## Academic Senate Agenda

**Facilitator:** Dr. Minodora Moldoveanu, President          **Recorder:** Noemi Monterroso, Secretary

**Date:** March 7, 2024          **Time:** 2:00-3:30 p.m.          **Location: In Person – IB1-106**

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**Vision:**

Compton College will be the leading institution of student learning and success in higher education.

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**Mission Statement:**

Compton College is 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.

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**23 Voting Members**

__ Blake, Eckko
__ Elfarissi, Hassan
__ Ekimyan, Roza
__ Hobbs, Charles
__ Lopez, Karina
__ Lopez, Nathan
__ Martinez, Jose
__ Martinez, Victoria
__ Maruri, Carlos
__ Moldoveanu, Minodora
__ Monterroso, Noemi

__ Moore, Sean
__ Morales, Janette
__ Schwitkis, Kent
__ Tavarez, Juan
__ Thomas, Shirley
__ Uch, Mandeda
__ Valdry, Andree
__ Van Overbeck, Michael
__ West, Pamela
__ Woodward, Valerie
__ Joanna Wyatt

**Ex-Officio Voting Members**

__ Conn, Brad-DEFC
__ Moore, Sean-Curric. Chair
__ Morales, Janette-Un. Pres.

**Guests**

__ Berger, Sheri-VP Ac. Aff.

**Senators**

__ Barrag
__ Ekimy
__ Ellis, S
__ Estrada
__ Corona
__ Hobbs,
__ Kahn,
__ Madric
__ Mason
__ Martin
__ Martin

**Agenda**

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

1. **Call to Order**
2. **Approval of Agenda**
3. **Review and Approval of Minutes from December 7th, 2023**
4. **Reports**
   a. President's Report
   b. Associated Student Government (ASG) Report
   c. Vice President's Report
   d. Curriculum Report
   e. Accreditation Faculty Coordinator Report
   f. Academic Affairs Report
   g. Distance Education Faculty Coordinator (DEFC) Report
   h. Faculty Development Committee Report
   i. Enrollment Committee Report
   j. Open Educational Resources (OER) Committee Report
   k. LGBTQ+ Committee Report
   l. First Year Experience (FYE) Committee Report
   m. Student Learning Outcomes (SLO) Coordinator Report

5. **Presentation**
   a. Dr. Keith Curry

6. **Consent Items**
   a. Course Inactivation: BUS - 103 Intermediate Accounting; BUS - 104 Intermediate Accounting; and BUS - 109 Quick Books.

7. **Unfinished Business**
   a. Compton College CCCCO Feedback to EEO Plan 2023-2026

8. **New Business**
   a. Equivalency for Biology for Prof. Arneisha Bryant-Horn
   b. NACC Staff Survey
   c. BP/AR 4021
   d. AR 4103
   e. AR 5011

9. **Discussion Items**

   a. Dual Enrollment and the Need for a Dual Enrollment Taskforce
   b. Increasing Focus on Career Preparation in Our Courses and as a College
   c. Ideas of Issues to Tackle as a Senate

10. **Informational Items**
    a. Dr. Curry's Response to Senate Decisions Jan. 3, 2024
    b. Library/Student Success Center Renaming Request
    c. Compton College's Economic Impact on the Surrounding Community
       i. Impact Analysis Comparison

      ii.    Compton Fact Sheet
     iii.    Compton Executive Summary
     iv.    Compton College Economic Impact (Ligthcast)

  d.  Committee Vacancies

1. Curriculum Committee: 1 -STEM, 1 Counselor – High Priority – Meets $2^{nd}$ & $4^{th}$ Tuesday of the month 2-3:30 pm – in person
2. Enrollment Committee – 1 Faculty Co-Chair – Meets $4^{th}$ Tuesday of the month 12-1 pm on zoom
3. Faculty Development Committee Members: Meeting 3rd Tue of month 1-2 pm - need faculty from BIST, STEM, Counseling
4. FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom
5. Equitable Approaches to Community Safety and Health Taskforce – need several faculty
6. DEAC - Student Rep, HEPS, BIST. Meets the last Tue of month, at 1 pm, in person.
8. Student Success Committee - 1 faculty; meets every $3^{rd}$ Thursday 1:00 p.m. -2:00 p.m.
9. PLEC - 1 faculty - meets 1st Friday at 11:00 a.m. via Zoom
10. Health Benefits Committee – 1 faculty (as co-chair)
11. Incentivizing the Student Experience Taskforce – 1 faculty – Meetings: TBD based on members' availability

  d. SLO Completion:

| Organization | Course Code | Total Distributed Scorecards | Total Completed Scorecards |
|---|---|---|---|
| Administration of Justice | | 45 | 29 |
| Air Conditioning & Refrigeration | | 16 | 14 |
| Art | | 54 | 50 |
| Astronomy/Physics | | 69 | 69 |
| Auto Collision Repair/Painting | | 22 | 22 |
| Automotive Technology | | 16 | 16 |
| Biological Sciences | | 140 | 112 |
| Business | | 51 | 51 |
| Chemistry | | 51 | 41 |
| Child Development | | 102 | 97 |
| Communication Studies | | 69 | 57 |
| Computer Information Systems | | 64 | 53 |

| | | | |
|---|---|---|---|
| Cosmetology | | 82 | 80 |
| Dance and Theatre | | 49 | 47 |
| Engineering Technology | | 38 | 38 |
| English as a Second Language | | 24 | 19 |
| English Lit/Rhetoric & Composition; Academic Strategies; and, Humanities | | 209 | 184 |
| Ethnic Studies | | 27 | 22 |
| Fire & Emergency Technology | | 1 | 1 |
| General Sciences/ General Studies/ Biological and Physical Sciences | | 44 | 32 |
| General Studies | | 22 | 20 |
| General Studies (includes Anthropology, Women's Studies, Economics) | | 126 | 91 |
| History | | 82 | 62 |
| Human Development | | 52 | 43 |
| Kinesiology and PE | | 118 | 89 |
| Languages | | 94 | 85 |
| Liberal Studies | | 10 | 10 |
| Library and Library Science | | 4 | 3 |
| Machine Tool Technology & Manufacturing Technology | | 17 | 17 |
| Mathematics | | 195 | 170 |
| Music | | 50 | 28 |
| Nursing | | 287 | 172 |
| Political Science | | 55 | 52 |
| Psychology | | 96 | 89 |
| Social Media & Film/Video | | 23 | 23 |
| Sociology | | 2 | 1 |
| Welding | | 16 | 15 |
| Grand Total | | 2422 | 2004 |

## 11. Future Agenda Items

**12. Public Comment**

**13. Adjournment**

> **Next Scheduled Meeting: March 21st, 2024**
> **Location: IB1-106**

COMPTON COLLEGE ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Thursday)

| FALL 2023 | LOCATION | SPRING 2024 | LOCATION |
|---|---|---|---|
| September 7 | Board Room | February 22 | Board Room |
| September 21 | Board Room | March 7 | Board Room |
| October 5 | Board Room | March 21 | Board Room |
| October 19 | Board Room | April 4 | Board Room |
| November 2 | Board Room | April 18 | Board Room |
| November 16 | Board Room | May 2 | Board Room |
| December 7 | Board Room | May 16 | Board Room |

Per the *Brown Act*, all votes must be recorded by name. Only Nos and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

**CCC Academic Senate Roster 2023-2024 (26 Voting Members)**

**Officers:**

| | |
|---|---|
| President/Chairperson | Minodora Moldoveanu (22-24) |
| Vice President/Pres. Elect | Sean Moore (23-24) |
| Secretary/Secretary | Noemi Monterroso (22-24) |

**Members:**

**Fine Arts, Communication and Humanities (5)**
Charles Hobbs (21-24)
Juan Tavarez (23-26)
Susan Johnson (23-26)
Andree Valdry (23-26)
Valerie Woodward (20-24)

**Counseling (5)**
Eckko Blake (23-26)
Vacant (23-26)
Carlos Maruri (21-24)
Noemi Monterroso (21-24)
Karina Lopez (23-26)

**Social Sciences (3)**
Nathan Lopez (23-26)
Jesse Mills (21-24)
Pam West (23-26)

**Business and Industrial Studies (3)**
Vacancy (21-24)
Sean Moore (23-26)
Michael Van Overbeck (23-26)

**Science, Technology, Engineering and Mathematics (5)**
Hassan Elfarissi (23-26)
Jose Martinez (23-26)
Kent Schwitkis (23-26)
Jose Villalobos (23-26)
Vacancy (22-25)

**Health and Public Services (3)**
Vacancy (23-26)
Shirley Thomas (21-24)
Roza Ekimyan (23-26)

**Adjunct Faculty (2)**
Joanna Wyatt (22-25)
Victoria Martinez (23-26)

**Ex Officio Voting Members**
Janette Morales – Union President (23-25)
Sean Moore – Curriculum Chair (22-24)

Corina Diaz – Faculty Development Committee Chair (22-24)
Brad Conn – Distance Education Faculty Coordinator (22-24)

Academic Senate Minutes

**Facilitator:** Dr. Minodora Moldoveanu, President      **Recorder:** Noemi Monterroso, Secretary
**Date:** December 7, 2023      **Time:** 2:00-3:30 p.m.      **Location: In Person – Board Room**

| **Vision:** |
|---|
| Compton College will be the leading institution of student learning and success in higher education. |

| **Mission Statement:** |
|---|
| Compton College is 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. |

| **25 Voting Members** | _X_ Moldoveanu, Minodora | _X_ Joanna Wyatt | **Senators** |
|---|---|---|---|
| _X_ Blake, Eckko | _X_ Monterroso, Noemi | | __ Barrag |
| __ Elfarissi, Hassan | _X_ Moore, Sean | **Ex-Officio Voting Members** | __ Ekimy |
| _X_ Ekimyan, Roza | _X_ Morales, Janette | _X_ Conn, Brad-DEFC | __ Ellis, S |
| _X_ Hobbs, Charles | _X_ Schwitkis, Kent | _X_ Moore, Sean-Curric. Chair | Estrada |
| _X_ Johnson, Susan | _X_ Tavarez, Juan | _X_ Morales, Janette-Un. Pres. | Corona |
| _X_ Lopez, Karina | __ Thomas, Shirley | | __ Hobbs, |
| _X_ Lopez, Nathan | __ Valdry, Andree | **Guests** | __ Kahn, |
| __ Martinez, Jose | _X_ Van Overbeck, Michael | _X_ Berger, Sheri-VP Ac. Aff. | Madric |
| _X_ Martinez, Victoria | _X_ Villalobos, Jose | _X_ David McPatchell | __ Mason |
| _X_ Maruri, Carlos | _X_ West, Pamela | _X_ Kendahl Radcliffe | __ Martin |
| _X_ Mills, Jesse | _X_ Woodward, Valerie | | __ Martin |

**Agenda**

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

1. **Call to Order at 2:09pm**

2. **Approval of Agenda**
   - Amendment: Correct dates on Consent Agenda Items - 11/7 to 11/14
   - **Jesse M. motioned to approve amended agenda. Carlos M. seconded**

3. **Review and Approval of Minutes from November 2nd, 2023**
   - **Brad C. motioned to approve minutes. Jesse M. seconded**

4. **Reports**
   a. President's Report – Minodora Moldoveanu
      o Thanked everyone for all hard work being done at Compton College
      o Next senate meeting 2/22/24

   b. Associated Student Government (ASG) Report
   c. Vice President's Report – Sean Moore
      o Reviewed 2023-2024 BP and AR Flow Chart Update
      o Spring 2024 ARs expected to move forward: AR 4222, 4225, 4025, 4231, and 4051
      o AR 4231 Grade Change Policy: Academic Senate Executive Board met with the district on 11-27-23. Data regarding a timeline and number of students requesting grade changes is being collected to discuss.

   d. Accreditation Faculty Coordinator Report
   e. Academic Affairs Report
      o AR4021: Program Discontinuance - suggestions from Consultative Council will be sent to Sean M.
      o AR4105: Waiting for feedback
      o AR4103: Work experience – waiting for feedback about repeatability from the CCCCO

   f. Curriculum Report – Sean Moore
      o Last College Curriculum Committee meeting for Fall 2023 was on 11-28-23
      o First College Curriculum Committee meeting for Spring 2024 will be scheduled for 2-27-23
      o Winter curriculum open labs will be made available for PD—Dates to be announced
      o Curriculum Chair attended the ASCCC Fall 2023 Fall Plenary event. The adopted resolutions are available to view on the ASCCC website: https://asccc.org/events/2023-fall-plenary-session
         ▪ Key Resolutions: 3.01 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes; 7.06 Support Waiver of Transcript Fees for Current and Formerly Incarcerated Rising Scholars; 9.01 Support Revisions to Title 5 to Include DEIA in the Course Outline of Record; 15.04 Allowing the Use of Credit for Prior Learning on Cal-GETC; and 17.04 Addressing the Health and Well-being Crisis Among California's Community College Students.
      o Handout: ADT Compliance with Assembly Bill 928 and CalGETC Curriculum Submission Guidance

- Implementation will occur by Fall 2025. It will require we update COR and may take a bit more work than expected because not all the information for ADTs was transferred over when we transitioned from ECC

g. Distance Education Faculty Coordinator (DEFC) Report – Brad Conn
   o DE recertification will be every 3 years, faculty will be able to select which course to demo, 12 hours of PD will be required for recertification

h. Faculty Development Committee Report
i. Enrollment Committee Report – Minodora Moldoveanu
   o Committee voted for the proposals to use the $100,000. Report will be sent to Cabinet for review/approval

j. Open Educational Resources (OER) Committee Report – Nathan Lopez
   o No Report
k. LGBTQ+ Committee Report
l. First Year Experience (FYE) Committee Report
m. Student Learning Outcomes (SLO) Coordinator Report

5. **Consent Items**
   - **Kent S. motioned to approve Consent Agenda Items. Jesse M. seconded. Approved**
   a. **From the November 14th Curriculum Committee Meeting**
      i. *2-Year CTE Course Review—No Proposed Changes*: BUS 101 - Financial Accounting; BUS 102 - Managerial Accounting; BUS 111 - Accounting for Small Business; BUS 120 - Business Management; and BUS 121 - Human Resources Management.
      ii. *Course Review: Articulation Transfer Review; Course Description Revision; Distance Education*: CH 101 - Personal and Community Health Issues.
      iii. *Course Review: Articulation/Transfer Review*: SOCI 207 - Introduction to Human Services and Social Work.
      iv. *New Course—Second Read*: ENGL 101E - Enhanced Reading and Composition.
   b. **From the November 28th Curriculum Committee Meeting**
      i. *2-Year CTE Course Review—SLO Update—Course Description Update—DE*: CDEV 125 - Child Development Practicum I.
      ii. *2-Year CTE Course Review—No proposed changes*: CDEV 152 - Curriculum and Strategies for Children with Special Needs.
      iii. *New Courses:* CIS 161 - Introduction to Application Development Environment: Swift; CIS 162 - Programming Fundamentals; CIS 163 - Programming Fundamentals I: Apple Swift I; and CIS 164 - Programming Fundamentals II: Apple Swift II.

6. **Unfinished Business**

   a. AR 4105 – Distance Education
      o **Brad C. motioned to open discussion on item 6a. Charles H. seconded**
      o Discussion regarding Online with In-person Proctored Assessment (OPA) language
         - Offering these courses might affect enrollment in online courses since many students are outside the area and cannot travel to campus
         - Many students enrolling in an online course do not expect to travel or do anything in person or specific date/time

- - Taking it out of AR will not prevent this type of scheduling from occurring since it would be considered a hybrid course. Hybrid courses would allow in person proctored exams like this
    - Offering OmA Might depend on topic/subject. Some topics like MATH may be a little easier for students to cheat
  - **Jesse M. motioned to remove OPA language from AR. Valerie W. seconded. Approved**

7. **New Business**
   a. First/Second/Approve: Retention and Persistence Plan
      - **Carlos M. motioned to open discussion on item 7a. Susan J. seconded**
      - **Charles H. motioned to approve Retention and Persistence Plan. Kent S. seconded. Approved**

   b. Equivalency Application for Ethnic Studies – Damien Montano – Approved
      - **Carlos M. motioned to open discussion on item 7b. Jesse M. seconded**
      - **Nathan L. motioned to approve decision. Valerie W. seconded. Approved**

   c. Equivalency Application for Ethnic Studies – Michael Clark – Denied
      - **Nathan L. motioned to open discussion on item 7c. Jesse M. seconded**
      - **Nathan L. motioned to approve decision. Kent S. seconded. Approved**

   d. Ethnic Studies Job Description Revision
      - **Nathan L. motioned to open discussion on item 7d. Valerie W. seconded**
      - We should be using minimum qualifications outlined in ASCCC webpage. Our job description is outdated
      - **Jesse M. motioned to approve revision. Nathan L. seconded. Approved**

   e. Taskforce Formation to Draft the Constitution and Bylaw Editing Process
      - **Michael V. motioned to open discussion on item 7e. Kent S. seconded**
      - **Roza E. motioned to create taskforce. Valerie W. seconded. Approved**
      - Senators agreed to create adhoc taskforce to provide a Constitution and Bylaw Editing Process proposal to Senate. After Academic Senate approves editing process, a new taskforce will be formed to propose Constitution and Bylaw edits using new editing process
      - Sean M. will lead taskforce to create editing process. Volunteers: Roza E., Kent S., Janette M., Minodora M.

8. **Discussion Items**

   a. Ideas of Issues to Tackle as a Senate
      - E-mail Minodora with any ideas that Senate should tackle
      - Idea: Discuss Summer Retreat

9. **Informational Items**
   a. [Approved Resolutions](#) at the ASCCC Fall Plenary
   b. Dr. Curry's Response to Decisions Made by the Senate During the October 19 and November 2nd Senate Meetings
   c. Committee Vacancies
      Curriculum Committee: 1 BIST Faculty, 1 HEPS, 1 -STEM, 1 Counselor, 1 Student
      Rep – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person

Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom

Faculty Development Committee Members: Meeting 3rd Tue of month 1-2 pm - need faculty from BIST, STEM, Counseling

FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom

Equitable Approaches to Community Safety and Health Taskforce – need several faculty

DEAC - Student Rep, HEPS, Adjunct Faculty Rep

Calendar Committee - needs several faculty

Student Success Committee - 1 faculty; meets every 3rd Thursday  1:00 p.m. -2:00 p.m.

PLEC - 1 faculty - meets 2nd Friday at 11:00 a.m. via Zoom

## 10. Future Agenda Items

## 11. Public Comment

## 12. Adjournment at 2:58pm

**Next Scheduled Meeting: February 22nd, 2023**

# COMPTON COMMUNITY COLLEGE DISTRICT

## EQUAL EMPLOYMENT OPPORTUNITY PLAN 2023-2026

## Compton Community College District's 2023-2026 EEO Plan Contents

Board Approved First Read:  March February 2024

## 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

Board Approved First Read: March February 2024

## 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

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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 G~g~roup I~i~dentification.* "*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) ~~Significantly~~ Underrepresented Group.* "~~Significantly underrepresented~~ 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.

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## 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 ~~he/she is~~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). (c)(3+) 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 Board of Trustees is ultimately responsible for ensuring equal employment opportunity as described within this EEO Plan, including implementation and oversight at the District level and through college operations.~~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 agendized 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 ~~him/her~~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 ~~its~~ Plan.

## Plan Component 5: EEO Advisory Committee

Reference Title 5 § 53005 ~~and § 53006~~

The District has established an Equal Employment Opportunity Advisory Committee ("Advisory Committee") to assist the District in developing, implementing, and revising the ~~its~~ 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: ~~Every year, the Advisory Committee 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 ~~whenever possible~~. 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.

~~The governing board of the college shall receive anti-discrimination training as specified in Title 5 of the California Code of Regulations, Section 53006.~~

~~Board Approved~~ First Read: ~~March~~ February 2024

## Plan Component 6: Complaints

Reference Title 5 § 53003 (c)(4) 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 ~~sixty (60)~~ 180 days after such occurrence unless the complainant can verify a compelling reason for the District to waive the ~~sixty (60) day~~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 ~~ninety (90)~~ 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 are 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 and 53204 (e)

~~Screening/selection committee membership shall bring a variety of perspectives to the assessment of applicants' qualifications~~.  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

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

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 ~~Personnel Commission's~~ 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;

~~Board Approved~~ First Read: ~~March~~ February 2024

## Plan Component 11: Determining Underrepresented Groups within Job Categories
Reference Title 5 § 53003, 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 his or her their gender, ethnic group identification and, if applicable, their his or her disability status. A person may designate multiple ethnic groups with which he or she they identifyies 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 his/hertheir 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) and 53003(c)(9)

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" means three years, or such longer period is determined at the local level or as approved by the President/Chief Executive Officer upon the Equal Employment 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,

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 Consult with EEO Committee, CCLC and other colleges to develop and update the CCCD EEO policy/administrative regulation 3420. | Director of Diversity, Compliance and Title IX By Fall 2023 | Solicitation of EEO Committee input and conclude Board adoption of revised policy/regulation. |
| 1.2 4 Disseminate Results of Student and 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 5 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 | Have Completion of ed the first cohort of the Academy. Provide evaluation to participants and set up methods to gather analytics on for level of satisfaction and impact on career goalssuccess metrics forpost the Academy. Metrics can also consider whether the cohort includes participants from underrepresented employee groups. |

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| Implementation | Who/When | Effective Metrics and Review |
|---|---|---|
| 1.6 Collaborate with the Equal Employment Opportunity Commission (EEOC) to present to the campus on best practices in hiring and demystify the process of developing inclusive interview questions, etc. | Director of Diversity, Compliance and Title IX By Fall 2023 | Promote the PD event campus-wide and secure attendance of a diverse group of campus stakeholders for the event spur a renewed interest and comfortability with supporting the District by serving on hiring committees. |
| 1.7 Take a target 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, and of LGBTQ and Asian/Pacific Islanders in all employee categories. | Director of Diversity, Compliance and Title IX and Human Resources Manager By Summer 2024 | Analyze current practices, set a baseline based on EEO Plan metrics, create a desired growth metric, and determine an effective assessment tool, including timeline intervals to determine progress. |
| 1.41.8 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 pring 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 |
|---|---|---|
| 1.59 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. |
| 1.10 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 2024 | Analyze current practices, create a metric to gather feedback and assess ways to implement universal design into recruitment materials/processes. |

Post-Hiring

| Implementation | Who/When | Effective Metrics and Review |
|---|---|---|
| 1.611 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 |

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| | | into current Human Resources applicant systems and future PD events (as necessary). |
|---|---|---|
| 1.72.4 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 20245 | Develop measurement methods to gauge outcomes and effective change management strategies as needed. |
| 1.810 Review the EEO Data Modules in the Vision Resource Center to support data analysis and reports to determine underrepresentation. 1.13 Conduct New Employee Welcome Trainings that include: Personalized Welcome Emails, Orientation Program(s), Campus Tour(s), Welcome Packages with access to resources on topics such as health and welfare benefits, IT support, School First services, parking permits. | Human Resources Manager By Summer 2024 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. Continue to monitor outcomes related to participant feedback on level of preparedness and setting them up for success. Develop measurement methods to gauge impact of efforts on retention and employee performance. |

**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.<br>2.1 Assess outcomes of advertising jobs via diversity-oriented channels adding to the list of organizations we distribute the EEO Plan to and the impact of employee | Director of Diversity, Compliance and Title IX and Human Resources Manager By Summer 2025 Director of Diversity, Compliance and Title IX and Human Resources Manager By Summer 2026 | 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. Analyze progress and impact based on EEO Plan metrics and established baseline to determine outcomes, make any necessary adjustments, and continue to assess per established timeline. |

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| referrals in groups determined to be underrepresented: Women in Tech and Skilled Trades, Men in Clerical Roles, and of LGBTQ and Asian/Pacific Islanders in all employee groups/categories. | | |
| 2.2 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 Fall 2025 | Secure the date and modality of this training, provide the training, establish an ongoing schedule of training for each election cycle. |
| 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. |

Hiring

| Implementation | Who/When | Effective Metrics and Review |
|---|---|---|
| 2.33 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 |
|---|---|---|
| 2.41. 12 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 20254 | Work with President's Cabinet to develop measurable metrics for further analysis/discussion. |
| 2.55 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 |

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| | | role/responsibility for these tasks on processes. |
|---|---|---|
| 2.6 Collect employee turnover data, develop a process to analyze data. | Director of Diversity, Compliance and Title IX and Human Resources Manager By Spring 2025 | Begin the analyses of data and determine methods to address turnover rates. |

**Year 3 (25-26)**

Pre-Hiring

| Implementation | Who/When | Effective Metrics and Review |
|---|---|---|
| 3.11.3 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 20254 | 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. |
| 3.21 Research blind paper screening in iGreentree for Faculty and Administrator positions. | Director of Diversity, Compliance and Title IX and Human Resources Manager By Summer 2026 | Analyze system configuration, develop process to consider for implementation, and based upon EEO Plan metrics establish baseline and determine desired outcomes, and consider project timeline. |

Hiring

| Implementation | Who/When | Effective Metrics and Review |
|---|---|---|
| 3.32 Leverage web technologies, resources and information Enhance the existing DEIA webpage tto demonstrate support a more a welcoming. inclusive culture that promotes a commitment and sensitivity with a focus on to underrepresented groups such as those individuals who identify as members of the LGBTQ+, Veteran and DisABLEabled 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 | Develop, pilot and launch web pages or content that previously did not exist within the DEIA webpage. Create an assessment tool for campus stakeholders to provide feedback. Create Use web analytics process and determine goals into measure current number of visitors to determine a current baseline on webpage traffic and monitor for a 20% increase to the page within 1 academic year. page and use of resources listed. Determine a % increase measurement goal, in both student and employee groups, who self-identify in this communities. Create an assessment tool linked to the DEIA page after updates are |

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| | | 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 |
| --- | --- | --- |
| 3.43 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. |
| 3.4 Utilize the data related to complaint types in this plan to inform professional development activities/events to seek proactive tools and collaborative problem-solving methods into related/impacted campus operations. | Director of Diversity, Compliance and Title IX and Human Resources Manager By Spring 2026 | Create a metric to capture this data and appropriate platforms for communication with decision makers/key stakeholders. |

## 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.orgz

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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

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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

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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. CCCCO 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).

