



COMPTON COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN 2020-2023

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Plan Component 1: Introduction

Compton Community College District continues to encourage a welcoming work environment that fosters and celebrates diversity which promotes and rewards employee excellence. This Equal Employment Opportunity Plan illustrates the District's commitment to diversity, equity, inclusion, cultural competency and equal employment opportunity.

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. This plan is intended to assist with this important conversation of inclusion and equity.

Our vision is to provide a supportive learning environment enriched by diversity, which promotes personal and professional success, leadership, innovation, responsibility, and a sense of community through the principles and practice of Equal Employment Opportunity.

Sincerely,



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

Plan Component 2: Definitions

(a) *Adverse Impact*. “Adverse impact” means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission’s “Uniform Guidelines on Employee Selection Procedures”) is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

(b) *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 does mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

(c) *Equal Employment Opportunity*. “Equal employment opportunity” means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004 (a). Ensuring equal employment opportunity also involves creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by this subchapter.

(d) *Equal Employment Opportunity Plan*. An “equal employment opportunity plan” is a written document in which a District’s work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

(e) *Equal Employment Opportunity Programs*. “Equal employment opportunity programs means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.

(f)(1) *Ethnic Minorities*. “Ethnic minorities” means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos/Latinx.

(f)(2) *Ethnic Group Identification*. “Ethnic group identification” means an individual’s identification in one or more of the ethnic groups reported to the President/Chief Executive Officer pursuant to section 53004. These groups shall be more specifically defined by the President/Chief Executive Officer consistent with state and federal law.

(g) *Goals for Persons with Disabilities*. “Goals for persons with disabilities” means a statement that the District will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for the group by a target date established by taking into account the expected turnover in the work force and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not “quotas” or rigid proportions.

(h) *In-house or Promotional Only Hiring.* “In-house or promotional only” hiring means that only existing District employees are allowed to apply for a position.

(i) *Monitored Group.* “Monitored group” means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

(j) *Person with a Disability.* “Person with a disability” means any person who (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person’s major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is “limited” if the condition makes the achievement of the major life activity difficult.

(k) *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.

(l) *Reasonable Accommodation.* “Reasonable accommodation” means 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.

(m) *Screening or Selection Procedure.* “Screening or selection procedure” means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, education, and work experience requirements, interviews, and review of application forms.

(n) *Significantly Underrepresented Group.* “Significantly underrepresented group” means any monitored group for which the percentage of persons from that group employed by the District in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

(o) *Target Date.* “Target date” means a point in time by which the District plans to meet an established goal for persons with disabilities and thereby achieve projected representation in that particular job category.

(p) *Timetable.* “Timetable” means a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.

Plan Component 3: EEO & Nondiscrimination in Employment Policy Statement

The Compton Community College District (CCCD) is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity.

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, 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 and veteran status, or because he/she is 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 3410 – Nondiscrimination, Board Policy 3430 – Prohibition of Harassment).

The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal opportunity principles that conform to federal and state laws.

Plan Component 4: Delegation of Responsibility, Authority & Compliance

[Reference – Title 5, Section 53003(c)(1) and 53020]

It is the policy of the CCCD 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 proper implementation of the District's Plan at all levels of District and college operation, and for ensuring equal employment opportunity as described in the Plan.

2. 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 and direct the publication of an annual report on Plan implementation. The President/Chief Executive Officer shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. Equal Employment Opportunity Officer

The District has designated the Director of Diversity, Compliance, and Title IX as its Equal Opportunity Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the Equal Employment Opportunity Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The Director of Diversity, Compliance, and Title IX is responsible for administering, implementing and monitoring the Plan and for 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 and for ensuring that applicant pools and selection procedures are properly monitored.

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 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 its Plan.

Plan Component 5: EEO Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee (“Advisory Committee”) to assist the District in implementing 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, trainings, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity.

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 appointed by the President/CEO, and the EEO Officer.

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

Plan Component 6: Complaints

[Reference – Title 5, Section 53026]

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

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated:

Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation.

Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.

Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the Chancellor's Office, the decision of the District in complaints pursuant to Section 53026 is final.

Complaints Alleging Unlawful Discrimination or Harassment (section 59300)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The EEO Officer is responsible for receiving such complaints and for coordinating their investigation.

Plan Component 7: Notification of EEO Plan & Policy

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 Policy Statement and the Plan. The policy statement will be printed in the college catalogs and class schedules. 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 Plan will be available on the District's website, and when appropriate, may be distributed by e-mail. The Human Resources Department will provide all new employees with a copy of the Board of Trustees' Equal Employment Opportunity Policy Statement.

The Human Resources Department will distribute an annual written notice summarizing the provisions of the District's Equal Employment Opportunity Plan and emphasize the importance of the employee's participation and responsibility in ensuring the Plan's implementation. The notice will also indicate where locations of copies of the Plan are available.

