largely diverse and closely aligns with the diverse composition of our student body. Over the past four years, the District's employees have been represented within the 90 percentile by people of color. Although the largest ethnicity represented in our workforce is African American/Black, and the students are predominantly Hispanic, the % of Hispanic employees has increased and become the majority among the Classified Professionals. African American/Black employees consistently comprise the largest ethnic group of employees on campus, while Latinx employees are the second-largest group overall.

Beginning in Fall 2021, Classified Professionals emerged as the largest employee group at the college, comprising close to half of the entire employee population. This group includes classified professionals, confidential employees, and classified management. For the preceding 5-year period, approximately two-thirds of the employee population was comprised of faculty (full and part-time).

Despite a decrease in the overall employee population since fall 2019, Compton College has experienced sporadic growth in diverse representation in certain employee groups. Factors related to the Covid-19 pandemic, such as the great resignation has impacted all employers in the United States. More specifically, the California Community Colleges were impacted by a shifting workforce that according to research sought employers that offer a fully remote work option. This factor only added to existing challenges in obtaining robust/diverse applicant pools, such as other colleges in the immediate geographic area, making it increasingly challenging to attract applicants for open positions and to retain our current employees.

We are proud of the levels of diversity that exist at Compton College when considering the ethnicity statistics amongst our students/employees in comparison to that of our surrounding city and fellow California Community Colleges. Because of the focus on diversity embraced by our Board of Trustees and President/CEO, and cultivated throughout the institution, the levels of success achieved in our recruitment and hiring allows for the goals set forth in this plan to focus on addressing underrepresentation in very specific ways: increasing Asian employees in all positions, increasing females in our tech and skilled trades and increasing males in our classified administrative support roles. We will continue to build on our successes and seek to regularly assess our progress through this living document. We are committed to responding to any variance of unconditional belonging here at Compton Community College District through data driven principles and measurable action steps.