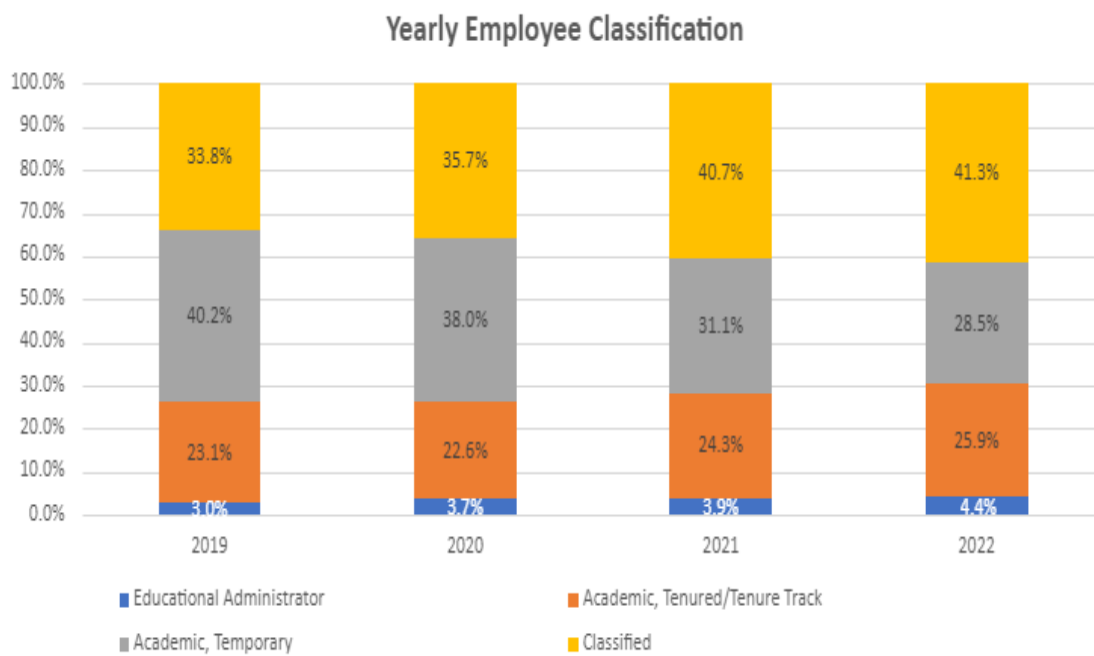## Compton College Employee Population & Classification

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)

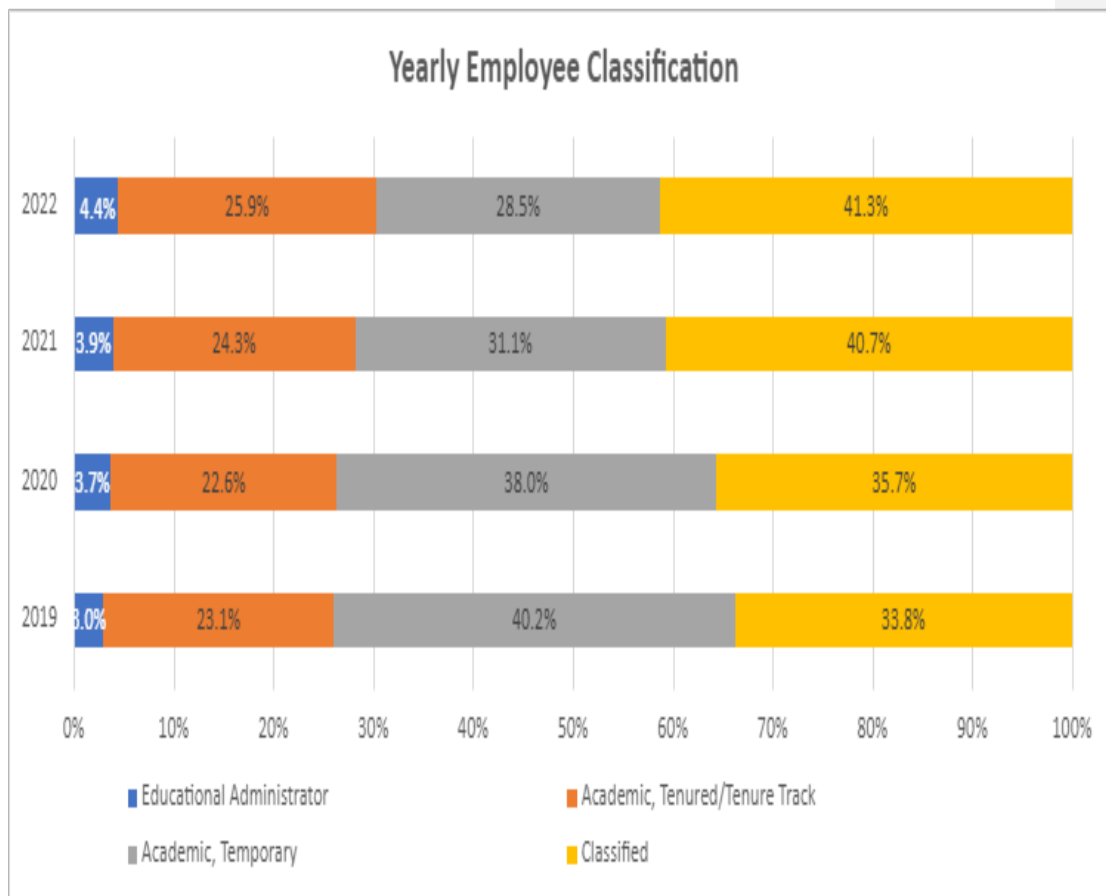*Figure 1. Trends in Total Number of Compton College Employees*



Compton College Employees Count Per Year

- Total Employees
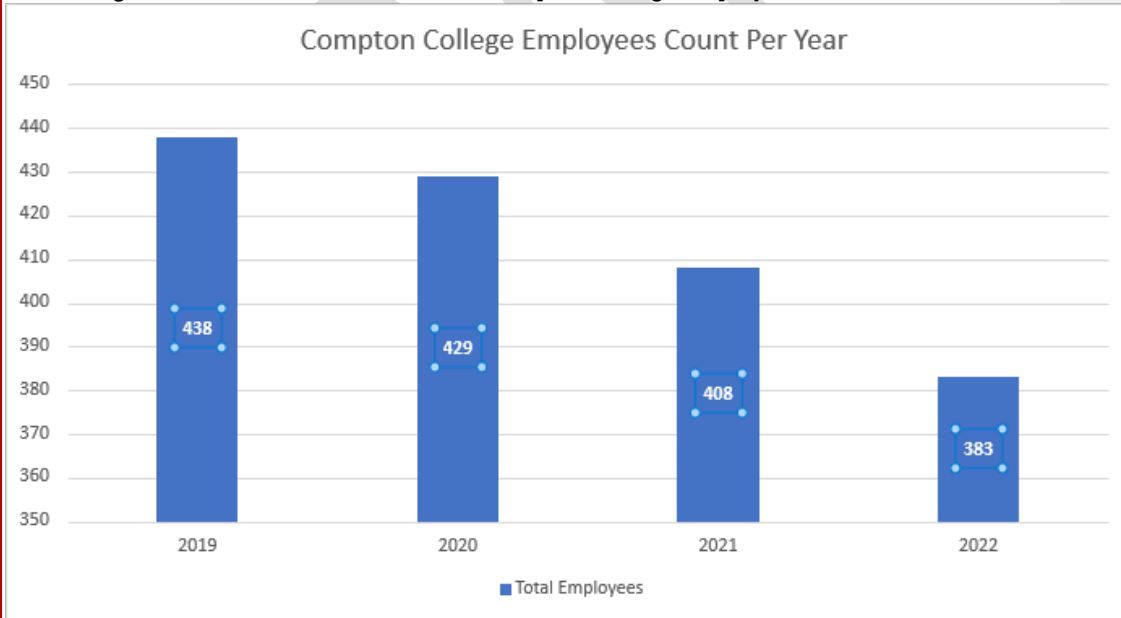
As of Fall 2022, the largest employee group at Compton College is the "Classified" category. The next-largest group is the "Academic, Temporary" (Part-Time Faculty) category. Administrators make up the smallest group of employees. The trend in distribution of employee groups indicates that the number 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*

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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*

## Yearly Employee Classification

| Year | Educational Administrator | Academic, Tenured/Tenure Track | Academic, Temporary | Classified |
|------|---------------------------|--------------------------------|---------------------|------------|
| 2022 | 4.4% | 25.9% | 28.5% | 41.3% |
| 2021 | 3.9% | 24.3% | 31.1% | 40.7% |
| 2020 | 3.7% | 22.6% | 38.0% | 35.7% |
| 2019 | 3.0% | 23.1% | 40.2% | 33.8% |

■ Educational Administrator  ■ Academic, Tenured/Tenure Track
■ Academic, Temporary  ■ Classified

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## 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*



Gender Distribution of Compton College Employees

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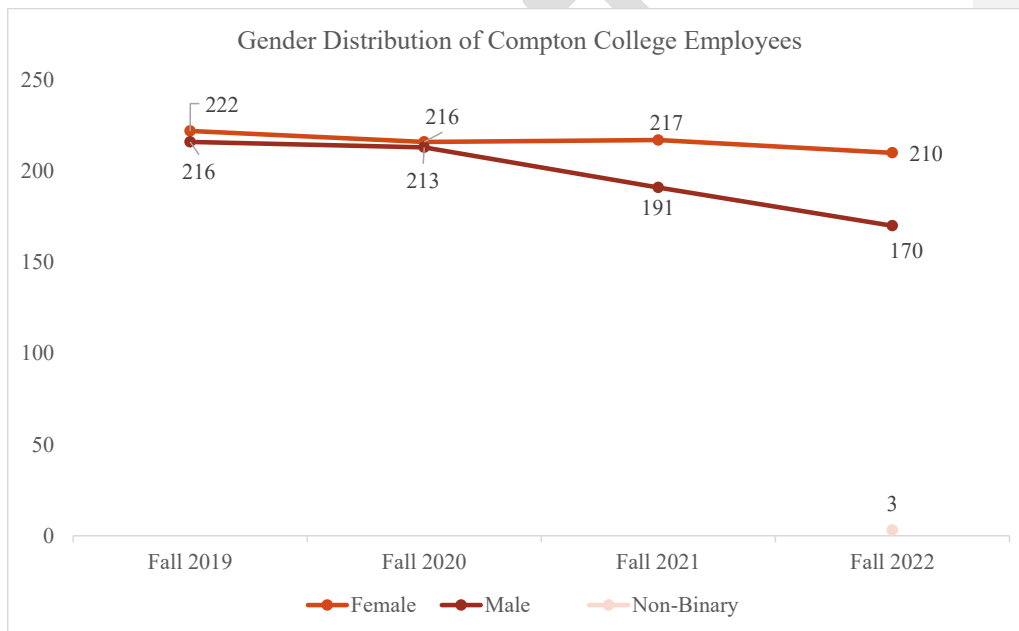
In Fall 2022, within the employee classifications, the % of female employees were highest among Full-Time Faculty (61%) and Classified Professionals (54%). Although the administration had the highest % of employees identified as non-binary (5.9%), the Part-Time Faculty had the highest number of employees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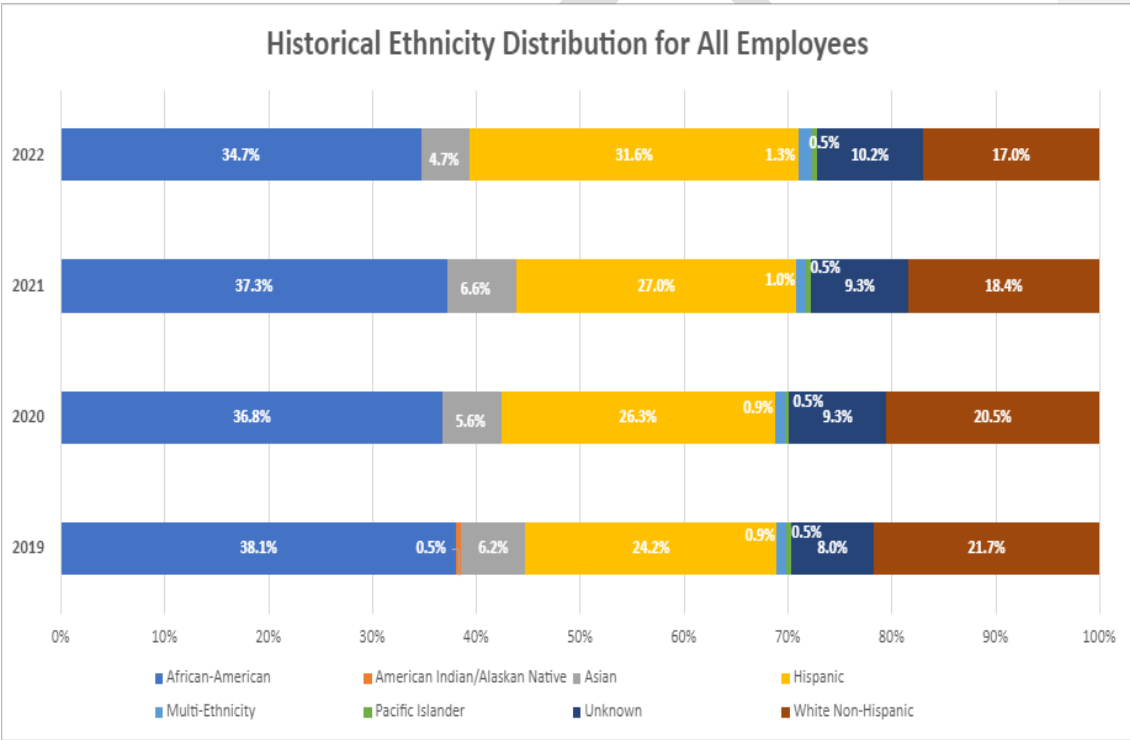
*Figure 5. Fall 2022 Gender Distribution of Compton College Employees*



**Fall 2022 Gender Distribution by Employee Group**

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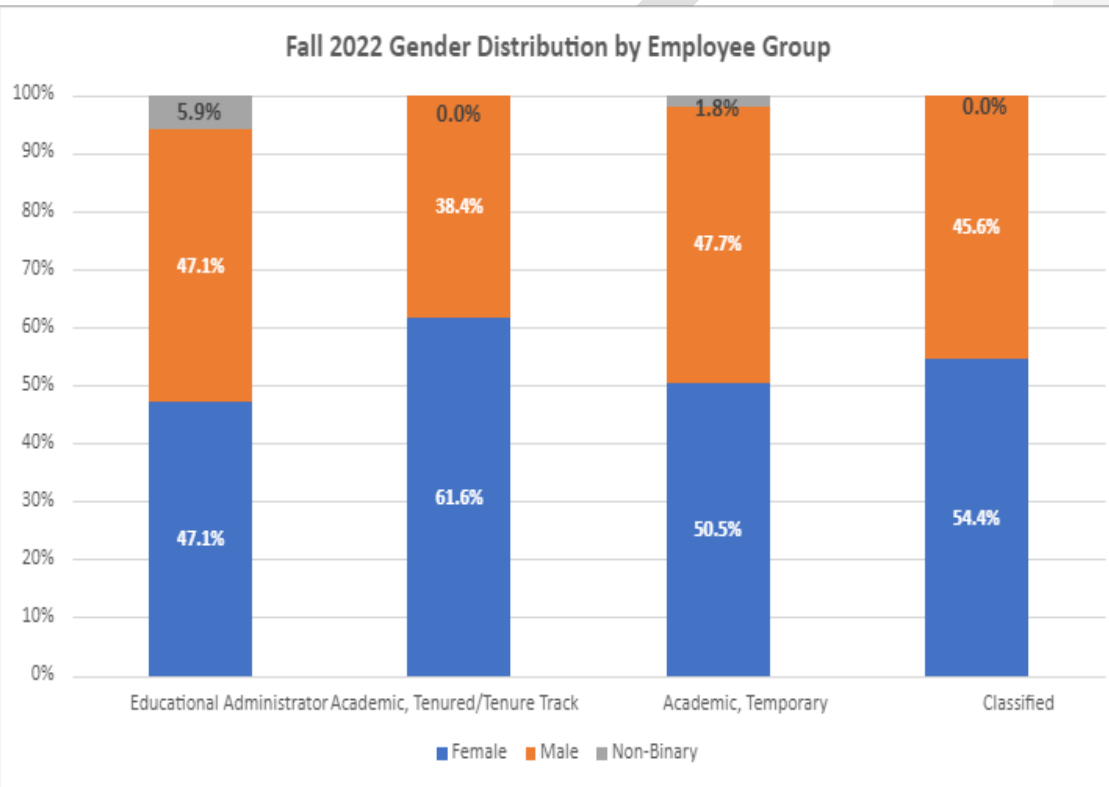
## Ethnic Group Distribution of Compton College Employees

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*



**Historical Ethnicity Distribution for All Employees**

| Year | African-American | Asian | Hispanic | Pacific Islander | Unknown | Multi-Ethnicity | White Non-Hispanic | American Indian/Alaskan Native |
|------|------------------|-------|----------|------------------|---------|-----------------|--------------------|--------------------------------|
| 2022 | 34.7% | 4.7% | 31.6% | 1.3% | 0.5% | 10.2% | 17.0% | |
| 2021 | 37.3% | 6.6% | 27.0% | 1.0% | 0.5% | 9.3% | 18.4% | |
| 2020 | 36.8% | 5.6% | 26.3% | 0.9% | 0.5% | 9.3% | 20.5% | |
| 2019 | 38.1% | 6.2% | 24.2% | 0.9% | 0.5% | 8.0% | 21.7% | 0.5% |

Legend: ■ African-American  ■ American Indian/Alaskan Native  ■ Asian  ■ Hispanic  ■ Multi-Ethnicity  ■ Pacific Islander  ■ Unknown  ■ White Non-Hispanic

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*
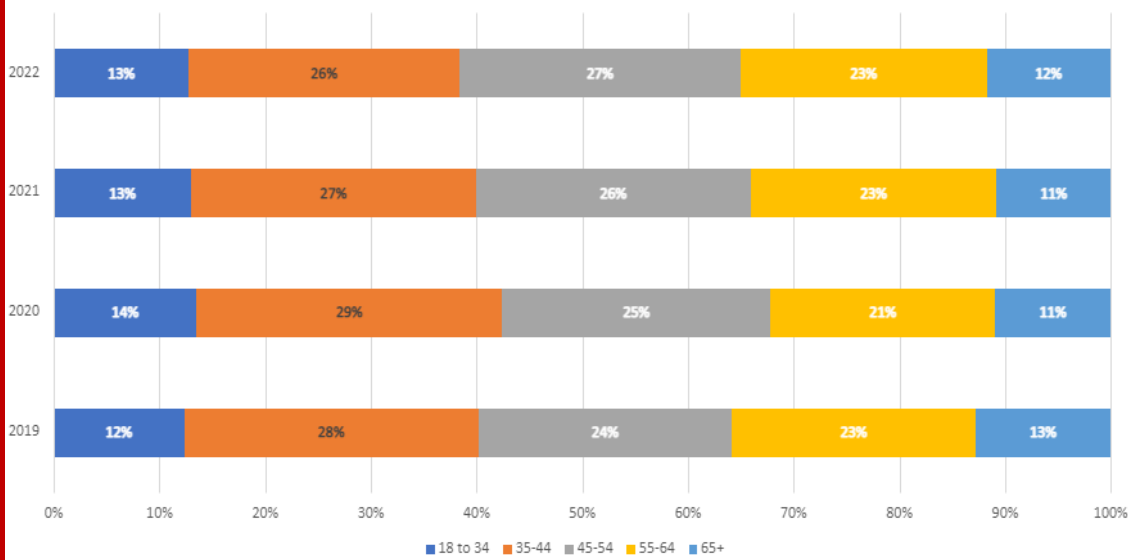


Fall 2022 Ethnicity Distribution by Employee Group

| | Educational Administrator | Academic, Tenured/Tenure Track | Academic, Temporary | Classified |
|---|---|---|---|---|
| Other | 29.4% | 12.1% | 19.3% | 5.1% |
| White Non-Hispanic | 5.9% | 28.3% | 22.0% | 7.6% |
| Hispanic | 5.9% | 25.3% | 20.2% | 46.2% |
| Asian | 5.9% | 5.1% | 6.4% | 3.2% |
| African-American | 52.9% | 29.3% | 32.1% | 38.0% |

■ African-American   ■ Asian   ■ Hispanic   ■ White Non-Hispanic   ■ Other
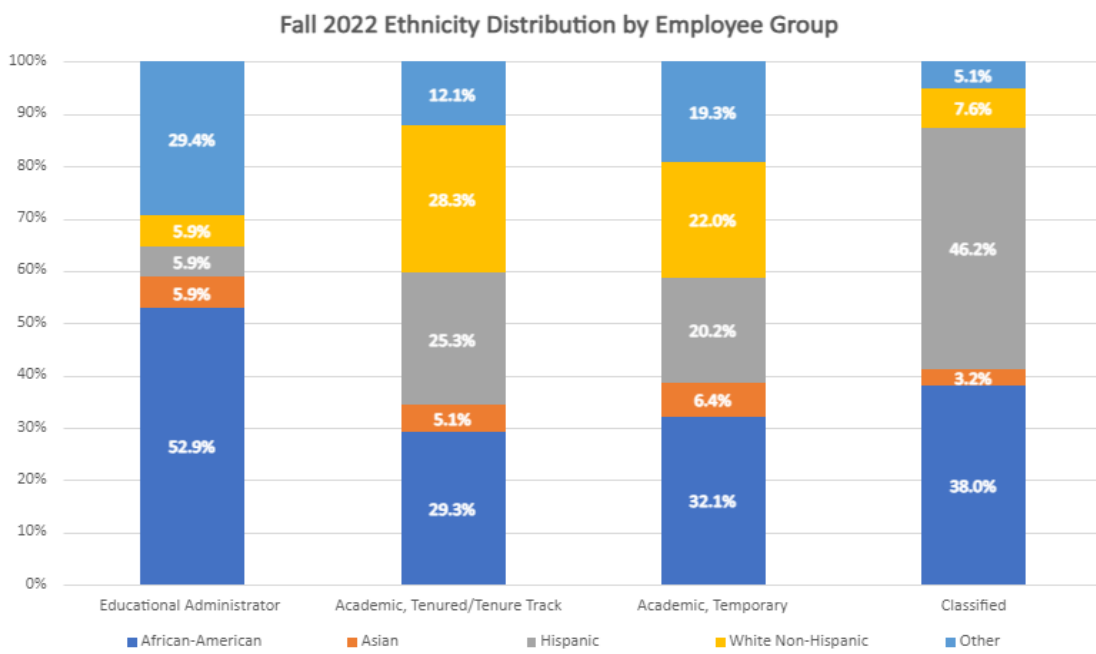
## Age Distribution of Compton College Employees

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*

**Historical Age Distribution for All Employees**

| Year | 18 to 34 | 35-44 | 45-54 | 55-64 | 65+ |
|------|----------|-------|-------|-------|-----|
| 2022 | 13% | 26% | 27% | 23% | 12% |
| 2021 | 13% | 27% | 26% | 23% | 11% |
| 2020 | 14% | 29% | 25% | 21% | 11% |
| 2019 | 12% | 28% | 24% | 23% | 13% |

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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*



**Fall 2022 Age Distribution by Employee Group**

| | Educational Administrator | Academic, Tenured/Tenure Track | Academic, Temporary | Classified |
|---|---|---|---|---|
| 65+ | 5.9% | 17.2% | 11.0% | 9.49% |
| 55-64 | 29.4% | 25.3% | 28.4% | 17.72% |
| 45-54 | 29.4% | 19.2% | 23.9% | 32.91% |
| 35-44 | 35.3% | 25.3% | 27.5% | 23.42% |
| 18 to 34 | 0.0% | 13.1% | 9.2% | 16.5% |

Legend: 18 to 34, 35-44, 45-54, 55-64, 65+
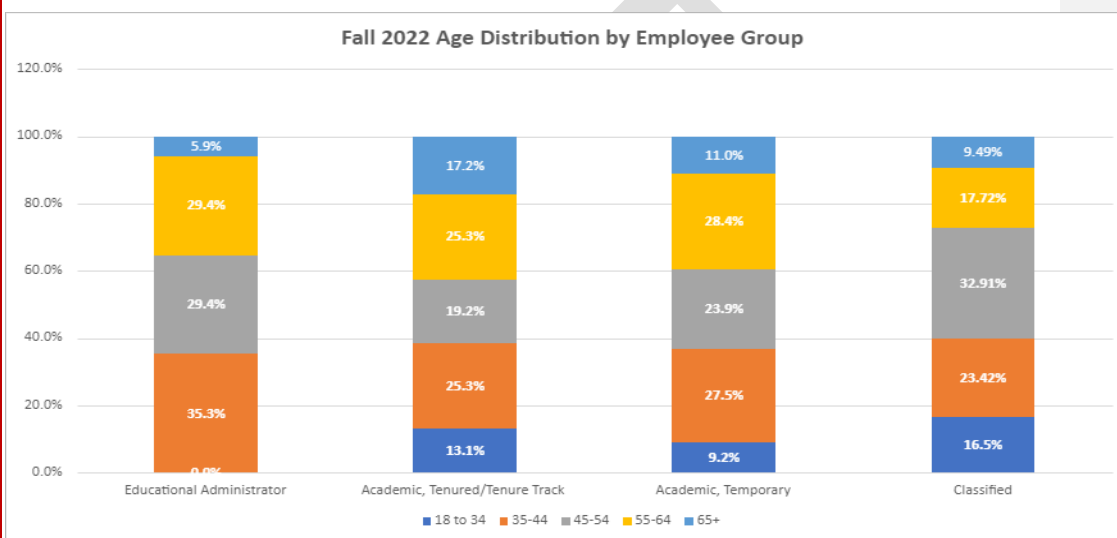
## Ethnic Group and Gender Distribution of Compton College Applicants

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*



Trends in Ethnicity- Applicants for Employment

| Year | African-American | Asian | Hispanic | White Non-Hispanic | Other | |
|------|------------------|-------|----------|--------------------|-------|---|
| 2022 | 29.3% | 6.5% | 40.2% | 12.5% | 9.1% | 2.5% |
| 2021 | 32.3% | 6.8% | 36.1% | 13.0% | 9.1% | 2.7% |
| 2020 | 32.6% | 6.6% | 30.8% | 15.6% | 10.7% | 3.6% |
| 2019 | 33.7% | 6.0% | 37.5% | 9.1% | 10.2% | 3.5% |

