



Institutional Commitment to Diversity Report

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NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT



NOCE

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I. INTRODUCTION

The North Orange County Community College District (NOCCCD) is committed to Equal Employment Opportunity (EEO), Diversity, Equity, Inclusion and Anti-racism (DEIA). 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 DEIA 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. DEIA is not only a deeply held value by the District, it is also our approach to teaching and learning that better prepares our 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 DEIA 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 (2021); an analysis of the diversity of NOCCCD applicants and hires for the last five years (2016-2021); the demographics of NOCCCD employees (Fall 2020); comparisons with state and local employee community college demographics (Fall 2020); and an update of the progress under the EEO Plan (from 2019-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.

II. EXECUTIVE SUMMARY

The data demonstrates that overall, 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 2020/21, the District experienced a significant decrease in the diversity of its applicant pool, dropping by 18 percentage points from the previous year.
- In 2020/21, the District experienced its second highest percentage of diversity hires at 69.9%.

- In 2020/21, 66.7% of full-time faculty hires were diverse. This is an increase of 23.8 percentage points from the previous year. This increase is significant because the percent of diverse full-time faculty hired between 2016/17 through 2019/20 had remained stagnant, staying at or under 50%.
- Of the full-time faculty hired in 2020-21, 72% (13/18) came from NOCCCD's adjunct ranks.
- In Fall 2020, the largest disparity when comparing employee and student demographics is with the Latinx full-time faculty population. Although 47.2% of NOCCCD students are Latinx, only 21.1% of NOCCD full-time faculty are Latinx.
- In Fall 2020, NOCCCD's workforce diversity at 52% was nine percentage points higher than the state average of 43%.
- In Fall 2020, NOCCCD's workforce diversity at 52% was twelve percentage point higher than the aggregated total of our three neighboring community college districts whose workforce diversity stood at 44%.
- In Fall 2020, most clerical staff were female at 89.5%, with 100% of clerical staff at NOCE being female.
- In Fall 2020, most skilled crafts employees were male, only 5.3% were female.

III. DEMOGRAPHIC DATA

The following is a summary of the District's demographic data from 2016-17 to 2020-21. A complete review of the data is provided in the power point attached as Addendum "A" to this report.

A. NOCCCD Applicant & New Hire Demographics 2020-2021

CLASSIFIED

Applicants: In 2020-21, 52% of classified applicants were diverse out of 2,673 applicants (1386 /2673). This is a decrease of 19.3 percentage points from last year where 71.3% of applicants were diverse. However, the percentage of applicants that did not indicate a race/ethnicity increased greatly between 2019-20 and 2020-21 (7% vs 19%, respectively).

Hires. In 2020/21, 34 classified employees were hired, 79% hired were diverse (27/34). This is an increase of 1.3 percentage points from last year where 77.8% were diverse. Disaggregated the data shows the race/ethnicity of the new hires are as follows:

- Latinx 38.2%
- White 20.6%
- Multiethnic 17.6%

- Asian 14.7%
- African American/Black 5.9%
- Filipino 2.9%

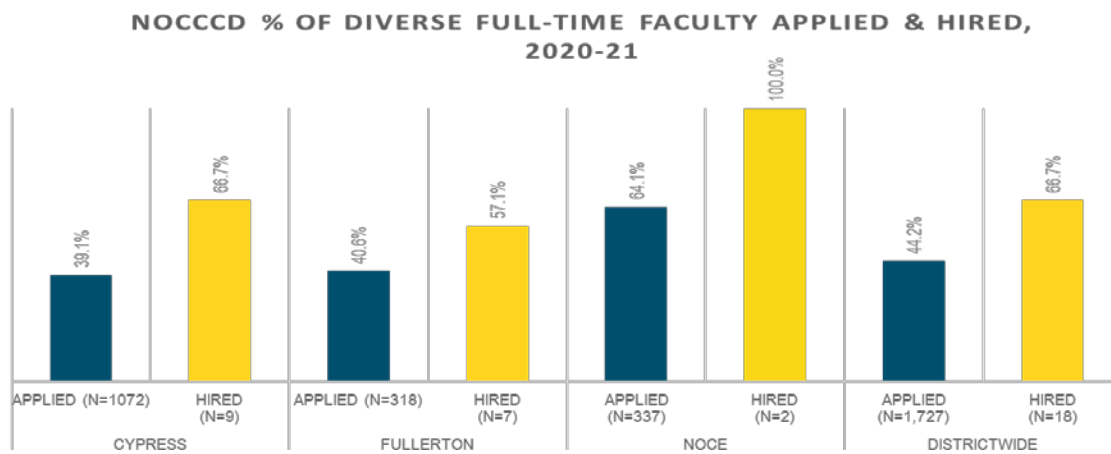
FULL TIME FACULTY

Applicants. In 2020-21, 44.2% of full-time faculty applicants districtwide were diverse out of 1,727 applicants (764/1727). The diversity of the applicant pool decreased by 10.5 percentage points since 2019-2020.

Hires. In 2020-2021, 18 full-time faculty were hired, 66.7% (12/18) of those hired were diverse. This is a substantial increase of 23.8 percentage points from last year where 42.9% of hires were diverse. Of the full-time faculty hired in 2020-21, 72% (13/18) came from the adjunct ranks.

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

- Latinx 44.4%
- White 33.3%
- Black/African American 16.7%
- Multi-Ethnicity 5.6%



ADMINISTRATORS/MANAGERS

Applicants. In 2020-21, 52% of administrator/manager applicants were diverse out of the 1,212 applicants (633/1212). This is a decrease of 17.1 percentage points from last year where 69.3% of applicants were diverse. However, the percentage of applicants that did not indicate a race/ethnicity increased greatly between 2019-20 and 2020-21 (7% vs 14%, respectively).

Hires. In 2020-21, 17 Administrators/managers were hired, 53% (9/17) of those hired were diverse. This is a decrease of 24 percentage points from last year where 77% hired were diverse. Disaggregated the data shows the race/ethnicity of the new hires are as follows:

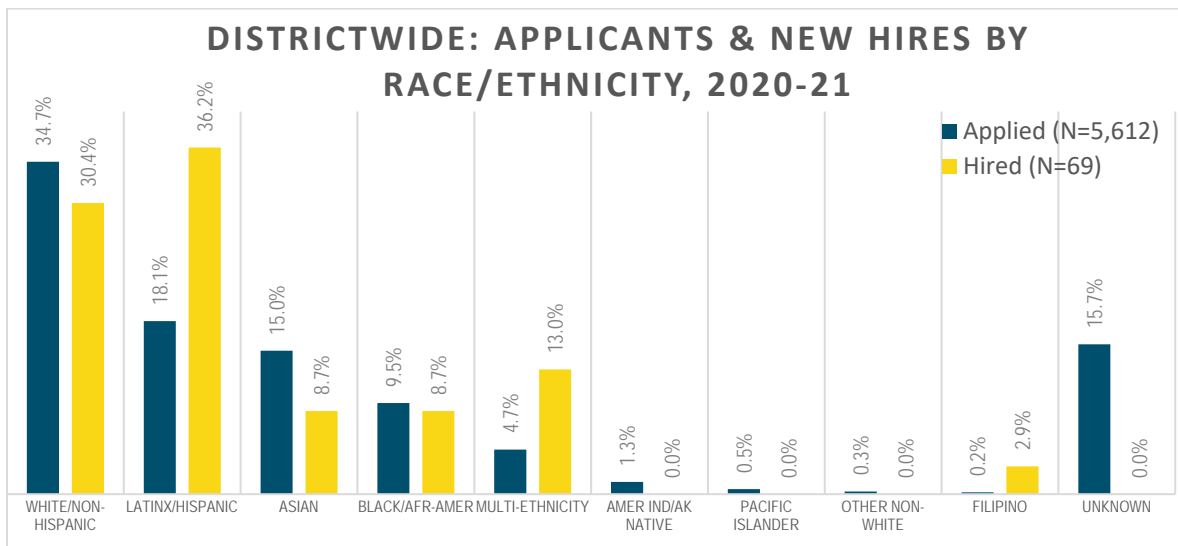
- White 47.1%
- Latinx 23.5%
- Multiethnic 11.8%
- Black/African American 5.9%
- Asian 5.9%
- Filipino 5.9%

ALL APPLICANTS/HIRES DISTRICT WIDE

Applicants. In 2020-21, 49.6% of all applicants were diverse out of the 5,612 applicants (2783/5612). This is a decrease of 18 percentage points from last year where 67.6% of applicants were diverse. However, as noted above, the percentage of applicants that did not indicate a race/ethnicity increased greatly between 2019-20 and 2020-21 (7% vs 16%, respectively). It is unclear to what degree the increase of applicants failing to indicate race/ethnicity affected the diversity numbers this year. Nor is it clear why the percentage more than doubled over the last year.

Hires. In 2020-21, 69 employees were hired, 69.6% (48/69) of those hired were diverse. This is a decrease of 2.4 percentage points from last year where 72% hired were diverse. Disaggregated the data shows the race/ethnicity of the new hires are as follows:

- Latinx 36.2%
- White 30.4%
- Multi-Ethnicity 13%
- Asian 8.7%
- Black/African American 8.7%
- Filipino 2.9%

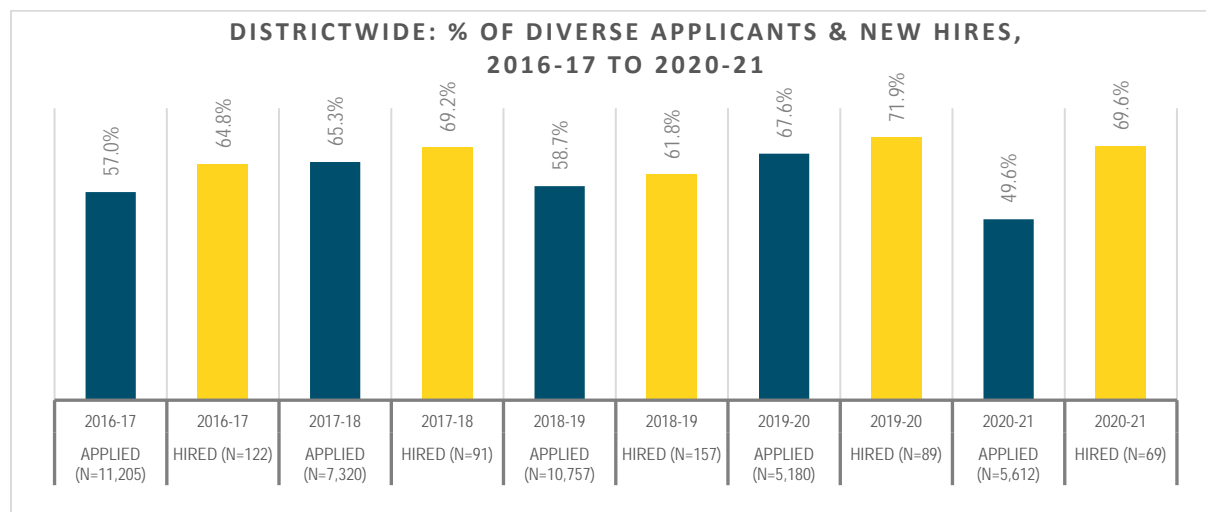


B. NOCCCD Applicant and New Hire Demographics Five Year Trends 2016/17 – 2020/21

ALL APPLICANTS AND NEW HIRES: FIVE YEAR TREND - DISTRICTWIDE

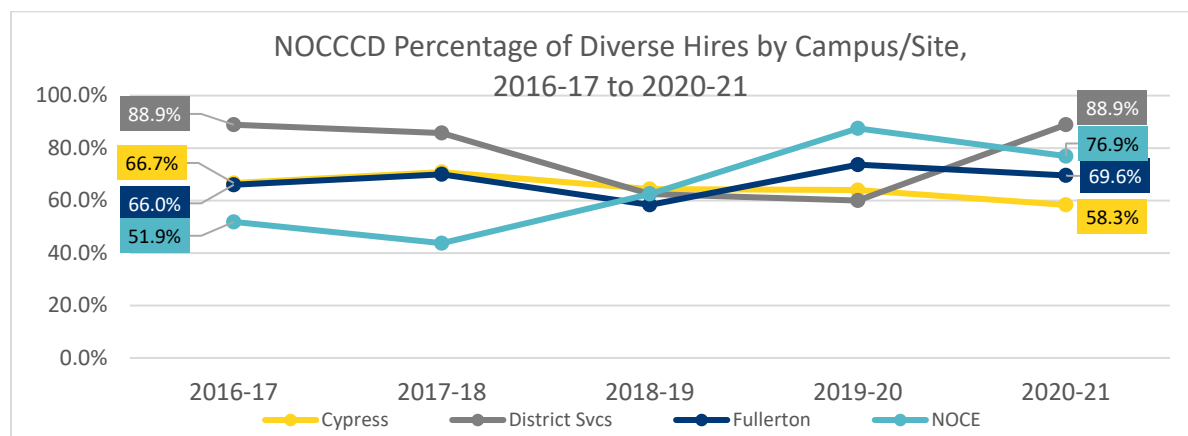
Applicants. NOCCCD has consistently attracted racially/ethnically diverse applicants going from 57% in 2016-17 to 67.6% in 2019-20. However, in the fifth year, 2020-21, NOCCCD experienced a steep decline with only 49.6% of applicants being diverse, the lowest level in the past five years. As noted above the numbers of applicants who declined to state their race/ethnicity has more than doubled in the last year, which is impacting the applicant trend data.

Hires. The majority of all new hires over the last five years have been diverse going from 65%-70% with a low of 61.8% in 2018-19 and a high of 71.9% in 2019-20.



ALL HIRES - FIVE YEAR TREND BY CAMPUS/SITE

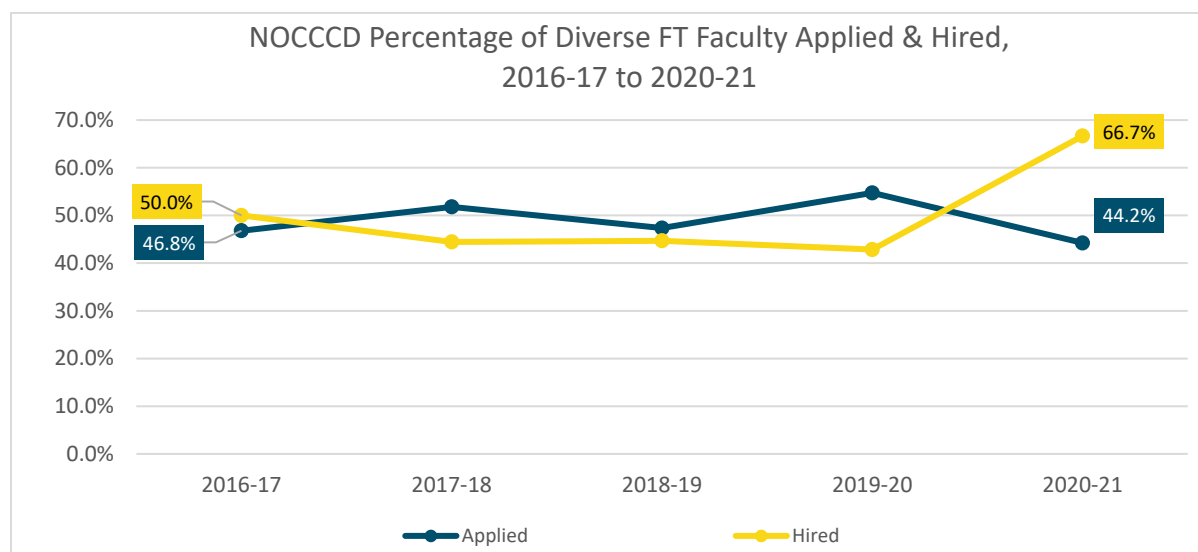
All Campuses/Sites, except Cypress College and District Services, have shown some increase in the percentage of diverse hires from 2016-17 to 2020-21. District Services had the highest percentage of diverse hires in 2020-21 at 88.9%.



FULL-TIME FACULTY HIRES: FIVE YEAR TREND – DISTRICTWIDE

Applicants. The diversity of the applicant pool decreased slightly by 2.6% over the last five years, with the diversity of the applicant pool going from 46.8% in 2016-17 to 44.2% in 2020-21. In 2020-21, NOCCCD had the lowest diversity applicant rate (44.2%) in the last five years. The highest diversity applicant rate was 54.7% in 2019-20.

Hires. The percentage of diverse full-time faculty hires has increased 16.7% over the last five years going from 50% in 2016-17 to 66.7% in 2020-21. Almost all of the increase occurred in the last year where the diversity of full-time faculty hires increased by 23.8 percentage points. This large increase in 2020-21 is significant because the percent of diverse full-time faculty hired between 2016-17 through 2019-20 had remained stagnant, staying at or under 50%.

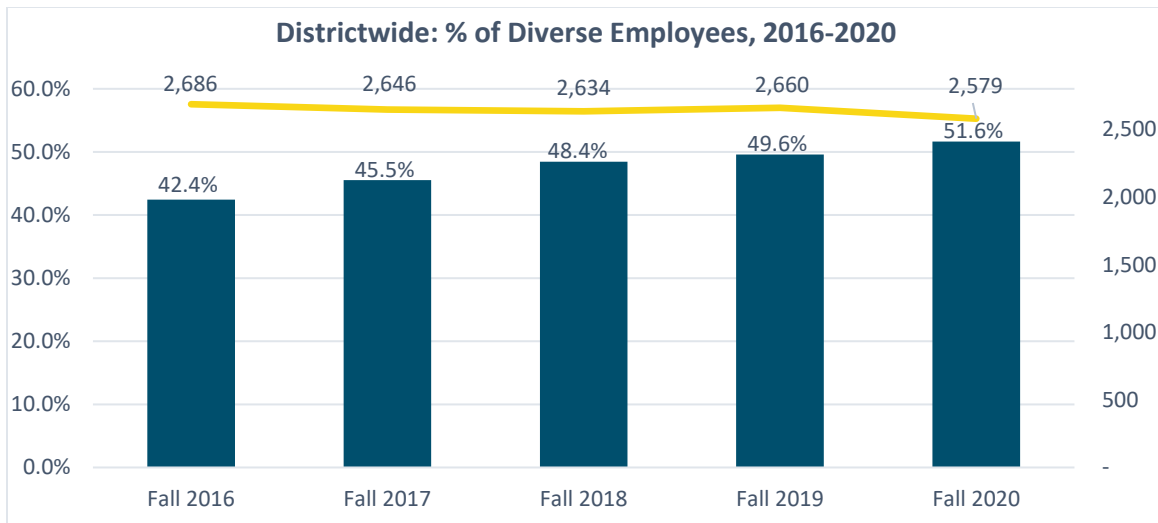


C. District Employee Demographics Fall 2016-Fall 2020

FIVE YEAR TRENDS: HIGHLIGHTS

Districtwide Employee Demographics-Five Year Trend

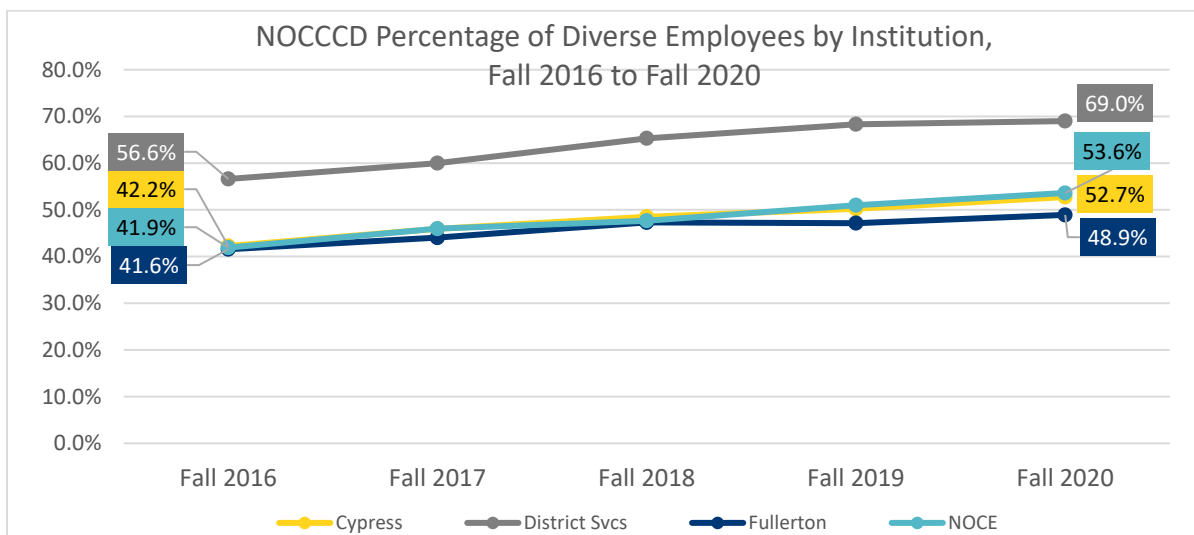
NOCCCD employee diversity has increased by approximately 9.2 percentage points over the last five years, going from 42.4% in Fall 2016 to 51.6% in Fall 2020. This is higher than the state average of 43% diverse employees.



