

Institutional Commitment to Diversity Report

November 22, 2022



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INTRODUCTION

The North Orange County Community College District (NOCCCD) is committed to Equal Employment Opportunity (EEO), Diversity, Equity, Inclusion, Accessibility, and Anti-racism (DEIAA). A diverse and inclusive workforce that values equity is essential in creating a robust academic environment in which students and employees can thrive.

NOCCCD's commitment to DEIAA requires that we strive to eliminate barriers to equity and act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community. DEIAA is a deeply held value by the District, and it is also our approach to teaching and learning that aims to improve the way we prepare students for a diverse and global environment.

This report is published pursuant to the NOCCCD 2019-2022 Equal Employment Opportunity Plan (EEO Plan) which requires the District provide the Board of Trustees with an Annual Institutional Commitment to Diversity Report, with the understanding that transparency promotes shared institutional interests and inquiry. The EEO Plan provides procedures and specific action steps for the District to meet its EEO and DEIAA goals. This report was prepared by the District Office of Diversity and Compliance, the District Office of Research, Planning and Data Management, and the District Equal Employment Opportunity Advisory Committee (EEOAC).

This report provides the demographic data on new full-time faculty, management, and classified hires (2022); an analysis of the diversity of NOCCCD applicants and hires for the last five years (2017-2022); the demographics of NOCCCD employees (Fall 2021); comparisons with state and local employee community college demographics (Fall 2021); and an update of the progress under the EEO Plan (from 2021-present). The District demographic data and the applicant and hiring data helps inform NOCCCD where additional efforts should be focused and where the District has been successful. Furthermore, this report continues to investigate and propose other areas where more research is needed, recognizing that advancing DEIAA efforts is a dynamic and ongoing effort.

EXECUTIVE SUMMARY

The data used to investigate aspects of diversity is limited to the criteria of race/ethnicity and gender. The District is making progress in its goal to further diversify its workforce and its goal to develop measures that improve equity, and inclusion. The data also indicates there are areas that may require more focused attention. Highlights include:

- In Fall 2021, the District's demographics in the area of Executive/Administrators/Management were a plurality of White (39.2%) and a majority of females (58.4%). Among faculty, there were more female (55.8%) and White (45.5%) employees.
- In Fall 2021, the District's demographics represented a majority White/Non-Hispanic employees (40.5%) versus students (15.3%).
 - Although, the District's percentages of Whites is trending lower than California Community Colleges, it is still high at 49.1% White employees versus 15.3% White students.
 - The largest representation gap at the District in the Hispanic/Latinx category, with a significant difference between students and employees: students (48.9%) versus employees (28.8%).
- In 2021/22, employee diversity is nine percentage points higher at NOCCCD when compared to CCC's statewide (53% vs, 44%).
- Faculty diversity is also higher when compared to local CC Districts (NOCCCD 47% vs. Local CC's 36%).
- NOCCCD service area versus student ethnicities as of 2021, demonstrates a predominance of Latinx at 49%, with a projected increase of up to 53%. The second largest population is Asian at 19% with a projected increase of up to 21%. The third largest population is White at 15% and projected to increase to 19%.
- In 2021/22, 75% of full-time faculty hires were diverse. This is an increase of 8.3 percentage points from the previous year.
- Of the full-time faculty hired in 2021-22, 87.5% (7/8) came from NOCCCD's adjunct ranks.
- In Fall 2021, the largest disparity when comparing employee and student demographics is with the Latinx full-time faculty population. Although 48.9% of NOCCCD students are Latinx, only 21.6% of NOCCCD full-time faculty are Latinx.
- In Fall 2021, NOCCCD's workforce diversity at 53% was nine percentage point higher than the aggregated total of our three neighboring CC Districts whose workforce diversity stood at 44%.
- In Fall 2021, most clerical staff were female at 89.9%, with 100% of clerical staff at NOCE being female. Fullerton had the second highest female percentage at 90.1%, followed by Cypress at 88.9% and District Services at 84.8%.
- In Fall 2021, most skilled crafts employees were male; only 5.3% were female.

The Future Instructor Training Program (FIT Program), Diversity and Inclusion Faculty Fellows and the Infusing Diversity, Equity & Inclusion in the Curriculum Seminar were highlighted and recognized as a best practice (under Internship Programs, page 18) in the 2022 Equal Employment Opportunity (EEO)/Diversity Best Practices Handbook for the California Community Colleges Chancellor's Office.

DEMOGRAPHIC DATA

The following is a summary of the district's demographic data from 2017-18 to 2021-22. A complete review of the data is provided in Addendum "A."

A. NOCCCD Applicant & New Hire Demographics 2021-2022

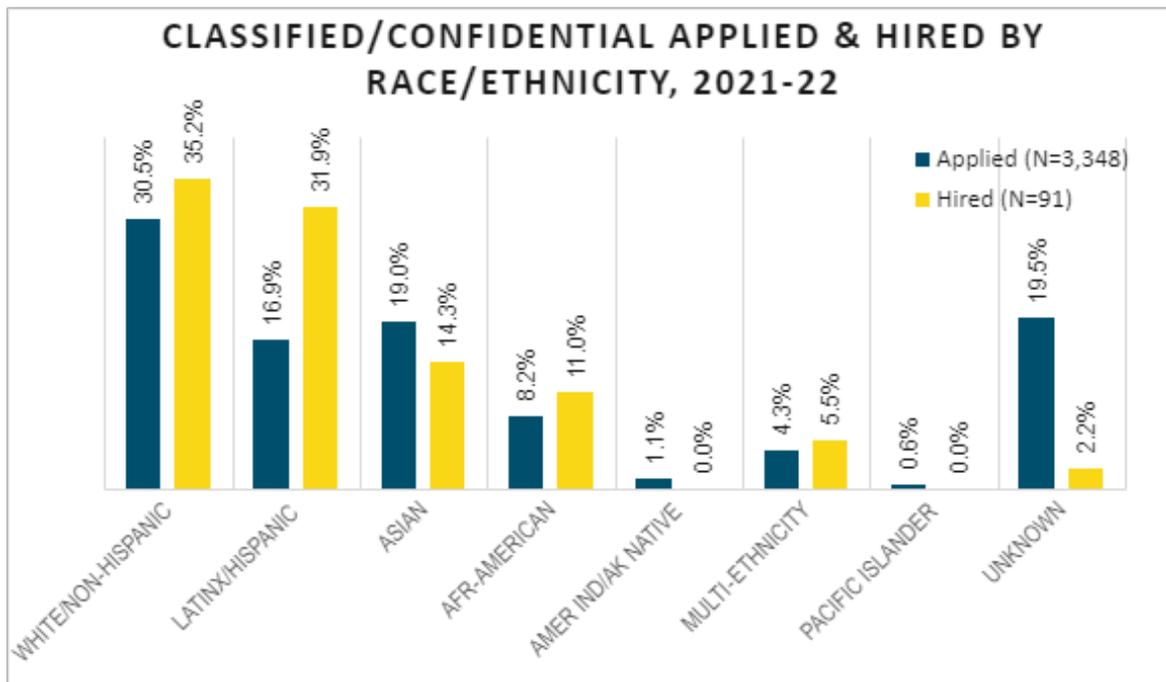
1) CLASSIFIED

Applicants: In 2021-2022, the largest applicant group was White (30.5%), followed by Asian (19%) and Latinx (16.9%). New hire percentages were similar between White (35.2%) and Latinx (31.9%). In 2021-22, 50.1% of classified applicants were diverse out of 3,348 applicants (1,676/3,348). This is a decrease of 1.8 percentage points from last year where 52% of applicants were diverse. However, the percentage of applicants that did not indicate a race/ethnicity continued to increase to 19.5% (a large increase from 2019-20, 7% and 2020-21, 19% unknown, respectively).

Hires: In 2021-22, 91 classified employees were hired and of those, 62.6% hired were diverse (57/91). This is a decrease of 16.8 percentage points from last year where 79.4% were diverse. The percentage of African American hires increased from 5.9% to 11% in 2021-2022.

Disaggregated data shows the race/ethnicity of the new hires are as follows:

- White 35.2%
- Latinx 31.9%
- Asian 14.3%
- African American/Black 11%
- Multiethnic 5.5%
- Unknown 2.2%



Source: PeopleAdmin. Note: Multi-Ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.

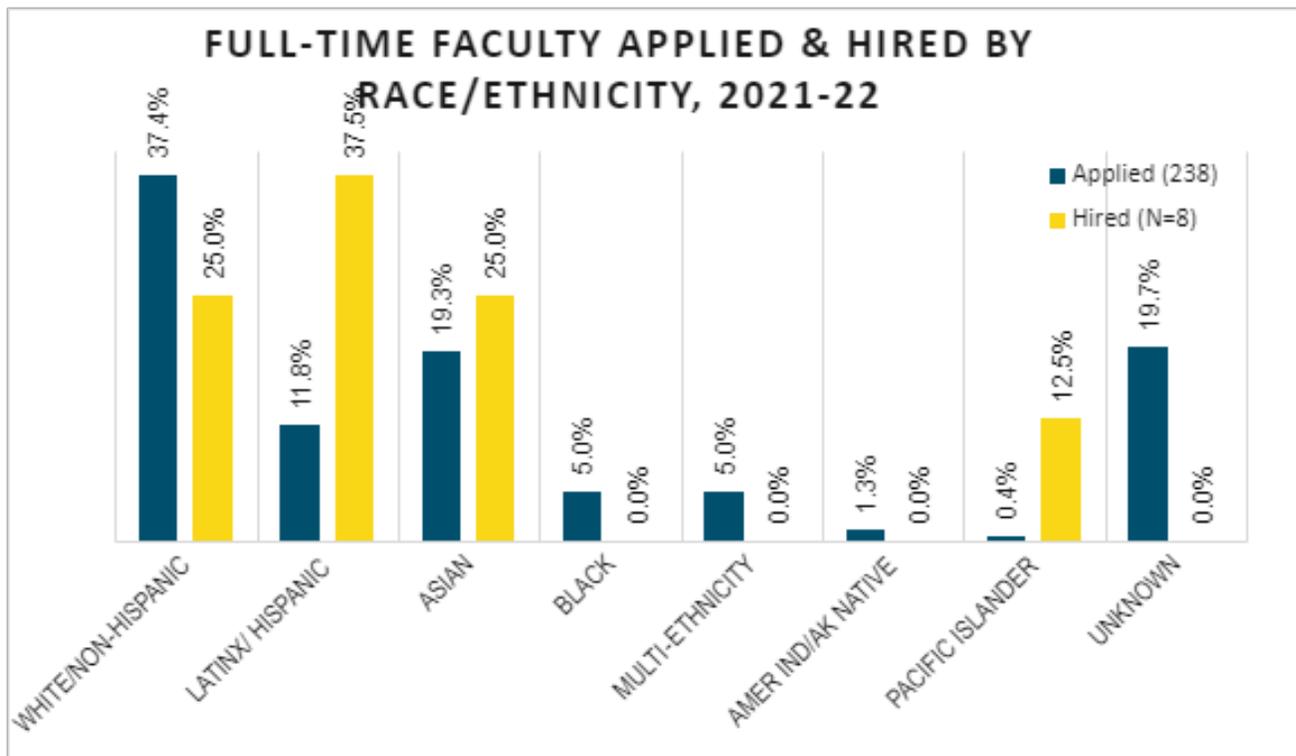
2) FULL TIME FACULTY

Applicants: In 2021-2022, faculty applicant diversity for full-time positions was approximately 43%. However, approximately 20% of applicants chose not to disclose their race/ethnicity, so these data should be interpreted with caution. (Unknown race/ethnicity headcounts are included in the denominator of the diversity percentage, impacting the calculation).

Hires: In 2021-2022, 8 full-time faculty were hired, and 75% (6/8) of those hired were diverse. This is an increase of 8.3 percentage points from last year where 66.7% of hires were diverse. Of the full-time faculty hired in 2021-22, 87.5% (7/8) came from the adjunct ranks, one was a graduate of the Future Instructor Training Program.

Disaggregated the data shows the race/ethnicity of the new hires are as follows:

- Latinx 37.5%
- White 25%
- Asian 25%
- Pacific Islander 12.5%



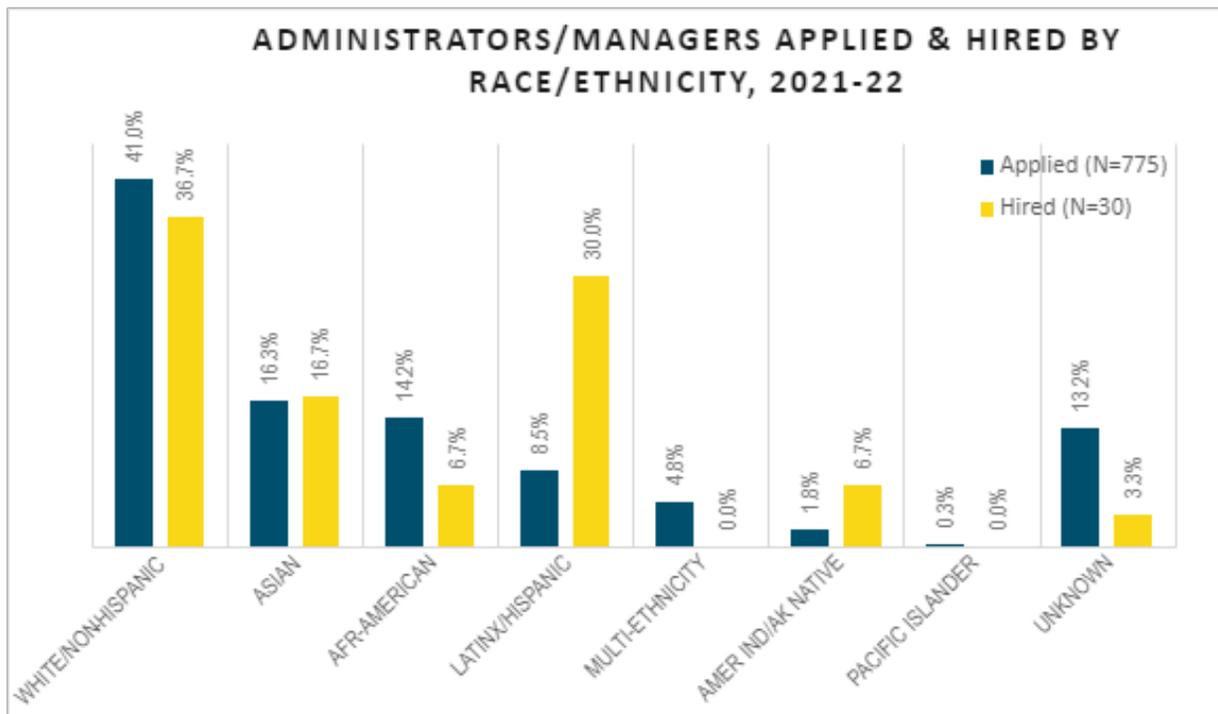
Source: PeopleAdmin. Applicant data for fiscal year 2021-22; faculty new hire demographics for calendar year 2022 (Spring-Fall 2022). Note: Data exclude recruitments for temporary faculty positions.

3) ADMINISTRATORS/MANAGERS

Applicants: In 2021-2022, the largest applicant groups were White (41%), Asian (16.3%), and Black/African American (14.2%). New hires were a plurality of White (36.7%), then Latinx (30%) and Asian (16.7%). In 2021-22, 45.8% of administrator/manager applicants were diverse out of the 775 applicants (355/775). This is a decrease of 6 percentage points from last year where 52% of applicants were diverse. However, the percentage of applicants that did not indicate a race/ethnicity (or selected “unknown”) was 13%, whereas this was 7% for 2019-2020, and 14% for 2020-2021.

Hires: In 2021-22, 30 administrators/managers were hired, and 60% (18/30) of those hired were diverse. This is an increase of seven percentage points from last year where 53% hired were diverse. Disaggregated the data shows the race/ethnicity of the new hires are as follows:

- White 36.7%
- Latinx 30%
- Asian 16.7%
- American Indian/Native Amer. 6.7%
- Unknown 3.3%



Source: PeopleAdmin

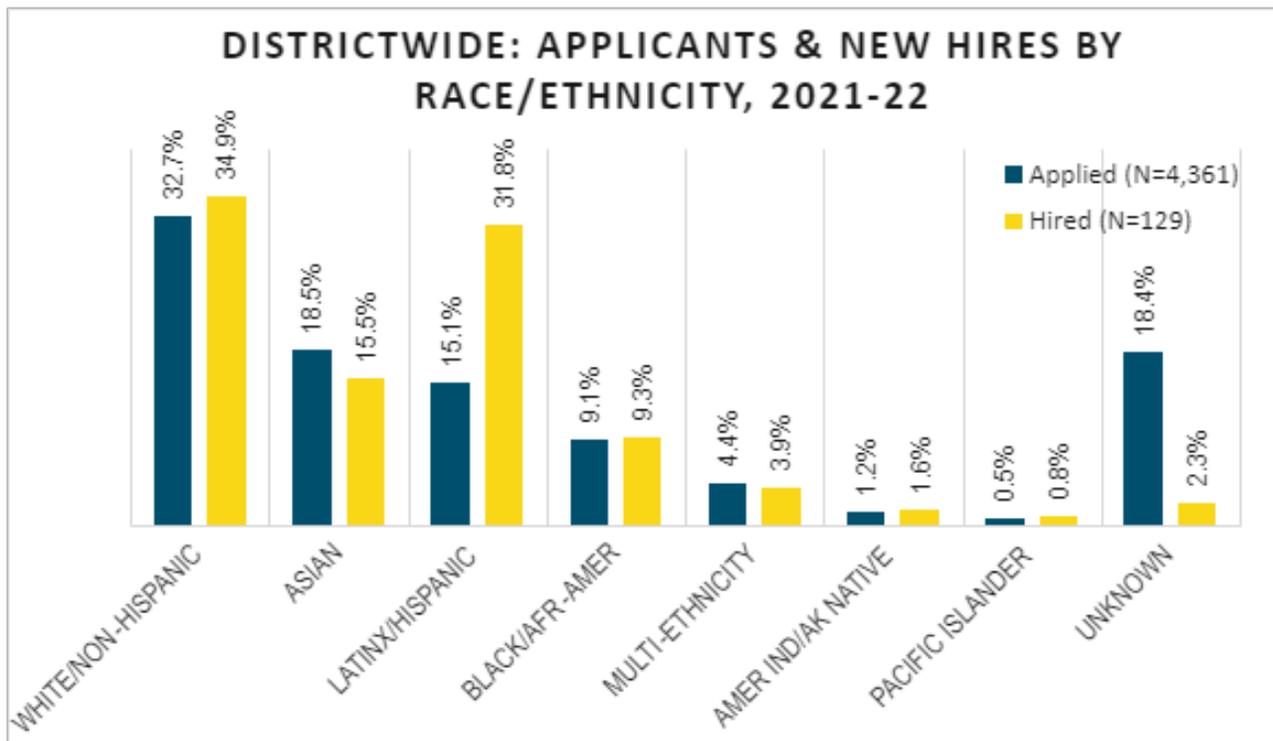
4) ALL APPLICANTS/HIRES DISTRICT WIDE

Applicants: In 2021-22, 48.9% of all applicants were diverse out of the 4,361 applicants (2,133/4,361). This is a very slight decrease (less than 1%) from last year where 49.6% of applicants were diverse. However, the percentage of applicants that did not indicate a race/ethnicity (or selected the “Unknown” category) increase to 18.4%. This is higher than the past two years, in 2019-2020- 7% and in 2020-2021-16%. It is unclear to what degree the increase of applicants failing to indicate race/ethnicity affected the accuracy of measuring for diversity this year. This is a significant percentage of applicants. In 2021-2022, the largest applicant groups were White (32.7%), Asian (18.5%), and Latinx (15.1%). The majority of new hires were from these two racial/ethnic groups: 34.9% White, and 31.8% Latinx.

Hires: In 2021-22, 129 employees were hired, and 62.8% (81/129) of those hired were diverse. This is a decrease of 6.8 percentage points from last year where 69.6% hired were diverse. The largest increase was in the Asian category, which was an increase from 8.7% to 15.5%.

Disaggregated the data shows the race/ethnicity of the new hires are as follows:

- White 34.9%
- Latinx 31.8%
- Asian 15.5%
- Multi-Ethnicity 3.9%
- Black/African American 9.3%
- American Indian/Native Amer. 1.6%
- Unknown 2.3%
- Pacific Islander .8%



Source: PeopleAdmin. Applicant data for fiscal year 2021-22; faculty new hire demographics for calendar year 2022 (spring-fall 2022).¹

B. NOCCCD Applicant and New Hire Demographics Five Year Trends 2017/18 – 2021/22

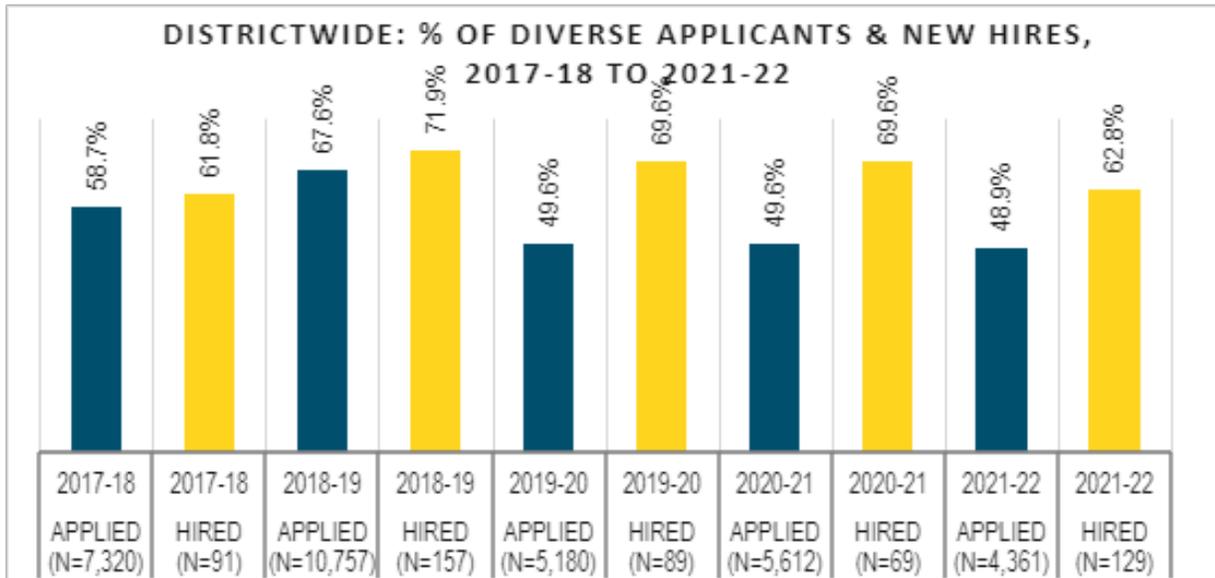
1) ALL APPLICANTS AND NEW HIRES: FIVE YEAR TREND - DISTRICTWIDE

Applicants: NOCCCD has consistently attracted racially/ethnically diverse applicants over the past 5 years (50% to 68%). The majority of new hires have also been diverse, 63% of new hires across the district were diverse in 2021-22. However, during the past three years (2019-2022), there has been a decline in the percentage of diverse applicants. This may be in part due to the

¹ Multi-Ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity. Data exclude recruitments for temporary faculty positions

COVID-19 pandemic, which resulted in people making different choices, such as working from home and moving out of state. Another aspect that may have played a role in the decrease of the diversity of applicants is the large percentage of applicants who selected the “unknown” category (or did not report their race/ethnicity) during the past two years, this percentage increase from 7% (2020) to 18% (2022).

Hires: The percentage of diverse hires districtwide has been increasing over the last five years, going from 61.8% to 62.8% with the highest at 71.9% in 2018-2019.

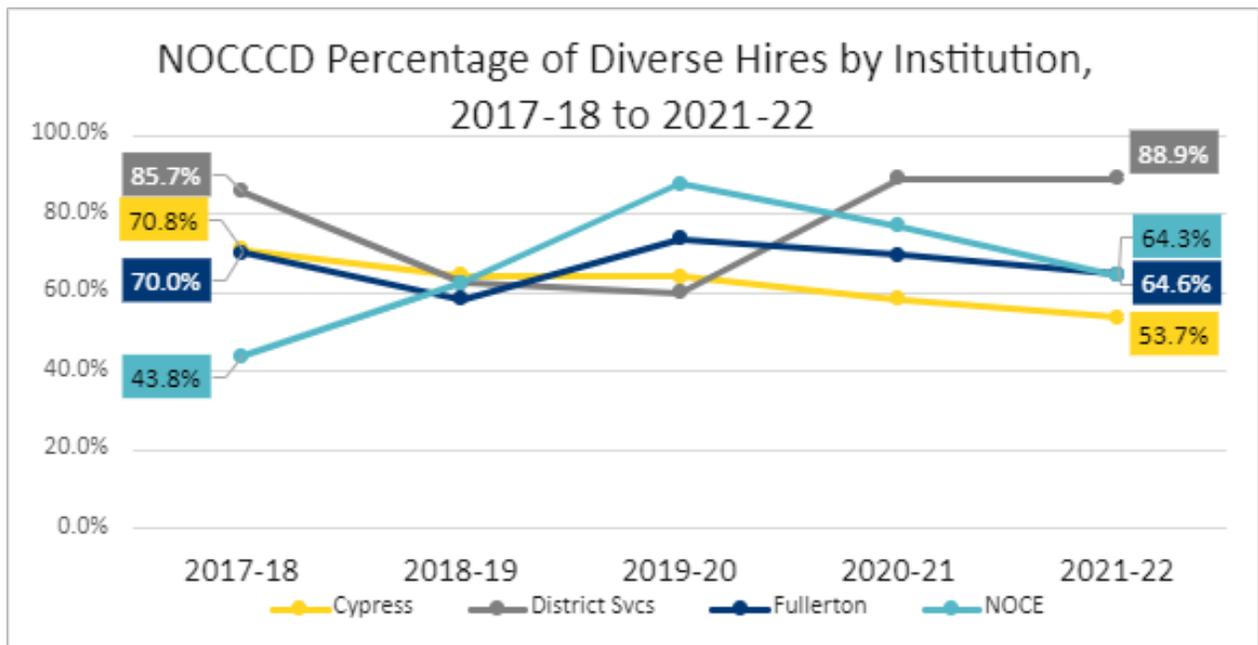


Source: PeopleAdmin. Classified and Admin/Mgmt data for fiscal year shown (Jul-Jun); faculty new hire demographics for the calendar year (Jan-Dec). Note: Data exclude recruitments for temporary faculty positions.