Plan Component 8: Recruitment, Screening & Selection

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.

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. The Office of Human Resources shall also promote job announcements on listservs that target equity-minded professionals, as well as Black/African American and Latinx affinity organizations.

The District's Office of Human Resources shall conduct applicant pool reviews and take appropriate action as necessary consistent with all of the requirements set forth in Section 53023 of Title 5 of the California Code of Regulations.

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:

- Provided to the President/Chief Executive Officer upon request;
- 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;
- Based solely on job-related criteria; and
- 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 does occur for any specific group.

Plan Component 9: Screening/Selection Committee

Whenever possible, screening/selection committee's membership shall bring a variety of perspectives to the assessment of applicants' qualifications. Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel, shall receive appropriate EEO training on the following:

- The requirements of Title 5 of the California Code of Regulations, Section 5300 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 serving in the above capacities will be required to participate in a recruitment training session each time he or she is appointed a screening/selection committee. This 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 10: Reasonable Accommodation for Persons with Disabilities

The District shall ensure, through the District's Office of Human Resources, that applicants and employees with disabilities are provided with reasonable accommodations consistent with the requirements set forth in Section 53025 of Title 5 of the California Code of Regulations and all applicable federal, state, and local laws.

Plan Component 11: Annual Written Notice to Appropriate Community-Based & Professional Organizations

The EEO Officer or designee will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan and shall solicit their assistance in identifying qualified candidates. The notice shall include

- A summary of the Plan;
- The internet address where the District advertises its job openings; and
- Names, departments, and phone numbers of individuals to contact regarding employment information.

The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, especially for underrepresented populations. A list of organizations, which will receive this notice is attached to the Plan (*Appendix A*). This list may be revised from time to time as necessary.

Plan Component 12: Analysis of District Workforce and Applicant Pool

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 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 California Community College Chancellor's Office, in a manner prescribed by the Chancellor, this data for employees of the District. Each employee shall be reported so that he or she may be identified as belonging to one of the following seven job categories:

- 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

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 gender, ethnic group identification and, if applicable, his or her disability. A person may designate multiple ethnic groups with which he or she identifies 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.

At least once every 3 years, but more often if deemed necessary by the Vice President of Human Resources or his/her 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 regarding 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, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; 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 13: Measures to Address Underrepresentation

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 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 group;
- 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 disaggregation of data by race a standard operating practice for 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.
- 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.
- Consider the implementation of additional measures designed to promote diversity that are reasonable calculated to address the area of specific need.

For purposes of this section, “a reasonable period of time” means three years, or such longer period 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, provided that such actions are consistent with the requirements of all applicable laws.

Plan Component 14: Developing & Maintaining Institutional Commitment to Diversity

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

Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the District will implement a diversity program. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a well-planned, well-funded, and supported diversity program by the leadership of the District can be of great value.

The District will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural proficiency, learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student population. In implementing a diversity program, the District shall do the following:

- 1) Ensure diversity goals and objectives outlined in the [Compton College 2024 Human Resources Staffing Plan](#) is reviewed, implemented, and evaluated;
- 2) Conduct campus climate studies to identify barriers;
- 3) Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications;
- 4) Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties;
- 5) Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image;
- 6) Offer a series of EEO/diversity workshops in conjunction with staff development programs;
- 7) Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity and diversity efforts;
- 8) Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on District's website. The website will also list contact persons for further information on all of these topics;
- 9) Promote various cultural celebrations on campus;
- 10) Establish a partnership with the USC Race and Equity Center to develop the Compton College Faculty Preparation Academy. Through the Compton College Faculty Preparation Academy, Compton College will provide professional development opportunities to former Compton College students who are interested in teaching at a California Community College;

- 11) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees;
- 12) Through the District's publications and website, convey the District's diversity and commitment to equal employment opportunity;
- 13) Through the District's mission statement, convey the District's commitment to diversity and inclusion and its commitment to a diverse and inclusive workforce that promotes the District educational goals and values;
- 14) Working with the USC Center for Urban Education, revise the faculty and administrative selection procedures. Through the District's hiring procedures, require that applicants for all positions are required to demonstrate sensitivity to and understanding of the diverse academic socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position;
- 15) Through District staff members, serve as resources, consultants, mentors and and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement;
- 16) Build partnerships with local graduate programs that prioritize racial equity in their curriculum;
- 17) Maintain updated curricula, test, and/or course descriptions to expand the global perspective of the particular courses, readings, or discipline;
- 18) Address issues of inclusion/exclusion in a transparent and collaborative fashion; and
- 19) Attempt to gather information from applicants who decline job offers to find out why, record this information, and utilize it.