Employee Demographics by Campus/Site-Five Year Trend

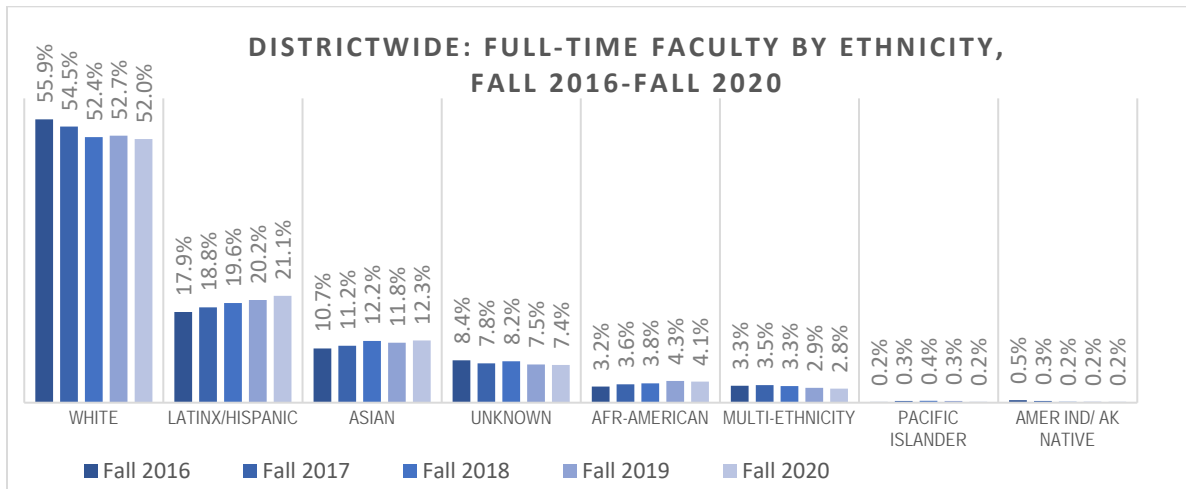
Each campus/site has increased the percentage of diverse employees over the last 5 years (between 7-12%). District Services has consistently had the highest percentage of racially and ethnically diverse employees from 2016-2020, with 69% diverse employees in Fall 2020. In Fall 2020, Cypress College, NOCE, and Fullerton College percentages of diverse employees by race and ethnicity were 52.7%, 53.6%, and 48.9%, respectively.

It is noted that, for example, Cypress Colleges diverse hires has been decreasing over the last five years (by 8.4 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, may explain in part the increases in employee diversity.



Full-Time Faculty Demographics-Five Year Trend

Over the last five years, the diversity of full-time faculty increased by 4.8 percentage points from 35.8% to 40.6% (2016-2020). During this time, White/Non-Hispanic full-time Faculty decreased by 3.9%, Latinx/Hispanic full-time faculty increased by 3.2%, Asian full-time faculty increased by 1.6%, African American full-time faculty increased by just under 1%. Multi-ethnic full-time faculty decreased by 0.5%, Pacific Islander full-time faculty remained the same, and Native American full-time faculty decreased by 0.3%.

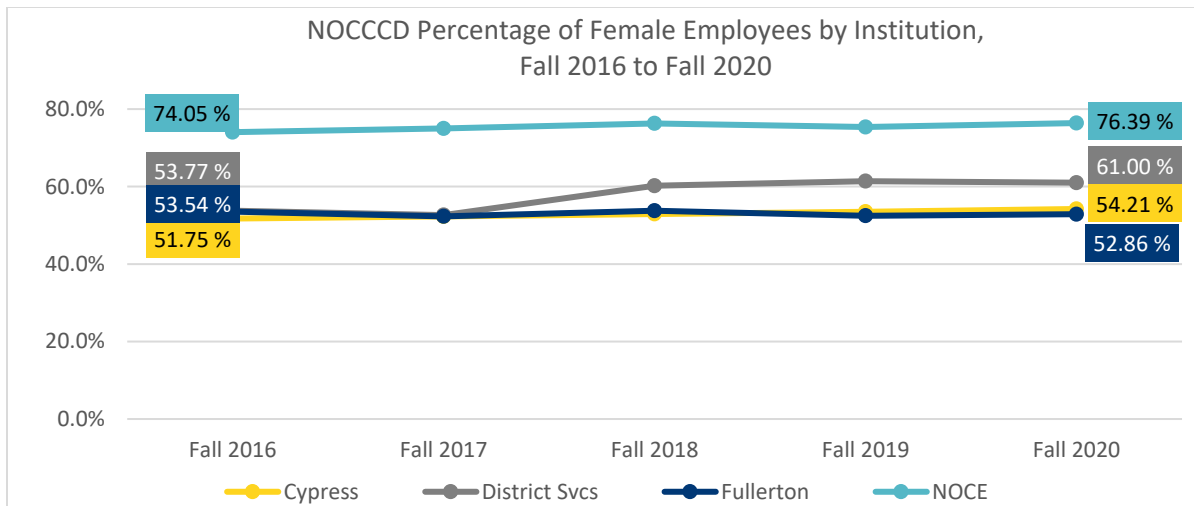


It is noted, however, that diverse faculty hiring had been stagnant between 2016-17 through 2019-20 and did not increase until 2020-21. Consequently, the likely explanation for most of the 4.8% increase of diverse faculty from Fall 2016 to Fall 2020, was due to the large percentage of White faculty who retired during that period. Retirement data for the last five years shows that White full-time faculty made up 73% of retirees (102 out of 139 retirees).

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 56-57% from Fall 2016 through Fall 2020. NOCE has consistently had the highest percentage of female employees and stood at 76% female as of 2020. District Services has increased female employees from 54% to 61% as of 2020. Cypress and Fullerton each has had approximately 52-54% females over the last 5 years.¹

¹ The District acknowledges that not all employees identify with the male female binary. At some point in the future the District hopes to more accurately reflect how employees identify in terms of gender.



D. Employee Demographics For EEO6 Occupational Categories Fall 2020

The EEO6 Occupational Categories² 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.

EEO6 DISTRICTWIDE Fall 2020

Highlights for the EEO6 Occupational Categories for Fall 2020 include:

- Amongst the Executive/Administrative/Management staff, the plurality are White at 41.6%, and somewhat more female than male.
- Amongst the Faculty³, the plurality are White at 46.8%, with more females than males.
- The majority of the Professional staff are Latinx/Hispanic at 66.6%.
- The majority of the Clerical staff are female at 89.5%, with 100% of the Clerical staff at NOCE being female.
- The highest percent of the Technical staff are Latinx/Hispanic female at 26.6%, Latinx/Hispanic as a group make up 39.2%, Whites make up 30.4%, and Black/African Americans make up 1.4%.

² 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>

³ Data includes both part-time and full-time faculty.

- Of the Skilled Crafts the majority are male, with only 5.3% female. 47.4% are Latinx male, and 36.8% are White male. In Skilled Crafts there are no Black employees.
- Of the Service/Maintenance staff the majority were males at 80.6%, Latinx/Hispanics made up 58.7% of Service/Maintenance staff.

EEO6 Occupational Categories Fall 2020

Ethnicity	Gender	Count	Exec/Admin/ Mgmt	Faculty	Professional	Clerical	Technical	Skilled Crafts	Service or Maintenance
White	Male	496	20.4%	21.6%	0.0%	1.8%	16.1%	36.8%	18.0%
	Female	584	21.2%	25.2%	0.0%	26.0%	14.3%	0.0%	3.0%
Latinx/Hispanic	Male	296	11.5%	9.0%	33.3%	5.5%	12.6%	47.4%	45.9%
	Female	446	15.0%	14.0%	33.3%	35.6%	26.6%	5.3%	12.8%
Asian	Male	173	5.3%	6.7%	0.0%	2.7%	10.8%	10.5%	5.3%
	Female	249	10.6%	9.4%	33.3%	16.9%	9.4%	0.0%	0.8%
Black/African American	Male	32	2.7%	1.2%	0.0%	0.0%	0.7%	0.0%	3.8%
	Female	60	3.5%	2.3%	0.0%	5.0%	0.7%	0.0%	0.8%
Multi-Ethnicity	Male	42	4.4%	1.6%	0.0%	0.5%	1.4%	0.0%	2.3%
	Female	47	2.7%	1.8%	0.0%	1.4%	2.8%	0.0%	0.8%
Pacific Islander	Male	5	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%	0.8%
Unknown/Non- Respondent	Male	74	0.0%	3.4%	0.0%	0.0%	2.1%	0.0%	5.3%
	Female	77	2.7%	3.5%	0.0%	3.2%	1.0%	0.0%	0.8%
	TOTAL	2,593	100%	100%	100%	100%	100%	100%	100%

FACULTY DISTRICTWIDE FALL 2020

Full-time Faculty Fall 2020

In Fall 2020, 40.6% of full-time faculty were diverse. The District employed 579 full-time faculty in Fall 2020, 235 who were diverse. Specifically, 52% of full-time faculty were White, 21.1% were Latinx/Hispanic, 12.3% Asian, 7.4% unknown, 4.1% African American, 2.8% Multi-Ethnic, 0.2% Pacific Islander, 0.2% American Indian/Alaskan Native⁴.

Adjunct Faculty Fall 2020

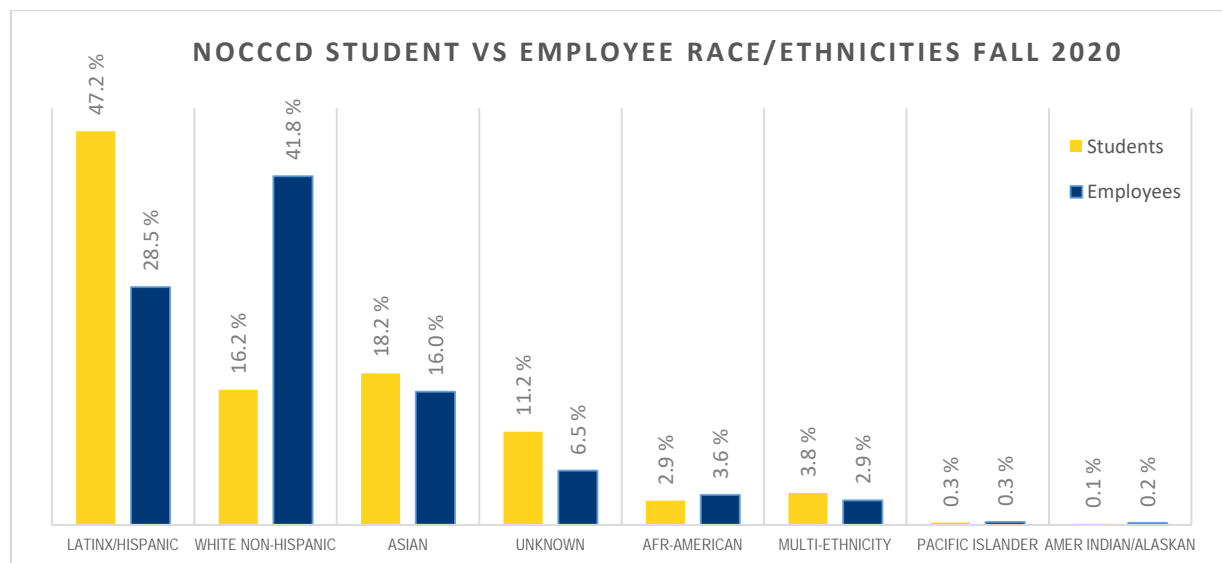
In Fall 2020, adjunct faculty were more diverse at 47.9% than full-time faculty at 40.6%. The District employed 1,224 adjunct faculty in Fall 2020. Of adjunct faculty, 44.7% were White, 23.9% Latinx/Hispanic, 17.3% Asian, 7.3% unknown, 3.3% Black/African American, 2.7% Multi-ethnic, 0.16% Native American, and 0.3% Pacific Islander.

⁴ Percentages have been rounded up.

E. Comparative Data Fall 2020

NOCCCD Student vs Employee Race/Ethnicity Fall 2020

Employee diversity continues to lag behind student diversity. In Fall 2020, 73% of students were diverse by race/ethnicity and 52% of employees were diverse. The diversity of each increased by 2 percentage points from the previous year. The greatest discrepancy continues to be with White and Latinx populations. Whereas only 16.2% of the Districts students are White, 41.8% of District employees are White. Whereas 47.2% of District students are Latinx/Hispanic, only 28.5% of district employees are Latinx/Hispanic.



NOCCCD vs CA Community Colleges Employee Race/Ethnicity Fall 2020

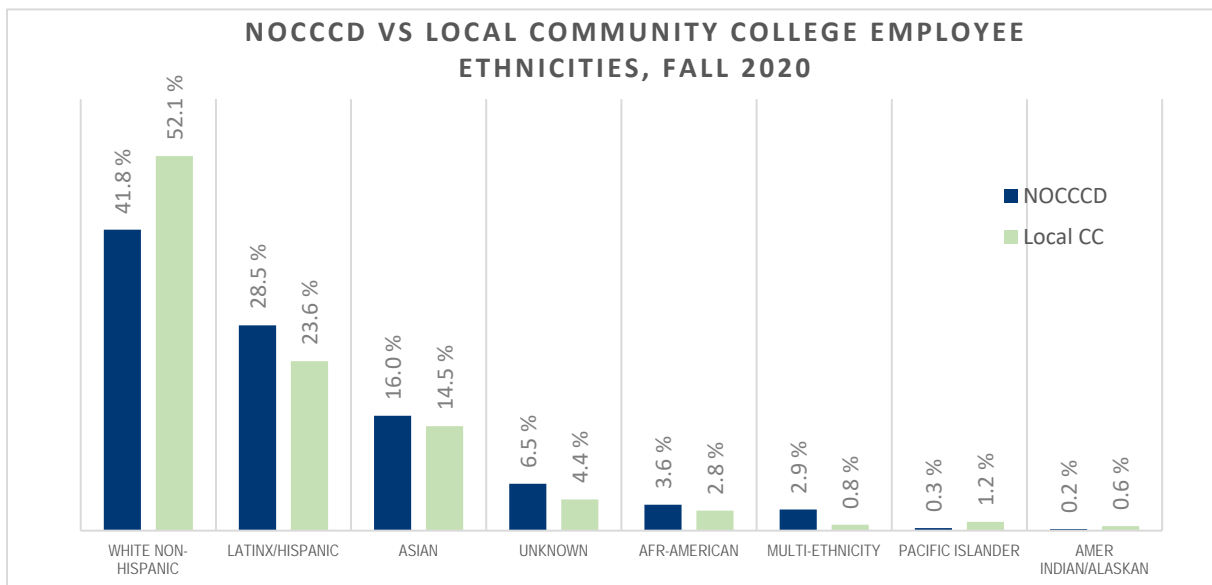


Employee diversity is higher at NOCCCD compared to California community colleges statewide. NOCCCD's employee diversity in Fall 2020, stood at 52% while the state average was 43%. Although NOCCCD had higher percentages of Latinx/Hispanic, Asian, and Multi-Ethnic employees than the state average, it had a lower percentage of African American, White, Pacific Islander, and American Indian/Alaskan Native employees.

NOCCCD vs Local Community College Employee Race/Ethnicity Fall 2020



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 2020, stood at 52% while the aggregated local community college percentage was 44%. NOCCCD has a higher percentage of all racial/ethnic groups with the exception of White, Pacific Islander, and American Indian/Alaskan Native employees.



NOCCCD also has a higher percentage of diverse employees in each major job category, the data shows:

- NOCCCD’s Educational Administrators are more diverse at 44% compared to the local community college aggregate of 41%.
- NOCCCD’s Faculty are also more diverse at 46% compared to the local community college aggregate of 36%.
- NOCCCD’s Classified employees are also more diverse at 67% compared to the local community college aggregate of 59%.

F. 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. However, in the last year (2020/21) the District experienced a significant decrease in the diversity of its applicant pool, dropping by 18 percentage points from the previous year. Interestingly, in the same year the District experienced its second highest percentage of diversity hires at 69.9%. It is unclear to what degree the high percentage of applicants that did not disclose race/ethnicity in 2020-21 impacted the diversity percentages. Strategies to increase the number of applicants who disclose their race/ethnicity will need to be revisited.

It is notable that when looking at all hires and applicant pools over the last five years, the percent 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 screening committees and hiring managers have been doing an effective job of screening in and hiring diverse candidates.

The converse is true for full-time faculty hires and applicant pools. In three of the last five years, 2017-2019, diverse faculty were being hired at a lower rate than their representation in the applicant pool. In these three years, diverse full-time faculty were hired at a rate of less than 50%. This has contributed to faculty being the least diverse employee group in the District.⁵ The exception is the last round of full-time faculty hires (2020-21) where only 44.2% of applicants were diverse, yet 66.7% of hires were diverse. This data point is promising as it shows a 23.8 percentage point increase in diverse faculty hires from the previous year 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 screening 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 60-72% of full-time faculty hires come from NOCCCD's adjunct ranks, it is also recommended that efforts be made to diversify the adjunct faculty.⁶ It may also be necessary to ensure bias is mitigated in the process so that equally or more qualified diverse

⁵ Although the full-time faculty population has increased slightly each year over the last five years, the primary reason appears to be because the majority of full-time faculty who are retiring are White.

⁶ 72% of full-time faculty hired in 2020/21 came from the adjunct ranks (13 out of 18).

applicants who are unknown to the campuses have an equitable opportunity to be hired as full-time 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 47.2% of NOCCCD students are Latinx, only 28.5% of all employees are Latinx, only 21.1% 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 more effectively use resources 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 early Spring 2022. 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 2022-2025 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.

IV. DEVELOPING & MAINTAINING AN INSTITUTIONAL COMMITMENT TO DIVERSITY AND EEO

A. Districtwide EEO and DEIA Efforts

NOCCCD EQUAL EMPLOYMENT OPPORTUNITY PLAN 2019-2022

At the districtwide level, current EEO and DEIA efforts are primarily prescribed by the District's 2019-2022 EEO Plan.⁷ The EEO Plan can be accessed at https://nocccd.edu/files/eeo-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.

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 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.⁸

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. An update, summarizing the EEO Plan and listing what measures and strategies have been adopted pursuant to Section XI of the EEO Plan is attached to this report as Addendum "B." Some of the District's DEIA activities are also summarized in Addendum "A" to this report on slide 39. 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.

⁷ DEIA 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 DEIA efforts as they relate to hiring, retention, and other matters under the purview of Equal Employment Opportunity.

⁸ See also Title 5 § 53003 (c) (10).

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 Spring 2022, 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/DEIA Training for Search Committees

The District developed its own online EEO/DEIA training for persons serving on search committees. The training was available online in 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

In 2018, the District began collecting exit survey data. Pursuant to the EEO Plan, analysis of the data and resulting recommendations will be completed in Spring 2022.

New Employee Orientation

All new employee orientations beginning in 2021, include a two-hour workshop on DEIA. New faculty orientations also receive introductory training on culturally relevant and affirming pedagogies.

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. At least one intern has been hired at another community college district and 2 interns have been hired as full-time faculty in the CSU system. Approximately 89% of interns identified as people of color.

Infusing Diversity, Equity & Inclusion In The Curriculum Seminar⁹

The Infusing Diversity, Equity & Inclusion In The Curriculum Seminar 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 DEIA and culturally relevant pedagogies.

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 DEIA. The Fellows organize the Pluralism, Inclusion, and Equity Series, and the FIT Program. Fellows also act as informal liaisons with the Academic Senates and provide the Office of Diversity and Compliance with faculty perspectives.

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 2020-21 included:

- Employing Culturally Affirming and Equity-Minded Teaching and Learning Practices to Advance Institutional Equity – Dr. Frank Harris III

⁹ In prior years the seminar was entitled the Inclusive Excellence Curriculum Transformation Seminar.

- Black Lives Matter - Dr. Melina Abdullah
- A Dangerous Idea: Eugenics, Genetics, and the American Dream – Dr. Augustin Fuentes
- Orange County Civil Rights History – Orange County Human Relations
- "Caste" Discussion and Presentation – Panel Discussion with Ranmalee Perera and Virgil Adams

EDUCATIONAL AND FACILITIES MASTER PLAN

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

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

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

DISTRICT PROFESSIONAL DEVELOPMENT

District Professional Development ensures that DEIA 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 DEIA.

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

STATEWIDE LEADERSHIP

The Vice Chancellor of Human Resources serves 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/>.

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 an Anti-Racism Academy, and an Anti-Racism Campaign. The EEOAC will also consider anti-racism measures in the development of the new 2022-2025 EEO Plan.

B. Campus/Site DEIA Efforts

DEIA 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. The diversity, equity, and inclusion related events sponsored by each campus during the academic year 2020-2021 are detailed in Addendum “A” to this report on slides 40-42. 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, Campus Diversity/Equity Advisory Committees, and Faculty and Staff Associations.

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:

Cypress College

- Prioritized an increased budget for Puente and Legacy programs.
- Increased access to mental health services for all affinity groups (including Puente, Legacy, Veterans, LGBTQ, DSS, EOPS, and Charger Experience Programs) as well as to undocumented students and all students who qualify for financial aid.

- In Spring 2021, completed work on two new centers for Puente and Legacy students and opened the new Veterans Resource Center.
- In 2020, identified the college's first LGBTQ coordinator.
- Tripled the number of all-gender restrooms across campus.
- In 2021, held three equity retreats to develop a Cypress College DEIA Framework.

Fullerton College

- Created Fullerton College Student Services Critical Conversations on antiracism.
- Based on the Fullerton College Student Equity Walk, the College implemented physical improvements to the built environment to enhance the psychology of space, sense of belonging, and student engagement.
- Expanded embedded mental health support for targeted student communities, such as undocumented students, LGBTQIA+, and the Umoja Community Program.
- Transitioned the Umoja Community Program to be funded by the General Fund.
- Developed new job descriptions and revised current job descriptions to target DEIA objectives, such as the Director of Student Development & Engagement, Director of Student Equity and Success, Director of College Health Services, and the Director of Campus Safety.
- Transitioned the Cadena Cultural & Transfer Center to an independent Multicultural Center/Social Justice Center with increased staffing support for both the Cadena Transfer Center as well as the independent Cultural Center.
- Faculty Senate led Antiracism task forces with recommendations to be vetted through the DEIA Task Force, Faculty Senate, and PAC.

North Orange Continuing Education

- In collaboration with faculty leaders, NOCE developed in Fall 2020, a *Call to Action Plan* to address the adverse effects of racism and respond to social justice reform.
- President's Cabinet approved the WASC accreditation self-study model that focuses on diversity, equity, inclusion, and anti-racism (DEIA).
- The President's approved a new institutional committee, the Diversity, Equity, Inclusion, and Antiracism (DEIA) Committee, responsibilities include:
 - Creating an annual DEIA action plan
 - Embedding DEIA concepts and initiatives into the annual strategic plan.

