

LONG BEACH CITY COLLEGE



EQUAL EMPLOYMENT OPPORTUNITY PLAN **2024-2027**



Long Beach Community College District
Equal Employment Opportunity Plan
2024 - 2027

Adopted by the Board of Trustees
On
May 22, 2024

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**PLAN COMPONENT 1:
INTRODUCTION**



The Long Beach Community College District (“District”) Equal Employment Opportunity Plan (“Plan”) reflects the District’s commitment to equal employment opportunity and creation of a working and academic environment that is welcoming to all. The Long Beach Community College District Equal Employment Opportunity Plan was adopted by the Board of Trustees on May 22, 2024.

Long Beach City College is committed to providing equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to our diverse communities. Long Beach City College currently has the privilege of serving approximately 34,800 students, the majority of whom are students of color. Long Beach City College is a Hispanic serving institution, and of our student population 53% are

Hispanic/Latinx, 14% are White, 13% are African American, 11% are Asian & Filipino.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in our present global society.

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.

To properly serve a growing diverse population, the District endeavors to hire, promote, and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of a continually changing student body it serves.

Dr. Mike Muñoz
Superintendent-President
Long Beach Community College District

PLAN COMPONENT 2: DEFINITIONS

A definition section is included in the Plan to help promote clarity and a shared understanding of the EEO Plan. A shared understanding of definition also assists with compliance and setting employment standards for the District. The definitions section is limited to terms necessary to interpret and implement the EEO Plan. Title 5, section 53001 is used as a reference for the definitions section.

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 protected from discrimination pursuant to Government Code Section 12940. A disparity identified in a given selection process will not be considered to constitute an adverse impact if the numbers involved are too small to permit a meaningful comparison.

Age Discrimination in Employment Act of 1967 (ADEA (Age Discrimination in Employment Act))

This law protects people who are age 40 or older from discrimination because of age. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Diversity means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the valued presence, and the equitable treatment, inclusive of individuals from all ethnic, cultural, racial, age, national origin, religious, gender, sexual orientation, socio-economic backgrounds, and with disabilities.

Equal Employment Opportunity means that all qualified individuals have a comprehensive and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity must exist at all levels of employment inclusive to the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, administrative support, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

Identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance; Updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and Creating and maintaining an inclusive environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to persons of all gender expressions, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code Section 12940.

Equal Employment Opportunity Plan is a written document in which a district’s workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

Equal Employment Opportunity Programs are 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 employment practices to ensure equality of opportunity and taking additional steps. Such programs should be informed by a district's longitudinal workforce and applicant analysis.

In-House or Promotional Only hiring means that only existing district employees are eligible for a position.

Job Categories includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

Monitored Group means the groups for which districts must provide demographic data pursuant to section 53004.

Equal Pay Act of 1963 (EPA (Equal Pay Act))

This law makes it illegal to pay different wages to men and women if they perform equal work in the same workplace. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Ethnic Group Identification means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Title 5, Section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law. See "Race/Ethnic Categories" below.

Fair Employment and Housing Act (FEHA)

This California law prohibits harassment and discrimination in employment because of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, marital status, national origin, ancestry, mental and physical disability, medical condition, age, pregnancy, denial of medical and family care leave, or pregnancy disability leave, and/or retaliation for protesting illegal discrimination related to one of these categories. The California Fair Employment and Housing Act (FEHA) prohibits harassment and discrimination in employment which includes but may not be limited to an employee, unpaid intern, applicant, or a volunteer.

FEHA specifically provides protection from harassment or discrimination in employment because of:

- Race
- Color
- Religion (includes religious dress and grooming practices)
- Sex/gender (includes pregnancy, childbirth, breastfeeding and/or related medical conditions)
- Gender identity, gender expression
- Sexual orientation
- Marital status
- Medical Condition (genetic characteristics, cancer or a record or history of cancer)
- Military or veteran status

- National origin (includes language use and possession of a driver’s license issued to persons unable to prove their presence in the United States is authorized under federal law)
- Ancestry
- Disability (mental and physical, including HIV/AIDS, cancer, and genetic characteristics) Genetic information
- Request for family care leave
- Request for leave for an employee’s own serious health condition
- Request for Pregnancy Disability Leave
- Retaliation for reporting patient abuse in tax-supported institutions
- Age (over 40)

Gender is an internal sense of being male, female or another identity. Gender expression is how one demonstrates their identity through behaviors, interaction, and dress.

Hostile Work Environment is any work or learning environment where unwelcome conduct that is based on race, color, religion, sex, gender, sexual orientation, pregnancy, national origin, age (40 or older), disability or genetic information is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, abusive, or offensive.

LGBTQIA+ relating to lesbian, gay, bisexual, trans, queer/questioning, intersex, asexual, aromantic, two spirits inclusive of all individuals and their gender identities, gender expressions, and/or sexual orientation.

Merit System is a personnel system in which merit and fitness determines an individual’s selection and progress through the classified service.

Person with a Disability is defined as 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;
 - a. A person with a disability is “limited” if the condition makes the achievement of the major life activity difficult.
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment.

Pregnancy Discrimination Act

This law amended Title VII to make it illegal to discriminate against a person because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Quid Pro Quo is defined as “this for that” and refers to the need to endure unwelcome conduct that is based on race, color, religion, sex, gender, pregnancy, sexual orientation, national origin, age (40 or older), disability or genetic information as a condition of continued employment.

Race/Ethnic Categories:

1. Hispanic or Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
2. White (Not Hispanic or Latino) - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
3. Black or African American (Not Hispanic or Latino) - A person having origins in any of the black racial groups of Africa.
4. Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino) - A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
5. Asian (Not Hispanic or Latino) - A person having origins in any of the original peoples of 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.
6. American Indian or Alaska Native (Not Hispanic or Latino) - A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.
7. Two or More Races – A person having origins in more than one race

Reasonable Accommodation: refers to the efforts made on the part of the district in compliance with Government Code Section 12926(p). “Reasonable accommodation” may include any of the following:

- Making existing facilities used by employees readily accessible to, and usable by, individuals with disabilities.
- Job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

Religious Creed encompasses all aspects of religion and creed, including religious beliefs, observances, and practices, including religious dress and grooming.

Sex Harassment is defined by FEHA on the basis of sex as including sexual harassment, gender harassment, and harassment based on pregnancy, childbirth, or related medical conditions.

Sexual Harassment is unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

1. Unwanted sexual advances
2. Offering employment benefits in exchange for sexual favors
3. Making or threatening reprisals after a negative response to sexual advances
4. Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons, or posters
5. Verbal conduct: making or using derogatory comments, epithets, slurs, and jokes
6. Verbal sexual advances or propositions
7. Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive, or obscene letters, notes, or invitations
8. Physical conduct: touching, assault, impeding, or blocking movements

Sexual orientation: how someone describes their sexuality based on whom they are attracted to.

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, educational, and work experience requirements, interviews, and review of application forms.

Underrepresented group means any monitored group for which the percentage of persons from that group employed by the district in a job category is below eighty percent (80%) of the projected representation for that group and job category.

Title VII of the Civil Rights Act of 1964

This law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business.

PLAN COMPONENT 3: POLICY STATEMENT

The Long Beach Community College District is committed to the principles of equal employment opportunity. Through this Plan, the District has created a comprehensive program which puts 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 opportunities, and are not subjected to unlawful discrimination and harassment on the basis of race, color, religion (includes religious dress and grooming practices), sex/gender (includes pregnancy, childbirth, breastfeeding and/or related medical conditions), gender identity, gender expression, sexual orientation, marital status, medical condition (genetic characteristics, cancer or a record or history of cancer) military or veteran status, national origin (includes language use and possession of a driver's license issued to persons unable to prove their presence in the United States is authorized under federal law), immigration status, ancestry, disability (mental and physical, including HIV/AIDS, cancer, and genetic characteristics), genetic information, request for family care leave, request for leave for an employee's own serious health condition, request for Pregnancy Disability Leave, retaliation for reporting patient abuse in tax-supported institutions, and Age (over 40) or on the basis of these perceived characteristics.

