



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

Equal Employment Opportunity Report 2025

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Executive Summary

Over the past decade, North Orange County Community College District (NOCCCD) has shown significant strides in enhancing diversity across its workforce. District-wide employee diversity has grown by 16.6%, reaching 57.4% as of Fall 2024. Key trends reveal positive increases in racial/ethnic diversity among administrators, faculty, and classified professionals. Nevertheless, ongoing efforts are needed to bridge the gap between student and employee diversity, especially within certain faculty roles and administrative positions.

Trends in Representation

Districtwide Trends in Racial/Ethnic Diversity: NOCCCD has made substantial progress in racial and ethnic diversity among employees, rising from 40.8% in 2015 to 57.4% in 2024. This trend aligns with the district's commitment to fostering a more inclusive environment, with each institution showing a growth rate between 15% to 20%. Notably, District Services has consistently led in employee diversity, with 71% of its workforce identified as diverse in Fall 2024.

Gender Representation: The district maintains a strong representation of female employees, with a stable average of 56.6% over the last decade. NOCE leads in female representation, with 73% of employees identifying as female, while District Services, Cypress, and Fullerton follow with 64%, 53%, and 53%, respectively. This stability in gender representation underscores NOCCCD's success in fostering gender inclusivity across departments.

Student vs. Employee Diversity: A gap remains between student and employee diversity. In Fall 2024, NOCCCD students were notably more diverse (80%) compared to employees (57%), with Latine/Hispanic students constituting 53.8% versus 32.7% of employees. This difference is even more pronounced in faculty positions, where full-time faculty diversity stands at 45%, highlighting a critical area for future recruitment focus. According to a study conducted by Gurin (2002), "classroom diversity had a positive effect on racial and cultural engagement for groups." This underscores the importance of educational and civic interaction among different racial and ethnic groups during the college years.

Hiring Trends and Initiatives: Recent hiring data underscore NOCCCD's dedication to diversity. In 2024-25, 64% of new full-time faculty hires were from racially/ethnically diverse backgrounds, with Latine/Hispanic, Asian, and Black/African American candidates making up a significant portion of applicants. The district also surpasses the state average in diversity for community college employees, particularly in the Latine/Hispanic and Asian categories.

Retention and Exiting Trends: Between 2020-2024, NOCCCD's exiting employees were somewhat more racially/ethnically diverse than the overall workforce, with differences ranging from 5% to 13% each year. For the most part, these differences were not statistically significant, but the trends in exiting employees highlight the district's potential for improving practices in retaining diverse talent.

Highlights:

- **Classified Staff Diversity:** At 71%, NOCCCD's classified staff outpaces local community colleges in diversity, with Latine/Hispanic and multiethnic representation notably higher than regional counterparts.
- **Faculty Representation:** While faculty diversity has improved, further efforts are needed to achieve student demographic alignment, especially among full-time faculty. In 2024, for example, there were approximately twice as many Latine/Hispanic students than Latine/Hispanic faculty (54% vs 25%, respectively).
- **Educational Administrator Diversity:** With 55% diversity among educational administrators, NOCCCD also leads other local institutions in minority representation within leadership roles.

Understanding EEO Categories: A Comprehensive Analysis


In order to provide a detailed and comprehensive analysis of the diversity and inclusion progress within the NOCCCD, this section of the report delves into the Equal Employment Opportunity (EEO-6) categories, which play a crucial role in categorizing employment data based on job classification and demographic information. The EEO-6 categories are instrumental in standardizing the collection and reporting of employment data, ensuring consistency and comparability across different institutions and time periods. For further details, please refer to the NOCCCD's EEO Plan. The EEO-6 categories are defined as follows:

- **Executives/Administrators:** Employees whose assignments require primary responsibility for management of the institution.
- **Faculty (Tenure and Non-Tenure Track):** Employees whose assignments are primarily instruction, research, or public service activities.
- **Professional Non-Faculty:** Employees whose assignments require professional level work in activities which are intellectual and varied.
- **Secretarial/Clerical:** Employees whose assignments typically are associated with clerical activities or are specifically of a secretarial nature.
- **Technical and Paraprofessional:** Employees whose assignments require specialized knowledge or skills which may be obtained through experience, apprenticeships, on-the-job training, or academic work in occupationally specific programs.

- **Skilled Crafts:** Employees whose assignments require specialized manual skills and thorough and comprehensive knowledge of the processes involved in the work.
- **Service/Maintenance:** Employees whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties which result in or contribute to the comfort, convenience, and hygiene of personnel and the student body or which contribute to the upkeep and care of the institutional property.

Demographic data is collected as part of a voluntary self-identification form at the application and onboarding stages. To standardize the reporting of demographic data, the race/ethnicity categories are defined as:

- **Latine/Hispanic:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. This category is considered an ethnicity, not a race, and is defined separately from the racial categories.
- **White/Non-Hispanic:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Black or African American (Not Hispanic or Latino):** A person having origins in any of the Black racial groups of Africa.
- **Pacific Islander or Native Hawaiian (Not Hispanic or Latino):** A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **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.
- **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 maintains tribal affiliation or community attachment.
- **Multi Ethnic (Not Hispanic or Latino):** A person who primarily identifies with two or more of the above race categories.

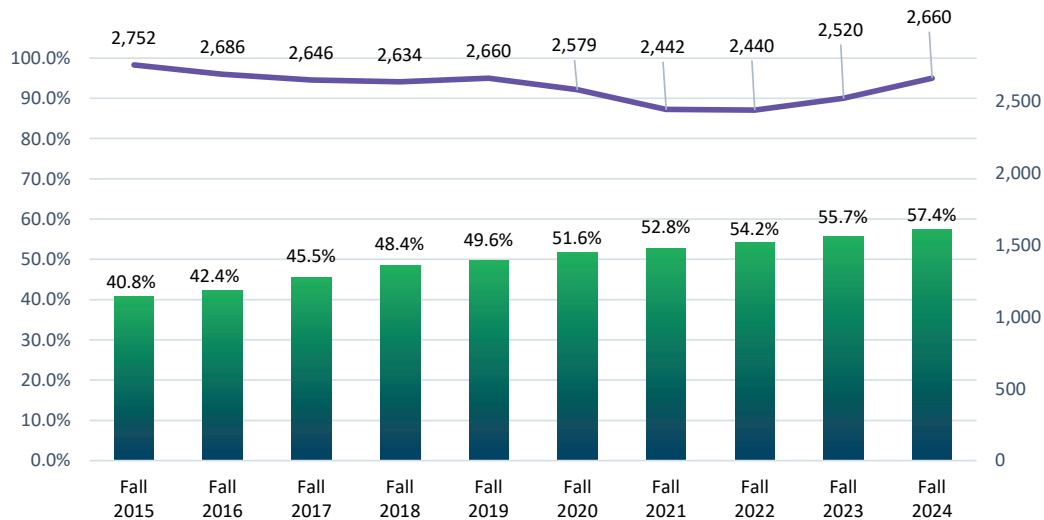


In this diversity report, we provide a thorough comparison of demographic data across our three institutions and District Services. This approach enables us to pinpoint specific areas of progress and areas in need of attention, ensuring that our diversity, equity, and inclusion efforts are targeted and effective. To offer a comprehensive view of our progress over time, this report includes a 10-year and a 5-year snapshot, comparing current data with past data sets. This longitudinal analysis highlights trends and patterns, showcasing the strides we have made in fostering a diverse and inclusive environment, as well as identifying areas where sustained effort is required. The data sets encompass a wide range of demographics, including students, full-time faculty, administrators, management, classified/confidential staff, as well as comparative data from California Community Colleges and local metropolitan data. By examining these various data sets, this report provides a nuanced and in-depth understanding of our diversity and inclusion landscape, paving the way for informed decision-making and strategic planning in the years to come.

Districtwide Trends in Employee Ethnic Diversity

Fall 2015 through Fall 2024

NOCCCD employee racial/ethnic diversity has increased approx. 17% over the last ten years from 40.8% in fall 2015 to 57.4% in fall 2024.



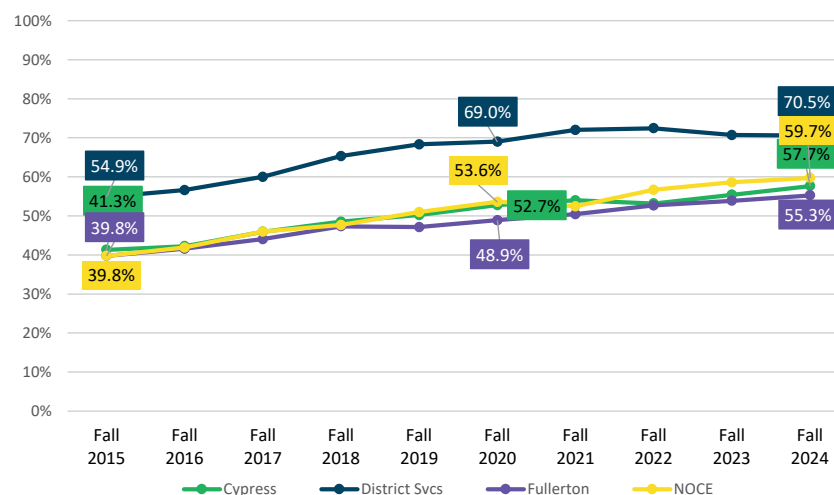
Source: CCCC Data Mart

Note: Employees include educational and classified administrators, full-time faculty, adjunct faculty, and permanent classified and confidential staff

NOCCCD Trends in Percentage of Diverse Employees by Institution

Fall 2015 through Fall 2024

Each institution has increased the percentage of diverse employees over the last 10 years (between 15 - 20%). District Services has had the highest percentage of diverse employees by race/ethnicity (71% as of fall 2024). Cypress, Fullerton, and NOCE have had similar percentages of diverse employees over the last 10 years (55% - 60% as of fall 2024).