V. ADDENDUM "A" DATA SETS

INSTITUTIONAL COMMITMENT TO DIVERSITY REPORT 2016/17-2020/21

PREPARED BY

ARTURO E. OCAMPO JD

DISTRICT DIRECTOR FOR DIVERSITY AND COMPLIANCE

HUMAN RESOURCES

GABRIELLE STANCO, PH.D.

DISTRICT DIRECTOR, RESEARCH, PLANNING, AND DATA MANAGEMENT





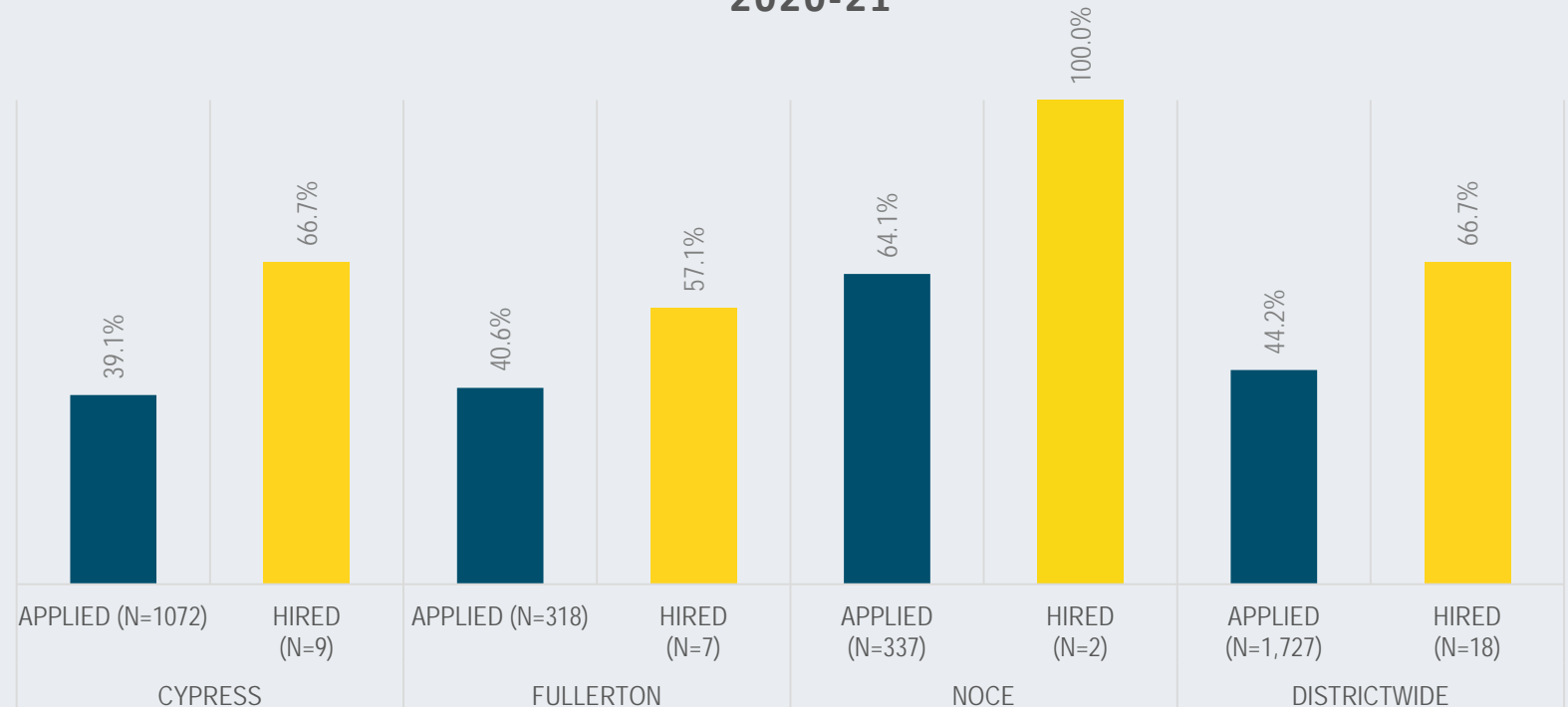
NOCCCD Applicant & New Hire Demographics 2020/2021

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

NOCCCD % OF DIVERSE FULL-TIME FACULTY APPLIED & HIRED, 2020-21

- **NOCCCD attracting** diverse faculty applicants
 - 44.2% of full-time faculty applicants districtwide were diverse

- **NOCCCD hiring** diverse full-time faculty
 - 66.7% of full-time faculty hires districtwide were diverse



Source: PeopleAdmin. Applicant data for fiscal year 2020-21; faculty new hire demographics for calendar year 2021 (spring-fall 2021).
 Notes: Approximately 12% of applicants at each location declined to state an ethnicity.
 Data exclude recruitments for temporary faculty positions. Data include recruitments that were postponed or cancelled due to Covid-19 in 2019-20 and re-opened/completed in 2020-21.

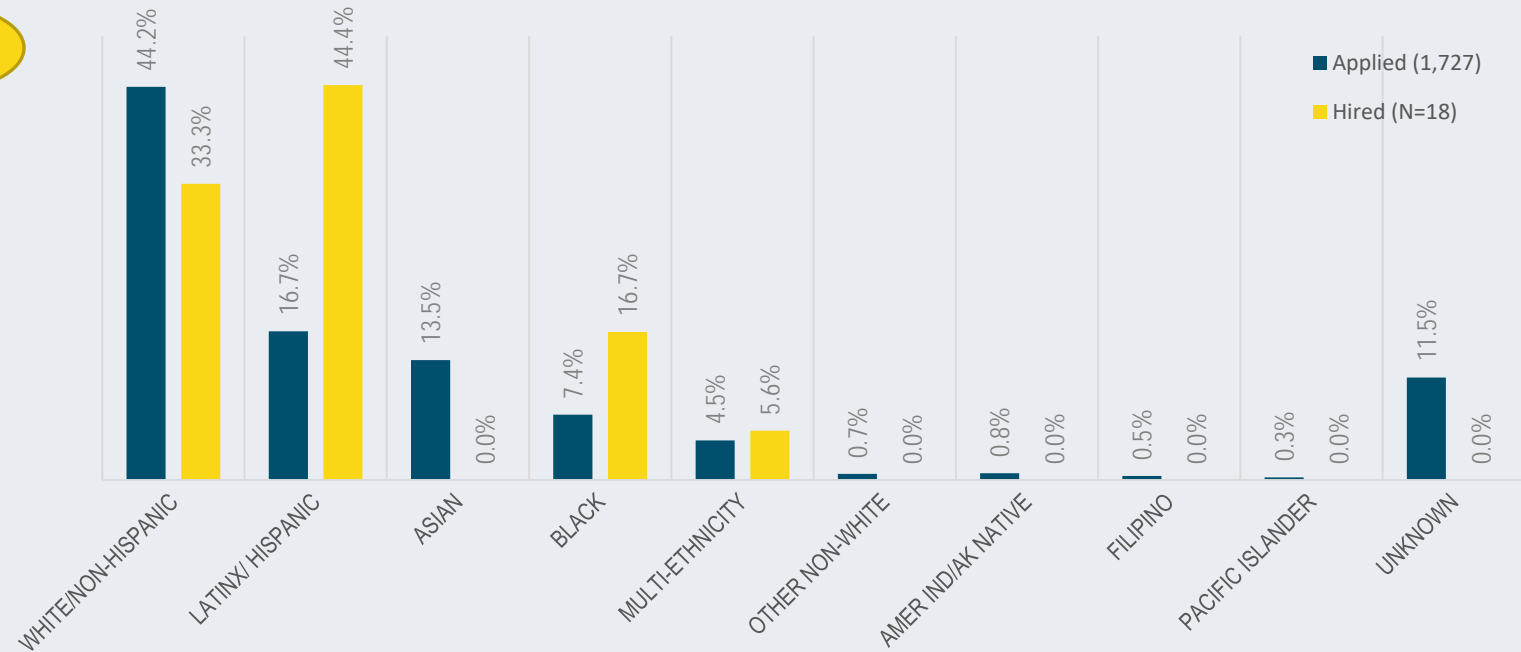


NOCCCD Full-time Faculty Applicants & New Hires by Race/Ethnicity Details

Applied Diversity **44%**
 Hired Diversity **67%**

- Largest applicant groups were White (44.2%), Latinx (16.7%), & Asian (13.5%)
- Majority of new hires were from these three racial/ethnic groups:
 - 33.3% White
 - 44.4% Latinx
 - 16.7% Black/Afr Amer

FULL-TIME FACULTY APPLIED & HIRED BY RACE/ETHNICITY, 2020-21



Source: PeopleAdmin. Applicant data for fiscal year 2020-21; faculty new hire demographics for calendar year 2021 (spring-fall 2021).
 Notes: Multi-Ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity. Data exclude recruitments for temporary faculty positions. Data include recruitments that were postponed or cancelled due to Covid-19 in 2019-20 and were re-opened/completed in 2020-21.



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

Applied Diversity

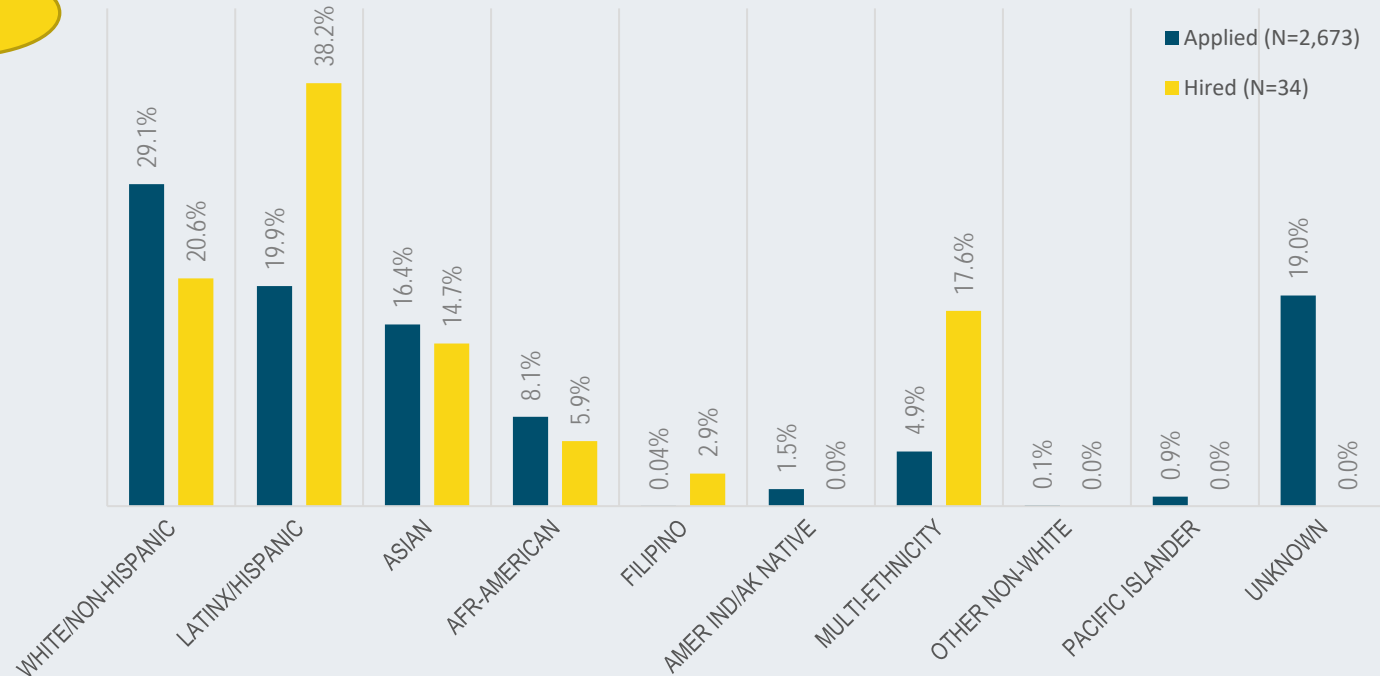
52%

Hired Diversity

79%

- Largest applicant group was White (29.1%), followed by Latinx (19.9%) and Asian (16.4%) in 2020-21
- New hires were plurality Latinx (38.2%), then White (20.6%), Multiethnic (17.6%), and Asian (14.7%)

CLASSIFIED/CONFIDENTIAL APPLIED & HIRED BY RACE/ETHNICITY, 2020-21



Source: PeopleAdmin

Notes: Multi-Ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity. Data include recruitments that were postponed or cancelled due to Covid-19 in 2019-20 and re-opened/completed in 2020-21.



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

Applied Diversity

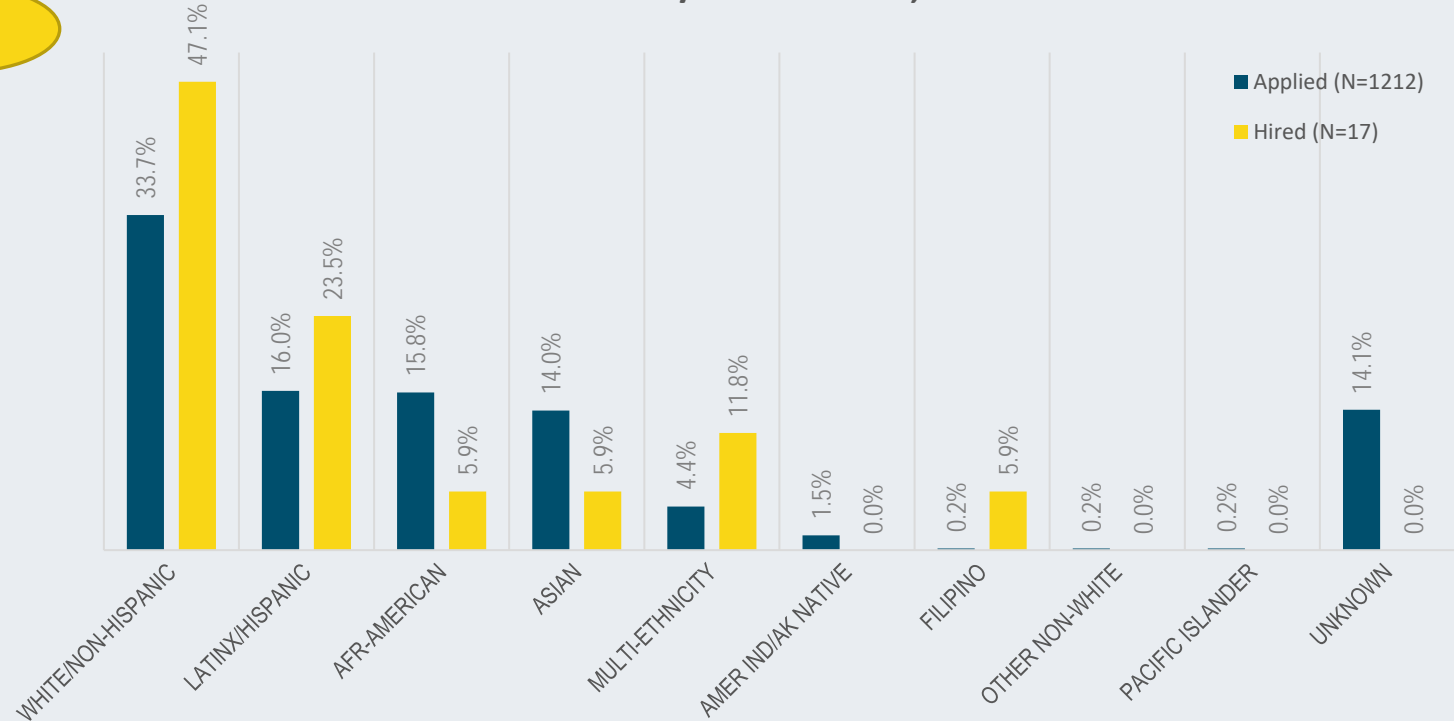
52%

Hired Diversity

53%

ADMINISTRATORS/MANAGERS APPLIED & HIRED BY RACE/ETHNICITY, 2020-21

- Largest applicant groups were White (33.7%), Latinx (16%), Black/African-American (15.8%) & Asian (14%)
- New hires were plurality White (47.1%), then Latinx (23.5%) and Multiethnic (11.8%)



Source: PeopleAdmin

Notes: Multi-Ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity. Data include recruitments that were postponed or cancelled due to Covid-19 in 2019-20 and re-opened/completed in 2020-21.

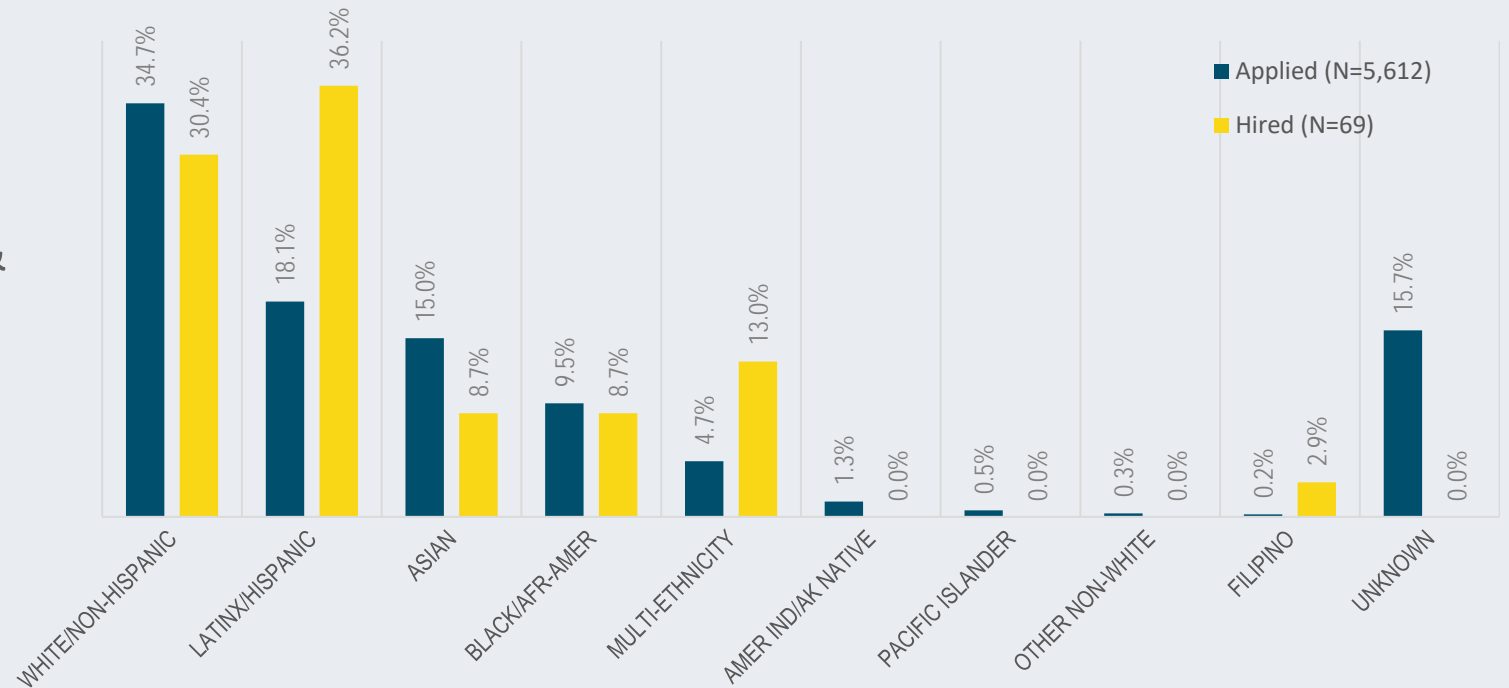


Districtwide: All Applicants & New Hires by Race/Ethnicity Details

Applied Diversity **50%**
 Hired Diversity **70%**

- Largest applicant groups were White (34.7%), Latinx (18.1%) & Asian (15%) in 2020-21
- Majority of new hires were from these two racial/ethnic groups:
 - 36.2% Latinx
 - 30.4% White

DISTRICTWIDE: APPLICANTS & NEW HIRES BY RACE/ETHNICITY, 2020-21



Source: PeopleAdmin. Applicant data for fiscal year 2020-21; faculty new hire demographics for calendar year 2021 (spring-fall 2021)

Notes: Multi-Ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity. Data exclude recruitments for temporary faculty positions. Data include recruitments that were postponed or cancelled due to Covid-19 in 2019-20 and re-opened/completed in 2020-21.