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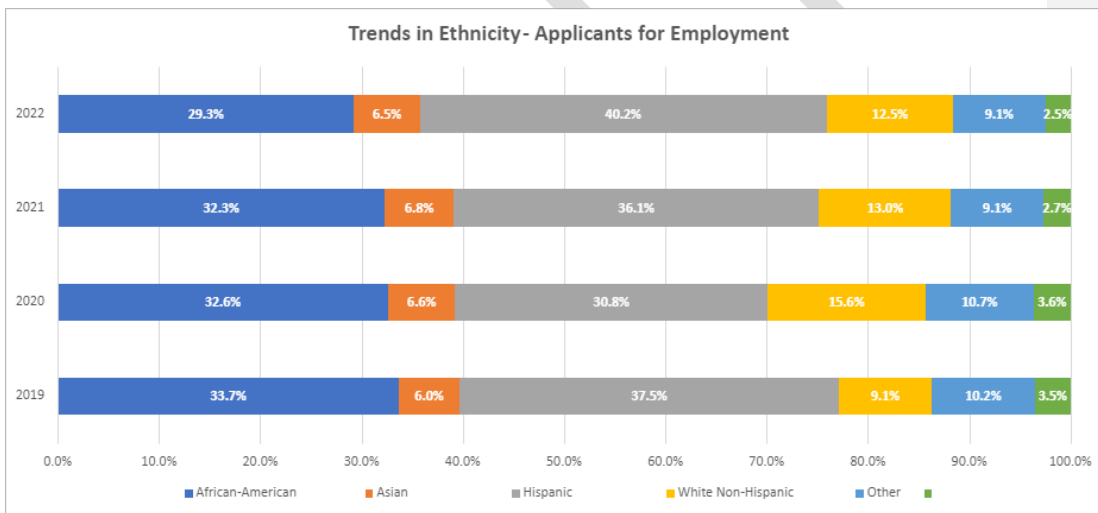
In Fall 2022, Latinx applicants represented the largest group for all Classified Professional positions (48%) and the majority for all classifications other than Administrators (22%), Administration had more African American/Black applicants (41%). All applicant groups had high levels of diversity composition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

*Figure 11. Fall 2022 Ethnicity of Applicants by Classification Group*

**Ethnicity Status for Applicants for 2022 by Classification**

| Classification | African-American | Asian | Hispanic | White Non-Hispanic | Other | Not-Reported |
|---|---|---|---|---|---|---|
| Administrator | 41% | 9% | 22% | 13% | 12% | 2% |
| Academic, Tenured/Tenure Track | 21% | 6% | 42% | 20% | 10% | 2% |
| Academic, Temporary | 28% | 8% | 38% | 13% | 9% | 4% |
| Classified | 35% | 5% | 48% | 4% | 7% | 1% |

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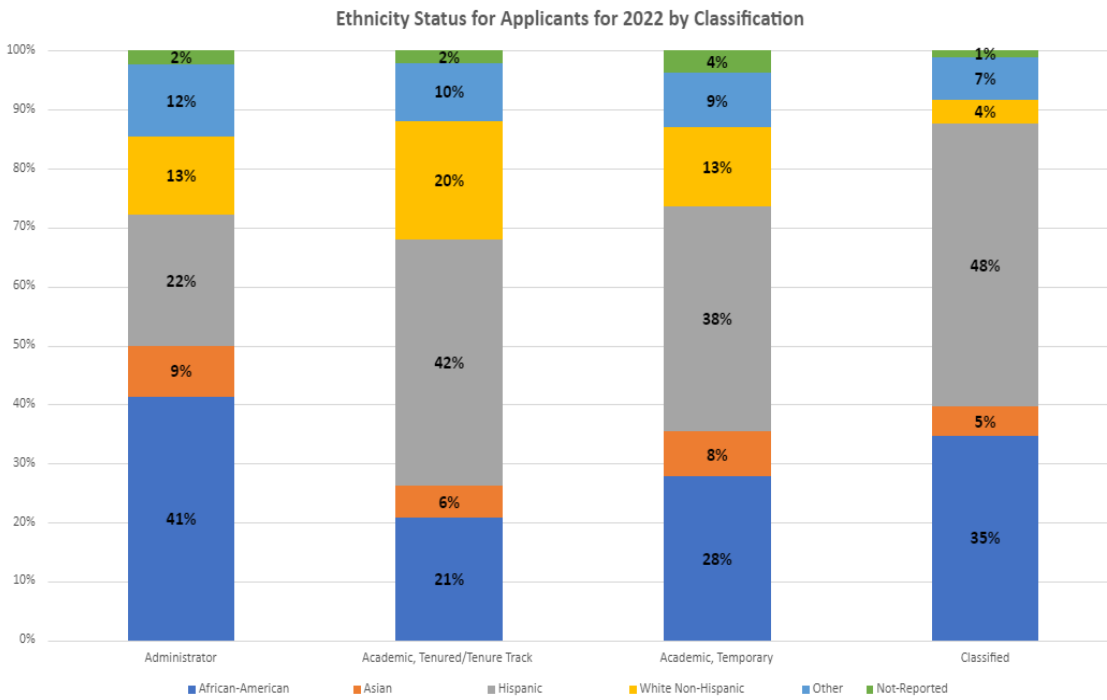
In Fall 2022, female applicants represented the largest group for all Faculty (55%) and Classified Professional (56%) positions, Administration had more male applicants (55%). All employee groups had applicants that identified as non-binary (see Figure 12).

*Figure 12. Fall 2022 Gender of Applicants by Classification Group*



Fall 2022 Gender of Applicant by Classification Group

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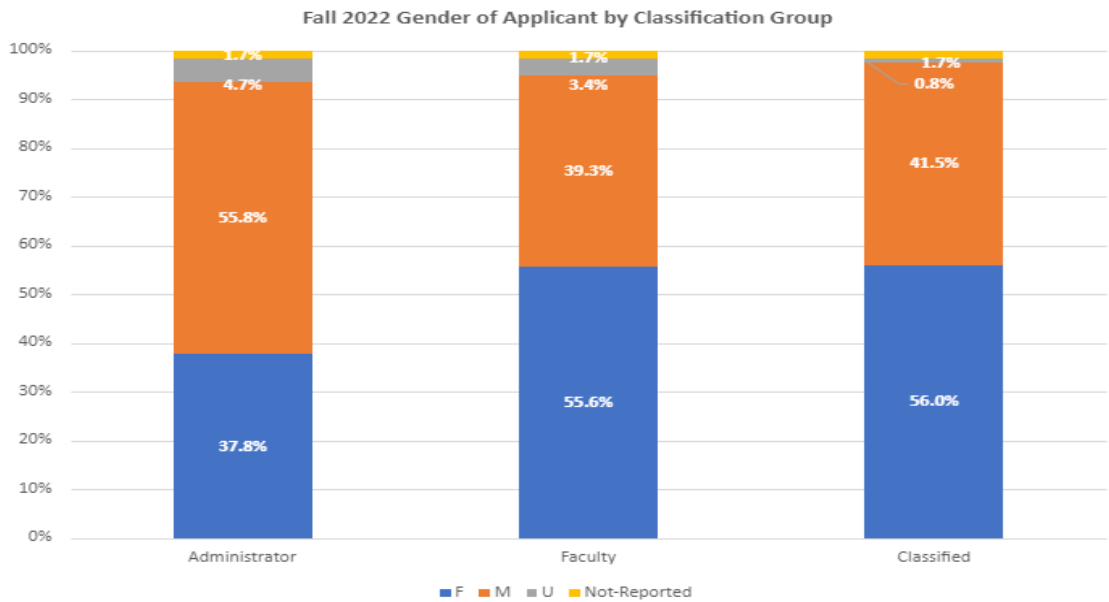
## Trends in Ethnic Group Distribution of Compton College Students

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*



Trends of Student Ethnicity

2022: Asian 5%, Black 25%, Latino/a 63%, Multi 3%, unknown 2%, White 2%
2021: Asian 6%, Black 22%, Latino/a 64%, Multi 2%, Pacific Islander 1%, unknown 3%, White 1%
2020: Asian 5%, Black 23%, Latino/a 63%, Multi 2%, Pacific Islander 1%, unknown 3%, White 3%
2019: Asian 5%, Black 22%, Latino/a 63%, Multi 2%, Pacific Islander 1%, unknown 6%, White 2%

Legend: ■ Asian ■ Black ■ Latino/a ■ Multi ■ Pacific Islander ■ unknown ■ White

## 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.

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*Figure 14. Trends of Veteran Applicants*



**Trends in Veteran Applicants**

| Year | Veteran | Not a Veteran |
|------|---------|---------------|
| 2022 | 2.7% | 97.3% |
| 2021 | 3.8% | 96.2% |
| 2020 | 3.4% | 96.6% |
| 2019 | 3.5% | 96.5% |
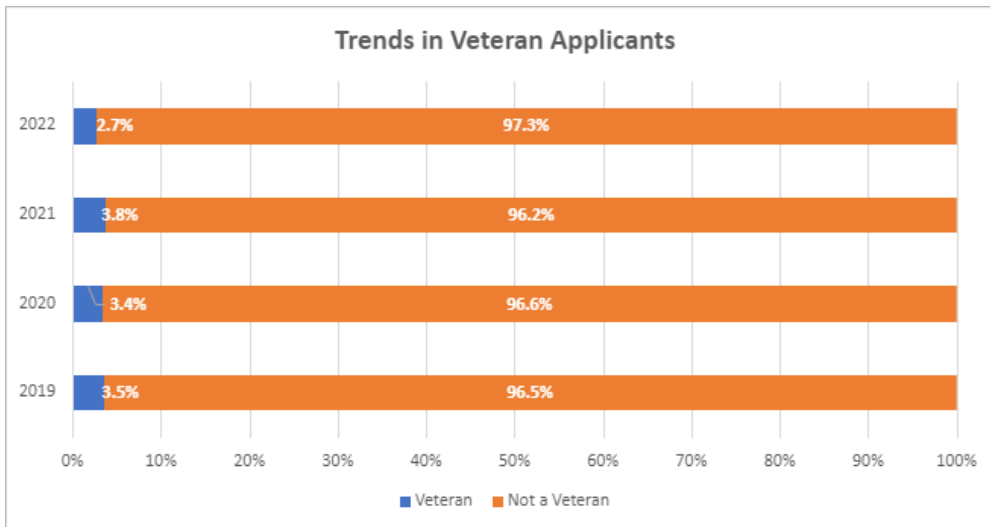
*Figure 15. Trends of Disabled Applicants*



**Trends in Disabled Applicants**

| Year | Veteran | Not a Veteran |
|------|---------|---------------|
| 2022 | 8.0% | 92.0% |
| 2021 | 6.8% | 93.2% |
| 2020 | 5.0% | 95.0% |
| 2019 | 2.7% | 97.3% |
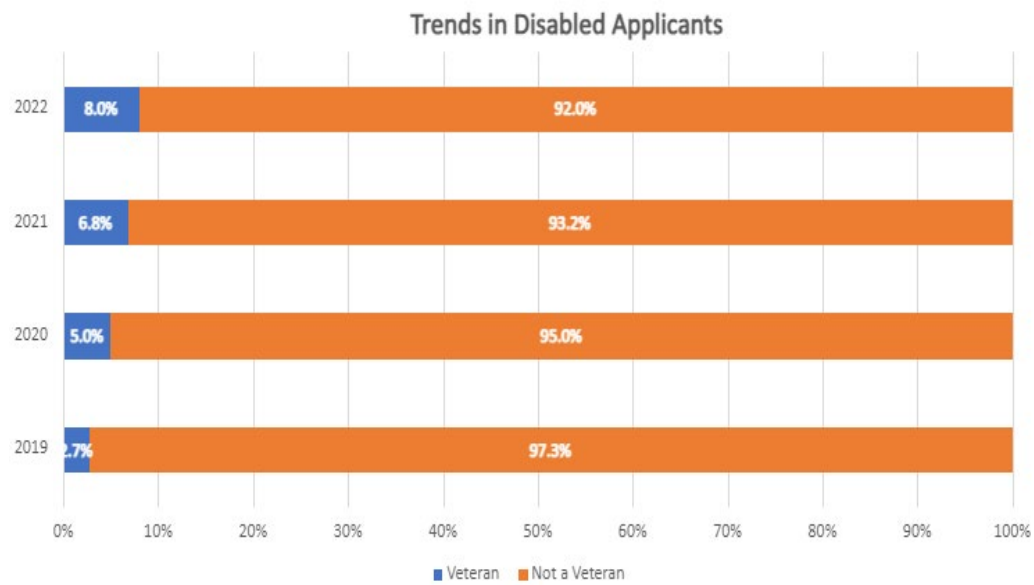
## Key Comparators for EEO Analyses

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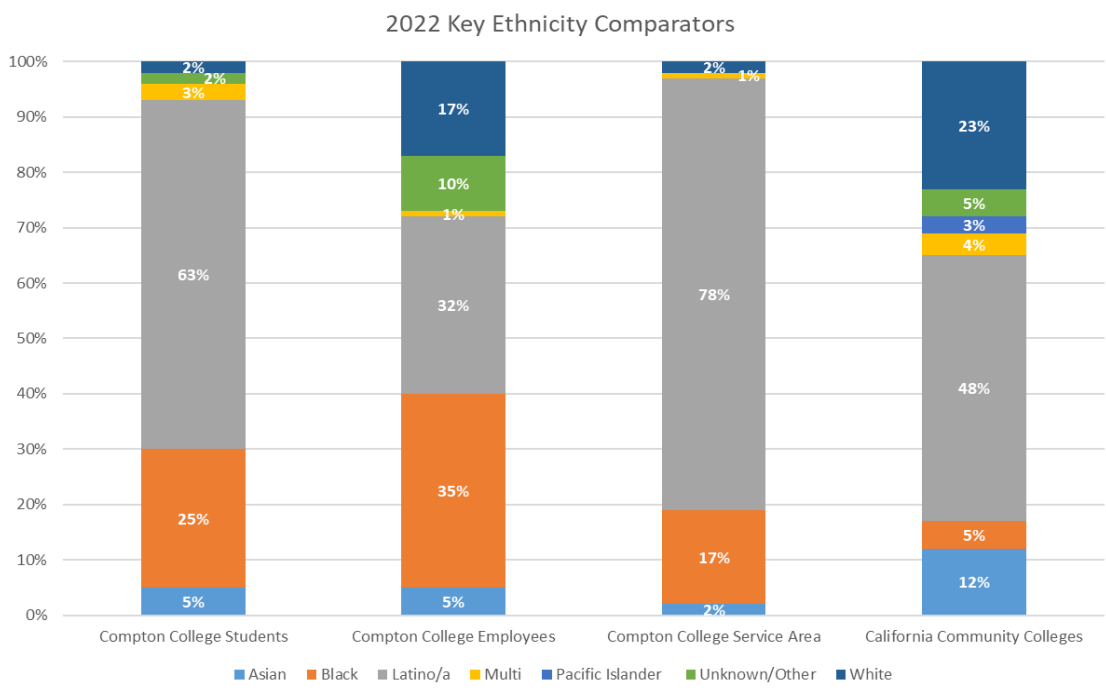
Figures 17-21 are the data referenced in the multiple methods outlined in Component 13 related the addressing of underrepresentation in the applicants for positions at Compton College as indicated.

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

**Trends in Gender of Police/Public Safety Applicants**

| Year | Female | Male | Uknown | Not Reported |
|------|--------|------|--------|--------------|
| 2022 | 24% | 76% | 0% | |
| 2021 | 3% | 93% | 0% | 3% |
| 2020 | 10% | 85% | 0% | 4% |
| 2019 | 5% | 87% | 3% | 5% |
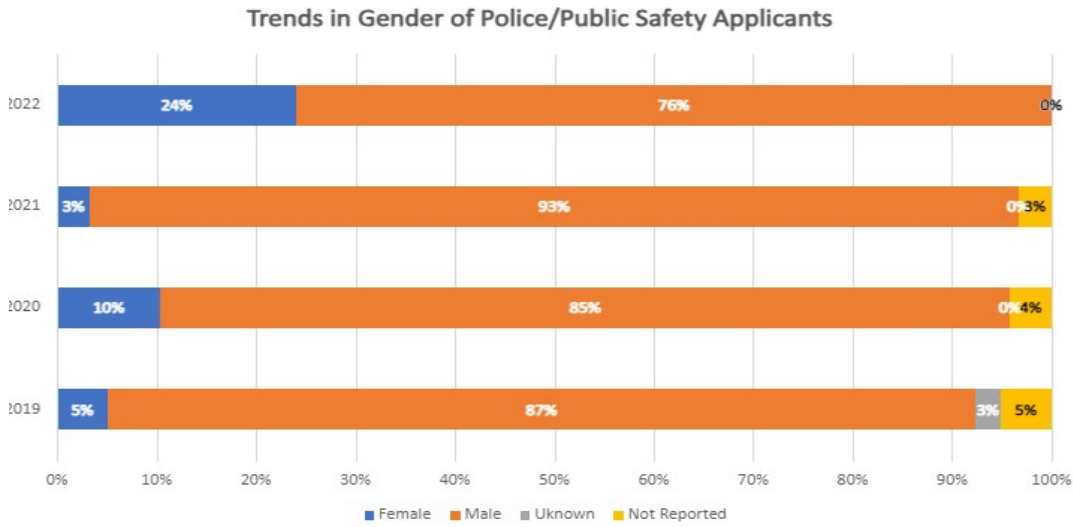
*Figure 18. Trends in Gender of Applicants for Information Technology*

**Trends in Gender of IT Applicants**

| Year | Female | Male | Uknown | Not Reported |
|------|--------|------|--------|--------------|
| 2022 | 8% | 92% | | |
| 2021 | 11% | 78% | 11% | |
| 2019 | 26% | 72% | | 3% |

45
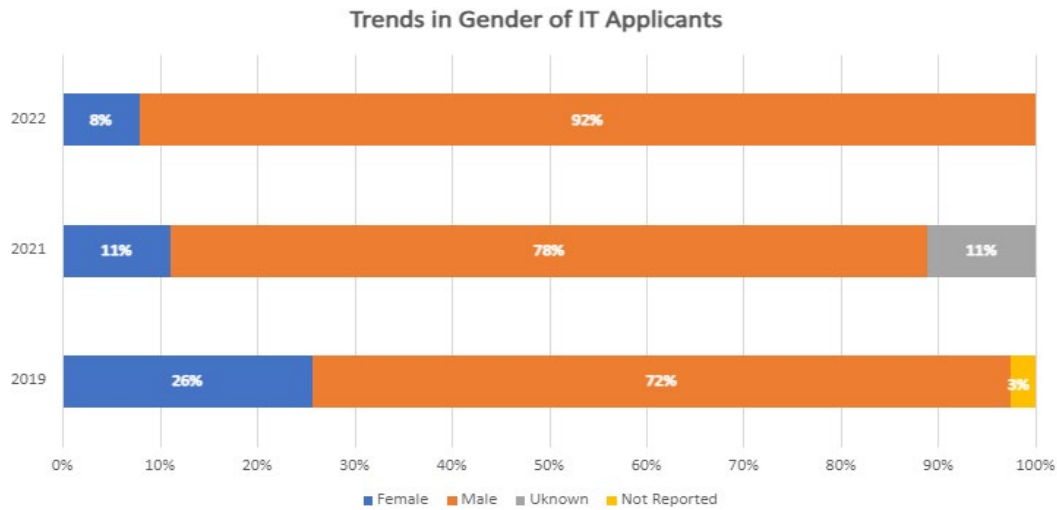
*Figure 19. Trends in Gender of Applicants for Maintenance & Operations Applicants*



Trends in Gender for Maintenance & Operations Applicants

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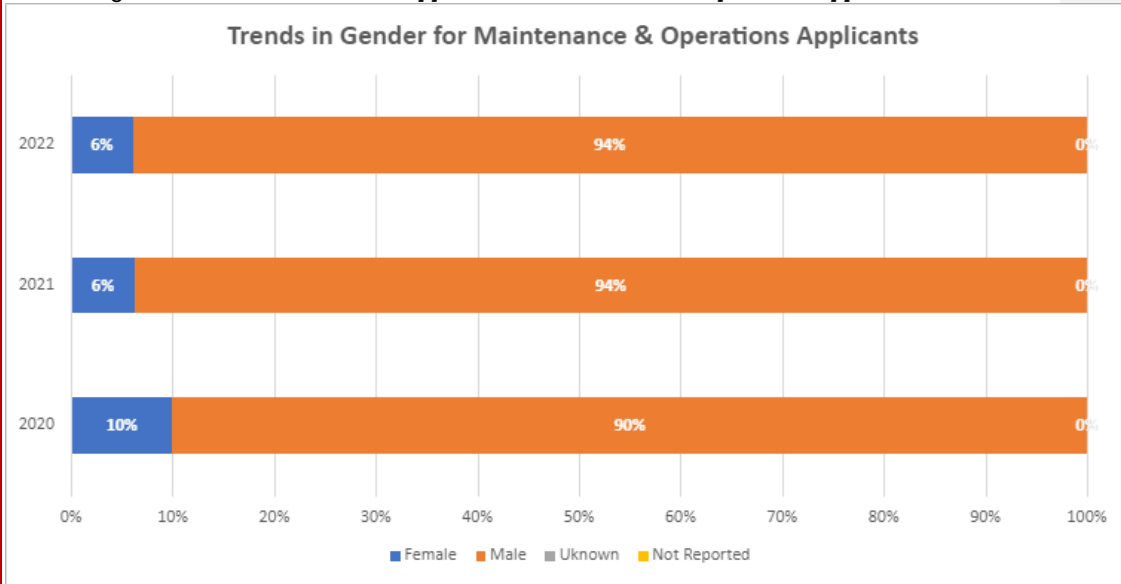
*Figure 20. Trends in Gender of Applicants for Clerical/Admin Assistant Applicants*



**Trends in Gender of Clerical Admin Assistant Applicants**

| Year | Female | Male | Non-Binary |
|------|--------|------|------------|
| 2022 | 80% | 19% | 2% |
| 2021 | 68% | 32% | |
| 2020 | 100% | | |
| 2019 | 91% | 9% | |

Legend: ■ Female ■ Male ■ Non-Binary ■ Uknown
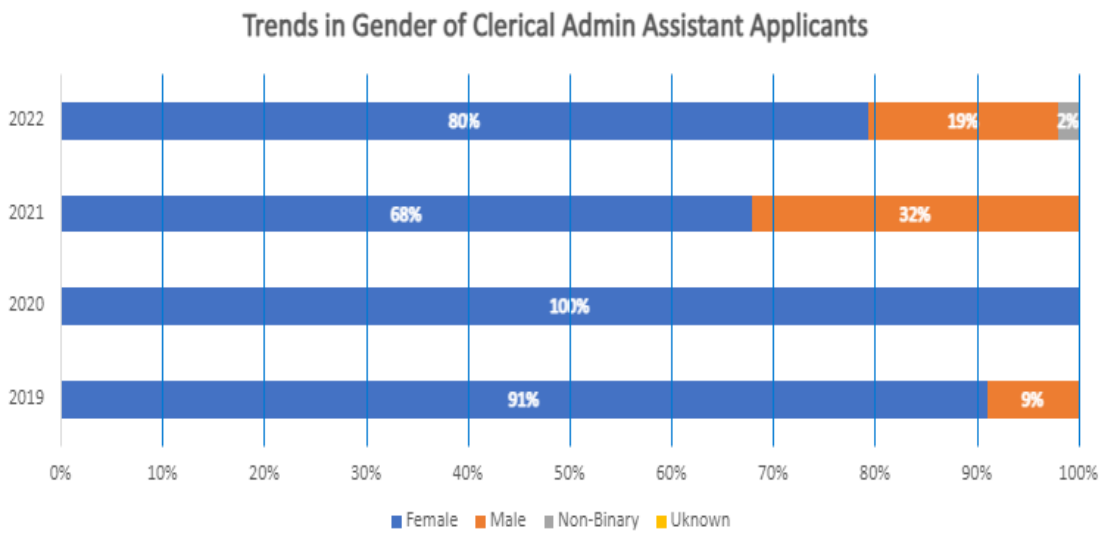
*Figure 21. Trends in Asian Ethnicity for All Open Positions*



**Trends of Asian Applicants for All Open Positions**

| Year | Asian | Non-Asian |
|------|-------|-----------|
| 2022 | 6% | 94% |
| 2021 | 7% | 93% |
| 2020 | 5% | 95% |
| 2019 | 6% | 94% |

■ Asian  ■ Non-Asian
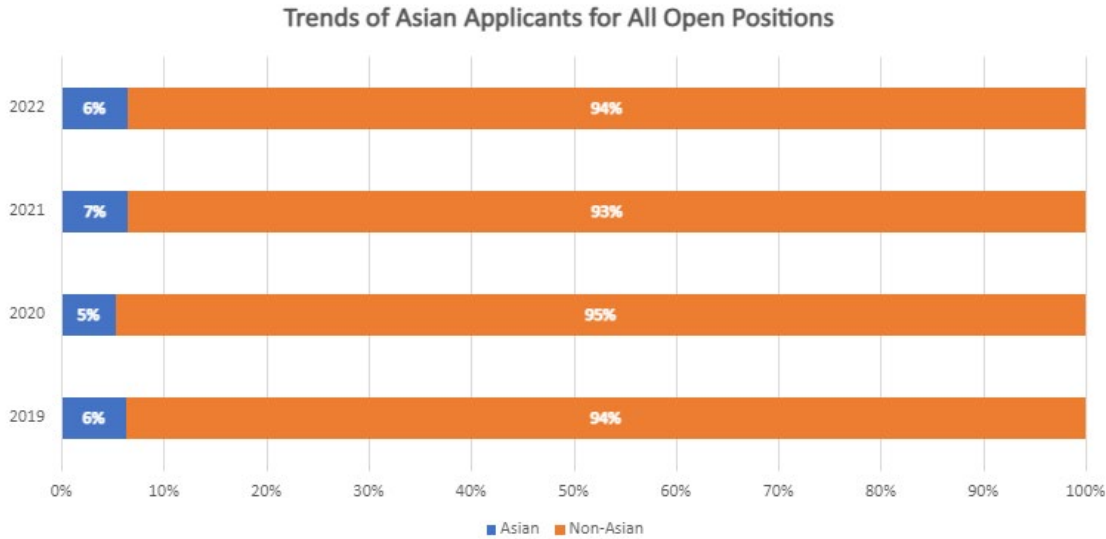
## Employee Demographic Trend Tables, Fall 2019 — Fall 2022

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 | |

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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.

# Application for Equivalency for Current Faculty

If you do not meet the minimum qualifications for the discipline as stated on the job announcement or the District's list of minimum qualifications, you must complete this form to provide evidence that you have the equivalent qualifications to those stated for a particular discipline in the minimum Qualifications for Faculty and Administrators in California Community Colleges (the "Disciplines List").  In some cases, this means equal to a Master's degree in a discipline or in disciplines for which a Master's degree is not generally available or expected, it means equal to either a degree or a combination of degree and experience.  For more information refer to Administration Regulation 7211**.  *It is the employee's responsibility to provide the documentation needed to support the equivalency.***

Complete the following form and submit it and all documentation to Human Resources.  Once received, Human Resources will notify the President of the Academic Senate and Vice President of Academic Affairs in compliance with AR 7211.

Name: ___Arneshia Bryant-Horn_____

What discipline are you currently providing service?  ___Medical Terminology___

I am applying for equivalence in which discipline:  ___Biological Sciences___

The discipline is in:  ____BIST  ____ FACH  ____ HEPS  _x_ STEM  ____ SSCI  Division

What supporting documents are being submitted for consideration and review as part of the request for equivalency:  (Check all that apply.)

