



COMPTON COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN 2016 – 2019

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 practices of Equal Employment Opportunity.

Sincerely,



Keith Curry
Chief Executive Officer

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.

(2) *Ethnic Group Identification*. “Ethnic group identification” means an individual’s identification in one or more of the ethnic groups reported to the CEO pursuant to section 53004. These groups shall be more specifically defined by the CEO 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 CEO 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 questions.

(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 particular job category.

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

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 BP 3410 - Nondiscrimination, BP 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.

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. Chief Executive Officer

The Board of Trustees delegates to the CEO the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The CEO 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 CEO shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. Equal Employment Opportunity Officer

The District has designated the Vice President of Human Resources 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 Equal Employment Officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The Equal Employment Opportunity Officer is also responsible for receiving complaints and for ensuring that applicant pools and selection procedures are properly monitored.

4. Equal Employment Opportunity Advisory Committee

The District will establish an Equal Employment Opportunity Advisory Committee to act as an advisory body to the Equal Employment Opportunity Officer and District as a whole 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.

EEO Advisory Committee

The District has established a District Equal Employment Opportunity 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 5300 et.seq.;
- Identification and elimination of bias in hiring
- 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 Classified Employees Union, two (2) administrators, one (1) confidential employee, and the EEO Officer.

The Advisory Committee shall hold a minimum of one (1) meeting per academic year, with additional meetings if needed to review equal employment opportunity and diversity efforts, programs, policies, and progress. When appropriate, the Advisory Committee shall make recommendations to the, CEO.

Complaints [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.

Notification of EEO Plan & Policy

The commitment of the Board of Trustees and the CEO 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 CEO, Administrators/Managers, the Academic Senate and Bargaining Unit representatives, and members of the CCD 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 along with where locations of copies of the Plan are available.

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 and set qualifications for employment consistent with all the requirements set forth in Section 53022 of Title 5 of the California Code of Regulations.

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 CEO 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 monitored group.

Screening/Selection Committee

Whenever possible, screening/selection committees shall include a diverse membership which will 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;
- 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 to 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.

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 accommodation 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.

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 diverse qualified candidates. The notice will include a summary of the Plan. The notice will also include the internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain 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.

Data Collection & Analysis

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 Chancellor, in a manner prescribed by the Chancellor, 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 determined as 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.

El Camino College Compton Center

ECC Compton Center Employee Analysis Report

Introduction

This report provides an analysis of the trend in employees at El Camino College (ECC) Compton Center between Fall 2011 and Fall 2015 by the following demographic variables: gender, ethnic group, and age group. In addition to the trend analysis, the report provides recent (Fall 2015) composition of existing staff in each of the following employee groups:

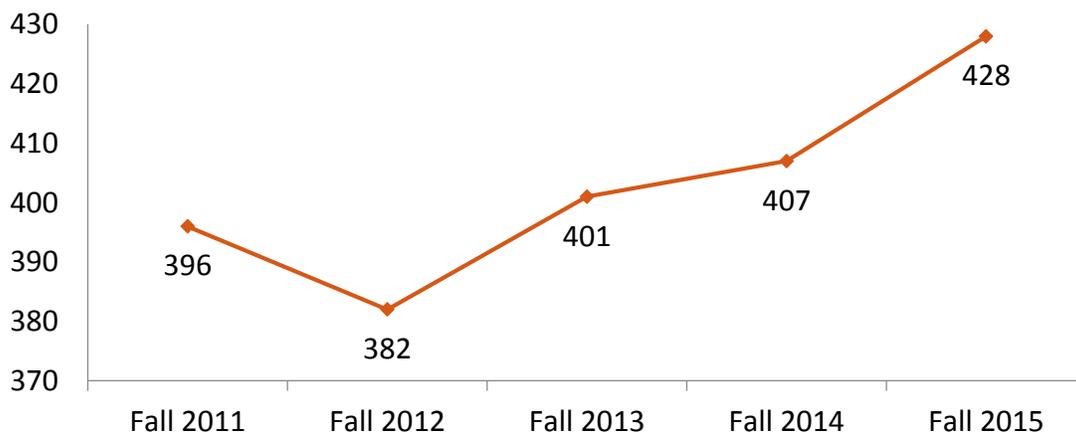
- 1) Educational Administrator
- 2) Full-Time Faculty and Other Instructional Staff (or Academic, Tenured/Tenure Track; Academic staff includes instructors, counselors and librarians)
- 3) Part-Time/Temporary Faculty and Other Instructional Staff (or Academic, Temporary)
- 4) Classified Staff

California Community Colleges Chancellor's Office MIS data was used to produce data for this report. The Appendix provides tables showing changes in the number and percentage of employees by the different demographic variables across the five Fall terms.