The District commits to intentionally fostering a place of employment that is anti-racist and welcoming to all individuals, 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 employment opportunity principles that conform to federal and state laws.

PLAN COMPONENT 4: IDENTIFICATION OF DISTRICT OFFICER WITH DELEGATED RESPONSIBILITY AND AUTHORITY TO IMPLEMENT AND ENFORCE THE EEO PLAN

It is the goal of the Long Beach Community College District (LBCCD) that all employees promote and support equal employment opportunities. The general responsibilities for the prompt and effective implementation of this Plan are as follows:

Board of Trustees

The Board of Trustees (Board) is ultimately responsible for proper implementation of the Plan at all levels of District operation, and for making measurable progress toward equal employment opportunity. 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 Opportunity Advisory Committee established pursuant to section 53005;
- b. Be reviewed and adopted at a regular meeting of the governing board where it is agendaized as a separate action item, and not part of the consent agenda;
- c. Cover a period of 3 years, after which a new or revised plan shall be adopted; and
- d. Be submitted to the Chancellor 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.

Superintendent-President

The Board assigns to the Superintendent-President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's EEO Plan and programs. The Superintendent-President shall advise the Board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and schedule an annual report to the Board on Plan implementation.

Associate Vice President, Human Resources

The District has designated the Associate Vice President of Human Resources (AVP-HR (Associate Vice President of Human Resources)) as the EEO Officer and therefore is the person responsible for the day-to-day implementation of the Plan. The AVP-HR is responsible for administering, implementing, and monitoring the Plan and for assuring prompt and effective compliance with the requirements of Title 5, Section 53000 et seq. and for ensuring such complaints are promptly and impartially investigated.

Dean, Student Affairs

The District has designated the Dean, Student Affairs as the Deputy Title IX Coordinator who is responsible for student-to-student complaints. The Deputy Title IX Coordinator supports coordinating the College's efforts to comply with and carry out its responsibilities under Title IX, which prohibits sex discrimination in all operations of the College as well as retaliation for the purpose of interfering with any right or privilege secured by Title IX.

Faculty and Staff Equal Employment Committee (Equal Employment Opportunity Advisory Committee)

The Faculty and Staff ----- Equal Employment Committee will serve as the EEO Advisory Committee and act as an advisory body to the AVP-HR and the District, as a whole, to promote understanding and support of equal employment opportunity policies and procedures. The Faculty and Staff Equal Employment Committee shall assist in the development and implementation of the Plan in conformance with state and federal regulations and guidelines, monitor EEO progress, and provide suggestions for Plan revisions as appropriate.

Good Faith Effort

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

PLAN COMPONENT 5: EEO ADVISORY COMMITTEE

Pursuant to Title 5, each District is required to establish an EEO Advisory Committee (“Committee”) to assist in developing, revising and implementing district EEO programs and plans. The Committee is integral to EEO Plan development.

As a standing participatory governance committee, the District’s Faculty and Staff Equal Opportunity Committee shall function as the District’s Equal Opportunity Advisory Committee. As such, the Faculty and Staff Equal Employment Committee is charged with the planning, evaluation, and monitoring of the Equal Employment Opportunity Plan. The Committee serves in an advisory role with regard to the operation of the EEO Plan and related staff equity issues. The committee will assist in the implementation of the Plan in conformance with state and federal regulations and guidelines and provide recommendations for EEO Plan improvements and revisions as appropriate.

The Committee sponsors events or activities that promote and support equal employment opportunity, anti-racist practices, non-discrimination, and staff diversity in collaboration with other appropriate groups.

The Committee is to be co-chaired by a faculty representative, a classified representative, and the Vice President of Human Resources or his or her designee. The Committee will be composed of diverse membership as outlined, five faculty members (one of which serves as the faculty chair), a part-time faculty member, three classified members (one of which serves as the classified chair), two administrators, one manager/supervisor, one confidential employee, and two students. The following positions maintain permanent membership on the Committee: The Associate Vice President of Human Resources, who serves as the Equal Employment Opportunity Officer; The Executive Director of Classified Human Resources; the Human Resources Manager-Academic; and the Faculty Professional Development Coordinator. Full-time faculty will serve three-year staggered terms.

The Committee shall maintain a diverse membership. The Faculty and Staff Equal Employment Committee shall receive training in all of the following, which occurred during the first Committee meeting of each academic year:

- a. The requirements of Title 5, Title IX, California Code of Regulations 53000 et al., and state and federal nondiscrimination laws;
- b. Identification and elimination of bias in hiring;
- c. The educational benefits of workforce diversity; and
- d. The role of advisory committee in carrying out the District’s Equal Employment Opportunity Plan.
- e. As individuals who oversee policy on equal employment opportunity, the Board of Trustees will also receive training on bias;

As individuals who oversee policy on equal employment opportunity, the Board of Trustees shall also receive the same training as the Faculty and Staff Equal Employment Committee.

PLAN COMPONENT 6: THE PROCEDURE FOR FILING COMPLAINTS PURSUANT TO SECTION 53026

General Guidelines

The District strives to create a comfortable and safe work environment free from unlawful discrimination. In establishing this environment, the District recognizes it is essential that a mechanism exists to receive and address complaints. The Associate Vice President of Human Resources is responsible for receiving complaints on the basis of unlawful discrimination or protected statuses. The Board Policies and Administrative Regulations outline the procedures for receiving and addressing complaints. Efforts will be made to resolve the complaints informally.

When a formal complaint is received the District will initiate impartial fact-finding, conducted by District staff or outside persons or organizations under contract. Every effort will be made to resolve complaints as expeditiously as possible.

Complaint Procedure

Any person may file a complaint alleging the District violated EEO regulations, and/or its EEO policy and procedures. Complaints alleging violations of the EEO regulations, pursuant to Title 5 Section 53000 et seq., may be filed against the District by any person using the procedures for employment-related discrimination complaints authorized by Title 5 Section 59300. Complaints of unlawful discrimination may be written or verbal, and shall be provided to the EEO Officer (Associate Vice President of Human Resources).

In any complaint alleging discrimination in employment:

1. The complaint shall be filed within 180 days of the date the alleged unlawful discrimination occurred, except that this period should be extended by no more than 90 days following the expiration of the 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the 180 days;
2. Advise complainants that they may file the complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the Department of Fair Employment and Housing (DFEH) where the complaint is within the jurisdiction of those agencies.

The District shall also process complaints that allege unlawful discrimination according to the procedures set forth in AP 3430 Prohibition of Harassment and AP 3435 Discrimination and Harassment Complaints and Investigations.

**PLAN COMPONENT 7: THE PROCESS FOR NOTIFYING ALL
DISTRICT EMPLOYEES OF THE PROVISIONS OF THE EEO PLAN
AND DISTRICT POLICY STATEMENT**

Section 53003(c)(5) requires that districts describe their process for notifying all district employees of the provisions of the EEO Plan and the policy statement required under section 53002.

The notification process will include notification to all hiring committees and when offering sexual harassment trainings. A section of the District's website will be dedicated to the EEO Plan, that provides information about the EEO Plan provisions and EEO complaint procedures, and will be made available via hardcopy upon request.

All managers and supervisors shall be given copies of the plan as revised from time to time and any guidelines for implementing the plan. Copies of the plan shall be provided to the Academic Senate and the exclusive representatives of any units of employees. Statements of nondiscrimination shall be posted at locations where applications for employment are distributed.

Finally, awareness of the Plan will be included in on-boarding or orientation materials.