_x_      Official Transcripts  (Highlight pertinent coursework and/or degrees.)
_x_      Work experience/Employment (Provide documentation.)
___      Specialized Training  (specify)
___      Licenses or Certificates (specify)
___      Awards and/or Commendations (specify)
___      Other (specify)

I certify that all the foregoing information is true, correct and complete.  I understand that the equivalency will be revoked if the information presented in this document is found to be untrue or incorrect.

___Arneshia Bryant-Horn_____        _____
Print Name                                     Signature

___12/04/23_____
Date

Equivalency Committee:

Equivalency Granted _____          Equivalency Denied __X____

Rationale:
    Prof. Bryant-Horn has a bachelor's degree in Biology and a master's in Public Health. The formal education equivalent to master's degree to teach Biology is any master's degree with a minimum of 18 semester graduate units in Biology. The committee was able to identify 12 graduate units only in the Biological Sciences discipline, not enough to recommend FSA in Biology for Prof. Bryant-Horn.


*Gayathri Manikandan*  on behalf of Dr. Don Roach          *Abiodun Osanyinpeju*_____
Signature:  Division Chair, Chair                 Signature:  Dean


____February 22, 2024_____
Effective Date



Academic Senate:                _____          Approve              _____              Deny


_____          _____
Signature:  Academic Senate President                 Date



President/CEO:                _____          Approve              _____              Deny


_____          _____
Signature:      President/CEO                 Date



Board of Trustees:                _____          Approve              _____
                                                                              Deny


_____

# NACCC Staff Survey

## NACCC Staff Survey Summary Report
## COMPTON COLLEGE

SPRING 2023 Administration

# > CONTENT

## WHY WE CREATED THE NACCC

Every week, news outlets report on racial incidents on campuses across the United States. At the USC Race and Equity Center, we have developed the NACCC because these issues are so pervasive. The NACCC elicits perspectives in higher education institutions on ways they experience the campus racial climate. NACCC participation signals institutional commitment to understanding racial realities on campus and provides institutional leaders with better information and more data-driven guidance for improving the climate for all members of their community. Having NACCC data will allow institutional leaders to better understand and more strategically address racial problems on campus before they escalate to crises.

## WHAT IS NACCC

The National Assessment of Collegiate Campus Climate (NACCC) is a trio of quantitative national surveys of higher education institutions and is informed by more than a decade of our center's climate work. The NACCC offers web-based survey that includes six content areas essential to understanding racial climate on campus and collects participants' demographic information in order to conduct meaningful data disaggregation. The surveys have been designed specifically for and tested by higher education students, faculty, and staff at community colleges and four-year postsecondary institutions across the country.

| NACCC CONTENT AREAS | | | |
|---|---|---|---|
| | Workplace Mattering | Racial Learning and Literacy | Encounters with Racial Stress |
| | Workplace Equity | Appraisals of Institutional Commitment | Impact of External Environments |

**NACCC TOOLS**

The NACCC team is committed to creating a culture of data transparency and utilizing data to inform existing and potential issues related to DEI. We have developed tools such as the NACCC Data Walk Poster to help campuses to engage in meaningful and educational conversations using their NACCC data. To learn different NACCC tools and ad hoc services offered by NACCC, visit https://sites.google.com/usc.edu/naccctools

# NACCC DEVELOPMENT & METHODOLOGY

## Content Development

The NACCC survey content is based on more than a decade of the USC Race and Equity Center's qualitative climate studies conducted at colleges and universities across the country. In addition, a content team of race, equity, and inclusion experts from across the United States convened to identify the most salient and timely survey content areas and questions in the field of campus racial climate.

## Cognitive Interviews

To develop the NACCC, the survey methodologists conducted one-on-one cognitive interviews with staff of higher education institutions employed at community colleges and four-year institutions across the United States. In these interviews, staff completed the NACCC, thinking aloud as they progressed through the survey. By analyzing the questions asked by respondents as well as any comments and confusion they expressed, the following aspects of the survey were improved substantially: the NACCC content areas, clarity of the survey questions, terminology, response options, and the overall usability of the survey.

## NACCC Portal

A customized, one-stop, user-friendly, campus survey administration web portal was built for the NACCC survey. The portal is the hub for data collection and survey distribution via emails. Participating institutions can access the portal to manage their survey distribution and monitor their survey progress.

## Advisory Panel and Peer Review

College and university presidents and provosts, campus diversity offices, race and equity content faculty and experts, postsecondary institution membership association directors, institutional researchers, and survey methodologists comprise the NACCC Advisory Panel. This group convenes and consults with NACCC staff on best practices for the content, methodology, and administration of the NACCC survey, as well as the best ways to engage colleges and universities with their specific NACCC results.

## Pilot Testing

A select set of community colleges and four-year institutions participated in the pilot test. Pilot testing ensured that the NACCC consists of survey questions that gather quality data (i.e. valid and reliable) through a secure data collection process on campuses. Pilot testing helped to refine the survey questions, as well as improve the utility of the survey results for campus administrators.

## USC Equity Institutes

As a complement to NACCC assessment, the USC Race and Equity Center offers the USC Equity Institutes, a professional learning series for campus leaders and faculty members. For more information, visit https://race.usc.edu/college/

# RESPONDENT DEMOGRAPHICS

All COMPTON COLLEGE staff (*N*=217) were invited to participate in the NACCC survey in Spring 2023. In total, 123 staff responded to the survey for a response rate of 56.7%.

*Respondents who completed at least the Workplace Mattering section of the survey (the first content area section) were included in the report.

## Racial/Ethnic Identity

| | | |
|---|---|---|
| 2 Asian | 7 | (05.7%) |
| 3 Black | 46 | (37.4%) |
| 4 White | 11 | (08.9%) |
| 5 Hispanic/Latinx | 46 | (37.4%) |
| 8 Native Hawaiian/Pacific Islander | 1 | (00.8%) |
| 9 Another group not listed | 4 | (03.3%) |
| 10 Two or more races | 8 | (06.5%) |

*Findings are not reported for race/ethnic group sizes under five.

## Gender Identity

| | | |
|---|---|---|
| Cisgender Woman | 68 | (55.3%) |
| Cisgender Man | 40 | (32.5%) |
| Other Gender (transgender, genderfluid, genderqueer, non-binary, or a gender identity not listed) | 15 | (12.2%) |

## Sexual Orientation

| | | |
|---|---|---|
| Heterosexual | 111 | (90.2%) |
| LGBQA+ (lesbian, gay, bisexual, queer, questioning, asexual, pansexual, demisexual, two or more sexual orientations, or an orientation not listed) | 12 | (09.8%) |

## Age

| | | |
|---|---|---|
| 18–34 | 21 | (17.1%) |
| 35–44 | 23 | (18.7%) |
| 45–54 | 39 | (31.7%) |
| 55–64 | 21 | (17.1%) |
| 65 and older | 8 | (06.5%) |
| Missing | 11 | (08.9%) |

## Years of Service

| | | |
|---|---|---|
| 2 years or less | 33 | (26.8%) |
| 3–5 years | 30 | (24.4%) |
| 6–10 years | 15 | (12.2%) |
| 11–20 years | 13 | (10.6%) |
| 21–30 years | 19 | (15.4%) |
| More than 30 years | 2 | (01.6%) |
| Missing | 11 | (08.9%) |

# WORKPLACE MATTERING

## NACCC CONTENT AREA DESCRIPTION

NACCC respondents indicate the extent to which they feel they matter at their institutions and also to campus community groups. They indicate how much support they receive from their supervisor/unit leader, how often they experience disrespectful behavior in the workplace, and the degree to which their perspective is valued in workplace decision-making processes.

Key topics include:
>> Perceptions of mattering at institution
>> Level of comfort in engaging in the workplace
>> Personal sense of well-being
>> Feelings of support and respect in the workplace

**90%** of White staff indicated their perspective is mostly or strongly valued in decision-making processes at the workplace

**48%** of staff of color indicated their perspective is mostly or strongly valued in decision-making processes at the workplace

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

## KEY GOALS IN THIS CONTENT AREA

>> Encourage a culture of support and respect where all staff, regardless of their racial and ethnic background can feel safe and comfortable to engage in their workplace.

>> Prepare college and university leaders to create a respectful and culturally sustaining environment in which staff, including racially minoritized staff, believe they matter.

**In the NACCC survey, mattering is defined as others noticing and caring about what you think, want, and have to say.**

# WORKPLACE MATTERING

## % of staff who reported they <u>mostly or strongly matter</u> at COMPTON COLLEGE

| | | | | |
|---|---|---|---|---|
| **29%** (n=7) | **37%** (n=46) | **64%** (n=11) | **37%** (n=46) | **50%** (n=8) |
| **2 Asian** | **3 Black** | **4 White** | **5 Hispanic/Latinx** | **10 Two or more races** |
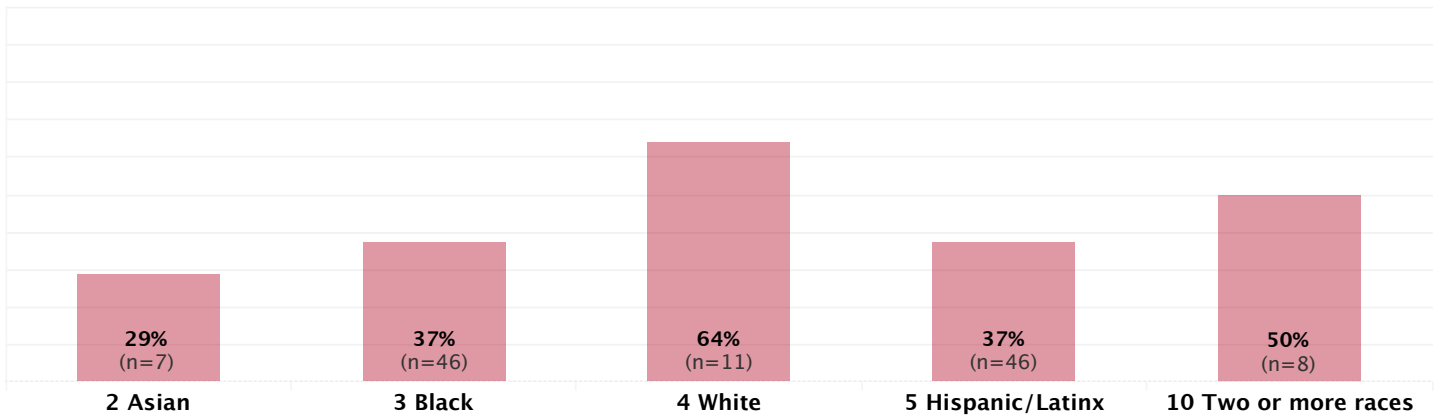
**Why This Matters:** National data indicates that Whites represented the majority of all non-instructional staff positions on campus (National Center for Education Statistics, 2020). We must provide all employees with a safe space to voice their concerns and ensure that racially minoritized employees' perspectives and experiences are represented and heard. The goal is to ensure all employees feel seen, heard, and cared for in the workplace.

## Care and Support from Supervisor or Unit Leader

### Mean Factor Score on a Scale of 1 (strongly disagree) to 5 (strongly agree)

Staff rated their supervisor/unit leader on the following statements:
(1) cares about my professional growth; (2) cares about my work-life balance; (3) values and appreciates my work;
(4) acknowledges the challenges of my work; (5) listens to my needs; (6) gives me time-off or resources for my self-care;
(7) cares about my physical health; (8) cares about my mental health.

| | | | | |
|---|---|---|---|---|
| **4.09** (n=7) | **3.72** (n=46) | **4.26** (n=11) | **3.96** (n=46) | **3.66** (n=8) |
| **2 Asian** | **3 Black** | **4 White** | **5 Hispanic/Latinx** | **10 Two or more races** |
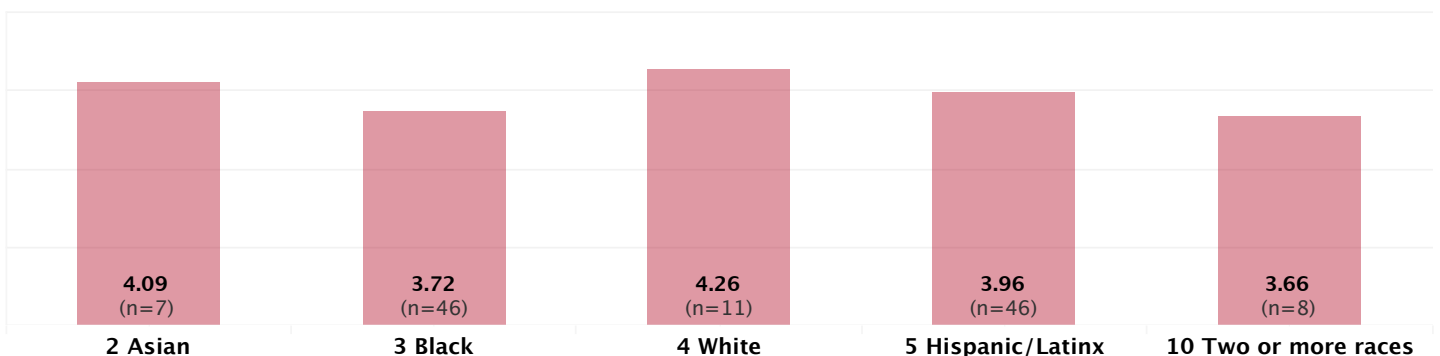
## > RECOMMENDED ACTION ITEMS IN
## WORKPLACE MATTERING

### ENGAGE RACE-CONSCIOUS PRACTICES

>>Collaborate with Institutional Research and/or Information Technology departments to track staff retention data by demographics, including, but not limited to: race, (dis)ability status, gender, and citizenship status. Work with Human Resources; Diversity, Equity, and Inclusion (DEI); and Wellness departments to create new initiatives to retain staff–particularly certain groups that have the lowest retention.

### SUPPORT RACE AFFINITY STAFF GROUPS

>> Assess the racial composition on campus and the need for  new or additional racial affinity staff group(s) on campus. Connect qualified people to initiate and be in charge of the new groups. Support the staff groups with logistical and strategic guidance, as well as financial support.

>> Incorporate racial affinity groups into the campus-wide DEI strategic planning process and actively seek recommendations from them. Make sure their voices are heard in the DEI conversations, especially regarding staff hiring, retention, and well-being.

### CREATE OPPORTUNITIES TO APPRECIATE STAFF OF COLOR

>>Create events where campus leaders can appreciate the presence of staff of color and international staff on campus on a regular basis. Show respect and attention to staff by carefully listening to their concerns and receiving their feedback.

### MAKE DATA-INFORMED DECISIONS

>>Identify racial disparities in staffs' sense of mattering using the NACCC data and prioritize support for groups with the highest needs.

### CREATE RACIAL DIALOGUE OPPORTUNITIES

>>Create on-going opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.

### Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Workplace Mattering content area include:
REC 709: Using Assessment and Evaluation to Improve Campus Racial Climates
REC 710: Assessing Racial Equity Through Disaggregating Data
REC 718 Recruiting and Selection of Professionals of Color
REC 719 Retention and Advancement of Professionals of Color

# RACIAL LEARNING AND LITERACY

## NACCC CONTENT AREA DESCRIPTION

NACCC respondents consider the ways in which they learn about race in the workplace. They also indicate their knowledge related to workplace racism policies and report their knowledge of workplace diversity, equity, and inclusion (DEI) practices. Additionally, they report on the frequency of their conversations regarding racial inequity and injustice with campus community groups. They also indicate their satisfaction with DEI-related training received from their institution.

Key topics include:
>> The sources of racial learning
>> Frequency of talking about racial inequity and injustice
>> Knowledge of creating an environment that supports racially minoritized groups

**75%** of White staff were satisfied with the overall quality of the racial equity, diversity, and inclusion training from COMPTON COLLEGE

**58%** of staff of color were satisfied with the overall quality of the racial equity, diversity, and inclusion training from COMPTON COLLEGE

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

## KEY GOALS IN THIS CONTENT AREA

>> Improve staff's understanding of the historical, social, institutional, and systemic relationships of power - specifically related to race and racism - in the United States.

>> Develop and nurture staff's abilities to create an environment where people of all races and ethinicities can thrive.

>> Lessen the cultural labor experienced by racially minoritized staff by improving racial literacy and racial competency among all employees.

**In the NACCC survey, racial diversity is defined as the extent to which a variety of different racial groups are represented.**

# RACIAL LEARNING AND LITERACY

## Sources of Racial Learning

% of staff who reported they have learned about race from the following sources

_____

**Formal professional development from institution**
- 64% White Employee
- 66% Employee of Color

**Through self-learning and self-reflection**
- 55% White Employee
- 50% Employee of Color

**Interactions/conversations with people from workplace**
- 55% White Employee
- 41% Employee of Color

**Professional conferences**
- 45% White Employee
- 29% Employee of Color

**Another source not listed**
- 0% White Employee
- 7% Employee of Color

Legend:
- White Employee
- Employee of Color

**Why This Matters:** United States Census data (Colb & Ortman, 2015) project the shift of the country's racial and ethnic demographics in which non-Hispanic White people will no longer make up the numerical majority. Therefore, it is important to prepare employees for campuses reflecting this shift and equip them with knowledge and skills to promote racial equity.

## Knowledge of Responding to Racism: Policies and Resources

### Mean Factor Score

Staff rated on a scale of 1-5, how knowledgeable they are about the following policies or resources at COMPTON COLLEGE:
1=not at all; 2=slightly; 3=somewhat; 4=very; 5=extremely knowledgeable.

(1) How racism is defined at COMPTON COLLEGE;
(2) How to respond to or act against a racist incident at work;
(3) Where to find resources if you or a colleague experienced a racist incident at work;
(4) Where to make a report of a racist incident at work.

- 2 Asian **3.18** (n=7)
- 3 Black **3.03** (n=43)
- 4 White **2.91** (n=11)
- 5 Hispanic/Latinx **2.83** (n=44)
- 10 Two or more races **2.59** (n=8)
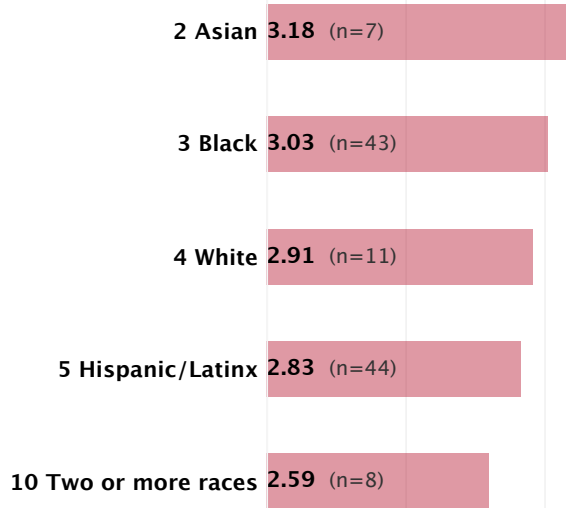
## PROVIDING TRAINING FOR INCLUSIVE ENVIRONMENTS

>>Provide an annual diversity, equity, and inclusion (DEI) training session which explains and discusses implicit biases and microaggressions for staff. Each division and department should be encouraged to have their own training session for their staff. (Center for Urban Education. (2020). Laying the groundwork: Concepts and activities for racial equity work. Rossier School of Education, University of Southern California, 11-16.)

>>Ensure staff have access to professional development funds and are encouraged to seek opportunities related to developing greater inclusion and equity skills. (Equity Now by USC Race and Equity Center. https://www.equitynowseries.com/)

## LEARN FROM SUCCESSFUL EXAMPLES

>>Determine which divisions or departments on campus have been successful at recruiting and retaining diverse and minoritized staff, and share their practices across campus.

## BREAK DOWN RESISTANCE TO LEARNING ABOUT RACE

>>Engage and incentivize departmental and cross-departmental conversations about racial equity.  Communicate that the pace of learning about race and discussing race on campus should not prioritize the hesitancy and/or interests of those who have historically held power over actual progress toward achieving equity.

>>Host a DEI book club facilitated by a DEI expert on campus with a community agreement or guideline.

## BUILD A CULTURE OF EQUITY-MINDED LEADERSHIP

>>Institute professional development for leadership to prioritize understanding not only of the effects of racial violence on staff, but also microaggressions and their impact on staff productivity and well-being. This professional development should include the skills to confront and intervene as a bystander when these incidents occur in the workplace.

### Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Racial Learning and Literacy content area include:
REC 711: Making Racial Equity Data Transparent
REC 727: Communicating Institutional Progress on Racial Equity Goals
REC 728: "But I'm Not a Racist!": Navigating the Defensive Emotions of Campus Racial Conflict
REC 730: Identifying, Understanding, and Confronting Implicit Bias

# ENCOUNTERS WITH RACIAL STRESS

## NACCC CONTENT AREA DESCRIPTION

NACCC respondents identify campus encounters they have experienced as racist, ranging from microaggressions and racial stereotyping to more overt acts of racial harassment and violence. They also indicate the impact of these encounters on their personal well-being. Additionally, they report the degree to which racism is a problem at their institutions as well as in the immediate work environment.

Key topics include:
>> Experiences with various racist incidents
>> Frequency of experiencing racism and impact on personal well-being
>> Frequency of experiencing racism from campus community groups and non-institutional affiliated work correspondents

**30%** of White staff reported ever experienced racism at COMPTON COLLEGE

**36%** of staff of color reported ever experienced racism at COMPTON COLLEGE

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

## KEY GOALS IN THIS CONTENT AREA

>> Significantly reduce, if not entirely eliminate, the frequency with which employees experience racial stress by disrupting oppressive practices and providing support for those on the margins.

>> Provide sustainable resources for employees to address mental and emotional health concerns related to encounters with racial stress.

**In the NACCC survey, racism is defined as specific harmful acts, behaviors, or attitudes directed at people based on their race.**

# ENCOUNTERS WITH RACIAL STRESS

## Prevalence of Racial Microaggressions
% of staff who reported they have ever experienced the following on campus

| | Being asked to represent the views of your entire race in meetings | Being viewed as naturally less able than others because of race | Jokes related to your race that make you uncomfortable |
|---|---|---|---|
| 2 Asian | **0%** (n=7) | **0%** (n=7) | **14%** (n=7) |
| 3 Black | **18%** (n=44) | **18%** (n=44) | **9%** (n=44) |
| 4 White | **10%** (n=10) | **10%** (n=10) | **20%** (n=10) |
| 5 Hispanic/Latinx | **5%** (n=42) | **19%** (n=42) | **10%** (n=42) |
| 10 Two or more races | **13%** (n=8) | **0%** (n=8) | **38%** (n=8) |
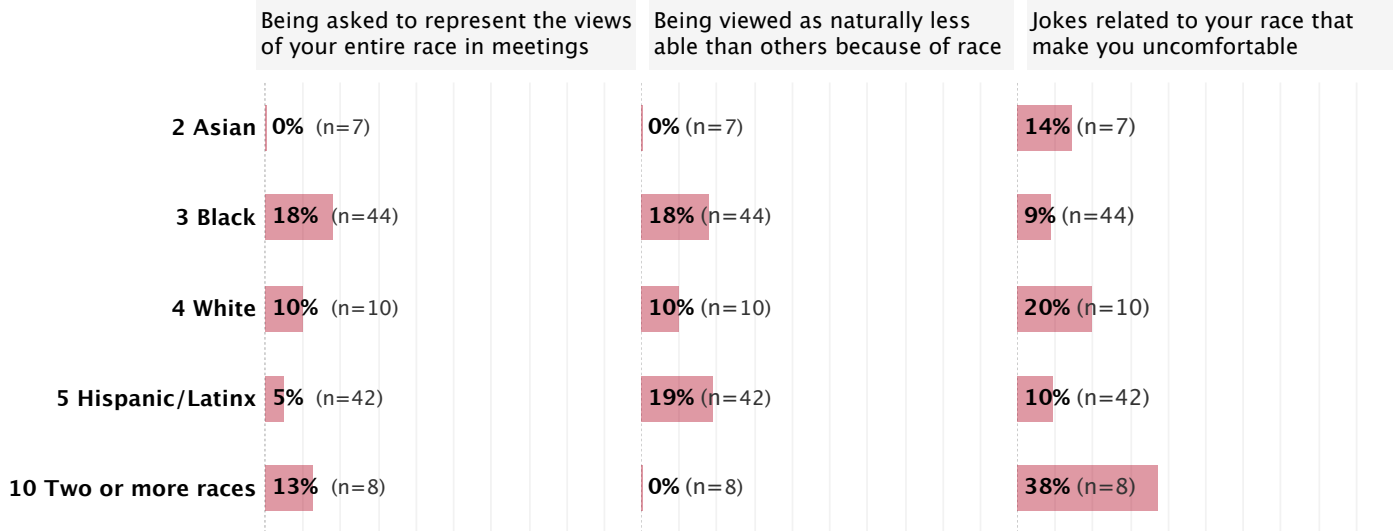
**Why This Matters:** Racism is a serious public health threat that directly affects the well-being of millions of Americans (Centers for Disease Control and Prevention, 2021). In addition, it is a key factor among employees of color for whom encounters with racist incidents increasingly contribute to feelings of loneliness, isolation, and a lack of community.

## Problem Awareness
% of staff who reported racism is **mostly or completely** a problem in the following locations

| | In the immediate work environment | At COMPTON COLLEGE |
|---|---|---|
| 2 Asian | **0%** (n=7) | **0%** (n=6) |
| 3 Black | **20%** (n=40) | **18%** (n=38) |
| 4 White | **0%** (n=10) | **10%** (n=10) |
| 5 Hispanic/Latinx | **10%** (n=40) | **20%** (n=40) |
| 10 Two or more races | **25%** (n=8) | **13%** (n=8) |
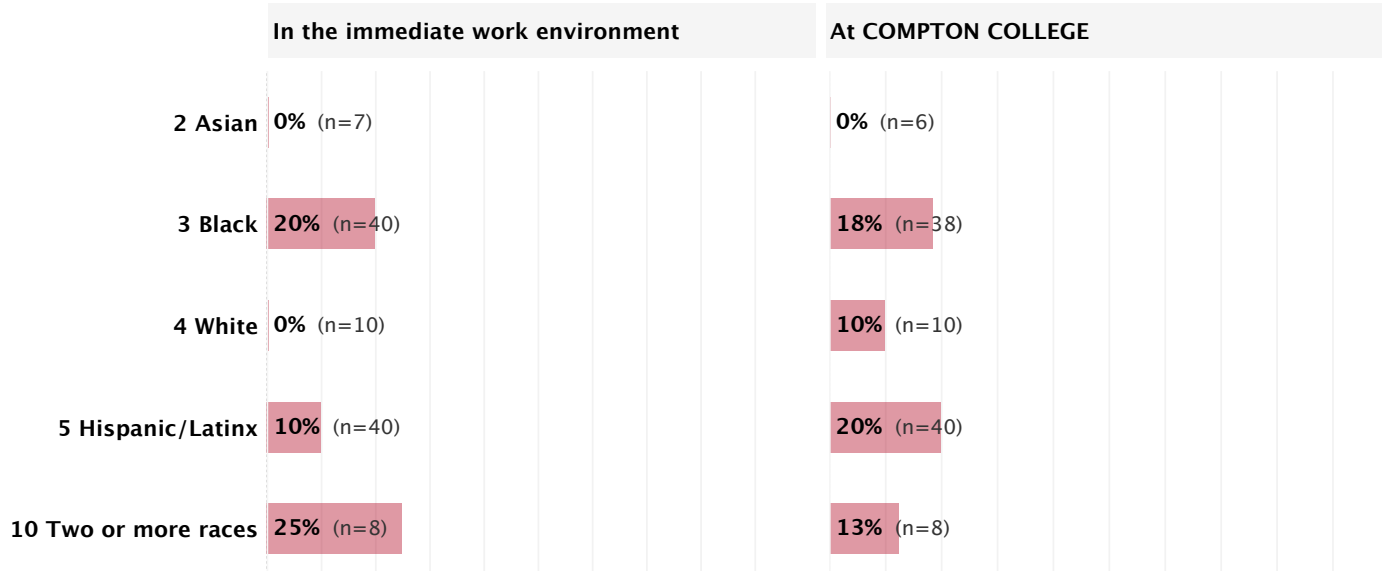
## CREATE RACIAL STRESS SUBCOMMITTEE

>>Form a subcommittee to implement initiatives alleviating racial stress, composed of mental health and counseling professionals, including clinical faculty, particularly those with experience supporting racially minoritized populations. This subcommittee should, whenever possible, center the leadership and direction of counselors that reflect the racial diversity of the institution's racially minoritized populations.