ECC Compton Center Employee Population & Classification

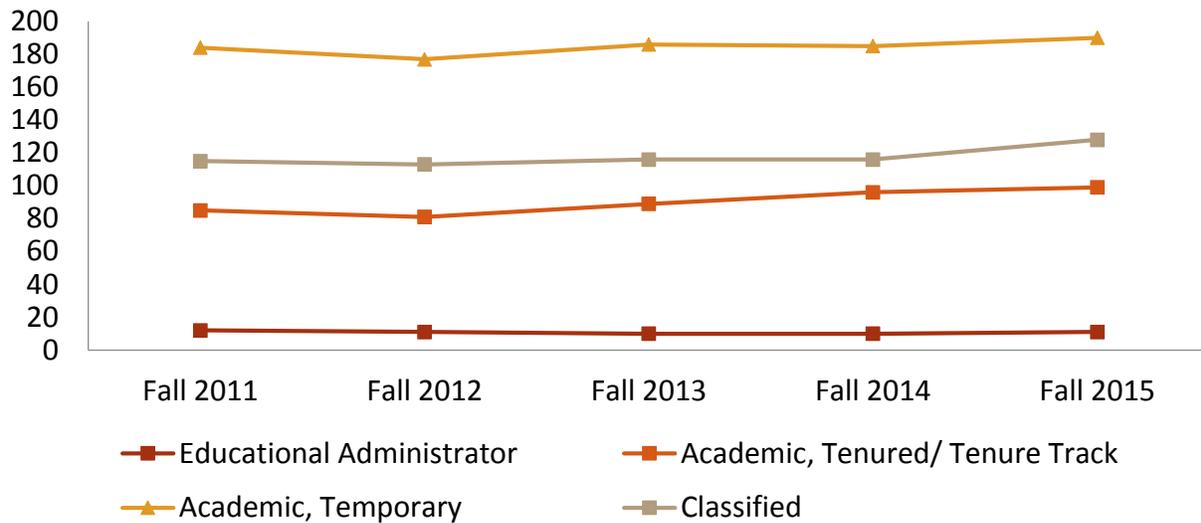
There was a total of 428 employees in Fall 2015, the largest number of employees since Fall 2011 (Figure 1). Although there was a decrease in the number of employees in Fall 2012, ECC Compton Center has continued to experience growth in its employee population since then.

Figure 1. Trend in Total Number of ECC Compton Center Employees



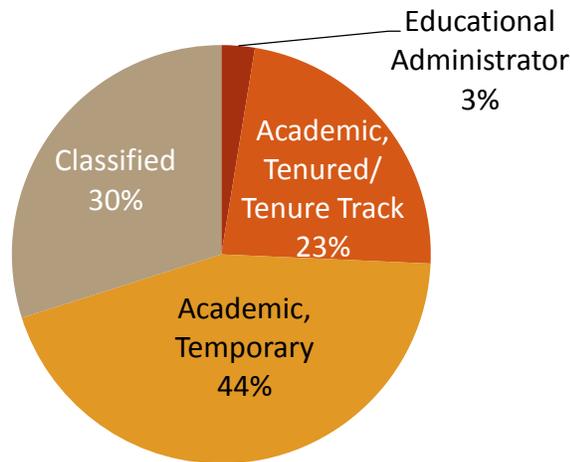
The largest employee group is temporary academic, followed by classified staff and tenured/tenure-track academic (see Figure 2). Education administrators make up the smallest group of employees. The trend in distribution of employee groups (educational administrator, tenured/tenure-track academic, temporary academic, and classified) indicates that the number of employees within each group has been relatively stable. With the exception of educational administrator, each employee group has experienced slight increase in the number of employees.

Figure 2. Trend in Distribution of ECC Compton Center Employee Group



As shown in Figure 3, about two-third of the ECC Compton Center employees in Fall 2015 consisted of temporary and tenured/tenure-track academic (67%), followed by classified staff (30%) and educational administrators (3%).