2) ALL HIRES - FIVE YEAR TREND BY CAMPUS/SITE

The majority of new hires districtwide have been diverse over the last five years. The percentage of diverse hires varied over the five-year period and across institutions. All four sites had greater than 50% diverse hires in 2021-22. Cypress College has had a decrease in the past two years of at least 10% (17.2% overall). District services has had an increase of approximately 3.2%. Fullerton college has fluctuated in the percentage, yet it has an overall decrease of about 5.4% over the five-year period. NOCE has had a significant increase in percentage of diverse hires of about 20.5%.²

² Employees include educational and classified administrators, full-time faculty, and permanent classified and confidential staff. Classified and Admin/Mgmt data for fiscal year shown, faculty new hire demographics for the calendar year.

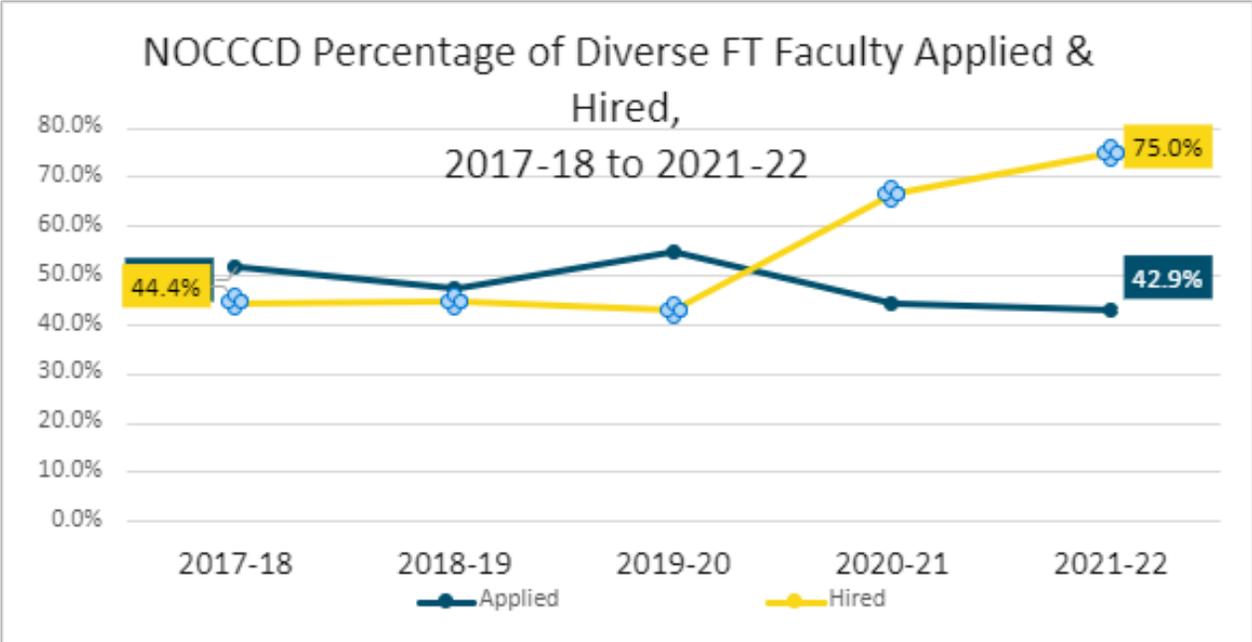


Source: PeopleAdmin.

3) FULL-TIME FACULTY HIRES: FIVE YEAR TREND – DISTRICTWIDE

Applicants: The diversity of the applicant pools decreased 8.9% over the last five years, with the diversity of the applicant pool going from 51.8% in 2017-18 to 42.9% in 2021-22. In 2021-22, NOCCCD had the lowest diversity applicant rate (42.9%) in the last five years (perhaps because of the pandemic). The highest diversity applicant rate was 54.7% in 2019-20.

Hires: The percentage of diverse full-time faculty hires has increased 30.6% over the last five years and it was 75% in 2021-22. Almost all the increase occurred in the last two years where the diversity of full-time faculty hires increased by 22.3% in 2020-21, and by 30.6% 2021-22. This large increase in 2021-22 is significant because the percent of diverse applicants has been declining.



Source: PeopleAdmin. Applicant data for fiscal year 2021-22; faculty new hire demographics for calendar year 2022 (Spring-Fall 2022).³

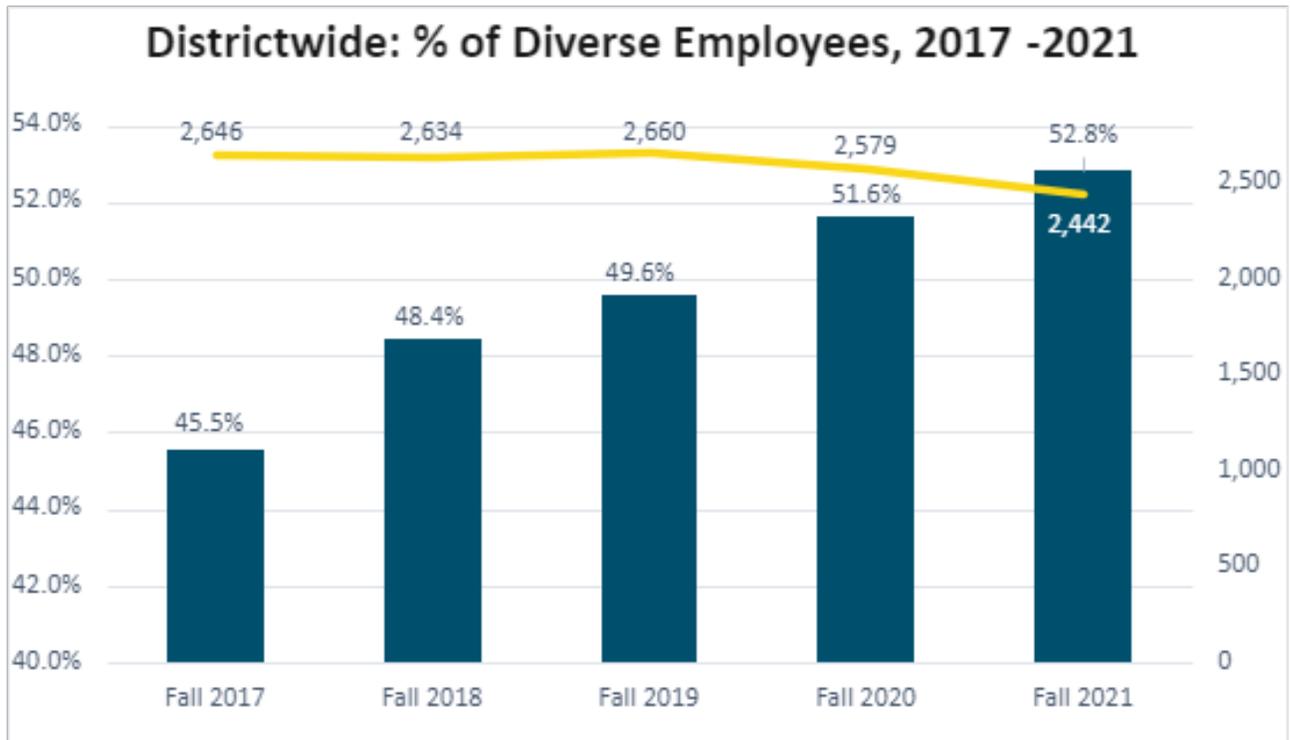
C. District Employee Demographics Fall 2017-Fall 2021

1) FIVE-YEAR TRENDS: HIGHLIGHTS

Districtwide Employee Demographics-Five Year Trend

NOCCCD employee racial/ethnic diversity has increased approximately 7.3% over the last five years from 45.5% in fall 2017 to 52.8% in fall 2021. This percentage has been increasing in the past five years, perhaps due to new hires, or employees retiring (many who are White). It is important to note that the percentage of diverse employees does not reflect the undisclosed aspects of diversity including religion, ability/disability, first-generation/low income, sexual orientation, etc. This percentage is higher than the state average of 44% in Fall 2021.

³ Data exclude recruitments for temporary faculty positions.

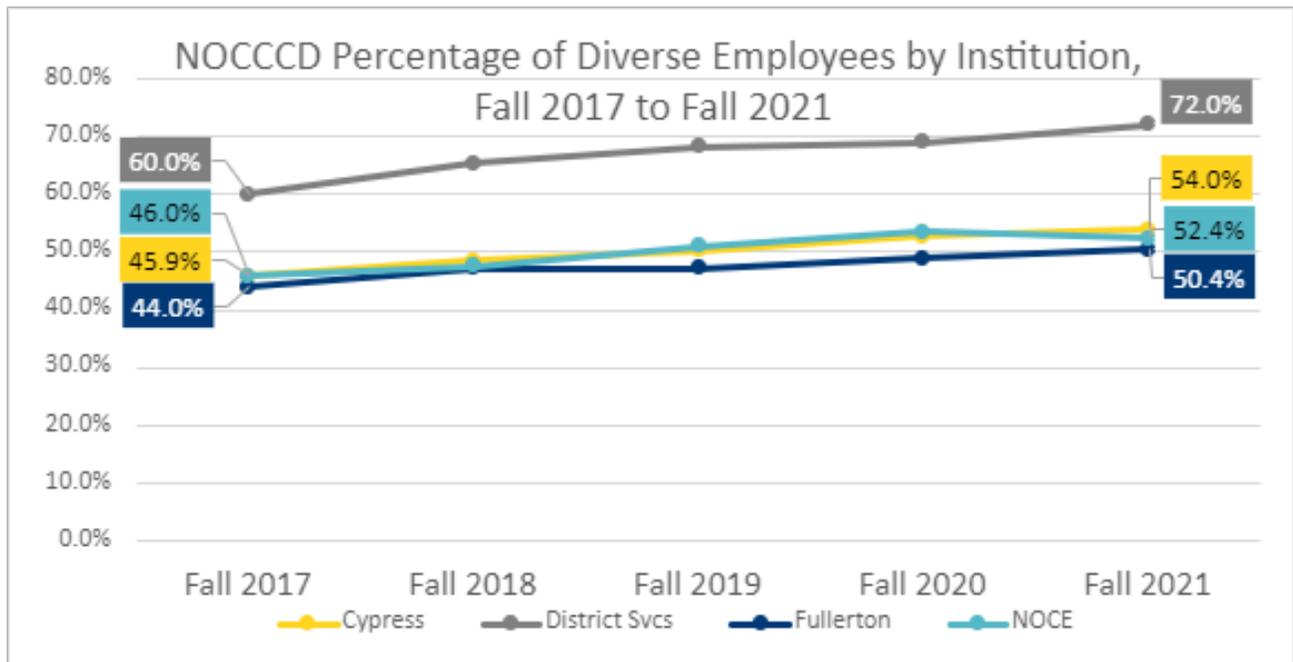


Source: CCCCO Data Mart. Note: Employees include educational and classified administrators, full-time faculty, adjunct faculty, and permanent classified and confidential staff.

Employee Demographics by Campus/Site-Five Year Trend

Each institution has increased the percentage of diverse employees over the last 5 years (between 6-12%). District Services has had the highest percentage of diverse employees (72% as of 2021) by race/ethnicity. Cypress, Fullerton, and NOCE have had similar percentages of diverse employees over the last 5 years (50-54% as of 2021).

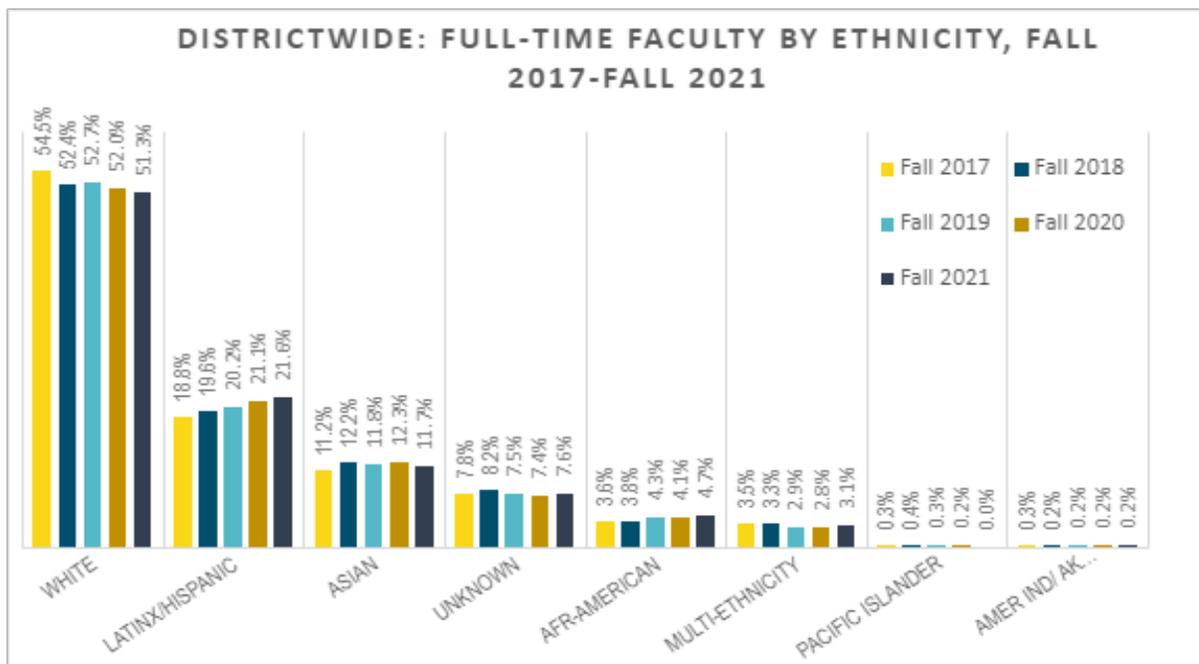
It is noted that, for example, Cypress Colleges diverse hires has been decreasing over the last five years (by 17.1 percentage points), but the overall diversity of its employees has increased over the last five years (by almost 10 percentage points). This indicates other factors, such as retirements, that may explain in part the increases in employee diversity.



Source: CCCCO Data Mart, Faculty & Staff Demographics Report

Full-Time Faculty Demographics-Five Year Trend

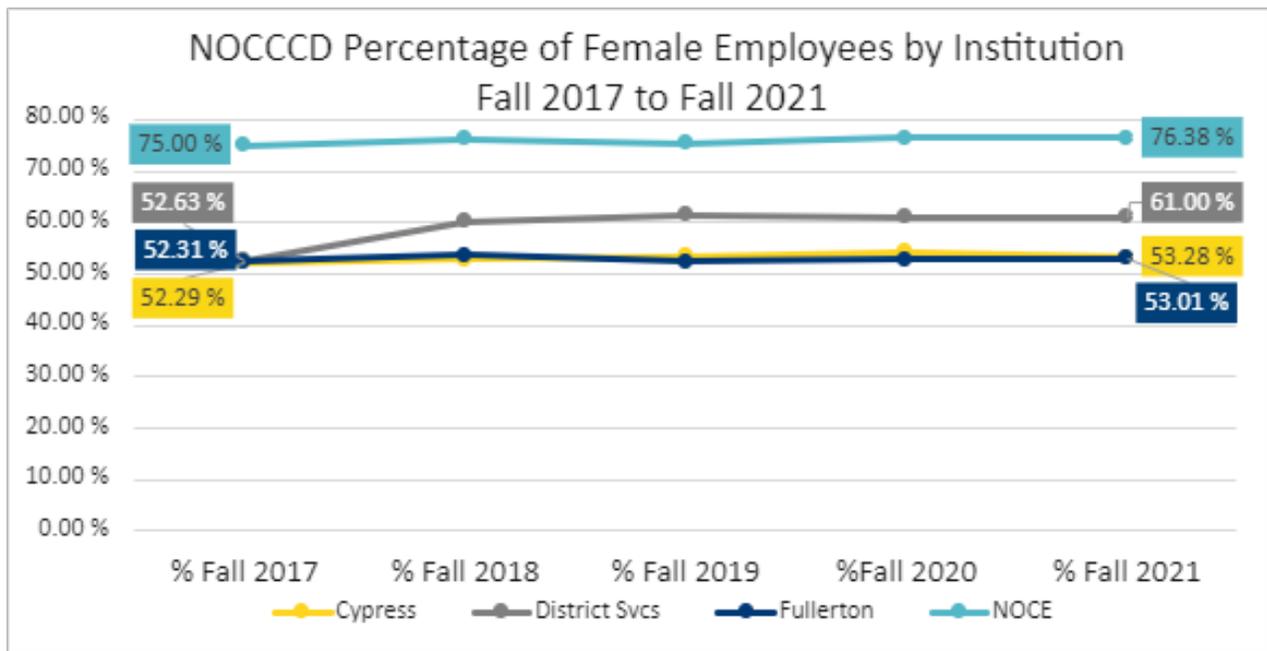
Over the last five years, the diversity of full-time faculty increased by 3.4 percentage points from 37.8% to 41.2% (2017-2021). During this time, White/Non-Hispanic full-time Faculty decreased by 3.2%, Latinx/Hispanic full-time faculty increased by 2.8%, Asian full-time faculty increased by .5%, African American full-time faculty increased by 1%. Multi-ethnic full-time faculty decreased by 0.4%, Pacific Islander full-time faculty decreased by .3%, and American Indian/Alaskan Native and Unknown categories for full-time faculty decreased by 0.2%.



It is noted, however, that percentages of diverse faculty reflected may also be affected by the high percentage of retirees who were White. In the past five years, 70% of retirees (75 out of 107) were White. This would impact the overall percentage of diverse employees remaining in the workforce, regardless of the diverse hire trends. This rate was similar to the previous year.

Sex/Gender Demographics-Five Year Trend

Females make up the majority of employees across the district. Districtwide, the female employee percentage has remained stable over the last five years between 55.7% and 57.2% from Fall 2017 through Fall 2021. NOCE has consistently had the highest percentage of female employees and stood at 76% female as of 2021 (as last year). District Services has increased female employees from 52% to 61% as of 2021. Cypress and Fullerton each has had approximately 53% females over the last 5 years.⁴



Source: CCCC Data Mart

D. Employee Demographics for EEO6 Occupational Categories Fall 2021

The EEO6 Occupational Categories⁵ include, Administrator/Management, Faculty, Clerical, Technical, Skilled Crafts, and Service maintenance. The data is disaggregated by race/ethnicity and gender. The following data is districtwide, the addendum also includes the EEO6 Occupational Categories data by Campus/Site.

⁴ The District acknowledges that not all employees identify with the male & female binary. At some point in the future the District may be able to more accurately reflect how employees identify in terms of gender, without framing this category as a binary.

⁵ The data for the EEO6 Occupational Categories includes both academic and classified managers, adjunct faculty, and part-time employees. Listing the EEO6 Occupational Categories is a Title 5 requirement. Definitions for the EEO6 Occupational Categories can be accessed at this link: <https://webdata.cccco.edu/ded/eb/eb07.pdf>

1) EEO6 DISTRICTWIDE Fall 2021

Highlights for the EEO6 Occupational Categories for Fall 2021 include:

- Amongst the Executive/Administrative/Management staff, the plurality is White at 39.2%, and somewhat more female (21.7%) than male (17.5%).
- Amongst the Faculty⁶, the plurality is White at 45.5%, with more females (24.4%) than males (21.1%).
- There are equal proportions of White and Latinx Professional staff as well as male and female (25% each category).
- The majority of the Clerical staff are female at 89.9%, with 100% of the Clerical staff at NOCE being female; 90.1% at Fullerton College; and 88.9% at Cypress College.
- The highest percent of the Technical staff are female at 56.9% with the largest category being Latinx/Hispanic female at 26.7%. For the Technical category, Latinx/Hispanic as a group make up 39.9%; Whites make up 28.5%; and Asian 16.3%. The other categories are less than 10%.
- Of the Skilled Crafts the majority are male, mostly Latinx (47.4%); White (36.8%); Asian (10.5%), for a combined total of 94.7% males. In Skilled Crafts, the only race/ethnicity categories are White, Latinx, and Asian employees.
- Of the Service/Maintenance staff, the majority were males at 82.4%; Latinx/Hispanics males make up 47.8%; and combined (both males and females) 59.6% of Service/Maintenance staff, are the largest category.

EEO6 Occupational Categories Fall 2021

Ethnicity	Gender	Count	Exec/Admin / Mgmt	Faculty	Professional	Clerical	Technical	Skilled Crafts	Service or Maintenance
White	Male	457	17.5%	21.1%	25.0%	1.8%	13.9%	36.8%	17.6%
	Female	540	21.7%	24.4%	25.0%	24.0%	14.6%	0.0%	2.2%
Latinx/Hispanic	Male	300	8.3%	9.7%	25.0%	5.1%	13.2%	47.4%	47.8%
	Female	428	15.8%	13.7%	25.0%	36.9%	26.7%	5.3%	11.8%
Asian	Male	147	2.5%	6.0%	0.0%	2.8%	9.0%	10.5%	5.1%
	Female	213	9.2%	8.8%	0.0%	13.8%	7.3%	0.0%	0.7%
Black/African American	Male	39	3.3%	1.6%	0.0%	0.0%	0.7%	0.0%	3.7%
	Female	59	3.3%	2.3%	0.0%	5.5%	0.7%	0.0%	0.7%
Multi-Ethnicity	Male	48	6.7%	1.7%	0.0%	0.5%	2.1%	0.0%	2.9%
	Female	57	2.5%	2.2%	0.0%	2.8%	3.1%	0.0%	0.7%
Filipino	Male	15	3.3%	0.5%	0.0%	0.0%	1.0%	0.0%	0.0%
	Female	32	1.7%	0.9%	0.0%	2.8%	2.8%	0.0%	0.0%
Pacific Islander	Male	4	0.0%	0.1%	0.0%	0.0%	1.0%	0.0%	0.0%
	Female	5	0.0%	0.2%	0.0%	0.5%	0.3%	0.0%	0.0%
Amer Indian/Alaska Native	Male	3	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%
	Female	4	0.0%	0.1%	0.0%	0.9%	0.0%	0.0%	0.7%
Unknown/Non-Respondent	Male	67	0.0%	3.2%	0.0%	0.0%	2.1%	0.0%	5.1%
	Female	73	4.2%	3.3%	0.0%	2.8%	1.4%	0.0%	0.7%
	TOTAL	2,491	100%	100%	100%	100%	100%	100%	100%

Source: Banner, MIS EB-EJ data

⁶ Data includes both part-time/adjunct and full-time faculty. Faculty data include full-time and adjunct faculty.

2) FACULTY DISTRICTWIDE Fall 2021

Full-time Faculty Fall 2021

In Fall 2021, 41% of Full-time Faculty were diverse. The District employed 556 Full-time Faculty in Fall 2021, and 229 who were diverse. Specifically, 51.3% of Full-time Faculty were White; 21.6% were Latinx/Hispanic; 11.7% Asian; 7.6% Unknown; 4.7% African American; 3.1% Multi-Ethnic; 0% Pacific Islander; 0.2% American Indian/Alaskan Native.

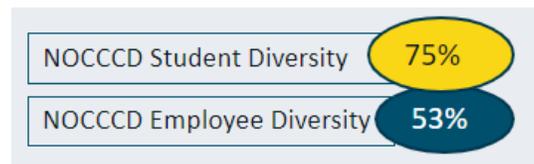
Adjunct Faculty Fall 2021

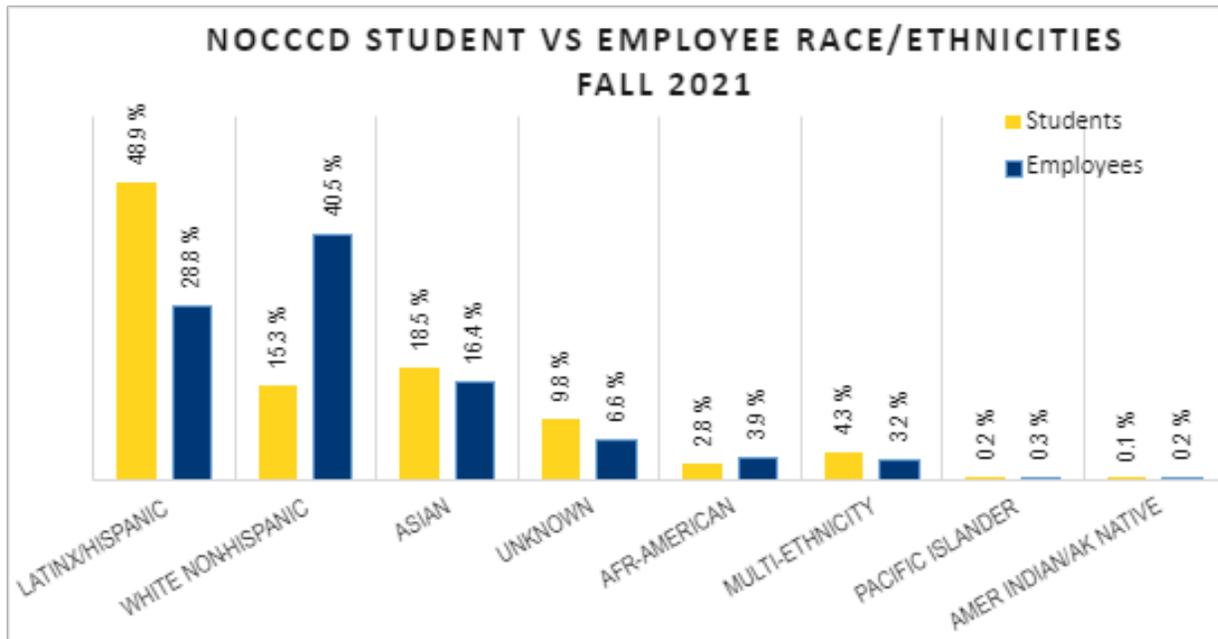
In Fall 2021, Adjunct Faculty were more diverse at 49.7% than Full-time Faculty at 41.2%. The District employed 1,128 Adjunct Faculty in Fall 2021. Of Adjunct Faculty, 43.1% were White; 23.9% Latinx/Hispanic; 18.7% Asian; 7.2% unknown; 3.8% Black/African American; 2.8% Multi-ethnic; 0.3% Pacific Islander; and 0.2% Native American.

E. Comparative Data Fall 2021

1) NOCCCD Student vs Employee Race/Ethnicity Fall 2021

NOCCCD students are more ethnically diverse than employees. There were more Hispanic students than employees (48.9% versus 28.8%) and more White Non-Hispanic employees than students (40.5% versus 15.3%) as of Fall 2021. Employee diversity continues to lag behind student diversity. In Fall 2020, 75% of students were diverse by race/ethnicity and 53% of employees were diverse. The diversity of students increased by 2 percentage points from the previous year, whereas the diversity of employees increased by 1 percentage point. The greatest discrepancy continues to be with White and Latinx populations. Whereas only 15.3% of the District's students are White, 40.5% of District employees are White. Whereas 48.9% of District students are Latinx/Hispanic, only 28.8% of district employees are Latinx/Hispanic. The percentage of Latinx/Hispanic students is increasing more rapidly than that of employees (1.7% versus .3%).