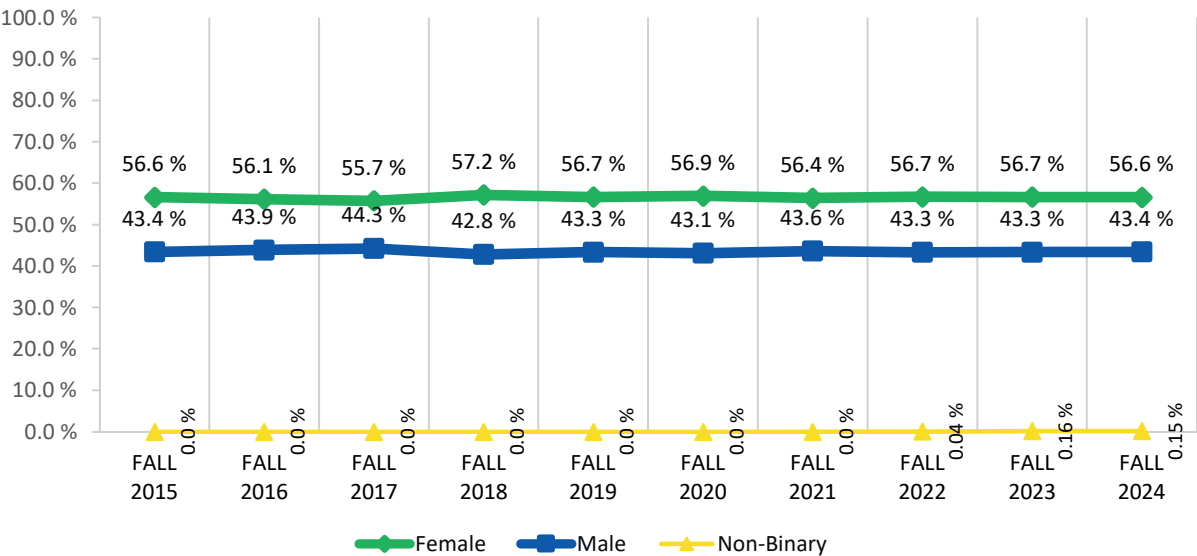


Source: CCCC Data Mart, Faculty & Staff Demographics Report

Districtwide Trends in Employee Gender

Fall 2015 through Fall 2024

Females make up the majority of employees across the district (approximately 57% in fall 2024) and the percentage of female employees has remained consistent over the last ten years.

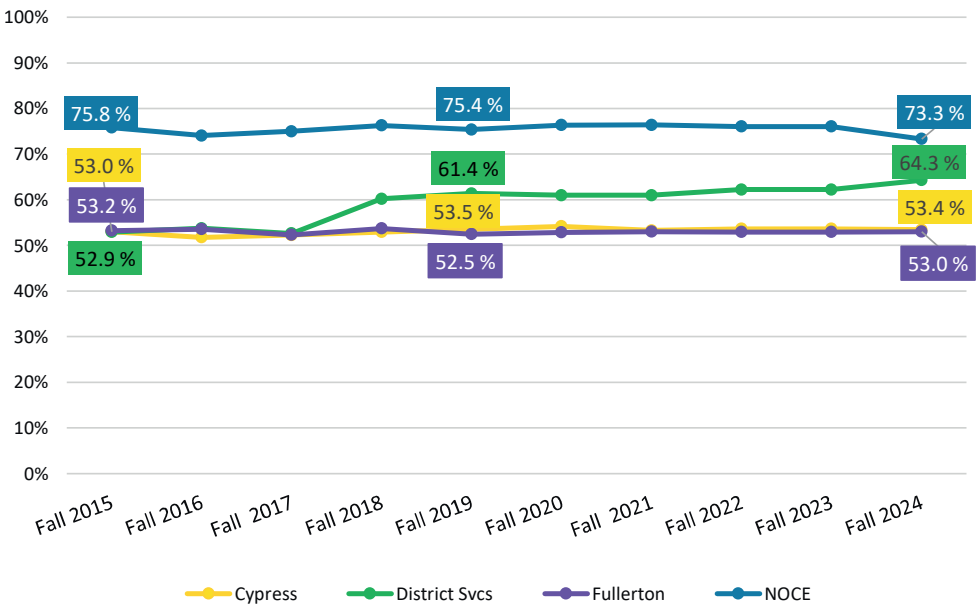


Source: CCCC Data Mart

NOCCCD Trends in Percentage of Female Employees by Institution

Fall 2015 through Fall 2024

NOCE has consistently had the highest percentage of female employees, with 73% females as of 2024. Cypress and Fullerton had 53% female employees as of 2024, while District Services had 64% female employees.

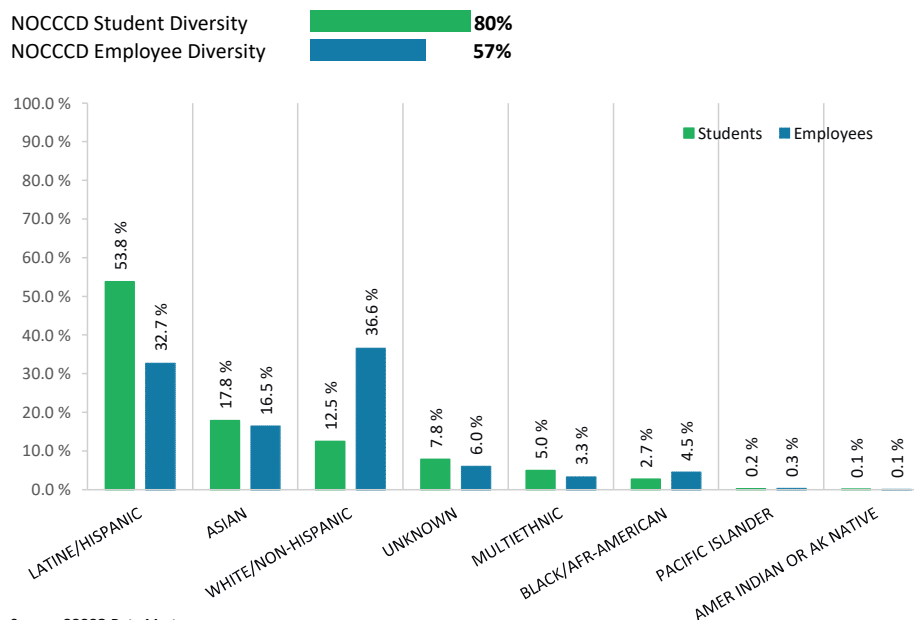


Source: CCCC Data Mart

NOCCCD Student vs Employee Ethnicity

Fall 2024

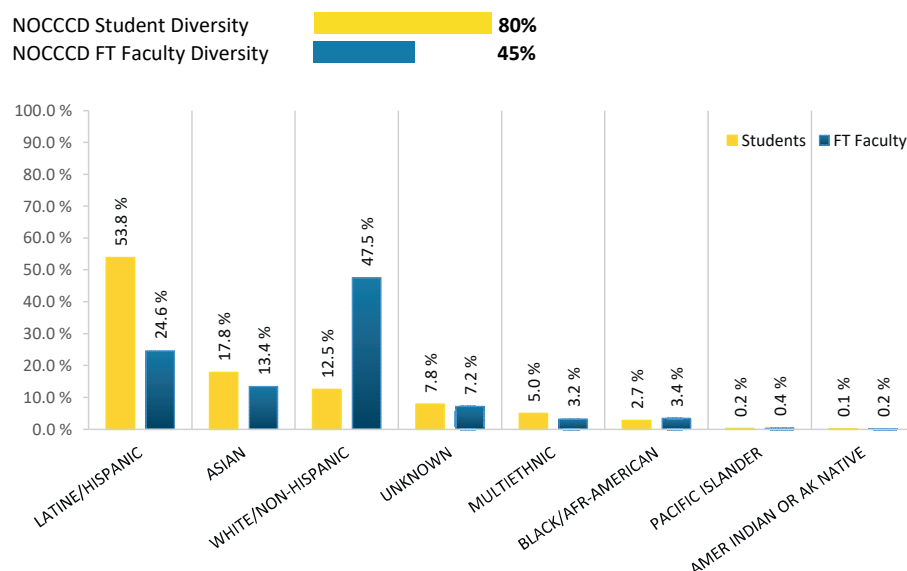
NOCCCD students are more racially/ethnically diverse than employees. In particular, there were more Latine/Hispanic students than employees (53.8% versus 32.7%) and more White/Non-Hispanic employees than students (36.6% versus 12.5%) as of fall 2024.