Figure 3. Fall 2015 ECC Compton Center Employee Population by Employee Group



Gender Distribution of ECC Compton Center Employee Population

The gender distribution has been fairly balanced. In Fall 2011, there was a slightly greater percentage of male employees (51%) than female employees (49%). Since then, there has been a higher percentage of female employees than male employees (Figure 4). By Fall 2015, ECC Compton Center had 53% female employees and 47% male employees (Figure 5).

Figure 4. Trend in Gender Distribution of ECC Compton Center Employees

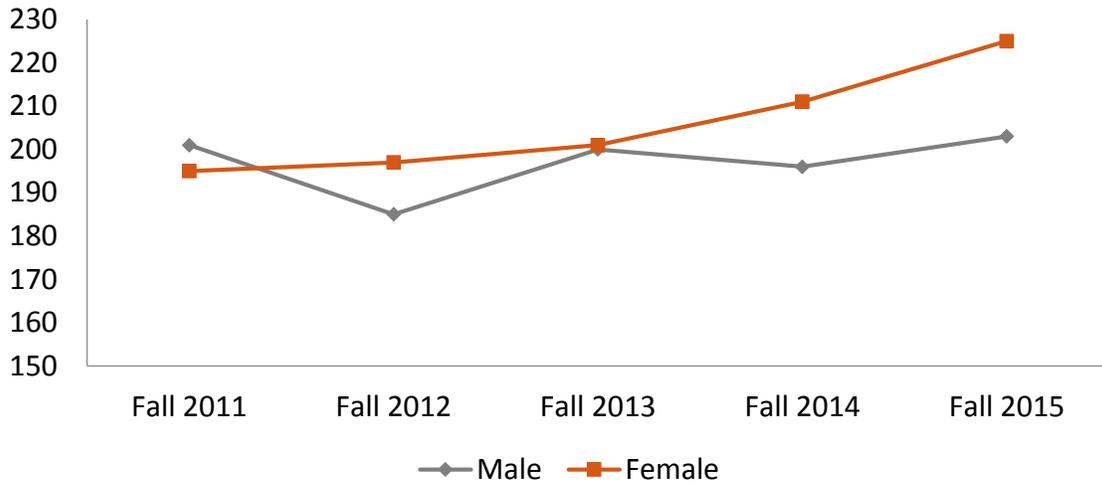
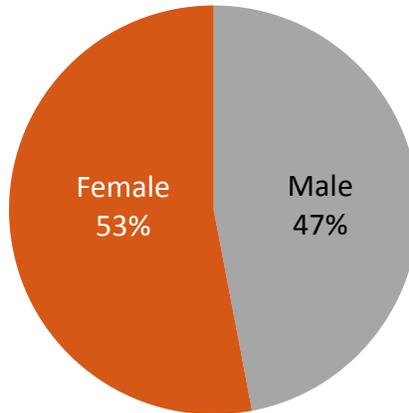
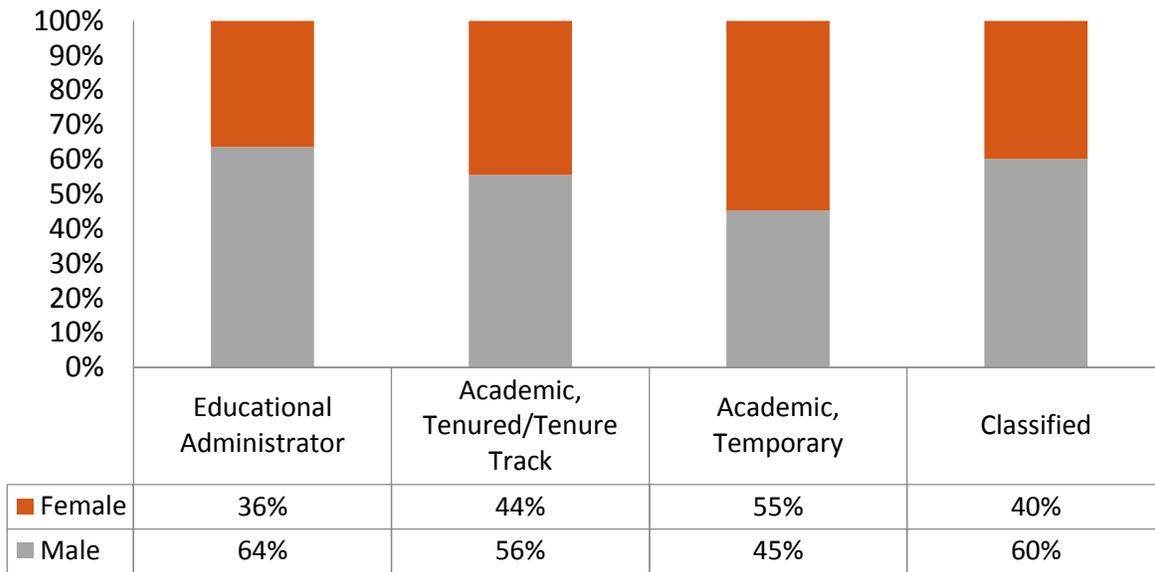