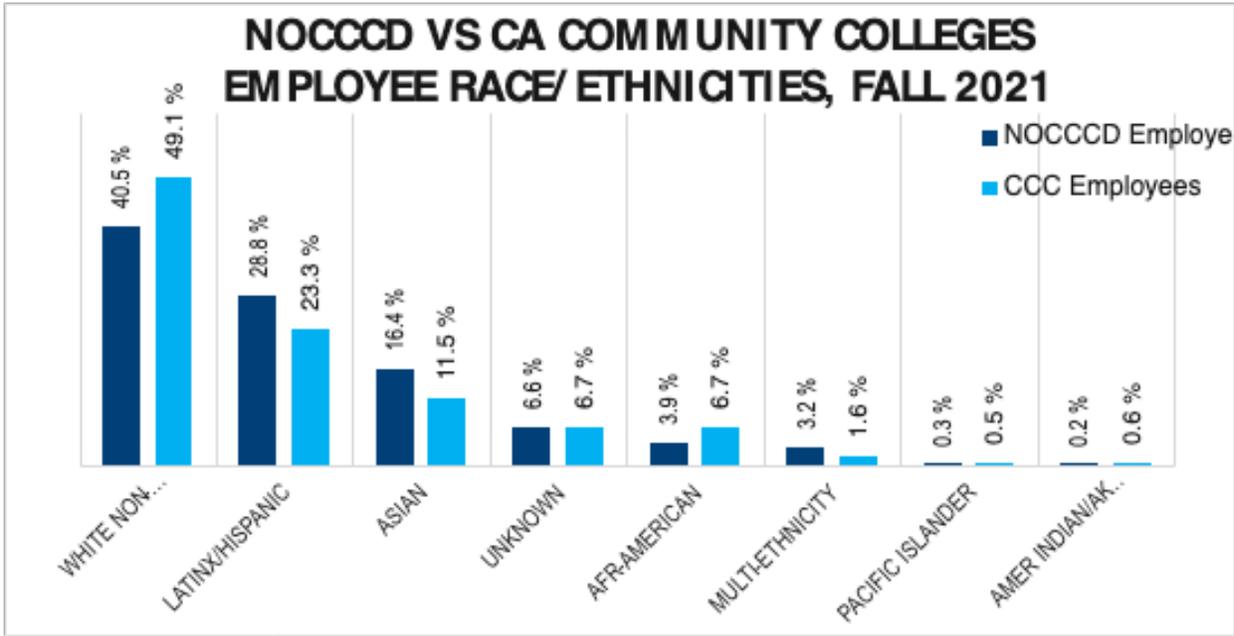


Source: CCCC Data Mart

2) NOCCCD vs CA Community Colleges Employee Race/Ethnicity Fall 2021

Employee diversity is higher at NOCCCD compared to California community colleges statewide. NOCCCD's employee diversity in Fall 2021, stood at 53% while the state average was 44%. Although NOCCCD had higher percentages of Latinx/Hispanic, Asian, and Multi-Ethnic employees than the state average, it had a lower percentage of African American, White, Pacific Islander, and American Indian/Alaskan Native employees.



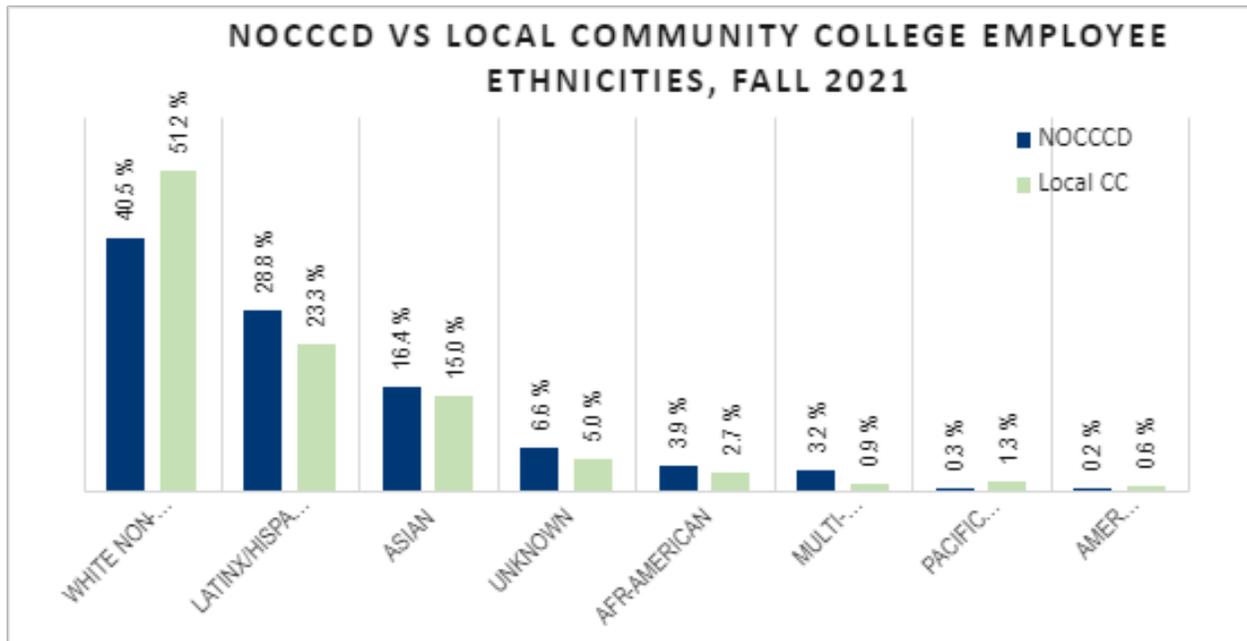


Source: CCCCO Data Mart

3) *NOCCCD vs Local Community Colleges Employee Race/Ethnicity Fall 2021*

NOCCCD continues to have higher employee diversity when compared to the aggregated totals of local community college districts, which include Coast, Rancho Santiago, and South Orange Community College Districts. NOCCCD employee diversity in Fall 2021, stood at 53% while the aggregated local community college percentage was 44%. NOCCCD has a higher percentage of all racial/ethnic groups except for White, Pacific Islander, and American Indian/Alaskan Native employees.





Source: CCCCO Data Mart⁷

NOCCCD also has a higher percentage of diverse employees in most categories, the data shows:

- NOCCCD’s Educational Administrators are approximately the same percentage of diverse educational administrators as other local California community college districts (41 percent). Looking at specific racial/ethnic group differences reveals that NOCCCD has a higher percentage of Latinx administrators, but lower percentages of Asian and White/Non-Hispanic administrators compared to other Orange County community colleges.
- NOCCCD has a more diverse group of faculty (Full-time and Adjunct) compared to other local California community college districts (47 versus 36 percent diverse); particularly higher are faculty identifying as Latinx at NOCCCD.
- NOCCCD has a more diverse group of Classified professionals compared to other local California community college districts (68 versus 59 percent diverse).

F. Exit Surveys

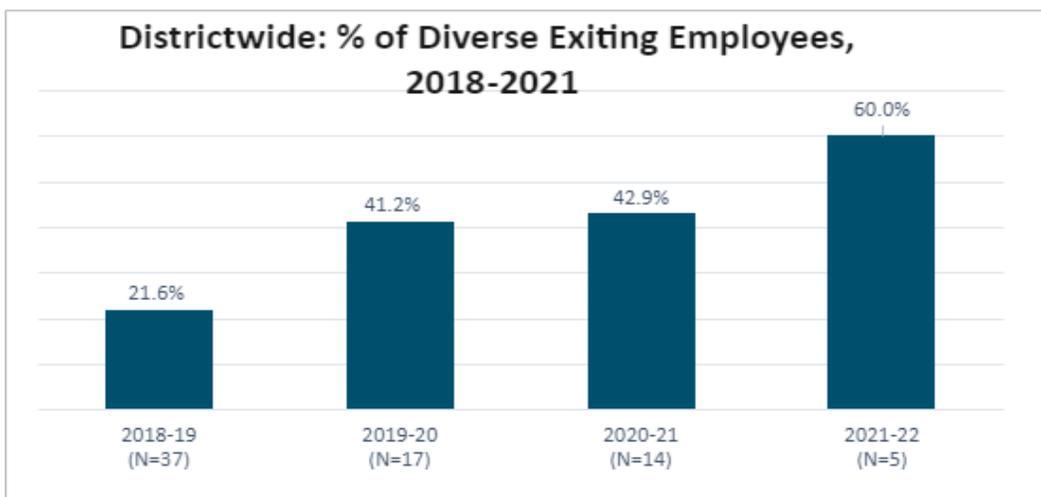
In 2018, the District began collecting exit survey data. Pursuant to the EEO Plan, analysis of the data and resulting recommendations is included in this report. The following reflects the information from 2018 to 2022.

⁷Local Community College data represents the Coast CCD, Rancho Santiago CCD, and South Orange County Community College Districts (CCD).

The percentage of exiting employees who were racially/ethnically diverse increased over the last four years from approximately 22% in 2018-19 to 60% in 2021-22. However, it should be noted that the headcount of employees who exited significantly decreased over this time as well, from 37 to 5. Another factor that must be considered is that the percentage of employees who did not disclose their race/ethnicity is significantly high, ranging from approximately 20-47% each year. The questions asked included the primary reasons for leaving in the following areas:

- A. Lack of diversity
- B. Lack of inclusivity
- C. Perceived Harassment/Discrimination
- D. Unwelcoming workplace
- E. Language/Cultural barrier

Categories	2018-19 (32)	2019-20 (10)	2020-21 (11)	2021-22 (4)
Lack of diversity	3-Most 1-Moderately 1-Less 2-Least	1-Most 2-Somewhat 1-Moderately 3- Least	1-Most 4-Moderately	2-Least
Lack of inclusivity	2-Most 1-Somewhat 1-Less 2-Least	1-Most 2-Moderately 3- Least	2-Most 1-Somewhat 2-Moderately 2-Least	2-Least
Perceived Harassment/Discrimination	1-Most 1-Moderately 2-Least	1-Most 2-Least	1-Most 1-Somewhat 1-Moderately 1-Less, 1-Least	2-Least
Unwelcome Workplace	2-Most 1-Less 2-Least	2-Most 1-Moderately 1-Less	1-Most 1-Somewhat 1-Moderately 1-Less, 1-Least 1-Least	1-Somewhat 1-Least
Language/Cultural Barrier	1-Most 1-Less 3-Least	1-Least	1-Most 1-Least	2-Least



Source: NOCCCD Employee Exit Interview¹

¹Data include all employee types who left NOCCCD during the relevant fiscal year. Survey participation, including race/ethnicity disclosure is voluntary.

ANALYSIS OF DATA

The data demonstrates that over the last five years, the district continues to incrementally increase the diversity of its overall applicant pools and hires. It is exciting to see the large commitment by all three colleges to prioritize and promote diversity, equity, inclusion, accessibility, and anti-racism throughout the year. Although we know the numbers can only provide a limited perspective, we can see that our district is moving in the direction of advancing DEIAA. It is important to recognize the multiple factors affecting the process of assessing the district's commitment to DEIAA as the following:

- I. Difficulty in measuring and collecting data on diversity. Our application process and other self-reporting methods lump together race and ethnicity, which are two different aspects of diversity. This complicates how people self-report in these categories, making it sometimes confusing and leading some (a greater number in the past five years) to select the "unknown" category. Other aspects of diversity are in those considered as "hidden" categories which applicants and employees may hesitate or wish not to disclose. These include disabilities, sexual orientation, religion, first-generation/low income, etc. This is something that should be considered when assessing aspects of diversity.
- II. The number of employees in various categories fluctuated significantly in the years assessed. In the five-year period analyzed in this report, certain categories have significantly decreased in numbers, affecting the meaning of the percentages. For example, the Exit Interviews for the past five years have gone from 32 down to 4. Regarding hiring, the numbers have also fluctuated; the highest being 157 in 2018-19 and the lowest being 69 in 2020-2021.
- III. A decrease in the diversity of applicants. It is noted that there has been a decrease of approximately 10% in the diversity of applicants over the past three years. Though the exact reasons for this decrease are difficult to assess, it would be important to research if this is something other community colleges in California are experiencing as well. Some factors that may be associated with this decrease can be the effects of the COVID 19 pandemic affecting the way all colleges operate. Most classes were moved online, and this forced faculty and students to become online learners. Staff and managers were also forced to figure out how to work remotely. At our district, this may have resulted in a reduction of faculty who did not want or could not teach online, and of staff who did not/could not work from home, thus did not apply for jobs. In California, this influenced the workforce, leading some to move out of state, in order to find more affordable housing and cost-of living.⁹ The Office of Diversity and Compliance, through the Future Instructor Training Program, has been addressing this issue by recruiting interns from underrepresented groups. Many of these interns teach for our District upon graduating from the program. The majority of faculty hired full time (7/8 in 2021) were former adjuncts, thus it is important that we ensure the diversity of our adjuncts throughout the District. Additionally, Human Resources is revising Adjunct Hiring

⁹L.A. Times, California Exodus Continues. <https://www.latimes.com/california/story/2022-07-29/california-exodus-continues-l-a-san-francisco-lead-the-way>

Policies and tracking Adjunct data by using an Applicant System to strategically recruit and monitor demographic data.

Other important points based on the data include the following:

- It is notable that when looking at all hires and applicant pools over the last five years, the percentage of diverse hires is consistently higher than the diversity of the applicant pool. For example, 70% of all hires were diverse in 2020-21, but only 50% of all applicants were diverse. This demonstrates that most search committees and hiring managers have been doing an effective job of screening in and hiring diverse candidates.
- In the past three years (from 2019-2022), there was a significant increase in percentage of new hires (70%) versus diverse applicants (50%). In 2021-22 63% of new hires across the district were diverse.
- The percentage of diverse full-time faculty hires has increased 31% over the last five years and was 75% in 2021-22. This data point is promising as it shows an increase in diverse faculty hires from previous years and because the percentage of diverse full-time faculty hires had remained stagnant between 2016 and 2019. At this point it is unclear whether this was a result of the recent increased focus on faculty and changes in the hiring process, or a random result. It is clear, however, that efforts to increase the diversity of the full-time faculty applicant pool is essential if we aspire to hire diverse full-time faculty at a rate greater than 50%. It is also recommended there be further review of the faculty search process to interrogate why the percentage of diverse hires has been lower than the percentage of the applicant pool. In this regard, the district should continue its efforts to collect and disaggregate data from its applicant processing platform to attempt to identify irrational barriers to EEO and diverse hiring. In addition, given that 60-88% of full-time faculty hires come from NOCCCD's adjunct ranks, it is also recommended that efforts be made to diversify the adjunct faculty.
- Over the last five years, NOCCCD's employee diversity has outperformed the state average for California community colleges and outperformed the aggregated totals of the three neighboring community college districts. Although there is room for improvement, NOCCCD has led in diversity hiring at both the local and statewide level.
- The largest discrepancy at NOCCCD is with Latinx employees where although 48.9% of NOCCCD students are Latinx, only 28.8% of all employees are Latinx, only 21.6% of full-time faculty are Latinx, and only 26.5% of administrators/managers are Latinx. Latinx classified employees are the closest to parity at 42.3%.
- It is apparent when analyzing workforce diversity by department and EEO6 categories that there are pockets where underrepresentation exists. This data was included in last year's Institutional Commitment to Diversity Report, and it detailed which departments lacked faculty diversity. Focusing on the where underrepresentation exists at the department level for each job category will allow the District to use resources more effectively and more effectively target its efforts. The EEO Plan requires each department, where underrepresentation has been identified, to develop a Recruitment, Hiring, and Retention Plan. Those departments that were identified as having underrepresentation are currently developing their Recruitment, Hiring, and Retention

Plans for both adjunct and full-time faculty.

- Because the Fall 2021 demographic data by department is not currently available, it is not included in this year's report. When it becomes available, the Board and the Chancellor's staff will be provided with a supplemental report detailing where faculty underrepresentation exists by department. It is anticipated the supplemental report should be ready in Fall 2023. Pursuant to the EEO Plan the department level disaggregated data in the next supplemental report will also identify by department where underrepresentation exists amongst classified and management employees.
- The EEOAC in developing the new 2023-2026 EEO Plan will consider measures to be implemented in the next three years to achieve the District's goal of a diverse, inclusive, and equity-minded workforce.

DEVELOPING & MAINTAINING AN INSTITUTIONAL COMMITMENT TO DIVERSITY AND EEO

A. Districtwide EEO and DEIAA Efforts

1) NOCCCD EQUAL EMPLOYMENT OPPORTUNITY PLAN 2019-2022

At the districtwide level, current EEO and DEIAA efforts are primarily prescribed by the District's 2019-2022 EEO Plan¹⁰. The EEO Plan can be accessed at https://noccd.edu/files/eoo-plan-2019-2021_51197.pdf. The District's Equal Employment Opportunity Advisory Committee (EEOAC) and District Office of Diversity and Compliance are responsible for the development and oversight of the EEO Plan. State new regulations resulted in an extension on the deadline to submit the new plan to Spring 2023. The EEOAC is currently working on revising this new plan.

Pursuant to Title 5 Section 5300 et seq., the EEO Plan, requires the establishment of the Equal Employment Opportunity Advisory Committee; a complaint process to report violations of the EEO regulations; the posting and dissemination of the EEO Plan; training for persons involved in the screening and hiring process; and requires the collection of workforce and applicant demographic data to evaluate the District's progress in implementing the EEO Plan. Section XI of the EEO Plan, further requires that to promote EEO and diversity, NOCCCD must develop and engage in the following:

Strategies designed to build an inclusive and welcoming work environment. The District believes that such an environment provides an essential recruitment and retention tool

¹⁰ DEIAA efforts are also found in other District and College Plans and initiatives, such as the Educational and Facilities Master Plan and the campus level Student Equity Plans. The District's EEO Plan, and this report, is primarily focused on EEO and DEIAA efforts as they relate to hiring, retention, and other matters under the purview of Equal Employment Opportunity.

for employees who come from underrepresented groups in their field or discipline and thus operates as an important tool for building and sustaining a diverse workforce.

Pursuant to this section of the EEO Plan, the District committed to institute measures and strategies that demonstrate ongoing institutional commitment to diversity and EEO hiring beyond the requirements of Title 5300 et seq. Some of the District's DEIAA activities are summarized in Addendum "B." Highlights of what has been accomplished pursuant to Section XI of the EEO Plan include the following:

Workforce Dashboard

The District developed a workforce data dashboard in 2019, for a drill down data analysis of faculty, classified, and managers by district, college, division, and department. Data is further disaggregated by race/ethnicity and sex. Another strategy/category about applicant data includes the review of applicant data for each job announcement and comparison of the applicant pool demographic data to the availability data. This ensures that the applicant data aligns as closely as possible to the availability data. When a determination is made by Human Resource that the applicant pool could be more diverse, the Chair is contacted, and strategies are implemented to increase the diversity of the applicant pool.

Collection and Disaggregation of Hiring and Workforce Data

Annually, hiring and workforce data is collected, analyzed, and reported in the Institutional Commitment to Diversity Report. The report is provided to the Board of Trustees and made available to the public on an annual basis.

Analysis of Faculty Underrepresentation

In 2020-2021, the District drilled down and disaggregated faculty demographics at the department level identifying departments where underrepresentation exists by race/ethnicity and sex. Pursuant to the EEO Plan, departments where faculty underrepresentation is found are required to develop a Recruitment, Hiring, and Retention Plan. The Campuses/Sites are currently developing their plans which require approval by the President of the Campus/Site and the District Director of Diversity and Compliance. In Fall 2023, as a supplement to this report the Board of Trustees and the Chancellor's Staff will receive the updated data identifying where underrepresentation exists amongst faculty by department. Pursuant to the EEO Plan the next supplemental report will also identify where underrepresentation exists by department for classified and management staff.

Online EEO/DEIAA Training for Search Committees

The District developed its own online EEO/DEIAA training for persons serving on search committees. The training was available online since Fall 2021. All Managers are required to attend an extended version of this training every two years regardless of whether they are serving on a search committee. The extended version includes a 3-hour in-person training in addition to the online training.

Faculty of Color Survey

Between Spring 2020 through Fall 2021, the District distributed a Faculty of Color Survey and analyzed the responses. The analysis was provided to Chancellor's Staff and other constituent groups in Fall 2021.

Exit Surveys

This report includes information on data collected from 2018 to 2022 from exit surveys. The District will continue to conduct exit surveys and investigate those that stated reasons for leaving.

New Employee Orientation

All new employee orientations beginning in 2021, include a two-hour workshop on DEIAA. New faculty orientations also receive introductory training on culturally relevant and affirming pedagogies. This new employee orientation has been successfully conducted and continues to be updated with current data and resources on DEIAA.

Diversity and Inclusion Faculty Fellows Program

Each campus has a Diversity and Inclusion Faculty Fellow who is assigned to the Office of Diversity and Compliance. In 2020-21, the Diversity and Inclusion Faculty Fellows Program completed its fourth year at NOCCCD, and pursuant to the EEO Plan is now a permanent program. Diversity and Inclusion Faculty Fellows assist the Office of Diversity and Compliance with the goal of diversifying faculty and providing professional development (primarily, but not solely, to faculty) in the areas of DEIAA. The Fellows are liaisons between the colleges and the district, they help organize the Pluralism, Inclusion, and Equity Series, and the FIT Program. Fellows attend the Academic Senates and provide the Office of Diversity and Compliance with faculty perspectives. During the Fall 2022, new fellows were hired from NOCE & Fullerton College, replacing those who resigned from these institutions. The Diversity and Inclusion Faculty Fellows Program is recognized as best practices (under Internship Programs, page 17) in the 2022 Equal Employment Opportunity (EEO)/Diversity Best Practices Handbook for the California Community Colleges Chancellor's Office.

Future Instructor Training Program (FIT Program)

The FIT Program was launched in the Fall of 2018 as a pilot project and is now, pursuant to the EEO Plan, a permanent program. The program is a faculty internship program designed to increase the pool of diverse candidates for faculty positions. To date, approximately 3-4 interns are hired each year at NOCCCD as adjunct faculty. One intern was hired at Cypress College and at least two more were also hired at other community college districts, and at least two interns have been hired as full-time faculty in the CSU system. Approximately 90% of interns identified as people of color. For the past two years the number of applicants has been over 30 interns, indicating a high demand for this successful program. Last year, the Office of Diversity & Compliance and some of the Diversity & Inclusion Fellows presented this program at the National Conference of Race & Ethnicity (NCORE). Next year, we hope to present again at this very important conference. The Future Instructor Training Program (FIT Program) is highlighted

as a best practice (under Internship Programs, page 18) in the 2022 Equal Employment Opportunity (EEO)/Diversity Best Practices Handbook for the California Community Colleges Chancellor's Office.

Infusing Diversity, Equity & Inclusion in The Curriculum Seminar

The Infusing Diversity, Equity & Inclusion in The Curriculum Seminar¹¹ started off with one-time funds, and pursuant to the EEO Plan is now a permanent program. In January 2021, the District Office of Diversity and Compliance hosted its fourth annual Infusing Diversity, Equity & Inclusion in The Curriculum Seminar. In 2021, twenty-three NOCCCD faculty participated in the weeklong seminar. Through the seminar, the faculty cohort engaged in cooperative learning and discussions designed to assist them in developing courses that are culturally relevant/affirming, and equity minded. To date, 97 faculty have attended the seminar and have committed to modifying at least one course to incorporate DEIAA and culturally relevant pedagogies. This seminar is recognized (under Professional Development, page 28) of the 2022 Equal Employment Opportunity (EEO)/Diversity Best Practices Handbook for the California Community Colleges Chancellor's Office.

Pluralism, Inclusion, and Equity Series (P.I.E. Series)

The Pluralism, Inclusion, and Equity Series offers workshops and trainings designed to increase employee intercultural competence so they may provide effective teaching and support services for our diverse student body. The P.I.E. Series completed its fourth year in 2020-21. Events sponsored under the P.I.E. Series for 2021-22 included:

Fall 2021

- Reframing Wellbeing: Exploring the Importance of Providing Culturally Proficient Wellbeing and Mental Health Practices for Black, Brown, and Indigenous Campus Communities
- Colorism
- Beyond Land Acknowledgements and Indigenous Identity
- Engaging Community-What Are You Doing Today to Support the Hispanic Community
- Equity Gaps Latinos Face
- Indigenous People's Day Celebration
- Día de los Muertos Presentation

Spring 2022

- Grading for Equity
- The Impact of Colonization & Racism on American Indians
- Documentary: WE STILL HERE Community Restoration After Hurricane Maria
- Critical Race Theory
- Cultural Somatic for Embodied Racial Healing and Equity
- The Persisting Significance of the Incarceration of Japanese Americans

¹¹ In prior years the seminar was titled the Inclusive Excellence Curriculum Transformation.

- Anti-Racism Poster Campaign pre-kick off presentation
- SWANA Cultural Celebrations
- Understanding the Community College Hiring/Interview Process

2) EDUCATIONAL AND FACILITIES MASTER PLAN

The 2020 NOCCCD Educational and Facilities Master Plan includes a discussion of DEIAA and provides recommendations on the following themes:

- Bringing Equity-Mindedness to the Campus Community
- Integrating DEIAA Throughout Programs and Curricula
- Online Education and Equity
- Supporting Individual Rates of Completion
- Physical Spaces to Reflect DEIAA

To access the Educational and Facilities Master Plan go to this link: <https://nocccd.edu/efmp>

3) DISTRICT PROFESSIONAL DEVELOPMENT

District Professional Development ensures that DEIAA training is included in all its programs. To achieve this, District Professional Development collaborates with the District Office of Diversity and Compliance to develop and deliver curriculum and training that promotes DEIAA.

The Professional Development Department has included DEIAA objectives in all its programs and trainings: Leadership Academy, Management Development Program, New Employee Training, and Classified Professionals Training Academy have one session focused on DEIAA training.

The District Director of Diversity and Compliance and/or the Diversity and Inclusion Faculty Fellows are also invited to Professional Development Committee meetings to seek/provide feedback on DEIAA trainings/programs.

4) STATEWIDE LEADERSHIP

The Vice Chancellor of Human Resources served on the statewide Community Colleges Chancellor's Office DEIA Implementation Workgroup. The District Director of Diversity and Compliance serves on the California Community Colleges Chancellor's Office Equal Employment Opportunity (EEO) and Diversity Advisory Committee. The Associate Vice Chancellor of Human Resources, the District Director of Diversity and Compliance, and the District Human Resources Manager all serve on statewide committees developing hiring, recruitment, and retention recommendations designed to diversify faculty and staff. To see the recommendations developed to date visit: <http://achroeeo.com/diversity-equity-and-inclusion/>. In October 2022, Vice Chancellor Irma Ramos was awarded the statewide Association of Chief Human Resource Officers/Equal Employment Opportunity (ACHRO/EEO) DEIA Champion Award as recognition for her DEIA work statewide.