NOCCCD Student vs FT Faculty Ethnicity

Fall 2024

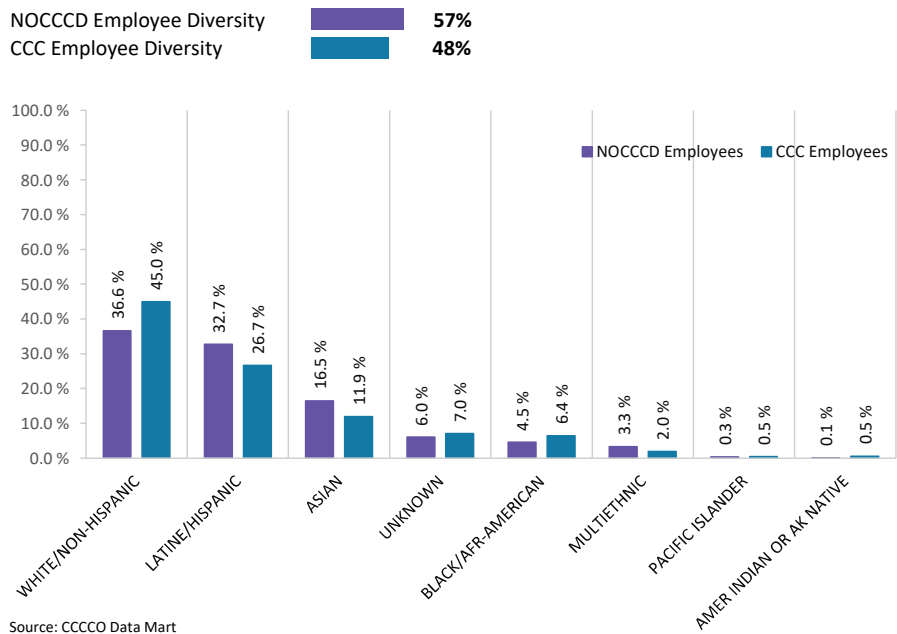
NOCCCD students are more racially/ethnically diverse than full-time faculty although both groups have increased in the percentage of racial/ethnic diversity from the prior fall. Notably, there were more Latine/Hispanic students than faculty (53.8% versus 24.6%) and more White/Non-Hispanic faculty than students (47.5% versus 12.5%) in 2024.



NOCCCD vs CA Community Colleges Employee Ethnicities

Fall 2024

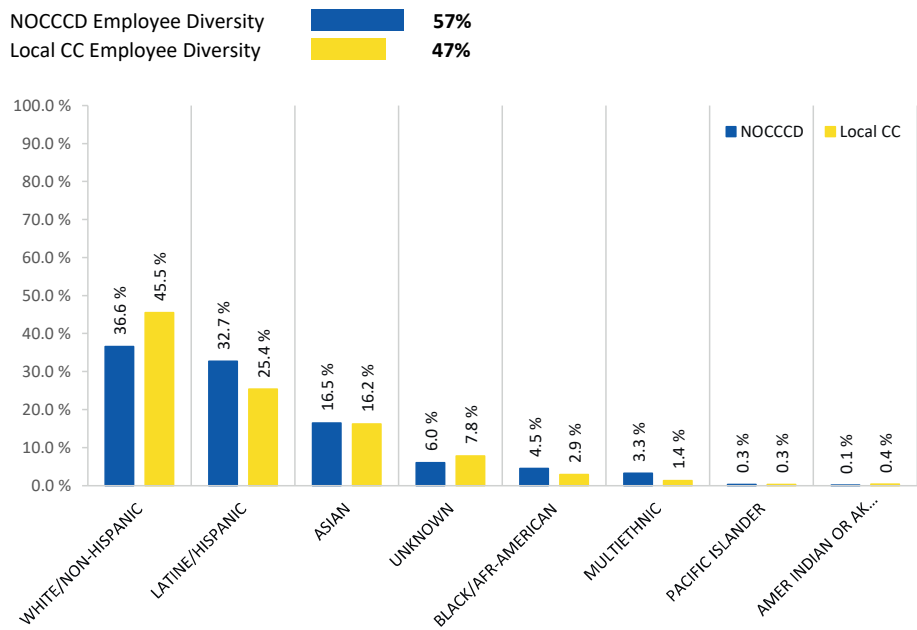
Employee diversity is higher at NOCCCD compared to CA community colleges statewide (57% compared to 48%, respectively). NOCCCD has higher percentages of Latine/Hispanic and Asian employees and fewer White/Non-Hispanic employees compared to statewide percentages.



NOCCCD vs Local Community College Employee Ethnicities

Fall 2024

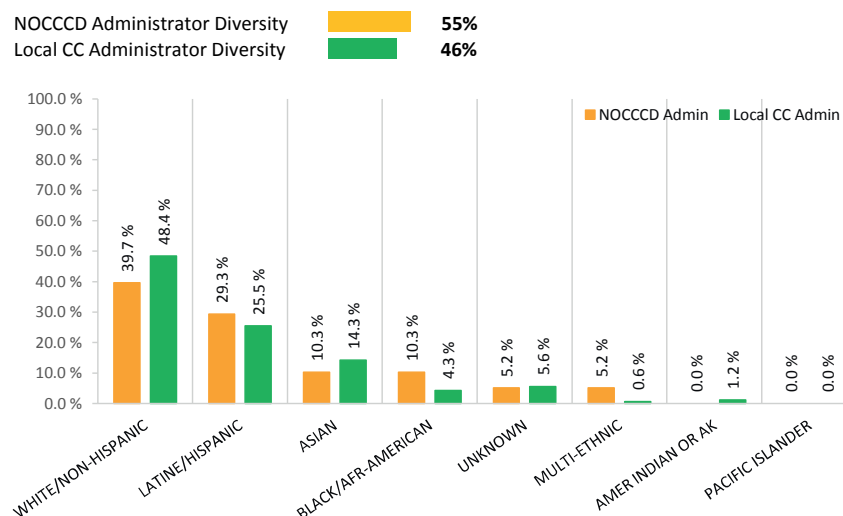
Employee diversity is also higher at NOCCCD compared to other local California community college districts (57% compared to 47% diverse). NOCCCD has higher percentages of Latine/Hispanic, Black/African-American, and Multiethnic employees and lower percentages of White/Non-Hispanic employees compared to other community colleges in the Orange County region.



NOCCCD vs Local Community College Employee Ethnicities - Educational Administrators

Fall 2024

NOCCCD has a higher percentage of diverse educational administrators than other local California community college districts (55% compared to 46% diverse). Looking at specific racial/ethnic group differences reveals that NOCCCD has a higher percentage of Latine/Hispanic, Black/African American and multiethnic administrators, but lower percentages of Asian and White/Non-Hispanic administrators compared to other Orange County community colleges.



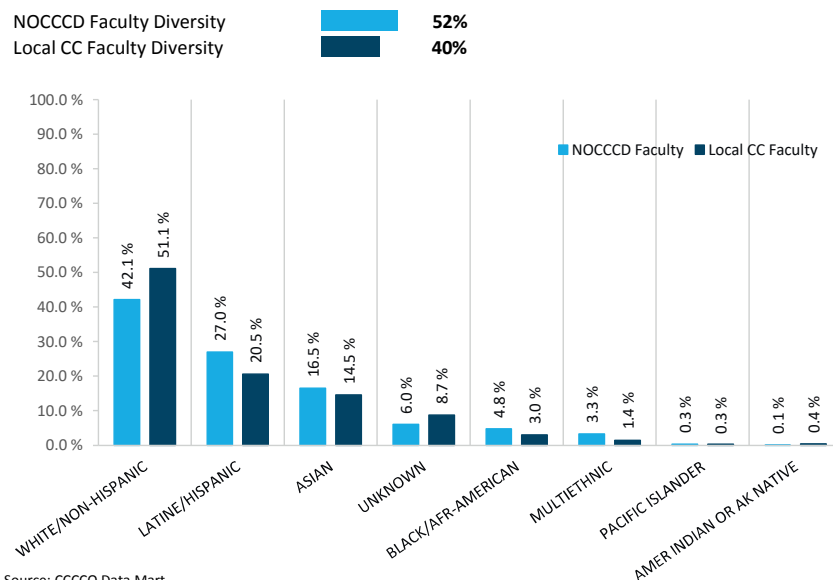
Source: CCCCC Data Mart

Note: Local Community College data represents the Coast CCD, Rancho Santiago CCD, and South Orange County CCD. Data do not include Classified Managers.

NOCCCD vs Local Community College Employee Ethnicities - All Faculty

Fall 2024

NOCCCD has a more diverse group of faculty (full-time and adjunct) compared to other local California community college districts (52% versus 40% diverse); particularly higher are faculty identifying as Latine/Hispanic at NOCCCD.



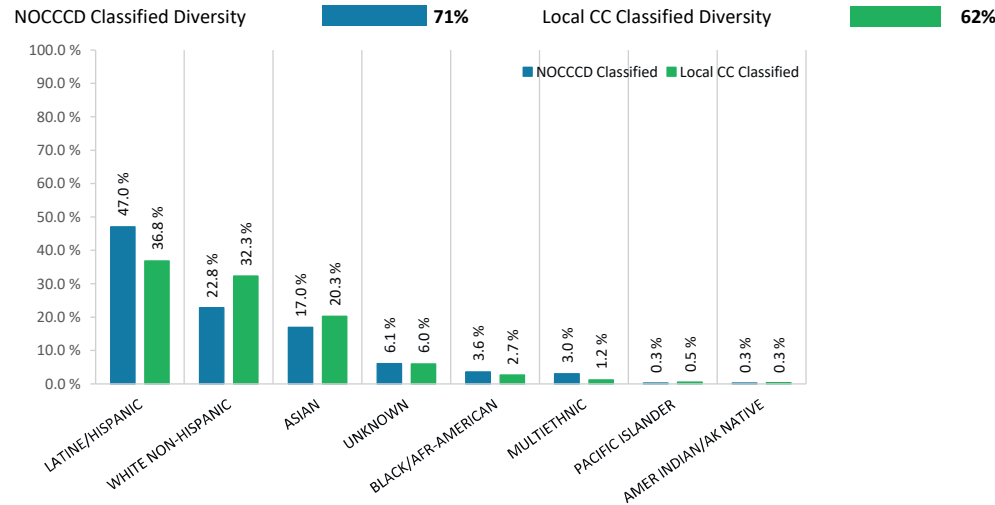
Source: CCCCC Data Mart

Note: Local Community College data represents the Coast CCD, Rancho Santiago CCD, and South Orange County CCD.
Note: Data include full-time and adjunct faculty.