Figure 5. Fall 2015 Gender Distribution of ECC Compton Center Employees



As shown in Figure 6, the gender distribution for temporary faculty most closely represents that of the overall workforce in Fall 2015, with more female employees (55%) than male employees (45%) in this group. On the other hand, there was a greater percentage of male than female employees in the tenured/tenure-track academic (44% female, 56% male), classified staff (40% female, 60% male), and educational administrator (36% female, 64% male) groups.

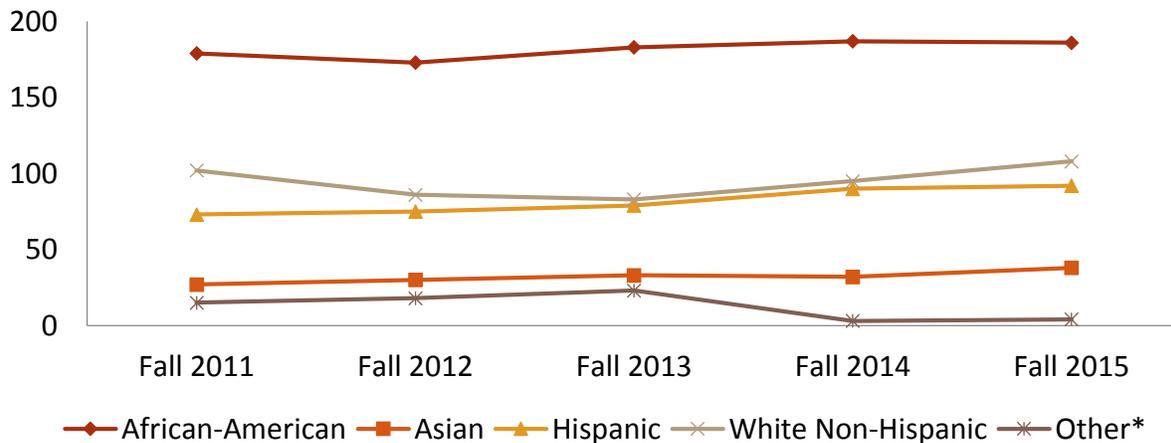
Figure 6. Gender Distribution by Employee Group



Ethnic Group Distribution of ECC Compton Center Employee Population

Monitored ethnic groups (non-white employees) have made up about 75% of ECC Compton Center’s employee population in the past five Fall terms. African-American made up the largest ethnic group of employees, followed by Non-Hispanic White, Hispanic, and Asian (Figure 7). The number of African-American employees has remained fairly stable. Other ethnic groups, Asian and Hispanic, have shown slight increase in numbers since Fall 2011. Non-Hispanic White employees, after experiencing a slight decline between Fall 2011 and Fall 2013, have also shown a recent increase. On the other hand, employees identified as American Indian/Alaskan Native, Pacific Islander and Unknown have recently decreased.

Figure 7. Trend in Ethnic Group Distribution of ECC Compton Center Employees



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

In Fall 2015, 43% of the employees were African-American, 22% Hispanic, 9% Asian, and 1% multi-ethnic (Figure 8).