Plan Component 15: Annual Certification to Chancellor's Office

Annually the District shall certify to the State Chancellor's Office that it has complied in a timely fashion with each of the following requirements of Title 5:

- 1) Recorded, reviewed, and reported required data regarding qualified applicant pools;
- 2) Reviewed and updated, as needed, the strategies component of the District's EEO Plan, and
- 3) Investigated and appropriately responded to formal harassment and discrimination complaints filed pursuant to Title 5 (commencing with Section 59300).

Appendix A: EEO Plan Annual Distribution List

Center for Asian Americans United for Self-Empowerment
260 South Los Robles Ave. #115
Pasadena, CA 91101
626-356-9838

Compton Branch National Association for the Advancement of Colored People
1701 East Alondra Blvd.
Compton, CA 90221
P.O. Box 731
Compton, CA 90223
310-763-2572

Mexican American Legal Defense & Education Fund
634 S. Spring Street
Los Angeles, CA 90013
213-629-2512

Office of Samoan Affairs
454 East Carson Plaza Drive
Carson, CA 90746
310-538-0555

Southern California Regional Occupation Center
2300 Crenshaw Blvd.
Torrance, CA 90501
310-224-4200

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

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

National Association for Equal Justice in America (NAEJA)
P.O. Box 663
Compton, CA 90223
310-918-4047

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

California Community Colleges Registry
registry@yosemite.edu

Appendix B: Compton College Employee Analysis Report 2020



Fall 2015 – Fall 2019

Introduction

This report provides an analysis of the trends in employment demographics at Compton College between Fall 2015 and Fall 2019. Results are discussed in terms of employee classification, gender, ethnic group, and age group. In addition to the trend analyses, the report provides a detailed examination of the Fall 2019 composition of staff. California Community Colleges Chancellor's Office (CCCCO) Management Information Systems (MIS) data was used to produce information for this report. CCCCCO MIS data is provided according to the following employee groups:

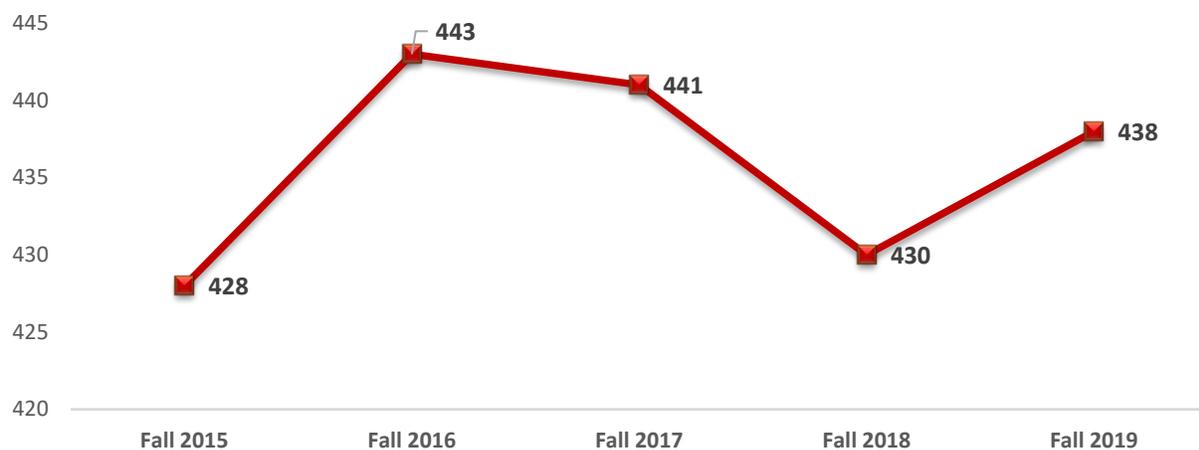
- 1) Educational Administrator
- 2) Full-Time Faculty and Other Instructional Staff ("Academic, Tenured/Tenure Track"; includes instructors, counselors and librarians)
- 3) Part-Time/Temporary Faculty and Other Instructional Staff ("Academic, Temporary")
- 4) Classified Staff

The Appendix provides tables showing the number and percentage of employees, categorized by different demographic variables, across the five Fall terms (Fall 2015 through Fall 2019).