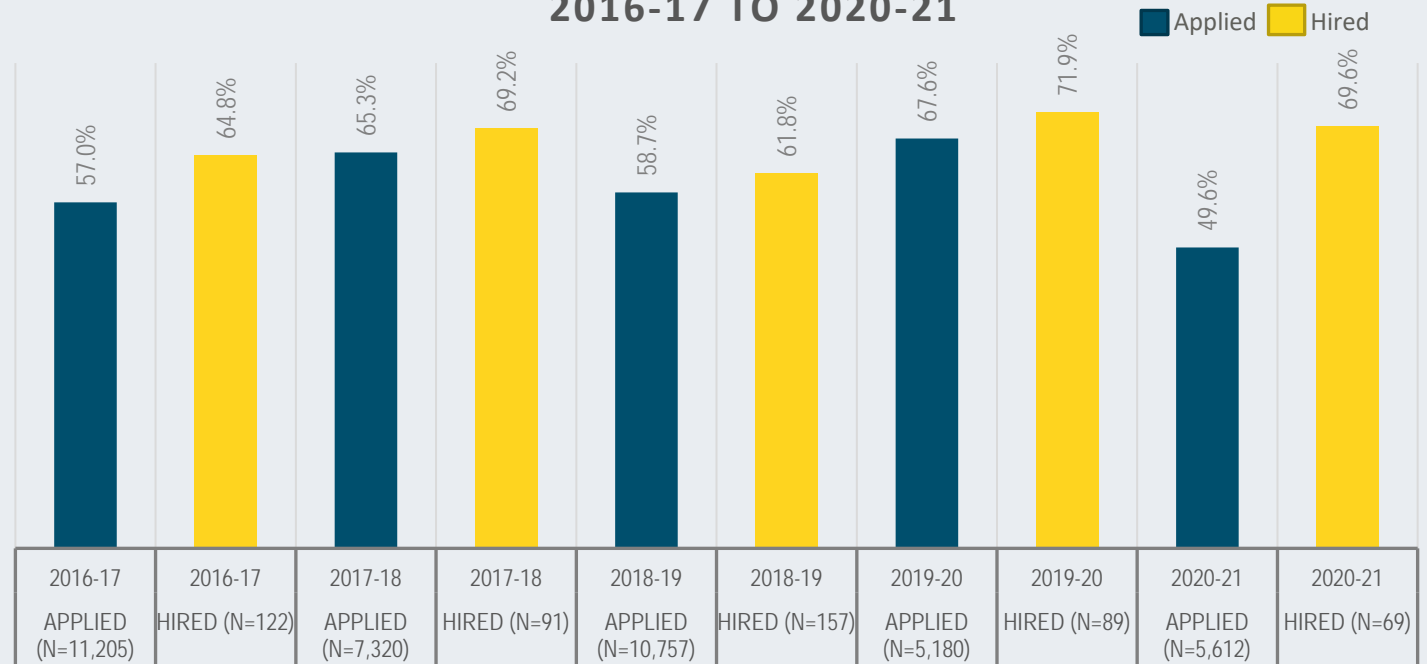


NOCCCD Applicant & New Hire Demographics Five Year Trends 2016/17-2020/21

Districtwide: Applicants & New Hires by Racial/Ethnic Diversity

- NOCCCD has consistently attracted racially/ethnically diverse applicants over the past 5 years (50% to 68%)
- Majority of new hires have also been diverse (62-70%) and the rate has increased
- 70% of new hires across the district were diverse in 2020-21

DISTRICTWIDE: % OF DIVERSE APPLICANTS & NEW HIRES, 2016-17 TO 2020-21



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

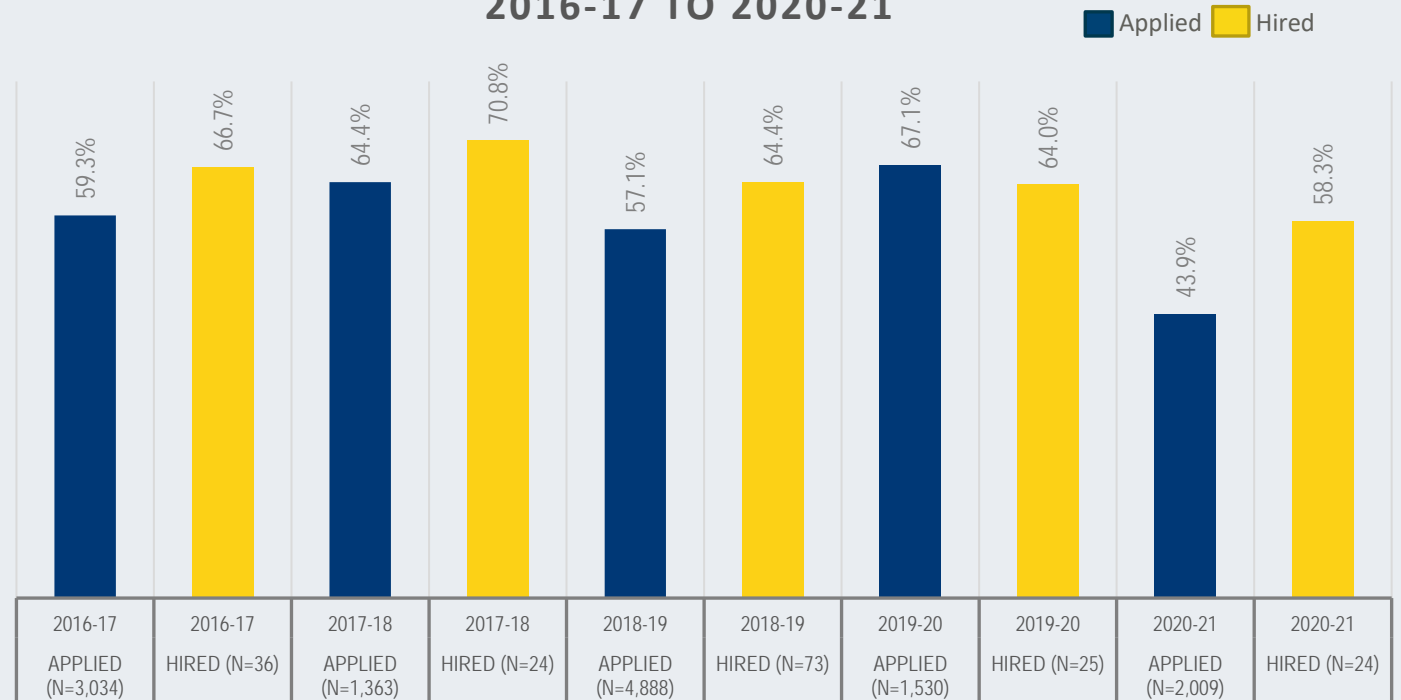
Notes: Data exclude recruitments for temporary faculty positions. Data include recruitments that were postponed or cancelled due to Covid-19 in 2019-20 and were re-opened/completed in 2020-21.



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

- Cypress has consistently attracted racially/ethnically diverse applicants over the past 5 years
- Majority of new hires have also been diverse (58-71%)
- 58% of new hires were diverse in 2020-21

CYPRESS: % OF DIVERSE APPLICANTS & NEW HIRES, 2016-17 TO 2020-21



Source: PeopleAdmin

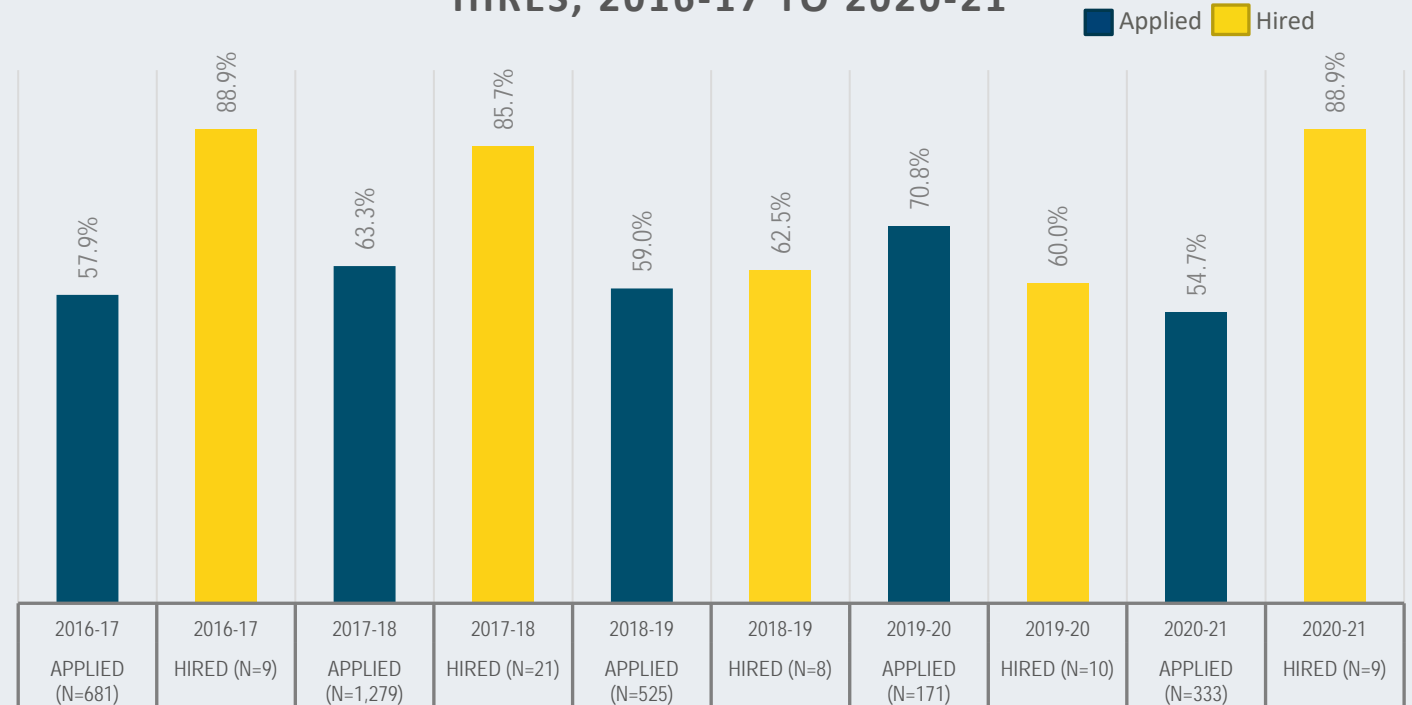
Note: Data exclude recruitments for temporary faculty positions. Data include recruitments that were postponed or cancelled due to Covid-19 in 2019-20 and re-opened/completed in 2020-21.



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

- District Services has consistently attracted racially/ethnically diverse applicants (>55% each year)
- Majority of new hires have also been diverse (ranging from 60% to 89%)
- 89% of new hires were diverse in 2020-21

DISTRICT SERVICES: % OF DIVERSE APPLICANTS & NEW HIRES, 2016-17 TO 2020-21



Source: PeopleAdmin

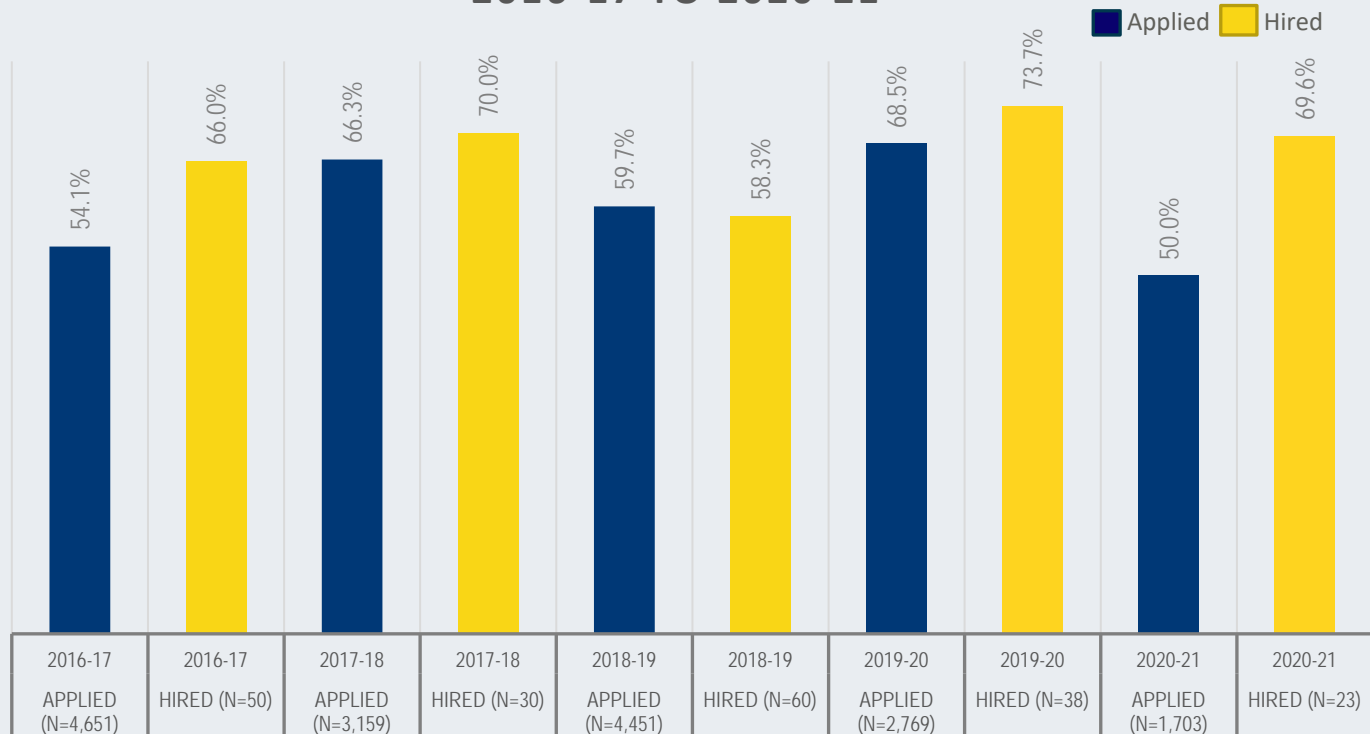
Note: Data exclude recruitments for temporary faculty positions. Data include recruitments that were postponed or cancelled due to Covid-19 in 2019-20 and re-opened/completed in 2020-21.



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

- Fullerton has consistently attracted racially/ethnically diverse applicants over the past 5 years (>=50%)
- Majority of new hires have also been diverse (58-74%)
- 70% of new hires were diverse in 2020-21

FULLERTON: % OF DIVERSE APPLICANTS & NEW HIRES, 2016-17 TO 2020-21



Source: PeopleAdmin

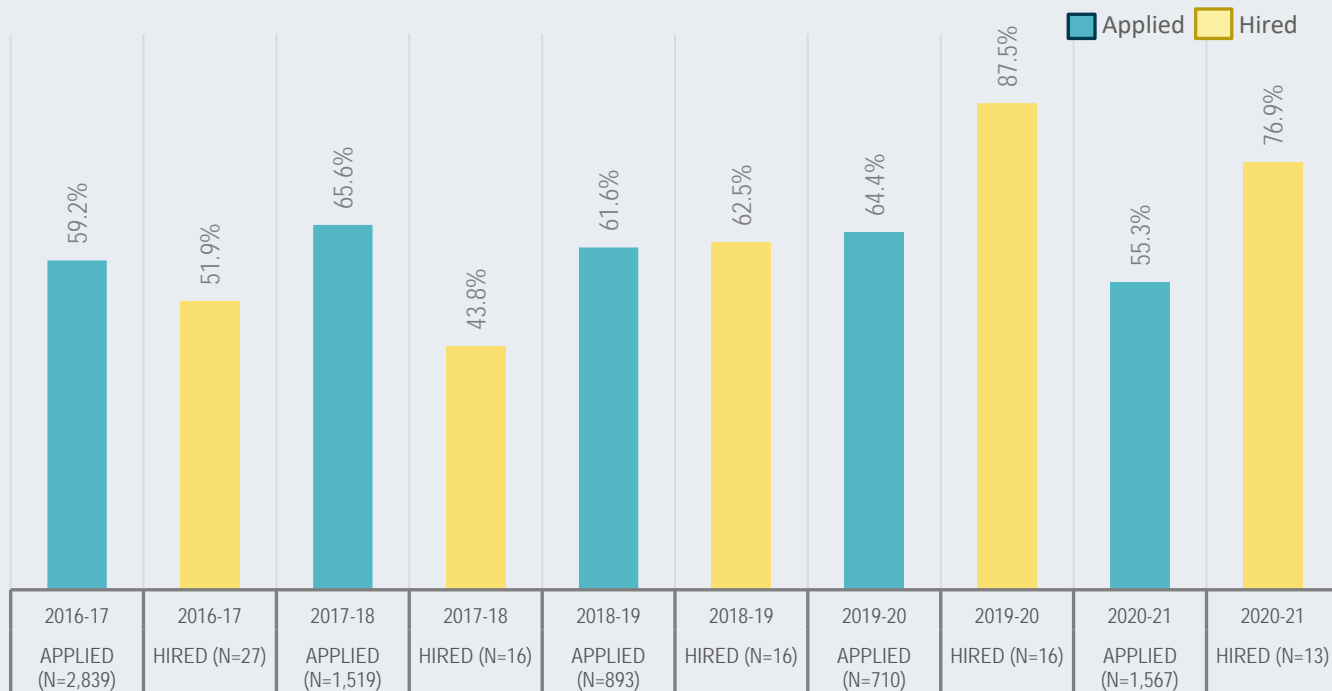
Note: Data exclude recruitments for temporary faculty positions. Data include recruitments that were postponed or cancelled due to Covid-19 in 2019-20 and re-opened/completed in 2020-21.



NOCE: All Applicants & New Hires by Race/Ethnicity

- NOCE has consistently attracted racially/ethnically diverse applicants over the past 5 years (>55%)
- New hires have also been diverse, and the rate has increased 25% since 2016-17
- 77% of new hires were diverse in 2020-21

NOCE: % OF DIVERSE APPLICANTS & NEW HIRES, 2016-17 TO 2020-21



Source: PeopleAdmin

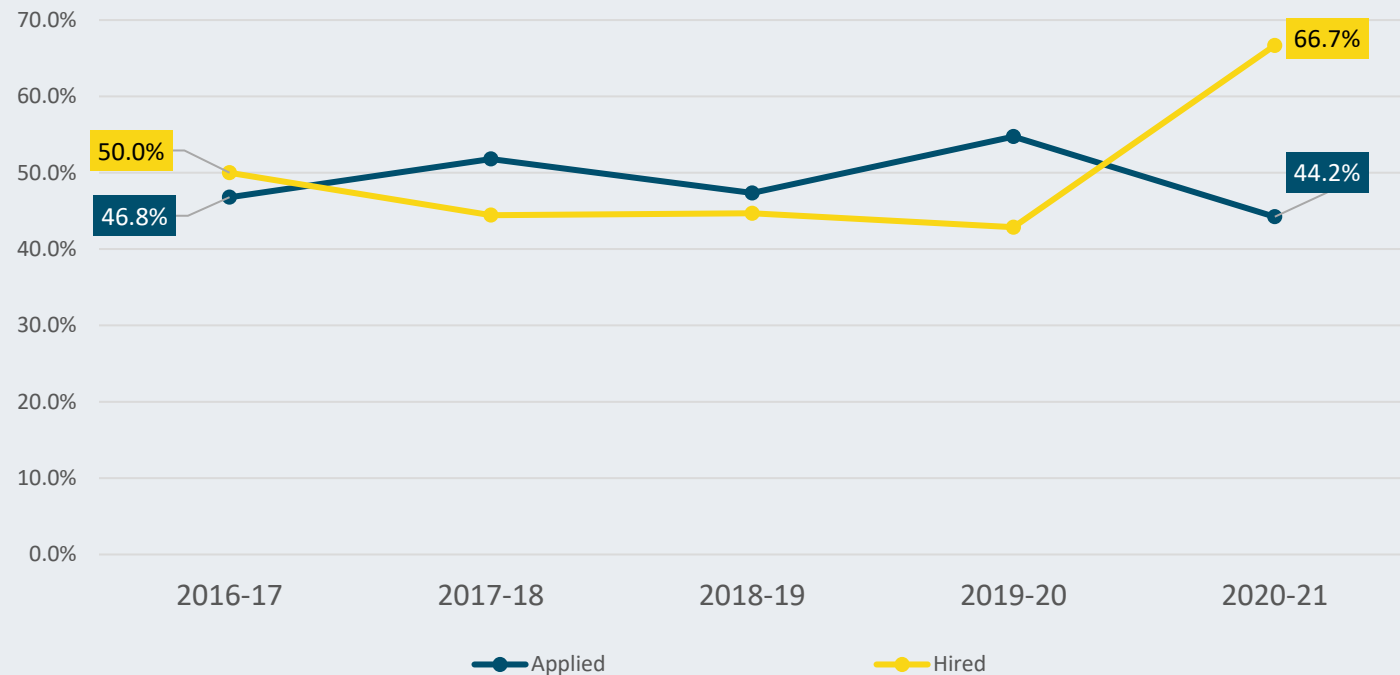
Note: Data exclude recruitments for temporary faculty positions. Data include recruitments that were postponed or cancelled due to Covid-19 in 2019-20 and re-opened/completed in 2020-21.



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

- Percentage of diverse FT faculty **applicants** has decreased slightly 2.6% over the last five years
- Percentage of diverse FT faculty **hires** has increased 16.7% over the last five years and was 66.7% in 2020-21

NOCCCD Percentage of Diverse FT Faculty Applied & Hired, 2016-17 to 2020-21



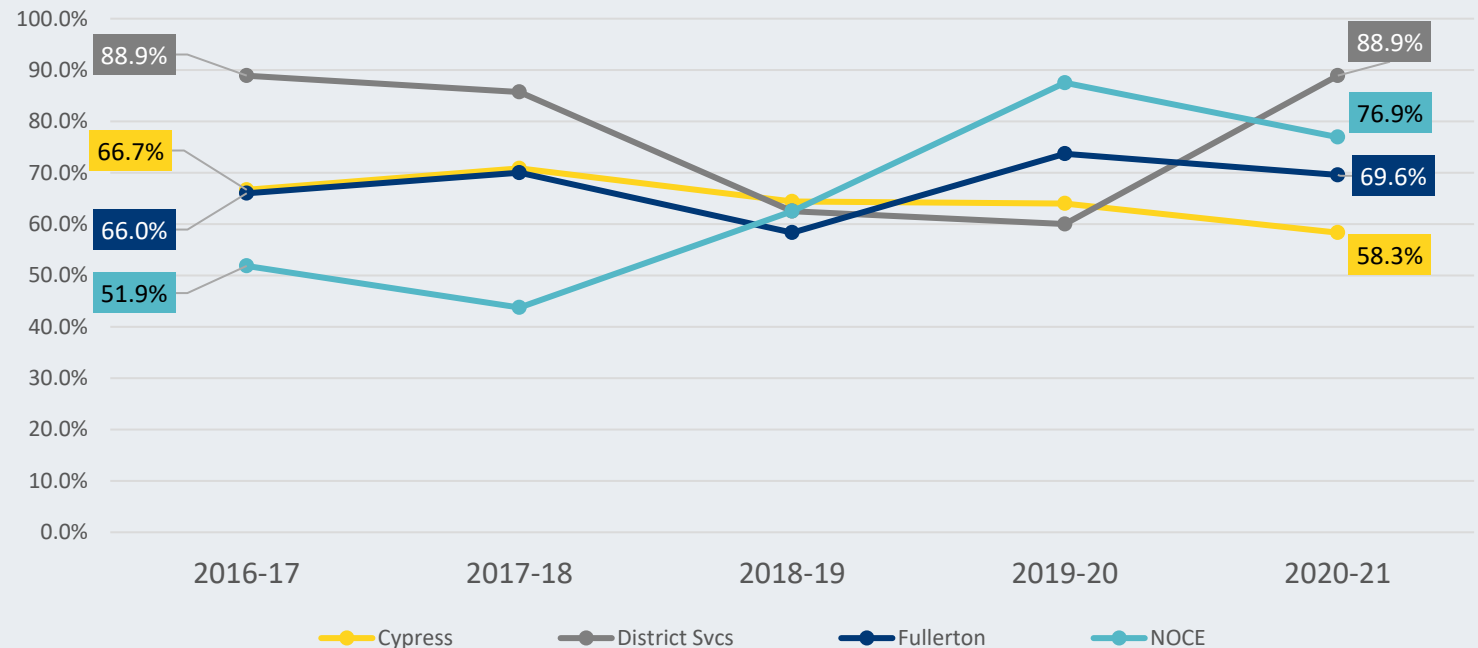
Source: PeopleAdmin. Applicant data for fiscal year 2020-21; faculty new hire demographics for calendar year 2021 (spring-fall 2021).
Notes: Data exclude recruitments for temporary faculty positions. Data include recruitments that were postponed or cancelled due to Covid-19 in 2019-20 and were re-opened/completed in 2020-21.