## IDENTIFY RACE-RELATED STRESSORS

>>Recognize race-related stress and racial trauma on campus, and collectively engage with those on the margins to objectively hear their narratives and move towards action.

>>Understand the additional responsibilities for staff of color who are frequently required or asked to serve as DEI-related committee members especially at a predominantly White institution. Emphasize and remind your campus community that promoting DEI on campus can be successful when every racial group participates, including White staff and faculty.

## PROVIDE CULTURALLY RESPONSIVE MENTAL HEALTH CARE

>>Be aware of the unique stressors which staff of color are facing and understand the racial trauma they experience both on-campus and off-campus.

>>Hire professional counselors or coaches who are trained in cultural humility and racial stress to provide racial sensitive care to staff.

## OFFER RACIAL HEALING CIRCLES

>>Consider implementing racial healing circles to bring students, staff, and faculty together for truth-telling, restoring trust in relationships, and community re-building. (For additional information on racial healing circles: https://healourcommunities.org/wp-content/uploads/2021/12/Conversation-Guide_2022.pdf)

>>Equip campus leadership with the tools to address race-related controversies of the moment, and to initiate discussions about race.

## PREPARE RESPONSE FOR RACIAL CRISIS

>>Practice and prepare for responsible race-conscious crisis scenario response, just as is done with other potential emergency situations on campus. This response preparation should use different communication channels, including email communication, university media and newspaper delivery, public speech, and interview. Additionally, this response preparation should specifically address those impacted/harmed by the racial crisis incident(s).

### Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Encounters with Racial Stress content area include:
REC 706: Leading in Moments of Racial Crisis
REC 714: Microaggressions and Stereotype Threat: Navigating Invisible Racism in the Classroom

## NACCC CONTENT AREA DESCRIPTION

NACCC respondents indicate their personal experience with discrimination based on their demographic characteristics (e.g., race, gender, age, sexual orientation). They report their experience receiving support for career success and advancement. Additionally, they report how accessible and transparent their institution's policies are related to promotion and tenure.

Key topics include:
>> Frequency of experiencing discrimination based on demographic characteristics
>> Level of support for career success and advancement
>> Accessibility and transparency of institutional policies related to promotion and tenure

**33%** of White staff somewhat or strongly agreed that promotions or tenure are given based on employee performance

**29%** of staff of color somewhat or strongly agreed that promotions or tenure are given based on employee performance

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

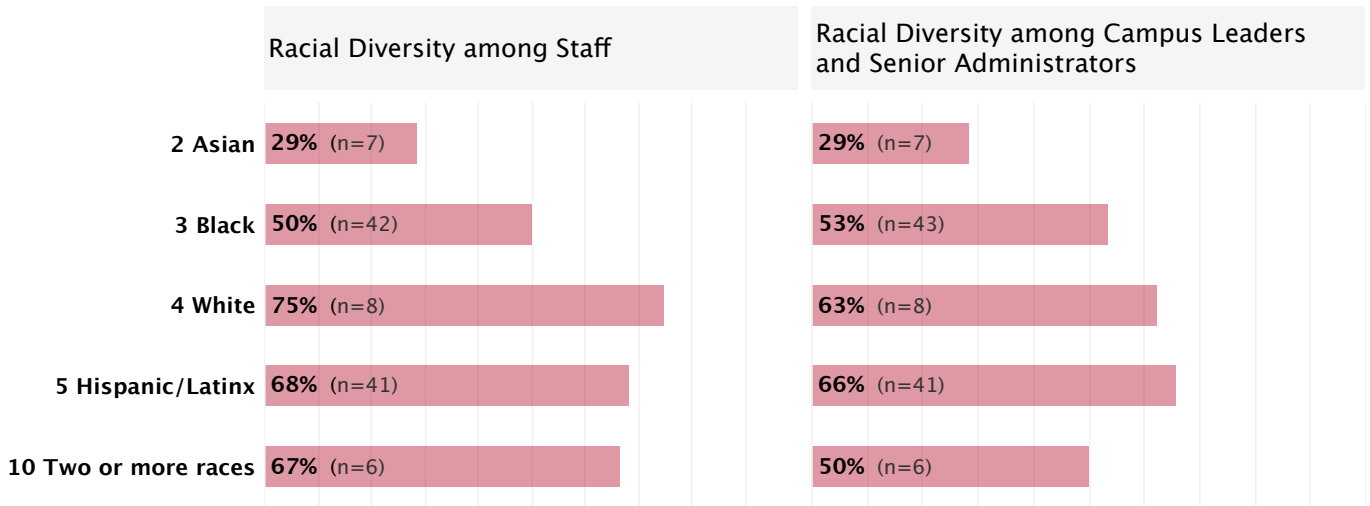>> Create a more equitable workplace by eliminating discrimination stemming from age, disability status, gender, national origin, race, religion, sexual orientation, or other individual characteristics.

>> Account for identity-based power dynamics within the institutional context in which workplace equity is hindered.

>> Provide resources to support an environment that centers employee health and wellness.

**In the NACCC survey, respondents are asked how often they have personally experienced discrimination at their institution.**

# WORKPLACE EQUITY

## Discrimination in the Workplace

% of staff who reported they have ever experienced discrimination based on the following identities

### Race/Ethnicity

- 3 Black **40%** (n=42)
- 5 Hispanic/Latinx **39%** (n=41)
- 10 Two or more races **33%** (n=6)
- 4 White **22%** (n=9)
- 2 Asian **14%** (n=7)

### Gender Identity

- 3 Other Gender **46%** (n=13)
- 1 Cisgender Woman **22%** (n=59)
- 2 Cisgender Man **14%** (n=36)

### Sexual Orientation

- 2 LGBQA+ **33%** (n=12)
- 1 Heterosexual **4%** (n=96)
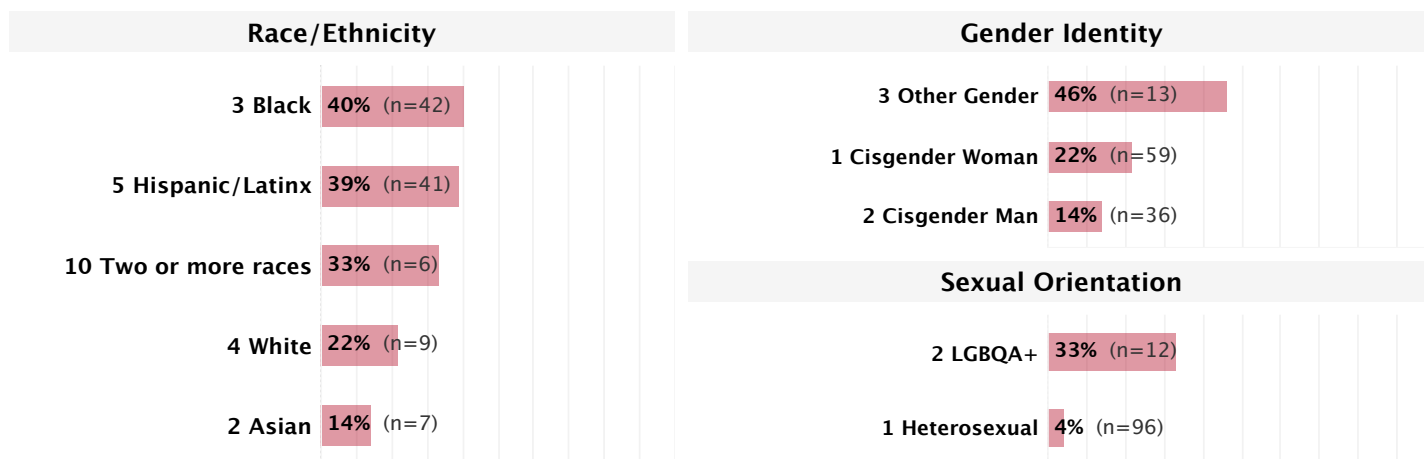
> **Other Gender Identity** includes: transgender, genderfluid, genderqueer, non-binary, or a gender identity not listed. || **LGBQA+** includes: lesbian, gay, bisexual, queer, questioning, asexual, pansexual, demisexual, two or more sexual orientations, or an orientation not listed. || Please refer to the data tables accompanying this report to view results by all identities surveyed.

**Why This Matters:** Discrimination experienced in the workplace stemming from gender, race, and other individual characteristics is one of the major reasons as to why someone leaves their organization. In order to recruit and retain more professionals with diverse backgrounds, we need to first understand the different types of identity-based discriminations and pay proactive attention to eliminating the exclusion and/or silencing of historically marginalized groups.

## A Supportive Workplace

How much do you agree or disagree with the following statements?

| | I receive enough support from my **supervisor or unit leader** to succeed in my work. | | | I receive enough support from my **colleagues** to succeed in my work. | | |
|---|---|---|---|---|---|---|
| | **Strongly or somewhat agree** | **Neither agree nor disagree** | **Strongly or somewhat disagree** | **Strongly or somewhat agree** | **Neither agree nor disagree** | **Strongly or somewhat disagree** |
| 2 Asian | 86% | 14% | | 71% | 29% | |
| 3 Black | 60% | 16% | 23% | 60% | 28% | 12% |
| 4 White | 80% | 20% | | 70% | 30% | |
| 5 Hispanic/Latinx | 76% | 12% | 12% | 76% | 10% | 14% |
| 10 Two or more races | 63% | 13% | 25% | 75% | 13% | 13% |

*Percentages may not sum to 100 due to rounding.

## CREATE A CAMPUS RACIAL EQUITY TEAM

>>Create a team of leaders, as well as faculty and staff members, and charge them with creating staff engagement and growth plans that provide opportunities for staff to express their workplace concerns and challenges they face on discrimination and equal opportunity.
(Guide for Composing A Campus Racial Equity Team by Center for Urban Education, https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/5f3a19eccedac416422701b6/1597643247590/2018+Equity+Team+Formation+Guide_Summer2020.pdf)

## REVIEW GENDER AND RACIAL COMPOSITION AS WELL AS HIRING POLICIES

>>Assess gender and racial composition of current staff, especially leadership positions, to determine whether the staff population is diverse enough.

>>Compare historical hiring policies with current policies to explore how changes over time may have impacted hiring and talent acquisition patterns as well as staff diversity. Create a metric for diversity hiring and assess hiring practices regularly.

## ADVANCE PROMOTION EQUITY AND TRANSPARENCY

>>Work with your Human Resources Department to clarify promotion procedures and policies including, but not limited to: pay adjustment, job title, required experiences and skill set, rank order, compensation, and procedures for internal communication. Encourage each department to document interviews and promotion procedures decisions taken (e.g., using a rubric or a scoring metric to prevent discrimination on the basis of gender, race, and other characteristics).

>>Make transparency a part of institutional policy and publicize promotion procedures within a department or a unit by giving staff access to information, holding a meeting for questions, and involving staff in decision-making processes.

## REQUIRE DEI TRAINING FOR MANAGERS

>>Remind and emphasize to managers that they have the authority and responsibility to set the tone to create an equitable culture in their departments or units. Train them to put their commitment to diversity into action by holding monthly diversity talks or showing care and attention to staff of color, especially at a predominantly White institution.

## OFFER BYSTANDER INTERVENTION AND REPORTING TRAININGS

>>Ensure staff learn how to intervene to stop an inappropriate situation and report an issue to Human Resources or Title IX departments to resolve harassment and discrimination issues when needed.

### Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Workplace Equity content area include:
REC 717: Reducing Implicit Bias in the Search and Hiring Process
REC 721: Relationships of Power and Reducing Abuse of Power in the Workplace
REC 722: Cultivating a Local Pipeline for Diverse Institutional Leadership

# APPRAISALS OF INSTITUTIONAL COMMITMENT

## NACCC CONTENT AREA DESCRIPTION

NACCC respondents evaluate their administrators' demonstrated commitments to racial diversity and inclusion at their institutions. They also assess institutional leaders' responses to racial problems on campus.

Key topics include:
>> Rating of campus racial diversity
>> Rating of how campus administration deals with racism or racist incidents
>> Rating of administration's commitment to campus racial equity and diversity

**40%** of White staff believed campus administration dealt with racism or racist incidents **very effectively** or **extremely effectively**

**38%** of staff of color believed campus administration dealt with racism or racist incidents **very effectively** or **extremely effectively**

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

## KEY GOALS IN THIS CONTENT AREA

>> Achieve parity in the racial composition of college and university employees that mirrors student racial demographics, but recognize that changes in culture and climate, in step with demographic change, are also essential.

>> Be accountable for and immediately responsive to incidents of racism, racial violence, and racial terror on-campus.

>> Demonstrate proactive efforts to decrease likelihood of incidents of racism, racial violence, and racial terror.

**In the NACCC survey, respondents are asked whether they believe campus leadership deals with racism and racist incidents effectively, and has a long-term DEI commitment.**

## Institutional Commitment to Equity and Diversity

% of staff who believe COMPTON COLLEGE
is **mostly or strongly committed** to the following

_____

| | Racial Diversity among Staff | Racial Diversity among Campus Leaders and Senior Administrators |
|---|---|---|
| 2 Asian | **29%** (n=7) | **29%** (n=7) |
| 3 Black | **50%** (n=42) | **53%** (n=43) |
| 4 White | **75%** (n=8) | **63%** (n=8) |
| 5 Hispanic/Latinx | **68%** (n=41) | **66%** (n=41) |
| 10 Two or more races | **67%** (n=6) | **50%** (n=6) |

**Why This Matters:** The rhetoric of diversity, equity, and inclusion must accompany concrete changes to demonstrate a meaningful institutional commitment. This is especially important when the compositional diversity of an institution's employees as well as senior leaders fails to reflect the racial and ethnic diversity of the students it serves.

## Long-Term Commitment to DEI

_____

% of staff who are **very or extremely confident** that COMPTON COLLEGE has a
long–term commitment to racial diversity, equity, and inclusion in the workplace

| 2 Asian | 3 Black | 4 White | 5 Hispanic/Latinx | 10 Two or more races |
|---|---|---|---|---|
| **60%** (n=5) | **45%** (n=40) | **57%** (n=7) | **53%** (n=34) | **43%** (n=7) |
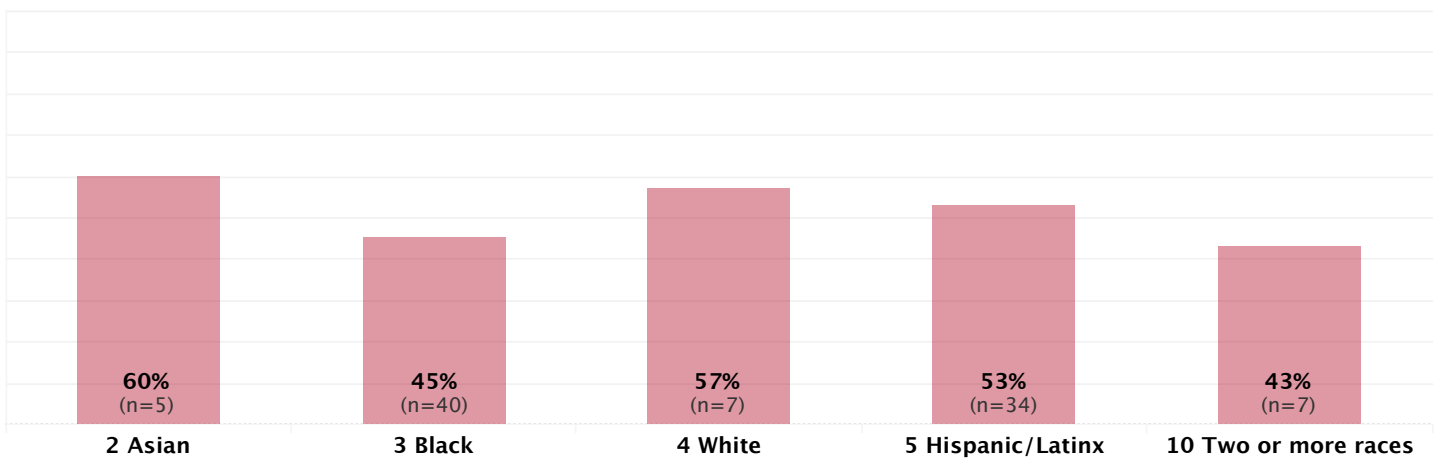
# > RECOMMENDED ACTION ITEMS IN
## APPRAISALS OF INSTITUTIONAL COMMITMENT

### CREATE CLEAR CAMPUS MESSAGING

>>Be clear in campus-wide messaging about the opportunities and benefits of racial equity and inclusion on campus.

>>All key stakeholders should be able to articulate how racial equity and inclusion are tied to the key values and mission of the institution and its strategic plan.

### REQUIRE ALL UNIT TO CREATE DEI GOALS, PLANS, AND BUDGETS

>>Hold division-, school-, and department-level leadership accountable for diversity and inclusion efforts by mandating their own DEI goals and action plans. Acknowledge and support divisions, schools, and departments that retain diverse staff and offer further cultural competency for their staff.

### MAP CAMPUS ASSETS AND RESOURCES

>>Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices perpetuate racial inequities, and what new efforts could be made by redirecting resources or working together in new ways.

>>Adjust campus policies and resource allocations to rectify racial equity goals that are not being met.

### PROVIDE BIAS TRAINING FOR SEARCH COMMITTEES

>>Consider that all faculty and staff search committees should move beyond bias reduction training to integrate proactive measures throughout the life cycle of hiring, including retention and promotion, particularly of minoritized staff.

### Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Appraisals in Institutional Commitment content area include:
REC 703: Race-Conscious Enrollment Management
REC 708: Understanding Campus Unrest and Responding to Student Protest
REC 717: Reducing Implicit Bias in the Search and Hiring Process
REC 719: Retention and Advancement of Professionals of Color
REC 725: Messaging Commitment to Racial Equity and Inclusion

# IMPACT OF EXTERNAL ENVIRONMENTS

## NACCC CONTENT AREA DESCRIPTION

NACCC respondents reflect on their sense of well-being in the neighborhood surrounding their campuses. They report their encounters with racism or racist incidents in those areas and in online and social environments. They also indicate the extent to which current sociopolitical issues are considered problematic.

Key topics include:
>> Feelings of personal well-being in neighborhood surrounding campus
>> Experiences of racism in external environments
>> Ackwledgement of current race-related sociopolitical topics

**50%** of White staff felt moderately or completely welcome in the neighborhood surrounding campus

**47%** of staff of color felt moderately or completely welcome in the neighborhood surrounding campus

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

## KEY GOALS IN THIS CONTENT AREA

>> Build a safe, welcoming, and inclusive community from within the campus and the neighborhood surrounding the campus.

>> Improve the collection of racism data, analyze external incidents of racism and racial violence, and improve the safety practices in the area surrounding the campus.

>> Acknowledge and monitor social trends related to race and racism and be proactive about their potential impacts on staff's perception and experiences of safety, welcomeness and inclusion outside of campus.

**In the NACCC survey, respondents are asked about their attitudes toward current national sociopolitical issues related to race and racism.**

## Prevalence of Off-Campus Racism

% of staff who reported they have ever experienced racism in the following spaces

_____

| | Racism in Campus Surrounding Area | Racism on School–Affiliated Social Media |
|---|---|---|
| 2 Asian | **43%** (n=7) | **14%** (n=7) |
| 3 Black | **33%** (n=42) | **20%** (n=41) |
| 4 White | **13%** (n=8) | **25%** (n=8) |
| 5 Hispanic/Latinx | **43%** (n=37) | **16%** (n=32) |
| 10 Two or more races | **43%** (n=7) | **33%** (n=6) |
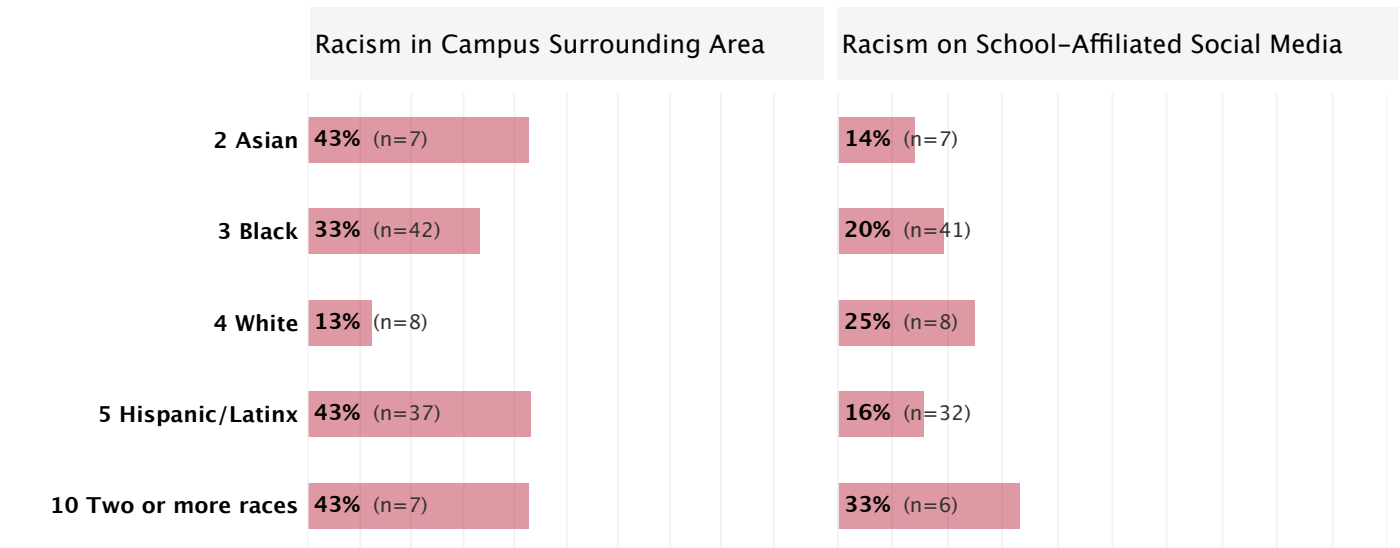
**Why This Matters:** Staff come from different backgrounds and are continually exposed to environments with differing levels of racial stress and violence. It is important to acknowledge the different racial realities the staff live off-campus and understand their impact on personal well-being and workplace success.

## Off-Campus Safety

_____

% of staff who felt **moderately or completely safe** in the neighborhood surrounding their campus

| 2 Asian | 3 Black | 4 White | 5 Hispanic/Latinx | 10 Two or more races |
|---|---|---|---|---|
| 17% (n=6) | 48% (n=42) | 50% (n=8) | 31% (n=39) | 0% (n=7) |
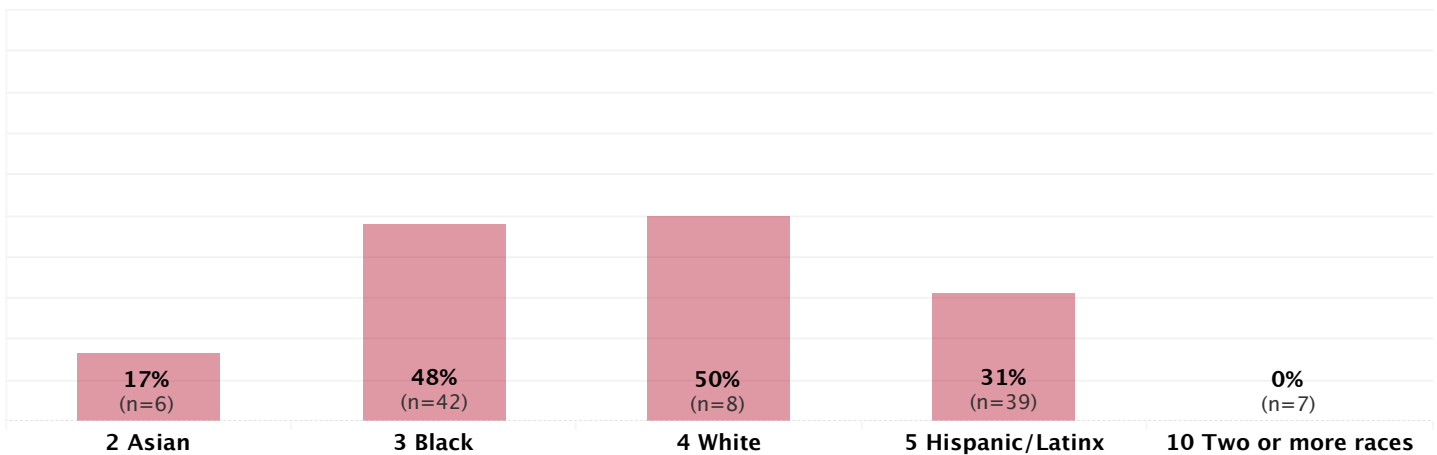
## BUILD COMMUNITY PARTNERSHIPS

>>Building from the existing or newly constructed campus climate team, work with community leaders (including both residents and elected officials) to establish a town & gown committee or working group to help prevent, manage, and respond to racist incidents and racial violence, and examine racial terror taking place at the intersection of campus and community.

>>Partner with local businesses and police to conduct implicit bias training.

## EVALUATE CAMPUS ENVIRONMENT AND POLICIES

>>When assessing campus and external environments for issues surrounding race and racism, consider who the representatives and beneficiaries of existing racist systems are, and the policies and practices that have differential impacts by race.