Compton College Employee Population & Classification

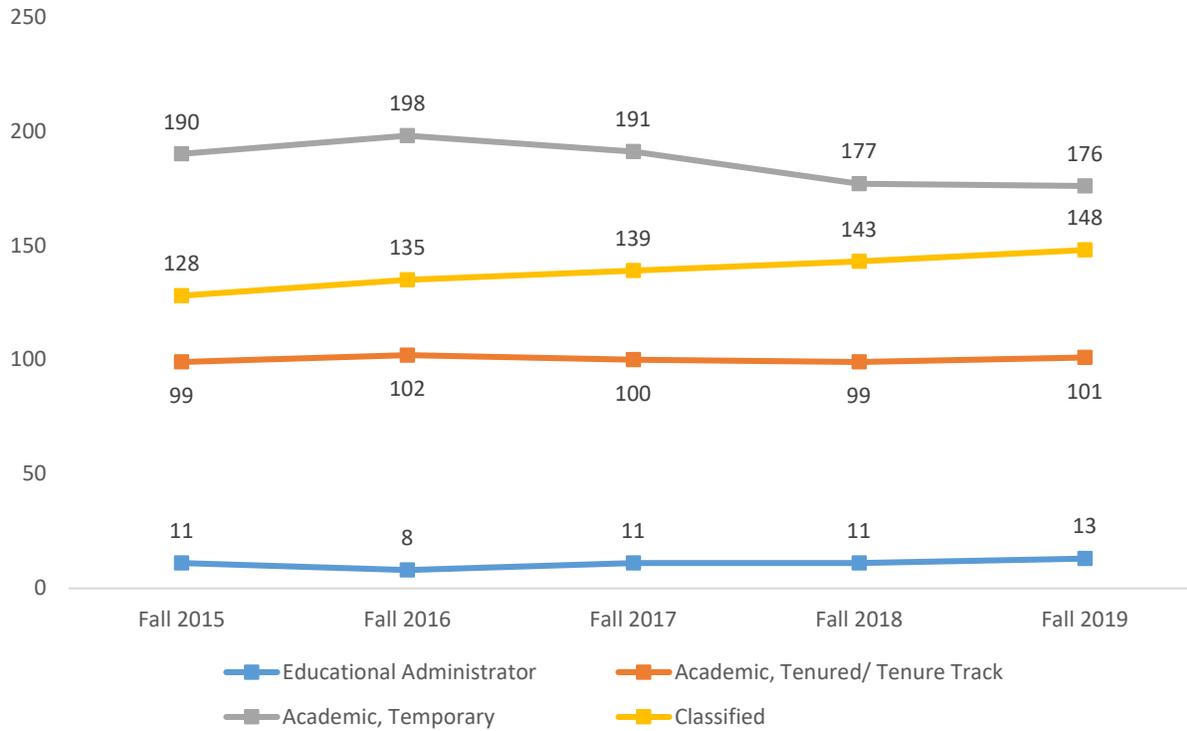
There was a total of 438 employees in Fall 2019, a slight increase compared to Fall 2018 (see Figure 1).

Figure 1. Trend in Total Number of Compton College Employees



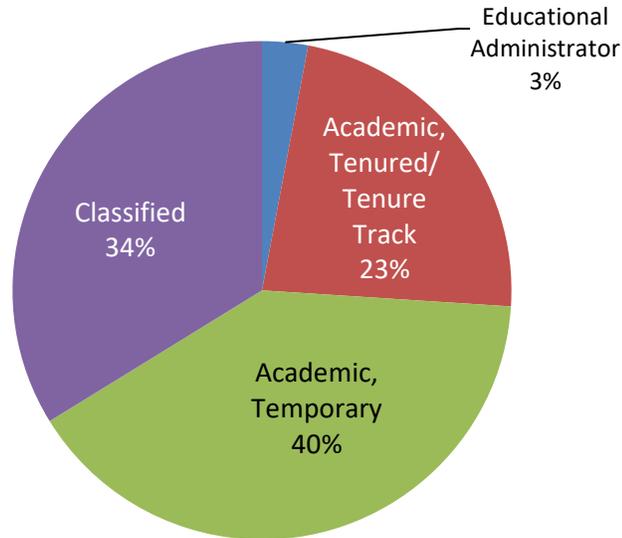
The largest employee group at Compton College is the “Academic, Temporary” category (i.e., part-time faculty). The next-largest group is classified staff, followed by the “Academic, Tenured/Tenure Track” category (i.e., full-time faculty and other instructional staff). Educational administrators make up the smallest group of employees. The trend in distribution of employee groups indicates that the number of employees within each group has been relatively stable over the past five years (see Figure 2).

Figure 2. Trends in Distribution of Compton College Employee Groups



As shown in Figure 3, part-time faculty and full-time faculty comprised approximately two-thirds of the Compton College employees in Fall 2019 (63%), followed by classified staff (34%) and educational administrators (3%).

Figure 3. Fall 2019 Compton College Employee Population by Employee Group



Gender Distribution of Compton College Employees

There is a higher percentage of female employees compared to male employees. As shown in Figure 4, there has been a steady decrease in the number of female employees, while the number of male employees has increased this year. In Fall 2019, 51% of Compton College employees were female, and 47% of employees were male (see Figure 5).