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
- Most sites showed an increase in the percentage of diverse hires from 2016-17 to 2020-21
- District Services had the highest percentage of diverse hires in 2020-21 (88.9%)

NOCCCD Percentage of Diverse Hires by Campus/Site, 2016-17 to 2020-21



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.

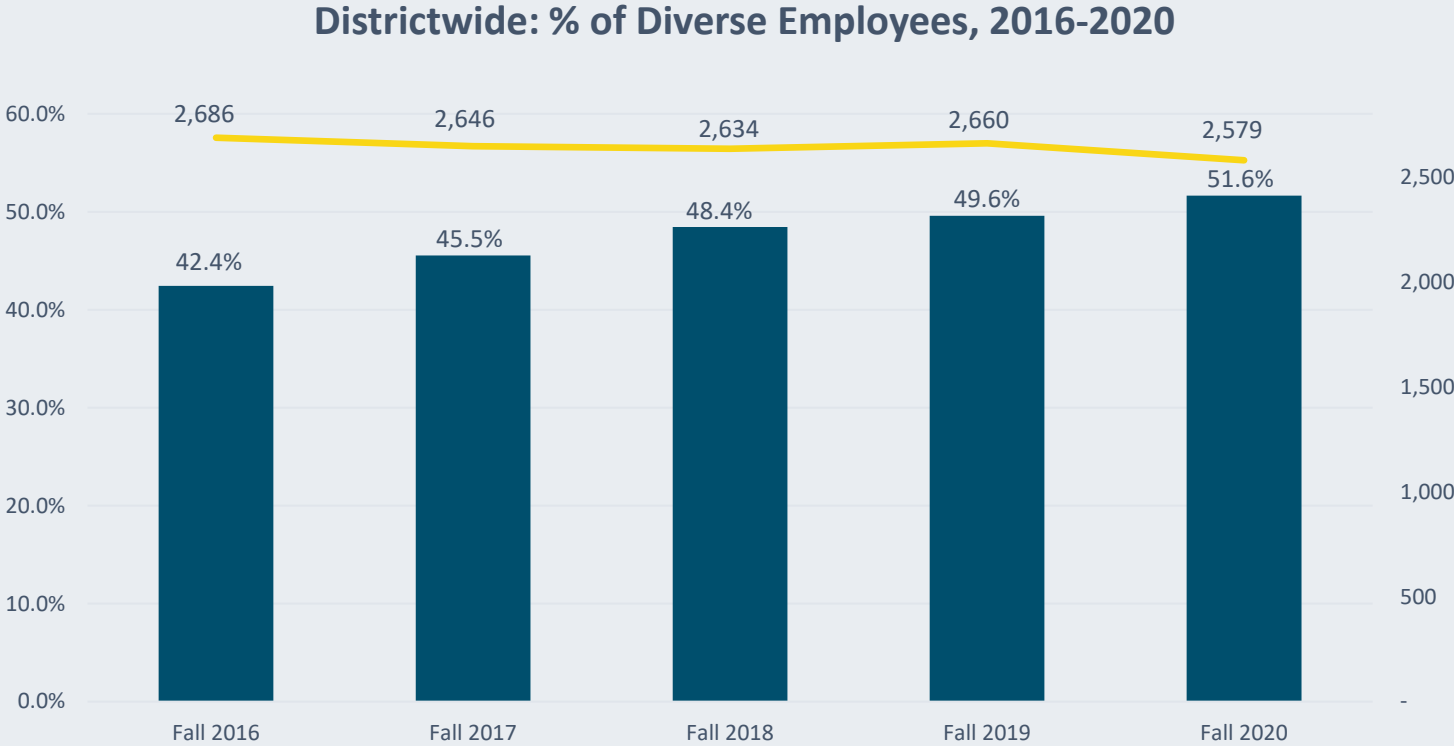


NOCCCD Employee Demographics



Districtwide Trends in Employee Race/Ethnicity

■ NOCCCD employee racial/ethnic diversity has increased approx. 9% over the last five years from 42.4% in fall 2016 to 51.6% in fall 2020

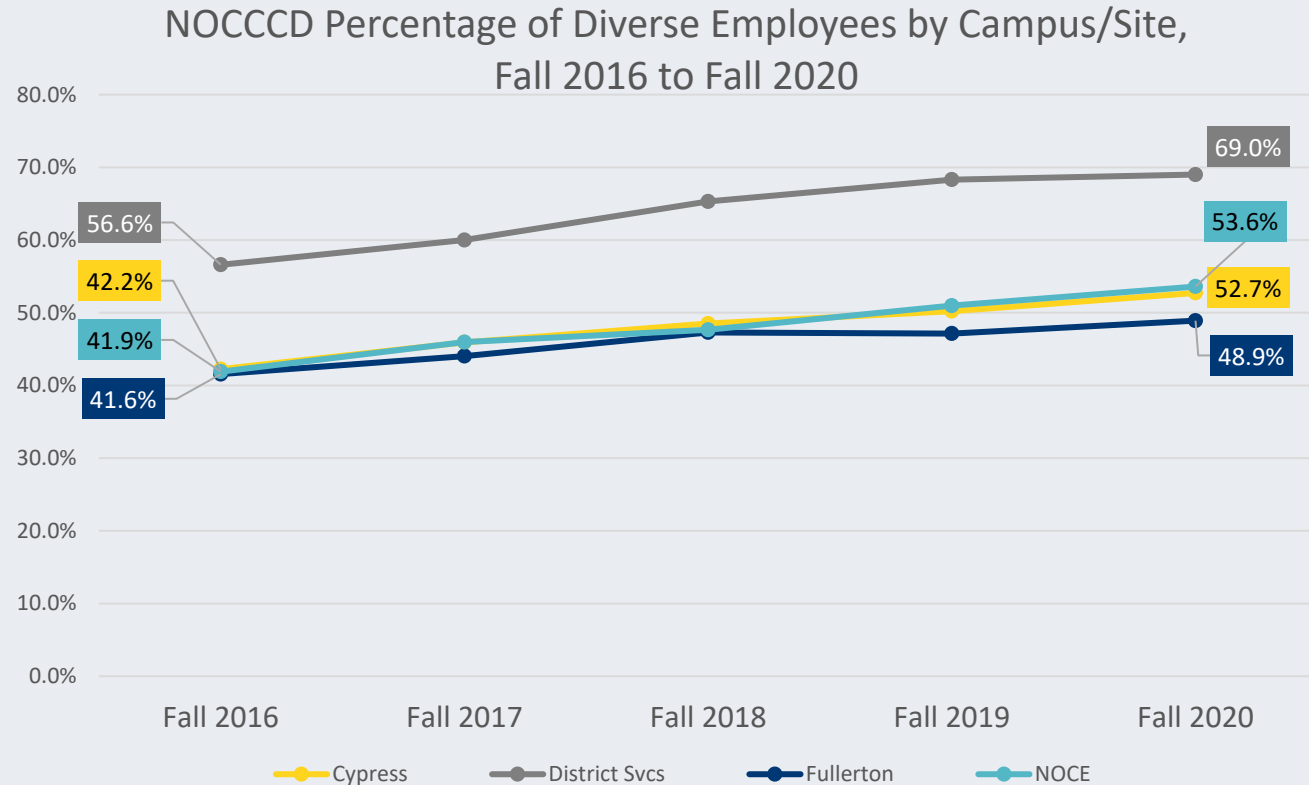


Source: CCCC Data Mart, Faculty & Staff Demographics Report
 Note: Employees include educational and classified administrators, full-time faculty, adjunct faculty, and permanent classified and confidential staff



NOCCCD Racial/Ethnic Diversity Employee Trends by Campus/Site

- Each campus/site has increased the percentage of diverse employees over the last 5 years (between 7-12%)
- District Services has had the highest percentage of diverse employees (69% as of 2020) by race/ethnicity
- Cypress, Fullerton, and NOCE have had similar percentages of diverse employees over the last 5 years (49-54% as of 2020)



Source: CCCCO Data Mart, Faculty & Staff Demographics Report

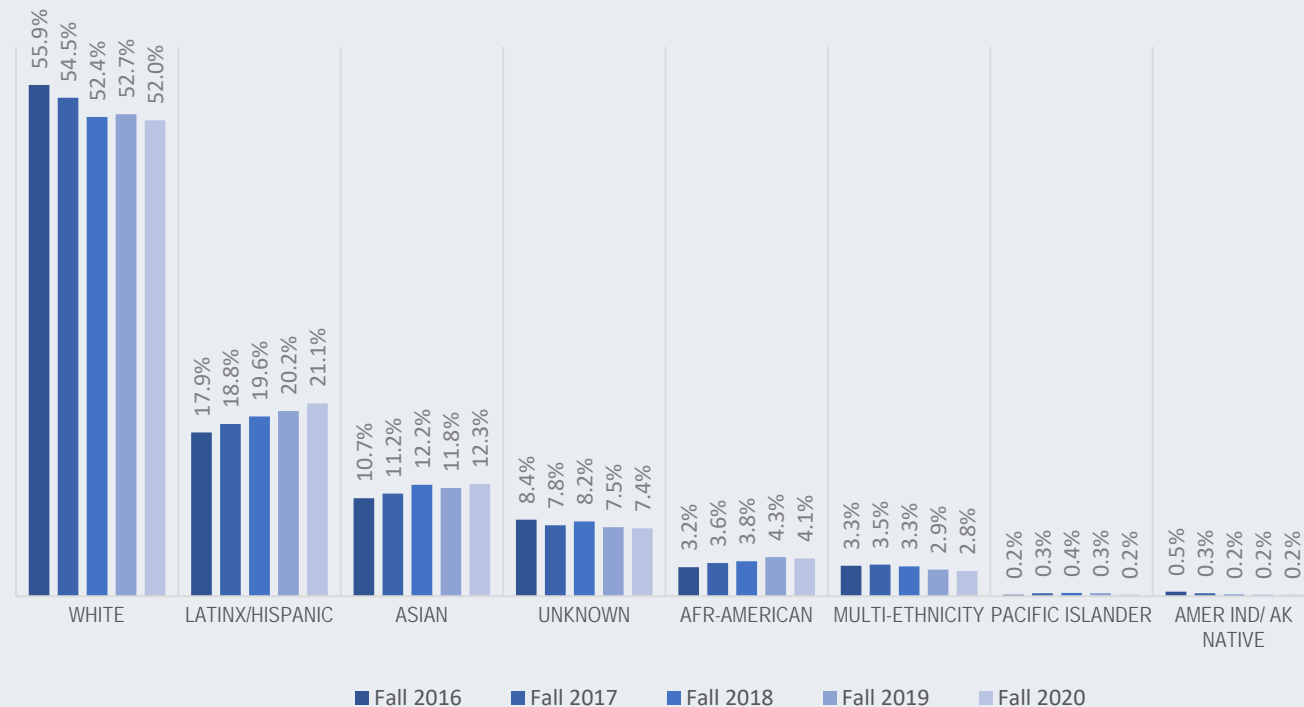


Districtwide Trends in Full-time Faculty By Race/Ethnicity

5-Year Trends:

- ↓ White/Non-Hispanic percentage decreased by 3.9%
- ↑ Latinx percentage increased by 3.2%
- ↑ Asian percentage increased by 1.6%
- ↑ African-American percentage increased by 1.0%

DISTRICTWIDE: FULL-TIME FACULTY BY ETHNICITY, FALL 2016-FALL 2020



Source: CCCC Data Mart, Faculty & Staff Demographics Report

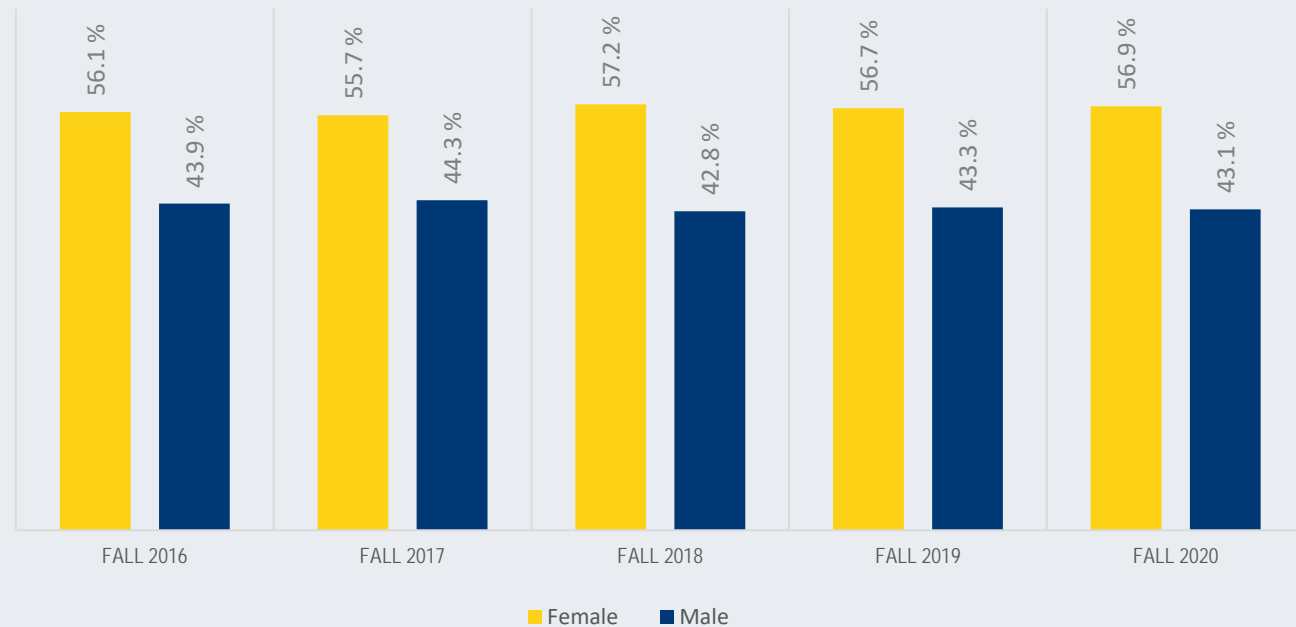
Note: Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.



Districtwide Trends in Employee Gender

- Females make up the majority of employees across the district
- Female employee percentage has remained stable over the last five years between 56-57% and stood at 56.9% in fall 2020

DISTRICTWIDE: ALL EMPLOYEE GENDER,
FALL 2016-FALL 2020

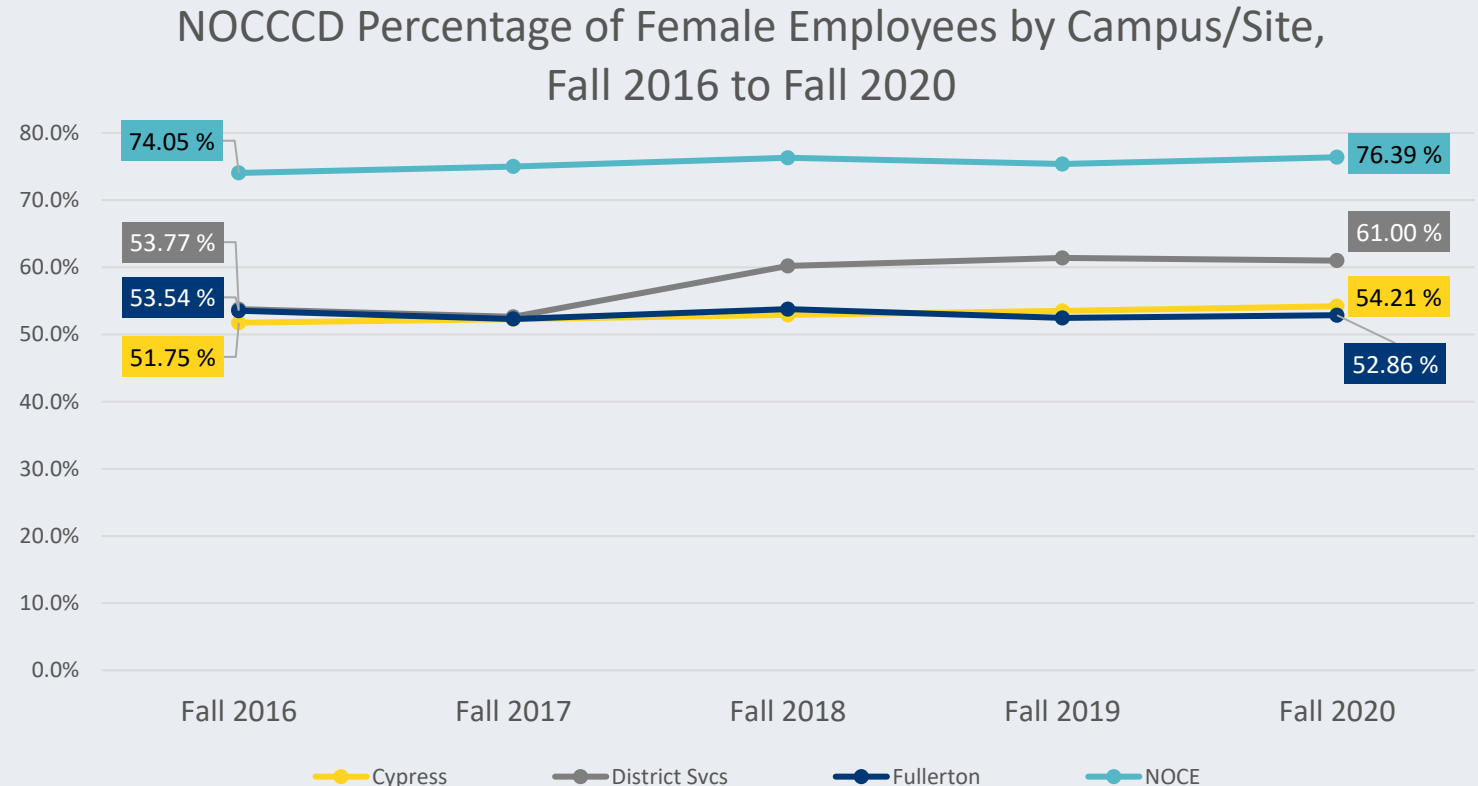


Source: CCCC Data Mart



NOCCCD Trends in Percentage of Female Employees by Campus/Site

- NOCE has consistently had the highest percentage of female employees and stood at 76% females as of 2020
- Cypress and Fullerton each has had approximately 52-54% females over the last 5 years
- District Services has increased female employees from 54% to 61% as of 2020



Source: CCCCO Data Mart



NOCCCD EE06

Occupational Categories by Demographics



Districtwide: EEO6 Occupational Categories by Demographics, Fall 2020

- **Exec/Admin/Mgmt:** Plurality White; somewhat more females than males
- **Faculty:** Plurality White; more females than males
- **Professional:** Majority Latinx
- **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	496	20.4%	21.6%	0.0%	1.8%	16.1%	36.8%	18.0%
	Female	584	21.2%	25.2%	0.0%	26.0%	14.3%	0.0%	3.0%
Latinx/Hispanic	Male	296	11.5%	9.0%	33.3%	5.5%	12.6%	47.4%	45.9%
	Female	446	15.0%	14.0%	33.3%	35.6%	26.6%	5.3%	12.8%
Asian	Male	173	5.3%	6.7%	0.0%	2.7%	10.8%	10.5%	5.3%
	Female	249	10.6%	9.4%	33.3%	16.9%	9.4%	0.0%	0.8%
Black/African American	Male	32	2.7%	1.2%	0.0%	0.0%	0.7%	0.0%	3.8%
	Female	60	3.5%	2.3%	0.0%	5.0%	0.7%	0.0%	0.8%
Multi-Ethnicity	Male	42	4.4%	1.6%	0.0%	0.5%	1.4%	0.0%	2.3%
	Female	47	2.7%	1.8%	0.0%	1.4%	2.8%	0.0%	0.8%
Pacific Islander	Male	5	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%	0.8%
Unknown/Non- Respondent	Male	74	0.0%	3.4%	0.0%	0.0%	2.1%	0.0%	5.3%
	Female	77	2.7%	3.5%	0.0%	3.2%	1.0%	0.0%	0.8%
TOTAL		2,593	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 2020