>>Change policies that disproportionately penalize marginalized staff populations.

## CREATE RACIAL INCIDENT RESPONSE MESSAGING

>>When staff are affected by incidents of racism and hate crimes, locally or nationally, distribute messaging and notifications, similar to existing notifications for emergency incidents that occur on campus.

## PROVIDE SAFETY SERVICES

>>Work with campus and local police to assess safety in the area surrounding the campus by surveying staff and/or examining reports of crimes and racist encounters in the area.

>>Build patrol zones in the surrounding campus area, where staff walk, ride, or drive to campus.

>> Provide a safety guide and instructions for how to report emergencies as well as safety training, including self-defense trainings and training for active shooter emergency (Harper (2020), COVID-19 and the Racial Equity Implications of Reopening College and University Campuses American Journal of Education, 127 (1): 153-162).

### Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Impact of External Environments content area include:
REC 731: Xenophobia, Islamophobia, and Othering
REC 724: Strategic Planning and Action for Racial Equity
REC 732: Cultivating Trans Inclusive Campus Environments

# ABOUT

# USC Race and Equity Center

Racism, America's longest-standing social problem, traces back to the massacre of indigenous peoples, the horrendous enslavement of Africans, and the enactment of policies like the Chinese Exclusion Act and the Treaty of Guadalupe Hidalgo that forced Mexico to concede more than half its land to the United States. Today, racial inequities are persistent and pervasive in P-12 Schools, colleges and universities, workplace settings, and our larger society.

Despite this, few people know how to talk comfortably about race. Even fewer know what to do when racial tensions arise, when data show racial disparities. and when frustrated citizens demand accountability and racial justice.

At the USC Race and Equity Center, we aim to be helpful. Actionable intelligence,  as well as scalable and adaptable models of success, inform our ongoing quest for racial equity. Our work matters because race continues to matter in our country. Dismantling an issue as big as racism requires a robust interdisciplinary network of expert scholars, as well as a wide range of strategies, tools, partnerships. and resources.

Our strength largely resides in our interdisciplinary network of faculty affiliates. We unite more than loo professors across academic schools at USC who are experts on race and racism, people of color, immigration, and other important dimensions of equity. These scholars work together on research, as well as on the development of useful tools and resources.

**BP 4021 Program Discontinuance**

**Issued: —BOT Date of Approval May 15, 2018**
**Revised: AS Date of Approval**

Reference:
Administrative Regulation 4021 Program Discontinuance
Education Code, Section 78016;
Title 5, Sections 51022 , 53200 and 55130
ACCJC Accreditation Standard II.A.15 & 16

The purpose of this program discontinuance policy is to provide the District with a process to review its credit and non-credit educational programs on a systematic basis for institutional effectiveness and compliance with state and federal requirements.  In response to realignment of educational or strategic objectives, fluctuations in program quality or demand, resource availability, budget constraints, and other external factors, the Board of Trustees may approve the discontinuance of an educational program identified as no longer appropriate to the mission and/or goals of the District in accord with Administrative Regulation 4021.

The District endorses the principle of collegial consultation and relies primarily upon collegial consultation t with the Academic Senates regarding the establishment of a process for educational program discontinuance outlined in Board Policy Administrative Regulation 4021 Program Discontinuance, which shall be consistent with the provisions of Education Code Section 78016 and the authority of the Board of Trustees to initiate and approve the discontinuance of the District's educational programs in accord with Board Policy 2510, Participation in Local Decision-Making.

A joint task force of faculty and administrators shall convene to develop the methodology, criteria and guidelines that will apply to evaluating educational programs.  The task force, in its process of evaluation, shall consider data and other information, such as enrollment trends, degrees and certificates, success and retention, facility and equipment needs, and student outcomes, as well as indicators relevant to the review of the college's vocational and occupational training programs.

The discontinuance of any educational program is subject to approval by the Board.

Applicable Administrative Regulation:
AR 4021 Program Discontinuance

**AR 4021 Program Discontinuance**

**Issued:** BOT Date of Approval ~~May 15, 2018~~
**Revised: AS Date of Approval**

**Reference:**
~~Board Policy 4021 Program Discontinuance~~
Education Code Section 78016;
Title 5 Sections 51022 and 55130;
ACCJC Accreditation Standard II.A.15

~~Title 5, Sections 51022, 55000, 55130~~
~~ACCJC Accreditation Standard II.A.15 & 16~~

**Purpose** ~~of Administrative Regulation 4021~~
This administrative regulation provides general principles and guidelines for the process of assessing program effectiveness to determine whether or not the college should discontinue an educational program. The discontinuance of an educational program means that the sequence of courses will no longer be offered in a form that will lead to the approved degree or certificate, although all or part of the curriculum may be retained.

**Definition of an Educational Program**
An educational program is an organized sequence of courses consisting of applicable coursework leading to a defined objective, degree, certificate, license, or diploma approved by the California Community Colleges Chancellor's Office; or leading to transfer to another institution of higher education.

**Process for Discontinuance**
Discontinuance is an academic and professional matter that requires consultation between the Office of the Vice President of Academic Affairs and the Academic Senate. Program discontinuance may be initiated by individual academic divisions or the Vice President of Academic Affairs. A consideration of program discontinuance is a process distinct from program improvement or academic program review. The Board will rely primarily on faculty expertise on academic and professional matters and the Academic Senate shall have a consultative role in all discussions of program discontinuance.

A program evaluation task force shall be formed as determined by the President of the Academic Senate and the Vice President of Academic Affairs to review any program under consideration for discontinuance. It will be co-chaired by the President of the Academic Senate and Vice President of Academic Affairs (or their designees).

Participants will include two academic deans designated by the Vice President of Academic Affairs and two faculty members appointed by the President of the Academic Senate. A

1

representative from Institutional ~~Research and Planning~~Effectiveness will serve as an advisory, non-voting member of the committee.

The committee may include additional members approved by both the President of the Academic Senate and the Vice President of Academic Affairs. Deans and faculty affiliated with the program under review may not serve on the task force but may be invited to provide relevant information.

The task force will establish procedures, criteria, and guidelines and will collect data and conduct research necessary to evaluate the program's effectiveness in serving the community, the college, and its students. Areas for review should include achievement of the program's goals and objectives as they contribute effectively to the mission of the college and the comprehensive master plan, previous intervention strategies, program growth and enrollments, and student outcomes measures, such as success and persistence rates.

Factors such as the following may initiate this program discontinuance or reduction process and may be used by the task force in its deliberation:
- Other community colleges in the area currently offering the program;
- Other programs closely related to the program offered by the college;
- Relation of the program to job market analysis, where applicable;
- Enrollment projection for the program courses;
- The need for and present adequacy of resources;
- Recommendations of career technical education regional consortia and/or Compton College advisory committees, when applicable;
- Facilities and equipment required to sustain the program;
- Availability of adequate financial support; and
- Availability of qualified faculty.

Vocational or occupational training programs must be reviewed and discontinued if they are no longer accomplishing the following statutory goals:

- The program meets a documented labor market demand;
- The program does not represent unnecessary duplication of other manpower training programs in the area; and
- The program's demonstrated effectiveness can be measured by employment and completion rates of its students.

**Recommendation**
A recommendation to discontinue or reduce a program will occur when, after a full and open discussion, the members of the task force conclude that the program is unable to successfully achieve or make substantial progress towards its goals and objectives. The task force's recommendation will be presented in a report provided to the Academic Senate that explains the decision and provides ~~the~~ relevant data.

The Academic Senate ~~task  w~~force ~~w~~ill forward approved recommendation and ~~its~~ report to the President/Chief Executive Officer, who will review the report and make the final recommendation, if any, regarding discontinuance to the Board of Trustees.

If the Board of Trustees decides to discontinue a program, the college will make appropriate arrangements so that the program's enrolled students may complete their education in a timely manner with a minimum of disruption. The college will also address contractual obligations to program faculty and staff.

**Consideration of Collective Bargaining Rights**
Nothing contained in this regulation is intended to infringe upon, diminish, or supersede any collective bargaining rights established for employees of the District. It is the intention of the District that consideration of issues appropriately under the scope of bargaining be addressed through the regular processes established for such consideration by the District and its collective bargaining units.

**AR 4103** - ~~Cooperative~~ Work Experience Education          **Issued:** **June 19, 2018**
Revised:
**References:**

Title 5, ~~Article 4,~~ Sections 55250 et seq.
~~BP 1200 Mission, Vision, and Strategic Initiatives~~

I.     **Purpose**

The purpose of ~~Cooperative w~~Work ~~e~~Experience education programs at Compton College is to broaden and enhance the educational experience of students by provid~~ing~~ structured, supervised, and evaluated, ~~e for~~ on -the -job learning experiences for them~~students~~. These integrated instructional program experiences aim to equip students with industry specific skills, an understanding of the practical applications of academic theory, and a comprehensive view of potential career pathways. As a result, improving their employment opportunities by ~~whereby they will~~ gain~~ing~~ a deeper understanding of the relationships between classroom theory and practical application as~~, be~~ an active participant in a ~~n actual~~ workplace environment~~, and improve their employment opportunities~~. Our work experience education programs are substantive in nature, relevantly linked to a student's educational pathway, and contribute to demonstrable learning outcomes that have value towards a degree or certificate. In alignment with the Board of Governors' recent regulatory updates, work experience education seeks to expand work experience opportunities beyond Career Technical Education programs to a wider array of academic disciplines.

Compton College's work experience education involves student employment and/or internships selected, approved, and supervised by Compton College faculty to provide meaningful work experiences related to the course of study, or specific career pathway training, combined with instruction in critical workplace skills. Work experience education may include paid or unpaid employment, full or part-time employment, and may be structured as separate credit or noncredit classes~~,~~ or integrated as a component of a course. Work experience education is integrated as part of a student's educational pathway allowing students to achieve both educational and occupational goals, assist the student in developing career awareness, learning industry culture, competencies and norms, and developing professional networks in their desired field to support career mobility.

~~Aligning~~In keeping with ~~Compton College's the mission~~educational philosophy, ~~as outlined in BP 1200, and philosophy in of~~ Compton College, ~~which maintain that Cooperative work experience education being~~is a vital and inseparable segment of the total educational program of ~~our~~the institution ~~by providing the latest techniques for preparing the workforce, providing clear pathways for completion of programs of study, and fostering students to secure a living-wage through employment~~College __. ~~Compton College is committed to the development and ongoing expansion~~n, as appropriate, ~~of the effective program of Work experience education programs~~work experience education. ~~Work experience education provides economically disadvantaged students with opportunities to earn a wage while completing program requirements and earning academic credit.~~

In regards to curriculum,

~~Cooperative work experience education – 95~~Work ~~e~~Experience courses ~~are on a two-year review cycle. All work experience education courses are available to view on the College Curriculum Committee webpage document – *Compton College Course Review Schedule*. This faculty driven work experience education course outline of record review process, as well as designing new work experience education course outline of records, must first be submitted for approval by~~ submitted for review and approval to the local ~~College C~~curriculum ~~C~~committee. ~~Once approved, the work experience education courses are sent e and forwarded to the Academic Senate for approval. Lastly, work experience education courses are sent to the Compton Community College District Board of Trustees for final approvall for final approval. Newly designed work experience education courses are submitted to the California Community College Chancellor's Office for final approval and given a control number before being offered in the Compton College Catalog.~~

<comment>Commented [S3]: D-D: This is not necessary and the curriculum review is included in other ARs.

**II.** **College Credit, Attendance Accounting, and Course Repetition**~~Provisions~~

A. Units of credit for work experience education shall be calculated as follows:

Work experience education offered as a credit course~~—~~ - one semester unit of credit will be awarded for every 54 hours of work experience~~, or one quarter unit for every 33 hours of work experience, or the equivalent locally determined minimum threshold for awarding one unit of credit as codified in local board policy or procedure~~. Units of credit may be awarded in increments of .5 units.

Commented [S4]: D-D: We are on the semester system and our policy is 1 unit = 54 hours of work.</comment>

<comment>Commented [S5]: D-D: Currently we award credit in whole units, 1-4 units. It will be very difficult to manage .5 unit increments. Do you want to keep as is? If so, remove this sentence. We recommend deleting it.</comment>

~~Work experience education integrated as a component of a course – units of credit will follow standards for credit hour calculations in section 55002.5 for all activity, lab, or other instructional course components. Units of credit for the work experience component shall be calculated according to the formula above.~~

Commented [S6]: D-D: This is not necessary.

B. Work experience education courses apply the alternative attendance accounting procedure ~~described in subdivision (f), of section 58003.1,~~ in calculating FTES.

Commented [S7]: D-D: This is the what the computational method is called in 58003.1

C. A maximum of fourteen (14) semester credit hours ~~or twenty-one quarter credit hours~~ may be earned during one enrollment period in work experience education. Students may repeat a work experience education course subject to section 55040 and taken together with sections 55041 and 58161, which authorizes districts to claim apportionment "without limitation" for students enrolled in work-experience education.

D. The student's plan of work and study must have ~~the~~discipline faculty approval~~ of the director of adult education and workforce development~~. All documentation, including the learning agreement establishing hour of work, statements verifying hours worked, records of consultation with the employer, records of faculty consultation, evaluation of student achievement of learning objectives, and records of final grade ~~evaluations and hours worked,~~ will be submitted to Admissions and Records as supporting

<comment>Commented [S8]: D-D: Only faculty can approve the work - they are the instructor of record for the class and award the grade.

documentation of the course. ~~maintained by the adult education and workforce development office.~~

A. ~~A maximum of 16 units can be granted for Cooperative Work Experience or a combination of general and occupational work experience education.~~

B. ~~The student's plan of work and study must have the approval of the college work experience supervisor/coordinator.~~

C. ~~Cooperative Work experience, in conjunction with a program of instruction, makes it possible for a student to obtain college credit for paid or volunteer experience.~~

D. ~~Students may enroll in no more than four (4) units of cooperative Work Experience education per semester, on the basis of 75 hours of paid work experience per semester per each unit of credit, or 60 hours of unpaid or volunteer work experience per semester per each unit of credit.~~

### III. Work Experience Education Documentation

A. The Compton Community College District~~s~~ shall enter a work experience employer agreement with each participating employer prior to any student beginning their work experience. ~~Such~~The agreement~~s~~ shall document the following:

The respective supervisory obligations of the district and the employer with respect to work experience students placed at the employer's site.

Arrangements for the payment of student workers' compensation coverage, which must be covered by employers of paid work experience student employees, but is subject to negotiation with respect to unpaid work experience student employees.

The employer's acknowledgement of the purposes of ~~this article~~work experience, and the ~~d~~District's work experience education policies or procedures, and agreement to support their purposes.

The employer's intent to provide a continuous work experience during the enrollment term of each work experience student, and validate all student hours worked.

The employer's agreement to provide adequate facilities, equipment, and materials at the work experience site to achieve the learning objectives.

That work experience education involving apprenticeship occupations with division 3, chapter 4 of the Labor Code (sections 3070 through 3100), and with any applicable rules, regulations, and standards adopted by the California Apprenticeship Council.

The employer's agreement that all work experience employment shall be free from discrimination and harassment based race, sex, disability and other forms of

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bias, and that the employer will afford all persons in the workplace, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other basis that is contained in the prohibition of hate crimes set forth in Penal Code, section 422, subdivision (a), equal rights and opportunities.

That work experience education shall be conducted in compliance with the requirements of this ~~article~~regulations, and that all state and federal laws applicable to the employment of minors apply to work experience education courses~~—~~ - and any other matters deemed appropriate by the district.

~~Examples of Cooperative Work Experience Education is Currently Oofferedd in the following areas at Compton College: :~~

~~Administrative of Justice, Air Conditioning and Refrigeration, Art, Automotive Collision and Repair, Automotive Technology, Childhood Education, Computer Aided Design/Drafting, Cosmetology, Art, Dance, Film/Video, Fire and Emergency Technology, Machine Tool Technology,  Music, Nursing, and Theatre Arts., Nursing, Administrative of Justice , Air Conditioning and Refrigeration, Automotive Collision and Repair, Automotive Technology, Fire and Emergency Technology, Computer Aided Design/Drafting, Cosmetology, and Machine Tool Technology.~~

**III.  ~~Authority~~**

~~California Community Colleges may offer work experience education courses in accordance with Ttitle 5 of the California Code of Regulations.~~

4

**Commented [SM9]:** Since WEE is not limited to CTE courses, should this section be removed?

**Commented [S10]:** D-D: This is not needed and should be removed.

**Commented [S11]:** D-D: This is not needed and should be removed.

**AR 5011  Admission and Concurrent Enrollment of      Issued:  October 15, 2019
High School and Other Young Students      Revised:  May 16, 2022
Revised: February 20, 2024**

References:
Education Code Sections 48800, 48800.5, 76001, 76002, and 76004

**Eligibility for Admissions**
The District authorizes the admission of K-12 students who can benefit from advanced scholastic or vocational work to take credit courses as special part-time students or special full-time students.  The District may also admit K-12 students to take noncredit and community education classes.  The limitations described in this policy only apply to the admission of K-12 students to take credit courses.  The Vice President of Academic Affairs in consultation with the appropriate dean shall establish procedures for concurrent enrollment in noncredit and continuing education courses.

*All courses will be taken for college credit.  The student's K-12 school of attendance maintains the right to grant course credit for courses taken at Compton College.*

*Courses in which high school and other young students are permitted to enroll will be open to the entire college population, unless a legal exemption applies, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline.*

*If the decision to offer a class on a high school campus is made after publication of the District's regular schedule of classes, and the class is only advertised to the general public through electronic media, the class must be advertised for a minimum of 30 continuous days prior to the first meeting of the class.*

*If the class is offered on a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.  If the class is a physical education class, no more than 10 percent of the enrollment of the class may consist of special part-time or full-time students.*

~~To be considered for admission as a special summer session student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.~~

**Admission of *Dual Enrolled K-12th* Grade Students**
To be considered for admission as a special part-time student, the student must meet the eligibility standards set forth in Education Code Sections 48800 and 76001.  To be considered for admission as a special full-time student, the student must meet the eligibility standards set forth in Education Code Section 48800.05.  The Vice President of Academic Affairs shall establish procedures for the admission of special part-time

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and special full-time students *for K-8<sup>th</sup> grade students*. ~~Special part-time students may be enrolled in up to 11 units per semester or 5 units per session. College and Career Access Pathway (CCAP) students may be enrolled in up to 15 units or more per session.~~

*To be considered for admission as a special summer session student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001. Students will not be admitted unless they have availed themselves of all opportunities to enroll in equivalent courses at their schools of attendance.*

The student must submit:
- written and signed parental or guardian consent;
- written and signed approval of ~~his/her/~~their principal that the student has availed ~~himself/herself/~~themself of all opportunities to enroll in an equivalent course at ~~his/her/~~their school of attendance; and
- demonstration that the student has adequate preparation in the disciplines to be studied.

All required documents shall be submitted to the *Admissions and Records Office*.

The student must be recommended by ~~his/her~~ *their* school principal or designee. As part of the approval process, the principal must verify that the recommended student can benefit from college instruction.

The student's parent/guardian must grant permission for the student to enroll at Compton College. *Permission shall apply until parental or guardian consent is withdrawn in writing.* The parent/guardian must also acknowledge that the student will be expected to comply with all District policies and procedures.

*Admission is subject to seat availability. The student must submit:*
- *district application for admission;*
- *written and signed parental or guardian consent;*
- *written and signed approval of ~~his/her/~~their principal (**NOTE:** A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly without the signature of a principal.)*
- *demonstration that the student is capable of profiting from instruction.*
- *The Vice President of Student Services has the authority to make the final decision whether a student can benefit from instruction.*

*Courses in which high school and other young students are permitted to enroll will be open to the entire college population, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline.*

***Denial of Request for Admission***
*If a request for special part-time or full-time enrollment is denied for a pupil who has been identified as highly gifted, the Board shall provide written findings and reasons for the denial within 60 days. A recommendation regarding the request for admission, and the denial shall be submitted to the Board at a regularly scheduled meeting that falls*

*at least 30 days after the request for admission has been submitted.*

## Limitations on Enrollment ~~of 9<sup>th</sup> - 12<sup>th</sup> Graders~~

- Students may not enroll full-time unless given special permission by the ~~Vice President of Academic Affairs~~ *Vice President of Student Service* ~~or designee.~~
- ~~Students who withdraw from a course and/or have not made satisfactory progress in a course must meet with a counselor to enroll in subsequent terms.~~
- Students will not receive priority registration status.
- Students will be charged applicable fees in accordance with BP 5030 Fees.
- Students who are given permission to enroll full-time (12 units or more in ~~a session~~ *Spring or Fall semesters*) will be assessed the enrollment fee*s*.


***Middle and Lower School Students* Admissions *(K-8 Grade Students)***
*The District may admit highly gifted elementary and secondary students as a special part- time student based on the criteria established herein. To be considered for admission as a special part-time student, the student must meet the eligibility standards set forth in Education Code Sections 48800 and 76001. Admission is subject to seat availability.*

*For students attending middle and lower schools, the determination shall be made by Vice President of Academic Affairs. The school must provide transcripts and a letter signed by the principal indicating how in ~~his/her/~~their opinion the student can benefit from instruction. The Vice President of Academic Affairs will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college, and that the students' safety and that of others will not be affected. The decision of the Vice President of Academic Affairs shall be final. Once a decision has been made, the student, ~~his/her/~~their parent or guardian and the school principal shall be informed of the decision. This determination may be done by applying one or more of the following criteria:*

- *a review of the materials submitted by the student;*
- *meeting with the student and ~~his/her/~~their parent or guardian;*

   *consultation with Director Admissions and Records*
- *consideration of the welfare and safety of the student and others;*
- *consideration of local, state, or federal laws;*
- *review of the content of the class in terms of sensitivity and possible effects on the minor;*
- *requirements for supervision of the minor; or*
- *times the class(es) meet and the effect on the safety of the minor.*

*The Vice President of Academic Affairs shall establish procedures to determine whether a student is academically prepared to benefit from advanced scholastic or vocational work.*

~~The Vice President of Academic Affairs shall establish procedures to determine whether a student is academically prepared to benefit from advanced scholastic or vocational work.~~

The student must be recommended by ~~his/her~~ *their* school principal or designee. As part of the approval process, the principal must verify that the recommended student can benefit from college instruction.

The student's parent/guardian must grant permission for the student to enroll at Compton College. *Permission shall apply until parental or guardian consent is withdrawn in writing.* The parent/guardian must also acknowledge that the student will be expected to comply with all District policies and procedures.

**Limitations on Enrollment of K-8 Grade Students**
- Students will be allowed to enroll in a single course each semester or session unless given special permission by the Vice President of Academic Affairs or designee.
- *Students must meet with the Vice President of Academic Affairs for each subsequent term.*
- ~~Students who withdraw from a course and/or have not made satisfactory progress in a course must receive approval from a counselor to be allowed to enroll in subsequent terms.~~
- Students will not receive priority registration.
- Students will *not* be charged ~~applicable~~ enrollment fees in accordance with BP 5030 Fees.

**Admission of Students into College and Career Access Pathways (CCAP)**
Notwithstanding the process for admission of K-12 students by grade level described above, the District shall admit students into established CCAP programs who are recommended by the CCAP School District partner in accordance with the laws and regulations governing CCAP partnerships.

**~~Procedures for Reviewing K-12 Student Admission~~**
~~The Vice President of Academic Affairs or designee will determine if a student has the ability and sufficient preparation to benefit from instruction and whether the student's safety and that of other students will not be affected by their enrollment. The decision of the Vice President of Academic Affairs or designee shall be final. Once a decision has been made, the student and his/her parent or guardian shall be informed of the decision. This determination may be done by applying one or more of the following criteria:~~
- ~~a review of the materials submitted by the student;~~
- ~~meeting with the student;~~
- ~~consideration of the welfare and safety of the student and other students;~~
- ~~consideration of local, state, and/or federal laws;~~
- ~~review of the content of the class in terms of sensitivity and possible effects on the student;~~
- ~~requirements for supervision of the student; and/or~~
- ~~location and/or meeting times of the class(es).~~

**~~Denial of Requests for Admission~~**
~~If the District denies a request for special part-time or special full-time enrollment for a student~~

~~who is identified as highly gifted, the District shall record and issue to the student its findings and the reason for denying the request in writing within 60 days.~~  *~~A recommendation regarding the request for admission, and the denial shall be submitted to the Board at a regularly scheduled meeting that falls at least 30 days after the request for admission has been submitted.~~*

**Apportionment**
The attendance of a student at a community college as a special part-time or special full-time student pursuant to this section is authorized attendance, for which the community college shall be credited or reimbursed pursuant to Education Code Sections 48802 and 76002.

Claims for state apportionment for K-12 students must meet all of the following criteria:
- The class is open to the general public
- The class is advertised as open to the general public in one or more of the following:
    - The college catalog
    - The regular schedule of classes
    - An ~~addenda~~ *addendum* to the catalog or schedule

If the decision to offer a class on a high school campus is made after publication of the District's regular schedule of classes, and the class is only advertised to the general public through electronic media, the class must be advertised for a minimum of 30 continuous days prior to the first meeting of the class.

If the class is offered on a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.

If the class is a physical education class, no more than 10 percent of the enrollment of the class may consist of special part-time or special full-time students.

**College and Career Access Pathways (CCAP)**
~~The governing board had adopted all the legal requirements of Education Code Section 76004 in order to participate in the College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college-bound or who are underrepresented in higher education. The goal of CCAP partnerships is to develop seamless pathways from high school to community college career technical education or preparation for transfer, improve high school graduation rates, and/or help high school pupils achieve college and career readiness.~~

~~The District may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts. As a condition of, and before adopting, a CCAP partnership agreement, the governing board of each district, at an open public meeting of that board, shall present the dual enrollment partnership agreement as an informational item. The governing board of each district, at a subsequent open public meeting of that board, shall take~~

comments from the public and approve or disapprove the proposed agreement.

The CCAP partnership agreement shall be filed with the office of the Chancellor of the California Community Colleges before the start of the CCAP partnership, and shall:
- outline the terms of the CCAP partnership and shall include, but not necessarily be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.
- establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses.
- identify a point of contact for the participating community college district and school district partner.
- certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code Section 87010, or any controlled substance offense as defined in Education Code Section 87011.
- certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.
- certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.
- include a certification by the participating community college district of all of the following:
  - A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus;
  - A community college course that is oversubscribed or has a waiting list shall not be offered in the CCAP partnership; and
  - Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code Section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.
- certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.

- o specify both of the following:
  - Which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and
  - Which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- o certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade-level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils or any other course opportunities that do not assist in the attainment of at least one of the following goals:
- developing seamless pathways from high school to community college for career technical education or preparation for transfer;
- improving high school graduation rates; or
- helping high school pupils achieve college and career readiness.

The District will not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.

A high school pupil enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Education Code Section 49011.