Figure 8. Fall 2015 Ethnic Group Distribution of ECC Compton Center Employees

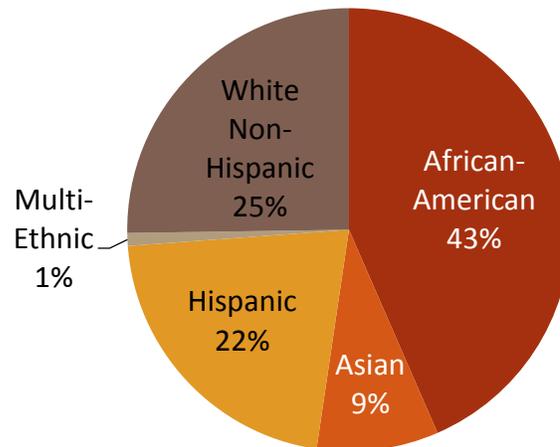
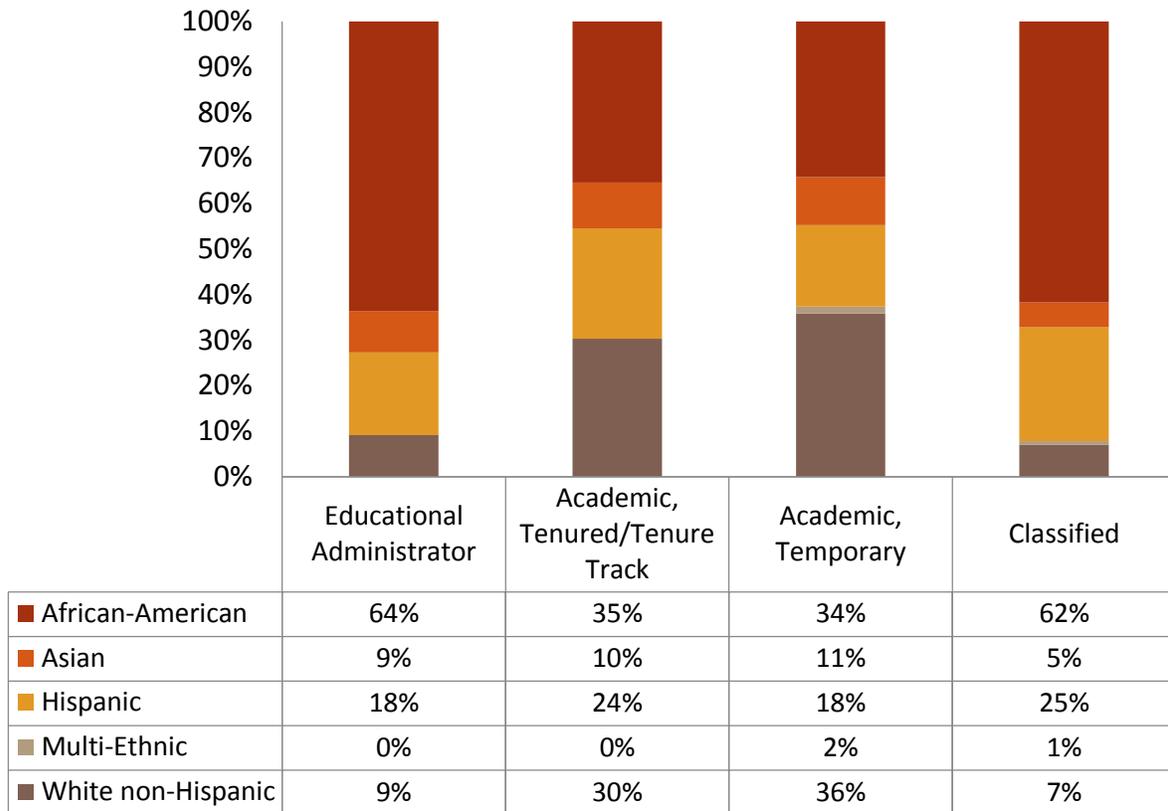


Figure 9 shows that in Fall 2015 monitored ethnic groups represented more than half of the employees for each employee group.