Figure 4. Trend in Gender Distribution of Compton College Employees

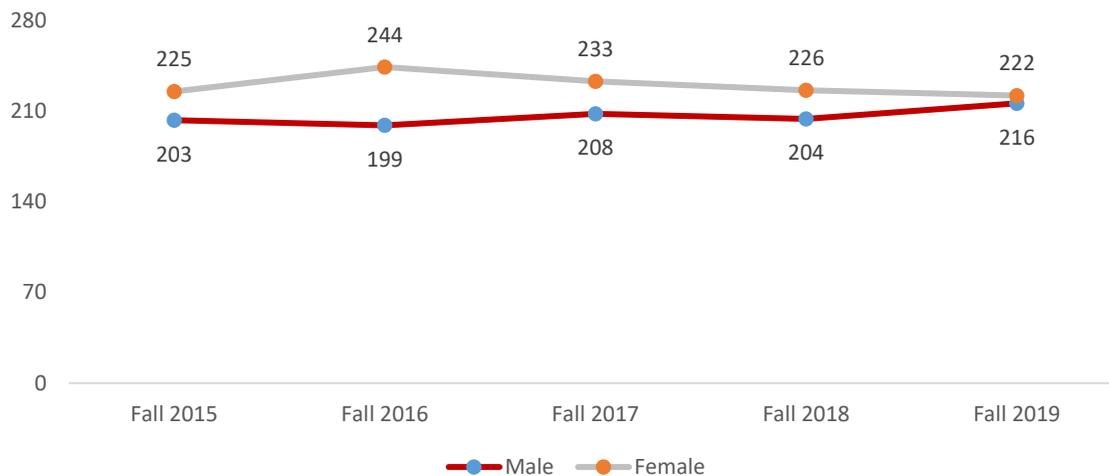
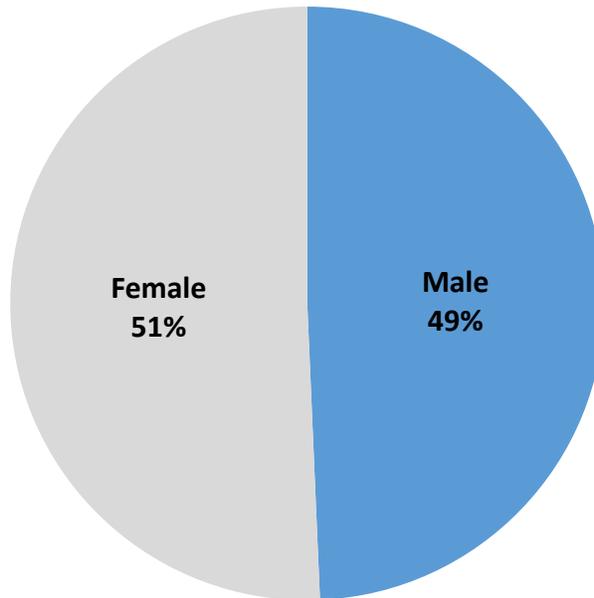
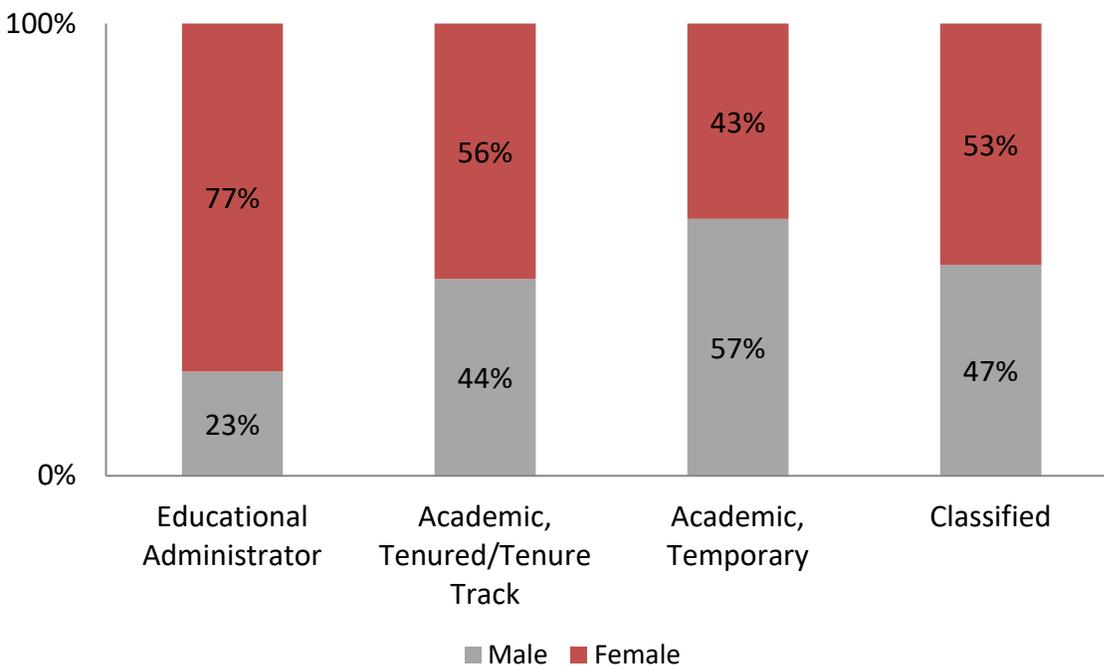