- **Exec/Admin/Mgmt:** Plurality White; approx. equal males & females
- **Faculty:** Plurality White; approx. equal males & females
- **Professional:** NA
- **Clerical:** Majority female; mostly Latinx, White, and Asian
- **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	179	19.4%	21.8%	0.0%	3.2%	20.8%	45.5%	17.0%
	Female	181	19.4%	21.8%	0.0%	25.8%	22.2%	0.0%	1.9%
Latinx/Hispanic	Male	101	9.7%	9.0%	0.0%	1.6%	5.6%	36.4%	56.6%
	Female	133	12.9%	14.1%	0.0%	32.3%	19.4%	9.1%	3.8%
Asian	Male	69	9.7%	7.8%	0.0%	4.8%	9.7%	9.1%	7.5%
	Female	88	6.5%	10.4%	0.0%	17.7%	9.7%	0.0%	0.0%
Black/African American	Male	16	9.7%	1.5%	0.0%	0.0%	0.0%	0.0%	5.7%
American	Female	24	3.2%	3.1%	0.0%	1.6%	1.4%	0.0%	1.9%
Multi-Ethnicity	Male	13	6.5%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%
	Female	18	0.0%	2.1%	0.0%	3.2%	2.8%	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	25	0.0%	3.1%	0.0%	0.0%	4.2%	0.0%	3.8%
	Female	29	3.2%	3.1%	0.0%	8.1%	2.8%	0.0%	1.9%
	TOTAL	881	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 2020

- **Exec/Admin/Mgmt:** Highest % White and Latinx males
- **Faculty:** Majority White; slightly more females
- **Professional:** Majority female; Latinx and Asian
- **Clerical:** Majority female; White and Latinx
- **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	278	33.3%	25.1%	0.0%	1.2%	15.7%	14.3%	19.7%
	Female	286	12.8%	26.0%	0.0%	31.8%	11.4%	0.0%	1.5%
Latinx/Hispanic	Male	155	20.5%	9.5%	33.3%	7.1%	16.4%	71.4%	39.4%
	Female	217	12.8%	14.0%	33.3%	37.6%	27.9%	0.0%	19.7%
Asian	Male	82	5.1%	6.7%	0.0%	1.2%	10.7%	14.3%	3.0%
	Female	90	2.6%	7.4%	33.3%	10.6%	7.9%	0.0%	1.5%
Black/African American	Male	11	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	3.0%
	Female	24	5.1%	1.6%	0.0%	7.1%	0.7%	0.0%	0.0%
Multi-Ethnicity	Male	21	2.6%	1.6%	0.0%	0.0%	2.9%	0.0%	1.5%
	Female	18	5.1%	1.2%	0.0%	1.2%	2.1%	0.0%	1.5%
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%	0.3%	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	39	0.0%	3.5%	0.0%	0.0%	1.4%	0.0%	7.6%
	Female	20	0.0%	2.0%	0.0%	1.2%	0.7%	0.0%	0.0%
TOTAL		1,250	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 2020

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

Ethnicity	Gender	Count	Exec/Admin/ Mgmt	Faculty	Professional	Clerical	Technical	Skilled Crafts	Service or Maintenance
White	Male	27	15.8%	8.6%	0.0%	0.0%	3.6%	0.0%	0.0%
	Female	100	36.8%	31.0%	0.0%	16.0%	16.1%	0.0%	20.0%
Latinx/Hispanic	Male	29	0.0%	7.1%	50.0%	0.0%	12.5%	0.0%	60.0%
	Female	73	26.3%	14.1%	50.0%	36.0%	39.3%	0.0%	0.0%
Asian	Male	12	0.0%	3.5%	0.0%	0.0%	5.4%	0.0%	0.0%
	Female	52	5.3%	13.7%	0.0%	28.0%	16.1%	0.0%	0.0%
Black/African American	Male	4	0.0%	1.2%	0.0%	0.0%	1.8%	0.0%	0.0%
	Female	12	5.3%	2.7%	0.0%	16.0%	0.0%	0.0%	0.0%
Multi-Ethnicity	Male	4	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	20.0%
	Female	10	0.0%	2.7%	0.0%	0.0%	5.4%	0.0%	0.0%
Pacific Islander	Male	2	0.0%	0.8%	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	9	0.0%	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%
	Female	28	10.5%	9.8%	0.0%	4.0%	0.0%	0.0%	0.0%
TOTAL		362	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 2020

- **Exec/Admin/Mgmt:** Highest % Asian female; then White female
- **Faculty:** NA
- **Professional:** 100% Asian female
- **Clerical:** Majority female; Latinx, White, & Asian
- **Technical:** Majority male; White and Asian
- **Skilled Crafts:** NA
- **Service/Maint:** Highest % Latinx (~equal females and males)

Ethnicity	Gender	Count	Exec/Admin/ Mgmt	Faculty	Professional	Clerical	Technical	Skilled Crafts	Service or Maintenance
White	Male	12	4.2%	--	0.0%	2.1%	38.9%	0.0%	22.2%
	Female	17	25.0%	--	0.0%	21.3%	0.0%	0.0%	11.1%
Latinx/Hispanic	Male	11	8.3%	--	0.0%	10.6%	11.1%	0.0%	22.2%
	Female	23	12.5%	--	0.0%	36.2%	5.6%	0.0%	22.2%
Asian	Male	10	4.2%	--	0.0%	4.3%	33.3%	0.0%	11.1%
	Female	19	33.3%	--	100.0%	21.3%	0.0%	0.0%	0.0%
Black/African American	Male	1	0.0%	--	0.0%	0.0%	5.6%	0.0%	0.0%
	Female	0	0.0%	--	0.0%	0.0%	0.0%	0.0%	0.0%
Multi-Ethnicity	Male	4	8.3%	--	0.0%	2.1%	0.0%	0.0%	11.1%
	Female	1	4.2%	--	0.0%	0.0%	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%	2.1%	0.0%	0.0%	0.0%
Unknown/Non- Respondent	Male	1	0.0%	--	0.0%	0.0%	5.6%	0.0%	0.0%
	Female	0	0.0%	--	0.0%	0.0%	0.0%	0.0%	0.0%
	TOTAL	100	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.



NOCCCD Comparative Data



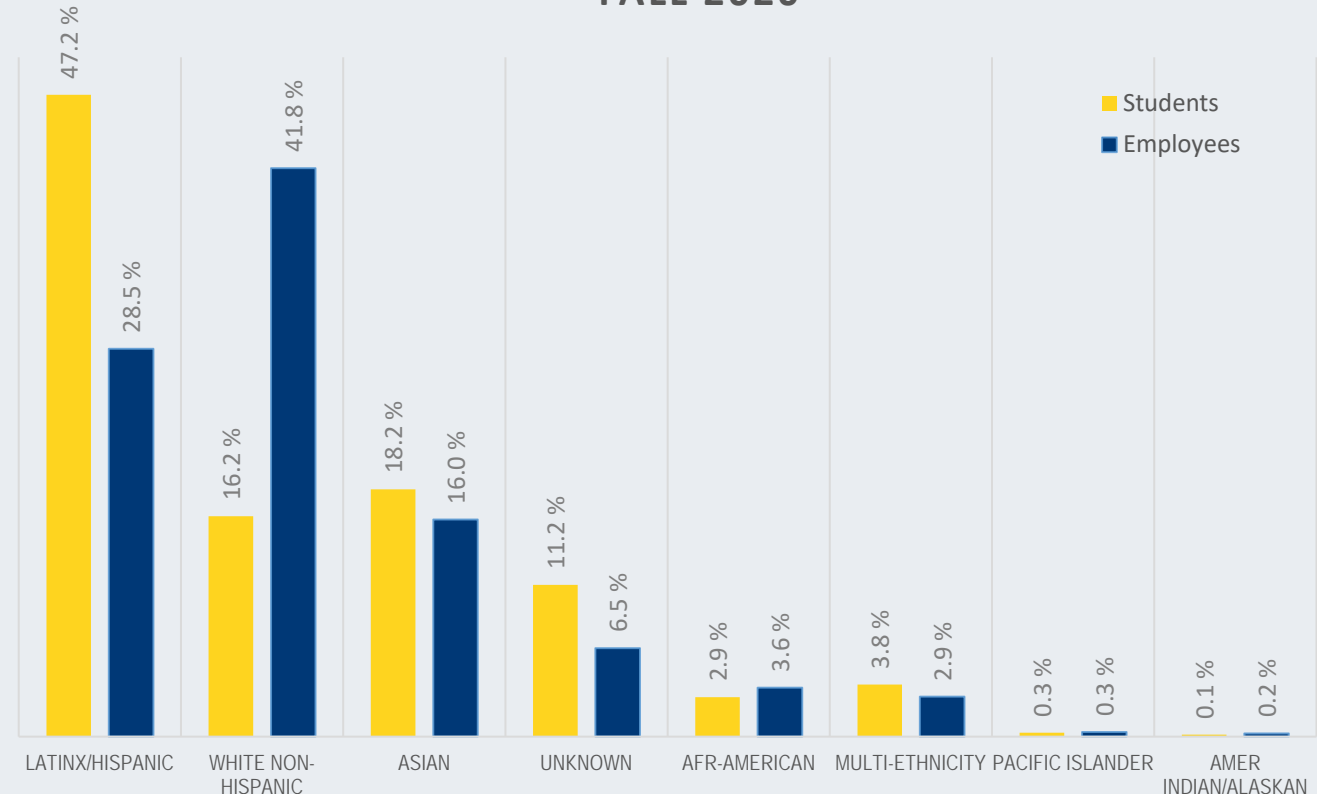
NOCCCD Student vs NOCCCD Employee Race/Ethnicity

NOCCCD Student Diversity **73%**

NOCCCD Employee Diversity **52%**

- NOCCCD students are more diverse than employees by race/ethnicity
- More Latinx students than Latinx employees (47.2% versus 28.5%)
- More White Non-Hispanic employees than students (41.8% versus 16.2%)

**NOCCCD STUDENT VS EMPLOYEE RACE/ETHNICITIES
FALL 2020**



Source: Student data from NOCCCD local MIS submission; employee data from CCCC Data Mart

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

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



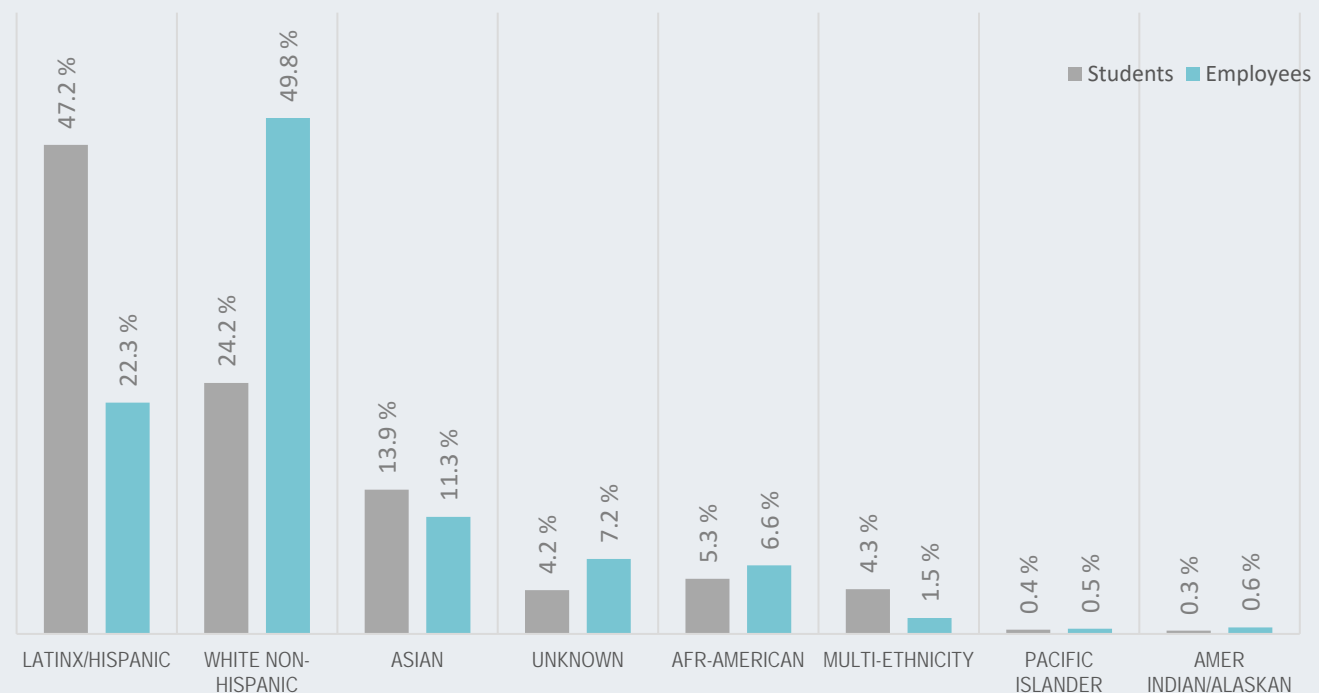
CA Community Colleges (CCC) Student vs Employee by Race/Ethnicity

CCC Student Diversity **72%**

CCC Employee Diversity **43%**

- CCC students are more diverse than college employees by race/ethnicity
- Similar to NOCCCD trends
- More Latinx students than CCC employees (47.2% vs 22.3%)
- More White Non-Hispanic CCC employees than CCC students (49.8% vs 24.2%)

CA COMMUNITY COLLEGES STUDENT VS EMPLOYEE RACE/ETHNICITIES, FALL 2020



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

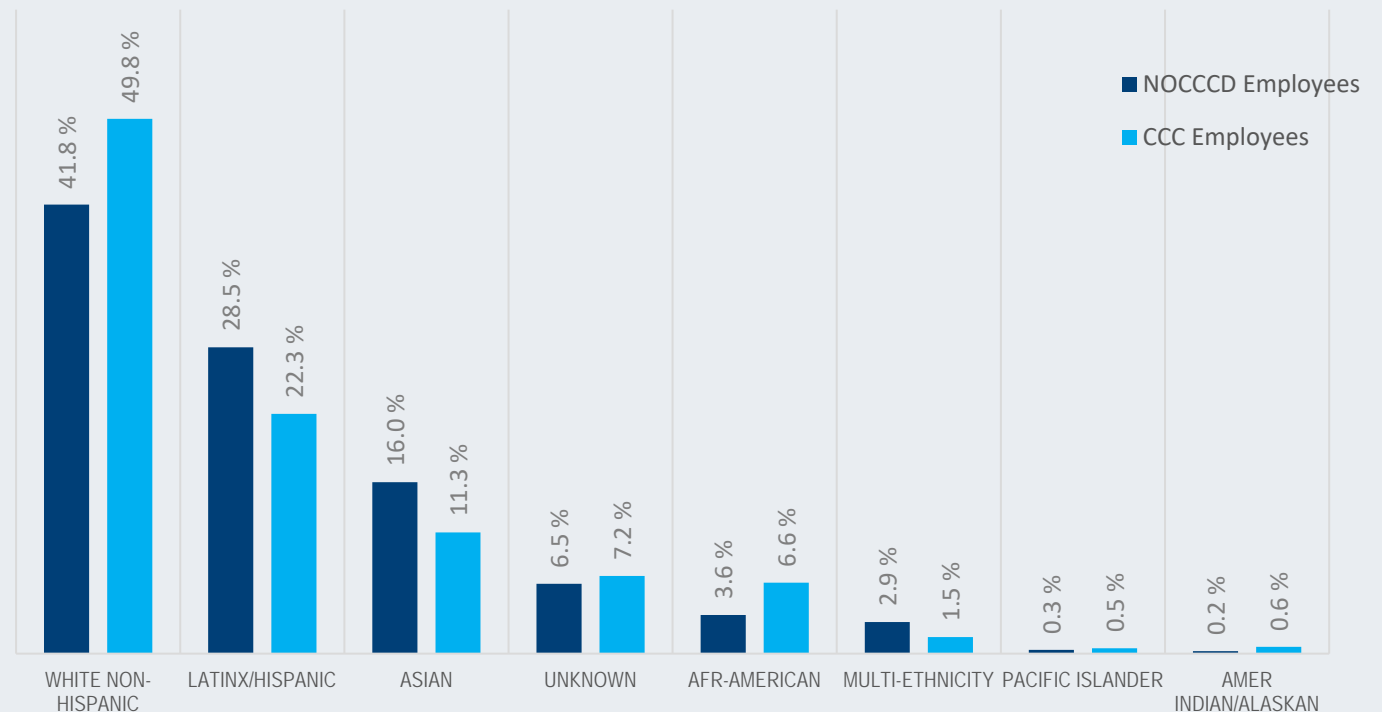


NOCCCD vs CA Community Colleges Employee Race/Ethnicity

NOCCCD Employee Diversity **52%**
 CCC Employee Diversity **43%**

- Employee diversity is higher at NOCCCD compared to CA community colleges statewide
- NOCCCD has higher percentages of Latinx and Asian employees vs CCC
- NOCCCD has a smaller percentage of White Non-Hispanic employees vs CCC

NOCCCD VS CA COMMUNITY COLLEGES EMPLOYEE RACE/ETHNICITIES, FALL 2020



Source: CCCCO Data Mart, Faculty & Staff Demographics Report

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

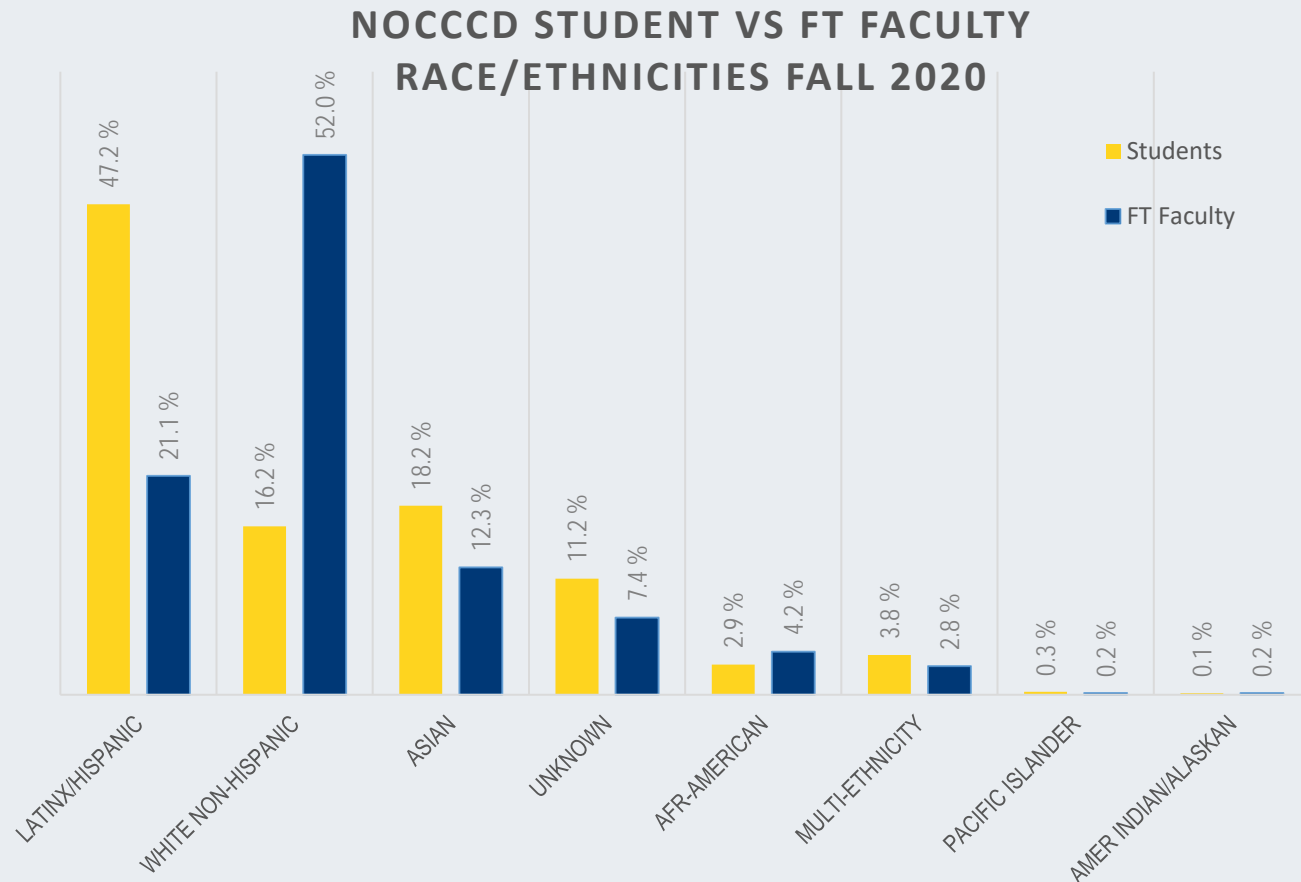


NOCCCD Student vs NOCCCD Full-time Faculty Race/Ethnicity

NOCCCD Student Diversity **73%**

NOCCCD FT Faculty Diversity **41%**

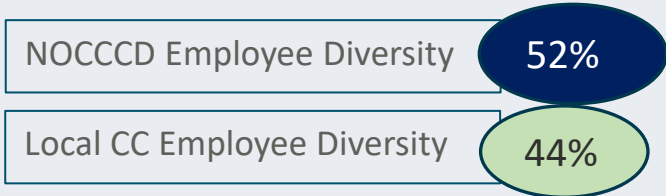
- NOCCCD students are more diverse than FT faculty by race/ethnicity
- More Latinx students than Latinx FT Faculty (47.2% versus 21.1%)
- More White Non-Hispanic FT Faculty than students (52% versus 16.2%)



Source: Student data from NOCCCD local MIS submission; faculty data from CCCC Data Mart
 Note: Multi-ethnicity category includes any combination of two or more races and not Hispanic/Latinx ethnicity.