Figure 9. Fall 2015 Ethnic Group Distribution by Employee Group

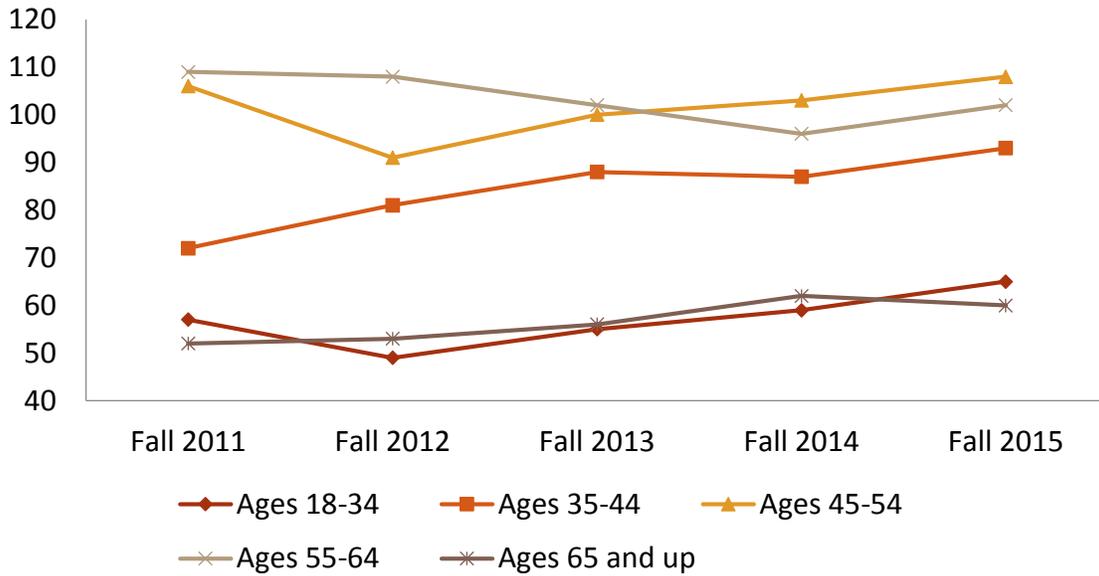


Within the monitored ethnic groups, the greatest percentage of African-American represented the educational administrator (64%) and classified group (62%). Both temporary and tenured/tenure-track academic groups showed a greater variation in ethnic groups. Although African-American most largely represented tenured/tenure-track academic group (35%), this was closely followed by non-Hispanic White, Hispanic (24%) and Asian (10%). White non-Hispanic made up the greatest percentage of temporary academic (36%), followed by African-American (34%) and Asian (11%). There was also a small percentage of multi-ethnic group within the temporary academic (2%) and classified (1%) group.

Age Distribution of ECC Compton Center Employee Population

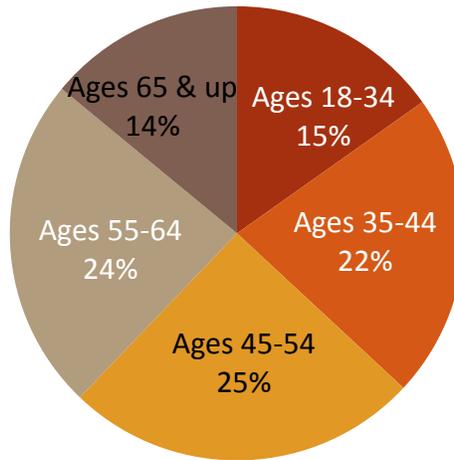
Figure 10 shows that ECC Compton Center employees mostly consisted of those within the 35-64 year-old age groups since Fall 2011. From Fall 2011 to Fall 2012, the largest group of employees was between 55 to 65 years old. However, since Fall 2014, those aged between 45 to 54 years of age have made up the largest group of employees. There has slowly been an increase in the number of employees aged between 18-34 years old since Fall 2012, while those who are 65 years and older have shown a recent decline. This could indicate new hires made to replace retired employees.