**PLAN COMPONENT 8: THE PROCESS FOR ENSURING THAT DISTRICT
EMPLOYEES WHO PARTICIPATE ON SCREENING OR SELECTION
COMMITTEES RECEIVE TRAINING**

The College is committed to diverse representation and membership on screening and/or selection committees. Screening and selection committees must make every effort to represent the student population as much as possible. 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 training on the requirements of Title 5, Section 53000 et. seq., prior to their participation. Training includes, but is not limited to:

1. The requirements of state and federal nondiscrimination laws;
2. The educational benefits of workforce diversity, equity, inclusion, and accessibility;
3. The incorporation of anti-racist hiring practices and the elimination of bias in hiring decisions; and
4. Best practices in serving on a selection or screening committee.

Each committee member serving in the above capacity will be required to receive and apply for training in selection/recruitment. Screening/selection committee members must complete this mandatory training annually. Individuals who have not received this training will not be allowed to serve on any screening/selection committees. Other periodic training may be offered for those who might serve on a selection committee.

The Associate Vice President of Human Resources is responsible for organization and verification of the required training for academic hiring committees. The Executive Director of Classified Human Resources is responsible for organization and verification of required training for classified employee selection committees. Any individual, whether or not they are an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees is subject to the EEO requirements of Title 5 and the EEO Plan.

**PLAN COMPONENT 9: THE PROCESS FOR PROVIDING ANNUAL
WRITTEN NOTICE TO COMMUNITY-BASED
& PROFESSIONAL ORGANIZATIONS**

The District's commitment to Equal Employment Opportunity is emphasized through the broad dissemination of its EEO Policy Statement and the Plan. The Plan shall be posted on the College's website or made available.

The College's commitment to diversity, equity, inclusion, and accessibility shall be included in all employment announcement and recruitment materials.

The District will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations of how they can access or obtain a copy of the Plan and shall solicit their assistance in promoting application materials to a diverse pool of applicants.

A list of organizations, which will receive this notice, is included in this *Plan* as Appendix A. This list may be revised periodically as necessary.

**PLAN COMPONENT 10: A PROCESS FOR GATHERING
INFORMATION AND PERIODIC LONGITUDINAL ANALYSIS OF
THE DISTRICT'S EMPLOYEES AND APPLICANTS**

Section 53003(c)(8) requires that Plans provide a process for gathering information and periodic, longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored group status in each job category to determine whether additional diversification measures are required, and to implement and evaluate the effectiveness of those measures. The EEO Plan must also reflect that the district will conduct a data review as part of its plan renewal. This requirement ensures that EEO Plans memorialize how districts will comply with the requirements of Section 53006 to conduct longitudinal analyses of district employment trends and utilize this data to identify and mitigate the causes of any adverse impact.

The District is charged with annually collecting the District's employee demographic data and monitoring applicant pools for representation and equal employment opportunities for employment purposes, on an ongoing basis, to evaluate the District's progress toward, and commitment to, a diverse and inclusive workforce. Each applicant and employee will be afforded the opportunity to indicate their gender identity (including non-binary options), ethnic group identification and any disabilities. Data on applicant and employee diversity will be reported to the Board on an annual basis,

On an annual basis, the District longitudinally analyzes this applicant and hiring trends. The District analyzes each of the following categories, each year. The District further analyzed the rate at which each group submitted applications in comparison to hiring rates, longitudinally, by employee group (1) full-time faculty, (2) part-time faculty, (3) classified employees, (4) classified management, and (5) academic management, inclusive to the following categories:

- executive/administrative/managerial,
- faculty and other instructional staff,
- professional non-faculty,
- secretarial/clerical,
- technical and paraprofessional,
- skilled crafts, and
- service and maintenance.

Full time faculty diversity is also analyzed by discipline on an annual basis to help inform recruitment efforts for the subsequent year to internships and adjunct positions, by reviewing each of the categories each year, by discipline.

- Black or African American
- Hispanic or Latina/o/x
- Asian/Native Hawaiian or Pacific Islander
- Native American or Alaska Native
- White
- Two or More
- Decline to State

Additionally, the diversity breakdown is analyzed on a step-by-step process for all full-time faculty and academic management hires, throughout the selection process. Meaning, the applicant pool is analyzed, the qualified pool is analyzed, and the pool for final interview consideration is analyzed for diversity within monitored groups. Similarly, for each classified employee and classified management hire, the pool for final interview consideration is analyzed for diversity within monitored groups.

The data gathered will be analyzed to determine if additional diversification measures are required, and to implement and evaluate the effectiveness of those measures.

In analyzing data, if it is determined if there is evidence of adverse impact, any of the following methods will be used as remedying measures,

- conducting a thorough job analysis,
- writing inclusive job announcement
- examining the validity of selection measures
- examining the reliability of selection measures
- conducting item analysis
- examining minimum qualification
- review the selection process for the presence of artificial barrier and hurdles
- examine pass rates for selection processes

The District's Analysis of Employee and Applicant Demographic Data is included in this *Plan* as Appendix B. This data will be reviewed and revised on an annual basis.

**PLAN COMPONENT 11: A PROCESS FOR UTILIZING DATA TO
DETERMINE WHETHER MONITORED GROUPS ARE
UNDERREPRESENTED WITHIN DISTRICT JOB CATEGORIES**

Section 53003(c)(9) requires that District EEO Plans describe how they will utilize data available from reliable public and private sources to determine whether monitored groups are underrepresented within district job categories.

On an annual basis the District will compare demographic employment rates of monitored groups against demographic employment rates at the state, county, and city levels. This will help demonstrate if hiring and retention rates of monitored groups are similar at local and state levels. This information will be captured in an annual report for longitudinal analysis and the following monitored groups will be analyzed. 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. This data will be used to identify the causes of any underrepresentation.

- Black or African American
- Hispanic or Latina/o/x
- Asian/Native Hawaiian or Pacific Islander
- Native American or Alaska Native
- White
- Two or More
- Decline to State

PLAN COMPONENT 12: METHODS FOR ADDRESSING UNDERREPRESENTATION

Section 53003(c)(10) requires that districts identify the methods they will employ to address any underrepresentation identified pursuant to section 53003(c)(9).

District strategies to mitigate any identified adverse impact are organized under Component 10. However, if a district sees significant overlap in its strategies to address adverse impact and its strategies to address underrepresentation, they may be addressed together in Component 12.

However, district strategies should be clear as to whether they are designed to address adverse impact, underrepresentation or both; how the method is designed to address the identified problem(s); and how the effectiveness of the method will be evaluated.

If the District determines that a particular monitored group demonstrates underrepresentation, by falling below 80%, with respect to one or more job categories, the District shall take the following additional steps:

- review its recruitment procedures;
- consult with counsel to determine whether there are other, additional measures that may be undertaken that are required or permitted by law;
- consider various other means of reducing the underrepresentation which do not involve taking monitored group status into account and implement any such techniques that are feasible;
- If significant underrepresentation persists:
 - review each locally-established job qualification to determine if it is job related and consistent with business necessity;
 - discontinue the use of any non-job-related local qualification; and
 - continue using job-related local qualifications only if no alternative standard is reasonably available; and
- consider the implementation of additional measures designed to promote diversity.

**PLAN COMPONENT 13: SELECTION OF SPECIFIC PRE-HIRING,
HIRING, AND POST HIRING EEO STRATEGIES AND SCHEDULE
IDENTIFYING TIMETABLES FOR THEIR IMPLEMENTATION**

The following matrix outlines the District strategies to further DEIA efforts, as follows:

- Pre-hire strategies: strategies that support the equitable and inclusive environment that helps to attract and retain candidates from underrepresented groups and other nontraditional candidates.
- Hiring strategies: strategies that promote development of diverse and qualified candidate pools and/or eliminate bias in hiring decisions.
- Post-hiring strategies: strategies that gather and utilize hiring and workforce data, support new employees, or manage and respond to EEO complaints.

This document also outlines how the District efforts will be dedicated overtime, and the anticipated timetables for implementation, the rationale for the strategies and the methods by which effectiveness will be reviewed.