NOCCCD vs Local Community College Employee Ethnicities - Classified

Fall 2024

NOCCCD has a more diverse group of Classified professionals compared to other local California community college districts (71% versus 62% diverse). In particular, NOCCCD has approximately 10% more Latine/Hispanic Classified personnel compared to other Orange County districts.



Source: CCCCC Data Mart
Note: Local Community College data represents the Coast CCD, Rancho Santiago CCD, and South Orange County CCD.
Note: Data includes classified professionals, classified managers, and confidential employees.

NOCCCD Service Area Residents vs Student Ethnicities

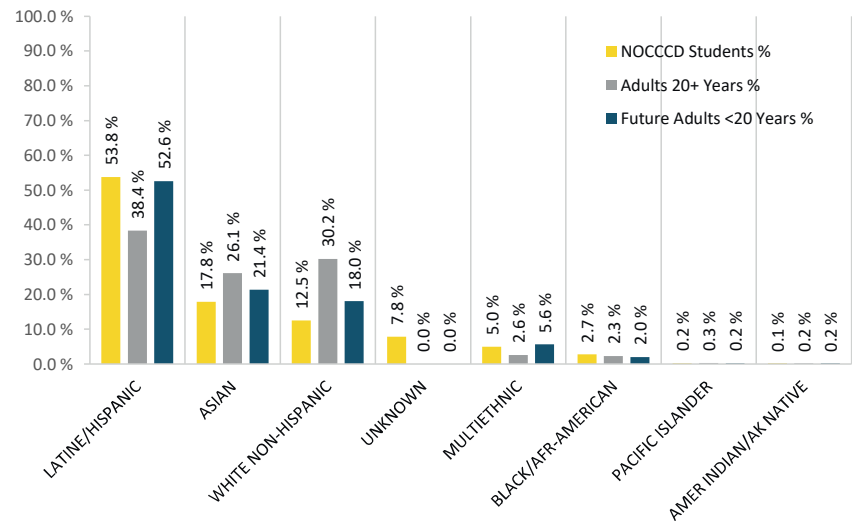
Fall 2024

Current and future NOCCCD students are more racially/ethnically diverse than older adults in NOCCCD’s service area. Both current and future students have relatively higher percentages of Latine/Hispanic backgrounds compared to older adults in the service area. Detailed trends are below.

Current NOCCCD Students: Majority Latine/Hispanic (54%); 18% Asian, 13% White

NOCCCD Service Area Current Adult Population (20+ yrs): Plurality Latine (39%); followed by White (31%) and Asian (26%)

NOCCCD Service Area Future Adult Population (<20 yrs): Majority Latine (53%); 21% Asian and 18% White

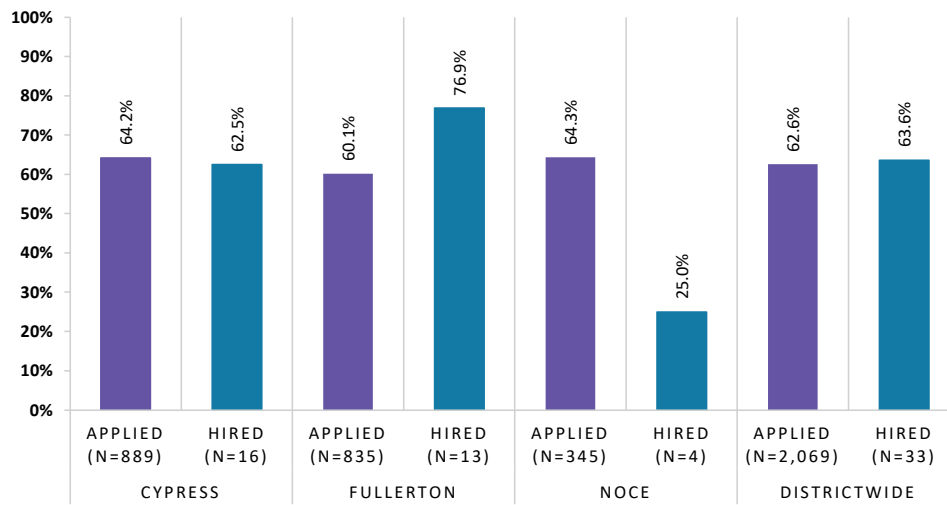


Source: Student data from CCCCC Data Mart; Employee data from Lightcast, Demographics Overview, 2024
Note: Data represent people residing in the zip codes included in the NOCCCD Service Area as of 2024.

NOCCCD Full-time Faculty Applicants & New Hires by Ethnic Diversity

2024-25

Faculty applicant diversity for full-time positions districtwide was 62.6% in 2024-25. Of the faculty hired, 63.6% were racially/ethnically diverse, though there were some differences by institution.



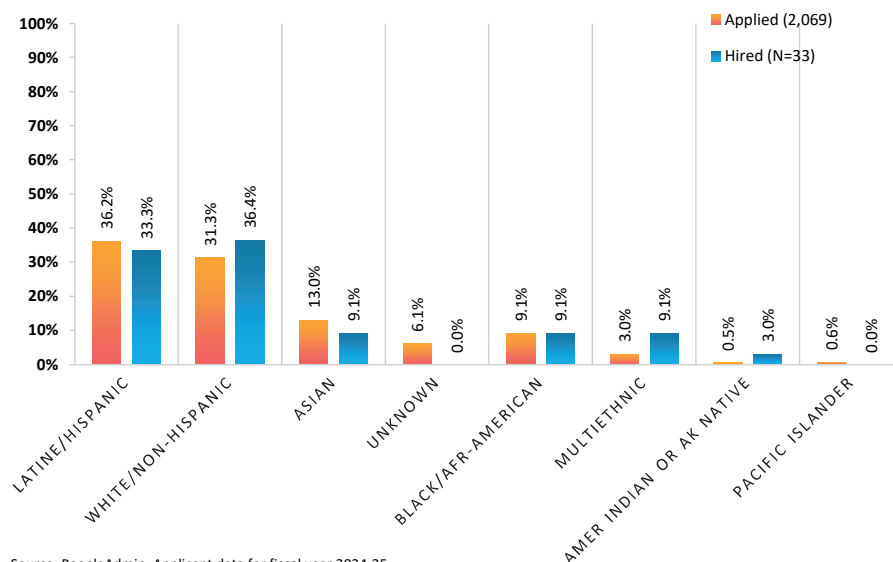
Source: PeopleAdmin. Applicant data for fiscal year 2024-25.

Notes: Approximately 6% of applicants at each location declined to state an ethnicity. Data exclude recruitments for temporary faculty positions.

Districtwide FT Faculty Applicants & New Hires by Race/Ethnicity

2024-25

The largest applicant groups were Latine/Hispanic (36.2%) and White/Non-Hispanic (31.3%). Most new hires were also from the White/Non-Hispanic (36.4%) and Latine/Hispanic (33.3%) racial/ethnic groups.



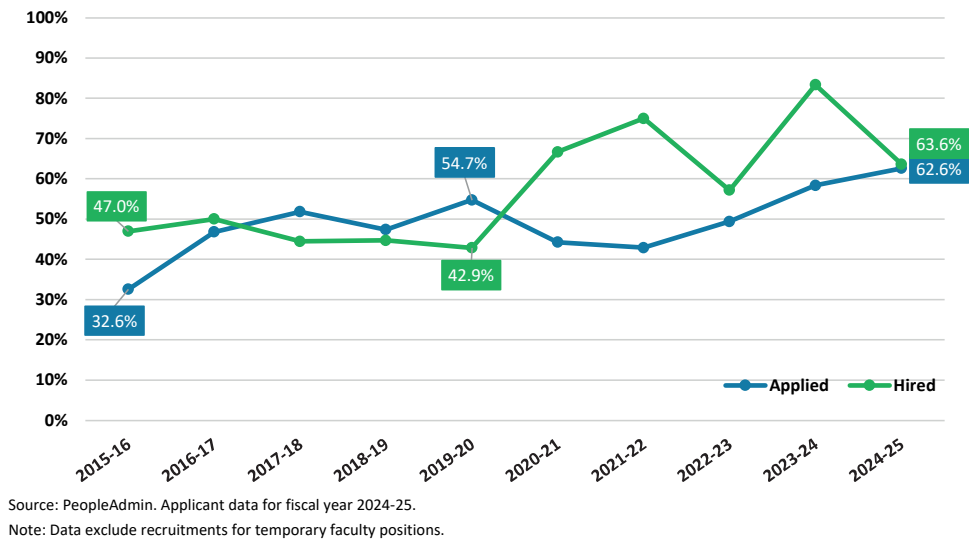
Source: PeopleAdmin. Applicant data for fiscal year 2024-25.

Notes: Multiethnic category includes any combination of two or more races and not Hispanic/Latine ethnicity. Data exclude recruitments for temporary faculty positions.