Figure 10. Trend in Age Distribution of ECC Compton Center Employees



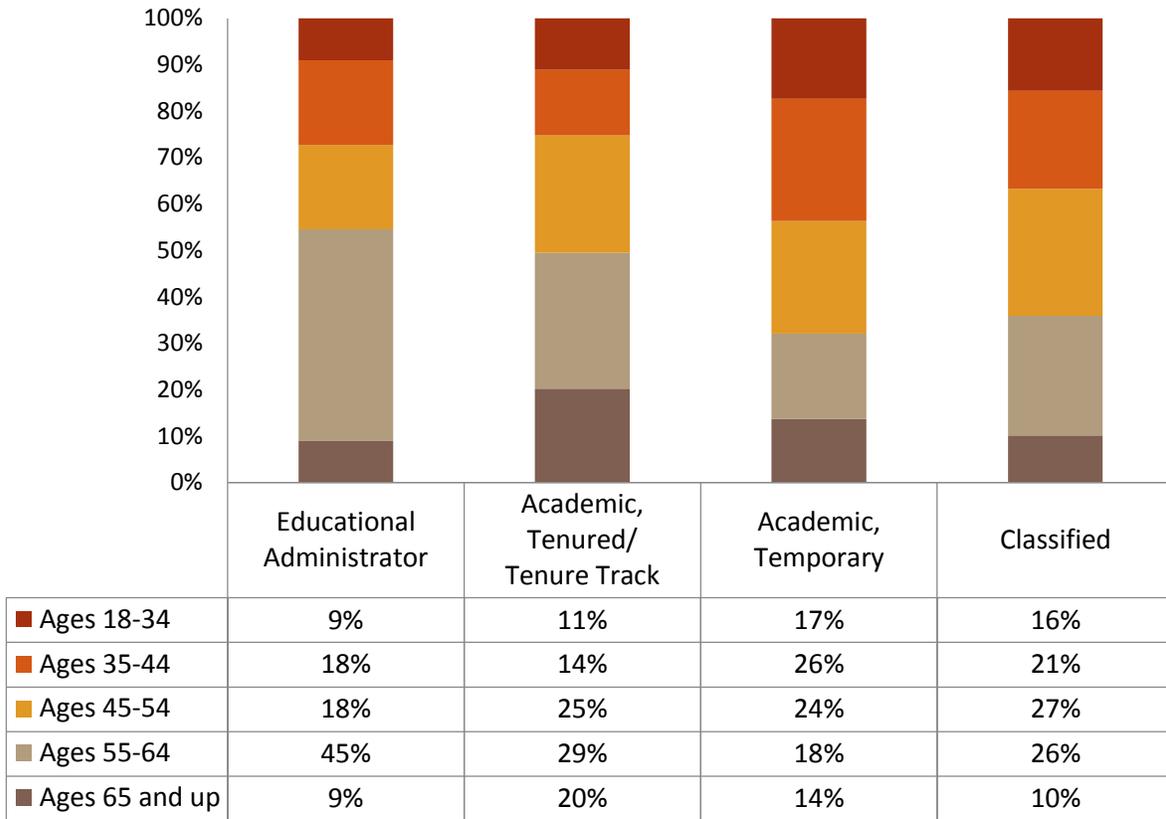
The distribution of age groups in Fall 2015 shows that employees between 45 and 64 years of age represented almost half of ECC Compton Center’s employee population (see Figure 11). This is followed by employees aged 35-44 years old (22%). The youngest (18-34 years old; 15%) and the oldest (65 and up; 14%) age group each made up the smallest percentage of ECC Compton Center employees.

Figure 11. Age Distribution of ECC Compton Center Employees



Employees in the 55-64 age group made up the largest percentage of educational administrator group (45%) and tenured/tenure-track academic group (29%; see Figure 12).

Figure 12. Fall 2015 Age Distribution by Employee Group



The temporary academic group was made up of slightly younger age groups, with the largest percentage represented by those aged 35-44 (26%), followed by 45-54 (24%), 55-64 (17%), 18-34%), and 65 and up (14%). In fact, within the employees in the youngest age group (18-34 years old), the largest percentage of them represented the temporary academic group. Classified group was most largely represented by employees aged 45-54 (27%), followed closely by those aged 55-64 (26%), 34-44 (21%), 18-34 (16%) and 65 and up (10%). Although employees aged 65 years and older made up the smallest percentage of age group across all employee groups, the largest percentage of them served in the tenured/tenure-track academic group. This speaks to the stable and permanent nature of tenured academic position.

Conclusion

ECC Compton Center has experienced a growth in its employee population since Fall 2011. In Fall 2015, about two-thirds of the employee population were temporary and tenured/tenure-track academic, followed by classified staff and educational administrator.

Although the gender distribution has been fairly balanced, there has been a larger percentage of female employees than male employees. This contrasts to Fall 2011, when there was a larger percentage of male employees than female employees. This overall gender distribution is most closely represented by employees in the temporary academic group; educational administrator, classified, and tenured/tenure-track academic groups on the other hand were represented by a greater percentage of male than female employees.

Three-quarters of the employees have been represented by non-white employees. Within the monitored ethnic groups, the greatest percentage of employees has been represented by African-American (between 43-46% in the past five academic terms). This large percentage is closely represented by educational administrator and classified groups. Both temporary and tenured/tenure-track academic groups have a higher variation in ethnic group composition. Employees at ECC Compton Center identified as other ethnic groups, including Hispanic and Asian, has experienced a slight increase in the past five years.