5) ANTIRACISM

In the summer of 2020, the death of George Floyd ignited protests across the country asking the nation to be introspective and critically examine whether at the individual and structural level we are truly anti-racist. In response, the District and the Campuses/Sites have committed to being anti-racist institutions and committed to work towards being not only “not racist” but “anti-racist.”

Each of the Campuses/Sites have and continue to implement policies and initiatives in the service of anti-racism. The District has also begun this process and has committed to the development of Diversity, Equity, Inclusion, Accessibility, and Anti-Racism Academy (DEIAAA). The EEOAC will also consider anti-racism measures in the development of the new 2023-2026 EEO Plan.

B. Campus/Site DEIAA Efforts

1) DEIAA EVENTS 2020-21

Cypress College, District Services, Fullerton College, and North Orange Continuing Education have continued to demonstrate their commitment to EEO and Diversity by creating a welcoming and inclusive work environment. There has been a tremendous increased focused on diversity, equity, and inclusion at all three campuses. This report can only list a few of the multiple DEIAA related events sponsored by each campus and changes during the academic year 2020-2021. Many of these will be listed in the Addendums. These events are sponsored by a variety of departments, programs, and committees, which include but are not limited to, Professional Development, Student Equity and Achievement Committees, Cadena Cultural Center at Fullerton College, Campus Communications, Campus Diversity/Equity Advisory Committees, and Faculty and Staff Associations to name a few.

VISION FOR SUCCESS AND ANTI-RACISM

In 2020-21, each Campus responded to the State Chancellor’s Office Vision for Success and call to be anti-racist. Highlights of each campus’s efforts include:

a) CYPRESS COLLEGE

The following list includes some of the highlights of the multiple events organized by Cypress College. For a complete list, please go to Addendum “B.”

- Introduction to equitable teaching practice: CoRE, ASCEND, and Grading for Equity
- USC Racial Equity Leadership Alliance: Opposing the Erasure of Asian Americans, Pacific Islanders, and Native Americans
- Dave Dahl Speaks: From incarceration to founder of a wildly successful bread company, Dave's Killer Bread
- Bystander Intervention Training with Asian Americans Advancing Justice, Los Angeles
- National Coming Out Day – Panel Discussion

- Equity Framework Workgroup Established
- Latinx, AAPI, Black Student Resource Guide releases
- 2021 Champions of Higher Education – Latinx ADTs
- Cypress College Veterans Green Zone Project Training
- Legacy Talk and Race Relations Series
- Foster Youth Friendly Ally Training
- Dr. Tyrone Howard, "Radical Care: Returning to Campus with Empathy
- Equity Framework Workgroup Retreat
- Dr. Joy DeGruy, "Post Traumatic Slave Syndrome
- Dr. Laura Rendon Student Services Kick Off
- Virtual Mental Health/Racial
- A2Mend Conference
- Black Student Union/A2MEND Chapters established
- NCORE –Portland, OR

b) FULLERTON COLLEGE

The following list includes some of the highlights of the multiple events organized by Cypress College. For a complete list, please go to Addendum "B."

- Keynote: Dr. Janet Zadina on Trauma-Informed Classroom Practices
- Dr. Claude Steele webinar and discussion on building trust with students of color
- Keynote: Dr. Tyrone Howard on Radical Care: Returning to Campus with Empathy
- Online LGBTQIA2S+ Foundations Training
- Spring 2022: Adjunct Professional Learning Day on Creating Inclusive Classrooms and Returning to Campus with Empathy
- Instructional Success Teams-gaps for Black and/or Latinx students and improved instructional strategies for improving those outcomes.
- Campuswide DEIA Taskforce 2021-2022- review existing campus DEIA efforts and suggest next steps to implement those policies
- Cadena Cultural Center, Grads to Be Program, LGBTQIA2S+ Student Support, & Umoja Staff DEIA Events 2021-2022:
- Supporting Undocumented Students (various sessions for Grads to Be Program, including Undocu series.
- Queer Book Club Sessions
- Umoja Series of events: Scholar Orientation, Presents, Porch Talk, etc.
- LGBTQIA+ events: Social Hour.
- Latinx Banned Books Educational (Instagram Campaign)
- The Persisting Significance of the Incarceration of Japanese Americans-District Wide (Online)
- 80th Anniversary Day of Remembrance (Political Science) (Online)
- A2MEND Summit (In-person)
- Cultivating Mental Health Resilience for Women of Color (Online)
- Trans Day of Visibility Dialogue with Sydney Mae Diaz (Online)

c) *NORTH ORANGE CONTINUING EDUCATION (NOCE)*

The following list includes some of the highlights of the multiple events organized by NOCE throughout the year. For a detailed list, please go to Addendum “B.

- Fall Flex Day workshop on Universal/Inclusive Design
- Monthly WASC self-study teamwork including locally developed DEIA supplemental questions
- Presentations at the annual CAEP Summit, *Practices to Support the Educational Transition of Noncredit Students* and *Transition: A Conversation with Parents (focus on supporting families as they help their adult students with disabilities transition to postsecondary education and employment)*.
- Participation in district and statewide Undocumented Student Action Week (Grads to Be):
- First Friday ProD Event, Lessons from Culturally Responsive Teaching, and the Brain
- Flex Day presentation, "Diversity, Equity, Inclusion and Anti-Racism: The Effects of Racial Microaggressions on Belonging and Student Success."
- Presentations on accessibility at the California Institute on Secondary Education, Bridge to the Future V Conference, *Orange County Local Partnership Agreement, and Its Work Teams*
- Co-hosted a webinar with Tarjan Center, UCLA, *Holistic Supports for Students with Autism, Intellectual Disability (ID), and Mental Health: Establishing a Wellness Program*.
- Group attendance of the LGBTQ+ Summit
- Group attendance of the National Conference on Race and Ethnicity (NCORE)
- Development of indicators for an equity-minded Course Outline of Record (COR) to support development of culturally relevant and responsive instructional content with an anti-racism focus and in support of disproportionately impacted students (Curriculum Committee)
- NOCE established the Diversity Equity Inclusion and Antiracism Committee with the goal of setting the foundation and accountability framework for the integration of diversity, equity, inclusion, and antiracism into all aspects of NOCE’s institutional culture.
- NOCE established the Accessibility Workgroup to function under the DEIA Committee with the intention of evaluating accessibility for all aspects of NOCE, including technology, facilities, instruction, board policy, employment opportunities, website, and shared governance; and then taking action to improve accessibility in all areas of the institution.
- Curriculum development, review and approval processes revised to increase rigor, quality, effectiveness, and equity of the NOCE instructional offerings
- Peer Online Course Review (POCR) teamwork to examine DE course design, including accessibility
- Free legal consultation for Undocumented Students in partnership with US Immigration Law Group

- Continuation of the student club, NOCE United to support serving undocumented students
- LGBTQIA+ Advisory Group continued to meet throughout the Year

ADDENDUM "A" DATA SETS

INSTITUTIONAL COMMITMENT TO DIVERSITY REPORT 2017/18-2021/22

PREPARED BY

M. LEONOR CADENA, PHD- ACTING DIRECTOR
FOR DIVERSITY AND COMPLIANCE

GABRIELLE STANCO, PHD- DISTRICT DIRECTOR,
RESEARCH, PLANNING AND DATA
MANAGEMENT



Background

1. The Institutional Commitment to Diversity Report is provided to the Board pursuant to the NOCCCD 2019-2022 EEO Plan.
2. A new EEO Plan is created every three years by the EEOAC
3. The Institutional Commitment to Diversity Report includes:
 - Measuring progress of the District's efforts in EEO and Diversity
 - Assess for underrepresentation in applicant pools, hires, and workforce by race/ethnicity and sex
 - Review EEO and diversity trends in applicant pools, hiring, and workforce demographics
 - A comparison of the District's workforce demographics with state and local numbers
 - A summary of DEIAA efforts
 - An update on the progress of the EEO Plan



Diversity & Its Complexity



Overview

VI. Our Contributions:
NOCCCD
Commitment to
EEO and
Diversity

I. Who are we?

- NOCCCD Employee Demographics
- NOCCCD Employee Occupational Categories (EEO6)

IV. Who are we attracting & hiring?

- Applicant & New Hire
- Five Year Trend

III. How do we compare?

- NOCCCD Comparative Data

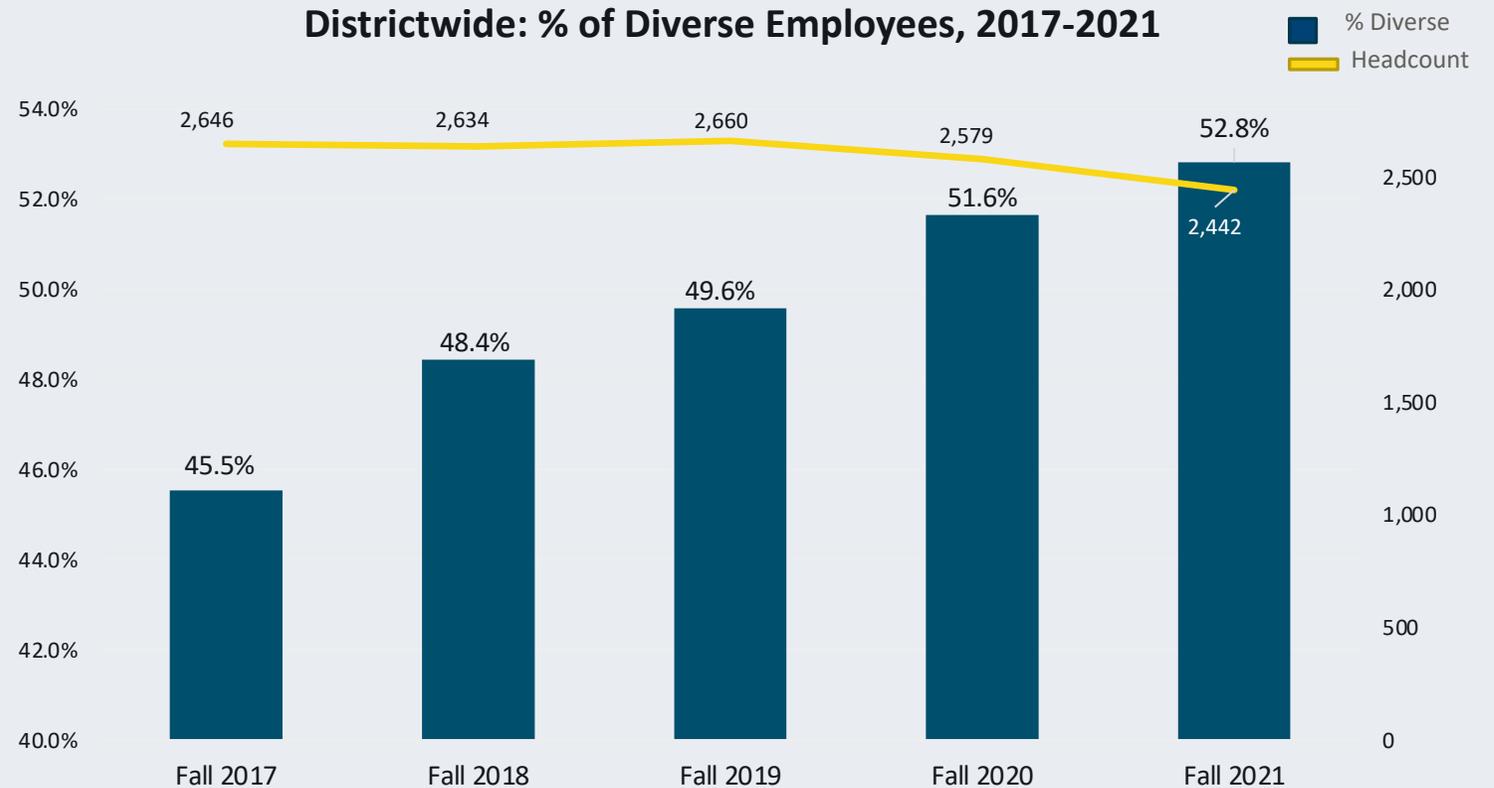




I. Who Are We? NOCCCD Employee Demographics

Districtwide Trends in Employee Race/Ethnicity

- NOCCCD employee racial/ethnic diversity has increased approx. 7.3% over the last five years from 45.5% in fall 2017 to 52.8% in fall 2021



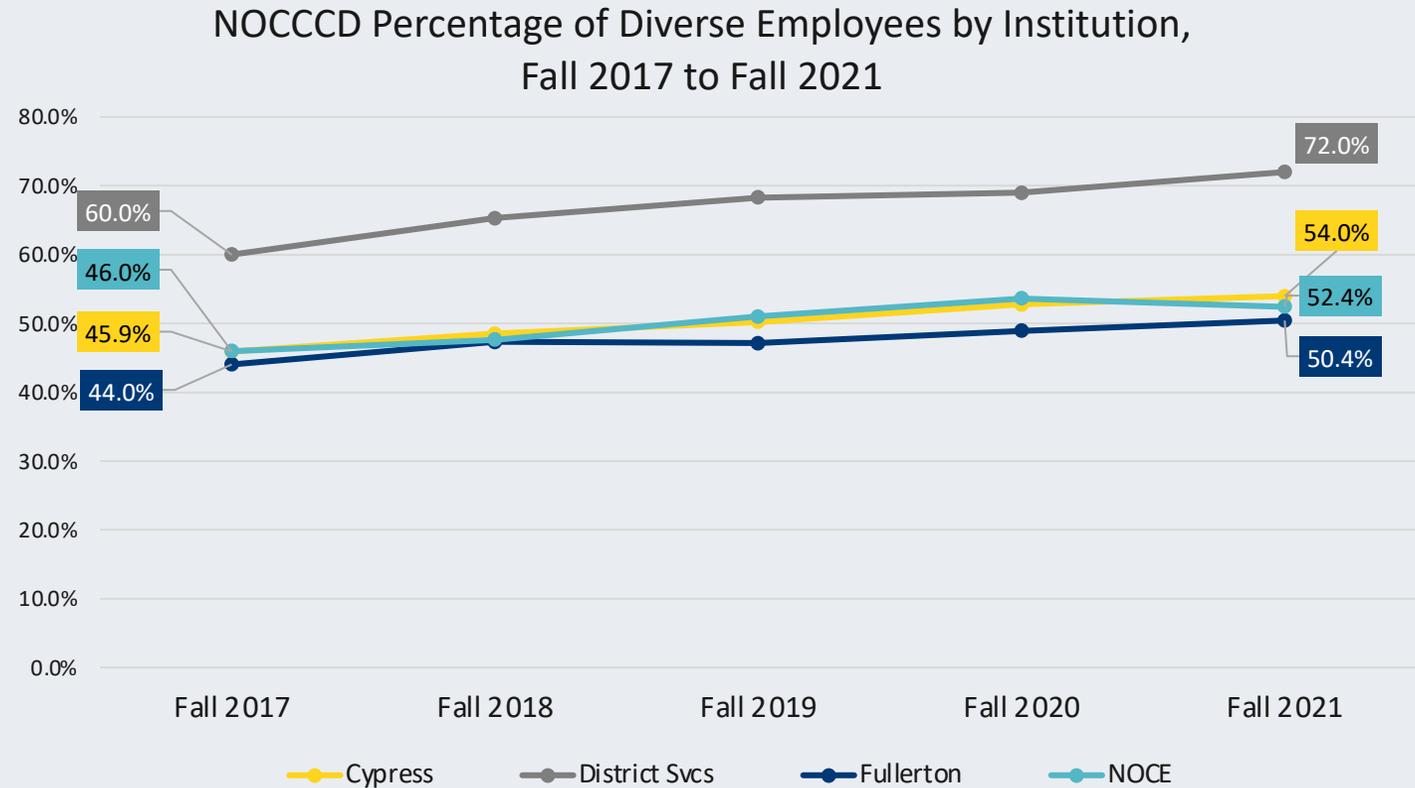
Source: CCCCCO Data Mart, Faculty & Staff Demographics Report

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



NOCCCD Racial/Ethnic Diversity Employee Trends by Campus/Site

- Each institution has increased the percentage of diverse employees over the last 5 years (between 6-12%)
- District Services has had the highest percentage of diverse employees (72% as of 2021) by race/ethnicity
- Cypress, Fullerton, and NOCE have had similar percentages of diverse employees over the last 5 years (50-54% as of 2021)



Source: CCCCO Data Mart, Faculty & Staff Demographics Report

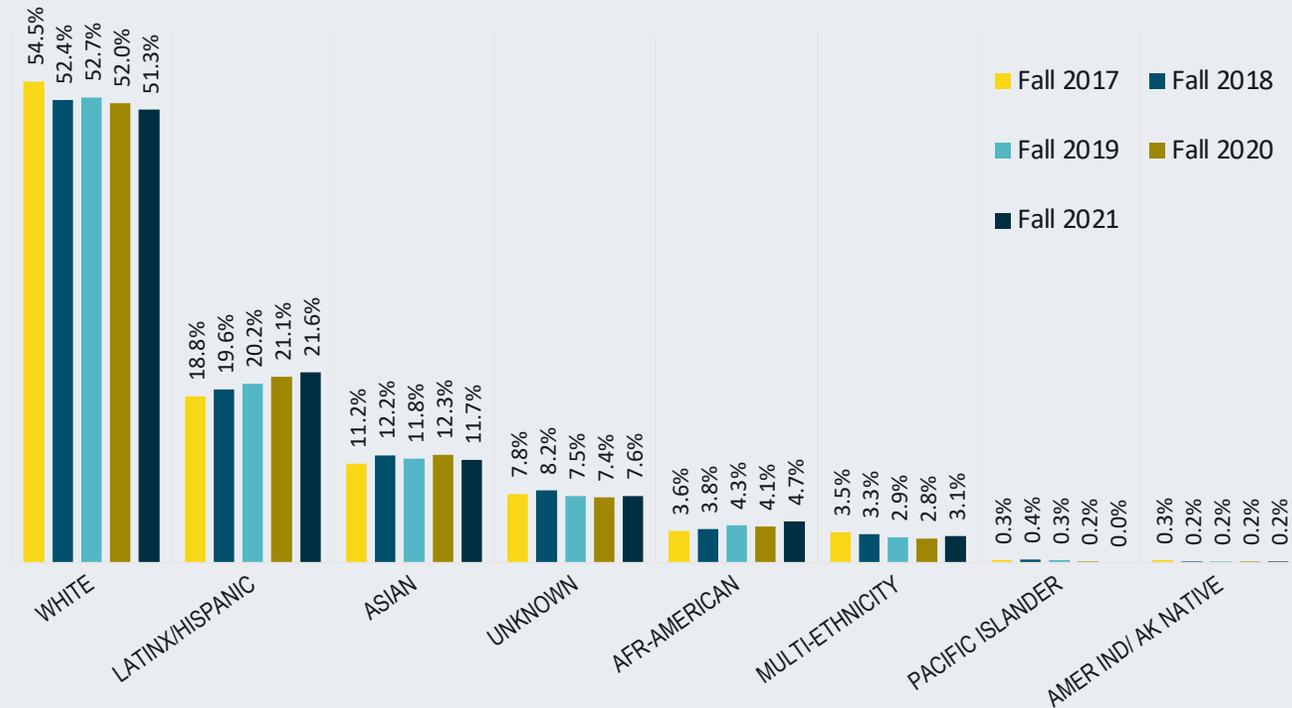


Districtwide Trends in Full-time Faculty By Race/Ethnicity

5-Year Trends:

- ↓ White/Non-Hispanic percentage decreased by 3.2%
- ↑ Latinx percentage increased by 2.8%
- ↑ African-American percentage increased by 1.0%
- █ Asian percentage remained stable

DISTRICTWIDE: FULL-TIME FACULTY BY ETHNICITY, FALL 2017-FALL 2021



Source: CCCC Data Mart, Faculty & Staff Demographics Report

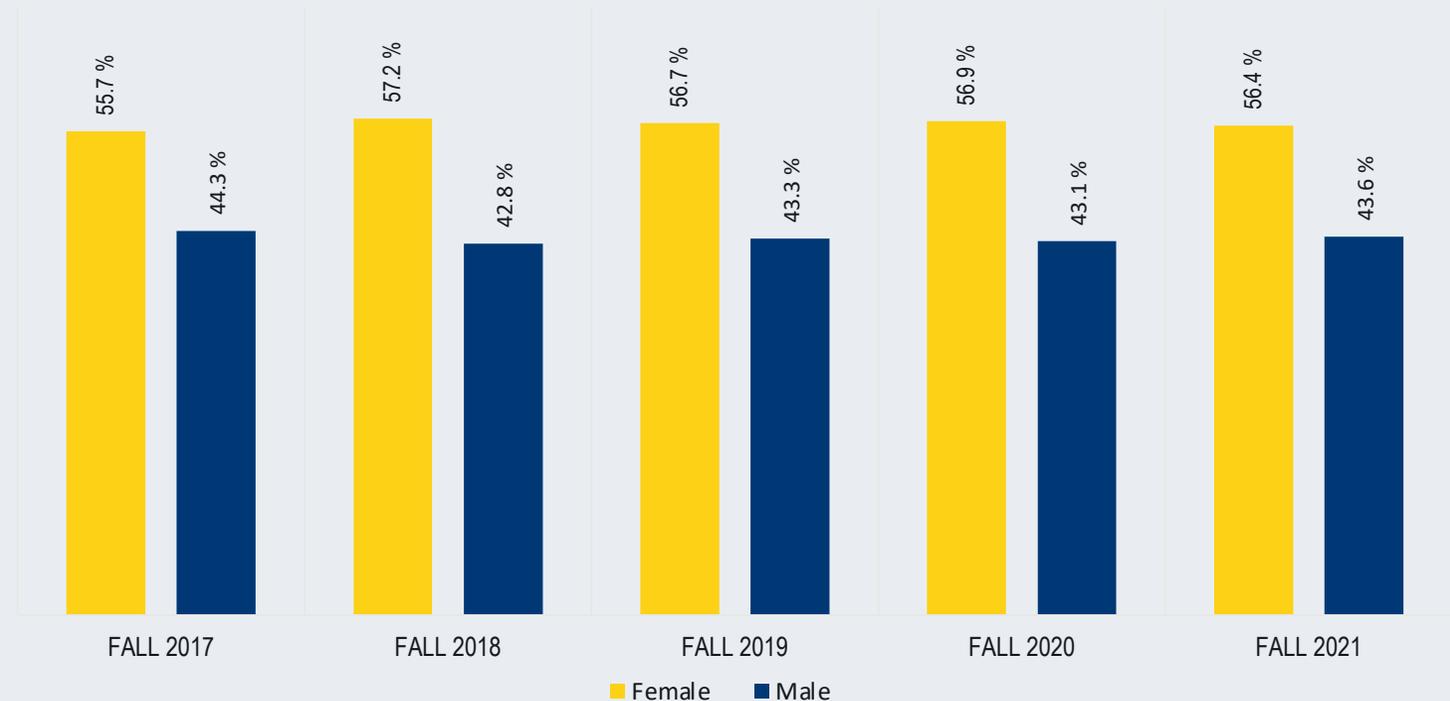
Note: Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.