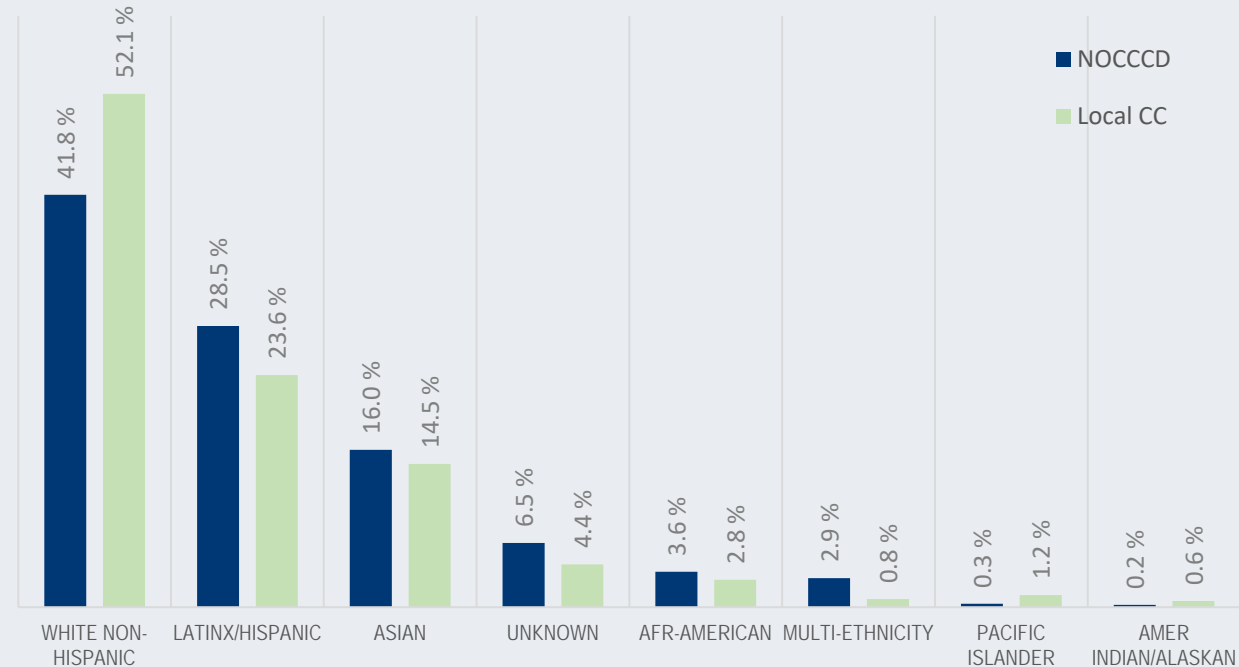


NOCCCD vs Local Community College* Employee Race/Ethnicity



- 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 2020



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



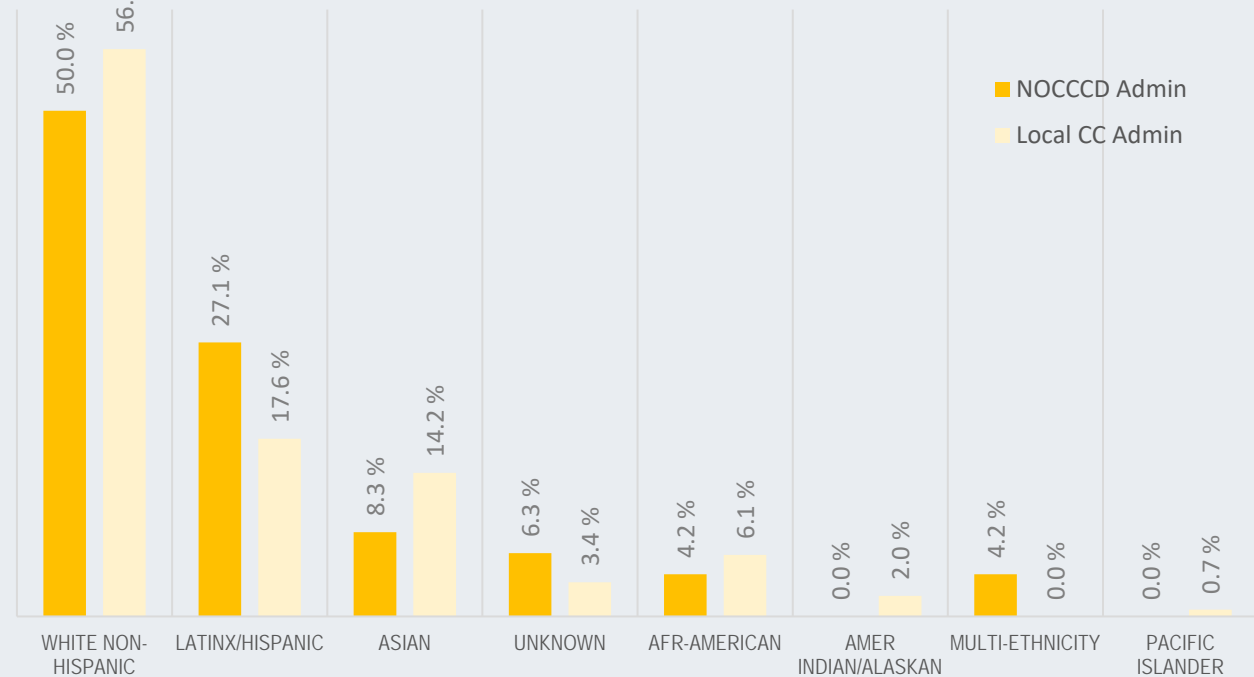
NOCCCD vs Local Community College* Employee Race/Ethnicity – Educational Administrators

NOCCCD Administrator Diversity **44%**

Local CC Administrator Diversity **41%**

- NOCCCD has a slightly more diverse group of educational administrators compared to other local California community college districts
- NOCCCD has fewer White/Non-Hispanic and more Latinx administrators

NOCCCD VS LOCAL COMMUNITY COLLEGE EMPLOYEE ETHNICITIES - ED ADMINISTRATORS, FALL 2020



Source: CCCCO 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

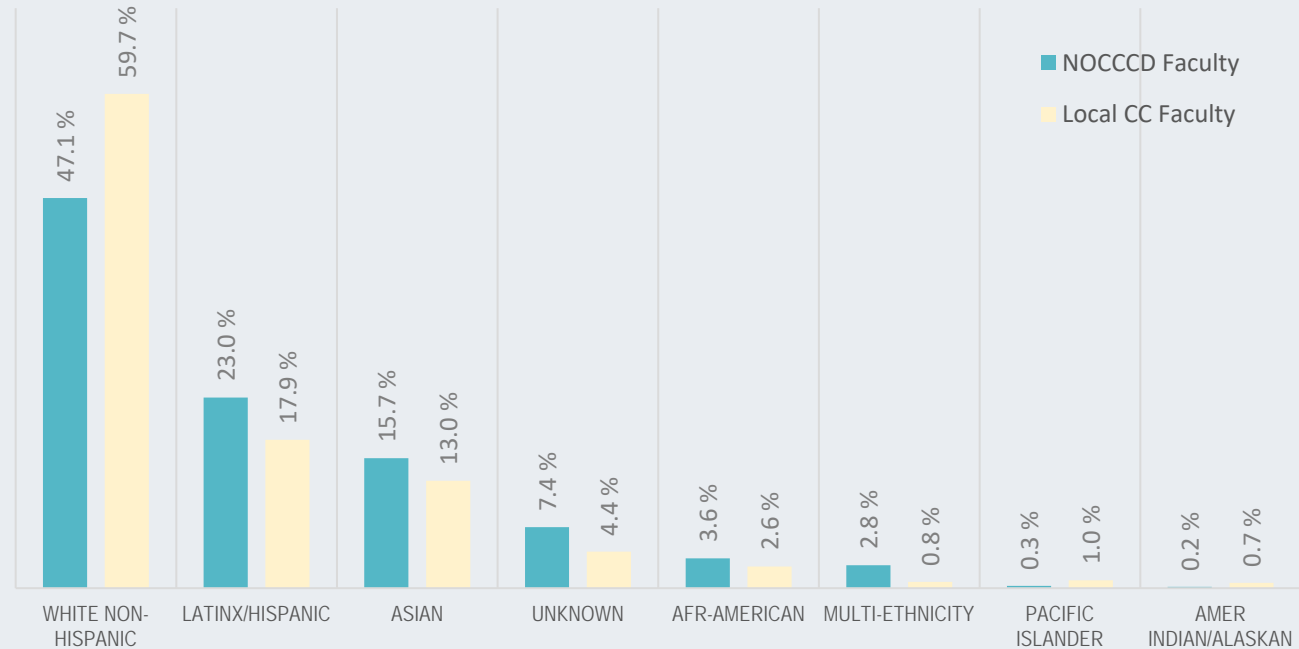


NOCCCD vs Local Community College* Employee Race/Ethnicity – All Faculty

NOCCCD Faculty Diversity	46%
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 2020



Source: CCCC Data Mart, Faculty & Staff Demographics Report

Note: Data include full-time and adjunct faculty.

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

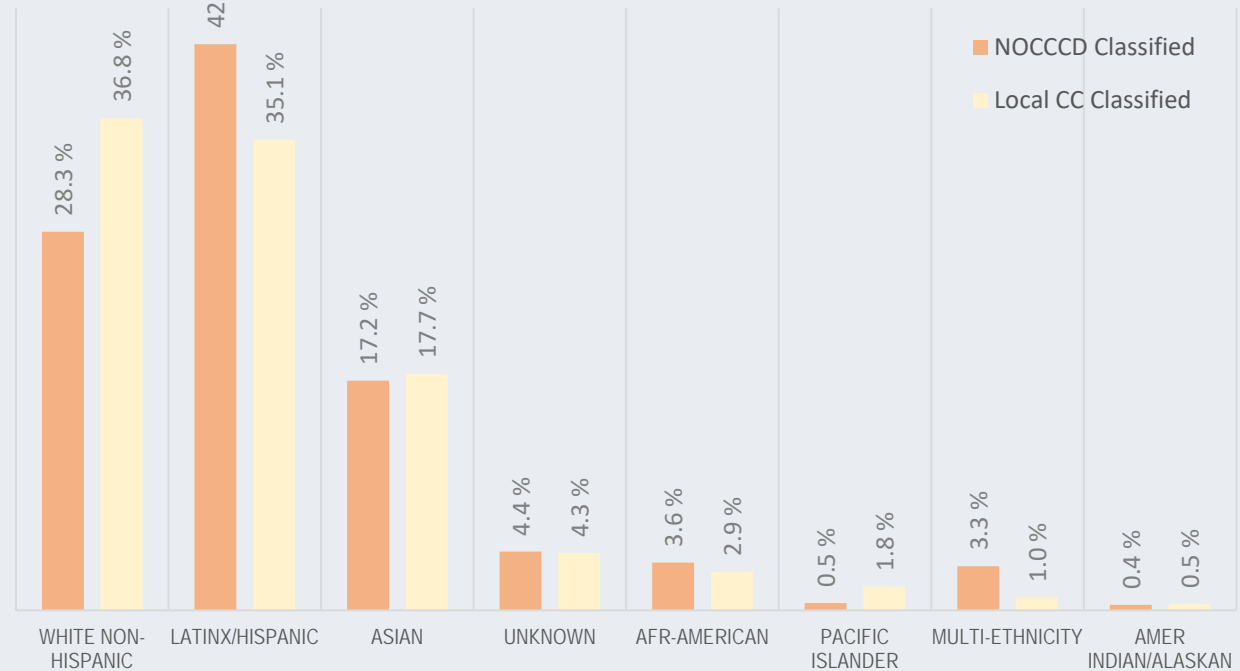


NOCCCD vs Local Community College* Employee Race/Ethnicity - Classified

NOCCCD Classified Diversity **67%**
Local CC Classified Diversity **59%**

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

NOCCCD VS LOCAL COMMUNITY COLLEGE EMPLOYEE ETHNICITIES - CLASSIFIED, FALL 2020



Source: CCCC Data Mart, Faculty & Staff Demographics Report

Note: Data include classified professionals, classified managers, and confidential employees

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

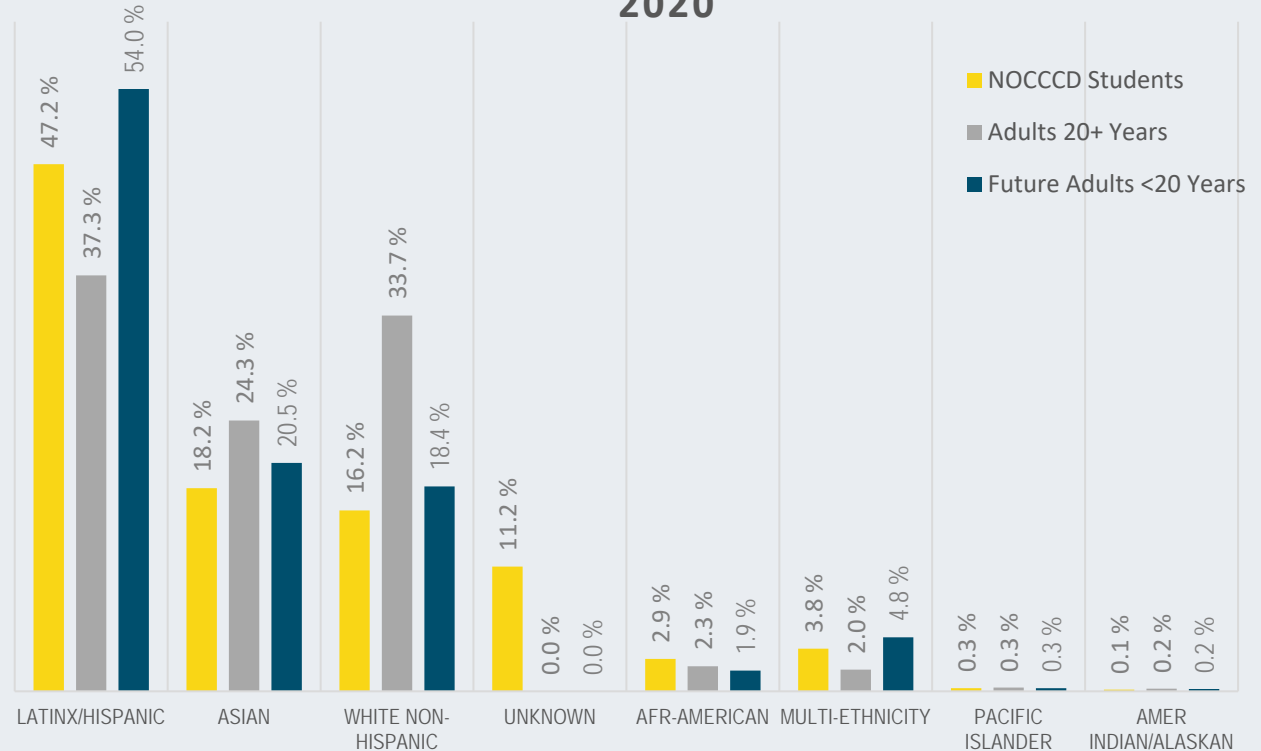
*Note: Local Community College data represent the Coast, Rancho Santiago, and South Orange County Community College Districts



NOCCCD Service Area Residents vs Student Race/Ethnicity

- Current NOCCCD Students:**
 Predominately Latinx (47%);
 18% Asian, 16% White
- NOCCCD Service Area Current Adult Population (20+ yrs.):** Plurality Latinx (37%); followed by White (34%) and Asian (24%)
- NOCCCD service area future adult population (<20 yrs.):** Majority Latinx (54%); 18-20% each White and Asian

NOCCCD SERVICE AREA VS STUDENT ETHNICITIES, 2020



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



NOCCCD Commitment to EEO and Diversity



Districtwide DEIA Activities 2020-2021

- Future Instructor Training Program
- Pluralism, Inclusion, and Equity (P.I.E.) Series
 - Employing Culturally Affirming and Equity-Minded Teaching and Learning Practices to Advance Institutional Equity – Dr. Frank Harris III
 - Black Lives Matter - Dr. Melina Abdullah
 - A Dangerous Idea: Eugenics, Genetics and the American Dream – Dr. Augustin Fuentes
 - Orange County Civil Rights History – Orange County Human Relations
 - "Caste" Discussion and Presentation
- Infusing Diversity, Equity & Inclusion In The Curriculum Seminar
- Provided DEIA Workshops for Leadership Academy and Management Development Program
- Diversity and Inclusion Faculty Fellows Program
- In Response to the CCCC's Call to Action
 - Developed Recommendations for NOCCCD's Call to Action
 - Developed Recruitment and Hiring Recommendations
- Provided Recommendations and Assisted Framing the Educational and Facilities Master Plan's section on DEIA
- Timely and thorough investigations of Title IX and Discrimination complaints
- Provided support for the Faculty Staff Associations – Three new FSA's have been organized
- State EEO funds granted \$50,000 upon showing the District met all 9 of the Multiple Measures.
- Develop a workforce data dashboard
- Developed the Diversity Coffee Breaks
- The Vice Chancellor of Human Resources serve on the statewide CCCC's DEIA Implementation Committee
- The District Director of Diversity and Compliance serve on the CCCC's Equal Employment Opportunity (EEO) and Diversity Advisory Committee.
- HR administrators serve on statewide committees that developed hiring, recruitment, and retention recommendations
- Provided Training on Discrimination and Harassment Prevention, Title IX, EEO/Diversity hiring guidelines, EEO Representative Training



Cypress College DEIA Activities 2020-21

AUGUST 2020

- Inaugural member of the CC Equity Alliance
- Featuring 12 Monthly Trainings focused on Race and Social Justice with USC Center of Race and Equity

SEPTEMBER 2020

- 6-week Training with USC Center for Race and Equity
- Hispanic Heritage Month (HHM LFSA)
- Fall Common Book Reading “The Distance Between Us”
- Creation of Meditation Room for Students

OCTOBER 2020

- National Coming Out Day – Panel Discussion
- Dr. Kate Truitt - Havening Techniques
- A Conversation with Reyna Grande (HHM)
- Cafecito Hour with Sylvia Mendez (HHM)
- Singing Our Way to Freedom, Screening

NOVEMBER 2020

- Umoja Conference
- Equity Retreat (Part 1)

- Spoken Word Poet and Hip-Hop Artist, Kane Smego
- The Story of Plastic- Sustainability Screening

DECEMBER 2020

- Hosted the statewide #RealCollegeCA Basic Needs Summit - Keynote by: Soledad O’Brien
- 2021 Kwanzaa Celebration

JANUARY 2021

- 1st Faculty Cohort of DEI Curriculum Audit and Syllabi Training

FEBRUARY 2021

- Black History Month
- Hairtage: Tangled, Twisted, and Black
- Rosewood Screening
- A Conversation with Dr. Angela Davis
- Spring Common Book Reading “Caste”

MARCH 2021

- A2Mend Conference
- Equity Retreat (Part II)
- Frank Harris, Jr.- Campus Town Hall
- Transvisibility - A Conversation with Alex Billings

APRIL 2021

- Black Student Success Week
- Strategic Planning Retreat from a DEI Framework
- Earth Day Screening- Kiss The Ground
- Chat with Scott Budnick- Producer of “Just Mercy”

MAY 2021

- A Conversation with Dolores Huerta
- Legacy Graduation Celebration
- Opening of ARISE Lab
- 'You, Me & White Supremacy' An OC Together Dialogue Series on Race Relations

JUNE 2021

- Juneteenth Celebration
- National Pride Month
- NCORE attendance with 45 staff and students

JULY 2021

- 2nd Faculty Cohort of DEI Curriculum and Syllabi Training



Fullerton College DEIA Activities 2020- 2021

August 2020

- DACA Updates & Know Your Rights, Legal Aid Clinic
- Queer Book Club: "Falling in Love with Hominids"

September 2020

- Hispanic Heritage month events (various)
- Undocu Welcome Night & What's the Tea w/ G2B?
- Umoja Presents: Rap with the Faculty
- Queer Book Club: "Stone Butch Blues"

October 2020

- Dia de los Muertos - Virtual Ofrenda
- Queer Book Club: "Females" by Andrea Chu
- Undocumented Student Action Week
- Latinx Banned Books Educational

November 2020

- Student Panel: A Discussion on Strategies for Well Being and Academic Success
- Post-Election Debrief - G2B & Umoja
- Legal Aid Clinic (March-May)

December 2020

- Re-Imagining Sexual, Gender, and Political Identity

February 2021

- Black History Month Virtual Kick-Off
- Weekly LGBTQIA+ Social Hour
- 3D Project: Black Sustainability Center
- BHM events (various)
- UndocuBlack Entrepreneurs Talk

March 2021

- Weekly LGBTQIA+ Social Hour
- Herstory: A Conversation with P. Mann
- Healing with Heart: A Safe Space Anti-Asian Violence/ #StandforAsians
- Spanish Know Your Rights Workshop
- Grads to be – Imposter Syndrome
- Queer Book Club: "The Essential Dykes to Watch Out For"
- UndocuHustle: Workshop (Parts 1-3)

April 2021

- Grads To Be Cultivating Resilience and Know Your Rights Workshop
- Weekly : Ethnic/Queer Studies
- LGBTQIA+ Social Hour
- Queer Loving Life Series: Whacking Workshop with Tori Cristi
- OC Virtual Clothesline Project
- Climate Justice International Earth Day
- Queer Book Club: "Two Boys Kissing"
- Black Student Success Week Debrief
- 3rd CCC LGBTQ+ Summit

May 2021

- Weekly LGBTQIA+ Social Hour
- "Tết (New Year)" Film Screening and Q&A with Filmmaker Peterson Pham
- Celebrating Asian Diaspora: Open Mic
- AB540 Workshop – UndocuTransfer Exp.