Figure 5. Fall 2019 Gender Distribution of Compton College Employees



As shown in Figure 6, the gender distribution for most employee groups reflects the proportions seen in the overall workforce. In Fall 2019, there were more female employees among administrators (77%), full-time faculty (56%), and classified staff (53%). However, there were fewer female employees among part-time faculty (43%).

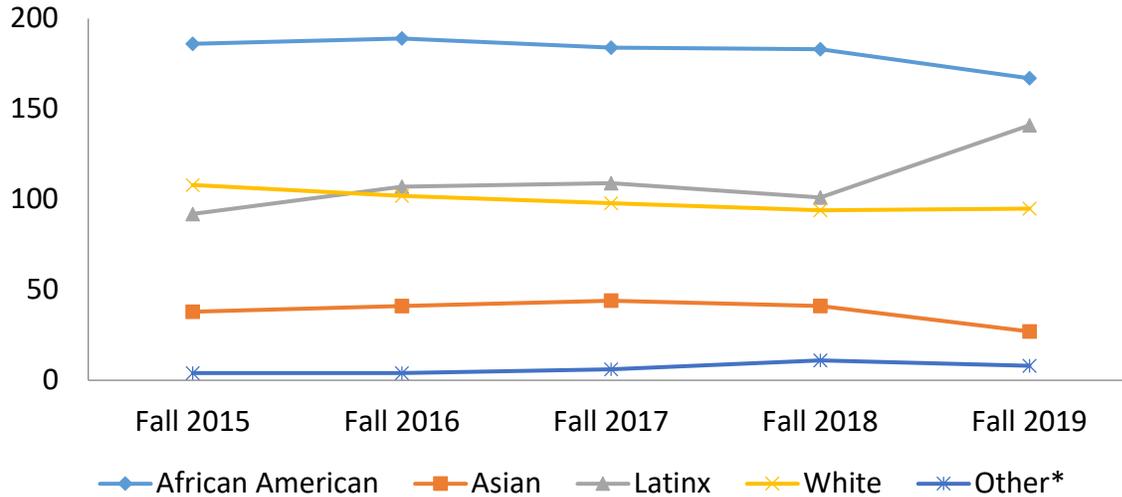
Figure 6. Fall 2019 Gender Distribution by Employee Group



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 five fall terms. African American or Black employees were the largest ethnic group of employees, followed by Latinx employees and white employees. There has been an increase of Latinx employees in recent terms (see Figure 7).

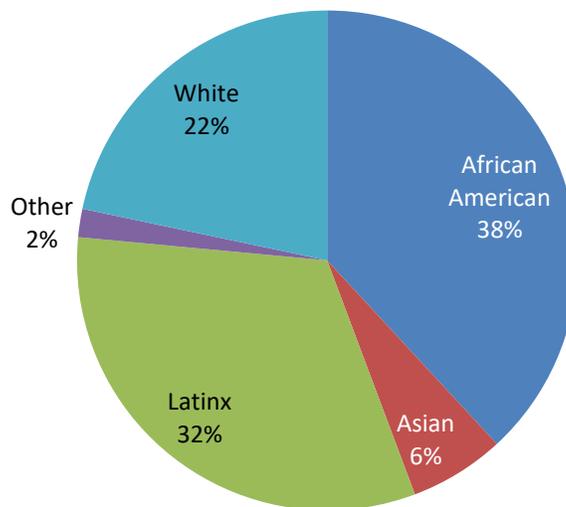
Figure 7. Trend in Ethnic Group Distribution of Compton College Employees



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

In Fall 2019, 38% of Compton College employees were African American; 32% were Latinx; 22% were White (non-Hispanic); 6% were Asian; and 2% were other ethnicities (see Figure 8).