Districtwide Trends in Employee Gender

DISTRICTWIDE: ALL EMPLOYEE GENDER, FALL 2016-FALL 2021

- Females make up the majority of employees across the district
- Female employee percentage has remained relatively stable over the last five years and stood at 56.4% in fall 2021

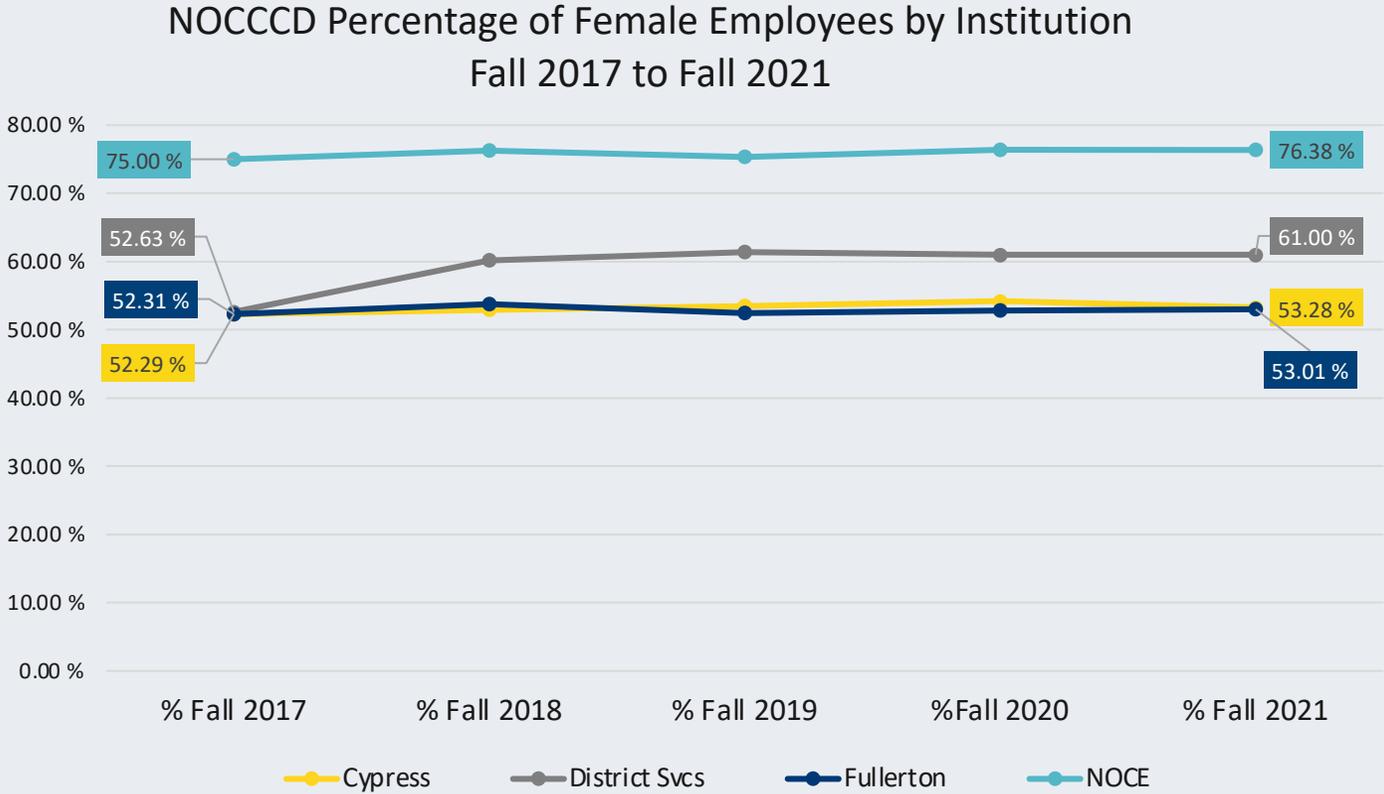


Source: CCCC Data Mart



NOCCCD Trends in Percentage of Female Employees by Campus/Site

- NOCE has the highest percentage of female employees and stood at 76% females as of 2021
- Cypress and Fullerton each have approx 53% females as of 2021
- District Services has 61% female employees



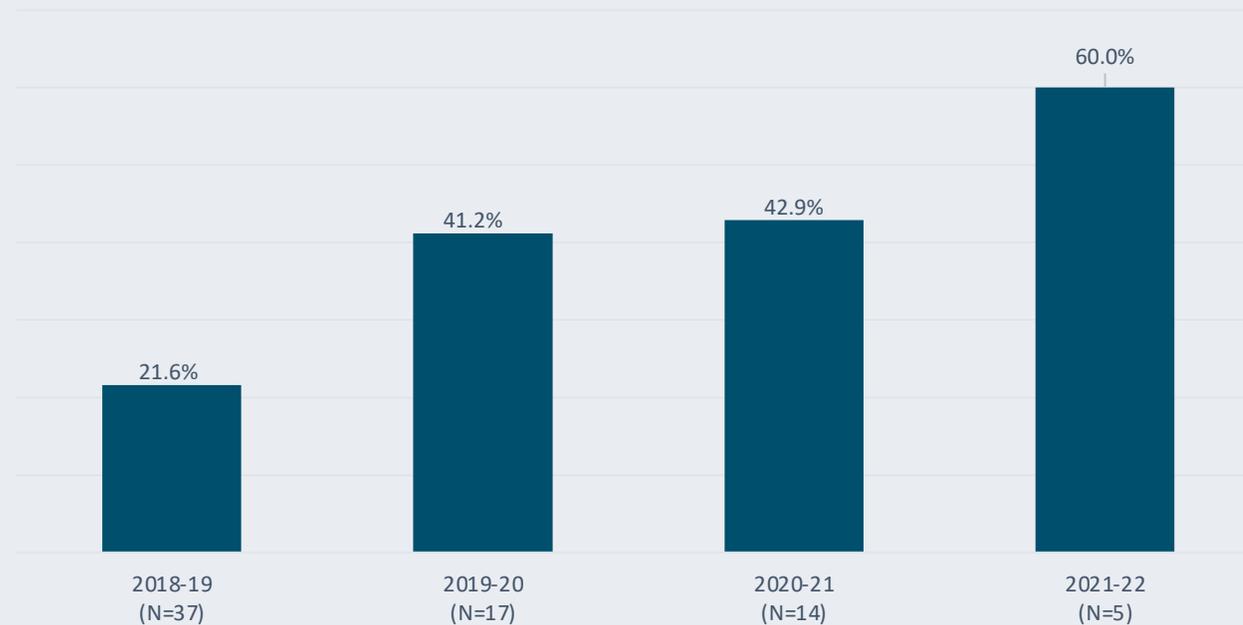
Source: CCCCO Data Mart



NOCCCD Trends in Exiting Employee Racial/Ethnic Diversity

- Percentage of diverse exiting employees increased from 22% in 2018-19 to 60% in 2021-22
- Total headcount of employees who exited decreased over this time period
- Large percentage of undisclosed race/ethnicity in exiting employees (20-47%)

Districtwide: % of Diverse Exiting Employees, 2018-2021



Source: NOCCCD Employee Exit Interview

Note: Data include all employee types who left NOCCCD during the relevant fiscal year. Survey participation, including race/ethnicity disclosure is voluntary.



Exit Interviews Detailed Summary

Categories	2018-19 (32)	2019-20 (10)	2020-21 (11)	2021-22 (4)
Lack of diversity	3-Most 1-Moderately 1-Less 2-Least	1-Most 2-Somewhat 1-Moderately 3- Least	1-Most 4-Moderately	2-Least
Lack of inclusivity	2-Most 1-Somewhat 1-Less 2-Least	1-Most 2-Moderately 3- Least	2-Most 1-Somewhat 2-Moderately 2-Least	2-Least
Perceived Harassment/Discrimination	1-Most 1-Moderately 2-Least	1-Most 2-Least	1-Most 1-Somewhat 1-Moderately 1-Less, 1-Least	2-Least
Unwelcome Workplace	2-Most 1-Less 2-Least	2-Most 1-Moderately 1-Less	1-Most 1-Somewhat 1-Moderately 1-Less, 1-Least 1-Least	1-Somewhat 1-Least
Language/Cultural Barrier	1-Most 1-Less 3-Least	1-Least	1-Most 1-Least	2-Least



NOCCCD EE06 Occupational Categories by Demographics



Districtwide: EEO6 Occupational Categories by Demographics, Fall 2021

- **Exec/Admin/Mgmt:** Plurality White; somewhat more females than males
- **Faculty:** Plurality White; more females than males
- **Professional:** Equal proportions White and Latinx; male and female
- **Clerical:** Majority female; White and Latinx
- **Technical:** Highest % Latinx female
- **Skilled Crafts:** Majority male; Latinx and White
- **Service/Maint:** Majority male; Latinx and White

Ethnicity	Gender	Count	Exec/Admin / Mgmt	Faculty	Professional	Clerical	Technical	Skilled Crafts	Service or Maintenance
White	Male	457	17.5%	21.1%	25.0%	1.8%	13.9%	36.8%	17.6%
	Female	540	21.7%	24.4%	25.0%	24.0%	14.6%	0.0%	2.2%
Latinx/Hispanic	Male	300	8.3%	9.7%	25.0%	5.1%	13.2%	47.4%	47.8%
	Female	428	15.8%	13.7%	25.0%	36.9%	26.7%	5.3%	11.8%
Asian	Male	147	2.5%	6.0%	0.0%	2.8%	9.0%	10.5%	5.1%
	Female	213	9.2%	8.8%	0.0%	13.8%	7.3%	0.0%	0.7%
Black/African American	Male	39	3.3%	1.6%	0.0%	0.0%	0.7%	0.0%	3.7%
	Female	59	3.3%	2.3%	0.0%	5.5%	0.7%	0.0%	0.7%
Multi-Ethnicity	Male	48	6.7%	1.7%	0.0%	0.5%	2.1%	0.0%	2.9%
	Female	57	2.5%	2.2%	0.0%	2.8%	3.1%	0.0%	0.7%
Filipino	Male	15	3.3%	0.5%	0.0%	0.0%	1.0%	0.0%	0.0%
	Female	32	1.7%	0.9%	0.0%	2.8%	2.8%	0.0%	0.0%
Pacific Islander	Male	4	0.0%	0.1%	0.0%	0.0%	1.0%	0.0%	0.0%
	Female	5	0.0%	0.2%	0.0%	0.5%	0.3%	0.0%	0.0%
Amer Indian/Alaska Native	Male	3	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%
	Female	4	0.0%	0.1%	0.0%	0.9%	0.0%	0.0%	0.7%
Unknown/Non-Respondent	Male	67	0.0%	3.2%	0.0%	0.0%	2.1%	0.0%	5.1%
	Female	73	4.2%	3.3%	0.0%	2.8%	1.4%	0.0%	0.7%
TOTAL		2,491	100%	100%	100%	100%	100%	100%	100%

Source: Banner, MIS EB-EJ data

Notes: Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.

Faculty data include full-time and adjunct faculty.



Cypress: EEO6 Occupational Categories by Demographics, Fall 2021

▪ **Exec/Admin/Mgmt:** Plurality White; somewhat more females

▪ **Faculty:** Plurality White; approx. equal males & females

▪ **Professional:** NA

▪ **Clerical:** Majority female; mostly Latinx and White

▪ **Technical:** Highest % White and female Latinx

▪ **Skilled Crafts:** Majority male; White and Latinx

▪ **Service/Maint:** Majority Latinx male

Ethnicity	Gender	Count	Exec/Admin/ Mgmt	Faculty	Professional	Clerical	Technical	Skilled Crafts	Service or Maintenance
White	Male	169	12.5%	21.3%	0.0%	3.2%	16.2%	45.5%	16.4%
	Female	166	21.9%	19.6%	0.0%	23.8%	23.0%	0.0%	1.8%
Latinx/Hispanic	Male	109	3.1%	10.4%	0.0%	1.6%	5.4%	36.4%	58.2%
	Female	126	12.5%	12.9%	0.0%	31.7%	21.6%	9.1%	3.6%
Asian	Male	67	6.3%	7.6%	0.0%	6.3%	9.5%	9.1%	7.3%
	Female	82	6.3%	10.0%	0.0%	14.3%	9.5%	0.0%	0.0%
Black/African American	Male	22	12.5%	2.3%	0.0%	0.0%	0.0%	0.0%	5.5%
	Female	24	3.1%	3.1%	0.0%	1.6%	1.4%	0.0%	1.8%
Multi-Ethnicity	Male	15	6.3%	1.9%	0.0%	0.0%	1.4%	0.0%	0.0%
	Female	23	0.0%	2.6%	0.0%	6.3%	2.7%	0.0%	0.0%
Filipino	Male	4	6.3%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%
	Female	8	0.0%	0.9%	0.0%	1.6%	1.4%	0.0%	0.0%
Pacific Islander	Male	1	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%
	Female	3	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%
Amer Indian/ Alaska Native	Male	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Female	1	0.0%	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%
Unknown/Non- Respondent	Male	24	0.0%	3.0%	0.0%	0.0%	4.1%	0.0%	3.6%
	Female	34	9.4%	3.6%	0.0%	7.9%	2.7%	0.0%	1.8%
	TOTAL	878	100%	100%	100%	100%	100%	100%	100%

Source: Banner, MIS EB-EJ data.

Notes: Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.

Faculty data include full-time and adjunct faculty.



Fullerton: EEO6 Occupational Categories by Demographics, Fall 2021

- **Exec/Admin/Mgmt:** Highest % White males, followed by Latinx (both genders) and White females
- **Faculty:** Plurality White; somewhat more females
- **Professional:** All males; White and Latinx
- **Clerical:** Majority White and Latinx female
- **Technical:** Highest % Latinx female
- **Skilled Crafts:** Majority Latinx male
- **Service/Maint:** Majority Latinx (males and females) and White males

Ethnicity	Gender	Count	Exec/Admin/ Mgmt	Faculty	Professional	Clerical	Technical	Skilled Crafts	Service or Maintenance
White	Male	248	31.0%	23.6%	50.0%	1.2%	14.4%	14.3%	20.0%
	Female	268	14.3%	26.2%	0.0%	30.9%	11.5%	0.0%	0.0%
Latinx/Hispanic	Male	155	16.7%	10.1%	50.0%	7.4%	17.3%	71.4%	41.5%
	Female	206	14.3%	13.8%	0.0%	37.0%	29.5%	0.0%	18.5%
Asian	Male	64	2.4%	5.7%	0.0%	1.2%	7.9%	14.3%	3.1%
	Female	78	0.0%	7.2%	0.0%	8.6%	6.5%	0.0%	1.5%
Black/African American	Male	14	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%	3.1%
	Female	24	2.4%	1.8%	0.0%	8.6%	0.7%	0.0%	0.0%
Multi-Ethnicity	Male	23	7.1%	1.8%	0.0%	0.0%	2.9%	0.0%	1.5%
	Female	19	4.8%	1.5%	0.0%	1.2%	1.4%	0.0%	1.5%
Filipino	Male	8	4.8%	0.6%	0.0%	0.0%	0.7%	0.0%	0.0%
	Female	13	2.4%	0.7%	0.0%	2.5%	2.9%	0.0%	0.0%
Pacific Islander	Male	2	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%
	Female	2	0.0%	0.0%	0.0%	1.2%	0.7%	0.0%	0.0%
Amer Indian/ Alaska Native	Male	3	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%
	Female	2	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	1.5%
Unknown/Non- Respondent	Male	36	0.0%	3.4%	0.0%	0.0%	1.4%	0.0%	7.7%
	Female	16	0.0%	1.8%	0.0%	0.0%	0.7%	0.0%	0.0%
	TOTAL	1,181	100%	100%	100%	100%	100%	100%	100%

Source: Banner, MIS EB-EJ data

Notes: Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.

Faculty data include full-time and adjunct faculty.



NOCE: EEO6 Occupational Categories by Demographics, Fall 2021

- **Exec/Admin/Mgmt:** Majority female; White and Latinx
- **Faculty:** Majority female; highest % White females
- **Professional:** 100% female Latinx
- **Clerical:** Majority female; highest % Latinx females
- **Technical:** Highest % Latinx female
- **Skilled Crafts:** NA
- **Service/Maint:** Majority male; highest % Latinx male

Ethnicity	Gender	Count	Exec/Admin/ Mgmt	Faculty	Professional	Clerical	Technical	Skilled Crafts	Service or Maintenance
White	Male	28	14.3%	10.7%	0.0%	0.0%	3.6%	0.0%	0.0%
	Female	90	38.1%	31.6%	0.0%	14.8%	16.1%	0.0%	16.7%
Latinx/Hispanic	Male	24	0.0%	6.0%	0.0%	0.0%	14.3%	0.0%	50.0%
	Female	70	28.6%	15.3%	100.0%	40.7%	33.9%	0.0%	0.0%
Asian	Male	8	0.0%	2.8%	0.0%	0.0%	3.6%	0.0%	0.0%
	Female	36	4.8%	11.6%	0.0%	18.5%	8.9%	0.0%	0.0%
Black/African American	Male	2	0.0%	0.5%	0.0%	0.0%	1.8%	0.0%	0.0%
	Female	10	4.8%	2.3%	0.0%	14.8%	0.0%	0.0%	0.0%
Multi-Ethnicity	Male	4	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	33.3%
	Female	13	0.0%	3.7%	0.0%	0.0%	8.9%	0.0%	0.0%
Filipino	Male	2	0.0%	0.5%	0.0%	0.0%	1.8%	0.0%	0.0%
	Female	9	0.0%	1.9%	0.0%	7.4%	5.4%	0.0%	0.0%
Pacific Islander	Male	1	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%
	Female	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Amer Indian/ Alaska Native	Male	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Female	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Unknown/Non- Respondent	Male	6	0.0%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%
	Female	23	9.5%	8.8%	0.0%	3.7%	1.8%	0.0%	0.0%
TOTAL		326	100%	100%	100%	100%	100%	0%	100%

Source: Banner, MIS EB-EJ data

Notes: Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.

Faculty data include full-time and adjunct faculty.



District Services: EEO6 Occupational Categories by Demographics, Fall 2021

▪ **Exec/Admin/Mgmt:** Majority female; highest % Asian female, then White female

▪ **Faculty:** NA

▪ **Professional:** Majority female; highest % White female

▪ **Clerical:** Majority female; highest % Latinx female

▪ **Technical:** Majority White and Asian male

▪ **Skilled Crafts:** NA

▪ **Service/Maint:** Majority males; highest % Latinx male

Ethnicity	Gender	Count	Exec/Admin/Mgmt	Faculty	Professional	Clerical	Technical	Skilled Crafts	Service or Maintenance
White	Male	12	4.0%	--	20.0%	2.2%	31.6%	0.0%	20.0%
	Female	16	20.0%	--	40.0%	17.4%	0.0%	0.0%	10.0%
Latinx/Hispanic	Male	12	8.0%	--	20.0%	8.7%	10.5%	0.0%	30.0%
	Female	26	12.0%	--	20.0%	41.3%	5.3%	0.0%	20.0%
Asian	Male	8	0.0%	--	0.0%	2.2%	31.6%	0.0%	10.0%
	Female	17	32.0%	--	0.0%	19.6%	0.0%	0.0%	0.0%
Black/African American	Male	1	0.0%	--	0.0%	0.0%	5.3%	0.0%	0.0%
	Female	1	4.0%	--	0.0%	0.0%	0.0%	0.0%	0.0%
Multi-Ethnicity	Male	6	12.0%	--	0.0%	2.2%	5.3%	0.0%	10.0%
	Female	2	4.0%	--	0.0%	2.2%	0.0%	0.0%	0.0%
Filipino	Male	1	0.0%	--	0.0%	0.0%	5.3%	0.0%	0.0%
	Female	2	4.0%	--	0.0%	2.2%	0.0%	0.0%	0.0%
Pacific Islander	Male	0	0.0%	--	0.0%	0.0%	0.0%	0.0%	0.0%
	Female	0	0.0%	--	0.0%	0.0%	0.0%	0.0%	0.0%
Amer Indian/Alaska Native	Male	0	0.0%	--	0.0%	0.0%	0.0%	0.0%	0.0%
	Female	1	0.0%	--	0.0%	2.2%	0.0%	0.0%	0.0%
Unknown/Non-Respondent	Male	1	0.0%	--	0.0%	0.0%	5.3%	0.0%	0.0%
	Female	0	0.0%	--	0.0%	0.0%	0.0%	0.0%	0.0%
	TOTAL	106	100%	NA	100%	100%	100%	0%	100%

Source: Banner, MIS EB-EJ data

Notes: Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.

Faculty data include full-time and adjunct faculty.



A classroom scene where a male teacher with glasses and a dark shirt is pointing towards a large screen displaying a login page. Several students are seated at desks with computer monitors, looking at the screens. The text 'II. How Do We Compare? NOCCCD Comparative Data' is overlaid in large white font. The background screen shows a login form with fields for 'password:', a 'LOGIN' button, and a 'Forgot password?' link. Below the login form, there is a security notice: 'For security reasons, please logout and exit your web browser when you a...'.

II. How Do We Compare? NOCCCD Comparative Data

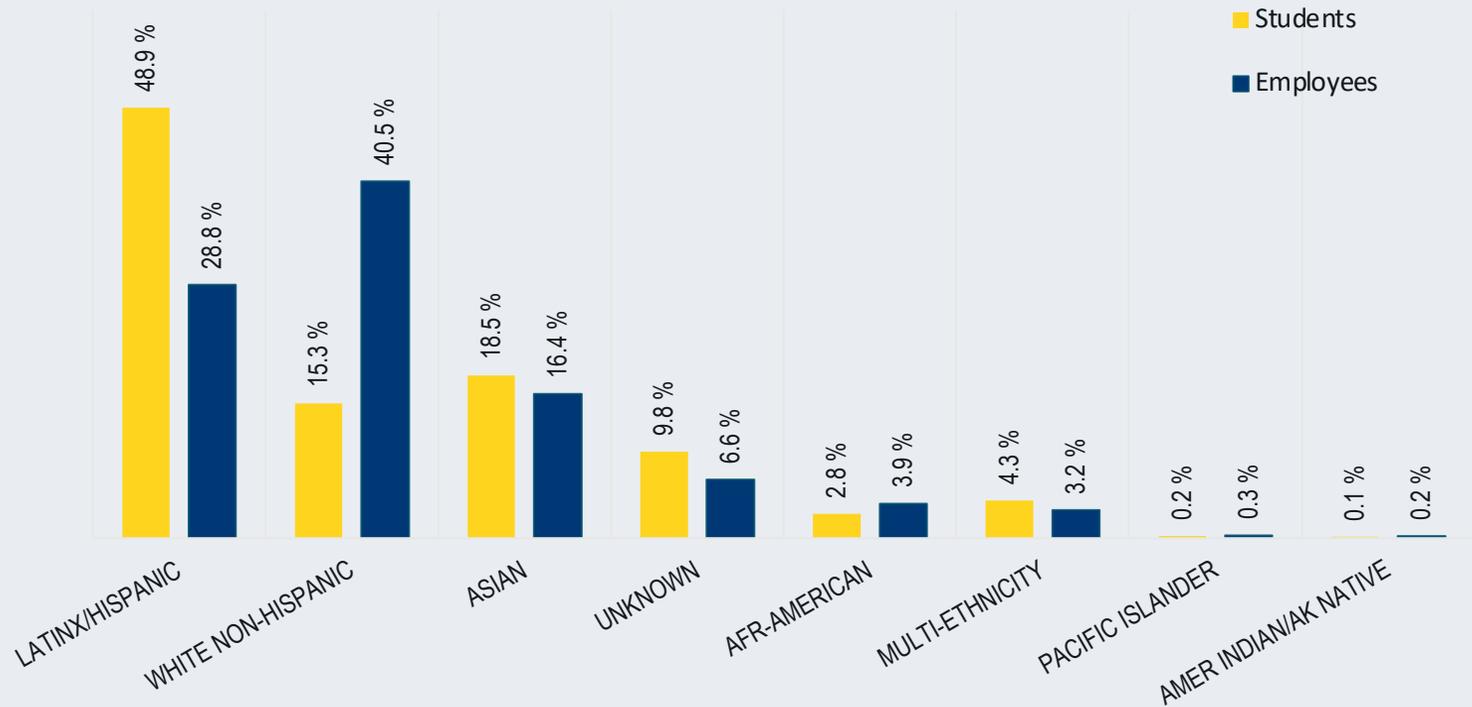
NOCCCD Student vs NOCCCD Employee Race/Ethnicity

NOCCCD Student Diversity **75%**

NOCCCD Employee Diversity **53%**

- NOCCCD students are more ethnically diverse than employees
- More Hispanic students than employees (48.9% versus 28.8%)
- More White Non-Hispanic employees than students (40.5% versus 15.3%) as of fall 2021

**NOCCCD STUDENT VS EMPLOYEE RACE/ETHNICITIES
FALL 2021**



Source: CCCC Data Mart

Note: Employees include educational and classified administrators, full-time faculty, adjunct faculty, and permanent classified and confidential staff. Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.



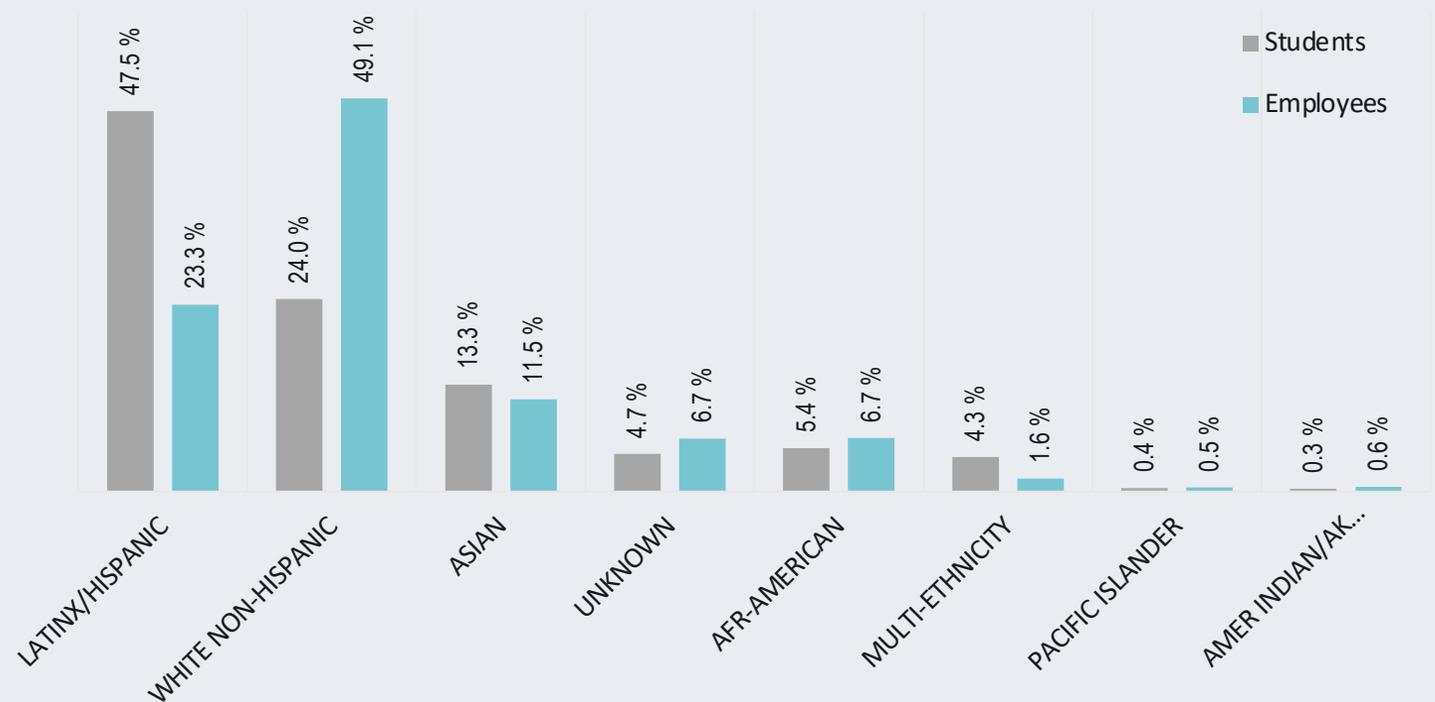
CA Community Colleges (CCC) Student vs Employee by Race/Ethnicity

CCC Student Diversity **71%**

CCC Employee Diversity **44%**

- CCC students are more ethnically diverse than college employees
- Similar to NOCCCD trends
- More Hispanic students than CCC employees (47.5% vs 23.3%)
- More White/Non-Hispanic CCC employees than CCC students (49.1% vs 24.0%)

CA COMMUNITY COLLEGES STUDENT VS EMPLOYEE RACE/ETHNICITIES, FALL 2021



Source: CCCCCO Data Mart

Note: Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.