<u>Method</u>	<u>Who/What</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Effectiveness & Review</u>
<u>Pre-Hire</u>					
Train HR Staff on EEO Principles	All HR staff is trained on legal best EEO practice	Training will be offered to all of HR on the legal frame working for hiring in accordance with EEO principles	Ongoing efforts to enhance and improve hiring practices in comportment with EEO principles as a result of the training	Ongoing efforts to enhance and improve hiring practices in comportment with EEO principles as a result of the training	This will establish a universal knowledge based on EEO based hiring practices within HR, so that the team understands legal methodologies for hiring and has the skill set to implement such hiring practices
Train HR Staff on Job Analysis	HR staff is trained on how to perform and the importance of performing a job analysis	Training will be offered to HR staff on what a job analysis is, and why it is important, and how to perform a job analysis	Implementation of using job analysis for creating job descriptions to ensure that the information on the job description is related to the actual job and at the correct course and scope	Implementation of using job analysis for creating job descriptions to ensure that the information on the job description is related to the actual job and at the correct course and scope	Updated practices will be evidenced in creating, or revising job description in accordance with the Uniform Guidelines on Selection Procedures which will allow for the use of fair and reasonable documents that are standardized in creation and application

Develop & Include Statement of Inclusion for Formerly Incarcerated Individuals on Job Announcement	HR team in conjunction with constituency groups	HR will craft inclusive language related to Formerly Incarcerated Individuals on Job Announcement in alignment with the principle of inclusion in connection with constituency groups	Statement will be piloted for inclusions and effectiveness by survey	Statement will be reviewed for further refinement via survey data analysis	A draft statement will be created and shared with constituency groups for feedback via review and focus groups, the statement will be piloted and further refined over time via use of survey data and analysis
Audit Job Application for Inclusive Language	HR in connection with affinity groups on campus will review and update job announcement and application language for inclusion	HR will work with affinity groups to review and update the language on the universal job application and announcement	HR will analyze the data collected for affinity group feedback through focus groups and surveys to develop a new job announcement and application with inclusive language	HR will implement the newly developed job announcement and application	Job announcement and application will be developed via use for surveys and focus groups for pilot implementation; applicant survey data will be used in future year for further refinement of language and process
Train HR Staff on Item Analysis	HR staff is trained on how to perform and the importance of performing an item analysis in testing	Train HR staff on how to perform and the importance of performing an item analysis in testing	Train HR staff on the practice of item analysis to create selection processes that are most fair and have the least amount of error	HR will work to implement item analysis procedures	This will establish a universal knowledge based on statistical methodologies to ensure the highest levels of fairness in establish selection process, reliability and or validity data can be used to determine fairness of test processes
Hire					
Develop & Offer Adjunct Recruitment Training	HR develops a training on the hiring process for committee chairs	Committee chairs for adjunct hiring are training on the adjunct hiring process to assist in ensuring fairness and universality of process	Committee chairs implement processes training on to help ensure a universal and fair selection process for adjunct hires	Committee chairs implement processes training on to help ensure a universal and fair selection process for adjunct hires	Ongoing check in with committee chairs to ensure understanding of process and to assist in reinforcing standard methodologies

Assess Adjunct Recruitment for Best Practices of Fairness & EEO Practices	HR assess the adjunct hiring process for improvements to enhance fairness, procedural, distributive, and interactional justice HR implements new processes	HR assess the adjunct hiring process for improvements to enhance fairness, procedural, distributive, and interactional justice	HR implements new processes, and training committee chairs on updates in process	Committee chairs implement processes training on to help ensure a universal and fair selection process for adjunct hires	Ongoing check in with committee chairs to ensure understanding of process and to assist in reinforcing standard methodologies
EEO Training for classified hiring committees	HR to develop an EEO training for classified hiring committees to train the committees on selection biases	HR to develop an EEO training for classified hiring committees	HR trains the committees on selection biases as part of the universal process for classified recruitments	Selection committees continue to receive and implement knowledge from EEO training as part of participating in the selection process	This will assist in ensuring the selection process is fair and bias free for classified recruitments at all levels helping to enhance overall representation and diversity within the District
Maintain updated job descriptions	HR staff to update job classification for the entire classified service	HR will update and implement the updated classifications for all classified positions within the classified bargaining unit	HR will develop an ongoing cycle for updating job descriptions for the classified service within the classified bargaining unit	HR will continue to monitor the updates classification making note of further improvement for future updates	This initiative assists in ensuring the current workforce are maximally successful at their job and clear and standardized job description will be universally used and applied, this also assists in creating fair test and selection instrument that are directly connected to job requirements thereby created a biases free and fair selection process which in turn supportive representation and diversity efforts

Post-Hire

<p>Conduct satisfaction exit survey</p>	<p>HR staff will survey all individuals exiting the organization on levels of satisfaction</p>	<p>HR will implement and develop a methodology to issue satisfaction survey to all individuals exiting the organization</p>	<p>HR will analyze the results of the survey and collaborate with shared governance partners in developing priorities based on survey results</p>	<p>HR will begin implementing the priorities based on feedback from shared governance partners</p>	<p>This will help with retention efforts and feedback from individuals exiting the organization; will be honest, thus clear direction can be used to implement initiative to enhance satisfaction</p>
<p>Conduct DEIA exit survey</p>	<p>HR staff will survey all individuals exiting the organization on levels of DEIA present within the college</p>	<p>HR will implement and develop a methodology to issue DEIA survey to issue this document to all individuals exiting the organization. Distinguishing characteristics of this survey to include a culture assessment to gain insight on an employee's perspective on their environment and if they felt equal treatment by coworkers and supervisors in regards to race, religion, gender, etc.</p>	<p>HR will analyze the results of the survey and collaborate with shared governance partners in developing priorities based on survey results</p>	<p>HR will begin implementing the priorities based on feedback from shared governance partners</p>	<p>This will help with retention efforts and feedback from individuals exiting the organization; will be honest, thus clear direction can be used to implement initiative to enhance DEIA efforts</p>