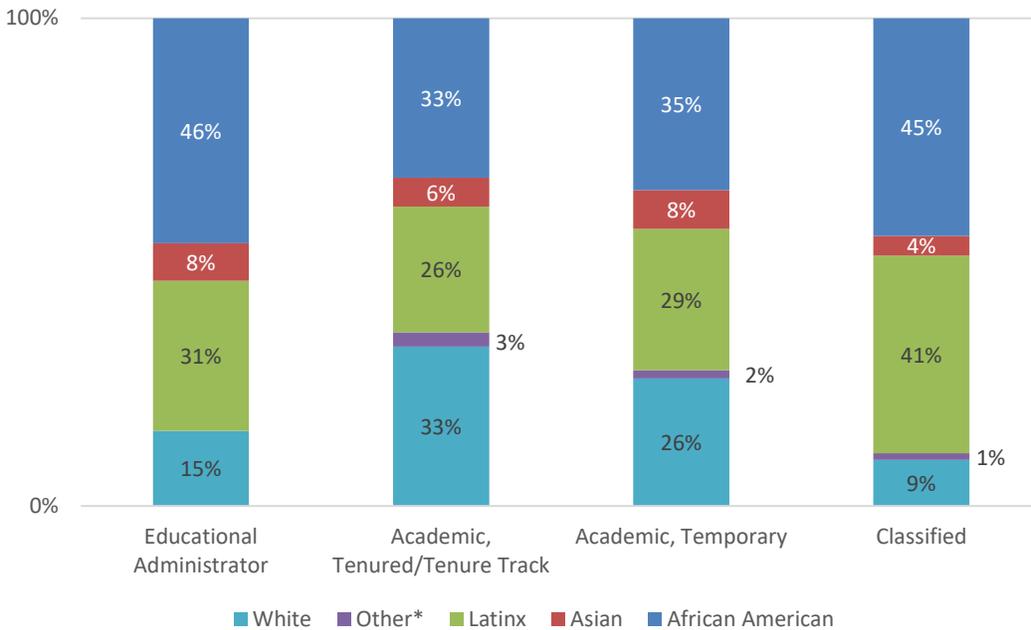
Figure 8. Fall 2019 Ethnic Group Distribution of Compton College Employees



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

As shown in Figure 9, African American or black employees do comprise the largest ethnic group for each employee classification. The proportion of each ethnic group tends to differ from the overall proportions for fall 2019, and this difference varies by employment category.

Figure 9. Fall 2019 Ethnic Group Distribution by Employee Group



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

Age Distribution of Compton College Employees

Compton College has mostly consisted of employees within the 35- to 64-year-old age groups since Fall 2015 (see Figure 10).

Figure 10. Trend in Age Distribution of Compton College Employees

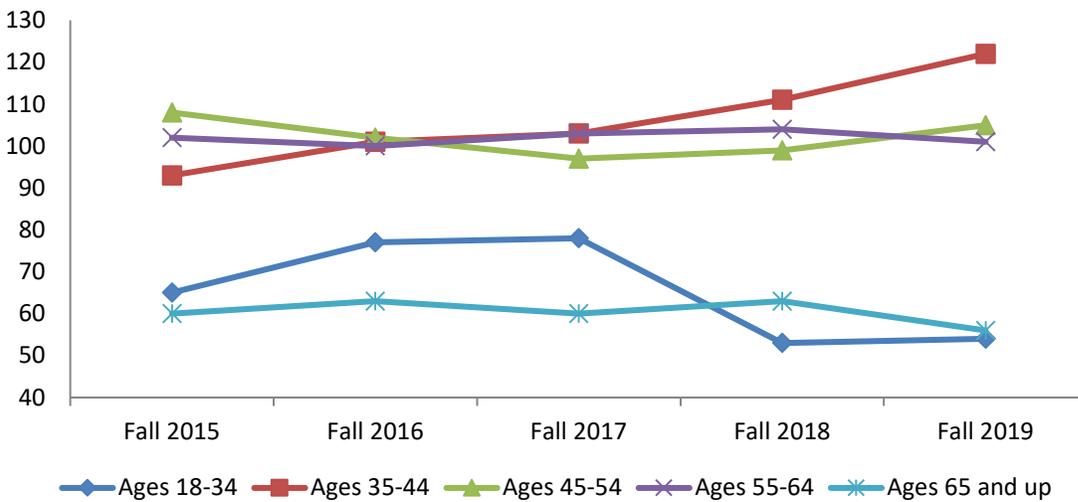
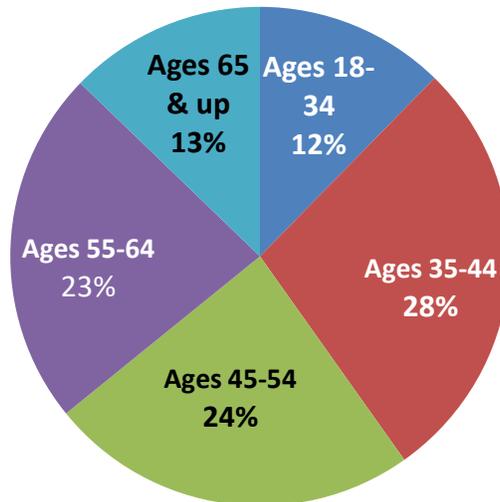