NOCCCD Trends in Percentage of Diverse FT Faculty Applied and Hired

2015-16 to 2024-25

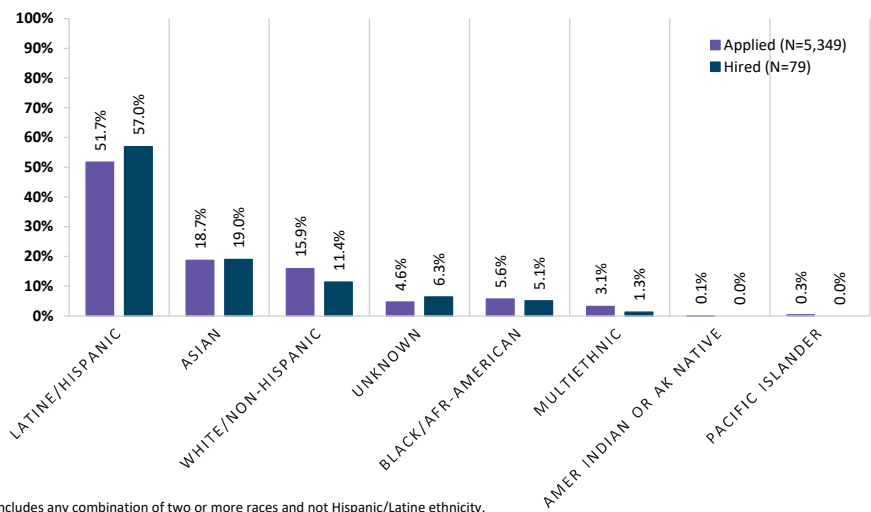
The percentage of racially/ethnically diverse full-time faculty applicants has fluctuated over the last ten years from 33% to 63%. In 2024-25, diverse applicants represented 63% of all applicants. The percentage of racially/ethnically diverse full-time faculty hires has also varied but has increased the most in the past several years. Prior to 2020-21, diverse hires made up less than half of all full-time faculty hires (43-50%). From 2020-21 onward, diverse hires comprised the majority of full-time hires and represented nearly 64% of full-time faculty hires in 2024-25.



Classified/Confidential Applicants & New Hires by Race/Ethnicity

2024-25

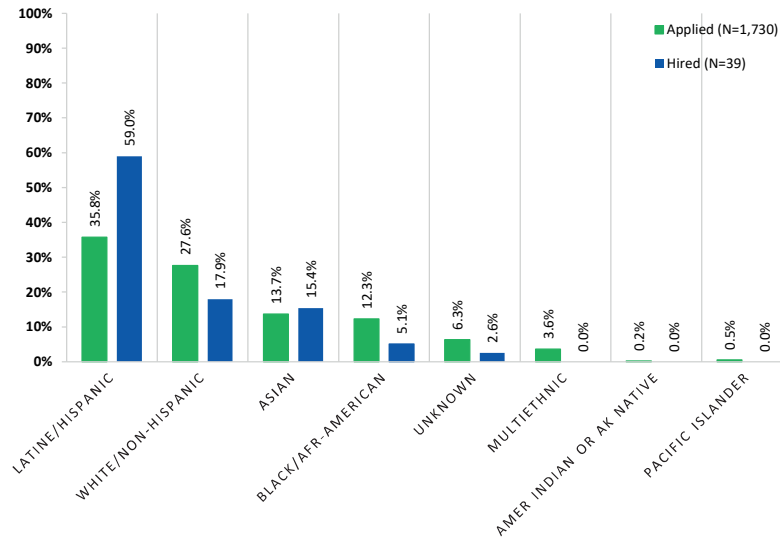
The largest Classified/Confidential applicant group in 2024-25 was Latine/Hispanic (51.7%), followed in smaller percentages by Asian (18.7%) and White/Non-Hispanic (15.9%). The percentage of new hires mirrored this pattern, with the most hires from Latine/Hispanic background (57%), followed by Asian (19%), and White (11.4%).



Administrator/Managers/Executives Applicants & New Hires by Race/Ethnicity

2024-25

The largest applicant groups for administrator, management, or executive positions were Latine/Hispanic (35.8%) and White/Non-Hispanic (27.6%). New hires were majority Latine/Hispanic (59%), followed in smaller percentages by White/Non-Hispanic (17.9%) and Asian (15.4%).



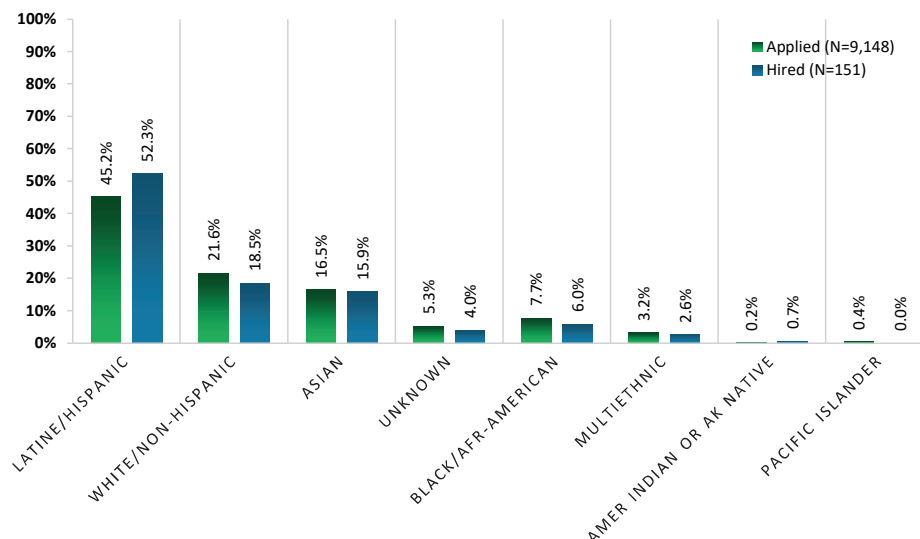
Source: PeopleAdmin

Notes: Multiethnic category includes any combination of two or more races and not Hispanic/Latine ethnicity.

Districtwide Applicants & New Hires by Race/Ethnicity

2024-25

The largest applicant groups in 2024-25 were Latine/Hispanic (45.2%), White/Non-Hispanic (21.6%), and Asian (16.5%). The majority of new hires were Latine/Hispanic (52.3%), followed by White/Non-Hispanic (18.5%) and Asian (15.9%).



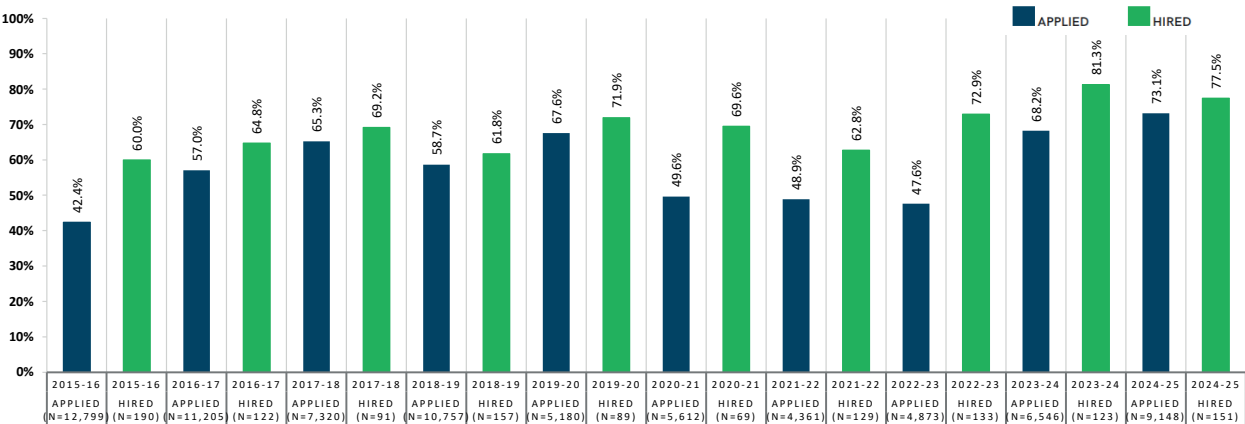
Source: PeopleAdmin. Applicant data for fiscal year 2024-25.

Notes: Multiethnic category includes any combination of two or more races and not Hispanic/Latine ethnicity. Data exclude recruitments for temporary faculty positions.

Districtwide: Applicants & New Hires by Ethnic Diversity

2015-16 to 2024-25

NOCCCD has consistently attracted racially/ethnically diverse applicants for most of the past 10 years. Other than a dip to 42% in 2015-16, the percentage of diverse applicants has ranged from approximately 48% to 73% each year. The majority of new hires in the past 10 years have also been diverse and the diversity percentage has remained in the 60-81% range in more recent years. 77% of new hires across the District were diverse in 2024-25.