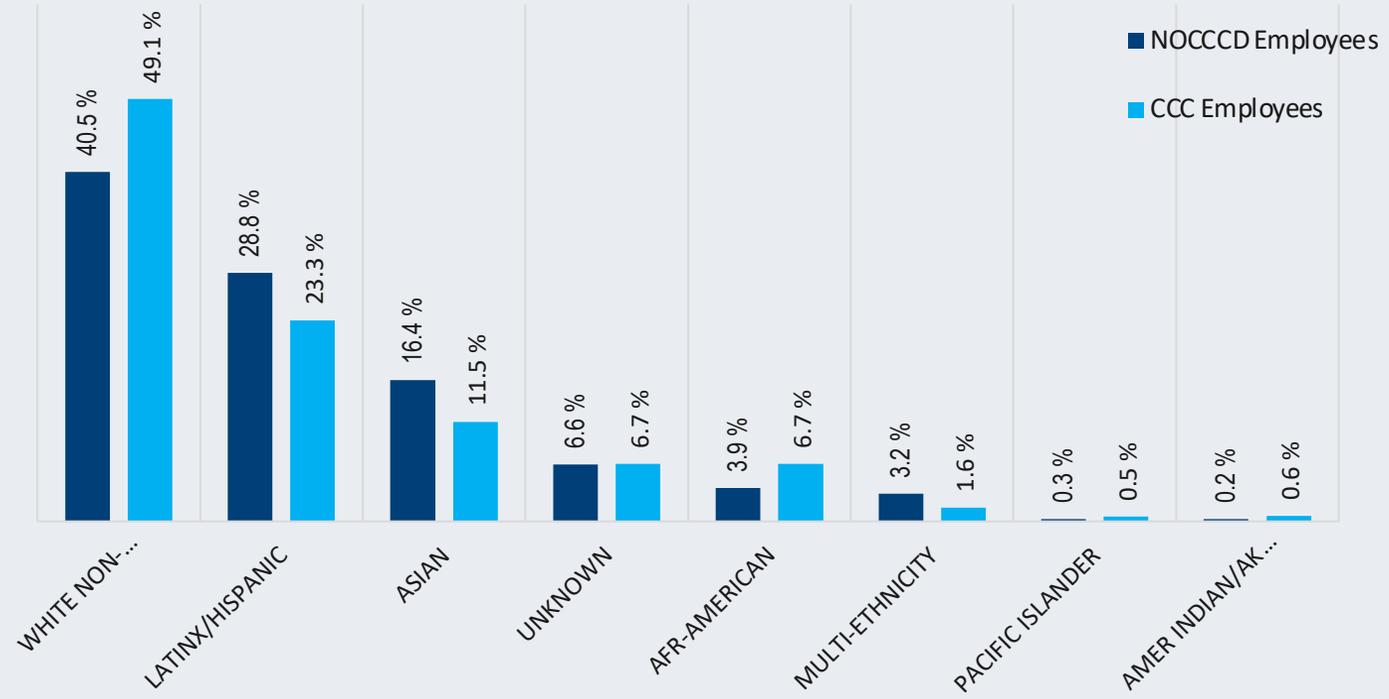


NOCCCD vs CA Community Colleges Employee Race/Ethnicity

NOCCCD Employee Diversity **53%**
 CCC Employee Diversity **44%**

- Employee diversity is higher at NOCCCD compared to CA community colleges statewide (53% compared to 44%, respectively)
- NOCCCD has higher percentages of Latinx and Asian employees vs CCC
- NOCCCD has fewer White Non-Hispanic employees compared to statewide percentages

NOCCCD VS CA COMMUNITY COLLEGES EMPLOYEE RACE/ETHNICITIES, FALL 2021



Source: CCCC Data Mart, Faculty & Staff Demographics Report
 Note: Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.



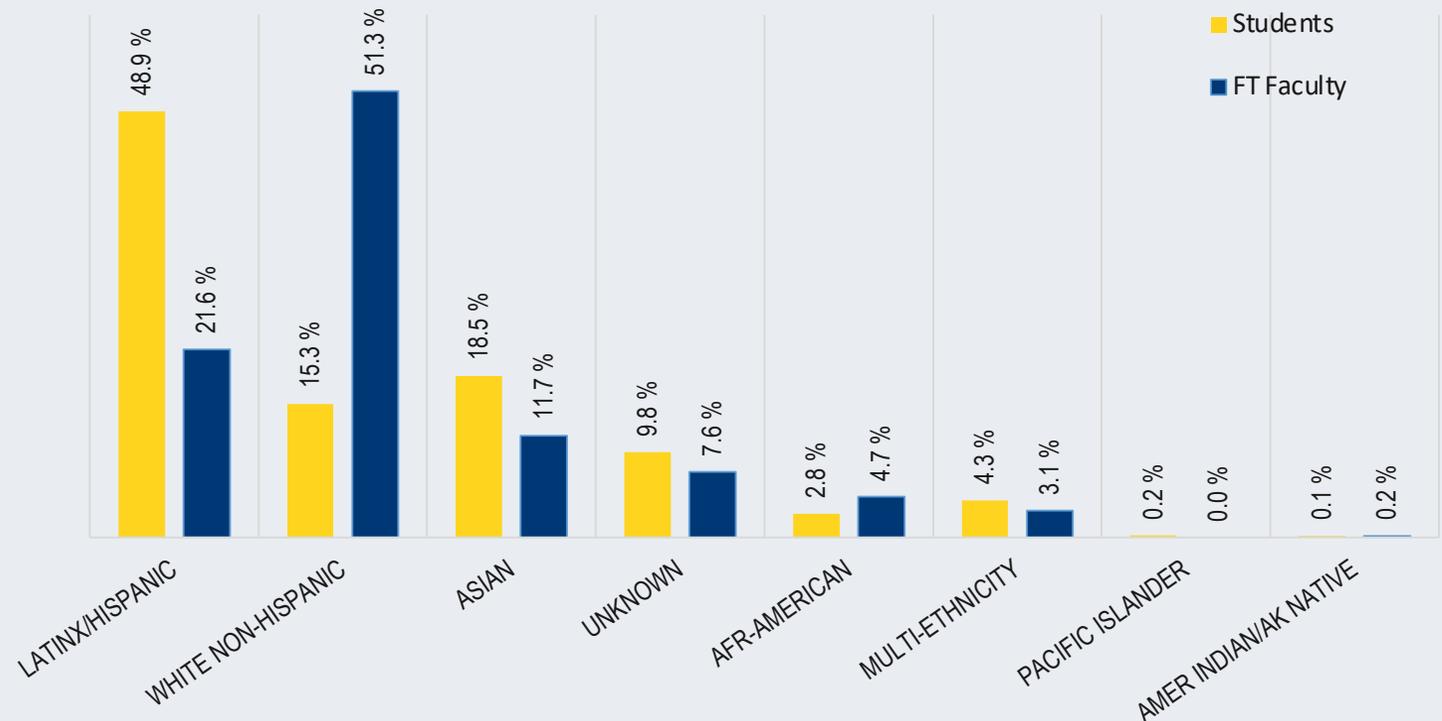
NOCCCD Student vs NOCCCD Full-time Faculty Race/Ethnicity

NOCCCD Student Diversity **75%**

NOCCCD FT Faculty Diversity **41%**

- NOCCCD students are more ethnically diverse than FT faculty
- More Latinx/Hispanic students than faculty (48.9% versus 21.6%)
- More White/Non-Hispanic faculty than students (51.3% versus 15.3%) as of fall 2021

**NOCCCD STUDENT VS FT FACULTY RACE/ETHNICITIES
FALL 2021**



Source: CCCC Data Mart

Note: Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.



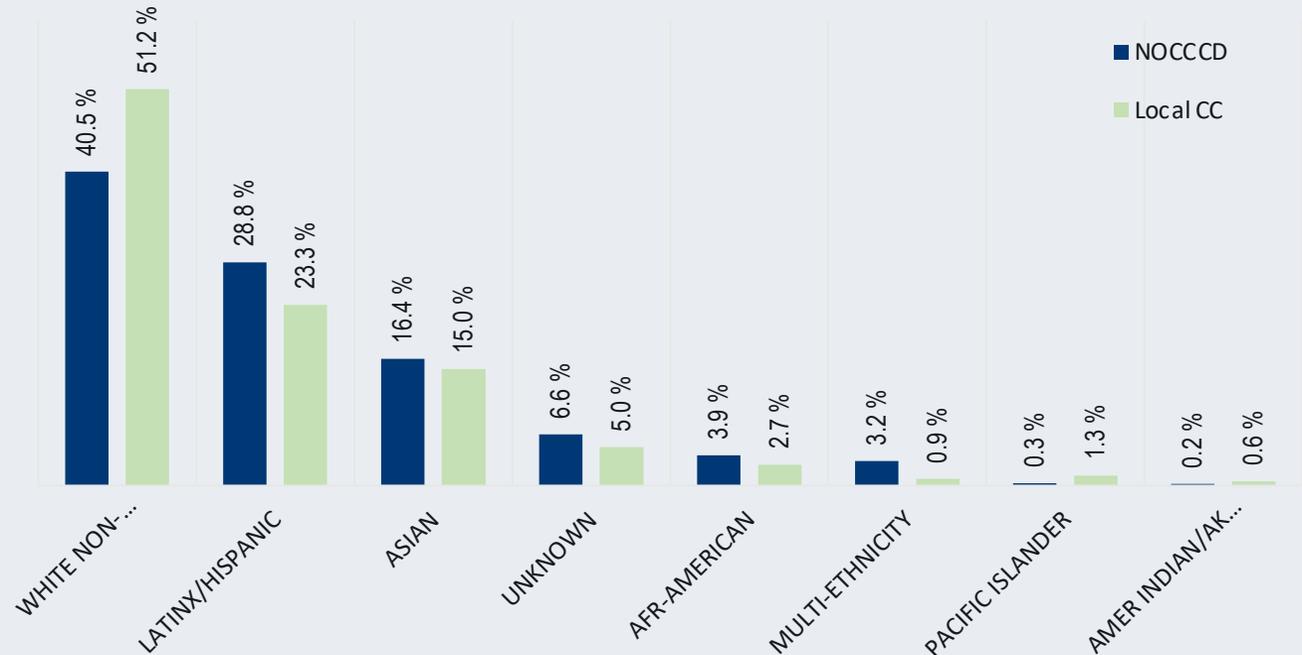
NOCCCD vs Local Community College* Employee Race/Ethnicity

NOCCCD Employee Diversity **53%**

Local CC Employee Diversity **44%**

- Employee diversity is higher at NOCCCD compared to other local CCs
- NOCCCD has higher percentages of Latinx, Asian, African-American, and Multi-ethnic employees vs local CCs
- NOCCCD has fewer White Non-Hispanic employees vs local CCs

NOCCCD VS LOCAL COMMUNITY COLLEGE EMPLOYEE ETHNICITIES, FALL 2021



Source: CCCC Data Mart, Faculty & Staff Demographics Report

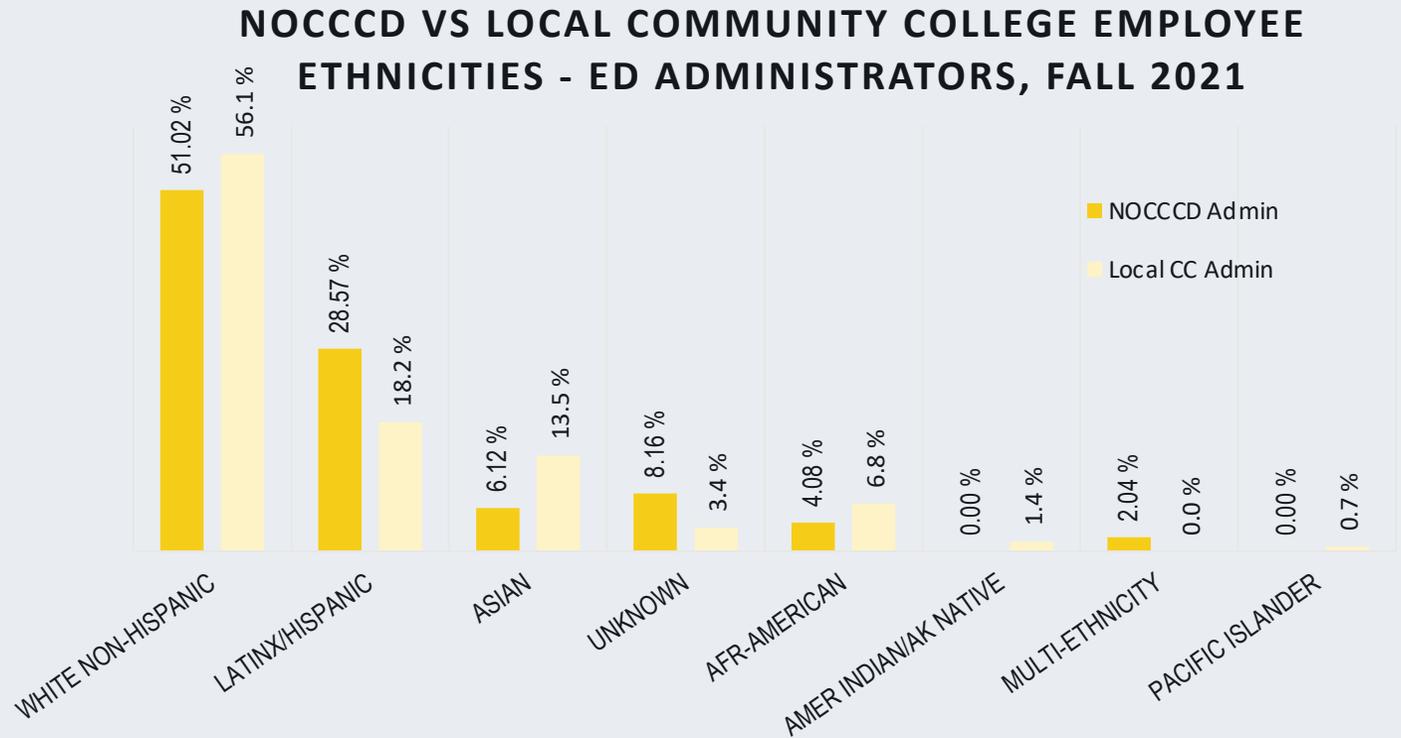
Note: Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.

*Note: Local Community College data represent the Coast, Rancho Santiago, and South Orange County Community College Districts

NOCCCD vs Local Community College* Employee Race/Ethnicity – Educational Administrators

NOCCCD Administrator Diversity **41%**
 Local CC Administrator Diversity **41%**

- NOCCCD has approximately the same percentage of diverse educational administrators as other local California community college districts
- NOCCCD has more Latinx administrators and fewer Asian and White/Non-Hispanic administrators



Source: CCCC Data Mart, Faculty & Staff Demographics Report

Note: Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.

*Note: Local Community College data represents the Coast, Rancho Santiago, and South Orange County Community College Districts

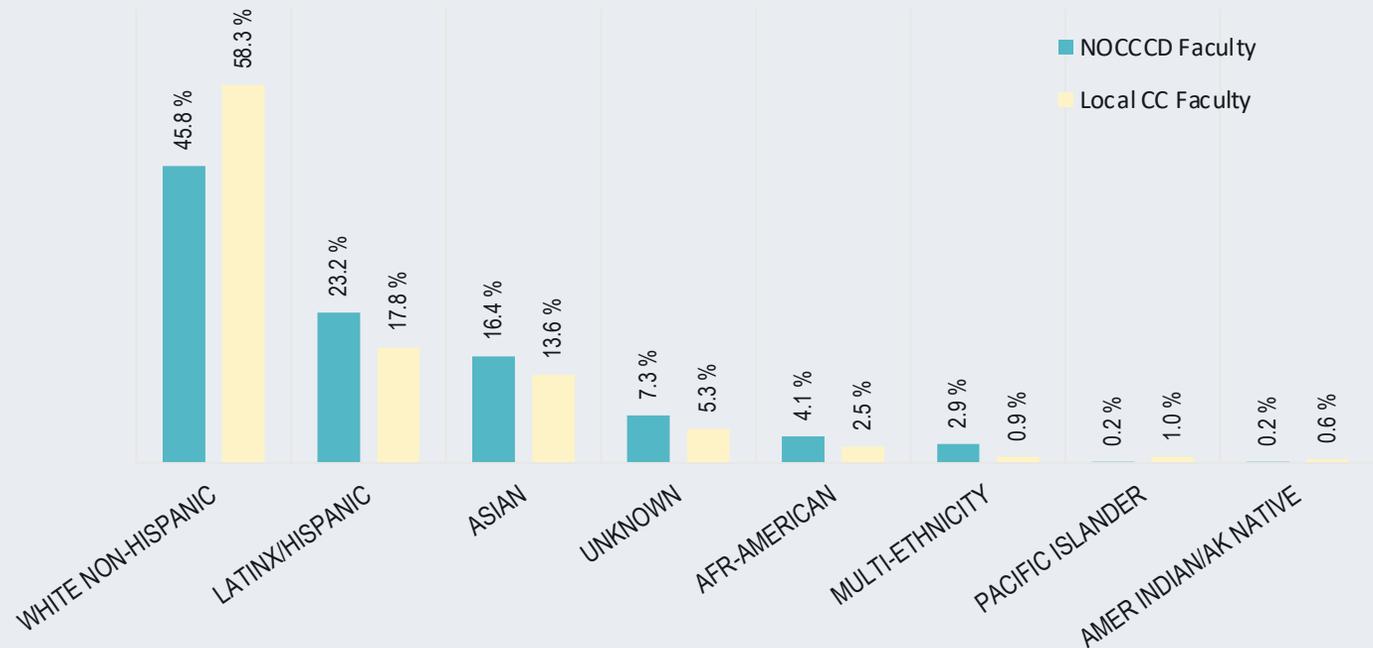


NOCCCD vs Local Community College* Employee Race/Ethnicity – All Faculty

NOCCCD Faculty Diversity **47%**
Local CC Faculty Diversity **36%**

- NOCCCD has a more diverse group of faculty (full-time and adjunct) compared to other local California community college districts
- NOCCCD has fewer White/Non-Hispanic and more Latinx, Asian, African American, and multi-ethnic faculty

NOCCCD VS LOCAL COMMUNITY COLLEGE EMPLOYEE ETHNICITIES - ALL FACULTY, FALL 2021



Source: CCCC Data Mart, Faculty & Staff Demographics Report

Notes: Data include full-time and adjunct faculty. Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.

*Note: Local Community College data represent the Coast, Rancho Santiago, and South Orange County Community College Districts



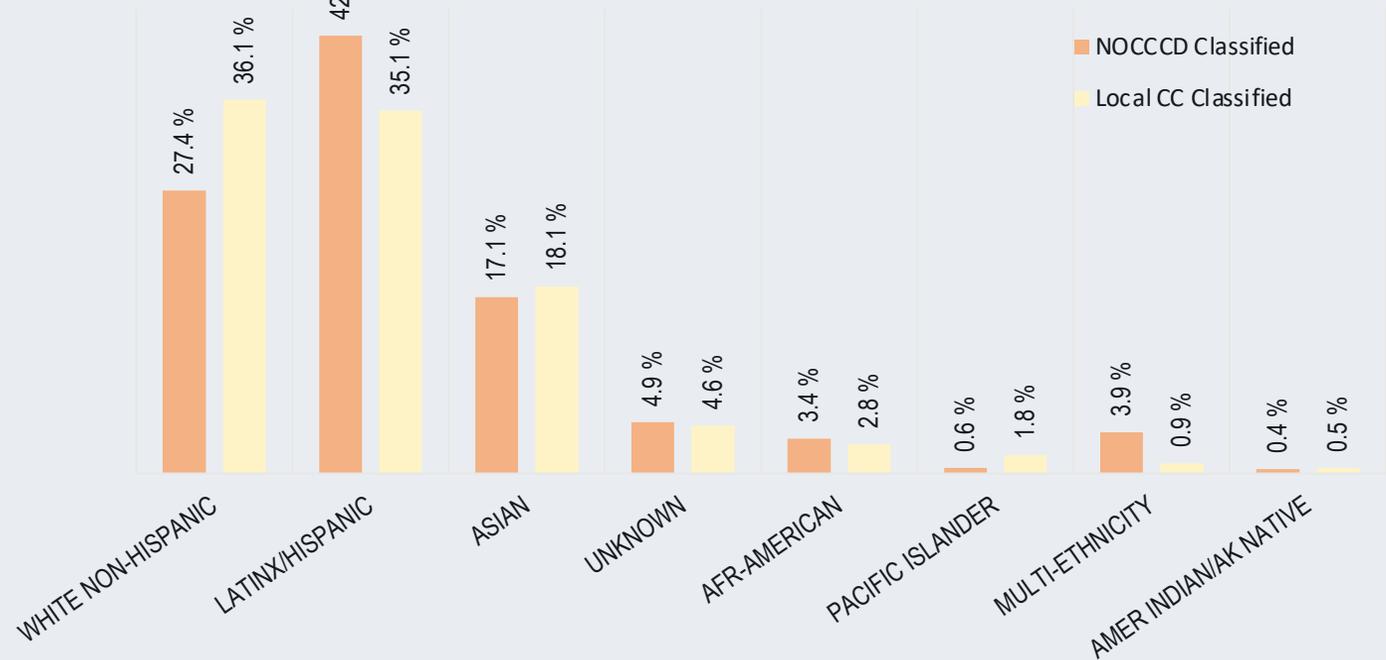
NOCCCD vs Local Community College* Employee Race/Ethnicity - Classified

NOCCCD Classified Diversity **68%**

Local CC Classified Diversity **59%**

- NOCCCD has a more diverse group of Classified professionals/managers compared to other local California community college districts
- NOCCCD has fewer White/Non-Hispanic and Asian classified employees and more Latinx, African American, and multi-ethnic employees

NOCCCD VS LOCAL COMMUNITY COLLEGE EMPLOYEE ETHNICITIES - CLASSIFIED, FALL 2021



Source: CCCC Data Mart, Faculty & Staff Demographics Report

Notes: Data include classified professionals, classified managers, and confidential employees. Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.

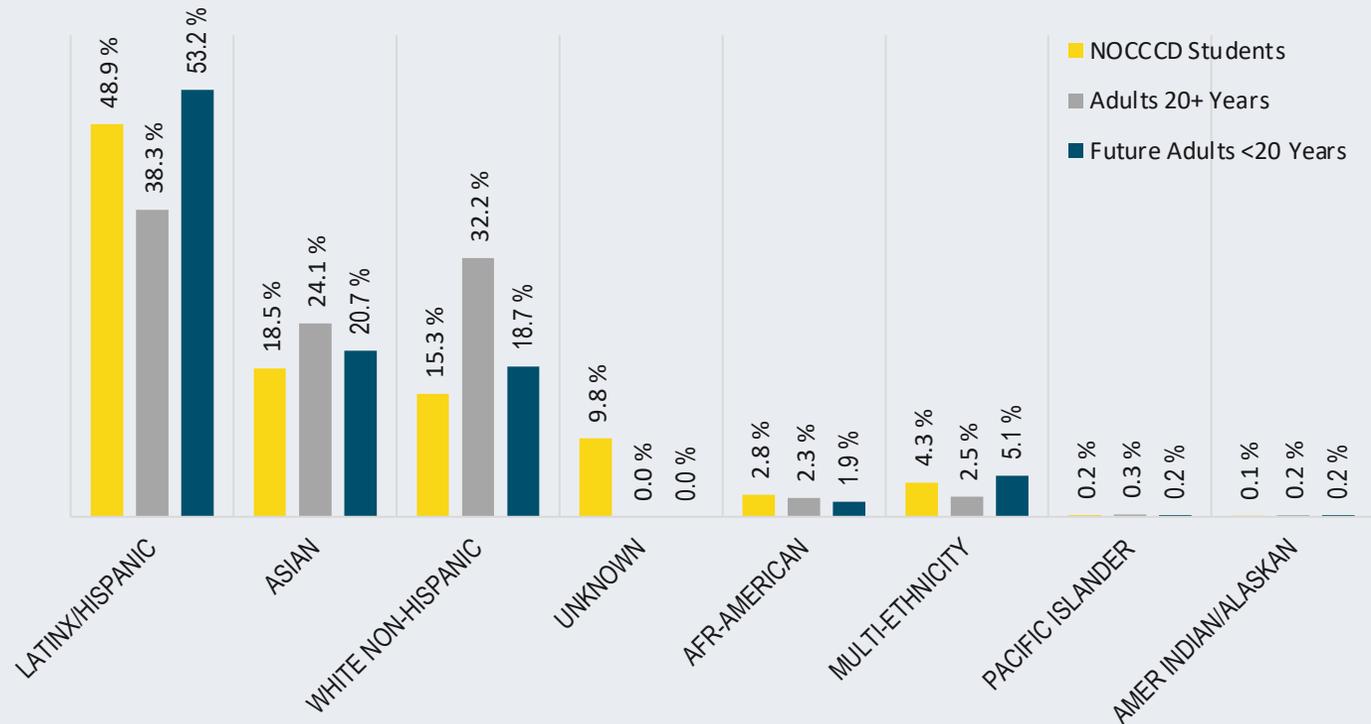
*Note: Local Community College data represent the Coast, Rancho Santiago, and South Orange County Community College Districts



NOCCCD Service Area Residents vs Student Race/Ethnicity

- Current NOCCCD Students:**
 Predominately Latinx (49%);
 19% Asian, 15% White
- NOCCCD Service Area Current Adult Population (20+ yrs):** Plurality Latinx (38%); followed by White (32%) and Asian (24%)
- NOCCCD service area future adult population (<20 yrs):** Majority Latinx (53%); 19-21% each White and Asian

NOCCCD SERVICE AREA VS STUDENT ETHNICITIES, 2021



Source: Student data from CCCC Data Mart; Employee data from EMSI, Demographics Overview
 Notes: Data represent people living in the zip codes included in the NOCCCD service area. Multi-Ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.



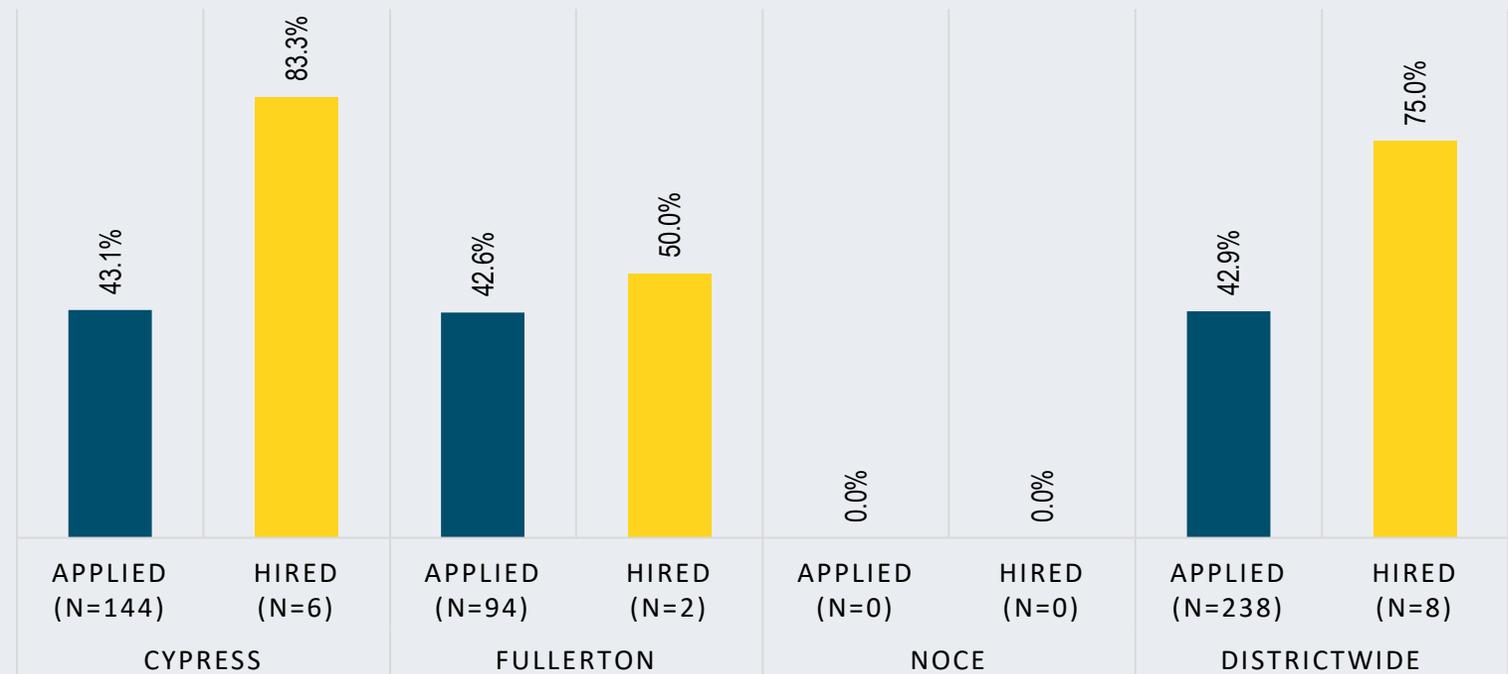


III. Who are we attracting & hiring? NOCCCD Applicant & New Hire Demographics 2021/2022

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

- **NOCCCD attracting** diverse faculty applicants
 - 43% of full-time faculty applicants districtwide were diverse
- **NOCCCD hiring** diverse full-time faculty
 - 75% of full-time faculty hires districtwide were diverse

NOCCCD % OF DIVERSE FULL-TIME FACULTY APPLIED & HIRED, 2021-22



Source: PeopleAdmin. Applicant data for fiscal year 2021-22; faculty new hire demographics for calendar year 2022 (spring-fall 2022).
 Notes: Approximately 20% of applicants at each location declined to state an ethnicity. NOCE faculty recruitment postponed until spring 2023. Data exclude recruitments for temporary faculty positions.