<p>Promotional Success Academy for Classified Employees</p>	<p>HR staff will develop an academy for classified union staff members</p>	<p>HR staff will develop and pilot a promotional development academy offered to classified union staff members</p>	<p>HR staff will work to develop a mentorship/internship component of the academy and will implement a survey to receive feedback from year one participants</p>	<p>HR will offer the academy with the results from the survey data for an enhanced and meaningful experience for classified staff</p>	<p>This academy is designed to assist in developing classified employees to enhance their success in internally promoting. These efforts in turn will assist in enhancing diversity and representation efforts as such individuals, knowing they are being invested in, are less likely to exit an organization.</p>
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<p>EEO Best Practices Grant: New Employee Mentorship Program</p>	<p>HR to develop and implement new peer mentorship program that connects new hires to experienced and welcoming current employees through a structured mentorship program.</p> <p>The mentorship program is part of a new employee retention strategy that incorporates high-touch practices, diversity, equity, inclusion and accessibility, (DEIA) values and principles.</p>	<p>HR will focus on program design informed by research literature, trade publications, local practices and recommendations on mentorship in the workplace. An intentional design of the program focused on incorporating DEIA principles and topics into the framework of the mentorship program.</p> <p>Engagement from employee constituency groups and college leadership helped influence the development of the mentorship program.</p>	<p>HR will focus on piloting and implementing the mentorship program for new hires. Ensuring the mentorship program is well managed is crucial during the implementation phase.</p> <p>Feedback and input will be collected by participants in the mentorship program and will be used to refine the program design and areas of further improvement.</p> <p>Ongoing maintenance and support for mentors and mentees will be determined from participant feedback, surveys, mandatory check-ins with HR, and observation. Additional mentor training and support sessions is conducted as needed.</p>	<p>HR will further strengthen and structure effective program operations for the new employee mentorship program.</p> <p>Establishing day-to-day operating procedures will greatly affect the mentorship program quality and sustainability striving for consistency, compatibility, support, and accountability.</p>	<p>The New Employee Mentorship program will further establish evaluation criteria and methods to assess its effectiveness, identify areas of improvement, and demonstrate alignment with institutional goals and objectives.</p> <p>This includes measuring the program's impact on new employee retention as well as additional benefits such as increased promotion rates, shortened timelines for critical leadership positions, and increased collaboration and innovation related to diversity, equity, inclusion and accessibility.</p>
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<p>EEO Best Practices Grant: New Employee Orientation</p>	<p>HR to create and provide a new in-person monthly orientation model for all new hires and an in-depth quarterly orientation</p>	<p>HR will conduct a comprehensive review of the current orientation structure and content, actively engaging stakeholders such as the HR team, supervisors and new hires to gather insights that will shape the content and direction of the new employee orientation formats.</p> <p>A needs assessment will provide a holistic perspective by gathering feedback from current employees and integrating best and local practices from neighboring community colleges to inform the refinement of the new employee orientation models.</p>	<p>HR will establish a robust feedback mechanism and improvement process for the new employee orientations, recognizing their pivotal role in the onboarding process.</p> <p>The new employee orientation models will continue to enhance its focus on DEIA ensuring representation of diverse perspectives and needs throughout the orientation models.</p>	<p>HR will further integrate DEIA practices and principles into the new employee orientation models. This involves ensuring that the orientation materials, speakers, and examples reflect diverse backgrounds and perspectives, which is crucial for new hires to see themselves represented and develop a sense of belonging early in their onboarding.</p> <p>Additionally, ensuring that all orientation materials, presentations and activities are accessible to the needs of every new hire will be part of the review process.</p> <p>Moreover, showcasing the College's commitment to DEIA during orientation is important. Sharing information about DEIA initiatives, policies, and programs are available to employee demonstrates the College's dedication for fostering a diverse and inclusive workforce.</p>	<p>New hire feedback will be essential for identifying areas of improvement and enhance the orientation models.</p> <p>Involving supervisors in assessing their new hire's readiness and integration into their roles will provide additional valuable feedback.</p> <p>Encouraging new hires to participate in the Peer Mentoring Program will enrich the orientation models' effectiveness and foster a cohesive and impactful onboarding journey.</p> <p>Soliciting feedback from mentors in the Peer Mentoring Program regarding the effectiveness of orientation content, materials, and activities will also be advantageous.</p>
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<p>EEO Best Practices Grant: New Hire Welcome Guide</p>	<p>HR to create a comprehensive resource to facilitate the onboarding process for new hires. The guide is developed to include essential information relevant to a new hire's needs.</p> <p>Special attention was paid to ensure that the guide was user-friendly, accessible, engaging and as an additional resource to streamline the onboarding process.</p>	<p>HR will lead the development, design, and implementation of the New Hire Welcome Guide ensuring clarity, comprehensiveness, and user-friendliness.</p> <p>The comprehensive content of the New Hire Welcome Guide includes essential information such as the College's mission and vision, strategic plan, Board of Trustees and Executive Leadership team, checklists, details and guides for self-managing the first day/week, 30-60-90 days, payroll and benefit information, employee self-service guidance and additional support resources for acclimating to our College.</p> <p>The design, layout, structure, and visual elements of the New Hire Welcome Guide prioritizes engagement, user-friendliness, and accessibility to enhance the onboarding experience.</p>	<p>HR will explore strategies to integrate the New Hire Welcome Guide into our webpages, digital platforms, and online portals enhancing its visibility and accessibility. This may include adding multimedia content such as videos, improving search functionality for quick access to relevant information, and incorporating interactive elements to create a dynamic and engaging guide.</p> <p>Integrating the New Hire Welcome Guide into our new employee orientation models will serve as an additional resource for new hires during orientation, increasing the guide's visibility and usefulness in these formats.</p>	<p>HR will continue sustaining and scaling the New Hire Welcome Guide by incorporating best practices, emerging trends, and innovative onboarding strategies to maintain its relevance and effectiveness.</p> <p>HR will explore ways to integrate the New Hire Welcome Guide with existing HR platforms such as NEOGOV or The Vision Resource Center to automate workflows, track progress, and facilitate streamlined communications among HR, Supervisors and new hires.</p>	<p>Reviewing feedback from new hires is crucial for ensuring that the New Hire Welcome Guide effectively meets their learning and onboarding needs.</p> <p>Seeking stakeholder feedback and evaluation involved in the onboarding process, including HR specialists, supervisors, and campus community will be important to seek input on the clarity, comprehensiveness, relevance, and usability of the New Hire Welcome Guide from these perspectives.</p>
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<p>EEO Best Practices Grant: Supervisor Welcome Guide and Training</p>	<p>HR will provide supervisors with a Supervisor's Welcome Guide and training to assist them in welcoming new hires into their department or area. This post-hiring strategy aims to support the professional and interpersonal integration of both new hires and their supervisors.</p> <p>The guide and training provide supervisors a consistent and comprehensive training when welcoming new hires and establishes a unified approach across different teams and departments.</p>	<p>HR will focus on resource development and identifying the knowledge base of the guide and training. The guide includes resources for pre-arrival, first-day/first-week support and strategies, 30-60-90-day check-ins, as well as evaluations specific to constituency groups and associated deadlines.</p> <p>Developing a training component for supervisors that aligns with the content of the Supervisor's Welcome Guide ensures further understanding the guide as well as highlighting the importance of the guide as an onboarding strategy for all supervisors.</p> <p>Finally, pilot test the Supervisor's Welcome Guide and training to supervisors to gather feedback, identify areas of improvement and make necessary adjustments as the resource is unveiled.</p>	<p>HR will refine and enhance the Supervisor's Welcome Guide and training module to address any identified gaps or areas of improvement. This includes incorporating the latest best practices in this area and applying lessons learned from the pilot year to guide future enhancements.</p> <p>Additionally, efforts to integrate DEIA concepts and principles into the guide and training will ensure alignment with promoting DEIA from Day 1 of a new hire's onboarding experiences with their supervisor.</p> <p>Expanding the reach of the guide and training to include engaging new supervisor, graduates of the Promotional Success Academy, pre-supervisor training to enhance the knowledge base for effectively onboarding new hires.</p>	<p>HR will continuously assess and improve the Supervisor's Welcome Guide and training based on onboarding feedback, emerging trends in onboarding and supervisory skills, and evolving organizational needs. Regular updates and revisions will be implemented to ensure resources remain relevant and effective.</p> <p>Based on identified training needs, offering advanced sessions for experienced supervisors can contribute to improving the applicability of the guide and generate ideas for future training.</p> <p>Identifying strategies for supervisors to engage in DEIA conversations and topics will highlight their role in promoting DEIA competencies for both supervisors and new hires while also fostering a culture of inclusivity and equity.</p>	<p>The New Supervisor's Welcome Guide will undergo regular reviews and updates, with emphasis on soliciting feedback from supervisors.</p> <p>Structured feedback in the form of focus groups, and surveys from supervisors and new hires will gather insights on new hire onboarding experiences and needs.</p>
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APPENDIX A

COMMUNITY ORGANIZATIONS AND CONTACT INFORMATION

The Center Long Beach

2017 East Fourth Street
LONG BEACH, CALIFORNIA 90814
(562) 434-4455

100 Black Men of America

701 Pine Ave., #130
Long Beach, CA 90813

Centro CHA, Inc.

200 Pine Ave, Suite 550
Long Beach, CA 90802
(562) 612-4180

Long Beach BLAST

4201 Long Beach Blvd., Suite 201
Long Beach, CA 90807
(562) 437-7766

California Conference for Equality and Justice

3605 Long Beach Blvd., Suite 100
Long Beach, CA 90807
(562) 435-8184.

California State University, Long Beach

1250 Bellflower Blvd.
Long Beach, CA 90840
(562) 985-4111

American Association of University Women (AAUW) Long Beach (CA) Branch

Email: aauwlongbeach@gmail.com

Pacific Gateway Workforce Innovation Network

4811 Airport Plaza Dr.
Long Beach, CA 90815
(562) 570-3700

Disabled Resources Center, Inc.