The District may assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending a middle college high school as described in Education Code Section 11300 and consistent with middle college high school provisions in Education Code Section 76001.

The District may limit enrollment in a community college course to eligible high school students solely if the course is offered at a high school campus *either in person or using an online platform,* during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement.

The District may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied:
- The units constitute no more than four community college courses per term;

***College and Career Access Pathways (CCAP)***
*The governing board had adopted all the legal requirements of Education Code Section 76004 in order to participate in the College and Career Access Pathways (CCAP) partnership with the governing board of a school district or a county office of education for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for*

*career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.*
*The District may enter into a CCAP partnership with a school district or county office of education partner that is governed by a CCAP partnership agreement approved by the governing boards of both partners. As a condition of adopting a CCAP partnership agreement, the governing board of each partner, shall do both of the following:*

- *For career technical education pathways to be provided under the partnership, consult with, and consider the input of, the appropriate local workforce development board to determine the extent to which the pathways are aligned with regional and statewide employment needs. The governing board of each partner shall have final decision-making authority regarding the career technical education pathways to be provided under the partnership; and*

- *Present, take comments from the public on, and approve or disapprove the dual enrollment partnership agreement at an open public meeting of the governing board of the district.*

*The CCAP partnership agreement shall be filed with the California Community Colleges Chancellor's Office and with the department before the start of the CCAP partnership, and shall:*
- *outline the terms of the CCAP partnership, and shall include, but not necessarily be limited to, the total number of high school pupils to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those pupils; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.*
- *establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The protocols shall only require a high school pupil participating in a CCAP partnership to submit one parental consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership.*
- *identify a point of contact for the participating community college district and school district or county office of education partner.*
- *certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code Section 87010 or any controlled substance offense as defined in Education Code Section 87011.*
- *certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.*
- *certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.*
- *include a plan by the participating community college district to ensure both of the*

*following:*
- *A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus; and*
- *Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code Section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.*

* *certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.*
- *specify both of the following:*
  - *Which partner will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and*
  - *Which partner will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.*
- *certify that any pretransfer-level course taught by community college faculty at a partnering high school campus shall be offered only to high school pupils who do not meet their grade level standard in mathematics, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district or county office of education, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative pretransfer course as an intervention in the pupil's junior or senior year to ensure that the pupil is prepared for college-level work upon graduation.*

*A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils or any other course opportunities that do not assist in the attainment of at least one of the following goals:*
- *developing seamless pathways from high school to community college for career technical education or preparation for transfer;*
- *improving high school graduation rates; or*
- *helping high school pupils achieve college and career readiness.*

*The District will not enter into a CCAP partnership with a school district or county office of education within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.*

*A high school pupil enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Education Code Section 49011.*

*The District may assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending a middle college high school as described in Education Code Section 11300 and consistent with middle college high school provisions in Education Code Section 76001. Units completed by a*

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*pupil pursuant to a CCAP agreement may count towards determining a pupil's registration priority for enrollment and course registration at a community college.*

*The District may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus, either in person or using an online platform, during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement.*

*The District may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied:*
- *The units constitute no more than four community college courses per term;*
- *The units are part of an academic program that is part of a CCAP partnership*
- *agreement established pursuant to this article; and*
- *The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.*

*The governing board of the District exempts special part-time students from the following fee requirements:*
- *Student representation fee (Education Code Section 76060.5)*
- *Nonresident tuition fee and corresponding permissible capital outlay fee or processing fee (Education Code Section 76140)*
- *Transcript fees (Education Code Section 76223)*
- *Course enrollment fees (Education Code Section 76300)*
- *Apprenticeship course fees (Education Code Section 76350)*
- *Child development center fees (Education Code Section 79121)*

*The District or county office of education shall not receive a state allowance or apportionment for an instructional activity for which the partner has been, or shall be, paid an allowance or apportionment.*

*The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Education Code Section 48802 or 76002, provided that no school district or county office of education has received reimbursement for the same instructional activity. For purposes of calculating classroom-based average daily attendance for classroom-based instruction apportionments, at least 80 percent (80%) of the instructional time offered by a charter school pursuant to an authorized CCAP partnership agreement shall be at the school site, and the charter school shall require the attendance of a pupil for a minimum of 50 percent (50%) of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Education Code Section 47612.5, if the pupil is also a special part-time student enrolled in a community college pursuant to this section and the pupil will receive academic credit upon satisfactory completion of enrolled courses.*

*For each CCAP partnership agreement entered into pursuant to this section, the district shall report annually to the California Community Colleges Chancellor's Office, the Legislature, the Director of Finance, and the Superintendent all of the following*

*information:*

- *The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.*
- *The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.*
- *The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.*
- *The total number of full-time equivalent students generated by CCAP partnership community college district participants.*
- *The total number of full-time equivalent students served online generated by CCAP partnership community college district participants.*

Wednesday, January 3, 2024

Dr. Minodora Moldoveanu
President, Academic Senate
Compton College

Dear Dr. Moldoveanu:

Below are my responses to the following Academic Senate – Summary of Decisions Made at the *November 16, 2023*, and *December 7, 2023*, Meetings:

## Academic Senate – Summary of Decisions Made at the November 16, 2023, Meeting

Other Items:

1. Academic Calendar Language – Remove "classified and" from the language: "The 4-day, 10-hour a day workweek for classified and administrative employees will begin *Monday, June 17, 2024 through Thursday, August 1, 2024*." Received, please note, the recommendation is outside the purview of the Academic Senate as stated in Board Policy 2520- Academic Senate.

## Academic Senate – Summary of Decisions Made at the December 7, 2023, Meeting

Curriculum Items:

1. Course Reviews, Changes, DE, and Articulation: BUS 101, BUS 102, BUS 111, BUS 120, BUS 121, CDEV 125, CDEV 152, CH 101, SOCI 207. *Accepted as presented.*
2. New Course: CIS 161, CIS 162, CIS 163, CIS 164, ENGL 101E. *Accepted as presented.*
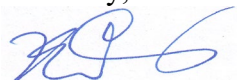
Other Items:

1. Retention and Persistence Plan. *Accepted as presented.*
2. Equivalency Applications for Ethnic Studies. *Received.* The hiring of Damien Montano as an adjunct will proceed and will not proceed for Michael Clark as an adjunct.
3. Ethnic Studies Job Description Review. *Received.* This items was forwarded to Human Resources to ensure the minimum qualifications are stated as described in the Minimum Qualifications for Faculty and Administrators in California Community Colleges, 18th edition.
4. Administrative Regulation 4105 – Distance Education. *Accepted with modified.* The definitions of "fully online" and "partially online" were moved under the definition

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were moved under the definition section in their entirety. The fragment "additionally, the review and approval of new and existing distance education courses" was removed. Lastly, the second occurrence of the "online course drop policy" was removed as it was identical to the first occurrence.

If you have any additional questions or comments, please contact me at 310-900-1600, ext. 2000, or via email at kcurry@compton.edu.

Sincerely,

Keith Curry
President/CEO

c. Vice Presidents, Academic Senate Executive Committee

March 4, 2024                                    Via Email

**Serving the Communities of**
**Compton, Lynwood, Paramount and**
**Willowbrook, as well as portions of**
**Athens, Bellflower, Carson, Downey,**
**Dominguez, Lakewood, Long Beach,**
**and South Gate**

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Vice-President

**JUANITA DOPLEMORE**
Clerk

**DR. SHARONI LITTLE**
Member

**SONIA LOPEZ**
Member

**KENDRA CARNES**
Student Trustee

**KEITH CURRY, Ed.D.**
President/CEO

Dr. Keith Curry
CEO/President
Compton College
1111 E. Artesia Blvd.
Compton, CA 90221

Dr. Curry,

The Facilities Committee reviewed AR 3320 and the December 21, 2023 request (attached) from the Holifield Family at a special meeting on February 13, 2024.

The Committee voted to recommend the following items be moved forward to Consultative Council for review:

1. With a donation of at least $4,600, approve replacing the current signage for the Holifield Library with "Emily B. Hart-Holifield Library" over the interior library entrance/exit. The name will remain in place until the Library is demolished and or repurposed. If approved, the new name will be updated on the Compton College website, the campus map, the campus directory, and all other print or digital references to the library.
2. Deny the request for an updated plaque "commemorating her life's work and acknowledgement of naming restoration". (FYI, the cost of a plaque depending on size runs about $5,000 with installation.)
3. Deny the request to rename the whole Library-Student Success Center building the "Emily B. Hart Holifield Library Student Success Center."
4. Deny the request for new outdoor signage.
5. The request for a new webpage is outside the purview of the Facilities Committee, and not covered under AR 3320

Respectfully,

Facilities Committee
Compton College

# ECONOMIC IMPACT STUDY

**LARC** LOS ANGELES REGIONAL CONSORTIUM

**19** Community Colleges.
**One** Mission.

## FY 2021-2022

### ▶ Regional Investment Analysis

| Regional Economic Analysis | Economic Analysis by College | Investment Analysis |

| **student perspective** | **taxpayer perspective** | **social perspective** |
|---|---|---|
| **$7.8B**<br>Benefit: higher future earnings for students | **$3.9B**<br>Benefit: future tax revenue, government savings | **$49.5B**<br>Benefit: growth in state economic base, future earnings, tax revenue, and private and social savings |
| **$1.1B**<br>Cost: tuition, supplies, opportunity costs | **$2.6B**<br>Cost: state and local funding | **$4.7B**<br>Cost: all college and student costs |
| **$6.9**<br>benefit to cost ratio for **students** | **$1.5**<br>benefit to cost ratio for **taxpayers** | **$10.5**<br>benefit to cost ratio for **society** |
| **22.9%**<br>Rate of return for **students** | **2.4%**<br>Rate of return for **taxpayers** | **N/A**<br>** The rate of return is not reported for the social perspective because the beneficiaries are not necessarily the same as the original investors. |

### ▶ College Investment Analysis

Select school

| Compton College ▼ |

| Students Total Benefits | $112.4M |
|---|---|
| Students Total Cost | $10.5M |
| Students Benefit to Co.. | $10.7 |
| Students Rate of Return | 26.7% |

| Taxpayer Total Benefits | $48.2M |
|---|---|
| Taxpayer Total Costs | $67.4M |
| Taxpayer Benefit to C.. | $0.7 |
| Taxpayer Rate of Retu.. | -1.2% |

| Social Total Benefits | $601.3M |
|---|---|
| Social Total Cost | $75.4M |
| Social Benefit to C.. | $8.0 |
| **N/A Rate of Return** | |

Compton College

LARC — LOS ANGELES REGIONAL CONSORTIUM

California Community Colleges

# The Economic Value of Compton College

*COVID-19 disclaimer: The data used to generate the findings within this report reflect extraordinary circumstances caused by the national COVID-19 Pandemic. From a financial perspective, the colleges may have seen an increase in expenditures related to quickly transitioning to online or hybrid education and spending on equipment and staff related to the health and welfare of faculty and students. One-time funding may have been received by the colleges through the CARES Act which included the Higher Education Emergency Relief Fund grant. Additionally, students were directly impacted over this period. Rapid changes in the modality of the colleges' programs can have an impact on students' persistence and completion rates. Changes in income and employment can have adverse effects on a student's ability to maintain enrollment or their choice to enroll in college. Childcare availability, health, and safety considerations may have also had adverse effects on enrollment. Lastly, a number of economic indicators used within this report may be reflective of broader changes to the economy during this time, such as unemployment rates and changes in wages.*
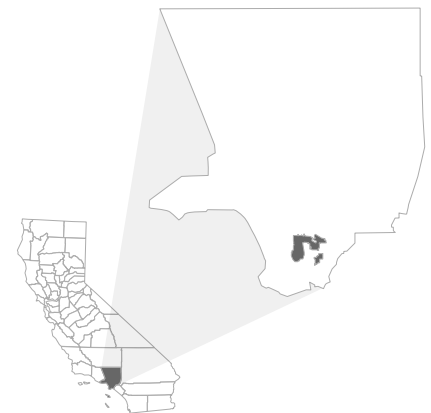


Compton College (Compton) creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups— students, taxpayers, and society. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits received by each of these groups. Results of the analysis reflect fiscal year (FY) 2021-22.

**The Compton Community College District Service Area, California**

## 🌐 Economic impact analysis

In FY 2021-22, Compton added **$200 million** in income to the Compton Community College District Service Area[*] economy, a value approximately equal to **1.0%** of the region's total gross regional product (GRP). Expressed in terms of jobs, Compton's impact supported **2,083 jobs**. For perspective, the activities of Compton and its students support **one out of every 76 jobs** in the Compton Community College District Service Area.

**Operations spending impact**

- Compton employed 383 full-time and part-time faculty and staff. Payroll amounted to $34.4 million, much of which was spent in the region for groceries, mortgage and rent payments, dining out, and other household expenses. The college spent another $20.6 million (excluding construction) on day-to-day expenses related to facilities, supplies, and professional services.

- The net impact of the college's operations spending added **$34.5 million** in income to the regional economy in FY 2021-22.

**Construction spending impact**

- Compton invests in construction each year to maintain its facilities, create additional capacities, and meet its growing educational demands, generating a short-term infusion of spending and jobs in the regional economy.

- The net impact of Compton's construction spending in FY 2021-22 was **$1.7 million** in added income for the Compton Community College District Service Area.

**Student spending impact**

- Some in-region students, referred to as retained students, would have left the Compton Community College District Service Area for other educational opportunities if not for Compton. These retained students spent money on groceries, mortgage and rent payments, and other living expenses at regional businesses.

- The expenditures of retained students in FY 2021-22 added **$1.3 million** in income to the Compton Community College District Service Area economy.

**Alumni impact**

- Over the years, students have studied at Compton and entered or re-entered the workforce with newly-acquired knowledge and skills. Today, thousands of these former students are employed in the Compton Community College District Service Area.

- The net impact of Compton's former students currently employed in the regional workforce amounted to **$162.5 million** in added income in FY 2021-22.

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[*] For the purposes of this analysis, the Compton Community College District Service Area is comprised of the following ZIP Codes in Los Angeles County: 90059, 90220, 90222, 90242, 90262, 90723, 90712, and 90746.

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**Impacts created by Compton in FY 2021-22**

**Operations spending impact**
**$34.5** million

**+**

**Construction spending impact**
**$1.7** million

**+**

**Student spending impact**
**$1.3** million

**+**

**Alumni impact**
**$162.5** million

🌐 **Total economic impact**
**$200.0** million

**OR**

**Jobs supported**
**2,083**
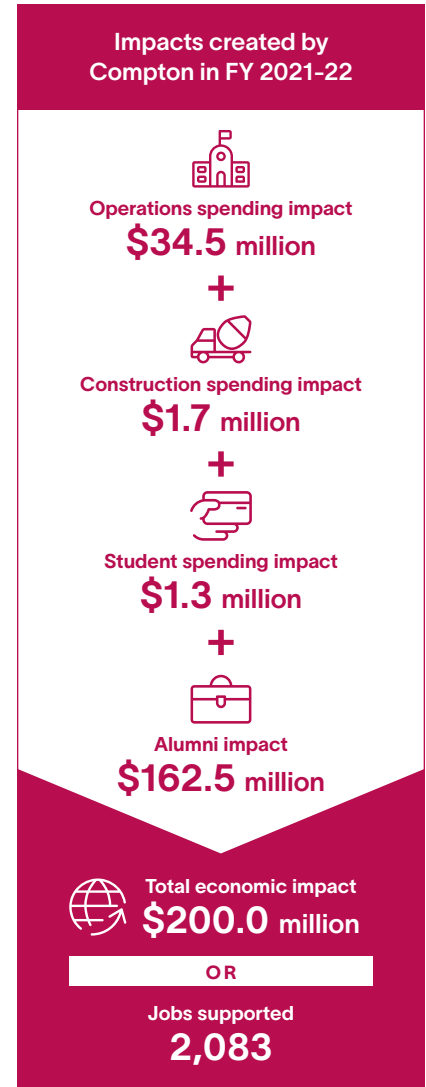
# ⚖ Investment analysis

## Student perspective

▪ Compton's FY 2021-22 students paid a present value of **$2.5 million** to cover the cost of tuition, fees, supplies, and interest on student loans. They also forwent **$8 million** in time and in money that they would have earned had they been working instead of attending college.

▪ In return for their investment, students will receive a cumulative present value of **$112.4 million** in increased earnings over their working lives. This translates to a return of **$10.70** in higher future earnings for every dollar students invest in their education. Students' average annual rate of return is **26.7%**.

## Taxpayer perspective

▪ Taxpayers provided Compton with **$67.4 million** of funding in FY 2021-22. In return, they will benefit from added tax revenue, stemming from students' higher lifetime earnings and increased business output, amounting to **$40.1 million**. A reduced demand for government-funded services in California will add another **$8.1 million** in benefits to taxpayers.

▪ Total taxpayer benefits amount to **$48.2 million**, the present value sum of the added tax revenue and public sector savings.

## Social perspective

▪ In FY 2021-22, California invested **$75.4 million** to support Compton. In turn, the California economy will grow by **$590 million**, over the course of students' working lives. Society will also benefit from **$11.3 million** of public and private sector savings.

▪ For every dollar invested in Compton in FY 2021-22, people in California will receive **$8.00** in return, for as long as Compton's FY 2021-22 students remain active in the state workforce.

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**Students see a high rate of return for their investment in Compton**

Average annual return for Compton students
**26.7%**

Stock market 30-year average annual return
9.6%

Interest earned on savings account (national deposit cap)
0.4%

Source: Forbes' S&P 500, 1992-2021. FDIC.gov, 2-2022.

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### For every $1...

**Students** gain in lifetime earnings
**$10.70**

**Society** gains in added income and social savings
**$8.00**

### In total...

**Taxpayers** gain in added tax revenue and public sector savings
**$48.2** million

# The Economic Value of Compton College

**C**OMPTON COLLEGE (Compton) creates value in many ways. The college plays a key role in helping students increase their employability and achieve their individual potential. The college retains students in the region, generating new dollars and opportunities for the Compton Community College District Service Area.[*] Compton provides students with the education, training, and skills they need to have fulfilling and prosperous careers. Furthermore, Compton is a place for students to meet new people, increase their self-confidence, and promote their overall health and well-being.

Compton influences both the lives of its students and the regional economy. The college supports a variety of industries in the Compton Community College District Service Area, serves regional businesses, and benefits society as a whole in California from an expanded economy and improved quality of life. Additionally, the benefits created by Compton extend to the state and local government through increased tax revenues and public sector savings.

This study measures the economic impacts created by Compton on the business community and the benefits the college generates in return for the investments made by its key stakeholder groups—students, taxpayers, and society. The following two analyses are presented:

### Economic impact analysis

### Investment analysis

All results reflect employee, student, and financial data, provided by the college, for fiscal year (FY) 2021-22. Impacts on the Compton Community College District Service Area economy are reported under the economic impact analysis and are measured in terms of added income. The returns on investment to students, taxpayers, and society in California are reported under the investment analysis.

**The Compton Community College District Service Area, California**

Compton influences both the **lives of its students** and the **regional economy**.

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[*] For the purposes of this analysis, the Compton Community College District Service Area is comprised of the following ZIP Codes in Los Angeles County: 90059, 90220, 90222, 90242, 90262, 90723, 90712, and 90746.

# Economic impact analysis

Compton promotes economic growth in the Compton Community College District Service Area through its direct expenditures and the resulting expenditures of students and regional businesses. The college serves as an employer and buyer of goods and services for its day-to-day and construction operations. The college's activities retain students in the Compton Community College District Service Area, whose expenditures benefit regional vendors. In addition, Compton is one of the primary sources of higher education to the Compton Community College District Service Area residents and a supplier of trained workers to regional industries, enhancing overall productivity in the regional workforce.

## Operations spending impact

Compton adds economic value to the Compton Community College District Service Area as an employer of regional residents and a large-scale buyer of goods and services. In FY 2021-22, the college employed 383 full-time and part-time faculty and staff, 27% of whom lived in the Compton Community College District Service Area. Total payroll at Compton was $34.4 million, much of which was spent in the region for groceries, mortgage and rent payments, dining out, and other household expenses. In addition, the college spent $20.6 million (excluding construction) on day-to-day expenses related to facilities, supplies, and professional services.

Compton's day-to-day operations spending added $34.5 million in income to the region during the analysis year. This figure represents the college's payroll, the multiplier effects generated by the in-region spending of the college and its employees, and a downward adjustment to account for funding that the college received from regional sources. The $34.5 million in added income is equivalent to supporting 380 jobs in the region.

## Construction spending impact

Compton invests in construction each year to maintain its facilities, create additional capacities, and meet its growing educational demands. While the amount varies from year to year, these quick infusions of income and jobs have a substantial impact on the regional economy. In FY 2021-22, Compton's construction spending generated $1.7 million in added income, which is equivalent to supporting 22 jobs.

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**Impacts created by Compton in FY 2021-22**

Operations spending impact
**$34.5** million

+

Construction spending impact
**$1.7** million

+

Student spending impact
**$1.3** million

+

Alumni impact
**$162.5** million

Total economic impact
**$200.0** million

OR

Jobs supported
**2,083**

## Student spending impact

Some in-region students, referred to as retained students, would have left the Compton Community College District Service Area if not for the existence of Compton. While attending the college, these retained students spent money on groceries, accommodation, transportation, and other household expenses. This spending generated $1.3 million in added income for the regional economy in FY 2021-22, which supported 17 jobs in the Compton Community College District Service Area.

## Alumni impact

The education and training Compton provides for regional residents has the greatest impact. Since the establishment of the college, students have studied at Compton and entered the regional workforce with greater knowledge and new skills. Today, thousands of former Compton students are employed in the Compton Community College District Service Area. As a result of their education from Compton, the students receive higher earnings and increase the productivity of the businesses that employ them. In FY 2021-22, Compton alumni generated $162.5 million in added income for the regional economy, which is equivalent to supporting 1,664 jobs.

## Total impact

Compton added $200 million in income to the Compton Community College District Service Area economy during the analysis year, equal to the sum of the operations and construction spending impacts, the student spending impact, and the alumni impact. For context, the $200 million impact was equal to approximately 1.0% of the total gross regional product (GRP) of the Compton Community College District Service Area.

Compton's total impact can also be expressed in terms of jobs supported. The $200 million impact supported 2,083 regional jobs, using the jobs-to-sales ratios specific to each industry in the region. This means that one out of every 76 jobs in the Compton Community College District Service Area is supported by the activities of Compton and its students. In addition, the $200 million, or 2,083 supported jobs, stemmed from different industry sectors. For instance, among non-education industry sectors, the spending of Compton and its students and the activities of its alumni in the Health Care & Social Assistance industry sector supported 378 jobs in FY 2021-22. If the college did not exist, these impacts would not have been generated in the Compton Community College District Service Area.

**Compton impacts by industry (jobs supported)**

378
Health Care & Social Assistance

221
Retail Trade

128
Other Services (except Public Administration)

103
Professional & Technical Services

102
Manufacturing

**One out of every 76 jobs** in the Compton Community College District Service Area is supported by the activities of Compton and its students.

# Investment analysis

An investment analysis evaluates the costs associated with a proposed venture against its expected benefits. The analysis presented here evaluates Compton as an investment from the perspectives of students, taxpayers, and society in California.

## Student perspective

In FY 2021-22, Compton served 5,932 credit and 100 non-credit students. In order to attend the college, the students paid for tuition, fees, books, and supplies. They also took out loans and will incur interest on those loans. Additionally, students gave up money they would have otherwise earned had they been working instead of attending college. The total investment made by Compton's students in FY 2021-22 amounted to a present value of $10.5 million, equal to $2.5 million in out-of-pocket expenses (including future principal and interest on student loans) and $8 million in forgone time and money.

In return for their investment, Compton's students will receive a stream of higher future earnings that will continue to grow throughout their working lives. For example, the average Compton associate degree graduate from FY 2021-22 will see annual earnings that are $10,000 higher than a person with a high school diploma or equivalent working in California. Over a working lifetime, the benefits of the associate degree over a high school diploma will amount to an undiscounted value of $440 thousand in higher earnings per graduate. The present value of the cumulative higher future earnings that Compton's FY 2021-22 students will receive over their working careers is $112.4 million.

The students' benefit-cost ratio is 10.7. In other words, for every dollar students invest in Compton in the form of out-of-pocket expenses and forgone time and money, they will receive a cumulative value of $10.70 in higher future earnings. Annually, the students' investment in Compton has an average annual internal rate of return of 26.7%, which is impressive compared to the U.S. stock market's 30-year average rate of return of 9.6%.

**Students see a high rate of return for their investment in Compton**

Average annual return for Compton students
**26.7%**

Stock market 30-year average annual return
9.6%

Interest earned on savings account (national deposit cap)
0.4%

Source: Forbes' S&P 500, 1992-2021. FDIC.gov, 2-2022.

The average associate degree graduate from Compton will see an increase in earnings of **$10,000** each year compared to a person with a high school diploma or equivalent working in California.

< High school — $25,800
High school — $31,900
Certificate — $35,700
Associate — **$41,900**
Bachelor's — $63,200
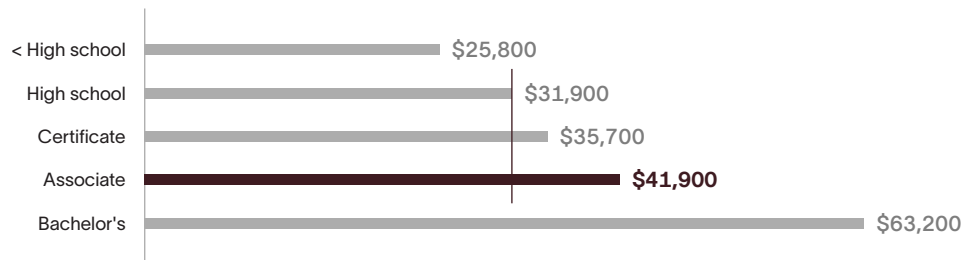
Source: Lightcast employment data.

## Taxpayer perspective

Taxpayers invested $67.4 million in the college in FY 2021-2022, equal to the amount of state and local government funding. In return, the college generates substantial benefits for taxpayers. These benefits to taxpayers consist primarily of taxes that the state and local government will collect from the added revenue created in the state. As Compton students will earn more, they will make higher tax payments throughout their working lives. Students' employers will also make higher tax payments as they increase their output and purchases of goods and services. By the end of the FY 2021-22 students' working lives, the state and local government will have collected a present value of $40.1 million in added taxes.

Benefits to taxpayers will also consist of savings generated by the improved lifestyles of Compton students and the corresponding reduced government services. Education is statistically correlated with a variety of lifestyle changes. The education that Compton students receive will generate savings in three main categories: 1) healthcare, 2) justice system, and 3) income assistance. Improved health will lower students' demand for national health care services. In addition, costs related to the justice system will decrease. Compton students will be more employable, so their reduced demand for income assistance such as welfare and unemployment benefits will benefit taxpayers. For a list of study references, contact the college for a copy of the main report. Altogether, the present value of the benefits associated with an education from Compton will generate $8.1 million in savings to state and local taxpayers. Total taxpayer benefits amount to $48.2 million, the present value sum of the added tax revenue and public sector savings.