NOCCCD Full-time Faculty Applicants & New Hires by Race/Ethnicity Details

Applied Diversity

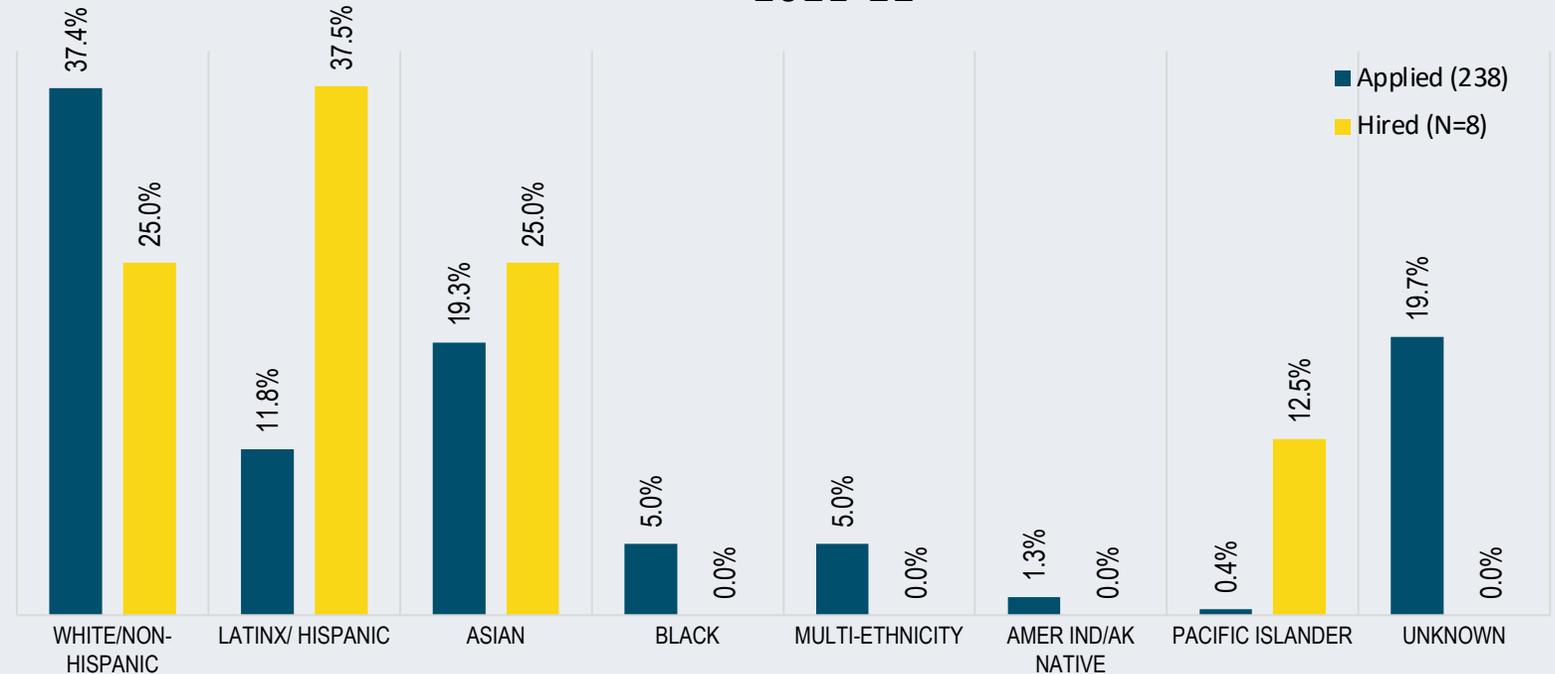
43%

Hired Diversity

75%

- Largest applicant groups were White (37.4%), Asian (19.3%), and Latinx (11.8%)
- Majority of new hires were from these three racial/ethnic groups:
 - 37.5% Latinx
 - 25% White
 - 25% Asian

FULL-TIME FACULTY APPLIED & HIRED BY RACE/ETHNICITY, 2021-22



Source: PeopleAdmin. Applicant data for fiscal year 2021-22; faculty new hire demographics for calendar year 2022 (spring-fall 2022).
 Notes: Multi-Ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity. Data exclude recruitments for temporary faculty positions.



Districtwide: Classified/Confidential Applicants & New Hires by Race/Ethnicity Details

Applied Diversity

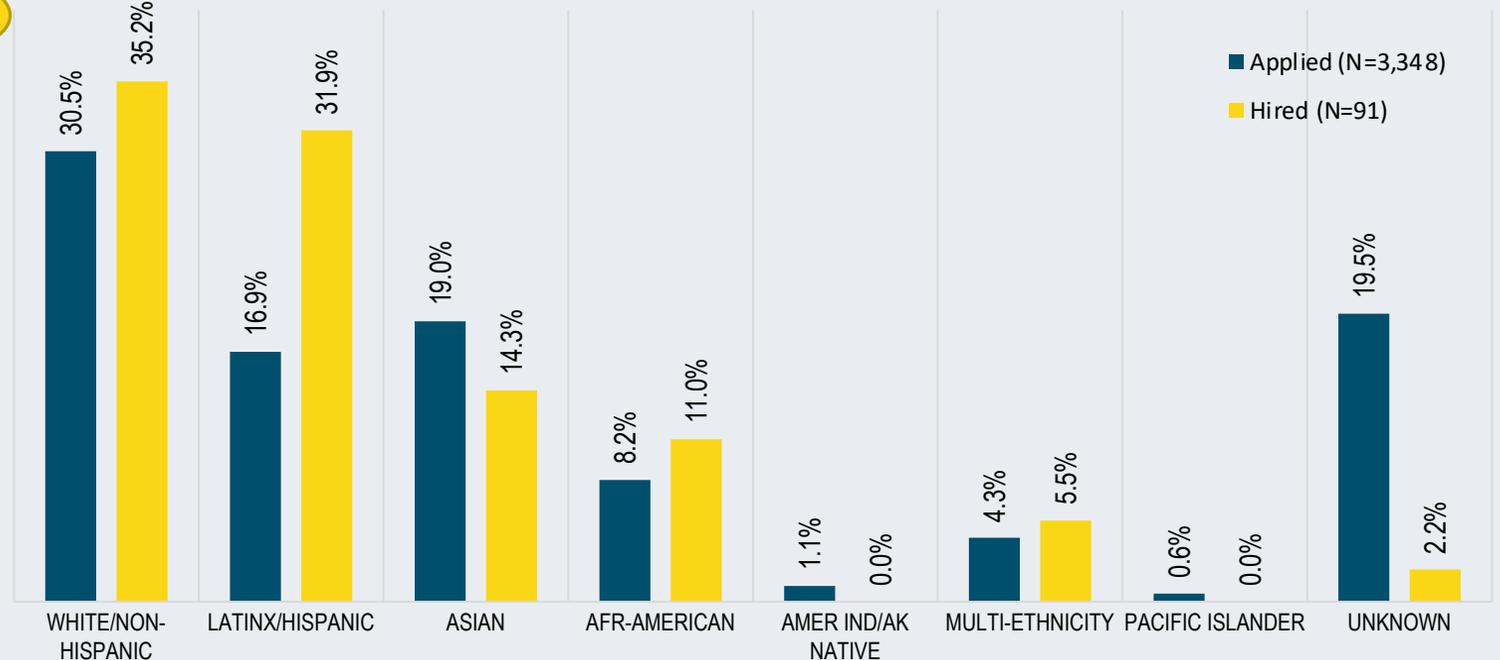
50%

Hired Diversity

63%

- Largest applicant group was White (30.5%), followed by Asian (19%) and Latinx (16.9%) in 2021-22
- New hire percentages were similar between White (35.2%) and Latinx (31.9%)

CLASSIFIED/CONFIDENTIAL APPLIED & HIRED BY RACE/ETHNICITY, 2021-22



Source: PeopleAdmin

Notes: Multi-Ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.



Districtwide: Administrator/Manager Applicants & New Hires by Race/Ethnicity Details

Applied Diversity

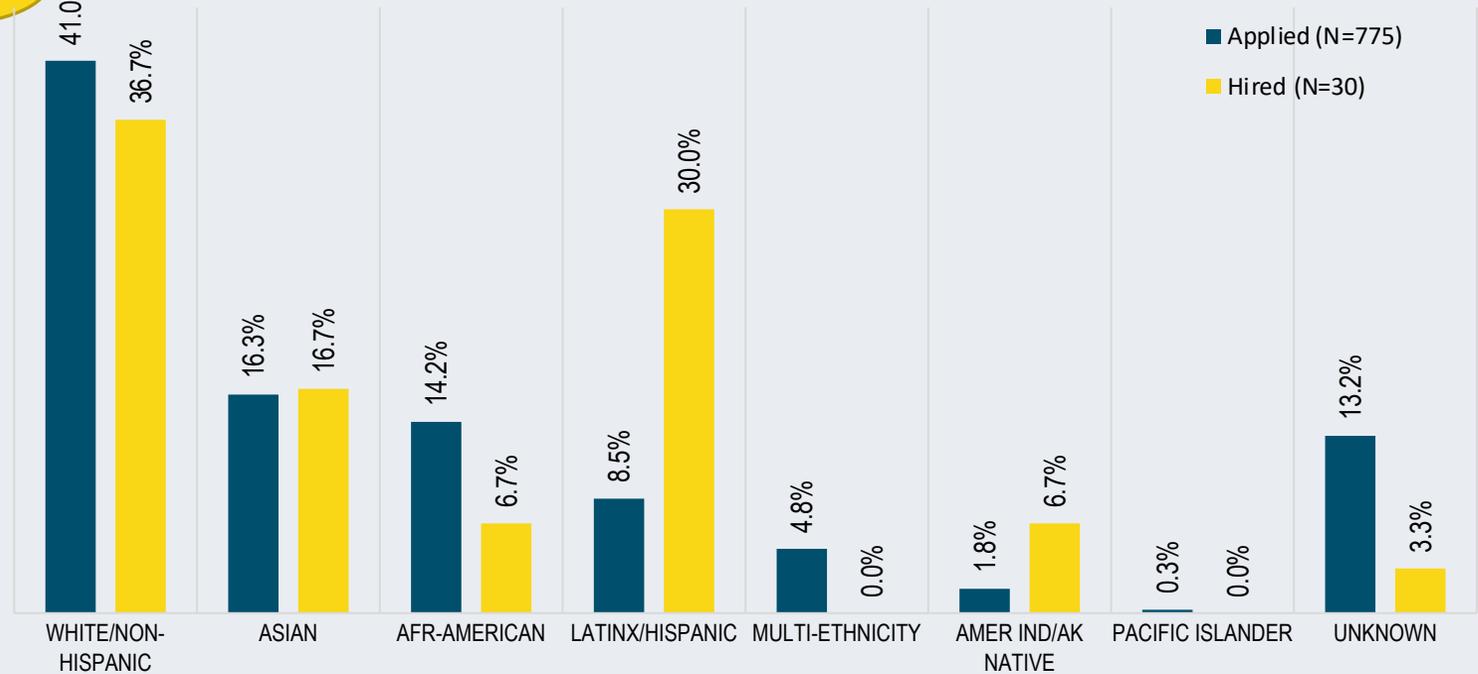
46%

Hired Diversity

60%

- Largest applicant groups were White (41%), Asian (16.3%), and Black/African-American (14.2%)
- New hires were plurality White (36.7%), then Latinx (30%) and Asian (16.7%)

ADMINISTRATORS/MANAGERS APPLIED & HIRED BY RACE/ETHNICITY, 2021-22



Source: PeopleAdmin

Notes: Multi-Ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.



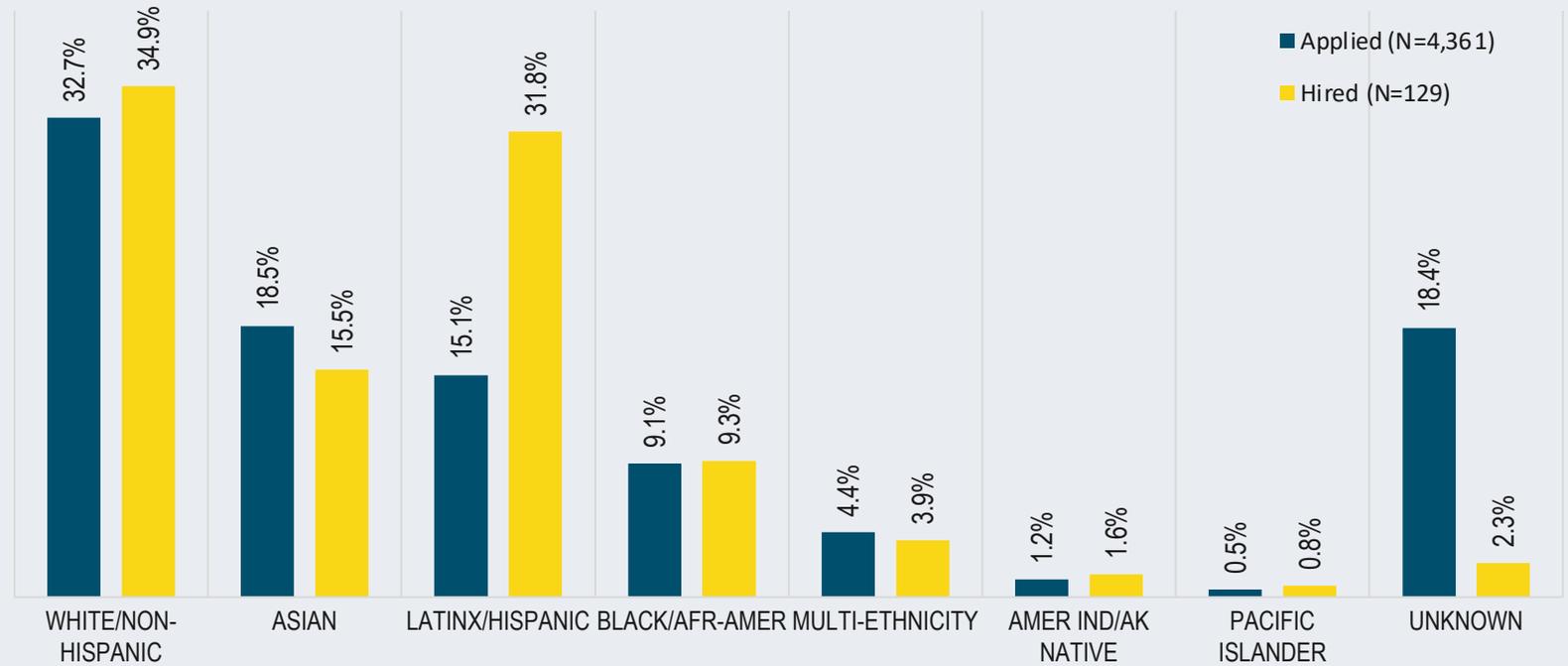
Districtwide: All Applicants & New Hires by Race/Ethnicity Details

Applied Diversity **49%**

Hired Diversity **63%**

- Largest applicant groups were White (32.7%), Asian (18.5%), and Latinx (15.1%) in 2021-22
- Majority of new hires were from these two racial/ethnic groups:
 - 34.9% White
 - 31.8% Latinx

DISTRICTWIDE: APPLICANTS & NEW HIRES BY RACE/ETHNICITY, 2021-22



Source: PeopleAdmin. Applicant data for fiscal year 2021-22; faculty new hire demographics for calendar year 2022 (spring-fall 2022)
 Notes: Multi-Ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity. Data exclude recruitments for temporary faculty positions.



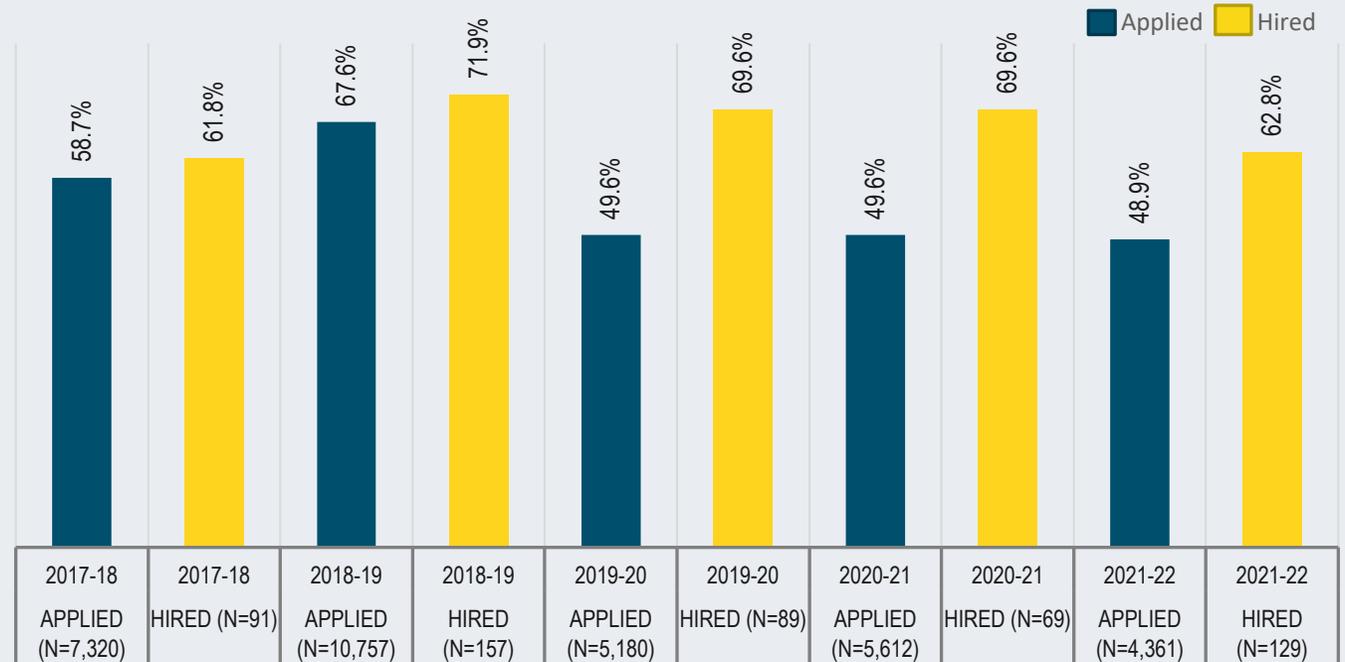


NOCCCD Applicant & New Hire Demographics Five Year Trends 2017/18-2021/22

Districtwide: Applicants & New Hires by Racial/Ethnic Diversity

- NOCCCD has consistently attracted racially/ethnically diverse applicants over the past 5 years (49% to 68%)
- Majority of new hires have also been diverse (62-72%)
- 63% of new hires across the district were diverse in 2021-22

DISTRICTWIDE: % OF DIVERSE APPLICANTS & NEW HIRES, 2017-18 TO 2021-22



Source: PeopleAdmin. Classified and Admin/Mgmt data for fiscal year shown (Jul-Jun); faculty new hire demographics for the calendar year (Jan-Dec).

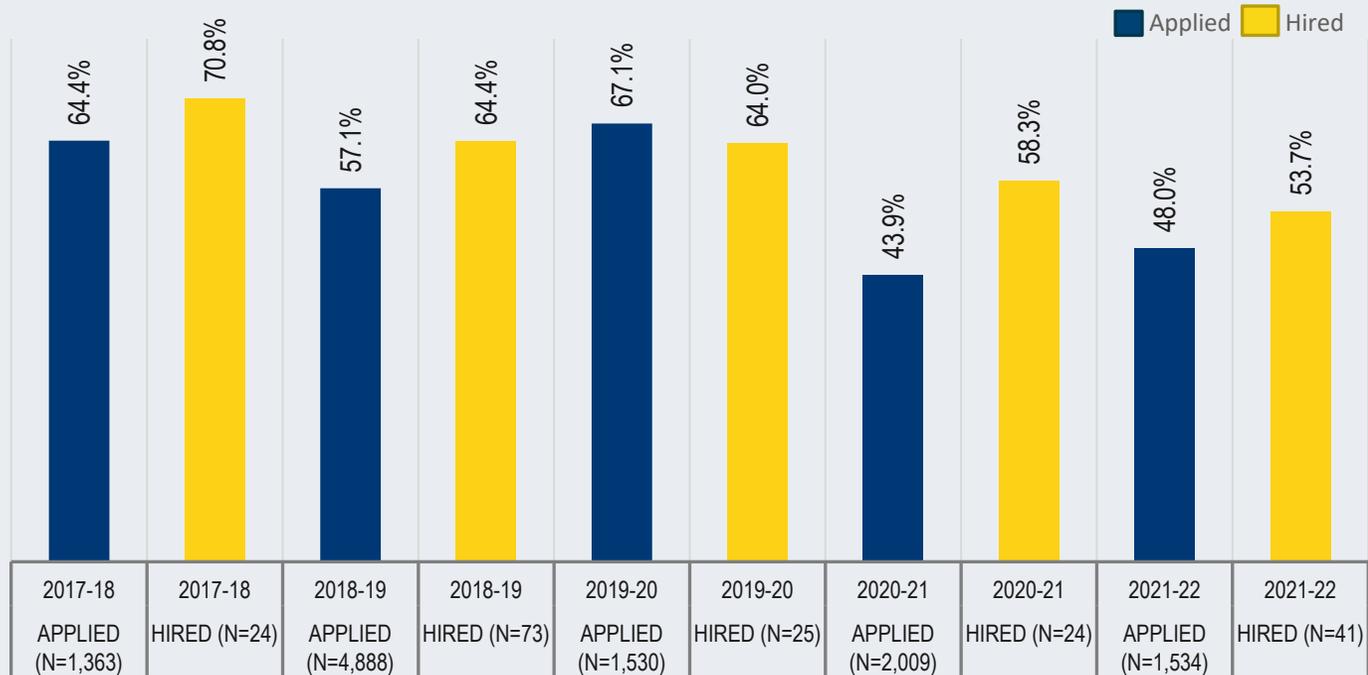
Notes: Data exclude recruitments for temporary faculty positions.



Cypress College: All Applicants & New Hires by Race/Ethnicity

- Cypress has consistently attracted racially/ethnically diverse applicants over the past 5 years (44-67%)
- Majority of new hires have also been diverse (54-71%), although rate declining in recent years
- 54% of new hires were diverse in 2021-22

CYPRESS: % OF DIVERSE APPLICANTS & NEW HIRES, 2017-18 TO 2021-22



Source: PeopleAdmin

Note: Data exclude recruitments for temporary faculty positions.