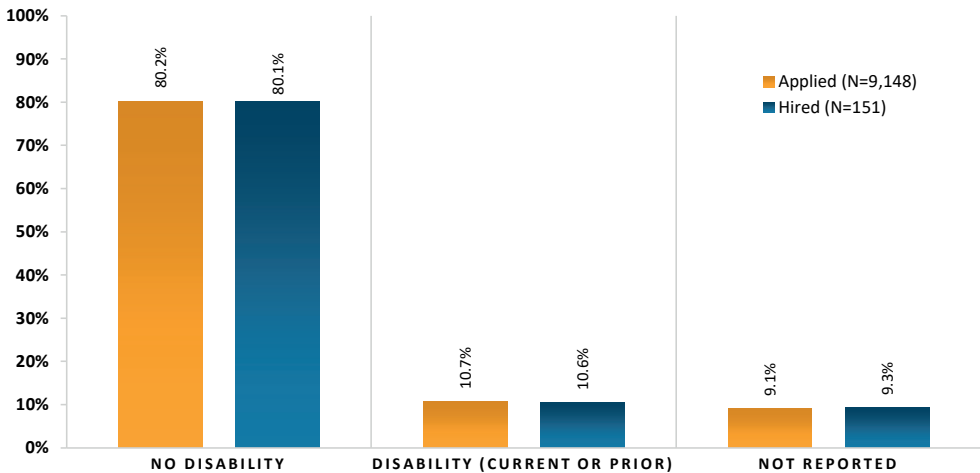


Source: PeopleAdmin data for fiscal year shown.
Notes: 1. The percentage of applicants that did not indicate a race/ethnicity increased between 2020-21 and 2022-23 due to a change in the data collection process (from 7% to 16-20%, respectively). Unknown race/ethnicity headcounts are included in the denominator of the diversity percentage, impacting the calculation. 2. Data exclude recruitments for temporary faculty positions.

Districtwide Applicants & New Hires by Disability Status

2024-25

Approximately 80 percent of all applicants reported having no disability or a history/record of a disability. Percentages for those who were hired were comparable to those who applied by disability status (approximately 11% each). This exceeds the recommended federal utilization goal for hiring qualified disabled people, which is currently set at 7%.

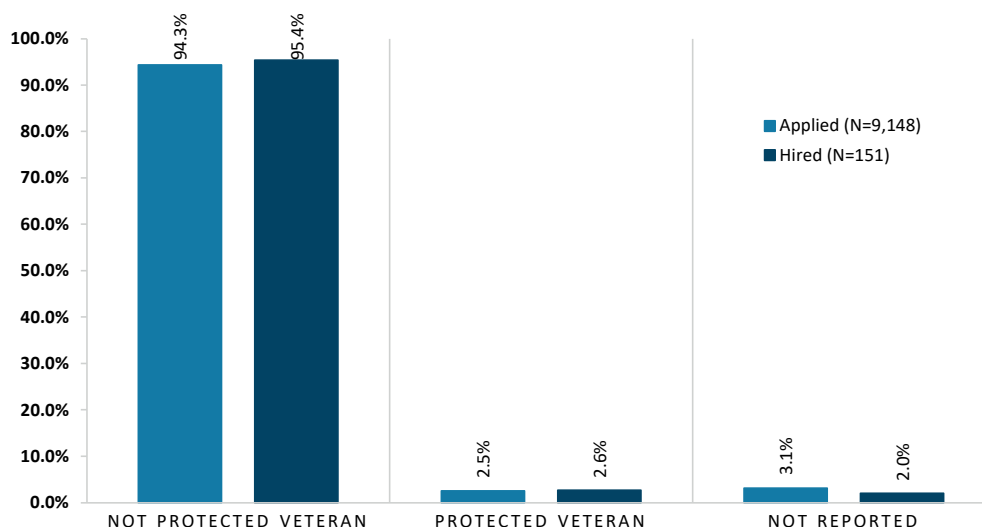


Source: PeopleAdmin. Applicant data for fiscal year 2024-25
Notes: Data exclude recruitments for temporary faculty positions.

Districtwide Applicants & New Hires by Protected Veteran Status

2024-25

Approximately 2.5% of applicants identified as one or more of the classifications of protected veterans and represented 2.6% of those hired. The hire rate matches the applicant rate, even though it is below the federal utilization goal for veterans, currently set at 5.1%.

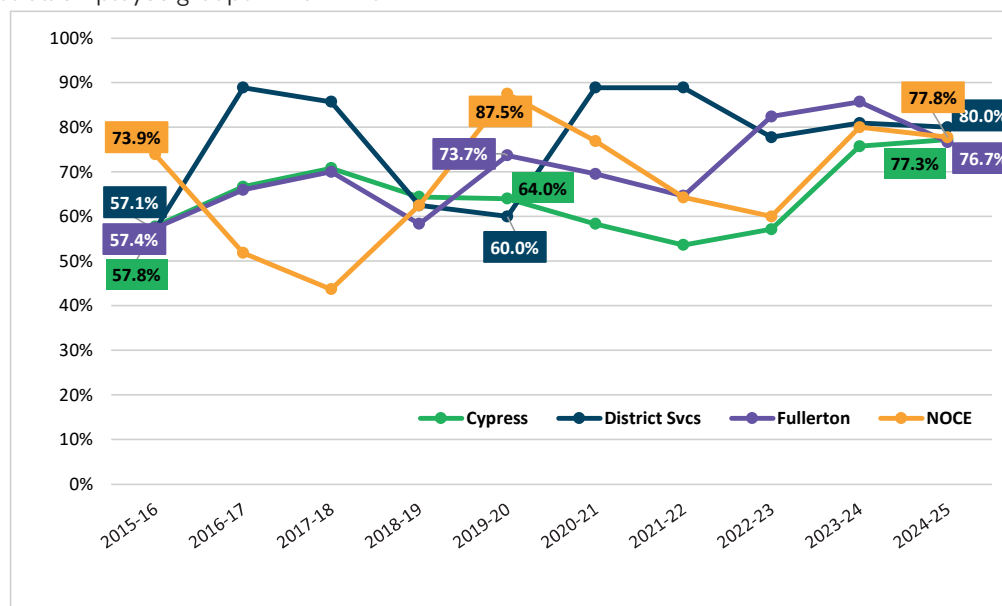


Source: PeopleAdmin. Applicant data for fiscal year 2024-25
Notes: Data exclude recruitments for temporary faculty positions.

NOCCCD Trends in Percentage of Diverse Hires by Institution

2015-16 through 2024-25

While racial/ethnically diverse hiring rates have varied somewhat over the last ten years, the majority of new hires districtwide have been diverse. All four sites had 75% or more diverse hires across all employee groups in 2024-25.



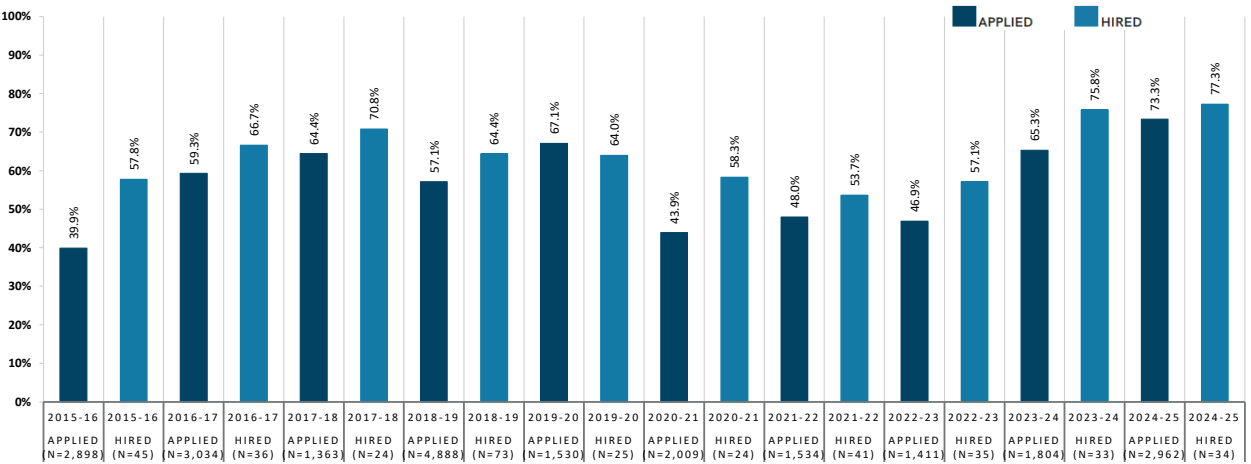
Source: PeopleAdmin.

Note: Employees include educational and classified administrators, executive officers, full-time faculty, and permanent classified and confidential staff.

Cypress College: All Applicants & New Hires by Ethnic Diversity

2015-16 to 2024-25

Cypress's percentage of racially/ethnically diverse applicants has varied from 40% to 73% over the past 10 years. However, the majority of new hires have been diverse during this same time frame. 77% of new hires were diverse in 2024-25.

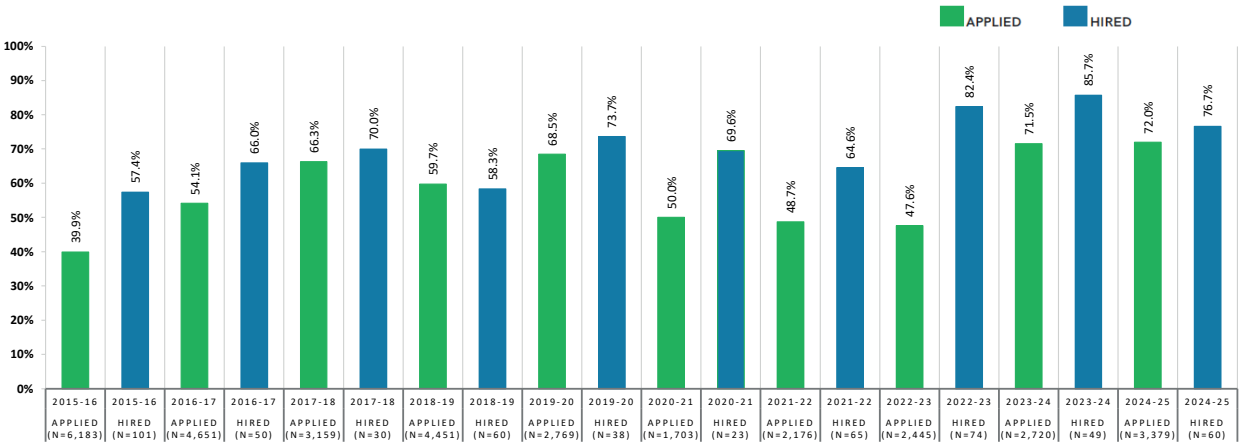


Source: PeopleAdmin
Note: Data exclude recruitments for temporary faculty positions.