2750 E. Spring Street, Ste #100
Long Beach, CA 90806
(562) 427-1000

United Cambodian Community

2201 E. Anaheim St. Suite 200
Long Beach, CA 90804
(562) 433-2490

Goodwill Southern Los Angeles County

800 W. Pacific Coast Highway
Long Beach, CA 90806
(562) 435-3411

APPENDIX B

Analysis of District Employee and Applicant Demographic Data

Long Beach Community College District has evaluated multiple external availability data sources, its current workforce utilization, applicant pools and hiring outcomes during this review period, and outcomes from each phase of the hiring process by race, ethnicity, and gender to identify opportunities to eliminate barriers and improve hiring outcomes to increase the diversity of the district's workforce and applicant pools.

The District serves a diverse student population comprised of approximately 34,800 students, the majority of whom are students of color. Long Beach City College is a Hispanic serving institution, and of our student population 53% are Hispanic/Latinx, 14% are White, 13% are African American, 11% are Asian & Filipino.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in our present global society.

Employee Workforce Demographics

Workforce demographics show the percentage representation of current employees by race, ethnicity, and gender categories within a defined group of classifications.

The Title 5 regulations list the following job categories for analysis (§ 53001. Definitions):

- Executive/Administrative/Managerial
- Faculty and other Instructional Staff
- Professional non-Faculty
- Secretarial/Clerical
- Technical and Paraprofessional
- Skilled Crafts
- Service and Maintenance

The Title 5 regulations (§ 53001. Definitions) define **underrepresentation** as “any monitored group for which the percentage of persons from that group employed by the district in a job category is below eighty percent (80%) of the projected representation for that group and job category.”

The 80% rule is established in the Uniform Guidelines on Employee Selection Procedures and provides a standard for comparing workforce representation with estimated availability and success rates throughout our selection processes.

In a utilization analysis, the 80% is calculated by dividing the workforce representation for a specific race, ethnicity, or gender group by the estimated availability.

If the result is less than 0.80, we have identified **adverse impact** and a potential focus area for our EEO Plan strategic objectives.

Adverse impact is analogous to the findings of “**disproportionate impact**” commonly used to identify equity gaps in student success outcomes. The terms can be used interchangeably to describe when success rates for a specific race, ethnicity, or gender identity community are substantially lower than another group.

Utilization Analysis

A utilization analysis, also referred to as a workforce utilization review, is an analysis of a workforce's demographics. A utilization analysis compares the demographics of the current workforce with the external availability sources identified by a college to define diversity within the local context.

The external availability sources identified by our district include the following:

<u>Student Population</u>	60% weight
<u>Local Population (Metropolitan Statistical Area)</u>	25% weight
<u>California Population</u>	10% weight
<u>United States Population</u>	10% weight

Our district also determined the weight to be assigned to each data source when calculating the external availability estimate. The weight determines the relative influence the data source will have on the composite availability estimate and is relevant to how our campus defines workforce diversity.

Demographic data for individuals who would meet our minimum qualifications have been obtained from the U.S. Census Bureau. The U.S. Census Bureau publishes employment data by race, ethnicity, and gender in an EEO Tabulation sponsored by the U.S. Department of Labor, Equal Employment Opportunity Commission, U.S. Department of Justice, and Office of Personnel Management. The EEO Tabulation is the primary external data source used to compare the race, ethnicity, and gender identity composition of our District's workforce to the available labor market.

Shown below are tables that include information on our District's workforce demographic data, as they relate to Gender and Race/Ethnicity for each of our job categories for the 2022-2023 academic year:

EMPLOYEES - JOB CLASSIFICATION	Female		Male		Non-Binary		Transgender		Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Executive / Administrative / Managerial	45	48%	48	51%	0	0%	0	0%	1	1%	94	3%
Faculty and other Instructional Staff	751	57%	568	43%	3	0%	1	0%	1	0%	1324	49%
Professional (Non-Faculty)	97	64%	49	32%	1	1%	0	0%	4	3%	151	6%
Secretarial / Clerical	498	66%	252	33%	2	0%	0	0%	1	0%	753	28%
Technical and Paraprofessional	158	67%	78	33%	0	0%	0	0%	0	0%	236	9%
Skilled Crafts	2	9%	19	86%	1	5%	0	0%	0	0%	22	0.82%
Service and Maintenance	24	22%	87	78%	0	0%	0	0%	0	0%	111	4%
Total	1575		1101		7		1		7		2691	100%

EMPLOYEES - JOB CLASSIFICATION	Black or African American		Hispanic or Latina/o/x		Asian		Native Hawaiian or Pacific Islander		Native American or Alaska Native		White		Two or More		Declined to State		Hispanic - No/Other Non-		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Executive / Administrative / Managerial	16	17%	29	31%	6	6%	1	1%	0	0%	38	40%	3	3%	0	0%	1	1%	94	4%
Faculty and other Instructional Staff	113	9%	286	22%	182	14%	11	1%	6	0%	643	49%	83	6%	0	0%	0	0%	1324	55%
Professional (Non-Faculty)	11	8%	65	45%	28	19%	1	1%	2	1%	23	16%	16	11%	0	0%	0	0%	146	6%
Secretarial / Clerical	68	14%	171	36%	71	15%	1	0%	5	1%	107	22%	52	11%	0	0%	3	1%	478	20%
Technical and Paraprofessional	27	12%	74	32%	29	13%	4	2%	1	0%	69	30%	28	12%	0	0%	0	0%	232	10%
Skilled Crafts	1	5%	4	18%	2	9%	0	0%	0	0%	13	59%	2	9%	0	0%	0	0%	22	1%
Service and Maintenance	33	35%	21	22%	8	9%	1	1%	0	0%	23	24%	8	9%	0	0%	0	0%	94	4%
Total	269		650		326		19		14		916		192		0		4		2390	100%

District Workforce Analysis

An extensive analysis and review of our District's employee demographic data was completed for the 2022-2023 academic year to identify areas of underrepresentation with regards to Gender and Race/Ethnicity.

Gender:

When compared to the composite availability estimate of the external workforce and the District's student population, our employee data does not reflect underrepresentation for neither females nor males in all job categories. Due to the low numbers for those employees who either identified as non-binary, transgender, or decline to answer, these data were not included in the overall findings.

Race/Ethnicity:

Executive/Administrative/Managerial

- For this job category, Hispanic or Latina(o/x) and Asian employees were found to be underrepresented when compared to the composite availability estimate of the external workforce and LBCC's student population.

Faculty and Other Instructional Staff

- For this job category, Hispanic or Latina(o/x) employees were found to be underrepresented when compared to the composite availability estimate of the external workforce and LBCC's student population.

Classified Professionals (Non-Faculty)

- For the job categories that encompass Classified Professionals, Black or African American employees and White employees were found to be underrepresented when compared to the composite availability estimate of the external workforce and LBCC's student population.

Applicant Demographics

Applicant demographics show the percentage representation of applicants by race, ethnicity, and gender categories within the same defined group of classifications mentioned above for workforce demographics.

The Title 5 regulations list the following job categories for analysis (§ 53001. Definitions):

- Executive/Administrative/Managerial
- Faculty and other Instructional Staff
- Professional non-Faculty
- Secretarial/Clerical
- Technical and Paraprofessional
- Skilled Crafts
- Service and Maintenance

Following the same process outline for workforce demographics, our district also determined and used the same weight to be assigned to each data source when calculating the external availability estimate. The weight determines the relative influence the data source will have on the composite availability estimate and is relevant to how our campus defines workforce diversity.

Demographic data for individuals who would meet our minimum qualifications have also been obtained from the U.S. Census Bureau. The U.S. Census Bureau publishes employment data by race, ethnicity, and gender in an EEO Tabulation sponsored by the U.S. Department of Labor, Equal Employment Opportunity Commission, U.S. Department of Justice, and Office of Personnel Management. The EEO Tabulation is the primary external data source used to compare the race, ethnicity, and gender identity composition of our District’s workforce to the available labor market.