District Services: All Applicants & New Hires by Race/Ethnicity

- District Services has consistently attracted racially/ethnically diverse applicants (>54% each year)
- Majority of new hires have also been diverse (ranging from 60% to 89%)
- 89% of new hires were diverse in 2021-22

DISTRICT SERVICES: % OF DIVERSE APPLICANTS & NEW HIRES, 2017-18 TO 2021-22



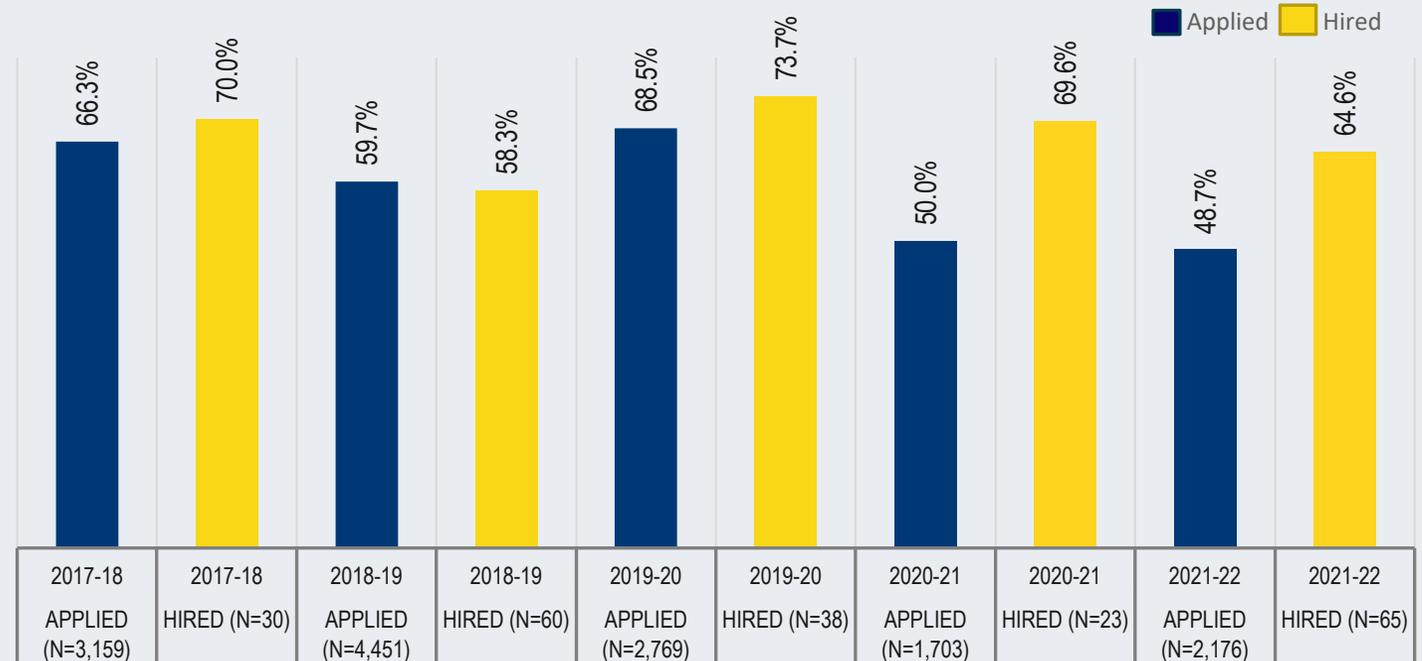
Source: PeopleAdmin



Fullerton College: All Applicants & New Hires by Race/Ethnicity

- Fullerton has consistently attracted racially/ethnically diverse applicants over the past 5 years ($\geq 49\%$)
- Majority of new hires have also been diverse (58-74%)
- 65% of new hires were diverse in 2021-22

FULLERTON: % OF DIVERSE APPLICANTS & NEW HIRES, 2017-18 TO 2021-22



Source: PeopleAdmin

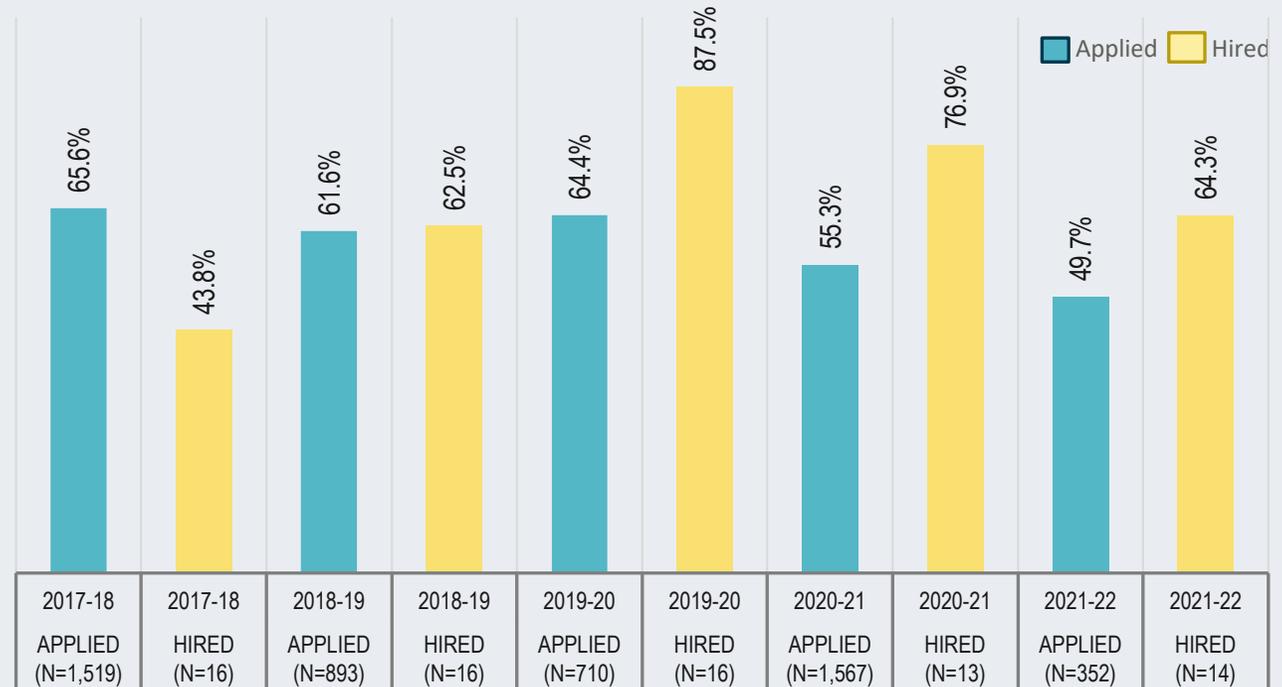
Note: Data exclude recruitments for temporary faculty positions.



NOCE: All Applicants & New Hires by Race/Ethnicity

- NOCE has consistently attracted racially/ethnically diverse applicants over the past 5 years ($\geq 50\%$)
- New hires have also been diverse (44-89%)
- 64% of new hires were diverse in 2021-22

NOCE: % OF DIVERSE APPLICANTS & NEW HIRES, 2017-18 TO 2021-22



Source: PeopleAdmin

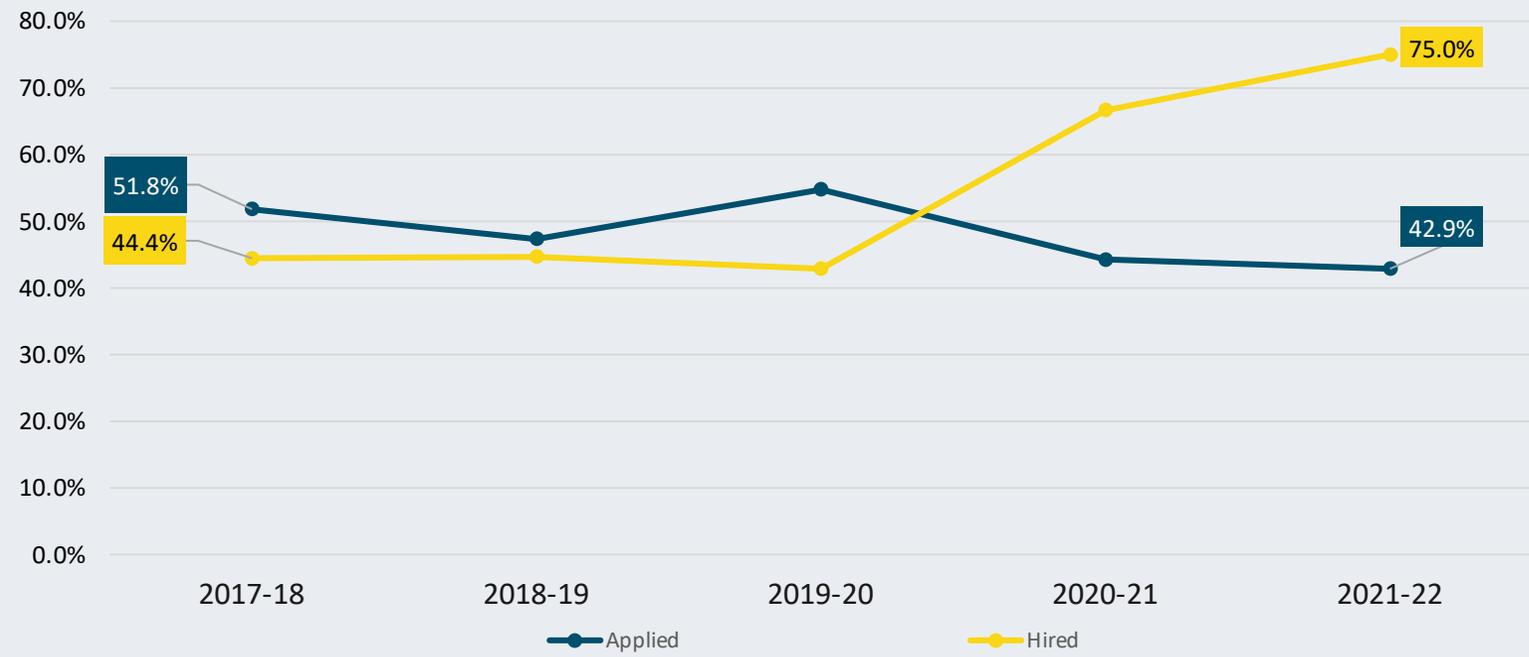
Note: Data exclude recruitments for temporary faculty positions.



Districtwide Trends in Full-time Faculty Applicants & New Hires by Racial/Ethnic Diversity

- Percentage of diverse FT faculty **applicants** has decreased 8.9% over the last five years
- Percentage of diverse FT faculty **hires** has increased 30.6% over the last five years and was 75% in 2021-22

NOCCCD Percentage of Diverse FT Faculty Applied & Hired, 2017-18 to 2021-22



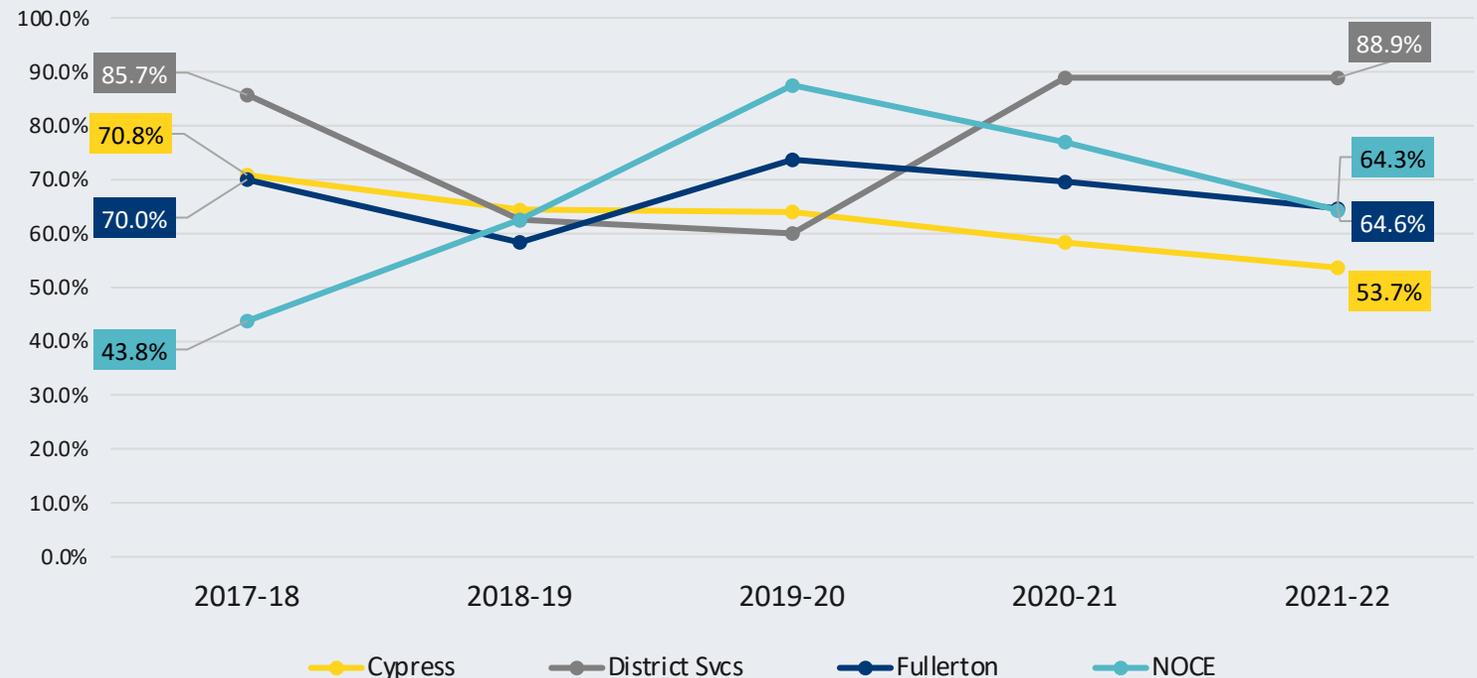
Source: PeopleAdmin. Applicant data for fiscal year 2021-22; faculty new hire demographics for calendar year 2022 (spring-fall 2022).
 Notes: Data exclude recruitments for temporary faculty positions.



Districtwide Trends in New Hires by Campus/Site and Racial/Ethnic Diversity

- Majority of new hires districtwide have been diverse over the last five years
- Percentage of diverse hires varied over the five-year period and across institutions
- All four sites had >50% diverse hires in 2021-22

NOCCCD Percentage of Diverse Hires by Institution, 2017-18 to 2021-22



Source: PeopleAdmin

Note: Employees include educational and classified administrators, full-time faculty, and permanent classified and confidential staff. Classified and Admin/Mgmt data for fiscal year shown; faculty new hire demographics for the calendar year.



NOCCCD Commitment to EEO and Diversity



NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT:

CYPRESS COLLEGE - FULLERTON COLLEGE - NORTH ORANGE CONTINUING EDUCATION

Districtwide DEIAA Activities 2021-2022

Fall 2021

- Reframing Wellbeing: Exploring the Importance of Providing Culturally Proficient Wellbeing and Mental Health Practices for Black, Brown, and Indigenous Campus Communities
- Colorism and its Effects
- Beyond Land Acknowledgements and Indigenous Identity
- Engaging Community- What Are You Doing Today to Support the Hispanic Community?
- Equity Gaps Latinos Face
- Indigenous People's Day Celebration
- Dia de los Muertos Presentation

Spring 2022

- Grading for Equity
- The Impact of Colonization & Racism on American Indians
- Documentary: WE STILL HERE Community Restoration After Hurricane Maria
- Critical Race Theory
- Cultural Somatics for Embodied Racial Healing and Equity
- The Persisting Significance of the Incarceration of Japanese Americans
- Anti-Racism Poster Campaign pre-kick off presentation
- SWANA Cultural Celebrations
- Understanding the Community College Hiring/Interview Process
- Future Instructor Training Program
- Curriculum Transformation Seminar



Cypress College DEI/AA Activities 2021-22

August 2021

- Introduction to equitable teaching practice: CoRE, ASCEND, and Grading for Equity
- Wellness Collaborative: Mindfulness with Sam Gould
- Dr. Janet Zadina: Science and strategies of trauma-sensitive teaching
- USC Racial Equity Leadership Alliance: Opposing the Erasure of Asian Americans, Pacific Islanders, and Native Americans

SEPTEMBER 2021

- Hispanic Heritage Month
- Dave Dahl Speaks: From incarceration to founder of a wildly successful bread company, Dave's Killer Bread
- Charger Assessment Team (ChAT): Supporting the Well-Being of Cypress College and its Students
- Bystander Intervention Training with Asian Americans Advancing Justice, Los Angeles

OCTOBER 2021

- National Coming Out Day – Panel Discussion
- Equity Framework Workgroup Established
- Latinx, AAPI, Black Student Resource Guide releases
- Indigenous People's Day
- Dia de Los Muertos

NOVEMBER 2021

- 2021 Champions of Higher Education – Latinx ADTs
- Cypress College Veterans Green Zone Project Training
- Legacy Talk and Race Relations Series

DECEMBER 2021

- Foster Youth Friendly Ally Training
- 2021 Kwanzaa Celebration

JANUARY 2022

- CoRe- Cohort #3
- Dr. Tyrone Howard, "Radical Care: Returning to Campus with Empathy
- Equity Framework Workgroup Retreat

FEBRUARY 2022

- Black History Month
- Dr. Joy DeGruy, "Post Traumatic Slave Syndrome
- Movie Night/Discussion: Passing
- Healing Through Yoga: James Woods
- Dr. Laura Rendon Student Services Kick Off
- Virtual Mental Health/Racial Trauma Group Discussions

MARCH 2022

- A2Mend Conference
- Black Student Union/A2MEND Chapters established

APRIL 2022

- Black Student Success Week
- On Course Spring National Conference
- Earth Day Screening- Biggest Little Farm
- Wellness Collaborative Sustainability Panel Discussion
- SWANA Celebration
- Integrative Assignment Workshop on Climate Change

MAY 2022

- Legacy Graduation Celebration
- Opening of ARISE Lab
- Puente End of Year Celebration
- HBCU Transfer event
- Inaugural Lavender Graduation
- Anti-racism sub committee
- Racial bias sub committee
- Land Acknowledgement statement developed

JUNE 2022

- Juneteenth Celebration
- National Pride Month
- N CORE –Portland ,OR

JULY 2022

- Legacy Summer Bridge Program
- 4th Cohort of CoRe
- 2nd cohort of ASCEND



Fullerton College DEIAA Activities 2021- 2022

Professional Learning Highlights from 2021-22

Fall 21 Flex:

Keynote: Dr. Janet Zadina on Trauma-Informed Classroom Practices

Selected Breakouts:

Tips and Tricks for Equitable Live Online Teaching

Trauma-informed pedagogy

Fall Semester workshops:

Equity-minded Student Support Services

Dr. Claude Steele webinar and discussion on building trust with students of color

Spring 22 Flex:

Keynote: Dr. Tyrone Howard on Radical Care: Returning to Campus with Empathy

Selected Breakouts:

“From Audit to Core: Infusion of Equity Practice within Course Curriculum

Zoom Basics for a Remote Start: Concrete Strategies to Create Community and Support Students in Classes Intended for Face-to-Face Instruction

Returning to Campus with Empathy: Practical Strategies

Lessons Learned: Online Teaching During the COVID-19 Pandemic and Beyond

Professional Learning Highlights from 2021-22

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Selected Breakouts:

Tips and Tricks for Equitable Live Online Teaching

Trauma-informed pedagogy

Fall Semester workshops:

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Selected Breakouts:

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Returning to Campus with Empathy: Practical Strategies

Lessons Learned: Online Teaching During the COVID-19 Pandemic and Beyond



NOCE DEIAA Activities 2021-2022

August

- Fall Flex Day workshop on Universal/Inclusive Design
- Monthly WASC self-study teamwork including locally developed DEIA supplemental questions

October

- Presentations at the annual CAEP Summit, *Practices to Support the Educational Transition of Noncredit Students and Transition: A Conversation with Parents (focus on supporting families as they help their adult students with disabilities transition to postsecondary education and employment)*.
- Participation in district and statewide

Undocumented Student Action Week (Grads to Be):

- UnDocuAlly Training Part 1 and 2
- Undocumented Student Transfer Panel

- First Friday ProD Event, Lessons from Culturally Responsive Teaching and the Brain

November

- First Friday ProD Event, Lessons from Culturally Responsive Teaching and the Brain

January

- Flex Day presentation, "Diversity, Equity, Inclusion and Anti-Racism: The Effects of Racial Microaggressions on Belonging and Student Success."

March

- Presentations on accessibility at the California Institute on Secondary Education, Bridge to the Future V Conference, *Orange County Local Partnership Agreement and Its Work Teams*

April

- Co-hosted a webinar with Tarjan Center, UCLA, *Holistic Supports for Students with Autism, Intellectual Disability (ID), and Mental Health: Establishing a Wellness Program*.
- Group attendance of the LGBTQ+ Summit

May

- Student Leadership Program attendance of the SHE Influences Conference

June

- Group attendance of the National Conference on Race and Ethnicity (NCORE)
- Development of indicators for an equity-minded Course Outline of Record (COR) to support development of culturally relevant and responsive instructional content with an anti-racism focus and in support of disproportionately impacted students (Curriculum Committee)

Ongoing

- NOCE established the Diversity Equity Inclusion and Antiracism Committee with the goal of setting the foundation and accountability framework for the integration of diversity, equity, inclusion, and antiracism into all aspects of NOCE's institutional culture.

- NOCE established the Accessibility Workgroup to function under the DEIA Committee with the intention of evaluating accessibility for all aspects of NOCE, including technology, facilities, instruction, board policy, employment opportunities, website, and shared governance; and then taking action to improve accessibility in all areas of the institution.

- Curriculum development, review and approval processes revised to increase rigor, quality, effectiveness, and equity of the NOCE instructional offerings

- Peer Online Course Review (POCR) teamwork to examine DE course design, including accessibility

- Free legal consultation for Undocumented Students in partnership with US Immigration Law Group

- Continuation of the student club, NOCE United to support serving undocumented students

- LGBTQIA+ Advisory Group continued to meet throughout the Year





ACHRO/EEO DEIA Champion Award

Chancellor's Office statewide Vision for Success DEI Taskforce. (2019)

- The DEI Taskforce produced a Vision for Success DEI Taskforce Report that identifies strategies to increase the racial and ethnic diversity of the California community college workforce.

Chancellor's Office statewide DEI Implementation Workgroup (2020-2021).

- The DEI Implementation Workgroup was formed to advance equitable and inclusive hiring and retention practices across the system and to mobilize the strategies identified in the Vision for Success DEI Integration Plan.

Cypress College

Champions of Higher Education-Equity
Champion Latinx 2022

<https://youtu.be/e6DL-HIVwzY>



Fullerton College

CRUZ REYNOSO 200 BUILDING KICK-OFF EVENT



FIND YOUR PASSION AT FULLERTON COLLEGE

- [HTTPS://YOUTU.BE/XR2LBDU3M0M](https://youtu.be/xr2lbdU3M0M)



Source Data

Data	Source
NOCCCD Applicants	PeopleAdmin
NOCCCD Hired	PeopleAdmin
NOCCCD Employees	Data Mart
NOCCCD Students	Data Mart
CCC Employees	Data Mart
CCC Students	Data Mart
Local CC Employees	Data Mart
Service Area Demographics (by Ethnicity)	EMSI Analyst
Employee Diversity by Campus	Data Mart
EE06 Occupational Category Data	MIS EB-EJ Files
Employee Dashboard	Banner/Tableau



ADDENDUM “B” DEIAA Events/Efforts

The following provides an overview of the highlights of the multiple events and efforts to advance DEIAA at each of the three institutions.

Cypress College List of DEIAA Events

August 2021

- Introduction to equitable teaching practice: CoRE, ASCEND, and Grading for Equity
- Wellness Collaborative: Mindfulness with Sam Gould
- Dr. Janet Zadina: Science and strategies of trauma-sensitive teaching
- USC Racial Equity Leadership Alliance: Opposing the Erasure of Asian Americans, Pacific Islanders, and Native Americans

SEPTEMBER 2021

- Hispanic Heritage Month
- Dave Dahl Speaks: From incarceration to founder of a wildly successful bread company, Dave's Killer Bread
- Charger Assessment Team (ChAT): Supporting the Well-Being of Cypress College and its Students
- Bystander Intervention Training with Asian Americans Advancing Justice, Los Angeles

OCTOBER 2021

- Indigenous People's Day
- Día de Los Muertos
- National Coming Out Day – Panel Discussion
- Equity Framework Workgroup Established
- Latinx, AAPI, Black Student Resource Guide releases

NOVEMBER 2021

- 2021 Champions of Higher Education – Latinx ADTs
- Cypress College Veterans Green Zone Project Training
- Legacy Talk and Race Relations Series

DECEMBER 2021

- Foster Youth Friendly Ally Training
- 2021 Kwanzaa Celebration

JANUARY 2022

- Core- Cohort #3
- Dr. Tyrone Howard, "Radical Care: Returning to Campus with Empathy
- Equity Framework Workgroup Retreat

FEBRUARY 2022

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- Dr. Joy DeGruy, "Post Traumatic Slave Syndrome
- Movie Night/Discussion: Passing
- Healing Through Yoga: James Woods
- Dr. Laura Rendon Student Services Kick Off
- Virtual Mental Health/Racial

MARCH 2022

- A2Mend Conference

- Black Student Union/A2MEND Chapters established

APRIL 2022

- Black Student Success Week
- On Course Spring National Conference
- Earth Day Screening- Biggest Little Farm
- Wellness Collaborative Sustainability Panel Discussion
- SWANA Celebration
- Integrative Assignment Workshop on Climate Change

MAY 2022

- Legacy Graduation Celebration
- Opening of ARISE Lab
- Puente End of Year Celebration
- HBCU Transfer event
- Inaugural Lavender Graduation
- Anti-racism sub committee
- Racial bias sub committee
- Land Acknowledgement statement developed

JUNE 2022

- Juneteenth Celebration
- National Pride Month
- NCORE –Portland, OR

JULY 2022

- Legacy Summer Bridge Program
- 4th Cohort of CoRe
- 2nd cohort of ASCEND

Fullerton College DEIAA Efforts

PROFESSIONAL LEARNING HIGHLIGHTS FROM 2021-22

Fall 21 Flex:

Keynote: Dr. Janet Zadina on Trauma-Informed Classroom Practices Selected

Breakouts:

- Tips and Tricks for Equitable Live Online Teaching
- Trauma-informed pedagogy

Fall Semester workshops:

- Equity-minded Student Support Services
- Dr. Claude Steele webinar and discussion on building trust with students of color

Spring 22 Flex:

Keynote: Dr. Tyrone Howard on Radical Care: Returning to Campus with Empathy

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- “From Audit to Core: Infusion of Equity Practice within Course Curriculum
- Zoom Basics for a Remote Start: Concrete Strategies to Create Community and Support Students in Classes Intended for Face-to-Face Instruction
- Returning to Campus with Empathy: Practical Strategies
- Lessons Learned: Online Teaching During the COVID-19 Pandemic and Beyond

Online LGBTQIA2S+ Foundations Training

We supported completion of course development and delivery of the first course offering. The course is now being reviewed and revised.

Faculty Inquiry Groups:

- Fall 2021: Purpose and Belonging
- Spring 2022: OER Research and Gamification for Equity

Adjunct Professional Learning:

- Spring 2022: Adjunct Professional Learning Day on Creating Inclusive Classrooms and Returning to Campus with Empathy
- Spring 2022: Humanities Adjunct Professional Learning Day

Instructional Success Teams

- Fall 2021: Pilot Begins
- Each division team has focused on 2-3 high-enrolled classes with large DI gaps for Black and/or Latinx students. The IST members are working with department faculty to inquire into causes for those gaps and improved instructional strategies for improving those outcomes.

Cadena Cultural Center, Grads to Be Program, LGBTQIA2S+ Student Support, & Umoja

Staff DEIAA Events 2021-2022 in areas:

- Supporting Undocumented Students & Grads to Be Programs
- LGBTQ+
- Umoja

- Student Panel: Being a Latino/a/x in the NOCCCD (Online) – October 7th
- Día de los Muertos - Virtual Ofrenda
- Indigenous Peoples' Day Presentation (Online) – October 11th
- Cultivating Mental Health Resilience for Women of Color (Online) - March 9th
- Missing & Murdered Indigenous Women (MMIW) - Artist Talk-Nicole Merton (Online) - (Ethnic Studies) – April 18th
- The Clothesline Project Presented by Waymakers OC (In-Person) (Campus Collaboration) - April 19th
- Missing & Murdered Indigenous Women (MMIW) - Pop Up Art Installation – Photography of Nicole Merton (In-Person) - (Ethnic Studies) - April 19th

North Orange Continuing Education DEIAA Efforts

August

- Fall Flex Day workshops on Universal/Inclusive Design
- Monthly WASC self-study teamwork, including locally developed DEIAA supplemental questions

October

- Presentations at the annual CAEP Summit, *Practices to Support the Educational Transition of Noncredit Students* and *Transition: A Conversation with Parents (focus on supporting families as they help their adult students with disabilities transition to postsecondary education and employment)*.
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- Free legal consultation for Undocumented Students in partnership with US Immigration Law Group
- Continuation of the student club, NOCE United to support serving undocumented students
- LGBTQIA+ Advisory Group continued to meet throughout the Year