Fullerton College: All Applicants & New Hires by Ethnic Diversity

2015-16 to 2024-25

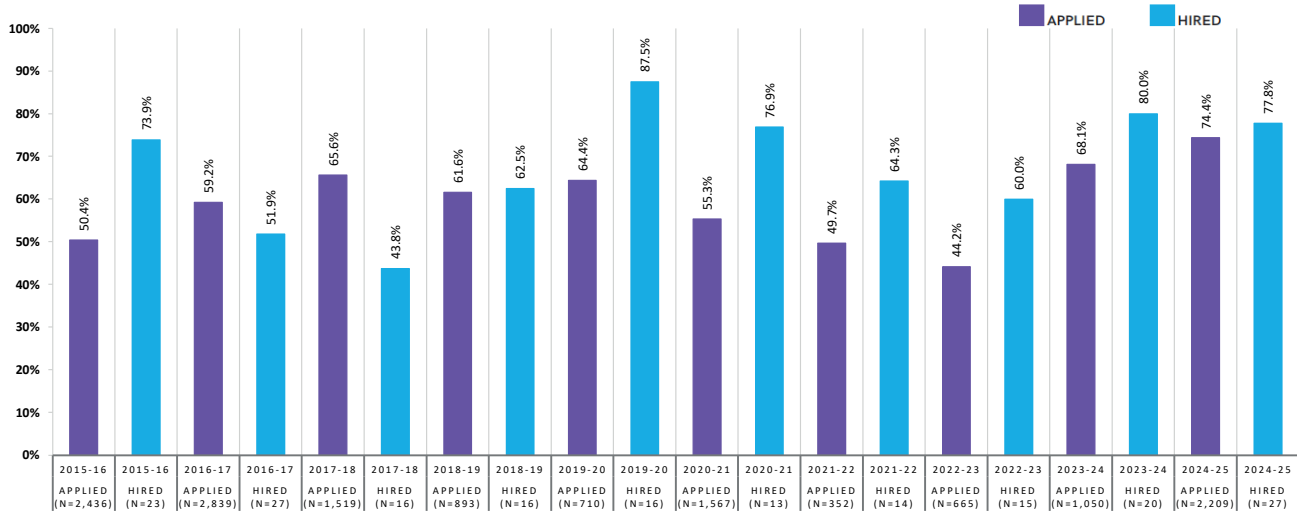
Over the past ten years, Fullerton's applicants were between 40%-72% racially/ethnically diverse. In all of the past ten years, the majority of Fullerton's new hires have been from racially/ethnically diverse groups (57-86%). In 2024-25, 77% of new hires were diverse.



Source: PeopleAdmin
Note: Data exclude recruitments for temporary faculty positions.

NOCE: All Applicants & New Hires by Ethnic Diversity 2015-16 to 2024-25

NOCE has generally attracted racially/ethnically diverse applicants over the past 10 years (approximately 50% or greater diversity in 9 out of 10 years). New hires have also been diverse (44-88%), particularly in the last 5 years where the percentage of diverse hires was consistently greater than or equal to 60%. In 2024-25, 78% of new hires at NOCE were diverse.



Source: PeopleAdmin

Note: Data exclude recruitments for temporary faculty positions.

District Services: All Applicants & New Hires by Ethnic Diversity 2015-16 to 2024-25

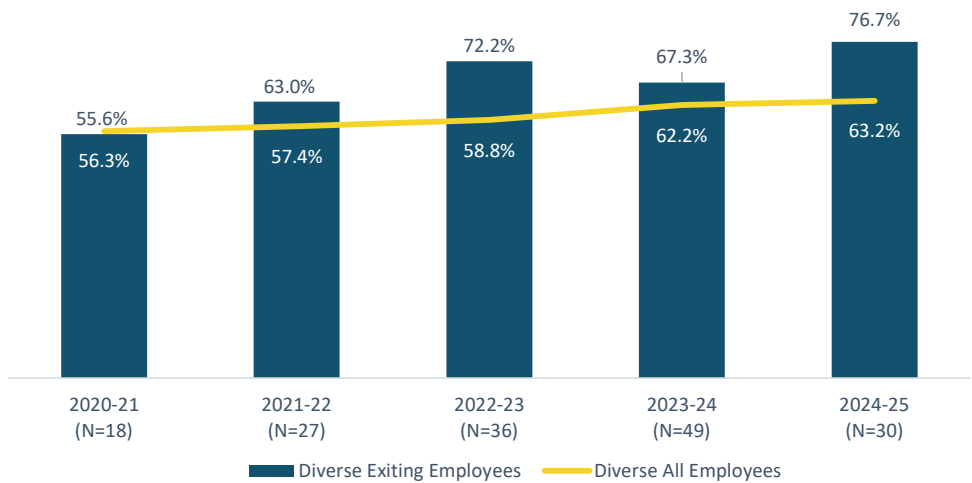
District Services has consistently attracted racially/ethnically diverse applicants (greater than 50% each year). The majority of new hires over the past 10 years have also been diverse. In the past five years, three-quarters or more of hires were diverse and 80% of new hires were diverse in 2024-25.



Source: PeopleAdmin

Districtwide Trends in Exiting Employee Ethnic Diversity 2020-21 through 2024-25

The percentage of exiting employees who were racially/ethnically diverse ranged from 56-76% over the last five years. Comparatively, the percentage of racially/ethnically diverse employees overall gradually increased from 56% to 63% during the same period.

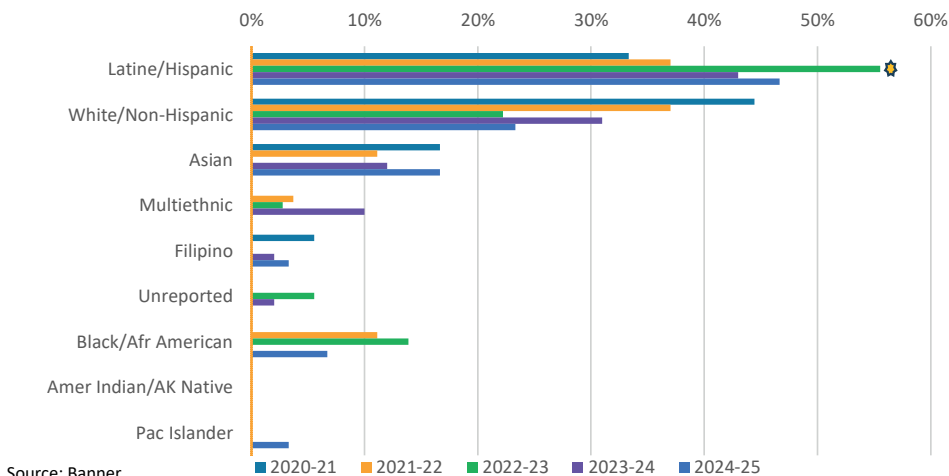


Source: Banner

Note: Data include all permanent employees (executive officers, educational and classified administrators, full-time faculty, and classified and confidential professionals) who resigned or were terminated from NOCCCD during the relevant fiscal year.

Districtwide Trends in Exiting Employee Ethnic Diversity 2020-21 through 2024-25

Examining the details of racial/ethnic background of employees who resigned or were terminated indicates that Latine/Hispanic and White/Non-Hispanic employees left at the highest rates. However these two racial/ethnic groups are also the largest racial/ethnic groups in the district. The Percentage Point Gap Minus One (PPG-1) method was used to statistically examine adverse impact on the exiting employees. For only one year, 2022-23, the proportion of the Latine/Hispanic employees who left the District was statistically significantly higher than the rest of the employee population. No other statistically significant differences were found.



Source: Banner

Note: * Indicates observable adverse impact with a 95% confidence interval. Data include all permanent employees (executive officers, educational and classified administrators, full-time faculty, and classified and confidential professionals) who resigned or were terminated from NOCCCD during the relevant fiscal year.

Targeted EEO and Employee Engagement Efforts Districtwide

NOCCCD's Classified Fellows

Background

Under the leadership of the District Chancellor and the District Director, Diversity, Culture, and Inclusion, the objectives of the Diversity and Inclusion Fellows program for classified professionals include increasing faculty/staff diversity, encouraging culturally responsive and affirming student support practices, and promoting DEIAA throughout the District.


The primary duties of the classified fellows program are to help promote and infuse various facets of diversity, equity, inclusion, anti-racism, and accessibility (DEIAA) initiatives throughout the District and throughout various platforms. Under the auspices of the Diversity, Culture, and Inclusion Office, examples include:

- Research, evaluate, and prepare presentations, reports, agendas, minutes.
- Design, present, and attend outreach and training events.
- Be involved in several capacities in the Future Instructor Training (FIT) Program.
- Assist in the design and coordination of the Classified Compass Community group.
- Provide recommendations for recruitment and retention of diverse classified staff/faculty.
- Assist in the design and delivery of training and seminars as they relate to classified professionals in the areas of Diversity, Equity, Inclusion and Access (DEIAA). This includes assisting in the design, organization, and implementation of the Pluralism, Inclusion, and Equity (PIE) Series throughout the year.