> Total taxpayer benefits amount to **$48.2 million**, the present value sum of the added tax revenue and public sector savings.

## Social perspective

Society as a whole in California benefits from the presence of Compton in two major ways. Primarily, society benefits from an increased economic base in the state. This is attributed to the added income from students' increased lifetime earnings (added student income) and increased business output (added business income), which raise economic prosperity in California.

Benefits to society also consist of the savings generated by the improved lifestyles of Compton students. As discussed in the previous section, education is statistically correlated with a variety of lifestyle changes that generate social savings. Note that these costs are avoided by the consumers but are distinct from the costs avoided by the taxpayers outlined above. Healthcare savings include avoided medical costs associated with smoking, alcohol dependence, obesity, drug abuse, and depression. Justice system savings include avoided costs to the government and society due to less judicial activity. Income assistance savings include reduced welfare and unemployment claims. For a list of study references, contact the college for a copy of the main report.

**Social benefits in California from Compton**

Added student income
**$411.9 million**

Added income from college activities
**$29.8 million**

$601.3 million
Total benefits to society

Added business income
**$148.3 million**

Social savings
**$11.3 million**
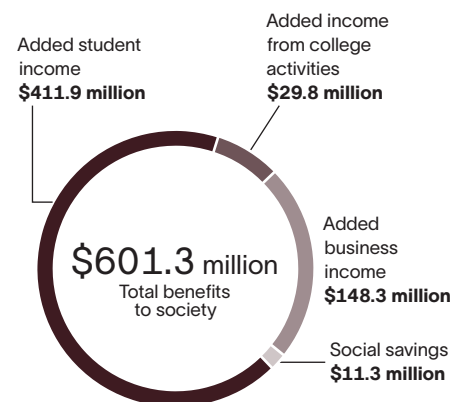
Source: Lightcast impact model.

Altogether, the social benefits of Compton equal a present value of $601.3 million. These benefits include $411.9 million in added student income, $148.3 million in added business income, $29.8 million in added income from college activities, as well as $11.3 million in social savings related to health, the justice system, and income assistance in California. People in California invested a present value total of $75.4 million in Compton in FY 2021-22. The cost includes all the college and student costs.

The benefit-cost ratio for society is 8.0, equal to the $601.3 million in benefits divided by the $75.4 million in costs. In other words, for every dollar invested in Compton, people in California will receive a cumulative value of $8.00 in benefits. The benefits of this investment will occur for as long as Compton's FY 2021-22 students remain employed in the state workforce.

## Summary of investment analysis results

The results of the analysis demonstrate that Compton is a strong investment for students and society. As shown, students receive a great return for their investments in a Compton education. From the taxpayers' perspective, the benefits generated by the college and its students recover a significant portion of the costs borne by taxpayers and create a wide range of social benefits throughout California. The results of the analysis demonstrate that Compton is a strong investment for all three major stakeholder groups—students, taxpayers, and society. As shown, students receive a great return for their investments in an education from Compton. At the same time, taxpayers' investment in Compton returns more to government budgets than it costs and creates a wide range of social benefits throughout California.



### Student perspective

Present value benefits
**$112.4** million

Present value costs
**$10.5** million

Net present value
**$101.8** million

| Benefit-cost ratio | Rate of return |
|---|---|
| 10.7 | 26.7% |

### Taxpayer perspective

Present value benefits
**$48.2** million

### Social perspective

Present value benefits
**$601.3** million

Present value costs
**$75.4** million

Net present value
**$525.9** million

| Benefit-cost ratio | Rate of return |
|---|---|
| 8.0 | n/a* |

* The rate of return is not reported for the social perspective because the beneficiaries are not necessarily the same as the original investors.

# Conclusion

The results of this study demonstrate that Compton creates value from multiple perspectives. The college benefits regional businesses by increasing consumer spending in the region and supplying a steady flow of qualified, trained workers to the workforce. Compton enriches the lives of students by raising their lifetime earnings and helping them achieve their individual potential. The college benefits state and local taxpayers through increased tax receipts and a reduced demand for government-supported social services. Finally, Compton benefits society as a whole in California by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of students.
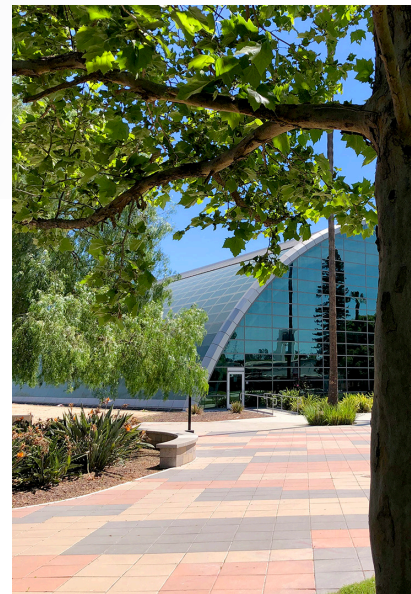
## About the study

Data and assumptions used in the study are based on several sources, including the FY 2021-22 academic and financial reports from Compton, industry and employment data from the U.S. Bureau of Labor Statistics and U.S. Census Bureau, outputs of Lightcast's Multi-Regional Social Accounting Matrix model, and a variety of studies and surveys relating education to social behavior. The study applies a conservative methodology and follows standard practice using only the most recognized indicators of economic impact and investment effectiveness. For a full description of the data and approach used in the study, please contact the college for a copy of the main report.

> The results of this study demonstrate that Compton creates value from **multiple perspectives.**

## Lightcast

Lightcast provides colleges and universities with labor market data that help create better outcomes for students, businesses, and communities. Our data, which cover more than 99% of the U.S. workforce, are compiled from a wide variety of government sources, job postings, and online profiles and résumés. Hundreds of institutions use Lightcast to align programs with regional needs, drive enrollment, connect students with in-demand careers, track their alumni's employment outcomes, and demonstrate their institution's economic impact on their region. Visit lightcast.io/solutions/education to learn more or connect with us.

# The economic value of Compton College

ANALYSIS OF THE ECONOMIC IMPACT
AND RETURN ON INVESTMENT OF EDUCATION

Lightcast

# Lightcast & Community Colleges

**20+** years working with higher education institutions

**3,000+** economic impact studies completed

**2M** students used Lightcast's career pathways tool in 2020

**7 of 10** 2021 Aspen Prize finalists received Lightcast economic impact studies

**10 of 10** 2021 Aspen Prize finalists are Lightcast customers

What is an
# ECONOMIC IMPACT ANALYSIS?
Measures how an event or institution affects the local economy

What is an
# INVESTMENT ANALYSIS?
A comparison of the costs and benefits to determine the return on investment

# About the Compton Community College District Service Area

## AVERAGE EARNINGS BY EDUCATION LEVEL

| Education Level | Average Earnings |
|---|---|
| < HS | $23,800 |
| HS | $29,300 |
| Certificate | $32,900 |
| Associate | $38,500 |
| Bachelor's | $58,100 |
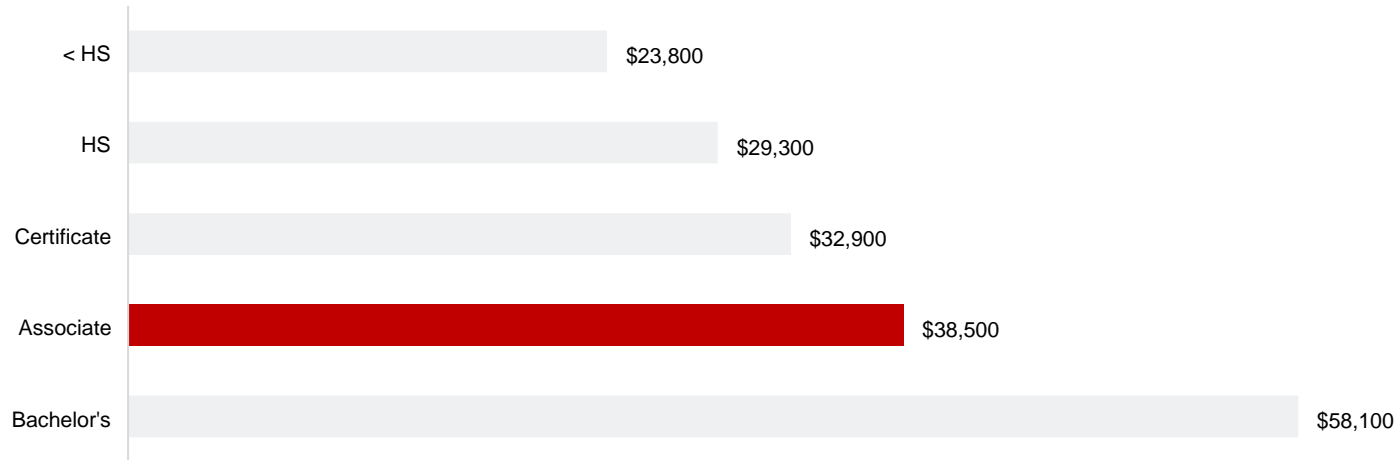
$20 billion
Total Gross Regional Product (GRP)
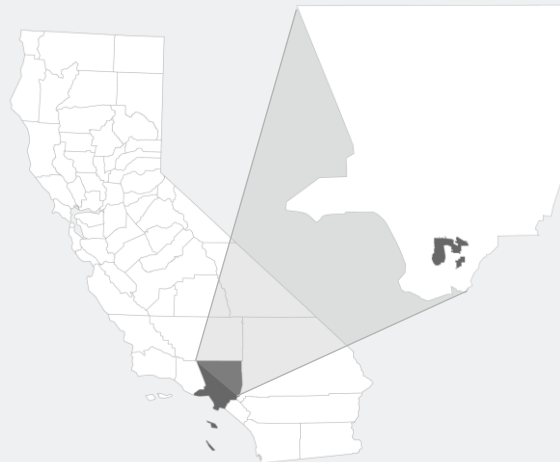
157,560
Total Jobs

# Compton in FY 2021-22

**5,932**

Credit students served

**100**

Non-credit students served

**$34.4 million**

Total payroll/benefits

**383**

Employees

**$956.4 thousand**

Total tuition revenue

**47%**

Students from outside the region
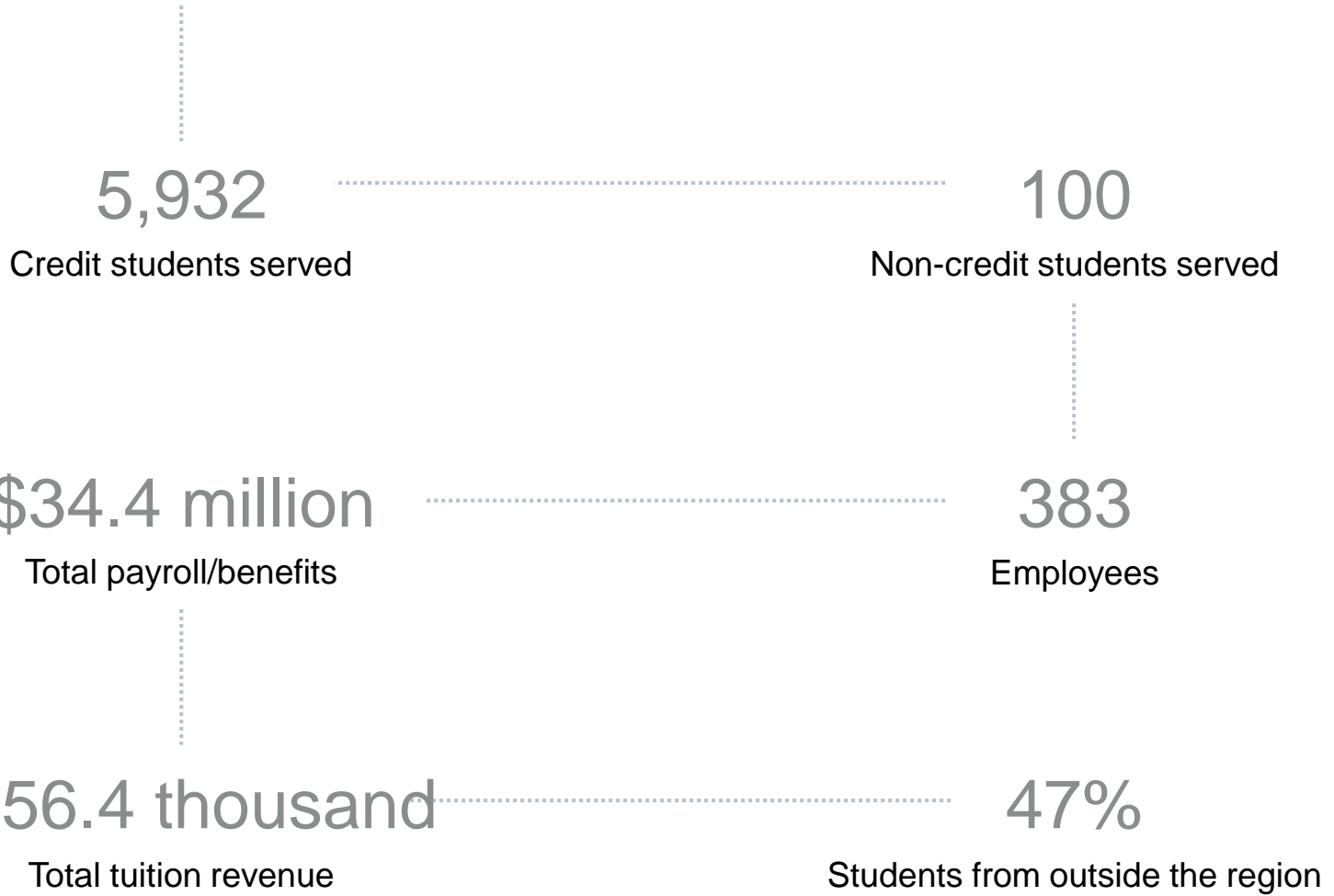
# Overview of results

**$200 million**

Total income added to the region

**1.0%**

Of region's GRP

**2,083**

Total jobs supported in the region

**10.7**

Benefit-cost ratio for students

**8.0**

Benefit-cost ratio for society

# ECONOMIC IMPACT ANALYSIS

## Student Spending Impact

*Relocated/retained student spending + ripple effects*

**$1.3 million**

Added regional income

O R

**17**

Jobs supported in the region

## Alumni Impact

*Higher alumni earnings and increased business profit + ripple effects*

**$162.5 million**

Added regional income

O R

**1,664**

Jobs supported in the region

All results measured in income, not sales. Results are net of counterfactual scenarios.

# Total Impact

**$200 million**
Total income added
in the region

O R

**1.0%**
Of region's GRP

**2,083**
Total jobs supported
in the region

O R

**1** out of **76** jobs in the region

Impacts by industry (jobs supported)



Health Care & Social
Assistance
378

Retail Trade
221

Other Services
(except Public
Administration)
128

Professional &
Technical Services
103

Manufacturing
102

All Other Industries
1,150
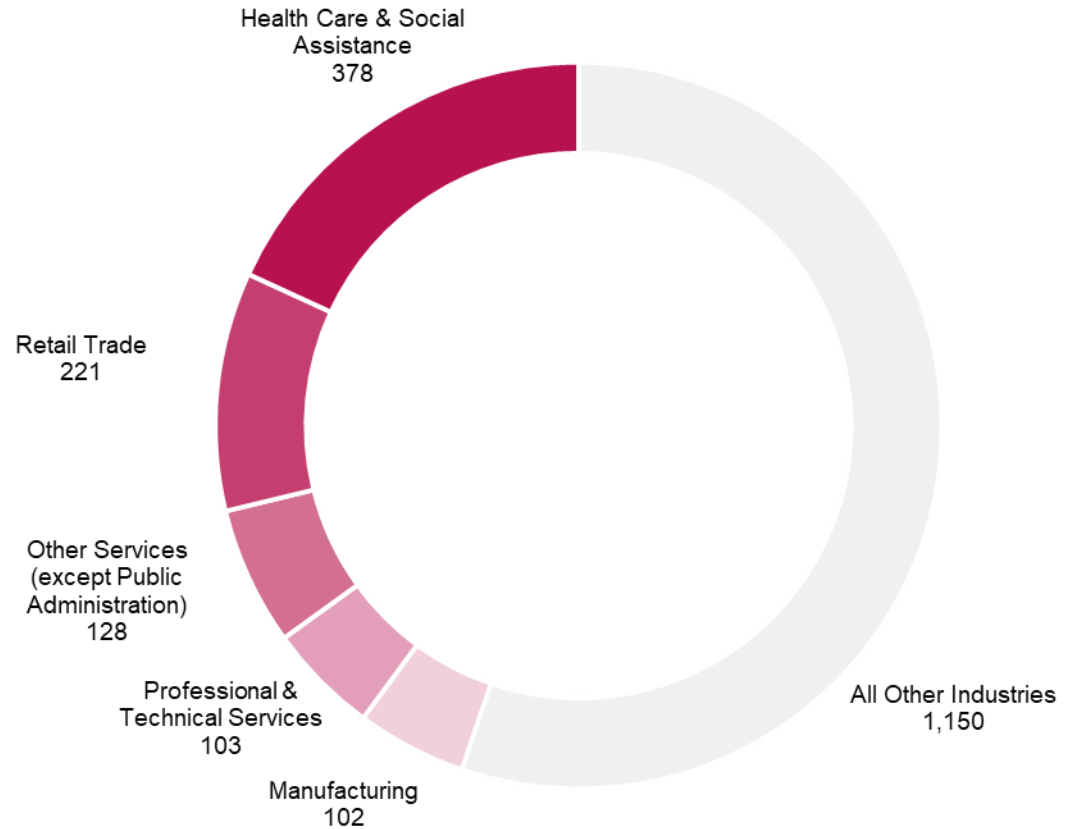
# INVESTMENT ANALYSIS

## Student Perspective

### $112.4 million
*Benefit: Higher future earnings*

### $10.5 million
*Cost: Tuition, supplies, opportunity cost*

**10.7**
Benefit/cost ratio

**26.7%**
Rate of return

## Taxpayer Perspective

### $48.2 million
*Benefit: Future tax revenue, government savings*

### $67.4 million
*Cost: State and local funding*

## Social Perspective

### $601.3 million
*Benefit: Growth in state economic base, future earnings, tax revenue, and private and social savings*

### $75.4 million
*Cost: All college and student costs*

**8.0**
Benefit/cost ratio

**n/a***
Rate of return

Future benefits are discounted to the present.
* The rate of return is not reported for the social perspective because the beneficiaries are not necessarily the same as the original investors.

# Next Steps

Send the executive summary to **state legislators**.

Share industry impacts with **local business partners**.

Share results with **state & local media**.

Use **social media** to broadcast student returns to prospective students and parents.

Use campus fliers, newsletters, & websites to **publish results**.

Leverage impacts for **proposals, grant writing, & strategic planning**.
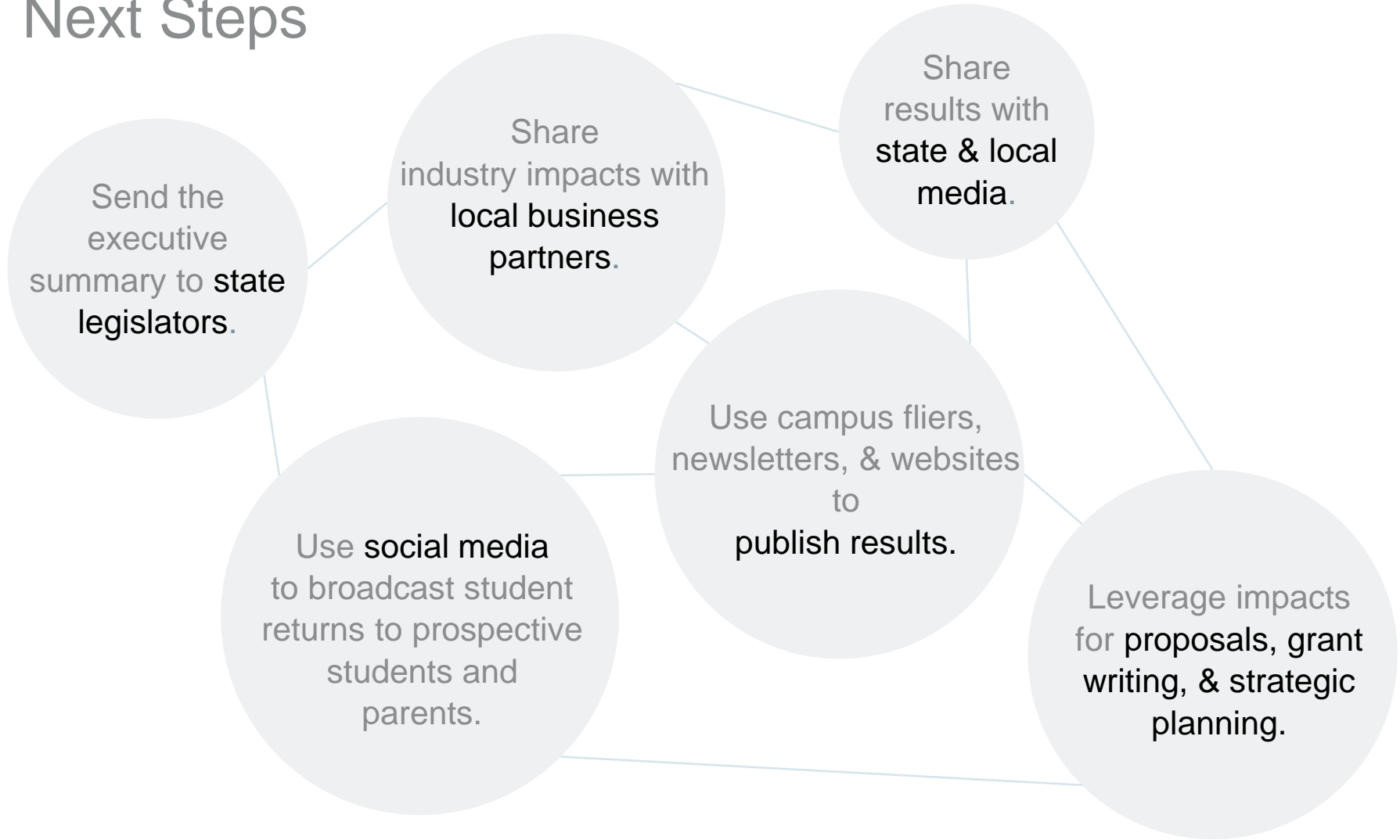
| **HOW CAN LIGHTCAST HELP?** | Lightcast's press packet | Ongoing presentations from your Lightcast economist | Email/call us anytime |

# Share your results

Combine your results with other institutional highlights to create a fact sheet.

Create a web page that includes written highlights, animations, and videos.

Include your results in your periodic publications.
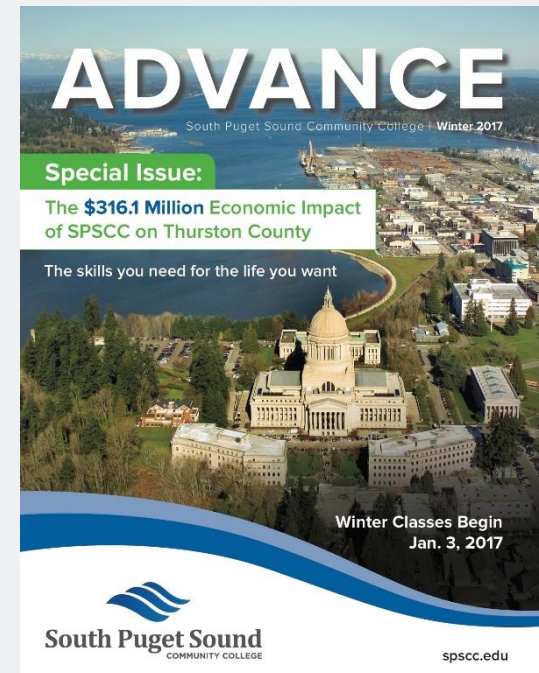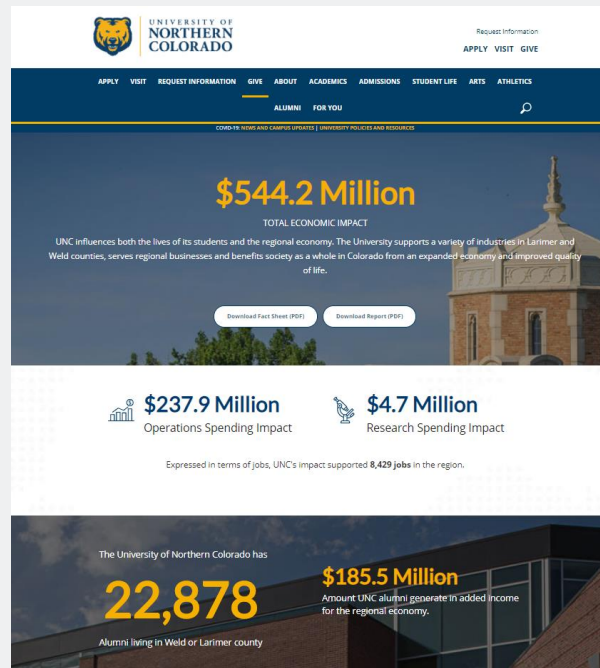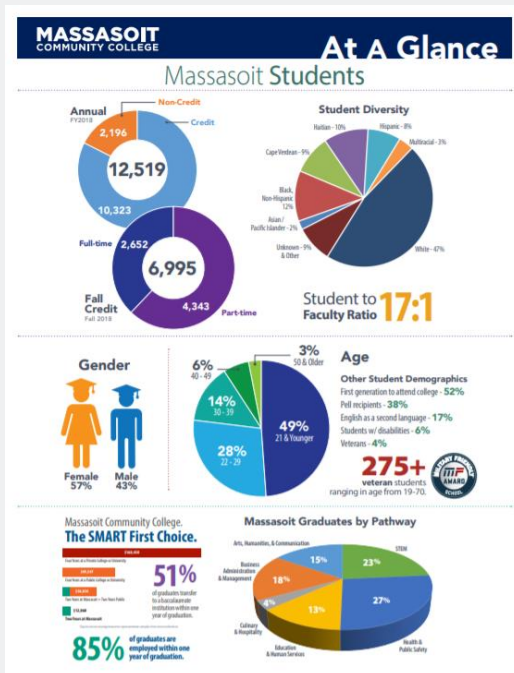
# Share your results

Create a press release or hold a press conference to share results with your state and local media.

Use social media to share your investment results with prospective students.

Use your study to help secure additional funding.

The results of this study
were prepared by



For a copy of the report, please contact Compton.