Shown below are tables that include information on our District’s applicant demographic data, as they relate to Gender and Race/Ethnicity for each of our job categories for the 2022-2023 academic year:

2022-2023 Applicant Job Classification by Gender										
APPLICANT - JOB CLASSIFICATION	Female		Male		Non-binary		Declined to State		Total	
	#	%	#	%	#	%	#	%	#	%
Executive / Administrative / Managerial	391	49%	393	49%	0	0	21	3%	805	9%
Faculty and other Instructional Staff	1419	51%	1263	46%	0	0	85	3%	2767	33%
Professional (Non-Faculty)	767	61%	452	36%	0	0	33	3%	1252	15%
Secretarial / Clerical	1649	73%	549	24%	0	0	64	3%	2262	27%
Technical and Paraprofessional	610	53%	519	45%	0	0	24	2%	1153	14%
Skilled Crafts	30	26%	81	69%	0	0	6	5%	117	1%
Service and Maintenance	20	13%	127	82%	0	0	7	5%	154	2%
Total	4886		3384		0		240		8510	100%

2022-2023 Applicant Job Classification by Race																		
APPLICANT - JOB CLASSIFICATION	Black or African American		Hispanic or Latina/o/x		Asian		Native Hawaiian or Pacific Islander		Native American or Alaska Native		White		Two or More		Declined to State		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Executive / Administrative / Managerial	164	20%	212	26%	67	8%	3	0%	0	0%	190	24%	114	14%	55	7%	805	9%
Faculty and other Instructional Staff	292	11%	708	26%	419	15%	11	0%	10	0%	785	28%	359	13%	183	7%	2767	33%
Professional (Non-Faculty)	152	12%	485	39%	160	13%	2	0%	4	0%	215	17%	173	14%	61	5%	1252	15%
Secretarial / Clerical	299	13%	873	39%	222	10%	12	1%	9	0%	330	15%	361	16%	156	7%	2262	27%
Technical and Paraprofessional	166	14%	386	33%	177	15%	5	0%	5	0%	174	15%	160	14%	80	7%	1153	14%
Skilled Crafts	8	7%	35	30%	18	15%	0	0%	0	0%	30	26%	18	15%	8	7%	117	1%
Service and Maintenance	44	29%	59	38%	8	5%	0	0%	0	0%	22	14%	11	7%	10	6%	154	2%
Total	1125		2758		1071		33		28		1746		1196		553		8510	100%

Applicant Demographic Data Analysis

An extensive analysis and review of our District’s applicant demographic data was completed for the 2022-2023 academic year to identify areas of underrepresentation with regards to Gender and Race/Ethnicity.

Gender:

When compared to the composite availability estimate of the external workforce and the District’s student population, our applicant demographic data shows an area of underrepresentation for males in the combined job categories that encompass Classified Professionals. Due to the low numbers for those applicants who either identified as non-binary, transgender, or decline to answer, these data were not included in the overall findings.

Race/Ethnicity:

Executive/Administrative/Managerial

- For this job category, Hispanic or Latina(o/x), Asian, and White applicants were found to be underrepresented when compared to the composite availability estimate of the external workforce and the District’s student population.

Faculty and Other Instructional Staff

- For this job category, Hispanic or Latina(o/x) applicants were found to be underrepresented when compared to the composite availability estimate of the external workforce and the District’s student population.

Classified Professionals (Non-Faculty)

- For the job categories that encompass Classified Professionals, White applicants were found to be underrepresented when compared to the composite availability estimate of the external workforce and LBCC’s student population.

Longitudinal Hiring Analysis

The District has also conducted a longitudinal hiring analysis which compares the hiring rates for each race, ethnicity, and gender group to determine whether one or more groups is experiencing substantially different outcomes in our hiring process.

In a longitudinal hiring analysis, the 80% rule is calculated by dividing the hiring rate for a specific race, ethnicity, or gender group by the hiring rate for the group with the highest hiring rate. Where the result is less than .80, we have identified adverse impact.

The tables below show the comparison of hiring rates between each race/ethnicity and gender group. The areas highlighted in yellow show where we have identified adverse impact:

Executive / Administrative / Managerial				
	Hired	Applicants	Hiring Rate	Adverse Impact Test
Female	5	391	1.3%	71.8% <80%
Male	7	393	1.8%	Highest Rate
Black or African American	2	164	1.2%	46.3% <80%
Hispanic or Latina/o/x	4	212	1.9%	71.7% <80%
Asian	0	67	0.0%	0.0% <80%
Native Hawaiian or Pacific Islander	0	3	0.0%	0.0% <80%
Native American or Alaska Native	0	0	N/A	N/A N/A
White	5	190	2.6%	Highest Rate
Two or More	1	114	0.9%	33.3% <80%
Analysis (Gender): Adverse impact identified for gender Female in this job category. It is important to note that the data sample for "Hired" is very small. With the hire of one additional gender Female, there would be no adverse impact.				
Analysis (Race): Adverse impact identified in all other race categories except white				

Faculty and other Instructional Staff

	Hired	Applicants	Hiring Rate	Adverse Impact Test	
Female	102	1419	7.2%	Highest Rate	
Male	76	1263	6.0%	83.7%	
Black or African American	19	164	11.6%	34.8%	< 80%
Hispanic or Latina/o/x	51	212	24.1%	72.2%	< 80%
Asian	18	54	33.3%	Highest Rate	
Native Hawaiian or Pacific Islander	3	3	N/A	N/A	N/A
Native American or Alaska Native	0	0	N/A	N/A	N/A
White	67	785	8.5%	25.6%	< 80%
Two or More	21	360	5.8%	17.5%	< 80%

Analysis (Gender): No adverse impact identified within Gender categories

Analysis (Race): Adverse impact identified in all other race categories except Asian

Classified (Professional Non-Faculty, Secretarial, Technical, Skilled, and Service and Maintenance)

	Hired	Applicants	Hiring Rate	Adverse Impact Test	
Female	359	3076	11.7%	90.4%	
Male	223	1728	12.9%	Highest Rate	
Black or African American	34	669	5.1%	69.2%	< 80%
Hispanic or Latina/o/x	135	1838	7.3%	Highest Rate	
Asian	36	585	6.2%	83.8%	
Native Hawaiian or Pacific Islander	3	19	15.8%	N/A	N/A
Native American or Alaska Native	1	18	5.6%	N/A	N/A
White	52	771	6.7%	91.8%	
Two or More	27	723	3.7%	50.8%	< 80%

Analysis (Gender): No adverse impact identified within Gender categories

Analysis (Race): Adverse impact identified in race categories Black or African American and Two or More

Longitudinal Phase Analysis

A longitudinal phase analysis compares the success rates for each race, ethnicity, and gender group at each phase of the selection process to determine whether one or more groups is experiencing substantially different outcomes within specific steps of the process.

The longitudinal phase analysis differs from the longitudinal hiring analysis in the level of analysis. The hiring analysis measures for adverse impact in the hiring outcome; the phase analysis identifies the specific step(s) in the process where some applicants are more likely to be removed from consideration than others.

The phase used in the District's analysis:

- Phase 1: Meets Minimum Qualifications
- Phase 2: Application Review (Subject Matter Expert Review)
- Phase 3: First Level Interview
- Phase 4: Final Level Interview

The longitudinal phases analysis also uses nominal data and measures for adverse impact using the **80% rule**.