NOCCCD's Faculty Fellows

Background

Under the leadership of the District Chancellor and the District Director, Diversity, Culture, and Inclusion, the objectives of the Diversity and Inclusion Faculty Fellow program include increasing faculty diversity, encouraging culturally responsive and affirming teaching, and promoting DEIAA throughout the District.



The primary duties of the faculty fellows program are to help promote and infuse various facets of diversity, equity, inclusion, anti-racism, and accessibility (DEIAA) initiatives throughout the District and throughout various platforms. Under the auspices of the Diversity, Culture, and Inclusion Office, examples include to:


- Provide assistance in hiring and retention of diverse faculty members.
- Assist and evaluate with the Future Instructor Training (FIT) Program.
- Evaluate various aspects of curriculum.
- Assist in organizing the Inclusive Excellence Curriculum Transformation Seminar.
- Collaborate in the organization and creation of training and seminars for faculty and staff on DEIA.
- Assisting in designing, organizing, and supporting the Pluralism, Inclusion, and Equity (PIE) Series for the District.
- Promoting DEIA throughout the District

NCORE Community of Practices

Background:

Employees from North Orange County Community College District (NOCCCD) attended the National Conference on Race and Ethnicity (NCORE) in Honolulu, Hawaii from May 28, 2024 through June 1, 2024. In addition, NOCCCD employees attended NCORE in May of 2025. The goal is to have continued efforts in this area and continued discussion on building initiatives and/or ideas that employees may have had as a result of attending this important conference. When employees returned from the conference, the Chancellor's Office put together an NCORE community of practice, employee engagement forums. These voluntary forums included employee representatives from classified staff, full-time faculty, adjuncts, classified managers and academic managers. They engaged in conversations and the purpose of these forums was to:

- Reflect on key takeaways and acquired knowledge from the conference;
- Highlight conference experiences as they relate to their positions;
- Connect with colleagues and collaborate on possible ideas or projects that we can implement at NOCCCD;
- Build a heightened sense of community amongst colleagues;
- Increase employee engagement and communication;
- Develop a community of practice throughout the District on how to better serve our student populations, based on what they learned at the conference.



Based on the feedback employees provided, several ideas came out of this dialogue that employees would like to explore at NOCCCD. The areas of DEIA focus include areas within students, employees, institutional, and non-academic spaces.

HSI Transformation Team at Fullerton College

Fullerton College created a Hispanic Serving Institution (HSI) Transformation Team and worked with author and scholar Dr. Gina Ann Garcia to enhance and embrace “servingness” as an HSI. The idea of servingness, introduced by Dr. Garcia in her book *Hispanic Serving Institutions (HSIs) in Practice: Defining “Servingness” at HSIs*, examines the shift from just enrolling Latinx students to actively serving them.

The HSI Transformation Team continues to work on five key pillars to further define and establish Fullerton College’s identity as an HSI:

- Hiring and diversifying faculty (Subgroup 1)
- Marketing and branding our HSI identity (Subgroup 2)
- Culturally relevant practices (Subgroup 3)
- Create a collegewide infrastructure (Subgroup 4)
- Cultivate solidarity (Subgroup 5)

All five (5) groups continue to meet on a monthly basis and continue to engage in deliberate conversations about specific deliverables associated with each of the subgroups.

Faculty diversification efforts

As a branch of the HSI Transformation Team, in collaboration with HR and the DCI office, the campus explored the concept of faculty cluster hiring as one of the five key pillars. Subgroup one (1) explored the benefits and advantages of cluster hiring as a way to expand faculty diversification demographics.

In addition, we have expanded our recruitment locations for all employment opportunities to include “cccolegas.org.”



Faculty/Staff Associations (FSAs)

North Orange County Community College District continues to support our DEIAA efforts through our Employee Affinity/ERG groups, or FSAs. We have worked on developing a centralized process for the development of Affinity/ERG Groups, or FSAs at our district. We have set up monthly community meetings where all FSAs share what is happening with their FSAs and how they can support and engage with one another.

We currently have six (6) established FSAs - NOCCCD | Faculty & Staff Associations.

- Asian American Pacific Islander Desi Association - NOCCCD | Faculty & Staff Associations | Asian American Pacific Islander Desi Association
- Black Faculty & Staff Association - NOCCCD | Faculty & Staff Associations | Black Faculty & Staff Association
- Gay & Lesbian Association of District Employees - NOCCCD | Faculty & Staff Associations | Gay & Lesbian Association of District Employees
- Latino Faculty & Staff Association - NOCCCD | Faculty & Staff Associations | Latino Faculty & Staff Association
- Native American Faculty & Staff Alliance - NOCCCD | Faculty & Staff Associations | Native American Faculty and Staff Alliance (NAFSA)
- South West Asian North African Faculty & Staff Association - NOCCCD | Faculty & Staff Associations | South West Asian, North African Faculty & Staff Association

Together we are leveraging the presence of each of the FSAs to increase the level of involvement amongst the groups and we can assess the needs of our FSAs through DEIAA lenses.

Local employment/job fairs

In collaboration with Human Resources and the DCI office, NOCCCD has expanded its outreach efforts to ensure a more deliberate presence at local and regional employment/job fairs. Since the Fall of 2024, the Human Resources Department has attended nine (9) job fairs, including the CCC Registry Career Connect in Los Angeles, the statewide Colegas conference in Sacramento, and most recently the NOCE Virtual Job Fair held via Zoom. Across our three campuses (Cypress, Fullerton, and NOCE) we continue to strengthen our engagement by actively registering for and participating in their annual employment/job fairs. In addition, we are broadening our reach by exploring

recruitment opportunities through local universities, including California State University, Los Angeles, California State University, Fullerton, University of California, Los Angeles, etc. These combined efforts reflect our commitment to expanding and diversifying our applicant pools districtwide.

EEOAC (entrance and stay surveys)

The Equal Employment Opportunity Advisory Committee explored various ways to assess our District's DEIAA needs. One area we focused on this year was elaborating and including specific questions on our District's employee campus climate survey. Questions were included around areas of "sense of belonging" and "sense of community", as well as the expansion of inclusive practices. The goal is to gain more insight on our employee "Entrance" or "Stay" survey/ interviews. Through our committee, we felt it was important to review this type of information so that we can have examples of metrics and narratives pertaining to sense of belonging, sense of community, campus culture, networking, growth, professional development opportunities, upward mobility opportunities, etc. These areas that address the experiences of our employees are at a center of our DEIAA work.

NOCCCD's Scholarly Symposium

As part of our District DEIA efforts, Academic Senate Presidents and our District Faculty Fellows from our three (3) campuses, Cypress College, Fullerton College, and North Orange Continuing Education (NOCE) have come together to collaborate, explore and learn about the research, graduate, and post-doc work that Faculty members have completed within various issues facing higher education. As a collective, the group worked with the Office of Diversity, Culture and Inclusion to bring "NOCCCD's Scholarly Symposium Presentations" together. Scheduled to launch in Spring 2026, the goal is to engage and dialogue in a District learning community with faculty members who have completed and/ or nearly completed their Sabbatical work, Graduate degree, Juris Doctorate, Doctorate Degree in Education or their Doctorate Degree in Philosophy, and post-doctorate work. We will have faculty members from our three (3) colleges who will be sharing their journey and impact that having this type of degree has had on their overall career and talk about their research and findings as they relate to student success, access, engagement, retention, and support. In addition, their presentation will highlight their experiences as professionals in an academic setting and how they have evolved in equity-minded practices. The format will be similar to a fire-side chat discussion and areas of discussion will revolve around personal and professional educational/career journeys.

NOCCCD's Classified Compass Community: Navigating Service and Inclusion

North Orange County Community College District (NOCCCD) thrives on its Campus/District efforts in the areas of service and inclusivity. How this message is promoted, conveyed, and implemented has many layers and several approaches. Created, designed, and implemented FOR classified professionals BY classified professionals throughout the District, participants will learn the various definitions of diversity, equity-mindedness, inclusion, and cultural awareness. These terms play a major role in promoting and embracing inclusivity at each campus. Promoting an inclusive campus goes beyond policies/procedures, programs, and campus initiatives. It is about respecting each other's boundaries, perspectives and lived experiences. These lived experiences inform policy development, employee engagement, student engagement, and enhance the overall educational experiences of our communities. These sessions will help assess, implement, and improve various ways in which a campus can provide academic and student support in all campus environmental spaces.

Professional Learning Outcomes:

- To promote a heightened sense of inclusivity in the workplace;
- To enhance individual cultural competency/humility;
- To sharpen the empathy-lens for ALL members of our campus communities;
- To learn what it means to "belong", from a classified professional's perspective;
- To develop a better understanding of equity-mindedness and workplace culture

The goal is to establish a schedule starting in the Spring 2026 semester and extend through the 2028 Spring semester.

Path Forward

NOCCCD's commitment to diversity is evident in the substantial progress made over the past decade. Moving forward, the district aims to address the remaining gaps, particularly between student and employee diversity, through targeted recruitment, retention strategies, and continued support for a culture of inclusion. Efforts will also focus on achieving federal benchmarks for veteran and disabled employee representation, ensuring a holistic approach to employee engagement and retention efforts.

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**NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT**

CYPRESS COLLEGE | FULLERTON COLLEGE
NORTH ORANGE CONTINUING EDUCATION

For reference, all of the previous versions of this report are here:
<https://www.nocccd.edu/plans-policies-procedures/diversity-reports#related-files>