Figure 11 shows the distribution of employee age groups during the Fall 2019 term. Most employees are between 35 and 64 years of age, collectively representing 73% of Compton

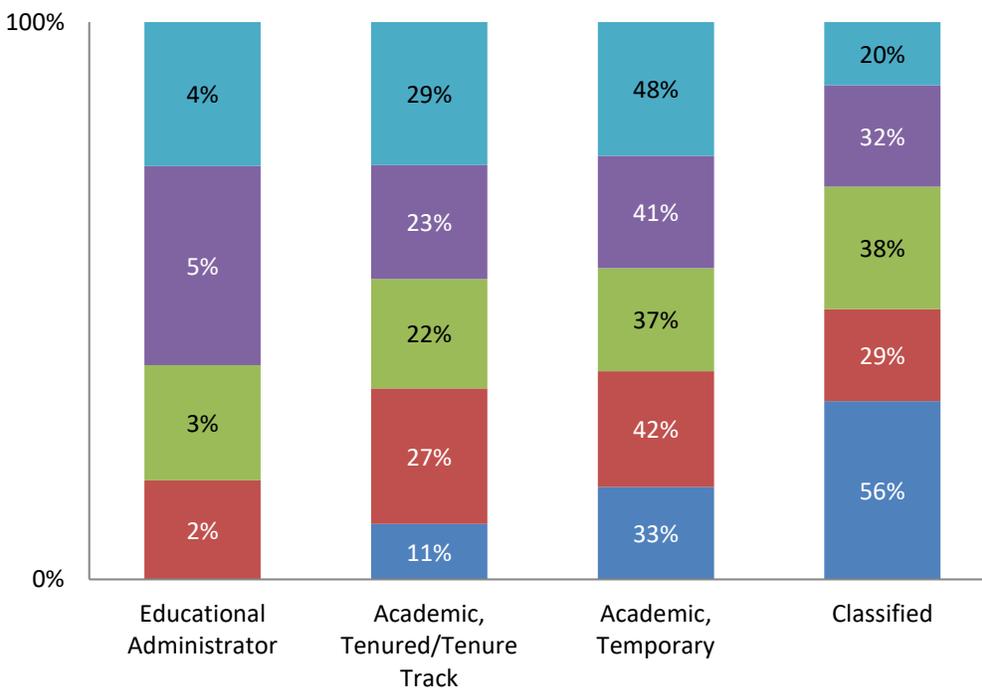
College's employee population. Each of these age groups (i.e., 35-44, 45-54, and 55-64) are relatively evenly distributed in comparison to each other.

Figure 11. Fall 2019 Age Distribution of Compton College Employees



Although the overall proportions of age groups are closely reflected in some employment categories (e.g., classified staff), there are certain employment categories with disproportionate representation of the listed age groups (see Figure 12).

Figure 12. Fall 2019 Age Distribution by Employee Group



Conclusion

Compton College has experienced steady growth in its employee population since fall 2015. In fall 2019, about two-thirds of the employee population were part-time faculty or full-time faculty, and part-time faculty consistently comprised the largest employee group over the past five years.

Over the past five years, three-quarters of the Compton College employees have been represented by non-white ethnic groups. African American or black employees consistently comprise the largest group, while Latinx employees are the second-largest group. This ethnicity breakdown differs from the student makeup, as a majority of the Compton College students are Latinx, with the second largest group being African American or black.

Appendix: Employee Demographic Trends, 2015 – 2019

Table 1. Compton Employee Trend by Employee Group

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%	n	%
Educational Administrator	11	3%	8	2%	11	2%	11	3%	13	3%
Academic, Tenured/Tenure Track	99	23%	102	23%	100	23%	99	23%	101	23%
Academic, Temporary	190	44%	198	45%	191	43%	177	41%	176	40%
Classified	128	30%	135	30%	139	32%	143	33%	148	34%
Total	428		443		441		430		438	

Table 2. Trend in Gender Distribution of Compton Employees

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Male	203	199	208	204	216
Female	225	244	233	226	222
Total	428	443	441	430	438

Table 3. Trend in Ethnic Group Distribution of Compton Employees

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	43%	43%	42%	43%	38%
Asian	9%	9%	10%	10%	6%
Latinx	21%	24%	25%	23%	32%
White Non-Hispanic	25%	23%	22%	22%	22%
Other*	1%	1%	1%	3%	2%

Table 4. Trend in Age Group Distribution of Compton Employees

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Ages 18-34	15%	17%	18%	12%	12%
Ages 35-44	22%	23%	23%	26%	28%
Ages 45-54	25%	23%	22%	23%	24%
Ages 55-64	24%	23%	23%	24%	23%
Ages 65 and up	14%	14%	14%	15%	13%