A little over 70% of the employees are aged between 35 and 64 years old. The greatest percentage of educational administrator and tenured/tenure-track group are in the older age groups. Almost half of the employees in the educational administrator group are between 55-64 years old. Almost three-quarters of tenured/tenure-track academic are 45 years and older. This aligns with the need and value for stability and experienced employees in leadership positions as well as permanent faculty members. On the other hand, temporary academic and classified group are represented by younger age groups. Half of the temporary academic is represented by those aged 35-45. Furthermore, the largest percentage of employees aged 18-34 is employed as temporary academic. This could indicate that younger employees are seeking temporary academic position with the prospect of attaining a more permanent position in the near future.

Altogether, this indicates that ECC Compton Center continually seeks a diverse population of employees with respect to age, gender and ethnicity.

Appendix: Employee Demographic Trends – Fall 2011 to Fall 2015

Table 1. Compton Employee Trend by Employee Group

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	n	%	n	%	n	%	n	%	n	%
Educational Administrator	12	3%	11	3%	10	2%	10	2%	11	3%
Academic, Tenured/Tenure Track	85	21%	81	21%	89	22%	96	24%	99	23%
Academic, Temporary	184	46%	177	46%	186	46%	185	45%	190	44%
Classified	115	29%	113	30%	116	29%	116	29%	128	30%
Total Employees	396		382		401		407		428	

Table 2. Trend in Gender Distribution of Compton Employees

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	n	%	n	%	n	%	n	%	n	%
Male	201	51%	185	48%	200	50%	196	48%	203	47%
Female	195	49%	197	52%	201	50%	211	52%	225	53%
Total	396		382		401		407		428	

Table 3. Trend in Ethnic Group Distribution of Compton Employees

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	n	%	n	%	n	%	n	%	n	%
African-American	179	45%	173	45%	183	46%	187	46%	186	43%
American Indian/Alaskan Native	1	0%	1	0%	0	0%	0	0%	0	0%
Asian	27	7%	30	8%	33	8%	32	8%	38	9%
Hispanic	73	18%	75	20%	79	20%	90	22%	92	21%
Multi-Ethnic	1	0%	0	0%	4	1%	3	1%	4	1%
Pacific Islander	1	0%	1	0%	0	0%	0	0%	0	0%
Unknown	12	3%	16	4%	19	5%	0	0%	0	0%
White Non-Hispanic	102	26%	86	23%	83	21%	95	23%	108	25%
Total	396		382		401		407		428	

Table 4. Trend in Age Distribution of Compton Employees

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	n	%	n	%	n	%	n	%	n	%
18-34 years	57	14%	49	13%	55	14%	59	14%	65	15%
35-44 years	72	18%	81	21%	88	22%	87	21%	93	22%
45-54 years	106	27%	91	24%	100	25%	103	25%	108	25%
55-64 years	109	28%	108	28%	102	25%	96	24%	102	24%
65 years and up	52	13%	53	14%	56	14%	62	15%	60	14%
Total	396		382		401		407		428	

District Measures to Address Identified 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:

- 1) 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;
- 2) Consider various other means of reducing the 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;
- 3) 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;
- 4) 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.
- 5) 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.
- 6) 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 the CEO may approve upon the requests of the Equal Employment Opportunity Advisory Committee.

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.

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) Conduct campus climate studies to identify hidden barriers.
- 2) Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
- 3) Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- 4) Offer a series of EEO/diversity workshops in conjunction with staff development programs.
- 5) Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity and diversity efforts
- 6) 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
- 7) Promote various cultural celebrations on campus.
- 8) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- 9) Through the District's publications and website, convey the District's diversity and commitment to equal employment opportunity;
- 10) 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;

- 11) 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;
- 12) 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;
- 13) Maintain updated curricula, test, and/or course descriptions to expand the global perspective of the particular courses, readings, or discipline;
- 14) Address issues of inclusion/exclusion in a transparent and collaborative fashion;
- 15) Attempt to gather information from applicants who decline job offers to find our why, record this information, and utilize it.

Annual Certification to Chancellor's Office

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

1. Recorded, reviewed, and reported the data required 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).

Future Careers in the Community College System

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

APPENDIX A

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