NOCE DEIA Activities 2020-2021

August 2020

- Group attendance at A2mend Anti-Bias Webinar
- **Initiating Inclusivity and Equity Mindedness in Online Learning Spaces**
- **Simple Tools for Trauma Related Triggers**

September 2020

- Six Tips for Success featuring Khoulood Bustami, Chairperson for Access California

October 2020

- Promotion of districtwide Hispanic Heritage Month events
- **Undocumented Week of Action (Grads to Be):**
 - Undocumented Student Week of Action at NOCCCD Kick-Off Event
 - Know Your Rights Workshop (presented by the US Immigration Law Group)
 - Healthcare Resources for Undocumented Students

November 2020

- Introduction with United American Indian Involvement UAI (NA serving social services group)

January 2021

- **Fostering a More Positive Culture and Climate**
- **Advancing Racial Equity and Justice on Campus: Aligning Culture and Strategy**

March 2021

- Group attendance at A2mend Virtual Summit
- Collaboration with Grads to Be mental health clinician: Identifying Imposter Syndrome workshop
- DEIA study sessions for President's Cabinet: equity-minded institution, impact of microaggressions on institutional climate

March 2021

- Attendance at A2mend Virtual Summit
- Grads to Be mental health clinician: Identifying Imposter Syndrome workshop
- DEIA study sessions for President's Cabinet: equity-minded institution, impact of microaggressions on institutional climate

April 2021

- Promoting Well-being during Quarantine workshop series
- LFSA Classified staff focus group led by NOCE staff and research team
- LGBTQ+ Annual Conference, creation of NOCE LGBTQ+ Advisory Grp

May 2021

- Promoting Well-being during Quarantine workshop series
 - Managing life and school during covid-19
- Grads to Be mental health clinician: Cultivating Resilience workshop

June 2021

- Sponsored one attendee at National Conference on Race and Ethnicity (NCORE)

Ongoing

- Free legal consultation for Undocumented Students
- Creation of the student club, NOCE United
- **One Book, One School Professional Development Reading Group: *Culturally Responsive Teaching and the Brain***
- Outreach activities to support disproportionately impacted students in enrollment:
 - CTE Quick Start Workshop
 - Counseling and Student Services Overview workshop
- NOCE staff leadership in founding and co-chairing NOCCCD Native American Staff Alliance



V. ADDENDUM “B” EEO PLAN MEASURES

ADDENDUM “B”

NOCCCD 2019-2022 EEO Plan Update, Section XI Measures

EEO MEASURE	STATUS	NOTES
A. Data Collection & Analysis: <u>Ongoing Activities:</u>		
Campus Climate Surveys (student & employee surveys) will continue to be conducted.	Completed/ Ongoing	- The campuses regularly conduct campus climate surveys. - The Office of Diversity and Compliance (ODC) and the Diversity and Inclusion Faculty Fellows conducted a climate survey for faculty of color. Completed in Fall 2021.
The EEOAC will develop and recommend a core set of diversity and inclusion questions for campus surveys.	Completed	<i>The core set of DEI questions have been completed by the EEOAC subcommittee and will be disseminated to each campus in Fall 2021.</i>
The data from the Campus Climate Surveys will be easily accessible and available to the public.	Completed/ Ongoing	At Cypress College, the campus climate survey results are posted at the IRP webpage https://www.cypresscollege.edu/institutional-research-and-planning/survey-results/ and were presented and discussed broadly in campus shared governance and other committees. At NOCE the campus climate survey results are posted on the NOCE research website: (https://www.noce.edu/about/administration/institutional-research/) and findings were shared at several presentations throughout the institution. In Fall 2020, at Fullerton College the campus climate survey results are available at: https://ie.fullcoll.edu/surveys/ <i>Surveys have been publicly available during the duration of the 2019-2022 EEO Plan.</i>
Campus Climate Survey Data will be used for analysis and reporting to the board in the Annual Institutional Commitment to Diversity report.	Completed	<i>Data from the campus climate surveys are analyzed by the individual campuses to determine what efficiencies will be created and or improved. In the next EEO Plan clarification should be provided on reporting the survey analysis to the Board of Trustees.</i>
The District will continue to disaggregate faculty demographics by division and	Completed/ Ongoing	- In 2019 faculty data was disaggregated and areas of underrepresentation were identified. In 2020 in addition to faculty data, EEO6 job classification data was disaggregated, and underrepresentation was identified. This data is included as a supplemental report to the

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department to determine whether underrepresentation exists.		<p><i>Commitment to Diversity Report which is submitted yearly to the Board of Trustees and shared with the Chancellor and College/School presidents.</i></p> <p><i>-The district developed work force availability data for faculty, which is now compared to the applicant pool to determine whether UR exists.</i></p> <p><i>- 2019 began adverse impact reviews at each stage of hiring process (faculty)</i></p> <p><i>- Recently began tracking adjunct applicant pools using Peopleadmin.</i></p>
A. Data Collection & Analysis: <u>Year One (2019/2020)</u>		
The EEOAC will analyze the tenure review forms/criteria & make recommendations to the District negotiating team.	In Process	Once completed, recommendations will be shared with the district and faculty to determine next steps. To be completed Spring 2022
Collect disaggregated data, which includes disability, race/ethnicity, and sex, on who receives tenure and collect data on criteria used in the faculty tenure review process.	Completed	<i>Report has been made available to Chancellor’s staff in Fall 2020.</i>
Begin disaggregating staff demographics by division and department	Partially completed	<i>Staff demographics, disaggregated by department are currently available through the Tableau dashboard. The dashboard is updated each year. The disaggregated data, however, has not yet been fully analyzed nor reported in the annual Commitment to Diversity report. To be completed Spring 2022.</i>
A. Data Collection & Analysis: <u>Year Two (2020/2021)</u>		
Develop a workforce data dashboard for a drill down data analysis of faculty, classified, and managers by district, college, division, and department. Data disaggregated by race/ethnicity, sex and, if available, disability and veteran status.	Completed	<i>The District IR Office completed the dashboard in 2019 and is currently in use.</i>
Conduct analysis of exit survey results.	Not Completed	To be completed by December 2021
Evaluate disaggregated faculty tenure data collected in year one. Analyze data for equity and adverse impact. Report findings to Chancellor.	Completed	<i>A report of the tenure data has been provided to Chancellor’s Staff in late Fall 2020. Although adverse impact was not found, disparities raise some concerns. Follow up may be required in the new EEO Plan.</i>

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A. Data Collection & Analysis: <u>Year Three (2021/2022)</u>		
Conduct analysis of and reporting on the drill down departmental data analysis developed in years one and two.	Partially Completed	<i>Completed for Faculty full- time and part-time employees. In process for management/administrator and classified employees, to be completed Spring 2022.</i>
Review analysis of exit survey results for inequities - make recommendations if any.	In Process	<i>Data has been collected; analysis will occur in Spring 2022.</i>
Collect data on employees who have left the District in the last 5 years by race/ethnicity, sex, and how long they were employed with the District	Not Completed	To be completed in Spring 2022
B. BUILDING AN INCLUSIVE WORKPLACE ENVIRONMENT <u>Ongoing Activities:</u>		
Provide Professional Development opportunities that include, but are not limited to, diversity and equity through the Pluralism, Inclusion & Equity (P.I.E.) Series, supported by the Diversity and Inclusion Faculty Fellow Program.	Completed/ Ongoing	<i>Four PIE series events are held every semester. The series is primarily organized by the Diversity and Inclusion Faculty Fellows. Events are often co-sponsored by Faculty Staff Associations and other campus committees and departments.</i>
Director will present an Annual Institutional Commitment to Diversity Report to the Board of Trustees	Completed/ Ongoing	<i>An Institutional Commitment to Diversity report is presented and submitted to the Board of Trustees each fall.</i>
Continue the Leadership Academy and Mentorship Programs offered through the District Office of Professional Development. Each program will have a DEIA component	Completed/ Ongoing	<i>The District Office of Professional Development regularly offers the Leadership Academy and Mentorship Program. A component of DEI is included in all Districtwide professional development academies with assistance from the District Office of Diversity and Compliance.</i>
In an effort to build an inclusive work environment, the EEO Plan supports activities that promotes social justice and a	Completed	<i>- This has been done through the PIE series, DEI components in districtwide professional development, co-sponsoring events with the faculty staff associations, through the Diversity Coffee Breaks, and the workshops offered through the Future Instructor Training Program.</i>

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<p>welcoming and inclusive educational and work environment.</p> <ul style="list-style-type: none"> The District will provide recurring activities that foster interest, understanding, and that embrace cultural differences. 		<ul style="list-style-type: none"> - Beginning in 2021, all new employee orientations include a DEI workshop/training. New employee orientations for faculty also include a workshop on culturally relevant pedagogy. - Annually the OCD and the Diversity and Inclusion Faculty Fellows offer the Curriculum Transformation Seminar (AKA Infusing Diversity, Equity & Inclusion In The Curriculum Seminar) that provides faculty with tools to teach in a culturally affirming and equitable manner. The Seminar hosts 20-24 faculty each year. - In Fall 2020, the ODC began working on the Anti-Racism Campaign which will be unveiled in Spring 2022. - In Spring 2020, the ODC sponsored 10 employees to attend the NCORE conference. - In Fall 2020 the District contracted with Dr. Frank Harris to provide the District and Colleges DEI consulting services. - In Spring 2020, the ODC developed and presented workshops on teaching in a culturally responsive/affirming and equity-minded manner. - Fullerton College and Cypress College have sponsored employees to attend a series of 10 e-convening workshops on DEI hosted by the USC Center on Race and Equity in 2020-2021. - The individual campuses also host a variety of speakers and events on DEIA.
<ul style="list-style-type: none"> The Director, along with Human Resources, will ensure the timely, thorough investigation of employment related harassment and/or discrimination complaints. 	<p>Completed/ Ongoing</p>	<ul style="list-style-type: none"> - In 2019-20, 33 discrimination/sexual harassment complaints were investigated. To date, for 2020-21, 19 discrimination/sexual harassment complaints have been investigated. - In 2020 new Title IX sexual harassment Policy and Procedures were developed and approved. - In 2020/21, new consensual relations language was added to AP 3410 prohibiting employees from having romantic or sexual relationships with students whom they have control or influence over.
<p>Increase the visibility of Faculty and Staff Associations and provide them with financial and other support from the Office of Diversity and Compliance.</p>	<p>Completed/ Ongoing</p>	<p>Completed/ongoing. Each year, since about 2017-18, FSA’s have been provided between \$500-\$1000 in financial assistance to recruit members and to sponsor events. In 2019-2021, three new FSA’s have been developed, they are the Disability Advocates FSA, the Native American FSA, and the South-West Asian, North African FSA.</p>
<p>B. BUILDING AN INCLUSIVE WORKPLACE ENVIRONMENT <i>Year One (2019/2020):</i></p>		

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Establish the Diversity and Inclusion Faculty Fellows Program as a permanent program offered by the Office of Diversity and Compliance with an allocated budget.	Completed/ Ongoing	<i>Each college/school has a Diversity and Inclusion Faculty Fellow. There are also two visiting Diversity and Inclusion Faculty Fellows. Funding for the Fellows is now a permanent line item in the budget as of 2020/2021.</i>
Establish the Inclusive Excellence Curriculum Transformation Seminar (AKA Infusing Diversity, Equity & Inclusion In The Curriculum Seminar) as a permanent program offered by the ODC with an allocated budget.	Completed/ Ongoing	<i>Each January A weeklong seminar is provided to faculty on how to integrate DEIA into the curriculum and how to teach in a culturally relevant manner. Funding is now a permanent line item in the budget as of 2020/2021.</i>
Develop a training for faculty tenure review committees	Not Completed/ TBD	Once completed, recommendations will be shared with the district and faculty to determine next steps
<ul style="list-style-type: none"> Develop mechanism to ensure faculty tenure review committees are diverse. 	Not Completed/ TBD	Once completed, recommendations will be shared with the district and faculty to determine next steps
B. BUILDING AN INCLUSIVE WORKPLACE ENVIRONMENT <i>Year Two (2020/2021):</i>		
Implement new training for faculty tenure review committees to address the role of the committee, criteria used, and matters involving diversity and bias in the review process.	Not Completed/ TBD	Once completed, recommendations will be shared with the district and faculty to determine next steps
B. BUILDING AN INCLUSIVE WORKPLACE ENVIRONMENT <i>Year Three (2021/2022):</i>		
District Services and each college will evaluate and assess the diversity of its vendors and business contracts.	Not Completed	To be completed in Spring 2022.
C. BUILDING HIGHLY QUALIFIED & DIVERSE APPLICANT POOLS <i>Ongoing Activities:</i>		

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Continued review of recruitment efforts to determine measures to attract a diverse pool for each discipline/position.	Completed/ Ongoing	<p><i>Relevant measures implemented under the EEO Plan as of Spring 2021:</i></p> <ul style="list-style-type: none"> - <i>The District no longer requires all documents be uploaded at the initial application stage (such as transcripts, driver’s license).</i> - <i>The criminal conviction question on the application has been removed (asked only when finalist chosen).</i> - <i>Adjunct postings now go through our applicant tracking system to be able to track hiring data for adjuncts.</i> - <i>Developed list of professional affinity groups to advertise positions (2019 to present).</i>
Continue to develop a list of professional affinity groups, list serves, and other cost-free locations to advertise positions that will attract diverse applicants.	Completed/ Ongoing	<p><i>A list of additional posting resources has been developed and additions are made regularly to the list (2019-present). The Recruitment, Hiring, and Retention plans by departments where underrepresentation is found is also designed to locate additional places and methods to advertise positions.</i></p>
Provide “Hire Me” Trainings to prospective faculty, managers, and classified applicants	Completed/ Ongoing	<p><i>Hire Me workshop (Sea to City) was held in 2019. Approximately 400 attended, 60% of respondents were diverse. This was a cooperative effort of seven Community College Districts. No Hire Me trainings were held in 2020-21 because of Covid-19. A Spring 2022 workshop is TBD.</i></p>
Instituting mechanisms for giving meaningful consideration to applicants’ demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.	Completed/ Ongoing	<ul style="list-style-type: none"> - <i>Search committee training has been revised with a greater focus on the sensitivity to and understanding of diverse students’ minimum qualifications (2017, revised 2019-present).</i> - <i>Mandatory training for managers is required every two years on this and other DEI hiring criteria. (Spring 2017, revised 2019 and 2021)</i> - <i>Search committees must now score the DEI criteria when screening applicants for interviews. (2018/19)</i> - <i>All job announcements must now include a DEIA desirable qualification in addition to the diversity minimum qualification (Spring 2019-Present).</i>
Utilize job fairs.	Completed/ Ongoing	<p><i>The Sea to City Hire Me workshop included a job fair with seven local community college districts (Fall 2019). No job fairs were attended in 2020-2021 due to covid.</i></p>
Utilize CCC Registry	Completed/ Ongoing	<ul style="list-style-type: none"> - <i>Job announcements are regularly advertised with the Registry.</i> - <i>The Future Instructor Training Program is now advertised on the Registry.</i>
Highlight the District’s diverse student body, its EEO efforts and policies, and its commitment to diversity and inclusive work	Completed/ Ongoing	<p><i>All job announcements must now include this information as of Spring 2019.</i></p>

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culture in job postings and other publications.		
Continue fostering relationships with higher educational institutions and professional organizations.	Completed/ Ongoing	<i>Much of this is done through the Future Instructor Training Program. Efforts will continue with additional documentation in Spring 2022.</i>
C. BUILDING HIGHLY QUALIFIED & DIVERSE APPLICANT POOLS <i>Year One (2019/2020):</i>		
Where it is determined underrepresentation exists, after faculty demographics are disaggregated by division and department, the President or their designee, will require the department or division to develop a plan designed to recruit, hire, and retain diverse faculty.	Partially Completed	<i>Partially completed. Each campus has received reports identifying where faculty underrepresentation exists by department in Fall 2020. For all departments where underrepresentation exists, the departments were required to develop a recruitment, hiring, and retention plan by December 2020. NOCE, Cypress College, and Fullerton College have submitted their plans. All, except NOCE’s recruitment, hiring, and retention plans have been returned for revisions to their plans. Fullerton College and Cypress College are currently rewriting their plans. Plans to be completed in Spring 2022.</i>
Conduct a review of all hiring processes.	Completed	<i>Review completed; recommendations have been developed and submitted to Chancellor’s staff in Fall 2020.</i>
Establish the Future Instructor Training (FIT) Program as a permanent program offered by the ODC with an allocated budget.	Completed	<i>Funding for the FIT program is now a permanent line item in the budget as of 2020-21. The FIT program will be in its fourth year in Spring 2022. To date 3-4 interns a year are hired as adjuncts and two have been hired as full-time faculty in the CSU’s.</i>
C. BUILDING HIGHLY QUALIFIED & DIVERSE APPLICANT POOLS <i>Year Two (2020/2021):</i>		
Develop online inclusive search committee training and ensure its accessibility and accountability as part of the hiring process.	Partially Completed	<i>The online EEO/Diversity Search Committee Training and the PeopleAdmin portion were available in Fall 2021. The online hiring procedures portion of the training is to be determined.</i>
Provide workshops for adjunct faculty on the application and interview process.	Completed	<i>Workshops were conducted in 2019, after Covid this was put on hold. To be continued once in person instruction and services are in place.</i>
Revise adjunct faculty hiring process to increase diversity of applicant pools.	In Process	<i>Currently the Director and administrative staff are meeting with the Faculty Senate Presidents and adjunct faculty representatives to develop new hiring procedures for adjunct faculty. Completion date TBD.</i>

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Develop recommendations to all hiring processes, if warranted by the review conducted in year one.	In Process	<ul style="list-style-type: none"> - In 2020, recommended changes to the hiring procedures were completed and presented to Chancellor’s staff. - In Fall 2020 to present, Human Resources personnel and ODC have participated in statewide efforts to develop DEI hiring and retention recommendations for the Community College system. Completion of statewide recommendations TBD.
C. BUILDING HIGHLY QUALIFIED & DIVERSE APPLICANT POOLS <u>Year Three (2021/2022):</u>		
Revise full time faculty hiring process to increase diversity of applicant pools	Not Completed	To be initiated late Spring 2022. This measure may need to be continued in the new EEO Plan. As noted above, statewide recommendations are currently being developed, completion date TBD.
D. IDENTIFICATION AND ATTENUATION OF BIAS IN THE SELECTION PROCESS <u>Ongoing Activities:</u>		
The Director will train staff on EEO, diversity, inclusivity, cultural competence, and elimination of bias. Attendees to be entered into the Learning Management System for reporting purposes.	Completed/ Ongoing	<ul style="list-style-type: none"> - Ongoing with fewer workshops provided due to Covid. These topics are covered in the new orientation workshops, the EEO/DEIA representative training required for managers, the P.I.E series, the screening/hiring workshops, the workshops for the academies sponsored by District Professional Development, the FIT program workshops, and in the Curriculum Transformation Seminar (AKA Infusing Diversity, Equity & Inclusion In The Curriculum Seminar). -As of Fall 2021 an online Bias workshop and a workshop on Cultural Competence is available through the Vision Resource Center.
Training will occur across the institution on EEO hiring and elimination of bias, and the laws prohibiting discrimination in employment, including for: <ul style="list-style-type: none"> • The Board of Trustees • EEO Advisory Committee • Screening/selection committees • Screening/selection committee EEO/DEIA representative • All managers 	Completed/ Ongoing	Training is ongoing, all listed have received and continue to receive training.

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<ul style="list-style-type: none"> • Anyone involved in the screening/selection process 		
<p>Data will be collected and analyzed with regard to all initial and qualified applicant pools to identify possible underrepresentation and irrational barriers to employment.</p>	<p>Partially Completed/ Ongoing</p>	<p><i>Data has been collected since 2020 on all full-time faculty and some administrator initial and qualified applicant pools by position, by college/school and districtwide. Classified pool data is not currently analyzed. This may, however, require disaggregating the data further to identify irrational barriers. The District is currently looking into how PeopleAdmin can provide more detailed and disaggregated data. Analysis of classified pool data, and guidance on how to further disaggregate the data should be considered as a possible activity or initiative for the new EEO Plan.</i></p>
<p>Trained EEO/DEIA representatives will participate on each screening /selection committee to assist the committee in compliance with this EEO Plan, the District’s hiring procedures, the law related to EEO hiring, and to ensure equity, inclusion and diversity hiring criteria are followed. Unless the hiring procedures state otherwise, the EEO/DEIA representative, serves as a non-voting member on manager/administrator screening/selection committees, and as a voting member on faculty and classified screening/selection committees. The EEO/DEIA representative may fully participate in discussions regarding the qualifications of applicants while serving on screening/selection committees.</p>	<p>Completed/ Ongoing</p>	<p><i>The use of trained EEO/DEIA representatives is ongoing. The clarification on the role of the EEO/DEIA representative as described in this measure has been completed (Spring 2017, revised Fall 2021). EEO/DEIA representatives are required to go through a training that is lengthier than the training provided to screening committee members.</i></p>
<p>Job descriptions will be regularly reviewed and updated.</p>	<p>Completed/ Ongoing</p>	<p><i>Job descriptions are reviewed annually to ensure recruitment best practices and trends are implemented with a focus on DEIA.</i></p>
<p>D. IDENTIFICATION AND ATTENUATION OF BIAS IN THE SELECTION PROCESS</p>		

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<u>Year One (2019/2020):</u>		
Creation of Hiring Toolkit to attenuate bias in the faculty hiring process.	Completed	<i>The Toolkit was developed by Human Resources and is part of the materials provided to screening committees. Implemented in 2018-2019</i>
D. IDENTIFICATION AND ATTENUATION OF BIAS IN THE SELECTION PROCESS <u>Year Two (2020/2021):</u>		
Creation of Hiring Toolkit to attenuate bias in the managers hiring process.	In Process	<i>The Toolkit was developed by Human Resources, and a group of stakeholders, including CEOs, faculty, management, and classified staff to reflect a new search process. The policy to accompany the new process is not finalized. Implementation date expected to be Spring 2022.</i>
D. IDENTIFICATION AND ATTENUATION OF BIAS IN THE SELECTION PROCESS <u>Year Three (2021/2022):</u>		
Creation of Hiring Toolkit to attenuate bias in classified hiring process.	Completed	<i>The Toolkit was developed by Human Resources and is part of the materials provided to screening committees. Implemented in Spring 2021.</i>