Longitudinal Phase Analysis – Gender

The tables below show the comparison of passing (or progression) rates between each gender group for each job category. The areas highlighted in yellow show where we have identified adverse impact:

Executives									
Phase Rmved	Total Female	Total Male	Female Fail	Male Fail	Female Pass	Male Pass	Female Pass Rat	Male Pass Rate	Adverse Impact Test
1	391	378	88	119	303	259	0.774936061	0.685185185	0.884182863 >80%
2	200	205	86	87	114	118	0.57	0.575609756	0.990254237 >80%
3	91	116	46	67	45	48	0.494505495	0.413793103	0.836781609 >80%
4	37	50	26	38	12	14	0.324324324	0.28	0.863333333 >80%

Faculty									
Phase Rmved	Total Female	Total Male	Female Fail	Male Fail	Female Pass	Male Pass	Female Pass Rat	Male Pass Rate	Adverse Impact Test
1	1508	1390	591	650	917	740	0.608090186	0.532374101	0.875485435 >80%
2	333	243	243	189	90	54	0.27027027	0.222222222	0.822222222 >80%
3	84	51	55	43	34	18	0.404761905	0.352941176	0.871972318 >80%
4	35	14	23	5	9	5	0.257142857	0.357142857	0.72 <80%

Removed Adjunct from phases 2-4 due to exam steps not aligning with Full-Time Faculty

Classified									
Phase Rmved	Total Female	Total Male	Female Fail	Male Fail	Female Pass	Male Pass	Female Pass Rat	Male Pass Rate	Adverse Impact Test
1	3103	1790	1811	982	1292	808	0.416371254	0.451396648	0.922406614 >80%
2	1691	958	1063	626	628	332	0.371377883	0.346555324	0.933160911 >80%
3	372	195	181	100	191	95	0.51344086	0.487179487	0.948852195 >80%
4	200	103	146	75	54	28	0.27	0.27184466	0.993214286 >80%

As indicated above, the only area where we have identified adverse impact is in the Faculty job category. This data shows that there is an adverse impact for the Female gender group at Phase 4 for Faculty. The passing rate for Females at this step in the recruitment process compared to Males is below the 80% threshold.

Longitudinal Phase Analysis – Race/Ethnicity

The tables below show the comparison of passing (or progression) rates between each race/ethnic group for each job category. The areas highlighted in yellow show where we have identified adverse impact:

*Please note that since the disposition codes did not allow for an alignment of exam steps or phases between full-time faculty and part-time faculty because of the differences in recruitment processes, adjunct faculty were removed from phases 2-4 in the analysis.

Executives															
Phase Rmved	Black or African American				Hispanic or Latina/o/x Apps				Asian				Native Hawaiian or Pacific Islande		
	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate
1	162	106	0.6543	0.850617	216	161	0.74537	0.96898	65	50	0.769		n/a	n/a	n/a
2	106	39	0.3679	0.745164	160	79	0.49375		49	17	0.347	0.70266	n/a	n/a	n/a
3	30	13	0.4333	0.746296	79	27	0.34177	0.58861	17	3	0.176	0.30392	n/a	n/a	n/a
4	13	6	0.4615		27	7	0.25926	0.56173	3	0	0	0	n/a	n/a	n/a
Phase Rmved	Native American or Alaska Native				White				Two or More						
	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate
1	n/a	n/a	n/a		195	133	0.68205	0.88667	118	88	0.746	0.96949			
2	n/a	n/a	n/a		133	57	0.42857	0.86799	83	34	0.41	0.82965			
3	n/a	n/a	n/a		51	29	0.56863	0.9793	31	18	0.581				
4	n/a	n/a	n/a		27	7	0.25926	0.56173	17	5	0.294	0.63725			

Removed Adjunct from phases 2-4 due to exam steps not aligning with Full-Time Faculty

Due to the small number of applicants for race groups Native Hawaiian or Pacific Islander and Native American or Alaska Native, these groups are not included in these datasets

Faculty															
Phase Rmved	Black or African American				Hispanic or Latina/o/x Apps				Asian				Native Hawaiian or Pacific Islande		
	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate
1	334	145	0.4341	0.679319	773	494	0.63907		391	235	0.601	0.94047	n/a	n/a	n/a
2	54	12	0.2222	0.69697	169	42	0.24852	0.77945	86	22	0.256	0.80233	n/a	n/a	n/a
3	11	3	0.2727	0.6	40	9	0.225	0.495	22	10	0.455		n/a	n/a	n/a
4	2	0	0	0	7	4	0.57143		9	3	0.333	0.58333	n/a	n/a	n/a
Phase Rmved	Native American or Alaska Native				White				Two or More						
	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate
1	n/a	n/a	n/a		846	459	0.54255	0.84897	395	212	0.537	0.83983			
2	n/a	n/a	n/a		172	47	0.27326	0.85703	69	22	0.319				
3	n/a	n/a	n/a		47	20	0.42553	0.93617	22	10	0.455				
4	n/a	n/a	n/a		20	4	0.2	0.35	9	2	0.222	0.38889			

Removed Adjunct from phases 2-4 due to exam steps not aligning with Full-Time Faculty

Due to the small number of applicants for race groups Native Hawaiian or Pacific Islander and Native American or Alaska Native, these groups are not included in these datasets

Classified															
Phase Rmved	Black or African American				Hispanic or Latina/o/x Apps				Asian				Native Hawaiian or Pacific Islande		
	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate
1	687	271	0.3945	0.817316	1858	809	0.43541	0.90215	576	278	0.483		n/a	n/a	n/a
2	338	122	0.3609	0.912473	923	328	0.35536	0.89836	316	125	0.396		n/a	n/a	n/a
3	67	28	0.4179	0.827627	194	96	0.49485	0.97999	86	40	0.465	0.92111	n/a	n/a	n/a
4	28	6	0.2143	0.619048	93	24	0.25806	0.74552	32	11	0.344	0.99306	n/a	n/a	n/a
Phase Rmved	Native American or Alaska Native				White				Two or More						
	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate	Adverse Impact	Total Applications	Total Pass	Pass Rate
1	n/a	n/a	n/a		777	344	0.44273	0.91731	733	319	0.435	0.9017			
2	n/a	n/a	n/a		425	150	0.35294	0.89224	365	127	0.348	0.87961			
3	n/a	n/a	n/a		108	53	0.49074	0.97186	101	51	0.505				
4	n/a	n/a	n/a		52	18	0.34615		51	16	0.314	0.90632			

Removed Adjunct from phases 2-4 due to exam steps not aligning with Full-Time Faculty

Due to the small number of applicants for race groups Native Hawaiian or Pacific Islander and Native American or Alaska Native, these groups are not included in these datasets

The data gathered here shows:

- Executive/Administrative/Managerial
 - Adverse impact in the progression rates for Black or African American applicants passing the application SME review stage (Phase 2) and passing the first level interview stage (Phase 3).
 - Adverse impact in progression of Hispanic or Latina/o/x applicants from first level interviews (Phase 3) to final level interviews (Phase 4) and being selected.
 - Adverse impact in progression of Asian applicants from passing application review (Phase 2) all the way down to being selected after final level interviews (Phase 4).
 - Adverse impact for White applicants and applicants who identified as Two or More races in the progression from final level interviews (Phase 4) to being selected for hire.
- Faculty
 - Adverse impact in all phases for Black or African American applicants from meeting the minimum qualifications down to being selected at the final level interview phase.
 - Adverse impact in progression of Hispanic or Latina/o/x applicants passing the application SME review stage (Phase 2) and passing the first level interview stage (Phase 3).
 - Adverse impact in progression of Asian, White, and applicants who identified as Two or More races in the progression from final level interviews (Phase 4) to being selected for hire.
- Classified
 - Adverse impact in the progression rates for Black or African American applicants and Hispanic or Latina/o/x applicants in the progression from final level interviews (Phase 4) to being selected for hire.

Having determined that particular monitored groups in our workforce demographics, applicant demographics, and longitudinal hiring and phase analyses, the district shall take steps outlined in components 10 and 12 as remedying measures to mitigate adverse impact and underrepresentation in our hiring processes.

By reviewing our recruitment procedures, we can further refine our processes to allow for more diverse applicant pools and diverse candidates progressing through the recruitment process.

The adverse impact finding at the subject matter application review phase suggests potentially removing personally-identifiable information from application materials, such as the applicant's name, which could result in more equitable outcomes for applicants identifying as Black or African American, Hispanic/LatinX, and Asian.



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